



This project is financed by the European Union



Key features

- First EU funded regional project to focus entirely on VET and skills development
- Regional in outlook, involving the five Central Asian countries (with the possibility to involve stakeholders from Afghanistan)
- Focus on issues that are of interest to more than one country
- Five-year duration (2022-2027)
- Special attention to young women and men
- Young people face specific challenges, which have been exasperated by the COVID crisis
- •Attention to inclusiveness (gender sensitive, attention to those young people, who so far may not have had the opportunity or interest to take part in skills development)
- Attention to employability



Working in partnership

Possibility to share experiences, methods and tools developed at EU level to support VET and skills development as well as labour market policies focusing on inclusion and employability of young people

Possibility to involve EU Member State organisations and practitioners with hands-on experience in specific policy issues in the sphere of VET and skills development

Provide opportunities for active engagement of all key stakeholder groups in VET and skills development

- Ministry of Education and specialised Agencies
- Ministry of Labour and specialised Agencies
- Statistical Authorities
- Employer and sectoral organisations
- VET providers and their staff
- Young people/students
- Civil Society Organisations supporting skills development for young people



DARYA covers topics that are essential for skills development

DARYA is organised into modules



Three thematic modules cover:

1. Better evidence and analysis of education and training outcomes and skills needs which support forward looking skills development policies and employment services
2. Stakeholder driven flexible and permeable approach to qualifications at national and regional level in order to allow equal opportunities to all
3. Flexible and inclusive teaching and learning, based on learning outcomes and relevant to the labour market

A transversal module covers the governance and management of DARYA including also activities to support a partnership approach on VET and skills development.



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How does the thematic modular approach work?

Each module covers a series of topics

Central Asian countries will decide during consultations to be launched in June 2022 in which “modules” they would like to take part and which topics within a module are of particular interest to them, in relation to national reform and interests for joint developments with other countries in the region

Each module will provide different opportunities for engagement:

- familiarisation with a topic within a module
- capacity building on the use of specific tools/methods
- piloting/ testing of a new or improved tool/approach within a country or as group of countries.

Work on the three thematic modules will take place simultaneously





Examples of possible topics under Module 1



1. Awareness-raising and peer-learning

- Methods and instruments to analyse demand for skills on the labour market
 - Tracing of graduates
 - Employers'/establishment survey
 - Sectoral studies/future of work
 - Skills for smart specialisation
 - Skills foresight and quantitative forecasting
 - Big data for labour market intelligence
- The use of information on skills demand to advise education and employment-related policies and measures
- The use of labour market information for career guidance.
- Measures to support better labour market transition and innovation within public employment services

Further examples for Module 1

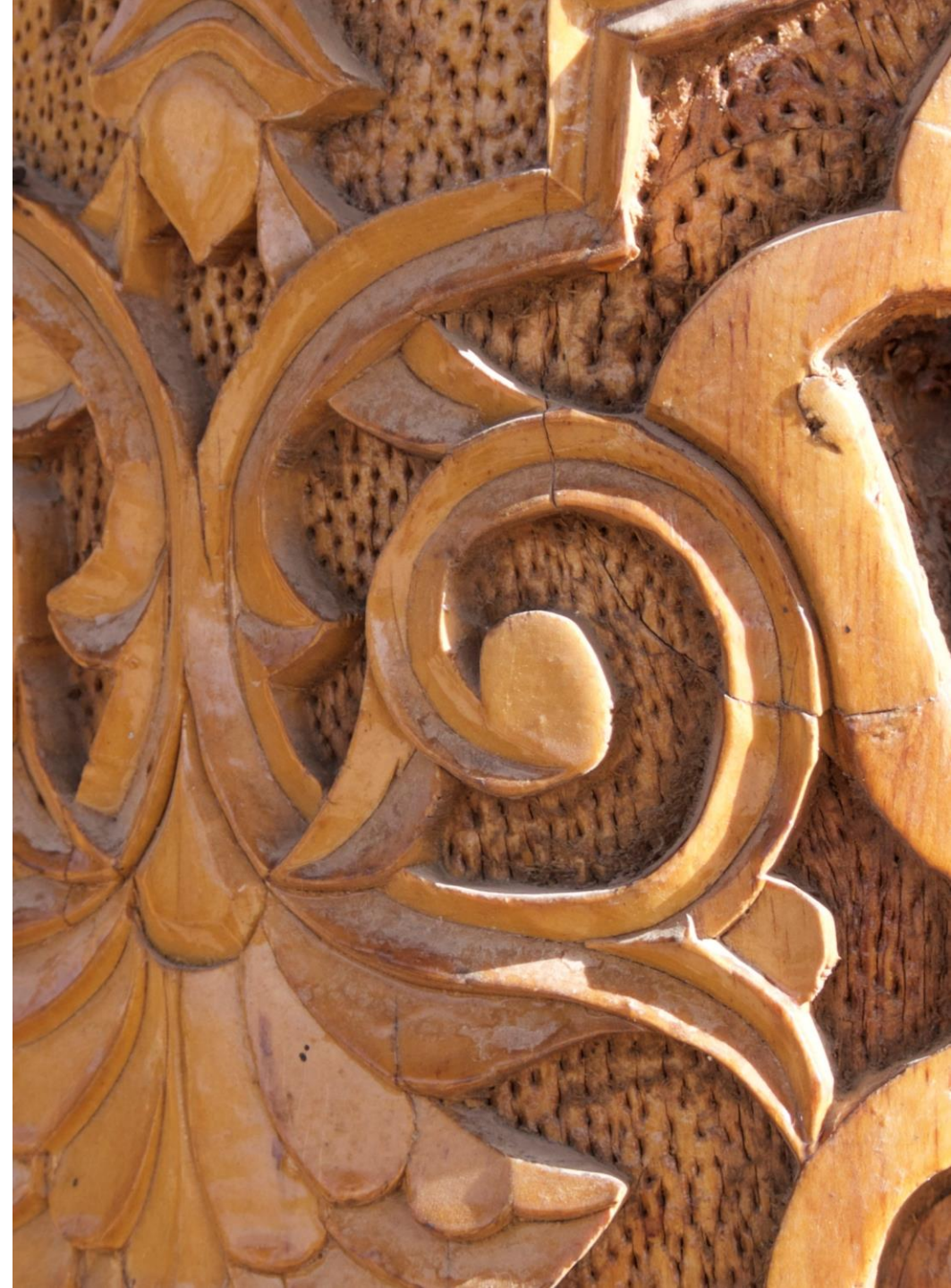
2. Piloting

- Testing and implementation of selected instruments for skills forecasting
- Testing new methodologies and indicators for monitoring education and the labour market (e.g. skills mismatch)

3. Joint regional/cross-country research on skills for the future in a priority sector relevant for Central Asian countries, followed by peer-learning partnerships

4. Collection of evidence

- Skills and jobs survey
- Transition from school to work survey
- New forms of work (platform work)



Examples of topics under Module 2 - Qualifications



Familiarisation events (exchange of practice, common understanding of concepts, definitions, challenges, possibility to refresh knowledge)

- Pillars of National Qualifications Systems
- Regional qualifications frameworks
- Involvement of stakeholders and institutional arrangements in National qualifications systems
- Enhancing trust in qualifications and quality assurance (quality assurance)

Capacity building and peer learning

- Methodologies for developing qualifications, including units of learning outcomes (micro credentials), modular curricula, peer learning
- Methodologies of validation of non-formal and informal learning, peer learning
- Advice on the development of national databases of qualifications & links with career guidance, further education; peer learning
- Improving and formalising stakeholder engagement in skills development, assessment, certification



Further examples Module 2 with a focus on stakeholder engagement

Piloting

- Developing joint (multi-country/regional) qualifications for selected priority sectors
- Piloting validation of non-formal and informal learning in selected sectors
- Exploring vision and scenarios for regional cooperation in the area of qualifications in Central Asia



Examples of topics under Module 3 – Teaching and Learning



Support the development of key competences or ‘21st century skills’ such as critical thinking, problem solving, team work, communication and computational thinking, with an initial focus on Digital Skills and Entrepreneurship skills for teachers and learners

- Familiarisation with and adaptation of EU key competence frameworks such as the Entrepreneurship Competence, Digital Competence and Life Competence Frameworks for teachers and learners to context of Central Asian countries
- Develop and implement continuing professional development programmes for teachers to support development of effective pedagogies that support key competences (e.g. problem-based, collaborative, authentic, project-based)
- Adapt monitoring and development tools such as DigcomEdu, DNATT and pilot to measure development of key competences in teachers and learners
- Adapt and develop instructional materials and guidance to support the development of pedagogies that favour the development of key competences in diverse programmes and learning situations.
- Develop networks and communities to share experiences and pedagogies addressing key competences



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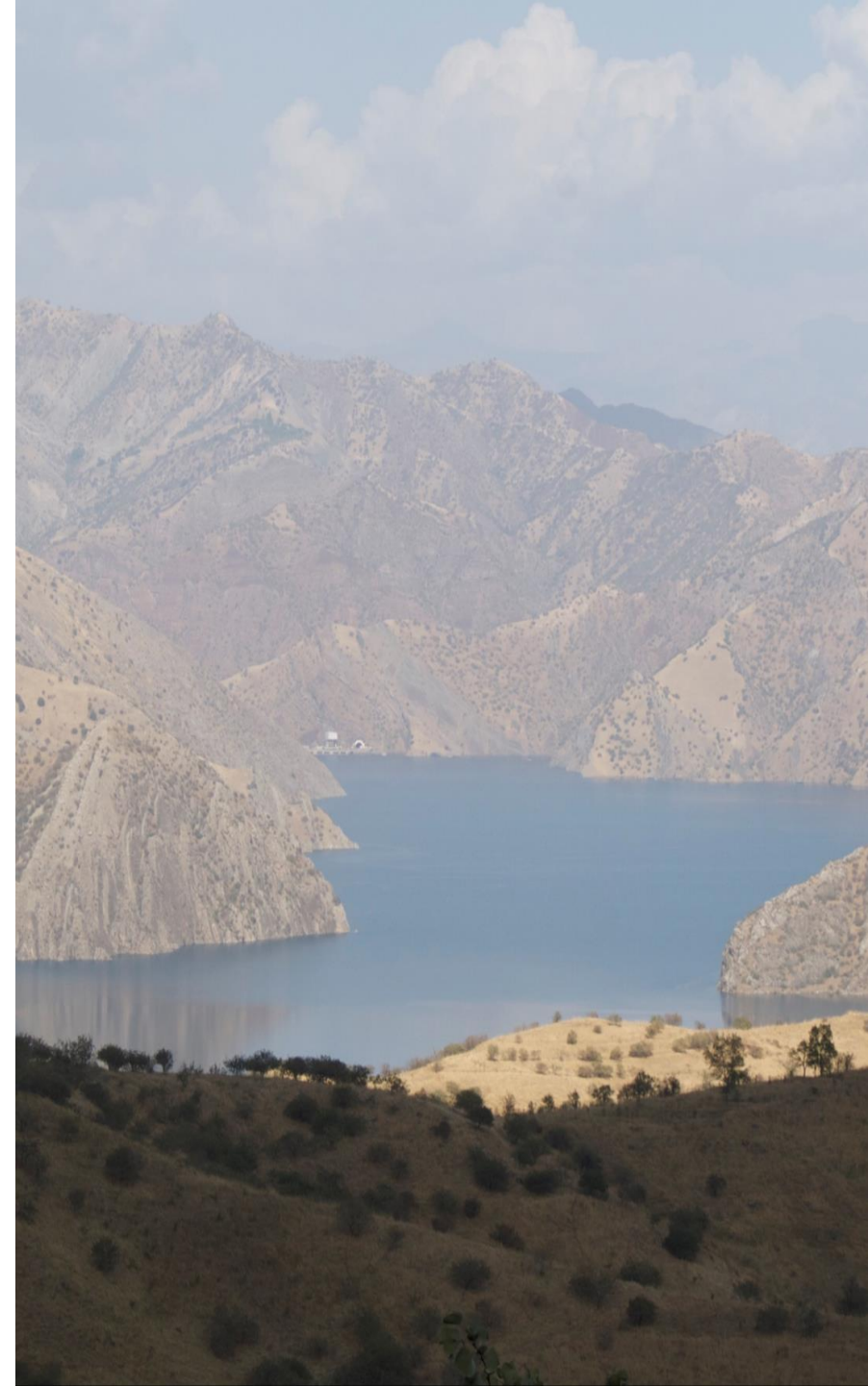
Examples Module 3 – provider level



- Support VET providers to help them to become responsive, collaborative agents for change and improvement
- Piloting and institutionalisation of SELFIE or SELFIE for work-based learning, including on the development of digital development plans for VET schools
- Support whole school improvement by developing approaches to: guidance, tools and mentoring to encourage development planning, self-evaluation and improved governance
- Support the development of distributed leadership and autonomy in centres and schools by improving engagement with businesses, communities and local government.
- Enhance the engagement of teachers in quality assurance and innovation, for example, through mentoring, observation and projects.
- Create opportunities for learners to contribute directly to governance and to innovation, for example, through social enterprises and school councils.

Examples Module 3 – system level

- Support long term development of the teaching workforce
- Develop the capacity of centres and schools to research, plan and implement professional development for all of their staff in order to meet institutional development goals
- Support existing Centres of Excellence/Competence Centres to act as pathfinders in teaching new skills and using new technologies and new pedagogies
- Renew initial teacher professional development to address Key Competences, new pedagogies, digital and on-line learning, new teacher responsibilities and new occupational skills



Different types of engagement opportunities for EU Member State Organisations

Stakeholders from Central Asia have confirmed on a regular basis, that engagement with their peers from the EU is a valuable and unique input that EU support can provide.

EU Member State organisations could:

- hold observer status
- take part in ad-hoc/one off exchange of good practice
- engage in regular good practice sharing
- participation in one or several working groups/piloting of a new method
- engage with a thematic area/module for a given period
- engagement in the entire action for a given period



How can DARYA be managed in an effective and efficient manner?



- This is a complex project as it involves many stakeholders at national as well as regional level
- Supporting national reform priorities
- Synergetic with actions of international development partners (donors as well as development banks)
- A lot can be achieved, if all work together, take responsibility and are ready to play an active part

DISTRIBUTED LEADERSHIP



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Distributed leadership

- Important to have an overview at how DARYA contributes to national reform efforts and keep track
- Need for a national board/committee
- Agile way to work together
- Set up leadership systems by module and possibly specific topics within modules
- Any stakeholder can hold a leadership role as long as the stakeholder is ready to do so and is willing to contribute a leadership effort
- A stakeholder can hold a leadership role and national level, but also for multi-country activities

Working in partnership with....

Peer organisations from EU Member States:

Are there specific EU Member State organisations you would like to see involved?

Are you interested in specific EU Member State experiences or developments? Which ones?

What is your main priority when considering the opportunity to work with colleagues from EU Member States?



Upcoming activities in 2022



Consultations and mapping:

June: missions to Tajikistan, Kazakhstan, Uzbekistan and Kyrgyzstan to launch the in-depth consultation process in each country (country stakeholders and international development partners)

Turkmenistan in September

Missions will be followed up with on-line consultations by module

Mapping and documenting country priorities for DARYA in relation to national strategies as well as specific stakeholder interests in a topic and their readiness to take on an active role

Reach out to EU Member States with information on DARYA and mapping results to explore their interest to join

Launch event (Almaty autumn 2022)

Bringing key stakeholders from the five countries together to discuss priorities, initiate an exchange on good practice and decide on multi-country/regional priorities

Familiarisation events (as of autumn 2022)

Digital key competence and self-assessment tools (SELFIE)

Related to national and regional qualification frameworks



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