**Preparatory materials DARYA Kazakhstan by October 11th for seminar in Tashkent, scheduled for October 17-19: A) Presentation, B) Information, C) Reflections**

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**А) Presentation** (<2 p.)

**1. How is the monitoring of employers' demands for skills and competencies conducted in your country - frequency?**

In accordance with Article 13 of the Law of the Republic of Kazakhstan "On the National Chamber of Entrepreneurs of the Republic of Kazakhstan" (2013), the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" (NCE) conducts an annual monitoring of the demand for professional personnel and assessments of the possibility of workforce release. The accumulation of information and the processing of results are carried out at the Center for Labor Resource Development under the Ministry of Labor.

[Rules](https://adilet.zan.kz/rus/docs/V2300032546) for forming a National labor resource forecasting system.

**2. What are the main data collection strategies used, how are industries selected, and how are employers engaged?**

Employer surveys are conducted by the National Chamber of Entrepreneurs (NCE) across cities of republican significance, the capital, regions, and districts. The list of employers subject to the survey is formed based on data from the statistical business registry.

In order to ensure representativeness, a sample is calculated for each sector of the economy. This sample is determined by taking 5% of the total number of active enterprises and individual entrepreneurs operating in that sector. The selection is based on the criterion of payment of mandatory pension contributions for one out of the three months preceding the compilation of the list of employers.

Enterprises and individual entrepreneurs are surveyed regarding their quantitative demand for personnel in the current and upcoming years broken down by professions.

The survey is conducted according to a questionnaire prepared by the NCE and posted on the Labor Exchange website in both Kazakh and Russian languages (Aidana Togizbaeva, NCE “Atameken”, facilitator for Module 1).

**3. Who coordinates and implements these processes?**

According to the Rules for establishing a national labour resource forecasting system and utilizing its results, an authorizes government body aggregates information on personnel needs for the medium term.

The national labor resource forecasting system is formed at

* **the** **central** level for:

1) Short-term period, forecasting period - 1 (one) year.

2)Medium-term period, forecasting period - 6 (six) years, including the year of forecast formation.

3)Long-term period (demographic forecast), forecasting period - up to the year 2050.

- **the regional** level, the following are formed:

1. forecast of personnel demand based on employer surveys - annually for a period of up to 3 (three) years.
2. forecast of labor resources for the medium term - 6 (six) years, including the year of forecast formation.
3. proposals for the formation and allocation of the state educational order for the training of personnel with technical and vocational education - annually before April 1st.

**4. How is the obtained information used?**

The survey results are used by Regional Chambers when allocating the state educational order to colleges. They are also sent to the Ministry of Labor and Social Protection of the Population of the Republic of Kazakhstan, the Ministry of Education of the Republic of Kazakhstan, and local executive bodies.

The results of the national labor resource forecasting system are used at **the central** level by government agencies for:

1) organizing vocational training for the unemployed.

2) informing the general population about the labor market situation, its development prospects, and in-demand professions.

3) forming the state educational order for the training of personnel with technical, professional, post-secondary, as well as higher and postgraduate education.

4) developing development plans for central government bodies funded from the republican budget.

- at **the regional** level (forecast of personnel demand based on survey results), the results are used by government and local executive bodies for:

1) forming the state educational order for the training of personnel with technical, professional, post-secondary, as well as higher and postgraduate education.

2) developing development plans for regions, cities of republican significance, and the capital.

3) developing and implementing budget, youth, and migration policies, as well as population employment policies.

* Who will be speaking and sharing information to address the above questions?

***Aidana Togizbayeva,*** *facilitator of Module 1, Managing Director of the Department for Employment and Small and Women's Entrepreneurship Development at the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken."*

**Б) Information about the situation in Kazakhstan** (<2 p.)

**A. The current situation.** The mechanisms currently in place in your country for identifying labor market demand (from employers and industries) for skills. Coordination of data collection and analysis (at the national level and within industries). Ways of utilizing the collected information.

Every year, the National Chamber of Entrepreneurs and the Ministry of Labor and Social Protection of the Population of the Republic of Kazakhstan conduct monitoring of the demand for professional personnel and assess the possibility of workforce release. The results of this monitoring are used to shape the state educational order for the training of personnel with technical and professional education.

Separate industry-specific labor market surveys are not conducted.

**B. The current situation.** The mechanisms currently in place in your country for developing educational programs for vocational education (primary, secondary, higher) and standards for assessing skills and competencies - how do they take into account the labor market's requirements for skills and competencies?

In the 2021-2022 academic year, Technical and Vocational Education Organizations (colleges) were granted academic autonomy. Now, colleges, in collaboration with employers, will independently determine the content of educational programs and the duration of training.

Educational programs are developed by Technical and Vocational Education Organizations independently with the participation of employers based on the requirements of the State Educational Standards, professional standards, and World Skills professional standards.

Educational programs, at the discretion of the educational organization, are updated at the beginning of each academic year in accordance with changing employer requirements, professional standards, and World Skills professional standards.

Higher and postgraduate education institutions independently develop educational programs in accordance with State Educational Standards and professional standards.

The development of educational programs in higher and postgraduate education institutions is carried out by academic committees established by the order of the head of higher education, which include representatives of academic staff, employers, and students.

**C. Analysis.** Think about the current situation: what are the main challenges and obstacles that your country needs to overcome in the field of regular data collection and analysis regarding the skills needs of employers and industries?

Changing the data collection methodology for the formation of the state order is necessary. The current survey is extensive.

The state currently covers the targeted order's cost, but both the state and businesses should contribute. Industries are not conducting surveys.

 Industries are not interested in analyzing and preparing specialists separately, and this responsibility falls on various government ministries, such as the Ministry of Industry, Agriculture, etc.

**D. Plans and Visions.** What are the key steps planned in your country to ensure that labor market information is used to develop in-demand skills and competencies?

Industry qualification councils are being established.

Information about regional skills shortages is lacking on the CLRD website.

Integration of information systems between the Ministry of Education and Science and the Ministry of National Economy with the Ministry of Labor and Social Protection, the Ministry of Internal Affairs, the Ministry of Defense, and other government agencies is planned.

The need to transition certification centers to an industry-specific direction is identified.

**В) Reflections**

**Industries and Professions**

* What are the most suitable sectors or sub-sectors of the economy (2-3) and professions (3-4) and why? In other words, what needs will be satisfied by the multi-country qualification developed in this sector (or sub-sector)/profession?

1) **Field of Study:** *Service Industry*

**Training Specialization:** *Hotel and Restaurant Management, Food Service*

**Specialty Name:** *Food Service Organization*

**Qualification Name(s):** *Cook*

**Training Specialization:** *Tourism, Hospitality Industry*

**Specialty Name:** *Tourism*

**Qualification Name(s):** *Tour Guide (Guide)*

2) Food Industry - Food Service Organization (Profession: Cook). There is a professional standard, an educational program, and a qualification program available.

*Tourism: Profession - Tour Guide (Guide).* There is a Professional Standard **"Provision of Excursion Services"** (Appendix No. 36 to the Order of the Deputy Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" dated December 26, 2019, No. 262 dated December 26, 2019), an educational program, and a qualification program available.

3) The driver training sector, including qualifications like **"International Freight and Passenger Transport Driver"** and **"Driving Instructor** (Driving Instructor, Driving Master, Driving Examiner, Driving Master Trainer).**"** Requirements from the EU, CIS, China, and other countries apply to international transport drivers, and these need to be summarized and included in professional and qualification standards for use in training centers

4) **Field of Study:** *Architecture and Construction*

**Training Specialization:** *Construction and Civil Construction*

**Specialty Name:** *Real Estate Management*

**Qualification Name(s):** *Property Manager, Multi-Apartment Residential Building Manager.*

"House Master" and "Multi-Apartment Residential Building Manager" - currently, these specialists are needed in all Central Asian countries. Together with Uzbek colleagues, similar questions regarding the training of these professionals have been addressed. In Kazakhstan, when developing the educational program, the experience of many countries, such as Germany, Lithuania, and Estonia, was taken into account. Special attention has been given to training in energy efficiency. It is worth noting that these qualifications are included in the National Qualifications Register of the Republic of Kazakhstan, allowing for grant places for training to be obtained from local executive bodies.

5) **Field of Study:** *Information and Communication Technologies*

**Training Specialization:** *Database and Information Network Creation and Administration*

**Specialty Name:** *Computer Engineering and Information Networks (by types)*

**Qualification Name(s):** *Network and System Administration Technician*

6) **Field of Study:** *Engineering and Engineering*

**Training Specialization:** *Chemical Engineering and Processes*

**Specialty Name:** *Laboratory Technology*

**Qualification Name(s):** *Chemical Analysis Laboratory Assistant*

*Laboratory Technician*

To what extent are the proposed sectors (or sub-sectors) / professions susceptible to the influence of digitization and the implementation of environmental approaches?

|  |  |  |
| --- | --- | --- |
| **Sector**, occupation | Impact of digitalization(from 1 to 10) | Implementation of environmental approaches (from 1 to 10) |
| **Hotel service, restaurants, and food industry:** Cook | 6 | 6 |
| **Tourism:** Tour Guide | 7-8 | 9-10 |
| **Driver Training:** International Transport Driver, Driving Instructor | 6 | 8 |
| **Real Estate Management:**House Master, Multi-Apartment Residential Building Manager | 6 | 6 |
| **ICT:** Network and System Administration Technician | 8 | 5 |
| **Chemical Engineering and Processes:** Chemical Analysis Laboratory Assistant, Laboratory Technician | 5 | 6 |

[*10 professions under the threat of digitization*](https://atameken.kz/ru/services/16-professionalnyye-standarty-i-tsentry-sertifikatsii-nsk)

What is the source of information about skill needs in this sector? Have there been any recent studies to inform the sector's skill needs?

In the period from January to February 2023, the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" conducted an annual survey on workforce needs. The survey involved 51.2 thousand business entities. According to the research data, out of the 51.2 thousand respondents, 13,065 enterprises and individual entrepreneurs expressed a need for workforce in the short term, which amounted to 134,051 people (for the year 2023 - 47,102 people, for the year 2024 - 42,443 people, 44,506 people).

In a regional context, the highest demand for workforce is experienced in the cities of republican significance, such as Almaty and Astana, as well as in the Karaganda Region, East Kazakhstan Region, Aktobe Region, North Kazakhstan Region, Pavlodar Region, and Atyrau Region. The lowest level of workforce demand is recorded in the Ulytau Region, Turkestan region, Almaty Region, and Mangystau Region.

The industries that are in acute need of workforce include trade, manufacturing, construction, education, as well as agriculture, forestry, and fisheries.

The survey showed that the most in-demand professions are those in blue-collar specialties, including seamstress, cook, security guard, general laborer, auto mechanic, accountant, agricultural tractor driver, and sales manager.

Source: <https://atameken.kz/ru/services/123-analiz-potrebnosti-v-kadrah>. You can download reports for the periods 2023-2025, 2022-2024, and 2020-2025.

**Guidelines**

What are the current benchmarks in the countries for the development, provision, assessment, and certification of skills and competencies in the mentioned sectors/professions (e.g., professional standards, qualification standards, educational standards, vocational education and training programs)?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sector**, occupation | Sectorial Qualifications Framework | Professional Standards | Qualification Programs | Educational Standards | Educational Programs |
| **Hotel service, restaurants, and food industry:** Cook | **✓** | **✓** | **✓** | **✓** | **✓** |
| **Tourism:** Tour Guide | **✓** | **✓** | **✓** | **✓** | **✓** |
| **Driver Training:** International Transport Driver, Driving Instructor | **✓** | **✓** | **✓** | **✓** | **✓** |
| **Real Estate Management:**House Master, Multi-Apartment Residential Building Manager | **✓** | **✓** | **–** | **✓** | **✓** |
| **ICT:** Network and System Administration Technician | **✓** | **✓** | **✓** | **✓** | **✓** |
| **Chemical Engineering and Processes:** Chemical Analysis Laboratory Assistant, Laboratory Technician | **✓** | **✓** | **✓** | **✓** | **✓** |

To what extent are these guidelines (standards and/or educational programs) current and responsive to labor market needs? Have they been developed or updated based on any recent skill demand research or employer surveys in this sector (see question 1)?

|  |  |  |
| --- | --- | --- |
| **Sector**, occupation | Current and responsive to labor market needs | Developed and updated in accordance with recent skills demand research |
| **Hotel service, restaurants, and food industry:** Cook | 80 % | yes |
| **Tourism:** Tour Guide | 80% | yes |
| **Driver Training:** International Transport Driver, Driving Instructor | 70 % | no |
| **Real Estate Management:**House Master, Multi-Apartment Residential Building Manager | 80 % | yes |
| **ICT:** Network and System Administration Technician | 80 % | yes |
| **Chemical Engineering and Processes:** Chemical Analysis Laboratory Assistant, Laboratory Technician | 80 % | yes |

Is work being done in the country to create/update existing standards?

The Ministry of Labor is working on making changes to the National Classifier of Occupations of the Republic of Kazakhstan from 2017. As part of the analysis conducted, amendments are planned for over 900 professions in the project for the updated National Classifier of Occupations of the Republic of Kazakhstan, with 839 of them being new.

Since 2022, the Ministry of Labor and Social Protection has launched a mechanism for covering in-demand professions with professional standards based on project management. In 2022, 170 professional standards were updated, and 21 new ones were approved, covering a total of over 1,400 professions.

In 2023, the plan includes updating 220 standards and developing 278 new professional standards, which will cover 2,800 professions. Out of the total number of professional standards, nearly half have already been updated or developed, with 30 of them already approved, while another 223 are currently under review by the "Atameken" National Chamber of Entrepreneurs (as of June 2023).

The job market already requires continuous skill development as professions undergo transformation every 2-3 years. Consequently, with evolving technologies, the content of educational programs will experience constant changes.

As of October 2023, 623 professional standards have been adopted, specifying employer requirements for nearly 3,000 professions. An additional 400 professional standards will be developed by 2025. Based on the existing professional standards, 4,100 educational programs at the level of Technical and Vocational Education have already been implemented.

[Professional Standards on NCE RK "Atameken" website](https://atameken.kz/ru/services/16-professionalnyye-standarty-i-tsentry-sertifikatsii-nsk)

To what extent are VET programs in the country based on professional standards and information about skills demand?

* In the 2021-2022 academic year, academic autonomy was introduced in TVET. Colleges develop educational programs independently with the participation of employers.
* Educational programs can take into account the requirements of professional standards, including international and World Skills standards, as well as regional specifics.
* Students have the opportunity to undergo training on a unique trajectory.
* A single educational program can lead to the acquisition of three qualifications.
* Programs are included in the registry of educational programs (> 4000 in 2023).

To ensure flexibility in workforce training, academic autonomy has been granted to TVET institutions. This allows colleges to collaborate with employers in defining the content of educational programs based on professional standards and considering regional peculiarities. It also allows them to set the duration and trajectory of training. Colleges can independently adapt to new trends and market demands. As a result, 4,100 educational programs at the level of TVET have already been implemented based on existing professional standards.

To what extent are TVET programs based on learning outcomes?

Currently, TVET institutions apply a modular and competency-based approach. The content of TVET is determined by educational programs and is oriented towards learning outcomes. Learning outcomes are reflected in TVET educational programs, based on which curricula are developed, including working curricula and individual study plans for students. The educational workload is measured by the time required for students to achieve the established learning outcomes in the educational program. The assessment of learning outcomes is done through various forms of assessment, including ongoing assessment, intermediate assessments, and final certification.

*To get an idea of the extent to which learning outcomes (based on knowledge, skills, competencies, or attitudes) are used in the development of TVET programs, kindly ask you to share 1-2 examples of TVET programs in one of the selected sub-sectors/professions mentioned earlier (see question 1).*

Educational programs in the attachment:

1. Cook (12 pages)

2. Tour guide (10 pages)

3. Real Estate Management: House Master (5 pages), a fragment of the curriculum (2 pages)

4. ICT: Network and Systems Administration Technician (14 pages)

5. Chemical Engineering: Chemical Analysis Laboratory Assistant, Laboratory Technician (11 pages)

*Link to the consolidated file (being finalized)* <https://docs.google.com/document/d/1bqOPgVOTNKOJU6Uz44BLfzvi8t5_uRq4e9S4yZ782f4/edit?usp=sharing>