




**Central Asia Education Platform
CAEP 2**

EuropeAid/131004/C/SER/RSCR – European Union Programme for Central Asia



National Qualification Frameworks in Central Asia

- Synthesis of the stock-taking activity -

Claudio Dondi, STE-CAEP Team

NQF National Meeting,
Dushanbe, September 13, 2016



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Why focus on NQFs?

- Employability
- Collaboration education/industry
- Quality through responsiveness to labour market change
- Transparency and international recognition
- Support to transnational mobility
- A catalyst for innovation and QA





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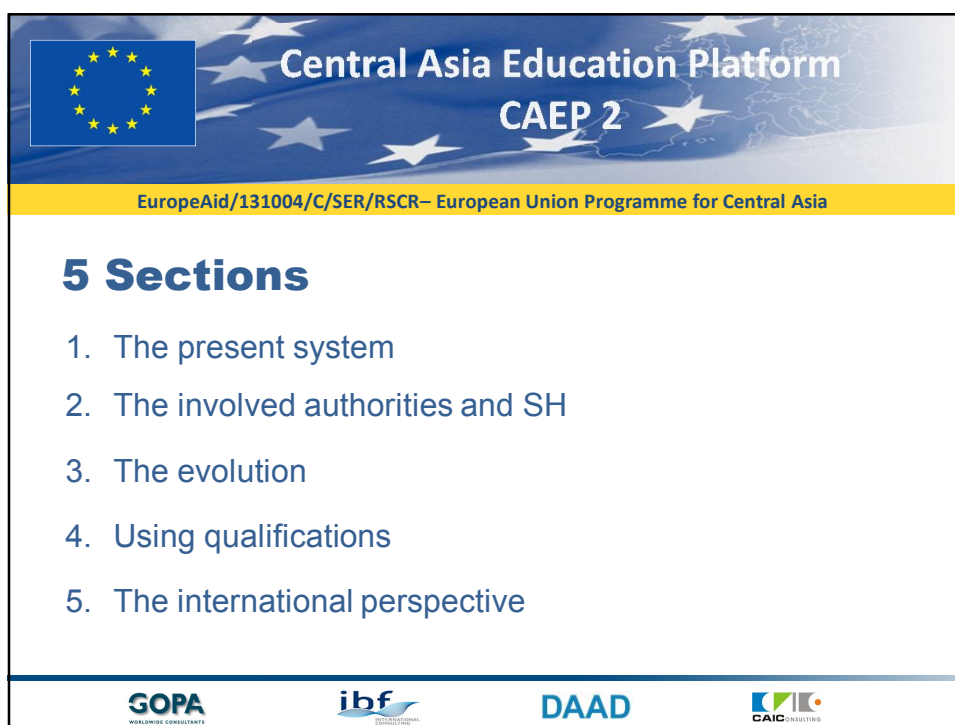
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Main objectives of stock-taking

1. Updating the existing picture: developments and open challenges
2. Identifying most significant initiatives (institutional developments and good practices)
3. Creating the conditions for future cooperation





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5 Sections

1. The present system
2. The involved authorities and SH
3. The evolution
4. Using qualifications
5. The international perspective





   


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Methods

- Standard format for country report
- Literature review (CA, EU, International)
- Local desk research
- 5 interviews per country
- 3 interviews on EU level
- Mapping of results and comparative analysis
- Individual and collective review and feedback

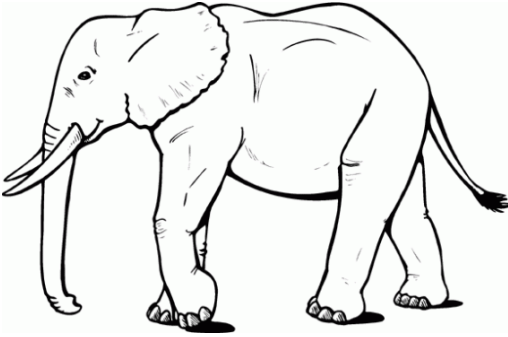
   

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What do you see in a NQF?

STANDARDS
RELEVANCE
INNOVATION
CREDIBILITY
INTEGRATION
MOBILITY
TRANSPARENCY
RATIONALISATION
INTERNATIONAL



QUALITY





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10 aims associated with NQF

1. Communication among SH
2. Quality and relevance of existing qualifications
3. Permeability
4. International mobility
5. Contribution to QA
6. Renewing concept of Qs
7. Multi-SH design of Qs
8. Supporting design of learning programmes
9. Reference for assessment and certification
10. Reference for jobs






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4 Fitness conditions (ETF)

1. All stakeholders involved on a permanent basis
2. SH are willing and able to contribute
3. The framework is connected to existing institutions
4. The QF leads to a more dynamic QS development





   


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Expectation VS Impact

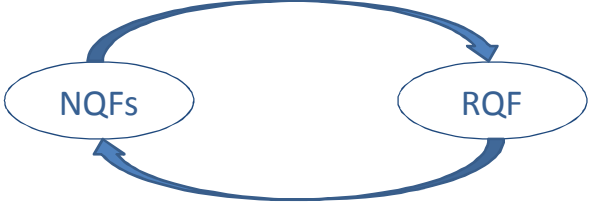
- NQF as necessary but not sufficient condition
- Institutional capacity to lead innovation
- Systemic approach to Quality and Innovation





   

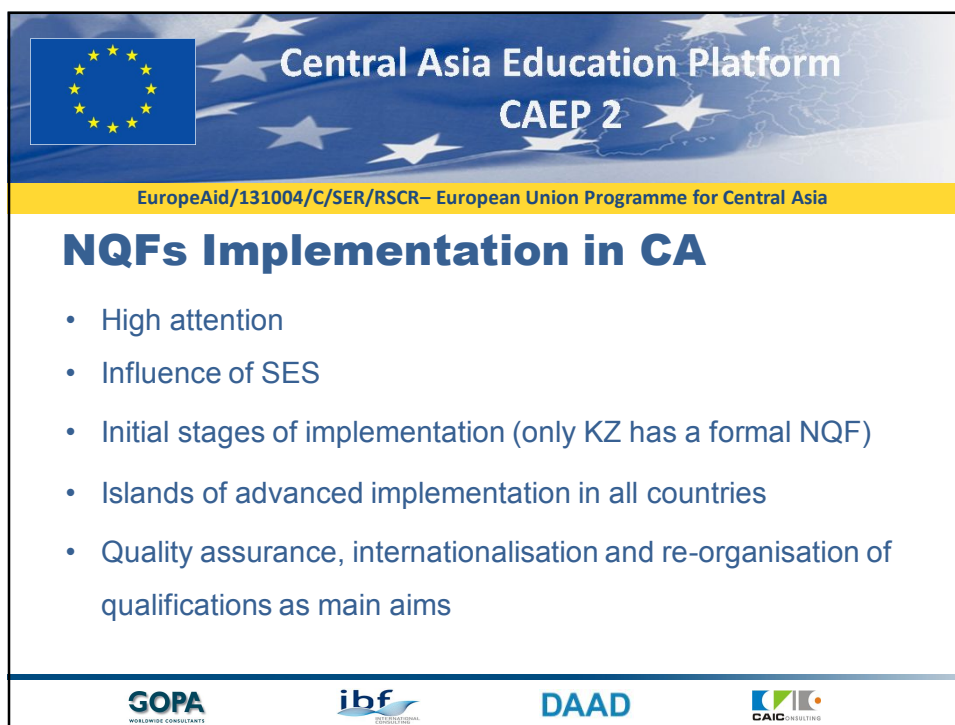
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Sequentially or simultaneously?





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NQFs Implementation in CA

- High attention
- Influence of SES
- Initial stages of implementation (only KZ has a formal NQF)
- Islands of advanced implementation in all countries
- Quality assurance, internationalisation and re-organisation of qualifications as main aims

GOPA **ibf** **DAAD** **CAIC**



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Stakeholders' involvement

- Ministries and National Agencies/Methodological Centres
- Employers representatives, Public Employers
- HEIs
- Other SH much less involved

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Evolution

- "Learning outcomes" as basis for renewal of existing Qs
- From sectors to system
- From international projects to National overarching initiatives
- Quicker in HE than in VET due to the Bologna process reference and higher internationalisation level

GOPA **ibf** **DAAD** **CAIC**



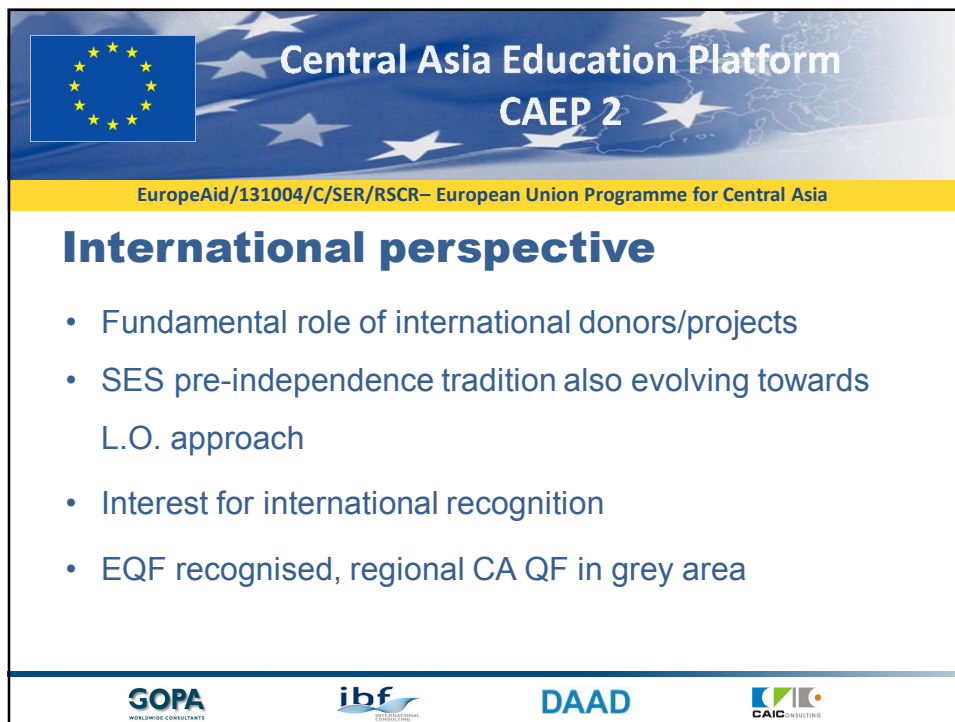
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Open implementation challenges

- Moderate involvement of private enterprises
- Difficult to move from "how long you studied" to "what have you learned" in daily teaching and assessment practice
- Integration of different subsystems is still weak
- Lack of normative reference to NQF (in 3 countries out of 4)
- Recognising informal learning

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International perspective

- Fundamental role of international donors/projects
- SES pre-independence tradition also evolving towards L.O. approach
- Interest for international recognition
- EQF recognised, regional CA QF in grey area

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The slide features a header with the European Union flag and the text 'Central Asia Education Platform CAEP 2'. Below this is a yellow bar with the text 'EuropeAid/131004/C/SER/RSCR – European Union Programme for Central Asia'. The main content is titled 'Main conclusions' and contains a bulleted list of three points. The footer includes logos for GOPA, ibf, DAAD, and CAIC.

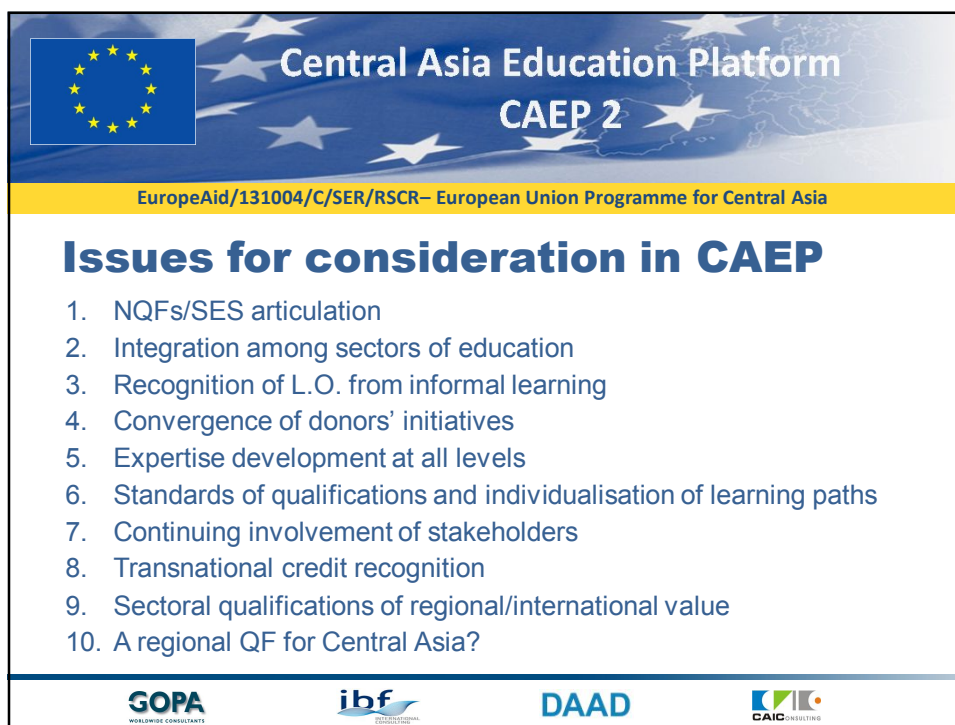
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Main conclusions

- Need for renewed political impulse towards integration and systematisation
- Policy dialogue needs to be supported by a permanent technical collaboration infrastructure
- The process is as important as the results (questioning existing qualifications, establishing dialogue, comparing systems, taking responsibility for quality, etc)

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The slide features a header with the European Union flag and the text "Central Asia Education Platform CAEP 2". Below this is a yellow bar with the text "EuropeAid/131004/C/SER/RSCR– European Union Programme for Central Asia". The main content is a list of ten issues for consideration in CAEP. At the bottom, there are logos for GOPA, ibf, DAAD, and CAIC.

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Issues for consideration in CAEP

1. NQFs/SES articulation
2. Integration among sectors of education
3. Recognition of L.O. from informal learning
4. Convergence of donors' initiatives
5. Expertise development at all levels
6. Standards of qualifications and individualisation of learning paths
7. Continuing involvement of stakeholders
8. Transnational credit recognition
9. Sectoral qualifications of regional/international value
10. A regional QF for Central Asia?

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Thank You

Contact: claudiodondi58@gmail.com

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