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“The European Union is made up of 28 Member States who have decided to gradually link together their know-how, resources and destinies. In 50 years, the EU countries have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms.

The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders”.

**The European Commission is the EU's executive body.**



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## CAEP 2

# Central Asia Education Platform Phase II

[www.caep-project.org](http://www.caep-project.org)

Implemented by



# Central Asia Education Platform Phase II

## Background

The “European Union and Central Asia: Strategy for a New Partnership” launched in 2007 reflected the growing importance of the Central Asia region for the European Union and defined the main areas of cooperation between the two regions. The update of the EU Central Asia Strategy in June 2015 reaffirmed the need for an increased EU engagement with the region through bilateral and regional cooperation from the EU and its Member States backed up by an increased development cooperation budget of more than 1 billion Euros (2014-2020).

In order to enable and facilitate a high-level regional policy dialogue on specific issues, the EU is supporting three platforms:

- Rule of Law
- Environment, Water and Climate Change P
- Education

The **Central Asia Education Platform (CAEP)** is a key element of the European Education Initiative (EEI) for Central Asia (CA) which aims to contribute to the adaptation of education systems of the Central Asia countries to the needs of the globalized world”.

## Objectives

The **CAEP**, established in 2012, is enabling and facilitating a **policy dialogue** between the European Union and the Central Asia countries and within the Central Asia region in order to **support education sector reforms in the region, enhance co-operation** between the European Union and Central Asia, and to enhance regional co-operation between the countries of Central Asia. It also aims at a **better regional coordination of donors' activities** in the education sector.

## Participating Countries

Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

The Directorate-General International Cooperation and Development manages CAEP. A close partnership with the CA countries ensures that topics selected and actions undertaken are in line with national and regional priorities and interests.



## Focus of CAEP 2

The CAEP 2 follows on the CAEP I (2012-2015) project and focuses on **Higher Education (HE)** and on **Vocational Education and Training (VET)**.

Building on the results of the First meeting of Ministers for Education of the Central Asia countries and the Member States of the European Union in June 2015 which reaffirmed the commitment to strengthen further mutual beneficial cooperation in the field of education, CAEP II focuses on:

- (i) Development of Qualification Frameworks and Standards
- (ii) Quality Assurance and Accreditation
- (iii) Employment and Labour Market Needs

## Project Components

### Component 1: Dialogue Forums

Organisation of national and regional dialogue forums at different levels.

### Component 2: Mapping and Communication

Development of a communication platform, including a project database and CAEP website as well as further communication tools.

### Component 3: Studies

Studies on specific issues to inform and complement the dialogue forums.

## Cooperation with other EU and other donors' initiatives

Taking into consideration the wider framework of the EEI, CAEP is looking for synergies with other EU initiatives such as Erasmus+, or the European Training Foundation's work. It also aims at improving coordination with activities of other donors in the region.

## Expected Results

- Europe-Central Asia education sector dialogue is improved;
- Experience, lessons learned, best/good practices are shared;
- Capacity of Central Asia policy makers through sector dialogue, policy analysis and learning is enhanced;
- Evidence-based policy approach in the region is initiated;
- Increased coordination of donors and Central Asia stakeholders in implementation of education reform programmes.
- Partnerships between education and training institutions, labour market institutions and employers etc. are increased.

## Project Timeframe

March 2015 – March 2019