

Defining the methodology of the DARYA cross-country qualifications pilot project in Central Asia

June 4

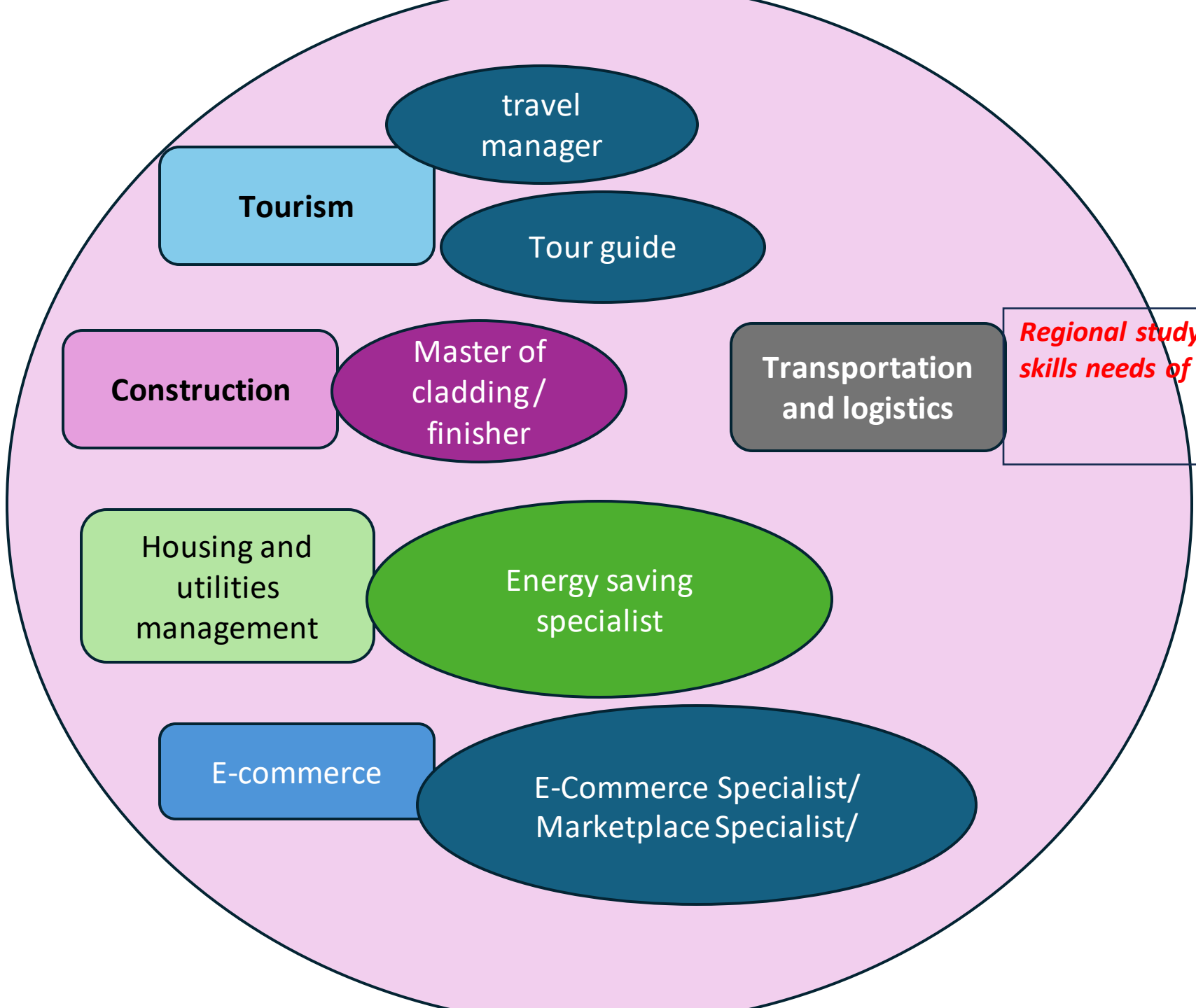
- **Afpa - French National Agency for Adult Vocational Training:** development and use of professional and assessment standards (example of “site manager for cladding works”)
- **Sholpan Erzhigitova, Kazakhstan:** Methodological approach to the development of a competency-based occupational standard (example of “well servicing for oil and gas production”)
- **Discussion**

June 5

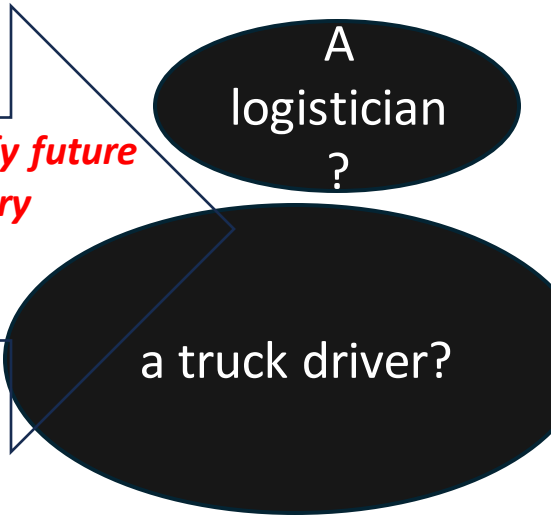
- **International Q4M and EQET SEE projects:** regional occupational and qualification standards
- **Discussion**







Regional study to identify future skills needs of the industry



Regional consensus enriched by national practices and sectoral expert discussions

- **Cross-country qualification** - an agreement by different countries to jointly develop a qualification that is relevant to the education and labor market of these countries and therefore can be used by them in both the short and long term
- **Understanding each other's realities :**
 - glossary and mapping of national qualifications systems of CA countries (general glossary, including in the framework of development of cross-country qualifications)
 - collecting information on the qualifications chain in CA countries (from information on occupational standards to information on curricula and assessment standards)

On occupational standards in Central Asian countries



Kazakhstan

consists of occupation cards. Profession include labor functions - skills, abilities, knowledge. Personal competencies for the entire occupation are specified separately.

The assessment criteria are not contained in the standards. They are prescribed in qualification programs

Kyrgyzstan

Description of labor functions.
Required knowledge;
Required skills; Personal competencies;

The assessment criteria are specified in the standards - Guidelines for Assessment.

Tajikistan

consist of units of competencies - occupational and general cultural.

Assessment criteria and assessment tools are specified in the standards

Uzbekistan

The largest unit in the functional map is the generalized labor functions (GLF), there can be several of them. Then each GLF is broken down into labor functions. Labor functions consist of labor actions, necessary skills and necessary knowledge.

The assessment criteria are not contained in the standards. They are described in the Funds of Assessment Tools

Using occupational standards



	Kazakhstan	Kyrgyzstan	Tajikistan	Uzbekistan
a) Job descriptions	x	x		x
б) Training program development	x	x	x	x
в) Qualifications development			x	
г) Competence assessment criteria development	x	x	x	x
д) Vacancies				
e) To recognize informal and spontaneous learning			x	x

Defining the methodology of the DARYA cross-country qualification project in Central Asia– first proposals for common elements

Description of the general occupational profile/standard and description of the means of assessment

Links to national regulatory frameworks, methodological approaches as well as approved international approaches are important

Involvement of key government agencies early in the pilot, key industry representatives is needed

Information technology aspect: the use of Excel allows easy systematization and grouping of information

Standards should not be over-detailed: clarity and usability for different users and for national adoption

Target group (youth/formal vocational education **and/or** life-long learning for adults) depends on the specific occupation

Employment context: small enterprises (wide range of competencies and multifunctionality)

Guiding questions for participants: **group discussion**



1. How to describe **what the occupation is** - its purpose, its context (sector, type of employment, target group), finding an appropriate title,
2. How to analyze the requirements of the profile - what **analysis process** to use to ensure that the profile includes the necessary requirements for the occupation,
3. How to **describe and structure the profile? By separate blocks?**
Describe functions/tasks and knowledge, skills and competencies?
4. How do we describe **how learning outcomes are assessed** - to determine who is competent?
5. How can we transfer the **profile into national occupational standards, qualifications - curricula** - what do you see as opportunities and challenges?
6. Who should participate in the **development working groups** (types of stakeholders and types of institutions) according to the sectors involved

Upcoming steps on the pilot

- Formation of partnerships (working groups) to work on the pilot: representatives of CA countries, DARYA expert team, stakeholders from EU countries
- Staffing of the DARYA expert team for the pilot: June-July 2024
- Methodology development: July-October 2024
- Start of cross-country developments (tourism, construction, housing and utilities, e-commerce) : October-November 2024
- Preparation of a regional study on future skills in the transport and logistics industry in CA - 2nd half of 2024, launch in January 2025, first results in mid 2025. Cross-country development of an industry standard following the results of the study

The logo for DARYA features the word "DARYA" in a bold, white, sans-serif font. The letters are set against a background of overlapping, colorful geometric shapes: a large yellow shape at the top left, a purple triangle, a green triangle, and a blue triangle. Below the text, there is a blue wavy line. The entire logo is positioned on the left side of the slide, partially overlapping the main content area.

DARYA