

# EVENT REPORT

**TITLE:**

**SEMINAR ON REGIONAL AND NATIONAL APPROACHES TO OCCUPATIONAL AND QUALIFICATIONS STANDARDS IN CENTRAL ASIA**

**SUBJECT:**

DARYA Thematic Module 2 – Stakeholder driven flexible and permeable approaches to qualifications

**DATE AND LOCATION:** 2-4 DECEMBER 2025, TURIN, ITALY

**URL:** <https://www.etf.europa.eu/en/news-and-events/events/seminar-regional-and-national-approaches-occupational-and-qualifications>

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The seminar aimed to:

- present the results of the DARYA pilot on developing multicountry occupational profiles and to reflect on lessons learned and next steps;
- to examine qualifications-design practices across Central Asian (CA) countries and discuss insights and recommendations emerging from the DARYA national qualifications pilot;
- to review approaches to qualifications design, governance and registry management in Italy (at national and Piemonte regional levels) and in France;
- to explore existing tools that support skills, occupations and qualifications intelligence and interoperability, such as the European Skills, Competences, Qualifications and Occupations (ESCO).

**[DARYA pilot on the development of multicountry occupational profiles. Recap on methodology and results](#)** (*Vidmantas Tūtlys, DARYA international expert*)

Vidmantas provided detailed information on the development of **[six sectoral profiles](#)** common across the region. The profiles were compared and shaped based on their alignment with similar NQF levels across countries. Their importance lies in labour-market relevance within Central Asian countries and comparability with requirements applied to labour migrants in Europe and Asia. The work proceeded in three stages: analysing secondary information and conducting content analysis; drafting the profiles according to a common structure; and consulting a wide range of stakeholders.

Several **methodological challenges** emerged, including defining units of competences, analysing qualifications where learning outcomes were missing, and dealing with differing terminology across countries. **Potential uses** of the multicountry occupational profiles include supporting cross-country comparison of qualifications, designing relevant training programmes, benchmarking against EU and other international standards, identifying priorities in key economic sectors, and providing more flexible approaches for the development of national occupational standards.

Questions from participants addressed among others the reliance on secondary sources (primary data collection was beyond the project's time constraints), the need to compare different definitions used across countries, and how project results can be scaled up.

### **Lessons learnt in the pilot and ongoing application of the developed multicountry occupational profiles/ methodological lessons**

Mixed groups of Central Asian participants, including those involved in the development of multicountry and national qualifications pilots reflected on how multicountry occupational profiles can be used and what lessons were learned. Key points from the group discussion included:

- The need to apply multicountry occupational profiles within education systems (e.g. for curricula design) and to promote common sectoral approaches across countries;
- The challenge of limited employer involvement and unclear links between the profiles and national and sectoral qualifications frameworks, alongside the need for improved understanding of the development process among working group members;
- The value of the profiles as an innovative tool for developing occupational standards, particularly in enabling more flexible approaches than those allowed by national methodologies;
- The need of clearer approaches to determining education levels, and to linking profile units to competences and assessment;
- The importance of building national expert capacity and strengthening both internal and external quality assurance, and fostering cross-country cooperation;
- The proposal to establish multicountry assessment centres, and to potentially use the profiles for competence assessment of labour migrants, which is likely to be of particular interest to employers, especially in occupations facing labour shortages.

### **The European Skills, Competences, Qualifications and Occupations classification system (ESCO) Information sources, functioning principles, application cases and opportunities** *(Laura Veza-Visan, Anatolii Garmash, ETF)*

The presentation introduced [The European Skills, Competences, Qualifications and Occupations classification \(ESCO\)](#) as a multilingual system that identifies and organises occupations, skills and knowledge relevant to the labour market and education in the EU. ESCO is structured on ISCO-08 and is continuously updated since its first release in 2017 (the latest release was in 2023).

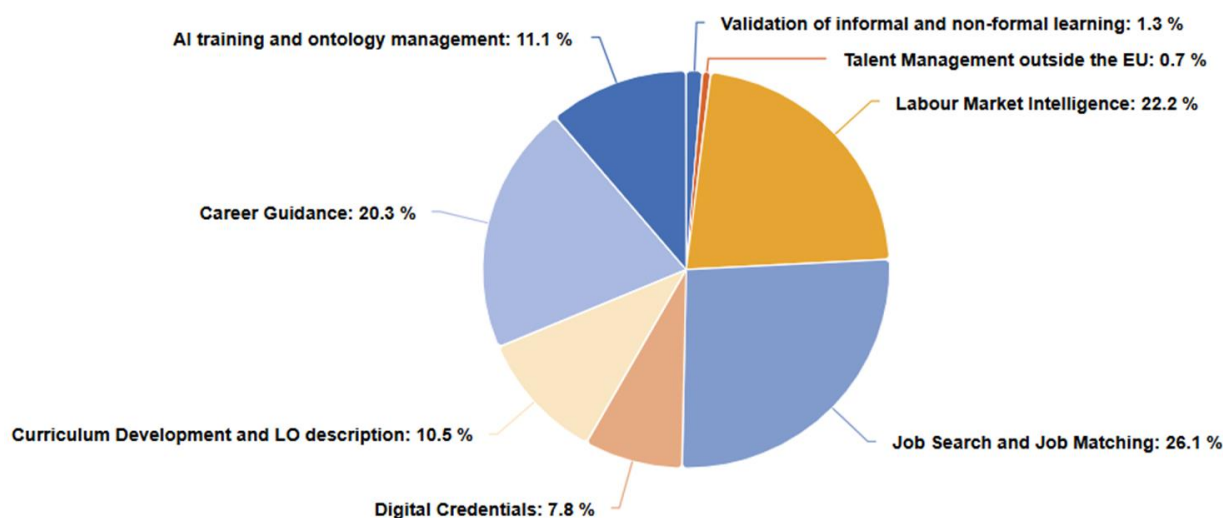
Examples showed how ESCO supports drafting job vacancies, CVs and skills-based matching through the [European Employment Services \(EURES\)](#) job-mobility portal and [Europass](#), with many European public employment services mapping or adopting ESCO nationally. International cases (e.g. Georgia, Kenya) demonstrated ESCO's relevance for analysing online job vacancies and identifying emerging skills, including green and digital skills.

The presentation also illustrated how ESCO enables machine-learning tools (e.g. web crawling of vacancies) for labour-market insights and supports the updating of qualification standards by mapping learning outcomes to ESCO skills. A highlighted tool was [Skills Finder](#) (Knowledge Innovation Center), which uses semantic similarity to identify relevant ESCO skills.

Forty [common occupational profiles](#) were showcased. They were developed under the African Continental Qualification Framework (ACQF) project, based on real-time labour-market data from Tunisia, Egypt, Morocco and Kenya. These were developed using ESCO, O\*NET and Lightcast taxonomies, and are also being adapted for use in career-guidance tools.

A [platform](#) was presented that allows users to search and compare qualifications from EU and non-EU countries using ESCO-mapped skills to identify similarity. Initial insights showed that overlap between VET qualifications across countries is often modest (40–50%), yet the tool provides practical value for recognition bodies and qualifications authorities.

The figure below illustrates the main ways in which ESCO can be used, with job search and matching, career guidance, and labour-market intelligence standing out as key application areas.



Following the presentation, speakers received several questions:

- How should information be entered into the ESCO tool? Ideally in the form of learning outcomes, skills, competences or knowledge. However, in practice, the artificial intelligence (AI) will retrieve information based on any type of query.
- How to manage translation from the national languages of Central Asian countries? In this context, it is most effective to use English as the intermediary language for machine reading purposes, as AI gives the best results in English. However, it would be useful to have a translation into national languages, if the country chooses to use ESCO as part of their national platform or qualifications standards.
- Can ESCO be used to describe new occupations? It is not possible to describe entirely new occupations that do not yet exist in ESCO, but it is both possible and recommended to combine new occupational descriptions using the thousands of existing skills already contained in the ESCO system.

## Discussion on the future of multicountry occupational profiles in Central Asia

A group work was organised by country and guided by the five CA national facilitators. The discussion addressed topics such as objectives and uses of multicountry occupational profiles, working methods, expanding coverage, reflections on opportunities for using ESCO in Central Asia.

Across all 5 countries, several shared priorities and challenges emerged:

- Strong support for continuing the development of multicountry occupational profiles and expanding them to additional priority sectors;
- A clear need to integrate the multicountry profile methodology into national systems, especially for the development of occupational standards;
- All countries emphasised the need to train experts and strengthen methodological competences;
- Stakeholder engagement remains a major challenge, with countries seeking better mechanisms and incentives to involve the business sector, chambers of commerce and educational providers;
- Interest in improving coordination - both at national level (between ministries) and at regional level across Central Asia;
- Testing the profiles in practice before their adoption at national level is considered critical;
- Recognition that ESCO is a valuable tool, with all countries expressing interest in using it to support alignment, transparency and labour-market relevance;
- A desire for regional infrastructure, such as shared platforms, working groups, or councils to strengthen cooperation and harmonisation.

Country-specific aspects of the discussion included:

**Kazakhstan** called for a multicountry (regional) coordinator to oversee the process and proposed establishing a Central Asian Qualifications Council.

**Kyrgyzstan** noted they could not participate in the development of all 6 multicountry occupational profiles due to weak availability of key stakeholders e.g. professional associations, employers, sectors. National stakeholders identified specific priority sectors: transport (drivers), construction, renewable energy.

**Tajikistan** stressed the need to clarify financing and responsibility-sharing between ministries. Country participants suggested revising expert-selection criteria for the working groups and further refining the methodology. They called for multicountry online platforms, regional inter-ministerial working groups, and progress toward automatic mutual recognition of qualifications based on the profiles.

**Turkmenistan** highlighted the need to clearly distribute responsibilities between the Ministry of Labour and the Ministry of Education. National representatives emphasised the importance of legislative amendments, and the adoption of new occupational standards and educational programmes;

**Uzbekistan** identified renewable energy, light industry, artificial intelligence as key sectors of interest. Stakeholders reported challenges with NQF alignment and terminology mismatches, which complicate implementation. They also noted that developing assessment mechanisms remains difficult.

## Participants' expectations from site visits

Participants expressed interest in a wide range of topics, including the organisation of dual education, the validation of non-formal and informal learning, the establishment and functioning of qualification centres, and the distribution of responsibilities among governing bodies.

## Site visit 1: Piedmont regional authorities

Italy operates a multi-level qualifications system characterised by shared competences between the

State and the Regions. Within this framework, Regions act as competent authorities for vocational qualifications and certification services. Piemonte has developed a fully-fledged regional qualification system that is coordinated with the National Repertory of Qualifications, while retaining strong regional ownership and operational autonomy. The system is characterised by clear separation of roles between national and regional authorities, accredited providers, and the Region as certifying authority.

At the heart of the Piemonte system lies the **Regional Repertory of Qualifications and Training Standards**, which functions as the single public and codified reference for all qualifications, partial competences, training pathways and certification processes. Qualification standards are developed and updated through **Sectoral Technical Commissions**, ensuring both labour-market relevance and institutional legitimacy. Quality assurance is embedded through: a) periodic review and updating of standards via the commissions, b) exclusive eligibility of repertory-based competences for validation and certification, c) public accessibility and codification of standards, d) and full traceability via regional information systems. Registries and digital tools ensure consistency between standards, training provision and certificates issued, preventing deviations from approved profiles and assessment requirements.

The Regione Piemonte issues **binding guidelines** for the design and delivery of training programmes. These guidelines ensure homogeneity and comparability across the regional territory. Training programmes must be explicitly mapped to repertory standards, from learning outcomes to duration, methods and assessment.

Certification of full qualifications is based on **Comprehensive Assessment Tests** that are: a) centrally designed and regionally validated, b) composed of sub-tests covering both theoretical knowledge and practical skills, c) mandatory for full qualification certification. Final certification takes place before external examination commissions, guaranteeing third-party oversight and impartiality. Partial competences may be validated but are not certified as a qualification unless the full profile is achieved.

**Validation services** are:

- delivered by accredited providers;
- free of charge for users;
- accessible to a broad target group, including employed, unemployed and vulnerable individuals;
- fully integrated with training pathways, enabling permeability between validation and further learning.

### Site visit 2: FORMONT - VET and validation provider

Formont is a regional training organisation operating nine accredited centres in Piedmont, including the La Mandria Centre, which hosts both VET programmes for young people (aged 14-25) and a broad range of shorter (up to 90 days) adult training courses including for the unemployed.

A major focus of the visit was the IVC service (Identification, Validation and Certification of Competences), presented as part of the regional initiative “*Verso un servizio universale di individuazione, validazione e certificazione delle competenze*”. The presenters explained the three key professional roles involved in delivering the service: guidance operator; subject-matter expert and certification expert.

The service is split into the following steps:

- **Initial interview (orientation)**. The applicants meet the guidance operator and tell their story: where they worked, what tasks they can perform (e.g. “I have worked in a pizzeria during the

summer and can prepare pizza”). The aim is to clarify the goal of validation and identify relevant competences.

- **Dossier building ('Dossier del Cittadino')**. Together with the guidance operator, the applicant collects and documents evidence: previous jobs, tasks performed, any courses completed, references, photos, or other proof. This material is organised in a dossier, mapped against the regional competence standards for the chosen qualification.
- **Technical / practical assessment**. The applicant is then assessed by the subject matter expert. This can include: a technical interview (e.g. questions about equipment, hygiene, ingredients, processes in a pizzeria), and possibly practical tasks or demonstrations. The aim is to verify that the applicant's competences really match the educational standard.
- **Validation decision and final feedback meeting**. The certification expert reviews the evidence and the assessment from the previous step and decides which competences (full or partial qualification) can be validated. In a final meeting with the guidance operator, the result is explained to the applicant and documented in an official attestation, which can be used for the labour market or to access further VET programmes.

The process was illustrated using a concrete case example - Riccardo, a pizza maker, which helped show how experiential competences acquired in informal or non-formal settings can be made visible and assessed. This example aligned well with the step-by-step diagrams in the presentation that depict the interview, dossier building, technical/ practical questions, and final validation steps.

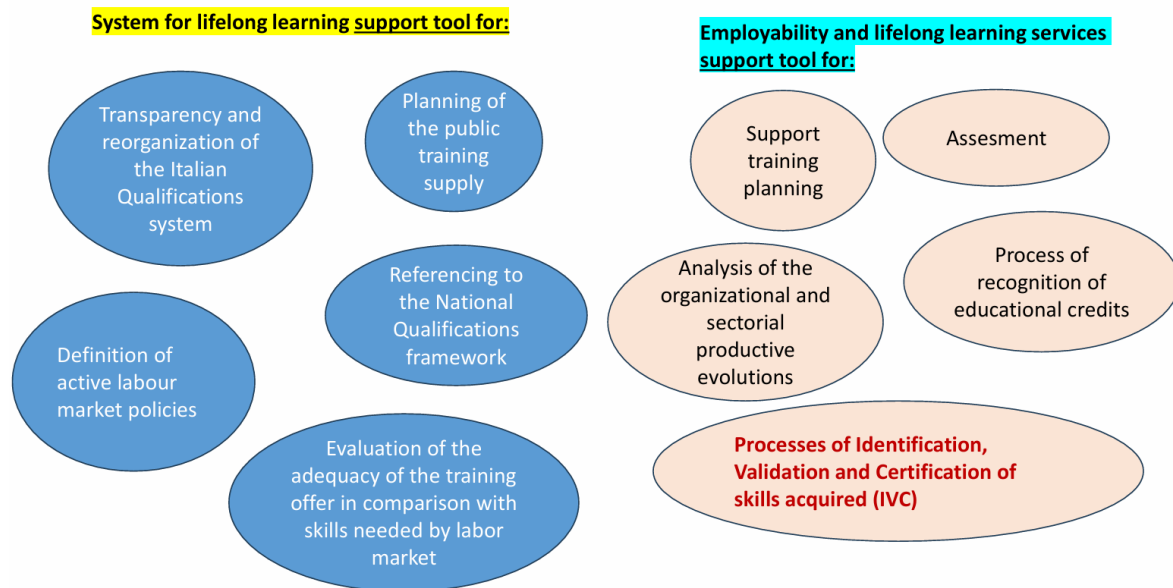
Participants sought clarifications on the financial and operational details of the IVC model. Formont staff explained that the model is now being piloted and the costs during the pilot phase are covered by the European Social Fund. For example, 20 hours (€750) are allocated for the orientation and identification phase per participant and 20-24 hours (€5,600) for the assessment phase. These are standard costs that do not vary by qualification complexity. It was highlighted that partial certification is possible and online registration is available.

### [National Atlas of Work, Qualifications and Occupations in Italy – Atlante del Lavoro e delle qualificazioni](#) (Angela Barruffi, INAPP - The National Institute for Public Policy Analysis)

The National Atlas of Work, Qualifications and Occupations is a multi-layered instrument that makes it possible to construct various occupational and competence profiles, vocational qualifications, and to incorporate them into the National Qualifications Framework (NQF). In this sense, the Atlas also functions as Italy's NQF and national qualifications register.

This figure below highlights how the Atlas supports multiple components of the national skills system, including transparency and organisation of qualifications, planning of public training provision, labour-market and employability services, active labour-market policies, and referencing qualifications to the National and European Qualifications Frameworks. It also shows the Atlas's central role in the Identification, Validation and Certification (IVC) of skills and in ensuring alignment between training supply and labour-market needs.

## Functions of the Atlas of work and qualifications: what is it for?



The Atlas is managed by INAPP, in cooperation with the Ministry of Labour, Ministry of Education/Universities, Regions and Autonomous Provinces. Regions provide and update their qualification catalogues; social partners and sectoral experts contribute to work-process descriptions and competence standards. Governance is interinstitutional, ensuring interoperability and national coherence of qualifications.

### Qualifications' governance, registration in the Registry (RNCP), compliance to quality criteria in France (Elena Altukhova France Compétences)

The presentation focused on the French system of vocational qualifications and the role of *France Compétences* within this system. France Compétences was introduced in 2019 as the single national authority responsible for financing, regulating and improving the VET and lifelong learning system. *France Compétences* operates through joint governance between the State, Regions, social partners, and appointed experts.

The presentation outlined the French vocational qualifications system, structured around two national registers:

- **RNCP** (*Répertoire National des Certifications Professionnelles*) – is the French National Register for Professional Qualifications that lists vocational qualifications recognised by the state and relevant for the labour market. Certifications in the RNCP are classified by qualification level (linked to the national/EQF framework) and field of activity, and are structured into clearly defined reference frameworks describing professional activities, required competencies, and assessment criteria. Registration in the RNCP allows qualifications to be eligible for public funding, including through apprenticeships (CPF).
- **RS (Specific register)** – *Répertoire Spécifique des certifications et habilitations*) is a national register that includes certifications and authorisations corresponding to specific skills or competencies that are complementary to full professional qualifications. It covers certifications,

authorisations, and accreditations that may be required by law or regulation for the exercise of particular professional activities, as well as transversal or complementary skills such as safety certificates or language tests. Like the RNCP, RS entries can be eligible for CPF funding.

Two procedures exist for RNCP registration: a) by request (schools, training providers, private bodies submit applications) – examined by the Professional Certification Commission and b) by law – for State diplomas and higher-education qualifications, validated through advisory commissions involving social partners.

Participants were primarily interested in the financing aspects of qualification development, the duration of the registration process in the RNCP (5–6 months), and the differences between the two qualification registers: RNCP and RS.

## TWO NATIONAL REGISTERS: THE NATIONAL REGISTER FOR PROFESSIONAL QUALIFICATIONS AND THE SPECIFIC REGISTER

RNCP	RS
<b>Professional qualifications</b>	<b>Certifications, authorisations, accreditations...</b>
<b>Entire profession</b>	<b>Homogeneous skill groups</b>
Diplomas issued on behalf of the State	Authorisations required by law for the exercise of a profession
Professional qualification certificates for a specific profession	Qualifications of transversal skills that can be applied in various professional situations
Qualifications from public and private bodies	Qualifications for skills that complement a profession, e.g. techniques or methods applied to a profession
<b>Organised into blocks of skills</b>	<b>NC</b>
<b>Issuance of a qualification level (from 2 to 8)</b>	<b>No level attributed</b>

### Creation of sectoral qualifications: from needs to adoption

*(Renaud Richard, The French Agency for Adult Vocational Training - Afpa)*

The presentation provided a detailed overview of the activities of Afpa - an organisation with more than 80 years of experience in employment services and the largest provider of adult vocational training in France. Afpa was established in 1949 to support the development of occupational standards (occupational qualification standards) required by French industry.

Throughout the years Afpa created a structured methodology for developing occupational standards (*Titres Professionnels*), which owing to their clarity and concise structure, these standards can serve as a good example for Central Asian countries. The methodology includes the following steps:

1. **Ongoing labour-market analysis** - Afpa continuously monitors the job market, conducts sector surveys, tracks emerging occupations and skills, and engages with employers to identify competence needs.
2. **Creating standards:** REAC and RE. **REAC** (Job, Activities and Competences Standard) describes the job profile, activities, and occupational skills. It is organised into certificates of vocational competences, which form the blocks of the qualification. REAC provides a clear and concrete representation of the job and its competence requirements. **RE** (assessment standard) defines assessment criteria, expected performance levels, and certification conditions. It emphasises hands-on, real-world assessment using professional scenarios. RE ensures objectivity and territorial consistency through standardised assessment grids.
3. **Consultation with sector stakeholders.** The creation or revision of a qualification undergoes a formal consultation process with: a) Professional Advisory Commissions (CPC) – sectoral bodies composed of employer and worker representatives and b) experts and practitioners who validate relevance, structure, and labour-market alignment. Occupational standards are reviewed every five years to ensure currency and responsiveness to evolving skills needs.

**The main takeaway from the presentation was that an occupational standard should include only those competences that can be assessed and taught.**

**[Qualifications design practices in the countries of Central Asia. Results and methodological lessons drawn from DARYA pilots on national qualifications standards](#)**  
*(Olav Aarna and Sergei Melnik, DARYA international experts)*

The presentation focused on the key findings of the national qualifications pilot within which CA countries developed several national occupational standards.

The common characteristics of the development of national occupational standards included:

- **Terminology convergence:** all countries use similar definitions of ‘occupational standard’ (Tajikistan uses ‘competency standard’). Differences relate mainly to scope and content elements included;
- **Common use of core concepts:** similar understanding and application of terms such as competence, learning outcomes, functions and tasks;
- **Structural alignment:** most countries apply comparable structures of occupational standards, typically including introductory sections, functional maps, lists of work functions and activities, knowledge and skills requirements; exceptions exist (e.g., Turkmenistan and Kyrgyzstan lack glossaries and full functional maps);
- **Preliminary labour-market analysis:** in all cases the design of standards began with an assessment of national labour-market needs for the selected pilot qualifications;
- **Use of international sources:** working groups used international examples and classifications, including ISCO-08; some teams also consulted ESCO, SOC, O\*NET and others;
- **Focus on occupations rather than qualifications:** with the exception of Tajikistan, most countries still prioritise describing occupational requirements rather than requirements for qualification assessment, i.e. the ability of candidates to demonstrate competences to independent assessors;
- **Lack of mechanisms for recognition of non-formal and informal learning:** most countries do not yet have clear assessment tools or differentiation by types of qualifications (full, partial, micro).

Subsequently country-specific challenges and approaches were described. The presentation ended with conclusions and recommendations that can be summarised as follows:

- All participating countries gave a very positive assessment of the pilot;
- The pilot demonstrated strong interest, engagement and practical benefits of the development of occupational standards across Central Asia;
- Key proposals included:
  - o developing methodological guidelines for using the transition table (passage from occupational requirements to learning outcomes formulation) in practice;
  - o supporting CA countries in updating regulatory frameworks, including mechanisms for the validation of non-formal and informal learning outcomes;
  - o providing guidance for transitioning from tariff-rank systems to modern qualification types (full, partial, micro);
  - o organising additional workshops on assigning NQF levels to qualifications, shifting from occupational requirements to qualification requirements, creation of competence-based assessment tools.

### Panel discussion with representatives of Central Asian institutions

The panel brought together representatives from five Central Asian countries to discuss their experiences with the national qualifications pilot and to reflect on three guiding questions:

- What are the key methodological or procedural lessons from the pilot?
- How do you see these lessons being taken on board within your institution?
- How is the transition from the tariff-based system to NQS/NQF approaches progressing in your country?

The discussion revealed both shared perspectives and country-specific insights.

Rashida Shaikenova (*Kazakh Tourist Association*) underscored the applied and hands-on nature of the national qualifications pilot, which she described as essential for learning, understanding methodological steps, and building national capacity. She noted that participation in the pilot helped national teams transition from learners to future experts and facilitators, which is particularly important for the tourism and hospitality sector that she represents.

Nurcha Birnazarova (*Department of Tourism at the Kyrgyz Ministry of Economy and Commerce*) and Bektur Abdusalomov (*Ministry of Labour, Social Protection and Migration*), representatives stressed the significance of pilot's results, especially for future harmonisation and practical application of the newly gained experience in the development of occupational standards, educational standards, and competence-based assessment tools.

Jamshed Quddusov (*Adult education association of Tajikistan, DARYA national facilitator for Tajikistan*) representative that the pilot activity has helped raise the issue of restarting and modernising the Tajik national qualifications system (NQS), as well as the practical use of competency standards in national discussions with policymakers. He also stressed the need to inform and engage employers, whose involvement remains limited but essential. Moreover, the representative underlined that transitioning away from the tariff-rank system is vital but that the challenge lies in determining how and with which methodology this should be accomplished.

Murad Kerjayevev (*Ashgabat Secondary Vocational School of Tourism, Turkmenistan*) highlighted the practical importance of the pilot, particularly its contribution to workforce training and competence assessment. He expressed gratitude for the methodological and informational materials provided by the experts, noting that many of the recommendations have already been applied in practice.

Finally, Anvar Allabergenov (*National Institute for the development of national qualifications system of Uzbekistan*) stated that the pilot activity has acted as a catalyst for reformatting the national qualifications system. He expressed strong interest in expanding employer engagement and enhancing stakeholder motivation. According to him, the pilot's results provide a solid foundation for broader and deeper reforms of the Uzbek NQS, particularly regarding its modernisation and related regulatory updates.

### Reflections and recommendations for national actors in Central Asia on qualifications standards' design, usage of qualifications' standards and digitalisation/ provision of information on qualifications

Participants reflected on national practices related to the development, use, and communication of qualifications and jointly formulated recommendations. The discussion was structured around three guiding questions: how information on qualifications is maintained and shared at national level and to what extent this information is digitalised; what key lessons can be drawn from the Italian and French experiences presented; and what concrete recommendations can be proposed to address current challenges in the development and design of qualifications in their respective countries.

**Digitalisation of qualification information is progressing across countries.** In **Kazakhstan**, since 2023, a legally approved national digital qualifications platform is in place; qualifications are largely digitalised. AI is used extensively. A Digital Skills Bank has been created based on ESCO, serving as a national tool for transition to ESCO. In **Kyrgyzstan**, formal education systems are relatively well digitalised; universities issue electronic diplomas while still providing paper versions. Non-formal education remains challenging; digital certificate registers are under development. In Tajikistan, digitalisation is ongoing - a National Qualifications System portal exists, with additional information available on the Ministry of Labour website. In **Turkmenistan**, digitalisation is underway for existing occupations; coverage of new occupations is still limited but planned. In **Uzbekistan**, a National Qualifications System platform has been launched in pilot mode.

**The Italian and French cases** were seen as highly relevant by participants: in particular, Italy's approach to validation, certification, and assessor training and France's transparent qualification registers.

Across all countries, **main recommendations** included the need to move away from rigid, tariff-based qualification systems, strengthen stakeholder and employer involvement, improve labour-market intelligence, and progressively integrate learning outcomes of non-formal and informal learning into national qualification registers, ideally with greater regional harmonisation across Central Asia.

### Panel discussion: Observations from ETF, international experts and invited guests from France and Italy (Panellists: Erica Veronese, Formont; Elena Altukhova, France competences; - Kassim Bouhou, Afpa; Anatolii Garmash, ETF; Vidmantas Tutlys, DARYA international expert)

The panel aimed to exchange observations on qualifications systems, registries, assessment and validation practices, and to explore opportunities for continued cooperation between Central Asian countries and European institutions, drawing in particular on French and Italian experience.

- Erica Veronese (*Formont*) illustrated further details on the assessment system in the Piedmont region, highlighting regional implementation practices and quality assurance arrangements for assessment and validation.

- Elena Altukhova (*France Compétences*) addressed the issue of comparability between qualifications originating from formal/public systems and those awarded by private education and training providers. She highlighted that there is no fundamental difference between the two as comparability depends on learning outcomes and the quality of assessment.
- Kassim Bouhou (*Afpa*) responded to questions on trust in qualification cycles and labour-market relevance. He emphasised that the French National Qualifications Framework is designed primarily in the interest of employers and the labour market. Employers and their representatives are involved as developers, observers, and supervisors in qualification design and quality assurance of assessment.

*France Compétences* and *Afpa* representatives shared that the French QALIOPI label - a mandatory national quality standard for most vocational training providers eligible for public financing in France. All three speakers expressed clear interest in further cooperation with the DARYA project.

In response to the question of whether countries should focus their efforts on establishing qualification registers, ETF expert Anatolii Garmash argued that the answer is both yes and no. He stressed that countries first need clarity on the ultimate purpose of such registers, which should be oriented towards increasing and improving labour productivity, and responding to investor interests, rather than treating registers as an end in themselves.

Finally, Vidmantas Tūtlys reflected on the expansion of multi-country occupational profiles to new sectors. He emphasised the need, first, to establish dedicated expert groups; second, to further develop and refine the methodology; and third, to organise structured discussions with stakeholders on pilot results as a basis for extending the profiles to additional sectors.

### Next steps

Nadezda Solodjankina (ETF) thanked the invited guests, participants, experts, and organisers for three productive and substantive days of work during the seminar. She informed that the report on the second pilot of Module 2 would be shared with Central Asian countries in the coming days. The third pilot, focusing on validation, has now been launched. In parallel, the ETF is preparing an in-person meeting of participants, tentatively planned to take place in Uzbekistan, as well as a study visit to Ireland under the validation pilot, scheduled for the end of January 2026. In addition, work is starting on the continuation of the first pilot on multi-country occupational profiles, with a focus on selected sectors, including transport, the digital sector, and climate and energy.