

Leveraging integration frameworks towards enhanced higher education and TVET cooperation in CAREC

Findings and recommendations

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Presentation

Mapping study of CAREC countries' adherence to regional integration frameworks for the higher education sector

Convergences and divergences

Potential for collaboration in HE and TVET between CAREC countries

Recommendations: Way Forward

Discussion

Rationale for the for of the studies

- Help CAREC countries achieve a stronger regional integration, in which higher education/TVET is a driving force
- Assess frameworks and tools that can be leveraged for greater skill mobility within CAREC
- Complement other ongoing initiatives funded by the ADB (under the *Strengthening Regional Cooperation on Skills Development under the CAREC Program*)
 - Database of Labour Market Mobility
 - CAREC Innovation and Skills Network (CAREC CARE)
 - CAREC Regional Skills Development Initiative
 - Study on long-term trends in Central Asian migration
- Approach and country selection:
 - A first snap-shot of 7 CAREC countries which are party to either the Bologna Proces/EHEA or the Central Asian Higher Education Area (CAHEA)
 - With the intention to further expand the analysis to other CAREC countries

Three inter-related studies

CAREC HEIF: Higher Education Integration Framework

A practical /operational document for policy makers

A framework and a 'step-by step' process for assessing targeted countries and regions, notably regarding how policy processes and objectives related to higher education have been defined and realised, and the measurable impacts.

Mapping study of CAREC countries adherence to regional integration frameworks for the higher education sector

A mapping/scoping study of Bologna Process adherence/implementation in selected CAREC countries (Azerbaijan, Georgia, Kazakhstan, the Kyrgyz Republic, Tajikistan, Turkmenistan, and Uzbekistan)

Bologna Process targeted as primary influential framework but other frameworks and policy processes discussed

Recommendations for leveraging the Bologna Process and other related frameworks towards the objectives of the CAREC Program and its focus on skills development

Study on University and TVET partnerships between the CAREC countries: Orientations

➤ Survey and focus groups in 7 countries

➤ Focus on HEI internationalization, partnerships and cooperation between CAREC countries, and

➤ University-VET partnerships and cooperation, and the policy frameworks that support them.

➤ Recommendations for a **a comprehensive CAREC Higher Education (HE) and Vocational Education and Training (VET) Network**

➤ First indications on how countries can collaborate and what should be further explored

1. Mapping study of CAREC countries
adherence to regional integration frameworks
for the higher education sector
Focus on leveraging the Bologna Process

The Bologna Process as a framework for regional integration



- Brings together 49 European countries.
- Created the European Higher Education Area (EHEA)
- Impact isn't confined within the EU borders. **Georgia, Azerbaijan, and Kazakhstan** are signatories
- The ASEAN region, comprising 10 Southeast Asian countries, has also taken inspiration from it.
- **CAHEA, or Central Asian Higher Education Area**, is another example where the core principles of Bologna are being emulated.
- Bologna Process offers a roadmap for other regions, but there's flexibility in its application, allowing regions to tailor it to their unique contexts.
- While both ASEAN and CAHEA are looking at regional integration, it's crucial to note that they're also balancing national needs and global standards.
- EHEA has an established **monitoring system** and generates data on implementation at country level

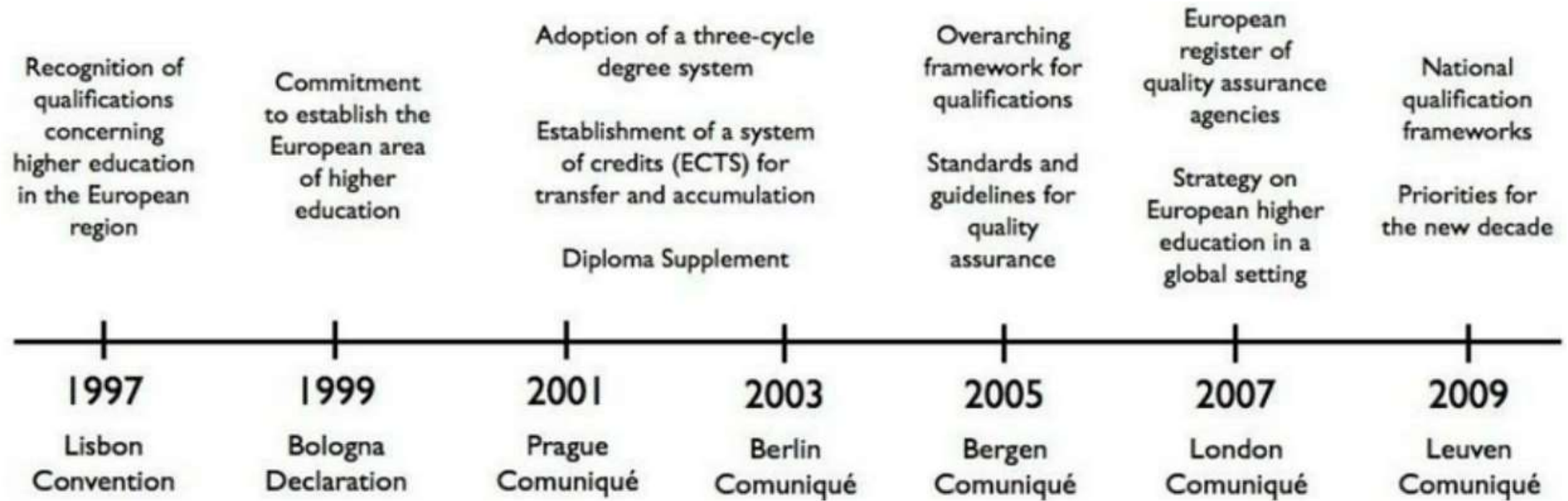


The Bologna Process: In a nutshell

bologna
process

- The Bologna Process is a voluntary, intergovernmental process
- Promotes mutual recognition of degrees and academic qualifications
- Respects national autonomy in education - avoids a “one size fits all” approach
- Focuses on harmonization, not standardization
- Fosters mobility, employability, and quality in Higher Education
- It aims for structural convergence in higher education with a **three-cycle system**
- Provides tools and frameworks for curricula alignment, transparency, quality and mobility
 - Ex: **European Standards and Guidelines for Quality Assurance (ESG)**
 - Ex: **European Credit Transfer System (ECTS)**
- HEI and governments have been supported by **EU funding for projects and mobility** for over two –decades, to enhance its implementation
- Integral to EU Neighborhood Policy

The Bologna Process: Timeline of Main Achievements

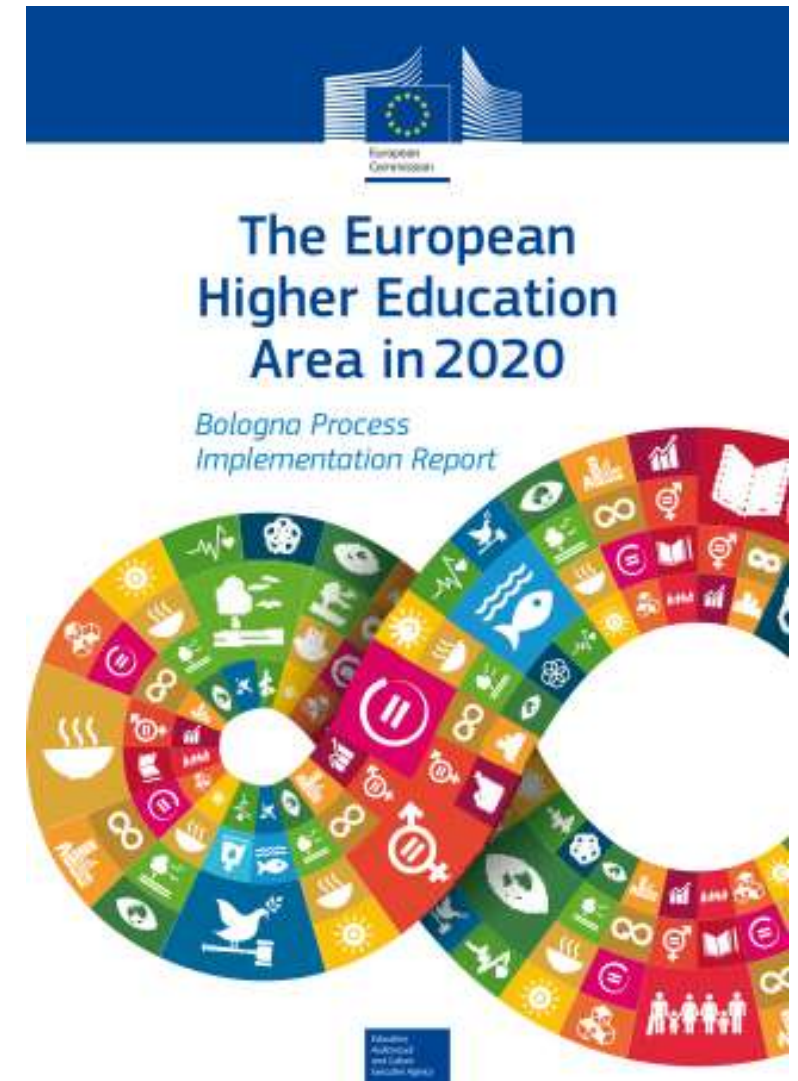


Time line of the Bologna process and main achievements.

This is a summary. For a more complete version visit https://ehea.info/media.ehea.info/image/Implementation/01/3/Bologna_Process_1998_2009_608013.png

EHEA and a culture of data

- Degree Structures
 - Quality Assurance and Recognition
 - Social Dimension and Internationalisation
 - Future Developments
- Scorecard (for benchmarking)
- Complemented by other studies by stakeholder organisations (European University Association, European Students Union....)



Central Asian Higher Educational Area (CAHEA): Turkestan Declaration 2021

Countries: Kazakhstan Kyrgyzstan,
Tajikistan, Turkmenistan and
Uzbekistan

Areas of Cooperation

- Ministerial meetings
- Rectors Conference
- Alliance of Central Asian Universities
- Association of Qualifications Recognition Organizations
- Central Asian Education Quality Assurance Network
- Students' Alliance

Objectives

- Develop comparable National Qualifications Frameworks
- Optimise the procedure for the recognition of educational documents, academic degrees and titles
- Implement a comparable credit system according to ECTS, the European Credit Transfer System
- Support regional mobility of students, faculty and academic staff by ensuring recognition and crediting of periods of time spent on learning
- Ensure the quality of education to develop comparable criteria and methodologies
- Co-operate in the development of educational programs, joint study programs, practical training and scientific research
- Provide targeted grants for higher education to citizens of countries that have joined to this Declaration;
- Participate in joint research projects.

CAREC-HEIF (Higher Education Integration Framework):

An analytical tool to assess HE policy reform and regional integration framework impacts

- 7 Member states analyzed (from EHEA and CAHEA):

	EHEA	CAREC	CAHEA	EEU
Azerbaijan	*	*		
Georgia	*	*		
Kazakhstan	*	*	*	*
Kyrgyz Republic		*	*	*
Tajikistan		*	*	
Turkmenistan		*	*	
Uzbekistan		*	*	



Dimensions

Governance	Degrees & Qualifications	Quality & Recognition	Social Dimension	Internationalisation /mobility
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Instruments

Legal frameworks/ laws and regulations
Finance
Institutional infrastructure/ technology
Staff
Teaching practices
Quality assurance and recognition
Bologna Tools
External partners

Indicators

- Can be established for each specific analytical exercise
- For this study, indicators from the *Bologna Monitoring Report and Scorecard* were applied

Country Profiles (Two examples)

Tajikistan

Influencing frameworks: Bologna Process, the Erasmus+ program, the EU Enhanced Partnership and Cooperation Agreement, and the Central Asia Higher Education Area (CAHEA), the World Bank, the National Strategy for Education and Training Development, the Law on Higher Education, and the Quality Assurance Framework

GAP ANALYSIS – Bologna Process (Dimensions of AF HER)

Governance	Degrees & Qualifications	Quality & Recognition	Social Dimension	Internationalisation /mobility
Limited funding	Critical lack of publicly available information	Critical lack of publicly available information	Critical lack of publicly available information	Brain drain of highly qualified graduates
More institutional autonomy needed	Shortage of qualified teachers, inadequate infrastructure	Lacking behind in applying international quality standards	Gender and rural-urban disparities in access	
Need to streamline governance structures, reduce bureaucracy, and enhance coordination among relevant ministries and agencies				








Georgia

Influencing frameworks: Bologna Process, the UNESCO Convention on the Recognition of Qualifications Concerning Higher Education in the European Region, the World Bank Higher Education Reform Initiative, the European Union Erasmus+ Program, and the Eastern Partnership of the EU

GAP ANALYSIS – Bologna Process (Dimensions of AF HER)

Governance	Degrees & Qualifications	Quality & Recognition	Social Dimension	Internationalisation /mobility
Ensure transparency and accountability and effective collaboration between HEI and ministry	Implementation of NQF to be continuously monitored	Implementation of ECTS to be better monitored Student participation in external QA to be improved	Student completion high but difficult labour market transition	Need to ensure portability of grants and loans Enhance participation in mobility programs

**Publically available data on the dimensions was more robust in CAREC countries also in the Bologna Process, as they participate in the *Bologna Monitoring Scorecard* (KZ, AZ, GE)

							
EHEA	x	x	x				
CAHEA			x	x	x	x	x
Lisbon Convention Signatory	x	x	x	x	x	x	
ECTS (in law)	x	x	x	x	x	x	x
National QA Agency	x	x	x	x			
ENQA Membership	Affiliate	Member	Member				Affiliate
ENIC/NARIC member	x	x	x				
Erasmus+/HERE team	x	x	x	x	x	x	x
Public Sources on Bologna Process	x	x	x				
NQF	x	x	x	x			x

Convergences and Divergences in policy frameworks, drivers and tools for Bologna adherence/ harmonisation in CAREC countries

Clustering Country Recommendations

- Implementation of Bologna Process 'Tools': Quality Assurance, NQFs, credits
- Recognition and support for under-represented groups
- Promoting Links with the Employers and Enterprises
- Regional and international cooperation/ mobility/ capacity building
- Autonomy and Funding
- Data availability



Country recommendations

Kyrgyzstan

- **Improve the transparency and availability of public information.**
- **Enhance the implementation of ECTS:** This includes requiring external quality assurance to use the ECTS Users' Guide 2015 principles for assessing the implementation of ECTS. This will ensure transparency and comparability of credits, facilitating student mobility and recognition of qualifications within the European Higher Education Area.
- **Strengthen quality assurance and recognition:** Further develop national quality assurance system, including establishing clear standards, enhancing capacity building for evaluators, and working towards international recognition of the system. Active participation of students and international stakeholders in external quality assurance
- **Promote social inclusion and equity:** To address the social dimensions and disparities in access to higher education, Kyrgyzstan should implement targeted measures to support under-represented groups, such as scholarships, financial aid, and outreach programs. Recognition of prior non-formal and informal learning should also be emphasized to provide alternative pathways to higher education and enhance inclusivity.
- **Foster internationalization and mobility:** Enhance its international cooperation efforts by diversifying partnerships and exploring opportunities for joint programs, research collaboration, and faculty and student exchanges. Supporting the mobility of disadvantaged learners through scholarships and grants and ensuring the portability of public grants and loans will contribute to a more inclusive and globally connected higher education sector.
- **Improve HE alignment with the labour market:** Conducting regular labour market assessments to identify emerging skill demands and integrating this information into curriculum development and program design. Collaboration between higher education institutions and employers should be enhanced through internships, apprenticeships, and industry partnerships.

Country recommendations

Kazakhstan

- Continue to **increase the autonomy** of higher education institutions (HEIs), allowing them to adapt curricula and manage finances to better meet local and global market needs.
- **Invest in capacity building for academic leadership** to handle the increased autonomy effectively, improving institutional effectiveness and promoting innovation
- Further **align Kazakhstan's qualifications** with international standards to increase the value of degrees obtained in the country, encouraging international recognition and collaboration.
- Develop strategies to **attract more international students** to Kazakhstan, thus increasing international exchange and positioning Kazakhstan as an educational hub in the region.
- Increase funding and support for **Kazakh students to study internationally**, building global networks and encouraging cross-border cooperation.
- **Increase public investment in higher education**, improving facilities and teaching resources to enhance the quality of education.
- **Develop inclusive education policies** to reduce disparities in access based on socioeconomic status, geographic location, and ethnicity. This could involve targeted scholarships, improved access to student loans, and support services for underrepresented students.
- **Further invest in quality assurance** systems to maintain high standards of education, establishing the trust necessary for cooperation and integration.
- **Develop targeted programs** and incentives to increase the number of PhD-qualified academics in Kazakhstan, attracting and retaining high-quality faculty.
- **Implement effective measures against brain drain**, creating attractive job opportunities for graduates, offering research grants, and providing career development opportunities.

Country recommendations

Uzbekistan

- **Increase University Autonomy** and provide education and training in leadership and management.
- **Develop and implement a national qualifications framework** that aligns with the Bologna Process and facilitates the comparability and recognition of qualifications.
- **Strengthen the quality assurance mechanisms** by establishing clear and comprehensive standards, involving stakeholder participation, and ensuring consistent assessment and improvement processes.
- **Enhance the internationalisation** efforts by expanding partnerships with foreign institutions, encouraging more student and faculty exchanges, and integrating international standards into the curriculum.
- Implement targeted measures to **improve access and equity**, including scholarships or financial assistance for underrepresented groups, infrastructure development in remote areas, and promoting diversity within the student body.
- **Improve transparency** by providing more comprehensive and publicly available information in a common European language, enabling international stakeholders to better understand and evaluate Uzbekistan's higher education system.

Country recommendations

Tajikistan

- **Improve transparency and availability of public information.**
- **Improve Data Collection and Monitoring:** Enhance data collection systems to gather comprehensive and reliable information on higher education indicators and progress towards Bologna Process/CAHEA implementation. This will enable evidence-based decision-making and targeted interventions.
- **Increase Funding for Higher Education:** Address infrastructure needs, provide training for staff, and offer financial aid to students..
- **Enhance Quality Assurance Mechanisms:** Establish and strengthen quality assurance mechanisms to monitor and improve the quality of education. Implement external reviews, accreditation processes, and international quality standards to ensure the comparability and recognition of Tajikistani degrees and qualifications abroad.
- **Promote Access and Equity:** Develop strategies to address the rural-urban disparities in access to higher education. Establish branch campuses or satellite centres in rural areas, provide scholarships and financial support for disadvantaged students, and address socio-cultural barriers that hinder access to education for underrepresented groups.
- **Foster Institutional Autonomy and Governance:** Promote administrative and academic autonomy for higher education institutions, enabling them to innovate, respond to changing educational needs, and engage students and stakeholders in decision-making processes. Streamline governance structures, reduce bureaucracy, and enhance coordination among relevant ministries and agencies.
- **Enhance Internationalization Efforts:** Encourage international collaboration and mobility by promoting the recognition of Tajikistani degrees and qualifications abroad. Increase English language proficiency among students and faculty to facilitate participation in international programs like Erasmus+. Foster partnerships with reputable international institutions to exchange knowledge, expertise, and best practices.
- **Strengthen Higher Education Leadership and Succession Planning:** Invest in the development of future academic leaders, as the retirement of existing leadership could significantly weaken the higher education sector. Support leadership training programs, mentorship initiatives, and knowledge sharing platforms to ensure a smooth transition and sustainable development of the sector.
- **Collaborate with Regional Initiatives:** Leverage the resources and expertise available through regional initiatives like the CAREC program to support the implementation of Bologna Process goals in Tajikistan. Engage in knowledge sharing, capacity building activities, and collaborative projects with other Central Asian countries to foster regional cooperation in higher education.

Country recommendations

Georgia

- **Address the mismatch between higher education and labour market needs:** Universities should develop programs focusing on areas with robust employment prospects. Fostering closer collaboration between higher education institutions and industry stakeholders is crucial.
- **Enhance research output and infrastructure:** Increased funding for research and development, along with improved research infrastructure and collaborations between academia and industry, is essential. These measures will support the universities' contribution to the knowledge economy.
- **Safeguard academic freedom and institutional autonomy:** Despite progress, it is crucial to protect these principles from governmental interference. Ensuring academic freedom and autonomy will preserve the independence and integrity of higher education institutions.
- **Promote access and equity:** Challenges persist for students from disadvantaged backgrounds, rural areas, and students with disabilities. Implementing targeted measures like needs-based financial aid, scholarships, and special admission procedures can address these challenges and ensure equal opportunities for all.
- **Ensure adequate funding:** Insufficient resources and outdated infrastructure limit the delivery of quality education and hinder research capabilities. Increased public investment and resource allocation are necessary to address these challenges

Country recommendations

Azerbaijan

- Continuously monitor and revise credit allocation to **adhere strictly to ECTS principles**.
- Accelerate the implementation of the **National Qualifications Framework (AzQF)** to promote compatibility of qualifications.
- **Strengthen the external quality assurance systems** by fostering student participation and exploring cross-border quality assurance evaluations. Simplify the recognition process from student mobility. **Ensure the portability of grants and loans** to facilitate student mobility and international experiences.
- **Promote inclusivity** in higher education by implementing measures to support under-represented groups. This can be achieved by monitoring student body composition and implementing strategies for retention and completion.
- **Strengthen the linkage between higher education institutions and employers** to align the curriculum with labour market needs. Incorporate practical training and work-based learning opportunities into the curriculum to improve graduate employability.
- **Continue active participation** in international initiatives such as the Bologna Process, the UNESCO Convention on Recognition of Qualifications, and the Erasmus+ Program. Conduct impact assessments of completed projects, encourage more Azerbaijani institutions to take up coordination roles, and establish diverse partnerships

Country recommendations

Turkmenistan

- **Improve transparency** by providing more comprehensive and publicly available information in a common European language, enabling international stakeholders to better understand and evaluate Turkmenistan's higher education system.
- **Increase Engagement in Erasmus+/international inter-university collaborations:** To benefit from capacity building, knowledge exchange, and partnership opportunities. This will help broaden the scope of initiatives and enhance the standards of higher education. Erasmus+ can also be a lever to participate more actively in the Central Asian Higher Education Area and enhance cooperation with neighbors in CA, which would also be in line with CAREC objectives.
- **Address Governance and Funding Issues:** Efforts should be made to improve governance, enhance coordination between ministries and agencies, and develop a clear vision for the future of higher education. Adequate funding allocation is crucial to address infrastructure needs, provide resources for research, and attract qualified educators.

2. Potential for collaboration in HE and TVET between CAREC countries

Focus Group Results and suggested areas for further exploration

Challenges and Opportunities

Shared Challenges

- Inequitable academic mobility,
- concentration of internationalization capacity in a limited number of higher education institutions,
- policy dissonance related to higher education-TVET articulation,
- systemic divisions between HEIs and TVET providers,
- lack of comprehensive skill development strategies, and obstacles to international collaboration.
- Lack of awareness of CAREC framework

Internationalisation

- HEIs demonstrate a commitment to internationalization but lack a consolidated strategic approach, leading to marked disparities in student and staff mobility and resource shortages.
- Interest in internationalisation for excellence/visibility as opposed to regional development/ meeting local challenges
- Little accurate data on mobility

University-VET co-operation

- University-VET cooperation faces hurdles due to systemic policy disconnects, limited comprehension, capacity shortfalls, and a need for enhanced coordination. However, regional success stories highlight the potential benefits for students, employers, and society.

Georgia

- **Opportunities:**
 - Looking towards EU, but strategic collaborations with Central Asia (CA), particularly Kazakhstan (KZ) and Azerbaijan (AZ), could be beneficial
 - Can serve as a “bridge” between the West and East in cooperation programs.
 - Suggestion to make the EU a potential ally in CAREC partnerships (Triangular partnerships, as in Erasmus+)
- **Priorities:**
 - Developing regional exchange programs, particularly in areas like medical and vocational education, that have strategic significance for most countries in the region
- **Obstacles:**
 - A lack of interest and trust among CAREC institutions presents a barrier to deepening cooperation
 - The perception of quality is a related-issue to be tackled.
- **Sectoral Interest:**
 - Vocational programs with high-wage employment: gastronomy/tourism
 - Agriculture
 - IT
- **Recommendations:**
 - A regional program with suitable incentives can stimulate cooperation.
 - Trust-building activities and improving the perceived quality of institutions in the CAREC space and especially in countries not in the Bologna Process

Azerbaijan

- **Opportunities:**
 - Interest for increased cooperation between KZ and Georgia is high (Bologna Process signatories)
 - Increased cooperation with China.
- **Priorities:**
 - Enhancing the reputation of student exchange programs
 - Focusing on educational strengths of different countries through SWOT analysis
- **Obstacles:**
 - Lack of awareness and trust, particularly in the context of quality of education in the rest of the region
- **Sectoral interest:**
 - Oil and Gas
 - Hospitality
- **Recommendations:**
 - Initiatives like joint curriculum development, joint degrees
 - CAREC industry placement programmes
 - Creation of 'network hubs' in CAREC countries could be explored
 - A CAREC Country University Association

Kazakhstan

- **Opportunities:**
 - Strong links with the industry and a global focus make KZ attractive to CAREC countries
 - High potential for student mobility/ common language.
- **Priorities:**
 - Linking CAREC higher education cooperation to a CAREC labour market,
 - Enhancing international recognition of degrees
 - Improving quality perception are significant priorities
- **Obstacles:**
 - lack of awareness about existing cooperation within CAREC countries
 - Kazakh students prefer Europe over Central Asian or Eastern European countries

Recommendations :

Practices like quality assurance and accreditation should be shared within Central Asia

Enhancing TVET cooperation opportunities and creating a regional Qualification Frameworks for connecting labour markets

Uzbekistan

- **Opportunities:**
 - Uzbekistan's strong focus on digitalization
 - Cooperation with the health sector between CAREC countries
- **Priorities:**
 - Connecting education with the health sector
 - Digitalization
 - Job creation
 - Curriculum revision and innovation
- **Obstacles:**
 - A lack of awareness about CAREC
 - Limited cooperation with some countries
 - Alignment of curriculum with labour needs
- **Sectoral interest**
 - Bolstering rural economies through digitalization
 - Health
 - Tourism

Recommendations:

The CAREC program should promote mutual benefits

Focus on university leadership, QA management, and teacher training.

Emphasize English-speaking programs and introduce ECTS

Kyrgyzstan

- **Opportunities:**
 - Interest in Georgia, Azerbaijan, and Kazakhstan
 - Micro-credentials: for cooperation for skilling.
- **Priorities:**
 - Enhancing the awareness of the CAREC framework and building stronger ties with other countries
- **Obstacles:**
 - Changing priorities of partners of influential partners, like China (promoting scholarships as opposed to supporting institutions within KR)
- **Sectoral interest**
 - Agriculture
 - Medicine

Recommendations :

A CAREC program can help better understand the participating countries and offer a platform for good practice exchange.

Tajikistan

- **Opportunities:**
 - Shared challenges with bordering nations
 - Existing research projects,
 - digitalization-focused cooperation
- **Priorities:**
 - micro-credentials for skilling
 - mobility, teacher training
 - Digitalization.
- **Obstacles:**
 - Border issues limit student mobility
 - Peripheral universities more isolated
 - Brain drain
- **Sectoral interest**
 - Geology
 - Climate change
 - IT
- **Recommendations :**
 - A CAREC program could serve more remote or peripheral universities, and the focus should be on areas like **geology, climate change, and IT**. Emphasis should also be on receiving more female students and increasing the use of **English**.

General Recommendations



- Improve Policy Alignment for HE/TVET, including pathways/credit recognition and ownership of NQFs
- Develop Comprehensive Skills Development Strategies
- Invest in teachers' capacity/ digitalization of teaching and learning
- Incentivization Employer and Industry Engagement, also on curricula development
- Internationalization strategy development that considers regional cooperation dynamics
- Enhance data on Mobility
- Structural Capacity Building for HEI and TVET strategies and policy alignment (mutual learning between CAREC countries)
- CAREC Cooperation programmes in key sectors
- Country-Specific Issues/ inclusion of countries and institutions at different speeds

3. Looking forward: Overall conclusions and recommendations

How to move forward

- The CAREC region is characterized by a diverse set of opportunities and challenges that require a nuanced approach when it comes to both internationalization and university-TVET articulation.
- To leverage opportunities and address challenges, it is suggested to establish a **comprehensive CAREC University and TVET Network**, uniting universities and TVET providers of different missions and capacities across the region.
- CAREC-CARE can be the starting point, or a key element of this
- It should focus, in first instance, on
 - building trust for exchange
 - student and staff mobility
 - joint curricula development
 - capacity building for and the development of collaborative **micro-credentials** in key-sectors
 - enhancement of international TVET cooperation opportunities
 - creation of Qualification Frameworks and aligning them regionally, with EHEA and CAHEA as guiding policy processes
 - and further usage of ECTS both as a tool for articulation between VET and HE and as a tool for exchange and mobility.
- The Network would complement and benefit from a dedicated **CAREC Higher Education Funding Program** in addition to leveraging other funding sources from international partners in the region, such as the EU through its Erasmus+ program.
- **Enhancing capacity to collect data** on mobility and cooperation and creating a CAREC regional HE and TVET data system linked to the network, would be key to assessing systemic impact.

Need for a CAREC HE/TVET Program?



Action	Examples of support
Foster Regional Mobility in higher education	Regional staff and student exchange programmes
Develop Joint Curriculum Development Projects	Online and open resources, joint programmes in priority areas
Strengthen Quality Assurance Systems	Establish of a regional network or platform Support evaluations and reviews
Support Capacity Building Initiatives	Enhancing teaching and research skills, curriculum development, and pedagogical innovations
Promote Entrepreneurship and Innovation	incubators and start-up - innovation clusters or technology parks
Enhance Regional Research Collaboration	Centres or institutes that address regional priorities
Strengthen Policy Dialogue and Coordination	Regular regional conferences, seminars, and workshops
Develop Regional Data and Information Systems	Regional higher education database and information system - focus on data analytics and policy research



Discussion (1)

- How can frameworks like the Bologna Process and CAHEA be leveraged to support regional articulation of HE and TVET systems in CAREC?
- How can skills frameworks specifically for CAREC countries complement this?
- How can the value-add of CAREC HE and TVET cooperation be promoted?
- What can be done to generate trust and better understanding between systems as a baseline?



Discussion (2)

- How can we ensure equity/inclusiveness in cooperation and skills networks? What about the dimension of more rural or regional HEI?
- Do the conclusions represent wider considerations for CAREC countries not in these studies?
- What would next steps be, to take forward and advocate these recommendations and put them into practice?