



# Looking West: Building a Higher Education Area in Central Asia

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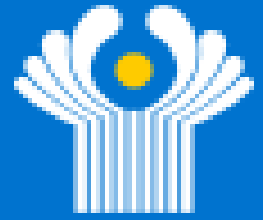
# Can You Identify Central Asia?



## Geographical Significance?



# A Brief Background



Central Asian countries were created from former Soviet Socialist Republics (SSRs), established during the 1920s and 1930s.

Soviet Union dissolved in 1991 establishing independent countries from these existing SSRs.

Commonwealth of Independent States (CIS) is formed as a political and economic partnership of newly independent, former Soviet Republics.

- Free Trade
- Defense Alliance
- Eurasian Economic Union

# What is the CAHEA?



The Central Asian Higher Education Area is a proposed 'higher education area' of 5 Central Asian nations

- Kazakhstan
- Kyrgyzstan
- Tajikistan
- Turkmenistan
- Uzbekistan

Through coordinating partners, these 5 nations have created **TuCAHEA**, a project funded by the European Commission through Tempus to research and determine the best path forward for creating mutual recognition in higher education between the 5 countries.

# TuCAHEA: The Basics



Founded in 2012

Competency-based Outcomes

From TuCAHEA :

*TuCAHEA is a Consortium of European and Central Asian partners that cooperate to build the foundations for a Central Asian Higher Education Area, using Tuning methodology to create tools for quality, transparency and visibility in a competence-based student-centred context. Supported by Tempus, it comprises 47 partners, including the Ministries responsible for Higher Education and 34 Universities in the 5 Central Asian countries; and eight European Universities with long-standing expertise in Tuning and ECTS. (TuCAHEA, 2016)*

Between East and West:  
Post-Soviet Education



or



How Did We Get Here???

# Soviet Model (not that kind of model)

Primary and Secondary  
Education (10/11 years)

Diploma of Specialized  
Secondary Education/Junior  
Specialist

- 2 years after secondary education
- 3-4 years after Grade 9

Diploma of Specialist

- 5 years typically

Candidate of Science

# Post-Soviet Reforms

## Secondary

Turkmenistan – Grade 9  
(and then back to Grade 10)  
Kazakhstan, Kyrgyzstan, Tajikistan  
– Grade 11  
Uzbekistan – Grade 12

## Higher Education

Bachelor and Master degrees  
introduced (4+1 or 2).  
Diploma of Specialist fades  
away.  
Variations of credit systems and  
grading systems introduced.

# Flirting with the U.S. Model

In the 1990s and early 2000s  
Kazakh and Kyrgyz universities flirt  
with the U.S. model.

Credits and grading based on U.S.  
educational system.

Tajikistan has a less strong  
flirtation.

Uzbekistan and Turkmenistan, not  
so much.



# Checking in with Europe

2005 Kyrgyzstan ratifies the Lisbon Convention, but because it is not a party to the European Cultural Convention of the Council of Europe, is not technically a member of the EHEA.

In 2010 Kazakhstan becomes full signatory partner to Bologna Process.



# Bologna (And Not the Sandwich)



TUCAHEA follows the European Higher Education Area (EHEA) or “Bologna Process” for the implementation of a higher education area

Bachelor + Master + Doctorate

3 of the 5 countries have already adopted some Bologna characteristics, or are in the stages of implementation (Kazakhstan, Kyrgyzstan, Tajikistan)

# “Tuning” In



As stated before, the work to establish a CAHEA is funded by the European Commission through TEMPUS (Trans-European Mobility Programme for University Studies).

In creating a higher education area framework CAHEA members incorporate the Tuning Methodology (hence TuCAHEA).

Tuning methodology focuses on building a higher education area, and qualification recognition framework, focused on competency based outcomes.

In other academic discussions of EU policy “tuning” is often referred to as “harmonization.”

# How Are Credential Reforms Moving Ahead?

Country	Bachelor + Master	ECTS Credits	Diploma Supplement
Kazakhstan	✓	✓	
Kyrgyzstan	✓	✓	
Tajikistan	✓	✓	
Turkmenistan			
Uzbekistan	✓		

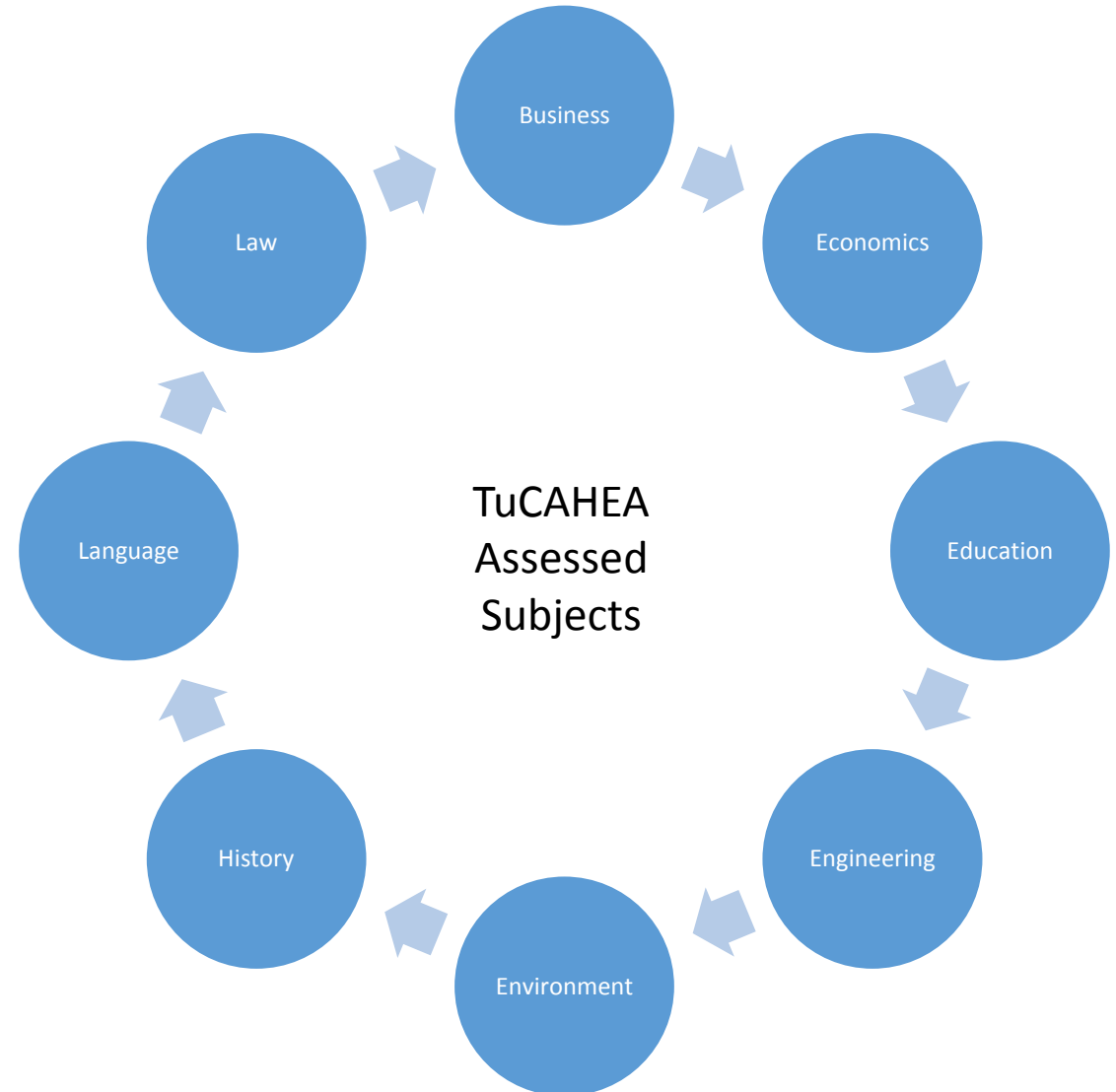
- Kazakhstan mandate to ECTS by 2020
- Kyrgyzstan and Tajikistan approximately 75 percent compliant.
- Turkmenistan higher ed law of 2013 establishes Bachelor + Master system. Will it be adopted?
- Notice a pattern?

# Competency Based Outcomes

What are they?

How are they different from other ways of qualification recognition

What are the dangers?



# Moving Forward

TUCAHEA partners recommend development of a qualifications framework in the future.

Groundwork of reviewing competency based outcomes and level descriptions already completed in the review of 8 major subject areas described previously.

TUCAHEA partners recommend adoption of a credit reference system (basically ECTS).

# Additional Resources

## Country Educational System Information

### Australian Education International Country Education Profiles

- Detailed information on Central Asian countries, by subscription.
- <https://internationaleducation.gov.au/Services-And-Resources/Services/Country-Education-Profiles/Access-CEP>

### NAFSA Online Guide to Educational Systems Around the World (for individual country education profiles for these countries).

- [https://www.nafsa.org/Resource\\_Library\\_Assets/Publications\\_Library/Online\\_Guide\\_to\\_Educational\\_Systems\\_Around\\_the\\_World/](https://www.nafsa.org/Resource_Library_Assets/Publications_Library/Online_Guide_to_Educational_Systems_Around_the_World/)

### TEMPUS Higher Education Updates

- [http://eacea.ec.europa.eu/tempus/participating\\_countries/](http://eacea.ec.europa.eu/tempus/participating_countries/)

# Additional Resources

## On Reforms and the CAHEA

TUCAHEA website

- [www.tucahea.org](http://www.tucahea.org)

WES WENR archive on Central Asia (including webinar podcast)

- <http://wenr.wes.org/2015/05/bologna-inspired-education-reform-central-asia>

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# THANK YOU

## Questions?

## Not a TAICEP member? Join today!!

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