

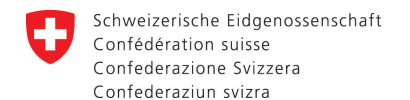
Results of STAREP countries profiling study

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Public Sector Accounting and Reporting Program

PULSAR Program is co-funded by:





Results of STAREP countries profiling study

STEREP



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- STAREP is a regional program working with the countries of the EU's Eastern Partnership to develop effective and sustainable frameworks for accounting and auditing
- STAREP Countries: Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine
- Accounting Education Reform: Promoting the development of accounting education aligned with international and EU standards at university level; for professional qualification; and for continuing professional development of those already qualified. Activities include a Education Community of Practice and implementation of a CFRR developed benchmarking tool

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- Description of benchmarking analysis in STAREP countries
- Results and end products of the benchmarking analysis in STAREP countries

Background information – benchmarking tool



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Research goals

- Identify gaps
- Suggest approaches to bridge existing gaps

Approach

- Profiling tool
- Questionnaires

What is the Profiling tool



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- Tool developed to:
 - allow members to assess programmes against international benchmarks
 - allow members to identify areas that need upgrading
 - collect data from across the region to establish areas of strength in various programmes
 - investigate the possibility of exchanging information and experiences and sharing resources and knowledge across the community

Initial Benchmarks Used



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- **ACCA Foundation Level**
 - Well known
 - Possible to gain complete exemptions (9 papers) with an ACCA accredited degree
 - Benchmarks well to undergraduate level
- **CIPFA International Public Financial Management**
 - Chartered Institute of Public Finance and Accountancy
 - Only institute dedicated to Government Accounting
 - Advanced Diploma Level
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What We All Get



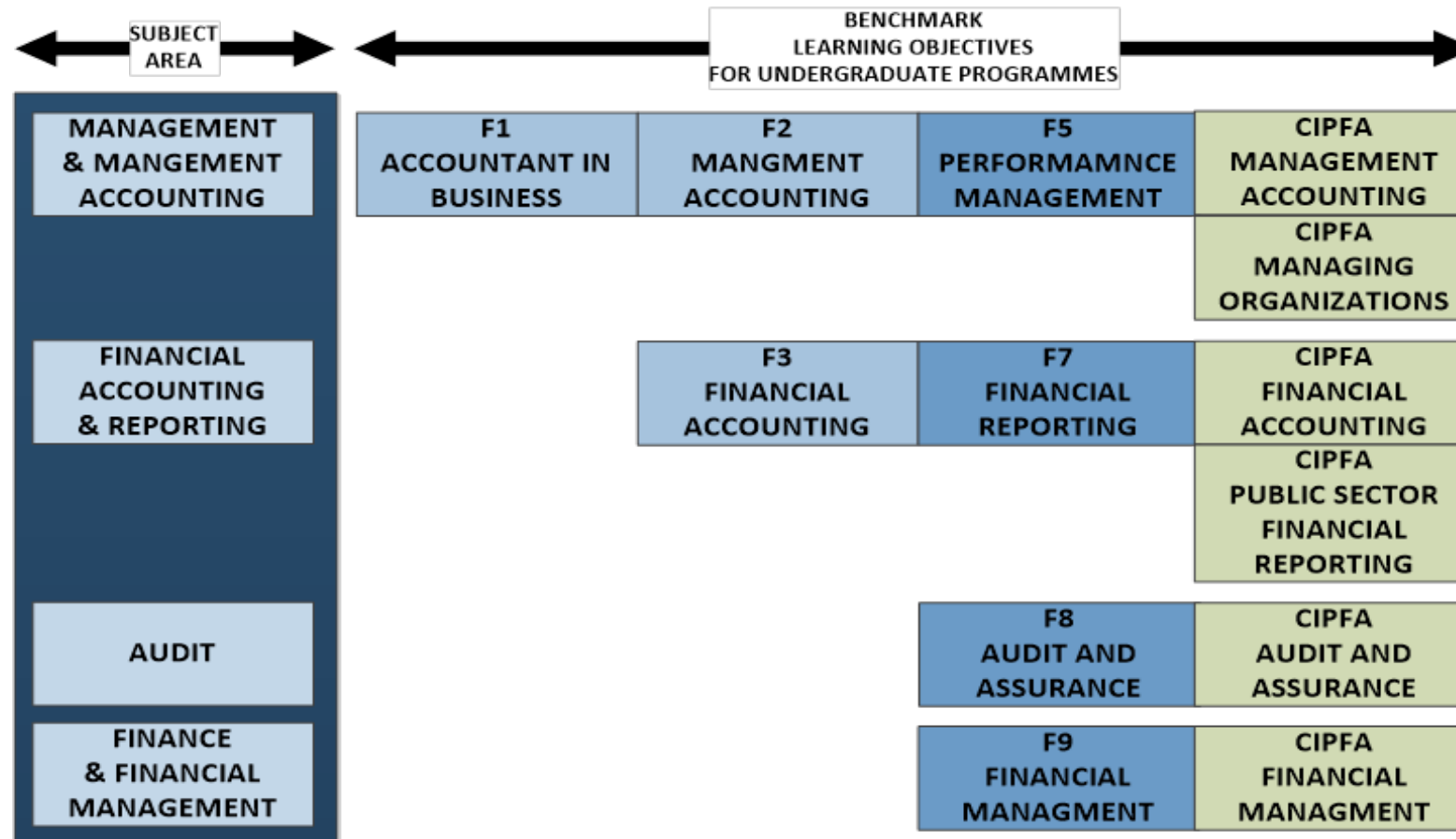
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- Profiles
 - Benchmarking
 - Highlighted areas needing improvement
 - Detailed syllabus contents
- Accreditation Documentation
 - Verifiable schedules of syllabus content
- In depth knowledge of Curricula
 - Country and Regional Benchmarking

The Profiling tool content



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Questionnaire 1

General information
Teaching and assessment
Students body
Faculty body

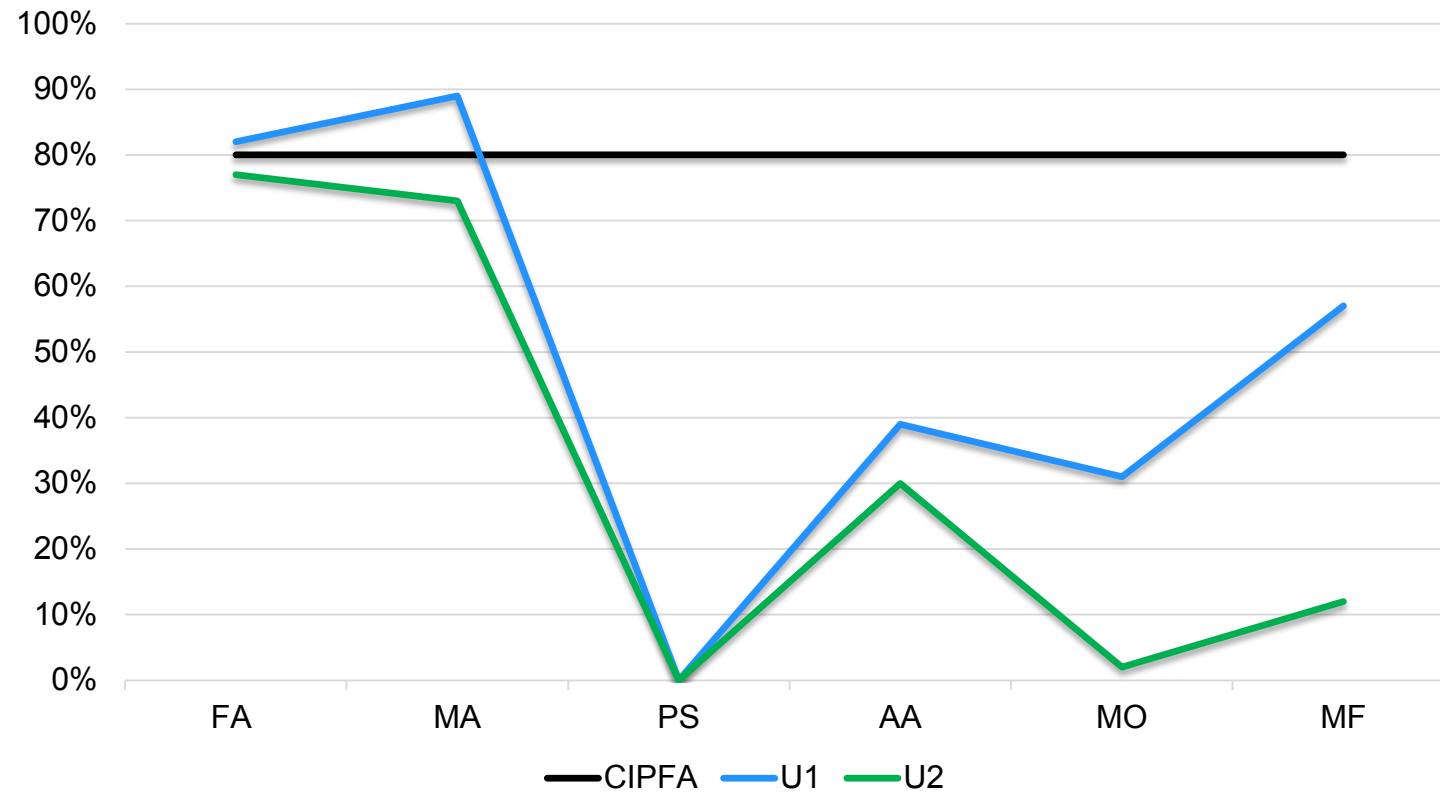
Questionnaire 2

- IESs
- Stakeholders
- Model of qualification
- Profession's maturity model
- Objectives



CIPFA RESULTS

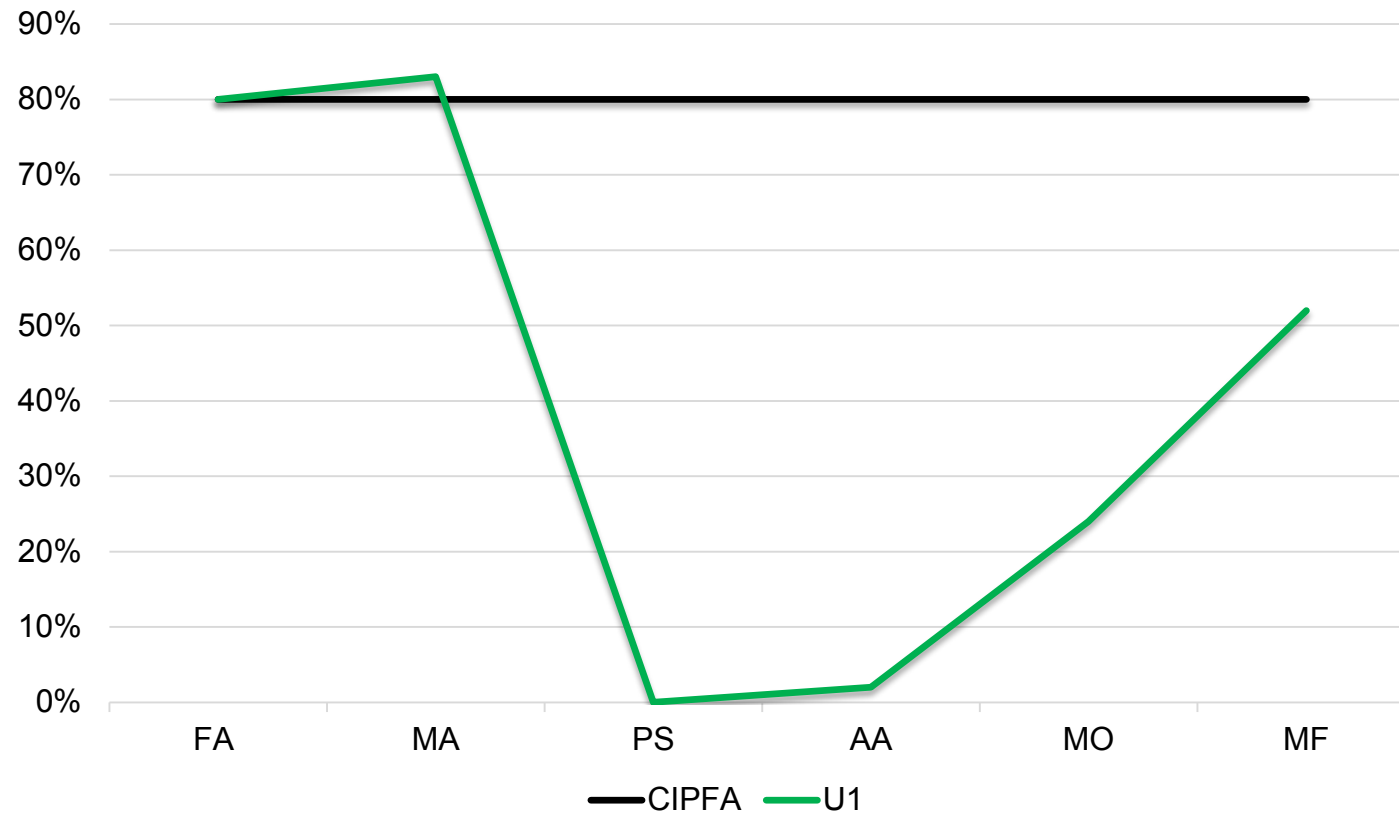
Syllabus profile against CIPFA benchmark



FA	Financial Accounting
MA	Management Accounting
PS	Public Sector Financial Reporting
AA	Audit and Assurance
MO	Managing Organizations
MF	Managing Finance



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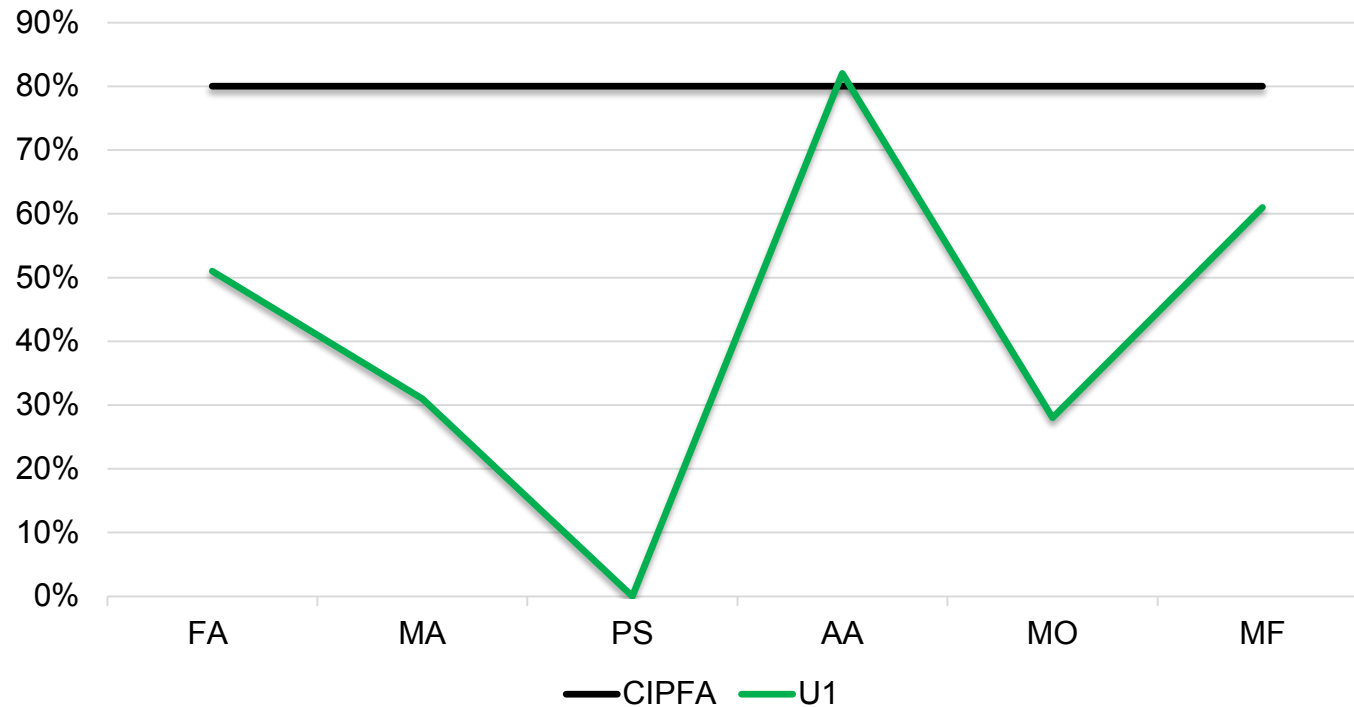


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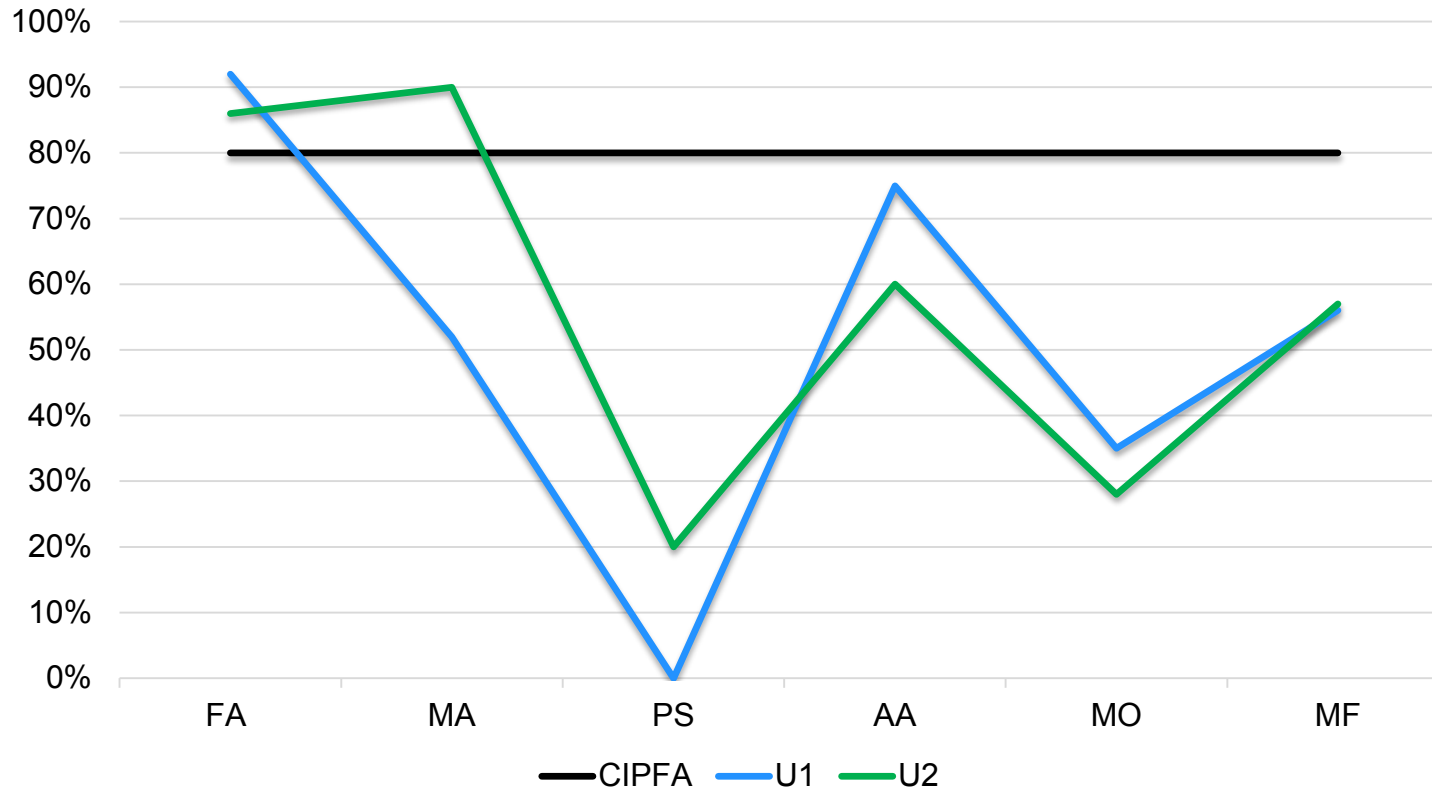
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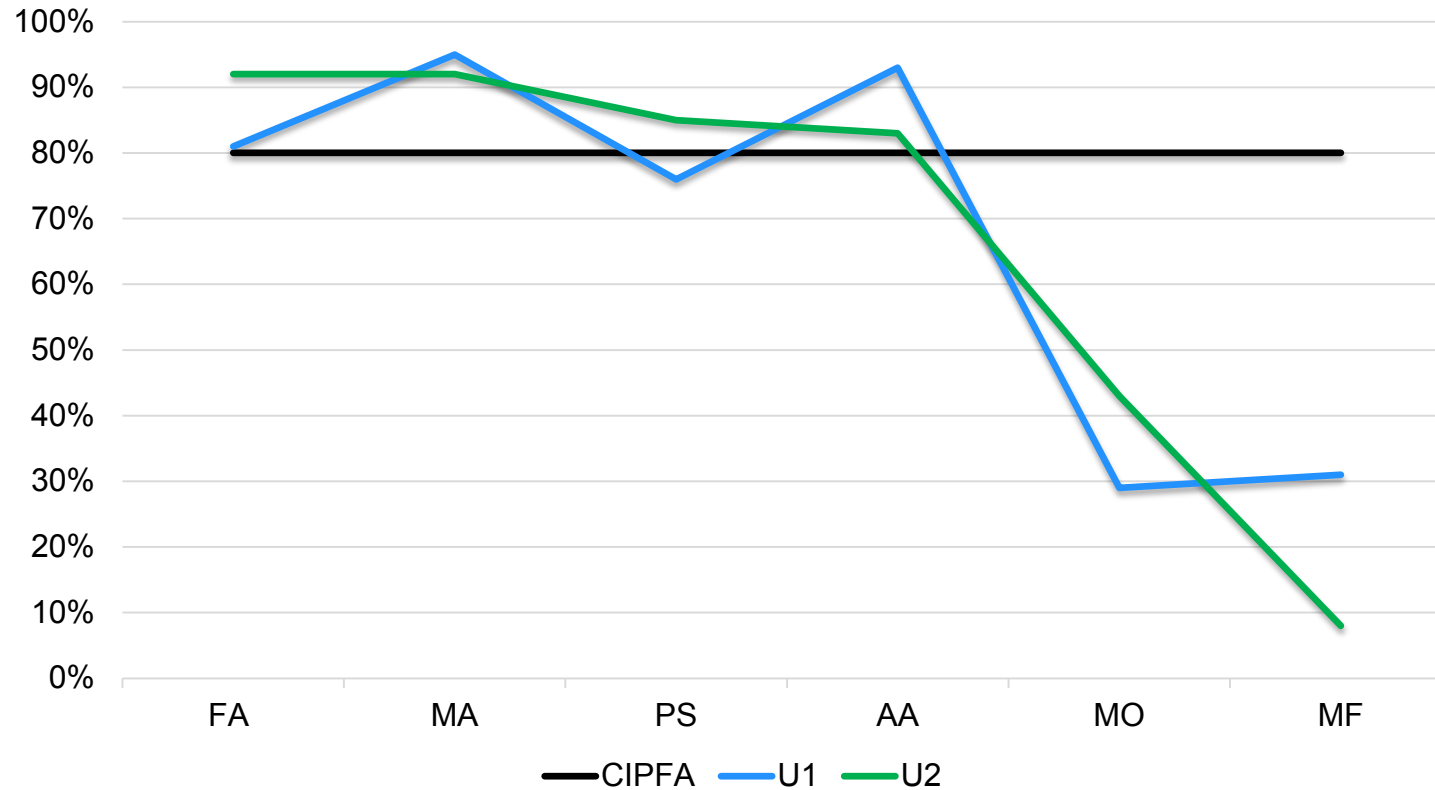
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General remarks



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- Audit and assurance topics are covered well in majority of STAREP countries
- Public Sector Financial Reporting topics coverage show weaknesses in majority of STAREP countries
- Managing Finance and Managing Organizations topic tends to be with the lower coverage percentage in most of the countries

What after....



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- Diagnostics is not the end product, it tells us where we are
- Curriculum is only one part of the equation which has many variables
- Have a clear understanding where you want to be and how to get there



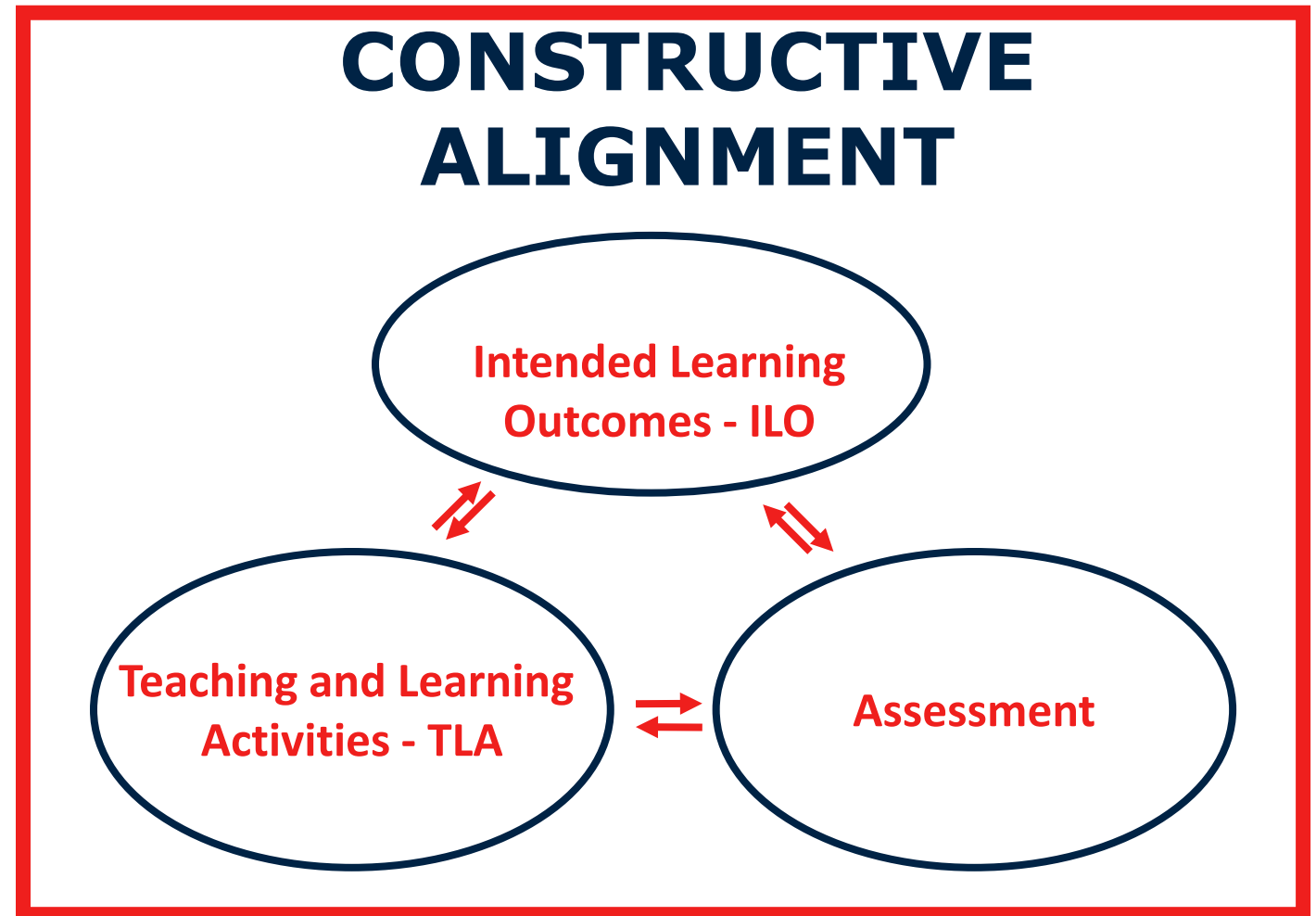


Full alignment



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- Bologna system
- Intended Learning Outcomes
- Teaching methods
- Assessment methods

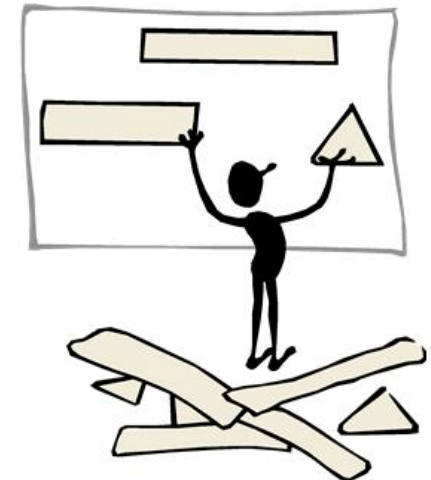


Results of a study



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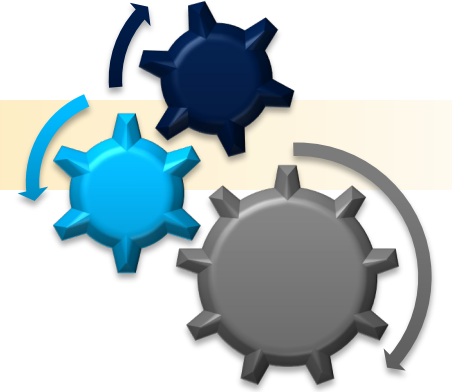
- All countries agreed on a common content
 - Approx. 60% of a content (as a minimum), rest is countries' particularities and specific requirements



Results of a study

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- National Initiatives for Strengthening Accounting Education
 - Detailed country action plans
 - Addressing country priorities and proposes solutions



Competency Based Accounting and Training and Certification Guide



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Who is the *Guide* for?

- Everyone responsible for accounting education, training, or certification
- Universities, PAOs, Policy-makers/Regulators, etc.

- Universities: *Support the foundations* of competence
- PAOs: Required to *ensure member competence*
- Policy-makers/Regulators: *Codify* competence requirements

Competency Based Accounting and Training and Certification Guide



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The purpose of the *Guide* is to:

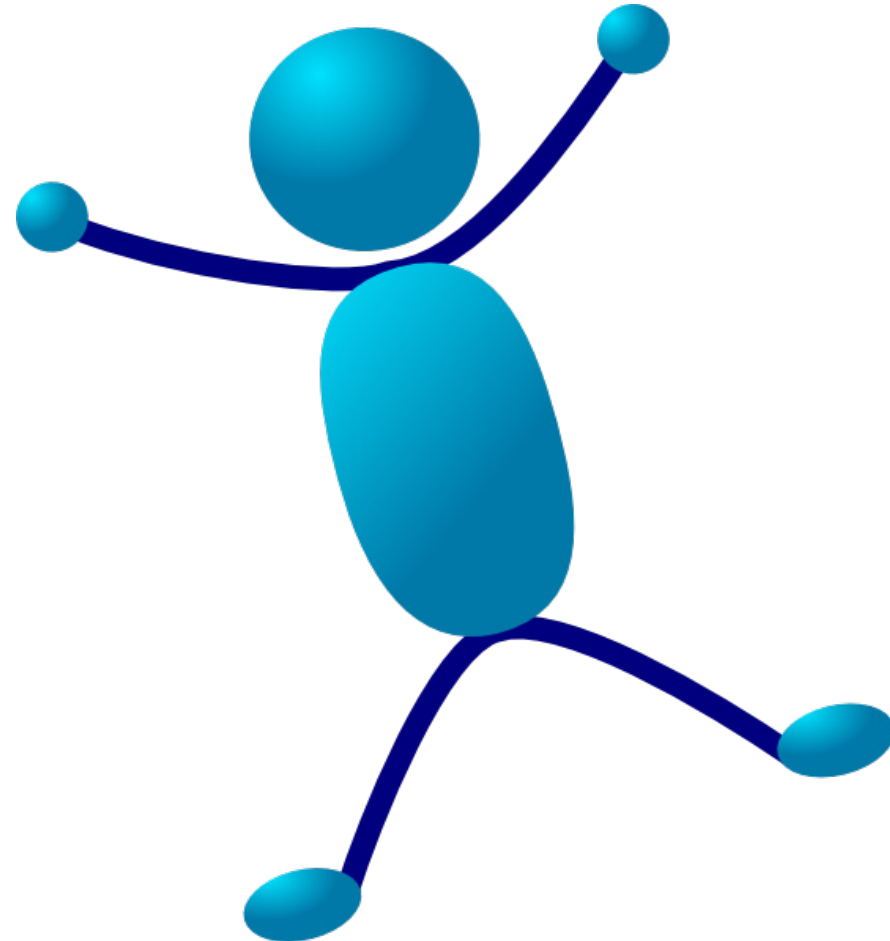
- Support understanding of the gap between current competence levels and necessary levels
- Convey the essential features of competency-based accounting education, training, and certification (CBAETC);
- Assist countries to develop in-country plans and to implement in-country processes that produce accountants with higher-order skills relevant to their economies' rapidly evolving needs;
- Support improvement in financial reporting, auditing, and regulation.

Outcomes of our study



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- ACCA exemptions granted. Examples of two STAREP countries:
 - Ukraine: F1, F2, F3, F4, F5, F6, F7
 - Moldova: F1, F2, F3, F4, F5, F6, F7, F8





THANK YOU VERY MUCH

QUESTIONS?