

EU-Tajikistan higher-education cooperation conference and workshop

17-18 May 2017

Venue: Tajik State University of Commerce

Abstracts

DAY 1 **Wednesday, 17 May, 2017**

Dr Farkhod Sharopov, Tajik State University of Commerce

Best Practices in Internationalization for Higher Education Institutions

The presentation is dedicated to the achieved results in the process of the ICAEN project (Internationalization in Central Asia and Eastern Neighboring Area). The goal of the project was to develop international cooperation in the HEIs of partner countries contributing to the improvement of their potentials in training and research.

Members of the project consortium:

1. University of Seville
2. Inholland University of Applied Sciences
3. Heriot-Watt University
4. Haute Ecole Charlemagne
5. Belarus State Economics University
6. Belarusian Trade Economics University of Consumer Cooperatives
7. Tbilisi State University
8. Gori Teaching University
9. Tajik State University of Commerce
10. Tajik Technical University
11. Assoc. Internat. Des Étudiants En Sciences Économ. Et Commerc.
12. Ministry of Education (Belarus)
13. Ministry of Education and Science (Georgia)
14. Ministry of Education (Tajikistan)

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The presentation reflects the main results and benefits of the implemented project for individual HEIs, such as restructuring of the international relations department as well as strengthening its material, technical and information and communication bases; Training of the International Relations Department staff through a series of international seminars and conferences; Preparation and approval of the strategic international relations development plan of the Tajik State University of Commerce; Preparation of national recommendations on the development of international cooperation of HEIs and conducting seminars at the national level.

Фарход Шаропов

Best Practices in Internationalization for Higher Education Institutions

Презентация посвящена достигнутым результатам в процессе реализации проекта ICAEN (Internationalization in Central Asia and Eastern Neighbouring Area). Цель проекта заключалась в развитии международного сотрудничества в вузах странах-партнеров, способствующее повышению их потенциалов в обучении и исследовании.

Члены консорциума проекта:

1. University of Seville
2. Inholland University of Applied Sciences
3. Heriot-Watt University
4. Haute Ecole Charlemagne
5. Belarus State Economics University
6. Belarusian Trade Economics University of Consumer Cooperatives
7. Tbilisi State University
8. Gori Teaching University
9. Tajik State University of Commerce
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12. Ministry of Education (Belarus)
13. Ministry of Education And Science (Georgia)
14. Ministry of Education (Tajikistan)

В презентации отражены основные результаты и выгоды реализованного проекта для отдельных вузов, как реструктуризация отдела международных связей и укрепление его материально-технической и информационно-коммуникационной

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баз; обучение персонала отдела международных связей посредством проведения серий международных семинаров и конференций; подготовка и утверждение стратегического плана развития международных связей Таджикского государственного университета коммерции; подготовка национальных рекомендаций по развитию международного сотрудничества вузов и проведение семинаров на национальном уровне.

Ms Joanna Mrowiec-Denkowska, Head of International Mobility Office, Silesian University of Technology Poland

ERASMUS+ KA1 ICM projects as example of strengthening academic mobility opportunities between institutions from EHEA and non-EU regions and improvement of international relationship capacities of HEIs

Silesian University of Technology (SUT, Poland) with its academic, scientific and research offer, supported by perfect location and strong cooperation with industry, is one of the strongest technical university in Central Europe. SUT's academic offer for all 3 study levels and within almost 60 courses focused on wide range of engineering, technology and ICT fields, includes regular full degrees given in English. We attract international staff and students for over 20 years what results from the strategic decision of joining ERASMUS mobility programme taken by University Authorities. Since that moment, year by year and Call by Call, in line with institutional strategy, scope of our international cooperation and academic mobility activities constantly grows and covers both wider aspects and new regions.

Awaiting the first Call for project proposals within new scheme of ERASMUS+ KA1 ICM projects mobility in late 2014, perceiving this new offer as a kind of perfect legal, formal and financial support for turning wishful mobility ideas into reality, we have been working hard on networking with already existing, new ones and "sleeping" contacts in order to create reliable project consortium representing areas of our strategic international interest. Central Asia Republics, for the reasons based in history, similar educational systems in previous decades inherited due to geopolitical reasons in the post-war reality faced after year 1945 as well as current interest matching the Central Asia region higher education needs within engineering and technology

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solutions offered by the SUT, have finally made kind of perfect match. SUT's Erasmus+ mobility projects awarded in 2015, 2016 and – hopefully - in 2017 (Call results expected in May) are among the biggest ones awarded in Poland and within CAR region. Our consortium covers HEIs from Tajikistan, Kyrgyzstan, Uzbekistan and Kazakhstan – there are attempts of add a reliable partner from Turkmenistan in order to have full representation of the region. Our experience shows that partner institutions from the CAR region, generally seem to be one the most open and reliable partners when it comes to project management activities.

In my presentation, I would like to show how we work on choosing and keeping partners from the Central Asia region, present the priorities and internal rules we set as consortium, give examples of academic mobility carried out, together with lesson learnt by now (by both us and partner institutions). A separate chapter would consider the follow-up of mobility projects we face, showing how much this chance of cooperation works for better understanding and bigger international capacity of SUT itself and all the CAR partners involved. And what we all look ahead for in upcoming years and Calls for Proposals.

Ms Nargis Maqsudova, Tajik State Medical University

The Central Asian Network for Education, Research and Innovation in Environmental Health

From 2013 to 2015, in the framework of the TEMPUS project, the Central Asian Network for Education, Research and Innovation in Environmental Health was established in cooperation with the Universities of Milan (Italy), Gothenburg (Sweden) and Tartu (Estonia). From Central Asian countries, the following number of universities joined this network: 4 universities from Kazakhstan, 3 universities from Kyrgyzstan and 3 universities from Tajikistan, in particular: The Tajik State Medical University named after Abu Ali ibn Sino, Khujand State University named after Academician B. Gafurov and the Scientific Research Institute of Preventive Medicine of Tajikistan.

The main tasks of the Central Asian Network for Education, Research and Innovation in Environmental Health are:

- The development of the potential of higher education institutions in the field of education, research and innovation;

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- The development and implementation of the PhD program in the field of environmental health in accordance with local needs;
- The improvement of the quality of higher education and the development of interaction between HEIs and research institutes of the Central Asian region in the field of occupational health and the environment.

The basis for the establishment of the above-mentioned network was a real need for the Central Asian countries in the development and modernization of higher education in accordance with the Bologna process and in the improvement of research capacity in the field of environmental health.

The working groups of the project developed and implemented PhD programs, to ensure the quality of implementation of these programs, the qualification framework for doctoral programs was used in accordance with European standards and the possibility of internationalization of management.

Also, one of the important achievements of this project is the organization in the partner universities of the Centers for Education, Research and Innovation in Occupational Health and the Environment. It is equipped, among others, with equipment for measuring environmental factors. This equipment is used for educational and scientific purposes with an emphasis on training students and practitioners of the sanitary and epidemiological service. Particular attention is paid in the work of the Center to researching the factors of the production environment at light industry enterprises and in vocational schools with the purpose of determining their impact on the health of workers and students, developing scientifically valid preventive measures necessary for carrying out dissertations by assistant professors of the university departments, PhD students, Masters and specialists of CSSES (Center of State Sanitary and Epidemiological Surveillance).

Центрально-азиатская сеть по образованию, исследованиям и инновациям в области гигиены окружающей среды

В 2013-2015 гг. в рамках реализации проекта ТЕМПУС при сотрудничестве университетов Милана (Италия), Гётеборга (Швеция) и Тарту (Эстония) была создана Центрально-азиатская сеть по образованию, исследованиям и инновациям в области гигиены окружающей среды. Из Центрально-азиатских стран в данную сеть вошли 4 университета Казахстана, 3 университета Кыргызстана и 3 университета Таджикистана, в частности: Таджикский

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государственный медицинский университет им. Абуали ибни Сино, Худжандский государственный университет им. академика Б. Гафурова и Научно-исследовательский институт профилактической медицины Таджикистана.

Основными задачами Центрально-азиатской сети по образованию, исследованиям и инновациям в области гигиены окружающей среды являются:

развитие потенциала высших учебных заведений в области образования, научных исследований и инноваций

разработка и внедрение PhD программы в области гигиены окружающей среды в соответствии с местными потребностями

повышение качества высшего образования и развитие взаимодействия между вузами и научно-исследовательскими институтами Центрально-Азиатского региона в области гигиены труда и окружающей среды.

Основой создания вышеназванной сети явилась реальная потребность стран Центральной Азии в развитии и модернизации высшего образования в соответствии с Болонским процессом и повышении научно-исследовательского потенциала в области гигиены окружающей среды.

Рабочими группами проекта были разработаны и внедрены PhD программы, для обеспечения качества реализации которых использованы квалификационные рамки для докторских программ в соответствии с европейскими стандартами и возможностью интернационализации руководства.

Также одним из важных достижений данного проекта является организация в вузах-партнерах Центров образования, исследований и инноваций в области гигиены труда и окружающей среды, оснащенные в том числе оборудованием для измерения факторов окружающей среды. Эта аппаратура используется в образовательных и научных целях с акцентом на обучение студентов и практических работников санитарно-эпидемиологической службы. Особое внимание в работе Центра уделяется проведению исследований факторов производственной среды на предприятиях легкой промышленности и в учебно-производственных учреждениях с целью определения их влияния на состояние здоровья рабочих и учащихся, разработкой научно обоснованных профилактических мероприятий, необходимых для выполнения диссертационных работ ассистентами кафедр университета, PhD студентами, магистрами и специалистами ЦГСЭН.

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Dr Olga Sayfulloeva, Khorog State University

Dr. Sayfulloeva Olga, Vice rector of international relations, PhD, candidate of economical science

Currently, the process of developing or implementing a national qualification framework (NQF) covers more than 120 countries around the world. The existence of different standards in vocational training makes it difficult to move workers within the regional, and even more so the transnational market. Consequently, economic development itself slows down, as the sphere of production does not receive the necessary human resources of a certain skill in the operative terms and in sufficient quantity. In other words, a single economic market requires a uniform qualification of the workforce.

The development of national qualification frameworks in the system of higher education is one of the components of the Bologna process.

Qualification frameworks at the European level are aimed at increasing the transparency and publicity of the national higher education system, using comparable educational degrees and the European diploma application, as well as promoting international recognition of national criteria and encouraging student mobility.

Creation of national qualification frameworks in Tajikistan will contribute to the European and international recognition of national criteria for education, to increase the attractiveness of the university system, and to expand bilateral cooperation and mobility of students and teaching staff.

In reforming the system of higher education, both in the European area and in Tajikistan, the main role is given to the development of a national system of qualification frameworks and its comparison with a similar European system, focusing on their harmonization with each other.

The main subjects of the changes related to the development of the NQF are, as a rule, the Ministry of Education and Science of the Republic of Tajikistan and the Ministry of Labor and Employment of the Republic of Tajikistan.

In the current economic situation, the approach of higher education to the needs of the labor market and to the needs of society as a whole is of strategic importance both for Tajikistan and for the countries of the European Union, and is also one of the key factors for the reform of national education systems.

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In the presentation was proposed a draft qualification framework for Tajikistan, which allows citizens of the country to build various trajectories of training to obtain a specific qualification and / or improve the qualification level.

В настоящее время процесс разработки или внедрения национальных рамок квалификации (НРК) охватывает уже более 120 стран мира. Наличие разных стандартов в профессиональном обучении затрудняет перемещение рабочих в рамках регионального, а тем более транснационального рынка. Следовательно, притормаживает и само экономическое развитие, так как сфера производства не получает нужные ей человеческие ресурсы определенной квалификации в оперативные сроки и в достаточном количестве. Иными словами, единый экономический рынок требует единой квалификации рабочего персонала.

Разработка национальных квалификационных рамок в системе высшего образования является одним из компонентов болонского процесса.

Квалификационные рамки на европейском уровне нацелены на повышение прозрачности и публичности национальной системы высшего образования с использованием сопоставимых образовательных степеней и европейского приложения к диплому, а также на содействие в деле международного признания национальных критериев и стимулирование подвижности студентов.

Создание национальных квалификационных рамок в Таджикистане поспособствует европейскому и международному признанию национальных критериев образования, повышению привлекательности вузовской системы, а также расширению двустороннего сотрудничества и подвижности студенческого и преподавательского составов.

В реформировании системы высшего образования, как в европейском пространстве, так и в Таджикистане главная роль отводится разработке национальной системы квалификационных рамок и ее сопоставление с аналогичной европейской системой, акцентируя внимание на их гармонизации друг с другом.

Основными субъектами проводимых изменений, связанных с разработкой НРК, являются, как правило, Министерство образования и науки Республики Таджикистан и Министерство труда и занятости населения РТ.

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В современной экономической ситуации приближение высшей школы к потребностям рынка труда и к запросам общества в целом имеет стратегическую важность, как для Таджикистана, так и для стран Европейского Союза, а также является одним из ключевых факторов для реформирования национальных систем образования.

В презентации предложен проект квалификационных рамок Таджикистана, которые позволяют гражданам страны выстраивать различные траектории обучения для получения конкретной квалификации и/или повышения квалификационного уровня.

Ms Christina Armutlieva, Director of International Cooperation, Varna University of Management, Bulgaria

A story of growing together: the experience of Varna University of Management in Erasmus+ International Credit Mobility projects with universities in Central Asia

1. Background of Varna University of Management, Bulgaria (VUM)

In the period of 2015-2017, VUM has been the coordinator of 4 Erasmus+ International Credit Mobility (ICM) projects. In 2016/2017, VUM is facilitating and hosting nearly 70 incoming student mobilities for studies from more than 40 universities from over 20 Partner Countries on 5 continents (Europe, Asia, Africa, South America and North America). Approx. 10% of these incoming student mobilities are from VUM partner universities in Central Asia, namely 7 from Kazakhstan, 1 from Tashkent State University of Economics and 2 from Tajik National University. To finance these 10 mobilities, VUM has received Erasmus+ funding, which amounts to approx. half of the total ICM funding allocated to Bulgaria in 2016 for the region of Central Asia. Furthermore, VUM is the only Bulgarian university that collaborates in Erasmus+ ICM with universities in Tajikistan and Uzbekistan.

2. Erasmus+ ICM programme as a tool for internationalization at home at VUM

Firstly, the presentation would deal with the theme of student mobility as an opportunity to enhance the processes of “internationalization at home”. The list of benefits that the mobilities of students from Partner Countries to Programme Countries bring to both the mobile students and their sending institutions is long and

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evident. On the other hand, often less thought is given to the legitimate gains that the incoming student mobilities bring to the host universities in the Programme Countries. The presentation claims that the Erasmus+ ICM projects have a huge impact on the processes of so called “internationalization at home” at the Programme Country universities and, in particular, on VUM. As a result of VUM active engagement in the ICM programme launched in 2015, the university has since then significantly enhanced its international profile and improved its organizational capabilities.

Thanks to the incoming mobile students’ significant growth, VUM was recently ranked first in Central and Eastern Europe by U-Multirank in terms of the international orientation and student mobility. Since the launch of the ICM projects at VUM, the level of student satisfaction at the institution has significantly increased and almost all VUM students point out the diverse multicultural environment created at the university as one of its most important competitive advantages. Finally yet importantly, being a leader of a large-scale Erasmus+ network of universities involved in ICM projects, VUM has gained exposure to and was able to join various new high-profile international consortia and initiatives.

3. SWOT of VUM’s Erasmus+ ICM cooperation with universities in Central Asia

The second part of the presentation would focus on the practical experience and lessons learnt by VUM in the process of the managing the ongoing mobility project in Central Asia.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Overall highly positive attitude and good level of collaboration on the Central Asian universities’ part • Endorsement of the Erasmus+ ICM project cooperation at the most senior management level of the Central Asian partner universities • VUM extensive experience in Tempus IV and Erasmus+ projects with universities of other former Soviet Union countries. • High level of interest among students of the Central Asian universities towards a mobility to Europe • Very good English language skills of the selected Erasmus+ incoming students from Central Asia 	<ul style="list-style-type: none"> • Lack of experience at the Central Asian partner universities’ International Offices in drafting project evidence and documentation linked to EU funded projects • Difficulties in the process of Learning Agreements’ drafting and approval due to lack of transparency and published information on the curricula (incl. learning outcomes, indicative content etc.) delivered at the partner universities in Central Asia • Limited knowledge of the student mobility recognition mechanisms at the International Offices of the Central Asian partner universities

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<ul style="list-style-type: none"> • VUM study programmes delivered exclusively in English • VUM multicultural academic community • Streamlined communication in the consortium, including through webinars organized and facilitated by VUM and attended by all Erasmus+ ICM partners on topics linked to student mobility projects' administration and on Erasmus+ ICM dissemination and promotion in the Partner Countries • Organization of a specific webinar dedicated to issues of credit recognition targeted at VUM Erasmus+ ICM partner universities not involved in the Bologna process • Blog established on the Erasmus+ website of VUM (erasmusplus.vum.bg), where mobile students share their Erasmus+ learning journeys. 	<ul style="list-style-type: none"> • Clear need to modernize existing curricula by adjusting these to the Bologna Process standards and by updating their content with focus on practical knowledge and skills • Scarcity of information available online on the internal pre-selection procedures applied at the partner universities in Central Asia • Differences in the administrative cultures and approaches.
<p>Opportunities</p> <ul style="list-style-type: none"> • Erasmus+ programme's high profile and prestige in the region's academic settings • Low number of Bulgarian universities actively cooperating with the universities in the region • Revitalization of the economic links between Bulgaria and countries of Central Asia witnessed during the last couple of years • Possible exchange of good practices with universities in countries like Armenia and Georgia, which over the last years have created various opportunities to enhance the processes of internationalization at home. 	<p>Threats</p> <ul style="list-style-type: none"> • Overall limited funding allocated in Erasmus+ to Bulgarian universities for cooperation with universities in Central Asia • Student visa problems linked to absence of Bulgarian embassy or consulate in some of the Central Asian states • Unstable political and economic situation in countries of the region that may lead to even bigger difficulties at the visa approval stage.

4. Follow-up initiatives

In order to streamline the quality of future mobility projects, VUM is planning to continue supporting its partner universities in Central Asia by:

- Sharing experience and offering expertise in the field of curriculum internationalization to the Central Asian partner universities interested in introducing piloting modules and courses delivered in English

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- Organization of staff trainings (both online and face-to-face) on curriculum internationalization and quality assurance in double degree programmes for faculty and staff from partner universities in Central Asia (in summer 2016, VUM already hosted an Erasmus+ ICM staff training for faculty and staff of partner universities from the Eastern and Southern Neighboring areas, and from Kazakhstan).

Dr Nazrullo Sanginov, Tajik State University of Commerce

Central Asian Network for Quality Assurance and Accreditation (CANQA)

The presentation is dedicated to the results achieved in the process of implementing the CANQA project in the Republic of Tajikistan. The aim of the project was to develop and improve the criteria, procedures and conditions for internal and external quality assessment in the countries of Central Asia, based on the experience of European countries, by creating independent accreditation agencies in Tajikistan, Kazakhstan and Kyrgyzstan.

Members of the project consortium:

- 4 universities of Belgium, Spain, France and Poland;
- Belgian-Dutch and Spanish accreditation agencies;
- Education Network Association "EdNet" (Kyrgyzstan, Central Asian Project Coordinator);
- Center for Advanced Learning Technologies (Tajikistan);
- Central Asian Foundation for Management Development CAMAN (Kazakhstan);
- 18 universities of Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan).
- Al-Farabi Kazakh National University
- Eurasian National University named after L.N.Gumilyov
- Kazakh National Agrarian University
- Kazakh National Pedagogical University named after Abay
- South Kazakhstan State University named after M. Auezov
- Karaganda Economic University Kazpotrebsoyuz.

The presentation reflects the shortcomings of the internal and external quality assurance system operating in the Republic of Tajikistan and formulates

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recommendations for improving the criteria and indicators of quality assurance in relation to the conditions of the Republic of Tajikistan.

In addition, information presented on:

- independent accreditation agencies created within the framework of the project;
- training of experts on the assessment of internal and external quality system,
- results of pilot program accreditation of HEIs.

Prof. Professor Alfia Akhrorova, Tajik Technical University

Abstract of presentation «European accreditation of educational programs in the Quality Guarantee System of Engineering Education in Central Asia»

1. Engineering education in the global knowledge economy.
2. Engineers - a strategic resource of Tajikistan.
3. Improving the quality of engineering personnel training is a priority direction of the development strategy of the Tajik Technical University.
4. The basic principle of engineering education - "education based on science."
5. Competitiveness of engineering education.
6. The best experience of cooperation of the Tajik Technical University with European universities.
7. Development and implementation of the Master's program "Non-traditional and renewable energy sources".
8. Scientific and experimental base of the program. Laboratory "Clean Energy". About 30 physical and virtual models for conducting research and teaching. Developed educational and methodical literature.
9. European accreditation of educational programs is a guarantee of the quality of engineering personnel training.
10. QUEECA project and its role in improving the quality of engineering education in Central Asia.

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11. Sustainability of implemented projects: joint research and publications, participation in conferences, PhD programs, mobility of teachers and students, initiation of new projects.

Ms Dovilė Mackevičienė, Head of Erasmus+ Programme Group/Erasmus+ Institutional Coordinator, Vilnius Gediminas Technical University, Lithuania

Head of Vilnius Gediminas Technical University Erasmus+ Programme group, Dovile Mackeviciene, will give her presentation about Erasmus+ International Credit Mobility programme (ICM), its process, financial aspects and VGTU experience of participation in the Programme. VGTU started participating in ICM programme from the moment it was launched (in 2015) and actually cooperating with 31 partner countries from all over the world.

VGTU participation in Erasmus+ ICM programme is a very important achievement for the University. Despite of the challenges, such as PhD student's evaluation, quantity vs. quality, enormous responsibility issues, it provides a wide range of possibilities: exchange of internationally known professors, increased number of international students, new horizons for young researches and many more. Moreover, D. Mackeviciene will share the best practices of VGTU and will show the others participants how the participation in Erasmus+ ICM programme has brought a new window to the deeper HEi cooperation.

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Dr Samvel Karabekyan, HERE Armenia, Head, Centre of University Continuing Education, Yerevan Brusov State University of Languages and Social Sciences, Armenia

HERE Armenia, Head of the Centre of University Continuing Education, Yerevan State University of Languages and Social Sciences

“The transition to the Bologna Process and the relevance of Quality Assurance and Accreditation in Higher Education in Armenia. A case study.”

The presentation provides an overview of the reforms in the sphere of higher education in Armenia during last two decades. In the meantime, the reform process is considered both in terms of the formal introduction and functioning of new structures and units (such as quality assurance agencies and centres, accreditation committees, etc.) and the real impact of their activities on the sustainable development of the higher education system and its successful integration in the European Higher Education Area. Some successful examples of capacity building within Tempus and Erasmus + projects are presented, such as development and implementation of National and sectorial qualification frameworks, development of university lifelong learning, development of competence-based educational programmes.

As a starting point, joining Armenia to the Bologna process is taken. The main problems and difficulties in implementing the Bologna principles are considered at national and institutional levels. A critical analysis of major achievements and unsolved problems in the areas of university governance, internationalization, modernization, teaching and learning practices is being conducted with specific focus on relevance of adopted methodological approaches. Special attention is paid to the experience of introducing systems of internal and external quality assurance and the first phase of the process of accreditation.

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Existing Capacity Development and Mobility Programmes between EU and Central Asia – The case of Tajikistan

The presentation presents the report of the CAEP project (Central Asian Education Platform), funded by the European Commission, on existing international programs for capacity building and mobility in higher education between the countries of the European Union and Tajikistan.

In the presentation, it is noted that the key donors supporting the program for development of capacity and mobility in higher education between the EU and Tajikistan is the Erasmus + program, in particular, through the implementation of projects such as "Capacity Building in Higher Education" and "International Credit Mobility". As for other donors, the Embassies and International Programs of France, UK, Latvia and also, German Academic Exchange Service (DAAD) have been the most active donors for the analyzed period.

In addition, the presentation includes:

- A short overview of the development of higher education in the Republic of Tajikistan;
- Information about incoming and outgoing students participating in academic mobility programs;
- Analytical review of capacity development and academic mobility programs in Tajikistan with the countries of the EU and Central Asia;
- Practical recommendations on capacity building and mobility programs in the Republic of Tajikistan.

Наращивание потенциала и мобильности в сфере высшего образования между странами Европейского Союза и Центральной Азии – на примере Республики Таджикистан.

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В презентации представлен отчет проекта ЦАПО (Центрально-азиатская платформа образования), финансируемого Европейской Комиссией, относительно действующих международных программ по наращиванию потенциала и мобильности в сфере высшего образования между странами Европейского Союза и Таджикистаном.

В презентации отмечено, что ключевым донором, поддерживающим программы развития потенциала и мобильности в сфере высшего образования между странами ЕС и Таджикистаном, является программа Erasmus +, в частности, посредством реализации проектов как «Наращивание потенциала в области высшего образования» и «Международная кредитная мобильность». Что касается других доноров, то среди Посольств и международных программ Франции, Великобритании и Латвии Немецкая служба академических обменов (DAAD) была самым активным донором за анализируемый период.

Кроме того, в презентации представлены:

- краткий обзор развития высшего образования в республике;
- информация о входящих и исходящих студентах, участвующих в программах академической мобильности;
- аналитический обзор развития потенциала и программ академической мобильности Таджикистан со странами ЕС и Центральной Азии;
- практические рекомендации относительно наращивания потенциала и программ мобильности в Республике Таджикистан.

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