

CAPACITY BUILDING



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DEVELOPMENT



European
Commission

Regional Workshop Central Asia & Russia

Central Asia: Statistics and impact

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Grant Holders Meeting CBHE 2021

Number of projects funded in Central Asia 2015-2020

2015:	23 projects
2016:	19 projects
2017:	14 projects
2018:	14 projects
2019:	15 projects
2020:	15 projects
Total:	100 projects

Project characteristics



32% of CBHE projects funded in the Region address people with fewer opportunities



CBHE projects have achieved a good geographical coverage



Around 10% coordinated by CA institutions



Joint Projects, 82% are multi-country projects

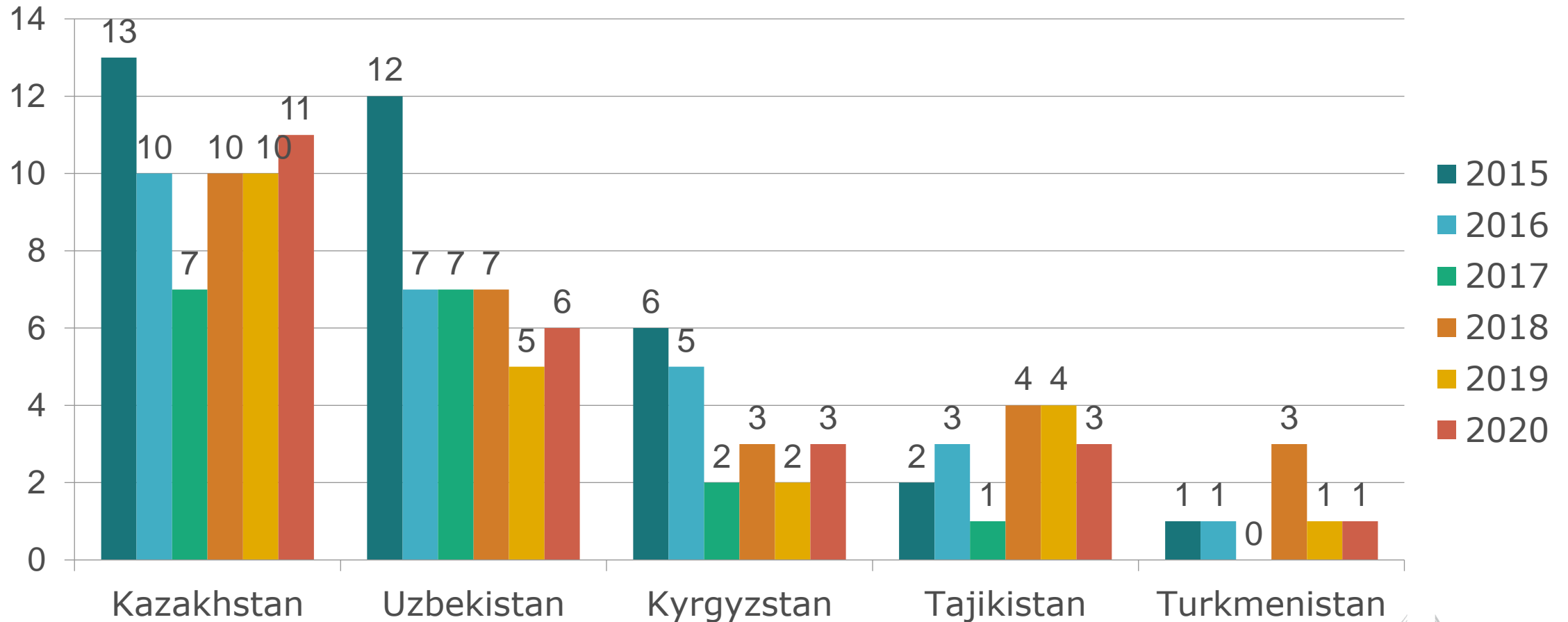


70% cross the Central Asian borders to cooperate the most with the Russian Federation and Asian countries



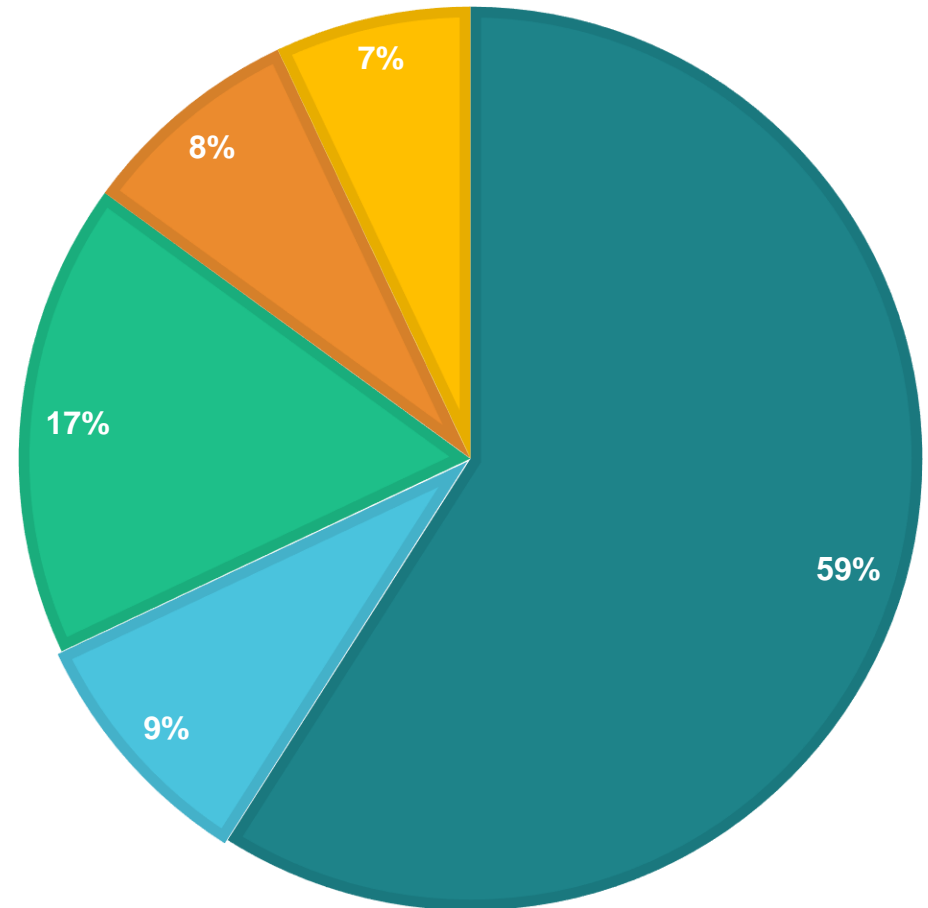
Structural Projects : 47% are multi-country

Central Asia - CBHE results per country



Types of activities

- Curriculum development (JP)
- Modernisation of governance, management and functioning of HEIs (JP)
- Strenghtening of relations between HEIs and the wider economic and social environment (JP)
- Modernisation of policies, governance and management of HE systems (SP)
- Strenghtening of relations between HEIs and the wider economic and social environment (SP)

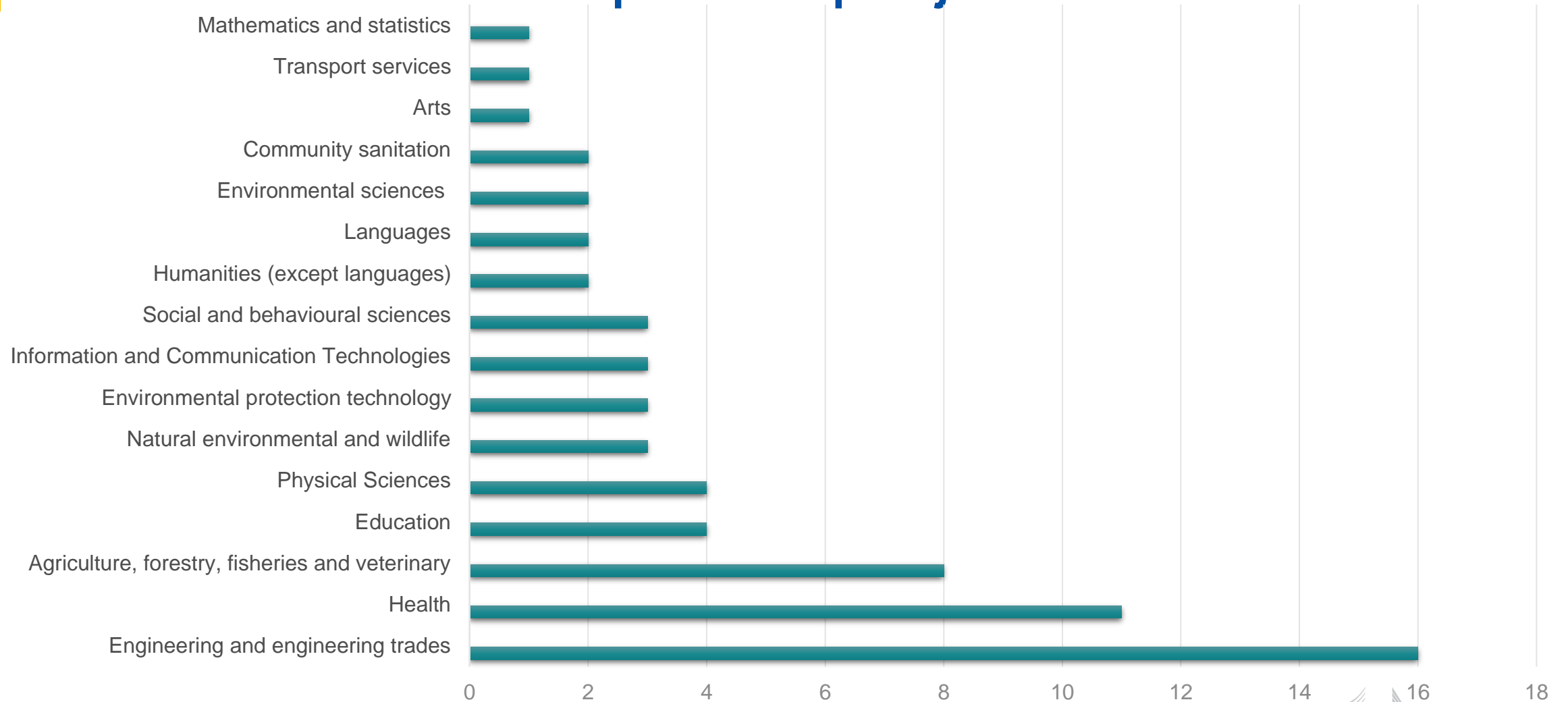


Types of projects selected in 2020

- Curriculum Development **10**
- Modernisation of governance **1**
- Relations HEIs / wider society **4**

- Structural projects **2**
- Joint Projects **13**

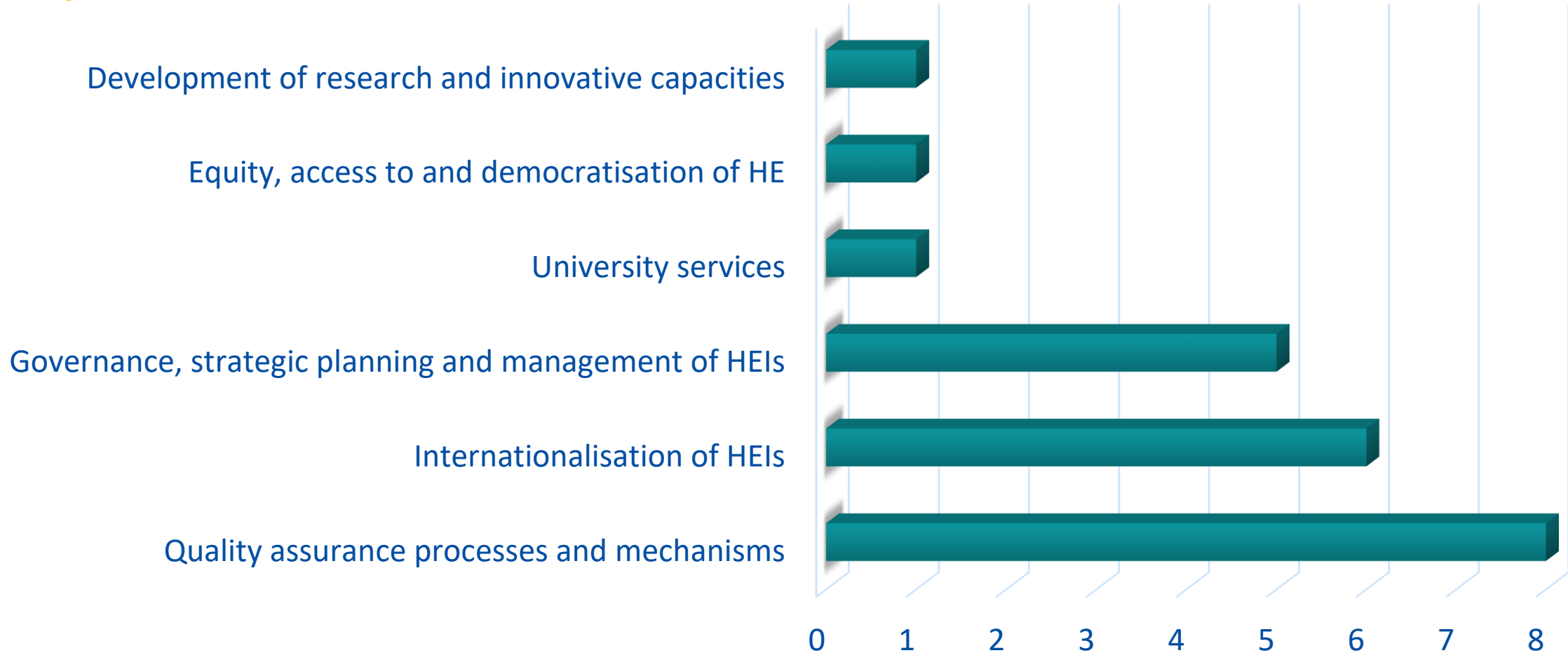
Curriculum development projects: themes



Curriculum Development Projects: Themes in 2020 selection

- Sustainable Bio-economy in Uzbekistan
- Sustainable Production of Qualitative Agri-food (UZ, KG)
- Geospatial Engineering for Climate Change Adaptation of Coastal Ecosystems (KZ, TM)
- Reinforcing capacities of HEIs for leather and leather products in Uzbekistan-Kazakhstan
- Accelerating Master and PhD level nursing education development in the HE system in Kazakhstan
- Kazakh Universities to foster quality assurance processes in Technology Enhanced Learning

Governance, policies, management and functioning of HEIs



Governance Reform Projects: Themes

Structural projects 2018- 2020

- Master and PhD level nursing education development in the higher education system in Kazakhstan
- Implementing Dual System in Kazakhstan
- Promoting the Innovation Capacity for HE in Nursing During Health Services´ Transition
- Transition to University Autonomy in Kazakhstan
- Modernisation of HE in Central Asia through New Technologies (UZ, TM, TJ, KZ , KG)
- Improvement of children care teaching as a template for modernising postgraduate medical education in Central Asia (UZ, TJ, KZ)
- Kazakh Universities to foster quality assurance processes in Technology Enhanced Learning

2015 CBHE Projects in Central Asia - Impact Study Results

Outputs in numbers for 23 projects selected in Central Asia in 2015:

- Students enrolled in new/modernized courses: **5776**
- Academic staff trained: **1418**
- Administrative staff trained: **295**
- Trained individuals from NGO and private sector: **1078**
- Courses newly developed or modernised: **387**
- Multidisciplinary courses: **6**
- Courses taught in English: **7**

Impact at individual level

- Academic staff is exposed to different perspectives and gained **new insights into their academic field**
- Academic staff is trained in new teaching methods, adopting more **student-centred approaches to teaching and learning**
- Career centres, incubators and **students support services** provided trainings in soft and transversal skills to students
- Promotion of **entrepreneurship and employability of students**
- Projects included activities to improve **language skills of students** by organising language courses or setting up language-learning centres

Impact at institutional level

- Introduction to **multi-disciplinary courses** has helped in promoting innovation and synergies between departments
- CBHE projects helped academic staff gain greater insights into the enterprises' reality and have contributed to making the **courses more relevant to business needs**
- **Joint research projects and joint publications** have been initiated after successful cooperation within CBHE projects
- Mobility funded via projects has allowed the **supervision of doctoral students by staff from international partners**

Impact at system level

Different levels of impact per country

- **KZ**: Bologna member, targeted reform support through projects in university autonomy, internationalisation, teaching & learning.
- MoE is increasingly active in structural projects, project tend to be integrated in national support initiatives ensuring sustainability.
- **UZ**: Projects assisted in establishing ECTS in Uzbekistan
- Agricultural, environmental and veterinary sciences have particularly been developed through CBHE projects

Impact at system level

Different levels of impact per country

- **KG:** CBHE action is of particular importance for the systemic reform process in Kyrgyz HE: law development in national qualification systems, sectoral qualification frameworks, PhD level studies introduced
- **TJ:** Establishment of an independent QA Agency, upgrading of Tajik universities through international accreditation
- **TM:** Digital education driven forward through projects; digital learning concept adopted at national level in 2017

ECTS has been introduced in five universities

Challenges

- **Regional and cross-regional projects have proven to be less efficient** than national projects: less focused, more project management challenges and over-sized consortia
- **Lack of synergies** between different CBHE projects (and with other funded Erasmus+ initiatives) within the same institution
- Insufficient **involvement of decision-makers and national authorities** (especially for Structural Projects) in many projects
- **Sustainability of project results** often not sufficiently addressed by the consortia due to low project ownership by project partners
- **Accreditation** can take a long time and does not allow the running of degree programmes within the eligibility period of the CBHE project

Challenges

- Courses are not **cost-efficient** nor sustainable on the long run.
- Lack of **students involvement**
- **Equipment budget** often used for basic office equipment
- **Individual academics initiatives** as driver of international cooperation
- Low **commitment** at institutional level
- Further Involvement of **non-academic** partners
- Increase students **employability**

Thank you



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