



Evento Nazionale

“ERASMUS+ 2015 : La dimensione Internazionale dell’Istruzione Superiore”

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Conservatorio di Musica “G. Verdi”

Gruppo di Studio 3

Capacity Building in Higher Education

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Focus on ***“Environment Protection through development and Application of Sustainable Agriculture Technologies”*** – EPASAT whose activities are officially closed on January 15th 2015

- how the idea was conceived
- how the partners were identified
- how it was implemented: problems/solutions
- interaction and complementarities with other projects in the region (and not only)

HOW THE IDEA WAS CONCEIVED

This goes back to the same reason of participation to the Programme TEMPUS.

Going back to my experience, probably I should start with

*Once upon a
time...*



*There were
TEMPUS PHARE
and TEMPUS TACIS ...*

The first TEMPUS project where UNIVAQ was partner, in 1992

JEP-2692-92 “Upgrading of education in algebraic and categorical methods in computer science”

Target: Czech Republic and Hungary

The first TEMPUS project in CA
2006

UM_JEP-27129-2006 (TJ)

***“Bologna process promotion in Tajikistan
Through the reorganisation of International
Relations Offices - IRORG”***,

Coordinator: UNIVAQ

Target: TUT, Kulob, Korog Universities
-> creation of 10 Bologna Promoters

Organisation of the office, improvement of language competences, equipment of the office. Strict contacts with the Ministry.



During the implementation, visits to Tajikistan, direct experience of

- **the importance of Agriculture for the economy of the country,**
- **the problems connected with “mistakes” in agricultural technologies,**
- **the main problems connected with insufficient power,**
- **difficult communication (for many reasons)**

- **Meeting with the Ministry of Environment and Energy,**
- **Meeting with several authorities,**
- **Opportunity to discuss with university teachers from other CA countries,**
- **Awareness of the importance of cooperation with EU institutions (not only for the CA countries),**
- **Direct experience of a completely different ecosystem**

The meeting with the **Ministry of Environment and Energy** highlighted the main two issues to be improved through cooperation:

- enhancement of environment friendly agricultural technologies,
- creation of professionals able to manage the complex system involved in agriculture,
- enhancement of competences in the field of protection and preservation of local delicate and sophisticated biological balance,
- the strong connections and interdependences between the CA territories.

Identification of two possible proposals for the following calls:

- Enhancement of competences in the field of energy (production, plants, management, etc.)
- creation and up-dating of curricula in the field of Agriculture well targeted to the specific problems of the region but with an international value.

This was intended for the call 2009.

The CA countries were applying the Bologna principles and the aims of IRORG needed to be achieved in the other countries. Thus, in 2008, we were promoting, together with Grenoble University,

145686-TEMPUS-1-2008-FR-TEMPUS-SMHES “
***Awareness raising, Interest development,
desire creation and Action stimulation on the
Bologna Process expansion in Central Asian
countries and Russia*” - AIDA**

Partners: Kazakhstan, Uzbekistan, Russia

with University of Iasi as coordinator

144976-TEMPUS-1-2008-RO-TEMPUS-JPCR

« Professionnalisation des enseignements en travail social »

Partners : Kazakhstan, Moldavia, Russia

with University College London – UCL
coordinator

144935-TEMPUS-1-2008-1-UK- TEMPUS-JPCR

***“Chemical Engineering: Curriculum
Development and International Recognition”***

Target: Kazakhstan, Russia

We were preparing a proposal in 2009, but we could not finalise it because of earthquake, in April 6th , just two weeks before the deadline for application.

In 2010, Georg-August Universität
Göttingen coordinator,

511172-TEMPUS-1-2010-1-DE-JPCR

***“Curriculum Invoking Bologna-aligned
Education Leading to reform in
Environmental Studies - CIBELES ”***

Target countries: **Caucasus** : Georgia (GE)
Central Asia : Kazakhstan (KZ), Kyrgyzstan
(KG), Uzbekistan (UZ), Tajikistan (TJ) and
Turkmenistan (TKM)

Specific objectives :

- to implement the Bologna process in environmental studies according to the specific realities of the different countries,
- to harmonize curricula in three distinctive areas at BA level (forestry, industrial safety and water and soil science),
- to create a Master in environmental protection,
- to create doctoral schools in at least four NIS countries,
- to improve the training skills of teachers.

During the implementation we decided to prepare another applications for the specific needs of agriculture with specific and clear complementarities with CIBELES.

2011:

The EPASAT project was prepared and submitted.

Together with EPASAT, in the same call we applied as a partner with the ***“Licence-Master professionnels en psychologie sociale pour intervenir auprès des publics migrants en Russie, Ukraine et au Kazakhstan”***

517313-TEMPUS-1-2011-1-IT-TEMPUS-JPCR

“Environment Protection through development and Application of Sustainable Agriculture Technologies”

EPASAT

Regional priority: **Environment**

National priorities:

Kyrgyzstan: **Agriculture sciences**

Tajikistan and Uzbekistan: **Engineering and Technologies**

Kazakhstan: **Engineering, Sciences and Technologies.**

RATIONALE

Project focuses on development of curricula for integrated two level courses on applied advanced technologies on the sustainable agriculture and creating pool for PhD on the field.

The reason of the selected topic lays on the CA territorial characteristics, the fast change of the society according to a wide democratization of institutions, the lack of entrepreneurial farmers' skills, the need to look at a globalised market, improve the quality of life of rural villages and at the same time preserve the soil, the traditional cultivations and the local identities.

HOW THE PARTNERS WERE IDENTIFIED

From all the previous experience and the needed competences

EU Partners: University of L'Aquila (IT), University of Szeged (HU), Life Science University of Wroclaw (PL), University of Açores (PT), Eesti Maaülikool (EE)

Uzbekistan: Samarkand Agricultural Institute, Andijan Agricultural Institute,

Kyrgyzstan: Kyrgyz National University, Kyrgyz National Agrarian University, Ministry of Education and Science,

Kazakhstan: Kokshetau State University, Eurasia University , Kazakh National Agrarian University, Kazakhstan Student Alliance , "Ecological Centre "ECO-KOKSHE", Ministry of Education and Science,

Tajikistan: Khujand State University, Tajik Agrarian University, Tajik Technical University, Ministry of Education.

Objectives:

- Establishment, up-dating of Bachelor Degrees in Agro-technology, Agro-engineering, Agro-ecology
- Establishment of Master degree in Agro-ecology and Agro-economy
- Creation of conditions for the establishment of PhD
- Equipment of professional centers
- Curricular reform based on three-cycle system, ECTS
- Intensive retraining targeted to:
 - i) academic staff;
 - ii) managers and public services officers

WORK PACKAGES:

WP1 - New profiles and curricula definition for the updated BA degrees in 3 specialisations and new MA degree in “Agroecology” ,

WP2 - Organisation of the new MA in “Agroecology” and Development of doctoral schools,

Wp3 - Updated academic staff skills and teaching methods,

WP4 -Accreditation of the new Master Degree at national level and validation of joint degrees ,

WP5 – Dissemination,

WP6 – Sustainability,

WP7 - Quality Plan,

WP8 - Management of the project.

HOW IT WAS IMPLEMENTED: PROBLEMS/SOLUTIONS

First year

- Curricula analysis, curricula design of BA-MA degree courses, definition of the needed competences in the 3 areas, modularization, assignment of ECTS, methods of internships and practices in companies, tutoring projects, methods of evaluation, identification of the new courses and the updating of other, up-dating and preparation of new teaching materials, etc.
- Creation of 3 EU-PC study groups
- Creation of 4 reference teams, in UZ, TJ, KZ, KG

HOW IT WAS IMPLEMENTED: PROBLEMS/SOLUTIONS

Second year

- Selection of **100** students at BA level and **50** at MA level for the pilot project, following equal opportunities and gender balance principles
- Organisation of the new BA and MA courses
- Start up of procedures for the organization of PhD schools: set a glossary of terms related to the third cycle level; explain the general regulations and the requirements in terms of knowledge for PhD candidates and content of PhD program; develop curriculum structure of PhD courses with a list of obligatory and optional disciplines, practices, tutoring, research work and instructions and regulations for PhD thesis.

HOW IT WAS IMPLEMENTED: PROBLEMS/SOLUTIONS

Third year

- Organisation of PhD schools in the 3 areas ,
- PC students' short mobility to EU,
- Development of measures for the validation of a joint/multiple degree,
- Development and implementation of appropriate quality assurance policies and procedures according to European Quality Standards,
- Dissemination activities involving regional conferences, media events and publications as well as the project web-site, in order to involve other CA Universities, decision-makers and societal actors .

(MAIN) RESULTS

6 teachers from SAI, AAI, KOKSU, KHSU, KNAU, INEU, KATU, TAU, TTU, KNU (total 60 people) spent a short period in the EU partner Institutions in order to exchange opinions and knowledge with their colleagues and be trained in specific topics decided and agreed during the kick Off meeting.

(MAIN) RESULTS

NEW or UP-DATED BA

- SAI: “Agro-economy”, “Agro-technology” and “Agro-engineering”, UP-DATED
- AAI: “Agro-ecology”, UP-DATED
- KATU: “Agro-technology” and “Agro-ecology”, UP-DATED
- KokSU: “Agro-technology” and “Agro-ecology”, UP-DATED
- InEU: “Agro-ecology”, “Bio-technology”, “Veterinary-Sanitary”, “Zoo-technology”, “Biology”, UP-DATED
- TTU: “Agro-engineering”- NEW
- KhSU: “Agro-ecology”, UP-DATED

(MAIN) RESULTS

NEW MA DEGREES IN:

AAI: “Agro-ecology” - NEW

KATU: “Agro-technology” and “Agro-ecology” - NEW

KokSU: “Agro-technology” and “Agro-ecology” - NEW

InEU: “Agro-ecology”, “Bio-technology”, “Veterinary-Sanitary”, “Zoo-technology”, “Biology” - NEW

TTU: “Agro-engineering” - NEW

TAU: “Agro-technology”, NEW and “Agro-ecology”,

UP-DATED

KhSU: “Agro-ecology”, NEW

KNU: “Agro-economy”, NEW

KNAU: “Agro-ecology”, NEW

(MAIN) RESULTS

The seats of PhD are:

1. KATU: “Agro-technology”
2. KokSU: “Agro-ecology”
3. KNU: “Agro-economy”

Very well equipped Professional Centers are in KATU, KokSU, InEU KNU, KNAU, KhSU, SAI and AAI

(MAIN) RESULTS

- 20 students, 2 from each CA university, spent 1 month in the EU universities. Selected according to the criteria agreed during the 2nd project meeting: motivation, previous career, English language knowledge, job perspectives and expectations, attended intensive courses or prepare the MA thesis.
- Double degree KNU-KokSU
- Agreement UNIVAQ-KATU and UNIVAQ-KokSU
- Agreement double degree UNIVAQ-KNU

(MAIN) PROBLEMS:

- Financial issues: fund transfer to institutions Bank accounts, impossible for TJ and UZ in combination with
- the very strict rule in Italy about the max payment in cash,
- the “resistance” of our financial office to transfer funds to a private bank account,
- Communication: language competences not sufficient for have good exchange with some partner,
- Starting point different in the 4 countries: PhD organization encountered several obstacles.

SOLUTIONS:

- Financial issues: the coordinator paid directly what it was possible (travels, equipment, printing) and one KZ partner, the NGO Echo-KOKSHE agreed to manage the “stay costs” and the “staff costs”: thus a triple partnership Statement was signed,
- Communication: we involved one teacher of Russian Language in the official meeting or “complex” communications,
- Starting point different in the 4 countries: PhD could not be organised in all the countries.

**INTERACTION AND
COMPLEMENTARITIES WITH OTHER
PROJECTS IN THE REGION
(AND NOT ONLY)**

Meanwhile

COMPLEMENTARITIES

The TEMPUS projects: AIDA, CIBELES, LMPS, LMPSM

2010

EMA2: TARGET and TOSCA

2011

EMA2: TARGET II (EUROWEB)

2012

TOSCA II (GATE)

COMPLEMENTARITIES

2013

(PHOENIX)

2014

(ASSUR , MAYANET and EUROWEB II)

In total about CA 60 students and 20 staff came to UNIVAQ from CA, about 30 degree seeking.





THANK YOU!