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Regional Cluster Meeting

Capacity Building in Higher Education

Impact of Capacity Building in the field of Higher Education in Central Asia

Speaker: Anila Troshani

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Number of projects funded in Central Asia 2015-2020

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

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

CBHE projects have achieved a good geographical coverage

More than **10%** coordinated by CA institutions

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Project characteristics

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

CBHE projects have achieved a good geographical coverage

More than 10% coordinated by CA institutions

Joint Projects, 81% are multi-country projects

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

Structural projects : 54% are multi-country

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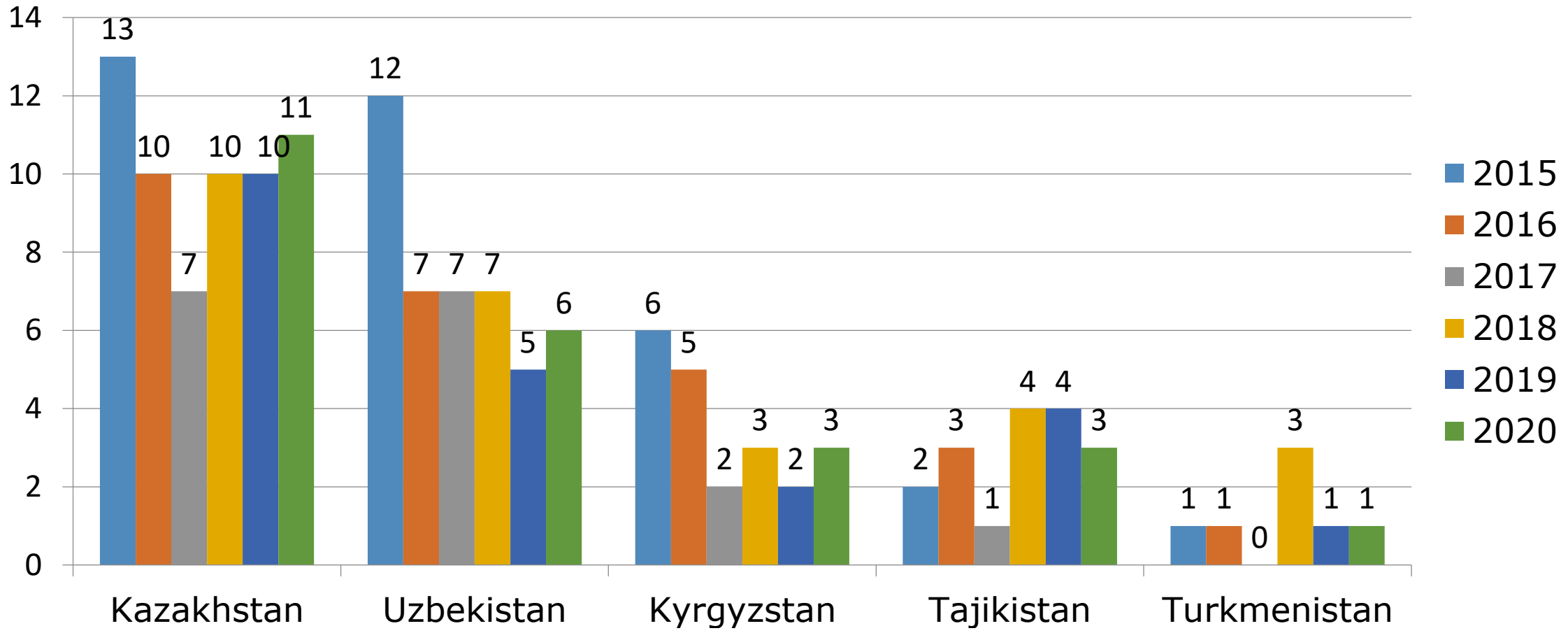
Central Asia - CBHE results per country



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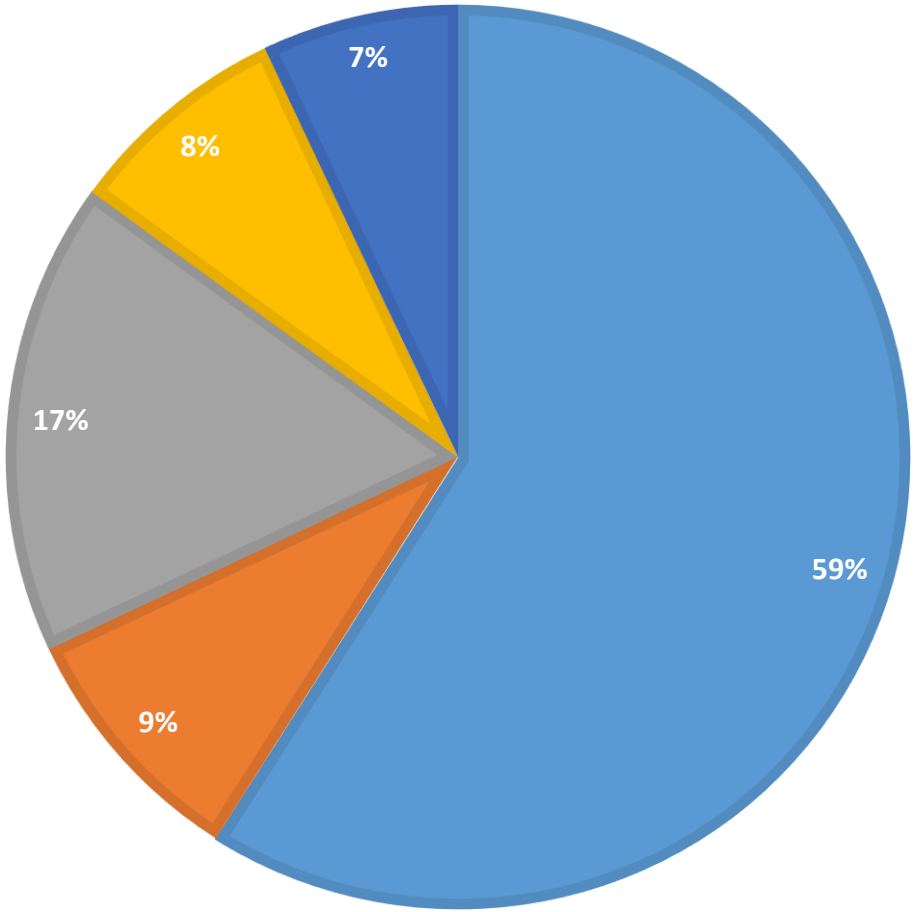
Types of activities

- Curriculum development
- Mod. of gov., management and functionning of HEIs
- Strenghtening of relations between HEIs and the wider economic and social environment
- Mod. of policies, gov. and management of HE systems



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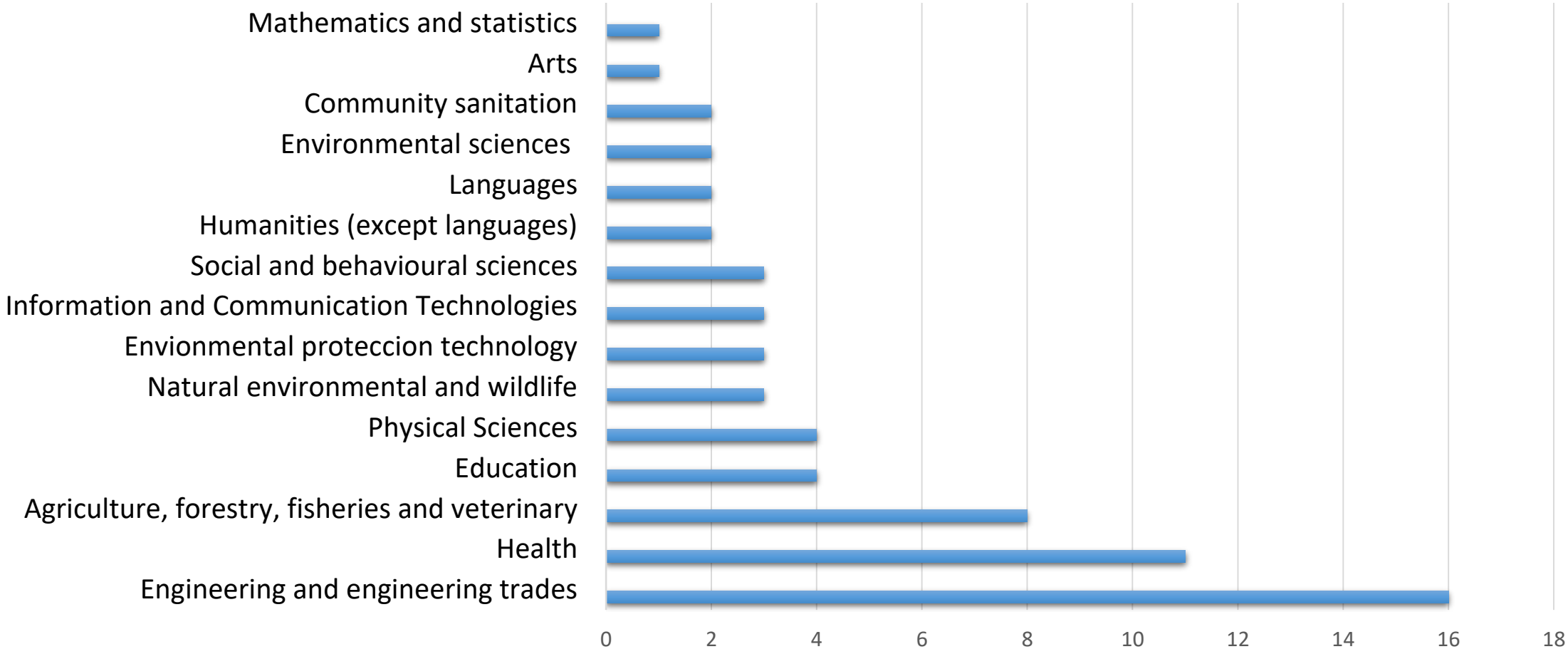
Curriculum development projects: themes



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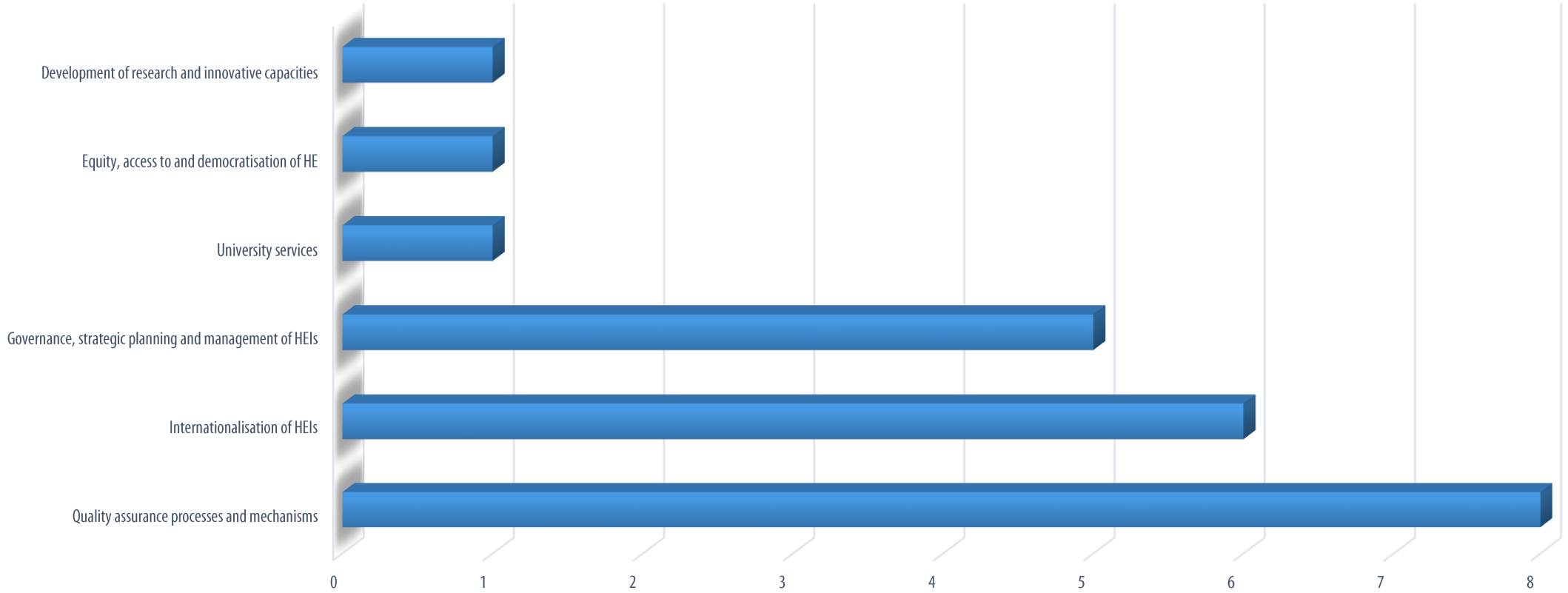
Governance, policies, management and functioning of HEIs



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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

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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**

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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

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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**

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Impact at system level

Different levels of impact per country

- **KZ**: Bologna member, targeted reform support through projects in university autonomy, internationalisation, teaching & learning.

  Active partcipation of MoE 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

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Impact at system level

Different levels of impact per country

- **KG**: 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;

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Challenges

- Accreditation
- courses are nor cost efficient, nor sustainable on the long run.
- the lack of student involvement
- equipment budget often used for basic office equipment
- Sustainability of project results

- Lack of synergies
- Insufficient involvement of decision-makers and national authorities
- Individual academics initiatives as driver of international cooperation
- Commitment at institutional level

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- Non-academic partners involvement
- Student employability

- Regional and cross-regional projects have proven to be less efficient