

IMPACT OF TEMPUS AND ERASMUS+ PROGRAMMES ON DEVELOPMENT AND INTRODUCTION OF INNOVATIONS IN HIGHER EDUCATION OF UZBEKISTAN

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The paper presents the overall contribution of EU programmes to modernisation of higher education in Uzbekistan through support of cooperation with the European universities. Each joint project brings innovations of different types, introduction of best and modern practice in teaching, quality assurance, university-enterprise cooperation, Bologna principles and tools.

TEMPUS VA ERASMUS+ DASTURLARINING O'ZBEKISTON OLIY TA'LIM TIZIMINI RIVOJLANTIRISH VA INNOVATSIYALARNI TADBIQ QILISHGA QO'SHGAN XISSASI

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Ushbu maqola Yevropa Ittifoqi dasturlarining Yevropa universitetlari bilan hamkorlikni qo'llab-quvvatlash orqali O'zbekistondagi oliy ta'lim tizimini modernizatsiya qilishga qo'shgan umumiy hissasini taqdim etadi. Har bir qo'shma loyiha turli xil innovatsiyalari, ta'lim berishning ilg'or va zamonaviy tajribalarini joriy qilish, sifatni ta'minlash, universitet-ishlab chiqarish hamkorligi, Boloniya tamoyillari va vositalarini tadbiq qiladi.

24 years of successful Tempus activities and 7 years of Erasmus Mundus in Uzbekistan have been followed-up by widely extended cooperation opportunities within the new Erasmus+ programme for 2014–2020. It is widely recognized by universities and the national authorities that both European Union's programmes have had considerable impact on the internationalisation of higher education of Uzbekistan, enabling long-term intensive inter-university cooperation and demonstrating sustainable achievements. Erasmus+ activities have continued providing an overall support to implementation of radical reforms and introduction of innovations in higher education taking place since May 2015 and considerably reinforced in 2017 with adoption of the “Comprehensive Development Programme of the Higher Education System for 2017-2021”. Great interest of the Uzbekistan institutions and their commitment to cooperation with the European universities are justified by absorption capacity and continuously increasing the number of applications to each programme actions, enhancement of their quality and the overall enhancement of projects` ownership.

Erasmus+ in Uzbekistan

The start of the first Erasmus+ projects in Uzbekistan has coincided with a year of radical HE reform as a number of government`s significant decisions on quality improvement of graduate training, qualification upgrading of academic staff of higher educational institutions of Uzbekistan, as well as wide-scale development of international relations have been adopted. The Erasmus+ has become even more relevant being the only international programme in Uzbekistan which provides wide-range cooperation opportunities with long-term and sustainable inter-university partnership, mobility scheme and enhancing cooperation between world of work and world of education. Consequently, the number of potential applicants eager to participate in Erasmus+ programme (both organisations and individuals) has been increased compared to the previous years. The HEIs situated in various regions of the country have greatly benefited of Tempus and Erasmus+ projects as they have established many long term cooperation links with European partner universities, as well as with other Uzbekistan universities.

Currently in total 58 country HEIs, including 26 HEIs of Tashkent and 32 HEIs of all country regions and Karakalpakstan are involved in 32 Erasmus+ Capacity Building in HE (CBHE) Joint Projects and more than 100 International Credit Mobility partnerships. It presents the broad participation of HEIs from all the country regions.

Majority of Erasmus+ projects are multi-country projects: 23 out of the 32 Erasmus+ projects involving over 100 universities of 27 EU Member States, 99 universities from Central Asia, CIS countries and other world regions (Mongolia, Nepal, Vietnam, China, Israel and Kosovo).

It should be noted that 16 CBHE projects of (CACTLE, ACADEMICA, ECCUM, ECAP, MODEHED, FSAMP, RENES, TECHREH, GREB, INTRAS, BUZNET, TOPAS, EPCA, DSinGIS, CLASS, IHOD) and newly selected 4 CBHE projects (NICOPA, ITEM, CHILDCA, TALENT) are aimed on development of new curricula, teaching materials and capacity building of university academic staff or have a component of curricula/courses development. The new regional projects for Central Asia will focus on development of new curricula for precision farming, human resources management and developing talents, for improving children's health care programmes (for pediatrics, pediatric surgery and psychiatry), for introducing new technologies in higher education and expanding access to higher education for people with disabilities.

In order to assess the progress and achievements of the projects, to promote the best practice National Erasmus+ Office (NEO) in Uzbekistan carries out field monitoring of projects, based on guidelines and annual plan of the Education, Audiovisual and Culture Executive Agency of the European Commission. The most valuable assistance of preventive field monitoring was underlined by newly selected projects having received timely clarifications of programme rules and procedures. It was found out, that involvement of the Uzbekistan HEIs in Erasmus+ project is considered as one of the strengths during regular accreditation carried out by the State Inspection for Supervision of Quality in Education under the Cabinet of Ministers of the Republic of Uzbekistan. During the meetings with monitoring group many Rectors of universities pointed out the importance of Erasmus+ project for overall improvement of teaching process, enhancement of quality of graduates demanded by local labour market and also a considerable input of the project to increased universities' reputation, both national and international.

Analysis of monitoring results demonstrated high relevance of all Tempus and Erasmus+ CBHE projects. The projects have strong support from administrations of HEIs, contribute to overall internationalisation of universities and continuously demonstrate sustainability of project results and evidence of various ways of follow-up of established cooperation with the European universities. The Ministry of Higher and Secondary Specialised Education (MHSSE) and other line ministries of Uzbekistan as a member of project consortia are directly involved in project activities and provide support for introduction and further dissemination of project results. Also a number of problems and challenges have been realised during field monitoring visits: establishment of relevant project team, delay of undertaking dissemination activities from early project beginning, attracting all relevant stakeholders, long accreditation procedure of new programmes, administrating the project budget by the local team, lack of communication between local project teams within the country, fair and justified selection of mobility participants, delay with equipment purchase, setting realistic objectives and achievement of planned results, creation of new university structures and their sustainability etc. Monitoring visits contributed to enhancing of quality of project implementation and ensuring the project relevance to on-going HE reform, promoting participatory project management, enhancing team work and team building, extending impact at institutional and national levels, attracting wide-range of non-academic partners, commitment and ownership of university administration, students' involvement, improvement of dissemination activities and project publications, continuation of target use of project equipment, sustainability of project results etc.

In order to provide support to the local project teams, to present success stories, good practice of participatory project management, to ensure networking and experience exchange, regular meetings/thematic cluster meetings/round tables of local project coordinators and project management trainings are organised by NEO in cooperation and with the support of the MHSSE. Based on discussions and recommendations of the meetings the NEO guidelines for local coordinators of CBHE and ICM projects are regularly updated and are made available in electronic and printed versions. NEO presentation "How to ensure good project management" was repeatedly delivered in all relevant meetings. The meeting minutes with summary of discussions and decisions/

recommendations have been always communicated to local project teams, the MHSSE, NCU, EU Delegation and the European partners as well.

During the last information campaign a number of efforts have been undertaken in order to support programme newcomers, both institutions and individuals, to encourage diversification of new projects in terms of priorities, activities, target groups, objectives and methodologies. Regular Erasmus+ information seminars, workshops for different target groups, seminars on request of HEIs were organised in all country regions.

National Team of HEREs and TAM seminars

The main objective of the National Team of Higher Education Reform Experts (HEREs) is the dissemination of information on the development of the higher education system of Uzbekistan, as well as the developments of the European Higher Education Area (EHEA) in 48 Bologna signatory countries. The experts are well-known by the universities and their contribution to promotion of Bologna principles and best practice are recognised, moreover they are regularly consulted and are invited to working groups on new decisions related to quality enhancement of higher education. In cooperation with the Strategy Development Centre a cluster meeting on Bologna process in the format of “world café” was organised by NEO/HEREs. The report on thematic groups` conclusions and recommendation was widely disseminated. The HEREs provided support and consultation to Tashkent State University of IT in the process of introduction of credit-modular system from 2018-2019 academic year.

One of the several tasks of the team is the implementation of the so-called Technical Assistance Missions (TAM), aimed at organising targeted seminars with the participation of the European professors/experts on topics proposed and previously agreed with the MHSSE. Over the last three years, 11 TAM seminars were organised in Uzbekistan on credit-modular system, methods of teaching English for non-linguistic directions, doctoral studies, quality of education, learning outcomes, qualification frameworks, employment of graduates etc. More than 1 000 participants, representing HEIs from all country regions benefited of trainings by EU experts on priority topics for higher education system of Uzbekistan. Ad-hoc technical assistance of the NEO and National Team of HEREs through organisation of TAM seminars has been appreciated by the Ministry due to quick response to actual need in development of newly introduced reforms of HE for the last years. Each TAM seminar has been attended by the representatives of all regional universities, concluded by adoption of Seminar Resolution with specific recommendations for wide university community and the national authorities.

Annual HEREs` publication "Perspectives of Higher Education Development" is widely recognised as a tool to promote innovations in higher education. In total 5 publications (since 2013) on different themes defined each year has been issued by the National Team. The latest Call for papers-2018 was announced on the topic “Innovations in Higher Education”.

The considerable programme impact in Uzbekistan has been repeatedly underlined in the Ministry`s speeches in Information days and traditional ministerial Forewords to Annual Tempus/Erasmus+ Books since 2012. The annual publication proved to be a very efficient dissemination tool in a view of specific examples of mutually beneficial Erasmus+ partnerships. Ministerial Forewords to publications demonstrated appreciation of the programme for contribution to realisation of national HE strategy and recognition considerable impact of Erasmus+ on HE modernisation. In particular, the programme impact is recognised in overall support to implementation of governmental decrees regarding higher education, development of new Master`s programmes and modernisation of the existing ones, enhancement of university-enterprise cooperation, university governance and management, improvement of resources and technical facilities of the Uzbekistan HEIs, capacity building of academic and administrative staff.

Innovations are one of the integral parts of all Erasmus+ activities in Uzbekistan and each project has its own model of innovative decision, approach, tools and results which deserved to be widely disseminated and supported in further implementation. This task should be considered as one of the major tasks of the local project teams, which is supported by commitment of the MHSSE, the Ministry of innovative development and respective line ministries. It is obvious that

the latest significant decisions of the Government on modernisation of national HE positively affected on overall Erasmus+ activities and made the programme more relevant in a view of specific contribution and wide range cooperation opportunities and actions/tools to introduce innovations and best practice in further development of the HE system of Uzbekistan.

ПРОФЕССИОНАЛЬНОЕ РАЗВИТИЕ ПРЕПОДАВАТЕЛЕЙ В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ: СОВРЕМЕННЫЕ ПОДХОДЫ И ТРЕБОВАНИЯ

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Материал подготовлен на основе семинара Erasmus+ и дискуссии экспертов «Обучение и преподавания: профессиональное развития в высшем образовании» 3-4 сентября 2018 г. на базе Королевского колледжа в Лондоне и Лондонской школы экономики и политических наук. Основной целью семинара было рассмотрение наилучших практик в профессиональном развитии академического персонала, включая такие аспекты, как разработка программ, обеспечение качества и образование, основанное на исследовании.

Ключевые слова: высшее образование, профессиональное развитие, обучение и преподавание.

PROFESSIONAL DEVELOPMENT OF STAFF IN HIGHER EDUCATION: MODERN APPROACHES AND REQUIREMENTS

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This paper prepared based on the seminar and discussions during the Erasmus+ HEREs study visit “Learning and teaching: professional development of staff in higher education” hosted by King's College London and London School of Economics and Political Sciences on 3-4 September 2018. The main aim was to look at good practices in professional development of academic staff, including aspects such as programme design, quality assurance and research-based education.

Keywords: *higher education, professional development, learning and teaching.*

На современном этапе развития высшей школы в нашей стране меняется место и роль преподавателя, функциональные обязанности, все больше требований в отношении интеграции преподавания и обучения, эффективного использования информационно-коммуникационных технологий обучения; активного участия преподавателей в планировании оценки и отчетности по рейтингу вузов. Независимо от того, насколько хорошая предварительная подготовка преподавателей, нельзя ожидать, что они подготовлены ко всем проблемам, с которыми сталкиваются на протяжении всей своей карьеры, а тем более к новым коренным изменениям в системе высшего образования. Поэтому выход, с одной стороны, в существовании возможности для качественного повышения квалификации без отрыва от производства в целях поддержания высокого уровня преподавания и, с другой, самообразование или саморазвитие преподавателя. Важно выстроить эффективное профессиональное развитие, которое включает обучение, практику и обратную связь, а также обеспечить для этого адекватное время и последующую поддержку.

Профессиональное развитие в преподавательской деятельности: определение и подходы