



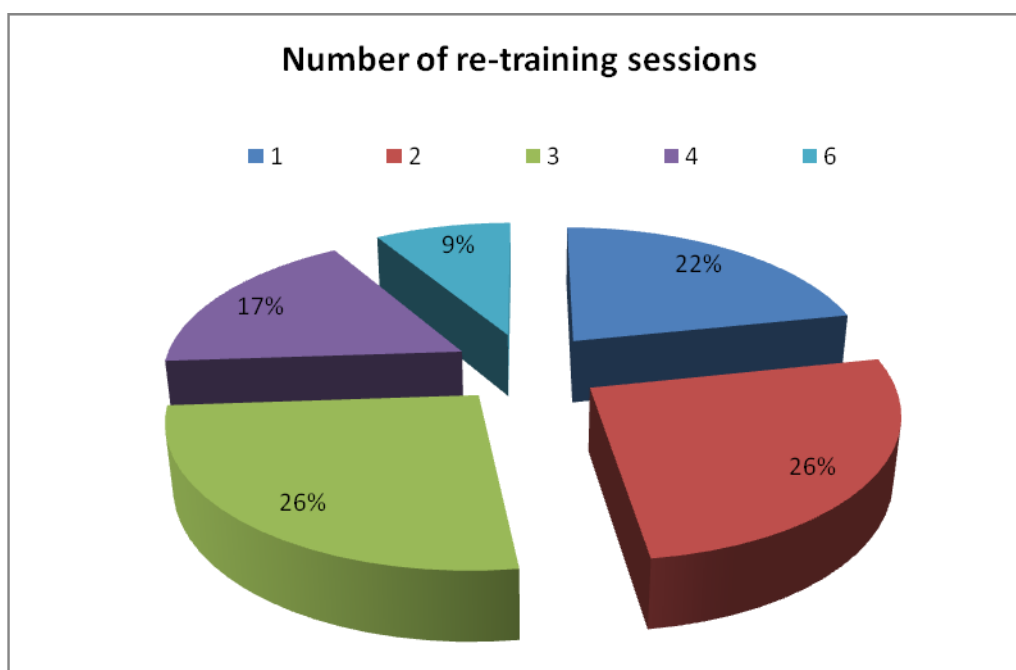
ANALYSIS

Re-training – evaluation questionnaires

23 partner universities were asked to fill in the re-training evaluation questionnaires with the answers to the following questions:

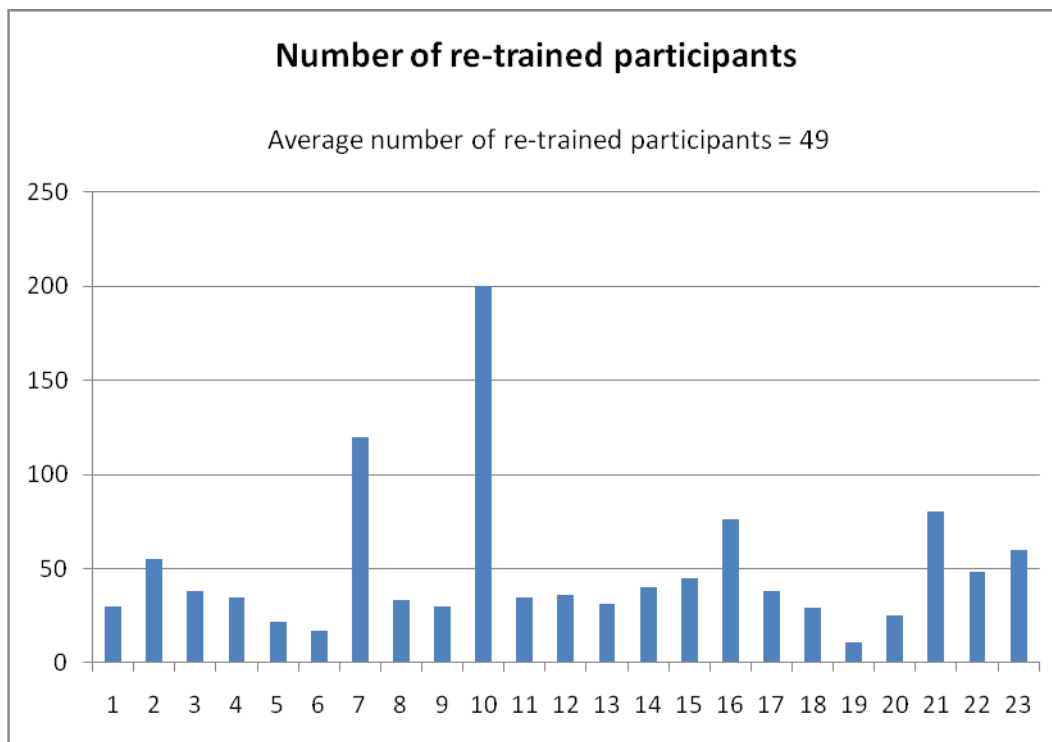
1. Name of the institution:
2. How many re-training sessions were carried out at your university?
3. How many of staff employed in your Institution took part in the re-training?
4. Was the re-training open for staff from outside of your institution? If yes, who were the external participants?
5. What kind of personnel took part in the re-training sessions (management, teachers, admin staff etc.)?
6. List of re-training topics (ECTS, strategy of internationalisation, credit transfer etc.):
7. What was the re-training impact for participants and the institution?
8. How do you rate overall satisfaction with the re-training sessions (min. 1, max 5)?
9. Comments:

How many re-training sessions were carried out at your university?



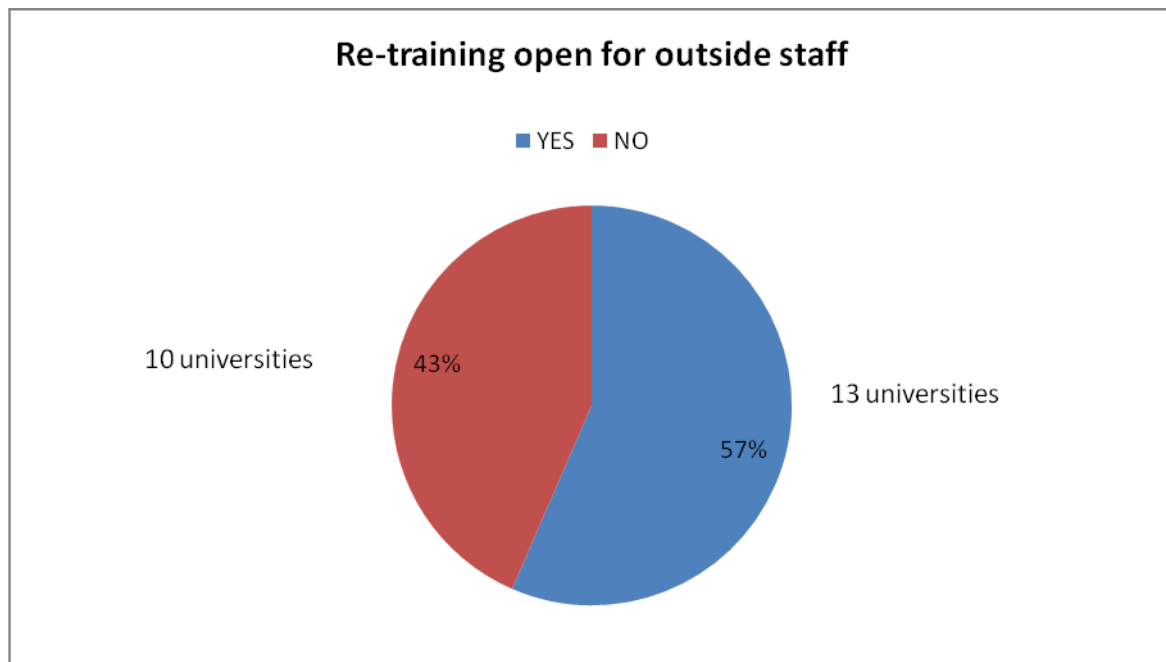
No	Name of the Institution	Re-training sessions
1	AAI - Uzbekistan	3
2	ATSU - Georgia	3
3	BEU - Azerbaijan	4
4	BSU – Georgia	3
5	InEU- Kazakhstan	4
6	ISU – Georgia	2
7	KATU - Kazakhstan	6
8	KazNAU - Kazakhstan	4
9	KHAZAR – Azerbaijan	2
10	KhSU - Tajikistan	6
11	KNAU – Kyrgyzstan	3
12	KNU - Kyrgyzstan	2
13	KoKSU - Kazakhstan	1
14	KulSU - Tajikistan	1
15	MUST - Mongolia	4
16	NUM – Mongolia	2
17	OSU - Kyrgyzstan	1
18	SAI - Uzbekistan	3
19	SibSUTIS – Russia	1
20	SPbSUT – Russia	1
21	TerSU - Uzbekistan	3
22	TSUC - Tajikistan	2
23	TUT - Tajikistan	2

How many of staff employed in your Institution took part in the re-training?



No	Name of the Institution	Number of re-trained participants
1	AAI - Uzbekistan	30
2	ATSU - Georgia	55
3	BEU - Azerbaijan	38
4	BSU – Georgia	35
5	InEU- Kazakhstan	22
6	ISU – Georgia	17
7	KATU - Kazakhstan	120
8	KazNAU - Kazakhstan	33
9	KHAZAR – Azerbaijan	30
10	KhSU - Tajikistan	200
11	KNAU – Kyrgyzstan	35
12	KNU - Kyrgyzstan	36
13	KoKSU - Kazakhstan	31
14	KulSU - Tajikistan	40
15	MUST - Mongolia	45
16	NUM – Mongolia	76
17	OSU - Kyrgyzstan	38
18	SAI - Uzbekistan	29
19	SibSUTIS – Russia	11
20	SPbSUT – Russia	25
21	TerSU - Uzbekistan	80
22	TSUC - Tajikistan	48
23	TUT - Tajikistan	60

Was the re-training open for staff from outside of your institution? If yes, who were the external participants?



External participants within 13 universities open for outside staff:

- Staff from partner universities within consortium;
- Staff from universities outside consortium;
- Employees from Independent Agency for Accreditation Rating;
- Representatives from Ministry of Education and Science;
- Representatives from National Erasmus Office.

6 universities invited outside staff but nobody appeared.

What kind of personnel took part in the re-training sessions (management, teachers, admin staff etc.)?

- Rectors
- Vice-rectors (for Research and International Relations, for Academic Affairs)

- Deans
- Vice-deans for academic affairs

- Directors for the Academic Affairs Office
- Heads of the Quality Assurance
- Heads of the Foreign Language Center
- Heads of Youth innovative center

- Vice-directors of departments
- Vice-presidents for Academic and Students Affairs

- Quality Service administrative staff
- Foreign Affairs and Development Office management staff
- Quality Assurance Office administrative staff
- Department of International Cooperation staff
- Education department staff
- Department of Academic Policy for Accreditation and Ranking center staff
- Legal office staff

- Coordinators for internationalization of students
- Academic supervisors
- Programme leaders

- Teachers (also responsible for the mobility of students)
- Researchers

- Students

- Representatives from National Erasmus Office
- Representatives from the Ministry of Education and Science.

List of re-training topics (ECTS, strategy of internationalisation, credit transfer etc.):

Internationalization of HEIs – strategy, policies, curricula, EU countries examples:

- Internationalization strategy and future action plan for HEIs
- Higher education system in EU countries
- Features for applying for Capacity Building (Erasmus+ projects)
- Dissemination of the European experience of interregional mobility
- Opportunities and challenges of learning in Europe (for students)
- Scientific data bases and their role in internationalization of research (for academics and researchers)
- The need of cooperation of HEIs on student's mobility policy and its role on improvement of education field
- Policy of development of fruitful mechanism for student mobility, learning results recognition, decisions and resolutions between the HEIs
- Identifying procedural and policy gaps
- Internationalization of education and the role of Erasmus + in the educational integration
- International transparency of curricula quality and recognition and alignment

Bologna system – ECTS, credits transfer, grade conversion, recognition methods, LA:

- Bologna Qualification Framework (International transparency of curricula quality, recognition and alignment)
- Methods for recognition and transfer of credits and grades (in EU and PCs)
- The knowledge, skills and competences of staff in recognition methods
- Grade conversion process (demonstration)
- ECTS distribution
- Implementation of credit system of education considering the national characteristics
- Learning Agreement (the process involving student support, mobility logistics and documentation)

International student mobility - learning outcomes, procedures, support, applications:

- Methodology of learning outcomes and course mapping
- The role of learning outcomes in curricula creation
- Learning load and tuning methodology
- The purposeful use of the modern teaching tools in credit system of education during the globalization of education
- Methodology for the attribution of ECTS and learning outcomes to selected pilot courses
- International mobility policy (procedures before, during and after mobility)
- Practices on implementation of students' mobilities
- Benefits of mobility at different levels
- Exchange program administration (mobility support, student advice, application, selection procedures, documentation)
- Good practice in introducing a student mobility policy at institutional level
- Student academic mobility as a tool for improving the quality of education
- Ways of strengthening academic mobility using best practices of European HEIs.

What was the re-training impact for participants and the institution?

Students:

- Raised their awareness on the cornerstones of participation in the mobility and developed the skills of writing the certain academic documents including an effective CV, and a motivation letter
- Became more skillful and confident for acting in line with the correct procedures of getting the Learning Agreement, the Credit Recognition and possibilities of obtaining scholarships for the MA Educational Programmes at the European Universities

Staff:

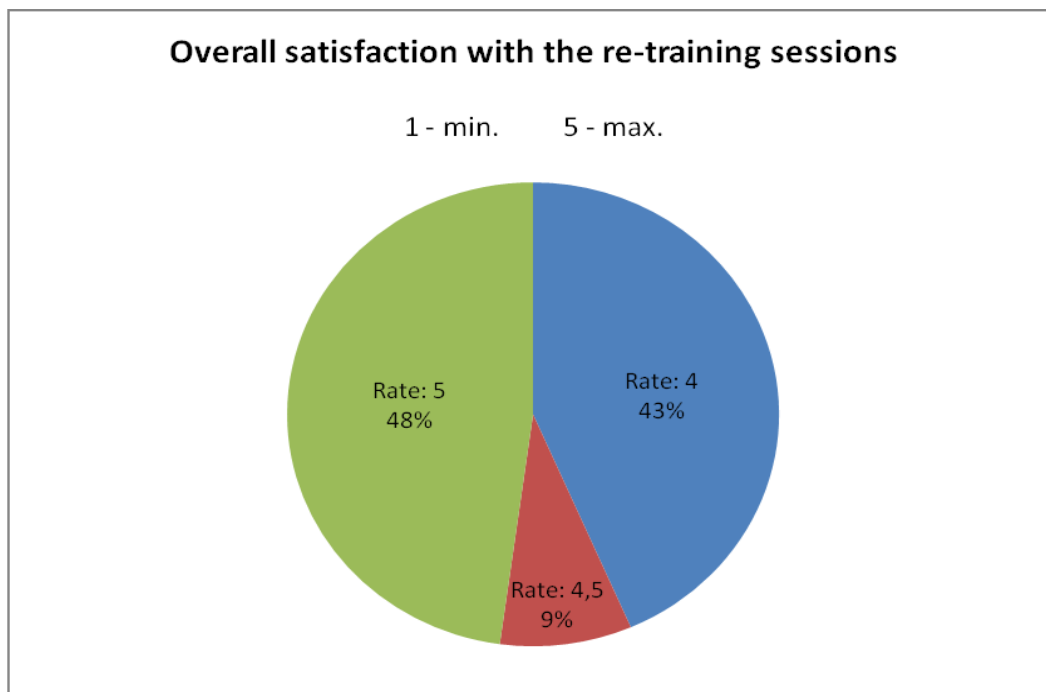
- Benefited from the re-training sessions designed for them with the aim to raise their awareness on the effective networking amongst the administrative as well as the academic staff to ensure establishment of proper mobility policy implementation at the institutional level
- Received the instructions and guidelines to properly implement the process of Credit Recognition, plan the learning outcomes in the educational programme as well as provide full support to make the process of mobility easier and flexible for the students
- Re-training helped to assess the compliance of the PCs education system with the European system of education. This enabled to identify the potential of the mobility, related obstacles and challenges
- Reinforced cooperation with partners from other countries
- Better understanding of Bologna Principles, International Mobility administration issues
- The knowledge, skills and competences of staff in credits transfer, recognition methods, grade conversion, learning outcomes, ECTS distribution have been enhanced
- Staff got opportunities to explore and share different teaching ideas
- Improved competence of teachers by concrete allocation of ECTS to each Module in 7 pilot degree courses at re-training courses
- Academic and administrative staff became more involved into the internationalization process
- Staff increased opportunities for professional and career development and improved management skills
- Level of teaching has been improved due to implementation of the credit distribution methodology in line with the Bologna process
- Staff understood connections between formal and non-formal education, vocational training and the labor market
- Lecturers have reviewed their syllabuses and departments organized monitoring on syllabuses

Institution:

- Thanks to the project universities from PCs revised the internal regulations for dissemination
- During the project implementation, based on the gained knowledge and experience, the rule of credit recognition of other higher educational institutions have been studied followed by the draft of the changes (the changes were initiated by the PAWER project teams)
- University got trained staff in all departments
- Developed methodology of learning outcomes
- Had insight into MUSKET software
- The decisions were made to create a unified assessment transfer system to expand student mobility

- International mobility policies at universities developed and are used
- Internationalization development strategy has been modernized
- Re-training has facilitated interregional integration and cooperation, developing robust collaborative tools to improve the international measurement of HIS system and compatibility between Central Asian HEIs and HEIs Europeans on the modernization of higher education through Education
- Competence-based quality tools for planning, enhance regional higher education systems, create a platform for sharing knowledge and elaborating quality tools across the region and in each country
- The project helped to sign agreements among PCs to organize the exchange of students and teachers
- Integration of the international dimension in the educational process and establishment of the international environment in the universities
- The process of the establishment of the International Offices as a structure was launched
- Some universities developed pilot degree courses for further adaptation
- The project provided a way of measuring and comparing academic merits and transferring them from one institution to another
- The experience gained in the project helped some universities passed successfully an international accreditation of rating
- Participation in the project helped to increase the organisation's output quality with the research evidencing the introduction of new practices and/or innovative approaches
- New student and academic mobility road map have been developed to support staff and students.

How do you rate overall satisfaction with the re-training sessions (min. 1, max 5)?



No	Name of the Institution	Overall satisfaction (1-min, 5-max)
1	AAI - Uzbekistan	4
2	ATSU - Georgia	5
3	BEU - Azerbaijan	4,5
4	BSU – Georgia	4
5	InEU- Kazakhstan	5
6	ISU – Georgia	5
7	KATU - Kazakhstan	4,5
8	KazNAU - Kazakhstan	4
9	KHAZAR – Azerbaijan	5
10	KhSU - Tajikistan	4
11	KNAU – Kyrgyzstan	4
12	KNU - Kyrgyzstan	5
13	KoKSU - Kazakhstan	5
14	KuSU - Tajikistan	5
15	MUST - Mongolia	5
16	NUM – Mongolia	4
17	OSU - Kyrgyzstan	5
18	SAI - Uzbekistan	4
19	SibSUTIS – Russia	4
20	SPbSUT – Russia	5
21	TerSU - Uzbekistan	5
22	TSUC - Tajikistan	4
23	TUT - Tajikistan	4

Comments

- 1) Thanks to PAWER project, the ongoing process on internationalization was developed and facilitated;
- 2) Strong mutual relations and good networks have been developed between partner universities;
- 3) Establishing follow up actions in cooperation with EU universities by signing bilateral agreements in view of “International Credit Mobility”;
- 4) Establishing inter-institutional cooperation which fosters student mobility within and outside the region and tests and improves the quality and recognition tools necessary for mobility;
- 5) New curricula should be developed or existing ones improved;
- 6) MUSKET program should support student’s mobility process;
- 7) Since regional and international academic mobility is growing, the obtained knowledge in the field of the credit transfer, the grade conversion will affect the improvement of the organization of academic mobility;
- 8) Thanks to PAWER, project team at partner universities developed manuals on organizing academic mobility of students and procedures for credits transfer and grade conversion;
- 9) A strong project team from different universities and countries was developed. The team which is ready to work together further in future projects;
- 10) PAWER project involved ministries of education which enabled to make general understanding about academic mobility procedures, methodologies and regulations on academic mobility including grade and credit transfer and other activities;
- 11) One of the biggest problems of interregional mobility are: poor English within students; different syllabus programs; different students assessment system;
- 12) The project raised the understanding of the staff and students of the university about European Credit Transfer and Accumulation System, ECTS grading system, hours per credit point, learning load and tuning methodology, Bologna Qualifications Framework, International transparency of curricula quality, recognition and alignment, Methods for recognition and transfer of credits and grades in PAWER Project partner countries, Credit transfer demonstration, Grade conversion demonstration, Mobility support and Mobility agreements;
- 13) This project should have a follow-up projects to achieve further results at institutional, regional and country level, because the President of the Republic of Uzbekistan signed a new regulation on March 2, 2020 with the number PF-5953. According to this document, the credit system in the higher education of the Republic will be implemented gradually.