

**574099-EPP-1-2016-1-IT-EPPKA2-CBHE-SP**  
*“Paving the way to interregional mobility and ensuring  
relevance, quality and equity of access” - PAWER*



# **Questionnaire on Impact and Sustainability at National and Regional level**



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**Project Coordinator:**  
**University of L'Aquila - UNIVAQ**

**Purpose of the questionnaire:**

The aim of the questionnaire is to investigate on the sustainability of the project activities and outcomes after the end of PAWER,

## **Background information of the project**

**Project reference:** 574099-EPP-1-2016-1-IT-EPPKA2-CBHE-SP

**Project Title:** *Paving the way to interregional mobility and ensuring relevance, quality and equity of access - PAWER*

**Countries involved:** *Italy, Great Britain, Kazakhstan, Kyrgyzstan, Russia, Uzbekistan, Georgia, Azerbaijan, Mongolia, Hungary, Bulgaria, Poland*

**Years of activity:** 15.10.2016 – 14.03.2020 (was 14.10.2019)

**Website address:** <http://pawer.univaq.it/>

**COUNTRY:** *Tajikistan*

## **A. RELEVANCE OF THE PROJECT RESULTS**

At National level:

- a) List 3 main achievements/results of PAWER project (at national and/or regional level);
- b) Explain how the achievements/results are relevant to the policy area (national and /or regional), the strategic priorities of the partner institutions and/or their modernization and internationalization strategies;
- c) List any change that may have affected the project relevance, and how you dealt with it.

The role of Erasmus program on the internationalization of higher education, in developing universities and students' capacities and their opportunities broadly throughout the world. Irrespective of contextual differences within and between countries, nearly all higher education institutions worldwide are engaged in international activities and are seeking to expand them. In the context of integration into the world education area, the role of independent accreditation in the strategic development of higher education institutions (HEI) is growing and the constant improvement of the quality and competitiveness of educational services becomes important.

Ensuring a high-quality national model of university accreditation is noted as one of the strategic directions for the development of the education system of the Republic of Tajikistan.

The transition from state certification to independent accreditation ensures the independence of Tajik universities in determining further strategies. One of the key accreditation institutions of our country is the Independent Agency for Accreditation and Rating, successfully operating since 2011 and the first to receive the status of a full member of the European Association for Quality Assurance in Higher Education. A radical improvement in education quality in modern conditions is one of the key economic and

political tasks of the Republic of Tajikistan. That is why a set of measures such as standardization, state supervision of its quality, improving the system for developing and putting products into production, organizing comprehensive product testing, and finally its certification, are aimed at its solution. Product certification is an important means of ensuring trade positions in the competition between individual producers.

In modern society, education is considered as a strategically important area of human activity, which forms the intellect of the nation, provides an innovative breakthrough in the economy, its competitiveness. Therefore, the creation of a system for guaranteeing the quality of education is the main goal of the national accreditation model in Tajikistan.

The opportunity to determine the competitive advantages of educational institutions in the country is provided by state certification, national and international accreditation. The rating of educational institutions also serves as a mechanism for assessing its competitiveness. The validity and reliability of the rating are based on an independent assessment, verified methodologies and ranking techniques.

The Law "On Education" reflects the forms of accreditation (institutional and specialized), the right of universities to undergo international accreditation in international agencies recognized by the international community. Large-scale work has been carried out to form the legal basis for the accreditation process of higher education.

It is worthy to note that main achievements the Tajik State University of Commerce has received within these 3 years thanks to PAWER project as follow:

1. Within this three year, the Tajik State University of Commerce has achieved the most advanced result in its history , particularly Tajik State University of Commerce thanks to experiences provided by **PAWER, TSUC** successfully passed an international accreditation of rating evaluated by the **Independent Agency for Accreditation and Rating (Nezavisimoye Agentstvo Akkreditatsii I Reytinga)** where accredited **4** education BA programs ( *Finance and Credit; Economic and Management of Trade Enterprise; Commercial Law; World Economy*) and 2 MS programs (*World Economy; Finance and Credit*) on **October 2019**.

2. University to EU support through such PAWER project the Tajik State University of Commerce for the first listed among TOP 5 University (among 34 HEIs) in the Republic of Tajikistan

3. The to the PAWER project for the first time the number of mobility program has increased by 27%

4. The problem of Credit recognition in 68% found its solution where the role of PAWER project is vital

5. The PAWER programme was a unique opportunity whereby TSUC staff alike could attain a cultural and academic experience in EU HEIs within the PAWE project. The PAWER programme has thus positively affected and altered the insular vision locals had thereby instilling in them a stronger sense

6. For the TSUC staff the programme presented an opportunity for them to enrich their academic minded-frame.

## **B. SUSTAINABILITY OF PAWER AS STRUCTURAL PROJECT**

Please explain how the project results will be mainstreamed by the national authorities in the future and will support the definition, implementation and monitoring of reform policies Describe the impact of the project:

- At **national level** in your country (e.g. networking with other organisations, associations, institutions, etc.);
- On the **reform of higher education** in your country.
- How do the institutions intend to measure the project's **long term impact**?

At education institution level, the programme is effective in internationalisation, through the sharing of practices and communication that ensues through the project. The PAWER project reviewed is expected to achieve or exceed all the intended objectives

The programme is viewed to have had a positive impact in successfully tapping national policy priorities as identified in Tajikistan' Education Reform for 2015-2020.

The objectives of PAWER are very relevant to the national circumstances, enabling the development of skills for teachers and the provision of the international dimension.

## **C. REGIONAL COOPERATION**

Explain how PAWER project has contributed to regional integration.

Describe the impact of PAWER at Regional level.

Please, add information if PAWER contributed also to the cooperation between your Region and others.

PAWER is the most effective program in contributing to a large extent to the intended outcomes particularly, in relation to the acquisition of new skills, internationalisation as well as personal and professional development of individuals. The effectiveness of the programme with respect to lifelong learning are less easily quantifiable though equally important.

Another positive impact of the PAWER programme relates to the increase in cooperation (through informal entities), both locally and overseas. Such exchange of good practices is definitely commendable and aided the target audience increase their social and networking skills.

Thanks to PAWER we have signed a bilateral projects (1-to-1) funded by two countries (Tajikistan and PAWER partner universities, particularly with Central Asian and Russian partners) that allowed us to understand the needs and the culture of some of our partners.

Overall there is good cooperation between PAWER partners indicating that communication and cooperation at a local level has improved since the predecessor programmes.

This was made possible with the introduction of monthly meetings among Central Asian partners during which issues of concern, and challenges are discussed to determine whether/in what Central Asian partners improved. Indeed all meetings have enabled the strengthening of cooperation and collaboration between the Central Asian partners.

#### **D. ANY OTHER COMMENT ON IMPACT AND SUSTAINABILITY AT NATIONAL AND REGIONAL LEVEL**

Increasing cross sectoral projects – the benefits of such endeavours are far reaching, though to-date these have not been maximised. A dedicated budget for cross-sectoral projects may aid increase application submissions.

Additionally, an increase in budget for KA 2 is desirable for collaborations. Increasing attractiveness of the programme –the current application process that is applicable to all is not viewed to positively.

The Commission could seek to design a ‘simpler’ application for first timers and for the smaller organisations, with a focus on relieving the existing administrative burden that is currently hindering such organisations from applying.

For the Tajik State University of Commerce, the PAWER programme strengthened their internationalisation factor, placing them on the map with the rest of the Central Asian, Russian and European Higher Educational Institutions and further strengthened the academic link between one another and the recognition of qualifications.

**Thank you for completing the questionnaire!**