



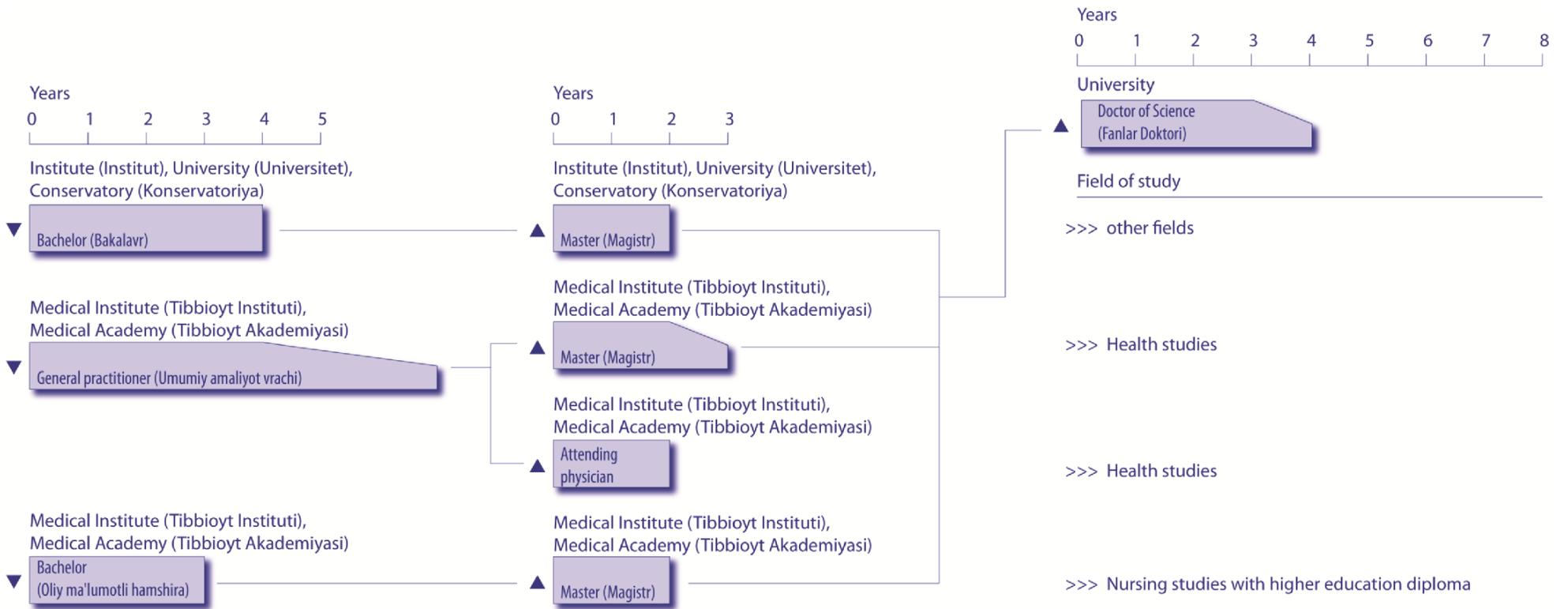
# HIGHER EDUCATION IN UZBEKISTAN



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*Tempus*

# The higher education system in Uzbekistan



	Most common length of a Bologna cycle	<b>ECTS</b> Credits according to the European Credit Transfer and Accumulation System		
	Other length of a Bologna cycle			
	Programme outside the typical Bologna model			
	Professional programme			
			regulated at national level	decided at institutional level
ALL	programmes have admission requirements		▼	▲
SOME			▽	△

# I. Overall description

## 1. Major characteristics of tertiary education in the country

### Legislation covering the field of tertiary education

National policy in the field of education, including legislation on higher education, is based on the Constitution, Decrees and Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan. Radical reform of the education sector in Uzbekistan started in 1997 with the adoption of the Education Act and the National Programme for Personnel Training (NPPT). The two documents have provided a legal basis for higher education (HE) and further development of the HE system in Uzbekistan.

The importance of the reform of the education system should be considered in the specific demographic context of Uzbekistan: about 35% of the total population of 29 million people are under 16 years of age, more than 62% are under 30.

The NPPT (adopted as an Act of Parliament) provides a long-term strategy for strengthening education, developing a continuing education system and reinforcing the multi-level higher education system. The aim of the programme is the fundamental reform of the education system, the complete overhaul of its ideological aspects, and elaboration of a national educational system to train highly qualified specialists to the same level as in advanced democratic states. The fostering of international co-operation has been defined as one of the tools for achieving the objectives of the NPPT.

A legal basis is being established for international cooperation in education to establish priority directions of international cooperation, including the creation of joint educational establishments. One such example is the existing Westminster International University in Tashkent, affiliate of the Russian Plekhanov University of Economics, Moscow State University named after Lomonosov, the Russian University of Oil and Gas named after

Gubkin, Turin Polytechnic University, and the Management Development Institute of Singapore, and broader exchange systems for scientific-pedagogical specialists and students.

During the first stage of the NPPT's implementation (1997-2001) a new legal and financial basis for reforming and developing the education system was created which affected the personnel and scientific methodology. According to the Education Act, higher education is provided by higher education institutions (HEIs) after 12 years of compulsory and free-of-charge education obtained in secondary schools (9 years) and in secondary specialised institutions (3 years).

According to the Education Act, the quality of education is ensured by State Educational Standards. They provide detailed information on the main features, such as the structure, content and implementation of curricula, quality control of personnel training, compulsory (core) components (the list of academic subjects), learning outcomes and descriptions of competencies.

A New Programme to strengthen the technical facilities and resources of higher education institutions and improve the training quality of highly qualified specialists for the period of 2011-2016 has been adopted according to the President's Decree of 20 May 2011. Within this programme, the following action plans should be implemented:

- Strengthen and develop the technical facilities and resources of higher education institutions for the period of 2011-2016;
- Optimise the quality of subjects and courses to achieve excellence and to improve the state educational standards.

### Types of tertiary education programmes and qualifications

The reforms in the higher education sector of the country have resulted in a switch to a two level structure consisting of a 4-year Bachelor programme and a 2-year Master programme.

The Bachelor programme provides fundamental and applied knowledge in one of the fields of higher education for a minimum period of study of four years. Upon completion of the Bachelor programme graduates are awarded the Bachelor degree and a state diploma (*Bakalavr*), which entitles them to start professional activity or to continue studies at Master level.

The Master programme provides knowledge in specific areas and lasts for a minimum of two years after the Bachelor degree. Master students are awarded a state diploma (*Magistr*), which entitles them to work in relevant professional areas. Admission to Master degree studies is on a competitive basis and only students who have obtained a Bachelor degree in a specific field or fields may apply for the corresponding Master programme.

According to the President's Resolution of July 24, 2012 the existed two-stage postgraduate education (two scientific degrees "Fanlar Nomzodi" and "Fanlar Doktori") would be replaced by a single level of Doctor of Sciences that will be active starting from January 1, 2013. This resolution on "further improvement of system for training and attestation of research-pedagogical human resources of highest degree level" should be followed-up by a specific Decree of the Cabinet of Ministers providing a complete view of this development and necessary clarifications. All relevant public structures (two ministries of education, Supreme Attestation Council, Academy of Sciences, Cabinet of Ministers) are currently involved in the preparation of the Decree and special mechanisms/procedures regarding the status and profile of Scientific Committees.

### **Types of tertiary education institutions**

Today there are 75 higher education institutions in Uzbekistan, including 11 branches located in country regions. The HEIs are legal entities.

There are HEIs of the following types:

- University (*Universitet*): provides educational programmes of higher education (both Bachelor and Master levels) and post-graduate education in a wide range of fields of knowledge and areas of professional training:

economy, fundamental and applied scientific research in a wide range of sciences. The universities also conduct re-training and upgrading of courses for specialists in different branches of the above mentioned areas. The universities are scientific-methodological centres in specific fields of knowledge. There are 23 universities in total, including 19 Uzbek universities and 4 branches of overseas universities.

- Academy (*Akademiya*): provides educational programmes in higher education in specific fields of knowledge and areas of training.

The Academies also conduct re-training and the upgrading of courses for specialists in specific areas of knowledge and fundamental and applied scientific research in science, culture or art.

The Academies are leading scientific-methodological centres in the respective fields of their activities.

There are two academies located in Tashkent: Tashkent State Medical Academy and the State Tax Academy.

- Institute (*Institut*): provides educational programmes of higher education at Bachelor, Master and post-graduate levels of studies in specific fields of professional training within one area of knowledge and education. The Institutes conduct re-training and the upgrading of courses for specialists in specific branches, and carry out applied and, as a rule, fundamental scientific research. There are in total 39 institutes throughout the country.

For the moment there are no non-governmental universities in Uzbekistan, although the Education Act adopted in 1997 provided a legal basis for the establishment of non-governmental HEIs. Educational institutions of this kind may operate if accredited and certified in line with the established guidelines of the Cabinet of Ministers and obtain the rights of a legal entity and right to undertake educational activities.

<b>Number of HEIs</b>		
<b>(in academic year 2011/2012)</b>		
75		
<b>University</b>	<b>Academy</b>	<b>Institute</b>
23 (6)	2 (2)	39 (3)

<b>Number of students</b>
<b>(in academic year 2011/2012)</b>
272 114

## 2. Distribution of responsibilities

According to the Education Act, the implementation of the unified public policy in the field of education in Uzbekistan is governed by the Department operating under the Cabinet of Ministers (CM) which is responsible for the development of the social sector as a whole, including the implementation of educational reforms.

At the same time, some specific issues are responsibility of central bodies operating in other areas: e.g. the financing system and tuition fees (the Ministry of Finance); facilities development, demographic forecasts, forecasting and programmes for admission to HEIs (Ministry of the Economy). The Ministry of Labour and Social Security is responsible for some programmes aimed at professional training and raising the level of employees' professional skills.

The CM is responsible for:

- The direction and implementation of strategy;
- The development of a unified state education policy;
- The management of the public HEIs and their educational programmes;
- The establishment and reorganisation of educational institutions;

- The definition of the procedure for licensing, quality assurance and accreditation of institutions and/or programmes;
- The recognition and determination of foreign qualifications;
- The approval of State Educational Standards;
- The award of state grants to institutions;
- The definition of the quotas for admission;
- The nomination of the rectors.

The Ministry of Higher and Secondary Specialised Education (MHSSE) supervises Higher and Secondary Specialised Education in the country. It reports to the Cabinet of Ministers and incorporates the Centre of Secondary Specialised and Vocational Education (SSVE) and the Centre for Development of Higher and Secondary Specialised Vocational Education (HSSVE). The MHSSE has the power to approve secondary legislation to improve the quality of education.

## 3. Governing bodies of the Higher Education Institutions

Each higher education institution is headed by the Rector, who is appointed by the Cabinet of Ministers. The Rector is responsible for ensuring that teaching processes are in accordance with the State Educational Standards and also for the supervision and methodological guidance of academic lyceums or professional colleges established within the HEI.

The management structure of a HEI depends on several indicators, such as the: number of teaching staff, students, state budget and off-budget funds. Each HEI receives and manages revenues generated from commercial operations according to regulations defined in the University Charter. The Statute of the University is a document which defines the main objectives, activities and tasks of the university.

There are two bodies within each HEI, the Academic Council and the Board of Trustees, which are responsible for key operational issues and ensure the quality of education. The Board of Trustees is an advisory body to the

HEI (regardless of its type of ownership) and comprises representatives of local government, enterprises, finance and science, the mass media, public organisations and professional associations. The Board of Trustees operates on the basis of the legislation and the University Charter. Different faculties and departments, training and research laboratories are established according to the fields of education and types of training provided by the particular HEI.

Generally there are five Vice-rectors with responsibilities for academic issues, scientific work, social and cultural affairs (see below), supervision of academic lyceums and professional colleges, and for budgetary matters and finances.

One of the Vice-rectors (*manaviyat va marifat*) is responsible for social and cultural issues, for external affairs and relations with parents, student and youth organisations, sponsors, public structures and local communities (*makhalla*). She/he manages the organisation of social events, fairs, sport competitions, contents and exhibitions of talented students and, in general, the promotion of a good education for the younger generation based on our national, cultural and historical traditions, as well as virtues common to all mankind.

There are also branches of the civic youth movement of the Republic of Uzbekistan, Kamolot, in each HEI. They provide support to students in ensuring the development of their intellectual and cultural potential, the comprehensive defence of their rights and the improvement of social and living conditions. The majority of students are members of Kamolot and benefit from joint activities aimed also at promoting entrepreneurship among the younger generation, the development of leadership, and international cooperation.

#### **4. Financing**

The government of Uzbekistan gives high priority to education. This is reflected in the allocation of resources: public expenditure on education in Uzbekistan as a proportion of GDP is relatively high. Over the last few years it has constantly exceeded 10-12% of GDP, which is not only the highest figure in Central Asia but higher even in comparison with Europe.

More than 70% of public expenditure on education is allocated to general secondary and specialised secondary vocational education. This demonstrates the priority of government policy in line with the NPPT, the demographic situation in the country and the ongoing National Programme for Basic Education Development (adopted in 2004).

Since the introduction in 1999 of a new funding system for public-funded institutions, their capacity for more flexible and efficient use of extra-budgetary resources, self-financing and the attraction of private and foreign investment is being encouraged.

The education sector in Uzbekistan is mainly funded from the public budget at three levels: central, regional and local. Higher educational institutions, affiliated academic lyceums, and teacher training institutions in the regions, are funded from the central budget.

Training specialists in higher education institutions are supported by state education grants and on a contract basis. The state education grants are paid out of the central republican budget.

A new procedure of normative planning and budgetary funding of HEIs based on expenditure per student was introduced on 1 September 2010. The budget bid for each HEI is calculated taking into consideration the basic normative expenditure for training one student.

Enterprises, institutions and individuals provide education grants for contract-paid students in order to meet the demand for specialists or in order to obtain corresponding higher education.

After prior approval of the MHSSE, the extra-budgetary funds of universities and institutes are subsidised from the following sources and activities: student fees, educational services, entrepreneurial, consulting, expert, publishing, research and other activities in accordance with the University Charter.

Extra-budgetary funds may be used mainly for further improvements of infrastructures and facilities.

Considerable budget support for the overall improvement of technical facilities and

resources of HEIs in Uzbekistan is envisaged in the implementation of the recent Programme concerning higher education of 20 May 2011. It is particularly shown in constructing, refurbishing, renovating and equipping university buildings, sports facilities and student dormitories, and creating modern scientific-research laboratories.

## **5. Student contributions and financial support**

The admission of students to higher education institutions in Uzbekistan is on the basis of state grants (budget) and individual contracts (fee paid basis). There is no difference between fees required from 'traditional' and 'non-traditional' students in Uzbekistan.

At the beginning of the academic year tuition fees for all levels and specialisations are determined by the Ministry of Finance of the Republic of Uzbekistan.

In 2011/2012, the tuition fee for a Bachelor student studying on a contract basis was between EUR 1 237 and EUR 1 802 per year.

The tuition fee for a Master student studying on a contract basis was between EUR 1 341 and EUR 1 982 per year.

Students who study full time on the basis of state grants and contracts are provided with stipends, which are set by the Cabinet of Ministers of the Republic of Uzbekistan. The most talented students may receive special individual stipends.

The stipends by the President of the Republic of Uzbekistan are awarded to Uzbek students of state HEIs in their last year of studies (at Bachelor and Master levels). President's stipends are awarded on the results of the Annual Call organised by the MHSSE in 11 areas of knowledge: agriculture and water resources, technical studies and computers, health care and social security humanities and social sciences, natural sciences, business and management, pedagogy, culture, arts and sports, foreign languages, law, international relations and journalism.

Other state stipends (named after Beruniy, Avicenna, Navoi, Ulugbek and Imam-Al-Bukhari) can be provided to students at state HEIs in the last two years at Bachelor level.

A new procedure was introduced in 2001 to provide all students with a stipend, whether they are studying on a state grant or on a contractual basis (with the exception of foreign students).

This initiative was introduced in order to ensure the social protection of students, to provide all students with an opportunity to have a monthly stipend and to encourage those who are successful in their studies. For example, the contract for a student is paid by an enterprise/organisation/company directly to the university. If a student (on a contract basis) succeeds in obtaining good exam results he/she is paid a stipend in the same way as other (state grant) students. Moreover, there are three levels of stipends depending on whether results are excellent, good or satisfactory.

The Forum of Culture and Arts of Uzbekistan Foundation (Fund Forum) which was established in February 2004 for the support of domestic science, culture, education and sport provides Educational Grants annually to more than 100 young people who have been admitted to the universities on a contract-paid basis but cannot pay their tuition fees. The Educational Grants cover their tuition fees for one academic year and can be extended for another year if the students demonstrate good academic achievements. The Fund Forum also provides more than 100 scholarships to high talented 3<sup>rd</sup> and 4<sup>th</sup> year students of HEIs in Uzbekistan. The scholarship holders are selected annually on the basis of competition results.

The selected students can obtain monthly public transportation cards. The students from regions are provided with free accommodation in student hostels.

In July 2001, a new system for the provision of educational loans was introduced, which provided an opportunity for a large number of students to enrol at any HEI throughout the country. Educational loans are allocated to citizens of Uzbekistan who have successfully approved the admission test and have been admitted to HEIs on a contract basis. For orphans and disabled students, the loans are provided interest-free. Those with low-income families are provided with a rate of interest which is 50% of the standard rate.

## **6. Licensing, quality assurance and accreditation of institutions and/or programmes**

The State Testing Centre (STC) which comes under the auspices of the Cabinet of Ministers of the Republic of Uzbekistan (established in May 1994) is authorised to undertake a review (state attestation procedure) of all educational establishments in Uzbekistan regardless of their status or type of ownership. The main objectives of the STC are the following:

- ensuring the quality of education and training, fairness of test scores and rating points;
- organising and granting accreditation and state accreditation of educational establishments regardless of their corporate subordination and ownership form, defining ratings of educational establishments;
- reviewing State Educational Standards and state requirements and, on this basis, reviewing syllabuses and curricula for all types of education for approval in due course.

State attestation and accreditation of educational institutions is organised and conducted in accordance with the Regulation on State Accreditation of Educational Establishments in the Republic of Uzbekistan.

Accreditation of an educational institution is carried out by the STC on the basis of attestation. This is the prevailing method of state control aimed at assessing the educational establishment and deciding whether the content, level and quality of personnel training is in line with the State Educational Standards.

The educational establishment is subject to an attestation procedure every five years. The process includes comprehensive analysis of the educational establishment's activities over the previous three years, divided into types of education, with special attention paid to established criteria.

State accreditation includes recognition of the educational establishment's activities' compliance with the criteria and requirements laid down in the State Educational Standards and the granting of the right to issue an educational certificate of the approved national format to the graduates of the establishment.

After consideration and approval by the Cabinet of Ministers, the quality assurance report is made available to the university administration so that it can be discussed by the Academic Council to implement necessary measures.

The State Testing Centre is also responsible for accreditation/validation of documentation for education qualifications. International and bilateral agreements, State Educational Standards and normative documents in education are taken into consideration. In the case of diplomas received in the framework of inter-governmental agreements or governmental programmes recognition, is done without validation.

Licensing of non-governmental educational establishments is done in accordance with the Regulation on licensing the activities of non-government educational establishments. Licenses are issued to non-governmental educational establishments separately for each type of education. Decisions on granting and cancelling licenses, including suspension, are made by the Committee for licensing the activities of non-governmental educational establishments under the auspices of the Cabinet of Ministers. Licenses permitting educational establishments to operate are granted for five years.

## **7. Admission**

The Cabinet of Ministers issues a Resolution each year providing detailed information on the admission procedure and admission requirements for enrolment at higher education institutions in Uzbekistan.

In the 2011/2012 academic year, the general quota for admission was for 56 607 students (19 560 of which were on state grants and 37 047 were on a contractual basis) for Bachelor courses and 5 880 (1 566 and 4 314) for Master programmes.

The State Testing Centre is responsible for organising testing and developing testing materials. Uzbekistan is in the group of 10 countries using a modern testing system based on multiple choices. The tests are held on 1 August throughout the country for all types of HEIs. The tests require the applicants to show a deep knowledge and understanding

of subjects and clear logic among other relevant skills.

The admission to HEIs is organised in accordance with the quotas for entrance on the basis of state grants and contracts which are adopted by Decree of the President and the Cabinet of Ministers, respectively.

The admission of students is decided by the State Commission on the basis of test results and according to a rating system.

The admission to HEIs is based on equal rights for all (on state grants and contract-paid basis), common requirements for enrolment and common test which ensures the priority of admission of applicants on state grants who demonstrated the best overall scores in the test. Other applicants have the right to be admitted on the basis of scores within the limit of quotas for entrance.

The tests are organised in each HEI in education fields, languages and types of training separately.

The following priority areas of the Uzbek economy are taken into consideration when defining the national quotas for future specialists:

- Agro-industrial complex
- Energy sector
- Telecommunications
- Chemical industry
- Food industry

The prestige of higher education is constantly increasing. Between 2000 and 2010, the overall number of students studying in universities has increased by more than 150%. The current total number of students is 272 114 (including 259 208 Bachelor and 12 906 Master students).

Admission to Master programmes follows a similar procedure: it is organised by the HEIs in accordance with quotas for entrance on the basis of state grants and contracts which are adopted by Decree of the President and Cabinet of Ministers of the Republic of Uzbekistan, respectively.

The admission of students is conducted by the State Commission on the basis of test results and according to a rating system.

The admission to Master programmes is carried out on a competition basis among the holders of a Bachelor degree and in accordance with the list of related areas/specialities of higher education defined by the Cabinet of Ministers of the Republic of Uzbekistan, or those with specialist's diploma.

Bachelor degree holders and specialists have the right to participate in the competition in one of the specialities on the list of related education fields.

The admission to Master programmes is based on equal rights for all (on state grants and contracts), common requirements for enrolment and common test which ensures the priority of admission of applicants on state grants who demonstrated the best overall scores during the admission process. Other applicants have the right to be admitted on the basis of scores within the limit of quotas for entrance.

The tests are organised separately in each HEI in Master specialities, languages and types of training.

The test and definition of the test procedure is conducted by the State Testing Centre.

The holders of Presidential and other governmental scholarships are admitted to Master programmes on a state-budget basis without any entrance exams.

The procedure described above is applicable to non-traditional students as well.

## **8. Organisation of the academic year**

The Ministry of HSE has the responsibility for the organisation of the academic year, including the length of semesters, examination periods and academic holidays.

The academic year starts on 2 September and lasts until the end of June. It is divided into two semesters with holidays ranging from 10 to 12 weeks:

- 1<sup>st</sup> semester - from early September to late January.

- 2<sup>nd</sup> semester - from the beginning of February to the end of June, although the duration of the semester can vary depending on the status of the HEIs or on the study programme.

## 9. Curriculum content

The continuity and the linkage among general secondary, specialised secondary, vocational and higher education are important aspects of higher education quality. As a result of updates and merged areas and specialities, the State Educational Standards (SES) have been updated for 165 Bachelor fields and 447 specialities at a Master level. The quality of higher education is assured by the SES which set the minimum requirements for each educational level, describe the main features, structure, content and implementation of curricula, ensure the quality control of personnel training and set the compulsory (core) components (the list of academic subjects).

The curriculum is defined both at national and institutional levels. According to the Education Act, higher educational establishments are allowed to choose their own curricula, textbooks and methods of teaching. The educational process in higher educational institutions is carried out in line with the State Educational Standards and is regulated by the curricula, academic calendar and timetables.

## 10. Assessment, progression, certification and degree

During the academic year there are several phases of assessment undertaken for Bachelor and Master students regarding each academic subject taught during the semester. A rating system (minimum - 56 points, maximum - 100 points) was introduced in 1999 for all types of HEIs in Uzbekistan. The system requires a separate allocation of academic hours for student independent learning and the assessment of the students' knowledge at the end of each semester. The following marking scheme is applied: 86-100 – excellent (5); 71-85 - good (4); 56-70 – satisfactory (3); less than 55 - unsatisfactory.

On the basis of the assessment results a decision is made about the transfer of successful students to the next year of the educational programme. It is impossible to be

transferred to the next year if the requirements of the curriculum are not met.

At the end of the educational programme in all types of HEIs graduates have to take compulsory final state examinations with participation of the employers who have an opportunity to assess the relevance and quality of the curricula. At the end of a Bachelor programme, the students also have to undergo an assessment (defence) of their final qualification work. Master students have to prepare and defend a dissertation.

Upon completion of the Bachelor programme, graduates are awarded the degree of Bachelor and a state diploma, which entitles them to start professional activity. It should be emphasised that only students who have studied for a Bachelor degree in a certain field may apply for the corresponding Master course. Master degree holders are awarded a state diploma, which entitles them to work in the relevant profession. They may also proceed further to the first post-graduate study programme. Students who have studied on a contract basis are awarded a diploma upon completion of the study programme. Students who have studied on a state-budget basis have to work for at least three years in public organisations/institutions.

## 11. Academic staff

According to the information of the MHSSE (2011), the current total number of academic staff in Uzbekistan is 23 000 (including more than 40% with scientific degrees): 1 580 Doctors of Sciences (6.5%), 7 600 Candidates of Sciences (33%), 13 820 lecturers (60%).

There are the following categories of academic staff: Head of Department (*kafedra mudiri*), Professor (*professor*), Associate Professor (*Dotcent*), Senior Lecturer (*katta o`qituvchi*), Lecturer (*o`qituvchi*). In order to access to all these categories a diploma of higher education (*specialist*) / Master diploma (*Magistr*) is required along with ethical and moral qualities. In order to be eligible for a competition for a position of Head of Department a diploma of Candidate's degree (*Fanlar Nomzodi*) or Doctorate degree (*Fanlar Doctori*) is required; for a position of Professor – a diploma of PostDoc (*Fanlar Doctori*) or the scientific title of Professor; for a position of Associate Professor (*Dotcent*) - diploma of Candidate's degree /Doctorate degree (*Fanlar Nomzodi* /

*Fanlar Doctori*) or the scientific title of *Dotcent*; for a position as Senior Lecturer (*katta o`qituvchi*) or Lecturer (*o`qituvchi*) – a diploma of higher education (Master / specialist).

In order to be employed as a lecturer at any HEI a person should have at least a Master degree and be selected on the basis of a competition; this takes place every five years depending on the teaching position within the university. Academic staffs of higher educational establishments are employed on a contract basis for five years. After graduation, holders of Master diplomas or *Fanlar Nomzodi* diplomas may be enrolled onto the academic staff without a competition, but only for a period of three years. Taking into account their personal and intellectual capacities, these people are assigned to a particular department and faculty so that they may stay within the university. The aim of this initiative is to provide support to young specialists. Taking into account that competitions are organised every five years, this gives them the opportunity to be properly prepared for the next competition on an equal footing with other experienced teachers.

There is a mechanism for rating lecturers which is aimed at encouraging and increasing responsibility among staff for the results of their work. The intention is that professors and lecturers should upgrade their qualifications on a compulsory and differentiated basis, obtain certification and have their results assessed. Every five years the teaching staffs of all HEIs have to take short retraining or upgrading courses. The 'Istedod' foundation provides support to young lecturers and researchers so that they can take advantage of study opportunities and upgrade their skills at foreign universities.

In the framework of the above mentioned Programme, specific measures are envisaged to improve the salary system of the academic staff of higher educational institutions, in particular by the:

- introduction of an improved rating system of the academic staff of higher educational institutions on the basis of optimising the categories of teaching positions and reviewing qualification requirements for academic positions;

- improvement of the system of awarding academic titles 'docent' and 'professor', increasing its role in encouraging university academic staff to constantly improve their teaching and methodological skills.

## 12. Research activities

The role of higher educational institutions in the area of research and science is laid down in the Education Act and the NPPT. The MHSSE and sectorial ministries are responsible for the organisation, the admission to programmes for trainees–researchers–fellows and senior scientific staff members, for the monitoring and analysis of activities and for providing information and methodological support to researchers. There is an on-going programme to support talented youth and in particular young researchers.

In Uzbekistan, a new system of research has been established which envisages specific measures to involve talented students, trainees–researchers–fellows and senior scientific staff members in research at all HEIs.

The established structure ensures the necessary conditions for attracting the younger generation into research and the exploitation of the potential of young people for the further development of society and economy. In order to ensure fruitful interaction between the research activities at the HEIs and scientific–research institutes of the Academy of Sciences of Uzbekistan, a joint Regulation of the MHSSE and the Academy to attract and encourage students into scientific research and development work has been adopted and is fully operational.

The Government of Uzbekistan considers scientific research activities and the introduction of innovations in specific branches of the national economy as the most valuable and important way of further modernising higher education. The MHSSE has issued a number of regulations to implement and facilitate the realisation of the tasks envisaged by this legislation, including a database of planned, on-going and completed innovative projects of all Uzbek HEIs. One effective way of strengthening university-science-industry cooperation is the regular participation of HEIs in the Republican Fair of Innovative Ideas and Projects.

The HEIs make a valuable contribution to developing science in Uzbekistan. Scientific research work on the basis of state orders, grants or contracts. The Coordinating Committee for the Development of Science and Technology annually awards grants to Uzbek HEIs for innovative projects.

Since 2006, in the framework of the Pedagogical Grants Programme of the Fund Forum, lecturers and scientific employees are offered incentives to carry out innovative projects in the education field.

In the framework of the implementation of the above mentioned Programme, the establishment of academic and research facilities and centers within HEIs and scientific institutions is envisaged in order to further integrate the educational processes with the research activities of teachers and students.

### **13. University-enterprise cooperation**

At present, a new generation of State Educational Standards is being prepared, with the main focus on the integration of science, education and local industry and a better coordination of higher education activities with the demands of employers, particularly in terms of staff. In order to strengthen relationships between universities and enterprises, bilateral partnerships have been established between HEIs and industry. This has been especially important in the following sectors of the Uzbek economy: oil and gas, geology and mining-extraction, and automobile and road construction. The universities benefit from the strengthened partnership through revising and updating the curricula in the light of the requirements of employers from the industrial sector and the latest developments in science and technology.

At present the universities are moving from passive to active interaction with enterprises, by improving and revising their curricula and syllabuses so as to balance to the needs and demands of local consumers. HEI marketing departments may propose new areas of studies and educational programmes based on analyses of local labour market needs and on consultations with key stakeholders in the economic sector. The HEIs can then follow up the proposals and initiate the new programmes and develop relevant SES, estimate the

number of graduates and submit a proposal for new programmes both at Bachelor and Master level to the MHSSE and subsequently the Cabinet of Ministers. A decision on the introduction of a new programme is based on the requirements of the local labour market and the particular area of expertise, available facilities and the level of teaching staff of the relevant department and faculty.

The Government is encouraging closer links between enterprises and HEIs through direct cooperation agreements and by creating branches of faculty departments (mainly in the field of engineering) in factories or enterprises. Generally these departments are responsible for: the placement of students and lecturers in enterprises, developing work-based learning, the preparation and presentation of joint lectures with colleagues from enterprises, and the development of continuing training programmes for the staff of enterprises.

The provision of practical training to students is used in educational programmes as the most effective path towards the integration of education and industry. Moreover, there is a trend towards simplifying moves to educate students through individualised study plans.

Nowadays there is a number of measures on development of innovative corporative cooperation of higher education, science and industry. In order to support this cooperation, new innovative groups have been set up in each department of higher education institutions. These groups involve professors, senior scientific staff, talented Bachelor and Master students, as well representatives from industrial enterprises and organisations. Scientific-technological requests from the industrial enterprises, defined through synthesis, analysis and expertise, provide the basis for topics chosen by graduate for their qualification works, Master dissertations and for doctoral dissertations of young researchers. Consequently, the intellectual potential of the talented young generation of HEIs can be used to carry out applied scientific tasks by the industrial enterprises and organisations.

Two national priorities for the Tempus programme in Uzbekistan, 'partnerships between universities and enterprises' and the 'knowledge triangle' have been maintained in order to encourage the Uzbek universities to introduce advanced and modern models and approaches for further integration of education with industry and science. Tempus projects in

this field have provided support to establish University-Industry Liaison departments at the HEIs, Educational Scientific Production Laboratories and Career Centres.

## 14. International cooperation

The fostering of international co-operation has been defined as one of the tools for achieving the objectives of the National Programme for Personnel Training.

International cooperation is one of the fastest and most dynamic developing areas of higher education in Uzbekistan. The highest priority is given by the national authorities to the internationalisation of higher education. Thanks to inter-governmental agreements, students have various options for studying abroad. International cooperation is being achieved in the following ways (based on data supplied by MHSSE):

- establishment of joint higher education institutions;
- involvement of foreign lecturers and scientists in the teaching process at Uzbek HEIs;
- support for incoming and outgoing student mobility;
- support for the organisation of joint research work;
- organisation of international conferences on current problems in higher education, innovative technologies, resources and energy saving;
- attracting foreign investment.

The MHSSE has signed cooperation agreements with the Russian Federation, Malaysia, Egypt, India, Poland, Greece, Italy, etc.

Students from other countries may study in Uzbek HEIs on a contract basis and have to follow the admission procedure. According to the MHSSE (2012) over 332 foreign students at all levels of higher education are studying at Uzbek universities. At present more than 97 academic staff from other countries are teaching at Uzbek HEIs.

Wide-scale international cooperation has contributed considerably to improving the quality of the educational process of HEIs in Uzbekistan and upgrading lecturers' qualifications. According to the Education Act, the HEIs have the right to establish direct cooperation with foreign universities and create joint institutions on a legal basis. At present Westminster International University in Tashkent, affiliate of the Russian Plekhanov University of Economics, Moscow State University named after Lomonosov, the Russian University of Oil and Gaz named after Gubkin, Turin Polytechnic University, and the Management Development Institute of Singapore are successfully operating in Uzbekistan.

The Uzbek HEIs have strengthened international cooperation through a number of bilateral agreements with universities from 45 countries throughout the world. There is intensive cooperation with universities of the European Union in the framework of the Tempus and Erasmus Mundus External Cooperation Programmes. The MHSSE maintains close contacts with the diplomatic missions located in Tashkent.

The working relationships with the following international organisations (active in the field of higher education) provide a stable basis for fruitful inter-university cooperation: Asian Development Bank (ADB), Japan International Cooperation Agency (JICA), German Academic Exchange Programme (DAAD), the British Council, Korean International Cooperation Agency (KOICA), Goethe-Institute, World Bank, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), UNESCO, and the French Institute, etc.

The final document-resolution of the international conference 'Upbringing of educated and intellectually advanced generation as the most important condition of sustainable development and modernisation of the country' (Tashkent, 16-17 February 2012) presented specific recommendations for international and donor organisations (operating in the field of education).

## II. Current challenges and needs

### 1. Trends and challenges

As already mentioned, the unified policy for education is detailed in the National Programme for Personnel Training, which reinforces the multi-level higher education system and identifies the specific areas which are critical for the new system to become fully operational.

For the reform period since 1997, the following target programmes were developed and are now being implemented: training, retraining and upgrading of pedagogical staff; support for talented youth; management of the education system; intellectual and moral development, cultural and social life of students; quality control and competitiveness of personnel; interaction between education, science and industry; maintenance of the educational process and scientific research.

Higher education in Uzbekistan is currently characterised by the continuation of the reform process and further implementation of the National Programme for Personnel Training. This is being done by redirecting the system in line with experience, labour market development and real social-economic conditions. All necessary legal, personnel, scientific-methodological and financial conditions are in place, ensuring the development of reforms and a coherent education system. Structural reforms and qualitative modernisation of the content of this system are ongoing.

The State Educational Standards are being developed and introduced, defining new requirements for the quality of training and qualification of graduates. At present the new generation of State Educational Standards are being prepared, with the main focus on the furthering the integration of education with science and production and thorough coordination of HEI activities with the requirements of employer organisations.

Uzbekistan was one of the first countries of the former Soviet Union to introduce a two-level higher education system: Bachelor and Master. Transition to the two-level system started in 1997 when the NPPT was adopted. So far the

State Educational Standards (SES) have been updated for 165 Bachelor areas and for 447 specialities at Master level.

At present, the primary goal in the modernisation of the higher education system is to improve the quality. This can be done through the further development of State Educational Standards, strengthening of assessment and accreditation structures, and through a continuing process of capacity building among university teaching staff.

Considering experience gained from the implementation of the NPPT, developments on the labour market and real social-economic conditions, the following priority areas have been defined for the further development of education system:

- widespread introduction of new information technologies and modern pedagogical methodologies;
- creation of a national computerised educational network to cover HEIs connected to the Internet;
- development of updated teaching materials and provision thereof to the academic lyceums, professional colleges and HEIs;
- upgrading of skills of university teaching staff, especially in the field of engineering (oil, gas, textile, agriculture, civil engineering, automobile industry, etc);
- improvement of forms and methods of prospecting the labour market, analysis of demand for specific specialities of higher education;
- introduction of a quality assurance system.

There is a basis for the introduction of some elements of the Bologna process in Uzbekistan, which will help the country to become part of the worldwide education community, and encourage the expansion of competition in education.

The following actions have been defined by the recently adopted 'President's Decree on Measures for improvement of technical

facilities and resources of higher education institutions and for radically improving the quality of excellence for the period of 2011-2016':

- optimisation of education areas and specialities for training of highly-qualified specialists;
- further improvement of the state educational standards;
- construction, renovation, refurbishment of academic and laboratory buildings, sports facilities and student dormitories;
- creation of scientific-research laboratories.

The final resolution of the international conference 'Upbringing of educated and intellectually advanced generation as the most important condition of sustainable development and modernisation of the country' (Tashkent, 16-17 February 2012) presents the recommendations developed by the participants, in particular related to higher education:

- to create an efficient system of teacher training and continuous upgrading of teachers' skills in accordance with the changes in economy structure and needs of society, enhance the attractiveness of teaching by promoting material and moral incentives;
- to ensure continuity between the curricula of different levels of education, maximum adequacy of training to real life demands;

- to constantly upgrade curricula, textbooks, training materials and teaching methodologies, strengthening training in the fields of natural sciences and engineering in compliance with the international standards, progress in science and technical studies, priorities in institutional and structural reforms as well as the integration of all forms of education;
- to introduce systems of applied training in natural sciences and engineering at all levels with the aim of educating specialists to meet the quickly developing and high-technology labour market,
- to ensure access of teachers and students to ICT in training and information sources, widely introduce e-learning, development of new technological forms and methods of training;
- to enhance the teaching of foreign languages at all levels thus enabling the youth to have better access to information resources and adaptation to international labour market requirements.

The 'President's Decree on Measures for further implementation and development of information communication technologies for the period of 2012-2014' (No 1730 of 21 March 2012) envisages the following actions directly linked to the higher education system: development of the national social networks and other information resources for wide use, enhancement of computer literacy and foreign language skills of public.

## 2. The Bologna Process<sup>1</sup>

### General Information

<b>Level of integration in the Bologna Process</b>		Bologna-Signatory Country
	X	Non Bologna-Signatory Country
		Bologna Process officially embedded in the education system
		Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education
	X	No particular mechanism supporting the implementation of the Bologna Process

### Bologna cycle structure

<b>Level of implementation of a three-cycle structure compliant with the Bologna Process</b>	Another three-cycle structure exists
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Student workload/duration for the most common Bologna programmes			
<b>Bachelor programmes</b>	Another three-cycle structure exists	<b>Master programmes</b>	Another three-cycle structure exists

<b>Bachelor/Master cycle structure models most commonly implemented</b>	Another three-cycle structure exists
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### European Credit Transfer and Accumulation System (ECTS)

<b>Definition of the Learning Outcomes Concept</b>	Learning outcomes are defined in national steering documents and implemented through laws and regulations
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<b>Level of implementation of ECTS</b>	Another credit system
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<b>Indicative number of hours of student workload corresponding to one</b>	Another credit system or student workload not in use to define ECTS
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<sup>1</sup> Source: Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Partner Countries (2012)', A Tempus Study, No 9, April 2012, EACEA, Brussels.

<b>ECTS</b>	
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### ***Bologna Diploma Supplement (DS)***

<b>Level of implementation of the Bologna Diploma Supplement</b>	Another type of Diploma Supplement
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<b>Diploma Supplement issued</b>	Another type of Diploma Supplement
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### ***National Qualifications Framework (NQF)***

<b>Stage towards establishing a National Qualification Framework</b>		Not yet started formally/not foreseen.
		<u>Step 1</u> : Decision taken. Process just started.
	X	<u>Step 2</u> : The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.
		<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
		<u>Step 4</u> : Redesigning the study programmes is ongoing and the process is close to completion.
		<u>Step 5</u> : Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.

### ***Quality Assurance Practices***

<b>National Quality Assurance body</b>				
<b>Name</b>	State Testing Centre under the Cabinet Ministers of the Republic of Uzbekistan			
<b>Status</b>	A Government-dependent body or Ministry has responsibility for quality assurance.			
<b>Year of establishment</b>	1994			
<b>Involvement in external quality assurance process</b>		Decision-making role	Participation	No participation
	Academic staff	X		
	Students			X
	International Experts			X

### ***Recognition of foreign qualifications***

<b>Ratification of the Lisbon Recognition Convention</b>	NO	
<b>Recognition of Foreign Qualifications for academic study</b>	Recognition for academic study by central or regional governmental authorities	
<b>Recognition of Foreign Qualifications for professional employment</b>	Recognition for professional employment by central or regional governmental authorities	

### ***Joint Degrees***

<b>Establishment of joint degrees and programmes in higher education legislation</b>	Joint programmes are allowed in the higher education legislation. Joint degrees are not foreseen in the legislation.
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## III. Participation in EU Programmes

### 1. Tempus

Uzbekistan has participated in the Tempus programme since 1994.

#### 1.1 Statistics

**Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)**

	TEMPUS	TEMPUS	TEMPUS				
	I and II	III	IV				
	1990-1999	2000-2006	2008	2009	2010	2011	2012
<b>Joint Projects</b>	11	26	1	3	3	3	3
<b>Compact Projects</b>	6	0	0	0	0	0	0
<b>Structural &amp; Complementary Measures (Tempus III)</b>	0	14	2	1	0	1	2
<b>Structural Measures (Tempus IV)</b>							
<b>Total</b>	<b>17</b>	<b>40</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)**

Institution	Total	Number of projects	
		JP	SM
<b>BUKHARA STATE UNIVERSITY</b>	<b>5</b>	3	2
<b>TASHKENT STATE TECHNICAL UNIVERSITY</b>	<b>5</b>	3	2
<b>TASHKENT STATE UNIVERSITY OF INFORMATION TECHNOLOGIES</b>	<b>4</b>	2	2
<b>URGANCH STATE UNIVERSITY</b>	<b>4</b>	3	1
<b>KARSHI INSTITUTE OF ENGINEERING AND ECONOMICS</b>	<b>3</b>	2	1
<b>FERGHANA POLYTECHNIC INSTITUTE</b>	<b>3</b>	1	2
<b>SAMARKAND INSTITUTE OF AGRICULTURE</b>	<b>3</b>	3	0
<b>KARAKALPAK STATE UNIVERSITY</b>	<b>3</b>	2	1
<b>NATIONAL UNIVERSITY OF UZBEKISTAN</b>	<b>2</b>	1	1
<b>TASHKENT INSTITUTE OF CHEMICAL TECHNOLOGY</b>	<b>2</b>	2	0

## 1.2 Impact of the Tempus programme

In Uzbekistan Tempus has had a considerable impact on the overall internationalisation process of higher education, being the only programme providing long-term intensive inter-university cooperation and improving the universities' technical infrastructure and computer facilities.

In recent years joint projects for curriculum development have been especially important because of their direct links with the National Programme for Personnel Training (NPPT), and in particular with the introduction of the two-level higher education system.

Tempus projects have supported the development of new curricula and courses for Master and Bachelor programmes, as well as modernisation of the existing curricula, mainly in the fields of engineering and applied technologies, ensuring their relevance to local labour market needs through the direct involvement of enterprises, branch ministries, Chamber of Commerce and Industry and other non-academic organisations.

A considerable impact of Tempus has been recognised in the overall improvement of technical and resource facilities of the higher education institutions by providing modern computer and laboratory equipment.

A number of new and sustainable structures have been established in several universities through Tempus: Quality Assurance Centres at the Tashkent State Agrarian University and at the National University of Uzbekistan, Practical Clinical Skills Training Centre at the Tashkent Medical Academy, Information Technologies Centre and laboratory on computer modelling at the Tashkent Automotive and Road Institute, Technology Transfer Units at the Tashkent Institute of Textile and Light Industry and Namangan Engineering and Economics Institute, entrepreneurship support office at the Tashkent Financial Institute and Andijan Engineering and Economics Institute, training laboratories on information & library science in Tashkent Institute of Culture and Tashkent University of IT.

Training of highly-qualified Master students in the field of land resources management is ensured at the training-research centre established by the Tempus project LAREMA at

the Tashkent Institute of Irrigation and Melioration.

Some projects have demonstrated a number of spin-off effects going beyond the planned activities and outcomes. In the framework of Structural and Complementary Measures and due to the active role of local partners, additional outcomes were achieved: for example, the development of re-training courses for university management staff has led to the introduction of a new Master programme on university management at the Tashkent State Pedagogical University and an optional course in all faculties.

One of the priorities of the Ministry of Higher and Specialised Secondary Education (MHSSE) is the strengthening of relations between universities and enterprises. Tempus has contributed to the establishment of links between HEIs and industry and the non-academic sector of society: a total of over 44 non-academic organisations have been involved in Tempus projects. Due to the direct involvement of representatives of the energy, aviation, automotive, food, light and chemical industries as well the Chamber of Commerce and Industry, and other branch ministries in projects, the partnerships between HEIs and the local enterprises have been strengthened.

Several ministries, industries and various institutions have shown a great deal of interest in the graduates trained through Tempus projects, as demonstrated by the high demand for students freshly graduated from the new Master programme on food safety, developed through a Tempus project. The project provided two unique training laboratories for Master students, and also facilitated the upgrading of specialists from partner enterprises.

Twelve new courses, new training materials and textbooks, courses on computer modelling for university teachers and industry representatives have been developed in two HEIs of Tashkent and Djizzakh in cooperation with the partners from Sweden and Italy.

A considerable number of Tempus projects have been implemented in the field of university management. For example, the information management system established in the National University of Uzbekistan was extended to another eight universities in Tashkent, Bukhara and Gulistan. Seven university management projects have contributed to fostering the

development of international cooperation through the establishment of international relations departments in different regions of the country.

Three Tempus projects have provided support in strengthening the links between different levels of education, in particularly with secondary specialised vocational education. Training centres at the Tashkent Pedagogical University and the Ferghana State University provide upgrading and re-training courses for the teaching staff of professional colleges and academic lyceums. Upon graduation both centres award the trainees certificates recognised by the MHSSE.

Overall, the Tempus programme has considerably contributed to the improvement of higher education quality. Since 2004 quality assurance has been a continuing national priority for Tempus in Uzbekistan, and this has led to the implementation of six projects in this field, providing support to Uzbek universities to improve university quality management systems through the development of e-resource management methodologies, the development of qualification requirements for technical specialities, a concept for quality assurance in agrarian higher education and capacity building for student independent learning.

The higher education institutions located in various regions of the country have greatly benefited from Tempus projects, as this cooperation has helped them to build links with European partners as well as with other universities within Uzbekistan. For instance, five agricultural universities based in Tashkent, Andijan and Samarkand worked together on agricultural economics, ecology, water resources management and agrarian management. In the framework of two consecutive Structural Measures, six universities throughout the country have successfully implemented an internal quality assurance system and enhanced specific

strategy on research-science-enterprise cooperation.

Regional cooperation in higher education has also been boosted: six successful projects in Energy, Water Resource Management, Social Economics and Tourism, Food Safety, Agrarian Management have been successfully implemented together with universities and non-academic organisations from Ukraine, Russia, Kyrgyzstan, Kazakhstan and Turkmenistan.

The Tempus projects currently provides support to strengthen cooperation within Central Asia and other partner-countries. 13 out of 14 Tempus IV projects are multi-country projects involving 24 Uzbek HEIs and over 110 universities from 10 partner-countries and 22 EU Member-States.

Cooperation with the European universities provides continuing awareness of developments within the Bologna process and about promoting its principles. Teachers and students recognise the importance of an alignment with Bologna and its crucial role in international cooperation.

As a partnership programme where all partners have equal rights and benefit from the same processes, Tempus is an instrument which builds strong international partnerships. When Tempus funding is over, the links between Uzbekistan universities and European partners are sustained through academic exchanges, joint publications, participation in projects and events and scientific collaboration.

The Ministry of Higher and Specialised Secondary Education has recognised the considerable impact of the Tempus programme on the overall modernisation process, including on the improvement of university facilities, the installation of modern computer and laboratory equipment, and the development of modern teaching materials and textbooks.

## 2. Erasmus Mundus

The objective of the Erasmus Mundus programme is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

### Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering EU-funded scholarships or fellowships to students and scholars.

### Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical 'lot' on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, doctorate, post-doctorate and for academic staff.

### Action 3 – Erasmus Mundus Attractiveness projects

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

*More information:*

[http://eacea.ec.europa.eu/erasmus\\_mundus/results\\_compendia/selected\\_projects\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php)

## Number of students/staff participating in the programme

### Erasmus Mundus – Joint degrees (Action 1)

	2005	2006	2007	2008	2009	2010	2011	2012
<b>Students</b>	1	9	5	6	10	3	1	1
<b>Scholars</b>	-	-	1	-	2	NA	NA	NA
<b>Fellows</b>	-	-	-	-	-	0	0	1

*Nationals of the country participated in the programme for the first time in 2005-2006 (students) and in 2007-2008 (scholars).*

## Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

	Undergraduate	Master	Doctorate	Post-doctorate	Staff	Total
<b>2007</b>	15	10	9	6	11	<b>51</b>
<b>2008</b>	16	15	16	4	12	<b>63</b>
<b>2009</b>	7	11	12	7	9	<b>46</b>
<b>2010*</b>	32	36	26	13	30	<b>137</b>
<b>2011*</b>	37	42	32	9	26	<b>146</b>

## Institutions participating in the programme up to and including 2011

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
<b>Bukhara State University</b>		X	
<b>Karakalpak State University Named After Berdakh</b>		X	
<b>Karshi Engineering-Economic Institute</b>		X	
<b>Namangan Engineering And Economical Institute</b>		X	
<b>Namangan Engineering Pedagogical Institute</b>		X	
<b>National University Of Uzbekistan Named After Mirzo Ulugbek</b>		X	
<b>Navoi Davlat Konchilik Instituti</b>		X	
<b>Samarkand Agricultural Institute</b>		X	
<b>Smarkand State University Named After Alisher Navoi</b>		X	
<b>Tashkent Chemical-Technology Institute</b>		X	
<b>Tashkent Institute Of Irrigation And Melioration</b>		X	
<b>Tashkent State Technical University Named After Abu Raikhan Beruni</b>		X	
<b>Tashkent State University Of Economy</b>		X	

<b>Tashkent University Of Information Technologies</b>		X	
<b>The Tashkent Pediatric Medical Institute</b>		X	
<b>Urgench State University</b>		X	
<b>Westminster International University In Tashkent (Wiut)</b>		X	

## IV. Bibliographical references and websites

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- '*UNDP Human Development Report 2007/2008*'
- '*Higher education in Central Asia: The Challenges of Modernization*', World Bank Report (2007)
- '*Higher Education: collection of legal and methodical documents*' (Tashkent, 2007)

- Decree of the Cabinet of Ministers of the Republic of Uzbekistan № 118 'Decree on admission to HEIs...' (18 June 2010) Decree of the President of the Republic of Uzbekistan № 1533 'Decree on measures to improve technical facilities and resources of higher education institutions, and radically improve the quality of excellence for the period of 2011-2016' (20 May 2011)
- The final document-resolution of the international conference 'Upbringing of educated and intellectually advanced generation as the most important condition of sustainable development and modernisation of the country' (Tashkent, 16-17 February 2012): <http://www.educonf.uz/>
- Decree of the President of the Republic of Uzbekistan № 1730 'Decree on measures to further introduction and development of modern information and communication technologies for the period of 2012-2014' (21 March 2012)
- Official web site of the Government of the Republic of Uzbekistan: [www.gov.uz](http://www.gov.uz)
- Official web site of the Ministry of Higher Education and Secondary Specialised Education of the Republic of Uzbekistan: <http://www.edu.uz>
- Official web site of the 'KAMOLOT' Youth Movement: [www.kamolot.uz](http://www.kamolot.uz)
- Official web site of the Information-Educational Network 'ZiyoNet': [www.ziynet.uz](http://www.ziynet.uz)
- Official web site of the 'Fund Forum UZ': [www.fondforum.uz](http://www.fondforum.uz)
- Official web site of the Presidential Fond 'Istedod': <http://istedod.uz/?page&pid=0&lang=3>
- Official web site of the Westminster International University in Tashkent (WIUT): [www.wiut.uz](http://www.wiut.uz)

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