



**ACCESSIBILITY AND HARMONIZATION OF HIGHER EDUCATION IN  
CENTRAL ASIA THROUGH CURRICULUM MODERNIZATION AND  
DEVELOPMENT**

**Project № 561553-EPP-1-2015-1-BG-EPPKA2-CBHE-JP**

**ERASMUS+ Programme**

**KA2 - Capacity-building in the Field of Higher Education 2015**

**Coordinated by Burgas Free University**

**DEV. 2.6 – ACADEMICA Modernised Curricula Piloting –  
SUMMARY REPORT**



Co-funded by the  
Erasmus+ Programme  
of the European Union

*This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

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<b>Contributes provided by</b>	All partners
<b>Work Package N° and Title</b>	WP2 - Development
<b>Deliverable N° and Title</b>	DEV. 2.6 ACADEMICA Modernised Curricula Piloting – SUMMARY REPORT
<b>Dissemination Level</b>	International
<b>Deliverable target Group</b>	HE Institutions in EU and Kazakhstan, Uzbekistan and Turkmenistan, educational authorities on all levels, University and professional networks, EACEA and commission services and project reviewers, and any other actors of the educational sector as well as all interested parties.
<b>Language</b>	EN, RU

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## 1. Introduction

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The Kazakhstan, Uzbekistan and Turkmenistan curricula modernisation was implemented after the end of the experimentation with the ACADEMICA e-course (Phase I and II) and it developed throughout two Academic Semesters between September 2017 and June 2018. The aim of the modernisation phase was to get a formal approval at institutional and national level and make the courses available for their students.

Based on the two international reports drafted after both Semesters, we have prepared a Summary Report drawing the main results and conclusions of this crucial stage of the ACADEMICA project. Focussing on the national results of the three countries involved, this report represents an important picture of a significant part of Central Asia.

Primary data at international level (Winter (1<sup>st</sup>) Semester and Summer (2<sup>nd</sup>) Semester) and national level and a more specific picture of each single country can be found on ACADEMICA website, where all the reports are published. In particular:

- **Deliverable 2.6 ACADEMICA Modernised Curricula Piloting Report - Part I** is related to the Winter Semester piloting

- **Deliverable 2.6 ACADEMICA Modernised Curricula Piloting Report - Part II** is related to the Summer Semester piloting

These reports are published together with this summary on the ACADEMICA website, section “Outcomes” - WP2 ACADEMICA Training Path Development (<http://www.academicaproject.eu/en/outcomes>).

## 2. Modernized Courses: numbers, teaching methods and tools, delivery and updating

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The institutions involved in the modernization of the courses throughout the two Semesters were 4 in Kazakhstan and 2 both in Uzbekistan and in Turkmenistan. These numbers are pivotal in understanding the balance among more specific data related to the number of participants and the numbers of modernised courses in the three CA countries.

When considering the overall sample of the modernised courses within the entire Academic year we have: **125 modernised courses** and **1330 students involved in these courses**. Looking at this data and at the numbers reached at national level, we can say with certainty that almost all the thresholds have been reached and in some cases also substantially exceeded. In the Table 1 below we can observe both the minimum number expected - consisting in 5 curricula modernised in each institution - and the courses actually modernised throughout the entire Academic year.

Countries	Modernised curricula minimum number	Modernised curricula actual number
KZ	20	81
UZ	10	34
TM	10	12

**Table 1: Minimum number of modernized courses expected and actual number reached in each country**

Regarding the students attending the modernised courses, the minimum number was 15 students per each modernised curriculum. Considering this, in Table 2 we can compare the numbers expected and the actual numbers reached.

Countries	Minimum number of students	Actual number of students
KZ	300	990
UZ	150	220
TM	150	120

**Table 2: Minimum number of students expected and actual number of students involved in the modernized courses**

A great achievement was related to the degree of approval of the modernised curricula. All of them were approved both at institutional and national levels.

Considering the teaching methods, the most used teaching approach in all the involved countries is the face-to-face lesson. In some cases, as in Uzbekistan, this happens because students must attend all the classes for their courses and they also receive a government grant for that. This notwithstanding Uzbekistan and Kazakhstan used also technology-enhanced classes mostly in the form of blended courses. Only Kazakhstan used also pure distance classes delivered through an e-learning platform.

The solutions and means adopted by the 3 countries in order to modernize their courses were mostly presentations, lecture notes and multimedia lessons as the following table shows.

Tools of modernization	KZ	UZ	TM
Lecture notes	79	22	12
Multimedia lessons	75	10	12
Presentations	84	30	12
Video lectures	52	12	7
Case studies	44	18	7

**Table 3: Tools used to modernize courses**

Regarding the range of modernization in each institution of the 3 countries involved, the process and dynamics differs from a country to another. Data from Kazakhstan and

Uzbekistan show that the volume of modernization of selected courses stands on average between 30% and 60%.

In relation to the electronic resources used in the process of modernization, the table below gives an overview of all the resources and their use in each country.

Electronic resources	KZ	UZ	TM
Discussion	66	21	0
Assignments	68	16	0
Collaborative space	47	12	0
Wikis	31	0	6
Quizzes	53	20	1

**Table 4: Electronic resources used in the process of modernization in each country**

Concerning this last result, the situation differs substantially among the CA countries. Kazakhstan highlighted that the rapid updating and development of ICT creates the problem for teachers choosing adequate tools for optimizing the teaching of specific disciplines. One of the selection criteria is based on the analysis of the didactic properties of ICTs and the deduction of corresponding didactic functions from them. In Uzbekistan both institutions don't use Wikis resources, because Wiki doesn't have a lot of information in native language of Uzbekistan for specialties involved in the project. In Turkmenistan this result shows that the online learning technologies have not been used before and the teachers know little about it.

The use of VLEs in the involved countries is quite differentiated and depends also on the level of availability and accessibility of technology-enhanced teaching and learning. In Kazakhstan, where online learning is more widespread, each university uses its VLE. In Uzbekistan there is a Moodle-based VLE used in the educational process. It is implemented and methodologically supported by the department of "The center of Implementation of electronic education" under the Ministry of Higher and Secondary Specialized Education. Besides, all institutions have the same centers that technically support VLE and methodologically support teachers. In the Turkmen institutions the presence in both institutes of virtual laboratories created with the support of the ACADEMICA project is considered a basic condition for the modernization of the entire education system.

Regarding the establishment of the ACADEMICA laboratory in the institutions of the different countries, in Kazakhstan, private universities MUIT and KUAM were the first of the partner universities that opened ACADEMICA laboratory. Unlike private higher education institutions, the state organization of higher education when purchasing equipment undergoes a state procurement procedure or a price proposal (3 offers from different organizations), which led to a significant delay in the opening of the ACADEMICA laboratory at KSPI (September 2017) and KokSU (November 2017). In the Uzbek institutions have established a special laboratory with the equipment of the project ACADEMICA and it is used for teaching of all face-to-face classes of lecturers in the frame of the project. In Turkmenistan laboratories will be a great step towards the modernization of both teaching methods and the availability of teaching materials for students, contributing also to improve the quality of multimedia material.

### 3. Conclusions

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In conclusion, we can state that the ACADEMICA experimentation phase led to satisfactory results and that in some cases they significantly exceeded the thresholds established. Of course important differences among the countries exist, however, it is important to affirm that ACADEMICA project supported all of them in their path of modernization of higher education curricula. As in the case of Turkmenistan, the project helped to lay the foundations of this process which is just at its initial stage, and in the case of Uzbekistan and Turkmenistan, to further improve a process that had already started in some way.

The volume of courses modernization demonstrates the stable improvement of the motivation of teachers and students into using new technologies in their disciplines connected with their specialties. All the countries involved see technology-enhanced learning and distance learning as a great opportunity and they aim to strengthen its role in the national higher education system. They understand that this practice needs to be implemented at different levels: starting from planning the educational process and ending with the use of ICT-based approaches within the classes. In general terms, the three countries perceive as vitally important to develop a digital agenda for Higher Education and they need a coordination and a unified approach on the use of VLE for instance.

Finally, all of them stated that they are willing to bring in significant developments in their Higher Education modernization starting from the ACADEMICA experience, which represents a great achievement for the project itself.