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## **THE PROJECT RESULTS' SUSTAINABILITY PLAN (D4.3)**

elaborated in the frame of the project  
"Development of Higher Education Content Aimed to Support  
Industries for Sustainable Production of Qualitative Agri-food"  
(AgroDev)

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## List of Abbreviations

AKIS	Agricultural Knowledge Information Services
CA	Central Asia
DAAD	Deutscher Akademischer Austauschdienst
GIZ	Gesellschaft für International Zusammenarbeit
GSP	General Scheme of Preferences
HEI	Higher Education Institution
HWI	Hilfswerk International, Austria
JICA	Japan International Cooperation Agency
KNAU	Kyrgyz National Agricultural University named after K.I. Skryabin
KOICA	Korea International Cooperation Agency
LBTU	Latvia University of Life Sciences and Technologies, Latvia
LNU	Linnaeus University, Sweden
Ltd	Limited liability company
MoC	Memorandum of Cooperation
NSU	Naryn State University named after S. Naamatov
NWG	National Working Group
SBTSEU	Samarkand Branch of Tashkent State Economics University
SO	Specific objective
TICA	Thailand International Cooperation Agency
TSAU	Tashkent State Agrarian University
UAK	University of Agriculture in Krakow, Poland
JICA	Japan International Cooperation Agency
TICA	Thai International Cooperation Agency
GIZ	Gesellschaft für Internationale Zusammenarbeit
KOICA	Korea International Cooperation Agency

## I. INTRODUCTION

The sustainability plan has been elaborated within the EU Erasmus+ Programme funded project "**Development of Higher Education Content Aimed to Support Industries for Sustainable Production of Qualitative Agri-food**" (further named – AgroDev) and is being in implementation of the consortium of Uzbekistan's, Kyrgyzstan's and European Union universities, as well public and private sector partners from Central Asia and Austria. The project takes place from 15 January 2021 to 14 January 2024.

The sustainability plan aims at identifying:

- a) the results to be sustained,
- b) the actions and resources required to ensure sustainability,
- c) the responsible organisations or persons as well as external stakeholders, which should be involved, such as higher education institutions (HEIs), teaching staff, state stakeholders, business organisations, etc.,
- d) the timeframe and deadlines for the realisation of the predefined measures.

Concrete short-term and long-term measures to ensure the sustainability of the project outcomes are defined.

The sustainability plan provides an overview of the accomplished results and the indicators used to measure the achievements. The plan includes conclusions on how the results meet the identified needs of the involved Central Asia HEIs. These needs were assessed in 2019, and in in-depth analysis carried and completed in 2021. The consortium partners, as well as the associated partners have been actively participating in the elaboration of the sustainability plan, which ensures the ownership and accountability for the results.

### **OBJECTIVES and PILLARS of the AgroDev project:**

#### **Overall aim:**

To modernise agro-industry related higher education thus promoting implementation and effective management of sustainable agro-food production systems in Kyrgyzstan and Uzbekistan.

#### **Specific objectives (SO):**

- SO1. To modernise agro-food production related study programmes in 4 Central Asia universities.
- SO2. To promote availability of knowledgeable and skilful specialists for the agro-food production industry.
- SO3. To develop the capacity of academic staff.
- SO4. To improve the study environment.
- SO5. To strengthen links among universities and the agro-food production industry.
- SO6. To enhance networking among Central Asia's and EU's higher education institutions.

Specific objectives were set considering overall aim and need to create study environment which **pillars** are:

- 1) qualitative study content, developed using the latest scientifically justified knowledge,
- 2) highly knowledgeable and skilful academic staff, following the latest scientific developments and using effective pedagogic methods,
- 3) productive and mutually complementary collaboration with relevant industries, where knowledge flows both directions,
- 4) qualitative study environment, ensuring access to laboratories and study literature,
- 5) assessment of study performance and permanent development of performance, and
- 6) openness to collaboration across borders.

## **CONSORTIUM PARTNERS:**

### **Universities of Kyrgyzstan and Uzbekistan:**

- Naryn State University named after S. Naamatov (NSU)
- Kyrgyz National Agricultural University named after K.I. Skryabin (KNAU)
- Tashkent State Agrarian University (TSAU)
- Samarkand Branch of Tashkent State Economics University (SBTSEU)

### **Universities and other partners in the European Union:**

- Latvia University of Life Sciences and Technologies, Latvia (LBTU)
- University of Agriculture in Krakow, Poland (UAK)
- Linnaeus University, Sweden (LNU)
- Hilfswerk International, Austria (HWI)

### **Associated partners:**

- Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan (MEDU)
- Agribusiness Association of Uzbekistan (AgroA)
- Centre for Agro-Information-Innovation of Uzbekistan (AgroAIM)
- Council of Farmers, Farmers and Owners of Household Lands of Uzbekistan: Ltd. "Maroqand Meva-Sabzavot"; Ltd. "Agromir"
- Ministry of Agriculture of the Republic of Uzbekistan (MARU)
- Agricultural cooperative "Shamshy-Ata" in the Kyrgyz Republic
- Ministry of Agriculture of the Kyrgyz Republic
- Association for the development of the Agro-Industrial Complex in the Kyrgyz Republic
- Association of dairy farming "Kyrgyz sut" in the Kyrgyz Republic
- Agro-holding Atalyk Group in the Kyrgyz Republic
- Association of fruit and vegetable enterprises of Kyrgyzstan

## **II. RESULTS OF THE PROJECT**

The sustainability plan is aiming to ensure sustainability of the results created and achieved within the project, and results arise from outcomes and outputs to be produced till the end of the project. The plan is divided into two periods: 1) short term plan for 3 years period and 2) long term plan for 5 years period.

### **The predefined main outcomes and outputs (as in the Grant Agreement) are as following:**

- **WP1.** The joint report – overview of finding, recommendations on what must be done to improve higher education content. 2 national workshops were held, at least 60 stakeholders participated.
- **WP2.** 6 study programmes modernised. Study materials elaborated.
- **WP3.** 5 study visits were held, at least 24 CA universities teachers participated, training of teachers provided, and at least 48 teachers' professional competencies increased. 4 sets of laboratory equipment (70 units) and 4 sets of study literature (about 30 books each) delivered to CA HEIs.
- **WP4.** Modernised study programmes' quality assurance methodology.
- **WP5.** Pilot studies provided for 6 groups, at least 220 students participated.
- **WP6.** 2 national and 1 international event with participation of academic-business-public stakeholders organised, at least 120 participants participated.

## II.a Joint project results to be sustained and their measuring indicators, according to the agreement of the consortium

The actual results achieved are provided in the table below.

No.	Achieved Results (R)	Measurable indicators (MI)
1.	<b>R1 Modernised agro-food production related study programmes at 4 Central Asia universities.</b>	<p>As of autumn 2022, the content of 6 bachelor level curricula and teaching and learning materials, meeting the needs defined in the joint report and national workshops (WP1) and the defined quality criteria in the provided quality assurance methodology &amp; quality assessment and monitoring plan (WP4), available on regular basis at 4 CA higher education institutions, has been modernised.</p> <p>Specific weight of modernised content in comparison to total volume of the professional disciplines in each curriculum is as following:  27 % of P2 NSU curricula "Technology of production and processing of agricultural products"  28 % of P3 KNAU curricula "Zootechnics"  27 % of KNAU curricula "Technology of production and processing of agricultural products"  6 % of KNAU curricula "Agronomic science"  42 % of P4 SBTSEU curricula "Agribusiness and investment activities"  43% of P5 TSAU curricula "Technology of production and processing of agricultural products".</p>
2.	<b>R2 Increased number of knowledgeable and skilful specialists prepared for the agro-food production industry.</b>	<p>The pilot studies (WP5) in Uzbekistan's universities SBTSEU and TSAU were realised in autumn 2022, in Kyrgyzstan's universities the pilot studies were conducted in spring 2023.</p> <p>P2 - NSU has involved 24 students (16 female and 8 male) (4 more than initially planned), of which 18 are from remote areas.</p> <p>P3 - KNAU has involved 104 students (50 female and 54 male) (4 more than initially planned).</p> <p>P4 – SBTSEU has involved 104 students (61 bachelor level (as planned) + 43 master level students (40 female and 64 male).</p> <p>P5 – TSAU has involved 42 students (24 male and 18 female) in the pilot studies.</p>
3.	<b>R3 Capacity of academic staff increased at 4 Central Asia universities.</b>	<p>Initially it was planned that the capacity of universities' will be increased after having participated in 5 study visits in two periods and additional training for teaching staff (WP5). The performance of those teachers has been assessed and valued by students and external stakeholders as "highly professional and relevant to the needs of economy".</p> <p>Compared to the target planned - 24 teachers in total (6 per HEI) have participated in the <b>study visits</b>:</p> <p>P2 - NSU - 6 teachers (3 females and 3 male) in the 1<sup>st</sup> study visit and 6 teachers (3 female and 3 male) in the 2<sup>nd</sup> study visit.</p> <p>P3 – KNAU – 6 teachers (5 female &amp; 1 male) in the 1<sup>st</sup> study visit and 6 teachers (4 female and 2 male) in the 2<sup>nd</sup> study visit.</p> <p>P4 – SBTSEU - 6 teachers (2 female &amp; 4 male) in the 1<sup>st</sup> study visit and 6 teachers (3 female &amp; 3 male) in the 2<sup>nd</sup> study visit.</p> <p>P5 - TSAU – 6 teachers (all male) in the 1<sup>st</sup> study visit and 5 teachers (all male) in the 2<sup>nd</sup> study visit.</p> <p>The planned target of P2 – 10, P3 – 12, P4 - 14, P5 – 12 regarding the teachers</p>

		<p>training has been overachieved as of end of the reporting period:</p> <p>Total number of teachers participated in <b>Teaching methodology training</b>:</p> <p>P2 – NSU – 10 participants (4 female &amp; 6 male)</p> <p>P3 – KNAU – 12 teachers (7 female &amp; 5 male)</p> <p>P4 – SBTSEU – 14 teachers (4 female &amp; 10 male)</p> <p>P5 – TSAU – 12 teachers (all male)</p> <p>Number of teachers who completed the whole teaching methodology training course amounts to 48.</p> <p>Teachers participated in <b>Thematic trainings</b>:</p> <p>P2 – NSU – 15 teachers</p> <p>P3 – KNAU – 15 teachers</p> <p>P4 – SBTSEU – 19 teachers</p> <p>P5 – TSAU – 20 teachers</p> <p>Number of teachers who completed the whole training in study subject course amounts to 69.</p>
4.	<b>R4 The study environment in 4 Central Asia universities improved.</b>	<p>New study laboratories created, sets of literature are acquired and are available for academic staff and students, modern learning teaching methods acquired &amp; tools used in each involved CA universities.</p> <p>As of the end of the 1<sup>st</sup> reporting period, two sets of laboratory equipment (P4 SBTSEU and P5 TSAU) and 1 set of literature (2 NSU) have been acquired. It is planned to complete procurements of the equipment for P2 NSU and P3 KNAU by the end of 2022 and books - till the beginning of January 2023.</p>
5.	<b>R5 Links and cooperation among universities and agro-food production industry are strengthened.</b>	<p>Cooperation of different sectors local stakeholders was launched – several joint events for universities and food production industries have been conducted.</p> <p><b>T1.5 National academic-industry-public authorities’ workshops</b> have been implemented already with the following number of participants:</p> <p>P2 – NSU – 31 participants</p> <p>P3 – KNAU – 35 participants</p> <p>P4 – SBTSEU – 39 participants</p> <p>P5 – TSAU – 12 participants.</p> <p><b>Total number: 117 participants.</b></p> <p><b>T3.5 Field trainings</b> have been implemented already with the following number of participants:</p> <p>P2 – NSU – 16 participants</p> <p>P3 – KNAU – 10 participants</p> <p>P4 – SBTSEU – 22 participants</p> <p>P5 – TSAU – 20 participants.</p> <p>Number of teachers who completed the whole field training course amounts to 68.</p> <p>Additionally, NSU organised a Forum “Competence-based approach to professional education”. In total 57 participants (university’s staff, representatives of agro-food production industry took part (19 female, 38 male). Memorandum of Cooperation (MoC) were signed with several companies.</p> <p><b>T6.5 National seminars</b> have been implemented with the following number of participants:</p> <p>P2 – NSU – 19 participants</p> <p>P3 – KNAU – 29 participants</p> <p>P4 – SBTSEU – 29 participants</p> <p>P5 – TSAU – 39 participants.</p>

		<p><b>Total number: 116 participants.</b></p> <p>In addition, P4 (SBTSEU) organised 7 joint events for HEIs, enterprises and public authorities, in which 34 internal staff, 6 public authorities, 15 enterprises participated.</p> <p>Further initiatives, such as the new cooperation between HEIs and industries in the frame of the meetings of the National Technical Groups on the formation of the institutional pre-conditions of introduction of Global GAP are planned.</p>
6.	<p><b>R6 The networking among Central Asia's and EU's higher education institutions is enhanced.</b></p>	<p>New common initiatives in the field of education and research have been launched among involved CA and EU universities:</p> <ul style="list-style-type: none"> <li>• The cooperation between NSU &amp; KNAU and UAK on the research on the development of pasture degradation and pasture management has commenced.</li> <li>• The cooperation between KNAU &amp; LBTU regarding academic mobility for students and academic staff (Key Action 1) is being considered.</li> <li>• In the framework of an agreement with LNU, 11 items of new literature were provided to the SBTSUE library and 39 – to TSAU library for free.</li> <li>• SBTSEU signed a cooperation agreement with Jan Grodek State University in Sanok (Poland).</li> <li>• A multilateral agreement between UAK and the Agrarna company on the one side and TSAU and NSU on the other side was signed in April 2023. The agreement concerns the organization of internships and education of students from Uzbekistan in Poland. The field of study is modern technologies in agricultural production and the organization of quality management systems in primary production and food processing.</li> <li>• In P4 (SBTSEU) 8 foreign teachers are involved in the provision of lectures and practical classes, at least 16 hours each. As part of the project universities' representatives participated in the international scientific and practical conference "Perspective tasks for the development and implementation of innovative technologies in veterinary medicine and animal husbandry " on October 14-15, 2022.</li> </ul> <p><a href="https://telegra.ph/KRAKOV-AGRAR-UNIVERSITETI-Polsha-PROFESSORLARI-UNIVERSITET-%D0%8E%D2%9AUV-ZHARAYONIDA-ISHTIROK-EHTISHMO%D2%9ADA-10-18-4">https://telegra.ph/KRAKOV-AGRAR-UNIVERSITETI-Polsha-PROFESSORLARI-UNIVERSITET-%D0%8E%D2%9AUV-ZHARAYONIDA-ISHTIROK-EHTISHMO%D2%9ADA-10-18-4</a></p> <p><a href="https://telegra.ph/Latviyaning-Tabij-fanlar-va-tehnologiyalar-universiteti-professorlari-%D1%9E%D2%9Buv-zharayonida-10-27">https://telegra.ph/Latviyaning-Tabij-fanlar-va-tehnologiyalar-universiteti-professorlari-%D1%9E%D2%9Buv-zharayonida-10-27</a></p>



## **II. b Additional results achieved and created by Kyrgyzstan's universities and measures to sustain the results**

There are many additional activities implemented during the project, and results achieved having positive impact on the partner universities, quality and relevance of higher education. They are described below in this chapter.

### **Results achieved:**

a) A National Interdepartmental Working Group (NWG) on the formation of preliminary institutional conditions for the implementation of Global G.A.P. into industrial practice in the Kyrgyz Republic has been established at the Ministry of Economy and Finance of the Kyrgyz Republic (KR). The NWG was established in accordance with the Order of the Minister of Economy of the Kyrgyz Republic No. 37 of December 17, 2020. Later the NWG was transferred to the responsibility area of the Ministry of Agriculture. The NWG involves representatives of the relevant state agencies and ministries, the universities, and the private sector. One of the main objectives in the Road Map of the NWG is related to the capacity building of staff, which is one of the main areas of intervention of the universities. NSU and KNAU participate at the meetings of the group. The official registration of the NWG at the Global G.A.P. Secretariat is planned for 2024.

b) A national interpretative interpretation guideline (NIG) has been developed by the NWG and approved at the national level according to the requirements of the Global G.A.P. The specialists, whose capacity has been enhanced by the project, will apply the NIG during the introduction, inspection, and audit of Global G.A.P.

c) A Science Entrepreneurial Platform (SEP) to ensure communication, cooperation and interaction between science and food sector enterprises is working in the KR. The platform brings together food processing enterprises, local experts, technologists, the Academy of Sciences, and laboratories. The platform focuses on the discussion of scientific and technological issues, considering aspects of food safety, including the development of recipes and technologies for food production to increase the product line, improve quality and food safety, as well as reduce the production cost of local food processing enterprises. The main task of the platform is as follows:

- Implementation of international quality and food safety standards (including GAP & Global G.A.P.) into production practices.
- Stimulating cooperation between science and business.
- Enhance interaction between higher and vocational education institutions and enterprises.
- Enhance the competitiveness of higher education institutions by increasing their ability to combine the educational process with the practice of mastering and implementing advanced technologies, techniques, and managerial innovations, generating knowledge, and turning it into capital.

A working group has been established on the basis of the Kyrgyz National Agrarian University named after K.I.Skryabin jointly with the Centre for Quality Management in Agricultural System (Tajikistan) to develop an application for filling in the check lists of Global G.A.P. standard on "Livestock Production" for farmers.

The cooperation between NSU & KNAU and UAK Prof. Piotr Kacorzuk on the research in the field of pasture management has been commenced. Pasture degradation is a recent hurdle for the development of the livestock sector in Kyrgyzstan. Data collection and statistical processing are already being carried out.

A tripartite agreement among NSU, UAK and the Agrarna company was signed. The agreement concerns the organization of internships and education of students from Kyrgyzstan in Poland.

NSU is planning a long-term cooperation with the UAK Prof. Marcin Niemiec regarding the development of an application for funding in the field of processing sheep wool into mats, limiting erosion and limiting water losses in berry crops.

Long-term and sustainable cooperation between extension providing associations and KNAU regarding the provision of capacity building measures, such as training & advisory services in good agricultural practice to farmers has been established.

The cooperation between KNAU & LBTU regarding academic mobility for students and academic staff (Key Action No.1) is being considered.

### **Sustainability measures:**

The results of the project will support the Kyrgyz Republic Food Security and Nutrition Programme. The specialists, who have enhanced their knowledge and skills due to the project and finish the modernised programmes will be able to introduce food safety and sustainable agriculture standards and methods in cooperatives and companies (those who choose to develop their career in the private sector, and to contribute to enabling policy and environment to promote food safety and sustainable agriculture (those who choose to engage in state agencies and ministries) and to further multiply this knowledge and skills (for those who decide to make an academic career and stay at the universities). This will contribute to increased food safety, enhanced health of the population and export potential of the countries. One of the external factors affecting food safety and nutrition (FSN) is the low level of effectiveness of the food safety infrastructure in the Kyrgyz Republic. Internal factors include low agricultural productivity, which negatively affects the volume of domestic agricultural production and causes the low competitiveness of domestic agricultural producers; weak food safety infrastructure, insufficient awareness of citizens about good nutrition, which creates sustainable risks of consumption of low-quality and harmful products for human health.

The programme sets out the main policy requirements for the provision of food security and nutrition, in that the Kyrgyz Republic needs to radically improve its nutritional structure by substantially increasing the proportion of protein- and vitamin-rich foods consumed. For this purpose, it is necessary to stimulate the growth of agricultural production to saturate the domestic market with safe agricultural products. It is necessary to improve access to quality food for all segments of the population. Stringent requirements for food safety and quality must also be in place. The citizens of the country should be informed and oriented towards the consumption of healthy and safe products.

The country's trade and catering system plays an important role in meeting this challenge, as it is this value chain that operates for consumers.

The results of the project will also address the implementation of the Action Plan to ensure the promotion of priority products on the EU market, approved by the Government of the Kyrgyz Republic on 20.10.2018. This Plan includes the following activities: development of educational programmes for SMEs and farmers on the benefits of certification to international standards and their requirements, development of educational programmes (courses at universities) for future experts in food certification and quality control, promotion of consulting and certification services on FSSC, ISO, GLOBAL G.A.P, IFS, Fairtrade standards.

Strategically, the sustainability of the project is conditioned for the Kyrgyz Republic by its membership in the Eurasian Economic Union (EAEU) and the need to implement the Generalised Scheme of Preferences (GSP+) signed by the Kyrgyz government and the EU European Commission in 2018.

### **For the sustainability of the project results, the Kyrgyz partners are planning to:**

1. Establish an advisory centre for agribusiness at the NSU and KNAU. Farmers can receive consulting (standards, food safety), or request training (in KNAU there are already laboratories, which offer analysis to farmers (related to varieties, soil, etc.). The latter can be extended. The main activities of the centre will be:

- Creation of an information base on agro-trading companies and cooperatives, large farming households interested in implementing the Global GAP standard.
- Provision of consulting services and short-term training courses, seminars, webinars, and trainings on the basics of GAP & Global G.A.P., for agri-trade companies and cooperatives, large farming households.
- Creating a video course on completing the Good Agricultural Practice Checklists for farmers.

2. Conduct round tables, institutional meetings, seminars and trainings for farmers and members of the associations interested in application of Global GAP standards and quality. These activities will result in the training of specialists in accordance with the demands and needs of employers.

3. Strengthen the capacity of the manufacturing and processing industry with expertise in implementation and proper compliance with GAP and the Global GAP standard.
4. Promote companies' competitiveness and creation of prerequisites for starting exports to the EU and other countries, considering the opportunities provided under GSP + (GSP+) (General Scheme of Preferences GSP+).
5. Conduct applied case studies and analysis on the implementation and effective application of Global GAP standards in the agricultural sector.
6. Improve the competitiveness of universities for attracting and training students through updated curricula and improved facilities.
7. Train bachelor and master programme students with the knowledge and practical skills to carry out work in the agro-industrial complex to establish modern food quality and safety management systems.
8. Conduct short training courses and trainings on GAP & Global G.A.P. fundamentals, for agro-industrial complexes.
9. Issue state certificates, based on the licence of KNAU obtained from the Ministry of Education and Science of the Kyrgyz Republic to trainees of training courses and trainings.
10. Assess the quality of knowledge and determine the competence of students; for this, tests developed by lecturers of partner universities from Europe and supplemented by the teaching staff of the department and the department of quality of education at KNAU will be used.
11. Use the laboratory facilities updated as part of the AgroDev project for practical classes and pilot tests on extended topics of food safety and quality determination. Research and graduate works of undergraduate, postgraduate, graduate students and teachers will also be carried out.
12. Promote the results of the AgroDev project through mass telecommunication and information systems in Kyrgyzstan, as well as at conferences, seminars, roundtables dedicated to the problems of training a new generation of higher education specialists in the field of quality assurance, food safety.

## **II.c Additional results achieved and created by Uzbekistan's universities and measures to sustain the results**

There are many additional activities implemented during the project, and results achieved having positive impact on the partner universities, quality and relevance of higher education. They are described below in this chapter.

### **Results achieved:**

a) With the active participation and contribution of Uzbek higher education institutions, a mechanism has been developed to promote the introduction of internationally recognized quality standards, including Global G.A.P, Organic, HACCP, etc., as provided for in the Roadmap for the Implementation of the Agricultural Development Strategy of the Republic of Uzbekistan for 2020-2030, which was approved by Presidential Decree No. UP-5853 of 23 October 2019. The Ministry of Agriculture and the Agency "Uzstandard" are responsible for the implementation of the programme. In 2020-2021 all universities were involved in the elaboration of the Road map.

b) Supported by the NPP "Science Enterprise Platform" at Uzstandard and the Ministry of Agriculture to ensure communication, cooperation and collaboration between science and the food sector enterprises. The platform brings together food processors, local experts, technologists, academy of sciences, laboratories. Teachers recruited from SBTSEU involved in the above (Scientific Entrepreneurial Platform).

The main tasks of the platform are:

- Implementing international quality and food safety standards (including GAP & Global G.A.P.) into production practices.
- Stimulating cooperation between science and business.
- Enhancing interaction between higher and vocational education institutions and enterprises.
- Improving the competitiveness of higher education institutions by increasing their ability to combine the educational process with the practice of mastering and implementing advanced technologies, techniques, and managerial innovations, generating knowledge, and turning it into capital.

The platform focuses on discussing scientific and technological issues from a food safety perspective, including the development of recipes and food production technologies to increase the product range, improve quality and food safety, and reduce the production costs of local food processing plants.

In the framework of an agreement with LNU, 11 items of new literature were provided to the SBTSUE library and 39 to TSAU library for free.

A textbook on "Agrarian policy and food security" was written and submitted for publication.

The SBTSEU teacher, Mr. Gayrat Ibragimov, completed his PhD on „Improving the efficiency of economic relations between agro-service enterprises and farms".

The branch professors Mr. Farhod Ahrorov and Mrs. Iroda Baymuradova authored and published two scientific articles on Sweden's experience in higher education management and Latvia's experience in agrotourism, as well the possibilities of their application in Uzbekistan.

SBTSEU signed a cooperation agreement with Jan Grodek State University in Sanok (Poland).

Within the framework of "University-Science-Industry" a cooperation with the Agro-Information-Innovation Centre of Uzbekistan is developed. The introduction of dual education is intended.

A seminar on growing products based on the Global GAP standard was held at the multi-disciplinary farm „LEO GARDEN" of the Tashkent region (July 2022).

A tripartite agreement among TSAU, UAK and the Agrarna company was signed in April 2023. The agreement concerns the organization of internships and education of students from Uzbekistan in Poland. More than 20 students are expected to be involved in the practice.

TSAU hosted a seminar on „Development of high education in Uzbekistan and Kyrgyzstan", the main purpose of which aimed at presenting achievements in food-related industries, as well as identifying the results of modern experience and knowledge.

In September 2023 TSAU professor teacher Mr Musirmon Acholov completed his PhD in „Improving the reproduction of seedlings of the introduced Chinese date and the development of technology for the preparation of candied fruits from its fruits".

UAK professor Marcin Niemiec reviewed the self-report of the doctoral thesis of Mr. Bahtiyor Mirahidov and attended the PhD defence presentation.

### **Sustainability measures:**

a) A "national technical working group" for the development of an integrated standardisation and certification system based on the Global G.A.P. standard has been established and registered, and on the formation of institutional preconditions for the implementation of the Global G.A.P. in the production practices of the Republic of Uzbekistan. The leading body of the technical working group is the Research Institute of Standardization, Metrology, and Certification of the Republic of Uzbekistan. It is planned that the Uzbek partner universities will become members of the Working Group and actively participate in its work.

The project results will support the implementation of the Roadmap for the Agricultural Development Strategy of the Republic of Uzbekistan for 2020-2030 in order to diversify production, improve land and water relations,

create a favourable agribusiness climate and a high added value chain, support the development of cooperative relations, widely introduce market mechanisms and information and communication technologies into the sector, and effectively use scientific achievements and improve human resources capacity.

The project will also result in the implementation of an action plan to increase the export potential of the agricultural sector, increase value-added production, widely implement a certification system based on international standards and develop cooperation mechanisms: organisation of short-term and distance training courses for horticultural and greenhouse specialists, development and distribution of training manuals; creation of an innovative educational centre – AKIS (Agricultural Knowledge and Innovation Systems)

**To ensure sustainability of the project results, the Uzbek partners are planning to:**

1. Conduct regional and international scientific and practical conferences, seminars, round tables, meetings, etc. with specialists from Europe.
2. Strengthen the capacity of the manufacturing and processing industry with expertise in implementation and proper compliance with GAP and the Global GAP standard.
3. Contribute to the competitiveness of companies and create prerequisites to start exporting to the EU and other countries, considering the opportunities provided under GSP+ (GSP+).
4. Improve the competitiveness of universities for attracting and training students, through updated curricula and improved facilities.
5. Train bachelor and master programme students with the knowledge and practical skills to work in the agro-industrial complex to establish modern food quality and safety management systems.
6. Create a database of agro-trading companies and cooperatives, large farms and conclude agreements with them to provide them with training, methodological and advisory services on the overall results of the AgroDev project.
7. Conduct short training courses and trainings on the basics of GAP & Global G.A.P., for employees of large agro-clusters and holdings, large and small farms and dekhans.
8. Conduct annual scientific-practical conferences, round tables, seminars with the participation of the educational sphere, agricultural producers, specialists in food quality and safety. These activities will result in the training of specialists in accordance with the needs and demands of employers.
9. Tests developed by professors from partner universities in Europe and supplemented by faculty members from the department will be used to assess the quality of knowledge and determine the competence of students.
10. Use the laboratory facilities updated as part of the AgroDev project for practical classes and pilot tests on extended topics of food safety and quality determination. Research work by undergraduate, graduate, and postgraduate students and teachers will also be carried out.
11. Promote the results of the AgroDev project through the mass telecommunication and information systems of Uzbekistan, as well as at conferences, seminars and round tables devoted to the problems of training a new generation of higher education specialists in the field of quality assurance and food safety.
12. Produce and promote e-learning (video materials)

Additionally, HEIs must look for synergies and try to strengthen their role and contribution to the implementation of important national strategies and policies.

**Sustainability measures relevant to Uzbekistan and Kyrgyzstan:**

With relevance to sustainability of project results both in Kyrgyzstan and Uzbekistan, HWI facilitates the Central Asia Working Group on promotion of Central Asian agricultural produce (CAWG). CAWG is an informal multi stakeholder platform, involving relevant state authorities, business intermediary organizations, research and educational institutions and agribusinesses companies from four Central Asian countries incl. Uzbekistan and Kyrgyzstan. One of the three main areas of work is the promotion and regional harmonization of food safety, GAP and Global G.A.P.

### III. Planned long term activities to ensure sustainability of the project results in Central Asia 5 years after the end of the project (2024 – 2028)

No	Results achieved	Further long-term quality assurance and sustainability activities	Indicators and sources of verification (values/numbers will be set by each partner at own HEI)	Implementers
1	<b>Modernised agro-food production related study programmes at 4 Central Asia universities.</b>			
1.1	Syllabuses and teaching plans are developed. 6 modernised study programmes with academic content are developed.	<ul style="list-style-type: none"> <li>• Continue to train students on new and modernised content on an ongoing basis. (1.1.A, 1.1.D)</li> <li>• Regularly review and update the content of the developed training modules, especially in relation to information that is subject to change (legislation, standards, etc.) (1.1.B)</li> <li>• The process of reviewing and if necessary, modifying the content of the developed training modules should be carried out jointly within one country. Wherever possible, this should also be done at regional level. (1.1.B)</li> <li>• Develop and implement guidelines for practical work, seminars, and instructions for laboratory work. (1.1.C)</li> <li>• Increase the proportion of practical classes and laboratory work in the curriculum structure. (1.1.F)</li> </ul>	1.1.A: Number of students trained within the modernised curricula (list of students completed the modernised courses) 1.1.B: Number of syllabuses reviews and possible modifications of the content of developed training modules (documentation on introduced changes/improvements) 1.1.C: Specific weight of interactive measures: seminars, practical classes, and laboratory work in the curricula structure (documentation of introduced changes) 1.1.D: Proportion of practical classes and laboratory work in curriculum structure.	Universities of Central Asia
1.2	A set of teaching materials (lectures, presentations, practical works, tests etc.) are developed and disseminated.	<ul style="list-style-type: none"> <li>• Continuously improve training materials by introducing new knowledge gained through the project and getting feedback from students on their use (1.2.A, 1.2.C)</li> <li>• Increase the use of participative learning methods such as discussions, group work, situation analysis and others (1.2.B)</li> <li>• Conduct an annual demonstration of the developed training materials to thematically relevant colleagues who have not previously been exposed to the materials – a demonstration workshop at each involved Central Asia university (1.2.D)</li> </ul>	1.2.A: Improvement of teaching and learning materials (documentation on introduced improvements) 1.2.B: Use of participative learning methods in the study process (documentation on introduced improvements) 1.2.C: Assessment provided by students of the modernised curricula. 1.2.D: Demonstration workshops carried out (documentation of workshops)	Universities of Central Asia
1.3	Modernised study programmes quality assurance methodology (criteria, indicators, tools and mechanisms for measuring quality) is	<ul style="list-style-type: none"> <li>• Gradually implement and annually apply the developed methodology for assessing the quality of modernised curricula. (1.3A)</li> <li>• Regularly review the quality assessment criteria, making improvements as necessary. (1.3.B)</li> </ul>	1.3.A: Application of the assessment criteria and indicators on regular basis (annual documentation on the modernised curricula quality assessment) 1.3.B: Quality assessment criteria (documentation of introduced amendments of the methodology, the methodology)	Universities of Central Asia

	developed and adopted at the involved CA universities.			
<b>2</b>	<b>Increased number of knowledgeable and skilful specialists prepared for the agro-food production industry.</b>			
2.1	The content developed and implemented meets the needs of agricultural enterprises	<ul style="list-style-type: none"> <li>Disseminate the knowledge, skills and experience gained amongst agro-entrepreneurs and farmers, thus encouraging interest in the subject, and fostering cooperation. (1.4.A)</li> <li>Agro-industries and branch associations should continually provide universities with suggestions on the needs of the agribusiness sector regarding the necessary knowledge. (1.4.B, 1.4.C)</li> </ul>	2.1.A: Number and scope of university-entrepreneurs cooperation (agreements signed, joint activities ongoing and implemented) 2.1.B: Number and scope of suggestions received from enterprises, and properly responded in the modernised curricula content (annual reports of the faculties) 2.1.C: Assessment of the content provided by industries (documentation of written or oral feedback)	Universities of Central Asia  Associations  AKIS Samarkand branch
2.2	Additional preconditions have been created to match specialists with the needs of the agro-industrial complex.	<ul style="list-style-type: none"> <li>The skills of the graduates of the programme should contribute positively to the needs of the agro-industrial complex. (2.2.A &amp; 2.2.B)</li> </ul>	2.2A: Number of graduates of the modernized curricula employed in agro-industrial sector (data of the universities on employment of graduates) 2.2B: Feedback of agro-industrial enterprises on knowledge and competence level of employed graduates (written or oral feedback)	Universities of Central Asia
<b>3</b>	<b>Capacity of academic staff is increased at 4 Central Asia universities.</b>			
3.1	The professional level of teachers at the universities involved in Central Asia has been improved.	<ul style="list-style-type: none"> <li>Continue the professional development of teachers, using the training materials received, sources of knowledge indicated by colleagues from European universities, and industry experience. (3.1.A)</li> <li>To organise the exchange of knowledge, information, and experience continuously and regularly among teachers within the university, the faculty, incl. in-house professional development activities and other educational events, incl. those organised by other organisations. (3.1.A, 3.1.B)</li> <li>Include in the criteria for evaluating the work done by teachers and their achievement criteria for participation in educational events and skills development, as well as for sharing knowledge and experience with colleagues. (3.1.C)</li> <li>As far as possible, provide financial incentives (extra pay, bonuses) to teachers for actively improving their own</li> </ul>	3.1.A: Number of teachers participating in the capacity building measures annually (annual reports, data of the respective faculties) 3.1.B: Quality and impact of capacity building measures on academic staff performance (feedback and assessment by teachers and students) 3.1.C: Adaption of evaluation criteria for teachers 3.1.D: Amount of universities' funding assigned for capacity building of teachers (data of the annual financial report) 3.1.F: Public funding attracted by universities for all types of capacity building measures (data of the annual financial report)	Universities of Central Asia

		professional level and sharing their knowledge and experience. (3.1.D) <ul style="list-style-type: none"> <li>• Discuss with government agencies the possibilities of budgeting regular educational activities through public funding. (3.1.F)</li> <li>• Find opportunities to increase mobility opportunities for teachers internationally and regionally. (3.1.D)</li> <li>• Pay more attention to the level of English language skills, organise training for teachers. (3.1.A)</li> <li>• Ensure the professional development and motivation of technical staff in the laboratories. (3.1A)</li> </ul>		
3.2	Field (farm based) training for teaching staff of each respective CA university is conducted.	<ul style="list-style-type: none"> <li>• To organise the launched field trainings on a regular basis to ensure further skills of teaching staff to provide the relevant knowledge and skills to the students by enhanced cooperation between universities and business intermediaries (association of SMEs &amp; consulting companies). (3.2.A, 3.2.B)</li> </ul>	3.2A: Provision of field trainings (data on conducted field trainings – lists of participants, agenda, reports etc.)  3.2B: Quality of field trainings (feedback of participants/trainees: academic staff, students)	Universities of Central Asia  Agribusiness associations  AKIS Samarkand branch Department of Agriculture of Samarkand region
4	<b>The study environment in 4 Central Asia universities is improved.</b>			
4.1	The universities involved in Central Asia have been better equipped - laboratories have been set up and up-to-date teaching materials have been purchased.	<ul style="list-style-type: none"> <li>• Maintenance and utilisation of the acquired equipment and created laboratories.</li> <li>• Include in the annual budget funding for the purchase of laboratory supplies, reagents, maintenance, and proper upkeep of the equipment.</li> <li>• Create a learning environment with accessible computer equipment and permanent, high-speed internet.</li> <li>• Organise practical training sessions for all thematically relevant teachers to learn the capabilities, functions and use of the laboratory equipment purchased.</li> <li>• Familiarise all relevant teachers and students with the new educational literature.</li> </ul>	4.1.A: Universities' budget assigned for maintenance of the developed laboratories (data of annual financial reports) 4.1.B: Overview of productive time of created laboratories (per study year year) 4.1.B: Accessibility and quality of platforms used for remote, and internet-based learning (feedback of students) 4.1.C: Use and relevance of laboratory equipment and literature to the study needs (data on the frequency of use; feedback of users (students and teachers)	Universities of Central Asia
5	<b>• Links and cooperation among universities and the agro-food production industry are strengthened.</b>			



5.1	Cooperation between universities and agribusiness associations has been developed and strengthened and mutual understanding of problems, needs, necessary solutions, and possible forms of cooperation has been obtained.	<ul style="list-style-type: none"> <li>• Agribusinesses and their associations should continually communicate proposals on the needs of the agro industry to universities.</li> <li>• Involve scientists in solving current problems of agricultural producers.</li> <li>• Organise short-term courses on Global G. A. P. for agri-entrepreneurs, thus encouraging their awareness, interest, cooperation.</li> <li>• Invite and include agro entrepreneurs in working groups of universities dealing with training content and research on relevant topics.</li> <li>• Organise permanent internships and field workshops for students (to contact enterprises and promote internships in agribusinesses and the employment of young professionals.</li> <li>• Organise regular guest lectures by advanced agricultural producers and agricultural consultants at universities</li> </ul>	<p>5.1.A: Number of cooperation cases among universities and industries (joint events, internship, joint projects, content modernization, etc.)</p> <p>5.1.B: Number of meetings and number of joint decisions of Scientific-Entrepreneurial Platforms (reports &amp; agenda of SEP meetings)</p> <p>5.1.C: Number of provided guest lectures by industries' representatives (contracts)</p>	<p>Associations of businesses</p> <p>Universities of Central Asia</p> <p>AKIS Samarkand branch Department of Agriculture of Samarkand region</p>
5.2	Strengthened 3-sided cooperation between universities, AKP associations and governmental bodies.	<ul style="list-style-type: none"> <li>• Organise short-term courses on Global G. A. P. and Sustainable Agricultural Practices (GAP) for the staff of the relevant government agencies, thus encouraging their awareness, interest, and cooperation.</li> <li>• Invite and include staff from relevant government agencies in university working groups dealing with teaching content and research on relevant topics.</li> <li>• Encourage the incorporation of the project results in the sections of national strategies that set goals and targets in relation to food quality, safety, and exports.</li> <li>• Join and actively participate in the Scientific Entrepreneurial Platform (STP) for communication, cooperation and collaboration between science and food sector enterprises (Scientific Entrepreneurial Platform) in Kyrgyzstan and identify and use similar platforms in Uzbekistan.</li> </ul>	<p>5.2.A: Number of short-term courses organised by universities on GAP (data of annual reports)</p> <p>5.2.B: Number of external stakeholders involved in setting academic and research contents of the universities (protocols, regulations, minutes of meetings and decisions taken)</p> <p>5.2.C: Participation in the Scientific-Entrepreneurial Platform (number of joint activities and number of activities done on request of industries (e.g., master thesis, internships, new products)</p>	<p>Associations of businesses</p> <p>Government structures</p> <p>Universities of Central Asia</p> <p>AKIS Samarkand branch Department of Agriculture of Samarkand region</p>
6	<b>The networking among Central Asia's and EU's higher education institutions is enhanced.</b>			
6.1	Cooperation between Central Asia and EU universities, as well as	<ul style="list-style-type: none"> <li>• Central Asia universities shall identify promising directions and further needs for the development of higher education curricula.</li> </ul>	6.1.A: Number of new projects and other initiatives among involved Central Asia universities (reports)	Universities of Central Asia

	between EU universities and associations of Central Asia enterprises, is well developed.	<ul style="list-style-type: none"> <li>Central Asia universities will create concepts for promising directions and discuss with European Union partners.</li> <li>Prioritise the development of new projects for submission to Erasmus+ calls for proposals.</li> <li>Seek opportunities for academics from the universities involved in Central Asia and the European Union.</li> </ul>	6.1.B: Number of new projects and other initiatives among involved Central Asia universities and EU universities (reports)	EU Universities Other EU partners  Agribusiness associations
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#### IV. Planned short-term activities to ensure sustainability of the project results in Central Asia

The plan is designed for the period until the end of 2026. **The activities are structured in three blocks: 1) knowledge, 2) funding, and 3) cooperation and interaction.**

No	Activities, split per blocks	Actors involved; organisations involved	Indicators (values/numbers will be set by each partner at own HEI)	Sources of verification	Execution period
<b>1</b>	<b>Knowledge</b>				
1.1	To organise short courses, knowledge, and experience exchange seminars for teachers to improve their professional level and qualifications within each respective CA university.	Faculty members of CA universities within their university	<ul style="list-style-type: none"> <li>Number of teachers participating in the capacity building measures annually.</li> <li>Impact of capacity building measures on academic staff performance</li> <li>Amount of universities' funding assigned for capacity building of teachers.</li> <li>Public and private funding attracted by universities for all types of capacity building measures</li> </ul>	<ul style="list-style-type: none"> <li>Annual financial and activity reports of the respective faculties and universities</li> <li>Written feedback and assessment by teachers and students</li> </ul>	2024-2026
1.2	Organise long-term courses, seminars to share knowledge and experience between CA universities and consulting companies.	Faculty members of CA universities  Experts from consultancy companies	<ul style="list-style-type: none"> <li>Number of teachers participating in the long-term capacity building measures annually</li> <li>Impact of capacity building measures on academic staff performance</li> <li>Amount of public and private funding attracted by universities or provided by external stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Annual financial and activity reports of the respective faculties and universities</li> <li>Written feedback and assessment by teachers and students</li> </ul>	2024-2026
1.3	Universities in Central Asia to organise training for	Faculty members of CA universities	<ul style="list-style-type: none"> <li>Number and duration (hours) of training courses organised annually.</li> </ul>	<ul style="list-style-type: none"> <li>Annual activity reports of the respective faculties and universities</li> </ul>	2024-2026

	agribusiness professionals from cooperatives and farmers/producers.	Agribusiness associations and their members - businesses	<ul style="list-style-type: none"> <li>Number of agribusiness professionals trained annually.</li> </ul>	<ul style="list-style-type: none"> <li>Written feedback on quality and relevance from persons trained</li> </ul>	
1.4	CA universities to exchange knowledge and share training materials.	CA universities	<ul style="list-style-type: none"> <li>Number of cross-university events organised annually.</li> <li>Number of teachers who have acquired new knowledge and got access to materials, annually</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of the events: lists of participants, agendas, presentations</li> <li>Written feedback of teachers on relevance and appropriateness of knowledge and materials shared and exchanged</li> </ul>	2024-2026
1.5	Universities in Central Asia to identify promising areas and further needs for the development of higher education curricula, compile a list of thematic interests, and needs and send it to EU universities for consideration and to find opportunities for cooperation.	CA universities	<ul style="list-style-type: none"> <li>Number of joint initiatives started among CA and EU universities at each respective study year.</li> <li>Number of thematic areas covered.</li> <li>Relevance of new initiatives to the regional/national socio-economic development targets and needs</li> </ul>	<ul style="list-style-type: none"> <li>Annual activity reports of the respective faculties and universities</li> </ul>	2024-2026
1.6	Organise exchange of teachers between CA universities.	CA universities	<ul style="list-style-type: none"> <li>Number of teachers participating in the exchange measures annually</li> <li>Impact of exchange measures on academic staff performance</li> </ul>	<ul style="list-style-type: none"> <li>Annual activity reports of the respective faculties and universities</li> <li>Written feedback and assessment provided by teachers and students.</li> </ul>	2024-2026
1.7	Conduct a demonstration workshop of the developed training materials to relevant colleagues at the home university (to those who were not involved in the AgroDev project).	CA universities	<ul style="list-style-type: none"> <li>Number of teachers participating in the demonstration workshops</li> <li>Impact of the measures on the academic staff performance</li> </ul>	<ul style="list-style-type: none"> <li>Annual activity reports of the respective faculties and universities</li> <li>Written feedback on quality and relevance from persons trained</li> </ul>	2024-2026
1.8	Organise short-term courses (information sessions) on Global G. A. P. and sustainable agricultural practices for the	CA universities	<ul style="list-style-type: none"> <li>Number of events organised annually.</li> <li>Number of staff participating in the events annually</li> </ul>	<ul style="list-style-type: none"> <li>Annual financial and activity reports of the respective faculties and universities</li> </ul>	2024-2026

	staff of the relevant government agencies.		<ul style="list-style-type: none"> <li>· Impact of courses on capacity of the trained persons</li> <li>· Amount of public and private funding attracted by universities or provided by external stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>· Written feedback and assessment provided by trainees.</li> </ul>	
<b>2</b>	<b>Funding</b>				
2.1	Support and actively participate in the established working groups at national level, involving universities and public authorities, to address the resource needs for short- and long-term activities and development in relation to GAP & Global G. A. P.	CA universities Government structures	<ul style="list-style-type: none"> <li>· Number of stakeholders participating in the events annually</li> <li>· Impact of measures on stakeholders' performance</li> <li>· Amount of public and private funding attracted by universities or provided by external stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>· Annual financial and activity reports of the respective faculties and universities</li> <li>· Written feedback provided by stakeholders.</li> </ul>	2024-2026
2.2	At the university level, develop and implement regulations for the use of laboratory equipment and research services.	CA universities	<ul style="list-style-type: none"> <li>· Increased equipment efficiency</li> <li>· Improved research services</li> </ul>	<ul style="list-style-type: none"> <li>· Journal on use of the equipment</li> <li>· Annual activity report</li> <li>· Written feedback provided by stakeholders who received services</li> </ul>	2024-2026
2.3	Include in the annual budget funding for laboratory supplies, reagents, equipment maintenance.	CA universities	<ul style="list-style-type: none"> <li>· Amount of funding assigned for the laboratory supplies, reagents, equipment maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>· Annual budget</li> <li>· Annual financial report</li> </ul>	2024-2026
<b>3</b>	<b>Cooperation and collaboration</b>				
3.1	Participate in the CARG regional platform, the agenda of which includes Global G. A. P. ( <a href="https://ca-wg.net/">https://ca-wg.net/</a> ) as well as NPGs and WGs on Global GAP	CA universities Associations	<ul style="list-style-type: none"> <li>· Involvement and participation in the CAWG platform</li> <li>· Number of recommendations provided by CA universities and adopted</li> </ul>	<ul style="list-style-type: none"> <li>· Documents proofing participation</li> <li>· Minutes of the CARG meetings</li> <li>· Statements issued and adopted by the CARG platform</li> </ul>	2024-2026
3.2	Organise thematic events on GAP & Global G.A.P. issues (roundtables, conferences and forums) at the regional level	CA universities Associations	<ul style="list-style-type: none"> <li>· Number of events organised annually.</li> <li>· Number of staff participating in the events annually</li> <li>· Impact of courses on capacity of the trained persons</li> </ul>	<ul style="list-style-type: none"> <li>· Annual activity reports of the respective faculties and universities</li> <li>· Written feedback and assessment provided by trainees.</li> </ul>	2024-2026

	with the participation of all stakeholders.				
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## V. Financial sustainability

<b>Equipment:</b>	<b>P2 NSU</b>	<b>P3 KNAU</b>	<b>P4 SBTSEU</b>	<b>P5 TSAU</b>
Annual costs to maintain the acquired equipment	The cost of using the new equipment in laboratory classes is determined based on the number of practical hours and laboratory classes according for a given curriculum.	The approximate cost of maintaining the new equipment is 3,000 EUR. The amount varies depending on usage.	The energy and water supply costs for working with the new equipment are approximately 50 EUR per year.	The cost of using the new equipment in laboratory classes is determined based on the number of hours of practice and laboratory classes for a given curriculum.
Annual amount of costs for materials to be used by students in laboratory works	The expenses for the laboratory materials depend on the conduction of the laboratory classes. The amount per month varies from 100-300 EUR.	The approximate annual cost of materials is 3,000 EUR. The amount varies depending on requests and costs.	The approximate annual costs amount approx. 100 EUR, 1 staff member (technical staff) salary.	Laboratory assistants are paid separately for organising laboratory classes. The costs for this are approximately 100-120 EUR per month.
Funding source to be used for paying the foreseen costs	The responsible departments should send a request to the respective upper department that the expected costs should be included in the budget.	The responsible departments should send a request to the respective upper department that the expected costs should be included in the budget.	The responsible departments should send a request to the respective upper department that the expected costs should be included in the budget.	The responsible departments should send a request to the respective upper department that the expected costs should be included in the budget.
<b>Capacity of the academic staff:</b>	<b>P2 NSU</b>	<b>P3 KNAU</b>	<b>P4 SBTSEU</b>	<b>P5 TSAU</b>
Capacity building mechanisms within the university	72 hours per 3 years period are guaranteed by the HEI for capacity building. Teachers can attend training every year.  Additionally, depending on the external relations of the university,	72 hours within 3 years are mandatory trainings; additionally, the quality assurance department organises internal trainings, for which external experts are invited as lectors; these courses are paid by the university's	Since 2012 there is a unified mechanism for all universities: every 3 years every faculty member must pass a capacity building measure of minimum 144 hours; at the end of which every faculty member must pass an exam, which allows him/her to continue working as a teacher. The	Since 2012 there is a unified mechanism for all institutes and universities: every 3 years every faculty member must pass a capacity building measure of min. 144 hours; at the end of which every faculty member must pass an exam, which allows him/her to

	<p>trainings can be provided in the frame of projects.</p> <p>There are Centres for enhancing qualifications in every Kyrgyzstan's region. These centres organise and offer trainings, which are relevant to a faculty. The trainings are funded by the national budget.</p>	<p>budget, or by running projects supported by non-governmental organizations, such as JICA, TICA, GIZ, KOICA, Erasmus + etc.</p>	<p>costs for this are covered by the university budget, which is part of the national budget, adopted by the Government. Teachers, who fail this exam must pass the exam again within one year, however they must cover the costs for this by themselves. In case they fail twice within one year they lose the right to teach for 2 years. There are some exemptions, for example faculty members who published trainings, passed a training abroad, or completed a PhD in the last 3 years.</p>	<p>continue working as a teacher. The costs for this are covered by the university budget, which is part of the national budget, adopted by the Government. Teachers, who fail this exam must pass the exam again within one year, however they must cover the costs for this by themselves. In case they fail twice within one year they lose the right to teach for 2 years. There are some exemptions, for example faculty members who published trainings, passed a training abroad, or completed a PhD in the last 3 years.</p>
<p>Additional funding sources already attracted and guaranteed to ensure training for the academic staff</p>	<p>NSU academic staff periodically enhances its professional skills through long term or short-term seminars and trainings supported by national and international partners, such as the University of Central Asia, JICA, Kyrgyz Technical University. The Government supports scientists additionally – every scientist receives approx. 200-250 EUR for capacity building measures every year.</p>	<p>KNAU academic staff periodically enhances its professional skills through long term or short-term seminars and trainings supported by national and international partners, such as the JICA, GIZ and DAAD. The Government supports scientists additionally – every scientist receives approx. 200-250 EUR for capacity building measures every year.</p>	<p>In case professors and teachers receive invitations for training or internships from the top 1000 foreign universities, they will be fully financed by Government. Additionally, the "El-Yurt Umidi" fund supports capacity building measures in some cases. The challenge is to find a host university for these additional trainings.</p>	<p>Since 2020 TDAU pays special attention to teacher's training. Every 5 years, teachers improve their qualifications at the "Training Centre" of the university, which considered mandatory. Moreover, the average cost of each frame is less than 200 EUR. These costs are 100% covered by the University. In addition, they improve their qualifications in Russia, Europe, Kazakhstan, and other countries.</p>

Other measures planned to continue capacity building	NSU will actively involve representatives of the local entrepreneurs to conduct master classes during the laboratory work at least once per semester.	Please refer to the section Cooperation and Collaboration.	Up to 100% financial incentives for scientific potential are included in the KPI system of the university. Every year the qualifications of teachers are improved at the international level, new literature and new technologies are used.	Much effort is spent on potential in higher education. Every year the qualifications of teachers are improved at the international level, new literature and new technologies are used. To increase potential, new projects and new scientific research are being carried out.
<b>Cooperation and collaboration</b>	<b>P2 NSU</b>	<b>P3 KNAU</b>	<b>P4 SBTSEU</b>	<b>P5 TSAU</b>
New initiatives mentioned in the Sustainability plan and already under development	<p>The discussion of a new CBHE project with the existing consortium partners has already started.</p> <p>Joint research on the chemistry of rangeland soils started with the University of Agricultural in Krakow. Some of the soil samples has been already sent to Krakow University.</p>	<p>To develop long-term cooperation with LBTU in framework the Key Action 1. Erasmus + program.</p> <p>To continue the dissemination of the project results and to help Kyrgyz enterprises jointly with the UAK to pass the certification of GLABAL CAP.</p> <p>To discuss a new CBHE project with the existing consortium partners for the next project call.</p>	The collaboration between the SBTSEU and various agribusiness enterprises has resulted in a significant improvement in the educational and practical experiences offered to students in agribusiness. To ensure that training modules are relevant and up-to-date, regular reviews and updates of the content are conducted in collaboration with partner enterprises such as "Kazimov Shoes" and "Imperial Black Lion", integrating the latest industry trends and data. A robust methodology for evaluating the effectiveness of modernized curricula is implemented on an annual basis with partners like "Sarmoya Sayyorasi". To motivate teachers to continuously improve their professional skills and share their knowledge, financial incentives	The Tashkent State Agrarian University carried out practical work in collaboration with many organizations. During the project, joint work was carried out with the "Rozmetov" meat processing enterprise, the "Fish Cluster" processing enterprise for fish and fish products, and the "UzKand" fruit and vegetable processing enterprise. The collaboration with the above-mentioned enterprises allows students to gain practical experience in the field of agriculture through internship and field work programs. These collaborative efforts have strengthened the relationship between education and scientific institutions and the agro-processing sector, facilitating the



			such as extra pay and bonuses are provided to them, for example "Tura Botirov". The teaching staff is equipped with the latest skills and knowledge for effective student education through enhanced university-business cooperation, with "Nurmamedov Muxammad Mamasharif O'g'li" YaTT ensuring regular field training organization. "Djamal Sangina" provides students with hands-on experience in the agricultural sector through permanent internship programs and field workshops in partnership with agribusiness enterprises. These collaborative efforts have led to a stronger connection between academia and the agribusiness sector, contributing to the overall development of future agro entrepreneurs.	comprehensive development of future agri-technologists in the agro-processing sector.
New projects under elaboration	A joint research project with the UAK on wool processing is under development.	A joint research project with the UAK on felt recycling and guest lectures is under development.	Joint project with the Linnaeus University on conflict management in CA is under development.	Within the framework of the AgroDev project, new practical projects are being developed with the EU universities. Negotiations are being conducted on the topics of improving the qualifications of teaching staff in the agricultural sector, introducing European technology in Uzbekistan's agriculture, food safety, and the



				state of the green economy in Uzbekistan.
Other cooperation measures planned	To continue cooperation with PrimaVega company in Krakow on mobility internships for students.	Cooperation with the UAK and the company PrimaVega regarding Applied Science.  To develop academic mobility of teaching staff and students between partner universities.  To publish joint scientific articles with LBTU.	Erasmus+ CBHE project on rural entrepreneurship is under development. Teacher exchange with Linnaeus University and LBTU is foreseen.	We plan to develop practical activities and internships for students with the UAK.  It is planned to organize academic groups of teachers and students to connect innovations in the agro-industrial complex of Uzbekistan with foreign universities.  Publication of scientific articles jointly with LBTU.