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Tajikistan
Ministry of Education and Science; Avicenna Tajik State Medical University; Kulob State University; Tajik Agrarian; Tajik State University of Commerce; Tajik Technical University; Branch of Lomonosov Moscow State University in Dushanbe.

Turkmenistan
Ministry of Education; Turkmen State Institute of Culture; Turkmen State Institute of Economics and Management; Turkmen National Institute of Education.

Uzbekistan
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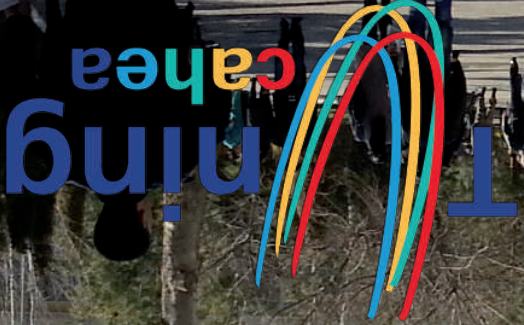
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A Credit Reference System for Central Asian Higher Education

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Towards a Central Asian Higher Education Area



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A Credit Reference System for the Central Asian Higher Education Area

What is it? In most regions of the world today Universities and Ministries have agreed on credit systems to facilitate student mobility and the planning of Higher Education Programmes. Most of these, including the ECTS (European Credit Transfer and Accumulation System), are based on the time students need to achieve the required results of their studies. That is, credits attached to “learning outcomes” tell us what volume of learning a student has achieved and what competences he or she has after completing a degree programme or any piece of learning.

In Central Asia, several countries have implemented or are implementing ECTS as used in the European Higher Education Area. Others use their own system for quantifying student workload in terms of time. These can be related proportionally to the others, thus creating a framework for comparison.

How can a credit reference system be useful? A framework for comparing volumes of learning makes it possible for universities to communicate with each other using an agreed language and agreed parameters, promote mobility and ensure transparency and fair recognition of students’ work. Thus students can easily fit mobility – within their own country, within the Central Asian macro-region, and with other countries of the world – into their study programmes.

What does it mean for students? A credit system, or a credit reference system which clarifies the relationship between degree programmes and their various components in different universities or countries, helps students to know what is expected of them and why, and to become protagonists of their own learning experience. Universities can plan effective learning experiences, and help students to achieve more meaningful results. Workload based credits make it possible to study in different countries obtaining fair recognition for work done abroad. They can participate in Erasmus+ International Mobility programmes.

Does it have the support of Ministries? The Ministries responsible for Higher Education in the five Central Asian countries are full partners in the TuCAHEA Consortium. They have worked closely with the other partners over the past four years, and contributed to designing the tools to support innovation and cooperation in the Higher Education Area. The Ministerial Representatives have issued 2 communiqués or statements in support of these activities.

Most recently (Rome, 2016) they declared: *“[TuCAHEA] has elaborated a proposal for a Central Asian Universities’ credit reference system, which facilitates transparency and communication between the countries [...]. In this context, the Delegates of the Ministries assert their interest in using and disseminating the achieved results. The Ministry representatives agree, furthermore on coordinating their Higher Education systems so as to ensure greater compatibility and better visibility in the Higher Education world.”*



Where can I find out more? Full information is available from the TuCAHEA website, from the Project Team, from TuCAHEA members and, particularly, from the Country Coordinators listed on the back of this leaflet.