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I. Conference Programme

FIRST TuCAHEA PLENARY AND WORKING MEETING

Venue: International Information Technologies University

5 April

Morning: First Plenary Session

IITU Conference Hall

9:00 Registration

9:30 Opening Welcome

Gulnara Zakirova (IITU, TuCAHEA Country Coordinator for Kazakhstan)

Damir Shynybekov (Rector of IITU)

9:45 “The Tempus Programme and its relevance for Kazakhstan”

Aigul Zharylgassova – Project Manager at the Delegation of the European Union to the Republic of Kazakhstan

Nurlan Izmailov – Chairman of Executive Board, State Holding “Zerde”

Shaizada Tasbulatova – National Tempus Office

10:15 “Tuning and the worldwide ‘Tuning Family’”

Julia González Ferreras – Joint General Coordinator, Tuning

10:35 “The TuCAHEA Project”

Ann Katherine Isaacs – University of Pisa, TuCAHEA Project Coordinator

11:00-11.30 Coffee/tea break

11:30 - 13:00 Towards a Central Asian list of Generic Competences

Presentation of the 5 Country Generic Competences lists (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan)

Discussion and proposal for merger

Discussion of questionnaires and how to carry out consultation

13:00 Lunch

Afternoon

Plenary Session resumes

14:00 Presentation of Subject Area activities

Breakup into Subject Area Groups (SAGS)

14: 25 **First Working Session: SAG Meetings (Room numbers will be communicated)**

Introduction by Co-chairs

“Tour de Table”: brief presentation of participants

Mapping the SAG: organization, faculties, degree programmes in the subject area
(discipline/disciplines, thematic areas)
Overview of Tuning work already completed for the Subject Area

16:00 Coffee/tea break

16:25 SAG meetings resume

Subject specific competences: draft of Central Asian list

17:30 End of meeting first meeting day

19:00 Joint dinner for all participants (transportation to restaurant from IITU arranged by bus)

6 April

Morning

Second Working Session

9:30 SAG working sessions resume

Review of draft competences

Meta-profiles

11:15 Coffee/tea break

11:30 SAGS prepare presentations for Second Plenary Session and work-plan for summer

13:00 Lunch

Afternoon

Second Plenary Session

IITU Conference Hall

14:00 Plenary meeting resumes

SAGs report on activities and on workplan for summer

Discussion of strategies for consultation

15:30 Mid-afternoon coffee break

15:50 Final session

Decisions on summer work-plan

Orientation on date of Second Plenary and Working Meeting

Financial and administrative matters

Partnership Agreement: presentation and discussion

Any other business

Evaluation sheets

18:00 End of meeting

7 April: Departure

I. Программа конференции

Первое пленарное заседание TuСАНЕА

Место проведения:

Международный университет информационных технологий (МУИТ)

5 апреля: утро – Первая пленарная сессия Конференц-зал, МУИТ

9:00 Регистрация

9:30 Приветствие

Гульнара Закирова (TuСАНЕА Национальный координатор, МУИТ, Казахстан)

Дамир Шыныбеков (Ректор МУИТ, Казахстан)

9:45 «Программа Темпус и ее актуальность для Казахстана»

Айгуль Жарылгассова – менеджер проекта от делегации Европейского Сообщества Республики Казахстан

Нурлан Измайлов – Председатель Исполнительного совета, государственный холдинг “Зэрдэ”

Шайзада Тасбулатова – Национальный офис программы Темпус, Казахстан

10:15 “Тюнинг и всемирная «Семья Тюнинга»”

Джулия Гонзалез Феррерас – Совместный Генеральный Координатор, Тюнинг

10:35 “Проект TuСАНЕА”

Анн Катрин Изаакс – Пизанский университет, Координатор проекта TuСАНЕА

11:00-11.30 Перерыв

11:30 - 13:00 Формулирование центральноазиатского перечня общих компетенций

Презентация 5-ти перечней общих компетенций стран Центральной Азии (Казахстан, Кыргызстан, Таджикистан, Туркменистан, Узбекистан)

Обсуждение и предложения по их объединению

Обсуждение анкеты и вопросов о том, как проводить консультации

13:00 Перерыв на обед

Вторая половина дня

Резюме Пленарной секции

14:00 Презентация предметных направлений

Создание групп по предметным направлениям (SAGs)

14:25 Первая рабочая секция: заседания групп по предметным направлениям (аудитории будут сообщены дополнительно)

Вступительное слово со-председателей

“Tour de Table”: краткая презентация участников

Определение групп по направлениям: организация/вуз, факультет, образовательные программы направлений (предмет/предметы, тематические области)
Обзор уже проделанной Тюнингом работы по предметным направлениям

16:00 Перерыв

16:25 Резюме заседаний групп по предметным направлениям (SAG)
Предметные компетенции, специфические для каждого направления:
черновой вариант центральноазиатского перечня

18:00 Окончание работ первого дня заседания

19:00 Совместный ужин всех участников (проезд от МУИТ до ресторана на автобусе)

6 Апреля

Вторая Рабочая Сессия

9:30 Резюме заседаний групп по предметным направлениям (SAG)
Обзор чернового варианта перечня компетенций

Метапрофили

11:15 Перерыв

11:30 Подготовка группами по предметным направлениям презентаций на вторую пленарную секцию и рабочий план на летний период

13:00 Обед

Вторая рабочая сессия

Конференц-зал, МУИТ

14:00 Резюме пленарного заседания
Отчёт о работе групп по предметным направлениям и рабочий план на летний период
Обсуждение стратегии проведения консультаций

15:30 Перерыв

15:50 Заключительная сессия
Подготовка рабочего плана на летний период
Ориентировочная дата второго пленарного и рабочего заседания
Финансовые и административные вопросы
Соглашение о партнёрстве: презентация и обсуждение
Разное
Анекта оценки результатов работы

18:00 Заключительная часть

7 апреля: Отъезд

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III. Generic Competences: Central Asian Country Lists

III. 1 Kazakhstan

1. Analytical, synthetical and critical thinking abilities
2. Knowledge perception
3. Self-organization and planning ability
4. General knowledge
5. Basic general knowledge in the field of study
6. Ability to communicate in three languages (Kazakh, Russian, English)
7. Ability to use information and communication technology
8. Ability to identify, pose and solve problems
9. Interaction abilities
10. Capacity to work in a team
11. Ability for communicating in the cross-cultural environment
12. Ethical commitments
13. Ability to apply knowledge in practice
14. Research skills
15. Ability to learn and update learning
16. Adaptability to new environment
17. Ability to generate new ideas
18. Leadership skills
19. Project design and management skills
20. Initiative and entrepreneurship skills
21. Orientation to success
22. Ability to navigate in a professional environment
23. Social responsibility and commitment to citizenship
24. Ability to maintain personal and national identity

Общие компетенции – Казахстан

1. Способность к анализу, синтезу и критичному мышлению
2. Способность к восприятию знаний
3. Способность к самоорганизации и планированию
4. Общие знания
5. Владение базовыми знаниями предметной области
6. Способность общаться на трёх языках (казахский, русский и английский)
7. Способность пользоваться информационно-коммуникационными технологиями
8. Способность определять, формулировать и решать проблемы
9. Навыки межличностного общения
10. Умение работать в команде
11. Способность общаться в мультикультурной среде
12. Этическая ответственность
13. Способность применять знания на практике
14. Способность проводить научное исследование
15. Способность к образованию и самообразованию
16. Способность адаптации к новым условиям
17. Способность к созданию новых идей (креативность)
18. Способность быть лидером
19. Способность разрабатывать проекты и умение управлять
20. Умение проявлять инициативу и иметь навыки предпринимательства
21. Нацеленность на успех

III. 2 Kyrgyzstan

General Scientific

1. Ability to use a whole system of scientific knowledge about surrounding world, ability to orientate in life and cultural values;
2. Ability to use basic knowledge of mathematical/natural/human/economical sciences under decision of professional tasks;
3. Ability to learn more independently with using modern and innovative technologies;
4. Ability to understand and use traditional and innovative ideas, find ways for their realization and participate in project activities using basic methods of research;
5. Ability to analyze and assess social and economical and cultural effect of innovations in science, engineering and technology, professional area;
6. Ability to assess his own work on scientific basis, asses more independently result of his work;

Instrumental

7. Ability to percept, summarize and analyze information, to set the objective and achieve it
8. Ability to logically, reasonably and clear communicate both orally and in written form in the state and official languages
9. Ability to communicate in foreign language on the level of social communication
10. Ability to business communication: public speaking, meeting conducting, business correspondence, e-communication;
11. Skills in the use of basic methods, ways and means of information obtaining, storage and processing, skills in use the computer as a means of information management including global computer networks and corporate information systems;
12. Ability to participate in development of organizational decisions.

Social – Personal

13. Ability to social interaction on the base of ethical, moral and legal norms, to respect people, tolerance to other culture, partnership readiness;
14. Ability to critically assess own merits and demerits, set objectives on merits development and demerits elimination;
15. Ability and readiness to dialogue on the base of civil democratic society's values, ability to active civic stand
16. Ability to use obtained knowledge, necessary for healthy life, environmental protection and rational use of resources
17. Ability to work in a team including work on interdisciplinary projects.

ОБЩИЕ КОМПЕТЕНЦИИ ПО КЫРГЫЗСТАНУ

Общенаучные

1. Владеет целостной системой научных знаний об окружающем мире, способен ориентироваться в ценностях жизни, культуры.
2. Способен использовать базовые положения математических/ естественных/ гуманитарных/экономических наук при решении профессиональных задач.
3. Способен к приобретению новых знаний с большой степенью самостоятельности с использованием современных и информационных технологий.
4. Способен понимать и применять традиционные и инновационные идеи, находить подходы к их реализации и участвовать в работе над проектами, используя базовые методы исследовательской деятельности.
5. Способен анализировать и оценивать социально-экономические и культурные последствия новых

явлений в науке, технике и технологии, профессиональной сфере.

6. Способен на научной основе оценивать свой труд, оценивать с большой степенью самостоятельности результаты своей деятельности.

Инструментальные

7. Способен к восприятию, обобщению и анализу информации, постановке цели и выборе путей ее достижения.
8. Способен логически верно, аргументировано и ясно строить свою устную и письменную речь на государственном и официальном языках.
9. Владеть одним из иностранных языков на уровне социального общения.
10. Способен осуществлять деловое общение: публичные выступления, переговоры, проведение совещаний, деловую переписку, электронные коммуникации.
11. Владеет основными методами, способами и средствами получения, хранения и переработки информации, навыками работы с компьютерами, как средством управления информацией, в том числе в глобальных компьютерных сетях и корпоративных информационных системах.
12. Способен участвовать в разработке организационных решений.

Социально-личностные

13. Способен к социальному взаимодействию на основе принятых в обществе моральных и правовых норм, проявляет уважение к людям, толерантность к другой культуре, готовность к оддержанию партнерских отношений.
14. Умеет критически оценивать свои достоинства и недостатки, наметить пути и выбрать средства развития достоинств и устранения недостатков.
15. Способен и готов к диалогу на основе ценностей гражданского демократического общества, способен занимать активную гражданскую позицию.
16. Способен использовать полученные знания, необходимые для здорового образа жизни, охраны природы и рационального использования ресурсов.
17. Способен работать в коллективе, в том числе над междисциплинарными проектами.

III. 3 Tajikistan:

1. Ability for systemic analysis and synthesis
2. Ability for abstract, logical and critical thinking
3. Ability to innovative thinking and creativity
4. Ability to apply knowledge in practical situations
5. Responsibility
6. Ability to lead people and to work in a team
7. Ability to manage time
8. Ability to take decisions
9. Capacity to self-education
10. Ability to manage information (Ability to search for process and analyse information from a variety of sources)
11. Ability to communicate
12. Ability to work in international contexts
13. Ability to correct communication in the official language and at least in 2 foreign languages
14. Responsibility to preserve and development of the cultural values of the own people
15. Ability to make research
16. Ability to be self-evaluation and to accept critic
17. Ethics of interpersonal communication
18. Respect toward the other people
19. Ability to work autonomously

20. Ability to focus on quality and result
21. Self-motivation
22. Flexibility (ability to adapt for changes)
23. Ecological conscience
24. Ability to make reasoned decisions in critical and conflict situations
25. Ability to focus on purpose
26. Social responsibility
27. Commitment to safety
28. Knowledge of the history and policy of the state
29. Ability to healthy way of life
30. Knowledge of the laws/Juridical knowledge

ОБЩИЕ КОМПЕТЕНЦИИ: ТАДЖИКИСТАН

1. Способность к системному анализу и синтезу.
2. Способность к абстрактному, логическому и критическому мышлению.
3. Инновационное мышление и креативность.
4. Способность применять знания на практике.
5. Ответственность.
6. Лидерство и умение работать в команде.
7. Способность управлять временем.
8. Способность принимать решения.
9. Способность к самообразованию.
10. Навыки управления информацией (способность находить, обрабатывать и анализировать информацию).
11. Коммуникативные навыки.
12. Способность работать в международных контекстах.
13. Навыки грамотного владения государственным языком, и не менее 2-мя иностранными языками.
14. Ответственность за сохранение и развитие культурных ценностей своего народа.
15. Способность к исследовательской работе.
16. Способность к самооценке и принятию критики.
17. Владеть этикой межличностного общения.
18. Уважение к другим.
19. Способность работать самостоятельно.
20. Нацеленность на качество и результат.
21. Самомотивация.
22. Гибкость (адаптация к изменениям).
23. Экологическое сознание.
24. Способность принять адекватное решение в критических и конфликтных ситуациях.
25. Целеустремленность.
26. Социальная ответственность.
27. Ответственное отношение к вопросам безопасности.
28. Знание истории, политики государства.
29. Навыки здорового образа жизни.
30. Правовая грамотность.

III. 4 Turkmenistan

1. Logical and critical thinking
2. Achievement orientation
3. Flexibility

4. Leadership
5. Team-work and cooperation
6. Developing others
7. Initiative and creativity
8. Decision making and summarizing
9. Information management
10. Orientation to the customer
11. Faithfulness to organization and motherland
12. Capacity Foreign languages
13. Innovative skills
14. Learn to learn
15. Capacity for applying knowledge in practice
16. Understanding multicultural diversity
17. Capacity to express own opinion
18. Ability to pay attention to your attention
19. Ability to work autonomously
20. Ecological and social responsibility
21. Ability to transfer knowledge and experience
22. Problem solving
23. Appreciation of history and culture

Общие компетенции : Туркменистан

1. Способность мыслить логически и критически
2. Нацеленность на достижение результата
3. Способность быть гибким
4. Способность быть лидером
5. Умение работать в команде и способность к взаимодействию
6. Другие разработки
7. Умение проявлять инициативу и способность к инновации (креативность)
8. Способность принимать решения и подводить итоги
9. Способность управлять информацией
10. Ориентация на потребителя
11. Преданность организации и Родине
12. Способность общаться на иностранном языке/ Способности к иностранным языкам
13. Способность к инновационной деятельности
14. Умение учиться
15. Способность применять знания на практике
16. Понимание мультикультурного разнообразия
17. Способность выражать собственное мнение
18. Умение платить вниманием за внимание
19. Способность работать самостоятельно
20. Экологическая и социальная ответственность
21. Умение переносить знания и опыт
22. Способность решать проблемы
23. Умение ценить историю и культуру

III. 5 Uzbekistan

1. Ability to analyses the synthesize
2. Ability to apply the knowledge in practice
3. Time management and planning

4. Ability of written and oral speech in mother tongue
5. Ability to know foreign languages
6. Ability to make research works
7. Skills of information management (Ability to find, to process and to analyze the information from different sources)
8. Ability to use the information and communication technology
9. Ability to criticize and self-criticize
10. Ability of creative thinking
11. Ability of problem solving
12. Ability of decision making
13. Team working skills
14. Leadership
15. Understanding the values of multicultural aspects and variety
16. Ability to work in international context
17. Ability to work independently
18. Ability to develop and manage the projects
19. Initiative and entrepreneur spirit
20. Ability to act by taking account the ethical norms
21. Aiming to achieve quality
22. Aiming to achieve success
23. Ability to adapt to new conditions
24. Ability of result oriented work
25. Ability of adequate perception of own work
26. Ability of global thinking
27. Ecological and economical consciousness
28. Ability of modeling and forecasting

ОБЩИЕ КОМПЕТЕНЦИИ: УЗБЕКИСТАН

1. Способность к анализу и синтезу
2. Способность применять знания на практике
3. Планирование и управление временем
4. Способность к общению в устной и письменной форме на родном языке
5. Знание иностранного языка
6. Способность к исследовательской работе
7. Навыки управления информацией (способность находить, обрабатывать и анализировать информацию из разных источников)
8. Способность пользоваться информационно-коммуникационными технологиями
9. Способность к критике и самокритике
10. Способность к креативному мышлению
11. Способность решать проблемы
12. Способность принимать решения
13. Умение работать в команде
14. Лидерство
15. Понимание ценности разнообразия и мультикультурный аспект
16. Способность работать в международном контексте
17. Способность работать самостоятельно
18. Способность разрабатывать проекты и управлять ими
19. Инициатива и предпринимательских дух
20. Способность действовать в соответствии с этическими нормами
21. Нацеленность на достижение качества
22. Нацеленность на достижение успеха
23. Способность адаптироваться к новым условиям

24. Способность работать на результат
25. Способность адекватного восприятия своего труда
26. Способность к глобальному мышлению
27. Экологическое и экономическое сознание
28. Способность к моделированию и прогнозированию

IV. Generic Competences: Reference materials

IV.1 Generic Competences: Europe

1. Capacity for analysis and synthesis
2. Capacity for applying knowledge in practice
3. Planning and time management
4. Basic general knowledge in the field of study
5. Grounding in basic knowledge of the profession in practice
6. Oral and written communication in your native language
7. Knowledge of a second language
8. Elementary computing skills
9. Research Skills
10. Capacity to learn
11. Information management skills (ability to retrieve and analyse information from different sources)
12. Critical and self-critical abilities
13. Capacity to adapt to new situations
14. Capacity for generating new ideas (creativity)
15. Problem solving
16. Decision-making
17. Teamwork
18. Interpersonal skills
19. Leadership
20. Ability to work in an interdisciplinary team
21. Ability to communicate with non-experts (in the field)
22. Appreciation of diversity and multiculturalism
23. Ability to work in an international context
24. Understanding of cultures and customs of other countries
25. Ability to work autonomously
26. Project design and management
27. Initiative and entrepreneurial spirit
28. Ethical commitment
29. Concern for quality
30. Will to succeed

Тюнинг Европейский Союз: Общие компетенции

1. Способность к анализу и синтезу
2. Способность применять знания на практике
3. Планирование и управление временем
4. Общие базовые знания предметной области
5. Совершенствование профессии применяя базовые знания на практике
6. Способность к общению в устной и письменной форме на родном языке
7. Знание иностранного языка
8. Базовые навыки пользования компьютером
9. Способность проводить научные исследования
10. Способность к образованию
11. Навыки управления информацией (способность находить, обрабатывать и анализировать)

информацию из разных источников)

12. Способность к критике и самокритике
13. Способность отвечать на новые ситуации
14. Способность к созданию новых идей (креативность)
15. Способность решать проблемы
16. Способность принимать решения
17. Умение работать в команде
18. Навыки межличностного общения
19. Лидерство
20. Умение работать в междисциплинарной команде
21. Способность общаться с неспециалистами в своей области
22. Понимание ценности разнообразия и мультикультурный аспект
23. Способность работать в международном контексте
24. Понимание культур и обычаев других стран
25. Способность работать самостоятельно
26. Способность разрабатывать и управлять проектами
27. Инициатива и предпринимательских дух
28. Способность действовать в соответствии с этическими нормами
29. Нацеленность на достижение качества
30. Нацеленность на достижение успеха

IV.2 Generic Competences: Latin America

1. Capacity for abstraction, analysis, and synthesis.
2. Ability to apply knowledge in practice.
3. Ability to organise and plan time.
4. Knowledge regarding the area of study and related professions.
5. Social responsibility and commitment to citizenship.
6. Capacity for oral and written communication.
7. Ability to communicate in a second language.
8. Ability to use information and communication technology.
9. Capacity for investigation.
10. Ability to learn and update learning.
11. Ability to search for, process, and analyse information from a variety of sources.
12. Critical and self-critical abilities.
13. Ability to react to new situations.
14. Creative skills.
15. Ability to identify, pose, and solve problems.
16. Ability to make decisions.
17. Ability to work as part of a team.
18. Interpersonal skills.
19. Ability to motivate and work towards common goals.
20. Commitment to look after the environment.
21. Commitment to socio-cultural environment.
22. Value and respect for diversity and multiculturalism.
23. Ability to work in international contexts.
24. Ability to work autonomously.
25. Ability to formulate and manage projects.
26. Ethical commitment.
27. Commitment to quality.

Тюнинг Латинская Америка: Общие компетенции

1. Способность к абстрактному мышлению, анализу и синтезу
2. Способность применять знания на практике

3. Способность организовывать и планировать время
4. Знание предметной области и соответственной профессии
5. Социальная ответственность и гражданские обязательства
6. Способность к общению в устной и письменной форме
7. Способность общаться на иностранном языке
8. Способность пользоваться информационно-коммуникационными технологиями
9. Способность проводить научные исследования
10. Способность к образованию и обновлению знаний
11. Способность находить, обрабатывать и анализировать информацию из разных источников
12. Способность к критике и самокритике
13. Способность отвечать на новые ситуации
14. Способность к созданию новых идей (креативность)
15. Способность определять, формулировать и решать проблемы
16. Способность принимать решения
17. Умение работать в команде
18. Навыки межличностного общения
19. Способность мотивировать и работать для достижения общих целей
20. Ответственность за охрану окружающей среды
21. Ответственность за социально-культурную среду
22. Понимание ценности и уважение разнообразия и мультикультурности общества
23. Способность работать в международных контекстах
24. Способность работать самостоятельно
25. Способность разрабатывать и управлять проектами
26. Способность действовать в соответствии с этическими нормами/Этические обязательства
27. Нацеленность на достижение качества

IV.3 Generic Competences: Russian Federation

1. Способность к абстрактному мышлению, анализу и синтезу / Ability for abstract thinking, analysis and synthesis.
2. Умение работать в команде / Ability to work in a team .
3. Способность к созданию новых идей (креативность) / Capacity to generate new ideas (creativity).
4. Способность определять, формулировать и решать проблемы / Ability to identify, pose and resolve Problems.
5. Способность разрабатывать и управлять проектами / Ability to design and manage projects.
6. Способность применять знания на практике / Ability to apply knowledge in practical situations.
7. Способность общаться на иностранном языке / Ability to communicate in a second language.
8. Способность пользоваться информационно-коммуникационными технологиями / Skills in the use of information and communications technologies.
9. Способность к самообразованию / Capacity to learn and stay up-to-date with learning.
10. Способность к общению в устной и письменной форме на родном языке /Ability to communicate both orally and in written form in the native language.
11. Способность работать самостоятельно / Ability to work autonomously.
12. Способность принимать обдуманные решения / Ability to make reasoned decisions.
13. Способность мыслить критически / Ability for critical thinking.
14. Понимание и уважение разнообразия и мультикультурности общества / Appreciation of and respect for diversity and multiculturality.
15. Способность действовать в соответствии с принципами социальной ответственности и гражданского сознания / Ability to act with social responsibility and civic awareness.
16. Способность действовать в соответствии с этическими нормами / Ability to act on the basis of ethical reasoning.
17. Преданность идее охраны окружающей среды / Commitment to the conservation of the Environment.

18. Способность общаться на профессиональные темы с неспециалистами в своей области / Ability to communicate with non-experts of one's field.
19. Способность планировать и распределять свое время / Ability to plan and manage time.
20. Способность оценивать и поддерживать качество выполняемой работы / Ability to evaluate and maintain the quality of work produced.
21. Способность к критике и самокритике / Ability to be critical and self-critical.
22. Способность находить, обрабатывать и анализировать информацию из разных источников / Ability to search for, process and analyse information from a variety of sources.
23. Ответственное отношение к вопросам безопасности / Commitment to safety.
24. Навыки межличностного общения / Interpersonal and interaction skills.
25. Способность проводить научное исследование на должном уровне / Ability to undertake research at an appropriate level.
26. Знание и понимание предметной области и профессии / Knowledge and understanding of the subject area and understanding of the profession.
27. Способность разрешать конфликты и вести переговоры / Ability to resolve conflicts and negotiate.
28. Нацеленность на достижение качества / Ability to focus on quality.
29. Нацеленность на достижение результата / Ability to focus on results.
30. Способность к инновационной деятельности / Ability to innovate.

IV.4 Generic Competences: Africa

1. Ability for conceptual thinking, analysis and synthesis
2. Professionalism, ethical values and commitment to UBUNTU (respect for the well-being and dignity of fellow human beings)
3. Capacity for critical evaluation and self-awareness
4. Ability to translate knowledge into practice
5. Objective decision making and practical cost effective problem solving
6. Capacity to use innovative and appropriate technologies
7. Ability to communicate effectively in official/ national and local language
8. Ability to learn to learn and capacity for lifelong learning
9. Flexibility, adaptability and ability to anticipate and respond to new situations
10. Ability for creative and innovative thinking
11. Leadership, management and team work skills
12. Communication and interpersonal skills
13. Environmental and economic consciousness
14. Ability to work in an intra and intercultural and/or international context
15. Ability to work independently
16. Ability to evaluate, review and enhance quality
17. Self confidence, entrepreneurial spirit and skills
18. Commitment to preserve and to add value to the African identity and cultural heritage

Тюнинг Африка: Общие компетенции

1. Способность к абстрактному мышлению, анализу и синтезу
2. Профессионализм, этические ценности и преданность UBUNTU (/уважая чувство человеческого достоинства)
3. Способность к критике и самокритике
4. Способность применять знания на практике
5. Способность принимать обдуманные решения и фактическую стоимость эффективного решения проблем
6. Способность использовать инновативные и соответствующие технологии
7. Способность к эффективному общению на официальном/национальном и родном языках
8. Способность к самообразованию и образованию на протяжении всей жизни
9. Гибкость, приспособление и способность предвидеть и отвечать на новые ситуации
10. Способность к созданию новых идей (креативность) и к инновативному мышлению

11. Лидерство, управление и умение работать в команде
12. Общение и навыки межличностного общения
13. Экологическое и экономическое сознание
14. Способность работать в мультикультурном и/или международном контексте
15. Способность работать самостоятельно
16. Способность оценивать, делать обзор и улучшать качество
17. Уверенность в себе, предпринимательский дух и навыки
18. Ответственность за сохранение и за повышение ценности самобытности и культурного наследия Африки

V. Generic Competences: Central Asia list

To facilitate the creation of a Central Asian list of Generic Competences, here below the Competences proposed in the five Country Meetings have been grouped together according to theme.

Thinking, modeling and solving problems

- TM1 Logical and critical thinking
- KZ1 Analytical, synthetic and critical thinking abilities
- TJ1 Ability for systemic analysis and synthesis
- UZ1 Ability to analyze and synthesize
- TJ2 Ability for abstract, logical and critical thinking
- UZ28 Ability of modeling and forecasting
- UZ9 Ability to criticize and self-criticize
- UZ26 Ability of global thinking
- KZ8 Ability to identify, pose and solve problems
- TM22 Problem solving
- UZ11 Ability of problem solving

Creativity and innovation

- TJ3 Ability to innovative thinking and creativity
- TM7 Initiative and creativity
- TM13 Innovative skills
- UZ6 Ability to make research works
- UZ10 Ability of creative thinking
- UZ19 Initiative and entrepreneur spirit
- KZ20 Initiative and entrepreneurship skills
- TJ15 Ability to make research
- KZ14 Research skills
- KG4. Ability to understand and use traditional and innovative ideas, find ways for their realization and participate in project activities using basic methods of research;

Knowledge

- KZ2 Knowledge perception
- KZ4 General knowledge
- KZ5 Basic general knowledge in the field of study

Communication and Information

- TJ11 Ability to communicate
- TM21 Ability to transfer knowledge and experience
- UZ4 Ability of written and oral speech in mother tongue
- TJ13 Ability to correct communication in the official language and at least in 2 foreign languages
- UZ5 Ability to know foreign languages

TM12 Capacity Foreign languages
KZ6 Ability to communicate in three languages (Kazakh, Russian, English)
KZ11 Ability for communicating in the cross-cultural environment
KG8 Ability to logically, reasonably and clear communicate both orally and in written form in the state and official languages
KG9 Ability to communicate in foreign language on the level of social communication
KG10 Ability to business communication: public speaking, meeting conducting, business correspondence, e-communication;
TM9 Information management
UZ7 Skills of information management (Ability to find, to process and top analyze the information from different sources)
UZ8 Ability to use the information and communication technology
KZ7 Ability to use information and communication technology
KG11 Skills in the use of basic methods, ways and means of information obtaining, storage and processing, skills in use the computer as a means of information management including global computer networks and corporate information systems;
TJ10 Ability to manage information (Ability to search for process and analyse information from a variety of sources)

Learning

TM14 Learn to learn
KZ15 Ability to learn and update learning
KG3 Ability to learn more independently with using modern and innovative technologies;
KG14 Ability to critically assess own merits and demerits, set objectives on merits development and demerits elimination;
TJ9 Capacity to self-education
TJ16 Ability to be self-evaluation and to accept critic

Interpersonal

TM5 Team-work and cooperation
TM17 Capacity to express own opinion
TM18 Ability to pay attention to your attention
UZ9 Ability to criticize and self-criticize]
UZ13 Team working skills
UZ16 Ability to work in international context
KZ10 Capacity to work in a team
KZ9 Interaction abilities
KZ22 Ability to navigate in a professional environment
KG17 Ability to work in a team including work on interdisciplinary projects.
TJ6 Ability to lead people and to work in a team
TJ12 Ability to work in international contexts

Social and Civic

TM6 Developing others
TM16 Understanding multicultural diversity
TM20 Ecological and social responsibility
TM23 Appreciation of history and culture
UZ15 Understanding the values of multicultural aspects and variety
UZ20 Ability to act by taking account the ethical norms
KZ12 Ethical commitments
KZ23 Social responsibility and commitment to citizenship
KG5 Ability to analyze and assess social and economical and cultural effect of innovations in science,

engineering and technology, professional area;

KG13 Ability to social interaction on the base of ethical, moral and legal norms, to respect people, tolerance to other culture, partnership readiness;

KG15 Ability and readiness to dialogue on the base of civil democratic society's values, ability to active civic stand

TJ5 Responsibility

TJ17 Ethics of interpersonal communication

TJ18 Respect toward the other people

TJ26 Social responsibility

TJ28 Knowledge of the history and policy of the state

TJ30 Knowledge of the laws/Juridical knowledge

TJ24 Ability to make reasoned decisions in critical and conflict situations

KZ24 Ability to maintain personal and national identity

TJ14 Responsibility to preserve and development of the cultural values of the own people

Environment and Health

TM20 Ecological and social responsibility

UZ27 Ecological and economical consciousness

KG16. Ability to use obtained knowledge, necessary for healthy life, environmental protection and rational use of resources

TJ23 Ecological conscience

TJ29 Ability to healthy way of life

TJ27 Commitment to safety

Quality Commitment

UZ21 Aiming to achieve quality

UZ24 Ability of result oriented work

UZ25 Ability of adequate perception of own work

KZ21 Orientation to success

TJ20 Ability to focus on quality and result

Leadership

TM4 Leadership TM8 Decision making and summarizing

UZ14 Leadership

TJ6 Ability to lead people and to work in a team

Practical Abilities and Qualities including management skills

TM2 Achievement orientation

TJ25 Ability to focus on purpose

UZ22 Aiming to achieve success

TM3 Flexibility

TJ22 Flexibility (ability to adapt for changes)

TM10 Orientation to the customer

TM11 Faithfulness to organization and motherland

TJ4 Ability to apply knowledge in practical situations

KZ13 Ability to apply knowledge in practice

TM15 Capacity for applying knowledge in practice

UZ2 Ability to apply knowledge in practice

TM19 Ability to work autonomously

UZ17 Ability to work independently

TJ19 Ability to work autonomously
UZ3 Time management and planning
TJ7 Ability to manage time
KZ3 Self-organization and planning ability
UZ12 Ability of decision making
TJ8 Ability to take decisions
UZ18 Ability to develop and manage projects
KZ19 Project design and management skills
UZ23 Ability to adapt to new conditions
KZ16 Adaptability to new environment
KG1 Ability to use a whole system of scientific knowledge about surrounding world, ability to orientate in life and cultural values
KG2 Ability to use basic knowledge of mathematical/natural/human/economical sciences under decision of professional tasks;
KG6 Ability to assess his own work on scientific basis, asses more independently result of his work;
KG7 Ability to percept, summarize and analyze information, to set the objective and achieve it
KG12 Ability to participate in development of organizational decisions.

Central Asian Generic Competences (Working Space)

VI. Subject Area Groups

VI. 1 Business and Management

Participants: Tamara Satkaliyeva, Marina Skiba (KZ); Rahat Bekboeva, Marina Dzhumabaeva, Omnolkan Umankulova (KG); Zarrina Kadyrova (TJ); Berdimyrat Orazov, Begench Saryyev (TM); Dilshodbek Nurmatov (UZ); Maria Garcia Feijoo, Almudena Eizaguirre Zarza (ES).

Subject Specific Competence Lists (Example: Latin America, Business Administration)

http://www.unideusto.org/tuningeu/images/stories/Publications/Tuning_A_Latina_INGL_PR2.pdf

1. Developing strategic, tactical, and operational planning skills
2. Identifying and administrating business risks in organisations
3. Identifying and optimising business processes within organisations
4. Administrating an integral logistics system.
5. Developing, implementing, and managing business control systems
6. Identifying functional inter-relations within organisations.
7. Evaluating the legal framework applied to business management.
8. Producing, evaluating, and managing business projects within different types of organisations.
9. Interpreting accounting and financial information for the taking of managerial decisions.
10. Using costing information for planning, control, and decision making.
11. Taking decisions regarding investment, financing, and management of financial resources within a company.
12. Leadership skills, for the achievement and following up of aims within the organisation.
13. Managing and developing human talent within the organisation.
14. Identifying ethical and cultural aspects of reciprocal impact within the organisation and the social environment.
15. Improving and innovating administrative processes.
16. Detecting opportunities for undertaking new business and/or developing new products.
17. Using information and communications technology in management.
18. Managing the technological infrastructure of a business.
19. Formulating and optimising information systems for management.
20. Formulating marketing plans

VI. 2 Economics

Participants: Gaini Mukhanova, Bakhyt Alipova (KZ); Nuri Mambetkazieva, Nurkyz Suerkulova (KG); Umarkhon Abdurakhmanov (TJ); Charymuhammet Shallyyev (TM); Nurillokhon Umarhonov (UZ); Margret Schermutzki (DE).

Subject Specific Competence (Example: Kyrgyzstan) (www.bolognakg.net)

Первый цикл	
Основные компетенции	Основные навыки
<u>Студенты должны уметь:</u> - понимать многообразие экономических процессов в современном мире, их связь с другими процессами, происходящими в обществе; - выявлять проблемы экономического характера при анализе конкретных ситуаций, предлагать способы их решения и оценивать ожидаемые результаты; - иметь системное представление о структурах и	Основные знания профессии Основные знания области изучения Способность работать в команде Способность адаптации в новой ситуации Элементарные компьютерные навыки

тенденциях развития кыргызской и мировой экономик; - знать принципы принятия и реализации экономических и управленческих решений	Способность изучать
Второй цикл	
Основные компетенции	Основные навыки
<u>Студенты должны обладать</u> компетенциями первого цикла <u>Студенты должны уметь:</u> - формулировать и решать задачи, возникающие в ходе научно-исследовательской и педагогической деятельности; - выбирать необходимые методы исследования, модифицировать существующие и разрабатывать новые методы, исходя из задач конкретного исследования; - осуществить критическую оценку анализировать и осмысливать с учетом имеющихся литературных данных; - представлять итоги проделанной работы в виде отчетов, рефератов, статей; - изменять, при необходимости, направление профессиональной деятельности в рамках экономики	<u>Студенты должны обладать:</u> Навыками первого цикла Способностью анализа и синтеза Способностью решать проблемы Способностью самокритики Международная мобильность Знание иностранного языка
Третий цикл	
Основные компетенции	Основные навыки
<u>Студенты должны:</u> Продемонстрировать способность создания независимых, оригинальных и публикуемых исследований в одной или нескольких экономических или предметных областях относительно анализа проблем, выбора решения и управления экономическими процессами	Экспертные навыки в специальных предметах Исследовательские навыки Креативность Оценка разнообразия и мультикультуры Критические и самокритические способности

The first cycle	
Main competences	Main skills
<u>Students should be able:</u> - To understand variety of economic processes in the modern world, their connection with other processes happening in a society; - To reveal problems of economic character at the analysis of concrete situations, to offer ways of their decision and to estimate expected results; - To have system view on structures and tendencies of development of the Kyrgyz and world economy;	The basic knowledge of profession The basic knowledge of economics Ability to work in a team Ability to adapt in a new situation Elementary computer skills Ability to study Ability to create oral and written presentations on the native language.
The second cycle	
Main competences	Main skills
Students should possess competences of the first cycle Students should be able: - To formulate and solve the problems arising during research and pedagogical activity; - To choose necessary methods of research, to modify existing and to develop new methods, proceeding from problems of concrete research;	<u>Students should possess</u> skills of the first cycle. Ability for the analysis and synthesis Ability to solve a problem Ability of self-criticism The international mobility Knowledge of foreign language

- To estimate critically, to analyze and comprehend assessments in view of available literary data; - To represent results of the done work in the form of reports, articles; - To change, if necessary, a direction of professional work in the frame work of economy;	
The third cycle	
Main competences	Main skills
Students should: Show ability of creation of independent, original and published researches in one either several economic or subject domains concerning the analysis of problems, a choice of the decision and management of economic processes.	Expert skills in special subjects Research skills Creativeness Estimation of a variety and multicultural Critical and self-critical abilities

VI. 3 Engineering

Participants: Valeriya Gumenyuk, Batzhamal Abilova (KZ); Sharabidin Amatov (KG); Zurbek Khushvakhtov, Bekhzod Karimov (TJ); Rustam Akbarov, Bakhodir Baymuratov, Rustam Muradov (UZ); Janerik Lundquist (SE).

Subject Specific competences (Example 1, Africa: including “clusters”)

1. Ability to coordinate, manage, supervise and control construction
2. Ability to translate and interpret of data and/or drawings into actual construction
3. Ability to design, quantify and calculate parameters and capacity to model and simulate systems, structures, projects and processes
4. Ability to analyze, reconfigure and apply relevant drawings, data and technology and ability to transmit project requirements into sketches and explaining it to clients
5. Knowledge to reconstruct, maintain, rehabilitate, renovate and knowledge of maintenance of infrastructure
6. Skills in cost, quality and time optimization and quality control techniques
7. Skills in handling data or information (survey data, soil information...)
8. Ability to identify the need for construction of any type and structure and ability to identify different options
9. Knowledge on basic construction management principles and to program
10. Commitment to health and safety and capacity to introduce safety measures in construction and materials
11. Capacity to test the quality of materials
12. Quality management and skills to address defects and quality issues
13. Ability to analyze (mathematical abstract background as basis for decision making)
14. Knowledge about national and international construction standards
15. Ability to effective and professional interaction with other professions and to come to integrate solutions
16. Skills in developing new, appropriate and sustainable construction technologies and materials
17. Skills to finalize financial implications and identify legal responsibilities and frameworks
18. Knowledge of plant and equipment
19. Basic understanding of contractual and financial management as well as of insurance and guarantee aspects
20. Skills in environmental and social impact assessment, knowledge about the context and the challenges of development

Clusters:

Communication: 2, 4, 15

Design: 3, 4

Management: 1, 5, 9, 17, 18, 19

Leadership: 6

Regulations: 10, 14, 17, 20

Creativity: 16

Sustainability: 20

Quality Management: 11, 12

Analysis: 3, 7, 8, 13

Leadership: 6

Subject Specific Competence Lists (Example 2: Civil Engineering, Latin America)

http://www.unideusto.org/tuningeu/images/stories/Publications/Tuning_A_Latina_INGL_PR2.pdf

1. Ability to apply knowledge of the basic sciences and sciences of civil engineering.
2. Ability to identify, evaluate and implement the most appropriate technologies for the context in hand.
3. Capacity to create, innovate and undertake to contribute to technological development.
4. Capacity to conceive, analyse, calculate and design civil engineering works.
5. Skill in planning and programming civil engineering works and services.
6. Capacity to build, supervise, inspect and evaluate civil engineering works.
7. Capacity to operate, maintain and rehabilitate civil engineering works.
8. Skill in evaluating the environmental and social impact of civil works.
9. Capacity to model and simulate civil engineering systems and processes.
10. Capacity to direct and lead human resources.
11. Skill in administering material resources, teams and equipment.
12. Capacity to understand and associate legal, economic and financial concepts in decision-making, project management and civil engineering works.
13. Capacity for spatial abstraction and graphic representation.
14. Capacity to propose solutions that will contribute to sustainable development.
15. Skill in preventing and evaluating accidents and risks in civil engineering works.
16. Skill in handling and interpreting field information.
17. Skill in using information technologies, software and tools for civil engineering.
18. Capacity to interact with multidisciplinary groups and come up with integral civil engineering solutions.
19. Skill in employing quality control techniques in managing civil engineering materials and services

Most directly relevant generic competences

Capacity for abstraction, analysis, and synthesis.

Ability to apply knowledge in practice.

Knowledge regarding the area of study and related professions

Ability to identify, pose, and solve problems.

Ability to use information and communication technology.

Ability to make decisions.

Ability to work as part of a team.

Ability to formulate and manage projects.

Ethical commitment.

Commitment to quality

VI. 4 Environment Protection and Food Safety

Participants: Aigul Naukenova (KZ); Damira Sharshenova, Gulay Boobekova, Oroz Aidaraliev (KG); Mirasil Mirzoev, Abdugaffor Akramov (TJ); Alessandra Guidi (IT).

Subject Specific Competence Lists (Example: Ecology, Kyrgyzstan)

Должен знать:

1. Основные положения общей экологии;
2. Принципы рационального природопользования;
3. Основные принципы и закономерности функционирования экосистем;
4. Базовые принципы промышленного, аграрного и хозяйственного права;
5. Нормативно-правовые положения КР по экологии и защите окружающей среды;
6. Основные элементы социальной экологии и демографии;
7. Основные правила и методы мониторинга окружающей среды;
8. Основные способы обработки статистических данных;
9. Системы размещения природных ресурсов и основные производственные и непроизводственные фонды государства;
10. Основные способы и методы инженерной защиты окружающей среды;
11. Основы эколого-экономического регулирования и систем платежей за природные ресурсы и за загрязнение окружающей среды в Кыргызстане и за рубежом;
12. Общие принципы принятия решений в области природопользования правительственными и общественными организациями;
13. Экологические ситуации и проблемы в Кыргызстане;
14. Использовать теоретические основы управления природными объектами в виде географических компонентов геосистем различного уровня;
15. Основные принципы системы размещения, переработки или захоронения отходов, включая средства и методы мониторинга и контроля воздействия на окружающую среду;
16. Правовые основы защиты животного и растительного мира.

Должен уметь:

1. Использовать основные инструменты рационального природопользования;
2. Использовать основные инструменты статистического анализа в области экологии и управления;
3. С помощью информационно-коммуникационных технологий уметь обрабатывать и анализировать базу данных;
4. Грамотно составлять нормативные и правовые документы по экологическим проблемам;
5. Использовать нормативно-правовые основы управления природопользования;
6. Грамотно применять современные методы и средства защиты окружающей среды;
7. Планировать и осуществлять мероприятия по охране природы;
8. Решать инженерные задачи охраны окружающей среды;
9. Владеть методами исследования и анализа химических, физических и биологических свойств природных ресурсов;
10. Анализировать местные природно-климатические условия и разрабатывать соответствующие эффективные меры по решению проблемы.

Второй цикл

Студент, получивший степень второго уровня по направлению «Экология» **должен:**

1. Уметь использовать методы по биоиндикации и экологической экспертизе состояния природных и техногенных экосистем;
2. Уметь анализировать особенности поведения радиоактивных веществ;
3. Владеть методами радиационной безопасности;
4. Уметь прогнозировать последствия антропогенных воздействий на окружающую среду;

5. Уметь разрабатывать рекомендации по рациональному использованию и охране природных ресурсов;
6. Уметь выявлять проблемы экологического характера при анализе конкретных ситуаций, предлагать способы их решения и оценивать ожидаемые результаты;
7. Уметь разрабатывать и обосновывать варианты эффективных решений;
8. Иметь навыки самостоятельно проводить работу исследовательского характера;
9. Уметь использовать знания в педагогической деятельности;
10. Уметь проводить эколого-экономическую экспертизу проектов природообустройства;

Subject Specific Competences

The student, at the end of the study cycle, should know:

1. Substantive provisions of the general ecology;
2. Principles of rational wildlife management;
3. Main principles and laws of functioning ecosystem;
4. Base principles of the industrial and agrarian right, the economic right;
5. Normative-legal statuses of KR on ecology and protection of an environment;
6. Basic elements of social ecology and demography;
7. Key rules and methods of monitoring of an environment;
8. The Basic ways of processing of statistical data;
9. Systems of accommodation of natural resources both the basic industrial and non-productive funds of the state;
10. The Basic ways and methods of engineering protection of an environment;
11. Bases of ecologic-economic regulation and systems of payments for natural resources and for environmental contamination in Kyrgyzstan and abroad;
12. The General principles of decision-making in the field of wildlife management of governmental and public organizations;
13. Ecological situations and problems in Kyrgyzstan;
14. To use theoretical bases of management of natural objects in the form of geographical components of geo-systems of a various level;
15. Main principles of system of accommodation, processing or a burial place of waste, including means and methods of monitoring and the control of influence over an environment;
16. Legal bases of protection of an animal and flora.

The student, at the end of the study cycle, should be able:

1. To use the basic tools of rational wildlife management;
2. To use the basic tools of the statistical analysis in the field of ecology and managements;
3. By means of information-communication technologies to be able to process and analyze a database;
4. Competently to make normative and legal documents on environmental problems;
5. To use normative-legal bases of management of wildlife management;
6. Competently to apply modern methods and means of protection of an environment;
7. To plan and carry out actions on wildlife management;
8. To solve engineering problems of preservation of the environment;
9. To possess methods of research and the analysis of chemical, physical and biological properties of natural resources;
10. To analyze local natural-climatic conditions and to develop corresponding effectual measures under the decision of a problem.

Second cycle

The student who has received a degree of the second level in a direction "Ecology" should:

1. To be able to use methods on bioindication and ecological examination of a condition natural and technogenic ecosystem;

2. To be able to analyze features of behavior of radioactive substances;
3. To be able to own methods of radiation safety;
4. To be able to predict consequences of anthropogenesis influences on an environment;
5. To be able to develop recommendations on rational use and protection of natural resources;
6. To be able to reveal problems of ecological character at the analysis of concrete situations, to offer ways of their decision and to estimate expected results;
7. To be able to develop and prove variants of effective decisions;
8. To have skills independently to work in research;
9. To be able to use knowledge in pedagogical activity;
10. To be able to spend ecologic-economic examination of ecological projects;
11. To be able to carry out examination of the projects influencing on natural objects.

VI. 5 History

Participants: Lyzzat Shotbakova, Banu Narbekova (KZ); Nazira Duisheeva (KG); Manzura Atoeva (TJ); Kurbandjema Nuriyeva (TM); Shapulat Shaydullaev (UZ); Janny de Jong (NL); György Novák (SE)

Subject Specific Competence Lists (Example: Latin America, History)

http://www.unideusto.org/tuningeu/images/stories/Publications/Tuning_A_Latina_INGL_PR2.pdf

1. Understanding the social role of the historian.
2. Understanding of the fact that historical debate and research is permanently developing.
3. Ability to use specific techniques needed for the study of documents from particular periods, such as palaeography and epigraphy.
4. Knowledge of national history.
5. Ability to design, organise, and develop historical research projects.
6. Critical knowledge of the relationship between current and past events and processes.
7. Ability to manage information and communications technology to be able to produce historical facts, or facts related with history (for example, statistical or cartographical methods, databases etc.).
8. Ability to read historiographic texts and documents in another language.
9. Knowledge of methods and problems of the different branches of historical investigations: economic, social, political, gender studies etc
10. Knowledge of local and regional history.
11. Ability to take part in interdisciplinary research work.
12. Ability to recognise, contribute to, and participate in socio-cultural community activities.
13. Ability to use tools to compile information, such as bibliographical catalogues, archive inventories, and electronic references.
14. Knowledge and respect for points of view deriving from different cultural, national, and other back grounds.
15. Critical knowledge of the general diachronic framework of the past.
16. Knowledge of native languages, if necessary.
17. Knowledge and ability to use theories, methods, and techniques from other social and human sciences.
18. Critical knowledge of different historiographic perspectives from different period and contexts, including current debates.
19. Knowledge of universal or world history.
20. Ability to communicate and argue orally and in written form in the native language of the relevant country, in accordance with usual terminology and techniques of the profession.
21. Ability to apply historical education techniques and methods.
22. Ability to transcribe, summarise, and catalogue information in appropriate forms.
23. Ability to identify and appropriately use sources of information: bibliographies, document, oral testimony etc., for historical research.
24. Ability to define research terms which can contribute to historiographic knowledge and debate.

25. Knowledge of the history of America.
26. Ability to coherently organise complex historical information
27. Ability to comment on, annotate, and correctly edit texts and documents in accordance with the critical norms of the discipline

VI. 6 Language and Literature

Participants: Baliya Jolamanova, Ulzhalgas Adilbayeva, Gulnara Zakirova, Svetlana Karzhaubayeva (KZ); Taken Asylbekova, Janara Baitugelova, Saltanat Mambaeva (KG); Tagoymurod Davlatov, Gulnora Radzhabova (TJ); Gulnabat Gurdova, Jeren Annamuhammedova (TM); Pulatkhon Lutfullayev, Azamatjon Rahimov, Dilafruz Giyasova, Shakhnoza Mustanova, Abdulla Khudaykulov (UZ); Elda Garetto (IT).

Subject Specific Competence Lists (Example: Linguistics, HUMART)

http://www.unideusto.org/tuningeu/images/stories/HUMART/Reference_Points_for_the_Design_and_Delivery_of_Degree_Programmes_in_Linguistics_-_Brochure.pdf

1. Ability to communicate in a second language.
2. Capacity to learn and stay up-to-date with learning.
3. Ability to communicate both orally and through the written word.
4. Capacity to generate new ideas.
5. Ability to apply knowledge in practical situations.
6. Ability to be critical and self-critical.
7. Ability to identify, pose and solve problems.
8. Knowledge and understanding of the subject area and understanding of the profession.
9. Ability for abstract thinking, analysis and synthesis.
10. Ability to search for, process and analyse information from a variety of sources.
11. Ability to recognise linguistic problems.
12. Identify linguistic units and levels of analysis, the relations among them and processes affecting them.
13. Ability to select appropriate methodologies for different types of linguistic research.
14. Ability to formulate linguistic generalisations on the basis of language data.
15. Ability to examine and reflect on the relationship between language and its social context.
16. Ability to gather data, construct linguistic corpora and manage, maintain and retrieve information from them.
17. Ability to use linguistic data in the construction of linguistic argumentation.
18. Understanding of the nature of linguistic theories, hypotheses and explanations.
19. Awareness of the relationship between theoretical approaches and methodological practices.
20. Ability to critically reflect on popular misconceptions of language and language behaviours

Subject Specific Competences (Example: Literary Studies, HUMART)

http://www.unideusto.org/tuningeu/images/stories/HUMART/Reference_Points_for_the_Design_and_Delivery_of_Degree_Programmes_in_Literary_Studies_-_Brochure.pdf

1. Ability to read, analyse and interpret literary texts.
2. Ability to develop a critical, self-reflective approach to literature and cultural history.
3. Ability to identify ethical issues in literary texts and relate them to different and cultural and historical contexts.
4. Ability to generate original ideas in relation to literary texts, contexts and methodologies.
5. Ability to identify and tackle critical issues raised by literary texts.
6. Ability to define and reflect on the specificity of literary studies in relevant interdisciplinary contexts.
7. Ability to produce formally correct, logically clear, persuasive and relevant academic writing in the basic (BA) and all major types of academic discourse (MA, PhD).

8. Ability to understand and reflect on a broad diversity of literary theoretical and historical methodologies, and identify critical issues raised by those methodological approaches.
9. Ability to reflect on the problems and history of orality, writing, printing press and modern communication media and the respective changes in the status of the text.
10. Ability to understand the impact of modern varieties of culture (high-brow, popular, mass culture) on the status and value of works of literature.
11. Ability to understand the changing status of authorship and the relations of literary production and copyright.
12. Ability to understand the relations between literature, discourse and power.
13. Ability to understand the interrelationships and differences between works of literature and historical sources.
14. Ability to understand issues of canonicity, and problems associated with the construction of literary canons, in the context of recent theoretical debates.
15. Ability to understand the relation of critical evaluation of literature and the broader questions of value (economic, cultural, etc.).
16. Ability to understand literary texts in relation to the problems of gender and sexual orientation.
17. Ability to understand literary texts in relation to the problems of race and ethnicity.
18. Ability to read, interpret and compare texts written at least in three European languages (including the native language) or in two European and one non-European language (MA, PhD).
19. Ability to critically evaluate translations of literary texts at least from one foreign language (MA, PhD).
20. Ability to reflect on the issues of intercultural translation and to practise it in one's own work if appropriate (MA, PhD).
21. Ability to present results of individual research at specialised workshops, seminars and conferences (PhD).
22. Ability to formulate grant proposals in relation to the major problems and targets of the discipline (PhD).

VI.7 Law

Participants: Andrey Turlayev (KZ); Edilbek Moldoev, Saikal Imanalieva; Akunjan Abdrashev (KG); Zulfiya Kurbonova (TJ); Karligash Umarova (UZ); Tim Birtwistle (UK).

Subject Specific Competence Lists (Example: Latin America)

http://www.unideusto.org/tuningeu/images/stories/Publications/Tuning_A_Latina_INGL_PR2.pdf

1. Knowledge of, and ability to interpret and apply the general principles of Law and the legal system.
2. Knowledge of, and ability to interpret and apply the legislation and principles of the national and international legal system in specific cases.
3. Commitment to justice and fairness in all situations in which the Lawyer is involved.
4. Commitment to human rights and to the social, democratic rule of Law.
5. Capacity to exercise the profession as a member of a team of Lawyers.
6. Capacity to work in interdisciplinary teams as a legal expert, making an effective contribution to the teams' work.
7. Good understanding of political, social economic, personal and psychological phenomena (among others), taking them into consideration in interpreting and applying the Law.
8. Awareness of the ethical dimension of the legal professions and of the social responsibility of Law graduates, and acting accordingly.
9. Good capacity for legal reasoning and argumentation.
10. Capacity to discuss and debate from a legal perspective, understanding different points of view and articulating them in order to propose reasonable solutions.
11. Ability to consider the wisdom of using alternative means in resolving conflicts and disputes.

12. Sufficient knowledge of a foreign language to be able to work efficiently in the legal field (English, Portuguese and Spanish).
13. Capacity to use necessary technology for information searches in the course of conducting, and keeping up to date in, a legal practice.
14. Capacity to apply scientific research criteria in the course of professional activity.
15. Capacity to apply knowledge with particular effectiveness in a given area of the legal profession.
16. Capacity to confront new situations and contribute to the creation of legal solutions and institutions in general and particular cases.
17. Capacity for good written and oral expression, in fluent technical language, using precise, clear legal terms.
18. Capacity to analyse a broad range of complex works concerned with Law and to summarise their arguments precisely.
19. Capacity to take well-reasoned legal decisions.
20. Capacity to understand the philosophical and theoretical fundamentals of Law, relating them to their practical application.
21. Evident critical awareness in analysing the legal system.
22. Capacity to take action legally and technically in different government or legal venues with the proper utilisation of processes, acts and procedures.
23. Capacity to decide whether the circumstances in fact are sufficiently clear to be able to adopt a decision grounded in Law.
24. Capacity to act faithfully, diligently and transparently in defending the interests of persons represented.

VI. 8 Natural Sciences

Participants: Saule Narenova (KZ); Kurmanbek Alybaev (KG); Kakhor Nosirov, Mirzohamdin Kholbekov (TJ); Murodkhon Kodirkhonov, Rahimberdy Rajabbaev, Qanatbay Ismaylov (UZ); Katherine Isaacs (IT).

Subject Specific Competence Lists (Example: Chemistry, Europe)

http://www.unideusto.org/tuningeu/images/stories/Publications/CHEMISTRY_FOR_WEBSITE.pdf

First cycle:

1. Chemistry-related cognitive abilities and skills
2. Ability to demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to the subject areas identified above.
3. Ability to apply such knowledge and understanding to the solution of qualitative and quantitative problems of a familiar nature.
4. Skills in the evaluation, interpretation and synthesis of chemical information and data.
5. Ability to recognise and implement good measurement science and practice.
6. Skills in presenting scientific material and arguments in writing and orally, to an informed audience.
7. Computational and data-processing skills, relating to chemical information and data.

Chemistry-related practical skills

- 1.1. Skills in the safe handling of chemical materials, taking into account their physical and chemical properties, including any specific hazards associated with their use.
- 1.2. Skills required for the conduct of standard laboratory procedures involved and use of instrumentation in synthetic and analytical work, in relation to both organic and inorganic systems.
- 1.3. Skills in the monitoring, by observation and measurement, of chemical properties, events or changes, and the systematic and reliable recording and documentation thereof.
- 1.4. Ability to interpret data derived from laboratory observations and measurements in terms of their significance and relate them to appropriate theory.

Subject Specific Competence Lists (Example: Earth Sciences, Europe)

http://www.unideusto.org/tuningeu/images/stories/Publications/Earth_Science_version_FINAL.pdf

First Cycle

1. Show a broad knowledge and understanding of the essential features, processes, history and materials of System Earth.
2. Recognize the applications and responsibilities of Earth Science and its role in society.
3. Show adequate knowledge of other disciplines relevant to Earth Science.
4. Independently analyze earth materials in the field and laboratory and to describe, analyse, document and report the results.
5. Be able to reason in large-scale spatial and, or temporal frameworks
6. The application of simple quantitative methods to Earth systems.
7. Work both independently and in a team
8. Basic general knowledge
9. A grounding in basic scientific methodology
10. Grounding in basic knowledge of the profession
11. Oral and written communication in your native language
12. Knowledge of a second language
13. Elementary computing skills
14. Information management skills
15. Awareness of safety
16. Ability to communicate Earth Science issues with the wider society
17. An awareness of the importance of life-long learning

Second Cycle

Key Subject Specific Competences (plus further development of the above)

1. To demonstrate a comprehensive knowledge in at least one specialized area of Earth Science
2. Be able to define, determine and implement a strategy for solving an Earth Science problem
3. To be able to understand the interactions of earth processes and test the results of these
4. To produce a substantial report or thesis (including an executive summary).
5. Research skills
6. Capacity for analyses and synthesis
7. Problem solving
8. Information management skills (ability to retrieve and analyse information from different sources)
9. An awareness of economic factors, especially in those courses with a strong vocational component.

Third Cycle

Key Subject Specific Competences Key Generic Competences (plus further development of the above)

1. Demonstrate the ability to perform independent, original and ultimately publishable research in the field of Earth Science
2. Creativity
3. Critical and self-critical abilities
4. Capacity for generating new ideas
5. Scientific leadership

VI. 9 Teacher Training/ Education/Pedagogy

Participants: Yelena Milova, Bayan Sapargaliyeva (KZ); Melis Nogaev, Jyldyz Abdramanova, Marlis Bekedjanov, Shekerbek Kurmankulov, Aiday Kasmalieva, Ann Zaplatina (KG); Ravshan Murodov (TJ); Ogulsona Gojayeva, Orazmuhamed Berdiyev (TM); Elzara Yuzlikaeva, Shavkat Sharipov (UZ); Pavel Zgaga (SI).

Subject Specific Competence Lists (Example: Latin America, Education)

http://www.unideusto.org/tuningeu/images/stories/Publications/Tuning_A_Latina_INGL_PR2.pdf

1. Understanding of the theory and methodology of the curriculum, for orientation of educational action design, carrying out, and evaluation).
2. Understanding of knowledge of the disciplines of the area of specialist knowledge.
3. Designing and operationalising teaching and learning strategies in appropriate contexts.
4. Projecting and developing education which is interdisciplinary in nature.
5. Knowledge and application of the theories which form a basis for general and specific teaching.
6. Identifying and managing support for specific educational needs in different contexts.
7. Designing and implementing varied strategies and learning evaluation processes on a basis of specific criteria.
8. Designing, managing, implementing, and evaluating educational programmes and projects.
9. Choosing, producing, and using appropriate teaching materials for the context.
10. Creating and evaluating challenging and favourable environments for learning.
11. Developing logical, critical, and creative thought among students.
12. Achieving learning outcomes at different levels.
13. Designing and implementing education which integrates people with special needs.
14. Choosing, using, and evaluating information and communications technologies as resources for teaching and learning.
15. Providing education in values, citizenship, and democracy v18
16. Researching education, and applying the results in a systematic transformation of education practice.
17. Coming up with innovations in different areas of education systems.
18. Knowledge of education theory, and critical use of it in different contexts.
19. Reflecting on personal practice so as to improve provision of education.
20. Orientation and facilitation of processes of change in the community through education.
21. Critical analysis of educational policy.
22. Generating and implementing educational strategies that respond to socio-cultural diversity.
23. Assuming and responsibly managing personal and professional development in a permanent manner.
24. Recognising historical processes of education in the country and Latin America.
25. Recognising and using theories from other sciences which form a basis for education: linguistics, philosophy, sociology, psychology, anthropology, politics, and history.
26. Interacting socially and educationally with different community members so as to encourage processes of development.
27. Producing educational materials in accordance with different contexts so as to encourage teaching and learning processes.

VII. Questionnaire for Consultation (Example from Europe, Tuning Phase 1)

In the Tuning process, consultations with **students, graduates, academics and employers** are an important step. In each country, questionnaires have been used. Here is **an example**, from the first phase of Tuning Educational Structures in Europe.

Questionnaire on generic skills: Questionnaire for Graduates

This questionnaire presents a series of questions related to the skills and competences that may be important for success in your career.

Please answer all the questions. The answers may be very valuable in improving course planning for future students of your degree subject.

Please circle the best option in each case.

Many thanks for your co-operation

1. Age in years:
2. Sex:
 1. Male
 2. Female
3. Year in which you graduated:
4. Title of your first degree (in the national language):
5. Present employment situation:
 1. Working in a position related to your degree
 2. Working in a position not related to your degree
 3. Further study
 4. Looking for your first job
 5. Unemployed, but have previously been employed
 6. Neither employed nor looking for employment
 7. Other (please specify):
6. Do you feel that the education you have received at the university has been adequate?
 1. Very much
 2. Much
 3. Some
 4. Little
 5. Very little
7. How would you rate the employment potential of your degree?
 1. Very poor
 2. Poor
 3. Fair
 4. Good
 5. Very Good

For each of the skills listed below, please estimate:

—the importance of the skill or competence, in your opinion, for work in your profession;

—the level to which each skill or competence is developed by your degree programme at your university.

The blank spaces may be used to indicate any other skills that you consider important but which do not appear on the list. Please use the following scale:

1 = none; 2 = weak; 3 = considerable; 4 = strong.

Skill/Competence	importance	Level to which developed by University Degree
1. Capacity for analysis and synthesis	1 2 3 4	1 2 3 4
2. Capacity for applying knowledge in practice	1 2 3 4	1 2 3 4
3. Planning and time management	1 2 3 4	1 2 3 4
4. Basic general knowledge in the field of study	1 2 3 4	1 2 3 4
5. Grounding in basic knowledge of the profession in practice	1 2 3 4	1 2 3 4
6. Oral and written communication in your native language	1 2 3 4	1 2 3 4
7. Knowledge of a second language	1 2 3 4	1 2 3 4
8. Elementary computing skills	1 2 3 4	1 2 3 4
9. Research Skills	1 2 3 4	1 2 3 4
10. Capacity to learn	1 2 3 4	1 2 3 4
11. Information management skills (ability to retrieve and analyse information from different sources)	1 2 3 4	1 2 3 4
12. Critical and self-critical abilities	1 2 3 4	1 2 3 4
13. Capacity to adapt to new situations	1 2 3 4	1 2 3 4
14. Capacity for generating new ideas (creativity)	1 2 3 4	1 2 3 4
15. Problem solving	1 2 3 4	1 2 3 4
16. Decision-making	1 2 3 4	1 2 3 4
17. Teamwork	1 2 3 4	1 2 3 4
18. Interpersonal skills	1 2 3 4	1 2 3 4
19. Leadership	1 2 3 4	1 2 3 4
20. Ability to work in an interdisciplinary team	1 2 3 4	1 2 3 4
21. Ability to communicate with non-experts (in the field)	1 2 3 4	1 2 3 4
22. Appreciation of diversity and multiculturalism	1 2 3 4	1 2 3 4
23. Ability to work in an international context	1 2 3 4	1 2 3 4
24. Understanding of cultures and customs of other countries	1 2 3 4	1 2 3 4
25. Ability to work autonomously	1 2 3 4	1 2 3 4
26. Project design and management	1 2 3 4	1 2 3 4
27. Initiative and entrepreneurial spirit	1 2 3 4	1 2 3 4
28. Ethical commitment	1 2 3 4	1 2 3 4
29. Concern for quality	1 2 3 4	1 2 3 4
30. Will to succeed	1 2 3 4	1 2 3 4
31.	1 2 3 4	1 2 3 4
32.	1 2 3 4	1 2 3 4
33.	1 2 3 4	1 2 3 4

Here, **for example**, is the introduction to the questionnaire for **Employers**:

Questionnaire for Employers

This questionnaire presents a series of questions related to the skills and competences that may be important for success in the career of :

_____ (include here the area).

Please answer all the questions. The answers will be very valuable in improving the planning of courses for future students of this subject.

Many thanks for your co-operation

1. Name of the organization:
2. Position of the person answering:
3. Number of employees:
4. Do you consider that university has given your _____ (include here the area) employees adequate preparation for working in your company?
 1. Very much
 2. Much
 3. Some
 4. Little
 5. Very little

For each of the skills listed below, please estimate:

—the importance of the skill or competence, in your opinion, for work in your organization;

—the level to which each skill or competence is developed by degree programmes in:

_____ (include name of area).

The blank space may be used to indicate any other skills that you consider important but which do not appear on the list.

Please use the following scale:

1 = none; 2 = weak; 3 = considerable; 4 = strong.

Level to which Skill/Competence Importance developed by University Degree _____

[Table as above, under Graduates]

VIII. Partnership Agreement (pre-final Draft)

PARTNERSHIP AGREEMENT

Project Title *Towards a Central Asian Higher Education Area: Tuning Structures and Building Quality Culture (TuCAHEA)*

Number of the Grant Agreement between 530786-TEMPUS-1-2012-1-NL-TEMPUS-SMHES

Name and address of the Grantholder and General Coordinator
Rijksuniversiteit Groningen (University of Groningen)
Faculty of Arts
Oude Kijk in 't Jatstraat 26
9712 EK Groningen
The Netherlands

represented by (legal representative) Prof. dr. Sibrand POPPEMA, President

hereinafter referred by the acronym: **RUG**

and

name and address of the partner
represented by (legal representative)
being the position ,
hereinafter referred to as acronym of the partner :

1. Subject of the Partnership Agreement

The subject of this Partnership Agreement is to define the organisation of the partnership by regulating the rights and obligations of the Grantholder (RUG) and the Partner in order to successfully implement the Tempus project.

The respective Grant Agreement (530786-TEMPUS-1-2012-1-NL-TEMPUS-SMHES), signed between the Grantholder, Rijksuniversiteit Groningen (RUG) and the Education, Audiovisual and Culture Executive Agency on 25 September 2012 is an integral part of this contract (see the list of annexes), and takes precedence over it. In more detail, all terms and conditions, articles, annexes and guidelines stated in the Grant Agreement for this project are part of this contract. The RUG and the Partner shall be bound to this contract and the Grant Agreement for this project. This includes any further amendments to the Grant Agreement which are approved by the Executive Agency.

On the basis of the present contract, the coordinator and the partner shall contribute to the achievement of the requirements of the Grant Agreement together with the other parties (co-beneficiaries) performing project actions in accordance with the terms and conditions as stated in the present contract. The parties to the present contract shall carry out the work in accordance with the timetable using their best efforts to achieve the results specified therein. They shall carry out all of their responsibilities under the present contract in accordance with recognised professional standards.

2. Duration of the Agreement

This Agreement shall come into force on the day when it has been signed by all parties, but shall have retroactive effect from the start of the eligibility period. It shall remain in force until the RUG has discharged in full its obligations arising from the Tempus Grant Agreement with the Executive Agency, which means 5 years from the date of payment of the balance specified in Article I.5 of the Grant Agreement;

3. Payment of funds and modalities

- a) The RUG will transfer funds to the Partner via an agreed bank account, or when necessary in another way for eligible activities that fully comply with the Workplan only, in accordance with the Grant Agreement and project performance.
- b) Funds received by the Partner have to be strictly and solely dedicated to the project funding in accordance with the guidelines and regulations of this Agreement and the Grant Agreement.
- c) The RUG shall pay the Partner or its representative(s) for work completed satisfactorily according to the description and schedule of this work. Payments for work done shall be made every 6 months.
- d) Only expenditure in accordance with the project, declared eligible by EACEA and for which supporting documents have been provided, will be financed.

4. Irregularities and repayment of funds

If the Executive Agency should – based on the provisions of the Grant Agreement – request the repayment of EU contribution from the RUG, the RUG shall inform the Partner that has caused the irregularity that has led to the request for repayment and that Partner must repay the requested EU contribution together with the interests chargeable to the RUG

The Partner affected must respect the deadline given by the Executive Agency to the coordinator RUG for the repayment of EU contribution. The Partner has to transfer the requested EU contribution together with the interests chargeable to the RUG 30 (thirty) days before the abovementioned deadline.

5. Management of project and consortium decision making modalities

- a) For the management of the Action the following groups will be set up:
 - a Core Group to control the administrative and methodological aspects of the Action, monitor and evaluate the phases of the Action in terms of declared objectives and correspondence with the workplan, intervene for the resolution of any possible incoming problems. The Core Group consists of the Project Leader of RUG (Grant holder and General Coordinator), the Project Coordinator (University of Pisa), the European experts on behalf of the European Partner institutions in the consortium, the Country Coordinators of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan, as representatives of the Country Coordinating institutions as included in the project application, and the Project Handbook (**Annexed**).
 - Country Groups for each partner country, consisting of the coordinator from each Partner institution in each partner country and operating under the guidance of the Country Coordinator
 - Subject Area Groups (hereafter: SAGs) The SAGs consist of representatives of the Partner institutions, as much as possible at least one representative per country. They will apply the Tuning approach to their respective subject areas and will produce Central Asian conceptual frameworks/reference points/meta-profiles for these subject areas according to the project plan

6. Specific obligations of the coordinator

The RUG shall take all the steps needed to correctly manage the project in accordance with the Application Form submitted to the Executive Agency and the Grant Agreement.

In addition the RUG shall:

- provide the copy of the Grant Agreement for the partner;
- keep the Partner informed on a regular basis about all relevant communication between the RUG and the Executive Agency;
- inform the Partner about all essential issues connected to the project implementation without any delay;
- be responsible for the verification that the expenditure declared by the Partner has been incurred only for the purpose of implementing the project and corresponds to the activities agreed between the Partners in the frame of the submitted Application Form;
- submit Intermediate Report and Final Report to the Executive Agency for the deadline given in the Grant Agreement and its annexes;

- Provide an external audit report together with the Final Report at the end of the project transfer funds to the Country Coordinating universities, and/or the Partners and/or their representatives in the TuCAHEA project for planned on-going activities for work done, or as payment of invoices and/or other supporting documents requested in Annex IV of the Grant Agreement.

7. Specific obligations of the Partner

The Partner shall respect all rules and obligations set forth in the Grant Agreement.

In addition the Partner shall:

- commit themselves to do everything in their power to carry out the activities as specified in the workplan and foster the implementation of the project;
- provide the staff, facilities, equipment and material necessary to perform the project activities;
- support the RUG to fulfil its tasks according to the Grant Agreement;
- ensure adequate communication with the RUG, the Project Coordinator, and within the relevant country and Subject area groups as provided for in the TuCAHEA Project Handbook
- ensure that interaction with other partners takes place in continuous and smooth way;
- provide the RUG without any delay with any information needed to draw up the Intermediate Report and the Final Report, to react on any request by the Executive Agency, or provide with any further information needed by the RUG;
- inform the RUG immediately about any delay in the performance of the activities or any circumstance that could lead to a temporary or final discontinuation of the project;
- inform the RUG about any change in personnel, tasks or procedures of its project team;
- maintain either a separate accounting system or an adequate accounting code for all transactions relating to the project;
- inform the RUG on the details of the bank account where TuCAHEA funds from the Tempus grant provided by the EC shall be transferred by RUG;
- complete the activities foreseen for each reporting period of the project implementation;
- comply with Tempus and national rules, including rules on public procurement, state aid, publicity and equal opportunities;
- be responsible for the sound financial management of the funds allocated to the partner;

8. Obligations of the RUG and the Partners

- The Partner is directly and exclusively responsible towards the RUG for the due implementation of its respective contribution to the project and for the proper fulfilment of its obligations as set out in this Agreement. Should a partner not fulfil its obligations under this contract in due time, the RUG shall admonish him to fulfil them within a reasonable period of time. The Partner will undertake to find a rapid and efficient solution. Should the non-fulfilment continue, the RUG may decide to debar the partner concerned from the project with approval of the other partners. The Executive Agency shall be promptly informed of such an intended decision by the RUG and the change in the partnership has to be approved by the Executive Agency according to the provisions of the Grant Agreement.
- The Partner shall take the financial responsibility for the EC contribution and the related own contribution for the project.
- In case of irregularities the RUG bears the overall responsibility towards the Executive Agency for the repayment of the amounts unduly paid. By way of the derogation from this principle if the irregularity is committed by a partner, the concerned partner shall repay to the coordinator the amounts unduly paid.

9. Accounting, Record Keeping and Reporting

a) Original invoices, debit notes, receipts, bank statements for every item of expense have to be thoroughly documented and kept by the institution and can only be financed by project funding if they are in compliance with eligibility of expenditure.

The Partner is fully responsible for the correct delivery of the declaration of expenses and the appropriate application of accounting system. In more detail, the Partner shall comply with the following:

- to accept the liability for the adequate and orderly accounting of this project according to the rules and regulations of the Grant Agreement for this project.
- to be aware of the fact that the RUG will not compensate for the ineligibility of costs caused by any violation of the Grant Agreement or this contract, for which the Partner is responsible. Any costs which would be assessed as ineligible by the Executive Agency within their final report assessment need to be reimbursed by the Partner to the RUG, who will forward the ineligible amount to the Executive Agency.
- To make available any documentation on project finance and activities required by the Executive Agency
- To keep a record of any expenditure incurred under the project and all proofs and related documents for five years after the final approval of the final report by the EACEA payment of the balance specified in Article I.5 of the Grant Agreement;

b) The RUG will provide **the Partner** with the appropriate forms for the declaration of expenses and the respective instructions for their completion.

Only the RUG can submit technical implementation reports and financial statements to the Executive Agency by providing proof of progress of the project. Therefore, in order to provide adequate information on the progress of the project, the Partner has to submit a Report to the RUG consisting of an activity report describing the activities carried out and their outputs and results during the reporting period, Deadlines for Partner Reports are the following:

The Partner has to respect the reporting deadlines of the Grant Agreement, and submit their Partner Report and supporting documents on validation of expenditure to the coordinator in due time as requested by the RUG. Partner Reports and supporting documents on validation of expenditure not submitted to the RUG within the set deadline will not be included in the progress report of the RUG to be submitted to the Executive Agency. The RUG may reject any item of expenditure which cannot be justified under the project and are not in line with the rules set out in the Grant Agreement and the Guidelines for the Use of the Grant.

c) The Partner Reports should be drawn up in Euro. In case partners from countries which have not adopted the Euro as their currency are participating in the project, the Partner shall convert into Euro the amounts of expenditure in the list of invoices incurred in national currency before submission for validation. The expenditures shall be converted into Euro using the accounting exchange rate established by the Commission, of the month in which the transfers from the Executive Agency are received in the RUG account (see question n. 90 of the FAQ document).

In practice, this means that:

- From the start of the eligibility period until the date that the second pre-financing is received, the rate of the month in which the first pre-financing was received should be applied
- From the date that the second pre-financing is received until the end of the eligibility period, the rate of the month in which the second pre-financing was received should be applied.

The exchange rates published on the EC website must be used according to the Table in the TuCAHEA Handbook (annexed)

10. Intellectual property

The cooperation under this project is regarded as a strategic partnership. Beneficiaries make in-kind contributions and offer their intellectual know-how to get a collective product. Copyrights will be respected as follows:

- Material already developed and brought in may be only used within the scope of the project as templates of good practice. Copyrights have to be strictly safeguarded, permission for reproduction and scale of reproduction have to be settled beforehand.

- Where beneficiaries develop material within the scope of the project this material will be available for the partnership as a means within the common goals set in the partnership. Throughout and as long as possible after the project the materials produced will be made available on line free of charge and can be used for legitimate teaching, learning and information purposes provided that the source is clearly declared.

11. Audits

For audit purposes the Partner shall:

- keep at the Commission's disposal all original documents, especially accounting and tax records, or in exceptional and duly justified cases, certified copies of original documents relating to the Grant Agreement for a period of 5 years from the date of payment of the balance specified in Article I.5 of the Grant Agreement;
- enable the responsible auditing bodies of the RUG and any other outside body authorized by the Executive Agency to audit of the use made of the grant;
- give these authorities any information about the project they request;
- give them access to the accounting books and accounting documents and other documentation related to the project, whereby the auditing bodies decide on this relation. Such audits may be carried out throughout the period of implementation of the Grant Agreement until the balance is paid and for a period of 5 years from the date of payment of balance;
- give them access to their sites and business premises during the ordinary business hours and also beyond these hours by arrangement;
- provide the RUG with any information needed related to such an audit without any delay.

12. Information and Publicity

Any publicity measure undertaken by any of the partners must follow the rules applicable to the visibility of EC education and culture programmes, and be in accordance to Article II.5 of the Grant Agreement. See for details the TuCAHEA Handbook.

Information and publicity measures will be coordinated among the partners. The partner is equally responsible to promote the fact that financing is provided from the European Union funds in the framework of the TEMPUS Programme and to ensure the adequate publicity of the project.

The Partner takes note of the fact that the results of the project as well as any study or analysis produced in the course of the project will be made available to the public and they agree that the results of the project shall be available for all partners and for the public free of charge in accordance with Article II.3

13. Changes in the Project Partnership

Being aware of the fact that all changes in the partnership must be notified and requires prior approval by the -Executive Agency. The following requirements are necessary for the different modifications of project partnership:

- Addition of a project partner requires endorsement from the new member (signed by the legal representative), acceptance letters from all other partners (signed by the contact persons) and a mandate signed between the RUG and the new partner. These will be forwarded by the RUG with the request;
- Withdrawal of a Project Partner requires written explanation from the RUG and a withdrawing Project Partner, signed by the legal representative. Where the minimum partnership requirements are no longer fulfilled the Executive Agency reserves the right to decide on the continuation of the Grant Agreement; In case a partner withdraws from the project or is debarred from it the remaining partners will undertake to find a rapid and efficient solution to ensure the further proper project implementation without any delay. Consequently, the project partners will endeavour to cover the contribution of the withdrawing project partner, either by assuming its tasks by one or more of the present project partners or by asking one or more new participants to join the project partnership, regarding the respective programme provisions.
- The provisions set for audits in Article 9 remain applicable to the partner that backed out of the project or was debarred from the project.

14. Language

The working language of the partnership shall be English. Any official internal document of the operation shall be made available in the language of the Grant Agreement, i.e. in English.

15. Other provisions

- a) Any amendments to this Agreement shall be in writing signed by the coordinator and the partner
- b) Amendments and supplements to the present Agreement and any waiver of the requirement of the written form must be in written form and have to be indicated as such.
- c) If any provision in this Agreement should be wholly or partly ineffective, the remaining provisions remain binding for the parties. In this case the parties undertake to replace the ineffective provision by an effective one which comes as close as possible to the purpose of the ineffective one.
- d) The coordinator and the partner commit themselves to taking measures to ensure that all staff members carrying out the work respect the confidential nature of information regarded as such, and do not disseminate it, pass it on to third parties or use it without prior written consent of the coordinator and the partner.
- e) 3 (three) original copies will be made of this Agreement; of which each party keeps one original and one original is attached to the Grant Agreement.

16. Termination

In the event that the partner fails to perform any obligations under the present contract or the Grant Agreement, the coordinator may terminate or cancel this Agreement. If the partner or the coordinator breaches the terms of the present contract, the other parties shall have the right to terminate this contract. The coordinator shall have the right to terminate the present contract if the partner university has made false declarations to the coordinator on work carried out or on expenditure. If the present contract is so terminated, the coordinator may require acronym of the partner university to reimburse all or part of the payments made under this contract.

The grant is governed by the terms of the Agreement and the applicable rules of the European Union.

Annexes

- Grant Agreement: A copy of the Grant Agreement signed between the RUG and the Executive Agency
- Annex I of the Grant Agreement: Description of the action
- Annex II of the Grant Agreement: Estimated budget of the action
- Annex IV of the Grant Agreement: Deadlines for reports
- Annex V of the Grant Agreement: List of co-beneficiaries
- Guidelines for the use of the grant
- TuCAHEA Project Handbook
- Table of exchange rates valid for period until the second pre-payment

Signatures

We, the undersigned, declare that we have read and accepted the terms and conditions of this contract as described here before, including the annexes thereto.

For the RUG (Grantholder and General Coordinator)

.....

Name of the legal representative

.....

Position

.....

Date and Place

.....

Signature

Stamp of the institution

For the Partner

.....

Name of the legal representative

.....

Position

.....

Date and Place

.....

Signature

Stamp of the Institution

IX. Evaluation Sheet

EVALUATION FORM

Please take a few minute to fill out this questionnaire on
TUCAHEA First Plenary and Working Country meeting in Almaty, KZ, on 5-6 April 2013
Your information will help us to match our activities with your requirements

Please fill out and give it to the organisers as you leave the meeting, or if preferred, scan and send to tucahea@tucahea.org

Organisation & Location

1. Were you satisfied with the organisation of the event?

most satisfied satisfied partly satisfied rather dissatisfied dissatisfied

2. Were you satisfied with the location of the event (city, rooms, accessibility)?

most satisfied satisfied partly satisfied rather dissatisfied dissatisfied

Comment, Remarks

3. Was the information provided on the TuCAHEA website useful?

most useful useful partly useful rather useless useless

EVENT and INFORMATION

4. Were you satisfied with the documentation you were provided with at the event?

(Dossier, brochures)

most satisfied satisfied partly satisfied rather dissatisfied dissatisfied

5. How did you find the quality of the Plenary session presentations and speeches?

excellent good sufficient insufficient poor

6. How did you find the quality of the Working Group discussion?

excellent good sufficient insufficient poor

7. Were the objectives of the Working Groups clear?

clear partly clear not clear

8. Have you gained new ideas and perspectives for your teaching and networking activities in your Institution?

yes partly no

9. Have you gained new ideas and perspectives about international cooperation in Higher Education useful for your country and/or region?

yes partly no

10. Please evaluate how this event has met your expectations! Overall, it was....

excellent good sufficient insufficient poor

For our next Plenary and Working Meeting of TuCAHEA what would you recommend?

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Other comments or remarks

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Thank you for your time