

TEMPUS PARTNER SEARCH FORM

(to be completed in English)

General information	
Partner-country	Uzbekistan (UZ)
General information about region/ town	<p>Bukhara region is located in the southwest of the Republic of Uzbekistan. Bukhara city is administrative center which is located in the southwest of Bukhara region; population size – 270.0 thousand people.</p> <p>In 1991 Bukhara city was included in the list of a UNESCO World Heritage, and in 1997, under the direction of UNESCO, the 2500-year jubilee of the city was widely celebrated internationally.</p> <p>Type of economy development of the region is agrarian-industrial. Share of agriculture in the gross regional product makes up 29.6%, and of industry – 18%. At the same time, there observed the trend for reduction of share of the agriculture in GRP and growth of share of industry and services. The main industrial sectors are textile, silk-processing and cotton-cleaning, production of building materials, extraction and processing of crude oil and natural gas.</p> <p>The small-scale business has a big development potential, particularly in the spheres of tourism, craftsmanship and services, the production volume of which is projected to bring to 70% in the structure of GRP.</p> <p>Being as one of the centers of science and culture of Uzbekistan, Bukhara is famous worldwide with its unique historical and architectural monuments. At present, there are 997 historical and architectural monuments on the territory of the region.</p>
Name of university: website:	<p>Bukhara Engineering-Technical Institute of High Technologies</p> <p>www.byutmti.uz</p>
Brief description of university, faculty, department, number of students	<p>Formerly Bukhara technological institute of food and light industry was established in 1977 on the base of the branch of Tashkent polytechnic institute. On the basis of Resolution of the Cabinet of Ministers of the Republic of Uzbekistan as of May 2011, it was reorganized to Bukhara engineering-technical institute of high technologies (BETIHT). BETIHT trains the highly qualified specialists for economic sectors as oil and gas, textile and light industry, and also the teachers for vocational colleges. One of the Institute's objectives is to train the highly qualified scientific and pedagogical personnel on general technical and technological areas of education, to deepen the integration of educational process with research and production activity.</p> <p>Since enacting of Resolution of the Cabinet of Ministers of the Republic of Uzbekistan in 2002, the Institute is considered to be a base Institute on training of special disciplines teachers, along with Tashkent State Pedagogical University named after Nizami and Namangan Engineering-Pedagogical Institute.</p> <p>Four faculties function at the institute: Automation of technological processes, Food technology, Engineering and technology of oil-and-gas industry, Textile and light industry.</p> <p>Number of Students – 5362; Number of teachers-332. (among them</p>

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	<p>teachers with Doctoral Degree - 13, teachers with Candidate of Science -153).</p> <p>Department of Organization of Production in Industry carries out an activity under the faculty of Food technologies, and trains the specialists of Bachelor degree in the fields of Management (by sectors and spheres), Professional Education (Management, Economics, Marketing, Tourism) which are studied by more than 500 students.</p>
Relevant information on previous or on-going international cooperation	<p>The Institute, its teachers and students have participated in the following international projects:</p> <ul style="list-style-type: none"> - Grant of Eurasia Foundation in 1996 “Organization of Information and Consulting Center”. - CD_JEP-21250-2000 “Establishment of New Curriculum in Economics of Agricultural Commodities” (implemented during 2001-2003). - T012A0-4-2004 “DWAOP: Dissemination and Wider Application of the Outputs of Project CD_JEP-21250-2000” - CD_JEP-24104-2003 “MCFS: Curriculum Development for a Master Course in Food Safety” (implemented during 2003-2006) <p><i>On-going projects:</i></p> <ul style="list-style-type: none"> - 158677-TEMPUS-1-2009-1-DE-TEMPUS-JPCR “HEICA: Higher Education Initiative for Informatics in Central Asia” - 530808-TEMPUS-1-2012-1-HU-TEMPUS-JPCR “ENGITEC: Modernizing higher engineering education in Georgia, Ukraine and Uzbekistan to meet the technology challenge”
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Description of project	
Title of the project	Development of Professional and Pedagogical Competence of Vocational College Teachers in the Field of Business and Management
Type of the project: Joint Project (JP) or Structural Measure (SM)	JP
Area of project: Curricular Reform (CR), Governance Reform (GR) or Higher Education and Society (HES)	HES
Subject area/academic discipline (see Annex 6)	Training of non-university teachers, training of Vocational College Teachers
Relevance to national or	<ul style="list-style-type: none"> • Training of non-university teachers

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regional priorities	<ul style="list-style-type: none"> • Development of partnership with enterprises
Brief need analysis	<p>One of the main criteria for optimality in modern education are the requirements which are laid to the college specialists – vocational college graduates by organizations and employers.</p> <p>At present, the professional knowledge, abilities and skills of college teachers of special disciplines do not satisfy the requirements which are laid by the labour market of college specialists.</p> <p>The young teachers, university graduates trained for teaching of special disciplines in vocational colleges as well as the teachers with a short length of service do not practically cope with complexity of integrating and inculcating, to their teaching activity, the theoretical knowledge from one side, and practical skills and mastery of work execution from other which they have to teach the college specialists, due to lack of qualifying practical experience. Especially, it is evident in the sphere of small-scale business and entrepreneurship in tourism, services, production sectors where there are large reserves of employment of college graduates.</p> <p>The modern qualifying characteristics and the basic competent requirements to the college teachers of special disciplines as trainers on professional skills development are divided into the following groups:</p> <ul style="list-style-type: none"> • Practical competence on professional skills; • Pedagogical competence; • Public and personal competence. <p>The results of analysis of teaching practice in vocational colleges today as well as of quality of their graduates' practical skills show that in the university educational process there paid more attention to the second and a little bit less attention to the third group of requirements. And as a consequence, the main problem is unconformity of abilities and skills, especially of young pedagogues to those requirements which are demanded by the process of training of college specialists for industry.</p> <p>At present, the labour market of college specialists of Uzbekistan pays a special attention to the practical competence on professional and entrepreneurial skills in various sectors of small-scale business which should include the following:</p> <ul style="list-style-type: none"> • Skills to organize production for small-scale business; • Ability to work out a development strategy for enterprise; • Ability to choose and process raw and other materials; • Managing the quality of products; • Knowledge of accountancy and financial reporting; • Knowledge of legal bases of establishing and functioning of small-scale business; • Knowledge of human resources management; • Skills to analyze market conditions and manage marketing of products; • Disposition to innovation and creative thinking; • Provision of work quality; • Ability to analyze malfunctions and errors made; • Adherence to specified standard requirements and rules of

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	<p>production for small-scale business.</p> <p>In order to effectively organize the process of teaching college specialists in the vocational colleges, it is required to pay more attention to the continuous development of practical professionalism of teachers in the sphere of both using interactive educational technologies and acquiring practical skills in certain field of knowledge. Achievement of optimal results will not be provided unless teachers themselves will have sufficient level of practical skills which meet the competent requirement, as in the job process they have to equip the students with knowledge, to extend the possibilities for formation of their professional experience in order for them to effectively carry out their further professional activity, to form the professional mobility, to independently direct and improve their abilities and skills, to realize their knowledge and skills for creation of something new (innovation) in their profession. In order to develop the professional and pedagogical skills of practicing teachers of vocational colleges in the field of small-scale business and management, it is needed to organize a system of cooperation of vocational colleges with practicing enterprises to determine professional profiles and relevant abilities and skills as well as with universities to receive a practical assistance in improvement of learning methods and forms, to adjusted them in accordance with real needs of the society and economy.</p>
Objectives and activities	<p>The main purpose of the project is to develop the professional and pedagogical skills of practicing teachers of vocational colleges in the field of small-scale business and management which meet the needs of local labour market, personality, and which conform to the best world practices in the sphere of education.</p> <p>The purpose set requires the solving of the following accompanying tasks:</p> <ul style="list-style-type: none">- organization of practical assistance in development of qualifying requirements which are laid to college specialists by modern labour market on the basis of organization of researches in a form of dialogue between the enterprises of small-scale business in tourism, services, production sectors and the vocational colleges;- analyzing experience of cooperation of the leading foreign universities on cooperating with industrial and small-scale business enterprises, and development of the concept of providing the quality conformance of training the graduates to the market-oriented qualifying requirements on the basis of integration of institute, colleges and enterprises of small-scale business in order to provide the successful employment of the graduates;- development of training programs and learning modules which favour the development of professional and pedagogical skills of vocational college teachers in the field of business and management which meet the needs of labour market, personality, and which conform to the best world practices in the sphere of education;- development of the system of providing methodical

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	<p>assistance, to the vocational colleges from the teachers of university, in improvement of qualifying skills and development of professional mobility, in development of learning and methodological complexes for special disciplines on the basis of interactive module-rating system of teaching and knowledge control, in improvement of forms and methods of students' extracurricular and independent work with application of foreign experience, aimed at quality assurance of students' professional skills in free grasp of technology and tendencies of market changes, qualification mobility, sociability, knowledge of foreign languages, free grasp in information space, ability to entrepreneurship;</p> <ul style="list-style-type: none"> - elaboration of cluster model of organizing the in-process study courses for vocational college teachers which include the formal obligation both from the side of industry, small-scale business and from the side of vocational colleges; - organization of functioning "master-classes" for college teachers with involvement of specialists from the universities and production sector, especially from small-scale business in order to strengthen relations of education with practice, and to achieve a great conformity of forming competencies and skills to the requirements of the modern labour market; - initiating and promoting the development of abilities for college teachers to conduct innovation researches in production and teaching methods; - working out of recommendations on improvement of qualifying requirements and indicators of maintaining the higher professional education for Bachelor graduates in the field of professional education of Management, Tourism and Economics – the future teachers of special disciplines in the colleges taking into account of needs of employers of the small-scale business sector and vocational colleges, as well as on inclusion of special appendix to the diploma which reflects, besides a level of acquiring the content of curriculum, the character and level of practical skills obtained by the Bachelor graduate.
Target groups and stakeholders (enterprises, student organizations, for SM – Ministry of Higher and Secondary Specialized Education of Uzbekistan)	<ul style="list-style-type: none"> • Ministry of Higher and Secondary Specialized Education of Uzbekistan • Engineering-Pedagogical Institutes • Administration of Vocational Colleges • Trade and Industry Chamber • Tourism agencies • Craftsmen Society • Students and student organization • Enterprises
If possible information about other HEIs in Uzbekistan to be involved in project	Namangan Engineering-Pedagogical Institute Tashkent State Pedagogical University named after Nizami