Strengthening Green Skills Development under the Central Asia Regional Economic Cooperation (CAREC) Programme / Расширение возможностей для развития экологических навыков в рамках Программы регионального экономического сотрудничества в Центральной Азии (CAREC)

Analysis of the readiness and potential for inter-university mobility within CAREC / Анализ готовности и потенциала межуниверситетской мобильности в рамках CAREC

March 31 – April 2, 2026, Istanbul

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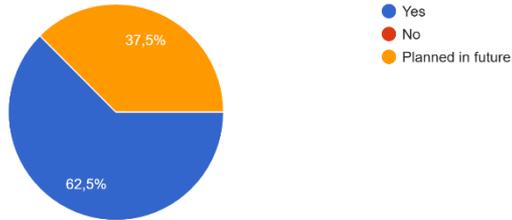# Assessment – March 13-25 / Оценка – 13–25 марта

- 8 universities filled out the assessment form
- MULS did not

- 8 университетов заполнили форму оценки
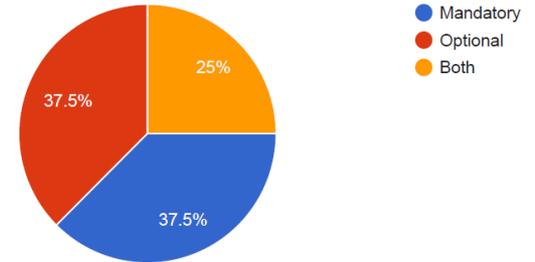- MULS этого не сделал

Findings / Выводы

4. Does your university offer internships related to Climate-Smart Agriculture or Sustainable Agriculture?
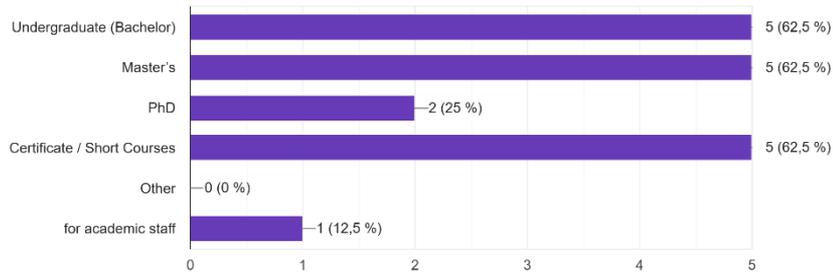
8 ответов

- ● Yes
- ● No
- ● Planned in future

62,5%
37,5%

7. Is the internship mandatory in your programme?

3 responses

- ● Mandatory
- ● Optional
- ● Both

37.5%
37.5%
25%

6. At which level are these internships offered?

8 ответов

Undergraduate (Bachelor)	5 (62,5 %)
Master's	5 (62,5 %)
PhD	2 (25 %)
Certificate / Short Courses	5 (62,5 %)
Other	0 (0 %)
for academic staff	1 (12,5 %)

8. Typical duration of internships

8 ответов

Less than 4 weeks	2 (25 %)
4–8 weeks	3 (37,5 %)
2–3 months	2 (25 %)
3–6 months	2 (25 %)
More than 6 months	0 (0 %)
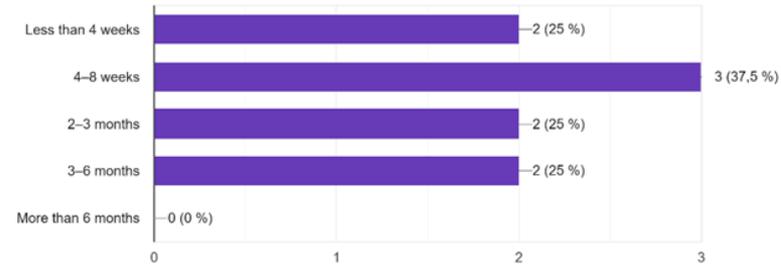
Internship structure / Структура стажировки

9. When do students usually complete internships?
8 ответов

Option	Count
During semester	4 (50 %)
Summer break	0 (0 %)
Final semester requirement	4 (50 %)
Flexible timing	1 (12,5 %)

11. Which requirements must students complete after the internship?
8 ответов

Option	Count
Internship report	7 (87,5 %)
Field project	4 (50 %)
Presentation	5 (62,5 %)
Research paper	3 (37,5 %)
None	0 (0 %)

10. Are academic credits awarded for the internship?
8 ответов

- Yes — 87,5%
- No — 12,5%
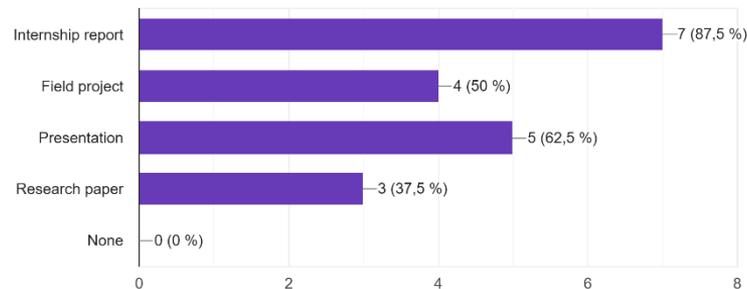
12. Where are students typically placed?
8 responses

| Option	Count
Farms or agricultural enterprises	6 (75%)
Agricultural research institutes	7 (87.5%)
Government agencies	4 (50%)
NGOs working in agriculture or climate ada…	3 (37.5%)
Agribusiness companies	5 (62.5%)
International organizations	2 (25%)

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4
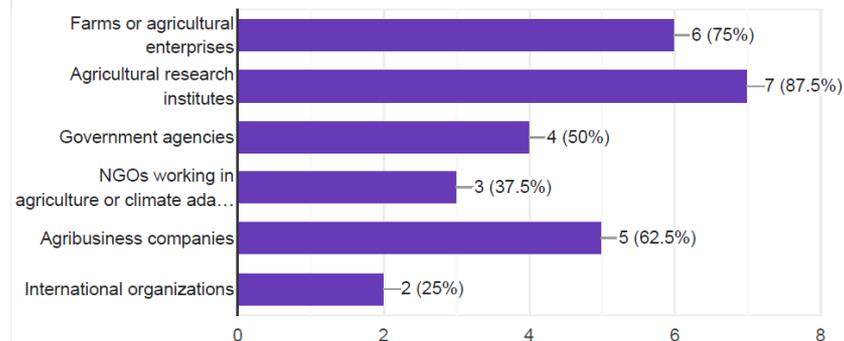
Organization of internships / Организация стажировок

14. Does the university have formal partnerships (MoUs) with host organizations?

3 responses

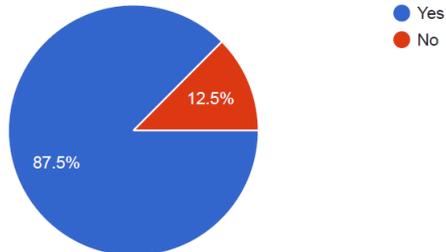
- Yes
- No
- In development

100%
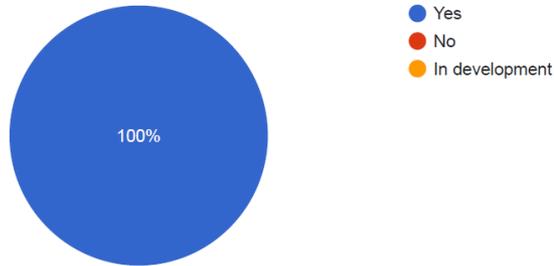
17. Are students supervised by a faculty mentor?

7 responses

- Yes
- No

100%
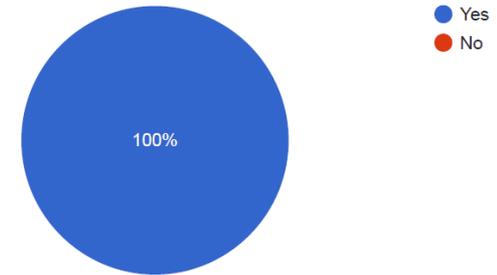
16. Do students receive training on CSA concepts before the internship?

8 responses

- Yes
- No

87.5%
12.5%

20. Is there a formal evaluation from the host organization?
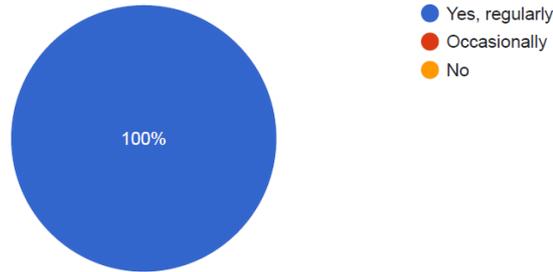
8 responses

- Yes
- No

100%
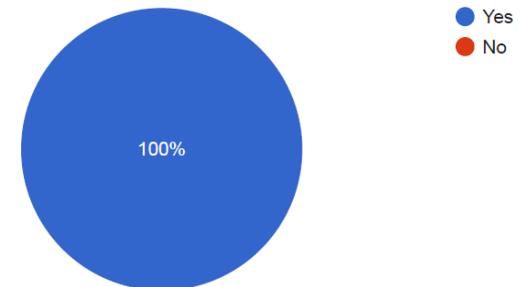
Evaluation, challenges, collaboration / Оценка, проблемы, сотрудничество

24. Does your university formally evaluate the internship programme?

8 responses

- Yes, regularly
- Occasionally
- No

100%

27. What challenges does your university face in implementing CSA internships?

8 responses

- Limited funding — 8
- Lack of internship placements — 3 (37.5%)
- Limited industry partnerships — 1 (12.5%)
- Insufficient faculty supervision — 0 (0%)
- Logistical challenges (transport/accommodation) — 5 (62.5%)
- Lack of CSA expertise — 4 (50%)
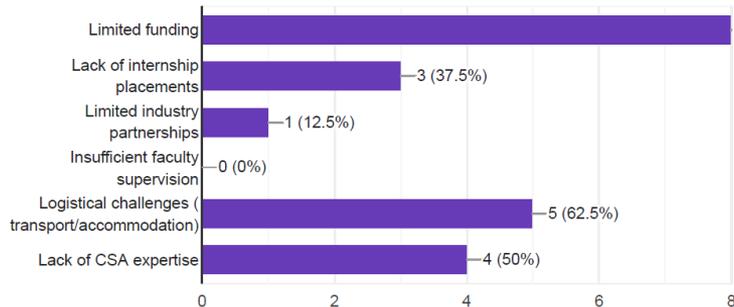
28. What support would help strengthen CSA internships?

8 responses

- Funding for student placements — 7 (87.5%)
- Partnerships with farms or organizations — 3 (37.5%)
- CSA training materials — 5 (62.5%)
- International collaboration — 6 (75%)
- Faculty development programmes — 4 (50%)
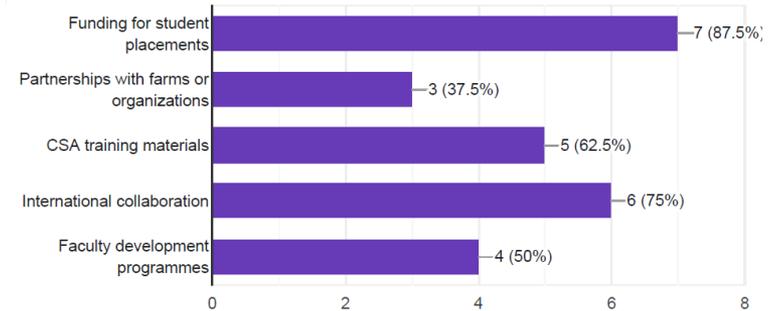
29. Does your university collaborate with other universities in organizing or supporting internships?

8 responses

- Yes, regularly
- Occasionally
- No, but interested in collaboration
- No and not currently interested

37.5%

62.5%

6
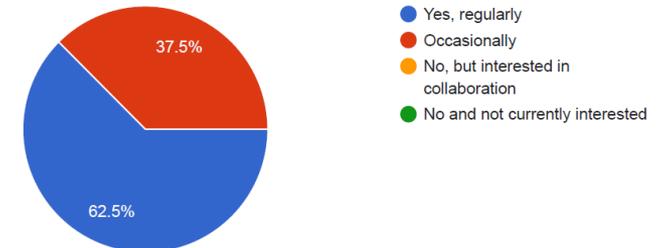
Internships at other universities / Стажировки в других университетах

33. Does your university allow students to complete internships at partner universities?

8 responses

- Yes
- Sometimes
- No

75%   25%
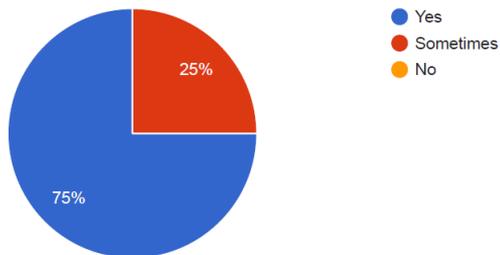
Does your university host interns from other universities?

8 responses

- Yes, regularly
- Occasionally
- No

62.5%   37.5%
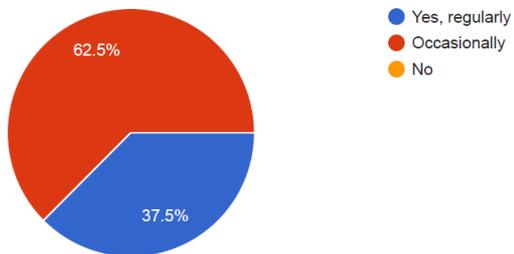
35. What are the main challenges in collaborating with other universities on internships?

8 responses
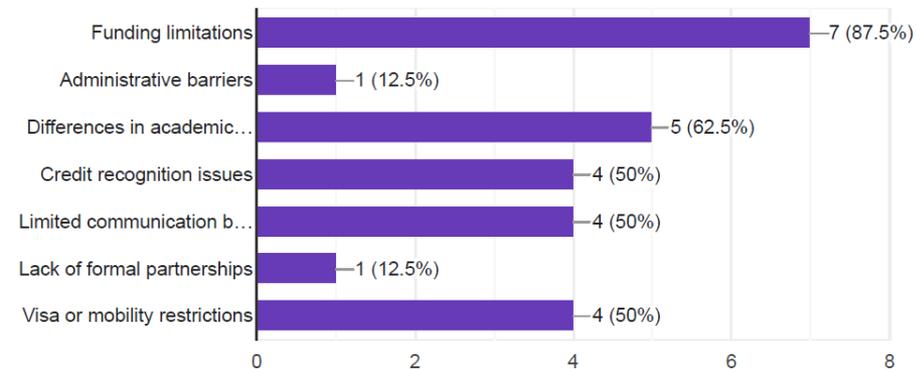
Challenge	Value
Funding limitations	7 (87.5%)
Administrative barriers	1 (12.5%)
Differences in academic…	5 (62.5%)
Credit recognition issues	4 (50%)
Limited communication b…	4 (50%)
Lack of formal partnerships	1 (12.5%)
Visa or mobility restrictions	4 (50%)

37. What kind of support would help your university strengthen collaboration on internships with other CAREC universities? (1)

- Training

- Common project

- Capacity building for students and faculty, following a formal CAREC internship framework with standardized guidelines, credit transfer mechanisms, and mutual recognition of internship outcomes across universities along with MoUs among CAREC institutions, would ensure sustainable and scalable internship collaboration across the CAREC region.

- We hope that the issue of diplomatic and financial cooperation in the field of internships with other universities within the CAREC system will be resolved.

37. Какая поддержка помогла бы укрепить сотрудничество с другими университетами ЦАРЭС в сфере стажировок? (1)

- Обучение

- Совместный проект

- Развитие потенциала студентов и преподавателей в рамках официальной системы стажировок ЦАРЭС, предусматривающей стандартизированные руководящие принципы, механизмы переноса зачетных единиц и взаимное признание результатов стажировок между университетами, а также на основе меморандумов о взаимопонимании между вузами ЦАРЭС, обеспечит устойчивое и масштабируемое сотрудничество в области стажировок по всему региону ЦАРЭС.

- Мы надеемся, что вопрос о дипломатическом и финансовом сотрудничестве в сфере стажировок с другими университетами в рамках системы ЦАРЭС будет решен.

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37. What kind of support would help your university strengthen collaboration on internships with other CAREC universities? (2)

- Funding is the most critical support, as it provides the necessary resources for student mobility grants, regional administrative coordination, and the development of shared digital platforms.

- Open flexible relationships between the CAREC Universities

- Joint internship programs for students and teachers, exchange of experience in the implementation of internships, advanced training of teachers

37. What kind of support would help your university strengthen collaboration on internships with other CAREC universities? (2)

- Funding is the most critical support, as it provides the necessary resources for student mobility grants, regional administrative coordination, and the development of shared digital platforms.
- Open flexible relationships between the CAREC Universities
- Joint internship programs for students and teachers, exchange of experience in the implementation of internships, advanced training of teachers

- Финансирование является наиболее важной формой поддержки, поскольку обеспечивает необходимые ресурсы для грантов на мобильность студентов, координации административной деятельности на региональном уровне и разработки общих цифровых платформ.
- Открытые и гибкие отношения между университетами ЦАРЭС
- Совместные программы стажировок для студентов и преподавателей, обмен опытом в области организации стажировок, повышение квалификации преподавателей

1. Name of the University	39. Number of students the university is ready to accept for internships or exchange programme	40. Number of teachers the university is ready to accept for exchange programme	43. Number of teachers the university is ready to send for exchange	44. Number of teachers the university is ready to receive for exchange
Turkmen Agricultural University of named S.A.Niyazov	15 -20	6-10	4-8	6-10
Tashkent Institute of Irrigation and Agricultural Mechanisation Engineers" National Research University	10	10	10	10
Kyrgyz National Agrarian University named after K.I.Skryabin	7-10	20-30	20	20-30
KazNARU	10-16	10-16	10-15	10-18
Georgian Technical Univeristy	5-10	10	7-8	7-8
University of Agriculture, Faisalabad	25-30	5-10	3-5	2-3
Tajik Agrarian University named after Sh.Shotemur	5-8	3-4	4-5	3-4
Azerbaijan Technical University	10	3	3	3

Показатели обмена по студентам и преподавателям

Университет	39. Количество студентов, которых университет готов принять по обмене	40. Количество преподавателей, которых университет готов принять по обмене	43. Количество студентов, которых университет готов направить на обмен	44. Количество преподавателей, которых университет готов направить на обмен
TAU, Turkmenistan	15-20	6-10	4-8	6-10
TIIAME	10	10	10	10
KNAU	7-10	20-30	20	20-20
KazNARU	10-16	10-16	10-15	10-18
GTU	5-10	10	7-8	7-8
UAF	25-30	5-10	3-5	2-3
TAU, Tajikistan	5-8	3-4	4-5	3-4
ATU	10	3	3	3

Dates and duration

1. Name of the University	42. Dates and Duration of the teachers' exchange programme	45. Dates and Duration of the teachers ' exchange
Turkmen Agricultural University of named S.A.Niyazov	from the beginning of June to mid-August up to 2 weeks.	from the beginning of June to mid-August up to 2
Tashkent Institute of Irrigation and Agricultural Mechanisation Engineers" National Research University	2 weeks	2 weeks
Kyrgyz National Agrarian University named after K.I.Skryabin	from 1 week to 6 month	from 1 week to 6 month
KazNARU	2-6 weeks	2-6 weeks
Georgian Technical Univeristy	5 days	optionay
University of Agriculture, Faisalabad	variable	variable
Tajik Agrarian University named after Sh.Shotemur	2 weeks	up to 2 weeks, during the semester
Azerbaijan Technical University	16 February, 2027. 6 months	16 February, 2027. 6 months

Продолжительность обмена по студентам и преподавателям

Университет	42. Даты и продолжительность программы обмена преподавателями	45. Даты и продолжительность обмена преподавателями
TAU, Turkmenistan	С начала июня и до середины августа, до 2 недель	С начала июня и до середины августа, до 2 недель
TIIAME	2 недели	2 недели
KNAU	От 1 недели до 6 месяцев	От 1 недели до 6 месяцев
KazNARU	2-6 недель	2-6 недель
GTU	5 дней	По договоренности
UAF	По договоренности	По договоренности
TAU, Tajikistan	2 недели	До 2 недель в семестре
ATU	С 16.02.2027 – 6 месяцев	С 16.02.2027 – 6 месяцев

Conclusions / Заключение

- Develop internships and exchange programs for the current project
- Develop proposal for collaboration for internship and exchange programs

- Разработать программы стажировок и обмена в рамках текущего проекта
- Подготовить предложение о сотрудничестве в области программ стажировок и обмена

Прагматичная концепция мобильности ЦАРЭС

	Для студентов (25)	Для преподавателей(25)
Сущность	Технологические семинары и практики	Трансфер образовательных технология
Цель	Доступ к уникальной инфраструктуре партнеров (новые лаборатории, центры ГИС, экспериментальные климатические участки)	Взаимный обмен передовым опытом и технологиями в рамках учебного процесса
Метод	Краткосрочное погружение в учебный процесс и работу научно-исследовательских подразделений принимающего университета	Проведение гостевых лекций для студентов партнерского вуза + Изучение методов преподавания и обучения на принимающем факультете
Результат	МОДУЛЬ / ПРАКТИЧЕСКАЯ ОЦЕНКА (Приобретение «зеленых навыков» в новых технологических и образовательных условиях)	ПРОФЕССИОНАЛЬНАЯ РЕПЛИКАЦИЯ (Тестирование собственных курсов в новой учебной среде и освоение передового опыта партнёров)

Мы не создаём новую Болонскую систему. Мы используем гранты на поездки для содействия горизонтальному обмену опытом. Для студентов результатом этого становится признанный практический опыт. Для преподавателей - привнесение новых знаний в наши аудитории.

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Принцип взаимного признания на основе прямого участия

	Для студентов (25)	Для преподавателей(25)
Как это работает	Студент едет не на целый семестр, а на конкретный «интенсивный курс» или «практику» (2–4 недели), связанный с темой вашего модуля.	Преподаватель отправляется в университет-партнер с конкретной целью — провести серию лекций или практических занятий по своей части модуля (например, по борьбе с вредителями или интегрированному управлению водными ресурсами).
Валидация	Принимающий университет выдает сертификат об окончании курса с указанием предметов и количества часов.	По возвращении из поездки лектор привозит с собой: 1) Справку о вкладе от принимающего факультета (подтверждающую, что он прочитал лекции). 2) Материалы для обмена: презентацию или тематическое исследование от принимающего учреждения, которые он обязуется включить в свой курс по возвращении.
Выгоды для университетов	Принимающий вуз признает данный сертификат либо в качестве практики, либо в качестве факультативного модуля (с зачетом кредитов)	Университет привлекает «международного преподавателя» с помощью гранта на поездку, что способствует улучшению показателей интернационализации.

Взаимное обучение и совместное развитие через преодоление барьеров и формирование общих навыков

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Implementation mechanics (How does it work?)

1. Matchmaking

   - Universities publish a 'menu of opportunities' and a 'call for expertise' (for example: KNAU – water management laboratory; another university – greenhouses).

   - Pairs are formed: who is travelling to whom to acquire specific knowledge.

2. Visit

   - Students: Undergo an intensive course (2–4 weeks, other duration?) culminating in a practical assignment.

   - Lecturers: Observe their colleagues' classes, study the teaching methodology, and deliver a 'pilot' lecture.

3. Validation and Recognition

   - For students: The host university issues a **Certificate of Completion**. On the basis of this, the home department awards credit for the relevant module.

   - For lecturers: An **Implementation Report** is drawn up. The lecturer presents an updated section of their course, supplemented with material from the trip, to the departmental board.

4. Recording the result (Sustainability)

   - All the case studies and methodologies brought in are digitised and become part of a shared module, such as 'Green Inclusive Change', which is available to all nine countrie

The 'Fast-Track CAREC' implementation model

Exchange component	Traditional approach (MoU / LA)	Our model(Fast-Track CAREC)	Rationale / Legal basis
Institutional framework	Signing of an inter-university MoU (6–12 months' coordination)	We base on ADB/WUR/Unis Grant Agreements	The project has already been approved at ministerial, Universities and donor level. This represents the highest form of legitimacy.
Curriculum	Detailed Learning Agreement (review of all courses)	Individual Work Plan (1 page)	We focus on specific skills (Green Skills) rather than on changing the entire timetable.
Participant status	Exchange student (Semester Exchange)	Participant in a technical workshop	This allows the trip to be organised as a short-term placement or business trip without losing a semester.
Recognition of learning outcomes	Complex procedure for credit validation and conversion	Automatic recognition (Certificate-based)	Higher education institutions place their trust in the host organisation. A partner certificate = recognition of the placement.
The role of the tutor	Trainee	Visiting expert (Expert Transfer)	The lecturer is not studying, but exchanging experience, which does not require new job descriptions.

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Process documentation: the '**four pages pack**' approach

1. Matchmaking Form '**Plan'** — (Before the trip - **1 A4 page**)
- Student: Module/laboratory title + expected skills.
- Lecturer: Topic of guest lecture (export) + technology to be studied (transfer).
- Legal validity: Signatures from both parties confirm their willingness to accept and credit the outcome.

2. Activity Log '**Process**' — During the trip (to be completed by date - **1 A4 page**)
- Brief record of activities: 'Lecture', 'Field trip', 'GIS work', etc.
- To be certified: By the host department's stamp on the final day.

3. Impact & Skills Report '**Content**' — Upon return (completed by the participant - **1 A4 page**)
- For the student: Description of 1–2 tools mastered (e.g., 'learned to take soil samples according to the partner university's standard').
- For the lecturer: Brief summary: how many students were trained (export) and which 2–3 methodologies were brought back for implementation in their syllabus (transfer). Photos or a presentation are attached to the report.

4. Recognition **Certificate - 1 A4 page**
- For the student: A document issued on the basis of the Diary (confirmation of dates) and the Report (confirmation of knowledge).
- For the lecturer: 1) A Letter of Contribution 2) Materials for exchange

Roadmap for the implementation of 'Fast-Track 25+25 CAREC'

- **Stage 1: Preparatory (March – April)**
  - Compilation of the 'Menu of Opportunities' and 'Call of Expertise': Each of the nine universities submits a list of its leading laboratories and topics for guest lectures student placements.
  - Matchmaking: Formation of 'Donor University – Recipient University' pairs based on needs (e.g., KazNARU sends 5 students to the university with the best GIS facilities).
  - Approval of templates: Distribution of the 'two-page pack' (Map, Diary, Report).

- **Stage 2: Operational launch (May – June)**
  - Pilot trips (First 10+10): Launch of the first groups of students for technical workshops and lecturers for technology transfer.
  - Model testing: Refinement of the 'automatic recognition' system through the first Certificates and Reports.
  - Legal background: Issuing orders to universities based on the Grant Agreement (without new MoUs).

- **Stage 3: Scaling and Digitalisation (September – October)**
  - Main intake (15+15): Completion of the 25+25 participant quota.
  - Filling the repository: Uploading all 'Results Reports' to the module's shared knowledge base.
  - Impact analysis: Assessing the impact of the exchanges on the final version of the 'Green Inclusive Change' module.

- **Phase 4: Finalisation (November – December)**
  - Final report for the ADB: Presentation of 50 success stories based on the reports.
  - Institutional legacy: Preparation of a final umbrella MoU between nine universities based on the experience already gained.

Performance assessment for participants (individual level)

- For students (25 participants):
  - Development of hard skills: A verified list of technologies/tools mastered (e.g. working with a specific GIS layer or laboratory analyser).
  - Development of soft skills: The ability to work within an international team on a shared climate-related challenge (Cross-cultural adaptability).
  - Career potential: Possession of a 'Competence Passport' from a foreign university, which makes them more competitive in ADB/WUR/CAREC projects.
  - Indicator: 100% pass rate for the practical module based on the case study presented.

- For lecturers (25 people):
  - Validation of expertise: Successful trial of their course with an international audience (results of a survey of students at the host university).
  - Methodological update: Number of new case studies, exercises or digital tools included in their syllabus.
  - Professional networking: Establishing lasting connections with colleagues for future joint publications or grants.
  - Indicator: Approved report on the implementation of new materials into the curriculum.

Institutional performance (University level)

- Content transfer:
  - Enriching national educational programmes with international expertise from CAREC countries.
  - Creating a joint 'case study bank' on green development, accessible to all departments.

- Internationalisation 'on the ground':
  - Improving the university's ranking through international mobility indicators (even if these are short-term grants) .
  - Improving the university's image as an 'open platform' for international experts.

- Convergence of standards:
  - Testing the automatic recognition system without MoUs and LAs is an important precedent that will simplify future exchanges.
  - Aligning learning outcome requirements across the nine countries.

Institutional performance (assessment)

Focus Area	Key Performance Indicator (KPI)	Evidence / Verification
Academic Content	Curriculum Modernization	Department protocols and "Acts of Implementation" showing the integration of partner case studies and methods.
Human Capital	Creation of Internal Expert Pool	Registry of certified staff and students trained on specific CAREC technologies and laboratory equipment.
Operational Efficiency	"Fast-Track" Model Validation	A proven framework for simplified credit/practice recognition without the need for lengthy new MoU negotiations.
Regional Impact	Knowledge Base Expansion	Number of technical reports, GIS layers, and educational materials uploaded to the Project's Shared Repository.
Strategic Growth	Internationalization at Home	Increased university visibility and readiness for future ADB/WUR grants through proven cross-border cooperation.

University readiness and exchange parameters

Key finding: The survey confirms a "critical mass" of partners ready to launch the 25+25 mobility cycle.

1. Defined Capacity (The "25+25" Validation)
- Average Quotas: Universities have committed to sending/receiving 5–10 students and 3–5 faculty members per cycle.
- Balanced Exchange: The data shows a "Mirror Effect"—partners are as willing to host expertise as they are to seek it.

2. Operational Windows (Timing & Duration)
- Standard Duration: A consensus has emerged for 2-week intensive modules (skills-based) or 4-week research tracks (data-based).
- Optimal Windows: Two clear launch periods identified:
    - Spring Window (Feb – May): Focus on academic modules and lab work.
    - Autumn Window (Sept – Nov): Focus on field research and harvesting cycles.
- Action: We can will implement a "Rolling Calendar" rather than a fixed date for all 9 countries.

3. Strategic Demands (Preferred Cooperation Models)What universities actually want to achieve.
- Top Priority: Joint CSA Internship Programmes (Universities want a structured, shared curriculum).
- Technical Need: Shared Databases and Knowledge Platforms (A move away from isolated folders to a regional "Knowledge Hub").
- The "Trust" Factor: Partners favour "Matchmaking" based on specific regional strengths (e.g., Green Energy in Azerbaijan, Water Management in Tajikistan/Kyrgyzstan).

Commitment Matrix

Parameter	Consortium Consensus	Impact on Our Program
Participant Quota	5-10 Students / 3-5 Faculty	Confirms the feasibility of our 25+25 target.
Mobility Duration	14 to 30 Days	Ideal for short-term impactful travel grants.
Thematic Focus	Water, Energy, CSA, Sustainability, Pasture and Pest Management	Defines the "Menu of Opportunities" content.
Main Barriers	Funding & Coordination Gaps	Justifies our project as the "System Integrator."