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# Guidelines for the development of doctoral education in Uzbekistan: a short introduction

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## INTRODUCTION - WHAT ARE THE *GUIDELINES*?

- *Guidelines* present a final outcome of the UZDOC project, and one of the main reasons why this project was initiated
- They are intended to help Uzbekistan HEIs for further implementation of reforms in doctoral education, building on what is already achieved in the area so far
- *Guidelines* offer advice and examples of good practice to all the stakeholders – the Ministry, VAK, HEIs – for developing principles of organisation of doctoral education in Uzbekistan

## INTRODUCTION - WHAT ARE THE *GUIDELINES*?

- They are based on the experience and good practice used in organization of doctoral education used in European Higher Education Area
- They do not tend to present the BEST practice – many other equally good examples could be found in Europe and world-wide
- Most important – they are not finished, but present a draft! Further changes and modifications are possible, depending on the received feedback
- Even more important – the „translation” of the Guidelines to the system depends on you

## HOW WERE THE *GUIDELINES* CREATED?

- Three-steps process was used in the creation of the Guidelines:

Step 1– Analysis of the legal and regulatory framework



Step 2 – Consultation with the stakeholders



Step 3 – Writing of the Guidelines

- Done under the lead of Sapienza University, using survey and document analysis
- Overview of the laws in place
- Help in the understanding of the past and the future of doctoral education in Uzbekistan
  
- Exchange of experience and knowledge during two study visits (Zagreb, Granada) and round tables in Samarkand
- Additional meeting was held in Brussels
- Further deepening of the understanding of the current issues and challenges
  
- First draft of the Guidelines was finished in December 2015
- Provisional structure was presented in Samarkand in February 2016
- In May 2016, draft was sent to all EU partners for feedback and revision
- In June 2016, Uzbek stakeholders were included in the process

## STRUCTURE OF THE *GUIDELINESS*

### Four main chapters:

- Chapter 1 - Structure of the doctoral education in Europe
  - Chapter 2 - Current situation in doctoral education in Uzbekistan - strengths of the system
  - Chapter 3 - Challenges to the modernization of the Uzbek doctoral education system
  - Chapter 4 - Conclusion - Moving forward: future organisation of doctoral education in Uzbekistan
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- Guidelines contain numerous examples of good practice from project partners on topics such as enrolment procedures, publication requirements, selection of PhD candidates, personal and professional development etc.
  - It also includes a glossary of the main used terms, to avoid any misinterpretation and misunderstanding

## CONTENT OF THE *GUIDELINES*

### **Chapter 1 - Structure of the doctoral education in Europe**

- Gives the reader information on the **organisation** and of the **latest developments** in the European Higher Education Area focused on doctoral education
- Offers short overview of the past events and the **drivers of change** responsible for the developments in the European framework within the last 10-15 years
- Informs the reader about the European framework of doctoral education, and presents the **main characteristics and elements** of this framework,
- These elements are later **compared to the Uzbek system** in the following sections

## CONTENT OF THE *GUIDELINES*

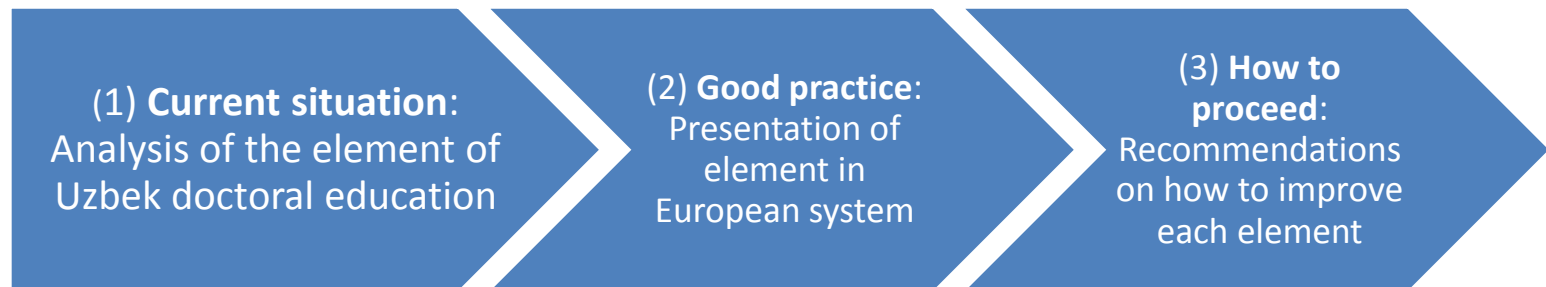
### **Chapter 2 - Current situation in doctoral education in Uzbekistan - strengths of the system**

- Focus of the chapter - analysis of the **current situation** of doctoral education in Uzbekistan, emphasising the changes that were brought by the introduction of the new law on doctoral education in 2013
- Identification of the **strengths and opportunities** of the Uzbek system, for example:
  - Legislative support to the process
  - Increase of the amount of resources used
  - Enthusiasm for reform of all stakeholders – from government, academic staff to doctoral candidates
- Chapter contains realization that many challenges still lie ahead!

## CONTENT OF THE *GUIDELINES*

### Chapter 3 - Challenges to the modernization of Uzbek doctoral education system

- Central chapter in the *Guidelines*, offering synthesis of both the analysis of Uzbek system and the presentation of EU system done in previous chapters, presenting possible solutions to the identified issues
- Chapter contains **analysis of ten elements of doctoral education**, which were identified as the most important in the reform of Uzbek doctoral education system
- **Three-part structure** of the analysis of critical elements:





## CONTENT OF THE *GUIDELINES*

### **Chapter 3 - Challenges to the modernization of the Uzbek doctoral education system**

- Ten elements are:
  - Structure of doctoral education
  - Admission
  - Workload
  - Publishing
  - Supervision
  - Applicability of the research and the relationship with the business and industry sectors
  - Transferable skills training and career development of doctoral candidates
  - Compatibility between European and Uzbek doctoral degree titles
  - Research freedom and autonomy of the HEI
  - Internationalization

## CONTENT OF THE *GUIDELINES*

### **Chapter 4 - Conclusion - Moving forward: future organisation of doctoral education in Uzbekistan**

- Chapter gives a summary of the analysis of Uzbek doctoral education system, stressing the following:
  - Current issues can be traced to the full understanding of the **purpose, role and the importance of the (new) doctoral education system in Uzbekistan**
  - It is our impression that the new system of doctoral education incorporated some elements from other systems (mainly European and US), at the same time **neglecting the other and leaving some parts from the old system mostly unchanged**
  - As a consequence, progressive elements of doctoral education came in conflict with the traditional elements, obstructing the modernization process and slowing the change efforts
  - Furthermore, **new issues** for the doctoral education system have incurred

## CONTENT OF THE *GUIDELINES*

### **Chapter 4 - Conclusion - Moving forward: future organisation of doctoral education in Uzbekistan**

- Guidelines offer twelve steps which, in combination with the advice given on key elements, should be taken to increase overall quality, attractiveness and competitiveness of the Uzbekj system
- Those steps include, for example, opening the system to allow higher number of PhD candidates, introduction of structured doctoral education, creating critical mass etc.
- Guidelines also contain list of recommended literature

## Final thoughts:

- *Guidelines* are accompanied with the second part of the publication, *Recommendations for quality assurance in doctoral education in Uzbekistan* – they are complementing parts and should be read together!
- *Guidelines* are **still not finished** – content is open for discussion, especially the ten critical elements
- As stated in the beginning, *Guidelines* are just that – guidelines
- What you will do with them depends entirely on you!

**Thank you!**

**Questions?**