

To ensure a broad **IMPACT** on all target groups, dissemination of the project results is organised through a layered approach:



- 1 Firstly, inside the HE partner institutions. Internal dissemination will be done to promote the services offered through internal portals, infodays, rector's speeches and organizational charts. Students, researchers and academic staff will be aware of the opportunities available for field work, internships, etc. They will be able to benefit directly from the trainings and practice.
- 2 Secondly, reinforcing direct connections between both HEIs and enterprises. Policy advice will be done at three levels:
 - advice for those overseeing educational and agricultural policies
 - advice for those overseeing HEIs
 - advice for those overseeing rural communities, farm associations, farmers and agricultural sector in general.
- 3 Thirdly, establishing connections with farm enterprises and industry with which the partners have direct links (including chambers of commerce, agribusiness associations but also other bodies interested in practice-based education and those that require farm data collection (such as National Agencies, Ministries of Agriculture, Research Institutes, etc).
- 4 Other HEIs in third countries through multiplier workshops.
- 5 Finally - through publications, round tables, conferences, presentations, participation in dissemination activities, etc - the broader civil society, rural communities, farm associations, entrepreneurial and educational world inside and outside AM, UKR and UZ.



<<From Theoretical-Oriented to Practical
Education in Agrarian Studies>>

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TOPAS is a European project co-funded by the EU program “Erasmus +” that involves ten partners in six European countries: Germany, Great Britain, Romania, Poland, Armenia, Ukraine and Uzbekistan.

The main goal of the project is to facilitate the transition from teacher centered knowledge-based form of education to student- centered practice based education in Agriculture studies - and hence employability - in Uzbekistan, Ukraine and Armenia by enhancing the cooperation university-agrarian enterprises through adequate internship schemes.

AIMS & OBJECTIVES

This broad objective will be achieved by deploying the following five instruments:

- 1 Revision of course assessment and learning outcomes on Agrarian Management programs based on competence-based models which will be subsequently supported by adequate internship practices.
- 2 Intensive teacher training program targeting particularly new generations of teachers and professors through tailor-made program in the use of case-studies, problem solving methods and assignments and development and delivery of interactive videos and massive open resources.

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- 3 Capacity building and formation of supporting staff to monitor and administrate internship schemes according to EU models.
 - 4 Raising awareness of practice-based education as a model for increasing cooperation with farm industry and enhancing employability.
 - 5 Use of internship data collection for further research activities, educational and farm policy guidelines.



This project proposal aims at filling the gap within a common former soviet inherited agricultural sciences higher education system in Ukraine, Armenia and Uzbekistan, introducing and improving vocationally oriented practical programs based on a learning outcomes and competencies approach, targeting new and old graduates, with flexible learning pathways and permeability among the different agrarian management programs, while fostering partnership between universities and stakeholders (farm industry and associations), and practical training in real working environment to provide a better match between job market needs and the qualifications offered. Thus, a wide-range of activities will facilitate the transition from teacher centered knowledge-based form of education to student-centered practice based education in Agrarian studies and hence employability in UZ, UKR and AM by enhancing the cooperation between university and agriculture enterprises through adequate internship schemes with government support to recognize formal and informal learning and endorse ECQIP.