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AGROKAZ

External Evaluation of the Project

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November 2025



Project acronym:	AGROKAZ
Project full title:	Development of bachelor program in agroecology with dual education in Kazakhstan
Project No:	101082564
Funding scheme:	ERASMUS Lump Sum Grants (ERASMUS-EDU-2022-CBHE-STRAND-2)
Project start date:	01/02/2023
Project duration:	3 years

Abstract	External evaluation was conducted by an expert from the outside of consortium. He was engaged in order to evaluate the quality of the developed undergraduate program and LLL seminar.
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1. Project information

Project Acronym: AGROKAZ

Project Name: Development of bachelor program in agroecology with dual education in Kazakhstan

Project number: 101082564

Project Duration: 3 years

Coordinator: University of Novi Sad (Serbia, Project Grant Holder)

Partners:

1. Kostanay Engineering and Economics University named after M. Dulatov, BE 002, KenEU (Kazakhstan)
2. Kazakh National Agrarian University, BE 003, KazNAU (Kazakhstan)
3. Toraigyrov University, BE 004, PSU (Kazakhstan)
4. Dimokrito Panepistimio Thrakis, BE 005, DUTH (Greece)
5. Sveuciliste Josipa Jurja Strossmayera, BE 006, UNIOS (Croatia)
6. Agricultural experimental station Zarechnoye, BE 007, Zarechnoye (Kazakhstan)
7. Kazakh research institute of plant protection and quarantine named after Zhazken Zhiyembayev, BE 008, KRIPPQ (Kazakhstan)



From the Republic of Kazakhstan:

1. Kostanay Engineering and Economics University named after M. Dulatov, BE 002, KenEU (Kazakhstan)
2. Kazakh National Agrarian University, BE 003, KazNAU (Kazakhstan)
3. Toraigyrov University, BE 004, PSU (Kazakhstan)
4. Agricultural experimental station Zarechnoye, BE 007, Zarechnoye (Kazakhstan)
5. Kazakh research institute of plant protection and quarantine named after Zhazken Zhiyembayev, BE 008, KRIPPQ (Kazakhstan)

2. Executive summary

The Erasmus+ project “Development of a Bachelor Programme in Agroecology with Dual Education in Kazakhstan” was launched to respond to the growing need for higher education curricula that reflect the evolving demands of industrial companies within the framework of dual education in agroecology. This report presents the findings of an external evaluation carried out to assess the project’s achievements, impact, and long-term sustainability.

The project successfully met its core objectives, including the development of a new curriculum, active involvement of stakeholders throughout the process, accreditation of the study programme, and the creation and launch of both a project website and a student application system. The introduction of dual education in agroecology within higher education demonstrates considerable potential as an effective model for aligning academic learning with industry needs.

This evaluation report highlights the project’s accomplishments while identifying key areas where further improvements can be made. It also provides recommendations aimed at addressing remaining challenges and supporting the continued development and sustainability of dual education in agroecology in Kazakhstan.



3. Introduction

3.1. Project Overview

The AGROKAZ Erasmus+ project was launched with the aim of developing and implementation the sustainable dual study bachelor program in Agroecology at three higher education institutions (HEIs) in Kazakhstan and to establish lifelong courses for professionals.

The project had two main objectives, as outlined in the project proposal, and this evaluation report examines the extent to which these objectives have been achieved.

More specifically the project aimed to:

- 1) to reduce the gap in the structure, volume and quality of labour resources from the real requirements of specific farms/enterprises and to educate professionals with competencies related to modern technologies,
- 2) the (re)design of the educational program in agroecology in Kazakhstan through establishment of sustainable, internationally oriented dual study program will make students better prepared for all challenges facing agriculture in the future.

3.2. Objectives of the Evaluation

This evaluation is referred to:

1. Evaluation of the project's achievements in relation to the defined objectives: The primary aim is to evaluate the extent to which the project has successfully met its stated objectives.
2. Analysis of the quality of the developed courses and programs, including LLL: This includes a detailed examination of the structure, relevance, and effectiveness of the newly



developed courses and lifelong learning programs.

3. Verification of the alignment of project results with the needs of stakeholders: A key aspect of the evaluation is the examination of how the project has influenced its various stakeholders.
4. Assessment of the sustainability of project results: This involves determining whether the outcomes and benefits of the project can be maintained and further developed after the project's completion.
5. Identification of challenges and provision of recommendations for improving implementation and long-term sustainability: The goal is to identify obstacles encountered during project implementation and propose practical measures to enhance future performance and durability of results.
6. Evaluation of the dissemination of results and proposal for further diffusion of the achieved results: This focuses on reviewing the effectiveness of dissemination activities and offering suggestions for expanding the reach and impact of the project's outputs.

4. Methodology

4.1. Data Collection

The Project coordinator electronically delivered to the External expert the documentation that is to be evaluated.

4.2. Evaluation Framework

The evaluation is guided by a framework aligned with the project's and evaluation's objectives. Each objective has been assessed based on delivered data.



4.3. Limitations

It is important to acknowledge that the evaluation faces certain limitations, such as the lack of on-site visits that would provide contextual insight into the implementation, which may not allow for capturing long-term effects.

Moreover, a major limitation is the inability to conduct a comprehensive assessment of the project's impact on its stakeholders. This aspect is essential to any evaluation, as it typically requires analysing how the project has affected various groups such as students, educators, industry representatives, and educational institutions.

5. Project Objectives and Achievements

This section provides an overview of the project's objectives and the main achieved milestones.

5.1. Objective 1: Evaluation of the project's achievements in relation to the defined objectives

Achievements:

The project successfully developed courses and programs, including LLL to meet the needs of industrial companies in the field of agroecology.

Achieved Milestones:

- A new undergraduate study program, focusing on agroecology through a dual program, has been defined and launched at three Kazakh universities (Kostanay Engineering and Economics University named after M. Dulatov, KenEU; Toraigyrov University, PSU; Kazakh National Agrarian Research University, KazNARU), involving a combination of high-educational institutions' (faculties') and businesses-industry-based learning.
- Three universities successfully have been created educational program



"Agroecology" and completed the accreditation procedure and received the corresponding certificates with following accreditation periods:

- at KEnEU: 5 years
 - at KazNARU: 5 years
 - at PSU: 3 years.
- A Lifelong Learning (LLL) program "Agroecology" has been conducted, offering courses at three Kazakh universities (Kostanay Engineering and Economics University named after M. Dulatov, KenEU; Toraigyrov University, PSU; Kazakh National Agrarian Research University, KazNARU) with intention of improving the professional competencies and skills of agricultural workers.

Recommendations:

- It is essential to ensure the regular and continuous improvement of study curricula and courses addressing topics related to climate change. In addition, programs must be consistently updated to remain aligned with rapid industrial and societal developments. It is also necessary to conduct an evaluation of student performance and their satisfaction with the new educational approach after 5-7 years.

5.2. Objective 2: Analysis of the quality of the developed courses and programs, including LLL

Achievements:

Both, new undergraduate study program "Agroecology" and LLL program related to agroecology were established.

Achieved Milestones:

- All three universities have adapted and enhanced their existing courses, improving content and aligning course materials with current stakeholders needs.
- All three universities have developed entirely new courses, introducing innovative topics and content that reflects emerging trends and requirements in



the field.

- The learning outcomes and competences were defined.

Recommendations:

- Regular improvement and updating of the teaching process, accompanied by continuous revisions of the curriculum and teaching units, with the aim of addressing contemporary and relevant topics.

5.3. Objective 3: Verification of the alignment of project results with the needs of stakeholders

Achievements:

Stakeholders actively participated in defining specific training needs.

Achieved Milestones:

- A comprehensive survey was conducted to get information about stakeholders needs.
- Collaboration with stakeholders to define the key learning outcomes and competencies.

Recommendations:

- Sustain active collaboration with stakeholders to ensure ongoing contributions to curriculum development and routinely seek their suggestions for new elements that could be integrated into the study programme.

5.4. Objective 4: Assessment of the sustainability of project results

Achievements:

A key achievement of the project is the successful establishment of a new study programme in Agroecology, which is now actively attended by students.

Achieved Milestones:

- A complete study programme in Agroecology and LLL programme in



agroecology has been created and formally implemented.

- Existing courses have been improved, and several entirely new courses have been designed to address emerging needs in the field.
- As part of the project, strong connections and effective collaboration were established with numerous stakeholders.
- A project website has been launched to present information, materials, and updates in a transparent and accessible manner.
- A dedicated student application system has been developed, providing essential digital support for academic processes.

Recommendations:

- Conduct regular dissemination activities and continuously update the project website to ensure visibility, relevance, and accessibility of information.
- Periodically review and enhance courses and study programmes to keep pace with scientific advancements, industry requirements, and societal developments.

5.5. Objective 5: Identification of challenges and provision of recommendations for improving implementation and long-term sustainability

Achievements:

The project developed dual education in agroecology to other educational institutions and enterprises.

Achieved Milestones:

- A systematic review was conducted to identify key obstacles encountered during the development and early implementation of the Agroecology study programme, including organisational, curricular, and resource-related issues.
- Regular consultations with students, academic staff, and external stakeholders (industry representatives, agricultural institutions, and community partners) were carried out to gather feedback on programme relevance, quality, and areas



requiring improvement.

- Based on the identified challenges and stakeholder input, evidence-based recommendations were developed to enhance curriculum quality, strengthen stakeholder engagement, and ensure long-term sustainability and continuous improvement of the Agroecology programme.

Recommendations:

- It is necessary to carry out regular promotion of the study programmes in order to attract new stakeholders.
- Ongoing revision and improvement of courses and study programmes is recommended to ensure they remain aligned with scientific progress, industry needs, and evolving societal trends.
- Maintain ongoing contact with stakeholders, seek their advice and identify their needs, and strive to incorporate these insights into the study programmes.

5.6. Objective 6: Evaluation of the dissemination of results and proposal for further diffusion of the achieved results

Achievements:

Project results were successfully disseminated.

Achieved Milestones:

- The project website serves as a platform for disseminating project objectives and results.
- The student application and student record system has been fully developed and successfully launched.

Recommendations:

- Broaden dissemination activities to ensure the project's outcomes reach a wider audience.
- Publish the course materials from the newly developed programmes online to enhance accessibility and visibility and update them regularly to reflect any changes



or new developments.

- Develop a strategy for the future promotion of the study programmes.
- Disseminate findings to a wider audience to promote the LLL programmes.

6. Challenges and Recommendations

6.1. Challenges

The initiative undertaken within the framework of the AGORKAZ project faces the following challenges:

- Ensuring long-term stakeholder engagement and industry alignment

Despite strong collaboration established during the project, maintaining consistent stakeholder involvement over time presents a challenge, particularly as industry needs evolve rapidly and require continuous curriculum adjustments.

- Sustaining programme quality amidst limited resources and organisational constraints

The transition to a dual study model requires adequate institutional capacities, including well-trained staff, structured cooperation with enterprises, and appropriate infrastructure. Variability in resources across the three universities poses an ongoing challenge for consistent programme implementation and quality assurance.

- Achieving continuous dissemination and visibility of project outcomes

Although dissemination activities were implemented, ensuring regular promotion, updating the website, and communicating new programme developments remains a challenge, especially in maintaining momentum after project completion.



6.2. Recommendations:

To tackle the challenges and lay the basis for the project's long-term success, the following recommendations are presented:

- Develop a long-term stakeholder engagement framework

Establish structured, periodic consultations with industry, agricultural institutions, and community partners to ensure systematic input and sustained alignment of learning outcomes with real labour-market needs.

- Strengthen institutional capacities for dual education

Invest in ongoing staff training, expand enterprise partnerships, and ensure that adequate organisational and technical resources are available to support the dual study model across all participating universities.

- Implement a comprehensive dissemination strategy

Create a long-term communication plan that includes scheduled updates to the website, social media outreach, regular publication of programme developments, and targeted promotional activities to reach new stakeholders and prospective students.

- Introduce a continuous quality improvement cycle

Establish a structured mechanism for periodically reviewing courses, gathering student and employer feedback, evaluating programme performance, and incorporating findings into curriculum revisions to ensure long-term relevance and sustainability.

- Extended Cross-Border Networking Opportunities

The project's impact on education in Kazakhstan has extended to fostering networking possibilities with other dual higher education institutions across borders. This has led to knowledge sharing and the exchange of best practices, promoting collaboration beyond the project's immediate scope.



7. Conclusions

The AGROKAZ Erasmus+ project represents a significant contribution to the modernisation and internationalisation of agroecology education in Kazakhstan. By developing and implementing a sustainable dual study bachelor programme across three higher education institutions, the project successfully addressed the growing need for graduates equipped with practical skills, industry-relevant knowledge, and competencies aligned with contemporary agricultural challenges. The introduction of dual education as a model has shown strong potential to narrow the gap between academic training and labour market expectations, thereby contributing to the advancement of Kazakhstan's agricultural sector.

A central achievement of the project is the establishment and accreditation of the new Agroecology study programme at KenEU, PSU, and KazNARU, each adapted to the institutional context while maintaining a common set of outcomes and competences. The creation of new courses, improvement of existing ones, and integration of innovative content demonstrate the project's commitment to pedagogical relevance and academic excellence. Additionally, the development of a Lifelong Learning programme has expanded the project's reach beyond traditional students, enabling agricultural professionals to upgrade their skills and remain competitive in a rapidly evolving sector.

Stakeholder involvement emerged as a crucial component of project success. Stakeholders, including farmers, enterprises, and agricultural institutions, were actively engaged through consultations, surveys, and collaborations. Their feedback played a decisive role in defining learning outcomes and shaping course content, thereby ensuring that the programmes remain responsive to industry needs. The strong network built between universities and external partners provides a solid foundation for future cooperation and continued programme relevance.

Digital tools developed within the project, including the student application and the project website, contributed to transparency, accessibility, and streamlined academic processes. These platforms also serve as important dissemination channels, supporting visibility of project achievements and facilitating communication with both students and external stakeholders.



Despite these accomplishments, the evaluation highlighted several limitations, including the absence of on-site visits and the difficulty in fully assessing long-term stakeholder impact within the project timeframe. Moreover, sustaining engagement, ensuring continuous curriculum updates, and maintaining consistent dissemination efforts remain ongoing challenges.

To secure long-term sustainability, the report emphasises the importance of continuous quality improvement, regular communication with stakeholders, and systematic programme evaluation. Future efforts should focus on strengthening institutional capacities for dual education, broadening dissemination activities, and maintaining the programme's alignment with scientific, industrial, and societal developments.

Overall, the AGROKAZ project has laid a strong foundation for a modern, sustainable, and industry-responsive agroecology education system in Kazakhstan. The achievements to date demonstrate significant progress towards long-term goals, and the provided recommendations offer a clear pathway for ensuring continued growth, impact, and sustainability well beyond the project's formal conclusion.



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External Evaluation of the Project

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Project acronym:	AGROKAZ
Project full title:	Development of bachelor program in agroecology with dual education in Kazakhstan
Project No:	101082564
Funding scheme:	ERASMUS Lump Sum Grants (ERASMUS-EDU-2022-CBHE-STRAND-2)
Project start date:	01/02/2023
Project duration:	3 years

Abstract	External evaluation was conducted by an expert from the outside of consortium. He was engaged in order to evaluate the quality of the developed undergraduate program and LLL seminar.
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1. Project information

Project Acronym: AGROKAZ

Project Name: Development of bachelor program in agroecology with dual education in Kazakhstan

Project number: 101082564

Project Duration: 3 years

Coordinator: University of Novi Sad (Serbia, Project Grant Holder)

Partners:

1. Kostanay Engineering and Economics University named after M. Dulatov, BE 002, KenEU (Kazakhstan)
2. Kazakh National Agrarian University, BE 003, KazNAU (Kazakhstan)
3. Toraigyrov University, BE 004, PSU (Kazakhstan)
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2. Executive summary

The Erasmus+ project “*Development of a Bachelor Programme in Agroecology with Dual Education in Kazakhstan*” was launched to respond to the growing need for higher education in agroecology. This report presents the findings of an external evaluation carried out to assess the project’s achievements, impact, and long-term sustainability.

The project successfully met its core objectives, including the development of a new curriculum, active involvement of stakeholders throughout the process, accreditation of the study program, and the creation and launch of both a project website and a student application system. The introduction of dual education in agroecology within higher education demonstrates considerable potential as an effective model for aligning academic learning with industry needs.

This evaluation report highlights the project’s accomplishments while identifying key areas where further improvements can be made. It also provides recommendations aimed at addressing remaining challenges and supporting the continued development and sustainability of dual education in agroecology in Kazakhstan.



3. Introduction

3.1. Project Overview

The AGROKAZ Erasmus+ project was launched with the aim of developing and implementing a sustainable dual study bachelor's program in Agroecology at three higher education institutions (HEIs) in Kazakhstan, as well as establishing lifelong learning courses for professionals.

The project had two main objectives, as outlined in the project proposal, and this evaluation report examines the extent to which these objectives have been achieved.

More specifically the project aimed to:

- 1) reduce the gap in the structure, volume and quality of labour resources compared to the actual needs of specific farms/enterprises and to educate professionals with competencies related to modern technologies,
- 2) (re)design the educational program in agroecology in Kazakhstan by establishing a sustainable, internationally oriented dual-study program that will better prepare students for the challenges agriculture will face in the future.

3.2. Objectives of the Evaluation

This evaluation refers to:

1. Evaluation of the project's achievements in relation to the defined objectives: The primary aim is to assess the extent to which the project has successfully met its stated objectives.
2. Analysis of the quality of the developed courses and programs, including LLL: This includes a detailed examination of the structure, relevance, and effectiveness of the newly



developed courses and lifelong learning programs.

3. Verification of the alignment of project results with the needs of stakeholders: A key aspect of the evaluation is the assessment of how the project has addressed and influenced its various stakeholders.
4. Assessment of the sustainability of project results: This involves determining whether the outcomes and benefits of the project can be maintained and further developed after the project's completion.
5. Identification of challenges and provision of recommendations for improving implementation and long-term sustainability: The goal is to identify obstacles encountered during project implementation and propose practical measures to enhance future performance and durability of results.
6. Evaluation of the dissemination of results and proposal for further diffusion of the achieved results: This focuses on reviewing the effectiveness of dissemination activities and offering suggestions for expanding the reach and impact of the project's outputs.

4. Methodology

4.1. Data Collection

The Project coordinator electronically delivered to the External expert all documentation to be evaluated.

4.2. Evaluation Framework

The evaluation is guided by a framework aligned with the project's and evaluation's objectives. Each objective has been assessed based on the data provided.



4.3. Limitations

It is important to acknowledge that the evaluation faces certain limitations, such as the absence of on-site visits that would have offered contextual insight into the implementation process, potentially limiting the ability to capture long-term effects.

Moreover, a major limitation is the inability to conduct a comprehensive assessment of the project's impact on its stakeholders. This aspect is essential to any evaluation, as it typically requires analyzing how the project has affected various groups such as students, educators, industry representatives, and educational institutions.

5. Project Objectives and Achievements

This section provides an overview of the project's objectives and the main milestones achieved.

5.1. Objective 1: Evaluation of the project's achievements in relation to the defined objectives

Achievements:

The project successfully developed courses and programs, including lifelong learning (LLL) initiatives, to meet the needs of industrial companies in the field of agroecology.

Achieved Milestones:

- A new undergraduate study program focusing on agroecology through a dual-study format has been defined and launched at three Kazakh universities (Kostanay Engineering and Economics University named after M. Dulatov, KenEU; Toraigyrov University, PSU; Kazakh National Agrarian Research University, KazNARU), incorporating both academic and industry based-learning.
- Three universities successfully created the educational program



"Agroecology" completed the accreditation procedures, and received the corresponding certificates with the following accreditation periods:

- at KEnEU: 5 years
 - at KazNARU: 5 years
 - at PSU: 3 years.
- A Lifelong Learning (LLL) program in "Agroecology" has been delivered, offering courses at the same three Kazakh universities (KenEU, PSU, and KazNARU) with the aim of improving the professional competencies and skills of agricultural workers.

Recommendations:

- It is essential to ensure the regular and continuous improvement of study curricula and courses addressing topics related to climate change. Furthermore, programs must be consistently updated to remain aligned with rapid industrial and societal developments. It is also necessary to conduct an evaluation of student performance and their satisfaction with the new educational approach after 5-7 years.

5.2. Objective 2: Analysis of the quality of the developed courses and programs, including LLL

Achievements:

Both, new undergraduate study program "Agroecology" and LLL program related to agroecology have been established.

Achieved Milestones:

- All three universities have adapted and enhanced their existing courses, improving content and aligning course materials with current stakeholder needs.
- All three universities have developed entirely new courses, introducing innovative topics and content that reflect emerging trends and requirements in



the field.

- The learning outcomes and competences have been clearly defined.

Recommendations:

- Regular improvement and updating of teaching processes should be ensured, along with continuous revisions of the curriculum and teaching units. These revisions must be aligned with current needs and designed to address contemporary and relevant topics.

5.3. Objective 3: Verification of the alignment of project results with the needs of stakeholders

Achievements:

Stakeholders actively participated in defining specific training needs.

Achieved Milestones:

- A comprehensive survey was conducted to get information about stakeholders needs.
- Collaboration with stakeholders contributed to defining the key learning outcomes and competencies.

Recommendations:

- Maintain active collaboration with stakeholders to ensure their ongoing contribution to curriculum development, and routinely seek their suggestions for new elements that could be integrated into the study program.

5.4. Objective 4: Assessment of the sustainability of project results

Achievements:

A key achievement of the project is the successful establishment of a new study program in Agroecology, which is now actively attended by students.

Achieved Milestones:

- A complete study program in Agroecology, as well as an LLL program in



Agroecology, has been created and formally implemented.

- Existing courses have been improved, and several entirely new courses have been designed to address emerging needs in the field.
- As part of the project, strong connections and effective collaboration were established with several stakeholders.
- A project website has been launched to present information, materials, and updates in a transparent and accessible manner.
- A dedicated student application system has been developed, providing essential digital support for academic processes.

Recommendations:

- Conduct regular dissemination activities and continuously update the project website to ensure the visibility, relevance, and accessibility of information.
- Periodically review, update, and enhance courses and study program to keep pace with scientific and societal developments, as well as evolving industry requirements.

5.5. Objective 5: Identification of challenges and provision of recommendations for improving implementation and long-term sustainability

Achievements:

The project developed a dual education system in agroecology for use by other educational institutions and enterprises.

Achieved Milestones:

- A systematic review was conducted to identify key obstacles encountered during the development and early implementation of the Agroecology study program, including organizational, curricular, and resource-related issues.
- Regular consultations with students, academic staff, and external stakeholders (industry representatives, agricultural institutions, and community partners) were carried out to gather feedback on program relevance, quality, and areas requiring improvement.



- Based on the identified challenges and stakeholder input, evidence-based recommendations were developed to enhance curriculum quality, strengthen stakeholder engagement, and ensure long-term sustainability and continuous improvement of the Agroecology program.

Recommendations:

- It is necessary to carry out regular promotion of the curriculum programs in order to attract new stakeholders.
- Ongoing revision and improvement of courses and curriculum programs is highly recommended to ensure they remain aligned with scientific progress, industry needs, and evolving societal trends.
- Maintain ongoing contact with stakeholders, seek their advice and identify their needs, and strive to incorporate these insights into the curriculum programs.

5.6. Objective 6: Evaluation of the dissemination of results and proposal for further diffusion of the achieved results

Achievements:

Project results were successfully disseminated.

Achieved Milestones:

- The project website serves as a platform for disseminating project objectives and results.
- The student application and student record system have been fully developed and successfully launched.

Recommendations:

- Broaden dissemination activities to ensure the project's outcomes reach a wider audience.
- Publish the course materials from the newly developed programmes online to enhance accessibility and visibility and update them regularly to reflect any changes



or new developments.

- Develop a strategy for promoting future study programmes.
- Disseminate results and findings to a wider audience in order to promote the LLL programmes.

6. Challenges and Recommendations

6.1. Challenges

The initiative undertaken within the framework of the AGORKAZ project faces the following challenges:

- Ensuring long-term stakeholder engagement and industry alignment

Despite the strong collaboration established during the project, maintaining consistent stakeholder involvement over time remains challenging, particularly as industry needs to evolve rapidly and require continuous curriculum adjustments.

- Sustainable programme quality amidst limited resources and organizational constraints

The transition to a dual study model requires adequate institutional capacity, including well-trained staff, structured cooperation with enterprises, and appropriate infrastructure. Variability in resources across the three universities poses an ongoing challenge for consistent program implementation and quality assurance.

- Achieving continuous dissemination and visibility of project outcomes

Although dissemination activities were implemented, ensuring regular promotion, ongoing website updates, and effective communication of new program developments remains a challenge- especially with respect to maintaining momentum after project's completion.



6.2. Recommendations:

To address the challenges and lay the foundation for the project's long-term success, the following recommendations are proposed:

- Development of a long-term stakeholder engagement framework

Establish structured, periodic consultations with industry, agricultural institutions, and community partners to ensure systematic input and sustained alignment of learning outcomes with real labour-market needs.

- Strengthening institutional capacities for dual education

Invest in ongoing staff training, expand partnerships with enterprises, and ensure that adequate organizational and technical resources are available to support the dual study model across all participating universities.

- Implementation of a comprehensive dissemination strategy

Develop a long-term communication plan that includes scheduled website updates, social media outreach, regular publication of program developments, and targeted promotional activities to reach new stakeholders and prospective students.

- Introduction of a continuous quality improvement cycle

Create a structured mechanism for periodically reviewing courses, gathering student and employer feedback, evaluating program performance, and incorporating the findings into curriculum revisions to ensure long-term relevance and sustainability.

- Extended cross-border networking opportunities

The project's impact on education in Kazakhstan has also fostered networking opportunities with other dual higher education institutions abroad. This has facilitated knowledge sharing and the exchange of best practices, strengthening collaboration beyond the immediate scope of the project.



7. Conclusions

The AGROKAZ Erasmus+ project represents a significant contribution to the modernization and internationalization of agroecology education in Kazakhstan. By developing and implementing a sustainable dual-study bachelor program across three higher education institutions, the project successfully addressed the growing need for graduates equipped with practical skills, industry-relevant knowledge, and competencies aligned with contemporary agricultural challenges. The introduction of the dual education model has demonstrated strong potential to narrow the gap between academic training and labour market expectations, thereby contributing to the advancement of Kazakhstan's agricultural sector.

A central achievement of the project is the establishment and accreditation of the new Agroecology study program at KenEU, PSU, and KazNARU. While each program was adapted to the specific institutional context, they share a common set of learning outcomes and competencies. The creation of new courses, the improvement of existing ones, and the integration of innovative content reflect the project's commitment to pedagogical relevance and academic excellence. Furthermore, the development of a Lifelong Learning program has extended the project's impact beyond traditional students, enabling agricultural professionals to upgrade their skills and remain competitive in a rapidly evolving sector.

Stakeholder engagement was a key factor in the project's success. Farmers, enterprises, and agricultural institutions actively contributed through consultations, surveys, and collaborative activities. Their input played a decisive role in defining learning outcomes and shaping course content, ensuring that the programs remain responsive to industry needs. The strong network established between universities and external partners provides a solid foundation for future cooperation and continued relevance of the program.

Digital tools developed within the project, including the student application system and the project website, enhanced transparency, accessibility, and efficiency in academic processes. These platforms also serve as effective dissemination channels, supporting the visibility of project achievements and facilitating communication with students and external stakeholders.



Despite these accomplishments, the evaluation highlighted several limitations. These include the absence of on-site visits and challenges in fully assessing long-term stakeholder impact within the project timeframe. Moreover, sustaining engagement, ensuring continuous curriculum updates, and maintaining consistent dissemination efforts remain ongoing challenges.

To ensure long-term sustainability, the report emphasizes the need for continuous quality improvement, regular communication with stakeholders, and systematic program evaluation. Future efforts should focus on strengthening institutional capacities for dual education, broadening dissemination activities, and maintaining alignment of the program with scientific, industrial, and societal developments.

Overall, the AGROKAZ project has established a strong foundation for a modern, sustainable, and industry-responsive agroecology education system in Kazakhstan. The achievements to date demonstrate significant progress toward long-term goals, and the recommendations provided offer a clear pathway for continued growth, impact, and sustainability well beyond the project's formal conclusion.