D1.2. The Report on HEI preparedness for future challenges

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Branch of Lomonosov MSU in Dushanbe, Tajikistan

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BLMSUD - founded in 2009

Education is carried out:

- Federal State Educational Standards of Higher Education of Russia
- education policies of Russia and Tajikistan

Industry, main employer in Dushanbe

- Light industry
- Electrical, engineering and metallurgical industries
- Food processing industry
- Tourism sector
- Public sector
- Government offices, Embassies, NGOs, Financial institutions and etc.

Budget

719762 Euro (9 635 532 TJ Somoni) - From Public Sector

Faculties

1. Faculty of Natural Sciences
    - Applied Mathematics and Computer Science
    - Chemistry and Physics of Materials
    - Geology

2. Faculty of Humanitarian Studies
    - International Relations
    - Public Administration
    - Linguistics

Students

- Bachelor – 474 (24 International students)

Alumni

105 students graduated from BLMSUD in 2020

- 36 were employed

- 55 were enrolled in Master degree programs in Tajikistan or abroad

Human resources

Teaching Faculty – 156 (36 – full-time; 16 – external, part-time; 108 – MSU Visiting academics, part-time)

Researchers – 33 (Doctors of Sciences – 5, Candidate of Sciences – 4, Research projects – 2)

Non Academic Staff - 104

Accreditation

- 1. The Federal Service for Supervision in Education and Science (Russia), on June 1st, 2015 and was prolonged in 2020 due to COVID-19.
- 2. Independent Agency for Accreditation and Rating (Tajikistan), in 2020

Scientific publications

- 128 articles in 2020. (69 published in periodical journals, including 3 in Scopus and Web of Science; 59 published in National or International conference proceedings)
- 1 Bulletin of BLMSUD published 4 times a year

Research projects

- National projects with international collaboration – 1,
  Research on Physics and Chemistry, 5437 Euro (72785 TJ Somoni)

- EU projects and other with international collaboration – 1,
  Trigger, 52 995.00

Bilingual forms

- Transcripts – Russian and English
- Diploma or Diploma Supplement (or equivalent) – Russian and English

1 DIMENSION: Leadership and Governance

Position	Result
Senior managers	2.2
Academics	2.3
Teachers in entrepreneurial education	2.5
Support staff	2.1

Measures to be taken by BLMSUD

- Improve the university strategy by placing clear emphasises on the importance of entrepreneurship culturally, socially and economically
- Communicate the strategy across the institution, and make sure that it is understood as a priority by staff, students and stakeholders
- Ensure that there is a dedicated person at a high level / senior management responsible for the implementation of the entrepreneurial vision and strategy
- Articulate how the entrepreneurial strategy is regularly reviewed and revised to keep it up to date and relevant
- Have a strong presence in its communities, for example, by supporting local cultural and artistic activities

2 DIMENSION: Organisational Capacity: Funding, People and Incentives

Position	Result
Senior managers	3.1
Academics	2.9
Teachers in entrepreneurial education	3.3
Support staff	3.1

Measures to be taken by BLMSUD

- Ensure a close link between its long-term commitment to investing in entrepreneurial and innovative activities and its financial strategy
- Reinvest revenues generated from leveraging their own research, teaching and third mission activities (self-funding)
- Establish structures for staff-student dialogue and decision making
- Link the training needs of staff with career objectives that support the entrepreneurial agenda
- Instigate systems for rewards beyond traditional research, publications and teaching criteria

3 DIMENSION: Entrepreneurial Teaching and Learning

Position	Result
Senior managers	2.9
Academics	2.7
Teachers in entrepreneurial education	3.1
Support staff	2.9

Measures to be taken by BLMSUD

- Provide mechanisms for students to engage in review and feedback on courses
- Support access to student enterprise clubs, awards and societies
- Organise networking events between students and entrepreneurs / businesses
- Ensure students have a clear understanding of the entrepreneurial learning outcomes expected and achieved
- Provide access to inspiration from other HEIs through networking and sharing good practices

4 DIMENSION: Preparing and Supporting Entrepreneurs

Position	Result
Senior managers	2.1
Academics	2.3
Teachers in entrepreneurial education	2.7
Support staff	1.9

Measures to be taken by BLMSUD

- Make effective use of communication channels to raise awareness of opportunities and showcase entrepreneurship among staff and students across all parts of the institution
- Provide opportunities for students to be involved in research projects leading to entrepreneurial opportunities and to take up internships with entrepreneurs
- Create an expert advisory panel for early-stage concepts
- Actively recruit students and staff to training activities and monitor levels of engagement
- Use up to date teaching methods focused on learning-by-doing and critical reflection
- Organise networking and financing events for aspiring entrepreneurs to pitch their ideas to investors and to get feedback

5 DIMENSION: Digital Transformation and Capability

Position	Result
Senior managers	2.8
Academics	2.5
Teachers in entrepreneurial education	2.7
Support staff	2.3

Measures to be taken by BLMSUD

- Embed digital competence and skills in the curriculum and its intended learning outcomes across all disciplines.
- Provide training and development opportunities to staff on the use of digital technologies for teaching, learning and assessment.
- Use digital tools and practices to achieve more seamless and integrated exchange of relevant information among its staff and students and with external stakeholders.
- Develop a strategy that sets out the goals of how the institution will seek to innovate and improve by digital transformation.
- Develop a clear set of performance metrics (Key Performance Indicators – KPIs) to drive the implementation of the strategies
- Implement measures to protect the privacy, confidentiality, safety and well-being of staff and students and promote their innovative and creative efforts.

6 DIMENSION: Knowledge Exchange and Collaboration

Position	Result
Senior managers	2.4
Academics	2.3
Teachers in entrepreneurial education	3
Support staff	2.3

Measures to be taken by BLMSUD

- Have direct financial or management interest in science parks and incubators, ranging from participation to ownership
- Organise events that encourage engagement with external stakeholders, such as lectures, joint workshops, breakfast meetings and other networking events and opportunities
- Encourage, support and recognise mobility of staff and students through internships, sabbaticals, dedicated study programmes (e.g. industrial doctorates, sandwich programmes)
- Initiate dialogue and discussion between the HEI and the external environment for mutual benefit
- Provide support for the identification of new ideas and their mutual exploitation

7 DIMENSION: The Internationalised Institution

Position	Result
Senior managers	2.3
Academics	2.4
Teachers in entrepreneurial education	2.7
Support staff	2.1

Measures to be taken by BLMSUD

- Ensure the curriculum is set up to prepare students for performing professionally and socially in an international and multicultural context
- Promote international mobility through exchange programmes, scholarships, fellowships and internships
- Apply for European mobility programmes and support the application of staff and student to mobility grants, scholarships and programmes
- Develop extensive links with international research networks and innovation clusters
- Ensure all departments and faculties actively participate in international research partnerships and networks

8 DIMENSION: Measuring Impact

Position	Result
Senior managers	1.9
Academics	2.2
Teachers in entrepreneurial education	2.3
Support staff	1.8

Measures to be taken by BLMSUD

- Leverage external partners and resources to address any skills gaps
- Review and assess the success of the allocation of personnel and resources at regular intervals
- Set clear objectives and intended outcomes / impacts for start-up support activities, including participation rates, satisfaction and outcomes
- Set internal measurements of success such as new research ideas generated, joint HEIbusiness projects and relationships formed, number of start-ups and spins-offs created
- Use the evidence of success as a tool for reflection and review of its internationalisation and entrepreneurial agenda

SWOT ANALYSIS:
Strength

- Safe and friendly campus
- Academic programs with national (Tajik) and Russian accreditation
- People who shares efforts on students success
- Good quality and quantity of research publications
- Participation in local and international projects

SWOT ANALYSIS:
Weaknesses

- Lack of strong brand and mission
- Lack of effective strategy and plans with focus on entrepreneurial education
- The absence of Master Degree Programs at BLMSUD
- The absence of marketing and communication office
- A webpage that functions with one language only, and lacks a lot of other effective information for enhancing international relations
- Low student mobility

SWOT ANALYSIS:
Opportunities

- National Strategy for Education Development of the Republic of Tajikistan for the period until 2030
- Exploring new regional and international partnerships
- Improving alumni engagement by creating Alumni association, organizing/matching events to alumni interests, expectations and social experience

SWOT ANALYSIS: Threats

- Financial resources
- Increased regional and especially international competition (As studying abroad became a global phenomenon many bright students choose to study abroad)
- COVID related drawbacks:

  -on-line education is considered as a threat to academic quality and the institutions

  - many students/teachers cannot afford distance learning

  - time management and technology

Further activities

Activity	Dimension	Who	When
1. Develop a strong brand and mission with the entrepreneurial perspective	Leadership and Governance	Department of science, innovation and international relations	2021
2. Provide Master's degree programs	Preparing and Supporting Entrepreneurs	Department of curricula and instruction	2022 -2023
3. Open Marketing and communication office	Leadership and Governance	Administration	2022
4. Optimize the official webpage (design, content, ease of contact and etc.)	Digital Transformation and Capability	IT department	2021 -
5. Foster internalisation of the university by taking part in student and staff mobility programs	The Internationalised Institution	International relations office	2021 -

Further activities

Activity	Dimension	Who	When
6. Develop distance learning courses	Digital Transformation and Capability	Department of curricula and instruction, and IT department	2021 -
7. Organise networking events between students and entrepreneurs / businesses	Preparing and Supporting Entrepreneurs	Practice, graduation and employment office	2021 -
8. Organise training and development opportunities to staff on the use of digital technologies for teaching, learning and assessment	Digital Transformation and Capability	Information Technology Specialists	2021 -
9. Actively participate in communities, such as supporting local cultural and artistic events	Leadership and Governance	Student development office	2021 -
10. Use the results of success as a tool for reflection and analysis of internationalization and entrepreneurial program	Measuring Impact	Administration	2021 -

- Webpage - https://msu.tj/ru
- Facebook - https://www.facebook.com/groups/msu.tj1
- Instagram - https://www.instagram.com/msutj_official/

Thank you...

D 3.1 Report on graduate's employability support through careers, employability and enterprise services

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October 15, 2021

Number of persons involved – 14

- 2 Top managers,
- 2 Deans of Faculties,
- 5 Professors/Teachers,
- 5 Professionals and support staff

Framework of Careers, Employability and Enterprise Services in Tajikistan

Most of the respondents indicate that here is no framework for the Center for Graduate Employment and Career Development at the national level. But some also mention that this issue is addressed in the document Higher Education Law, National Strategy for Education Development, and all HEIs have a Department responsible for students' practices and employability

Organisational structure, number of staff, scope and main activities of the career and liaison office of the University (Q B1)

There is an office with one person responsible for organising the students' practices in different organisations/companies. The office is part of Education and Curriculum department. It doesn't focus much on finding job places for the alumni, because BLMSUD provides only Bachelor Degrees. But it tracks the enrolment of students to Master Degree Programs and employment of alumni.

Support offered to students and graduates on their professional development

The office responsible for students' practices and alumni affairs conducts annual meeting of students with employers (mainly at the local level). Sometimes there are meetings organised at the request of an employer. Moreover, employers are invited to meet with students and observe their performance during final state exams and defence/presentation of diploma.

Support offered to students and graduates on their professional development

- The BLMSUD doesn't provide counselling services through career counsellors. Two respondents (teachers) add that this issue is discussed through teaching materials during classes.
- The BLMSUD doesn't have an online portal or database on matters of the labour market. One of the Top managers writes that such a portal is under the consideration.
- The BLMSUD arranges students' practices (internships) in different organisations/companies, organises different social and cultural events with guest speakers (specialists from various industries), provides information and support for receiving different financial aids and scholarships, issues letters certifying a student's academic performance, gives recommendation letters.

Additional information of services currently offered by the HEI on Careers, Employability and Enterprise cooperation

- To devise a plan of cooperation with employers
- To organise regular meetings of students with employers
- To organise seminars on student professional development
- To enhance collaborations between university and employers
- To develop an appropriate program/strategy
- To seek student internship opportunities
- To support close communications of university and employers based on Triangle knowledge

SWOT analyses of graduate's employability support through careers, employability and enterprise services at CA HEIs.

SWOT analysis:
STRENGTHS

- Staff who shares efforts on students' success
- Students take practices in companies/organizations/institutions starting from their second year of studying
- Students' high rate of employment and enrollment in further studying
- Even though the BLMSUD has only 12 years it is considered one of the prestigious universities in Tajikistan which provides quality education, and has accreditation of Tajikistan and Russia

SWOT analysis:
Weaknesses

- Lack of strong plan/strategy for CEES
- The absence of Master degree programs
- Limited number of partner companies
- Lack of student mobility
- Lack of effective information in the BLMSUD website

SWOT analysis:
OPPORTUNITIES

- National Strategy for Education Development of the Republic of Tajikistan for the period until 2030
- Exploring new regional and international partnerships
- Improving alumni engagement by creating Alumni association and thus bridging the gap between students and alumni
- Bridging the gap between students and employers

SWOT analysis:
Threats

- Financial resources
- COVID related problems

SWOT analyses of HEI cooperation with institutions outside HEI at CA HEIs

SWOT analysis:
STRENGTHS

- Cooperation in the field of pedagogy and science: meetings, seminars, conferences, exhibitions, projects, publications

SWOT analysis: Weaknesses

- Lack of association of universities weak corporation in the field of entrepreneurial education

SWOT analysis: OPPORTUNITIES

SWOT analysis:
Threats

- organisations do not want to corporate with universities

Institutional framework of internships

According to most of the respondents there is a framework of internship at the country level. But at the same time some respondents try to explain that they mean the internship (practice) which is obligatory part of academic program. The duration of such internships (practice) is minimum 2 weeks and maximum 8/10 weeks. The types include educational practice, field experience, and pre-diploma practice. They all take place in organizations (for example: students who major in economics they are placed at banks; those who major in pedagogy they are placed at schools).

The case is the term “internship” in Russian is “**стажировка**”, but this term (**стажировка**) is not mentioned in the Education Law of Tajikistan and university academic programs (at least at my university). Thus respondents in the questionnaire always use the term “практика” (practice) instead of the term “стажировка” which is indicated throughout the questionnaire.

Indeed a student can take “**стажировка**” on individual basis (s/he finds the opportunity and applies). Usually they go for it after graduation. If they take “стажировка” during their study they will have to complete the courses they missed during their “стажировка” in order to receive diploma.

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