



# Career Centres in Central Asian HEIs: Current Status & Good Practices

A Project UNIWORK Report

February 2016



Co-funded by the  
Tempus Programme  
of the European Union

Project Ref. Number  
544126-TEMPUS-1-2013-1-ES-TEMPUS-JPHES

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FH Joanneum, Austria  
University of Sheffield, United Kingdom

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New Economic University  
Ministry of Higher Education of Kazakhstan  
Association of Commercial and Industrial Enterprises

#### **Kyrgyzstan**

Bishkek Academy of Finance and Economics  
Osh Technological University  
Talas State University  
Ministry of Education and Science of Kyrgyzstan  
Bishkek Business Club

#### **Tajikistan**

Khujand Polytechnical Institute of Tajik Technical University  
Technological University of Tajikistan  
Ministry of Education and Science of the Republic of Tajikistan  
Chamber of Commerce and Industry of the Republic of Tajikistan

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Ministry of Higher Education of Turkmenistan  
Turkmenbaha (TB) Economic Society

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**Acknowledgments:** To the dedicated staff in the partner institutions who designed the survey and analysed the results to prepare the present report and who actively participated in obtaining the necessary responses in each country; as well as to the European Commission for supporting and funding this project through the Tempus Programme.

### Legal Notice

The present document was developed and edited by the partner institutions of the Tempus Project UNIWORK '*Strengthening Career Centres in Central Asia Higher Education Institutions to empower graduates in obtaining and creating quality employment*', under the coordination of the University of Alicante (Spain).

The results, views and opinions expressed in this Report are based on the results of the survey and analysis done by the partners. This publication reflects the views only of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

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- Website ([www.uniwork-project.eu](http://www.uniwork-project.eu))
- Title of the Report (*Student Employability and Entrepreneurship in Central Asia - A Project UNIWORK Report*) & date of publication (Feb.2016)
- The present document has been produced with the financial support of the Tempus Programme of the European Commission.

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## Project UNIWORK

UNIWORK ‘*Strengthening Career Centres in Central Asia Higher Education Institutions to empower graduates in obtaining and creating quality employment*’ (Project Ref. Number 544126-TEMPUS-1-2013-1-ES-TEMPUS-JPHES) is a 3-year long Higher Education Capacity Building project running from December 2013 to November 2016, funded by the European Commission under the Tempus programme. It brings together a total of 25 partners including 15 Higher Education Institutions (HEIs) - 3 in the EU (Spain, Austria, UK), 2 in Kazakhstan, 3 in Kyrgyzstan, 2 in Tajikistan, 2 in Turkmenistan and 3 in Uzbekistan - as well as the Ministry of Education in each of the five Central Asian countries and a Chamber of Commerce in each.

UNIWORK aims to boost the links between universities and enterprise in order to foster sustainable socio-economic development in the five countries of Central Asia by enhancing the capacities of partner Higher Education Institutions (HEIs) to effectively improve the employability of their graduates and stimulate an entrepreneurship culture among their students.

In order to achieve this, the UNIWORK partners are working to transform the career centres in twelve Central Asian HEIs into truly efficient instruments to develop students’ and graduates’ employability and to promote and support employment and entrepreneurship amongst them. In addition, project activities are geared towards fostering relationships between the HEIs and the enterprise sector (future employers of university graduates), by providing networking opportunities between them and by developing tools and mechanisms for an active involvement of enterprises in the career centres.

By the end of the project, UNIWORK HEI partners will have modernised career centres with well-trained staff which will offer new or enhanced services to help develop their students’ employability and support entrepreneurship, as well as an improved network and relationship with the entrepreneurship sector and with other career centres. They will in effect be a role model for other HEIs in the region.

## Introduction

Despite their diversity in population size and resources, republics in Central Asia share many challenges. 20 years after the disintegration of the planned-economy system, Central Asian economies suffer from a lack of entrepreneurial tradition & soaring unemployment. Population growth of the working aged greatly exceeds the rate of new job creation. Higher Education Institution (HEI) graduates face severe difficulties in finding quality employment. Thus enhancing opportunities for youth ranks top on policy agendas. Target 16 of the UN Millennium Goals directly addresses this problem, urging governments to improve labour market insertion of youth. All five Central Asian countries are pursuing important Higher Education modernisation agendas to improve graduate employment. However, most measures (including those inspired by Tempus) focus on adjusting teaching methods & offer, whilst not paying attention to becoming more responsive to the demands of an increasingly diverse student body, nor to building capacities of HEIs to promote graduate placement and entrepreneurship.

In Turkmenistan Higher Education (HE) reform agendas are starting to focus on measures for graduate placement, and entrepreneurship promotion. The Uzbek HE modernisation agenda establishes university-enterprise cooperation as a major priority. While HE graduate employment is a growing concern, many HEIs in Tajikistan do not bear responsibility their students' placement. Official data shows that only 30-40% of HEI graduates find jobs in line with their speciality. In Kyrgyzstan unofficial statistics indicate a real unemployment rate of 40%, a large proportion of which are HE graduates. Kyrgyz HE policies have only recently started to pay attention to improving the links with labour market, expressed through Measure 1 of the Kyrgyz HE modernisation agenda. In an attempt to fight youth unemployment, Kazakhstan has stimulated the creation of career centres in public HEIs to help graduates find jobs (HE Systems in Central Asia, Tempus).

Career centres are a crucial interface between the world of academia and the labour market. They have a fundamental role to help students and graduates of HEIs transition from the university to the labour market. Among their many functions are to help students & graduates find suitable internships and jobs, help develop their employability skills, help develop their entrepreneurship skills etc. Career centres also network with enterprises and in so doing they promote the university's social capital in the

industrial fabric, making both systems (HEIs + enterprise) more attractive to each other.

An HEI with a strong career centre will be much more attractive to future students (as it shows them a “promise” of a good professional future after they graduate). It will also be better integrated into the business fabric of the society in which it is embedded, creating potential opportunities for cooperation between researchers and industry. Both of these aspects will in turn help businesses grow strong, as they will have better access to top-quality employees (HEI graduates) and collaborators (researchers), giving them a competitive advantage in the market place.

This report deals with the identification of good practices of career centres in Central Asia and Europe. Therefore following steps have been undertaken:

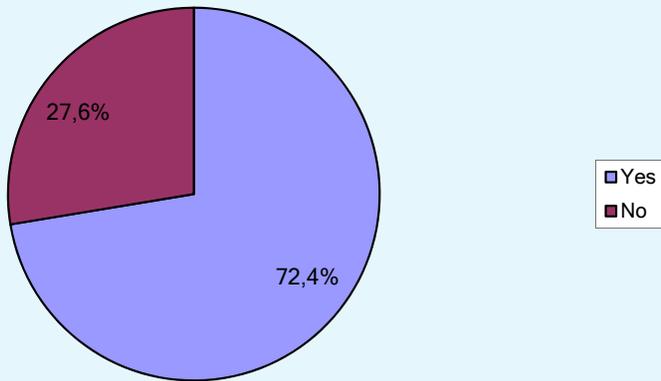
- Methodology development: Benchmarking was selected, as it is an effective tool to compare organizations of different sizes and contexts.
- Status quo analysis among Central Asian career centres.
- Good practice identification in EU and Central Asian Career Centres structures, functions and services (mission, objectives, structures, tools and methodologies, software, databases etc.).

This report is structured as follows. First a status quo report about career centres in Central Asia, then a presentation on Tertiary Education in each Central Asian country followed by information on the participating universities and their career centre with the identified Good Practices. In addition, good practices were also identified and presented in career centres in EU universities.

## Main Findings from Career Centre Survey in Central Asia

The survey among 30 career centres in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan reveals interesting findings, the results of which are summarized in the next pages.

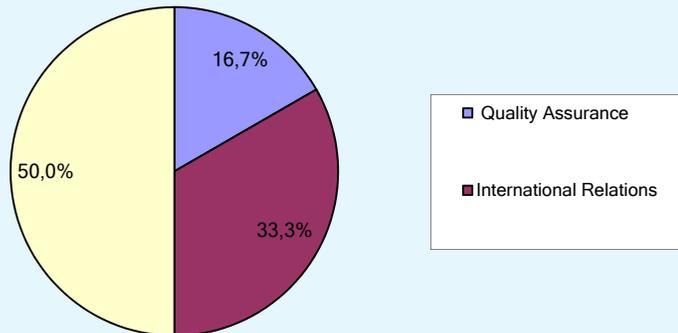
**Do you have a Career Center at your institution?**



**Diagram 1: Career centre in the university**

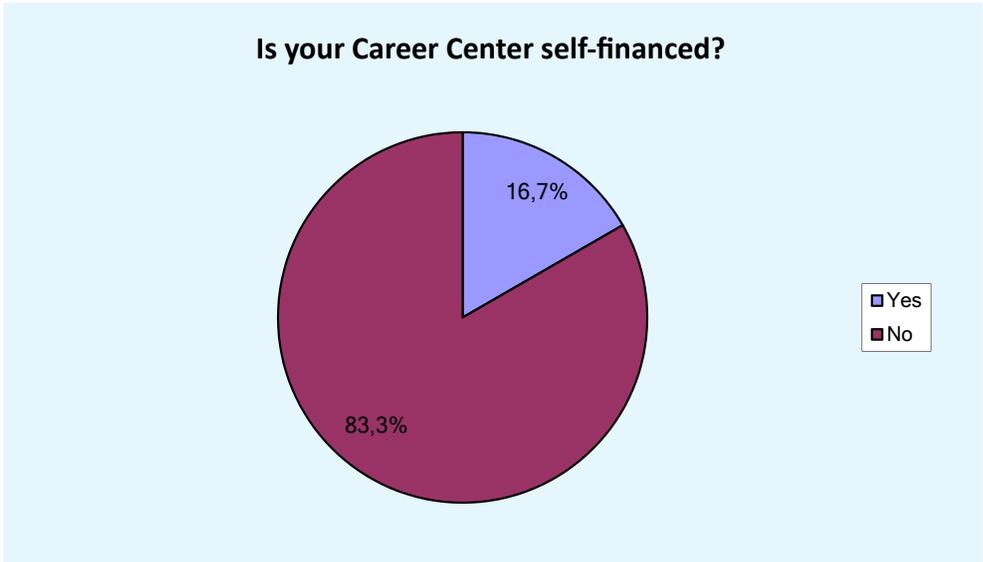
72,4% of all responding universities answered that they have a career centre, as shown in Diagram 1.

### In which department is your Career Center integrated?



**Diagram 2: Integration of career centres in the departments**

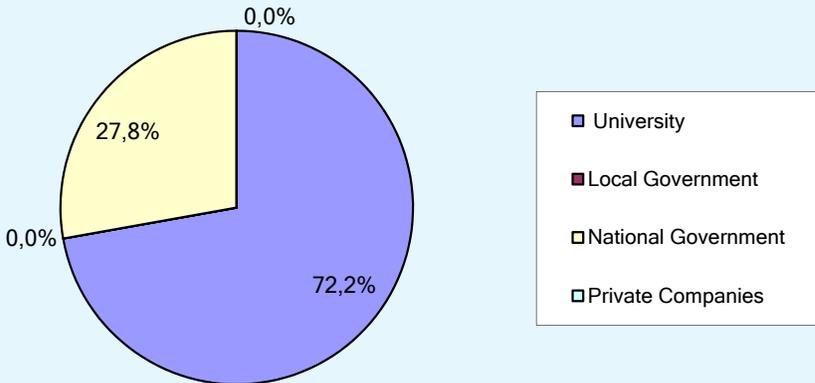
Diagram 2 shows where the career centres are integrated. 50% of all respondents answered that it was an independent department within the university. 33% answered that it was integrated in international relations. 16,7% answered that it belonged to quality assurance. 6 persons answered that they were integrated in other departments (mainly training and educational units or in the administration).



**Diagram 3: Self-financing of career centres**

Diagram 3 illustrates how the career centres are financed. Only 16,7% of the career centres are self-financed. 83,3% state that they are not.

**If your Career Center is not self-financed, who is the main sponsor of it?**



**Diagram 4: Financing method of career centres**

When not self-financed 72,2% of career centres are funded by the universities while the remaining 27,8% are financed by the national government. Career centres are neither financed by local governments nor by private companies. This fact is illustrated in Diagram 4.

### What is/are the main target group/s of your Career Center? (Multiple Answers Possible)

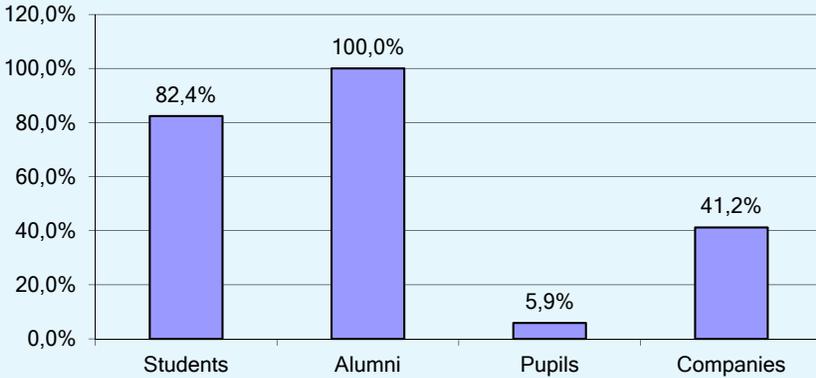


Diagram 5: Target groups of career centres

The main target groups are shown in Diagram 5. All of the respondents perceive that alumni are the main target group. 82,4% answer that students are the main target group. Companies are only seen as main target group by 41,2%. Only 5,9% think that pupils are the main target group.

### Which of the following services are offered by your Career Center?

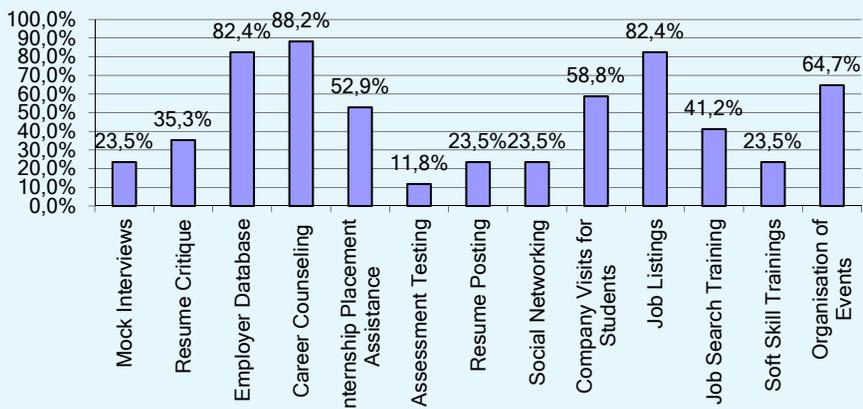


Diagram 6: Service offers of career centres

Diagram 6 depicts the service offers of the career centres. Career counselling is the service that is offered by most of the career centres (88,2%) followed by job listings and employer databases (82,4% each). Over 50% of the career centres offer organization of events, company visits for students and internship placement assistance. Assessment testing (11,8%) is bottom ranked just behind mock interviews, resume posting, social networking and soft skill trainings (23,5%).

### How important do you rate the following services on a scale from 1-5 (1 - very important; 5 – not important at all) for your Career Center?

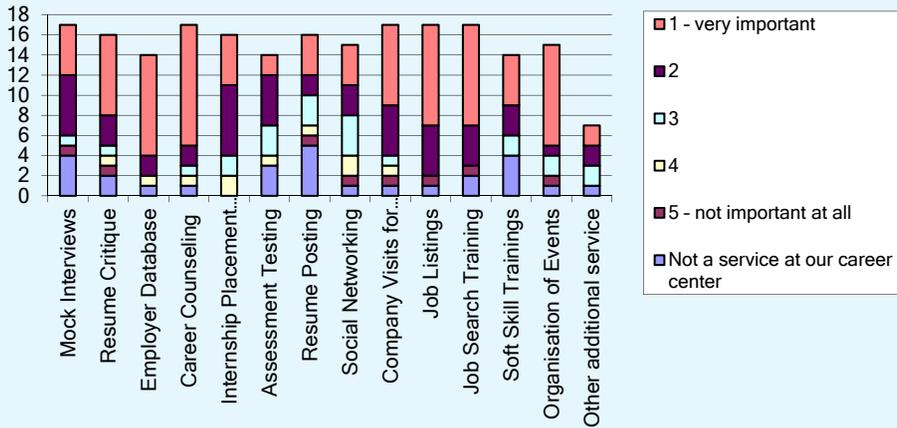


Diagram 7: Importance of career centre services offers

Diagram 7 illustrates the perception of the importance of the services listed above. Job listings are rated best, followed by career counselling, job search training and company visits for students. Resume posting, assessment testing, social networking and soft skill trainings are least important according to the results of this question.

### The services of your Career Center are available to the following groups? (Multiple Answers Possible)

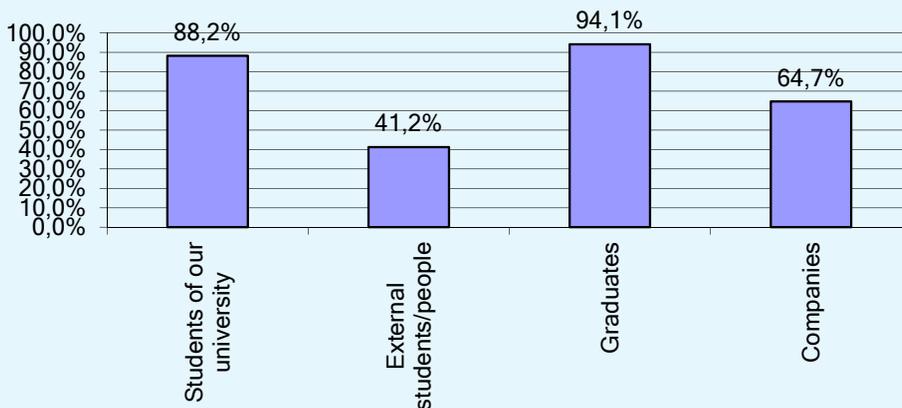


Diagram 8: Target groups for career centre services

The services offered by career centres are mostly available for graduates (94,1%) and students of their own university (88,2%). 41,2% of the respondents answer that their offers are also available for external students or people. 64,7% reply that they offer also to companies.

## Which of the following aims are followed by your Career Center for Students?

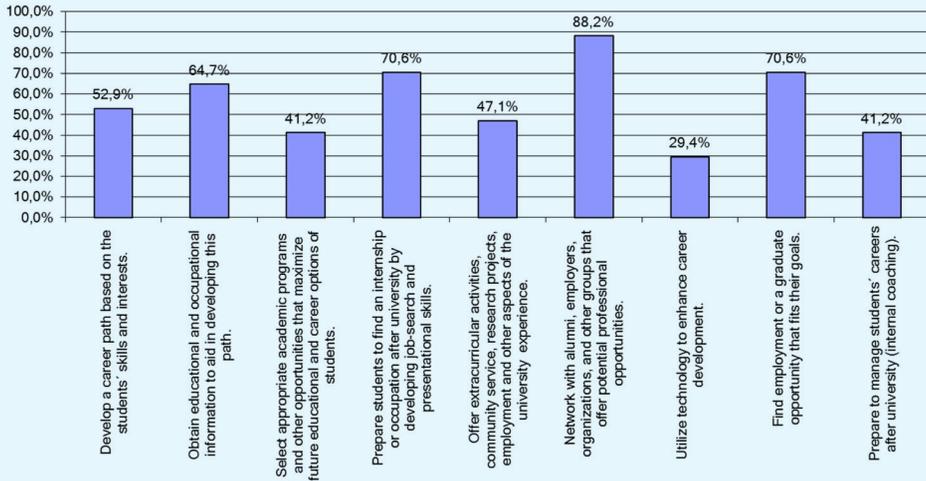


Diagram 9: Aims of career centres

Diagram 9 illustrates the aims that are followed by the interviewed career centres. 88,2% answer that they network with alumni, employers and other stakeholders. Other aims that are followed by many career centres is preparing students to find an internship or occupation after their degree by developing job search and presentation skills and finding employment that fits their goals, obtaining educational and occupational information to aid in developing a career path.

### How important on a scale from 1-5 (1 - very important; 5 – not important at all) are these aims for your Career Center?

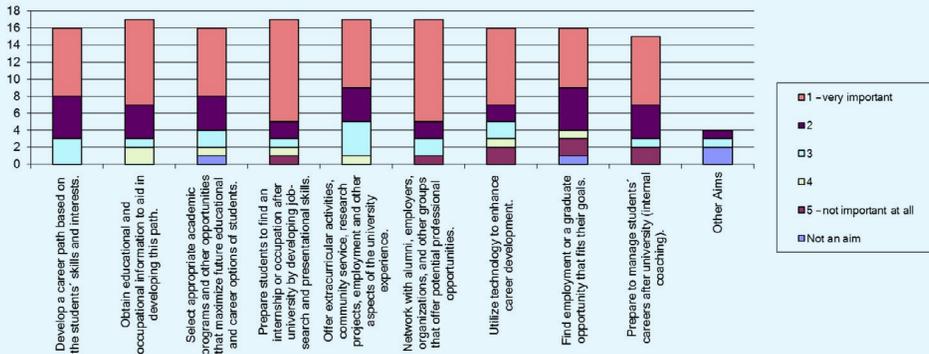


Diagram 10: Importance of aims for career centre

Diagram 10 depicts the respondents’ evaluation of the importance of the aims asked before. The majority of the respondents find every aim very important or important. The only aim that was not evaluated negatively by any of the career centres was “Develop a career path based on the students’ skills and interests.”

### What do you think are the most important attributes of Career Centers for students?

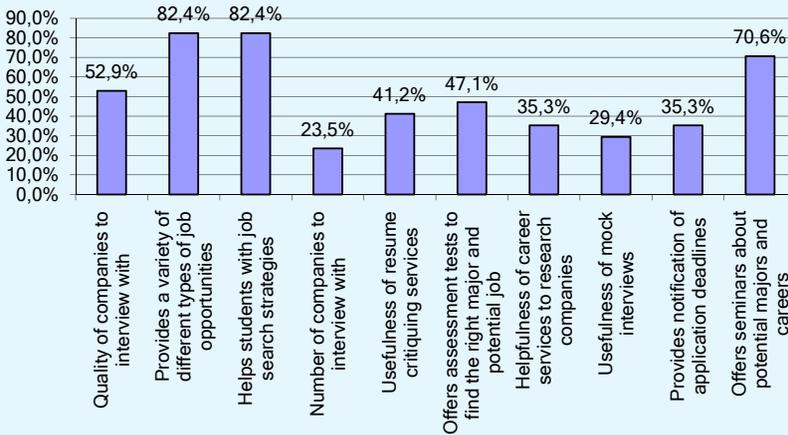
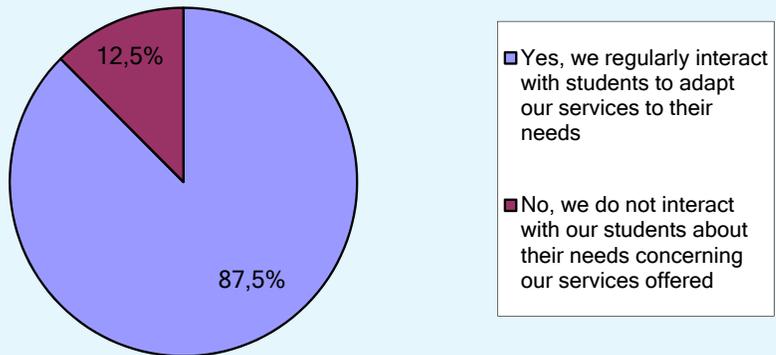


Diagram 11: Important attributes of career centres

Diagram 11 illustrates the respondents’ perceptions on the most important attributes of career centres. Providing a variety of different types of job opportunities and helping students with job search strategies are seen as the most important attributes of a career centre.

**Do you regularly interact with your students concerning the range of services offered to them?**



**Diagram 12: Interaction with students**

Diagram 12 shows that a huge majority (87,5%) of career centres interact with students to improve their services for them.

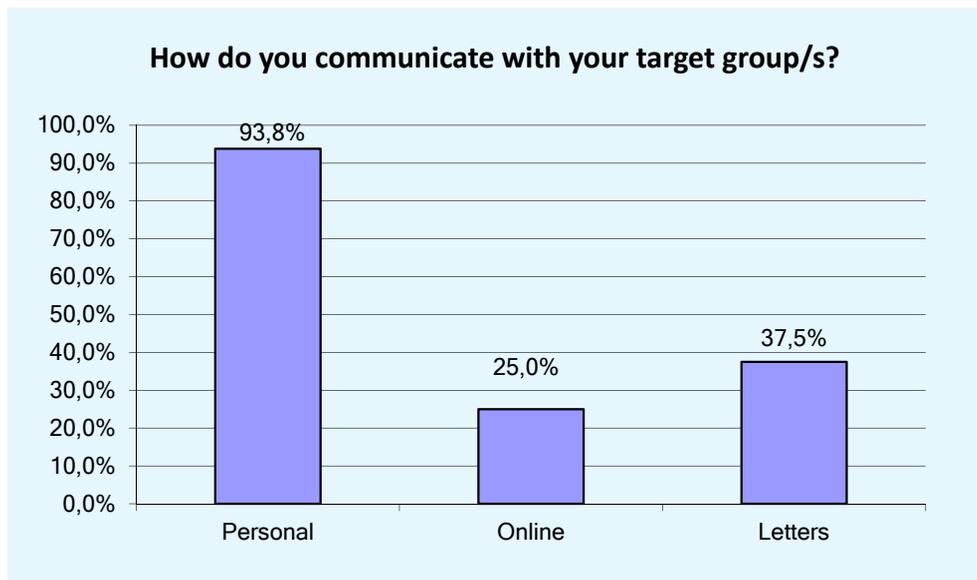


Diagram 13: Mode of communication with target group

Diagram 13 illustrates how career centres interact with the target groups. 93,8% answer that they communicate personally with the target groups, 37,5% communicate also with letters. Only 25% use online tools to communicate.

Do you have an own website for your Career Centre?

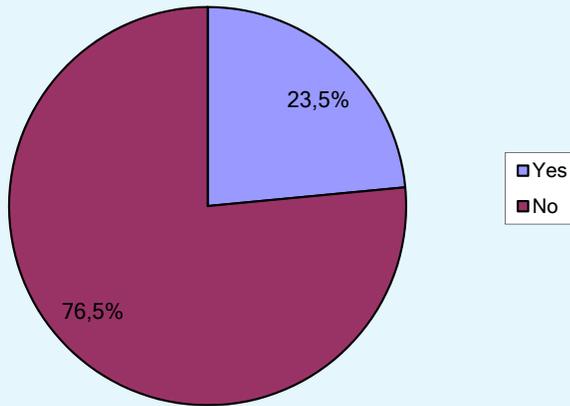


Diagram 14: Website for career centres

Diagram 14 shows that only 23,5% of the career centres interviewed have their own website.

## Good practice collection

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The second part of this publication consists of a short summary of the tertiary education of central Asian states and a collection of 40 good practices from career centres from all participating countries, namely:

- Kazakhstan
- Kyrgyzstan
- Tajikistan
- Turkmenistan
- Uzbekistan
- Austria
- Spain
- United Kingdom

# Kazakhstan



Kazakhstan	
Capital	Astana
Inhabitants	17.737.000
GDP per capita (on PPP)	\$ 24100
Number of HEI	146
Number of Students	610.000

## Tertiary Education<sup>1</sup>

### Legislation

The three main pillars of State Policy in the field of tertiary education in Kazakhstan are the Constitution of the Republic of Kazakhstan (RK), the ‘Law on Education (2007), and the State Programme of Education Development for 2011-2020. The main law providing a general framework for defining the strategy of higher education development in Kazakhstan, shaping the new national model of the system of education and principles of state policy in the area is the ‘Law on Education (1999). In July 2004, a Law ‘On introducing amendments and changes to the Law on Education of the Republic of Kazakhstan’ was adopted. It marked an important step in strengthening and improving the legislative and normative provisions of higher and post-higher education. It considerably tightened qualification requirements for the operation of higher education institutions (HEIs) and affiliated branches (restricted to social sciences, humanities and scientific disciplines).

1. Taken from [http://eacea.ec.europa.eu/tempus/participating\\_countries/index\\_en.php](http://eacea.ec.europa.eu/tempus/participating_countries/index_en.php)

## Types of Higher Education Institutions

- The type of higher education institution is determined at the licensing stage and depends on the number of programmes and orientation of the research work:
- Institute (Institut) - an institution that implements professional educational programmes of higher education
- Academy (Akademia) - an educational institution that implements educational programmes of higher education in one or two groups of specialties.
- University (Universitet) - a higher education institution that implements educational programmes of higher education, Master and doctoral programmes in three and more groups of specialties, carries out pure and applied research, and is a scientific and methodological centre;
- National Research University - a higher education institution which has a special status and programme of development for five years approved by the Government, independently developed educational training programmes of higher education in three and more groups of specialties, using the outcome of pure and applied studies for generating, and in the transfer of, new knowledge;
- National Higher Education Institution - a higher education institution which is a leading scientific and methodological centre in the country with a special status.
- Research University - higher education institution which implements programmes of development for five years, approved by the Government and educational training programmes of higher education, in three and more groups of specialties. It uses the outcome of pure and applied studies for generating, and in the transfer of, new knowledge.

## Kokshetau State University

About the University	
<b>Name</b>	Sh. Ualikhanov Kokshetau State University
<b>Location</b>	Kokshetau (Republic of Kazakhstan)
<b>Description of university</b>	<p>The Kokshetau State University (KokSU) is one of leading regional universities of the North Kazakhstan. The university has been taking a leading position in the educational system for more than 53 years. Now the university structure divides into the following five departments: Natural Sciences department; History, Jurisprudence and Art department; Philology and Pedagogy department; Engineering and Technology department; Agrarian and Economic institute named after S.Sadvakasov and department of Correspondence Course.</p> <p>KokSU trains students in 51 specialties of Bachelor's programs, 28 specialties of Master's programs and 4 PhD programs. The number of students is about 4200. 370 teachers provide training of students. The university's infrastructure consists of five modern educational buildings, lecture-room facilities, sports and fitness complexes, student's hostel. A modernized education process integrated in the university includes advanced technologies both in educational and technological spheres: newest computers, linguistic rooms, multimedia rooms with interactive boards, recently opened centre of innovative technologies, large library stock.</p> <p>One of the top-priority objectives of KokSU is to provide competitiveness and demand of its graduates, international recognition of diplomas, economic and social status growth of the teaching staff. The University cooperates closely with more than 60 leading scientific centres in Poland, Turkey, Germany, the USA, the Great Britain, Slovakia, Russia and Central Asia region countries. Lecturers and students participate in international educational programs such as: DAAD, LOGO, TEMPUS, Erasmus+, Erasmus Mundus, "Bolashak. The university actively pursue a program of academic mobility for teachers and students.</p> <p>In 2015 Sh. Ualikhanov Kokshetau State University passed the international accreditation in six specialties: "Chemistry/Bachelor/Master", "Foreign language: two foreign languages/ Bachelor/Master", "Agronomics/Bachelor/Master". The Institute of accreditation, certification and ensuring quality ACQUIN/Germany which is a part of the European network of ENQA ensuring quality and the Republican register of accreditation agencies became the partner of KokSU in passing of accreditation. According to the rating of the Independent Kazakhstan Agency for Quality Assurance KokSU ranks twelfth among multidisciplinary universities of the country.</p>
<b>Website</b>	<a href="http://www.kgu.kz">http://www.kgu.kz</a>

## About the Career Centre

<p><b>History of the career centre</b></p>	<p>The professional and practical activities department was opened on the first September 2007 in the Sh.Ualikhanov KSU. It was reorganized into the Career Centre on the 17th March 2015 in the framework of the UNIWORK project. This was done in connection with the urgent issue that formed in the Republic of Kazakhstan. This issue concerns the strengthening of connections between the university and regional enterprises in support of stable social and economic development through the university's potential growth in efficient promotion of graduates' job placement and also through entrepreneurial culture development among students according to the Bologna and Tempus priorities. The main objective of the Career Centre is to provide stable work in the field of management of students' professional practice, activity to encourage students' job placement and also the creation of conditions for a effective career development of graduates.</p>
<p><b>Where is it located</b></p>	<p>The Career Centre is a structural subdivision of the KokSU and reports to the first pro-rector.</p>
<p><b>Services provided</b></p>	<p>The Career Centre provides the following services for target groups:</p> <ol style="list-style-type: none"> <li>1. For university entrants <ul style="list-style-type: none"> <li>• Coordination of career-guidance work at the levels of social partnership</li> <li>• Cooperation work with regional educational institutions for solving career-guidance issues</li> <li>• Rendering assistance to a university entrant or student to adapt in the present social and economic conditions of the educational services market</li> <li>• Monitoring of educational needs of university entrants</li> <li>• Career-guidance work programme development and realization</li> </ul> </li> <li>2. For students <ul style="list-style-type: none"> <li>• Providing information about students' pedagogical and work practices in enterprises, institutions and organizations, which are proper to their professional training.</li> <li>• Competence quality improvement of students suitable for employers' requirements</li> <li>• Assistance in the adaptation of students to the labour market</li> <li>• Professional practice organization for the purpose of the adaptation of future specialists at workplace.</li> <li>• Conclusion of contacts and memoranda with institutions, organizations and enterprises of the Kokshetau city and the Akmola oblast</li> </ul> </li> <li>3. For graduates <ul style="list-style-type: none"> <li>• Cooperation work with regional enterprises to solve graduates' job placement issues</li> <li>• Implementation of the information and advertising activity intended for the assistance in finding jobs for graduates</li> <li>• Assistance in the adaptation of graduates to the labour market</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Social and psychological training of students concerning job-placement and career development issues</li> <li>• Updating of information about graduates' career development</li> </ul> <p>4. For social partners and employers</p> <ul style="list-style-type: none"> <li>• Information about graduates, declaration of vacancies for staff recruitment on the web-resources of the department, distribution of enterprise information, new recruitments</li> <li>• Involvement of enterprises, institutions and organizations (employers) in providing all kinds of work practices for students according to their specialization</li> </ul> <p>5. For departments and sub-departments</p> <ul style="list-style-type: none"> <li>• coordination of department and graduates' sub-department work on organizing work practice</li> </ul>
<b>Current number of staff</b>	Career Centre Manager - 1 Methodologist - 2 Total for the department - 3
<b>Students counselled per year</b>	Employees annually hold various activities, give consulting services for students (number of those is approximately 2350).
<b>Profile of career centre staff</b>	Department's manager - Shoornikova O.N. - master of applied mathematics and computer science Battalova Gulmira Valeryevna - methodologist, <a href="mailto:career@kgu.kz">career@kgu.kz</a> , 87162255606 Buzhenova Gulzara Kasymovna - methodologist, <a href="mailto:career@kgu.kz">career@kgu.kz</a> , 87162255606 Almagambetova Baglan Kairkhanova - methodologist, <a href="mailto:career@kgu.kz">career@kgu.kz</a> , 87162255606
<b>Website</b>	<a href="http://www.kgu.kz">www.kgu.kz</a>
<b>Contact name and address of the head of career centre</b>	Shornikova Olga Nikolayevna Republic of Kazakhstan Kokshetau, Abay Street, 76 KokSU named after Sh. Ualikhanov, auditory 208, 87162255606, +77772493471 <a href="mailto:shornikova.olga@gmail.com">shornikova.olga@gmail.com</a>
<b>Other comments</b>	Sh. Ualikhanov Kokshetau State University is a regional University whose educational program is aimed at preparing graduates to meet the needs of the region. In this regard, the work of the Department of Career, Employment and Practices is aimed at employment and career development of graduates for the region of Northern Kazakhstan and Astana.



### Good Practice

<b>Title of measure</b>	<b>The training course “Know your rights”</b>
<b>Thematic field</b>	Job preparation trainings and Internships
<b>Type of measure</b>	Trainings / Educational programs
<b>Objectives of the measure</b>	Necessity of rendering teaching and learning support to students of graduating classes for acquisition of skill of democratic culture behavior in labor market and adaptation to social and economic conditions in the modern world became the purpose of carrying out these training courses.
<b>Methodology of the measure</b>	<p>This training course was conducted together with the public association “Our Right” and consisted of seminars for final year students on the topic of job hunting and recruitment skill formation:</p> <ol style="list-style-type: none"> <li>1. Legislative framework of the Republic of Kazakhstan regulating work arrangements.</li> <li>2. Individual labor disputes, legal framework and ways of their settlement</li> <li>3. Influence of unemployment on person’s psychology. Recruitment - the remedy against depression.</li> <li>4. Forms, ways and methods of job searching</li> <li>5. Recommendations about preparation and execution of an employment agreement etc.</li> </ol>

<b>Main results and outcomes</b>	The main result of the course was the creation of the youth centre and the high rate of employment of graduates immediately after graduation.
<b>Description of innovativeness</b>	Earlier such trainings weren't provided at university but now the result is already visible, and also it is possible to notice career development of the graduates.
<b>Target groups of the measure</b>	More than 400 graduates of humanities, technical & economic specialties of the University, attended this event.
<b>Specific infrastructures needed</b>	Convention-halls with interactive equipment, methodical literature, distributing material were used to carry out the training course.
<b>Success Indicators</b>	<p>According to interviews conducted with graduate trainees after graduation immediately employed by specialty was 92 % among listeners.</p> <p>The results of the survey conducted after the training course the following:</p> <ul style="list-style-type: none"> <li>96 % of participants rated the program useful;</li> <li>78 % of respondents rated the program as the experience gained already applicable to its activities;</li> <li>The novelty of the information obtained at the workshop - 84%;</li> <li>The interest in further study in other programs 87%;</li> <li>89 % of the respondents confirmed that the experience is applicable at the local level by conducting regular training workshops.</li> </ul> <p>Такое комплексное обучение было отмечено как хорошая практика, про которую были опубликованы статьи в городских газетах. Such complex training was noted as a good practice. About this event several articles were published in local newspapers.</p>

## Eurasian National University

### About the University

<b>Name</b>	L. N. Gumilev Eurasian National University
<b>Location</b>	Astana, Mirzoyan Street, 2, Training and administrative building, office 121
<b>Description of university (history and status quo)</b>	<p><b>L. N. Gumilev Eurasian National University</b> was founded in 1996 in accordance with the decree of the President of the Republic of Kazakhstan in 2001. The University was granted the special status of the national University, “given the significant contribution to the formation, development and professional development of the individual on the basis of national and universal human values, science and technology”.</p> <p>Educational activities at ENU are conducted on a three-tier system of training: bachelor - master - PhD in Russian and Kazakh languages only on campus that can provide a high quality education.</p> <p>Reception at ENU is carried out on the basis of the state educational grants and on a contractual basis.</p> <p>The University consists of 12 faculties (the Faculty of Mechanics, Mathematics faculty, Department of Information Technology, University of Architecture and Construction, Faculty of Natural Sciences, Faculty of Social Sciences, Faculty of Law, Faculty of Philology, Department of Economics, Faculty of International Relations, Department of Physics, Faculty of Journalism and Political Science, and Transportation and Energy Department).</p> <p>The University has more than 13.000 students who are trained in 61 undergraduate degrees, 59 master degrees, and 31 specialties of doctoral studies.</p>
<b>Website</b>	<a href="http://www.enu.kz/">http://www.enu.kz/</a>

### About the Career Centre

<b>History of the career centre</b>	<p>The Department of career and business partnership is engaged in the following activities:</p> <ol style="list-style-type: none"> <li><b>1. Professional Orientation</b> - Organization and conduct of seminars with the responsible persons for guidance on the planning and organization of career guidance activities <ul style="list-style-type: none"> <li>- ensuring effective interaction with educational institutions in determining the paths of transformation and development of career guidance activities to the needs of the labour market;</li> <li>- the establishment and strengthening of contacts with groups of schools, secondary vocational schools and enterprises.</li> </ul> </li> </ol>
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	<p><b>2. Student Internships</b> - The goal is the formation of professional competence through the application of theoretical knowledge, continuity and sequence learning students professional activities, forms and methods of work, the acquisition of professional skills necessary for work and the ability to independently solve the problems of the particular organization.</p> <p><b>3. Employment</b></p> <ul style="list-style-type: none"> <li>- with the purpose of employment of graduates in the ENU annual job fair and the placement of graduates;</li> <li>- organization of students' practical training and assistance employment of graduates, their adaptation to the modern labour market;</li> <li>- the involvement of potential employers to conduct meetings, presentations about the work of his company with the purpose of bringing up the graduates of information about the work of his company, the prospects and trends of a particular industry;</li> <li>- coordination of work on employment of graduates of the University;</li> <li>- control over the conduct of a database of graduates of the University;</li> <li>- control over the establishment of feedback from employers and graduates of the University in order to track their employment.</li> </ul> <p><b>4. Vacancies</b></p>
<p><b>Where is it located</b></p>	<p>The Department of career and business partnership is a structural unit of the Department of Academic Affairs of Eurasian National University.</p>
<p><b>Services provided</b></p>	<p><b>For students:</b></p> <ul style="list-style-type: none"> <li>• Establish and develop long-term partnerships with enterprises, organizations and institutions on the basis of contracts on the professional practice of students of the University with the possibility of further employment;</li> <li>• Maintaining a database of enterprises, institutions and organizations, collaborating with the University on matters of practical training of students and employment of graduates;</li> <li>• Organization and conduct seminars on planning and organizing all kinds of professional internships of the students and further employment of graduates;</li> <li>• Informing alumni about the needs of enterprises, organizations and institutions for specialists;</li> <li>• Expanding database of professional practices, bases on employment of students on the basis of cooperation with industrial enterprises, organizations concerning professional internship with the possibility of employment and the establishment of feedback from employers and graduates;</li> </ul>

	<ul style="list-style-type: none"> <li>• Lessons learned from partnerships of universities with industrial enterprises, organizations, institutions for practical training of students and their employment;</li> <li>• Increasing the number of proposals from companies / employers for the employment of graduates of bachelor, master, doctorate;</li> <li>• Identification and accounting of satisfaction of employers with the quality of graduates;</li> <li>• Increased cooperation with organizations to complete all kinds of professional practices of students.</li> </ul> <p><b>For graduates:</b></p> <ul style="list-style-type: none"> <li>• Placement on website different announcements on the availability of vacancies at enterprises,</li> <li>• Cooperation with enterprises and organizations of all forms of ownership, the ability to provide a database of workshops, internships, or to act as employers of students and graduates of the University (organization of conferences, round tables) in a large organizations and enterprises of the Republic sent their CV;</li> </ul> <p><b>For the social partners and employers:</b></p> <ul style="list-style-type: none"> <li>• information about students</li> </ul>
<b>Current number of staff</b>	<p>How many employees (full time equivalent)</p> <p>Head of Department - 1 unit  Practice leader - 1 unit  Chief specialist - 4 units  Total Department - 6 units</p>
<b>Students counselled per year</b>	<p>Annually the staff of the Department of educational and counselling students, with an estimated number of 3500 people.</p>
<b>Profile of career centre staff</b>	<ol style="list-style-type: none"> <li>1. Saparalieva Kulshat Sailbekkyzy - head of careers and business partnership, candidate of economic Sciences</li> <li>2. Kilibaeva Ural Kalievna - head of practice</li> <li>3. Chief specialist - 4 units</li> </ol>
<b>Website</b>	<p><a href="http://www.enu.kz/ru/o-enu/structura/departament-po-akademicheskim-voprosam/otdel-karery/">http://www.enu.kz/ru/o-enu/structura/departament-po-akademicheskim-voprosam/otdel-karery/</a></p>
<b>Contact name and address of the head of career centre</b>	<p>Saparalieva Kulshat Sailbekkyzy  010008 Astana, Mirzoyan Street, 2, training and administrative building, auditory. 121 <a href="mailto:Saparalieva_KS@enu.kz">Saparalieva_KS@enu.kz</a></p>

Good Practice	
<b>Title of measure</b>	<b>The website “Career”</b>
<b>Thematic field</b>	(E -) - tools for career centres;
<b>Type of measure</b>	<ul style="list-style-type: none"> <li>• Database</li> <li>• Network / partnership</li> </ul>
<b>Objectives of the measure</b>	The website “Career” is an information platform that promotes the most effective employment of students, graduates and young professionals, where they will receive advice on effective methods of job search, interaction with employers, labour relations and career, resume writing, cover letters and interviewing techniques.
<b>Methodology of the measure</b>	When designing the website the following was implemented: the structure of the site identified the basic components described for all target groups, made the selection of the software which was developed for the website.
<b>Main results and outcomes</b>	<p>The website “Career”, which includes the following sections:</p> <ul style="list-style-type: none"> <li>• Employers</li> <li>• Graduates</li> <li>• Students</li> <li>• Applicants</li> <li>• Alumni Association</li> <li>• Regulatory documents</li> <li>• Partnership</li> <li>• Gallery of graduates</li> <li>• Contacts</li> </ul>
<b>Description of innovativeness</b>	
<b>Target groups of the measure</b>	This website implemented database on electronic platforms for the following groups: Students, Alumni, the Social partners Employers, Faculties, Departments
<b>Specific infrastructures needed</b>	-
<b>Success indicators</b>	<p>“Career” website audience is large enough - 200 people per day, which implies a more efficient use of its in the work of the University.</p> <p>The website of the Eurasian National University Gumilev ranks first among Kazakhstan universities in the ranking of educational sites Webometrics.</p>

## Nazarbayev University

### About the University

<b>Name</b>	Nazarbayev University, the autonomous organization of education
<b>Location</b>	Astana (Republic of Kazakhstan)
<b>Description of university (history and status quo)</b>	<p>Nazarbayev University is a higher educational institution, established through the initiative of the President of Kazakhstan in September 2010. The University aims to become a national brand of higher education in Kazakhstan, combining the advantages of a national education system and the best international scientific and educational practice. Authorities of the University are the Executive Board, the Board of Trustees and the Supreme Board of Trustees. Chairman of the Board of Trustees is the President of the Republic of Kazakhstan Nursultan Nazarbayev.</p> <p>In Nazarbayev University there are seven schools in one centre: the Centre pre-University training (international partner - University College London), the School of engineering (international partner - University College London), School of science and technology (international partner - Carnegie Mellon University), School of Humanities and social Sciences (international partner - University of Wisconsin-Madison), graduate school of business (international partner - the Fuqua School of Business Duke University), graduate school of public policy (international partner - Lee Kuan Yew School of Public Policy of the National University of Singapore), graduate school of education (international partners - University of Pennsylvania, Cambridge University), School of medicine (international partner - University of Pittsburgh).</p> <p>The number of students is about 3.200.</p> <p>Since 2011, Nazarbayev University offers bachelor's degree programs in 16 specialties, master's degree programs in 10 specialties and Ph.D. programs in 3 specialties.</p>
<b>Website</b>	<a href="http://www.nu.edu.kz">www.nu.edu.kz</a>

### About the Career Centre

<b>History of the career centre</b>	<p>The centre was established in September 2012. The NU Career and Advising Centre is a resource for all students who are seeking information on choosing a major, developing a career plan, finding an internship or a job exploring graduate school opportunities, and transitioning from academia to a career. The mission of the Career and Advising Centre is to encourage student excellence in career development, preparation, and professional opportunities by providing comprehensive services that leads to a successful outcome and by promoting strong partnerships with parents, students, alumni, employers, academic departments,</p>
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	and the university community. An important part of this mission is to inform students of NU degree programs during the recruitment and admissions process in order to allow students to make informed decisions with regards to the congruence of degree program choices and career paths.
<b>Where is it located</b>	Centre for professional orientation and development of students is a structural subdivision of the Nazarbaev University.
<b>Services provided</b>	<ul style="list-style-type: none"> <li>• Online Vocational Assessments - Designed to help the student or potential student to identify strengths, weaknesses, interests, and clarify their values as they related to potential careers. The vocational assessments can help identify possible career paths and majors. Both self-administered and counsellor-assisted assessments will be developed and available online.</li> <li>• Walk-in Career and Advising Counselling - Career and Advising Centre assists NU students and eventually alumni develop, evaluate and implement their career plans. These include:             <ul style="list-style-type: none"> <li>• On-Campus Recruiting: On-campus interviews between potential employers and students, internship candidates, and alumni will be conducted as needed.</li> <li>• Annual or Bi-Annual Job Fair - Beginning in the Spring of 2013, the Career and Advising Centre will sponsor a job fair on campus or other suitable location to allow for the one-on-one interaction between our students and potential employers.</li> <li>• Internship Services - The Career Advising Centre offers Internship Services geared to assisting students in all phases of the internship search.</li> <li>• Employer Services - Designed to assist employers in meeting their human resource needs.</li> <li>• College Work-Study Program Job Postings</li> <li>• Workshops and Seminars - The Career and Advising Centre will organize and conduct several workshops and seminars on such topics as “How to Find a Job in Kazakhstan and Abroad,” “Writing Your Resume and Cover Letter,” and various other topics as needed.</li> <li>• Alumni Services NU alumni will be eligible for all career planning and job search services.</li> </ul> </li> </ul>
<b>Current number of staff</b>	General Director - 1 unit Senior Manager - 1 unit Manager - 2 units Consultant - 1 unit Just centre - 5 units
<b>Students counselled per year</b>	Each year, the Department staff conducts a variety of activities, provides consulting services for students with a contingent of approximately 1100 students.

<b>Profile of career centre staff</b>	Green Steven - General Manager, Eugenia Kim - senior Manager Mukhamedzhanova Asel - Manager Musaeu Sabina - Manager Shamshiev Saltanat - consultant
<b>Website</b>	<a href="http://www.nu.edu.kz/portal/faces/mainmenu/resources2/careerandadvisingcentre/">www.nu.edu.kz/portal/faces/mainmenu/resources2/careerandadvisingcentre/</a>
<b>Contact name and address of the head of career centre</b>	Steven Green Republic of Kazakhstan, Astana 53 Kabanbay Batyr Ave., office 1114, <a href="mailto:sgreen@nu.edu.kz">sgreen@nu.edu.kz</a> phone: +7/7172/706008
<b>Other comments</b>	The main task of the Centre of professional orientation and development of students of Nazarbayev University is to assist in their academic and professional choices. It begins with the process of recruitment and admission of students. Students are asked to choose the program of the training centre on the basis of their future profession. To ensure compliance, the applicant must pass one of several tests to determine future activities. These tests are designed to determine the nature of the entrant and activities appropriate for the student.

### Good Practice

<b>Title of measure</b>	<b>The Job Fair Of Nazarbayev University</b>
<b>Thematic field</b>	Networking for career centres;
<b>Type of measure</b>	Fairs/Events
<b>Objectives of the measure</b>	The job fair and the Days of companies in the Nazarbayev University allow students to meet with employers, working in a variety of industries, including government, non-governmental and corporate sectors.
<b>Methodology of the measure</b>	A Committee was formed which consisted of the people responsible for planning the fair clearly distributed areas: marketing, logistics, volunteers or staff for the event, the Secretariat and administrative responsibilities and was appointed coordinator of the fair. The venue was the atrium of the University. Companies with open positions from different industries were involved. Receiving a confirmation of participation for employers prepared a special place for interviews. At the entrance and at key locations throughout the area of the event posted a list of vacancies and map kiosks companies.

<b>Main results and outcomes</b>	During the event, participants were tested, talked with employers, visited the training to develop proflavanol.
<b>Description of innovativeness</b>	
<b>Target groups of the measure</b>	The fair was visited by more than 500 University students on humanitarian and technical occupations, and more than 600 alumni scholarship of the President of Kazakhstan “Bolashak”. More than 90 of Kazakhstan and foreign companies were granted vacancies at the fair.
<b>Specific infrastructures needed</b>	To conduct job fairs were used in the atrium of the University with interactive equipment, handouts.
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• According to interviews conducted with graduates participating in the job fair after graduation immediately employed by specialty was 95 %.</li> <li>• The results of the survey conducted by the job fair the following:             <ul style="list-style-type: none"> <li>• the 93 % of exhibitors consider it necessary;</li> <li>• the 79% is new information on companies;</li> <li>• the 82 % of respondents confirmed that you need the regular holding of such job Fairs.</li> </ul> </li> <li>• This event was noted as good practice about which articles were published in national Newspapers, news sites.</li> </ul>

## New Economic University

### About the University

<b>Name</b>	Turar Ryskulov New Economic University
<b>Location</b>	55, Zhandosov street, 050035, Almaty, Kazakhstan
<b>Description of university (history and status quo)</b>	<p>Turar Ryskulov New Economic University (NEU) was founded in 1963. Today NEU is a private Higher Education Institution that is the biggest and oldest economic university in Kazakhstan and Central Asia. NEU student body includes more than 9000 students and there are more than 50 different programs. NEU is fully integrated into the Bologna system and education is given on all three degree levels (BA, MA and PhD) as well as within the pre-university programs, preparatory courses and corporate/professional education. NEU is the first economic university in Kazakhstan to implement the BA-MA-PhD system. Teaching is conducted in Kazakh, Russian and English languages.</p> <p>NEU degrees are given in economics, finance, accounting, audit, management, marketing, international relations, state and local governance, tourism, information systems, computing etc. There are 19 bachelor programs, 16 master programs, 6 MBA programs, 3 EMBA programs, 3 DBA program, and 5 PhD programs. The total workforce of NEU is just over one thousand people, including 560 full-time staff. The student-professor ratio is, therefore, about 13, which is a relatively good number.</p> <p>Major employers are private sector companies in the field of finance and banking, as well as government agencies of any kinds.</p> <p>NEU is a nationally certified university holding for many consecutive years the third place in the national ranking of Higher Education Institutions in the field of Humanitarian and Economic Sciences. In some areas, such as Finance, NEU bachelor programs were appraised as being the best in Kazakhstan.</p> <p>NEU is actively involved in international relations. It has several dozen international partner universities in more than 15 countries; it is a member of many management development associations such as Eurasian Association of Universities, Russian Association of Business Education (RABE), ACBSP, CEEMAN, ECBE, Magna Charta Universitatum. NEU has several international dual degree diploma programs, including bachelor programs with the International Business School in Budapest (Hungary) sharing the Oxford Brooks University (United Kingdom) program in Economics, Finance and Management, University of Pierre Mendez (France) in Economics and Management, Kangnam University (South Korea) in Economics, Management and Finance.</p>

Exchange programs are established among other reputable Schools as Otto-Friedrich Bamberg University, Tsukuba University, Asian-Pacific-Ocean University Ritsumeikan, Nagoya University of Commerce and Business, SolBridge International School of Business. NEU is an active member of the *Erasmus Mundus* and *TEMPUS* programs. A Kazakh-Japanese Centre of Human Resource Development is functioning at the premises of the main NEU campus as a joint project of NEU and Japan International Cooperation Agency providing high-quality training in the fields of Human Resource Management, Language Studies and Corporate Management. NEU is the founder of the international research forum entitled the “Ryskulov Readings”, named after one of the prominent economists of Kazakhstan. The forum gathers prominent researchers from CIS, Europe and United States to discuss and publish on actual macroeconomic problems. The amount of investments, determination and the speed with which changes have been implemented up-to-date sets a somewhat high standard for achievement before the university.

**Website** [www.neu.kz](http://www.neu.kz)

### About the Career Centre

**History of the career centre** The Career Centre and Alumni Association (CaCeAA) was formed in 2005 with the aim to provide information and a consultation support to students and alumni of the University in building a successful career and career growth

**Where is it located** It is the subdivision (department) of the UNIVERSITY. The office of the CaCeAA is located in Work Experience in the Quality Control Department.

**Services provided** Organization of compulsory on-the-job internship for students, masters and PhD (learning, practical trainings, pedagogical practices etc.). Students have learning practice after the 4<sup>th</sup> semester at the university, also practical trainings at companies, enterprises etc. Master students have teaching practice at the university as well as research practice and an obligatory period abroad at one of the partner universities. PhD students and researchers also take pedagogical practice at the university and go abroad twice to a partner university for research probation. They are also required to pass a practical training/industrial practice at the enterprise in order to write their research paper. Consultations to students on employment, arranging master-classes, trainings and workshops; cooperation and communication with state bodies and employers’ organizations, different associations, corporations, national and international companies etc. Invitation of corporate and individual employers, representatives of funds and

	<p>associations in order to make presentations for students, masters and PhD. Organization of Job fairs, career days and individual employers presentations to students. Conclusion the agreement on internship with employers and maintain contact with them. Coordination of Alumni Association activity. Making reports for the Ministry of education and science, state bodies and top management of the University on a monthly basis. Communication with employers on a daily basis on internship and employment issues</p>
<p><b>Current number of staff</b></p>	<p>2 full time employees:</p> <ul style="list-style-type: none"> <li>• Head of CaCeAA - Mukhanova Gaini;</li> <li>• Leading specialist - Ordakhanova Manshuk;</li> </ul> <p>3 part-time employees (students working 20 hours per week):</p> <ul style="list-style-type: none"> <li>• Bakhytzhana Bota (3rd year student, “Economics”);</li> <li>• Zhanabayev Nurken (3rd year student, “Marketing”);</li> <li>• Toleuova Zhanerke (4th year student, “World Economics”).</li> </ul>
<p><b>Students counselled per year</b></p>	<p>As the internship is a compulsory part of the academic curriculum, we have to cover 100% of graduates and provide them with placements. Enterprises and organizations providing practical training must ensure a workspace, necessary technical, communication equipment and appoint a manager for practical trainings chosen from the organization. In the academic year 2014-2015 we had 2566 graduates. We also advise students and graduates on employment issues. Some specialties (Ecology, Computer and Software Engineering, Information Systems, Tourism, Standardization, metrology and certification) have to take two practical trainings (after 6th and 7th semesters), which is taken into account in the curriculum.</p>
<p><b>Profile of career centre staff</b></p>	<p>Head of CaCeAA has professional background in the business sector, charity and education areas. She has a degree in engineering-economics, second diploma in linguistics and law. In 2001 she got a PhD degree, in 2003 became an Associated Professor. She is a member of international association of project management (has a diploma IPMA), and is a corresponding member of IIA (International Information Academy) from 2007. She has 128 research publications, 3 school-books, and the owner of registered intellectual property. Has a rank of “The best teacher of NEU 2013”. Active expert of “Damu” - fund for support and development, an expert of national center of research-technical information, expert of center for commercialization of technologies.</p>

	<p><u>Leading specialist</u> - has a Bachelor degree in management and automation, Master degree in IT. She has studied in Bulgaria by the program of academic mobility. She has work experience in the quality control department. The specialist has two research publications.</p> <p>Three students are employed as specialists in order to increase the efficiency of communication with students and masters. They have work experience of 9 month.</p>
<b>Website</b>	<a href="http://neu.kz/ru/units/centr-karery">http://neu.kz/ru/units/centr-karery</a>
<b>Contact name and address of the head of career centre</b>	Gaini Mukhanova - e-mail: <a href="mailto:gaini.mukhanova@newuni.kz">gaini.mukhanova@newuni.kz</a> , tel: +7 (727) 377-1177, mob: +7 701 4504547; +7 707 4504547
<b>Other comments</b>	There is no common standard for the Career Centre's activity and functions in Kazakhstan, therefore the management of the University use it in their discretion. The common standard at a national level will solve many problems.

### Good Practice

<b>Title of measure</b>	<b>Employment</b>
<b>Thematic field</b>	Job preparation training and internship
<b>Type of measure</b>	<ul style="list-style-type: none"> <li>• Networks/partnerships</li> <li>• Fairs/Events</li> </ul>
<b>Objectives of the measure</b>	<p>Internship is compulsory in the University and the career centre has to cover 100% of graduates and provide them with placements for internships. We concluded 1450 agreements on internship with employers in 2015.</p> <p>If students are trained well, employers can take them on a temporary or permanent employment (temporary work, students who do not complete training on a part-time can be taken). In the future, it helps them to successfully find employment.</p> <p>After the end of the internship we monitor employers' feedback on the students to adjust the curriculum, and take into account comments and wishes for the future employers. CaCeAA permanently forms the basis of students' data, where the students send their CV. CaCeAA monitors and disseminates information on vacancies provided by employers for the CaCeAA and the university website and newsletter carries through social networks and corporate e-mail.</p> <p>We also invite employers to give master classes and workshops for students.</p> <p>Our partners take an active part in the Job Fair and other activities of the CaCeAA.</p>

<b>Methodology of the measure</b>	<p>Number of contacts/partners          Number of events and their effectiveness          Employment of students          Employability of students          Level of satisfaction of employers          Level of satisfaction of students          Demand on NEU students in the labour market          Availability of personal orders on preparation of experts (from the companies)</p>
<b>Main results and outcomes</b>	<p>After passing internship students have more opportunities to be employed.          Job fairs give many opportunities for students to be employed and get acquainted with the company.          Master classes, trainings prepare students to successfully pass the interview, make CV, cover letter, etc.</p>
<b>Description of innovativeness</b>	<p>Department of Sberbank is going to be opened at NEU. Specialists of the Sberbank will conduct six disciplines within 3 semesters, after which 25 students will be accepted to work in Sberbank.          Trainings from the company «HR practice KZ» are conducted on an ongoing basis, on the basis of which each year 7 students are selected for an internship in the company (“Organization and regulation of labor”, “Management”).          A new project “Successful career” is launched. The selection for the project is based on the results of essay writing.          Students will be trained in an additional load (free of charge) in the amount of 30 academic hours and receive a certificate upon completion of the company PWC.</p>
<b>Target groups of the measure</b>	Students, graduates, alumni, employers
<b>Specific infrastructures needed</b>	Rooms, internet platform, a big hall for the job fairs

### Good Practice

<b>Title of measure</b>	<b>Training</b>
<b>Thematic field</b>	Entrepreneurship support in career centres
<b>Type of measure</b>	Coaching/Counselling
<b>Objectives of the measure</b>	We have 1450 partners with whom we arrange internships for students. At regular intervals the career centre organizes meetings in the form of coaching or training in consort with the representatives of enterprises so that they could share their

	<p>experience with students, give practical recommendations and advice. We have a good cooperation with corporative enterprises of university (Forte Bank, “Verny Capital” Investment Holding).</p>
<b>Methodology of the measure</b>	<p>Increasing the Number of contacts\partners Organizing events and monitoring their effectiveness Employment of students Employability of students Level of satisfaction of employers Level of satisfaction of students</p>
<b>Main results and outcomes</b>	<p>Such events are really useful both for enterprises and students. The enterprises have an opportunity to get more or less clear idea of the graduates of our university. After this measure students really get stimulated and motivated by the stories of successful entrepreneurs, especially if they are the graduates of our university. Both entrepreneurs and students then will be in contact with each other, which is an excellent opportunity for students to be employed right after the graduation. Meetings organized by Alumni association often provide students probation places. There is an academic council of educational programs (ACEP) consisting of 60% employers and students.</p>
<b>Description of innovativeness</b>	<p>As an innovative aspect of the measure I can point out the use of innovative technologies. Our university is well-equipped with different techniques such as interactive boards, OHP, laptops, etc. Implementation of new courses: “Communication Management” for all undergraduate majors. Educational training modules (E-NEU) are being introduced - all implemented 16 training modules. Department of Sberbank is going to be opened at NEU. Six disciplines within 3 semesters will be conducted by specialists of the Sberbank, after that 25 students will be accepted to work in Sberbank. Trainings from the company «HR practice KZ» are conducted on an ongoing basis, on the basis of which each year 7 students are selected for an internship in the company (“Organization and regulation of labor”, “Management”). A new project “Successful career” is launched. The selection for the project is based on the results of essay writing. Students will be trained in an additional load (free of charge) in the amount of 30 academic hours and receive a certificate upon completion of the company PWC.</p>
<b>Target groups of the measure</b>	<p>Students, masters, graduates, PhD, alumni, employers</p>
<b>Specific infrastructures needed</b>	<p>Rooms, internet platform, labs, business incubator MOST</p>

<b>Other comments</b>	A separate business incubator is under development now, it's not part of the Career Centre
<b>Indicators</b>	<p>Good academic performance of students, masters and doctoral students (GPA);</p> <p>The demand on students in the labor market (including the high level of readiness for the interview and language proficiency)</p> <p>Good results of the internship;</p> <p>The applied feature of the diploma projects, which allows employers to form a clear meaning about the educational and practical potential of students;</p> <p>The increase in the number of contacts \ Partner;</p> <p>Organization of events and monitoring their effectiveness;</p> <p>Students Career;</p> <p>Employment of students;</p> <p>The level of satisfaction of employers;</p> <p>The level of student satisfaction.</p>

<b>Good Practice</b>	
<b>Title of measure</b>	<b>Training of all staff and faculty members in the framework of Career Centre Events</b>
<b>Thematic field</b>	Networking for career centres
<b>Type of measure</b>	<ul style="list-style-type: none"> <li>• Networks/partnerships</li> <li>• Databases</li> <li>• Fairs/Events</li> <li>• Training</li> </ul>
<b>Objectives of the measure</b>	We have 1450 partners, part of them are our long term partners and we expand our network on a constant basis, looking for new partners among our alumni, via Internet, social networks, with the help of the University's personnel, chairs, participating in different events. The main objective is the employment of our graduates.
<b>Methodology of the measure</b>	<ul style="list-style-type: none"> <li>• Expanding Number of contacts\partners</li> <li>• Arranging and participating in different relevant events</li> <li>• Increase of Employment of students</li> <li>• Improving the level of Employability of students</li> <li>• Level of satisfaction of employers</li> <li>• Level of satisfaction of students</li> <li>• University recognisability (awareness)</li> <li>• Image of the university and implementation of "Strategy 2018".</li> </ul>

<b>Main results and outcomes</b>	<ul style="list-style-type: none"> <li>• Branding and University awareness among population</li> <li>• Employability of students (part-time job or for holidays). Involving students for volunteer activities for international events (Asian Games 2011, Universiada 2017, EXPO 2017 etc.)</li> <li>• Employment of graduates</li> <li>• Number of agreements, concluded on corporate long-term basis (probation, employment, practices)</li> <li>• Work and the membership in the association of CaCe in EurasES;</li> <li>• Organization of master classes, trainings and seminars for the faculty;</li> <li>• Conducting trainings in partner-enterprises with CaCe forces and employers;</li> <li>• Participation in the exhibition “Education and Career”</li> <li>• Participation in job fairs of other universities in Almaty and Almaty region</li> <li>• Realization of the state program “Youth Practice”, “With diploma to the village”, “Zhasyl el”, “Employment Road Map 2020”</li> <li>• Participation in the training courses through the Fund for Development and Support of Entrepreneurship “Damu” - the program “Business Advisor”</li> </ul>
	<ul style="list-style-type: none"> <li>• Participation in programs of volunteerism and philanthropy with the participation of students and university staff, as well as in corporate social responsibility</li> <li>• The International Forum of Retail based on our university (21, 22, 23 April, 2016) from the company BBCG</li> <li>• Carrying out together with BBCG the Exhibition «jobs in retail” inviting all universities in Almaty and Almaty region (April 23, 2016 - from 15.00 to 20.00)</li> </ul>
<b>Description of innovativeness</b>	<p>On the basis of participation in the EurAsEC countries Career Centers Association implemented the main priorities of universities, members of the association, including adapting foreign experience of EurAsEC countries;</p> <ul style="list-style-type: none"> <li>• The organization of workshops, trainings and seminars for faculty, staff and students (Sberbank provides on a continuous basis trainings for students and staff of the University with the issuance of the certificate and an invitation to the internship, especially in the summer time - in this period, student’s internship is paid by Sberbank);</li> <li>• Participation in the training courses through the Fund “Damu” Entrepreneurship Development and Support - The program “Business Advisor” (students are included in the expert groups to advise the young, novice entrepreneurs, as well as help in the drafting of business plans, market research) It enables students to gain practical skills and additional income for the conduction of consulting and other work on the profile of specialty);</li> </ul>

	<ul style="list-style-type: none"> <li>• Participation in volunteer and philanthropy programs allows students to realize necessity and significance of corporate social responsibility, charitable activities of the organization</li> <li>• We attract innovative partners that the university provides a platform for events, and students are involved, for example, on a fee basis by BBCG as a member of the organizing committee for the International Forum of Retail (21, 22, 23 April 2016);</li> <li>• In November 2016, students will be the main organizers of the Exhibition “Internet Avenue 2016”, which is co-organized by our university and the company BBCG. Students are involved in the organizing committee, are trained with mentors and receive payment for their work shows.</li> </ul>
<b>Target groups of the measure</b>	Students, graduates, alumni, employers, staff, business associations and organizations
<b>Specific infrastructures needed</b>	Rooms, internet platform, business lunches, business incubator MOST
<b>Indicators</b>	<p>Improvement of student’s professional, communicative and innovative skills</p> <p>Good reviews on the basis of the organization of events by students</p> <p>The increase in the number of contacts \ Partner</p> <p>Organization of events and monitoring their effectiveness</p> <p>Students Career</p> <p>Employment of students</p> <p>The level of satisfaction of employers</p> <p>The level of student satisfaction</p>

## Kyrgyzstan



Kyrgyzstan	
Capital	Bishkek
Inhabitants	5.551.900
GDP per capita (on PPP)	\$ 3400
Number of HEI	30
Number of Students	155.000

### Tertiary education<sup>2</sup>

#### Legislation

The activities of higher educational institutions (HEIs), regardless of the legal form of ownership and departmental affiliation, are governed by a single law, the Law on Education dated 30 April 2003. According to this law, the education system is based on the following main principles:

- free access to elementary, secondary and higher education in public institutions within the limits set by the state educational standards;
- the possibility of receiving education on a commercial basis, including in state educational institutions; – the humanistic character of education,
- independence of education from political and religious institutions and the secular character of education;
- academic freedom of educational organisations, academic integrity.

On 27 August 2011, the Government Decree on transferring to a two-cycle system of higher education in Kyrgyzstan was issued. According to the new law, all HEIs will transfer to the Bachelor and Master system by 1 September 2012.

2. Taken from [http://eacea.ec.europa.eu/tempus/participating\\_countries/index\\_en.php](http://eacea.ec.europa.eu/tempus/participating_countries/index_en.php)

## Types of Higher Education Institutions

The higher education system of Kyrgyzstan has a network of 54 higher education institutions, including 33 public and 21 private institutions. Private higher education institutions accordingly have increased their role and in 2011/2012 they enrolled 12.5 % of the total number of students. The higher education system of Kyrgyzstan consists of four types of HEIs: universities (universitet), academies (akademia), specialised HEIs (for example, Kyrgyz National Conservatory), Bishkek higher military specialised schools (uchilische) and institutes (institut).

## Bishkek Academy of Finance and Economics

### About the University

<b>Name</b>	Bishkek Academy of Finance and Economics
<b>Location</b>	Bishkek, Kyrgyzstan
<b>Description of university)</b>	<p>Bishkek Academy of Finance and Economics (BAFE) is one of the leader universities in Kyrgyz Republic. BAFE offers higher professional education, including training of bachelor and master degrees in field of “Economics” and “Management and Tourism”, “Finance” and “Accounting” and PhD degree in the field of “Economics” and “Management”.</p> <p>Main areas of BAFE’s activity:</p> <ul style="list-style-type: none"> <li>• Pilot university on introduction the European Credit Transfer System; creation of the study programs directed to result (on basis of TUNING methodology); development of academic mobility of students on basis of bilateral agreements and creation and development of the joint study programs, development of joint researches with European partners.</li> <li>• Creation and development of the internal system of quality assurance on basis of EFQM model; development of tools of self-evaluation; building the strategic plan of the university.</li> <li>• Development of student services to increase the quality of higher education: registration service, career centre.</li> </ul> <p>Strengthening the relationships with the industry through research activity, curricula development based on requirements of labour market, consulting activity for business enterprises, in the area of economics, management, tourism.</p> <p>The total number of students (bachelors, masters, PhD students on full time and e-Learning department) is around 1020 people</p>
<b>Website</b>	<a href="http://bafe.edu.kg/">http://bafe.edu.kg/</a>

### About the Career Centre

<b>History of the career centre</b>	<p>The career centre of Bishkek Academy of Finance and Economics was founded in 2003. The main aim of this service is to help alumni and graduate students in the development of independent job search skills and the employment of students. BAFE received a grant of CARANA Corporation within the project “Business and economic education” (USAID) for the development of Career Centre, which helped to develop and gain new level and tasks.</p>
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	BAFE's Career centre promotes career and employment of students and alumni through training and enhancing partnership with the business sector. In addition, this centre helps students in finding internships and keeping in contact with alumni through the "Alumni association". The career centre analyses current market tendencies through marketing researchers, trains students on launching a successful career and offers consulting services for alumni.
<b>Where is it located</b>	Centre Career is a structural department of BAFE. Regarding organisation structure it's under the command of the Vice-Rector of student support.
<b>Services provided</b>	<p>Direction of Centre's activity:</p> <ul style="list-style-type: none"> <li>• Organization of students' internships,</li> <li>• Employment of students,</li> <li>• Consulting on career issues,</li> <li>• Trainings and short-time courses.</li> </ul> <p>In the field of informational support of students:</p> <ul style="list-style-type: none"> <li>• Designing and supporting information databases,</li> <li>• Information about business trainings and educational programs,</li> <li>• Information about scientific achievements of students, personal interests and preferences in future work.</li> <li>• Collection and processing of results of alumni's career growth.</li> </ul>
<b>Current number of staff</b>	There are two full-time staff-members: the Director and the manager.
<b>Students counselled per year</b>	
<b>Profile of career centre staff</b>	<ul style="list-style-type: none"> <li>• Specialist in Finance and Credit, pursuing PhD degree in Economics</li> <li>• Bachelor in Management, pursuing Master degree in Management</li> </ul>
<b>Website</b>	<a href="http://career.bafe.edu.kg/">http://career.bafe.edu.kg/</a>
<b>Contact name and address of the head of career centre</b>	<p>Lyudmila Maslova  <a href="mailto:bafe.interdepart@gmail.com">bafe.interdepart@gmail.com</a>          55, Molodaya Gvardia blvd.          720010, Bishkek, Kyrgyzstan</p>

Good Practice	
<b>Title of measure</b>	ENACTUS
<b>Thematic field</b>	Entrepreneurship support in career centres
<b>Type of measure</b>	<ul style="list-style-type: none"> <li>• Coaching/Counselling</li> <li>• Grants</li> </ul>
<b>Objectives of the measure</b>	BAFE operates an ENACTUS-Team, which creates business-plans and projects and tries to implement them in real life. The ENACTUS- team provides actions focused on propaganda of healthy lifestyle, humanitarian aid for orphanages and on ecological problems.
<b>Methodology of the measure</b>	<ul style="list-style-type: none"> <li>• Meetings with business leaders and trendsetters;</li> <li>• Trainings;</li> <li>• Internships;</li> <li>• International experience;</li> <li>• Networking.</li> </ul>
<b>Main results and outcomes</b>	<ul style="list-style-type: none"> <li>• Carry out guest lectures with successful BAFE alumni</li> <li>• Help to find business mentors for projects and teams</li> <li>• Teach elective courses such as Business, Marketing and Applied Research</li> </ul>
<b>Description of innovativeness</b>	-
<b>Target groups of the measure</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Staff</li> <li>• Entrepreneurs</li> </ul>
<b>Specific infrastructures needed</b>	<ul style="list-style-type: none"> <li>• Seminars rooms</li> <li>• Internet</li> <li>• Mentors with business networks</li> </ul>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Though employment of graduates wasn't a main objective at creation of the ENACTUS team in BAFE, it has proved to be a good tool for successful employment, by establishing contacts with a business environment and state bodies. Many of the students also received the necessary skills for the creation of their own business. At the moment many of them are successful, and continuing to participate in activity of this team as mentors, attracting active and creative students who later also find a job</li> <li>• Awards: <ul style="list-style-type: none"> <li>• 2009 ENACTUS Team of BAFE was called the best new team</li> <li>• 2010 have been awarded on National Competition</li> <li>• 2011 second runner-up on National Competition</li> <li>• 2012 National Champion</li> <li>• 2012 September receiver World Cup spirit award on International Competition at Washington</li> </ul> </li> </ul>

## Good Practice

<b>Title of measure</b>	
<b>Thematic field</b>	Job preparation trainings and Internships
<b>Type of measure</b>	<ul style="list-style-type: none"> <li>• Coaching/Counselling</li> <li>• Trainings/Educational programmes</li> </ul>
<b>Objectives of the measure</b>	<ul style="list-style-type: none"> <li>• Involving practices on educational process for creation competences and skills according to the needs of the labour market               <ul style="list-style-type: none"> <li>• To show best ways for find job</li> <li>• To establish good networks with business area and state bodies</li> </ul> </li> </ul>
<b>Methodology of the measure</b>	BAFE actively involves practical from a business environment and government bodies (such as the tax inspection, financial police, National Bank, etc.) for carrying out guest lectures, to take participation in Certification Commission at final graduate's exams , and also in structure of jury on various student's actions (scientific conferences, business games, competitions of business plans, round tables, etc.).
<b>Main results and outcomes</b>	As a result of such events, some representatives of business sector invite students to make their diploma practice, further employment in their organisation.
<b>Description of innovativeness</b>	-
<b>Target groups of the measure</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Alumni</li> </ul>
<b>Specific infrastructures needed</b>	<ul style="list-style-type: none"> <li>• Seminars rooms</li> <li>• Internet</li> </ul>
<b>Indicators</b>	



**Student participants in a training session at Bishkek Academy of Finance and Economics**

## Osh Technological University

### About the University

<b>Name</b>	Osh Technological University named by M.Adyshev
<b>Location</b>	Osh, Kyrgyzstan
<b>Description of university (history and status quo)</b>	<p>Osh Technological University (OshTU) is a dynamically developing university with 7 faculties and three institutes (Institute of In-Service training and Re-qualification and Scientific - Research Institute of Applied Research and Ecology, Institute of Languages), and also with 39 chairs, where preparation of specialists on 43 directions and specialties is on-going.</p> <p>The University has a modern academic methodological and technical base: 34 academic and science laboratories, 15 computer classrooms with more than 600 computers, and also electronic library, Internet and multimedia classes, modern language and methodical laboratories; modern audio and visual aids, projection devices, equipment, and installations; library fund, that has 206 000 units. At the university television studio “Jashtyk” is acting, monthly own newspaper “Studtimes” is published, there are 4 production workshops; in printing house regularly science magazine “News of OshTU” is published, collections, methodical and academic handouts. At OshTU’s disposal there are 6 academic-laboratorial blocks, 3 dormitories for students and teachers, 5 canteens, housewifery yards, subsidiary and others. OshTU has cultural-aesthetical centre and the best sports base among universities in the South of Kyrsgyzstan.</p>
<b>Website</b>	<a href="http://www.oshtu.kg">www.oshtu.kg</a>

### About the Career Centre

<b>History of the career centre</b>	The career centre was created in 2004. Vigorous activities started in 2011 when courses on creating CVs and trainings for career planning for university graduates were organized. The necessity of the creation of the career centre became clear due to the falling employability of our graduates.
<b>Where is it located</b>	It is a part of the department of education and quality

<b>Services provided</b>	<ol style="list-style-type: none"> <li>1. “Courses on resume creating”. Seminar-training for full-time students of last courses with involvement of specialists from other organizations.</li> <li>2. Compiled and published special edition “Graduates of OshTU”</li> <li>3. Meetings with graduates - at each faculty organized annual meetings of last course students with leading officials-graduator of OshTU.</li> <li>4. Annual ceremonial handing of diplomas for best graduator by rector of OshTU</li> <li>5. Discussions of senior students with rector about job finding problems</li> <li>6. Measures in the framework of the Tempus-UNIWORK project</li> </ol>
<b>Current number of staff</b>	2 persons
<b>Students counselled per year</b>	160 students (8 faculties * 20 student)
<b>Profile of career centre staff</b>	Director-engineer of energy; Trainers: pedagogy, construction, economy and management.
<b>Website</b>	<a href="http://www.career.oshtu.kg">www.career.oshtu.kg</a>
<b>Contact name and address of the head of career centre</b>	Nurgazy Tashiev, <a href="mailto:miali_n@mail.ru">miali_n@mail.ru</a> , G.Aitieva st.147\47

### Good Practice

<b>Title of measure</b>	“Courses on resume creating”.
<b>Thematic field</b>	job preparation trainings and Internships
<b>Type of measure</b>	Coaching/Counselling
<b>Objectives of the measure</b>	Seminar-training for full-time students of last courses
<b>Methodology of the measure</b>	Organizing trainings for students of last courses
<b>Main results and outcomes</b>	Improvement of senior students’ knowledge and skills about job-finding rules, upswing of job placement degree
<b>Description of innovativeness</b>	Involvement of experienced trainers from international organizations.

<b>Target groups of the measure</b>	Students of last course from all 8 faculties
<b>Specific infrastructures needed</b>	Seminar rooms, Internet platform
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Last year from 607 graduates have found work place 286 person, i.e. result is 47%</li> <li>• Transfer to 3 HEIs of south Kyrgyzstan</li> <li>• Satisfaction of this measure was about 80%</li> </ul>

### Good Practice

<b>Title of measure</b>	<b>Ceremonial handing of diplomas for best graduates</b>
<b>Thematic field</b>	Networking for career centres
<b>Type of measure</b>	Fairs/Events
<b>Objectives of the measure</b>	Ceremonial handing of diplomas
<b>Methodology of the measure</b>	Annual ceremonial handing of diplomas for 20 best graduates selected by deans
<b>Main results and outcomes</b>	Stimulated learning with high scores, improvement of university's image
<b>Description of innovativeness</b>	Diplomas are handed out by former graduates of OshTU, who are currently leading officials of big companies
<b>Target groups of the measure</b>	Best students of last course from all 8 faculties
<b>Specific infrastructures needed</b>	Seminar rooms, Internet platform
<b>Indicators</b>	Last year group was 140 students, after 1 year 90 person have found work place of them, i.e. result is 64% Transferred to 2 HEIs of Osh city (Kyrgyzstan)

Good Practice	
<b>Title of measure</b>	<b>Meeting graduates of different generations</b>
<b>Thematic field</b>	Networking for career centres
<b>Type of measure</b>	Fairs/Events
<b>Objectives of the measure</b>	Graduates of different generations
<b>Methodology of the measure</b>	Organizing of meeting for graduates of different generations from one family (i.e.)
<b>Main results and outcomes</b>	Improvement of the university's image, understanding of the university's history and accumulated education experience.
<b>Description of innovativeness</b>	This measure is only held in OshTU
<b>Target groups of the measure</b>	Graduates of different generations from one family (minimum 2 generations)
<b>Specific infrastructures needed</b>	Large meeting room, media, thank you notes, ceremonial concert
<b>Indicators</b>	Last year there were 140 students; after one year 90 people have found a job, i.e. the result is 64%

## Talas State University

### About the University

<b>Name</b>	Talas State University
<b>Location</b>	Talas, Kyrgyzstan
<b>Description of university (history and status quo)</b>	Talas State University (TalSU) is a state university. TalSU is one of the youngest scientific and academic centres of Kyrgyzstan. It has about 3000 students. TalSU is appointed for preparation of highly skilled educators in different fields of study to face social and economic problems of our region. There are 1 Technological Institute, 1 college and 3 faculties. More than 10 Centres are functioning. TalSU has participated in 9 Tempus and 6 Erasmus Mundus External Cooperation Window projects. At the moment TalSU is working under 4 Tempus projects, which offers our students and teachers a great opportunity to gain experience and to share their knowledge in Kyrgyzstan. Also TalSU cooperates with higher educational Institutions of our country and foreign countries as well.
<b>Website</b>	<a href="http://www.talsu.kg">www.talsu.kg</a>

### About the Career Centre

<b>History of the career centre</b>	The Career Centre of TalSU is opening under the project UNIWORK. Because of a different structure in former times the university carried out the tasks of a career centre with graduates by employees of Educational Department.
<b>Where is it located</b>	Currently career centre tasks are run by the Educational Department. Some functions are implemented by International relations office of the University
<b>Services provided</b>	<ol style="list-style-type: none"> <li>1. Signing contracts with employers</li> <li>2. Organization of a course on drawing up the resume, interviewing</li> <li>3. Organization of matchmaking fairs</li> <li>4. Organization of internships for students during vacation (camp in Talas, Issykkul)</li> </ol>
<b>Current number of staff</b>	2 staff are employed
<b>Students counselled per year</b>	Providing services to 600 students
<b>Profile of career centre staff</b>	Gulia Boobekova - Head of Career Centre Barchyn Zhumalieva - staff Aiygul Nuralieva - responsible person for International students

<b>Website</b>	www.talsu.kg
<b>Contact name and address of the head of career centre</b>	Gulia Boobekova b_akanova@mail.ru, tals, 724200. K.Nurzhanov str.25

Good Practice	
<b>Title of measure</b>	<b>Education</b>
<b>Thematic field</b>	Job preparation trainings
<b>Type of measure</b>	Coaching/Counselling
<b>Objectives of the measure</b>	Students should learn: <ul style="list-style-type: none"> <li>• Job Search Strategies</li> <li>• Résumé and Cover Letter writing</li> <li>• Personal Branding and Networking Skills</li> <li>• Interviewing Skills</li> </ul>
<b>Methodology of the measure</b>	<ul style="list-style-type: none"> <li>• Training in resume writing, preparing for interviews.</li> <li>• Consultations</li> </ul>
<b>Main results and outcomes</b>	<ol style="list-style-type: none"> <li>1. Knowledge and skills of writing of the resume, essay</li> <li>2. Knowledge and skills of work on the computer</li> <li>3. Communication with employers, with services of work</li> </ol>
<b>Description of innovativeness</b>	The career centre supports undergraduate professional development and promotes alumni engagement with new professional opportunities. For current students, they offer a window to explore which field they might want to pursue. For alumni, professional networks offer a way to connect with other alumni within their chosen fields.
<b>Target groups of the measure</b>	Students and graduates.
<b>Specific infrastructures needed</b>	Internet platforms, websites, seminar rooms, lecture rooms, technical equipments

## Good Practice

<b>Title of measure</b>	<b>Internships</b>
<b>Thematic field</b>	Job preparation trainings and Internships
<b>Type of measure</b>	<ul style="list-style-type: none"> <li>• Databases</li> </ul>
<b>Objectives of the measure</b>	If students are successful in internships, the employers can hire them in the future
<b>Methodology of the measure</b>	Internships are mandatory; they are parts of education program.
<b>Main results and outcomes</b>	The acquisition of knowledge and skills in the profession as a results of their practice (traineeships)
<b>Description of innovativeness</b>	
<b>Target groups of the measure</b>	Students and graduates.
<b>Specific infrastructures needed</b>	Internet and job fairs.

# Tajikistan



Tajikistan	
Capital	Dushanbe
Inhabitants	7.910.041
GDP per capita (on PPP)	\$ 2700
Number of HEI	30
Number of Students	155.000

## Tertiary Education<sup>3</sup>

### Legislation

Educational reforms started in 1994 with the aim of determining the strategic directions in which the country’s higher education should develop. The last draft of the Law on Higher Education and Professional Postgraduate Education was revised in 2009. The key legislative documents are the Law on Education, the Law on Higher Education and Professional Postgraduate Education and the National Concept of Education.

### Types of Higher Education Institutions

Under the Law on Higher Education and Professional Postgraduate Education and in accordance with the National Standards for Higher Professional Education in the Republic of Tajikistan, there are three types of higher education institutions (HEIs): universities (donishgoh), academies (akademiya) and institutes (donishkada). Currently, the universities and academies offer Bachelor, Master and specialist degrees whereas institutes offer only Bachelor and specialist degrees. Universities provide higher education in a wide range of specialisations and carry out fundamental and applied research.

3. Taken from [http://eacea.ec.europa.eu/tempus/participating\\_countries/index\\_en.php](http://eacea.ec.europa.eu/tempus/participating_countries/index_en.php)

Academies concentrate on a limited number of fields in which they provide education and carry out research. Institutes provide education in one or several fields. The situation of higher education in Tajikistan has changed radically since independence. The total number of institutions of higher education throughout the country has grown from 13 in 1991 to 30 in 2012. New institutions of higher education and branches of the central ones were opened in the north of the country (Sughd oblast) and in the Gorno Badakhshan Autonomous Oblast. A number of institutions have been established under the auspices of various authorities (various ministries including military ones). Student numbers are increasing every year and the gender balance is improving. The percentage of growth in the number of higher education students was 5.45 % (for the period 2004-2008). The index of the number of higher education students per 10 000 inhabitants shows the following figures: in the academic year 2000-2001, it was 127 and in 2007-2008 it had nearly doubled to 214. In spite of the 2.99 % decrease in the number of upper secondary school graduates in 2010-2011, admissions to HEIs increased by 2.39%.

## Khujand State University

### About the University

<b>Name</b>	Khujand State University (KSU)
<b>Location</b>	Tajikistan, Khujand, Mavlonbekov 1 passage, main building.
<b>Description of university (history and status quo)</b>	<p>Khujand State University (KSU) Tajikistan, Khujand, Khujand State University was formed in 1932. Currently there are 16 faculties in the University:</p> <ol style="list-style-type: none"> <li>1. Faculty of Correspondence Education</li> <li>2. Faculty of Graphic Art</li> <li>3. Faculty of History and Law</li> <li>4. Faculty of Foreign Languages</li> <li>5. Faculty of Geography and Environment</li> <li>6. Faculty of Finance and the Market Economy</li> <li>7. Faculty of Chemistry and Biology</li> <li>8. Pedagogical Faculty</li> <li>9. Faculty of Philology</li> <li>10. Faculty of Physical Education</li> <li>11. Faculty of Oriental Languages</li> <li>12. Faculty of Arts</li> <li>13. Faculty of Telecommunications and Information Technology</li> <li>14. Faculty of Physics and Engineering</li> <li>15. Faculty of Mathematics</li> </ol> <p>There are 76 departments in KSU at the present time. In these departments there are 862 teachers (of whom 44,1 % have a scientific degree) and 8610 students. Khujand State University, named by Bobojon Gafurov, is one of the major universities in the Republic of Tajikistan, which prepares engineers for various areas. At KSU the educational process today is based on state educational standards for flexible training plan.</p> <p>There are 32 laboratories, 300 classrooms on specialization, and more than 14 computer classrooms established in the Institute. There are more than 621 computers with access to the global Internet, which are used by the students every day. The institute annually holds scientific, methodical, scientific and practical conferences at the faculty for the students and scientists. The results of research are published in the national and international periodicals. New information technology, the system of computer-aided management based on computer technology is implemented in the educational process. The students are trained on budget and contractual basis. If the students get excellent marks they can be transferred from the contract form of education to the budget form or reduced payment. KSU has successfully partnered with more than 100 universities from 20 countries. KSU is a member of the Association of Scientific</p>

	and Technical Research (IAESTE). The Institute collaborates with the universities in Russia and other countries on the basis of cooperation agreement the students and the teachers of the institute, including the students and the teachers of universities in Russia and other countries will be able to share their experiences with the partner universities.
Website	<a href="http://www.hgu.tj/">http://www.hgu.tj/</a>
<b>About the Career Centre</b>	
History of the career centre	After graduation not all the students are able to find a job, so the aim of this Career centre is to help our graduates to find a job.
Where is it located	It is part of International relations department
Services provided	To sustain the relation between employers and the students who are already graduates
Current number of staff	14
Students counselled per year	
Profile of career centre staff	
Website	<a href="http://www.hgu.tj/">http://www.hgu.tj/</a>

Good Practice	
Title of measure	The training course “Legislative and legal aspects of employment in Tajikistan”
Thematic field	Job preparation trainings and Internships
Type of measure	<ul style="list-style-type: none"> <li>• Trainings/Educational programmes</li> </ul>
Objectives of the measure	The purpose of this course training sessions was the need to provide information and methodological assistance to graduate students to develop skills of democratic culture of behaviour in the labour market and adapt to the socio-economic conditions in the modern world.

<b>Methodology of the measure</b>	<p>This training course was held by the university and consisted of a series of seminars for students of final years on the formation of job search skills and employment, followed by topics:</p> <ol style="list-style-type: none"> <li>1. The legal framework of the Republic of Tajikistan regulating labour relations</li> <li>2. Forms, ways and methods of job search.</li> <li>3. Guidelines for the preparation and conclusion of the employment contract</li> </ol> <p>Etc.</p>
<b>Main results and outcomes</b>	<p>The major outcome of the course was the highest graduate employment immediately after graduation.</p>
<b>Description of innovativeness</b>	
<b>Target groups of the measure</b>	<p>More than 4800 graduates of humanitarian, technical, economic specialties of the University attended the event.</p>
<b>Specific infrastructures needed</b>	<p>To carry out the training course conference rooms with interactive equipment, methodical literature and handouts were used.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• According to the survey conducted by alumni - actors training after graduation once employed by specialty was 81% of the number of listeners.</li> <li>• The results of the survey conducted after the training course are as follows:             <ul style="list-style-type: none"> <li>• 86% of the participants evaluated the training program useful;</li> <li>• 67% of respondents rated the program as the experience already applicable to its activities;</li> <li>• The novelty of the information obtained at the workshop - 73%;</li> <li>• 77% of respondents corroborate that the experience is applicable at the local level by carrying out regular training seminars.</li> </ul> </li> <li>• The event was seen as a good practice about which articles were published in city newspapers and on the website of the university.</li> </ul>

## Khujand Polytechnic Institute of Tajik Technical University

### About the University

<b>Name</b>	Khujand Polytechnic Institute of Tajik Technical University (KPITTU)
<b>Location</b>	Tajikistan, Khujand, Lenin street 226
<b>Description of university (history and status quo)</b>	<p>Khujand Polytechnic Institute of Tajik Technical University named by M.Osimi (KPITTU) was established in 2010, when two branches - the branch of the Tajik Technical University in Khujand and Khujand Branch of Technological University of Tajikistan were united.</p> <p>Currently there are 4 faculties in the Institute:</p> <ol style="list-style-type: none"> <li>1. Engineering and Economics Faculty</li> <li>2. Technology and Information Faculty</li> <li>3. Engineering and Energy Faculty</li> <li>4. Construction and Transport Faculty.</li> </ol> <p>There are 13 departments in KPITTU at the present time. At these departments there are 140 teachers, 60% of whom have scientific degree, teaching 3850 students. KPITTU is one of the major universities in the Republic of Tajikistan, which prepares engineers for various fields. In KPITTU the educational process today is based on state educational standards for flexible training plan.</p> <p>There are 30 laboratories, 15 classrooms on specialization, lingophone rooms and projectors connected to parabolic antenna, more than 15 computer classrooms are established in the Institute. There are more than 900 computers with access to the global Internet and which the students use every day.</p> <p>The Institute annually conducts scientific, methodical, scientific and practical conferences of the faculty, students, masters and young scientists. The research results are published in the national and international periodical magazines. New information technology, the system of computer-aided management based on computer technology is implemented in the educational process. The educational process is supported by digital libraries, which include electronic textbooks and manuals and training materials. Currently 4 libraries of the institute have collected about 70.000 books and 3395 books in electronic form. The students are trained on budget and contractual basis. If the students get excellent marks they can be transferred from the contract form of education to the budget form or reduced payment. KPITUT has successfully partnered with more than 100 universities from 20 countries. KPITUT is a member of the Association of Scientific and Technical Research (IAESTE). The Institute collaborates with the universities in Russia and other countries and on the basis of cooperation agreement the students and the teachers of our institute, including the students and the teachers of universities in Russia and other countries will be able to share their experiences with the partner universities.</p>

<b>Website</b>	<a href="http://www.kbtut.tj">http://www.kbtut.tj</a>
<b>About the Career Centre</b>	
<b>History of the career centre</b>	<p>During operation of KBTUT, in 2005 were organized Career Centre, whose function was mainly to provide a place of employment for graduates, organization and carrying out of internship for students. Every year the University was terminated 100 - 120 graduates - specialists on different specialties. Polytechnic University also issued 180 - 200 graduates per year. Today's Polytechnic Institute is the result of combining KBTUT and Polytechnic Institute, which was formed in 2010 by the Ministry of Education of Republic of Tajikistan. There was not Career centre at the Polytechnic University, so after the merger, task of the new administration was creation of this kind of centre, as the number of graduates has doubled and acutely there was a question of their employment. Nowadays the number of university graduates is 680 - 700 students a year in different specialties. So, now more than ever, our university needs qualified career centre specialists, because with a high proportion of employment of our graduates increase image and business reputation of the university. After graduation not all the students provides by work places, so the aim of this Career centre to help our graduates to find a job.</p>
<b>Where is it located</b>	It is part of International relations department of KPITTU. It is located at the administrative building, office 305
<b>Services provided</b>	<p>Career centre of KPITTU provides the following services:</p> <p>For students: to inform students of the university about the possible places where the practice in enterprises, institutions and organizations that meet their training.</p> <p>For graduates: methodological and information assistance to graduates for employment, consult services on resume writing, the selection of possible vacancies for employment in enterprises, institutions and organizations.</p> <p>For social partners and employers:</p> <p>Information about the graduates, placement vacancies for staff in the web-resources department, the dissemination of information about the company, the recruitment of new employees. The involvement of enterprises, institutions and organizations (employers) to the passage of students of all kinds of production practices in accordance with the profession.</p> <p>The faculties and departments: coordination of work, faculties, departments on the organization of final manufacturing practices, effective use of databases practice.</p>
<b>Current number of staff</b>	<ol style="list-style-type: none"> <li>1. Head of Career Centre</li> <li>2. Career Planning and Internship Placement Coordinator</li> <li>3. Technician</li> <li>4. Technician</li> <li>5. IT Manager</li> </ol>

<b>Students counselled per year</b>	Every year the staff of the various actions provides services for students with an enrolment of about 1,100 students.
<b>Profile of career centre staff</b>	<p>Career Planning and Internship Placement Coordinator works closely with Academic Division Chairs and Program Coordinators, Student Support Services, First Year Experience and other departmental staff and students.</p> <p>The primary responsibility of this position is to lead, develop and deliver comprehensive student internship, career development and student employment placement services in support of students' educational, occupational and personal growth. Technicians build partnerships and internship opportunities locally, statewide and nationally for students. Consult with employers regarding optimal marketing strategies to connect students to internships and jobs and to collaborate on events and workshops.</p> <p>IT Manager</p> <ul style="list-style-type: none"> <li>• Update and maintain the Career and Internship Services web site.</li> <li>• Perform other job-related duties as may be assigned.</li> </ul>
<b>Website</b>	<a href="http://kbtut.tj/index.php?page=career_centre%20&amp;id">http://kbtut.tj/index.php?page=career_centre%20&amp;id</a>
<b>Contact name and address of the head of career centre</b>	<a href="mailto:careercentre@kbtut.tj">careercentre@kbtut.tj</a>

### Good Practice

<b>Title of measure</b>	<b>The Networking/Partnership Forum</b>
<b>Thematic field</b>	Networking for career centres
<b>Type of measure</b>	Network/partnerships
<b>Objectives of the measure</b>	The Networking/Partnership Forum will provide an opportunity for civil society organizations to search for partner organisations, information and support. All individuals will be able to access and browse through the forum to provide high quality, effective guidance services to students and graduates to provide an effective information service on all aspects of employment, further study and alternative options to aid self-assessment/decision-making strategies to enable students to clarify skills, abilities, interests and values to enable students to understand the range of opportunities available.

<p><b>Methodology of the measure</b></p>	<p>Institution created the sense of urgency with graduates and helped them to secure employment. Local corporate partners publicize to students work vacancies via e-mail, social networking, and blogs. Using Twitter, Facebook, the Career Services websites, e-mail newsletters, and campus bulletin boards a consistent schedule and location was created for messages such as job postings and workshop schedules.</p> <p>Outreach program build relationships with employers so they consider our graduates preferred candidates when new positions are available. Through the communication program our network of employers becomes aware of new graduates who are looking for a job.</p> <p>There is regular contact between graduates and the Career Services department to minimize the number of graduates who fall out of touch with the school. Furthermore refresher courses and license-preparation classes for graduates who will take certification or licensing tests have been organized. We invite alumni to attend any workshops that are conducted in our institute, as well as organize schedules available online or through regularly delivered e-mails and/or social networks. If necessary, unique workshops for unemployed and underemployed graduates have been created.</p> <p>Furthermore engagement strategies to encourage alumni to think of our students first when they are seeking new employees were developed. This strategy is more effective if it complements communication processes to alumni and offers some inherent benefit to the alumni who participate.</p>
<p><b>Main results and outcomes</b></p>	<p>Students got lots of work experience. We organized a pre-interview course which helped them to feel more confident for job interviews. All together 90% of our alumni were provided by work. The courses of foreign languages helped them to improve their language skills.</p>
<p><b>Target groups of the measure</b></p>	<p><b>Students</b> Career Services provides career-related services for all students following government-funded Bachelor and Master’s programmes.</p> <p><b>Alumni</b> The faculty invests in building and maintaining good relationships with its alumni. KPITTU’s alumni-policy focuses on degree level and is placed under the responsibility of Career Services.</p> <p><b>Employers</b> Career Services is a point of contact for employers seeking to come into contact with students or academic staff, either for job vacancies or internships, or to contribute to the curriculum by providing a case study or guest lecture. Career Services maintains a network with recruitment contacts and hiring managers for this purpose.</p>

<b>Specific infrastructures needed</b>	A Seminar Room reserved for large group activities and formal instruction. For smaller groups, study rooms, which can provide space for up to 10 people, and have similar technology and equipment, are available.
<b>Indicators</b>	<ul style="list-style-type: none"><li>• 2.5 months on average to get a job after graduation</li><li>• 50%-90% finds job online with their specialty</li><li>• 25% get the first job outside of Tajikistan</li><li>• 30% of students are engaged in their internship company</li><li>• 30% of students who found a job work at companies owned by our graduates from past years</li></ul>

## Technological University of Tajikistan

### About the University

<b>Name</b>	Technological University of Tajikistan
<b>Location</b>	Str. N. Karabaev,63/3, Dushanbe, Tajikistan
<b>Description of university (history and status quo)</b>	<p>Technological University of Tajikistan (TUT) is one of the most prestigious universities in Tajikistan, which prepares highly qualified specialists within the field of Food and Textile Technology, Information Technology, Management, Economics and Design. In the structure of the university there are two branches in Kulob and Isfara cities. TUT has 9 faculties, 23 departments and 27 majors in which students can specialize. Currently there are about 6.000 students studying at the university (Bachelor, Master, and PhD). In addition, in 2005 TUT was selected as a pilot university on introduction of Bologna credit education system by the Ministry of Education of the Republic of Tajikistan. After widely realization mechanism of the credit education system in 2010 the first graduates successfully left university in the frame of the newly introduced system. Therefore, taking into account the complete introduction of the system and based on achieved positive results, Ministry of Education of the Republic of Tajikistan recommended other HEIs in the country to launch credit education.</p> <p>In addition, within the past years TUT has expanded its international cooperation. Cooperation agreements were signed with more than 65 HEIs worldwide, in particular with European HEIs. Within the framework of signed bilateral agreements through the Office of International Relations and Sector of International Projects, the university has been carrying out exchange of students, teachers and researchers under Erasmus Mundus projects. Moreover, university actively has been participating in the implementation of grant projects, in the examples of TEMPUS, FP7 (seventh framework program) or GIZ projects.</p>
<b>Website</b>	<a href="http://www.tut.tj">www.tut.tj</a>

### About the Career Centre

	Centre of Career and Competitiveness in the Labour Market
<b>History of the career centre</b>	The career centre of Technological University of Tajikistan was established in 2013 by the decision of the scientist council of the university under the decree of the rector. The aim of the centre is to assist the students in finding jobs and providing capacity building services for improving the employability of our students.

<b>Where is it located</b>	Our career centre is in the Department of Innovation, Educational and Information Technology
<b>Services provided</b>	The centre provides capacity building services for students. Our centre conducts monitoring of competitive students every year. We find our best students and work with them to improve their employability. However, we do work with any student who wants to improve or find a job. According to our contract with companies, the centre offers the best students to the companies that need qualified employees. We also have different competitions like business planning and best innovation project, as well as job fairs. In addition we find potential sponsors for the best business plans and innovation projects among our target groups (industrial companies, entrepreneurs, banks etc.).
<b>Current number of staff</b>	5
<b>Students counselled per year</b>	One of the main activities of the career centre is based on the curriculum outpacing model. Via this model the competitive students who have passed the monitoring successfully are able to take their exams before the examination session and obtain a chance to continue their education on a distance base. Within this we were able to counsel 170 students last year.
<b>Profile of career centre staff</b>	Marketing IT Engineering Linguistics
<b>Website</b>	<a href="http://www.raqobat-21tut.tj">www.raqobat-21tut.tj</a>
<b>Contact name and address of the head of career centre</b>	Kholikov Muzaffar Tel: +992 909092223 Email: <a href="mailto:career_centre@tut.tj">career_centre@tut.tj</a>

### Good Practice

<b>Title of measure</b>	<b>CURRICULUM OUTPACING MODEL</b>
<b>Thematic field</b>	Trainings and internships play a very important role for implementing our goals.
<b>Type of measure</b>	Databases
<b>Objectives of the measure</b>	According to our experience trainings and internships are useful for attracting students and creating trust in our centre among our target group (students). Every month we conduct job fairs to offer internships and training programs to our students through collaboration with recruitment companies.

<b>Methodology of the measure</b>	First of all we get the offer from the company. After identifying the needs of the company, we conduct different kinds of tests to find the best potential candidate for the employer or the internship program.
<b>Main results and outcomes</b>	In 2013-2014 through this model we were able to assist 174 students, which is a big achievement for our centre. Through this method we were able to send 45 students to different companies for internship since the first semester of 2014-2015 until now.
<b>Description of innovativeness</b>	Curriculum outpacing model which allows the student to take his final exams' before the examination session. This is kind of distance education, which is only allowed if the student is employed. This type of practice is only allowed through the company's request to the university confirming that the student is hired.
<b>Target groups of the measure</b>	The target group of this method are students, employers, and our alumni.
<b>Specific infrastructures needed</b>	First of all we need to be technically equipped. For the progress of our database we need IT facilities (internet, computer) in addition every months we have meeting with our partners (employers, entrepreneurs and alumni) we need seminar rooms for conducting the meetings.
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• From 174 students that we offered last year 100 students are now working in the company in which they did the internship. Most of the students who left the companies were not satisfied with the financial issues of the company (salary).</li> <li>• According to our contacts with our last year costumers 70 % of them are satisfied.</li> <li>• On May 2015 we will have an international forum in our university. In this forum we are preparing to materials from the outcomes of this method and we will present it to share our experience with our domestic and foreign partners (universities, career centres and etc.)</li> <li>• This measure was awarded by the Committee of youth affairs, sports and tourism under the government of the republic of Tajikistan. Through this award this measure has obtained regional status. "Success +" is the name of the award which the method has received.</li> </ul>

Good Practice	
<b>Title of measure</b>	<b>Professional Capacity building</b>
<b>Thematic field</b>	n.a.
<b>Type of measure</b>	Trainings/Educational programmes
<b>Objectives of the measure</b>	For offering competitive specialist to the labour market. Being prepared to the requirements of the employer in our centre we have organized relative courses for each speciality that the university prepares.
<b>Methodology of the measure</b>	Our close collaboration with companies, especially banks and food companies, has created chances to invite qualified specialists to conduct relevant courses for our students who wish to improve and get new knowledge and finally be competitive in the labour market.
<b>Main results and outcomes</b>	So far this method has been beneficial for both sides. Firstly, through this method we will identify the needs of the employer which will help us to prepare our students according the employers needs. In the other hands it creates a personal contact between the students and the future employers. During the courses the companies hire some of our best students.
<b>Description of innovativeness</b>	
<b>Target groups of the measure</b>	The target groups of this method are students and interested organizations.
<b>Specific infrastructures needed</b>	IT equipment, internet, seminar room
<b>Other comments</b>	For proper implementation of this practice we definitely need specialists who have good knowledge of the relevant field.
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• 90% of our customers are satisfied. For example, in our language courses our teachers are native speakers and in our accounting lessons we have bank employees or staff from ministry of finance, which is attractive and interesting for our students.</li> </ul>

Good Practice	
<b>Title of measure</b>	Воҳури бо корфармояндагон ва ҳамкорихо байни марказҳои рушди касбият ( <b>meeting with employers and career centres cooperation</b> )
<b>Thematic field</b>	Networking for career centres
<b>Type of measure</b>	Networks/partnerships
<b>Objectives of the measure</b>	The aim of this measure is building a sustainable network between the career centres from different regions and employers.
<b>Methodology of the measure</b>	This measure is established through close cooperation between career centres. By creating working groups from different career centres and employers we conduct job shops which create an open environment for our customers to get informed about the job vacancies and the latest opportunities in the labour market. In addition, our network with the other career centres will be beneficial in providing our services. Furthermore, we will send our students to other universities soft development courses, in case we don't provide the course in our centre.
<b>Main results and outcomes</b>	Through our close collaboration with other career centres we will be able to get in contact with their customers or companies with whom they cooperate. Our university is the only institution that prepares specialists in the food industry. When for example a food company needs specialist in this sector and makes request to one of our partners, they will connect it to us and we will send our students. Another outcome of this measure is our participation in our partners' job shops.
<b>Description of innovativeness</b>	Creation of a vast network between career centres and companies.
<b>Target groups of the measure</b>	Recruitment companies, career centres, students (all Tajik students)
<b>Specific infrastructures needed</b>	We need seminar rooms to conduct our meetings with the working groups, internet, platform and technology. (Computer, scanner, copy machine, 3D projector, laptop and printer)
<b>Indicators</b>	<ul style="list-style-type: none"> <li>Considering our cooperation with Tajik State University of Commerce this measure has been transferred to 2 HEI's in Dushanbe region, however we are planning to widen our network though enrolling more institutions from other parts of Tajikistan.</li> </ul>

## Turkmenistan



Turkmenistan	
Capital	Asgabat
Inhabitants	6.700.000
GDP per capita (on PPP)	\$ 14200
Number of HEI	24
Number of Students	n.a.

### Tertiary education<sup>4</sup>

#### Legislation

The Law on Education and Law on the Status of Scientists entered into force in August 2009 and aims to radically reform the national system of education and science in Turkmenistan. The Law on Education regulates social relations in the sphere of education, defines the basic principles of the state education policy, as well as the objectives, tasks and functions of the education system and its management. It also provides a number of innovations. For example, the law authorises the establishment of private educational institutions and educational institutions in other countries in which the primary language of instruction is not Turkmen. Educational institutions can be set up by state government bodies, local governments, domestic and foreign organisations of all types of ownership, public associations registered in the territory of Turkmenistan, Turkmen citizens and even foreign nationals. However, education institutions carrying out educational programmes for training of military and law enforcement agencies' staff can only be set up by the Cabinet of Ministers of Turkmenistan. In addition, the law foresees that education can also be provided through

4. Taken from [http://eacea.ec.europa.eu/tempus/participating\\_countries/index\\_en.php](http://eacea.ec.europa.eu/tempus/participating_countries/index_en.php)

self-education, external studies, as well as online learning. Along with full-time study, distance education will be introduced. The Law on the Status of Scientists defines the rights, duties and responsibilities of researchers, the criteria for evaluation of their qualifications as well as the responsibility of state government bodies to ensure the freedom of academic work, provide social protection for researchers and raise the prestige of scientific activities.

### **Types of Higher Education Institutions**

There are 24 higher education institutions in Turkmenistan: 19 civil and five military HEIs. All HEIs are state-owned: 17 institutes, five universities, an Academy and a Conservatoire. The Branch of Gubkin Russian State University of Oil and Gas was opened in Ashgabat on 1 September 2008. In September 2011, a new institute - the Turkmen State Institute of Finance - was opened in Ashgabat. In July 2012, the Turkmen Polytechnic Institute was closed and in its place two new institutions were opened - The Turkmen State Institute of Oil and Gas and the Turkmen State Institute of Construction and Architecture. There is also an Academy of the Civil Service that was established in 2009. This Academy is designed to produce highly skilled managerial staff and civil servants with the competence and lateral thinking to successfully implement the reforms underway in Turkmenistan.

## The National Career Centre of Turkmenistan

# The National Career Centre of Turkmenistan



02

### ABOUT THE NATIONAL CAREER CENTRE OF TURKMENISTAN

#### Aims of the Career Centre:

- Promotion of the employment of the TSITC, TSIEM students and graduates;
- information and advisory support of the TSITC, TSIEM students and graduates for their future successful professional career and development;
- Development of business and other relations with companies-employers.

## Main directions of the Career Centre activities

03



- Rendering services directed to the employment of the TSITC, TSIEM students and graduates;



- Organization of the round-table discussions, seminars, conferences and training on the employment issues and career development;
- Organization of the students' practical training at potential employers;



- Organization of the consultations for students on the ways of a successful career development;
- Organization of the contests for revealing best students.



## Career Centre offers the student the following

04

C

Consultations on the issues of the professional and development: preparation for the professional occupation in the companies, advice for resume writing, physiological orientation to this or that activity sphere

I

Information of the employers, human resources agencies and TSITC, TSIEM graduates on the vacancies and study courses for the initial positions in the leading companies

P

Participation in the presentations of the companies, Career Days, and vacancy fairs

P

Participation in the information and educational events revealing the ways of the successful career development: business – cases, business games, seminars, trainings, round-table discussions, etc.

U

Useful information and permanent assistance in the Employment Centre and on the website



## Career Centre graduates are offered

**01.**

Vacancies and study courses on the intermediate and top (requiring experience) positions in the leading companies

**02.**

Opportunity of placing vacancy information

**03.**

Opportunity of holding presentations of their companies

**04.**

Participation in the TSITC and graduates' meetings

**05.**

Opportunity of exchanging their experience with the students through participation in the information and educational Centre programmes.



## To establish co-operation between the Career Centre and employers on different levels, the Career Centre offers

- ✓ To place vacancy information on the Career Centre website and on the stands of the faculties
- ✓ To organize presentations of the company for a target audience (purposeful search for the lawyers among the graduates)
- ✓ To organize information and educational programmes (seminars, lectures, round-table discussions, contests, etc) with a preliminary selection of the students in accordance with the requirements of the company



- ✓ To assist in the search for and selection of personnel: a primary selection by the resume, collection of the recommendation and characteristic letters issued to the students or graduates; to hold primary interviews with the candidates; to develop individual candidate selection programmes;
- ✓ To participate in the conferences organized by the Career Centre for students and graduates;
- ✓ To participate in the Career Centre Days and vacancy fairs



## Partners

TSIEM

Turkmen  
bahaHukuk we  
biznes  
mekdebiCareer  
centre  
DayanchTurkme  
nteleko  
mAltyn  
asyr  
companyMinistry  
of Railway  
TransportTurkmen  
airlinesTurkmenbashi  
International  
sea portInternation  
al airport  
of  
Ashgabat  
cityAwaza  
touristic  
zoneUnion of  
Entrepre  
neurs

**Cooperation with ministries and enterprises will contribute to employ graduates**



## Turkmen State Institute of Economics and Management

### About the University

<b>Name</b>	Turkmen State Institute of Economics and Management
<b>Location</b>	744000, 73, Ataturk str., Ashgabat, Turkmenistan
<b>Description of university (history and status quo)</b>	<p>The Turkmen State Institute of Economics and Management (TSIEM) was founded in 2011. There are four faculties and 11 departments. Staff development Department has been functioning. The institute is well equipped with facilities, high-speed internet access in all IT classes and library.</p> <p><b>Faculties:</b>  Faculty of Economy  Faculty of Finance  Faculty of Management  Faculty of Marketing</p> <p><b>Departments:</b>  Social Sciences;  Higher Mathematics;  Physics;  Electrical Technology and Electronics;  Computer Technologies;  Technical disciplines;  Professional language training;  Economy of Transport and Communication;  Building;  Exploitation of the motor transport;  Exploitation of air transport.</p>
<b>Website</b>	n/a

### About the Career Centre

<b>History of the career centre</b>	<p>Under the current UNIWORK project, the creation of Career Centre has been launched at TSIEM.</p> <p><b>Background</b>  The project team conducted the analyses of student employment and entrepreneurship, where the students' needs, interest of companies and range of future possibilities were identified. Based on the analyses and number of meetings with the students, the ministries representative (formal and informal), the recruitment agencies, Union entrepreneurs, the main objective of Career centre, its measures and methodology were discussed and developed.</p>
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Furthermore since 2011 a Staff development Department functioned where the teachers of HEIs, students, alumni and specialists of different state and private institutions can get training on different subjects (Economy, IT, Math, languages etc.). Along with the language training (English and Russian) is undertaken as part of volunteer programme for students and teachers free of charge.

TSIEM has widely participated in implementation of joint educational programmes. Good experience was gained in the “TUNING” project, where the Career centre has been established and functioned for knowledge and information sharing for teachers and students.

**Establishment of career centre in TSIEM:**

The career centre will support career development and employment process and it includes occupational, educational and employment related resources. Materials can be print, audio-visual or electronic format and the devices as the beneficiaries can use printers, scanners, computers and the internet. Furthermore it is planned to establish a network where the career centre beneficiaries can discuss professional concerns, find contacts outside their parent organizations and develop a means of exchanging information about career practices, work trends and career resources.

Main steps:

- Planning the Centre (defining the Centre’s objective, beneficiaries, measures, methodology, a network establishment, obtaining and maintaining Funding)
- Development of the implementation Action plan
- Defining the Service
- Staffing the Centre (defining staff responsibility, job description)
- Preparing and conducting training activities and consultancy (preparation CV, interview, vacancies, list of companies and etc.)
- Equipping of the centre (purchase the equipment, installation, software, Internet access)
- Materials (development, download, translation)
- Organising the collection (choosing a classification system, cataloguing the collection, processing, storing and maintaining the collection)
- Development visibility plan
- Sustainability plan and funding source

**Where is it located**

The career centre is set up in the institute and it will be a part of the Faculty of Economy.

<p><b>Services provided</b></p>	<p>The career centre will provide enterprising/employability skills trainings, measures for preparation for self-employment, job search trainings.          Provide consultancy (preparation CV, interview, vacancies, information about companies, ministries, recruitment agencies and etc.)          The career centre will help to collect and find the information on employment from different sources (ministries, recruitment agencies, newspaper, Internet)          Also it will connect students with potential employers through organizing job fairs, organizing career days, hosting employer and/or graduates databases and placement          Centre will stimulate students to explore and investigate many exciting possibilities in the process of making career, work or life decisions, also develop communication, decision-making and other career planning and job search skills</p>
<p><b>Current number of staff</b></p>	<p>Two specialists (part-time employers) are responsible for information/administrative and technical support issues. Also the required specialists will be involved in providing the consultancy and training. They will volunteer their time and expertise to participate in ongoing project. The team will meet at general meetings during year 3 times, which include information sharing about career resources, as well as a professional development component</p>
<p><b>Students counselled per year</b></p>	<p>Approximately. 250</p>
<p><b>Profile of career centre staff</b></p>	<p>Ruslan Donmezov, Coordinator, information/administrative specialist and technical specialist, student assistants and volunteers          Coordinator is responsible for hiring, supervising and training staff, budgeting, planning programs and activities, promoting the services, as well as evaluating the centre's general performance.          Arlanova, Information/administrative specialist is responsible for collection and dissemination of career resources, dissemination of career information, handling client inquiries and choosing materials for the centre, help develop programs and activities for their centres, may assist in the development and delivery of programs for students.          Berdi Orazov, Technical specialist is responsible for ensuring proper work of Career centre.          Student assistants and volunteers are responsible for providing the assistance in collecting and dissemination information, conducting the activities.</p>
<p><b>Website</b></p>	<p>n/a</p>

<b>Contact name and address of the head of career centre</b>	Contact name: Ruslan Donmezov, coordinator Address: Ata-turk str.73,744000, Ashgabat, Turkmenistan
<b>Other comments</b>	The career centre will support the creation of an environment to further professional development (life learning education), develop career path on skills and interests during their study in HEI and establish a community of common interests (job employment). TSIEM faculties' departments will also soon be set up in the relevant ministries that will make significant impact on students' employment in the future.

<b>Good Practice</b>	
<b>Title of measure</b>	<b>Student career development and employment</b>
<b>Thematic field</b>	Job preparation trainings and Internships
<b>Type of measure</b>	Trainings/Educational programmes
<b>Objectives of the measure</b>	Professional development of students and specialists Database of job providers, Internet sources Well prepared students/specialists for interview and job (required communication, key competences are gained)
<b>Methodology of the measure</b>	<ul style="list-style-type: none"> <li>• Learn the labour market and enterprises' needs;</li> <li>• Interview with managers, projects, focus group, ministries, companies;</li> <li>• Learn from the experience of other countries;</li> <li>• Conduct the meetings, consultancy with beneficiaries and employers</li> <li>• Develop the training/education programme</li> <li>• Action plan</li> <li>• Develop the occupational standards and competences</li> <li>• Assessment the measures, work of Career centre</li> </ul>
<b>Main results and outcomes</b>	Main results: <ul style="list-style-type: none"> <li>• The training programmes are developed according to the current labour market needs;</li> <li>• The useful job search system is developed;</li> <li>• Career centre has provided the environment for career development;</li> <li>• The network, database are established;</li> <li>• Job fairs, consultancy, meetings are arranged;</li> <li>• Close cooperation is established with enterprises</li> </ul>

	<p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Strengthening the quality of professional education by contributing to the upgrading of knowledge and skills of students/specialists and training establishments</li> <li>• Increasing the awareness on career development possibilities</li> <li>• Providing directions and support in order to effectively enter the labour market, which finally results in lower unemployment rate within youth.</li> </ul>
<b>Description of innovativeness</b>	<p>The innovative aspects are the following as:</p> <ul style="list-style-type: none"> <li>• Career centre will establish the environment to learn the current labour market needs on a regular base, identify the requirements for employers and employees, reflect on it immediately, develop the training, upgrade the employer's database.</li> <li>• Widely participation of the public: students, teachers, specialists, state and non-state organisations will be provided.</li> <li>• Updated and open access to the information.</li> <li>• Established good partnership with the company "Technopark", recruitment company "Orlan" as additional job search source</li> </ul>
<b>Target groups of the measure</b>	Students, graduates, specialists, state ministries and enterprises
<b>Specific infrastructures needed</b>	Seminar room, computer, CD and DVD drive, internet
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Degree of fulfilling goals 55%</li> <li>• The activities in the framework of the career centre project has been fully supported by the Ministry of Education of Turkmenistan and on the base of good outcomes, the gained experience would be replicated in other institutes. The education system is oriented to train highly professional specialists and study for extra qualifications. One of the positive samples is the awarding of the Head of Institute for provision of good education, staff development.</li> <li>• Training Centres are established for staff development and re-training of specialists. In future, the centre's capacity can be used for students to get information on the labour market, do job search on web, newspaper and skills training. The possibility can be discussed with the National Institute of Education of Turkmenistan.</li> </ul>

## Turkmen State Institute of Transport and Communication

### About the University

<b>Name</b>	Turkmen State Institute of Transport and Communication
<b>Location</b>	68, avenue Makhtumguly, city Ashgabat, Turkmenistan
<b>Description of university (history and status quo)</b>	<p>The Turkmen State Institute of Transport and Communication (TSITC) was founded in 1992. In four faculties of our institute more than 1800 students study. In training of the specialists 18 departments take actively part. About 200 teachers work in the departments.</p> <ul style="list-style-type: none"> <li>• Faculty of Railways</li> <li>• Faculty of Communication</li> <li>• Faculty of Transport Construction and Economy</li> <li>• Faculty of Transport</li> <li>• <b>Departments:</b> <ul style="list-style-type: none"> <li>• Social sciences;</li> <li>• Higher mathematics;</li> <li>• Physics;</li> <li>• Electrical technology and electronics;</li> <li>• Computer technologies;</li> <li>• Technical disciplines;</li> <li>• Professional language training;</li> <li>• Economy of transport and communication;</li> <li>• Building;</li> <li>• Exploitation of the motor transport;</li> <li>• Exploitation of air transport;</li> </ul> </li> </ul>
<b>Website</b>	no

### About the Career Centre

<b>History of the career centre</b>	The career centre for our students and alumni was created in 1993.
<b>Where is it located</b>	This centre is part of management of studying process department
<b>Services provided</b>	The career centre has an agreement with ministries of transport and telecommunication for employment of our students and alumni, helping with redistribution if anyone needs it, helping with job seeking, consultation.
<b>Current number of staff</b>	2
<b>Students counselled per year</b>	120

<b>Profile of career centre staff</b>	1 manager
<b>Website</b>	no
<b>Contact name and address of the head of career centre</b>	Atayeva Nazik. 68, avenue Makhtumguly, city Ashgabat, Turkmenistan
<b>Other comments</b>	<ul style="list-style-type: none"> <li>• Information and advisory support of the TSITC students and graduates for their future successful professional career and development;</li> <li>• Development of business and other relations with companies-employers.</li> </ul>

### Good Practice

<b>Title of measure</b>	n.a.
<b>Thematic field</b>	Entrepreneurship support in career centres
<b>Type of measure</b>	Databases
<b>Objectives of the measure</b>	Create databases of aircraft, water transport, railways, automobile transport and telecommunication enterprises' job needs
<b>Methodology of the measure</b>	Close relations between university and companies, almost all transport and communication companies are state ownership. The career centre used plan of distribution of graduates. Our graduates worked 2 years as required in transport or communication companies.
<b>Main results and outcomes</b>	All our graduates get job by speciality, we have not unemployment
<b>Description of innovativeness</b>	
<b>Target groups of the measure</b>	Students, graduates
<b>Specific infrastructures needed</b>	We need internet, website, some info leaflets
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Degree of fulfilling goals: 98%</li> <li>• Transferred to 20 institutions</li> </ul>

Good Practice	
<b>Title of measure</b>	n.a.
<b>Thematic field</b>	Entrepreneurship support in career centres
<b>Type of measure</b>	<ul style="list-style-type: none"> <li>• Databases</li> <li>• Fairs/Events</li> </ul>
<b>Objectives of the measure</b>	Create databases of water transport enterprises job needs
<b>Methodology of the measure</b>	Close relationships between faculty and companies. Career Centre used plan of distribution of graduates. Our graduates worked 2 year as required in sea and river transport companies.
<b>Main results and outcomes</b>	All our graduates get job by speciality, we have not unemployment
<b>Description of innovativeness</b>	
<b>Target groups of the measure</b>	Students, graduates
<b>Specific infrastructures needed</b>	CC need internet, website, some info leaflets
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Degree of fulfilling goal: 98%</li> </ul>

## Uzbekistan



Uzbekistan	
Capital	Tashkent
Inhabitants	30.183.000
GDP per capita (on PPP)	\$ 5600
Number of HEI	75
Number of Students	272.114

### Tertiary education<sup>5</sup>

#### Legislation

National policy in the field of education, including legislation on higher education, is based on the Constitution, Decrees and Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan. Radical reform of the education sector in Uzbekistan started in 1997 with the adoption of the Education Act and the National Programme for Personnel Training (NPPT). The two documents have provided a legal basis for higher education (HE) and further development of the HE system in Uzbekistan. The importance of the reform of the education system should be considered in the specific demographic context of Uzbekistan: about 35% of the total population of 29 million people are under 16 years of age, more than 62% are under 30. The NPPT (adopted as an Act of Parliament) provides a long-term strategy for strengthening education, developing a continuing education system and reinforcing the multi-level higher education system. The aim of the programme is the fundamental reform of the education system, the complete overhaul of its ideological aspects, and elaboration of a national educational system to train highly qualified specialists to the same level

5. Taken from [http://eacea.ec.europa.eu/tempus/participating\\_countries/index\\_en.php](http://eacea.ec.europa.eu/tempus/participating_countries/index_en.php)

as in advanced democratic states. The fostering of international co-operation has been defined as one of the tools for achieving the objectives of the NPPT. A legal basis is being established for international cooperation in education to establish priority directions of international cooperation, including the creation of joint educational establishments. One such example is the existing Westminster International University in Tashkent, affiliate of the Russian Plekhanov University of Economics, Moscow State University named after Lomonosov, the Russian University of Oil and Gas named after Gubkin, Turin Polytechnic University, and the Management Development Institute of Singapore, and broader exchange systems for scientific-pedagogical specialists and students.

### **Types of Higher Education Institutions**

Today there are 75 higher education institutions in Uzbekistan, including 11 branches located in country regions. The HEIs are legal entities. There are HEIs of the following types:

- **University (Universitet):** provides educational programmes of higher education (both Bachelor and Master levels) and post-graduate education in a wide range of fields of knowledge and areas of professional training: economy, fundamental and applied scientific research in a wide range of sciences. The universities also conduct re-training and upgrading of courses for specialists in different branches of the above-mentioned areas. The universities are scientific-methodological centres in specific fields of knowledge. There are 23 universities in total, including 19 Uzbek universities and 4 branches of overseas universities.
- **Academy (Akademiya):** provides educational programmes in higher education in specific fields of knowledge and areas of training. The Academies also conduct re-training and the upgrading of courses for specialists in specific areas of knowledge and fundamental and applied scientific research in science, culture or art. The Academies are leading scientific- methodological centres in the respective fields of their activities. There are two academies located in Tashkent: Tashkent State Medical Academy and the State Tax Academy.
- **Institute (Institut):** provides educational programmes of higher education at Bachelor, Master and post-graduate levels of studies in specific fields of professional training within one area of knowledge and education. The Institutes conduct re-training and the upgrading of courses

for specialists in specific branches, and carry out applied and, as a rule, fundamental scientific research. There are in total 39 institutes throughout the country.

For the moment there are no non-governmental universities in Uzbekistan, although the Education Act adopted in 1997 provided a legal basis for the establishment of non-governmental HEIs. Educational institutions of this kind may operate if accredited and certified in line with the established guidelines of the Cabinet of Ministers and obtain the rights of a legal entity and right to undertake educational activities.

## Tashkent Financial Institute

### About the University

<b>Name</b>	Tashkent Financial Institute (TFI)
<b>Location</b>	100000 Street A.Temur 60A, Tashkent city
<b>Description of university (history and status quo)</b>	<p>The institute, putting into practice the Law of Republic of Uzbekistan «About formation» and «the National program of a professional training», prepares bachelors in directions of training and masters on specialities the finance, a banking, taxes and the taxation, insurance, securities and stock exchange, financing of investment projects, book keeping, audit, management, is professional-pedagogical preparation. In 1991 in conformity to Decrees of the President of Republic Uzbekistan on the basis of credit-economic and accounting-economy faculties of the Tashkent institute of a national economy the Tashkent financial institute have been formed. At institute the base model providing multistage continuous system of training is developed. It covers financial, tax lycées, bank college, bachelor, a magistracy, institute of improvement of professional skill, postgraduate study, doctoral studies. With a view of realisation of model of preparation of highly-skilled personnel, and also maintenance of conformity of a professional knowledge to modern requirements and the world standards at 7 faculties is available 26 chairs on which conduct the scientific and pedagogical activity more than 350 teachers. The system of improvement of professional skill and retraining of experts and teachers-economists, first of all teachers of colleges is re-structured. On chairs of institute and in departments work about 40 doctors of sciences and professors, more than 150 candidates of sciences and senior lecturers.</p> <p>Now the institute has established with one-profile foreign universities, and also with embassies scientific-practical, educational-methodical cooperation. In particular, there are mutually advantageous partner relations with the Texas agricultural and machine-building university, Ritsumaykan the Trust, Asian-Pacific state university of Japan, Sterling university of England, the Moscow financial academy of the Russian Federation, the Moscow state university of M.V.Lomonosova, the Russian economic academy of S.V.Plehanova, the St.-Petersburg financial and economic university, Antwerpen university of Belgium, the Manheim institute of technology of Germany, the Hamburg information-technological university, university Passav, Huz institute of South Korea, the Institute of technology to the Hedgehog, college SSM (New Zealand branch YOTI), Vus Ong the international Solbridge university, Maray technological university, Malaysia, the Indian financial</p>

institute, Business incubator Nero of Egypt, the Bishkek banking-financial academy, the Kirghiz university of friendship of the people of A.Batyrova. Teachers of the institute pass training and raise the qualification in these foreign higher educational institutions.

The new subject matters connected with market economy which are conducted on the basis of new pedagogical technologies are entered into educational process of institute. The big attention is given to studying of foreign languages and use of computer technics. Preparation and the edition of textbooks and manuals is conducted on the basis of a long-term plan.

Activity and equipment of the information-resource centre of institute meets modern requirements. The library, means, multimedia and electronic systems of training create good conditions for students and teachers. Now computer classes are created, “Internet” and system of remote training successfully work.

For cultural rest, to playing sports and residing all conditions for students are created. In particular, at institute there are rooms «Spirituality and enlightenment», a sports complex «Moliyachi», and also 3 student’s hostels repaired and arranged with modern furniture.

Science - a progress source, society motive power. Its problem as the President of the country I.Karimov underlines, consists in creation of conditions for the future life, definition of perspective ways of development of our society. In a context of these problems today scientists of institute work on a complex research theme «the Financially-credit mechanism of regulation of market relations», and also participate in the decision of problems in sphere of basic researches of the State committee on a science and technics of Republic Uzbekistan.

Website

<http://tfi.uz/>

### About the Career Centre

The philosophy of “one student at a time” mentality, meaning students receive individual attention from a professional to help students achieve their goals. Counselling assistances are available in The Career Centre by a wide variety of “career specialists. The Career Centre recognizes the significant impact and relationship that faculty and staff of the university have with their students. Whether you are discussing pre-major advising, career paths or graduate school admissions

<b>History of the career centre</b>	Career Centre, founded in by the Tashkent Financial Institute, specializes in the study of financial and educational projects, including employment of the students in commercial banks, investment banks, managed funds and insurance companies. So far, the Career Centre has played an important role in the development and organization of several projects: Intellectual Clubs as Debates, Winning Resume and Interviewing Skills, Research and Development Centre, Career and skills' development as in the Professional Club.
<b>Where is it located</b>	It's located in main building of the university. It is part of marketing department
<b>Services provided</b>	<p>The TFI Career Centre assists students in enhancing their career development and entry into the working world through various workshops ranging from Time Management to Winning Resume Writing and Interviewing Skills delivered by academics and practitioners.</p> <p>The projects and services initiated and supported by the TFI CAREER CENTRE are:</p> <ol style="list-style-type: none"> <li>1. Teach technical field specific skills through in person</li> <li>2. Research and Development Centre</li> <li>3. Career Centre Seminar Series (weekly “workshops” held at the Career Centre covering topics like networking, interviewing, and the internship search)</li> <li>4. Effective Presentation Skills</li> <li>5. Career and skills' development as in the Professional Club</li> <li>6. Winning Resume and Interviewing Skills</li> <li>7. Citations and References for Assignments and Projects</li> </ol>
<b>Current number of staff</b>	3
<b>Students counselled per year</b>	Staffing consists of three employees, manager and two leading experts
<b>Profile of career centre staff</b>	
<b>Website</b>	<a href="http://tfi.uz/">http://tfi.uz/</a>
<b>Contact name and address of the head of career centre</b>	TFI (Tashkent Financial Institute) 100000 Street A.Temur 60A, Tashkent city
<b>Other comments</b>	This is an important aspect for all universities of the country. These centres mainly occupy distribution and employment of all graduate students

Good Practice	
<b>Title of measure</b>	<b>Job trainings</b>
<b>Thematic field</b>	Job preparation trainings and Internships
<b>Type of measure</b>	Trainings/Educational programmes
<b>Objectives of the measure</b>	To prepare quality graduates to industry
<b>Methodology of the measure</b>	
<b>Main results and outcomes</b>	
<b>Description of innovativeness</b>	To create one online platform where graduates can meet with employers. To use network between university and Chamber of commerce
<b>Target groups of the measure</b>	
<b>Specific infrastructures needed</b>	For this purpose it is necessary employment centre (career centres) in each institution, employment information centre, internet portal, internet platform, the conference between universities
<b>Indicators</b>	
<b>Success indicators</b>	

Good Practice	
<b>Title of measure</b>	<b>Special Trainings</b>
<b>Thematic field</b>	Job preparation trainings and Internships
<b>Type of measure</b>	Networks/partnerships
<b>Objectives of the measure</b>	To subscribe partnership contracts and to consider employers' orders
<b>Methodology of the measure</b>	Tashkent Financial Institute generally aims to prepare high-grade pedagogue recruits. It means 90% of graduating students are navigated to organizations of 2 main educational administrations (national education and secondary specialized education administrations) for job.

	Tashkent Financial Institute prepares high-grade students according to needs of educational organizations showed above. It means the university attentively inspects needs to high-grade recruits of organizations for 4 years and creates entertainment quotas and due to it navigate graduating students according to exist orders and contracts. Potential employer, university and graduating student conclude a 3 sides treaty about getting fixed up in a job.
<b>Main results and outcomes</b>	Due to the endeavours of university in inspecting needs for recruits and preparing high-grade students every year 88-90% of graduating students have a good work place corresponding to their specialty.
<b>Description of innovativeness</b>	Students acquire special knowledge and training by the employer company. As a result company and university receive the desired outcome in which one prepares highly fitted specialist and the other hires them.
<b>Target groups of the measure</b>	At the beginning of year according to the order of university rector assignment commission begins its self activity. This commission includes chairmen of potential employers, acting rectors, deans of faculties, heads of departments and marketing department and each department also has its own assignment commission.
<b>Specific infrastructures needed</b>	The main requires are internet network (for regular communication with employers) and hall (for regular seminars and meetings) with conditions.
<b>Other comments</b>	Of course, First of all united general decisions with high organizations of potential employers can improve the quality of acting endeavours and guarantee effective collaboration. For example, The manual with number 1506 registered by Ministry of Justice Republic Uzbekistan in 06.08.2005 “ The regularity of training personnel on state grand base for specific aim” has an effective result in this sphere.
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Degree of fulfilling goals: According to conclusion of employments monitoring exercised in 2005 approximately 70-80% of students could have workplaces and nowadays this rate can rise to 85-95%</li> <li>• Number of institution transferred: All of the high educational organizations of Uzbekistan republic use this practice in their occupation.</li> <li>• Awards: Tashkent Financial Institute annually receives awards from the government for different fields of economics.</li> </ul>

## MDIS Tashkent

### About the University

<b>Name</b>	<b>MDIS TASHKENT</b>
<b>Location</b>	28, Bunyodkor Ave., Chilanzar district, Tashkent 100185
<b>Description of university (history and status quo)</b>	<p>MDIS Tashkent provides opportunities for individuals from Uzbekistan and other CIS countries to develop professionally through the academic programmes in the areas of Entrepreneurship and Management, Business and Marketing, Banking and Finance, Accounting and Finance, Business Computing, International Hospitality Management in collaboration with highly acclaimed universities in Australia and the United Kingdom.</p> <p>MDIS Tashkent is poised for exciting growth and aim to provide value-added services to its students. MDIS Tashkent aims to nurture the students and develop the knowledge and skills required in the knowledge-based economy.</p> <p>In January 2007, President of Uzbekistan Islam Karimov paid a state visit to Singapore on the invitation of the President of the Republic of Singapore, His Excellency S.R.Nathan. During the visit, the two sides considered expansion of Uzbek-Singapore cooperation and important international problems of mutual interest. A number of bilateral documents were signed during the visit, aimed at deepening the two nations' cooperation in various spheres. One of the areas of interest for both the countries is the developing of ties in human resource training, scientific exchange and education.</p> <p>Subsequent to the state visit, MDIS Tashkent (MDIST) was established by the Resolution of the President of the Republic of Uzbekistan on 5th September 2007, no. PD-691.</p> <p>Academic process is organised in accordance with the principles, educational standards, academic curricula and programmes adopted by the Management Development Institute of Singapore (MDIS). The academic team in MDIST is staffed by local faculty and MDIS' experienced international faculty.</p> <p>The awards issued upon completion of the academic programmes are recognised as documents of higher education in the Republic of Uzbekistan and are of appropriate quality and standards to the degrees offered in MDIS.</p> <p>MDIS Tashkent offer undergraduate and postgraduate programmes, and the awards issued by MDIST are recognised internationally and by the Ministry of Higher &amp; Secondary Specialised Education, Republic of Uzbekistan. At present, there are more than 2200 students from all regions of Uzbekistan studying at MDIST; including international students from South Korea, Ukraine, Afghanistan, Kyrgyzstan, Tajikistan and Kazakhstan. M.Phil. - Master of Philosophy - Major in Computer Science</p>

	<p>M.Tech - Master of Technology - Major in Information Technology</p> <p>M.Sc - Master of Science - Major in Information Technology</p> <p>MBA - Master of Business Administration</p> <p>PGDCA - Post Graduate Diploma in Computer Applications</p> <p>MDIS Tashkent, which occupies more than 5.2 hectares of land area, has state-of-the-art classrooms and lecture theatres, computer laboratories, hospitality training centre and sports facilities including tennis court, indoor swimming pool, indoor basketball and volleyball court, football yard, gym and running track. We also have a well-furnished hostel within the campus.</p> <p>The campus is Wi-Fi enabled, allowing students to access the World Wide Web anytime and anywhere on campus. In addition, MDIS Tashkent enhances the students' learning experience with the Blackboard Learning System which grants them access to a database of learning resources.</p>
<b>Website</b>	<a href="http://www.mdis.uz/">http://www.mdis.uz/</a>
<b>About the Career Centre</b>	
	<p>The Career Centre supports recent MDIS Tashkent graduates and alumni in helping in their efforts to establish their careers. Alumni can also seek opportunities to network with employers at company recruitment speeches and Career Fairs. Alumni mentors are welcomed to share with students their experience on working life and industries.</p>
<b>History of the career centre</b>	<p>The MDIS Tashkent Career Centre is intended to assist students in identifying and developing their future career goals through better self-awareness and preparation techniques. Students are encouraged to take confident steps to build their careers through different job seeking strategies and career development workshops and activities which are offered by the Career Centre.</p>
<b>Where is it located</b>	It's located in its own department
<b>Services provided</b>	<p>The MDIS Tashkent Career Centre assists students in enhancing their career development and entry into the working world through various workshops ranging from Time Management to Winning Resume Writing and Interviewing Skills delivered by academics and practitioners. Student Development Workshops are offered on a regular basis throughout the Academic Year.</p>

	<p>Student Development Workshops:</p> <ol style="list-style-type: none"> <li>1. Effective Time Management</li> <li>2. Study and Exam Techniques</li> <li>3. Ethics &amp; Values</li> <li>4. Effective Presentation Skills</li> <li>5. Speed Reading and Memory Improvement</li> <li>6. Winning Resume and Interviewing Skills</li> <li>7. Citations and References for Assignments and Projects</li> <li>8. Networking and Relationship Building and Business Etiquette</li> <li>9. Citations and References for Assignments and Projects II</li> </ol>
Current number of staff	3
Students counselled per year	300
Profile of career centre staff	
Website	<a href="http://www.mdis.uz/content/career-student-development-employment">http://www.mdis.uz/content/career-student-development-employment</a>
Contact name and address of the head of career centre	MDIS Tashkent Career Centre, Tel.: +(99871)2717700

Good Practice	
Title of measure	Effective job preparation in the specific fields of Economy
Thematic field	Job preparation trainings and Internships
Type of measure	<ul style="list-style-type: none"> <li>• Trainings/Educational programmes</li> </ul>
Objectives of the measure	<p>MDIS Tashkent is one of the Institutions in Central Asia whose academic process is organized in accordance with the principles, educational standards, academic curricula and programmes adopted by the Management Development Institute of Singapore (MDIS). The academic team in MDIS Tashkent is staffed by local faculty and experienced international faculty from MDIS.</p> <p>The objective is to measure to what extent MDIS meets its job preparation objectives which focuses on preparation of narrow specialities in tourism and management field.</p>

<b>Methodology of the measure</b>	<p>Based on the modern educational standards and academic curricula MDIS achieved relatively high level of recruitment in the tourism field. In this regard, the relation of activities of career centre and practical internships in the tour industry as well as the content of the academic programme are to be learned. Considering satisfaction of employers, important activities are determined and considered as a successful outcome.</p>
<b>Main results and outcomes</b>	<p>MDIS Tashkent is targeted at providing easiness and comfort to those who are planning to establish their studies at this entity from the start. Success of the Career Centre is explained by the up to date information on job market, tendency and requirements of employers, job preparation activities based on high demand narrow specialities in the field. Moreover, effective data collection and collaboration with successful organizations by Career Centre played important role in success of the MDIS in recruitment and job preparation.</p>
<b>Description of innovativeness</b>	<p>Good market analysis of the current job market and based on the high demand specialities, so MDIS makes its practical assignments and internships flexible. Moreover, the Career Centre organizes student-centred activities with focus on real job opportunities which motivates students to have high level of readiness to offered jobs.</p>
<b>Target groups of the measure</b>	<p>Graduating undergraduate and postgraduate programme students.</p>
<b>Specific infrastructures needed</b>	<p>Job market analysis, network of companies in the field, conference hall and Internet to keep up to date database of high demand job, requirements and qualification which desired specialists to have.</p>
<b>Other comments</b>	<p>Career Centre professionals across the MDIS Tashkent work diligently to help graduates find positions in their career fields. Everything MDIS Tashkent Career Centre does in and out of the classroom, prepares students to advance in their chosen career.</p>
<b>Indicators</b>	<p>In fact, for the year starting with the Spring 2012 semester, 50% of graduates continued their education abroad, while the remaining 50% were employed in high demand narrow fields within a year of graduation. MDIS has received a number of government awards for the excellence in job preparation and recruitment.</p>

## Tashkent State University of Economics

### About the University

<b>Name</b>	Tashkent State University of Economics
<b>Location</b>	Address: 10003, Tashkent city, avenue UZBEKISTAN, 49 Phone number: (8 371) 232-64-21, Fax: (8 371) 232-60-01
<b>Description of university (history and status quo)</b>	<p>The history of the university starts in 1931, when in Tashkent was established Central Asian Financial-Economic Institute to prepare economists for Central Asian Republics. Later it merged with Central Asian State Commerce and Cooperation Institute and was renamed as Uzbek Institute of National Economy. In the same year institute was renamed as Tashkent Institute of Finance &amp; Economy. During World War II the Structure of Tashkent Financial Institute &amp; Economy was reorganized with adjoining Leningrad Institute of Accounting &amp; Economy. As a result there were established finance-economy and credit-economy faculties. In 1962 Tashkent Financial Economy Institute was again renamed as Tashkent Institute of National Economy.</p> <p>In 1991 with decree of the President of Republic of Uzbekistan Islam Karimov the Tashkent Institute of National Economy was reorganized to the Tashkent State University of Economics.</p> <p>University is the member of such prestigious international educational organizations as European Fund of Management Development (EFMD), Central and Eastern- European Management Association of Development (CEEMAD), International Association of Universities (IAU), International Federation of Eastern-Asian Management Association (IFEAMA), American Management Association (AMA), and Net of Institutions and schools of State Management of Central and Eastern Europe (NISPACEE).</p> <p>Tashkent State University of Economics has come a long and substantial way. Acquisition of the state independence undoubtedly made great contribution to the development of university in 1991. The end of XX and the beginning of XXI centuries has become the periods of its entrance into international educational space.</p>
<b>Website</b>	<a href="http://www.tdiu.uz">www.tdiu.uz</a>

### About the Career Centre

<b>History of the career centre</b>	TSUE has strengthened the capacity of its marketing department, which at the moment functionally performs all the activities of career centre and provides carrier development related services to students of the university, the support of Tempus UNIWORK project. This project aims at strengthening the links between universities and industry. Through the implementation of this project in the life of our university we would like to contribute to sustainable socio-economic development of our country through enhancing the capacity of higher education institutions of the Republic of Uzbekistan to the effectively promote the employability of graduates and increase the entrepreneurial culture among students.
<b>Where is it located</b>	Tashkent State University of Economics
<b>Services provided</b>	Consulting
<b>Current number of staff</b>	5
<b>Students counselled per year</b>	1200
<b>Profile of career centre staff</b>	5
<b>Website</b>	<a href="http://cace.tdiu.uz/">http://cace.tdiu.uz/</a>
<b>Contact name and address of the head of career centre</b>	Abror Kucharov 49, Uzbekistan avenue, Tashkent city, Uzbekistan. Tel.: +99897 749-84-87

### Good Practice

<b>Title of measure</b>	<b>Creating job opportunities through partnership</b>
<b>Thematic field</b>	Job preparation trainings and Internships
<b>Type of measure</b>	Networks/partnerships
<b>Objectives of the measure</b>	-to subscribe partnership contracts and to consider employers' orders
<b>Methodology of the measure</b>	TSUE generally aims to prepare high-grade pedagogue recruits. It means 90% of graduating students are navigated to organizations of financial and economics sector for job. TSUE prepares high-grade students according to the needs of the organizations mentioned above. It means the university

	<p>attentively inspects needs to high-grade recruits of organizations for 4 years and creates entertainment quotas and due to it navigate graduating students according to exist orders and contracts. Potential employer, university and graduating student conclude a 3 sides treaty about getting fixed up in a job.</p>
<b>Main results and outcomes</b>	<p>Due to the endeavours of university in inspecting needs for recruits and preparing high-grade students every year 88-90% of graduating students have a good work place corresponding to their specialty.</p>
<b>Description of innovativeness</b>	<p>During the last year of the study, students are encouraged to find the appropriate job through selected partners of the university, otherwise they should purpose own plan for recruitment in their intended organisation by the end of the year. Besides, they can purpose their business plan for creating entrepreneurship activity or start-ups which university and its partners may support.</p>
<b>Target groups of the measure</b>	<p>At the beginning of year according to the order of university rector assignment commission begins its self-activity. This commission includes chairmen of potential employers, acting rectors, deans of faculties, heads of departments and marketing department and each department also has its own assignment commission.</p>
<b>Specific infrastructures needed</b>	<p>Database with existing job opportunities and network of responsible bodies and staff, Internet network (for regular communication with employers) and hall (for regular seminars and meetings) with conditions.</p>
<b>Other comments</b>	<p>Job fairs mostly play important role to attract different organisation to be involved in the process. Moreover, all united general decisions with high organizations of potential employers can improve the quality of acting endeavours and guarantee effective collaboration.</p> <p>For example, The manual with number 1506 registered by Ministry of Justice Republic Uzbekistan in 06.08.2005 “ The regularity of training personnel on state grand base for specific aim” has an effective result in this sphere.</p>
<b>Indicators</b>	<p>According to conclusion of employments monitoring exercised in 2013, approximately 80% of students could have workplaces and nowadays this rate can rise to 90-95%.</p>

## Samarkand State University

### About the University

<b>Name</b>	Samarkand State University
<b>Location</b>	Samarkand, Uzbekistan
<b>Description of university (history and status quo)</b>	<p>Samarkand State University (SamSU) plays a great role in a recognized centre of science and culture for all over the world. Nowadays SamSU is one of the oldest and largest higher educational establishments, though it was officially inaugurated as the University beginning of the 20th century but it's roots go back down to the period of Ulughbek. There are nine faculties, which train professional specialists, improve their professional skills. There is also an Academic Lyceum, Business schools and other institutions and scientific research laboratories, modern computer classrooms and museums.</p> <p>There are more than 10 thousand students, who study at the bachelor and master's degree courses. The training languages are Uzbek, Tajik and Russian. More than 900 professors form the academic staff of the University. There are more than 9700 students taught at Bachelor's (31) and Master's (64) programs at the University.</p>
<b>Website</b>	<a href="http://www.samdu.uz">http://www.samdu.uz</a>

### About the Career Centre

<b>History of the career centre</b>	The Career centre was first formed by the grant of TACIS project in 1996, but it was inactive starting from 2005. During its operation period there were professionals invited from other institutions and foreign universities as trainers. It is being modernised in the framework of the UNIWORK project.
<b>Where is it located</b>	Faculty of Social Economics
<b>Services provided</b>	Career counselling, job search assistance, career fairs and special events, trainings, alumni relations, library.
<b>Current number of staff</b>	3
<b>Students counselled per year</b>	
<b>Profile of career centre staff</b>	Economics, Social sciences

<b>Website</b>	We are working on website of career centre. There is some information on the faculty website <a href="http://www.samdu.uz/career">http://www.samdu.uz/career</a>
<b>Contact name and address of the head of career centre</b>	Khurshidkhon Bakhronov <a href="mailto:hurshid_77@mail.ru">hurshid_77@mail.ru</a>

### Good Practice

<b>Title of measure</b>	Подготовка к логическим тестам <b>Training for Verbal Reasoning tests</b>
<b>Thematic field</b>	Job preparation trainings and Internships
<b>Type of measure</b>	Trainings/Educational programmes Coaching/Counselling
<b>Objectives of the measure</b>	Most of the local companies during the selection of candidates for internship and/or hiring take Verbal Reasoning tests (logical test). Some students, who had very good results during studies, do not show good results in reasoning test. The main aim of these courses was to prepare students for this kind of supplementary selection exams.
<b>Methodology of the measure</b>	Courses for preparing students and graduates for verbal reasoning tests and logical tests. Giving them sample tests, Providing services for high school graduates during the open days at the university. Assisting high school students in choosing career.
<b>Main results and outcomes</b>	Some students had good results with this test and were very happy that to be acknowledged by employers.
<b>Description of innovativeness</b>	One of the Innovative aspects was that this service was provided to some high school graduates during the university open day for assisting them in choosing recommended faculty and study field.
<b>Target groups of the measure</b>	Students and recent graduates.
<b>Specific infrastructures needed</b>	Seminar room, presentation facilities, sample test with solutions.
<b>Indicators</b>	60% of goals fulfilled

## Bukhara State University

### About the University

<b>Name</b>	Bukhara State University
<b>Description of university (history and status quo)</b>	Bukhara State University (BSU) is considered as the first university of the Republic Uzbekistan and its history begins in 1930 when the Pedagogical Institute named as Fayzulla Khujayev was founded. In 1934 it was renamed as Bukhara Pedagogical Institute. After the independence of the Republic of Uzbekistan, according to order of the president in February 1992, Bukhara State University was founded on the base of Bukhara Pedagogical Institute. Nowadays the university includes 7 faculties, magistracy and doctorate departments. Currently approximately 6300 students get high-level education in university.
<b>Website</b>	<a href="http://www.buxdu.uz/">http://www.buxdu.uz/</a>

### About the Career Centre

<b>History of the career centre</b>	The career centre is not counted as a separate system in the university. But the department of marketing works in this field.
<b>Where is it located</b>	Department of marketing
<b>Services provided</b>	to support students and graduating students with information received from regions and domains about free vacancies to help students on process of getting important skills and practice according to requires of employers besides supporting students with methodical and scientific materials for 3 years after graduating to organize their monitoring of employment.
<b>Current number of staff</b>	2 employees
<b>Students counselled per year</b>	More than 2000 students
<b>Profile of career centre staff</b>	Both workers engaging in this sphere are counted as high level economists
<b>Website</b>	<a href="http://www.buxdu.uz/">http://www.buxdu.uz/</a>
<b>Contact name and address of the head of career centre</b>	Adizov Bakhtiyor Ismatovich 705018 Bukhara, M.Ikbol st. Uzbekistan e-mail: <a href="mailto:baxa-u@mail.ru">baxa-u@mail.ru</a> tel: +99891 4074437

## Good Practice

<b>Title of measure</b>	
<b>Thematic field</b>	Job preparation trainings and Internships
<b>Type of measure</b>	Networks/partnerships
<b>Objectives of the measure</b>	-to subscribe partnership contracts and to consider employers' orders
<b>Methodology of the measure</b>	<p>BSU generally aims to prepare high-grade pedagogue recruits. It means 90% of graduating students are navigated to organizations of 2 main educational administrations (national education and secondary specialized education administrations) for job.</p> <p>BSU prepares high-grade students according to needs of educational organizations shown above. It means the university attentively inspects needs to high-grade recruits of organizations for 4 years and creates entertainment quotas and due to it navigate graduating students according to existing orders and contracts. Potential employer, university and graduating student conclude a 3 sides treaty about getting fixed up in a job.</p>
<b>Main results and outcomes</b>	Due to the endeavours of university in inspecting needs for recruits and preparing high-grade students every year 88-90% of graduating students have a good work place corresponding to their specialty.
<b>Description of innovativeness</b>	
<b>Target groups of the measure</b>	At the beginning of year according to the order of university rector assignment commission begins its self-activity. This commission includes chairmen of potential employers, acting rectors, deans of faculties, heads of departments and marketing department and each department also has its own assignment commission.

<b>Specific infrastructures needed</b>	the main requires are internet network ( for regular communication with employers) and hall (for regular seminars and meetings) with conditions.
<b>Other comments</b>	First of all united general decisions with high organizations of potential employers can improve the quality of acting endeavours and guarantee effective collaboration. For example, The manual with number 1506 registered by Ministry of Justice Republic Uzbekistan in 06.08.2005 “ The regularity of training personnel on state grand base for specific aim” has an effective result in this sphere.
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Degree of fulfilling goals: According to conclusion of employments monitoring exercised in 2005 approximately 70-80% of students could have workplaces and nowadays this rate can rise to 85-95%.</li> </ul> Number of institutions to which the measure was transferred: All of the high educational organizations of Uzbekistan republic use this practice in their occupation.

## Bukhara State University and its career services (presentation)

**Our department founded on 1 July 1998 and carries out its activities based on the Constitution, the law "On education", the Labour Code and other legal acts, decrees and decisions of the President of the Republic of Uzbekistan on providing qualified personnel in all branches of the economy,.**

**Department of marketing services, is directly subordinate to the rector of the university, conducts its activities following the decision of the Cabinet of Ministers № 48 dated January 28, 1998 "On the formation of the education market and measures for increasing the marketing of in training", the order of the Ministry of Higher and secondary special education number 12 of February 3, 1998.**

# BSU Marketing department



## The Activities and the main functions

### AIM AND TASKS OF THE MARKETING SERVICE DEPARTMENT (at present)

- To form information bank from the analyzing of the needs of firms, companies and organizations in prepared highly educated specialists in HEI (Higher Education Institution);
- To conclude long-term and yearly agreement about providing consumers with competitive specialists;
- To conclude an agreement with students who pays tuition fees, and also conclude various agreements with manufacture enterprises;
- To organize graduate job placement commission of the higher educational institution, to carry out final assignment of young specialists
- Once again to contact with young specialists who were employed in last years, if necessary to give practical help, to give an advice and to summarize results of the labor activity;

- To form information bank of fulfillment of the plan of new academic year (enrolment plan by state grants and contract, applied requests, competition, number of enrolled students, allocation by study fields (specialties), teaching languages and others);
- To conclude agreements with students who were enrolled by state grants in new academic year, about 3 year obligatory working in allocated work place after graduation;
- To provide participation of the bachelor and master graduates in HEI's republican, regional and international fairs and exhibitions, in order to show opportunities and advantages of graduates;
- Job allocation and placement of the bachelor and master graduates, to form and guide internal report of the HEI about results of the young specialists labor activity, to prepare yearly report of the marketing service department.
- Accounting for income and control of funds students enrolled on a contract basis

### On the directing graduates to jobs, assisting to their job placement and monitoring job engagement:

**1 stage**

The practice of making agreements on the assistance of young specialists` job placement

**2 stage**

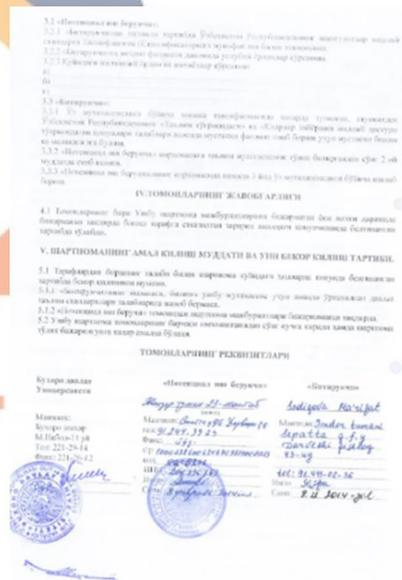
Giving directions to work places

**3 stage**

Holding final Monitoring of work placement (in wide Range)

## (1-stage) The practice of making agreements on the assistance of young specialists` job placement:

According to 198-th decree of the Cabinet of Ministers of the Republic of Uzbekistan, for students admitted by State scholarships there has been implemented a practice of making agreements voluntarily between the higher educational institution and potential employer on the assistance of placement of young specialists to jobs.



## (2-stage) Giving directions to work places:

At the end of academic year (in June) graduates are sent to work places according to the agreements with the following documents:

- the copy of diploma
- the decree of division Commission (confirmed in the meeting of Commission in May)
- direction pass to work

The graduate is supposed to bring one piece of direction pass stamped by the work place within 10 work days to University and this graduate is registered as admitted to the work place.

If graduate doesn't bring the stamped piece of direction pass to work on time, the attitude between the graduate and the employee is analyzed as well as the reasons of not admitting the graduate to work studied.

(So, the placement of all graduates to work is provided)

### (3-stage) Holding final Monitoring of work placement (in wide Range)

After the graduate has been sent to work, in the next academic year in November (after 6 month of placement) the placement monitoring is held. It is held according to the table given in appendix 1.

Appendix 2. To the 412 decree of High and secondary Specialized Education Ministry of Uzbekistan published on 22 Oct. 2014	
<b>THE NOTIFICATION</b> on the study of work placement of Higher Institution graduates of the year 2013/2014	
<b>I. Informations about the graduate:</b>	
1. Name _____	
2. Address _____	
3. The name of HI _____	
4. The faculty (specialization) _____	
5. Study form _____	
6. Diploma information: the date _____, issue _____, number _____	(study scholarship or contract)
7. The Name of work place _____	
Address of work place _____	
8. The date of the starting the work _____, by decree № _____, date _____	
<b>II. The results of study:</b>	
1. Is employed _____ not employed _____	
1.1. The position _____	
1.2. The work contract № _____ date _____	
1.3. Work record book № _____, date _____	
1.4. Pension fund record book № _____	
1.5. The last month salary _____ sum.	
2.1. was employed, but left the work _____	
2.2. Annul the contract the decree date _____ № _____	
2.3. The reason of annulling the work contract _____	
2.4. The work place at present _____	
3. Not employed at all _____ (reasons) _____	
The name of employee _____ signature stamp _____	
The name of representative JPC _____ signature stamp _____	
The name of the representative of HI _____ signature stamp _____	
The name of the graduate _____ signature _____	
The date of filling out the notification _____	

## Good practices from the European Union

### University of Alicante (Spain)

About the University	
Name	Universidad de Alicante - University of Alicante
Location	San Vicente del Raspeig - Alicante (Spain)
Description of university (history and status quo)	<p>The University of Alicante was created in October 1979 on the structure of the <b>UNIVERSITY STUDIES CENTRE (CEU)</b>, which was started in 1968. Alicante recovered in this way its university studies centre that was suspended in 1834, when -after two centuries of existence- its precursor, the <b>University of Orihuela</b> was closed.</p> <p>In this latest phase, university studies were resumed in the academic year 1968-69 with only 230 students. Currently this number has increased to up to nearly 33,000, turning the University of Alicante into the university with the highest proportional growth of students among all of the Spanish universities.</p> <p>After more than thirty years of existence, the University of Alicante has a very significant potential for socio-economic development in the province, becoming the fourth in total GDP of Spain. The University of Alicante includes around fifty study programs, over seventy university departments and <b>research groups in the areas of Social Sciences and Law, Experimental Technology, Humanities, Education and Health Sciences and five university research institutes developing the most outstanding research activities in the country.</b></p>
Website	<a href="http://www.ua.es">www.ua.es</a>
About the Career Centre	
History of the career centre	<p>GIPE (Gabinete de Iniciativas Para el Empleo) was created in 1995.</p> <p>Some, but not all, of the Spanish Universities had a Career Services Centre when GIPE started supporting students and graduates in their transition to the labour market.</p> <p>Currently, almost all Spanish Universities have a Career Service whose work is recognized by RUNAE (Red Universitaria de Asuntos Estudiantiles)</p>
Where is it located	GIPE belongs to the General Foundation of the University of Alicante and it depends (GIPE) on the Vice-Chancellor of Students.

<b>Services provided</b>	<p>The main target is to enhance the employability of students and graduates for their transition from the University to work while they are enrolled in the University, as well as during the first years after they graduate.</p> <p>GIPE is divided into 4 sets of tools:</p> <ul style="list-style-type: none"> <li>• Internship program</li> <li>• Career guidance</li> <li>• Job office</li> <li>• Entrepreneurship</li> </ul> <p>Additionally, we also run a Labour Market Analysis where all the figures we get from our intermediation processes are broken down to provide the students, graduates, Professors, Deans, Vice-presidents, with information about the labour market that contains the variables describing the labour market for graduates.</p>
<b>Current number of staff</b>	6 people are employed full-time.
<b>Students counselled per year</b>	
<b>Profile of career centre staff</b>	4 employment technicians, 1 administrative manager, 1 administrative assistant.
<b>Website</b>	<a href="http://www.gipe.ua.es/">http://www.gipe.ua.es/</a>
<b>Contact name and address of the head of career centre</b>	<p>María Lucía Gomis Catala.          Directora Fundación General de la Universidad de Alicante  <a href="mailto:lucia.gomis@ua.es">lucia.gomis@ua.es</a>          Tel.: 965909401</p>

### Good Practice

<b>Title of measure</b>	<b>Measuring entrepreneurial intentions among university students</b>
<b>Thematic field</b>	Entrepreneurship support in career centres
<b>Type of measure</b>	Others (Study)
<b>Objectives of the measure</b>	<p>At <i>GIPE</i>, which in 1996 implemented a guidance and support service for University of Alicante (UA) students to help them with their entrepreneurial itinerary, a study has been conducted to discover the entrepreneurial potential of students at UA, based on empirical knowledge of their <b>intention</b> to be entrepreneurs once they finish their studies.</p>

	<p>The main problem with entrepreneurship is the late onset of entrepreneurial behaviour. This only emerges at the end of the training course and, as a consequence creates a greater culture of dependence with respect to the job market, little tolerance of failure and a limited productive community which is based to a large extent on services, tourism and construction, sectors in which there are few opportunities to develop more significant enterprises, compared to other sectors such as industry and technology.</p> <p>In order to resolve this gap between the failures of families to transmit the values of entrepreneurship, it is necessary for universities to provide more knowledge of entrepreneurial motivations, and the cause of the unpopularity of this option, which is undervalued in comparison to being an employee.</p>
<p><b>Methodology of the measure</b></p>	<p>This study was performed using a questionnaire that had already been validated in different university contexts. The Entrepreneurial Intention Questionnaire (EIQ) developed by Moriano <i>et al</i>: 2008 has been tested in Spanish and Polish universities, and has been shown to have psychometric properties which have been tested by examining their convergent and discriminatory validity and internal consistency.</p> <p>The theoretical focus used to elaborate the construct has been selected based on the hypothesis that the entrepreneurial initiative requires a high level of planning of cognitive processing (Bird, 1988; Katz and Gartner, 1988). In short, the theory of planned action integrated in a construct of social and personal factors which intervene in the development of the intention. The questionnaire validated four different groups of questions that satisfy the need for information about different social and personal factors of the model applied to entrepreneurial intention.</p>
<p><b>Main results and outcomes</b></p>	<p>With regards to the intention to start a business, the economics and technological disciplines express a higher level of entrepreneurial intention than the others, where there is an appreciable difference with the exception of Law and <i>DADE</i> (double degree course in Business Administration and Management)</p> <p>With regards to <i>Intention to start working in a private company</i>, there is a higher intention in Economics and Sciences, followed by Philosophy and Literature, Engineering and Nursing. Education and healthcare show a higher intention to find employment in a public company.</p>
<p><b>Description of innovativeness</b></p>	

<b>Target groups of the measure</b>	<ul style="list-style-type: none"> <li>• To boost the tools to promote entrepreneurial culture</li> </ul>
<b>Specific infrastructures needed</b>	<ul style="list-style-type: none"> <li>• Student data base</li> <li>• SPSS</li> <li>• AMOS</li> <li>• On line questionnaire</li> </ul>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Sample of 3215 of 27865 students enrolled</li> <li>• The results have been used to boost entrepreneurial guidance</li> <li>• Percentage of customer/target group satisfaction</li> <li>• 100 % of students (representative sample)</li> <li>• Transfer to 7 faculties</li> <li>• The article will be published soon in THE SOCIAL SCIENCES COLLECTION: SOCIAL AND COMMUNITY STUDIES</li> <li>• <a href="http://thesocialsciences.com/publications/journal/">http://thesocialsciences.com/publications/journal/</a></li> </ul>

### Good Practice

<b>Title of measure</b>	<b>Pre-professional internship</b>
<b>Thematic field</b>	Job preparation trainings and Internships
<b>Type of measure</b>	Trainings/Educational programmes
<b>Objectives of the measure</b>	<p>The pre-professional internship program is a complement of academic internships. Pre-professionals are focused on the very last months of academic training when the student needs to acquire more information on the labour market: job preferences, industry sectors, types of contracts, employment programs; while academia is much more focused on contents and educational curricula.</p> <ul style="list-style-type: none"> <li>• Increase the number of work contracts through the internships program. (Impact of University of Alicante in the Industry context)</li> <li>• Reduce the time for adaptation of graduates at their first job. (Competences)</li> <li>• Reduce the time of transition from University for the first job. (Job search)</li> </ul>
<b>Methodology of the measure</b>	<ul style="list-style-type: none"> <li>• Number of students demanding pre-professional internships.</li> <li>• Number of companies offering pre-professional internships.</li> <li>• Number of students whose pre-professional internship became a contract.</li> <li>• Evolution of the number of internships for each degree.</li> </ul>

**Main results and outcomes**

	Number of agreements (pre-professional internships year 2013-2014)
Doctorate	18
IT School	457
Faculty of Science	55
Faculty of Economy	312
Faculty of Law	169
Faculty of Education	24
Faculty of Philosophy	63
Master, Specialist and Expert	229
<b>General Total</b>	<b>1327</b>

Number of internships that became a contract: 247

Year	Number of internships
1996-97	515
1997-98	652
1998-99	850
1999-00	921
2000-01	964
2001-02	1399
2002-03	1263
2003-04	1213
2004-05	1569
2005-06	1779
2006-07	2049
2007-08	1900
2008-09	1502
2009-10	1417
2010-11	1312
2011-12	1096
2012-13	1005
2013-14	1337
<b>TOTAL</b>	<b>22749</b>

<b>Description of innovativeness</b>	
<b>Target groups of the measure</b>	Students in the final two years of studies Companies allocated at the UA context industry.
<b>Specific infrastructures needed</b>	Student data base Companies data base On line application forms for students On line application forms for companies
<b>Indicators</b>	On average, 20% of student who are in a position to do an internship - enrolled in 1 of the last 2 years at University -, have the opportunity to do a pre-professional internship via GIPE. On average 17 % of internships became a work contract. Percentage of customer/target group satisfaction 80% of students 90% of companies Transfer to 7 faculties

### Good Practice

<b>Title of measure</b>	<b>Marathon of employment and self-employment</b>
<b>Thematic field</b>	Networking for career centres;
<b>Type of measure</b>	Fairs/Events
<b>Objectives of the measure</b>	The mission is to foster contact between companies, institutions and public / private organizations and students and graduates of the University of Alicante, providing them with employment and internship opportunities; as well as information and resources for their transition into the work and business world, guiding their path to employment and self-employment.
<b>Methodology of the measure</b>	<ul style="list-style-type: none"> <li>• Daylong event</li> <li>• More than 40 companies and institutions attend in the University. Allocated in stands, they give information about their recruitment processes, collect CVs of students and graduates and the, days after the event take place, some of them give presentations at the University for students and graduates.</li> <li>• Apart of employment, there are activities to promote self-employment and entrepreneurial culture. The Triathlon is a competition that runs parallel to the marathon and is divided into 3 sessions:             <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Ideation</li> <li>• Competition</li> </ul> </li> <li>• There are two awards:             <ul style="list-style-type: none"> <li>• The most creative idea</li> <li>• The idea most engaged with sustainability.</li> </ul> </li> </ul>

<b>Main results and outcomes</b>	<ul style="list-style-type: none"> <li>• This year (2015) is the 17<sup>th</sup> edition of the Marathon.</li> <li>• 3000-3500 students attend the event on average.</li> <li>• High level of satisfaction among companies and students.</li> </ul>
<b>Description of innovativeness</b>	
<b>Target groups of the measure</b>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Graduates</li> <li>• Companies</li> <li>• Professors (it is an important meeting point for professors to pick up information about competencies that are required for students).</li> </ul>
<b>Specific infrastructures needed</b>	<ul style="list-style-type: none"> <li>• Stands</li> <li>• Rooms</li> <li>• Advertising</li> <li>• Companies data base</li> <li>• Students data base</li> <li>• Graduates data base</li> </ul>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• It is an open door activity, so the achievements are qualitatively estimated.</li> <li>• After the marathon, the number of students who come to the career service for guidance is strongly increased due to a higher motivation in their job search.</li> <li>• The number of students who attend to get information about entrepreneurship is also increasing. For many of them it is the first time they are thinking about starting up a business or simply in something different than being an employee as the only professional itinerary.</li> <li>• Percentage of customer/target group satisfaction: 85 % of students             <ul style="list-style-type: none"> <li>• 100 % of companies</li> </ul> </li> <li>• 40 transfers</li> </ul>

# TRIATLÓN DE IDEAS EMPRESARIALES

7 de mayo de 2015



Dentro de la Maratón de Empleo y Autoempleo de la Universidad de Alicante, tendrá lugar la realización de un concurso que pretende dar estímulo a la Ideación empresarial entre los y las estudiantes universitarios/as.

Se trata de una actividad de una Jornada de duración que se celebrará paralela y dentro de la Maratón de Empleo y Autoempleo.

La Triatlón de Ideas empresariales consta de 3 sesiones de una hora de duración cada una:

- 11:00 a 12:00 h - Motivación empresarial
- 13:00 a 14:00 h - Ideación empresarial
- 16:30 a 17:30 h - Concurso ideas

Se entregarán dos premios:

- Un premio de 150 € a la IDEA más creativa otorgado por la Fundación General de la Universidad de Alicante.
- Un premio de 100 € a la IDEA más comprometida con la sostenibilidad otorgado por el Centro Para el Desarrollo Humano Sostenible Corazón Verde.

El tribunal valorará:

- La originalidad de la idea
- La motivación de la/s /la/s promotores/as
- La integración en el mismo equipo de distintos perfiles formativos universitarios
- La exposición

Inscripción en:  
<http://www.gipe.ua.es/es/maratón-de-empleo/triatlón>

Más información en:  
<http://www.gipe.ua.es>



## Miguel Hernández University of Elche (Spain)

### About the University

<b>Name</b>	Universidad Miguel Hernández de Elche - Miguel Hernández University of Elche
<b>Location</b>	Elche (Spain)
<b>Description of university</b>	<p>Established in 1996, academic activities began in the 1997/98 academic year. The Miguel Hernández University of Elche has 4 campuses (Elche, Sant Joan d'Alacant, Orihuela, and Altea) and 75 buildings, whose total surface area covers 947,635 m<sup>2</sup>. Its constructed surface area is 209,876 m<sup>2</sup>. There are 16,000 full-time students and 24,500 alumni since the University's foundation. Its budget for 2014 is 87,205,585 €.</p> <p>The Miguel Hernández University has 7 faculties (Faculty of Fine Arts, Faculty of Experimental Sciences, Faculty of Social and Legal Sciences of Elche, Faculty of Social and Legal Sciences of Orihuela, Faculty of Health and Social Sciences, Faculty of Pharmacy and Faculty of Medicine) and two schools (School of Engineering of Elche and School of Engineering of Orihuela). Regarding academics, the Miguel Hernández University of Elche offers 24 bachelor degree courses, 50 master degree courses and 16 doctoral programs.</p>
<b>Website</b>	<a href="http://www.umh.es">www.umh.es</a>

### About the Career Centre

<b>History of the career centre</b>	The University Miguel Hernández of Elche, since its inception 18 years ago, was born with a clear focus on quality and employability. At that moment the career service, called the Occupational Observatory, was born.
<b>Where is it located</b>	The Occupational Observatory is a university service that depends on the Vice-Chancellorship of Business and Economics.
<b>Services provided</b>	<p>This service's mission is to increase the level of "employability" of students and graduates, through tools such as internships, jobs, skills training, information on labour market dynamics, personalized guidance or entrepreneurship promotion. Its functions are:</p> <ul style="list-style-type: none"> <li>• Management practices of students in companies and institutions.</li> <li>• Promotion of university-industry relations through educational cooperation agreements and job vacancies.</li> <li>• Preparation of reports on the labour market: needs, employment of graduates, etc.</li> <li>• Organization of activities to facilitate the search for employment in the various campuses and advise students in the active search for their first job.</li> <li>• Management of networks of business contacts with the dual purpose of promoting work placements for students and work contracts for new graduates.</li> </ul>

	<ul style="list-style-type: none"> <li>Promoting entrepreneurship, training, informing and advising students on entrepreneurship. Also, encouraging the entrepreneurs to present their business plans to various awards and competitions.</li> </ul>
Current number of staff	9 people are employed full-time.
Students counselled per year	n.a.
Profile of career centre staff	1 director, 2 employment technicians, 1 administrative manager, 5 administrative assistants.
Website	<a href="http://observatorio.umh.es">http://observatorio.umh.es</a>
Contact name and address of the head of career centre	Domingo Galiana Lopera, Avenida de la Universidad, s/n. Ed. Rectorado y Consejo Social. PD 03202. Elche - Spain. <a href="mailto:domingo.galiana@umh.es">domingo.galiana@umh.es</a>

### Good Practice

<b>Title of measure</b>	<b>Mentoring Program at the University Miguel Hernández.</b>
<b>Thematic field</b>	Entrepreneurship support in career centres
<b>Type of measure</b>	Coaching/Counselling
<b>Objectives of the measure</b>	This program seeks to combine the experience of mentors (professionals and business partners) with the eagerness to thrive of students and graduates. Thus, the availability of a mentor is a boost to their career and facilitates the implementation of their business projects.
<b>Methodology of the measure</b>	The call for candidates is done at the beginning of the academic course. Students or graduates, who are interested, complete their applications on the website. From the information registered, a matching is done with mentors that best suit their needs. This software application improves efficiency in the registry of interests, information management, and adequacy of the proposed mentors based on the requirements of students / graduates. Three meetings (start, end and follow-up) are scheduled with all parties involved. In addition to these meetings, guidelines and recommendations are given to ensure the optimal development of the program and facilitate contact between mentors and mentees throughout the program.

<b>Main results and outcomes</b>	<p>During the first edition, which established the basis of the program, 19 pairs were made. In the second edition, 48 pairs of mentors and students or graduates were established. Finally, in the third edition there were 50 participating pairs. In the latest edition, 60 pairs participated in the program.</p>
<b>Description of innovativeness</b>	<p>For the students or graduates, the opportunity of having a mentor can be a very important element of support and advice when they need it, to feel that they are not alone, that have an expert counsellor with the proper training, bringing aid, perspective, new vision, advice, etc. to facilitate the exploitation of opportunities. At the same time, mentors who participate in the mentoring program have an opportunity to increase their skills like coaching and empathy, both of interest to their personal, professional and organizational development.</p>
<b>Target groups of the measure</b>	<p>Students, graduates and professionals and business partners.</p>
<b>Specific infrastructures needed</b>	<p>Apart from the implementation of the software application, the rest of activities and tasks are carried out by the Occupational Observatory team, as well by mentors that participate on a voluntary basis. In other words, the mentoring program doesn't involve any additional cost for the University.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• As average, we estimate that 75% of matches complete the program.</li> <li>• The overall program satisfaction exceeded 88% in the case of mentors and 93% among students / graduates.</li> <li>• The Mentoring Program has been awarded with:             <ul style="list-style-type: none"> <li>• ‘<i>Good practice model</i>’ for its innovative methodology at the Symposium for Entrepreneurship Education in the University, which took place in Madrid in September 2012 (national level).</li> <li>• ‘<i>Good Practices in University Management</i>’, awarded by the Universities Forum Club Management Excellence’, which seeks to promote and enhance the implementation of good practices by universities in Spain in the fields of quality management and excellence (national level).</li> <li>• In September 2013, this program was selected for exhibition in the III Iberian Conference on Entrepreneurship, in Lisbon (international level).</li> </ul> </li> </ul>

## University of Sheffield (United Kingdom)

### About the University

<b>Name</b>	University of Sheffield
<b>Location</b>	Sheffield, United Kingdom
<b>Description of university (history and status quo)</b>	<p>The University grew out of the Sheffield Medical School (founded in 1828), Firth College (1879) and the Sheffield Technical School (1884). These three institutions came together in 1897 to form the University College of Sheffield, which in turn became the University of Sheffield in 1905.</p> <p>There are six faculties into which the academic departments are grouped. These are Arts and Humanities; Engineering; Medicine, Dentistry and Health; Science; Social Sciences; and International Faculty, City College, Thessaloniki, Greece.</p> <p>Today, the University of Sheffield has 26,309 students and 7,243 members of staff (July 2014).</p> <p>The University was recently voted 1st in the UK in the Times Higher Education Student Experience Survey 2014-15.</p>
<b>Website</b>	<a href="http://www.sheffield.ac.uk">www.sheffield.ac.uk</a>

### About the Career Centre

<b>History of the career centre</b>	<p>Enterprise has a long history at the University of Sheffield. It originated from White Rose CETL (Centre for Excellence in Teaching and Learning) which formed in 2005. The White Rose CETL at Sheffield was one of three centres of excellence in enterprise. The other two were based at the University of Leeds and the University of York. The focus of these centres was to embed enterprise within the curriculum as well as to support student and recent graduates (within five years of graduation) to set up businesses. USE (University of Sheffield Enterprise) was created in 2010 to carry on the work that the White Rose CETL had started.</p>
<b>Where is it located</b>	Own department within Student Services
<b>Services provided</b>	<p>USE is broken down into three main areas of activity: supporting enterprise development within the curriculum; supporting enterprise in student activities outside the curriculum; and supporting students starting or thinking of starting businesses. The Curricular Team is concerned with developing module content within degree programmes in order to develop the students' enterprise knowledge and skills.</p> <p>In the Extracurricular Team, the focus is developing students' skills through activities outside their degree programme. The team delivers Skill Build sessions, runs competitions and supports student societies to be more enterprising and effective. This team also supports entrepreneurship, providing advice,</p>

	guidance and assistance to students and graduates starting their own business. USE offers start-up funding, an incubator, and employs a qualified business adviser.
<b>Current number of staff</b>	12 Full Time 2 Part Time
<b>Students counselled per year</b>	
<b>Profile of career centre staff</b>	<a href="http://enterprise.shef.ac.uk/about-us/enterprise-team">http://enterprise.shef.ac.uk/about-us/enterprise-team</a>
<b>Website</b>	<a href="http://www.sheffield.ac.uk/enterprise">www.sheffield.ac.uk/enterprise</a>
<b>Contact name and address of the head of career centre</b>	Gary Wood Enterprise Education Developer University of Sheffield Enterprise 210 Portobello S1 4AE Email: <a href="mailto:g.c.wood@sheffield.ac.uk">g.c.wood@sheffield.ac.uk</a>

### Good Practice

<b>Title of measure</b>	<b>University of Sheffield Enterprise Academy</b>
<b>Thematic field</b>	Enterprise and entrepreneurship in careers centres
<b>Type of measure</b>	Training/educational programme development (Also Grants, Coaching, Networks)
<b>Objectives of the measure</b>	University of Sheffield Enterprise Academy helps to ensure that students have the opportunity to develop enterprise capabilities through their studies. The Academy helps academic colleagues to understand what enterprise is and why it is important. It supports them with designing, developing and embedding enterprise learning opportunities within degree programmes.
<b>Methodology of the measure</b>	The Academy supports academic colleagues to develop enterprise education embedded within degree programmes through: <ul style="list-style-type: none"> <li>• Free events for staff who teach at the University, including networking opportunities, talks within internal and external speakers, and workshops.</li> <li>• Direct delivery of enterprise skills workshops for students taking particular degree programmes.</li> <li>• One-to-one support with developing enterprising ideas in learning and teaching.</li> </ul>

	<ul style="list-style-type: none"> <li>• Providing grant funding to enable academic colleagues to make their enterprising learning and teaching ideas possible.</li> <li>• Providing funding for academic colleagues to attend enterprise-related professional development opportunities (courses, workshops, <i>etc.</i>).</li> </ul> <p>All Academy activity aims to develop the skills and capabilities of academic colleagues as enterprise educators, so that they are empowered to deliver enterprise education within their own curriculum after engaging with the Academy.</p>
<b>Main results and outcomes</b>	<p>Through the Academy, we are increasing the number of enterprising academics across the University, and helping to embed enterprise education opportunities into an increasing number of degree programmes. By adopting the ‘train the trainer’ approach, the Academy supports academic colleagues to develop the professional skills to understand, design, and deliver enterprise education themselves. This approach allows the Academy team to work with different academic colleagues over time, expanding the reach of its impact and helping to give more students enterprise education within their degree programme.</p>
<b>Description of innovativeness</b>	<p>The Academy brings together a programme of activities with clear marketing and communication to academic colleagues, to help them engage with enterprise education. The Academy therefore provides opportunities for academic staff just beginning to engage with enterprise education to network with and learn from established enterprise educators, whilst giving them opportunities for tailored support to help them develop their own teaching practice as enterprise educators.</p>
<b>Target groups of the measure</b>	<p>The University of Sheffield Enterprise Academy is open to all academic colleagues across the University.</p>
<b>Specific infrastructures needed</b>	<p>When the Academy team works with academic colleagues on a one-to-one basis, they often go out to their department to meet with them, help them develop teaching, and sometimes to deliver teaching to their students. The team also has an office base with a flexible space in which we host Academy events. This does not need to be in the same building as staff offices, however, and Academy events have used bookable space elsewhere on our campus for larger or smaller events.</p>
<b>Success Indicators:</b>	<ul style="list-style-type: none"> <li>• The University’s aim set out in our Enterprise Education Strategy is that all students should experience enterprise education during their time studying here. USE is currently working to map enterprise within degree programmes across the University to identify where this vision of all students experiencing enterprise is being met, and to identify areas for further development.</li> </ul>

	<ul style="list-style-type: none"> <li>• USE’s approach to supporting academics to embed enterprise is particularly innovative because of its extensiveness and scope, and the breadth of different types of support available to academic colleagues to support them with embedding enterprise into degree programmes.</li> <li>• The Academy’s innovative approach has received external recognition in the National Enterprise Educator Awards, in which it was awarded Higher Education Enterprise Educator of the Year in 2014.</li> <li>• USE is keen to share and disseminate its approach and strategies for improving enterprise education across the University. It is planning to publish results from the mapping of enterprise within the curriculum, and has plans to disseminate its approach more widely through participation in best practice events, conferences, workshops, and through Enterprise Educators UK - a national network of colleagues and institutions working in enterprise education.</li> </ul>
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Good Practice	
<b>Title of measure</b>	<b>Enactus Sheffield</b>
<b>Thematic field</b>	Enterprise and entrepreneurship in careers centres
<b>Type of measure</b>	Training/educational programme development
<b>Objectives of the measure</b>	<ul style="list-style-type: none"> <li>• Increase the student’s entrepreneurship and employability skills</li> <li>• To make a difference to people’s lives both nationally and internationally</li> </ul>
<b>Methodology of the measure</b>	<p>Enactus Sheffield is a social enterprise company that is run by students alongside their studies. The students design and implement projects that make an impact on groups of vulnerable individuals and communities both in the local and international community. For example, Sheffield has a significant problem with human trafficking in the UK. The students identified this problem and developed and implemented a project that would help victims of trafficking reintegrate back into society through developing their skills. This project, HOPE, through which the victims of trafficking developed a jewellery and cosmetics business, has helped 54 women and has sold over 290 handcrafted products.</p> <p>Also, Enactus Sheffield actually runs their own enterprise/ entrepreneurship projects which are specifically aimed at students on campus which help not only develop other students’ skills but also supports the entrepreneurial culture that the University of Sheffield has. For example, they run a project called ‘The Intern’ which is based on the UK TV series ‘The</p>

	<p>Apprentice’. In this programme, the students work in groups (and eventually as individuals) to complete a series of tasks that test and develop their skills. The overall winner of the programme is rewarded with an internship at a top company. Enactus Sheffield is one of the many Enactus teams across the globe. Enactus Sheffield competes in the UK national competition where teams compete against each other and then the winner of that competition goes on to represent the UK at the international competition, Enactus World Cup.</p>
<b>Main results and outcomes</b>	<p>The students who are involved significantly improve their enterprise and entrepreneurship skills. As the UK National competition has a number of sponsors and supporters, many of the individuals that are involved go on to get onto graduate placement schemes within these companies. Communities in Sheffield and around the world are empowered through working with Enactus Sheffield. Some of the men and women that have gone through the programmes that Enactus delivers have significantly changed their lives. For example, some are now in employment, some are in education, and other have gone on to set up their own businesses.</p>
<b>Description of innovativeness</b>	<p>The students design and establish their own small social enterprise projects with community. This allows them not only to develop their own skill set but those of the people that they work with.</p>
<b>Target groups of the measure</b>	<p>As it operated in a similar structure to a student society, the target market can be any full time student from across the campus. Students come from all disciplines and all levels (from undergraduates to PhD)</p>
<b>Specific infrastructures needed</b>	<p>Each Enactus team needs University Advisors who have got knowledge of the business/commercial world. These advisors need to be able to give around 1 hour a week to support the projects. You might also find it beneficial if you have got a meeting space where the students can hold their meetings.</p>
<b>Other comments</b>	<p>Each country has its own national programme. This comes with an amount of support from their advisors. Here are some of the Enactus national country websites that might be useful: Kazakhstan: <a href="http://enactus.org/country/kazakhstan/">http://enactus.org/country/kazakhstan/</a> Kyrgyzstan: <a href="http://enactus.org/country/kyrgyzstan/">http://enactus.org/country/kyrgyzstan/</a> Tajikistan: <a href="http://enactus.org/country/tajikistan/">http://enactus.org/country/tajikistan/</a></p>

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• This programme is based upon innovation and social empowerment. Because the programme is based on per country basis, it means that the Enactus programme will be innovative with the cultural and social elements that are fitting with your country.             <ul style="list-style-type: none"> <li>• In the UK: 50 universities have an Enactus programme</li> <li>• In Kazakhstan: 39 universities have an Enactus programme</li> <li>• In Kyrgyzstan: 17 universities have an Enactus programme</li> <li>• In Tajikistan: 11 Universities have an Enactus programme</li> <li>• Overall 1600 Universities across the world take part in Enactus</li> </ul> </li> <li>• Enactus Sheffield won the UK National Championship in 2014. This led to them representing the UK at the Enactus World Cup in Beijing in 2014. Following this event, they were named as the Most Inspirational Enactus Team in the world.</li> </ul>
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Good Practice	
<b>Title of measure</b>	<b>Skill Build</b>
<b>Thematic field</b>	Enterprise and entrepreneurship in careers centres
<b>Type of measure</b>	Training/educational programme development
<b>Objectives of the measure</b>	<ul style="list-style-type: none"> <li>• Increase the student’s entrepreneurship and employability skills on a big scale</li> <li>• Inspire students to realise their own potential</li> </ul>
<b>Methodology of the measure</b>	<p>Skill Build is a lecture series where students, recent graduates and the general public are educated on enterprise and entrepreneurship.</p> <p>In semester one, we concentrate on employability skills. In the academic year 2014-15, we looked in particular at project management and Project Canvas tool.</p> <p>In semester two, we concentrate on entrepreneurship skills. This includes marketing, accountancy and networking. This semester is centred on the Business Model Canvas.</p> <p>The student has to attend five out of the seven sessions per semester and pass the assignment in order to get a certificate. This can be counted towards HEAR or the Sheffield Graduate Award.</p> <p>The assignment in the first semester is based on the Project Canvas and gets the participants to fill out four employer-based questions. In semester two, the assignment is based on the Business Model Canvas and includes a reflective piece on what they have learnt over the course.</p>

<b>Main results and outcomes</b>	Skill Build is a really effective way of getting a large number of people to increase their knowledge and skills at a very minimal cost. In 2013-14 873 people registered onto the programme and the total cost was £300																												
<b>Description of innovativeness</b>	We use mainly external speakers to do these events. This is because they have the expertise that we might not always have within the University. All the speakers give their time free of charge, so the costs of the project are very small.																												
<b>Target groups of the measure</b>	Skill Build is open to all students (at all levels), graduates, staff, and the general public.																												
<b>Specific infrastructures needed</b>	The sessions are mainly delivered by external speakers to the University. Therefore, University staff do not use much time preparing and delivering the lectures. All you need is a good network of people from industry, entrepreneurs and some from within the university																												
<b>Success Indicators:</b>	<p>We survey the attendees after every session on three different questions: has it inspired them, has it helped them increase their knowledge and has it developed their skills. They rank them between 1 and 5 (1- not at all, 5- significantly has). The following statistics are the percentage of attendees that have selected 4 or 5 for each of the sessions in semester 1 2014-15</p> <table border="1"> <thead> <tr> <th>Session Title</th> <th>Inspiring (%)</th> <th>Understanding (%)</th> <th>Gained Skills (%)</th> </tr> </thead> <tbody> <tr> <td>Welcome to Skill Build</td> <td>68</td> <td>83</td> <td>67</td> </tr> <tr> <td>Team Formation</td> <td>53</td> <td>69</td> <td>61</td> </tr> <tr> <td>Goal Setting</td> <td>68</td> <td>83</td> <td>82</td> </tr> <tr> <td>Users &amp; Benefits</td> <td>73</td> <td>88</td> <td>80</td> </tr> <tr> <td>Event Management 1</td> <td>70</td> <td>87</td> <td>74</td> </tr> <tr> <td>Event Management 2</td> <td>50</td> <td>70</td> <td>58</td> </tr> </tbody> </table>	Session Title	Inspiring (%)	Understanding (%)	Gained Skills (%)	Welcome to Skill Build	68	83	67	Team Formation	53	69	61	Goal Setting	68	83	82	Users & Benefits	73	88	80	Event Management 1	70	87	74	Event Management 2	50	70	58
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## Good Practice

<b>Title of project</b>	<b>Two MOOCs (Massive Open Online Courses) - “How to Succeed at: Writing Applications” and “How to Succeed at: interviews”</b>
<b>Thematic field</b>	Job preparation training and internships
<b>Type of project</b>	Training/educational programme
<b>Objectives of the project</b>	MOOCs (Massive Open Online Courses) make quality short courses for anyone to access around the world. The University of Sheffield works with Futurelearn to provide courses on its platform. Examples can be found at <a href="http://www.futurelearn.com">www.futurelearn.com</a> In autumn 2014, the Careers Service launched two MOOCs to help learners succeed with applications and interviews for jobs, undergraduate courses and further study. The first course was “How to Succeed at: Writing Applications” <a href="https://www.futurelearn.com/courses/writing-applications">https://www.futurelearn.com/courses/writing-applications</a> The second course was entitled “How to Succeed at: interviews” <a href="https://www.futurelearn.com/courses/interviews">https://www.futurelearn.com/courses/interviews</a>
<b>Methodology of the project</b>	Both courses are designed to last three weeks and take up to 3 hours per week. A new topic is introduced each week. Once registered on the course, learners can work through the material in their own time. Learners support each other and share experiences through discussion forums and by commenting at each step. Throughout the course, learners are encouraged to collect a portfolio of their work to help them with future applications and interviews.
<b>Main results and outcomes</b>	The courses were highly successful with thousands of learners signing up from all over the world, including Central Asia. Ages ranged from 15-85. Due to their success, the courses will run again in February/ March 2015. They will also run in June/July as part of a summer school aimed at a younger audience.
<b>Description of innovativeness</b>	The MOOCs are highly participative and include articles, videos, animation, interactive material, discussion forums, self-reflective exercises and questionnaires.
<b>Target groups of the project</b>	The courses are aimed at anyone applying for jobs or courses. They are intended to be of particular interest to those in the early stages of their career, or those who are out of practice and needing to update their skills.

<b>Specific infrastructures needed</b>	Internet access. The course is designed to be compatible with all platforms.
<b>Success Indicators:</b>	<ul style="list-style-type: none"> <li>• Over 20,000 signed up to each course.</li> <li>• 100 %. We are one of the first careers services to make use of MOOCs. Our content was designed in a particular style using graphics and animation to make it attractive to a world-wide younger audience. A number of careers services around the world have contacted us for advice as they are interested in producing something similar.</li> <li>• Our videos and animation were delivered so that they can be downloaded by learners (including careers staff supporting learners) audience.</li> </ul>

<b>Good Practice</b>	
<b>Title of measure</b>	<b>Taste of Work Scheme</b>
<b>Thematic field</b>	Job preparation training and internships
<b>Type of measure</b>	Trainings/Educational programmes
<b>Objectives of the measure</b>	To provide students at the University of Sheffield with little or no work experience with a single, unpaid work taster in a University department
<b>Methodology of the measure</b>	<p>Departments across the University are approached and asked to host a Taste of Work student for a single 3-4 hour work taster each week. They provide details of the work that the student would undertake.</p> <p>Students are invited to apply for a taster by completing an application form with details of their preferred work sector and their timetable availability.</p> <p>Students are matched to tasters and gained some experience of working in the UK.</p>
<b>Main results and outcomes</b>	The scheme is very popular with students and c200 TUoS students undertake a Taste of Work placement each academic year. Although aimed at students with little or no previous work experience, the scheme is used by some students to gain experience in a new work sector and it is popular with both undergraduate and postgraduate students. It is particularly used by our international students to gain experience of working in the UK. A further unanticipated but very welcome outcome has been that some students who have undertaken a taster have gained a paid part-time job with their host department.

<b>Description of innovativeness</b>	<p>Taste of Work was based on a scheme run by Newcastle University so is not entirely innovative. However, we have implemented the scheme with University departments rather than external organisations which has been beneficial to both students and host departments in meeting the objectives of the University’s employability agenda. The introduction of online materials to reinforce learning from the taster has been an innovation introduced to the scheme in 2014-15.</p>
<b>Target groups of the measure</b>	<p>Target groups were any University of Sheffield student who wished to gain work experience, with priority given to those with little or no previous experience. Departments within the University and the Students’ Union were targeted as hosts for the tasters.</p>
<b>Specific infrastructures needed</b>	<p>Taste of Work has a webpage (<a href="http://www.sheffield.ac.uk/careers/students/advice/tasteofwork">www.sheffield.ac.uk/careers/students/advice/tasteofwork</a>) which links to a custom-designed database that enables students to be matched to placements. The follow up learning materials are hosted in the University’s virtual learning environment</p>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Targets for the number of students participating have been met each academic year, although not all students applying for a taster have been offered one - mainly due to timetable availability.</li> <li>• All students undertaking a Taste of Work are sent an evaluation questionnaire and asked to rate their taster experience. Of those who reply, 85% consistently rate their experience of Taste of Work as ‘Excellent’ or ‘Very Good’. 95% would recommend the scheme to a friend.</li> </ul>

## FH Joanneum (Austria)

### About the University

<b>Name</b>	FH JOANNEUM
<b>Location</b>	Graz, Austria
<b>Description of university (history and status quo)</b>	With more than 4000 students FH JOANNEUM is a young University of Applied Sciences. FH JOANNEUM has an international network of partner institutions in different educational sectors and also within several industries. With its highly specialized degree programmes in the areas of international business and technology, information engineering, mobility, media and design, social services and public health, FH JOANNEUM is one of Austria's leading Universities of Applied Sciences. The degree programmes are offered at university level and aim at a professional training on a scientific basis.
<b>Website</b>	<a href="http://www.fh-joanneum.at">www.fh-joanneum.at</a>

### About the Career Centre

<b>History of the career centre</b>	The career centre is still in development, but if it is established, the FH JOANNEUM Career Centre pursues the objective of offering students from all locations an information point for all the essential questions about their career planning. The services range from how to find and apply for a job, the fundamentals on how to start up in business, through to events, valuable links and a great deal more. Students thus have the opportunity at any time during their studies to find out what a top job application should look like, what basic requirements must be met for a successful business start-up or what organisations or arrangements exist in individual cases for providing financial assistance or special advisory services. Currently measures for the development of careers of students are run by the degree programmes.
<b>Services provided</b>	Links to job seeking websites



**MIG Sprungbrett: From left: FH-rector Karl P. Pfeiffer, Head of Institute of International Management Doris Kiendl-Wendner, Daniela Gortan-Kainz (EPCOS Deutschlandsberg), FH- managing director Günter Riegler and Ernst Kern (EPCOS Deutschlandsberg)**

Good Practice	
<b>Title of measure</b>	<b>Sprungbrett</b>
<b>Thematic field</b>	Job preparation trainings and Internships
<b>Type of measure</b>	Networks/partnerships
<b>Objectives of the measure</b>	Each year, some first-year students of the International Management bachelor degree programme will be selected in order to work in one company during their whole university career in their holidays.
<b>Methodology of the measure</b>	The degree programme contacts adequate universities who are capable and willing to
<b>Main results and outcomes</b>	The added value created will not only improve the image of the HEI, but also of the industry representative, as it will be viewed as an attractive employer that shows an interest in the development of its personnel. The investment of the organization in the education of students is an important measure to foster the creation of highly qualified staff and the cross-linkage of knowledge and business on a national and international level.

<b>Description of innovativeness</b>	n.a.
<b>Target groups of the measure</b>	Students, medium-sized and big companies from the region
<b>Specific infrastructures needed</b>	No specific infrastructure needed
<b>Success Indicators</b>	

### Good Practice

<b>Title of measure</b>	<b>Recruiting day</b>
<b>Thematic field</b>	Networking for career centres
<b>Type of measure</b>	Fairs/events
<b>Objectives of the measure</b>	In order to facilitate communication between enterprises and students, an initiative is being organized every year at FH JOANNEUM, namely the Recruiting Day. On this day, interested companies receive a platform to present themselves as potential employers to students of various study programs. The target groups are usually students and graduates from the bachelor and master degree programs Information Management, Internet Technology, Software Design, Advanced Security Engineering, International Management, Business in Emerging Markets and e-Health. However, students from degree programs with a similar focus are also invited to participate.
<b>Methodology of the measure</b>	The Recruiting Day is organized by FH JOANNEUM in cooperation with a major Austria newspaper, der Standard. It is advertised through many different channels such as regional business agencies, business incubators or start-up centres. The event is highly recognized among industry representatives, which guarantees participation of a widespread selection of well-known and respected companies. In 2013, 34 exhibitors were networking with students, among them Deloitte, KPMG, Accenture and SSI Schäfer. The official program usually runs for 6 hours, from 8.30am to 2.30pm with the event being held at the main auditorium of the HEI.



Good Practice	
<b>Title of measure</b>	<b>Curricula development</b>
<b>Thematic field</b>	Job preparation trainings and Internships
<b>Type of measure</b>	Other
<b>Objectives of the measure</b>	<ul style="list-style-type: none"> <li>• Better meeting the industry needs when (re-)designing the curriculum</li> </ul>
<b>Methodology of the measure</b>	<p>The process runs as follows: The development team elaborates on a draft version of the curriculum and a general definition of the qualification profile that future graduates should possess. These three components will be thoroughly tested via a demand analysis in the labour market. Several industry members will be questioned on the need for such a study program, the profile of graduates and what kind of changes they would propose to the curriculum. An important part of this demand analysis is the determination how many graduates would actually be hired in the labour market. On the basis of this demand analysis, the curriculum will be finalized by the development team and send to the responsible ministries for approval.</p> <p>Additional processes implemented at FH JOANNEUM are:</p> <ol style="list-style-type: none"> <li>a. A new demand analysis latest every 5 years of every study program to ensure high quality standards and progression</li> <li>b. A modification process of the curriculum at any point in time, if the industry is giving feedback of such a need</li> <li>c. Know-how exchange between HEI and industry through R&amp;D projects and the involvement of external tutors in specific study modules</li> </ol>
<b>Main results and outcomes</b>	<p>The involvement of industry in HEI curricula development varies from country to country. In Austria, universities of applied sciences, such as FH JOANNEUM, are required by law to include industry representatives when developing a new study program. The law stipulates that the panel needs to consist of at least 4 people, of which 2 are required to have scientific qualifications based on habilitation and 2 are required to have proof of work experience in the for the study program relevant occupational field. The latter two members are typically industry representatives with comprehensive knowledge of the sector needs.</p>
<b>Description of innovativeness</b>	

Target groups of the measure	Students, industry
Specific infrastructures needed	Not needed

## Conclusion

The summary of the survey and the good practice guide shows that career centres in Central Asia are already doing excellent work, but that there is still a long way to go. Having a closer look at the status-quo report of Central Asian career centres the results suggest that:

- Only half of the career centres are independent departments.
- Career centres in Central Asia are heavily dependent on financial support from universities and national government
- The main target groups of career centres in Central Asia are students and alumni. Companies are only targeted by about 40% of the responding career centres.
- Many career centres offer employer databases, career counselling, job listings
- Only a few career centres offer assessment testing, resume posting, social networking, mock interviews and soft skill trainings.
- Although only some career centres offer job listings, respondents rate it as most important.
- Many career centres' aims are to prepare students to find an internship or a job after der studies to network with alumni, employer and other stakeholders, and to find employment for their students that fits to their competences.

The UNIWORK project accompanies the process of enhancing career centres in 12 Central Asian Higher Education Institutions from December 2013 until the end of the project (November 2016) and beyond, and offers participating universities opportunities to enhance their services. But the collection of good practices is also a good benchmark for other universities around the world. Contact persons are always listed to get further information on the good practices if needed.



Career centres are a crucial interface between the world of academia and the labour market. They have a fundamental role to help students and graduates of Higher Education Institutions (HEIs) transition from the university to the labour market. Among their many functions are to help students & graduates find suitable internships and jobs, help develop their employability skills, help develop their entrepreneurship skills or network with enterprises. The present report

### *Career Centres in Central Asian HEIs: Current Status & Good Practices*

aims to provide an analysis on the current status of career centres in Central Asian HEIs, followed by a sharing of Good Practices from career centres in Central Asia and the EU.

For more information about Tempus project UNIWORK,  
please visit our website:

[www.uniwork-project.eu](http://www.uniwork-project.eu)



Co-funded by the  
Tempus Programme  
of the European Union

Project UNIWORK ‘*Strengthening Career Centres  
in Central Asia Higher Education Institutions to  
empower graduates in obtaining and creating  
quality employment*’