



The Report on Khorog State University preparedness for future challenges

KHOROG STATE UNIVERSITY, TAJIKISTAN



Triggering innovative approaches and entrepreneurial skills for students through creating conditions for graduate's employability in Central Asia

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Introduction

This Report on HEI preparedness for future challenges at KHOROG STATE UNIVERSITY serves as a basic document for further work on the project “Triggering innovative approaches, entrepreneurial skills and attitudes in HEI learners through creating the favourable conditions for graduate’s employability in Central Asia” (TRIGGER) outputs preparation. The assessment is based on the HEInnovate tool - a free self-assessment tool for all types of HEIs, which is an initiative of the European Commission, DG Education and Culture and the OECD LEED Forum. Generally, it is intended for HEIs which are interested in assessing themselves against a number of statements related to the entrepreneurial and innovative nature of their higher education environment. The Report provides the first practical inside to eight areas:

1. Leadership and Governance
2. Organizational Capacity: Funding, People and Incentives
3. Entrepreneurial Teaching and Learning
4. Preparing and Supporting Entrepreneurs
5. Digital Transformation and Capability
6. Knowledge Exchange and Collaboration
7. The Internationalised Institution
8. Measuring Impact

The strength and weaknesses of HEI are identified and suggestions for strength support and weakness overcoming prepared.

The self-assessment of HEI was carried out from 30 April 2021 to 10 May 2021. The respondents included top management of the university, teachers, researchers, professional and support staff.

Altogether 72 respondents used HEInnovate tool.

University in a glance

Khorog State University is located in mountainous region of Tajikistan, GBAO, Khorog which is allocated more than 2000 meters above the sea level.

It is the only state university that provide services to more than 3872 students at different study level. As Khorog is the rural remote area of Tajikistan, the industry is not well developed, but the main stakeholders are the following companies and industries: banking system, tax department, governmental organizations, NGOs,

Khorog State University (KSU) named after M. Nazarshoev is an only and a young university of GBAO. It was founded in 1992 and situated in a small city of Khorog. During 29 years, the university graduated more than 16000 specialists for the labor market. The function of Khorog State University is knowledge distribution and the core activities and aims include is the preparation of highly qualified specialists with variety specialization in different sphere. The aims of KSU include preparing specialists in bachelor, master's degree that have a value on the labor market and PhD studies. The core activity of Khorog State University is education. Nowadays the university possesses 8 faculties and 21 departments, 48 major subjects of Bachelor Degree, 11 major subjects of Master's Degree. 847 students are involved in distance education studying. The university has 2 Students dormitories, 5 Computer labs, European project center, TACES, and MIND center, Electronic Library and 5 centers: The center of Farsi Language and Culture; The center of English Language; Economics and German Learning Centers, Innovative and working test centers with appropriate equipment and personnel working interuniversity network of test centers with the necessary server and a mechanism for monitoring by the Ministry of Education and Science, as well as the national test center, trained personnel test centers and employees of the ministry, the software installed on server and computers test centers. The main aim of KSU is preparation of high qualified specialists for the labor market of Central Asia.

The operational management of the project is performed by a university project coordinator and management team responsible for the day-to-day management in charge of specific activities and tasks of the project.

The financial management of the project within KSU is carried out by the project coordinator along with the Chief accountant to ensure compliance with the program's financial

rules. Each payment and/or transaction is checked against the Financial Handbook and the financial rules of university for participation in international programmes such as Erasmus+.

	2016	2017	2018	2019	2020	2021
Students		4710	4595	4558	4143	3872
Alumni	891	1054	1052	1014	995	

University organisation and management

Khorog State University employs a total of 554 people, of whom 339 are included in the teaching staff. The number of nonacademic staffs is 215 people.

Total number of researchers at Khorog State University for 2020-2021 is 144 out of which 26 of them are researchers and 118 are the students of master degree studies. The number of researchers at university for 2020-2021 is given below in table form.

No		quantity	budget	commercial
1	1 st year masters	53	27	26
2	2 nd year masters	65	53	12
3	PhD students	11	11	-
4	Post graduate student	2	2	-
5	Junior research assistants	13	13	-
	Total number of researchers (Including students and researchers)	144	106	38

Budget of your University (in millions of Euros)

- Total 19.5 million of Euros(September 2020- June 2021)
- From Private Sector 0.8 millions of Euros
- From Public Sector 0.9 millions of Euros
- For Research Activities 0.02 millions of Euros

e) For International Operations 0.06 millions of Euros

How does your **Institution Rank** (KSU is not ranked in any national or international system)

Type of Institution

Most educational institutions in the Republic of Tajikistan are state – owned. There are 2 universities on the territory of GBAO: The University of Central Asia and Khorog State University. The type of KSU is public institution.

Is your organization certified for **Quality Assurance**?

On 2021 Khorog State University passed institutional accreditation through Agency for supervision in Education and Science under the president of the Republic of Tajikistan certificate № 0000373.

Is training regularly offered to **service providers/technical staff** in the following areas:

There are no trainings offered to service providers/technical staff in any area.

What percentage of your staff members have participated in **staff training opportunities** organized abroad in the last 2 years? – 1%

Does your institution have an **identity, or a brand**?

Khorog State University has a logo that was developed with the establishment of university. In the center of the logo there is an open book, a coat of arms and the full name of the educational institution around the circumference. Recently Khorog State University have changed the university logo and now it looks like totally different. Now it has round shape and inside it has the university picture and open book inside. Khorog State University has Facebook page, new developed logo, university newspaper” Furughi Marifat” and bulletin “Vestnik Universiteta”

KSU does not have **Marketing and Communication** Plan in force at your institution and also does not have **marketing and communication office**?

Vice rector for academic affairs is responsible for **internal communication**.

Regarding the website of university, it is designed according to the ability and existing opportunities of university. Although the website does not meet the international standards the students that are interested in getting information about the university about the university news, activities and the location can get it through the website¹. Moreover, the interested people can get the information in three

¹ <http://khogu.tj/index.php/tj/>

languages – Tajik, Russian and English. But Khorog State University could work on designing of website better. Due to the lack of budget for redesigning of website it does not meet the international standards.

Khorog State University uses Facebook webpage to promote the institution at national and international level. The design of the website is very attractive but it needs a lot of improvement regarding the structure.

The most important function of each university is attraction of students with quality education by using different ways. To achieve this goals institute uses many different tools like brochures, guides and other. Khorog State University is also designed a brochures and guides that have information about reasons of studying at university, the specializations for bachelor programs, master programs, short term courses, doctor and professional qualification, about modern infrastructure, the national and international projects that university is working with and other useful information.

As the university is located in the small city and the population is not large, and year by year the number of international scholarships is increasing, the number of enrolled students is decreasing. According to that fact university is not able to redesign it totally. But the process of redesigning is going. International Relation office and the Vice Rector of Science and innovation are responsible for designing, promoting and printing of the Brochures.

There is no merchandise for sale on campus at all.

In order to promote institution and to attract applicants' group of teachers visit schools every year. Also, Khorog State University organize open doors for applicants. Additionally, university use local television to promote institution.

1. Education

Total number of students in your institution (The number of International Students in 2021 year)

- Bachelor 3872 (7 international students)
- Master 117 (1 international student)
- PhD 11 (0)
- Post-Doc (0)

Total Number of study programs (The number of programs in English in 2021 year)

- a) Bachelor **48**
- b) Master 16
- c) PhD 9
- d) Double degree programs (at all three levels) (0)
- e) Joint degree programs (0)
- f) Co-direction of PhD thesis (0)

Accreditation of your study programmes

What % of your programs are **accredited by international organizations (0)**

Mobility indicators (all mobility programs for last 4 years)

	Incoming	Outgoing
Number of students	-	6
Number of teachers/professors	15	14
Number of non-academic staff	-	-
Number of international student traineeships	-	-

There are no free online courses and no summer schools or short training courses

Offer of **new pedagogical models** (ICT/E-learning/Distance Learning) for students. Khorog State University started to implement ICT/E-learning/Distance Learning since 3 years which allows the students to obtain knowledge even if they are outside the republic.

At the moment there is no alumni network but in the upcoming next year's we are planning to establish.

The database of companies and other institutions interested in education provision and /or taking interns. No

Research and Innovation

Number of Research Units

Scientific publications (ISI – WoS)

- a) Number of articles published by researchers employed at the institution **248**
- b) Number of journals published by the institution. Mainly Khorog State University publishes only one scientific journal which called “Vestnik Universiteta”
- c) Number of highly cited papers (in top 1% based on the total number of citations in the specific field in one year) **0**
- d) % of publications with international collaboration **14%**-Khorog State University collaborates with Russian Federation Universities in the frame of which KSU have an academic exchange of the students.

Research projects (number of projects and total budget)

- a) National projects with international collaboration **2 (28957,78 euro)**
- b) EU projects and other with international collaboration **3 (53480,40 euro)**

Foreign researchers

- a) Number of foreign researchers - short stay visits (up to one month) **5**
- b) Number of foreign researchers employed at the University **0**

Research funding (from 2016 to 2020) in millions of euros

- a) State budget **0**
- b) Private sector **0**
- c) EU and international funds **0**

Innovation indicators

- a) Number of new patent applications – national **4**
- b) Number of new patent applications – international **7**
- c) Number of Spin Offs **0**

International cooperation and internationalisation

Number of signed bilateral/multilateral **international agreements. 51**

Number of **international networks** in which the institution is involved. **1 (under the Tempus project)**

Number of **grants available for international students** (average number for the whole period).

- a) Institutional **0**

- b) Regional 0
- c) National 0
- d) International funding sources **3 (Student academic mobility under the Erasmus+)**

The representatives of **international affairs in the Managing Board**. For International affairs in the managing board is responsible the International Relation Office.

Rate your internal infrastructures and how they reflect your **level of internationalization**

- a) On campus English Signage -
- b) On campus Help Desk -
- c) Internal Communication in English +
- d) University Newsletter are published in Tajik Language.
- e) Merchandise Shop -

The transparent **grading system**: formal document in **English** explaining the system

The formal document of transparent grading system is available in 3 languages at university: national Tajik, Russian and English.

Informatisation

Khorog State University does not have official institutional information system. The structure of university you can see in attachment below. The information concerning HR could be acquire from HR department, about student's staff mobility can be acquired from International Relation office. The students are to be assessed at student testing centre and university works with distance learning and uses Moodle.

Is your **International Strategy** and annual objectives discussed throughout the University community?

The International Strategy and annual objectives is discussed only at the level of administration.

Is Internationalization formally **acknowledged** in your institutions Strategic Plan?

The Internationalization is formally acknowledged in Strategic Plan of University.

Do you have a minimum **English language requirement**?

There is no any requirements for the English language.

Has there been a **formal restructuring** of your organization resulting from the internationalization process?

From 1992 KSU worked under the Soviet Union System, since 2010 Khorog State University started to use ECTS for then assessment of all degree levels at university. There is a small reconfiguration of the internal administrative structure which takes place every 5 year.

Does your organization have **criterion for international partnerships/protocols**? **No**

Do you have **bilingual forms** or other important documents (national language and English)?

- a) Application Forms – only in Tajik language
- b) Change of Courses Form – in Tajik language
- c) Equivalence Request Forms or related - in Tajik language
- d) Transcripts in 3 languages: national, English and Russian
- e) Diploma or Diploma Supplement (or equivalent) – in 3 languages: national, Russian and English
- f) Strategic Plan – only in national language
- g) Internationalization Plan or Strategy – English and national language
- h) FAQs – only in Tajik language

Is the **funding allocated to international operations** in agreement with the internationalization strategy?

No

In your opinion, what would be the single most important **change/improvement** to your **internationalization model**?

Select the **internationalization activities** that your institution focuses at:

In terms of Internationalizations Khorog State University focuses at the following activities.

- a) Student mobility
- b) Academic staff mobility +
- c) Non-academic staff mobility
- d) Bilateral or multilateral cooperation
- e) International traineeship
- f) Participation in international university networks
- g) Strategic partnerships
- h) Study programs in English

- i) Study programs in other foreign languages
- j) International marketing
- k) Summer schools

Do you offer **free online courses/ MOOC** in English?

No

Do you offer summer schools or short training courses in **English or other foreign language**?

No

Does your institution offer **new pedagogical models** (ICT/E-learning/Distance Learning) for **international students**?

No

Do your students have access to a **multinational work environment** at some period/time, during their academic path (e.g., job shadowing in an international company)

No

In **how many languages** is your institution website available:

Khorog State University webpage is available in 2 main languages that is Tajik and Russian languages.

Which internal service(s) are focused and responsible for **international promotion**?

All issues relating to international operations are will be lay down on IRO.

Do you have programs to encourage **international visibility** (e.g. Ambassador's Program)?

KSU do not offer any visibility international program.

Please indicate NUMBER, from 2016, in how many of the following **events** your institution participated:

- a) international fairs **0**
- b) international roadshow **0**
- c) Staff weeks organized by your partners **0**

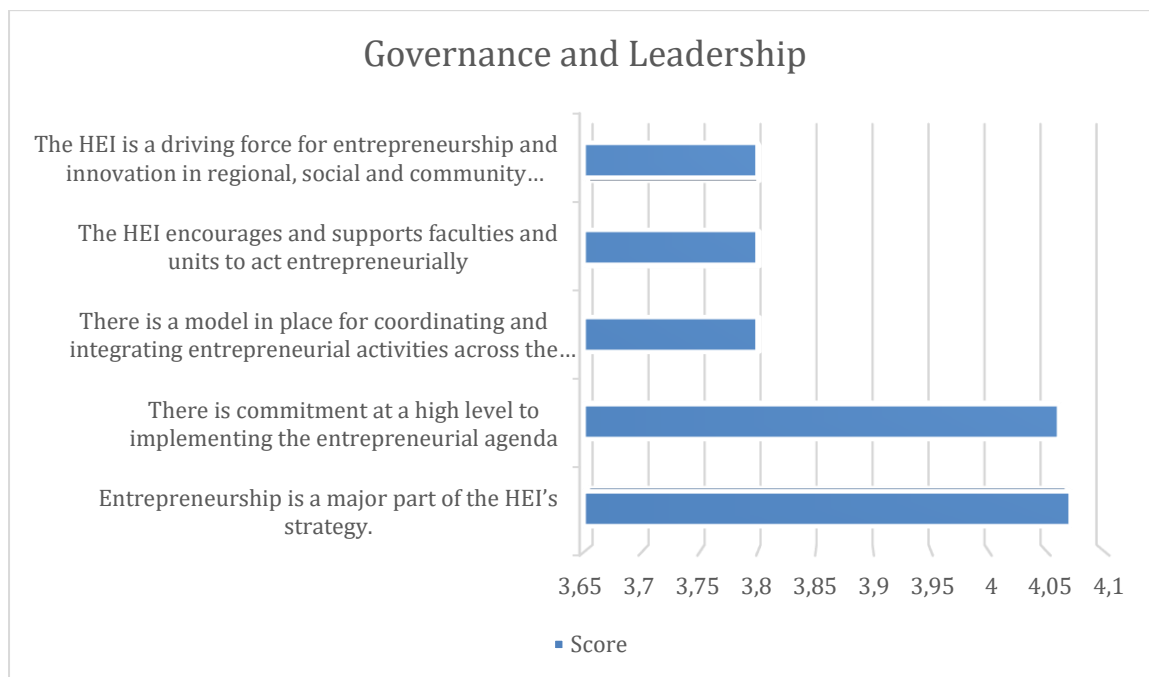
Do you have electronic versions of your brochures, guides, etc. in any **foreign language**?

Yes, in English and Russian

Self- assessment of dimensions based on HEINNOVATE

DIMENSION: Leadership and Governance

To identify preparedness of HEI for future challenges using HEINNOVATE in Khorog State University, research was conducted among academic staff in the number of 72 respondents.



Taking a closer look at the governance of university as it were assessed by the academic staff of KSU, the governing body and their activity were highly appreciated. More than 50% of respondent consider that Leadership and Governance are being conducted good. But some activities related to entrepreneurship KSU intends to maintain and develop these abilities.

Measures to be taken by KSU:

University is open to support and encourage faculties to act entrepreneurially and can provide an environment that encourage idea creation and the emergence of new activities through supporting the faculties or units through a range of incentives and rewards linked to the demonstration of entrepreneurial and innovative outcomes.

As KSU is the only state university and considered a driving force for entrepreneurship and innovation in community development university could provide general access to the facilities of the institution to others in the wider Community and support start-ups and / or established companies in the region to enhance innovation and growth.

DIMENSION: Organisational Capacity: Funding, People and Incentives

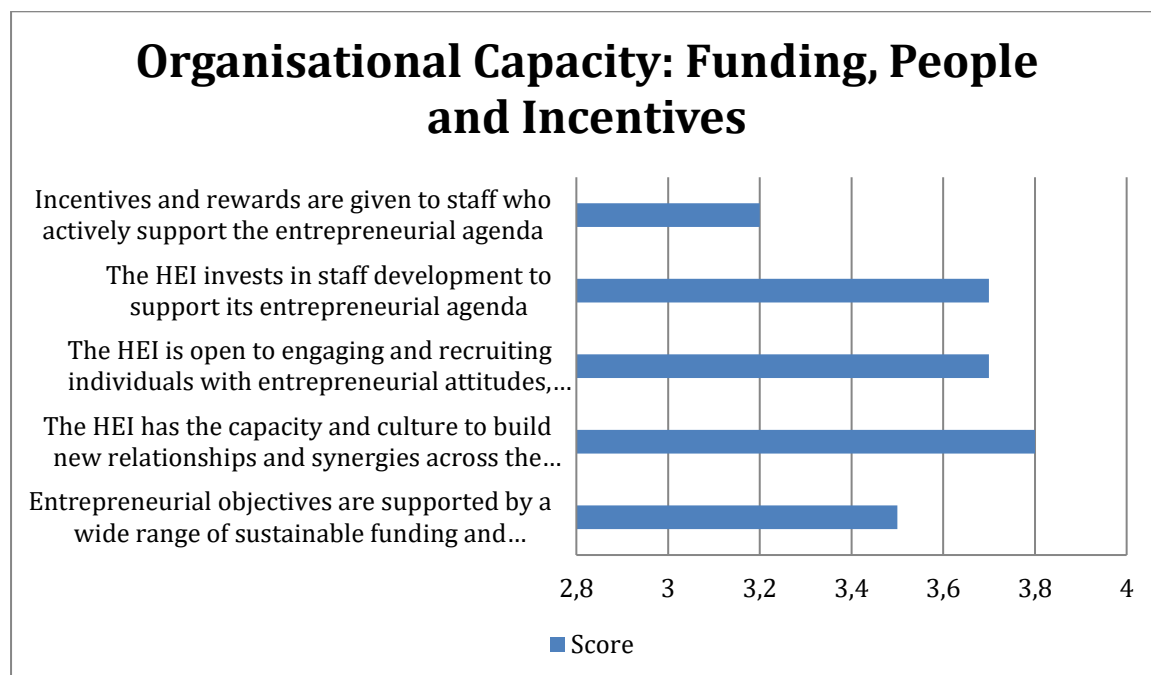
The University strives to carry out entrepreneurial activity and strongly supports the initiative to introduce entrepreneurial activity. To achieve the necessary results, the strategic plan of KSU 2020 - 2030 provides conditions for the development of this activity. KSU has a university strategy, but not proper in entrepreneurship education. Most of the entrepreneurship subjects are taught at economics faculty and other faculties do not offer entrepreneurial training courses. In recent years, the university has been working to establish contact with the labor market and create conditions for the development of entrepreneurial activity. Within the framework of various projects and with the effort of the management of the institute, analyzes and assessments of entrepreneurial activities are carried out.

University has the capacity and culture to build new relationships and synergies across the institution, for the HEI is open to engaging and recruiting individuals with entrepreneurial attitudes, behaviour and experience and it invests in staff development to support its entrepreneurial ability. The incentives and rewards are given to staff who actively support the entrepreneurial agenda was not marked highly by academic staff of university.

To identify the organizational potential of the university and its ability to carry out entrepreneurial activity, the studies carried out showed good results. There are still some aspects that the university should still work on.

In this section the picture is not similar to previous dimension, as the average response score is 3.9, which is not high indicator, so university should focus on identifying different approaches to work on organizational capacity and ability to deliver to its strategy and providing opportunities for developing entrepreneurial mindset.

The minimum mean score given by respondents is 3.1. Provide information in rating scale



The table shows that KSU has capacity and culture to build new relationships and synergies across the institution. Concerning incentives and rewards are given to staff at the institution still needs enhancement.

Measures to be taken by KSU.

The results of scientific research carried out at the university are published as an article but are not a source of income, and as for the income from training, they are mainly directed to pay employees, therefore reinvesting revenues generated from leveraging their own research, teaching and third mission activities (self-funding) was marked at lowest grade.

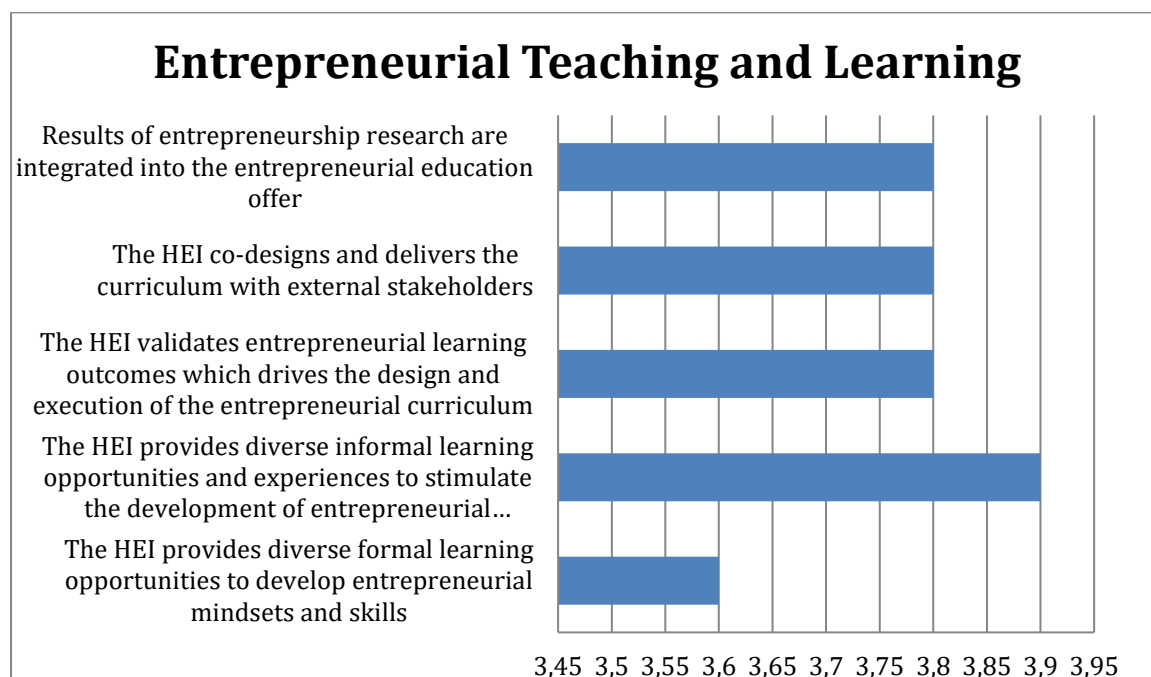
Not all academic staff show satisfaction with the incentives and rewards of entrepreneurial activity from the university. They (staff), in turn, also do not show special interest in this area, so the university should:

- Provide institutional funds to staff to stimulate innovation and change;
- Provide development sabbaticals for staff who seek to enhance their entrepreneurial capacity;
- Instigate systems for rewards beyond traditional research, publications and teaching criteria;
- Make office and laboratory space available for staff to pursue entrepreneurial activities.

DIMENSION: Entrepreneurial Teaching and Learning

Interest in entrepreneurship education is growing over the world. However, we know rather little about the outcomes of entrepreneurship education, in particular with respect to which type of course content produces the best results (i.e. most high performing entrepreneurs) and how this affects different types of students.

There is a great variety of different views in the field of research concerning the content and structure of entrepreneurship courses, but no comprehensive study has yet been done in which these competing views are clearly articulated as rivals and tested against each other. There is also a lack of program evaluations. Therefore, the assessment of KSU staff regarding evaluation of Entrepreneurial Teaching and Learning processes is highly marked. Despite the fact that this process gets high scores from the respondents, actually entrepreneurial education is taught not in whole university. As it were mentioned before entrepreneurial education is taught only at Economic faculty.

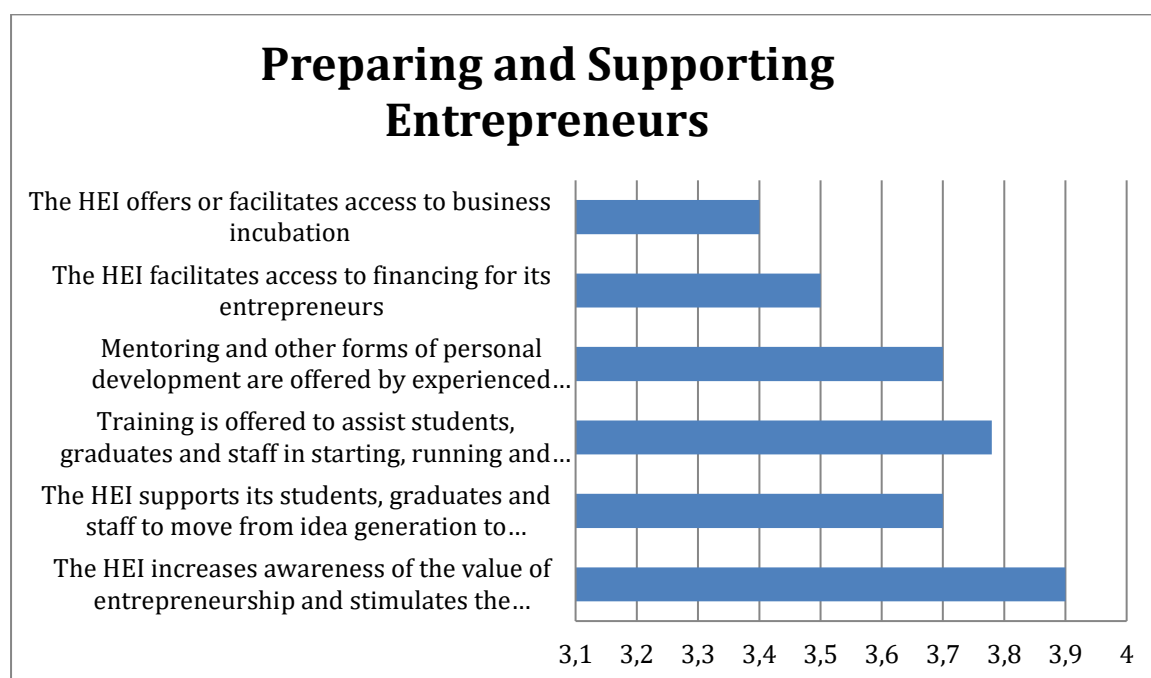


Highest average grade constitutes 4,03 in this dimension. Four questions accumulated average grade of 3.78 and the lowest grade given by respondents is 3.5. Stemming from the lowest grades, followings can be concluded:

- Support curriculum change to stimulate and develop entrepreneurial mindsets and skills through new pedagogies, student-centred, cross-disciplinary and practice-based learning (e.g. living labs, the use of case studies, games and simulation)
- Provide support and training to staff in creating new curriculum related to entrepreneurship
- Introduce new mechanisms for supporting students, including experiencing starting new ventures within the students' formal education or delivering entrepreneurship education with practising entrepreneurs
- Support access to student enterprise clubs, awards and societies
- Organise networking events between students and entrepreneurs / businesses

DIMENSION: Preparing and Supporting Entrepreneurs

Here will be discussed the performance of the higher education system in the HEInnovate dimension “preparing and supporting entrepreneurs”. Students and faculty that engage with entrepreneurship could receive more recognition in the higher education system. At the level of HEIs there is lack of initiatives that could be put in place. However, the diagram shows another picture, the Preparing and Supporting Entrepreneurs marked highly. University is able to promote the incubator widely, provide opportunities for monitoring, implement the mechanisms to increase rates and to provide conditions for that activity.



For this section the average response score is 3,9 which is not high indicator so university should offer generating and acting upon the idea, building the skills necessary for successful entrepreneurship. It should be mentioned that there is at all no support for preparing and supporting entrepreneurs as the level of support is very low.

Measures to be taken by KSU.

In order to support motivated students, graduates and staff in developing an idea, finding a team, university could offer funds to support market feasibility studies;

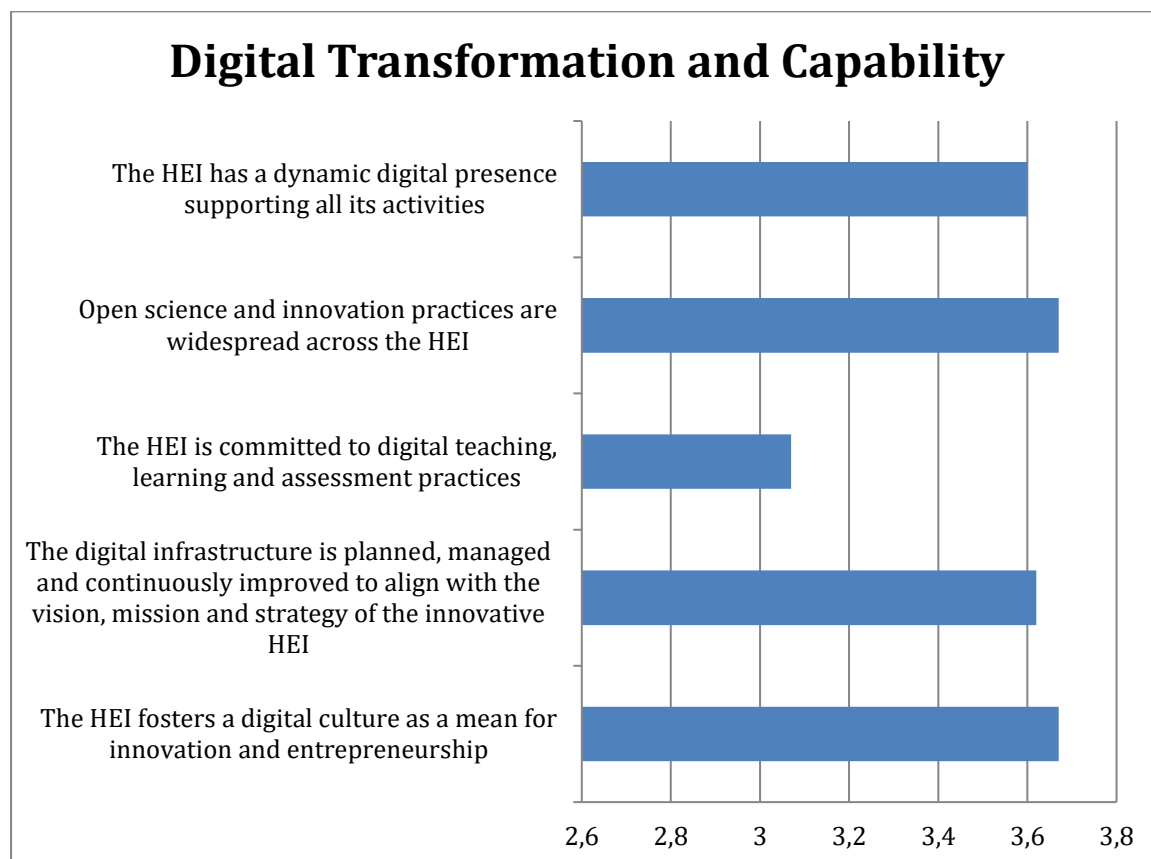
KSU have to work on facilitating access to financing and has closely link access to financing activities with training, mentoring and incubation;

Offering facilitates access to business incubation by hosting their own incubators or facilitate easy access to external incubators, promoting the incubator widely across campus and host events that

engage potential entrepreneurs and embed the incubation facilities with the research and education infrastructure of the HEI to enhance synergies

DIMENSION: Digital Transformation and Capability

Similarly, in respect to the Digital Transformation and Capability, the weakest side is the open science and innovation practices that should be widespread across the HEI, while the relative strength comes from the fact that the HEI is committed to digital teaching, learning and assessment practices.



As seen from the table commitment to digital teaching, learning and assessment practices was marked not highly. The average score for this is 3.07. Highest score was given to fostering a digital culture as a mean for innovation and entrepreneurship and widespread the open science and innovation practices, which is 3.67.

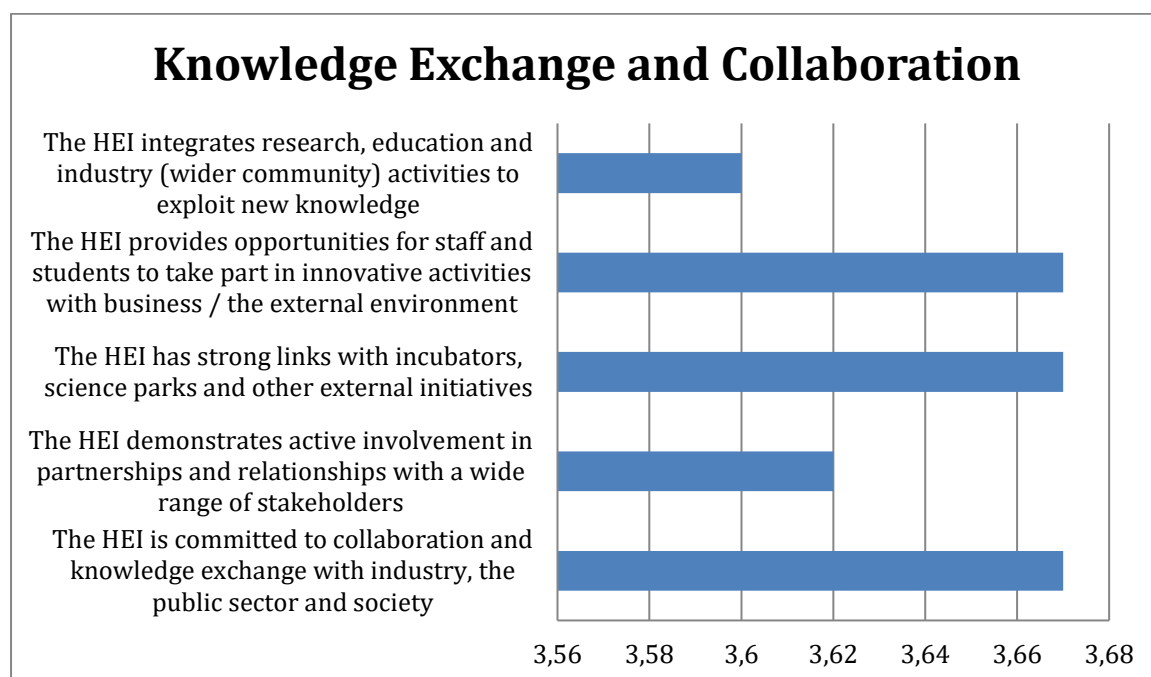
As the digital infrastructure is planned, managed and continuously improved to align with the vision, mission and strategy of the innovative universities KSU could work on providing support and tailored access to a well-functioning infrastructure assisting the needs of staff, students and the wider society;

The university is weak in committing to digital teaching, learning and assessment practices, therefore KSU could support innovation through a wide range of pedagogical approaches based on the use of digital technologies and implemented at scale and provide training and development opportunities to staff on the use of digital technologies for teaching, learning and assessment;

As it was mentioned before university is working on collaboration between HEI and stakeholders. For that reason, university could have strategies for communication, collaboration and networking underpinned by the use of digital tools and invest in and incentivise human resources to foster innovation through digital communication, collaboration and networking.

DIMENSION: Knowledge Exchange and Collaboration

Knowledge exchange between higher education institutions (HEIs) and other stakeholders is an important for innovation, the advancement of teaching and research, and local development. It is a continuous and bidirectional process, which includes the stimulation and direct application and exploitation of knowledge for the benefit of the social, cultural and economic development of society.



The table shows that knowledge exchange and collaboration at university is marked lower than other dimensions. The average score is around 3. The university sent students to practice annually, but developed mechanism does not meet the requirements of labor market. Therefore, KSU gives value to conducting researchers on labor market and collaboration with stakeholders to create new model for motivation for increasing collaboration and knowledge exchange.

For that reason, university should take into consideration these measures:

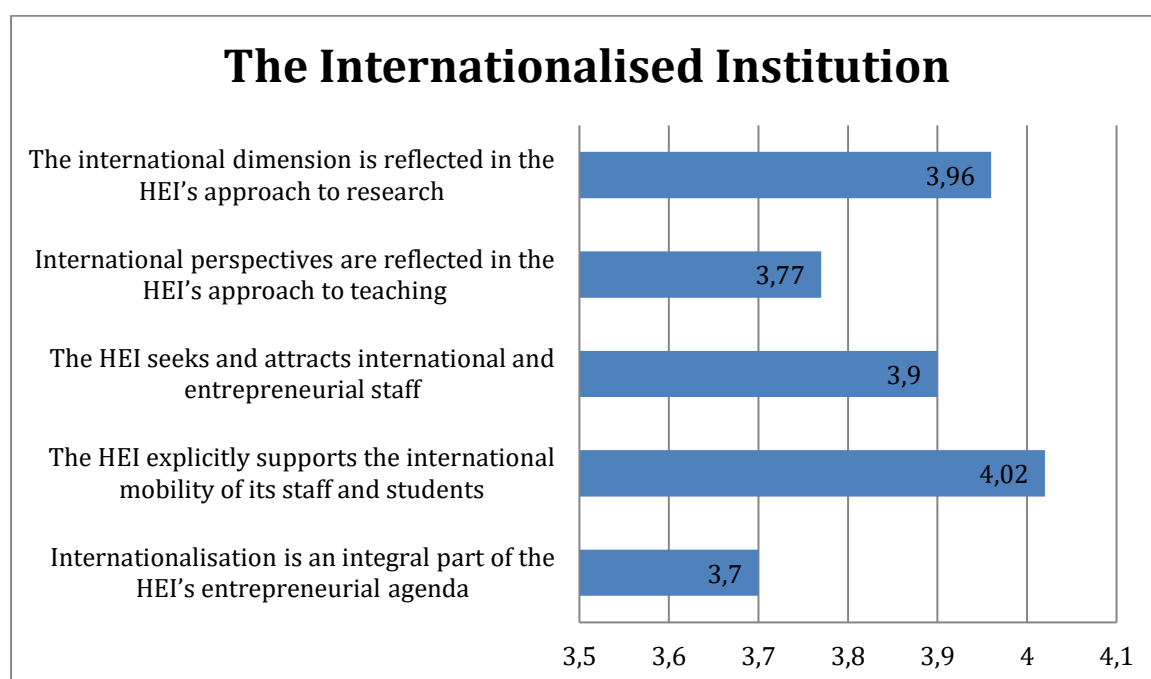
- Establish structures to exploit knowledge exchange and collaboration opportunities, and

encourage staff to engage in such activities;

- Include support mechanisms for coordinating and sharing relationships across the HEI;
- Encourage the joint use of facilities;
- Have direct financial or management interest in science parks and incubators, ranging from participation to ownership;
- Ensure that the flow of people is incentivized in both directions.

DIMENSION: The Internationalised Institution

For the recognition of the University, clearly the most important part plays the explicit support of its staff and students in their international mobility, while the university should strengthen its efforts to attract international and entrepreneurial staff.



Taking look to this table give us the picture of how university is internationalized. KSU has been working the framework of European education programs since 2008 with different national Tempus programs. European Union programs has a significant contribution to the establishment of international cooperation. The overall score for this dimension is 4,02- which means that KSU explicitly supports the international mobility of the staff and the students.

Measures to be taken by KSU:

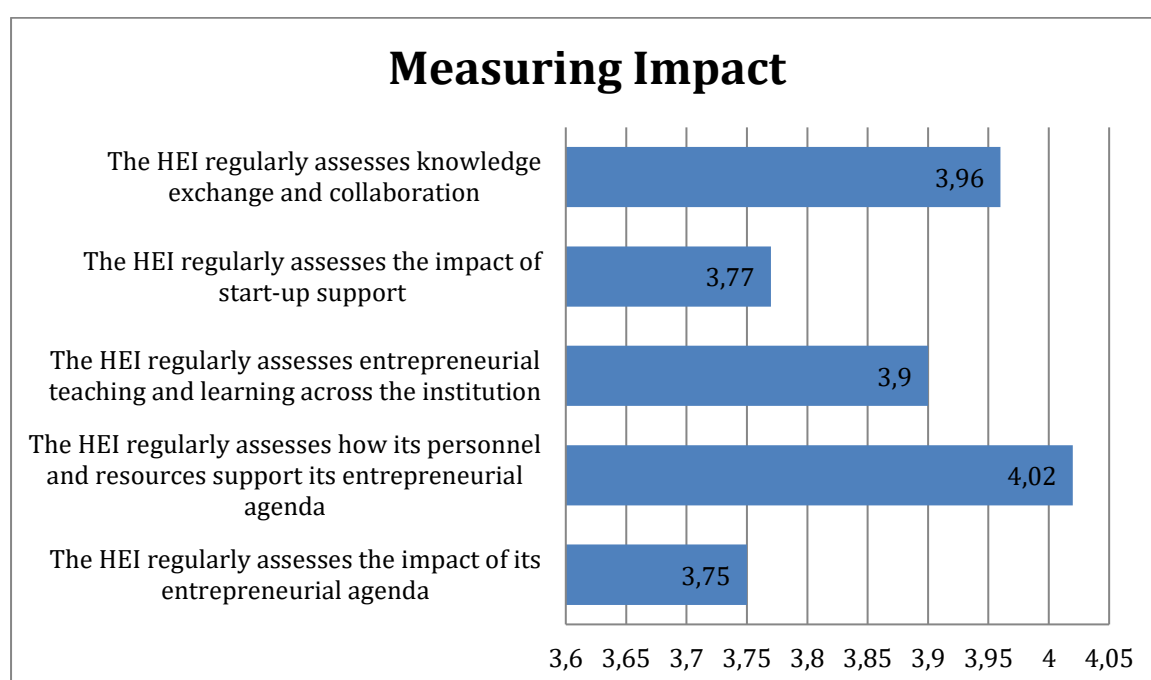
- Build common objectives and synergies between internationalization and the entrepreneurial agenda
- Have specific international recruitment drives in place
- Invest in an international-orientated curriculum which supports the institution's

entrepreneurial agenda

- Ensure the curriculum is set up to prepare students for performing professionally and socially in an international and multicultural context
- Include classroom-based activities with an international perspective

DIMENSION: Measuring Impact

Finally, the last researched dimension - Measuring Impact, showed minor fluctuations among the posed questions; therefore, pointing out specific areas for improvement is not supported with the research results. It was highly marked from all the respondents. The average response score for this dimension is 3.88. Khorog State University cannot yet be considered entrepreneurial, but the university makes efforts for this, and does not prevent it from becoming an innovative university.



For this purpose (that were mentioned before) measures that should be taken by Khorog State University are:

- Set clear intended outcomes / impacts related to its entrepreneurial agenda;
- Collect evidence of the outcomes / impacts of the entrepreneurial agenda;
- Use the evidence of the outcomes / impacts as a tool for reflection and review of the strategy and mission of the institution;
- Leverage external partners and resources to address any skills gaps;
- Set clear objectives and intended outcomes / impacts for start-up support activities, including participation rates, satisfaction and outcomes;

- Measure the intended outcomes / impacts immediately following the end of support measures and at later dates to measure the success in relation to start-ups;
- Ensure the findings are fed back into the development of start-up support activities;
- Set clear objectives and intended outcomes / impacts for knowledge exchange linked to its entrepreneurial agenda;
- Set external measurements of success, such as perceived value and impact of the HEI on the wider environment (e.g. business, government);
- Assess these intended outcomes / impacts from an internal and external viewpoint;
- Use the evidence of success as a tool for reflection and review of the entrepreneurial agenda;
- Set clear objectives and intended outcomes / impacts for internationalisation activities linked to its entrepreneurial agenda;
- Undertake regular mapping exercises of the internationalisation activities in teaching and research to prioritise and further develop its entrepreneurial activities.

SWOT analyses based on self-assessment

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - Renewal of university curriculum - Focus on improving Student Success - Dedication to global diversity - International Program Support – Strong administrative support contributes to the success of the program, as well as strong international partnerships and an emerging interest in study abroad opportunities 	<ul style="list-style-type: none"> - Lack of international experiences - Location - Lack of financial support - Deficiency of international research - Deficiency of international colleagues with international recognized master and PhD diploma - Poor Goodwill - The absence of Alumni association - Non – classroom opportunities in internship programs - Poor Academic Preparation - Poor Academic Preparation
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - Partnership opportunities - Expansion of international collaboration by signing more partnership agreement - Boosting Teaching/Learning/Research - Gaining of international accreditation - Being international ranked 	<ul style="list-style-type: none"> - Competition – nearby community colleges and other higher education institutions in the State and region recruit from the same student pool; - Comparably low state funding to support higher education

	- Limited pool of qualified high school students and increased competition amongst institutions
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The main areas for further intervention on Khorog State University preparedness for future challenges

10 activities which can be done by Khorog State University till end of 2023.

Activity	Dimension	Who	When
<i>Development of SPI for KSU from 2021 – 2031(after analyzing TRIGGER project self-assessment)</i>	<i>The Internationalize Institution</i>	<i>IRO department of KSU</i>	<i>By the end of the year</i>
<i>Strategic Plan for preparing and supporting entrepreneurs</i>	<i>Preparing and Supporting Entrepreneurs</i>	<i>Vice rector for International Relations and member of economic staff</i>	<i>December 2021</i>
<i>Development of modernized curriculum for entrepreneurial teaching and boosting research and innovation in the sphere of entrepreneurship and innovation</i>	<i>Entrepreneurial Teaching and Learning</i>	<i>Department of education and Economic faculty</i>	<i>01-05 2022</i>
<i>Enhancing University preparation for digital transformation of entrepreneur education (blended learning, e-</i>	<i>Digital Transformation and Capability</i>	<i>Department of Education and Distance Learning Advisor</i>	<i>09-2022</i>

<i>learning, B2B, B2C, e-business, ISO - 9000)</i>			
<i>Increasing the number of capacity building at economic faculty</i>	<i>Knowledge Exchange and Collaboration</i>	<i>IRO and project Department, Education Department</i>	<i>End of 2022</i>
<i>Increasing the number of student and staff mobility projects and international internship</i>	<i>Knowledge Exchange and Collaboration</i>	<i>IRO and project Department, Education Department</i>	<i>End of 2022</i>
<i>Acquiring of international accreditation (entrepreneurial programs)</i>	<i>Measuring Impact</i>	<i>IRO and all faculties</i>	<i>01 - 2022</i>
<i>Development of organizational capacity (human resource)</i>	<i>Organizational Capacity: Funding, People and Incentives</i>	<i>HR and all faculties</i>	<i>During the LCP</i>
<i>Elaboration of strategy for entrepreneurial education in converting the university strategy into the shared vision of the future and strategy for organizational and individual development</i>	<i>Leadership and Governance</i>	<i>Department of Education and Economic Faculty</i>	<i>During the LCP</i>

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