



A project of CARANA Corporation
Under contract No. **176-C-00-05-00001-00** with the
United States Agency for International Development

FINAL REPORT
December 31, 2006

**BUSINESS & ECONOMICS EDUCATION PROJECT
FINAL REPORT**

TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	3
A. Background	3
B. Introduction	3
C. Measurement & Evaluation Framework.....	4
D. Project Work Summary & Major Accomplishments	5
E. Acknowledgements	7
SECTION I—SUSTAINABLE ASSOCIATION FOR ADVOCACY, NETWORKING & PROFESSIONAL DEVELOPMENT	8
A. REGENA Mission and Objectives	8
B. New Board & Expanded Vision.....	8
C. Membership	9
D. Financial Sustainability	9
E. International Partnerships.....	10
F. Faculty & Corporate Training.....	11
G. Central Asia Applied Research Network (CAARN).....	11
SECTION II—COST SHARE SUPPORT & GRANTS	13
A. Cost Share Support	13
B. Grants.....	15
SECTION III—PILOTS & PARTNERSHIPS.....	16
A. Overview.....	16
B. Pilot Selection Process & Technical Assistance.....	17
C. Student-Oriented Pilot Programs	17
SECTION IV—EDUCATION POLICY REFORM.....	24
A. Credit Hour/Registrar Pilot Centers	24
B. Training Programs To Support Credit Hour & Registrar Systems	25
C. Ministry of Education Reforms	25
SECTION V—RESULTS & LESSONS	29
A. Project Results	29
B. Project Lessons.....	30
APPENDIX I—B&EE WORK PLAN	36
APPENDIX II—LIST OF COST SHARE CONTRIBUTORS	42
APPENDIX III—LIST OF B&EE GRANTS	44

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

LIST OF TABLES

Table 1: B&EE Measurement & Evaluation Framework	4
Table 2: List of B&EE Pilot Programs	6
Table 3: REGENA Project Components	9
Table 4: REGENA Membership & Fees By Country	9
Table 5: REGENA/Teach Ex Revenue 2005-06	10
Table 6: REGENA Financial Sustainability Calculation 2005-06	10
Table 7: REGENA International Partnerships	10
Table 8: Faculty Training Goals & Results	11
Table 9: List of REGENA Corporate Training Clients	11
Table 10: Cost Share By CAR Country	13
Table 11: Cost Share Contribution Ratios—Target vs. Actual	13
Table 12: Cost Share By Country & Source of Funds.....	14
Table 13: Top Ten Cost Share Project Components	14
Table 14: Number of Cost Share Contributors By Type.....	15
Table 15: Grant Expenditures By Country and Purpose.....	15
Table 16: List of University Pilot Centers& Innovative Programs	16
Table 17: CAR Scholarship Program Funding	21
Table 18: Student Internship Goals & Results.....	22
Table 19: Credit Hour/Registrar Pilot Centers.....	24
Table 20: Credit Hour Pilot Program Objectives.....	24
Table 21: Credit Hour Pilot Program Performance Standards.....	25
Table 22: Project Indicators, Project Goals & End of Project Results.....	29
Table 23: B&EE Project Evaluation Tiers	31

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

EXECUTIVE SUMMARY

A. Background

Prior to the fall of the Soviet Union, the Central Asian Republics (CAR) had reason to be proud of their education system. It produced many achievements, including: almost universal adult literacy, high graduation rates, high levels of student achievement in mathematics and science and low dropout rates. The existing education system was a good fit for planned economies and the authoritarian political systems that dominated the region. After 1991, the CAR education system suffered two major systemic shocks: (1) a dramatic loss of available financial resources; and (2) an inexorable transition from planned economies to market-based systems. Market economies—and the open societies they are based on—require abilities to apply knowledge flexibly, to cope with the cognitive requirements of unfamiliar tasks, to recognize and solve problems and to self-manage new learning. Unfortunately, the content and structures of curricula, textbooks and prevailing teaching practices in Central Asia were not consistent with the acquisition of these skills.¹ In summary, the CAR education system was not prepared for the demands of a market-based system that valued critical thinking, self-motivation and experiential learning. The times had changed, but the education system had not.

Reorienting and improving the quality of business and economics higher education is one of the critical components in a successful transition to a market economy. It is no coincidence that virtually all the world's high performing economies rely heavily upon skilled human labor to create economic growth. In a fall 2005 issue, the Economist Magazine observed that the world is in the midst of a “soft revolution in which knowledge is replacing physical resources as the main driver of economic growth.”² Applied knowledge translates into labor productivity, one of the primary determinants of economic growth.

In 2005, Professor Michael Porter of the Harvard Business School completed an assessment of Kazakhstan's competitiveness. The results of Professor Porter's study mirror the general problems endemic in Central Asia as the CAR countries transition from planned economies to market-based systems. Dr. Porter concluded that Kazakhstan is overly dependent upon its natural resource base, and is largely unprepared to develop the non-extractive components of its economy. He also emphasized the essential reason for this situation: Kazakhstan (and the region) suffers from an “*extreme shortage of managerial skills and entrepreneurship; lack of advanced technical skills and a limited higher education system.*”³

A CARANA/B&EE business survey corroborated Professor Porter's research.⁴ This survey measured the “gap” between human skills required by businesses and the actual skills universities provide to graduates in business and economics. Not surprisingly, business managers in the region reported an alarming skill gap, indicating that universities are not adequately training graduates with knowledge and skills demanded by a market economy. Furthermore, most CAR universities do not provide continuing education for professionals. Inadequate training translates into weak levels of productivity in the region. In effect, CAR workers are not producing goods and services at a world-class rate, a strong indicator that the region's education system lags international standards.

Recognizing this need, USAID designed the Business and Economics Education Project (B&EE) as a mechanism to improve the quality of information, training systems and skills for existing businesses and future university graduates in business and economics. The project directly supported USAID Strategic Objective 1.3—an improved environment for growth of small and medium sized enterprises—and IR 1.3.1—increased opportunities to acquire business information, knowledge, and skills.

B. Introduction

The Business and Economics Education Project—USAID Contract No. 176-C-00-05-0001 in the amount of \$4,754,935—is a follow-on activity to an initial project under USAID Contract No. 115-C-00-01-00005. The first project, known as EdNet, ended in 2004. Both projects were structured to address USAID Strategic Objective SO

¹ The World Bank, *Hidden Challenges to Education Systems in Transition Economies*, pp. 2.

² Economist Magazine, *The Brains Business: A Survey of Higher Education*, September 10, 2005, pp. 6-21.

³ Porter, Michael E., *Kazakhstan's Competitiveness: Roadmap Towards a Diversified Economy*, Institute for Strategy and Competitiveness, Harvard Business School, January 26, 2005, pp. 1-61.

⁴ Business and Economics Education Project, *Central Asian Region Business Survey—2005 Final Report*, CARANA Corporation, September 30, 2005, pp. 4-36.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

1.3 and IR 1.3.1. The original EdNet Project concentrated on four key components, broadly characterized as capacity building, and they included:

1. Improved faculty instruction content and methods.
2. Development of a network of universities that promote intellectual exchange and cooperation among member institutions.
3. Improved university administrative methods and movement toward international standards.
4. Improved quality of economics and business education in Central Asia.

Building on the initial EdNet work, CARANA/B&EE initiated wide-ranging regional activities utilizing a platform of networks and educational opportunities. B&EE employed an array of initiatives, including cost share and cooperation with private sector enterprises to ensure responsive, constructive linkages for enhanced education in economics and business. The B&EE Work Plan reflected a 20-month initial contract from December 6, 2004 to July 31, 2006. USAID subsequently awarded CARANA a 6-month no-cost extension from August 1, 2006 to January 31, 2007. In effect, B&EE was structured to seed innovative pilot concepts designed to lead systemic change.

The EdNet project concentrated on faculty re-training, while B&EE emphasized professional and institutional development that created sustainable business and economics education programs, and introduce mechanisms to bridge the gap between business needs and education preparation. The project work encouraged educational institutions to become more responsive to business needs, while enabling constructive education reforms at the governmental level. More specifically, B&EE addressed three primary objectives:

B&EE Project Objectives

1. To develop a sustainable mechanism for networking, professional development and advocacy in the field of business and economics education;
2. To assist business and economics programs to become more responsive to the needs of businesses and the economy; and
3. To create educational reforms in Central Asia bringing economics and business degree programs in closer conformity with international education standards.

C. Measurement & Evaluation Framework

Based on these objectives, B&EE developed an extensive work plan and a measurement and evaluation framework that defined target goals for the project.⁵ Table 1 provides a summary of this framework, including project indicators and associated goals.

Table 1: B&EE Measurement & Evaluation Framework

Project Indicators	Project Goals
1. <u>Sustainable Association</u> (1)	
<ul style="list-style-type: none"> • Financial sustainability • Member involvement • International Partnerships • Customer satisfaction • Faculty training 	<ul style="list-style-type: none"> • 1 sustainable association • 50 members • Non-USAID income exceeds expenses • 6 new services offered • 60% member involvement • 1 international partnership • 80% of members are satisfied with services • 700 faculty trained • 80% of faculty satisfied
2. <u>Cost Share & Private Support</u>	

⁵ Copies of the B&EE work plan and M&E Framework are included in the Appendix I.

BUSINESS & ECONOMICS EDUCATION PROJECT

FINAL REPORT

-
- Cost Share fund raising
 - \$812,734 in four countries

3. Pilots & Partnerships (17)

- Scholarship Program (3)
 - Programs implemented in KZ, KG, TJ
 - \$170,000 in cost share
- Internship Program (3)
 - Programs implemented in KZ, KG, TJ
 - 70 students placed & 14 hired
- Career Development Centers (4)
 - 4 centers implemented
 - 20 students trained per month
- Entrepreneurship Centers (2)
 - 2 centers implemented
- Marketing Center (1)
 - 1 center implemented
- Faculty Resource Center TM (1)
 - 1 center implemented
- University Advisory Boards (3)
 - 3 advisory boards implemented

4. Education Policy Reform

- Credit hour pilot centers (4)
 - 4 pilot centers established
 - 40% of courses offered as electives
 - 100% of students given course schedules
 - 15% of students take courses in other departments
 - 100% of courses have student evaluations
 - Ministry of Education Impact
 - Recommendations provided to Ministries in KZ, KG & TJ
-

D. Project Work Summary & Major Accomplishments

As noted above, the B&EE project was designed to reduce the human knowledge ‘gap’ through education reforms and improved responsiveness of business and economics programs to business needs. B&EE engaged in multiple project initiatives to achieve the project objectives, including 12 university pilot centers, nine innovative programs, including regional internship and scholarship programs, a regional education association for advocacy and faculty training, university advisory boards and a major fund-raising campaign to generate cost-share support from the private sector.

Brief summaries of the major components in the project are outlined below, along with the results achieved.

- I. **Sustainable Association for Advocacy, Networking and Professional Development.** USAID initiated the Regional Education Network Association (REGENA) during the EdNet project to provide advocacy, networking, professional development and information for universities, governments and donors in the field of business and economics. As REGENA transitioned to the B&EE phase, it encountered formidable challenges in its quest to develop and expand in the region without USAID financial support, except for specific programs. The end of project goal for membership was 50, but the Association only attained 23 members due to challenges associated with service delivery, especially outside Kyrgyzstan. REGENA generated \$344,129 in total revenue during the project period, \$105,944 of which came from recurring/on-going sources. This revenue flow covered 100% of REGENA’s expenses and resulted in short-term financial sustainability. The organization’s long-term sustainability has a moderate probability of success, and is dependent upon its ability to convert additional grant proposals and expand training income. REGENA, which partially merged with Teach Ex, formed valuable partnerships with seven high quality international organizations, far exceeding its end of project goal of one partnership.⁶ REGENA also exceeded its goal for faculty training, while initiating high quality professional training seminars for four key corporate clients in Kyrgyzstan. It also succeeded in incorporating strong private sector participation on the board. Finally, REGENA teamed with the Eurasia Foundation and the Economics Education Research Consortium to implement the Central Asia Applied Research Network Program. Despite its organizational challenges, REGENA attained financial sustainability and a solid base from which to pursue its full organizational vision.

⁶ A list of these international partners is presented in Table 7.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

- II. **Cost Share Support and Grants.** B&EE provided a unique opportunity to test the hypothesis that Central Asian businesses are prepared to engage in education reform via cost share support and direct linkages with universities. USAID established a cost share goal of \$812,734 in four countries—Kazakhstan, Kyrgyzstan, Tajikistan and Turkmenistan—to supplement project resources.⁷ A total of 97 separate businesses, NGO’s and recipients responded to the cost share challenge by donating \$1,141,303 for project initiatives. This represents 29 percent of the total USAID funding for the B&EE project. Total donations exceeded project goals by 40 percent, a strong indicator that the private sector is learning that it has an important vested interest in education and is prepared to actively engage in its reform. The quantity and quality of cost share support was outstanding, and B&EE strongly recommends continued use of this approach to leveraging USAID funds.
- III. **Pilots and Partnerships.** Pilot programs formed the core strategy to help business and economics programs become more responsive to market needs. Most of these highly successful programs were established at universities, and a list of the 21 pilots and innovative programs that B&EE established in the region is shown in table 2 below. With one exception, all pilots and innovative programs met or exceeded their target goals.⁸ Based on extensive feedback from universities, businesses and ministries of education, the B&EE pilot programs were judged to be highly successful components of education reform. The reason was simple: the pilot centers created strong impact results because they met an unfulfilled market need at precisely the right time. The pilot centers also generated substantial cost share funding from the private sector, while providing essential training services throughout the region. The entrepreneurship centers alone generated over \$200,000 in cost share support, and the marketing research center won a \$150,000 U.S. State Department support grant for developmental work with the University of Michigan. Most importantly, the pilot centers succeeded because of strong support from students, businesses and universities. In most cases, notably Career Development Centers, Internship Programs, and Scholarship Programs, initiatives are being replicated and/or continued.

Table 2: List of B&EE Pilot Programs

Pilots & Partnerships	KZ	KG	TJ	TM	Total
Regional Scholarship Program	1	1	1	0	3
Regional Internship Program	1	1	1	0	3
Career Development Centers	2	1	1	0	4
Entrepreneurship Centers	1	1	0	0	2
Marketing Research Center	1	0	0	0	1
Faculty/Student Resource Center TM	0	0	0	1	1
University Advisory Boards	1	1	1	0	3
Totals	7	5	4	1	17

Education Reform Pilots	KZ	KG	TJ	TM	Total
Credit Hour Pilot Centers	2	1	1	0	4
Totals	2	1	1	0	4

- IV. **Policy Reform** Education policy reform was the fourth cornerstone in the B&EE foundation to improve education in the region. B&EE worked closely with the ministries of education in Kazakhstan, Kyrgyzstan and Tajikistan on a range of reforms designed to positively influence government policy. B&EE built on a trend toward accelerated education reforms in the region, particularly in credit hour systems, academic quality assessment and accreditation, partly stimulated by the EdNet project.

B&EE established credit hour pilot programs at four key universities in the region (i.e. two in Kazakhstan and one each in Kyrgyzstan and Tajikistan). These pilots served as models to assist other universities as they advance toward international education standards. B&EE and its credit hour consultant—Dr. Vladimir Briller of the New Jersey Institute of Technology—met with the Minister of Education and Science in Kazakhstan to discuss ways to integrate the work done at two B&EE credit hour pilot programs into the

⁷ Uzbekistan was originally included in the project, but USAID de-obligated funds for the country in fall 2005.

⁸ The Central Asian Scholarship Program (CASP) generated \$118,460 of its target goal of \$170,000 and encountered severe logistical challenges that delayed implementation of the program.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

national reform agenda. B&EE also worked with the Ministry of Education in Tajikistan on a national initiative to convert all 39 universities to a USA-based credit hour system, and with the ministry in Kyrgyzstan to integrate Kyrgyz universities to the Bologna Process. All of this work served to advance education in these three CAR countries closer to international standards.

- V. **Results & Lessons.** The last section of the report provides detailed results of the project, along with a comprehensive list of lessons derived from 26 months of work. Overall, the project met or exceeded 22 of 26 project goals outlined in the M&E framework, while it achieved the three key project objectives. The regional education association and government reforms certainly proved useful, but the 21 pilot programs created the most systemic impact on education reform, business linkages and its resultant influence on economic growth. All pilot programs are well positioned to continue their work, while acting as mentors to other universities in the region.

E. Acknowledgements

On behalf of CARANA Corporation, its partners and staff, B&EE wishes to thank USAID for the opportunity to have implemented this project.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

SECTION I—SUSTAINABLE ASSOCIATION FOR ADVOCACY, NETWORKING & PROFESSIONAL DEVELOPMENT

A. REGENA: Mission and Objectives

During the EdNet Project, CARANA established the Regional Education Network Association (REGENA) as a tool to assist CAR universities with advocacy, networking and professional development. This work supported the faculty retraining efforts that formed the core of the EdNet work plan in support of USAID Strategic Objective 1.3 and IR 1.3.1. The underlying logic for establishing REGENA was based on the need to provide training and support services to university faculty and administrators as they advance toward international education standards.

REGENA's original mission and objectives are shown below:

Mission

“To improve the quality and competitiveness of higher educational institutions in Central Asia by creating an international scientific, educational and information network that enhances educational cooperation in the region.”

Objectives

1. To improve the quality of Business and Economics education in Central Asia.
2. To provide professional development opportunities for university faculty members.
3. To develop resources and encourage the advancement of teaching among its members.
4. To create an open, progressive environment within the Central Asian education community.

B. New Board & Expanded Vision

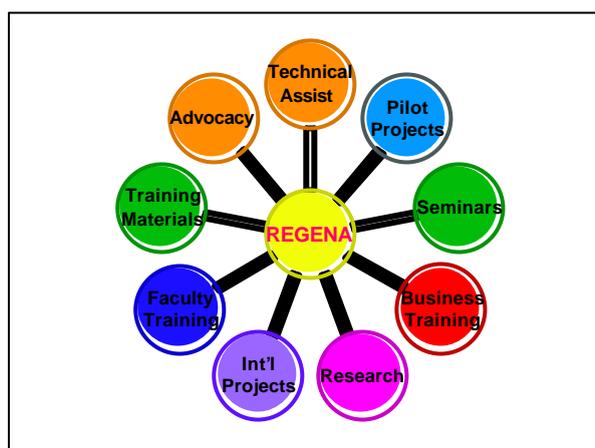
Following the preliminary work done during the EdNet project, REGENA elected a new 15-member Board of Trustees in January 2005 that provided greater diversity, increased skills and closer linkages with the business community. The Board made several important strategic decisions designed to enhance REGENA's organizational mission and transform the organization into a larger platform for educational change in the region. The Board also decided to absorb the Teaching Excellence Academy (Teach Ex)⁹ under its umbrella of activities, thereby enhancing its training capacity on behalf of university faculty, administrators and private corporations.

Based on these decisions, REGENA began to transform itself into a self-sustaining regional platform capable of improving business and economic education in Central Asia. The table below presents a descriptive illustration of the board's desired evolutionary track for REGENA. Although REGENA does not currently perform all of these functions, it has developed core competencies in several important areas (e.g. faculty training in business and economics, business training, advocacy and international projects).

⁹ The Academy of Teaching Excellence (Teach Ex) was established by CARANA during the EdNet project, and its primary purpose was to re-train university faculty members in Kyrgyzstan. During the EdNet project, Teach Ex provided extensive training in traditional MBA and MA (Economics) topics taught by western Visiting International Professors.

**BUSINESS & ECONOMICS EDUCATION PROJECT
FINAL REPORT**

Table 3: REGENA Project Components



C. Membership

REGENA currently has 23 active members providing \$13,433 in annual revenue to the organization. As expected, Kyrgyz universities dominated the list with 15 members,¹⁰ while Kazakhstan and Tajikistan have five and three members, respectively. REGENA recently added its first corporate member—Kumtor Operating Company in Bishkek—to demonstrate its desire for closer linkages with the business community.

Table 4: REGENA Membership & Fees By Country

Country	# Members	Annual Fee
Kazakhstan	5	\$3,670
Kyrgyzstan	15	\$8,163
Tajikistan	3	\$1,600
Total	23	\$13,433

It is worth examining why REGENA failed to achieve its end of project goal of 50 members. In our opinion, two primary factors caused this result: (1) initial weak leadership at the Board and managerial level significantly delayed delivery of services and fund-raising; and (2) REGENA underestimated the challenges associated with service delivery and membership development in Kazakhstan and Tajikistan. Despite these obstacles, REGENA continues to slowly build its membership base and associated revenue flow.

D. Financial Sustainability

Financial sustainability was a primary performance indicator for REGENA. As shown in table 5 on the next page, REGENA generated \$344,129 in total revenue during 2005-06 from five revenue categories: (1) grant income; (2) training income; (3) faculty training fees; (4) corporate training fees and (5) annual membership income. \$238,185 of this total was derived from non-recurring sources, including USAID grants. The remaining amount (i.e. \$105,944) was generated from training revenue and membership fees.

¹⁰ An additional three members have since re-joined REGENA and paid their membership dues.

**BUSINESS & ECONOMICS EDUCATION PROJECT
FINAL REPORT**

Table 5: REGENA/Teach Ex Revenue 2005-06

Funding Source	Description	Amount
Recurring Revenue Sources		
Saint Mary's University	Training workshop net income	\$23,500
Kyrgyz-Turkish Manas University	Training workshop net income	\$3,300
Private Corporations	Corporate training net income	\$32,738
Faculty & Universities	Faculty training net income	\$19,540
KZ universities	Annual membership fees (2 years)	\$7,340
KG universities	Annual membership fees (2 years)	\$16,326
TJ universities	Annual membership fees (2 years)	\$3,200
	Sub-total	\$105,944
Non-Recurring Revenue Sources		
USAID/B&EE	CAARN grant	\$158,830
USAID/B&EE	University faculty training grant	\$32,329
USAID/B&EE	Management training grant	\$2,767
Learn Foundation	Initial support	\$25,000
Saint Mary's University	Study tour to Canada	\$19,259
	Sub-total	\$238,185
	Total	\$344,129

B&EE and USAID defined financial sustainability for REGENA as: total revenue from recurring sources minus total operating expenses. B&EE obtained REGENA's actual revenues and expenses for the 2005-06 period and the results are presented in table 6 below.

Table 6: REGENA Financial Sustainability Calculation 2005-06

Category	Amount
Total Recurring Revenue 2005-06	\$105,944
Minus: Total Operating Expenses 2005-06 @ \$3,750/month	(\$90,000)
= Net Revenue	\$15,944

The table reveals that REGENA's recurring revenues in 2005-06 were \$15,944 greater than its total operating expenses during the same period. Based on this evidence, B&EE considers REGENA to be financially sustainable, a conclusion supported by actual experience. With its current board and talented Executive Director, REGENA is now reasonably well positioned to attain its full organizational vision.

E. International Partnerships

International partnerships were a second important performance indicator for REGENA. Such relationships are important, because they accelerate the transfer of international education standards to universities in Central Asia and position REGENA as a source of international know-how and linkages. REGENA substantially exceeded its project goal (one partnership) by establishing seven international partnerships as shown in the table below.

Table 7: REGENA International Partnerships

#	Organization Name	Location
1	Central & East European Management Association (CEEMAN)	Bled, Slovenia
2	Russian Academy of Business Education (RABE)	Moscow, Russia
3	Saint Mary's University	Halifax, Canada
4	Archimedes Foundation of the European Commission (EU)	Tartu, Estonia
5	Association Internationale des Etudiants en Sciences Economiques et Commerciales (Student International Internship Program)	Rotterdam, Netherlands
6	International Business Counsel	Bishkek, Kyrgyzstan
7	Kumtor Operating Company	Bishkek, Kyrgyzstan

REGENA is working with all seven partners on a range of topics, including case studies, faculty training, regional seminars, student internships, corporate training and education advocacy. A major international conference is scheduled for April 2007 in co-sponsorship with CEEMAN and RABE. REGENA has several on-going grants and a pipeline of grants outstanding. It should be noted that REGENA has developed a strong working relationship with the Kyrgyz Ministry of Education that resulted in a joint program to establish additional career development centers

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

at Kyrgyz universities.¹¹ The Kyrgyz Deputy Minister of Education, Mr. Osmonaliev, also serves on the REGENA Board of Trustees and his support is highly useful.

F. Faculty & Corporate Training

B&EE and REGENA/Teach Ex engaged in a substantial volume of faculty training work during the project period. 960 faculty members were trained in traditional and innovative courses as an extension of CARANA's earlier mandate under the EdNet project. This activity enhanced the work completed during EdNet and advanced the B&EE work plan by helping faculty members improve teaching quality in business and economics. Training included core business and economics courses, new electives (e.g. econometrics, cluster analysis and organizational behavior) and pedagogical methods. Table 8 below shows B&EE faculty training goals and results by country.

Table 8: Faculty Training Goals & Results

Country	Project Goal Faculty Trained	Results Faculty Trained
Kazakhstan	300	384
Kyrgyzstan	300	378
Tajikistan	100	198
Totals	700	960

Teach Ex aggressively entered the corporate training market, thereby enhancing its linkages with private businesses and generating revenue that allows REGENA to continue its MBA and MA training for university faculty. These linkages with the business community are extremely important, because they assist knowledge transfer from businesses to universities and ultimately to students. As shown in table 9 below, REGENA/Teach Ex offered training courses to four well-known companies in Kyrgyzstan. These courses served to develop REGENA's capabilities, while providing essential training services to support economic growth in Kyrgyzstan.

Table 9: List of REGENA Corporate Training Clients

Company	Type of Training
Bitel GSM Company	Financial Accounting
Kumtor Operating Company	Effective Management & Management Tools
Kyrgyz Telecom	Marketing Communication
ACDI/VOCA	Micro Credit

G. Central Asia Applied Research Network (CAARN)

USAID initiated the CAARN program with a coalition of donors, including the Eurasia Foundation (EFCA), Office of Security and Cooperation Europe (OSCE), Economics Education and Research Consortium (EERC), Global Development Network, CARANA Corporation, and businesses in Kazakhstan and Kyrgyzstan. The overall goal of the program was to expand the applied research capacity among Economics faculty, thereby helping to satisfy local and national demand for policy/business research in the region. The overall results from CAARN exceeded expectations for quality and impact on beneficiary faculty. B&EE awarded a \$158,830 grant to REGENA to assist with logistical work associated with implementation of the CAARN program throughout Central Asia.

18 cities in the region completed CAARN project proposals, illustrating the regional character of the initiative.¹² A total of 64 research projects received CAARN support, involving 168 faculty members from almost 30 universities. Grant funding from B&EE totaled \$70,095 and a coalition of national and international donors provided \$282,374 in cost share support for the program. Project proposals covered a range of research topics, with researchers from Kostanai, Pavlodar, Taraz and Uralsk expressed interest in agriculture policy questions, while researchers from capital cities and Almaty expressing interest in national policy issues, regulation of small and medium enterprises, higher education standards, university admission quotas and economic processes. In many instances, researchers

¹¹ This program is being jointly implemented with the Eurasia Foundation Central Asia.

¹² The 18 cities included nine in Kazakhstan: Atyrau, Ust-Kamenogorsk, Uralsk, Almaty, Karaganda, Pavlodar, Taraz, Astana and Kostanai; four in Kyrgyzstan: Bishkek, Karakol, Naryn and Osh; two in Tajikistan: Dushanbe and Khujand; and three in Uzbekistan: Andijan, Tashkent and Samarkand.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

studied national level policy issues in their Oblasts. Winning grant papers were posted on the REGENA web site,¹³ while CAARN proposals were posted on the EERC website in accordance with their agreed division of duties.¹⁴

The CAARN project did not meet its original objectives for number of research proposals and cost share support, primarily due to time delays, significant bureaucratic resistance in Tajikistan and negative effects on fund raising from the “Tulip Revolution” in Kyrgyzstan.

Following the completion of CAARN, Eurasia Foundation Central Asia and EERC investigated the feasibility of implementing Phase II of the project to further enhance the capacity of CAR universities to conduct applied research on behalf of local businesses and government entities. However, EERC recently closed its Moscow office and it appears unlikely that the Eurasia Foundation will independently pursue the initiative.

¹³ The REGENA website is located at <http://www.ednet.edu.kg>

¹⁴ The EERC website is located at <http://intranet.eerc.ru> [Login: donor Password: donor]

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

SECTION II—COST SHARE SUPPORT & GRANTS

A. Cost Share Support

Generating financial support and involvement from private businesses was an important component in the B&EE strategy to improve higher education in the region. The logic supporting this strategy is related to two factors: (1) building partner commitments into the project initiatives, thus enhancing sustainability and educating business and universities of the value of working together, and (2) leveraging USAID funds while demonstrating to business of the returns on their investment in educational initiatives and of proactively pushing for change.

The B&EE project budget included a cost share goal of \$812,734 from non-United States Government sources. B&EE actually generated \$1,141,303 in cost share funding across four countries as shown in table 10 below.¹⁵ As expected, Kazakhstan dominated the list with 66.1 percent of total funds, while Kyrgyzstan provided 23.3 percent, Tajikistan 7.4 percent and Turkmenistan 3.2 percent. These private cost share contributions were then matched with USAID funds¹⁶ to create a pool of funds that was invested in education projects (e.g. university pilot programs, student internships, student scholarships, faculty training and seminars) that advanced project objectives.

Table 10: Cost Share By CAR Country

Country	Cost Share Goal	Cost Share Actual	Actual as a Percent of Total	Actual as a Percent of Goal
Kazakhstan	\$414,432	\$754,825	66.1%	182.1%
Kyrgyzstan	\$237,332	\$266,148	23.3%	112.1%
Tajikistan	\$97,583	\$84,348	7.4%	86.4%
Turkmenistan	\$63,388	\$35,982	3.2%	56.8%
Totals	\$812,734	\$1,141,303	100.0%	140.0%

Table 12 on the next page presents disaggregated cost share totals by country for: (1) cash contributions; (2) in-kind contributions; (3) third party contributions and (4) recipient contributions. In-kind funding is defined as non-cash contributions of value to the project. Third party funding originated from organizations with no relationship to USAID or B&EE (e.g. private businesses and other organizations), while recipients were defined as university pilot centers and other organizations that received B&EE grant funding during the project.

USAID established a target ratio for cash to in-kind contributions of 60/40, and applied the same target ratio to third party and recipient contributions. The target and actual ratios for these contributions are shown in table 11 below. The data reveal that cash and third party contributions exceeded the target ratios by substantial margins, indicating strong support from the private sector.

Table 11: Cost Share Contribution Ratios—Target vs. Actual

Cost Share Ratios	Target Ratio	Actual Ratio
Cash to in-kind contributions	60/40	63/37
Third party to recipient contributions	60/40	76/24

¹⁵ The actual cost share total of \$1,141,303 exceeded the project goal of \$812,734 by 40 percent and all funds have been collected and verified. The actual cost share total represents 29 percent of USAID's total investment in the B&EE project.

¹⁶ USAID funded \$0.79 for each \$1.00 of cost-share funding provided by private sources up to \$643,058 (i.e. \$643,058 / \$812,734 = 0.79).

**BUSINESS & ECONOMICS EDUCATION PROJECT
FINAL REPORT**

Table 12: Cost Share By Country & Source of Funds

Country	Cash (1)	In-Kind (2)	Total
Kazakhstan			
• Third Parties (3)	\$383,797	\$182,747	\$566,544
• Recipients (4)	\$56,772	\$131,510	\$188,282
Total	\$440,569	\$314,256	\$754,825
Kyrgyzstan			
• Third Parties (3)	\$151,994	\$55,587	\$207,581
• Recipients (4)	\$38,117	\$20,450	\$58,567
Total	\$190,111	\$76,037	\$266,148
Tajikistan			
• Third Parties (3)	\$45,236	\$17,565	\$61,801
• Recipients (4)	\$12,144	\$9,403	\$21,547
Total	\$57,380	\$26,968	\$84,348
Turkmenistan			
• Third Parties (3)	\$24,020	\$6,784	\$30,804
• Recipients (4)	\$5,178	\$0	\$5,178
Total	\$29,198	\$6,784	\$35,982
CAR Totals			
• Third Parties (3)	\$605,047	\$262,682	\$867,729
• Recipients (4)	\$112,211	\$161,363	\$273,574
Grand Total	\$717,258	\$424,045	\$1,141,303

Table 13 below provides a breakdown of cost share contributions among the top ten components in the project. This table illustrates the breadth of funding generated and the high level of contributor support for project initiatives. The top ten components provided 80.8 percent of total cost share contributions.

Table 13: Top Ten Cost Share Project Components

Rank	Project Component	Amount	Percent of Total Cost Share
1	Central Asia Applied Research Network	\$282,374	24.7%
2	Entrepreneurship Pilot Center [Uralsk, KZ]	\$193,669	17.0%
3	CAR Scholarship Program [KZ, KG, TJ]	\$119,960	10.5%
4	CAR Internship Program [KZ, KG, TJ]	\$88,545	7.8%
5	Credit Hour Pilot Programs	\$58,462	5.1%
6	Registrar Seminar	\$54,720	4.8%
7	Marketing Pilot Center *	\$41,334	3.6%
8	Entrepreneurship Study Tour to USA	\$36,732	3.2%
9	REGENA *	\$25,000	2.2%
10	Credit Hour System Quality Assurance Seminar	\$22,045	1.9%

* Excludes grants and funding obtained through its independent initiatives.

Table 14 below reveals that 97 separate organizations provided cost share support to the B&EE project. Private corporations were the largest single category of contributors with 49, an additional indicator of private sector interest in education reform.

**BUSINESS & ECONOMICS EDUCATION PROJECT
FINAL REPORT**

Table 14: Number of Cost Share Contributors By Type¹⁷

Type of Organization	Number of Contributors
Private corporations	49
Recipients	30
Foundations & NGO's	15
Government organizations	3
Totals	97

B. Grants

As noted above, B&EE utilized grants to allocate capacity-building resources and training to a range of project recipients. Such grants assisted the implementation of project initiatives, including faculty training, student scholarships, student internships and many other projects.

B&EE awarded 26 grants, totaling \$564,210, on a competitive basis across four CAR countries as shown in table 15 below.¹⁸

Table 15: Grant Expenditures By Country and Purpose

Grant Category	KZ	KG	TJ	TM	Total
Business training	\$5,953	\$0	\$10,391	\$0	\$16,344
Central Asia Applied Research Network	\$93,710	\$42,884	\$15,883	\$6,353	\$158,830
Faculty & administrative development	\$8,266	\$56,182	\$0	\$0	\$64,448
Pilot programs	\$186,289	\$76,804	\$36,642	\$17,057	\$316,792
Other	\$5,029	\$2,767	\$0	\$0	\$7,796
Totals	\$299,247	\$178,637	\$62,916	\$23,410	\$564,210

These grants helped to build capacity among university recipients and NGOs in one or more of the following areas:

Grant Program Topics
<ul style="list-style-type: none"> ▪ Entrepreneurship Pilot Programs ▪ Career Development Pilot Programs ▪ Credit Hour/Registrar Pilot Programs ▪ Marketing Pilot Center ▪ Regional Internship Program ▪ Business Seminars ▪ Faculty Development and Institutional Courses ▪ Faculty Education in Case Methods

¹⁷ A list of all 97 cost share contributors is provided in the Appendix II.

¹⁸ A list of all 26 B&EE grants is included in the Appendix III.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

SECTION III—PILOTS & PARTNERSHIPS

A. Overview

B&EE initiated a range of student-oriented pilot programs and business/academic partnerships designed to improve business and economics education and its responsiveness to market needs. Input from the Central Asian Business Survey substantially influenced the type of pilot programs selected, and underscored the importance of replicating similar programs that enhance service delivery to students and businesses.

As shown in table 16 below, B&EE established eight student-oriented pilot centers: 4—Career Development Centers; 2—Entrepreneurship Centers; 1—Marketing Research Center and 1—Turkmenistan Resource Center. B&EE also developed three innovative regional programs: the CAR Scholarship Program, CAR Internship Program and university advisory boards.

B&EE provided grants and technical assistance to the pilots in order to build internal delivery capacity. The combination of financial support and short-term technical assistance resulted in expanded knowledge, new skills and innovative approaches to problem solving. All pilot centers shared best practices with other institutions and ministries of education interested in replicating their success. One unsuccessful Career Center pilot was removed from participation after failing to meet performance and reporting requirements.¹⁹

Table 16: List of University Pilot Centers & Innovative Programs²⁰

Type of Pilot Center	University & Location
Career Development Centers	<ul style="list-style-type: none"> Kazakh Academy of Labor & Social Relations, Almaty, KZ Bishkek Academy of Finance and Economics, Bishkek, KG Khujand Branch of Technological University of Tajikistan, Khujand, TJ Kyrgyz—Uzbek University, Osh, KG
Entrepreneurship Centers	<ul style="list-style-type: none"> Eurasia Institute, Uralsk, KZ Osh Technological University, Osh, KG
Marketing Research & Training Center	<ul style="list-style-type: none"> International Academy of Business, Almaty, KZ
Turkmenistan Resource Center	<ul style="list-style-type: none"> Union of Economists of Turkmenistan, Ashgabat, TM
Innovative Program	Implementing Organization
Central Asia Scholarship Program (CASP)	<ul style="list-style-type: none"> BILIM Educational Advising Center, Almaty, KZ Educational Initiatives, Bishkek, KG Advance Study Center, Dushanbe, TJ
Central Asian Student Internship Program	<ul style="list-style-type: none"> Youth Information Service of Kazakhstan, Almaty, KZ Information Support to Social-economic development Fund, Bishkek, KG
University Advisory Boards	<ul style="list-style-type: none"> Institute of Entrepreneurship & Service, Dushanbe, TJ International Academy of Business, Almaty, KZ Pavlodar University, Pavlodar, KZ Miras University, Shymkent, KZ Bishkek Academy of Finance & Economics, Bishkek, KG Tajik State University of Commerce, Dushanbe, TJ

In addition to the university-based pilot centers, B&EE introduced three innovative programs: (1) a privately funded scholarship program, with matching funds from USAID, was developed to provide financial assistance for talented students to study at Central Asian universities of their choice; (2) a regional student internship program that provided experiential learning opportunities, assistance to businesses and potential permanent employees for host businesses and (3) university advisory boards to assist with transfer of business needs to help adapt university education. The CAR Scholarship program received strong support from the business community and continues to

¹⁹ The Pilot Career Development Center located at Eastern Kazakh State University in Ust-Kamenogorsk, Kazakhstan was removed from the B&EE program. This university was awarded a reimbursement grant in February 2006, but subsequently failed to satisfy participation, progress and financial reporting requirements. No USAID funds were advanced or disbursed.

²⁰ Four Credit Hour and Registrar Pilot Centers are discussed in Section IV of the report.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

operate through a network of NGO's in Kazakhstan, Kyrgyzstan, and Tajikistan. The internship program also garnered strong support from the private sector, but its sustainability is not yet assured.

B. Pilot Selection Process & Technical Assistance

B&EE utilized an open, transparent, merit-based system to select host universities and implementing partners. The selection process began with a series of training seminars taught by international experts for university administrators and faculty on credit hour systems and career development centers. Subsequent to the initial training, participants were offered an opportunity to submit competitive proposals for selection as a pilot center. This sequential process proved to be effective, because it assured that selected participants were both motivated and capable of developing high quality pilot centers.

In addition to reviewing applications and proposals, B&EE conducted site visits and informal surveys to identify appropriate host organizations. Selection criteria included: reputation, ability to influence and share with other institutions, businesses, and ministries, faculty and staff capacity, location, facilities and resources, leadership support, international and business relationships, past performance with assistance programs and ability to generate financial support.

As described earlier, selected host organizations received grants and/or B&EE sub-contracts, supplemented by cost share funds from third parties or recipients. In addition to B&EE staff assistance, international experts provided short-term technical assistance that enabled the implementers to create action plans and develop skills required for implementation. B&EE staff regularly monitored progress and provided follow-on assistance commensurate with need. After the in-country portion of the work was completed, international experts provided follow-up support via Internet or telephone and, when appropriate, returned to the region for follow-on training.

C. Student-Oriented Pilot Programs

Effective education reform requires knowledge transfer, improved instruction quality, and stronger linkages between universities and businesses. In addition, students must understand business requirements, be capable of planning their career development, and have access to information and practical work opportunities. Only after education institutions fulfill their direct responsibilities to students and businesses will the benefits of education reform accrue to society at large.

B&EE introduced a range of pilot programs to precisely address these linkages and enhance training capacity. The pilot programs provided services to students and businesses that enabled significant improvement of education programs, while positioning the pilots to assist other institutions with replication work. Below is a summary of the pilot programs and their impact results.

1. **Career Development Centers (CDC's).** Four Central Asian universities received grants and technical assistance training to establish CDC's that provided training, business contacts and experience for students seeking jobs in the public or private sector. The CDC's were based on western models and adapted to local realities. Service delivery included: job fairs, business databases, internship programs, career counseling, practical job search skills, interview techniques, alumni relations, job placement, and related activities. Not only are current career centers likely to continue, the concept is likely to spread rapidly through the CAR university system. An important result has been significant sharing of experiences and mutual support among the centers.

The CDC program created several important results:

- All four CDC's provide valuable services to students and businesses, while enjoying strong support from university management and staff. Each center is well positioned for financial sustainability, because its start-up and operating costs are minimal. In effect, these centers generate a large return for a minimum investment.
- The CDC's utilized surveys of students and employers to adjust service delivery and introduce new programs.
- Short-term trainings were regularly conducted on relevant topics such as computer skills, business communication, business English, and leadership.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

- CDC's maintain business databases containing employer information, and they organize job fairs to match students with job opportunities.
- Internship programs are being expanded with multiple employers.
- Alumni associations were established to encourage business partnerships, student internships and job placement.

Impact Highlight

Career Development Centers in Kyrgyzstan. When the Kyrgyz Ministry of Education learned that CDC's assisted education programs to meet student and business needs, the ministry supported the dissemination of a resource manual entitled: *"How to Start and Operate a Career Center at a University."* Jointly developed by the pilot CDC's, this manual served as a motivation and training resource for other institutions that seek to establish a CDC. In a related activity, REGENA was awarded a \$13,000 grant from the Eurasia Foundation—Central Asia to act as a key assistance provider and event organizer to facilitate development of additional CDC's in Kyrgyzstan.

2. Entrepreneurship Centers. B&EE established two entrepreneurship pilot centers at universities in the region. The first is located at Evrasia Institute in Uralsk, Kazakhstan, a progressive, private university in the oil rich West Kazakhstan Oblast. The second is at Osh Technological University, a state institution located in the economically depressed Ferghana Valley of Kyrgyzstan. The geographic and academic contrasts between these universities provided a unique opportunity to examine them in notably different environments. Although both centers received similar assistance, each created a unique strategy and evolved in distinctive ways since its formation in May 2006.

- (a) **Kazakh-American Center for Entrepreneurship and Business Innovation (KACEBI).**²¹ KACEBI's short-term strategy emphasized high quality training for businesses, while simultaneously attracting donations from major businesses. Their long-term plan consists of developing certificate and degree programs commensurate with its instructional capacity. Low fee services to SME's and aspiring entrepreneurs will be expanded as revenues increase and stabilize. The Center recruited a skilled Director and full-time Academic Director, along with five staff members as their management team. The Center possesses space within the university and is well equipped with computers and related equipment. Short-courses by international and local teaching teams are delivered on a fee-paid basis to area businesses, and the Center developed partnerships with several USA education institutions, e-learning organizations, and professional organizations. The partnerships have helped the university to adapt its curriculum to better serve working professionals and traditional students. KACEBI also has strong relationships with local business, government leaders, and entrepreneur associations.

Although KACEBI raised almost \$200,000 in private contributions and made significant progress, it has not capitalized on potential relationships with its sister organization—IBC Group—that operates business incubator and micro lending divisions. Both entities satisfy a broad spectrum of SME training and research needs, while offering practical opportunities for faculty and student learning. B&EE has encouraged KACEBI to pursue these valuable opportunities in the coming months.

- (b) **Kyrgyz-American Center for Entrepreneurship Studies (KACES).**²² KACES is located at Osh Technological University, a leading education provider in southern Kyrgyzstan. Center services focused on the small businesses sector—particularly agribusinesses—as well as local entrepreneurs. University faculty members delivered short-term training for area entrepreneurs utilizing skills gained at B&EE seminars. B&EE learned that KACES faculty members adjusted their undergraduate curriculum in response to business needs, a clear illustration of the benefit of pilot programs. KACES placed strong emphasis on practical student learning skills, including participation in innovative

²¹ Further information about KACEBI can be found on their website at <http://www.kacebi.kz>

²² Further information about KACES can be found on their website at <http://www.ief.sitcity.ru/index.phtml>

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

programs like Students in Free Enterprise (SIFE), an internationally recognized business leadership program.

KACES developed important linkages with the local business community by providing low cost seminars delivered by high quality faculty trainers. As a result of these linkages, KACES surveys indicated that business perceptions of the university's graduates had improved, along with elevated opinions of the Center's services. KACES' office and training facilities are relatively well equipped and, unlike KACEBI, management and staff devote substantial time to other academic responsibilities. Although only able to generate \$6,000 in cost share support, KACES maintained low overhead costs to achieve high efficiency.

Attitudes among administration and staff are extremely positive. Although service delivery and faculty skills still require improvement, area businesses are increasingly receptive to the Center and its services. KACES was able to increase faculty skills and improve student learning in a short time frame, while integrating entrepreneurial knowledge and skills into its academic programs. These are major accomplishments in a difficult economic environment like Osh, Kyrgyzstan. The university has committed to provide resources required to continue the program into the future.

A brief summary of the results of these two entrepreneurship pilot centers is shown below:

- Both entrepreneurship pilots provided a range of services to the business community.
- The fundraising capacity of the centers increased dramatically during the project period. Private businesses in the Uralsk region contributed almost \$200,000 in cost share donations for the KACEBI center, while KACES generated \$6,000 from small agri-business firms in southern Kyrgyzstan.
- Local faculty and visiting experts provided short-term, fee-based training and consulting services to new and existing businesses.
- B&EE assistance helped to advance university faculty skills and improved course curricula within traditional education programs.
- KACEBI finalized cooperative agreements with several western universities and international organizations. Shared curricula, courses, teaching methodology and certifications are being adapted to local needs.
- Both centers play active roles in local entrepreneur associations, while interacting with local governments on economic development issues.

3. **Marketing Research Pilot Center.** Referenced earlier, the Central Asian Business Survey revealed a dramatic shortage of marketing knowledge among recent university graduates. These results led B&EE to support the proposal for a Marketing Research Center at the International Academy of Business (IAB) in Almaty to bridge the business—academic gap by engaging students, faculty members and business professionals in practical research projects that benefit all constituent parties.

B&EE provided expert technical assistance from the University of Michigan's William Davidson Institute (WDI) to help the Center develop a strategic plan, design training seminars, identify faculty trainers and begin implementation of the plan. The center generated over \$41,000 in cost share contributions from the business community to help launch the center, and a partner relationship developed with WDI that resulted in a \$150,000 development grant from the United States State Department. WDI provided extensive training to the Director of the center in marketing management, research and team leadership during December 2006.

The key results from this center are:

- The Center developed capacity through a partnership with the University of Michigan's William Davidson Institute.
- University of Michigan experts assisted the Center to complete a business survey designed to identify training, research and marketing needs among area businesses.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

- Study tours to Russia, Ukraine, and the United States encouraged replication of best practices.
 - The Center is equipped with “state of the art” marketing software and study tools that contribute to high quality training and research.
 - A promotional campaign and website²³ were launched to raise awareness of marketing needs and the value of Center’s services in addressing those needs.
4. **Turkmenistan Resource Center.** The political environment in Turkmenistan remains extremely regressive, and the government strongly discourages education reform. Despite these constraints, B&EE successfully partnered with Junior Achievement Central Asia and the Union of Economists to establish the Turkmenistan Resource Center for university faculty members and students. Located in Ashgabat, the Center maintains a library of current business and economics publications for professors and students; provides free Internet access, and offers faculty training in course design, teaching methodologies and current topics of interest. Housed within the Union of Economists building, the remodeled facility contains 10 computers and a well-equipped training area.²⁴ Area business people also use the library and resources for research purposes. The Center has been extremely well received, and it continues to provide a vital link to the outside world for faculty, students and businesses. The Union of Economists has indicated that it will continue to offer services to Turkmen faculty, students and businesses after the B&EE project ends. The fixed costs of the center are minimal, which makes the project fully sustainable.

The results achieved by this center are shown below:

- The Center provides information and services to faculty and students (15-18 per day) who are normally foreclosed from gaining access to information of this type in Turkmenistan.
 - The Resource Center led 20 workshops that trained 205 faculty members in economics and business topics, while providing services to over 1,300 individuals during the project period.
5. **Innovative Linkages Between Business and Academia.** In addition to evaluating the feasibility of pilot centers, B&EE tested a variety of innovative methods to establish mutually beneficial business-academic programs. Funded by private businesses and USAID matching funds, the highly popular Central Asian Scholarship Program provided financial assistance to 196 qualified students. B&EE also established a successful regional internship program that provided direct linkages between students and businesses. A variety of business-academic seminars were conducted to facilitate dialogue and reduce the gap between business needs and academia’s ability to fulfill those needs. Furthermore, B&EE sponsored a series of joint workshops with business and faculty to raise the level of professional practice, while improving faculty member training capacity.

- (a) **Central Asian Scholarship Program.** B&EE subcontracted with NGO’s in Kazakhstan, Kyrgyzstan and Tajikistan to establish the Central Asia Scholarship Program (CASP).²⁵ Scholarship funds allowed students to choose the institution at which they wished to study business or economics. B&EE provided technical assistance to help design program policies, procedures and fund raising plans. B&EE staff contributed significantly by raising funds from private companies, while establishing lasting sponsorship partnerships. Funds raised were matched dollar for dollar by USAID and administrative costs were kept to a minimum.



The first Annual Scholarship Funding Raising event, hosted by Weatherford International, generated almost \$86,000 in cash and in-kind contributions for CASP Kazakhstan (USAID matching funds are included in the total).



²³ See www.mcenter.iab.kz for more information about the Marketing Center.

²⁴ All of the equipment for the Center was purchased under the EdNet project and later donated by USAID.

²⁵ See www.casp.bilim.kz for more information about the Central Asian Scholarship Program.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

Technical assistance experts from the Echo Group²⁶ helped build administrative capacity for leadership and fund raising as the CASP network strived to achieve sustainability. The business community in Kazakhstan is particularly enthusiastic about the CASP program and has committed to repeat a charity fund raising event in 2007. The lead CASP NGO recently initiated discussions with the Kazakh government about assuming USAID's financial matching role in the future. CASP now has a solid foundation for sustainability and there is strong evidence that the program will achieve this goal.

Key results for the CASP program are shown below:

- The CASP program was successfully implemented in Kazakhstan, Kyrgyzstan, and Tajikistan, including development of essential marketing and fund raising capacities.
- CASP awarded 196 scholarships to students studying business and economics at Central Asian universities.
- In Kyrgyzstan, scholarship students formed teams to work on 2-week projects at 10 participating businesses, thus enhancing experiential learning and strengthening links to business.
- 22 private sector organizations donated \$119,960 for the program, while USAID matched this amount for a total scholarship pool of \$239,920. Details of these donations are shown in table 17 below.

Table 17: CAR Scholarship Program Funding

Funding Source	KZ	KG	TJ	Total
LEARN Foundation		\$34,475	\$15,500	\$49,975
Kumtor Operating Company		\$10,000		\$10,000
Silk Road Lodge		\$500		\$500
Agro Invest Bank			\$5,000	\$5,000
Babilon-T Company			\$1,500	\$1,500
Citi Group Kazakhstan	\$10,000			\$10,000
Exxon Mobil Kazakhstan	\$3,000			\$3,000
Caspian Downhole Services	\$1,000			\$1,000
Sun Drilling LLP	\$1,000			\$1,000
Kazakh Telcom	\$3,000			\$3,000
Caspian Service Group Limited	\$3,000			\$3,000
Pentagon Freight Services	\$3,000			\$3,000
PricewaterhouseCoopers	\$3,000			\$3,000
Expro Eurasia Ltd Kazakhstan	\$1,000			\$1,000
Smith International Limited	\$1,000			\$1,000
Exim	\$1,000			\$1,000
Schlumberger OFS	\$1,000			\$1,000
Petro Gas Energy LLP	\$1,000			\$1,000
Yeskertkish Kyzmet Kazakhstan	\$1,000			\$1,000
Chevron Texaco	\$4,000			\$4,000
Weatherford, Inc.	\$15,985			\$15,985

²⁶ The Echo Group is a professional training company headquartered in Portland, Oregon.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

Country Totals	\$52,985	\$44,975	\$22,000	\$119,960
USAID Matching Funds	\$52,985	\$44,975	\$22,000	\$119,960
Grand Totals	\$105,970	\$89,950	\$44,000	\$239,920

(b) Regional Student Internship Program. The B&EE business survey revealed that businesses strongly support student internship programs, and they believe that independent NGO's are best able to implement such programs. Accordingly, B&EE utilized NGO's to implement student internship programs in Kazakhstan, Kyrgyzstan and Tajikistan.²⁷ Selected on a competitive basis, the NGO partners created "hands on" learning opportunities for students at host companies. Prior to the actual internship, the implementing NGOs conducted student training on performance expectations, teamwork and report preparation. Seminars were also conducted for businesses on internship design and integration of students into workflow and performance outcomes. Student progress was monitored at the mid-point and completion of the internship program. The results for the regional internship program are shown below.

- Implementing NGO's in Kazakhstan and Kyrgyzstan plan to continue the internship programs after completion of the project. The program has already received more than 30 internship commitments from companies interested in hosting students again next summer.
- As shown in the table below, the internship program far exceeded its EOP goals for student placements and job hires.

Table 18: Student Internship Goals & Results

Country	Goals for Student Internship Placements	Goals for Student Internship Hires	Results for Student Internship Placements	Results for Student Internship Hires
Kazakhstan	40	8	61	19
Kyrgyzstan	20	4	39	8
Tajikistan	10	2	10	3
Totals	70	14	110	30

(c) Business/Academic Partnerships and Communication. Cooperation between businesses and academia is essential for proper development of business and economic education. Combining theoretical and practical education opportunities ensures that university training programs transfer skills required for business growth and new venture creation. To establish bridges between business and academia, B&EE conducted a series of surveys, roundtables, seminars and joint trainings designed to impart knowledge to working professionals and faculty members. Assistance was also provided to establish university advisory boards comprised of business professionals from the local community.²⁸ B&EE worked with all five universities on training and operational guidelines to strengthen the boards as they provide input to improve curricula and programs in business and economics.

(d) Regional Business Survey. B&EE conducted a four-country Business Survey of the perceived quality of business and economics training at CAR universities. Through a series of interviews with 360 business owners and executives in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan, respondents shared their perceptions concerning the quality of training provided to university students in the fields of business and economics. In general, CAR managers were unhappy with the quality and type of training provided, and they particularly noted weaknesses in marketing and management training. Survey findings were widely distributed to universities and businesses in the region as a tool to influence reforms in curriculum and teaching methodologies. [See www.ednetca.org and click on publications]

²⁷ The implementing partners for the regional internship program were: (1) Youth Information Services of Kazakhstan <http://www.misk.kz> (2) Foundation for Information Assistance to Social & Economic Development in Kyrgyzstan <http://www.expert.kg> and (3) Institute of Entrepreneurship and Service in Tajikistan (no website).

²⁸ University advisory boards were established at the following five universities: (1) International Academy of Business [KZ]; (2) Pavlodar University [KZ]; (3) Miras University [KZ]; (4) Bishkek Academy of Finance & Economics [KG]; and (5) Tajik State University of Commerce [TJ].

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

- (e) **Regional Academic Survey.** During the final months of the project, B&EE completed a survey of university administrators and faculty who had received B&EE training. B&EE sought to determine how effective its training was in terms of impact on training methods and improvement in academic programs. The survey provided several interesting conclusions: (i) B&EE assistance supported changes in curricula, programs and services for businesses and students; (ii) planned changes require additional technical assistance to ensure they take root; (iii) institutional progress supported the establishment of international academic partnerships; and (iv) B&EE training helped to advance their professional careers.
- (f) **Professional & Certification Training.** B&EE utilized an innovative approach to reduce the gap between business needs and university preparatory courses in business and economics. Using the CAR Business Survey results, B&EE identified observable gaps between high demand topics in the workplace and low capacity among universities to train students in these subject areas. B&EE then partnered with professional associations to design targeted training opportunities to solve the knowledge gaps. Business professionals and university faculty members were jointly trained in these high demand topics, thereby benefiting both constituent groups. The joint trainings were sponsored through fees paid by business participants, while faculty members attended at no cost. Faculty attendees were required to apply the knowledge gained from these trainings to improve existing courses, while training their university colleagues. Partnership training included:
- i. **Financial Risk Management.** Following passage of the Sarbanes Oxley Act in 2002, risk management became a high demand topic among business professionals. B&EE worked with the Kazakhstan Chapter of the Professional Risk Managers International Association to conduct two seminars in financial risk management. These seminars addressed professional training needs, while simultaneously training university faculty members in this unique field. Businesses paid from \$300 to \$1,400 for different levels of training and B&EE invited key faculty members to participate without charge. This enabled the faculty members to gain valuable knowledge that equipped them to offer risk management courses to university students. These extremely successful events resulted in a memorandum of cooperation outlining future training topics and a desire for the Kazakh Ministry of Education and Science to include risk management in their standard curriculum requirements.
 - ii. **Business Communication.** The Central Asia Association for Business Communication and the Caspian Training Group jointly implemented a 2-day workshop focused on presentation skills, customer relations, and negotiations. The workshop trainers utilized a variety of innovative techniques—role playing, video analysis of presentations, and impromptu speeches—to provide practical skills to participants. University faculty attendees will use these innovative teaching methods to improve the quality of classroom training.
 - iii. **Tourism and Hospitality Industry.** Growth in the CAR tourism industry has stimulated demand for skilled workers that cannot be filled by universities or vocational institutions. The Kazakhstan Tourism Association joined B&EE in hosting a roundtable that united university representatives and leading hotel chains to explore cooperative ideas to improve training curriculum and skills among university graduates. This type of training also helps introduce the concept of continuing education to businesses, universities and professional associations.
- (g) **University Advisory Boards.** B&EE helped establish advisory boards at five key universities in the region. Advisory boards are highly successful at western universities, and they are typically composed of business professionals capable of assessing academic curricula and providing recommendations to better align academic programs with business needs. Advisory boards effectively transfer business knowledge and perspectives to local universities, thereby impacting training content and program quality. Advisory boards are also closely linked to career development centers and alumni centers, thereby expanding their potential value.

Impact Highlight

University Advisory Boards in Kazakhstan. With established advisory boards at International Academy of Business and at Pavlodar University, Miras University in Shymkent, Kazakhstan formed their own advisory board and subsequently received Kazakh Ministry of Education & Science approval to integrate advisory board recommendations into their undergraduate and graduate curricula. The Kazakh Ministry of Education & Science plans to use Miras University as a model for replicating advisory boards at other Kazakh universities.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

SECTION IV—EDUCATION POLICY REFORM

B&EE undertook extensive education policy reform work in Kazakhstan, Kyrgyzstan and Tajikistan. Reform efforts in Uzbekistan ceased after USAID de-obligated project funding for Uzbekistan in fall 2005, while policy reforms in Turkmenistan were largely impossible due to extremely regressive government policies.

The Ministries of Education and their university constituents in Kazakhstan, Kyrgyzstan and Tajikistan are currently engaged in reforms that have the capacity to impact higher education for years to come. The most notable change is a region-wide trend toward the adoption of international credit hour systems or its alternative—the European Credit Transfer System (ECTS). This single policy reform has significant potential to influence the quality of higher education in the region, because it requires course electives, course outlines and closer conformance with international education standards. The degree of systemic change perpetuated by this reform depends upon many factors, including government support, quality of implementation, faculty training and available financial resources. The “jury is still out,” but the initial indicators are positive.

B&EE’s policy reform activity concentrated on three functional areas: (1) the introduction of credit hour/registrar systems at four university pilot centers; (2) technical assistance support to advance the internal capabilities of each pilot university and (3) direct work with the Ministries of Education to support advancement toward international education standards. Each of these components, and their impact, are presented below.

A. Credit Hour/Registrar Pilot Centers

After initial training and completion of academic quality self-assessments, participating universities created action plans and implemented credit hour/registrar systems in accordance with international standards. Through a competitive process, four CAR universities were chosen to be pilot institutions as shown in table 19 below.

Table 19: Credit Hour/Registrar Pilot Centers

Name of University	Location
Pavlodar University	Pavlodar, Kazakhstan
Miras University	Shymkent, Kazakhstan
Tajik State University of Commerce	Dushanbe, Tajikistan
Bishkek Academy of Finance & Economics	Bishkek, Kyrgyzstan

These four credit hour/registrar pilot centers were established as regional centers of excellence to advance international education standards and assist replication of similar programs at other CAR universities. All four pilots established objectives and performance standards for the credit hour/registrar programs as shown in tables 20 and 21 below:

Table 20: Credit Hour Pilot Program Objectives

CHS Program Objectives
To implement credit hour systems using international standards.
To create centralized registrar offices, job definitions and registrar manuals.
To develop computerized record systems for electronic transcripts and other information.
To develop university-wide strategic plans for conversion to credit hour systems.
To implement secure backup and recovery systems for electronic data.
To develop outcome indicators for student learning, faculty research and university finance.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

Table 21: Credit Hour Pilot Program Performance Standards

CHS Program Performance Standards
To assure that 40% of all courses offered are electives.
To assure that 100% of students are provided with course syllabi and outlines.
To assure that 15% of students have taken courses offered by other departments that count toward aggregate credit earned.

It is important to note that the above objectives and performance standards were met or exceeded in all four pilot universities. This result is a strong indicator of the quality of the pilot institutions and the degree to which credit hour systems are in demand in the region. These pilots will continue to perform as role models to other universities as they also convert to international education standards.

B. Training Programs To Support Credit Hour & Registrar Systems

B&EE fielded highly skilled western experts to provide training to the pilot universities on a range of essential topics. Dr. Vladimir Briller, of the New Jersey Institute of Technology (NJIT), played an integral role in this process by providing specialized training in quality assessment, information systems, course tracking, on-line degree audit systems, record systems, policies and procedures and academic record systems. The NJIT experts visited each pilot, and assisted with advancement from simple data collection to data analysis suitable for management decision-making. NJIT experts helped define registrar responsibilities, create a Registrar's Manual, define grade recording systems and transcripts and develop computerized record systems for student information, enrollment, course registration, grades, and degrees.

B&EE also worked with NJIT and Vanderbilt University to conduct a *Summer Institute on Higher Education Management and Administration in Central Asia*. The Summer Institute was a unique program for senior-level administrators from over 50 Central Asian universities that addressed critical leadership challenges in higher education. Training topics included management skills, financial management, institutional evaluation, accreditation, and the dynamics of institutional change.

Impact Highlights

Registrar Software. 56 universities in Central Asia participated in a B&EE credit hour/registrar seminar and were presented with free, high quality registrar software to help them with the conversion process.²⁹ Following this training, 15 universities confirmed that they had converted to credit hour systems utilizing the software outlined above. This result is a major step forward as these universities move toward international education standards.

Registrar Association. The formation of an independent regional registrar association was an unexpected outcome of the B&EE registrar training work. University registrars from Kazakhstan, Kyrgyzstan and Tajikistan decided to form the association in response to unaddressed needs for information exchange and professional development.

C. Ministry of Education Reforms

B&EE worked with the Ministries of Education in Kazakhstan, Kyrgyzstan and Tajikistan on a range of important education reform initiatives. Country summaries of these initiatives are presented below:

1. **Kazakhstan.** A brief list of the B&EE reform initiatives in Kazakhstan follows:

- (a) **Credit Hour System Conversion.** The Kazakh Ministry of Education & Science is currently encouraging all Kazakh universities to convert to a credit hour or ECTS system. B&EE consultant, Dr. Vladimir Briller of NJIT, met with the Kazakh Minister of Education to discuss specific strategies to integrate the B&EE pilot knowledge base into the national reform agenda. The Kazakh Minister is

²⁹ The registrar software was developed in Russian by Professors Briller and Deese at the New Jersey Institute of Technology and donated to all university participants free of charge. The value of the software is conservatively estimated at \$50,000 per university.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

currently working with Dr. Briller and the B&EE pilot universities in Pavlodar and Miras to achieve this result.

- (b) **Quality Assessment.** The Kazakh Ministry of Education & Science disburses quality assessment criteria to all universities annually. Despite their limited content, universities are required to use these criteria as performance benchmarks. B&EE provided expert technical assistance to establish an Academic Quality Self-Evaluation program that provided universities with high quality tools to assess academic programs, faculty, students and services, with direct linkages to registrar systems and career development centers. Based on the new evaluation system, the B&EE pilot centers prepared recommendations for the Kazakh Ministry of Education and Science, seeking their approval to mandate use of the new system at all Kazakh universities.
 - (c) **Accreditation.** The Ministry of Education has established a National Accreditation Center as part of its strategy to introduce accreditation standards through out the country. Currently, only one university—KIMEP—is seeking western accreditation.
 - (d) **Down Sizing.** With 177 institutions of higher learning, Kazakhstan realizes that it must reduce the size of its university system. The Ministry has taken initial steps to implement this strategy, but its actualization is limited by political realities.
2. **Kyrgyzstan.** B&EE developed close working relationships with key members of the Kyrgyz Ministry of Education that resulted in several achievements as outlined below.
- (a) **Integration to the Bologna Process.** B&EE assumed a leadership role in establishing and participating in the Working Group under the President of the Kyrgyz Republic, an organization designed to spearhead the integration of Kyrgyz universities into the Bologna Process. Participation in this Working Group provided B&EE with high-level access to the President and Ministry of Education on a range of important education initiatives. This project created several important results, as outlined below:

Impact Highlights

ECTS Conversions. Eight Kyrgyz universities converted their undergraduate business and economics programs to the European Credit Transfer System during 2005.³⁰ These eight universities are now equipped to serve as models to other institutions as they also convert to international standards of education.

ECTS Tour. At no cost to USAID, six Kyrgyz Rectors, three Ministry of Education officials and B&EE's Kyrgyz Country Director utilized their own funds to travel to England and Finland for on-site visits at ECTS-based universities. This study tour generated valuable information that enabled the attendees to advise the government and other Kyrgyz universities regarding western education standards. B&EE provided logistical assistance and advice to assist the implementation of this important project.

ETCS Guidebook. The above referenced Working Group also created a guidebook for ECTS conversion, which was approved the Ministry of Education and distributed to all Kyrgyz universities. This guidebook was well received, and it serves as an important information source for all universities in the Republic.

- (b) **Updated Higher Education Law.** B&EE assumed a leadership role in helping to draft the new Kyrgyz Higher Education Law. Two B&EE technical consultants—Dr. Vladimir Briller and Dr. Abakir Mamytov—worked directly with the Drafting Committee to integrate western education standards into the document. The new draft law will be sent to Parliament for final approval in the next few months.

³⁰ The eight universities were: Bishkek Academy of Finance & Economics, Kyrgyz National University, Osh Technological University, Naryn State University, Kyrgyz Technical University, International University, Institute of Modern Education Standards and Architectural University.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT



The photo shows members of the Higher Education Law Committee and Kyrgyz Ministry of Education attending a joint meeting in Bishkek.

- (c) **Memorandum of Understanding.** B&EE and the Kyrgyz Ministry of Education signed a Memorandum of Understanding that defined joint work on faculty re-training/innovative courses, registrar systems, integration to international standards, pilot center replication and credit hour reforms. B&EE met regularly with Ministry of Education officials on the specifics of the plan, but it is too early to assess the ultimate impact of this initiative.
- (d) **Economics Education Curriculum Standards.** B&EE worked with seven pilot universities to develop international-based curriculum standards in Economics that were approved by the Ministry of Education for use at other Kyrgyz universities.

Impact Highlight

Curriculum Standards. The development of new curriculum standards in Economics is an important step forward as Kyrgyzstan advances toward international education standards. B&EE is working with all seven pilot universities to further develop their programs and encourage replication at other universities.

- (e) **Downsizing.** The Ministry of Education publicly stated its intention to privatize and/or reduce the number of Kyrgyz universities by approximately 20. Predictably, this highly controversial strategy received significant resistance that makes its implementation highly doubtful.
3. **Tajikistan.** The government of Tajikistan announced a series of decisions designed to upgrade the quality of education and move the country closer to international standards. These decisions had several important policy reform implications on several components of the B&EE reform strategy as outlined below:
- (a) **Conversion to Credit Hour Systems/International Standards.** During 2006 the President of Tajikistan announced a system-wide conversion to the USA-based credit hour system over a 10-year phase-in period. This decision had significant policy implications for the quality of education at all 39 universities in the country. Subsequent to the President's decision, the Minister of Education asked B&EE to assist them with training support for university faculty and administrators. One important result of this work was the development and distribution of a "How To Manual For Credit Hour System Conversion" that was distributed to all university faculty and administrators in the country. B&EE assistance enabled the Ministry of Education to maintain its target conversion schedule, while gaining acceptance and support at the university level.

Impact Highlight

Credit Hour Systems. The Tajik government decision to convert all 39 universities to the USA-based credit hour system is a major reform step with significant potential to alter the quality of higher education in Tajikistan. The conversion implementation period is ten-years and the government has already begun the planning and training phases of the process. B&EE utilized its credit hour pilot program at Tajik State University of Commerce in Dushanbe to assist the government with conversion training and background information.

- (b) **Faculty & Administrative Re-Training.** The second area of reform in Tajikistan is re-training for university faculty and administrators. The Tajik Ministry of Education consulted with B&EE and the

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

Advance Study Center³¹ to design courses needed by faculty and administrators as they advance toward international standards. B&EE provided training in course design, syllabi development, training methodologies and credit hour systems that resulted in improved knowledge and higher quality education. It should be noted that the Advance Study Center is self-sustaining, and its training work will continue after the B&EE project ends.

- (c) **Replication of Pilot Centers at other Tajik Universities.** B&EE established two pilot centers in Tajikistan (one Career Development Center and one Credit Hour/Registrar Pilot) that are playing integral roles in the Tajik education reform process. The Tajik Ministry of Education is working with B&EE on replicating these pilot centers at other universities in the country.
- (d) **Linkages Between Businesses & Universities.** B&EE and the Ministry of Education jointly hosted a roundtable discussion forum to explore the important linkage between private businesses and universities. As a result of this work, the Tajik Ministry of Education strongly encouraged universities to implement joint projects with businesses, while adjusting their curriculum to harmonize with the demands of a market economy.

³¹ The Advance Study Center was one of four faculty re-training centers established during the EdNet project. This center is located at the Tajik State University of Commerce in Dushanbe and it continues to offer innovative courses for university faculty and administrators in Tajikistan.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

SECTION V—RESULTS & LESSONS

The last section of the report contains a summary of results and lessons from the B&EE project.

A. Project Results

It is important to consider whether the B&EE project met its original deliverables and objectives. This issue can best be addressed by comparing the end of project (EOP) results against the original project goals in the Measurement and Evaluation Framework. This comparison is shown in table 22 below, with the end of project results highlighted in color.

Table 22: Project Indicators, Project Goals & End of Project Results

Project Indicators	Project Goals	Actual Results
1. <u>Sustainable Association</u> (1)		
<ul style="list-style-type: none"> Financial sustainability Member involvement International Partnerships Customer satisfaction Faculty training 	<ul style="list-style-type: none"> 1 sustainable association 50 members Non-USAID income exceeds expenses 6 new services offered 60% member involvement 1 international partnership 80% of members are satisfied with services 700 faculty trained 80% of faculty satisfied 	<ul style="list-style-type: none"> 1 sustainable association [Met] 23 members [Not met] Net revenue = \$15,944 [Met] 7 new services offered [Exceeded] Not measured 7 international partnerships [Exceeded] Not measured 960 faculty trained [Exceeded] 83% of faculty satisfied [Exceeded]
2. <u>Cost Share & Private Support</u>		
<ul style="list-style-type: none"> Cost Share fund raising 	<ul style="list-style-type: none"> \$812,734 in four countries 	<ul style="list-style-type: none"> \$1,141,303 raised [Exceeded]
3. <u>Pilots & Partnerships</u> (17)		
<ul style="list-style-type: none"> Scholarship Program (3) Internship Program (3) Career Development Centers (4) Entrepreneurship Centers (2) Marketing Center (1) Faculty Resource Center TM (1) University Advisory Boards (3) 	<ul style="list-style-type: none"> Programs implemented in KZ, KG, TJ \$170,000 in cost share Programs implemented in KZ, KG, TJ 70 students placed & 14 hired 4 centers implemented 20 students trained per month 2 centers implemented 1 center implemented 1 center implemented 3 advisory boards implemented 	<ul style="list-style-type: none"> 3 programs implemented [Met] \$118,460 in cost share [Not met] 3 programs implemented [Met] 110 placed & 30 hired [Exceeded] 4 centers established [Met] 25-30 students trained/Mo. [Exceeded] 2 centers implemented [Met] 1 center implemented [Met] 1 center implemented [Met] 5 advisory boards [Exceeded]
4. <u>Education Policy Reform</u>		
<ul style="list-style-type: none"> Credit hour pilot centers (4) Ministry of Education Impact 	<ul style="list-style-type: none"> 4 pilot centers established 40% of courses offered as electives 100% of students given course schedules 15% of students take courses in other departments 100% of courses have student evaluations Recommendations provided to Ministries in KZ, KG & TJ 	<ul style="list-style-type: none"> 4 centers established [Met] At least 40% electives @ 3 pilots; 25% @ 1 pilot [Met] 100% of students have schedules [Met] At least 15% of students take courses in other departments [Met] 100% of courses have evaluations [Met] Recommendations provided [Met]

As shown in table 22, B&EE met or exceeded 22 of 26 project goals (8 were exceeded and 14 were met). Two goals were not measured (REGENA member involvement and member satisfaction) and two were not achieved (REGENA membership and cost share in the Central Asia Scholarship Program).

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

While project results were met, there were delays in start-up activities that required a six-month no-cost extension. Some of the factors associated with the delay included: changes in project management, legal complications in establishing a mechanism for administering the regional scholarship program and delays in working out approved grant procedures with USAID.

B. Project Lessons

The B&EE project provides many valuable lessons that warrant consideration. B&EE hopes that these lessons clarify the education reform process and its causal impact on economic growth in Central Asia.

LESSON #1 ... THE HUMAN RESOURCE 'KNOWLEDGE GAP' IS HUGE

B&EE utilized a range of educational initiatives to improve the environment for economic growth in Central Asia. The logic for this strategy was based on the positive correlation between human capital development and economic growth at the micro and macro levels.

A senior manager at a major oil and gas supplier in Kazakhstan captured the essence of this knowledge 'gap' dilemma when he observed: *"We send our people abroad for training because most local universities do not provide the training and skills we need to run our business."*³² These sentiments were echoed by hundreds of other businesses in the region, most of which don't possess the financial resources to train their staff abroad. The CAR Business Survey, referenced earlier, corroborated the above observation and led B&EE to the conclusion that the scale of the human resource knowledge 'gap' in Central Asia is truly HUGE. The problem applies to the skills acquired by students entering the labor force as well as the general lack of continuing education. Thus, reducing the 'gap' will serve to unlock the latent economic growth potential in the region. The principal obstacle has been the rigidity of the education system and its inability to respond to changing demands for educational services. While B&EE has started to break down some of the obstacles to the emergence of a true market in educational services, this process takes time.

LESSON #2 ... PRIVATE BUSINESSES ARE READY TO ASSIST WITH EDUCATION REFORM

The B&EE project included a major cost share component designed to engage private businesses and NGO's in the education reform process. The goal was to generate \$812,734 from businesses and other non-USAID entities in Kazakhstan, Kyrgyzstan, Tajikistan and Turkmenistan. As noted in Section II of this report, B&EE actually generated \$1,141,303 from 97 separate organizations, or 29 percent of USAID's total investment.

Based on the level of cost share provided and interviews with dozens of businesses, B&EE concluded that part of the private sector is ready to participate in the education reform process. The reason is simple: businesses cannot find enough highly trained workers to properly manage their operations, and at least a more progressive element understands that investment of time and money is required to solve the problem. One of the keys to success was to support initiatives proposed by partner institutions for which they had already secured other resource commitments. Thus, USAID funds were a catalyst to leverage other resources in initiatives with local "ownership".

USAID and other donors are strongly encouraged to design additional programs that directly involve businesses and other partners in the education reform/economic development process. These are most effective when they are market driven and proposed by committed beneficiaries and partners. However, there is huge scope for further business-university collaboration. In particular, continuing education has enormous scope for growth, whether in support of specific industry sectors (tourism, financial services, agribusiness, etc.) or functional/professional specialties (human resources, leadership, supply chain management, etc.) The project started the process of stimulating awareness, discussion, and pilot programs, but realistically just scratched the surface in relation to the need and opportunity, especially since continuing education was not a major project objective.

LESSON #3 ... PRIVATE BUSINESSES ARE WILLING TO PAY FOR HIGH QUALITY TRAINING THAT BENEFITS BUSINESS AND ECONOMICS EDUCATION

As noted in Lesson #1, there is a tremendous 'gap' in business and economics knowledge in Central Asia. B&EE noticed that many private businesses are willing to invest relatively large amounts of money for high quality training. For example, Kazakh firms paid \$1,400 per person for a 5-day training on risk management. By using

³² Based on a conversation with Mr. Curtis Duncan, Weatherford, Inc. on December 1, 2006.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

creativity, B&EE trained several university faculty members at no cost to USAID or the universities. Businesses are willing to help pay, if they are presented with training programs that provide clear benefits. However, business has been slow to take the initiative in pushing for continuing education programs at universities, either for their own companies or for a “cluster” or sub-sector. Progressive companies (often foreign owned) have collaborated with B &EE and REGENA to advance the concept but this is just a start.

LESSON #4 ... EDUCATION REFORM IS SLOWLY PROGRESSING IN THE REGION

After years of nominal progress, education reform in the region is slowly progressing. Led by President Nazarbayev’s plans for Kazakhstan, other CAR leaders mandated similar reform paths. Tajikistan, in particular, is to be commended for its recent decision to convert all 39 universities to the USA-based credit hour system. Kyrgyzstan is also pursuing reform efforts, but recent political instability has delayed implementation.

As noted in the report, credit hour and curriculum reform has substantial potential to advance the region toward international education standards. B&EE strongly encourages USAID and other donors to pursue this opportunity to its maximum potential. One of the key underlying concepts is to allow individual universities greater flexibility in structuring their curricula with more relevant electives and experiential learning and enhancing the “market” in educational services.

Corruption continues to offer the greatest obstacle to effective education reform in the region. Donors and implementers are advised to not underestimate the impact it wields over education reform in Central Asia. Education should be included in anti-corruption programs.

LESSON #5 ... EDUCATION ASSOCIATION DEVELOPMENT IS MOST EFFECTIVE WHEN IT IS COUNTRY-SPECIFIC

Evidence from the EdNet and B&EE projects suggests that effective development of education associations could best be accomplished by concentrating on an individual country. Cultural idiosyncrasies and logistical challenges are country-specific and B&EE’s experience with REGENA corroborates this assertion. REGENA experienced deep cultural and nationalistic challenges during its attempts to expand in Kazakhstan and Tajikistan, and the organization is best positioned to serve its constituents in Kyrgyzstan, at least during its early phases. On the other hand, one of its most valuable services (as viewed by members) has been facilitating international linkages and communications both within the region and with international partners. REGENA has added additional members from Kazakhstan and Tajikistan over the past year, and now that it is on its own, the market will determine whether a regional approach is sustainable.

LESSON #6 ... A VARIETY OF EFFECTIVE TOOLS IS AVAILABLE TO IMPACT EDUCATION REFORM

As noted above, B&EE engaged in a broad range of initiatives during the project. In essence, B&EE ‘test marketed’ many innovative ideas that provided an opportunity to evaluate which concepts had the most impact on reducing the ‘knowledge gap’ and improving education quality. It is therefore useful to provide an evaluation of the individual project components as background for future projects in the region.

A subjective evaluation of the B&EE project components is shown in table 23 below. These components are ranked and segmented into two tiers: (1) highly successful projects that warrant further investment [Tier 1] and (2) projects with less intrinsic development potential [Tier 2]. Interpretive comments about each project component are also provided.

Table 23: B&EE Project Evaluation Tiers

Project Components	Comment
Priority [Tier 1]	
Credit Hour Pilot Programs	All four CHS pilots are functioning efficiently and they are prepared to assist with replication at other CAR universities. The Ministries of Education in KZ, KG and TJ are well aware of the reform potential these pilot centers offer.
Career Development Pilot Programs	A high demand program with demonstrated value in Central Asia. The cost to develop such centers is relatively low, and they merit further expansion in Kazakhstan, Kyrgyzstan and Tajikistan.
Cost-Share Funding	97 contributors provided over \$1.1 million to support B&EE education initiatives, thus demonstrating a huge potential for business involvement in education reform. Businesses understand the problem and they’re willing to help.
Entrepreneurship Pilot	This high potential program was supported by over \$200,000 in cost share from the

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

Programs	private sector in direct support of S.O. 1.3 and IR 1.3.1. USAID is highly encouraged to expand this program to additional universities in the region.
CAR Internship Program	There is huge latent demand for experiential internship programs in KZ, KG & TJ. Businesses, students and universities alike want this program continued and expanded. It is a proven way to introduce students to the “real world.”
Faculty Resource Center	This unique project achieved excellent results in the difficult political climate of Turkmenistan. The “door” is now open to introduce other innovative business training programs in this country.
Marketing Pilot Program	This high demand program developed rapidly and won a separate \$150,000 U.S. State Department Grant for the International Academy of Business in Almaty and the William Davidson Institute at the University of Michigan.
CAR Scholarship Program	This popular program overcame a host of logistical obstacles in three countries, while raising over \$119,000 from the private sector. The Kazakh portion of the program is now positioned for sustainability with strong financial commitments and support from private businesses.
University Advisory Boards	Advisory boards are useful tools to transfer knowledge from the business sector to university academic programs, thereby improving student training and outcomes.

Project Components	
Priority [Tier 2]	Comment
Ministry of Education Reform	B&EE engaged in substantial dialogue with the Ministries of Education that created moderate impact. Four major problems limit the value of ministerial reform activities: (1) lingering distrust and fear of additional “colored revolutions;” (2) lack of commitment; (3) resource shortages and (4) high levels of corruption.
REGENA	This organization is sustainable in that it can cover its core expenses and services, and has much stronger management and business participation on the Board. However, while it played a minor role in the B&EE project (except for the CAARN grant) while it went through growing pains, it should be considered as a viable grantee and subcontractor to help implement value added services related to its core mission of introducing best practices to member universities and their faculty.
CAARN	The Central Asia Applied Research Network encountered relatively weak demand from university faculty, time delays, fund raising problems in Kyrgyzstan and bureaucratic resistance in Tajikistan.
Faculty Re-Training	There is huge demand for faculty re-training in the region, but it remains a lower priority strategy until universities provide financial incentives for faculty to upgrade their teaching skills. Support should focus on specialized courses related to continuing education, electives and centers of excellence (e.g. marketing).

In effect, the Tier 1 components represent a reform strategy based on market led centers of excellence and innovation (within universities). This can be seen as “bottom-up reform” that builds on entrepreneurial initiatives with strong leadership and local university/business support. In contrast, “top-down”, more centralized or donor driven initiatives tend to be more problematic and lack the critical catalytic involvement of local champions and business (while running into strong institutional resistance to change). The challenge with bottom-up initiatives is how to encourage dissemination, imitation and broad adoption. B&EE demonstrated the potential through for example REGENA (e.g. with career centers in Kyrgyzstan in partnership with Eurasia), Ministries of Education (e.g. broader adoption of credit hour and curricula reforms in Kazakhstan after seeing them in pilots), and the emergence of an association of registrars. However, for desired systemic reforms to be fully implemented, it is important for USAID or other donors to continue as a catalyst.

LESSON #7 ... UNIVERSITY PILOT CENTERS WORK VERY WELL IN CENTRAL ASIA

Based on input from students, businesses, universities and ministries of education, the B&EE pilot centers made contributions toward improving the environment for economic growth in Central Asia. B&EE demonstrated the educational value and cultural transferability of a range of concepts from the USA best practice market in educational services in Central Asia. The most important are those that introduce greater flexibility and responsiveness to changing labor market requirements while also better preparing students to successfully enter the labor market. In short, B&EE proved that good ideas could be duplicated at CAR universities with positive impact. A list of the important lessons learned from these pilot centers is presented below:

Lessons from Credit Hour/Registrar Centers

- *Credit hour pilot centers have substantial capacity to alter education quality in Central Asia.* As noted in the report, Kazakhstan, Kyrgyzstan and Tajikistan are converting their universities to credit hour or European credit transfer systems. Such conversions inevitably lead to elective courses, improved course

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

content and closer conformance with international standards. They contribute to greater flexibility by providing students more choice within a university as well as facilitating moving from one school or faculty to another.

- *CAR universities suffer from a range of structural weaknesses that negatively impact credit hour conversions.* These weaknesses include: fear of evaluation, top-down management systems, ambiguous requirements, lack of reliable data and a shortage of implementation skills. The benefits of the credit hour system will not be fully felt until universities are given more flexibility in structuring curricula and electives (as was achieved in the pilots), and more emphasis is given to self-study and experiential learning methods.

Lessons from Career Development Centers

- *Students and businesses value career services, and such services have the capacity to beneficially impact education program content.* Acting as a bridge between business and education, career services provide many important services, while stimulating student internship opportunities and job placement. Better preparing students for the job market is greatly desired by both students and businesses.
- *Western models of career development centers are adaptable to Central Asia.* B&EE discovered that career centers work well in Central Asia, with minimal adaptation. It should also be noted that career center leaders from other CIS countries (e.g. Ukraine) could share beneficial insights with CAR universities at nominal cost. The concept should eventually be expanded to vocational and secondary schools as is being done in Bulgaria.
- *Sharing best practices is very important.* B&EE discovered that participatory sharing of best practices was an important component of the technical assistance process. Sharing experiences and lessons helped establish strong working relationships, thereby significantly contributing to positive results. To further enhance best practice, consideration should be given to training and certifying career counselors, as is being done in Bulgaria under a USAID Labor Market Reform Project.
- *Pilot centers are willing and able to act as mentors to other universities.* B&EE noted that virtually all of the pilot centers are proud of their accomplishments, and they are ready to help others achieve the same success. With ministry of education support and encouragement, replication of these centers is highly feasible. There is strong interest by other universities to establish career centers, and transfer of know-how from the existing ones will be important.

Lessons From Entrepreneurship Pilot Centers

- *Central Asian businesses increasingly recognize the value of entrepreneurial training and are willing to provide financial support to educational institutions developing such capacity.* The B&EE pilot centers in Uralsk, KZ and Osh, KG generated over \$200,000 in combined cost share funding to support their programs. B&EE sensed strong interest from the private sector in supporting entrepreneurship training as a means of nurturing new and growing small businesses, and thus the strength and dynamism of local economies.
- *Faculty knowledge of entrepreneurship is low and substantial re-training is required.* Based on the training and consulting services delivered by the pilot centers to date, a significant knowledge ‘gap’ at the university faculty level must be overcome. Businesses in Uralsk, KZ repeatedly told B&EE that the knowledge base among executives and entrepreneurs is substantially higher than those of local university professors. Drawing businesses into centers to provide lecturers and case studies, as well as opportunities for experiential learning (including for faculty) will narrow this gap.
- *A minimum of 18-24 months is required to establish a pilot center.* Full-scale implementation of an entrepreneurship pilot center requires considerable time, training and investment to achieve success.
- *A variety of business concepts and development models can be utilized when creating an Entrepreneurship Center.* A single approach is not necessary or desirable, but the chosen model must be adapted to the demands and needs of the local region.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

- *The Entrepreneurship Center body of knowledge overflows to other academic disciplines.* Experience gained through faculty participation, service delivery and international knowledge transfer influences the quality of business and economics academic programs. While most business programs tend to focus on methods used by larger companies, entrepreneurship centers focus more on the realities of small and start-up businesses.
- *Education institutions and Entrepreneurship Centers can assist with regional economic development.* The Entrepreneurship Centers are well positioned to work with entrepreneurs and area businesses to deliver services, assist with development, and help associations with advocacy.

Lessons From The Marketing Pilot Center

- *The CAR Business Survey revealed that Marketing is the #1 knowledge 'gap' among university graduates.* This was the functional area least developed under the centrally planned system and the void is only just beginning to be filled. The business community desperately needs skilled people in marketing and appreciate that a marketing "center of excellence" will contribute to strengthening faculty, research, relevant case materials, consulting services, and of course the quality of graduates. Accordingly, businesses have been willing to provide financial support and guidance needed for development of such centers of learning and research.
- *Marketing centers create practical learning opportunities for faculty and students while providing essential services to the business community.* Businesses repeatedly told B&EE that they need practical, western-based marketing knowledge; not the rigid 'old school' approach that is traditionally taught. Thus, involving relevant businesses such as advertising and consumer goods companies has been important in providing guest lectures, materials and opportunities for case studies and internships. Furthermore, visiting lecturers provide continuing education opportunities for those already employed.
- *Development of a successful center of excellence requires a strong "champion" with the credibility and ability to involve business, a university and other partners.* While replication of additional marketing centers and other centers of excellence is desirable, it must be "demand" driven by the interested parties.

Lessons From The Turkmenistan Resource Center

- *Despite highly restrictive political environments, properly defined resource centers are sustainable and highly useful.* High demand for this center from faculty and students in Turkmenistan strongly suggests that similar centers could be implemented in other cities in Turkmenistan or Uzbekistan. There is clearly a hunger for education and knowledge, and meeting this demand contributes to pressures for change.

Lessons From The Central Asian Scholarship Program

- *The business community slowly recognizes the value of student scholarships.* Private entities provided over \$119,000 of cost share funding to support this program. However, the concept of contributing to such programs is new, except among international firms. USAID's involvement was important as much in educating business on the importance of participating in such programs, as in the number of beneficiaries themselves. The involvement of companies in Kyrgyzstan in the selection process, as well as work-study programs with scholarship students was particularly effective in demonstrating to business the value of their contributions.
- *Local implementers require significant training and guidance in fund raising.* Most local NGO's have nominal knowledge and experience concerning how to nurture donor relations and create unique events to motivate them. This realization should not be underestimated in future implementation work.
- *Established programs should be based on student financial need and emphasize transparency and fairness in the selection process.* B&EE placed great importance on openness during the CAR Scholarship Program and all constituencies recognized this important component.
- *Matching funds provided a large incentive for donors.* Efforts should be made to attract other sources of seed money from donors and governments to assume the important role that USAID played in matching the cost share funding that effectively doubled the scholarship funding capacity.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

Lessons From Surveys of Business and Academia

- *Business and economics education is not adequately responding to the evolving needs of a market economy.* While it generally fails to instill the necessary knowledge and skill set within graduates, the survey showed that the components of the B&EE project address the principal constraints and gaps. However, while the project could demonstrate the way forward, it could only just scratch the surface in terms of requirements.
- *Business leaders place greater value on “non-traditional” programs, such as continuing education, short-term training and certification programs, than on formal undergraduate and graduate programs.* This is an important message that universities and donors should take seriously as both a critical need and an opportunity.
- *Traditional programs fail to place sufficient emphasis on key topics such as marketing, customer relations/communication, and financial and managerial accounting.* Businesses want universities to better prepare students in these fields, so they can “hit the ground running” once they are hired.
- *Universities and other providers need to deliver services that better prepare students for employment and entrepreneurship.* Programs in career counseling, internships, entrepreneurship simulations/competitions, and skill certification programs are in high demand.
- *Curricula, teaching materials, and teaching methodologies must be upgraded and based on real-world business experience.* Business managers were emphatic about this under utilized component of university training.

Lessons From Central Asian Student Internship Program

- *Private businesses demonstrated great interest in the regional internship program.* Companies are interested on hosting highly qualified students on a fee basis to contribute to the student learning and their pool of qualified employees. Matchmaking between students and businesses can be a viable and sustainable service offering for specialized NGOs or companies.

LESSON #8 ... EDUCATION REFORM DOES IMPACT ECONOMIC GROWTH

Central Asian businesses, NGO’s and governments are the ultimate consumers of university training in business and economics. Without positive changes in education quality, these organizations will continue to lack the qualified employees required to support economic growth in the region. Education reform DOES impact economic growth, even though the full impact is not easily measured over the short term. Seen conversely, not addressing the “knowledge and skill gap”, both in the preparation of students entering the labor force and continuing education, is already severely constraining investment, competitiveness and growth. B&EE represents a pioneering project for USAID in that there are few examples of education projects in the economic growth portfolio. However, the response from the “market”, at the university, student, business and government levels, indicate that this is a model that should be seriously considered in future programming in Central Asia, as well as elsewhere in the world.

REVISED WORK PLAN

BUSINESS AND ECONOMICS EDUCATION PROJECT

CONTRACT NO. 176-C-00-05-00001

Submitted to USAID/Almaty on March 10, 2006

Introduction

The Business and Economics Education project (B&EE), USAID Contract No. 176-C-00-05-0001, is a follow-on activity to an initial project under Contract No. 115-C-00-01-00005. The first project was known as EdNet, and it was concluded in 2004. The current project has distinctly different activities with different USAID funding, contractual obligations, and deliverables. Nevertheless, there are many similarities between EdNet and B&EE. Both were structured to address USAID Strategic Objective SO 1.3, improved environment for the growth of small and medium sized enterprises. Both were also mandated to address IR 1.3.1—increased opportunities to acquire business information, knowledge, and skills. During EdNet, a substantial network of associations and activities were initiated generating wide-ranging opportunities for economic and business education in cooperation with the governments of Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan.

During B&EE, CARANA will initiate wide-ranging activities in the region utilizing the platform of networks and educational opportunities established under EdNet. This distinction establishes an array of activities and deliverables including emphasis on co-financing and cooperation with private sector enterprises to ensure responsive and constructive linkages for enhanced economics and business education. The B&EE Work Plan reflects a twenty-month contract that was initiated on December 6, 2004 and ends on July 31, 2006. If an Option Year is awarded, a supplementary work plan would be prepared for USAID approval.

Administrative and Financial Systems

CARANA Corporation uses the latest version of Deltek integrated job processing accounting system. This software is the preferred system for U.S. government contractors and is approved by all U.S. government audit agencies. The system will account for job accounts by Central Asian countries and will provide comprehensive invoicing and allocate accrued cost according to the DCAA guidelines.

B&EE Project Objectives

As a general profile, B&EE targets assistance to develop stronger links among businesses and universities, make business and economics programs more responsive to the needs of businesses and the economy, create sustainable faculty development and advocacy mechanisms, and capitalize on opportunities presented by ministries of education to move educational institutions towards international standards in economics and business education. Assistance is designed to improve economics and business education by providing the private and public sector with graduates who have received training in economics and business that is appropriate for economies where the market is the primary determinant of economic activity. These graduates may work in SMEs, start their own businesses or work in government agencies concerned with economic development. It directly supports IR 1.3.1 by providing potential employees or entrepreneurs with greater access to a market economy, enhancing skills, and improving the quality of business and economics education.

This strategic profile is drawn from the Statements of Work in both EdNet and B&EE, yet the two phases differ in one important manner. EdNet activities had four primary components that can be broadly characterized as capacity building, and they included:

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

1. Improving instruction by helping professors learn new content and new teaching skills.
2. Developing a network of universities that promotes intellectual exchange and cooperation among member institutions.
3. Improving administration by helping universities to understand what it means to operate at international standards.
4. Providing resources to member institutions to support their efforts to improve the quality of economics and business education in Central Asia.

In contrast to the EdNet project, B&EE emphasizes professional and institutional development that results in sustainable business and economics educational programs, and concurrently bridges the gap between business interests and educational endeavors. Ideally, assistance will encourage educational institutions to become more responsive to business needs and subsequently prompt constructive educational reforms. More specifically, B&EE addresses three objectives:

1. Developing a sustainable mechanism for networking, professional development and advocacy in the field of economics and business education.
2. Assisting business and economics programs to become more responsive to the needs of businesses and the economy.
3. Achieving educational reforms in Central Asia that bring economics and business degree programs in closer conformity with international educational standards.

These objectives will be achieved through B&EE assistance to institutions and private sector participation. Component activities associated with each objective are summarized below:

1. **To create sustainable regional institutions for networking, professional development, and advocacy.** This objective will be achieved primarily through activities that include:
 - Grants to HEIs, academies, REGENA, and others to implement educational initiatives.
 - Technical assistance to strengthen institutional capabilities.
 - Co-financing and innovative educational pilot projects.
 - VIP deployment to facilitate new courses and faculty training in business and economics.
 - Grants for research, scholarships, internships, conferences, and sponsored educational programs implemented through academies, REGENA, or cooperative programs with public and private-sector constituents (coordinated activities also are relevant to Objective 2 below).
2. **To make economics and business programs more responsive to the needs of the economic and business environment.** This will be achieved through activities that include:
 - Pilot certification programs that are demand driven by private and public constituents.
 - Scholarship programs (that will also enhance activities under Objective 1 above).
 - Pilot career offices and internship programs (also in conjunction with Objective 1).
 - Targeted assistance for an Entrepreneurship Study Tour.
 - Feedback mechanisms with businesses (e.g., roundtables, research studies, business participation with academies and regional associations, and educational evaluation systems).
 - Grants for applied research and case writing (facilitated through co-financing or with grants among regional academies and associations).
 - Partnerships between business enterprises and universities that foster pilots, new programs, career development, research, or innovative endeavors such as entrepreneurship centers.
3. **To make educational reforms that bring degree programs in closer conformance with international standards.** This will be achieved in concert with cooperative activities under Objectives 1 & 2, but will also emphasize the following:
 - HEI pilot institutions that develop effective credit hour-based programs consistent with international practices and accreditation standards.
 - Support REGENA or its constituent institutional members to implement credit hour and educational quality programs that reflect international standards.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

- Assist regional governments with educational policy reforms, working at the Ministry level, to include relevant support for institutional and professional development.
- Implement programs for HEI administrative leadership and public-sector advocacy that enhance all project objectives and government educational reform initiatives.
- Pursue educational delegations by CAR senior educational administrators, rectors, or HEI representatives to sponsoring foreign institutions.

Work Plan Deliverables

This revision includes an agreed upon set of changes to the original contract language pertaining to contract deliverables. Exhibit 1 in the appendix sets forth the original language and all changes thereto (noted in red font).

Performance Indicators

The strategic objectives presented above, and the activities engaged in to meet those objectives, constitute the main thrust of the contractor's responsibilities. They also create a foundation on which to identify Performance Indicators in concert with the USAID/CAR IR 1.3.1—to ensure increased opportunities to acquire business information, knowledge, and skills. B&EE will measure performance and program impact based on the following four indicators as shown below in the Results Framework:

Indicator 1: Sustainable Association	EOP Goal	Measurement Tool
REGENA Financial Sustainability		
Cumulative # of paid members	50	Membership roll
Ratio of non-USAID funding to oper expenses	100%	Calculated ratio
REGENA Member Involvement		
Number of new member services	6	Service records
Member involvement percentage	60%	Customer survey
REGENA International Partnerships		
International Advisory Board	Yes	Board records
Development partner	1	Board records
REGENA Customer Satisfaction		
Customer satisfaction rating	80%	Customer survey
Faculty Training		
Faculty survey rating of applied skills	80%	Faculty survey
Indicator 2: Co-Finance/Private Support	EOP Goal	Measurement Tool
Broad Support from Private Donors		
Co-Finance goal (60% cash; 40% in-kind)	\$812,734	Funding records
Indicator 3: Pilots/Partnerships	EOP Goal	Measurement Tool
Scholarship Program		
Supervisory board	Yes	Membership roll
Amount of private funding	\$170,000	Calculated ratio
Internship Program		
# of interns placed	100	Service records
# of interns hired	20	Customer survey
Five Pilot Career Development Centers		
# students counseled per center per month	Yes	Program records
Quality of staff & program resources	4+	Evaluation
Probability of replication	4+	Evaluation
Two Pilot Entrepreneurship Centers		
Quality of curriculum plan	4+	Program records
Quality of staffing & programs	4+	Program records
Probability of replication	4+	Evaluation
One Pilot Marketing Center		
Quality of curriculum plan	4+	Program records
Quality of staffing & programs	4+	Program records
Probability of replication	4+	Evaluation
One Pilot Resource Center in TM		
Quality of center & staff	4+	Program records
Estimated impact on target audience	4+	Evaluation

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

Indicator 4: Policy Reforms	EOP Goal	Measurement Tool
Four Credit Hour Pilots		
% of courses offered are electives	40%	HEI records
% of students have course schedules	100%	HEI records
% of students take courses in other depts.	15%	HEI records
Faculty evaluations include student input	100%	HEI records
Ministry of Education Impact		
Recommendations for change in KZ/KG/TJ	3	B&EE records

As outlined in the table above, these performance indicators comprise the key mechanisms for determining whether or not B&EE achieved its project objectives. A brief discussion of each indicator is provided below:

- **Indicator 1.** The essential activity measured by indicator #1 is the financial sustainability of the REGENA Educational Association. This can be monitored through records of its self-generated revenues and a systematic reduction of necessary financial assistance from B&EE. This indicator also includes the impact of training 700 faculty in a variety of seminars and unique courses.
- **Indicator 2.** This important indicator refers to the amount of co-financing the project is able to generate from third party entities. Co-financing is an essential component of the project, because it demonstrates one of the key tenants of the project— involvement by the private business sector. The overall goal is to generate \$812,734 in co-finance funding, 60% or more of which is cash.
- **Indicator 3.** This indicator is specifically concerned with the responsiveness of educational institutions to business community interests. This is partially evidenced by business participation in scholarship and internship programs, but more importantly, by the initiation of pilot centers and how their services support business needs (e.g., entrepreneurship centers, marketing research centers, career development centers, etc.). Proxy measures evolve through observations such as business association participation in these centers, business linkages such as job placement activities, and subscription of private enterprises to utilize the benefits offered by entrepreneurship centers and incubators. There is a caveat, which is that B&EE has limited funding to pursue only several pilot centers. Therefore, impact must be hypothesized from these new initiatives. Benchmark activities also address institutional (and association-based) initiatives to create outreach programs for business enterprises, such as certification programs and business skill seminars, and these can be quantified by formal evaluations and levels of participation.
- **Indicator 4.** Indicators 1-3 deal with individual universities, co-financing and public-private partnerships. Indicator 4 involves educational reform at the Ministry of Education level. Such change is essential, because the Ministries wield a powerful tool—policy reform—that can impact the educational landscape for years to come. B&EE will work with the Ministries of Education on a cooperative basis to create as much positive impact as possible.

Measurement & Evaluation Techniques for Measuring Impact (M&E)

M&E activities in the project are comprised of four essential elements, as described below:

1. **Results Framework.** As shown above, the Results Framework provides a compressed summary of the entire project. In effect, this framework provides the reader with a one page summary of the project in terms of its desired outputs and impact. The Results Framework was prepared by B&EE, with the assistance of Jerry Harrison-Burns, and approved by USAID for use in project evaluation.
2. **Data Collection.** The next step in the M&E process is data collection by the B&EE work team. B&EE team members will systematically collect data about all project activities and retain this information in a database at its Almaty office. This data will then be made available to USAID as a permanent record of project activity.
3. **M&E Briefing Book.** The third step in the process is the development of a comprehensive M&E Briefing Book. The primary purpose of this book is to provide briefing information about each project component to USAID so they are informed about all project activities prior to project evaluation.
4. **USAID Evaluation.** The fourth and final step in the M&E process is USAID's final evaluation of the project.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

Segmentation of Activities and Allocations by Country and Region

Mandated by contract, B&EE will field activities and encourage grant-based programs in all five countries, and allocate resources that reflect the approved award budget for those countries and regional activities. Specifically, B&EE will ensure that the budgeted share of federal funds and the proportional emphasis on programs reflect the intentions of USAID. Therefore, while all three B&EE objectives should be important to all five countries and their governments, the reality is that while all objectives and project activities will be fully pursued in Kazakhstan and Kyrgyzstan, only modest activities are envisioned for Turkmenistan. Between these extremes, most objectives can be pursued in Uzbekistan and Tajikistan, with consideration for constraints within each country and restrictions on U.S. involvement in those countries.

Based on the final approved version of the contract, the budgetary allocations reflect a descending percentage of monetary allocations. In Kazakhstan and Kyrgyzstan, this means full attention to all objectives, but with reduced breadth of activities in Kyrgyzstan. In Tajikistan, most activities that comprise each EdNet objective are addressed, but there is a significant curtailment of activities and allocations for assistance. In Uzbekistan, a monetary level of assistance exceeds that allocated for Tajikistan, but B&EE is more severely restricted by the legal and regulatory environment, thus exempting certain USAID-related programs and EdNet endeavors. Turkmenistan represents the lowest level of budgeted assistance, and the presence of B&EE may only be achieved through intermediary grants to established NGOs with whom USAID and EdNet can pursue educational development objectives. A “regional” overlay assistance allocation reflects project-wide activities and network associations that benefit all countries and, ultimately, influence regional educational development.

These segmented activities are represented in the table below that identifies the percentage allocations for each country and for the region. The profile assumes that EdNet administrative activities, and CARANA corporate support, are allocated to each country and the region proportionately. Actual programmatic benchmarks and country-specific activities are addressed later in this work plan for EdNet objectives and accountability.

Country Budget Allocations (Base Contract Period Only)

Country	Original Contract Base Cost + Fee	Original Contract Percent of Total	Revised Contract Base Cost + Fee	Revised Contract Percent of Total
Kazakhstan	\$2,439,432	46.3%	\$2,439,432	51.3%
Kyrgyzstan	\$1,260,485	23.9%	\$1,260,485	26.5%
Tajikistan	\$397,778	7.5%	\$397,778	8.4%
Turkmenistan	\$142,708	2.7%	\$142,708	3.0%
Uzbekistan	\$784,220	14.9%	\$266,000	5.6%
Region	\$248,531	4.7%	\$248,531	5.2%
Total	\$5,273,174	100.0%	\$4,754,935	100.0%

In accordance with a Modification of Contract document signed by John Lord, USAID de-obligated a portion of the original contract amount for Uzbekistan. This decision effectively ceased all new project activity in Uzbekistan.

Private Co-Financing Alliances

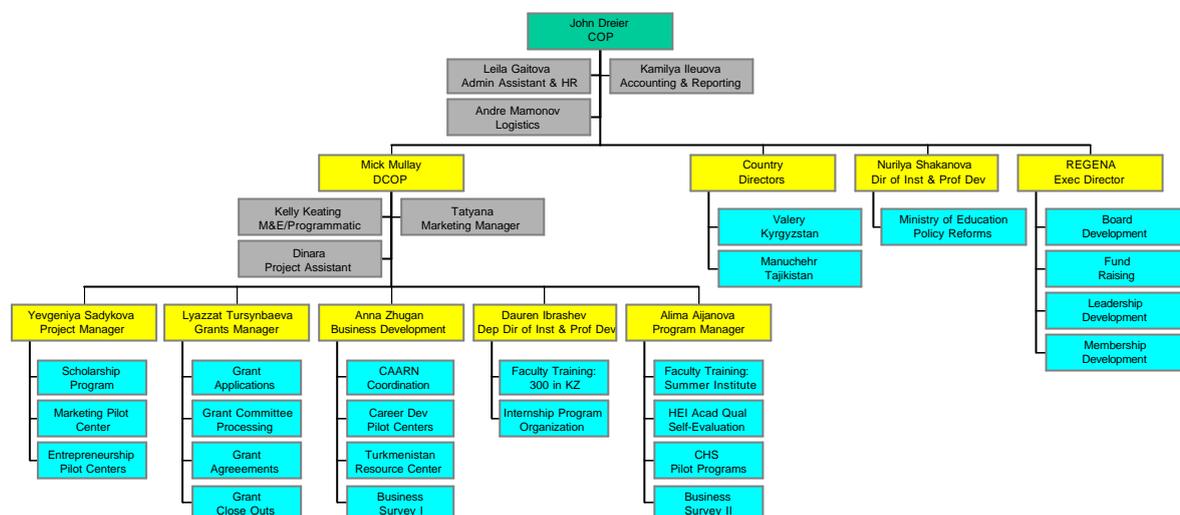
An important priority that spans the life of the project is co-financing that produces cash and in-kind contributions from private, non-U.S. Government sources. Each country has a prescribed minimum number and monetary amount of co-financing to achieve. The external sources may include other donors, private enterprises, agencies, or co-sponsors (public or private) other than USAID-funded programs that help B&EE achieve substantial financial leverage. The ultimate goal is to establish a bridge between educational endeavors and the business community that is capable of sustaining joint programs and improved regional business and economic education.

B&EE will not directly receive or administer contributions, but it will provide incentives and methods for attracting contributions on behalf of the implementing HEIs, academies, REGENA, or proprietary programs such as a scholarship fund, business internships, pilot programs (career centers and entrepreneurship centers), and applied research within the region. Some co-financing will be “regional” (e.g., initiatives that involve participating organizations from various CAR institutions), yet others will be “country specific” (e.g., dedicated pilot programs). B&EE will allocate contributions to each country and pursue co-financing that supports USAID priorities. Segmentation of B&EE resources will reflect participation and benefits that accrue to each country and to the region.

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

Organization and Staffing

Creating an effective organizational structure that provides accountability for program activities is essential. The chosen structure is shown below:



All project staff positions other than key positions defined in the contract will be reviewed with effective job descriptions. These have been developed, and with USAID approval, positions will be filled according to performance criteria and candidate capabilities. Whenever possible, staff that remained with CARANA under temporarily consulting agreements and who have institutional knowledge from their previous positions with EdNet will be strongly considered for B&EE employment. However, it is everyone's best interests to staff with the best-qualified individuals for each position.

Benchmarks and Performance Requirements

B&EE has prepared a Work Plan Activity Chart that is attached hereto as Exhibit 2. The purpose of this Chart is to define all key planned work activities, responsibilities and outputs in accordance with their planned timelines. The Work Plan Activity Chart is divided into the following sections:

- Administrative activities
- Kazakhstan activities
- Kyrgyzstan activities
- Tajikistan activities
- Uzbekistan activities
- Turkmenistan activities
- Regional activities

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

APPENDIX II—LIST OF COST SHARE CONTRIBUTORS

Below is a list of the cost share contributors to the B&EE project:

1. Ural Vod Proect
2. Otdelstroy
3. Big Sky Energy Company
4. Scott Holland Realty
5. Beyster Institute
6. Esep Audit
7. Oral Munai Onimderi
8. Esperanto LTD
9. Kazecology firm Adilzhan
10. Kumtor Operating Company
11. Agro Invest Bank
12. Silk Road Lodge
13. CitiGroup Kazakhstan
14. Exxon Mobil Kazakhstan
15. Caspian Downhole Services
16. Sun Drilling LLP
17. GSM Kazakhstan OJSC Kazakhtelcom
18. Caspian Service Group Limited
19. Pentagon Freight Services
20. PricewaterhouseCoopers
21. Expro Eurasia Ltd Kazakhstan
22. Smith International Limited
23. Exim Company
24. Schlumberger OFS
25. Petro Gas Energy LLP
26. Yeskertkish Kyzmet Kazakhstan LLP
27. Chevron Texaco
28. Ispat Karment
29. Weatherford, Inc.
30. KazZhol Hotel
31. Styx & Leo Burnett Advertising
32. Marketing of Goods & Services Magazine
33. Turkuaz Group of Companies
34. Demir Kazakhstan Bank
35. Procter & Gamble Company
36. A.C. Nielsen Company
37. Asia Direct Marketing Agency
38. Brif Research Agency
39. MKF Networks Company
40. Status Company
41. Elite Personnel
42. Tajikselmash AOOT
43. Dairy Combine AOOT
44. Textile AOOT
45. Tea Corporation
46. K-Net Company
47. InterBishkek
48. Kus Zholy Foundation (Kazkommertsbank)
49. New Jersey Institute of Technology
50. Information Assistance
51. UNDP
52. GDN
53. OSCE
54. EERC

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

55. Information Future
56. PRMIA
57. Foundation for Normalization of Social Sciences
58. Turkish Cultural Center
59. Information Assistance to Social Development
60. Central Asian Ass'n for Business Communication
61. International Business Counsel
62. Junior Achievement
63. LEARN Foundation
64. Ministry of Education
65. Tax Inspection Agency TJ
66. Embassy of Korea
67. REGENA
68. Union of Economists
69. Institute of Entrepreneurship & Service
70. Innovative Eurasian University
71. Tajik State University of Commerce
72. Tajikistan Institute of Retraining Government Officials
73. Astana Institute of Management
74. Atyrau State University
75. Karaganda State University
76. Kazakh National University
77. Naryn State University
78. Westminster University in Tashkent.
79. American University—Central Asia
80. Advanced Study Center
81. Academy for Teaching Excellence
82. Al-Farabi Kazakh National University
83. Education Network Academy
84. Academy for Teaching Excellence
85. Khudjant branch of Tech University
86. Institute of Entrepreneurship & Service in Tajikistan
87. Youth Information Service of KZ
88. Foundation for Info Assist to Soc & Econ Dev (KG)
89. Miras University
90. Kazakh Academy of Labor and Social Relations
91. Kyrgyz National University
92. Advanced Study Center
93. Pavlodar University
94. Kyrgyz-Uzbek University
95. Osh State Technological University
96. Evrazia Institute/IBC group
97. Babilon-T Company

**BUSINESS & ECONOMICS EDUCATION PROJECT
FINAL REPORT**

APPENDIX III—LIST OF B&EE GRANTS

Grant #	Grant Recipient	Grant Title	Amount
743-001	Education Network Academy	Development & implementation of Distance learning at Kazakhstan HEIs	\$5,029.07
743-002	al-Farabi Kazakh National University	Development of Ph.D programs in Kazakhstan	\$8,266.16
743-003	Academy for Teaching Excellence in Higher Education	Support to TeachEx Academy's master Programs (february-May 2005)	\$32,318.00
743-004	Association of Educational Establishments "Education Network" (REGENA)	Central Asian Applied Research Network	\$158,830.00
743-005	Youth Information Service of Kazakhstan	Internship Program in Kazakhstan Based Business Companies for Students with Business or Economics Education	\$42,080.00
743-006	Union of Economists of Turkmenistan	Establishment of the Resource Center for Business and Economic Education in Turkmenistan	\$17,056.70
743-008	Advanced Study Center	Marketing of service sector in Tajikistan	\$665.00
743-009	Advanced Study Center	1) "Electronic developments in banking" 2) "External economic activity of enterprise"	\$1,124.00
743-010	Bishkek Academy of Finance and Economics	Development of Career Center at BAFE	\$10,964.00
743-011	Kyrgyz-Uzbek University	Career Development Center	\$4,770.00
743-012	Khudjant branch of Technological University of TJ	Development of business and professional skills of KBTUT graduates	\$5,000.00
743-013	Kazakh Academy of Labor and Social Relations	Career Development and Employment Center for Students	\$4,850.00
743-014	Academy for Teaching Excellence in Higher Education	Faculty Development: Teaching Excellence in Business and Economics	\$23,864.00
743-015	Foundation for Information Assistance to Social and Economic Development	Internship Program in KG	\$16,771.00
743-015	Foundation for Information Assistance to Social and Economic Development	Internship Program in KG / Amendment 1	\$1,740.00
743-015	Foundation for Information Assistance to Social and Economic Development	Internship Program in KG / Amendment 2	\$4,200.00
743-016	Bishkek Academy of Finance and Economics	Registrar office transition to ECTS	\$14,737.00
743-017	Institute of Entrepreneurship and Service	Internship Program for Economics Students	\$8,000.00
743-018	Advanced Study Center	Advanced Business Seminars	\$8,602.00
743-019	Eurasia Institute	Kazakhstani-American Center for Entrepreneurship and Business Innovation	\$71,000.00
743-020	Pavlodar University	Development of the Credit System and the Registrar's Office	\$20,561.00
743-021	Eastern Kazakhstan State University	Career Development Center	\$4,500.00
743-022	Tajik State University of Commerce	High quality education through credit-hour based education	\$23,642.00
743-023	Osh Technological University	Kyrgyz – American Center for Entrepreneurship Studies (KACES)	\$23,622.00
743-024	Miras University	Development of the CHS and the Registrar Office	\$24,998.00
743-025	REGENA	CEEMAN Conference in Berlin, Germany	\$2,767.00
743-026	International Academy of Business	Marketing Center for Education and Business Integration in Kazakhstan	\$18,300.00
743-027	The Professional Risk Managers' International Association (PRMIA)	Risk-Management in Developing Economies: Practice and Prospective	\$5,953.00
Total			\$564,209.93

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

APPENDIX IV—CONTACT LIST

B&EE worked with a substantial number of partners and technical organizations, and a listing of these organizations is shown below.

SORTED BY TOPIC

ENTREPRENEURSHIP CENTERS

Kazakhstani-American Center for Entrepreneurship and Business Innovation (KACEBI)
West-Kazakhstan Institute of Languages and Management (Evrazia)
194 Dostik Street, Uralsk, West Kazakhstan Oblast, Uralsk 090000
Alfiya Davletpakova, Executive Director, alfiyad@kacebi.kz or gemini@ok.kz
Tel: +7(3112) 511050; Fax: +7(3112) 504623; Cell: +7 701 71779 63
www.kacebi.kz

Kyrgyz – American Center for Entrepreneurship Studies (KACES)
Osh Technological University
81 Isanova Street, Osh, Kyrgyzstan
Rasul Uzenbayev, KACES Academic Manager, Dean of Engineer-Economic Faculty, urras@rambler.ru
Tel: +996 (3222) 54091, 52554, 54087, 54386

CAREER DEVELOPMENT CENTERS

Bishkek Academy of Finance and Economics (BAFE)
55, Molodaya Gvardia Ave. 720010, Bishkek, Kyrgyzstan
a) Nataliya Averkina, avernatali@mail.ru b) Sergey Stupak, sergeyccc@mail.ru

Kazak Academy for Labor and Social Relations (KazATiSo)
9 Nauryzbai Batyra, Almaty, Kazakhstan
a) Saule Aukenovna, sazhack@lycos.com b) Vladimir Matsov, Vladimir_matsov@mail.ru
Tel: +7 (3272) 799-579, +7 (3272) 799-543

Kyrgyz-Uzbek University (KUU)
27 G.Aitiyeva St., Osh, Kyrgyzstan
Muzaffar Kazakov
Cell: 8-10-996-502-91-65-90; Office: 8-10-996-3222-2-54-73

Khujand Branch of Technological University of Tajikistan (KBTUT)
Khujand, Tajikistan
Maksudov, Anvar Temurovich – KBTUT Director, maksudov@kbtut.khujandi.com
Tel: (922 3422) 5-33-18

MARKETING PILOT CENTER

International Academy of Business
Almaty, Kazakhstan
Alyona Penchukova, Director, alyona@topmail.kz
Olga Kuznetsova, IAB Rector, olga@iab.kz
Tel: 8-701-349-35-19

TECHNICAL ASSISTANCE FOR MARKETING PILOT CENTERS

University of Michigan—Dearborn
Dr. Aaron Ahuvia, Associate Professor of Marketing
Fairlane Center South, 19000 Hubbard Drive, B-1, Dearborn, MI 48126-2638
Email: ahuvia@umd.umich.edu
Phone: 313-593-5538

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

TECHNICAL ASSISTANCE FOR CREDIT HOUR PILOT CENTERS

New Jersey Institute of Technology
University Heights, Newark, NJ 07102-1982
Vladimir Briller, Director of Outcome Assessment
Email: briller@njit.edu
Tel: 973-596-5563

TECHNICAL ASSISTANCE FOR ENTREPRENEURSHIP DEVELOPMENT CENTERS

RM Institute
Dr. Alex Liu, Director
831-E South Stoneman Ave.
Alhambra, CA 91801
Email: alex@ResearchMethods.org
Phone: 626-552-2351

Beyster Institute, Rady School of Management, University of California, San Diego
Rob Fuller, Director of Entrepreneurial Programs
Email: rfuller@beysterinstitute.ucsd.edu
Tel: 858-822-6015 direct

TECHNICAL ASSISTANCE FOR CAREER DEVELOPMENT CENTERS

The William Davidson Institute, University of Michigan, Ann Arbor, Michigan
Angela Egeland, Program Manager, Technical Assistance, Phone: (734) 615 -4567; Fax: (734) 763-5850
Gerlinda S. Melchiori, Ph.D, Manager, International Programs, Tel +1 734 944 6664; Cell +1 734 646 1116

TECHNICAL ASSISTANCE FOR SCHOLARSHIP PROGRAMS

Kazakhstan Corporate Fund “Bilim Central Asia”
Almaty, Ablai Khan ave. 65, Office 13
Leila Edygenova; Larisa Yerbunova; Inna Klimenko
Phone: 259-76-20; 259-76-22
info@bilim.kz
www.casp.bilim.kz
edydygenova@bilim.kz
iklimenko@bilim.kz

Kyrgyzstan Foundation Education Initiative Support
720005, Bishkek, Suvanberdieva, 11
Zarina Derbisheva
Phone: (990 312) 51-00-47; 511-666; Fax: (996 312) 51-26-59
office@feis.kg
www.feis.kg

Tajikistan Advanced Study Center
734055, Dushanbe, Dehoti str. ½
Lutfullo Saidmuradov
Phone/fax: (992 372) 34 80 16; Cell: 8-10-992-917-709-297
lsaidmuradov@career.kz

TECHNICAL ASSISTANCE FOR INTERNSHIP PROGRAMS

Kazakhstan Youth Information Service
Almaty, Kazakhstan
Irina Mednikova
Tel: 8-701-741-9004 or 8-701-428-2352

Kazakhstan Social & Economic Development Information Assistance Fund (SEDIA)
Asel Abdykadyrova, Project manager, asel@gateway.kg
Tel: (996 312) 611-281; (996 312) 66 53 51; 62-24-37

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

TECHNICAL ASSISTANCE FOR EDUCATION ASSOCIATION DEVELOPMENT

Bohdan Budzan Management Center
Dr. Bohdan Budzan, President
Office 93, 4 Raisy Okipnoyi Str., Kiev, Ukraine 02002
Email: bbohdan@cccenter.com.ua
Phone: 38 044 569 5762

TRAINING PROVIDER (Financial Risk Management)

Kazakhstan Professional Risk Managers Association
Aripova Aklima, Vice President, aripova@mail.ru
Cell: 8-701-370-07-66

REGIONAL EDUCATION NETWORK ASSOCIATION (REGENA)

Ms. Natalia Bragina, Executive Director
211 Toktogula Str, Bishkek, KG 02002
Email: nbragina@career.kg
Phone: 996 612 90 08 20

SORTED BY COUNTRY

KAZAKHSTAN

Kazakhstani-American Center for Entrepreneurship and Business Innovation (KACEBI)
West-Kazakhstan Institute of Languages and Management (Evrazia)
194 Dostik Street, Uralsk, West Kazakhstan Oblast, Uralsk 090000
Alfiya Davletpakova, Executive Director, alfiyad@kacebi.kz or gemini@ok.kz
Tel: +7(3112) 511050; Fax: +7(3112) 504623; Cell: +7 701 71779 63
www.kacebi.kz

Kazak Academy for Labor and Social Relations (KazATiSo)
9 Nauryzbai Batyra, Almaty, Kazakhstan
a) Saule Aukenovna, sazhack@lycos.com b) Vladimir Matsov, Vladimir_matsov@mail.ru
Tel: +7 (3272) 799-579, +7 (3272) 799-543

International Academy of Business
Almaty, Kazakhstan
Alyona Penchukova, Director, alyona@topmail.kz
Olga Kuznetsova, IAB Rector, olga@iab.kz
Tel: 8-701-349-35-19

Kazakhstan Corporate Fund "Bilim Central Asia"
Almaty, Ablai Khan ave. 65, Office 13
Leila Edygenova; Larisa Yerbunova; Inna Klimenko
Phone: 259-76-20; 259-76-22
info@bilim.kz
www.casp.bilim.kz
eyedygenova@bilim.kz
iklimenko@bilim.kz

Kazakhstan Youth Information Service
Almaty, Kazakhstan
Irina Mednikova
Tel: 8-701-741-9004 or 8-701-428-2352

Kazakhstan Social & Economic Development Information Assistance Fund (SEDIA)
Asel Abdykadyrova, Project manager, asel@gateway.kg
Tel: (996 312) 611-281; (996 312) 66 53 51; 62-24-37

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

Kazakhstan Professional Risk Managers Association
Aripova Aklima, Vice President, aaripova@mail.ru
Cell: 8-701-370-07-66

KYRGYZSTAN

Bishkek Academy of Finance and Economics (BAFE)
55, Molodaya Gvardia Ave. 720010, Bishkek, Kyrgyzstan
a) Nataliya Averkina, avernatali@mail.ru b) Sergey Stupak, sergeyccc@mail.ru

Kyrgyz – American Center for Entrepreneurship Studies (KACES)
Osh Technological University
81 Isanova Street, Osh, Kyrgyzstan
Rasul Uzenbayev, KACES Academic Manager, Dean of Engineer-Economic Faculty, urras@rambler.ru
Tel: +996 (3222) 54091, 52554, 54087, 54386

Kyrgyz-Uzbek University (KUU)
27 G.Aitiyeva St., Osh, Kyrgyzstan
Muzaffar Kazakov
Cell: 8-10-996-502-91-65-90; Office: 8-10-996-3222-2-54-73

Kyrgyzstan Foundation Education Initiative Support
720005, Bishkek, Suvanberdieva, 11
Zarina Derbisheva
Phone: (990 312) 51-00-47; 511-666; Fax: (996 312) 51-26-59
office@feis.kg
www.feis.kg

Ms. Natalia Bragina, Executive Director
211 Toktogula Str, Bishkek, KG 02002
Email: nbragina@career.kg
Phone: 996 612 90 08 20

TAJIKISTAN

Khujand Branch of Technological University of Tajikistan (KBTUT)
Khujand, Tajikistan
Maksudov, Anvar Temurovich – KBTUT Director, maksudov@kbtut.khujandi.com
Tel: (922 3422) 5-33-18

Tajikistan Advanced Study Center
734055, Dushanbe, Dehoti str. ½
Lutfullo Saidmuradov
Phone/fax: (992 372) 34 80 16; Cell: 8-10-992-917-709-297
lsaidmuradov@career.kz

UKRAINE

Bohdan Budzan Management Center
Dr. Bohdan Budzan, President
Office 93, 4 Raisy Okipnoyi Str., Kiev, Ukraine 02002
Email: bbohdan@cccenter.com.ua
Phone: 38 044 569 5762

UNITED STATES

University of Michigan—Dearborn
Dr. Aaron Ahuvia, Associate Professor of Marketing
Fairlane Center South, 19000 Hubbard Drive, B-1, Dearborn, MI 48126-2638
Email: ahuvia@umd.umich.edu
Phone: 313-593-5538

BUSINESS & ECONOMICS EDUCATION PROJECT FINAL REPORT

New Jersey Institute of Technology
University Heights, Newark, NJ 07102-1982
Vladimir Briller, Director of Outcome Assessment
Email: briller@njit.edu
Tel: 973-596-5563

RM Institute
Dr. Alex Liu, Director
831-E South Stoneman Ave.
Alhambra, CA 91801
Email: alex@ResearchMethods.org
Phone: 626-552-2351

Beyster Institute, Rady School of Management, University of California, San Diego
Rob Fuller, Director of Entrepreneurial Programs
Email: rfuller@beysterinstitute.ucsd.edu
Tel: 858-822-6015 direct

The William Davidson Institute, University of Michigan, Ann Arbor, Michigan
Angela Egeland, Program Manager, Technical Assistance, Phone: (734) 615 -4567; Fax: (734) 763-5850
Gerlinda S. Melchiori, Ph.D, Manager, International Programs, Tel +1 734 944 6664; Cell +1 734 646 1116