

# AKKORK

Agency for Quality Assurance in Higher  
Education and Career Development

Approved by

Chairman of the Advisory Council

  
Shaarikov V.  
2<sup>nd</sup> December 2020



**REPORT**  
**on the results of an external evaluation of the educational program**  
**Management**  
**Bachelor Degree**  
**Russian-Tajik (Slavonic) University (RTSU)**

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## **SUMMARY OF THE PROGRAM**

The programme in Management is implemented within the framework of specialization 38.03.02 by the Department of Management and Marketing and leads to the obtainment of a Master of Management qualification. The programme is managed by Candidate of Economic Science, Associate Professor, Head of the Department of Management and Marketing of the RSTU Asila Gulomovna Sharipova.

An online visit within the framework of the external evaluation of programme was conducted by AKKORK experts from 20.10.2020 to 22.10.2020.

### ***Strengths of the program under evaluation***

During the analysis of the self-evaluation report and the online visit, the following strengths of the programme under analysis were identified.

1. The structure and content of the programme meet modern market requirements.
2. Training is aimed at developing the necessary competencies in students (these competencies are reflected in the competence model).
3. When forming the content of the program, the opinion of not only university staff, but also employers and students is taken into account (stakeholders are invited to chair meetings and participate in surveys).
4. In addition to compulsory subjects, students have the opportunity to study elective subjects, as well as additional free-of-charge courses (for example, foreign language courses for those who want to study under academic mobility programs at partner universities) and an opportunity to study abroad (academic mobility programs at partner universities).
5. The highly qualified teaching staff, whose qualifications allow to implement the educational process using approved educational technologies and methods (45 members of the teaching staff), also allows to implement the educational process in an efficient manner.
6. The educational institution has all the necessary resources for carrying out educational activity (material and technical resources, information resources such as the university's website, electronic library, student and teacher personal accounts, etc.).
7. Students are given opportunities to take active part in extracurricular activities (science and research, sports, volunteering, culture).
8. There is a stable connection of the Department of Management and Marketing with graduates of the program, who are invited to conduct training sessions, offer senior students a base for internship and predegree practice.

### ***Weaknesses of the program under evaluation***

During the analysis of the self-evaluation report and the online visit, the following weaknesses of the programme under analysis were identified.

1. Lack of school to higher educational institution and school to college to higher educational institution lifelong learning system in the field of study.
2. Lack of an e-learning system in the learning process (the material and technical resources of the programme that allow implementing e-learning are currently at the implementation stage).

### ***The main recommendations for the program under evaluation***

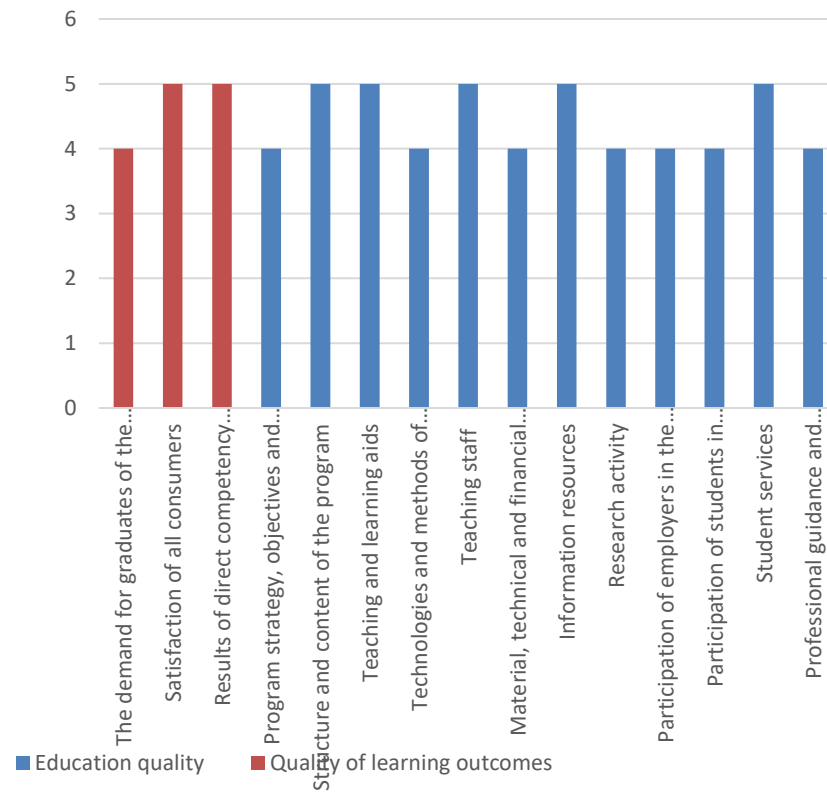
During the analysis of the self-evaluation report and the online visit, the following recommendations were identified.

1. Create a school to higher educational institution and school to college to higher educational institution lifelong learning system in the field of study.
2. Create an e-learning system in the learning process (distance learning as part of the full-time programme).
3. Create an association of RTSU graduates and employers in order to maximize involvement in the educational process.
4. Expand interaction and cooperation with foreign universities (including implementation of double degree programmes with international universities).
5. Introduce of the practice of corporate scholarships for the best students of the university.
6. The University's administration should pay attention to expanding the practice of developing and using mass open online courses in the educational process.

*Assessment of learning outcomes and quality assurance of education*

№	Criterion	Assessment	
<i>I</i>	<i>Quality of learning outcomes</i>		
	1.	The demand for graduates of the program on the labor market	<i>Good</i>
	2.	Satisfaction of all consumers	<i>Excellent</i>
	3.	Results of direct competency assessment	<i>Excellent</i>
<i>II</i>	<i>Education quality assurance:</i>		
	1.	Program strategy, objectives and management	<i>Good</i>
	2.	Structure and content of the program	<i>Excellent</i>
	3.	Teaching and learning aids	<i>Excellent</i>
	4.	Technologies and methods of learning activity	<i>Good</i>
	5.	Teaching staff	<i>Excellent</i>
	6.	Material, technical and financial resources	<i>Good</i>
	7.	Information resources	<i>Excellent</i>
	8.	Research activity	<i>Good</i>
	9.	Participation of employers in the implementation of the educational program	<i>Good</i>
	10.	Participation of students in determining of the program content	<i>Good</i>
	11.	Student services	<i>Excellent</i>
12.	Professional guidance and applicants training	<i>Good</i>	

## *Assessment of learning outcomes and quality assurance of education*



## QUALITY OF LEARNING OUTCOMES

### *1. Demand for graduates of the program on federal and regional labor markets*

*Criterion grade: Good*

#### *Analysis of the role and place of the program*

The assessment showed that graduates in Management are in high demand in the labor market. In the discussions with the head of the programme and representatives of the employer community, experts found that the success of the programme is based on effective cooperation between the employer representatives and the programme managers. The programme takes into account the needs and requirements of the labor market.

#### *Analysis of the data submitted by the university (conclusions)*

- *The proportion of students who combine study at a university with work in the specialty profile*

The percentage of students in the programme who combine higher education with work in their field of study is 37.6% for extramural education.

- *The proportion of the contingent of graduates employed within one year after graduating from a public educational institution in the field of training (specialty) obtained as a result of training on the educational program*

The term of employment is from 3 to 6 months. 77.5% of the total graduates were interviewed.

- *The share of the contingent of graduates employed at the request of enterprise*  
Out of the total number of working graduates surveyed, 6.7% received job invitations based on the results of their internship.

- *The proportion of students enrolled by order of employers, for example, on the basis of tripartite (targeted) agreements*

None

- *The share of the contingent of graduates working in the field of training in the region*

2017 - working in the field of study in the respective region — 96.8%

2018 - working in the field of study in the respective region — 86.8%

2019 - working in the field of study in the respective region — 92.3%

- *The share of the contingent of graduates working in the training profile outside the region*

None.

- *Number of complaints on graduates - 0*
- *The number of positive feedback from organizations about the work of graduates*

The survey showed that 100% of feedback from organizations employing graduates of the department was positive.

### **Analysis**

According to the self-evaluation report, 77.5% of graduates (graduating in 2017 to 2019) specializing in Management were interviewed. More than 90% of the respondents were able to get a job within the first six months after graduation, which is a good indicator.

Of the 150 surveyed working graduates, about 97% are satisfied with their career growth, and the higher educational institution has not received negative feedback from the employing companies. This indicates a high level of graduate skill development based on their learning outcomes at the higher educational institution.

Another good indicator is that 37.6% of extramural graduates combine their studies at the higher educational institution with work in their field of study.

An independent assessment of the qualifications of students in the 4th year of the programme, conducted by the head of the HR Department of "55 GROUP COMPANY" Shirin Polvonova, showed that most of the students (83.5%) possess competencies that allow them to successfully solve problems in the professional field.

The following recommendations are viable for the development of the programme:

- to step up work with companies where students have internship and predegree practice (currently, only 6.7% of the surveyed graduates received invitations to work in the company after completing the internship); suggested areas for expanding the interaction of employers with the higher educational institution: conducting professional competitions for senior students, organizing additional programmes for graduate students in order to familiarize students with the key business processes in the company and further employment.

It is recommended to create a database of companies in the context of the main sectors of the economy and regularly update the database, adding new companies to it. The University's management is recommended to allocate a separate professional to work with companies. The professional's work should consist of regular meetings with representatives of various companies, effective communication and dissemination, and informing company's managers of the university's latest events and plans via email, social networks and the university's website. It is important that communication between the higher educational institution and the employer community is open and constructive. The RTSU needs to actively participate in various fairs organized by the business community in order to attract qualified



specialists to work for the company. Some of the most effective tools that can be used to step up cooperation companies are as follows:

- Making greater use of the opportunities of social networks to attract companies for cooperation. Searching for companies in social networks, subscribing to them and sending information about news and events at the higher educational institution on a regular basis.
- Participating in various business events and establishing contacts with representatives of the business community.
- Encouraging students to participate in various educational workshops and open offline/online training sessions conducted by the business community and various programmes to support the development of entrepreneurship in the country.

- creating a department for monitoring the demand for graduates in the context of programmes (this measure has been planned by the higher educational institution's administration).

### **Additional material**

Graduate distribution data was provided according to the results of self-evaluation conducted by the educational organization. The data provided by the educational institution was verified during the study of relevant documents.

## **2. *Satisfaction of consumers with learning outcomes***

### ***Criterion grade: Excellent***

• *The proportion of employers who believe that the competencies of the graduates of the program:*

- *fully meet the requirements for modern industry experts - 85%*
- *in general correspond to modern requirements for specialists in this field, but there are minor comments – 15%*
- *few graduates whose competencies correspond to modern requirements for specialists in this field*

- *do not meet the requirements for specialists in this field*
- *The proportion of graduates satisfied with the learning outcomes – 100%*

## **3. *Direct competency assessment by experts***

### ***Criterion grade: Excellent***

During the site visit, the expert conducted a direct assessment of the competencies of the graduate students. 4-year students in the amount of 5 people took part in the direct assessment.

During the direct assessment procedure, test and exam materials (funds of evaluation tools for Business Ethics) developed by the educational institutions were used, since these materials had been recognized as valid by the experts.

In order to analyse the development of competencies the expert chose the following one:

- Evaluation of direct assessment of competencies that characterize the personality and that are an integral part of his / her professional competence:
  - the ability to carry out business communication and public speaking, conduct negotiations, meetings, conduct business correspondence and maintain electronic communications (GPC-4);
  - inclination to learn;
  - quick learning;
  - flexibility and ability to make the right decision in different situations.
- Evaluation of direct assessment of social competencies aimed at the development, maintenance and improvement of communication
  - the ability to organize and maintain relations with business partners using systems for collecting the necessary information to expand external relations and exchange experience in the implementation of projects aimed at the development of the organization (enterprise or state or municipal authority) (PC-12);
  - communication skills;
  - the ability to observe the situation and analyze it;
  - creativity;
  - orderliness.
- Evaluation of professional competencies (“core competencies”) including competencies which reflect the demand (needs) of the federal and/or regional labor markets depending on the major employers of the graduates of the program
  - result-orientedness;
  - analytical thinking;
  - time management.

Students were asked the following questions for the purpose of direct assessment of competencies:

1. What is the marketing mix (4P) and what elements does it consist of (give an example for each of the elements)?
2. What is segmentation? What are the main objects of segmentation?

According to the results of a direct assessment of competencies, experts identified the following

Level	Sufficient level (have managed to solve 80% of the proposed tasks)	Acceptable level (the percentage of solved tasks from 50 to 79%)	Low level (percentage of solved tasks is less than or equal to 49%)
Students ratio			

The results of direct assessment of competencies that characterize the personality and that are an integral part of his/her professional competency			
80%	+		
20%		+	
The results of direct assessment of social competencies aimed at the development, maintenance and improvement of communication			
100%	+		
The results direct assessment of professional competencies (“core competencies”) including competencies which reflect the demand (needs) of the federal and/or regional labor markets depending on the major employers of the graduates of the program			
100%	+		

When conducting the education quality assessment, the experts got acquainted with 5 of GQW. The experts concluded that the examined GQW meet / do not meet all the requirements stated below.

### GRADUATION QUALIFICATION WORK

№	Objects of estimation	Comments of experts
1.	The topic of GQW corresponds to the field of degree and the current level of development of science, equipment and (or) technology in the field of the program.	100%
2.	The tasks and contents of the GQW are aimed at confirming the competencies formation of the graduate.	100%
3.	The degree of use of the materials collected or received during the pre-graduation practical training and the preparation of term papers in the independent research units of the GQW.	80%
4.	The topic of GQW is defined by the requests of the industry organizations and the tasks of the experimental activity solved by the teachers of EI.	80%
5.	The results of GQW find practical application in the industry.	80%

6.	The degree of use of the results of the R&D of the Chair, faculty and third-party research and production and/or research organizations in the implementation of independent research parts of the GQW.	60%
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### *Conclusions and recommendations of experts*

#### **Conclusions**

The results of the direct assessment showed that students specializing in Management have a fairly high level of practical knowledge in the key professional subjects in which they are trained. However, the current skill level of the students does not fully meet the needs of the labor market. According to employers, most students lack practical skills and competencies that would allow them to solve specific tasks faced by the company.

#### **Recommendations**

1. Attract practitioners and representatives of employers to offer master classes and practical classes to students on a regular basis.
2. Create a database of enterprises and companies that may be interested in qualified specialists and establish effective cooperation with them in the employment of students and graduates.

## QUALITY ASSURANCE OF EDUCATION

### 1. *Strategy, objectives and program management. Internal quality assurance system*

*Criterion grade: Good*

#### *Program strengths*

Competitive advantages of the programme include:

- consistency of its goals with the needs of the national labor market,
- good programme management,
- the presence of an internal programme audit system at the higher educational institution (Educational Activity Monitoring Department),
- awareness (more than 90% of respondents) of the main stakeholders (teachers and students) about the goals and strategy of the programme's development.

#### *Recommendations*

1. Based on the self-evaluation report and interviews with different groups of stakeholders (administration, teachers, employers, graduates), reviewers consider it appropriate to create a division at the higher educational institution the main purpose of which will be to monitor the quality of education at various stages of the programme's implementation. This will enable the implementation of measures to increase the attractiveness and quality of RTSU programmes.

### 2. *Structure and content of the program*

*Criterion grade: Excellent*

#### *Program strengths*

- A document analysis showed that the structure and content of the programme fully are substantially compliant with the needs of the labor market.
- Subject syllabi are 100% agreed with employers.
- The training materials are based on the assessment of students' competency skills.
- Special attention is paid to matching the structure and content of the programme with the expectations of students. For these purposes, a survey is conducted among students.

#### *Recommendations*

1. Carry out regular analysis (at least once a year) and ensure compliance of the structure and content of the programme with the needs of the labor market and the requirements of employers (including employers in other sectors of the economy)

2. Study and use the experience of leading higher educational institutions for further development of the programme.

3. Cooperate with employers to develop a list of core competencies and professions that are in demand in the labor market and use them to determine/improve the programme.

### ***Additional material***

During the online visit, the experts held meetings with students and graduates in the programme. One of the issues discussed was whether the structure and content of the programme meets the expectations of students as its direct consumers. Based on the results of the meetings, the experts concluded that students are satisfied with the content of the programme and the structure and content of the programme are 100% in line with their expectations.

### **3. *Teaching and learning aids***

***Criterion grade: Excellent***

#### ***Program strengths***

– The educational and methodological support of the programme in Management corresponds to the Federal State Educational Standard of Higher Education.

– The higher educational institution has developed a standard for compiling a set of teaching materials.

– The quality of teaching and learning materials for the programme is evidenced by external reviews of representatives of the academic and business community.

– Students have an opportunity to gain practical skills at the Technopark and the center for the development of professional competencies, as well as during various internships and practices.

#### ***Recommendations***

1. For the purpose of programme development, we recommend involving an industrial partner in the programme (including the creation of a Basic Department at the higher educational establishment). This will increase the practical orientation of the programme and promote the employment of graduates in their field of studies while reducing the run-in period for newly employed professionals.

#### ***Additional material***

During the visit, the experts analyzed the test and exam materials (evaluation tools) that are used by the educational institution for routine monitoring of academic progress. The expert found these to be valid.

During the interviews with students, it was found that their opinion is taken into account when updating the Teaching and Learning Materials (TLM).

#### **4. Technologies and methods of learning activity**

**Criterion grade: Good**

##### **Program strengths**

– The program's strengths include the use of business and role-playing games, case studies, and inviting employers to conduct workshops within the educational process.

##### **Recommendations**

1. RTSU has started implementing a project titled "Improvement of Electronic Information and Educational Environment" (EIEE) in order to improve the quality of education and develop professional competencies of RTSU graduates." It is recommended to include it in the higher educational institution's development strategy. This will increase the accessibility and quality of training.

2. Provision should be made for training the teaching staff, creating a center for the development of electronic educational resources and a technical support service at the higher educational institution.

These measures will contribute to the gradual introduction of new technologies in the educational process and reduce the degree of resistance to innovation on the part of the teaching staff of the programme.

##### **Additional material**

The self-evaluation report of the educational programme and interviews with students and teachers showed that distance learning technologies (DLT) are used at the higher educational institution only when implementing the programme in an extramural way (Moodle).

#### **5. Teaching staff**

**Criterion grade: Excellent**

##### **Program strengths**

- During the conversation with the programme management and students, it was noted that RTSU teachers show high levels of professionalism, skill and quality of teaching as well as the ability to create and use modern technologies in the educational process.
- The university encourages the most efficient teachers through funding for additional training and study trips abroad.
- The analysis of documents showed that the teaching staff consists of 45 highly qualified professionals whose competence is confirmed by relevant certificates.
- Among the strengths of the teaching staff, we should also note the high interest of the teaching staff in improving the level of students' knowledge, developing their personal skills and competencies.

### ***Recommendations***

1. Regularly (twice a year) monitor and evaluate the competence of teachers, in particular through student surveys.

Create a service for professional development and competence development at the premises of the RTSU and encourage teaching staff to engage in further training on a regular basis.

## ***6. Material, technical and financial resources of the program***

***Criterion grade: Good***

### ***Program strengths***

– Sufficient material and technical resources to ensure effective and efficient organization of the learning process (12 buildings and structures, including dormitories, catering facilities, 943 personal computers, an electronic library, etc.). 69.5% of the classrooms are equipped with resources that ensure the availability of information necessary for effective work of parties to the educational process.

– Access to education is provided for people with disabilities (ramps and wheelchair-friendly elevators).

### ***Recommendations***

1. In order to expand learning opportunities, it is necessary to implement distance learning (e-learning). This will allow students to participate in the educational process if they have no opportunity to study full-time. In addition, distance learning will allow students from other regions and countries to enter and study.

### ***Additional material***

During the online visit, the experts interviewed students and teachers participating in the programme to assess their satisfaction with the quality of the classrooms equipment. The data obtained allow us to conclude about the students and teachers are generally satisfied with the material and technical resources of the higher educational institution.

## ***7. Information resources***

***Criterion grade: Excellent***

### ***Program strengths***

– A functional electronic educational environment (<http://www.rtsu.tj/ru/>, <https://eiosrtsu.ru/>).

– Students' access to such scientific information resources as LAN ELS and URITE ELS.

– There are virtual workrooms for teachers and employees, and students also have personal accounts that allow them to work with personal data, such as



displaying current progress, monitoring class schedules, and using an electronic library.

### ***Recommendations***

1. In order to quickly collect up-to-date information, it is recommended to use information and communication technologies, in particular in the collection of feedback from students, graduates and employers. To this end, it is recommended to implement an online survey via personal accounts of both students and teachers.

## ***8. Research activity*** ***Criterion grade: Good***

### ***Program strengths***

- Teachers who teach classes in the programme participate in research projects funded from the budget of the Republic of Tajikistan, the budget of the RTSU and funds of commercial organizations, together with students.
- 27 scientific clubs functioning at the premises of the higher educational institution in relevant areas of science, involving over 12% of students.
- Involving students enrolled in the programme to participate in national and international research and practical conferences.

### ***Recommendations***

Based on the results of the programme self-evaluation report and interviews with students, we consider it appropriate to conduct the following activities aimed at developing the research component of the programme and improving the quality of education.

1. Set up an annual international research and practical conference with the participation of students in the programme.
2. Involve students in national and international research on a greater scale.
3. Train students in technologies for commercialization of intellectual activity results.

## ***9. Employer participation in the program implementation*** ***Criterion grade: Good***

### ***Program strengths***

- Effective cooperation of programme managers with representatives of employers.
- When developing the curriculum and determining the list of subjects, the wishes and needs of employers are taken into account.
- The content of the internship programme is coordinated with employers in order to develop practical skills in students, improving their personal competencies and knowledge.

### ***Recommendations***

1. In our opinion, there is a need to create an employers' association at the RTSU. The main purpose of the association is to create a community of employers representing various sectors of the country's economy. Currently, the number of companies that the RTSU cooperates with is insufficient, and almost all of these companies represent the field of professional services. It is necessary to increase the number of companies in other sectors of the economy. This will help the RTSU improve and strengthen the quality of the programme and create confidence among students regarding the future of the university.

### ***10. Students' participation in the program contents determination*** ***Criterion grade: Good***

#### ***Program strengths***

- Active participation of students in determining the content of the program, documents regulating these processes have been developed at the university level.
- Students are involved in chair meeting; a regular survey is also carried out (every 2 to 3 months). The survey "Teachers as Viewed by Students" enables the university to take into account the opinion of students when evaluating the quality of classes (in case of dissatisfaction with the quality of classes, students can also contact the dean's office with a request to replace the teacher). The survey shows general student satisfaction (79.4% reporting "excellent" and 13.3% reporting "good").

#### ***Recommendations***

1. In order to increase the involvement and participation of students in determining the content of the programme and the organization of the educational process, it is recommended to offer department and faculty incentives to students. These measures will help involve more students; the content of the programme and the organization of the educational process will therefore meet the current needs of students. As incentive measures, accrual of additional points can be offered to increase the social rating of students; letters of gratitude/diplomas can also be awarded to the most active students.

#### ***Additional material***

During the visit, experts analyzed the participation of students in student self-government bodies and scientific clubs as well as determining the content of the programme and organization of the educational process.

Having analyzed the data provided, the experts concluded that students actively participate in determining the content of the programme and the organization of the educational process and recommended implementing student incentives at the department and faculty levels.

***11. Student services at the program level***  
***Criterion grade: Excellent***

***Program strengths***

- Active multi-faceted activities at the Department of Education and Youth Policy of the RTSU with the aim of increasing the spiritual, moral, cultural, aesthetic, intellectual, and physical potential of students. Students are provided with ample opportunities for comprehensive self-development; there are 18 creative clubs and studios.
- At the programme implementation level, there are various mechanisms for student support (financial aid, awards, trips, recreation camps, targeted payments to students, etc.) and encouraging students for achievements in extracurricular activities (accrual of additional points, certificates of appreciation, and cash prizes).
- In addition, students have the opportunity to take additional courses and programs, such as internships abroad, including language and computer courses, various seminars and trainings.
- Computer classes, a library with a reading room and subscription, canteens and cafeteria, as well as a sports hall and a medical center are freely available.
- There is an internal recruitment agency for students and graduates.
- Students are given the opportunity to transfer from paid to free-of-charge education for excellent performance in studies and research as well as active engagement in community life.

***Recommendations***

The following measures are recommended as part of the expansion of the student services provided under this programme:

1. To expand cooperation and collaboration with foreign universities in the implementation of double degree programs. This will allow students to gain new experience and knowledge while studying at a foreign university, as well as to obtain a second European/international diploma provided that they show good progress. In order to implement this goal, it is necessary to determine the list of universities to interact with and determine the steps to sign additional agreements with potential partner universities.
2. In addition, in order to update the content of programmes and interact with university students, it is recommended to create a graduate association. It will allow the higher educational institution to keep in touch with its graduates, taking their opinions into account when forming the programme and organizing the educational process, as well as to create a dedicated environment for exchanging experience between graduates. To do this, it is necessary to analyze the existing experience of establishing similar associations and develop steps to create the most appropriate system of interaction between university graduates within the graduating department and the university as a whole.

### ***Additional material***

During the visit, the experts were provided with documents confirming the students' attendance of additional courses and programmes.

Having analyzed the data provided, the experts concluded that a wide range of student services are provided to students, and recommend implementing measures to expand interaction with foreign universities and create an association of university graduates.

## ***12. Professional guidance and applicants training***

***Criterion grade: Good***

### ***Program strengths***

- High degree of administration involvement in attracting students.
- A fair for children leaving schools across the Republic, open days, career guidance lectures in schools, etc. are held on a regular basis.
- Pre-university training of school students and applicants to prepare them for the exams and entering the university in the respective entrance exam subjects has also been arranged.

### ***Recommendations***

1. In order to identify and attract the most qualified applicants to study in the programme, it is recommended to conduct additional Olympiads and competitions, high results in which would give additional points/benefits in the context of admission. To do this, it is recommended to determine the subjects in which the Olympiads/competitions will be held as well as their format (online/offline, testing/essays/open questions, etc.)

### ***Additional material***

While analyzing documents and interviewing programme managers, experts received information about the number of events held during the last academic year. In total, 3 events were held during the year, including an open day, a fair for graduates, and career guidance lectures in schools.

## Curriculum Vitae of Experts

Name of expert: Maxim Ponomaryov

Job location, title	Plekhanov Russian University of Economics State Federal-Funded Educational Institution of Higher Professional Training, Dean of the Faculty of Management
Academic rank and degree	Candidate of Economic Science, Associate Professor
Honored titles, degrees	
Education	higher, Plekhanov Russian University of Economics, specializing in Economics and Labour Sociology, qualification: Economist
Professional achievements	Opening of English-language Bachelor and Master's degree programmes, opening of double degree programmes
Area of expertise	Management, Educational Institution Management
Practical experience in the field of the program under evaluation	Director of the Russian-Chinese Youth Business Incubator, Director of the Russian-Belarusian Youth Business Incubator, expert of the Russian Youth Union

Name of expert: Ismat Tukhtaev

Job location, title	Research and Consulting Company "M-Vector Tajikistan", Country Director
Academic rank and degree	Master Of Business Administration
Honored titles, degrees	
Education	Higher education (specializing Finance and Crediting, Tajikistan State University of Law, Business, and Politics, Khujand 2004 (cum laude)
Professional achievements	
Area of expertise	Master of Business Administration (international Management and Business Management, School of International Business and Entrepreneurship, STEINBEIS UNIVERSITY, Stuttgart, Germany
Practical experience in the field of the program under evaluation	

Name of expert: Anna Bilinkina

Job location, title	Graduated from Plekhanov Russian University of Economics, Moscow
Academic rank and degree	
Honored titles, degrees	
Education	- Bachelor degree programme (Management, Plekhanov Russian University of Economics, Moscow, 2018 (cum laude);
Professional achievements	- Master's degree programme (Management, Plekhanov Russian University of Economics, Moscow, 2020 (cum laude);
Area of expertise	Launch of the Moscow Central Diameters project in 2019
Practical experience in the field of the program under evaluation	Project management, international management, IT projects