# Regional Innovation Centers and Reforms in Samarkand Agricultural Institute

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# SAMARKAND REGION:

Total sowing area – 457929 ha

Agricultural products (in 2015):

- ❑ *Cotton* – 228.7 thousand tons
- ❑ *Grain* – 819.3 thousand tons
- ❑ *Potatoes* – 572.6 thousand tons
- ❑ *Vegetables* – 1584.4 thousand tons
- ❑ *Melons* – 103.7 thousand tons
- ❑ *Fruit* – 375.0 thousand tons
- ❑ *Grapes* – 556.8 thousand tons
- ❑ *Meat* – 244.4 thousand tons
- ❑ *Milk* – 1132.3 thousand tons
- ❑ *Eggs* – 1062.0 million units
- ❑ *Honey* – 943.0 tons
- ❑ *Fish* – 1839.0 tons

# UNIVERSITIES IN SAMARKAND

1. SAMARKAND STATE UNIVERSITY
2. **SAMARKAND AGRICULTURAL INSTITUTE**
3. SAMARKAND INSTITUTE OF ECONOMICS AND SERVICE
4. SAMARKAND ARCHITECTURAL INSTITUTE
5. SAMARKAND INSTITUTE OF FOREIGN LANGUAGES
6. SAMARKAND STATE MEDICAL INSTITUTE
7. SAMARKAND BRANCH OF TASHKENT UNIVERSITY OF INFORMATION TECHNOLOGIES

# SAMARKAND AGRICULTURAL INSTITUTE

SAI was established **in 1929.**

- Nowadays there are following 5 faculties:
  - *Faculty of Agronomy*
  - *Faculty of Veterinary*
  - *Faculty of Management in Agriculture*
  - *Faculty of Agroengineering*
  - *Faculty of Zoo engineering and Korakulsheep-breeding*

Faculties consist of 22 departments
  - *16 specializations of BC*
  - *13 specializations of Ms*
  - *13  specializations of PhD*

"Regional & International Cooperation in CA & SC: Recent Developments in Agricultural Trade", 2-4 November, 2016. Samarkand, Uzbekistan

# Samarkand Agricultural Institute:
## *Historical Perspectives*

## Step 1. Pre Independence phase of reorganization

* **In 1929:** Establishing of SAI with two faculties: "Faculty of veterinary" and "Agronomy"

* **In 1941-1945:** Timiryazov Agricultural Academy was moved to SAI, involvement of many advanced professors to SAI

* **In 1957:** Establishing of faculty of zootechnics

* **In 1968:** Establishing of faculty "Karakul-sheep breeding"

* **In 1979:** Establishing of two faculties such as "Economics" and "Mechanical engineering"

# Step 2. After Independence phase of reorganization

* **In 1991,** after Uzbekistan's independence, the number of literature in Uzbek language increased rapidly

* **In 1997:** Establishing of two level system of education such as BC and MSc, according to National Program of Education, the number of BC and MSc directions started to change according to the needs on professions

* **In 2004:** the number of faculties decreased from 7 to 4 and previous faculties merged into one: e.g. Three faculties: "Veterinary", "Zoothecnics", "Karakul sheep breeding" became: "Faculty of veterinary, zoothecnics and karakul sheep breeding

* **In 2012:** Previous two level (Aspirantura and Doctorantura) merged into one Doctorate course, which is more international oriented

* **In 2015:** Established the faculty of "Management in Agriculture"

# Dynamics of SAI Alumni in 1991-2015* (and in 2016 accepted students)

| № | Faculty of Zoo Engineering | | | Faculty of Korakulship | | Faculty of Agroengineering | | | Accounting in Agriculture | Faculty of Economy in Agriculture | | | Faculty of Veterinary | | | Faculty of Agronomy | | | Master`s (Magistratura) | Postgraduate studies (Aspirantura) | Total: |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Day time (Full-time) | Night time (Part-time) | Professional education | Day time (Full-time) | Night time (Part-time) | Day time (Full-time) | Night time (Part-time) | Technology | Day time (Full-time) | Day time (Full-time) | Night time (Part-time) | Professional education | Day time (Full-time) | Night time (Part-time) | Professional education | Day time (Full-time) | Night time (Part-time) | Professional education | | | |
| 1991 | 87 | | | 72 | | 36 | | | 64 | 58 | | | | | | | | | | | 317 |
| 1992 | 99 | | | 71 | | 69 | | | | | | | 276 | | | 66 | | | | | 581 |
| 1993 | 133 | | | 113 | | 82 | | | 62 | 70 | | | 427 | | | 125 | | | | | 1012 |
| 1994 | 74 | 83 | | 66 | 59 | 58 | 47 | | 40 | 47 | 103 | | 236 | 109 | | 66 | 78 | | | | 1066 |
| 1995 | 70 | 65 | | 45 | 50 | 55 | 50 | | | 85 | 46 | | 186 | 73 | | 112 | 65 | | | 15 | 917 |
| 1997 | 43 | 89 | | 34 | | 64 | 52 | | | 74 | 113 | | 121 | | | 70 | 105 | | | | 765 |
| 1999 | 56 | 24 | | 34 | 19 | 86 | 38 | | 37 | 88 | 36 | | 125 | 21 | | 59 | 45 | | | | 668 |
| 2001 | 49 | 16 | | 31 | 9 | 51 | | | 63 | 37 | 51 | | 81 | | | 93 | 31 | | | 13 | 525 |
| 2003 | 42 | 9 | | 59 | | 97 | | | | 122 | | | 101 | | | 149 | 3 | 18 | 29 | 15 | 644 |
| 2005 | 48 | | 25 | 49 | | 109 | | | 45 | 160 | | | 164 | | 22 | 181 | 5 | | 37 | 33 | 878 |
| 2006 | 17 | | 38 | 32 | | 87 | | 21 | 81 | 114 | | | 129 | | 15 | 187 | | 29 | 38 | 6 | 794 |
| 2007 | 52 | | 34 | 39 | | 91 | | 21 | 87 | 168 | | | 146 | | | 135 | 34 | | 55 | | 862 |
| 2008 | 55 | | 18 | | | 123 | | | 138 | 268 | | | 165 | | 17 | 165 | | 20 | 57 | | 1026 |
| 2010 | 37 | | 31 | | | 93 | | | | 263 | | | 139 | | 30 | 169 | | 35 | | 9 | 806 |
| 2011 | 9 | | 18 | | | 82 | | | | 277 | | | 176 | | | 131 | | 46 | 21 | 21 | 781 |
| 2012 | 15 | | 16 | 5 | | 108 | | | 25 | 174 | | | 157 | | 17 | 162 | | 47 | 35 | 47 | 808 |
| 2013 | 33 | | 17 | 10 | | 74 | | 31 | 21 | 205 | | | 159 | | 26 | 222 | | 47 | 48 | | 893 |
| 2014 | 37 | | 19 | 13 | | 105 | | 52 | 26 | 217 | | | 147 | | 27 | 237 | | 45 | 33 | | 958 |
| 2015 | 101 | | 24 | | | 107 | | 51 | 24 | 234 | | | 209 | | 27 | 180 | | 51 | 52 | | 1060 |
| 2016** | 180 | | 15 | | | 125 | | 100 | 20 | 235 | | 15 | 220 | | 20 | 365 | | 20 | | | |
| Total: | 1326 | 453 | 240 | 826 | 255 | 1956 | 312 | 176 | 797 | 3129 | 465 | | 3690 | 422 | 202 | 3123 | 483 | 372 | 524 | 234 | 18985 |

**\*Source: Author`s own calculation from Archive of SAI; \*\*in 2016 accepted Bachelor students to SAI**

# Needs of establishing of RIC & Rs in SAI

* Structural reforms in education were aimed at improving of education system
* Legislative and normative base of education system was established
* Education system became more internationalized

* **However…**
* Existing system of university and industry collaboration is weak
* Establishing of RIC can be a good approach

# Needs of establishing of RIC & Rs in SAI
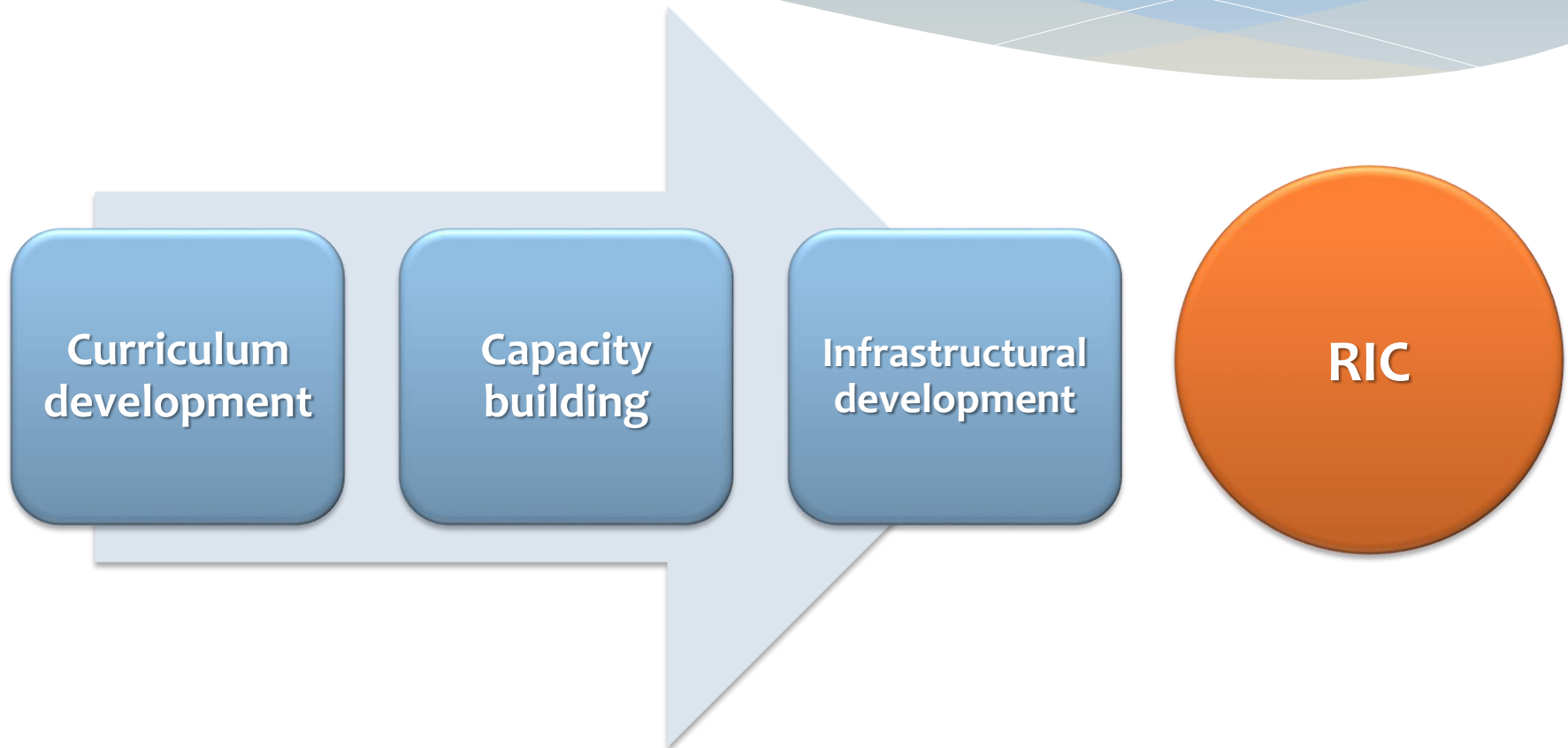
* Relevant survey was conducted as a part of SAI-KNU project to study current situation of a system of university and industry collaboration ON:
  * *Reorganization of SAI*
  * *Curriculum development*
  * *Capacity building*
  * *Establishing of RIC*
* Survey results among academicians and other actors in general showed that there is a strong incentives and government policy for networking

# Outcomes of establishing of RIC & Rs in SAI

* Enhanced capacity of SAI's professors, students and farmers through trainings

* Improved entrepreneurship and agro-processing skills among local processors

* Expansion of the domestic market and exports that contribute to farmers' income and foreign currency earnings

* Enhanced quality of locally produced products, e.g. decreasing of postharvest losses in fruits and vegetables subsector

* Overall integration and development of State-Science-Business in Samarkand region

# Reorganization of SAI under RIC & Rs

**Curriculum development** → **Capacity building** → **Infrastructural development**

**RIC**

"Regional & International Cooperation in CA & SC: Recent Developments in Agricultural Trade", 2-4 November, 2016. Samarkand, Uzbekistan

# Reorganization of SAI under RIC & Reforms

| Stages | Curriculum development | Capacity Building | Infrastructural development |
|---|---|---|---|
| 2015-2017 | Reviewing of existing professions | Training of university staff | Establishing of veterinary laboratory |
| 2017-2020 | Transferring to credit system | Increasing of qualified personnel | Establishing of post harvesting laboratory |
| 2020 and after | Transferring to international standards | Training center in SAI for other actors | Commercialization of RIC |

# Infrastructural development: *Established in veterinary laboratory*

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# Management-Innovation-Development (MIND)

➢ Mapping competences of young entrepreneurs;

➢ Set up of the Youth Centre;

➢ ToT for CA staff and development of training materials;

➢ Training for students of the Youth Centre;

➢ Round tables of MIND project;

➢ Meeting with national authorities and representatives of business sector;

➢ Stakeholder mapping for sustainability;

# The Main Tuition Sectors of MIND

➤ Strategic, operational, marketing, financial and human resources consulting;

➤ Development of business and investment plans;

➤ Assist in the development of project concepts;

➤ Fundamentals of project management;

➤ Project management;

➤ Monitoring and evaluation of projects;

➤ Fundraising;

➤ Research, analysis, monitoring and evaluation;

➤ Comprehensive diagnostics management of the organization;

# The Main Tuition Sectors of MIND
## (Continuing)

➢ Business process optimization and implementation of electronic document;

➢ Consulting licensed activities and to work with government agencies;

➢ Industry consulting and outsourcing;

➢ International trade and export consulting;

➢ ISO Certification;

➢ Access to IPO (Initial public offering);

➢ Business Intelligence;

➢ Once defined the skills

Thank you for your attention!

Dankeschön!

감사합니다!

Спасибо за внимание!

E`tiboringiz uchun rahmat!