EVALUATION OF QUALITY OF COOPERATION IN EDUCATION ECOSYSTEM AS A MECHANISM FOR BUILDING PROFESSIONAL COMPETENCIES

HANDBOOK

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Evaluation of Quality of Cooperation in Education Ecosystem as a Mechanism for Building Professional Competencies

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PREFACE BY PROJECT COORDINATOR JAMK

Heikki Pusa

Tempus objectives and themes addressed

The overall aim of the E3M - project was to improve the cooperation of Russian higher education institutions (HEIs) and working life, that is, employers, to benefit both sides. It is also aimed at assisting Russian Federation HEIs in opening themselves up to society at large and the world of work in order to enhance the employability of university graduates. In the wider sense, the E3M - project promoted the reformation and modernization of the higher education in the Russian Federation. Cooperation with working life is an important part of quality of education. It has strong impact on the employment possibilities of students, and on the match between the students' competencies and the demands of working life and the quality of curricula. The pedagogical framework in this project was built upon the cooperative learning process in which teachers and participants work together, learn together, and share new knowledge and practices together. At the same time, the European partners' role could be seen as facilitator of that process.

The project assessed the present situation of HEIs' cooperation and partnerships with regional employers. Assessment was done both on the organizational and individual level by applying and modifying an existing analysis questionnaire developed by JAMK (Juntunen, Laitinen-Väänänen, Kaikkonen 2011) for the purposes of this project. Based on this assessment, development and action plans were developed to each Russian partner university to improve the cooperation and partnerships.

These Action Plans were implemented and thus enhanced working life relevance and cooperation and increased the know-how of HEI staff in working life cooperation methods and ways of integrating them into curricula. In the first phase of implementation, the Russian teachers implemented the individual Action Plans by piloting new forms of cooperation, finding new partners, making strategic plans for cooperation combining curriculum's and companies' needs. In the second phase, the cooperation strategies and roadmaps were implemented and the improved cooperation methods have been adapted to curricula.

The results and experiences are collected in this handbook with concrete, applicable best practices, guidelines and recommendations. This handbook is the most important deliverable of this project, which concretely can be disseminated and utilized by other Russian universities. It is meant to be used

as a guide for Russian universities on deepening their collaboration with the world of work, which consists of private and public employers. It should also serve as a guide in developing and using the methodology and self-evaluation, used in this project, and for cooperation between Russian Federation HEIs and employers.

The role of the European partners in this project was to organize benchmarking visits and mentoring for Russian partner universities in order to develop and implement their action plans and share their European experience, and best ways and methods to cooperate and communicate with employers.

In general, the partnership of this project exhibited a positive geographic balance in Russia. The Russian partners came from four regions, namely the north western region (St. Petersburg area, Herzen State Pedagogical University of Russia), a Ural Fedral District (Nizhnevartovsk, Nizhnevartovsk State University) in Siberia, Central Federal District (Voronezh, Voronezh State University), Moscow (Academy of Labour and Social Relations) and Southern Federal District (Agency of Educational Strategies & Initiatives, Bologna Club) from Rostov-on-Don. This geographical balance ensured thorough consideration of particular regional components, while educational practices of each HEI could facilitate establishment of a coherent system to cover all Russian HEIs.

The European Partners came from four different European countries: Finland (JAMK University of Applied Sciences), Belgium (Artesis Plantijn University College), Austria (Carinthia University of Applied Sciences) and Spain (University of Girona). In the partnership there was also included the non-university partners SPACE Network (Brussels, Belgium) and Jyväskylä Regional Development Company JYKES Ltd (Finland).

On behalf of the coordinator, JAMK University of Applied Sciences, I want to thank all partners of this project for their commitment, hard work and understanding of cultural and academic differences between Russia and Europe, in making it possible for this project to be as successful as it appeared to be in the end.

BEST PRACTICES BEFORE THE E3M PROJECT

NIZHNEVARTOVSK STATE UNIVERSITY (RUSSIA)

1. STUDENT PRACTICAL TRAINING, ON-THE-JOB AND PRE-DEGREE INTERNSHIPS IN RELEVANT COMPANIES UNDER BILATERAL AGREEMENTS
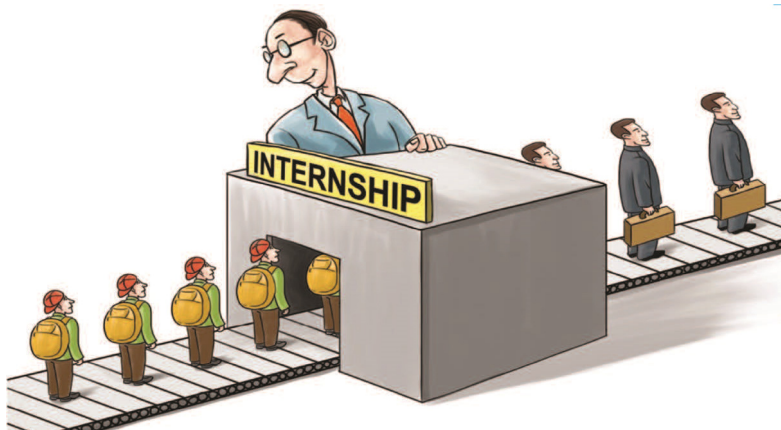
1.1. Keywords: practical training, key employer, internship advisor, practical training journal.

1.2. Brief description: The University concludes a bilateral agreement with a relevant company, and the company provides the student with an internship opportunity, with or without payment. The internship is a part of the curriculum. Most students are provided with practical training by key and relevant employers. The company appoints an employee to act as an internship advisor. The academic internship advisor appointed by the University coordinates the content of the internship program with the internship advisor of the company. The University provides students with a task for their practical training. Students undergoing practical training are supervised by the company internship advisor and academic internship advisor. The content of practical training is recorded in an individual journal. Upon completion, the

students make a report of the internship results. The results of practical training enable HR services of the relevant company to evaluate the students' job prospects.

1.3. Learning objectives:
- For students: Consolidating theoretical knowledge, obtaining practical skills, evaluating possible future occupational activities, assessing employment opportunities.
- For the company: Assessing staffing opportunities.
- For the university: Using company resources for developing practical student competences.

1.4. Supplements (teamwork formats, evaluation documents, practical guide, etc.):
- Standard internship agreement.
- Practical training journal.
- Internship program.

2. TOURS AND VISITS TO THE RELEVANT COMPANY FACILITIES
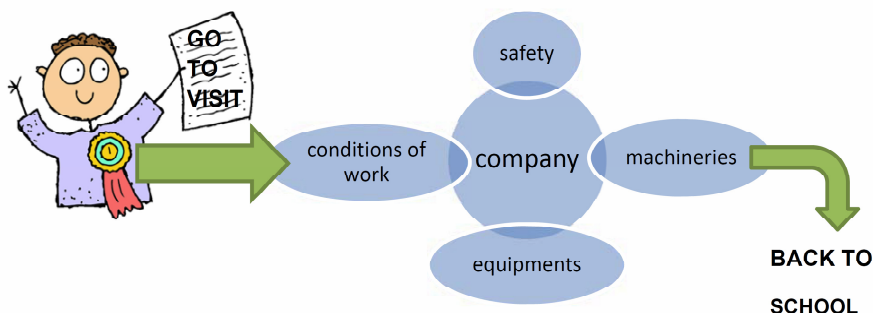
2.1. Keywords: workflow, advanced equipment, professional activities, key employer.

2.2. Brief description: As a rule, throughout the curriculum students join tours and visits to major industrial facilities of key employers. Such tours are provided by the leading experts of the relevant company. Students are introduced to the professional activities, major working processes, modern standard and advanced equipment, machinery and technologies. During the tours, students learn about various company units, working conditions, social safety net provided by the employer, and take part in group and individual discussions of certain operational issues with the leading experts of the company. On completing the tours, the students consider their experience and information received in their practical reports, laboratory papers, and course projects.

2.3. Learning objectives:
- For students: evaluating possible future occupational activities, assessing employment opportunities, consolidating theoretical knowledge.
- For the company: Training young professionals interested in working in the company.
- For the university: Using company resources for improving the quality of education.

2.4. Supplements (teamwork formats, evaluation documents, practical guide, etc.):
- Group discussions of operational issues with company experts.
- Group discussions after the tour.
- Photo report.

3. PROMOTING EMPLOYMENT OF UNIVERSITY STUDENTS AND GRADUATES
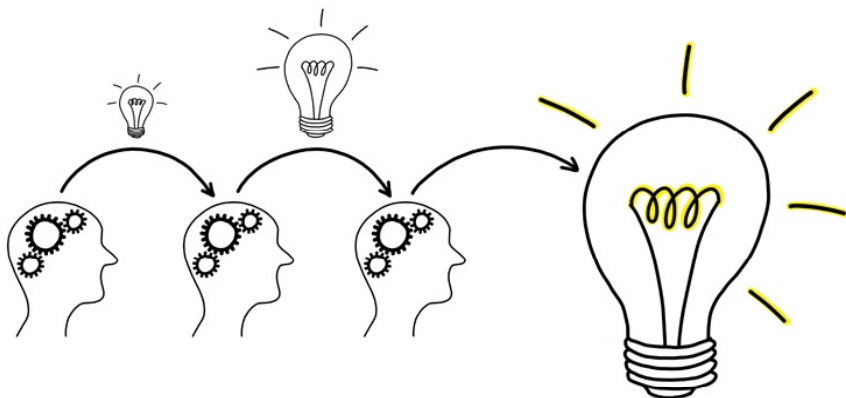
3.1. Keywords: Internship, employment.

The department and the university's Career Development Center provide support in employment of university graduates.

3.2. Brief description: Today, employment assistance is an essential part of the department's activities. The teaching and learning activities include special sessions and workshops on job search techniques and adjustment to the labor market. The department has introduced optional academic courses and workshops on employment, as well as special training seminars aimed at developing self-presentation skills of students. The department has established close cooperation with many employers, provides employment assistance for faculty students and graduates, and supports students wishing to combine their studies with jobs in their degree field.

3.3. Learning objectives:

Students can combine employment in their degree field and learning activities.

It is important to improve professional competences of students by expanding postgraduate teaching activities in the modern university, aimed at preparing future professionals for a successful employment.

4. ORGANIZING STUDENT PRACTICAL TRAINING AND INTERNSHIPS IN EMPLOYING COMPANIES

4.1. Keywords: Practical training, internship, experience.

4.2. Brief description:

Facilitating student practical training and internships in employing companies in order for students to obtain practical experience. Practical occupational experience acquired during training is an important aspect in preparing students for independent real economic life. Students are able to assess their chances for employment on the labor market and get ready for their future careers.

4.3. Learning objectives:

Employment enables students to gain practical professional experience, new knowledge. During practical training, students are able to get familiar with the working conditions in various organizations and companies, develop their professional competences, choose a place for their permanent employment after graduation, and attract interest from the employer. A large number of students use work as an opportunity to make extra money.

5. PRACTITIONERS AND WORKING-LIFE EXPERTS TAKING PART IN THE TEACHING PROCESS

5.1. Keywords: employers, developing, educational, company, working-life.

5.2. Brief description:

Employers and department members practice joint work in developing educational programs aimed at meeting the needs of a particular company.

Areas of joint activities:

- expanding the range of educational services provided by HEIs and required by the labor market;

- identifying the requirements for the quality of training, expert examination of basic educational programs, developed by the structural HEIs units in accordance with the state educational standards of higher education, in order to include additional competencies with an account for the requirements of the major local employers; developing and reviewing educational and programme documentation;

- employers providing training sessions for university students, including lectures, seminars, workshops, business games, etc.;

- employers participating in the final state certification of graduates;

- HEIs providing further training for employer representatives;

- employers participating in scientific conferences, educational projects, scientific sessions, science days held at HEIs, etc.

6. TRIAL LESSONS, INTERNSHIPS, REPORTS

First stage: observation internship

Second stage: practice professional activities

Master internship: more complex

6.1. Keywords: practical training, internship, occupational training, teaching materials.

6.2. Brief description: In accordance with the curriculum, all Bachelor students, starting from the second year of study, are attached for practical training to relevant social and educational companies and organizations serving as potential employers. The first stage of the training is exploratory. Students observe the working activities, make records in special journals, analyze their experience and available documents. During the next stage of the practical training, students practice professional activities, for example, future teachers give trial lessons. During pre-degree internships Bachelor students spend at least two weeks practicing future occupational activities. Master internships are more complicated, since Master students, among other tasks, develop their own social or educational programmes.

6.3. Learning objectives:

- Practical training is organized and carried out in order for students to gain experience in teaching and research activities and master the basics of educational, social or methodical skills in educational or social organization;

- Practical training in a company includes specific tasks determined by the type and content of practical work.

6.4. Supplements: On completing the training, students submit a practical training report of the set format and other required documents to the academic internship advisor of the relevant university department. The reporting documents include a report signed by the student, an internship review from the internship advisor of the host company, and other documents required under the internship programmes. The practical training teaching materials (TM) is a

set of software, learning and teaching aids, regulatory, organizational and other documents. TM is an essential internship component developed and adopted by NVSU academic departments. TM reflects the content, organization, techniques, and technologies for high-quality occupational training. Practical training TM include an extract from the Federal State Educational Standard for Higher Education, an academic calendar as part of the curriculum, and an internship programme, a binding document for teachers and students.

7. JOINT TRAINING, WORKSHOPS, COURSES, CONFERENCES, JOINT CLASSES WITH STUDENTS
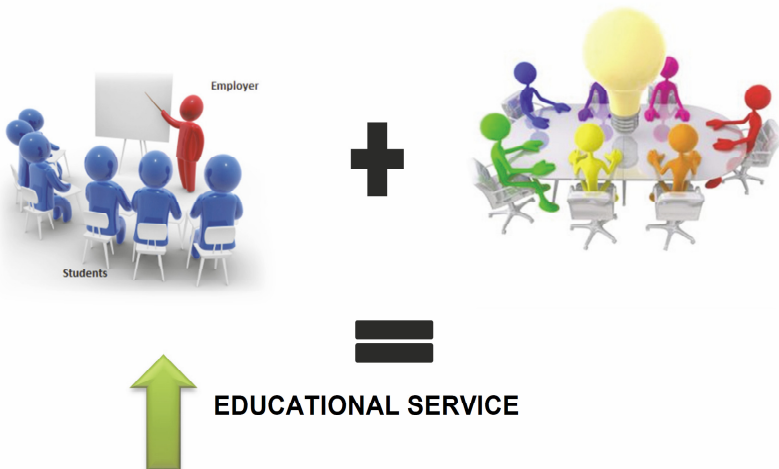
7.1. Keywords: employer, interaction, teaching and learning, training,

7.2. Brief description:

Employers are involved in joint workshops, conferences, meetings and overall teaching process of the faculty. Employer representatives do lecturing, hold seminars and laboratory classes, join academic board at tests and examinations, act as internship advisors, participate in developing the curricula for new educational programmes. They are required to take part in final certification of graduates, attend the presentation of final qualifying projects and assess the degree papers together with other members of the academic certification board. To provide for a comprehensive engagement of employers, their representatives are invited to be members of the Faculty Council, a collective body taking strategic and operational decisions on faculty management.

7.3. Learning objectives:

- By engaging employers into faculty management and development of educational programmes, the university increases the efficiency and quality of educational services. Through interaction with employers, future teachers develop personal qualities and general cultural, social and professional competences, such as commitment, self-discipline, diligence, responsibility, civic consciousness, sociability, and tolerance. Thus the university ensures high-quality training of competitive professionals for the modern labor market of educational and social services, having sufficient knowledge and competences and able to meet real-life occupational challenges.

- Group work and active learning methods: case-study (a problem-oriented task allowing students to comprehend real working-life situations to address certain issues), express debate (an assessment tool enabling the students to assess their ability to argue their points of view by discussing controversial issues), etc. The teaching and learning activities are evaluated via a point rating system. During the semester, students fill in checklists reviewed by the teacher. The Dean's office of the faculty guides the teaching, learning and checking activities.

8. ADVANCED TRAINING, REVIEWING PROGRAMMES, EDUCATIONAL ACTIVITIES, TRAINING OF PRACTITIONERS

8.1. Keywords: employer, faculty, competence, education, learning

8.2. Brief description: Employers arrange training courses for their employees. The training courses are carried out by the faculty academic staff. This arrangement allows employers and the university to develop a unified strategy of continuing education. Employers invite university lecturers to act as a jury at professional competitions. Faculty members review the working programmes and projects of practitioners provided by the employer. If required, university members support the development of educational and so-

cial programmes and projects. At the employer's premises, university teachers carry out workshops, master classes, and problem-oriented lectures for former students who are now practitioners of the relevant company.

8.3. Learning objectives:

• This work is aimed at increasing professional competence of teachers and social workers involved in educational and social activities with all categories of the population.

• Group work formats include a "Puzzle" technology, a relevant method of active social and psychological adult training; a "Problem discussion" technology, addressing the communicative aspect in solving educational and professional tasks through a constructive criticism of opposing viewpoints and a reasoned justification for viewpoints and production of new ideas, considering problem analysis and other technologies. Class work is practice-oriented, therefore, 50% of the total learning time is given to self-guided work (creative work, practical tasks). The work done by practitioners is assessed: the learners either present their qualifying works and receive an assessment mark based on a five-point grading system, or receive a review of their programme or project signed by teachers with the required academic degree and qualification.

VORONEZH STATE UNIVERSITY

Faculty of Applied Mathematics, Informatics and Mechanics

There are numerous ways and options for cooperation between universities and companies, which employ graduates of those universities. The engagement between the IT sector and faculties that train specialists in IT and applied mathematics is one of the most successful examples in Russia, based on polls. Below are the main types of cooperation between IT companies and field-specific faculties:

• **Cooperation in education** (development and implementation of new educational programmes, practical training at companies; organization of internships and undergraduate training; focus of term papers and graduation papers on pressing challenges faced by companies; execution of practical works and laboratory research based upon materials and data provided by companies; lectures by employees of companies at universities; training sessions conducted by university professors at companies; tours of companies for university students; participation of employees of companies in lectures and workshops at universities);

• **R&D cooperation** (involvement of employees of companies in research conducted by a university; engagement of students and professors in research and conferences; publication of articles and research papers by employees of companies in a university's scientific publications; publication of materials and works by university students in industry and corporate publications of an employing organization);

• **Cooperation in employment and career development** (employment

possibilities for a student throughout studies for partial salary at an employing company; employment of a student at an employing company during summer vacations depending on their major; organization of internships (at companies/university, involvement of university students in the performance of various tasks at a company; organization of professional retraining);

• **Cooperation in IT** (development and implementation of the industry online job center; organization of access to the information resources of the university for graduates; possibility of access to unified knowledge bases and shared industry information resources; application of online technologies for the organization of academic activity in off-work hours).

These are just a few selected examples of possible collaboration between universities and business partners.

Such segments as business organization, management, and efficiency, as well as public administration are inconceivable without information technologies.

The Faculty of Applied Mathematics, Informatics and Mechanics of Voronezh State University was founded in 1969, when the faculty of mathematics and mechanics was divided into the faculty of mathematics and the faculty of mathematics and mechanics. The faculty was established through efforts of the prominent researcher professor G.I. Bykovtsev, who became the first dean of the new faculty. The establishment of a new school at that time became a result of the boisterous development of computing technologies and growing demand for specialists to effectively apply them in research, manufacturing, and other segments of human activity.

Currently the Faculty of Applied Mathematics, Informatics and Mechanics is a

• Provider of classic university education;

• Leading faculty of Voronezh State University;

• Leading training and research center of the Black Earth region in terms of fundamental research and education in applied mathematics, informatics, and mechanics.

You can only be a well-educated person in the 21st century if you are proficient in information technologies.

The Faculty of Applied Mathematics, Informatics and Mechanics focuses on partnering with potential employers of the faculty's graduates. The key events in this dimension include:

1) Annual Winter Master's School (its partners include DataArt, ATOS, DSR, T-Systems, RELEX, HeadHunter, Association of IT Companies of Voronezh Region, Inline Group, PET, TELE2, N-FORCE, etc.);

2) ROBOART Annual Interregional Open Robotics Festival (organized by

the Faculty of Applied Mathematics, Informatics and Mechanics of Voronezh State University, ANGSTREM Group and Experimental Technical School of Voronezh);

3) IT NonStop Annual International IT conference organized in association with DataArt;

4) Annual International Research and Technical Conference "Challenges in Mathematics, Informatics, and Mechanics" (organized by the Faculty of Applied Mathematics, Informatics and Mechanics of Voronezh State University and attended by representatives of the business and academic communities);

5) Annual "Day of Profession at the Faculty of Applied Mathematics, Informatics and Mechanics" (organized by the faculty and IT companies of the city);

6) DataArt annual summer internship (students get themselves familiar with the theory and practical application of contemporary technologies and programming languages, acquisition of basic knowledge required to develop Java, .NET, PHP, Android, Ruby, Python, C++, iOS, Scala applications);

7) Summer school and annual free of charge English and German language courses for students in association with the ATOS training center and annual free of charge Java courses for students jointly with NetCracker;

8) Free of charge course "Development of ERP systems in ABAP" for eligible students (acquisition of practical and theoretical knowledge in SAP/ABAP, English language courses, as well as SAP-themed term works/graduation papers);

9) Scholarships to the best students paid by OAO NLMK (Novolipetsk Steel);

10) Test School, Java School, SAP School, ABAP School courses for students in association with T-Systems;

11) JavainDepth programming school (DSR Corporation jointly with the Faculty of Applied Mathematics, Informatics and Mechanics of Voronezh State University);

12) Development and constant replenishment of the single database of practical internships (the objective of the database is to simplify and improve the engagement between the faculty and companies that show interest in working with students);

13) Constant interaction in information support (corporate partners of the Faculty of Applied Mathematics, Informatics and Mechanics enjoy administrative privileges in the Faculty's public, as well as on the website of the Faculty, where they can post their information in categories: news, employment, practices; for their part, companies post information that is relevant to the Faculty on their respective portals), etc.

Let's consider the **three main dimensions** in more detail:
- business laboratories in association with IT companies;
- research and training centers;
- technology schools for students.

1. BUSINESS LABORATORIES WITH IT COMPANIES

1.1. Keywords: educational laboratory, teacher, student, representative of business, cooperation, collaboration.

1.2. Short description.

Business computer laboratories are created by IT-companies and provide for students with a place for study and lectures. For example, in 2013, the laboratory acquired programming on mobile devices with 16 iMac computers and the server was opened. It is the unique laboratory in our region.

1.3. Learning objectives.

Business laboratories with IT companies are used both by university professors and representatives of the companies for training. In such labs training of students with IT-companies subsequent employment is provided. Also these labs are used for joint conferences for students, teachers and representatives of the companies and all of them exchange experience and knowledge in some field of study.

1.4. Attachments.

Collective work of the Faculty of Applied Mathematics, Informatics and Mechanics of the Voronezh State University and business community of the city in which representatives of the organizations – potential employers of university graduates take part, teachers, both students, and graduates are carried out.

As the processed documents it is possible to allocate: documents for creation of the educational centers of the IT-companies in higher education institution (protocols, the contract on cooperation), collections of conference materials with the published scientific and applied articles of teachers and representatives of business community.

As recommendations it is possible to allocate: increase in the events held together with business community, the analysis of labor market and establishment of the educational centers at faculty for the most perspective researches.

2. EDUCATIONAL CENTERS

2.2. Keywords: educational center, teacher, student, representative of business, cooperation, collaboration.

2.3. Short description.

Educational centers are created at the Faculty, jointly with the IT-companies for educational process, for carrying out of scientific conferences with business community. In our Faculty we have two of them: "Bioinformatics and Computational Genomics" and "RELEX".

2.4. Learning objectives.

As a result of training students will develop and demonstrate the ability to work effectively in a group on a common problem provided by the prospective employer. As a result of taking part in conference students will demonstrate the ability to give an effective presentation using visual aids and software demonstrations.

2.5. Attachments.

Work in educational centers is usually organized as a team or group work. Learning and working effectively as part of a group is an extremely important skill. Group projects should be among the most valuable and rewarding learning experiences. For many students, however, they are also among the most frustrating. Therefore involved in the project based on a real problem in the educational center is an integral part of the educational process at our Faculty.

3. TECHNOLOGICAL SCHOOLS FOR STUDENTS

3.1. Keywords: education training, cooperation with companies, learning programming, jobs and education.

3.2. Short description. Students can take part in one or more technological schools. Representatives of IT-companies provide training in the university. At AMM Faculty we have school of programming on mobile devices with ID company; Java school with NetCracker; school programming for IOS with DataArt; school of the SAP by T-systems; school of embedded systems with DSR; school of management in the IT company with ENFORS and others.

3.3. Learning objectives. These classes refer to creating problem-solving thinking, critical thinking, communication and teamwork.

3.4. Attachments. The purpose of technological schools is to give the basic knowledge needed to create applications on a particular technology in the minimum time to prepare the beginner to start working in a real project. Leading developers and project managers tells about the basics of technology and automated testing. In these schools, students are involved in different courses. In some schools, a mandatory requirement for candidates is conversational English not lower upper intermediate level. The rest of the knowledge and skills are not required.

Faculty of Computer Sciences

Since its inception in 1999, the Faculty of Computer Sciences of Voronezh State University has developed the following forms of interaction with companies operating in the IT sector that act as the main consumers of the Faculty's graduates:

- establishment of professional students' competences in their focus areas in the form of extracurricular training profiles;

- involvement of executives and employees of employing companies in the development and implementation of the core educational programmes.

The Faculty of Computer Sciences is actively involved in competitions centered on innovative and entrepreneurial activities and skills of the Faculty's students. Students annually submit projects to compete in a variety of contests, including Umnik (supported by the Bortnik Foundation), IT-Chernozemye (supported by the Skolkovo Foundation and regional ICT companies), and Voronezh State University contest of innovative projects to select projects for the participation in larger competitions. Specialized workshops are organized for students that show interest in innovative and entrepreneurial activities.

1. ESTABLISHMENT OF PROFESSIONAL STUDENTS' COMPETENCES IN THEIR FOCUS AREAS IN THE FORM OF EXTRACURRICULAR TRAINING PROFILES

1.1. Keywords: training center (TC), IT company, employment of graduates, professional training programme, certification testing.

1.2. Brief description.

As a result of cooperation between the Faculty of Computer Sciences and IT companies in Voronezh several training centers have been established (https://sites.google.com/a/sc.vsu.ru/cs/corp) that can be included in one of the three categories. Differences between TCs are determined by the forms of

financial support for students by an IT company, requirements of the company pertaining to its contracts with students, possibilities for students to work on a company's real project, forms of participation of a company's employees in the academic activity of a TC and guarantees of employment for a graduate after the completion of courses at a TC. All TCs influence the core educational programmes in the form of support (financial and qualification) for the Faculty's academic staff. Another important factor is that companies that cooperate with the Faculty of Computer Sciences provide assistance within the framework of professional Microsoft Academy and Oracle Academy programmes, which supply the Faculty with guidance materials and offer preferences in the use of their software.

The Faculty of Computer Sciences has authorized Prometric™ and Pearson VUE centers (http://www.cs.vsu.ru/aptc/index0.html), in which students are enabled to pass certification by many renowned IT companies, such as Adobe, Microsoft, Oracle, IBM, HP, Intel by taking an official independent computer test.

Some IT companies in Voronezh notably maintain their relationships with the Faculty of Computer Sciences in the form of patronship and pay scholarships and finance scientific and educational events at the Faculty. In addition to companies that are involved in the operation of TCs, the faculty engages with other IT companies in the city. The Faculty of Computer Sciences has contracts with twenty IT companies stipulating internship possibilities for the faculty's students.

1.3. Educational objectives:
• To form professional competences within the core activity;
• To receive skills and experience of professional activity within the framework of real-life projects in IT companies.

1.4. Requisite documents.
IT companies make contracts with the university for the establishment of joint TCs, terms, and principles of their operation. The Faculty takes out the Microsoft license for Microsoft IT Academy training and makes a contract with Oracle for the participation in the Oracle Academy programme. In some TCs, students and companies enter into agreements, which stipulate training conditions and subsequent employment options at companies.

2. INVOLVEMENT OF EXECUTIVES AND EMPLOYEES OF EMPLOYING COMPANIES IN THE DEVELOPMENT AND IMPLEMENTATION OF THE CORE EDUCATIONAL PROGRAMMES

2.1. Keywords: advanced training, public council, employment of graduates, professional training programme

2.2. Brief description.

As part of basic Bachelor's profiles and Master's programmes at the Faculty, many special courses are delivered by professors who have completed advanced training courses at the TCs of the Faculty of Computer Sciences. The contents of the core educational programmes are discussed with representatives of IT companies, and as a result, curricula are adjusted accordingly. The Public Council of directors of the city's IT companies (approximately 20) has been established at the faculty to streamline the contests of the core educational programmes. Some of the professors are employees of IT companies who participate in classes and all types of internships. Under their guidance, students are involved in real-life projects of IT companies commissioned, among others, by foreign customers (from the EU and the USA). One peculiarity of the core educational programmes of the Faculty of Computer Sciences is the high proportion of practical classes. Unfortunately, there are objective reasons why state support cannot cover all of the costs of training, laboratory, and computer equipment; therefore, cooperation with IT companies is a way to address this challenge.

2.3. Educational objectives:
• To form students' professional competences within the core activity;
• To ensure advanced training of the Faculty's academic staff at the Faculty's training centers;
• To adjust curricula and practical courses within core educational programmes;
• To form practice-oriented competences in students trained in the core educational programmes at the Faculty.

2.4. Requisite documents.

Curricula are available for all basic profiles and Master's programmes, along with work programmes for disciplines, practical training programmes, and assessment toolkits, which form the basic educational programme. Students who undertake internships execute individual contracts with IT companies of Voronezh Region, which provide internships. The results of internships (upon completion) are presented by a student in a report that is defended at the

Faculty. Recommendations by the Public Council at the Faculty are considered and discussed by the academic board of the Faculty. The decisions taken by the academic board are recorded in respective protocols and implemented within the teaching process at the Faculty.

1. ORGANIZING FOR STUDENTS THE ON-THE JOB TRAINING AND PRE-DIPLOMA TRAINEESHIPS (INTERNSHIPS).

1.1. Keywords: on-the-job industrial training, pre-diploma training, employee's participation.

1.2. Brief description: The dates and duration of this particular form of training has been fixed in line with teaching schedule and calendar plans at a respective university. Most often the training is carried out in line with the contract to be signed by a University with the same profile enterprise. Its plan, including drafting the contracts, is done by the division for students' occupational adjustment. To settle the emerging challenges related to this type of training a special Rector's resolution is signed to assign training coaches being the members of each profile department/chair. In its turn, the concerned enterprise assigns co-leader of the training being the employees representative.

2. HOLDING PRESENTATIONS BY POTENTIAL EMPLOYING COMPANIES.

2.1. Keywords: vacancies fairs, companies' presentations, off-enterprise functions at a university campus

2.2. Brief description: In these functions not only enterprise HR officers take part, but its key specialists as well. The most effective presentation at University campus are those which are aimed at students of a particular occupational profile. Vacancies fairs are also held at Russian universities when representatives of leading Russian and foreign legal entities acquaint the students with peculiarities of working for these companies and offer various forms of employment – from temporary engagements like internships to permanent contract employment as specialists.

3. TARGET TRAINING

3.1. Keywords: ordering by an enterprise a particular brand of a specialist, individual student's study plan.

3.2. Brief description: This Russian practice presents a long term contract relations between University and Employer. Every year the "target students" from different chairs/departments are selected into one group to be taught in line with a special (individual) study plan (program/curricular). According to this plan some subjects (majors) are replaced by special ones, which are taught by the teachers of a profile (base) chair/department to be coordinated with the emterprise/employer.

3.3. Example: Saint Petersburg State Electric and Technological University (SPBTU) and Federal State Enterprise – Scientific-Research Institute "VECTOR" perform such type of practice of cooperation. And within the frame of the Agreement on Partnership there is a so called "base chair/department" at the University which acts according to the "target training" for the 5th year students. The Enterprise shapes a perspective (no less than 3 years) plan of demand for graduating students, structured by years and occupations. The students, participating in the target training, are getting employment by the "VECTOR" enterprise first at half-day employment or non-full day employment.

4. TRAINING THROUGH RESEARCH PROJECTS

4.1. Keywords: "base" chairs/departments at enterprises, joint labs at university campuses

4.2. Brief description: For an effective implementation of the infrastructural functions there is a necessity to set up and involve in the system of partnership relations the research institutions able to provide the research escorting the above functions.

4.3. Learning objectives: This Russian practice has several advantages for both parties: the would-be specialists promote their skills of independent

research work, getting acquainted with the future work and its staff, while the employer gets a chance of a prior technological guidance in favor of the students and evaluating the students capacity during the testing results of the target training period.

4.4. Examples:

1. The Lomonosov Moscow State University has several joint labs set-up in alliance with such largest companies like Microsoft, Intel, as well as Russia's biggest corporations. Several University-Enterprises tandems present joint projects established on the base of Russia's Government's resolution #218 providing for setting up a tender selection of best university-enterprise applications winners.

2. To exploit this education technology at SPB-TU there had been set up a students academic-project bureau with a key target to involve students in research and constructive projects carried out at partner-enterprises. All the projects are being done by students under the guidance of these companies and university teachers.

3. The Moscow Building Engineering University in alliance with Ufa Motor Building Industrial Corporation (UMPO) carries out a project of manufacturing titanic and aluminum casting;

4. There is such a tandem like MFTI (Moscow Physics and Technological University) and Centre for High Technologies "KHIMRAR", Saint Petersburg National Research University for Information Technologies, Mechanics and Optics in a tandem with Research Industrial Corporation for Plastic Processing , etc.;

5. Perm Technical University (PTU) in alliance with a number of corporations and academic institutions has set up a new research strategy named "Innovations Management" for studying the issues of subject's activation, self-organization, and self-development. Promoting that sort of research work is impossible without a high level of integration. It is being carried out by means of research projects, for instance, in the partnership of "Proton-PM" Joint Stock Company, "Motovilikhin Works" Open Stock Company, Innovation Leaders promotion program like Presidential MBA, DBA programs in alliance with Ural Branch of Russia Academy of Science;

5. STUDENTS TARGET TRAINING AT THE SITE OF EMPLOYER

5.1. Keywords: Students on-site training or a distant training

5.2. Brief description: A "target students training" practice is being carried out on the territory of an enterprise in the afternoon following a specially worked out schedule.

5.3. Learning objectives: This type of training promotes shaping a team spirit for students. To test and control the training outcomes – holding the youth research and apply conferences where all the trainees - future specialist are supposed to deliver a presentation of the results.

5.4. Example: "Electropribor" Central Research Insutute has set up a Specialists Training Centre, and in alliance with "SPB-TU" coordination group of university teachers established a joint structure to meet the demands of both institutions. And what is specific for it: the tests and exams are run by the committee which is being set up by the Resolution of the Enterprise director and is comprised of its most experienced specialists, while the university teachers are not allowed to join the testing and exams. There is a practice to carry out assignments by the students acting in groups (collectively).

6. PROFESSIONAL CAREER PLANNING TECHNOLOGY

6.1. Keywords: a student's portfolio (description of professional skill and accomplishments gained before and during training)

6.2. Brief description:

In Russia in the last few years there have been an introduction of a practice known as career portfolio being a set of paper or e-version list of a student's academic, research and personal accomplishments.

Career portfolio enables the employer to evaluate the learning, research, personal and professional accomplishments. It may be comprised of such documents like: graduating qualification papers, course papers, report on passing the industrial training/internships, text of presentations done at research and applied conferences, copies of published articles in professional magazines, diplomas and certificates of honor, honor stipend certificates, recommendation letters by university teachers and coaches. This requires effective contact of a student with a teacher and academic coach, as well as with a potential employer.

To shape a quality portfolio one should organize a motivation campaign for teachers to make them participate in the coaching activity (coordination of the theme for a research paper, writing recommendation letters, reference feedback of student's work, etc.).

6.3. Example: Russian State Humanities University (RGGU, Moscow) holds a seminar for teachers dedicated to "Modern Technology for Planning Career Guidance – Career Student's Portfolio" aimed at promoting students' work to shape a good portfolio. A special project called "Student for Students". With this tool a student-leader may discharge own ambitions by presentation of his/her experience, accomplishments which may be interesting for future employer. There have been a number of surveys conducted to figure out the graduating students' attitude to the quality of gained education, including

supplementary courses, plans for the future education, accomplishments and views on the potential employment. RGGU University plans to set up on its website a data base of students resumes good for employers. Employers shall be advised to upload the list of tests (cases) to arrange a due selection of the possible employees.

The above list of practices of Russian universities with corporations and enterprises are aimed at promoting collaboration contacts between students and employers. This may upgrade the prestige of a University providing a further employment to its students, and partner employer-institution which accurately plans its development. Apart from this, such cooperation enables the University to evaluate whether training this or that occupation specialist is desirable in future or not.

However, in most of the regions of the Russian Federation the following challenges are yet to be resolved:

1. providing a patent legal support for the projects under construction, including joint projects with employers;

2. setting up an information support network in the chain "HEI-Potential Employer" on the regional level;

3. participation of HEIs' academics in shaping the innovative regional development strategy; monitoring the labor market demands, vacancies, innovations;

4. accounting and measuring the research and innovations potential at HEIs tailored to labor market demands;

5. search for empty space on the market;

6. working out the strategy for exploitation of the results of research work to maximize the profit;

7. budget distribution of the innovative projects in line with priorities shaped by the market environment.

6.4. Learning objectives:

1. Extending the volume of practice targeted knowledge and skills in the content of learning (promoting the competence approach);

2. Upgrading the interactive methods of teaching technology (reducing the rate of lectures in favor of brain storm, business games, practice cases, group projects);

3. Upgrading the research and project component in the learning process.

1. SETTING UP JOINT GROUPS OF TEACHERS AS HEADS OF TRAINING PROGRAMS AND EMPLOYERS

1.1. Keywords: Keywords: project group, training program head, employer, joint training/education program, academic, industrial research.

1.2. Brief description:

Employers and department members work in cooperation to develop educational programs aimed at meeting the demands of a particular company.

1.3. Learning objectives:

On-the-job training and internships of students provide for strong cooperative relationship between HEIs and employers. Practical training sessions ensuring real-life professional experience for students are integral part of the basic educational programs.

1.4. Areas for joint activities:

• providing on-the-job practical training for students;

• expanding the range of educational services in demand on the labor market;

• providing on-the-job training for teachers;

• providing further training for company employees;

• joining research conferences, educational projects, sessions, science days

at HEIs, etc.;

• developing project integration (joint research, academic offices in companies, joint small high technology businesses, etc.);

• organizing and participating in regional advisory councils and associations in order to improve the content of professional education to meet regional market demands etc.

2. STUDENTS' PARENTS – POTENTIAL EMPLOYERS
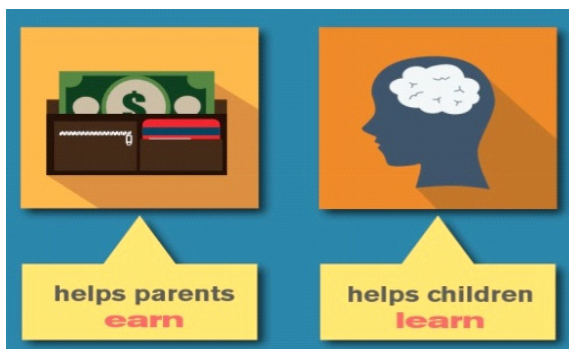
2.1. Keywords: students' parents, employers, project competition, jury, the expert group.

2.2. Brief description: Every year the "Career Day" event is held at the faculty with participation of employers. In preparation for it, we arrange a working meeting of the Organizing Committee with the parents of students who are considered to be potential employers. The purpose of the meeting is to determine:

1. theme of developed projects (the order of employers);

2. availability of vacancies - the needs of employers in employees (for graduates - permanent employment, student - practical training and temporary employment);

3. the composition of the projects jury from among parents of employers.

4. Educational goal: improving practical orientation of training and involvement of employers in the training process, the integration of the employers', teachers', students' activities.

2.3. Methodical materials:

- list of production problems (possible themes) for the competition of students' projects (at the request of employers);

- a series of training programs, "employer - student";

- program for research by students at the area of the employer (optional).

2.4. Example: The program "Student small grants", with the payment of a fixed fee to the winners (the employer - "Lotus Ltd»). The period of validity of the program - the period 2007-2012.

Through this program was implemented financial support for student projects.

The annual scholarship:

1st place - 30 000 rubles.

2nd place - 20 000 rubles.

3rd place - 10 000 rubles.

Awarding scholarships is carried out personally by employers at the event "Career Day".

2.5. Supplements: Requirements for scholarship applicants

- Scholarship applicants - 3rd and 4th year students, with some practical experience conducting research in the framework of the course and / or graduate project; participation in the "round tables", scientific and practical seminars and conferences; contests, etc., and presenting their projects to the "Career Day" competition.

- Research topics : Research devoted to the study of practical activities of the organizations and their management problems.

Requirements for research projects:

1. The study should include statistical, sociological and other empirical data about the researched topic; assess the effectiveness of measures (including legal, social, organizational, technical) as well as the formulation of proposals and recommendations to address the issue.

2. The structure of the study depends on the perspective chosen by the applicant and the author's view.

3. The minimum amount of research - 1 print sheet (40000 printed signs).

4. Research and project recommendations should have practical demand and the requirements of being brand new and original.

3. THE "SCHOOL FOOTBALL" PROJECT

3.1. Keywords: "Zenit" football club, sports, football.

3.2. Brief description: The football club "Zenit" in alliance with HSPUR Institute of Economics and Management within 2 months had been training students as the organizers of the master classes football players in the educational institutions of St. Petersburg.

Further, these students worked as volunteers at the matches of "Zenith" and to promote football for the students directly to the educational institution, organized friendly matches involving pupils, football players, parents, students, teachers.

3.3. Learning objectives: The formation of the students' competence in the interaction with employers (FC «Zenit», the educational institutions of St. Petersburg) and customers (pupils).

3.4. Methodical materials:

- Recommendations for the participants of the project "School Football";

- Program a series of master classes FC "Zenit" (in high school and in educational institutions of different areas of St. Petersburg);

- a program of research by students in educational institutions (by order of FC "Zenit").

4. YOUTH FORUM "MY INITIATIVE IN THE EDUCATION"

4.1. Keywords: socially significant issues, competition, project, student associations, experts (employers)

4.2. Brief description: This round-year competition involving university students of all federal districts of the Russian Federation is a forum of socially significant projects, and it is scheduled as follows:

- HEI level (January-March);
- regional level (April);
- federal level – a 4-day long forum at Herzen University campus (May).

The program of the competition included: social audit of the achievements of student associations of the University, public hearing of participants' projects, student "troopers" of good deeds for 50 areas of the city, discussion and educational fields, cultural program, etc.

The best projects winners are nominated to participate in the "Seliger" and "Ladoga" national youth forums. The Period of implementation is from 1 February till 15 December. The estimated number of participants is 800 people.

4.3. Learning objectives: To stimulate students' initiative in solving the social problems of cities, regions, countries, participation in the programs of the Ministry of Education and the Federal Agency for Youth Affairs.

4.4. Supplements (methodical materials):
- memo to the student-participants of competition and forum,
- recommendation to experts (employers).

The immediate results of the event:

- new practice among students of subjects of the Russian Federation with the social partners in their educational institutions;
- new practice of interaction with employers in the preparation and implementation of projects;
- increasing the number of students participating in the program's activities;
- increasing the number of developed and implemented social projects by students;
- increasing the number of educational institutions of the Russian Federation subjects, where students will participate in activities of the forum.

5. THE EDUCATION PROGRAM COUNCIL, THE IMPLEMENTATION OF INTERACTION IN ACCORDANCE TO THE CYCLE PDCA

Plan
for change to bring
about improvement

Act
to get the greatest
benefit from changes

Do
change on a small
scale first to trial them

Check
to see of changes are working and o
investigare selected processes
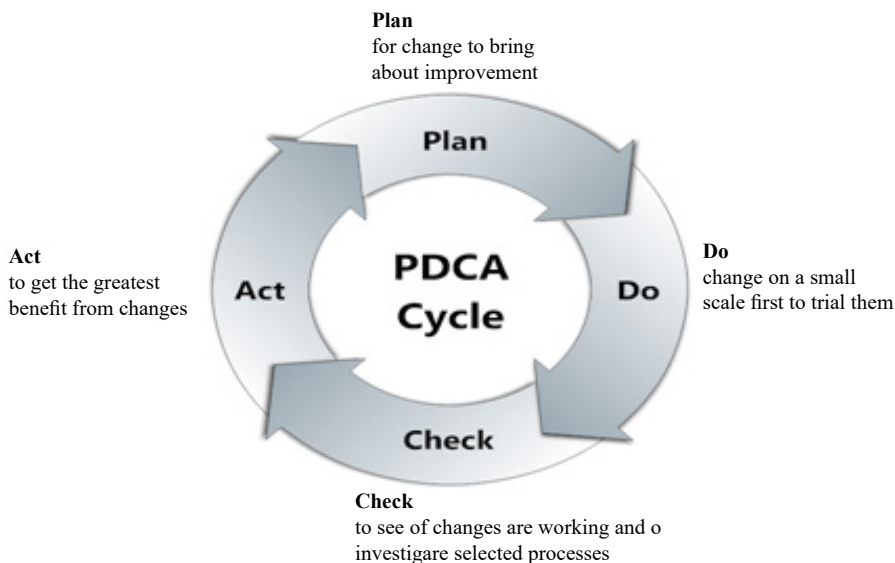
5.1. Keywords: The Council of educational programs (the Council), the Deming cycle – PDCA, decisions on the content of the educational program and the conditions for its implementation

5.2. Brief description:

One problem of attracting employers to interaction is the lack of formal mechanisms for co-operation with them, which would be regulated by the internal documents of the institution.

43

During the project in the university, bodies have been established such as the Council of educational programs (the Council). The Education Program Council is a collegial management body, taking decisions on the content of the educational program and the conditions for its implementation. It consists of university staff from among the academic staff, employers, graduates, experts in the subject areas of other educational organizations of higher education.

5.3. Learning objectives:

The main activities of the Council include:

- an agreement about requirements with the employers for the quality of educational programs according to the educational and professional standards and the needs of the labor market;

- employer participation in preparation of specialists within the educational program;

- collection, analysis and systematization of analytical, educational, R&D and technology;

- conduct together with the employer scientific, practical and educational conferences, exhibitions, seminars and "round tables";

- ensuring compliance of the practical activities of students with the direction of their training during the internship on the employers' basis;

The expected outcome of the establishment of the Education Program Council is a well organized system of independent evaluation of the education quality under the network of HEIs and employers. Today, for each stage of the educational process is defined sequence of actions and monitoring activities to ensure strengthening of the role of employers in raising the quality of education. Four stages in the implementation of the learning process were identified that requires the participation of employers and, in particular, the decisions of the Council: preparation of this educational process, implementation, verification and validation of the results. Work within each phase of the learning process is organized in accordance with the Deming cycle - PDCA.

5.4. Supplements (methodical materials):

Checkpoints participation of the Council of the educational program in the process of its implementation are as follows:

	Plan	Do	Check	Act
Preparation of the educational process Plan	Regulations of the basic educational program	Employers participate in learning activities (lectures, seminars, field trips, conferences); Providing opportunities for practical training; An order for the execution of theses; Organization of consortiums.	Number of expert opinions on the program from employers (at least 3); The number of contracts with employers (at least 3); The existence of the Council' program.	Inconsistency is the lack of agreed with the employers. Corrective action in the framework of a documented procedure of quality management system is a "corrective action".
Implementation of educational process	basic educational program; academic plan; program courses; program practices.	Employers participate in learning activities (lectures, seminars, field trips, conferences); Providing opportunities for practical training; An order for the execution of theses; Organization of consortiums.	the percentage of sessions conducted with the participation of the employer; the percentage of teachers from among employers; the percentage of research and educational projects on the basis of employers; the number of contracts for practical training; the number of applications from employers for execution theses.	Inconsistency is the lack of employer involvement in the educational process. Corrective action in the framework of a documented procedure of quality management system is a "corrective action".

Verification at the output of the educational process	Program of state final examination.	participation of employers in the state certification committee; reviews of employers on the theses; portfolios of students, including reviews of employers indicating the degree of manifestation of competence.	number of employers in certifying commissions; number of reviews / expert opinions in the theses; amount of feedback from employers on students; monitoring the competencies demanded in the labor market.	inconsistency is the lack of evaluation evidence on the part of employers. Corrective action in the framework of a documented procedure of quality management system is a "corrective action".
Validation	monitoring program; a document on the independent evaluation of the quality of education (in development).	monitoring of employment; monitoring of satisfaction of employers.	the percentage of employment of graduates in the profession; number of positive feedback from employers on the graduates.	inconsistency is low levels of employment and low ratings from employers on the quality of education. Corrective action in the framework of a documented procedure of quality management system is a "corrective action".

Preparation for the educational process, first of all, includes the development of basic educational programs. In this stage approval procedure of requirements is conducted with the employers for the final results the development of programs, namely:

• agreement about requirements for educational and professional standards;

• approval of requirements for the competence of graduates of the program;

• formation of a partners group of the program by employers.

The peer development of education standards acts as an additional form of joint work by universities and employers. Control indicators for running the educational program are:

1. Number of expert conclusions on the program by employers (at least 3)

2. Number of contracts with employers (at least 3);

3. Forming Council program.

Inconsistency in this process is the lack of agreed with the employers of requirements for the educational program. Corrective action is carried out in the framework of a documented procedure of quality management system (QMS) of high school - "corrective action."

The educational program that was worked out at the first stage together with follow-up documents like curriculum and teaching programs are to define the further action plan for involving the employers in the teaching process, providing internships and professional guidance. Control indicators in this case are: percentage of classes that conducted with the participation of employers, percentage of teachers from among employers, percentage of scientific and educational projects on the basis of employers; the number of contracts for practical training; the number of applications from employers for students' research papers; the number of seminars and conferences held with the participation of employers.

In this process the discrepancy, requiring the implementation of corrective actions, is the non-inclusion of the employer in the learning process.

The next step is verification, which is understood as confirmation of compliance the result of training at the University with the requirements laid down in the educational and professional standards.

Verification of the result at the output of the educational process requires mandatory participation of employers, for example, as members of the evaluation committees. Moreover, form of work in the university practice appeared: reviews of employers in thesis; portfolios of students, including employer references indicating the level of competence. Furthermore, the graduate departments and employers jointly monitor competencies demanded by the labor market, and the corresponding adjustment of the curriculum and the learning process based on its results.

In this case, inconsistency is the lack of documentary evidence (evidence assessment) level of competence on the part of employers.

Validation is a procedure which gives a high degree of confidence that the learning process will lead to results that meet predetermined requirements of the employer. Thus, validation confirms that the requirements of the employer who recruits university graduates are satisfied.

The indicators of a quality validated program are as follows:

• the percentage of employment of graduates in the profession;

• the amount of positive feedback from employers of the graduates. In this case, inconsistency is a low level of these indicators. In addition, the examination of the individual elements of the educational program was put into practice, in particular, the procedure for assessing the quality of the individual elements of the educational program by experts in your chosen field of expertise, including the number of employers. The objects of such examination may be

curriculums, programs of academic disciplines, the organization practices, the organization of research and/or project work, popular educational outcomes and the level of achievement of their graduates and trainees of specific educational program, the quality of graduates in terms of the labor market, etc.

Regulations on education program council in the university.

1. General Regulations

This provision defines the goals, objectives and functions of the Education Program Council in the university.The Education Program Council is a permanent expert advisory collegial body for coordinating educational activities in directions of training and specialties within the enlarged group.In its activities the Council is guided by the Charter of the University, local normative acts and these Regulations.

2. The establishment of the Education Program Council:

The Council was established under the University Academic Council on the areas of science and education.The Council was established in the direction of training within the enlarged group, or on related areas of training and enlarged groups.

The Council consists of the heads of educational programs in the relevant areas of training, heads of departments and teachers participating in realization of training areas, representatives of employers, and representatives of the student government.Based on the decision of the University Academic Council, the order about members of the Council, including the description of training areas, is issued. The composition of the Council is approved at the period of the educational program.Chairman of the educational programs is elected from among the heads of training areas, included in its composition, through open vote by a simple majority vote of the Council and appointed by order of the University.

3. Goals and objectives of the Education Program Council

- The main objective of the Council is to plan and control the quality of educational activities in a particular field of study, taking into account the experience of leading Russian and foreign educational organizations and labor market needs and specific employers.

- The Council is aimed at solving the following problems:

- Expert analysis of the quality of implemented or planned for the implementation of educational programs for all levels of training.

- Formulation of suggestions and recommendations to improve the effectiveness and efficiency of implemented educational programs.

- Identify strategies to improve and optimize the learning process.

Functions of the Education Program Council:

- Expertise provided by the heads of training areas of educational programs for approval by the University Academic Council.

- Consider updating and amending implemented educational programs.

- Expert analysis of the materials presented for the licensing of new edu-

cational programs.

- Consideration of issues on agreement of requirements of professional and educational standards.

- Expert analysis of the quality of an educational program (compliance with the requirements of the educational and professional standards, the analysis of training and methodological support of educational programs, funds of assessment tools and other materials to ensure the quality of graduates)

- Consideration of the professional public accreditation of educational programs.

- Address issues about extension of the University of interaction channels with employers on the implementation of educational programs on corresponding direction.

- Address issues to expand the database of practices in the framework of the relevant program areas.

4. Rights of the Education Program Council

- Presents expert reviews in terms of:

• Quality of educational process on the implemented educational programs in the structural units of the University;

• Compliance with the requirements of the implemented programs by professional and educational standards.

- Represents the University Academic Council expert reports on the quality of educational programs.

- Makes suggestions to improve the effectiveness of implemented educational programs, strategic planning and the optimization of the educational process.

- Voting the decisions of the Education Program Council

- Meeting of the Board shall be considered valid under the condition if the date, time, place and agenda of the meeting will be announced early (at least for a week) to all its members.

- The Council's decisions is taken by open voting of its members and shall be deemed adopted if a majority of the Council's members, who are presents at the meeting, voted in favor of it. One more compulsory condition is the presence of a qualified majority of 2/3 of the approved structure.

- The Council's decisions are executed in protocols signed by the chairman of the Council.

BEST PRACTICES FROM
THE BENCHMARKING VISITS

BEST PRACTICES FROM THE BENCHMARKING VISITS

Hilde Hoefnagels

After having established the situation within the Russian HEIs, the project moved ahead towards a more practical approach. The overall aim of the E3M - project was to improve the cooperation of Russian Higher education Institutions (HEIs) and working life, that is, employers, to benefit both sides. It also aimed at assisting Russian Federation HEIs in opening themselves up to society at large and the world of work in order to enhance the employability of university graduates.

Hence it was decided to organize benchmarking visits to Europe in order to observe best practices within the European partner institutions. These visits are described in underlying chapter. The E3M project wants to offer a workable tool for other Russian partners to use in their academic evolution.

As the project wants to be practical and user friendly, we tried to develop a type of 'filing card', a one page identikit for every benchmarking visit, easy and fast to use.

Every filing card opens with a few key words which immediately give an impression of what will follow. The future reader/user can decide whether this particular example is interesting or not for his or her institution.

The second paragraph gives a brief description of the visit itself. By sharing this knowledge, derived directly from experience, the E3M project wants to facilitate the practical evolution of the academic approach at Russian HEIs.

SHARING &
LEARNING
TOGETHER

1. BENCHMARKING VISIT
BELGIUM - AP University College

FINAL BUSINESS PROJECT (Bachelor International Entrepreneurship): AP company guide

1.1. Keywords: student final project, guidelines, added value.

1.2. Brief description:

As part of a broader framework for cooperation with the world of work, one of the prominent practices showcased by AP is an effective mechanism for administration of student final business projects within Bachelor programme in Business Management "International Entrepreneurship". This project stresses the practical orientation of this Bachelor programme and guarantees the cross-national collaboration between education and the business sector. Final business project is a cornerstone of a student education path, which helps address corporate objectives and fulfills pedagogical requirements for student real world experiences. The student is expected to function as a constructive team-member and to work at the assigned strategic business project. The assignment includes three components: analysis, advice and implementation. Thus, the student will act as an (assistant-) entrepreneur/manager who analyses thoroughly before taking a strategic decision which the company will implement in the near future.

AP company leaflet is a comprehensive guide for students and specifically for companies/organizations which contains description of targets for expected student project, competencies, evaluation, regulatory issues, agreements, key dates. Company leaflet outlines in a detailed way the expected conduct of a student's final project as well as the organization's role and responsibilities. The added value for company/organization is emphasized, thus, companies are ensured that student projects, as a rule, generate quite satisfying solutions to their needs.

The above mentioned format could be easily adapted to RU higher educa-

tion system. Moreover, it is believed that a wider range of university disciples/ programmes could generate the guidelines of a similar kind for prospective employers, with a greater focus on student competencies/skills rather than a concrete product (solution) for an employer.

TECHNOMATCH-PORTRAIT

2.1. Keywords: professional competence, technomatch, competence profile.

2.2. Brief description:

TechnoMatch Portrait – a practical tool to enhance collaboration of education and business, centred on the analysis of professional competences and key skills for the use of educators. TechnoMatch unites efforts of both the educational and corporate worlds to define the competences of a certain profession as equal partners. The idea is to create an actual professional profile after a visit of the workspace AND by constructing a relation with both professionals and managers.

Relationships between education and company can be improved by intensive contacts. Technomatch is a learning process for both schools and enterprises. During the interviews with professionals from the field the coaches (teachers, instructors, …) search for a critical professional situation (context) to study from nearby. This context will be the starting point of the Technomatch portrait. The time invested in developing Technomatch portraits is amply compensated by acquiring new insights/learning courses, more efficient pedagogies.

A Technomatch-portrait consists of:

• Context (critical professional situation) a short and clear description of a problem/question with which the professional (experienced or beginning) is confronted. He considers his approach (often after discussing it with colleagues and / or headman) based on the aimed effect. Once the strategy is determined, the problem is dealt with / is resolved.

• Competence

Description of the competence needed in order to resolve this professional situation.

• Technical competences and key skills (knowledge, competences and attitudes)

These technical competences and key qualities are necessary in order to reach the above mentioned competence.

• Measuring

How can this competence be measured?
• Learning / teaching
How can I achieve this competence?

In the Russian Federation, the ministry requirements abide employers to adhere to a set of occupational standards, in the same way as they determine a pedagogical framework for competencies acquired by students at HEIs. The connection/cooperation between enterprises and HEIs has to be effectively interlocked in order to produce a realistic and viable image of what is taught at HEIs and what is required by companies. In this respect, the technomatch portrait is viewed as an efficient tool/concept/ for developing competence profiles (also, with local and region specific focus) and bring educators in closer contact with employers. The initiative seems to have a positive impact on teaching and learning process towards a more practical and real-life approach in teaching skills and competencies (to avoid skills gap).

2. BENCHMARKING VISIT FINLAND – JAMK

THE SYSTEM OF STUDENT GUIDANCE AND CAREER SUPPORT AT JAMK UNIVERSITY OF APPLIED SCIENCES

1.1. Keywords: guidance, career, learning, professional growth, developing expertise.

1.2. Brief description: The starting point is that all JAMK students receive the support they need in their studies and career planning throughout their studies. The main objectives of guidance are ensuring fluent progress of studies, developing expertise, and supporting professional specialisation.

Guidance is not limited to specific forms, times, or persons. Student can receive personal guidance through discussions with the teacher, tutor and elsewhere. Large group info sessions are organised to communicate issues that concern a large group, such as practical training or student financial aid in the summer. Group / small group guidance makes discussing a topic with a peer tutor and others easy. Student can also seek information on his/her own initiative by using JAMK e-services.

From their early studies, student's key counsellors are the career and peer tutors. As the studies progress, student will receive guidance from other parties as well. Each teacher supports the student's career choice, learning, development of skills, and self-direction, and monitors and supports the student's studies with regard to the course he or she teaches. In addition to the career tutor, each unit has a study counsellor. Additionally, student services guide and help student with the practices of studying throughout the studies.

As a student, one is an important component in guidance activities. For guidance to succeed, student should actively participate in guidance situations, the Development as an Expert course, and related assignments, identify the need for support, and seek guidance. If student starts to worry about his/her own situation or about another student, he/she should notify a guiding party, such as his/her career tutor.

1.3. Learning objectives:

Students will be able to set goals, make choices and bring them into practice. Students are able to acquire, analyse and select information regarding Bachelor studies, the profession, entrepreneurship, work and further studies.
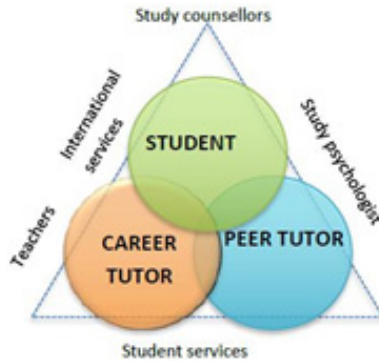
TEAM ACADEMY

1.1. Keywords: entrepreneurship, business education, innovation, team building.

1.2. Brief description: The Award-Winning Tiimiakatemia of the JAMK (Jyväskylä) University of Applied Sciences combines the worlds of business and education. Tiimiakatemia was founded in 1993 by Johannes Partanen. During 17 years, the number of students increased from 24 to approximately 180 learners in 10 teams. All of them will graduate as Bachelors of Business.

All teams operate as independent cooperative companies. Students have to do real-life projects, which they have to find themselves, to cover all the expenses of the company. Projects function both as learning environments (for studies and developing the individual's competence) and as ways of doing business (for team companies). Learning is a process that is not divided into modules or subjects like marketing or leadership.

Tiimiakatemia has no legal control over its team companies; it only provides the coaching for the learning process. The main methods are learning by doing and team learning. Projects offer opportunities to apply studied theory directly into practise and also provide a platform for students to reflect on theory in light of their own experiences while studying.

1.3. Learning objectives: Teams use dialogue as a tool to share knowledge and think together. The purpose of dialogue is to go beyond one individual's understanding – the whole organizes the parts, rather than trying to pull the parts into a whole. In dialogue, people become observers of their own thinking. Probably due to the real life experiences, 42% of Tiimiakatemia graduates have started their own company by the 3rd year since graduation.

Tiimiakatemia's purpose is to help team members learn entrepreneurship. More concrete goals are needed to create group cohesion. A trip around the world is the concrete goal of each team, motivating every member to work hard to achieve it.

Tiimiakatemia has won numerous national awards for its innovative learning methods and development of entrepreneurship.

For students there are many different leadership positions available within the team and its projects.

No ..	But ..
• students	• team entrepreneurs
• classrooms	• an open plan office
• teaching	• learning
• teachers	• coaches
• simulations	• real business
• control	• self-organizing

CONCEPTLAB

1.1. Keywords: multi-discipline, concepting, laboratory, learning methods, working life.

1.2. Brief description: Concept Lab is a learning environment enhancing students capabilities to conduct user-centered research and design in a multi-discipline, multicultural context. Students engage to hands-on innovation work developing novel service, product or business model concepts either for their own   business idea or for a local or global company. In addition to this, students are offered seminar afternoons where inspirational topics are

processed through lectures and workshops.

Concept Lab has tight co-operation with Living Lab as well as regional business networks and aims to educate out-of-box thinking capable, co-creative and networked professionals with methods rooting from design, concepting and innovation fostering. Concept development teams consist of 2-8 multi-disciplinary students usually with several nationalities and all teams have two concept development coaches from different fields to support the group process and guide towards suitable methods depending on a case.

Concept development projects come from various fields and thus support students understanding of their own field in the context of surrounding disciplines. The aim is to include projects that deal with the idea of convergence, merging different businesses into experience and mediated social presence. Examples of past project topics include theatre marketing renovation, charity concept development to Ethiopia, cable television concept renovation, web mimes and mobile shopping future. For academics, Concept Lab targets to develop new pedagogy and learning methods to support learning skills for current and future working life.

The process consists of three parts:
1. Development and research of the idea.
2. Executing the development plan.
3. Evaluation.

1.3. Learning Objectives:
Students grow understanding of concept work, develop a concept development plan and take main responsibility of their teams work and performance.

BENCHMARKING VISIT AUSTRIA - CUAS
STUDENTS INTERNATIONAL SERVICE – JOB BOOSTER

1.1. Keywords: students service, carrier coaching, networking, students support.

1.2. Brief description: This service is a supporting programme for students, which is an active effort of the Carinthia University of Applied Sciences (CUAS) to enhance cooperation between universities and the labour market.

On the one hand, students get offered a career planning support (CV checks,

career counselling, individual coaching etc.), on the other hand, the "Students International Service" is in close contact with potential employers and other universities. These contacts are used to provide information about company lectures (in-house), company excursions, establishing contact and as a basis for regularly Job Newsletter for all students.

Furthermore students get the opportunity for free professional application photos and to participate in frequently organized and performed job and career fairs.

1.3. Learning objectives: This university-intern offer helps students in different areas.

(1) Students can use a free job application training including the arrangement of their application documents as well as a coaching for the job interview. By this service they can get to know do´s and don'ts and useful tips and tricks for their further career.

(2) By job and career fairs corporation partners get a chance to present themselves as a successful part of social economy and get to know competing companies and their service offer face to face. Furthermore they can win over potential employees as attractive employer which is one of the biggest benefits for students – they can get in contact with future employers.

(3) The third area describes learning objectives for the university: They can regularly get in personal contact with cooperation partners and invite potential new ones. At the same time this cooperations are a big benefit for students because they profit by this big network and can revert to it for their internships.

CARINTHIA SMART LAB

1.1. Keywords: Innovation management, innovation process, data analysis, methods.

1.2. Brief description: The Carinthia Smart Lab is a special university intern offer which brings the connection between the education sector and the labor market to perfection. It consists of Science and Energy Labs on the one hand and an Innovation Studio on the other hand. Together with experts

CUAS students have the chance to use the Carinthia Smart Lab as creative place where trend analysis is performed, creative concepts and business models are developed and new approaches and concepts using rapid prototyping are realized through workshops. The development of business models also requires high-quality technical equipment, methodological and process expertise and professional moderation and support. Together with experts innovation, infrastructure as well as knowledge in this special area is offered.

The innovation process combines creative and structured working and allows to control the process itself on a systematic level. The innovation process was developed by the education program of Industrial Engineering & Management of CUAS and consists of the five essential steps to drive a potential idea to an innovation and thus to a successful implemented market launch: (1) Analyses & Target Definition, (2) Generation & Concentration of Ideas, (3) Development of Concepts & Business Models, (4) Performance & Market Test, (5) Implementation & Market Launch. The construction of prototypes can be managed in the Carinthia Smart Lab due to the support of various production techniques on-site.

Following some benefits for enterprises and Start Ups: With respect to specific questions about innovation management, enterprises and Start Ups can rely on a professional comprehensive concept, special expertise competences in process and methods as well as specific infrastructure. Within the scope of our Start UP initiative at CUAS potential entrepreneurs are accompanied through their start-up phase in a structured way.

1.3. Learning objectives: Within the lectures the students learn about the basics of innovation management, about the methods and the implementation of each phase of the innovation process by using the working papers. They are enabled to perform trend data analysis in a structured manner and to prepare them. In addition, the students gain knowledge about the impact of infrastructure and layout of facilities, processes, methods and the moderation on the quality of an innovation process results. For this purpose, completely new approaches, like design thinking, are taught based on case studies and are discussed and implemented in projects.

PUBLIC EMPLOYMENT SERVICE AUSTRIA (AMS)

1.1. Keywords: placement service, job assistance, consulting, labour market policies.

1.2. Brief description: The Austrian Public Employment Service (AMS) is Austria's leading provider of labour-market related services. They match candidates with job openings and assist jobseekers and companies who turn to the AMS by offering advice, information, qualification opportunities and financial assistance.

Within the framework of the Federal Government's policy of full employment, the AMS renders a major contribution to preventing and eradicating unemployment in Austria. Commissioned by the Federal Ministry of Labour, Social Affairs and Consumer protection, the AMS assumes its role as an enterprise under public law in close cooperation with labour and employers' organisations.

The Public Employment Service AMS is structured into 1 federal, 9 regional and 104 local organisations. Representatives of employers' and labour organisations (i.e. of the Economic Chamber, the Federal Chamber of Labour, the Austrian Trade Union Federation and the Federation of Austrian Industry) are involved at all levels and are instrumental in designing labour market policies (employment programmes of the federal provinces) and in monitoring the organisation's corporate governance. The body acting at the federal level is the administrative board.

Structure of the regional branch offices

Zone	Services offered	Characteristics
Info Zone	information self-service career information centres (BIZ)	anonymous selective use
Service Zone	placement claims and benefits	contacts without appointment regular checks appointment control

Counselling Zone	intensive guidance and assistance	contacts by appointment only arrangement of appointments

1.3. Learning objectives: The Public Employment Service AMS is an interface between the labour market and persons who are looking for an occupation. Because the AMS is promoted and supported by the government it has an impact on current labour market situations and corresponding policies. Grievances, regarding to the labour market and its access, can be detected rapidly and dealt with. Therefore AMS can be described as an agency between potential employees and employers on the one side and the government on the other side which gives a holistic view on almost all kind of issues regarding the Austrian labour market.

BENCHMARKING VISIT Universitat de Girona (UdG)
INSETUR

1.1. Keywords: Innovation, Knowledge transfer, Research, Data analysis, Methods.

1.2. Brief description: INSETUR is a research Centre specializing in tourism at the University of Girona, devoted to fundamental and applied research in tourism. INSETUR examines tourism from an interdisciplinary perspective, which aims to collect the different approaches that investigate tourism activity: business, marketing, geography, heritage, law, environmental science, etc. The Institute of Tourism Studies is aimed at improving and ease knowledge transfer to Catalan tourism industry, and also aims to become a node of the international tourism knowledge network.

INSETUR works in its immediate environment, because is known that investing in R & D in tourism is the main instrument for the sector's competitiveness. The Research Institute works to improve the knowledge, innovation, creativity and transfer in Catalan tourism industry. INSETUR also wants to contribute to the understanding of the mechanisms that operate in tourism worldwide. The goal is to become a cornerstone in the international tourist fundamental and applied research.

1.3. Learning objectives:

It is of crucial importance to strength the links between academics, companies and students, in order to reduce the gaps that usually appear between them. This visit helped to understand that basic research is not always placed that far away from real practical implementations. Furthermore students could see how actual university students were participating in real project development, with the aim of generating in them a real interest in basic research and a positive mind for further connections.

SCIENCE PARK, LABS OF KNOWLEDGE

1.1. Keywords: Knowledge transfer, Research & Innovation management, innovation process, start-up, entrepreneurship.

1.2. Brief description: The Science and Technological Park of the University of Girona, set up as a non-profit foundation, is the main agent of promotion and economic development in the region of Girona.

It promotes the transfer of knowledge and generates support structures for innovation. It encourages interaction and relation between these agents and the ecosystem and promotes the connection between the environment and local agents. Some of their strengths are:

Proximity, the ParcUdG becomes a preferred space for both arrival and export of knowledge.

ParcUdG is a driver for economic growth and research

ParcUdG empowers the internationalization, favoring the settlement of companies from abroad and export dynamics of economic activity of its companies.

A maximum institutional support at all levels ensures the consolidation and growth of this knowledge Centre.

The ParcUdG is a space open to citizens and companies, and has the main objective of becoming a reference for businesses and professionals. For this reason ParcUdG's facilities are open at very competitive conditions, to host seminars, meetings and all kinds of economic and business activity.

1.3. Learning objectives:

Science and technology parks have become a real engine in European knowledge transfer and economic boosters. Always developed in a double cephalic environment, University closeness and Innovative companies and start-ups incubator, which brings innovation and new knowledge at the same arena.

This visit allowed to the visiting students to increase their entrepreneurial mentality, while visiting real cases of labs and companies integrated in the science park.

UdG CAMPUS TURISME

1.1. Keywords: Innovation management, innovation process, data analysis, methods.

1.2. Brief description: The Campus Turisme of the Universitat de Girona is a relational platform with a clear market driven focus. Its main aim is to encourage and facilitate proactively the link between Tourism companies and institutions and the University of Girona. One of their tasks is to put in contact researchers and students with companies and institutions. There are four main lines of contact

1. Finding internship for tourism students;

2. Collecting job offers from the sector to be distributed among the former students of the University;

3. Linking research groups, companies and PhD students in Industrial PhD programs;

4. Making possible the inclusion of a researcher within a company for a limited time.

So the Campus Turisme is the platform that creates the proper environment to boost the communication and join efforts from academia and business.

1.3. Learning objectives:

This platform gives the role of mediator of the tourism industry to the University, which makes all major efforts in bringing together the business and academic world. This is clearly benefitting students in order to generate better connections increasing the level of innovation of the tourism companies, but at the same time improving the skills of students and former students.

STUDENT EXPERIENCES

STUDENT EXPERIENCES
1. NIZHNEVARTOVSK STATE UNIVERSITY

Part A. Identification

Name of Home Institution	**Nizhnevartovsk State University**
Faculty/School	**Information Technologies and Mathematics**
Level of Study (Bachelor, Master, PhD)	**Bachelor**
Year of Study	**4th**

Part B. Description of attended E3M project events

Please provide a summary of the events/meetings attended within the project, with the focus on the discussed issues, performed tasks (1000 characters with spacing)

I participated in the Benchmarking visits held by the European universities - JAMK University of Applied Sciences (Jyvaskyka, Finland) and AP University College (Antwerp, Belgium). During these visits, alongside students and teachers from other Russian partner institutions I learned about the practices used in European higher education to enhance student employment opportunities through cooperation with employers, businesses and enterprises. We had relevant meetings with teachers, educators, supervisors, practitioners who are in certain ways involved and responsible for fostering cooperation with the world of work in order to ensure employment opportunities for students. They presented the best case examples and the impact of such activities on student learning and future career paths. I would also like to mention that this experience was quite enriching in terms of intercultural communication and understanding. Getting to know European students and teachers and education environment in general deepened my knowledge of the European higher education and also broadened my academic and professional outlook.

Part C. Description of the Project Objectives

Please identify in the box below, which of the objectives this project addresses with regard to student involvement (max. 5 choices):

☐ Enhance students' knowledge of university-enterprise cooperation
☒ Develop practical knowledge and skills of students, as of potential employees and employers in future
☒ Ensure that students' competencies meet the demands of working life and the quality of curricula
☐ Increase employment opportunities for students
☐ Develop partnerships between universities and enterprises
☐ Foster short-term mobility of students
☐ Foster the dialogue between the academic world and the world of work
☐ Enhance project quality control through student evaluations
☒ Enhance mutual understanding between peoples and cultures of the EU and of the partner countries

Part D. Description of the Obtained Experience

Please provide an outline of the gained experience by answering the questions below:

How relevant was the project for you in general?
☒ Very relevant
☐ Relevant
☐ Some aspects were relevant but not all
☐ Not very relevant
Please make a comment (max. 500 characters with spacing):
I realized the importance of student involvement in cooperation with employers - it's true that some students would be employers or decision-makers in the future, that is why it's really important that students are aware of the necessity for companies to cooperate with universities, because it might positively affect lives of many students and help them without any troubles acquire professional skills while studying, thus get a good practical training before graduation and find a good job afterwards.

Please rate different events of the project:

	Very relevant	Relevant	Some aspects were relevant but not all	Not very relevant	Didn't attend
1. Benchmarking visit I to AP University College, December 2014 (Antwerp, Belgium)	●	○	○	○	○

2. Benchmarking visit I to Carinthia University of Applied Sciences, December 2014 (Antwerp, Belgium)	○	○	○	○	●
3. Benchmarking visit I to JAMK University of Applied Sciences, December 2014 (Antwerp, Belgium)	●	○	○	○	○
4. Benchmarking visit II to Carinthia University of Applied Sciences, May 2015 (Spittal, Austria)	○	○	○	○	●
5. Benchmarking visit II to Girona University, May, 2015	○	○	○	○	●
6. Moscow Seminar on Exploitation of Project Results, 12-16 October (Moscow, Russia)	○	○	○	○	●
7. Meeting in Antwerp devoted to the Project Handbook and Dissemination (18-22 April, 2016)	○	○	○	○	

What were the three highlights from the content of the attended events? (This may be a particular speaker, session) (500 characters with spacing)

1. JAMK University of Applied Sciences - visit to the Laboratory for testing concrete and rocks (students from relevant study fields are involved in testing of materials which is requested by local companies, thus students get to learn and at the same time work on real-life cases under supervision of teachers)

2. JAMK University of Applied Sciences - Team Academy: excellent business learning environment for student to work on real-life projects

3. AP University College - final projects of students in international business (students should contact a business/company, request for a problematic issue and suggest solutions in a thesis)

Finish the sentence: "My experience of taking part in the TEMPUS IV project 'E3M - Evaluation of Quality of Cooperation in Educational Ecosystem as a mechanism for building professional competencies experience' gave me a better understanding of... ". (1000 characters with spacing)

- of many positive outcomes related to cooperation between universities and companies: better job-related skills of students developed through internships, final projects done for companies/businesses, on-the-job trainings, more options to find employment because students are well-prepared for careers before graduation

- importance for students to think critically and be creative in problem-solving, to think out of the box, which would most likely be appreciated by an employer/supervisor in a company/enterprise where student would like to work

- differences and similarities between European and Russian higher education systems, their strengths and weaknesses, also challenges which universities face when they try to organize internships and practical training for students

- possible ways to use best examples of European practices in Russian universities, or maybe combine European and Russian practices for better results

- importance of intercultural communication - because exchange of ideas could be useful for solving common issues/problems

Part E. Follow-up

How do you think the knowledge and ideas gained through project events could be applied in your academic life, future career and for personal growth in general? (500 characters with spacing)

In my academic life, I would focus on creative problem-solving and thinking and also team-building which would of course help me in my future career. These skills are, in my opinion, are crucial for any profession and any career field. Another important thing - language skills. My experience assured me that it is necessary to learn foreign languages and cultures, in order to be able to communicate with peers and like-minded individuals from across the globe.

> *How do you plan to disseminate what you learned within the project? (500 characters with spacing)*
>
> *I have shared my impressions with teachers and students of Nizhnevartovsk State University during Information seminars; I gave a presentation describing my experience to the audience of about 170 people. I also constantly exchange ideas with peer-students and teachers from the Faculty of Information Technologies and Mathematics. I'm a volunteer of NVSU International Office, that's why I usually take part in different international events held at NVSU. During these events I try to use any chance to share my experience and ideas so that people can learn more about the mission of the project and the positive impact and effects, using my example.*

2. HERZEN STATE PEDAGOGICAL UNIVERSITY OF RUSSIA

Part A. Identification

Name of Home Institution	**Herzen State Pedagogical University of Russia**
Faculty/School	**Institute of economics and management**
Level of Study (Bachelor, Master, PhD)	**Bachelor**
Year of Study	**4**

Part B. Description of attended E3M project events

Please provide a summary of the events/meetings attended within the project, with the focus on the discussed issues, performed tasks (1000 characters with spacing)

In the University of Applied Sciences of Jyväskylä we have visited School of Technologies, faculty of information technologies and technological laboratories. Also we have visited regional council of the Central Finland, public discussion about the role of universities in regional development and cooperation with employers has been carried out there. Have carried out a meeting with the representative of School of sports business. We have visited Bioeconomic institute, which unites businessmen, investors, scientists, and students for development of competences and business in the sphere of bioeconomy.

In University of Girona we visited Faculty of Tourism UdG, campus Montilivi, Science Park, Tourism board. We learned about structure of interaction of the organization with travel agencies of the city of Girona, development of tourism in the region, interactions of University of Girona with tourist patronage. We have visited Faculty of Tourism UdG, Library, Polytechnical faculty, Faculty of natural sciences where we have learned Strategy of Research and the Innovation for clever specialties. In the Provincial Council of Girona and Camping Association it was interesting to learn about cooperation of Association with students. We participated in the meeting with open discussion where we shared the experience, gave the comments and feedback.

Part C. Description of the Project Objectives
Please identify in the box below, which of the objectives this project addresses with regard to student involvement (maximum 5 choices):

☒ Enhance students' knowledge of university-enterprise cooperation
☒ Develop practical knowledge and skills of students, as of potential employees and employers in future
☐ Ensure that students' competencies meet the demands of working life and the quality of curricula
☐ Increase employment opportunities for students
☒ Develop partnerships between universities and enterprises
☐ Foster short-term mobility of students
☒ Foster the dialogue between the academic world and the world of work
☐ Enhance project quality control through student evaluations
☒ Enhance mutual understanding between peoples and cultures of the EU and of the partner countries

Part D. Description of the Obtained Experience
Please provide an outline of the gained experience by answering the ques-

How relevant was the project for you in general?

☒ Very relevant

☐ Relevant

☐ Some aspects were relevant but not all

☐ Not very relevant

Please make a comment (max. 500 characters with spacing): The project was very relevant for me as I could adopt experience of universities of Jyväskylä and Girona in the field of interaction of higher education institutions and employers. It has helped me to develop competences and to push on creation of projects and writing of scientific works at the university, to understand mentality and features of the European education.

What were the three highlights from the content of the attended events? (This may be a particular speaker, session) (500 characters with spacing)

1. high practical orientation as prevalence of practical applied training over lectures, work in laboratories, with the equipment or training in the companies, implementation of projects.

2. broad interaction of University with employers, investors and businessmen, for example, implementation of orders and projects from municipal management or businessmen. Broad cooperation of universities with invetsor, businessmen, scientists and developers.

3. use of the modern technical equipment for practice of students

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Finish the sentence: "My experience of taking part in the TEMPUS IV project 'E3M - Evaluation of Quality of Cooperation in Educational Ecosystem as a mechanism for building professional competencies experience' gave me a better understanding of... ". (1000 characters with spacing)

Participation in the project has given me understanding of communication of university and employers, formations of practical knowledge and professional competences of the student on early terms of his training that on an exit from university he was sure the ready competitive expert ready to perform the work with the maximum return and efficiency. The project has let me know that despite features of culture and mentality it is possible and it is necessary to build cooperation between various higher education institutions, employers, to adopt experience and to impart the successful experience with colleagues. This project gives the excellent chance to students and representatives university to see structure, external and internal life of foreign universities, to get acquainted with their partners and to compare the got experience with own. It will promote development and improvement of university.

Part E. Follow-up

How do you think the knowledge and ideas gained through project events could be applied in your academic life, future career and for personal growth in general? (500 characters with spacing)

I think my experience got during the project certainly is of the high value and importance for me, my colleagues and for my future. I have gathered a set of ideas, which have pushed me on creation of the project, writing of the scientific article, active participation in university life. I have developed and presented the project connected with improvement of interaction of students and employers for formation of their professional competences and establishing communications with employers.

How do you plan to disseminate what you learned within the project? (500 characters with spacing)

I have developed and presented the project connected with improvement of interaction of students and employers for formation of their professional competences and establishing communications with employers at a competition of my institute.

Part A. Identification

Name of Home Institution	**Herzen State Pedagogical University of Russia**
Faculty/School	**Institute of economy and management**
Level of Study (Bachelor, Master, PhD)	**Master**
Year of Study	**2**

Part B. Description of attended E3M project events

Please provide a summary of the events/meetings attended within the project, with the focus on the discussed issues, performed tasks (1000 characters with spacing)

During a visit we took part in the following events: Chamber of Labour, Office for Competence Counselling, Practice Placement Office, Job Booster, International Office, Employment Service Austria, Carinthia International Club, Concept Lab, Team Academy, Savutuvan Apaja, Protomo and Jyväskylä Enterprise Factory. Visiting the Chamber of Labour, for example, has allowed us to know about the benefits of cooperation between the Chamber of Labour and the University. During this visit we were interested in the actual ability of students to develop their practical skills. This is a very useful and effective practice. We saw the practical interaction between students and the University. Following the results of this visit we took out the forms of interaction of employers and educational institution which interested us.

In the process of visiting we got ideas that could be used to improve the effectiveness of the University and the development of relations between students and employers.

Part C. Description of the Project Objectives

Please identify in the box below, which of the objectives this project addresses with regard to student involvement (maximum 5 choices):

☒ Enhance students' knowledge of university-enterprise cooperation
☒ Develop practical knowledge and skills of students, as of potential employees and employers in future
☐ Ensure that students' competencies meet the demands of working life and the quality of curricula
☐ Increase employment opportunities for students
☒ Develop partnerships between universities and enterprises
☐ Foster short-term mobility of students
☒ Foster the dialogue between the academic world and the world of work
☐ Enhance project quality control through student evaluations
☐ Enhance mutual understanding between peoples and cultures of the EU and of the partner countries

Part D. Description of the Obtained Experience

Please provide an outline of the gained experience by answering the questions below:

How relevant was the project for you in general?

☐ Very relevant
☐ Relevant
☒ Some aspects were relevant but not all
☐ Not very relevant

Please make a comment (max. 500 characters with spacing): Carinthia International Club: It was interesting to visit this organization, but it would be interesting to attend the event, directly interacting with the student community.

Employment Service Austria: After this visit we had an understanding of the interaction between employment center and people looking for work. However, we would be more interested in visiting the organization, directly affecting the student community.

What were the three highlights from the content of the attended events? (This may be a particular speaker, session) (500 characters with spacing)

Job Booster. Such event is a great opportunity for students and employers. This is an opportunity to talk with working on interesting specialty people, make new acquaintances, to get relevant information about the labour market, consult on relevant issues.

Practice Placement Office. This is a very useful and effective practice. We saw the practical interaction between students and the University.

Team Academy. We noticed real interaction between the government and young entrepreneurs. The government is truly engaged in encouragement the individual enterprise by financial and material resources.

Finish the sentence: "My experience of taking part in the TEMPUS IV project 'E3M - Evaluation of Quality of Cooperation in Educational Ecosystem as a mechanism for building professional competencies experience' gave me a better understanding of... ". (1000 characters with spacing)

My experience of taking part in the TEMPUS gave me a better understanding of practical cooperation between students of the University and the Chamber of Labour, where is the knowledge sharing, experience, holding various educational events; we saw the practical interaction between students and the University and actual ability of students to develop their practical skills. This is a very useful and effective practice.

Taking part in the Project also gave me a better understanding value of opportunity to talk with people who working on interesting specialty , make new acquaintances, to get relevant information about the labour market, consult on relevant issues. Also we were interested to know how organized by the international Department at the University of CUAS.

Following the results of visit we found the forms of interaction of employers and the University which interested us. Besides, I learned that in business incubators the training methods, unusual to the Russian educational system, consisting in absence of teachers, lectures and examinations are applied. Instead of them – the trainer, curators and books. The training process organized thus promotes formation of special educational environment. Taking part in the Project – is very interesting and useful experience for me.

Part E. Follow-up

How do you think the knowledge and ideas gained through project events could be applied in your academic life, future career and for personal growth in general? (500 characters with spacing)

The gained knowledge undoubtedly will help my personal development. I will better understand system of interaction of university and the employer, to pay attention to the labor law, to make use of the got experience and technologies in professional life. Especially, in my opinion, training by action and team work is productive.

The Learning by doing technology - "training by action" seems to me rather effective technique of obtaining the useful skills necessary for successful professional activity further.

Also, after this visit I have a new view on practical value and efficiency of team building. Team work is extremely effective and has a number of indisputable advantages. It is very useful skill for successful cooperation with people, irreplaceable in modern professional activity.

How do you plan to disseminate what you learned within the project? (500 characters with spacing)

What we managed to do during this time in our University:

1. In 2014 in the test mode the new electronic resource was started: the guide "Labor market - vacancies". It is possible to post the CV on the website, to submit the application for vacancy which you would like to occupy, find that company, the organization, the enterprise in which you would like to work, find the vacancies interesting you, to learn many interesting facts about labor market in our region.

2. In October 2015 there was a public calendar of events Herzen State Pedagogical University, whereby every student aware of all the upcoming events of the university.

3. At Herzen State Pedagogical University there is the center to promote employment of graduates "Bridge". We would like to expand the list of tasks of the center.

4. We attract students to participate in various competitions, festivals solving business cases.

Part A. Identification

Name of Home Institution	**Herzen State Pedagogical University of Russia**
Faculty/School	**The Institute of Childhood**
Level of Study (Bachelor, Master, PhD)	**Master's degree**
Year of Study	**Second year of study**

Part B. Description of attended E3M project events

Please provide a summary of the events/meetings attended, with the focus on the discussed issues, performed tasks (1000 characters with spacing)

Within the whole project, I have participated in two benchmarking visits. The first visit took place in Jyväskylä, Finland. There, I visited JAMK University of Applied Sciences. During that visit I learned a lot about the JAMK university (how the studies are organized, what programmes do they offer, how the students are guided in the course of their studies, what is the student union and how it works, how the cooperation between university and prospective employers is organized). Also, it was interesting to learn about Finnish system of higher education. The second benchmarking visit was held in Girona, Spain. My colleagues and I visited University of Girona. I found out that Girona has its own specific, focused on developing the tourism in the region and university is making a great contribution to that development. Moreover, I learned how and in what ways the cooperation between University of Girona and different organizations is provided (e.g. by the example of Girona's tourist office).

Part C. Description of the Project Objectives

Please identify in the box below, which of the objectives this project addresses with regard to student involvement (maximum 5 choices):

☒ Enhance students' knowledge of university-enterprise cooperation
☐ Develop practical knowledge and skills of students, as of potential employees and employers in future
☐ Ensure that students' competencies meet the demands of working life and the quality of curricula
☐ Increase employment opportunities for students
☒ Develop partnerships between universities and enterprises
☒ Foster short-term mobility of students
☐ Foster the dialogue between the academic world and the world of work
☐ Enhance project quality control through student evaluations
☒ Enhance mutual understanding between peoples and cultures of the EU and of the partner countries

Part D. Description of the Obtained Experience

Please provide an outline of the gained experience by answering the questions below:

How relevant was the project for you in general?

☒ Very relevant

☐ Relevant

☐ Some aspects were relevant but not all

☐ Not very relevant

Please make a comment (max. 500 characters with spacing): The given project was highly relevant to me because it provided me with the opportunity to visit two totally different countries and to learn a lot of interesting things and facts about its cultures. I work as an English teacher, and I am really fond of education, different countries and their cultures. That is why, this project contributed to my intercultural experience, which is highly important for my professional and personal development.

What were the three highlights from the content of the attended events? (This may be a particular speaker, session) (500 characters with spacing)

1. Visiting the regional council of Central Finland

2. Visiting JAMK Bioeconomy institute

3. Girona region tourism board visit (Patronat de Turisme Costa Brava Girona + Girona's city Council)

Finish the sentence: "My experience of taking part in the TEMPUS IV project 'E3M - Evaluation of Quality of Cooperation in Educational Ecosystem as a mechanism for building professional competencies experience' gave me a better understanding of...". (1000 characters with spacing)

- educational systems in different countries, and also made me more aware of the other cultures and motivated me to travel to some other place where I have never been. In addition, it helped me to look around and analyze the outward things from some new perspective. It can be compared with the fact as if you have become more literate and open-minded."

Part E. Follow-up

How do you think the knowledge and ideas gained through project events could be applied in your academic life, future career and for personal growth in general? (500 characters with spacing)

I have a real example of applying this knowledge in my academic life – in autumn 2015 I went to study for one semester at the University of Eastern Finland. Many practical things, which I learned through the benchmarking visit in Jyväskylä (Finland), came in highly useful for me at the beginning of my exchange period. As for the personal development – I can say that now I have become more aware of foreign countries and cultures, and it motivates me to travel more.

How do you plan to disseminate what you learned within the project? (500 characters with spacing)

I am planning to share my experience and knowledge with my students, colleagues, and friends. In speaking of university students, I thought about conducting the lessons or even projects, which would be focused on some of the following topics: education in different countries, intercultural communication, travelling, studying abroad, cooperation with prospective employers, cooperation with foreign students/teachers. I think, such lessons will come in useful both for teachers and students.

Part A. Identification

Name of Home Institution	**Herzen State Pedagogical University of Russia**
Faculty/School	**Institute of economics and management**
Level of Study (Bachelor, Master, PhD)	**Bachelor**
Year of Study	**4**

Part B. Description of attended E3M project events

Please provide a summary of the events/meetings attended within the project, with the focus on the discussed issues, performed tasks (1000 characters with spacing)

1. Tourism faculty of Universitat de Girona, Scientific Park of UdG: It was very interesting to learn about the practice of European students and look in the well-equipped laboratories. In addition, it was interesting to learn about the distribution of students to practice and the characteristics of the students passing practice.

2. Tourism Board: It was interesting to learn about the tourism development of the city, as well as the interaction of the University of Girona and tourist patronage.

3. Girona's Provincial Council, FOEG: They provide trainees opportunities for all their students who want to do their prof. training in a campsite. Excellent system for the convenience of students that show the communication between Campsite Association and UdG. It is a good idea to organize a networking together with UdG, where students have the opportunity to meet several tourism business in order to search job opportunities, training jobs, etc. In addition, it is great that students can research material in campsite.

Part C. Description of the Project Objectives

Please identify in the box below, which of the objectives this project addresses with regard to student involvement (maximum 5 choices):

☒ Enhance students' knowledge of university-enterprise cooperation

☒ Develop practical knowledge and skills of students, as of potential employees and employers in future

☒ Ensure that students' competencies meet the demands of working life and the quality of curricula

☒ Increase employment opportunities for students

☒ Develop partnerships between universities and enterprises

☐ Foster short-term mobility of students

☐ Foster the dialogue between the academic world and the world of work

☐ Enhance project quality control through student evaluations

☐ Enhance mutual understanding between peoples and cultures of the EU and of the partner countries

Part D. Description of the Obtained Experience

Please provide an outline of the gained experience by answering the questions below:

How relevant was the project for you in general? ☒ Very relevant ☐ Relevant ☐ Some aspects were relevant but not all ☐ Not very relevant *Please make a comment (max. 500 characters with spacing):* This visit will allow the students to compare the contribution to the development of projects for the university in Europe and Russia, and possibly will look at our education system «from a different angle." The Russian universities do not have enough technical equipment, laboratories and equipment for the effective and useful practice for students.
What were the three highlights from the content of the attended events? (This may be a particular speaker, session) (500 characters with spacing) 1. Scientific Park of UdG 2. Faculty of natural sciences of UdG 3. Library of UdG
Finish the sentence: "My experience of taking part in the TEMPUS IV project "E3M - Evaluation of Quality of Cooperation in Educational Ecosystem as a mechanism for building professional competencies experience" - gave me a better understanding of the practice of European students and the importance of cooperation between universities and employers.

Part E. Follow-up

How do you plan to disseminate what you learned within the project? (500 characters with spacing) First, we share our experiences and impressions of the benchmarking visit with our students and teachers. In addition, the experience inspired us to write articles in scientific journals devoted to the problems of employment of students after graduation.

Part A. Identification

Name of Home Institution	**Herzen State Pedagogical University of Russia**

Faculty/School	**Institute of economics and management**
Level of Study (Bachelor, Master, PhD)	**Master**
Year of Study	**2**

Part B. Description of attended E3M project events

Please provide a summary of the events/meetings attended within the project, with the focus on the discussed issues, performed tasks (1000 characters with spacing)

- Concept Lab: Interaction between students and employees through the help of "Concept lab" where the students solve business cases that are tailor made for the needs of the customers.

- Savutuvan Apaja: It was very interesting to visit that place not only because we had a chance to see another culture but also because the hostess told us about their cooperation with JAMK university, where there is a project manager who is a mediator between the students and this institution.

- Team Academy: The first year students gather their own teams from different faculties and start several student societies as a part of the "Introduction into the specialization" subject. During the studying the students develop their project that possibly could become their own business in future.

Protomo and Jyväskylä Enterprice Factory: This visit gave us a chance to see the organization Protomo and Jyväskylä Enterprice Factory, to learn about the IT-projects that are carried out in this institution.

- Chamber of Labour: During this visit we visited Chamber of Labour. The organization represents interests of workers and employees of Austria. Visit of this place was interesting to learn how this company works and interacts with university.

- Office for competence counseling: This organization even when guided by the Ministry of Education gives the consultations to the students only if students come there.

- Students service/ Job booster: Visiting Job booster was one of the most interesting and useful. This is really the best university job service that we could imagine. After visiting this institution we believed that we need the same one in our university because it gives the students so much that it`s hard to cover it just in several ideas or projects. It was really interesting to listen to the people that work there and to see that they really try to give the students 'as many possibilities as possible'.

- Employment Service Austria: This organization is Austria's leading provider of labour-market related services. They match candidates with job openings and assist jobseekers and companies who turn to us by offering advice, information, qualification opportunities and financial assistance. At the visit that we took part in there were usual deviations of the subject that made it quite difficult to thoroughly look into the way of cooperation between the students and the employers. I consider that visit of Employment Service Austria was rather useless.

- Carinthia International Club (CIC): Carinthian International Club has been created to offer useful information to expatriates and to make contact possible and strengthen links between people interested in benefiting from an international and multicultural experience. Advisory service enables people to take decisions in relation to work, living or the schooling of children in their new environment. Regular events and activities offer a platform for social networking and information exchange. But visiting of Carinthia International Club was boring and uninteresting. We don't know how to apply this experience.

Part C. Description of the Project Objectives

Please identify in the box below, which of the objectives this project addresses with regard to student involvement (maximum 5 choices):

☒ Enhance students' knowledge of university-enterprise cooperation

☒ Develop practical knowledge and skills of students, as of potential employees and employers in future

☒ Ensure that students' competencies meet the demands of working life and the quality of curricula

☐ Increase employment opportunities for students

☒ Develop partnerships between universities and enterprises

☐ Foster short-term mobility of students

☐ Foster the dialogue between the academic world and the world of work

☐ Enhance project quality control through student evaluations

☐ Enhance mutual understanding between peoples and cultures of the EU and of the partner countries

Part D. Description of the Obtained Experience

Please provide an outline of the gained experience by answering the questions below:

How relevant was the project for you in general?
☐ Very relevant
☐ Relevant
☒ Some aspects were relevant but not all
☐ Not very relevant
Please make a comment (max. 500 characters with spacing):

Please rate different events of the project:

After the Benchmarking visit we got some new ideas regarding the improvement of cooperation between the students and the employers. In future we can use this experience in our university. Also we would like to point out some things that might be improved in the future visits. At the events that we took part in there were usual deviations of the subject that made it quite difficult to thoroughly look into the way of cooperation between the students and the employers. Besides we would kindly like to have a chat with the graduates who found their jobs with the help of their university. Moreover we would like to find out how the university finds the companies to cooperate with.

What were the three highlights from the content of the attended events? (This may be a particular speaker, session) (500 characters with spacing)

1. Visiting different institutions we found out several technologies that could be put into practice in our university aimed to improve its work: concept itself for the needs of working life and future collaboration; different types of organizations for future employment; organization of student societies as a part of curriculum. Implementation of this experience will help to raise the level of collaboration between the students and the employers. Realization of these ideas will surely increase the effectiveness of the work of the university and raise its status at the Russian market.

2. Visiting the Office for competence counseling allowed to learn about some new methods of professional orientation. In our opinion, such technology is rather effective and will help to decide by the entrant on future profession. And to students of older years it will develop those competences, that knowledge and abilities which have to be present at our experts of this sphere.

3. Visiting the Chamber of Labour we got an idea on improvement of the center of employment "Most" which exists at our university. The main objective of the center helps students and graduates to find a job according to their specialization. The idea is that 'Most' department would organize consultation concerning the labor law.

Finish the sentence: "My experience of taking part in the TEMPUS IV project 'E3M - Evaluation of Quality of Cooperation in Educational Ecosystem as a mechanism for building professional competencies experience' gave me a better understanding of... ". (1000 characters with spacing):

My experience of taking part in the TEMPUS IV project 'E3M - Evaluation of Quality of Cooperation in Educational Ecosystem as a mechanism for building professional competencies experience' gave me a better understanding forms of cooperation between the students and employers. It should be noted that the principles of cooperation with enterprises are somewhat different in universities so there are various practical knowledge transfer programs for students.

Concept Lab

The relationship between the students study process and the production training in JAMK is established somewhat differently. Not surprisingly, that forms of student involvement into practical training are innovative. Best students can get offer of employment from employers.

Team Academy

The result of such training process is that a university student becomes almost moulded employee, technically competent and knowledgeable. University in the process of collaboration with companies is guided by the following principles:

• companies are base in the process of cooperation and should participate in the educational process;

• university should have a special centre, which will promote and attend to all the tasks of cooperation.

Therefore, a joint innovation centre of cooperation between universities and enterprises, which creates new products and solves enterprises revealed problems. This centre purpose is to focus on search of capabilities and new opportunities, wider use of "brainstorming" ideas, creation of working peers groups. Participation of students consists of "brainstorming" on the analysis of business ideas, defining the life cycle of product innovation, infrastructure improving, establishing relations between management and employees. The result of such activities is the real business projects launching.

In general, participation in this project will raise the level of universities cooperation with employers.

Part E. Follow-up

How do you think the knowledge and ideas gained through project events could be applied in your academic life, future career and for personal growth in general? (500 characters with spacing):

After the Benchmarking visit we thought that we could use this experience in our institute. For example, in our university there is a department called "MOST" that helps its students and graduates to find a job according to their specialization. Because of the pedagogical orientation of our university most of the openings that are offered to us are all refer to this orientation. As we are the students of the institute of economics and management we are interested in finding jobs in the commercial organizations. That's why it would be meaningful to establish a department like in JAMK university that would search for these companies and supervise the cooperation between the employers and the students. Also after visiting Team Academy we have idea that we could use this experience in our institute. The thing is that the first year students gather their own teams from different faculties and start several student societies as a part of the "Introduction into the specialization" subject. Every student has their own role depending on their specialization. Every student society has a tutor that is a lecturer from the institute. During the studying the students develop their project that possibly could become their own business in future. Thus the students get practical experience, necessary skills and help to organize an inter-faculty cooperation.

How do you plan to disseminate what you learned within the project? (500 characters with spacing):

After this visit, I will apply new knowledge and ways of cooperation between the students and the employers. First I will disseminate reports in social networking services. Furthermore, I will share all the things what I learned from visit with my colleagues. I will actively make exchanges with my colleagues about new ideas.

Lastly, I will participate in various kinds of social activities to disseminate relevant knowledge what I learned. My plan is to adopt the approach of organising seminars and talks to enhance students' knowledge of university-enterprise cooperation.

3. VORONEZH STATE UNIVERSITY

Part A. Identification

Name of Home Institution	**Voronezh State University**
Faculty/School	**Computer Science faculty**
Level of Study (Bachelor, Master, PhD)	**Bachelor**
Year of Study	**4**

Part B. Description of attended E3M project events

Please provide a summary of the events/meetings attended within the project, with the focus on the discussed issues, performed tasks (1000 characters with spacing).

I learnt how students cooperate, solve real problems of the company, how students interact with real employers, work with their projects. This was quite an innovative approach of making students adaptable to realities of working routine. A well-organized process of independent students' work serves as a means of involving students into independent professional activity with the view to effective self-realization of inner motivation. I saw the practical approach towards students' involvement into working process, which is essential as graduates are overloaded with abstract knowledge and lack practical skills.

The visit was a perfect example of a well-organized cooperative work of our hosts. I had a life-time experience talking with teachers, watching the project work, learning and getting new knowledge. I am glad I was involved in this project and could cooperate with other members of my team.

Part C. Description of the Project Objectives

Please identify in the box below, which of the objectives this project addresses with regard to student involvement (maximum 5 choices):

☒ Enhance students' knowledge of university-enterprise cooperation

☐ Develop practical knowledge and skills of students, as of potential employees and employers in future

☒ Ensure that students' competencies meet the demands of working life and the quality of curricula

☐ Increase employment opportunities for students

☒ Develop partnerships between universities and enterprises

☐ Foster short-term mobility of students

☐ Foster the dialogue between the academic world and the world of work

☐ Enhance project quality control through student evaluations

☒ Enhance mutual understanding between peoples and cultures of the EU and of the partner countries

Part D. Description of the Obtained Experience

Please provide an outline of the gained experience by answering the questions below:

How relevant was the project for you in general?

☐ Very relevant

☐ Relevant

☒ Some aspects were relevant but not all

☐ Not very relevant

Please make a comment (max. 500 characters with spacing):

In general, the project was really relevant for me, everything was well organized and I liked it. Thanks to it I got completely new practical experience in cooperating with companies.

Finish the sentence: "My experience of taking part in the TEMPUS IV project 'E3M - Evaluation of Quality of Cooperation in Educational Eco-system as a mechanism for building professional competencies experience' gave me a better understanding of... ". (1000 characters with spacing)

new forms of organization of an educational process which seems helpful in the students' adjustment to the requirements of real work. Students spend three hours per week solving practical tasks; they choose their own project for the further development and implementation. A coach doesn't give instructions or supervise students but advises where to find necessary information or material source leaving freedom in decision-making process. Students experiment, find their own ways of coping with different situations and use practical skills. Such projects give an excellent chance to develop personal skills such as responsibility, being initiative, creativity, independence.

Part E. Follow-up

How do you think the knowledge and ideas gained through project events could be applied in your academic life, future career and for personal growth in general? (500 characters with spacing)

The knowledge I've got widened my horizons as now I have a clear vision of how my skills can be applied in the working environment. This stimulates my studies, raises my motivation and serves as an impetus to concentrate on certain subjects which will have a practical application. Such practical approach gives a lot of opportunities to find your way and make a successful career. The visit was a useful event because it demonstrated an alternative to traditional studies approach and proved that learning can be exciting and not academic.

How do you plan to disseminate what you learned within the project? (500 characters with spacing)

The visit gave fresh ideas of making the access for students to job market less painful and more suitable. We discussed everything with teachers and other students at University. It has become obvious that the links between real businesses and universities are a necessity. The expanding and development of such a program is important.

4. ACADEMY OF LABOUR AND SOCIAL RELATIONS, MOSCOW

Part A. Identification

Name of Home Institution	**Academy of labor and social relations**
Faculty/School	**World economy, finance and insurance**
Level of Study (Bachelor, Master, PhD)	**Master**
Year of Study	**1**

Part B. Description of attended E3M project events

Please provide a summary of the events/meetings attended within the project, with the focus on the discussed issues, performed tasks (1000 characters with spacing)

I. Finland - JAMK University of Applied Sciences is quite large higher professional institutions in Finland. It has good links with local industry and the vast majority of its graduates are working in companies in the region.

2. ConceptLab - an organization created on the basis of university students for practical work on the problems of real companies.

3. Savutan Apaja - Museum Restaurant, which has an agreement with the university.

4. Team Academy - the entrepreneurial center of excellence at the University of Applied Sciences of Jyväskylä. Students create their own joint ventures and learn how to work with real clients and real money.

5. Jyväskylä Business and Innovation Factory - platform to run their own business. In addition to the workplace, you can find help and business partners among all project participants.

II. Austria

1. CUAS –Carinthia University of Applied Sciences - a unique educational institution in Carinthia. It has branches in 4 cities in Austria. On the first day we were in the branch of Feldkirchen. We listened to an introductory course, prepared questions for further work.

2. Chamber of labour - Labour Party and the trade unions.

3. Office for competence counselling-organization representing career guidance services.

4. Practice office -department University, providing assistance to students about practices and involved in relationships with alumni.

5. International office -International department at the branch of the University in the city of Villach, dealing with both sending their students abroad to study at partner universities, and the reception of foreign students.

6. Job booster center to promote employment of graduates.

7. EnergyLabs - playground for the realization of innovative ideas of students. High-tech and informative system.

8. Employment Service Austria - State Employment Service Austria. We listened to a lecture on the labor market in Austria.

9. Carinthia International Club - community for foreigners working in science and industry of Carinthia. We listen to a lecture about the aims and objectives of the club. It was good to attend a meeting of members of the community and talk to people from different countries of the world.

Part C. Description of the Project Objectives

Please identify in the box below, which of the objectives this project addresses with regard to student involvement (maximum 5 choices):

☐ Enhance students' knowledge of university-enterprise cooperation

☒ Develop practical knowledge and skills of students, as of potential employees and employers in future

☒ Ensure that students' competencies meet the demands of working life and the quality of curricula

☒ Increase employment opportunities for students

☒ Develop partnerships between universities and enterprises

☐ Foster short-term mobility of students

☐ Foster the dialogue between the academic world and the world of work

☐ Enhance project quality control through student evaluations

☒ Enhance mutual understanding between peoples and cultures of the EU and of the partner countries

Part D. Description of the Obtained Experience

Please provide an outline of the gained experience by answering the questions below:

How relevant was the project for you in general?

☒ Very relevant

☐ Relevant

☐ Some aspects were relevant but not all

☐ Not very relevant

Please make a comment (max. 500 characters with spacing):

What were the three highlights from the content of the attended events? (This may be a particular speaker, session) (500 characters with spacing)

1. Team Academy - the entrepreneurial center of excellence at the University of Applied Sciences of Jyväskylä. Students create their own joint ventures and learn how to work with real clients and real money.

2. Jyväskylä Business and Innovation Factory - platform to run their own business. In addition to the workplace, you can find help and business partners among all project participants.

3. Carinthia International Club - community for foreigners working in science and industry Carinthia. We listened to a lecture about the aims and objectives of the club; attended a meeting of members of the community and talked with people from different countries of the world.

Finish the sentence: "My experience of taking part in the TEMPUS IV project 'E3M - Evaluation of Quality of Cooperation in Educational Ecosystem as a mechanism for building professional competencies experience' gave me a better understanding of... ".

My experience of taking part in the TEMPUS IV project 'E3M - Evaluation of Quality of Cooperation in Educational Ecosystem as a mechanism for building professional competencies experience' gave me a better understanding of how universities cooperate with companies on concrete examples.

Part E. Follow-up

How do you think the knowledge and ideas gained through project events could be applied in your academic life, future career and for personal growth in general? (500 characters with spacing)

The whole trip was very interesting and useful. Familiarized with more information, we gained valuable experience directly talked to different people. We saw alternative ways of learning, interaction and cooperation both within the universities and in external relations with real companies. In my head was born a lot of ideas on the implementation of their experience in our Russian reality.

How do you plan to disseminate what you learned within the project? (500 characters with spacing)

I wrote an article on how to implement this system (Cooperation in Educational Ecosystem) at my university. I think it would be a kind of the University entrepreneurial center. This work will give a competitive advantage and make a huge contribution to development of socio-economic sphere of the country.

CORPORATE HR AGENCY AS A MODEL OF UNIVERSITY-ENTERPRISE COOPERATION

CORPORATE HR AGENCY AS A MODEL OF UNIVERSITY-ENTERPRISE COOPERATION

Svetlana Shvedova,
Irina Maevskaya
Bologna Club

In order to ensure sustainable and beneficial regional development there is an evident need in certain human resources as well as in effective management staff for public and private sector of economy to provide beneficial usage of the region priorities and key advantages. That will request a kind of "labour mobilization" of the regional staff capacity and "modernization" of current and perspective human resources.

Increasing regional human resources quality is possible by changing concept paradigm i.e. from "human resources" to "human capital". As one of the best practices in this field we present Don State Technical University, Rostov-on-Don, Russia, as a model of successful collaboration with regional administration and industries human capitalization via Regional HR Agency concept implementation. International experience demonstrates that human resources capitalization allows developing regional innovative ability, increasing key resources and priorities effectiveness, as well as making the region life-attractive.

High level of education quality and competence development is one of the key elements for human capital. So, we consider the concept of Corporate HR Agency to be an effective and prominent tool for human resources capitalization.

Corporate HR Agency can serve as the basement for creation of the industrial education cluster as the joint pool for partnerships and cooperation between RDI organizations, vocational and further education institutions, commercial and financial bodies, cluster enterprises as well as public and government sector. The Agency is targeted to current human resources evaluation, further investment and increase of HR effectiveness.

Human resources key characteristics
- General education
- Qualification
- Productivity
- Universality
- Creativity

Regional HR Agency
- Mapping field and regional competences for local citizens
- Compiling "competences passport" for local citizens
- Competences assessment
- Education with new technologies
- Necessary skills and competences development
- Human investing outputs increase

Human capital key characteristics
- Targeted education
- Competences
- Effectivity
- Adaptivity
- Innovativity

Regional HR agency will ensure evaluation and development of human resources for public bodies, commercial organizations and self-employed people.

CORPORATE HR AGENCY

EVALUATION
- Regional cluster competency passports creation
- Regional cluster generic competencies evaluation
- Regional HR pool formation

EDUCATION
- Framework and cluster study programmes updating
- Increasing adaptivity and diversification of vocational and further education
- Innovative study programmes and technologies development

ENHANCING
- Regional framework and cluster study programmes development
- Regional development project management
- HR pool development for regional clusters

HR capacity evaluation and enhancing can be realized according to:
• regional generic competences;
• key cluster competences;
• management competences for all levels of public sector.

Generic competences are relevant to different subject areas, include such abilities as analytical thinking, creativity, intercultural communication etc. and can be distinguished into three types:

• Instrumental competences: cognitive abilities, methodological abilities, technological abilities and linguistic abilities;

• Interpersonal competences: individual abilities like social skills (social interaction and co-operation);

• Systemic competences: abilities and skills concerning whole systems (combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required).

Cluster competences are targeted to providing specific knowledge, capacities and abilities relevant to certain cluster or industry. Based on regional needs and priorities cluster competencies derive from more tangible investments in human capital and contribute to building social capital and creating trust between key stakeholders of the regional economy.

Management competences include such abilities as leadership, team-management, strategic and project management, innovation and business administration etc.

Learning outcomes will be presented in Competency Passports, which is widely used in European HR practice and is considered to be an effective tool for human resources monitoring and better meeting labour market demand.

Joint focused efforts in evaluation, education and enhancement of regional human capital will ensure beneficial environment for all stakeholders to follow the common collaboration roadmap targeted to providing human resources of proper quality, guaranteeing HR capitalization and increasing key strategic indicators for sustainable regional development.

ROAD MAPS AS DESIGNED BY RUSSIAN PARTNERS

ROAD MAPS AS DESIGNED BY RUSSIAN PARTNERS

M.V. Zharova, Z.V. Apevalova
Herzen State Pedagogical University of
Russia, St. Petersburg

The handbook proposes specific instruments to implement various models for building effective engagement between universities and employers based upon "best practices" of European and Russian universities involved in the project.

The experience of project management that has been widely used in recent years shows that the road map is the most convenient way to present an agenda. Such maps have been developed and are being implemented not only within the timeframe of the E3M project "Evaluation of Quality of Cooperation in Education Ecosystem as a Mechanism for Building Professional Competencies," but also cover the period following the formal conclusion of the project.

A road map is a management structure that has been widespread in the practice of strategic management and occupies the intermediate position between a strategy and a strategic plan. A road map is a stepwise scenario for the development of engagement between a university and employers, and evaluation of its effectiveness.

A road map should be distinguished from target programmes, since it characterizes the evolution of the process in time and envisages specific indicators of effectiveness and results that are supposed to be achieved.

The main advantage of the use of a road map is the coordination of the vision of long-term objectives. The essence of technology mapping lies in the creation of a visual presentation of the plan to implement task-solving solutions, which comprises possible development scenarios and critical points.

The instrument ensures improvement in the quality of the management of the processes covered, as it simultaneously combines two essential properties:

- graphically and substantively demonstrates the strategy for building cooperation between a university and employers by presenting milestones as a logical sequence of interconnected steps;

- it has a markedly higher flexibility as a management tool than a strategic plan, envisaging the possibility of rapid adjustment depending on developments;

Therefore, required decisions are taken on the most relevant informational background.

Two objectives are discerned within the framework of road mapping: the first one is prediction and forecast of developments; the second one is planning and management of the process to attain the set strategic objectives (design of the future).

Notably, one of the main challenges that impede effective engagement between universities and employers is the lack of any clear process management strategy. Consequently, a road map can become a step-by-step scenario for the development of engagement that will outline strategically significant events determining the development of a management object, as well as the conditions and sequence of their occurrence. This will provide a clearer understanding of cause-and-effect relations of intermediate phases and mechanisms for transfer between states — up until the achievement of targets. A visual presentation of the process offers a clearer and more coherent picture of bottlenecks.

An elaborate plan of necessary actions with an indication of responsible persons, schedules, results to be achieved, and documented reporting ensures transparency of actions and clear vision of the outlook.

Road maps provide an effective informational support for the project, and their application helps to effectively address tasks at various levels:

• Global engagement development (large-scale "pass-through" road maps at the level of universities, institutes, and faculties);

• Tackling engagement issues at the local level (road maps for departments, educational programme, etc.).

Below are the road maps for the implementation of the key project ideas by Russian universities.

NIZHNEVARTOVSK STATE UNIVERSITY

FACULTY OF GEOGRAPHY & NATURAL SCIENCES
DEPARTMENT OF ECOLOGY

Description of current situation/specification of existing challenges /rationale	Wider objective	Expected results and measurable indicators of progress
Integration of science, education and innovation is an important factor of economic and social development. Under present conditions, the demand for highly skilled and self-motivated professionals is rising and leading to a natural integration of the university and major employers and consumers. This integration allows employers to participate in the development of training programs, include their technological "platform" into the conditions of professional specialization, meet future graduates, provide internship placement	Significant modernization of mutual cooperation between HEIs and employers, based on the development of strategic agreements with employers and business representatives, aimed at: • strengthening the cooperation between HEIs and employers on a mutually beneficial basis; • improving the quality of training in accordance with the future labour market and production demands by involving employers in vocational training; creating the conditions for the development of university's educational,	• Expanding the forms and methods of cooperation between the university and employers, improving employment guarantees for young professionals. • Developing a strategy of cooperation between HEIs, companies and social partners. • Introducing new, de-centralized mechanisms and procedures to ensure high-quality education based on expert assessment from employers.

for students and involve them into projects.	financial and social base, with the distribution of responsibilities and coordinated interaction between the university, employers and other stakeholders.	
Close cooperation between HEIs and employers is an essential objective of modern economic development. This ambitious task implies new legal norms and new types of agreements aimed at supporting HEIs in training activities, as well as helping employers to ensure future staff supply. Current period is the time for reflecting upon the gained experience and identifying most successful forms of cooperation.		

IMPLEMENTATION PLAN

Description of activities aimed at reaching the objectives of the initiative: Activity 1

Title: Establishing a branch of the Department of Ecology at CJSC Yugraneftegas Research and Development Center

Objective: The branch is intended to provide educational, industrial and scientific activities with an account for the company and department's interests

Required resources and competencies:	
Resources	**Ways/measures to secure resources**
Information and intellectual resources	
Planning basic educational programs	Bringing the educational program in compliance with the company demands; planning time to study individual courses based on estimates of "sufficient" amount of time for theoretical and practical training and the impact of a particular course in the development of future professional competencies and quality of training; developing an objective list of courses, competencies and activities; distributing the courses, competencies and activities depending on their relevance and importance; involving employer's experts to assessment and distribution of courses, competencies and activities.
Planning material, technical and information support	Planning material, technical and information support with an account for resource potential and areas of cooperation, as well as their impact on the development of various professional competencies.
Planning personnel management activities	Encouraging university teachers and company representatives to increase the level of resource provision for the ecology department branch; planning further training with an account for the actual resource provision of the ecology department branch.
Assessing the quality of training	Regular monitoring of customer demands; finding inconsistencies between teaching and learning features and customer demands; analyzing the causes for such inconsistencies and developing measures to address them.

Assessing the effectiveness of resource allocation	Tracking actual resource provision of the ecology department branch in dynamics.

Stages of Activity I:	
1.1. Identifying potential cooperating employers	
Format	Working Group meeting
Required timeframe	1-2 months
Expected result/ indicators of progress	List of potential cooperating employers
Governmental agency involved/ participants	Faculty of Geography and Natural Sciences / Department of Ecology
Required Documentation	Minutes of meeting
Responsible person	Head of Department of Ecology
Best EU practices integrated on the stage	Concept Lab, a learning environment enhancing student capabilities to conduct user-centered research and design in a multidiscipline, multicultural context providing bachelor and master students with an opportunity to work on the final qualifying projects directly related to the real working-life challenges and issues
1.2. Organizing and holding discussions with employers on the prospects of advanced cooperation	
Format	Coordinating Council
Required timeframe	5-6 months
Expected result/ measurable indicators of progress	Development of cooperation models with particular companies
Governmental agency involved/ participants	CJSC Yugraneftegas Research and Development Center / university and company representatives

Required Documentation	Minutes of Coordinating Council meeting
Responsible person	Dean of the faculty of Geography and Natural Sciences
Best EU practices integrated on the stage	Concept Lab, a learning environment enhancing student capabilities to conduct user-centered research and design in a multidiscipline, multicultural context Providing bachelor and master students with an opportunity to work on the final qualifying projects directly related to the real working-life challenges and issues

1.3. Signing cooperation agreements with employers, with the aim of opening university department branches at companies, to be used as a base for student on-the-job training

Format	Coordinating Council
Required timeframe	2-3 months
Expected result/ measurable indicators of progress	Establishing a university department branch at a particular company
Governmental agency involved/ participants	Faculty of Geography and Natural Sciences, CJSC Yugraneftegas Research and Development Center / university administration and company management
Required Documentation	Cooperation Agreement, agreement on the university department branch, Regulations on the university department branch
Responsible person	Dean of the Faculty

Best EU practices integrated on the stage	Concept Lab, a learning environment enhancing student capabilities to conduct user-centered research and design in a multidiscipline, multicultural context Providing bachelor and master students with an opportunity to work on the final qualifying projects directly related to the real working-life challenges and issues

1.4. Developing partnerships

Format	Branch of the Department
Required timeframe	1 year
Expected result/ measurable indicators of progress	The branch is intended to carry out educational, industrial and research activities of the Department of Ecology in the context of company's interests, improve professional expertise and skills of students, carry out joint work with the company
Governmental agency involved/ participants	Faculty of Geography and Natural Sciences, CJSC Yugraneftegas Research and Development Center / university and company representatives
Required Documentation	Joint master and bachelor course projects, joint final theses for the degrees of Master and Candidate of Sciences; Published research papers, patents, databases
Responsible Person	Head of department
Best EU practices integrated on the stage	Concept Lab, a learning environment enhancing student capabilities to conduct user-centered research and design in a multidiscipline, multicultural context Providing bachelor and master students with an opportunity to work on the final qualifying projects directly related to the real working-life challenges and issues

Activity II

Title: Establishing "Career Bureau" Internet portal	
Objective: Creating an Internet-based information media to collect and organize data on the regional labor market, analyze the current and projected demand for young professionals, and provide relevant information to stakeholders involved in the development of labor and educational service market	
Resources and competencies:	
Resources	**Ways/measures to secure resources**
Information and intellectual resources	
Developing the Internet portal	**Creating portal's base and interface**
Planning activities with students and employers	Students are assisted by experts on future career issues (making CVs, selecting jobs, individual career counseling, etc.). In addition, the bureau maintains close contacts with potential employers and receives information on training classes and lectures held in various companies, company tours and other information on careers and employment; the information is used to produce newsletters to students.
	The Internet portal provides direct interaction between job seekers and employers by posting CVs, information on training courses, relevant job and internship proposals. The portal is a mediating service organizing training, internships, and employment counseling.
Planning material, technical and information support	Planning material, technical and information support with an account for the resource provision of the portal
Planning personnel management activities	Regular monitoring of customer demands; finding inconsistencies between teaching and learning features and customer demands; analyzing the causes for such inconsistencies and developing measures to address them.
Assessing the quality of the Internet portal	Monitoring the careers of university graduates

Stages of Activity II:	
2.1. Designing the Internet portal and filling its content	
Format	Creating an online service
Required timeframe	6 months
Expected result/ indicators of progress	Posting the information on job seekers, employers, uploading CVs, information on training courses, relevant job and internship proposals/ number of portal users
Governmental agency involved/ participants	University (IT Center, Career Development Center), company/ university staff, job seekers, employers
Required Documentation	Regulations on the "Career Bureau" Internet portal
Responsible person	IT Center, Career Development Center
Best EU practices integrated on the stage	<u>Finland</u>: Policy of active workforce development: ensuring geographical mobility of graduates; developing data banks with full information on job proposals in various occupations and industries. Career support service (software).
2.2. Developing portal promotional materials	
Format	Designing promotional materials
Required timeframe	1 year
Expected result/ measurable indicators of progress	Designing brand name, avatar and other promotional products, business cards, flyers, banners
Governmental agency involved/ participants	University/ university staff, members of the Faculty of Art and Design, NVSU Publishing House
Required Documentation	Regulations on the "Career Bureau" Internet portal
Responsible person	Career Development Center, faculty deans

Best EU practices integrated on the stage	Austria, Villach International Student Service (CUAS) providing career support and ensuring cooperation between employers and HEIs.

2.3. Informing potential portal users

Format	Developing social network groups
Required timeframe	3 months
Expected result/ measurable indicators of progress	Informing and attracting service users, contacting employers. Number of portal users among students and employers
Governmental agency involved/ participants	University, companies / students, employers
Required Documentation	Road map
Responsible person	Career Development Center, technical support of the portal
Best EU practices integrated on the stage	Spain, Girona

2.4. Introducing and holding career-related events

Format	Organizing job fairs, open days, presentations of employers, job-related competitions
Required timeframe	3 months
Expected result/ measurable indicators of progress	Providing time efficiency in searching for job candidates, opportunity to assess students' potential, finding the right job candidates for a particular company
Governmental agency involved/ participants	University, companies / students, employers
Required Documentation	Road map

	Career Development Center, faculty deans
Responsible Person	

2.5. Monitoring career success of university graduates	
Format	Online service
Required timeframe	6 months
Expected result/ measurable indicators of progress	Complete data on labor market (demand, job proposals). Complete information on the programs organized by the regional employment centers offering incentives for employers hiring young professionals. Opportunity to track promising students, hold information meetings, develop personnel pools/ number of successfully employed portal users
Governmental agency involved/ participants	University/ Career Development Center, technical support of the portal
Required Documentation	Analytical review
Responsible Person	Career Development Center, technical support of the portal
Best EU practices integrated on the stage	France. National Bureau on Educational and Professional Information performing the analysis of the labor market and employment and disseminating the information on education and HEIs

ACTIVITY 1 of Department of Engineering

Risk Management

- Description/overview - Type of risk (strategic or operational) - Probability of occurrence (seldom, possibly, likely)	Strategy: Accept/ Resist the risk	Risk management plan	Responsible person/unit
1. Low level of interest and low activity of employers - Strategic risk - Probable	Resist the risk	Involving company employees and university teachers in joint research and commercial activities (grant research, taking part in environmental project tenders)	Head of the department branch
2. NVSU services and departments unwilling to develop and introduce the Internet portal, delays in implementation, non-functional system - Operational risk - Very probable	Resist the risk	A clear implementation plan, verification of the control points, survey of participants	Person responsible for the "Career Bureau" Internet portal
3. Absence of demand for portal services among students and employers - Operational risk - Probable	Resist the risk	Active promotion, advertising	Person responsible for the "Career Bureau" Internet portal
4. Lack of funding - Very probable	Resist the risk	Provide for the relevant item in the budget for 2016-2019	NVSU financial department

Passport/ID

Description	**Title of Initiative**	Enhancing university-enterprise cooperation in RF within the framework of the TEMPUS IV project "E3M Evaluation of Quality of Cooperation in Education Ecosystem as a mechanism for building professional competencies"		Results and Measurable indicators of progress
	Description	Close cooperation between HEIs and employers implies new legal norms and new types of agreements aimed at supporting HEIs in training future professionals, as well as helping employers to ensure future staff supply.		Expanding the forms and methods of cooperation between the university and employers, improving employment guarantees for young professionals.
	Objective	Significant modernization of mutual cooperation between HEIs and employers, based on the development of strategic agreements with employers and business representatives, aimed at strengthening the cooperation between HEIs and employers on a mutually beneficial basis; improving the quality of training in accordance with the future labour market and production demands by involving employers in vocational training; creating the conditions for the development of university's educational, financial and social base, with the distribution of responsibilities and coordinated interaction between the university, employers and other stakeholders.		Developing a strategy of cooperation between HEIs, companies and social partners. Introducing new, de-centralized mechanisms and procedures to ensure high-quality education based on expert assessment from employers.
Structure	**Involved parties**	Faculty of Geography and Natural Sciences, CJSC Yugraneftegas Research and Development Center	Activities->	Identifying potential cooperating employers Organizing and holding discussions with employers on the prospects of advanced cooperation. Signing cooperation agreements with employers Developing partnerships

		Financial resources
Implementation	Required Resources	Position (part-time position) of the university department branch established at the company. IT resources. Designing and maintaining an Internet portal
	Risks	Low level of interests and low activity of employers

NIZHNEVARTOVSK STATE UNIVERSITY
FACULTY OF GEOGRAPHY & NATURAL SCIENCES
DEPARTMENT OF POWER ENGINEERING

Description of activities aimed at reaching the objectives of the initiative: implementation plan

Activity I

Title: Establishing graduating department offices at relevant companies	
Objective: Organizing direct day-to-day cooperation between employers, academic staff and students	
Required resources and competencies:	
Resources	**Ways/measures to secure resources**
Human resources	When developing long-term cooperation between a HEI and employers, in addition to relying on individual employee' enthusiasm and responsibility for young professionals, one requires establishing direct contacts between the university and company's training unit management.
Material and technical support	Supply of teaching and learning equipment to the company's training units (projecting cameras, screens, interactive whiteboards). Transportation to remote company training locations.
Financial resources	The company is to provide the required financial resources as charity.

IT resources	IT resources for developing and publishing teaching and learning aids for company's training units, since company's equipment, technologies and aids are different from the laboratory conditions of the University.

Stages of Activity I:	
1.1. Organizing and holding discussions with employers concerning the requirements to learning outcomes	
Format	Round table, meeting
Required timeframe	10-15 months
Expected result/ indicators of progress	List of required competencies
Governmental agency involved/ participants	University academic department, company's HR department, heads of relevant company's units
Required Documentation	Minutes of the round table (business meeting)
Responsible person	Head of academic department
Best EU practices integrated on the stage	Business representatives taking part in the Week of Technologies
1.2. Identifying the legal status of the employer-university cooperation	
Format	Correspondence
Required timeframe	2-3 months
Expected result/ indicators of progress	Draft cooperation agreement
Governmental agency involved/ participants	University academic department, legal units of stakeholders
Required Documentation	Draft agreement

	Vice-Rector
👤 *Responsible person*	

1.3. Developing requirements to the levels of joint projects and initiatives

	Round table, meeting
📁 *Format*	
🗓 *Required timeframe*	10-15 months
📋 *Expected result/ indicators of progress*	List of mutually beneficial projects
👥 *Governmental agency involved/ participants*	University academic department, relevant company units
📋 *Required Documentation*	Minutes
👤 *Responsible person*	Head of academic department, head of the basic occupational education program
🇪🇺🎖 *Best EU practices integrated on the stage*	Business representatives taking part in the Week of Technologies

1.4. Identifying key company resources for university staff and students

a. Human resources
b. Material and technical support
c. Financial resources
d. IT resources

	Correspondence, meeting
📁 *Format*	
🗓 *Required timeframe*	10-15 months
📋 *Expected result/ indicators of progress*	List of mutually beneficial projects with certain resources
👥 *Governmental agency involved/ participants*	University academic department, relevant company units
📋 *Required Documentation*	Minutes

Responsible person	Senior expert of the company
Best EU practices integrated on the stage	Business representatives taking part in the Week of Technologies

1.5. Identifying key university resources for company staff
a. Human resources
b. Material and technical support
c. Financial resources
d. IT resources

Format	Correspondence, meeting
Required timeframe	10-15 months
Expected result/ indicators of progress	List of mutually beneficial projects with certain resources
Governmental agency involved/ participants	University academic department, relevant company units
Required Documentation	Minutes
Responsible person	Head of academic department, head of the basic occupational education program
Best EU practices integrated on the stage	Business representatives taking part in the Week of Technologies

1.6. Cooperation agreement

Format	Correspondence
Required timeframe	2-3 months
Expected result/ indicators of progress	Signed agreement
Governmental agency involved/ participants	Legal units of stakeholders
Required Documentation	Agreement

👥 *Responsible person*	Head of academic department, head of the basic occupational education program

1.7. Developing a data base of mutually beneficial projects, objectives, initiatives (for joint work)

📁 *Format*	Correspondence, meeting
🗓 *Required timeframe*	2-3 months
📋 *Expected result/ indicators of progress*	List of mutually beneficial projects with assigned resources, timing, responsible persons and expected results
👥 *Governmental agency involved/ participants*	University academic department, relevant company units
📋 *Required Documentation*	Database
👥 *Responsible person*	Head of academic department, head of the basic occupational education program
🇪🇺🔖 *Best EU practices integrated on the stage*	Business representatives taking part in the Week of Technologies

1.8. Organizing internships at the company within the set curriculum

📁 *Format*	Correspondence
🗓 *Required timeframe*	According to the academic calendar
📋 *Expected result/ indicators of progress*	Number of students on internship
👥 *Governmental agency involved/ participants*	University academic department, company's HR department, heads of relevant company units, University Career Development Center
📋 *Required Documentation*	Order for student internship
👥 *Responsible person*	Vice-rector

1.9. Developing a joint (company-university) database of students and graduates included in the company's candidate pool

🔺 *Format*	Correspondence
🕐 *Required timeframe*	End of academic year
📋 *Expected result/ indicators of progress*	Number of students included in the company's candidate pool
👥 *Governmental agency involved/ participants*	University academic department, company's HR department, heads of relevant company units, University Career Development Center
📋 *Required Documentation*	Data base
👥 *Responsible person*	Head of academic department, head of the basic occupational education program
🇪🇺 🏅 *Best EU practices integrated on the stage*	Business representatives taking part in the Week of Technologies
1.10. Implementing a part of academic curriculum (part of academic courses) at company's premises	
🔺 *Format*	Training
🕐 *Required timeframe*	Academic year
📋 *Expected result/ indicators of progress*	Number of classes held at company premises
👥 *Governmental agency involved/ participants*	University academic department, company's HR department, heads of relevant company units
📋 *Required Documentation*	Class schedule
👥 *Responsible person*	Vice-Rector
1.11. Implementing joint initiatives	
🔺 *Format*	Correspondence, meeting
🕐 *Required timeframe*	Academic year

Expected result/ indicators of progress	List of mutually beneficial projects with certain results
Governmental agency involved/ participants	University academic department, heads of relevant company units
Required Documentation	Minutes
Responsible person	Head of academic department, head of the basic occupational education program

1.12. Introducing innovations into company's operations ivolving the university

Format	Correspondence
Required timeframe	Academic year
Expected result/ indicators of progress	Number of implemented project results
Governmental agency involved/ participants	University academic department, heads of relevant company units
Required Documentation	Implementation Act
Responsible person	Vice-Rector

1.13. Introducing innovations into university's operations involving the company

Format	Correspondence
Required timeframe	Academic year
Expected result/ indicators of progress	Number of implemented project results
Governmental agency involved/ participants	University academic department, heads of relevant company units

Required Documentation	Implementation Act
Responsible person	Vice-Rector

1.14. Employment of graduates

Format	Correspondence
Required timeframe	Calendar year
Expected result/ indicators of progress	Number of employed students and graduates
Governmental agency involved/ participants	University academic department, company's HR department
Required Documentation	Employment confirmation letter
Responsible person	University's Career Development Center

Risk Management

- Description/overview - Type of risk (strategic or operational)	Probability of occurrence (seldom - possibly, likely)	Strategy (indicate countermeasure: accept the risk, resist the risk)
Operational: Barriers for implementing certain arrangements lie in the technological specifics of the company, health and safety conditions, limited access to secured company premises and facilities	Very probable	Accept the risk

Activity II

Title: Cooperation with city authorities within social projects, involvement of housing and communal companies in social projects

Objective: Cooperation with relevant municipal units and major housing and communal companies within social projects: • environmental issues of the companies; • energy efficiency and resource conservation; • tolerance.	
Resources and competencies:	
Resources	**Ways/measures to secure resources**
Human resources	Selection and training of proactive students
Material and technical support	Development of project implementation tools (e.g. software) Material and technical support of volunteer work
Financial resources	Charity
IT resources	Methodical support of the social project

Stages of Activity II:	
2.1. Searching and identifying relevant social initiatives corresponding to the major areas of the graduate academic department	
Format	Conference, workshop, meeting
Required timeframe	12-15 months
Expected result/ indicators of progress	List of social projects
Governmental agency involved/ participants	University academic department
Required Documentation	n/a
Responsible person	Head of academic department, head of the basic occupational education program
Best EU practices integrated on the stage	Cooperation between HEIs and municipal companies to promote regional economic development
2.2. Studying student initiatives and developing volunteer community	
Format	Workshop, meeting

🕐 *Required timeframe*	As soon as the initiatives are allocated
📋 *Expected result/ indicators of progress*	Number of engaged students
👥 *Governmental agency involved/ partic- ipants*	University academic department, Department for Student Affairs
📋 *Required Documen- tation*	n/a
👥 *Responsible person*	Head of academic department, head of the basic occupational education program

2.3. Studying the initiatives put forward by municipal management and heads of relevant municipal units

📁 *Format*	Workshop, meeting
🕐 *Required timeframe*	As soon as the initiatives are allocated
📋 *Expected result/ indicators of progress*	Memorandum of intentions
👥 *Governmental agency involved/ partic- ipants*	University academic department, relevant com- pany units
📋 *Required Documen- tation*	Memorandum of intentions
👥 *Responsible person*	Vice-Rector
🏴 🇪🇺 *Best EU practices integrated on the stage*	Cooperation between HEIs and municipal compa- nies to promote regional economic development

2.4. Developing a list of stakeholders among housing and communal service companies

📁 *Format*	Correspondence, meeting
🕐 *Required timeframe*	As soon as the initiatives are allocated

Expected result/ indicators of progress	Number of stakeholders
Governmental agency involved/ participants	University academic department, relevant municipal units, housing and communal companies
Required Documentation	Memorandum of intentions
Responsible person	Vice-Rector
Best EU practices integrated on the stage	Cooperation between HEIs and municipal companies to promote regional economic development
2.5. Identifying the legal status of cooperation	
Format	Correspondence
Required timeframe	2-3 months
Expected result/ indicators of progress	Draft cooperation agreement
Governmental agency involved/ participants	University academic department, legal units of stakeholders
Required Documentation	Draft agreement
Responsible person	Vice-Rector
2.6. Developing requirements towards the level of initiative implementation	
Format	Round table, meeting
Required timeframe	2-3 months
Expected result/ indicators of progress	Estimated target group of the social project (qualitative, quantitative)

👥 *Governmental agency involved/ participants*	University academic department, relevant municipal units
📋 *Required Documentation*	Minutes
🔧 *Responsible person*	Head of academic department, head of the basic occupational education program
🔖 🇪🇺 *Best EU practices integrated on the stage*	Business representatives taking part in the Week of Technologies

2.7. Identifying key available resources of municipal, housing and communal companies:

1. Human resources
2. Material and technical support
3. Financial resources
4. IT resources

📁 *Format*	Correspondence, meeting
📅 *Required timeframe*	2-3 months
📋 *Expected result/ indicators of progress*	List of mutually beneficial projects with certain resources
👥 *Governmental agency involved/ participants*	University academic department, relevant municipal units
📋 *Required Documentation*	Minutes
🔧 *Responsible person*	Senior expert of the municipal authorities
🔖 🇪🇺 *Best EU practices integrated on the stage*	Business representatives taking part in the Week of Technologies

2.8. Identifying key university resources:	
1. Human resources 2. Material and technical support 3. Financial resources 4. IT resources	
Format	Correspondence, meeting
Required timeframe	2-3 months
Expected result/ indicators of progress	List of mutually beneficial projects with certain resources
Governmental agency involved/ participants	University academic department, relevant municipal units
Required Documentation	Minutes
Responsible person	Senior expert of the municipal authorities
2.9. Cooperation agreement	
Format	Correspondence
Required timeframe	2-3 months
Expected result/ indicators of progress	Signed agreement
Governmental agency involved/ participants	Legal units of stakeholders
Required Documentation	Agreement
Responsible person	Vice-Rector
2.10. Training for volunteers	
Format	Workshop
Required timeframe	2-3 months

📋 *Expected result/ indicators of progress*	Number of volunteers
👥 *Governmental agency involved/ participants*	University academic department, Department for Student Affairs
📋 *Required Documentation*	Certificate
👥 *Responsible person*	Expert of the Department for Student Affairs
2.11. Information support of initiatives	
🔺 *Format*	Correspondence
🕐 *Required timeframe*	2-3 months
📋 *Expected result/ indicators of progress*	Number of developed information materials
👥 *Governmental agency involved/ participants*	PR Department, university academic department, Department for Student Affairs
📋 *Required Documentation*	n/a
👥 *Responsible person*	Expert of the PR Department
2.12. Pilot initiative implementation	
🔺 *Format*	Specific format of the project implementation event
🕐 *Required timeframe*	1 month
📋 *Expected result/ indicators of progress*	Number of participants, number of media publications
👥 *Governmental agency involved/ participants*	University academic department, Department for Student Affairs

	Agreement, report, media publications
Required Documentation	
Responsible person	Head of academic department, head of the basic occupational education program; expert of the Department for Student Affairs

2.13. Introducing stakeholders to the results of pilot initiative implementation

Format	Correspondence
Required timeframe	1 month
Expected result/ indicators of progress	Number of stakeholders
Governmental agency involved/ participants	University academic department
Required Documentation	Information letter
Responsible person	Head of academic department, head of the basic occupational education program
Best EU practices integrated on the stage	Cooperation between HEIs and municipal companies to promote regional economic development

2.14. Involving employees and management of stakeholder companies in social projects

Format	Correspondence
Required timeframe	2-3 months
Expected result/ indicators of progress	Number of volunteers cooperating with housing and communal service companies
Governmental agency involved/ participants	University academic department, relevant municipal units, housing and communal companies

Required Documentation	n/a
Responsible person	Head of academic department, head of the basic occupational education program
Best EU practices integrated on the stage	Cooperation between HEIs and municipal companies to promote regional economic development

2.15. Joint work of academic staff, employers, volunteers and representatives of municipal and communal service companies involved in the initiative	
Format	Specific format of the project implementation event
Required timeframe	2-3 months
Expected result/ indicators of progress	Number of volunteers cooperating with housing and communal service companies
Governmental agency involved/ participants	University academic department, relevant municipal units, housing and communal companies
Required Documentation	n/a
Responsible person	Head of academic department, head of the basic occupational education program
Best EU practices integrated on the stage	Cooperation between HEIs and municipal companies to promote regional economic development

2.16. Student internships based on joint projects and academic curriculum	
Format	Correspondence
Required timeframe	According to the academic calendar
Expected result/ indicators of progress	Number of students on internship

👥 *Governmental agency involved/ participants*	University academic department, company's HR department, heads of relevant company units, Career Development Center
📋 *Required Documentation*	Order for student internship
👤 *Responsible person*	Vice-Rector

2.17. Employment of university graduates based on the joint projects

📁 *Format*	Correspondence
📅 *Required timeframe*	Calendar year
📋 *Expected result/ indicators of progress*	Number of employed students and graduates
👥 *Governmental agency involved/ participants*	University academic department, company's HR department
📋 *Required Documentation*	Employment confirmation letter
👤 *Responsible person*	University's Career Development Center

2.18. Cooperation agreement

📁 *Format*	Letters
📅 *Required timeframe*	2-3 months
📋 *Expected result/ indicators of progress*	Signed agreement
👥 *Governmental agency involved/ participants*	Legal units of stakeholders
📋 *Required Documentation*	Agreement
👤 *Responsible person*	Vice-Rector

Risk management

- Description/overview - Type of risk (strategic or operational)	Probability of occurrence (seldom - possibly, likely)	Strategy (indicate countermeasure: accept the risk, resist the risk)
Strategic: Lack of resources to provide for the scale of the projects	Probable	Accept the risk
Operational: Not all projects are of interest to relevant companies	Probable	Accept the risk
Strategic: The project does not go beyond social outcomes towards professional competencies	Probable	Resist the risk

Wider objective	Expected results and measurable indicators of progress
Developing cooperation via a research and methodical laboratory for spiritual and moral upbringing technologies	Creating the conditions for further training and sharing experience of teachers in the field of spiritual and moral upbringing. Developing and testing methodological tools required to implement spiritual and moral upbringing technologies. Ensuring continuity of educational programs at all educational levels. Developing psychological and educational support programs for all parties involved in the teaching and learning process. Coordinating and consolidating the activities of educational institutions in Nizhnevartovsk involved in the process.

Description of activities aimed at reaching the objectives of the initiative: implementation plan

Activity 1

Title: Organizing cooperation between NVSU and employers via a research and methodical laboratory
Objective: Describing a cooperation model based on the research and methodological laboratory
Required resources and competencies: Resources: 15 laboratory members; IT resources. Competences: developing new areas of occupational activity; creating a resource and information platform for practical activities in various fields.

Resources	Ways/measures to secure resources
15 laboratory members	Involving NVSU teachers, school and nursery school administrators and teachers in laboratory activities
IT resources	Using the resources provided by the Municipal Secondary School #10

Stages of Activity I:

1.1. Laboratory work planning	
Format	Regulatory support
Required timeframe	3 months
Expected result/ indicators of progress	Approval of the Regulations on the research and methodical laboratory of spiritual and moral upbringing technologies
Governmental agency involved/ participants	Education Department of Nizhnevartovsk Municipal Secondary School #10 Combined Nursery School #31 "Medvezhonok" Nizhnevartovsk Orthodox Gymnasium, Non-State Educational Institution
Required Documentation	Regulations, job descriptions
Responsible person	Dean of the Faculty
1.2. Laboratory work planning	
Format	Schedule
Required timeframe	1 month
Expected result/ indicators of progress	Approval of the scheduled plan for the research and methodical of spiritual and moral upbringing technologies for 2015-2016
Governmental agency involved/ participants	City Administration Education Department of Nizhnevartovsk Municipal Secondary School #10 Combined Nursery School #31 "Medvezhonok" Nizhnevartovsk Orthodox Gymnasium, a Non-State Educational Institution

135

	Regulations, Schedule
Required Documen-tation	
Responsible person	Dean of the Faculty

<div align="center">Activity II</div>

Title: Stable operation of the laboratory
Objective: Research, introduction and implementation of spiritual and moral upbringing techniques for various population categories in teaching practice, based on the national values and cultural traditions
Resources and competencies: Resources: 15 laboratory members; IT resources. Competencies: cooperation with teachers, learners and social partners; tolerant attitude towards social, ethnic, religious and cultural peculiarities.

Resources:	Ways/measures to secure resources:
15 laboratory members	Involving NVSU teachers, school and nursery school administrators and teachers in laboratory activities
IT resources	Using the resources provided by the Municipal Secondary School #10

Stages of Activity II:	
2.1. Introduction of laboratory products	
Format	Round tables, workshops
Required timeframe	2 months
Expected result/ indicators of progress	Orders for educational services
Governmental agency involved/ participants	City Administration Education Department of Nizhnevartovsk
Required Documen-tation	Advanced training programs
Responsible person	Dean of the Faculty

2.2. Implementation of laboratory products	
Format	Advanced training courses; printed teaching aids
Required timeframe	5 months
Expected result/ indicators of progress	At least 100 teachers taking advanced training courses; publishing 2 teaching aid
Governmental agency involved/ participants	City Administration Education Department of Nizhnevartovsk, Publishing House of Nizhnevartovsk State University
Required Documentation	Advanced training programs, advanced training certificates
Responsible person	Dean of the Faculty

Risk management

- Description/ overview - Type of risk (strategic or operational)	Probability of occurrence (seldom - possibly, likely)	Strategy: Accept the risk, Resist the risk (indicate counter-measures)	Risk management plan	Responsible person/ unit
Alternations in federal, regional and municipal regulations	Probable	Accept the risk	Transforming a laboratory into another type of institution	Alternations in federal, regional and municipal regulations
No opportunity to publish teaching aid products	Very probable	Accept the risk	Funding publications by providing additional educational services	No opportunity to publish teaching aid products

Legal and Regulatory Framework

Legal and regulatory document	Regulations on the research and methodical laboratory of spiritual and moral upbringing technologies
Objective	Optimizing the operations of the research and methodical laboratory
Responsible legal body/agency and executors	Nizhnevartovsk State University
Individuals/units Involved in approval	City Administration Education Department of Nizhnevartovsk Municipal Secondary School #10 Combined Nursery School #31 "Medvezhonok" Nizhnevartovsk Orthodox Gymnasium, a Non-State Educational Institution
Timeframe for approval and application	Regulations on the research and methodical laboratory of spiritual and moral upbringing technologies

Activity 1.

Stages of Activity I:	
1.1. The Olympiad on quality "sKACHok" as realization of a network interaction and social partnership preparatory stage	
Format	Olympiad
Required timeframe	1 month
Expected result/ indicators of progress	Number of the involved employers; Number of the employers who confirmed participation; Number of applications for participation in the Olympiad
Governmental agency involved/ participants	Institute of Economics and Management
Required Documentation	Videotaping of Olympiad, students feedbacks
Responsible person	Head of the Department of educational and personnel management Work group of the Olympiad
Best EU practices integrated on the stage	Providing bachelor and master students with an opportunity to work on their educational projects with the collaboration with employers
1.2. Stage of carrying out of the Olympiad	
Format	Olympiad
Required timeframe	1 day

Expected result/ indicators of progress	Number of the participants positively evaluated by the employers
Governmental agency involved/ participants	Institute of Economics and management, Quality management centers, Quality certifying centres
Required Documentation	Program of the Olimpiad
Responsible person	Head of the Department of educational and personnel management Work group of the Olympiad
Best EU practices integrated on the stage	Providing events for the students with the support of the employers Providing bachelor and master students with an opportunity to work on their educational projects with the collaboration with employers
1.3. Results announcements	
Format	Olimpiad awards
Required timeframe	2 days
Expected result/ indicators of progress	Number of students invited to training or work; Percentage of the employers interested in participation
Governmental agency involved/ participants	Head of the Department of educational and personnel management Work group of the Olympiad
Required Documentation	The requirements to the awarded persons
Responsible person	Head of the Department of educational and personnel management Work group of the Olympiad

Best EU practices integrated on the stage	Providing events for the students with the support of the employers Providing bachelor and master students with an opportunity to work on their educational projects with the collaboration with employers

Risk management

- Description/overview - Type of risk (strategic or operational) - Probability of occurrence (seldom, possibly, likely)	Strategy: Accept/ Resist the risk	Risk management plan	Responsible person/unit
The number of participants will be more or less anticipated operational (seldom)	Resist the risk	To define the maximum number of the participants in the Olympiad; To give the deadline for the Olympiad	Work group of the Olympiad
Refusal of employers to participate in the Olympiad as experts strategic (possibly)	Resist the risk	To develop motivation instruments for the employers' participation in the Olympiad	Work group of the Olympiad

Activity II.

Title: roundtable discussion of skill matrix students in partnership with employers
Objective: specify professional competence in partnership with employers

Resources and competencies:	
Resources	Ways/measures to secure resources
Room for roundtable discussion	Providing room by university
Forms of skill matrix	Providing forms by work group

Stages of Activity I:
2.1. Roundtable discussion of skill matrix students in partnership with employers: preparation

Format	correspondence (mailing)
Required timeframe	3-5 weeks

Expected result/ indicators of progress	Number of the involved employers; Number of the employers who confirmed participation
Governmental agency involved/ participants	Institute of the childhood / Institute of economics and management/ Education Committee / Information and methodical regional centers of education system
Required Documentation	Letters by email
Responsible person	Work group
Best EU practices integrated on the stage	Organization of the administrative (managing) work for the processes of interaction with the employers at the European Universities
2.2. Realization	
Format	Internal
Required timeframe	1-2 days
Expected result/ indicators of progress	Amount of the professional competences approved by the working group Skill matrix; Report on the results of the roundtable discussion
Governmental agency involved/ participants	Institute of the childhood / Institute of economics and management/ Education Committee / Information and methodical regional centers of education system
Required Documentation	The questionnaire for employers Records made by the working group;
Responsible person	Heads of the Departments

	Organization of the administrative (managing) work for the processes of interaction with the employers
Best EU practices integrated on the stage	
2.3. Debriefing	
Format	Correspondence
Required timeframe	Two weeks
Expected result/ indicators of progress	Percentage of the employers and number of employers who highly appreciated roundtable discussion
Governmental agency involved/ participants	Institute of the childhood / Institute of economics and management/ Education Committee / Information and methodical regional centers of education system
Required Documentation	Feedbacks of the participants
Responsible person	Heads of the Departments Work group of the Olympiad
Best EU practices integrated on the stage	Organization of the administrative (managing) work for the processes of interaction with the employers

Risk management

- Description/overview - Type of risk (strategic or operational) - Probability of occurrence (seldom, possibly, likely)	Strategy: Accept/ Resist the risk	Risk management plan	Responsible person/ unit
Operational: the number of participants will be more or less planned (seldom)	Resist the risk	Postpone the date of the roundtable discussion; Divide the roundtable discussion into groups;	Work group
Strategic: competence determined by the employers now will be not demanded by the market in the future (possibly)	Resist the risk	To make an analysis of priority development of science and economy; To discuss the obtained results with employers	Work group

Activity III.

Title: "Foresight-projects bank": Development of the education for the inquiries of employers (within the employer, R&D and final researches)
Objective: To promote practice-orientation of educational process at a higher education institution by means of organization of educational projects of students as strategic initiatives in an education system
Resources and competencies: Information, time, personnel and financial resources The following competences are necessary: analytical, design, information, methodical

Stages of Activity III:	
3.1. Analytical	
Format	Workshops
Required timeframe	6 months
Expected result/ indicators of progress	Educational Institutions are included in development of foresight projects for various organizations

Governmental agency involved/ participants	Institute of the childhood / Institute of economics and management/ Information and methodical regional centers of education system
Required Documentation	Analytical materials
Responsible person	Work group of the project
Best EU practices integrated on the stage	Educational Institutions are included in development of foresight projects for various organizations
3.2. Design	
Format	Workshops and on-line collaboration
Required timeframe	3 months
Expected result/ indicators of progress	Design of a bank of inquiries of the educational organizations for strategic researches of students. Development of the mechanism of interaction between students and consumers of strategic initiatives and foresight-projects at a development stage and introductions of projects.
Governmental agency involved/ participants	Institute of the childhood / Institute of economics and management/ Information and methodical regional centers of education system
Required Documentation	Analysis of the international and the best national practices of interaction between employers and higher education institutions within definition of a perspective of researches and strategic initiatives of students
Responsible person	Work group of the project

Best EU practices integrated on the stage	Educational Institutions are included in development of foresight projects for various organizations

3.3. Realization	
Format	Workshops and online collaboration
Required timeframe	1 months
Expected result/ indicators of progress	Organization of strategic research works of students at the request of employers - educational organizations
Governmental agency involved/ participants	Institute of the childhood / Institute of economics and management/ Information and methodical regional centers of education system
Required Documentation	The provision on the organization of joint strategic researches of higher education institution and the employer within research activity of students
Responsible person	Work group of the project
Best EU practices integrated on the stage	Educational Institutions are included in development of foresight projects for various organizations

3.4. Examination	
Format	Workshops and online collaboration
Required timeframe	1 months
Expected result/ indicators of progress	Examination of strategic research works and foresight-projects employers and staff of higher education institutions Number of the projects which received positive decision based on the results of examination

Governmental agency involved/ participants	Institute of the childhood / Institute of economics and management/ Information and methodical regional centers of education system
Required Documentation	Definition of prospects of realization and possibility of placement of a student as a potential employee in the organizations inquiries of which have been satisfied
Responsible person	Work group of the project
Best EU practices integrated on the stage	Educational Institutions are included in development of foresight projects for various organizations

Risk management

- Description/overview - Type of risk (strategic or operational) - Probability of occurrence (seldom, possibly, likely)	Strategy: Accept/ Resist the risk	Risk management plan	Responsible person/unit
Operational: Low degree of adaptability of the international experience, its non-acceptance (seldom)	Resist the risk	The analysis of the best national practices and demonstration of their continuity with foreign practices	Work group of the project
Operational: Low degree of an involvement of employers and teachers of a higher education institution in examination of strategic research works of students (seldom)	Resist the risk	Examination maintenance, development of its regulations	The heads of the departments in the Institutes

147

Strategic: Low degree of involvement of employers and teachers of a higher education institution in development of bank of inquiries of the educational organizations for strategic research works of students (possibly)	Resist the risk	Analysis of expectations and inquiries of employers, information maintenance	Work group of the project

Activity IV.

Title: "Office of Internship". Design of a pilot platforms bank by a higher education institution for the practical training of students proceeding from competence-based model of graduates

Objective: specify professional competence in partnership with employers

Resources and competencies:

Resources	Ways/measures to secure resources
Room for roundtable discussion	Providing room by university
Forms of skill matrix	Providing forms by work group

Stages of Activity IV: Office of the Internship.

4.1. Analytical

Format	Analytical work
Required timeframe	6 months
Expected result/ indicators of progress	Analysis of the international and the best national practices of higher education institutions at selection of bases of practical training of students
Governmental agency involved/ participants	Institutes / Information and methodical regional centers of education system
Required Documentation	Analytical materials
Responsible person	Work group of the project

Best EU practices integrated on the stage	Employers interact with the bases of practical training of students
4.2. Design	
Format	On-line work
Required timeframe	3 months
Expected result/ indicators of progress	Design of pilot platforms bank of employers - educational organizations for interning of students, proceeding from a matrix of skills. Development of a mechanism of interaction of higher education institution, students and organizations of employers at the design stage and in the course of carrying out the internship. Number of employers ready to become pilot platforms of higher education institution for practical training of students
Governmental agency involved/ participants	Institutes / Information and methodical regional centers of education system
Required documentation	A model of pilot platforms bank of employers - educational organizations for interning of students, taking into account the skill matrix
Responsible person	Work groups of the project
Best EU practices integrated on the stage	Employers interact with the bases of practical training of students
4.3. Examination	
Format	Experts workshops
Required timeframe	3 months

Expected result/ indicators of progress	Examination of quality of interaction of higher education institution and pilot platforms and analysis of development of professional skills of students within cooperation of employers and higher education institution
	Number of the pilot platforms satisfied with cooperation with higher education institution
	Number of the students that showed a high level of enrichment of professional skills as a result of practical preparation on a pilot platform
Governmental agency involved/ participants	Faculties and Institutes / Leaders of the regional educational organizations
Required Documentation	Analytical materials
Responsible person	Work group of the project
Best EU practices integrated on the stage	Employers interact with the bases of practical training of students

Risk management

- Description/overview - Type of risk (strategic or operational) - Probability of occurrence (seldom, possibly, likely)	Strategy: Accept/ Resist the risk	Risk management plan	Responsible person/unit
Operational: Low degree of involvement of employers and teachers of higher education institution in development of requirements and plan of cooperation of higher education institution with pilot platforms (possibly)	Resist the risk	Design of a students' skill matrix, analysis of expectations and inquiries of employers, information maintenance	Work group of the project

150

Strategic: Low degree of involvement of employers and teachers of a higher education institution in development of bank of inquiries of the educational organizations for strategic research works of students (possibly)	Resist the risk	Analysis of expectations and inquiries of employers, information maintenance	The heads of the departments in the Institutes

Activity V. Portfolio

Title: "The graduate's portfolio. Graduate's CV structure design and its coordination with employers"
Objective: Students and their Graduate CV's in education

Resources and competencies:	
Resources	Ways/measures to secure resources
Room for roundtable discussion	Providing room by university
On-line social media	Providing forms by work group of the project

5.1. Analytical	
Format	Analytical work
Required timeframe	4 months
Expected result/ indicators of progress	Analysis of the international and best national practices in modeling the CV in education Quantity of the employers involved in the process
Governmental agency involved/ participants	Institute of the childhood / Institute of economics and management/ Information and methodical regional centers of education system
Required Documentation	Analytical materials
Responsible person	Heads of the departments, involved in the process, Work group of the activity
Best EU practices integrated on the stage	Universities' support for students in compiling their creative CVs and portfolios

5.2. Design	
Format	On-line work
Required timeframe	3 months
Expected result/ indicators of progress	Number of employers participating in qualifying portfolios and CVs
Governmental agency involved/ participants	Institutes / Information and methodical regional centers of education system
Required Documentation	Professional standards. Portfolios and resumes samples. Checklists for the portfolios and CVs rating
Responsible person	Heads of the departments, involved in the process, Work groups of the activity
Best EU practices integrated on the stage	Activities of the institutes in students' training for CV creation
5.3. Implementation	
Format	Seminars for teachers and students
Required timeframe	3 months
Expected result/ indicators of progress	Implementation of the program of optional discipline "Design of a portfolio of the graduate". Readiness of students to design a portfolio of the graduate. Number of the students who prepared a portfolio
Governmental agency involved/ participants	Faculties and Institutes / Leaders of the regional educational organizations
Required Documentation	Programs of the optional disciplines

Responsible person	Heads of the departments, involved in the process, Work group of the activity
Best EU practices integrated on the stage	Activities of the institutes in students' training for CV creation

Risk management

- Description/overview - Type of risk (strategic or operational) - Probability of occurrence (seldom, possibly, likely)	Strategy: Accept/ Resist the risk	Risk management plan	Responsible person/unit
Strategic: Low degree of adaptability of the international experience, its non-acceptance (possibly)	Resist the risk	The analysis of the best national practices and demonstration of their adaptability to foreign practices	Work group of the project
Operational: Low degree of an involvement of employers and teachers of higher education institution in development the content and structure of a portfolio and CV (seldom)	Resist the risk	The analysis of expectations and inquiries of employers from the CV graduates in education	Work group of the project
Operational: Low degree of an involvement of employers and teachers of higher education institution in examination of a portfolio of the graduate, its compliance to specifics of labor market in education (possibly)	Resist the risk	Examination maintenance, development of its regulations	The heads of the departments in the Institutes

153

Passport of the Initiative

					2016	2017	2018
Description	Title of Initiative	Enhancing university-enterprise cooperation in RF within the framework of the TEMPUS IV project "E3M Evaluation of Quality of Cooperation in Education Ecosystem as a mechanism for building professional competencies".	Results and measurable indicators of progress Improvement of quality of self-presentation of graduates in labor market	'Wider objective of the initiative'			
	Description	The main objective of the project is to involve more employers-partners in the processes of improving educational programs and internship activities. And to make the interaction between the university and the employers more effective	The measured indicators: • percentage of graduates who prepared a portfolio according to the requirements of the employer from total number of graduates;	- Number of skills	10	12	12
				- Number of employees involved in activity	15	17	18
		The initiative consists in development of structure and recommendations for drawing up a portfolio of the graduate, development of competence of university graduates of self-presentation.	• a number of faculties and events who are involved in the activities • number of the educational organizations involved in the activities	- Number of faculties and institutes involved in activities	7	9	12

154

Objective	To involve more employers-partners in the processes of improving educational programs and internship activities		- Percentage of graduates who prepared a portfolio	No less than 10%	No less than 30%	No less than 70%
	To make the interaction between the university and the employers more effective To promote enrichment of skills of students in the field of self-presentation as conditions of their advance in labor market in education		- Number of the educational organizations involved in the activities	250-300	330-380	400-440

Structure	Involved parties	Faculties and Institutes of HSPUR/ Employers/ Information and methodical regional centers of education system	Activities	- creation of the Strategy of enhancing university-enterprise cooperation - roundtables and seminars with the stakeholders of the initiative - workshops for the students within the employers where the information about possibilities during internships are explained - realization of the projects "Foresight-projects bank" and "The graduate's portfolio"	Legal framework	The Program of interaction of the University with the employers for 2016-2018.
Implementation	Required Resources	Time resources – no less than 4000 man-hours Financial resources – no less than RUB 2 M per year Material resources - computers Human resources – no less than 15 teachers and 5 administrative staff representatives				
	Risks	Low level of the faculties and institutes activities Low level of the personnel motivation Insufficient funding			Miscellaneous	

ACADEMY OF LABOUR AND SOCIAL RELATIONS (MOSCOW)

ROAD MAP

"PROMOTING COOPERATION BETWEEN RUSSIAN UNIVERSITIES AND EMPLOYERS"

Road map components

1. "PROMOTING COOPERATION BETWEEN UNIVERSITIES AND EMPLOYERS WITHIN THE FRAMEWORK OF THE TEMPUS PROJECT 'E3M — EVALUATION OF QUALITY OF COOPERATION IN EDUCATIONAL ECOSYSTEM AS A MECHANISM FOR BUILDING PROFESSIONAL COMPETENCIES";

General description of the initiatives	Objectives of the initiative	Expected outcomes and measurable indicators
Essence of the initiative (current status) Substantiation of implementation / challenges **1. Setting up the Centre to Facilitate Graduate Employment at ALSR**	Facilitation of student employment and recruitment of graduates by way of supplying information about available vacancies and employment prospects.	• Establishment of partnership relations with representatives of employers concerning employment and internships; • Compilation of a database of available vacancies for Academy students and graduates; • Compilation of a databank of applicants among Academy students and graduates.
2. Setting up ALSR Alumni Club	Search for potential sponsors	• Financial support for the activity of ALSR

3. Model Act (Law) "On Specialist Training Tailored to Labour Market Demands"	Legislative consolidation of the mechanism for the interaction of universities and employers in the labour market	• Binding mechanism for the engagement between universities and employers in the labour market
4. Strategies for the development of the student training system at the Bashkir ALSR branch	Establishment of a contemporary personnel training system at an educational institution and formation of academic and applied qualifications capable of ensuring the training of qualified specialists in accordance with employers' requirements, responding flexibly to socioeconomic modifications, offering broad possibilities for various categories of the population in acquiring necessary professional qualifications throughout the entire working life.	• Ensuring the compliance of graduates' qualifications with the requirements of today's economy • Consolidation of business, state, and educational resources in the promotion of the vocational training system; • Monitoring of personnel training quality.

2. Implementation plan for the initiatives

Phases of Initiative I	
Setting up the Centre to Facilitate Graduate Employment at ALSR	
1.1. Establishment of partnership relations with representatives of employers concerning employment and internships	
Format	Plans and reports by departments
Required timeframe	Annually

Expected result/ indicators of progress	Identification of prospective employers for the promotion of cooperation
Governmental agency involved/ participants	Graduate academic departments
Required Documentation	Minutes of meetings of graduate academic departments
Responsible person	Heads of graduate academic departments
Best EU practices integrated on the stage	«Job Booster» (CUAS)

1.2. Setting up the ALSR Centre to Facilitate Graduate Employment (CFGE)

Format	Rectorate Resolution
Required timeframe	Implemented
Expected result/ indicators of progress	CFGE Statute
Governmental agency involved/ participants	CFGE, rectorate, graduate academic departments
Required Documentation	Minutes of meetings of the CFGE
Responsible person	Head of the CFGE
Best EU practices integrated on the stage	"Job Booster" (CUAS)

1.3. Signing of cooperation contracts with employers in order to involve their representatives in the organization of internships

Format	Rectorate

Required timeframe	Permanent
Expected result/ indicators of progress	Providing the internships at employers' companies
Governmental agency involved/ participants	CFGE, graduate academic departments, representatives of employers
Required Documentation	Contract of cooperation, organization of internship platforms at companies and institutions
Responsible person	Head of the CFGE, faculty deans
Best EU practices integrated on the stage	The Job Booster at the CUAS

1.4. Promotion of social partnership between the ALSR and employers

Format	Work of graduate academic departments
Required timeframe	Permanent
Expected result/ indicators of progress	Educational, production, and research activity in the interests of graduate academic departments and prospective employers, improvement in students' professional experience, joint projects
Governmental agency involved/ participants	Graduate academic departments, CFGE, employers, trade unions, municipal/regional/federal authorities
Required Documentation	Bachelor's, Master's, and PhD theses by Bachelors, Masters, and PhD candidates assigned by employers
Responsible person	Heads of graduate academic departments

🇪🇺 🔖 *Best EU practices integrated on the stage*	• Concept Lab — the educational environment to develop research skills geared towards the user and create projects within the framework of multi-disciplinary multi-cultural context; • Bachelor's and Master's programme students are enabled to prepare graduate qualification papers focusing on topics that are directly associated with the real challenges addressed in their theses.
1.5. Compilation of a database of available vacancies for Academy students and graduates	
📁 *Format*	Database
🕐 *Required timeframe*	One year
📋 *Expected result/ indicators of progress*	DataBase Management System (DBMS) with a possibility of searching based upon parameters
👥 *Governmental agency involved/ participants*	CFGE, Employment Center of the Western Administrative District of Moscow
📋 *Required Documentation*	Cooperation contacts between the ALSR and employers
👤 *Responsible person*	CFGE head
🇪🇺 🔖 *Best EU practices integrated on the stage*	• "Job Booster" (CUAS); • Concept Lab — the educational environment to develop research skills geared towards the user and create projects within the framework of multi-disciplinary multi-cultural context. Bachelor's and Master's programme students are enabled to prepare graduate qualification papers focusing on topics that are directly associated with the real challenges addressed in their theses
Phases of Initiative II	
Setting up ALSR Alumni Club	
2.1. Master classes, meetings, workshops with employers, presentations	
📁 *Format*	Face-to-face events

![] *Required timeframe*	Permanent
![] *Expected result/ indicators of progress*	Career fairs, company presentations
![] *Governmental agency involved/ participants*	CFGE, employers, Inter-regional coordination and analysis centre for the employment and adaptation to the labour market of graduates of vocational training institutions
![] *Required Documentation*	Cooperation contacts between the ALSR and employers - Alumni Club members
![] *Responsible person*	CFGE head, Alumni Club activists
![] *Best EU practices integrated on the stage*	The Office of Competence Counselling in Klagenfurt/Carinthia

2.2. Organisation and holding of advertising events to present ALSR students and graduates in the labour market

![] *Format*	Face-to-face events
![] *Required timeframe*	Permanent
![] *Expected result/ indicators of progress*	Enabling graduates to establish personal contacts with employers - Alumni Club members
![] *Governmental agency involved/ participants*	CFGE, employers, Inter-regional coordination and analysis centre for the employment and adaptation to the labour market of graduates of vocational training institutions
![] *Required Documentation*	Cooperation contacts between the ALSR and employers - Alumni Club members
![] *Responsible person*	CFGE head, Alumni Club members
![] *Best EU practices integrated on the stage*	The Office of Competence Counselling in Klagenfurt/Carinthia

2.3. Search for potential sponsors among alumni to form theALSR endowment fund	
Format	Telephone messages, letters, personal meetings
Required timeframe	Permanent
Expected result/ indicators of progress	Financial support for the ALSR by sponsors
Governmental agency involved/ partic- ipants	CFGE, graduates, rectorate
Required Documen- tation	Database of alumni
Responsible person	CFGE head, Alumni Club head
Best EU prac- tices integrated on the stage	The Office of Competence Counselling in Kla- genfurt/Carinthia
Phases of Initiative III	
Dissemination of the Model Act (Law) "On Specialist Training Tailored to Labour Market Demands"	
3.1. Approbation of the draft act	
Format	Face-to-face events
Required timeframe	2013-2017
Expected result/ indicators of progress	Approbation (Bashkortostan Republic regional pilot project)
Governmental agency involved/ partic- ipants	Rectorate, Bashkortostan Republic regional au- thorities, ALSR Bashkortostan branch
Required documen- tation	Report by ALSR Bashkortostan branch at the In- ternational "round table" (October 2016)
Responsible person	ALSR president, ALSR Bashkortosatan Branch Director

	Chamber of Labour of Carinthia
Best EU practices integrated on the stage	

3.2. Regional application	
Format	Individual consultations with regional experts
Required timeframe	2016-2017
Expected result/ indicators of progress	Amendments by regional experts
Governmental agency involved/ participants	Regional authorities of Bashkortostan Republic, ALSR experts
Required Documentation	ALSR's legislative initiatives that were previously submitted to the State Duma; Findings of the monitoring of the current situation in the labour and employment market of the Russian Federation
Responsible person	ALSR president, ALSR regional branches' experts and executives
Best EU practices integrated on the stage	Chamber of Labour of Carinthia

3.3. Monitoring the Act's regional application (Bashkortostan)	
Format	Experts meetings
Required timeframe	2016-2017
Expected result/ indicators of progress	Recommendations on the further on applications
Governmental agency involved/ participants	ALSR experts, regional specialists, local authorities executives

Required Documentation	Reports of the monotoring groups
Responsible person	ALSR Bashkortostan branch Director
Best EU practices integrated on the stage	Chamber of Labour of Carinthia

Phases of Initiative IV	
Strategies for the development of the student training system at the Bashkir ALSR branch	
4.1. Ensuring the compliance of graduates' qualifications with the requirements of today's economy	
Format	Face-to-face events
Required timeframe	2015-2017
Expected result/ indicators of progress	• The "Dialogue platform: school – college – university – employers" has been created and successfully put in place. The Resource Research and Educational UNESCO Centre of the Republic of Bashkortostan that is part of the university facilitated the establishment of a close connection with schools, initiation of events conducted jointly with general education and secondary vocational educational institutions; • A framework and mechanisms have been created to provide highly qualified teaching staff for the educational process, including representatives of the authorities, businesses, and employers; • A contemporary technical infrastructure and training platform has been put in place for the training of personnel. A laboratory of solutions in the housing and utility sector has been established with support from the authorities and businesses to present state-of-the-art energy-saving equipment; • Students and the general population have been motivated to continue studies and improve their qualifications in lifelong learning via extension courses, implementation of additional and further training programs, workshops, master classes, etc.
Governmental agency involved/ participants	Authorities and businesses of the region, universities

Required Documentation	The Integrated Housing and Utility Personnel Training Programme developed by the university has been audited by the Ministry of Housing of the Republic of Bashkortostan, approved, and recommended for implementation.
Responsible person	Director of the Bashkir ALSR branch
Best EU practices integrated on the stage	Chamber of Labour of Carinthia

4.2. Consolidation of business, state, and educational resources in the promotion of the vocational training system

Format	Face-to-face events
Required timeframe	2015-2017
Expected result/ indicators of progress	• Adapted production model complying with the current interests and requirements of society, economic capacity, and in harmony with the environment; • The single methodology has been developed for the calculation of the utility and maintenance rate for apartment owners in apartment blocks applicable to by groups of houses, as well as for the calculation of standard consumption of housing and utility services — electricity, hot and cold water supply — with respect to the combined requirement of the apartment building; • Opinion polls are conducted with the involvement of students to have feedback on the quality of utility services; requirements for certain specialties are analyzed, the Public Council website has been established and maintained;

	• Joint research projects are developed to focus on topics that are relevant to employers. The student project entitled "Youth Resource for the Housing and Utility Sector Reform" won the first prize of the "My Country — My Russia" All-Russia contest and was awarded a prize of the Seliger Youth Forum conveyer. In association with the Public Council of the Ministry of the Housing of Bashkortostan, the Concept for the preparation of the public resource to control the housing and utility sector has been developed. Research and practical forums are organized; graduate qualification papers of students are commissioned by the Ministry of Housing of Bashkortostan to include, as a mandatory section, optimisation recommendations for the sector. The IT cluster has been established to implement additional educational programmes and elective courses for school students to facilitate early career guidance, and many more.
Governmental agency involved/ participants	Expert working group at the Public Council with the Ministry of Housing of the Republic of Bashkortostan; the Monitoring Centre of Public Council with the Ministry of Housing of the Republic of Bashkortostan
Required Documentation	The Integrated Housing and Utility Personnel Training Programme developed by the university has been audited by the Ministry of Housing of the Republic of Bashkortostan, approved, and recommended for implementation.
Responsible person	Director of the Bashkir ALSR branch
Best EU practices integrated on the stage	Chamber of Labour of Carinthia
4.3. Monitoring of personnel training quality	
Format	Face-to-face events

Required timeframe	2015-2017
Expected result/ indicators of progress	Employers are involved in public accreditation of the educational programmes of the university; The state provided a positive assessment of the quality of personnel training (annual quality monitoring and state accreditation); The university enjoys substantial support from MPs, because the educational project in the housing and utility sector has become a platform for the development of legislative initiatives.
Governmental agency involved/ participants	Public associations established with the executive authorities of the Republic of Bashkortostan and branch committees, Centre for Public Control in the Housing and Utility Sector, and Public Council with the Ministry of Housing of the Republic of Bashkortostan
Required Documentation	The Integrated Housing and Utility Personnel Training Programme developed by the university has been audited by the Ministry of Housing of the Republic of Bashkortostan, approved, and recommended for implementation.
Responsible person	Director of the Bashkir ALSR branch
Best EU practices integrated on the stage	Chamber of Labour of Carinthia

3. Implementation Schedule
Schedule of events

Event	2015	2016	2018	2019	2020
1. Setting up the Centre to Facilitate Graduate Employment at ALSR					
1.1. Prepare a scenario	Jan				
1.2. Hold an event	Feb				
1.3. Write a report	May				
2. Setting up ALSR Alumni Club					
2.1. Collection of information about alumni	Jan-Aug				
2.2. DBMS development	May-Aug				
2.3. Advertising DBMS capacity on the ALSR branch	Aug-Dec				
3. Model Act (Law) "On Specialist Training Tailored to Labour Market Demands"					
3.1. Development of the draft model act	Jan				
3.2. Approval of the draft by concerned agencies in the Russian Federation	Feb				
3.3. Approval of the draft by concerned agencies in the CIS	Mar				
3.4. Discussion of the draft model act at a session of the CIS Inter-parliamentary assembly and adoption	Apr				
3.5. Translation into English of the Model Act "On Specialist Training Tailored to Labour Market Demands"	Jun				
4. Strategies for the development of the student training system at the Bashkir ALSR branch					
4.1. Ensuring the compliance of graduates' qualifications with the requirements of today's economy;		Feb			
4.2. Consolidation of business, state, and educational resources in the promotion of the vocational training system;		Mar			
4.3. Monitoring the personnel training quality.		May			

Passport of Initiative №4

- Mission and objectives of the initiative
- Main phases and results
- Parties involved

Description	Title of Initiativee		General mission of the initiative	2016	2017	2018
		Strategies for the development of the student training system at the Bashkir ALSR branch		Compile a database of possible prospective employers and database of internships for graduates and faculty students	Expansion of cooperation with organizations, holding of relevant events	Continued cooperation between universities and companies

Description	Description	Brief description (essence of the initiative)		Acquaintance with representatives of organizations	Acquaintance with representatives of new organizations	Acquaintance with representatives of new organizations
		The "Dialogue platform: school – college – university – employers" has been created and successfully implemented. The Resource Research and Educational UNESCO Centre of the Republic of Bashkortostan that is part of the university facilitated the establishment of a close connection with schools, initiation of events conducted jointly with general education and secondary vocational educational institutions; Events: - To establish a framework and mechanisms to provide highly qualified teaching staff for the educational process, including representatives of the authorities, businesses, and employers; - To create a contemporary technical infrastructure and training platform for the training of personnel. To open a laboratory of solutions in the housing and utility sector with support from the authorities and businesses to present state-of-the-art energy-saving equipment; - To ensure motivation of students and the general population to continue studies and improve their qualifications in lifelong learning via extension courses, implementation of additional and further training programs, workshops, master classes, etc.	- Target indicator 1 - Target indicator 2 - Target indicator 3	Database of prospective employers for faculty graduates and students Database of possible internships for faculty students	Holdings of joint events Discussion of possible cooperation between the university branch and organizations	Holdings of joint events Entering into co-operation agreements

Description	Objectives		
		Extensive verbal description of the objective achieved as a result of the implementation of the initiative - to adapt production model complying with the current interests and requirements of society, economic capacity, and in harmony with the environment; - to develop the single methodology for the calculation of the utility and maintenance rate for apartment owners in apartment blocks broken down by groups of houses, as well as for the calculation of standard consumption of housing and utility services — electricity, hot and cold water supply — with respect to the combined requirement of the apartment building; - to conduct opinion polls with the involvement of students to have feedback on the quality of utility services; requirements for certain specialties are analyzed, the Public Council website has been established and maintained; - to develop joint research projects to focus on topics that are relevant for employers; - to organise research and practical forums; graduate qualification papers of students are commissioned by the Ministry of Housing of Bashkortostan to include; - establish the IT cluster to implement additional educational programmes and elective courses for school students to facilitate early career guidance.	**Short-term, medium-term, and long-term objectives. Achievement of each target indicator contributes to the overall accomplishment of the mission. The objectives are measurable and achievable.** Short-term objectives — acquaintance with numerous representatives of organizations, who will subsequently become prospective employers of faculty students and graduates. Medium-term objectives — to develop joint research projects in topics that are relevant to employers. The student project entitled "Youth Resource for the Housing and Utility Sector Reform" won the first prize of the "My Country — My Russia" All-Russia contest and was awarded a prize of the Seliger Youth Forum conveyer. In association with the Public Council of the Ministry of the Housing of Bashkortostan, the Concept for the preparation of the public resource to control the housing and utility sector will be developed. Long-term objectives: a) To enter into cooperation agreements with organizations, extension of potential cooperation; b) To involve employers in public accreditation of educational programs at the university; c) To have a positive assessment from the state of the quality of personnel training (annual quality monitoring and state accreditation); d) To receive support from MPs, because the educational project in the housing and utility sector has become a platform for the development of legislative initiatives.

Description	Parties involved	List of organisations and agencies involved in the implementation of the initiative Expert working group at the Public Council with the Ministry of Housing of the Republic of Bashkortostan; the Monitoring Centre of Public Council with the Ministry of Housing of the Republic of Bashkortostan	Events	List of events within the framework of the initiative required to achieve the objective. 1. Meeting with prospective participants in events — representatives of organisations, representatives of universities, students. 2. Organisation of workshops, master classes with representatives of employers. 3. Organisation of academic and practical forums 4 Creation of the IT cluster	Legislation	List of legislative acts requiring amendments: 1. Model Act (Law) "On Specialist Training Tailored to Labour Market Demands"; 2. Minutes of meetings of the ALSR Academic Council; 3. Provision on the internship of branch students; 4. Cooperation contracts.
	Schedule	**Project implementation milestones (completion of each phase)** Event 1 — 2015, 2016, 2017; Event II — 2016, 2017; Event III — 2015, 2016, 2017				
	Resource requirement	**Financial resources** Compensation to members of the organisations involved in the events. Compensation to interns in companies. Organisation of events, conferences, publication of academic articles.		**Other (organisational amendments, state support, etc.)** Sponsor support, off-budget funds of branches		
	Risks	1. Compensation to representatives of employers (master-classes, open lectures); 2. Students fail to comply with certain requirements (for internships, events); 3. Students are not interested in the events; 4. Employers are not interested in the events.				

ALSR INITIATIVES

General description of the initiatives	Wider objectives	Expected outcomes and measurable indicators
Setting up the Centre for Students Employment Facilitation	Students employment, academic excellence, professional competences, HEI's prestige, better returns	Establishing new partnerships for internships and employment Updating vacancies data base for students and school leavers;
Setting up the ALSR-VSHPD Alumni Cub	Identifying potential sponsors	Creating the funds resources
Working on the Model Act (Law) „On the Professionals Training Tailored to Fit the Labor Market Demands" (its promotion and dissemination)	Consolidation of the tools to improve HEI-WW integration	Binding obligations laid down in local legal acts and ist implementation in legal regulations and practice

Description of activities aimed at reaching the objectives of the initiative: implementation plan

1. Setting up the Centre to Facilitate Graduates Employment

1.1. Master classes, meetings with employers, presentations

1.2. Monitoring ALSR and its regional campuses students employability on labor markets

1.3. Gauging labor market demands for ALSR specialists

1.4. Holding vacancies fairs, contests, expos

1.5. Joint actions with Transregional centre for employment and adaptation of students to labor markets

1.6. Cooperation with Moscow Western District Employment Centre

2. Setting up ALSR Alumni Club

2.1. Organizing advertizing campaigns on the labor market

2.2. Joint actions with all institutions concerned able to promote students employment

3. Model Act (Law) "On Specialist Training Tailored to Labor Market Demands"

3.1. Working out the Model Act

3.2. Coordinating within pilot region of Russia

3.3. Coordinating within regional authorities

3.4. Voting Model Act by regional legislators

Activity 1:

Title: Holding master classes, meetings, seminars with employers, companies presentations	
Objective: Facilitate direct contacts for students and employers	
Resources and competencies: venues, contacts with motivated employers, coordinated with deans	
Resources	**Ways/measures to secure resources**
„Winter Garden" hall booking; providing access to internet; multi-media set, mikes, audio- video record facilities provision	Notify dean's office, fix the desirable date good for employer, book video-/audio-recording facilities, book appropriate hall for the meeting

Stages of Activity

Name of stage	Format	Expected result / measurable indicators of progress	Governmental agency involved/ participants	Dates/ timeframe	Required Documentation	Responsible person/ unit	Best EU practices integrated on the stage
1.1. Scenario compilation	Scenario text	The scenario ought to be coordinated with employers	Partner institution	Every 3 months	CFGE Guidelines	CFGE Executive	The Office of Competence Counseling in Klagenfurt/ Carinthia

Carrying out the function	Presentations, question/answers video-/audio recording	Maintenance of contacts with business partners	Partner companies	Every 3 months	Centre's Guidelines	CFGE Executive	The Office of Competence Counseling in Klagenfurt/Carinthia
Report	Note to Rector	Establishing face-to-face contacts for students and employers	Partner employers	Every 3 months	Guidelines	CFGE Executive	The Office of Competence Counseling in Klagenfurt/Carinthia

Risk management

Description, consequences, risk strategy, countermeasures

- Description/ overview - Type of risk (strategic or operational)	Probability of occurrence (seldom - possibly, likely)	Strategy: Accept the risk, Resist the risk (indicate countermeasures)	Countermeasures
Teachers' lack of free time/Operational	Quite possible	Resist the risk	Signing a binding agreement

Activity 2

Title: ALSR Alumni Club (setting up)	
Objective: Fundrising, Employment opportunities tracing	
Resources and competencies: ALSR Alumni data base setting up	
Resources	Ways/measures to secure resources:
PC, internet access, staff assigned with particular job description	Full time employee for performing specific duties for this purpose

Stages of Activity II

Name of stage	For-mat	Expected result / measurable indicators of progress	Govern-mental agency in-volved/ partici-pants	Dates/ time-frame	Required Docu-menta-tion	Respon-sible person/ unit	Best EU practices integrated on the stage
2.1. Alumni data col-lection	List of alumni	Contacts with successful and moti-vated ALSR alumni available	CFGE Centre	Con-stant work	Archive data base	CFGE Execu-tive	The Job Booster at the CUAS
2.2 Data base elab-oration	Tables	MS Access Data base	ALSR IT Depart-ment	2015-2016	Data base mannual	CFGE Execu-tive	The Office of Competence Counselling in Klagenfurt/ Carinthia
2.3.Data base availa-bility on ALSR website	Con-tact per-sonal par-ticu-lars	Press Release	ALSR Press Centre	Once to be apdat-ed	Inter-of-fice note to ALSR Press Cen-tre	Press-Centre Execu-tive	The Office of Competence Counselling in Klagenfurt/ Carinthia

Risk management

Description, consequences, risk strategy, countermeasures

- Description/ overview - Type of risk (strategic or operational)	Probability of oc-currence (seldom - possibly, likely)	Strategy: Accept the risk, Resist the risk (indicate counter-measures)	Countermeas-ures
Risk opera-tional Date base is not available Low alumni motivation	May well occur	Resist the risk	Create an updat-ing data base for potential em-ployers and open vacancies

Activity 3

Title: Promoting the Model Act (Law) "On the Training Tailored to the Needs of Labour Market" in the regions
Objective: Introduction of Amendments to the running legislations in regions
Required resources and competencies:

Resources	Ways/measures to secure resources
ALSR previous initiatives (drafted for Parliamentary committees), monitoring results of the labor market end employment situation)	Personal contacts of ALSR in the na-tional lagislative bodies of the Russian Federation

Stages of Activity 3

Name of stage	Expected result / measurable indicators of progress	Govern-mental agency involved/ partici-pants	Dates/ time-frame	Required Docu-menta-tion	Re-spon-sible person/ unit	Best EU practices integrated on the stage

3.1. Adapting the Model Act to the running stage	Versions for Regions in Russia	State Duma (Gosduma) Parlia-mentary Committee on Labor	Unlim-itted	Regional acts	ALSR Execu-tive	Chamber of Labour of Carinthia
3.2.Discussing the drafts with exec-utive authorities in regions and on federal level	Consolidat-ed version for regions	ALSR top executives	Stand-ing	Regional legal acts	ALSR Execu-tive	Chamber of Labour of Carinthia
3.3. Adjusting to regional peculi-arities	Draft acts for regional level of Russia/Be-larus	ALSR top executives, regional executives	2016	Ana-lytical papers	ALSR Execu-tive	Chamber of Labour of Carinthia
3.4. Hearing the modified act by one of the Feder-ation Republics (Bashkortostan)	Approved version for regional application	ALSR executives, regional authorities, ALSR regional branch	2016	Regionals papers	ALSR Execu-tive	Chamber of Labour of Carinthia

Risk management

Description, consequences, risk strategy, countermeasures

- Description/overview - Type of risk (strategic or operational)	Probability of occurrence (seldom - possibly, likely)	Strategy: Accept the risk, Resist the risk (indicate countermeasures)	Countermeasures
Absence of binding legal documents to make employers collaborate with HEIs	Possibly	Counteract the risks	Get ready the draft of the Act for region

Legal and Regulatory Framework

Legal and regulatory document	Objective	Responsible legal body/ agency and executors	Individuals/ units Involved in approval	Timeframe for approval and application
Basic Model Act	To lay down the binding rules for employers to be responsible for HEI-WW cooperation	Regional legislators, ALSR and its regional branch	Regional executive bodies	2016-2018

Activities

Activities	2014 2015	2016	2018	2019	2020
1. Setting up Centre for Students Employment promotion					
1.1. Scenario drafting	Jan-Mar				
1.2. Holding the action	Jan-Jun				
1.3. Reporting	Annually				

2. ALSR Alumni Club setting up				
2.1. Alumni data base collection	Annually			
Working out the Datebase Management System (DBMS)				
Data base elaboration				
Advertising the DBMS opportunities at ALSR website				
2.3. Data base advertising on ALSR website	Permanently			
3. Regional Model Act elaboration				
3.1. Drafting the regional model act		Jan-Dec		
3.2. Adjusting the Model act to regional conditions with local authorities		Jan-Dec		
3.3.Coordinating the draft with local executives concerned		Jan-Dec		
3.4. Discussing the draft reginal act at local level		Jan-Dec		

APPLIED MATHEMATICS, INFORMATICS AND MECHANICS FACULTY

ROADMAP STRUCTURE

Initiative: Enhancing university-enterprise cooperation in Russia within the framework of the TEMPUS IV project "E3M Evaluation of Quality of Co-operation in Education Ecosystem as a mechanism for building professional competencies".

Few employers are involved in the university educational process. Therefore the task is to expand cooperation between faculties and employers.	It is necessary to increase the number of employers involved in educational process and introduce new international practices in a variety of forms. Cooperation and joint research will allow employers to get access to theoretical knowledge in the targeted field, expertise and educational resources available in higher education institution, whereas academic staff and students will be able to find practical application to their knowledge.

IMPLEMENTATION PLAN

Description of activities aimed at reaching the objectives of the initiative

Activity 1.

Title: Giving lectures and holding workshops by employers for students	
Objective: Introduction of employers to the educational process and their familiarization with students to give the latter the opportunity to gain knowledge and acquire practical skills	
Required resources and competencies:	
Resources	**Ways/measures to secure resources**

Bonuses/ salaries to the employers' representatives who give workshops and open lectures	Interest of employers' representatives in giving lectures; personal contacts; services agreements; contracts with employers' representatives; allocation of working hours for employers in the curricula
Enrollment of students in lectures and workshops	Organization of scientific and research seminars during open lectures included in the curriculum

1.1. Meetings with employers	
Format	Personal contacts: telephone, Skype, e-mail
Required timeframe	2014-2016
Expected result/ indicators of progress	Employers' consent in holding workshops and giving lectures
Governmental agency involved/ participants	Dean of the Faculty of the Applied Mathematics, Informatics and Mechanics, VSU E3M project team, employers' representatives
Required documentation	Cooperation agreement between the faculty and the company; non-contractual arrangements
Responsible person/unit	Dean of the Faculty of the Applied Mathematics, Informatics and Mechanics, faculty members responsible for international cooperation
Best EU practices integrated on the stage	Various ways of cooperation between employers and HEI; conclusion of cooperation agreements
1.2. Holding workshops and lectures	

Format	Lectures at university, communication by e-mail
Required timeframe	over the academic year
Expected result/ indicators of progress	Students have enhanced knowledge in the practical areas covered during lectures
Governmental agency involved/ participants	Employers' representatives, students from the Faculty of the Applied Mathematics, Informatics and Mechanics
Required Documentation	Lecture notes, presentations from the workshops
Responsible person/unit	Faculty of the Applied Mathematics, Informatics and Mechanics

1.3. Employers' interest in giving lectures on the regular basis and building other forms of cooperation with the faculty

Format	Lectures, workshops, face-to-face work with students
Required timeframe	over the academic year
Expected result/ indicators of progress	Giving lectures and holding workshops on the regular basis, face-to-face work with students, organization of work placements, joint writing of the thesis by a student and employer's representative
Governmental agency involved/ participants	Employers' representatives, students from the Faculty of the Applied Mathematics, Informatics and Mechanics, faculty members responsible for organization of students' work placements; academic supervisors
Required Documentation	Lecture notes, presentations from the workshops, joint articles, work placement journals and reports

	Faculty of the Applied Mathematics, Informatics and Mechanics
Responsible person/unit	
Best EU practices integrated on the stage	joint preparation of the thesis, offers of work placements for students

1.4. Risk management

- Description - Group of risk (strategic or operational) - Probability of occurrence (seldom - possibly, likely)	Strategy: Accept the risk, Resist the risk (indicate counter-measures)	Risk management plan	Responsible person/unit
Remuneration for the work carried out by an employer's representative Risk: strategic, possible	To accept risk	Conclusion of services agreements Holding workshops and lectures on a voluntary basis	Head of the Faculty of Applied Mathematics, Informatics and Mechanics
Discrepancy between students' competencies and employers' demands Risk: operational, possible	To accept risk	involvement of another student; self-tuition for acquiring necessary competencies	Head of the Faculty of Applied Mathematics, Informatics and Mechanics, person responsible for international cooperation at the faculty

Activity II.

Title: Innovation days
Objective: student competition, acquisition of new knowledge and skills

Required human resources and competencies: human resources (employers' representatives of who organize roundtable discussions, student teams); students who participate in the event should be competent in the targeted field of research	
Resources	**Mechanisms of providing resources**
Remuneration to the employers' representatives who organize roundtable discussions	Interest of employers' representatives in giving lectures; personal contacts; services agreements; contracts with employers' representatives; allocation of working hours for employers in the curricula
Holding events during lectures and seminars	Students participate in the organized lectures and seminars and are interested in acquiring new knowledge and skills
2.1. Meetings with employers	
Format	personal contacts: telephone, skype, e-mail
Required timeframe	1-2 months
Expected result/ indicators of progress	Employers consent in participating in the "Two days of innovations" event, preparation of topics for the roundtable discussion by the employers' representatives (student competition)
Governmental agency involved/ participants	Dean of the Faculty of the Applied Mathematics, Informatics and Mechanics, VSU E3M project team, employers' representatives
Required documentation	Minutes of the meetings
Responsible person	Dean of the Faculty of the Applied Mathematics, Informatics and Mechanics, academic staff of the faculty
B est EU practices integrated on the stage	Various ways of cooperation between employers and HEI; conclusion of cooperation agreements
2.2. Carrying out "Two days of innovations" event	

Format	Round table discussions with employers, teaching staff and students
Required timeframe	one time over the academic year
Expected result/ indicators of progress	carrying out the event, acquisition of new knowledge, competencies and skills by students to solve practical issues; broader outlook
Governmental agency involved/ participants	Dean of the Faculty of the Applied Mathematics, Informatics and Mechanics, VSU E3M project team, employers' representatives
Required documentation	plan and agenda of the event
Responsible person/unit	Faculty of the Applied Mathematics, Informatics and Mechanics
Best EU practices integrated on the stage	"Innovation Week" event
2.3. Results of the event	
Format	meetings with employers' representatives
Required timeframe	over the academic year
Expected result/ indicators of progress	organization of work placements in the companies participating in the event for the best students; awarding certificates and diplomas to the best teams and students
Governmental agency involved/ participants	Dean of the Faculty of the Applied Mathematics, Informatics and Mechanics, VSU E3M project team, employers' representatives
Required documentation	meetings of the event

	"Innovation Week" event
Responsible person/unit	

- Description - Group of risk (strategic or operational) - Probability of occurrence (seldom - possibly, likely)	Strategy: Accept the risk, Resist the risk (indicate counter-measures)	Risk management plan	Responsible person/unit
Students are not interested in the action (operational, unlikely)	To accept risk	Holding seminars with students, having discussion over importance of the event	VSU E3M project team
Employers are not interested in the action (operational, unlikely)	To accept risk	Discussion of the action and its importance with the employers' representatives	VSU E3M project team
Subject proposed for the roundtable discussion is too complicated (strategic, possible)	To accept risk	Temporary halt in the action and change of the round table subject	Representatives of the employers and university

Activity III.

Title: Scientific and technical conference "Topical issues in Mathematics, Informatics and Mechanics" held by the Faculty of Applied Mathematics, Informatics and Mechanics
Objective: panel sessions, research and discussions of its results in eight panels (differential equations and their application, mechanics of deformable solids, fluid mechanics, mathematical modeling and computational experiment, computer modeling, information technologies and systems, systems analysis and modern management problems, software, programming, problems of theoretical informatics, challenges of teaching mathematics and informatics at HEIs and high schools)

Required human resources and competencies: human resources (academic staff, students, employers' representatives)	
Resources	**Ways/measures to secure resources**
Organization of conference	Off-budget funds of the faculty of Applied Mathematics, Informatics and Mechanics; sponsorship
Discussion	Interest of academic staff, students and employers' representatives in extending their knowledge and gaining skills

3.1. Discussion on participants of the conference "Topical issues in Mathematics, Informatics and Mechanics" with employers and other HEIS	
Format	Personal contacts: telephone, skype, e-mail
Required timeframe	1-2 months
Expected result/ indicators of progress	consent of employers, teachers, students and other categories of citizens to participate in the conference; applications for participation ; submission of scientific articles
Governmental agency involved/ participants	Dean of the Faculty of the Applied Mathematics, Informatics and Mechanics, faculty member responsible for International Cooperation; academic staff
Required documentation	correspondence between partners, information letters
Responsible person/unit	Dean of the Faculty of the Applied Mathematics, Informatics and Mechanics, faculty member responsible for International Cooperation; academic staff
Best EU practices integrated on the stage	Cooperation between business community and HEIs
3.2. Carrying out the conference (get-together with participants: teaching staff, research associates, students and employers' representatives, conference)	

Format	Roundtable discussions with employers, academic staff and students
Required timeframe	once during the academic year
Expected result/ indicators of progress	Carrying out the "Topical issues in Mathematics, Informatics and Mechanics" conference, acquisition of new knowledge, competencies and skills by students to solve practical issues; broader outlook by academic staff and students
Governmental agency involved/ participants	Dean of the Faculty of the Applied Mathematics, Informatics and Mechanics, faculty member responsible for International Cooperation; academic staff, wider community
Required Documentation	action plan, agenda
Responsible person/unit	Dean of the Faculty of the Applied Mathematics, Informatics and Mechanics, faculty member responsible for International Cooperation; academic staff
Best EU practices integrated on the stage	Roundtable discussions, brainstorming
3.3. Results of the event	
Format	Discussion of the topics of the targeted scientific field between the stakeholders
Required timeframe	2 weeks
Expected result/ indicators of progress	new ways of cooperation, selection of students to obtain practical skills directly connected with their major, awarding certificates to participants
Governmental agency involved/ participants	Dean of the Faculty of the Applied Mathematics, Informatics and Mechanics, faculty member responsible for International Cooperation; academic staff

Required documentation	minutes
Responsible person/unit	Dean of the Faculty of the Applied Mathematics, Informatics and Mechanics, faculty member responsible for International Cooperation; academic staff
Best EU practices integrated on the stage	Round-table discussions

- Description - Group of risk (strategic or operational) - Probability of occurrence (seldom - possibly, likely)	Strategy: Accept the risk, Resist the risk (indicate counter-measures)	Risk management plan	Responsible person/unit
Students are not interested in the action (operational, unlikely)	To accept risk	Holding seminars with students, having discussion over importance of the event	Dean of the Faculty of the Applied Mathematics, Informatics and Mechanics, faculty member responsible for cooperation with employers; academic staff, academic supervisors

Employers are not interested in the action (operational, unlikely)	To accept risk	Discussion of the action and its importance with the employers' representatives	Dean of the Faculty of the Applied Mathematics, Informatics and Mechanics, faculty member responsible for cooperation with employers; academic staff
Subject matter of the reports is difficult to comprehend (strategic possible)	To accept risk	More detailed discussion of the results of the reports	Conference chairs

Passport/ID

Description			
	Title of Initiative	Expansion of possible cooperation between teachers and students of higher education institutions and employers' representatives	Results and measurable indicators of progress 'Wider objective of the initiative' • to make a database of potential employers and work placements for students and graduates of the Faculty; • to expand cooperation with organizations by carrying out the action; • to develop cooperation between HEIs and business community on ongoing basis
	Description	Brief description (rationale of the initiative) To expand cooperation with employers it is necessary to hold different events. The following were chosen at the Faculty of Applied Mathematics, Informatics and Mechanics: lectures, workshops, "Two days of innovations", scientific and and technical conference "Topical issues in Mathematics, Informatics and Mechanics"	**Measurable indicator 1** • getting acquainted with employers' representatives

Objective	Detailed description of the objective to be achieved via implementation of the initiative. There should be increased the number of employers involved in the educational process and introduced new international practices in a variety of forms. Cooperation and joint research will give employers access to theoretical and expert knowledge in the targeted field, educational resources available at HEIs whereas academic staff and students will expand their knowledge and be able to put it in practice.	**Measurable indicator 2** • creation of database of potential employers for graduates and students of the Faculty; • carrying out joint actions
			Measurable indicator 3 • creation of database of potential work placements for students of the Faculty; • discussion of possible ways of cooperation between the university, notably the Faculty of the Applied Mathematics, Informatics and Mechanics and business community; • conclusion of cooperation agreements

| **Structure** | **Involved parties** | List of organizations and agencies involved in implementation of the initiative
Voronezh state university: Faculty of the Applied Mathematics, Informatics and Mechanics, administration, employers' representatives (JSC Concern Sozvezdiye, JSC Reksoft, the Relex, Date Art, Association of the enterprises of information and communication technologies of the Voronezh region), other HEIs, students | **Activities** | List of activities
    1. A meeting with potential participants of actions (employers' representatives, representatives of higher education institutions, students)
    2. Holding seminars and workshops with employers' representatives
    3. Carrying out "Two days of innovations" event
    4. Carrying out the scientific and technical conference "Topical issues of Mathematics, Informatics and Mechanics" |

Implementation	Required Resources	Financial resources Remuneration of the employers' representatives participating in the actions Remuneration of students for activities performed during their work placement Organization of events, conferences, publication of scientific articles Sponsorship, off-budget funds of the faculty of Applied Mathematics, Informatics and Mechanics;
	Risks	1.Remuneration of the employers' representatives (workshops, open lectures) 2.Discrepancy between students' competences and those that are in-demand by employers (for practical training, for participation in actions) 3.Students are not interested in the actions ("Two days of innovations" event, the conference) 4.Employers are not interested in the actions ("Two days of innovations" event, the conference) 5.Subject proposed for the roundtable discussion is too complicated ("Two days of innovations") 6.Subject matter of the reports is difficult to comprehend (conference "Topical Issues of Mathematics, Informatics and Mechanics")

ROADMAP

"PROMOTING COOPERATION BETWEEN RUSSIAN UNIVER-SITIES AND EMPLOYERS"

ROADMAP COMPONENTS

General description of the initiatives	Objectives of the initiative	Expected outcomes and measurable indicators
1. Developing the forms of the inclusion of employers in the educational process and curricular development.	Better understanding by interests and problems of each other by all stakeholders of the higher professional education process and introducing real working life feedback in education process.	New forms of cooperation/communication between university and enterprises. New training centers.
2. Setting up and further developing university based network with graduates and employers	Integrating the career and professional experience of graduates and employers in the system of professional education of students	Agreements between university and enterprises aimed at building professional competencies of future graduates. University based network with graduates and employers. Number of network participants.
3. Introducing the elements of entrepreneurship education in study programs	Developing of different forms of self-employment (entrepreneurship, freelance, etc.) of working life	Tools for students internship and career guidance. New educational materials.

3.2. Implementation plan for the initiatives

Phases of Initiative I	
Developing the forms of the inclusion of employers in the educational process and curricular development	
1.1. Lecturing of professionals from industry	
Format	Lectures
Dates/timeframe	Annually
Expected results/ indicators of progress	Better understanding of demands, problems and practices of working life. Enhancing professional competencies required in specific industries
Governmental agency involved/ participants	Students and teachers.
Required Documentation	Announcements and posters
Responsible person/unit	Dean and vice-dean of CSF
Best EU practices integrated on the stage	JAMK University and Team Academy.
1.2. Holding professional training courses for students	
Format	Lectures and labs
Dates/timeframe	Annually
Expected results/ indicators of progress	Enhancing professional competencies required in specific industries

Governmental agency involved/ participants	Students. Number of courses and students involved in activity, number of certificates obtained upon finishing training courses
Required Documentation	Announcements, posters, teaching materials
Responsible person/unit	Dean and vice-dean of CSF
Best EU practices integrated on the stage	Concept lab
1.3. Proposal of topics and real-life projects for educational and job training/internship	
Format	List of topics and real-life project descriptions
Dates/timeframe	Annually
Expected results/ indicators of progress	Better understanding of demands, problems of working life
Governmental agency involved/ participants	Students.
Required Documentation	List of topics and real-life project descriptions
Responsible person/unit	Vice-dean of CSF

	Concept lab
Best EU practices integrated on the stage	

Phases of Initiative II	
Setting up and further developing university based network with graduates and employers	

2.1. Developing the employment service Web-portal for the triangle "student-teacher-employer"	
Format	Software system development
Dates/timeframe	2016-2017
Expected results/ indicators of progress	Web-portal for students employment service
Governmental agency involved/ participants	Students, teaching staff, career service employee, employers
Required Documentation	Design specifications
Responsible person/unit	Vice-dean of CSF
Best EU practices integrated on the stage	Web-portal jobstep.net (Finland), FOEG (Girona)

2.2. Setting up a functioning network with graduates and employers	
Format	Special events
Dates/timeframe	2016-2017

Expected results/ indicators of progress	University network with graduates and employers
Governmental agency involved/ participants	Students, employers, graduates
Required Documentation	Plan for events
Responsible person/unit	Dean and vice-deans of CSF
Best EU practices integrated on the stage	Job Booster (CUAS), FOEG (Girona)

Phases of Initiative III

Introducing the elements of entrepreneurship education in study programs

3.1. Stimulating project-oriented approaches in professional training

Format	Academic format (practice), participating in special events
Dates/timeframe	annually
Expected results/ indicators of progress	Basic skills in projects developing
Governmental agency involved/ participants	State-owned institution "Agency for Innovation and Development" of Voronezh Region / Students
Required Documentation	Plan for events

Responsible person/unit	Dean and vice-dean of CSF
Best EU practices integrated on the stage	Concept lab (Finland)

3.2. Holding lectures, seminars, etc. for students dedicated to entrepreneurship and innovative activities

Format	Academic format (lecture, seminar, case study, practice)
Dates/timeframe	annually
Expected results/ indicators of progress	Awareness and interest of students in entrepreneurship business
Governmental agency involved/ participants	Students
Required Documentation	Presentation materials
Responsible person/unit	Vice-dean of CSF
Best EU practices integrated on the stage	Jyvaskylä Enterprise factory (Finland), Scientific park of UdG

Description of activities aimed at reaching the objectives of the initiative: required resources and risk management

Activity 1.

Title: Developing the forms of the inclusion of employers in the educational process and curricular development

Required resources and competencies	
Resources	**Ways/measures to secure resources**
Lecturing rooms and laboratories with relevant equipment, professionals from IT companies	Planning timetable for lectures and labs, installation and configuration relevant software

Risk management

- Description/ overview - Type of risk (strategic or operational)	Probability of occurrence (seldom - possibly, likely)	Strategy: Accept the risk, resist the risk (indicate countermeasures)	Risk management plan	Responsible person/unit
Low level of awareness and interest of students to enhance their professional competences	seldom - possibly	Accept the risk	Information meeting with students, scholarship support from companies	Eduard Algazinov, Alexander Sychev
Low motivation of employers to cooperate	seldom - possibly	Accept the risk	Meetings and discussions with employers	Eduard Algazinov, Alexander Sychev
Organizational problems at the university adminstrative level	likely	Accept the risk	Settlement of problems at university administrative level	Eduard Algazinov

Activity II

Title: Setting up and further developing university based network with graduates and employers	
Resources and competencies:	
Resources	**Ways/measures to secure resources**
Human resources	Developing plan of events, engaging relevant personnel

Information technology resources (software, hardware)	Installation and configuration relevant software, engaging relevant personnel

Risk management

- Description/ overview - Type of risk (strategic or operational)	Probability of occurrence (seldom - possibly, likely)	Strategy: Accept the risk, Resist the risk (indicate countermeasures)	Risk management plan	Responsible person/unit
Low level of activity of employers and graduates to participate in the network events	likely	Accept the risk	Better events schedule design, keeping more intensive communication with employers and graduates	Eduard Algazinov, Alexander Sychev, Alexander Krylovetsky
Organizational and technical problems in developing employment service Web-portal	likely	Accept the risk	Monitoring the development process, solving organizational and technical problems	Alexander Sychev

Activity III

Title: Introducing the elements of entrepreneurship education in study programs	
Resources and competencies:	
Resources	**Ways/measures to secure resources**
Human resources	Planning timetable for events and activities, engaging relevant personnel
Information technology resources (software, hardware)	Installation and administration relevant software

Risk management

- Description/ overview - Type of risk (strategic or operational)	Probability of occurrence (seldom - possibly, likely)	Strategy: Accept the risk, Resist the risk (indicate countermeasures)	Risk management plan	Responsible person/unit
Low level of awareness and interest of students to participate in activities and events	likely	Accept the risk	Information meetings with students	Eduard Algazinov, Alexander Sychev, Alexander
Low motivation of employers to cooperate	likely	Accept the risk	Keeping more intensive communication with employers	Eduard Algazinov, Alexander Sychev, Alexander

MODEL ACT "ON THE TRAINING TAILORED TO THE NEEDS OF LABOR MARKET"

MODEL ACT "ON THE TRAIING TALIORED TO THE NEEDS OF LABOR MARKET" GENERAL PROVISIONS

Article 1. Targets and implication

The present Act lays down the fundamentals for legal regulating the relations emerging in the process of functioning the system of professional training. The aims are as follows:

Consolidation of the efforts of the subjects of the system of regulation the relations in the system of professional education and the subjects of regulation the relations on the labor market for revealing the current and the prospective demands of the labor market in the occupations in accordance with the forecast for economic development of the CIS member-states;

Setting-up and facilitating the functioning of joint and permanent mechanisms for training the specialists for CIS member-states;

Shaping the suggestions for carrying out the common principles of the co-ordinated policy in the field of specialists training, upgrading their quality for innovative economies of CIS member-states;

Ensuring the employers' participation in defining the demand of labor resources, improving the quality of education and training, renewing its content, tailored to the forecasting of market demands of CIS member-states, organizing the academic and methodology activity;

Consolidating and promoting the financial and institutional strengthening of the professional training and education;

Article 2. Basic notions

For the purposes of the present Act the following basic terms are operated:

- *Certification of students* - the procedure of evaluation by teaching staff or by specially set-up committee the level of coverage by the student a certain part of the learning subject (the running certification) or the total volume of the learning course (module), attained by a student, or the level of attained qualification or professional competence upon completion of the training (exit qualification certification);

- *Qualification* – type and level of occupational readiness of a graduating student to fulfilling professional activity or continuation of the training;

- *Multi-channel funding*- consuming the various levels of budgeting, employers funds, non-budget resources;

- *Education/training standard* – a legal document, summarizing the requirements necessary for running the education programs for a general, primary (occupational), medium (occupational/professional) and higher educa-

tion by institutions. This standard is the basis for an objective evaluation the level of training and qualification of the graduates regardless the types of acquired training;

- *Employers association* – a type of a non-commercial organization based on employers' membership (legal entities or individuals);

- *Internship* – (training or in-service) – a type of activity, directed to shaping and development of skills and abilities, professional competences in the process of fulfilling certain work related to a future professional activity;

- *Professional information* – a system of measures to inform the new employees with the nature of a work in major professions, perspective for the development of various professions, terms and conditions of the work, remuneration, labor market situation, opportunities for getting professional training in the training institutions, training centres;

- *Professional consulting* – rendering help in choosing the profession or providing to the interested persons corresponding information for settling the problem by themselves;

- *Professional education/training* – a type of training, aimed at attaining by students in the course of acquiring professional educational program, skills, abilities and competences of a fixed level and volume, allowing to carry out labor activity in a certain occupational sphere;

- *Professional education (training)* – the process of transfer and perception by a student special learning information directed to a coverage of knowledge and skills, reaching the fixed level of qualification and professional competences for a certain professional operations within the frames of a certain profession (occupation) for doing certain labor functions, type of labor activity in a certain occupation (profession);

- *Professional (occupational) standard* – a legal act demonstrating the content of professional activity of a certain type, displaying the requirements to a certain qualification of a worker necessary for a certain labor activity;

- *Labor market* – an acting within a certain economic space mechanism of interaction between employers and potential employees for exchange of qualification, knowledge, skills, abilities, professional competences for salary;

- *Social partnership* – a system of relations between employees and employers, state bodies, municipal institutions, aimed at coordination of interests of employers and employees in labor issues regulation, and other related issues;

- *Private and state partnership in the system of professional education(training) and labor market* – a system of relations between employers and their associations, learning institutions of all levels and its associations, state authorities, parties of the social partnerships and other stakeholders state

and public associations and public organizations.

Article 3. State policy in the field of training tailored to the needs of labor market

CIS member-states comprising the common educational space shall take necessary economic, legal and institutional measures to ensure the following:

- Promotion of the system of professional education able to react promptly to the public demand and labor markets needs, demography and socio-economic trends of respective states;

- Consolidating the integrity of the professional training system and employers in the framework of private and state partnership to guarantee decent labor conditions, quality education and training, upgrading their competitiveness, setting up the system of professional training quality control, setting-up the system of independent estimation of quality and level of training institution, their learning programs, plans and results of education, based on a wide media coverage;

- Carrying out the permanent monitoring and forecasting the demand of specialists and workers based on the labor market demands, reflecting the gained results in the statistics, informing the persons concerned;

- Harmonizing of the national qualification frames;

- Setting up an effective system of occupational information and consultations for the young people to promote their motivation to labor activity in occupations and professions needed for the labor market;

- Shaping the forecast of labor market demands for trained specialists in line with national economic and social plans of respective CIS member states;

- Coordination between CIS member states in training the personnel for joint (external) market and internal markets of respective states;

- Promotion of the post-diploma education (training);

- Setting-up legal, institutional and financial basis for functioning of the system of occupational (professional) training in industries and services;

- Supporting the enterprises, institutions and organizations in carrying our professional training, retraining, quality upgrading;

- Improving the system of unemployed training tailored to needs of labor market;

PRIVATE AND STATE PARTNERSHIP IN TRAINING (EDUCATION) SYSTEM TAILORED TO LABOR MARKET DEMANDS

Article 4. Parties of private and state partnership

Parties to private and state partnership are as follows:

- State bodies, state institutions and organizations with functions of elaborating the policy for professional training, its legal regulation, public labor and employment; managing the state property and rendering state services in the field of training and education; control and supervision over education, labor and public employment;

- Municipal bodies having education institutions on its territories;

- Employers and their associations;

- Training institutions for basic (professional/occupational), medium (professional/occupational) higher and post-graduate professional education and their associations;

- Trade unions and their federations;

- Concerned public organizations.

Article 5. Types of private and state partnership

A private and state partnership may exist as follows:

- Collective joint consultations, talks and decision making on issues of common interest for the parties of the partnership;

- Approving joint programs for coordinated actions aimed at implementing the agreements on issues of training, qualification upgrading tailored to labor markets demands;

- Joint participation of the parties in settling the issues emerging while regulating the relations in the system of professional training and labor market, including the support by Supervisory boards set-up by the education institutions with employers to be elected in the above boards.

Article 6. Bodies of private and state partnership

The bodies of private and state partnership (further on "partnership bodies") are represented by the permanent and temporary committees, set-up by the parties of the private and state partnerships upon its resolution and consent to promote coordination of actions by the parties of the partnership emerging in the field of training, labor and social relations, shaping the coordinated programs, control over its implementation.

Partnership bodies shall initiate working out the proposals aimed at improving the national legal base in the sphere of training, legal background

for national qualification system, professional standard, occupations reference books.

Article 7. Participation of private and state partnership bodies in implementation of the policy for the professional training and labor market

In order to shape and implement the policy aimed at ensuring coordination of the interests of the education institutions of primary (professional), medium (professional), higher and post-diploma education, as well as employers, represented by small, medium and large businesses and state, partnership bodies shall take part in the following:

- Working out and implementing the draft legal acts and socio-economic development programs, and forecasting the training provisions in the education system, retraining, and qualification upgrade training;

- Working out the sectoral occupational/professional standards, especially for high tech industries;

- Promoting state and private types and institutional and economic mechanisms in managing the system of professional training tailored to labor market demands;

- Updating the content of professional training, introducing the algorithm for working out the education programs and training modules based on the innovation approaches shaped on the base of professional standards;

- Creating the system of public and professional expertise, independent evaluation of the quality of professional training, including the certification of the trainees, and evaluation and certification of the graduating students;

- Promoting the system for teachers and research fellow training, and retraining, their qualification upgrading for professional education/training;

- Promoting the system of post-diploma education, in-service training, professional training for job-seekers tailored to labor market demands;

- Shaping the labor market segments related to public employment with regards to the specific economic, demographic, ethnic, cultural, social, economic, natural and climatic differences;

The decisions and recommendations, to be approved by the respective partnership bodies, subject to mandatory consideration by executive and managing authorities in charge of legalizing acts and programs for social and economic development.

ORGANIZING THE PROFESSIONAL TRAINING TAILORED TO LABOR MARKET DEMANDS

Article 8. Defining the structure of recruitment of enrolling students in organizing the professional training

Depending on the level of professional training in CIS member-states the state bodies shall fix the control figures and elaborate recommendations with regards to enrollment of the applicants.

Article 9. The partnership parties shall implement the coordinated activity related to enrollment of trainees/students in the system of primary (professional), medium (professional), higher and post diploma (professional) education pursuant to the rules of enrollment/recruitment and in line with the control figures for particular occupations.

Article 10. Target training, professional retraining, specialists' qualification upgrading

The parties to the partnership shall promote the target training, professional retraining and specialists' qualification upgrade on the basis of the contract to be concluded by the employer (the Customer), the trainee (potential employee) and the training institution.

The partnership parties shall undertake measures to ensure the conditions for trainees' (students') internships (practical trainings) in line with requirements laid down by the teaching plans and programs and applied to employers' standards;

Partnership parties shall take measures to organize professional training, retraining, qualification upgrade, including enterprise internships, tailored to labor market demands;

Article 11. Employers' participation in teaching at training institutions

Employers and their associations in order to promote contacts with the system of professional training, ensuring their permanent affecting the quality of training shall take part in the teaching work by means of:

- Working out professional standards, teaching plans and programs, shaping the regional components of teaching subjects;

- Joint defining the course and diploma works themes for the training students;

- Lecturing and compiling the manuals and handbooks;

- Shaping the qualifications requirements for graduating primary, medium and higher professional institutions;

- Entering the membership of the exam qualifying/testing committees;

The training institutions shall take into consideration the employers' requirements for improving the teaching work, updating the content of the teaching institutions.

Article 12. Joint actions to organize internships for students, trainees

The partnership parties shall do the joint work on the contract basis to organize internship for trainees and providing them with extra opportunities including employment.

To have it done effectively the parties shall:
- Nominate as coaches qualified specialists;
- Conclude contracts to organize and carry out internships;
- Coordinate internship schedule, expected outcomes, internship's assignments;
- Provide trainees with work places;
- Provide secured conditions of work, instruct on the safety measures in line with local legislations;
- Participate in the compiling the estimations/testing materials/manuals during the internship for general and professional competences;
- Establish conditions good to obtain full information to proof acquired knowledge and skills in line with the selected specialization;

Article 13. Facilitating employment for graduating trainees

The partnership parties shall:
- Promote facilitation of employment for trainees graduating the professional institutions;
- Take actions to get quotas for young specialists while entering the first employment;
- Facilitate the setting-up mechanisms to stimulate enterprises creating new jobs for young people and persons with limited mobility;
- Ensure a direct coordination with employment services in settling the employment of graduating trainees/students, when necessary requalification or creating conditions for self-employment;
- Contribute to introduction of the system of statistic accounting of the indexes related to employment rates, especially employment in accordance with the qualification received;

Article 14. Setting-up the system for independent evaluation of the quality of professional training

The parties to the partnership shall contribute to promote the system of independent evaluation of the quality of professional education by means of:

- Working out the strategy of ensuring the quality of training for graduating students;

- Monitoring and regular overviewing the curriculum;

- Working out the procedures of evaluation the competences, knowledge, skill and practical experience gained by students;

- Ensuring the quality of competences of the teachers;

- Working out the universal for CIS member-states system of independent evaluation of the quality of professional training/education to shape the joint educational space for CIS member states;

- Regular self-evaluation of the education institutions by unified criteria, including the analysis of the training programs in terms of their correspondence of education and labor market demands.

To meet these ends the parties to the partnership shall establish conditions for the promotion of such procedures like a public and professional accreditation and rating the education programmes and institutions, shall involve public, professional, engineering, technological, expert and methodic institutions and associations;

ECONOMIC ACTIVITY

Article 15. The parties to the Partnership shall promote economic reforms to ensure the development of a multi-channel funding the system of professional training tailored to labour market demands and the requirements for innovative technological advancement of the economy.

The parties to the partnership shall jointly render assistance in the promotion of the piloted economic methods to reach the accessibility the quality professional training/education, including:

- Promoting the mechanism of a multi-channel funding the professional training system/education aimed at meeting the requirements of the growing economy's need of highly professional personnel/specialists, including engineering staff;

- Involving the following mechanisms of funding like: local, regional and federal budgets;

- Non-budget financial resources like private and legal entities' tuition fees; grants for trainees/students; specialized target funds to promote the professional training; trusteeship institutions to support the education institutions

aimed at carrying out the sponsored project;

- Setting up the system of permanent search for resources to carry out education projects.

Article 16. Stimulation and tax relief measures for professional training/education

The parties regulating the relations on the labour market and within the professional training system shall promote the stimulation measures and tax preferences for investors doing business in education and training domain, introducing the tax reliefs to institutions, individual entrepreneurs, creating jobs for young specialists graduating the education institutions.

The parties to the Partnership shall initiate the suggestions as follows:

- To exclude the taxable costs amount the money spent for training the students fixed in the contracts between the employer and employee;

- To introduce tax free property and investments by employers doing business in education and training, including the amounts of money used for purchasing the innovative equipment, as well as expenses done for teachers qualification upgrading, setting up the target chairs/departments and training institutions, manuals printing and publishing;

- Setting up specialized foundation to promote professional education/training;

Article 17. Professional education/training facilities

Parties to the partnership shall attach priority to the promotion of facilities of professional education/training by integrating the perspective innovation programmes to advance the respective industries by means of attracting budget and non-budget investments.

Education institution's facilities should be adequate to the requirements of top quality specialists training system and provide all types of disciplinary and transdisciplinary subjects, labs, students' practical research work prescribed by education standards, programmes/curricula and teaching plans. Universities' facilities should be based on the modern IT technologies, distant learning instruments, techno-parks, business incubators, labs, including computer and multimedia technologies stimulating creative research abilities for further exploitation in innovative economy by students.

TABLE OF CONTENTS

EVALUATION OF QUALITY
OF COOPERATION IN EDUCATION
ECOSYSTEM AS A MECHANISM
FOR BUILDING PROFESSIONAL
COMPETENCIES

HANDBOOK