



Academy of Labour and Social Relations, Moscow

Evaluation & Exploitation Seminar, Moscow, 12-16 October 2015, ALSR

**Evgeny Osetrov,
Deputy Director,
Centre for International Programmes**



Co-funded by the
Tempus Programme
of the European Union



Our project's key objective



Our project's key objective – is to reach a quality education. Thus, the Moscow Seminar on Evaluation and Exploitation at Moscow Labour and Social Relations Academy was aimed in a strategic perspective the same objective – bridging RU HEIS and World of Work. With 3 basic pillars: professional competences for adequate employment - for students, innovations - for the employers, quality curriculums - for professors, better University ranking - for administrators.



Co-funded by the
Tempus Programme
of the European Union



A lot of aspects of quality education

There are a lot of aspects of quality education. One of them is providing skills for real sector of industry, economy, labor market demanding quality specialists good to start effective work straight from the very beginning of working life and initial employment with professional competences.



Co-funded by the
Tempus Programme
of the European Union



Benchmarking visits



We met about a year ago in the mid of October 2015 and the mid of the project life after the end of 2 sets of benchmark visits (in December 2014 and May 2015). The visits were a basic tool to understand the EU good practices in order to identify transferable practices good for Russian HEIs. And one of the targets for Moscow seminar was to hold an exchange of views on the results of these benchmark visits.



Co-funded by the
Tempus Programme
of the European Union



UBC



The other target was to arrange hearings to be done by scholars, education community experts, policy makers, teachers, students and employers at large. To meet these ends our Russian and European partners had a good chance to listen to executives of Russia Labour Ministry, Russia Entrepreneurs & Industrialists League (RSPP), Russia Trade Unions Federation (FNPR), experts of the Russia Parliamentary Committee on Education Experts Council member, Moscow City North-East District Employment Centre.



Co-funded by the
Tempus Programme
of the European Union



Moscow Seminar



A very special event was on the agenda of Moscow Seminar – the Learning Café – a business lunch with employers. ALSR 14 branches network across Russia were represented by one of the best – the Ufa Institute for Social Technologies, represented by its Director Dr., Prof. Tanzilya Nigmatullna, attending for 1 day our today’s session.



Co-funded by the
Tempus Programme
of the European Union

Learning cafe

HOW TO EXPLOIT VARIOUS KINDS UNI-WORKING LIFE COLLABORATION PRACTICES INSIDE AND OUTSIDE UNIS (OTHER THAN INSIDE THE DEGREE PROGRAM CURRICULA) ?



HOW STAKEHOLDERS AND SHAREHOLDERS CAN BENEFIT FROM BETTER COLLABORATION AND HOW THE EXPLOITATION SHOULD BE ORGANIZED OUTSIDE THE UNI ?



Plan of Learning café in ALSR (winter garden)

HOW TO EXPLOIT NEW PRACTICES CONDUCTED IN THE DEGREE PROGRAM'S CURRICULUM TO OTHER FACULTIES INSIDE UNI ?



HOW SHALL WE MOTIVATE EMPLOYERS, TEACHERS, TEACHING STAFF AND STUDENTS TO JOINT WORK IN EXPLOITATION OF NEW FORMS OF COOPERATIONS ?





Russian realities



These direct contacts with Russian education practitioners and experts was a nice opportunity for EU partner universities to understand Russian realities for better drafting the next benchmark visits, realizing what and how should be exposed for Russian teachers and students traveling to EU for good practices in the field of education and science. And of course, all students and teachers who participated in the benchmark visits to Finland, Austria, Belgium and Spain participated in the official programme and cultural events of the Moscow workshop.



Co-funded by the
Tempus Programme
of the European Union



Exploitation Strategy



Virtually all aspects of the research problem were under deliberation, however the key attention was devoted to the Exploitation Strategy. Special presentation on this was delivered by Prof. Andrei Kapterev, a key developer of the issue, who actively participated in benchmark visits, writing a monograph on “Professionalization of the Higher Education” who unfortunately regrets to miss this Final Seminar, but prepared his paper for our today’s session and authorized my colleague – Dr. Alexey Zenkov, Deputy Dean, ALSR Economics Department.



Co-funded by the
Tempus Programme
of the European Union



The Soviet education standards

In general the practice oriented teaching based on close cooperation with industry in Russia has always been on the agenda of traditional stakeholders before and after 1991 – a radical turn to market economy. The Soviet education standards developed an effective system of 6-months industrial training for the 5th year students prior to a degree diploma certification providing a young specialist with a “specialist” degree.



Co-funded by the
Tempus Programme
of the European Union



Liberal reforms



This was a state standard for all students, and there was no question of adjusting to the demands of labor market.

Liberal reforms of the system of education in Russia after 1991 destroyed the planned system of training the high caliber specialists. Education in general and higher education in particular became a profitable business project first, and then only the rest of the targets.



Co-funded by the
Tempus Programme
of the European Union

A key focus:

The number of HEIs grew up dramatically, while the quality of teaching was uncontrolled. This is why the issue of bridging business and education has become more than acute nowadays.

A key focus issue is the issue of motivating business to work together with HEIs, and teachers to collaborate with employers, policy makers to cooperate with all stakeholders reforming regulations to promote and stimulate joint interest and effective incentives for the above actors to introduce innovative formats of education ecosystem.



EU good practices



What are the EU good practices that observed during Moscow Workshop?

For Russia the global and European humanities have always been interesting since time immemorial. Nowadays when Russia is a part of world market it is open for benchmarking the best in Europe. The Bologna strategy in its principle ideas has been acknowledged in general as an instrument to boost innovation badly needed for Russian academia.



Co-funded by the
Tempus Programme
of the European Union



Benchmarking visits



From this point of view the two series of benchmark visits in December 2014 (to Jyväskylä and Carinthia) and May 2015 (same two destinations plus Antwerp and Girona) were useful both in terms of getting access to mainstream universities' teaching technologies, and reaching the project target. Understanding the general trend in European education requires much time even for professionals, no to say with reference to students, who participated in this job (for students it was a minimum two-week long journey at both series of visits).



Co-funded by the
Tempus Programme
of the European Union



Benchmarking visits



There were reasonable things worth hearing or seeing, but unlikely to get a panorama vision of the situation in general.

Nevertheless, even getting new business and academic contacts in the course of networking – is not that little. From this point of view 4 visits have settled their key target – setting up a sustainable contact for lasting collaboration between my Academia and the partner universities of respective states, now getting more and more understandable.



Co-funded by the
Tempus Programme
of the European Union



EACEA feedback remark



This is why, I would agree with the EACEA feedback remark in the interim report that we had been not that fast in the beginning. True is the other side of the matter too – starting a serious and huge project (we believe it is so) requires serious attitude, thorough penetration.



Co-funded by the
Tempus Programme
of the European Union



EACEA feedback remark



But what is more important for the moment – a very essential step had been done: the project’s architecture and philosophy was getting clearer, the subject of the research is getting understandable, the outlines of the future model was taking shape.





Russian experience



Many things we saw in partner universities have been on the Russian agenda already. Some things have been already partly carried out by the leading Russian Universities, like Skolkovo Innovation Centre in Moscow with its technoparks, incubators . Some seem to be not that replacable to Russian soil due to present economic and social policy in Russia. But even these things are important for understanding for the future economic environment to be introduced one day which will be good to return to EU practices.



Co-funded by the
Tempus Programme
of the European Union



EU practices to Russia !?



But this issue is quite special and important – the issue of compatibility and applicability of present EU practices to Russia. Meanwhile let me turn the “concrete” “findings” and “excavations”.

Every EU partner university has accumulated a very nice experience. .



Co-funded by the
Tempus Programme
of the European Union



JAMK



To follow chronological order I refer to my first destination – JAMK (Jyväskylä University of Applied Sciences) – a pretty good picture of harmony for business and school, world of employment and world of innovative ideas with modern infrastructure, state’s support to business and schools, and what is important – motivated staff, students, employers.



Co-funded by the
Tempus Programme
of the European Union



Tiimacatemia



**There were three most interesting features “findings” –
Tiimacatemia/ Protomo factory and Concept Lab - a perfect
example for business education and training the students.
These three sites may benefit for all: the students get
business and occupational skill and knowledge, setting-up
own small business or getting way to huge corporation,
business may get extraordinary innovative solutions,
promoting business via internationalization for the teaching
process.**



Co-funded by the
Tempus Programme
of the European Union



Tiimacatemia



Learning turns into amusing game with real prospects of getting a good job, valuable connections. That is what we in Academia miss very much. And need much. There has been a promotion paper done by Academia 1st year master student, an active BM visits team member Mr. Imran Zakrailov. It was uploaded on the www.tempus-e3m.com.



Co-funded by the
Tempus Programme
of the European Union



Paper factory



The 2nd visit to Jyvaskyla (in May 2015) was also interesting due to the changed concept of the visit – to the general UBC strategy concept understanding: 1 example: when a giant paper factory was built in Jyvaskyla, the equipment to it had been also installed both on the plant and the training college as well – a nice UBC practice;



Co-funded by the
Tempus Programme
of the European Union



Labor safety lab



Another example: a JAMK's labor safety lab (this is very keen to us as we also have the Institute for industrial security, labor safety and ecology within ALSR), which is ready to certify all Russian regions. This might be the best solutions to all financial issues of ALSR and most of the Russian HEIs, to provide employment to many senior students, side jobs for junior ones, well paid job for teachers and staff, national prestige for the University, trained staff for business. It is a good subject for a better look at it for further exploitation.



Co-funded by the
Tempus Programme
of the European Union



Biolab



Another one of JAMK: Biolab for drinking water quality control – a very actual problem for Moscow and Russia, with real chances to sustainability, good money earning opportunity, really noble target, but again sticking in costly credits caused by the missing access to the credit institutions of our western partners. Two more practices: Jyvaskyla Rally – a nice voluntary movement giving link to business and school (yellow zones for pedestrian). And one general impression of a strategic nature – the interdisciplinary approach as a principle of building the teaching platform – successfully functioning in JAMK.



Co-funded by the
Tempus Programme
of the European Union



Job Booster



AUSTRIA (CUAS) – was the second destination in December 2014 and May 2015. The CUAS University displayed its best UBC methods: the JOB BOOSTER – real escort for the newly delivered diploma specialists with the employment options until the actual employment and free of charge data base access (not only just offering the list of possible employers as it is at the moment with ALSR);



Co-funded by the
Tempus Programme
of the European Union



Career events



CAREER EVENTS – are held directly in the Campus (ALSR students have to move to meet potential employer normally); ALSR’s alumni data base is under construction with enormous challenges due to alumni’s poor motivation. One more “discovery” – on a wall map of Austria – a hundred alumni visit card pinned on a map for students convenience for a direct link to companies (I wonder if this is possible in Russia due to cultural discrepancy);



Co-funded by the
Tempus Programme
of the European Union



Career events



A mobile application for CUAS students on available vacancies, part-time job opportunities, alumni club data-base, etc. Impressing was a powerful state's and business' support to CUAS having no need to look for state or external investors' grant as the only opportunity to survive.



Co-funded by the
Tempus Programme
of the European Union



Belgium (AP University College)



BELGIUM (AP UNIVERSITY COLLEGE) displayed a wonderful experience in working with companies and business entities, interesting forms and methods of joint work, especially involving the SPACE Network opportunities, and international engagement. Out of what we saw in May 2015 in Antwerp the notable things are as follows: Ion (International ONDERNEMEN) – a Final Business Projects (Bachelor International Entrepreneurship 2014-2015);



Co-funded by the
Tempus Programme
of the European Union



Belgium (AP University College)

EPS (European Project Semester carried out by Departments of Science and Technology, Education and Training, Health and Social Care, Management and Communication; BIOINNO Project (A Knowledge Alliance in Biotechnology); a Technomatch Methodology; and Summer in Space Program for international students with a Business Model and Cultural Program.



Co-funded by the
Tempus Programme
of the European Union



Belgium (AP University College)

For ALSR at its present situation the last one (Summer in Space) seems to be the most interesting, giving a chance to exploit the new forms of UBC activity and to earn something. In fact, this is a kind of business summer camp with international students and teachers, entrepreneurs, including Russian ones.



Co-funded by the
Tempus Programme
of the European Union



Belgium (AP University College)



ALSR has some experience in organizing the Suzdal summer camps, and we suggested holding a similar event as a part of WP7 exploitation campaign of 2016 and may be one day this idea shall be carried out when we get rid of funding the tuition, transportations, meals and leisure costs. The idea was to apply to Businesses and Universities of partner EU states, Russian business groups headed by RSPP, EACEA – to let us spent the unconsumed by that time the Tempus budget for holding that sort of event in Russia or any other partner universities. The prepared paper was sent JAMK and NVSU partners for consideration the feasibility.



Co-funded by the
Tempus Programme
of the European Union



SPAIN (University of Girona)



SPAIN (University of Girona) was the last destination and was peculiar for the permanent availability of companies offices at the campus for students' consultations; same as in Finland – a good opportunities for students integration by means of joining the voluntary movement in constructing the national highways; students and businesses data base availability; a chance for University to earn money by selling to businesses the students' data as possible employees, for students – getting a temporary or full time employment; a potential employer gets a chance to monitor students' progress from the very 1st year until the graduation year; and one general impression – crowded beautiful libraries, full of student (not that often observed in Russia nowadays).



Co-funded by the
Tempus Programme
of the European Union



UIIN



The other source of information to identify the best of European good practice were the well structured collection of essays in UIIN series of 2014-2015 introducing about 20 OECD acknowledged practices on University-Business Cooperation. These papers will equip Russian universities with the latest ideas and practical recommendation good for all key stakeholders to build a quality learning and teaching ecosystem based on the following elements:



Co-funded by the
Tempus Programme
of the European Union



UIIN



- **Getting rid of conservatism of the old system of classical universities (University of Tartu) for boosting the technological progress and industrial development;**
- **Introduction of the entrepreneurial education – specialized courses for undergraduate, graduate and doctoral degree students;**
- **Organizing students' free time good for attending the Idea Lab, Intellectual Hub, etc.;**





UIIN



- **Setting up interdisciplinary students' sites for the research and development of new concepts in the learning process and industry;**
- **Involving students and 'think tanks' of young academics as the main force to change the mindset of scholars in the frames of the new development plan;**
- **Integrating the career service of the university with the students' and town activities;**





UIIN



- **Motivating the academicians additionally to start collaborate with industry and create new start-ups;**
- **Commercializing the research and technological innovation work results;**
- **Setting up a centralized One Stop Agency to support students entrepreneurship integration with start-up support service and employers;**
- **Setting up the research and technology innovation transfer centres within the universities;**
- **Setting up the university patent service & consulting infrastructure;**





UIIN



- **Stimulating the most favorable university climate for entrepreneurial spirit be created to foster creativity and friendly atmosphere for sharing ideas and cooperation;**
- **Setting-up the academic business incubators to provide the ongoing support in the project development;**
- **Collecting business ideas and analyzing the projects;**
- **Working out and implementing the teaching courses for future entrepreneurs;**
- **Holding the university workshops covering the entire creative staff of the university;**
- **Analyzing the content of the students graduation papers/diplomas;**





UIIN



- **Holding the students' business plans contests;**
- **Organizing a free access to universities web site pages with all documents good for setting up own small businesses;**
- **Holding consultations with business experts on joint universities' information and communication platform;**
- **Setting up international consortiums for consolidating resources and funds;**
- **Setting up the crowdfunding network in the internet;**
- **Monitoring and amending the teaching curriculum on the base of meeting the businessmen;**





UIIN



- **Establishing partner relations with local Chambers of Commerce and Industry as mediators between enterprises and HEIs; involving their institutional resources to motivate industries and businesses to collaborate with HEIs within winter and summer business schools, information days, etc.;**
- **Establishing good partner contacts with innovation centres to promote training and internships at enterprises;**
- **Networking with municipal bodies in charge of economics, business development, and education;**





UIIN



- **Engaging the Professional Education and Training system (colleges), classic universities and applied sciences universities to cut costs and upgrade the effectiveness of entrepreneurial teaching;**
- **Setting up student cooperatives for creative and service business at small and medium companies;**
- **Integrating student small business projects with the objectives of regional and municipal economic development, improving the local residents servicing, charity activities for aged persons, youth employment, etc.;**





UIIN



- **Setting up alumni networks, clubs, associations, etc.;**
- **Running the surveys to identify the employers' feedback on the young professionals quality dynamics;**
- **Engaging the professional psychologists to help prospective students, executive training courses (like MBA, etc.) attendees;**
- **Inviting corporate professionals to provide presentations to pre-university schools children for career guidance;**





UIIN



- **Organizing student internships at overseas official representation offices (consulates, embassies – Catholic University of Porto);**
- **Active coverage of this work in media;**
- **Round tables on the above issues;**
- **Searching for support of national and local state authorities for education and science.**





Risks and challenges



Risks and challenges faced by European universities in carrying out the above commitments to modernize the education ecosystem are very similar to the situation in most of the Russian universities at large:

- **lack of financial resources to set up entrepreneurial infrastructure (minimum requirements from 0,5 to 1 percent of an annual university budget);**
- **slow-down of university student enrollment under the present demography collapse in Russia;**





Risks and challenges



- **recessive students motivation to actively participate in various sort of activities, as well as teachers and staff, policy makers and government executives (while ‘Strategy 2020’ suggests involving up to 40-50 percent into the HEIs professionalization process);**
- **passive volunteers participation, low interest of big corporations and state authorities;**
- **stakeholders’ low activity in sharing innovative ideas; students’ inadequate knowledge and innovative ideas;**





Risks and challenges



- **high risks of new business failures under unstable law amending situations in most of the new merging economies;**
- **conflicting interests of the stakeholders;**
- **regressing students international mobility activities caused by irregular recognition of overseas internships at home university (Czech-Germany);**
- **complexity in managing the multi-national consortiums.**





Success factors:



Success factors:

- **commitment by university executive bodies the endeavors of teaching and students volunteers to promote entrepreneurial activities;**
- **centralization of the entire entrepreneurial infrastructure to promote innovation transfer;**
- **integration and networking with municipalities and corporations;**
- **crowdfunding activities;**
- **quality monitoring (internal and external beneficiaries);**
- **Reinvesting the revenues to guarantee sustainability of the project;**





Success factors:



- **Globalizing the mobility effect;**
- **Venture capital integration;**
- **Searching for outside sponsors;**
- **Professionalism of home university staff;**
- **Consolidating the own infrastructure;**
- **Strong copyright protection to promote sharing innovations;**
- **A distinct articulation of the entrepreneurial mission of a university in its basic documents.**





Conclusion



► This is a brief story of the Moscow Workshop of October 2015. I believe it was useful for my Academia as it was attended by its top executives, ministerial officials, trade union functionaries who would help us to promote the EU practices and the idea of working hard on bridging the University and Business for employment and competences. I believe everyone attending today's session may contribute to my report as many of you remember it very well, I hope.



Co-funded by the
Tempus Programme
of the European Union



Thank you!



Co-funded by the
Tempus Programme
of the European Union