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TRIGGER: 617309-EPP-1-2020-1-SK-EPPKA2-CBHE-JP

TRIGGER KICK-OFF MEETINGS

PROGRAMME

Nataša Urbančíková

Faculty of Economics, Technical University of Košice, Slovakia

PROGRAMME

1

MONDAY,
JANUARY 18, 2021

Each partner institution and team presentation

TRIGGER project general presentation

2

THURSDAY,
JANUARY 21, 2021

Presentation of WPs
WP1- WP6

3

TUESDAY,
FEBRUARY 2, 2021

Detailed presentation of the WP1: Assessment of the HEI preparedness for future challenges

4

WILL BE DEFINED

Project management and Finance

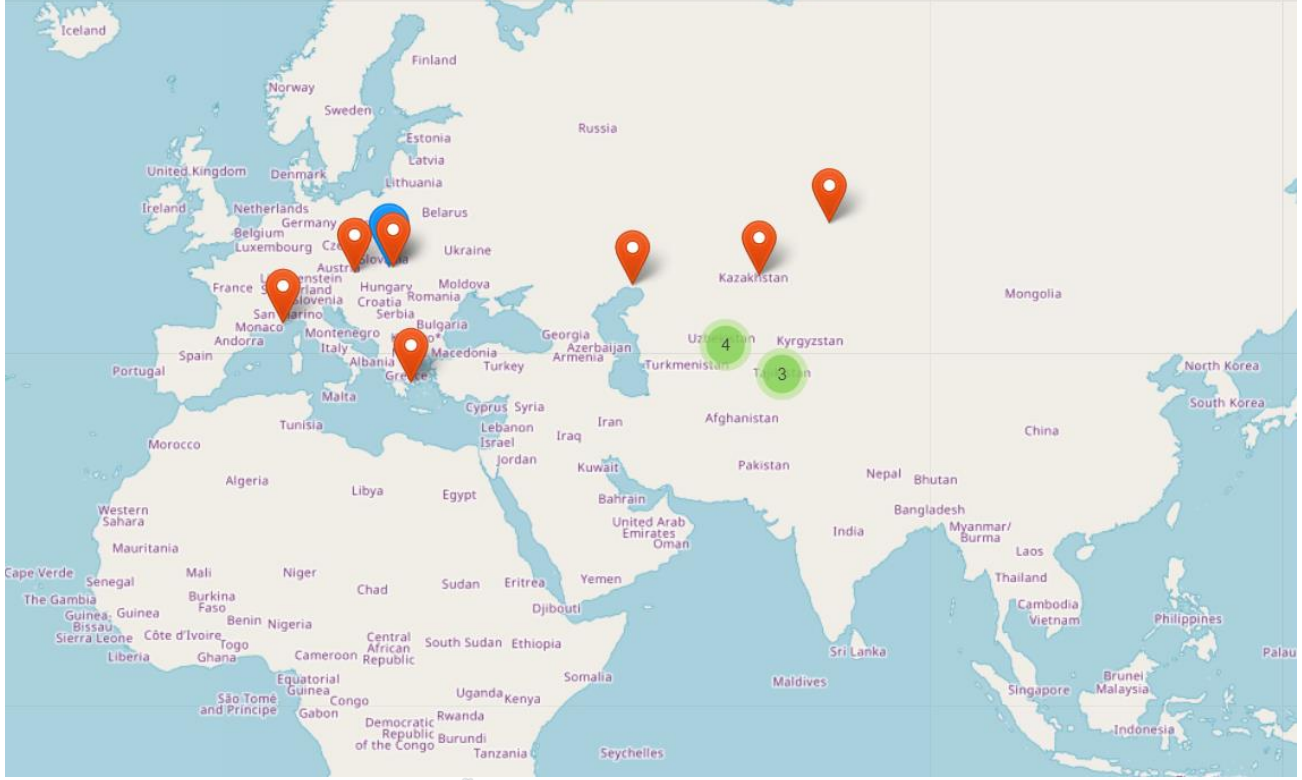
Division of tasks for the first project year

MORE MEETINGS IF NEEDED

MONDAY, JANUARY 18, 2021

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09:00 – 09:05	**Welcome – Agenda of 1st day**	TUKE, SLOVAKIA
09:05 – 10:40	**Each partner institution and team presentation (max. 5 min per partner)**	ALL - 16 partners
10:40 -11:00	**Break**	
11:00 – 12:00	**TRIGGER project general presentation**	TUKE, SLOVAKIA
12:00 – 12:30	**Discussion**	ALL



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TRIGGER partners

TECHNICKÁ UNIVERZITA V KOŠICIACH

EURASIAN NATIONAL UNIVERSITY

TORAIGHYROV UNIVERSITY

ATYRAU UNIVERSITY

TOSHKENT DAVLAT TRANSPORT UNIVERSITETI
Tashkent state transport university

FH University of applied Sciences BFI Vienna

UNIVERSITÉ CÔTE D'AZUR

astra

ASSOCIATION FOR INNOVATION AND DEVELOPMENT

idec

P01	**Technical University of Kosice**	Slovakia	Košice
P02	**L.N. Gumilyov Eurasian National University**	Kazakstan	Nursultan
P03	**Atayrau State University**	Kazakstan	Atayrau
P04	**Toraighyrov University**	Kazakstan	Pavlodar
P05	**Termez State University**	Uzbekistan	Termez
P06	**Namangan Institute of Engineering and Technology**	Uzbekistan	Namangan
P07	**Jizzakh Polytechnic Institute**	Uzbekistan	Jizzakh
P08	**Tashkent Institute of Railway Engineers**	Uzbekistan	Taskhent
P09	**Dangara State University**	Tajikistan	Dangara
P10	**Branch of Lomonosov Moscov State University in Dushanbe**	Tajikistan	Dushanbe
P11	**Khorog State University named M. Nazarshoev**	Tajikistan	Khorog
P12	**Kulob State University**	Tajikistan	Kulob
P13	**UAS- BFI Vienna**	Austria	Vienna
P14	**Universite Cote d Azur**	France	Nice
P15	**ASTRA**	Slovakia	Košice
P16	**IDEC**	Greece	Piraeus

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PROJECT PARTNERSHIP INTRODUCTION

PLEASE KEEP 5 MINUTES LIMIT



WELCOME TO KOŠICE- virtually









EUROPEAN CAPITAL OF CULTURE









Technical University of Košice (1952)







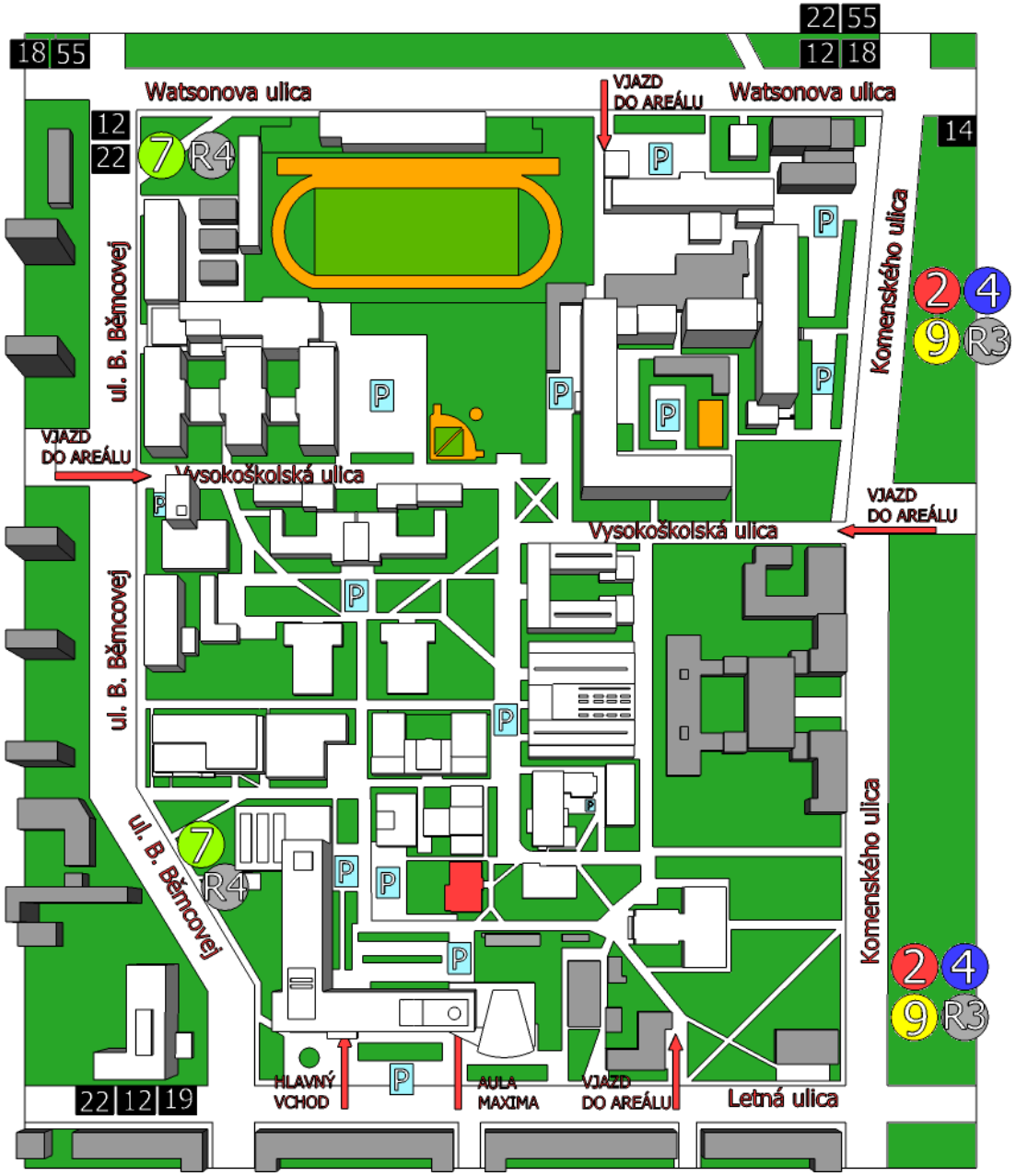


EkF



TUKE in Numbers

- area: 43 ha
- since: 1952
- students: 10 000
- teachers: 700
- campuses: 3
- buildings: 80
- faculties: 9



Faculties

1. Mining, Ecology, Process Control and Geotechnology (1952)
2. Materials, Metallurgy and Recycling (1952)
3. Mechanical Engineering (1952)
4. Electrical Engineering and Informatics (1969)
5. Civil Engineering (1977)
6. **Economics (1992)**
7. Manufacturing Technologies (1992)
8. Arts (1998)
9. Aeronautics (former University of military) (2005)

FACULTY OF ECONOMICS:

- Established in 1992 - as a part of the University transition process from “Technical College” to “full-fledged” University

- Response to social and economic changes in society and turn towards the market economy after 1989 → increased demand for specialists in finance, investment, regional development

- Growth: Bachelor → MSc → PhD programs

- Strong orientation on:
  - International collaboration in education and research
  - Use and application of ICT (incl. research projects)

- Students: 1 000

- Teachers: 100

Study Programmes

- BSc., MSc.
  - Finance, Banking and Investment
  - Economy and Management of Public Administration
- PhD.
  - Finance
  - Spatial and Regional Economics

Departments

1) Economic Theories

Micro-/macro-economies, International economics, Finances and currency, Public finance, Social sciences

2) Finances

Corporate finance, Taxes and tax systems, Financial markets, Accounting, Auditing

3) Banking and Investments

Banking, Investments, Financial derivatives, Actuary science, e-Business, Information Society and Knowledge economy development

4) Department of Regional Science and Management

Regional development and public administration, Management and marketing, Business firm and entrepreneurship, Innovation and clusters

5) Applied Mathematics & Business Informatics,

Mathematics, Statistics, Information systems, Electronic banking etc.

Projects

- **H2020**
- **ERASMUS+ (Strategic Partnership, Knowledge Alliance, CBHE, Jean Monnet...)**
- **INTERREG**
- **National grants (educational + research)**

TUKE, SLOVAKIA Team

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Assoc. Prof. Nataša Urbančíková, PhD.

University management: Head of Department of Management and Regional Development at Faculty of Economics for 9 years.
Education, training and expertise: Associate Professor in the area of Business Administration and Management at the Faculty of Economics; PhD in Microelectronics, a holder of the international certificates in the area of Continuing Education Management from the Kennesaw State University, Atlanta, USA and Education and Administration from Chicago Loyola University in USA. Lecturer in Marketing having also practical experience in this field (including dissemination and exploitation of project results), also teaching Project and Programme management, Project Proposal Writing.
Publications: She published more than 90 papers mostly in the area of business education, management, regional economy, HRD, innovation and clusters e.g.
*Project management: E*xtended experience with projects as a coordinator, contractor or member of teams of more than 50 EU and national funded projects (e.g. 4, 5, 6 and 7 FP, LLP, TEMPUS, H2020, ERASMUS+ including CBHE). She has been coordinator of three TEMPUS projects and member of team of 7 TEMPUS projects, member of team of two CBHE projects.
Certified as **PRINCE2 Practitioner** (Project in Controlled Environment): process-based method for effective project management by APMG International, Official Accreditor of the UK Government's Cabinet Office, UK (2012).
-Slovak national expert for Horizon 2020 at EC, Brussels.
-evaluator of international projects (including CBHE) for EC, Brussels.

Role in TRIGGER project:
TRIGGER coordinator; expert on WP1, 2 and 3 (HEInnovate, EntreComp and ENTER.M Internship); expert on dissemination and exploitation.

TUKE, SLOVAKIA Team

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Prof. Oto Hudec, PhD.

University management: former Associate Dean for education of the Faculty of Economics (17 years) and the Head of the Institute of the Regional and Community Development (9 years).

Education, training and expertise: Professor in Public Administration and Regional Development, he worked as a national and regional expert for Strategy of the Human Resources Development in Slovakia, inventing new tools of interconnecting employment and university sectors (strategic intelligence tools), as well as enforcing entrepreneurship education at the Faculty of Economics and University business accelerator. An essential part of his personality is engagement in scientific work for society, in bridging academia with business and public administration in forming and implementing regional and urban strategies of development. He was involved in quality management processes at the university. He is a member of HEInnovate expert group of the European Commission since 2017. Besides English and German, he speaks also Russian language.

Publications: He published more than 190 papers and monographs in the field of regional science, regional labour markets and human resource development. He is a member of several international journals (European Urban and Regional Studies).

Project management: Long term experience in project management. He has led Slovak teams in several research and educational projects (e.g 7th, 6thFP, PHARE, DAAD, LLP).

<u>Role in TRIGGER project:</u>

Expert on WP1, 2 and 3 (HEInnovate, EntreComp and ENTER.M Internship); expert on quality assurance.

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Thank you for your attention
&
Looking forward to mutual cooperation!

http://www.ekf.tuke.sk/

TRIGGER
Triggering innovative approaches and entrepreneurial skills for students through creating conditions for graduate's employability in Central Asia

Co-funded by the Erasmus+ Programme of the European Union
TRIGGER: 617309-EPP-1-2020-1-SK-EPPKA2-CBHE-JP

TRIGGER PROJECT: GENERAL OVERVIEW

Nataša Urbančíková

Faculty of Economics, Technical University of Košice, Slovakia

Basic information – TRIGGER

Co-funded by the Erasmus+ Programme of the European Union
TRIGGER: 617309-EPP-1-2020-1-SK-EPPKA2-CBHE-JP

- **Start Date** **15 January 2021**
- **Duration** **36 months**
- **End Date** **14 January 2024**
- **ERASMUS+** **Capacity Building in Higher Education**
- **Budget** **999.573,00 EUR**

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Welcome all TRIGGER partners

PARTNERSHIP DIVERSITY

TRIGGER
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- implemented by 16 partners from 3 CA countries and 4 EU countries
- from capital towns to outermost areas
- includes CBHE projects experienced and also less experienced CA partners
- includes mostly universities but also ngo and company

P01	**Technical University of Kosice**	Slovakia	Košice
P02	**L.N. Gumilyov Eurasian National University**	Kazakstan	Nursultan
P03	**Atayrau State University**	Kazakstan	Atayrau
P04	**Toraighyrov University**	Kazakstan	Pavlodar
P05	**Termez State University**	Uzbekistan	Termez
P06	**Namangan Institute of Engineering and Technology**	Uzbekistan	Namangan
P07	**Jizzakh Polytechnic Institute**	Uzbekistan	Jizzakh
P08	**Tashkent Institute of Railway Engineers**	Uzbekistan	Taskhent
P09	**Dangara State University**	Tajikistan	Dangara
P10	**Branch of Lomonosov Moscov State University in Dushanbe**	Tajikistan	Dushanbe
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P16	**IDEC**	Greece	Piraeus

WHY?

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1) **Entrepreneurship and innovation culture** are not particularly well developed in CA countries. Opportunities for business development and new ventures are limited in many low-tech, labour-intensive and traditional industries;

2) With the exception of ICT, **limited innovation activities** are generated within existing industries and companies rather than by start-ups. Many companies are very hesitant with regard to innovations and R&D. Obstacles hindering a vibrant entrepreneurial climate include the lack of business opportunities and demand for innovations/technologies from existing industries or the State, barriers to market entry, technological and market risks and lack of financing to start-up companies by private banks and other companies (e.g. corporate venture funding),

3) **Unemployment**, poverty, and emigration are the most critical social challenges for all three involved countries today.

(United Nations Innovation Performance Review, World Economic Forum's Human Capital Report).

TARGET GROUPS

TRIGGER

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PRIMARY

- HEI teachers, researchers, lecturers;
- HEI administrators, technicians, librarians;
- Developers of standards, programs, curricula…;
- Training providers;
- Decision-makers and managers in HEI institutions;
- Representatives of employers, employer's organizations and networks;
- Relevant businesses and R&D institutions, other universities;
- HEI students and graduates.

SECONDARY

- Decision-makers on regional/national level especially in economics, labor, employment & education policy;
- Policy makers at the national, regional and community level;
- Representatives of regional and local authorities;
- Representatives of non-profit sectors dealing with employment and training;
- Regional development support organization (e.g. regional development agencies, innovation centers);
- Business support organizations at the regional level (e.g. business innovation centers, regional information, and consultancy centers).

TECHNICKÁ UNIVERZITA V KOŠICIACH

EURASIAN NATIONAL UNIVERSITY

TORAIGHYROV UNIVERSITY

ATYRAU UNIVERSITY

TOSHKENT DAVLAT TRANSPORT UNIVERSITETI
Tashkent state transport university

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UNIVERSITÉ CÔTE D'AZUR

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ASSOCIATION FOR INNOVATION AND DEVELOPMENT

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PRIORITIES

- Regional priority for Central Asia countries (Region 7):

"Developing the higher education sector within society at large": University-Enterprise cooperation."

TRIGGER is multi-country projects within one single region –Central Asia, involving three countries (Kazakhstan; Uzbekistan; Tajikistan) from this region.

TRIGGER supports:

- student practical placements
- entrepreneurship
- employability of graduates

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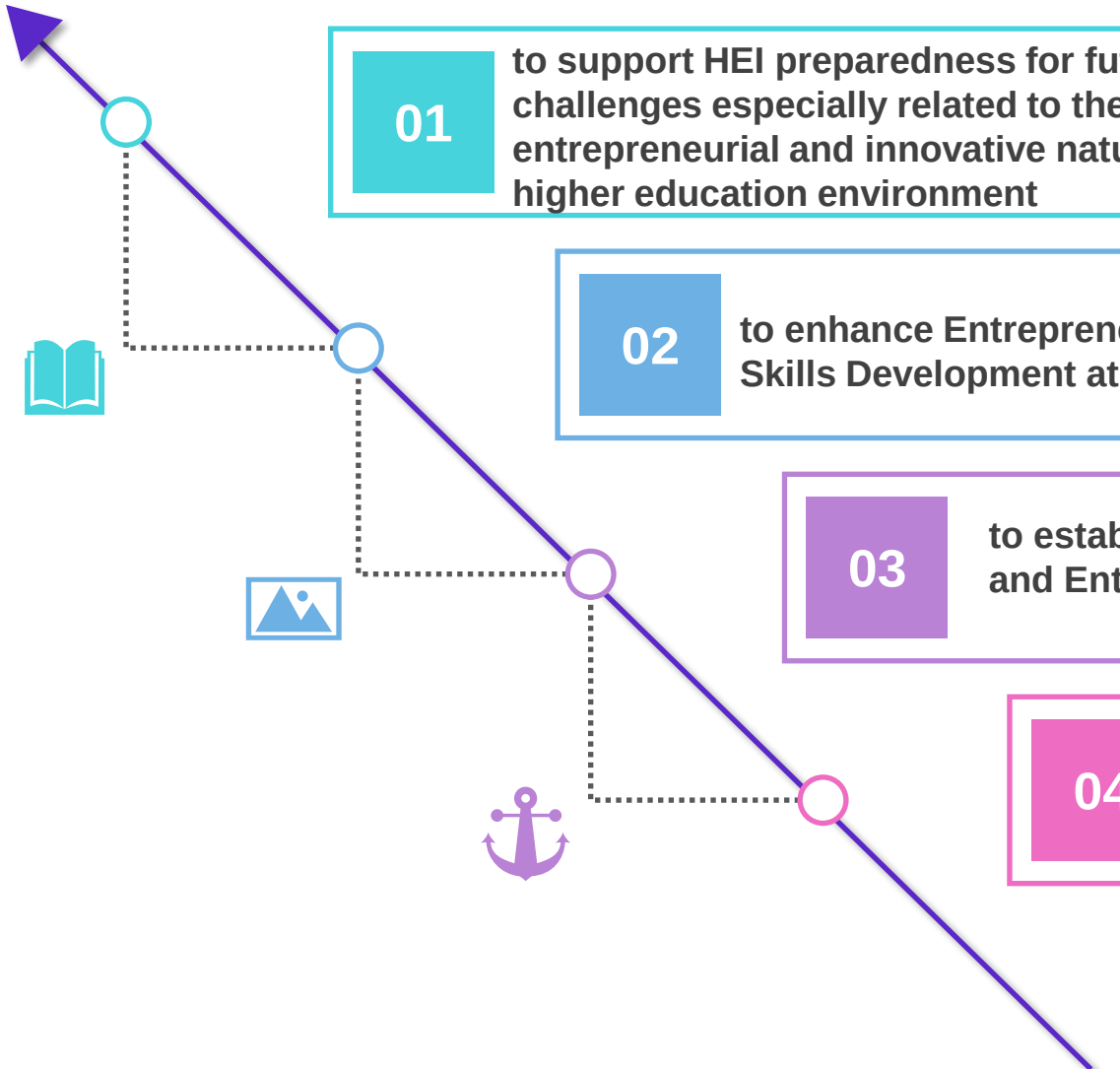
Aim

Main aim of TRIGGGER project is:

- *to contribute to economics growth through creating the favourable conditions for better employability of graduates in Central Asia countries.*



Objectives



01 to support HEI preparedness for future challenges especially related to the entrepreneurial and innovative nature of their higher education environment

02 to enhance Entrepreneurship Education and Skills Development at partner country HEIs

03 to establish/enhance the Careers, Employability and Enterprise Services at partner country HEIs

04 to strength the relations between HEIs and the wider economic and social environment

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TRIGGER FOCUS:

TRIGGER project is focused on two of main factors:

1. human resources development

and

2. strength of labour markets

The Human resource development and strength of the labour market will be promoted through

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1) higher preparedness of HEIs to future challenges

The overall capacity of HEI will be assessed by using **HEInnovate self-assessment tool** in 8 main areas:

1. **Leadership and Governance;**
2. **Organisational Capacity: Funding, People and Incentives;**
3. **Entrepreneurial Teaching and Learning;**
4. **Preparing and Supporting Entrepreneurs;**
5. **Digital Transformation and Capability;**
6. **Knowledge Exchange and Collaboration;**
7. **The Internationalised Institution;**
8. **Measuring Impact.**

heinnovate

The subsequent preparation of the "Analyses of HEI preparedness for future challenges" in partner CA countries will enable to understand what challenges are HEIs facing in general.

2) enhancing entrepreneurship education and skills development

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The vision of entrepreneurial education in terms of concept and communication will come directly from two areas assessed using HEInnovate :

1. **Entrepreneurial Teaching and Learning;**
2. **Preparing and Supporting Entrepreneurs.**



These areas will also set up initial conditions for **assessing and evaluating of entrepreneurial education**.

The conducting an entrepreneurial education audit will take into account also area of **Organisational capacity**.

The planning and managing entrepreneurial education in terms of both curricular and extra-curricular education offers and their organisational institutionalisation will be built on **Leadership and Governance assessment.**

The delivering a curriculum enriched by entrepreneurial education for selected subjects will benefit from, besides the others, **Digital Transformation and Capability and Knowledge Exchange and Collaboration assessment.**

3) establishment/enhancement of the Careers, Employability and Enterprise Services

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There is distinction between selected central Asia HEIs in term of level of already existing Careers, Employability and Enterprise Services at each HEI.

These differences are taken into account and the starting point of HEIs varies.

HEInnovate self-assessment tool help them to understand not only explicit knowledge but also tacit knowledge connected to services.

HEIs will be able either **to introduce new services or to capitalize on the existing one** by adding to them the latest knowledge and development.

It will enable to support students by contributing to their higher employment after graduation.

4) capacity building of higher education academic, technical and administrative staff

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- **Three trainings in EU countries** for all participating HEIs will be organised covering knowledge which are needed for creating the favourable conditions for better employability of graduates in Central Asia countries.
- Each participating HEI from Central Asia will subsequently (up to two months after training in EU) **train/disseminate knowledge and skills to their own staff.** It will contribute to higher amount of persons familiar with newest information.
- Altogether **three trainings** will be carried out **in Central Asia** (one in each country) with participation of all HEIs from relevant country and EU experts. The trainings will be focused on University – Enterprise cooperation strengthening and their localisation to central Asia country will enable also managers/trainers from industry to participate (as wider participation of industrial partner cannot be covered from TRIGGER grant). It is very important as the base for student internship programs supporting also entrepreneurial skills has to be established based on ENTER.M Model.

  TRIGGER project involves altogether 11 Central Asia HEIs, the total number of directly train persons from HEI will be **110 in EU + at least 660 in CA (3 trainings x 11HEIs x 20 persons/each).**

  At least **55 persons from industry** (associated partners) will take part at training as well in order to enhance cooperation and to apply new Internship Model.

5) strengthening the relations between HEIs and the wider economic and social environment

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The closer ties between HEI and wider environment will be supported through **training in Central Asia** countries where in each participating CA country the common training for HEI staff and partners from industry will be organised.

As training will be carried out **partially in English (with interpreter) and partially in national language**, it will enable also persons from not sufficient level of English knowledge to take part and to encourage mutual cooperation.

Furthermore **11 workshops on "HEI and business representatives' perceptions of the graduate's employability enhancement and partnerships with employer's establishment"** will be organised. The events will serve also as a starting point for expert's network creation for further employability of graduate's support. The events will have different forms and will be designed by Partner country universities in order to best suit to university current stage of university -enterprise cooperation.

It will also help to bring a multidisciplinary cross country perspective, discussion with policy makers, practitioners, enterprises, research organisations, institutions supporting business, training organisations, employment services, social partners and others. The events will contribute also to promoting awareness and networking and therefore to high dissemination of project results.

Each partner university will organise **at least one event devoted to graduate's employability enhancement.**

Contribution to the objectives of the CBHE action

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The main objectives of Erasmus+ CBHE projects are devoted **to capacity building and modernization of HEIs in Partner Countries.**

These objectives will be pursued in three Central Asia countries- Kazakhstan, Uzbekistan and Tajikistan - through TRIGGER project actions:

- **Improve the quality of HE and enhance its relevance for the labour market and society;**
- **Improve the level of competences and skills in HEIs by supporting innovative educational programs;**
- **Enhance the management, governance and innovation capacities.**

TRIGGER will contribute to:

- **capacity building and modernization of 11 HEIs in KZ, TJ, and UZ** through self-assessment, training, new forms of university-enterprise cooperation establishment;
- **improving quality of education and services** through training, new services establishment /enhancement for students, guidance methods and tools, new forms of practical training schemes, new forms of learning and providing education and training in the area of entrepreneurial competences, new learning, and teaching methodologies and pedagogical approaches introduction;
- **improvement the level of competences & skills** through training of staff and introduction and implementation of internship scheme and enhanced courses for students, using EntreComp and ENTER.M;
- **enhancement management, governance in HEIs** through increasing their preparedness on future challenges using HEInnovate.
- **promotion of people-to-people contacts, intercultural understanding** though mutual cooperation within the CA region and between CA countries and EU.

Innovative character

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HEInnovate: an initiative of the European Commission, DG Education and Culture and the OECD LEED Forum, supported by a panel of six independent experts.

- HEInnovate is a free self-assessment tool for all types of HEI.
- At present more than 800 HEIs in the globe use this tool.
- It allows HEIs to assess their institution using a number of statements related to its entrepreneurial activities, including leadership, staffing, and links with business. It is free, confidential and open to use.

EntreComp: The Entrepreneurship Competence Framework, also known as EntreComp, offers a tool to improve the entrepreneurial capacity of European citizens and organizations.

- The framework aims to build consensus around a common understanding of entrepreneurship competence by defining 3 competence areas, a list of 15 competencies, learning outcomes and proficiency levels, which current and future initiatives can refer to.
- EntreComp was developed by the Joint Research Centre (JRC) of the European Commission on behalf of the Directorate General for Employment, Social Affairs and Inclusion.
- EntreComp will be transferred and applied in CA countries conditions in order to support the preparation of an effective schemes for entrepreneurship support at CA HEIs.

ENTER.M project: ERASMUS+: Knowledge Alliance project aimed to stimulate entrepreneurship and entrepreneurial skills of HE teaching staff and company staff and to develop an entrepreneurial mind-set and related skills to higher education students through new integrated Internship integrated model of entrepreneurship skills acquisition that invites different levels of learning, using the online serious game.

Work division

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WP6. Project management

WP1. Assessment of the HEIs preparedness for future challenges

WP2. Enhancing Entrepreneurship Education and Skills Development

WP3. Establishment/ Enhancement of the Careers, Employability and Enterprise Services (CEES)

WP4. Quality assurance and evaluation

WP5. Dissemination&Exploitation&Sustainability

The core activity: WP1

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WP1. The self- assessment of HEI preparedness for future challenges realisation

Methodology:

The **HEInnovate methodo**logy adjusted to CA HEIs needs will be used. It allows to assess HEI using a number of statements related to its entrepreneurial activities, including leadership, staffing, and links with business (prepared by EU partners)

Training on HEI preparedness to future challenges will be held (HEInnovate methodology, practical case studies on self-evaluation, explanation of further work and template for Report)

Dissemination Workshops: In each HEI, the Workshop will be led by staff who attended training in EU. It will include the division of tasks for university staff involved in self-assessment.

Reports on HEI preparedness for future challenges elaboration: The Audits will be done and Reports elaborated. Reports will show HEI strength and weak points and especially parts: Leadership and Governance; Organisational Capacity: Funding, People and Incentives; Entrepreneurial Teaching and Learning; Preparing and Supporting Entrepreneurs and Knowledge Exchange and Collaboration will create the justification for further actions.

Measurable indicators:

- *Number of Methodologies:* *1*
- *Number of persons trained at EU:* *44 (4 x 11)*
- *Number of dissemination workshops:* *11 (1 x 11)*
- *Number of persons trained during the workshops:* *220 (11 x 20)*
- *Number of Reports on HEI preparedness for future challenges in Partner countries:* *11 (1 x 11)*

The core activity: WP2

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2.The design of effective entrepreneurship education scheme realisation

Methodology:

The **Entrepreneurship Competence Framework** will be used. It offers a tool to improve the entrepreneurial capacity of students and organizations. **EntreComp** was developed by JRC of EC and will be transferred and applied in CA countries conditions in order to support the preparation of an effective schemes for entrepreneurship support.

Training of HEI staff in the area of effective entrepreneurship education programme preparation (in EU). Training will include practical case studies on EntreComp, more details on all aspects of scheme design, explanation of further work and template for Audit realisation, identification of gaps.

Dissemination Workshops: At each HEI, the Workshops will be led by staff who attended training in EU. It will include the division of tasks for university staff involved in design of effective entrepreneurship education scheme.

Effective entrepreneurship education scheme elaboration: Based on self-assesment, training and workshops, the Entrepreneurship Education Activities and identification of gaps -potential knowledge and skills mismatches will be done.

Implementation and update of an effective entrepreneurship education scheme. In the 2nd year scheme will be tested. The subjects will be enhanced by entrepreneurship building components. Each HEI will implement competencies into 5 subjects.

Measurable indicators:

• *Number of persons trained at EU:*	*33*	*(3 x 11)*
• *Number of dissemination workshops:*	*11*	*(1 x 11)*
• *Number of persons trained during the workshops:*	*220*	*(20 x 11)*
• *Number of Effective entrepreneurship education scheme in Partner countries:*	*11*	*(1 x 11)*
• *Number of subjects for testing:*	*55*	*(5 x 11)*

The core activity: WP3

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3. The effective graduate employability enhancement scheme preparation

Methodology:

The new integrated **Internship model of entrepreneurship skills acquisition** that invites different levels of learning based on **ENTER.M - ERASMUS+: Knowledge Alliance project** will be used. It allows to stimulate entrepreneurial skills of HE teaching staff and company staff and to develop entrepreneurial mind-set and related skills to HE students.

Trainings of HEI staff and trainers from industry in the area of University – Enterprise cooperation in EU and in each CA country. The more details on all aspects of graduate's employability promotion and templates will be provided.

Workshops on HEI and business representatives' perceptions of the graduate's employability enhancement and partnerships with employer's establishment. The events will serve also as a starting point for **expert's network creation** for further employability of graduate's support. The events will be designed by CA HEIs in order to best suit to current stage of university - enterprise cooperation based on the Audit.

The establishment/Enhancement of Careers, Employability and Enterprise services: It is implementation of the new services to existing university structure and enhancement of skills requested for services provision at the persons which are already employed at university at different positions. Such approach will build on actual strengths of HEIs and will support weaknesses without giving new administrative of financial burden to HEIs.

Implementation and update of effective Graduate Employability Enhancement Scheme: In the 3rd year the scheme will be tested through student's internship in industry.

Measurable indicators:

- *Number of persons trained in EU:* *33 (3 x 11)*
- *Number of Workshops:* *11 (1 x 11)*
- *Number of persons attending workshops:* *220 (20 X 11)*
- *Number of effective graduate employability enhancement Schemes in Partner countries:* *11 (1 x 11)*
- *Number of guidelines:* *11 (1 x 11)*
- *Number of students in internship:* *33 (3 x 11)*

The mangerial activity: WP4

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4. Quality Control and Evaluation

The measures:

WP4. is aimed to setting up **quality procedures and implementation of the quality guideline.**

TRIGGER project will benefit from both:

- **internal**
- **external**

monitoring and quality assurance.

Internally, all partners will be engaged in the monitoring and evaluation of project activities and results.

The internal quality assurance committee (IQAC) will be set up.

Externally, to ensure objective quality control, the consortium establishes

The International Advisory and Evaluation Board (IAEB) which will carry out the external quality assurance within the evaluation.

The quality assurance guideline will be developed at the beginning of the project with the aim to ensure quality of project implementation and outputs. It will include:

- *quality criteria, quality processes and procedures,*
- *key performance indicators (KPIs) and their monitoring process*
- *roles and responsibilities of the applicant and the partners regarding the quality assurance of the project.*

The mangerial activity: WP5

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5. Dissemination&Expolitation&Sustainability

The WP5 is divided into three parts with a clear distinction between those three activities:

I. Dissemination

II. Exploitation

III. Sustainability

Dissemination will represent a planned process of providing information on the results of the TRIGGER project to key actors. This involves spreading the word about the project successes and outcomes as far as possible. Making others aware of the project will impact on other organisations in the future and will contribute to raising the profile of the HEIs carrying out the project. To effectively disseminate results, an appropriate process at the beginning of the project will be designed. This covers why, what, how, when, to whom and where disseminating results will take place, both during and after the funding period.

Exploitation will represent a planned process of transferring the successful results of the TRIGGER project to appropriate decision-makers in regulated local, regional, national, European and worldwide systems, on the one hand, and a planned process of convincing individual end-users to adopt and/or apply the results of the project, on the other hand. For TRIGGER this means maximising the potential of the funded activities so that the results are used beyond the lifetime of the project. That is why the results will be developed in such a way that they can be tailored to the needs of others; transferred to new areas; sustained after the funding period has finished, and used to influence future policy and practice.

TRIGGER project **sustainability** will represent the capacity of the project to continue and use its results beyond the end of the funding period. The project results can then be used and exploited in the longer-term, mostly via mainstreaming. The most parts of the project and its results may be sustainable and it is important to view dissemination and exploitation as a progression that extends beyond the duration of the project, and into the future.

The mangerial activity: WP6

6. Project Management

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The aim of WP6 is to guarantee effective management of TRIGGER in line with the grant agreement and other relevant regulations. The objectives are to:

1) ensure timely implementation of all WPs/tasks;
2) establish an effective decision-making mechanism;
3) undertake accurate project reporting (intermediate report and final report);
4) maintain project accounts, monitor the use of project funds and distribute payments;
5) ensure effective communication and proactive management of possible problems.

Project Management Committee (PMC) will be set up, which consists of the team leaders of the participating HEIs and is chaired by TUKE (16 members).

The external International advisory board (IEAB) from external HEIs and labor market representatives will be created. Each project partner will suggest one member of IEAB. From altogether 16 proposals, 5 members of EAB will be appointed.

TIMETABLE

WP6. Project management 15/01/2021-14/01/2024 TUKE, SK

WP1. Assessment of the HEIs preparedness for future challenges

01/02/2021-15/07/2021

UCA, FR

WP2. Enhancing Entrepreneurship Education and Skills Development

15/07/2021-31/12/2022

UAS-BFI, AT

WP3. Establishment/ Enhancement of the Careers, Employability and Enterprise Services (CEES)

01/05/2022 – 30/11/2023

ENU, KZ

WP4. Quality assurance and evaluation: 15/01/2021-14/01/2024 KSU, TJ

WP5. Dissemination&Exploitation&Sustainability: 15/01/2021-14/01/2024

TerSU, UZ (DSU, TJ+TU, KZ)

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AIMS OF CORE WPs

WP1.

-provide the base for further work on WP2 and WP3;

-explore HEIs innovative potential

WP2.

-the vision of entrepreneurial education (EE) in terms of concept and communication;

-assessing and evaluating of EE;

-conducting an EE **audit;**

-planning and managing EE in terms of both curricular and extra-curricular education offers and their organisational institutionalisation;

-Preparation and delivery of selected **subjects enriched by entrepreneurial competencies** based on EntreComp.

WP3

-to introduce new services and support for students through establishment/enhancement of the CEES;

-capacity building of HEI teaching staff and companies' trainers, to organise entrepreneurial learning and support the acquisition of related skills and competences, by the students that participate in **internships** based on ENTER.M model

-ensure the **high quality of staff** involved in the provision of CEES operations;

-planning and managing **graduate's employability**.

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TASKS

SELF-ASSESSMENT –AUDIT

WP1.

T1.1 The self- assessment of each CA HEIs

T1.2 The Analyses of HEI preparedness for future challenges in Partner countries preparation

Self - assessment on HEInnovate + all needed for WP2 and WP3

AUDIT + in-depth survey

WP2.

T2.1 The University EE Activities Audit in CA countries realisation.

T2.2 Identification of gaps - potential knowledge and skills mismatches

T2.3 Training of university representatives in the area of effective EE programme preparation

T2.4 Design of effective EE scheme

T2.5 Implementation and update of an effective EE scheme

AUDIT

WP3.

T3.1 The Audit of graduate's employability support through Careers, Employability and Enterprise Services at each HEI

T3.2 Training in the area of graduate's employability promotion and HEIs– company's cooperation creation.

T3.3 HEI and business representatives' perceptions of the graduate's employability enhancement and partnerships with employer's establishment

T3.4 The establishment/Enhancement of CEES

T3.5 The design and testing of effective Graduate Employability Enhancement Scheme.

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TASKS

WP4.

T4.1 The Quality Assurance guideline preparation

T 4. 2 The periodical reports on Monitoring and Evaluation preparation

WP5.

T5.1 Dissemination Plan preparation

T5.2 Dissemination promotion materials, web site and events preparation

T5.3 The exploitation strategy elaboration

T5.4 Final exploitation conferences organization

T5.5 The strategy for the sustainability of project results elaboration.

WP6.

T6.1 The setting-up TRIGGER project managerial structure and processes

T6.2 The project management meetings assurance

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DELIVERABLES

WP1.

D1.1 The Methodology for the Analyses of HEI preparedness for future challenges

D1.2 The Report on HEI preparedness for future challenges in CA countries

WP2.

D 2.1 Report on status quo on EE at each partner university and gaps between labour market future skills requirement and entrepreneurship education provision, potential knowledge and skills mismatches

D 2.2 The university scheme for EE support

WP3

D 3.1 The Report on graduate's employability support through careers, employability and enterprise services

D 3.2 Guideline on careers, employability and enterprise services

D 3.3 Roadmap of Graduate Employability Enhancement Scheme

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DELIVERABLES

WP4.

D4.1 The Quality Assurance Guideline and Plan

D 4.2 The Reports on Monitoring and Evaluation

WP5.

D5.1 Dissemination Plan

D5.2 The project web site

D5.3 Dissemination materials

D5.4 Dissemination and exploitation events

D5.5 Exploitation Strategy

D5.6 Sustainability Strategy

WP6.

D6.1 Project reports and Minutes from the project Meetings

D6.2 Set of Partnership Agreements

D6.3 Set up project communication structure

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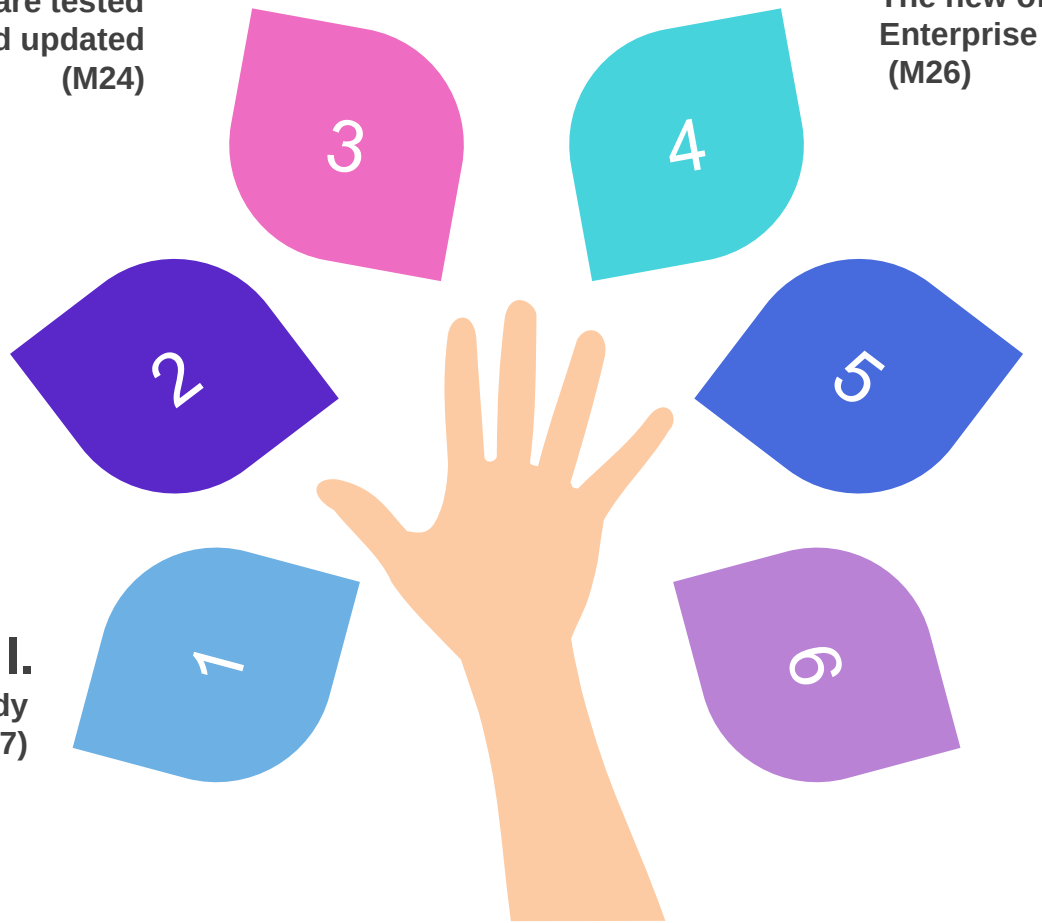
MILESTONES

MILESTONE III.

Effective entrepreneurship education schemes are tested and updated (M24)

MILESTONE IV.

The new of Careers, Employability and Enterprise services are introduced (M26)



MILESTONE II.

The effective entrepreneurial education schemes are ready (M17)

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MILESTONE V.

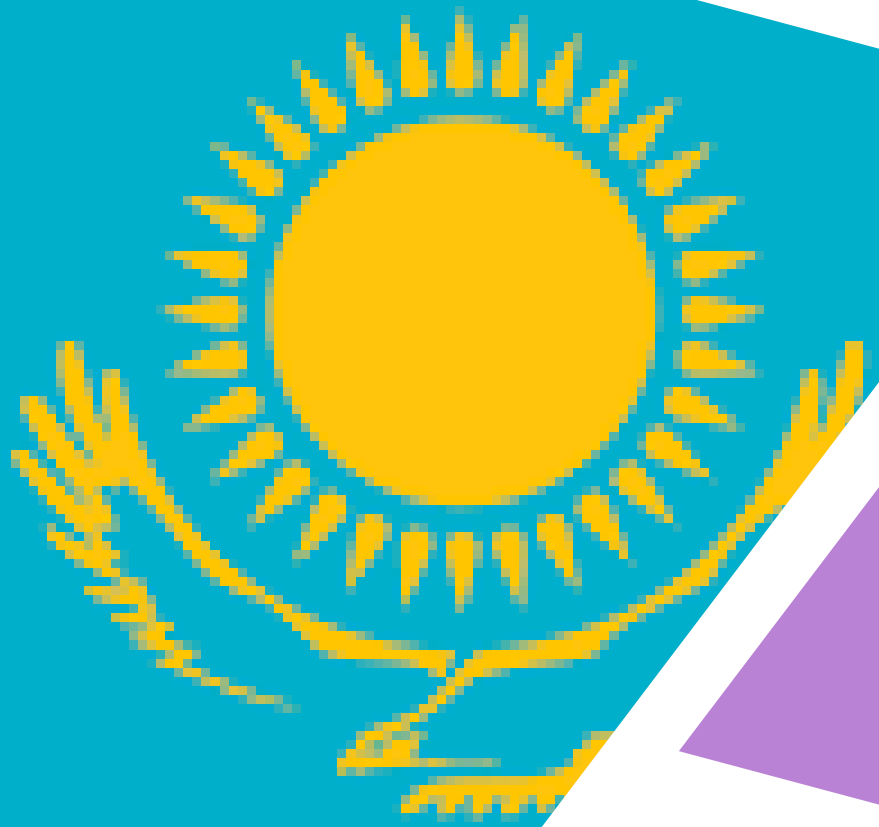
Effective graduates employability enhancement schemes are ready (M30)

MILESTONE I.

The self-assessment of HEI in CA is ready (M07)

MILESTONE VI.

Effective graduate employability enhancement schemes are tested and updated (M35)



Concrete, tangible results

- Three Reports on HEIs preparedness for future challenges;
- Three Reports on status quo on entrepreneurship education and gaps between labour market future skills requirement and entrepreneurship education provision, potential knowledge and skills mismatches;
- Three Schemes for entrepreneurship education support;
- Three Reports on graduate's employability support through careers, employability and enterprise services;
- Three Guideline on careers, employability and enterprise services;
- Three Roadmaps of Graduate Employability Enhancement Scheme;
- 210 persons trained;
- 15 pilot subjects enriched on entrepreneurial competences and tested;
- 9 students in pilot test of new internship scheme ENTER.M.



Concrete, tangible results

- Four Reports on HEIs preparedness for future challenges;
- Four Reports on status quo on entrepreneurship education and gaps between labour market future skills requirement and entrepreneurship education provision, potential knowledge and skills mismatches;
- Four Schemes for entrepreneurship education support;
- Four Reports on graduate's employability support through careers, employability and enterprise services;
- Four Guideline on careers, employability and enterprise services;
- Four Roadmaps of Graduate Employability Enhancement Scheme;
- 280 persons trained;
- 20 pilot subjects enriched on entrepreneurial competences and tested;
- 12 students in pilot test of new internship scheme ENTER.M.

Concrete, tangible results

- Four Reports on HEIs preparedness for future challenges;
- Four Reports on status quo on entrepreneurship education and gaps between labour market future skills requirement and entrepreneurship education provision, potential knowledge and skills mismatches;
- Four Schemes for entrepreneurship education support;
- Four Reports on graduate's employability support through careers, employability and enterprise services;
- Four Guideline on careers, employability and enterprise services;
- Four Roadmaps of Graduate Employability Enhancement Scheme;
- 280 persons trained;
- 20 pilot subjects enriched on entrepreneurial competences and tested;
- 12 students in pilot test of new internship scheme ENTER.M.

Key performance indicators (KPIs)

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- ✓**11 Reports** on HEIs preparedness for future challenges;
- ✓**11 Reports** on status quo on entrepreneurship education and gaps between labour market future skills requirement and entrepreneurship education provision, potential knowledge and skills mismatches;
- ✓**11 Schemes** for entrepreneurship education support;
- ✓**11 Reports** on graduate's employability support through careers, employability and enterprise services;
- ✓**11 Guidelines** on careers, employability and enterprise services;
- ✓**11 Roadmaps** of Graduate Employability Enhancement Scheme;
- ✓**770 persons** trained;
- ✓**33 students tested** in pilot internship scheme based on ENTER.M;
- ✓at least **33 companies** offering new internship positions;
- ✓**55 subjects** enhanced on entrepreneurial competencies;
- ✓Dissemination and exploitation activities reached at least **5 500 persons**

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WORKPLAN for project year 1

Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Ref.nr/ Sub-ref nr	Title													
WP1	**Assessment of the HEI preparedness for future challenges**	**20**												
1.1	The self- assessment of each partner country HEIs	**8**												
1.1.1	Preparation of Methodology for implementation of HEInnovate	**6**		2=	4=									
1.1.2	Training on implementation of HEInnovate in France	**2**				2=								
1.2	The Analyses of HEI preparedness for future challenges in Partner countries preparation	**12**												
1.2.1	Visits of EU experts to CA	**2**						2=						
1.2.2	Local Trainings on HEInnovate							1=						
1.2.3	The preparation of the Analyses at CA HEIs	**12**				2x	4x	4x	2x					
WP2	**Enhancing Entrepreneurship Education and Skills Development**	**20**												
2.1	The University Entrepreneurship Education Activities Audit in Partner countries realisation	**12**								**4x**	**4x**	**4x**		
2.2	Identification of gaps -potential knowledge and skills mismatches	**8**											**4x**	**4x**
WP4	**Quality Assurance and Evaluation**	**52**												
4.1	The Quality Assurance guideline preparation	**4**		**4x**										
4.2	The periodical reports on Monitoring and Evaluation preparation							**x2**						**x2**
WP5.	**Dissemination & Exploitation & Sustainability**	**52**												
5.1	Dissemination Plan preparation	**4**			**x4**									

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5.2	Dissemination promotion materials, web site and events preparation													
5.2.1	Web site preparation					x4								
5.2.2	Local/regional dissemination workshops on HEInnovate self-assessment results.										x1			
5.2.5	Newsletters										x2			
5.2.6	Leaflets					x2								
WP6	**Project management**	**52**												
6.1	The setting-up TRIGGER project managerial structure and processes		**4=**											
6.2	The project management meetings assurance		**1=**									**1x**		

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WORKPLAN for project year 2

Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Ref.nr/ Sub-ref nr	Title													
WP2	**Enhancing Entrepreneurship Education and Skills Development**	50												
2.3	Training of university representatives in the area of effective entrepreneurship education programme preparation	2	2=											
2.4	Design of effective entrepreneurship education scheme	16		4X	4x	4x	4x							
2.5	Implementation and update of an effective entrepreneurship education scheme	28						4x	4x	4x	4x	4x	4x	4x
WP3	**Establishment/Enhancement of the Careers, Employability and Enterprise Services (CEES)**	15												
3.1	The Audit of graduate's employability support through Careers, Employability and Enterprise Services at each CA HEI.	12									4x	4x	4x	
3.2	Training in the area of graduate's employability promotion and HEIs–company's cooperation creation.	3					2=	1x						
3.3	HEI and business representatives' perceptions of the graduate's employability enhancement and partnerships with employer's establishment in each Partner country	14									2x	4x	4x	4x
3.4	The establishment/Enhancement of Careers, Employability and Enterprise services (CEES) at each CA HEI.	4												4x

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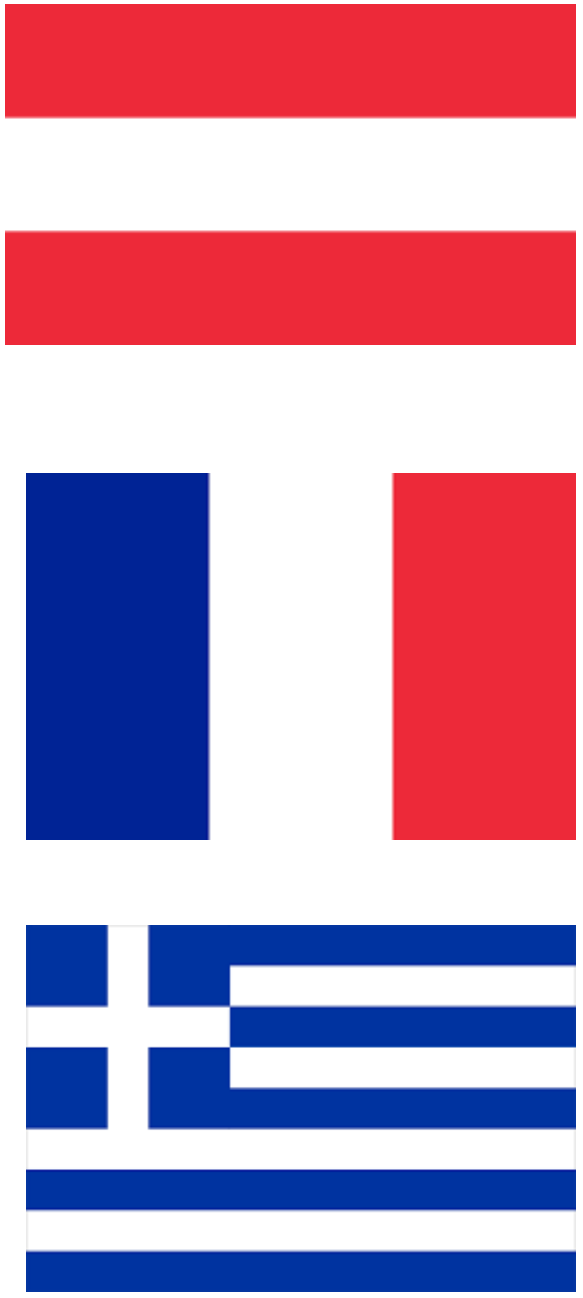
WP4	**Quality Assurance and Evaluation**	**52**												
4.2	The periodical reports on Monitoring and Evaluation preparation							x2						x2
WP5.	**Dissemination & Exploitation & Sustainability**	**52**												
5.2	Dissemination promotion materials, web site and events preparation													
5.2.3	Local/regional dissemination workshops on effective entrepreneurship education programme preparation.				1x									
5.2.4	The awareness-raising workshops										x1			
5.2.5	Newsletters							2x						
5.3	The exploitation strategy elaboration		4x											
5.5	The strategy for the sustainability of project results elaboration.				4x									
WP6	**Project management**	**52**												
6.2	The project management meetings assurance											x1		

WORKPLAN for project year 3

Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Ref.nr/ Sub-ref nr	Title													
WP3	**Establishment/Enhancement of the Careers, Employability and Enterprise Services (CEES)**	**48**												
3.4	The establishment/Enhancement of Careers, Employability and Enterprise services (CEES) at each CA HEI.	**16**	**4x**	**4x**	**4x**	**4x**								
3.5	The design and testing of effective Graduate Employability Enhancement Scheme	**28**					**4x**	**4x**	**4x**	**4x**	**4x**	**4x**	**4x**	
WP4	**Quality Assurance and Evaluation**	**52**												
4.2	The periodical reports on Monitoring and Evaluation preparation							**x2**						**x2**
WP5.	**Dissemination & Exploitation & Sustainability**	**52**												
5.2	Dissemination promotion materials, web site and events preparation													
5.2.5	Newsletters							**2x**						
5.2.6	Leaflets										**x2**			
5.3	The exploitation strategy update						**4x**							
5.5	The strategy for the sustainability of project results update.											**4x**		
5.4	Final exploitation conferences organization							**x1**			**x1**		**x1**	
WP6	**Project management**	**52**												
6.2	The project management meetings assurance												**x1**	

Thanks







LOOKING FORWARD TO FURTHER COOPERATION

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