Co-funded by the Erasmus+ Programme of the European Union
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
**+PARTNERSHIP AGREEMENT**

4

**TUESDAY, FEBRUARY 9, 2021**

Project management and Finance

Division of tasks for the first project year

**MORE MEETINGS IF NEEDED**

# MONDAY, JANUARY 18, 2021

TRIGGER
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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 |

# THURSDAY, JANUARY 21, 2021

TRIGGER
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| | | |
|---|---|---|
| | | |
| 09:00 – 09:05 | **Welcome – Agenda of 2nd day** | TUKE,SK |
| 09:05 – 09:35 | **Presentation of the WP1: Assessment of the HEI preparedness for future challenges** | UCA, FR |
| 09:35– 10:05 | **Presentation of the WP2: Enhancing Entrepreneurship Education and Skills Development** | UAS-BFI, AT |
| 10:05 – 10:35 | **Presentation of the WP3: Establishment/Enhancement of the Careers, Employability and Enterprise Services** | ENU, KZ |
| 10:35 – 10:50 | **Break** | |
| 10:50 – 11:20 | **Presentation of the WP4: Quality Assurance and Evaluation** | KSU, TJ |
| 11:20 – 11:50 | **Presentation of the WP5: Dissemination & Exploitation & Sustainability** | TerSU, UZ- leader, DSU, TJ - exploitation, ToU, KZ - sustainability |
| 11:50 – 12:30 | **Presentation of the WP6: MANAGEMENT** | TUKE, SK |
| 12:30 – 13:00 | **Discussion** | ALL |

# TUESDAY, FEBRUARY 2, 2021

TRIGGER
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| | | |
|---|---|---|
| 09:00 – 09:05 | **Welcome – Agenda of 3rd day** | TUKE,SK |
| 09:05 – 11:30 | **Detailed presentation of the WP1:**<br>**T1.1 The self- assessment of each CA HEIs**<br>**T1.2 The Analyses of HEI preparedness for future challenges in Partner countries preparation**<br>**D1.1 The Methodology for the Analyses of HEI preparedness for future challenges**<br>**D1.2 The Report on HEI preparedness for future challenges in CA countries**<br>**+ PARTNERSHIP AGREEMENTS** | UCA, FR<br>UAS-BFI, AT<br>IDEC, GR<br>TUKE, SK |
| 11: 30 – 12:30 | **Discussion** | ALL |
| | | |

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
# GRANT AGREEMENT AND PARTNERSHIP AGREEMENTS

Nataša Urbančíková

*Faculty of Economics, Technical University of Košice, Slovakia*

# GRANT AGREEMENT:TUKE_EC

TRIGGER
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**I.2.2 The action runs as of 15/01/2021 ("the starting date of the action") and ends on 14/01/2024.**

**I.3.1 The *maximum amount of the grant* is EUR 999,573.00.**

**I.3.2 The grant takes the form of:**

*(a)* the reimbursement of 100% of the eligible costs of the action ('reimbursement of eligible costs'), which are:

(i) actually incurred ('reimbursement of actual costs') for the following categories of costs: *Equipment costs, Subcontracting costs and Exceptional costs;*

*(b)* A unit contribution ('unit contribution') to cover the following categories of eligible costs as indicated in Annex III: *Staff Costs, Travel Costs and Costs of Stay;*

# GRANT AGREEMENT:TUKE_EC

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## ARTICLE I.4 — REPORTING — REQUESTS FOR PAYMENT AND SUPPORTING DOCUMENTS

### I.4.1 Reporting periods

The action is divided into the following *reporting periods*:

Reporting period 1: from month 1 to month 21

Reporting period 2: from month 22 to month 36.

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**I.4.6 Currency for requests for payment and financial statements and conversion into euro**

Requests for payment and financial statements must be drafted in euros.

Beneficiaries and affiliated entities with general accounts in a currency other than the euro must convert costs incurred in another currency into euros at the average of the daily exchange rates published in the C series of the *Official Journal of the European Union*, determined over the corresponding reporting period (available at http://www.ecb.europa.eu/stats/exchange/eurofxref/html/index.en.html).

If no daily euro exchange rate is published in the *Official Journal of the European Union* for the currency in question, conversion must be made at the average of the monthly accounting rates established by the Commission and published on its website (http://ec.europa.eu/budget/contracts_grants/info_contracts/inforeuro/inforeuro_en.cfm), determined over the corresponding reporting period.

Beneficiaries and affiliated entities with general accounts in euros must convert costs incurred in another currency into euros in accordance with their usual accounting practices.

**Account in €?**

# GRANT AGREEMENT:TUKE_EC

TRIGGER

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## I.5.2 Pre-financing payment[s]

The aim of the pre-financing is to provide the beneficiaries with a float. The pre-financing remains the property of the European Union ('the Union') until it is cleared against interim payments or, if it is not cleared against interim payments, until the payment of the balance.

The Agency must make a first pre-financing payment of 50% of the maximum amount specified in Article I.3.1 to the coordinator within 30 calendar days from the entry into force of the Agreement, except if Article II.24.1 applies.

The Agency must make a second pre-financing payment of 40% of the maximum amount specified in Article I.3.1 to the coordinator within 60 calendar days from when the Agency receives the request for second pre-financing payment referred to in Article I.4.2, except if Article II.24.1 or II.24.2 apply.

If the statement on the use of the previous pre-financing instalment submitted in accordance with Article I.4.2 shows that less than 70 % of the previous pre-financing instalment paid has been used to cover costs of the action, the amount of the new pre-financing to be paid must be reduced by the difference between the 70 % ceiling and the amount used.

**TUKE recieved 50% of grant on January 22, 2021**

# GRANT AGREEMENT:TUKE_EC

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## I.5.9 Costs of payment transfers

Costs of the payment transfers are borne as follows:

(a) the Agency and/or the Commission bears the costs of transfer charged by its bank;
(b) the beneficiary bears the costs of transfer charged by its bank;
(c) the party causing a repetition of a transfer bears all costs of repeated transfers.

# GRANT AGREEMENT:TUKE_EC

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-EPPKA2-CBHE-JP

**ARTICLE I.8 — ADDITIONAL PROVISIONS ON USE OF THE RESULTS (INCLUDING INTELLECTUAL AND INDUSTRIAL PROPERTY RIGHTS)]**

In accordance with Article II.9.3, whereby the Agency and/or the Union acquires rights to use the results of the action, these results may be exploited using any of the following modes:

(a) distribution to the public in hard copies, in electronic or digital format, on the internet including social networks as a downloadable or non-downloadable file;
(b) communication through press information services;
(c) inclusion in widely accessible databases or indexes, such as via 'open access' or 'open data' portals, or similar repositories, whether freely accessible or accessible only upon subscription;
(d) edit or re-write in another way the results of the action, including shortening, summarising, modifying the content, correcting technical errors in the content;
(e) cut, insert meta-data, legends or other graphic, visual, audio or word elements in the results of the action;
(f) extract a part (e.g. audio or video files) of, divide into parts or compile the results of the action;
(g) prepare derivative works of the results of the action;
(h) translate, insert subtitles in, dub the results of the action in all official languages of EU;
(i) license or sub-license to third parties, including if there are licensed pre-existing rights, any of the rights or modes of exploitation set out in Article II.9.3 of the General Conditions.

The beneficiaries must ensure that the Agency and/or the Union has the rights of use specified in the General Conditions for the whole duration of the industrial or intellectual property right[s] concerned.

# GRANT AGREEMENT:TUKE_EC

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## ARTICLE I.9 — INELIGIBLE COSTS

In addition to Article II.19.4 of the General Conditions, the following costs are ineligible:

- equipment such as: furniture, motor vehicles of any kind, equipment for research and development purposes, telephones, mobile phones, alarm systems and anti-theft systems;
- costs of premises (purchase, rent, heating, maintenance, repairs etc.).
- costs linked to the purchase of real estate;
- expenses for activities - and related travel - that are not carried out in the project beneficiaries' country (see Annex IV), unless listed as an eligible activity in the Erasmus+ Programme Guide or explicit prior authorisation has been granted by the Agency;
- depreciation costs (see Art.I.13).

# GRANT AGREEMENT:TUKE_EC

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## ARTICLE I.11 — OBLIGATION TO CONCLUDE AN INTERNAL COOPERATION AGREEMENT

The beneficiaries must conclude an internal cooperation agreement including provisions on the management, operation and coordination of the beneficiaries and the implementation of the action.

A signed copy of this partnership agreement will have to be provided by e-mail to the Agency within 6 months of the signature of this Agreement. Where the beneficiaries have failed to submit this partnership agreement, the provisions set out in Article II.17.3.1 of the General Conditions will apply.

The internal arrangements must not contain any provision contrary to this Agreement.

# GRANT AGREEMENT:TUKE_EC

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## ARTICLE I.14 — SPECIAL PROVISIONS ON BUDGET TRANSFERS

As an exception to the first subparagraph of Article II.22 of the General Conditions, the coordinator may, in agreement with the beneficiaries, when carrying out the action, adjust the estimated budget by transfers between categories of eligible costs, provided that this adjustment of expenditure does not affect the implementation of the action and the transfer between categories does not exceed 10% of the amount of each category of estimated eligible costs for which the transfer is intended, and without exceeding the total eligible costs indicated in Article I.3.

# GRANT AGREEMENT:TUKE_EC

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## ARTICLE I.15 – PUBLICITY OBLIGATIONS

1. For the purpose of Article II.8 of the grant agreement, relating to the publicity and use of the relevant logo, the beneficiaries must follow the instructions available on the following website: https://eacea.ec.europa.eu/about-eacea/visual-identity_en

2. The beneficiaries must inform the public, press and media of the action (internet included), which must, in conformity with Article II.8 mentioned above, visibly indicate "with the support of the Erasmus+ Programme of the European Union" as well as the graphic logos.

3. Where the action, or part of the action, is a publication, the mention and graphic logos must appear on the cover or the first pages following the editor's mention.

4. If the action includes events for the public, signs and posters related to this action must be displayed. This must include the logos mentioned under point 1. Authorisation to use the logos described in point 1 implies no right of exclusive use and is limited to this agreement.

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**ARTICLE I.18 – GRANT REDUCTION IN THE CASE OF NON-COMPIANCE WITH AN OBLIGATION UNDER THE GRANT AGREEMENT AND FOR NON-, POOR, PARTIAL, OR LATE IMPLEMENTATION**

1. For the purpose of poor, partial or late implementation as provided for in Article II.25.4, the assessment of the implementation of the project will be performed by the Agency, which will result in the award of a score comprised between 0% and 100%, where 0% is at the bottom of the rating scale (corresponding to the worst quality of implementation) and 100% is at the top (corresponding to the best quality of implementation).

# GRANT AGREEMENT:TUKE_EC

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2. The score awarded will take into account the existence and seriousness of non-, poor, partial or late implementation, and its impact on the achievement of the project. If the score is below 50%, the following reduction rates may be applied on the maximum amount of the grant provided for in the grant agreement:

- 25% if the project scores at least 40% and below 50%, meaning that some objectives/results set in the application have not been reached, limiting the global result of the project;

- 35% if the project scores at least 30% and below 40% meaning that several important objectives/results set in the application have not been reached, the global result of the project has been affected and the project can be considered only partially achieved;

- 55% if the project scores at least 20% and below 30% meaning that the majority of the objectives/results set in the application have not been reached, the global result of the project has been strongly affected and the project cannot be considered achieved;

- 75% if the project scores below 20%, meaning that any objectives/results set in the application have not been reached and any substantial outcomes of the project have not been reached in a satisfactory way.

# PARTNERSHIP AGREEMENTS TUKE, SK and each TRIGGER partner

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

TECHNICKÁ UNIVERZITA V KOŠICIACH

LETNÁ 9

SK - 042 00 KOSICE,

VAT NUMBER: SK2020486710,

hereinafter referred to as the "coordinator", represented for the purposes of signature of the Agreement by **Dr. h. c. prof. h. c. prof. Ing. Stanislav Kmeť, DrSc.**, Rector, the legal representative as defined in the Grant Agreement 617309-EPP-1-2020-1-SK-EPPKA2-CBHE-JP.

and the following beneficiaries:

- 1. [full official name of the beneficiary Institution] – established in [country]]

# PARTNERSHIP AGREEMENTS TUKE, SK and each TRIGGER partner

TRIGGER
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**Article 2. Duration**

2.1 This Agreement shall enter into force on the date the **last party signs**, but shall have retroactive effect from the starting date of the eligibility period laid down in the Grant Agreement.

2.2 The period of eligibility of the activities and the costs shall be in accordance to the dispositions of the Grant Agreement or any subsequent amendments of it.

2.3 The present Agreement shall remain in force until the coordinator has been discharged in full of his obligations arising from the Grant Agreement signed with the Executive Agency.

# PARTNERSHIP AGREEMENTS TUKE, SK and each TRIGGER partner

TRIGGER
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**Article 3**

**Obligations and responsibilities**

3.1 General obligations and role of the beneficiaries (including the coordinator).

The beneficiaries:

(a) are jointly responsible for carrying out the activities attributed to them, and shall conduct the work in accordance with the work programme and schedule set forth in the Grant Agreement and approved application, working to the best of their abilities to achieve the defined results and taking full responsibility for their work in accordance with accepted professional principles;

(b) undertake to comply with all the provisions of the Grant Agreement and its annexes, with all the provisions of this Agreement, as well as with EU and national legislation;

(c) are jointly responsible for complying with any legal obligations incumbent on them jointly or individually;

(d) shall provide staff, facilities, equipment and material to the extent needed for executing the activities as specified in the work programme;

(e) shall be responsible for the sound financial management and cost efficiency of the funds allocated to the project.

# PARTNERSHIP AGREEMENTS TUKE, SK and each TRIGGER partner

TRIGGER
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**Article 3**

**Obligations and responsibilities**

Each beneficiary undertakes to:

(a) ensure adequate communication with the coordinator and with the other beneficiaries;

(b) support the coordinator in fulfilling its tasks according to the Grant Agreement;

(c) submit in due time to the coordinator all relevant data needed to draw up the reports, financial statements and any other documents provided for in the Grant Agreement, as well as all necessary documents in the events of audits, checks or evaluations;

(d) provide the coordinator with any other information or documents it may require and which are necessary for the management of the project;

(e) notify the coordinator of any event likely to substantially affect or delay the implementation of the action, as well as of any important deviation of the project (e.g. replacement of the project contact person, changes in partner's budget, deviations from work plan etc.);

(f) inform the coordinator of any change in its legal, financial, technical, organisational or ownership situation and of any change in its name, address or legal representative;

(g) be solely responsible towards the coordinator for the correct justification of the beneficiary's project costs.

# PARTNERSHIP AGREEMENTS TUKE, SK and each TRIGGER partner

TRIGGER
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**Article 4**

**Financing the action**

4.1 The maximum Erasmus+ grant contribution to the project for the contractual period covered by the Grant Agreement amounts to 999.573 EUR (amount referred to in Article I.3 of the Grant Agreement) and shall take the form as stipulated in Annex III of the Grant Agreement.

4.2 The Erasmus+ grant contribution is awarded to the partnership under the form of:

- **a "reimbursement of actual costs" for Equipment and Subcontracting costs**
- **a "unit contribution" to the costs incurred for Staff costs, Travel costs and costs of Stay**

4.3 The grant contribution to the project is intended to cover only part of the costs actually incurred by the beneficiaries in carrying out the activities foreseen. **The beneficiaries commit to provide additional resources** to the project so as to ensure its full implementation in accordance with the Grant Agreement.

4.4 Full details of the estimated budget breakdown per funding source, beneficiary and budget category is given in Annex I of this Agreement.

# PARTNERSHIP AGREEMENTS TUKE, SK and each TRIGGER partner

TRIGGER
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**Article 5**

**Payment arrangements**

**First wave of instalments** till the Interim report (interim report deadline: 14.07. 2022):

•First instalment of pre-financing: The coordinator will transfer 20% of the beneficiary's total budget, after the signing of the present contract, provided that the coordinator has received the pre-financing from the Executive Agency and bank details are correctly provided by the beneficiary.

•Second instalment of pre-financing: The coordinator will transfer 20% of the beneficiary's total budget, provided that the beneficiary provides eligible and full supporting documentation on project expenditure of at least 80% of the first instalment.

# PARTNERSHIP AGREEMENTS TUKE, SK and each TRIGGER partner

TRIGGER
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**Article 5**

**Payment arrangements**

**Second wave** of instalments between the interim report and the project end (project end date: 14.1.2024):

- Third instalment of pre-financing: The coordinator will transfer 20% of the beneficiary's total budget, provided that the beneficiary provides eligible and full supporting documentation on project expenditure of the first instalment and at least 80% of the second instalment (provided that the interim report has been approved and that the coordinator has received the second pre-financing from the Executive Agency).
- Fourth instalment of pre-financing: The coordinator will transfer 20% of the beneficiary's total budget, provided that the beneficiary provides eligible and full supporting documentation on project expenditure of the second instalment and at least 80% of the third instalment.

**Balance payment:**

- All outstanding payments to cover eligible expenditures that have not been received in previous instalments (see above) will be paid to the partner within 30 days after the coordinator receives the final payment from the Executive Agency, on condition that the partner has provided the requested eligible supporting documentation and submitted the financial table to the coordinator within the foreseen deadline.

# PARTNERSHIP AGREEMENTS TUKE, SK and each TRIGGER partner

TRIGGER
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**Article 5**

**Payment arrangements**

5.6 The costs of **financial transfers** shall be borne as following:

- Costs of transfers charged by the bank of the coordinator shall be borne by the coordinator.
- Costs of transfers charged by the bank of the beneficiary shall be borne by the beneficiary.
- All costs of repeated transfers shall be borne by the beneficiary which caused the repetition of the transfer.

- The cost of financial transfers is considered as **co-financing** and **cannot be covered** from the Erasmus+ grant.

# PARTNERSHIP AGREEMENTS TUKE, SK and each TRIGGER partner

TRIGGER
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**Article 6**

**Reporting**

- 6.3 The beneficiaries shall keep **a record of any expenditure/activity** incurred under the project and all proofs and related documents for a **period of 5 years after the payment of the final balance under** the Grant Agreement. The coordinator may reject any item which cannot be justified in accordance with the rules set out by the Executive Agency in the Grant Agreement and in the Erasmus+ Programme Guide.

# PARTNERSHIP AGREEMENTS TUKE, SK and each TRIGGER partner

TRIGGER
Co-funded by the Erasmus+ Programme of the European Union
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## Article 7

## Budgetary and financial management

7.1 The Erasmus+ grant contribution to the **project's staff costs, travel costs and costs of sta**y will be calculated on the basis of "**unit contributions"** whose individual amounts are specified in the Erasmus+ Programme Guide.

7.2 For the implementation of the project and the beneficiary's reimbursement of costs incurred in terms of staff, travel and costs of stay, the partnership will apply the **unit costs amounts defined in the Erasmus+ Programme Guide.**

7.3 The Erasmus+ grant contribution to the **project's equipment and subcontracting costs** will be based on the justification of the **costs actually incurred**. This justification will take the form of the support documentation specified in the relevant section of the Erasmus+ Programme Guide.

7.4 The beneficiaries confirm that they **respect the social and labour legislation of their country regarding the costs of staff contributing to the project.**

7.5 Each beneficiary is responsible for ensuring **adequate insurance arrangements for their staff and students while participating in project activities.**

# PARTNERSHIP AGREEMENTS TUKE, SK and each TRIGGER partner

TRIGGER
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**Article 8**

**General administrative provisions**

8.1 Any important project related communication between the parties shall be done in writing and addressed to the appointed project manager of each beneficiary, as per the details below:

For the coordinator:

TECHNICKÁ UNIVERZITA V KOŠICIACH

Natasa Urbancikova

LETNA 9

SK - 042 00 KOSICE

E-mail address: natasa.urbancikova@tuke.sk

For the beneficiaries:

[Beneficiary name]

[Project manager name]

[address]

[email]

# PARTNERSHIP AGREEMENTS TUKE, SK and each TRIGGER partner

TRIGGER
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**Article 8**

**General administrative provisions**

8.3 To ensure a sound management structure a "**Project Management Committee**" (PMC) was established, which consists of the team leaders of all partner institutions and is chaired by the coordinator. It meets during regular consortium meetings and video conferences (as required). The PMC is the core decision making body of the project.

8.4 To conduct quality control of the project activities a "Internal Quality Assurance Committee" (IQAC) and an "International Advisory and Evaluation Board" (IAEB) were established. These project bodies conduct regular reviews and report to the PMC (for further details on their composition and activities see **D4.1 The Quality Assurance Guideline and Plan**).

# PARTNERSHIP AGREEMENTS
# TUKE, SK and each TRIGGER partner

TRIGGER
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**Article 20**

**Annexes**

- Annex I – Budget breakdown per partner and budget category.
- Annex II – Copy of the Grant Agreement signed between the coordinator and the Executive Agency, its annexes, and any existing amendment.
- Annex III – link to Erasmus+ Programme Guide and FAQ
- Annex IV – Individual Bank account of the beneficiary organisation.
- Annex V – Reporting forms.

# FINANCIAL IDENTIFICATION

PRIVACY STATEMENT https://ec.europa.eu/info/sites/info/files/about_the_european_commission/eu_budget/privacy_statement_en.pdf

By submitting this form, you acknowledge that you have been informed about the processing of your personal data by the European Commission for accounting and contractual purposes.

Please use CAPITAL LETTERS and LATIN CHARACTERS when filling in the form.

## BANKING DETAILS ①

ACCOUNT NAME ②

IBAN/ACCOUNT NUMBER ③

CURRENCY

BIC/SWIFT CODE | BRANCH CODE ④

BANK NAME

### ADDRESS OF BANK BRANCH

STREET & NUMBER

TOWN/CITY | POSTCODE

COUNTRY

## ACCOUNT HOLDER'S DATA

### AS DECLARED TO THE BANK

ACCOUNT HOLDER

STREET & NUMBER

TOWN/CITY | POSTCODE

COUNTRY

REMARK

BANK STAMP + SIGNATURE OF BANK REPRESENTATIVE ⑤

DATE (Obligatory)

SIGNATURE OF ACCOUNT HOLDER (Obligatory)

① Enter the final bank data and not the data of the intermediary bank.

② This does not refer to the type of account. The account name is usually the one of the account holder. However, the account holder may have chosen to give a different name to its bank account.

③ Fill in the IBAN Code (International Bank Account Number) if it exists in the country where your bank is established

④ Only applicable for US (ABA code), for AU/NZ (BSB code) and for CA (Transit code). Does not apply for other countries.

⑤ It is preferable to attach a copy of RECENT bank statement. Please note that the bank statement has to confirm all the information listed above under 'ACCOUNT NAME', 'ACCOUNT NUMBER/IBAN' and 'BANK NAME'. With an attached statement, the stamp of the bank and the signature of the bank's representative are not required. The signature of the account-holder and the date are ALWAYS mandatory.

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# PARTNERSHIP AGREEMENTS TUKE, SK and each TRIGGER partner

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## TIMETABLE:

**February 2, 2021**: sending you draft version of Partnership Agreement including Annexes

**February 12, 2021**: please check, add missing information and Financial Identification Form (FIF). The preferable currency is EUR (if possible).
All your documents and comments should be sent to Nina Hadidomova (nina.hadidomova@gmail.com)

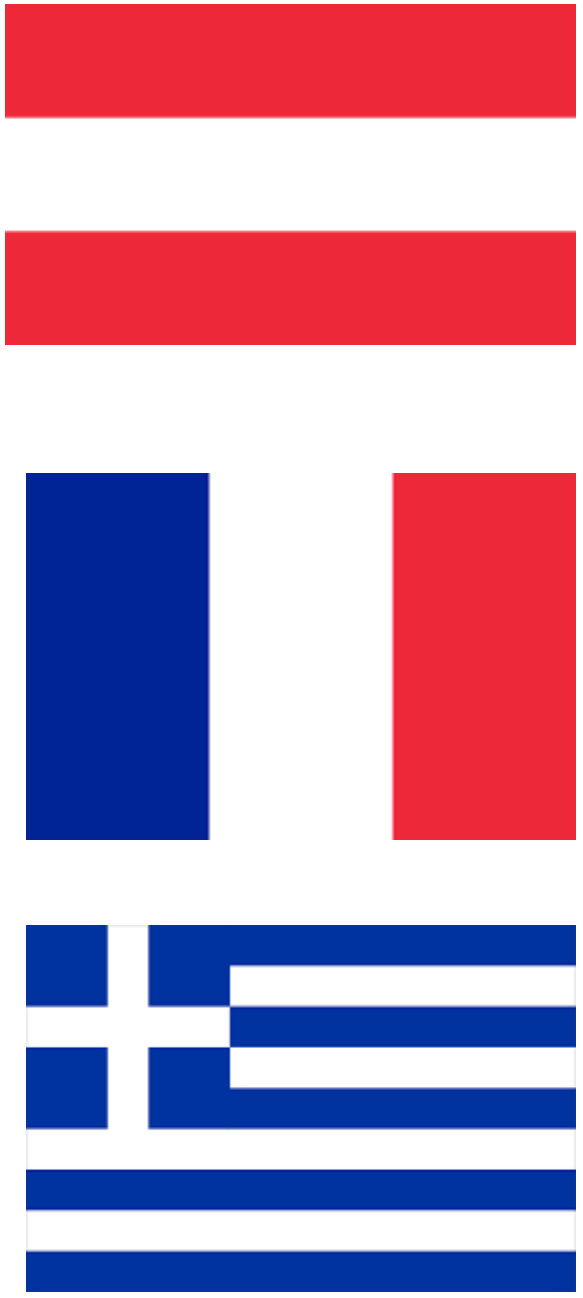
**February 20, 2021:** TUKE will send the final version of Agreement to each partner separately by email.

**February 28, 2021**: Agreement will be signed by all partners legal representatives and sent to TUKE (first as scan by email but also by post). **INCLUDING FIF - ORIGINAL.**

**March 31, 2021:** TUKE will send all partners signed agreement (also by post) + send all agreements to EC

# Thanks







## LOOKING FORWARD TO FURTHER COOPERATION

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*TRIGGER KICK-OFF MEETINGS*

# WP1_IMPORTANT

Nataša Urbančíková

*Faculty of Economics, Technical University of Košice, Slovakia*

# COMMENT 1: Promoting shared values+ownership

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*„Shared values are what engender trust and link an TRIGGER project together“*

- The active involvement of all TRIGGER institutions is crucial for success
- Think carefully about WP leaders at your HEI + responsible persons on WP implementation
- Think carefully about team members at your HEI
- Try to involve many persons (academic, managers, administrative staff, students ) not only from one faculty – TRIGGER results should be implemented on **HEI level** (not only Faculty levels) –depends on HEI structure

# COMMENT 2:
# Bringing the Change

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TRIGGER project has to bring **changes** to HEI: change „business as usual“

...Enable to move from Business-as-Usual to Change-as-Usual...

...The ‘new normal’ for universities...

...Adapting to the ‘New Normal’ of Higher Education...

CANNOT BE DONE WITHOUT TOP MANAGEMENT INVOLVEMENT

TOP MANAGEMENT has to be involved in TRIGGER project

HOW?

# WP1: The Analyses of HEI preparedness for future challenges in Partner countries preparation

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- WP1 has been designed to create conditions for MAKING A CHANGE.
  - To involve **top managers and decision makers** at university level (rector, vice-rectors, Heads of departments/officies and administrators at university level + deans, vice-dean, Heads of departments/officies and administrators at faculty level)
  - The Analyses of HEI preparedness for future challenges in Partner countries preparation - STRATEGIC LEVELS....

  - WP1 analyses target group has **direct influence on future project success**

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# WP1: The Analyses of HEI preparedness for future challenges in Partner countries preparation

**Target group:**

The target groups depend on managerial structure of the CA HEI and is defined as follows:

The minimum number of participants:

- Rector/Vice Chancellor
- 1 Vice-Rector/Vice Chancellor
- All Deans of CA HEI Faculties
- 1 Vice-dean of each CA HEI Faculties
- 2 Professors/Teachers per Faculty (preferably involved in administration or university/faculty Academic and Scientific Bodies)
- 2 Researchers per Faculty (preferably involved in administration or university/faculty Academic and Scientific Bodies)
- 3 Professional and support staff (e.g. career Advisors/Technology Transfer Office/Administrative offices) on University or faculty level
- 3 teachers involved in entrepreneurial education

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# WP1: The Analyses of HEI preparedness for future challenges in Partner countries preparation

## HOW TO INVOLVE TOP MANAGEMENT + WP1 TARGET GROUP?

- Respondents in HEInnovate survey
- Using promotional materials:
  - WP5. **Leaflets** -electronic and printed (disseminated via the web site, emails, social media; discuss platforms; dissemination and exploitation events)
  - Altogether 2 leaflets will be prepared (English, Kazakh, Tajik, and Uzbek).
  - 1st leaflet will include general information on **TRIGGER project (in April 2021): DSU, TJ**

**Would it be possible to prepare a leaflet in February? TO USE IT FOR WP1 survey participants involvement?**

- **15/02/2021 - draft version**
- **20/02/2021 - comments**
- **28/02/2021 - final version**
- **10/03/2021 - translations**

- 2nd leaflet will include information on main TRIGGER project results - DSU, TJ – SEPTEMBER 2023

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TRIGGER

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# Detailed presentation of the WP1

**Srdjan REDZEPAGIC**

**Univesité Côte d'Azur**

**February 2nd 2021, Kick-off Meeting**

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

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# Detailed presentation of the WP1

- **T1.1 The self- assessment of each CA HEIs**
- **T1.2 The Analyses of HEI preparedness for future challenges in Partner countries preparation**

- **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**

# T1.1 The self- assessment of each CA HEIs

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Fostering an entrepreneurial spirit in an HEI presents a major challenge. It requires the ability to look at things from a new perspective while sharing and promoting a different way of thinking. The Entrepreneurship in higher education is a complex and diverse field. By dividing the field into eight areas with relevant statements, the HEInnovate tool helps stakeholders in HEIs to reflect on their own practice. The self-assessment will help the CA HEIs to design strategies for becoming more entrepreneurial in a comprehensive manner.

The HEIs should either start to think about introduction or rethink their entrepreneurship programs using an integrated approach, which will lead them to think outside the box and go deeper. They will have a framework to develop a much more participative process and to trigger integrated thinking inside HEIs. They will use HEInnovate to promote the change in the way people think about, act and support entrepreneurship.

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

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Based on the self-assessment which will be carried out during the Training, the Analyses of HEI preparedness for future challenges in CA countries will be elaborated which will serve as a base for WP2 and WP3 high-quality outputs preparation. The Analyses will be based on Methodology and Template which will be presented during the Workshop. The Analyses preparation will be supported not only by Workshop in Nice, France but also by visits of EU experts at all partner's universities. Visits will be done in M6 and all CA HEIs will be visited by EU partners (the EU experts will be divided to visit partners in KZ, UZ, TJ) as it not possible to visit all 11 partners by all EU partners at the same time. This approach of the on-site visits is very important in this 1st phase as experts will be able to evaluate in-depth each partner CA HEI and to help them in the self-assessment process and Analyses. It also enables to train more persons directly at partner institutions.

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

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The Methodology will be based on HEInnovate initiative. It will be adjusted in the way which will suit the best to TRIGGER HEIs needs in partner countries. The Methodology will enable to prepare the D1.2 “The Report on HEI preparedness for future challenges in CA countries” by each partner country university. “The Methodology” will be easily transferred also to other HEIs in Central Asia countries and can help those of them who wish to undertake the independent testing of HEIs preparedness for future challenges. It will include also template for The Report on HEI preparedness for future challenges in CA countries.

**Due date:** **22-02-2021**

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

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"The Report" will serve as a basic tool for further work on TRIGGER project outputs preparation. It will provide the first practical inside to eight areas:

- Leadership and Governance
- Organizational Capacity: Funding, People and Incentives
- Entrepreneurial Teaching and Learning
- Preparing and Supporting Entrepreneurs
- Digital Transformation and Capability
- Knowledge Exchange and Collaboration
- The Internationalised Institution
- Measuring Impact

The strength and weaknesses of each HEI will be identified and suggestions for strength support and weakness overcoming prepared. It is intended also to inform future skills decision-makers at the university level how to deliver a more effective skills system. Altogether 11 reports will be prepared (4 in Uzbekistan, 3 in Kazakhstan and 4 in Tajikistan). The Report preparation will be supported not only by Training in the EU but also by visits of EU experts at all partner's HEIs. **Due date: 15-07-2021**

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

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EURASIAN NATIONAL UNIVERSITY
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# Content

TRIGGER
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- ✓ Introduction
- ✓ 1. Methodology: WP1. Assessment of the HEIs preparedness for future challenges
- ✓ 1.1 HEInnovate self-assessment tool
- ✓ 1.2 Guideline for WP1 self-assessment at HEInnovate platform
- ✓ 1.3 WP1 Timetable
- ✓ 1.4 The Report on HEI preparedness for future challenges (D1.2)

# Introduction

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**The Methodology enables to prepare:**

- D1.2 The Report on HEI preparedness for future challenges in CA countries" by each partner country university.

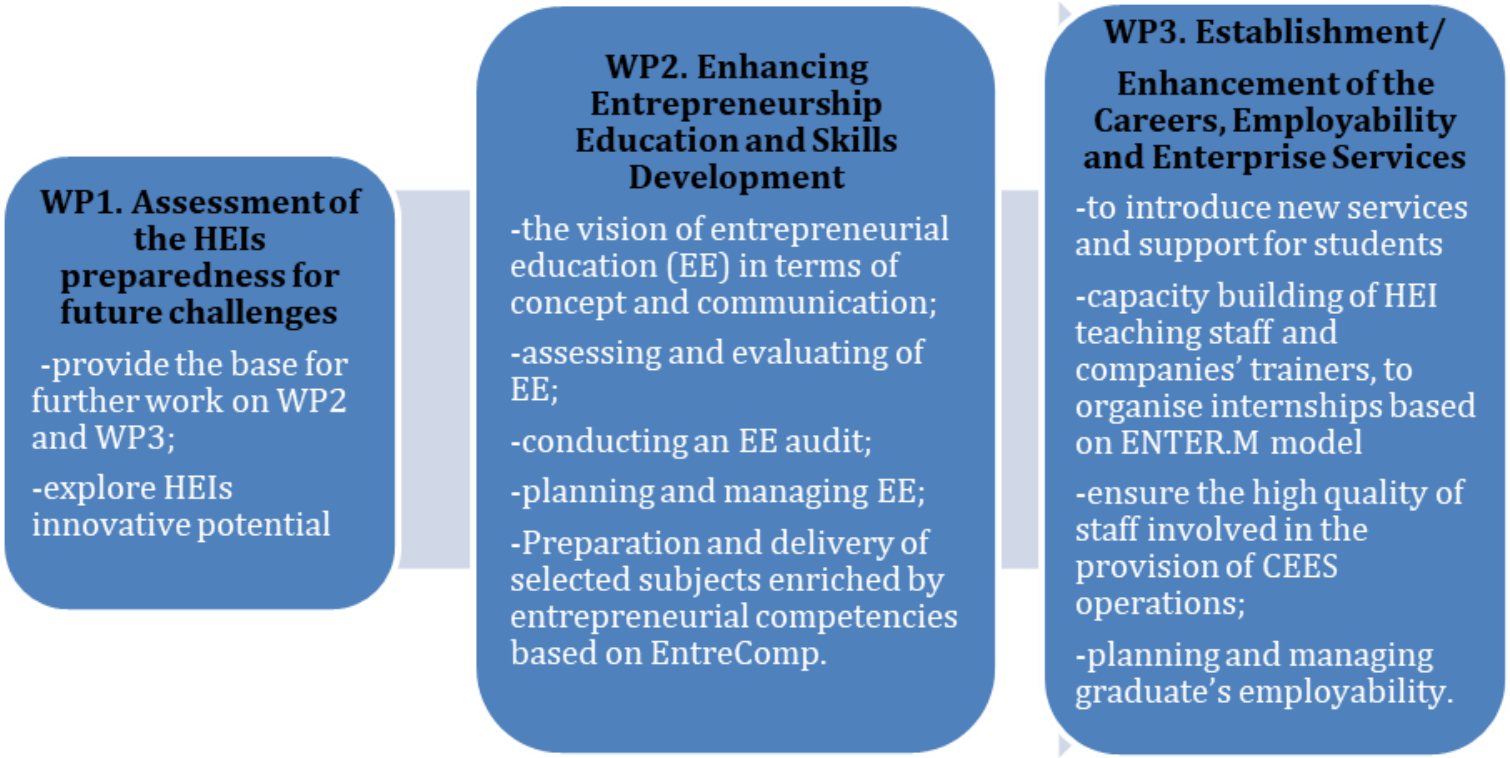
**The Methodology provides the starting point for the preparation of:**

- 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 3.1 The Report on graduate's employability support through careers, employability and enterprise services
- A graphical representation of the WP1, WP2 and WP3 aims is shown in Figure 1.
- A graphical representation of WP1, WP2 and WP3 deliverables is shown in Figure 2.
- A graphical representation of WP1, WP2 and WP3 tasks is shown in Figure 3.

# Introduction

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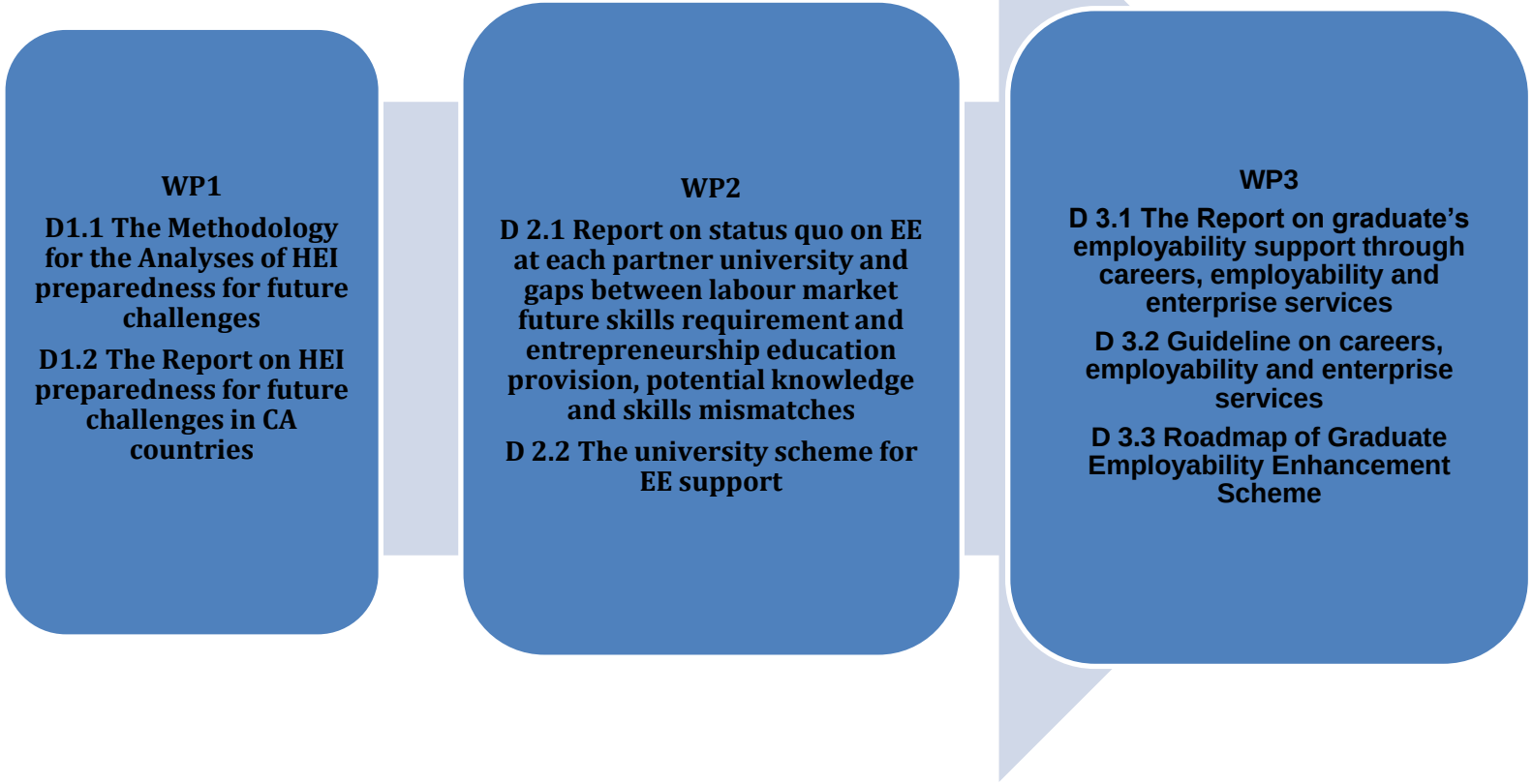
**Figure 1. A graphical representation of the WP1, WP2 and WP3 aims**



# Introduction

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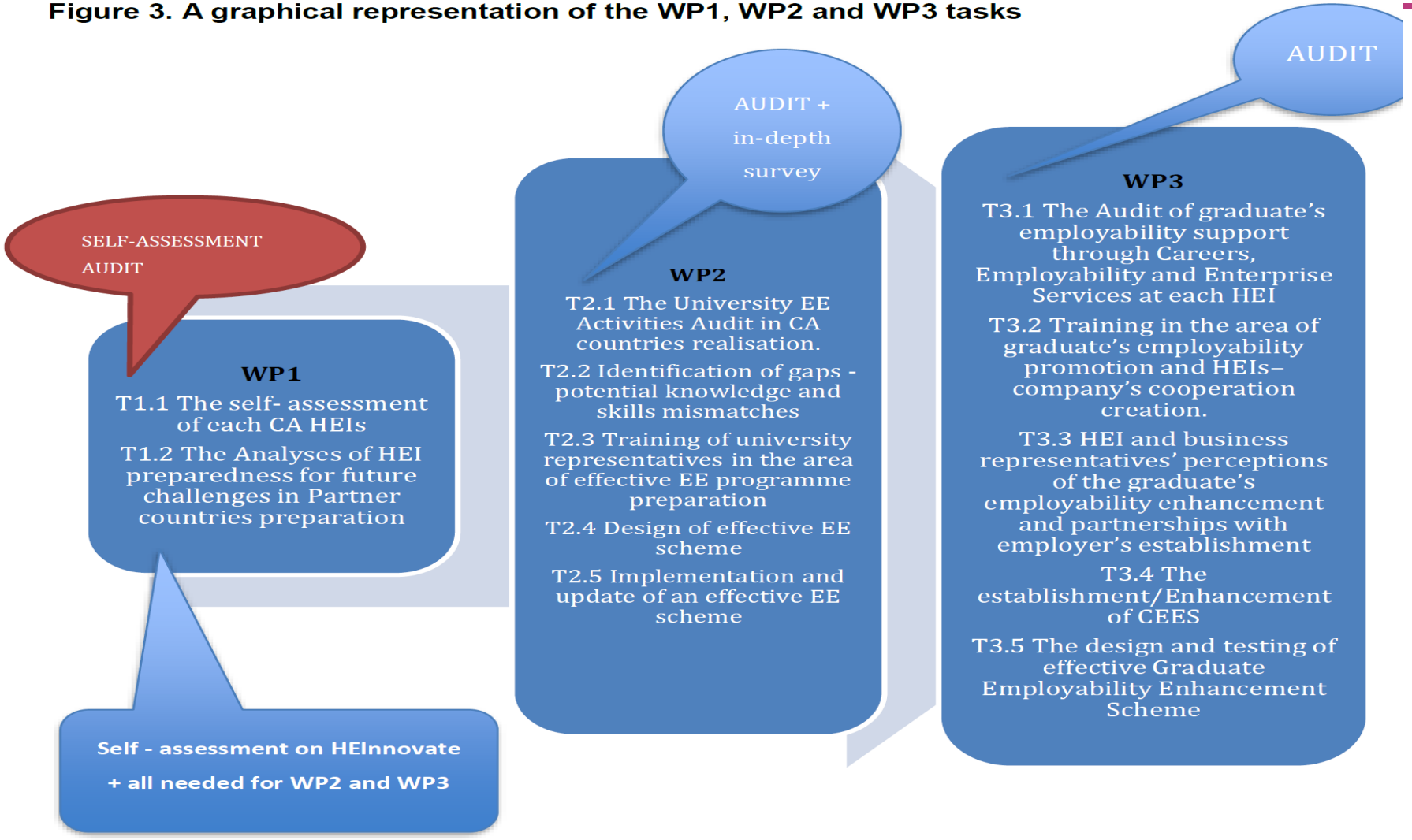
**Figure 2. A graphical representation of WP1, WP2 and WP3 deliverables**



# Introduction

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**Figure 3. A graphical representation of the WP1, WP2 and WP3 tasks**



# 1. Methodology: WP1. Assessment of the HEIs preparedness for future challenges

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In order to enhance entrepreneurship education and skills development and strengthen university-enterprise cooperation, universities themselves have to be entrepreneurial HEIs. It depends upon individuals and innovative ways of doing things. The WP1. Methodology and assessment is based on the **HEInnovate tool** which is a self-assessment tool for HEIs that wish to explore their innovative potential. The Methodology describes the process of identification, prioritisation and action planning in eight areas described below. Through this it enables to analyse the strengths and weaknesses, to open up discussions and debates on the relationship between entrepreneurial and innovative issues of different institutions and to compare their evolution during the determined period of time.

# 1. Methodology: WP1. Assessment of the HEIs preparedness for future challenges

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heinnovate

InHEInnovate covers **eight areas for self-assessment**:

1. Leadership and Governance
2. Organizational 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

# 1.2 Guideline for WP1 self-assessment at HEInnovate platform

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Each TRIGGER project CA HEI will undergo the self-assessment. Altogether 11 self- assessments will be performed in three CA countries. Based on this **11 Reports on HEI preparedness for future challenges in CA countries will be prepared** (D1.2).

**Target group:**

The target groups depend on **managerial structure** of the CA HEI and is defined as follows:

The minimum number of participants:

- Rector/Vice Chancellor
- 1 Vice-Rector/Vice Chancellor
- All Deans of CA HEI Faculties
- 1 Vice-dean of each CA HEI Faculties
- 2 Professors/Teachers per Faculty (preferably involved in administration or university/faculty Academic and Scientific Bodies)
- 2 Researchers per Faculty (preferably involved in administration or university/faculty Academic and Scientific Bodies)
- 3 Professional and support staff (e.g. career Advisors/Technology Transfer Office/Administrative offices) on University or faculty level
- 3 teachers involved in entrepreneurial education

# 1.2 Guideline for WP1 self-assessment at HEInnovate platform

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The HEInnovate self-assessment questions (see Annex 1.1): HEI self-assessment tool is available in 24 EU languages (the Russian/Kazakh/Uzbek/Tajik versions are not available). The CA partner HEIs will translate altogether 42 questions to Russian language. The distribution of the work on translation and quality check will be done by Toraighyrov University, Pavlodar, KZ and will be coordinated by UCA, FR.

Each CA HEIs will do self-assessment process independently using Russian version of HEInnovate questions.

# 1.2 Guideline for WP1 self-assessment at HEInnovate platform

The Training on implementation of HEInnovate was planned to be held in April 2021 in Nice, France for 4 persons from each partner country HEI. Altogether 44 persons from CA should attend the in-person training for 14 days. The selection of the participants will be a mix of persons with experience in university top managerial positions, teachers/trainer/administrative/technical staff experienced in entrepreneurial education and/or enterprise cooperation and technology transfer, teachers of subjects suitable for incorporating entrepreneurial education into the syllabus. The trainers will be from EU partner's institutions (9 trainers). Training will utilize the official HEInnovate Training Package covering the background of HEInnovate and providing a brief overview of the eight areas of the self-assessment. Later on, each HEIs will assess their own institution. The training will be delivered by EU partners at the beginning of the project. At the end of the TRIGGER project, the partner country HEIs will repeat assessment individually which enables them to track the progress.

# 1.2 Guideline for WP1 self-assessment at HEInnovate platform

The EU partners will carry out practical assessments with 20 persons at each CA HEI during the trainings in CA countries. The CA participants of Training in Nice, FR will help during the local trainings. Altogether 220 persons at 11 HEIs will be trained for further utilisation of self-assessment tool which is very important for TRIGGER project sustainability. It represents cost-effective approach as training in EU of such higher number of persons would not be possible.

The distribution will be as follows:

- TUKE, SK and BFI, Vienna: 4 persons to Tajikistan (Dhusanbe, Dangara, Kulob and Khorog) for altogether 16 days.
- Cote de Azur, FR and TUKE, SK: 4 persons to Kazachstan (Nur-Sultan, Pavlodar, Atyrau) for altogether 12 days.
- Cote de Azur, FR, ASTRA, SK and IDEC, GR: 4 persons to Uzbekistan (Taskhent, Namangan, Termez, Jizzakh) for altogether 16 days.

# 1.3 WP1 Timetable

| Task/Deliverables | Responsible | Deadline |
|---|---|---|
| The draft version of WP1. Methodology for the Analyses of HEI preparedness for future challenges | UCA, FR; UAS-BFI, AT; IDEC,GR; ASTRA,SK | 31/01/2021 |
| Presentation of the WP1. Methodology for the Analyses of HEI preparedness for future challenges during kick-off meeting | UCA, FR; UAS-BFI, AT; IDEC,GR; ASTRA,SK | 02/02/2021 |

# 1.3 WP1 Timetable

| | | |
|---|---|---|
| Feedback on WP1. Methodology for the Analyses of HEI preparedness for future challenges | all partners will provide feedback to UCA, FR | 12/02/2021 |
| Sending the information on **persons responsible for D1.2; D2.1 and D3.1** (it can be the same person or two- three different persons) | all CA HEIs partners will send to UCA, FR | 12/02/2021 |
| Final version of WP1. Methodology for the Analyses of HEI preparedness for future challenges | UCA, FR | 22/02/2021 |
| The set-up date for all online WP1. meetings, visits and trainings till July 2021 | UCA, FR | 28/02/2021 |
| The translation of HEInnovate questions to Russian language | Toraighyrov University, KZ | 15/03/2021 |
| The 1st on-line training on HEInnovate self-assessment (WP1,WP2,WP3) | UCA, FR + all partners | March 2021 - TBA |

# 1.3 WP1 Timetable

| | | |
|---|---|---|
| The 2nd online training on HEInnovate self-assessment: WP1 | UCA, FR + all partners | April 2021- TBA |
| The 1st online consultancy by EU partners on WP1<br>• TUKE, SK and BFI, Vienna: Tajikistan<br>• UCA, FR and TUKE, SK: Kazachstan<br>• UCA, FR, ASTRA, SK and IDEC, GR: Uzbekistan | UCA, FR + all partners | May 2021 -TBA |
| The 2nd online consultancy by EU partners on WP1<br>• TUKE, SK and BFI, Vienna: Tajikistan<br>• UCA, FR and TUKE, SK: Kazachstan<br>• UCA, FR, ASTRA, SK and IDEC, GR: Uzbekistan | UCA, FR + all partners | May 2021 -TBA |
| The visits of EU experts in CA (in person) | all partners | *June-July 2021- TBA<br>*November-December 2021-TBA |

# 1.3 WP1 Timetable

| | | |
|---|---|---|
| D1.2 The Report on HEI preparedness for future challenges in CA countries_**v01** | UCA, FR + all CA HEIs | 15/07/2021 |
| Training in Nice, FR | UCA, FR + all CA HEIs | *October 2021 -TBA |
| D1.2 The Report on HEI preparedness for future challenges in CA countries_**v02**: update 2 weeks after Nice, FR Training | UCA, FR + all CA HEIs | two weeks after Nice, FR Training |
| Local/regional dissemination workshops on HEInnovate self-assessment results<br>(part of WP5) | all CA HEIs<br>the participation of EU experts will be in person or online | June-December 2021 |
| D1.2 The Report on HEI preparedness for future challenges in CA countries_**v03** | UCA, FR + all CA HEIs | December 2023 |

# 1.4 The Report on HEI preparedness for future challenges (D1.2)

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D1.2. The Report on HEI preparedness for future challenges in CA countries will serve as a basic document for further work on TRIGGER project outputs preparation. The Report will be prepared by UCA, FR and will include all 11 HEIs reports prepared by CA HEIs using template for "Report on HEI preparedness for future challenges". The strength and weaknesses of each HEI will be identified and suggestions for strength support and weakness overcoming prepared. It is intended also to inform future skills decision-makers at the university level how to deliver a more effective skills system.
Altogether 11 reports will be prepared (4 in Uzbekistan, 3 in Kazakhstan and 4 in Tajikistan).

**Report on HEI preparedness for future challenges - template (see Annex 1.2)**

# 4. Monitoring of WP1 work progress and quality assurance

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The monitoring of the WP progress is included in WPs Timetable of this Methodology and also follows the rules set up in WP4. Quality Assurance and Evaluation. The quality assurance processes are described in The Quality Assurance guideline as well. The progress will be monitored and quality assurance performed by WP4 leader - Khorog State University in Tajikistan and documented in the periodical reports on Monitoring and Evaluation.

For more information on WP4 see The Quality Assurance guideline available at:

https://drive.google.com/drive/u/2/folders/1xhCS489BKoDbWFZ21VwvyzN5gi_8hhSN

# 6. Annexes (from page 31…)

- ✓ **Annex 1.1. The HEInnovate self-assessment questions (English version)**
- ✓ **Annex 1.2. Template: D1.2. The Report on HEI preparedness for future challenges**

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# Thank you for the attention!

Srdjan.REDZEPAGIC@univ-cotedazur.fr

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

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

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

- WP3 is coordinated by L.N. Gumilyov Eurasian National University, Kazachstan.

- Main focus areas:
  - **Planning, managing** and **promotion of graduate's employability** in cooperation with employers;
  - Introduction of the **new services and support for students** contributing to their higher employment after graduation **through establishment/enhancement** of the Careers, Employability and Enterprise Services at the HEIs;

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# WP3 Methodology for audit

- The proposed Methodology covers:
  - T3.1 The Audit of graduate's employability support through Careers, Employability and Enterprise Services at each CA HEI
  - D3.1 The Report on graduate's employability support through careers, employability and enterprise services at each CA HEI.

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# Audit of graduate's employability support through CEES

- The audit will focus on two main points:
  a. CEES and HEIs-company cooperation
  b. Internship schemes

- The audit will be organised during the **self-assessment of each CA HEI (T1.1)** and will result in the development of the first version of D 3.1.: The Report on graduate's employability support through careers, employability and enterprise services at each CA HEI.

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# Audit of graduate's employability support through CEES

- **Objectives**: To assess the **current status** and **activities** undertaken by CA HEIs in the area of employability support through CEES, the **existing cooperation schemes** with businesses and the **existing internship schemes**.

- **Methodology**: The audit will be carried out at each CA HEI, by using a **questionnaire** (Annex 3.1, either paper based or online). The organisation of **focus group and/or in-depth interviews** is also recommended.
- The questionnaire has **two parts**, one that focuses on CEES and university-business cooperation and one that focuses on internship schemes.

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# Target group

The minimum number of participants:

- Top managers and decision makers at university level (at least 2 persons at university level)
- Vice-deans for education/research of each CA HEI Faculties (1 per faculty)
- 5 Professors/Teachers per university (preferably involved in administration or university/faculty Academic and Scientific Bodies)
- 5 Professional and support staff (e.g. career Advisors/Technology Transfer Office/Administrative offices) on University or faculty level

The person involved in audit should have knowledge and experiences connected to audit areas (student support services, HEIs-company cooperation and internship schemes).

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# Result: Report on graduate's employability support through careers, employability and enterprise services (D3.1)

- After the conclusion of the audit in each CA HEI, the reports will be produced, using the **template** (Annex 3.2). A total of 11 reports will be produced, one for each CA HEI, **in English**.

- **Aim**: help partner CA HEIs have a **clearer picture** on the overall situation at their HEIs and challenges for the future, **regarding the current status** and activities undertaken in the area of employability support provided to students, cooperation with business and internships.

- The report is a necessary step for the delivery of **D3.2** Guidelines on CEES and **D3.3** Roadmap to graduate employability

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# Important dates

| | | |
|---|---|---|
| The first on-line meeting on WP3 audit | IDEC, GR + ASTRA,SK + all CA HEIs | April 2021 - TBA |
| The second on-line meeting on WP3 audit | IDEC, GR + ASTRA,SK + all CA HEIs | May 2021 - TBA |
| The Audit of graduate's employability support through Careers, Employability and Enterprise Services at each CA HEI is ready | CA HEIs | 31/05/2021 |
| D3.1 Report on graduate's employability support through careers, employability and enterprise services at each CA HEI_v01 | CA HEIs | 30/06/2021 |
| Training in the area of graduate's employability promotion and HEIs–company's cooperation creation in Athens, GR | all partners | May 2022 |
| Training in the area of graduate's employability promotion and HEIs–company's cooperation creation at each CA HEIs | CA HEIs + EU trainers | June/July 2022 |
| **D 3.1 The Report on graduate's employability support through careers, employability and enterprise services at each CA HEI_final** | CA HEIs | 30/11/2022 |

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# Result: Report on graduate's employability

- PART 1. General information on each HEI (e.g. structure, size, basic info)
- PART 2. Information on audit (persons involved, durations, description of audit realisation, main observations)
- PART 3. Analysis of audit on CEES and HEI-business cooperation
- PART 4. Analysis of audit on Internship programmes (ASTRA)

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# Part 3. Analysis of audit on CEES and HEI-business cooperation

- Framework of Careers, Employability and Enterprise Services at country and HEI level

- Services and activities relating to enhancing student and graduate employability
  - Organisational structure, number of staff, scope and main activities of the career and liaison office of the University
  - HEI strategy on matters of employment and career of students and graduates
  - Support offered to students and graduates on their professional development
  - Support offered to students and graduates on their educational development
  - Measures of tracking academic and professional progress of students and graduates
  - Additional information of services currently offered by the HEI on Careers, Employability and Enterprise cooperation

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# Part 3. Analysis of audit on CEES and HEI-business cooperation

- Services and activities relating to development of employability skills
  - Activities on employability skills development of students and graduates as part of the curriculum
  - Activities on employability skills development of students and graduates as part of organised social activities
  - Support offered to students and graduates on national or international mobility programmes
- Services and activities relating to development of innovation and entrepreneurial skills
  - Organisational structure, number of staff, scope and main activities of innovation and entrepreneurship office (or similar structure office which aims to support entrepreneurship by students and provides support for integrating business innovation)
  - Services offered to students and graduates to develop their entrepreneurial skills
  - Activities to support innovation and entrepreneurship of students and graduates

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# Part 3. Analysis of audit on CEES and HEI-business cooperation

- Services and activities relating to establishing cooperation relationships with businesses.
  - Liaison activities of the HEI with employability organisations
  - Networking activities with businesses
  - Mentoring programme offered by the HEI
  - Services offered to employers
  - Additional information on cooperation procedures with companies
- SWOT analysis of graduate's employability support through careers, employability and enterprise services at CA HEIs.
- SWOT analysis of HEI cooperation with institutions outside HEI at CA HEIs.
- Suggestions for improvement of graduate's employability support through CEES
- Suggestions for improvement of HEI cooperation with institutions outside HEI

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# Thank you!

Con’t

PART 4. Analysis of Internship programmes - ASTRA

TECHNICKÁ UNIVERZITA V KOŠICIACH
EURASIAN NATIONAL UNIVERSITY
TORAIGHYROV UNIVERSITY
ATYRAU UNIVERSITY
TOSHKENT DAVLAT TRANSPORT UNIVERSITETI
Tashkent state transport university
University of applied Sciences BFI Vienna
UNIVERSITÉ CÔTE D’AZUR
astra
ASSOCIATION FOR INNOVATION AND DEVELOPMENT
idec

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# WP3 Internship schemes in detail

**Nina Hadidomova**

**ASTRA, SK**

**February 2nd 2021, Kick-off Meeting**

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# Why do the Audit on Internships?

- **to describe the current status** in the area of employability support
- **to establish/enhance** the Careers, Employability and Enterprise Services at CA HEIs
- **to offer Internships,** that will support and develop Enterpreneurial skills
- **33 HEIs students** will undertake innovative Internship based on EntreComp scheme

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# Enter.Mode Internships in a nutshell

**1. Spotting the competencies that need to be enhanced (Self-assessment tool based on Entre.Comp)**

**2. Challenge + activities are prepared in a manner to support desired competencies**

**3. The Internship plan is prepared by company mentor and student, approved by HEI**

- **Serious game** with gamification elements to support enterpreneurial competencies
- **Community of Practice** to create network for stakeholders
- **ASTRA, SK is currently hosting 2 students from Italy**

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# WP3 Timetable - first M6

| Task/Deliverables | Responsible | Deadline |
|---|---|---|
| The 1st on-line training on HEInnovate self-assessment (WP1,WP2,WP3) | UCA, FR + all partners | March 2021 - TBA |
| The 1st on-line training on HEInnovate self-assessment (WP1,WP2,WP3) | UCA, FR + all partners | March 2021 - TBA |
| The second on-line meeting on WP3 audit | IDEC, GR + ASTRA,SK + all CA HEIs | May 2021 - TBA |
| The Audit of graduate's employability support through Careers, Employability and Enterprise Services at each CA HEI is ready | CA HEIs | 31/05/2021 |
| D3.1 Report on graduate's employability support through careers, employability and enterprise services at each CA HEI_v01 | CA HEIs | 30/06/2021 |

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# *Description of the institutional framework of internships in NAME OF THE COUNTRY (country level)*

**1. Do the rules or measures for HEI student internship exist at the national level?**

**2. Are there any obligatory requirements regarding internship set by Ministries or other bodies that administer education?**

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# *Description of the current internship programmes in HEIs in the country (HEI level)*

1. **Do the rules or measures for HEI student internship exist at the university level?**

2. **Are there any obligatory requirements regarding internship set up by Rectorate?**

3. **Describe the average internship duration, focus and ECTS (or other) credits at your HEI.**

# *Description of the current internship programmes in HEIs in the country (HEI level)*

**4. Do you provide training or other preparatory events for future interns, university administrative staff, academic tutors and mentors from company? If yes, please describe.**

**5. How the internships at HEI are managed (centralised or decentralised on faculty level)?**

**6. Describe the process of finding an internship opportunity (is there any support office, person at university/faculty/department level? Do you have an alumni network, and do you use it for internship place finding? Do you have database of companies and other institutions interested in taking interns?)**

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# *Description of the current internship programmes in HEIs in the country (HEI level)*

**7. How do you select the students for internship?**

**8. Describe the process of preparation of internship before its start (is there any support office, person at university/faculty/department level? What kind of documents are prepared – e.g., Internship plan, learning agreement? Do you set up goals of internship, criteria for measurement and evaluation methods before internship?**

**9. Do you also support the development of entrepreneurial competencies and skills of student during internship?**

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# *Description of the current internship programmes in HEIs in the country (HEI level)*

**10. Describe the process of managing of the internship during its implementation (is there any support office, person at university/faculty/department level; mentoring during internship; monitoring; contact with intern and person in company)**

**11. Describe the process of internship evaluation after its implementation (by whom and how the internship and its impact on student/company/university are evaluated)**

**12. Do you collect the company, academic tutor and student/intern feedback survey?**

**13. Please describe any other important things/circumstances connected to internships at your university**

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

## PART 1. General information on NAME OF THE HEI

**Please describe your university in terms of:**

- *the structure of university (faculties and main institutes)*
- *size (number of students and employees)*
- *the structure of university employees*
- *basic information on region (structure of industry, rate of employment, labour market description)*
- *basic information on main employers of your graduates*

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

## PART 2. Information on audit

**Please describe how the audit has been carried out in terms of:**

- *number of persons involved*
- *the job position and experiences of persons involved*
- *the duration of audit*
- *the description of audit realisation (survey, focus group, in interviews....)*
- *The main observation form audit and recommendations for further steps*

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

## Part 3. Analysis of graduate's employability support through careers, employability and enterprise services and HEI-business cooperation

- **Framework of Careers, Employability and Enterprise Services in NAME OF THE COUNTRY (country level)**
  - *findings from question A1*

- **Current Careers, Employability and Enterprise Services in HEIs in the country (HEI level):**

✓ Services and activities relating to enhancing student and graduate employability **-** *findings from questions B1, 2, 3, 4, 5, 8, 12, 13, 23, 24, 26, 29* Services and activities relating to development of employability skills - *findings from questions B6, 7, 9, 14*

✓ Services and activities relating to development of innovation and entrepreneurial skills - *findings from questions B15, 16, 18, 19, 20*

✓ Services and activities relating to establishing cooperation relationships with businesses - *findings from questions B10, 11, 17, 21, 22, 25, 28, 30*

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

- **SWOT analyses** of graduate's employability support through careers, employability and enterprise services at CA HEIs.
- **SWOT analyses** of HEI cooperation with institutions outside HEI at CA HEIs.

| STRENGTHS | WEAKNESSES |
|---|---|
| | |
| **OPPORTUNITIES** | **THREADS** |
| | |

+ also include The suggestions for improvement of graduate's employability support through careers, employability and enterprise services at HEIs (at least 5 ideas)

The suggestions for improvement of HEI cooperation with institutions outside HEI at HEIs (at least 5 ideas)

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

- **Institutional framework of internships (country level) -** *findings from question A1, 2*
- **Current internship programmes (HEI level):**

✓ **Management and administration of internships -** *findings from question B1, 2, 3, 5, 7, 8, 13*

✓ **Support given to students -** *findings from question B4, 6, 9*

✓ **Monitoring and evaluation of internships -** *findings from question B10, 11, 12*

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

- **SWOT analyses** of internship programmes

| STRENGTHS | WEAKNESSES |
|---|---|
| | |
| **OPPORTUNITIES** | **THREADS** |
| | |

**+ also include** The suggestions for improvement of internship programmes at CA HEIs (at least 5 suggestions)

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# Thank you for your attention!

**Contact:** Nina Hadidomova (nina.hadidomova@gmail.com)

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# D1.1 Methodology for Analyses of HEI preparedness for future challenges: Section related to WP2 on "Entrepreneurship Education and Skills Development"

Dietmar Paier / Johannes Wetzinger
TRIGGER Kick-off Meeting, 2 February 2021

1

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# Overview

1. The relation of WP1 and WP2
2. HEI self-assessment (relevant areas for WP2)
3. In-depth survey (employers, alumni)
4. Overview of timetable
5. Report structure for D 2.1 (Report on status-quo of Entrepreneurship Education)
6. Organisational issues and next steps

2

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# 1. Relation of WP1 and WP2

- **Key facts about WP2:**
  - **Title:** "Enhancing Entrepreneurship Education and Skills Development"
  - **Leading organisation:** University of Applied Sciences BFI Vienna, Austria
  - **Duration:** 15.07.2021 – 31.12.2022

Directly building on of WP1

- **Two focus areas of the WP2:**
  - Assessment of the **current status of entrepreneurship education** at the partner HEIs in Central Asia
  - **Planning and implementation** of an updated **entrepreneurship education scheme** at the Central Asian HEIs

3

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# Relation of WP1 and WP2

**The concept of Entrepreneurship:**

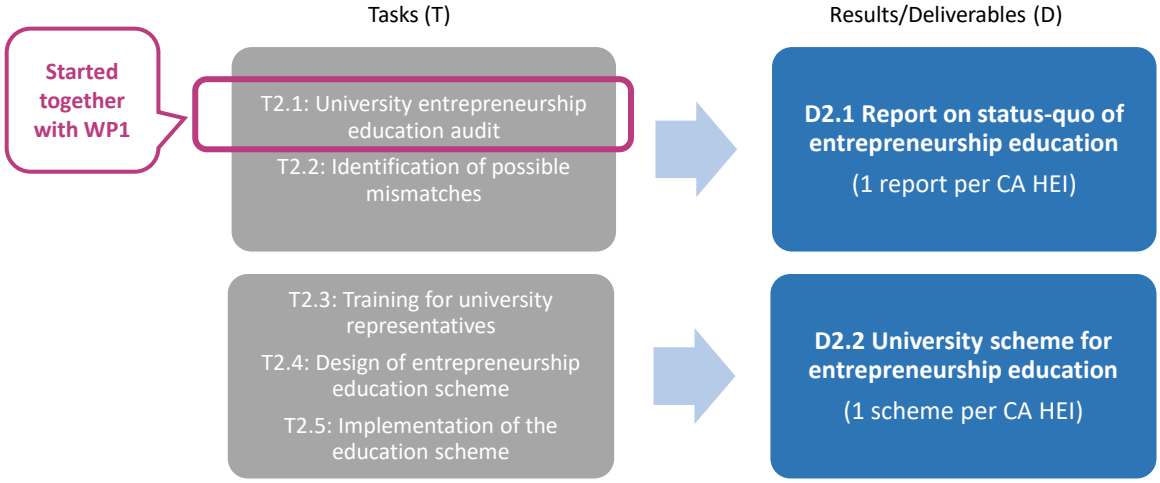
- **Entrepreneurship Education** seeks to provide students with knowledge, skills and motivation to create ideas in entrepreneurial action in different environments, both as self-employed entrepreneur and as employee in established organisations (EC 2015, Lackéus et al. 2020).
- **Entrepreneurship** is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability (see European Commission et al. 2016: 21).
- **Organizational change of HEIs** is needed, since „the capacity to implement the entrepreneurship and innovation agenda depends on the governance arrangements, organisational capacity and the institutional culture of HEIs as well as characteristics of the surrounding economy" (OECD 2019: 12).

4

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# Relation of WP1 and WP2

**Tasks and deliverables of WP2:**




5

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# Relation of WP1 and WP2

**T 2.1 The Entrepreneurship Education Audit includes the following two areas:**

- Self-assessment based on **HEInnovate** (focus on Entrepreneurship dimensions)
- Additional in-depth survey among employers and alumni in Central Asian countries (labour market needs, required skills, mismatches) – based on **EntreComp scheme**

➢ Important foundation for Deliverable 2.1 "Report on status-quo of entrepreneurship education" (1 report per Central Asian HEI)

6

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# 2. HEI self-assessment

- As part of WP1, a HEI **self-assessment** is conducted based on the **HEInnovate tool** (coordinated by **UCA, Nice**) → for details on procedures/requirements see UCA presentation (WP1, D1.1)
- HEInnovate contains **two dimensions**, which are particularly relevant for **WP2**:
  - "*Entrepreneurial Teaching and Learning*"
  - "*Preparing and Supporting Entrepreneurs*"

heinnovate

➢Data gathered by each Central Asian HEI during the HEInnovate self-assessment will be used as foundation for work in WP2

7

heinnovate

**Entrepreneurial Teaching and Learning**

Entrepreneurial teaching and learning involves exploring innovative teaching methods and finding ways to stimulate entrepreneurial mindsets. It is not just learning about entrepreneurship, it is also about being exposed to entrepreneurial experiences and acquiring the skills and competences for developing entrepreneurial mindsets.

1. The HEI provides diverse formal learning opportunities to develop entrepreneurial mindsets and skills.
2. The HEI provides diverse informal learning opportunities and experiences to stimulate the development of entrepreneurial mindsets and skills.
3. The HEI validates entrepreneurial learning outcomes which drives the design and execution of the entrepreneurial curriculum.
4. The HEI co-designs and delivers the curriculum with external stakeholders.
5. Results of entrepreneurship research are integrated into the entrepreneurial education offer.

**Preparing and Supporting Entrepreneurs**

HEIs can help students, graduates and staff consider starting a business as a career option. At the outset it is important to help individuals reflect on the commercial, social, environmental or lifestyle objectives related to their entrepreneurial aspirations and intentions. For those who decide to proceed to start a business, or other type of venture, targeted assistance can then be offered in generating, evaluating and acting upon the idea, building the skills necessary for successful entrepreneurship, and importantly finding relevant team members and getting access to appropriate finance and effective networks. In offering such support, an HEI should ideally act as part of a wider business support ecosystem rather than operating in isolation.

1. The HEI increases awareness of the value of entrepreneurship and stimulates the entrepreneurial intentions of students, graduates and staff to start-up a business or venture.
2. The HEI supports its students, graduates and staff to move from idea generation to business creation.
3. Training is offered to assist students, graduates and staff in starting, running and growing a business.
4. Mentoring and other forms of personal development are offered by experienced individuals from academia or industry.
5. The HEI facilitates access to financing for its entrepreneurs.
6. The HEI offers or facilitates access to business incubation.

Source: https://heinnovate.eu/en

8

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# 3. In-depth survey

- **Objectives:** Identification of skills **gaps** and skills **mismatch**
  - explain the gap between the skills supplied and demanded by employers
  - identify where skill levels at the workplace are below those desired by employers
  - identify where job requirements do not match the knowledge or abilities of graduates
- **Results** will be used for further activities
  - development (learning outcomes, teaching practices …) and implementation of EE schemes at each CA partner university

9

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# Survey design

- **Who** will be asked?
  - employers: skills requirements and mismatch as perceived by employers
  - alumni: skills requirements for self-employment and employment
- **How** will we conduct the survey?
  - standardized survey based on likert scales (rating scales)
  - online (Google Forms, MS Forms …); via email-questionnaire only if web-based survey is by no means feasible

➢ CA partners get survey template from UAS BFI Vienna and translate it

➢ support for technical implementation by UAS BFI Vienna

10

# 3. Conceptual foundation

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- The **EntreComp scheme** will be the core concept for the survey
- The scheme is very **detailed** regarding **personal** and **social skills**, but less so with professional and methodical skills as well as digital skills
- Hence, it needs extension through concepts addressing **professional, methodical** and **digital** skills

European Commission (2016) EntreComp: The Entrepreneurship Competence Framework. Online: https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework

European Commission (2017) DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use. https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf

11

# Examples of scales

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+

**Additional skills dimensions:**

- financial management
- marketing and commercial skills
- innovation
- human resources management
- digital skills

12

# Examples of scales

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| | | A | B |
|---|---|---|---|
| **1.** | **Creativity** | **Requirements of your organisation** | **Level by university graduates** |
| 1.1 | Developing several ideas and opportunities to create value. | 1 2 3 4 5 | 1 2 3 4 5 |
| 1.2 | Exploring and experimenting with innovative approaches. | 1 2 3 4 5 | 1 2 3 4 5 |
| 1.3 | Combining knowledge and resources to achieve valuable effects. | 1 2 3 4 5 | 1 2 3 4 5 |
| 1.4 | Developing better solutions to existing and new challenges. | 1 2 3 4 5 | 1 2 3 4 5 |
| | … | 1 2 3 4 5 | 1 2 3 4 5 |
| **2.** | **Commercial and marketing** | 1 2 3 4 5 | 1 2 3 4 5 |
| 2.1 | Developing commercial strategies and means whereby to attract new clients. | 1 2 3 4 5 | 1 2 3 4 5 |
| 2.2 | Running commercial teams and sales teams. | 1 2 3 4 5 | 1 2 3 4 5 |
| 2.3 | Respecting commitments, creating a positive image of the firm, promoting an ethical image of the firm. | 1 2 3 4 5 | 1 2 3 4 5 |
| | … | 1 2 3 4 5 | 1 2 3 4 5 |
| **3.** | **Digital skills** | 1 2 3 4 5 | 1 2 3 4 5 |
| 3.1 | Deploying digital and web-based tools for marketing. | 1 2 3 4 5 | 1 2 3 4 5 |
| 3.2 | Using knowledge on automation and artificial intelligence for improving products, processes and services. | 1 2 3 4 5 | 1 2 3 4 5 |
| 3.3 | Understanding and using information from the web and other digital sources to identify customer needs. | 1 2 3 4 5 | 1 2 3 4 5 |
| | … | | |
| **4.** | **Other …** | | |

13

# Implementation of in-depth survey

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- **Survey workshop for all CA partners** in March on:
  - theoretical concept of the survey
  - implementation and administration of the survey
  - methodology for analysis
  - reporting standards
- **Skills needed** to carry out the survey at **CA partner university:**
  - knowledge in implementing questionnaires in Google Forms or MS Forms: each partner administrates his survey himself
  - organizing web-surveys (invitation, monitoring, reminders, data storage …)
  - basic statistical methods
  - more elaborated statistical skills are very helpful, e.g. for calculating reliabilities, principal component analyses and methods of inferential statistics in general
  - interpreting results and writing up the report

14

# Contact persons:

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- **We need from each CA partner:**
  - **ONE contact person** who will be responsible for organizing the entire survey process (we will contact you in this matter)
  - All communication regarding the survey will be done with this contact person
- **Survey workshop March:**
  - Please make sure that all colleagues from your university who are involved in carrying out the survey take part in the workshop!

15

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# 4. Overview of timetable

**2021:**

| Task/Deliverables | Responsible | Deadline |
|---|---|---|
| Nomination of **person responsible** for WP2 | CA HEIs to UAS BFI, AT | 12/02/2021 |
| Online **training on HEInnovate** self-assessment (WP1/2/3) | UCA, FR + all partners | March 2021 - TBA |
| **Workshop on D2.1 in-depth survey** and report (online) | UAS BFI, AT + all partners | March 2021 - TBA |
| Online **consultancy** on D2.1 preparation | UAS BFI, AT + CA HEIs | May 2021 - TBA |
| Implementation of **HEI self-assessment and survey** | CA HEIs | 15/07/2021 |
| 1st **draft report** on status-quo of entrepreneurship education D2.1 | CA HEIs | 01/09/2021 |
| **Workshop to discuss draft reports** and agree on further development of reports | UAS BFI, AT + all partners | 09/2021 - TBA |
| Improvement and submission of **finalised reports on status-quo of Entrepreneurship Education** (D2.1) | CA HEIs | 01/12/2021 |

Key WP2 result of year 1

16

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# Overview of timetable

**2022:**

| Task/Deliverables | Responsible | Deadline |
|---|---|---|
| **Training** for university representatives | UAS BFI, AT + all partners | *January/February 2022 -TBA |
| **Dissemination workshops** on entrepreneurship education programme preparation (part of WP5) | CA HEIs | March/April 2022 |
| Purchase of **equipment: books and periodicals** for entrepreneurial education support | CA HEIs | February – August 2022 |
| **Selection of the 5 subjects** for each HEI which will be enhanced with EntreComp skills | ASTRA, SK + all CA HEIs | 15/03/ 2022 |
| Design of **entrepreneurship education scheme** (D2.2) | CA HEIs (with assistance from EU partners) | 30/06/2022 |
| **5 subjects per HEI enhanced** with EntreComp skills | CA HEIs | 01/09/2022 |
| **Implementation** of the education scheme | CA HEIs | 31/01/2023 |

Key WP2 result of year 2

17

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# 5. Report structure for D 2.1

**Deliverable 2.1 "Report on status-quo of entrepreneurship education":**

- Each CA HEI has to prepare a report following a pre-defined format and structure
- Report deadlines:
  - Draft version for discussion: **01.09.2021**
  - Final version: **01.12.2021**

➢Detailed instructions will be provided during a WP2 workshop in February/March 2021

18

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# Report structure for D 2.1

**Report structure:**

1. Introduction
2. Overview of current offer on entrepreneurship education at the HEI
3. Results of the HEInnovate self-assessment for the dimension “Entrepreneurial Teaching and Learning” and “Preparing and Supporting Entrepreneurs”
4. Documentation of the in-depth survey
5. Identified gaps and skills mismatches
6. Conclusions: Steps to further develop entrepreneurship education at the university (including definition of 5 courses for implementation of Entrepreneurship Education scheme)

19

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# 6. Organisational issues and next steps

- **Nomination of contact persons** for WP2 from each partner till **12 February 2021** in WP2 folder on Google Drive: https://drive.google.com/file/d/1A2V9udk28u3r6ZkzcEPsdQGz_eQm0-Tj/view
- Dates for **Workshop on D2.1** in-depth survey and report (February/March 2021) via Doodle till **12 February 2021**: https://doodle.com/poll/b5493ampqnbxbas2?utm_source=poll&utm_medium=link
- **Focus of D2.1 workshop:**
  - Presentation of requirements, procedures and To Do’s for in-depth survey, Q&A
  - Presentation of report template for “Report on status-quo of entrepreneurship education”, Q&A

20

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# Thank you for your attention!

**Contact:** Dietmar Paier (dietmar.paier@fh-vie.ac.at) / Johannes Wetzinger (johannes.wetzinger@fh-vie.ac.at)

21

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# D1.1 Methodology for Analyses of HEI preparedness for future challenges: Section related to WP2 on "Entrepreneurship Education and Skills Development"

Dietmar Paier / Johannes Wetzinger
TRIGGER Kick-off Meeting, 2 February 2021

1

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# Overview

1. The relation of WP1 and WP2
2. HEI self-assessment (relevant areas for WP2)
3. In-depth survey (employers, alumni)
4. Overview of timetable
5. Report structure for D 2.1 (Report on status-quo of Entrepreneurship Education)
6. Organisational issues and next steps

2

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# 1. Relation of WP1 and WP2

- **Key facts about WP2:**
  - **Title:** "Enhancing Entrepreneurship Education and Skills Development"
  - **Leading organisation:** University of Applied Sciences BFI Vienna, Austria
  - **Duration:** 15.07.2021 – 31.12.2022

Directly building on of WP1

- **Two focus areas of the WP2:**
  - Assessment of the **current status of entrepreneurship education** at the partner HEIs in Central Asia
  - **Planning and implementation** of an updated **entrepreneurship education scheme** at the Central Asian HEIs

3

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# Relation of WP1 and WP2

**The concept of Entrepreneurship:**

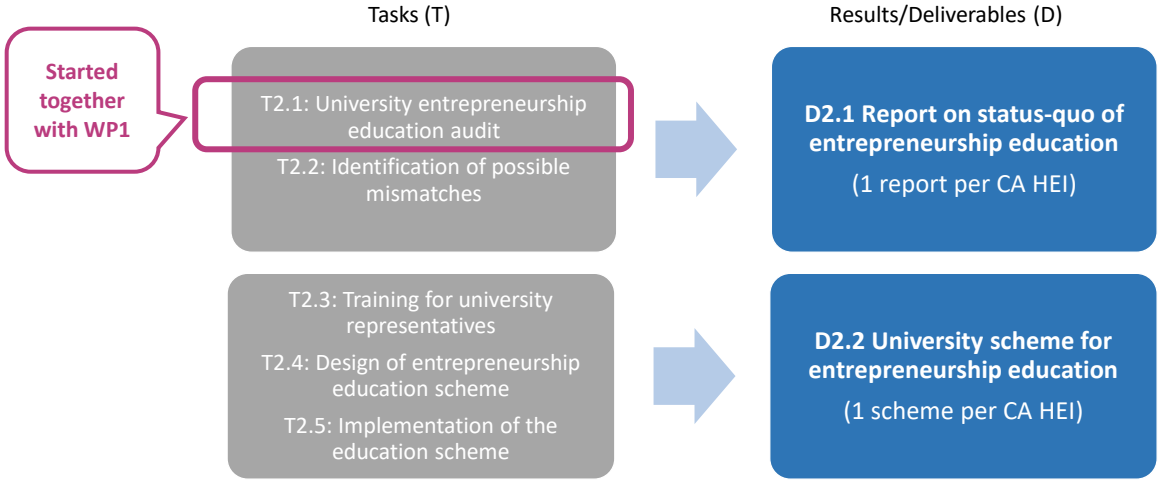
- **Entrepreneurship Education** seeks to provide students with knowledge, skills and motivation to create ideas in entrepreneurial action in different environments, both as self-employed entrepreneur and as employee in established organisations (EC 2015, Lackéus et al. 2020).
- **Entrepreneurship** is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability (see European Commission et al. 2016: 21).
- **Organizational change of HEIs** is needed, since „the capacity to implement the entrepreneurship and innovation agenda depends on the governance arrangements, organisational capacity and the institutional culture of HEIs as well as characteristics of the surrounding economy" (OECD 2019: 12).

4

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# Relation of WP1 and WP2

**Tasks and deliverables of WP2:**




5

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# Relation of WP1 and WP2

**T 2.1 The Entrepreneurship Education Audit includes the following two areas:**

- Self-assessment based on **HEInnovate** (focus on Entrepreneurship dimensions)
- Additional in-depth survey among employers and alumni in Central Asian countries (labour market needs, required skills, mismatches) – based on **EntreComp scheme**

➢ Important foundation for Deliverable 2.1 "Report on status-quo of entrepreneurship education" (1 report per Central Asian HEI)

6

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# 2. HEI self-assessment

- As part of WP1, a HEI **self-assessment** is conducted based on the **HEInnovate tool** (coordinated by **UCA, Nice**) → for details on procedures/requirements see UCA presentation (WP1, D1.1)
- HEInnovate contains **two dimensions**, which are particularly relevant for **WP2**:
  - "*Entrepreneurial Teaching and Learning*"
  - "*Preparing and Supporting Entrepreneurs*"

heinnovate

➢Data gathered by each Central Asian HEI during the HEInnovate self-assessment will be used as foundation for work in WP2

7

heinnovate

**Entrepreneurial Teaching and Learning**

Entrepreneurial teaching and learning involves exploring innovative teaching methods and finding ways to stimulate entrepreneurial mindsets. It is not just learning about entrepreneurship, it is also about being exposed to entrepreneurial experiences and acquiring the skills and competences for developing entrepreneurial mindsets.

1. The HEI provides diverse formal learning opportunities to develop entrepreneurial mindsets and skills.
2. The HEI provides diverse informal learning opportunities and experiences to stimulate the development of entrepreneurial mindsets and skills.
3. The HEI validates entrepreneurial learning outcomes which drives the design and execution of the entrepreneurial curriculum.
4. The HEI co-designs and delivers the curriculum with external stakeholders.
5. Results of entrepreneurship research are integrated into the entrepreneurial education offer.

**Preparing and Supporting Entrepreneurs**

HEIs can help students, graduates and staff consider starting a business as a career option. At the outset it is important to help individuals reflect on the commercial, social, environmental or lifestyle objectives related to their entrepreneurial aspirations and intentions. For those who decide to proceed to start a business, or other type of venture, targeted assistance can then be offered in generating, evaluating and acting upon the idea, building the skills necessary for successful entrepreneurship, and importantly finding relevant team members and getting access to appropriate finance and effective networks. In offering such support, an HEI should ideally act as part of a wider business support ecosystem rather than operating in isolation.

1. The HEI increases awareness of the value of entrepreneurship and stimulates the entrepreneurial intentions of students, graduates and staff to start-up a business or venture.
2. The HEI supports its students, graduates and staff to move from idea generation to business creation.
3. Training is offered to assist students, graduates and staff in starting, running and growing a business.
4. Mentoring and other forms of personal development are offered by experienced individuals from academia or industry.
5. The HEI facilitates access to financing for its entrepreneurs.
6. The HEI offers or facilitates access to business incubation.

Source: https://heinnovate.eu/en

8

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# 3. In-depth survey

- **Objectives:** Identification of skills **gaps** and skills **mismatch**
  - explain the gap between the skills supplied and demanded by employers
  - identify where skill levels at the workplace are below those desired by employers
  - identify where job requirements do not match the knowledge or abilities of graduates
- **Results** will be used for further activities
  - development (learning outcomes, teaching practices …) and implementation of EE schemes at each CA partner university

9

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# Survey design

- **Who** will be asked?
  - employers: skills requirements and mismatch as perceived by employers
  - alumni: skills requirements for self-employment and employment
- **How** will we conduct the survey?
  - standardized survey based on likert scales (rating scales)
  - online (Google Forms, MS Forms …); via email-questionnaire only if web-based survey is by no means feasible

➢ CA partners get survey template from UAS BFI Vienna and translate it

➢ support for technical implementation by UAS BFI Vienna

10

# 3. Conceptual foundation

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- The **EntreComp scheme** will be the core concept for the survey
- The scheme is very **detailed** regarding **personal** and **social skills**, but less so with professional and methodical skills as well as digital skills
- Hence, it needs extension through concepts addressing **professional, methodical** and **digital** skills

European Commission (2016) EntreComp: The Entrepreneurship Competence Framework. Online: https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework

European Commission (2017) DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use. https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf

11

# Examples of scales

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**Additional skills dimensions:**

- financial management
- marketing and commercial skills
- innovation
- human resources management
- digital skills

12

# Examples of scales

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| | | A | B |
|---|---|---|---|
| **1.** | **Creativity** | **Requirements of your organisation** | **Level by university graduates** |
| 1.1 | Developing several ideas and opportunities to create value. | 1 2 3 4 5 | 1 2 3 4 5 |
| 1.2 | Exploring and experimenting with innovative approaches. | 1 2 3 4 5 | 1 2 3 4 5 |
| 1.3 | Combining knowledge and resources to achieve valuable effects. | 1 2 3 4 5 | 1 2 3 4 5 |
| 1.4 | Developing better solutions to existing and new challenges. | 1 2 3 4 5 | 1 2 3 4 5 |
| | … | 1 2 3 4 5 | 1 2 3 4 5 |
| **2.** | **Commercial and marketing** | 1 2 3 4 5 | 1 2 3 4 5 |
| 2.1 | Developing commercial strategies and means whereby to attract new clients. | 1 2 3 4 5 | 1 2 3 4 5 |
| 2.2 | Running commercial teams and sales teams. | 1 2 3 4 5 | 1 2 3 4 5 |
| 2.3 | Respecting commitments, creating a positive image of the firm, promoting an ethical image of the firm. | 1 2 3 4 5 | 1 2 3 4 5 |
| | … | 1 2 3 4 5 | 1 2 3 4 5 |
| **3.** | **Digital skills** | 1 2 3 4 5 | 1 2 3 4 5 |
| 3.1 | Deploying digital and web-based tools for marketing. | 1 2 3 4 5 | 1 2 3 4 5 |
| 3.2 | Using knowledge on automation and artificial intelligence for improving products, processes and services. | 1 2 3 4 5 | 1 2 3 4 5 |
| 3.3 | Understanding and using information from the web and other digital sources to identify customer needs. | 1 2 3 4 5 | 1 2 3 4 5 |
| | … | | |
| **4.** | **Other …** | | |

13

# Implementation of in-depth survey

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- **Survey workshop for all CA partners** in March on:
  - theoretical concept of the survey
  - implementation and administration of the survey
  - methodology for analysis
  - reporting standards
- **Skills needed** to carry out the survey at **CA partner university:**
  - knowledge in implementing questionnaires in Google Forms or MS Forms: each partner administrates his survey himself
  - organizing web-surveys (invitation, monitoring, reminders, data storage …)
  - basic statistical methods
  - more elaborated statistical skills are very helpful, e.g. for calculating reliabilities, principal component analyses and methods of inferential statistics in general
  - interpreting results and writing up the report

14

# Contact persons:

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- **We need from each CA partner:**
  - **ONE contact person** who will be responsible for organizing the entire survey process (we will contact you in this matter)
  - All communication regarding the survey will be done with this contact person
- **Survey workshop March:**
  - Please make sure that all colleagues from your university who are involved in carrying out the survey take part in the workshop!

15

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# 4. Overview of timetable

**2021:**

| Task/Deliverables | Responsible | Deadline |
|---|---|---|
| Nomination of **person responsible** for WP2 | CA HEIs to UAS BFI, AT | 12/02/2021 |
| Online **training on HEInnovate** self-assessment (WP1/2/3) | UCA, FR + all partners | March 2021 - TBA |
| **Workshop on D2.1 in-depth survey** and report (online) | UAS BFI, AT + all partners | March 2021 - TBA |
| Online **consultancy** on D2.1 preparation | UAS BFI, AT + CA HEIs | May 2021 - TBA |
| Implementation of **HEI self-assessment and survey** | CA HEIs | 15/07/2021 |
| 1st **draft report** on status-quo of entrepreneurship education D2.1 | CA HEIs | 01/09/2021 |
| **Workshop to discuss draft reports** and agree on further development of reports | UAS BFI, AT + all partners | 09/2021 - TBA |
| Improvement and submission of **finalised reports on status-quo of Entrepreneurship Education** (D2.1) | CA HEIs | 01/12/2021 |

Key WP2 result of year 1

16

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# Overview of timetable

**2022:**

| Task/Deliverables | Responsible | Deadline |
|---|---|---|
| **Training** for university representatives | UAS BFI, AT + all partners | *January/February 2022 -TBA |
| **Dissemination workshops** on entrepreneurship education programme preparation (part of WP5) | CA HEIs | March/April 2022 |
| Purchase of **equipment: books and periodicals** for entrepreneurial education support | CA HEIs | February – August 2022 |
| **Selection of the 5 subjects** for each HEI which will be enhanced with EntreComp skills | ASTRA, SK + all CA HEIs | 15/03/ 2022 |
| Design of **entrepreneurship education scheme** (D2.2) | CA HEIs (with assistance from EU partners) | 30/06/2022 |
| **5 subjects per HEI enhanced** with EntreComp skills | CA HEIs | 01/09/2022 |
| **Implementation** of the education scheme | CA HEIs | 31/01/2023 |

Key WP2 result of year 2

17

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# 5. Report structure for D 2.1

**Deliverable 2.1 "Report on status-quo of entrepreneurship education":**

- Each CA HEI has to prepare a report following a pre-defined format and structure
- Report deadlines:
  - Draft version for discussion: **01.09.2021**
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➢Detailed instructions will be provided during a WP2 workshop in February/March 2021

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# Report structure for D 2.1

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# 6. Organisational issues and next steps

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# Thank you for your attention!

**Contact:** Dietmar Paier (dietmar.paier@fh-vie.ac.at) / Johannes Wetzinger (johannes.wetzinger@fh-vie.ac.at)

21