



**Interreg**



EUROPEAN UNION

Danube Transnational Programme

**EDU-LAB**

**E-learning course 4**  
**Strengthening the Regional Economic  
Development**

Theme 3

Higher Education Institutions as Centers of  
Regional Development and Innovation

# Course structure

	<b>Strengthening the regional economic development</b>			
	<b>Theme 1:</b> EU, regional and national context: challenges, policy context, recommendations	<b>Theme 2:</b> Business environment	<b>Theme 3:</b> Higher Education Institutions as centres of regional development and innovation	<b>Theme 4:</b> RIS3/Smart specialization
<b>Session 1</b>	Analysis of the regional context, challenges	Policy context, incentives barriers	Regulatory frameworks, policy mechanisms, incentives, barriers	Definition of RIS3, policy context, potential
<b>Session 2</b>	National policy responses	Challenges	Regional role of Higher Education Institutes (Connecting Universities to Regional Growth)	HEIs leading role in regional development and innovation strategies e.g. for smart specialisation
<b>Session 3</b>	EUSDR strategic context	Policy recommendations: Increasing labour force participation, Increasing the quality of existing workforce, addressing skills mismatch etc.	Policy recommendations on institutional, national and EU level	Creation of innovation friendly business environment
<b>Session 4</b>	Contribution and vision of EDU-LAB: Facilitate interaction between actors	Best practices (based on output 3.1)	Best practices (based on output 3.1)	Best practices (based on output 3.1)

# Session 4

# **BEST PRACTICES**

Example of best practices: Specific educational programs on the ISCED levels 5,6,7 and 8; Knowledge related measures resulted with visible-measurable economic effects)

Creating educational programs in accordance with the needs of specific economy sectors and in cooperation with various stakeholders is present in all selected countries. However, the sustainability of these programs is different and mainly is depending on the strength of the economy.

In order to achieve better cooperation with local governments and organisations in the region, the **Academy of Economics in Svishtov** is conducting SWOT analysis and designing a concrete plan for realising better cooperation and tracing better perspectives for scientific research and innovations in the Academy!

- Institutionalisation of innovative and project activity, which includes creating a council, committee, or other organ that will have the priority task of strategic management of innovations and project activity;
- Creating an electronic innovation store and/or science shop, to serve as a mediating link between organisations that offer and seek innovations and scientific findings in the field of economy, administration, and governance;
- Initiating the creation of a regional innovation alliance (science cluster or innovation hub) as a uniting structure between the Academy, the de-concentrated and decentralised state structures, scientific institutes, business incubators, agencies for regional development, non-governmental organisations, representatives of leading firms and innovative enterprises on the territory of the North-central region;
- Stimulating the creation of joint enterprises or consortiums with private spin-off firms for work on various scientific and applied science projects;
- Adopting regulations that provide the possibility for part of the lectures at the Academy (for instance, 20 %) to be assigned to proven specialists from the sphere of practice who lack academic degrees and positions; for this purpose, agreements should be reached with the municipal leaderships on implementing joint projects and supplying the support of experts to the municipalities for the designing of sector policies;
- Active lobbying for the inclusion of the Academy of Economics in some of the scientific infrastructures figuring in the National Roadmap for Science Infrastructure;
- Creating scientific schools for various topical areas of economic and management science and practice;
- Efforts for valorisation of scientific studies;
- A+B Programme (Academy plus Business), jointly with representatives of business;
- Creating close partner relations with the Regional Council for Development of the North-central Planning Region, and with the district development councils in the region.

## Examples of strategic partnerships

- Promoting flexible educational paths
- Integrated local/regional development
- Creativity and innovation
- Quality of education
- Enhancing achievements in education
- Innovation
- Language skills
- Information and communication technologies
- Cooperation between regions
- Equality and inclusion
- Open educational resources (OER)
- Active participation of young people in society
- Horizontal skills/basic skills
- Recognition and validation of learning results
- Professional development and professionalisation of working with youths

**Conclusion:** It should be noted that, despite the declaring of priorities in the strategic documents adopted by the Bulgarian state, in fact all examples of good practices (in general, and including those given in this report) have been fulfilled **only** in the framework of projects with financing provided by EU structures and/or other funds and programmes. The state is not supplying financing, administrative capacity or a legal basis, for the practices related to the declared goals and priorities. That is why the examples given in the report refer only to fulfilled projects. There is no visible or traceable sustainability of, and/or building on, these initiatives after the completion of the respective project. In the field of higher education in Bulgaria, establishing the connection between education and employment, between theory and practical training, is a goal financed by European programmes and implemented under projects. Of all the enumerated projects, only that of student internships has been financed a second time.

It is not clear what the idea and logic of state funding in the field of higher education is, specifically as regards providing a stronger and more effective tie between education and employment. The strategic documents are very good at identifying the problems and tracing the priorities. **It remains unclear how the priority goals will be achieved, and by what mechanisms they will be realised in practice.** We are left with the impression that the state wants to satisfy EU requirements in view of EU pressure for decreasing youth unemployment, rather than to solve the very real structural problem of the existence of long-term unemployed youths up to the age of 29, and 160,000 demotivated youths who neither study nor work.



USAID mission in Bosnia and Herzegovina recognized need for western style business education in Bosnia and Herzegovina and to create new business leaders needed for the market oriented economy and with necessary knowledge and skills to succeed in a competitive and globally integrated market economy. In 2004 USAID mission in Bosnia and Herzegovina launched **Graduate Business Education Project** (GBEP). It is important to emphasize that the funds for the project came from the economic department of USAID mission, rather than its educational department, with a view that the project will directly help businesses and economic development of Bosnia and Herzegovina<sup>13</sup>. USAID dedicated \$10 millions for the project. Duration of the project was four years. Partners in the project were University of Delaware and University of Sarajevo – Faculty of Economics while FLAG International served in implementation, administration and management roles.

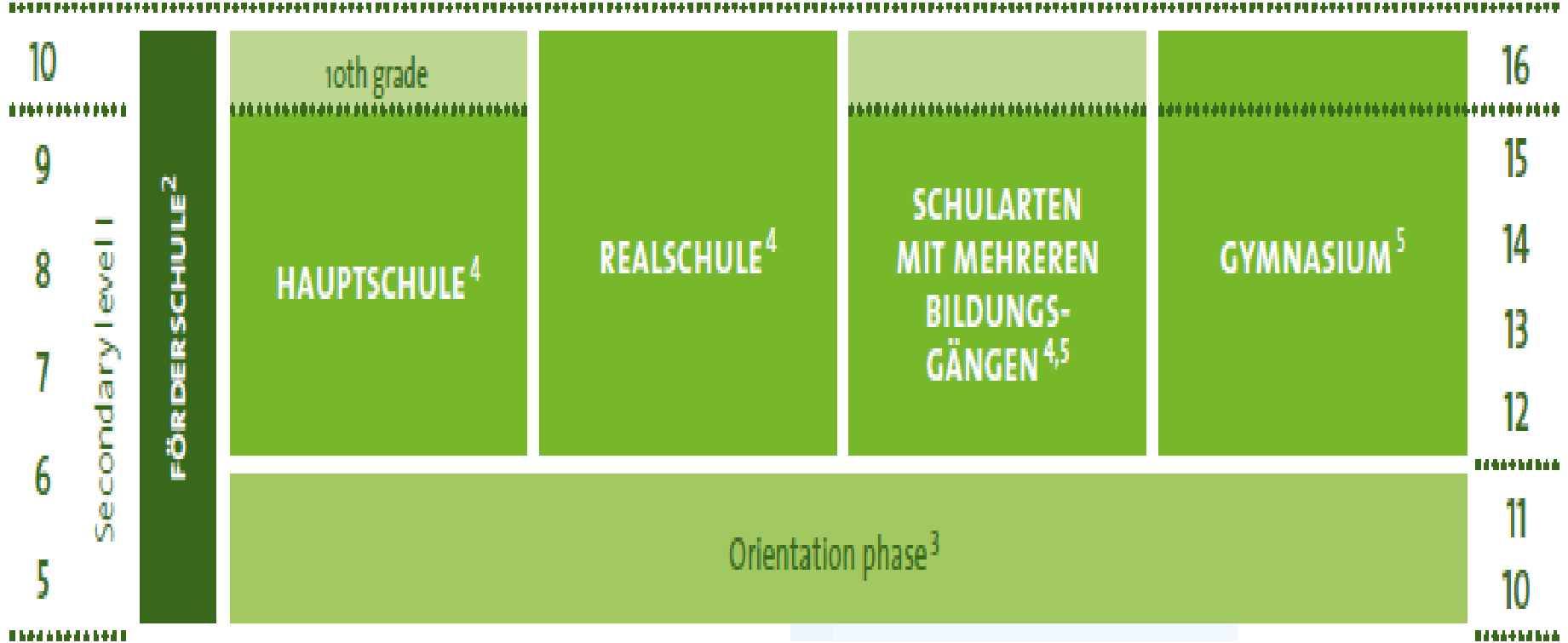
Resulting entity of this partnership was Sarajevo Graduate School of Business (SGSB). Sarajevo Graduate School of Business offered two-year program with dual MBA degrees from both the University of Delaware and the University of Sarajevo. University of Delaware provided its AACSB accredited MBA degree<sup>14</sup>. In January 2005 SGSB launched an Executive Education Program that lasted from one day to nine months. After four years, as planned, project was formally closed. After closer of the project SGSB partnered until July 2012 with Henderson State University and Texas A&M University-Commerce and two private universities from Bosnia and Herzegovina: International University of Sarajevo and Burch International University. SGSB achievements were: graduation of 7 MBA cohorts with total 143 graduates and 1.400 students completed Executive Education Program. All graduates are employed and have successful careers and thus contributing development of businesses and economic development of Bosnia and Herzegovina.

## **ISCED levels 5,6,7 and 8 levels in Germany**

Due to the federal system in Germany, responsibility for education, including higher education, lies entirely with the 16 individual federal states.

After compulsory education, upper secondary education ensues. Here the choice of educational career or type of school is based on parents' wishes, pupils' interests, their school performance and the entitlements obtained at the end of lower secondary education. Pupils may continue either in full-time general education or in full-time vocational schools; or they enter the dual system (apprenticeship training in companies and vocational schools) for vocational education and training (VET).

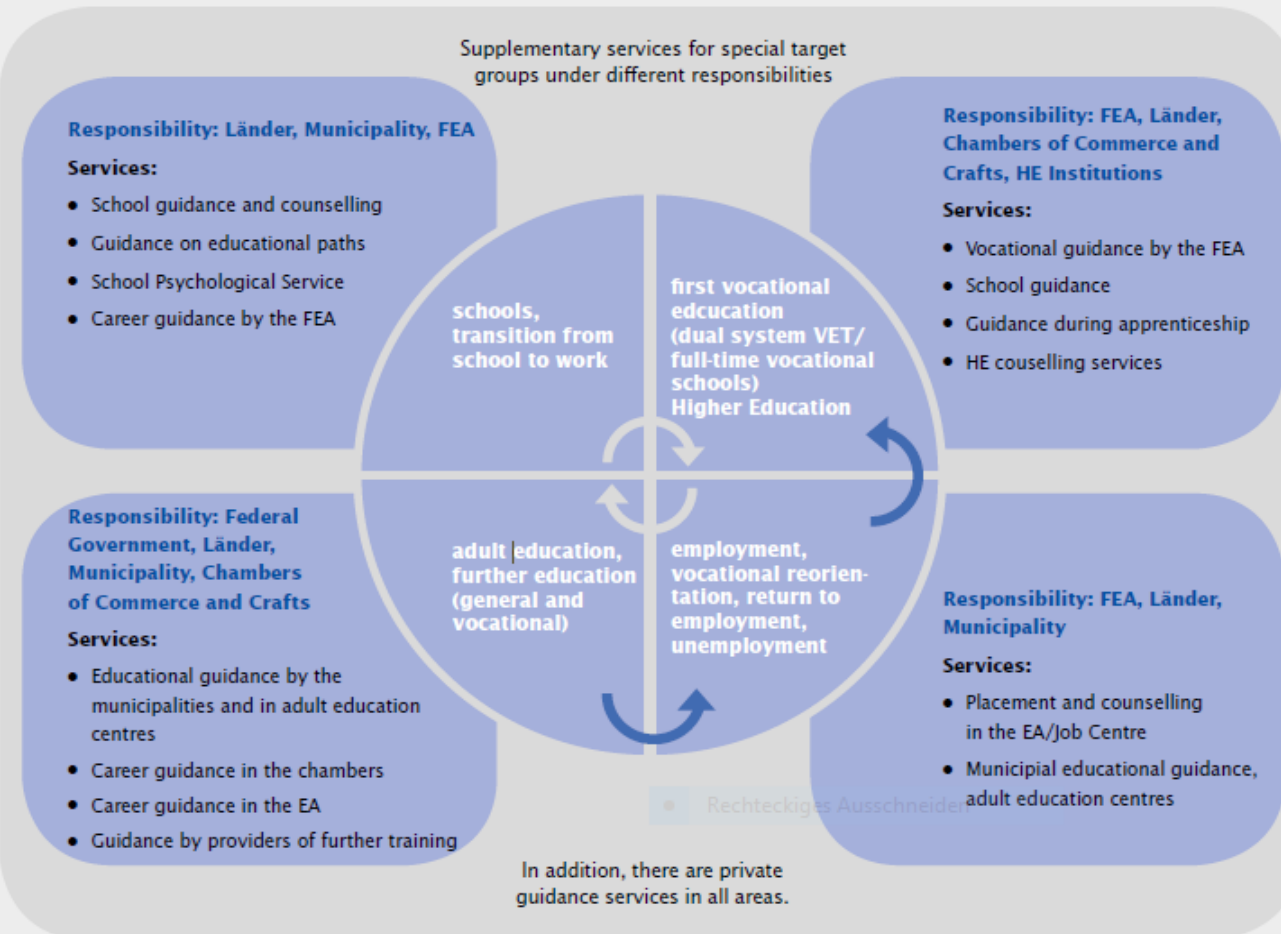
Mittlerer Schulabschluss (Realschule leaving certificate) after 10 years,  
 Erster allgemeinbildender Schulabschluss (Hauptschule leaving certificate) after 9 years<sup>6</sup>



**Hauptschule and Realschule** only exist in any appreciable numbers in six Länder (Baden-Württemberg, Bayern, Hessen, Niedersachsen, Nordrhein-Westfalen, Schleswig-Holstein). In Bayern, the type of school comparable to a Hauptschule is called a Mittelschule. The Hauptschule and Realschule courses of education are also offered at schools with two courses of education, for which the names differ from one Land to another. The following types of school bring the courses of education of Hauptschule and Realschule under one educational and organisational umbrella: Mittelschule (Sachsen), Regelschule (Thüringen), Sekundarschule (Bremen, Sachsen-Anhalt), Erweiterte Realschule (Saarland), Verbundene Haupt- und Realschule (Hessen), Regionale Schule (Mecklenburg-Vorpommern), Realschule plus (Rheinland-Pfalz), Regionalschule (Schleswig-Holstein), Oberschule (Brandenburg), Mittelstufenschule (Hessen).

The **Gymnasium** course of education is also offered at schools with three courses of education. The three courses of education of Hauptschule, Realschule and Gymnasium are also offered at the following types of school: Integrierte Gesamtschule, Kooperative Gesamtschule, Integrierte Sekundarschule (Berlin), Oberschule (Bremen, Niedersachsen), Stadtteilschule (Hamburg), to some extent Regionale Schule (Mecklenburg-Vorpommern), Gemeinschaftsschule (Baden-Württemberg, Saarland, Sachsen-Anhalt, Schleswig-Holstein, Thüringen), Sekundarschule (Nordrhein-Westfalen).

## Guidance in Education, Career and Employment in Germany – Structures and Services



## Career education and vocational orientation

Career education or vocational orientation (Berufswahlunterricht, Berufsorientierung) is an integral part of the school curriculum in all Länder and a common guidance activity of most secondary schools. It aims at preparing pupils for the world of work by improving their career management skills and their abilities to seek and use information and make decisions. In some Länder, preparation for working life is a subject in its own right, which may be named differently e.g. Arbeitslehre (lessons in working life), Arbeit-Wirtschaft-Technik (Work-Economy-Technology). But career education is also more and more part of other subjects, such as economics, social sciences and law. It is frequently complemented by extra-curricular activities, often in co-operation with companies. The career education curriculum also involves internships and visits to enterprises as well as to the local Career Information Centre (Berufsinformationszentrum BIZ), which exists in every local EA. Two or three weeks of work experience in businesses, administration or private companies give pupils a vivid impression of the requirements in the world of work. The use of a career choice passport (portfolio approach) enables students to report their careerrelated experiences. In addition, links with the world of work and industry as well as school-business partnerships are organised by a well-established national network (Arbeitskreise Schule- Wirtschaft) operating across the country. This supports not only work experience programmes for teachers and students but also further training for teachers. It assists pupils in learning how to run a company and encourages twinning arrangements between schools and particular companies in order to give students practical experiences.

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More information: German Education Server (Deutscher Bildungsserver) <http://www.bildungsserver.de>

Education Server Baden-Württemberg: <http://www.schule-bw.de/aktuelles/>

There will be a conference this year (2017) at Pallasz Athéné University, Kecskemét. One of the topic of the conference will be the quality and efficiency of dual type education.



## Area and industry needs

Petroșani region, recognized as a mining area, here being based the Hunedoara Energy Complex, which comprises several mining sites.

Prahova county is a strong industrial center, focused especially on the oil production and refining industry.

Mediaș, Sibiu county- Mediaș is known best for its role in production of methane gas. The area where Mediaș is located is the site of the largest natural gas field in Romania. The headquarters of Romgaz - the national gas exploitation enterprise - and of Transgaz - the natural gas carrier - are in Mediaș.

## Higher education Program/ Institution

University of Petroșani is specialized in offering a vast curricula in regards with the mining industry.

Petroleum & Gas University of Ploiești (UPG) is a public university in Ploiesti was founded in 1948 under the name of Institute of Petroleum and Gas, in response to the increasing industrialization in Romania and the lack of high level education in the petroleum and gas fields.

At the moment, the UPG's academical structure includes 5 faculties: Faculty of Petroleum and Gas Engineering, Faculty of Mechanical and Electrical Engineering, Faculty of Petroleum Technology and Petrochemistry, Faculty of Economic Sciences and Faculty of Letters and Sciences.

LBUS provides studies in Mines, Oil and Gases and especially the transport, storage and distribution of hydrocarbons (TDDH).

**NORBAS** project: Norwegian, Bosnian and Serbian cooperation platform for university and industry in ICT R&D  
Building a platform for cooperation and development of higher education institutions in Bosnia and Serbia (BAS) with Norway (NOR) in joint research, education and collaboration with enterprises in ICT sector (in Information Technologies, Telecommunications and Signal Processing), in order to strengthen their role in contributing to economic growth and social development in both countries.

<http://norbas.elfak.ni.ac.rs>

## **ADRIAHUB** project:

This trans-national association aims to promote and facilitate the contact among Educational and Business galaxies, creating “new channels and methods of communication”.

Considering that public institutions, private consortia inside the partnership will act in the name and for the interests of their public and business associates, it is evaluated that Adria-HUB impacts directly over more than 120 protagonists of social and economic life in the Adriatic region. Moreover, large business associations (like Chambers of Commerce and Public/Private Associations) are going to widely spread methods and outcomes generated in the partnership.

<http://adriahub.elfak.ni.ac.rs>

In Slovakia there are no such specific educational programs. There is just cooperation with practice of universities in the area of Master (Mgr.) and PhD. study and visible are just PhD. study programmes in cooperation of university and Slovak Academy of Science.

As an example of best practice, we point out the expansion of the University of Maribor to other towns in Slovenia. This enables young people to study close to their home, which is especially important from the financial point, especially in the underdeveloped regions. The recently established faculties and corresponding study programmes are in Brežice (sustainable tourism), Krško (energy technology), Rakičan (agri-business and rural development). In Maribor there are several study programmes that are directly addressed by the S3, e.g. environmental engineering, organic farming, ecology with nature conservation, sustainable building. Primarily, however, the priority areas within S3 are implemented through the changes of the existing study programmes by changing both the obligatory and elective courses.

**Thank you for your attention!**