

**MEDITERRANEAN AND EUROPEAN FUTURE EVOLUTION:  
TOWARDS THE SUSTAINABLE PARTNERSHIP “UNIVERSITY –  
ENTERPRISES” PLAN.**

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**Abstract**

Today we are all living in “globalization era of global transportation”. We are all living some decisive moments which have a fundamental importance for Mediterranean and European future evolution. South of Europe and North Africa are the same space and are identifying their main goals: integration in European structures, to build a common future based on general European and Mediterranean values. Major strategic changes are taking place in all areas: social, political, economy supported by the changes of the transport system, cultural and above all educational.

It is evident that today the challenge is to find a right balance between old and young generations, between civil society and the labor market, it are involving the education world and in particular the Universities, the Higher Education institutions.

Since 2003, during a conference organized by the Technical University of Novosibirsk (Russian Federation), in the framework of the Conference financing by World Bank for Reconstruction, my intervention has been dedicated about the importance of the relationship between the work market and the “Academic World”. It is a necessary effort to understand the effects of the globalization on the labor market. In fact, sustainable development is the biggest challenge to university world in globalization time involving the work market. Qualitative effectiveness is the result of "higher education product"; it depends conclusively on the “performances” of the human components of the teacher, in the first place, and after of the students.

**1. Introduction:**

Today, we are all living in “globalisation era of global transportation”. We are all living some decisive moments for “our” Mediterranean and European future evolution. South of Europe and North Africa, identify their main goals: the integration in European structures and building a common future based on general European principles. Major strategic changes are taking place in all areas like: social, political, economic, cultural and, above all, in higher education.

It is evident that the challenge to find a right balance between old and young generations, between civil society and the labour market, it is involving the education world, in particular the Universities, or, better, the higher education institutions.

In 2003, during a conference<sup>1</sup> organised by the Technical University of Novosibirsk (Russia) and financing by World Bank for Reconstruction, my intervention has been dedicated around the importance of the relationship between the work market and the “Academic World”. It has been a necessary

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<sup>1</sup> Conference on Education Quality, World Bank for Reconstruction, Novosibirsk, Russian Federation, May 2003.

effort to understand the effects of the globalisation on the labour market. In fact, sustainable development is the biggest challenge for the academic world in globalisation time involving the work market.

We would like to come back to the people. Their qualitative effectiveness is the result of "higher education product"; it depends decisively on the "performances" of the human components of the teachers, in the first place, and after of the students<sup>2</sup>.

The economic and cultural growth and the ability of renewal are the fundamental objectives of every country and they should be also for countries in development and transition, in particular for European Eastern and North Africa countries. At present, in globalisation era of global transportation, it is possible to apply in a large part of the world, in particular in "Mediterranean space", where the political geography of Europe divides the continent into over 50 sovereign states and territories, and divides some important countries around the Mediterranean Sea.

The European transport policy in Mediterranean area comprises a set of actions in different transport sectors and in particular in maritime area, but also road, railways and civil aviation. The importance to talk about the Mediterranean is evident; it is involving the transport sector, the really central strategy in Mediterranean is the maritime transports. About it Van Weenen asserts: "the importance of developing and improving infrastructures, through the establishment of an efficient transport system and that 'efficient interoperable transport links between the European Union and its Mediterranean Partners and among the Partners themselves, as well as free access to the market for services in international maritime transport, are essential to the development of trade patterns and the smooth operation of the Euro-Mediterranean Partnership<sup>3</sup>'" in fact is highlighter in the Barcelona declaration since 1995.

It is clear the necessity to talk round the Mediterranean Transport and (especially from our side) to introduce the rights mechanisms of the partnership between the Work market and the Higher Education. An important contribution to the attainment of such an objective can be brought by a suitable higher education quality that aims for the development of creativity and individual initiative, as well as to the acquisition of competences that improve the professional qualification of the teaching staff.

In contrast with the past, in this "globalization time", the competitive advantage of a country founds more and more on the wealth of human resources and less on the value of materials, capitals and technologies. Such challenges, the quality of the higher education has to answer in order to satisfy the individual cultural needs, and the needs of insertion in the world of the work, with the main objective to support the partnership between individuals, businesses, interest-based organizations, and in our case, to encourage the sustainable partnership enterprises – academic world (the University world),

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2 See van Weenen H. , *Towards a vision of a sustainable university*, International Journal of Sustainability in Higher Education, Vol. 1, Amsterdam, 2000.

3 Barcelona Declaration and Euro-Mediterranean partnership, Barcelona Conference of 27 and 28 November 1995-

especially in maritime and logistics sector, where today the growth has been sustained by the economies of USA and European Union. In the era of global transportation, it is also governed by the demands of the Chinese and Indian economies.

Our opinion is that the Higher Education has the necessity to develop a "Work Programme" which has a target to reflect the objectives defined by specific thematic work and therefore they make a decision that intended to establish a comprehensive Euro-Mediterranean partnership in order to go round the Mediterranean into a common area of peace, stability and richness through the reinforcement of political dialogue and security. It is an economic and financial, social, cultural and human partnership and it is creating a precise framework for, political, economic, cultural and social ties between the partners.

For the students, and principally for university students, it is not only important to attain a good cultural level with a qualitative point of view and a respect to content, but also to acquire one "higher education with a strongly practical character", as accentuated by the various Resolutions of the Council of the Community European and first among all that of 5 December 1994 (very close to the reality in continuous evolution of the labor market.), to entry in contact with the world of the job. To such intention, it ascertains that in the European economic world there are prefigured forms of organization - very different from those traditional and hierarchical, because today these are characterized by integration and strongly oriented to the communication, and we remark today, in globalization time, that we do not have a big difference between Europe, Eastern Europe or Mediterranean area (mainly North Africa), considering all countries and including countries like Egypt (or others North African countries), where there is a very relevant immigration mainly caused by the retrieval of a job, or rather, the problem is to find a good job in Mediterranean area, with the task to stimulate the Euro-Mediterranean cooperation in different fields and to support the sustainable development of the whole Region.

At the moment, practically everywhere, one of the most important needs of the University is to take the lead in developing sustainable partnerships with enterprises, which requires modernizing their governance and mode of operation in order to respond to the requirements of society and transfer their knowledge. By producing fully employable students (following for example the indication of the Bologna Process), promoting entrepreneurship, contributing to the lifelong learning agenda (retraining the workforce) and transferring their research results. Universities can be strong players in the European Lisbon Agenda and can produce contributions to the economic development.

It is clear that both, universities and enterprises, will benefit from closer cooperation; however many universities still lack an entrepreneurial spirit, are too academically oriented and do not make relevance of their programs to the needs of the labor market a sufficiently high priority.

In European Union and in particular in Mediterranean area, the project of development of partnership between universities and enterprises will produce a number of recommendations for Higher Education Institutions and in particular

at the European Universities with a view to further progress with the important dimension of University-Enterprise cooperation as one of the key elements to enhance Europe's competitiveness and contribute to EU policy and activities in this area. These recommendations will be based on the findings of the online survey, case studies and the discussions between all stakeholders at the European Conference in Bonn on 18-19 June 2007. This experience is the basis of the economical growth also in developing countries. It is evident in the economic global crisis that a lot of countries are suffering and for the young people there is no escape, the only possibility is the education and for the Universities in no developed countries there is a real possibility to increase their attractiveness through a high rate of employability of graduate students.

We have a greater sense of urgency brought by the application of European strategy, as it is visible in Lisbon Agenda and in the really application of the Bologna Process. The new challenges which confront society at large: the demographics of ageing; globalization, climate change and sustainable development, the irreversible rise of information and communication technologies. For example in Egypt, and not only, it is very useful for the elimination of its disparity with Europe and to halt the immigration. This idea is clearly possible to enlarge to all Mediterranean area, and not only.

Therefore it becomes essential to establish a quality higher education path that, exclusively overcoming the technical-operational dimension, offers interesting instruments to develop communication and the ability to work in groups, with the purpose of improving the relationships between different functions inside the student-teacher bond.

In the last years, we are witness, especially in Italy, to multiple new university courses, however there are not able to provide the necessary "complementary" preparation to satisfy the expectations expressed in the market (also because some times to employ teachers not specifically prepared). Moreover the market is polluted by parallel higher educational initiatives to the university institution, for example proposal by organizations of recent origin to know its substantial reliability. The excess of offers in comparison to the question produces confusion among the students and among the possible users of these courses (like enterprises, public corporate body, private) that are sometimes are disorientated and which often change directions or they prefer to abdicate.

In this context it is possible to pursue excellence objectives also in higher education is not a fashion but is an authentic necessity to be competitive on the market and to have the concrete opportunities of work. Therefore the culture of quality has positive aspects in comparison to the development of a philosophy more directed to the users that in pure market logic he can be defined simply "customer".

Considering that for a long time the universities offered a service, they can make reference to the norm<sup>4</sup> for the realization and the maintenance in the time

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4 See ISO 9001 or after International standardization and education (see the web site <http://www.iso.org>).

of a proper quality control, that however should involve the whole scholastic community and not only the highest level. The key role of standards has been absolutely recognized, since a long time, in the University education programs covering a broad variety of technical sectors.

However it will be necessary to have a periodic re-examination of the analysis of the perception that the student has some service furnished with the purpose to improve:

- The performances;
- The productivity and the costs;
- The knowledge and the management of the needs of higher educational market.

Moreover, it needs to be considered that such a norm, also usable like reference of certification, represents a complete model of the necessary requisites to build a quality system of higher education area, culturally projected toward the general principles of the "total quality". The adoption of a quality system can introduce some conceptual difficulties for the greater part of the higher education societies, often characterized by organizational structures "craft made", distant from the full awareness of the qualitative requisite of the "higher educational product". But such difficulties do not have to be for the higher-level of higher education that is for the university.

For transport, the Action Plans are focused to improve the efficiency as well as the security and safety of transport operations, in particular in the maritime and aviation fields. To promote the conclusion of horizontal, global aviation agreements, to implement the Galileo cooperation agreements (EU project, etc.) and also to promote structural policy changes for making transport more efficient, such (for example) to introduce competition in air transport, developing modern regulatory frameworks, and promoting interoperability of transport systems, following the EU standards and EU Law are other fundamental action plans. In fact the European Union encourages all partner countries to promote best regulatory practice for operations such as ports and airports, railways and freight. This is fixed also for the partnership for example with the Egypt. The Academic world (the University, the Academy) must be borne in mind it.

For instance, if we consider the norm ISO the quality it has defined as "The whole of characteristics of a product or a service that confers to it the ability to satisfy the express or implicit demands". From this interpretation it derives that a control of the quality of higher education will be effective if, and only if, the performances supplied assure the satisfaction of the expectations of the students and consequently of the world of the work, in all complexity and in all sector, nobody is free from to be involved, also the Maritime sector.

The final outcome is the result of an organizational trial that must be planned and verified since the beginning, starting from the necessary cognitive activity to obtain student needs in comparison to the "higher educational product". In

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this case the university structure would have "to test" the sample "student" in order to locate, analytically, the qualitative requisites of the service, the input of the planning process.

The cognitive investigation must have effected considering that the recipients of the "higher educational products" can be divided in three large categories, correspondents to the different personal motivations:

- Acquisition of a culture and professionalism suitable to the expectations of higher educational market and complementary to a working world;
- Development of the competitive bases for a professional career "of success" after the attainment of the higher educational qualification;
- Necessity of bringing up to date higher educational in relation with work activities.

Besides, the process of planning has to be preceded by a careful comparison among question and offers that underline the possible gap in comparison to the priorities dictated by the market of work. Among suppliers of higher educational services and students, there are now more direct relationships for the search of new forms of equilibrium, between ability of innovation and the question of the market. The analysis of this last one has, in fact, exposed the necessity of human resources with well defined characteristics. In short there are:

1. Good training cultural general and specific;
2. Spirit of initiative;
3. Quickness of decision;
4. Availability to accept responsibilities;
5. Communication ability;
6. Work group ability;
7. Professional competences that improve the higher education quality also in relation to the world of work.

There is then the planning of the process of planning, to whose inside is distinguished different phases that go from the layout and elaboration of the "higher educational product" and consequent quality control and verification of the service distributing to the appraisal of the perceptible quality by the student that in turn, in the exercise of its profession will have to integrate himself in the world of work. A different line of this tendency exists to affirm of new organizational methods for the adoption of the keys of co-planning, are that it brings students and their future world of the work intersects and compares their respective professionalisms in order to arrive at joint elaboration of competitive solutions. The activity of verification can be effected measuring the qualitative level of learning of the subjects that receive higher education through evaluations (by means of questionnaires, tests of evaluation, exercises and practical exercises) from which one can derive preventive and corrective actions to eliminate the causes and the errors of not conforming, in the progress of allocation of the higher educational service

The qualitative effectiveness of the "higher education product" depends conclusively on the human components of the teacher, in the first place, their behavior, their competence and attitudes. For behavior we intend, above all, the availability to the self critical in comparison to the activity of teaching, the

wish to collaborate and to listen to the students, the ability to cover the role of moderator of the classroom. Particularly competence is expounded, through a theoretical knowledge and practice of the subject, as well as of the methodologies didactic / higher educational to facilitate its learning.

The economic and cultural growth and the ability of renewal are the fundamental objectives of every Higher Education member of Euro-Mediterranean Area. It is applicable to all Mediterranean countries not only for that in development and transition. An important contribution to the attainment of such objectives can be brought by a suitable higher education quality that aims for the development of creativity and individual initiative, as well as to the acquisition of competences that improve the professional qualification of the teaching staff.

Nevertheless the specialized preparation of the teachers is not enough if it is not accompanied by particular abilities of communication, inside which it's possible to distinguish characteristics like: the ability to capture the attention of the "students stage", the use of language suitable to the cultural level of the student, the attitude /wish to transmit one's own knowledge, "to defeat" the natural resistance of the students and in general of individuals "to listen" new subjects.

In the planning of higher education course, but not only, it is, therefore opportune, to define the profile of the human resources and the roles (teacher, tutor, etc.) necessary to carrying out the activities didactic/higher educational. It's not an easy task for the teachers to renovate their methodology of didactical approach; this in order to assure a high level of knowledge transfer.

In didactic activity, the teacher can use methodologies to facilitate the transfer of knowledge and facilitate learning. The theoretical lessons can be for instance assisting from transparent, dispensations, photos, film, graphic representations and demonstration of software products, without skipping practical exercises, in groups or individually. The teacher doesn't have an exclusive preference for a theoretical approach, to avoid the risk that the student assumes a passive role. In this case the communication results notably compromised. Learning also directed to practice, allows instead a driven discovery of the subject with a reduction of the possible differences between transmitted contents and real situations of work. In the work group, besides it is possible to overcome the students' reticence to speak from fear of appearing ridiculous in case of error.

The work group has to use techniques and tools (matrixes, brainstorming, diagram of affinity, etc. etc.) in order to improve discussion and increase the objectivity of the results, allowing it to overcome the limits, to enlarge the availability of psychological limits to compare, and to win the preconceptions toward other people's ideas without penalizing creativeness.

The higher education quality, further to have as objective the exaltation of the characteristic of human resources has to neglect training in comparison to the technical aspects. Moreover in the planning of a course it is favorable to program the activity of training according to a run of articulated learning in forms, for each of which the subjects and the times of carrying out must be identified.

It is opportune to confirm that in the view of the quality, any higher educational course has to be projected on the basis of the different needs of the student and, at the same time, of the work market. Nonetheless, it must be structured in a flexible way, so as to be able to adapt to every possible change. The verification of the qualitative effectiveness above of the higher educational course is immediate, in how much contemporaneously to the disbursement of the service; the answer of the student is evaluations. In conclusion the criticisms do not have to be considered an index of failure, but instead of improvement for future projects.

The construction of a plan in which intervenes and in which strategies coincide among the work market toward the university world part of the idea of a project framed to academic context, especially for not European countries and following exactly the Bologna principles and recommendations indicate, for example, in the "Bonn declaration on university-enterprise cooperation<sup>5</sup> in the context of lifelong learning" and observing the partnership between world market and the academic world. It will be apply quickly particularly in Eastern Europe and it is also interesting to find an application in Egypt through strategic planning and the realisation of feasible projects.

The European Union Forum for University-Business Dialogue launched in 2008 by the European Commission for smart, sustainable and inclusive growth<sup>6</sup> (today we are arrived to the fourth edition) is considering a new European Union experience to take into account.

Educational Institutions and mainly Universities are the producers of human capital. As the principal producers of human capital HEIs must plan in their creation of this capital in view of the work market dynamics and in consideration of the challenges of their various backgrounds to overcome these challenges for assure a sustainable development.

The University-enterprise collaboration requires shared interest to explain a particular problem, whether it is student assignment, move of research or spin-off, and it growth only if the partners cannot obtain the same results on their own. The project's approach is to guarantee that university-enterprise relationship provides an "added supplementary value" from shared effort in: a) setting the qualifications frameworks as the reference points for labour market needs analyses, skills shortage analyses, career guidance, continuing professional development<sup>7</sup>; b) outlining the pedagogical component of university-enterprise partnership and the real contribution which it makes to competency based training; c) entrepreneurship education, as an important element of curricular reform within the LLL frame; d) development of training materials and courses towards industry needs.

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5 See the "Bonn declaration on university-enterprise cooperation in the context of lifelong learning", LLL, see above the ANNEXE I.

6 See the first European University-Business Forum took place in February 2008 and Universities and businesses meet at European forum to discuss cooperation, Brussels, 5-6 February 2009.

7 See <http://ec.europa.eu>, about the European Qualifications Framework (EQF) European institutions in 2008, the EQF is being put in practice across Europe

The educational target is to graduate better professionals with knowledge and skills needed to succeed in the highly competitive world of today and tomorrow. UNESCO proposed that the vision of education for sustainable development is a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.

Even though several projects aim at the university management reform, pedagogical components are also addressed: i.e., practice-based curriculum; balance of theoretical knowledge with market realities and professional skills; practice of communication and teamwork needed for industry success. This will result in: improvement of the capacity of HEIs to adapt to changing needs; switch to student-centred learning, in terms of pedagogy, curriculum, quality assurance, funding and infrastructure; better return on investment in R&D; the realisation of cost savings in training. Finally we remarks that in Europe, there are around 300 to 400 Regional Labour Market Observatories<sup>8</sup> that generate data, periodically to ensure transparency in the regional labour markets. In addition to information about branches, employees and unemployment; data on key industries and future qualifications are also taken into account. Regional Labour Market Observatories often work very isolated from each other<sup>9</sup>. Thus, resources cannot be shared and it is not possible to find synergies through jointly developing concepts and implementation. Furthermore, differences in data concepts and structures between observatories and regions show up, creating more difficulties in trans-regional comparisons. Instead of this, the conceptual idea is also to promote the partnership between the University and the Labour Market, for set of indicators which can be applied in youth monitoring. Youth monitoring is now important in many European regions and will be very important in Eastern Europe. As it shows the European experience the creation of Employability Monitoring Centres, Start-up Centres can be a guide for the students as during the first impact with University World as during the first impact with the Work world. The Centres that we are willing to create in Egypt have particular relevance after the financial crisis as youth unemployment has increased significantly and employment for young people (students today, workers tomorrow) has become a difficult issue.

For assure a High quality involvement of stakeholder (from the work market) is better to include in partnership ministry of education and ministry of economy and representative enterprise from Egypt in work market in general and for example in Maritime sector or logistics, if we want particular and definite sector. In order to assure a university – enterprise really cooperation the stakeholders will have a important voice in formulating mission and strategy. Involvement of the representatives from the identified creating the target groups is described in above activities<sup>10</sup>.

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8 Maybe more.

9 See Larsen, C., Mathejczyk, W., Schmid, A., *Monitoring of Regional Labour Markets in European States. Concepts, Experiences, and Perspectives*, Rainer Hampp Verlag, Munich, 2007 and Larsen, C., Mathejczyk, W., Kipper, J., Schmid, A.: *Target Group Monitoring in European Regions. Empirical Findings and Conceptual Approaches*, Rainer Hampp Verlag, Munich, 2008.

10 See High quality involvement of stakeholder by USAID (see on the web site: <http://www.equip123.net/>), see ANNEXE II.

## **ANNEXE II: PLAN ACTIVITIES**

The plan activities will need the creation of the best project “sustainable the partnership University – Enterprises”, at the same time to find a financing (we have a lot of possibility to apply to European Union projects as Europaed, Tempus Meda, LLP, etc.....<sup>11</sup>)

The first activity to build up the plan is the Development of human resources following the right methodology to bring Higher Education – enterprise (University – Enterprises / Academic world - Work market) partnership more than ever in line with European Union training and understanding the European Union partnership patterns.

Important will be to create in several Egyptian Universities (and others Higher Education Institutions) Centres dedicated. We need to have determined the sector where we would like to carry out the action. It will be focused through recommendations on structure, management and scope of Centres for Business Management to facilitate the Partnership with Enterprises and the improvement of Network information system «Employer - University», with the initiative of start up.

To organise seminars in Egypt will be important, to implicate students and teachers supported by the stakeholders. Other step is involving as target group the university administrators (rectorate or presidency, faculty, department/institute levels) and researcher/young teachers, with prospects to work at the several Centres of Partnership with Enterprises.

During the development of the plan activity at the Mediterranean Universities we will take the experiences from the consolidate European work market system to apply in the University world above all through:

a) learn best practices (investigation of the existent bibliography, using literature, Internet, networking and while visiting the European Union; also evaluating the Egyptian and all Mediterranean knowledge); b) inform and support development of recommendations; c) ensure support and dissemination of activities on regional and national levels; d) hold the seminars e) start up.

Staff upgraded will be responsible to establish Centres for Business Management for Partnership with Enterprises and improvement of Network information system «Employer-University» in their universities provided with premises, facilities and to recognise the right benefit to the staff involving in the process.

Certainly will be essential a local application through the organisation of “Regional Seminars Networking University” (the really creation of the relationship between the Academic world and the Labour market. Interesting will be involving the administrators for will share the experience gained during the mobility to European Universities partner.

The audience have to include: administrators, academics, students, industrial companies, general companies public and privates, regional authorities. We will need to disseminate the ideas. There will be online follow up for wider dissemination of information with entrepreneurship course and coaching for

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11 See the European Union web site <http://ec.europa.eu>

University staff and the most important services for academics, students and enterprises and let's not forget the Centres for Business Management for Partnership with Enterprises, useful for the improvement of Network information system, the "Employer-University" network.

Today in the globalisation time will be very significant the introduction: **"Toward a New Paradigm for the Transition to a Sustainable Industrial Society"** in our case the new paradigm of university-enterprise partnership is based on sharing responsibilities, risks and results and following the best Methodology of competency based training<sup>12</sup>, to insert in the paper with a title "Analysis of the best European Union practices in university-enterprise partnership"<sup>13</sup>.

The several academic staff people will be involved in: a) perform comparative state of the art analysis for further benchmarking; b) learn methodology to feed the university-enterprise partnership issues back to curriculum (investigation of the existent bibliography, using literature, Internet, networking and while visiting the European Union and also visiting the Egyptian knowledge); c) develop the booklet; d) develop methods and tutorials to support entrepreneurship with a organisation for Workshops (from "Good Practice to Strategy" will be organised master-classes and more formal lectures, training for the University staff and why not trainers training) and this is the most important activity dedicated to the dissemination reflected on the media key messages and with the use of the appropriate and opportune key words will be shared online using particularly the web with forums, blogs, networking, between the university staff and the enterprises staff using a methodology of questionnaire (FAQs, etc. etc.). Finally will be relevant the regional dissemination aimed to enable local staff to use advanced experience that will be apply directly at the Centres for Business Management for Partnership with Enterprises and improvement of Network information system "Employer-University". The idea is clear: we have need to build up the plan and to put to centre of the work the Development of human resources following the right methodology to bring Higher Education – enterprise (University – Enterprises / Academic world – Work market) partnership more than ever in line with European Union training understanding the European Union partnership models.

I hope all to understand the essentiality to create Centres dedicated in several Universities focused on to arrive through recommendations on structure, management and scope of Centres for Business Management for Partnership with Enterprises and improvement of Network information system "Employer-University" and start up the training. The Centres for Business Management for Partnership with Enterprises and improvement of Network information system

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12 For more details it is interesting to see: Bruijn, Theo and Vicki Norberg-Bohm. "Introduction: Toward a New Paradigm for the Transition to a Sustainable Industrial Society." Chap. 1 in *Industrial Transformation: Environmental Policy Innovation in the United States and Europe*. Cambridge, Mass.: [The MIT Press](#), July 2005

13 See the LLL project coordinated by Valencia University see the web site [www.gooduep.eu/documents/GOODUEP-Final%20Report%20UEPS.pdf](http://www.gooduep.eu/documents/GOODUEP-Final%20Report%20UEPS.pdf)

“Employer-University” will receive the selected staff following the appropriate business Plans and Development Strategy, simplifying at the most to operate in subsequent of the elaboration of the strategy plan (indicated in Web-based services such as for example the Centre dedicated to the Qualification Framework, such as Alma Laurea in Italy<sup>14</sup>).

The Centres for Business Management for Partnership with Enterprises and improvement of Network information system «Employer-University» will take into account regional needs, in order to achieve project objectives sustainably, and following the federalist policy as an application of the an innovative and dynamic policymaking system.

The start up foresees the creation of the website. It will be launched from the beginning, supported by the modern application as the blogs and all will be developed in dialogue with stakeholders, from enterprises and state/regional authorities. In fact, the stakeholders are very important in every enterprise. Stakeholders could be board members, sponsors, funders, customers, members, staff members and know exactly the academic world and the work market.

The involvement of the stakeholders in the social enterprise and their links is imperative, as to encourage stakeholders to be actively implicated with the social enterprise and develop processes that encourage their involvement, where necessary to ensure the social enterprise try the most benefit, to assure a qualified assistance in business start-ups for the students, students in all the major University and business school have been dropping out of their entrepreneurship classes and transferring back to classes where they think to have a secure future (the secure future job). Fundamental for the students is to find a job, equal to finalize the partnership University – enterprises; the contribution of lowers and the contribution of representatives from Chamber of Commerce or Enterprises Associations, in order to assure the “framework of the Entrepreneurship”, course focused in “Course training modules”, tutorials and Business Development Labs.

Finally, it will be interesting to put attention to the relations between the working plan and the involving actors, in particular between the *entrepreneurship* and ethics and appeal the *academic* world. The labour market is supporting an open recruiting system to evaluate in free system the quality between women and men; it is one of the fundamental principles of Community law. The European Union objectives on gender equality are to ensure equal opportunities and equal treatment for men and women and to combat any form of discrimination on the grounds of gender.

We need equal opportunities between the students and the excess of offers in comparison to the question produces confusion among the students and among the possible users of these courses (like enterprises, public corporate body, private); sometimes are disorientated and they often change directions or they prefer to abdicate. The Centers, that we are willing to create, have particular relevance as youth unemployment has increased significantly and employment for young people, following the idea that the students today, are workers tomorrow, and we talk about students in general, independently from the sex. It became a difficult issue.

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14 See the web site : [www.almalaurea.it](http://www.almalaurea.it)

Analyzing the scientific materials on projects planning, on project's realizations, an important step is "Monitoring" of project development and "Quality control". It is part of Strategic planning, of SWOT as for example Drucker (in Zabriskie and Alan, 1991) defined Strategic planning as *the continuous process of making present risk-taking decisions systematically and with the greatest knowledge of their futurity; organizing systematically the efforts needed to carry out these decisions and measuring the results of these decisions against the expectations through organized, systematic feedback.*

Completing the work scheme, we would like to fix the Quality Control and Monitoring measure which are including some activities as; a) the implementation of both internal and external procedures; b) the process-based approach applied through timely availability of quantitative and qualitative data; c) the timely elaboration of adjustment mechanisms in case if expected quality has not been reached. Quantitative data will be presented through the reports on performed activities and on actions implementation. The qualitative data will be elaborated through the benchmarking of situation. It start with a) the role of partnership in the educational practices; b) level of self confidence and readiness to entrepreneurial career (scholars/students); c) effectiveness of partnership projects (elaborated by the enterprises). Naturally, it will be significant the feedback from the students around quality of implemented courses, arranged by a particular feedback questionnaires at the moment of the dissemination events (seminars, workshops, conference, website (customer satisfaction, etc. etc.) with the use of the rigid application of quality assurance system (ISO). Internal and External measures for quality assurance will be welcome to avoid useless risks (in this case will be important a elaboration of preventive risk analysis, to evaluate current achievements and to benchmark the progress and to obtain the best performance.

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6. Tempus Tacis International Conference on «the Quality of Higher Education», Chişinău, April 2005;
7. International Conference «Italia-Russia nelle Regione di Kuban», Krasnodar, Kuban State University, July 2004.
8. Coordination of workshop "La metodologia della valutazione della qualità della formazione dei giovani in Europa. Giovani e mondo delle imprese in Europa tra est ed ovest", VII National Congress of Italian Society of Evaluation, Milano, march 2004.
9. International Conference of Russian Economists, Soci (Russian Federation), 7st February 2004.