



**Minin
University**

Kozma Minin Nizhny Novgorod
State Pedagogical University

Declaration of the Project «Minin Univesrity»

IDEOLOGY, GOAL-SETTING SYSTEM AND A BRIEF
OVERVIEW OF THE CORE STAGES OF MININ
UNIVERSITY DEVELOPMENT STRATEGY FOR YEARS
2013 - 2023



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Pedagogics - a fundamental resource of traditions and novations

All people living in Russia as well as the vast majority of people throughout the whole world are "products" of teacher training of a particular tradition and a national system.

Teacher education as an integral unity, incorporating the horizontal (from pre-school to tertiary) and vertical (from the academic and applied bachelor degree to doctoral degree and / or PhD) ranging of educational field (hierarchy levels and qualifications), is the basis for the formation of civilizational identity of a nation, the only means held in the possession of a society and a state, that serves to form a desirable-manageable future.

In this context, pedagogy is the fundamental resource of tradition and innovation and a system of technics forming a new quality of human capital for the future, whereas the teacher is the direct "agent of the Future", who has the exclusive right and a unique set of high level competences for the implementation of the paramount objective of any society: upbringing, education and development of new generations, ensuring their socialization and civil liability formation, creating firm personality traits enabling lifelong self-learning and self-development.

It is in this understanding of the historical importance of the teacher and teacher education where ideas of any responsible thinker, engaged in the implementation of one or another project for the future, converge: from one of the greatest philosophers of the XX century (Martin Heidegger, 1951 .: " The real teacher, in fact, lets nothing else be learned than—learning... "),

to the current political leader of the Russian Federation, guiding our country into the XXI century (Putin, 2012.: "I am convinced that we need to develop teacher education as a separate trend, as a separate discipline - it is a very delicate and complicated process").

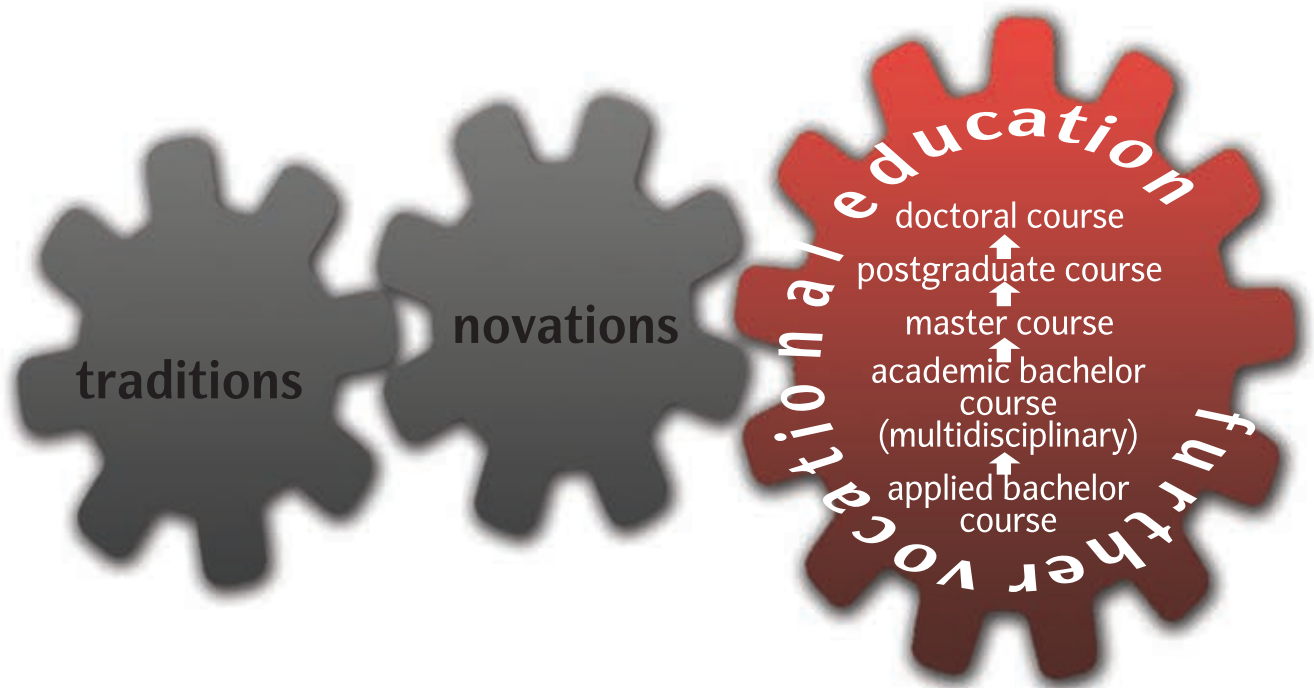
Reasoning from the scope of global projections the course of the next two decades will be accompanied by a principle revolutionary transformation of economical, political, social and technological foundations of society, teacher trainings to become a scientific and educational platform for each and everyone involved, and the teacher is to occupy the niche of a «navigating» mentor, responsible for maturation development of a student, providing ascent from the creation of individual trajectories of professional development and the formation of new student-centered professions up to carrying out the mission of a "life coach".

Prognostic, scientific and logistic systems introduced by different expert communities concerned with the future of education (as demonstrated in the text of the Strategy) agree in, at least, a certain number of policy statements:

- unstoppable, ever-growing process of globalization is accompanied by an equally integral increase of intense global competition for human capital and, as a result, markets for educational services;

- an unprecedented role is obtained by regions as hubs of a new type of sustainable development that combines the traditional national cultural foundation in the local cultural and geographical formation of the population and the need to create innovative intellectual, technological, technical product for the sake of ensuring regional development and keeping people in their





original places of residence by a systematic building-up of human capital;

-traditional formats of education and training that have evolved over the XIX - XX centuries and earlier will give way and will be absorbed by new technological solutions that require a rethinking of the role of pedagogy and educational institutions in the society.

From mass professional education to forming new quality standards of specialist training

Defining the strategy of educational organization, it is necessary to take into account all the background of political and socio-economic problems that extend beyond the sphere of educational subjects.

Analysis of current trends in the development of society allows us to formulate a number of obvious challenges of educational development in the modern world.

Leading function of the educational system is to form a coherent picture of the

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world within an individual, the awareness of belonging to a professional and cultural community, to transmit spiritual, cultural and moral values.

The present level of informatization and development of technology allows to effectively translate data from various sciences, to impart techniques and skills. It can be positively stated that the majority of teaching technologies and pedagogical process itself are subordinated to this purpose. However, there is no multi-dimensional dialogue, that could create an individual personality and take their aspirations and abilities into account, not enough efforts are being put into establishing an interdisciplinary synthesis as well as a common educational space. These circumstances create a situation of high demand for quality mass education on the part of consumers, the lack of talented



strategic and project team work is a top form of educational work

professionals in the labor market and emerging challenges of changing priorities in technology training.

In the 2012 article "University of the Future: Stake on new content" head of the Moscow School of Management "Skolkovo" A.E.Volkov and Minister of Education and Science of the Russian Federation D.V. Livanov noted that for integration into the international development agenda of higher education and claim to a leading role in the global educational space in course of the following 10-30 years, Russia would require to revise the content of vocational education and go beyond imparting exclusively subject-oriented knowledge.

From mass professional education, that used to be the trend of the last decades, a move towards formation of a new quality of specialist training is required. The authors identify the following key features and capabilities of future professionals able to engage into the global labor market particularly:

- to think outside the box;
- to meet challenges, for which no solutions have yet been found;
- to act efficiently, taking responsibility for the project and the team in a situation of uncertainty, limited resources and personal risk;
- to prove one's own proficiency by real achievements and results.

Central processes of the new entity will be communication and cognitive technologies, aimed at answering important issues, and the highest form of educational activity - strategic design and teamwork. In such a system the traditional role of a "subject-oriented teacher" changes sufficiently, supplemented by communication managers and industry and technology experts, leaders of the project work. It is for these types of professionals

a fierce competition in the international intellectual market has recently emerged.



Success factors of a modern University

Analyzing the current state of the world's educational system, the executive director of Coursera, president of Yale University Richard Levin also identifies a number of key trends that define the terms of success of a modern university.

The combination of tradition and innovation (diversity in unity) - changing educational technologies and techniques, on the one hand, and safeguard and enhancing of fundamental knowledge on the other.

Uniqueness - functioning under high competition for students Universities must exceed the proposed standards, highlighting their own unique qualities, justifying and proving their competitiveness. Leadership must be understood as excellence among a group of similar universities.

New quality of activity - a university student is not only a consumer, but also an active participant in the educational policy of the University, which forms the internal standards of the learning process. Satisfaction of their needs becomes the main criterion for the effectiveness of the educational institution and the key to its successful development. A key characteristic is the balance between the requirements of the consumer, on the one hand, and the preservation of the developmental dynamics of each subject, on the other.

Bridging the gap between theory and practice - the formation of the model of "learning society", the construction of

conjugate trajectories between theoretical and practical training, an early "enter into the profession" for students and creation of opportunities to vary the continuing education and development for different categories of people.

University is a part of the global market with growing competition. University in modern society is an important factor in the socio-economic development of the region, an active social partner and member of the social system.

Generalizing the world and Russian trends in education development, Center for Educational Development, Moscow School of Management "Skolkovo» (SEDeC) in their study ("«Greenfield Age» in Education", 2014) argues that in the XXI century education faces management task of unprecedented size and complexity - transformation of several tens of thousands of "educational companies" in the loop of activity of which there are more than 100 million people, and annual budgets only in OECD countries come to 2.3 billion USD.



Leading educational experts around the world offer their solutions to this problem for higher education institutions: Michael Barber, Keytelin Donnelly and Saad Rizvi in the essay "Avalanche approaches: higher education and the coming revolution" (2013) believe that as a result of increased competition 5 types of schools are expected to have chances of success: elite universities, mass universities, niche universities, local universities and colleges, which offer declaration of the project 'Minin University'

mechanisms of learning throughout life. Professor at Stanford University, author of the theory of innovation development model Henry Etzkowitz suggests "entrepreneurial university" as a response to the challenges of the knowledge economy and the need to diversify income of high schools. Under this model, the University is to become the center of production and use of practical knowledge, actively involved in the process of socio-economic development of the region, and its graduates are not only to be experts in specialized fields, but also entrepreneurs, creating new jobs.

Among the Russian designs the concept of "problem-oriented university" is of significant importance - a similar model is practiced as a part of the corporate programs by Business School "Skolkovo". These universities prepare teams, able to elaborate new activities and to ensure the transformation of existing corporations, industries and territories in accordance with the challenges of the time. The main processes in this school are thinking and communication aimed to address and prognose current and future problems, while team strategy and project work is seen as the basic form of learning.



Pedagogical education in Russia - new challenges

It is obvious in this regard, that teacher education in Russia exists in the context of a number of new, previously unknown challenges:

- the "era of unskilled childhood" has come to an end. We are moving further on the way to a new world where children ("growing up people") teach parents; that early intellectual maturity and the ability to use modern technologies however do not provide synchronization in social maturation, and responsibility to themselves, family and society;

- global research by PISA (2010, 2012), state the lack of competence training (ability to apply knowledge, combine different spheres of knowledge to solve atypical practical issues). High school does not provide any guidance system in regard to the formation of competences demanded by regional and global society in the future 20 years whatsoever;

- parents' and students' satisfaction with teacher work according to the Government of the Russian Federation has a steady trend to decrease by 2-3% annually;

- preparation of a teacher in the traditional system of higher pedagogical education does not guarantee the formation of the required competencies and is not able to respond flexibly to local and global challenges and does not provide prognostic objective-setting for the formation of new technologies and the content of the educational process.

It is especially important to take into account that the cycle of education, training and preparation of an individual from a student to a teacher in teacher training practice is the longest of all the educational processes, which takes from 15 to 20 years, and simultaneously the most conservative one (especially as ill-conceived experiments, lack of professionalism, lack of systematic approach, unscrupulousness and lack of care and education pose a threat comparable to the consequences of thoughtless waste of geo-ecological resources, uncontrollable technological progress) and require complex responsible scientific-pedagogical and mathematical modeling tasks and periods of future development and the most accurate and responsible goal setting.

Errors in planning in this sphere of human activity are irreversible, inexcusable and invariably difficult to anticipatory understanding.

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'Minin University' project as an answer to the challenges of modernity

The set of goals to guide the reform of teacher education, lies in conjunction of expert assessments developed, including those by the framework of the Ministry of Education and Science "New Leaders of Higher Education" (2012 - 2013) by the "New Teacher Education" group and forms the basis for the project "Minin University" represents a transformation system going from "modern teacher education" to "teacher Education for the Future" by the transition:

- from linear to non-linear model of the organization of the educational process and teaching logistics, providing modular schemes and practice-oriented basic educational programs;

- from standardized to team-individual training model that provides both the implementation of individual educational path and the formation team-working competencies and preparation of "change teams" that will work in schools;

- from geographically-fixed to open universal model that provides a system of integral practices, high mobility, partnerships and export of the domestic model of teacher education;

- from the "Lecture/ seminar" system to the project-oriented team learning;

- from "Knowledge/Techniques/Skills" imparting model to the New competency model, focused on the needs of teacher education for the future, projecting 15 - 20-year perspective of global and regional society and involving a total introduction of electronic educational resources and the development of new educational programs;

- from Subject- to Human-oriented

model, recognition of human capital for the status of a fundamental resource for the development of the country and the region, ensure the development of personal and team initiative, freedom of creativity, intellectual aspirations, cultivation of personal success, awareness of the need for civil liberties and personal responsibility for the sake of national and regional development;

- from "Universal educator" to a new model of pedagogical work division, which is to be formed in the next decade and begin to take root as a replicable model the middle tier of education during the period from 2019 to 2025

Within the framework of accomplished expert analysis the following key changes that solve the fundamental transformation Minin University, were recognized:

- creating a new model of pedagogical work division and the development of pilot training programs to prepare new teaching professions;

- creation of a practice-oriented basic educational programs for the sake of participation of the employer in the formation of graduate student competencies, student's permanent presence on the places of future work within the concept of combined education and mobility, a fundamental change in the status of coursework and thesis for bachelor and master degrees by turning them into projects, prepared in subgroups together with students or pupils, designed to be introduced on "clinical practice cites" ("training schools simulators");

- individual educational trajectories and group educational routes, aimed at personal professional development, development of team competencies, suggesting a systematic reflective analysis of the professional identity formation;

- multi-entry into the profession, ensuring involvement of non-teaching specialists in post graduate courses, expansion of options of receiving teacher education by non-professionals, and at the same time, ensuring the "protection of the profession" from self-taught individuals with no degree;

- providing independent professional tests at entering into teacher training (systematic carrier-guidance and anticipatory identification of pedagogically gifted students), at entering into the profession (cyclic certification and promotion of professional development, instead of the outdated system of teacher certification).

That is why in 2013 - 2014 in Russia the "Concept to support the development of higher pedagogical education" and the "modernization programs of higher pedagogical education" were introduced.

In scope of this array of challenges, trends and risks in 2012 in Nizhny Novgorod region the project "Minin University" was launched, in 2013 an agreement was signed with the Ministry of Education of the Nizhny Novgorod region, that recognized this project as the "support regional university on pedagogical, psycho-pedagogical, speech pathology, humanitarian education and education in the field of culture and art and physical education", which provides a sustainable regional social development through the formation and development of personnel potential among teachers in the run up to 2023.



The project "Minin University" has three stages and is designed for the period from 2012 to 2023

1. Prologue (2012 - 2013). Formation of the dominant supplier of teaching staff in the region and the support of regional high school teacher-, psycho-pedagogical, speech pathology and humanitarian education.

In 2012, the unification of Nizhny Novgorod State Pedagogical University, the oldest university in the region, leading its history from 1911 (Nizhny Novgorod formed Teacher's Institute, from 1918 - Nizhny Novgorod Pedagogical Institute) and the Volga State Engineering and Pedagogical University, the youngest regional state university, came to the conclusion. By decision of the Regional Government the newly established institution was given the name of Kozma Minin as a symbol of the civil initiative, personal responsibility for the fate of the country and national development, a paragon of personal contribution to the formation of the desired manageable future.

Since the inception of the project and up to the present moment the newly formed institution found itself in unequal competitive conditions of the educational space of the Russian Federation and the region, since it was forced to compete with the leading universities or institutions receiving additional funding. According to the results of the first performance monitoring in 2012 the institution was found to be ineffective in all respects.

In this regard, a total re-branding was undertaken and the "Transition period strategy" (2012 - 2013) was adopted, which allowed to:

- optimize the economic, administrative, HR management processes in Minin

University, while maintaining the most proficient part of the team;

- provide incentives for professional development, to convert 12 departments in 6, 74 chairs in 34, to reach the student – teacher ratio of 11: 1;

- align the median (according to the system of the Ministry of education and science of the Russian Federation) performance of the organization (according to the monitoring carried out in 2013- 3 performance indicators, the monitoring of 2014 - 4);

- achieve a significant increase (40%) of the University's PPP's references in citation ranking systems;

- reach a middle age PPP at 48 years and competitive regional average wage, oriented in its incentive sense to reach the indicators established by the founder;

- conduct a systematic stakeholder analysis and with the support of the Governor of the Nizhny Novgorod region create an Educational Association for Teacher Training, which includes 204 educational organizations, among them- all public universities in the region.

Taken together, annual savings in Minin University's budget compared to the composition of the two pedagogical universities amounted to more than 200 million Rubles to the founder's advantage.

Minin University in the first period of its existence, stated commitment towards achieving of ambitious goals under the principle of "Rising anticipatory development," which later turned into the methodological framework of this strategy, and embodied it in the following mission, corresponding to a particular developmental stage of the state policy's founder's views concerning the field of education:

The mission of the project "Minin University" -2012:

"Teach to educate and learn.

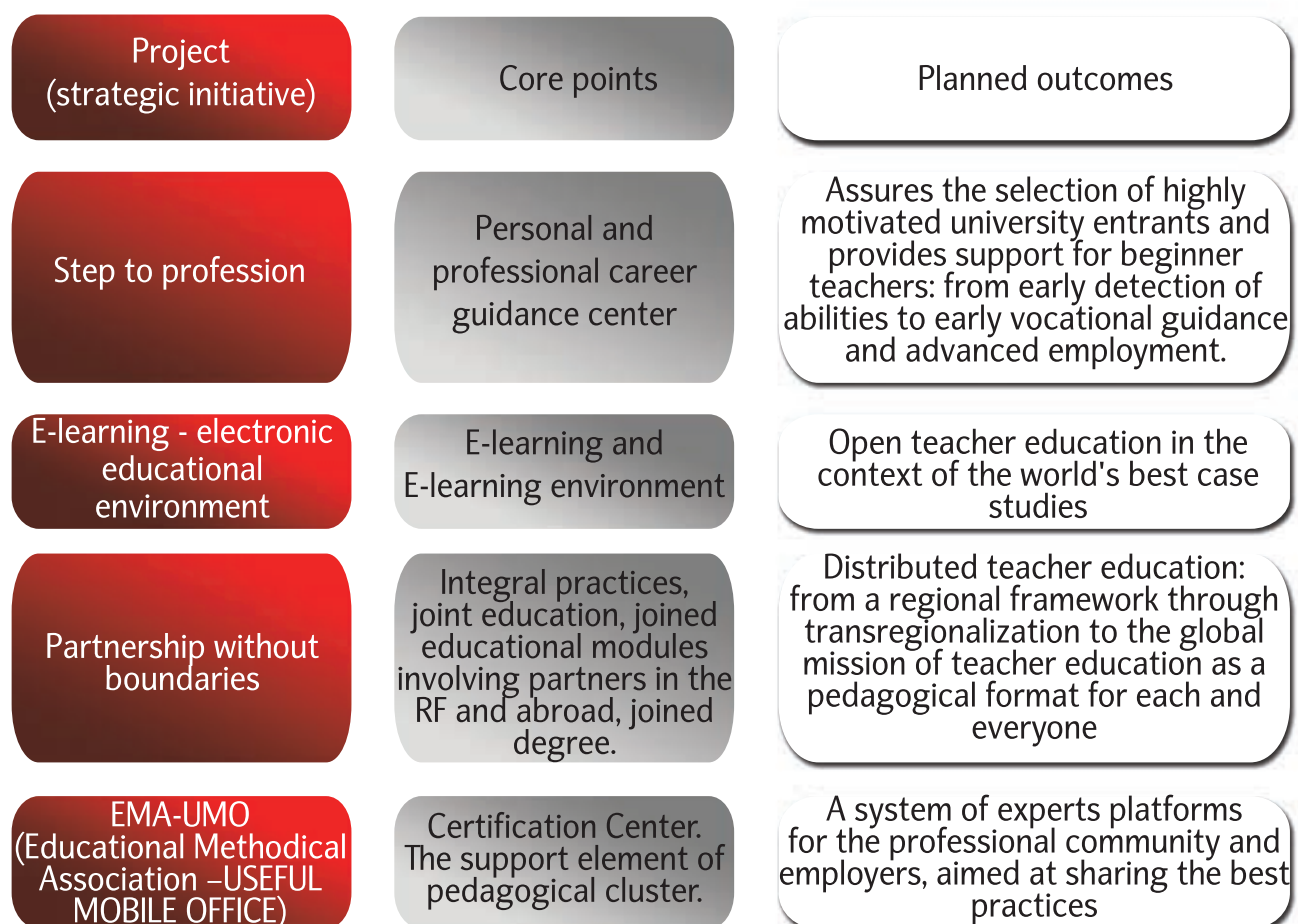
Rising anticipatory development of higher education's quality for the sake of training and education of the teacher-innovator, innovation specialist capable of providing socio-economic growth of the Nizhny Novgorod region and the Russian Federation and their own personal progress throughout life under any circumstances".

It was in this fashion that framed goal setting allowed to make a transition to construction and implementation of the "Project University" model.

2. Quality educational platform (2013 - 2017). Creating a "Project University. Implementation of the concept of "supporting regional high school" as "regional educational cluster".

In September 2013 the university initiated the transition to project management on the main and additional functionality in order to elaborate a new developmental strategy up to 2023. A need for establishing of 12 strategic initiatives has aroused, which together accounted for models of quality educational platform (QEP).

QEP is a complex of innovative project-building actions to form a network of open educational platform, that provides formation and implementation of the "Project University" model and lays the foundation for the creation of the "Public educational corporation", as a dominant trend of educational practices in the field of pedagogical, psycho-pedagogical, special needs, humanitarian education and education in the fields of culture and art and physical education.



Clinical practice framework	A school-trainer, integrative practices	Changing the «high school - teacher -pupil- student» interaction model
Teacher of the future	Mobile nonlinear design system of competences: a prototype GEF 5.0	A new training system that provides a new division of pedagogical work
HR: staff management quality	Center for staff assessment and development	KPI implementations and the transition to dialogue on professional development
R&D: 1-2-3	Implementation of the «One-two-three» model	(Leader) - (Leader + collaboration) - (+ rating publication+ grants + involvement of partners into TOE)
High School of Social Initiatives	A new type of studying community	Professional education: social project work and teamwork
MS: International Standart	Quality management system	Best global practices benchmarking
Management Accounting	Financial and economic support for marketing strategy	Efficient financial management
Patronage	Public strategy management	A system of positive stakeholders. Business Partnership

The system of strategic initiatives implies three stages of implementation:

- substantiation and development of design models and the launch of pilot programs (2013 - 2014);

- "quick wins" - the introduction of pilots for each of the projects and the achievement of the "shift" - "breakthrough" stage that creates the basis for replication (2014 - 2015);

- «consolidation» of pilots, unification of strategic initiatives, implementation of the quality educational platform (QEP). (2015 - 2017).

Currently, the strategy implementation is launched in pilot form. Starting from 2014 and upto 2017 year Minin University annually gives a public a report on the strategy implementation in terms of the quality educational platform (QEP) formation.

The implementation of the QEP will introduce "the Project University" model that meets international requirements for educational programs and advanced requirements of the founder.

Fundamentally important for the creation of "the Project University" and the preparation for the transition to the "Public educational corporation" format is the creation the quality educational platform (QEP) and the Educational Methodical Association (EMA) in Nizhny Novgorod region for teacher education of the regional pedagogical cluster. It will allow to implement the task of the supporting regional high school - building the capacity of regional human resource development in the field of teacher education.

The structure of teaching cluster that by 2017 will have a Board of Directors, a

Center for staff assessment and development, a development fund, a system of successive educational programs and uniform quality standards of education and administration, is to include the following institutions along with Minin University as a cluster-forming high school:

- regional Ministry of Education and the Department of Education of Nizhny Novgorod as a leading positive stakeholders;

- 8-10 schools of the following type-specific classification with the prospect of integration upon alignment:

- city and regional "strong" schools, which can serve as a model and on the basis of which the «training school simulator» model can be implemented as a platform for the teaching experiment aimed at forming a new type of decision of pedagogical work, changes within the class-lesson system, implementation of project activities and teamwork with students;

- city and regional "weak" schools that do not meet the requirements of the regional education system, having problems with the quality of personnel, training and socialization of students and which will form the basis of a regional project to transform lagging schools;

- 4-6 pre-school educational institutions of the same type as the abovementioned schools with the prospect of integration after alignment;

- 2 teachers colleges, in collaboration with which, since 2014, the network has launched training programs for higher pedagogical education and which serve as a basis for the formation of a pool of teaching-oriented students with a profound training system;

- a center for additional Education for children;

- "cluster teacher meeting" and "PTA" as elements of civil society, which form the supervisory board;

- scientific and methodological advisory council of the cluster;

- an economic organization, on the basis of which the formation of an independent pre-school and general education quality assessment system is possible.

- language training center.

One of the basic problems of pedagogical cluster on its way to provide trans-regional development is a systematic development of a regional multi-language platform.

In 2013 Minin University launched a training program for foreign language teachers with majors in English and German with additional training in "Russian as a Foreign Language", in 2014, in cooperation with Anhui State Pedagogical University the Chinese Culture Center was opened and an exchange program for students and teachers was launched, in 2017 Mininsky University will become the main supplier of foreign language teachers for the regional education system and will provide a total formation of additional competence of teacher– an obligatory certified foreign language education of every graduate by 2022.

Cluster solves the problem of providing a regional system of teacher training and the formation of suitable models for replication of advanced growth quality of educational organizations and will be evaluated as a single educational multifunctional complex.

The strategic goal of the cluster - to ensure that in 2018 and 2021 the regional education system will reach the 'perfection' level according to PISA.

In 2017 Mininsky University will take the following segments of the education market in the region:

- Teacher Education (Bachelor) - 80%
- Teacher Education (Master) - 80%
- Psycho-pedagogical education - 100%
- Special needs education - 100%
- Retraining in the enlarged group "Education and Pedagogy" for persons with specialized education - 60%
- Retraining in the enlarged group "Education and Pedagogy" for persons non-core education - 70%
- Social, technical and management services - 24%
- Liberal arts - 30%
- Culture and Art 35%
- Foreign language teacher training - 80%

Minin University will implement educational activities in 7 large groups, run 14 network programs with partners in the region and the Russian Federation, 5 mobility programs in major fields of study with 3 foreign universities in Asia and Europe. The number of foreign students in the above contingent will amount to 5%. The University will implement 7 basic educational programs in English.

The mission of the project "Minin University" (2013 - 2017): "Higher School of Pedagogics - from personal success to national development."

Institutional objective of the second stage of the project:

Development of mobile pedagogical, social and humanitarian, socio-cultural, socio-service and information- communicative center of innovative educational technologies, trans-regional open project university aimed at personnel training to build the "knowledge economy", innovative basic training and retraining center for teachers, a resource center for leading educational projects, providing systematic training of "innovation agents", the ascending anticipatory development of the individual, region, educational system and innovation social oriented development of Russia.

Implementation of the strategy in this part (implementation of the quality educational platform (QEP) is designed according the "Strategy - 2020" model, in three versions:

strong, weak, medial. The text of the Strategy models the strong version that implies additional funding for the program over the 4-year in average based on the amount of 50.0 - 56.0 million rubles annually.

3. Open teacher education of the future. The implementation of the "public educational corporation" model (2017 - 2023).

Demographic and socio-economic status, according to the available official and expert prognosis, is such that a significant deterioration in the situation related to decrease of the number of students and a reduction in state funding for higher education will take place in the period of 2017/2018 - 2020/2021 school year. In fact, the number of students as predicted by the Ministry of Education of the Russian Federation in 2020 should be reduced compared to 2013 by more than a million and only two categories of schools will be financed - leading universities and support regional universities.

In 2017 Minin University will accomplish the core transformation of primary and ancillary activities, completing the implementation of the quality educational platform (QEP) and thus prematurely implementing the goals, objectives and indicators set out in the State Program "Development of Education" in 2013 - 2020 and the Work Plan of the Ministry of Education of the Russian Federation up to 2018.

The University, upon accomplishing education program activities and specialties in 2016 with due regard to the measures taken, will stabilize the number of students at the level of 8000 people in 2017 (while maintaining the above contingent at the level of 2014), appealing to the needs of regional development and maintenance of the network of cooperation with domestic and foreign partners. In this case, the number of specialists who will have benefited from the programs of additional education in high school, will increase from 1,450 people in 2012 to 4,500 in 2018. Real growth in the number of students will begin in 2021/2022 academic year and 2024/2025 academic year will reach the total number of 10800 students.

The share of foreign students in the given contingent of the University will have to be at least 10.8%, and the growth of the preparatory department, implementing the "Russian as a foreign language" training program, in the network with Asian partners, will reach at least 12-14%.

Pursuing the objectives of trans-regional development and ensuring the formation of personnel reserve of the region and the Volga Federal District in the field of pedagogical, psycho-pedagogical, special needs, humanitarian, social-service education and education in the fields of culture and art, and physical education, Minin University will carry out the next phase of the fundamental transformation of the primary and ancillary activities aimed at implementation of the «Open Teacher Education of the Future» (OTEotF) and the final transformation of the university into a "public educational corporation" (PEC), based on the embedded model of the pedagogical cluster.

PEC will obtain the support regional University status of the cluster type implementing transregional network cooperation with leading universities and generating e-Teacher Education export in collaboration with foreign partner universities.

This will be an institution which carries out its social and educational practices within the network of open educational platform, evolved from the "Project University " model to the "Public Educational Corporation." Its elements are:

- a system of public educational services, based on the development of MOOCs (the principle of an educational "service book" and the support of professional development as a specific device), suggesting hard consideration of the need for preparation and rotation of teaching staff in the region and the Volga Federal District;

- open multi-functional educational cluster, which linked all levels of teacher education in the region (70% of educational institutions), domestic and foreign partners;

- educational routes for primary and additional personal and professional development, group educational routes as

a trend, implemented in the network of international clinical practices program, anticipatory trans-regional enrollment and Multi-Blended-Learning, aimed at combination of subject and super-subject competencies formed by the principle of "advanced teaching";

- the introduction of a new model of pedagogical work division (subject-oriented sintetist, moderator, tutor, spotter) and super-subject system of competencies (knowledge navigator, innovation designer, profession anthropologist, spotter-diagnostician, adaptisionist-loyalis, prognostics-developer, polylogue) for «Open Teacher Education of the Future» (OTEotF) area and the realization of the status of pedagogy as a scientific and educational strategy for personal and national development, and the teacher's - as a " life coach."

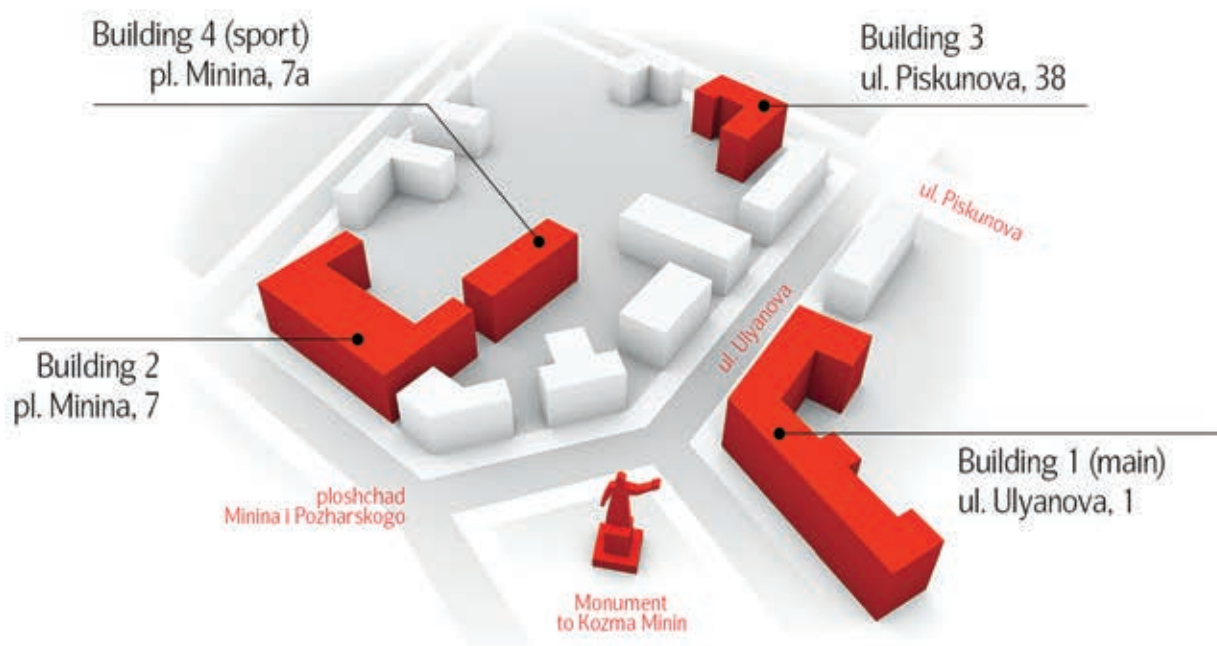
- a system of independent professional cyclic certification (quality assessment of graduates by the professional community) and providing international educational qualifications and expertise of the quality of professional development, independent of any regional system.

"Teacher education" in PEC - is a universal "value creation network", that invariably complements any kind of social activity in a lingering period of stagnation of the economy and a demographic crisis.

In 2023 Minin University represents a holding company system of open educational and pedagogical, socio-cultural, socio-humanitarian and socio-technical services, which is an element of an open trans-regional personnel builder occupying a leading institution niche, that provides conservation and improvement of the human capital quality in the region.y and a demographic crisis.

Contacts, the university buildings, and how to get to it

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