



## D4.4 Operational Plan for the Regional Centre for PHE Excellence

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## 1. Introduction

The PROCSEE project focused on promotion of policy development of professional higher education (PHE) in countries of Central and South-eastern Europe. One of the objectives within the project was setting the Regional Centre for PHE Excellence. Following the discussions and national developments the centre was established and its general structure was set up. The Regional Centre for PHE Excellence is coordinated by the Association of Slovene Higher Vocational Colleges that also takes the role of a manager, advisor and consultative support to the members. The responsibility for the implementation of planned agreements is on the members. The centre builds on the input and commitment of the national partners, yet should also benefit from the close engagement with EURASHE, the European representation of institutes of PHE. The document summarised the current stage of planning at the end of the PROCSEE project, reflects also ongoing discussions within EURASHE structures. At the same time, the experience of the project has already led to enhanced attention to capacity building of PHE institutions across Europe and introduction of some new formats over the past years.

The Association HVC has a long-term experience and expertise with PHE in the area of Central and South-Eastern Europe and in 2010 has initiated and organized yearly conferences of the PHE Associations in the Western Balkans and as such initiated the that a Memorandum of Understanding among the associations of PHE institutions in Western Balkans was signed in 2013 and the cooperation in the area strengthen.

EURASHE supports the Regional Centre for PHE Excellence on policy level and will organize yearly the PHE Excellence Summer School that will gather European experts and CSEE experts in order to find solutions to obstacles that PHE in the region is facing, The PHE Excellence Summer School will have the same role as the PHE Excellence Forums during the project lifetime. While the details, especially financial aspects, have to be clarified, there has been a series of various events for capacity building and policy development. These have been launched by EURASHE inspired by the project partners' exchange which reflected themes within the project – University of Applied Sciences (UAS) Leadership Forum, thematic communities of practice, reversed peer learning activity supporting the national policy discussion. Not last EURASHE has supported enhanced attention to PHE agenda within the Central and Eastern Europe through the location of annual conferences – Serbia (2017), Estonia (2018), Hungary (2019) and most likely Bulgaria (2020). Also a number of new projects have built upon themes and recommendations identified within the PROCSEE project.

KIC will support the region especially in the development Personalized Learning Environments which proved to be at a very initial level in the region and very few stakeholders in the region were identified.

All mentioned partners are experts in the area and have been actively developing the PHE and relevant policy for 10 years authoring and contributing to publication on Professional Higher Education in Europe: Characteristics, Practice Examples and National Differences which is considered the PHE book, as well as based on the previous we authored the self-evaluation tool for PHE institutions and their cooperation with the region, a Tool for Quality Apprenticeships for PHE institutions as well as for SME, 4 simple guides for SMEs on why and how to introduce apprenticeships, we are developing quality standards for apprenticeship's excellence and a prototype ICT tool to track and monitor apprenticeships for students, mentors and tutors. We are developing a pedagogical framework for mentors in companies and based on it will prepare video courses for those. The Association HVC has established also the 1 Erasmus+ Consortium in Slovenia and we are already supporting our members in the area of student or staff placements, study, training or teaching.

Within the PROCSEE project we established a large national (in each of the 5 project countries) and international base of experts for each of the four PROCSEE thematic areas. Nevertheless, the mentioned database extends further as each of our PHE institutions covers a micro ecosystem of own regional stakeholders (companies, municipalities, regional development agencies, ...) which enlarges the scope of expertise

During the project lifetime the core substructure of the regional centre was established – the National Mirror Committees - or as we renamed them National Committees for PHE Excellence (NCPHEE). The main objective of the NCPHEEs in 5 project countries (Croatia, Czech Republic, Hungary, Romania and Slovenia) was to engage in policy dialogue with different stakeholders (representatives of businesses, PHE institutions, students, NQAA, relevant ministries, employers’ umbrella organisations, public officials ...). The main activities of the NCPHEE was:

- to prepare Mission Statement with defined main policy challenges which need to be addressed to accelerate change and innovation in the thematic areas,
- to locate best-practice examples of policy-interventions from around the world, which have been shown to be effective in addressing the identified challenges,
- to prepare guidelines for national policy makers based on the implemented research of good practises,
- to communicate the need and methodology for the interventions to relevant policy & decision-makers, and provide a monitoring framework for measuring the progress and impact of interventions.

## 2. Key Overarching Challenges

### 2.1. *PHE rarely meets its full potential*

In the extensive discussion of challenges outlined within the project, there are few examples of active barriers which are blocking the development of PHE. Rather, barriers consist of under-developed policies, lack of incentives, unhelpful attitudes, etc. Despite this, all the stakeholders who contributed towards this report describe PHE as a sector full of latent potential which has not been mobilised yet.

### 2.2. *PHE is caught in a cycle of middling expectations*

Throughout the themes, PHE stakeholders have highlighted that the role of PHE is not sufficiently recognised, and that PHE is often seen as being inferior to academic higher education, despite its acknowledged status as a distinct yet equivalent form of higher education. This lack of perceived status is often indicated as a cause for most of the problems faced by PHE, and it apparently limits PHE’s interaction with stakeholders, participation in regional development, attractiveness to students and many other factors. The unclear perception of the sector’s role and status does not allow for



respecting its distinct role, mission and development of relevant policy instruments. The project report outlines multiple activities which are not undertaken due to a lack of incentives for institutions or their staff to do so. This creates a cycle whereby institutions wait for incentives to improve the quality of their activities, while they are starved of funding due the fact that they are seen to be of middling quality.

At the same time, there is a space for institutional initiative and activities, especially if driven within the strategic partnership with key stakeholders. The project identified institutional leadership and capacity development to

be crucial areas to focus on further development at the institutional level as shown further on. And the initiative at the institutional level may lead to a sequence of necessary changes.

### ***2.3. PHE is suffering from a lack of visionary leadership***

Throughout the project, it has been stressed that PHE should act as a driver of regional development, be considered a key stakeholder in developing the economy, as well as an important contributor to societal goals. However, it has been also pointed out that most institutions have not fully integrated this vision into their strategies, and that leadership is hesitant to boldly embrace such a vision. This often means that the PHE sector in the region rather ends up resembling a set of higher vocational schools whose main aim is job-training for the local economy or tries to adopt values and parameters suitable for traditional academic institutions.

### ***2.4. PHE suffers from a multiplicity of aims***

One of PHE's main strengths also manifests as a significant weakness. In serving the world of work, students, regional government and the public at large, PHE often finds itself in a situation where it has to achieve too many goals, which are poorly defined, precisely due to the difficulty resulting from trying to accommodate the requirements of all these groups simultaneously. Since the PHEs need to prioritise all these groups equally, none of them feel especially favoured. Consequently, while lobbying for more funding or elevated status, the institutions also find that none of these groups advocate strongly on their behalf.

### ***2.5. PHE misses the tools for a narrative***

PHE describes its impact on society not in terms of academic output, but in terms of contribution to the social and economic development of a region, knowledge transferred, graduates adequately prepared for the world of work, etc. However, there are only a few evaluation schemes or reporting modalities that allow institutions to quantify these concepts and describe them for interested stakeholders. Even where indicators (such as employment rates) do exist, they are rarely collected by institutions. Due to this, PHE often finds it difficult to specifically indicate the added value it is contributing to society and the world of work, especially when compared to academic higher education.

### ***2.6. PHE lacks tools for efficient continual improvement***

Just as PHE-specific tools for impact measurement and evaluation are not yet widely available, the same goes for quality assurance. Most quality assurance tools in use within PHE at the national level, especially within the Central and South-Eastern Europe, are in fact better suited for use in academic contexts. Equally, quality assurance tools that reflect the connection with the world of work, or help assuring the quality of apprenticeships are often still under development or entirely absent.

## 3. Regional Centre for PHE Excellence

### 3.1. Objectives and Agenda

The main idea driving the considerations for the Regional Centre for PHE Excellence has been a development of the joint platform for policy exchange and capacity building within the wider area of Central and Eastern Europe where the PHE development had been facing similar challenges. The capacity and expertise development with emphasis on current and potential leaders has been the key starting point for discussions regarding the potential establishment of the Regional Centre for PHE Excellence and its agenda.

The coherence of the current project partnership provides a solid basis for further steps. These may be defined within the following framework of objectives:

- a) Ensure further development of knowledge and expertise on specific themes as defined within the project; this to be addressed by joint projects, engagement in projects on relevant themes and following other sources. Both the Regional Centre, its partners and in particular EURASHE should play an important role.
- b) Provide opportunities for capacity building either within specific events for the target group of leaders and experts from within the target area of Central and Eastern Europe or by their access to generally oriented events.
- c) Develop capacities and opportunities for mutual exchange and consultation of the progress and key issues within the relevant countries.

The main thematic priorities correspond with conclusions on challenges and actions as defined within the PROCSEE National Centres for PHE Excellence (NCPHEE) outcomes as translated within common conclusions during the PROCSEE project Fora. These were the main source of national data, verification and dissemination. The project countries were at the beginning of the project at a very different stage of organisation and development of PHE at systemic level which reflects also in the outcomes of the project.

**Romania** has a unitary higher education system and no formal distinction between professional and academic higher education providers. As such the priorities in Romania were to establish the first systemic distinction between academic and professional higher education, to revise the qualification framework, to adapt to regional needs, formalize and provide a better regulatory framework for student placements, acknowledge and improve personalized learning, foster partnerships between PHE providers and the world of work, define the scope and mission of PHE, assess PHE outcomes through tracing students' employability, promote PHE as a legitimate education and career track, and focus on transversal competencies and lifelong learning. In order to develop and implement all identified priorities it is essential for Romania to establish the Romanian umbrella organisation for PHE providers to organise the sector and develop a systemic approach and dialogue towards the relevant stakeholders. (source: *Priority Statement 2019-2021: Towards Building and Developing PHE in Romania*)

**Croatia, Czech Republic, Hungary and Slovenia** already have national umbrella organisations of PHE providers either as national PHE associations (Croatia, Czech Republic and Slovenia) or as national rectors conference (Hungary). Nevertheless, all these countries have mostly had no obstacles identifying relevant stakeholders and priorities for the first three thematic areas (1-Align PHE with Regional Development Strategies, 2-Promote PHE in Responding to Skills Shortages and 3-Organize and Monitor Student Placements in the World of Work). The identification of relevant stakeholders and priorities proved to be a challenge for thematic area 4-Personalized Learning Environments as the area is underdeveloped in the region.

The discussions within the final, third PROCSEE Forum have confirmed the expectation that a number of themes and priorities reach interest of other organisations and institutions both within the **Central and Eastern Europe** (Estonia, Lithuania, Poland, Slovakia), as well as **other parts of Europe** (concretely Portugal and Spain). The

country overviews showed some similarities and potential for further development. From this point of view the role of EURASHE as European policy representation of the PHE sector is important as it strengthens the links, yet also enhances the scope of themes addressed by bringing inspiration from other more or less advanced systems. EURASHE is also a crucial channel for raising policy issues at **European level** and indirectly supporting national discussions as a source of reference.

The defined priorities and recommendations according to the four thematic areas, as well as the overarching ones are listed in detail in the chapter Themes & Priorities Identified within the PROCSEE project. These regard the following themes:

- PHE alignment and engagement in regional development including strategic aspects, active cooperation with stakeholders, capacity development and promotion of good practices;
- PHE response to skills shortages including further policy development, promotion and recognition of the sector, close partnership with stakeholders and evidence-informed, consultative approach to curricula development, delivery and quality assurance
- Student placements in the world of work including strengthening links with key stakeholders, both from the world of work and students' population, promotion of placements and their attractiveness, quality assurance and monitoring
- Personalised Learning Environments within PHE including enhancing flexibility within the life-long learning concept, enhanced attention to learners' needs and links to the world of work and development of relevant learning methodologies and frameworks.

There have been already steps taken in the direction during the project life-cycle, there have been other envisaged.

### 3.1.1 Knowledge and expertise through projects

There have been a number of projects addressing selected themes prior to the PROCSEE project. The main one, the HAPHE project<sup>1</sup> set the key definition and characteristics of PHE, a basis on which numerous other projects reflected further areas. However within the PROCSEE project projects addressing regional engagement and role of universities of applied sciences, a set of projects focused on student placements and apprenticeships (including a large one focused on promotion among the small and medium-sized enterprises SAPS project<sup>2</sup> and other addressing capacity of staff, apprenticeship tracking etc.) were initiated. The discussion inspired around ten project submissions or ideas in years 2017 – 2019 on relevant themes in which the PROCSEE project partners were playing an important role.

### 3.1.2 Capacity building opportunities

The PROCSEE project and inspiration by the Fora organised within the project led to an idea of the **PHE Excellence Summer School**. While the potential agenda of such Summer School has been relatively clearly determined, the discussions and feasibility mapping among the potential target group have indicated that it has to be built on a sounder and more supportive financial basis. The feedback indicated some reluctance of ability of a larger group to participate should the event not have support for the costs, not only travel, but coverage of other costs and work by a fee. While the idea is relatively clear, the launch of the format needs still more mapping, discussion and search for possible financial support. This is a pending issue for the ongoing discussion within the Regional Centre of PHE Excellence structures and will be addressed further within the year 2019.

However, in the meantime a number of relatively successful smaller capacity building formats have been introduced by the project partners, in particular under the EURASHE umbrella – the UAS Leadership Forum, Quality Community of Practice, thematic roundtables (on learning and teaching, on work-based learning...).

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<sup>1</sup> See <http://haphe.eurashe.eu/>

<sup>2</sup> See <https://learntowork.eu/>

The **UAS Leadership Forum** is an informal platform for exchange of views and experience of the top leaders of universities of applied sciences addressing crucial issues, e.g. role and position of PHE, stronger engagement in research and development activities, challenges brought by digital transformation. Four of UAS Leadership Fora took place in 2017 and 2018 within the EURASHE annual conferences or linked to the EURASHE meetings in Brussels. There is clear commitment to continue with this format over the next years addressing issues of learning and teaching in PHE, balance of professional skills and competences within the PHE study programmes with the focus on civic and democratic competences. The next one is to be organised within the EURASHE annual conference in Budapest, Hungary in May 2019.

**Quality Community of Practice** was launched in November 2018 in Eisenstadt, Austria providing a space for mutual learning and exchange of quality managers and practitioners from PHE institutions, in this particular case covering the topic of quality assurance of work-based learning and partnership management with attention paid to students' and world of work engagement. Not only this format will be further developed in the coming years, there was an agreement to launch also the **Research Community of Practice** for experts and leaders engaged in research activities of PHE institutions.

Conclusions raised within the PROCSEE project regarding the profile and development of relevant study offer led to introduction of **thematic roundtables** (2017, 2018), which focused on discussing trends and challenges of work-based learning (2017m 2018) and learning and teaching (2018). Also, the roundtables are foreseen as an ongoing initiative with another one focused on work-based learning in May 2019 in Budapest.

All these events have been strongly promoted among the target group in the countries of Central and Eastern Europe with relatively high participation from within the region. At the same time, vast majority of issues are not specific for the region only thus the events are open to wider range of participants and allow mutual learning and exchange between participants from countries with different level of PHE development within their national systems. This is in line with the approach chosen for the third PROCSEE Forum which accommodated also for colleagues from countries of South Europe (Portugal, Spain- Basque country).

The emphasis on the development within Central and Eastern Europe is visible also when following the location of **EURASHE annual conferences** which address wider range of PHE related issues and trends – Belgrade, Serbia (2016), Tallinn, Estonia (2018), Budapest, Hungary (2019) and most likely Plovdiv, Bulgaria (2020) with only exception of Le Havre, France in 2017.

### 3.1.3 Policy support and consultations

The idea of mutual policy support and consultation has to be built on existing network of experts and relevant themes identification. The main effect of the PROCSEE project in this aspect were discussions within the PROCSEE Fora (2016 – 2018), with a special role of the third Forum which allowed invitation of experts from other countries. The policy discussions and conclusions have been firmly reflected in the overall **EURASHE policy statement**<sup>3</sup> for the ministerial conference in 2018 in Paris within the development of the European Higher Education Area. There have been variety of informal exchanges and consultations within individual members' activities and their engagement in projects.

Following the example of the National Committees for PHE Excellence also EURASHE introduced its consultative body – a **Committee for Strategic Advice** bringing together a representation of the world of work, students, educational policy experts and PHE institutions. The committee has been launched at the end of 2016. It meets twice a year and addresses key policy and strategic issues

One of the starting formats of the focused policy support has been launched by EURASHE in 2018 inspired by the PROCSEE events and other experience – the **Reversed Peer Learning Activity (PLA)**. The format invited national associations to address specific topic of their interest and get a feedback from European

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<sup>3</sup> See <https://www.eurashe.eu/library/releasing-the-full-potential-of-phe-to-serve-our-societies/>

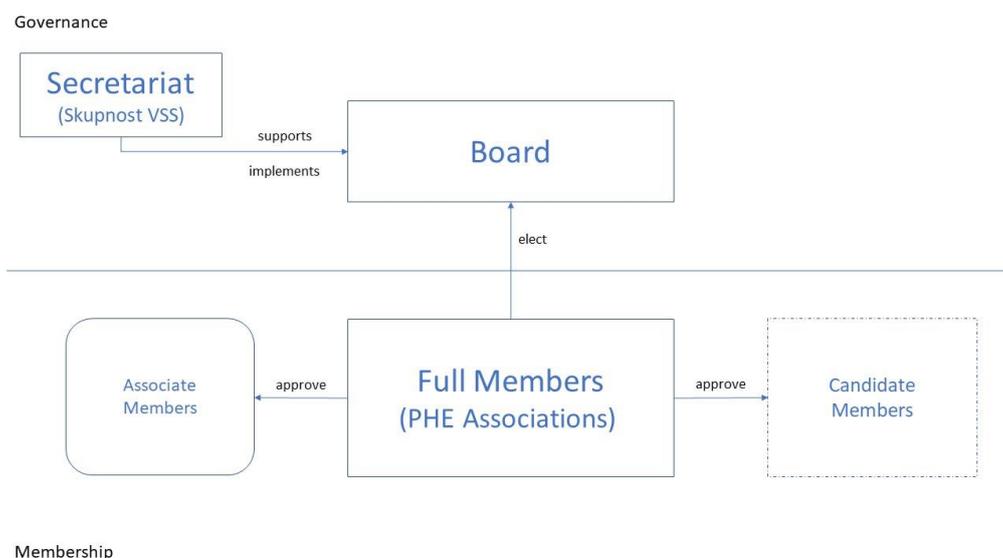
experts on the topic and recommendations for further policy work. The first PLA is to be organised in Poland on theme of learning and teaching the agreement resulting from Polish representatives' participation in the third PROCSEE Forum.

More structured and systemic consulting and support within the Regional Centre of PHE Excellence will be closely coordinated with EURASHE as themes addressed and expertise required reach beyond the target region.

### 3.2. Structure of Regional Centre for PHE Excellence

First and far most important role for Regional Centre for PHE Excellence is to support its members with different activities according to PROCSEE thematic areas. To do so, Regional Centre for PHE Excellence is structured as it is shown in organigram below. It consists from:

- **Full members:** PHE associations, which are directly involved in National Centre for PHE Excellence in their respective country as a leading partner. Each full partner is responsible for the communication between the NCPHEE and Regional Centre for PHE Excellence. They approve associated members and candidate members. Full members are also to approve Operational Plan, participate in common activities, tend to cooperate in evaluation of common activities and participate in adapting the Operational Plan. But mostly, they lead national activities in their respective countries through NCPHEE in accordance with commitments and conclusions made in PROCSEE.
- **Associate members:** institutions/organizations not being PHE associations, but have specific knowledge, resources, capacity that can benefit members (for example: EURASHE as dissemination platform/policy managing knowledge, etc.).
- **Candidate members:** PHE associations, which have shown an interest in cooperation in Regional Centre for PHE Excellence. They may have NCPHEE or are in the process to establish it.
- **Partners:** PHE associations or institutions with similar interests and agenda coming from other parts of EUROPE. This may lead to enhanced expertise, diversity of views and promotion of the work and activities.



Governing activities are led by The Board, consisted as elected representatives from full members. Their responsibility is to supervise preparation and realization of an Operational Plan (activities, budget, leading members and responsibilities), overall quality control and indicators monitoring.

**The Secretariat** provides support and implements the activities approved by The Board. If not having resources needed to realize the activities, the secretariat reaches to members or external support.

Role delegation agreed on in January 2019:

Organ	Institution/Organisation (Country)
<b>The Board</b>	Skupnost VSŠ (SI), CASPHE (CZ), AZVO (HR), MRK (HU), SNSPA (RO)
<b>The Secretariat</b>	Skupnost VSŠ (SI)
<b>Full members</b>	Skupnost VSŠ (SI), CASPHE (CZ), AZVO (HR), MRK (HU), SNSPA (RO)
<b>Associated members</b>	EURASHE (EU; BE), KIC Malta (MT)
<b>Candidate members</b>	TKK (EE), LKDK (LT), RKRN (EE), KRePSZ (PL)
<b>Potential partners/members</b>	CCISP (PT), TKNIKA (ES)

Roles and responsibilities of above-mentioned stakeholders can change if there are substantial reasons for it.

## 4. Operational Plan

An Operational Plan sustains agreements on organisations and countries that will take part in the centre activities, the policy priorities that will be addressed by the thematic fields and detailed timetable with activities, indicators and outputs etc. needed to formulate the policy interventions according to the PRO-CSEE approach for the period of 2019-2021. The provision and overall responsibility for engaging, monitoring, supporting and implementing activities is shared among stakeholders included in The Regional Centre for PHE Excellence (see chapter 4), a secretarial role is confided to Association of Slovene Higher Vocational Colleges (Skupnost VSŠ).

Activity no.	Priorities	Activities	Responsibility/ Leading	Target group	Countries to be included	Financial resources	Cost estimation per year	Indicator	Documentation output
1.	1-4	Leadership Forum	EURASHE (international experts)	PHEIs leadership	All EU members, SR	EURASHE OG	3.000,00 €	1 per year	Report
2.	1-4	Committee of Strategic Advice	EURASHE (international experts)	PHEIs, Networks' leadership	All EU members	EURASHE OG	2.500,00 €	1 per year	Report, policy statement
3.	1-4	CoP WGQA	EURASHE (international experts)	QA experts	All EU members, SR	EURASHE OG	1.800,00 €	1 per year	Report
4.	1-4	CoP WGRDI	EURASHE (international experts)	RDI experts	All EU members, SR	EURASHE OG	1.800,00 €	1 per year	Report
5.	1-4	Conference for Quality Assurance	Skupnost VSŠ	Quality conference	SI, HR, SR	Skupnost VSŠ	1.000,00 €	1 per year	Report
6.	1-4	Model for PHE Excellence of Skupnost VSŠ - introduction	Skupnost VSŠ	HR, SR, IT - Networks	SI, HR, IT, SR	Skupnost VSŠ	1.000,00 €	1 per year	Model for PHE Excellence
7.	1-4	Individual consulting, follow up on partnership activities from national action plans	Skupnost VSŠ	Partner consortium	SI, HR, HU, RO, CZ, MT, BE	Skupnost VSŠ	- €	1 per year	-
8.	1-4	Supporting platform	KIC	Updating web platform	SI, HR, HU, RO, CZ, MT, BE	Skupnost VSŠ	400,00 €	4 per year	Updated web platform

Activity no.	Priorities	Projects	Responsibility/ Leading	Target group	Countries to be included	Financial resources	Cost estimation per project life cycle	Indicator	Documentation output
9.	3, 4	Initiative for apprenticeships excellence	Skupnost VSŠ	Apprenticeship organisers at PHEIs, mentors in companies, students	SI, HR, CZ, MT, BE	Applied Erasmus+ project Apprentice Track	223.812,00 €	Project lifetime	1 online prototype for monitoring and managing apprenticeships, 1 Technological Roadmap for establishing the system
10.	2, 3	Strengthening knowledge and competences of mentors	Skupnost VSŠ	Mentors in companies	SI, ES, PT, EE, CZ, MT, BE	Applied Erasmus+ project MentorTrain	347.487,00 €	Project lifetime	1 programme for developing mentors competences
11.	3	Initiative for bridging the skills mismatch gap	Skupnost VSŠ	PHEIs leadership	SI, ES, PT, CZ, MT, BE	Applying for donations	450.000,00 €	Project lifetime	1 model of learning outcomes assessment,
12.	1		Skupnost VSŠ	PHEIs leadership, employers, regional authorities	SI, NO, AUT, EU, MT	Applying for donations	450.000,00 €	Project lifetime	1 programme for developing STEAM competences
13.	1, 2	The Future of Work resulting from better cooperation between PHE and world of work	Skupnost VSŠ	Students, employers	SI, HR, GE, IT, MT, BE	Applying for donations	623.277,00 €	Project lifetime	Policy briefing on 4.0 Industry and PHE, Online Game for Future of Work, Change Management Toolkit for Future of Work, Model of internalization strategy
14.	1	International Week	Skupnost VSŠ	PHEIs leadership and staff, employers, regional authorities, PHE experts	SI, HR, IT, SR	Erasmus+ Mobility Consortium, own cofounding	20.000,00 €	1 x in 3 years	Report

## 5. Themes & Priorities Identified within the PROCSEE project

### 5.1. *Align PHE with Regional Development Strategies*

#### Priorities

- Become an Integral Part of Regional Strategy Development
  - Map and mobilise own potential and embed regional dimension into complex institutional strategy
  - Develop / Release our Capacity for Full Knowledge Exchange
  - Be more flexible / responsive to regional learning needs
  - Building/establishing regional stakeholders' networks
  - Curricula development with regional stakeholders' involvement at a big regional university
  - Cooperation to contribute to regional development
  - Involvement of PHEIs in the socialization of regional development strategies
  - Dissemination of good practices

#### Stakeholders

- Local regional and national authorities
- PHE institutions
- PHE umbrella organisations
- Human Resources Agencies
- Regional development agencies
- Employers national and regional umbrella organisations
- Employers sectorial organisations
- Public employment services
- Students
- National quality assurance agencies

### 5.2. *Promote PHE in responding to skills shortages*

#### Priorities

- Strengthen the self-confidence of PHE Institutions
- Ensure strong recognition of PHE
- Develop and strengthen the cooperation with all stakeholders embedded at all levels of institutions
- Increase flexibility of PHE in response to labour market needs
- Leverage instructional design to identify, teach and assess skills in a personalized environment
- Strengthen the cooperation of PHE institutions to secondary schools
- Harmonization of learning outcomes
- Improve regular and relevant data collection on world of work requirements analyses

## Stakeholders

- Relevant national authorities
- PHE institutions
- PHE umbrella organisations
- Human Resources Agencies
- Regional development agencies
- Employers national umbrella organisations
- Employers sectorial organisations
- Public employment services
- Students and alumni (secondary and tertiary level)
- Secondary schools
- Career councillors
- National quality assurance agencies

### **5.3. *Organize and Monitor Student Placements in the World of Work***

## Priorities

- Define structures, including roles for all stakeholders involved in placements
- Consider the voice of students
- Ensure Quality Control
- Know the Needs of Employers
- Develop tools for apprenticeship tracking
- Financial incentives for employers offering placements

## Stakeholders

- PHE umbrella organisations
- Employers national umbrella organisations
- Employers sectorial organisations
- Mentors in companies
- Relevant national authorities
- PHE institutions (placement tutors)
- Human Resources Agencies
- Regional development agencies
- Public employment services
- Students and alumni
- National quality assurance agencies
- Erasmus+ coordinators

## **5.4. *Personalize Learning Environments within Professional Higher Education***

### **Priorities**

- Monitor and Assess learners' progress while maintaining their learning flexibility
- Design industry-oriented PLEs
- Modernize Methodologies and Teaching Frameworks
- Design Learner-Driven PLE
- Open lifelong learning pathways

### **Stakeholders**

- PHE umbrella organisations
- Employers national umbrella organisations
- Relevant national authorities
- PHE institutions
- Human Resources Agencies
- Regional development agencies
- Public employment services
- Students
- National quality assurance agencies

## **5.5. *Overarching Priorities***

- Improvement of quality assurance processes
- Regular stakeholders' cooperation and communication through NCPHEE (twice a year)
- Strengthen PHE leadership capacity and growth
- Strengthen innovative teaching and learning approaches
- Increase funding of PHE in the region (as it is underfunded in comparison to Nord and western European countries)

Source: National operational plans listed under Annexes.

## 6. References and sources of information

- The PROCSEE national Memorandums of understandings, agreements with stakeholders with a midterm plan of activities are an annex to this document.
- National mid-term priority statements (PROCSEE project, see <https://procsee.eu/>):
  - 3-5-year post-project) plan for cooperation with stakeholders in **Croatia**
  - Priorities of **CZECH** PHE sector
  - **Hungary** - National Implementation Guide
  - Priority Statement 2019-2021: Toward Building and Developing PHE in **Romania**
  - **Slovene** collection of Memorandums of understanding with priorities and operational plan
- Razvojni načrt Skupnosti VSŠ
- Professional Higher Education in Europe: Characteristics, Practice Examples and National Differences. <http://haphe.eurashe.eu/publications/professional-higher-education-in-europe-characteristics-practice-examples-and-national-differences/>
- Releasing the Full Potential of PHE to serve our societies, EURASHE Policy Statement for the EHEA Ministerial conference in Paris in 2018. <https://www.eurashe.eu/library/releasing-the-full-potential-of-phe-to-serve-our-societies/>
- Self-evaluation tool for PHE institutions at <https://buildphe.eu/>
- Apprenticeships Quality Tool for PHE institutions as well as for SME and simple guidelines for SMEs on why and how to introduce apprenticeships developed within the SAPS project, <https://learntowork.eu/>
- Quality standards for apprenticeship's excellence, draft version within the ApprenticeshipQ project see <https://apprenticeshipq.eu/>
- Prototype ICT tool to track and monitor apprenticeships for students, mentors and tutors, the ApprenticeTrack project, see <https://apprenticetrack.eu/>
- Pedagogical framework for mentors in companies and based on which video courses for mentors will be prepared within the MentorTrain project

# PROCSEE >

## Strengthening professional higher education

PROCSEE is a policy-oriented project, aimed at strengthening the provision of professional higher education, by strengthening the policy-work conducted by umbrella organizations representing professional higher education institutions in Central and South-Eastern in Europe. Working together over three years, the project intends to:

- identify the main challenges facing PHE in the region
- propose policy solutions to address those challenges in the short-to-midterm, through a mixture of good-practice identification and stakeholder consultation
- bring together the main actors in PHE in each participating country, so as to build implementation roadmaps for the identified policy solutions

The result of the first year of activities of the project, this document outlines the main challenges facing professional higher education in the CSEE region, with the aim of highlighting potential areas for reform in the next project phases.

[procsee.eu](http://procsee.eu)