An Introduction to PROCSEE

Anthony F. Camilleri
Knowledge Innovation Centre

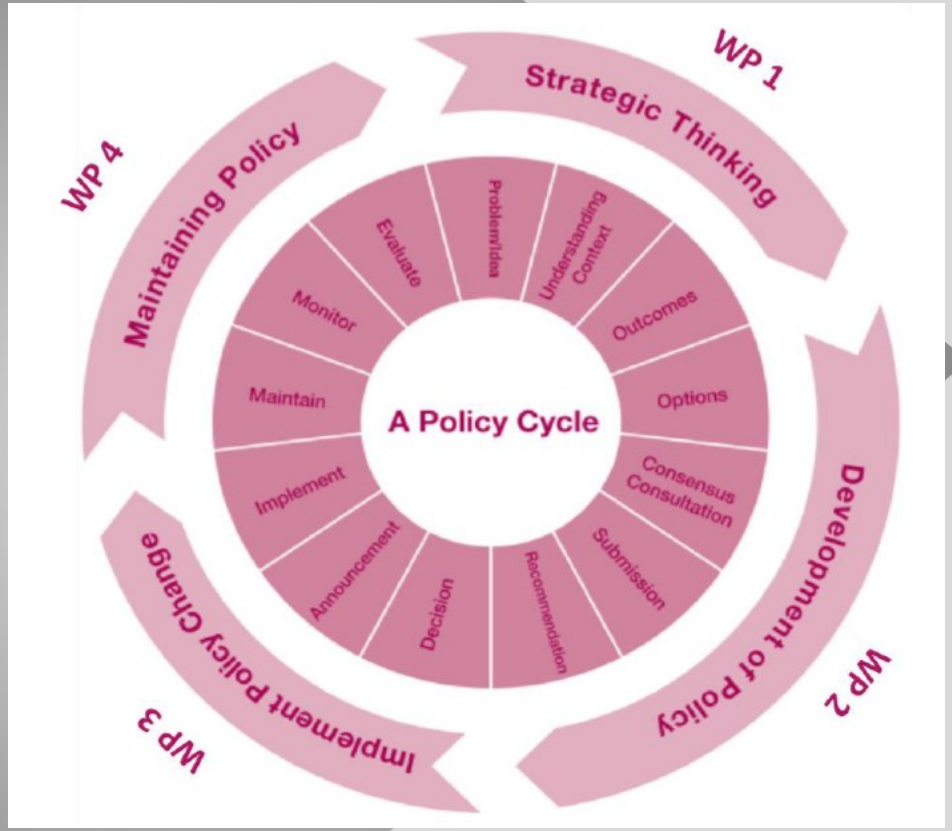
Overall Aim

strengthen the provision and increase the relevance of Professional Higher Education and Higher VET in Central & South-Eastern Europe (CSEE).

PROCSEE

Project Approach

- **Engage in policy dialogue** with stakeholders, to understand the main policy challenges
- **Locate best-practice** and identify those which are best suited **to implementation in the CSEE region**
- **Work with stakeholders** in each country, to design interventions at institutional level which will address the policy challenges, based on the implemented research
- **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



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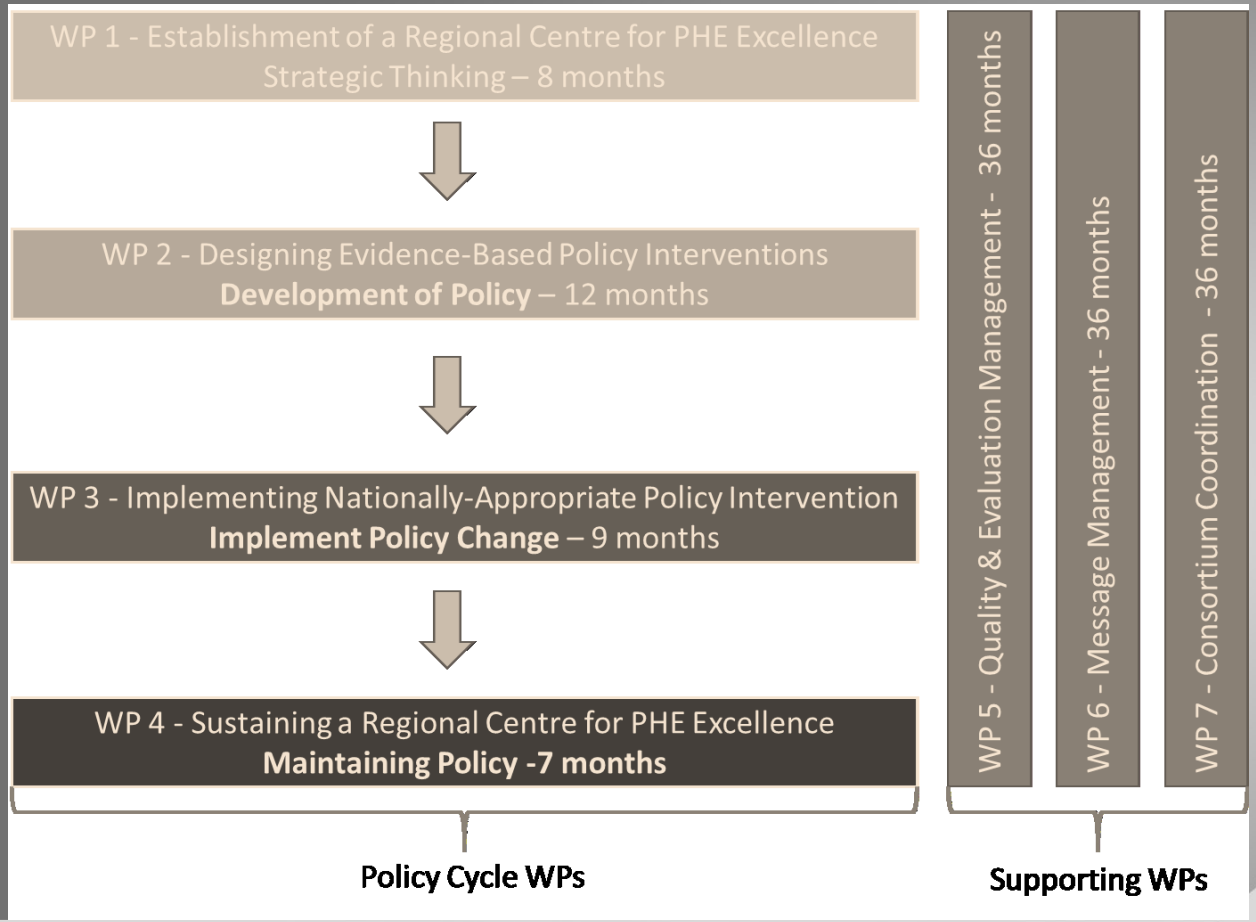
WP 1 - Establishment of a Regional Centre for PHE Excellence
Strategic Thinking – 8 months
WP 2 - Designing Evidence-Based Policy Interventions
Development of Policy – 12 months
WP 3 - Implementing Nationally-Appropriate Policy Intervention
Implement Policy Change – 9 months
WP 4 - Sustaining a Regional Centre for PHE Excellence
Maintaining Policy -7 months
Policy Cycle WPs
WP 5 - Quality & Evaluation Management - 36 months
WP 6 - Message Management - 36 months
WP 7 - Consortium Coordination - 36 months
Supporting WPs

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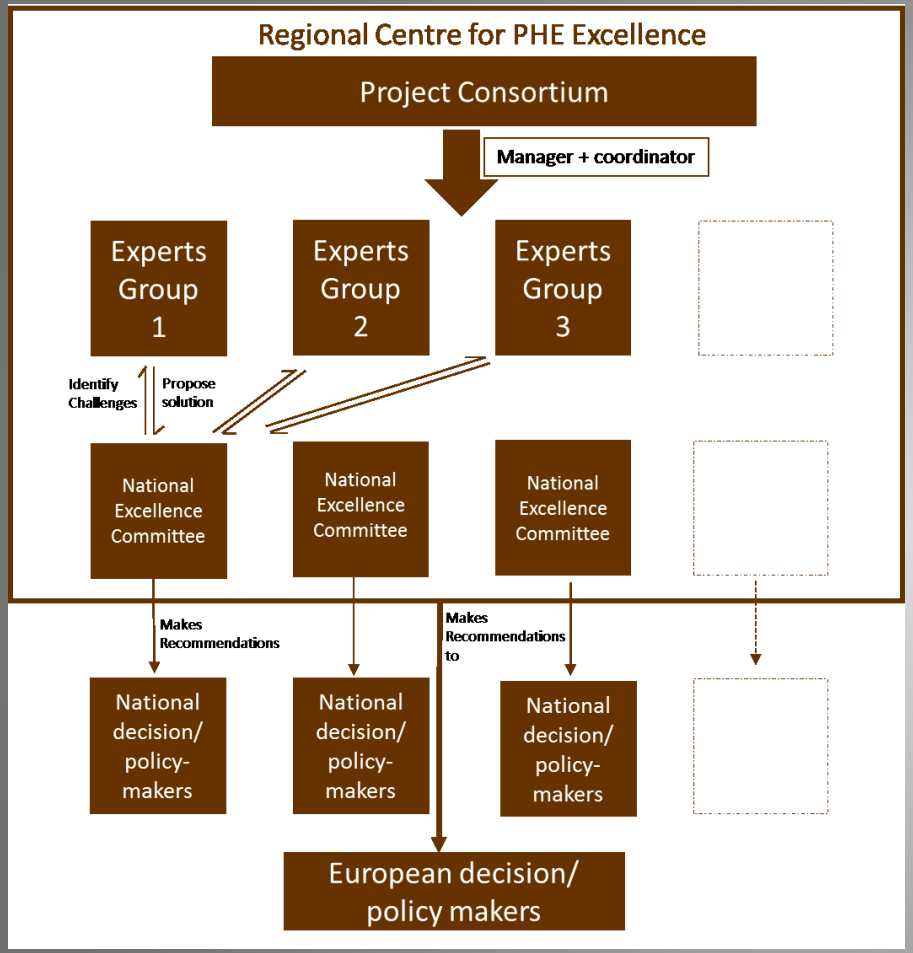
Regional Centre for PHE Excellence
Project Consortium
Manager + coordinator
Experts Group 1
Experts Group 2
Experts Group 3
Identify Challenges
Propose solution
National Excellence Committee
National Excellence Committee
National Excellence Committee
Makes Recommendations
Makes Recommendations to
National decision/ policy-makers
National decision/ policy-makers
National decision/ policy-makers
European decision/ policy makers

Outputs

- Understanding of the underlying drivers of policy
- Ongoing Dialogue between Stakeholders
- Pool of Active Experts in the Field
- Coalition for Change

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Group 1: Alignment of PHE with regional, local and economic development strategies

- Modalities of cooperation with the region
- Interaction of PHE with regional bodies and/or non-education/employment ministries (making space for PHE in overall policies)
- Informal connections with environment and regional development funding as a driver for PHE development
- Availability of regional development policies, relevant issues for PHE development and their reflections within PHE institutions' policies and strategies
- Interaction with external, regional partners and their engagement in governance and development of PHE institutions and their activities

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Group 2: Promotion of PHE in Response to Skill Shortages

PROCSEEwill closely look on promotion of PHE/HVET as an alternative route through tertiary education, in particular to respond to skill shortages and increase employability of graduates. The theme tackles the function of PHE in society, including perceptions of employers and the general public. The theme will examine the following areas:

- ensuring equivalence of ‚professional' and ‚academic' tracks of education in terms of the Lisbon Recognition Convention
- improving the evidence-base of PHE's contribution to society and to individuals (through such tools as tracer studies, etc.)
- mapping, predictions and assessment of labour market – PHE interaction, outcomes and impact
- improving the status of PHE within the overall academic community

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Group 3: Organising and Monitoring Student Placements in the World of Work

PROCSEE focuses on organising and monitoring student placements in the world of work, in particular increasing the quantity and quality of available student placements, so as to provide for meaningful learning experience and preparation for employment. We will work on the following thematic areas:

- legislative levers supporting apprenticeships & placements
- methods to clarifying and communicate the benefits of student placements (to companies, governments, etc.)
- quality assurance of student placements including auditing partners, learning agreements and learning assessments
- support structures for companies taking on students
- relevant activating methods of teaching and learning emphasising development of skills relevant for the professional career.
- capacity building of institutional structures within Higher Education Institutions sending students for placements

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Group 4: Personal Learning Environments in PHE

PROCSEE will analyse use of Personal Learning Environments (PLEs) (personalised, flexible distance learning opportunities, delivered over the internet), and in particular their role in further education (both for purposes of re-the /requalification and enhancement of skills). The theme includes challenges of the relation of PLEs with PHE vis-a-vis:

- methodologies to encourage modernisation (and digitisation) of teaching
- widening access to non-traditional groups
- increasing cooperation with graduates and businesses for post-graduation training of staff
- benefits, motives and methods for cooperation

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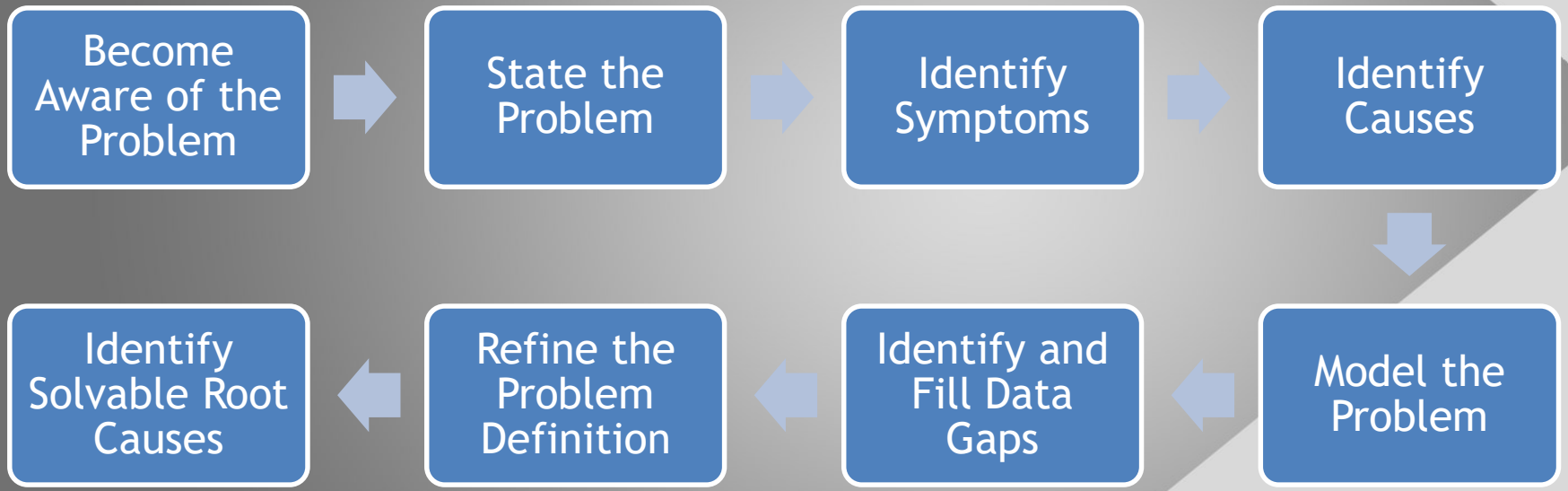
Methodology



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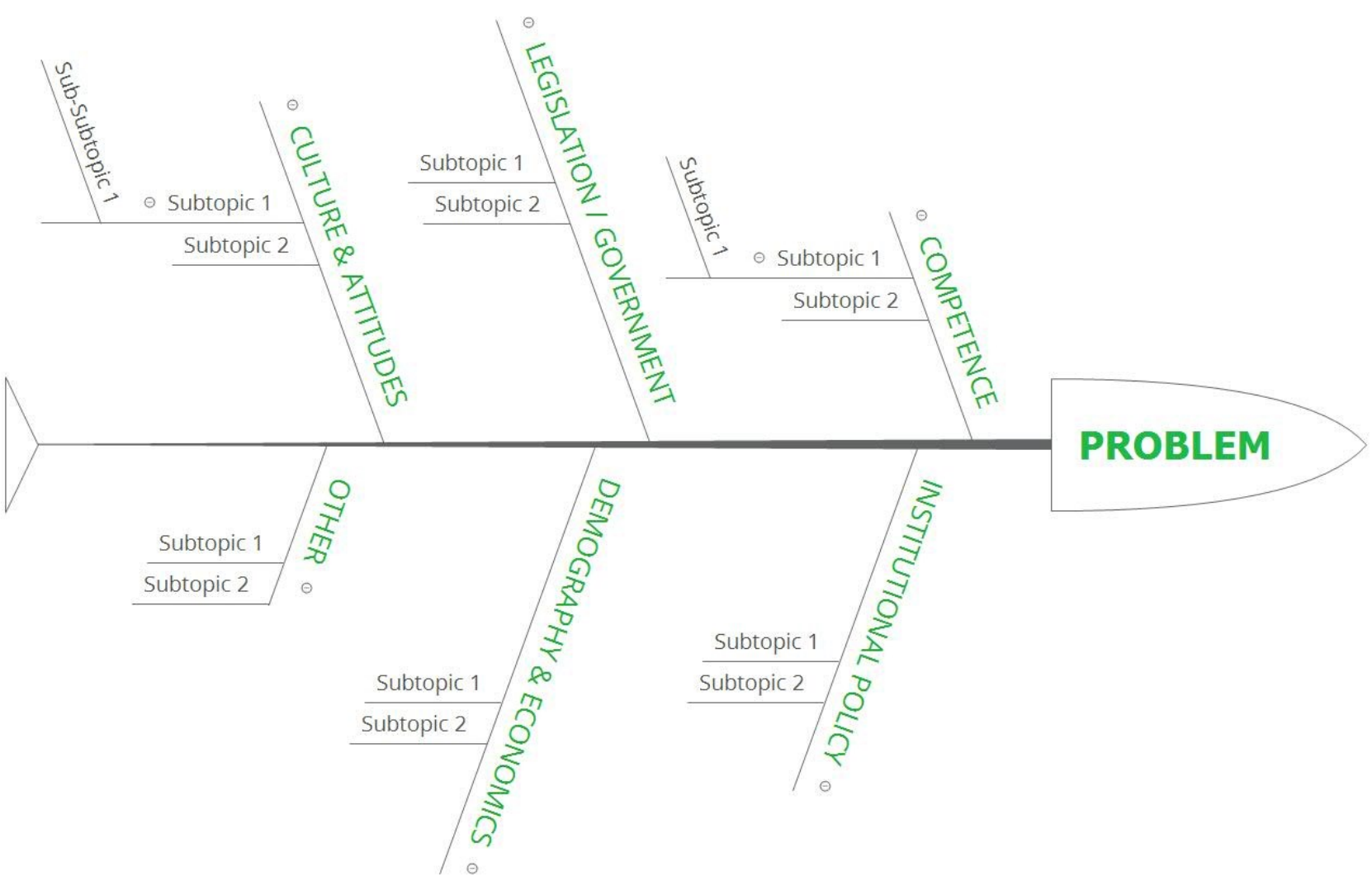
PROBLEM
CULTURE & ATTITUDES
Sub-Subtopic 1
Subtopic 1
Subtopic 2
LEGISLATION / GOVERNMENT
Subtopic 1
Subtopic 2
COMPETENCE
Subtopic 1
Subtopic 1
Subtopic 2
OTHER
Subtopic 1
Subtopic 2
DEMOGRAPHY & ECONOMICS
Subtopic 1
Subtopic 2
INSTITUTIONAL POLICY
Subtopic 1
Subtopic 2

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