

This document is an annexe to the report: Policy Challenges for Professional Higher Education in Central and South-Eastern Europe available online at <https://procsee.eu/outputs/pcs/>.

It consists of a visual representation of the root-cause analysis conducting on a set of challenges in terms of Ishikawa (cause & effect) diagrams, for the following challenges:

1. Align PHE with Regional Development Strategies
 - 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
2. Promote PHE in responding to skills shortages
 - 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
3. Organize and Monitor Student Placements in the World of Work
 - Define Structures, including roles for all stakeholders involved in placements
 - Consider the voice of students
 - Ensure Quality Control
 - Know the Needs of Employers
4. Personalize Learning Environments within Professional Higher Education
 - Monitor and Assess learners' progress while maintaining their learning flexibility
 - Design industry-oriented PLEs
 - Modernize Methodologies and Teaching Frameworks
 - Design Learner-Driven PLE

PROCSSEE
ALIGN PHE WITH REGIONAL
DEVELOPMENT STRATEGIES

PROBLEMS / SYMPTOMS

- Regional context
 - Outmigration of population
 - Lost opportunity to enhance employment and entrepreneurship
 - Declining economy
 - Low foreign direct investment
- Low status and position of PHE:
 - PHE not taken as a serious, trusted partner, separated from the region and its community
 - Low public awareness and profile
 - Low attractiveness for partners, stakeholders and potential students
 - Weak position at political and representation level
- Financial impact:
 - Missed external funding opportunities including development funds
 - Lack of funding diversification
 - Ineffective / inefficient use of resources (facilities, finance, HR...)
 - Weak/poor understanding regional needs and future directions, economics and social aspects
- Strategic impact:
 - Missing external impulses for study programmes offer innovation
 - Missed opportunities for students engagement/development
 - Not shaping own future
 - Short term, reactive ad hoc behaviour
 - Unfulfilled the mission
- Strategic partnership and communication
 - Low attractiveness for partners, stakeholders and potential students
 - Collaboration limited to a narrow circle of partners and/or HEI leaders
 - Unsystematic external communication & relationship management -> perception, trust
 - Weak platform for communication, informal discussions/influence
- Internal development impact
 - No / poor internal system of incentives and/or recognition for regional focused activities
 - Lost opportunities for institutions and its staff development & learning - low understanding own knowledge capacity and ability to share it
 - Departure of most entrepreneurial staff
 - Internal competition/rivalry
 - Potential resistance (internal)
- Performance impact
 - World of work/labour market not satisfied with graduates
 - Courses not relevant/current, not reflecting regional circumstances
 - Declining interest of applicants
 - Low engagement in knowledge exchange
 - Low attractiveness of PHE inst.

COMPETENCE

leadership and lack of strategic thinking

Lack of vision and strategic thinking for PHE
Lack of understanding of the role of PHE in the region
Lack of communication and coordination with stakeholders
Lack of resources and staff for strategic thinking
Lack of time and space for strategic thinking
Lack of incentives and recognition for strategic thinking
Lack of training and development for strategic thinking
Lack of evaluation and monitoring for strategic thinking
Lack of feedback and learning for strategic thinking

staff competences and engagement

Lack of motivation and engagement of staff
Lack of training and development for staff
Lack of resources and staff for staff competences and engagement
Lack of time and space for staff competences and engagement
Lack of incentives and recognition for staff competences and engagement
Lack of training and development for staff competences and engagement
Lack of evaluation and monitoring for staff competences and engagement
Lack of feedback and learning for staff competences and engagement

LEGISLATION / GOVERNMENT

selection, recognition, promotion

Quality Assurance and Performance Assessment

Lack of resources and staff for Quality Assurance and Performance Assessment
Lack of time and space for Quality Assurance and Performance Assessment
Lack of incentives and recognition for Quality Assurance and Performance Assessment
Lack of training and development for Quality Assurance and Performance Assessment
Lack of evaluation and monitoring for Quality Assurance and Performance Assessment
Lack of feedback and learning for Quality Assurance and Performance Assessment

CULTURE & ATTITUDES

General culture and attitudes

Lack of understanding of the role of PHE in the region
Lack of communication and coordination with stakeholders
Lack of resources and staff for General culture and attitudes
Lack of time and space for General culture and attitudes
Lack of incentives and recognition for General culture and attitudes
Lack of training and development for General culture and attitudes
Lack of evaluation and monitoring for General culture and attitudes
Lack of feedback and learning for General culture and attitudes

Status, Identity & Perception of PHE

Lack of resources and staff for Status, Identity & Perception of PHE
Lack of time and space for Status, Identity & Perception of PHE
Lack of incentives and recognition for Status, Identity & Perception of PHE
Lack of training and development for Status, Identity & Perception of PHE
Lack of evaluation and monitoring for Status, Identity & Perception of PHE
Lack of feedback and learning for Status, Identity & Perception of PHE

INSTITUTIONAL POLICY

PHE influence in the region

mission, role, capacity, impact and potential is not clearly articulated
Lack of communication and coordination with stakeholders
Lack of resources and staff for PHE influence in the region
Lack of time and space for PHE influence in the region
Lack of incentives and recognition for PHE influence in the region
Lack of training and development for PHE influence in the region
Lack of evaluation and monitoring for PHE influence in the region
Lack of feedback and learning for PHE influence in the region

Formal Institutional strategy with lack of regional dimension

Regional priorities and focus for dialogue are not set
Lack of communication and coordination with stakeholders
Lack of resources and staff for Formal Institutional strategy with lack of regional dimension
Lack of time and space for Formal Institutional strategy with lack of regional dimension
Lack of incentives and recognition for Formal Institutional strategy with lack of regional dimension
Lack of training and development for Formal Institutional strategy with lack of regional dimension
Lack of evaluation and monitoring for Formal Institutional strategy with lack of regional dimension
Lack of feedback and learning for Formal Institutional strategy with lack of regional dimension

Lack of internal incentives to drive regional focus in strategy, teaching, learning and RDI

Using full potential of existing autonomy
Lack of communication and coordination with stakeholders
Lack of resources and staff for Lack of internal incentives to drive regional focus in strategy, teaching, learning and RDI
Lack of time and space for Lack of internal incentives to drive regional focus in strategy, teaching, learning and RDI
Lack of incentives and recognition for Lack of internal incentives to drive regional focus in strategy, teaching, learning and RDI
Lack of training and development for Lack of internal incentives to drive regional focus in strategy, teaching, learning and RDI
Lack of evaluation and monitoring for Lack of internal incentives to drive regional focus in strategy, teaching, learning and RDI
Lack of feedback and learning for Lack of internal incentives to drive regional focus in strategy, teaching, learning and RDI

Internal Capacity for Knowledge Exchange

Self-teaching demands - time and space of provision
Lack of communication and coordination with stakeholders
Lack of resources and staff for Internal Capacity for Knowledge Exchange
Lack of time and space for Internal Capacity for Knowledge Exchange
Lack of incentives and recognition for Internal Capacity for Knowledge Exchange
Lack of training and development for Internal Capacity for Knowledge Exchange
Lack of evaluation and monitoring for Internal Capacity for Knowledge Exchange
Lack of feedback and learning for Internal Capacity for Knowledge Exchange

DEMOGRAPHY & ECONOMICS

Demographic Issues

Declining student demand
Barriers to participation in HE in deprived regions
Lack of communication and coordination with stakeholders
Lack of resources and staff for Demographic Issues
Lack of time and space for Demographic Issues
Lack of incentives and recognition for Demographic Issues
Lack of training and development for Demographic Issues
Lack of evaluation and monitoring for Demographic Issues
Lack of feedback and learning for Demographic Issues

Partnerships and cooperation

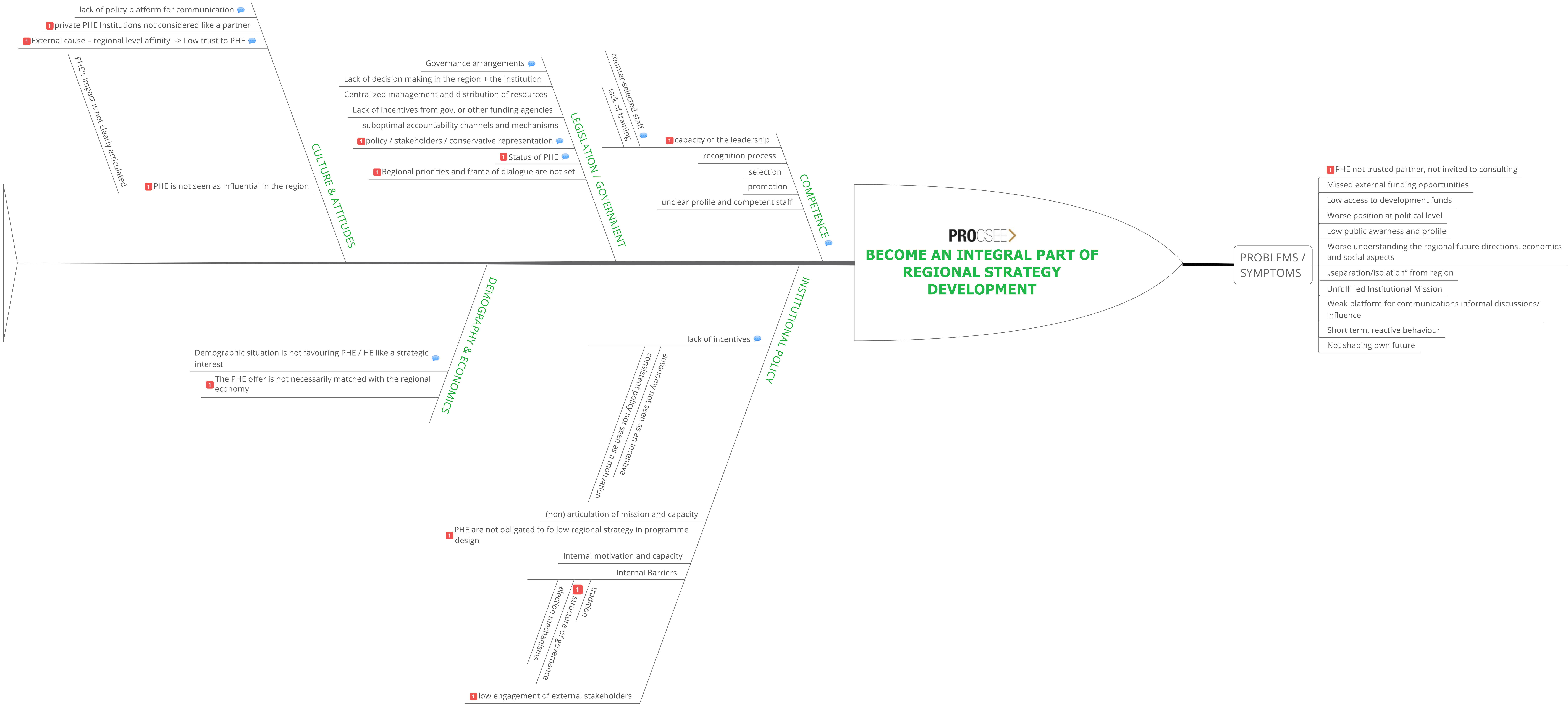
Lack of communication and coordination with stakeholders
Lack of resources and staff for Partnerships and cooperation
Lack of time and space for Partnerships and cooperation
Lack of incentives and recognition for Partnerships and cooperation
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Lack of evaluation and monitoring for Partnerships and cooperation
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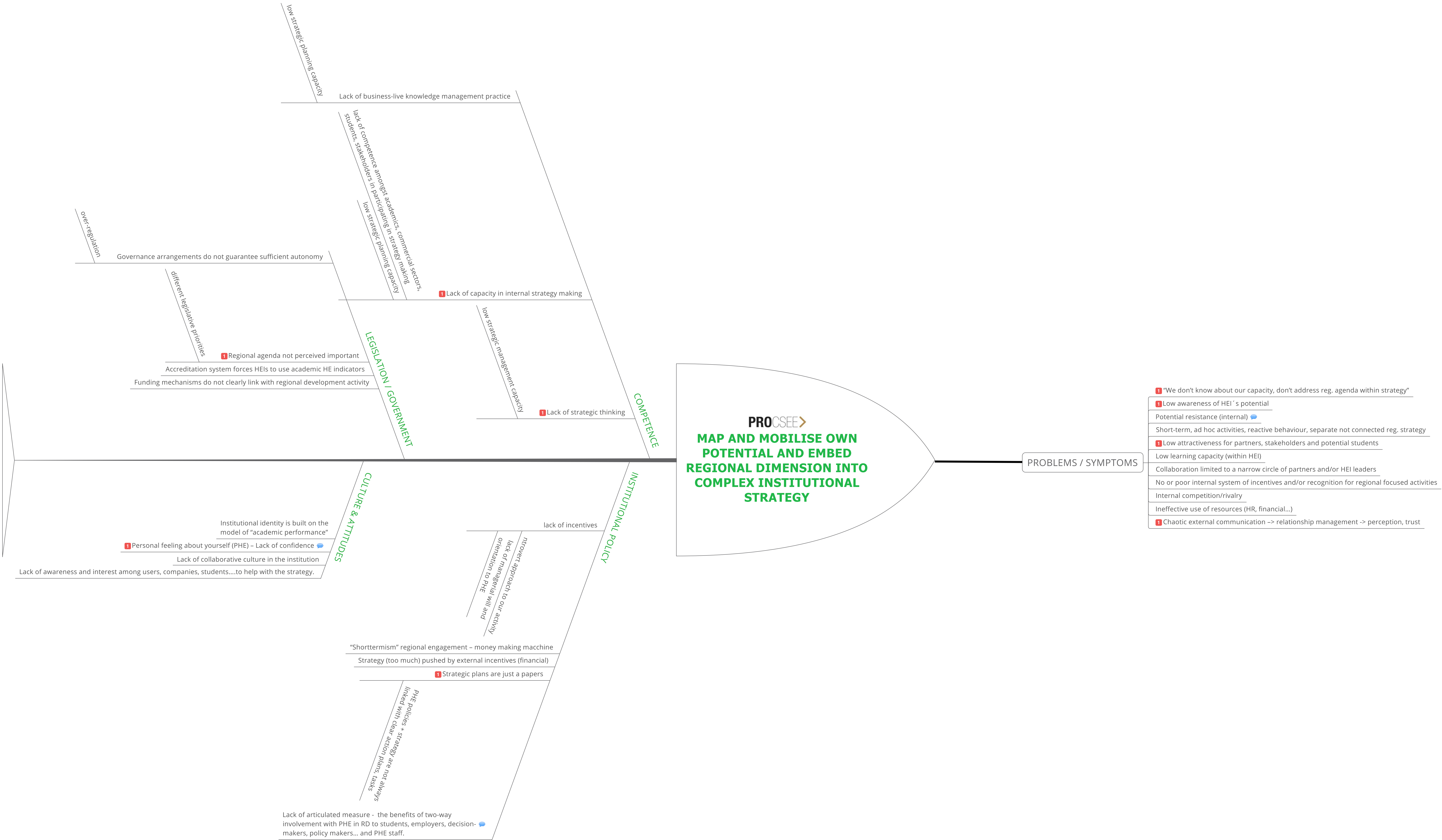
Economy Aspects

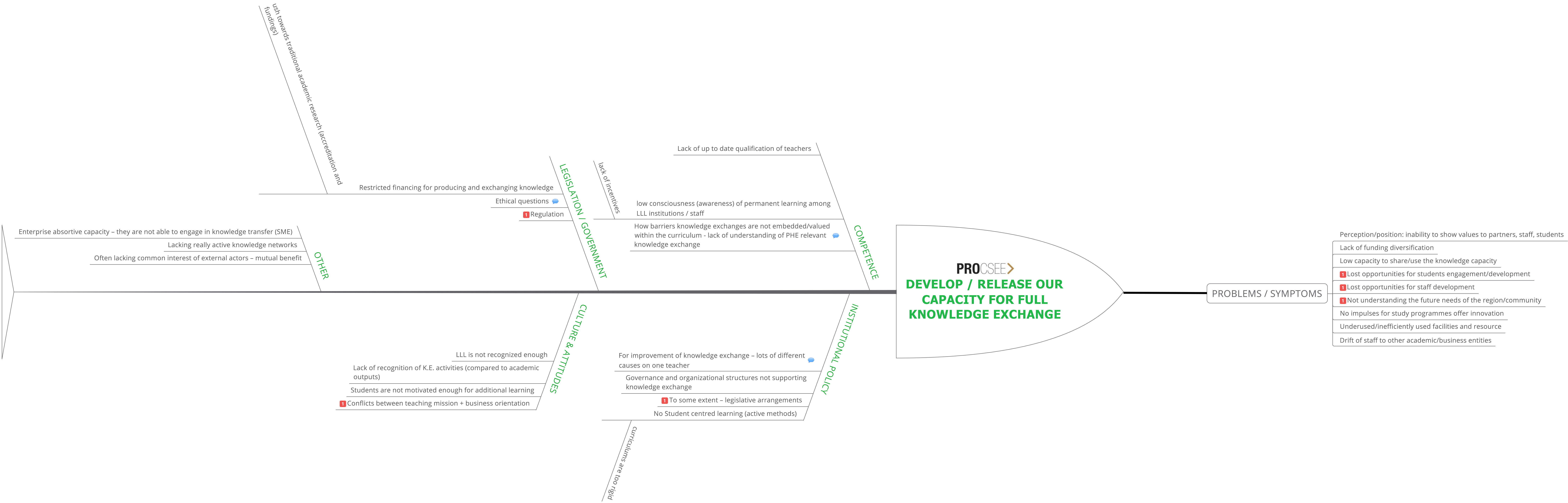
Lack of communication and coordination with stakeholders
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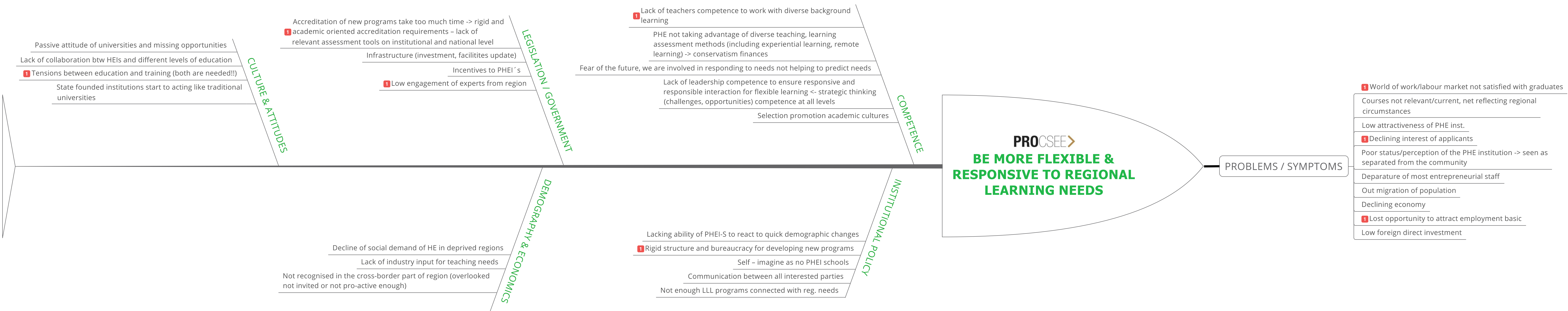
Subtopic 4

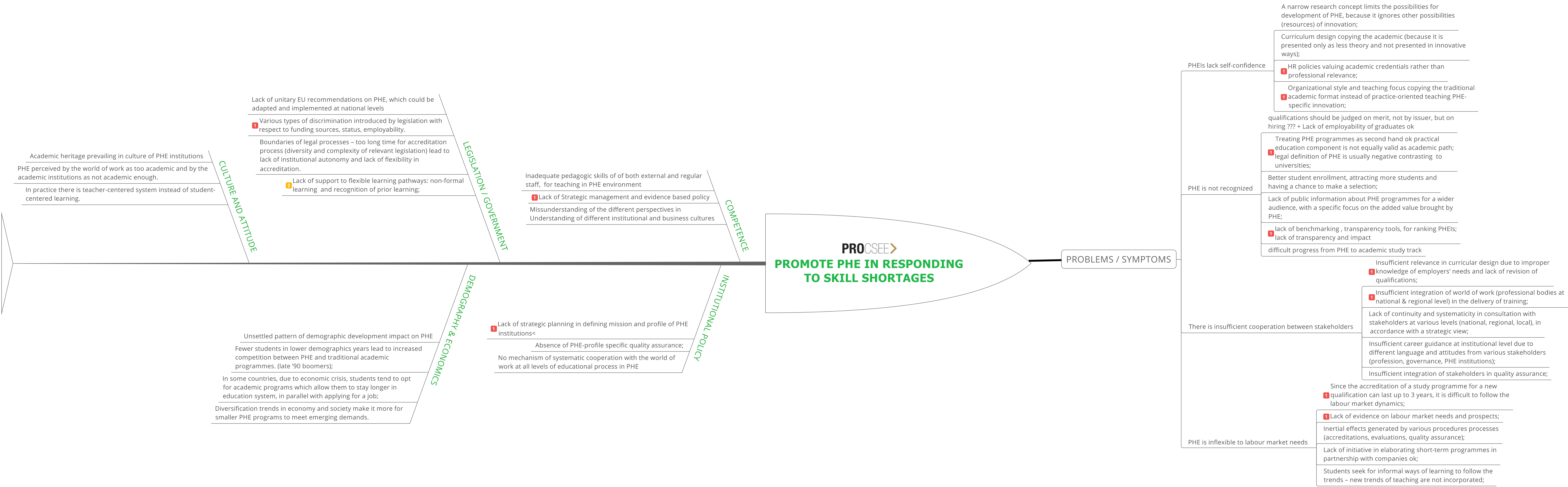


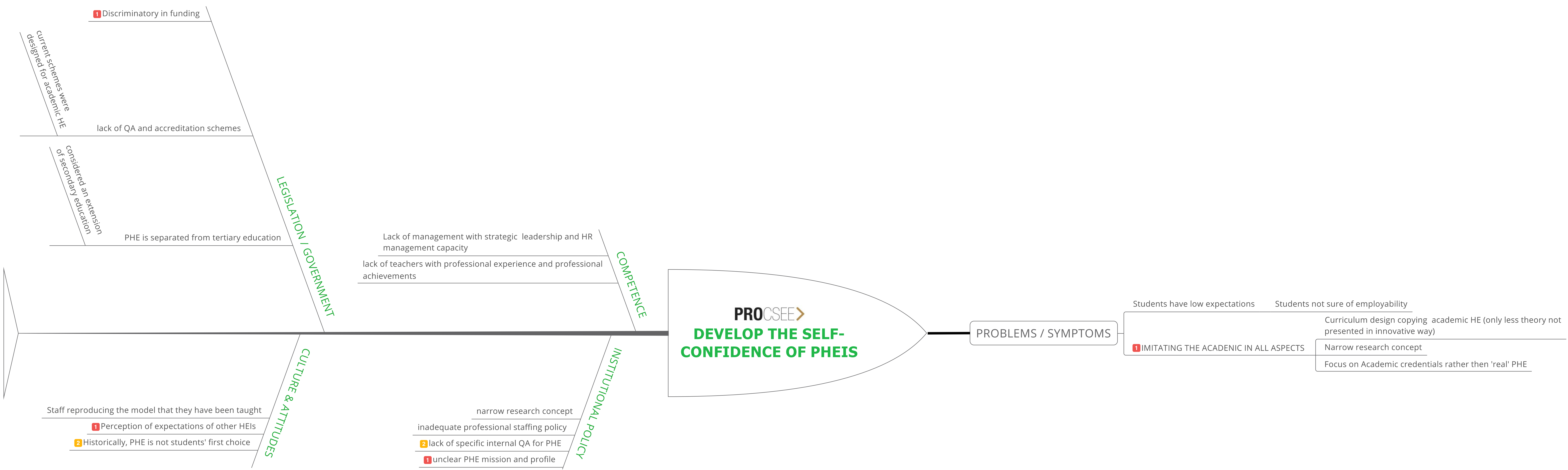


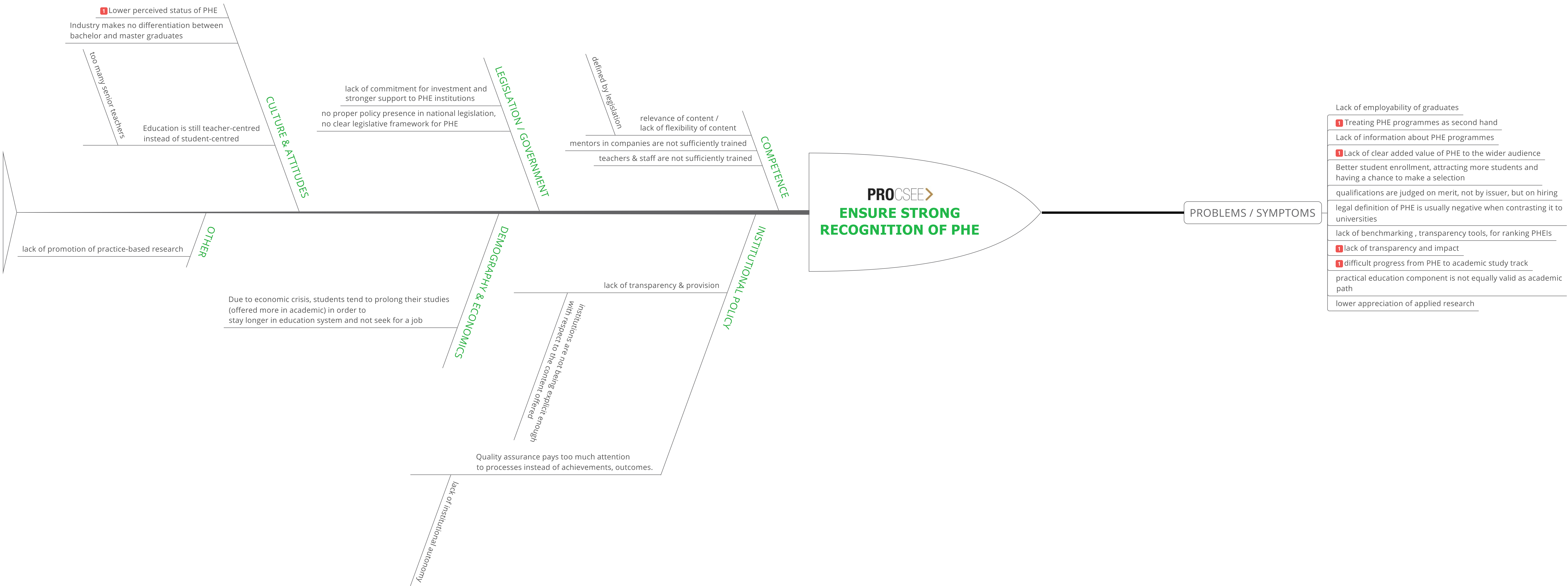


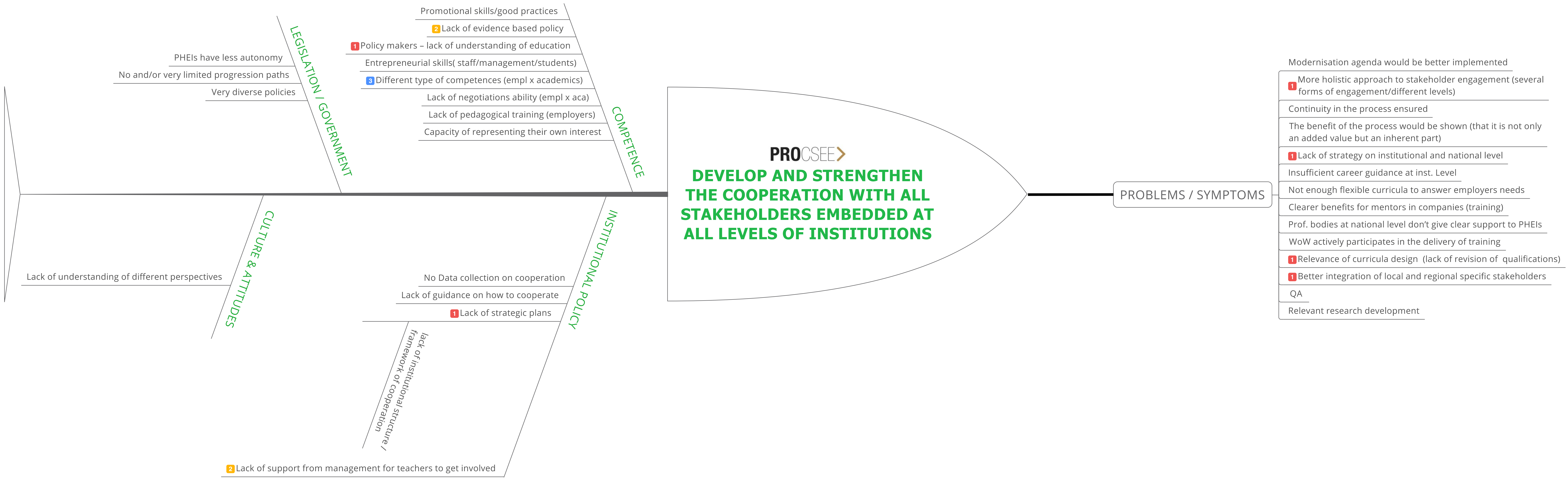


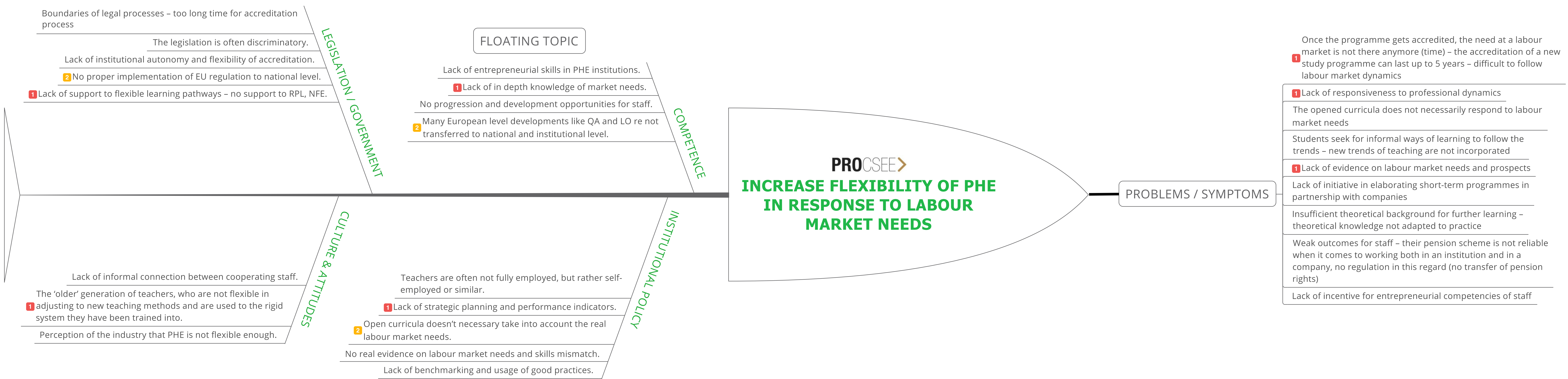


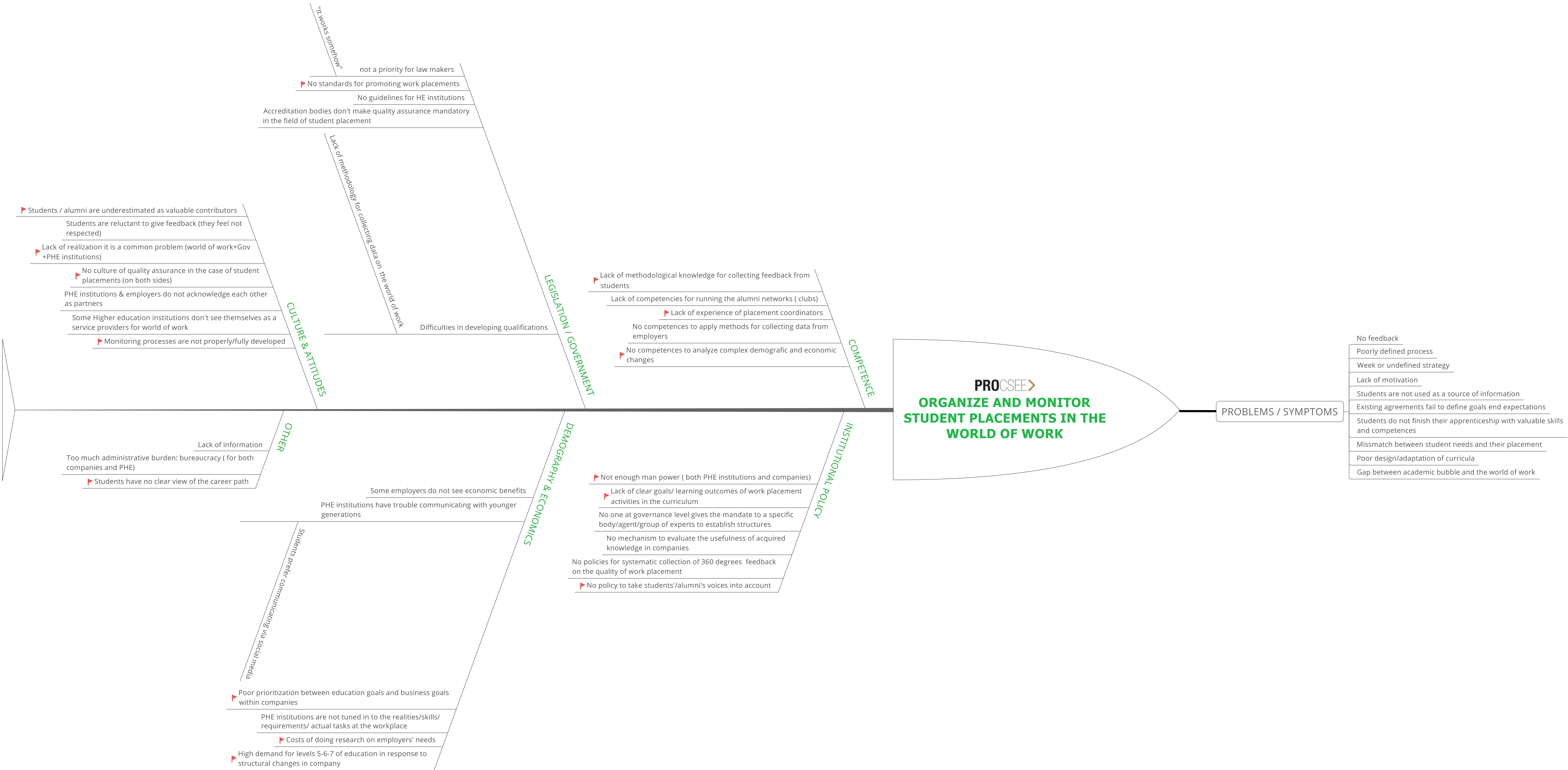


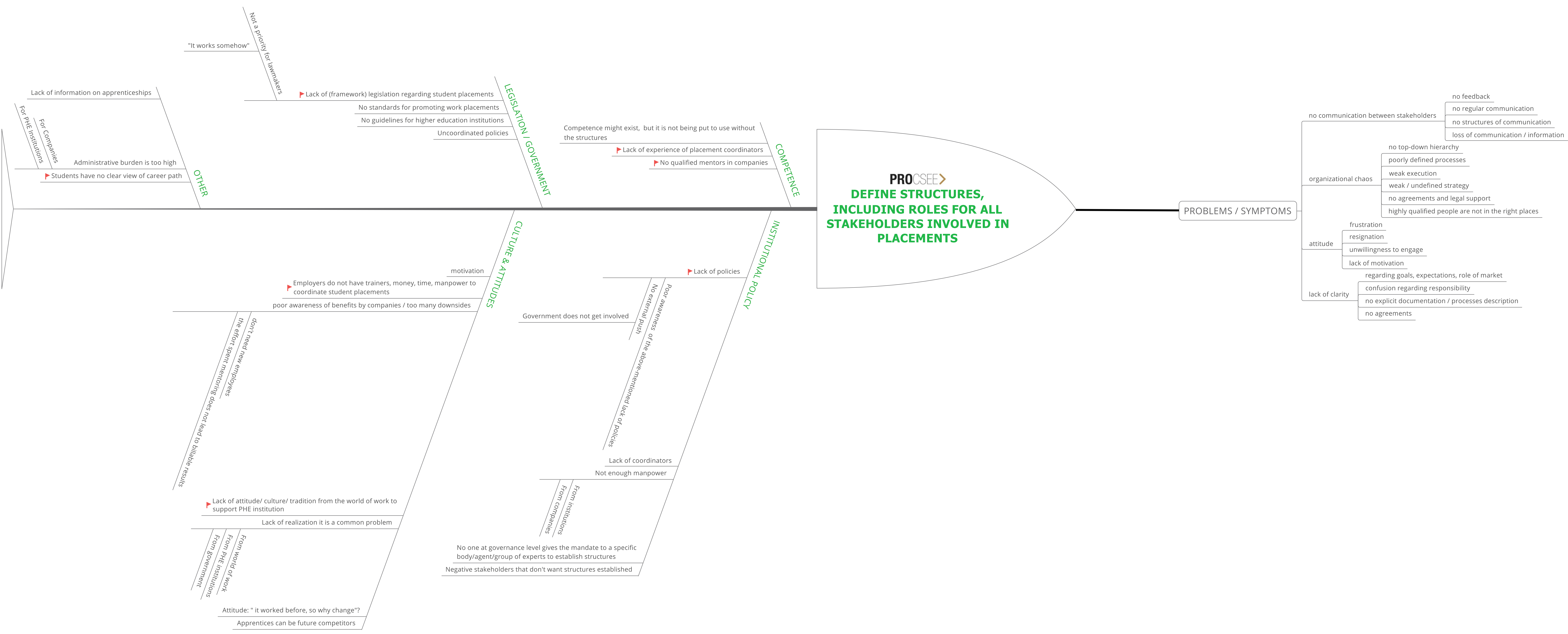


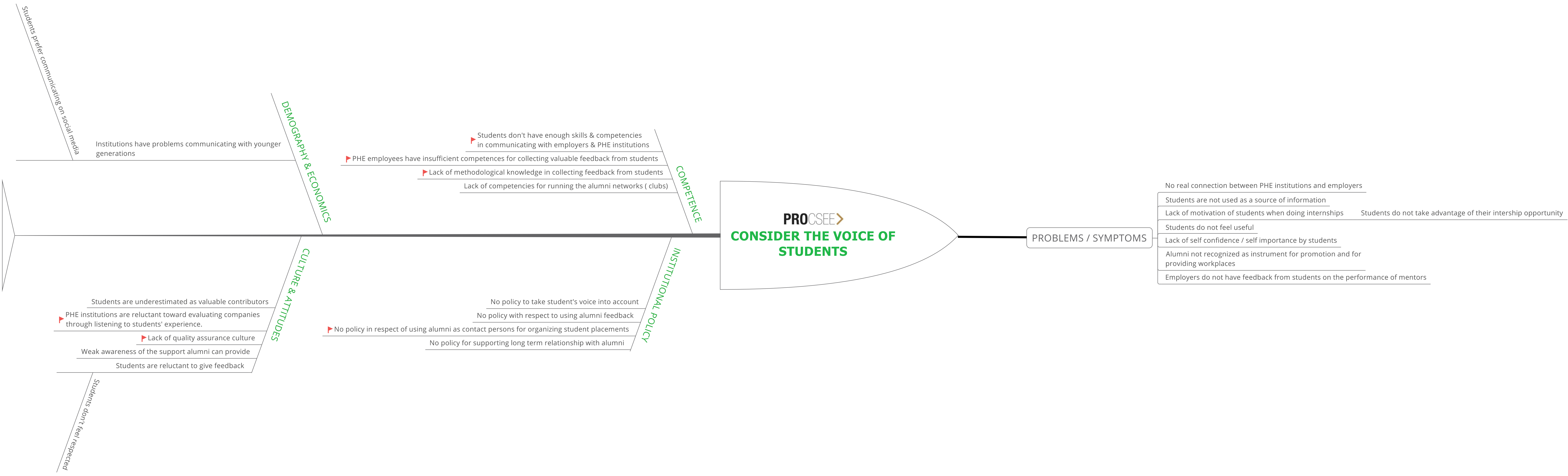


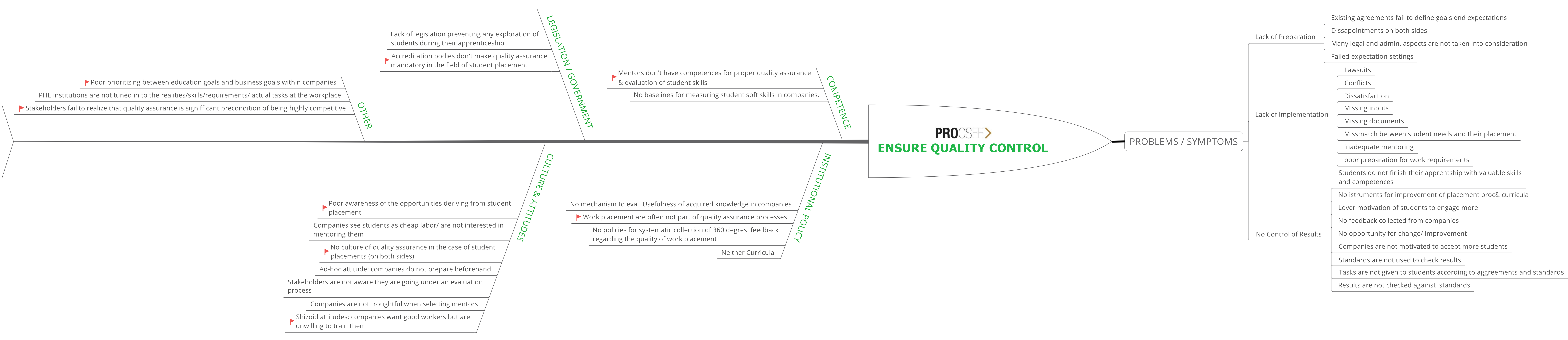


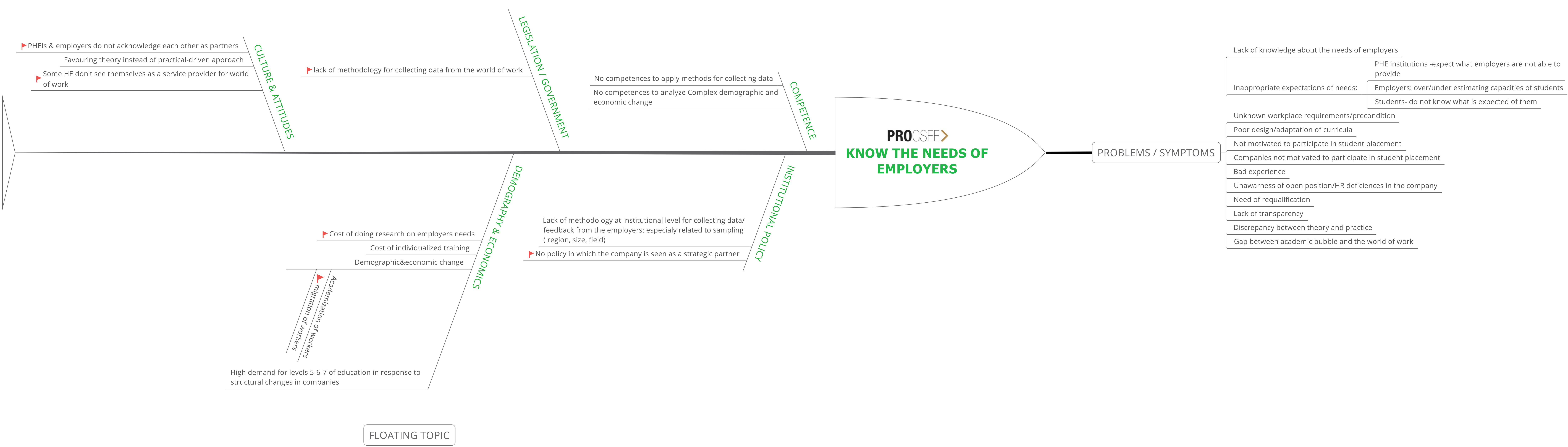


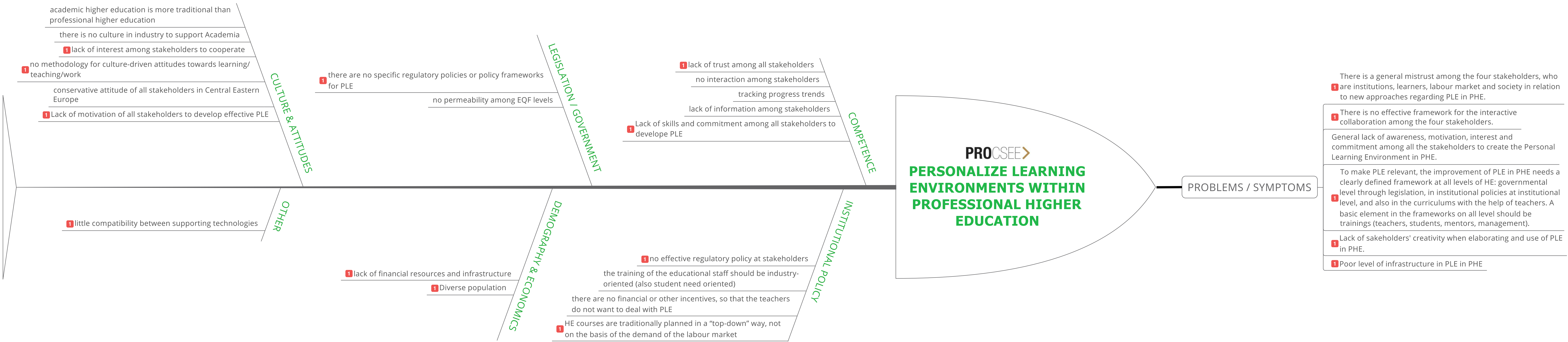


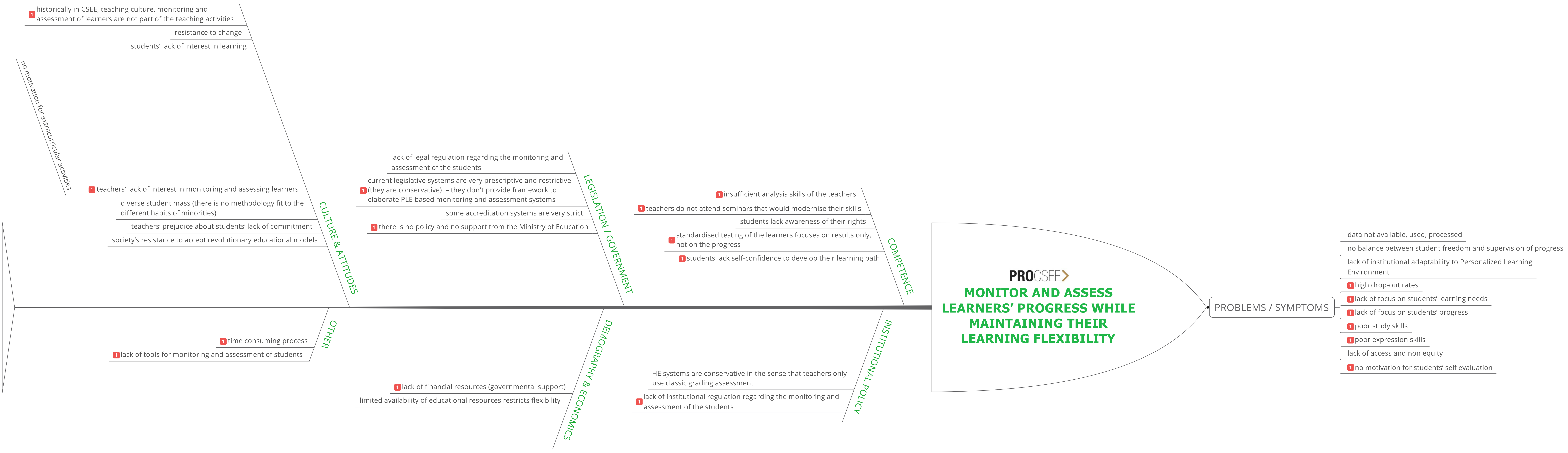


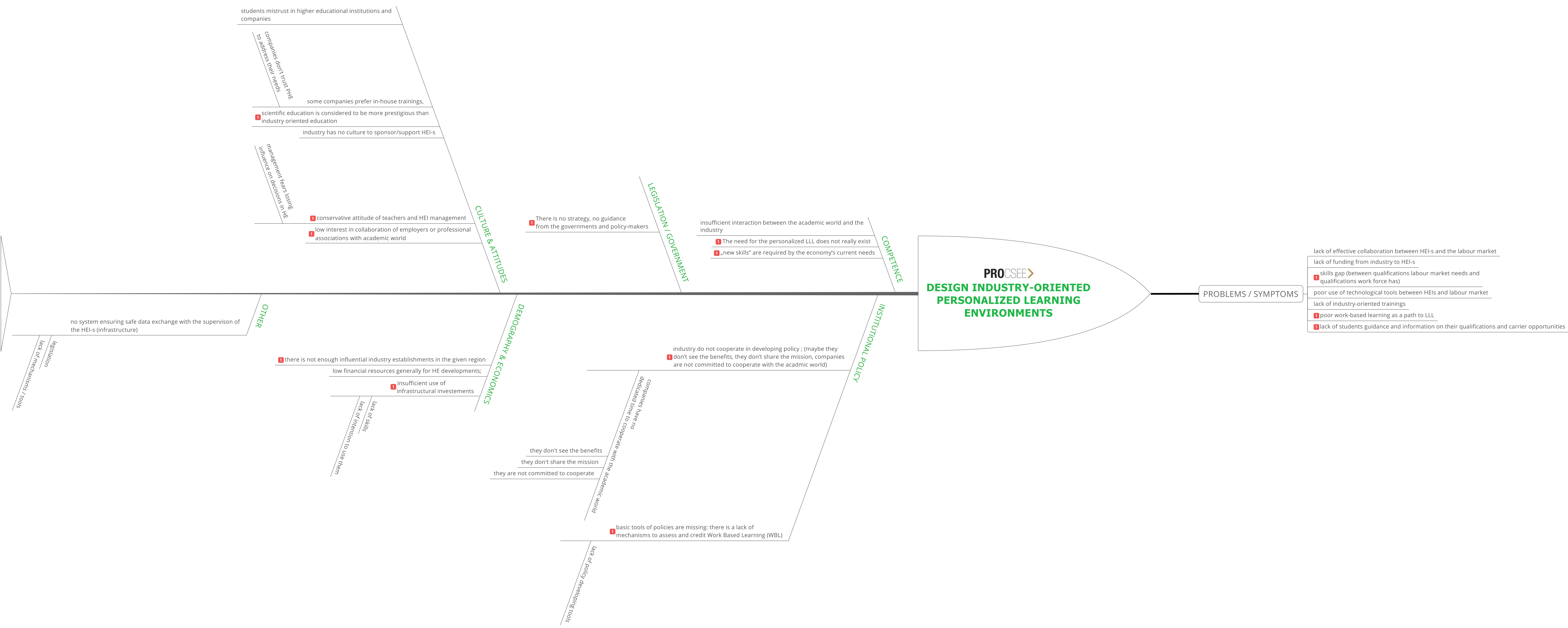




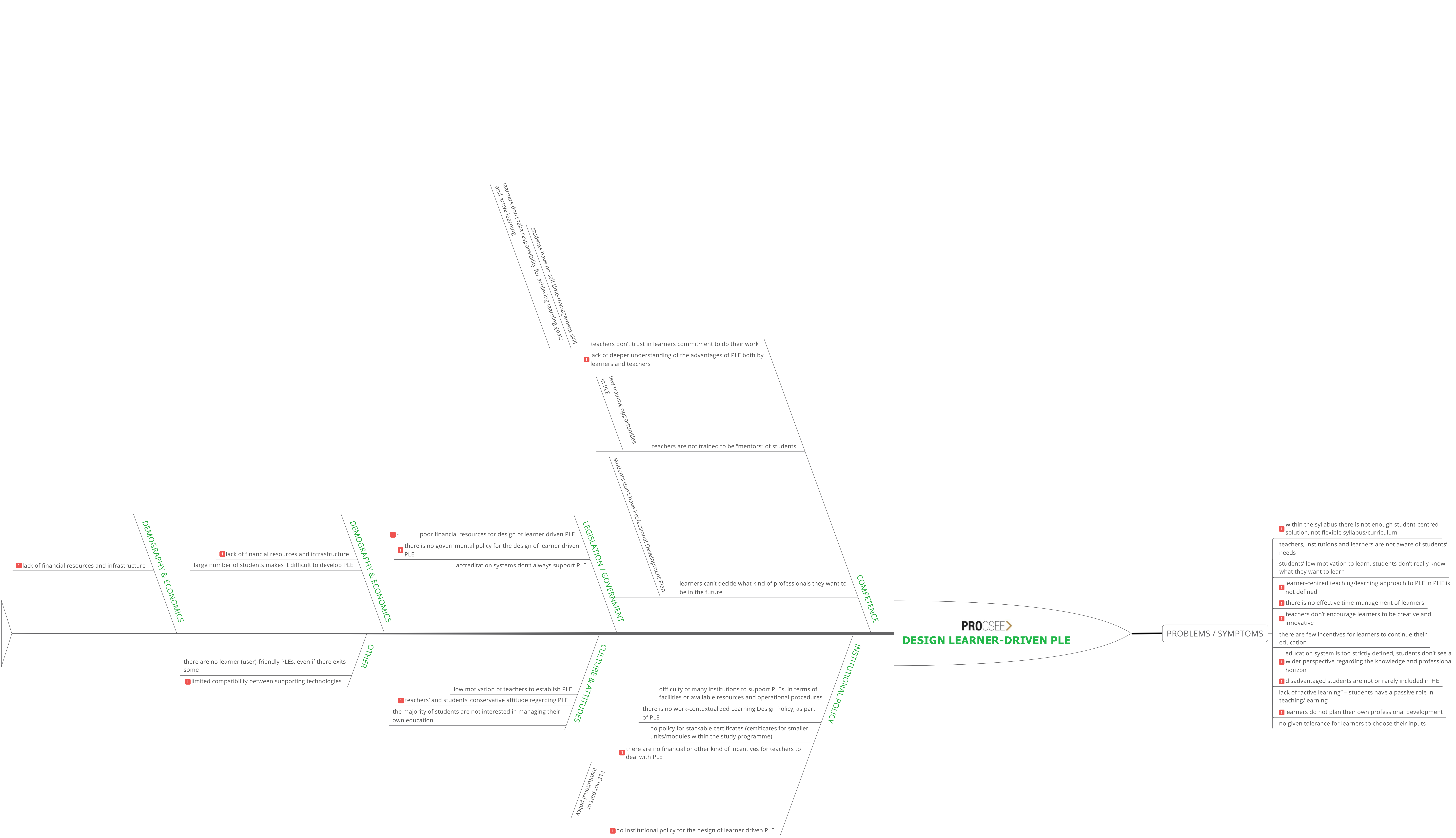












- within the syllabus there is not enough student-centred solution, not flexible syllabus/curriculum
- teachers, institutions and learners are not aware of students' needs
- students' low motivation to learn, students don't really know what they want to learn
- learner-centred teaching/learning approach to PLE in PHE is not defined
- there is no effective time-management of learners
- teachers don't encourage learners to be creative and innovative
- there are few incentives for learners to continue their education
- education system is too strictly defined, students don't see a wider perspective regarding the knowledge and professional horizon
- disadvantaged students are not or rarely included in HE
- lack of "active learning" – students have a passive role in teaching/learning
- learners do not plan their own professional development
- no given tolerance for learners to choose their inputs