

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

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:

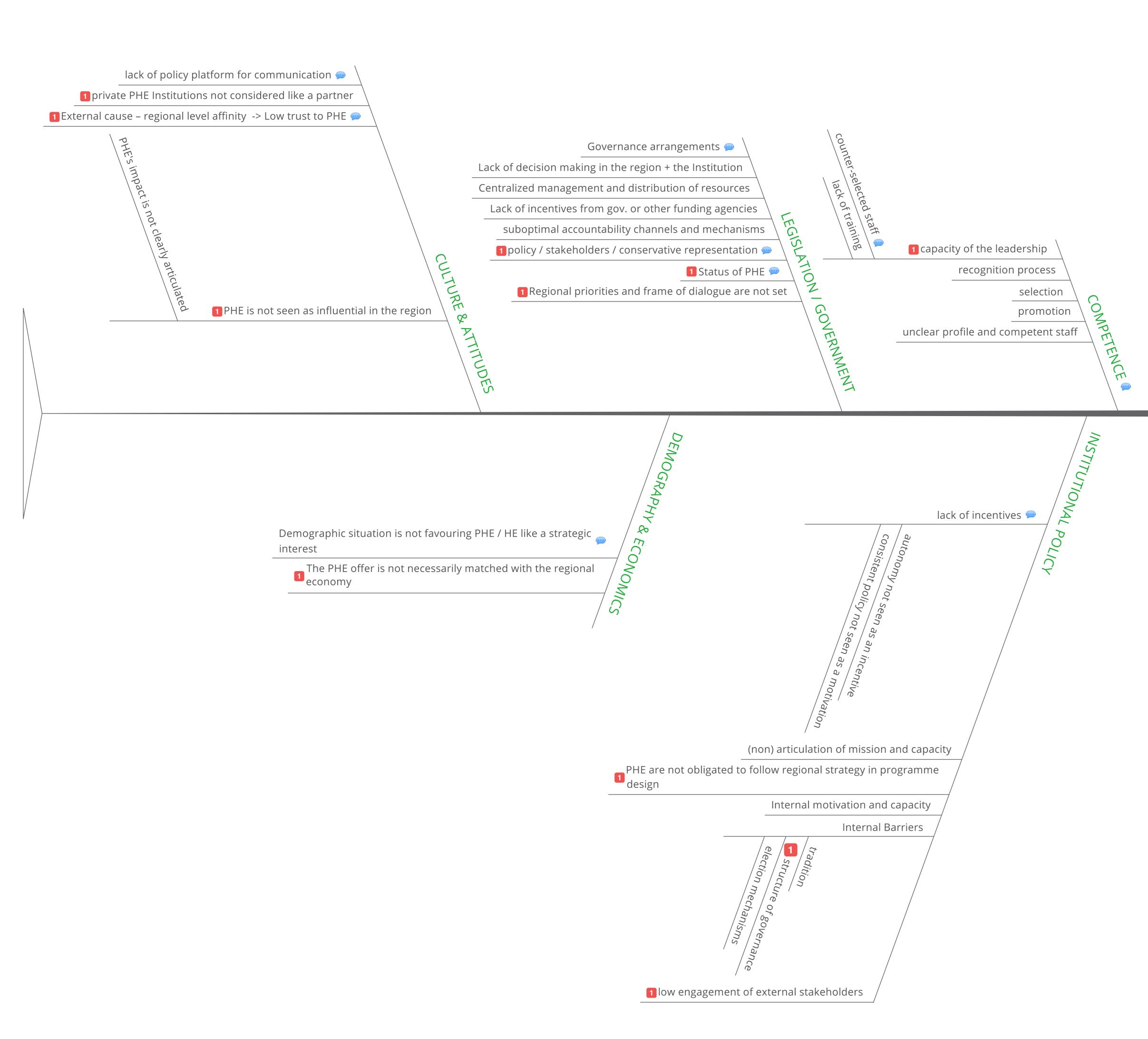
- 1. Align PHE with Regional Development Strategies
  - o Become an Integral Part of Regional Strategy Development
  - Map and mobilise own potential and embed regional dimension into complex institutional strategy
  - o Develop / Release our Capacity for Full Knowledge Exchange
  - o Be more flexible / responsive to regional learning needs
- 2. Promote PHE in responding to skills shortages
  - o Strengthen the self-confidence of PHE Institutions
  - o Ensure strong recognition of PHE
  - Develop and strengthen the cooperation with all stakeholders embedded at all levels of institutions
  - o Increase flexibility of PHE in response to labour market needs
- 3. Organize and Monitor Student Placements in the World of Work
  - o 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
  - o Monitor and Assess learners' progress while maintaining their learning flexibility
  - Design industry-oriented PLEs
  - o Modernize Methodologies and Teaching Frameworks
  - o Design Learner-Driven PLE

Governance / arrangements and regulations selection, recognition, promotion General culture and attitudes Quality Assurance and Performance Assessment leadership and lack of strategic thinking Financial Incentives Status, Identity & Perception of PHE staff competences and engagement PROCSEE> **ALIGN PHE WITH REGIONAL DEVELOPMENT STRATEGIES** PHE influence in the region Demographic Issues Partnerships and cooperation Formal Institutional strategy with lack of regional dimension Economy Aspects Lack of internal incentives to drive regional focus in strategy, teaching, learning and RDI

Internal Capacity for Knowledge Exchange

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

Low attractiveness of PHE inst.



11 PHE not trusted partner, not invited to consulting Missed external funding opportunities Low access to development funds Worse position at political level Low public awarness and profile PROCSEE> Worse understanding the regional future directions, economics **BECOME AN INTEGRAL PART OF** PROBLEMS / and social aspects **REGIONAL STRATEGY** SYMPTOMS "separation/isolation" from region **DEVELOPMENT** Unfulfilled Institutional Mission Weak platform for communications informal discussions/ influence Short term, reactive behaviour Not shaping own future

Governance arrangements do not guarantee sufficient autonomy

| Filegional agenda not perceived important
| Accrecitation system forces this to use academic thin inclustore
| Funding mechanisms do not clearly link with regional development activity
| Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of "treademic performance" | Institutional identity is built on the model of treademic performance | Institutional identity is built on the model of the model

1 Personal feeling about yourself (PHE) – Lack of confidence 🥯

Lack of awareness and interest among users, companies, students....to help with the strategy.

Lack of collaborative culture in the institution

1 "We don't know about our capacity, don't address reg. agenda within strategy" 1 Low awareness of HEI's potential Potential resistance (internal) 🗭 PROCSEE> Short-term, ad hoc activities, reactive behaviour, separate not connected reg. strategy MAP AND MOBILISE OWN 1 Low attractiveness for partners, stakeholders and potential students POTENTIAL AND EMBED Low learning capacity (within HEI) PROBLEMS / SYMPTOMS **REGIONAL DIMENSION INTO** Collaboration limited to a narrow circle of partners and/or HEI leaders **COMPLEX INSTITUTIONAL** No or poor internal system of incentives and/or recognition for regional focused activities **STRATEGY** Internal competition/rivalry Ineffective use of resources (HR, financial...) 1 Chaotic external communication -> relationship management -> perception, trust

"Shorttermism" regional engagement – money making macchine

Strategy (too much) pushed by external incentives (financial)

1 Strategic plans are just a papers

Lack of articulated measure - the benefits of two-way involvement with PHE in RD to students, employers, decision- makers, policy makers... and PHE staff.

Lack of up to date qualification of teachers

Restricted financing for producing and exchanging knowledge  $\setminus$ 

Ethical questions 🥯

Regulation

low consciousness (awareness) of permanent learning among LLL institutions / staff

How barriers knowledge exchanges are not embedded/valued within the curriculum - lack of understanding of PHE relevant knowledge exchange

Enterprise absortive capacity – they are not able to engage in knowledge transfer (SME)

Lacking really active knowledge networks

Often lacking common interest of external actors – mutual benefit

LLL is not recognized enough

Lack of recognition of K.E. activities (compared to academic outputs)

Students are not motivated enough for additional learning

Conflicts between teaching mission + business orientation

For improvement of knowledge exchange – lots of different causes on one teacher

Governance and organizational structures not supporting knowledge exchange

1 To some extent – legislative arrangements

No Student centred learning (active methods)

PROCSEE>
DEVELOP / RELEASE OUR
CAPACITY FOR FULL
KNOWLEDGE EXCHANGE

Perception/position: inability to show values to partners, staff, students

Lack of funding diversification

PROBLEMS / SYMPTOMS

Low capacity to share/use the knowledge capacity

1 Lost opportunities for students engagement/development

1 Lost opportunities for staff development

1 Not understanding the future needs of the region/community

No impulses for study programmes offer innovation

Underused/inefficiently used facilities and resource

Drift of staff to other academic/business entities

Passive attitude of universities and missing opportunities

Lack of collaboration btw HEIs and different levels of education 1 Tensions between education and training (both are needed!!)

State founded institutions start to acting like traditional universities

Accreditation of new programs take too much time -> rigid and 1 academic oriented accreditation requirements – lack of

relevant assessment tools on institutional and national level

Infrastructure (investment, facilitites update)

Incentives to PHEI's

1 Low engagement of experts from region

Lack of teachers competence to work with diverse background learning

PHE not taking advantage of diverse teaching, learning assessment methods (including experiential learning, remote learning) -> conservatism finances

Fear of the future, we are involved in responding to needs not helping to predict needs

Lack of leadership competence to ensure responsive and responsible interaction for flexible learning <- strategic thinking (challenges, opportunities) competence at all levels

Selection promotion academic cultures

PROCSEE> **BE MORE FLEXIBLE &** PROBLEMS / SYMPTOMS **RESPONSIVE TO REGIONAL** 

**LEARNING NEEDS** 

1 World of work/labour market not satisfied with graduates Courses not relevant/current, net reflecting regional circumstances

Low attractiveness of PHE inst.

Declining interest of applicants

Poor status/perception of the PHE institution -> seen as separated from the community

Deparature of most entrepreneurial staff

Out migration of population

Declining economy 1 Lost opportunity to attract employment basic

Low foreign direct investment

Decline of social demand of HE in deprived regions

Lack of industry input for teaching needs

Not recognised in the cross-border part of region (overlooked not invited or not pro-active enough)

Rigid structure and bureaucracy for developing new programs

Lacking ability of PHEI-S to react to quick demographic changes

Self – imagine as no PHEI schools

Communication between all interested parties

Not enough LLL programs connected with reg. needs

Lack of unitary EU recommendations on PHE, which could be adapted and implemented at national levels

Academic heritage prevailing in culture of PHE institutions

In practice there is teacher-centered system instead of student-

PHE perceived by the world of work as too academic and by the

academic institutions as not academic enough.

centered learning.

Various types of discrimination introduced by legislation with respect to funding sources, status, employability.

Boundaries of legal processes – too long time for accreditation process (diversity and complexity of relevant legislation) lead to lack of institutional autonomy and lack of flexibility in accreditation.

Lack of support to flexible learning pathways: non-formal learning and recognition of prior learning;

Inadequate pedagogic skills of of both external and regular staff, for teaching in PHE environment

1 Lack of Strategic management and evidence based policy

Missunderstanding of the different perspectives in

Missunderstanding of the different perspectives in Understanding of different institutional and business cultures

PROCSEE>
PROMOTE PHE IN RESPONDING
TO SKILL SHORTAGES

PHE is not recognized

PROBLEMS / SYMPTOMS

lack of benchmarking , transparency tools, for ranking PHEIs; lack of transparency and impact
difficult progress from PHE to academic study track

There is insufficient cooperation between stakeholders

PHE is inflexible to labour market needs

Insufficient relevance in curricular design due to improper

1 knowledge of employers' needs and lack of revision of

A narrow research concept limits the possibilities for

Curriculum design copying the academic (because it is

HR policies valuing academic credentials rather than professional relevance;

qualifications should be judged on merit, not by issuer, but on

Treating PHE programmes as second hand ok practical

legal definition of PHE is usually negative contrasting to

Lack of public information about PHE programmes for a wider audience, with a specific focus on the added value brought by

Better student enrollment, attracting more students and

education component is not equally valid as academic path;

hiring ??? + Lack of employability of graduates ok

(resources) of innovation;

specific innovation;

having a chance to make a selection;

ways);

universities;

PHEIs lack self-confidence

development of PHE, because it ignores other possibilities

presented only as less theory and not presented in innovative

Organizational style and teaching focus copying the traditional

1 academic format instead of practice-oriented teaching PHE-

qualifications;

Insufficient integration of world of work (professional bodies at national & regional level) in the delivery of training;

Lack of continuity and systematicity in consultation with stakeholders at various levels (national, regional, local), in

accordance with a strategic view;

Insufficient career guidance at institutional level due to different language and attitudes from various stakeholders

(profession, governance, DHE institutions);

different language and attitudes from various stakeholders (profession, governance, PHE institutions);

Insufficient integration of stakeholders in quality assurance;

Since the accreditation of a study programme for a new qualification can last up to 3 years, it is difficult to follow the labour market dynamics;

Inertial effects generated by various procedures processes (accreditations, evaluations, quality assurance);

1 Lack of evidence on labour market needs and prospects;

Lack of initiative in elaborating short-term programmes in partnership with companies ok;

Students seek for informal ways of learning to follow the

Students seek for informal ways of learning to follow the trends – new trends of teaching are not incorporated;

Unsettled pattern of demographic development impact on PHE  $\,/\,$ 

Fewer students in lower demographics years lead to increased competition between PHE and traditional academic programmes. (late '90 boomers);

In some countries, due to economic crisis, students tend to opt for academic programs which allow them to stay longer in education system, in parallel with applying for a job;

Diversification trends in economy and society make it more for smaller PHE programs to meet emerging demands.

Lack of strategic planning in defining mission and profile of PHE institutions<

Absence of PHE-profile specific quality assurance;

No mechanism of systematic cooperation with the world of work at all levels of educational process in PHE

Discriminatory in funding lack of QA and accreditation schemes Lack of management with strategic leadership and HR  $\setminus$ PHE is separated from tertiary education management capacity lack of teachers with professional experience and professional  $^{ackslash}$ achievements Students have low expectations Students not sure of employability PROCSEE> Curriculum design copying academic HE (only less theory not **DEVELOP THE SELF**presented in innovative way) PROBLEMS / SYMPTOMS Narrow research concept 1 IMITATING THE ACADENIC IN ALL ASPECTS **CONFIDENCE OF PHEIS** Focus on Academic credentials rather then 'real' PHE Staff reproducing the model that they have been taught narrow research concept 1 Perception of expectations of other HEIs inadequate professional staffing policy 2 Historically, PHE is not students' first choice 2 lack of specific internal QA for PHE 1 unclear PHE mission and profile

Lower perceived status of PHE

Industry makes no differentiation between bachelor and master graduates

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Due to economic crisis, students tend to prolong their studies

stay longer in education system and not seek for a job

(offered more in academic) in order to

Quality assurance pays too much attention to processes instead of achievements, outcomes.

PROCSEE>

**ENSURE STRONG** 

**RECOGNITION OF PHE** 

1 Treating PHE programmes as second hand

Lack of information about PHE programmes

1 Lack of clear added value of PHE to the wider audience

Better student enrollment, attracting more students and having a chance to make a selection

qualifications are judged on merit, not by issuer, but on hiring

legal definition of PHE is usually negative when contrasting it to universities

lack of benchmarking, transparency tools, for ranking PHEIs

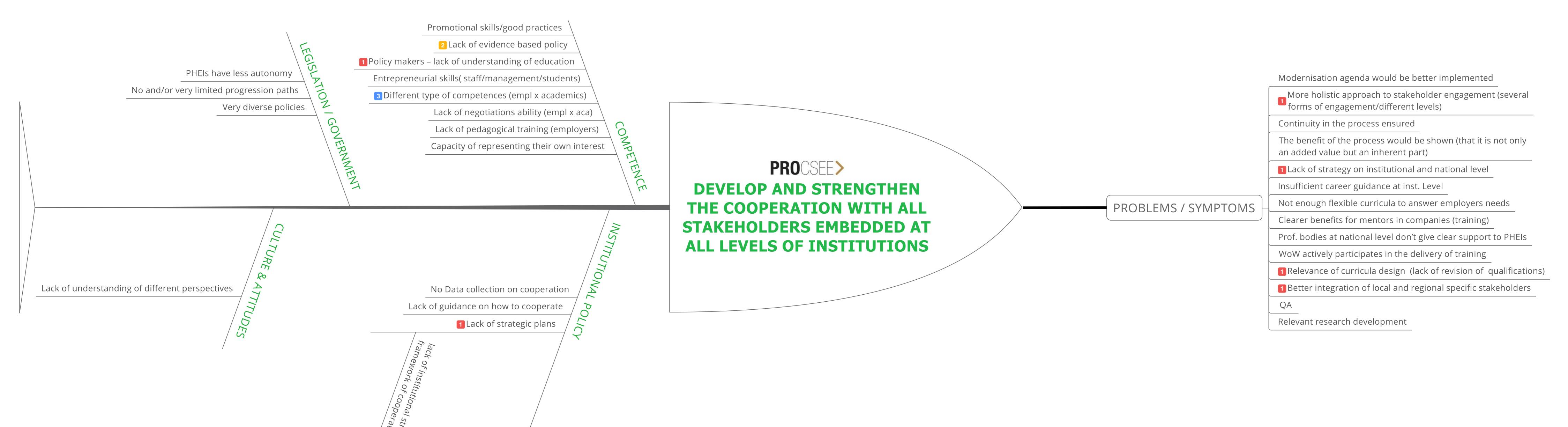
1 lack of transparency and impact

1 difficult progress from PHE to academic study track

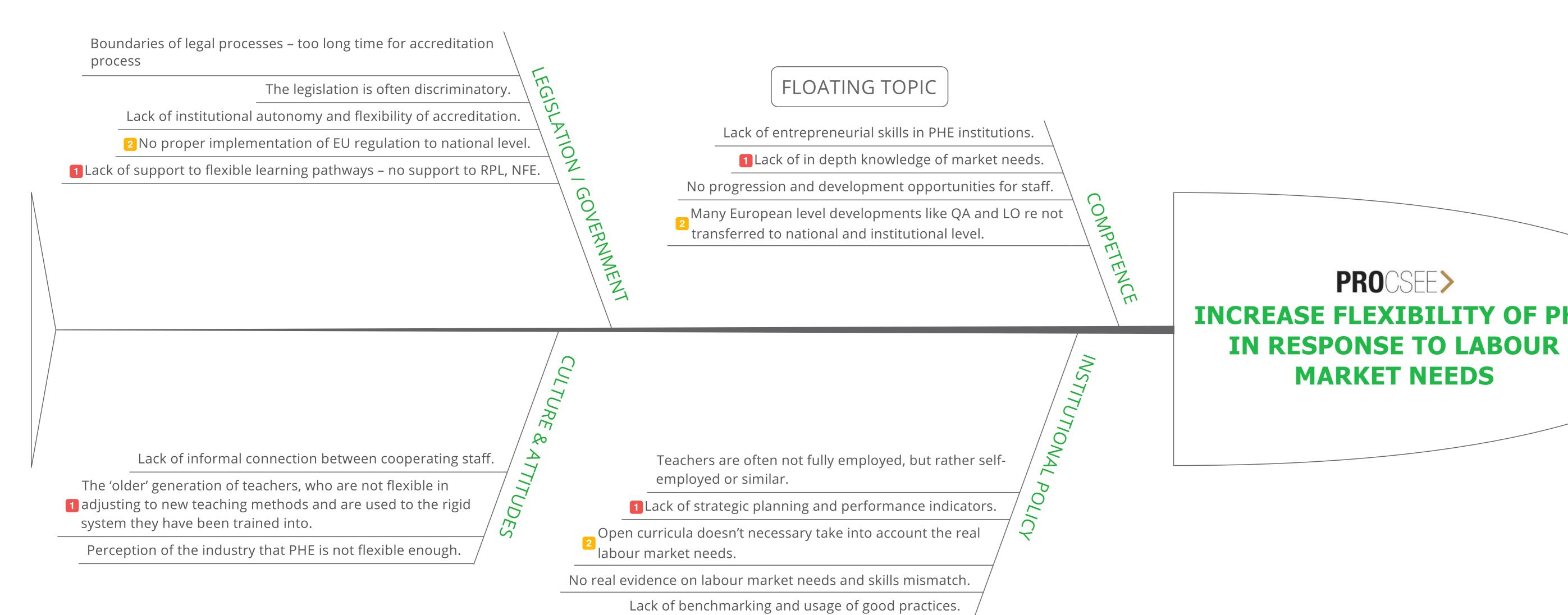
practical education component is not equally valid as academic

Lack of employability of graduates

lower appreciation of applied research



2 Lack of support from management for teachers to get involved



partnership with companies

Insufficient theoretical background for further learning –

theoretical knowledge not adapted to practice

Once the programme gets accredited, the need at a labour

labour market dynamics

market is not there anymore (time) – the accreditation of a new study programme can last up to 5 years – difficult to follow

Weak outcomes for staff – their pension scheme is not reliable when it comes to working both in an institution and in a company, no regulation in this regard (no transfer of pension rights)

Lack of incentive for entrepreneurial competencies of staff

not a priority for law makers

No standards for promoting work placements

No guidelines for HE institutions

Accreditation bodies don't make quality assurance mandatory in the field of student placement

Students / alumni are underestimated as valuable contributors

Students are reluctant to give feedback (they feel not

Lack of realization it is a common problem (world of work+Gov +PHE institutions)

service providers for world of work

No culture of quality assurance in the case of student placements (on both sides)

PHE institutions & employers do not acknowledge each other

as partners Some Higher education institutions don't see themselves as a

Monitoring processes are not properly/fully developed

Lack of methodological knowledge for collecting feedback from students

Lack of competencies for running the alumni networks ( clubs)

Lack of experience of placement coordinators

No competences to apply methods for collecting data from employers

No competences to analyze complex demografic and economic changes

Lack of information

Too much administrative burden: bureaucracy ( for both companies and PHE)

Students have no clear view of the career path

Some employers do not see economic benefits

PHE institutions have trouble communicating with younger generations

Poor prioritization between education goals and business goals

requirements/ actual tasks at the workplace

High demand for levels 5-6-7 of education in response to

PHE institutions are not tuned in to the realities/skills/

Costs of doing research on employers' needs

within companies

structural changes in company

Difficulties in developing qualifications

Not enough man power (both PHE institutions and companies)

Lack of clear goals/ learning outcomes of work placement activities in the curriculum

No one at governance level gives the mandate to a specific body/agent/group of experts to establish structures

No mechanism to evaluate the usefulness of acquired

knowledge in companies No policies for systematic collection of 360 degrees feedback

on the quality of work placement

No policy to take students'/alumni's voices into account

PROCSEE> ORGANIZE AND MONITOR STUDENT PLACEMENTS IN THE **WORLD OF WORK** 

No feedback

Poorly defined process Week or undefined strategy

Lack of motivation

PROBLEMS / SYMPTOMS

Students are not used as a source of information

Existing agreements fail to define goals end expectations Students do not finish their apprenticeship with valuable skills

and competences

Missmatch between student needs and their placement Poor design/adaptation of curricula

Gap between academic bubble and the world of work

"It works somehow"

Attitude: " it worked before, so why change"?

Apprentices can be future competitors

Lack of information on apprenticeships Lack of (framework) legislation regarding student placements No standards for promoting work placements No guidelines for higher education institutions Competence might exist, but it is not being put to use without Uncoordinated policies \ Lack of experience of placement coordinators Administrative burden is too high No qualified mentors in companies Students have no clear view of career path \ PROCSEE> **DEFINE STRUCTURES, INCLUDING ROLES FOR ALL** PROBLEMS / SYMPTOMS **STAKEHOLDERS INVOLVED IN PLACEMENTS** Lack of policies motivation Employers do not have trainers, money, time, manpower to coordinate student placements poor awareness of benefits by companies / too many downsides Government does not get involved Lack of coordinators Not enough manpower Lack of attitude/ culture/ tradition from the world of work to support PHE institution Lack of realization it is a common problem No one at governance level gives the mandate to a specific

body/agent/group of experts to establish structures

Negative stakeholders that don't want structures established

no feedback no regular communication no communication between stakeholders no structures of communication loss of communication / information no top-down hierarchy poorly defined processes weak execution weak / undefined strategy no agreements and legal support highly qualified people are not in the right places frustration resignation unwillingness to engage lack of motivation regarding goals, expectations, role of market confusion regarding responsibility lack of clarity no explicit documentation / processes description

no agreements

Institutions have problems communicating with younger generations

Students don't have enough skills & competencies in communicating with employers & PHE institutions

PHE employees have insufficient competences for collecting valuable feedback from students

Lack of methodological knowledge in collecting feedback from students

Lack of competencies for running the alumni networks (clubs)

Students are underestimated as valuable contributors

PHE institutions are reluctant toward evaluating companies through listening to students' experience.

Lack of quality assurance culture

Weak awareness of the support alumni can provide Students are reluctant to give feedback

No policy to take student's voice into account No policy with respect to using alumni feedback

No policy in respect of using alumni as contact persons for organizing student placements No policy for supporting long term relationship with alumni

PROCSEE> **CONSIDER THE VOICE OF STUDENTS** 

No real connection between PHE institutions and employers

Students are not used as a source of information

Lack of motivation of students when doing internships Students do not take advantage of their intership opportunity

Students do not feel useful

PROBLEMS / SYMPTOMS

Lack of self confidence / self importance by students

Alumni not recognized as instrument for promotion and for

providing workplaces

Employers do not have feedback from students on the performance of mentors

Lack of legislation preventing any exploration of students during their apprenticeship

Accreditation bodies don't make quality assurance mandatory in the field of student placement

Mentors don't have competences for proper quality assurance & evaluation of student skills

Poor prioritizing between education goals and business goals within companies

PHE institutions are not tuned in to the realities/skills/requirements/ actual tasks at the workplace

Stakeholders fail to realize that quality assurance is signifficant precondition of being highly competitive

 $\frac{1}{2}$ 

ENSURE QUALITY CONTROL

PROCSEE>

>— PROBLEMS / SYMPTOMS

Poor awareness of the opportunities deriving from student placement

Companies see students as cheap labor/ are not interested in mentoring them

No culture of quality assurance in the case of student placements (on both sides)

Ad-hoc attitude: companies do not prepare beforehand

Stakeholders are not aware they are going under an evaluation process

Companies are not troughtful when selecting mentors

Shizoid attitudes: companies want good workers but are unwilling to train them

No mechanism to eval. Usefulness of acquired knowledge in companies

No baselines for measuring student soft skills in companies.

No policies for systematic collection of 360 degres feedback regarding the quality of work placement

Neither Curricula

Dissapointments on both sides Many legal and admin. aspects are not taken into consideration Failed expectation settings Lawsuits Conflicts Dissatisfaction Missing inputs Lack of Implementation Missing documents Missmatch between student needs and their placement inadequate mentoring poor preparation for work requirements Students do not finish their apprentship with valuable skills and competences No istruments for improvement of placement proc& curricula Lover motivation of students to engage more No feedback collected from companies No opportunity for change/ improvement No Control of Results Companies are not motivated to accept more students Standards are not used to check results

Results are not checked against standards

Existing agreements fail to define goals end expectations

Tasks are not given to students according to aggreements and standards

PHEIS & employers danot acknowledge each other as partners

Favouring theory instead of practical cirven approach

Some HE don't see thermselves as a service provider for world of work

Flock of methodology for collecting data from the world of work

Plack of methodology for collecting data from the world of work

Plack of methodology as institutional level for collecting data

No competences to apply methods for collecting data

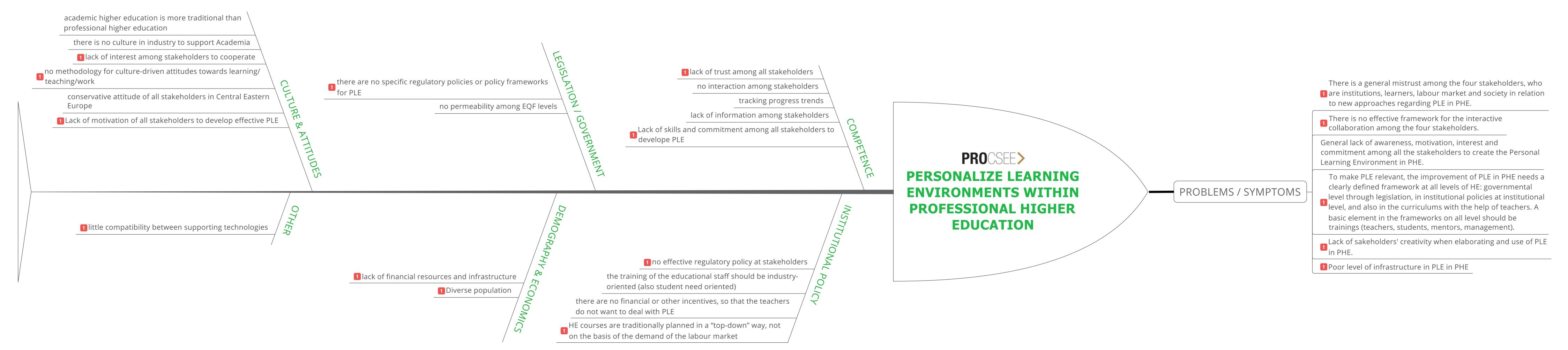
No competences to appl

FLOATING TOPIC

Lack of knowledge about the needs of employers

Gap between academic bubble and the world of work

PHE institutions -expect what employers are not able to



historically in CSEE, teaching culture, monitoring and assessment of learners are not part of the teaching activities resistance to change students' lack of interest in learning lack of legal regulation regarding the monitoring and  $^{ackslash}$ assessment of the students current legislative systems are very prescriptive and restrictive

(they are conservative) – they don't provide framework to
elaborate PLE based monitoring and assessment systems 1 teachers' lack of interest in monitoring and assessing learners 1 insufficient analysis skills of the teachers diverse student mass (there is no methodology fit to the 1 teachers do not attend seminars that would modernise their skills different habits of minorities) some accreditation systems are very strict students lack awareness of their rights  $lue{1}$  there is no policy and no support from the Ministry of Education lackteachers' prejudice about students' lack of commitment standardised testing of the learners focuses on results only, not on the progress data not available, used, processed society's resistance to accept revolutionary educational models no balance between student freedom and supervision of progress 1 students lack self-confidence to develop their learning path lack of institutional adaptability to Personalized Learning Environment PROCSEE> 1 high drop-out rates **MONITOR AND ASSESS** 1 lack of focus on students' learning needs PROBLEMS / SYMPTOMS LEARNERS' PROGRESS WHILE 1 lack of focus on students' progress **MAINTAINING THEIR** 1 poor study skills **LEARNING FLEXIBILITY** 1 poor expression skills 1 time consuming process lack of access and non equity 1 lack of tools for monitoring and assessment of students 1 no motivation for students' self evaluation HE systems are conservative in the sense that teachers only use classic grading assessment 1 lack of financial resources (governmental support) lack of institutional regulation regarding the monitoring and assessment of the students limited availability of educational resources restricts flexibility

students mistrust in higher educational institutions and  $\$ companies some companies prefer in-house trainings, scientific education is considered to be more prestigious than industry oriented education industry has no culture to sponsor/support HEl-s 1 conservative attitude of teachers and HEI management There is no strategy, no guidance from the governments and policy-makers insufficient interaction between the academic world and the  $^{\setminus}$ low interest in collaboration of employers or professional associations with academic world 1 The need for the personalized LLL does not really exist  $lue{1}$  "new skills" are required by the economy's current needs lackno system ensuring safe data exchange with the supervison of the HEI-s (infrastructure) industry do not cooperate in developing policy ; (maybe they 1 don't see the benefits, they don't share the mission, companies 1 there is not enough influential industry establishments in the given region are not committed to cooperate with the acadmic world) low financial resources generally for HE developments; insufficient use of infrastructural investements they don't see the benefits they don't share the mission they are not committed to cooperate basic tools of policies are missing: there is a lack of mechanisms to assess and credit Work Based Learning (WBL)

PROCSEE>

DESIGN INDUSTRY-ORIENTED
PERSONALIZED LEARNING
ENVIRONMENTS

PROBLEMS / SYMPTOMS

| lack of effective collaboration between HEI-s and the labour market |
| lack of funding from industry to HEI-s |
| askills gap (between qualifications labour market needs and qualifications work force has)
| poor use of technological tools between HEIs and labour market |
| lack of industry-oriented trainings |
| approximately poor work-based learning as a path to LLL |
| alack of students guidance and information on their qualifications and carrier opportunities

teachers are not interested/motivated to learn the use of modern technologies in teaching 1 students are not encouraged to think out of the box no continuity (permiability among EQF levels) from previous learning levels

> misunderstood use of social media technology (shouldn't be used just for games and chatting),

- inadequate teachers' attitude regarding PLE

1 governmental policy doesn't modernize technologies

no equal legislative opportunities for the stakeholders in PHE and PHEIs

no regulation regarding PLEs

some accreditation systems are sceptical in the use of emerging pedagogical paradigms

many instructors and students are not aware of modern technologies, or of the way how the technologies should be integrated into teaching/learning, or they are not aware that it is PLE

raising study skills awareness as a personal development of the teaching staff

there are not enough certified training opportunities

insufficient infrastructure to support modernization

diversity and inclusion to be supported by modernizing technologies in order to enhance local economy

inadequate time management of the study programme institutions don't offer incentives for modernizing teaching

poor institutional regulatory policy

educational models are still mostly classroom-based inertia in implementing institutional policy

1 Small or no PLE methodology and framework

PROCSEE>

PROBLEMS / SYMPTOMS

MODERNIZE METHODOLOGIES

AND TEACHING FRAMEWORKS

Poor use of technologies in HE (perspective of the teachers)

poor regulatory policy and legislation which leads to poor implementation in practice resistance and negative attitudes to change from traditional

teacher and teaching perspective students are insecure in setting their own personalized study

1 current methodology doesn't support PLEs inclusion

there is no warranty for national recognition of teachers' commitment

students' potential skills and competences remain hidden students' creativity, curiosity and interest are not encouraged

the use of effective learning technology is not included into the policies (governmental perspect) function and role of, and handling social media is "uncertain":

social media distracts the individuals' attention from learning, but on the other hand HE system doesn't make use of social media tools and cutting-edge technologies.

teachers don't trust in learners commitment to do their work lack of deeper understanding of the advantages of PLE both by learners and teachers teachers are not trained to be "mentors" of students

limited compatibility between supporting technologies

there are no learner (user)-friendly PLEs, even if there exits

1 lack of financial resources and infrastructure

large number of students makes it difficult to develop PLE

lack of financial resources and infrastructure

low motivation of teachers to establish PLE 1 teachers' and students' conservative attitude regarding PLE

poor financial resources for design of learner driven PLE  $\$ 

accreditation systems don't always support PLE  $\,\,\,\,\,\,\,$ 

there is no governmental policy for the design of learner driven PLE

the majority of students are not interested in managing their own education

difficulty of many institutions to support PLEs, in terms of facilities or available resources and operational procedures there is no work-contextualized Learning Design Policy, as part

learners can't decide what kind of professionals they want to  $\$ 

no policy for stackable certificates (certificates for smaller units/modules within the study programme)

there are no financial or other kind of incentives for teachers to deal with PLE

be in the future

1 no institutional policy for the design of learner driven PLE

PROCSEE> **DESIGN LEARNER-DRIVEN PLE**  within the syllabus there is not enough student-centred solution, not flexible syllabus/curriculum

teachers, institutions and learners are not aware of students'

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

1 there is no effective time-management of learners teachers don't encourage learners to be creative and innovative

PROBLEMS / SYMPTOMS

there are few incentives for learners to continue their

education system is too strictly defined, students don't see a 1 wider perspective regarding the knowledge and professional

1 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