



## Thematic group summary on the best practice cases for the 2<sup>nd</sup> PROCSEE PHE Excellence Forum in Vis (Croatia)

Thematic group	- Group 1 - Alignment of PHE with Regional Development Strategies
Group leaders	Michal Karpíšek and Ondřej Chrát
<b>Challenges</b>	<ul style="list-style-type: none"> <li>a) Empower institutions not only to respond to regional strategies, but also to fully participate in their development;</li> <li>b) Map and mobilise their own capacity and potential to contribute to regional strategies and more generally to the needs and opportunities arising for the region, and then deeply embed this aspect throughout their institutional mission and strategies;</li> <li>c) Significantly develop their capacity for knowledge exchange in all its forms;</li> <li>d) Enhance the flexibility of all their activities, in particular those of programme design, development and teaching, curriculum, so as to respond to regional learning needs more effectively and more promptly.</li> </ul>
<b>Summary of the cases</b> <ul style="list-style-type: none"> <li>• Overall analysis of the policy environment</li> <li>• Evidence on causal links of interventions with improvements</li> <li>• Analysis of efficiency of interventions in terms of benefit achieved vs resources</li> <li>• Identified enabling factors, which assist the implementation of interventions</li> </ul>	<p>It comes very clearly from all cases submitted that Professional Higher Education and the institutions providing this type of education have in the majority of the cases a clear focus on regional development. Due to the institutional mission and/or public policies these institutions aim to tackle challenges that their regions are facing.</p> <p>The diversity of the regions within Central and South-East Europe varies a lot, so it does the type and number of challenges they face. Regions in periphery and rural areas face demographic challenges, while others, for example, focus on sustainability of their natural resources. PHE is an asset in assisting the regions both in developing strategies to face those challenges as well as in assisting the regions in tackling them in various manners.</p> <p>A quite spread practice is to promote and enhance the dialogue between the PHE institutions and the main stakeholders in the region, including those from the world of work.</p> <p>Moreover, due to some extent to the recent economic crisis many regions face challenges with unemployment, and especially with youth unemployment. As a consequence, either institutional or public policies are put in place to provide their unemployed citizens with the necessary skills, including efforts for reskilling and upskilling. In particular, some initiatives focused in vulnerable groups and their access to and throughout education.</p>

	<p>Additionally, some initiatives focus on the competences and activities of their teaching staff. From one hand side making sure that there are qualify to develop the tasks that a professionally-oriented education institution might require as well as encouraging engagement in a variety of activities about regional development.</p> <p>It is extremely difficult to identify from the case studies the efficiency of the different measures as in many cases not clear evidences are provided. Nonetheless, it can be affirmed that in almost of all the cases, they seem to have a clear impact.</p> <p>Main key factors for success are:</p> <ul style="list-style-type: none"> <li>• clear engagement, or even a close partnership, of the education institutions with the surrounding environment (public authorities, companies, communities, non-profit organisations, etc.);</li> <li>• collaboration in need analysis, strategic planning and implementation;</li> <li>• clear commitment of the institution and internal stakeholders (determined to dedicate policies and resources);</li> <li>• alignment of all activities of the institution (education, research and knowledge transfer) to serve the regional development.</li> </ul>
<b>Additional comments addressing the individual challenges thematic areas</b>	none
<b>European/national policy documents and previous research on the topic</b>	<ul style="list-style-type: none"> <li>• Higher Education Institutions (HEIs) as centres of regional development and innovation. European Commission (2016). <a href="http://ec.europa.eu/education/sites/education/files/2016-policy-conclusions-budapest_en.pdf">http://ec.europa.eu/education/sites/education/files/2016-policy-conclusions-budapest_en.pdf</a></li> <li>• The Regional Knowledge Triangle: linking higher education, research and innovation in support of regional development. European Commission (2013). <a href="http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/expert-groups/documents/report-regional-knowledge-triangle_en.pdf">http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/expert-groups/documents/report-regional-knowledge-triangle_en.pdf</a></li> <li>• Connecting Universities to Regional Growth: A Practical Guide. European Commission (2011). <a href="http://ec.europa.eu/regional_policy/sources/docgener/presenta/universities2011/universities2011_en.pdf">http://ec.europa.eu/regional_policy/sources/docgener/presenta/universities2011/universities2011_en.pdf</a></li> <li>• Review of Higher Education Institutions In Regional Development. OECD (2008). <a href="https://www.oecd.org/edu/imhe/40139266.pdf">https://www.oecd.org/edu/imhe/40139266.pdf</a></li> <li>• Strategies for Interaction and the Role of Higher Education Institutions in Regional Development in the Nordic Countries – Case Studies. Nordic Council of Ministers (2012). <a href="http://www.nordregio.se/en/Publications/Publications-2012/Strategies-for-Interaction-and-the-Role-of-Higher-Education-Institutions-in-Regional-Development-in-the-Nordic-Countries--Case-Studies/">http://www.nordregio.se/en/Publications/Publications-2012/Strategies-for-Interaction-and-the-Role-of-Higher-Education-Institutions-in-Regional-Development-in-the-Nordic-Countries--Case-Studies/</a></li> <li>• Universities: Drivers of Regional Development?. Nordic Council of Ministers (2012).</li> </ul>

	<a href="http://www.nordregio.se/en/Publications/Publications-2012/Universities-Drivers-of-Regional-Development/">http://www.nordregio.se/en/Publications/Publications-2012/Universities-Drivers-of-Regional-Development/</a> <ul style="list-style-type: none"> <li>Chatterton, P., &amp; Goddard, J. (2000). The response of higher education institutions to regional needs. European Journal of Education, 35(4), 475-496.</li> </ul>
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**Specific challenge(s) addressed by each case (proposal)**

Case	a) Participate	b) Mobilise capacity	c) Develop capacity	d) Flexibility
G1 P7 23				X
G1 P7 24	X		X	
G1 P3 2		X		
G1 P3 3		X	X	
G1 P3 1	X	X	X	
G1 P2 20			X	
G1 P5 2	X	X	X	X
G1 P5 3	X	X	X	X
G1 P5 1	X	X	X	X
G1 P5 4	X	X	X	X
G1 P7 6				X
G1 P4 NN				X
G1 P3 NN	X	X		
G1 P6 2	X			
G1 P6 1	X			
G1 P7 8				
G1 P1 4				X
G1 P1 5		X	X	
G1 P1 6		X	X	
G1 P1 7	X	X		
G1 P1 14				X
G1 P1 15				X
G1 P1 38	X	X	<b>X</b>	X
G1 P2 7	X		X	
G1 P2 8			X	X
G1 P4 NNbus			X	X



## PROCSEE Case Study

G1 P7 23

<b>Title</b>	<b>The Romanian Ministry of Education Decision</b>
<b>Sub-title (optional)</b>	Decision on the general organization and functioning of consultative partnership structures for vocational and technical education
<b>Name of the institution(s)</b>	The Romanian Ministry of Education
<b>Qualification level concerned</b>	EQF 5, EQF 6
<b>Country concerned</b>	Romania
<b>Theme(s) (optional)</b>	Mission / Role of professional Higher Education Governance
<b>PROCSEE Theme</b>	Alignment of PHE with Regional Development Strategies
<b>Challenge/Root Cause addressed by the practice</b>	enhance the flexibility of all their activities, in particular those of programme design, development and teaching, curriculum, so as to respond to regional learning needs more effectively and more promptly
<b>Keywords (optional)</b>	higher education, regional consortium, labor market demands,
<b>Summary</b>	The Decision approves the development of two institutions: 1) Local Committee for the Development of Social Partnership (LCDSP) and 2) Regional Consortium (RC). LCDSP and RC have to improve the professional capabilities in order to correspond to the labor market needs. Moreover, they have to correlate the professional and technical educational offer with the needs of personal and professional development. The inspectorate of education from Bucharest is responsible for the organization of the LCDSP. National Center for the Development of Professional and Technical Education is responsible for the organization of the RC.
<b>Lessons learnt (optional)</b>	The Regional Consortium consists in the partnership between different institutions : The Local Inspectorate for Education, the City hall, the Agency for Employment, The General Union of the Industrial Employers, The Chamber for Commerce and Industry, 8 universities, Regional Agency for Development, National Center for the Development of Professional and Technical Education. This partnership connects the professional higher education with labor market needs.
<b>Additional information (optional)</b>	Nature of innovation: Incremental Implementation phase: Pilot Access level: Regional / National Impact area: Process Target: Multiple actors Links: <a href="http://www.tvet.ro/index.php/ro/planificarea-ipt/168.html">http://www.tvet.ro/index.php/ro/planificarea-ipt/168.html</a>
<b>Contact details</b>	Valeriu Frunzaru, National University of Political Studies and Public Administration, Bucharest valeriu.frunzaru@comunicare.ro

<b>Title</b>	<b>Partnership between International Advertising Association (IAA) and three Romanian universities</b>
<b>Sub-title (optional)</b>	
<b>Name of the institution(s)</b>	International Advertising Association
<b>Qualification level concerned</b>	EQF 6, EQF 7
<b>Country concerned</b>	Romania
<b>Theme(s) (optional)</b>	Mission / Role of professional Higher Education Governance
<b>PROCSEE Theme</b>	Alignment of PHE with Regional Development Strategies
<b>Challenge/Root Cause addressed by the practice</b>	Empower institutions not only to respond to regional strategies, but also to fully participate in their development , Significantly develop their capacity for knowledge exchange in all its forms
<b>Keywords (optional)</b>	International Advertising Association, universities, partnership
<b>Summary</b>	The partnership between IAA Romania and four colleges from three Romanian universities has as a main goal the development of the graduates' hard and soft skills required by the labor market in the field of communication (PR, advertising, and marketing). The partnership involves both students and teachers. For example, students are encouraged to have internships in the communication agencies or in the departments of communication from companies that are members of IAA. Students attend practical courses taught by specialists offered by IAA. There are organised for teachers study visits in companies (i.e. Procter & Gamble, McCann, ProTV). Members of IAA have moderated focus groups with students to know their expectations regarding university, labor market, and the collaboration between university and IAA.
<b>Lessons learnt (optional)</b>	Universities know better labor market needs and based on this partnership can offer more practice and case studies that are very much connected with employers expectations regarding graduates skills.
<b>Additional information (optional)</b>	Nature of innovation: Incremental Implementation phase: Pilot Access level: Local Impact area: Process Target: Multiple actors Links: <a href="http://www.iaa.ro/Articole/Stiri/Al-doilea-eveniment-porti-deschise-academiaa-a-avut-loc-la-mccann/9535.html">http://www.iaa.ro/Articole/Stiri/Al-doilea-eveniment-porti-deschise-academiaa-a-avut-loc-la-mccann/9535.html</a>
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## PROCSEE Case Study

G1 P3 2

<b>Title</b>	<b>Collaborative research and knowledge transfer model</b>
<b>Sub-title (optional)</b>	
<b>Name of the institution(s)</b>	Monndragon University
<b>Qualification level concerned</b>	EQF 6, EQF 7, EQF 8
<b>Country concerned</b>	Spain
<b>Theme(s) (optional)</b>	Research, Development and Innovation
<b>PROCSEE Theme</b>	Alignment of PHE with Regional Development Strategies
<b>Challenge/Root Cause addressed by the practice</b>	Map and mobilise their own capacity and potential to contribute to regional strategies and more generally to the needs and opportunities arising for the region , and then deeply embed this aspect throughout their institutional mission and strategies
<b>Keywords (optional)</b>	collaborative research, industry cooperation, knowledge transfer
<b>Summary</b>	<p>The MU collaborative research and knowledge transfer model evolves around a Permanent Committee, involving the university, company and other technology partners, which develops a four-year technology roadmap on future technology needs within a particular industry. This roadmap is used to identify a series of potential projects with budgets which can be offered to the industry partners. Specific projects are implemented according to the needs of the industry partners, each with their own characteristics and dynamics through project teams involving academic staff, PhDs and students. The outputs from the projects are monitored and fed back into the permanent committee. While the core members of these technology committees are from the Mondragon group, also other local firms are involved from outside of the co-operative movement.</p>
<b>Lessons learnt (optional)</b>	<p>Benefits that arise from the MU model are diverse. They range from additional income to technological outputs. They also include the development of mutual trust among the participants, a commitment to expand R&amp;D activities within the companies, alignment between university research and company needs, genuine university-industry collaboration (rather than a customer-supplier model). The model also promotes a culture of external monitoring as well as idea generation to promote innovation.</p> <p>The model also enhances the ability to evaluate and respond to the new industry trends and development trajectories, and helps develop a new generation of technicians and researchers. Finally, the model helps overcome the challenge of building critical mass given the long-term university-industry relationships which implies that Mondragon University undertakes “research with industry, rather than for industry”.</p>

	<p>Students play an important role in MU collaborative research and knowledge transfer. There are over 5000 students in professional training courses. All undergraduate and master students complete one year full-time industrial/research project. 80% of PhD students are funded by companies (for example through industrial doctorates), and students complete projects each semester. Graduate tracking shows that after 3.5 years of their graduation over 90% of the 2012 MU graduates were either working or studying, and 24% were employed by the firm where they completed the final year project. Graduate retention levels were high with 91% of the MU graduates remaining in the Basque Country.</p>
<b>Additional information (optional)</b>	<p>Nature of innovation: Radical  Implementation phase: Mainstream  Access level: Regional / National  Impact area: Process  Target: Multiple actors</p> <p>Links:  Estudio de Incorporacion a la Vida Laboral Promocion Universitaria de Grado de 2012, Lanbide 2016</p> <p>University-Business Forum Reports for Basque Country 2016 (input and conference proceedings)</p>
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## PROCSEE Case Study

G1 P3 3

<b>Title</b>	<b>Creating staff incentives for participation in third mission activities</b>
<b>Sub-title (optional)</b>	
<b>Name of the institution(s)</b>	University Rovira i Virgili
<b>Qualification level concerned</b>	EQF 6, EQF 7, EQF 8
<b>Country concerned</b>	Spain
<b>Theme(s) (optional)</b>	Research, Development and Innovation
<b>PROCSEE Theme</b>	Alignment of PHE with Regional Development Strategies
<b>Challenge/Root Cause addressed by the practice</b>	Map and mobilise their own capacity and potential to contribute to regional strategies and more generally to the needs and opportunities arising for the region , and then deeply embed this aspect throughout their institutional mission and strategies, Significantly develop their capacity for knowledge exchange in all its forms
<b>Keywords (optional)</b>	
<b>Summary</b>	<p>The University Rovira i Virgili in Tarragona, Spain has an active third mission agenda, including entry points for small and medium-sized enterprises (SMEs) to the university knowledge base, social and cultural programming in 22 cities in southern Catalonia and active participation in fostering a knowledge based petrochemical industry cluster in the sub-region. The URV education and research and aligned with the regional needs and opportunities including oenology and tourism.</p> <p>Contracts for the university research staff recognise the importance of and give value to excellence in all faculty activities: whether research, teaching, management, or regional outreach efforts. The university faculty contract has been re-organised around a system with a ten-point base. All faculty are expected to undertake research and to teach, with the minimum contractual obligations constituting six of the expected ten points. To reach the expected ten points, faculty can contribute in a variety of ways, according to their interests and expertise. For some faculty, this may mean giving presentations in programmes in which the university is developing a presence. For others, it may mean working with a small and medium-sized enterprise (SME) to implement a technology transfer or technology commercialisation project. For other faculty, reaching the ten points may mean additional research and publication or management related activities.</p>



	<p>The goal of this governance strategy is to set a base expectation for faculty performance in core activities. This evaluation method also creates the flexibility to allow faculty to contribute in arenas related to the university's goals to expand its research and third mission activities. All of the criteria for performance constitute a unit contributing to the ten-point base are publicly available and the activities of each faculty member toward achieving the base standard are available to all members of the department. The goal of the university in developing this evaluation programme is to create a more transparent and accountable university.</p>
<b>Lessons learnt (optional)</b>	<p>Outcomes of the faculty contract system have been very good. They have helped improve the participation and performance in research activities and give value to excellence wherever it occurs. They also make visible the staff activities and foster cross-fertilisation</p>
<b>Additional information (optional)</b>	<p>Nature of innovation: Incremental  Implementation phase:  Access level: Regional / National  Impact area: Organization  Target: Multiple actors  Links:</p>
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## PROCSEE Case Study

### G1 P3 1

Title	Bioenergy cluster activities
Sub-title (optional)	
Name of the institution(s)	JAMK University of Applied Sciences
Qualification level concerned	EQF 6, EQF 7
Country concerned	Finland
Theme(s) (optional)	Research, Development and Innovation
PROCSEE Theme	Alignment of PHE with Regional Development Strategies
Challenge/Root Cause addressed by the practice	Empower institutions not only to respond to regional strategies, but also to fully participate in their development , Map and mobilise their own capacity and potential to contribute to regional strategies and more generally to the needs and opportunities arising for the region , and then deeply embed this aspect throughout their institutional mission and strategies, Significantly develop their capacity for knowledge exchange in all its forms
Keywords (optional)	cluster development
Summary	<p>The Polytechnics in Finland, such as JAMK University of Applied Sciences in Jyväskylä, have an explicit legally based regional role in delivering education and R&amp;D and facilitating cluster development. JAMK has identified five fields of specialisation aligned with the regional needs and assets: bioenergy, cyber security, wellbeing and health of families, service business, and innovative learning with a special focus is on entrepreneurship.</p> <p>JAMK's work on renewable energies builds on the shared regional vision that Central Finland will be independent from fossil fuels in heat and power production by 2015. JAMK with its 20-30 staff in bioenergy-related activities, leads the cluster development among the regional actors. These include two other knowledge organisations i.e. the University of Jyväskylä that focuses on basic research (20-40 staff in bioenergy) and the State Technological Research Institute VTT that develops applied research (125 staff).</p> <p>In addition to cluster development, JAMK develops applied research and relevant skills through undergraduate and adult education. JAMK also coordinates international activities in bioenergy, such as the BIOCLUS FR7 project that developed an RDI environment in five EU regions in sustainable use of biomass resources.</p> <p>JAMK's activities in bioenergy are focused on a dedicated bioenergy development centre (est. 2009) in a small campus 90 km north of Jyväskylä. The centre provides an environment for R&amp;D and training as well as projects and testing and focuses on: i) solid biomass and</p>

	fuel production, quality management and logistics; ii) small scale heating technology and emission control, and iii) bioenergy entrepreneurship, business development and training.
<b>Lessons learnt (optional)</b>	<p>This work has made a concrete change in the region. JAMK has raised the skills of the local population and companies. given that adult training and reskilling are major needs in the rural area which is dominated by microbusinesses. JAMK has for example offered a 1-year bioenergy training for 45 people.</p> <p>JAMK has also supported industry development by testing the environment for companies and boosts student start-ups by commercialisation of R&amp;D results. JAMK students are actively engaged in projects which offer relevant skills and work-based learning opportunities.</p> <p>This example also shows how professional higher education institutions have a capacity to play a role as a neutral broker in the regional cluster development. JAMK has coordinated cluster development which has been able to access FP7 and Horizon2020 funding.</p>
<b>Additional information (optional)</b>	<p>Nature of innovation: Incremental</p> <p>Implementation phase: Mainstream</p> <p>Access level: Regional / National</p> <p>Impact area: Service</p> <p>Target: Wide range of actors</p> <p>Links:</p>
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## PROCSEE Case Study

G1 P2 20

<b>Title</b>	<b>Internationalisation of Higher Education</b>
<b>Sub-title (optional)</b>	The case of ISCAP / IPP
<b>Name of the institution(s)</b>	ISCAP - Polytechnic of Porto
<b>Qualification level concerned</b>	EQF 6, EQF 7
<b>Country concerned</b>	Portugal
<b>Theme(s) (optional)</b>	Internationalisation
<b>PROCSEE Theme</b>	Alignment of PHE with Regional Development Strategies
<b>Challenge/Root Cause addressed by the practice</b>	Significantly develop their capacity for knowledge exchange in all its forms
<b>Keywords (optional)</b>	mobility, project, higher education institution development, enablers, constrainers, challenges, lessons learned
<b>Summary</b>	<p>Although Higher Education Institutions have always established contact with international partners, the development of the European Area of Higher Education lead to an acceleration of the need to internationalize which is characterized by a more strategic and structured net of contacts and by the effective cooperation among higher education institutions. Internationalization of HEIs is a complex process, involving several aspects and does not happen the same way and at the same pace everywhere. Even at a national level the strategy, the objectives and speed of internationalization change from one institution to another taking into consideration the advantages and / or challenges needed to face. This case describes the evolution of internationalization in one of the Polytechnic of Porto's (IPP) schools - the School of Accounting and Administration of Porto (ISCAP).</p> <p>*****</p> <p>The School of Accounting and Administration of Porto (Instituto Superior de Contabilidade e Administração do Porto, ISCAP) (&lt;a href="http://www.iscap.pt"&gt;www.iscap.pt) is the second biggest school of the seven in Polytechnic of Porto (IPP). Its biggest area of intervention is related to Business Sciences. In 2014, ISCAP had around 3900 students and 230 teachers. It offers several courses leading to a degree (grade and Master's) as well as some post-graduation courses, specializations and short courses in Business Sciences.</p> <p>The information presented on the following paragraphs was based on the analysis of the reports produced by the International Office, as well as the results from the interview conducted with this Office's responsible. The information was compiled and will be</p>

	<p>presented in a chronological way, noting the goals, results and difficulties met during the full process.</p> <p>ISCAP's internationalization can be said to begin in 2004, as before that time the number of international students was low to non-existent. The few existing mobilities were weak and non-structured. During that year, the school's board decided to assume internationalization as a strategy, and as something with important value, creating the International Office (Gabinete de Relações Internacionais, GRI) and nominating someone to lead the newly created Office.</p> <p>The main difficulties felt at the beginning of the project were (1) English programs for foreign students were non-existent and (2) Despite the students being tutored by ISCAP's teachers, they didn't have much availability from the former to collaborate in projects. There was also some resistance to the propagation of information of international scope.</p> <p>Aware of the need to develop an international culture connecting every one of the school's collaborators, GRI started the organization of the International Day. This was the first event of its kind in all IPP. The goal was to sensitize ISCAP's academic community for the mobility issues through the testimony of students and teachers of and from ISCAP. Another objective was to reinforce partnerships and captivate new possible partners. At the time, the main difficulties felt were related to some technical aspects as well as captivating the interest of other Universities. Besides, it was very difficult to propagate materials and courses in English.</p> <p>In 2005, ISCAP became a member of the European network SPACE: European Network for Languages and Business Studies (<a href="http://www.space-network.org">www.space-network.org</a>). As a consequence of an active participation in the network (meaning a presence in its various meetings over the years) the number of partnerships, projects, and mobilities started to increase. Nowadays, 2 of the chair of the committees of the network work at ISCAP and even the President of the network is from ISCAP.</p> <p>Another event that has been organized since 2006 is ISCAP's International Week. This event consists in a domestic internationalization, harboring visiting teachers to present their subjects to classes of Portuguese students in ISCAP. The subjects taught are, usually, related to the course/class the visitor teaches. It is also possible for this content to be an introduction to a foreign language nonexistent in the curriculum of the several courses (ex: Polish, Czech). This concept of the International Week was already present in some partner Universities and seemed to be an interesting way to help increasing ISCAP's internationalization.</p>
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	<p>However, the concept was adapted and personalized according to the profile of ISCAP. It should also be noted that this concept has won an Honorable Mention in 2014, with the Prize for Good Practice for Internationalization and Mobility in IPP (Prémio das Boas Práticas de Internacionalização e Mobilidade no IPP). One of the difficulties felt at the time remained the lack of classes in English allowing for the increase in students' mobility to ISCAP. To solve this problem, it was created in 2008 the English Program (Programa em Inglês, the first of its kind in IPP), to match the offer of Portuguese to Foreign People (Português para Estrangeiros). At the time, an increase in the number of students willing to make their mobility in ISCAP was already noticed, so the strategy of the Tutor Project (Projecto Tutorado) was no longer enforceable. As a consequence, the number of IN students started increasing exponentially. The obstacles remaining were related to the fact that the offer of English classes were just in a limited number of subjects, as not all teachers were equally capable in that language.</p> <p>The next step was to think of a way for the foreign students to better integrate in ISCAP and the city, promoting, simultaneously, their involvement with the sponsors (ISCAP students who support and accompany the foreign students) and the remaining students. For that goal, an Orientation Week of ISCAP (Semana de Orientação do ISCAP) was created (the first event of this nature to be created at IPP level). This event consists of a week of activities of entertainment and information, of the Portuguese students, along with the foreign ones. The main difficulties felt were related to the late publication of the academic calendars and the fact that the chosen dates for the event were not always the best possible (at the first semester, especially).</p> <p>In 2011, the "Cultures on the Move" event was first organized. This is a biannual event of divulgation of the cultures of the IN students to ISCAP students who signed up for mobility, having as its purpose an intercultural preparation. Until 2013, this preparation was mostly done in an event with presentations from the IN students; but since 2013 the format was changed: a) ISCAP students (OUT) wrote a cultural motivation letter about the desired destination country; b) the IN students made a comment about the expectations and needs of a mobile student in that country; c) the Portuguese students and the IN students met in a small gathering, discussed important topics about the destination country and its culture, exchange contacts and initiate a relationship that is intended to support ISCAP students' mobility. The main difficulties found with this event were how to motivate ISCAP students for the presentations of IN students.</p> <p>Still in 2011, COMAP - ISCAP's accompany Commission (Comissão de Acompanhamento do ISCAP) was created, consisting of an informal group of ISCAP students, collaborating with GRI in the support of IN students in activities such as: sponsor management</p>
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	<p>and distribution, support in housing offers, Orientation Week organization, just to name a few. The main challenges were related to the creation of a regular and effective interaction between IN students and ISCAP ones, lasting beyond Orientation week in the first semester. In 2012, the first Double Diploma between ISCAP and a foreign university was created, in this case Université Bretagne Sud (FR). Another Double Diploma soon followed, with Alytos College (LT). These double diplomas allowed for the beginning of and internationalization of ISCAP's curriculum. The main difficulties were related to motivating the students to participate, especially with the French university, as the work language must be French.</p> <p>In 2014, ISCAP accomplished its first Joint Programme (JP) with two foreign institutions, one from Lithuania and one from Estonia. The main differences between a double diploma and a JP is that this one means the offer of an equal program (usually developed together) between all the institutions involved, while the double diploma allows for students to obtain credits in a foreign institution that later recognizes and credits them, allowing for the obtaining of a double diploma. The main challenges at the moment with JP are with governmental policies that didn't allow to begin the program still during the school year of 2014/15.</p> <p>The existence of another type of mobility, not only for formation, should also be noted. We are referring to traineeship mobility. In fact, over the last 4 years, ISCAP has received dozens of students wanting to exert some kind of professional activity over their summer vacations. ISCAP has been integrating these students in diversified services and organizations.</p> <p>However, mobilities are not the only factor making the history of ISCAP's internationalization. In the school's curriculum the evolution in terms of international projects should also be mentioned. The first project where ISCAP participated as a partner was InterCom - International Communication, in the Comenius program, in 2005. This was followed by others where the school was also a partner, and, in 2010, ISCAP has its first two projects as a coordinator approved - "Love language" (Leonardo da Vinci) and FinLiCo (Grundtvig). The main challenges felt with the projects were related to the teachers' motivations to present and submit applications at a national and European level. There were also some problems at an administrative level and current management, related to the projects' formalities. For that, an Office was created - the Office for Project Management (Gabinete de Apoio a Projectos) - and a full time employee was assigned, whose functions are, on one hand, to identify opportunities to submit projects, inform the teachers of these opportunities to submit projects, as well as the procedures to follow for application submission and for their follow up, and, on the other hand, support in financial and administrative management following the</p>
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	<p>project's approval. About this point it should still be noted that the people involved have little to no previous formation in the subject, making any initiative or activity more troublesome and time consuming.</p> <p>The following table shows the numbers relative to the projects already concluded in ISCAP. The year indicates the beginning of the project:</p> <p>In 2014, there are currently running two financed projects, one by POAT and another by Lifelong Learning. Still in 2014, 9 projects were submitted, where ISCAP appears as either a coordinator or a partner. From these 9, two were approved.</p> <p>It should also be noticed that, within the SPACE network, several Theme Groups (Grupos Temáticos) exist. In 2008 ISCAP sent not only the responsible for the GRI to a SPACE meeting, but also someone else, so they could, more actively, participate in the several Groups. Following this participation, ISCAP has begun to be actively involved in these Groups' activities. Shortly, these teachers became the chairs of two of the Theme Groups. These Groups' activities imply the execution of projects of a lesser dimension, with teachers and students from several European educational institutions, which contributes for ISCAP's internationalization, as more persons become aware of ISCAP, its teachers and its work.</p>
<p><b>Lessons learnt (optional)</b></p>	<p>Internationalisation at ISCAP started with student mobility (as described in the literature (Knight, 2008; Hawawini, 2011) because this seems to be the easiest activity to be internationalized due to the existence of ERASMU scholarships (at least for students coming from Europe). In just 10 years, the number of students increased from 0 to about 200 students choosing ISCAP for their mobility. This initiative's success was due to several factors: the creation of an organizational structure (GRI), the nomination of a responsible for this Office with suitable skills (dynamic, enthusiast, motivated, dialogue skills and to involve other colleagues and students, leadership, English language skills) and the strong support from the school's board. The participation in an HEI European network (in this case, the SPACE network) was equally important, mostly for the ability to meet partners, to establish a dialogue, to allow the partners to meet ISCAP, the people providing the school's public face, as these personal contacts allow the layout for bonds of trust, essential in the moment when a student hesitates between two different institutions at the time to choose his or her mobility. This confidence is not only needed for mobilities, but also for every other activity related to internationalization. In fact, the double diplomas arise precisely as a result of this pre-existing confidence between both institutions. It should be said that, even when a good mutual knowledge already exists, the processes can be long and complicated until a final outcome emerges; how would be if the partners hadn't met yet, and had to develop trust from the beginning?</p>



	<p>That same factor - trust - was also present at the dawn of the Joint Programme. Despite the outcome, at the time of this article's writing, is not the desired one, for political reasons, the JP's development process was only possible given the trust relationships between every partner. And that was only possible because of their participation in the SPACE network. Another crucial factor is related to financial support. This is needed mostly for organizing events (namely the International Week, which involves harboring around 100 people) and potential trips abroad (for example, participation in SPACE network and its Theme Groups meetings, participation in IUNC - International University Network Conference - allowing for the establishment of bridges with Russia, Ukraine, Moldavia, etc.).</p> <p>Still a third factor contributing for the success was the involvement of students and the Student's Association (Associação de Estudantes). The many welcoming activities for international students were possible only thanks to their collaboration and involvement. The same thing happened with helping to find places for the students to stay. If at the beginning this activity was made in an adhoc and marginal fashion, it quickly evolved into something more formal and professional, giving rise to both a website and a database that have been growing over the years (&lt;a href="http://www.comap-portugal.com/"&gt;www.comap-portugal.com/). The financial situation should also be mentioned. If, at the beginning, it did not seem very relevant, given the small number of persons involved, it was quickly obvious that it was about to change. And, in fact, when an HEI decides to go with an internationalization route, it does not realize, at first, all the costs involved, be they in the execution of welcoming activities for students, school promotion activities, participation in international networks (quota payment, participation in meetings), teacher formation (English language, for example), etc. The solution found was to gather resources from different sources. And "resources" mean exactly that - all kinds of resources and not only financial. For example, during the International Week some local partners wishing to promote their products were found. That way, the welcoming session, which was initially supported by the school, was quickly sponsored by the local partners (food and drinks). The execution of the events relies on the help of several volunteers that receive a participation diploma at the end, confirming their involvement, and which goes to their Diploma Supplement, contributing to the student's professionalization and their employability. The fact that the school considers the International Week's activities as essential to its internationalization and consequent project developments has made for the funding received by one of its sponsors (a bank) were directed to this event.</p> <p>Concerning the mobilities, a rationalization of the scholarships attributed to teachers was sought. Currently, there are more</p>
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	<p>teachers wanting to have mobility than scholarships available. To solve this problem, it was decided, in some cases, to split the scholarships in half (doubling their number) and, in other cases, to adjust the value of the scholarship to the effective amount spent. As a consequence, if on one hand this solution has made it possible for more teachers to accomplish their mobilities, on the other the effective value of the scholarship was reduced, and may not be enough to cover the mobility's full expenses, causing the teacher to complete the spent amount with their own money. And, if for some teachers, that does not affect in a relevant way their family budget, for others this may mean a mobility is simply not possible, which may affect, at a later time, their performance evaluations.</p> <p>Just like in the works of Tsuruta (2013) and Robson (2011), so has ISCAP witnessed benefits at both an institutional and a personal levels. At an institutional level, this process allowed for the spreading of the school's name and brand, improved its image and reputation abroad (foreign countries and the community involved) with its consequent increase in internationalization, in all its sides. At an individual level, the teachers involved were able to share their experiences, learn from each other, open themselves up to the exterior, collaborate, grow, and improve their tolerance and self-reflection. The teachers have also improved their English language skills, learned new teaching methods, evaluation, found new opportunities for collaboration and saw overall improvement in their skills.</p>
<b>Additional information (optional)</b>	<p>Nature of innovation: Incremental  Implementation phase: Mainstream  Access level: Cross-Border  Impact area: Organization  Target: Wide range of actors</p> <p>Links:  There is a book chapter with this information that will appear in a book edited by Rosalind Latiner Raby</p>
<b>Contact details</b>	<p>Anabela Mesquita  ISCAP / Polytechnic of Porto  R. Dr. Jaime Lopes de Amorim s/n  4465-004 S. Mamede Infesta  Portugal  sarmiento@iscap.ipp.pt  sarmiento@iscap.ipp.pt</p>



## PROCSEE Case Study

G1 P5 2

<b>Title</b>	<b>Establishing the European ECOCYCLES Society in Northern Hungary</b>
<b>Sub-title (optional)</b>	International learning platform serving the sustainable regional development (2012)
<b>Name of the institution(s)</b>	Károly Róbert University College - Gyöngyös / Hungary
<b>Qualification level concerned</b>	EQF 5, EQF 6, EQF 7, EQF 8
<b>Country concerned</b>	Hungary
<b>Theme(s) (optional)</b>	Mission / Role of professional Higher Education Governance, Internationalisation, Research, Development and Innovation
<b>PROCSEE Theme</b>	Alignment of PHE with Regional Development Strategies
<b>Challenge/Root Cause addressed by the practice</b>	Empower institutions not only to respond to regional strategies, but also to fully participate in their development , Map and mobilise their own capacity and potential to contribute to regional strategies and more generally to the needs and opportunities arising for the region , and then deeply embed this aspect throughout their institutional mission and strategies, Significantly develop their capacity for knowledge exchange in all its forms, enhance the flexibility of all their activities, in particular those of programme design, development and teaching, curriculum, so as to respond to regional learning needs more effectively and more promptly
<b>Keywords (optional)</b>	Sustainable regional development, innovation network, dissemination of knowledge
<b>Summary</b>	<p>Summative description of the action, that can address:</p> <p>Ecological cycles are the various self-regulating processes that recycle the earth's limited resources - water, carbon, nitrogen, and other elements - that are essential to sustain life. The Eco Cycle strategy is based on these processes and is aimed at bringing about a society with non-toxic and resource-efficient cycles. Understanding how local cycles fit into global cycles is essential to make the best possible management decisions to maintain ecosystem health and productivity for now and the future. The Society has been created by researchers studying these cycles. The goal is to promote scientific dialogue in order to allow for greater scientific collaboration. The Society wish to unify scholars, coordinate research in the area of ecological cycles, exchange information, publish works, and award prizes.</p> <p>Actions and their objectives:</p>

	<p>- Organising a professional association involving experts of many countries from the R+D+I, business and public sectors. The college became the centre of this association. The objective was to collect views and knowledge as much as possible for operating a common knowledge network.</p> <p>- Distribution of work among four types of activities (online journal, web-page, conferences, projects) based on the professional experience and network contacts. The objective was collect international knowledge to subsidize the solution of the regional challenges.</p> <p>- Elaborating and disseminating innovative solutions in implementing the regional green economy. The objective was to stimulate the regional stake-holders to take part at international knowledge stream.</p> <p>Target groups: regional stake-holders in Northern Hungary from the business, public and civil sectors. International researchers involved into the green economy.</p> <p>Outcomes: There is an operating platform of experts with a registered online journal (open access scientific journal "Ecocycles" (DOI prefix 10.19040 [CrossRef], ISSN 2416-2140).</p> <p>Sustainability: the European Ecocycles Society is operating as a think tank in the background of the PHEI subsidizing its regional knowledge centre mission.</p>
<b>Lessons learnt (optional)</b>	It is possible to form an existing knowledge platform based on international experts to subsidize the solution of regional sustainability problems.
<b>Additional information (optional)</b>	<p>Nature of innovation: Radical</p> <p>Implementation phase: Scale</p> <p>Access level: Cross-Border</p> <p>Impact area: Organization</p> <p>Target: Wide range of actors</p> <p>Links:</p> <p><a href="http://www.ecocycles.eu/">http://www.ecocycles.eu/</a></p>
<b>Contact details</b>	<p>Contact details of the person/organisation from which the action originates</p> <p>Dr. Sándor Némethy, Lecturer, sandor@gvc.gu.se dinya.laszlo@uni-eszterhazy.hu</p>



## PROCSEE Case Study

G1 P5 3

<b>Title</b>	<b>Preparing the Smart Specialisation Strategy (S3) in Northern Hungary</b>
<b>Sub-title (optional)</b>	Elaborating the SWOT-analysis of the regional innovation activity as a basis of the S3-strategy (2014)
<b>Name of the institution(s)</b>	Károly Róbert University College - Gyöngyös / Hungary
<b>Qualification level concerned</b>	EQF 5, EQF 6, EQF 7, EQF 8
<b>Country concerned</b>	Hungary
<b>Theme(s) (optional)</b>	Mission / Role of professional Higher Education Governance, Internationalisation, Research, Development and Innovation
<b>PROCSEE Theme</b>	Alignment of PHE with Regional Development Strategies
<b>Challenge/Root Cause addressed by the practice</b>	Empower institutions not only to respond to regional strategies, but also to fully participate in their development , Map and mobilise their own capacity and potential to contribute to regional strategies and more generally to the needs and opportunities arising for the region , and then deeply embed this aspect throughout their institutional mission and strategies, Significantly develop their capacity for knowledge exchange in all its forms, enhance the flexibility of all their activities, in particular those of programme design, development and teaching, curriculum, so as to respond to regional learning needs more effectively and more promptly
<b>Keywords (optional)</b>	Smart specialisation strategy, focus-groups, dissemination of knowledge
<b>Summary</b>	<p>Summative description of the action, that can address:</p> <p>The smart specialization, implemented both at the national and the regional levels in Hungary, is based on the relevant international strategies, the S3 guides of the EU and the OECD, and the practical experience from the regional strategy-building processes of the previous years. In the course of the design process, the regional stakeholders representing the groups, that are the most important from the point of view of S3, have taken consensus-based decisions regarding the innovation of the future which bring long-term development to the region on the basis of the continued and systematic detection and analysis of the economy and the society of the region through the eyes of the entrepreneurs and along the interactions of the different groups, yet avoiding the dominance of enterprises.</p> <p>Actions and their objectives:</p>

	<ul style="list-style-type: none"> <li>- Organising a focus groups in the region involving experts of most important actors (appr. 250 participants in 3 groups). The college became the moderator of the focus groups. The objective was to harmonize different views and interests in preparing a common list of innovation challenges and possibilities.</li> <li>- Distribution of work among 3 focus groups (at the level of 3 counties in the region) collecting their local views. The objective was to develop a practical perspective and understanding to the regional SWOT-analysis.</li> <li>- Elaborating, discussing and disseminating the common opinions in every (3) counties. The objective was to stimulate the thinking in future cooperation in smart specialisation at regional level.</li> </ul> <p>Target groups: regional stake-holders in Northern Hungary from the business, public and civil sectors.</p> <p>Outcomes: It was elaborated a well-establish regional level S3 strategy.</p> <p>Sustainability: the regional S3-strategy became the part of the national S3-strategy accepted and subsidized by the Hungarian Government and the EU Commission.</p>
<b>Lessons learnt (optional)</b>	The process has played an important role in the starting with the thinking of smart specialisation having a meaningful role of PHEI-s in its implementation.
<b>Additional information (optional)</b>	<p>Nature of innovation: Radical  Implementation phase: Scale  Access level: Regional / National  Impact area: Process  Target: Wide range of actors</p> <p>Links:  National Smart Specialisation Strategy</p> <p><a href="http://www.nih.gov.hu/strategy/national-smart/national-smart-specialisation">http://www.nih.gov.hu/strategy/national-smart/national-smart-specialisation</a></p>
<b>Contact details</b>	Dr. László Dinya, Professor, <a href="mailto:dinya.laszlo@uni-eszterhazy.hu">dinya.laszlo@uni-eszterhazy.hu</a> <a href="mailto:dinya.laszlo@uni-eszterhazy.hu">dinya.laszlo@uni-eszterhazy.hu</a>



## PROCSEE Case Study

G1 P5 1

<b>Title</b>	<b>Establishing Bioenergy Innovation Cluster in Northern Hungary</b>
<b>Sub-title (optional)</b>	Preparing regional strategic answer to the challenges of sustainable regional development (2007-2016)
<b>Name of the institution(s)</b>	Károly Róbert University College - Gyöngyös / Hungary
<b>Qualification level concerned</b>	EQF 5, EQF 6, EQF 7, EQF 8
<b>Country concerned</b>	Hungary
<b>Theme(s) (optional)</b>	Mission / Role of professional Higher Education Governance, Internationalisation, Research, Development and Innovation
<b>PROCSEE Theme</b>	Alignment of PHE with Regional Development Strategies
<b>Challenge/Root Cause addressed by the practice</b>	Empower institutions not only to respond to regional strategies, but also to fully participate in their development, Map and mobilise their own capacity and potential to contribute to regional strategies and more generally to the needs and opportunities arising for the region, and then deeply embed this aspect throughout their institutional mission and strategies, Significantly develop their capacity for knowledge exchange in all its forms, enhance the flexibility of all their activities, in particular those of programme design, development and teaching, curriculum, so as to respond to regional learning needs more effectively and more promptly
<b>Keywords (optional)</b>	Sustainable regional development, innovation network, dissemination of knowledge
<b>Summary</b>	<p>Summative description of the action, that can address:</p> <p>Sustainable energy management stands at the top of the most important challenges of our future because of its complexity and wide connectivity with the sustainability of the society and economy. Rational answer to this challenge could be found just based on locally differentiated ways because there is not any general optimum of so called energy mix. That is why locally (regionally) elaborated and implemented sustainable energy strategies are needed and it is not just a simple technical and/or economical task of experts. There must be involved every stakeholders in the regional business and non-business (public and civil) sectors into the process of elaboration and also the implementing of this strategy. And the whole strategy must be based on the local natural environmental conditions and innovative capacity including the social innovation too.</p> <p>Actions and their objectives:</p>

	<ul style="list-style-type: none"> <li>- Organising a consortium involving experts of 10 partners from the R+D+I, business and public sectors. The college became the leader of the consortium. The objective was to harmonize different views and interests in preparing a common innovation network.</li> <li>- Distribution of work among four working groups (solid biomass, biofuel, biogas and bio-waste) based on their professional experience and R+D+I infrastructure. The objective was to develop a practical perspective and understanding to the regional challenges.</li> <li>- Elaborating and disseminating innovative solutions in every (4) fields of bioenergetics to exploit the local potentials. The objective was to stimulate a progress in building up the bioenergy branch at regional level.</li> </ul> <p>Target groups: regional stake-holders in Northern Hungary from the business, public and civil sectors.</p> <p>Outcomes: It was elaborated a well-establish regional level strategic development plan and a regional innovation network for its implementation in the bioenergy branch.</p> <p>Sustainability: the Bioenergy Innovation Cluster (BIC) has a continuous task in controlling the implementation of the bioenergy strategy and has a duty in reporting about the progress to the publicity at the end of every year.</p>
<b>Lessons learnt (optional)</b>	The Cluster has played an important role in the starting of the bioenergy branch in the region and it was a good practical example in the country too how to combine the R+D+I potential of PHEI-s and economic actors.
<b>Additional information (optional)</b>	<p>Nature of innovation: Radical  Implementation phase: Mainstream  Access level: Regional / National  Impact area: Service  Target: Wide range of actors</p> <p>Links:  László Dinya (2015): Innovative method of regional sustainable energy strategies (Journal of Central European Green Innovation 3(TI)/2015, pp. 35-48)</p> <p><a href="http://greeneconomy.karolyrobert.hu/sites/greeneconomy.foiskola.krf/files/upload/Dinya_0.pdf">http://greeneconomy.karolyrobert.hu/sites/greeneconomy.foiskola.krf/files/upload/Dinya_0.pdf</a></p>
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## PROCSEE Case Study

G1 P5 4

<b>Title</b>	<b>Establishing Development Strategy of County Heves</b>
<b>Sub-title (optional)</b>	Elaboration of Strategic Development Plan for 2014-2020
<b>Name of the institution(s)</b>	Károly Róbert University College - Gyöngyös
<b>Qualification level concerned</b>	EQF 5, EQF 6, EQF 7, EQF 8
<b>Country concerned</b>	Hungary
<b>Theme(s) (optional)</b>	Mission / Role of professional Higher Education Governance, Internationalisation, Research, Development and Innovation
<b>PROCSEE Theme</b>	Alignment of PHE with Regional Development Strategies
<b>Challenge/Root Cause addressed by the practice</b>	Empower institutions not only to respond to regional strategies, but also to fully participate in their development , Map and mobilise their own capacity and potential to contribute to regional strategies and more generally to the needs and opportunities arising for the region , and then deeply embed this aspect throughout their institutional mission and strategies, Significantly develop their capacity for knowledge exchange in all its forms, enhance the flexibility of all their activities, in particular those of programme design, development and teaching, curriculum, so as to respond to regional learning needs more effectively and more promptly
<b>Keywords (optional)</b>	Regional development strategy, strategic priorities, dissemination of knowledge
<b>Summary</b>	<p>Actions and their objectives:</p> <ul style="list-style-type: none"> <li>- Organising a steering committee involving experts of the two colleges and representatives of the County Council. The objective was to harmonize different views and interests in preparing a common strategy.</li> <li>- Distribution of work among working groups based on their professional experience. The objective was to develop a practical perspective and understanding at colleges to the regional challenges.</li> <li>- Organising a road-show in every (7) micro-regions of the County to meet representative groups of local people. The objective was to widen the focus of PHE-s into the direction of complex regional problems and to make local people understanding that PHE-s are natural partners in providing a wide range of knowledge services.</li> </ul> <p>Target groups: local stake-holders in the County from the business, public and civil sectors.</p>

	<p>Outcomes: It was elaborated a well-establish county-level strategic development plan with a clear definition of the roles of PHE in implementing.</p> <p>Sustainability: the steering committee has a continuous task in controlling the implementation of the strategy and has a duty in reporting about the progress to the County Council at the end of every year.</p>
<b>Lessons learnt (optional)</b>	The project has played an important role in the smooth and successful integration of the two colleges into a Professional University because of the good experiences in the common work.
<b>Additional information (optional)</b>	<p>Nature of innovation: Radical</p> <p>Implementation phase: Scale</p> <p>Access level: Regional / National</p> <p>Impact area: Process</p> <p>Target: Wide range of actors</p> <p>Links:</p> <p>HEVES MEGYE TERÜLETFEJLESZTÉSI KONCEPCIÓJA (2014-2020)</p> <p><a href="http://hevesmegye.hu/files/koncepcio/helyzetertekeles.pdf">http://hevesmegye.hu/files/koncepcio/helyzetertekeles.pdf</a></p>
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## PROCSEE Case Study

G1 P7 6

<b>Title</b>	<b>Center for Psycho-Pedagogical Assistance and Integration</b>
<b>Sub-title (optional)</b>	Center for Psycho-Pedagogical Assistance and Integration for students with disabilities (CAIP)
<b>Name of the institution(s)</b>	West University of Timisoara
<b>Qualification level concerned</b>	EQF 6, EQF 7
<b>Country concerned</b>	Romania
<b>Theme(s) (optional)</b>	Research, Development and Innovation
<b>PROCSEE Theme</b>	Alignment of PHE with Regional Development Strategies
<b>Challenge/Root Cause addressed by the practice</b>	enhance the flexibility of all their activities, in particular those of programme design, development and teaching, curriculum, so as to respond to regional learning needs more effectively and more promptly
<b>Keywords (optional)</b>	access to higher education, inclusion, flexibility
<b>Summary</b>	<p>Among the objectives of regional development for the West Region in Romania (Plan of National Development for West Region 2014-2020), the objective of inclusion of persons with disabilities was explicitly mentioned (p. 42). In the West Region this strategy registered a number of 66.144 persons with disabilities living with their families, while from the total of persons with disabilities (67.701) only 4,73% were working (p.43). Thus, higher education can contribute to the reduction of social exclusion for this category, by offering them a specialization as an advantage for further integration at the workplace.</p> <p>The center offered information and assistance to candidates and students with various disabilities in the West University of Timisoara. The target groups were the candidates with disabilities (a disadvantaged group in the region) and the students with disabilities (which also needed further assistance, after admission).</p> <p>The mission of this center was to create a frame of inclusion for students with special educational requirements in the West University in Timisoara (UVT): developing accessibility of the university for students with disabilities; creating an interface between students with disabilities and teachers, for the adaptation of study materials and evaluation instruments; psychological and educational counselling; increasing accessibility of spaces and technologies; adaptation of support materials in function of the type of disability; diagnosis and guiding for medical treatment.</p>

	<p>The additional objectives of this center refer to the increase of knowledge about the special needs of persons with disabilities, and the instruction of necessary competences: research with the Psychological Clinic of the university; short formation programs on teaching methods and adaptation of study materials for pupils with CES (target publics: parents, teachers from schools, personal instructors), conferences and seminars on this topic.</p> <p>Also, among the additional objectives of the center was the international cooperation for increasing awareness on the category of people with disabilities, and the support for increasing mobility of these persons.</p> <p>The outcomes of this center were not presented in the research interview which is a source of this case study. However, the center was active in the last five years and is active in present.</p>
<b>Lessons learnt (optional)</b>	<p>The center was identified as a positive practice in a national research project on the topic of increasing equity in higher education. The research team from UEFISCDI (the national coordination of research unit) interviewed the director of the center, dr. Mihai Predescu, on the larger topic of the equity in higher education and services provided to students.</p> <p>The lesson learned by the research team was, among the eight universities from all the regions and profiles that were selected in the sample, the West University was the most proactive by the development of this center, by thus meeting the needs of a disadvantaged category, candidates and students with disabilities.</p>
<b>Additional information (optional)</b>	<p>Nature of innovation: Radical  Implementation phase: Pilot  Access level: Regional / National  Impact area: Process  Target: Multiple actors</p> <p>Links:  Rules of functioning:  <a href="https://www.uvt.ro/files/21f14865192aef4cc3b2689e7372ec6ec048493d/">https://www.uvt.ro/files/21f14865192aef4cc3b2689e7372ec6ec048493d/</a></p> <p>Procedures:  <a href="https://fsp.uvt.ro/wp-content/uploads/2014/07/Procedura-CAIP.pdf">https://fsp.uvt.ro/wp-content/uploads/2014/07/Procedura-CAIP.pdf</a></p> <p>Director of the Center: Mihai Predescu, Ph.D., Associate Professor, <a href="mailto:mihai.predescu@e-uvt.ro">mihai.predescu@e-uvt.ro</a></p>
<b>Contact details</b>	<p>Diana-Maria Cismaru, Professor, Ph.D. , SNSPA Bucharest  <a href="mailto:diana.cismaru@comunicare.ro">diana.cismaru@comunicare.ro</a></p>



## PROCSEE Case Study

G1 P4 NN

Title	Approach to new reaccreditation requirements / standards in line with ESG 2015
Sub-title (optional)	Implementation of new ESG into national guidelines for reaccreditation
Name of the institution(s)	Croatian Agency for Science and Higher Education
Qualification level concerned	EQF 5, EQF 6, EQF 7, EQF 8
Country concerned	Croatia
Theme(s) (optional)	Mission / Role of professional Higher Education Governance
PROCSEE Theme	Alignment of PHE with Regional Development Strategies
Challenge/Root Cause addressed by the practice	enhance the flexibility of all their activities, in particular those of programme design, development and teaching, curriculum, so as to respond to regional learning needs more effectively and more promptly
Keywords (optional)	ESG, reaccreditation criteria, quality assurance
Summary	<p>In order to implement new ESG 2015 instead of ESG 2008, Croatian Agency for Science and Higher Education used new reaccreditation process to introduce new ESG criteria. They introduced flexibility in quality assurance approach through number of activities, as follows: Firstly, Agency used ESG 2015 as blueprint for design of national reaccreditation guidelines emphasizing that way all important areas provided by ESG, including new student centred learning approach which improves flexibility by design. Secondly, they proposed new national reaccreditation guidelines and criteria to wider public and Higher educational institutions (HEIs) in formal consultation process (available on Ministries web page), promoting stakeholder involvement in policy development. Thirdly, they promoted and explained proposed new criteria and guidelines to Rector conference and Council of Universities of Applied Sciences in separate meetings in order to collect all the comments and foster latter involvement in formal public debate. Finally, they organized conference for all HEIs in order to present new ESG ideas and national guidelines and criteria and involved some of the best institutions to promote their best practices examples of ESG 2015 implementation.</p> <p>Stated approach which involved numerous stakeholders and respected their legitimate inputs and interests in shaping national standards and guidelines is positive example of flexibility in policy development, perceived by HEIs. Furthermore, with strong emphases on use of national qualifications framework within stated guidelines and criteria, flexibility and responsiveness to regional learning needs is strongly promoted.</p>

<b>Lessons learnt (optional)</b>	Sustainability and sense of ownership is significantly increased if regulatory documents are developed with strong stakeholder participation. Unsuccessful implementation of Bologna reform back in 2005-2006, when strong push from the Ministry resulted in changed form (3+2 year programs) but without any significant change in the content (still no employability after 3 year Bachelor programs within academic Universities and progression of app. 90% of university Bachelors to Master level), called for different approach now. In order to implement better alignment of programs with real learning needs within the society, national qualifications framework is slowly introduced and reinforced by national implementation of ESG 2015.
<b>Additional information (optional)</b>	<p>Nature of innovation: Incremental</p> <p>Implementation phase: Scale</p> <p>Access level: Regional / National</p> <p>Impact area: Organization</p> <p>Target: Multiple actors</p> <p>Links:</p> <p><a href="https://www.azvo.hr/en/news-archive/1618-javna-rasprava-o-nacrtima-dokumenata-za-audit">https://www.azvo.hr/en/news-archive/1618-javna-rasprava-o-nacrtima-dokumenata-za-audit</a></p>
<b>Contact details</b>	Case was submitted by Mislav Balkovic, PhD, Dean of Algebra University College of Applied Sciences mislav@algebra.hr



## PROCSEE Case Study

G1 P3

<b>Title</b>	<b>IBCM: how to respond to regional development in the north of Kosovo by tackling graduate employment from culturally mixed backgrounds</b>
<b>Sub-title (optional)</b>	Efforts of a multi-cultural Business College to secure employment in a conflict setting
<b>Name of the institution(s)</b>	International Business College Mitrovica (IBCM)
<b>Qualification level concerned</b>	EQF 5, EQF 6
<b>Country concerned</b>	Serbia and Montenegro
<b>Theme(s) (optional)</b>	Mission / Role of professional Higher Education Governance, Internationalisation, Research, Development and Innovation
<b>PROCSEE Theme</b>	Alignment of PHE with Regional Development Strategies
<b>Challenge/Root Cause addressed by the practice</b>	Empower institutions not only to respond to regional strategies, but also to fully participate in their development , Map and mobilise their own capacity and potential to contribute to regional strategies and more generally to the needs and opportunities arising for the region , and then deeply embed this aspect throughout their institutional mission and strategies
<b>Keywords (optional)</b>	recognition & accreditation, multi-cultural setting, huge youth unemployment, graduates mobility for securing employment, work placements
<b>Summary</b>	<p>The International Business College Mitrovica (IBCM) in Kosovo (Northern part, in an area contested by Serbia) is a higher education institution, founded in 2010, and is a not-for-profit educational foundation, developed and operating under the auspices of SPARK, a Dutch-based NGO. IBCM offers internationally accredited Academy Profession diplomas (AP, 2 years, 120 ECTS) and Bachelor degrees (3,5 years, 210 ECTS) in: Marketing and Management (AP) / International Sales and Marketing (Bachelor); Public Administration (AP) / Public Service Management (Bachelor); Environmental and Agricultural Management (AP and Bachelor).</p> <p>The College is a multi-ethnic organisation and has a student intake from both Albanian- Kosovar and Serbian communities, as well as minority groups residing in Kosovo.</p> <p>The College has a double degree arrangement with Lillebaelt Academy for Professional Higher Education in Denmark and has obtained international accreditation by the German accreditation agency, Evaluationsagentur Baden- Wuerttemberg (EVALAG) and was subject to external quality assurance by the Kosovo Accreditation Agency (KAA), both ENQA members. Practical</p>

	<p>internships are an integrated part of the study programmes, which gives strong employment prospects in the region after graduation. IBCM currently have 260 students and 115 Bachelor graduates. 75% of overall alumni is employed in the private and NGO sector in the Mitrovica region, about half of which have obtained employment through their internship companies. IBCM for that purpose builds upon strong local business contacts and cooperation with local authorities</p>
<b>Lessons learnt (optional)</b>	<ul style="list-style-type: none"> <li>• need to involve stakeholders in the region and immediate environment (employers, local government, local population of mixed origins (ethnic, cultural, etc.)</li> <li>• organize capacity building (for cooperation, cross-cultural understanding, business-education cooperation) of staff in higher education institutions and wider society in the immediate environment</li> <li>• prioritise employment in the region: presently 75% employment rate among bachelor's graduates within six months of graduation - almost entirely in Kosovo. This rate is roughly equal between both main ethnic groups (Kosovarians, Serbians)</li> <li>• Success also depends on international cooperation: one bilateral agreement for recognition of Bachelor level Programme (International Sales and Marketing) with a partner college in Serbia; advanced stage of agreement on recognition of an Environmental and Agricultural Study Programme.</li> </ul> <p>Challenges in future are: how to reconcile the need for increased access to HE, the recognition of new qualifications, and employment opportunities for graduates with the objective of securing quality professional higher education; develop joint programmes leading to double degrees/joint degrees in complex political structures, which should lead to accreditation of programmes, simplified nostrification of diplomas, and/or recognition of the institution delivering them, in the countries participating in the scheme (Kosovo, Serbia); ongoing efforts needed to secure work placements in the region, which offer opportunities of stable employment later on.</p>
<b>Additional information (optional)</b>	<p>Nature of innovation: Radical  Implementation phase: Scale  Access level: Regional / National  Impact area: Service  Target: Multiple actors  Links: <a href="http://ibcmmitrovica.eu/">http://ibcmmitrovica.eu/</a></p>



<b>Contact details</b>	<p>Stefan Delplace, hon. SG of EURASHE, Bureau member of the CDPPE (Education Committee) of the Council of Europe, Associate of IAU-AIU.</p> <p><a href="mailto:stefan.delplace@eurashe.eu">stefan.delplace@eurashe.eu</a></p>
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## PROCSEE Case Study

G1 P6 2

<b>Title</b>	<b>Joint study programme between university, vocational school and NGOs</b>
<b>Sub-title (optional)</b>	
<b>Name of the institution(s)</b>	Palacky University
<b>Qualification level concerned</b>	EQF 6
<b>Country concerned</b>	Czech Republic
<b>Theme(s) (optional)</b>	Mission / Role of professional Higher Education Governance
<b>PROCSEE Theme</b>	Alignment of PHE with Regional Development Strategies
<b>Challenge/Root Cause addressed by the practice</b>	Empower institutions not only to respond to regional strategies, but also to fully participate in their development
<b>Keywords (optional)</b>	
<b>Summary</b>	<p>The Olomouc region has a number of social problems that has been increasing and accumulating in recent years especially in Northern peripheral localities: population ageing, high unemployment and poverty rates, socially excluded localities (ghettoes). The need for social services, including fieldwork, has consequently increased in the region. PU saturates high demand for professional social and health workers thanks to its study programmes at Faculty of Arts, Faculty of Pedagogy and Faculty of St. Cyril and Methodius and thanks to the network of key actors in the region involved in the social care programmes.</p> <p>The study programme of Christian social care that is accredited by the theological Faculty is performed in close collaboration with local church vocational college Caritas that provides some of the courses. Both cooperating educational institutions and the Charity evaluate the progress and benefits of mutual cooperation in all activities during regular joint workshops where they discuss and seek new ways to improve further education and work of tutors and mentors.</p> <p>The key point of mutual cooperation is the practical training of students in study programmes social care, special education, psychology and adult education. Faculty of Education, Faculty of Arts and theological Faculty of St. Cyril and Methodius work closely with Charity and vocational college Caritas (established by the archbishopric) to organise together the training programmes for students. The concept and design of this training is unique in Czech Republic. Practices are rigorously organized and managed by the sending college and university while Charity provides places for trainees and receives feedback as a basis for self-improvement.</p>

	<p>The process works as follows: a student together with a tutor at university develops a plan for three-month traineeship charity. In Charity he is guided by a mentor who advises the student during training, giving him feedback and he also evaluates his stay. The mission of mentoring is to direct the personal development of the student, to reflect whether the student is trained enough to work with these target groups, such as people with mental illness, homeless, Roma, drug users and others. But there is also a feedback for specific charity's unit (its centres) because student-trainees also give evaluation on the basis of their experience in the organisation. Student works as a member of the Charity team and participates in virtually all activities. He or she writes his observations of the work and the working environment and at the end of the traineeship he or she is given a feedback from his or her mentor in Charity and his or her tutor at university.</p>
<b>Lessons learnt (optional)</b>	<p>According to the management of the Charity students' assessment works as "the fresh air" and valuable mirror for their activities. This reflexivity helps the organisation to avoid routine and professional blindness and develop new approaches in the field. Students reflect in particular how the Charity's values and mission are implemented within the organization and criticise trend towards formalism and bureaucracy.</p> <p>The Charity uses the traineeship programme for its human resources plan and offers jobs for successful trainees to work with particular social target groups.</p>
<b>Additional information (optional)</b>	<p>Nature of innovation: Incremental  Implementation phase: Scale  Access level: Local  Impact area: Service  Target: Wide range of actors</p> <p>Links:</p> <p>Department of Christian Social Care, Palacky University  <a href="https://www.cmtf.upol.cz/en/research/katedry/katedra-krestanske-socialni-prace/">https://www.cmtf.upol.cz/en/research/katedry/katedra-krestanske-socialni-prace/</a></p> <p>College Caritas  <a href="http://www.caritas-vos.cz/en">http://www.caritas-vos.cz/en</a></p> <p>Catholic Charity, Olomouc  <a href="http://www.olomouc.charita.cz/">http://www.olomouc.charita.cz/</a></p>
<b>Contact details</b>	<p>Karel Šima  Parléřova 11, Praha 6, 16000  Tel. +420 777 640 146  Faculty of Arts, Charles University, Prague  <a href="mailto:karel.sima.jr@gmail.com">karel.sima.jr@gmail.com</a></p>



## PROCSEE Case Study

G1 P6 1

<b>Title</b>	<b>Establishment of institution of PHE with regional mission</b>
<b>Sub-title (optional)</b>	
<b>Name of the institution(s)</b>	College of Polytechnics Jihlava
<b>Qualification level concerned</b>	EQF 6
<b>Country concerned</b>	Czech Republic
<b>Theme(s) (optional)</b>	Mission / Role of professional Higher Education Governance
<b>PROCSEE Theme</b>	Alignment of PHE with Regional Development Strategies
<b>Challenge/Root Cause addressed by the practice</b>	Empower institutions not only to respond to regional strategies, but also to fully participate in their development
<b>Keywords (optional)</b>	establishment of PHE institutions, regional mission, organisation, regional engagement
<b>Summary</b>	<p>The College of Polytechnics Jihlava (VSPJ) was founded in 2004 as the first public college of a nonuniversity type in the Czech Republic and as the only public HEI institution in Vysočina region. From the beginning VSPJ had clear mission in regionally and professionally oriented education. Establishment of such a institution was one of main priorities of the regional authority in Jihlava. VSPJ arose on the basis of vocational college at Jihlava which was one of the biggest within the Czech Republic (with more than on 1 000 students) and it was focused on three study programs: finances and management; tourism and computer systems. The new HEI acquired real estate property and facilities of former vocational school which had to approved by the regional authority and it entered relatively complicated legislation process of establishing public HEI that includes not only Ministry of Education and regional authority, but also parliament of Czech Republic. The then minister played a crucial role in promoting the establishment of this HEI. In the beginning the appointed rector was the only organisational body of the institution, later the academic senate and board were established. Different bodies followed according to the Czech law on higher education. Besides five departments (business, tourism, engineering, health care, social care) several central administrative and supportive bodies were established, such as financial and administrative units, educational services units, library and publishing unit, centre for lifelong learning and development, advisory centre for students, travel agency etc.</p> <p>The regional engagement takes mainly three forms of activities:</p> <ul style="list-style-type: none"> <li>• The role for regional labour market. It should address the demand of regional firms for graduates (especially</li> </ul>

	<p>graduates of engineering) who are directly and immediately employable.</p> <ul style="list-style-type: none"> <li>• The cooperation with regional partners is put into practise via a systematic model of traineeships in firms. All accredited degree programs include spending of one part of study (usually, the last semester of BA study) as traineeship.</li> <li>• Very important link to regional actors that is promoted by the HEI is involvement of practitioners in educational process. The leadership of the HEI continually makes efforts to have practitioners from business or public administration sphere as lecturers. However, this is limited by demands of national regulation for accreditation of study programmes that required significant participation of academics with higher academic qualification (professors, associate professors).</li> </ul> <p>The spectrum of activities that College in Jihlava provides for the region is even wider. This type of community services comprise course of the university of third age, European Computer Driving Licence, preparatory courses for Cambridge English Exams, public courses in computer skills, art-therapy and last but not least the college runs its own travel agency that offers services on demand for local public and private organisations, groups and individuals.</p>
<b>Lessons learnt (optional)</b>	<p>There is a number of benefits that brought into the region by establishment of the college. However, the crucial impact is in the cultural change that address traditionally peripheral parts of the region. The presence of HEI in Jihlava region motivates locals from the region to study and to enhance their educational aspirations in general. The regional population traditionally worked mainly in agricultural and low-tech industrial sectors and the future perspectives of young people were linked to these sectors with low educational demand. The absence of local HEI meant that the closest university centres were mentally very far away for people from the countryside, so they did not continue their education after reaching the secondary educational degrees. Establishment of the HEI in the region raised significantly these education aspirations, even if it has partly resulted in mobility out of the region, especially those young people who want to continue their education after the bachelor degree.</p>
<b>Additional information (optional)</b>	<p>Nature of innovation: Disruptive  Implementation phase: Scale  Access level: Local  Impact area: Organization  Target: Wide range of actors</p> <p>Links: College of Polytechnics in Jihlava:  <a href="http://en.vspj.cz/school/welcome">http://en.vspj.cz/school/welcome</a></p>
<b>Contact details</b>	<p>Karel Šíma, Parlérova 11, Praha 6, 16000  Tel. +420 777 640 146</p>

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## PROCSEE Case Study

G1 P7 8

Title	Health communication
Sub-title (optional)	-
Name of the institution(s)	National School of Political Studies and Public Administration (SNSPA)
Qualification level concerned	EQF 7
Country concerned	Romania
Theme(s) (optional)	Research, Development and Innovation
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Increase the flexibility of PHE in response to labour market needs, both in terms of the degree of changes to the overall offering and the curricula embedded within it, as well as to the speed of implementation of changes
Keywords (optional)	communication, health sector
Summary	<p>Health Communication represents a short-term postuniversity program developed by the College of Communication and Public Relations (SNSPA) and addressed to people with various specializations in the health sector (such as managers, spokespersons, doctors and other medical personnel, etc.), in order to develop and refine their communication skills that are so necessary for them to successfully accomplish their social role. It is the first program of its kind offered in a university setting in Romania, and aiming at increasing the awareness of the role of institutional and interpersonal communication in the healthcare system.</p> <p>The major crises that have occurred in the Romanian health sector in the last two years (e.g. the fire in Colectiv, the Hexi Pharma scandal, the children diagnosed with hemolytic uremic syndrome in Arges county or the most recent measles outbreak) have shown that communication plays a vital role. Developing communication skills for professionals and managers in this area can contribute significantly to a better management of risk and crisis situations, and to a clearer and more efficient communication with the mass media, based on ethical and strategic principles. Hence, the program is designed to fill a gap on the medical field training market, by meeting those whose job requires a high level of interaction with media, patients, colleagues and subordinates, relevant public institutions, providers of medical equipment and supplies, and others alike. Equally, this program addresses a priority at the regional and international level. Programmatic documents of the European Commission (European Health White book - Together for Health: A strategic approach for the EU 2008-</p>

	<p>2013) and the activities of some international bodies involved in health management (The European Center for Disease and Prevention Control - ECDC; The European Medicines Agency - EMA; The World Health Organization - WHO) state that health sector specialists must be able to communicate accurate information about health that is both scientifically-based and accessible to different audiences. At the same time, as different highly notorious institutions in the health sector stipulate (ECDC, WHO, EMA) communication about health is seen worldwide as part of drug treatment, numerous scientific research showing that good, effective communication is a key-factor in reducing the risk of illness, in adopting healthy behaviors or in improving the general health of the population.</p> <p>Drawing on the aforementioned arguments, this postuniversity program may prove really useful and relevant in the current context. By trying to respond to skills shortages in this particular field (i.e., health sector), the program addresses the lack of necessary skills and competences in a complementary area (i.e., communication) to the basic specialization (i.e., medical studies, etc.).</p>
<b>Lessons learnt (optional)</b>	This program has just been launched, it is in its very incipient phase; so it's a little too early to identify the lessons that were learned from its implementation.
<b>Additional information (optional)</b>	<p>Nature of innovation: Incremental  Implementation phase: Pilot  Access level: Regional / National  Impact area: Service  Target: Multiple actors</p> <p>Links:  <a href="http://comunicare.ro/index.php?page=comunicare-in-sectorul-medical">http://comunicare.ro/index.php?page=comunicare-in-sectorul-medical</a></p>
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## PROCSEE Case Study

G1 P1 4

Title	MICs as organisational units of School Centres
Sub-title (optional)	Establishing Inter-Company Training Centres (MIC) as organisational units of Professional / Vocational School Centers, based on Vocational Education Act (2006)
Name of the institution(s)	Ministry of Education, Science and Sport; 20 School Centers embedding MICs as organizational units
Qualification level concerned	Choose any and all that apply: <ul style="list-style-type: none"> <li>• EQF 5</li> <li>• EQF 6</li> <li>• EQF 7</li> <li>• EQF 8</li> </ul>
Country concerned	Slovenia
Theme(s) (optional)	Choose any and all that apply: <ul style="list-style-type: none"> <li>• Mission/Role of Professional Higher Education</li> <li>• Governance</li> <li>• Quality</li> <li>• Teaching/Learning</li> <li>• Internationalisation</li> <li>• Research, Development &amp; Innovation</li> </ul>
PROCSEE Theme	<ul style="list-style-type: none"> <li>• Alignment of PHE with Regional Development Strategies</li> <li>• Promotion of PHE to respond to skill shortages</li> <li>• Organising and monitoring student placements in the <b>world of work</b></li> <li>• Personal Learning Environments in PHE</li> </ul>
Challenge/Root Cause addressed by the practice	Addressing all G1 root challenges, mostly G1C4 (Becoming more flexible / responsive to regional learning needs). It also tackles group of challenges addressing legislation and institutional policy, contributing to: opportunities for developing new programs, engagements of experts from region, collaboration between PHEIs and different levels of education, more LLL opportunities for regional needs, incentives to PHEIs (infrastructure, equipment available for regional needs).
Keywords (optional)	Inter-Company Training Centre, MIC
Summary	<p>MICs were established on the basis of Vocational Education Act (UL 79/06, article 32) and currently operate within 20 Slovene larger School Centres, majority of which including Vocational Colleges (EQF5) as well, covering different professional / vocational fields.</p> <p>After establishment these units were very well equipped through several EU tenders (financed by Social, Regional Development and Cohesion Funds) in order to serve their mission, which is: to provide part of practical training for students, preparation of</p>

	<p>candidates for master craftsmen, foremen and managerial examinations, carrying out procedures for the verification and certification of national vocational qualifications, performing the practical part of final exams and the vocational matura at secondary level, but mostly to become a link between professional education, regional labour market and other social partners.</p> <p>Throughout the years many School Centres (especially those embedding HVC units) developed their MICs into very successful departments, well related to regional strategic development, by taking active part and initiatives in many projects introduced by municipalities, employment offices (tailored courses for different users, pre-qualification courses for companies or unemployed citizens, offering their premises, up-to-date equipment and teaching staff on the regional market and thus getting additional financial resources, whether the School Centres are public or private.</p>
<b>Lessons learnt (optional)</b>	<p>There are weak, average and very successful MIC units among both public and private SCs. Possessing a MIC within a school center doesn't guarantee any special advantage unless PEI and PHEI are capable to map and mobilise their specific potentials and use their level of autonomy to form a complex institutional strategy followed by concrete action plans. Very important are managerial capabilities of leadership, involvements of different stakeholders interests, regardless of whether the PHI is public or private.</p>
<b>Additional information (optional)</b>	<p><b>Action plan for execution of Small Business Act 2012–2013</b>  <a href="http://www.mgrt.gov.si/fileadmin/mgrt.gov.si/pageuploads/DPK/SBA/AN_2012-2013_k.DOC.DOC">http://www.mgrt.gov.si/fileadmin/mgrt.gov.si/pageuploads/DPK/SBA/AN_2012-2013_k.DOC.DOC</a> (Slovene language)</p> <p><b>Some successful examples of MICs:</b>          ŠC Velenje - MIC: <a href="http://mic.scv.si/">http://mic.scv.si/</a>          ŠC Celje – MIC: <a href="http://mic.sc-celje.si/">http://mic.sc-celje.si/</a>          ŠC Nova Gorica – MIC: <a href="http://mic.scng.si/">http://mic.scng.si/</a>          ŠC Škofja Loka: <a href="http://www.scsli.si/o-mic-u/mic-english">http://www.scsli.si/o-mic-u/mic-english</a>          ŠC Piramida Maribor: <a href="http://www.icp-mb.si/medpodjetniski-izobrazevalni-center/">http://www.icp-mb.si/medpodjetniski-izobrazevalni-center/</a>          BTŠC Naklo: <a href="http://www.bc-naklo.si/medpodjetniski-izobrazevalni-center/">http://www.bc-naklo.si/medpodjetniski-izobrazevalni-center/</a>          TŠC Maribor: <a href="http://www.tscmb.si/mic-splosne-informacije/">http://www.tscmb.si/mic-splosne-informacije/</a></p>
<b>Contact details</b>	<p>Republika Slovenija, Ministrstvo za izobraževanje, znanost in šport  <a href="http://www.mizs.gov.si/">http://www.mizs.gov.si/</a></p>
<b>First collected by</b>	<p>Zdenka Steblovnik Župan (april 2017)</p>



## PROCSEE Case Study

G1 P1 5

Title	Project "Woodstone" - Robidišče
Sub-title (optional)	Traditional 2 weeks workshop of two partner vocational colleges, organized as a summer school in a specific environment
Name of the institution(s)	Wood Technology School Maribor – Higher Vocational College School Center "Srečko Kosovel" Sežana – Higher Vocational College
Qualification level concerned	Choose any and all that apply: <ul style="list-style-type: none"> <li>• EQF 5</li> <li>• EQF 6</li> <li>• EQF 7</li> <li>• EQF 8</li> </ul>
Country concerned	Slovenia
Theme(s) (optional)	Choose any and all that apply: <ul style="list-style-type: none"> <li>• Mission/Role of Professional Higher Education</li> <li>• Governance</li> <li>• Quality</li> <li>• Teaching/Learning</li> <li>• Internationalisation</li> <li>• Research, Development &amp; Innovation</li> </ul>
PROCSEE Theme	<ul style="list-style-type: none"> <li>• Alignment of PHE with Regional Development Strategies</li> <li>• Promotion of PHE to respond to skill shortages</li> <li>• Organising and monitoring student placements in the world of work</li> <li>• Personal Learning Environments in PHE</li> </ul>
Challenge/Root Cause addressed by the practice	Presented practise addresses root challenges G1C2 (Map and mobilise own potential and embed regional dimension into complex institutional strategy) and G1C3 (Develop / Release Capacity for full knowledge exchange). It supports increasing PHEIs capacity for internal strategy making, raising confidence of PHEIs and competences of staff, teachers and students, raising attractiveness for partners and perspective students; also contributing to improving external communication and relationship management.
Keywords (optional)	Woodstone, Robidišče, summer school workshop on wood and stone
Summary	Both HVC at WTC Maribor and HVC at SC Sežana as comparably small vocational colleges from different regions are very much embedded within their regions' development and have similar views on quality of their curricula activities and strategic development. Since both colleges execute the same SCHE program "design of materials", only Maribor providing modules in "wood" and Sežana in "stone" they have established good co-operation and mutual good practise exchange that resulted in

	<p>this summer school traditional project Woodstone. Project was taking place in years 2012 and 2013 in a cultural-heritage protected village Robidišče (located at the most western point of Slovenia, bordering to Italy) where cca 10 students from each college together with their teachers, inhabitants of the village, occasional guest lecturers and instructors and visitors spent 2 weeks living and working together on a specific projects of restoring and design different objects, items, learning on site under supervision and leaderships of their instructors. The project was supported and promoted by the municipality of Kobarid, Cultural society Stol Breginj and Family touristic farm Škvor.</p> <p>As a result of and on the basis of this project several new partnerships and co-operations on many levels had developed in following years - e.g. both colleges were granted Erasmus fundings in 2014 as project leaders of two very successful international summer school projects involving several international partners.</p>
<b>Lessons learnt (optional)</b>	Living and working together can contribute on so many levels: students gain many new competences, both professional and social, creates real trust and deepen understanding between generations that makes knowledge exchange possible and beneficial for all.
<b>Additional information (optional)</b>	<p>Woodstone 2012 video:  <a href="http://robidisce.blogspot.si/2012/12/woodstone-2012-video.html">http://robidisce.blogspot.si/2012/12/woodstone-2012-video.html</a></p> <p>A glimpse to a Students' Woodstone 2013 Blogs and Photogalleries:  <a href="http://robidisce.blogspot.si/2013/06/woodstone-zadnji-dan.html">http://robidisce.blogspot.si/2013/06/woodstone-zadnji-dan.html</a>  <a href="http://robidisce.blogspot.si/2013/06/fotowoodstone.html">http://robidisce.blogspot.si/2013/06/fotowoodstone.html</a>  <a href="http://robidisce.blogspot.si/2013/06/foto-wood-stone-impression-dan-potem.html">http://robidisce.blogspot.si/2013/06/foto-wood-stone-impression-dan-potem.html</a></p>
<b>Contact details</b>	<p>Lesarska šola Maribor Višja strokovna šola,  Lesarska ul. 2, Maribor  <a href="http://www.lesarska-sola-maribor.net/vss/sl/kontakti">http://www.lesarska-sola-maribor.net/vss/sl/kontakti</a></p> <p>Šolski center Sežana, Višja strokovna šola,  Stjenkova 3, 6210 Sežana  <a href="http://www.vss-sezana.si/?page_id=171">http://www.vss-sezana.si/?page_id=171</a></p>
<b>First collected by</b>	Zdenka Steblovnik Župan (april 2017)



## PROCSEE Case Study

G1 P1 6

Title	System of HVCs staff accreditation
Sub-title (optional)	Legislation and procedure for teaching staff accreditation in Higher Vocational Colleges
Name of the institution(s)	Ministry of Education, Science and Sport -
Qualification level concerned	Choose any and all that apply: <ul style="list-style-type: none"> <li>• EQF 5</li> <li>• EQF 6</li> <li>• EQF 7</li> <li>• EQF 8</li> </ul>
Country concerned	Slovenia
Theme(s) (optional)	Choose any and all that apply: <ul style="list-style-type: none"> <li>• Mission/Role of Professional Higher Education</li> <li>• Governance</li> <li>• Quality</li> <li>• Teaching/Learning</li> <li>• Internationalisation</li> <li>• Research, Development &amp; Innovation</li> </ul>
PROCSEE Theme	<ul style="list-style-type: none"> <li>• Alignment of PHE with Regional Development <b>Strategies</b></li> <li>• Promotion of PHE to respond to skill shortages</li> <li>• Organising and monitoring student placements in the world of work</li> <li>• Personal Learning Environments in PHE</li> </ul>
Challenge/Root Cause addressed by the practice	This example of good practice addresses root causes G1C2 (Map and mobilise own potential and embed regional dimension into complex institutional strategy) and G1C3 (Developing PHEIs capacities for full knowledge exchange), both regarding <b>systematic regulation</b> - incentives for creating institutional policies and developing a specific accreditation system for PHE that would be different from academic; also these root causes are being addressed in sense of increasing awareness of PHEIs potential, increasing number of partners of HEIs and employing experts from the region.
Keywords (optional)	HVC staff accreditation, legislation, procedures
Summary	Since its establishment and beginning 20 years ago the main purpose of HVC system was to improve knowledge exchange and responsiveness to regional labour market needs. With this in mind Ministry was preparing the whole set of legislation to ensure a sustainable system of development, formation, accreditation and provision of HVC programs. Part of that are the rules and criteria for teachers and staff in HVC which state that a HVC lecturers need to be appointed into the title of HVC lecturer, acquiring a university education in respective field, teaching qualifications, 3 years of respective working experience in

	business sector and visible achievements in their field of expertise. The legislation regulates the procedures of verification of basic requirements and visible achievements of the candidates in their fields of expertise within both institutional management and external body of Accreditation Committee (at the Ministry) every 5 years. The system is supported with detailed instructions, propositions, documents and forms. It helps assuring that HVCs engage best experts as lecturers on key narrow professional fields, employed on part-time basis or sharing the employment with their companies / other institutions within the region. This in many cases strengthens the PHIs partnerships with local businesses and stakeholder institutions on many levels as well (external lecturers take the roles of placements / internship mentors, graduation thesis mentors, represent the link between their companies and PHEI in other initiatives and projects,...
<b>Lessons learnt (optional)</b>	There had always been criticism of this system, sometimes rightfully (long administrative procedures and unclear criteria for significant achievements in specific fields) so the system has improved throughout the years. Some PHEIs still resist and complain that external accreditation reduces their autonomy in choosing lecturers and “paperology” turns the principals into administrators,... But system has much more advantages than disadvantages. With good strategic planning and taking their own staff and program specifics into account, every PHEI can establish good balance between number of external experts lecturers and fully employed internal teaching staff members, to achieve proper staff stability. Rules on criteria for significant achievements help HVCs maintain better staff quality since School Centers management in situation of enrollment fall in secondary schools and other units may tend to forcing the employment of less appropriate teaching staff from other units.
<b>Additional information (optional)</b>	Rules on procedure for the appointment to the title of HV college lecturer <a href="https://www.uradni-list.si/glasilo-uradni-list-rs/vsebina?urlurid=20143187">https://www.uradni-list.si/glasilo-uradni-list-rs/vsebina?urlurid=20143187</a> Rules on criteria determining significant achievements for the acquisition of the ‘short-cycle college lecturer’ title ( <b>Uradni list RS, 76/14</b> ) <a href="http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV12191">http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV12191</a> Procedures of appointment to the title of HV college lecturer: <a href="http://www.mizs.gov.si/si/delovna_podrocja/urad_za_razvoj_iz_obrazevanja/strokovni_sveti/strokovni_svet_rs_za_poklicno_in_strokovno_izobrazevanje/postopek_za_imenovanje_predavateljev_visjih_strokovnih_sol/">http://www.mizs.gov.si/si/delovna_podrocja/urad_za_razvoj_iz_obrazevanja/strokovni_sveti/strokovni_svet_rs_za_poklicno_in_strokovno_izobrazevanje/postopek_za_imenovanje_predavateljev_visjih_strokovnih_sol/</a> The platform for preparation of HVC programs <a href="http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/vs/lzhodisca/lzhodisca.pdf">http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/vs/lzhodisca/lzhodisca.pdf</a>
<b>Contact details</b>	Republika Slovenija, Ministrstvo za izobraževanje, znanost in šport <a href="http://www.mizs.gov.si/">http://www.mizs.gov.si/</a>
<b>First collected by</b>	Zdenka Steblovnik Župan (april 2017)



## PROCSEE Case Study

G1 P1 7

Title	<b>Educational strategy policy paper in Ruše Municipality</b>
<b>Sub-title (optional)</b>	Preparation and action plan for execution of local community policy regarding education and knowledge transfer on all levels
<b>Name of the institution(s)</b>	Municipality Ruše and partner PHEIs
<b>Qualification level concerned</b>	Choose any and all that apply: <ul style="list-style-type: none"> <li>• EQF 5</li> <li>• EQF 6</li> <li>• EQF 7</li> <li>• EQF 8</li> </ul>
<b>Country concerned</b>	<i>Slovenia</i>
<b>Theme(s) (optional)</b>	Choose any and all that apply: <ul style="list-style-type: none"> <li>• Mission/Role of Professional Higher Education</li> <li>• Governance</li> <li>• Quality</li> <li>• Teaching/Learning</li> <li>• Internationalisation</li> <li>• Research, Development &amp; Innovation</li> </ul>
<b>PROCSEE Theme</b>	<ul style="list-style-type: none"> <li>• Alignment of PHE with Regional Development <b>Strategies</b></li> <li>• Promotion of PHE to respond to skill shortages</li> <li>• Organising and monitoring student placements in the world of work</li> <li>• Personal Learning Environments in PHE</li> </ul>
<b>Challenge/Root Cause addressed by the practice</b>	The case practice addresses all G1 root causes, mainly G1C1 (Supporting PHEIs to become integral part of regional strategy development) and G1C2 (Encouraging PHEIs to map and mobilise their potentials to embed regional dimension into their institutional strategies), both by cooperating in creation of common culture, increased awareness of PHEIs potentials and the necessity to better empower and include different stakeholders in decision-making and teaching processes.
<b>Keywords (optional)</b>	Municipality Ruše, regional educational policy, strategy
<b>Summary</b>	<p>Local community is obliged by law to provide conditions for adult education and support education and personal development of its inhabitants and knowledge transfer within its region in general. M. Ruše strives to creating the conditions to ensure that their children are motivated to acquire knowledge and education and after graduation to return to their home town Ruše and have quality life, satisfying work and opportunities and incentives to create new jobs there.</p> <p>In order to operate more transparently and efficiently in this area in the future M. Ruše leadership decided to prepare the basic strategic document which would define the scope of</p>



	<p>educational institutions in their local community and clarify the role and objectives of the Municipality in a given area, putting effort in general to make document concise, systematic and transparent in content as much as possible.</p> <p>In april 2017 the document <b>Objectives and strategy for monitoring quality and facilitating and ensuring the conditions for education in Ruše Municipality</b> (<a href="https://ruse.si/fileadmin/user_upload/Cilji_in_strategija_vzgoje_in_izobrazevanja_v_Obcini_Ruse.pdf">https://ruse.si/fileadmin/user_upload/Cilji_in_strategija_vzgoje_in_izobrazevanja_v_Obcini_Ruse.pdf</a>) was finalized and officially recognized/confirmed by the City Council. Document was shaped over some time through panel discussions with relevant stakeholders (schools, businesses, municipal social affairs committee, partner PHEIs, employment agency, economy and craft chamber, other institutions of interest) and is a result of contribution from several stakeholders and partners.</p>
<b>Lessons learnt (optional)</b>	<p>When preparing such documents it is very important to assure involvements of as many as possible stakeholders and to take into account their contributions. In many cases we faced poor responsiveness of some stakeholders – that's why communicating the document later on and organize presentations of its purpose is also important.</p> <p>On the base of the document several action plans will need to be developed regularly, some by the Municipality and some by institutions in concern (schools, partner HEIs,...). So it is important to establish the system of how these procedures are done and monitored.</p>
<b>Additional information (optional)</b>	<p>The purpose of developing document (regarding PHE):</p> <p><b>For the municipal leadership, bodies and administration:</b></p> <ol style="list-style-type: none"> <li>The reference base for the municipality when: <ul style="list-style-type: none"> <li>deciding on the investments and financing priorities in education,</li> <li>preparation of the contents of tenders for financing projects for children and youth, culture and sport;</li> <li>planning the cooperation of the municipality and the promotion of the primary and secondary school within the community and other stakeholders (institutions, associations, partner PHEIs...),</li> <li>the planning of the establishment of new educational institutions or the granting of concessions.</li> </ul> </li> <li>The framework and basis for the preparation of the opinions of local authorities in the selection of principals of schools in our municipality and local community representatives in the governing bodies of institutions.</li> </ol> <p><b>For educational institutions, associations and other stakeholders in this area:</b></p> <ol style="list-style-type: none"> <li>Reference basis when choosing their executives: <ul style="list-style-type: none"> <li>in preparing the vision, work program, annual work plans, project contents,...</li> </ul> </li> <li>The reference basis for institutions reviewers and evaluators:</li> </ol>



	<ul style="list-style-type: none"> <li>• procedures in the quality assessment of institutions, programs and strategies of schools and other partner education institutions, associations</li> <li>• the procedures for evaluating performance of managers of education institutions.</li> </ul>
<b>Contact details</b>	Municipality Ruše, Trg vstaje 11, 2342 Ruše <a href="http://ruse.si/">http://ruse.si/</a>
<b>First collected by</b>	Zdenka Steblovnik Župan (april 2017)



## PROCSEE Case Study

G1 P1 14

Title	Recruiting teachers (Engagement lecturers)
Sub-title (optional)	A more descriptive sub-title of up to 150 characters
Name of the institution(s)	The Chamber of Commerce and Industry of Slovenia – Institute for business education
Qualification level concerned	Choose any and all that apply: <ul style="list-style-type: none"> <li>• EQF 5</li> <li>•</li> </ul>
Country concerned	Slovenia
Theme(s) (optional)	Choose any and all that apply: <ul style="list-style-type: none"> <li>• Quality</li> <li>• Teaching/Learning</li> </ul>
PROCSEE Theme	Alignment of PHE with Regional Development Strategies
Challenge/Root Cause addressed by the practice	G1C4 Be more flexible / responsive to regional learning needs
Keywords (optional)	
Summary	Procedure for appointing lecturers is determined. School is looking for lecturers among experts that are usually employed in the economy - in the company and working in their fields of expertise. They transmit mainly practical experiences and current knowledge in education. In the school, which carries out exclusively adult education (part time education) are not regularly employed. In this way we ensure a good connection between theory and practice.
Lessons learnt (optional)	
Additional information (optional)	
Contact details	Barbara Krajnc
First collected by	Legal framework



## PROCSEE Case Study

G1 P1 15

Title	Open Curriculum
Sub-title (optional)	
Name of the institution(s)	The Chamber of Commerce and Industry of Slovenia – Institute for business education
Qualification level concerned	Choose any and all that apply: <ul style="list-style-type: none"> <li>• EQF 5</li> <li>•</li> </ul>
Country concerned	Slovenia
Theme(s) (optional)	Choose any and all that apply: <ul style="list-style-type: none"> <li>• Mission/Role of Professional Higher Education</li> <li>• Governance</li> <li>• Quality</li> <li>• Teaching/Learning</li> <li>• Internationalisation</li> <li>• Research, Development &amp; Innovation</li> </ul>
PROCSEE Theme	Alignment of PHE with Regional Development Strategies
Challenge/Root Cause addressed by the practice	G1C4 Be more flexible / responsive to regional learning needs
Keywords (optional)	Open curriculum
Summary	EQF5 programs are based on national occupational standards. They (programs and standards) have to be accepted by the competent council of experts on the national level and are publicly recognized. In the context of a valid public education program every school has the opportunity to prepare a part of the program (module in the range of approx 15 ECTS) by itself. It should be based on the specific expectations of enterprises on the regional or local level. A part of the program prepared by the school must be also approved by the competent authority. When the module is approved, it can be implemented by school. That part of the program is called "open curriculum".
Lessons learnt (optional)	
Additional information (optional)	
Contact details	Barbara Krajnc
First collected by	Legal framework



## PROCSEE Case Study

G1 P1 38

Title	"VZHODNA.SI" WEB PORTAL
Sub-title (optional)	online development center of Slovenian Eastern cohesion region that supports and encourages knowledge exchange partnerships of individuals, businesses and institutions
Name of the institution(s)	University of Maribor (UM) (as a creator and administrator) other PHEIs may register and benefit from the portal as well
Qualification level concerned	Choose any and all that apply: <ul style="list-style-type: none"> <li>• <b>EQF 5</b> (as partners)</li> <li>• EQF 6</li> <li>• EQF 7</li> <li>• EQF 8</li> </ul>
Country concerned	Slovenia
Theme(s) (optional)	Choose any and all that apply: <ul style="list-style-type: none"> <li>• Mission/Role of Professional Higher Education</li> <li>• Governance</li> <li>• Quality</li> <li>• Teaching/Learning</li> <li>• Internationalisation</li> <li>• Research, Development &amp; Innovation</li> </ul>
PROCSEE Theme	<ul style="list-style-type: none"> <li>• Alignment of PHE with Regional Development Strategies</li> <li>• Promotion of PHE to respond to skill shortages</li> <li>• Organising and monitoring student placements in the world of work</li> <li>• Personal Learning Environments in PHE</li> </ul>
Challenge/Root Cause addressed by the practice	<p><i>The case addresses <u>all G1 root challenges</u> with the emphasis on:</i></p> <ul style="list-style-type: none"> <li>• Develop / Release PHI's Capacity for Full Knowledge Exchange</li> </ul> <p>Additionally it tackles root causes of Theme G2 (ensuring better recognition of PHEI, developing co-operation with stakeholders, responsiveness of PHE to labour market needs) and in many successful cases of execution of concrete applied projects it contributes to tackling the root causes of Themes G3 (considering the voice of students regarding their placements, getting to know the needs of employers better) and G4 (need for design of learner driven and industry-oriented PLEs) as well.</p>
Keywords (optional)	Vzhodna.si online portal, regional knowledge exchange, Eastern Slovenian cohesion region
Summary	Vzhodna.si web portal, initiated and run by University of Maribor (UM), encourages transfer of applied knowledge in the local / regional environment and the acquisition of European funds for different partners, creating development partnerships based on concrete needs for knowledge exchange. That way UM as the largest institution of knowledge in Eastern Slovenia took the

	<p>initiative for ensuring better flow of knowledge needed by municipalities, businesses, companies, LAG (Local Action Groups), individuals in development projects and also providing the support for acquisition of European funding from the Slovene Eastern cohesion region.</p> <p>The web portal tends to become a platform for the promotion of different development projects and integration of development personnel as well as service of providing useful information for the tender applications. UM sees the important role of this action also as an opportunity for different University departments and Faculties for SCL approach in their learning/teaching provision and involvement of their students and graduates into real situations in the world of work, raising their employability and putting them in contacts with their possible future employers. They also see more opportunities in their current staff development and promotion as well as acquisition of new staff, and also in increasing their recognition as PHEI in the local environment and getting opportunities for additional financing.</p>
<b>Lessons learnt (optional)</b>	To ensure the sustainability of such portal and networks the systematic approach and proper management is very important, especially when it comes to transferring the established acquisitions or partner agreements regarding projects into everyday practice of University departments – integration into curriculum, mobilisation of inner faculty capacities and students involvement.
<b>Additional information (optional)</b>	<p>Within the Innovative Open Technologies (IOT) framework, UM also accomplishes the partnerships for promising technological areas, making it possible for small business sector, larger companies, municipalities and regional authorities to gain the knowledge they need in development projects and to carry out research, in cases they do not possess the relevant laboratories and specific knowledge.</p> <p>Currently there are formed signed partnerships between UM and 17 municipalities, 7 partners from economy sector (local chambers of craft/commerce, technological parks, larger companies) within the region and 1 partner University out of the region. Several action plans and projects within these partnerships involving different UM departments are being prepared or are under execution.</p> <p><u>More info:</u></p> <ul style="list-style-type: none"> <li>- <a href="http://www.vzhodna.si/">http://www.vzhodna.si/</a></li> <li>- An example of partnership agreement with one of the municipalities:  <a href="http://www.vzhodna.si/sites/default/files/podstran/075-2015-30-1-SPO%20%28OB%C4%8CINA%20RU%C5%A0E%29.pdf">http://www.vzhodna.si/sites/default/files/podstran/075-2015-30-1-SPO%20%28OB%C4%8CINA%20RU%C5%A0E%29.pdf</a></li> </ul>
<b>Contact details</b>	Information and contacts of the Board, Editorial committee, Professional Council and Workgroup: <a href="http://www.vzhodna.si/urednistvo">http://www.vzhodna.si/urednistvo</a>
<b>First collected by</b>	Zdenka Steblovnik Župan (april 2017)



## PROCSEE Case Study

G1 P2 7

Title	Regional Skills Forum (South-West)
Sub-title (optional)	
Name of the institution(s)	CIT / UCC / IT Tralee / CETB / KETB are the training and education providers in the forum
Qualification level concerned	Further and Higher skills focused training and Education
Country concerned	Ireland
Theme(s) (optional)	<ul style="list-style-type: none"> <li>• Mission/Role of Professional Higher Education</li> </ul>
PROCSEE Theme	<ul style="list-style-type: none"> <li>• Alignment of PHE with Regional Development Strategies</li> <li>• Promotion of PHE to respond to skill shortages</li> </ul>
Challenge/Root Cause addressed by the practice	It was perceived that some skills needs of industry were not being met by the outputs of further and higher education. Recognising that the various regions tend to have concentration of different sectors and challenges in supporting and retaining jobs, forums were established in each of 9 regions in Ireland.
Keywords (optional)	Regional Skills, Higher and Further Education Providers Government Funding, Industry Skills Needs
Summary	<p>In 2016 a new Network of Regional Skills Fora was created as part of the Government's National Skills Strategy to provide an additional opportunity for employers and the education and training system to work together to meet the emerging skills needs of their regions. It is intended that more structured engagement on the skills agenda at a regional level will contribute to better outcomes for learners and support enterprise development. - See more at: <a href="http://www.regionalskills.ie/#sthash.VH8tHd30.dpuf">http://www.regionalskills.ie/#sthash.VH8tHd30.dpuf</a></p> <p>Main Features:</p> <ul style="list-style-type: none"> <li>• a single contact point in each region to help employers connect with the range of services and supports available across the education and training system</li> <li>• more robust and regionalised labour market information and analysis of employer needs to inform programme development</li> <li>• greater collaboration and utilisation of resources across the education and training system (further and higher) in the region and enhancement of progression routes for learners</li> <li>• a structure for employers to become more involved in promoting employment roles and opportunities for career progression in their sectors</li> </ul> <p>- See more at: <a href="http://www.regionalskills.ie/#sthash.VH8tHd30.dpuf">http://www.regionalskills.ie/#sthash.VH8tHd30.dpuf</a></p>

	Regional Skills Forum (South West) to date has drawn together employers in different sectors and worked to consolidate skills needs seeking to influence curriculum etc. CIT acts as employer of the Regional Skills Forum Manager on behalf of the Department of Education and Skills who fund the initiative. CIT has a place on the Education and Training Provider group as well as the larger Steering Group of the Regional Forum.
<b>Lessons learnt (optional)</b>	The initiative is relatively new (manager in place for about a year)
<b>Additional information (optional)</b>	Regional Skills Forum Managers (9 in total in each of the regions) are funded by the Department of Education and Skills. Efforts are focused on ensuring that relevant and up to date data is available at regional level to inform skills and regional development conversations. This has included data on employment patterns in the various regions as well as education and employment trends and data extracted from the census and central statistics office to ensure that the evidence base is sound.
<b>Contact details</b>	Contact details of the person/organisation from which the action originates Paul Keating, Assistant Principal Officer, Department of Education and Skills, <a href="mailto:paul_keating@education.gov.ie">paul_keating@education.gov.ie</a>
<b>First collected by</b>	First organisation/project/person that collected the action Prof Irene Sheridan, Head of CIT Extended Campus, Cork Institute of Technology, May 2017 <a href="mailto:irene.sheridan@cit.ie">irene.sheridan@cit.ie</a>



## PROCSEE Case Study

G1 P2 8

<b>Title</b>	<b>Springboard+</b>
<b>Sub-title (optional)</b>	Focused Government-funded courses for unemployed in Ireland
<b>Name of the institution(s)</b>	Cork Institute of Technology (This is just one of 51 different HE providers who have offered courses under this initiative)
<b>Qualification level concerned</b>	<ul style="list-style-type: none"> <li>• EQF 5, 6, 7, 8</li> </ul>
<b>Country concerned</b>	Ireland
<b>Theme(s) (optional)</b>	<ul style="list-style-type: none"> <li>• Mission/Role of Professional Higher Education</li> <li>• Teaching/Learning</li> </ul>
<b>PROCSEE Theme</b>	<ul style="list-style-type: none"> <li>• Alignment of PHE with Regional Development Strategies</li> <li>• Promotion of PHE to respond to skill shortages</li> </ul>
<b>Challenge/Root Cause addressed by the practice</b>	<p>In May 2011, the then Minister for Education and Skills launched 'Springboard' as part of the Government's plans to tackle high levels of unemployment. Specifically Springboard was to provide free upskilling and reskilling opportunities for those who had lost their jobs in the recession. The primary objective of the Springboard initiative was 'to help unemployed people to remain as close as possible to the labour market by accessing part-time flexible higher education and training opportunities to up-skill or re-skill in areas where sustainable employment opportunities may arise as the economy recovers'. In addition, Springboard aimed to 'enhance collaboration and engagement between the enterprise sector and higher education providers in the design and delivery of higher education programmes, thereby meeting the ongoing and future demand for qualified employees, and helping to anchor employment opportunities within the region through creation of a pool of skilled talent linked to industry demands.</p>
<b>Keywords (optional)</b>	Regional Skills, Industry talent needs, HE providers, Government Funding
<b>Summary</b>	<p>Springboard+ offers a choice of almost 200 free, part-time and intensive conversion courses in higher education from certificate, to degree, to post-graduate level. Mainly aimed at people who are unemployed and who need to re-skill to get back into work. Special provisions for those who needed ICT skills as that was a significant need identified by Irish employers. Course providers had to work closely with employer to justify the need for the proposed courses and to build in internship or work opportunities into the courses. Has been in place since 2011.</p>
<b>Lessons learnt (optional)</b>	It can be difficult to align industry needs, government funding opportunities and potential learners' interests even in situations



	of relatively high unemployment. Clear employer support is very valuable in terms of promoting employment-focused course needs. Clusters of employers with similar skills needs working together to define course requirements supports regional developments and draws in further related employment opportunities.
<b>Additional information (optional)</b>	<p>The employment situation in Ireland deteriorated sharply from 2007 rising from approx. 4% to over 14% in 2011. This Government initiative was a measure to deal with the rising number of people who were losing their jobs. HE Providers were invited to submit courses for funding under this scheme. The courses had to be directly linked to employment, informed by national and regional reports on skills needs and supported by industry partners.</p> <p>A full evaluation of the initiative is available here:  <a href="https://springboardcourses.ie/pdfs/An-Evaluation-of-Springboard+-2011-16.pdf">https://springboardcourses.ie/pdfs/An-Evaluation-of-Springboard+-2011-16.pdf</a></p>
<b>Contact details</b>	<p>Contact details of the person/organisation from which the action originates</p> <p>Dr Vivienne Patterson, Head of Skills and Engagement at the Higher Education Authority, <a href="mailto:vpatterson@hea.ie">vpatterson@hea.ie</a></p>
<b>First collected by</b>	<p>First organisation/project/person that collected the action</p> <p>Prof Irene Sheridan, Head of CIT Extended Campus, Cork Institute of Technology, May 2017 <a href="mailto:irene.sheridan@cit.ie">irene.sheridan@cit.ie</a></p>



## PROCSEE Case Study

### G1 P4 NNbis

Title	<b>G1C1 - Local strategies are involving PHE</b>
<b>Sub-title (optional)</b>	Regional and local strategies include UCAS in various aspects like financing, and support activities of UCAS correlated with regional and local agendas
<b>Name of the institution(s)</b>	University college of applied sciences Virovitica (UCAS Virovitica)
<b>Qualification level concerned</b>	Choose any and all that apply: <ul style="list-style-type: none"> <li>• EQF 6</li> <li>• EQF 7</li> </ul>
<b>Country concerned</b>	Croatia
<b>Theme(s) (optional)</b>	Choose any and all that apply: <ul style="list-style-type: none"> <li>• Mission/Role of Professional Higher Education</li> <li>• Governance</li> </ul>
<b>PROCSEE Theme</b>	<ul style="list-style-type: none"> <li>• Alignment of PHE with Regional Development Strategies</li> </ul>
<b>Challenge/Root Cause addressed by the practice</b>	Legislation/Governmental
<b>Keywords (optional)</b>	Strategic planning, financing of activities
<b>Summary</b>	UCAS Virovitica is the only higher education institution established in the Virovitica-Podravina County. County is divided on the 3 towns and 13 municipalities, all of which are involved in financing the activities connected with and by UCAS through annual budget items directed for UCAS. Also, strategic activities that are defined in the strategic documents of local and regional governments are deeply inbouded with study programs of UCAS. Planning of new programs by UCAS is also based on strategic goals defined in strategic documents of local/regional governments.
<b>Lessons learnt (optional)</b>	Example of good practice for PHEIs and for Local/Regional governments (LRG). Clear and easy planning of financial supports from LRGs, care of PHEI for local strategic needs.
<b>Additional information (optional)</b>	<a href="http://vpz-hr.s3-eu-west-1.amazonaws.com/wp-content/uploads/2013/11/19112704/Web-stranica-Prora%C4%8Dun-2016.pdf">http://vpz-hr.s3-eu-west-1.amazonaws.com/wp-content/uploads/2013/11/19112704/Web-stranica-Prora%C4%8Dun-2016.pdf</a> page 11 item 37 <a href="http://www.virovitica.hr/wp-content/uploads/2014/09/Prora%C4%8Dun-2015.pdf">http://www.virovitica.hr/wp-content/uploads/2014/09/Prora%C4%8Dun-2015.pdf</a> page 17 item 36
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