Working document – Group 2 – Promotion of PHE in Responding to Skill Shortages

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1. Thematic group summary on the best practice cases for the 2nd PROCSEE PHE Excellence Forum in Vis (Croatia)

Thematic group	- Group 2 - Promotion of PHE in Responding to Skill Shortages
Group leaders	Iva Voldánová and Fernando Galán Palomares
Challenges	a) Implement measures to increase the confidence of PHE Institutions to fully embrace and according to their professional profiles, rather than drift towards academic higher education; b) Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution; c) Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions; d) 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.
Summary of the cases • Overall analysis of the policy environment • Evidence on causal links of interventions with improvements • Analysis of efficiency of interventions in terms of benefit achieved vs resources • Identified enabling factors, which assist the implementation of interventions	One issue that came across many of the cases submitted under this group is the importance of a strong partnership between the world of work and the institutions offering Professional Higher Education. Many cases are referring to specific partnerships for developing programmes in close cooperation between the education institution and another partner(s) from the world of work sector (public and private –including for-profit and non-for-profit–). There were many benefits highlighted by these practices, this type of partnerships helps the education institutions to map, analyse and better response to the labour market needs, contributing to a better immediate employment of graduates. However, a challenge that was not discuss in the cases studies is how education institutions can find a right balance between the short-term needs of their partners with a long-term skills and transformational skills that their graduates may need in the future. It would be extremely interesting to collect more information about how the education institutions tackle the risk

of two specific tailor-made education programmes whose graduates might find difficulties in other type of employment or once the partnership may end.

Another example are some case studies about these partnerships focusing not in traditional/formal study programmes but on lifelong learning and/or adult education. The main aim is to reskill or upskill prospective professionals, current workers, unemployed persons including those who dropped-out of formal education.

There are some other case studies focussed on the transparency of qualifications and their frameworks. Information, communication and trust are important aspects be able to gain recognition of qualifications as well as to build societal trust on those qualifications.

Furthermore, case studies where drawing the benefits of establishing alliances and synergies between education institutions offering similar type of education or researching similar fields.

Quality of education provision was also analysed in some case studies either by assuring that the institutions have the appropriate tools to monitor, self-reflect and act on their programmes as well as making sure that the quality and competences of the teaching staff for this specific type of education. Additionally, some other cases were discussing different pedagogical approaches, including work-based learning and how new technologies could help the delivery of some programmes.

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.

Main key factors for success are:
- Partnerships between the education institution and another partner(s) from the world of work sector (public and private –including for-profit and non-for-profit–);
- Monitor and analyse both the internal and external environment of the institutions;
- Transparency and information about the qualifications provided/recognised;

	• Establishing alliances and synergies between education institutions; • New pedagogical approaches and modes of delivery of traditional/formal programmes as well as of lifelong learning programmes.
European/national policy documents and previous research on the topic	• Skills, qualifications and jobs in the EU: the making of a perfect match?. CEDEFOP (2015). http://www.cedefop.europa.eu/en/publications-and-resources/publications/3072 • Education & Training 2020. European Commission (2009). http://ec.europa.eu/education/policy/strategic-framework_en • New Skills Agenda for Europe. European Commission (2016). http://ec.europa.eu/social/main.jsp?catId=1223 • Skills Beyond School. OECD (2014). http://www.oecd.org/edu/skills-beyond-school/skills-beyond-school-synthesis-report.htm • OECD Skills Outlook 2017 http://www.oecd.org/edu/skills-beyond-school/oecd-skills-outlook-2017-9789264273351-en.htm • Avvisati, F., Jacotin, G., & Vincent-Lancrin, S. (2014). Educating higher education students for innovative economies: what international data tell us. Tuning Journal for Higher Education, 1(1), 223-240. • Cappelli, P. H. (2015). Skill gaps, skill shortages, and skill mismatches evidence and arguments for the united states. ILR Review, 0019793914564961.
Additional comments addressing the individual challenges thematic areas	The four challenges are extremely inter-connected between them, as you can see in the grid on the next section. Many case studies were tackling different challenges, as in some cases one action will contribute to one challenge by also taking action in another one.

2. Specific challenge(s) addressed by each case

Case	a) Increase confidence	b) Impact of PHE	c) Develop & strengthen cooperation	d) Flexibility of PHE
G2 P7 25			X	X
G2 P7 15			X	
G2 P7 13		X	X	X
G2 P7 17			X	X
G2 P7 22				X
G2 P7 8				X
G2 P7 7				X
G2 P7 1				X
G2 P7 3				X
G2 P4 4				X
G2 P5 8	X	X	X	X
G2 P5 5	X	X	X	X
G2 P5 6	X		X	X
G2 P5 7			X	X
G2 P4 12(2)	X	X	X	
G2 P4 10			X	X
G2 P7 11	X	X		X
G2 P7 12		X		X
G2 P1 8	X	X	X	
G2 P3 9		X		X
G2 P3 13	X	X		X
G2 P6 7		X		
G2 P6 5	X			
G2 P6 6	X	X	X	X
G2 P7 21				X
G2 P1 39			X	
G2 P1 11		X		
G2 P1 18	X	X	X	X
G2 P1 19	X	X	X	X
G2 P3 04				X
G2 P4 09	X		X	X

3. G2 P7 25 - Masters Degree in Automotive Engineering

Title	Masters Degree in Automotive Engineering
Sub-title (optional)	Master programs organised by Dacia Automotive with four universities
Name of the institution(s)	Renault Romania
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	Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions , 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)	Renault Romania, universities, master programs, partnerships
Summary	Renault Romania organizes in partnership with four Romanian universities four master programs dedicated to automotive field. The programs are distinguished by running a mix of theoretical courses and practical projects in engineering and project management of innovative products and services. These programs are adapted to current requirements of employers and the collaboration with automotive Renault Romania provides a unique master career prospects. Throughout the Master, Renault Group Romania is involved in the program through scholarships, specialized presentations and organization of internships. Because these programs aim to offer skills to develop a project car, the last semester is devoted entirely to conduct an internship.
Lessons learnt (optional)	This partnership between academia and industry can be considered a best practice in what concern the development of professional skills required by labor market.
Additional information (optional)	Nature of innovation: Radical Implementation phase: Scale Access level: Regional / National Impact area: Organization Target: Multiple actors Links: http://www.gruprenault.ro/alatura-te-grupului-renault-romania/programe-pentru-studenti/program-masterat
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4. G2 P7 15 - Academy of European Public Law

Title	Academy of European Public Law
Sub-title (optional)	-
Name of the institution(s)	European Public Law Organization, Athens, Greece
Qualification level concerned	EQF 7
Country concerned	Greece
Theme(s) (optional)	Internationalisation
PROCSEE Theme	Personalization of Learning Environments within Professional Higher Education
Challenge/Root Cause addressed by the practice	Design personalised learning environments which are both learner-driven as well as oriented towards the requirements of the world of work, Modernise methodologies and teaching frameworks, Develop new methods to assess learners’ progress within a flexible, personalised and technology supported learning environment
Keywords (optional)	internationalisation, european public law
Summary	The Academy is the most historic and established education institution of the European Public Law Organization (EPLO). The Academy offers 3-week summer study sessions for those interested in furthering their knowledge on the philosophical backdrop of different European national public law systems, as well as on their commonalities and differences. Students may attend one session to earn a Certificate of Attendance in European Public Law, or attend two consecutive summer sessions to obtain the Intensive International Master of Laws (I.I.LL.M.) in European Public Law. The Intensive International Master of Law (I.I.LL.M) in European Public Law is a Master’s level degree, which covers highly specialized topics addressed to graduates, post-graduates and PhD students. The aim is to enable students to gain a better understanding of the recent developments in European Public Law, thus propelling their academic or professional career forward. The program is exclusively delivered by the European Public Law Organization (EPLO), an International Organization with longstanding expertise in the field of European Public Law. The program is endorsed by the 64 universities throughout the world that sit on the EPLO’s Board of Directors and send students to the Academy of European Public Law each year.
Lessons learnt (optional)	Learning from world-class academics from the most prestigious universities of the world. Keeping up-to-date with the most recent curriculum on European Public Law.

	Interacting with internationally renowned jurists, judges; law academics.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Mainstream Access level: Cross-Border Impact area: Organization Target: Wide range of actors Links: http://eploacademy.eu/international-student/
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5. G2 P7 13- Postgraduate program in Public Procurement, concessions and public-private partnership

Title	Postgraduate program in Public Procurement, concessions and public-private partnership
Sub-title (optional)	
Name of the institution(s)	Babes-Bolyai University Cluj Napoca
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	Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution, Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions , 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)	postgraduate programs, public procurement
Summary	The postgraduate program is developed by the Center for Good Governance Studies from Babes-Bolyai University Cluj Napoca in partnership with National Agency for Public Procurement, National Council for Solving Complaints, Fight

	Against Fraud Department-DLAF, Freedom House Romania and Expert Forum. The courses are taught by experts in procurement from academia and by practitioners of public procurement, from the National Agency for Public Procurement, from Fight Against Fraud Department-DLAF, the National Council for Solving Complaints, administrative judges, lawyers specialized in procurement, with extensive experience in the field. The postgraduate program targets graduates, aiming in getting promoted or employed in high public management positions.
Lessons learnt (optional)	Mixing academia with practitioners is a winning idea.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Pilot Access level: Regional / National Impact area: Organization Target: Multiple actors Links: http://www.apubb.ro/studii/program-postuniversitar-in-achizitii-publice-concesiuni-parteneriat-public-privat/
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6. G2 P7 17 - Distance Learning Program for Greek Civil Servants

Title	Distance Learning Program for Greek Civil Servants
Sub-title (optional)	
Name of the institution(s)	European Public Law Organization, Athens, Greece
Qualification level concerned	EQF 7
Country concerned	Greece
Theme(s) (optional)	Research, Development and Innovation
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution, Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions ,

	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)	distance learning, educational and training activities
Summary	The Training Institute for Law and Governance, a training unit of the EPLO (European Public Law Organization) aiming at the dissemination of knowledge and training within the Law and Governance sector, implements educational and training activities, and more specifically specialized preparatory programs for candidates participating in professional examinations in Greece and abroad.

The Institute offers modern tools and innovative methods in the design and implementation of integrated interventions on an institutional, organizational and operational basis. With regard to Training, the Institute offers tailor made educational programs with respect to the needs of the target audience.

One Training Program is on the "Psychosocial dimensions inProfessional Relations - Development of handling skills". This program is part of the educational activities of the Institute, in order to respond to the current increasing needs of the social system for 'lifelong' learning through alternative education programs.

The program aims to develop knowledge and skills that will enable trainees to better understand the relation dynamics and behaviors within the workplace and handle them effectively. Project effectiveness is reliant not only to reversing the causes that have drawn to the conflict, but also to the reconstruction of relationships of co-workers. This can be achieved taking into consideration the hierarchy within a mutual benefit context, mainly as a result of a dynamic understanding of the opportunities, constraints and roles of each individual and not enforced.

The program is addressed to: public servants and employees from all levels of public administration and local Government, across all levels of responsibility. |
| **Lessons learnt (optional)** | |
| **Additional information (optional)** | Nature of innovation: Incremental
Implementation phase: Scale
Access level: Regional / National
Impact area: Organization
Target: Multiple actors |

	Links: http://www1.eplo.int/projects/13
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7. G2 P7 22 - Specialized training program for Recovery Teachers working with persons with Autism Spectrum Disorders (ASD)

Title	Specialized training program for Recovery Teachers working with persons with Autism Spectrum Disorders (ASD)
Sub-title (optional)	Adaptation of educational contents to the special needs of a vulnerable segment
Name of the institution(s)	National Association for Children and Adults with Autism from Romania (ANCAAR)
Qualification level concerned	EQF 6
Country concerned	Romania
Theme(s) (optional)	Mission / Role of professional Higher Education Governance
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)	Recovery teachers, professional development, training, Autism Spectrum Disorder
Summary	ACNAAR is one of the oldest and most visible associations in Romania that promotes the rights, interests and needs of individuals with Autism Spectrum Disorders, being established in 1991. The association is pursuing consulting, individual development and family support interventions, education and integration programs to promote with dignity the rights of persons with autism. A privileged direction of action is training recovery teachers for persons with Autism Spectrum Disorders. To this end, ANCAAR organizes the Recovery Teacher Training Program, a profession recognised by the Classification of Occupations in Romania System, (COR 235 205) and authorized by the National Qualifications Authority (ANC). Although the profession is broadly defined, covering any form of assistance in therapy, intervention or

	just pesonnal assistance for certain categories of disabled persons, the training program addresses the specific needs of persons with Autism Spectrum Disorders. The program has an applied and interdisciplinary character, bringing together, as trainers, psychopedagogists and educational counselors, psychologists and psychyatrists. The program curricula includes 60 training hours, divided into 20 hours of theory and 40 hours of practice, with the following modules: • Introduction into the Autism Spectrum Disorders • Diagnosis in ASD • Evaluation of ASD individual • Establishing a personalized intervention plan • Case management • Pre-therapy • Behavioral theory • Management of undesirable behaviors • Applied Behavioral Analysis (ABA) • Alternative communication system- PECS • TEACCH approach • Give me 5 method • Play therapy • Coaching for individualized-study case • Speech and language intervention • I am Special method • Denver method • Community integration • Control of sexual manifestations of the person with ASD • Occupational therapy • Support group. Its role for caregivers of persons with ASD.
Lessons learnt (optional)	The program was developed with substantial involvement of a wide range of stakeholders (Ministry of Health, Ministry of Labour and Social Welfare, Department of Psychology, University Spiru Haret, professional associations and therapeutic associations of carers, the National Qualifications Authority) and was based on a Faculty research tradition. Currently the project is implemented through a network of national coverage, so that recovery teachers from different geographical areas can benefit from this training courses. The autonomous implementation of the training programs in response to the specific needs for skills development increases confidence of the professional higher education institutions. The multilevel involvement of stakehoders,

	established structures of special needs education ensures an adequate and comprehensive agenda for the upgrading of the training of teachers who work with children and adults with Autism Spectrum Disorders.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Mainstream Access level: Regional / National Impact area: Process Target: Multiple actors Links: http://autismancaar.ro/ro/ http://formari.autismancaar.ro/en/recovery-teacher-training-program/
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8. G2 P7 8 - Health communication

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	Health Communication represents a short-term postuniversiary 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.

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 2008-2013) 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 accesible 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.

Drawing on the aforementioned arguments, this postuniveristary 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.). |
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Lessons learnt (optional)	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.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Pilot Access level: Regional / National Impact area: Service Target: Multiple actors Links: http://comunicare.ro/index.php?page=comunicare-in-sectorul-medical
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9. G2 P7 7 - Public Speaking

Title	Public Speaking
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)	Public speaking
Summary	Public Speaking is a short-term postuniversitary program developed by the College of Communication and Public Relations (SNSPA) that addresses to practitioners in the field of communication, consulting, sales and to the people targeting (middle-)management positions, and aims at giving them the opportunity to refine and/ or deepen public speaking skills through relevant training. It is the first program of this kind offered in a university setting in Romania, and aiming at training people to become proficient public speakers. Public speaking is, for many professions in the area of communication, but not limited to it, a constitutive practice - the very essence of the profession. A competitive performance in these areas (be it about products and services

	presentations, leading teams, motivating employees, or representing an organization in various public occasions) involves one being a good speaker.
	Through its design, curriculum, mission and strategy, this program effectively and promptly responds to local and broader regional learning needs in the public speaking domain. According to many studies in the field, people's fear of public speaking is at the top of their lists. Yet, the jobs that involve the activity of speaking in front of different people and mostly unknown groups have become more and more common. Therefore, a course that focuses on both techniques (structure of speech, body language, choice of words, vocal variety, etc.) and practice in order to increase people's confidence and improve their speaking style/ performance becomes highly relevant.
	Being offered in a university setting, the program combines a rigorous approach, anchored in communication sciences (i.e., psychology of communication, theory of argumentation and rethoric, psycho-sociology of persuasion, linguistics, etc.), with intensive practice-related activities oriented towards the particular needs of the student. One of the main objectives of the program aims at reducing the significant gap between the level of scientific knowledge that is relevant to public speaking (especially in the international literature) and the common, local perception on what public speaking skills and their training means.
	The proposed program is based on the academic expertise of teachers with good knowledge of the relevant subject areas, but it also focuses on developing the capacity of the students to continue their own training, by providing the necessary resources for this development to proceed autonomously.
Lessons learnt (optional)	This program has just been launched, it is in its very incipient phase; so it's a little too early to identify the lessons to be learned from its implementation.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Pilot Access level: Regional / National Impact area: Process Target: Multiple actors Links: http://www.comunicare.ro/index.php?page=discurs-si-adresare-publica
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10.   G2 P7 1 - Qualifications for Project Managers: Project Management Masters Programme (in English)

Title	Qualifications for Project Managers: Project Management Masters Programme (in English)
Sub-title (optional)	The only Masters programme in CEE accredited by & in partnership with Project Management Institute
Name of the institution(s)	National University for Political Studies and Public Administration, Bucharest, Romania (Scoala Nationala de Studii Politice si Administrative, Bucuresti, Romania)
Qualification level concerned	EQF 7
Country concerned	Romania
Theme(s) (optional)	Internationalisation, 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)	Project management, professional association, labor market needs
Summary	The Masters Programme in Project Management (in English) (abbreviated MPE) aims at the professionalization of this profession in Romania, in strong collaboration with the world of work and the Project Management Institute, the most important international professional organization in the field. It is the only professional MA in Central and Easter Europe accredited by the PMI. It provides students with: significant discount of PMI membership fee & free access to professional e-learning resources; significant discount of the certification fee & access to special training for CAPM &PMP accreditation exams; curricula based on the main project management standards that are internationally recognized (Waterfall, Agile, Scrum, PMBok). The coordinators of this MPE incorporate the specific needs of the employers in the curricula in the following manner: By inviting project management professionals to participate in building and adapting the curricula, as well as in teaching activities. The majority of the courses are thought by guest lecturers with a long-standing career in project

| | management. Being practitioners, these lecturers have first-hand knowledge of the needs and requirements on the labor market. In turn, they respond to these needs by permanently adapting the content of their courses to the latest developments.

By closely following the standards enforced by the PMI. These guidelines, methodologies and standards are developed by the PMI under strict protocols and in close collaboration with the world of work. PMI standards are developed and approved through a consensus-based process that ensures all interested stakeholders can participate. PMI is an American National Standards Institute (ANSI) accredited standards developer, and their process conforms with ANSI procedures. Furthermore, the PMI methodology is enforced and recognized worldwide, not only on US territory. Standards development follows six steps:

To develop a specific standard, PMI charters a committee including a chair, vice-chair and volunteers, and assign a PMI staff member to serve as a resource.

The committee meets over a period of several months to draft and refine the standard.

The PMI Standards Member Advisory Group (MAG) and subject matter experts review the draft and return it to the committee for revision.

The revised exposure draft is made available for public comment, which the committee considers and revises again.

The finished standard is sent for approval to the PMI consensus body, a group of independent volunteer members who validate the development process of each PMI standard.

Upon recommendation by the PMI standards manager, the new standard is approved by PMI’s president and CEO.

Furthermore, the incorporation of research into the standards development process enhances the current consensus approach by detecting and monitoring trends in the profession, ensuring organizational strategy is incorporated, and providing evidence-based information to assist the |
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	Standards committees to make informed decisions for future standards. By teaching students a vast array of methodologies for project management, currently used by organizations around the world. When building the curricula, the coordinators of MPE took into consideration not only the PMI guidelines, but decided to include other popular methodologies (eg. Waterfall, Agile, Scrum). These methodologies were identified as being useful in collaboration with reputable professionals in the field. By encouraging the lecturers to conduct on-going research in the field. MPE lecturers are not only practitioners, but also academics with a strong preoccupation for conducting research on the latest trends of their profession.
Lessons learnt (optional)	Always keep In touch with the professional organizations in the field, in order to know and understand the needs/ requirements coming from the world of work. Personnel selection: always aim for lecturers with a double capacity- practitioners and academics. Adapt to the changing standards of the profession to ensure competitiveness of the future employees.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Mainstream Access level: Regional / National Impact area: Service Target: Wide range of actors Links: https://www.facebook.com/pg/pmarenaro http://pmarena.ro/ http://www.pmi.org
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11.   G2 P7 3 - Building new qualifications and improving existing ones, according to European requirements

Title	Building new qualifications and improving existing ones, according to European requirements
Sub-title (optional)	EU funded project “Euroentrepreneurship – university qualifications for the Europeanization of the Romanian society”
Name of the institution(s)	Scoala Nationala de Studii Politice si Administrative (Bucharest, Romania) in partnership with the Institute for European Studies, VUB, Bruxelles, Belgium
Qualification level concerned	EQF 7
Country concerned	Romania
Theme(s) (optional)	Internationalisation, 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)	developing new qualifications, market research, EU-funded projects, europeanisation, curricula adaptation
Summary	“Euroentrepreneurship – university qualifications for the Europeanization of the Romanian society” (POSDRU/156/1.2/G/140578) is a project implemented by the College of Communication and Public Relations (National University of Political Studies and Public Administration – NUPSPA, Bucharest) in partnership with the Institute for European Studies within Vrije Universitiet Brussels (VUB). The project was co-financed by the European Social Fund. Some important results of this project are the following: • two studies on the qualifications and competencies of experts in communication, governance and entrepreneurship in the European context; • three up-to-date MA programs (EU Communication & Governance, Project Management, and Brand Management & Corporate Communication); • three training sessions on “How to teach Europe” for 36 NUPSPA’s experts at Bruxelles; • three ‘Bruxelles open doors’ campaigns for 60 MA students;

	- a new qualification – expert in EU affairs – validated by the National Authority for Qualifications; - a new research center and practice network. The main aim of the project was to increase the capacity of Romanian universities (as PHE representatives) to provide qualifications that meet the needs of the employers and the on-going dynamics of the labor market. Two specific objectives of the project were - to introduce and validate a new qualification in Romania: expert in European affairs - to improve the curricula of the three targeted MA programmes, in order to meet the labour market needs. The team conducted a two-fold research on the skills and expertise expected by employers from the future experts in communication, governance and entrepreneurship in the European context. The views of both national and European employers were taken into consideration. From a methodological standpoint, two mirror studies were conducted in Romania and in Brussels, with the input of the partner- IES-VUB. From the student perspective, the studies aimed to identify strengths of Master programmes, the gaps and shortcomings of Master programmes, and the key elements to improve European Master’s programmes in relation to access to job market. From the employer perspective, they aimed to enquire about professional qualifications needed/desired to enter the work field within various institutions related to European affairs, and to identify academic and knowledge gaps or barriers to access the job market. The Romanian study employed qualitative methods- interviews and focus groups. Interviews with representatives of the Romanian accreditation bodies, representative of the PHE institutions management, and representatives of the employers were conducted. Furthermore, focus groups with students enrolled in the three masters programs provided the second cluster of data. The mirror study, implemented by the Belgian partner, included an online Survey with alumni from IES 2 Master degree programmes and interviews with HR experts in the field related to European Affairs.

	In order to strengthen the connection between the faculty members, students, and the field of work, a series of study visits to Brussels were organized. Three training sessions on "How to teach Europe" for 36 staff members of the Beneficiary took place in Bruxelles, including study visits at the European institutions. Additionally, three 'Bruxelles open doors' campaigns, including study visits at the European institutions, were provided for 60 MA students. The most significant impact of the project consisted in: • the improvement of the curricula of the three masters programs targeted by the project, based on • the results of the two studies on the labor market needs • the know-how transferred to faculty members during their study visits • the voice of the students. The successful validation of the new qualification of expert in European affairs, developed according to the labor market needs. Consolidated capacity of faculty members to teach courses related to communication, governance and entrepreneurship in the European context.
Lessons learnt (optional)	The importance of cross-border partnerships for improving the PHE sector. The importance of cross-national research on the labor market needs in the European context The importance of involving students in improving PHE programmes and the curricula The need to take advantage of EU funding opportunities as means of overcoming the high costs of market research & staff training
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Scale Access level: Cross-Border Impact area: Organization Target: Wide range of actors Links: http://www.eucommunication.eu/
Contact details	Flavia Durach Partner 7 coordinator Scoala Nationala de studii Politice si Administrativa

	Bucharest (Romania)
	flavia.durach@comunicare.ro

12.   G2 P4 4 - National qualifications and occupations portal

Title	National qualifications and occupations portal
Sub-title (optional)	National portal on qualifications and occupations as a base for new programs development
Name of the institution(s)	Portal is managed and produced by Ministry of labour and pension system
Qualification level concerned	EQF 5, EQF 6, EQF 7, EQF 8
Country concerned	Croatia
Theme(s) (optional)	
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)	Qualifications portal, Qualifications framework, NQF, Occupations
Summary	Through connecting data already existent within ministries of Science and education and Ministry of labour, Croatia introduced its qualifications and occupations portal in which each of its 25 qualifications sectors and sub sectors are clearly described. Info such as long term employment and unemployment trend per occupations and correspondence between qualification and occupations that persons got employed in are crucial for planning of the new study programs and identification of relevant industries that should be involved (in order to develop study programs and hence qualifications that best correspond to numerous occupations alumni achieved in the past after finishing certain programs). Portal is targeted towards educational providers, policy makers, general public and potential students because it reveals valuble information for new study programs planning as well as for career selection. With outputs such as distribution of destination occupations per qualification, long term employment trends, gender structure per occupation and sector, average net salary, type of employment agreement, etc., this portal highly improved overall information on labour market and education interrelation.

	Sustainability of the portal is achieved through automatic data collection and interchange between various institutions relevant for education and employment.
Lessons learnt (optional)	Portal is highly regarded and used by proactive institutions who are interested in linking their programs to labour market, while some other institutions are not still aware of its usefulness. In its future versions, it should be more user friendly for potential students and general public
Additional information (optional)	Nature of innovation: Radical Implementation phase: Scale Access level: Regional / National Impact area: Organization Target: Wide range of actors Links:
Contact details	Portal is available in Croatian at: http://hko.poslovna.hr/ Person in charge for the portal is mrs. Irena Bačelić from Ministry of labour and pension system, Republic of Croatia, e-mail: irena.bacelic@mrms.hr mislav@algebra.hr

13. G2 P7 7bis - Public Speaking

Title	Public Speaking
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)	Public speaking, skills, postgraduate program
Summary	Public Speaking is a short-term postgraduate program developed by the College of Communication and Public Relations (SNSPA) that addresses to practitioners in the field of communication, consulting, sales and/ or to the people targeting middle-management positions, and aims at giving them the opportunity to deepen public speaking skills and techniques through relevant academic training. It is the first

| | program of this kind offered in a university setting in Romania, and aiming at training people to become proficient public speakers.

Public speaking is, for many professions in the area of communication, but not limited to it, a constitutive practice - the very essence of the profession. A competitive performance in these areas (be it about products and services presentations, leading teams, motivating employees, or representing an organization in various public occasions) involves one being a good speaker.

Through its design, curriculum, mission and strategy, this program aims to effectively and promptly respond to local and broader regional learning needs in the public speaking sector. Most of these needs were identified by means of an exploratory research, conducted by the team implementing this program and focusing on the state of the art of the existent public speaking training programs, their aims, promises and gaps. We are not actually speaking of a systematic approach, but rather of an exploratory analysis aiming at:

- building a map/ an inventory of all the professions where public speaking is a central component;
- capturing the information needs that are not covered by the current educational offer;
- identifying the difficulties that public speakers face as documented by prior studies;

The conclusions revealed by the aforementioned endeavour underline that although there is a significant market for training people in public speaking, the focus therein lays in building soft skills and motivation. Most trainers lack a systematic approach and a minimal theoretical background which are usually shielded by the promoting discourse advocating the omnipresent imperative of the practical undertaking/promise. Hence, an in-depth postgraduate course in public speaking could offer a welcome alternative to this training market, by combining a rigorous approach, grounded in the sciences of communication, with intensive practice, tailored on the special needs of the participants. Moreover, while the typical practice on the existing market focuses on enhancing the needs and maintaining the target audience hooked (following the logic of the product life cycle marketing), an academic course would target instead the build-up of a capacity in the participants so as to be able to |

	pursue the training further on their own and to continue their development autonomously.
	Additionally, according to many studies in the field, people's fear of public speaking is at the top of their lists. Many people feel really challenged if not deeply uncomfortable when faced with standing up in front of a group and performing a speech. The fear of public speaking is a particular and common type of social phobia, with great social significance. As most of the studies in the dedicated literature show, people who fear speaking in public may find their career choices limited and avenues for promotion closed to them, resulting in considerable personal distress, frustration and sometimes even depression (Pertaub, Slater & Barker, 2002; North, North, & Coble, 1998; Ekman, Friesen, & Ellsworth, 1997, etc.).
	In this context, an academic postgraduate program that focuses on both pertinent techniques (i.e., structure of speech, body language, vocal variety, etc.) and practice in order to increase people's confidence and improve their speaking style/ performance becomes highly relevant. Being offered in a university setting, the program combines, as briefly stated above, a systematic approach anchored in communication sciences (such as: psychology of communication, theory of argumentation and rhetoric, psycho-sociology of persuasion, linguistics, etc.), with intensive practice-related activities oriented towards the particular claims and necessities of the students. One of the main objectives of the program aims at reducing the significant gap between the level of scientific knowledge that is relevant to public speaking (especially in the international literature) and the common, local perception on what public speaking skills and their training means.
	The proposed program is based on the academic expertise of teachers with good knowledge of the relevant subject areas doubled by substantial experience in training activities. Through accessible and practice-based courses, this module targets not only the formation of the skills that are highly relevant for proficient public speakers. Rather, it focuses mainly on increasing the awareness of participants' need of continuous development, and provides the resources that are necessary for this development to proceed autonomously.

Lessons learnt (optional)	As this program is in its incipient phase, it is a little too early to conclude on the lessons learned/ resulted from its implementation.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Pilot Access level: Regional / National Impact area: Service Target: Multiple actors Links: http://www.comunicare.ro/index.php?page=discurs-si-adresare-publica
Contact details	Georgiana Udrea, SNSPA georgiana.udrea@comunicare.ro

14.   G2 P5 8 - Recognized and Self-confident PHE in French professional higher education network

Title	Recognized and Self-confident PHE in French professional higher education network
Sub-title (optional)	PHE methodology for combining its roles on embedding in academia and in the world of work(recruiting, training, employability, quality assurance)
Name of the institution(s)	IUT Lannion, CNAM Paris
Qualification level concerned	EQF 5, EQF 6, EQF 7
Country concerned	France
Theme(s) (optional)	Mission / Role of professional Higher Education Governance, Internationalisation, Research, Development and Innovation
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Implement measures to increase the confidence of PHE Institutions to fully embrace and according to their professional profiles, rather than drift towards academic higher education , Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution, Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions , 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)	Response to skill shortages; Increase employability of graduates; Stronger collaboration at all level with the world

	of work; Continuing education covering all technical and scientific fields;
Summary	Two types of French educational institutes very close to the world of work are presented in this case study for reflecting on challenges to build recognized and self-confident PHE.

In French, the relations between the central level and the regions in education matters are facilitated through a regional Committee in charge of developing a regional plan of formation, in order to allow the organization of education policies and resources according economic and social context of each region, among of national orientation, more concrete and detailed in Education Code www.cncp.gouv.fr) with a linkage to Labour Code.

The VET and H-VET is named “Formation Professionnelle” formation professional, involving apprenticeships, alternating work and school placements, continuing or adult education. One of these types is the network of Institute Universitaire Technologiques (IUT), which are institutes integrated in a university and are highly valued by employers.

The main IUT principle is the openness to the world of work. It has strong relations with committees in charge of consultation with the social partners http://www.enseignementsup-recherche.gouv.fr/cid53575/programmes-pedagogiques-nationaux-d.u.t.html)

Au centre of IUTs pedagogical program are the principles for innovation, as the importance of pedagogy through technology; students must have a personal and professional project; projects for internships; taking into account the actualities from the economic landscape (entrepreneurship, standardization, business intelligence)

At IUT level, the complete formal training takes four semesters (six semester for Bachelor professional), with 5/6 part of the program focused on the vocational aim.

The training is divided into tutorials, three pedagogical aspects:

“Cours Magistraux” (CM) orlecture; “Travaux dirigés” (TD) or tutorials, in groups |

with no more than 26 students; "Travaux pratiues" (TP) or practice in the lab, in groups with no more than 13 students, enterprise visits, and internships in an enterprise. The rapport of time is CM-20%, TD-35%, TP-45%, internship is not limited, but must be at least 10 weeks.

The content of each course is precisely defined by objectives, methods, processes to be used and evidences to be provided by the students. (http://www.iut.fr/formations-et-diplomes/methodes-et-pedagogie-en-iut.html)

At the IUTs for the better inclusion of students in the labour market were implemented policies for training and evaluation at three levels: of the individual and professional project; the vocational project with tutor; the internship in an enterprise, with defence of a report assessed by a jury.

One example of IUTs is the IUT of Lannion. It is part of the University of Rennes 1, located in Lannion, Brittany in the north west of French. IUT Lannion offers two- and three-year courses in technical and scientific fields, such as Telecommunications & Network Systems, Business Communication & Journalism, Computer Science, and Chemical Engineering & Applied Physics.

The IUT Lannion has established partnerships with several multinational corporations, and numerous smaller businesses that provide for IUT Lannion departments' access to state-of-the art equipment as well as pedagogical collaborations with professionals.

At IUT Lannion two EQF 5 and 6 qualifications are realized:

LP (Licence Professionnelle) University qualification is the third year of a nationally recognized degree specializing in one area.

The emphasis is on practical work. As well as their studies, the students are required to conduct an industrial project and to perform a four-month internship in an industrial setting.

DUT (Diplôme Universitaire de Technologie) is a two-year nationally recognized qualification.

Students complete a wide range of general courses (Math, English and Communication skills) and scientific or technical

courses. Students spend 70% of the 1800 contact hours provided over the two-year period on vocational courses and 30% on general courses.

Lectures, academic tutorials and practical work represent around 20%, 40% and 40% of the total time, respectively. In addition, a three- to five-month internship is required at the end of the two-year period, strongly emphasizing industrially relevant practical and hands-on work.

The DUT diploma permits to follow HE formations engineering, licence et master, or to insert direct in the world of work

At IUT Lannion has an extensive internship network in French and Europe (in Hungary also).

Adult continuing education is the another type of good practice PHE institute for EQF 5-8 in French oriented on skill shortages with a network with 29 centres regional and 158 centres of trainings: the Conservatoire National des arts et metiers (CNAM).

CNAM is a leading higher education and research institution dedicated to adult continuing education with the most programmes available through evening and/or Saturday courses, and with distance learning also.

CNAM has four main domains: science and technique for industry; Mathematics, informatics, networks; Human science and communication; Business, legislation, management, commerce.

The courses are distributed in course units (“Unités d’enseignement” – UE) which offer to organize specialized modules for training and for lecture also in self-rhythmic time (http://formation.cnam.fr/comment-/unites-d-enseignement-ue-/les-unites-d-enseignement-234161.kjsp?RH=auditdiplo http://formation.cnam.fr/formation/accueil-714311.kjsp?RH=auditeurue) within the formation by internet or formation by dual training (“alternance”(with industrial partner) or formation continue.

Formations are offered by course units http://formation.cnam.fr/formation/accueil-

714311.kjsp?RH=auditeurue;
http://formation.cnam.fr/comment-/unites-d-enseignement-
ue-/les-unites-d-enseignement-234161.kjsp?RH=auditdiplo)
or   by   skills   (http://formation.cnam.fr/rechercher-par-
discipline/informatique-reseaux-informatiques-843603.kjsp ;
http://formation.cnam.fr/rechercher-par-discipline/).

With an understanding of the economic and social needs throughout the areas it serve, CNAM programs are designed and provided to facilitate access to qualifications and employment. CNAM has PHE and HE orientations. It has closely combined academic knowledge and professional skills, teaching body consists of university professors and industrial professionals.

The CNAM has collaborated with major private and public institutions to develop several chairs. Leading companies in the nuclear, railway, aero-spatial and health sectors have thus committed to developing and financing specific training programs.

Innovation: VAE ((valorisation of previous acquired knowledge) At each type of institutes for professional formations mentioned above, has an important element of training management the VAE. VAE make practical experiences understandable trough an evaluation of previous learning outcomes. The pedagogy based on learning units avoids applying VAE.

Lessons learnt (optional)	The better results come from the factual evidence of the four themes of PHE roles.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Mainstream Access level: Regional / National Impact area: Organization Target: Wide range of actors Links: http://www.iut.fr/; http://www.cnam.eu/site-en/; www.iut-lannion.fr; http://www.iut-lannion.fr/lyceens-etudiants/choisir-un-dut/dut-informatique; https://www.univ-rennes1.fr/les-validations-dacquis; Université de Rennes 1 IUT Lannion, Brigitte PRIGENT, responsible for tuition scol.iutlan@univ-rennes1.fr;

	Conservation Nationale des Arts et Métiers Paris, <a href="mailto:relations.internationales@cnam.fr">relations.internationales@cnam.fr
Contact details	dr. Anna Medve University of Pannonia, Hungary 8200 Veszprém, Egyetem u.10. http://virt.uni-pannon.hu/index.php/about-the-department/personal-pages/2226-medve-anna-main-en medve.anna@virt.uni-pannon.hu

15.   G2 P5 5 - Specialized courses/formation supported by industrial sector

Title	Specialized courses/formation supported by industrial sector
Sub-title (optional)	Specialized information technology course and specialized mechanical engineering formation supported by automotive industrial sector
Name of the institution(s)	University of Pannonia Faculty of Information Technology, Faculty of Engineering; Continental Automotive Hungary LTD.
Qualification level concerned	EQF 5, EQF 6, EQF 7
Country concerned	Hungary
Theme(s) (optional)	Mission / Role of professional Higher Education Governance, Research, Development and Innovation
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Implement measures to increase the confidence of PHE Institutions to fully embrace and according to their professional profiles, rather than drift towards academic higher education , Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution, Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions , 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)	Response to skill shortages; Increase employability of graduates; Stronger collaboration at all level with the world of work;
Summary	Collaboration at all level of PHE (senate, dean, teachers, curricula, admission) and industrial actors (founders/CEO, engineers, HR/recruitment and marketing colleagues) in order to respond to skill shortages by establishing formations/courses for specific automotive skills and

	knowledge for mechatronics/information technology engineering formations at University of Pannonia.
	The local representatives of Continental Automotive Hungary LTD participate by installing laboratories, collaborating at all level (curricula, teachings, internship) of formation. Target groups are from voluntary information technology engineering students, and from university admission process of STEM orientation students of high schools.
	Outcomes are information technology engineers with knowledge for automotive software development, and mechatronics engineers with Vehicle engineering diploma at the university side, and up to date skilled workers at the side of industrial supporter Continental Automotive LTD.
	The sustainability of initiatives is guaranteed by the cooperation of all actors at all levels from university and industry, and by initiation of doctoral degree in collaboration between University of Pannonia and Kandó Kálmán Doctoral School of Budapest University of Technology and Economics.
Lessons learnt (optional)	
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Scale Access level: Local Impact area: Service Target: Multiple actors Links: http://www.uni-pannon.hu/index.php/dokumentum/aktualis/14067-subject-info-poster-2016-06-16/file http://felviweb.uni-pannon.hu/index.php?option=com_content&task=view&id=74&Itemid=1 http://felviweb.uni-pannon.hu/index.php?option=com_docman&task=doc_download&gid=107
Contact details	MRK/PROCSEE/dr. Anna Medve, www.mrk.hu, http://virt.uni-pannon.hu/index.php/about-the-department/personal-pages/2226-medve-anna-main-en, February 02, 2017. medve.anna@virt.uni-pannon.hu

16.   G2 P5 6 -Collaboration with different sectors and stakeholders for specialization of formations to enhance the recruiting and employability strategies and practices by involvement of service providers sector in training events

Title	Collaboration with different sectors and stakeholders for specialization of formations to enhance the recruiting and employability strategies and practices by involvement of service providers sector in training events
Sub-title (optional)	Involvement of service providers into training and curricula design in order to achieve client needs, quality assurance, and special skills for employability of the graduates.
Name of the institution(s)	Wekerle Sándor Business School; CLICK ON Hungary Szolgáltató Kft.
Qualification level concerned	EQF 5, EQF 6, EQF 7
Country concerned	Hungary
Theme(s) (optional)	Mission / Role of professional Higher Education Governance
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Implement measures to increase the confidence of PHE Institutions to fully embrace and according to their professional profiles, rather than drift towards academic higher education , Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions , 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)	Response to skill shortages; Increase employability of graduates; Strategic management of quality assurance and industrial sector involvement; Stronger collaboration at all level with the world of work.
Summary	The merger of the information technology and business results the need for more and more specialized workers. The specialization of formations and involvement in training of service providers and tools developers has the impact on internship network and on employability of students within the network of providers-clients relationships.

The economics-informatics formation with specialization on business analysis at Wekerle Sándor Business School has supported by the involvement of tools developers in training |

	processes in order to deliver tools and knowledge usefully for business workflow management. Skills shortages at the clients of providers for services and tools increase the need for employers with specialized skills. Involving providers and tools developers in training of students due to increase of the impact of PHE in society, and of employability of students qualified with extra training units delivered from industry. Students have advantages for internship actions at clients of providers and at tool developers. Collaboration at all level of PHE (rector, teachers, curricula, admission) and industrial actors (providers-clients, CEO, engineers, HR/recruitment and marketing colleagues) in order to respond to skill shortages by establishing special training units increase the flexibility of PHE in response to the labour market needs. The sustainability of initiatives is guaranteed by the cooperation of all actors at all levels from university and industry, and by initiation of bilateral agreements for training processes.
Lessons learnt (optional)	
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Mainstream Access level: Local Impact area: Process Target: Multiple actors Links: http://click-on-software.com/company-info Zsolt Szederkényi CEO zsolt.szederkenyi@click-on.hu http://wsuf.hu/a-foiskolarol/a-foiskola-vezetese Balogh Imre rektor@wsuf.hu
Contact details	MRK/PROCSEE/dr. Anna Medve, www.mrk.hu, http://virt.uni-pannon.hu/index.php/about-the-department/personal-pages/2226-medve-anna-main-en medve.anna@virt.uni-pannon.hu

17. G2 P5 7 - Dual training for better recruiting of students and involving of industrial sector

Title	Dual training for better recruiting of students and involving of industrial sector
Sub-title (optional)	Dual training strategies for electrical engineering formation by involvement of industrial sector
Name of the institution(s)	University of Pannonia Faculty of Information Technology
Qualification level concerned	EQF 5, EQF 6, EQF 7
Country concerned	Hungary
Theme(s) (optional)	Mission / Role of professional Higher Education Governance
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions , 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)	Response to skill shortages; Increase employability of graduates; Stronger collaboration at all level with the world of work; Strategic management of quality assurance and industrial sector involvement.
Summary	Collaboration at all level of PHE (senate, dean, teachers, curricula, admission) and industrial actors (founders/CEO, engineers, HR/recruitment and marketing colleagues) in order to respond to skill shortages by establishing dual training for electrical engineering and computer science engineering formations at BSC level. During the dual training, annually students spend 26 weeks at university with theoretical training, and the spend 22 weeks annually at industrial partner. Students spend annually four weeks with paid holidays. There for the training has advantages for load capacity students because the training is very intensive: they spend their majority of time at the industrial partner: as the holidays entirely, the major part of examination period, and the internship time, annually. The advantages for students: students can obtain professional experience leading at companies; students gain up to 3.5 years of practical experience by the completion of studies, it can apply for better positions up to the training companies, or other companies; the company accords salary

	for students for entire academic period; students gain experiences at industrial representatives; students give paid for entire period of the formation. The advantages for university: make it stronger the cooperation of PHE and industrial partner; Increase the number of students and the impact of PHE. The advantages for industrial partners: the company has engineers very well formed and fit into company's environment; the industrial partner has impact on curricula and the content of the training.
Lessons learnt (optional)	In order to maintain quality assurance it needs to manage separately the scheduling of dual training courses, and the content of practical training diversity.
Additional information (optional)	Nature of innovation: Radical Implementation phase: Scale Access level: Regional / National Impact area: Organization Target: Multiple actors Links: https://mik.uni-pannon.hu/hu/dualis-kepzes.html Dr. Adrien Leitold Associate Professor Deputy Dean, leitolda@almos.uni-pannon.hu
Contact details	MRK/PROCSEE/dr. Anna Medve, www.mrk.hu, http://virt.uni-pannon.hu/index.php/about-the-department/personal-pages/2226-medve-anna-main-en, September 09, 2016. medve.anna@virt.uni-pannon.hu

18.   G2 P7 17bis - Distance Learning Program for Greek Civil Servants

Title	Distance Learning Program for Greek Civil Servants
Sub-title (optional)	
Name of the institution(s)	European Public Law Organization, Athens, Greece
Qualification level concerned	EQF 7
Country concerned	Greece
Theme(s) (optional)	Research, Development and Innovation
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions ,

	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)	lifelong learning, training, public administration
Summary	The Training Institute for Law and Governance, a training unit of the EPLO (European Public Law Organization) aiming at the dissemination of knowledge and training within the Law and Governance sector, implements educational and training activities, and more specifically specialized preparatory programs for candidates participating in professional examinations in Greece and abroad. The Institute offers modern tools and innovative methods in the design and implementation of integrated interventions on an institutional, organizational and operational basis. With regard to training, the Institute offers tailor made educational programs with respect to the needs of the target audience. The Distance Learning Programs contain: A new Training Program on the "Psychosocial dimensions in Professional Relations - Development of handling skills", a program made to respond to the current increasing needs of the social system for 'lifelong' learning through alternative education programs. The program aims to develop knowledge and skills that will enable trainees to better understand the relation dynamics and behaviors within the workplace and handle them effectively. Project effectiveness is reliant not only to reversing the causes that have drawn to the conflict, but also to the reconstruction of relationships of co-workers. This can be achieved taking into consideration the hierarchy within a mutual benefit context, mainly as a result of a dynamic understanding of the opportunities, constraints and roles of each individual and not enforced. The program is addressed to public servants and employees from all levels of public administration and local Government across all levels of responsibility. Training Program on "Financing Tools and Mechanisms of the European Union and other international bodies', a program which aims to develop knowledge and skills in order to tackle and better utilize financing opportunities offered within the context of the European Union and the international environment. The program addresses those who wish to exercise responsibilities in planning and project

	management or social programs with funding opportunities through international and European programs, mainly civil servants and employees of all levels of Public Administration and Local Government.
Lessons learnt (optional)	
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Pilot Access level: Regional / National Impact area: Target: Multiple actors Links: http://www1.eplo.int/projects/13/Distance%20Learning%20Program%20for%20Greek%20Civil%20Servants
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19.　　G2 P4 12(2) - University of Zagreb Fair

Title	University of Zagreb Fair
Sub-title (optional)	Promotion of faculties and PHE institutions in Zagreb for secondary school graduates who wish to become future students of the University of Zagreb
Name of the institution(s)	Faculties and the Academies of the University of Zagreb, Student's Choir of the University of Zagreb, Croatian Student Association, DIU LIBERTAS International University, Edward Bernays the first High School of Communication Management, Effectus - Finance and Law Studies, City Health Office, Croatian air traffic control d.o.o., Croatian Catholic University, Croatian Military Academy "Dr. Franjo Tudjman" - MORH, Rochester Institute of Technology Croatia, RRiF High School for Financial Management, University of Dubrovnik, University of Split, Zagreb University of Applied Sciences , Polytechnic Velika Gorica, Polytechnic with Public Law Baltazar Zaprešić, High School of Business Zagreb, High School of Information Technology in Zagreb - VSITE, High School of Algebra - High School of Applied Computing, Zagreb School of Economics and Management, Health Polytechnic
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	Promotion of PHE in Responding to Skill Shortages

Challenge/Root Cause addressed by the practice	Implement measures to increase the confidence of PHE Institutions to fully embrace and according to their professional profiles, rather than drift towards academic higher education , Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution, Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions
Keywords (optional)	promotion, high schools, potential future students, PHE institutions, polytechnics, universities
Summary	The University of Zagreb Fair (includes Institutions of higher education of the University of Zagreb as well as other PHE institutions such as TVZ, Algebra, VSITE etc.) is organized for high school seniors, university students and anyone else who is interested. The Fair aims to inform prospective students about courses of study, the faculties' achievements in fields of science and technical equipment, curricula, undergraduate, graduate and postgraduate programmes of study, creative career opportunities, new opportunities offered by private entrepreneurs and companies, student accommodation in Zagreb, student life, and many other interesting details.
Lessons learnt (optional)	The only promotion for potential future students on what to choose as a future study. With the promotion of study programs of universities in promotion of their programs of study are included polytechnics and colleges (PHE institutions). Upon completion of a professional study with 180 or more ECTS credits, a Bachelor's Degree is acquired, with the vocation of the profession. The student after this level can continue to study at a specialist graduate or graduate university study or to enter the labor market. It is possible to switch from professional to university and graduate to the graduate degree but must be the same, and there must be a difference between the subject matter prescribed by the faculty to which the student moves.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Pilot Access level: Regional / National Impact area: Process Target: Multiple actors

	Links:
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20.   G2 P4 10 - Develop and strengthen the cooperation with all stakeholders embedded at all levels of institutions

Title	Develop and strengthen the cooperation with all stakeholders embedded at all levels of institutions
Sub-title (optional)	The Catalogue of e-courses held at institutions of higher education in the Republic of Croatia
Name of the institution(s)	University of Zagreb, University Computing Centre - SRCE
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	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions , 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)	Catalog, e-courses, competences, teachers, students, higher education institutions
Summary	Ministry of Science and Education and University of Zagreb, University Computing Centre as partner in charge of providing technical support in using the catalogs and registration and update of e-Course in Croatia. Catalog enables simpler monitor the course of the implementation of e-learning in higher education institutions, planning of further actions tied for the system of e-learning in higher education institutions as well as their availability.
Lessons learnt (optional)	Continuous development of digital professional competences of teachers and students in the PLE area, there is a need for an institutional organization with the active support of ministries and governments at the national level

This approach to a centralized e-learning catalog can provide a better integration of local and regional specific |

	stakeholders, to ensure continuity in the delivery process of training.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Pilot Access level: Regional / National Impact area: Service Target: Wide range of actors Links: https://katalog-e-kolegija.srce.hr/ http://public.mzos.hr/Default.aspx?sec=3164
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21.   G2 P7 11 - INCFC (The National Institute for Cultural Research and Training / Institutul National de Cercetare si Formare in Cultura)

Title	INCFC (The National Institute for Cultural Research and Training / Institutul National de Cercetare si Formare in Cultura)
Sub-title (optional)	
Name of the institution(s)	The National Institute for Cultural Research and Training
Qualification level concerned	EQF 5
Country concerned	Romania
Theme(s) (optional)	Mission / Role of professional Higher Education Governance, Research, Development and Innovation
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Implement measures to increase the confidence of PHE Institutions to fully embrace and according to their professional profiles, rather than drift towards academic higher education , Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution, 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)	culture, education, visual arts, cultural management, cultural heritage, public libraries, museums
Summary	The National Institute for Cultural Research and Training (INCFC), subordinated to the Ministry of Culture is involved in activities of training and research related to the field of culture. On one hand, the Institute aims to train professionals who choose a career in the field of culture. Their mission is to reach all the cultural operators: regardless their type of organization (public, private) and regardless their level of subordination (local administration, national administration). Museums, NGOs, local cultural centers, public libraries, ecclesiastical structures, show and concert organizations, art galleries – they are all concerned as long as they act as cultural operators. On the other hand, the Institute aims to provide statistical data in the field of culture, in order to contribute to the design of further studies/researches, to the elaboration and the implementation of cultural policies but also in order to assess the impact of current cultural policies within the cultural field. Collecting and interpreting statistical data is thus an important part of the organization’s mission, since its ultimate goal is to sustain and support the professional development within the field of culture. Among other, the Institute provides data for the international organization such as the World Intellectual Property Organization, the European Commission – Education, Audiovisual & Culture Executive Agency.
Lessons learnt (optional)	The INCFC, under the current organisation, is a rather new institution (since 2014). Despite this, the Institute actually continues a 40 years tradition of training and formation in the field of culture and it has proved a highly degree of adaptation both to the current labour market but also to the contemporary practice of cultural consumption. It is a well reputed institution and it constantly covers a gap within the Romanian higher education system, as the universities only seldom provide courses related to jobs like museum educator, cultural mediator, cultural programs manager, curator etc.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Mainstream Access level: Regional / National Impact area: Service Target: Wide range of actors Links: http://www.culturadata.ro/formare-profesionala/

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22.   G2 P7 12 - Universities in Romania are enabled to organize and implement post university studies for long life learning and professional development

Title	Universities in Romania are enabled to organize and implement post university studies for long life learning and professional development
Sub-title (optional)	Minister of Education, Research, Youth and Sport, Executive order no. 3163 / 01.02.2012
Name of the institution(s)	Minister of Education, Research, Youth and Sport
Qualification level concerned	EQF 5
Country concerned	Romania
Theme(s) (optional)	Mission / Role of professional Higher Education Governance, Research, Development and Innovation
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution, 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)	universities, lifelong learning, profesional education
Summary	Since 2012 an executive order issued by the Minister of Education, Research, Youth and Sport, creates a framework that enables the universities to organize post university studies for long life learning and professional development.

This measure encountered a strong opposition on the behalf of the traditional providers of services related to long life learning activities, as they were afraid that the new programs developed by universities will put the out of business. The effective application of the ministerial order was postponed until 2015, and the first study programs organized by universities within this framework started around 2016/beginning of 2017.

Although the universities have the legal capability to provide long life learning activities, this is not their domain of expertise and the attendees are not their usual target group. Therefore |

	such activities are putting an extra challenge on the didactic personnel in terms of planning, teaching, scheduling etc.
Lessons learnt (optional)	Since those programs are only in their beginning, it is premature to assess their success and at this moment in time we did not find official, centralized data regarding the number of programs or the number of students enrolled.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Pilot Access level: Regional / National Impact area: Organization Target: Wide range of actors Links: https://www.edu.ro/sites/default/files/_fi%C8%99iere/Invatamant-Superior/2016/postuniversitar/OMECTS_3163_2011.pdf
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23.   G2 P1 8 - KULT 316

Title	KULT 316
Sub-title (optional)	Centre of Cullinary and Tourism KULT 316 (Center kulinarike in turizma KULT 316)
Name of the institution(s)	Biotechnical Educational Centre
Qualification level concerned	EQF 5, EQF 6
Country concerned	Slovenia
Theme(s) (optional)	Mission / Role of professional Higher Education Governance
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Implement measures to increase the confidence of PHE Institutions to fully embrace and according to their professional profiles, rather than drift towards academic higher education , Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution, Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions
Keywords (optional)	Study, practical education, training in PHE, hospitality and tourism, food technology and nutrition
Summary	Centre of Culinary and Tourism KULT316 is a unique and representative example of modern educational practice in hospitality, tourism, food technology and nutrition, where students get practical experience in a real-life learning environment. Under mentorship students lead cafe and restaurant open to public, there's a hotel room, a conference

	hall, wine cellar and a beer brewery. The Centre of Culinary and Tourism KULT 316 is open to public and has been opened since October 2015. The KULT316 restaurant offers a wide array of delicious dishes from the Central Slovenian region, working hours are from Monday to Fruday 12.00 to 22.00. The KULT316 café provides a wide range of drinks and pastries made during the educational process at the BIC Ljubljana and is opened from Monday to Friday 7.00 to 16.00. As a part of educational process they produce local food and drinks: beer production and wine production (with P&F Jeruzalem Ormož) – house wine of KULT316.
Lessons learnt (optional)	Center of culinary and tourism KULT316 a unique example of modern educational practices in the fields of catering, tourism, food technology and nutrition. The new premises of Biotechnical educational center in Ljubljana allows students to gain practical experience in real learning environments, as they are also open to public. There are demo kitchen, teaching kitchen, hotel room, conference room, wine cellar, restaurant and coffee shop in KULT 316, where students can widen their knowledge and gain practical experience with real guests in real environment, but still under mentorship.
Additional information (optional)	Nature of innovation: Radical Implementation phase: Pilot Access level: Regional / National Impact area: Service Target: Multiple actors Links: http://www.kult316.si/
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24.   G2 P3 9 - Best Practices from Governments in developing policies for improved performance of (professional) higher education institutions

Title	Best Practices from Governments in developing policies for improved performance of (professional) higher education institutions
Sub-title (optional)	Use of knowledge brokers in interpreting evidence for such policymaking

Name of the institution(s)	N/A
Qualification level concerned	EQF 5, EQF 6, EQF 7
Country concerned	Afghanistan
Theme(s) (optional)	Research, Development and Innovation
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution, 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)	formal and informal employment, internal (within GVT education administration) and external knowledge brokerage, involvement of social partners, areas : quality assurance, intersectoral consultation,
Summary	The use of knowledge brokers is not very common in (HE policymaking in European countries, as it occurs in an active way in higher educaton systems only in about one third of the countries. Knowledge broking is understood in broadly two different ways: in some countries (Belgium, both the French and Flemish Communities, Denmark, Germany, Estonia, France, Latvia and Slovenia), there are knowledge brokers within government education administrations that specialise in interpreting evidence for policymakers. The other type of knowledge broker is external, and includes various types of institutes and organisations. These can be found in the Czech Republic, Austria, the United Kingdom (England, Wales and Northern Ireland), Switzerland and Norway. Others have a mixed regime. For example in Austria, the Federal Institute for Educational Research, Innovation and Development (BIFIE) serves both as a research agency and also as a knowledge broker.
	Either way, knowledge brokerage is only succesful in countries where the law requires it, and where there are procedures and processes in place that regulate the input from the different government bodies (agencies, statistical departments, etc.) and/or from the (external) contributors (trade unions, skills councils, employers' associations). Each country has its specifics, and the national examples show that collection of data (whatever its source) generally put PHE in an advantageous position, when it has been given the chance of developing fully, next to academically oriented programmes.

	This is even more the case when the data are collected externally (not through government bodies), but e.g. through employers' organisations.
Lessons learnt (optional)	The impetus for evidence-based policymaking came from the EC, and was first successfully implemented when preparing the Lisbon Strategy (2000). It was continued under the EU's Open method of Coordination, and is now also used in setting the targets for the E 2020 Strategy. Repeatedly the EC has had to urge national governments to make more and better use of knowledge-based theory and practice, and its use in member states differs greatly, for financial reasons and through clashes with institutional autonomy and other vested interests (e.g. in QA). It would be interesting to compare the different methodologies used by other (international) bodies such as OECD, UNESCO, and find out how the governments respond diffferently depending on the source.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Scale Access level: Regional / National Impact area: Process Target: Wide range of actors Links: EURYDICE report 2016: Support Mechanisms for Evidence-based Policymaking in Education.
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25.   G2 P3 13 - The use of structural Indicators for monitoring higher education and training

Title	The use of structural Indicators for monitoring higher education and training
Sub-title (optional)	Developing and implementing indicators focusing on regional development
Name of the institution(s)	HEI in EU member countries
Qualification level concerned	EQF 5, EQF 6, EQF 7
Country concerned	Afghanistan
Theme(s) (optional)	Mission / Role of professional Higher Education Governance, Research, Development and Innovation
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Implement measures to increase the confidence of PHE Institutions to fully embrace and according to their professional profiles, rather than drift towards academic

	higher education , Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution, 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)	structural indicators, EU benchmarking, excellence in professional HE, graduate employability
Summary	Areas in which the use of structural indicators have the potential of showing the added value of professional higher education are work placements, graduates' employability, involvement of external stakeholders, labour market and skills forecasting in government planning. By way of example we can distinguish two national (and EU) objectives, requiring or taking into account a skills basis: firstly the attainment of participation targets in higher education (EU benchmarking of 40 % in the 30-34 age bracket); secondly graduates' employability. In both cases we choose those indicators that have the potential of showing "PHE excellence". In HE the indicators that demonstrate the capacity of PHE to widen HE participation are Recognition of informal and non-formal learning for entry in HE; performance-based funding mechanisms with a social dimension. On the subject of Graduates' Employability, the most likely indicators showing the relevance of PHE are: Use of regular labour market forecasting; involvement of employers in QA; requirements for student work placements.
Lessons learnt (optional)	Individual indicators cannot demonstrate excellence of a HEI or sector of HE on their own; they have to be judged in their national context, or as part of a wider frame (e.g. binary vs unitary system of HE). Very few countries have arrangements in place for the validation of informal and non-formal learning, a pre-requisite for the recognition of such learning. According to the EC both GVTs and HEIs have a major role to play in achieving the benchmark for employability by 2018 (82 %). The role of the latter lies mainly in equipping

	graduates with the knowledge and transferable core competences needed to succeed in high-skill occupations. labour market forecasting is used to anticipate labour market needs in terms of supply and demand; few countries use the full range, with HEIs readily adaptng their programmes accordingly; skills-forecasting is still in the beginning phase, and mainly occurs in skills-oriented HE. taking into account employment outcomes happens in several ways: most common is through participation of employers and/or professional oganisations in QA processes (mainly in professionally-oriented programmes); other ways are as part of performance agreements between HEIs and education authorities, which may also be linked to funding arrangements. including work placements in HE programmes mainly aims at enabling students with skills that make them more employable; originally only found in PHE, most countries show a tendency to make WPs obligatory in all programmes, however the requirements for a valid WP and the quality may vary a lot.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Access level: Regional / National Impact area: Process Target: Multiple actors Links: Communication from the Commission to the EP, etc.: A New Skills Agenda for Europe {SWD(2016) 195} Structural Indicators for Monitoring Education and Training Systems in Europe, 2016, Eurydice Background Report to the Education and Training Monitor 2016
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26.　　G2 P6 7 - No formal differentiation between PHE and other HE degrees in respect of employability

Title	No formal differentiation between PHE and other HE degrees in respect of employability
Sub-title (optional)	

Name of the institution(s)	Czech Republic (National legislation)
Qualification level concerned	EQF 6, EQF 7, EQF 8
Country concerned	Czech Republic
Theme(s) (optional)	Mission / Role of professional Higher Education Governance
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution
Keywords (optional)	Qualifications; Recognition; Higher Education; Tertiary Vocational Education
Summary	Czech legislation and corresponding implementation practice does not provide any formal barriers as to access to employment with regard to particular type and profile of EQF 6-8 qualifications. This approach is also supported by official government schemes such as the National System of Qualifications and the National System of Employment, which namely declare equivalence of diplomas awarded by professional tertiary schools (vyšší odborné školy, VOŠ) No formal differentiation between PHE and other HE degrees in respect of employability;) and corresponding higher education (bachelor) degrees. Also in important regulated professions sectors such as healthcare and education, for some professions (type of positions) alternative path to qualification is supported, and provided for, by the relevant legislation.
Lessons learnt (optional)	Gradual, incremental development of the traditional system of vocational qualifications blended with new types of qualifications emerging in higher education sector since 1990s, melted into quite a flexible qualifications system and their recognition, when supported by overarching schemes inspired by European educational policy initiatives (e.g. qualifications frameworks).
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Mainstream Access level: Regional / National Impact area: Service Target: Wide range of actors Links:
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27.   G2 P6 5 - Extraordinary professorships under new Higher Education Law

Title	Extraordinary professorships under new Higher Education Law
Sub-title (optional)	
Name of the institution(s)	Czech Republic (National legislation)
Qualification level concerned	EQF 8
Country concerned	Czech Republic
Theme(s) (optional)	Mission / Role of professional Higher Education Governance, Internationalisation, Research, Development and Innovation
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Implement measures to increase the confidence of PHE Institutions to fully embrace and according to their professional profiles, rather than drift towards academic higher education
Keywords (optional)	Professorship; Professors of Practice; Alternative Paths in Academic Career
Summary	The Czech Higher Education Institutions Amendment Act (No 137 / 2016) has partially but significantly altered rules for appointment of professors at higher education institutions.

Traditionally, professorship is conferred upon a person by a state-accredited procedure organized by a higher education institutions, whereby the scientific board, after completion of all the steps required from a candidate, makes proposal to the president of the state to appoint a professor. The professorial appointment is made ad personam, does not in itself constitute an employment posting, and thus represents a special type of professional qualification, which is transferrable among institutions in the country. Being holder of a professorial title is a requirement for being employed by a higher education institution in a position of a professor; by law, only professors (incl. associate professors) can be study programme directors, and perform other reserved functions by law, such as serving as degree examinators without specific authorization from designated institutions.

For professorial appointment a traditional academic path is generally being required, starting with PhD degree and throught acquisition of venia docendi (habilitation) rights which give the status of associate professor. Typically, a professor will then have at least 10-15 years of continuous academic career after completion of PhD. Exceptions from this traditional path may be granted to persons who had |

	previously been professors at a recognized foreign higher education institutions. However, this is rather uncommon.

By the new law effective from 1 September 2016, higher education institutions will have the option, under certain procedural and substantive conditions, to appoint "extraordinary" professors outside the traditional path.

Under new legislation, appointment of extraordinary professors (with status and rights equivalent to ordinary professors) will be possible for higher education institutions granted institutional accreditation (new accreditation scheme to be implemented from 2018). The appointment will have to be in a field of education, which is approved as part of the institutional profile.

The path to extraordinary professorship will be open to candidates who either were professors of some degree (including associate) abroad, or have been working as practicioners in the relevant field for at least 20 years. There is no formal education requirement, lest a PhD degree requirement, for extraordinary professorship appointment by law. It is however legally required that the person must be "recognized expert in the field", and the appointment must be approved by the institution´s scientific board, whereby the institution acknowledges responsibility for these appointments towards meeting accreditation standards.

Unlike the traditional professorship which is dual (the state appointment and then employment post pre-conditioned by the title), extraordinary professorship is inherently connected, and inseparable from, employment contract with an institutions in respect of a particular position.

While yet waiting for implementation, and subject to quite rigorous limitation with regard to years of practice, this new path still provides an alternative route to more flexible careers, and is likely to support an inflow of experienced senior practicioners into higher education as increasingly there is shift away from life-long careers in one single track. |
| **Lessons learnt (optional)** | There has been an extensive debate on changing professorship in Czech higher education more overwhelmingly, by total abolition of state-awarded professorial titles and adoption of the model of professorship exclusively as employment posting decided by an institution. |

	This has, however, faced lack of trust in such a solution both withing academia, and within society at large. This new path for extraordinary professorships may help to cultivate views on background and role of professors in higher education, and facilitate a yet more profound transformation which could, at later stage, be incorporated into law.
Additional information (optional)	Nature of innovation: Radical Implementation phase: Pilot Access level: Regional / National Impact area: Organization Target: Multiple actors Links: http://www.msmt.cz/uploads/Areas_of_work/higher_education/Act_No_111_1998.pdf
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28.   G2 P6 6 - The College of Logistics

Title	The College of Logistics
Sub-title (optional)	A Case of Successfuly Defined Unique Institutional Mission
Name of the institution(s)	The College of Logistics
Qualification level concerned	EQF 6, EQF 7, EQF 8
Country concerned	Czech Republic
Theme(s) (optional)	Mission / Role of professional Higher Education Governance
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Implement measures to increase the confidence of PHE Institutions to fully embrace and according to their professional profiles, rather than drift towards academic higher education , Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution, Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions , 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)	Professional Higher Education Institution; Institutional Profile; Strategy
Summary	The Czech Republic has seen, since it was made possible by the 1998 Higher Education Institutions Act, an expansion of the

	sector of professional higher education institutions which also overlaps, to a large extent, with the sector of private higher education institutions. Currently there are 39 professional higher education institutions (37 private, 2 public institutions). Most of these institutions have struggled to form a distinct profile, and by a large majority they operate in the field of education towards business studies, marketing and general services. Many of the institutions are on a drift, or attempt to drift towards the traditional academic sector, aspiring to become universities in some cases, including the case of one of the two public professional higher education institutions.
	The College of Logistics is a private higher education institution that has existed since 2004. Over the course of its existence the institution has deliberatedly and steadily selected a clear profile, avoiding to extend activities beyond that profile even at time of the peak of demand for higher education.
	The institution operates degree programmes at EQF 6 and 7 in logistics with a comprehensive focus on transport logistics, travel and hospitality logistics, and logistics of servises. Professionaly specialized EQF 6 degrees are followed on by an option of an EQF 7 degree with more managerial focus.
	The institution has managed to set up an impressive network of collaborations with the world of work, which is also atunned regionally with important transport industry that traditionally exist in the area of Přerov, which is the location of the institution and a strong traditional transport hub namely for railways.
	The quite unique feature about this institution is also its ability to collaborate with traditional university sector. That includes research collaborations, but namely participation in the provision of doctoral degree programmes in transport field by universities in Prague and Žilina (Slovakia).
	Thus, the institution has managed to establish itself across all the levels of higher education while remaining a focused professionally oriented institutions, and that is quite singular in the Czech higher education system.
Lessons learnt (optional)	The case of the College of Logistics demonstrates that a professional higher education institution can establish itself as a strong player in the sector while keeping and developing

	a clear profile through clever strategy composed of a focused own action combined with a deliberate network of strategic collaborations involving both traditional university sector and the world of work.
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Scale Access level: Regional / National Impact area: Service Target: Multiple actors Links: http://www.vslg.cz/
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29. G2 P7 21 - Flexible program jointly designed for training Information Technologies and Communications (IT&C) professionals

Title	Flexible program jointly designed for training Information Technologies and Communications (IT&C) professionals
Sub-title (optional)	Curricular flexibility and immersion in the working environment: Orange Educational Program for University Politehnica of Bucharest
Name of the institution(s)	University Politehnica of Bucharest/Faculty of Electronics, Telecommunications and Information Technology
Qualification level concerned	EQF 6
Country concerned	Romania
Theme(s) (optional)	Mission / Role of professional Higher Education Governance
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)	telecommunications, Orange, Politehnica, ICT, internship, research
Summary	Orange Educational Program for University of Politehnica Bucharest is a partnership aimed at the professional education of students, future IT and telecommunication engineers that is now at its 14th edition. It offers three types of educational packages, ranging from one year scholarships to short term scholarships covering the period of summer internships (2 months) or the period for conducting guided

	research within the company for completing the graduation project (4 months). It is mainly addressed to students in the two departments: Telecommunications Technologies and Systems (TST) and Telecommunications Networks and Software (TNS), but is open to all students of the Faculty of Electronics, Telecommunications and Information Technology. For university year 2017-2018, the program offers a total of 48 scolarships. The selection of applicants is made jointly by Politehnica and the partner company, the selected students included in the interships are tutored (or mentored) during the elaboration of the graduation project or during the entire scholarship period. They also attend the courses held at the Orange Training Center with ECTSs recognized by students' faculties. The Training Center, founded in 2007 within the Faculty of Electronics, Telecommunications and Information Technology, offers a wide range of courses delivered by professionals from Orange and partner companies (Nokia, HUAWEI, ANCOM, Ericsson, etc). Advanced telecommunications technologies, Network Planning and network resources management, Cybersecurity, IT&C New Trends are some of the topics of the specialized courses. The curricula also includes Soft skills training and notions of the Economics of the telecom market which offer students a more comprehensive approach for the world of work. The Center includes a library and a laboratory equipped for applied research. More than 300 students have graduated the program since it started and a high proportion were subsequently hired by Orange or partner companies. All graduates were rapidly integrated on the labour market within the field of professional specialisation.
Lessons learnt (optional)	The need for training information and communication technologies professionals is high at European level. It is estimated the deficit is set to increase to 500.000 professionals by 2020. https://ec.europa.eu/digital-single-market/en/digital-skills-jobs-coalition). By committing to cooperate with the academic world, Orange Educational Program is contributing to setting professional educational standards for the field of telecommunications. Through the program, students have access to the most up-to-date technologies and interact with

	professionals in the field of telecommunications, connecting PHE with real challenges in the sector. The program is offering students practice-based learning, hand-on experience and the possibility to put into practice research ideas, contributing thus to a broader vision about the role of research in PHE. Also, to further excellence in the field, the company offers prizes for the best graduation projects - which consists mainly in applied research directly relevant for ITC industry. The program is also flexible. It evolved from year to year, adapting the educational offer to the needs of the students. For example, the specialized courses offered by the Training Center were initially scheduled during the 4th year of study. Since the final year of study is very busy for students, starting with last year, the courses are scheduled during the summer internship period, in a more condensed manner, during the 8 weeks of practice. The outcome consists in a better correlation between theoretical information and its practical application as well as a more general flexibility of the overall curricula of the faculty - since the courses taught at Orange's training center are jointly developed with professors from Politehnica, and the ECTSs are recognized by the faculty. The success of the program is evidenced also by the intention to expand it to an MA level (starting with 2017-2018), upgrading thus the level of research at which students are co-opted. The overall flexibility of the program ensures that the educational program is capable of responding to changes both in the field of education and in evolution of the industry. The active involvement of Orange, one of the leaders in Telecommunications industry in Romania and worldwide, in shaping the relevance of curricular design for the labor market, the quality of the outcomes and the attractiveness of the educational program, recommend it as an example of best practice for professional higher education.
Additional information (optional)	Nature of innovation: Radical Implementation phase: Scale Access level: Regional / National Impact area: Organization Target: Multiple actors

	Links:
	http://www.electronica.pub.ro/index.php/colaborari/parteneri/orange/493-deschiderea-programului-orange-educational-program-engineering-2017-2018
	https://www.orange.ro/programul-educational/politehnica/noutati/regulament/index.html
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30.   G2 P1 39 - Quality at PHE - VSSKV

Title	Quality at PHE - VSSKV
Sub-title (optional)	Internal selfevaluation of quality at Higher Vocational School for Cosmetics and Wellness
Name of the institution(s)	Higher Vocational School for Cosmetics and Wellness
Qualification level concerned	EQF 6
Country concerned	Slovenia
Theme(s) (optional)	Mission / Role of professional Higher Education Governance
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions
Keywords (optional)	quality, PHE, report
Summary	The process of quality assurance at VSŠKV is supported by systematic self-evaluation, which involves all stakeholders in the institution: students, lecturers, instructors, assistants, mentors, management and other employees at the school. The evaluation has been carried out once a year since 2013, key indicators (such as transparency, accessibility of study materials, students' performance, teaching process, quality of practical training etc) are monitored. Goal of the comprehensive evaluation is to show the current state and design new measures to improve and develop study programme, which follows to new trends on the professional field and answers to students and labour market needs.
	For the purposes of quality assurance at VSŠKV works a Quality Assurance Commission, which has five members: a quality counselor, management representative, student representative, lecturer representative and representative of employers. Commission monitors and boosts development of

	systematic and planned measures toward higher quality of teaching process and study program and creates annual self-evaluation report with sugested improvements to school authorities such as Strategic Council and Student Council. Next to it the Quality Commission creates the annual self-evaluation plan, establishes new quality indicators that will be monitored. The results are the basis for identifying gaps and problems in study process, search for solutions and the introduction of improvements for even and efficiency of study programs at VSŠKV.
Lessons learnt (optional)	Annual survey on students and teachers feedback in PHE institution.
Additional information (optional)	Nature of innovation: Radical Implementation phase: Scale Access level: Local Impact area: Process Target: Multiple actors Links: http://www.vskv.si/vsskv/
Contact details	Brigita Vončina, Višja strokovna šola za Kozmetiko in Velnes brigita.voncina@gmail.com

31.   G2 P1 11 - Karierno Središče (Career Centre)

Title	Karierno Središče (Career Centre)
Sub-title (optional)	Career Centre at Employment Service of Slovenia
Name of the institution(s)	Employment Service of Slovenia
Qualification level concerned	EQF 5, EQF 6, EQF 7, EQF 8
Country concerned	Slovenia
Theme(s) (optional)	Mission / Role of professional Higher Education Governance
PROCSEE Theme	Promotion of PHE in Responding to Skill Shortages
Challenge/Root Cause addressed by the practice	Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution
Keywords (optional)	career guidance, career centre, education, study, employment
Summary	Career Centers at Employment Service of Slovenia offer a range of free services and activities in order to encourage employment, support career choice or career development. Career Centre is a place where everybody can find information when he is planning education or employment and needs

correct information to help at the decision about career path. Guidance counsellors in Career centres offer information to:

- The unemployed, looking for information or career guidance when searching for job or deciding for further education.
- Employees, who are at risk of being made redundant, in order to avoid transition to the unemployment.
- Young drop outs, with no other possibility for getting information and career guidance.
- students and pupils in transition to a higher level of education.
- Parents, teachers and guidance practitioners, who are helping with decision making regarding career path.

There are Career Centres in all 12 Regional Offices in Slovenia and each has a library, a reading room with all necessary information, free photocopies and internet access, video clips, individual counselling and group workshops. Materials possible to find in each Career Centre are:

- description of vocations,
- information on (upper)secondary and higher education institutions,
- information on possibilities for vocational training and study abroad,
- information on available financial aids for education and training,
- postings of educational programs,
- information on student residences,
- postings of jobs,
- directions and tools for more effective job searching,
- video clips of vocations,
- computer programs for independent planning of educational or vocational path.

Lessons learnt (optional)	Comprehensive information on study and employment possibilities
Additional information (optional)	Nature of innovation: Incremental Implementation phase: Mainstream Access level: Regional / National Impact area: Service Target: Wide range of actors Links: https://www.ess.gov.si/ncips/cips
Contact details	Brigita Vončina, Employment Service of Slovenia brigita.voncina@gmail.com

32.   2 P1 18 - Biotechnical Consortium

Title	Biotechnical Consortium
Sub-title (optional)	Konzorcij biotehniških šol Slovenije
Name of the institution(s)	Consortium of Slovene Biotechnical Schools
Qualification level concerned	Choose any and all that apply: • EQF 5 • EQF 6
Country concerned	Slovenia
Theme(s) (optional)	Choose any and all that apply: • Mission/Role of Professional Higher Education • Governance • Quality • Teaching/Learning • Internationalisation • Research, Development & Innovation
PROCSEE Theme	• Promotion of PHE to respond to skill shortages
Challenge/Root Cause addressed by the practice	• Implement measures to increase the confidence of PHE Institutions to fully embrace and according to their professional profiles, rather than drift towards academic higher education • Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution • Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions • 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)	Consortium, Sector Specific, Biotechniques
Summary	Slovenia is a small country and schools are usually small and locally embedded institutions. By establishing a national sectorial Biotechnical Consortium small institutions ensured strong recognition as a relevant stakeholder in the sector not only in their region but on national and international level towards stakeholders and authorities. The impact of their joint actions resulted in ensuring small local/regional institutions to: • reach faster and easier the target population (future students, parents, adult learners, sectorial labour market), • be promoted nationwide and cross-border (fairs, radio, TV, press conferences, web page, adverts),

	- organize national/international competitions that are a great motivator for students and attraction for employers looking for new employees (World Championship in plowing), - organize round tables/debates on up to date topics (green sustainable farming and industry) with relevant stakeholders, - organize sectorial seminars, workshops and conferences, trainings with high-profile experts from the sector for teachers, students, local/regional WoW, - prepare specific sectorial courses for students and adults, - modernize study programmes according to new demands, - open joint shops selling eco products of the institutions and their graduates' companies and farms (even in the very center of the capital's main market), - prepare comparative sectorial analysis of the labour market and labour market needs, - submit joint sectorial projects and gain more EU funds, - propose joint curricula changes and modernized approaches, - organize sector specific workshops and trainings for school managers, QA, governance, sector trends, etc., that enables PHE institutions to increase and strengthen their professional profile and relevance, - reach and share high-profile experts (researchers, professionals, innovators in the sector) and expertise gained and - cooperate with the local/regional/national authorities and international sectorial associations.
Lessons learnt (optional)	Joining forces makes small institutions stronger, more relevant, widens their professional and geographical reach, increases their confidence, recognition and impact towards all relevant stakeholders and target groups.
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33.   G2 P1 19 - Establishment of a College Association of Slovenia

Title	Establishment of a College Association of Slovenia
Sub-title (optional)	Skupnost višjih strokovnih šol Republike Slovenije
Name of the institution(s)	Association of Slovene Higher Vocational Colleges
Qualification level concerned	Choose any and all that apply: • Mainly EQF 5 • Also EQF 6 • Also EQF 7
Country concerned	Slovenia
Theme(s) (optional)	Choose any and all that apply: • Mission/Role of Professional Higher Education • Governance • Quality • Teaching/Learning • Internationalisation • Research, Development & Innovation
PROCSEE Theme	• Promotion of PHE to respond to skill shortages • Align PHE with Regional Development Strategies
Challenge/Root Cause addressed by the practice	• Implement measures to increase the confidence of PHE Institutions to fully embrace and according to their professional profiles, rather than drift towards academic higher education • Ensure strong recognition of the impact of PHE on society and the world of work, of the quality of programmes offered in PHE and of the qualifications issued by PHE institution • Develop and strengthen cooperation between all educational actors and stakeholders, at every level of institutions • 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)	National association, EQF 5, Private Institutions, Public Institutions, PHE, SCHE, Skupnost VSŠ, Association HVC
Summary	Skupnost VSŠ is a national association established by small private and public providers of SCHE that are organised as independent SCHE institutions, as part of a School Center providing EQF 3 to 5 or as part PHE istitutions providing EQF 5 to 7, ensuring strong recognition as a relevant national representative not only on national but also international level towards stakeholders and authorities. The impact of

	actions resulted in ensuring small local/regional institutions to: • reach faster and easier the target population (future students, parents, adult learners, sectorial labour market), • be promoted nationwide and cross-border (fairs, radio, TV, press conferences, web page, adverts), • organize round tables/debates on up to date topics (modernization of HE, PHE, LLL, QA, …) with relevant stakeholders (especialy from the WoW), • organize national and international seminars, workshops and conferences with high-profile experts from the PHE area for all stakeholders, • cooperate directly to national authorities and the WoW (relevant ministries, employers' associations, chambers of commerce, student organisations, QAA, professional and sectorial agencies and associations, SMEs, …) • organise specific training courses and workshops for college managers, teaching staff, administrative staff, QA staff, organising and mobilising EQF 5 students and preparing workshops on national and international level for them, • modernize study programmes according to new demands and propose and support curricula changes and modernized approaches • stimulate members to join forces on sectorial level, • prepare comparative PHE and EQF 5 analysis of the labour market and labour market needs, • support internationalisation by representation in international associations and bodies, by providing relevant contacts of our international partners, and submitting international projects, • organize workshops and trainings for school managers, QA, governance, sector trends, etc., that enables PHE institutions to increase and strengthen their professional profile and relevance, • access to high-profile national and international experts (researchers, professionals, innovators in the sector) and expertise gained and • support cooperation among members by exchanging good practices and experience.
Lessons learnt (optional)	Joining forces makes small institutions stronger, more relevant, widens their professional and geographical reach, increases their confidence, recognition and impact towards all relevant stakeholders and target groups. It ensures small institutions to map and mobilise their own potential and

	embed regional dimension into complex institutional strategy.
Links to Additional Information	Jasmina Poličnik, Skupnost VSŠ, skupnostvss@sc-celje.simailto:majda.kolenc@bc-naklo.si http://www.skupnost-vss.si/en/association-hvc/
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34.   G2 P3 04 - HRDA

Title	HRDA
Sub-title (optional)	A re-training program for professionals, sponsored by the Human Resources Development Authority
Name of the institution(s)	Human Resources Development Authority (semi-government organization)
Qualification level concerned	Choose any and all that apply: • EQF 5
Country concerned	Cyprus
Theme(s) (optional)	• Mission/Role of Professional Higher Education • Governance • Quality • Teaching/Learning
PROCSEE Theme	• Alignment of PHE with Regional Development Strategies • Promotion of PHE to respond to skill shortages
Challenge/Root Cause addressed by the practice	Lack of in-debt knowledge of market needs. Lack of strategic planning and performance indicators. Rigid structure and bureaucracy for developing new programs. Lack of methodology for collecting data from the world of work. Students have no clear view of career path.
Keywords (optional)	Retraining of professionals; Vocational Training; Study the needs of the market
Summary	HRDA is a semi government organization that supports financially the retraining of professionals so that they can be employed more easily. In the process, they produce studies that assess the needs of the market, the available ways for professionals to further educate themselves, etc. The target groups are both employed and unemployed people.
Lessons learnt (optional)	The re-training of professionals leads to better employment opportunities.
Additional information (optional)	http://www.hrda.org.cy/el/katartisi/ola-ta-sxedia

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First collected by	George A. Papadopoulos, May 2017

35. G2 P4 09 - G2C4 Increase flexibility of PHE in response to labour market needs

Title	G2C4 Increase flexibility of PHE in response to labour market needs
Sub-title (optional)	Academics have a broad entrepreneur's skills, and have deep knowledge about market needs, European LO are transferred and implemented at institutional level
Name of the institution(s)	Polytechnic of Zagreb
Qualification level concerned	Choose any and all that apply: • EQF 6 • EQF 7
Country concerned	Croatia
Theme(s) (optional)	Choose any and all that apply: • Mission/Role of Professional Higher Education • Governance • Quality • Teaching/Learning • Research, Development & Innovation
PROCSEE Theme	Promotion of PHE to respond to skill shortages
Challenge/Root Cause addressed by the practice	Competence
Keywords (optional)	Learning outcomes, business experience, real sector
Summary	Academics which are employed at Polytechnics mostly came from a real sector and industry and they are also involved in numerus commercial projects with industry. Some of them are entrepreneurs, what is giving them additional experience in practical knowledge and labour market needs. Also, such experience, from world of business, directly have positive effects on learning outcomes and proper implementation of them during study processes.
Lessons learnt (optional)	Academics from business sector are more experience in needs and demands from world of work.
Additional information (optional)	*www2.tvz.hr/wp-content/plugins/download-monitor/download.php?id=360* *www.netokracija.com/tvz-politehnika-104651*
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