Erasmus+
Support to the implementation of the European Higher Education Area (EHEA) reforms (KA3)
**Introduction**

Every year, the Education, Audiovisual and Culture Executive Agency (EACEA) publishes Compendia of all projects selected for funding under the annual Call for proposals of the Erasmus+ Programme. The present publication is dedicated to the projects awarded in 2014 under the centralised actions of the **Key Action 3: Support to the Implementation of the European Higher Education Area (EHEA) Reforms**.

The Compendia are part of the EACEA's contribution to a better dissemination of information about ongoing projects and networking among project coordinators. In the Compendia you will find a short description of each project, the contact details of the beneficiary and coordinating organisations.

Please note the present Compendium reflects the state of projects at the end of the selection stage, which means that data such as duration, coordinators or contact details may change during the lifetime of the project. Please also note that project descriptions included in this Compendium are provided by the applicants at the application stage. For further updated information please use the indicated contact details.

The Commission supports Member States and the higher education sector to help implement the modernisation agenda through the EU process of the Open Method of Coordination, by taking special initiatives (Quality Assurance, ECTS, EQF, EIT etc.), through its active involvement in and support for the Bologna Process, and by supporting other initiatives (pilot projects, associations, networks etc.) through the Erasmus+ Programme, including by providing support for the implementation of EHEA Reforms.

Under the Erasmus+ Programme, this is the purpose of the **Key Action 3: Support to the Implementation of EHEA Reforms**, which has as a general objective to support the implementation of EHEA Reforms in Erasmus+ programme countries.

To this end, National Authorities for Higher Education are invited to commit in self-identified, demand driven activities based on the findings and gaps identified in the Bologna Process Implementation Report of 2012 for their respective countries and on the priority actions of the Bucharest Communiqué.

The expected impact is:
- stronger links between policy challenges and implementation of reforms;
- improved application of European tools in higher education, including synergies with tools in other sub-systems of education and training, enhancing quality, supporting mobility and internationalisation;
- increased capacity to support shift to student-centred learning in higher education institutions.

20 projects were selected under this Call. The compendium gives you a brief overview of the aims and objectives. These projects have 18 months duration.

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Law 3374/2005 'Quality assurance in higher education, transfer and accumulation system of credits-diploma supplement' introduced the principles of quality assurance in higher education and established the Quality Assurance Agency. It also provided for the organisation of undergraduate and postgraduate programs based on ECTS, as well as the issue of the Diploma Supplement, attached to all graduate or postgraduate degrees. Moreover, Law 4009/2011 'Structure, operation, quality assurance of studies and internationalisation of higher education institutions', was a further push towards modernisation of Hellenic Higher Education Institutions (HEIs): it dictated the introduction of the "Council of the Institution", it regulated issues pertaining to the funding of Institutions based on specific criteria and indicators, while it further embraced the role of the Quality Assurance Agency, attributing additional competences as regards accreditation. In parallel, "Athena", a project of reconstruction of the academic map of the country, aimed at tackling the issues of discipline fragmentation and geographical dispersion of Departments and Faculties. The plan resulted in the issue of 36 Presidential Decrees, all related to mergers of HEIs, renaming of Faculties, abolition or establishment of new Departments, etc. In particular, 4 HEIs and 123 Departments were abolished.

Nevertheless, although the legislative basis was put in place, further efforts need to be made in order to ensure the correct implementation of the European Higher Education Area (EHEA) principles and Bologna tools in Greece. The experience of the previous project "National Team of Bologna Experts 2011-2013", which included the organisation of Sensitization meetings for the correct use of ECTS in HEIs, helped identify a series of challenges as regards the correct implementation of ECTS/DS and composition of learning outcomes. These two elements are not only regarded as of utmost importance with reference to the modernisation of HEIs, but also constitute important milestones towards the vision of internationalisation, connection with the labour market and development of research and innovation. The issue of implementation of ECTS/DS, the reformed course descriptions and the correct presentation of the curricula are impediments also identified by the Hellenic Quality Assurance and Accreditation Agency (ADIP), which has concluded the external evaluation process for all HEIs for the first time this year. Last but not least, the new ERASMUS+ Programme, which allows mobility from and to countries outside the EHEA, the creation of Joint Masters and the participation of Hellenic HEIs in KA2, also requires that the issues of the implementation of ECTS/DS and correct composition of learning outcomes are effectively addressed. The main activities envisaged in the framework of this project are:
• One central European conference on the correct use of learning outcomes, in combination with the use of ECTS/DS

• Two surveys will be conducted in order to map the present situation and check the impact of sensitisation meetings on the implementation of learning outcomes

• 4 in situ regional workshops promoting learning outcomes and ECTS/DS

• Publication of a Guide on defining learning outcomes and consulting on the use of ECTS/DS

• A meeting with the Rectors' Council on the internationalization Strategy of Hellenic HEIs to countries of the EHEA and beyond and quality assurance challenges The target group primarily comprises the main decision makers coming from all stakeholders’ groups in HEIs (authorities, teaching staff, administrative staff, students) and indirectly (by means of publication of the short Guide and the multiplier effect of the participants in the activities) the whole academic community.

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GRANT AWARDED: 123.483.60€

Total Project Costs: 154.354.50€

CONTRACT DURATION: 18 months
STEERING (Support to Higher Education Reforms in Germany) is a project aiming to build a link between two successful and renowned (nationally funded) projects named Promoting Bologna in Germany (ProBiG), conducted by the German National Agency for Erasmus+ at the German Academic Exchange Service (DAAD), and NEXUS, conducted by the German Rectors’ Conference (HRK). The different national activities of these two projects – such as conferences, seminars and peer learning activities – shall be supported and enriched by a team of 20 international experts whose assignment will be coordinated by the National Agency for Erasmus+, according to their field of specialisation. Further to these assignments, the National Agency will offer webinars together with the experts and the possibility for German higher education institutions (HEIs) to apply for a site visit of two experts. The main thematic focus of all activities will be put on the “to dos” identified in the Bologna implementation report such as: - the implementation of a three-cycle structure in all faculties but especially in teacher training, legal education, as well as medical studies and training, - the enhancement of recognition by improving the interdependence of credits and learning outcomes, - the improvement of staff mobility by enhancing an international environment at the German HEIs by promoting the possibilities and benefits of administrative and technical staff mobility and - the advancement of quality assurance (QA) with a special emphasis on its international scope. The STEERING project is designed to generate political discourse and the promotion of pragmatic concepts for the internationalisation of teacher training, legal education, as well as medical studies and training. It also seeks to substantially improve with the extent and implicitness of automatic recognition of credits gained abroad. In order to do so, the activities aim at significantly improving the application of the ECTS, especially in combination with concrete learning outcomes. The STEERING activities on staff mobility are expected to result in an increased acknowledgement of the importance of administrative and technical staff mobility for professional development of staff members, as well as for the level of internationalization of HEIs. Last but not least the project’s peer learning initiatives in the field of QA will lead to a broader understanding of the importance of internationalisation in the context of QA and a decreased reluctance of German HEIs to implement and engage in international joint study programmes.
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GRANT AWARDED: 55,456.60€

Total Project Costs: 105,266.60€

CONTRACT DURATION: 18 months
Facilitating the Use of Bologna Tools for HEIs and Quality Assurance Agencies

Rationale: Although the main elements of the Bologna agenda are implemented in the Netherlands, there are still items that require attention, especially in the field of transparency. This concerns the information on educational programmes; defining, assessing and demonstrating the achievement of learning outcomes and the use of the Diploma Supplement. Another important item is the connection of Dutch higher education with education in other countries, for the purpose of developing joint programmes.

To better position Dutch higher education, this project focuses on supporting higher education institutions in their activities to fully implement the Bologna philosophy. The overarching aim of the project is to facilitate the use of the transparency tools both for HEIs and quality assurance agencies. This means that the Dutch Ministry of Education (OCW), together with the National Agency Erasmus+ (Nuffic) and the National Accreditation Organisation (NVAO), wants to increase awareness of the remaining tasks, and supports the institutions with information, training and advice. In this project we work closely together with the management of higher education institutions, and with the policy makers, teachers and students within those institutions.

The project involves training sessions for stakeholders within the institutions. Elements in these sessions are: development of a multilingual ECTS course catalogue; describing learning outcomes in a clear and measurable way, meaning and use of the grading table and the development of joint/multiple and double degrees. For this purpose, the national team of Higher Education experts will be continued. This team will also continue its dialogue with their counterparts in vocational education. A peer learning activity on assessment and demonstration of the achievement of intended learning outcomes with 100 European stakeholders (HEIs, quality assurance agencies) and Higher Education Experts is an important part of this project. This event will fill in the structural gap regarding the lack of available training in this field as identified by the Bologna Implementation Report. In the context of transnational/international education a study is carried out on the challenges of internationalisation and the European Higher Education Area, focusing on recent developments as transnational education, joint programmes and online learning. This project also aims to make a contribution to the Dutch agenda for the ministerial conference in Yerevan in 2015 and the project to the stakeholders in The Netherlands partners will actively disseminate the main outcomes.
of the conference

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**GRANT AWARDED:** 156,777.25€

**Total Project Costs:** 213,390.53€

**CONTRACT DURATION:** 18 months
The Bucharest Communiqué underlines the role of higher education in strengthening regional development. However, practice shows that the potential of HEIs has not been sufficiently used and regions might lack effort to benefit from the presence of universities. So far no standards for measuring the impact of HEIs on regional development in a broader sense have been established. For the purpose of evidence-based policy making, the HEREG project will: 1. map the higher education landscape in Slovakia and the way in which HEIs contribute to regional development and implementation of regional smart specialisation strategy. In particular it will be looked at how HEIs: - cooperate with employers, what patterns of cooperation there exist, - help to address the educational needs of socially vulnerable and marginalized groups, - cooperate with regional and local authorities.

1. identify good practice examples at home and abroad (aspects of financing, evaluation, provision, legislation);

2. analyse the collected data in the form of a study and provide recommendations that can be implemented in practice and included in concrete policy measures. The HEREG project addresses several target and stakeholder groups:

1. Higher education institutions (students, staff, management)
2. Research institutes
3. Employers
4. Adult education institutions
5. Public administration at local and regional level and local government
6. Other organisations active in the field of regional development (e.g. regional development agencies, business incubators, NGOs, ...)
7. Population in regions

The following impact is expected:

• Through providing guidelines strengthen the involvement of HEIs in regional development, more concretely in the cooperation with employers, provision of lifelong learning, strategies targeting vulnerable groups and increasing the quality of life in a region in general;

• Awaken the interest of regions to use the potential of HEIs for mutual benefits;
• Provide public administration at national, regional and local level with reliable data for the purpose of evidence-based policy making.

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GRANT AWARDED: 39,977.00€
Total Project Costs: 49,972.00€
CONTRACT DURATION: 18 months
The project Removing Obstacles for Cross-border Cooperation (ROCCO) is aiming at improving conditions for development and accreditation of joint study programmes and contributing to more efficient and fruitful cross-border cooperation. So far only few higher education institutions in Croatia have expressed their intentions to develop joint programmes but due to insufficient current legal and policy framework at national and institutional even these few initiatives face unresolvable obstacles. Such a situation leads to low cross-border cooperation in Croatia and only sporadic examples of successful joint study programmes. This project will ensure that appropriate legal framework is established, procedures and standards at the national and institutional level are developed and adopted and higher education institutions motivated and supported in developing joint study programmes and broadening cross-border cooperation.

Expected results
Legal obstacles for joint study programmes will be removed Accreditation of joint study programmes will be regulated at the national level and higher education institutions will create or change internal procedures and conditions that would support cross-border cooperation. The Agency for Science and Higher education will improve its accreditation procedures and standards for joint study programmes. The guidelines for higher education institutions will be produced in order to assist higher education institutions in the process of preparation and accreditation of joint study programmes.

Target groups of the project are:
Higher Education institutions: the project activities will lead to removing obstacles and aiding Higher education institutions in developing joint study programmes and improving cross-border cooperation.

Students will receive higher quality education and more opportunities for mobility that will lead to acquiring a broader spectrum of competences.

Social partners (employers, scientific institutes,) will have new opportunities to liaison with higher education; they will receive more competent potential employees. The Agency for Science and Higher Education will improve its quality assurance procedures.

The Ministry of Science, Education and sports will ensure effective legal framework for cross-border cooperation.

The impact envisaged:
The Project will have impact on internationalisation of Croatian higher education as it will open possibilities for higher education institutions to develop cross-border cooperation and joint study programmes.

It will also lead to improvement of the national quality assurance system through development of an efficient accreditation procedure for joint study programmes and other forms of cross-border cooperation leading to higher quality of higher education in Croatia.

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GRANT AWARDED: 59,996.00€
Total Project Costs: 78,921.00€

CONTRACT DURATION: 18 months
Czech Qualifications Framework presents the Learning outcomes as a formal objective. However, this objective only remains theoretical, lacking practical implementation in the study programmes. The main aim of this project is to tackle this problem in order to successfully implement the practical use of Learning outcomes in the qualifications framework and thus enhance the quality assurance of higher education in the Czech Republic. International expert guidance will support the implementation of QF. The main result will be a noticeable improvement in the quality of education in the Czech Republic. Target groups of the proposed project are academic staff and representatives of the Ministry of Education, Youth and Sport. However, the main impact groups will be students and other stakeholders benefiting from the improvement of transparency and quality of study programmes and individual courses.

In addition, learning outcomes in the context of international student mobility will be explored. Higher education institutions usually view student mobility as a desirable and positive learning experience and the outcomes and benefits of international mobility for students are taken for granted. In 2014, the Ministry of Education started to finance a pilot national project (including 8 HEIs) to evaluate the impact of international mobility on personal development of students and their advancement in specific competences using the "memo tool" developed and coordinated by CHE Consult GmbH. In the scope of this project, the interim and final results of this pilot national evaluation will be used, disseminated and further analyzed in order to formulate recommendations on both national and institutional level to enhance the quality and potential of international mobility in equipping students for an internationally oriented labor market.

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GRANT AWARDED: 32,045.18€
Total Project Costs: 40,126.70€
CONTRACT DURATION: 18 months
One of the greatest challenges in the implementation of the EHEA reforms in Lithuania currently is a link between policy and practice on the institutional level. While legal basis for the implementation is being established and main directions defined, one of the major challenges is still to ensure effective implementation of the reforms on the institutional level, including both conceptual level and daily educational and administrative, managerial practices.

The balance between the political agenda and institutional practices should first and foremost be directed to outcomes, or users, of the established systems. That is where the student-centred approach gains major importance, as it involves the whole cycle from access to qualification and recognition, including but not limited to social dimension, quality assurance, mobility, lifelong learning, the use ECTS credits, international dimension involving joint programmes and degrees, as well as learning outcomes and employability.

The student-centred approach thus provides a specific perspective and a possibility to assess the progress made so far on the institutional level in implementing the priorities highlighted by the Bologna process and defined in the political agenda as well as legal documents, to spot gaps and challenges still present on the institutional level and, most important, provides basis, specific direction and common language for establishing effective links between policy and practice through encouraging discussion among the stakeholders, and providing support, consultation and recommendations on the implementation of the political agenda, as well as the platform for peer learning and sharing good practices in application of European tools. The main subtopics from the student-centred perspective involving: international dimension and quality of study programmes including JSP mobility windows and study programmes in foreign languages; recognition and quality including ECTS, credit mobility, recognition, accreditation of prior learning; social dimension; and governance in higher education including management and internal quality.

It is important that the discussion involved and information reached various groups Affiliated Entity acting in the HE field. The target groups of the project are as follows: academic and administrative staff of Lithuanian higher education institutions; students, student organisations; policy making bodies; the experts from other countries in the field of the implementation of EHEA reforms; other organisations, social partners, and stakeholders involved in higher education system.
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GRANT AWARDED: 76,400.00€
Total Project Costs: 95,500.00€

CONTRACT DURATION: 18 months
REFERENCE:  559209-EPP-1-2014-1-ES-EPPKA3-BOLOGNA

TITLE: Higher Education Reform in Spain

DESCRIPTION: Rationale: The rationale for the project comes from the need to support the implementation of key European Higher Education Area EHEA reforms in Spain and other EHEA countries. The project will focus on two main aspects based on the gaps identified in the Bucharest Communiqué:

• to increase degree curricula offered in partnerships by institutions from different countries and leading to a recognized joint degree in order to really implement the EHEA.

• to further define Student Centred Learning SCL, teaching and assessment in the frame of the revised European Standard and Guidelines for Quality Assurance, ESG.

Expected results. The expected results of the proposal will be to identify and propose measures:

• to overcome the existent difficulties at national and institutional level to develop transnational joint programmes.

• to provide clear criteria for institutions to deliver study programmes following a SCL approach.

• to inform the stakeholders and national authorities across Europe about the European Approach to QA of Joint programmes and SCL quality standard and support its implementation across the EHEA. The target groups are mainly HEI, national authorities and Quality Assurance Qa agencies across Europe who will be responsible to implement the proposed European Approach for the QA of Joint Degrees and the revised ESG from across the EHEA.

Impact: Joint programmes are crucial for the development and consolidation of the EHEA. They will enhance the mobility of students and staff, facilitating mutual learning and cooperation opportunities offering a European learning experience to students and staff. Student centred learning and teaching plays an important role in stimulating student's motivation and engagement in the learning process. The expected impact will be to ease the needed Higher Education HE reforms in Spain and other EU countries in these two aspects. As part of the BFUG work plan, the Spanish Ministry of Education, Culture and Sport (MECD) in collaboration with ANECA, ENQA, ESU and CRUE is proposing to design, organize and implement two Peer Learning Activities, PLA on QA for Joint Programmes and SCL.

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GRANT AWARDED: 121,581.79€
Total Project Costs: 151,977.24€
CONTRACT DURATION: 18 months
The development of Slovene HE system is based on the continuity of the national higher education system, and, in setting the goals, common policies of the EU were taken into account, including primarily the Lisbon strategy and the creation of a common European higher education area formed by the Bologna process, and of the European research area.

Governments need to have a clear view on global higher education and whether or not they want to participate in a more globalised approach to higher education, informed through dialogue between governments, institutions and other stakeholders. Government policy plays a key role as it can facilitate or hinder the internationalisation of higher education. National higher education internationalisation strategies can impact national competitiveness through attracting international research initiatives, corporate partnerships and facilitating the mobility of student and faculty talent.

Bologna is today a fully introduced mechanism implemented at the levels of all higher education institutions in Slovenia. However, there are still issues that need to be solved in order to enhance the quality of study programmes and better employability of young people. Such issues include higher quality of the standardized ways of defining learning outcomes and ECTS, increase the participation of students and staff in learning mobility also outside EHEA and to put quality of teaching and learning higher on institutional agenda.

Internationalisation of education, mobility of teachers and students, new ways of education force institutions and governments to pay more attention to the relevance of the programmes offered that boost an increasing interest in the quality of teaching.
Rationale

This proposal builds on the 2011-2013 UK Bologna Experts project and positions it within the context of Erasmus+, the Bologna process and the need to "engage in self-identified, demand driven activities". UK EHEA Experts have been selected on the basis of their extensive experience and expertise in the topic areas identified as UK priorities which reflect objectives in the Bucharest Communiqué. The priority topics are listed below. Recognising the need to engage the sector in a needs- focused approach, a sectorwide consultation will be launched to determine the precise focus and ensure the relevance of the activities.

The key sequence of work will be:

Phase 1: Liaise with UK HE sector to establish focused priorities within the target topics.

Phase 2: Prioritise the activities, establish the detailed format and the contribution of the EHEA Experts. Invite participation from the wider European team of EHEA Experts to ensure an EHEA-wide perspective.

Phase 3: Plan and deliver a structured series of workshops relating to five of the issues, delivered coherently across the four administrations of the UK (England, Scotland, Northern Ireland and Wales).

Phase 4: Prepare full reports on the outcomes and sector recommendations from the workshops for wide dissemination using established sector wide communication networks and presentation to key policy stakeholders in the four UK administrations.

Expected Results

1. A set of sector-relevant focused activities delivered in the four UK countries to the widest possible set of institutions and key players.

2. An extensive and deeper understanding and implementation of the Bologna policies and tools across the UK HE network.

3. Stronger networking between UK HEIs and other key players/stakeholders across the UK HE sector.

Target Groups

All actors in HE from students to vice-chancellors including academics, quality managers, departmental managers, international officers, relevant support/service staff, curriculum and policy formulators at institutional, national
and European level, employer organisations and Professional and Statutory Bodies.

Impact

The project develops on a dynamic user-engaged basis. The themes have been identified on the basis of UK Government and sector priorities reflected in the Bucharest Communique and discussion between the Erasmus+ National Agency, EHEA Experts and the UK HE International Unit. We are confident that this collaborative and dynamic approach, linking constantly to the sector and its key representative bodies and stakeholders will have maximum impact in widening and deepening sectoral understanding of the Bologna Process and the way in which it relates to national and European priorities in higher education.

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GRANT AWARDED: 180,000.00€

Total Project Costs: 225,756.00€

CONTRACT DURATION: 18 months
The “Pro.Mo.Austria – Promoting Mobility. Addressing the Challenges in Austria” project aims at identifying current deficits in the Austrian higher education system and, together with all stakeholders, at creating a common understanding for necessary reforms in higher education which seem necessary according to the demand analyses and the report about the implementation of the Bologna Process 2012 [Bologna Implementation Report]. The following focus areas have been identified for this project:

a) Application and use of the European Credit Transfer and Accumulation System (ECTS) and thus the understanding as well as the definition of learning outcomes according to relevant standards in the European higher education area. By means of seminars, common learning activities (after publication of the ECTS Users’ Guide 2015) and guidance the stakeholders in higher education will be enabled to use these tools in a confident way. Both topics support quality in mobility. The confident use of transparency tools, especially the diploma supplement, will also be communicated by means of different activities.

b) The topic of recognition is also closely connected to the focus areas described; in this case, however, the scope deliberately goes beyond the tertiary sector. By means of concrete initiatives in the project awareness for recognition of prior learning and non-traditional approaches in higher education is increased and application practices are exchanged which will subsequently be included in the higher education policy discourse.

c) In addition to strategic considerations related to higher education the designing of curricula plays an important part. With another seminar higher education institutions are supported in the development and quality assurance of double & joint degrees; in this context the currently available practice manuals from the European Higher Education Area are used as a basis for sustainable and successful cooperation.

By means of conferences, thematic seminars, web-based information, peer learning activities, brochures and systematic guidance at higher education institutions the individual topics are presented and recommendations are elaborated afterwards. The formats described are complemented by international speakers, by subsequent interviews and by media work.

To implement the project Austria nominated a team of experts for the European higher education area. Altogether the activities are targeted at all stakeholders of the whole higher education sector and all types of higher education institutions, the national Bologna Follow Up Group, and students. The project will make an adequate and sound contribution to the implementation and further development of the aims of the Bologna Process in the areas described.
With a view to continuous monitoring the whole project is accompanied by the Austrian Agency for Quality Assurance in higher education (AQ Austria).

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**GRANT AWARDED:** 60,000.00€

**Total Project Costs:** 80,646.60€

**CONTRACT DURATION:** 18 months
Hungary has been taking part in the implementation of the Bologna process for 15 years. In line with the general conclusions of the 2012 Bologna Implementation Report, one could conclude that Hungarian higher education has made significant progress in the field of reforms. However, experience of the stakeholders and needs analysis show that further intervention is needed. The global financial crisis has had negative impact on public expenditure. One of the key challenges is unemployment of young people while analysis of statistical data shows that obtaining tertiary qualification significantly improves employment prospects.

Project objectives are in line with the objectives of the Bucharest Communiqué and aim at answering actual needs. They focus on the following thematic groups:

- Facilitating international joint curriculum and joint degree development with the involvement of E+ partner countries.
- Focus on student-centred learning, LLL and enhancing access, participation and completion: workshops for HEI teachers on innovative teaching methods.
- University-business cooperation: promotion of Erasmus+ opportunities, "Business Café", promotion of dual education in HE.
- Enhancing mobility and internationalisation by creating databases, smart IT tools (e-Learning Agreement platform, virtual Bologna helpdesk), promotion of mobility for secondary school students and peer learning.
- Supporting the internationalisation of Hungarian HEIs by audit visits, the Internationalisation Award, internationally competitive web page development.
- Research and peer review on current issues of mobility and social dimension.
- Enabling the participation of experts and staff in peer learning, conferences and seminars.

Results of the project: One of the key objectives of the National Authority is to raise the number of graduates and to improve graduate profiles, as these will lead to better employability. These goals can be reached through further support of mobility and internationalisation, focus on the social dimension, spreading of competitive, student-centred learning and new teaching methods, creating even closer ties between enterprises and HEIs, encouraging the introduction of dual education in HEIs, reducing drop-out rate of HEI students,
preparation of secondary school pupils to international mobility, coordinating alumni activities, continuous training and support for HEIs in order to create and run competitive BA and MA, and even joint degree programmes and exploiting further synergies with stakeholders in neighbouring countries. After the Yerevan Ministerial Conference in 2015 the results and the tasks will be disseminated and coordinated by the National Bologna Board and staff of the E+ National Agency, follow-up activities will be also implemented by the experts.

Target groups: Political decision makers, HEI staff (management, teaching and administrative staff), HE experts, HE students, young graduates, secondary school pupils and teachers, HE alumni of mobility programmes, actors of the business sector.

Impact of the project:
- raising awareness of HE staff on Bologna reforms, background and objectives
- better employability of young graduates through degrees that respond to the needs of the job market on the long term (beyond project lifetime),
- enhanced and more balanced mobility to and from Hungary,
- more competitive Hungarian HEIs in both the European and the international scene
- helping teaching staff to fine-tune of BA and MA programmes, both in terms of content and methodology
- new national strategy on HE takes into account EHEA objectives
- spreading of competitive and innovative teaching methods, student-centred learning and LLL leading to high quality skills and competences
- further focus on access and completion of underrepresented groups in HE
- improved relations between HEIs and secondary school students and alumni.

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GRANT AWARDED: 123,000.00 €

Total Project Costs: 153,750.00 €

CONTRACT DURATION: 18 months
The Polish Reform of Higher Education system of 2011 introduced a new approach to designing study programmes and quality assurance based on qualifications framework and learning outcomes. Bologna Experts Team (BET) was one of the most important actors supporting process of implementation. However, using existing tools in order to improve quality of teaching, mobility and employability of students is still a challenge which has to be addressed.

Under the project the following activities are foreseen:

1. Seminars on recognition of prior learning and best practices handbook for HEIs.

2. Peer learning activity regarding tracking graduates’ careers paths (this proposal is included in the Bologna Follow-up Group workplan as a potential PLA event). In the terms of employability the MSHE will also organise workshops for HEIs on designing innovative study programmes.

3. An analysis aiming at defining recommendations which can improve interdisciplinarity of doctoral programmes and employability of graduates. Additionally, seminar for Polish HEIs will be organised to present best practices of interdisciplinary doctoral programmes.

4. Study visits in countries where mergers of HEIs have been carried out and a seminar for HEIs to present benefits for HEIs from the process.

The main target groups of the projects are:

- National Authorities - Ministry of Science and Higher Education
- Management boards of HEIs (rectors, vice-rectors, deans of the faculties).
- Academic teachers and administrative staff of HEIs.
- Students and student organisations.
- Other stakeholders, including trade unions and organisations of employers.

The MSHE expect that the project will lead to:

1. Better understanding of recognition of non-formal and informal learning outcomes among HEIs and students. In long term it is expected that greater number of HEIs will implement full-fledged procedures of recognition of non-formal and informal learning.

2. Sharing best European practices as regards methodologies of tracking graduates’ career which allows for obtaining reliable and meaningful
information on graduates' career patterns. In the long term this should lead to changes in study programmes and increase in employability of graduates.

3. Sharing best practices regarding development of interdisciplinary, student-centred doctoral studies that can increase incoming mobility and employability of graduates.

4. Higher awareness among HEIs representatives of benefits from merging of HEIs what in the long term will have positive impact on the number of foreign students coming to Poland.

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GRANT AWARDED: 123,727.10€
Total Project Costs: 154,658.87€

CONTRACT DURATION: 18 months
The proposed project includes two strands:

- The implementation of the principle of automatic recognition of degrees in Flanders;

- The permeability and the articulation between the higher education sectors/cATEGORIES.

The law of 10 July 2013 introduced the possibility of enacting the automatic recognition of higher education degrees following the statements in the Bucharest Communiqué with regard to automatic recognition.

The parliament has opened up a possibility. It is up to the government to implement and to make that possibility a reality. As in many higher education policy areas implementation is the key. We have a limited experience with enacting automatic recognition of degrees by applying the criteria put forward in the law: a self-certified qualifications framework and a system of quality assurance in line with the ESG. We have to explore new paths and ways to handle this matter. We have to investigate whether national higher education systems may fulfil our conditions and criteria. That kind of investigation is not an one way investigation but rather a dialogue between the stakeholders involved, in particular the ministries, the institutions and the quality assurance agencies of the countries involved.

The outcomes of the EQAR International Seminar on the role of National Qualifications Frameworks and Quality Assurance in Recognition shows clearly that implementation of the general principle of automatic recognition as it is laid down in our regulation has to address a lot of challenges.

The expected results include the governmental enactments, a way to deal with automatic recognition, recommendations on how to handle the issue of automatic recognition within the EHEA.

Impact: smoother recognition at system level within the EHEA, an incentive for improving mobility of students and graduates within the EHEA.

Target groups include students, graduates, higher education institutions, policy makers and employers.

Participation in higher education is important for individuals and communities for a range of social and economic outcomes. Achieving widening access needs a diversification of higher education including the development of short cycle study programmes and professionally oriented study programmes. Widening
participation requires further progress towards ensuring flexible learning paths. The increasing diversity of the student body demands for diversity of learning provisions and study programmes. But by developing short cycle study programmes we have to avoid that higher education becomes a segregated area and we have to avoid the creation of dead ends in higher education. Therefore we have to enhance the permeability and the articulation between the sectors: short cycle, professionally oriented and academically oriented study programmes. There is a need for clear articulation pathways. Up to now the articulation issue was not much debated within the EHEA. Some countries have made already real progress while in other countries it is still no policy issue. Based on good practices in some countries we would like to fuel the debate on the permeability between the sectors leading to some recommendations. It is a building block of the social dimension in HE.

Results include an overview of good practices and recommendations. Clear articulation pathways will strengthen the social dimension and lifelong learning in higher education.

Target groups include students, employers, graduates, higher education institutions and policy makers.

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GRANT AWARDED: 45,000.00€
Total Project Costs: 78,591.50€
CONTRACT DURATION: 18 months
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<td>Promoting the Bologna Process in Malta 2014-2016</td>
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<td>DESCRIPTION:</td>
<td>The project addresses the persistently low higher education attainment when compared to the EU average while ensuring that graduate employability remains strong in Malta. It will do so by exploiting existing research on the social and economic conditions of student life in Malta and by building the foundation for regular graduate surveys and research on skills supply and demand to assist students, career guidance professionals, higher education institutions, policy makers and employers in their work and decision-making. This dual approach of addressing underrepresentation and monitoring labour market outcomes shall further promote participation in higher education by communicating clearly the benefits of higher education attainment for social mobility and career prospects especially to underrepresented groups in higher education. At the same time the project seeks to further strengthens the implementation of the Bologna transparency tools to support the implementation of quality assurance in higher education in Malta currently in process. For this purpose, the project will provide trainings on the correct implementation of the Bologna transparency tools to academic and administrative staff of higher education institutions. This focus on the implementation of the Bologna transparency tools shall contribute to building a robust quality assurance framework in Malta in addition to making Malta’s higher education system more attractive for foreign students in order to ensure more balanced student mobility to and from Malta.</td>
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<td>COORDINATOR:</td>
<td>NATIONAL COMMISSION FOR FURTHER AND HIGHER EDUCATION</td>
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<td>Internet site address:</td>
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<td>CONTACT:</td>
<td>Ms Christine Scholz</td>
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Background and rationale

The Support for EHEA reform in Finland - SERIF - project activates dialogue on further advancement of EHEA reforms in Finnish Higher Education. The project aims at involving the whole HE community in the dialogue by establishing a national EHEA platform, and fostering information sharing and mutual learning especially on two themes: 1) transparency tools / learning outcomes –based approach and 2) social dimension in HE.

Target Groups

The main target groups of the project are Finnish Higher Education Institutions as well as other relevant bodies and stakeholders in the field of Higher Education. The end users of the results of the SERIF project are students as well as the labour market.

Outputs, results and/or products

The project will result in active involvement of the HE community in the national discussions on how to implement the EHEA reforms as well as deeper and wider participation of labour market representatives in the dialogue. Information on recent developments on EHEA reforms and the Bologna process is communicated at the national Bologna follow-up seminar and through the Bologna website as well as the electronic newsletter. ECTS counselling facilitates better use of transparency tools and strengthens learning outcomes -based thinking at HE institutions. Peer learning activities with other European teams of experts facilitate mutual learning and result in identifying best practices on the priority themes.

Envisaged Impact

- Enriched policy dialogue at national level and stronger visibility of EHEA reforms as well as the Bologna process at national as well as at the institutional level;

- Better use of the ECTS and stronger applying of the learning outcomes approach in new degrees and study programmes;

- Common understanding on how to promote equal opportunities in HE;

- Stronger European dimension in national level discussions on higher education reforms.
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GRANT AWARDED: 38,176.00€

Total Project Costs: 47,720.00€

CONTRACT DURATION: 18 months
REFERENCE: 559264-EPP-1-2014-1-LV-EPPKA3-BOLOGNA

TITLE: Recognition of Prior Learning

DESCRIPTION: The Project addresses Bologna Process Bucharest Communiqué (2012) "Fair academic and professional recognition, including recognition of non-formal and informal learning, is at the core of the EHEA and an important objective of the invitation - to enhance stronger links between policy challenge and implementation of reforms. Bologna Process Implementation Report 2012 demonstrates that in Latvia there are nationally established procedures, but these procedures are not demonstrably applied in practice.

Therefore, the main objective of the Project is to establish and to improve recognition of prior, non-formal and informal learning in Latvian higher education institutions. Project main outcome is a better and student friendly recognition of prior, non-formal and informal learning in all higher education institutions. The Project is planned for 18 months. To fulfil the objective of the project, main activities are:

- survey of higher education institutions (hereinafter - HEIs) on recognition of non-formal and informal learning and professional experience
  - guidelines for recognition of non-formal and informal learning
  - 2 seminars on recognition of non-formal and informal learning
  - 1 conference involving international experts on recognition, non-formal and informal learning and professional experience dissemination activities to introduce wider audience with benefits of recognition of non-formal and informal learning

Target groups: HEIs, students and academic staff, policy makers, employers.

Impact: Project will raise awareness on possibilities given by recognition of non-formal and informal learning, professional experience, will determine the feasibility and conditions for such type of recognition, propose procedures how to implement it in HEIs, and finally will promote integration of recognition of prior, non-formal and informal learning and professional experience in the recognition procedures of HEIs.

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GRANT AWARDED: 85,844.80€

Total Project Costs: 107,306.00€

CONTRACT DURATION: 18 months
This project addresses two of the main obstacles to student mobility in Sweden identified in the Bologna Implementation Report 2012, namely "curriculum/study organisation" and "lack of information and encouragement".

In Sweden 14% of the students that graduated the academic year 2012/13 had spent a mobility period abroad some time during their studies. Measures have to be made in order to reach the mobility target formulated in Mobility strategy adopted in the Bucharest Communiqué that in 2020, at least 20% of those graduating in the EHEA should have had a study or training period abroad.

This project has a long term goal to increase the number of outgoing students, increase the quality in mobility and hopefully reach new target groups among the students. This will be done by a number of measures together with the HEIs in order to highlight the academic value of mobility. The project will focus on two areas:

- how to integrate the mobility period in the curriculum planning, including formulation of learning outcomes for mobility periods in line with overall LO.

- how to integrate studies abroad as a regular component in study counselling.

The short term objective of the project is to work out a set of recommendations on how to integrate the mobility period in the regular studies at home and how to integrate studies abroad as a regular component in study counselling. The project will take into account both academic and administrative aspects.

The final beneficiaries of the project will be the students. However, the student will not be the specific target group of the particular activities within this project. The activities will focus on, study counsellors, study programme planners and staff involved in pedagogical development.

The project will lead to a catalogue of tested activities and strategies how to better integrate student mobility in the curriculum/education and how to include an international component regular study counselling. The expected impact during the project period is that the project will lead to a better understanding at HEIs of what strategies and actions could be used in order to better integrate mobility in the curriculum/education and integrate mobility in the regular study counselling. This will help the National Agency to address the obstacles to student mobility mentioned in the Bologna Implementation Report even after the project has ended.
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GRANT AWARDED: 69,421.00€
Total Project Costs: 111,980.85€

CONTRACT DURATION: 18 months
The implementation of structural reforms in Italy is well under way. However, there is still work to be done in order to consolidate, at both national and institutional level, the changes that have been implemented or imposed through legislation, regulations and ministerial decrees. National authorities and the institutions themselves must now engage their energies to achieve a substantial - rather than a formal - implementation of the reforms.

Through a combination of carefully articulated actions on strategically chosen issues, the project intends to spread information, engage in in-depth discussions with academics, students and administrators, and produce useful tools. In this way it will be able to bring about a durable change of pace with regard to such key issues as the recognition of qualifications and periods of study, the enhancement of student-centred learning, QA and accreditation, employability, joint programs, student drop-out and excessive prolongation of study. Most of the materials produced are expected to continue to be valuable for several years ahead; most of the networks and working groups that will be consolidated or created during the project are expected to continue to work also after the its conclusion; the involvement of the Ministry, of the Rectors’ Conference and other national bodies is expected to be strengthened and their present and future capacity to fine-tune the various aspects of the EHEA will be increased.

The main target is developing more constructive cooperation between national authorities/organizations, and the various components of HEIs (academics, students and administrators). This synergy among the three levels (national, institutional and personal) is expected to trigger a variety of responses which will reinforce each other, thus having a stronger impact on the Italian HE system. Single academics and administrators participating in seminars and returning to their workplaces with new ideas, clear recommendations and useful instruments will be catalysts for positive change and increased awareness of colleagues in their institutions. When academics and administrators in several institutions become aware of the same problems and join to solve them or start something new, it becomes easier for them to put pressure on institutional and national authorities. If the right inputs come from the national level, institutional policies are confirmed and consolidated. The aim of this project is to create such mutually reinforcing positive synergies around issues chosen to have a multiplier effect on both the normative framework and practical implementation.

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GRANT AWARDED: 180,000.00€

Total Project Costs: 230,900.00€

CONTRACT DURATION: 18 months
The Bologna Reform in Iceland Project (BORE) addresses two challenges in implementing the Bologna process in Iceland; ensuring quality of higher educational offers and the enhancing the international dimension and mobility within Icelandic higher education.

In regards to ensuring quality educational offer, the objective of BORE is to firmly put in place student-centred learning, in particular ensure the practical application of the learning outcomes approach and sustaining the outcomes of institutional quality reviews which started in 2011. This objective will be achieved through different activities and measures such as participation in a ten-country peer learning activity on assessing intended learning outcomes and selection of good practice examples; training seminars for educational developers responsible for the implementation of student-centred learning; training seminars for educational leaders responsible for following-up on institutional quality reviews; and training sessions for students involved in quality reviews and in following-up on the outcomes of such reviews at institutional level. These activities will further be linked to a review of the procedures and practices of the National HE Quality Council in 2015.

In order to take advantage of new opportunities for cooperation with higher education institutions in Europe and other parts of the world and ensure future employability of graduates, Icelandic higher education institutions and decision-makers need to focus more attention to the international dimension and on creating opportunities for students to be mobile during their studies. While outbound degree mobility has traditionally been high in Iceland, absolute numbers have not increased since 2008. At the same time outbound credit mobility numbers are stagnating. Changes in the composition of the students, lack of support as well as limited mobility opportunities in certain subject areas explain partly this trend. Another explanation is the fact that there is no national strategy for supporting the international dimension. In the short-term the objective is to engage stakeholders in a dialogue on the international dimension and develop recommendations for decision-makers at national and institutional level on developing strategies in this regard and in facilitating the integration of mobility windows in more study programmes. The long-term objective for mobility is to increase the number of outgoing students (credit mobility) in order to meet the Bologna 20% target and improve the quality of the mobility experience.

The target audiences of BORE are education leaders and those responsible for pedagogical development in higher education, higher education students who are at the same time the end-beneficiaries of all the project activities as well as decision-makers in higher education policy.
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GRANT AWARDED:  45,093.60€

Total Project Costs:  56,367.60€

CONTRACT DURATION:  18 months
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