Introduction

Every year, the Education, Audiovisual and Culture Executive Agency (EACEA) publishes Compendia of all projects selected for funding under the Call for proposals of the Erasmus+ Programme. The present publication is dedicated to the projects awarded in 2014 under the centralised action of the Key Action 3: Prospective initiatives - European policy experimentations (EACEA 10/2014).

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 coordinating organisation, the list of partners, the grant awarded and the duration of the project.

Please also note that project descriptions included in this Compendium are provided by the applicants at the application stage. For further information you may use their web sites.

The objective of this call for proposals is to support trans-national cooperation for the implementation of innovative policies through experimentations under the leadership of high-level public authorities (ministry level or equivalent).

Under the present Call, 8 projects were selected for the EU funding.

May 2015
The aim of the project is to develop students’, in upper primary and secondary compulsory education, transversal competences and appropriate assessment methods which will inform and support the implementation of transversal skills among education systems in EU Member States.

The project will focus on three main areas of the transversal skills digital competences, entrepreneurship and language.

Our focus is on learning from the practical implementation of the assessment methods in schools across partner countries. The pilot process is a “policy experimentation” from which policymakers will be able to draw valuable real-world lessons in relation to introducing transversal skills assessments into their national policies. The project will be structured to maximise the transnational transfer of the lessons learned and the identification of good practice through peer learning events so as to support policymakers and practitioners.

Project objectives are:

- Research on existing policy formation and implementation practices in the area of developing transversal skills among students across Europe and internationally.

- Develop a competency framework that defines the transversal skills students should acquire through engagement in particular types of learning activities. These will be articulated in the form of Learning Outcomes.

- Develop a set of assessment rubrics and pedagogical tools that are informed by the competency framework.

- Develop a set of online tools to assist students assess their own transversal skills at upper primary and secondary school level.

- Provide training workshops, materials, services and resources to assist teachers design learning tasks for aligning learning goals and assessing transversal skills using ICT affordances and opportunities.

- Support teachers’ communities for exchange of good practices in the area of developing and assessment of transversal skills.
Initiate a repository of Open Educational Resources on developing and assessment of transversal skills.

Capture and evaluate the effectiveness of these assessment tools in 250 schools across 10 countries.

Sharing professional practice in relation to the development and assessment of transversal skills in participating countries and beyond.

The project will test and further develop assessment approaches and practices across a range of real-life classrooms in 10 pilot countries working with 250 schools and involving 10,000 learners. This experimentation will be carried out using reliable monitoring, evaluation and reporting procedures. The project consortium will design a robust evaluation framework aimed at “evaluating the potential impact of such an innovative approach by testing it through trials in the field” followed by both quantitative and qualitative methods and analysis.

Through extensive promotional activities, the project will contribute to the growing discussion around the development and assessment of transversal skills within upper primary and second level education. This evidence will help national ministries and the EU to formulate informed policies and implementation strategies in this area across Europe.

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EU Grant awarded: 1.950.000 €
Contract duration: 36 months
MENTEP (MENtoring Technology-Enhanced Pedagogy), a policy experiment involving public authorities in 13 countries, coordinated by European Schoolnet, aims to:

Develop a reliable, user-friendly and sustainable tool for teachers to self-assess progress in ICT competence.

Test the tool's usefulness using rigorous counterfactual protocols, its effect on ICT competencies and peer learning.

Based on data from the tool, provide policy-makers with a national and EU picture of teachers' ICT competency, its evolution over a school year and where to focus training.

Identify conditions for the tool to be widely used.

Disseminate and sustain the tool, the experimental approach and the findings.

The experimental measure is a policy measure to enable teachers to monitor their ICT competency using a tool (a multi-lingual questionnaire and associated support materials in an online eco-system). ICT competency is proficiency in using ICT in teaching, applying sound pedagogic and didactic judgment, and being aware of its implications for learning. Its goal is to strengthen and monitor teachers' ICT competency, and ultimately to raise the quality of education. Its objectives are to:

Obtain accurate individual and aggregated measures, comparable across countries and over time, of teacher ICT competence and training needs using a collaboratively developed online tool based on initial versions in three countries.

Empower teachers to self-direct their professional development using the tool as a mentor, identifying skills gaps and automatically generating training suggestions.

Link the tool to an eco-system across countries providing EU and local support and training.

Develop a freely adaptable process for conducting randomised controlled field trials in schools.
The measure's target group is teachers in basic and secondary (ISCED levels 1-3) schools in partner countries.

The counterfactual methodology is based on sampling first at school and then, within sampled schools, at teacher level, analysing impact of field trials, using randomised test and control groups. The expected impact on education systems is:

A better understanding of teacher ICT competency policies and existing self-assessment tools.

Anonymised metrics on teachers' ICT competency at individual, country and EU level at ten-month intervals.

Use of an adaptable new tool to support policy and teachers to audit teachers' ICT competence.

Higher levels of teacher ICT competency.

Quantitative evidence obtained through field trials of the usefulness of this online means of assessing and certifying teachers' ICT competence.

Widespread use of automated guidance in an eco-system supporting teachers and policy-makers.

An understanding of conditions for mainstreaming and implementation in other countries of the tool and the eco-system from field trial data and cross-country analysis.

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EU Grant awarded: 1.952.218,61 €

Contract duration: 36 months
The objective of the Focus on Automatic Institutional Recognition (FAIR) project is to improve European recognition as practiced by higher education institutions by implementing elements of automatic recognition.

Experimentation measure

The measure to be tested is the introduction of automatic recognition in institutional recognition procedures. Automatic recognition is a fairly new concept that is explored by the 'pathfinder group on automatic recognition' in preparation of the Bologna Ministerial Conference in Yerevan 2015. FAIR aims to test how the recommendations can best be implemented in institutional recognition practices.

Since most recognition decisions in the EU and EHEA are made within HEIs, the FAIR project is expected to significantly improve European recognition practice.

The target groups of the project are:

Higher Education Institutions
- Admissions offices, through smoother recognition procedures and fairer and consistent decisions.
- HEIs as a whole will benefit as well. Smoother and fairer decisions increase the quality of students and reputation of the institution.

ENIC-NARICs:
The recommendations on how institutional recognition practice can be improved will assist ENIC-NARICs to perform their tasks as information centres on recognition and their efforts for achieving fair recognition.

Ministries of Education:
Fairer and smoother recognition decisions for incoming students will make a country a more attractive destination for students and highly skilled workers.

Quality assurance agencies:
The analysis of existing institutional recognition procedures and the recommendations for improvement will lead to useful expertise for the QA agencies, especially in the light of the revised European Standards & Guidelines.

Students:
Smother and fairer recognition decisions will lead to fewer obstacles for students when applying for a higher education programme in another
country.

Evaluation measure

The evaluation will entail the following:

- Baseline assessment in which participating HEIs score their recognition procedures on the basis of objective indicators (a scorecard). The evaluation body guides the baseline assessment of the recognition procedures to ensure that the indicators are clearly understood and reliably scored by the HEIs.

- Improving the institutional recognition procedures by including automatic recognition elements and recommendations from the EAR-HEI recognition manual

- Measuring the effect of the new recognition procedures against the previous set of indicators.

The systemic impact envisaged

Automatic recognition is expected to simplify institutional recognition decisions, because substantial parts of the recognition procedure will be standardized. The experience and recommendations on how to do this at national level will be made available by the FAIR project team for all EHEA countries. This will lead to faster and smoother recognition decisions.

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Eu Grant Awarded: 450,000 €

Contract Duration: 28 months
GUIDANCE AND ORIENTATION FOR ADULT LEARNERS

Education and training have a crucial role to play in meeting socio-economic, demographic, environmental and technological challenges in Europe by enabling citizens to acquire, update and develop job-specific skills and key competences needed for their employability and to foster further learning, active citizenship and intercultural dialogue. However it is a general trend in Europe that only adults who have benefited higher levels of education are more likely to participate to adult education than low educated adults.

In view of this trend, there is an increased need in all partner countries to specific service delivery for low skilled adults who can’t find an appropriate way to develop their competencies for full participation in society and to the labour market. The provision of adult education in the partner countries is fragmented and there is a lack of coordination between the different providers and specific stakeholders that deal with low skilled adults. Therefore, an independent one-stop guidance service including validation if earlier learning, that puts the specific needs of low skilled adult learners in the centre is indispensable to increase participation of low skilled adults in adult education. Partner countries have already some form of guidance to adult learners or specific policy strategies that focus on educational guidance and orientation. However, the existing services or the structures on which these services rely, are not suitable to reach the adults mostly in need of education. Therefore it is crucial to develop models based on a meta-analysis of the existing structures and services, opportunities and needs in order to specifically reach low skilled adults.

These models will be implemented in representative areas and to specific sub target groups. The extensive partnership in this project will allow to develop, implement and evaluate experimental models for learning guidance for adults in different contexts.

Throughout the project, there will be a strong focus on process evaluation which will enable the identification of criteria and conditions and factors of critical success in relation to the different context factors. This evidence will be used to develop a structural support basis amongst decision makers and relevant stakeholders for scaling up the model of learning guidance and orientation in all partner countries which will contribute to increase chances of low skilled adults on inclusion in society and labour market.
The National Research and Development Centre for Adult Literacy and Numeracy, Institute of Education, London (NRDC) will be coordinating and guiding the evaluation (both process as final). In the partner countries monitoring teams will be compiled including national researchers, stakeholders and policy experts that are responsible to collect the evidence base under guidance of the NRDC.

After all phases of the project (preparation phase, implementation phase and evaluation phase) a report will be delivered by the research institution which will be valuable input for policy development and experimentations in other countries of the European Union.

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EU Grant awarded: 1.752.312,98 €

Contract duration: 36 months
REFERENCE: 388457-EPP-1-2014-2-BE-EPPKA3-PI-POLICY

TITLE: INNOVATION CLUSTER FOR ENTREPRENEURSHIP EDUCATION

DESCRIPTION: To arrive at our collective European goal which is that every young person should have a practical entrepreneurial experience before they leave school, the consortium will test what the scenario looks like at 50% penetration among students between 15 and 20 years old. The consortium will come up with a suggestion for how practical entrepreneurship education experiences could flow from primary to upper secondary in a 'progression model'.

Considering the positive indications from studies and the widespread application of mini-companies today, the consortium will use this method as its test-bed. All the ministerial consortium members have a specific focus on entrepreneurship education in their national strategies. Eastern Norway Research Institute specializes in impact research and policy evaluation while the Foundation for Entrepreneurship-Young Enterprise in Denmark and Strossmayer University Croatia are both knowledge centres on entrepreneurial learning which conduct research as well as activity. JA-YE Europe and the national NGO participants are expert practitioners in delivery and brokering partnerships with the community outside schools.

Entrepreneurship education was given top billing in the Entrepreneurship 2020 Action Plan released in January 2013: "Investing in entrepreneurship education is one of the highest return investments Europe can make...Whether or not they go on to found businesses or social enterprises, young people who benefit from entrepreneurial learning develop business knowledge and essential skills and attitudes including creativity, initiative, tenacity, teamwork, understanding of risk and a sense of responsibility."

The more practical the entrepreneurial experience at school, the more successful it is in meeting these objectives. Mini-companies are cited as highly effective practical entrepreneurial experiences for schools. The highest levels of mini-company penetration (20%) are in the Nordic countries. Thanks to research conducted in Sweden, Norway and Denmark there are many positive indications on the successful achievement of learning outcomes, increased student engagement, self-efficacy, the intent to start a business and longer-term outcomes such as enhanced employability, better earnings, higher start-up rates.

The evaluation and research will use multiple methodologies (interviews, surveys, analysis of existing policies/approaches, focus groups, comparative control group methods). The consortium is seeking knowledge about
implementation models, hindrances and drivers, criteria and conditions for effective policy and monitoring, transferability, and data regarding multiple outcomes of practical entrepreneurial experiences at school.

Several success factors will be examined: the existence of specific national strategies, the nature of content and method, approach to teacher training, quality of partnerships with external actors, extra-curricular activity and visibility for the young participants.

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EU Grant awarded: 1.786.903 €

Contract duration: 36 months
REFERENCE: 388459-EPP-1-2014-2-FR-EPPKA3-PI-POLICY

TITLE: INTERNATIONAL VOLUNTEERING OPPORTUNITIES FOR ALL

DESCRIPTION:

The project aims to develop the European and international dimension of volunteering policies. It plans to test an alternative management process of international volunteering schemes that would ensure a better inclusiveness towards young people with fewer opportunities.

This refers to a common analysis among various national agencies operating the international component of national voluntary services in European countries: young participants sent as volunteers outside their country usually have a specific profile, that doesn’t match with priority targets set by such schemes. Young people with fewer opportunities rarely access the positions of international volunteers that are rather taken by participants with a higher education level.

The project will be led by a consortium of Ministries, mainly responsible for youth, national agencies for civil services and volunteer schemes, local authorities, as well as youth NGO’s, and volunteering organizations from seven member states of the EU (CZ, DE, FR, IT, LT, LU, UK).

Objectives:

To compare ways to develop internationalization of national schemes of young people’s voluntary service, identifying measures ensuring equal access to all young people;

To enable peer learning between the stakeholders in the field of international volunteering;

To improve national and European environments for volunteering thanks to a cross-border sharing of knowledge and experience;

To share the results and recommendations with other member states.

Experimental measures and systemic impact envisaged:

This project will experiment an alternative management process of international volunteering schemes that would ensure a better inclusiveness, especially for young people with fewer opportunities and test specific measures to tackle and remove those.

The envisaged experimental measures may relate to the type of mission/activity that are offered by the organizations, the application and
selection processes that are implemented, the management of the partnership between sending and hosting organizations, the support to young volunteers that have fewer opportunities anticipating the impact of mobility on them, etc...

A new protocol based on those measures will be designed and implemented by the partner organizations. 600 young volunteers will be targeted, half of them will benefit from the new measures whereas the other half will not, in order to compare the effectiveness and the impact of the measure. The analysis will be based on the understanding of inner dynamics created by the systems of current volunteer schemes. The impact of the tested measures on those dynamics will be assessed. The evaluation methodology will be conducted by Ernst & Young following a protocol defined by the partners.

The project will lead to:

- a mapping exercise on volunteering legislation in the seven countries will be conducted that can be a source of knowledge to a broader range or EU countries;
- the production of guidelines for policy makers and implementing bodies in the field of youth for use in all the Member States;
- Recommendations for common protocols and national and/or local policies, to tackle all young people, including young NEET’s and young people with fewer opportunities.

The consortium will share the results of the cooperation to other member states and the European institutions through a final European Conference and publications, including online material.
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**EU Grant awarded:** 1,934,009 €

**Contract duration:** 30 months
The Youth Start Entrepreneurial Challenge Project (UStart) aims to have a significant impact on practical experiential learning program at the compulsory school level through the collaboration of the high-level public authorities of Austria, Luxembourg, Portugal, Slovenia and Spain. The UStart Challenge Model works on; 1) Entrepreneurial Core Competency Challenges (i.e. Idea, Individual, Hero Courtship, Lemonade, Financial and Start Your Project) which are intended to work on the sense of initiative and entrepreneurship that will build the student’s ability to turn ideas into action; 2) Entrepreneurial Culture Challenges (i.e. Storytelling, Empowerment, Value, Dating Up, Extreme, and Be a YES) to build entrepreneurial attitude including initiative, pro-activity, independence and innovation in personal and social life as well as the motivation and determination to meet objectives; and 3) Entrepreneurial Civic Education Challenges (i.e. Responsibility, Community and Debate) which include awareness of ethical values and promote good governance.

The primary target group in this 3-year long project will be teenagers from 14-17 years old through two large-scale interventions. In addition, case studies will be done with children from 8-11 years old in at the first (just one teacher) and second (with more than one teacher) cycles using a modified Challenge Model. The program utilizes Kolb's "Experiential Learning Cycle," and is aligned with Europe's 2020 Strategy. It fosters self-directed learning with its transversal interdisciplinary method for conquering the "isolated application" and single activity approach in schools.

A quasi-experimental design utilizing an ex-ante, ex-post approach as well as randomized experimental groups will be used to evaluate the effects on students as well as larger systemic results. Stakeholder engagement and transnational cooperation are central to the UStart project and will allow for the transferability and scalability within each participating country as well as in other Member States. Pedagogic material will be translated into 5 languages and teacher training will be conducted in all partner countries. The UStart project addresses the country-specific policy needs of a geographic diverse group of Member States that are at varying levels of the policy implementation within the "progression model." UStart will develop a European-based approach in entrepreneurship education in a context that primarily uses Anglo-American based approaches and networks.

National award programs will help to spread best practices and lessons learned from the UStart program as well as from other programs at the
Member State level. A European-wide awards program will be developed to highlight peer learning and give accolades to results from the UStart and other policy interventions throughout Europe.

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**EU Grant awarded:** 1,944,875 €

**Contract duration:** 36 months
This proposal addresses the EU 2020 target that 20% of higher education students should be mobile during their studies. It also addresses similar national policy goals of the countries participating in the proposal. Furthermore the proposal is put forward because of fiscally strained national public resources that require more effective and efficient education systems and services supporting them. Academic recognition in higher education is seen as a challenge in learner mobility and also as a potential area for the improvement of a more efficient education system in general.

Currently the recognition of previous studies from another country requires a substantial amount of paper work from the student and also from the universities. Since no integrated IT-system for handling the process exists, different routines and/or judicial frameworks in different countries lead to a need for manual work. One outcome of this labour intensive process is that in many cases the students do not get recognition for previous studies to the extent they are entitled to.

This field trial aims at testing new ways to make the administration of student mobility easier and thus promoting higher attainment level to student mobility in higher education and also encouraging more effective recognition of prior learning and avoiding overlapping studies.

The recognition of external studies is a key part of the EU 2020 target of student mobility. Enabling easy mobility thus addresses a key function in learner mobility and is a specific, integral and common part which can be supported by ICT-solutions. The recognition of external studies is also a measurable function that can be evaluated.

The biggest benefit coming out of this policy project will be the increased availability, quality and reliability of information about student records of achievement information. This will make student mobility processes easier and faster and more transparent for students. Students will also benefit from the recognition of previous academic studies and degrees because of increased eligibility when applying for studies in higher education. University administration will benefit from a reduction of manual work. The trial also supports the collection of measurable data on the rate of recognition that can then be analysed and used for improving the national policies on student
mobility and rules for recognition of previous studies.

The tangible outcome to be implemented is a working federated solution that supports the exchange of student data on achievements. The solution will be highly scalable and can thus easily be implemented in the whole European community. All institutions of higher education would be able to use the information from countries offering the functionality. The existence of this functionality would create an imperative to an institution to offer its own information to be visible also in the Europe-wide information exchange and hence enhance the recognition of external studies.

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