



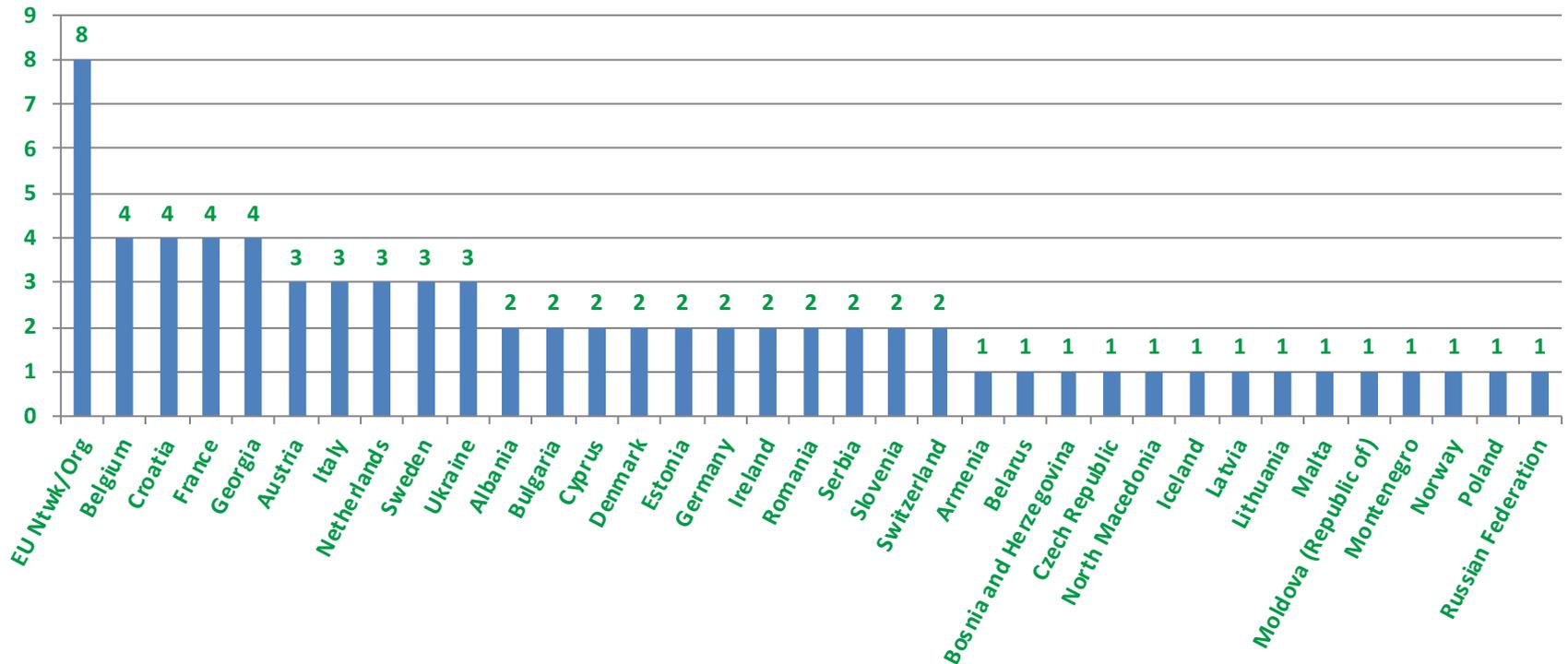
# **SUPPORT TO THE IMPLEMENTATION OF EHEA REFORMS**

## **EACEA/35/2018**

# **OVERVIEW OF SELECTED PROJECTS**

# PARTICIPATING COUNTRIES/ORGS

## NUMBER OF FUNDED PROJECTS



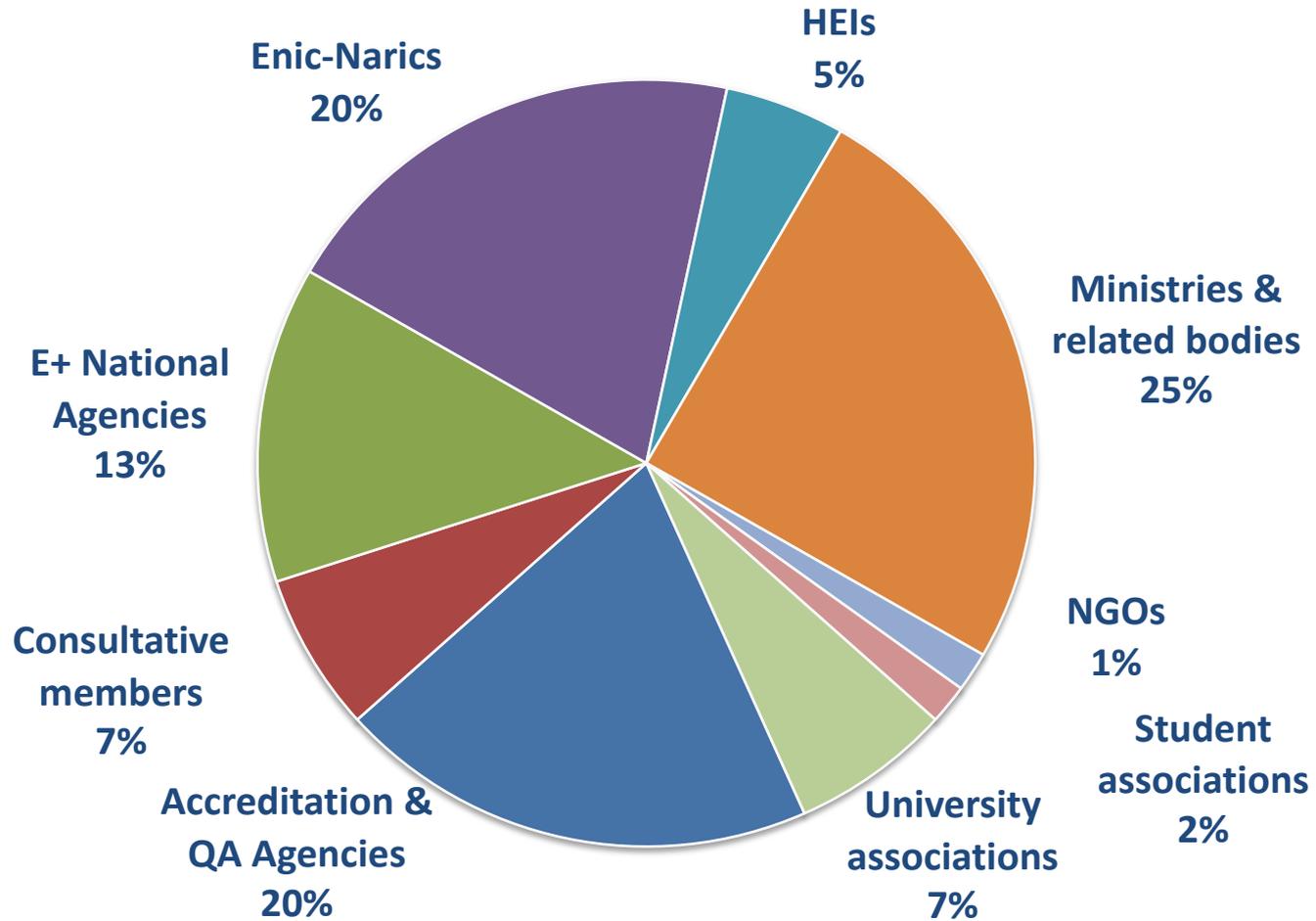
**13 projects funded**  
**4 projects on the reserve list**

# PARTICIPATING COUNTRIES – 2018 call

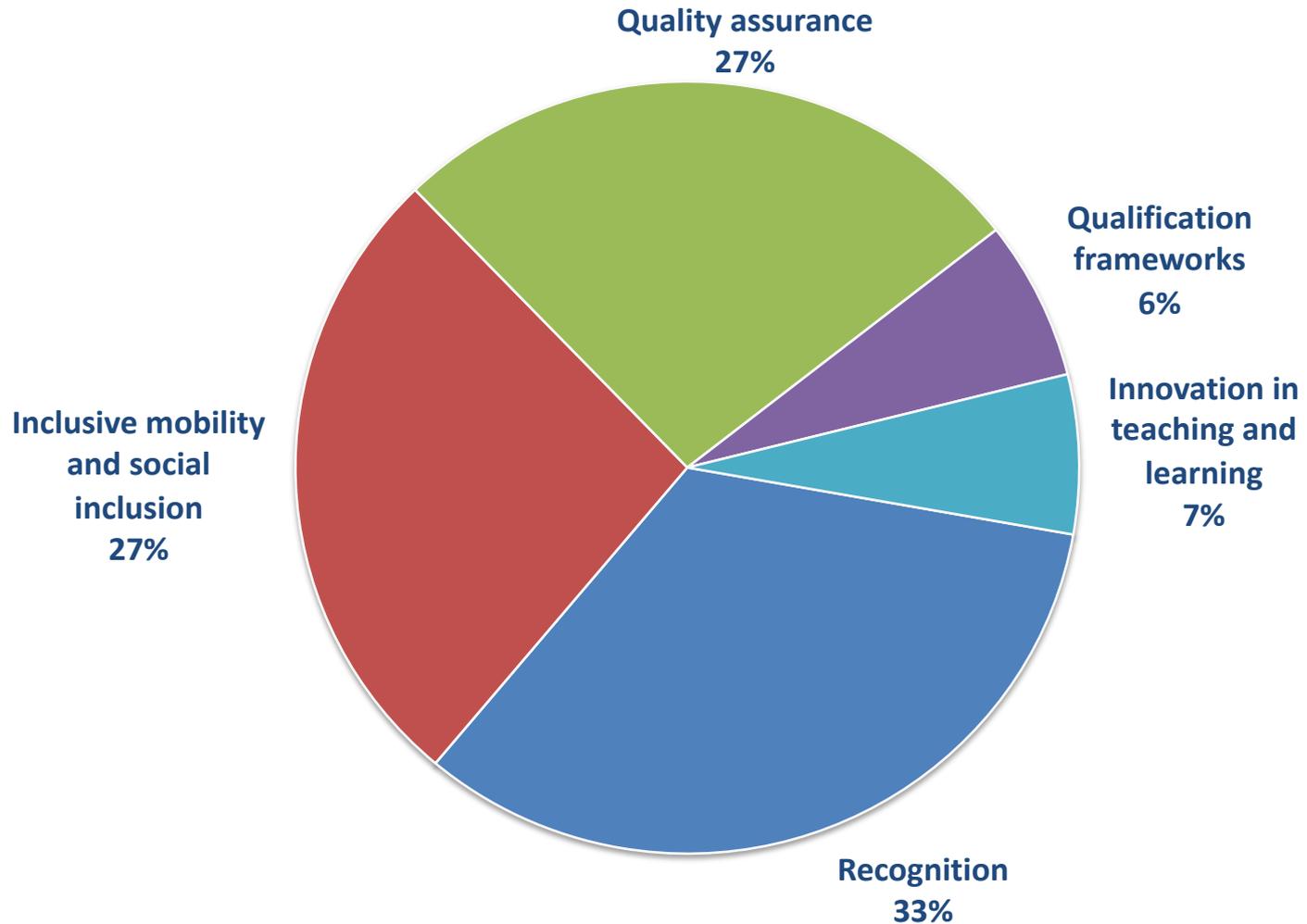


Next « invitation to submit a proposal »: May/June 2019, application deadline around end August.

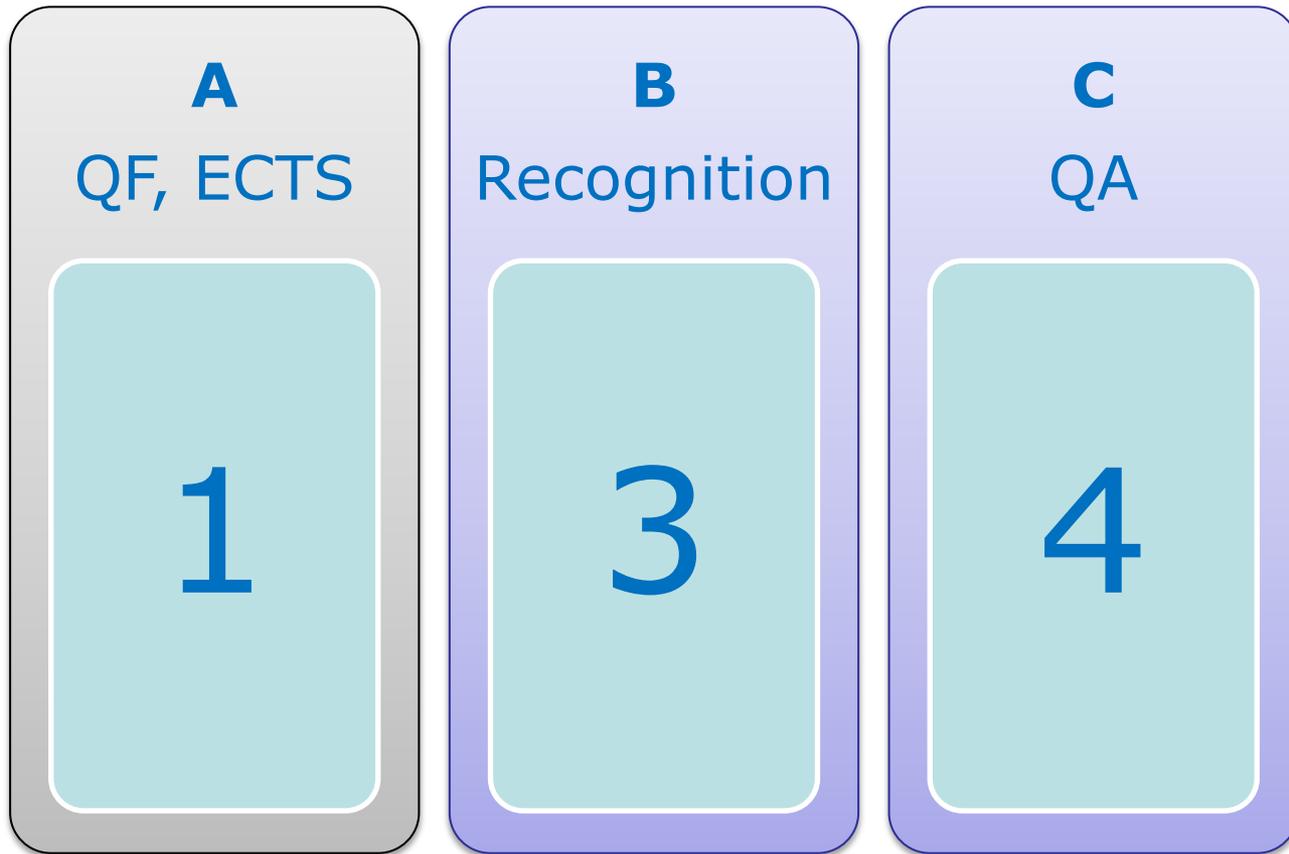
# PROPOSALS SELECTED FOR FUNDING - ORGANISATIONS



# PROPOSALS SELECTED FOR FUNDING - TOPICS



## COVERAGE OF PEER GROUPS



## NEXT STEPS

- 2019 « Invitation to submit proposals »: publication towards end May
- Eligible applicants:
  - **Erasmus+ programme countries' national authorities**
  - **BFUG consultative members**
- Project consortia may involve any EHEA country
- Application deadline: around end August
- Selection results available: December 2019 / January 2020
- Requirements similar to previous call, but possibly no differentiation of strands
- **Save the date: 14 June Brussels**, kick-off meeting selected projects + info-day new call

**SUPPORT TO THE IMPLEMENTATION OF EHEA REFORMS – INVITATION TO SUBMIT A PROPOSAL EACEA/35/2018**

**SELECTION RESULTS**

**PROJECTS SELECTED FOR FUNDING**

Country	Applicant organisation	Project partners	Project Title	Project description
<b>AUSTRIA</b>	BUNDESMINISTERIUM FÜR BILDUNG, WISSENSCHAFT UND FORSCHUNG	<ul style="list-style-type: none"> <li>➤ OEAD (AT)</li> <li>➤ ESU</li> <li>➤ EUA</li> <li>➤ MINISTARSTVO ZNANOSTI I OBRAZOVANJA (HR)</li> <li>➤ CONFERENCE DES RECTEURS DES UNIVERSITÉS SUISSES ASSOCIATION (CH)</li> </ul>	<p><b>3-IN-AT</b></p> <p><b>Internationalisation-inclusion-innovation: Towards high-quality inclusive mobility and innovative teaching &amp; learning in an internationalised Austrian higher education area.</b></p> <p><b>STRAND 2</b></p>	<ul style="list-style-type: none"> <li>• Revision of the 2016 Austrian Strategy on HE Mobility: The National HE authority launches a large-scale, participative process, including working groups, a co-hosted conference, and revised recommendations.</li> <li>• Innovation in Learning and Teaching will be elaborated further with the EUA and Swiss universities. One focus will be on a top-down, cross-sectoral and interdisciplinary format including panel discussions on “Structural Studyability”, and a final PLA by supporting the visibility of EHEA initiatives and national good practices.</li> <li>• Taking the implementation of Social Dimension forward: This main aim will be the responsibility of HEI to develop and implement their own institutional strategies on social dimension, as well as possible policy measures to ensure their implementation. A PLA hosts participants from up to 10 countries. The outline of the PLA will be arranged in a consortium with ESU, EUA and Croatia. The PLA documentation will visualise country profiles and HEI good practices.</li> <li>• Information, Networking and PLA: Nine HEI practitioners will form the Austrian Team of EHEA Experts, ready for national on-site visits at HEIs and up to 15 PLAs outside of Austria.</li> <li>• National conferences: 3 Austrian annual Bologna Days 2019-21 The annual national Bologna Day is a cross-sectoral and interdisciplinary dissemination format with up to 180 participants each year.</li> <li>• Information dissemination: On the occasion of the ministerial conference of the EHEA in June 2020 in Rome a report on the national implementation will be published in English.</li> <li>• Monitoring and Evaluation by the Austrian Agency for Quality Assurance (AQ Austria) AQ Austria will be subcontracted again in order to monitor the indicators of the project, the quality of the consortia and the output of the formats.</li> </ul>
<b>BELGIUM</b>	VLAAMSE GEMEENSCHAP	<ul style="list-style-type: none"> <li>➤ ARTEVELDEHOGESCHOOL (BE)</li> <li>➤ ERASMUS STUDENT NETWORK</li> <li>➤ ASSOCIATION FOR HIGHER EDUCATION ACCESS AND DISABILITY (IE)</li> <li>➤ IRISH UNIVERSITIES ASSOCIATION (IE)</li> </ul>	<p><b>EPFIME</b></p> <p><b>Enhancing a thought-out Policy and Framework on Inclusive Mobility across Europe</b></p> <p><b>STRAND 2</b></p>	<p>The importance of international mobility on the life chances of young people is highlighted by the Paris Communiqué and in the Bologna Process. The European Higher Education Area (EHEA) has set a target at European level that the percentage of graduates of member states experiencing a period studying abroad has to reach 20% by 2020. While the overall number of young people and students experiencing Erasmus+ Exchanges is increasing rapidly, the number of students with disabilities taking part in Erasmus+ has been almost stagnating over the past few years in Europe. Currently statistics across countries in Europe indicate that students with a disability are still under-represented in international exchange programmes, representing only 0.14-0.17% over the past 10 years (Erasmus+ results, 2009-2016). In this project an international consortium of complementary partners across Europe with extensive knowledge on policy, disability and mobility in higher education, will examine in-depth the needs and expectations on inclusive mobility of national authorities, students with disabilities and higher education institutions across Europe, while focusing on how national authorities and higher education institutions can collaborate more strongly to assure the quality and the transferability of support services for both incoming and outgoing students with disabilities in exchange programmes. Based on these findings the project partners will develop a multi-use ‘toolbox inclusive mobility’ with recommendations on how to implement a thought-out policy and framework on inclusive mobility at European/national/regional/institutional level. The project is led by the Ministry of Education and Training of Belgium/Flemish Community in collaboration with the Support Centre for Inclusive Higher Education in Flanders (SIHO), the Association for Higher Education Access and Disability (AHEAD) in Ireland, the Erasmus Student Network (ESN), and the Ireland University Associations (IUA).</p>

<p><b>BELGIUM</b></p>	<p>VLAAMSE GEMEENSCHAP</p>	<ul style="list-style-type: none"> <li>➤ MINISTERIA E ARSIMIT DHE SPORTIT (AL)</li> <li>➤ NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE FOUNDATION (AM)</li> <li>➤ EUA</li> <li>➤ ENQA</li> <li>➤ ESU</li> <li>➤ MINISTRY OF EDUCATION AND SCIENCE (BG)</li> <li>➤ HAUT CONSEIL DE L'EVALUATION DE LA RECHERCHE ET DE L'ENSEIGNEMENT SUPERIEUR (FR)</li> <li>➤ MINISTRY OF EDUCATION, SCIENCE, CULTURE AND SPORT OF GEORGIA (GE)</li> <li>➤ AGENZIA NAZIONALE DI VALUTAZIONE DEL SISTEMA UNIVERSITARIO E DELLA RICERCA (IT)</li> <li>➤ AKADEMISKAS INFORMACIJAS CENTRS (LV)</li> <li>➤ NVAO (NL)</li> <li>➤ MINISTERUL EDUCATIEI NATIONALE (RO)</li> <li>➤ NATIONAL ENTITY FOR ACCREDITATION AND QUALITY ASSURANCE IN HIGHER EDUCATION (RS)</li> <li>➤ NACIONALNA AGENCIJA REPUBLIKE SLOVENIJE ZA KAKOVOST V VISOKEM SOLSTVU (SI)</li> <li>➤ UKÄ (SE)</li> <li>➤ AAQ (CH)</li> </ul>	<p><b>EUniQ</b></p> <p><b>Developing a European Approach for Comprehensive QA of (European) University Networks</b></p> <p><b>STRAND 1</b></p>	<p>Higher education is always evolving. This is one of the great challenges for external quality assurance (QA) and for QA agencies. Their QA methodologies need to fit higher education (HE) perfectly. If not, they stop supporting the enhancement of quality and impede innovation in HE. QA agencies have therefore always further developed their QA methodologies to best fit their national HE system. Some of the current developments in HE can however not be dealt with nationally. This concerns for example the development of cross-border HE, the policy integration of university networks, the expanding offer of international joint programmes, and the establishment of European Universities. These developments put pressure on QA agencies. They need to be able to address and assess quality in all these emerging fields of HE without impeding HE innovativeness and autonomy.</p> <p>This project supports QA agencies in addressing evolving methodological challenges. It intends to provide a roadmap for QA agencies to jointly develop QA methodologies, from a needs analysis to a developed QA approach. In this project, the policy integration of university networks and the establishment of European Universities will be the pertinent case studies. (Universities are here referred to as covering all types of HE institutions.) Throughout the project, the partnership organises several peer support activities, from a quarterly Peer Support Newsletter to three large-scale Peer Support Events. The partnership includes eight QA agencies, six HE ministries, and the European stakeholders associations EUA, ESU, and ENQA. Overall, they represent the main actors for QA in the European HE Area. The project will integrate its activities into the work and schedule of the Peer Support Group on QA. The leading co-chair of this Peer Support Group is the submitting national authority of this project.</p>
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<p><b>BELGIUM</b></p>	<p>VLAAMSE GEMEENSCHAP</p>	<p>➤ MINISTRY OF EDUCATION AND CULTURE (CY)</p> <p>➤ LEPL- NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT (GE)</p>	<p><b>BPGQA-O</b></p> <p><b>Bologna Peer Group on QA: organisation</b></p> <p><b>STRAND 1</b></p>	<p>With the Paris Communiqué, "a structured peer support approach based on solidarity, cooperation and mutual learning" was adopted. In the work programme of the European Higher Education Area (EHEA) for 2018-2020, peer support will focus on completing the implementation of three key commitments. One key commitment is quality assurance in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Within the project, quality assurance will be tackled in the broad sense. Specific thematic orientations include topics such as:</p> <ul style="list-style-type: none"> <li>• legislative framework in line with the ESG (introducing changes),</li> <li>• ensuring effectiveness of internal quality assurance arrangements, including the use of QA results in the decision-making process and quality culture as well as links to learning and teaching,</li> <li>• the role and engagement of stakeholders in internal and external QA (students, teachers, employers) and</li> <li>• openness to Cross-border QA and availability of the European Approach for the QA of joint programmes.</li> </ul> <p>The project will support the work of the Peer Group on Quality Assurance and give all its participating countries and organisations the possibilities to take part in the meetings and activities. Representatives of 41 countries and stakeholders will take part in the Peer Group on QA. Countries are represented by representatives of ministries, stakeholder representatives e.g. HEIs, students, QA agencies or other stakeholders. They are all officially appointed by the ministry or stakeholder organisation that takes part in the Peer Group. The Peer Group will agree on further actions aimed at fostering, improving and speeding up implementation in the participating countries and report to the Bologna Implementation Coordination Group. The Group will also prepare a summary report to the Bologna Follow Up Group on progress achieved prior to the next ministerial conference in Italy in 2020.</p>
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<p><b>BELGIUM</b></p>	<p>VLAAMSE GEMEENSCHAP</p>	<p>➤ MINISTRY OF EDUCATION AND CULTURE (CY)</p> <p>➤ LEPL- NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT (GE)</p>	<p><b>BPSGQAS</b></p> <p><b>Bologna Peer Group on QA: staff mobility</b></p> <p><b>STRAND 1</b></p>	<p>With the Paris Communiqué, "a structured peer support approach based on solidarity, cooperation and mutual learning" was adopted. In the work programme of the European Higher Education Area (EHEA) for 2018-2020, peer support will focus on completing the implementation of three key commitments. One key commitment is quality assurance in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area. Within the project, quality assurance will be tackled in the broad sense. Specific thematic orientations include topics such as:</p> <ul style="list-style-type: none"> <li>• legislative framework in line with the ESG (introducing changes),</li> <li>• ensuring effectiveness of internal quality assurance arrangements, including the use of QA results in the decision-making process and quality culture as well as links to learning and teaching,</li> <li>• the role and engagement of stakeholders in internal and external QA (students, teachers, employers) and</li> <li>• Openness to Cross-border QA and availability of the European Approach for the QA of joint programmes.</li> </ul> <p>Representatives of 41 countries and stakeholders will take part in the Peer Group on QA. The project will support the work of the Peer Group on Quality Assurance and give all its participating countries and organisations the possibility to organise peer support following their own needs, challenges and within their own possible offer. A system of mobility of staff members involved in QA within national authorities and/or quality assurance agencies will be set up to cater the needs of peer support. Every single staff mobility will focus on specific needs and will report back to the entire peer group through observation reports. The Peer Group will report to the Bologna Implementation Coordination Group, which will make a summary report to the Bologna Follow Up Group on progress achieved prior to the next ministerial conference in Italy in 2020.</p>
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<p><b>CROATIA</b></p>	<p>MINISTARSTVO ZNANOSTI I OBRAZOVANJA</p>	<ul style="list-style-type: none"> <li>➤ CENTAR ZA INFORMIRANJE I PRIZNAVANJE DOKUMENATA IZ PODRUCJA VISOKOG OBRAZOVANJA, MOSTAR (BA)</li> <li>➤ MINISTERSTVO ZA OBRAZOVANJE I NAUKA (MK)</li> <li>➤ MINISTRY OF EDUCATION (ME)</li> <li>➤ MINISTARSTVO PROSVETE, NAUKE I TEHNOLOSKOG RAZVOJA (RS)</li> </ul>	<p><b>EPER</b></p> <p><b>Effective partnership for enhanced recognition</b></p> <p><b>STRAND 1</b></p>	<p>Project Effective partnership for enhanced recognition/EPER is aiming at creating partnership and positive synergies for full implementation of Lisbon Recognition Convention in Croatia, Macedonia, Bosnia and Herzegovina, Montenegro and Serbia (countries in the South East Europe).The EPER project will support two strand of activities: new legal solutions in Croatia and supporting change in partner SEE countries in full implementation of the Lisbon Recognition Convention Principles. While improving legal framework in Croatia for full implementation of the Lisbon Recognition Convention and its subsidiary documents (through new draft Law on Recognition of Foreign Educational Qualifications) this project will provide supporting measures to enforcing quality recognition procedures at the level of higher education institutions. Partner countries in this project will have an opportunity for capacity building on full implementation of the Lisbon Recognition Convention, specifically to learn about possible ways of alleviating recognition problems and improving understanding of the Lisbon Recognition Convention principles. The project will in addition address the issue of recognition for employment purposes, making a clear distinction between employments in regulated and in non-regulated professions, since Croatian experience in implementing the EU regulation would be helpful to other partner countries, on their way to comply with the EU regulations and in enhancing their national regulations and procedures. All partner countries yet need to develop appropriate procedures for recognition of qualifications of refugees, displaced persons and persons in a refugee-like situation so this project will provide guidance and inspiration for further establishment of procedures as specified in Article VII of the Lisbon Recognition Convention. Activities in the project will be organized in such a way to maximize peer learning and collaboration between partners.</p>
<p><b>CROATIA</b></p>	<p>MINISTARSTVO ZNANOSTI I OBRAZOVANJA</p>	<ul style="list-style-type: none"> <li>➤ BUNDESMINISTERIUM FUER BILDUNG, WISSENSCHAFT UND FORSCHUNG (AT)</li> <li>➤ ESU</li> <li>➤ UNIVERSITETS- OCH HOGSKOLERADET (SE)</li> </ul>	<p><b>SIDERAL</b></p> <p><b>Social and International Dimension of Education and Recognition of Acquired Learning</b></p> <p><b>STRAND 2</b></p>	<p>The objectives of the Project 'Social and International Dimension of Education and Recognition of Acquired Learning' are threefold. Firstly, it will support the implementation of the (Croatian) National Plan for Advancement of the Social Dimension. Secondly, it will contribute to further developments of recognition of prior learning in HE through encouraging flexible learning paths within a broader policy framework of social dimension. Finally, the project shall support the work of the BFUG Advisory Group on Social Dimension by facilitating the AG meetings and related PLAs as well as by developing policies to fulfil the objectives of the Paris Communiqué. This project builds upon previous policy developments at national and at European level. The peers from Austria and Sweden shall contribute to the evaluation of the implementation of past policy measures aiming to opening access, facilitating progress and supporting completion of HE in Croatia, in particular for the disadvantaged and under-represented groups of students. Secondly, the peer support shall be provided in developing of a standardised methodology for monitoring educational and professional paths of students and in drafting the guidelines for RPL at HEIs. Further developments in strengthening social dimension at the European level will support the efforts of the EHEA countries aiming for a full implementation of the ministerial commitments from the Yerevan Communiqué. A close cooperation with the European Students Union shall be established in co-chairing of the BFUG AG on Social Dimension aimed at developing of the Principles and Guidelines for the social dimension of HE within the EHEA to be adopted at the 2020 Ministerial conference. Moreover, the project shall contribute to gathering and examining data on good practices in the field of social dimension, to exploring the scope for EHEA cooperation to strengthen the social dimension of HE.</p>

<p><b>CZECH REPUBLIC</b></p>	<p>MINISTRY OF EDUCATION YOUTH AND SPORTS</p>	<ul style="list-style-type: none"> <li>➤ ESU</li> <li>➤ DUM ZAHRANICNI SPOLUPRACE (CZ)</li> <li>➤ STIFTUNG ZUR FORDERUNG DER HOCHSCHULREKTORENKONFERENZ (DE)</li> </ul>	<p><b>PGA</b></p> <p><b>Peer Group A: qualifications frameworks (umbrella project)</b></p> <p><b>STRAND 2</b></p>	<p>The main objective of the project is to support the implementation of the key Bologna commitments. The Paris communique, the document which sets the direction of the Bologna process, introduced for the first time the idea of a structured peer support approach in 2018. The idea on which all the member states agreed upon and which has to be put into the practice by creation of the peer support groups. The target group of the structured peer support approach will be member states, students, governments, higher education institutions and stakeholders. The Czech Republic the active member of the Bologna process from 1999 has become one of the co-chairs and thus one of the leading countries in the peer support group A "Qualification framework and ECTS". The group A focuses on a three-cycle system compatible with the overarching framework of qualifications (hereinafter "QF") of the EHEA and first and second cycle degrees scaled by ECTS. The umbrella project will be submitted by the Czech Republic and will analyse all the difficulties that member states face when implementing QF and ECTS and will support member states in improving and collaborating in the subject of QF and ECTS. The project gives a great opportunity for other member states to learn from each other. The group is nicely composed out of well experienced countries where ECTS and QF are well implemented and from countries where this key commitment is still at the beginning of the long journey before the final implementation. The aim of the project is to coordinate the activities of the peer group, support communication and cooperation among the peer group members and help them to achieve progress in the given area.</p>
<p><b>ITALY</b></p>	<p>MINISTERO DELL'ISTRUZIONE, DELL'UNIVERSITA' E DELLA RICERCA</p>	<ul style="list-style-type: none"> <li>➤ CENTRE FOR EDUCATIONAL SERVICES (AL)</li> <li>➤ MINISTRIA E ARSIMIT DHE SPORTIT (AL)</li> <li>➤ NATIONAL INSTITUTE FOR HIGHER EDUCATION (BY)</li> <li>➤ EUA</li> <li>➤ ESU</li> <li>➤ EQAR</li> <li>➤ SA ARCHIMEDES (EE)</li> <li>➤ CIEP (FR)</li> <li>➤ CIMEA (IT)</li> <li>➤ CRUI (IT)</li> <li>➤ NATIONAL COMMISSION FOR FURTHER AND HIGHER EDUCATION (MT)</li> <li>➤ THE MINISTRY FOR EDUCATION AND EMPLOYMENT (MT)</li> <li>➤ MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE (UA)</li> <li>➤ ENIC UKRAINE (UA)</li> </ul>	<p><b>TPG-LRC</b></p> <p><b>Thematic Peer Group on the implementation of the Lisbon Recognition Convention in EHEA countries</b></p> <p><b>STRAND 1</b></p>	<p>The project Thematic Peer Group on the implementation of the Lisbon Recognition Convention in EHEA countries - TPG-LRC aims at further implementing one of the three Bologna key commitments that were identified as focus for further work in the period 2018-2020 by the Ministers of the EHEA: "Compliance with the Lisbon Recognition Convention (LRC)". The project supports the participation of BFUG member countries and Consultative members in three Thematic Peer Group (TPG) meetings on recognition and the LRC. The focus of this project is to support the Thematic Peer Group to build knowledge and mutually exchange good practice especially on substantial difference, information provision, fraudulent qualifications and digitalisation by making use of peer learning and counselling. Jointly with the TPG meetings, the consortium will organise three public seminars with key stakeholders to multiply the impact of the TPG activities among national authorities, HEIs and students. On the basis of the first year's activities, the second project year will be dedicated to mobility of staff among EHEA countries that will be supported by this project as peer learning activities on the full implementation of the LRC. The outcomes of the project will be, among others, one leaflet on recognition and substantial difference targeted at students, one leaflet on providing guidance on recognition and information provision targeted in particular at higher education institutions and national authorities and the European Assessment Report as a common template for recognition decisions that could be adopted in other EHEA countries. All these outcomes will be presented at the Rome Ministerial Conference in 2020.</p>

<p><b>NETHERLANDS</b></p>	<p>MINISTERIE VAN ONDERWIJS, CULTUUR EN WETENSCHAP</p>	<ul style="list-style-type: none"> <li>➤ STYRELSEN FOR FORSKNING OG UDDANNELSE (DK)</li> <li>➤ SIHTASUTUS ARCHIMEDES (EE)</li> <li>➤ CIEP (FR)</li> <li>➤ CIMEA (IT)</li> <li>➤ STUDIJU KOKYBES VERTINIMO CENTRAS (LT)</li> <li>➤ STICHTING NUFFIC</li> <li>➤ NASJONALT ORGAN FOR KVALITET I UTDANNINGEN NOKUT (NO)</li> <li>➤ NARODOWA AGENCJA WYMIANY AKADEMICKIEJ (PL)</li> <li>➤ MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE (UA)</li> <li>➤ ENIC UKRAINE (UA)</li> </ul>	<p><b>ICOMPLY</b></p> <p><b>Implementation of LRC COMPLIant recognition practices in the EHEA</b></p> <p><b>STRAND 1</b></p>	<p>The Bologna Implementation Report 2018 identifies that actual recognition practice falls short of expectations with regard to transparency, consistency and fairness. The I-Comply project aims to address this, by building further on insights from previous project outcomes, notably the FAIR project. The FAIR project showed that recognition infrastructures are important elements to achieve actual implementation with the LRC, even more so than legal provisions. The aim of I-Comply therefore is to strengthen the national and institutional recognition infrastructures to achieve practical compliance with the LRC. I-Comply will do so by evaluating the infrastructures of 5 countries against the LRC: Ukraine, Poland, Lithuania, Italy and The Netherlands. Next roadmaps with actions to improve the situation towards compliance will be designed through a process of peer review. These also serve as KPI's to measure the progress in the project. The implementation will be supported by a process of peer counselling between the 5 countries. To assist the implementation and to identify models of good practice for strengthening the infrastructures in the EHEA in general, three PLA's will be held on 1) strengthening the infrastructures in HEIs, 2) the implementation of special procedures, and 3) Automatic Recognition. The project will work with a Steering Group from 4 countries (Denmark, Estonia, France and Norway) and in close cooperation with Peer Support Group 2. The expected results are: 1) Structural reform towards practical LRC compliance in 5 countries; 2) Delivery of 3 PLAs, including an approach to a shared understanding of the concept of Automatic Recognition. 3) a European Exploitation Seminar to exploit the project results. The expected impact is 1) systematic change towards compliance with the LRC in the 5 countries, 2) peer learning for all members of peer support group 2) and 3) new insights and compendium of good practice ready to use for all EHEA members.</p>
<p><b>NETHERLANDS</b></p>	<p>MINISTERIE VAN ONDERWIJS, CULTUUR EN WETENSCHAP</p>	<ul style="list-style-type: none"> <li>➤ UNI.GE (GE)</li> <li>➤ DEUTSCHER AKADEMISCHER AUSTAUSCHDIENST EV (DE)</li> <li>➤ NEDERLANDS-VLAAMSE ACCREDITATIE ORGANISATIE (NL)</li> <li>➤ STICHTING NUFFIC (NL)</li> <li>➤ CENTRE FOR VOCATIONAL EDUCATION &amp; TRAINING STUDIES (RU)</li> <li>➤ INSTITUTE FOR LEADERSHIP INNOVATIONS AND DEVELOPMENT (UA)</li> </ul>	<p><b>FaBoTo+</b></p> <p><b>Facilitating the Use of Bologna Tools for Higher Education Institutions and Quality Assurance organisations</b></p> <p><b>STRAND 2</b></p>	<p>According to the Bologna Process Implementation Report 2018 The Netherlands appears to have fully implemented the EHEA-reforms. However, while the essential Bologna instruments are in place there are still weaknesses in the implementation of the Bologna agenda. The FaBoTo+ project aims to address these weaknesses, while collaboration with other countries to implement the Bologna tools. By doing this, FaBoTo+ goes beyond the previous projects by addressing systematically the dialogue and peer learning with other countries of the EHEA. These weaknesses are described by the team of Bologna experts in the 'testimony' document Bologna through Bologna Experts' Eyes 2018. The most important problems/challenges identified were related to the use of transparency instruments such as ECTS, the course catalogue, use of learning outcomes and the Diploma Supplement. In addition the Dutch MoE identified obstacles for implementation in a recent Government's publication on internationalization in higher and vocational education. These obstacles include the development and delivery of joint/multiple and double degree programs and the connection between higher education and vocational education and training. Further, the progress report shows that on European level, the implementation of joint programmes within the EHEA is still to be improved.</p>

<p><b>ROMANIA</b></p>	<p>MINISTERUL EDUCATIEI NATIONALE</p>	<ul style="list-style-type: none"> <li>➤ EURASHE</li> <li>➤ ENQA</li> <li>➤ ESU</li> <li>➤ NATIONAL EVALUATION AND ACCREDITATION AGENCY (BG)</li> <li>➤ THE DANISH ACCREDITATION INSTITUTION (DK)</li> <li>➤ HAUT CONSEIL DE L'EVALUATION DE LA RECHERCHE ET DE L'ENSEIGNEMENT SUPERIEUR (FR)</li> <li>➤ AGENTIA NATIONALA DE ASIGURARE A CALITATII IN INVATAMINTUL PROFESIONAL (MD)</li> <li>➤ AGENTIA ROMANA DE ASIGURARE A CALITATII IN INVATAMANTUL SUPERIOR ARACIS (RO)</li> </ul>	<p><b>ESQA</b></p> <p><b>Effective involvement of stakeholders in external quality assurance activities</b></p> <p><b>STRAND 1</b></p>	<p>This project aims to support the activity of Peer-Learning group C through exploring stakeholders' involvement in external QA. Various categories of stakeholders' engagement will be explored, including discussions on stakeholders' expectations towards external quality assurance work and sharing best practices among QAAs', in regards to including stakeholders in EQA activities and ongoing development of practices. The project is framed by the Bucharest ministerial communiqué (2012), affirming: We commit...to actively involve a wide range of stakeholders in this development. In the Paris Communiqué (2018), the ministers of education stated that fulfilling our commitments depends on the concerted efforts of national policy-makers, public authorities, institutions, staff, students and other stakeholders as well as coordination at EHEA level. The Peer-Learning group C (PLC) on Quality Assurance (QA) identified the theme Role and engagement of stakeholders in internal and external quality assurance as one in which work is further needed. Recommendations will be provided to the national authorities and QAAs in terms of stakeholders' involvement, regarding ways to strengthen dialogue and cooperation, as well for their effective involvement in QA processes. A Study and a Guideline on stakeholders' involvement will be developed, and peer-learning activities will be organized with the participation of PLC members. The consortium led by the Romanian Ministry of National Education as national authority, includes 3 European organizations representing QAA (ENQA), universities (EURASHE) and students (ESU) and 5 quality assurance agencies from Romania, France, Bulgaria, Denmark and R. of Moldova. The impact is strengthening the national QAA capacity to involve stakeholders meaningfully in evaluation, as well as on European level, with the process itself (developing the tools - Study and Guidelines) and the activities (peer-review and peer-learning connected with the tools).</p>
<p><b>SWEDEN</b></p>	<p>➤ MINISTRY OF EDUCATION AND RESEARCH</p>	<ul style="list-style-type: none"> <li>➤ AGENCY FOR QUALITY ASSURANCE AND ACCREDITATION (AT)</li> <li>➤ BUNDESMINISTERIUM FUER BILDUNG, WISSENSCHAFT UND FORSCHUNG (AT)</li> <li>➤ EURASHE</li> <li>➤ MINISTARSTVO ZNANOSTI I OBRAZOVANJA (HR)</li> <li>➤ MENNTA- OG MENNINGARMALARADUNEYTIÐ (IS)</li> <li>➤ RANNSOKNAMIDSTOD (IS)</li> <li>➤ CORK INSTITUTE OF TECHNOLOGY (IE)</li> <li>➤ IRISH UNIVERSITIES ASSOCIATION (IE)</li> <li>➤ UDARAS NA HEIREANN UM CHAILIOCHTAIAGUS DEARBHU CAILIOCHTA (IE)</li> <li>➤ UHR (SE)</li> </ul>	<p><b>RPLip</b></p> <p><b>RPL in practice</b></p> <p><b>STRAND 2</b></p>	<p>In the Paris Communiqué the ministers "commit to developing policies that encourage and support higher education institutions to fulfil their social responsibility and contribute to a more cohesive and inclusive society..." This project will address that commitment by way of establishing a peer group concentrating on Recognition of Prior Learning (RPL). The project aims to promote different ways of recognising competences for access to further studies and for credits. The objective is to encourage, through structured peer learning, the participating countries to develop quality assured and consistent processes/working methods to recognise non-formal and informal learning. An important starting point will be national guidelines and the European guidelines for validating non-formal and informal learning developed by Cedefop. Some communal additional standards will be considered but the main objective is that each country develops its own working method through the peer learning process organised within the project. Taking into consideration the autonomy of the HEIs it will provide guiding principles that should be of help to institutions in their RPL-practices. The expected impact is that HEIs provide for a quality assured process for recognising competences for access to further studies and for credits. The main beneficiaries are students and potential students at HEIs with the main expected impact being easier access to higher education and get credits recognized towards a qualification through the recognition of prior learning. Also HEI staff working with student counselling, admissions and recognition as well as academic staff will benefit from the project. The participating HEIs will benefit from the exchange of best practices. Following the testing phase at these selected HEIs, the other HEIs will benefit by receiving tested guidelines which will help them to increase access to and continuity within their study programmes.</p>



# Erasmus+ KA3

Support to the implementation of  
European Higher Education Area  
reforms (2018-2020)

## Introduction

Every year, the Education, Audio-visual 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 the framework of the Invitation to submit a proposal EACEA/35/2018 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 selected project, the details of the coordinating and partner 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.

The general objective of this initiative is to support the implementation of reforms in the European Higher Education Area. To this end, National Authorities for higher education in Erasmus+ programme countries were invited to engage in partnership with other countries and stakeholders and implement self-identified and demand-driven activities to address the gaps identified in the Bologna Process Implementation Report 2018 and the priorities of the Paris Communiqué.

In particular, this Invitation to submit a proposal supports projects that are aiming to:

- Support the implementation of key commitments through the activities of the Bologna peer groups (strand 1)
- foster the implementation of other priorities identified in the Paris Communiqué (strand 2).

The expected impact is:

- more even implementation of reforms, especially related to the three key commitments of the Bologna Process;
- improved application of European Higher Education Area tools enhancing recognition, quality, supporting mobility and internationalisation;
- enhanced cooperation between national authorities and stakeholders in the implementation of reforms;
- increased capacity to support the shift to student-centred learning in higher education institutions;
- stronger cooperation between Erasmus+ Programme countries and Partner countries within the European Higher Education Area to implement agreed commitments.

13 projects were selected under this Invitation. The compendium provides a brief overview of the aims and objectives.

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# AUSTRIA - „INternationalisation/INclusion/INnovation: Towards high-quality inclusive mobility and innovative teaching & learning in an internationalised Austrian Higher Education Area.” (3-IN-AT)

## Strand 2: Implementation of priorities identified in the Paris Communiqué

INternationalisation/INclusion/INnovation: Towards high-quality inclusive mobility and innovative teaching & learning in an internationalised Austrian HE Area" encloses:

- 1) Revision of the 2016 Austrian Strategy on HE Mobility  
The National HE authority launches a large-scale, participative process, including working groups, a co-hosted conference, and revised recommendations.
- 2) Innovation in Learning and Teaching will be elaborated further with the EUA and Swiss universities. One focus will be on a top-down, cross-sectoral and interdisciplinary format including panel discussions on “Structural Studyability”, and a final PLA by supporting the visibility of EHEA initiatives and national good practices.
- 3) Taking the implementation of Social Dimension forward  
This main aim will be the responsibility of HEI to develop and implement their own institutional strategies on social dimension, as well as possible policy measures to ensure their implementation. A PLA hosts participants from up to 10 countries. The outline of the PLA will be arranged in a consortium with ESU, EUA and Croatia. The PLA documentation will visualise country profiles and HEI good practices.
- 4) Information, Networking and PLA  
Nine HEI practitioners will form the Austrian Team of EHEA Experts, ready for national on-site visits at HEIs and up to 15 PLAs outside of Austria.
- 5) National conferences – 3 Austrian annual Bologna Days 2019-21  
The annual national Bologna Day is a cross-sectoral and interdisciplinary dissemination format with up to 180 participants each year.
- 6) Information dissemination  
On the occasion of the ministerial conference of the EHEA in June 2020 in Rome a report on the national implementation will be published in English.
- 7) Monitoring and Evaluation by the Austrian Agency for Quality Assurance (AQ Austria)  
AQ Austria will be subcontracted again in order to monitor the indicators of the project, the quality of the consortia and the output of the formats.

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- OEAD (OSTERREICHISCHE AUSTAUSCHDIENST) GESELLSCHAFT MIT BESCHRANKTER HAFTUNG - AUSTRIAN AGENCY FOR INTERNATIONAL COOPERATION IN EDUCATION AND
- EUROPEAN STUDENTS' UNION

- EUROPEAN UNIVERSITY COLLEGE ASSOCIATION
- MINISTARSTVO ZNANOSTI I OBRAZOVANJA
- CONFERENCE DES RECTEURS DES UNIVERSITES SUISES ASSOCIATION

# **BELGIUM - Enhancing a thought-out Policy and Framework on Inclusive Mobility across Europe (EPFIME)**

## **Strand 2: Implementation of priorities identified in the Paris Communiqué**

The importance of international mobility on the life chances of young people is highlighted by the Paris Communiqué and in the Bologna Process. The European Higher Education Area (EHEA) has set a target at European Level, that the percentage of graduates of member states experiencing a period studying abroad has to reach 20% by 2020. While the overall number of young people and students experiencing Erasmus+ Exchanges is increasing rapidly, the number of students with disabilities taking part in Erasmus+ has been almost stagnating over the past few years in Europe. Currently statistics across countries in Europe indicate that students with a disability are still under-represented in international exchange programmes, representing only 0.14-0.17% over the past 10 years (Erasmus+ results, 2009-2016).

In this project an international consortium of complementary partners across Europe with extensive knowledge on policy, disability and mobility in higher education, will examine in-depth the needs and expectations on inclusive mobility of national authorities, students with disabilities and higher education institutions across Europe, while focusing on how national authorities and higher education institutions can collaborate more strongly to assure the quality and the transferability of support services for both incoming and outgoing students with disabilities in exchange programmes.

Based on these findings the project partners will develop a multi-use ‘toolbox inclusive mobility’ with recommendations on how to implement a thought-out policy and framework on inclusive mobility at European/national/regional/institutional level.

The project is led by the Ministry of Education and Training of Belgium/Flemish Community in collaboration with the Support Centre for Inclusive Higher Education in Flanders (SIHO), the Association for Higher Education Access and Disability (AHEAD) in Ireland, the Erasmus Student Network (ESN), and the Ireland University Associations (IUA).

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- ERASMUS STUDENT NETWORK AISBL
- Association for Higher Education Access and Disability
- IRISH UNIVERSITIES ASSOCIATION

# BELGIUM - Developing a European Approach for Comprehensive QA of (European) University Networks (EUniQ)

## Strand 1: Activities related to the Bologna Peer Groups

Higher education is always evolving. This is one of the great challenges for external quality assurance (QA) and for QA agencies. Their QA methodologies need to fit higher education (HE) perfectly. If not, they stop supporting the enhancement of quality and impede innovation in HE. QA agencies have therefore always further developed their QA methodologies to best fit their national HE system. Some of the current developments in HE can however not be dealt with nationally. This concerns for example the development of cross-border HE, the policy integration of university networks, the expanding offer of international joint programmes, and the establishment of European Universities. These developments put pressure on QA agencies. They need to be able to address and assess quality in all these emerging fields of HE without impeding HE innovativeness and autonomy.

This project supports QA agencies in addressing evolving methodological challenges. It intends to provide a roadmap for QA agencies to jointly develop QA methodologies, from a needs analysis to a developed QA approach. In this project, the policy integration of university networks and the establishment of European Universities will be the pertinent case studies. (Universities are here referred to as covering all types of HE institutions.)

Throughout the project, the partnership organises several peer support activities, from a quarterly Peer Support Newsletter to three large-scale Peer Support Events. The partnership includes eight QA agencies, six HE ministries, and the European stakeholders associations EUA, ESU, and ENQA. Overall, they represent the main actors for QA in the European HE Area. The project will integrate its activities into the work and schedule of the Peer Support Group on QA. The leading co-chair of this Peer Support Group is the submitting national authority of this project.

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- ASSOCIATION EUROPEENNE DE L'UNIVERSITE
- EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION AISBL
- EUROPEAN STUDENTS' UNION
- MINISTRY OF EDUCATION AND SCIENCE
- HAUT CONSEIL DE L'EVALUATION DE LA RECHERCHE ET DE L'ENSEIGNEMENT SUPERIEUR
- MINISTRY OF EDUCATION, SCIENCE, CULTURE AND SPORT OF GEORGIA
- Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca
- AKADEMISKAS INFORMACIJAS CENTRS

- NEDERLANDS-VLAAMSE ACCREDITATIE ORGANISATIE
- Ministerul Educatiei Nationale
- National Entity for Accreditation and Quality Assurance in Higher Education
- NACIONALNA AGENCIJA REPUBLIKE SLOVENIJE ZA KAKOVOST V VISOKEM SOLSTVU
- Universitetskanslersämbetet
- Schweizerische Agentur für Akkreditierung und Qualitätssicherung AAQ

# BELGIUM - Bologna Peer Group on QA: organisation (BPGQA-O)

## Strand 1: Activities related to the Bologna Peer Groups

With the Paris Communiqué, "a structured peer support approach based on solidarity, cooperation and mutual learning" was adopted. In the work programme of the European Higher Education Area (EHEA) for 2018-2020, peer support will focus on completing the implementation of three key commitments. One key commitment is quality assurance in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

Within the project, quality assurance will be tackled in the broad sense. Specific thematic orientations include topics such as:

- legislative framework in line with the ESG (introducing changes),
- ensuring effectiveness of internal quality assurance arrangements, including the use of QA
- results in the decision-making process and quality culture as well as links to learning and
- teaching,
- the role and engagement of stakeholders in internal and external QA (students, teachers, employers) and
- openness to Cross-border QA and availability of the European Approach for the QA of joint programmes.

The project will support the work of the Peer Group on Quality Assurance and give all its participating countries and organisations the possibilities to take part in the meetings and activities. Representatives of 41 countries and stakeholders will take part in the Peer Group on QA. Countries are represented by representatives of ministries, stakeholder representatives e.g. HEIs, students, QA agencies or other stakeholders. They are all officially appointed by the ministry or stakeholder organisation that takes part in the Peer Group.

The Peer Group will agree on further actions aimed at fostering, improving and speeding up implementation in the participating countries and report to the Bologna Implementation Coordination Group. The Group will also prepare a summary report to the Bologna Follow Up Group on progress achieved prior to the next ministerial conference in Italy in 2020.

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**Partners:**

- MINISTRY OF EDUCATION AND CULTURE, CYPRUS
- LEPL- National Center for Educational Quality Enhancement

# BELGIUM - Bologna Peer Group on QA: staff mobility (BPSGQAS)

## Strand 1: Activities related to the Bologna Peer Groups

With the Paris Communiqué, "a structured peer support approach based on solidarity, cooperation and mutual learning" was adopted. In the work programme of the European Higher Education Area (EHEA) for 2018-2020, peer support will focus on completing the implementation of three key commitments. One key commitment is quality assurance in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

Within the project, quality assurance will be tackled in the broad sense. Specific thematic orientations include topics such as:

- legislative framework in line with the ESG (introducing changes),
- ensuring effectiveness of internal quality assurance arrangements, including the use of QA
- results in the decision-making process and quality culture as well as links to learning and teaching,
- the role and engagement of stakeholders in internal and external QA (students, teachers, employers) and
- Openness to Cross-border QA and availability of the European Approach for the QA of joint programmes.

Representatives of 41 countries and stakeholders will take part in the Peer Group on QA.

The project will support the work of the Peer Group on Quality Assurance and give all its participating countries and organisations the possibility to organise peer support following their own needs, challenges and within their own possible offer. A system of mobility of staff members involved in QA within national authorities and/or quality assurance agencies will be set up to cater the needs of peer support.

Every single staff mobility will focus on specific needs and will report back to the entire peer group through observation reports.

The Peer Group will report to the Bologna Implementation Coordination Group, which will make a summary report to the Bologna Follow Up Group on progress achieved prior to the next ministerial conference in Italy in 2020.

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# CROATIA - Effective partnership for enhanced recognition (EPER)

## Strand 1: Activities related to the Bologna Peer Groups

Project Effective partnership for enhanced recognition/EPER is aiming at creating partnership and positive synergies for full implementation of Lisbon Recognition Convention in Croatia, Macedonia, Bosnia and Herzegovina, Montenegro and Serbia (countries in the South East Europe). The EPER project will support two strands of activities: new legal solutions in Croatia and supporting change in partner SEE countries in full implementation of the Lisbon Recognition Convention Principles. While improving legal framework in Croatia for full implementation of the Lisbon Recognition Convention and its subsidiary documents (through new draft Law on Recognition of Foreign Educational Qualifications) this project will provide supporting measures to enforcing quality recognition procedures at the level of higher education institutions.

Partner countries in this project will have an opportunity for capacity building on full implementation of the Lisbon Recognition Convention, specifically to learn about possible ways of alleviating recognition problems and improving understanding of the Lisbon Recognition Convention principles. The project will in addition address the issue of recognition for employment purposes, making a clear distinction between employment in regulated and in non-regulated professions, since Croatian experience in implementing the EU regulation would be helpful to other partner countries, on their way to comply with the EU regulations and in enhancing their national regulations and procedures.

All partner countries yet need to develop appropriate procedures for recognition of qualifications of refugees, displaced persons and persons in a refugee-like situation so this project will provide guidance and inspiration for further establishment of procedures as specified in Article VII of the Lisbon Recognition Convention. Activities in the project will be organized in such a way to maximize peer learning and collaboration between partners.

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- MINISTERSTVO ZA OBRAZOVANJE I NAUKA
- Ministry of Education
- MINISTARSTVO PROSVETE, NAUKE I TEHNOLOSKOG RAZVOJA

# CROATIA - Social and International Dimension of Education and Recognition of Acquired Learning (SIDERAL)

## Strand 2: Implementation of priorities identified in the Paris Communiqué

The objectives of the Project 'Social and International Dimension of Education and Recognition of Acquired Learning' are threefold. Firstly, it will support the implementation of the (Croatian) National Plan for Advancement of the Social Dimension. Secondly, it will contribute to further developments of recognition of prior learning in HE through encouraging flexible learning paths within a broader policy framework of social dimension. Finally, the project shall support the work of the BFUG Advisory Group on Social Dimension by facilitating the AG meetings and related PLAs as well as by developing policies to fulfil the objectives of the Paris Communiqué. This project builds upon previous policy developments at national and at European level. The peers from Austria and Sweden shall contribute to the evaluation of the implementation of past policy measures aiming to opening access, facilitating progress and supporting completion of HE in Croatia, in particular for the disadvantaged and under-represented groups of students. Secondly, the peer support shall be provided in developing of a standardised methodology for monitoring educational and professional paths of students and in drafting the guidelines for RPL at HEIs. Further developments in strengthening social dimension at the European level will support the efforts of the EHEA countries aiming for a full implementation of the ministerial commitments from the Yerevan Communiqué. A close cooperation with the European Students Union shall be established in co-chairing of the BFUG AG on Social Dimension aimed at developing of the Principles and Guidelines for the social dimension of HE within the EHEA to be adopted at the 2020 Ministerial conference. Moreover, the project shall contribute to gathering and examining data on good practices in the field of social dimension, to exploring the scope for EHEA cooperation to strengthen the social dimension of HE.

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- EUROPEAN STUDENTS' UNION
- UNIVERSITETS- OCH HOGSKOLERADET

## **CZECH REPUBLIC - Peer Group A: qualifications frameworks (umbrella project) (PGA)**

### **Strand 2: Implementation of priorities identified in the Paris Communiqué**

The main objective of the project is to support the implementation of the key Bologna commitments. The Paris communiqué, the document which sets the direction of the Bologna process, introduced for the first time the idea of a structured peer support approach in 2018. The idea on which all the member states agreed upon and which has to be put into the practice by creation of the peer support groups.

The target group of the structured peer support approach will be member states, students, governments, higher education institutions and stakeholders.

The Czech Republic the active member of the Bologna process from 1999 has become one of the co-chair and thus one of the leading country in the peer support group A “Qualification framework and ECTS”. The group A focuses on a three-cycle system compatible with the overarching framework of qualifications (hereinafter “QF”) of the EHEA and first and second cycle degrees scaled by ECTS. The umbrella project will be submitted by the Czech Republic and will analyse all the difficulties that member states face when implementing QF and ECTS and will support member states in improving and collaborating in the subject of QF and ECTS.

The project gives a great opportunity for other member states to learn from each other. The group is nicely composed out of well experienced countries where ECTS and QF are well implemented and from countries where this key commitment is still at the beginning of the long journey before the final implementation.

The aim of the project is to coordinate the activities of the peer group, support communication and cooperation among the peer group members and help them to achieve progress in the given area.

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- EUROPEAN STUDENTS' UNION
- DUM ZAHRANICNI SPOLUPRACE
- STIFTUNG ZUR FORDERUNG DER HOCHSCHULREKTORENKONFERE

# ITALY - Thematic Peer Group on the implementation of the Lisbon Recognition Convention in EHEA countries (TPG-LRC)

## Strand 1: Activities related to the Bologna Peer Groups

The project Thematic Peer Group on the implementation of the Lisbon Recognition Convention in EHEA countries - TPG-LRC aims at further implementing one of the three Bologna key commitments that were identified as focus for further work in the period 2018-2020 by the Ministers of the EHEA: "Compliance with the Lisbon Recognition Convention (LRC)". The project supports the participation of BFUG member countries and Consultative members in three Thematic Peer Group (TPG) meetings on recognition and the LRC. The focus of this project is to support the Thematic Peer Group to build knowledge and mutually exchange good practice especially on substantial difference, information provision, fraudulent qualifications and digitalisation by making use of peer learning and counselling. Jointly with the TPG meetings, the consortium will organise three public seminars with key stakeholders to multiply the impact of the TPG activities among national authorities, HEIs and students. On the basis of the first year's activities, the second project year will be dedicated to mobility of staff among EHEA countries that will be supported by this project as peer learning activities on the full implementation of the LRC. The outcomes of the project will be, among others, one leaflet on recognition and substantial difference targeted at students, one leaflet on providing guidance on recognition and information provision targeted in particular at higher education institutions and national authorities and the European Assessment Report as a common template for recognition decisions that could be adopted in other EHEA countries. All these outcomes will be presented at the Rome Ministerial Conference in 2020.

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# NETHERLANDS - Facilitating the Use of Bologna Tools for Higher Education Institutions and Quality Assurance organisations (FaBoTo+)

## Strand 2: Implementation of priorities identified in the Paris Communiqué

According to the Bologna Process Implementation Report 2018 The Netherlands appears to have fully implemented the EHEA-reforms. However, while the essential Bologna instruments are in place there are still weaknesses in the implementation of the Bologna agenda. The FaBoTo+ project aims to address these weaknesses, while collaboration with other countries to implement the Bologna tools. By doing this, FaBoTo+ goes beyond the previous projects by addressing systematically the dialogue and peer learning with other countries of the EHEA.

These weaknesses are described by the team of Bologna experts in the 'testimony' document Bologna through Bologna Experts' Eyes 2018. The most important problems/challenges identified were related to the use of transparency instruments such as ECTS, the course catalogue, use of learning outcomes and the Diploma Supplement. In addition the Dutch MoE identified obstacles for implementation in a recent Government's publication on internationalization in higher and vocational education. These obstacles include the development and delivery of joint/multiple and double degree programs and the connection between higher education and vocational education and training. Further, the progress report shows that on European level, the implementation of joint programmes within the EHEA is still to be improved.

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# NETHERLANDS - Implementation of LRC COMPLIant recognition practices in the EHEA (ICOMPLY)

## Strand 1: Activities related to the Bologna Peer Groups

The Bologna Implementation Report 2018 identifies that actual recognition practice falls short of expectations with regard to transparency, consistency and fairness. The I-Comply project aims to address this, by building further on insights from previous project outcomes, notably the FAIR project.

The FAIR project showed that recognition infrastructures are important elements to achieve actual implementation with the LRC, even more so than legal provisions. The aim of I-Comply therefore is to strengthen the national and institutional recognition infrastructures to achieve practical compliance with the LRC.

I-Comply will do so by evaluating the infrastructures of 5 countries against the LRC: Ukraine, Poland, Lithuania, Italy and The Netherlands. Next roadmaps with actions to improve the situation towards compliance will be designed through a process of peer review. These also serve as KPI's to measure the progress in the project. The implementation will be supported by a process of peer counselling between the 5 countries.

To assist the implementation and to identify models of good practice for strengthening the infrastructures in the EHEA in general, three PLA's will be held on 1) strengthening the infrastructures in HEIs, 2) the implementation of special procedures, and 3) Automatic Recognition. The project will work with a Steering Group from 4 countries (Denmark, Estonia, France and Norway) and in close cooperation with Peer Support Group 2.

The expected results are:

- 1) Structural reform towards practical LRC compliance in 5 countries;
- 2) Delivery of 3 PLAs, including an approach to a shared understanding of the concept of Automatic Recognition.
- 3) a European Exploitation Seminar to exploit the project results.

The expected impact is 1) systematic change towards compliance with the LRC in the 5 countries, 2) peer learning for all members of peer support group 2) and 3) new insights and compendium of good practice ready to use for all EHEA members.

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# ROMANIA - Effective involvement of stakeholders in external quality assurance activities (ESQA)

## Strand 1: Activities related to the Bologna Peer Groups

This project aims to support the activity of Peer-Learning group C through exploring stakeholders' involvement in external QA. Various categories of stakeholders' engagement will be explored, including discussions on stakeholders' expectations towards external quality assurance work and sharing best practices among QAAs', in regards to including stakeholders in EQA activities and ongoing development of practices. The project is framed by the Bucharest ministerial communiqué (2012), affirming: We commit...to actively involve a wide range of stakeholders in this development. In the Paris Communiqué (2018), the ministers of education stated that fulfilling our commitments depends on the concerted efforts of national policy-makers, public authorities, institutions, staff, students and other stakeholders as well as coordination at EHEA level.

The Peer-Learning group C (PLC) on Quality Assurance (QA) identified the theme Role and engagement of stakeholders in internal and external quality assurance as one in which work is further needed.

Recommendations will be provided to the national authorities and QAAs in terms of stakeholders' involvement, regarding ways to strengthen dialogue and cooperation, as well for their effective involvement in QA processes. A Study and a Guideline on stakeholders' involvement will be developed, and peer-learning activities will be organized with the participation of PLC members.

The consortium led by the Romanian Ministry of National Education as national authority, includes 3 European organizations representing QAA (ENQA), universities (EURASHE) and students (ESU) and 5 quality assurance agencies from Romania, France, Bulgaria, Denmark and R. of Moldova.

The impact is strengthening the national QAA capacity to involve stakeholders meaningfully in evaluation, as well as on European level, with the process itself (developing the tools - Study and Guidelines) and the activities (peer-review and peer-learning connected with the tools).

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## SWEDEN - RPL in practice (RPLip)

### Strand 2: Implementation of priorities identified in the Paris Communiqué

In the Paris Communiqué the ministers “commit to developing policies that encourage and support higher education institutions to fulfil their social responsibility and contribute to a more cohesive and inclusive society...” This project will address that commitment by way of establishing a peer group concentrating on Recognition of Prior Learning (RPL).

The project aims to promote different ways of recognising competences for access to further studies and for credits. The objective is to encourage, through structured peer learning, the participating countries to develop quality assured and consistent processes/working methods to recognise non-formal and informal learning. An important starting point will be national guidelines and the European guidelines for validating non-formal and informal learning developed by Cedefop. Some communal additional standards will be considered but the main objective is that each country develops its own working method through the peer learning process organised within the project. Taking into consideration the autonomy of the HEIs it will provide guiding principles that should be of help to institutions in their RPL-practices.

The expected impact is that HEIs provide for a quality assured process for recognising competences for access to further studies and for credits. The main beneficiaries are students and potential students at HEIs with the main expected impact being easier access to higher education and get credits recognized towards a qualification through the recognition of prior learning.

Also HEI staff working with student counselling, admissions and recognition as well as academic staff will benefit from the project. The participating HEIs will benefit from the exchange of best practices. Following the testing phase at these selected HEIs, the other HEIs will benefit by receiving tested guidelines which will help them to increase access to and continuity within their study programmes.

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