

Project Number	Project Acronym	Applicant Role	Applicant Legal Name	Applicant Country Name	Number Of Participants	Project Title	Project Abstract
893769	PLAR-4-SIMP	Coordinator	VLAAMSE GEMEENSCHAP	Belgium	4	Peer Learning Activities and Resources for Social Inclusion in Mobility Programmes	As the new Erasmus Programme and the European Higher Education Area (EHEA) aim to achieve better inclusiveness in mobility programmes, higher education authorities and institutions are in the process of considering, planning and implementing reforms to widen participation of students from disadvantaged groups in mobility programmes. In this project an international consortium will organise peer learning activities on social inclusion in mobility programmes to strengthen mutual learning and deepen the exchange of practices between EHEA countries in different implementation stages. Ministry representatives and international and inclusion officers will be supported to draw up plans on how to overcome their specific challenges. Based on identified needs, the consortium will develop a multi-use "toolbox on inclusive mobility" that contains a policy report and database on national social inclusion measures and practices that have been implemented across EHEA to widen the participation of students from disadvantaged groups in mobility. It will also contain practical tools: a communication package to promote outward mobility towards students of underrepresented groups in an inclusive way. A blended training package will equip staff of higher education authorities and institutions with skills, knowledge, attitudes, and tools required to best organise inclusive student mobility in the 21st century. All outcomes will be integrated on the platform InclusiveMobility.eu and are directly implementable. As such they will contribute to a more inclusive new Erasmus programme in the short-term.
		Partner	BUNDESMINISTERIUM FUER BILDUNG, WISSENSCHAFT UND FORSCHUNG	Austria			
		Partner	ARTEVELDEHOOGESCHOOL	Belgium			
		Partner	ERASMUS STUDENT NETWORK AISBL	Belgium			
896819	SPOT	Coordinator	ASSOCIATION EUROPEENNE DE L'UNIVERSITE	Belgium	4	Spotlight on recognition	The Paris Communiqué names recognition in compliance with the Lisbon Recognition Convention (LRC) as one of the EHEA's key commitments, but recent reports such as the 2018 Bologna Process Implementation Report attest to widespread challenges in implementing it and indicate that more awareness is needed among higher education institutions' staff responsible for recognition processes and decisions of the documents and tools developed to establish a common European approach. The 'Spotlight on recognition' (SPOT) project aims to support this staff and enhance its capacities in terms of LRC-compliant recognition procedures by providing a single, dedicated space gathering documents, tools and online resources that are relevant to the implementation of a daily LRC-compliant recognition practice; by developing a sustainable, formative and easily applicable self-assessment methodology for institutional recognition practices; and by creating a recognition community-of-practice open to higher education staff and other professionals involved with academic recognition through a set of transnational peer-learning, information dissemination and training activities of various formats. The target group of the project is university leadership, management and staff in charge of recognition in 39 EHEA countries where higher education institutions are responsible for decisions on academic recognition. The project outcomes are also expected to facilitate the work of ENIC-NARICs' information provision task vis-à-vis institutions. It will in the long term facilitate the large-scale implementation of LRC-compliant recognition and thus trust and cooperation across the EHEA. The SPOT consortium consists of the European University Association (EUA), the Spanish national rectors' conference Crue Universidades Españolas, the German national rectors' conference Hochschulrektorenkonferenz (HRK) and the Dutch ENIC-NARIC centre Nuffic.
		Partner	STIFTUNG ZUR FORDERUNG DER HOCHSCHULREKTORENKONFERENZ	Germany			
		Partner	STICHTING NUFFIC	Netherlands			
		Partner	CONFERENCIA DE RECTORES DE LAS UNIVERSIDADES ESPAÑOLAS (CRUE) ASOCIACION	Spain			
897898	DEQAR CONNECT	Coordinator	REGISTRE EUROPEEN DES AGENCES DU MANAGEMENT DE LA QUALITE POUR L'ENSEIGNEMENT SUPERIEUR	Belgium	23	Enhancing the Coverage and Connectivity of QA in the EHEA through DEQAR	Quality assurance in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) plays a crucial role in promoting quality enhancement and trust as a basis for (automatic) recognition of qualifications. The Europe-wide Database of External Quality Assurance Results (DEQAR) ensures one-stop-shop access to reliable information on the quality of higher education or how it is managed, based on reports following the ESG. The database is instrumental for the recognition process, as information centres (ENIC-NARICs), higher education institutions and employers need an efficient way to establish whether a higher education institution was subject to external QA. The DEQAR CONNECT project thus focuses on two of the Key Commitments agreed for the European Higher Education Area (EHEA), on quality and recognition. The project will expand DEQAR's coverage of higher education institutions and programmes, and will enhance DEQAR's connectivity with other tools and initiatives in the field of digitalisation, QA and recognition. Especially by the latter, the proposal complements a range of previous and ongoing actions supported by Erasmus+. To expand coverage, DEQAR CONNECT will provide support and peer-learning to EQAR-registered QA agencies. In terms of connectivity, DEQAR CONNECT will further explore means of integrating data on QA results into the recognition of qualifications as well as in digital credentialing. Transversal activities will help mainstream the results and feed them into the EHEA policy making fora. DEQAR CONNECT will broaden the knowledge base on external quality assurance in the EHEA and contribute to making recognition more efficient, seamless and ultimately automatic. The project's direct beneficiaries include quality assurance agencies, recognition information centres (ENIC-NARICs) and national authorities in the EHEA, while also higher education institutions, students and employers will reap the wider benefits.
		Partner	NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE FOUNDATION	Armenia			
		Partner	AGENTUR FUR QUALITATSSICHERUNG UND AKKREDITIERUNG AUSTRIA	Austria			
		Partner	EAEVE	Austria			
		Partner	AEQES	Belgium			
		Partner	Stichting MusiQue - Music Quality Enhancement: Foundation for Quality Enhancement and Accreditation in Higher Music Education	Belgium			
		Partner	AGENCIJA ZA ZNANOST I VISOKO OBRAZOVANJE	Croatia			
		Partner	CENTRE INTERNATIONAL D'ETUDES PEDAGOGIQUES - CIEP	France			
		Partner	CONFERENCE DES DIRECTEURS DES ECOLES FRANCAISES D'INGENIEURS-COMMISSION DES TITRES D'INGENIEURS	France			
		Partner	NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT	Georgia			
		Partner	AKKREDITIERUNGS,CERTIFIZIERUNGS- UND QUALITATS- SICHERUNGS- INSTITUT(AQUIN) EV	Germany			
		Partner	Hungarian Accreditation Committee	Hungary			
		Partner	ASSOCIAZIONE CIMEA	Italy			
		Partner	INDEPENDENT KAZAKH AGENCY FOR QUALITY ASSURANCE IN EDUCATION (IQAA)	Kazakhstan			
		Partner	THE NON-PROFIT INSTITUTION INDEPENDENT AGENCY FOR ACCREDITATION AND RATING	Kazakhstan			
		Partner	AKADEMISK INFORMACIJAS CENTRS	Latvia			
		Partner	STUDIJU KOKYBES VERTINIMO CENTRAS	Lithuania			
Partner	NEDERLANDS-VLAAMSE ACCREDITATIE ORGANISATIE	Netherlands					
Partner	STICHTING NUFFIC	Netherlands					
Partner	Ministerul Educatiei Nationale si Cercetarii Stiintifice	Romania					
Partner	AUTONOMOUS NON-COMMERCIAL ORGANIZATION THE NATIONAL CENTRE FOR PUBLIC ACCREDITATION	Russian Federation					
Partner	ACSUCYL	Spain					

898317	Microbol	Coordinator	VLAAMSE GEMEENSCHAP	Belgium	5	Microcredentials linked to the Bologna key commitments	Learners seek more and more knowledge, skills and competences through short courses or through non-formal or informal learning experiences. Accumulation of these prior learning experiences and qualifications could in the end lead to traditional university qualifications. The student population also becomes more and more diverse, so innovative ways of learning could offer flexible solutions to underrepresented groups in higher education, as well as to adult learners.
		Partner	ASSOCIATION EUROPEENNE DE L'UNIVERSITE	Belgium			On the other side of the spectrum also the world of work is changing and in demand of people that can easily adapt and up- and reskill throughout their career. Leaving work for long periods of time to earn a traditional qualification will be less feasible and less attractive in this new world, so new solutions are needed from the education sector to meet this growing need.
		Partner	EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION AISBL	Belgium			A wide range of these kind of short courses are offered worldwide. Some of them through online courses and modules (e.g. MOOCs), some other in face-to-face education, some in more non-formal learning settings. Some are offered by traditional higher education providers, other are designed and provided by private companies or non-profit organisations. This project will focus primarily on microcredentials provided by Higher Education Institutions (HEIs) or in conjunction with HEIs, and touch secondly those entirely provided by companies or non-profit organisations, the system of 'open badges' and other bits of 'micro-learning'.
		Partner	Opetus ja Kulttuuriministeriö	Finland			All these short forms of learning should also have guaranteed quality standards, they should be linked to the Qualifications Frameworks and be recognized appropriately throughout the European Higher Education Area.
		Partner	ASSOCIAZIONE CIMEA	Italy			The specific objective of this project is for governments and stakeholders to explore, within the Bologna Process, whether and how the existing Bologna tools can be used and/or need to be adapted to be fit for microcredentials. A common European framework for microcredentials will be proposed.
898688	BWSE FORWARD	Coordinator	EUROPEAN STUDENTS'UNION	Belgium	7	Bologna With Stakeholders Eyes For a Stronger Future of the Bologna Process	The main objective of this proposal is to update the latest version of Bologna with Students Eyes publication (2018), with the scope of analysing the new scenario, requirements for education and training and implementing it from the students' perspective in cooperation with stakeholder's. Students across EHEA still believe in the Bologna process but it is necessary to provide a critical overview in order to bring more coherence to HE systems. The Project is framed by the 2018 Bologna Implementation Report and Paris Communiqué and the well-known ESU's BWSE publication produced by surveying ESU's national unions, since 2003. The project intends to support external researchers, technicians and experts required to analyse/verify the information collected in assembling BWSE 2020. Subsequently, respectively peer-learning activities will be organised with the involvement of different actors that play a role within the Bologna Process (20-year crossroad) to discuss the problem areas and seek solutions beyond 2020. A final conference, bringing together the experience of EU Institutions and Bodies, Ministries and Students will address the results of BWSE and the outcomes of the mutual learning to identify which topics require particular attention and present suggestions for a stronger future of the Process. The Consortium led by the European Students' Union as a consultative member organisation of EHEA, with the cooperation of 2 European organisations: European Association for Quality Assurance and European University Association, and 4 national authorities: Ministry of Education and Employment of Malta, Ministry of Education and Science of Croatia, Ministry of Education, Culture and Science of Netherlands and Ministry of Education and Science of Armenia. BWSE 2020 and the Green Paper will be disseminated online and accessible to EHEA countries. A work plan (2021-2027) to maintain the sustainability of the efforts, results with future common activities or initiatives.
		Partner	MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF ARMENIA/ HAYASTANI HANRAPETUTYAN KRTUTYAN EV GITUTYAN NAKHARARUTYUN	Armenia			
		Partner	ASSOCIATION EUROPEENNE DE L'UNIVERSITE	Belgium			
		Partner	ASSOCIATION EUROPEENNE D'INSTITUTIONS DE L'ENSEIGNEMENT SUPERIEUR	Belgium			
		Partner	EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION AISBL	Belgium			
		Partner	MINISTARSTVO ZNANOSTI I OBRAZOVANJA	Croatia			
898925	SEQA-ESG	Coordinator	EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION AISBL	Belgium	12	Supporting European quality assurance agencies in meeting the standards and guidelines for quality assurance in the European Higher Education Area	The main objective of the project is to support QA agencies and national authorities in six countries (Albania, the Czech Republic, Malta, Moldova, Montenegro, and Slovakia) to create an ESG-compliant QA system, which is one of the Bologna Process key commitments. More specifically, the project aims to achieve: 1) legal frameworks in line with ESG compliance; 2) alignment of the QA processes to the ESG peer-review method; 3) connection of national criteria with the ESG; 4) appropriate methods and criteria for the involvement of peer reviewers; and 5) stakeholder involvement in external QA. The project involves ENQA as the coordinator and two partners (the ministry as support partner and agency as core partner) from each of the six countries.
		Partner	Agjencia e Sigurimit te Cilesise ne Arsimin e Larte (ASCAL)	Albania			To reach the objectives, the following activities are foreseen: 1) Peer counselling in the six countries, gathering national authorities, the agency and key stakeholders. The key outcome of the activity will be a national action plan for QA development (6 in total). 2) Peer support workshops on four key themes (QA methodology, QA criteria, review experts and stakeholders). The workshops target all core partners from the six countries (total of 25 people/workshop). 3) Staff exchanges between agencies (6 in total), with multiplier presentations upon return, and 4) Creation of agency action plans for a review against the ESG (six in total).
		Partner	MINISTRIA E ARSIMIT DHE SPORTIT	Albania			The activities listed above are designed to address different needs appropriately, both at the legal framework level as well as within the agencies, and ensure that the six countries make fast progress in achieving ESG compliance. Through the country action plans (ministries) and the review action plans (the agencies), the future progress after the end of the project will also be guaranteed. The commitment engagement of these key partners ensures a systematic approach to creating an ESG-compliant system with the support of external experts and peer learning between the partners.
		Partner	MINISTRY OF EDUCATION YOUTH AND SPORTS	Czechia			
		Partner	MINISTRY FOR EDUCATION AND EMPLOYMENT	Malta			
		Partner	NATIONAL COMMISSION FOR FURTHER AND HIGHER EDUCATION	Malta			
		Partner	AGENTIA NATIONALA DE ASIGURARE A CALITATII IN EDUCATIE SI CERCETARE	Moldova (Republic of)			
		Partner	Ministry of Education	Moldova (Republic of)			
		Partner	AGENCIJA ZA KONTROLU I OBEZBJEDENJEKVALITETA VISOKOG OBRAZOVANJA	Montenegro			
		Partner	Ministry of Education	Montenegro			
		Partner	MINISTERSTVO SKOLSTVA VEDY VYSKUMU A SPORTU SR	Slovakia			
899115	BAQUAL	Coordinator	MINISTARSTVO ZNANOSTI I OBRAZOVANJA	Croatia	3	Better Academic Qualifications through Quality Assurance	This project aims at stimulating implementation of qualifications frameworks in internal and external quality assurance procedures in three countries: Croatia, Montenegro and North Macedonia. All three countries have adopted relevant legislation wish to engage in peer counselling to implement and fully engage the potential of qualifications frameworks for assuring and increasing the quality of higher education within the European Higher Education Area goals and principles. The three beneficiary countries will provide each other with exchange of experiences and peer support, and rely on counselling with countries that have more experience in developing standards of qualifications and using them within quality assurance, also members of the thematic peer groups. Each country will establish a national stakeholder group consisting of ministry and agency staff (relevant public authorities), higher education representatives (including students), consultant experts, and other stakeholders (labour sector representatives, professional associations and chambers). The project entails three phases for all three beneficiary countries: developing a competence/qualification standard; using the standard in updating an existing or developing a new study programme, and finally to implement an external review of the programme using the European standards and guidelines for quality assurance. The project aims to provide the participants with hands-on experience in working with competence standards and focusing on learning outcomes, which are still not fully used in the region. While it focuses on 3 specific standards, the impact of the project is expected through transfer of the competences gained by participants to their colleagues. This should ultimately increase the quality of study programmes, integrate the countries' higher education better within EHEA and consequently prepare students better for their future careers.
		Partner	AGENCIJA ZA KONTROLU I OBEZBJEDENJEKVALITETA VISOKOG OBRAZOVANJA	Montenegro			
		Partner	MINISTERSTVO ZA OBRAZOVANJE I NAUKA	North Macedonia			

899118	bologna hub PS	Coordinator	BUNDESMINISTERIUM FUER BILDUNG UND FORSCHUNG	Germany	7	bologna hub peer support	<p>According to the 2018 Bologna Process Implementation Report, progress has been made while the implementation of key commitments and Bologna tools remains uneven, both between policy areas and between countries. This finding also applies to higher education institutions (HEI) all over the EHEA and, as they are key players in the Bologna process, further efforts should be taken to support institutions to tackle the remaining challenges.</p> <p>The main objective of the project "bologna hub peer support" (bologna hub PS) is to foster the implementation of the Bologna key commitments and the application of the Bologna tools at higher education institutions throughout the EHEA. To this end and based on the idea to establish "a structured peer support approach based on solidarity, cooperation and mutual learning", the project aims at setting up a pool of European Bologna Experts, (including national Bologna Experts, HERE-Experts and other higher education experts) to support institutions in the entire EHEA with the implementation of Bologna reforms through methods of peer-learning. These experts have different profiles and will thus be able to cover a broad range of topics to adequately address the specific need of each higher education institution.</p> <p>Within this framework, several activities such as 50 expert peer support missions at 25 HEI, two main workshops and one conference with experts and other professionals as well as a publication of a working paper based on the gathered experiences are planned. It is expected that the following results can be achieved: (1)more even implementation of the Bologna reforms at higher education institutions across the EHEA; (2)improved application of European Higher Education Area tools enhancing recognition, quality, supporting mobility and internationalisation at higher education institutions across the EHEA; (3)enhanced cooperation between national authorities, EHEA consultative members and stakeholders in the implementation of reforms.</p>
		Partner	MINISTRIA E ARSIMIT DHE SPORTIT	Albania			
		Partner	EUROPEAN STUDENTS UNION	Belgium			
		Partner	MINISTRY OF EDUCATION AND SCIENCE OF GEORGIA	Georgia			
		Partner	CONFERENCIA DE RECTORES DE LAS UNIVERSIDADES ESPANOLAS (CRUE) ASOCIACION	Spain			
Partner	MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE	Ukraine					
899127	TRACER	Coordinator	MINISTARSTVO ZNANOSTI I OBRAZOVANJA	Croatia	2	Transparency of Croatian Qualifications for Enhanced Recognition	<p>The overall objective of the TRACER project is a national initiative for removing obstacles to recognition of qualifications issued by the accredited higher education institutions in Croatia, both for the purpose of accessing further studies and the labour market.</p> <p>There is a need in Croatia for a more structured and updated information provided in the Diploma Supplement which would help higher education institutions, employers, recognition centres as well as other stakeholders to easily understand graduates' skills and competences. Also, Croatia needs to address the issue of the implementation of the commitment from the Paris Communiqué related to the digitalization of the Diploma Supplement and 'student data exchange in a secure, machine-readable and interoperable format, in line with the data protection legislation'.</p> <p>Project TRACER - Transparency of Croatian Qualifications for Enhanced Recognition is aiming at creation of new legal framework for the Diploma Supplement and creating preconditions for future digitalization of the Diploma Supplement. Also, the project will use already existing good practise in the Netherlands in order to enable Croatian higher education institutions staff and employers to enhance their competences and become aware of possibilities and advantages that that this Bologna tool offers.</p> <p>The project outcomes will include:</p> <ul style="list-style-type: none"> <li>- Draft By-law on Diploma and Diploma Supplement</li> <li>- Feasibility Study on the implementation of the Digital Diploma Supplement Platform in Croatia</li> <li>- Guidelines on the Diploma Supplement.</li> </ul> <p>The partners: Ministry of Science and Education, Croatia and Dienst Uitvoering Onderwijs, Ministry of Education, Culture and Science, the Netherlands</p>
		Partner	MINISTERIE VAN ONDERWIJS, CULTUUR EN WETENSCHAP	Netherlands			
899130	PASS	Coordinator	LIETUVOS RESPUBLIKOS SVIETIMO IR MOKSLO MINISTERIJA	Lithuania	4	The power of academic support system: integrated digital and classroom learning in HEI	<p>There is a clear shift to innovation in teaching and learning as one of the most important missions of the European Higher Education Area (hereafter, EHEA). The project will contribute to innovating of teaching and learning in the EHEA in the following aspects:</p> <ul style="list-style-type: none"> <li>• Development of effective self-study strategies for students;</li> <li>• Aid in setting up appropriate academic support to increase retention;</li> <li>• Sound integration of technology into the traditional classroom for more interactive and personalised learning;</li> <li>• Increasing cooperation in the field.</li> </ul> <p>This will be achieved through a cohesive action on several levels:</p> <ol style="list-style-type: none"> <li>1. Making an inventory of national and international best practices and tools;</li> <li>2. Encouraging better dissemination, sharing and wider acceptance of tools that are already available to students of individual Lithuanian higher education institutions;</li> <li>3. Providing guidance to Lithuanian higher education institutions for development of e-learning platforms;</li> <li>4. Developing a separate set of guidelines for each target group (the first cycle students, academic staff, and administrative staff of higher education institutions) with examples of the best national and international practices and recommendations;</li> <li>5. Strengthening the network of teaching and learning experts within Lithuanian higher education institutions.</li> </ol> <p>It is expected that the tools developed within this project will become an enabling force for the higher education institutions within the EHEA in further development of blended learning and addressing academic student support. The results of this project will contribute to innovation and could potentially become embedded into institutional practices, which could lead to increased retention rates, increasingly independent, active and self-directed students.</p>
		Partner	LAPIN AMMATTIKORKEAKOULU OY	Finland			
		Partner	STIFTUNG ZUR FORDERUNG DER HOCHSCHULREKTORENKONFERENZ	Germany			
Partner	SVIETIMO MAINU PARAMOS FONDAS	Lithuania					

899133	LOTUS	Coordinator	ASSOCIATION EUROPEENNE DE L'UNIVERSITE	Belgium	6	<b>Leadership and Organisation for Teaching and Learning at European Universities</b>	<p>Attention for learning and teaching (L&amp;T) has increased, at the level of higher education institutions (HEIs) and at national and European policy levels (Bologna Process and EU). However, good practice for strategic transformation and innovation in L&amp;T are still difficult to identify and mainstream, as it tends to take place at individual HEIs and in different systems, with limited opportunity for systematic exchange and collaboration. The Leadership and Organisation for Teaching and Learning at European Universities (LOTUS) project aims to contribute to capacity building and strategic change management for L&amp;T at HEIs, and to demonstrate the potential of various actors (ministries, university associations, student and staff unions, national L&amp;T organisations) to support transformation and innovation in L&amp;T. LOTUS has two strands:</p> <p>(1) A Leadership Development Programme (LDP) will address processes and conditions at HEIs to implement L&amp;T strategies. LOTUS emphasises the role of leadership (vice-rectors) and structured, participatory approaches for implementing strategies, involving staff and students across the institution. A total of 40-60 HEIs of different profiles will implement their own strategic goals while supporting each other through a peer-learning and problem-solving approach.</p> <p>(2) A Policy Dialogue will explore how different stakeholder groups in L&amp;T can support institutional developments, facilitate interinstitutional exchange and collaboration, and contribute to national and European policy development. A series of national workshops and European-level policy dialogue meetings will be organised – fed with lessons from the LDP. Consortium members and associate partners will discuss the project initiatives within their own constituency (HEIs, student and staff unions, governments). LOTUS is expected to render concrete benefits for participating HEIs. It will also strengthen exchange and collaboration as regards national and European policy processes.</p>
		Partner	WIRTSCHAFTSUNIVERSITAT WIEN	Austria			
		Partner	ASSOCIATION EUROPEENNE D'INSTITUTIONS DE L'ENSEIGNEMENT SUPERIEUR	Belgium			
		Partner	EUROPEAN STUDENTS'UNION	Belgium			
		Partner	Opetus ja Kulttuuriministeriö	Finland			
Partner	IRISH UNIVERSITIES ASSOCIATION	Ireland					

899136	PROFFORMANCE	Coordinator	INNOVACIOES TECHNOLOGIAI MINISZTERIUM	Hungary	6	Assessment tool and Incentives for Developing Higher Education Teachers' Performance	<p>The project aims to support quality enhancement of Teaching and Learning at HEIs in EHEA. The consortium plans to elaborate a set of criteria and an assessment tool of teachers' performance as well as recommendations on incentive systems for teachers' development. Best practices of innovative teaching will be collected and disseminated through an award for teachers and an online database.</p> <p>The criteria model and the tool will help teachers and HEIs to translate EHEA and European Education Area targets to real actions in issues related to T&amp;L. This will contribute to better T&amp;L strategies at national and HEI level. The criteria, the assessment tool and the incentive systems assist HEIs and policy makers to plan complex systems of teacher development, which leads to the quality enhancement of T&amp;L. The tool will also enhance students' engagement in evaluating teachers' performance, enriching their roles as academic citizens.</p> <p>The planned project outputs will have impact primarily on teachers and students, but will also affect HEI management, administrative staff and other stakeholders. Results will contribute to teaching and learning experience, reduce drop-out rates, increase the number of successful graduates, enhance labour market relevance of qualifications at institutional, national and consortium level.</p> <p>Main activities and outputs</p> <ol style="list-style-type: none"> <li>1. BENCHMARKING ON T&amp;L STRATEGIES AND PRACTICES: results disseminated at EHEA level.</li> <li>2. 3 PLAs with policy makers and HEIs to elaborate the model criteria, the tool and the incentive systems.</li> <li>3. ASSESSMENT TOOL for TEACHERS' PERFORMANCE for self-assessment, and for assessment by management, by students, by peers and by external reviewers as well</li> <li>4. PILOT PEER REVIEWS. Testing the (self)assessment tool at HEIs and making recommendations.</li> <li>5. JOINT INTERNATIONAL TEACHER AWARD and OPEN ONLINE DATABASE with INTERNATIONAL BEST PRACTICES</li> <li>6. POLICY RECOMMENDATIONS based on PLA outputs – on planning and incentivising teacher development.</li> </ol>
		Partner	BUNDESMINISTERIUM FUER BILDUNG, WISSENSCHAFT UND FORSCHUNG	Austria			
		Partner	MINISTARSTVO ZNANOSTI I OBRAZOVANJA	Croatia			
		Partner	MINISTRY OF EDUCATION YOUTH AND SPORTS	Czechia			
		Partner	NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT	Georgia			
		Partner	FONDACIJA TEMPUS	Serbia			
899137	RoadMap	Coordinator	Ministry of Education and Science	Latvia	4	Road Map for Implementation of Institutional Assessment	<p>The Project will address one of the specific key commitments of the Bologna Process such as quality assurance in compliance with the ESG. The Bologna implementation report 2018 illustrates how successfully the ESG 2015 have been transposed into external quality assurance practice. Latvia is among those countries where a majority of the ESG elements are required or usually happen in practice. However, there are several elements which are not integrated into typical external quality assurance processes. In these systems, while the model for external quality assurance may consider that certain elements need not be directly addressed in external quality assurance processes, it is also possible that improvements could be made to integrate all main aspects of the ESG 2015.</p> <p>The main objective of the Project is to improve the quality assurance system in Latvia and introduce a regular institutional accreditation as the main quality assurance procedure that will decrease the current overlap among the different quality assurance procedures and reduce the administrative burden as well as the costs of assessment procedures.</p> <p>The main outcome of the Project is enhancement-led quality assurance system, by introducing regular institutional assessment that will increase the trust in higher education institutions as the providers of quality education, strengthen the internal mechanisms of the institutions and facilitate a quality culture.</p> <p>In order to reach the objective of the Project, the quality assurance systems and legislative frameworks of several EHEA countries will be analysed for developing a concept on the transition to the regular institutional assessment; seminars and peer-learning activities will be organized in order to receive experts' advice; workshops for HEIs and other relevant stakeholders will be organized in order to get knowledge on the institutional assessment and its benefits for better understanding of external quality assessment procedures.</p>
		Partner	HARIDUS-JA TEADUS MINISTEERIUM	Estonia			
		Partner	SIHTASUTUS ARCHIMEDES	Estonia			
		Partner	AKADEMISKAS INFORMACIJAS CENTRS	Latvia			