

**LLP Application: Call EAC/61/2006
 Programme Erasmus Multilateral Projects (Modernisation of Higher Education).
 EXTRACT from the final proposal.**



Section A : Project / network outline

A1 Acronym	BEFLEX PLUS	A2 Duration	24 months
A3 Title	BeFlex Plus: Progress on Flexibility in the Bologna Reform		
A4 Summary [Limit: 20 lines]	The abstract must be provided in EN, FR or DE.		
<p>Rationale: University Lifelong Learning (ULLL) has not been high on the agenda in the Bologna process until recently. Universities have been busy implementing the main BMD reform with its associated tools. Our first survey of the 'state of play' in ULLL shows that universities are in general only just beginning to consider how they can use these tools to develop new forms of ULLL and understanding of European initiatives (EQF...) is not clear. Some, but not many, have begun to take advantage of the potential offered by these developments; others plan to do so. There is a need to monitor their progress in order to inform policy/decision makers, to share good practice and to push this process forward.</p> <p>Core objectives: This project aims to monitor the way in which the flexibility offered by the Bologna reforms and tools are being used to develop ULLL and map progress since the first BeFlex survey in 2006. It will also provide a new focus on the use of the Bologna tools in supporting and promoting regional learning partnerships, identifying different models of collaboration between Universities and other providers and stakeholders for promoting participation and progression into and through ULLL. It will inform the next meeting of the Bologna ministers in Leuven meeting in May 2009. It will also offer training events based on the sharing of best practice and action planning</p> <p>Outputs, results and/or products: The project will produce: a) a major review of the development of ULLL and the use made of the Bologna tools since our BeFlex-1 survey in 2006; b) workshops in 5 universities involving key regional actors (other educational providers, enterprises, trade unions, VET providers, NGOs etc); c) a conference to consult policy/decision makers and managers at institutional, regional, national and European level on the interim results of the review, d) 4 training events to promote the development of pilot actions through sharing of best practice in regional partnerships, e) dissemination materials including website targeting policy makers, managers, Bologna promoters, ULLL practitioners at European, national and institutional level.</p> <p>Impact: The project will: advance the state of the art in the field of ULLL in Europe; increase the use of the Bologna tools in the developing more accessible and flexible learning opportunities in universities; promote pilot actions in regional learning partnerships; and improve the contribution of the ULLL community to the formulation, development and implementation of LLL policy at European level. In the longer term it will improve the access to and both increase and widen the participation of adults in learning opportunities.</p>			

A5 Lifelong Learning Objectives and Priorities addressed

Please copy these tables as often as necessary

Please identify in the box below, which of the Objectives of the Lifelong Learning Programme this application addresses (See Decision Article 1.3 and Table 2 in the Instructions for Completing the Application Form)			
CODE		Description	
LLP	Obj	a	to contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field
LLP	Obj	b	to support the realisation of a European area for lifelong learning;
LLP	Obj	c	to help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States;
LLP	Obj	f	to contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background;
LLP	Obj	k	to encourage the best use of results, innovative products and processes and to exchange good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training.

Please describe briefly how your project addresses this Objective [Limit 5 lines]

The BeFlex Plus project directly addresses the objectives identified as above by: (a) mapping the progress being made by European universities to develop new pathways for adult learners and arrangements for the recognition of non-formal and informal learning using the Bologna tools and identifying innovative and best practice cases, to inform policy/decision makers and managers; and (b) disseminating and valorising best practice through the provision of workshops, seminars and training events including regional partners and other learning providers, university managers and operational staff.

Please identify in the box below, which of the Operational and Specific Objectives (related to the Sub-Programme/Key Activity applied for) this application addresses (See Decision and Table 3 in the Instructions for Completing the Application Form)			
CODE			Description
ERA	OpObj	4	To improve the quality and to increase the volume of cooperation between higher education institutions and enterprises
ERA	OpObj	5	To facilitate the development of innovative practices in education and training at tertiary level, and their transfer, including from one participating country to others
ERA	SpObj	a	To support the realisation of a European Higher Education Area
see priorities in part I of the call for proposals (p9)/modernisation of universities Please describe briefly how your project addresses this Objective [Limit 5 lines]			
The BeFlex Plus project directly addresses the objectives identified as above by a) identifying effective regional partnerships between universities, other learning providers and enterprises (OpObj4); b) collecting case examples of best and innovative practice in the way the Bologna tools and other EU developments (e.g. EQF) are being used in a range of universities and countries (OpObj5); c) disseminating and valorising these examples and best practice through workshops, seminars and training events to inform policy/decision makers and institutional managers and practitioners and to promote pilot actions.			

Please identify in the box below, which of the 2007 Priorities this application addresses (See Call for Proposals 2007 Part I and Table 4 in the Instructions for Completing the Application Form)			
CODE			Description
ERA	2.2.3.	1	Develop strategies for modernisation of their curricula, making them more responsive to the needs of the labour market, citizens and society at large
ERA	2.2.3.	2	Develop lifelong learning strategies (linking HE with VET provision and certification) and become "continuing education centres" or "open learning centres" for their region;
ERA	2.2.3.	5	Enhance the quality of their performance, contribute to their accountability and enhance their attractiveness.
Please describe briefly how your project addresses this Priority [Limit 5 lines]			
The BeFlex Plus project addresses the objectives identified by collecting a range of data on best practice in the development of new curricula and qualifications for ULLL using the Bologna tools and providing a new focus on the way in which the tools are being mobilised to support regional learning partnerships and to promote the involvement of other learning providers (VET, adult education, NGOs) and enterprises in the development of new learning opportunities. It will promote wider participation and progression into and through ULLL through the dissemination and valorisation of these data and best practice examples in regional seminars, and training events and European events.			

A7 Profile of Consortium

Countries involved in the proposal									
	All partners from eligible countries					OTHER participants involved in the proposal			
	MS	ACC	AC	OCT	TOTAL				
N° participants	11				11				
N° countries	10				10				
For Erasmus Networks only: if the number of countries in the Total column is less than 31, please provide a justification below. Response based on following partners									
Organisation Types									
EDU	PUB	EMT	CONS	ASS	RES	NFP	OTH	SP	TOTAL
10	1								11

Other organisations such as EUA (European University Association), UNICE, ETUC (European Trade Union Confederation) and the Committee of the Regions have expressed an interest in acting as experts in the project.-

A8 Associated projects / : If your proposal is based on the results of one or more previous projects / networks, please provide precise references to this/ these project(s) / network(s) in the table below. For **Erasmus** applications, please provide details of the Erasmus University Charter. See Instructions.

Identification number	2006 – 0073 / 001 – 001 SO2 81AWB		
Project / network dates (year started and completed)	01/11/2005 – 30/09/2007	Programme or Initiative	Socrates (Bologna process)
Title of the project / network	BeFlex: Benchmarking Flexibility in the Bologna Reforms		
Coordinating organisation	European University Continuing Education Network (EUCEN)		
Website	http://www.eucen.org/BeFlex/index.html		

Section D: Project / network Description and Justification

D.1 Rationale and background

Limit: 30 lines

- Explain the rationale of and background to the project / network by defining the needs or constraints that it seeks to address (current situation in the countries involved, previous or preparatory work in the domain, the results of any needs analysis undertaken, methodologies selected, target languages etc.)
- Outline the main (published) indicators that illustrate these needs.
- Include references to any declared national or international political priority in this area.

University lifelong learning (ULLL) has not had a high priority in the Bologna process, as universities have focussed their energy on the main BMD curriculum reforms. However, ULLL has been gradually gaining more attention in the Bologna communications. For example in 1999 one objective was: 'ECTS compatible systems also covering lifelong learning'; in Prague 2 years later, Ministers emphasised that 'lifelong learning strategies are necessary to face the challenges of competitiveness ... and to improve social cohesion, equal opportunities and the quality of life.' However, there was no reference to LLL in the action points and it remained secondary to the main concerns of implementing the BMD structure, quality issues and the EHA research area. The Trends report for the Berlin meeting in 2003 reported very patchy development of LLL strategies at institutional level with significant differences between countries, identifying the 'most salient problem is clearly the lack of integration of LLL provision in the general strategies, core processes and decision making of the institution'. In the communiqué following the Berlin ministerial meeting, Ministers called for the qualifications frameworks that were being developed to encompass a wide range of flexible learning paths, opportunities and techniques and to make appropriate use of ECTS credits. They also stressed the need to improve opportunities for all citizens to follow LLL paths into and within higher education. However, the Trends report for the Bergen meeting in 2005 referred only to 'the recognition of non-formal/non-academic qualifications', claiming that 'the topic is part of the wider theme of lifelong learning that has been much neglected so far in the Bologna discussion'. In the communiqué following the Bergen ministerial meeting, Ministers called for the development of national and European frameworks for qualifications as an opportunity to further embed lifelong learning in higher education. "We will work with higher education institutions and others to improve recognition of prior learning including, where possible, non-formal and informal learning for access to, and as elements in, higher education programmes". It also stated that the BFUG meeting in London in May 2007 will look for progress in 'creating opportunities for flexible learning paths in higher education, including procedures for the recognition of prior learning'

Although emphasis on ULLL has been increasing in the context of the Bologna reforms, little systematic monitoring of the development of policy or the implementation of arrangements and practice at institutional level has taken place. Our work in the first BeFlex project (Background papers available at www.eucen.org/beflex.html) clearly supports our experience as a network of universities committed to ULLL, indicating that although developments are 'patchy', there is some discussion and planning underway, the rate of implementation is increasing and there are emerging examples of innovative practice and of universities seeking more radical approaches to making ULLL the organising principle of all their provision in the BMD structure. However, many universities need a great deal of support to exploit the flexibility offered by ECTS and the BMD reforms to develop these new opportunities and in particular to use them develop regional partnerships for widening as well as increasing participation and progression.

This proposal seeks to address the problem that 'LLL has been neglected in the Bologna discussion', particularly at regional and European level, and builds on the BeFlex project funded under the Socrates program, which will be complete at the end of September 2007. It will take that first project as a baseline of where we stand in terms of use of Bologna tools in ULLL and assist policy and decision makers at all levels by providing a review of progress focussing on the key aspects of ULLL that they identify as priorities for the period up to 2009 and, through workshops and training seminars, to provide HEI with models of best practice to stimulate further progress of LLL and regional partnerships.

D.2 Aims and objectives

Limit: 30 lines

Define the concrete aims and objectives of the project / network and describe the ways in which the situation set out under the previous point (rationale and background) will be changed and the specific needs will be addressed by the project / network. Then show how these aims and objectives are linked to the main objectives and priorities identified in section A.5 above

This project is **linked** to the modernisation of higher education to encourage European universities to use the flexibility offered by the new BMD structure and the associated Bologna tools (ECTS, Diploma Supplement, Recognition of non-formal and informal learning) to develop new pathways for adult learners and new services (e.g. recognition, advice and guidance) to promote wider participation and increased progression for new target groups. A key purpose is to focus on the issues identified in the London meeting in 2007 and to provide information on progress for the following meeting in Leuven in 2009. At the same time it will promote new actions in ULLL and regional LLL strategies through case studies, models of best practice, workshops/seminars, training events and a conference, involving a range of other stakeholders (other learning providers, professional associations, trade unions, enterprises and NGOs). More specifically the **aims** of the BeFlex Plus project are:

- (i) to monitor the development of ULLL in the context of the reformed structure of higher education qualifications (the Bologna process) and report on progress for the inter-ministerial meeting in Leuven in 2009;
- (ii) to promote the development of policy and practice in ULLL in accordance with aims, objectives and tools of the Bologna process
- (iii) to support the role of universities in the development and implementation of regional strategies for LLL.

The **objectives** are:

(iv) to review the development of LLL policy and practice in European universities and the use made of the Bologna tools in the period 2006-8 based on:

- at least 100 questionnaire responses from selected universities involved in the first survey in 2006 and 50 new respondents
- the follow-up of 25 case studies of experimental initiatives identified and of 5 case studies where little progress was evident in 2006
- 10 new case studies of best practice
- visits to 15 universities where best practice is identified to elaborate the success factors

(v) to provide a new focus in the review on the use of the Bologna tools in supporting and promoting regional learning partnerships through 5 regional workshops/seminars involving a university and its regional partners in other learning organisations, NGOs, and enterprises in order to elaborate different models of effective regional partnerships

(vi) to organise a conference to consult policy/decision makers and managers at institutional, regional, national and European level on the interim findings of the review

(vii) to promote the development of new pilot actions through sharing of best practice and project results in 4 training events

(viii) to disseminate and valorise the interim and final results of the project through printed material, reports, website and the workshops, training events and conference outlined above

(ix) to prepare a report targeted at the Bologna ministers in Leuven in May 2009

(x) to prepare a final report for the EC

D.4 Detailed description

Limit: 100 lines (two A4 pages)

The detailed description should correspond with the needs identified above by focusing on the following points:

- How does the proposal **solve / address the needs and constraints identified in D.1** above?
- Describe the **target group** (s) that are to be addressed in the short-term and their main needs.
- Describe the **long-term beneficiaries** and the **anticipated impact** on them.
- Explain how your **outcomes** and benefits will be cascaded to the long-term beneficiaries.
- Justify the duration of your project/network
- What are the indicators that will be used to measure the progress of the work and the extent to which it will deliver the expected outcomes?
- If the proposal seeks to create or adapt pedagogical materials for learners or teaching staff, please (a) describe the methodological / didactic approaches on which the products will be based and (b) outline the measures that will be adopted for testing the materials on target users.
- For **networks**: please demonstrate the extent to which the activities proposed are networking activities
- Indicate how the planned project will contribute concretely to enhance the diversity of languages in its different activities
- For **Erasmus Curriculum Development projects**, please describe the accreditation foreseen and the recognition of joint or double degrees by the participating institutions or countries

This proposal seeks to **address the problem** that ULLL has not been high in the priorities of the Bologna process. It builds on the first BeFlex project funded under the Socrates program, which has provided a baseline of the state of play in ULLL and the use of Bologna tools in its development, in order to produce a review of progress over the period leading up to Leuven in 2009. It will also stimulate further development of best practice and innovative actions for ULLL, particularly those using the Bologna tools in regional learning partnerships and strategies for LLL

The **target groups** of this project are the representatives of the Ministries responsible for higher education participating in the Bologna ministerial meeting in Leuven in 2009; Bologna promoters at national level; heads and senior managers of universities and members of the European Commission. The secondary target groups are directors of ULLL, Bologna co-ordinators in HE institutions in the 45 countries signed up to the Bologna reforms (around 1000 institutions), ULL operational staff. The **long-term beneficiaries** are learners seeking new access routes into and new pathways through universities for lifelong learning.

The **impact** of this project on the Bologna follow-up group will be to enable them to review more effectively the progress on topics they have identified, to develop future strategies and to formulate targets for ULLL in the next phase of the HE reforms.

At institutional level, universities will be more effective in judging and improving their own performance in the use of the Bologna tools (flexibility, ECTS, recognition of non-formal and informal learning). They will be able to obtain an institutional score, indicating areas of strength and areas where further work needs to be done. In addition, they will learn from case studies of best practice and details of institutions that have successfully innovated in this field and be better able to create new pilot actions in regional partnerships.

For the Bologna promoters and co-ordinators, the project will provide a rich resource of materials and information which will assist them in further promoting the implementation of the Bologna objectives and stimulating innovation and the imaginative use of Bologna tools for the development of ULLL. The European Commission will have resources to feed back into the LLL development process. The information in the report will also assist in the formulation of policy and of future calls for projects and provide monitoring of further development. In the longer term the impact will be felt by adults finding new learning opportunities and new pathways for entry and progression through different providers in their region.

The impact on the long term beneficiaries – new participants in ULLL – will be delivered through the new access routes, progression pathways and regional partnerships developed by universities that learn from their involvement in this project and through the dissemination and valorisation activities.

The outcomes can be separated into two categories:

Interim outcomes:

- (i) A detailed work plan and fieldwork programme for the achievement of the substantive outputs.
- (ii) A revised set of tools for monitoring the use of the Bologna reforms in the development of ULLL. The first BeFlex project enabled us to undertake an elaborate pilot exercise in the design of a suitable questionnaire to capture the diversity of ULLL and the range of experience and experimentation that is going on across Europe, in a methodology for maximising response and in the analysis of the data. A serious evaluation of the questionnaire and the methodology used is taking place in the final phase of the first BeFlex project and the lessons learned will be applied in the design of this second questionnaire; new questions will be added to capture developments in regional learning partnerships. Similarly a common format will be developed for specially focussed case studies, a questionnaire/interview schedule for the expert visits and format for workshops/seminars at regional level.
- (iii) Dissemination tools:
 - EUCEN is developing an Observatory for ULLL and the website for this project will form part of that; it will include an open public space containing the project proposal, work plan, the revised tools (questionnaire, case study template), the programme of activities and events, interim and final reports, the dissemination tools, a contact point for feedback and comments, weblinks to other relevant sites, projects and resources; and a closed working space for co-ordination, monitoring and evaluation by the Project Management Group and the project expert team.
 - a database of interested actors,
 - a power point presentation, publicity leaflets, a regular newsletter for the project,

Final outcomes :

- (i) A major review of the development of ULLL and the use of the Bologna tools since the first survey in 2006 based on:
 - at least 100 questionnaire responses from selected universities involved in the first survey in 2006 and 50 new respondents
 - the follow-up of 25 case studies of experimental initiatives identified to monitor progress and identify obstacles encountered, ways of overcoming them and achieving successful results
 - 5 case studies to follow up universities where little progress was evident in 2006
 - 10 new case studies of best practice
 - visits to 15 universities where best practice is identified to elaborate the success factors
 - a new focus on the way in which the Bologna tools are being used to support and promoter regional learning partnerships
- (ii) 5 Workshops/seminars with universities and their regional stakeholders and partners (other educational providers, enterprises, trade unions, VET and Adult Education providers, NGOs etc...) to elaborate different models of effective regional partnership and the way the Bologna and other EU associated tools contribute to partnership.
- (iii) A conference in the Netherlands in November 2008 focussing entirely on ULLL in the Bologna process and the models of regional partnerships that have been identified. The conference programme will include: a presentation of the draft report, group discussions on various aspects of it and on recommendations for editing/modifying the draft report and thus the validation of the results and the recommendations. It will also serve as a dissemination and valorisation event for the project.
- (iv) Two '2 day' training sessions in Brussels and/or Barcelona with about 20 participants in each session for policy makers and decision-makers at European, national and institutional level will include information and discussion of trends and policies; workshop activities on implementation and implications for planning and strategy; presentation of case studies of best practice in strategy and planning, development of action plans.
- (v) Two '3 day' training sessions in one or two Universities with case study of best practice for managers and operational staff to increase their knowledge of available instruments and partnership strategies relating to ULL; to encourage sharing of experiences and good practices between countries (one person per country will be invited). The training and study visit will be hosted by best practice institutions. The training will focus on the content and practical applications of the Bologna reforms to ULLL. More specifically, participants will explore key concepts, original partnership with other institutions and organisation of LLL using ECTS, the Diploma Supplement, the BMD structure the Bologna tools. The training session will encompass interactive presentations, strategies, and best practices will then be explored and critiqued through group work on thematic case studies. These sessions will also allow discussions on the practicalities of working with the Bologna tools.
- (vi) A full report on the change and development in ULLL and the Bologna reforms that has been verified by institutions active in the field. It will include an executive summary, a full report of the follow-up exercise, the questionnaire responses, the 30 case studies, full accounts of the 15 institutional visits and the 5 regional workshops/seminars. A printed copy of this report and the executive summary will be sent to the Bologna follow-up group and participants in the ministerial meeting in Leuven in 2009 to inform their deliberations. Printed

copies of the executive summary will be distributed to other key actors not included in the Leuven (e.g. members of the European Commission, EUA, Bologna promoters). A set of short papers based on extracts from the report e.g. individual case studies on specific topics that could be used for staff and institutional development activities after the end of the project. All these reports and papers will be available on the project website. In addition, 50 copies of the full report will be printed for key actors in the ETUC, the Committee of the Regions, EUA, UNICE, the European Parliament and selected members of the BFUG and the EC. 1000 copies of the Executive summary and approximately 200 of each of the short topic papers will be printed for training and dissemination events.

The two year time frame for this project is justified by reference to the period between the two meeting of the Bologna ministers in London in 2007 and Leuven in 2009 since it is designed to provide evidence of the implementation of the Bologna tools for the development of ULLL during that period.

The key indicators of progress in the project will be the number of questionnaire responses received, the number and quality of the case studies collected, the number of participants at the dissemination, training events and conference. These will be monitored by the Project Director supported by the Management Group and the External Evaluator.

All the outputs will be relevant to all the target groups. However, the workshops and conferences will be open events but particularly relevant to actors at institutional level (heads of universities, deans, directors of ULLL, Bologna co-ordinators); the full report will be particularly relevant to the Bologna follow-up group, participants at the Bologna ministerial meeting, the Bologna national promoters and members of the European Commission; the set of dissemination tools and training sessions will be targeted at a range of different groups at institutional, national and European level and will target also ULLL operational staff.

D.5 Innovation

Limit 50 lines (one A4 page)

- Describe how your proposal will provide something new for the group(s) it targets in terms of learning opportunities, skills development, access to and exchange of information, sharing good practice, development of reflection in the main thematic area for networks etc.
- For networks please describe how your proposal will contribute either to the advancement of knowledge or to the definition of new approaches in a specific area.
- For existing consortia (Networks or former Transnational Projects), the added value of the new proposal must be clearly described.

The project will be innovative in a number of ways:

- It will provide unique information on the influence of the Bologna implementation on the management and delivery of ULL in universities
- It will for the first time map the progress made between two meetings of the Bologna ministers in the development of flexible access and progression routes for ULLL
- It will provide workshops, seminars, training events and a conference to promote new models of ULLL and of regional learning partnerships supported by the Bologna tools.
- It will provide operational support to ULL practitioners in the implementation of best practice in ULLL organisation, management and delivery that is not available elsewhere

D.6 Quality of the consortium / network

Limit 50 lines (one A4 page)

- Explain how the consortium has been set up.

The co-ordinator of the consortium is EUCEN (the not-for-profit association for ULLL registered in Belgium) which has over 200 members, mostly universities but also other higher education institutions interested in ULLL, and 22 regional/national networks for ULLL. It is therefore ideally placed to deliver the results of this project. The universities included in the partnerships are all well established members of EUCEN with strong links into the national networks in their respective countries and with wide experience of ULLL. Six of the partners (P2, P3, P5, P8, P9 and P10) were partners in the first BeFlex project and played an important and effective role in delivering those results and are therefore well placed to perform a similar role in this follow-up project BeFlex Plus. In addition, 4 new partners (P4, P6, P7, P11) from different countries have joined, each of which was identified in the first project as representing a different example of best practice and innovation; they also bring different country/cultural perspectives to the new project and provide links into new national networks. P4 is also a leading actor in the Tuning project (which has led much innovation and development of the Bologna tools) and in particular has considerable experience of implementing learning outcomes will be very valuable in this project.

- Explain the rationale behind the distribution of the activities and how the contribution to the participants to each of the activities are designed to achieve the goals in the most effective and efficient way.

EUCEN will undertake the project management, coordination and administration based on its successful track record in this role in a number of very large EU projects. It will also be responsible for the dissemination tools, the dissemination activities, the organisation of the workshop/seminars, the conference and the training events using its web-observatory for ULLL, its newsletter, and its large database of members, other interested actors in universities and other stakeholder organisations which are in the key target groups of the project. It will also draw on its membership to identify additional experts and expertise for specific activities if appropriate. It

will liaise with the evaluator and produce the reports of results. All the other partners will have a role which is similar but related to their own institutional and cultural context: they will represent their own institution in the questionnaire survey and provide a case study based on their own institution. They will also bring their specific expertise (see below) to the design of the new BeFlex Plus tools (questionnaire, case study template, visit template) and to the analysis of the data collected using these tools. They will also each undertake at least one visit and in particular they will each undertake 1 of the 5 workshop/seminars focussing on regional partnerships and/or lead activities within the training events and/or chair discussion groups at the conference. They are all experienced adult educators as well as managers in their institutions and will therefore be well placed to fulfil these tasks. Each partner will be represented in the Management Group (see below) and will bring their experience and knowledge of the field to the overall implementation of the project.

- Please present the collective experience of the participants, and describe the structure, functioning and experience of the consortium in transnational co-operation.

EUCEN has members in 40 countries across Europe and the other partners represent 10 countries in different parts of Europe, from 'old' and 'new' Member States, and different kinds of higher education institution (a hogeschool, a private university as well as public universities), with very different institutional cultures and traditions. Collectively they therefore bring to the project a very wide range of experience of different models of ULLL. Each has wide experience of ULLL in its own country as well as others. Each is a leading member of regional and national networks and P3, P5, P9 and P11 are represented by elected officers of their national networks. They are all therefore well placed for dissemination and valorisation of the project results at national level. Each also has expertise in a specific area: P2, P5 and P7 – validation of prior learning (VPL); P3 and P11 – access for disadvantaged groups and competences for employment; P4 – learning outcomes and professional development; P6 – studies recognition; P8 – Bologna tools, especially ECTS, P9 – quality of ULLL and research in ULLL; and P10 – ODL/e-learning. Each has developed a range of regional collaborations but also has a specific model of regional partnership: P2 – an Advisory Board and Regional Commission; P3 and P8 – partnerships with other educational providers; P4 – around particular disciplines and professional areas; P5 – a wide network of regional partners in enterprises including their involvement in VPL 'jurys'; P6 centred on the Chamber of Commerce; P7 – a Knowledge Centre; P9 – partnerships with municipalities; P10 – a Learning Region based on ODL/e-learning; P11 – the London model of 'Learning Partnership'. All the partners are experienced in transnational projects and intercultural working.

- Please specify how cooperation and communication will be ensured between partner institutions. What will be working languages?

The working language of the project will be English but partners will be matched with the dominant language of the workshops and discussion groups wherever possible; all partners being fluent in more than one language. All the partners will be represented in a Management Group (MG) which will meet five times during the project. Each meeting of the MG will receive reports on progress from the Project Director, Administrator and Evaluator. Between the meetings the partners will communicate via a private area on the website and by e-mail.

- **Other partners:** where the activities of Networks or Projects involve partners that do not have a stake in the budget (partner institutions in ineligible countries, associated partners / members of a network who assist with activities such as dissemination etc), please provide a list of these organisations stating Name of the organisation, department, country (use codes in Table 17 in the Instructions), name of contact person and a brief description of the role or the type of participation. – Not applicable
- Identify where relevant, the allocation of tasks to third parties (external to the consortium itself) and explain why these tasks cannot be undertaken within the consortium.

The coordinating partner will engage an **External Evaluator** to undertake formative and final evaluation. The External Evaluator is an expert in promoting ULL development and managing international projects. The independence of the evaluator will contribute to the requirement for accountability and enable project achievements and difficulties to be independently identified and assessed.

An **external auditor** will also undertake a yearly independent audit of the project accounts. This audit will provide objective information and assurance to the project accounts. This independence will contribute to the requirement for accountability that project funds have been properly expended.

Two additional **external experts** will also contribute to the project. Dermot Coughlan led the team that has developed the first survey tool that will be used in this project and Prof Peter M Mitschke Collande has long experience of ULLL in Germany and a relevant experience of different regional partnerships, particularly in collaboration with enterprises. They will contribute their expertise and participate in certain events (Visits, training events).

D.7 European added value

Limit 50 lines (one A4 page) Describe the benefits anticipated from the implementation of the proposal at a European level rather than at a national or regional one.

The added value that the BeFlex Plus projects brings to the European higher education community can be easily surmised from the consideration of the following points:

1. Benefits for the collection of data and the quality of the data collected: the necessity of operating at European level for the collection of the data: design of the questionnaire needs a multi-national input so that the questions make sense in the different cultural contexts – motivating universities from different countries to complete the questionnaire and provide case studies is best done by a multinational group of partners mobilising all their links and networks to obtain a wide **range** of responses from different countries as well as the largest possible **number** of responses.

2. Benefits for analysis and interpretation of the data: different perspectives on how to 'read' and interpret the findings, especially the questionnaire responses.
3. Benefit for the impact of the results: A European survey has less credibility in the field of policy makers and practitioners if done at national or regional level – the credibility of the results depends on the European level of involvement.
4. Benefits for dissemination: The dissemination of the results requires a European strategy and database.
5. Benefits for evolution: The project represents an original effort to establish a link among higher education institutions, in view of the implementation of the Bologna reforms and tools. Countries with different level of advancement in the use of the Bologna tools will be compared. Moreover in the framework of the project, they will partially share implementation strategies to introduce strategic partnerships.
6. Benefits for valorisation: The sharing of best practice and the results of the project across national boundaries to learn from the experience of other countries and other cultures and to stimulate new pilots actions is best done by professionals from other countries who have status and reputation in the field but are not involved in local politics and local debates
7. Benefit for cost cutting: The project will contribute to the sharing of resources (existing or newly created), thus reducing the costs on a European scale and giving the opportunity to access material created by experts. It will also produce a directory of interested actors.
8. Benefit for sharing views: The project will offer the necessary channels for the easy and direct communication and exchange of views between ULLL policy makers and ULLL operational staff in Europe. Thus a mechanism for a European interaction is provided, in contrast and in complement, to the up-to-now existing national mechanisms.
9. Benefit for an operational approach: It will help the accumulation of experience in ULLL matters and will offer to the operational staff the means for accessing it in an open way, thus profiting from the interaction.

D8 Relevance towards the towards strategic issues related to the Lifelong Learning Programme

Please select from the following, the strategic issues that your proposal addresses within the LLP. Select only those that are relevant to your planned activities and, for each one selected, provide a concise explanation of the way(s) in which the issue is addressed in your plans. Add new rows as necessary. Please delete the sections that are not relevant to your proposal.

D.8.1 Lisbon Education & Training Progress Indicators

(See http://ec.europa.eu/education/policies/2010/et_2010_en.html and Table 12 in the instructions)

CODE	Target	Description
LIS-B9	Skills for the Knowledge Society	Adults with less than upper secondary education who have participated in any form of education or training
LIS-D14	Investments in Education and Training	Public expenditure on education as a percentage of GDP
LIS-D15	Investments in Education and Training	Private expenditure on educational institutions as a percentage of GDP
LIS-D16	Investments in Education and Training	Enterprise expenditure on continuing vocational training courses as a percentage of total labour costs
LIS-D17	Investments in Education and Training	Total expenditure on education per pupil/student (PPS), by level of education
LIS-E19	Open Learning Environment	Population aged 25-64 participating in education and training
LIS-F22	Making Learning more Attractive	Participation rates in education by age and by level of education

Please explain how this proposal addresses the indicator selected [Limit 5 lines]

The project addresses the objectives by a) identifying effective regional partnerships between universities, other learning providers and enterprises (LIS-D14, LIS-D15, LIS-D16, LIS-D17); b) collecting case examples of best practice in the way the Bologna tools (ECTS, Diploma Supplement, Recognition of non-formal and informal learning) are being used to develop new pathways for adult learners to promote wider participation and increased progression for new target groups (LIS-B9, LIS-E19, LIS-F22); c) disseminating and valorising these best practice through workshops, regional seminars, training events and European events.

D.8.2 Lisbon Key Competences (See http://ec.europa.eu/education/policies/2010/et_2010_en.html and Table 13 in the instructions)

CODE	Description
KC5	Learning to learn

Please explain how this proposal addresses the competence selected [Limit 5 lines]

The project addresses the objective by collecting a range of data on best practice in the development of new curricula and qualifications for ULLL using the Bologna tools and disseminating and valorising these best practice through workshops, regional seminars, training events for policy makers and decision-makers at European, national and institutional level and training sessions in one or two Universities with case study of best practice for managers and operational staff.

D8.3 LLP Horizontal policies (See Decision Article 12 and Table 14 in the Instructions)

CODE	Description
b	Making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training
c	Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation
c.4	Age
Please explain how this proposal addresses the issue selected [Limit 5 lines]	
<p>The BeFlex Plus project directly addresses the objectives identified as above by: (a) mapping the progress being made by European universities to develop new pathways for adult learners and arrangements for the recognition of non-formal and informal learning using the Bologna tools and identifying innovative and best practice cases, to inform policy/decision makers and managers; and (b) disseminating and valorising best practice through the provision of workshops, seminars and training events including regional partners and other learning providers, university managers and operational staff.</p>	

D.8.4 Complementarity with other policies (See Decision Article 12 and Table 14 in the Instructions)

CODE	Description
1.6	Employment
1.7	Recognition of qualifications
Please explain how this proposal addresses the objective selected [Limit 5 lines]	
<p>The project directly addresses the objectives identified as above by: (a) mapping the progress being made by European universities to develop new pathways for adult learners and arrangements for the recognition of non-formal and informal learning using the Bologna tools and identifying innovative and best practice cases, to inform policy/decision makers and managers; (b) promoting the involvement of enterprises in the development of new learning opportunities directly connected to the regional Labour demand and (c) disseminating and valorising best practice through the provision of workshops, seminars and training events including regional partners, university managers and operational staff.</p>	