



MOCCA was one of twelve projects selected by the European Commission under the call for proposals “DG EAC 01/06 - Higher Education Reforms (Lisbon Strategy and Bologna Process)” published in the Official Journal of the European Commission on 21 February 2006. The Commission received all in all 53 applications for financial support. With a total budget of about 3 million euro, the successful projects will receive a financial assistance of approx. 260.000 euro each for a maximum duration of 24 months. By supporting these projects, the Commission seeks to contribute to the priorities set in the Education and Training 2010 section of the agenda for the Lisbon Strategy as well as to the priorities of the Bologna Process defined in the Berlin and Bergen Communiqués by European ministers responsible for higher education.

The project, coordinated by the German Academic Exchange Service (DAAD) lasted from 1 October 2006 until 31 August 2008. Within the framework of an international cooperation of higher education institutions led by the University of Applied Sciences (Hochschule Fulda) and National SOCRATES/ERASMUS Agencies from five EU countries, MOCCA aimed at meeting the priorities of the Commission by designing a guideline for the development of core curricula with integrated mobility windows. The study programme “Public Health” that had been developed serves as a concrete model in order to confirm the practical feasibility.

Bologna Experts, members of the Tuning project and other stakeholders, i.e. graduates from related master programmes, policymakers in the field of education and health have given substantial support to MOCCA.

The results of the project have now been published in two separate books. Further information about the publication can be found [here](#).



Project Summary

According to the Bologna declaration, all study paths of the signatory states should be converted to Bachelor and Master till 2010. The adoption of this new study structure should lead to an obvious increase of the mobility of students. The results of a current DAAD study show that on the one hand there exists a strong tendency to shorter periods abroad. On the other hand staying abroad longer (more than 2 semesters) features higher qualities. The support of the development of new Bachelor and Master programmes and the conversion of already existing study paths is desirable.

In this project, general guidelines for the definition of core curricula with an integrated abroad mobility will be developed. The starting point for the development shall be the learning results. The competences gained through studies abroad are defined as an indispensable component of the learning results of the core curriculum. The general model for core curricula will give clues for the definition of technical standards, windows for transnational mobility and methods of recognition.

Public Health is chosen as a concrete example to illustrate the process of development of a core curriculum, because on the one hand education demands for international capacities and on the other hand a high number of well educated graduates in this sector will be in the following decades in Europe of particular importance because of the demographic development. Relevant actors (universities, government departments, industrial unions) on the national and international level will participate.

Project summaries of the partners in:

[Estonian](#)

[Finnish](#)

[German](#)

[Lithuanian](#)