



## **Testimony on the Erasmus International Credit Mobility project between the Belarus State Economic University (Belarus) and the Polytechnic Institute of Bragança (Portugal)**

The networking of Belarus State Economic University (BSEU) with the Polytechnic Institute of Bragança (IPB) distinguishes itself by its high efficiency, closeness, scale and the number of joint projects as well as the number of students involved in them. The cooperation is successfully realized via all the key actions of the structure of Erasmus+ programme: 1) mobility of individuals, 2) cooperation for innovation and exchange of good practices, 3) support for policy reform.

1. By now two double diploma projects between the institutions have been launched: Master and Bachelor. The number of Belarusian students who have participated in the double diploma programmes during two academic years has reached 14 being the result that exceeds any of the existing mobility projects in the country.

The cooperation with the IPB is also characterized by constant development and extension. At the moment four other double diploma projects are being worked out. Two of them have reached the final stage of preparing agreements.

2. The cooperation with the IPB has contributed greatly to the development of the process and the content of education at BSEU. Two new Master programmes have been introduced at BSEU basing on the best practices of European educational experience. By virtue of the close networking, Portuguese language has been included in the study plan and has become one of the optional second foreign languages taught at the School of International Business Communications, BSEU. Moreover, the Center on Portuguese Language and Culture is going to be opened at BSEU next year. The administrative staff as well as the professors from IPB have much contributed to the creation of the Center.

3. The exchange of experience with the IPB has facilitated transparency and recognition of skills and qualifications, as well as the transfer of credits, fostered quality assurance, supported validation of non-formal and informal learning, skills management and guidance.

Summing it all up, in spite of the fact that our collaboration with the IPB is relatively new, it already proved to be highly efficient, fruitful, extremely promising and prospective. It is expected that our institutions will continue exchanging educational and cultural experience and the number of double diploma programmes will increase, so that even more students from both institutions will have a possibility to take part in various joint academic mobility projects.

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9<sup>th</sup> June 2017