



SPHERE

Support and Promotion
for Higher Education
Reform Experts

Institutional Strategies

Tashkent, 23-24 April 2019

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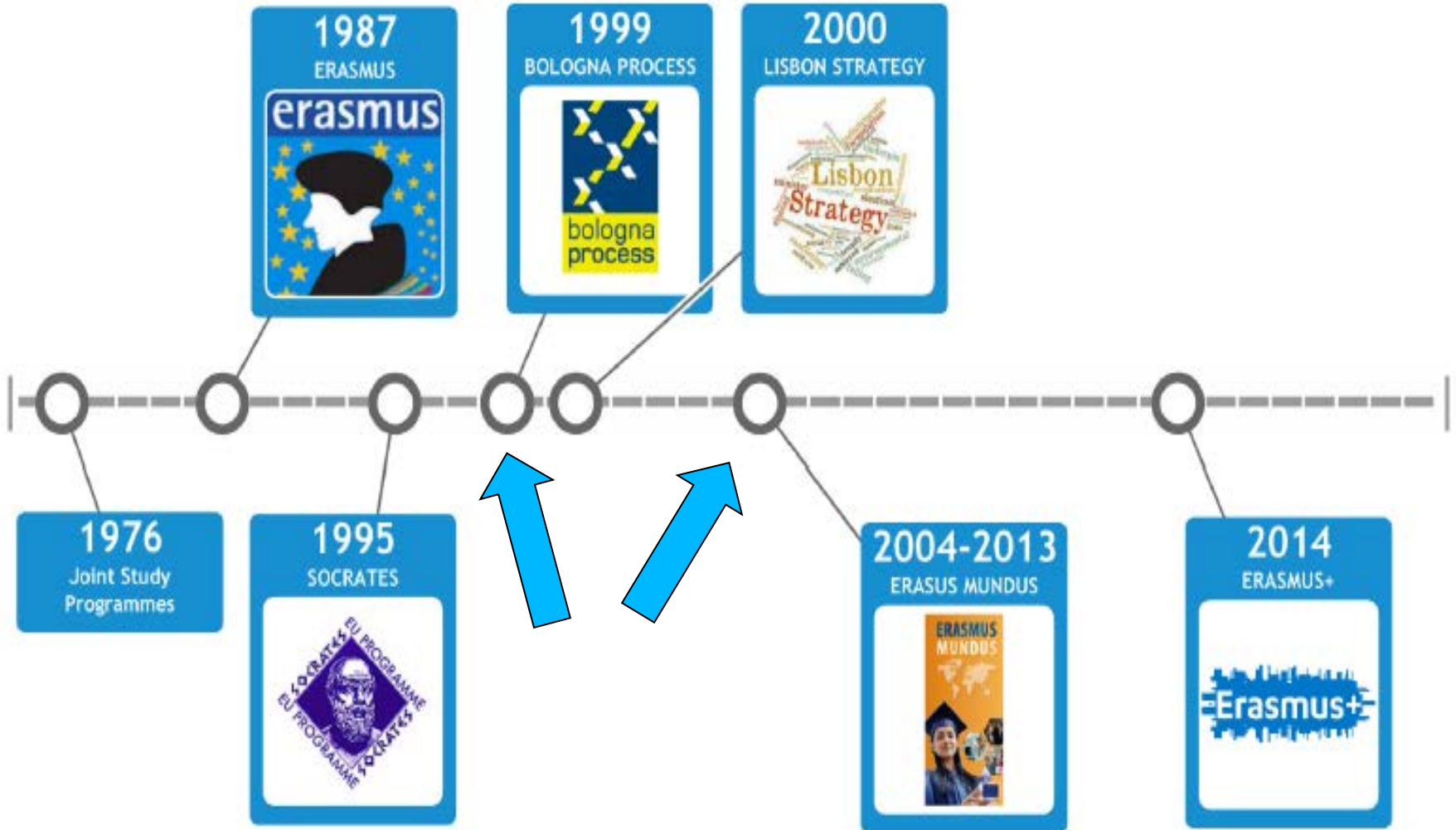
“Perspectives and methods of organising joint master’s programmes in cooperation with European universities on double-degree basis; procedures for the development and implementation of joint educational programme”

- Joint programmes within EU Programmes. First phase (1976 – 2000)
 - Joint Programmes of Study (1976)
 - Erasmus e Socrates (1988 – 2000)
 - TEMPUS (1988 – 2001)
- The Bologna Process and the Lisbon Strategy: Two parallel processes for the creation of the European Higher Education Area (1999 -)
 - Intergovernmental process VS “European Soft Law”
 - Ministerial meetings VS funding to support the implementation of political objectives

TIMELINE

Joint Programmes

By: Francesco



The European Context

European integration process and “europeisation of Higher education”. EU Programmes in support to the development of Joint Programmes

Consolidation of a quality model for Joint Programmes (Erasmus Mundus model) not totally representing EU HEIs international strategies

Intergovernmental Process (Bologna Process)

Internationalisation of EU HEIs open to non EU Countries and emerging Regions

Consolidation of Institutional International Strategies

The JOIMAN Survey (2010)

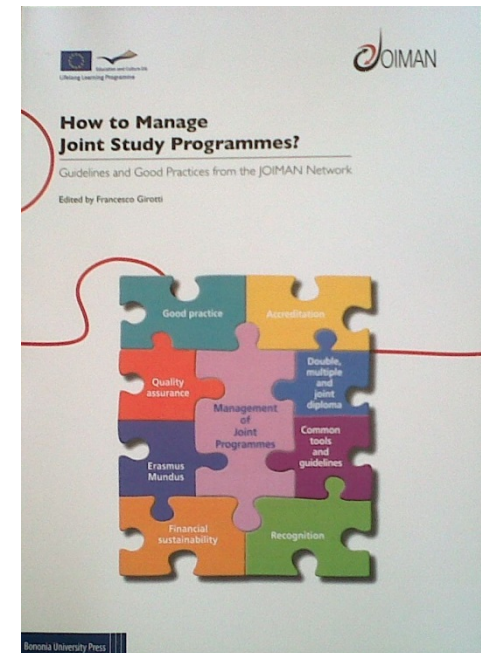
Within the EU funded project “JOIMAN (www.joiman.eu), institutions have been asked if their international strategy mentioned Joint Programmes

Respondent 1: Our university “intends to further strengthen its international profile by increasing the number of excellent joint programmes”

Respondent 2: “Internationalisation takes a prominent place in the strategic plan of the university, a new being recently adopted for the period 2009-2012. [The] General target is transparent global internationalisation policy for its education, research and services, meeting the highest standards. Measurable goals are set to recruit more international students and staff. Therefore each faculty will develop at least one international programme. Although not explicitly mentioned, structural cooperation with partner universities abroad is encouraged. Joint degrees programmes/double degrees will be preferred options”.

Respondent 3: “Internationalisation is one of four strategies for [our] University to achieve the overall goal of highest quality. An international profile on education strengthens students in an increasingly internationalised market. According to [our university’s] Strategic Plan 2007-2011, the university will distinguish itself by programmes on an advanced level, especially master programmes with national and international recruitment.”

Respondent 4: “The strategy on internationalisation underlines development of JD as one of the strategic areas”.

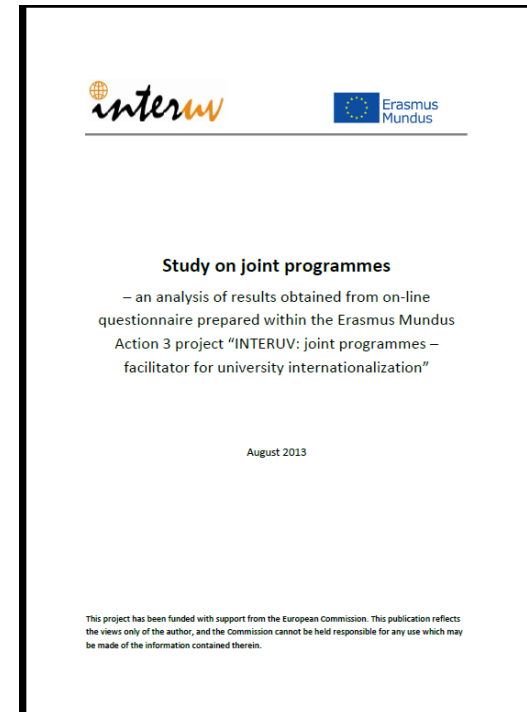


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The INTERUV Survey (2013)

Within the INTERUV project (www.interuv.eu) Erasmus Mundus Structures asked to HEIs in Europe how Joint programmes are positioned in their internationalisation strategies.

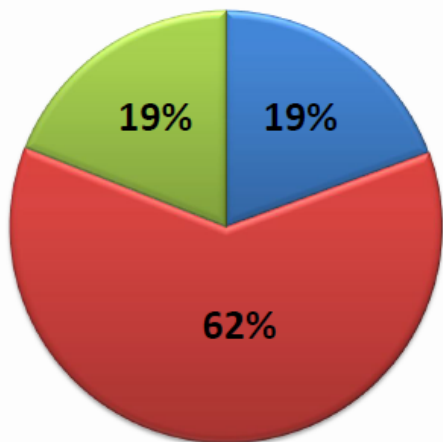
258 answers from EU HEIs



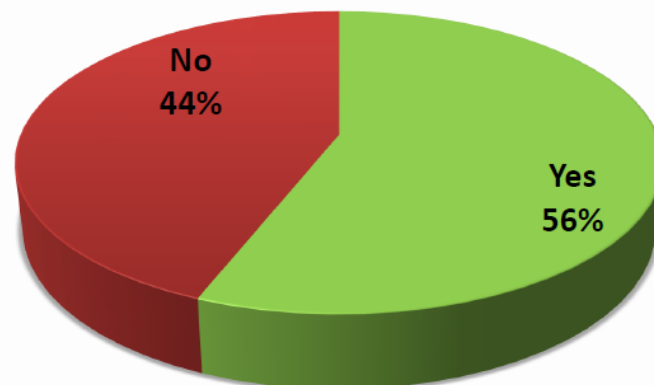
The INTERUV Survey (2013)

Does your institution have an internationalisation strategy?

- YES, as a specific internationalisation strategy
- YES, as a part of an overall strategy
- NO – it is not specified in any official document



Are joint study programmes mentioned directly or indirectly in the strategic document(s)?



The EUA Survey (2013)

Source: Internationalisation in European higher education: European policies, institutional strategies and EUA support.

99% of institutions that replied to the survey either have an internationalisation strategy in place or intend to develop



How has this strategy affected your institution?

Figure 6: Impact of the internationalisation strategy at the respondent institutions.



ERASMUS+: The Charter for HEI

The Charter is mandatory for EU HEIs to participate in Erasmus Mobility

All EU Institutions subscribed the Charter's Principles on mobility

In 2014, for the first time, the Charter required to describe the institutional international strategy and how each institutions responds to EU policies on Higher Education

Many EU HEIs included joint Programmes in their Charter's Policy Description



What happen when we move out of EHEA?

“But the growth of joint- and dual-degree programs in Asia, Australia and above all Europe has left Americans in the unfamiliar position of playing catch-up”

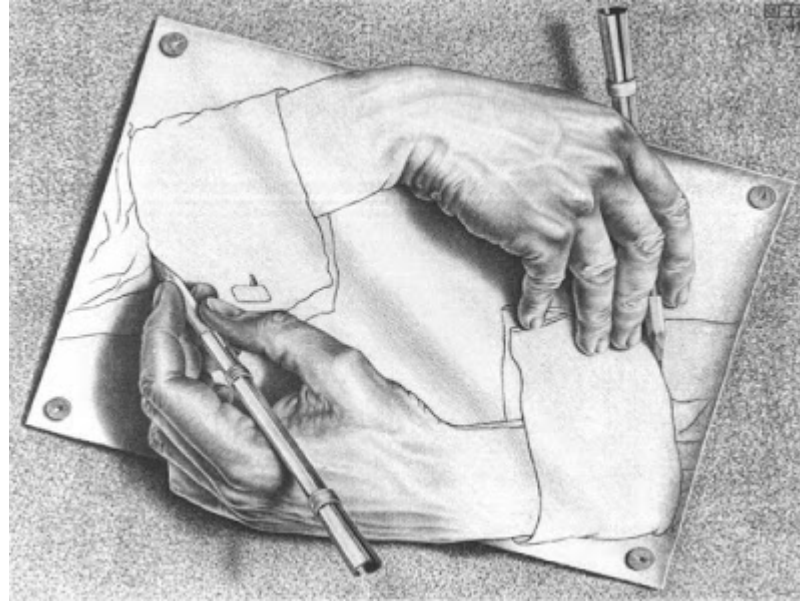
“Joint degrees are the brave new world of education, everybody wants to do it”

New York Times, March 2011 **Dual-Degree Programs Are Gathering Steam**

Why internationalisation strategies are more and more interested in Joint programme?

What is the additional benefit compared to local programmes?

Strategy: From the paper to reality



Having Joint Programmes mentioned on the strategy is an important step, but it is not sufficient. Effective internationalisation strategies do not only state intentions but provide budget, tools, support

Developing a joint multilateral/bilateral programme is a long and difficult path requiring extra efforts, costs and institutional commitment. It requires the involvement of different actors at institutional level

A joint programme is NOT a “regular” programme and its sustainability depends on different factors

What does sustainability mean for Joint Programmes?

FINANCIAL resources

ATTRACTIVENESS

Good and efficient **ORGANISATION**

QUALITY

PEOPLE professionally trained

INSTITUTIONAL SUPPORT

Intra-institutional forces (top level)

Forces from the ground (bottom up approach from Departments and Faculties) vs Institutional policies (top down support from central administration and policy makers).

Joining these forces is crucial to guarantee institutional commitment to joint programmes.

Why institutional commitment is important?

- **To prepare the ground through external actions**
 - Advocating changes at national level
 - Developing a network-based strategy
- **To prepare the ground through internal actions**
 - Creating appropriate structures for the development and implementation of JP
 - Creating/adapting internal rules
 - Providing funds for new initiatives
 - Promoting the professional development of administrators and academics involved.

Consortium forces (ground level)

Academics and administrators composing governing bodies

Which administrators?

- International Offices (usually not sufficient)
- QA offices
- Financial offices
- Students' administration offices (admission, career certification, award of the degree etc.)

The basis for governability and sustainability: Joining Forces

External forces (stakeholders)

- Industrial partners for the enrichment of the programme and for outreach
- Industrial partners for sustainability
- Local authorities to facilitate procedures (e.g. EM doctorate: immigration of labour)
- National structure for recognition and credential evaluation (e.g ENIC-NARIC)

Institutional keys to success

- The initiative and driving force must come from the academic staff based on longstanding international relations (must not rely on only one person)
- Anchored at the top leadership (strategy and action plans)
- Support from administrative staff (it is important that administrative staff is involved as early as possible to advice and support the academic staff)

Joint Programmes – A Life Cycle

Programme
development in
collaboration
with partners



Programme
implementation
at all partner
institutions



Programme
evaluation of
academic and
administrative
processes



Joint Programmes – A Life Cycle

Development

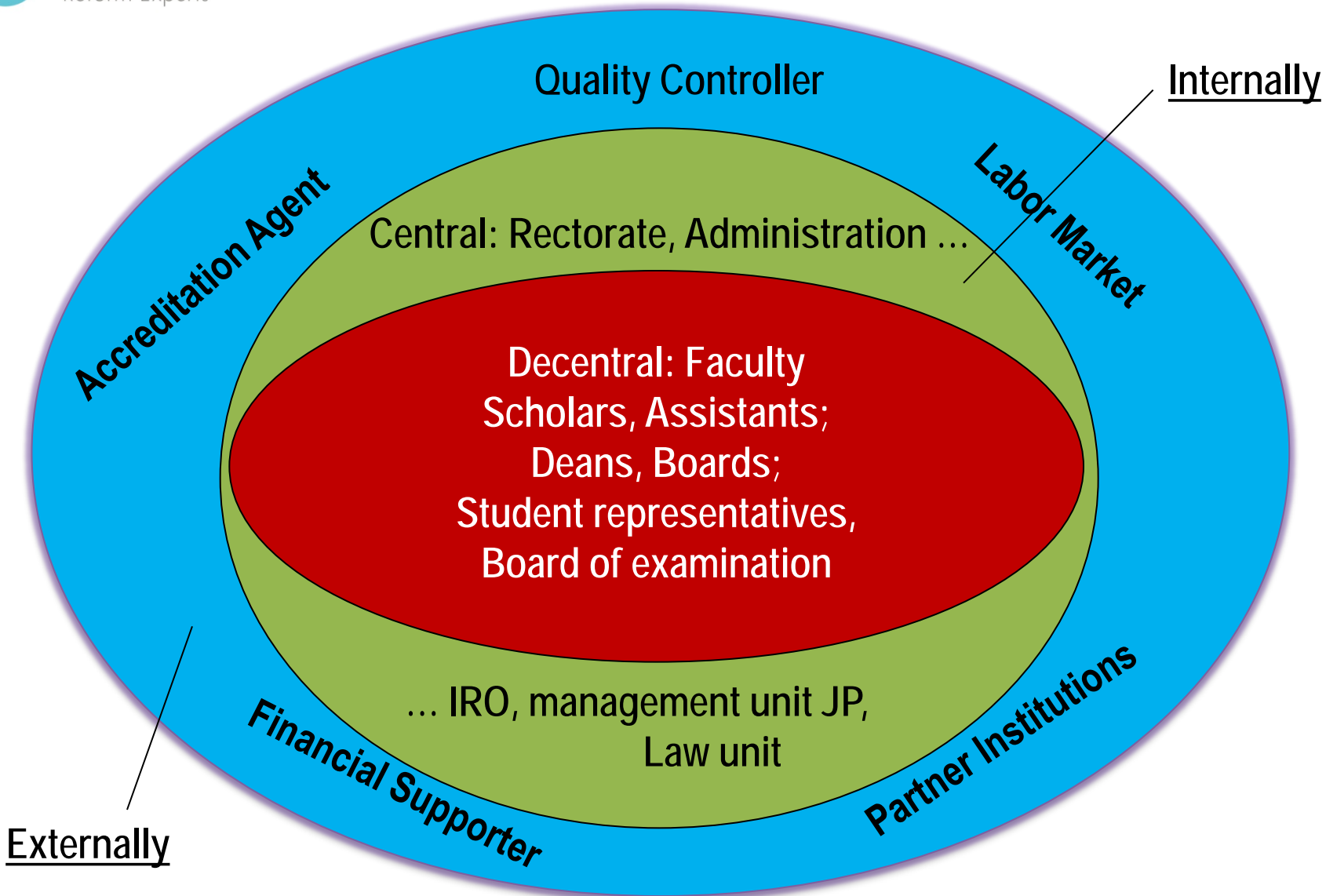
- planning curriculum
- ensuring committment & assigning responsibilities (academics&administratives)
- anticipating procedures
- defining budget
- checking accreditation
- setting up quality measure
- tackling documentation
- sustainability

Evaluation

- validating curriculum & mobility scheme
- fine-tuning administrative procedures
- managing QA

Implementation

- recruiting/PR
- application
- selection
- admission
- enrolement
- registration
- welcoming
- teaching
- mobility
- grading
- graduation




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Some examples of institutional actions in support of JPs

- **Creation of support services**
- **Definition of guidelines**
- **Training initiatives for academic and administrative staff**
- **Financial support for start-up**
- **Financial support “fee-policies” (waivers, less regulated fees etc.)**

Increasing number of Top-Down strategies in Europe

- **Strategic partners defined by the top management**
- **European University initiative**



Will this work?



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