

REMOVING OBSTACLES FOR CROSS-BORDER COOPERATION (ROCCO)

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SMJERNICE ZA RAZVOJ, AKREDITACIJU I PROVEDBU ZDRUŽENIH STUDIJA



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Ministarstvo
znanosti, obrazovanja i sporta

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ve smjernice jedan su od rezultata projekta *Removing obstacles for cross-border cooperation* (ROCCO), koji je razvilo Ministarstvo znanosti, obrazovanja i sporta s ciljem unapređenja prekogranične suradnje u visokom obrazovanju s posebnim naglaskom na stvaranje uvjeta za razvoj i akreditaciju združenih studija te, općenitije, izradu zakonskog okvira za prekograničnu suradnju u visokom obrazovanju. Projekt je financiran sredstvima programa ERASMUS + KA3 – *Support to Policy Reform, Support to the implementation of EHEA reforms 2014 - 2015*.

Projektne aktivnosti bile su usmjerene na dva temeljna ishoda: prijedlog unapređenja pravnog okvira za akreditaciju i provođenje združenih studija i općenito poticanje i olakšavanje prekogranične suradnje u visokom obrazovanju te izradu smjernica koje bi visokim učilištima pružile osnovne informacije i savjete za razvoj, akreditaciju i izvođenje združenih studija. Kako bi se osiguralo sudjelovanje svih relevantnih dionika u provođenju projektnih aktivnosti ministar znanosti, obrazovanja i sporta imenovao je Radnu skupinu za izradu propisa o združenim studijima i prekograničnoj suradnji u visokom obrazovanju.

U izradi smjernica sudjelovali su članovi Radne skupine i projektnog tima u sastavu:

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Đurđica Dragojević, Agencija za znanost i visoko obrazovanje.

Smjernice najprije daju pregled postojećeg stanja prekogranične suradnje u visokom obrazovanju s naglaskom na združene studije, objašnjavaju razloge za pokretanje združenih studija te korištenjem SWOT analize prikazuju probleme i prilike koje se pri tome javljaju. Nakon toga, smjernice opisuju korake koji prethode akreditaciji združenoga studija (stvaranje konzorcija, razrada programa, odabir načina studiranja i načina financiranja studija, izrada Konzorcijskoga sporazuma), postupak inicijalne akreditacije te kasniju provedbu studija (izrada Konzorcijskoga ugovora, izvođenje studija i dodjela kvalifikacija, održivost studija, periodično vanjsko vrednovanje). Uz to, smjernice daju i pregled mogućih vanjskih izvora financiranja združenih studija, a popis potencijalno korisnih dokumenata razvijenih na europskoj i svjetskoj razini na koje se u svome radu oslanja i Agencija za znanost i visoko obrazovanje (AZVO) nalazi se na kraju ovoga dokumenta.

PREKOGRANIČNA SURADNJA U VISOKOM OBRAZOVANJU

Prekogranična suradnja u visokom obrazovanju podrazumijeva prekogranično kretanje ljudi (mobilnost studenata i/ili nastavnika), izvođenje obrazovnih programa (učenje na daljinu, franšize, združeni studiji) ili aktivnosti cijelih visokih učilišta (npr. osnivanje ograna u drugim zemljama). Kako navodi OECD, ovi oblici u praksi često se pojavljuju kombinirano (npr. združeni studij često podrazumijeva mobilnost studenata), a mogu se odvijati u sklopu nekomercijalnih akademskih partnerstva ili na komercijalnoj osnovi. Mobilnost studenata možemo podijeliti na dugoročnu, s ciljem stjecanja kvalifikacije (degree mobility) koja je dugo godina prisutna, ali je ipak povremena, te na kratkoročnu, s ciljem stjecanja ECTS (ili nekih drugih) bodova (credit mobility), koja je posljednjih godina sve masovnija i sve bolje uhodana (posebno programom Erasmus+). Važno je istaknuti i znanstvenu suradnju koja ima najdulju tradiciju, a u novije vrijeme i dodatno se potiče projektima financiranim iz EU izvora.

Za primjerenu primjenu ovih smjernica, kao i nacionalne i europske regulative koja se odnosi na prekograničnu suradnju u visokom obrazovanju, ključno je razlikovati različite vrste prekogranične suradnje. Ove smjernice odnose se na **združene studije**, koji se definiraju kao studijski programi koje **zajednički razvijaju** i **izvode** barem dva visoka učilišta iz **različitih zemalja**. Kako ćemo vidjeti u nastavku, za takve studije postoji dobro razvijena regulativa te sustav potpore na razini Europskoga prostora visokog obrazovanja (EHEA-e). U sklopu EHEA-e jednako je dobro razvijen i zakonski okvir te potpora za mobilnost studenata i nastavnika, ponajprije u sklopu programa Erasmus+, te za različite oblike znanstvene suradnje, ponajprije u sklopu programa Horizon 2020.

Preporučuje se visokim učilištima da se prije sklapanja ugovora s inozemnim visokim učilištima obrate ENIC/NARIC uredu Agencije za znanost i visoko obrazovanje (AZVO), (enic@azvo.hr i medjunarodna@azvo.hr) kako bi provjerili je li riječ zaista o akreditiranome visokom učilištu.

Združeni studiji najslabije su razvijeni oblik prekogranične suradnje koji se u novije vrijeme sustavno potiče na europskoj razini.

Združeni studiji čak se proglašavaju zaštitnim znakom Europskoga prostora visokog obrazovanja prepoznatljivog po svojoj jezičnoj i kulturnoj raznolikosti. Tako su, primjerice, u programu Europske unije ERASMUS+ osigurana sredstva namijenjena za ustrojavanje i izvođenje združenih studija. Potpora združenim studijima razvidna je i iz priopćenja s konferencija ministara visokog obrazovanja zemalja EHEA-e. Bukureštanskim priopćenjem (travanj 2012.) ministri nadležni za visoko obrazovanje obvezali su se da će raditi na otklanjanju administrativnih prepreka u pokretanju i provedbi združenih studija. Na Ministarskoj konferenciji u Erevanu (2015.) usvojen je dokument Europski pristup osiguravanju kvalitete združenih studija kojim se predlaže izmjena nacionalnih zakonodavstava na način da bi se u postupku pokretanja združenih studija provodile jedinstvene akreditacije koje bi provodila neka od agencija registriranih u EQAR-u i koje bi priznale sve uključene strane. Na tragu navedenih međunarodnih dokumenata i inicijativa Ministarstvo znanosti, obrazovanja i sporta pokrenulo je aktivnosti na izradi novoga Zakona o osiguravanju kvalitete u znanosti i visokom obrazovanju i pripadajućih pravilnika s ciljem da se u njih ugrade dodatne odredbe koje će regulirati prekograničnu suradnju i akreditaciju združenih i studija.

Hrvatska spada u zemlje s najnižim brojem združenih studija u sklopu EHEA-e. U akademskoj godini 2013./2014. Hrvatska je prema podacima Europske komisije ušla u grupu zemalja koja ima 0 - 2,5% združenih studija. Najvažniji nacionalni dokument za područje visokog obrazovanja, Strategija obrazovanja, znanosti i tehnologije (2014.), predviđa poticanje formiranja združenih studija s uglednim europskim i svjetskim visokim učilištima, dok se u Akcijskome planu za internacionalizaciju obrazovanja (2015.) dvije mjere odnose na povećanje broja združenih studija. U sklopu napora da se poveća broj združenih studija izmjenama nacionalnoga zakonskog okvira, a kako bi hrvatskim visokim učilištima olakšalo prekograničnu suradnju i pokretanje združenih studija, Ministarstvo znanosti, obrazovanja i sporta odlučilo je u suradnji s predstavnicima visokih učilišta koji provode združene studije u Hrvatskoj te predstavnicima Agencije za znanost i visoko obrazovanje izraditi i ove smjernice za razvoj, akreditaciju i provedbu združenih studija.

ZAŠTO POKRETATI ZDRUŽENE STUDIJE?

Iako su spomenuti dokumenti i inicijative same po sebi važne za razvoj europskoga prostora visokog obrazovanja, od njih su važniji institucionalni razlozi zbog kojih bi visoka učilišta trebala težiti pokretanju združenih studija. Te razloge možemo podijeliti u tri kategorije:

- ✱ **unapređivanje kvalitete nastave (učenja i poučavanja);**
- ✱ **pristup dodatnim resursima za nastavnu, ali i znanstvenu djelatnost;**
- ✱ **podizanje ugleda i atraktivnosti studija i visokog učilišta na nacionalnoj i međunarodnoj razini.**

Internacionalizacija općenito značajno pridonosi unapređivanju kvalitete studiranja i istraživanja. Te su koristi komplementarne onima koje proizlaze iz formalnih vrednovanja u području osiguravanja kvalitete (unutarnjih i vanjskih) koja provjeravaju udovoljavanje standardima. Dodatna razlika, odnosno nadogradnja na prosječnu kvalitetu postignutu zadovoljavanjem svih formalnih uvjeta, najbolje se potiče raznim oblicima mobilnosti te međuinstitucionalne i međunarodne suradnje i to, kako su pokazale mnogobrojne studije, ponajprije razmjenom, umrežavanjem i usavršavanjem studenata i zaposlenika. Uz mobilnost nastavnika i studenata, nastavnici postaju izloženi međunarodnoj konkurenciji i dolaze u situaciju u kojoj i oni sami, a i njihovi kolege i studenti (domaći i strani), mogu uspoređivati njihov rad s radom drugih nastavnika, s drugih visokih učilišta i iz drugih zemalja. Također, oni time imaju priliku učiti iz primjera dobre prakse kolega iz šire akademske zajednice. Takve okolnosti dovode do zdrave konkurencije koja je iznimno poticajna i donosi dodanu vrijednost u odnosu na kvalitetu postignutu drugim mjerama osiguravanja kvalitete, što nas vodi prema prihvaćanju

kulture kvalitete. Dodatna pogodnost koja može proizaći iz udruživanja s inozemnim visokim učilištima je zajedničko korištenje opreme i znanstvenih ekspertiza kojima raspolažu partnerske institucije ne samo za potrebe nastave, nego i u istraživačke svrhe, što može dovesti do povećanja znanstvene produkcije i učinkovitijeg korištenja resursa. I konačno, udruživanjem s uglednim inozemnim visokim učilištima hrvatsko visoko učilište očigledno podiže svoj ugled i atraktivnost. Posebno je to izraženo u činjenici da studenti na ovaj način mogu dobiti kvalifikacije svih visokih učilišta koja sudjeluju u izvođenju programa bez obzira na to je li riječ o združenoj kvalifikaciji ili višestrukim kvalifikacijama, što za njih može predstavljati komparativnu prednost na tržištu rada.

S druge strane, jasno je da pokretanje i izvođenje združenih studija nije nimalo jednostavno. Inicijalna akreditacija može biti složena i dugotrajna ako se mora provesti u svakoj od zemalja čija su visoka učilišta uključena u studij jer se pri tome moraju primijeniti odgovarajući nacionalni postupci i kriteriji. Slični složeni postupci preslikavaju se i na sve kasnije postupke reakreditacije. Cijena izvođenja takvog studija može biti veća od cijene studija koji izvodi samo jedno visoko učilište, a i financiranje u međunarodnim okolnostima može biti znatno složenije. Nadalje, bez posebne potpore studenti iz ranjivih skupina imaju bitno otežan pristup združenim studijima. Na kraju, izbor odgovarajućih kandidata, postupak upisa i izdavanje dokumenata također mogu biti složeniji, a isto vrijedi i za izradu i provedbu studijskoga programa.

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PROBLEMI I PRILIKE PRI POKRETANJU I IZVOĐENJU ZDRUŽENIH STUDIJA SA STAJALIŠTA HRVATSKIH VISOKIH UČILIŠTA

Ovdje donosimo kratki pregled snaga, slabosti te prilika i prijetnji (SWOT analizu) za pokretanje i izvođenje združenih studija u Hrvatskoj sa stajališta visokih učilišta. Preporuka je da svako viso-

ko učilište izradi sličnu SWOT analizu specifičnu za samo visoko učilište i združeni studij koji se želi pokrenuti te da pri tome vodi računa mogu li snage i prilike kompenzirati utjecaj slabosti i prijetnji. Ako nije tako, potrebno je identificirati ulaganja u ljudske potencijala i materijalne resurse koji će to omogućiti ili, ako takva ulaganja nisu izgledna, odgoditi odluku o pokretanju združenih studija.

	Pomaže pri pokretanju i izvođenju združenih studija	Otežava pokretanje i izvođenje združenih studija
	Snage	Slabosti
Unutarnji izvori/razlozi visokog učilišta	Širok spektar studijskih programa koji se mogu povezati	Složena inicijalna akreditacija
	Kvalitetan nastavnički potencijal	Složeno osiguravanje kvalitete
	Studenti zainteresirani za nove oblike studiranja i metode poučavanja	Dodatno administrativno opterećenje
	Potpora resornog ministarstva i pratećih agencija za osiguravanje kvalitete	Informacijski sustav visokih učilišta (ISVU) ne podržava združene studije
	Dobre jezične kompetencije studenata i nastavnika	Nedostatni sustavi potpore stranim studentima
Vanjski izvori/razlozi izvan izravnog utjecaja visokog učilišta	Prilike	Prijetnje
	Internacionalizacija i podizanje međunarodnog ugleda visokog učilišta	Različitost zakonodavnih i institucijskih okvira u raznim zemljama
	Međunarodna dimenzija u osmišljavanju i razradi kurikulumu	Povećani troškovi izvođenja združenih studijskih programa
	Povezivanje na temelju izvrsnosti u pojedinim disciplinama	Povećano opterećenje ljudskih potencijala i drugih resursa
	Inovativni programi i nastavne metode	Upitna održivost združenih studija
	Stvaranje poticajne konkurencije među nastavnicima	Neprepoznatljivost na domaćem tržištu rada
	Pristup dodatnim resursima stranih visokih učilišta	
	Privlačenje motiviranih stranih i domaćih studenata	
	Razvoj kompetencija nastavnika za rad u međunarodnom okruženju	
	Pristup dodatnim EU sredstvima (ESF i sl.)	
	Povećana zapošljivost na zajedničkom europskom tržištu	

POČETNA IDEJA ZA STUDIJ

Prvo o čemu moramo voditi računa pri pokretanju združenoga studija je da združenost mora nositi dodanu vrijednost, i to ne samo onu koja se sastoji u povećanju ugleda i dodatnoj internacionalizaciji visokog učilišta. Drugim riječima, udruživanje u konzorcij zbog izvođenja studijskoga programa koji se ni po čemu neće razlikovati od programa koji neka od članica konzorcija izvodi samostalno nije dobra početna ideja.

Visoko učilište koje već samostalno izvodi studijski program može odlučiti pokrenuti još jedan program istovjetnoga sadržaja, ali u suradnji s inozemnim partnerima, samo zbog dodatne internacionalizacije i podizanja ugleda ili zbog pristupa dodatnim resursima, koji sami po sebi predstavljaju dodanu vrijednost. Međutim, osmišljavanje, pokretanje i izvođenje združenoga studija zahtijeva napor, vrijeme i dodatne troškove. Stoga se visoka učilišta u to trebaju upuštati ponajprije zbog koristi koju će od toga imati njihovi studenti.

Početna ideja za združeni studij uvijek treba proizlaziti iz želje da se studentima pruži nešto što bez takvog oblika studiranja ne bi mogli dobiti. To može biti potpuno novi program (u sadržajnome ili metodičkome smislu) koji svaki od partnera sam ne može izvoditi, ali može biti i program sličan već postojećem, samo bitno kvalitetniji zbog mogućnosti raspolaganja združenim resursima (materijalnim i ljudskim). S druge strane, partneri koji združeno ulaze u projekt mogu u njega donositi i druge komplementarne vrijednosti, npr. jedan partner može imati dobru suradnju s gospodarstvom koja drugom partneru nedostaje, a drugi možda ima velik broj zainteresiranih studenata, što možda nedostaje prvome partneru. Sve su ovo samo primjeri i jasno je da postoje i mnogobrojne druge mogućnosti koje se u ovom tekstu ne mogu predvidjeti i nabrojiti.

Iskustva inozemnih visokih učilišta pokazuju da priprema združenih studija zahtijeva osobitu potporu nenastavnog osoblja na visokim učilištima, ponajprije stručnjaka za međunarodnu suradnju i pravnika, s kojima treba surađivati od najranije faze izrade studija kako bi se na vrijeme predvidjele potencijalne administrativne i zakonske prepreke.

STVARANJE KONZORCIJA I ODABIR MODELA STUDIRANJA

Temeljna razlika između kurikuluma združenoga studija i kurikuluma koji izvodi jedna ustanova je u formiranju konzorcija za pripremu i izvođenje združenih studija. Pod konzorcijem podrazumijevamo dva visoka učilišta ili više njih te druge institucije koje se udružuju kako bi zajednički pripremile i izvodile združeni studij. Postojanje konzorcija može istodobno biti velika komparativna prednost združenih studija, ali i potencijalni rizik u provedbi. Svi partneri koji ulaze u stvaranje konzorcija trebaju biti svjesni i prednosti i rizika, ali i činjenice da sva partnerska visoka učilišta trebaju biti akreditirana u svojim matičnim državama te da agencije koje su provele akreditacije i reakreditacije trebaju biti registrirane u EQAR-u ili su prošle usporediv postupak vanjskog vrednovanja. Prednost stvaranja konzorcija očituje se u proširenju ekspertize i baze stručnjaka koja je moguća uz uravnotežen i relevantan izbor partnera. Relevantnost konzorcija vezana je uz samu temu združenoga studija i zamišljen model studija. U tom kontekstu, tema (područje studiranja) se može formirati, primjerice, ali ne isključivo, oko sljedećih scenarija:

- Inovativno kompleksno i interdisciplinarno područje studiranja koje zahtijeva udruživanje više visokih učilišta iz različitih država kako bi se takva tema studija mogla proučiti i pretočiti u izvediv kurikulum. Pri tome je važno da se jasno obrazloži doprinos svakog od konzorcijskih partnera razvoju i izvođenju samog kurikuluma;
- Područje studiranja važno je u europskome kontekstu, ali izvođenje studija nije isplativo za svaku zemlju posebno jer se očekuje/postoji potreba za relativno malim brojem studenata u svakoj zemlji ili je oprema koja je potrebna za izvođenje studija skupa i nedostupna svima onima koji su zainteresirani za izvođenje takvog kurikuluma;
- Inovativni pedagoški model izvođenja koji se temelji na ponudi ciljanim studentskim skupinama koje nisu tradicionalne (cjelovito obrazovanje, studenti s invaliditetom, studenti roditelji, ostale podzastupljene skupine) ili zahtijeva internacionalne

grupe studenata koji rade na kompleksnim problemima;

- ✱ Pokusna provedba (pilot) novoga studija (primjerice, financiranog iz programa Europske unije) kako bi se ispitala izvedivost i/ili održivost novoga studija i razvili ljudski, materijalni i organizacijski resursi potrebni za kasnije izvođenje poboljšanoga studija.

Model studiranja može se razmatrati u nekoliko dimenzija, a to su primjerice:

- ✱ Mjesto izvođenja – tradicionalno poučavanje „licem u lice“ (f2f), mješovito učenje (blended learning), učenje na daljinu korištenjem zajednica prakse, društvenih mreža i sl.;
- ✱ Način sudjelovanja partnera – studenti uvijek na istome visokom učilištu, a nastavnici putuju ili studenti svaki semestar studiraju na drugome visokom učilištu;
- ✱ Fleksibilnost kurikuluma – čvrsto postavljen studij s malim udjelom izbornih sadržaja i čvrstim rokovima završavanja pojedinih modula ili fleksibilna struktura studija s visokom razinom izbornosti, priznavanjem informalnog i neformalnog učenja i otvorenosti za studiranje s djelomičnim studentskim opterećenjem;
- ✱ Naglasak na stručnim ili istraživačkim kompetencijama – studij se izvodi u suradnji s gospodarstvom (studentska praksa, terenska nastava) ili je veći naglasak na radu u laboratoriju/istraživačkome kontekstu.

Izazovi koje također treba uzeti u obzir pri formiranju konzorcija su sljedeći:

- ✱ Modeli financiranja studija koji uključuju i sudjelovanje nacionalnoga financiranja, prepoznavanje interesa partnera za sufinanciranje studija, participacije studenata u troškovima studija;
- ✱ Financiranje razvoja kurikuluma pri čemu konzorcij može koristiti raspoloživa sredstva za takvu vrstu projekata na nacionalnoj razini i EU razini ili se partneri samofinanciraju;
- ✱ Uloga koordinatora studija u konzorciju te odgovornost svih partnera članova konzorcija;
- ✱ Razvijenost nacionalne regulative za provođenje združenih studija te regulative na razini visokog učilišta-partnera u razvoju kurikuluma, kao i kompatibilnost pravnih rješenja;

- Iskustvo partnera u pokretanju združenih studija odnosno analiza primjera dobre prakse ako konzorcij nema iskustva.

U tom smislu pri formiranju konzorcija mogu se prepoznati sljedeći koraci:

- Prepoznavanje teme združenoga kurikuluma i identificiranje koordinatora za formiranje konzorcija i razvoj kurikuluma;
- Formiranje inicijalnoga konzorcija;
- Zajedničko razmatranje pogodnosti teme, njezina daljnjeg razvoja te mogućih modela kurikulumu u sklopu inicijalnoga konzorcija;
- Identificiranje dodatnih potrebnih partnera i formiranje relevantnoga konzorcija koji može pripremiti, izvoditi i održati kurikulum združenoga studija;
- Priprema projekta združenoga studija i združenoga kurikulumu;
- Izrada i potpisivanje konzorcijskoga sporazuma s odgovornostima za razvoj studija.

Slika 1. Koraci u stvaranju konzorcija



Preporučeni sadržaj konzorcijskoga sporazuma sadržan je u točki 2.3. Nakon provedene inicijalne akreditacije partneri potpisuju konzorcijski ugovor u čijem su dodatku elementi iz konzorcijskoga sporazuma, u istome ili promijenjenome obliku, u skladu s preporukama inicijalne akreditacije.

Prilikom odabira članova inicijalnoga konzorcija, osim odgovarajuće akademske ekspertize i postojanja akreditacije visokih učilišta, potrebno je obratiti pažnju na međusobno povjerenje između partnera, na predanost provedbi združenoga studija te na institucionalnu potporu svake uključene institucije. Nadalje, u početku

je važno definirati i održivi broj uključenih partnera, odnosno veličinu konzorcija s obzirom na potrebu provedbe studija. Naime, koordinirati veći broj partnera može predstavljati izazov uspješnoj provedbi studija. Većina konzorcija združenih studija formirana je na temelju prethodne suradnje kao što su znanstveni projekti ili razmjena studenata i nastavnika. Međutim, ponekad i geografska lokacija pojedinoga partnera može biti presudna za odabir.

6

ZAJEDNIČKI KURIKULUM I KONZORCIJSKI UGOVOR

Kurikulum združenih studija treba sadržavati osnovne elemente „uobičajenoga kurikuluma“ uz još neke dodatne koji su specifični za kurikulume združenih studija.

ELEMENTI KURIKULUMA	DODATNI ELEMENTI ZDRUŽENOGA STUDIJA	OSTALA PITANJA
Ciljevi, ishodi učenja, usklađenost s EQF-om	Specifične potrebe pojedinih zemalja, ali i europski kontekst	Prepoznavanje dodane vrijednosti združenoga studija
Sadržaji i način izvođenja nastave	Odgovornost za pojedine dijelove izvođenja studija na razini konzorcija	Fleksibilnost koja proizlazi iz kompleksne strukture združenoga studija
Resursi za izvođenje nastave	Zajednička virtualna platforma za suradnju nastavnika i studenata (npr. LMS)	Otvorena ili zatvorena platforma i tehničke karakteristike
Financiranje i održivost studija	Uzeti u obzir i uskladiti specifičnosti koje se javljaju u nacionalnom financiranju visokog obrazovanja	Uvjeti korištenja opreme i nastavnika koji pripadaju različitim partnerima
Uvjeti upisa	Usluglašavanje uvjeta i lista upisanih studenata među partnerima	Odgovarajući informacijski sustav
Uvjeti završavanja studija	Način izdavanja završne diplome i prepoznavanje u nacionalnim sustavima	Informiranje dionika (poslodavaca, agencija i sl.) o kvalifikaciji
Osiguravanje kvalitete studija	Sveobuhvatnost sustava osiguravanja kvalitete	Izbjegavanje nepotrebne birokratizacije i redundancije

Da zaključimo, prije inicijalne akreditacije združenoga studija visoka učilišta uključena u konzorcij trebaju sklopiti Konzorcijski sporazum koji treba sadržavati minimalno sljedeće elemente:

- način koordiniranja rada konzorcija te izrade i izvođenja kurikuluma;
- plan vanjskog vrednovanja studija – inicijalne akreditacije, kao i budućih vanjskih i unutarnjih recenzija odnosno vrednovanja studijskoga programa u skladu s Europskim standardima i smjernicama (European Standards and Guidelines - ESG);
- dogovor o financiranju, snošenju troškova i raspodjeli prihoda;
- zaduženja u upravljanju i vođenju studijskoga programa;
- angažman i mobilnost nastavnika;
- postupke za ujednačavanje nastavničkih kompetencija temeljenih na odabranome pedagoškom konceptu;
- postupak odabira studenata i upisni postupak;
- mjesta i načine izvođenja studija;
- prijedlog studijskoga programa;
- osiguravanje priznavanja razdoblja studiranja provedenog u inozemstvu;
- financiranje studenata, studentski status i prava;
- osiguravanje održivosti i plan zbrinjavanja studenata u slučajevima prestanka izvođenja združenoga studijskog programa;
- korištenje e-alata i informacijskoga sustava upravljanja nastavnim procesom;
- dodjelu kvalifikacije i elemente javne isprave;
- akademske i stručne nazive te akademske stupnjeve koji se dodjeljuju na jezicima svih partnera.

Prilikom pripreme i izrade združenoga studija konzorcij treba odgovoriti na sljedeća pitanja:

- **Opravdanost** - Koji su razlozi za pokretanje združenoga studija i što čini dodanu vrijednost združenoga studija u odnosu na već postojeće studije koje izvode partnerska visoka učilišta?
- **Ocjena kvalitete** - Imaju li hrvatsko i inozemno visoko učilište pozitivne (re)akreditacijske ocjene relevantne u odnosu na

studij koji žele pokrenuti i je li inozemno sveučilište vanjski vrednovala agencija koja je registrirana u EQAR-u ili koja je prošla usporediv oblik međunarodnoga vanjskog vrednovanja? Dakako, nužan preduvjet je da su i hrvatsko i inozemno visoko učilište akreditirana visoka učilišta u svojim zemljama (što je moguće provjeriti u ENIC/NARIC uredu AZVO-a).

- ✳ Plan financiranja – Je li plan dostatno razrađen i održiv, pri čemu je nužno naznačiti koji je očekivani udio hrvatskih studenata u studijskoj grupi te očekuje li se da studenti participiraju u troškovima studija i s kolikim udjelom?
- ✳ Procjena rizika i održivost – Postoji li razrađeni plan zbrinjavanja studenata u slučaju raskida partnerstva i prestanka izvedbe združenoga studija? Mogući planovi: svim studentima/dijelu studenata hrvatsko visoko učilište dužno je ponuditi mogućnost završetka sličnoga studijskog programa na vlastitome visokom učilištu, na visokom učilištu s kojim je sklopilo sporazum ili na drugome visokom učilištu u Hrvatskoj koje je pružilo mentorstvo pri pokretanju ovoga združenog studija.
- ✳ Plan vanjskog vrednovanja – Je li usuglašena jedna agencija koja će provesti vrednovanje? Je li takav postupak prihvatljiv u svim državama iz kojih dolaze partneri?
- ✳ Analiza kapaciteta visokog učilišta i studijskoga programa te interesa studenata za pokretanjem konkretnoga združenog studija – Ima li svaki partner kapacitete za obavljanje svojih zaduženja te kako to dokazuje?
- ✳ Osiguravanje priznavanja razdoblja studija provedenog u inozemstvu – Koja se pravila i postupci primjenjuju te tko je za njih nadležan?

INICIJALNA AKREDITACIJA

Kad je riječ o združenim studijima, kvaliteta bi trebala proizlaziti iz „kulture združenosti“, odnosno ideje da je cjelina više od pukoga zbroja njezinih dijelova pa se pri inicijalnoj akreditaciji treba baviti kvalitetom cjeline, a ne kvalitetom pojedinih komponenti. Drugim riječima, u ovom slučaju kultura kvalitete nije ograničena na jedno visoko učilište niti na jednu zemlju, već dolazi iz njihova zajedništva i upravo iz toga proizlazi problem vrednovanja programa, posebno u dijelu koji se odnosi na vanjsko vrednovanje.

Naime, unutarnje vrednovanje definirano je internim aktima visokih učilišta pa odgovarajuća tijela tih učilišta mogu donijeti posebne akte za potrebe praćenja i vrednovanja združenih studija, koji će u najvećoj mogućoj mjeri odražavati upravo kulturu združenosti. Štoviše, visoko učilište koje sudjeluje u izvođenju nekoliko združenih studija, s različitim partnerima iz različitih zemalja, može u dogovoru s partnerima definirati posebne postupke za svaki od tih studija kako bi što bolje iskoristilo prednosti združenosti. Kako je već navedeno, te postupke potrebno je definirati konzorcijskim ugovorom koji partneri sklapaju prilikom pokretanja združenoga studija.

S druge strane, vanjsko vrednovanje načelno je dio nacionalnoga sustava osiguravanja kvalitete pojedine zemlje, koje je temeljeno na nacionalnim propisima, postupcima i kriterijima. Važno je najprije uočiti da se javljaju dva moguća slučaja koja se razlikuju ovisno o tome jesu li visoka učilišta predmet institucionalnoga ili programskoga vanjskog vrednovanja:

- ✱ Sva visoka učilišta u konzorciju imaju nadležnost u donošenju studijskih programa (u Hrvatskoj su to javna sveučilišta);
- ✱ Jedno ili više visokih učilišta u konzorciju podložna su programskoj inicijalnoj akreditaciji koju provodi akreditacijska agencija (u Hrvatskoj su to veleučilišta, visoke škole i privatna sveučilišta).

U oba slučaja moguće je i potrebno postići da se postupak inicijalne akreditacije temelji na jedinstvenoj recenziji predloženoga studijskog programa, koja se provodi u skladu s Europskim standardima i smjernicama za osiguravanje kvalitete u visokom obrazovanju (ESG) te bez korištenja specifičnih nacionalnih kriterija. Tako i senati javnih sveučilišta koji u Hrvatskoj obavljaju inicijalnu akreditaciju studijskih programa trebaju prilagoditi svoje postupke kako ne bi uvodili nepotrebne prepreke združenim studijima (npr. zahtjev da se proces vodi na hrvatskome jeziku ili uz vrednovanje domaćeg povjerenstva koje imenuje senat/odbor za kvalitetu sveučilišta). U prvome slučaju, pri provedbi inicijalne samoakreditacije združenoga studijskog programa visoka učilišta mogu, ako žele, koristiti kriterije i procese predložene Europskim pristupom. U drugome slučaju, odnosno ako bilo koje od visokih učilišta u konzorciju ima obvezu vanjske inicijalne akreditacije studijskoga programa, Europski pristup predlaže da visoka učilišta dogovorno izaberu jednu agenciju, registriranu u EQAR-u, koja će taj postupak i provesti. Način provedbe detaljnije je opisan u samome dokumentu Europskoga pristupa. Iako je moguće da će provedba Europskoga pristupa u nekim zemljama Europskoga prostora potrajati, AZVO pruža potporu hrvatskim visokim učilištima pri traženju i provedbi jedinstvene akreditacije u obliku ekspertize i suradnje sa stranim agencijama te poziva visoka učilišta na suradnju, čak i kad visoka učilišta planiraju zatražiti vanjsko vrednovanje od neke druge agencije ili su u mogućnosti program samoakreditirati.

8

VREDNOVANJE PROVEDBE PROGRAMA

Kako smo već naveli, konzorcijski ugovor mora sadržavati i plan daljnjeg osiguravanja kvalitete združenoga studija. Taj postupak treba se sastojati od periodičnih programskih evaluacija uz pridržavanje ESG-a, Europskoga pristupa i dobrih praksi u osiguravanju kvalitete združenih studija o kojima se više može pronaći u

popisu korisnih smjernica na kraju ovoga dokumenta.

U skladu s važećim propisima koji reguliraju osiguravanje kvalitete u visokom obrazovanju u Republici Hrvatskoj, reakreditacija je najvažniji oblik vanjskog osiguravanja kvalitete. Ona se provodi na razini visokog učilišta, a ne programa, ali obuhvaća i sve programe koje pojedino visoko učilište izvodi. Štoviše, nakon provedene reakreditacije visoko učilište koje izvodi nekoliko studijskih programa može dobiti potvrdu o ispunjavanju uvjeta za obavljanje djelatnosti za neke od tih programa, a pisma očekivanja ili čak uskratu dopusnice za druge programe. Međutim, prilikom reakreditacije hrvatskoga visokog učilišta koje je jedan od partnera u nekom združenom studiju, nije moguće provesti reakreditaciju tog studija s obzirom na to da tijelo koje provodi reakreditaciju (AZVO) u pravilu nema ovlasti nad stranim partnerima pa ne bi moglo vrednovati studij u cjelini, osim ako konzorcijskim ugovorom nije drukčije uređeno. Ipak, AZVO će prilikom provjere minimalnih uvjeta koje visoko učilište mora zadovoljiti uzeti u obzir ukupni angažman resursa visokog učilišta na svim studijima koje izvodi, uključujući i združeni studij. Taj postupak ne može imati negativne posljedice na združeni studij, ali može eventualno imati negativne posljedice na druge studije koje to visoko učilište izvodi.

Vanjska vrednovanja sustava osiguravanja kvalitete, odnosno u hrvatskome sustavu vanjska prosudba, vrednuju samo rad unutarnjega sustava osiguravanja kvalitete pa u tom postupku nema problema s primjenom nacionalnih kriterija. Postupak se oslanja na već opisani postupak unutarnjeg vrednovanja i sastoji se samo od provjere kvalitete tog postupka.

9

MODELI FINANCIRANJA

S obzirom na to da se združeni studiji uglavnom izvode na engleskome jeziku, hrvatska visoka učilišta smiju za te studije naplaćivati školarine u punome iznosu troškova studija pa je izvođenje studija moguće i bez javnog financiranja. S druge strane, ako ti studiji žele privući što kvalitetnije studente i pružiti priliku za studi-

ranje i studentima lošijega socio-ekonomskog položaja, poželjno je da oni budu barem djelomično javno financirani.

Financiranje, a posebno javno financiranje združenih studija, relativno je složeno upravo zbog združenosti, odnosno zbog sudjelovanja učilišta i studenata iz raznih zemalja. Npr. mogućnost naplate školarina za studije na engleskome jeziku odnosi se na hrvatska učilišta, ali se ne mora odnositi na učilišta iz drugih zemalja. S druge strane, u nekim zemljama naplata školarina je moguća (ili čak obvezna) i za studije koji se ne izvode na stranim jezicima. Jasno je da je u tim zemljama smanjen udio javnog financiranja visokih učilišta pa je važno voditi računa o tome prilikom sklapanja konzorcijskoga ugovora. Drugim riječima, ugovor mora jasno definirati hoće li neki studenti ili svi plaćati školarinu, koliki će biti iznos te školarine te kako će članovi konzorcija među sobom rasporediti sredstva prikupljena od školarina.

Hrvatsko visoko učilište koje sudjeluje u združenome studiju za koji je odobreno javno financiranje uključit će prilikom pregovora s nadležnim ministarstvom o programskom ugovoru i taj program u pregovore. Nadležno ministarstvo pri tome može uvrstiti i studente tog studija u izračun sredstava za materijalne troškove/subvencije temeljene na broju studenata, pri čemu može uzeti u obzir samo hrvatske studente, ali i sve studente iz zemalja članica EU-a. S druge strane, svi studenti združenoga studija upisani su na sva učilišta u konzorciju, ali se za svakog studenta definira matično visoko učilište (obično za one studente koji su državljani zemlje u kojoj je to učilište). Javno financiranje od nadležnog ministarstva može biti definirano tako da uzima u obzir samo one studente upisane na hrvatskome članu konzorcija kao matičnome. S obzirom na to da će pojedini student samo dio svog studija provesti na hrvatskom učilištu, nadležno ministarstvo može iznos koji će učilištu biti isplaćen za tog studenta odrediti na način da on bude proporcionalan vremenu koje je student proveo na hrvatskom učilištu, a može i isplatiti cjelokupan iznos, kao poticaj pokretanju združenih studija. Sve ovo je predmet pregovora o programskim ugovorima, pri čemu nadležno ministarstvo treba postupati tako da potiče izvođenje kvalitetnih i učinkovitih združenih studija.

DUGOROČNO FINANCIRANJE ZDRUŽENIH STUDIJA

Provedba združenih studija može predstavljati dodatno financijsko opterećenje za uključena visoka učilišta, ali također može omogućiti efikasnije korištenje resursa u visokom obrazovanju. Većina konzorcija visokih učilišta u provedbi združenih studija koristi postojeće resurse kao što su nastavni kadar, administrativne službe i prostorni kapaciteti, međutim nameće se pitanje kako financirati mobilnosti studenata i nastavnika. Pri tome se najčešće koriste programi mobilnosti kao što su Erasmus+, CEEPUS i različiti nacionalni, bilateralni ili multilateralni programi. Od samog početka planiranja uključena visoka učilišta trebaju dobro razmotriti sve moguće izvore financiranja, što uključuje i otvorenost prema alternativnim izvorima. U pojedinim zemljama glavni izvor financiranja predstavljaju studentske školarine, dok u drugim zemljama to zakonski nije moguće. Više informacija o studentskim školarinama i potporama u Europi dostupno je u tematskom Eurydice izvještaju (Eurydice 2015). Partnerske institucije koje sudjeluju u provedbi združenoga programa trebaju dogovoriti zajedničku politiku školarina i/ili drugih studentskih davanja prije početka izvođenja programa i dogovoriti upravljanje zajedničkim financijama, što uključuje i dijeljenje financijskih sredstava od školarina konzorcijskim ugovorom (Erasmus Mundus - preporuke i primjeri dobre prakse). To je posebice važno u slučajevima kada pojedina partnerska institucija u konzorciju nije u mogućnosti naplaćivati školarine.

Isto tako važno je predvidjeti ukupne realne troškove provedbe združenoga programa prema principu „full costing“ te odrediti financijski doprinos od pojedinoga partnera u konzorciju na samom početku planiranja (Joi.con 2012). Iskustva mnogih europskih visokih učilišta ističu potrebu diversifikacije izvora financiranja združenih programa, primjerice suradnjom s poslovnim partnerima ili lokalnom zajednicom te programima Europske unije.

PRIMJERI POTENCIJALNIH IZVORA FINANCIRANJA INTERNACIONALIZACIJE VISOKOG OBRAZOVANJA:

OBZOR 2020.

U sklopu programa Obzor 2020. (prioritet Izvrsna znanost - Marie Skłodowska Curie akcija - Inovativne mreže izobrazbe) moguće je ostvariti financiranje za **Europske združene doktorate** (European Joint Doctorates) godišnjim natječajima oglašenim na „Research & Innovation participant portal”. Projektni konzorcij čini mreža od najmanje tri (3) visoka učilišta koja dodjeljuju doktorat znanosti iz tri (3) različite zemlje EU-a ili partnerskih zemalja, a poželjni su i partneri izvan akademske zajednice. Obvezno je zajedničko mentorstvo doktoranada te je naglasak na stjecanju prenosivih vještina mladih istraživača. Moguće je ostvariti maksimalno financiranje od 540 istraživačkih mjeseci po mreži.

ERASMUS+

Erasmus Mundus združeni diplomski studiji (EMJMD) oznaka su izvrsnosti združenih studija, provodi ih konzorcij visokih učilišta iz najmanje tri (3) različite programske zemlje¹ te uključuju razdoblje studija u barem dvije (2) različite zemlje uključene u konzorcij. Godišnjim Erasmus+ natječajima dodjeljuju se operativne potpore (grant) za financiranje takvih studija. Pojedinačna financijska potpora iznosi između dva i tri milijuna eura i uključuje operativne troškove konzorcija, naknade za gostujuće predavače i stipendije za studente tijekom triju ili pet godina. Očekuje se financiranje 350 novih Erasmus Mundus združenih diplomskih studija do 2020. godine.

¹ EU 28, Lihtenštajn, Island, Norveška, Makedonija i Turska.

AKTIVNOST PROJEKTI MOBILNOSTI IZMEĐU PROGRAMSKIH I PARTNERSKIH (TREĆIH) ZEMALJA

Aktivnost Projekti mobilnosti između programskih i partnerskih (trećih) zemalja (International Credit Mobility) predstavlja međunarodno otvaranje Erasmusa i omogućava mobilnost studenata (3 - 12 mjeseci po razini studija) i mobilnost osoblja

(5 dana do 2 mjeseca) između europskih visokih učilišta i onih iz trećih zemalja, pri čemu je naglasak na dolaznim mobilnostima u Europu. Projektne prijave se podnose nacionalnim agencijama za **Erasmus+**.

AKTIVNOST STRATEŠKA PARTNERSTVA



Aktivnost Strateška partnerstva omogućuje financiranje fleksibilnih projekata međueuropske suradnje u području obrazovanja usklađenih s europskim javnim politikama (EC 2011 i EC 2013). Aktivnosti projekta mogu uključiti primjerice izradu inovativnoga kurikuluma združenoga programa. Projektni prijedlozi se podnose nacionalnim agencijama za Erasmus+ te se može ostvariti financiranje između 300.000 eura i 450.000 eura.

UDRUŽIVANJE ZNANJA (KNOWLEDGE ALLIANCES)



Udruživanje znanja (Knowledge Alliances) su međunarodni strukturirani projekti između visokih učilišta i poduzeća s ciljem aktivne provedbe trokuta znanja, stjecanja poduzetničkih vještina te jačanja Europskoga inovacijskog kapaciteta. U sklopu ove aktivnosti moguće je financirati studentske prakse, programe za usvajanje poduzetničkih kompetencija, korištenje informacijsko-komunikacijskih tehnologija za poduzetničko obrazovanje (npr. MOOCS, e-learning moduli), mobilnosti studenata, nastavnika i zaposlenika poduzeća u manjem opsegu.

JAČANJE KAPACITETA U VISOKOM OBRAZOVANJU



Jačanje kapaciteta u visokom obrazovanju (Capacity Building in the field of Higher Education) predstavlja nastavak programa Tempus, Alfa i Edulink. Ova aktivnost usmjerena je na jačanje kapaciteta sustava visokog obrazovanja i visokih učilišta iz trećih zemalja u sklopu suradnje s europskim visokim učilištima. Uz ostalo, u sklopu ove aktivnosti moguće je financiranje izrade, kurikulumu združenoga studija i pilotiranje dijela studija, kao i mobilnosti studenata i osoblja za vrijeme trajanja projekta za partnerske zemlje. Prijava se podnosi Izvršnoj agenciji u Bruxellesu EACEA-i.

CEEPUS



CEEPUS je srednjoeuropski program međusveučilišne razmjene za studente, doktorande i nastavno osoblje. Riječ je o multilateralnom sporazumu šesnaest zemalja Srednje i Jugoistočne Europe koji potiče razvoj združenih studija u sklopu CEEPUS mreže. Ovaj program omogućava nalaženje partnera i testiranje suradnje za pokretanje združenih studija uz financiranje pojedinačnih mobilnosti.

U sklopu Europskoga socijalnog fonda odnosno Operativnoga programa „Učinkoviti ljudski potencijali 2014. - 2020.“ omogućit će se financiranje razvoja studijskih programa na stranim jezicima u prioritetnim područjima i združenih studija pozivom za dostavu projektnih prijedloga. Isto tako, provedbom programskih ugovora hrvatska visoka učilišta moći će financirati određene aspekte internacionalizacije visokog obrazovanja.

Informacije o mogućnostima financiranja mogu se pronaći na stranicama Agencije za mobilnost i programe EU.

NACIONALNE SCHEME FINANCIRANJA

Pojedine države ili regije razvile su vlastite sheme financiranja združenih studija ili na druge načine potiču razvoj takvih studija, primjerice **Nordic Master Programme, Università Italo - Francese, Finnish-Russian Cross-Border University** (JDAZ 2015). Zanimljiv je i austrijski program **AUSTRIA MUNDUS+** kojim se austrijska visoka učilišta potiču na prijavu Erasmus+ aktivnosti (i EMJMD) u sklopu financiranja pripreme projekata.

11

ODRŽIVOST STUDIJA

Održivost združenoga programa obuhvaća financijsku održivost i održivost samoga programa, ponajprije vezanu uz njegovu kvalitetu. Preporučuje se u početku planiranja združenoga studija provesti SWOT analizu kojom će se, uz ostalo, identificirati potencijalne prijetnje održivosti programa (financijska održivost, pravne prepreke, institucionalna potpora) te osmisлити odgovarajuće mjere za njihovo otklanjanje. Ključan element održivosti programa je i institucionalna potpora svakog partnera u konzorciju, odnosno njegovanje dobrih odnosa između uključenih partnera u konzorciju, kao i širenje partnerstva na druge dionike kao što su poslodavci, strukovne udruge, tijela javne uprave, udruge alumni i sl. Isto tako primjeri dobre prakse navode uključivanje tih dionika u savjetodavni ili upravni odbor programa, ako takvi postoje. Tije-

kom planiranja i razrade novoga združenog programa potrebno je osmisliti mjere za održivost programa i uključiti ih u konzorcijski ugovor.

Za održivost studija korisno je i da strategija održivosti, uz mjere za financijsku održivost i kvalitetu programa, obuhvati i marketinški plan za privlačenje studenata i suradnika (poslodavaca, istraživačkih instituta i sl.). Iskustva uspješnih primjera združenih studija pokazuju kako će atraktivan združeni program usklađen s potrebama tržišta rada, a koji pruža prilike za studentsku praksu, motivirati studente na upis. Kako bi se osigurala relevantnost kurikuluma za potrebe tržišta rada, preporučuje se uključivanje predstavnika tržišta rada od samoga početka planiranja novoga studija. Kao i ostali moderni studijski programi, združeni programi uključuju predstavnike tržišta rada u nastavni proces uz nastavne modele: „teaching factory“, „work based learning“ ili „learning by doing“. Nadalje, za održivost programa potrebno je osigurati potporne službe za administriranje programa, kao i potporne službe za studente, što uključuje studentski standard, akademsko i karijerno savjetovanje. Više informacija o temi održivosti programa dostupno je na mrežnim stranicama Izvršne agencije za obrazovanje, audiovizualnu djelatnost i kulturu.

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I KRATICA

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POPIS KRATICA:

ECTS - European Credit Transfer and Accumulation System

AZVO - Agencija za znanost i visoko obrazovanje

EHEA - European Higher Education Area, Europski prostor visokog obrazovanja

EQAR - European Quality Assurance Register

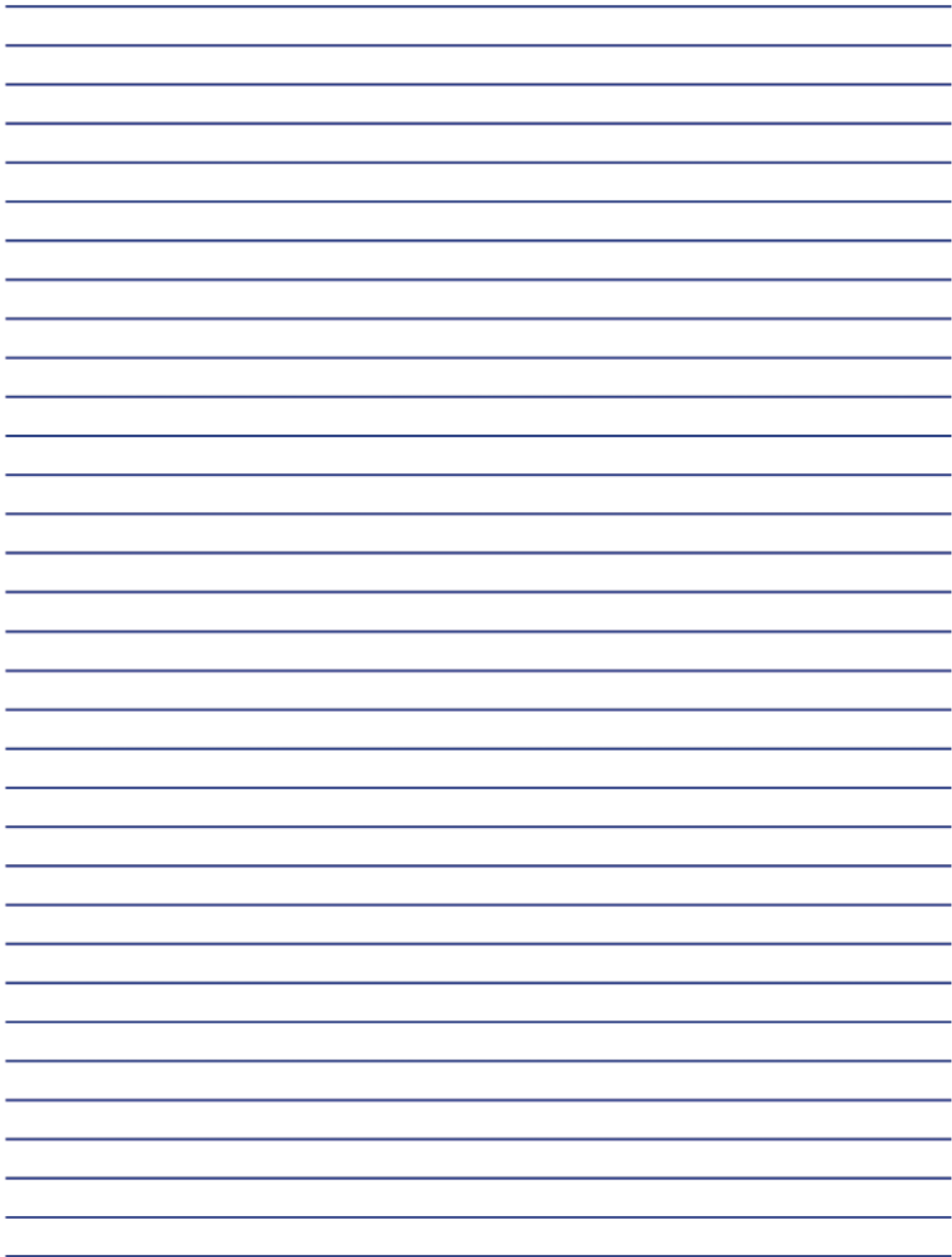
EQF - European Qualifications Framework

ESG - Europski standardi i smjernice za osiguravanje kvalitete u visokom obrazovanju

MOOC - Massive Open Online Course

CEEPUS - Central European Exchange Programme for University Studies





REMOVING OBSTACLES FOR CROSS-BORDER COOPERATION (ROCCO)

FOTOGRAFIA: Alexander Sauter/m

GUIDELINES FOR THE DEVELOPMENT, ACCREDITATION AND IMPLEMENTATION OF JOINT PROGRAMMES



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GUIDELINES FOR THE DEVELOPMENT, ACCREDITATION AND IMPLEMENTATION OF JOINT PROGRAMMES

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GUIDELINES FOR THE DEVELOPMENT, ACCREDITATION AND IMPLEMENTATION OF JOINT PROGRAMMES



These Guidelines are among the outcomes of the project *Removing obstacles for cross-border cooperation* (ROCCO), which was developed by the Ministry of Science, Education and Sports to enhance cross-border cooperation in higher education with a special focus on creating conditions for the development and accreditation of joint programmes and, more generally, the creation of a legal framework for cross-border cooperation in higher education. The project was funded under the programme ERASMUS + KA3 – *Support to Policy Reform, Support to the implementation of EHEA reforms 2014-2015*.

The project activities were focused on two fundamental outcomes: a proposal to enhance the legal framework for the accreditation and implementation of joint programmes and, generally, the promotion and facilitation of cross-border cooperation in higher education, and the preparation of guidelines to provide higher education institutions with basic information and advice for the development, accreditation and delivery of joint programmes. To ensure participation by all relevant stakeholders in the implementation of project activities, the minister of science, education and sports appointed a Working Group to draft regulations on joint programmes and cross-border cooperation in higher education.

The Guidelines were prepared with the participation of the Working Group and Project Team members, including:

Ana Tecilazić-Goršić, M.Sc., Ministry of Science, Education and Sports, Working Group Leader;
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The Guidelines first provide an overview of the current status of cross-border cooperation in higher education with a focus on joint programmes, explain the reasons for establishing joint programmes and, by using a SWOT analysis, present challenges and opportunities emerging therefrom. The Guidelines then describe the steps preceding the accreditation of a joint programme (creating a consortium, elaborating the programme, choosing a study mode and a funding mode for the programme, drafting a Consortium Agreement), the initial accreditation procedure and the subsequent programme implementation (drafting a Consortium Contract, programme delivery and qualification award, programme sustainability, periodic external evaluation). Furthermore, the Guidelines also provide an overview of potential external funding sources for joint programmes, with a list of potentially useful documents developed at the European and global levels, which are relied upon by the Agency for Science and Higher Education (ASHE) in its work, being attached at the end of this document.

CROSS-BORDER COOPERATION IN HIGHER EDUCATION

Cross-border cooperation in higher education implies the cross-border movement of people (the mobility of students and/or teachers), the delivery of educational programmes (distance learning, franchises, joint programmes) or the activities of entire higher education institutions (e.g. establishing branches in other countries). As stated by the OECD, these forms often appear combined in practice (e.g. a joint programme often implies the mobility of students), and they can take place as part of non-commercial academic partnerships or on a commercial basis. The mobility of students can be divided into long-term mobility, which is aimed at obtaining qualifications (*degree mobility*) and is present for many years but is still occasional, and short-term mobility, which is aimed at gaining ECTS (or some other) credits (*credit mobility*), which has become increasingly massive and well-established in the past years (especially with the Erasmus+ programme). It is also important to emphasise scientific cooperation, which has the longest tradition and is recently additionally fostered through EU-funded projects.

In order to ensure suitable application of these Guidelines, as well as the national and European legislation on cross-border cooperation in higher education, it is crucial to distinguish between different types of cross-border cooperation. These Guidelines pertain to **joint programmes**, which are defined as study programmes **jointly developed** and **delivered** by at least two higher education institutions from **different countries**. As shown below, well-developed legislation and a support system for such programmes are in place at the level of the European Higher Education Area (EHEA). Within the EHEA, there is also an equally well-developed legal framework and support for the mobility of students and teachers, primarily under the Erasmus+ programme, and for different forms of scientific cooperation, primarily under the Horizon 2020 programme.

Before signing any contract with their foreign counterparts, local higher education institutions are advised to contact the ENIC/NARIC Office of the Agency for Science and Higher Education (ASHE) (enic@azvo.hr and medjunarodna@azvo.hr) in order to ascertain whether these are indeed accredited higher education institutions.

Joint programmes are the least-developed form of cross-border cooperation, which has recently been systematically fostered at the European

level. They have even been labelled a hallmark of the European Higher Education Area, recognisable for its linguistic and cultural diversity. Thus, for instance, the European Union's ERASMUS+ programme has provided the funding earmarked to set up and deliver joint programmes. The support for joint programmes is also reflected in communiqués issued at conferences of higher education ministers from the EHEA countries. In the Bucharest Communiqué (April 2012), the ministers responsible for higher education undertook to work on dismantling administrative obstacles to setting up and implementing joint programmes. The Ministerial Conference in Yerevan (2015) adopted the *European Approach for Quality Assurance of Joint Programmes* – a document proposing amendments to national legislation so as to ensure that the process of setting up a joint programme involves a single accreditation issued by an EQAR-registered agency and recognised by all parties involved. In keeping with these international documents and initiatives, the Ministry of Science, Education and Sports has launched the activities to draft a new Higher Education Quality Assurance Act and its accompanying enabling regulations in order to ensure that they incorporate additional provisions governing cross-border cooperation and the accreditation of joint programmes.

Croatia is among the countries with the fewest joint programmes within the EHEA. According to the European Commission's data for the academic year 2013/2014, Croatia entered the group of countries with 0-2.5% joint programmes. As the key national document in the field of higher education, the Education, Science and Technology Strategy (2014) provides for the promotion of establishing joint programmes with renowned European and global higher education institutions, whereas the Action Plan for the Internationalisation of Education (2015) contains two measures aimed at increasing the number of joint programmes. As part of the efforts to increase the number of joint programmes through amendments to the national legal framework and in order to facilitate cross-border cooperation and setting up joint programmes for Croatian higher education institutions, the Ministry of Science, Education and Sports decided to prepare these Guidelines for the Development, Accreditation and Implementation of Joint Programmes, in collaboration with representatives from higher education institutions offering joint programmes in Croatia and representatives from the Agency for Science and Higher Education.

WHY TO SET UP JOINT PROGRAMMES?

While the aforementioned documents and initiatives are vital to the development of the European Higher Education Area *per se*, their importance is outweighed by the reasons why higher education institutions should strive to set up joint programmes. These reasons can be divided into three categories:

- ✦ **enhancing the quality of education (learning and teaching);**
- ✦ **access to additional resources for educational as well as scholarly activities;**
- ✦ **raising the reputation and attractiveness of study programmes and higher education institutions at the national and international levels.**

Generally, internationalisation significantly contributes to enhancing the quality of study and research. These benefits are complementary to those derived from formal evaluations (internal and external) in the field of quality assurance, which provide assurance that standards are being met. A further difference, that is, upgrade to the average quality achieved by meeting all formal requirements is best made by encouraging various forms of mobility and inter-institutional and international cooperation. As shown by numerous studies, this is achieved primarily by exchange, networking, and student and staff training. The mobility of teachers and students exposes teachers to international competition and puts them in a situation in which both they and their peers and students (local and foreign) can compare their work with that of other teachers from different higher education institutions and different countries. This also gives them an opportunity to learn from examples of good practices offered by their peers from a broader academic community. Such circumstances give rise to healthy competition which is highly motivating and brings added value to the quality achieved by other quality assurance measures, which leads to an embrace of the culture of quality. A further benefit that may stem from partnering with foreign higher

education institutions is the joint use of equipment and scientific expertise available to partner institutions not only for teaching, but also for research purposes, which may lead to increased scientific production and more efficient utilisation of resources. Finally, by partnering with renowned foreign counterparts, Croatian higher education institutions obviously raise their reputation and attractiveness. This is especially reflected in the fact that, in this way, students can gain qualifications from all higher education institutions participating in programme delivery, regardless of whether these are joint or multiple qualifications, which may give them a competitive edge in the labour market.

On the other hand, it is clear that setting up and delivering joint programmes is by no means easy. Initial accreditation can be complex and lengthy if it needs to be carried out in each of the countries whose higher education institutions are involved in the programme, because this requires the application of appropriate national procedures and criteria. Similar complex procedures are also replicated to all subsequent reaccreditation processes. The cost of delivering such a programme can be higher than that of a programme delivered only by one higher education institution, and funding can be much more complex in an international environment. Furthermore, without special support, students from vulnerable groups face significant impediments in accessing joint programmes. Finally, the selection of eligible candidates, the admission procedure and the issuance of documents can also be more complex, and the same applies to the preparation and implementation of study programmes.



CHALLENGES AND OPPORTUNITIES IN SETTING UP AND DELIVERING JOINT PROGRAMMES FROM THE PERSPECTIVE OF CROATIAN HIGHER EDUCATION INSTITUTIONS

Presented below is a summary of strengths, weaknesses, opportunities and threats (SWOT analysis) for setting up and delivering jo-

int programmes in Croatia from the perspective of higher education institutions. Each higher education institution is advised to make a similar SWAT analysis specific to the institution itself and the joint programme it plans to set up, taking into account whether the strengths and opportunities can offset the impact of weaknesses and threats. If not, efforts should be made to identify the investment in human and material resources that will make this possible or, if such investment is unlikely, the decision to set up joint programmes should be put off.

	Helps in setting up and delivering joint programmes	Hinders setting up and delivering joint programmes
	Strengths	Weaknesses
Internal sources/reasons of the higher education institution	Wide range of study programmes that can be joined together	Complex initial accreditation
	High-quality teaching staff	Complex quality assurance
	Students interested in new forms of studying and methods of teaching	Additional administrative burden
	Support from the line ministry and accompanying quality assurance agencies	IT system of higher education institutions (ISVU) does not support joint programmes
	Sound language competence of students and teachers	Insufficient support systems for foreign students
	Opportunities	Threats
	Internationalisation and raising the international reputation of the higher education institution	Differences between legislative and institutional frameworks in various countries
External sources/reasons beyond the direct control of the higher education institution	International dimension in curriculum design and development	Increased costs of delivering joint study programmes
	Excellence-based clustering in specific disciplines	Increased burden on human and other resources
	Innovative programmes and teaching methods	Questionable sustainability of joint programmes
	Creating a motivating competition among teachers	Unrecognisability on the local labour market
	Access to additional resources of foreign higher education institutions	
	Attracting motivated foreign and local students	
	Development of teachers' competences for work in an international environment	
	Access to additional EU funds (ESF etc.)	
	Increased employability in the European Common Market	

THE INITIAL IDEA FOR A PROGRAMME

The first thing we must consider when setting up a joint programme is that, by being joint, it has to add value, but not only by enhancing the reputation and adding to the internationalisation of the higher education institution. In other words, joining up as a consortium in order to deliver a study programme that will in no way differ from a programme autonomously offered by a consortium member is not a good initial idea.

A higher education institution that already offers a study programme on its own may decide to set up another programme with identical content, but in collaboration with foreign partners, just to achieve additional internationalisation and raise its reputation or to gain access to additional resources, which *per se* constitute an added value. However, designing, setting up and delivering a joint programme requires effort, time and additional cost. Therefore, higher education institutions should embark on it primarily because of the benefits it will bring to its students.

The initial idea for a joint programme should always stem from the wish to offer students something they could never get without such a study format. This can be an entirely new programme (in terms of content or methodology) that cannot be delivered by each of the partners alone, but it can also be a programme similar to one which already exists, only of a substantially higher quality thanks to the ability to avail of joint resources (material and human). On the other hand, partners who jointly enter a project can also bring in other complementary values. For instance, one partner may have sound cooperation with the business community, which the other partner lacks, whereas the latter may have a large number of interested students, which the former lacks. All these are just examples and it is clear that there are also many other possibilities which cannot be foreseen and listed herein.

The experiences of foreign higher education institutions show that the preparation of joint programmes requires special support from non-teaching staff at higher education institutions, primarily international cooperation experts and law professionals, who need to be consulted from the earliest stages of programme development in order to anticipate in good time all potential administrative and legal obstacles.

CREATING A CONSORTIUM AND CHOOSING A MODE OF STUDY

The fundamental difference between a joint programme curriculum and a curriculum delivered by a single institution is that a consortium should be formed to prepare and deliver a joint programme. A consortium means two or more higher education or other institutions partnering up to prepare and offer together a joint programme. The existence of a consortium can provide major comparative advantages for joint programmes, but can also pose potential risks in their implementation. All partners entering a consortium should be aware of such advantages and risks, as well as the fact that all partner higher education institutions must be accredited in their home countries and that the agencies which carried out their accreditation or reaccreditation should be EQAR-registered or have passed a comparable external evaluation process.

The benefits of creating a consortium are reflected in an expanded expertise and pool of professionals, which can be achieved through a balanced and relevant selection of partners. The relevance of a consortium is associated with the very topic of its joint programme and the envisaged mode of study. In this context, the topic (programme area) can be built around (but is not limited to) the following scenarios:

- ✿ An innovative, complex and interdisciplinary programme area which requires the partnering of several higher education institutions from different countries, so that such a programme topic can be studied and translated into a deliverable curriculum. In doing this, it is important to make clear the contribution of each consortium partner to the development and delivery of the curriculum as such;
- ✿ A programme area which is important in the European context, but the delivery of the programme is not viable for each country alone because a relatively small number of students is expected/needed in each country or the equipment required to deliver the programme is costly and not accessible to all those

who are interested in delivering such a curriculum;

- ✱ An innovative pedagogical mode of delivery which relies on an offer targeting non-traditional student groups (lifelong learning, disabled students, student-parents, other underrepresented groups) or requires international student groups working on complex issues;
- ✱ The pilot implementation of a new study programme (e.g., funded under a European Union initiative) in order to test the feasibility and/or sustainability of the new programme and develop human, material and organisational resources required for the future delivery of the improved programme.

The mode of study can be considered from several perspectives, including, for instance:

- ✱ Place of delivery – traditional face-to-face (f2f) teaching, blended learning, distance learning by using communities of practice, social networks, etc.;
- ✱ Mode of participation by partners – students always at the same higher education institution, with teachers travelling, or students attending each term at a different higher education institution;
- ✱ Flexibility of curriculum – a firmly built programme with a small share of elective courses and fixed deadlines for the completion of each module or a flexible structure with a high level of electivity, the recognition of informal and non-formal learning and openness for attendance with part-time student workload;
- ✱ Focus on professional or research competencies – a programme delivered in collaboration with the business community (student training, field education) or greater emphasis placed on laboratory work/research context.

When forming a consortium, consideration should also be accorded to the following challenges:

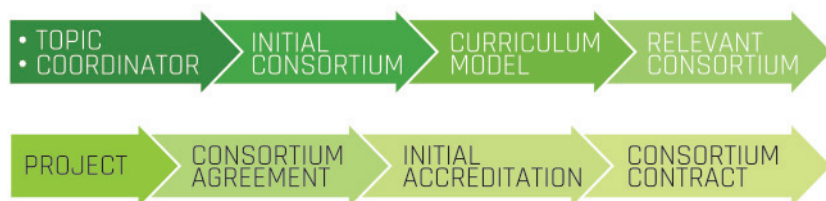
- ✱ Modes of programme funding, which also involve the input of national funding, the identification of interests among partners in programme co-financing, the participation of students in programme costs;

- Curriculum development funding, where the consortium can use the available funds for such projects at the national and EU levels or have self-financing partners;
- Role of the programme coordinator in the consortium and the responsibility of all partners as members of the consortium;
- Level of development of national legislation on the implementation of joint programmes and regulations at the level of higher education institutions as partners in curriculum development, as well as the compatibility of legal arrangements;
- Experience of the partners in setting up joint programmes, i.e. the analysis of good practice examples if the consortium has no past experience.

In this respect, the following steps can be identified in creating a consortium:

- Identification of the topic of the joint curriculum and the coordinator in charge of creating the consortium and developing the curriculum;
- Creation of an initial consortium;
- Joint discussion of the suitability of the topic, its further development and possible curriculum models within the initial consortium;
- Identification of additional partners required and the creation of a relevant consortium capable of preparing, delivering and maintaining the joint programme curriculum;
- Preparation of the joint programme project and the joint curriculum;
- Drafting and signing of a consortium agreement, with the responsibilities for programme development.

Figure 1. Steps in creating a consortium



The recommended content of a consortium agreement is contained in paragraph 2.3. Once the initial accreditation has been carried through, the partners sign a consortium contract with the elements of the consortium agreement appended thereto, either in unchanged or modified form, all in keeping with the recommendations from the initial accreditation.

When selecting members of the initial consortium, in addition to the existence of appropriate academic expertise and the fact that higher education institutions have been accredited, attention should also be accorded to mutual trust among the partners, their commitment to the delivery of their joint programme and institutional support from each institution involved. Also, it is important to define at the outset the sustainable number of partners involved, i.e. the size of the consortium relative to programme delivery requirements. To wit, coordinating a large number of partners may pose a challenge to the successful delivery of the programme. Most of the joint programme consortia have been created on the basis of prior collaboration, including scientific projects or student and teacher exchanges. In some cases, however, the geographical location of a partner can also be crucial for its selection.

JOINT CURRICULUM AND CONSORTIUM CONTRACT

The curriculum of a joint programme should contain the basic elements of a “standard curriculum”, along with some additional elements specific to joint programme curricula.

Curriculum elements	Additional joint programme elements	Other issues
Objectives, learning outcomes, EQF-compliance	Specific requirements of each country, but also the European context	Identification of the joint programme’s added value
Content and teaching methods	Responsibility for specific parts of programme delivery at the consortium level	Flexibility derived from the complex structure of the joint programme
Teaching resources	Shared virtual platform for teacher-student collaboration (e.g. LMS)	Open or closed platform and technical features
Programme funding and sustainability	Consideration and adjustment of the specifics of national higher education funding	Modalities for using equipment and teachers belonging to different partners
Admission requirements	Agreeing on the requirements and lists of admitted students among the partners	Appropriate IT system
Programme completion requirements	Method for issuing completion certificates and recognition in national systems	Informing stakeholders (employers, agencies, etc.) about qualifications
Programme quality assurance	Comprehensiveness of the quality assurance system	Avoiding red tape and redundancy

To conclude, before the initial accreditation of a joint programme, higher education institutions participating in a consortium should enter into a Consortium Agreement which must contain the following minimum elements:

- ✿ method of coordinating the work of the consortium and the development and delivery of the curriculum;
- ✿ plan for the external evaluation of the programme – the initial accreditation as well as future external and internal reviews or evaluations of the study programme in line with the European Standards and Guidelines-ESG);

- ✿ agreement on funding, responsibility for costs and distribution of revenue;
- ✿ duties in the management and leadership of the study programme;
- ✿ engagement and mobility of teachers;
- ✿ procedures for standardising teaching competencies based on the selected pedagogical concept;
- ✿ student selection procedure and admission procedure;
- ✿ places and modes of programme delivery;
- ✿ proposal for the study programme;
- ✿ ensuring recognition of the period spent studying abroad;
- ✿ student financing, student status and entitlements;
- ✿ ensuring sustainability and the contingency plan for students in case delivery of the joint programme is discontinued;
- ✿ use of e-tools and IT systems for management of the education process;
- ✿ award of qualifications and the elements of public documents;
- ✿ academic and professional titles and academic degrees awarded in the languages of all partners.

When preparing and developing its joint programme, the consortium should answer the following questions:

- ✿ **Rationale** – What are the reasons for setting up the joint programme and what gives its added value compared to already existing programmes delivered by the partner higher education institutions?
- ✿ **Quality assessment** – Do the Croatian and foreign higher education institutions have positive (re)accreditation scores relevant to the programme they plan to launch and has the foreign university been externally evaluated by an agency which is registered in the EQAR or has passed a comparable form of international external evaluation? Of course, a necessary prerequisite is that both the Croatian and foreign higher education institution are accredited higher education institutions in their countries (which can be verified at the ASHE's ENIC/NARIC Office).
- ✿ **Funding plan** – Is the plan sufficiently detailed and sustainable,

including a clear indication of the expected share of Croatian students in the student group, and are the students supposed to cover any programme costs and, if yes, what share would that be?

- ✿ Risk and sustainability assessment – Is there a detailed contingency plan for students in case the partnership is terminated and the delivery of the joint programme is discontinued? Possible plans: The Croatian higher education institution is required to offer all/some students an opportunity to complete a similar study programme at their own higher education institution, at the higher institution with which it has concluded the agreement or at another Croatian higher education institution which provided mentorship in setting up this joint programme.
- ✿ External evaluation plan – Is there an agreement on a single agency that will carry out evaluation? Is such a procedure acceptable in all countries from which the partners come?
- ✿ Analysis of the capacity of the higher education institution and the study programme and student interest in setting up the specific joint programme – Does each partner have the capacity to perform its duties and how does it prove this?
- ✿ Ensuring the recognition of the period spent studying abroad – What are the applicable rules and procedures and who is responsible for them?

7

INITIAL ACCREDITATION

When it comes to joint programmes, quality should stem from the “culture of jointness”, that is, the idea that the whole is greater than the mere sum of its parts. Accordingly, initial accreditation should address the quality of the whole rather than the quality of individual components. In other words, this is a situation where the culture of quality is not limited to one higher education institution or to one country, but arises from their unity, which is pre-

cisely what brings about the challenge of programme evaluation, especially inasmuch as it concerns external evaluation.

Specifically, internal evaluation is defined by the internal by-laws of higher education institutions, so that their relevant bodies can adopt special by-laws which will ensure that joint programmes are monitored and evaluated, and which will, to the maximum extent possible, reflect precisely the culture of jointness. Moreover, a higher education institution participating in the delivery of several joint programmes with different partners from different countries may, in agreement with its partners, define special procedures for each of these programmes in order to benefit as much as possible from their jointness. As stated above, these procedures need to be defined in a consortium contract concluded by partners when setting up a joint programme.

On the other hand, external evaluation is, in principle, a part of the national quality assurance system of each country, and is based on its national regulations, procedures and criteria. It is first important to note that there are two possible cases which differ depending on whether higher education institutions are subject to institutional or programme-level external evaluation:

- ✿ All higher education institutions in a consortium have the authority to adopt study programmes (in Croatia, these are public universities);
- ✿ One or more higher education institutions in a consortium are subject to initial programme accreditation carried out by an accreditation agency (in Croatia, these are polytechnics, colleges and private universities).

In both cases, it can and should be achieved that the initial accreditation process is based on a single review of the proposed study programme, which is carried out in line with the European Standards and Guidelines for Quality Assurance in Higher Education (ESG) and without using any specific national criteria. Thus, the senates of public universities, which carry out the initial accreditation of study programmes in Croatia, are also required to adjust

their procedures in order not to introduce unnecessary obstacles to joint programmes (e.g. the requirement that the process is conducted in the Croatian language or through evaluation by a local commission appointed by the university's senate/quality board). In the former case, when carrying out the initial accreditation of a joint study programme, higher education institutions may, if they so wish, employ the criteria and processes suggested by the *European Approach*. In the latter case, that is, if any of the higher education institutions in a consortium is subject to the external initial accreditation of its study programme, the *European Approach* suggests that the higher education institutions select, by agreement, an EQAR-registered agency to conduct that procedure. The *European Approach* document itself describes in more detail how it is to be carried out. While the implementation of the *European Approach* may take a while in certain EHEA countries, the ASHE provides Croatia's higher education institutions with support in seeking out and implementing a single accreditation service by way of expertise and collaboration with foreign agencies, and calls upon higher education institutions to cooperate with it even when they plan to seek external evaluation from another agency or are authorised to self-accredit their programme.



EVALUATION OF PROGRAMME IMPLEMENTATION

As stated above, each consortium contract must also contain a plan for further quality assurance of the joint programme. This process should consist of periodic programme evaluations in keeping with the ESG, European Approach and good practices in joint programme quality assurance, which are specified in more detail in the list of useful references at the end of this document. Pursuant to the effective legislation governing quality assurance in higher education in the Republic of Croatia, reaccreditation is the most important form of external quality assurance. It is carried out at the level of higher education institutions rather than at the programme level, but it also covers all programmes offered by each

higher education institution. Moreover, following the reaccreditation process, a higher education institution delivering several study programmes may receive a license for some of them, while for others it may receive a letter of expectation or even a denial of license. However, during the reaccreditation of a Croatian higher education institution which is a partner in a joint programme, it is not possible to reaccredit that programme as well, because the accrediting body (ASHE) normally has no authority over foreign partners and cannot evaluate the programme as a whole, unless stipulated otherwise in the consortium contract. However, while checking minimum requirements to be met by a higher education institution, the ASHE will consider the overall engagement of its resources in all programmes it delivers, including any joint programme. This exercise can have no adverse effects on the joint programme, but may potentially have negative repercussions for other programmes delivered by that higher education institution. External evaluations of quality assurance systems – i.e. external audits when it comes to Croatia's system – serve only to assess the functioning of internal quality assurance systems. Accordingly, there are no problems with the application of national criteria in this process. The process relies on the already described procedure of internal evaluation and consists only of a review of the quality of that procedure.



MODES OF FUNDING

As joint programmes are generally delivered in English, Croatian higher education institutions can charge tuition fees for such programmes to the full amount of programme costs, which means they can also be delivered without public funding. However, if these programmes are to attract the best possible students and offer learning opportunities to students from socially and economically disadvantaged groups as well, it would be advisable that they are at least partially publicly funded.

The funding of joint studies and, in particular, their public funding

is relatively complex precisely because of their joint nature, i.e., they involve participation by institutions and students from different countries. For instance, the possibility of charging tuition for programmes delivered in English applies to Croatian institutions, but not necessarily to those from other countries. In some countries, however, charging tuition is also possible (or even mandatory) for programmes that are not delivered in foreign languages. Clearly, these countries have a reduced share of public funding for higher education institutions, which needs to be considered when entering into consortium contracts. In other words, the consortium contract must clearly define whether tuition will be paid by some students or by all of them, what will be the amount of such tuition, and how the consortium members will distribute their tuition proceeds among themselves.

When negotiating a programme contract with the competent ministry, a Croatian higher education institution participating in a joint programme for which public funding has been approved will include in the negotiation process that programme as well. When calculating the funding required for material costs/subsidies based on the number of students, the competent ministry may also include the students who will attend that programme. In doing this, it may take into account only the Croatian students, but also all students from EU Member States.

On the other hand, all joint programme students are admitted to all institutions forming the consortium, but each student has a home institution which is, as such, defined for him/her (as a rule, the institution in the country of his/her citizenship). Public funding from the competent ministry can be defined by taking into account only those students enrolled in the Croatian member of the consortium as their home institution. Since a particular student will attend only a part of his/her courses at the Croatian institution, the competent ministry can determine the amount to be paid *thereto* for that student in such a way that it is proportional to the time spent by him/her at the Croatian institution, but it can also pay the entire amount as an incentive for setting up joint programmes. All this is subject to negotiations about programme contracts, where the competent ministry should act so as to foster the delivery of high-quality and efficient joint programmes.

LONG-TERM FUNDING OF JOINT PROGRAMMES

The implementation of joint programmes can pose an additional financial burden on the higher education institutions involved, but may also facilitate more efficient use of resources in higher education. In delivering joint programmes, most of the higher education institution consortia use their existing resources such as their faculty, administrative services and spatial capacity. However, the question is how to finance the mobility of students and teachers. The answer is most often in the use of mobility programmes such as Erasmus+, CEEPUS and different national, bilateral and multilateral programmes. From the very outset of the planning process, the involved higher education institutions should thoroughly consider all potential funding sources, which also implies openness to alternative sources. In certain countries, the principal source of funding are student tuition fees, but in other countries, this is not a legal option. More information on student tuition fees and grants is available in the thematic Eurydice report (Eurydice 2015). Partner institutions participating in the implementation of a joint programme should agree a common policy of tuition fees and/or other student payments before they start to deliver their programme. They should also agree on how they will manage their joint finances, including the distribution of tuition proceeds under the consortium contract (Erasmus Mundus- recommendations and examples of good practice). This is particularly important in cases where a consortium partner institution cannot charge tuition fees.

It is equally important to project the total real cost of delivering a joint programme according to the full costing principle and define the financial input of each consortium partner at the very outset of the planning process (JOI.CON 2012). The experiences of many European higher education institutions highlight the need to diversify funding sources for joint programmes, for instance, through cooperation with corporate partners or local communities and European Union programmes.

EXAMPLES OF POTENTIAL FUNDING SOURCES FOR HIGHER EDUCATION INTERNATIONALISATION:

HORIZON 2020

As part of the Horizon 2020. programme (the Excellent Science priority – the Marie Skłodowska Curie action – Innovative Training Networks), access to funding for **European Joint Doctorates** is possible through annual calls for proposals published on the Research & Innovation Participant Portal. The project consortium should be composed of at least three (3) higher education institutions from three (3) different EU or associated countries, which are entitled to deliver doctoral degrees. Partners outside the academic community are also welcome. Doctoral candidates must be under joint mentorship, with focus on the acquisition of transferable skills by junior researchers. The maximum available funding is for 540 research months per network.

ERASMUS+

Erasmus Mundus Joint Master Degrees (EMJMD) are highly integrated joint master programmes awarded with Erasmus Mundus label of excellence by the European Commission. They are delivered by a consortium of higher education institutions from at least three (3) different programme countries¹ and include a period of study in at least two (2) different countries involved in the consortium. Through annual Erasmus+ calls for proposals, operating grants are awarded to fund such study programmes. Each grant ranges between two and three million euros and covers the consortium's operating costs, fees for guest lecturers, and scholarships for students over a period of three or five years. Erasmus Mundus is expected to fund 350 new joint master degrees by 2020.

¹ EU 28, Liechtenstein, Iceland, Norway, Macedonia and Turkey.

THE MOBILITY PROJECTS BETWEEN PROGRAMME AND PARTNER (THIRD) COUNTRIES

(International Credit Mobility) is an activity that constitutes the international opening of Erasmus and enables student mobility (3-12 months per study level) and staff mobility (5 days to 2 months) between Eu-

ropean higher education institutions and those from third countries, with emphasis on incoming mobilities in Europe. Project applications are submitted to national Erasmus+ agencies.

THE STRATEGIC PARTNERSHIPS

The **Strategic Partnerships** activity provides funding for flexible intra-European projects of cooperation in the field of education, aligned with European policies (EC 2011 and EC 2013). Project activities can, for example, include the preparation of an innovative joint programme curriculum. Project proposals are submitted to national Erasmus+ agencies and the available funding ranges between €300,000 and €450,000.

KNOWLEDGE ALLIANCES

Knowledge Alliances are transnational structured projects between higher education institutions and businesses aimed at the active implementation of the knowledge triangle, the acquisition of entrepreneurial skills and the reinforcement of European innovation capacity. This activity provides funding for student training, programmes to acquire entrepreneurial competencies, ICT use in entrepreneurial education (e.g. MOOCs, e-learning modules) and, to a lesser extent, student, faculty and corporate staff mobility.

CAPACITY BUILDING IN THE FIELD OF HIGHER EDUCATION

Capacity Building in the Field of Higher Education builds on the former Tempus, Alfa and Edulink programmes. This activity aims to strengthen the capacity of higher education systems and institutions in third countries through cooperation with European higher education institutions. Among other things, this activity provides funding for the development of joint programme curricula, partial programme piloting, and student and staff mobility for partner countries during the project period. Applications are submitted to the Executive Agency (EACEA) in Brussels.

CEEPUS

CEEPUS is the Central European Exchange Programme for University Studies enabling mobilities for students, doctoral candidates and teaching staff. It is a multilateral agreement between sixteen countries of Central and South-East Europe, which promotes the development of joint programmes within the CEEPUS network. This programme facilitates finding partners and testing cooperation for setting up joint programmes, and provides funding for individual mobilities.

Within the European Social Fund, that is, its “Efficient Human Resources 2014-2020” Operational Programme, funding will be provided based on calls for project proposals to develop study programmes delivered in foreign languages in priority areas, as well as joint programmes. Also, by implementing programme agreements, Croatian higher education institutions will be able to finance certain aspects of higher education internationalisation.

Information of funding opportunities can be found on the website of the Agency for Mobility and EU Programmes.

NATIONAL FUNDING SCHEMES

Certain countries or regions have developed their own funding schemes for joint programmes or promote the development of such programmes in other ways, such as the **Nordic Master Programme, Universita Italo-Francese, Finnish-Russian Cross-Border University** (JDAZ 2015). Another interesting initiative is the Austrian programme **AUSTRIA MUNDUS+**, whereby Austrian higher education institutions are encouraged to apply for Erasmus+ activities (and EMJMD) as part of their efforts to finance project preparation.

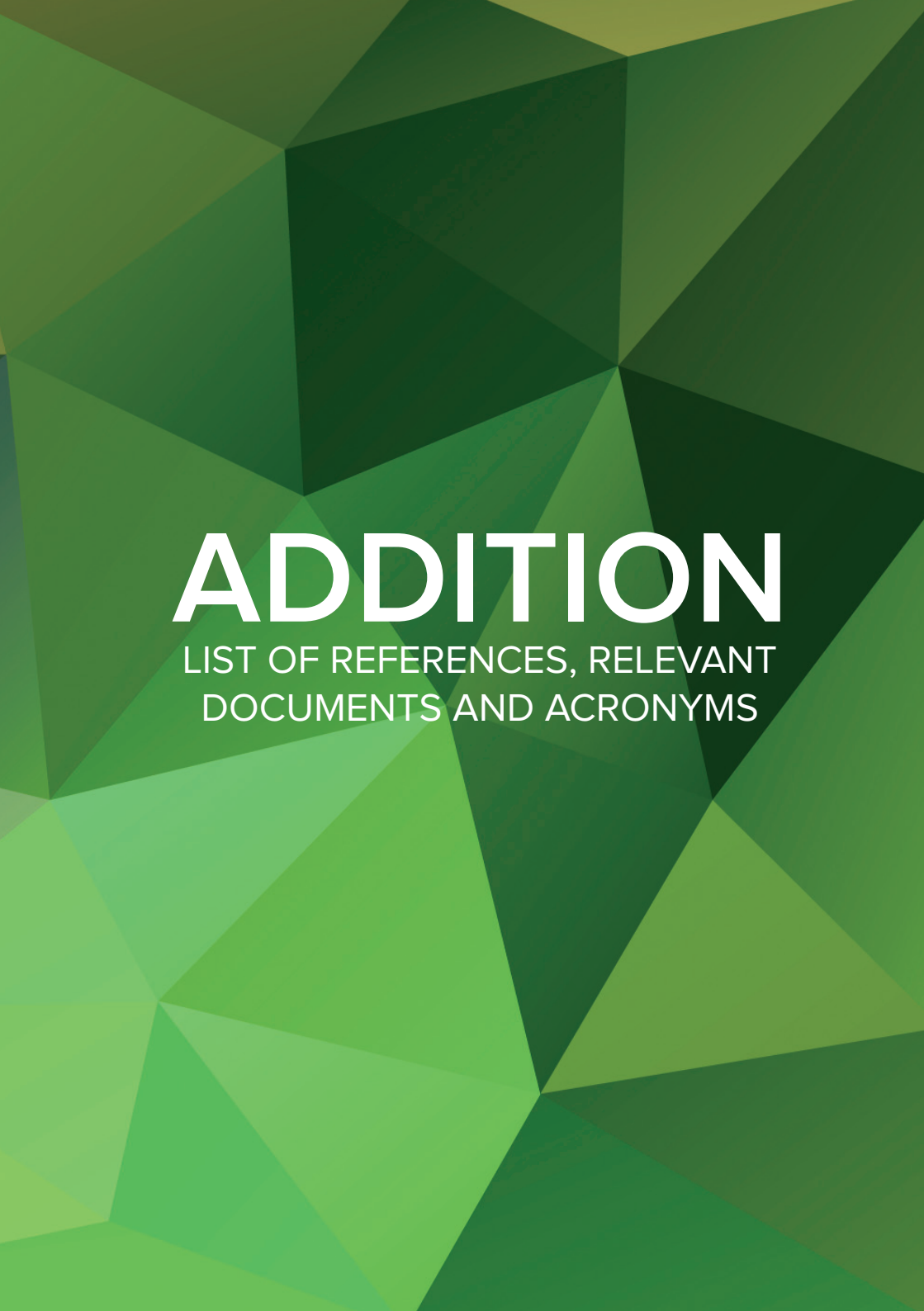


SUSTAINABILITY OF PROGRAMMES

The sustainability of a joint programme encompasses its financial sustainability and the sustainability of the programme itself, primarily in terms of its quality. At the outset of the joint programme planning process, it is advisable to make a SWOT analysis to identify, among other things, potential threats to programme sustainability (financial sustainability, legal obstacles, institutional support) and design appropriate measures to eliminate them. Another key element of programme sustainability is institutional support from each consortium partner, that is, fostering good relations among the involved consortium partners as well as extending the partnership to other stakeholders such as employers, professional associations, public administration bodies, alumni clubs, etc. Similarly, good practice examples highlight the involvement of these

stakeholders in joint programme advisory or management boards, if any. When planning and developing a new joint programme, measures should be designed to ensure its sustainability, which should then be incorporated in the consortium contract.

To ensure programme sustainability, it would be useful that the sustainability strategy – along with financial sustainability and programme quality measures – also includes a marketing plan to attract students and associates (employers, research institutes, etc.). Joint programme success stories show that a student will be motivated to enter an attractive joint programme which is aligned with the needs of the labour market and offers him/her opportunities for practical training. To ensure curricular relevance to labour market needs, it would be advisable to involve a labour market representative from the very outset of the planning process for each new programme. Just like other modern study programmes, joint programmes tend to involve labour market representatives in the teaching process pursuant to the “teaching factory”, “work based learning” or “learning by doing” models. Furthermore, programme sustainability requires support services to administer the programme, as well as student support services, including student standard, academic and career counselling. More information on the issue of programme sustainability is available on the website of the Education, Audiovisual and Culture Executive Agency.

The background of the entire page is an abstract geometric pattern composed of numerous triangles of varying shades of green, ranging from light lime green to dark forest green. The triangles are arranged in a non-repeating, tessellated fashion, creating a dynamic and textured visual effect.

ADDITION

LIST OF REFERENCES, RELEVANT
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LIST OF REFERENCES AND RELEVANT DOCUMENTS

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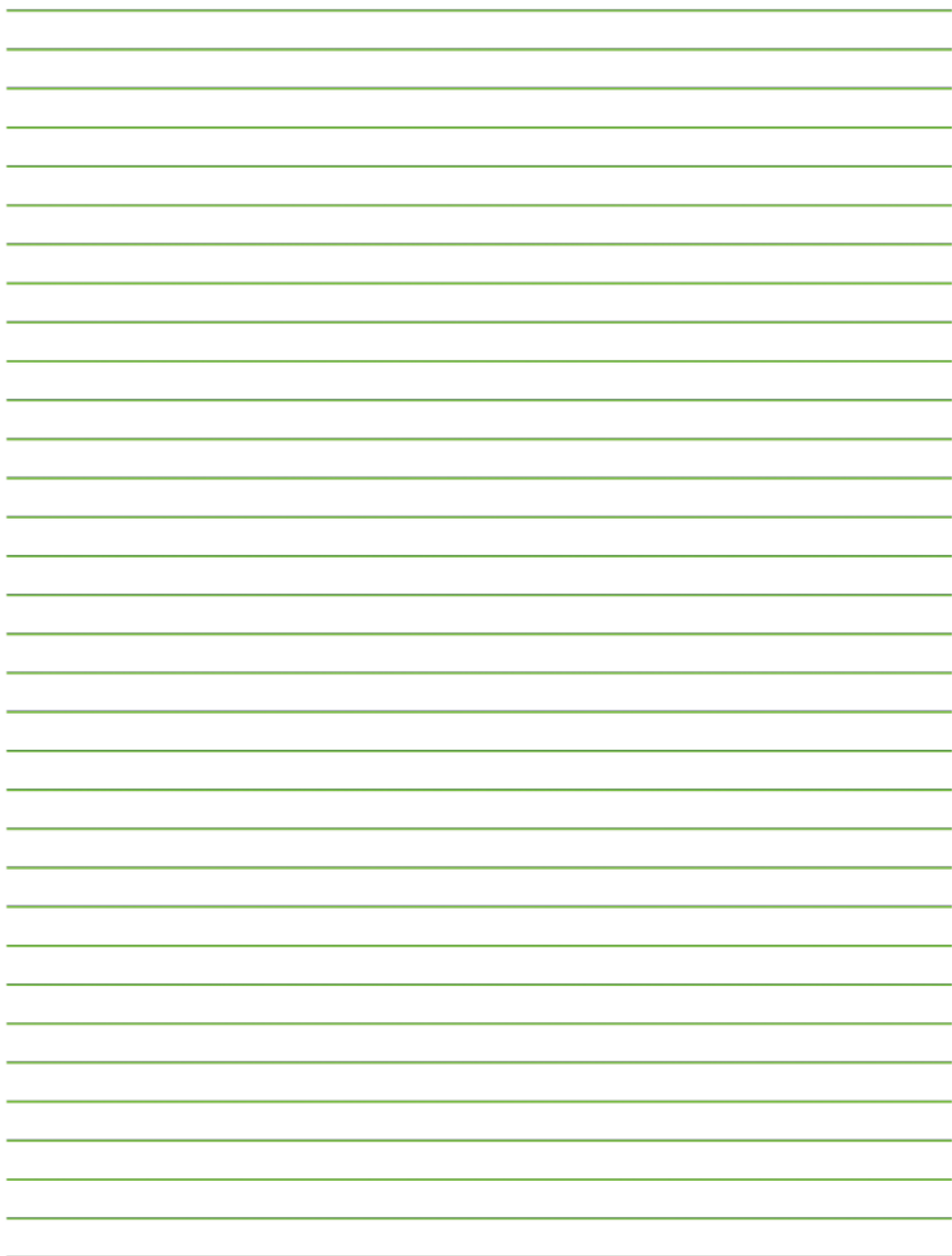
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LIST OF ACRONYMS:

ECTS - European Credit Transfer and Accumulation System
 ASHE - Agency for Science and Higher Education
 EHEA - European Higher Education Area
 EQAR - European Quality Assurance Register
 EQF - European Qualifications Framework
 ESG - European Standards and Guidelines for Quality Assurance in Higher Education
 MOOC - Massive Open Online Course
 CEEPUS - Central European Exchange Programme for University Studies



This image shows a full page of blank handwriting practice paper. It features approximately 28 evenly spaced, horizontal green lines running across the entire width of the page. The background is plain white, providing a clear contrast for the green lines. There are no margins, text, or other markings present.