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INNOVATION & TRANSFORMATION IN TRANSNATIONAL EDUCATION

JOINT EDUCATION PROGRAMMES
BETWEEN EUROPEAN AND RUSSIAN
HIGHER EDUCATION INSTITUTIONS

**Joint Education Programmes
between Higher Education Institutions
of the European Union and
Russian Federation**

Innovation and transformation in transnational education

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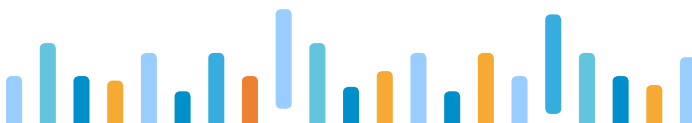
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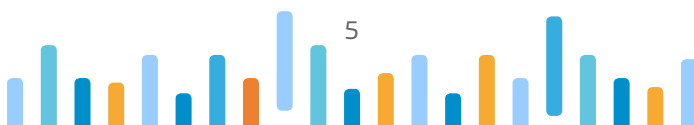


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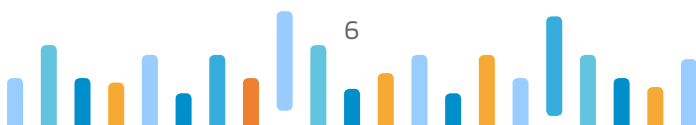


CONTENTS

GLOSSARY OF ACRONYMS.....	7
1. INTRODUCTION.....	9
2. EXECUTIVE SUMMARY	10
3. CONTEXT OF THE STUDY	16
3.1. THE TRANSFORMATION OF RUSSIAN HIGHER EDUCATION	16
3.1.1. Reforming Russian higher education: Responding to labour market needs and global positioning	16
3.1.2. The diversification of the Russian higher education provision.....	18
3.1.3. The Russian Federation in the Bologna Process: Reforming the Russian degree architecture.....	21
3.2. EU AND RUSSIAN COOPERATION IN HIGHER EDUCATION: EU POLICIES, PROGRAMMES AND INSTRUMENTS	24
3.2.1. The EU internationalisation strategy and Russia.....	24
3.2.2. Global trends with the development of Joint Programmes	28
4. DEFINITIONS — REVIEW OF LITERATURE AND STAKEHOLDERS' VIEWPOINTS ..	32
4.1. DEFINITIONS OF JOINT PROGRAMMES	37
4.2. DEFINITIONS OF JOINT DEGREES	39
4.3. CRITICAL ISSUES	44
4.4. TO SUMMARISE	49
5. METHODOLOGY	51
5.1. DESK RESEARCH	51
5.2. QUESTIONNAIRE	52
5.3. SEMI-STRUCTURED INTERVIEWS.....	55
6. DATA COLLECTION AND ANALYSIS.....	57
6.1. THE CHALLENGES OF DATA COLLECTION.....	57
6.2. ANALYSIS OF THE DESK RESEARCH FINDINGS (WEBSITES)	57
6.3. ANALYSIS OF FINDINGS FROM THE QUESTIONNAIRES	59
6.3.1. Areas of study, programme levels and degrees awarded	59
6.3.2. Admission and recognition.....	60
6.3.3. Students: Numbers, mobility and employability.....	61
6.3.4. Fees and scholarships.....	63



6.3.5. Linguistic issues.....	64
6.3.6. Partnerships: Geography and degree of partners' cooperation.....	65
6.3.7. Quality Assurance.....	71
6.3.8. The place of Joint Programmes in internationalisation strategies ...	71
6.3.9. The students' voice.....	73
7. TYPOLOGY OF EU-RUSSIA JOINT PROGRAMMES: SEVEN DIMENSIONS	77
7.1. DIMENSION ONE: INSTITUTIONAL PARTNERSHIP COMPOSITION	78
7.2. DIMENSION TWO: PROGRAMME DESIGN AND DELIVERY	82
7.3. DIMENSION THREE: STUDENT MOBILITY PATHS.....	86
7.4. DIMENSION FOUR: RECOGNITION OF STUDY ABROAD	92
7.5. DIMENSION FIVE: DEGREE TYPES	94
7.6. DIMENSION SIX: PROGRAMME MANAGEMENT.....	96
7.7. DIMENSION SEVEN: QUALITY ASSURANCE.....	98
7.8. IN A NUTSHELL — ASSESSING THE CURRENT LEVEL OF YOUR JOINT PROGRAMME.....	102
8. CHALLENGES AND BEST PRACTICES	113
8.1. CHALLENGE 1: THE STRENGTH OF THE INTERNATIONALISATION IN PARTNER UNIVERSITIES.....	116
8.2. CHALLENGE 2: THE LACK OF PARTNERS' CLEAR MOTIVES	119
8.3. CHALLENGE 3: LINGUISTIC, CULTURAL AND LEGAL LIMITATIONS	121
8.4. CHALLENGE 4: DEVELOPING AND ESTABLISHING ROBUST PARTNERSHIPS	126
8.5. CHALLENGE 5: DECISIONS ON THE LEVEL OF PROGRAMME INTEGRATION AND JOINTNESS	132
8.6. CHALLENGE 6: CREATING OPPORTUNITIES, BUILDING BRAND AND REPUTATION	136
8.7. CHALLENGE 7: FINANCIAL CONSTRAINTS TO ENSURE JOINT PROGRAMMES' LONG TERM SUSTAINABILITY.....	143
8.8. IN A NUTSHELL.....	149
9. CONCLUSION	155
BIBLIOGRAPHY	157



GLOSSARY OF ACRONYMS

ARWU	Academic Ranking of World Universities
DAAD	German Academic Exchange Service
DG EAC	Directorate-General Education and Culture of the European Commission
EACEA	Education, Audiovisual and Culture Executive Agency
ECA	European Consortium for Accreditation in Higher Education
ECIU	European Consortium of Innovative Universities
ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
EIT	European Institute of Innovation and Technology
EM	Erasmus Mundus
EMA	Erasmus Mundus Students and Alumni Association
EMQA	Erasmus Mundus Quality Assessment
ENIC	European Network of Information Centres in the European Region
ENQA	European Association for Quality Assurance in Higher Education
ESGs	Standards and Guidelines for Quality Assurance in the European Higher Education Area
ESIB	National Unions of Students in Europe (now ESU)
ESU	European Students' Union
EU	European Union
EUA	European University Association
EURASHE	European Association of Institutions in Higher Education
FD	Federal District (Russia)
HEI	Higher Education Institution



ISCED	International Standard Classification of Education
JP	Joint Programmes
JOIMAN	Joint Degree Management and Administration Network
KIC	Knowledge & Innovation Community
LRC	Lisbon Recognition Convention
MBA	Master of Business Administration
MOOC	Massive Open Online Courses
NARIC	National Academic Recognition Information Centres in the European Union
NGO	Non-Governmental Organisation
NICA	National Accreditation Agency of the Russian Federation
NUFFIC	Netherlands Organisation for International Cooperation in Higher Education
NVAO	Accreditation Organisation of the Netherlands and Flanders
OMC	Open Method of Coordination
Ph.D	Doctorate
QA	Quality Assurance
RU	Russia
TEAM	Transparent European Accreditation decisions and Mutual recognition agreements
TEEP	Transnational European Evaluation Project
TEMPUS	Trans-European Mobility Scheme for University Studies
THE	Times Higher Education World University Ranking
TNE	Transnational Education
ToR	Terms of Reference
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICA	Networks of Universities from the Capitals of Europe



1. INTRODUCTION

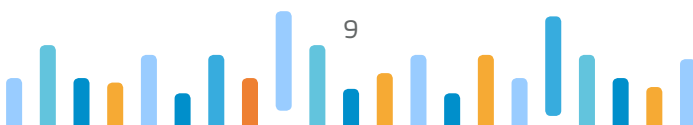
This report is the outcome of a study carried out for the European Delegation to Russia on EU-Russia Joint Programmes. The assignment began in January 2013 and will be completed in October 2014, with a conference in Moscow to discuss the study's findings with Russian and European universities, as well as senior experts on Joint Programmes.

The overall objective of the study was to contribute to the development of the European Higher Education Area (EHEA) and to the implementation of the Bologna Process within the framework of the EU/Russia's Common Space on Science and Education.

The specific objectives were to complete the study carried out in 2010 by updating the information gathered and producing a catalogue on as many existing EU-Russian Joint Programmes as possible confirmed by both EU and Russian Institutions. The study was meant to examine the extent to which Joint Programmes feature in the internationalisation strategies of Russian universities and look at the degree of institutional support available for their development. Benefits and challenges should be identified.

This report is our account of the study's findings, best practices and lessons learnt on Joint Programmes between higher education institutions in Russia and in the EU. It is complemented by a catalogue on examples of EU-Russia Joint Programmes.

We would like to thank the EU Delegation to Russia, the Ministry of Education and Science in Russia, the National TEMPUS office in Russia (currently National Erasmus+ Office), and representatives from EU Member States in Russia for their support in answering our questions. Above all, we would like to thank all university representatives in Russia, the EU and beyond for their time in completing our questionnaire and responding to all our queries.



2. EXECUTIVE SUMMARY

The Ministry of Education and Science of the Russian Federation has been promoting **higher education reforms** at system and institutional levels for the last ten years. Through a number of policy initiatives and funding mechanisms, the government has been encouraging a diversification in the higher education provision, the overall **modernisation** of the system, **quality enhancement** and the opening up of universities through **internationalisation**. In line with similar trends in many parts of the world, the underlying objectives are clearly to place higher education at the service of society to contribute to economic developments in more substantial ways and at the same time, help the country gain a strong position in the global education market.

The Russian Federation joined the **Bologna Process** in **2003** and became a partner in the convergence process towards the creation of the European Higher Education Area. Cooperation in higher education and research between the Russian Federation and the EU is to be placed in the broader context of the creation of a Common Space on Science and Education agreed at the EU-Russia summit in 2005.

Russia has been very active in the EU **TEMPUS programme**¹ with projects focusing on curriculum reforms, structural changes and encouraging the mobility of academics and students with EU partner institutions. The participation of Russian HEIs in **Erasmus Mundus**² joint masters and doc-

1 — Since 2014, TEMPUS-like activities, namely capacity building activities, are part of Erasmus+. TEMPUS was the European Union's programme which supported the modernisation of higher education in the EU's surrounding area. It promoted institutional cooperation that involved the European Union and Partner Countries and focused on the reform and modernisation of higher education systems in the Partner Countries of Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region. Retrieved from: http://eacea.ec.europa.eu/tempus/programme/new_tempus_programme_en.php (accessed: June 2014), http://eacea.ec.europa.eu/tempus/programme/about_tempus_en.php (accessed: May 2014).

2 — Since 2014, certain activities supported by Erasmus Mundus are part of Erasmus+, namely Joint Masters Degrees. "Erasmus Mundus is a cooperation and mobility programme in the field of higher education that aims to enhance the quality of European higher education and to promote dialogue and understanding between people and cultures through cooperation with Third-Coun-



torates has been more limited. The **Tuning Initiative**³ has allowed Russia to look at curriculum reforms from the point of view of the common reference points and frameworks designed and realise how these could be used in the Russian context.

At the global level, international collaborative programmes started in the early nineties, and in most cases, as bottom-up initiatives of academics. Today, **international Joint Programmes** are interesting experimental grounds that support innovative forms of international cooperation, teaching and learning. There is no “one-size-fits-all” model, but rather, many different approaches building on the richness of institutions and diverse institutional profiles, as well as national and regional contexts.

Russia is also part of this phenomenon. The study conducted in 2010 mapped existing Double Degree Programmes in Russia. Four years later, the nature of internationalisation has changed considerably. In the context of recent governmental initiatives to push some leading universities to the top of a number of international rankings by 2020, the current study comes at the right time to assess and highlight the current Joint Programme activity, relate it to findings of the 2010 Study and assess the potential and challenges for future developments.

With the launch of the EU **Erasmus+** programme, **new opportunities** exist for Russian HEIs to participate in the development of Joint Programmes with European counterparts, hence the interest in learning lessons from the experience of current and previous EU-Russian Joint Programmes and beyond.

A **wealth of literature** exists on Joint and Double Degree Programme development. We provide a review of the literature as an attempt to clarify what we see as “the core elements” of Joint Programmes and

tries.” Retrieved from: http://eacea.ec.europa.eu/erasmus_mundus/programme/new_programme_en.php, http://eacea.ec.europa.eu/erasmus_mundus/programme/about_erasmus_mundus_en.php, http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf (accessed: June 2014)

3 — “TUNING Educational Structures in Europe started in 2000 as a project to link the political objectives of the Bologna Process and at a later stage the Lisbon Strategy to the higher educational sector.” Retrieved from: <http://www.unideus-to.org/tuningeu/tuning-academy.html>, <http://www.tuningrussia.org/> (accessed: March 2014)



how these apply in the context of EU-Russian initiatives. We make a distinction between **Joint Programmes** (the process of developing collaborative programmes) and **Joint Degrees** (the outcome of the process), which seems to be the most sensible approach to avoid confusion.

We had to stretch our definition to reflect the broad range of practices under Joint Programmes. But at the same time, we maintained a rigorous approach that only Joint Programmes confirmed on both the Russian and European side would be taken into account in our analysis.

During the desk research phase, we reviewed the websites of the 1000 State accredited universities in Russia, considering both state-financed and private HEIs. We also reviewed the Joint Programmes in the 2010 database. The next step was the design of a questionnaire sent to all the Russian Joint Programmes identified. The same questionnaire was sent to the European universities indicated in the responses from the Russian universities. Additional interviews were conducted with Russian and European coordinators of selected programmes to learn more about approaches used and challenges faced. The interviews with the students complemented the study.

Our list of Joint Programmes is not exhaustive, but it provides a thorough picture of the landscape of EU-Russian Joint Programmes. The choice of Joint Programmes submitted to our team was the decision of each Russian and European university.

- ✓ EU-Russian Joint Programmes focus primarily on **Management, Economics and Engineering, Manufacturing & Construction** and are for the majority at the **Master level**. They lead to **double degrees, a single degree plus a certificate** and rarely a Joint degree.
- ✓ **German and French universities** dominate in EU-Russian partnerships, followed by **Finland** and the **United Kingdom**. In Russia, most Joint Programmes are found in **Moscow**, followed by **St-Petersburg** and **Siberia**.
- ✓ **Different lengths of studies** in the EU and Russia create **recognition problems**. The European three-year Bachelor is not recognised in Russia nor is the one-year Master offered by foreign universities, with the exception of the degrees



issued by world leading universities from the list approved by the Government of the Russian Federation.⁴ In addition, the 45 leading universities of Russia do not require any authorization from the State authorities to recognise foreign degrees.⁵

- ✓ **Student numbers** are **very low**, never above 10 students in 50% of the cases, between 1 and 4 students in 30% of the cases. Some Joint Programmes are elite programmes aimed at promoting excellence. Small numbers are therefore fairly common yet can give rise to some concerns as to the programme sustainability. The small number of students by less prestigious programmes raise higher concerns. Such programmes may not be sustainable.
- ✓ **Mobility** is mainly for **Russian students who travel to Europe**. It seems difficult to attract European students to Russia.
- ✓ There is a **lack of linguistic skills** among Russian students and academic staff, despite significant efforts to raise levels. Likewise, European students often lack a sufficient level of Russian to make it possible to attend programmes in Russian, the only language of instruction in Russia, with a few exceptions of programmes taught in English.
- ✓ No **fees** are charged in 40% of the cases. 39% of Joint Programmes charge fees to all students, an additional 20% only to Russian students and a negligible 1% only to European students. Fees range from 250 euros to 12 000 euros per semester.
- ✓ **Limited scholarships** are available. Universities raise income from Russian sources, internationalisation agencies in EU Member States and EU programmes.

4 — 215 world HEIs list in: [RF Government Directive dated 19.09.2014 № 1694-p](#); [RF Government Directive dated 13.03.2014 № 365-p](#) (accessed; June 2014)

5 — 45 Ru HEI list in the Federal Law of Education No 273 (see Article 11, part 10) includes 29 National research Universities (NRU), 9 Federal Universities (FU), 2 oldest (MSU, St Petersburg State University) and 5 by the [Presidential Decree dated 09.09.2008 No 1331 \(with changes\)](#) (accessed: March 2014)



- ✓ EU-Russian Joint Programmes are developed by **partners** who have **previous (yet fairly recent) cooperation**. **Non-academic** and **private sector partners** are **rare** with the exception of companies in the oil & gas sectors in Russia.
- ✓ Income is generated from student fees, own resources, state funding, EU education programmes or sponsorship from private companies. **Securing sufficient income** is a major challenge for the less prestigious Russian HEIs entering into Joint Programme development.
- ✓ The **reasons** to develop Joint Programmes vary from developing contacts with foreign universities and mobility opportunities to attracting international resources and building brand and reputation.
- ✓ 80% of Joint Programmes use the **Quality Assurance internal arrangements** of partner universities (including student academic records, student and graduate feedback). **External international quality assurance** and accreditation are **rarely used**.
- ✓ **Little “pure” Jointness** exists in EU-Russian Joint Programmes along the lines advocated in the Erasmus Mundus Programme, yet many Joint Programmes are on the way towards jointness.

We have structured our findings in a **typology** of EU-Russia Joint Programmes around **seven key dimensions** and related sub-dimensions that characterise different developmental levels of EU-Russia Joint Programmes.

- ✓ Institutional partnership composition — Looser to more strategic partnerships
- ✓ Programme design and delivery— Fragmented to real jointness
- ✓ Student mobility paths — Ad-hoc to structured mobility paths
- ✓ Recognition of study abroad — None, partial to full recognition
- ✓ Degree types — Single (Joint), Double, Certificate
- ✓ Programme management — From individual to institutional integrated arrangement
- ✓ Quality assurance — Internal and external arrangement



Joint Programmes are **complex forms of collaboration** that face a whole range of **challenges**: national legislations, institutional boundaries, a lack of clarity in the internationalisation strategy, resources, and linguistic and cultural issues. We have found significant energy and creativity to innovate and overcome these complex issues. The report provides a number of examples and checklists for action on how to **overcome the challenges**. They are **drawn** from the current study and from other sources. Joint Programmes are often launched with too little preparation and insufficient analysis of the real needs in the market. Too little attention is paid to business and financial issues.

Challenges are significant to develop Joint Programmes from legal restrictions to recognition issues, financial or organisational constraints to linguistic and cultural issues. This no doubt explains why **many Programmes fail** and are **not sustainable** in the long term. No information has been found for 44% of the Double Degree Programmes identified in the 2010 database.

Yet beyond this somehow sombre note, we want to highlight the **tremendous efforts** put into introducing these disruptive teaching and learning forms of cooperation in EU and Russian institutions, which challenges common practices and forces to rethink educational processes, testing institutions and individual academics. Mutual trust development and understanding of different organisational cultures have led to successful operations as described in this report.



3. CONTEXT OF THE STUDY

3.1. THE TRANSFORMATION OF RUSSIAN HIGHER EDUCATION

3.1.1. Reforming Russian higher education: Responding to labour market needs and global positioning

The development of Joint Programmes is to be seen in a context of changes in the higher education law to reform Russian higher education. Redefining the overall higher education landscape and promoting the modernisation and internationalisation of higher education institutions (HEIs) is seen as the condition to make an effective contribution to the economic development in Russia and in the global higher education market. The overall Russian policy is to promote change both at systemic and institutional levels, with a strong focus on quality assurance.

This restructuring of the higher education sector, initiated in 2006, has been developed with two main objectives: (1) to strengthen closer cooperation between HEIs and the private sector and better respond to labour market needs; (2) to support the gradual development of a group of “leading universities” and of other groups of HEIs with similar profiles.

The so-called “third generation” of the Federal State Educational Standards was gradually implemented in the period 2009–2011 for the provision of more flexible Specialist Degrees (5–6 years of study), Bachelor and Master programmes as well as the Federal State demands for the aspirantura (Ph.D programmes). 45 HEIs⁶ have been granted additional autonomy to modernise their curricula and make them more flexible along the lines of the Bologna Process and the EHEA. Under the “fourth generation” of the Federal State Educational Standards, additional freedom will be granted to universities, further increasing the opportunities to develop new types of curricula, while the Ministry

⁶ — 45 Ru HEI list in the Federal Law of Education No 273 (see Article 11, part 10) includes 29 National research Universities (NRU), 9 Federal Universities (FU), 2 oldest (MSU, St Petersburg State University) and 5 by the [Presidential Decree dated 09.09.2008 No 1331 \(with changes\)](#) (accessed: March 2014)



simply sets the general framework standards under which the universities should be operating.

The changes made to the law in 2009 were aimed at completing the adoption of the three-cycle system organised around a four-year Bachelor and a two-year Master by 2011. At present and according to the 2012 new Federal Law On Education,⁷ one level Specialist degrees still exist, providing direct access to third level Ph.D programmes in 3 to 4 years and leading to the Ph.D degree (kandidat nauk). In addition, kandidat nauk degrees may still be obtained without any compulsory full-time study in an institution. Specialist degrees provided access to fee-based and State-financed Master programmes.⁸

As the second level of education, the magistratura provided access to State-financed places both for Bachelor and Specialist degree holders in 2010-2013. These arrangements result from the 2007 and 2009 Federal Laws.⁹ The Law also introduced the Unified State Exam (Ediniy Gosudarstvenniy Ekzamen, EGE) as the way to grant access to higher education. This exam was fully implemented in 2009.¹⁰

Foreign citizens are allowed to access the RF State budget financed places on higher education programmes at all levels in the framework of special quota regulated by the [RF Government Resolution](#) (15 000 places in 2014)¹¹ and [procedures](#) adjusted by the RF Ministry of Education and Science and the *Rossotrudnichestvo* Federal Agency. They are also allowed to enrol and study on a commercial basis, including being supported by European or other type of international funding.

Several HEIs were also granted the right to implement their own enrolment procedures¹² at the first level (Bachelor and Specialist) programmes.

7 — [RF Federal Law "On Education in the Russian Federation" № 273 dated 30.12.2012 \(with changes\)](#) (accessed: March 2014)

8 — [RF Federal Law No 11 dated 03.02.2014](#) (accessed: March 2014)

9 — [RF Federal Law No 232 dated 24.10.2007](#); [RF Federal Law № 260 from 10.11.2009](#) (accessed: March 2014)

10 — [RF Federal Law No 17 dated 09.02.2007](#) (accessed: March 2014)

11 — [RF Government Resolution N 891 dated 8.10.2013](#).

12 — *Lomonosov Moscow State and St. Petersburg State universities* ([RF Federal Law № 259 dated 10.11.2009](#)) and HEIs lists in [RF Government Direction № 17-p dated 15.01.2014](#) (accessed: March 2014)



Enrolment procedures for Master and Ph.D (*aspirantura*) programmes are regulated autonomously; each HEI and research organisation has its own exams and regulations. ECTS are not provided for enrolment procedures at the second and third levels.¹³

The Ministry of Education and Science has been encouraging the systemic quality enhancement of Russian education and research and enhanced institutional quality in individual HEIs. Quality assurance has changed from purely institutional internal QA initiatives (often based on ISO 9000 approaches) to attempts made at the national level to incorporate elements of quality assurance into the State Accreditation process of HEIs. The National Accreditation Agency NICA (Rosaccredagentstvo)¹⁴ provides State accreditation to State and non-State HEIs and accredits study programmes. It has developed approaches that take into account the European Standards and Guidelines (ESGs).¹⁵

3.1.2. The diversification of the Russian higher education provision

The Russian higher education system is currently comprises 1000 State-accredited HEIs,¹⁶ from very small highly specialised universities to universities with strong regional or national roles.

The restructuring process of the higher education sector since 2006 has resulted into support measures for leading universities as potential drivers for the *growth agenda* at the federal, national and international levels. One of the selection criteria for the RF State support for the leading HEIs is the level of internationalisation as a strategic goal. The development of Joint Programmes is regarded as a critical area of activity to support strong internationalisation.

For leading universities, several Government special financial instruments have been developed, i.e. the Innovative Educational Programmes (2006—

¹³ — RF Federal Law “On Education in the Russian Federation” № 273 dated 30.12.2012 (with changes), Article 69, Ch.6. (accessed: March 2014)

¹⁴ — NICA’s official web-site: <http://www.nica.r>, (accessed: March 2014)

¹⁵ — http://www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf, (accessed: March 2014)

¹⁶ — According to the NICA’s database in March 2013; the branches of these 1000 State-accredited HEIs are excluded



2008), the Development Programmes of National Research Universities (2006—2010), the Programmes of Strategic Development (2011)¹⁷ and the Leading Universities' International Competitiveness Enhancement Programme (2013)¹⁸.

Through the 2013 competition "Personnel for the Regions" (Kadry dlya regionov), 13 winners were awarded 50 million RUR¹⁹ for a period of two years for their collaboration programmes with businesses and other organisations in their local regions according to their priority plans. Joint Programmes are important for these HEIs as one of the several approaches contributing to regional development and international visibility.

The significant additional State support is accompanied by an increase in the academic freedom of these Russian HEIs in terms of the right to recognise degrees from any foreign HEIs without any additional State notification procedure or to define their own educational and quality assurance standards approaches. As a result, it is clear that the leading universities in Russia are in a more favourable starting point to launch the development of Joint Programmes with foreign universities.

45 HEIs²⁰ were also granted the right to implement their own educational standards as long as these were higher than the Federal Educational Standards. This increased autonomy has enabled these institutions to develop a wider variety of Joint Programmes with less financial and external constraints.

The 2012 Presidential Decree (May 2012)²¹ has set a new goal to have at least 5 Russian HEIs in the list of the first 100 HEIs in internationally rec-

¹⁷ — 55 HEIs list is downloadable at <http://old.mon.gov.ru/dok/akt/9137> (accessed: March 2014)

¹⁸ — RF Government Directive No 1500 dated 26.08.2013

¹⁹ — Approximately 1 mln €, rate from March 2014, RF Central Bank. The Competition worked out according to the RF Government message No ДМ-П13-8043 dated 28.12.2012, started in July 2013, 13 winners were selected in August 2013, the list and the selection principles see at <http://regionvuz.ru/news/1.htm>, (accessed: March 2014)

²⁰ — 45 Ru HEI list in the Federal Law of Education No 273 (see Article 11, part 10) includes 29 National research Universities (NRU), 9 Federal Universities (FU), 2 oldest (MSU, St Petersburg State University) and 5 by the Presidential Decree dated 09.09.2008 No 1331 (with changes) (accessed: March 2014)

²¹ — RF Presidential Decree No 599 dated 7.05.2012 (accessed: March 2014)



ognised rankings by 2020. These goals have also been developed in the “Roadmap of education and science effectiveness enhancement”²² and in “the measures of the State support for the leading universities aimed their competitiveness amongst leading world educational & research centres.”²³ It is now referred to by the Ministry of Education and Science as the “5—100 Project.”²⁴

The objective to achieve Top-200 in Quacquarelli Symonds World University Ranking (QS)²⁵ for 5 HEIs in “The Work Plan for the Ministry of the Education and Science for 2013—2018”²⁶ and Top-200 in at least one of the world university rankings is set for 8 HEIs in the Russian State Programme “Education Development” (*Gosprogramma “Razvitiye obrazovaniya”*).²⁷ The latter also aims to increase the number of Russian HEIs in the “first half-thousand of the most well-known and recognised rankings of the world universities” by 2020.

In August 2013, 15 Russian HEIs were awarded a prestigious grant of the Government of the Russian Federation (592,4 million RUR²⁸ for each Russian university in 2013)²⁹ to implement the Leading University International Competitiveness Enhancement Programme and to raise their competitiveness among major global scientific and educational centres.³⁰

22 — [Approved by RF Government Directive No 2620 dated 30.12.2012](#) (accessed: March 2014)

23 — [Approved by RF Government Resolution No 211 dated 16.03.2013](#) (accessed: March 2014)

24 — [The Presentation of the RF Minister of Education and Science at the RF Government Session 21.08.2013](#) (accessed: March 2014)

25 — <http://www.topuniversities.com/qs-world-university-rankings>

26 — [“The Work Plan for the RF Ministry of the Education and Science”](#) // Published at the Ministry official website 27.06.2013 (accessed: March 2014)

27 — [Approved by RF Government Directive No 792 dated 17.05.2013](#)

28 — Approx. 12,6 million € (rate from May 2014). <http://uk.reuters.com/business/currencies> (accessed: March 2014)

29 — [RF Government Directive No 1500 dated 26.08.2013](#) (accessed: March 2014)

30 — *The Ministry of Education and Science holds a meeting of the council on enhancing the competitiveness of leading universities among major global scientific and educational centres* // http://government.ru/en/dep_news/1489 (accessed: March 2014)



According to the Government's vision, the main goal for the 15 universities selected under this initiative is to reach the Top 200 in at least one of the world university rankings by 2020. The core idea of the 5—100, 5—200 and the “More in half thousand world-recognised universities” projects is the internationalisation of education and research by attracting foreign researchers and the best foreign students to Russia and developing Joint Programmes with leading universities in the world. One of the key sub-priorities is to have by 2015 a minimum of 80 new Joint Programmes between leading Russian and non-Russian universities and research organisations in the world.

All these universities belong to the group of “leading universities” that formed in 2006 when the National Project “Education” (*Natsproyekt “Obrazovaniye”*) was launched; 17 HEIs' Development Programmes were selected and supported with significant financing according to the Government Resolutions.³¹

3.1.3 The Russian Federation in the Bologna Process: Reforming the Russian degree architecture

When the Russian Federation joined the Bologna Process in 2003,³² it came into close contact with all the signatory countries. The Russian Federation became a full partner in the convergence process between higher education systems in the broader Europe towards the creation of the European Higher Education Area (EHEA)³³.

Cooperation in higher education and research between the Russian Federation and the EU is to be placed in the broader context of the creation of a

³¹ — *The detailed legislation review and analysis of the RF HEIs leadership segment development in 2006-2011 see in: Shenderova S.V. The institutional arrangement of the multi-level higher education in the Russian Federation: formation and development. — St.-Petersburg, 2011. Pp. 58-73. (In Russian) (accessed: March 2014)*

³² — *Bologna Communiqués. (2003). Realising the European Higher Education Area — Achieving the goals: Communiqué of the Conference of Ministers responsible for Higher Education in Berlin on 19 September 2003, p.8. (accessed: March 2014)*

³³ — *EHEA official web-site <http://www.ehea.info>, (accessed: March 2014)*



Common Space on Science and Education (the so-called Roadmap) agreed at the EU-Russia summit in May 2005.³⁴

By engaging in the Bologna Process, the Russian Federation entered into a process of adopting a system of comparable higher education degrees around three cycles, developing a credit system similar to the European Credit Transfer and Accumulation System (ECTS)³⁵ and adopting appropriate quality assurance mechanisms.

According to the national report of the Russian Federation to the [2009 Leuven/Louvain-la-Neuve Bologna summit](#), only 7% of the students in Russian HEIs studied in bachelor programmes and 1% in master programmes.³⁶ Yet since the 2011/2012 academic years, the State-financed enrolment has been shifting from Specialist programmes dominance to Bachelor four-year programmes. However, State-financed enrolments in Master programmes have been much lower than in Ph.D (*aspirantura*) programmes. The three levels of higher education are not yet sufficiently well-divided in a coherent way and according to the Bologna degree architecture.³⁷

The implementation of ECTS in most Russian HEIs is a technical conversion of the curriculum hours into ECTS³⁸ according to a Ministerial letter in 2003.³⁹ The Diploma Supplement can often be issued for a fee.⁴⁰

³⁴ — 15 EU-Russia summit. Moscow, 10 May 2005. Roadmaps. Pp. 40-47. (accessed: March 2014)

³⁵ — http://ec.europa.eu/education/lifelong-learning-policy/ects_en.htm, (accessed: March 2014)

³⁶ — [The Russian Federation National Report 2007-2009. P.6. // The official Bologna Process website](#), (accessed: March 2014)

³⁷ — *The detailed analysis of the evolution RF degrees system legislation see in: Shenderova S.V. The institutional arrangement of the multi-level higher education in the Russian Federation: formation and development. – St.-Petersburg, 2011. Pp. 27-43. (In Russian)* (accessed: March 2014)

³⁸ — *See the examples of the Diploma Supplement in [Chelyabinsk State university](#) and [St. Petersburg State university](#)*, (accessed: March 2014).

³⁹ — *The Methods of the basis study programmes workload calculation // [The Ministry of Education letter No 14-52-988 ин/13](#)*, (accessed: March 2014)

⁴⁰ — *See the case: [Financial University under the Government of the Russian Federation](#): 6 500 RUR ~ approx. 130 €, rate from February 2014, RF Central Bank* (accessed: March 2014)



Degrees issued by EU HEIs may be recognised either automatically (in the case of 45 specially granted leading HEIs) or throughout the Glavexpertcentre, the special authority body responsible by the Russian Federal Government⁴¹ and the [National Information Centre of appliance of education and \(or\) qualification approved in foreign country](#). In addition, the recognition procedure may be based at the list of International Agreements⁴².

Since May 2012 and according to the criteria prescribed by RF Government Directive in 2012,⁴³ it is possible to automatically recognise degrees issued by the universities from any year in the Top-300 of the Academic Ranking of World Universities (ARWU), the Times Higher Education World University Ranking (THE) and the QS World University Ranking. A list of 215 world HEIs (including 91 EU HEIs) was approved in by RF Government Directive in 2013.⁴⁴ The list does not include several EU universities that would seem to meet the criteria set.⁴⁵ It seems that it does not take into account the presence of European HEIs in the top-300 by subject.⁴⁶

The social dimension advocated in the Bologna Process does not seem to be a key priority in Russian higher education. Since 2001, the privately financed enrolment has been higher than State-financed (769.800 people vs. 544000 people in 2009).

In addition, the following **factors impact negatively on** the implementation of Joint Programmes, their quality assurance and the organisational ability of universities to develop them further.

A culture characterised by a **strong need of reporting** to the central authorities at various levels requires a heavy workload from universi-

⁴¹ — [According to Federal Law No 273, Art. 107, Federal Law of Science N 127 dated 02.11.2013 \(with changes\), Art. 6.2.](#) (accessed: March 2014)

⁴² — [Letter of the Ministry of Foreign Affairs of the RF N 9333/dp dated 19.06.2012,](#) (accessed: March 2014)

⁴³ — RF [Government Directive No 811-p dated 21.05.2012,](#) (accessed: March 2014)

⁴⁴ — 215 world HEIs list in: [RF Government Directive dated 19.09.2013 No 1694-p; RF Government Directive dated 13.03.2014 No 365-p](#)

⁴⁵ — E.g. Twente University, 201-300 in ARWU 2003, 200 in THE 2011/12, 211 in QS 2011.

⁴⁶ — E.g. E.g. Humboldt University in spite of presence in [57-75 in Mathematics according to ARWU 2009-2013, 132-126 in QS-2011-2013, 99-94 in THE 2012-2013](#).



ties. As an example, there is a high number of indicators against which each Russian HEI is required to provide information for the State Monitoring Procedure in 2013 (within 2 weeks)⁴⁷ and for the State-regulated self-assessment procedure is 214 (within 18 working days).⁴⁸ The list of indicators for the State-accreditation procedure has been changing every year and does not seem to correspond with the current study is intended as an update of the picture provided in 2010 in terms of the overall landscape of Joint Programme development as well as the changes in the higher education scene since 2010. One important new dimension in the current study is the requirement to collect data from both the Russian and the European side. The overall aim is to build on experience gained and disseminate best practices to Russian universities that have so far not yet engaged in the development of Joint Programmes but are planning to do so in the future, in the context of the new governmental priorities.

3.2. EU AND RUSSIAN COOPERATION IN HIGHER EDUCATION: EU POLICIES, PROGRAMMES AND INSTRUMENTS

3.2.1. The EU internationalisation strategy and Russia

In early July 2013, the European Commission issued a communication on its new Internationalisation strategy “European Higher Education in the World.”⁴⁹ The communication examines how the EU, individual Member States and HEIs should work together with “sophisticated” internationalisation strategies to support their cooperation with partners in other parts of the world, not only in terms of student mobility, but also through strategic academic partnerships. The Commission highlighted that “education is at the heart of the Europe 2020 Strategy to make Europe a smart, sustainable and inclusive economy in support of growth and prosperity”.

The EU reports that the international landscape for higher education has been changing considerably in the last few years with the emergence

⁴⁷ — RF Ministry of Education and Science order No 637 dated 1.08.2013 (accessed: March 2014)

⁴⁸ — RF Ministry of Education and Science letter No AK-694/05 dated 210.09.2014 (accessed: March 2014)

⁴⁹ — [http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2013:0499:F](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2013:0499:FIN:EN:PDF) (accessed: March 2014)



and competition from new powerful regional hubs in other parts of the world. New technological developments such as the MOOCs (massive open online courses) are also calling for HEIs to rethink their international education in the face of global competition. Strategies for “internationalisation at home” and digital learning are critical to provide an international dimension to study programmes for non-mobile students.

The economic impact of international higher education is reported to be growing rapidly. Joint and double degree programmes are seen as powerful tools to promote quality, mutual recognition, student employability and strategic partnerships between institutions across borders and sectors.

The new Erasmus+ programme⁵⁰ has brought together in a single programme all the previous Youth in Action, Lifelong Learning, Erasmus Mundus, TEMPUS, Alfa and Edulink programmes, in addition to a scheme aimed at increasing cooperation between industrialised countries. The intention was to simplify the programme architecture around three main actions:

- ✓ Key Action One — Learning mobility (staff, students, youth and international mobility)
- ✓ Key Action Two — Cooperation projects (strategic partnerships, knowledge alliances)
- ✓ Key Action Three — Policy support (i.e. the Open Method of Coordination, transparency tools, policy dialogues with stakeholders)

The new programme opens up a whole range of new opportunities for EU-Russia collaboration in higher education. EU policy and programmes will continue to extensively promote the development of Joint Programmes, building on best practices developed under the TEMPUS⁵¹ and Erasmus Mundus⁵² programmes. These have been promoting structural reforms in higher education at systemic and institutional levels. The programmes have also stimulated curriculum development, university cooperation, academic and student mobility, and the strong participation of students

⁵⁰ — <http://eu2013.ie/news/news-items/20130625erasmusfeature/>, (accessed: March 2014)

⁵¹ — <http://eacea.ec.europa.eu/tempus> (accessed: March 2014)

⁵² — http://eacea.ec.europa.eu/erasmus_mundus (accessed: March 2014)



and academic staff in quality assurance procedures. Erasmus Mundus has encouraged the development of joint masters and doctorates.

In addition to EU programmes, several EU Member States have developed bilateral initiatives with Russia, which have made it possible for universities from both sides to develop a cooperation that can support Joint Programme developments.

The EU internationalisation strategy is to be set in the broader context of the EU modernisation agenda for higher education. Already in 2011, the communication *“Supporting growth and jobs — an agenda for the modernisation of Europe’s higher education systems”*⁵³ stressed the vital role of European higher education in developing human capital and driving research and innovation in the knowledge economy. The Commission emphasised the need to enhance the performance and international attractiveness of Europe’s higher education institutions, encouraging them to modernise their governance and prepare their leaders to operate in an increasingly complex environment at the institutional, regional, national and European level. This is seen as one of the critical issues for HEIs to play a crucial role in societal advancement, and in providing the highly skilled human capital that Europe needs to create jobs, economic growth and long-term prosperity. The communication stressed that *“the main responsibility for delivering reforms in higher education rests with Member States and individual higher education institutions.”* Yet, the Bologna Process, the EU Agenda for the modernisation of universities and the creation of the European Research Area all demonstrate that the challenges require a transnational response.

To maximise the contribution of Europe’s higher education systems to “smart, sustainable and inclusive growth” (EU2020 Strategy),⁵⁴ the Commission highlights that reforms are needed in a number of key areas. These include the diversification and specialisation of the university provision, the increase of the number of graduates, quality enhancement

⁵³ — European Union: European Commission, *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee of the Regions on Supporting growth and jobs — an agenda for the modernisation of Europe’s higher education systems*, 20 September 2011, COM(2011) 567 final, available at: http://ec.europa.eu/education/library/policy/modernisation_en.pdf (accessed: March 2014)

⁵⁴ — <http://ec.europa.eu/europe2020> (accessed: March 2014)



of higher education systems, effective governance and funding in order to support excellence and to strengthen the knowledge triangle between education, research and business. Internationalisation is described as a transversal issue in all these areas.

These priorities follow on the earlier priorities for higher education under the Lisbon Agenda to modernise higher education (already in 2005) through governance reforms, new funding mechanisms and (regional) innovation. It is also at that time that the EU already initiated its internationalisation strategy with other parts of the world and which has been instrumentalised with the Erasmus Mundus programme. Other initiatives to open up HEIs to society have included the University-Business Forum⁵⁵ and the European Institute of Innovation and Technology⁵⁶ (EIT), with the Knowledge & Innovation Communities (KICs).

In this overall context of reforms and internationalisation, the EU is also supporting the development of the *U-Multirank initiative*,⁵⁷ a new multidimensional, user-driven international ranking of HEIs. The five U-Multirank dimensions include teaching and learning, research, knowledge transfer, international orientation and regional engagement. Based on empirical data provided by HEIs themselves and validated by *U-Multirank*, the tool compares institutions with similar institutional profiles and allows users (HEIs, students, governments, industry) to develop their own personalised rankings by selecting indicators based on their own needs.

The *Tuning of educational structures*⁵⁸ initiative also deserves some attention. The *Tuning Project* was initiated in 2000 within the broader context of continuous reforms of European higher education systems. Its objectives are to develop reference points, convergence and common understanding for degree programmes while maintaining the rich diversity of the European provision. Over time, *Tuning* has developed into an approach to re-design, develop, implement, evaluate and enhance first, second and third cycle degree programmes. The reference points for all subject areas and degree programmes are expressed in terms of com-

55 — http://ec.europa.eu/education/tools/university-business_en.htm (accessed: June 2014)

56 — <http://eit.europa.eu> (accessed: March 2014)

57 — <http://www.umultirank.org> (accessed: March 2014)

58 — <http://www.tuningrussia.org> (accessed: March 2014)



petences and learning outcomes. The *Tuning* methodology is in line with the Bologna Process and constitutes one of the academic tools to create the EHEA and promote compatible and comparable higher education programmes to support student mobility. *Tuning Russia*⁵⁹ will institutionalise the use of the *Tuning* methodology in the educational philosophy and practice of the Russian Federation. More specifically, it creates a network of *Tuning Centres* in Russia, prepares qualified staff and develops a common list of generic and subject-specific competences which will be used in the process of designing and developing higher education degree programmes at all levels in a number of subject areas (Ecology, Economics and Management, Education, Environmental Engineering, Information and Communication Technologies, Languages, Law, Social Work, and Tourism).

3.2.2. Global trends with the development of Joint Programmes

The Council of Europe/UNESCO in its *Code of Good Practices in the Provision of Transnational Education* defines Transnational Education (TNE) as “all types of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based.”⁶⁰ The Code specifies that such programmes may be offered independently of any national system or may belong to an educational system different from the one in which they operate. Common forms of TNE include: distance and online learning, validation and franchising, twinning and collaborative arrangements, branch campuses and offshore programmes.⁶¹

As international collaborative programmes develop across national borders, Joint Programmes are part of this phenomenon of sharing intellectual resources, staff and students. The development of Joint Programmes lies at the core of the Bologna Process since they stimulate transnational edu-

59 — <http://www.tuningrussia.org> (accessed: March 2014)

60 — http://www.coe.int/t/dg4/highereducation/recognition/code%20of%20good%20practice_EN.asp (accessed: June 2014)

61 — http://www.aca-secretariat.be/fileadmin/aca_docs/documents/reports/TNE_in_the_European_context_-_Geographical_Annex.pdf (accessed: June 2014)



cation based on cooperation in quality assurance, academic and student mobility and the European dimension in higher education. Their development is connected to a whole range of instruments and approaches such as the ECTS, the Diploma Supplement⁶² or the development of student employability and the social dimension in higher education.

Since 2004, the EU has funded 260 Erasmus Mundus Master programmes out of which 138 are still funded, as well as 43 Erasmus Mundus joint doctorates⁶³. Erasmus Mundus Joint Programmes have been encouraged to adopt a consistent approach to quality across the Programmes⁶⁴ and an integrated approach to teaching & learning and to programme management.

There are many institutional initiatives to promote collaboration for the development of Joint Programmes from bilateral partnerships between individual HEIs to university network approaches. Examples include UNICA⁶⁵ (network of universities in capital cities), the Santander Group European Universities' Network,⁶⁶ ECIU⁶⁷ (network of regional universities), Utrecht University network,⁶⁸ the Compostela Group.⁶⁹ Members of the Coimbra Group, *"an association of long-established European multidisci-*

62 — http://ec.europa.eu/education/tools/diploma-supplement_en.htm, (accessed: June 2014)

63 — http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_action_1_master_courses_en.php, (accessed: March 2014)

64 — Blakemore, Michael, and Nadine Burquel. (2012). EMQA — Erasmus Mundus Quality Assessment 2012. Handbook of Excellence — Doctoral Programmes. European Commission, September, [cited September 27 2012]. <http://www.emqa.eu/Downloads/Handbook%20of%20Excellence%202012%20-%20Doctoral%20-%20Final.pdf>, (accessed: March 2014)

65 — 46 HEIs are members of UNICA, among them one Russian HEI, (March 2014), <http://www.unica-network.eu/>, (accessed: March 2014)

66 — 31 HEIs are members of the SGroup, (March 2014), <http://sgroup.bel/>, (accessed: March 2014)

67 — 11 HEIs are members of ECIU and 2 HEIs are associate members, among them one Russian HEI, <http://eciu.web.ua.pt/>, (accessed: March 2014)

68 — 31 HEIs are members of Utrecht Network, <http://www.utrecht-network.org/>, (accessed: March 2014)

69 — The Compostela Group has more than 70 members, among them one Russian HEI, <http://revistas.usc.es/gcompostela/en/index.html>, (accessed: March 2014)



plinary universities⁷⁰ have been successful in securing Erasmus Mundus Joint Programmes.⁷¹

Russian universities are members of several of these networks and are also very active in CESAER⁷² which comprises 12 leading European universities (full members) and 4 non-European associate members, i.e. Georgia Tech (USA), Montreal (Canada), Tsinghua University (China) and Tomsk Polytechnic University (Russia). Since 2011, 6 Russian universities have joined the CDIO initiative,⁷³ an international project dedicated to reforming engineering education. Several Russian HEIs are also members of [TIME Double Degree network](#).

Although Joint Programmes have taken a central place in internationalisation policies at European, national and institutional level, when developed across borders, they are hampered by problems linked to their implementation. These range from organisational, legal, and structural challenges (reflecting different national legal structures and academic traditions) to specific issues linked to recognition and quality assurance. Their further development requires more joint efforts from key stakeholders at national and institutional levels to deregulate the sector.

Joint Programmes are still a relatively new phenomenon. Collaborative programme developments started in the late eighties with the development of the ERASMUS programme, came to a halt, then developed again in 2000 and are now fully revived since the launch of the Erasmus Mundus programme in 2004.⁷⁴

70 — The Coimbra Group: About us. Retrieved from: <http://www.coimbra-group.eu/>, (accessed: March 2014). 39 universities are members of the Coimbra Group, among them one Russian University:

<http://www.coimbra-group.eu/uploads/2014/Member%20universities%20of%20the%20Coimbra%20Group.pdf>, (accessed: March 2014)

71 — <http://www.coimbra-group.eu/index.php?page=erasmus-mundus-master-programmes&hl=en>, (accessed: March 2014)

72 — Conference of 57 European Schools for Advanced Engineering Education and Research — <http://www.cesaer.org/>

73 — Conceiving, Designing, Implementing, Operating (CDIO): <http://www.cdio.org/>

74 — Obst, D. and Kuder, M. (ed.) (2009): *Joint and Double Degree Programs*, Institute of International Education.



The same applies to EU-Russia Joint Programmes. The 2010 study reported on the emergence of double degree programmes in Russia in the nineties in the context of new demands in the new market economy in Russia. The period 2000–2010 saw a significant increase related to the access to the Bologna Process and intergovernmental agreements to establish double degree programmes. The report highlighted that the period 2010–2020 will see a new phase in the development of educational partnerships between European and Russian HEIs due to completion of the transition of the Russian higher education to a three-cycle system and significant structural and systemic changes.

Yet the numbers have so far remained fairly low in terms of the students and the programmes, which is not surprising since programmes like the Erasmus Mundus master courses and doctorates are still considered as elite, highly specialised and promoting excellence in a number of key areas. The same applies to EU-Russia Joint Programmes. The numbers are growing but are still limited. The question of the extent to which programmes are in fact “real” joint initiatives has also emerged, as well as the issue of their long-term sustainability. A review of their visibility (or lack thereof) on portals such as Study Portals EU⁷⁵ and FindaMasters Portal,⁷⁶ which lists over 19,000 Master courses is also a good indicator of success and sustainability. One section of the portal is specifically dedicated to Erasmus Mundus master courses⁷⁷. Only five courses are listed with Russian full or associate partners.

75 — <http://www.mastersportal.eu/>, (accessed: March 2014)

76 — <http://www.findamasters.com/>, (accessed: March 2014)

77 — <http://www.mastersportal.eu/pages/erasmus-mundus/>, (accessed: March 2014)

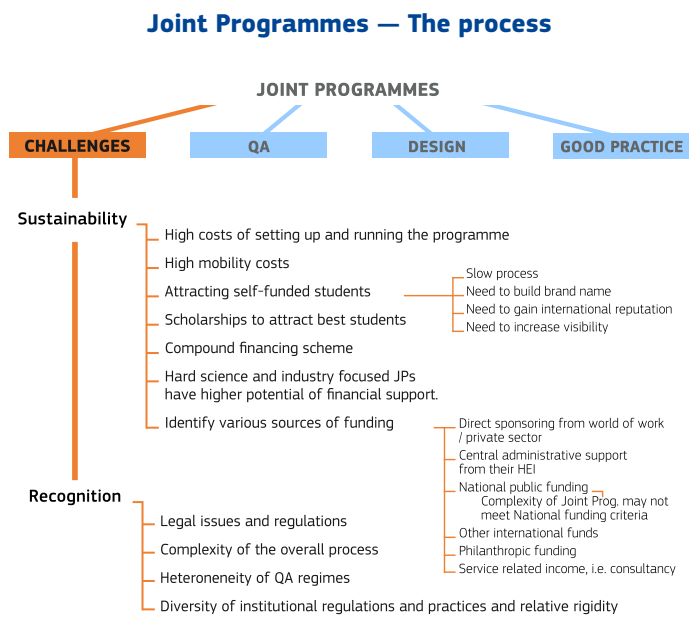


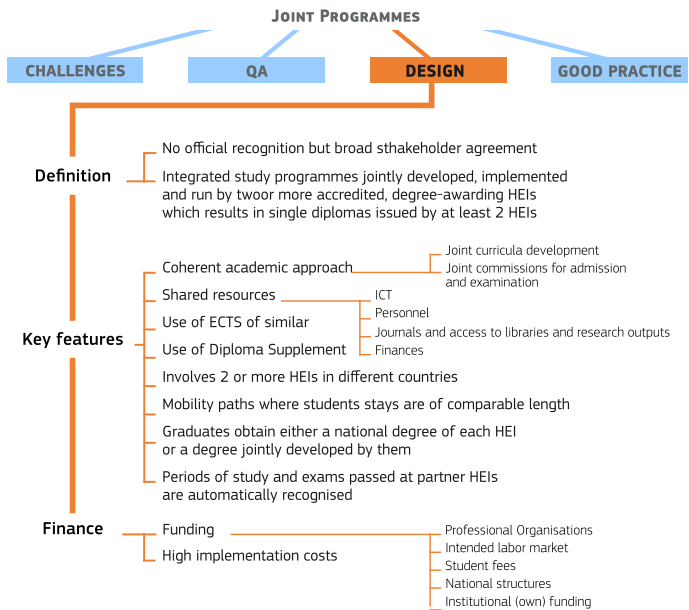
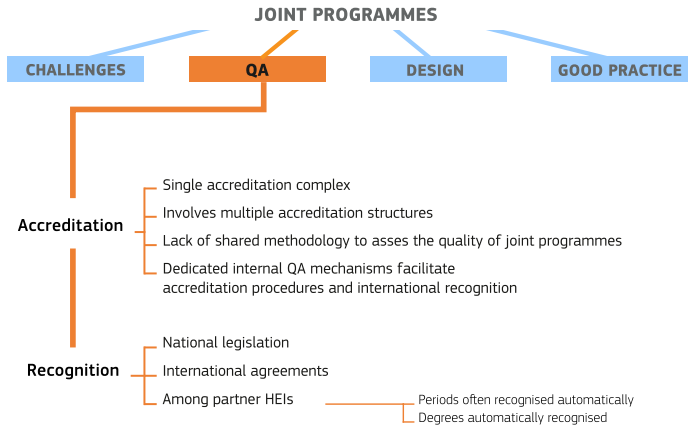
4. DEFINITIONS — REVIEW OF LITERATURE AND STAKEHOLDERS' VIEWPOINTS

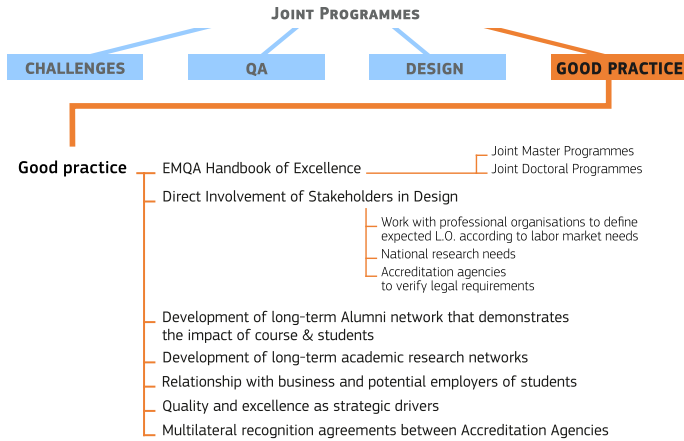
This section provides a review of the literature on Joint Programmes. The purpose is to place our work in a precise framework of analysis.

To avoid confusion, we have used the term Joint Programmes throughout this report to refer to the process of working together to develop new education/study programmes and Joint Degrees as the potential outcome of such a joint endeavour, yet not the compulsory one. Some Joint Programmes do not result in joint degrees but in double/multiple degrees or joint certificates issued in addition to double degrees.

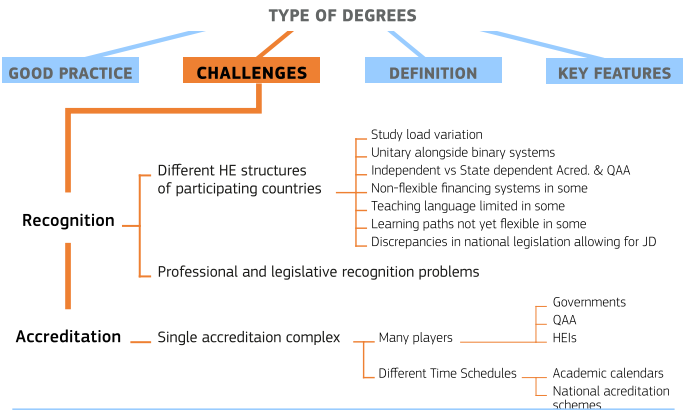
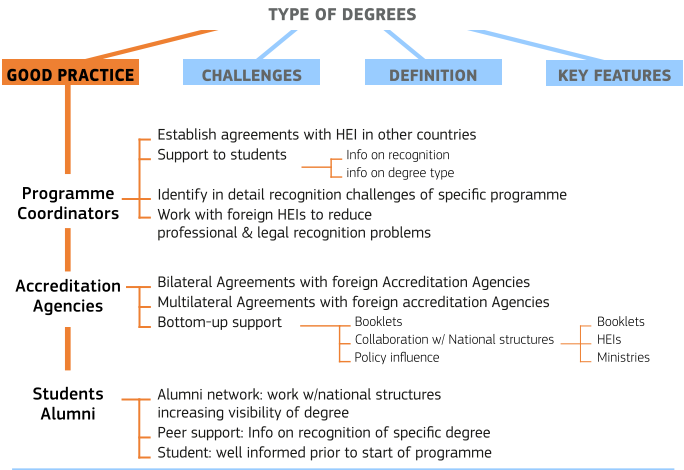
Diagrams below provide an overview of the key features:

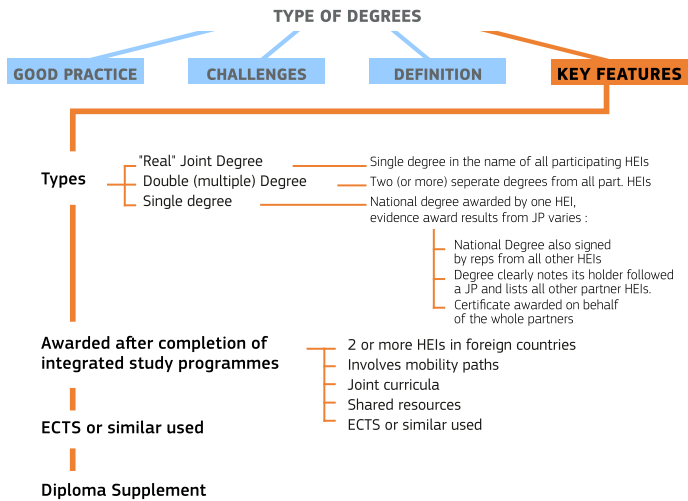
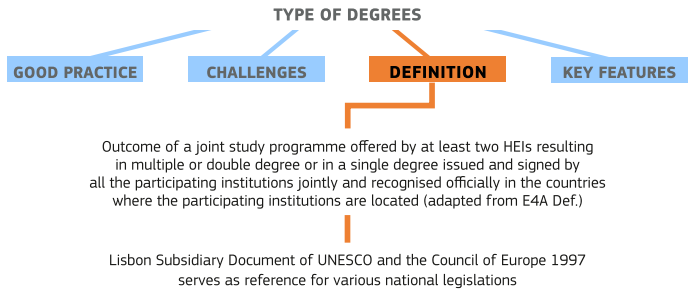






Joint Programmes — The Outcomes:
Typology of Degree





4.1. DEFINITIONS OF JOINT PROGRAMMES

EUA, the European University Association, issued guidelines for the quality enhancement in European joint Master programmes in (2006) ⁷⁸ which referred to Joint Programmes as “programmes that are developed and implemented jointly by several institutions in different countries.”

Earlier in 2002, ⁷⁹ EUA defined joint degrees as those normally awarded after study programmes that correspond to all or at least some of the following characteristics:

- ✓ The programmes are developed and/or approved jointly by several institutions;
- ✓ Students from each participating institution study parts of the programme at other institutions;
- ✓ The students’ stay at the participating institutions are of comparable length;
- ✓ Periods of study and exams passed at the partner institution(s) are recognised fully and automatically;
- ✓ Professors of each participating institution also teach at the other institutions, work out the curriculum jointly and form joint commissions for admission and examinations;
- ✓ After completion of the full programme, the student either obtains the national degree of each participating institution or a degree awarded jointly by them (usually an unofficial “*certificate*” or “*diploma*”).

In 2007, **ECA** ⁸⁰ issued its “Principles for accreditation procedures regarding joint programmes.” Joint Programmes were defined as programmes

⁷⁸ — EUA, EMNEM — *Guidelines for quality enhancement in European joint master programmes*, 2006

⁷⁹ — EUA (2002). *Survey on Master Degrees and Joint Degrees in Europe*, Christian Tauch and Andrejs Rauhvargers. (eds.) European University Association. p. 29. http://www.eua.be/eua/jsp/en/upload/survey_master_joint_degrees_en.1068806054837.pdf, (accessed: March 2014)

⁸⁰ — European Consortium for Accreditation (ECA) *Principles for Accreditation Procedures Regarding Joint Programmes*. Retrieved from: http://www.nvao.net/page/downloads/ECA_principles_for_accreditation_procedures_regarding_joint_programmes.pdf, (accessed: March 2014). Also used by NVAO in its *Protocol Joint Degree Accreditation*, 7 June 2010, version February 2011. p.7. Retrieved from http://www.nvao.net/page/downloads/Protocol_Joint_Degree_accreditatie_ENGLISH_7_juni_2010.pdf, (accessed: March 2014)



offered jointly by different higher education institutions irrespective of the degree awarded (i.e. joint, multiple or double).

In 2009, the **Institute of International Education**⁸¹ defined Joint degree programmes as follows: “Students study in (at least) two higher education institutions and receive upon completion of the study programme a single degree certificate issued and signed by all the participating institutions jointly. Dual or double degree programme: students study in (at least) two higher education institutions and receive upon completion of the study programme a separate degree certificate from each of the participating institutions.”

In the **JOIMAN Glossary**⁸² produced in 2009, Joint Programmes are defined as “study programmes developed and/or provided jointly by two or more higher education institutions, possibly also in cooperation with others leading to the award of a double, multiple or joint degree.”

The **Mapping of Higher Education in EU** produced by DG EAC of the European Commission in 2010⁸³ provided the following definition: “Joint programmes with joint qualifications refer to programmes leading to joint degrees. Joint degrees signify integrated study programmes jointly developed, implemented and run by two or more accredited, degree-awarding higher education institutions which result in single diplomas issued by at least two higher education institutions. Joint programmes without joint qualifications refer to programmes leading to double degrees. Double degrees signify jointly structured study curriculum, that are implemented and run by two (or more) accredited higher education institutions that results in two (or more) single diplomas that are recognised officially in the state country where the degree-awarding institution is located.”

⁸¹ — Kuder, M.; Obst, D. (2009). *Joint and double degree programs in the Transatlantic context: a survey report*. Institute of International Education & Freie Universität Berlin, p. 10. Retrieved from <http://www.iie.org/~media/Files/Corporate/Publications/Joint-Degree-Survey-Report-2009.ashx>, (accessed: March 2014)

⁸² — JOIMAN (2009). *Good practice Report for the Administration and Management of Joint Programmes*. Annex 5: Glossary. Retrieved from <https://www.joiman.eu/ProjectResults/PublicDeliverables>, (accessed: March 2014)

⁸³ — *Mapping European Union Member States Higher Education External Cooperation Programmes and Policies* (DG EAC, 2010).



In the 2011 ECA report,⁸⁴ DGEAC comments that “there is no official definition of joint programmes, but according to the Commission some elements should be included, for example”:

- ✓ Programmes should be developed and approved jointly by several higher education institutions;
- ✓ Student stays are of comparable length;
- ✓ Periods of study and exams passed at partner institutions are automatically recognised;
- ✓ Professors of each institution teach at the other institutions and form joint commissions for admission and examination;
- ✓ Graduates obtain either the national degrees of each institution or a degree jointly awarded by them.”

4.2. DEFINITIONS OF JOINT DEGREES

EUA (2002)⁸⁵ highlights that “the way in which joint degrees are awarded in practice varies... possibilities are as follows:

- ✓ The award of a ‘real’ joint degree or a single degree certificate in the name of both or all participating institutions
- ✓ The award of two separate degree certificates (a “double degree”)...The award of more than two-degree certificates from all participating institutions is less common
- ✓ One-degree certificate awarded in the name of the participating institution at which the student is registered... Several different methods are used to provide evidence that the award does actually result from a joint programme:
 - o An “*unofficial degree certificate*” is awarded on behalf of the whole partnership, in addition to the national degree;

⁸⁴ — ECA (2011) *Joint programmes: Too many cooks in the kitchen? The Challenges for Accreditation, Recognition and Transparency of Joint Programmes* — A Conference publication. p.7. Retrieved from <http://ecahe.eu/w/images/c/c0/Eca-publication---joint-programmes-too-many-cooks-in-the-kitchen-final.pdf>, (accessed: June 2014)

⁸⁵ — EUA (2002) *Survey on master degrees and joint degrees in Europe*. Christian Tauch and Andrejs Rauhvargers. Retrieved from http://www.eua.be/eua/jsp/en/upload/Survey_Master_Joint_degrees_en.1068806054837.pdf, (accessed: March 2014)



- o A degree certificate awarded by one of the partner institutions is also signed by representatives of all the others;
- o A degree certificate, awarded and signed by representatives of one of the participating institutions only, indicating clearly that its holder has followed a jointly developed programme and lists all the other partner institutions;
- o One normal degree certificate is awarded by a single institution in the partnership.

The **Council of Europe/UNESCO**⁸⁶ (2004) uses a similar definition: “A joint degree should be understood as referring to a higher education qualification issued jointly by at least two or more higher education institutions or jointly by one or more higher education institutions and other awarding bodies, on the basis of a study programme developed and/or provided jointly by the higher education institutions, possibly also in cooperation with other institutions. A joint degree may be issued as a joint diploma in addition to one or more national diplomas: a joint diploma issued by the institutions offering the study programme in question without being accompanied by any national diploma, or one or more national diplomas issued officially as the only attestation of joint qualification in question.”

The **Committee of the Convention on the Recognition of Qualifications** (2004)⁸⁷ reports that “A joint degree should... be understood as referring to a higher education qualification issued jointly by at least two or more higher education institutions or jointly by one or more higher education institutions and other awarding bodies, on the basis of a study programme developed and/or provided jointly by the higher education institutions, possibly also in cooperation with other institutions. A joint degree may be issued as:

- ✓ A joint diploma in addition to one or more national diplomas;
- ✓ A joint diploma issued by the institutions offering the study programme in question without being accompanied by any national diploma;

⁸⁶ — *Recommendation on the recognition of joint degrees (Council of Europe/ UNESCO) 2004*, <https://wcd.coe.int/com.instranet.InstraServlet?command=com.instranet.CmdBlobGet&InstranetImage=320284&SecMode=1&DocId=822138&Usage=2> (accessed: March 2014)

⁸⁷ — *Ibid.*



- ✓ One or more national diplomas issued officially as the only attestation of the joint qualification in question.”

The **ENQA's TEEP II project** (2006)⁸⁸ mentions that “a joint diploma is issued by the institutions offering a joint programme in place of all the national diplomas, attesting the successful completion of this joint programme.”

The glossary of the Bologna-Bergen Homepage (2006)⁸⁹ provides the following definition: “A joint degree should be understood as referring to a higher education qualification issued jointly by two or more higher education institutions on the basis of a joint study programme. A joint degree may be issued as a joint diploma in addition to one or more national diplomas, as a joint diploma issued by the institutions offering the study programme in question without being accompanied by any national diploma or as one or more national diplomas issued officially as the only attestation of the joint qualification in question.”

A Bologna Seminar organised in 2006 made use of inputs from a Survey on Master Degrees and Joint Degrees in Europe⁹⁰ to highlight that “Joint programmes do not necessarily lead to joint degrees. Different practices can be found with real joint degrees, with e.g. a single degree certificate awarded in the name of both or all participating institutions, while double (multiple) degrees, two or more separate degree certificates are most commonly awarded.”

ESIB⁹¹ (2002)⁹² defined Joint Degrees in the context of the Bologna Process as “a single degree given by two or more higher education institutions

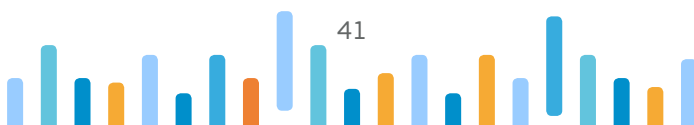
88 — ENQA, *Methodological report of the Transnational European Evaluation Project II*, 2006, p. 10. Retrieved from www.enqa.eu/projectitem.lasso?id=34837&-cont=proj, (accessed: March 2014)

89 — Bologna Seminar (2006) *Joint Degrees — A Hallmark of the European Higher Education Area?* 2006. p.16. Retrieved from http://www.aic.lv/bologna/2005_07/sem05_07/se_jd_berlin/reader.pdf, (accessed: March 2014)

90 — EUA (2002) *Survey on Master Degrees and Joint Degrees in Europe*. C. Tauch and A. Rauhvargers. Retrieved from http://www.eua.be/eua/jsp/en/upload/Survey_Master_Joint_degrees_en.1068806054837.pdf, (accessed: March 2014)

91 — Founded in 1982 as WESIB, it then became ESIB in 1990 (The National Unions of Students in Europe) and is now ESU (European Students' Union) since May 2007.

92 — ESU (2002) *Policy Paper on “Joint degrees in the context of the Bologna Process”*. Retrieved from <http://www.esu-online.org/news/article/6064/74/>, (accessed: March 2014)



together, for one study programme jointly developed and implemented by all participating higher education institutions. A double degree is when two or more degrees are given by two or more higher education institutions for the same study programme, in one way or another separately developed by and implemented in every participating higher education institution.”

The [2007–2009 Bologna Process Template for National Reports](#)⁹³ provides the following definition: “A joint degree is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.”

ECA⁹⁴ (2011) reports that “a joint degree is a recognised degree awarded by higher education institutions that offer the joint programme, attesting the successful completion. It is a single document nationally acknowledged as the recognised award of the joint programme and signed by the competent authorities (rectors, vice-chancellors...) of the institutions involved.”

For the **Erasmus Mundus programme**, the Education and Culture Executive Agency of the European Commission (EACEA; 2010⁹⁵) defined a joint degree as follows: “a single diploma issued by at least two higher education institutions offering an integrated programme and recognised officially in the countries where the degree-awarding institutions are located.” Double or Multiple Degrees are defined as “two or more national diplomas issued by two or more higher education institutions and recognised officially in the countries where the degree-awarding institutions are located”.

“The European Higher Education Area in 2012: Bologna Process Implementation Report” (2012) reports that “Joint degrees are normally awarded after study programmes that correspond to all or at least some of the following characteristics”:

⁹³ — *Bologna Follow-up Group, Bologna Process National Reports: 2007-2009, Ukraine*. Retrieved from http://www.ond.vlaanderen.be/hogeronderwijs/bologna/links/National-reports-2009/National_Report_Ukraine_2009.pdf (accessed: March 2014)

⁹⁴ — *ECA (2011) Joint programmes: Too many cooks in the kitchen? The Challenges for Accreditation, Recognition and Transparency of Joint Programmes — A Conference publication*. p.7. Retrieved from <http://ecahe.eu/w/images/c/c0/Eca-publication---joint-programmes-too-many-cooks-in-the-kitchen-final.pdf>, (accessed: June 2014)

⁹⁵ — http://eacea.ec.europa.eu/erasmus_mundus/tools/glossary_en.php, (accessed: March 2014)

- ✓ The programmes are developed and/or approved jointly by several institutions;
- ✓ Students from each participating institution study parts of the programme at other institutions;
- ✓ The students' stays at the participating institutions are of comparable length;
- ✓ Periods of study and exams passed at the partner institution(s) are recognised fully and automatically;
- ✓ Professors of each participating institution also teach at the other institutions, work out the curriculum jointly and form joint commissions for admission and examinations;
- ✓ After completion of the full programme, the student either obtains the national degrees of each participating institution or a degree (in fact, usually an unofficial "certificate" or "diploma") awarded jointly by them.⁹⁶

Joint programmes are usually inter-institutional arrangements among higher education institutions leading to a joint degree. Parts of joint programmes undertaken by students at partner institutions are recognised automatically by the other partner institutions. The same is true for joint degrees.

In its proposal for the **Erasmus+ programme**⁹⁷ (2011), the European Commission defined joint degrees as follows: "a single degree certificate issued and signed by all the participating institutions jointly and recognised officially in the countries where the participating institutions are located" and double degrees/multiple degrees as the outcomes of "a study programme offered by at least two (double) or more (multiple) higher education institutions whereby the student receives upon completion a separate degree certificate from each of the participating institution."

⁹⁶ — Tauch, Christian and Rauhvargers, Andrejs. (2002). *Survey on Master Degrees and Joint Degrees in Europe*. EUA/European University Association. p 29, Retrieved from http://www.eua.be/eua/jsp/en/upload/Survey_Master_Joint_degrees_en.1068806054837.pdf, (accessed: March 2014)

⁹⁷ — European Union, European Commission COM (2011) 788 final: Proposal for a Regulation of the European Parliament and of the Council establishing "Erasmus for All" The Union Programme for Education, Training, Youth and Sport. Brussels, 22 November 2011. Retrieved from http://ec.europa.eu/education/erasmus-for-all/doc/legal_en.pdf, (accessed: March 2014)

4.3. CRITICAL ISSUES

From the review of the literature it is clear that there are a **number of issues** related to the development of Joint Programmes and joint degrees. Already in 2002, EUA reported that “the **absence of legislation** with joint degrees does not normally prevent the establishment of joint programmes with foreign institutions... By contrast, absence of legislation on joint degrees may give rise to serious problems as regards their award and national-level recognition... National recognition poses no problem when the joint degree is awarded as a national qualification. Recognition of a joint degree by a country does not seem to pose a problem as long as it is also a national degree... However joint degree certificates are not recognised in law if they are awarded as a single document on behalf of two or more institutions since national legislations do not explicitly acknowledge the existence of such degrees.”

The Bologna Seminar held in Berlin in 2006 stated that “all ministers whose countries have already ratified the Lisbon Recognition Convention (LRC, 1997) (...) have at least in general agreed to the formulation chosen for the *Lisbon Subsidiary Documents of UNESCO and the Council of Europe* (which is broader in terms of the design and description of joint integrated programmes).” Therefore, the ministers were asked “to incorporate in their national legislation on higher education at least the written option for the awarding of joint degrees with a reference to the Lisbon Convention descriptions and make sure that they are quality-assured according to national standards and European principles and guidelines already agreed upon.”

Generally, “the use of the term *diploma*⁹⁸ is not encouraged since most ENIC-NARICs consider diplomas to be qualifications of lower levels of education, thus not referring to higher education” (ECA, 2011).⁹⁹

⁹⁸ — A diploma is a certificate awarded by an educational establishment which testifies that someone has successfully completed a course of study: <http://www.oxforddictionaries.com/definition/english/diploma>

A degree is an academic rank conferred by a college or university after examination or after completion of a course, or conferred as an honour on a distinguished person. <http://www.oxforddictionaries.com/definition/english/degree> (accessed: March 2014)

⁹⁹ — Aerden, Axel; Braathen, Kaja; Frederiks, Mark (Eds.), *Joint programmes: Too many cooks in the kitchen*, European Consortium for Accreditation in Higher Education, 2011.

The JOIMAN International Seminar on Joint Degrees¹⁰⁰ held in Vilnius in 2010 identified the following issues¹⁰¹:

- ✓ Obstacles and threats: there is a lack of clarity in the strategic goals within and among institutions: Is jointness seen as a value per se? How can we make it sustainable and manageable? There is a lack of clarity on the approach, model and tools that can be used. There is a focus on the structure (building blocks, fitting national requirements, strengthening partnerships) rather than on the student experience. There is a lack of thinking on the final profile(s) on the complementarity of learning methods and assessment. The question was also raised whether mobility should be a goal or a learning strategy.
- ✓ New Trends: Joint programmes are often developed in large networks; compatible profiles and learning outcomes are defined; agreements on mobility patterns need to be integrated in similar ways in each institution; partnerships are developed to promote degrees of partner institutions.
- ✓ New Visions: There is an increasing focus on enhancing the graduates' international competences, on connecting different specific national competences for graduates and on sustainability; there is a focus on standardisation of management while maintaining diversity and flexibility in curriculum development (according to institutional or network goals) and on maximising experiences and knowledge for teachers and staff."
- ✓ **The views of EURASHE, the European Association of Higher Education Institutions as reported in the ECA¹⁰² report (2011) are that:**

¹⁰⁰ — *International Seminar on Joint Degrees: Final seminar of the JOIMAN (EU) Project, 29 Oct 2010.*

¹⁰¹ — *Salvaterra, Carla (2010), Joint study programmes: is there a difference in curriculum development?, International Seminar on Joint Degrees, Joint Degree Management and Administration Network (JOIMAN), Vilnius 29 November 2010. Retrieved from https://www.joiman.eu/Lists/Events/Attachments/14/Speech_3.Salvaterra_Joint%20study%20programmes.Is%20there%20a%20difference%20in%20Curriculum%20Development.pdf, (accessed: March 2014)*

¹⁰² — *Aerden, Axel; Braathen, Kaja; Frederiks, Mark (Eds.), Joint programmes: Too many cooks in the kitchen, European Consortium for Accreditation in Higher Education, 2011.*



- o “A joint programme that wants to be **sustainable** needs a continuous support from the sector of the world of labour for which it has been created.
- o It is still a **challenge to convince stakeholders** of the usefulness of joint degrees.
- o **Financing:** The costs of setting up, quality assuring and accrediting joint programmes need to be counteracted by the perceived benefits. For a “joint” initiative involving direct beneficiaries (institutions, students) and other stakeholders, a compound financing scheme incorporating them all may have the greatest chances of sustainability. Direct sponsoring from the world of employment is an option, yet in this case the ‘not-for-profit’ sector may feel excluded. The contribution from the students is also a cultural factor.
- o **(Single) accreditation** of joint programmes is complex and involves many parties (Quality Assurance agencies, HEIs, governments) and different time schedules (in terms of academic calendars, national accreditation schemes).
- o **Institutional Obstacles:** There is a fear of competition with the institutions’ own existing degrees, a fear of the impact on staff development and human resources, uncertainty about the students’ reactions.”

The **Trends Report V (EUA, 2010)**¹⁰³ highlights that “given the additional costs involved, and with **no sustainable funding source on the horizon**, it is likely that many programmes that are in an early start-up phase may be difficult for institutions to prioritise, unless a specific funding source is identified.”

Course integration is seen as the most important quality criteria for the European Commission (EACEA, 2009)¹⁰⁴: “Course integra-

¹⁰³ — Crosier, David; Purser, Lewis; Smidt, Hanne. (2010). *Trends V: Universities shaping the European Higher Education Area — an EUA Report*, European University Association (EUA): http://www.eua.be/fileadmin/user_upload/files/Publications/Final_Trends_Report_May_10.pdf (accessed: June 2014)

¹⁰⁴ — Education, Audiovisual and Culture Executive Agency (2009) *FAQ: Questions about the Erasmus Mundus Joint Programmes at master and doctoral level*[cited February 27 2012]. http://eacea.ec.europa.eu/erasmus_mundus/tools/faq_action1_en.php [accessed: 23/08/2013]



tion... focuses on issues related to the way the course will be implemented in and between the partner institutions concerning the delivery of the course itself. More specifically it refers to: the extent to which the study and research programme has been jointly developed by the partners and is fully recognised by all the participating higher education institutions; The quality and common standards; The financial arrangements; The extent to which ECTS or other compatible mechanisms are used; Type of degrees awarded and measures taken to ensure full recognition in the participating countries; the joint Quality Assurance mechanisms; common/ joint promotion policy of the Joint Programme.”

Rolf Heusser (ECA) & Karl Dittrich, (NVAO) (ECA, 2011) ¹⁰⁵ reports that “While the political importance of such projects is indisputable, the implementation of joint programmes is still hampered by serious problems, especially in the domain of **recognition and quality assurance** of such programmes. These problems are mainly rooted in the different national legislations in Europe and the still existing heterogeneity of QA regimes in the countries concerned...It is the purpose of the **TEAM project** to facilitate quality assurance of joint programmes and to simplify recognition of degrees awarded by them.”

On the issue of recognition (ECA, 2011), ¹⁰⁶ Marianne Cox, NUFFIC (NARIC, The Netherlands) reports that “... ENIC and NARIC centres are discussing the **key issues related to the recognition of joint qualifications**” and identified some of the obstacles:

- ✓ Higher education structures of the participating countries vary significantly
- ✓ The study load of the programmes varies in different countries

¹⁰⁵ — Heusser, Rolf and Karl Dittrich. (2011). *Introduction in Joint programmes: Too many cooks in the kitchen*, Aerden, Axel; Braathen, Kaja; Frederiks, Mark (Eds.), ECA/European Consortium for Accreditation in Higher Education, 2011. p.5. Retrieved from: <http://ecahe.eu/w/images/c/c0/Eca-publication---joint-programmes-too-many-cooks-in-the-kitchen-final.pdf>, (accessed: June 2014)

¹⁰⁶ — Cox, Marianne .(2011).*The view of the recognition bodies in Joint programmes: Too many cooks in the kitchen*, Aerden, Axel; Braathen, Kaja; Frederiks, Mark (Eds.), ECA/European Consortium for Accreditation in Higher Education, 2011. p.20. Retrieved from: <http://ecahe.eu/w/images/c/c0/Eca-publication---joint-programmes-too-many-cooks-in-the-kitchen-final.pdf>, (accessed: June 2014)

- ✓ Unitary systems exist alongside binary systems in Bologna countries
- ✓ Independent quality assurance and accreditation agencies in some countries and public higher education institutions are recognised through national legislation in others
- ✓ Financing systems in some countries are not (yet) flexible enough to deal with, for instance, complications concerning tuition fees
- ✓ Teaching language possibilities at Bachelor level in some countries are (still) limited
- ✓ Learning paths are not yet flexible everywhere
- ✓ There are many discrepancies in national legislation on joint degrees. QA bodies and recognition authorities should work together to press governments to implement the legal documents they have signed, and to revise national legislation, regulations and policies that inhibit the accreditation of joint programmes and the recognition of the final degree.

To date, Joint Programmes have generally been **quality assured as separate items**, sometimes being evaluated by different national agencies using similar yet different procedures and criteria when it comes to the details, which is not sufficient.

The NVAO (ECA, 2011) ¹⁰⁷ reports that “another **way forward** is to develop a **multilateral recognition agreement between agencies** regarding the mutual acceptance of the results of accreditation of joint programmes.”¹⁰⁸

On a final note, it seems that to establish joint degrees in disciplines that come under stricter regulations from national bodies or professional associations such as the medical field, engineering or educational sciences are easier to implement.

¹⁰⁷ — Braathen, Kaja. (2011). *The way forward: the accreditation of Joint Programmes, in bodies in Joint programmes: Too many cooks in the kitchen*, Aerden, Axel; Braathen, Kaja; Frederiks, Mark (Eds.), ECA/European Consortium for Accreditation in Higher Education, 2011. p.28. Retrieved from: <http://ecahe.eu/w/images/c/c0/Eca-publication---joint-programmes-too-many-cooks-in-the-kitchen-final.pdf>, (accessed: June 2014)

¹⁰⁸ — More information regarding the ENIC-NARICs Workshop is available at this website: http://ecahe.eu/w/index.php/The_recognition_of_qualifications_awarded_by_joint_programmes_%282010%29, (accessed: June 2014)

4.4. TO SUMMARISE

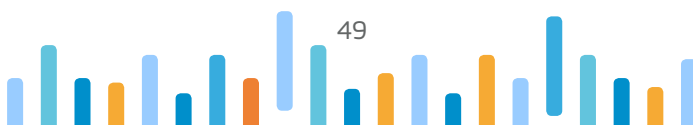
The following list of features describing Joint Programmes and Joint Degrees was drawn from our review of the literature and the stakeholders' viewpoints. We have used this list as our analysis framework for the study on EU-Russia Joint Programmes.

JOINT PROGRAMMES IN A NUTSHELL

- ✓ **Institutional Jointness** — The extent to which programmes are **jointly developed, approved and delivered** by several **accredited degree-awarding institutions**, with a minimum of two HEIs.
- ✓ **Academic engagement and mobility** — The extent to which **academic staff** from one institution are involved in the **delivery** of the curriculum in **partner institutions**, in discussions over the partnership quality assurance and in examination bodies from partner institutions.
- ✓ **Student Mobility** — The extent to which students from each partner institution study in at least two higher education institutions and spend a comparable length in these partner institutions; the extent of **physical mobility** in the programmes. *Not all stakeholders emphasise the need for reciprocal mobility.*
- ✓ **Recognition** — The extent to which **period of study and exams** taken in partner institutions are automatically **recognised** by partner institutions (i.e. the institution in which the student is originally enrolled).
- ✓ **Degree Award** — The extent to which students obtain either a single **degree** (in the name of the partner institution in which the students are enrolled), a joint degree (in the name of partner institutions), double or multiple degrees (i.e. the various national degrees of the partner institutions) ; the extent to which the students are awarded a degree and not a diploma which is considered of lower level by ECA.
- ✓ **Quality Assurance** — The extent to which the **programmes** are **quality assured** (internally, externally) and **accredited**.

JOINT DEGREES IN A NUTSHELL

- ✓ A single higher education qualification issued and signed jointly by at least two accredited higher education institutions on the



basis of a joint and integrated study programme fully developed, approved and delivered jointly by these institutions.

- ✓ The joint study programme is recognised in the countries where the degree-awarding institutions are located.
- ✓ The joint degree is a single degree valid on its own, nationally recognised and signed by the competent university authorities. It does not require additional supplementary information from national certificates.
- ✓ The joint degree can be awarded either as a stand-alone degree (in the name of all the partner institutions) or in addition to national degrees of the partner institutions.

The issue of “jointness” in the development and implementation of Joint Programmes is fully explored in the EMQA IV Initiative¹⁰⁹ of the European Commission to assess quality assurance in Erasmus Mundus Master courses and joint doctorates. The following areas are cited as hindrance to full “jointness”:

- ✓ The absence of national legislation on joint degrees does not prevent the development of joint programmes, yet it leads to problems at degree and recognition levels, in particular in the cases where joint (instead of double national degrees) are awarded;
- ✓ Different national higher education structures and finances and a lack of sufficient flexibility lead to complications with student fee issues;
- ✓ National policies on language of tuition are problematic;
- ✓ A lack of national flexibility of flexible learning paths can often be seen;
- ✓ There are different study loads between different countries;
- ✓ Different national quality assurance systems lead to the currently inefficient way of quality assuring joint programmes since only parts of programmes are quality assured separately by national bodies.

109 — www.emqa.eu (accessed: March 2014)



5. METHODOLOGY

To address the objectives of the assignment, we carried out the following tasks:

- ✓ A desk research on the websites of all Russian accredited HEIs to identify Joint Programmes;
- ✓ A survey on Joint Programmes based on the same questionnaire sent to Russian HEIs then to European HEIs;
- ✓ A number of semi-structured interviews of university representatives in Russia and the EU as well as experts and students.

5.1. DESK RESEARCH

Information on existing Joint Programmes was searched on the websites of the Russian universities identified in the 2010 study. In the cases where the search did not deliver results, the URLs provided in the 2010 database were checked. Additional searches were carried out on university websites as *second validation exercise*.

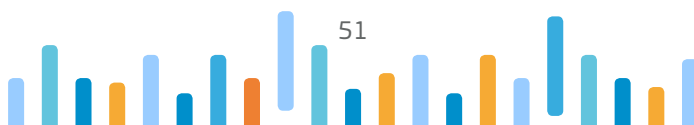
The next step was a search of Joint Programmes on the websites of all 1000 Russian State-accredited HEIs. The aim was to build on existing information from the 2010 Study and to identify new programmes that may have developed in more recent years, taking into account the widest possible number of Joint Programmes as the initial stage to construct our sample.

We used the official State NICA database (National Accreditation Agency, Rosaccredagentstvo).¹¹⁰ Close cooperation with stakeholders at EU and Russia level delivered significant information, i.e. the EU Delegation to Russia, the Ministry of education and science of Russia, individual EU Member States Embassies and Education Agencies in Russia, as well as HEIs in the EU and Russia.

All available information on Joint Programmes was compiled in a database:

- ✓ Name of the Russian university
- ✓ Name and countries of EU partner universities
- ✓ Name of the programme in Russian and in English

¹¹⁰ — <http://www.nica.ru/eng> (accessed: March 2014)



- ✓ Existence of the Joint programme in the database from the 2010 EU Study
- ✓ Area of study
- ✓ Programme level (Bachelor, Master, Ph.D, others)
- ✓ Student Mobility
- ✓ Degree awarded by the Russian and by the European universities
- ✓ Programme website
- ✓ Programme information in English
- ✓ Programme contact information (coordinator, phone number, e-mail)

This preliminary data gathering led to a first analysis of the differences between Joint Programmes. Additional information was added in the database on:

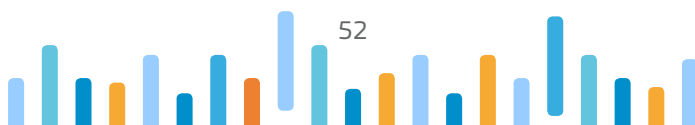
- ✓ The legal status of the university
- ✓ The special category to which the university belonged (e.g. national research university)
- ✓ The location (i.e. the federal district)
- ✓ The contact details for Rectors and Vice-Rectors on International affairs (required to contact universities to complete a questionnaire)

5.2. QUESTIONNAIRE

The purpose of the second phase was to verify the information gathered in the preliminary desk research exercise and to compile detailed information on the precise scope of each EU-Russian Joint Programme. This data gathering was at the basis of the analysis of best practices and of bottlenecks for the further development of EU-Russia Joint Programmes. The information was also required for the planned catalogue of EU-Russia Joint Programmes.

The richness of information gathered during the kick-off meeting and in discussions with a number of experts in Moscow in February 2013 and during the preliminary desk research phase enabled us to refine our research questions.

A user-friendly questionnaire structured around key thematic areas was produced as an online google form document and as a pdf version.



QUESTIONNAIRE — KEY THEMATIC AREAS

- ✓ Discipline, Programme level and degree awarded (Bachelor, Specialist, Master, Ph.D)
- ✓ Admission/Application Requirements (documents)
- ✓ Tuition fees and scholarships
- ✓ Teaching and Learning style
- ✓ Mobility opportunities
- ✓ Students in the Programmes
- ✓ Composition of the Partnership
- ✓ Programme strategy and management (partnership, administration, finances, use of ECTS or other transparency tools)
- ✓ Quality assurance and accreditation
- ✓ Broader internationalisation context
- ✓ Challenges and opportunities

The questionnaire was produced both in Russian and in English. Both versions had the same questions, with one exception. The Russian version had two open questions inviting respondents to describe their programmes and the learning outcomes. These questions did not feature in the English version.

The purpose of inviting both the Russian and the European partners to provide information was to cross-check the submissions from the Russian and the European side as required in the assignment.

Each HEI with an identified Joint Programme was sent an invitation to complete a questionnaire. The questionnaire was sent to the Rector, Vice-Rector and the coordinator/ or other responsible officer of the Russian university of these Joint Programmes. Once confirmed, the same questionnaire was sent to the European partners identified through the questionnaire completed by the Russian HEIs. The dispatch of the questionnaire required close monitoring of responses to ensure a high response rate and data accuracy.

The questionnaire was composed primarily of closed questions, allowing HEIs to complete the required information in a short time from a list of optional answers. Open questions were kept to the strict minimum. The purpose of such an approach was to ensure a high rate of response.



In the original invitation made to Russian HEIs to take part in the study, the list of Joint Programmes identified during the desk research phase was not provided. The purpose of the approach was two-fold. First, it allowed Russian HEIs to submit information on programmes they considered themselves to be Joint Programmes. Second, it was an opportunity for the project team to hear about new potential Programmes and about emerging Programmes for which no information was yet available. It also placed the ownership of the process on individual HEIs to decide on what they considered Joint Programmes, a critical indicator for the project team to assess the degree of concrete awareness on the precise nature of Joint Programmes in the sector.

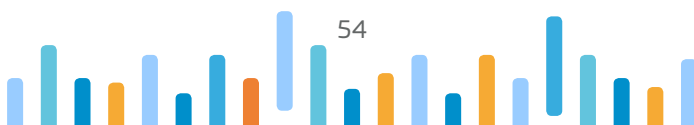
In cases of discrepancy with the information gathered during the desk research phase, clarification on the status of the programmes was required. In some cases, this resulted in additional information. In others, the project team learned that the programmes were not active or had not been launched yet.

Russian HEIs were approached first by e-mail mid-April 2013 with an invitation to join the Study and to respond within two weeks to the questionnaire, preferably in its online version. Rectors, Vice-Rectors for International Affairs and Programme Coordinators, when contact information was available, were contacted with one single e-mail.

Reminder e-mails were sent to all HEIs that had not reacted within the set deadline. This was followed by reminder phone calls. A month from the initial request, data on 201 Joint Programmes had been gathered. By mid-June 2013 information on 22 additional Joint Programmes had been gathered. By end of March 2014, the total sample was made of 250 Joint Programmes submitted by Russian HEIs.

The second step was to cross-check the information with the European universities listed in the answers to the questionnaires completed by the Russian universities.

EU Programme coordinators were contacted with a request to fill in the online questionnaire with a two-week deadline. The initial requests were sent out on 15 May 2013 and were followed by two additional waves end of May and early September. Reminder phone calls were made from May throughout the autumn 2013, with the last wave of reminders sent out in early 2014.



In summary the data gathering focused on Russian HEIs as the primary source of information, hence addressing the universities at the highest level (Rector and Vice-Rector for International Relations). Yet assuming high level of international academic engagement at faculty level and decentralisation of activities in particular large universities, the Programme Coordinators were also included in the original e-mail request for information. European HEIs were asked to confirm information on the programmes identified and to list other potential Joint Programmes. This approach increased the probability of obtaining reliable data on active Joint EU-Russian Programmes.

5.3. SEMI-STRUCTURED INTERVIEWS

Valuable insights were gathered during the project Kick-off meeting with the EU Delegation in Moscow on 25 February 2013. The meeting was followed by meetings with the Director of the TEMPUS Office, a number of representatives of Member States in Moscow, the Ministry of education and science and a number of universities in Moscow which have interesting examples of Joint Programmes.

A series of informal semi-structured interviews with a number of **university representatives** in Russia and in the EU were also organised, as well as a limited number of conversations with employers and students. These informal discussions were conducted either face-to-face, by Skype or by phone. The purpose was to go a step further and learn from practices on challenges and ways in which these have been addressed.

As the project evolved, the idea emerged from the EU Delegation to test preliminary findings in a series of three regional workshops. It was clear that there was a growing interest from Russian universities to share experiences and to better understand the opportunities and practical challenges linked to the development of Joint Programmes. The three regional workshops were organised in Yekaterinburg (October 2013), Rostov-on-Don (April 2014) and Moscow (June 2014). They provided the opportunity to test preliminary findings with key stakeholders and interested parties in Russian higher education institutions. The additional findings were integrated in the final report.

The original intention of the interviews was to gain a more in-depth understanding of the institutional contexts which are favourable to Joint Programme development and to illustrate particular practice.



Our original expectation was to find *established players* (with a long track record in Joint Programmes), *new entrants* (with very recent experiences with Joint Programmes), *players with adequate resources and potential* (yet no moving into the field) and other *players withdrawing* from further developments. Yet our desk research, survey questionnaire and informal interviews produced a different picture compared to our original expectations.

A number of reasons are often cited to account for the difficulties to initiate and sustain Joint Programmes. These range from changing priorities at institutional and national levels, a lack of senior commitment, weak internationalisation strategies, insufficient support structures and resources, lack of knowledge, skills and practice with international curriculum design and implementation.

Few HEIs have long history of running (real) sustainable Joint Programmes in Russia. New entrants dominate the market that can be explained by the fact that universities are increasingly interested in initiating or enhancing their international cooperation with universities in other parts of the world as a response to national policy. The recent changes in the Russian law to modernise and internationalise Russian higher education play no doubt a strong stimulus for higher education institutions to engage in international activities.

As a result of this different picture, the case study choice shifted from the idea of a clustering Joint Programmes based on different developmental stages to a thematic approach related to the key features of Joint Programmes.

To complement the information gathered from the HEIs, 36 **students and graduates** were interviewed (29 from Russian-EU Joint Programmes and 7 from Erasmus Mundus Joint Programmes) on a range of topics related to their choice of Joint Programmes, their experience and its impact.



6. DATA COLLECTION AND ANALYSIS

6.1. THE CHALLENGES OF DATA COLLECTION

The desk research, survey and semi-structured interviews produced a wealth of information and data on current practices, lessons learnt, opportunities and challenges for the wider development of EU-Russian Joint Programmes.

While taking a broad view on the issue of jointness and considering *collaborative programme development* rather than *pure* programme jointness, we nevertheless had a strict approach to include in our core analysis only those Joint Programmes that were fully confirmed on the Russian and European side. This unfortunately left aside some potentially effective programmes, yet it gave us the confidence that the information gathered was fully reliable and depicted genuine mutual collaboration.

6.2. ANALYSIS OF THE DESK RESEARCH FINDINGS (WEBSITES)

Our desk research on the websites of all accredited Russian universities produced information on 317 EU-Russia Joint Programmes:

- ✓ 133 had already been identified in the 2010 Study¹¹¹
- ✓ 184 new programmes were identified

There are great differences in the way Russian HEIs use their websites as a tool to communicate information about their activities in a clear and transparent way. The structure of the website is limited, content is lacking or is not sufficiently updated. Therefore, the information collected at desk research phase was fragmented and not fully reliable.

- ✓ In most cases, the information on Joint Programmes was available under the International cooperation section of the website. In rare cases, it could be found in the list of study programmes. Limited awareness about Joint Programmes could be the result of a lack of sufficient information at the right levels on the website.

¹¹¹ — No information was found for the remaining 106 (44%) of 2010 Programmes raising the immediate question of sustainability.



- ✓ 220 programmes (~70%) did not have any information in English, which indirectly indicates that they serve only the internal higher education market. When information in English is available, the Russian and English versions of the website often differ significantly. In several cases great effort was needed to check the information in both languages since it was contradictory.
- ✓ Many HEIs simply present their international activities on their website by citing the number of their international partners and type of (general) agreements signed with foreign universities. Beyond the goodwill few activities are generally attached to these agreements.
- ✓ HEIs demonstrate different approaches in choosing their partners in the EU. In some cases the partnership looks very uneven. Strong Russian HEIs join a partner university in the EU with a lower profile. The Joint Programme focus does not reflect mutual strengths.
- ✓ With the exception of the top level HEIs, most Russian HEIs are not known in the EU. Therefore, simpler forms of cooperation with potential EU partners are used as a first step towards the development of long-term relations. These include summer schools, mobility agreements, and invitations to conferences or for lectures.
- ✓ Quality assurance issues are often not explicitly mentioned in the programme descriptions.
- ✓ Some HEIs do not seem to be actively involved in cooperation with foreign partners at the present stage, yet they continue to offer Joint Programmes established in the 1990s and deliver a degree from a EU partner university.
- ✓ For about 30% of the programmes (93 out of the 317 in our sample), there is no information on the website on mobility opportunities available in the context of their Joint Programmes. This can only lead us to conclude that mobility is not considered important or that no mobility opportunities exist.
- ✓ Information on degrees awarded is provided in most cases. In 83 cases (26%), the information is not available on the Russian degree. In 90 cases (28%), the information on the EU degree was not available.



6.3. ANALYSIS OF FINDINGS FROM THE QUESTIONNAIRES

From the 317 Joint Programmes identified at desk research phase, we reduced our sample to Joint Programmes fully confirmed on the Russian and the European sides. The 117 fully confirmed Programmes include those from the original list of 317 Programmes and additional new programmes that emerged at Survey stage (questionnaires to all HEIs). They are at the basis of our core analysis.

A number of the 317 Programmes did not return a questionnaire and were therefore discarded. Programmes that were confirmed by both partners months beyond the data submission deadlines, future programmes (5) and programmes confirmed from one side only either the Russian or the European side (45) could not be taken into consideration in our core analysis.

6.3.1. Areas of study, programme levels and degrees awarded

Master Programmes dominate in the Joint Programmes in our sample with 70% compared with 25% at the Bachelor level and 2% at the Ph.D level. The remaining 3% is made of various levels outside the three-tier system, e.g. the Specialist degree in Russia.

80% of Joint Programmes award their graduates with two degrees, each HEI awarding the national degree of its country. One joint degree from several partner HEIs remains a rather complicated choice, found only in ~3% of the cases.

The leading subjects for the Joint Programmes are Social Sciences, Business and Law according to the ISCED 2011 category (47%), and within this category management and Economics as the most popular areas. The second place is held by Joint Programmes in Engineering, Manufacturing & Construction (23%) followed by the Humanities and Arts (10%), Science (9%), Services (6%) and Others (5%) as illustrated in Chart 1.

Engineering is growing in importance accounting for 1/3 of the new Joint Programmes launched in 2013, followed by Economics (20%).

Subject areas differ at the programme level: e.g. Environmental Studies are taught at Master level only, while about 40% of Tourism & Hotel Management and 50% of Economics programmes are at the undergraduate level.

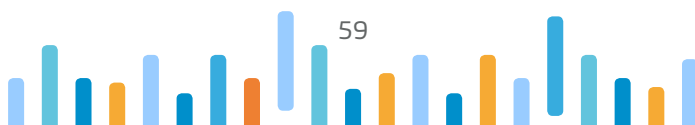
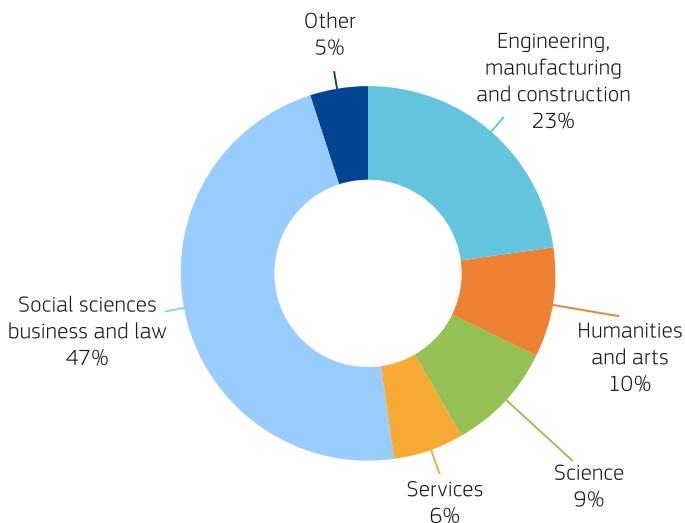


Chart 1. Areas of studies addressed in JPs, according to ISCED 2011 categories

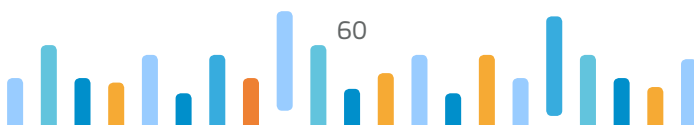


6.3.2. Admission and recognition

Admission to Joint Programmes is carried out in two ways, i.e. either a number of documents are required (e.g. previous degree, language certificates, resumé, application form, etc.) or these basic documents require in addition a motivation letter and a number of recommendations. The latter is slightly more common in Engineering (70%). In Services (75%) the practice of basic documents is most common. This also applies to the Bachelor level (65%).

41% of Joint Programmes do not include an interview with the students in the selection process, 22% require an interview with a joint board, 21% with a Russian board and 16% with a European board only.

One of the challenging issues in the application process is the degree verification. EU HEIs tend to pay less attention to this process with about 25% of Joint Programmes not requiring any verification, and over half of the institutions being satisfied with a copy of an official transcript. Russian partners tend to require more documentation, i.e. a copy of an official



transcript (sufficient in 1/3 of cases). 12% need a degree recognised by the official government body while another third requires an apostilled¹¹² degree often coupled with other forms of degree verification.

European three-year Bachelor programmes and one-year Master programmes create a serious challenge for European students willing to study in Russia since these study lengths are not meeting Russian standards and therefore require “special solutions.” Almost a quarter of the JPs solve the challenge at institutional level while 15% do not see any need to make any special decision (the apostilled degree is sufficient to admit an applicant). 20% request a student to go through a special procedure of degree recognition at the level of a specialised governmental agency in Russia (Glavexpertcenter).

Application deadlines are spread all over the academic year, yet with a high concentration at the beginning or the end. Students are expected to start with the preparation of all the required documents well in advance, hence the need for programme coordinators to have the Programme information and application requirements available at an early date to ensure high quality applications from interested candidates.

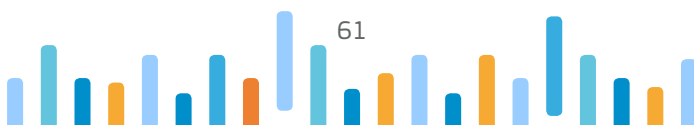
6.3.3. Students: Numbers, mobility and employability

Student Numbers

The number of **students enrolled** in Joint Programmes remains **relatively small**. Over 50% have 1–10 students enrolled in one academic year, 30% have only 1 to 4 students and the remainder no students enrolled at all. Out of these remaining programmes, 60% have been operational in the past. Around the world, Joint Programmes are linked to excellence and are characterised by small numbers, yet the small numbers might also be signs of difficulties and explain the short life many Joint Programmes are experiencing.

The **absence of students** in the Joint EU-Russia Programmes is more frequent at the level of European students, as 60% of JPs did not have any incoming EU students in the academic year 2012–2013 and did not

¹¹² — The *Apostille* is an international certification of a legal document, available in the countries that signed the The Hague Convention which abolished the need for the legalisation of Foreign Public Documents, i.e. all EU countries and Russia.



have any graduates from the EU in previous years. Incoming mobility to Russia remains problematic, especially in the context of Joint/Double Programme frameworks. Our interviews with students revealed potential attractive factors to study in Russia yet they require significant time, effort and resources to bring noticeable results.

Student Mobility

Many Joint Programmes focus entirely on the mobility of Russian students to European partner institutions. In 25% of Russian HEIs, no incoming students from Europe are expected.

Almost half of the Joint Programmes in our sample require a mobility path from European students, yet in many cases the destination is not described. A common pattern is either a two-semester mobility for European students (above 40%) or one semester (30%).

Over 60% of Joint Programmes require Russian students to spend a period in a partner institution while 35% make this mobility optional. In the Joint Programmes in our sample Russian students are expected to spend two semesters abroad (50% of all cases), one semester (25%), 3–4 semesters (10%) and a month or less (5%).

Employability

50% of Joint Programmes expect their students to carry out an internship during their studies, yet we have no information on the type, focus and length of the internships nor on the way they are organised. Nor do we have much information on career support services, alumni associations or other formal mechanisms to enhance student employability in Russian universities. Our interviews revealed that a number of Russian HEIs do have some form of student support in place, although overall the responsibility is left to individual students (50% responses). In 30% of the responses, HEIs on the Russian and the European side are considered as having a critical role in assisting students in building their professional life. 30% of Programmes name companies as the main source of career support for the graduates while alumni association were mentioned in 10% of cases.

50% of Joint Programmes see the private sector as the main future destination for their graduates. 30% of EU HEIs do not have any information about their graduates' plans, while Russian HEIs are little more aware (20% have no such information). Russian HEIs are also a little more aware of their students' future choice of further education as another option (10%) compared to only 4% for European HEIs.



Students in Joint Programmes

- ✓ Low student number: Excellence or sustainability?
- ✓ Lack of reciprocal mobility: RU => EU mobility dominates
- ✓ Mandatory mobility for Russian students (60%)
- ✓ Provision of internships (50% of Joint Programmes)
- ✓ Limited organised career support in the majority of Joint Programmes
- ✓ Limited graduate tracking in Russian and European HEIs
- ✓ Demonstrating clear labour market perspectives is one way to generate stable inflow of the applicants, yet employers' involvement remains limited

6.3.4. Fees and scholarships

Fees

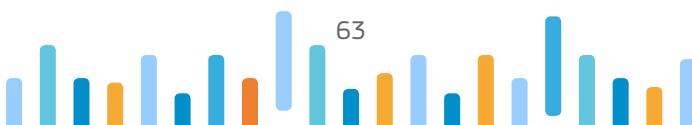
By law, Russian education is free of charge, yet universities are allowed to charge fees and to set the fee level in a number of specific cases. In the EU, there are great differences between student fees from countries charging no fees (most Scandinavian countries), introducing than withdrawing student fees (Germany), charging low levels (France, Belgium, etc....) to high fees (United Kingdom).

40% of EU-Russian Joint Programmes do not expect students to pay any fees while 39% require both Russian and European students to pay fees. 20% charge fees solely to Russian students while a negligible 1% charge fees to European students only. We assume that fees are usually charged at the student home university, either in Russia or in the EU, and at the fee level required in the country which is the current practice in most collaborative study programmes yet we have no firm evidence on this point.

When fees are introduced, they tend to remain fairly low, i.e. below €1000 per semester (~10%), in the range €1000 — 2999 (~ 20%) and rarely above €4 000 per semester (~5%).

Fees are more common in the Social sciences, business and law¹¹³ (75%) and Humanities & Arts (60%). Agriculture, Education, Health and Welfare

¹¹³ — ISCED categories are used.



charge no fees, while the remaining subject areas show an equal spread between free and fee-based education.

Enrolment fee for application processes is rare (less than 10%), yet the *symbolic amount* can go up to € 800.

Scholarships

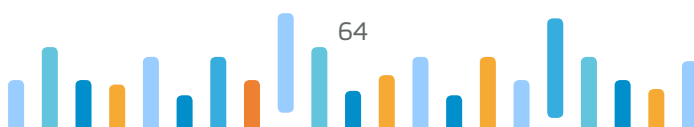
To alleviate the financial burden on students of the additional costs associated to studying abroad, Joint Programmes tend to offer financial support to their students, raising it from different sources which range from Russian funds (7%), national agencies in EU Member States (25%) to European education programmes (25%). At the institutional level 20% of programmes provide a fellowship from the EU university and 25% from the Russian institution. Some HEIs (10% of Russian and 10% of European HEIs) attract business sponsorship to support students with at least some expenses.

Additional support is provided to students in the 80% of the Programmes that charge no fees, while half of programmes with the highest fees (€ 4 000 per semester and above) do not provide any scholarship to their students.

6.3.5. Linguistic issues

Poor knowledge of foreign languages from the part of Russian students and teaching staff was identified as one of the critical issues for the wider development of Double Degree Programmes in Russia in the 2010 study. Our study reveals an increasing use of foreign languages for teaching in Russia, with several HEIs introducing programmes in English. The interviews with the students indicated a strong openness to foreign languages in educational and professional settings, yet highlighted the challenges of gaining real language mastery in the formal education system in Russia.

The dominant language at application stage is English: 40% of EU partner HEIs accept applications from both Russian and home students in English. The use of 2 European languages (often English and the national language of the partner HEI) is a common practice found at a quarter of all the programmes on the EU side.



In Russia, applications to Joint Programmes by home students are accepted in Russian in almost 50% of the cases. A Joint Programme often exists as a framework arrangement, available for a student of a particular department/programme, hence the application for admission being not strictly regulated by Russian laws and allowing different languages. ~20% of Joint Programmes allow application in both Russian and one of the EU languages, ~20% require it in English, 6% — in French, 3% — in German, and the remainder in other languages. The EU partner university is not so keen to accept applications in Russian (only ~ 10%); ~20% are ready to handle applications in both Russian and one of the EU languages.

Education is delivered in Russian and another European language (English and/or the language of the partner university) in 60% of the cases. A two-language policy is used for the defence in 50% of JPs. Another popular practice is the use of double defence procedures with the Russian language used in the Russian university and the use of the English, the national or another language in the European partner university.

Only 4% of Joint Programmes are taught entirely in Russian. However, the final examination is held in Russian in over 20% of JPs. In one-third of the programmes, the use of two languages dominates with Russian plus another language from the EU partners as a model for final exams. 10% of Joint Programmes have no final exam since all the exams are taken throughout the year.

A quarter of the programmes reported having all their major activities entirely in English. English is often used as the working language for the programme in a number of European countries.

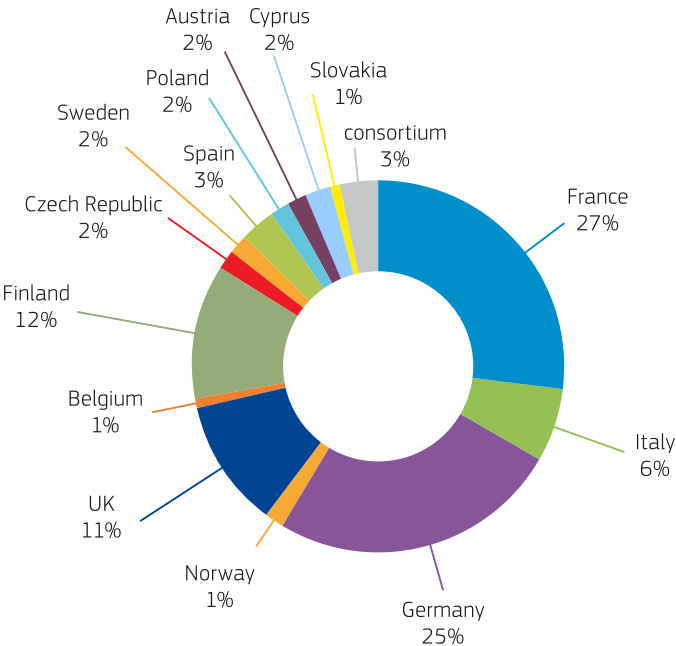
6.3.6. Partnerships: Geography and degree of partners' cooperation

Geography

French and German HEIs are most active in establishing Joint Programmes with Russian partners, with more than half of all the programmes, as indicated in Chart 2 below. Cooperation with the Alliance Française and Campus France and the DAAD is referred to in several questionnaires. Finnish and British HEIs follow with 20%. Cooperation with Central and Eastern European countries is very limited.



Chart 2. Countries of the leading EU partner higher education institution¹¹⁴



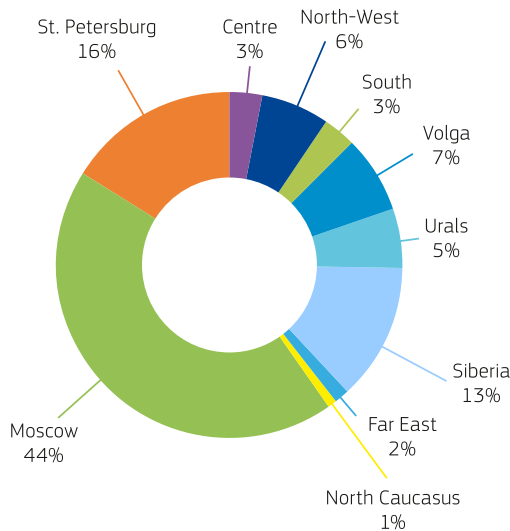
French HEIs are the most frequent partners in Joint Programmes, focusing on Economics (47%), Management (38%) and Environmental Studies (33%), while German HEIs cooperate more frequently in ICT (63%), Engineering and Construction (40%). Finnish HEIs also have about 25% of all their Joint Programmes in Engineering and Construction.

Geographical distances can have a strong negative impact on international activities. Great Russian distances and high travel costs place significant limitations on cooperation with European universities.

¹¹⁴ — We recorded as “consortium” the cases where no lead European partner was indicated or where a multiple of European HEIs were reported.



Chart 3. Regions of the leading Russian partner higher education institutions



Moscow holds the highest place with almost half of all EU-Russia Joint Programmes. Leading Russian universities concentrated in the two main cities and in Siberia have better connections and more resources to generate Joint Programmes. Yet it is not only geography, but also the type of institution, its (proactive) internal culture and the commitment of dynamic academics and/or senior leadership that play a critical role in establishing successful Joint Programmes with European partners. However, it is worth noting that HEIs in St. Petersburg (the so-called *Russian gate to Europe*) have almost the same number of Joint Programmes than HEIs from the Siberian Federal District, where the time difference with Europe can be up to nine hours.

Key findings

- ✓ National internationalisation strategies and support of EU Member States make a significant difference to what can be achieved by individual HEIs (e.g. British Council, CIMO, Campus France, DAAD, NUFFIC). The DAAD and the French Embassy provide support for institutional developments while the other agencies focus mainly on individual mobility schemes.
- ✓ Proximity or remoteness from the European Union has impacts on the scope of Russian-European cooperation. Yet the dynamic examples of Joint Programmes in Siberia demonstrate that distance issues can be overcome.
- ✓ From all of Russia's European Neighbour States, Finland is the most active in promoting cooperation in higher education.
- ✓ Cooperation between Russian and Eastern European HEIs is emerging.

Degree of Partner cooperation

Most partners started working together only fairly recently: 20% met in the 1990s, about 60% in the period from 2000 to 2010, and about 10% after 2010. Their Joint Programmes are recent with 80% launched after 2005 as can be seen from Chart 4. New programmes evolve rapidly while older ones disappear.

Non-academic organisations and private sector companies are rarely involved in the partnerships. 70% of Joint Programmes have no links with external stakeholders. When these exist, they are mainly with business (~20%) in either Russia or in Europe or in both. From the responses to our Survey Russian partners seem better informed about their own connections with Russian businesses than their European colleagues who seem to lack the information in half of the cases.

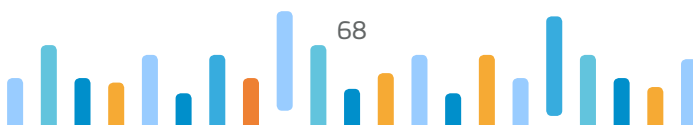
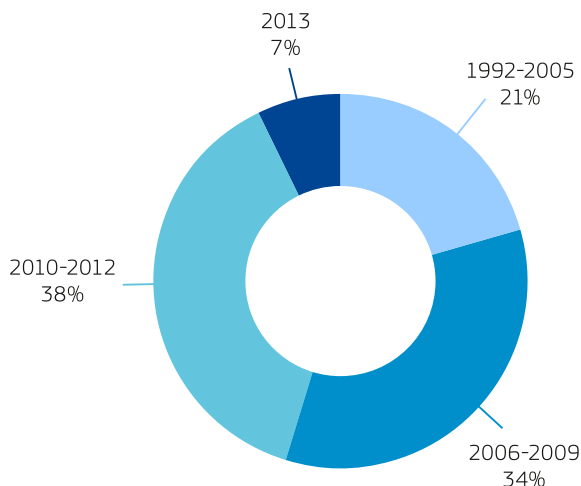
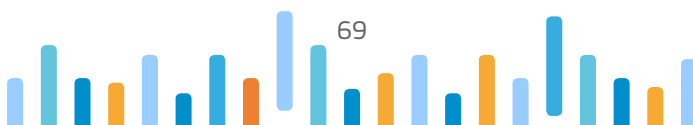


Chart 4. Launch year of Joint Programmes

New programmes are in most cases established with known partners. In 75% of the cases, previous cooperation precedes the launch of a Joint Programme. Over 50% of Joint Programmes report on the individual contacts of their staff with colleagues in other universities abroad that led to the launch of Joint Programme's launch. Joint research projects (30%) and participation in EU projects consortia, e.g. Erasmus Mundus, TEMPUS (20%) are cited as additional ways to develop common areas of interest for further cooperation.

Partners have different perceptions about the original initiative of the Programme: 60% of EU HEIs claim responsibility. However, only 30% of Russian HEIs indicate that their European partners came up with the initiative while 70% attribute the idea of new venture to themselves.

Over 60% of Joint Programmes report on joint decisions regarding student selection. The remaining Joint Programmes make separate decisions at the level of the home institution where the student is enrolled or the host institution.



Partners' cooperation

- ✓ No partner involvement in the student selection and admission (40%)
- ✓ No partner involvement in the defence and final examination (50%)
- ✓ Partners combine existing curricula (70%)

To launch a Joint Programme in 70% of the cases, the existing curricula of the partner HEIs are combined. A new curriculum is only developed jointly in 30% of the cases.

75% of the programmes are managed by joint boards, 15% by coordinators at each partner HEI and the remaining 10% in equal proportions by either Russian or European administrators only. However, when it comes to specific activities, the coordination pattern changes: 50% of the programmes set up a joint board for the defence of the final paper, 20% have independent defence procedures at the level of each partner university and in 20% of the cases, the defence is the responsibility of one partner only. When it comes to the final examination, we observe the same pattern: 40% of the programmes have joint exams, 20% organise these at the level of each partner HEI and about 20% agree to have only one HEI responsible for it.

There seems to be minimal coordination between partner HEIs as far as financial issues are concerned: ~ one third of the JPs only have a financial plan defined jointly.

When fees are charged, ~10% of the Joint Programmes allocate these to the EU HEIs, while the remaining half of the programmes shares the fee income between the partners.

Income for Joint Programmes¹¹⁵

- ✓ Fees (60% of JPs)
- ✓ HEIs' own resources (60% of JPs)
- ✓ State funding (25%)
- ✓ EU funds (20%)
- ✓ Various additional sources (15%)
- ✓ Sponsorship (6%)

¹¹⁵ — Multiple answers allowed



6.3.7. Quality Assurance

80% of Joint Programmes rely on the internal procedures of each partner university for quality assurance. The following practices are used to monitor the quality of education: students' academic records (70% of the programmes), students' feedback (50%) and graduates' feedback (40%).

State accreditation was listed as a Quality Assurance procedure by 70% of the Russian HEIs. European partners often refer to the accreditation of their own programmes and to the State accreditation of the programmes of their Russian partners.

The use of external (non-national) bodies for Quality Assurance remains rather limited. Only 20% of programmes claim to have had recourse of external Quality Assurance agencies yet only 5% provide details about these.

6.3.8. The place of Joint Programmes in internationalisation strategies

European and Russian HEIs list different objectives for the development of Joint Programmes as in the table below.

**Table 1. The motivations to establish a Joint Programme
HEIs in the EU and in Russia**

(Share of cases provided in % since multiple answers were allowed)

PRIORITIES — EU HEI	%	PRIORITIES — RUSSIAN HEI	%
Develop connections with international partners	90	Develop connections with international partners	80
Attract more international students	70	Provide better mobility opportunities for the Russian students	75
Provide better mobility opportunities for EU students	60	Attract more international resources (knowledge, finance)	45
Attract more international resources (knowledge, finance)	25	Improve the image of the HEI in Russia	40
Develop better reputation in Russia	20	Attract more international students	35
Develop relations with Russian employers	20	Develop better reputation in the EU	30
Improve the image of the HEI in the EU	15	Develop relations with Russian employers	10



Both sides agree that Joint Programmes are primarily a way to develop connections with international partners. However, EU HEIs perceive this collaboration more as a way to attract Russian students (second priority), while Russian HEIs as a way to provide their students with mobility opportunities. Outgoing student mobility, also important for EU HEIs, ranked third in the overall list of priorities (60%). Russian partners do not prioritise incoming mobility of EU students and consider attracting the international students only in a third of the cases.

Partners look at students' mobility from slightly different perspectives. For 75% of EU HEIs (the question allowed multiple answers), cultural experience in a different country is the main attraction for their students to go to Russia. 65% of Russian HEIs value more the employment opportunities linked to the mobility to Europe for Russian students. 50% of EU HEIs believe that mobility to Russia provides the European students with better employment opportunities in the EU labour market. Access to an international pool of expertise available to students through mobility is considered highly important by 65% of Russian HEIs and 46% of EU HEIs. 55% of both Russian and European coordinators agree that mobility to the country of the partner HEI impacts on the students' foreign language skills.

Partners agree that EU-Russian Joint Programmes gain a higher reputation in Russia than in Europe. Many Russian HEIs use it to acquire a competitive advantage in Russia. 20% of European HEIs would like to use Joint Programmes as a platform to develop relations with Russian employers, while only 10% of Russian HEIs regard a programme as a tool for that purpose in the EU.

-
- ✓ 40% of Russian HEIs treat Joint Programmes as a way to improve their reputation in Russia
 - ✓ 20% of EU HEIs seek connections with Russian employers
-

Partners have diverging positions as far as academic exchanges are concerned. In 70% of the programmes, EU academic staff deliver lectures for the students of Russian universities, and 40% Joint Programmes have the Russian teachers lecturing to the EU students. EU teachers supervise Russian students in 70% of the programmes (in EU universities), and 30% of Russian teachers supervise EU HEIs' students.

In 20% of the cases, Joint Programmes go beyond the delivery of educational activities, apply for research grants and publish jointly.



6.3.9. The students' voice

To complement the information gathered from Russian and European HEIs, we interviewed **29 students and alumni** identified by several **EU-Russian Joint Programmes**, i.e. 7 Europeans (2 students and 5 graduates) and 22 Russians (7 students and 15 alumni from Siberia, South, North-West, Centre and Volga regions). In addition, we also interviewed **2 Russian Erasmus Mundus students and 5 Russian alumni** identified through EMA, the Erasmus Mundus Students and Alumni association. They were from Far East, Siberia, Urals, North-West, Central parts of Russia.

The following issues emerged from the 20–30 minutes interviews.

Information about the Programme

- ✓ Most students obtain information through personal contacts and social networks. They refer to the need to get first-hand information since the majority of Russian students do not have any prior international experience and perceive it as impossible to reach. Students need to assess whether they will be able to adapt to a different system. Personal impressions from other students in similar circumstances help a lot. Tips on application and studies are valued much more than the official information on the Joint Programme characteristics.
- ✓ Any international study abroad experience and networking with others who have had similar experiences impact on the students' readiness to apply to international programmes. Without it they tend to underestimate their knowledge and skills and do not consider themselves capable for studies in another country.
- ✓ Only leading HEIs provide institutionalised support to students interested in international mobility. Students in other HEIs rely on their own resources or get *friendly help* from teachers and fellow students. Hence the importance of informal contacts and social networks.
- ✓ Many Russian HEIs lack the effective communication channels to reach out to their students. With the exception of the leading universities, few Russian HEIs manage to disseminate information about available opportunities among all potential applicants.
- ✓ The HEIs with more international opportunities have a better information policy. The limited options offered by many Russian HEIs are often not sufficiently advertised in the public domain.



Motivation to apply

- ✓ Students are attracted to the diversity offered in Joint Programmes. Key motives for entering Joint Programmes are:
 - Skills and knowledge acquisition for enhanced employability. Joint Programmes often complement the education a student is already getting from his/her own university. Sometimes the Programme offers unique competences for the national market and has a high reputation in some professional circles.
 - Foreign language acquisition
 - Travelling and a different cultural experience
- ✓ For Russian students, obtaining an internationally recognised degree in Europe is appealing since European degrees have a high reputation on the Russian market.
- ✓ For European students, cultural experience is important, which courses offered in Russian HEIs can offer. Students with prior international mobility tend to select programmes in Russia more often than those who have no previous mobility experience. Family ties and (at least some) knowledge of the Russian language and of Russian realities might also influence choices.

Admission issues and other organisational matters

- ✓ The students who face additional recognition requirements (with no or limited recognition at the host/home HEI) do not treat them as challenges. The reasons might be that the necessary steps have been explained thoroughly.
- ✓ The organisational support from programme's administrators is crucial for the smooth mobility experience of the students.
- ✓ Visa issues are challenging when no support is provided from the Programme.
- ✓ Different housing standards in Russia and strict dormitory regulations puzzle European students. Some of them choose to rent apartments for longer stays (e.g. a semester or more).

Teaching and learning styles

- ✓ Differences in teaching and learning styles between Russian and European HEIs are mentioned by most of the interviewees.
- ✓ A traditional teaching style dominates in Russian HEIs: many contact hours, obligatory courses with very limited choice, obligatory attendance to lectures, the requirement to memorise a lot of information, little open access to teaching material. Critical thinking is less stimulated in Russian HEIs, compared to many European HEIs.



- ✓ Students commented on the more theoretical approach in Russia and the more application-focused learning in Europe. For example, Russian science students often do not know what to do with all the theoretical knowledge delivered in their home university. However, the European teachers value highly such theoretical background and treat it as a truly competitive advantage. The combination of theory and applications opens a lot of potential for synergies between European and Russian higher education.
- ✓ In Russian HEIs the teachers are said to tend to control the learning process, while in the European HEIs the interviewees perceive that they are increasingly given more responsibility for their own learning process. Grading and assessment in Russia are often based on a vaguely specified body of information students are expected to acquire, while European HEIs are said to be more precise in setting more detailed requirements to be covered in the exams. Essays are more frequently used for assessment in Europe (*although practices still vary significantly between countries*), while Russian HEIs are said to prefer controlling the knowledge.
- ✓ European students in Russia highly value their education experience as they have access to individualised education tailored to their needs.

Mobility & personal development

- ✓ Money is an issue both for Russian and European students; many of them chose a particular programme because of the fellowship provided.
- ✓ Joint Programmes are said to provide opportunities to get acquainted to other cultures, broader horizons, raise self-esteem, become independent and make friends from all over the world.

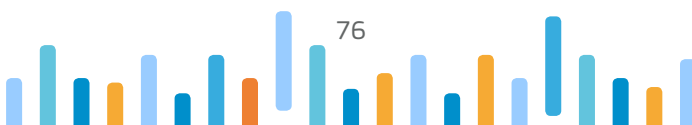
Career support

- ✓ Students are mostly satisfied and do not require additional support although some students indicated that they would wish some assistance and more information on possible career paths. During the studies the students often do not reflect on their professional future and have vague professional plans which impacts on the start of their career.
- ✓ Double or Joint Degrees open additional opportunities for the students, aimed at international careers. With the degree(s) from two different partner HEIs the graduates get dual perspectives and serve as a bridge between two professional communities.



Foreign languages

- ✓ Despite the concerns frequently expressed, language still is not a major barrier for the wider spread of Joint Programmes. According to the students, clear understanding of the reasons to study the language makes it easy and enjoyable, and they find solutions to advance their language skills, when needed. Motivation to learn is crucial, and being environment to practice the language is highly helpful.



7. TYPOLOGY OF EU-RUSSIA JOINT PROGRAMMES: SEVEN DIMENSIONS

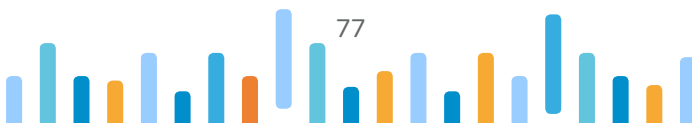
Building on our findings we have designed a typology of EU-Russia Joint Programmes with seven dimensions that relate to the incremental development and management of collaborative study programmes in the context of EU-Russia relations in higher education. These dimensions are:

- ✓ Dimension One — Institutional partnership composition
- ✓ Dimension Two — Programme design and delivery
- ✓ Dimension Three — Student mobility paths
- ✓ Dimension Four — Recognition of study abroad
- ✓ Dimension Five — Degree types
- ✓ Dimension Six — Programme management
- ✓ Dimension Seven — Quality assurance

These seven dimensions follow the key features identified in the review of the literature and our analysis framework. They interact in a multitude of different ways. When drilling down, a rich landscape of different practices has emerged to the surface, demonstrating an evolutionary journey towards jointness and different levels of programme integration.

If one were to apply the definition of Joint Programmes in the strict sense, the number of *pure* EU-Russian Joint Programmes with a multitude of partners would be very limited. Our approach has been to take a broader view, analyse the *journey* taken towards jointness and to look at the range of existing forms of cooperation under which a variety of joint activities are taking place.

There is no one-size-fits-all model, but there are many different ways of developing collaborative Study Programmes around the world. Yet the main differences lie in the degree of intensity and maturity of Joint Programme development. True Joint Programmes are fully integrated and complex forms of cooperation and still fairly limited in the context of EU-Russia cooperation.

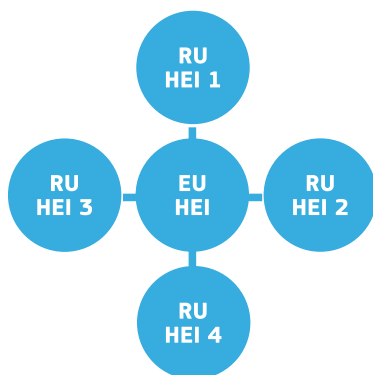


7.1. DIMENSION ONE: INSTITUTIONAL PARTNERSHIP COMPOSITION

Our desk research, survey and interviews have shown that the term *EU-Russia Joint Programmes* is used to cover a wide range of different collaborative agreements between individual HEIs, sometimes of a rather loose nature. We have identified three forms of partnerships between collaborating institutions.

A. “Plug-In” arrangements:

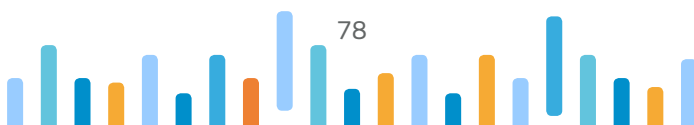
A European university approaches one or several Russian HEIs with a list of potential programmes to offer Double Degree Programmes. The interested Russian universities are attached to the programmes as if they were plugged in to these.



Individual agreements are made with each partner institution, either in the context of one single agreement with multiple partners or separate agreements (to reflect particular arrangements with individual partner institutions).

In most cases, beyond the signature of a formal agreement, there is no active engagement of the Russian universities in the delivery. The universities simply accept the programmes as they are.

European HEIs often approach Russian universities in this way in order to penetrate the market and recruit students.



The approach seems to be an interesting way to limit risks. It is easier to control student enrolment, to broaden potential target markets, to place limitations on student numbers (if there is a need to do so) and to quality assure the programmes.

The “plugged-in” partner HEIs have little influence on the programme content and design. They simply “copy” the approach set by the lead institution. As a result, the content may not reflect the specificities of their environment and their local labour market situation. It is therefore not surprising that this model is more frequently used in early stages of internationalisation.

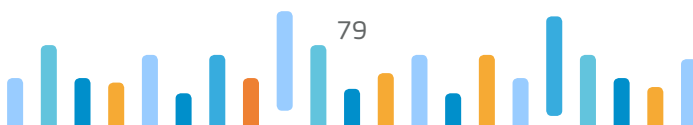
Yet with limited investment Russian HEIs are able to offer students access to an education in a different country, to gain opportunities for international cooperation and in time, develop more *sophisticated* partnership arrangements.

These arrangements offer one explanation behind the difficulty to have fully accurate figures on the number of EU-Russia Joint Programmes in so far as each Russian university reports on one Joint Programme while on the EU side the Programme is reported as a single Programme despite the multiplicity of arrangements with several Russian HEIs.

Strictly speaking, such arrangements are not Joint Programmes since there is no jointness in the curriculum development nor in the delivery. Yet the collaboration lies in the particular arrangements made to expand the educational offer in Russia with an international track.

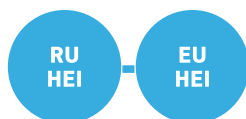
Lappeenranta University of Technology (LUT, Finland) is very active on the Russian higher Education market. The University has a large number of leading Russian partner HEIs in the field of engineering. Some are very active while others are satisfied with a mere cooperation agreement, doing little to convince students of the opportunities offered under the arrangements. The University offers programmes primarily in engineering, science and innovation management. In LUT, the programmes are offered in English and all the students (Finnish, international and students from the Russian partner HEIs) study together.

Saimaa University of Applied Sciences is another Finnish university that works actively in Russia, focusing primarily on the North-West and cooperating mainly with HEIs in St. Petersburg.



The **University of Nice** Sophia Antipolis offers a Double Degree Programme in Economics to partner HEIs from all over Russia. The programme was initiated as Specialist degree/“Licence” before being transformed into Bachelor programme in 2007—2008.

B. Two-Partner consortia: Two partner HEIs (Russia and EU) join forces to develop a programme.



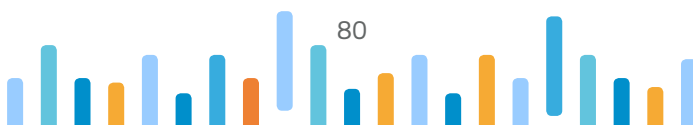
A bilateral agreement is signed by two partner HEIs to develop a programme jointly. The programme builds on existing curricula in the two institutions and on current needs in the sector. The extent to which the content is jointly developed varies significantly.

In most cases, the partners’ curricula are simply mutually accepted. In the more developed forms of cooperation academics from both sides collaborate closely to develop and deliver at least some joint content and collaborate in Quality Assurance. The delivery mode may involve significant academic mobility.

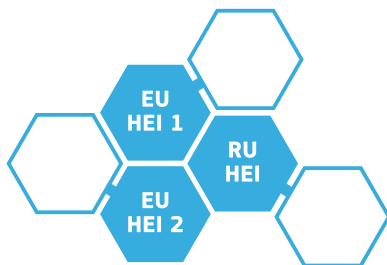
The level of commitment is critical on the two sides, as well as strong and *uninterrupted* senior leadership and strategic support. Such Programmes also require strong organisational and financial arrangements without which their long-term sustainability cannot be guaranteed.

Joint student selection is rarely the case. Students are in most case selected locally by each partner institution.

In our study, such Programmes frequently show low student numbers that endangers their financial sustainability. Yet it is possible that limits are simply placed on student numbers to ensure the programme excellence.



C. Multi-Partner consortia: Several HEIs from the EU and Russia join forces to develop a Joint Programme.



Partner HEIs have sought national or international funding to support the development of a Joint Programme, i.e. TEMPUS, Erasmus Mundus or scholarship schemes under EU national funding organisations for internationalisation (e.g. DAAD in Germany, Campus France, NUFFIC in the Netherlands).

As with the previous type (two-partner consortia), different levels of jointness have been observed as far as the programme content, design, delivery and overall management is concerned. The degree of jointness depends on the programme maturity, the overall consortium and programme arrangement as well as the extent of the relationships between partners.

Many respondents refer to high coordination costs and heavy administration workload due to the variety of institutions from different national backgrounds and administrative cultures. With the exception of a few leading universities, in most HEIs, there seems to be a lack of organisational capacity and experience to support larger scale developments that offer the wide range of mobility and study tracks that can be associated to multiple-partner consortia.

We have encountered very few EU-Russian Joint Programmes with more than three partner institutions and only a few with private companies brought on board.

Many consortia seem unable to continue with the Joint Programme once the funding stops. This raises the crucial issue of the sustainability beyond the (international) funding period.

The Joint Programme between **Otto-von-Guericke University Magdeburg (Germany)** and **Irkutsk State Technical University (Russia)** results from active research collaboration between individual academics. To support the newly established programme **more partners** were brought on board by each side to apply for TEMPUS funding.



Ivanovo State Power Engineering University is a member of **EU4M consortium** — European Union Erasmus Mundus Master's Course in Mechatronic and Micro-mechatronic Systems. Partners are Ivanovo State Power Engineering University (Russia), **Karlsruhe University of Applied Sciences (Germany)**, **University of Oviedo (Spain)**, **National Engineering Institute in Mechanics and Micro-Technologies, (France)** and **Nile University (Egypt)**.

Erfurt University of Applied Sciences is the leading partner in the consortium for the Double-Degree Master programme in Gas supply and ventilation. It has been running annual summer schools with all its partner universities for more than 5 years (e.g. with Rostov University of Civil Engineering). The students from all partner HEIs attend the school and learn about the opportunities offered at the Double Degree Programme. Local business is involved in supporting the summer schools.

7.2. DIMENSION TWO: PROGRAMME DESIGN AND DELIVERY

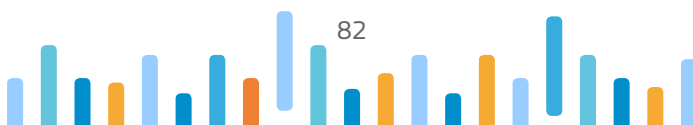
Collaborative programmes are complex forms of cooperation that demand *institutional readiness* and strong commitment at senior leadership level as well as in the *academic heartland*. We have encountered different approaches towards jointness of design and delivery from looser arrangements to more sophisticated approaches.

A. Independent design and delivery

Although such an approach does not correspond to the idea of a Joint Programme it has been observed in some Programmes in our Study.

Various components from individual partner HEIs are simply brought together under the label *Joint Programmes*. Strictly speaking these are not Joint Programmes in the pure sense, yet we have decided to include them in our study since they do represent a first step in the process of developing collaborative programmes jointly.

There is no joint design, admission or examination nor any joint delivery. Every partner university has its own procedures and uses its own content.



Yet the Programmes are used to provide mobility opportunity and to grant double degrees.

A University X reaches an agreement with University Y, which allows students' mobility and entitles the mobile students to the degree of the partner HEI. However, at the home HEI the students are expected to take the full length of studies, and at the host HEI they spend practically the total duration of the programme, thus practically doubling the total period of their education.

The admission is done independently by each HEI, as well as all examinations and defence. There is extremely limited recognition of the courses from the partner HEI or it does not exist.

B. Design and delivery by one leader with one or several followers

One university takes a leading role in terms of designing the overall programme architecture, defining the programme content, the approach to teaching and learning and the approach to quality assurance.

The partner institutions simply adopt the overall model proposed by the lead institution. There is a strong unbalance at the level of the partners' positions in the consortium.

Such an asymmetry might last for some time as long as the environment remains favourable. Yet it may come into difficulties in cases where the students' numbers do not reach expected targets or the programme does not sufficiently meet local expectations. Over time Russian partners may also wish to have a strong say in the overall design and delivery and bring their own expertise more significantly into the Programme.

The **Institute of Petroleum Engineering at Heriot-Watt University** (HWU) in Scotland is among the world leaders in education for the oil industry.

The Petroleum Learning Centre at Tomsk Polytechnic University (TPU) offers two educational trajectories.



One is the Master programme with a two-year curriculum, which includes a one-year HWU recognised Master and meets all Russian national requirements.

The other is more attractive for students who already work. It lasts a year only, and provides a HWU degree together with a TPU professional training certificate.

TPU acts as Approved Support Centre for HWU in the second case.

C. Partial joint design and delivery

In other examples partial joint design and delivery can be observed. Initial discussions between academic staff have resulted in a comparison of programmes in the various partner institutions, specific course content and quality assurance mechanisms. This has led to the conclusion that despite local contextual differences there is a high degree of similarity.

The close collaboration of individual academic staff and the level of trust established at grassroots level is the critical basis for the decision to launch a double degree programme that will be mainly based on the partners' own portfolio, yet have a few additional courses.

In this model partners remain independent in some aspects of the Joint Programme while have joint approaches in others.

Baikal State University of Economics and Law (Irkutsk) has a Double Degree programme with the **University of Nice Sophia Antipolis**.

Most of the courses in Russia are recognised by the French partner. A limited number of additional courses are delivered in Irkutsk.

The University of Nice approves the teachers, controls the exams for the additional courses and delivers some lectures.

D. Joint design and delivery

In this model, all partner institutions operate on an equal level in terms of the decision-making, the overall programme design and the management of all operations.



There is significant academic mobility between partner institutions to deliver a truly integrated programme, building on the academic strengths of each partner institution.

Academic staffs meet on a regular basis to discuss various aspects of the overall programme architecture, the precise content, the division of labour (in terms of the components delivered by each partner), the student assessment, supervision issues (in the case of Ph.D) and the programme quality assurance. There is a joint approach to teaching and learning at consortium level.

In our study, we have encountered few Programmes of this type that demonstrate true joint design and delivery at consortium level.

Joint Programmes developed in other parts of the world show similar patterns of *work in progress* since they do require significant energy and strong coordination to turn intentions into reality across the different organisational and national contexts of the partner institutions.

The preparatory work for the Double Degree Programme in Off-shore Field Development Technology between **University of Stavanger** and **Gubkin Russian State University of Oil and Gas** involved a lot of consultations on both sides and joint work on the curriculum, content of the courses and quality assurance. As a result, the Programme offers the students from both HEIs a highly integrated curriculum.

St. Petersburg State Polytechnic University pays special attention to integration of the curriculum in its Joint Programmes. It is a necessary step foreseen in the template agreement for the Joint Degree Programmes. Depending on the partners' experience, working on jointness can take a long period. The case of the Joint Programme in International business development with the **University of Upper Austria** is an exception: it only took six months from the first negotiations to the agreement since all initial positions of the partners were clear.

Volga Region State University of Service (Tolyatti) and Ruse University (Bulgaria) invested a lot of preparation in the joint design of their Double Degree Programme in Applied Computer Sciences, which offers a fully integrated curriculum to the students.



Across the four sub-dimensions, various forms of **online and virtual learning** are emerging, even if still limited in scope.

Streaming lectures, online access to content, supervision and peer review via web-platforms have been observed. Limited references were made to the active use of online technologies in joint teaching.

The current simple forms of e-learning could be developed in more sophisticated e-learning platforms for a range of educational activities from teaching to assessment and defence supervision. These will only grow in the future with the emergence of the MOOCs¹¹⁶ and their potential to offer different types of Joint Programme delivery, increasing flexibility, multiple study pathways and above all broadening access to international education despite the geographical remoteness in some parts of Russia.

Some examples are offered by the following universities:

- ✓ **Volga Region State University of Service (Tolyatti)** has a Double Degree Programme in Applied Computer Sciences with **Ruse University (Bulgaria)** under which some lectures are delivered online, allowing immediate feedback from the students.
- ✓ **The University of Nice Sophia Antipolis** is using lecture streaming for the courses of its Bachelor programme in Economics with several partner HEIs in Russia.
- ✓ **The London University of Economics and Finance** plans to launch several Joint Programmes with Russian HEIs, primarily with an e-learning approach.

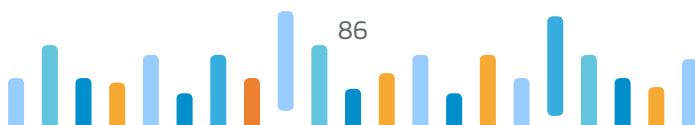
7.3. DIMENSION THREE: STUDENT MOBILITY PATHS

The requirement for a mobility component in Joint Programmes is very much debated in the literature from the views of the purists claiming that there can be no Joint Programmes without any mobility to those who take a broader view on the issue.

The limits of financial resources available in Russia to support student mobility have led HEIs to respond in different ways:

- ✓ By introducing tuition fees for Joint Programmes (which in turn reduces student numbers especially in less economically developed and more remote regions) ;

¹¹⁶ — Massive Open Online Courses

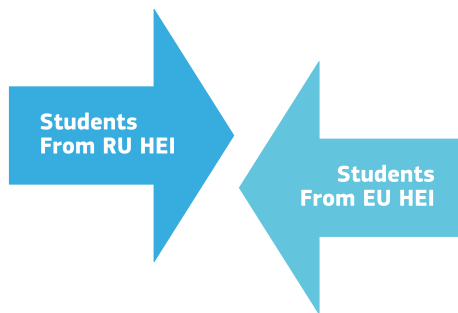


- ✓ By identifying additional funding sources to support student mobility (e.g. through national agencies in EU Member States). Russian universities have made significant use of the TEMPUS and Erasmus Mundus Partnership Action 2 Funding Strand for this purpose.

EU-Russia Joint Programmes tend to focus on Russian student mobility to the EU. The mobility of European students to Russia has been much more limited for a variety of reasons although the opportunities are available.

A number of programmes offer mobility opportunities only to small numbers of students, e.g. those who are able to cover the costs. In other cases, no mobility is required. Instead, Russian students are exposed locally to academic staff from partner EU HEIs who are also involved in monitoring the quality of the local teaching through external reviews and examinations.

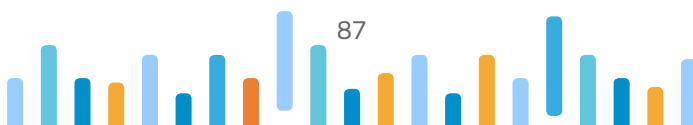
A. One-Way student mobility: Mobility is limited to students from one partner university in the programme.



In the majority of EU-Russian Joint Programmes, mobility is unidirectional from Russian HEIs to EU HEIs. Most programmes reported on low numbers of incoming EU students or no EU students at all (~60%).

The reason is the lack of linguistic skills of European students to take programmes entirely in Russian, almost the only teaching language in Russian HEIs with a few exceptions. Russian higher education also suffers from a lack of international reputation in terms of the quality of teaching and learning. No special arrangements are made to support European students with their integration in the university since low numbers are expected.

Such a situation raises concerns if one considers the current priorities of the Russian Ministry for Education and Science to increase the inflow of foreign



students. It is hard to expect that demand from European students for Russian degree programmes will increase significantly in the short term due to the lack of high-level international reputation and sufficient visibility of Russian HEIs on the international scene (with the exception of the few leading HEIs).

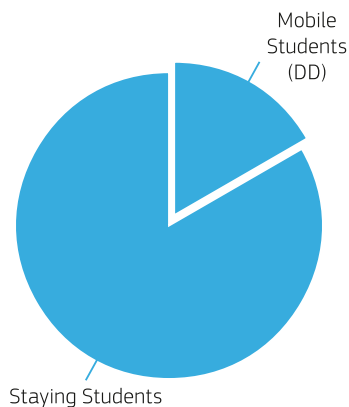
The relative closure of the Russian labour market and a limited need for Russian degrees on the European scene are other factors to explain the current limited interest of European students.

As a result, this unidirectional approach can be regarded as *reasonable strategy* in the early stages of internationalisation until further developments can be made at a later stage.

The Double Degree Programme in Economics and Management between **Lobachevski State University of Nizhny Novgorod** and **Pierre-Mendes-France University Grenoble** is aimed at Russian students only. Mobility to Europe is optional.

The Double Degree Programme in European Studies between **Tomsk State University** and the **Free University of Brussels** does not expect any mobility from European students to Tomsk, but makes mobility mandatory for the Russian students.

B. “Built-in” student mobility opportunities: A limited number of students are mobile in the programme and obtain a degree from the partner HEI.



One or both partners offer their own programmes in addition to a Joint Programme. Students in the Russian and in the EU university can choose to take the national programme or opt for the EU-Russia version of the Programme. For the latter, there is a compulsory stay of a pre-defined period of time in the partner institution in which the students gain a number of ECTS credits that are recognised in some cases.

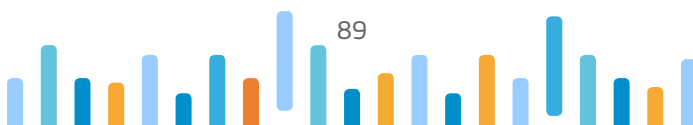
Within the same student cohort and the same programme, a number of students are mobile while others are not. Yet in some cases non-mobile students still benefit from exposure to guest lecturers from partner HEIs, from special courses and a different programme design than the basic programme offered in their home institution.

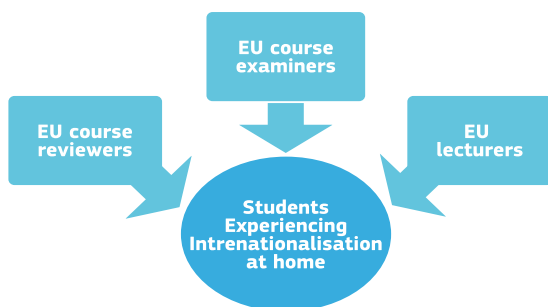
This model is relatively popular in Russian HEIs since it allows them to meet national and institutional targets for internationalisation. However, it often results in confusion as far as the precise number of enrolled students and graduates in a Joint Programme is concerned.

The students of the Applied Mathematics Department at **South Federal University (Rostov-on-Don)** can apply for the Master programme in Technomathematics and Technical Physics at **Lappeenranta University of Technology (Finland)**.

In the first year, they attend the programme of their choice in Rostov, go through a selection process and upon successful admission have their courses recognised in Lappeenranta where they continue their studies in the second year of the programme.

C. Student “Mobility” through “Internationalisation at home”: Students are not expected to spend any time abroad, yet HEIs are trying to offer *at home* elements of what a mobility component and international education could offer.





Courses are regularly reviewed by partner EU HEIs, lecturers from partner HEIs are brought to Russia, Russian teachers are evaluated by the European partners, and external examination procedures are in place to ensure the same standards as in the European partner institution.

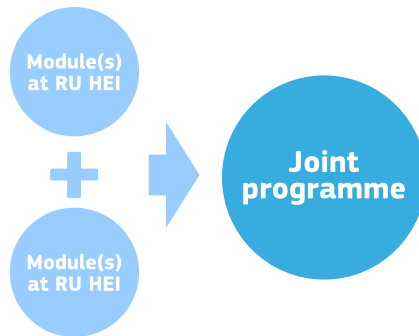
Such arrangements have been in place for many years to support cooperation between Russian and European HEIs. They require adequate understanding of the local realities and needs, as well as professional management.

Approaches to secure resources (and manage these efficiently e.g. by limiting mobility opportunities), to build expertise, create reputation and to develop connections with stakeholders have been developed over time. They reflect the unique history of each programme. Long-standing programmes that have used such an approach are highly valued on the national level in Russia. However, increased competition for students, and the more active engagement of HEIs in internationalisation all over Russia are challenging this model.

The examples we have encountered in our study mainly reflect the asymmetric arrangements described in the previous section. Over time, a more modern form of *internationalisation at home* will need to be developed at consortium level and across the partnership with more equal levels of cooperation, contrary to the current mainly unidirectional model from the EU to Russia.

D. Integrated student mobility: The students from partner HEIs in the EU and in Russia study together and move from one partner university to another.





Mobility windows are clearly defined at consortium level and at the level of the overall Programme architecture. The resources to support the international mobility are clearly identified and come from own institutional resources, scholarships from national or international organisations or own resources from the students.

The clear definition of the mobility windows and their clear placement in the academic calendar for the Joint Programme makes it possible for students from the EU and the Russian sides to form a truly international classroom, to gain experience from a different university and from living in a different country. The stay abroad is fully recognised by the home university.

Such integrated mobility requires an integrated approach to the Programme management and the Teaching and Learning. It is enhanced with strong student support services for international students.

Yet with the exception of the few leading universities in Russia, the majority of universities lack the financial and human resources as well as the professional expertise to manage such integrated mobility windows.

A Joint Programme in Intelligent Systems between **City University London** and **St. Petersburg State Polytechnic University** is based on the integrated curricula and reciprocal mobility flows.

Christian-Albrecht Universität zu Kiel and **Irkutsk State University** cooperate in a Joint Programme in Environmental Management. When the German students leave for a semester in Russia, the Russian students leave for a semester in Germany.



7.4. DIMENSION FOUR: RECOGNITION OF STUDY ABROAD

A Joint Programme mutually agreed upon by a number of partner institutions should provide students with the opportunity to move freely from one partner institution to the other, with his/her credentials fully recognised.

Yet on the ground, the situation is much more complex and is challenging for students who need to take additional courses and obtain additional certification to make this possible on their return to Russia. We have not seen any difficulties for the more limited students returning to a university in the EU, yet recognition issues may also happen at that level.

We have encountered the following cases;

A. Additional courses and exams (Russia)

In some cases, Russian students returning to their home university in Russia are expected to repeat the same period of studies corresponding to their stay abroad, sometimes from one to two semesters. They need to take all the required exams related to these repeated semesters, thus leading to a significant extension to the normal study period.

In other common cases, Russian students are expected to arrange recognition for each course taken abroad on a case-by-case individual basis. Although this has the advantage that additional exams might not be needed, it is a heavy burden on the students.

Upon their return from a one-year spent at the **Technical University Ilmenau (Germany)**, the students of **Moscow State Power Engineering University (MEI)** are expected to repeat the year.

B. (Previous) need for a second thesis (written paper and defence)

According to the previous legislation, Russian students returning to Russia after a period of study abroad were also expected to submit and defend a second thesis in the form of a written paper and defence in Russian. Without complying with this requirement, students would not be eligible for the Russian degree.

As a result, the total duration of a (Joint) Programme is in some cases much longer.



Recent changes in the new law on education have however removed this requirement. Therefore this type of arrangement, if it still exists in some HEIs, should gradually disappear in the future.

The graduates of a Double Degree Programme ‘Master of Economics and Management Science’ between **Higher School of Economics Moscow**, and **Humboldt University Berlin** had to submit their thesis twice: first in Germany where they submitted and defended it in English, and then in Russia, where both the submission and the defence were done in Russian.

The thesis defended in Germany could be translated or a new one could be rewritten. The standard thesis submission and defence procedure were in place.

C. (Automatic) mutual recognition

Russian HEIs with long standing international links, a strategic view and significant resources allocated to internationalisation have developed the right mechanisms to make it possible for students to move easily for the completion of their Joint Programme in partner institutions. Credits acquired in partner institutions abroad are fully recognised.

The Russian government has also granted 45 leading Russian universities the right to choose how to recognise international degrees.

For all other HEIs in Russia, the automatic mutual recognition is possible only in the framework of the Federal Educational Standards prescribing the number of mandatory courses. The review of Russian HEIs opportunities in the recognition of study period abroad is in section 3.1.1. and 3.1.2.

There is no automatic recognition of academic degrees and credits in the EU. Member States in the EU remain responsible for their education systems and apply their own rules regarding the recognition of foreign degrees and diplomas. Students who wish to pursue studies in a different country may obtain a “statement of comparability” of their university degree by contacting the ENIC/NARIC centre in the country where they would like to have their degree/diploma assessed. Depending on the purpose of the assessment, the ENIC/NARIC centre will carry out the evaluation of the



degree itself or transfer to the appropriate authority¹¹⁷. However, in most European countries universities are autonomous in regards admission criteria and have final decision-making when it comes to recognition of foreign degrees and study periods. In case of the latter, recognition is usually specified in bi-lateral exchange agreements or by applying the European Community Course Credit Transfer System (ECTS)¹¹⁸.

Russian State University for the Humanities and Ruhr Universität Bochum (Germany) run a Joint Master Programme in Russian Culture.

The Master offers students full recognition of courses taken in the partner university. The thesis is defended in front of a joint board, which can be organised with the virtual presence of some members if there is a need.

7.5. DIMENSION FIVE: DEGREE TYPES

As we evolved with our Study, it became increasingly clear that for the collaborative Study Programmes we were investigating, we were dealing mainly with Double Programmes between two universities in the majority of cases (leading mainly to double degrees) than with pure Joint Programmes (fully jointly developed and leading to a single, double or multiple degrees in the case of multiple partners).

In the Joint Programmes under our investigation, EU and Russian Partner HEIs award degrees in the following way:

A. National degree from one partner institution and certificate from the other partner HEI(s) for a full degree programme

Such an arrangement seems to be used by several well-established Joint Programmes. We have observed different cases:

¹¹⁷ — http://europa.eu/youreurope/citizens/education/university/recognition/index_en.htm

¹¹⁸ — <http://www.ciep.fr/en/enic-naric-france/recognition-of-qualifications-in-the-european-union>



- ✓ One-year Master programmes awarding a degree from the European partner institution and a certificate from the Russian partner institution. The reason for this type of arrangement is that two years of study are required for Master programmes in Russia according to the national legislation.
- ✓ National regulations in Russia prevent the recognition of three year Bachelor and one year Master programmes from foreign HEIs. As a result, the partners issue national degrees to their home students only, and the jointness of the programme is reflected in the Diploma Supplement signed by both partners.
- ✓ A long-lasting stable partnership between two HEIs (one in Russia and one in the EU) in which students do not move but are given elements of an international education in their home institution. Students are awarded the Russian Master degree. They do not obtain a Master degree from the European partner university since they have not physically moved nor spent any time in this EU university and country. For the EU university, physical mobility and a physical stay of the Russian students are requirements to grant the national master degree.

B. National degree (Home institution) and a certificate (mobility period in partner university)

The students gain one single national degree from their home university. Yet they obtain a certificate testifying of their mobility and stay in a partner university in the Joint Programme. We have noticed in our study that both Russian and European universities use this approach.

As outlined in the above section, this does not necessarily mean that the stay abroad is recognised and taken into consideration for the award of the final degree or reflected in the diploma supplement.

C. Two national degrees (Russian degree and a degree from an EU partner institution).

When Joint Programmes mature through closer partnerships that build on the mutual trust of academic staff and the partner universities themselves, the approach to teaching and learning also strengthens. Stronger structural arrangements are made in terms of the overall programme architecture, the study paths, mobility tracks and quality assurance.



The effect is that partners feel sufficiently confident that the level of education provided in several universities can lead not only to one but also to two national degrees.

The graduates of a Bachelor programme in Travel and Tourism Management between **Northern (Arctic) Federal University** named after M.V. Lomonosov, **Harstad University College (Norway)** and **Kemi-Tornio University of Applied Sciences (Finland)** obtain the national Bachelor degrees awarded by the three partner universities and a joint certificate signed by the three HEIs.

D. One single joint degree awarded by all the partner HEIs.

The award of a single degree in the name of the partner institutions that offer a fully integrated programme officially recognised in the countries in which it is delivered hardly exists in the context of EU-Russia Joint Programmes.

We have noticed in our study that complications with national legislations in many EU countries and in Russia make universities often reluctant to seek to offer Joint degrees. This is a gradual step-by-step approach requiring significant efforts navigating through the university governance structures and meeting national requirements.

Besides, there are concerns about the full validity and recognition on the labour market in Russia of a single Degree offered jointly by partner HEIs in Russia and the EU. Hence Russian universities prefer to maintain arrangements under which students will obtain either the national degree with other forms of certification or a second degree.

7.6. DIMENSION SIX: PROGRAMME MANAGEMENT

The Joint Programmes we have encountered differ in their management structure from a bottom-up approach at the faculty level to the more top-down centralised approach.

A. Individual academic initiatives

Joint Programmes are in many cases the initiative of dynamic individual academic staff interested in broadening opportunities for students and



with colleagues in international settings. They use all their academic networks worldwide to develop new opportunities for academic work, from research to educational developments.

On a small scale, individual staff are able to manage joint activities almost by themselves with limited support of the faculty. Yet for true Joint Programmes, the whole university needs to come on board to cover a whole range of issues from legal, financial issues to quality assurance, student administration and resource issues which academics alone cannot handle at departmental level without any support from the central administration and senior management.

B. Dedicated “ad-hoc” structures

Dedicated structures are sometimes set for specific tasks related to specific aspects of Joint Programme development in Russian universities that do not have explicit internationalisation strategies nor the necessary central structures to support the internationalisation process. These units do not have any decision-making power in the overall university structure nor special resources. They are simply allowed to promote international cooperation inside the university.

The units address the students and interact with them. They provide them with opportunities to apply for programmes with partner HEIs. They take care of language training and invitations to visiting professors.

The **German Engineering Department at Moscow Power Engineering University (MEI)** takes care of joint programmes between MEI and **Technical University Ilmenau**.

The French-Russian department in **Baikal State University of Economics** runs the Double Degree Programme between Baikal State University of Economics and Law and the University of Nice Sophia Antipolis.

C. Fully integrated Joint Programme Management Structures

A centralised and professional dedicated unit is established to initiate and manage the Joint Programme. It has the support of senior management.



The Unit has the know-how on all aspects of international collaborations and can assist in all the preparation tasks, partner identification, approach and contractual matters. It sets up common frameworks and guidelines at university level for collaborative arrangements, including for Joint Programme developments.

When the interaction with the foreign partners reaches stable levels, the special unit is integrated in the overall management structure of the department or the university as a whole. All aspects of Joint Programme management are taken care of, such as the student administration from application, selection stage to teaching, mobility, dissertation and graduation, as well as the overall management issues and quality assurance.

In **St. Petersburg State Polytechnic University**, a special department coordinates all tasks related to internationalisation.

It promotes the idea of international cooperation and raises the overall level of internationalisation and makes all the preparations towards developing partnerships. It works on enhancing the university image. It develops all the guidelines and regulations for the international cooperation and monitors the performance of all those involved.

A special unit was established to assist with the preliminary stages of launching the Joint Programmes in **International College of Economics and Finance** (ICEF, a partnership between London School of Economics and Political Science and Higher School of Economics) and **Moscow School of Social and Economic Sciences** (MSSES, an institution founded in partnership with the University of Manchester).

Once the programmes were well established, the special units were fully integrated in the overall university structure.

7.7. DIMENSION SEVEN: QUALITY ASSURANCE

The Literature Review Section points out to the key issue of Quality Assurance for the success of Joint Programmes. Yet our study provides little evidence of Joint Quality Assurance. Many partner HEIs have their own



policies and procedures in place in the context of national policies in their country.

Procedures in place in partner HEIs are simply accepted, each partner remaining responsible for the quality of the components it delivers in the programme. Each partner monitors student academic performance, academic delivery, seeks to obtain students and graduate feedback.

In Russia, most universities rely on two main components of Quality Assurance, i.e. the development of internal policies and the provision for Quality Assurance as a response to external requirements from the State, with a view of obtaining the State accreditation. A small proportion of Joint Programmes refers to getting international accreditation according to the ESGs, the Standards and Guidelines for Quality Assurance in the European Higher Education Area)¹¹⁹. The trend is more diverse among EU partner HEIs. The extent to which universities have developed an active *Quality culture* with sophisticated tools to measure institutional quality, the quality of overall operations and within these of education, research and services to society varies greatly between institutions.

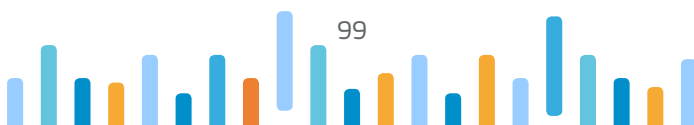
A. Independent Institutional QA practices: There is little cooperation between partner HEI(s) as far as Quality Assurance is concerned. All partners use their own approach.



Many partnerships adopt this approach as a first step with which they feel *secure* that the quality level they know will be maintained.

The collaboration allows the gradual understanding of other Quality Assurance arrangements and of the diversity of approaches that can be adopted, even if these are embedded in national requirements and cul-

¹¹⁹ — For ESG, see <http://www.enqa.eu/index.php/home/esg/>.



tures. In time, the partnerships evolve to more Quality Assurance jointly developed by the partners.

In our Study, some Joint Programmes have referred to national existing accreditation for their own programmes, without providing a lot of information on any joint Quality Assurance arrangements.

Quality Assurance for the ‘Urban Water and Heat Engineering’ Bachelor programme between **Ostfalia University of Applied Sciences (Germany)** and **Kalashnikov Izhevsk State Technical University falls under two national systems**. The German part is accredited by ASIIN¹²⁰ and EUR-ACE¹²¹ while the Russian part has Russian State accreditation”.

FernUniversität Hagen (Germany) lists its own external accreditation (national accreditation agency in Germany) to describe the Quality Assurance for its Master Programme in Business with St. Petersburg State University of Economics.

B. One Partner’s QA practice for the entire Consortium



The lead (EU) partner provides its own QA practices, which are adopted by the other partner(s) as the Quality Assurance approach for the entire Joint Programme. This is often the case when the EU university has a strong approach to quality assurance and to developing a quality culture in response to external demands that it is keen to share with partner uni-

¹²⁰ — Accreditation Agency for Study Programs in Engineering, Informatics, Natural Sciences and Mathematics (ASIIN), <http://www.asiin-ev.de>

¹²¹ — www.enaee.eu/eur-ace-system.



versities in the context of international ventures. We have noticed that the internal QA practices and external audits carried out in the lead EU partner institution are sometimes adopted at consortium level.

This approach enables mutual understanding and mutual learning among partners, which can eventually lead to a shared quality assurance approach shaped at consortium level.

Yet each approach fits in a particular organisational and national context and cannot be taken as such in another context. These arrangements can lead to tensions between partners due to the asymmetry of arrangements.

C. Joint Quality Assurance Policy

All partners shape together a common QA policy, which is adopted and implemented at consortium level.



All partners cooperate on the definition and development of joint quality procedures that are most appropriate for the Joint Programme. The joint procedures build on the national specificities and the specific organisational cultures of the partner organisations. They will review different aspects of the approach to teaching and learning, programme structure, content and approach to assessment.

Beyond the definition of internal quality assurance arrangements at consortium level, we have encountered several cases in which the partner HEIs have decided to make use of external accreditation agencies to review their Joint Programme, and therefore obtain the external recognition that their programmes and approach are robust.

Kuban State University and Hochschule für Technik und Wirtschaft Berlin accredited their Bachelor programme in Management/Business Administration at the Accreditation, Certification and Quality assurance Institute ACQUIN in Germany.



The same agency was used to assure the quality of ‘MiBA — Master of International Business Administration’ programme between **St. Petersburg State University of Economics** and **Technische Universität Braunschweig**.

7.8. IN A NUTSHELL — ASSESSING THE CURRENT LEVEL OF YOUR JOINT PROGRAMME

The mind map on page 104–105 summarises the seven dimensions of Joint Programme development identified in the EU-Russia context, with a number of sub-dimensions related to each.

The matrix on 106–112 pages allows HEIs to position their programme. The matrix has been built from the real experiences of EU-Russia Joint Programmes that have emerged in the course of the study.

If one takes the definition of pure jointness, the more Programmes move from one sub-dimension to the next one, the more the level of jointness increases. Yet some sub-dimensions simply represent different routes for universities to choose from in order to develop Joint Programmes. They do not represent a hierarchy of developments nor ‘good’ or ‘bad’ approaches.

Each choice is appropriate to the individual circumstances of the partner institutions, the short and long term objectives foreseen in the collaboration and the available resources, i.e. the funding, the human resources (the knowledge and experience with international study programme development) and the management support (to ensure a stable delivery of the programme).

While evaluating available resources, a broad view should be taken, considering additional external financial support that can be attracted. Most (project) external support is often for a limited period of time and eventually needs to be replaced. Alternatively other modes of operations can be defined to ensure the programme’s sustainability.

Different starting points, available or future (financial) resources and, in Russia, the additional autonomy granted to some HEIs will have a strong



effect on the types of arrangements that can be made in the short and medium time. An initial assessment can be as follows:

New Joint Programme:

- ✓ Review the current and long-term goals of all partners to identify possible arrangements for a future programme;
- ✓ Evaluate resources available and potential future resources that could be drawn from external sources.

Existing Joint programme:

- ✓ Identify the current arrangements of the programme according to the matrix;
- ✓ Review the current and long-term goals of all partners to check, if the existing arrangements meet them well. Consider possible adjustments;
- ✓ Evaluate the resources available for all partners, resources that have been attracted so far and could be attracted in the future.

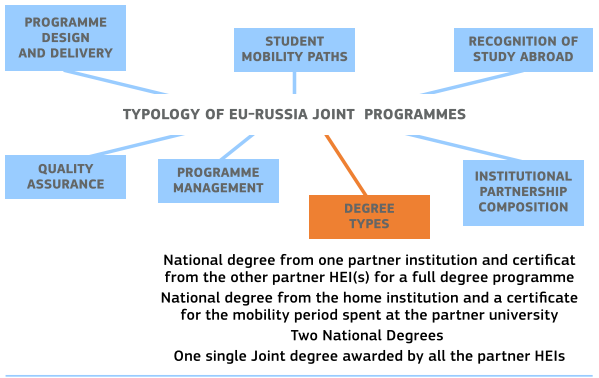
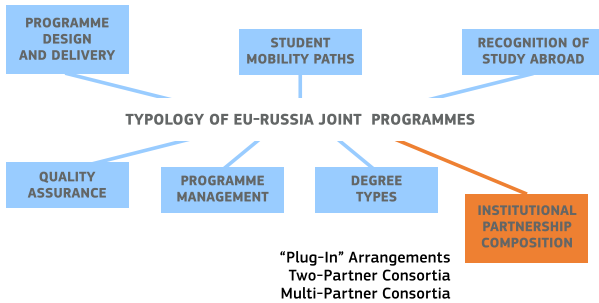
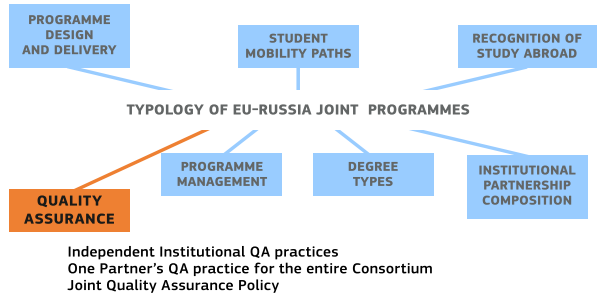
We also refer to section 8, which has *practical tips* to address the many challenges related to the effective development and sustainable management of Joint Programmes.

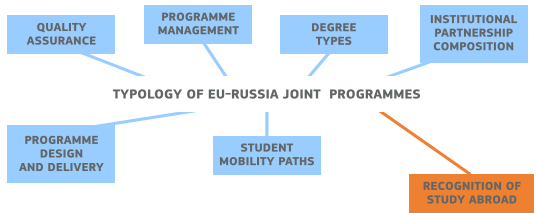
Sustainability will also be highly dependent on the knowledge and experience of the staff working on the programme design and its attractiveness and on the degree of support from the senior leadership and management.

The matrix can be used as a tool to help HEIs have an overview of what characterises their Programme at the present time and as a roadmap to assess the current status and define steps for future developments.

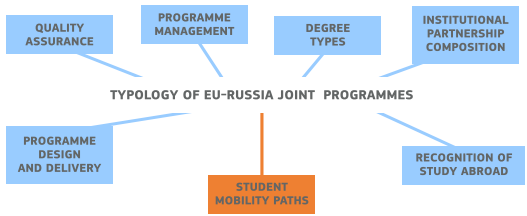


Scheme 3. Seven parameters for the development of the joint programme

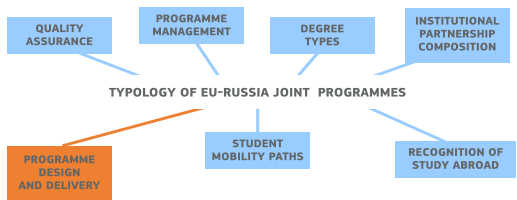




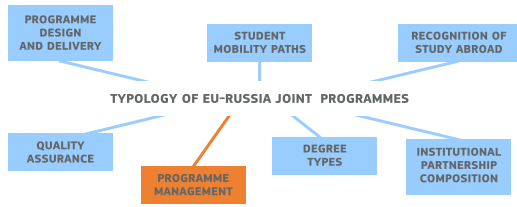
Additional courses and exams (Russia)
Previous) need for a second thesis (written paper and defence)
Automatic) mutual recognition



One-Way Student Mobility
"Built-in" Student Mobility Opportunities
Student 'Mobility' through 'Internationalisation at home'
Integrated Student Mobility



Independent Design and Delivery
One leader and several Follower(s)' Design and Delivery
Partial Joint Design and Delivery
Joint Design and Delivery



Individual academic initiatives
Dedicated "ad-hoc" structures
Fully integrated Joint Programme Management Structures

**Typology of EU-Russia Joint Programmes:
Seven Dimensions**

ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN
A	A	A	A	A	A	A
B	B	B	B	B	B	B
C	C	C	C	C	C	C
	D	D		D		

DIMENSION ONE

Institutional Partnership Composition

A. “Plug-In” Arrangements

A European university approaches one or several Russian HEIs with a list of potential programmes. The interested Russian universities are attached to the programmes as if they were plugged in to these.

B. Two — Partner Consortia

Two partner HEIs (Russia and EU) join forces to develop a programme.

C. Multi-Partner Consortia

Several HEIs from the EU and Russia join forces to develop a Joint Programme.



ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN
A	A	A	A	A	A	A
B	B	B	B	B	B	B
C	C	C	C	C	C	C
	D	D		D		

DIMENSION TWO

Programme Design and Delivery

A. Independent

Various components from individual partner HEIs are simply brought together under the label Joint Programmes.

B. One leader and several follower(s)

One university takes a leading role in terms of designing the overall programme architecture defining the programme content, the approach to teaching and learning and the approach to quality assurance.

C. Partial

The close collaboration of individual academic staff and the level of trust established at grassroots level is the critical basis for the decision to launch a double degree programme that will be mainly based on the partners' own portfolio, partners remain independent in some aspects of the Joint Programme while have joint approaches in others.

D. Full Jointness

All partner institutions operate on an equal level in terms of the decisionmaking, the overall programme design and the management of all operations.



ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN
A	A	A	A	A	A	A
B	B	B	B	B	B	B
C	C	C	C	C	C	C
	D	D		D		

DIMENSION THREE

Student Mobility Paths

A. One-Way Student Mobility

Mobility is limited to students from one partner university in the programme.

B. “Built-in” Student Mobility Opportunities

A limited number of students are mobile in the programme and obtain a degree from the partner HEI.

C. ‘Internationalisation at home’

Students are not expected to spend any time abroad, yet HEIs are trying to offer at home elements of what a mobility component and international education could offer.

D. Integrated Student Mobility

The students from partner HEIs in the EU and in Russia study together and move from one partner university to the other.



ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN
A	A	A	A	A	A	A
B	B	B	B	B	B	B
C	C	C	C	C	C	C
	D	D		D		

DIMENSION FOUR

Recognition of Study Abroad

A. Additional courses and exams (Russia)

Russian students returning to their home university in Russia are expected to repeat the same period of studies corresponding to their stay abroad.

B. (Previous) need for a second thesis (written paper and defence)

Russian students returning to Russia after a period of study abroad were also expected to submit and defend a second thesis

C. (Automatic) mutual recognition

For some HEIs in Russia the automatic mutual recognition is possible only in the framework of the Federal Educational Standards prescribing the number of mandatory courses.



ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN
A	A	A	A	A	A	A
B	B	B	B	B	B	B
C	C	C	C	C	C	C
	D	D		D		

DIMENSION FIVE

Degree Types

A. National degree from one partner institution and certificate from the other partner HEI(s) for a full degree programme.

B. National degree (Home institution) and a certificate (mobility period in partner university)

C. Two National Degrees

Russian degree and a degree from an EU partner institution.

D. One single joint degree awarded by all the partner HEIs.



ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN
A	A	A	A	A	A	A
B	B	B	B	B	B	B
C	C	C	C	C	C	C
	D	D		D		

DIMENSION SIX

Programme Management

A. Individual academic initiatives

Joint Programmes are the initiative of dynamic individual academic staff interested in broadening opportunities for students and with colleagues in international settings.

B. Dedicated “ad-hoc” structures

Dedicated structures are set for specific tasks related to specific aspects of Joint Programme development

C. Fully integrated Joint-Programme Management Structures

A centralised and professional dedicated unit is established to initiate and manage the Joint Programme. It has the support of senior management.



ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN
A	A	A	A	A	A	A
B	B	B	B	B	B	B
C	C	C	C	C	C	C
	D	D		D		

DIMENSION SEVEN

Quality Assurance

A. Independent Institutional QA practices

There is little cooperation between partner HEI(s) as far as Quality Assurance is concerned. All partners use their own approach.

B. One Partner's QA for the Consortium

The lead (EU) partner provides its own QA practices which are adopted by the other partner(s) as the Quality Assurance approach for the entire Joint Programme.

C. Joint Quality Assurance Policy

All partners shape together a common QA policy, which is adopted and implemented at consortium level.



8. CHALLENGES AND GOOD PRACTICES

In this section, we briefly refer to the difficulties linked to Double Degree Programmes mentioned in the 2010 Study before returning to our data for an analysis of the perceived challenges mentioned in the questionnaire responses. We relate these to other relevant work on Joint Programmes carried out in particular in the context of Erasmus Mundus master programmes. The JOIMAN and EMQA projects offered significant advice for the development of successful Joint Programmes as well as the report on lessons learnt in Erasmus Mundus 2013.¹²²

The 2010 study on EU-Russian Double Degree Programmes listed the following challenges (multiple answers were possible)

- ✓ Lack of experience in setting up collaborative programmes (50% of the cases)
- ✓ Insufficient knowledge of a foreign language among Russian teaching staff (55%) and students (45%)
- ✓ Fiscal and legislative problems (45%)
- ✓ Insufficient financial resources (43%)
- ✓ Communication issues (28%)

In our questionnaire respondents were invited to indicate challenges related to the development of Joint Programmes in seven broad areas:

- ✓ The demand for Joint Programmes
- ✓ The commitment at institutional level (senior leadership) and at the level of academic staff
- ✓ Financial and other resources
- ✓ National barriers in Russia and in EU countries
- ✓ The lack of information
- ✓ Linguistic issues
- ✓ Quality Assurance

¹²² — European Commission (August 2013): *Joint International Master Programmes. Lessons learnt from Erasmus Mundus. The first generation EACEA synthesis report*. Retrieved from: http://eacea.ec.europa.eu/erasmus_mundus/tools/documents/repository/joint_intl_master_progr_web131120.pdf, (accessed: March 2014)



Table 2 below demonstrates that European and Russian HEIs quite surprisingly broadly agree that what we called *challenges* do not pose significant problems which could impact on their cooperation in a major way. Yet despite this apparent fairly positive picture, our analysis clearly shows that the challenges associated to EU-Russia Joint Programmes are significant and remain the same as in 2010. These perceptions may be due to a lack of clear understanding of what constitutes a true Joint Programme.

Table 2. Average importance of potential challenges for Joint Programmes

CHALLENGE	RU HEI	EU HEI
Weighted average: 1-No real problem / 5-Major challenge		
Low demand from Russian students	2	2
Low demand from European students	3	3.3
Low commitment from the HEI leadership in the EU	1.4	1.8
Low commitment from the HEI leadership in Russia	1.5	1.8
Low commitment from teachers in the EU	1.5	1.7
Low commitment from teachers in Russia	1.7	1.8
High costs for the programme launch	2.5	2.4
Lack of resources for stable programme delivery	2.5	2.4
Lack of support and financial schemes for student and academic mobility	3.2	3.1
Barriers at national level (regulations, fiscal, economic) in the EU	2	2.1
Barriers at national level (regulations, fiscal, economic) in Russia	2.6	2.8
Lack of information about potential partners in Russia/the EU	1.5	1.9
Major differences between higher education systems in EU and Russia	2.2	2.6



CHALLENGE	RU HEI	EU HEI
Complicated quality assurance for joint programmes	2.6	2.4
Poor knowledge of foreign languages among students in EU HEIs	—	2.6
Poor knowledge of foreign languages among students in Russian HEIs	2.7	2.5
Poor knowledge of foreign languages among university staff in EU HEIs	—	2.1
Poor knowledge of foreign languages among university staff in Russian HEIs	2.6	2.5

Table 3 below summarises the answers that EU and Russian partners provided from the statements in the questionnaire. Again, EU and Russian partners have broadly the same perceptions on the issue of reputation of institutions and programmes.

Table 3. Average perception of mutual reputation

STATEMENT	RU HEI	EU HEI
Weighted average, 1-Completely disagree, 5-Fully agree		
Russian higher education is known in the EU for its high quality	3.2	3.2
EU higher education is known in Russia for its high quality	4.0	3.8
Russian education is highly prestigious in the EU	2.5	2.9
EU education is highly prestigious in Russia	4.0	3.7
EU students are interested in studying in Russia	2.7	2.7
Russian students are interested in studying in the EU	4.3	4.2
In the EU, there is great interest in cooperating with Russia	3.4	3.8



STATEMENT	RU HEI	EU HEI
In Russia, there is great interest in cooperating with the EU	4.1	4.0
Russian employers are interested in graduates who have two or more degrees including one from the EU HEI	3.9	3.7
EU employers are interested in graduates who have two or more degrees, including one from the Russian HEI	3.2	3.6

The JOIMAN project referred to the following challenges that it sees as central to the implementation of Joint Programmes:

- ✓ The selection and clear understanding of partners
- ✓ The level of integration
- ✓ The programme full cost calculation
- ✓ Procedures and cooperation agreements
- ✓ Tasks distribution in the partnership and internal communication channels

Based on our findings, we have structured the challenges and approaches to overcome them in seven key areas. We will draw on international examples beyond those of our Study.

8.1. CHALLENGE 1: THE STRENGTH OF THE INTERNATIONALISATION IN PARTNER UNIVERSITIES

Joint Programmes are most often launched as bottom-up initiatives of a few academics. Yet they evolve in the overall university context. Their success will be highly dependent of a *favourable* institutional culture, a strong internationalisation strategy, the commitment of senior leadership and available central support to ensure their sustainability.

Some Russian HEIs entered international cooperation in the early 1990s. They are gradually lagging behind since they rely on established routines, not being sufficiently aware of new trends in the international education market and the need to respond with different approaches. However, a



number of leading Russian HEIs are now developing explicit internationalisation strategies backed up by strong structural support to stimulate various forms of international cooperation. The development of Joint Programmes is becoming a key activity.

The place of Joint Programmes in internationalisation strategies is illustrated below with two examples from our Study. Tomsk Polytechnic University is highly effective in its international activity. The launch of Joint Programmes with European partners has been very successful. Leibniz Universität Hannover and St. Petersburg State Polytechnic University have a long strategic partnership under which they initiate a whole range of activities.

Tomsk Polytechnic University (TPU)

Overall internationalisation strategy. TPU has clearly understood the added value of international cooperation hence a strong internationalisation strategy to gain strong international recognition in research and education. The targets of TPU's 2020 strategy are: 20% of international students, 10% of international teachers and 30 Joint Programmes with the countries outside the CIS.

Joint Programmes are the result of mobility exchanges. The university has over 30 mobility agreements with foreign partners mainly in Europe. Every year many Russian students spend a semester in a partner university (almost 500 students in 2011–2012). Every year TPU receives about 100 students from partner HEIs.

The initial motivation to launch Joint Programmes was the hope to attract additional financial resources, as had happened with the first programme launched with the European partner to address the oil industry. Mechanical engineering and IT were considered as areas where economic growth might be expected and result in a high demand for good quality professionals. These expectations have not been met so far. Only 2–3 students per year were trained. In 2013 the University signed new agreements on Joint Programmes during the annual Tomsk Innovation Forum 2013 with: Newcastle University (Pipeline Engineering — for Gaz-



prom), City University London (Electronics, Sensor Technologies), Southampton University (Linguistics), Joseph Fourier University, Grenoble (Nanotechnologies).

The example demonstrates the University capacity to respond to local industrial needs and how the Joint Programmes have enhanced its reputation as a strong partner for regional developments. Skill gaps have been identified and potential partners selected to address these.

Leibniz Universität Hannover and St. Petersburg State Polytechnic University (SPbSPU): A Strategic Partnership

Since 2006, Leibniz Universität Hannover has enhanced its internationalisation efforts towards Eastern European countries in the broader sense, including Russia among its priority target regions. The University has been collaborating with Russia for about 30 years. St. Petersburg State Polytechnic University is its first key partner in Russia with which it has collaborations at all levels from joint scientific research to agreements at institute, faculty and overall institutional level.

Special Strategic Partnership programme with SPbSPU is supported by the German Academic Exchange Service (DAAD) and financed from funds of the Federal Ministry of Education and Research of Germany. The programme won a highly challenging competition with 117 other applications. It will last 4 years.

The development of support structures geared towards internationalisation is one of the key activities within the strategic partnership project. It involves staff exchange between the international departments and university and faculty administrations. Workshops are organised on priority areas for international cooperation.

The strategic partnership is said to be “the strong foundation for the development of four new programmes planned to be launched in 2015/2016.”



8.2. CHALLENGE 2: THE LACK OF PARTNERS' CLEAR MOTIVES

Universities often enter Joint Programmes on incorrect expectations and without a clear understanding. As a result, there is a lack of strategic approach and an absence of appropriate institutional policies and guidelines which leads to a large proportion of Joint Programmes not developing to full maturity and failing since the complexity of their development in international settings is not sufficiently taken on board.

As the IIE reports,¹²³ “many institutions around the world enter these complex forms of international collaboration partly based on incorrect expectations and without a clear understanding on how to manage their development.” IIE adds that “the major drivers for stimulating the interest in Joint and double degree programmes includes the increased demand for higher education and particularly international education especially for job-seeking graduates, for a greater emphasis on academic mobility, improved information and communication technologies (that permits virtual collaboration between HEIs) and the perception that international involvement elevates reputation and status.”¹²⁴

Likewise, EU and Russian HEIs see Joint Programmes as a way to enhance their international visibility and reputation, as a response to policy-makers' calls to modernise higher education, improve the quality of teaching and learning and internationalise higher education. Exposure to practices from other countries is said to be beneficial to expose the academic heartland to new approaches and as a result leads to new innovative approaches to curriculum development.

In earlier sections, we have reviewed the types of partnerships related to university profiles, their interests and available resources. We provide an example from the energy sector, a national priority in Russia. MGIMO is among the leading Russian HEIs involved in active international cooper-

¹²³ — See p. 17: *Global Perspectives on International Joint and Double Degree Programs (2013)*, edited by Matthias Kuder, Nina Lemmens and Daniel Obst, Institute of International Education, 2013

¹²⁴ — See p. 2: *Global Perspectives on International Joint and Double Degree Programs (2013)*, edited by Matthias Kuder, Nina Lemmens and Daniel Obst, Institute of International Education, 2013



ation due to its status of University supported by the Ministry of Foreign Affairs. The programme is highly integrated but both partners still issue their own degrees and a Diploma Supplement with details of the courses and work carried out in the partner HEIs.

Joint programme 'Master of Science in Energy Management' Between Bodø Graduate School of Business and MGIMO

Wider context. There is a good level of Russian-Norwegian cooperation. Several bilateral programmes are supported at governmental level. These are among others translated in research projects, which involve a number of Norwegian and Russian HEIs and research centres. A network of institutions has been established to focus on various aspects of energy use and production in the region, with Bodø and MGIMO as the two dominating hubs.

Businesses in both countries are very interested in cooperation: a joint Executive MBA programme at Bodø-MGIMO addresses mid-to top management of Rosneft; two of the modules are taught in Norway. The programme with MGIMO was the first Joint Degree Programme between Russian and Norwegian HEIs. In 2007, it was listed in Norway as an example of successful cooperation between educational institutions of two countries.

The Master programme. During the first semester, students study in their home institution. Russian students go to Norway for the second semester and mix with Norwegian students. During the third semester, both Russian and Norwegian students study in Russia. The fourth semester is devoted to writing the Master Thesis. There is a list of criteria for the Master thesis agreed upon between the partner HEIs who have a shared understanding of the required performance.

This master is an example of a Joint Programme resulting in the delivery of a Joint Degree diploma supplement, a 16-page document based on the EU template, which provides detailed information on the studies carried out in Russia and in Norway. The University of Nordland, which includes Bodø Graduate School



of Business, has received a special Diploma Supplement accreditation. Norwegian students obtain a Norwegian degree and Russian students get their degree in Russia, yet the curricula are almost identical since significant efforts to develop a joint content have been made.

Joint work between the Russian and the Norwegian students result in significant networking of significant value for the future professional developments of the graduates.

8.3. CHALLENGE 3: LINGUISTIC, CULTURAL AND LEGAL LIMITATIONS

Linguistic and cultural limitations

Limited knowledge of **foreign languages** in Russian HEIs is often cited as one of the main barrier for wider internationalisation in Russia. There is strong evidence of the lack of language skills in many HEIs and at many different levels. Yet this situation has to be placed in its context. As a large country with a highly stratified labour market, Russia offers many of its graduates career prospects that do not (up till now) require the use of foreign languages since they work solely in Russia. There is therefore little motivation to learn foreign languages. Yet in a global world this situation may change in the future justifying more pro-active approaches and opening up of new fields of developments for the country.

Tomsk Polytechnic University (TPU) Initiatives to improve foreign language acquisition

The pool of teachers ready to work in English remains limited, the students' linguistic skills are very restrained and their motivation for foreign languages is low. For 20 years, the University has been trying to solve the problem. In 1998, special language programmes were initiated with the aim to have all graduates speak fluently. Bachelor programmes offered 800 hours of foreign languages, specialist degree — 1000 hours, Master programmes — 1200 hours. Not all students welcomed the initiative, since most



did not see the benefits of speaking foreign languages. Only some 10—15% used the opportunity and acquired the proper skills.

The University does not impose heavier language training on every student now, but offers increased opportunities for language study that go beyond ministerial requirements: 2 years are obligatory (as required by the national standards), followed by a competition for those willing to continue. In the case of good tests results and of students willing to carry on with language studies, these can be taken free of charge as professional language training. In the academic year 2013—2014 ~ 30% of second-year students signed up for additional language training. 50% of the advanced language classes are taught by linguists and 50% by professionals.

There are additional fee-based courses, e.g. *Languages for Mobility* aimed at those who take part in mobility or double degree programmes. In addition to foreign language acquisition, the courses include cultural training.

It has not been possible so far to deliver a number of courses entirely in a foreign language as originally planned, since many students were unable to follow. Therefore, some courses are divided and the training is provided either in Russian or in English for separate groups.

Boot camp for mobile students

Since 2012, the number of Norwegian applications has been increasing in a Joint Programme between Bodø Graduate School of Business and MGIMO. The Norwegian students were happy with their experience in Russia and promoted a positive image of the country and of the Joint Programme on their return to Norway. The programme is now positioned as an exciting opportunity to gain significant international experience.

Cultural differences between the students from two countries resulted in establishing a so-called ‘boot camp’ where students are immersed in a new cultural environment. Potential challenges



are explained and students learn how to interpret in familiar terms the different realities of different countries.

While in Norway, Russian students learn that despite the apparent freedom, students have to attend classes and significant work is required outside the classroom (reading, individual work). In Norway, exams take place at the end of the semester, which adds to the impression of “light studies” for Russian students more accustomed to a high number of formal lectures and exams. Given this behaviour, programme coordinators introduced mid-term evaluations to assess student performance.

Norwegian students face the reverse experience during their stay in Russia. They are not used to a high number of lectures which they are all expected to attend. There is no literature they are expected to read. They experience spontaneous tests (small exams) all through the year, which impact on overall grades, a practice unknown in Norway.

During the boot camp experience, students from both HEIs are explained about these practices and the different expectations on students in two partner countries.

National regulations and recognition issues

National systems differ, and the Russian system of tertiary education often remains *terra incognita* for the academic staff and leaders of European HEIs. As pointed out in our introductory section on the transformation of Russian Higher Education, **national regulations** are changing so rapidly in Russia that even Russian HEIs do not always have a full understanding of the changes and fail to have up-to-date information on recent developments.

Yet complicated regulations are mentioned far less frequently as an obstacle for the Joint Programmes, although there are complaints about their rigidity. The Russian partners in EU-Russian Joint Programmes seem to take care of the national regulations, and the outcome depends on their level of experience.



In the course of this study, we gathered an example of how one University has managed to gain the necessary flexibility it needed even back in the late 1990s, when regulations were much more rigid than they are today.

Tomsk Polytechnic University — First international programmes

In the late nineties, the University already had good programmes to offer to foreign students and it was ready to teach these in English.

Education fairs attended by TPU indicated that the standard Russian names of the programmes (too detailed, too narrow) were not appealing for an international audience. It was decided to bring existing programmes (content, courses taught, names) in line with international practice.

Although many TPU graduates were successful in gaining recognition for their TPU degree abroad, this was handled on a case by case basis and depended on the personal qualities of particular graduates.

With all these concerns in mind, TPU approached the Ministry in 1999 to request the permission to launch experimental educational programmes that would meet international standards. The bureaucratic procedures took some time, yet the necessary order was issued by the Ministry in the same year allowing TPU to deviate from national standards. Ten programmes aimed at international students were launched afterwards.

For many European partners, the issue of national regulations generate permanent difficulties due to a lack of transparency, consistency and clarity in the current national regulations in Russia in particular on the issue of **recognition**.

It can be difficult to recognise study periods carried out in Russia, due to high proportion of obligatory courses required for the State accreditation, which sometimes bear too little relevance for particular disciplines and therefore hinder compatibility of education between Russia and the EU.



Degree recognition

Leibnitz Universität Hannover reported that “degree recognition is highly challenging in Russia. The list of EU HEIs whose degrees are recognised in Russia is highly unclear for an external user. Students have to deal with highly bureaucratised and unclear procedures to get their degrees recognised although Russian degrees are recognised without any difficulty in Germany.”

90% of Bachelor programmes in Engineering in Germany last 3 years while Russian Bachelors require 4 years of study. Russian programmes contain many *general*, but obligatory *courses*, e.g. in Philosophy, Sport, which explains the longer programmes. However, the *professional courses* are always comparable with a three-year programme in Germany.

Such issues are difficult to solve and require an ongoing dialogue to try to overcome the negative effects, which can impact on joint collaboration. The University tries to offer support for these on a case-by-case basis.

National research and federal universities have been granted the right to determine their own standards and are less restricted by any State regulations in so far as Joint Programmes are concerned. At the same time, the high volume of paperwork required by the Ministry of Education and Science to launch new programmes still limits the innovative activity of Russian HEIs.

The recent trend of State-initiated mergers among the HEIs throughout the country has had some negative effects on the innovative capacity at the newly established larger HEIs since all efforts need to be concentrated on the merger process. The previous internationalisation efforts of the smaller integrated HEIs have been diluted in the larger institutions. This has also affected the number of active Joint Programmes. A new momentum needs to be gained in these large merged institutions.



In the EU, the lack of degree-awarding harmonization among Member States and complex administrative procedures for the recognition of joint degrees are also reported to be a major problem in Erasmus Mundus Joint Master courses.¹²⁵ Most graduates received a Diploma Supplement, although these are not always in line with the European template.

8.4. CHALLENGE 4: DEVELOPING AND ESTABLISHING ROBUST PARTNERSHIPS

Fruitful collaboration requires all sides to have a clear understanding of their respective specific mission, strategy, organisational culture, traditions and expectations. It is often the case that common, creative and practical solutions need to be found that are adequate to all partners in international collaborative study programmes. The success of joint venture depends on the readiness and willingness of each side to overcome difficulties. Thus good partners are needed for a good partnership.

Many Russian universities are not well known in Europe. Some actively promote their activities abroad and become highly visible on the international scene. Enhanced reputation of a university results in a higher capacity to develop Joint Programmes in partnership with foreign universities. Visibility starts with a clear website, effective and sustained international networking of academics and decision-makers. Yet our study found that with the exception of the leading universities, many Russian universities do not enjoy sufficient international visibility, which impacts on their institutional capacity to engage in the development of Joint Programmes. The search for partners in Europe can pose a major challenge.

Likewise, European HEIs with less extensive international activities but with a strong interest in working with Russia may also experience great difficulties for lack of precise information on Russian higher education.

In all cases, too many technical difficulties still occur in terms of getting a visa for Russia, obtaining invitation letters. Knowledge of Russian is also critical to engage in solid partnerships since the level of English is limited for many senior decision-makers and academic staff in Russia.

¹²⁵ — European Commission (August 2013): *Joint International Master Programmes. Lessons learnt from Erasmus Mundus. The first generation EACEA synthesis report*. Retrieved from: http://eacea.ec.europa.eu/erasmus_mundus/tools/documents/repository/joint_intl_master_progr_web131120.pdf (accessed: March 2014)



Most Joint Programmes in our Study originate from **student exchanges**. At a certain moment, the cooperation between the partners has reached a sufficient maturity to allow them to switch to more sophisticated modes of cooperation, among others with collaborative programmes.

From business games to joint study programmes

Successful business simulation games between the students of two departments from **St. Petersburg State Polytechnic University** and **Reutlingen University (Germany)** resulted in the idea to launch a Double Degree Programme in International Management in 2011.

In other cases, Joint Programmes emerge as a continuation of **research collaboration**, when the partners decide to extend their cooperation and use the knowledge generated jointly to train future specialists.

Joint Programme POMOR Hamburg University and St. Petersburg State University

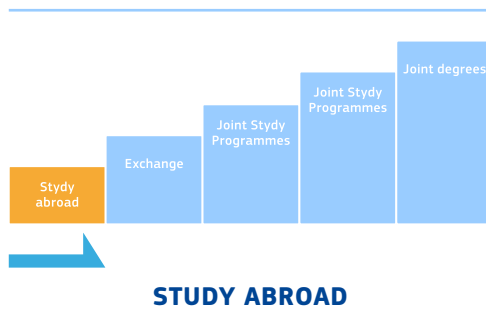
The programme resulted from research cooperation in the area of **Arctic studies** in the mid-1990s, which involved a wide network of research organisations. The scientists were eager to make wider use of the data and expertise accumulated.

First, the Russian-German Otto Schmidt Laboratory for Polar and Marine Research was established in St. Petersburg at the Arctic and Antarctic Research Institute. In a second stage, the Russian-German Master programme on Polar and Marine Sciences POMOR was launched at St. Petersburg State University. The programme started in 2002. It is fully delivered in English since 2007. The partners on the German side are Hamburg University and the Union of North-German universities.

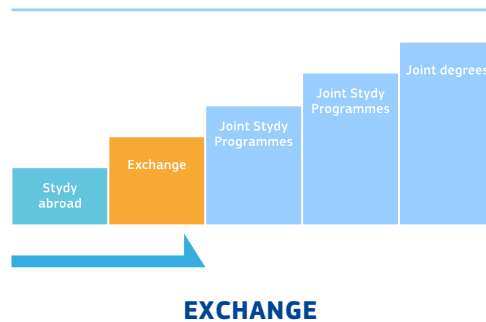
Based on the experiences of Erasmus Mundus Joint Master courses and doctorates, the JOIMAN project provides an excellent overview of the **various stages towards maturity** for the launch of Joint Programmes, **from study abroad programmes** to exchanges, **Joint Study Programmes** and possibly Joint degrees.



Figure 1. International educational cooperation¹²⁶

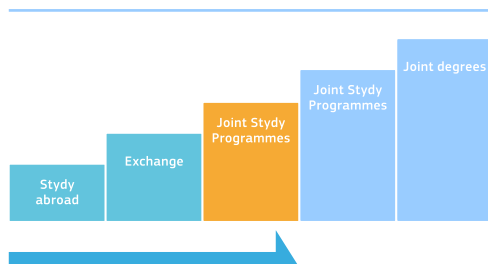


- ✓ only outgoing
- ✓ based on agreement
- ✓ based on academic cooperation
- ✓ preapproved



- ✓ mutual exchange
- ✓ based on agreements
- ✓ based on academic cooperation
- ✓ preapproved

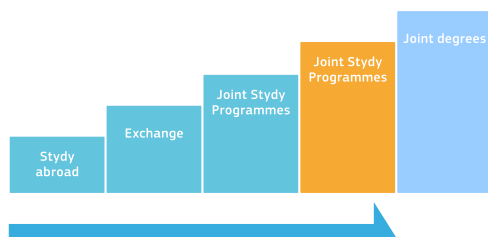
¹²⁶ — The figure has been reproduced from the following source: Girotti, F. (ed.) (2011): *How to manage Joint Study Programmes? Guidelines and Good practices from the JOIMAN Network*. Bononia University Press, p. 229.



JOINT STUDY PROGRAMMES

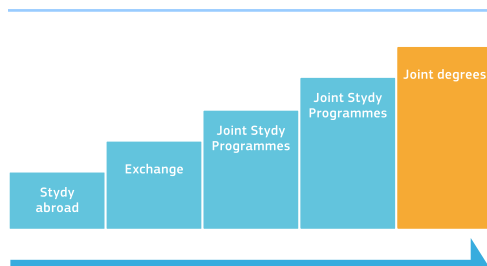
Main partner.

- ✓ owns the degree and programme and has the academic responsibility for content and quality
- ✓ the study programme must be approved/accredited
- ✓ must have an agreement with the cooperating institutions
- Supporting partner.
- ✓ provides elements of the programme, i.e. courses, supervision etc.



JOINT STUDY PROGRAMMES

- ✓ developed and managed jointly, but each institution «owns» their own students
- ✓ all partners own the programme, but award diplomas only to their own students
- ✓ the study programme must be approved/accredited
- ✓ the cooperation must be regulated by an agreement



JOINT DEGREES

- ✓ cooperation between two or more institutions about a Joint Study Programme that leads to a joint degree
- ✓ can be documented by awarding a joint diploma, a joint diploma and institutional diplomas, or only institutional diplomas
- ✓ the cooperating institutions are jointly responsible for the programme, this includes development and quality assurance, admission, management and awarding of degree
- ✓ the study programme must be approved/accredited
- ✓ the cooperation must be regulated by an agreement

Degree of integration and commitment of the cooperation

In the course of the study, we found that the partners rely primarily on their own experience to manage a Joint programme. The lack of *accumulated information* is emphasised on both sides.

A number of **online tools** exist for initial **partner identification** and search such as the U-Map tool, the U-Multirank tool, the Study in Europe website or the Bachelors and Master portals.¹²⁷ Although these do not provide information on all Russian and EU HEIs nor their programmes, they can offer a good starting point to identify potential partners. Virtual and social networking offer major new opportunities for international collaboration. Obviously they will never replace the face-to-face contacts that are needed at least at some stages of the process to establish the trust necessary to support the collaborative partnership approaches.

¹²⁷ — <http://www.u-map.eu/>, <http://www.umultirank.org/>, <http://www.studyineurope.eu/>, www.bachelorsportal.eu, <http://www.mastersportal.eu/>, (accessed: March 2014)

Multiple institutional international interactions between HEIs through a range of activities also enhance the chances of identifying the right partners for the development of Joint Programmes as is demonstrated in the example below.

To find good partners for future cooperation, **Tomsk Polytechnic University** addressed leading European associations in areas related to its strong disciplines. TPU is currently a member of 12 international networks and associations. Such membership requires regular monitoring of the research and teaching activity at the university; cutting edge results are necessary to maintain the membership. Regular meetings of international organisations are a useful way to identify new trends in education. They provide opportunities for networking, establishing international contacts and developing new international activities.

Example: there is lack of education in system engineering in Russia contrary to Europe and other parts in the world where it is in high demand. Russian companies are still reluctant about introducing more decentralised management structures, despite the need for expertise in complex industries such as machinery, ship building, aircraft and space industry that would enable significant new global developments.

TU Delft has the interdisciplinary Master programme “System Engineering, Policy Analysis and Management”, combining engineering, humanities, communication and management.

At a conference of the CESAER¹²⁸ network of engineering, TPU representatives had the opportunity to make top level contacts with Delft University that resulted into new contacts for further developments. These were relayed locally in TPU at various levels and working groups. The original discussion with Delft was followed up by a TPU visit to Delft and an agreement was reached to launch a Joint Programme.

¹²⁸ — Conference of European Schools for Advanced Engineering Education and Research. <http://www.cesaer.org>, (accessed: March 2014)



8.5. CHALLENGE 5: DECISIONS ON THE LEVEL OF PROGRAMME INTEGRATION AND JOINTNESS

As already indicated in earlier sections, we have little evidence of large numbers of true jointly developed EU-Russia Programmes. The Programmes we have encountered do show a significant degree of collaboration between partners, yet in most cases they are double degree programmes where two (sometimes three) partners *assemble* different parts from their own programmes but do not truly design and manage the programme as a fully joint venture. This situation is not unique to Russia. Many Erasmus Mundus programmes and other collaborative programmes have emerged as loosely coupled operations until they have grown into their journey to jointness.

However, a small number of EU-Russian Joint Programmes are well on the way towards integration in a wide range of areas.

An interesting example is the development of *Jointness* by mirroring existing programme arrangements at both partner HEIs, which allows two-way mobility and deep integration of all educational arrangements. The students move geographically to acquire new cultural and business experience.

Joint Programme between Reutlingen University and St. Petersburg State Polytechnic University

The Master programme in International Management at the Russian partner university mirrors the International Business Development programme at Reutlingen University, where it is Master of Arts programme.

The process: The cooperation starts at a low level: trust is built, confidence develops among the partners through joint work, expertise and discussions are developed on operational issues. Once sufficient confidence is gained, the programme gradually expands. Starting a new programme requires a lot of resources, hence the partners' decision to opt for an integration of existing activities. The programme currently operates in test mode. After 3 years of operation (2015), each partner will evaluate its success and decide whether it will be extended or terminated. So far, it is working smoothly and there are good chances that it will be continued.



Mode of operation: The students apply at their home university, where they spend 2 semesters. They move to the partner university for the two subsequent semesters. The list of accepted classes allows automatic recognition of courses taken by the students. Upon successful completion of the programme, the students get two degrees from the two partner HEIs.

Mobility is mandatory for the Double Degree Programme. Students are expected to attend classes, do all the necessary classwork and take all the exams. The students join regular programmes at the partner HEIs. No special courses are organised for them since numbers are low (up to 4 additional students). Recognised classes are agreed beforehand. During this process, the two HEIs review each course level, content, student workload.

Russian universities have been involved in a limited number of **Erasmus Mundus master courses** (10) and **doctorates** (10) since the launch of Erasmus Mundus in 2004. Erasmus Mundus advocates *Jointness* as “the” critical feature for Erasmus Mundus master courses. Surprisingly, these Joint Programmes do not appear in our sample, with the exception of one. As a reminder on the project’s methodology: each Russian university was invited to complete our questionnaire and select itself the Joint Programmes it would report for our study and for inclusion in our catalogue.

EU4M Master’s in Mechatronic Engineering¹²⁹

The two-year Dual Master’s Degree “Master in Mechatronic Engineering” has been developed from 2008 to 2012 with the support of the Erasmus Mundus Programme. Due to the success of the programme, it continues offering an accredited Master’s course in Mechatronic Engineering. The programme has been awarded by the European Commission/EACEA an Erasmus Mundus Brand Name (EMBN)¹³⁰. The programme is also accredited as a Second

¹²⁹ — The information has been retrieved from the website of the programme: <http://www.eu4m.eu> (accessed: March 2014).

¹³⁰ — Information retrieved from: http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_action_1_master_courses_no_scholarships_en.php (accessed: March 2014).



*Cycle European-accredited Engineering Programme by the European Network for Accreditation of Engineering Education (ENAE) and the German Accreditation Agency for Degree Programmes in Engineering (ASIIN)*¹³¹.

Students study at two of the five partner universities involved in the programme, which are Karlsruhe University of Applied Sciences, (Germany), National Engineering Institute in Mechanics and Micro-Technologies, Besançon, (France), University of Oviedo, Gijón, (Spain), Ivanovo State Power Engineering University, Ivanovo, (Russian Federation), and Nile University, Cairo, (Egypt). Students are required to stay for at least one year at a European partner institution in Germany, France or Spain. The other year can be spent studying at a non-European partner institution in Egypt or Russia. Students have also the possibility to spend part of their studies at a non-European associated partner university and to write their master's thesis at any of the partner universities or associated partners. The associated partner universities are located in Brazil, Cuba, Egypt, the United States, Colombia and Spain. The programme also has different associated partners from the industry.

The teaching languages are the local languages which are French, German, Spanish and English (in Egypt and Russia).

The EMQA IV handbooks and self—assessment tool for Erasmus Mundus Master courses and doctorates¹³² provide a framework, benchmarks and

¹³¹ — Information retrieved from: <http://www.eu4m.eu> (accessed: March 2014).

¹³² — Blakemore, Michael, and Nadine Burquel. (2012). *EMQA — Erasmus Mundus Quality Assessment 2012. Handbook of Excellence — Doctoral Programmes*. European Commission, September, (cited September 27 2012), <http://www.emqa.eu/Downloads/Handbook%20of%20Excellence%202012%20-%20Doctoral%20-%20Final.pdf>, (accessed: March 2014) Blakemore, Michael, and Nadine Burquel. (2012). *EMQA — Erasmus Mundus Quality Assessment 2012. Handbook of Excellence — Master Programmes*. European Commission, September 2012, http://eacea.ec.europa.eu/erasmus_mundus/tools/documents/repository/handbook_of_excellence_2012_master_en.pdf, (accessed: March 2014)



examples of best practices for collaborative programmes to assess their components of excellence and jointness around four areas:

- ✓ The development of a joint comprehensive vision (creating value, defining unique selling points)
- ✓ The development of a common teaching and learning policy (learning tools, intercultural awareness, staff mobility)
- ✓ Management, finances and institutional strategy (consortium agreement, communication, HR)
- ✓ Recruiting excellent students within the consortium (preparing candidates academically and logistically, supporting students across mobility paths, skills development)

The 2013 EACEA Report on Joint International Master Programmes¹³³ reports that the 57 Erasmus Mundus master courses it analysed have achieved structured cooperation and curriculum integration, with the most effective consortia having pursued *Jointness* in programme design, academic provision, training and mobility tracks. Internationalisation of teaching has contributed to significant transfers of knowledge and promoted participative teaching, evaluation and inter-cultural dialogue. Student employability has been enhanced when all stakeholders (including potential employers) contributed to the evaluation of the quality of the academic provision and offered students a choice between options for professional internships and research tracks. Complementary skills and career guidance was enhanced by consortia that identified at the Joint Programme level which skills are relevant for the student specific profiles. Areas for improvement included sustainable practices of assessment and the robust use of ECTS, more ambitious internship programmes, increased training for complementary competences, building common e-learning platforms and securing longer term sustainability with strong business models.

¹³³ — See page 2: European Commission (August 2013): *Joint International Master Programmes. Lessons learnt from Erasmus Mundus. The first generation EACEA synthesis report*. Retrieved from: http://eacea.ec.europa.eu/erasmus_mundus/tools/documents/repository/joint_intl_master_progr_web131120.pdf, (accessed: March 2014)



8.6. CHALLENGE 6: CREATING OPPORTUNITIES, BUILDING BRAND AND REPUTATION

Information on existing Joint Programmes is **not widely available** in the public domain, as seen in many Russian HEIs at desk research phase. Interviews with students indicated that information is often targeted entirely to the local market and disseminated through personal networks, teachers and friends in the absence of user-friendly student-focused information policies.

Promoting Joint Programmes

Joint Programmes in Petroleum Engineering and in Reservoir Evaluation and Management between **Tomsk State Polytechnic University and Heriot-Watt University** have a special marketing strategy. The programmes are promoted all over Russia, and are highly selective.

In September, the recruiting campaign for the following year starts online (own website, social networks, etc.) and in the leading Russian HEIs. It is aimed at attracting the most talented graduates to the programme. Applications are accepted until mid-April. The applicants are first selected according to formal criteria: profile degree in Science or Engineering, average grade. The cities with the highest number of pre-selected applicants host a test in English, which is conducted by the programme team. The selected applicants are invited for an interview, which is held again in the pre-selected cities to get closer to the audience. The interview tests motivation and readiness to work in the oil industry and study intensively in the programme.

There are 10–12 applications per placement. Graduates from the leading universities (MSU, NSU, etc.) all over the country are applying.

In a few interviews, European partners in Joint EU-Russia Programmes have mentioned that Russian students pay significant attention to international **external accreditation** while choosing a programme. Several



programmes in our database have such accreditation. Accreditation is a time consuming activity requiring significant efforts from both partners. Yet in the long run it impacts significantly on international reputation crucial for programme development and sustainability.

40 programmes at **Tomsk Polytechnic University** have received *international accreditation* from Europe, the US and Canada. According to the university development strategy, by 2018, 45% MSc and BSc programmes must gain international accreditation.

The University launched the introduction of international accreditation standards in Russia. In 1999, the Association for Engineering Education of Russia (AEER) initiated development of international accreditation system for engineering programmes. For 10 years, TPU has been leading this activity within the AEER and providing the Chair of the Accreditation Board. The accreditation is developed in cooperation with two international organisations — The European Network for Accreditation of Engineering Education (ENAAE — <http://www.enaee.eu/>) and the International Engineering Alliance (“Washington Accord” — <http://www.washingtonaccord.org/>).

The AEER conducts the accreditation as independent evaluations with criteria comparable to those of other international organisations but adapted to Russian specificities. Over 200 programmes from Russian and Kazakh HEIs have been accredited.

Universities relate to their alumni in a variety of different ways. Alumni are excellent ambassadors and can act as the bridge between institutions and private companies, thus providing significant opportunities for university-business collaboration in terms of research and education opportunities including student placement and project work. They can also feed universities with information on leading developments in particular sectors of the economy and support institutions in shaping programmes to these needs. Yet in most cases, Joint Programmes do not sufficiently institutionalise their relationships with alumni, leaving these to personal networking. Some interesting approaches are provided below.



Offering professional career support in Joint Programmes

A special placement officer was recruited for the International College of Economics and Finance (ICEF) in the early years of its Joint Programme with London School of Economics and Political Science to help students and graduates find employment or apply to international programmes in other HEIs worldwide.

Former graduates act as mentors for current students. Students' websites are used to post vacancies, information on internships. Graduates and alumni help to link ICEF with potential employers or provide themselves opportunities for current students.

Reaching out to alumni

Bodø School of Business runs several activities to reach its alumni:

- ✓ Special types of lectures targeted to alumni have been introduced: "breakfast lectures" on hot topics relevant to their professional lives. The topics raised during such lectures might result in new research projects and in some cases new MBA programmes.
 - ✓ LinkedIn and Facebook are actively used to connect alumni with each other and with their university. As a result, it is hoped that potential students might join these social networks, learn about alumni experience at the School and its impact on their professional career.
 - ✓ Alumni feedback is used as an ongoing process to improve the quality of the programmes in terms of ensuring their adequacy with labour market needs as far as the specific knowledge delivered is concerned.
-

True Joint Programmes need to **embrace a perception of quality** that all partners share and understand, as is demonstrated in the experience of Erasmus Mundus Master programmes. Such a shared joint vision takes significant time and energy. National or **international accreditation** and compliance is another source of learning on quality assurance.



On the European side, beyond the technical difficulties and the **lack of a strong value attached to a Russian degree**, students can see the many opportunities and the **value of a study period in Russia or an internship** in a private company within the context of a Joint Programme. We relate the issues raised in a number of interviews on current challenges below.

Some examples The Challenges of student mobility between the EU and Russia

✓ Student mobility between Finland and Russia

Six-month exchange periods can be attractive for Finnish students to gain experience in Russia. Yet a Russian degree is not. The Finnish degree is standardised and widely accepted in Europe, while Russian degree needs recognition in Europe; there is little incentive to invest in obtaining a Russian degree that is at the moment not perceived to bring a strong added value on the European labour market. Few Finnish (or European students) will enter the Russian labour market for the time being.

However, Finnish students could gain significantly from studying in English in a Russian university, e.g. for a semester and from a follow-up internship in a Russian company, which would offer great opportunities. Yet such schemes do not exist for the time being. Employers face legal restrictions to hire foreign students.

✓ Student mobility between Germany and Russia

Russia was not considered by students as an attractive destination for a long time. Many aspects of students' everyday life are not so well organised in Russia as they are in Germany.

A small number of German students applies for programmes in Russia then in the end chose programmes in other countries due to personal circumstances, concerns about living and studying in Russia or lack of financial support.

However, with the increasing focus on internationalisation, Russian universities are now starting to develop support schemes for foreign students to facilitate their stay and integration.



✓ **Student Mobility under the EU Erasmus Mundus Programme**

Surprisingly, the opportunities offered under the programmes have not come out in strong terms in our study. Although Russian participation has currently come from the most prestigious universities, we can only conclude that there is a lack of concrete awareness of the opportunities offered by the Programme.

Russian students have the opportunity to study in European universities in the context of Joint Master and Doctorates under the Erasmus Mundus programmes and have scholarships to do so. These will be continued in the new Erasmus+ programme.

Tools such as the scholarship portal also offer significant information on scholarship opportunities (<http://www.scholarshipportal.eu>).

Students' perceptions impact significantly on the success of Joint Programmes and their attractiveness. We have encountered a number of interesting practices to **stimulate interest, attract the brightest students** and demonstrate **increased prospects on the labour market** for Joint Programme graduates.

Joint Programmes differ in their abilities to engage with **private companies** and **employers**. Booming industries are more willing to support Joint Programmes in financial terms and in other ways since they see them as a channel to gain significant expertise and access to a pool of students as future recruits, due to the unique blend of knowledge and skills acquired through an international experience.

In some cases, private companies can be the initiator of educational partnerships. The typical scenario is that a company or several companies approach a university expressing their concerns about the lack of graduates with the right knowledge and skills for their particular needs. Such a dialogue between private companies and universities helps to discuss the potential design of a tailored programme and the choice of preferred national and international partners in relation to the precise expertise required as well as the extent of the financial support that may be offered by the business partners.



Developing opportunities through business support

✓ Business support to the partnership as a whole:

In the Joint Programme between Erfurt University of Applied Sciences and Rostov State University of Civil Engineering annual summer schools are organised in the three partner countries, i.e. Germany, Russia and China. The summer schools are used to encourage students to consider studying at the Double Degree Programme, offered in each of the partner countries. Each partner HEI is responsible for organising a summer school in its country and attracts private company support.

✓ Business support to the Joint Programme:

In the Joint Programme between Stavanger University and Gubkin Oil and Gas University, Russian companies participate in the admission board when applicants are selected. They provide financial support to the selected applicants and offer them a job upon completion of the programme. The equivalent of ~40,000 US dollars (~ 30.000 euros) is paid per student to cover the tuition fees in Russia and the stay in Norway. Four to five companies participate in this support scheme.

In other cases, business initiates the Joint Programme and takes part in its design. Large Finnish construction companies working in Russia have been talking to Russian HEIs about the need for Joint (Degree) Programmes to combine the expertise of Russian and Finnish construction specialists and provide opportunities for graduates to work on both markets. The initiative resulted in the launch of a special Joint degree Programme in Civil and Construction Engineering provided at **Saimaa University of Applied Sciences**. The Russian partners in this programme are **St. Petersburg State Polytechnic University and Petersburg State Transport University**. The Double Degree Programme lasts one academic year. The students study in a separate group where the studies are conducted entirely in English.

The students with 180 credits from the home HEIs are accepted; in most cases, the students of the 4th year in Russian partner HEIs.



They have to pass the entrance exam, which tests the students' professional and English language skills. In the autumn semester, the students study in Finland while in the spring semester they have the work placement, mainly in Finland, and write the thesis. Some Russian HEIs recognise the period of studies in Finland, the others required the students to take an academic leave for the whole academic year. The degree is awarded upon completion of the programme, and does not depend on when a degree in Russian partner HEI will be awarded.

From the start, the companies played a significant role in the programme design to make sure that it meets their needs. During the programme, students have had the opportunity to visit companies and to learn more about their modes of operation.

✓ **Business support to universities:**

Bodø School of Business has a close cooperation with Statoil and Total. Total provides fellowships to Russian students in the Joint Programme with MGIMO. These fellowships help students to cover their accommodation for a period of four months while in Norway as well as the costs of their study material. Statoil supports specific research projects that involve students' participation. Total offers a prize for the best master thesis to the amount of 1.500—2.000 euros (tax free) which acts as a strong stimulus to students. The paper has to be of excellent quality since it is evaluated by an independent commission that includes company representatives.

Gaining reputation in the oil and gas sector

A Joint Programme of **Bodø Graduate School of Business** and **MGIMO** in the oil and gas sector reported on high demands for their graduates on the labour market since the programme has gained significant reputation.

The graduates from the Joint Programme gain a thorough understanding of the economic aspects of the oil and gas sector and on the core business itself. They are immediately employable, not needing any additional training of some 6—8 months, which is frequent for all graduates entering the labour market in Russia.



The international experience gained by the graduates is highly valued by employers. During the programme the students get exposed to working and decision-making in different cultural environments, at the minimum in Norway and in Russia. Some students carry out their research projects in the US or Canada, thus having the possibility to demonstrate experience gained in 3 countries in their CVs. This enhances significantly their employability on the labour market.

8.7. CHALLENGE 7: FINANCIAL CONSTRAINTS TO ENSURE JOINT PROGRAMMES' LONG TERM SUSTAINABILITY

Joint Programmes are funded through a mix of fees, own funding, national or EU/international funding and private sponsorship. The leading Russian HEIs have no trouble in securing the funding they need for the development of elite programmes. For the smaller HEIs it may be difficult to secure the sufficient funding and resources to develop Joint Programmes and sustain their development in the medium term.

Our study has seen that the majority of EU-Russian Joint Programmes have in most cases a *short life precisely for this reason*. They require significant investment in time, human and financial resources “which can all be a disincentive to launch them,” as reported in the Erasmus Mundus Cluster report.¹³⁴ “Programmes encounter cash flow issues, high overhead costs, staff salaries and high cost related to IT infrastructures to support the partnerships. Financial sustainability is more challenging when there is no income stream from fees (due to national regulations) to cover the programme costs.”

Most Joint Programme coordinators are not aware of the full costs of a Joint Programme and how to calculate these in terms of the staff

¹³⁴ — Blakemore, M., Verhaege, S., Izaki, F., Fothergill, R., Mozuraityte, N. (June 2012): Erasmus Mundus. Clustering ErasmusMundus Programmes and Attractiveness Projects: Lot 1: Sustainability, Lot 3: Recognition of Degrees and Joint Degrees. Survey Report. http://eacea.ec.europa.eu/erasmus_mundus/clusters/documents/sustainability/surveyreport_sust_recog.pdf. (accessed: March 2014)



expenses (academic and administrative staff involved), travel costs for consortium meetings, expenses related to additional curricular activities (e.g. summer schools), IT costs for joint data administration, costs related to promotional material, accreditation costs. Too little calculation is done on the precise sources of income in terms of student fees, (national and international) scholarships, international sources of public funding and private company sponsorship”.¹³⁵

When they rely on international funding, Joint Programme partners often comment on the difficulty to sustain the programme once the funding stops. Hence the need for senior commitment and clear business and financial plans at the early stages of the Programme developments in order to shift from the grant/project funding to market operations based on full cost calculation.

The example below shows how an institution uses a variety of funding sources and flexible modes of operations to ensure the financial sustainability of its programmes. Managerial teams are the same across various programmes yet different academic teams deliver the programmes.

MSEES: Financial strategy

Originally, two sources were used to finance the educational programmes of the **Moscow School for Social and Economic Studies (MSEES)**, a non-government HEI, established within a partnership with the University of Manchester:

- ✓ Targeted grants and donations from large Western sponsors
- ✓ Income from student fees (5 to 10%)
- ✓ The programme income has changed over the years and is currently as follows:
- ✓ Income from paid activities ~35%
- ✓ Sponsorship and grants ~50%
- ✓ Research activities ~ 15%

As the sponsorship decreases, the School has intensified its marketing campaign to attract more fee-paying students. It has also

¹³⁵ — See p. 30: *Global Perspectives on International Joint and Double Degree Programs* (2013), edited by Matthias Kuder, Nina Lemmens and Daniel Obst, *Institute of International Education*, 2013.



taken part in the national competition for government funding for placements in HEIs, which was introduced in 2012 as a new opportunity for non-state HEIs. The School plans to intensify its cooperation with the private sector. In 2012 the Public Relations department was established to promote the School and its activities on a much wider scale. The website was redesigned.

The School has limited staff. Most teachers work on a contract base and have their main position elsewhere which creates higher workload for the permanent staff and prevents the School from having the typical Russian academic structure with strong departments. Yet this allows a high degree of (financial) flexibility with experts invited to deliver lectures on a broad range of topics.

There is **lack of public funding in Russia** to support the **mobility of students and teachers**. New opportunities are expected with the new government support scheme to the leading HEIs to assist among others with their internationalisation process.

The lack of funding and the **high fees** charged by some programmes impact on student access to international collaborative programmes. English taught programmes in Russia are often required to charge fees according to the Russian law that may seem prohibitive for some European countries where no student fees exist. Within one German-Russian Joint Programme, it was agreed to treat the students from each partner HEI as home students. As a result, German students have their fees waived in Russia, and Russian students do not pay fees in Germany. As with collaborative programmes in other parts of the world, practical solutions are found to deal with complicated situations due to national regulations on fees.

Student scholarships — National and EU schemes

✓ Russia — The President Fellowship Support Scheme

The President Fellowship is not sufficiently attractive for the receiving HEIs, since a student selection needs to be made prior to delivering invitations. However, students need an invitation before



applying for a fellowship. As a result, a lot of time is spent on unnecessary selection processes.

Visiting students are highly motivated and successful, yet the logistics associated to their stay can make the fellowship unattractive.

✓ **Support from the EU and from national Member States**

Russia is considered as a developed economy and there are therefore only limited resources available to support mobility from Russia to Europe, although Russian students would welcome additional support for their stay in Europe. No individual fellowships are possible. However, students can have paid internships. The same applies with many other countries, which place some limits on Russian mobility to European countries.

The opportunities available under EU education programmes have been reported under other sections. For national and international schemes, the opportunities are always highly competitive since the aim is to attract the best talents. Quality and small numbers prevail above quantity since the focus is placed on excellence.

Student scholarship — Private sector support

When the Master's Degree Programme in Energy Technology was started at **Lappeenranta University of Technology (LUT)**, some Finnish companies expressed an interest in Russian engineers to do the representation work for them on the Russian or Finnish markets. Thus the Finnish university reached agreements on Double Degree programmes with several Russian partners, e.g. **Moscow Power Engineering Institute, South Ural State University, St. Petersburg Electrotechnical University** and several others. The companies were taking students for project work and paying the University for this work. This enabled the University to support students with scholarships.

Currently the companies are no longer in a position to offer funding. LUT still offers a more limited number of fellowships since it does not want to cut the programme because of the lack of external support. The funding comes from internal projects.



Ensuring long-term sustainable organisational anchorage and stable student intakes

Moscow School for Social and Economic Studies (MSSES)

is a non-government university established in a partnership with the University of Manchester (UoM). It aims at providing Western type post-graduate studies in Russia. Seed funding was provided by the British Council under the BRIDGE initiative that supported educational links between the two countries. The partnership has remained active for 18 years; some degree programmes have been withdrawn but new ones have been launched. The School balance between Russian national standards and British standards due to its Russian-British status.

Students can choose between two tracks:

- ✓ One track leads to a certificate from the Russian side, and a degree from UoM since the one-year programme cannot be recognised as a Master programme in Russia due to the national legislation;
- ✓ The other track leads to a Russian Master degree and requires two years of education. It has much more contact and research hours compared to the first type. This track was first offered in 2007, when the Master programmes were first accredited in Russia.

Quality assurance procedures are well-established. The courses are designed together with academic advisors from the partner HEIs. The examinations and defence include representatives of both partner HEIs. Regular independent performance reviews are conducted and show excellent results.

Grants for students outside Moscow have been available for first track students only. This support programme was extremely popular, with high competition for the number of places available.

The International College of Economics and Finance (ICEF)

is an autonomous department within the Higher School of Economics (HSE), which was established in partnership with London School of Economics and Political Science (LSE). Originally, only



the Bachelor level programme was delivered. Under the HSE's accreditation umbrella, ICEF engaged in a significant reform of the Russian curriculum reducing it from 44 courses in the original Russian curriculum to 22 courses, a comparable number to the LSE curriculum.

During the first year of the 4-year Bachelor programme, Russian students are prepared to attend the 3-year Double-degree programme with the UK partner. Upon successful graduation, they are awarded two national degrees, i.e. from HSE and LSE.

Five to six LSE lecturers visit ICEF every year to deliver a number of lectures. All exams (semester and final exams) are cross-checked by ICEF and LSE teachers. Graduation takes place at the UK Embassy as a practical approach to emphasise the international status of the programme. More than 60% of ICEF's Bachelor programmes' graduates continue their study in universities around the world.

ICEF charges € 12.000 per year for Bachelor's programmes and € 8.000 per year for Master's studies as the maximal prices. Various discounts are available based on students' academic excellence. The best applicants study for free. There are no State-financed places for any student, yet there are opportunities to win a *VTB24 scholarship* from one of the leading banks in Russia. The programme is financially independent.

In both examples, a European education is offered to students in Russia. Russian HEIs collaborate with a partner university from the UK and follow the UK model. MSSES focuses on Master level programmes while ICEF originally focused only on the Bachelor level. In both cases no mobility is offered to the students. Russian teachers deliver the programmes, although some teachers from the UK come to Russia to give a number of lectures. Both use quality assurance standards from the UK, are tightly monitored by their UK partners and make significant efforts to build a strong reputation. However, one institution is independent (MSSES), and the other is formally a department within a large State university (ICEF), hence a difference in strategic approaches and challenges to be addressed. MSSES has been



actively using grants and has attracted talented students from all over Russia, yet with grants becoming scarcer it had to re-orient its financial strategy. ICEF has been relying on fees and business financial support to fund the programme. It originally focused primarily on the Moscow area.

Both institutions see their mission in updating the skills and knowledge of their students to the latest international standards. ICEF often regards its programme as a bridge to further education and a career abroad, and is constantly improving its international reputation as a strong research centre, while MSSES has been focusing more specifically on serving the needs of the Russian labour market. MSSES' experience of attracting regional students to increase the pool of talented applicants is a remarkable practice. The School has secured significant financial support to reach out to students from all over the country, offering them a one-year programme in a field, which was rarely addressed by other Russian HEIs and delivered at international standards, together with access to its library that for a decade at least was considered the best in Social Sciences in Moscow. ICEF focused on attracting business support and reputation for its programmes, then in a second stage, in establishing its international research reputation by recruiting Ph.D holders from leading universities.

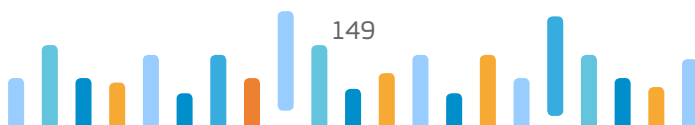
None of the two institutions relied on State funding, but one institution had to start seeking State funding due to the decrease in external funding and the new Russian higher education environment characterised by strong competition.

The governmental priority for internationalisation has pushed many leading Russian HEIs into cooperation with foreign partners. The new players are bringing new ideas, new programmes, new forms of partnership, all leading to increased competition yet all of them contributing to the EHEA.

8.8. IN A NUTSHELL

Ultimately every university will make different arrangements for a Joint Programme based on its individual circumstances, its strategic goals, financial and other resources, academic expertise, students, international reputation and connections.

The following table summarises the list of challenges we have identified and provides a checklist of actions as a practical tool for universities to prepare to develop Joint Programmes and/or assess their current level of development.



CHALLENGES	CHECKLIST OF ACTIONS
Strength of the internationalisation process	<p>Gain a thorough understanding of your own and your partners' internationalisation strategy and resources, and of the level at which they operate</p> <ul style="list-style-type: none">✓ Internationalisation strategy (history, culture, depth of international partnerships)✓ Governance & leadership — senior commitment to internationalisation✓ Internationalisation of the curriculum✓ Internationalisation of campus life✓ Degree of student diversity — International/intercultural experiences✓ Student support services for internationalisation✓ Staff support (language/intercultural preparation)✓ Resources for internationalisation✓ Institutional understanding of recent internationalisation trends



CHALLENGES	CHECKLIST OF ACTIONS
<p>Motives</p>	<p>Gain a thorough understanding of your own and your partners precise reasons to engage in Joint Programmes</p> <ul style="list-style-type: none"> ✓ Student recruitment ✓ Student and staff mobility ✓ Income generation ✓ Geopolitical reasons; cultural or socio-economic developments ✓ Develop excellence in leading economic sectors ✓ International exposure and global reputation ✓ Gap in sector; Knowledge and human capital development ✓ Relevance to institutional academic priorities and to academic fields ✓ Capacity building ✓ Further development of exchange projects ✓ Strategic networks for collaboration on joint projects
<p>Linguistic, cultural and legal limitations Awareness</p>	<p>Gain a thorough understanding of your own and your partners' limitations</p> <p>Level of foreign language use (students, academic staff, administrative support services)</p> <p>Degree of institutional openness to international collaborative curriculum development</p> <p>Level of national limitations (flexibility with innovative transnational programme development; recognition issues)</p>



CHALLENGES	CHECKLIST OF ACTIONS
Partnership development	<p>Make a thorough assessment and thorough decisions on the choice of partners:</p> <ul style="list-style-type: none"> Academic excellence and compatibility Reliability Compatibility — Similar institutional profiles and priorities; shared academic cultures Previous institutional links — Loose connections or strategic partners Geographical constraints Complementary expertise — Full and associate partners (e.g. NGOs, companies, other training providers)
Programme Integration and Jointness	<p>Decide on the level of jointness and integration for the Joint Programme</p> <ul style="list-style-type: none"> Dynamic overall Management — Division of roles in the partnership (strong consortium agreement) Financial management (level of centralisation at consortium level; realistic budget divisions) Level of central resources across institutions (IT, libraries, etc....) Level of academic policy integration (opportunities to work out the joint curriculum, study period abroad recognition, enrolment procedures, staff working conditions and assessment) Quality Assurance at consortium level (internal arrangements; external accreditation) Teaching and Learning (level of joint delivery, joint student assessment) Level of joint student recruitment, admission and management at consortium level

CHALLENGES	CHECKLIST OF ACTIONS
Level of opportunities, brand and reputation	Develop solid plans to make the Joint Programmes highly visible, demonstrating opportunities and reputation (added-value; cutting-edge, relevant and updated knowledge linked to the most recent developments in the field) User-friendly and powerful information on website National, international fairs and events Mobility opportunities — Student support services, scholarships Wide engagement of employers and other stakeholders Strong alumni support and engagement Strong quality Assurance
Sustainability	Gain a thorough understanding of financial constraints and sustainability issues Thorough analysis of the precise needs for Joint Programmes (sectors in the economy, students; knowledge and skill development) Solidity of programme management and clear strategy for future development (From the Bachelor/Master towards developing the Ph.D track?) Solidity of realistic business and financial plan Detailed calculation of Programme expenditures (staff, marketing, travel, overheads) and income (own resources, fees, national/EU grants and scholarships, private company support) Plans for resources beyond the international project funding

The next table summarises the practical recommendations made by JOIMAN for the launch of Joint Programmes from the partners' selection to commit and agree on student supports services for mobility and establish an institutional framework for the long-term success of the Programme.



RECOMMENDATIONS AND GOOD PRACTICES¹³⁶

- ✓ The importance of the selection of partners
- ✓ Verification of national legislation and educational systems
- ✓ Ensuring institutional commitment
- ✓ Involvement of stakeholders
- ✓ Establishing cooperation with external services or institutions
- ✓ Financial management: creating a budget of the programme and calculating costs
- ✓ Setting up a quality assurance system
- ✓ Setting up specific services in support to mobility
- ✓ Division of roles within the partnership
- ✓ Negotiations on procedures
- ✓ Developing a good, comprehensive cooperation agreement
- ✓ Develop a strategic policy on Joint Programmes at institutional level
- ✓ Develop a framework to sustain Joint Programmes in the long term

¹³⁶ — Source: The table has been produced from the following source: Girotti, F. (ed.) (2011): *How to manage Joint Study Programmes? Guidelines and Best practices from the JOIMAN Network*. Bononia University Press, p. 88 to 93



9. CONCLUSION

There is a wealth of experience with EU-Russian collaborative educational developments and a tremendous eagerness of Russian universities to get involved in international Joint Programme development and cooperation with European universities. The development of collaborative EU-Russian programmes started back in the early nineties and is increasing.

The new governmental priorities in Russia support the development of Joint Programmes in the context of the country's modernisation and internationalisation strategies, placing a significant focus on attracting talent to Russia (from academic staff to students) and ensuring a higher position in the international rankings for Russian universities. Yet there remains a number of recognition issues that needs to be addressed to allow a wider group of Russian HEIs more flexibility to recognise foreign degrees.

There is a lack of information on Russian higher education and on most recent developments, which makes it difficult for European universities, individual academics and students to have a sufficient grasp on opportunities offered by Russian higher education. The websites of Russian universities do often not provide clear information in English about programmes available. With the exception of the leading universities, most Russian universities serve their local market and are not present in international fairs and events. For European students, a Russian degree is not perceived to bring strong-added value. Access to the Russian labour market is restricted.

With the exception of the large prestigious universities, many Russian universities have very limited contact with European universities. Great distances in Russia play a significant role and impact on cooperation, as does the lack of foreign language knowledge. In Russia, students and academic staff do not always see the benefits of internationalisation and the value of the acquisition of new sets of intercultural skills. The developments of the MOOCs (Massive Open Online Courses) offers new opportunities to engage in transnational partnerships with other universities around the world by developing e-learning partnerships and virtual mobility schemes which can be one answer to the problem.

The new EU Erasmus+ programme places a high priority on Joint Programme development. Significant funding will be available for credit and degree mobility and for universities around the world to develop new forms of transnational education with a variety of different types of institutions. Great attention will be paid to include private sector organisations in new initiatives.



Individual EU Member States have special schemes to support cooperation with Russian HEIs, either on an institutional basis (providing support to develop partnerships between universities) or an individual basis (providing grants or scholarships to individuals).

Many EU-Russia Joint Programmes are launched as Double Degree Programmes in a partnership between two universities, one in Russia and one in the EU. The Programmes have often been launched as a natural development of student exchanges or study abroad programmes by a number of active academics from both sides. Many Programmes fail to develop to full maturity and to become sustainable, for a variety of reasons. With the exception of the leading universities in Russia, most universities lack sufficient senior commitment, support structures, expertise, contacts and funding to support the development of Joint Programmes. They lack sufficient numbers of students and with some notable exceptions the programmes do not answer a clear niche market.

Joint Programmes offer significant benefits for institutions and students, yet they bring about *disruptive innovation* and significant transformations in institutions when different ways of working are brought on board by the set of international partners. They are complex forms of cooperation that require strong coordination of all aspects relating to their development and implementation, from managerial aspects to finances, student recruitment, quality assurance and approaches to teaching and learning. Beyond the Programmes themselves, it is the quality of the partners and the strength of their institutional internationalisation strategy that are critical factors contributing to the success of sustainable Joint Programmes.

The report has made an attempt to provide a typology of EU-Russia collaborative programmes in order to demonstrate the evolutionary, step-by-step and incremental journey towards integration and full jointness. The purpose of the typology has been to provide a practical tool for HEIs to assess their current situation with Joint Programmes and potential paths for future developments. Section 8 on challenges and actions makes an attempt to list a number of practical tips to the efficient development and management of Joint Programmes.

There are no doubts that without a committed partnership, a robust needs analysis, strong visibility, a commitment to solid joint financial management and quality assurance, Joint Programmes are not sustainable in the long term.



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