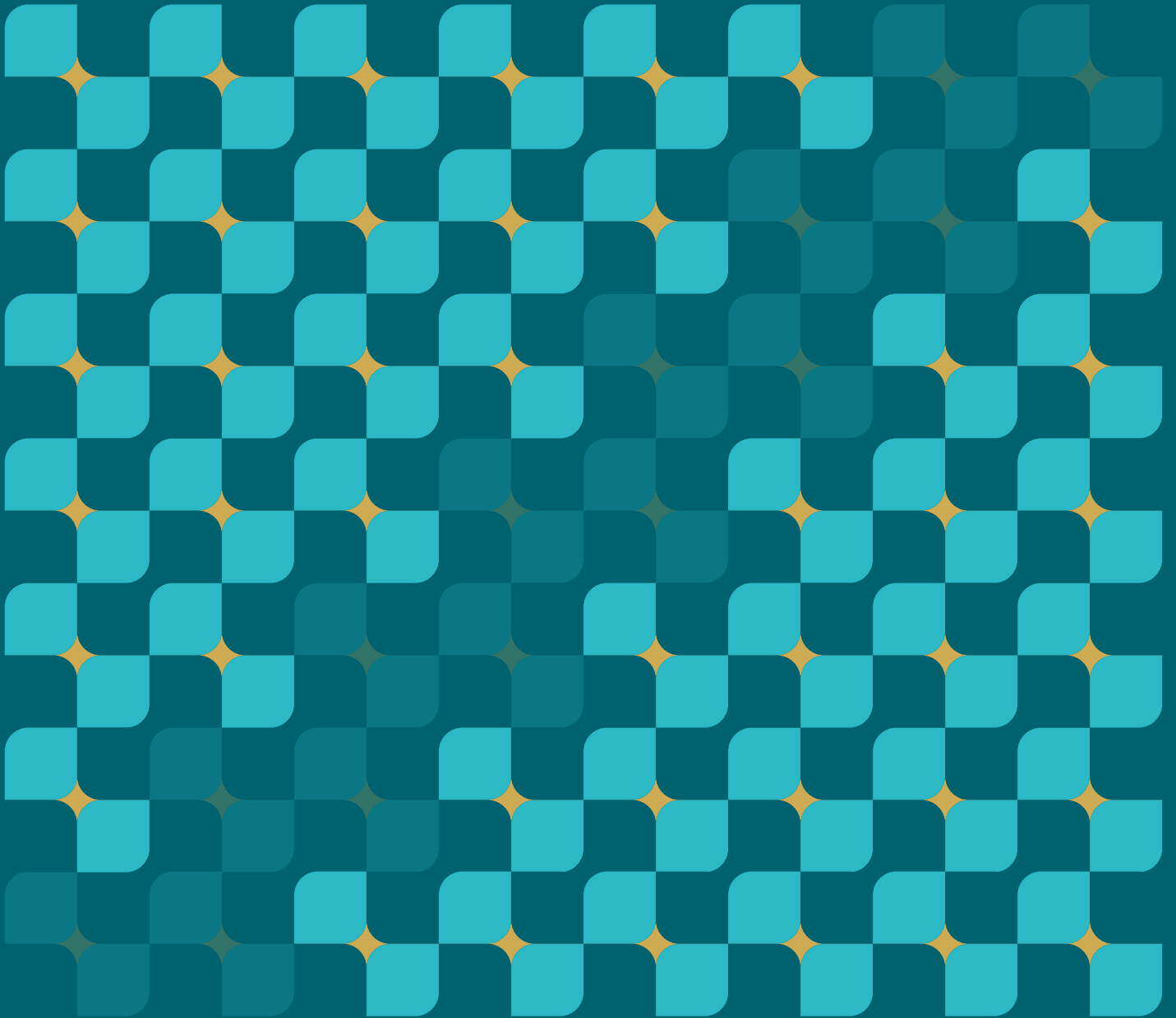
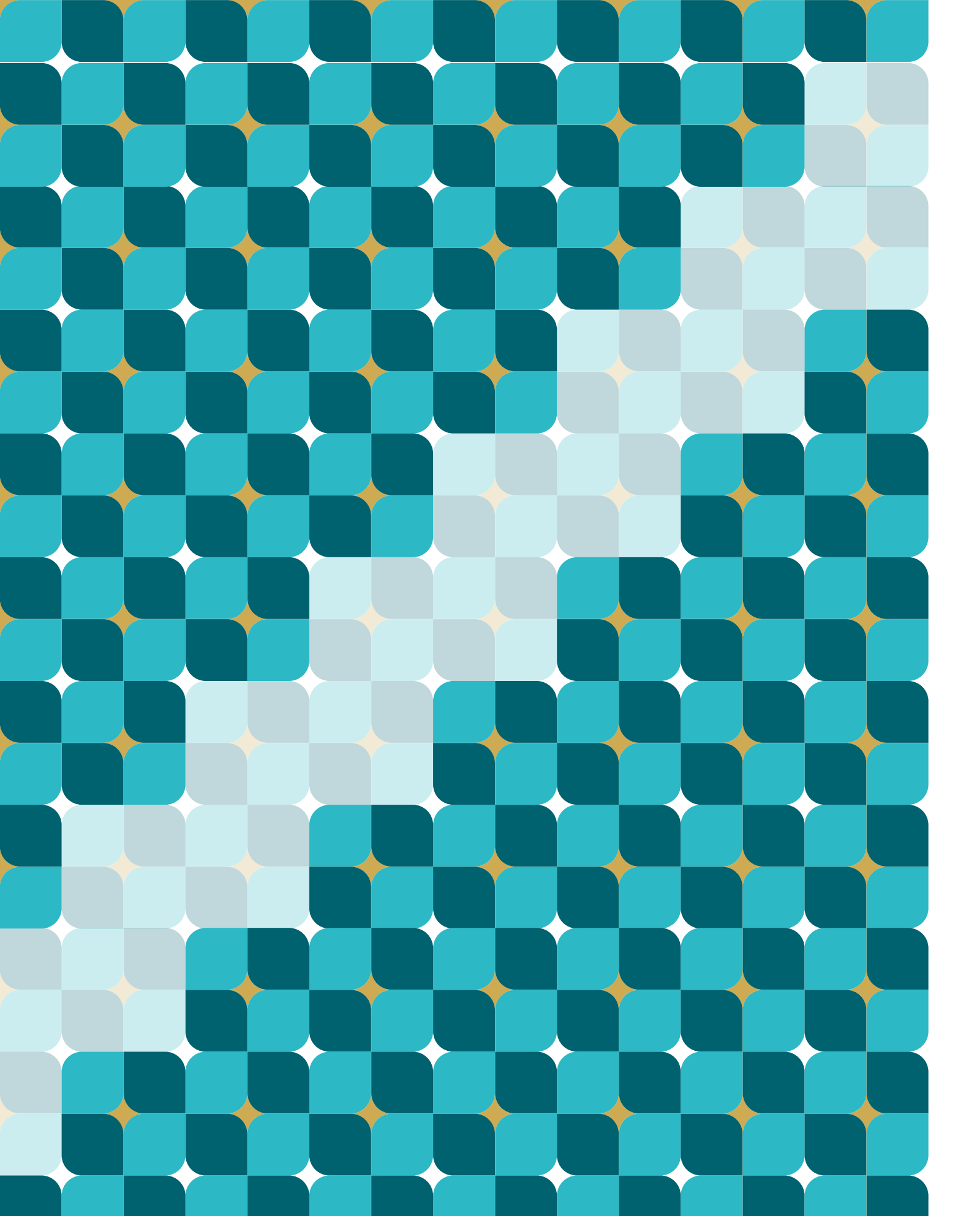


# JOINT AND DOUBLE PROGRAMMES IN EUROPE







# JOINT AND DOUBLE PROGRAMMES IN EUROPE



■ Joint and double programmes in Europe

- |                       |   |
|-----------------------|---|
| ■ Publication concept | ■ Katarzyna Aleksy  |
| ■ Cooperation         | ■ Milena Bodych-Biernacka   |
| ■ Proofreading        | ■ Lidia Przygoda, Bartosz Brzoza, Artur Cholewiński   |
| ■ Layout              | ■ Mariusz Skarbek   |
| ■ Print               | ■ Kolumb  |
| ■ Publisher           | ■ Foundation for the Development of the Education System<br>Erasmus+ and European Solidarity Corps National Agency<br>Al. Jerozolimskie 142a, 02-305 Warsaw, Poland<br><a href="http://www.frse.org.pl">www.frse.org.pl</a>   <a href="mailto:kontakt@frse.org.pl">kontakt@frse.org.pl</a><br><a href="http://www.erasmusplus.org.pl">www.erasmusplus.org.pl</a>   <a href="http://www.eks.org.pl">www.eks.org.pl</a> |

■ © Foundation for the Development of the Education System, Warsaw 2026.

■ Third revised edition

■ ISBN 978-83-67587-77-8

■ This publication has been developed with the financial support from the European Commission in the framework of the Erasmus+ programme. The information and views set out in this publication are those of the authors and the European Commission may not be held responsible for the use which may be made of the information contained herein.

■ Free copy

■ Citation: *Joint and double programmes in Europe* (2026). Warsaw: FRSE Publishing

■ FRSE Publishing periodicals and portals

[języki:obce]  
w szkole

europa  
DLA AKTYWNYCH

eurodesk  
Polska

EUROPEJSKI  
PORTAL MŁODZIEŻOWY

■ More publications from FRSE Publishing: [www.czytelnia.frse.org.pl](http://www.czytelnia.frse.org.pl)

## Ladies and Gentlemen



**Mirosław Marczewski**  
Director General,  
Foundation  
for the Development  
of the Education System

It is my great honour to welcome you to the conference on Joint and Double Programmes in Europe on behalf of the National Agency for the Erasmus+ and European Solidarity Corps Programmes in Poland – Foundation for the Development of the Education System (FRSE). This publication, issued on the occasion of the conference, is a testament to our commitment to the dynamic and crucial field of education. In recent decades, international cooperation in higher education has become a cornerstone of European educational policy. The Bologna Process, followed by programmes such as Erasmus+, has reshaped the academic landscape by promoting student and staff mobility and harmonising education systems. In this context, joint and double programmes have emerged and can be viewed as an advanced tool that requires the coordination of curricula, legal frameworks, recognition systems, and quality assurance across national borders.

Our publication captures the rich mosaic of joint educational initiatives in Europe and demonstrates how they are transforming higher education. The experts whose texts you will find therein emphasise that these initiatives are not merely an academic experiment, but a necessity that responds to the challenges of the 21st century. In light of the labour market globalisation, the need to strengthen Europe's competitiveness, and the integrative goals of the Bologna Process, joint programmes are becoming a cornerstone of education's future.

This publication provides a deep analysis on several levels. The *Diverse Landscape of Programmes*: It presents a complex mosaic of programmes, from unified joint degrees to the more common double degrees and other flexible models that evolve in response to local traditions and regulations. *Practice and Challenges*: It describes the achievements and obstacles faced by European University alliances, such as issues with fragmented legal systems and the need for long-term funding. *The Role of National Agencies*: It explains how, e.g., FRSE, as a National Agency, translates the European vision into concrete actions by offering support, guidance, and institutional capacity-building measures.

I believe that this publication will be a valuable tool for universities, policymakers, and others who strive to create a more integrated and competitive European Higher Education Area. I hope it will serve as an inspiration for further action and the search for innovative solutions that will allow us to collectively build the future of European education. □

## Contents

- The colourful landscape of joint educational initiatives in Europe  
– *Dorota Piotrowska* ■ 5
- Erasmus Mundus as a flagship of joint educational cooperation  
– *Beata Skibińska* ■ 12
- Joint education in action: lessons from the European alliances  
– *Patrycja Matusz, Anna Juras* ■ 20
- National Agency's role in promoting joint and double degrees in Germany  
– *Beate Körner* ■ 25
- Cooperate, innovate, graduate: Erasmus+ and the future of higher education.  
The dynamics supported by the French higher education framework.  
– *Nelly Fesseau* ■ 29
- Building bridges through joint programmes: Poland's experience and vision  
for the European Degree – *Katarzyna Aleksy* ■ 35
- Professional and institutional pathways to joint educational cooperation:  
International Relations Offices Forum – *Izabela Zawiska* ■ 40
  
- **Invitation to Review the Conference Summary** – *Katarzyna Aleksy* ■ 46
- Agenda of the conference ■ 47
- Session I: Joint and Double programmes in the educational portfolios  
of European universities – presentation of models ■ 50
- Session II: Institutional impact of Erasmus Mundus  
– panel discussion ■ 54
- Session IV: European Degree expectations, chances, perspectives ■ 58
- Session VII: Administrative and legal challenges in the implementation of joint  
and double programmes ■ 62
- Session VII: Double and joint doctorates in the European reality ■ 66
- Session VIII: Standards and quality assurance mechanisms  
in international programmes ■ 70
- Session IX: Micro-credentials – macro-challenges: the role of joint  
educational initiatives ■ 74
  
- **Co-Create to educate: International Collaboration Award** ■ 78
- **Council Resolution on a joint European degree label and the next steps  
towards a possible joint European degree: boosting Europe's competitiveness  
and the attractiveness of European higher education** ■ 89
- **Council Recommendation on a European quality assurance  
and recognition system in higher education** ■ 95

## The colourful landscape of joint educational initiatives in Europe



**dr hab. Dorota Piotrowska,  
prof. ŁUT**

Director of the International Cooperation Centre, Łódź University of Technology (ŁUT), Institutional Coordinator of ECIU University

The landscape of joint educational initiatives in Europe resembles a multicoloured mosaic, where diverse academic traditions, legal models, and international ambitions meet. Joint and double degree programmes, often referred to as joint programmes, serve simultaneously as instruments of internationalisation, tools for enhancing the quality of education, and means of building institutional prestige. This idea, launched in the 1970s, gained particular momentum with the start of the Bologna Process and the Erasmus Mundus programme. Today, it is clear that the concept is not limited to a single formula. Instead, different models have been developed in different countries, adapted to local traditions and capacities.

When, in 1999, the ministers of education of 29 countries signed the Bologna Declaration to establish the European Higher Education Area (EHEA), few could have anticipated the scale of joint study initiatives that would unfold in the following decades. Just two years later, in Prague, the ministers signalled the need to expand joint programmes, designed not only to facilitate mobility but also to lay the foundations for academic integration. Since then, the idea of joint programmes has become one of the pillars of the internationalisation of higher education in Europe.

The development of joint and double degrees fits perfectly into the logic of globalisation. In a world where economies and societies are increasingly interconnected, studying in programmes co-created by two or more universities has become a way to educate “citizens of the world”. It is not only about learning foreign languages or understanding other cultures, but also about the ability to move between different academic, legal, and social systems.

The Erasmus Mundus programme, launched in 2004, acted as a catalyst. Thanks to it, hundreds of joint master’s programmes were created, involving at least three universities from different countries. This model was demanding – both organisationally and financially – but precisely for that reason, it set the gold standard in the field. At the same time, not all institutions could or wanted to follow this path. Alongside Erasmus Mundus, hundreds of other initiatives were developed: bilateral, network-based, and regional. Together, they now form Europe’s colourful educational landscape.

### **Not an experiment but a necessity: why do we need joint educational initiatives**

The diagnosis is clear. Joint educational initiatives are not merely an academic experiment or a passing trend in internationalisation. They are a response to several key challenges facing higher education in the 21st century.

The globalisation of the labour market means that the traditional educational pathway – confined within the boundaries of a single country – increasingly fails to meet professional realities. ■

- Employers are seeking culturally open graduates, capable of working in diverse teams and moving confidently in an international environment. Joint programmes provide exactly these competences: from language proficiency to practical experience of mobility.

The competitiveness of Europe is another challenge. In a world where the United States, Canada, Australia, and, increasingly, Asia compete for students' attention, the European Union must offer more than just local quality. A joint degree, recognised and valued in many countries, becomes a distinctive "brand of European higher education", attracting talent from outside the continent.

System integration is not only a political goal set out in the Bologna Process, but also a daily practice of universities. Joint programmes require institutions to compare learning outcomes, standardise the ECTS credit system, and harmonise accreditation procedures. This is a step towards genuine cohesion within the European Higher Education Area.

- *The development of joint and double degrees fits perfectly into the logic of globalisation. In a world where economies and societies are increasingly interconnected, studying in programmes co-created by two or more universities has become a way to educate "citizens of the world". It is not only about learning foreign languages or understanding other cultures, but also about the ability to move between different academic, legal and social systems.*

Institutional development is less visible from the outside but crucial for the universities themselves. Designing joint programmes compels institutions to reorganise structures, seek innovative solutions, make better use of infrastructure, and share resources. Although sometimes difficult, this always pays off in terms of higher-quality offerings and greater resilience in times of crisis.

Finally, building human bonds is a dimension often overlooked in reports, yet it is of vital importance. Joint programmes support not only student mobility but also the creation of lasting academic, professional, and personal relationships. Out of these bonds grows trust, which pays dividends in other areas of international cooperation – from scientific research to social engagement.

All this shows that joint educational initiatives should not be treated as a luxury or an academic curiosity, but as an indispensable element of the future of higher education in Europe.


#### **Models of joint educational programmes – diversity in practice**

As highlighted in the introduction to the publication *Joint and Double Degrees. Poland and the World* (NAWA, 2020), it is difficult to speak of a single, universally recognised model of joint studies. In practice, a wide range of solutions exists, shaped by local legal regulations, academic traditions, and the organisational capacities of universities. This very diversity makes the landscape of joint educational initiatives resemble a mosaic, where each element has its own specificity and significance.

The most advanced, and at the same time the most demanding, form, is the joint degree. In this model, the partner institutions ■



■ *Building human bonds is a dimension often overlooked in reports, yet it is of vital importance. Joint programmes support not only student mobility but also the creation of lasting academic, professional, and personal relationships. Out of these bonds grows trust, which pays dividends in other areas of international cooperation – from scientific research to social engagement.*



■ design an entirely new programme from the outset, culminating in the award of a single joint diploma. This document is recognised in the legal systems of all countries participating in the consortium, making it a clear expression of full academic integration. Such a model best reflects the spirit of the Bologna Process, but in practice, it remains difficult to implement, as many countries still lack clear legal provisions allowing for the issuance of joint diplomas.

Double or multiple degree programmes are much more common. Within these schemes, students follow a curriculum jointly designed by partner institutions but, upon completion, receive two or more separate diplomas – one from each institution. This solution is easier to implement, as it does not require legislative change; it is enough to harmonise curricula and ensure that students meet the minimum requirements of each university. This model appeals to many candidates who value the prestige of holding multiple diplomas, though it sometimes raises the question of whether this leads to an “excess” of documents.

Another frequently used approach is parallel programmes with a common component. Here, universities align a segment of their programmes – for example, a semester, a block of courses, or a set of learning outcomes – while leaving the rest of the studies different. This makes it possible to award a double diploma with fewer programmatic compromises. Such structures are particularly attractive to institutions wishing to embark on cooperation but not yet ready for full integration.

A further form is represented by programmes with divided responsibility, in which the partner institutions clearly split teaching duties – for example, one university delivers the entire first year and the other the second year. As a result, students complete a significant portion of their studies at each institution, and mobility becomes an integral element of the programme rather than an optional addition. Depending on national regulations, the outcome may be a joint diploma or two separate diplomas. In both cases, however, this model strongly emphasises the transnational and mobility dimensions.

A distinct category is formed by identical programmes delivered in parallel. These are created when institutions adopt a common standard – usually based on international professional accreditations – and deliver it in several countries. Students can begin their studies in one institution and continue them in another without fear that the content of the programme will change substantially. The result is a diploma recognised in many countries, significantly enhancing its value. Yet, this solution is costly and requires a high level of coordination, especially to maintain full programme consistency in a changing legal environment.

The most common model in practice, however, remains the partially aligned programme. This involves comparing existing curricula and identifying areas of overlap. To meet the requirements of all partners, students usually need to complete additional modules or courses that are not part of their home institution’s programme. While this solution offers flexibility and enables cooperation to be launched relatively quickly, it is also the most burdensome for students, who often face a heavier workload and longer study duration.

■ *Joint studies are not a uniform phenomenon. Each form carries its own benefits and limitations. Together, they create a multicoloured kaleidoscope of educational initiatives, in which diversity is not a weakness but evidence that academic integration in Europe is developing along many parallel pathways.*

- This plurality of models demonstrates that joint studies are not a uniform phenomenon. Each form carries its own benefits and limitations. Together, they create a multicoloured kaleidoscope of educational initiatives, in which diversity is not a weakness but evidence that academic integration in Europe is developing along many parallel pathways. Joint programmes are therefore not only the result of compromises between different systems but also laboratories of innovation, where new methods of teaching and building a European academic identity are tested.

### European projects for the quality and development of joint educational programmes

Alongside the practices of individual universities, research projects and expert networks were developed with the aim not only of sharing experiences, but also of systematising terminology, identifying obstacles and suggesting ways to overcome them. These initiatives created the knowledge base that both national institutions and the European Commission draw upon today.

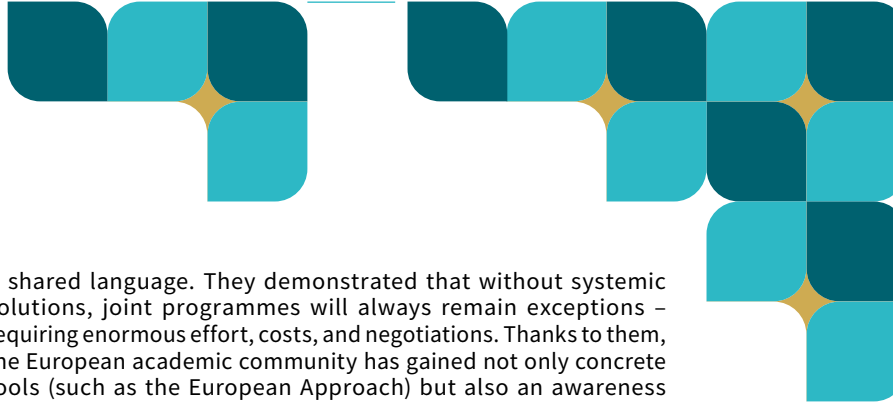
Joint Programmes from A to Z is considered one of the most comprehensive studies produced in this field. It served as a practical handbook – from the first idea for a programme, through issues of financing, to accreditation and diploma recognition. Its great value lies in gathering scattered practices into one place and giving them a coherent structure. For universities approaching the topic for the first time, it provided a clear “roadmap.”

ProDeJIP (Promoting the Development of Joint International Programmes) went a step further. It focused on the practical aspects of implementing joint programmes and firmly embedded them in the European Qualifications Framework (EQF). It demonstrated how such programmes could be “translated” into the language of learning outcomes and how different national systems could be integrated. This was an attempt to turn ambitious internationalisation slogans into the everyday reality of dean’s offices and programme coordinators.

JOQAR played a truly groundbreaking role. This project introduced and promoted the European Approach for Quality Assurance of Joint Programmes (2015) – a common European quality assurance standard. Thanks to JOQAR, universities gained a clear point of reference: instead of undergoing separate procedures in each country, they could rely on a unified approach. In practice, implementation of this standard is still challenging (as not all countries have formally accepted it), but its very creation marked a major step towards integration.

ImPea (ImPeA Project Consortium, 2015) opened the debate on an even broader scale by linking Europe and Asia. It became clear that many barriers were universal in nature: complex accreditation processes, differences in academic calendars, challenges related to mobility, and language issues. The conclusions of the project were significant, as they showed that what had previously seemed a “European specificity” was in fact part of the global higher education landscape.


All these projects shared a common denominator: the desire to move beyond individual institutional experiences and to build ■

- 
- a shared language. They demonstrated that without systemic solutions, joint programmes will always remain exceptions – requiring enormous effort, costs, and negotiations. Thanks to them, the European academic community has gained not only concrete tools (such as the European Approach) but also an awareness that integration is a process that requires patience, coordination, and cooperation on many levels.

#### **Barriers and challenges – nomenclature, law, and practice**

Despite the impressive growth of joint study programmes, their functioning in Europe continues to encounter numerous obstacles. As demonstrated by the publication *Joint and Double Degrees. Poland and the World*, and by the results of European pilot projects, these difficulties are systemic in nature and affect virtually every stage of a programme’s lifecycle – from design, through accreditation, to the recognition of diplomas.

- *Despite the impressive growth of joint study programmes, their functioning in Europe continues to encounter numerous obstacles. As demonstrated by the publication *Joint and Double Degrees. Poland and the World*, and by the results of European pilot projects, these difficulties are systemic in nature and affect virtually every stage of a programme’s lifecycle – from design, through accreditation, to the recognition of diplomas.*



One of the most serious problems remains terminological confusion. The documents of the Bologna Process distinguish between concepts such as joint programme, joint degree, and double degree, yet in practice, different institutions and countries use them inconsistently. In some systems, joint studies are understood as a shared curriculum, in others, only as a joint diploma, while the term “double degree” may be applied both to fully integrated programmes and to those only partially aligned. This lack of a common language is not merely a matter of semantics – it complicates cooperation in tangible ways. Inter-university negotiations are hindered, as partners often interpret the same terms differently, accreditation procedures are repeatedly duplicated, and students are not always sure what to expect from a given programme. As a result, the lack of coherent terminology weakens the transparency and predictability of the entire system (NAWA, 2020).

Legal and administrative issues constitute another barrier. In many countries, there is still no legal basis for issuing a single joint diploma, which forces institutions to award separate documents. Each programme must undergo accreditation separately in every country, a process that not only prolongs implementation but also significantly increases costs. In addition, partners encounter difficulties arising from discrepancies in academic calendars, grading systems, and regulations regarding examinations and mobility. Another problematic area is the recognition of new forms of mobility, such as hybrid or online studies, which in many legal systems are still not treated as equivalent to physical mobility. ■

- Cultural and institutional barriers are no less significant. In different countries, student mobility holds a different status – in some it is regarded as the foundation of the programme, in others merely as an optional supplement. Differences also emerge in the approach to internships and practical training: in some systems, these are integral elements of study, in others, they remain optional. Added to this are differences in teaching culture, such as methods of conducting examinations or assessing student work.

All of these obstacles overlap and generate a heavy administrative burden. As programme coordinators point out, negotiating a single consortium agreement can take up to two years. The greatest cost, therefore, is not financial but the time and energy of those who must constantly negotiate differences and seek compromise.

Taken together, these difficulties are not isolated but pan-European in scope. Every institution attempting to establish a joint programme eventually encounters similar barriers, whether its partner is in Germany, Norway, or Poland. This is why research

- *Every institution attempting to establish a joint programme eventually encounters similar barriers, whether its partner is in Germany, Norway, or Poland. This is why research and reports consistently indicate that the development of joint studies will not be possible without broader systemic solutions.*

and reports consistently indicate that the development of joint studies will not be possible without broader systemic solutions. Harmonised terminology, simplified accreditation procedures, and stable legal frameworks for joint diplomas are essential conditions if Europe's mosaic of initiatives is to become a permanent feature of the educational landscape.

### Conclusion

Joint educational initiatives in Europe today form a remarkably colourful and complex landscape. From programmes leading to a single diploma, through solutions producing multiple parallel documents, to partially aligned models, all show that universities continue to seek optimal forms of cooperation. This search is not without its challenges. Terminological confusion, legal and administrative discrepancies, and cultural differences mean that joint programmes often remain exceptions within national systems, requiring enormous organisational effort.

At the same time, two decades of experience demonstrate that they are not an experiment but a necessity. The globalisation of the labour market, the need to strengthen Europe's competitiveness, the integration goals of the Bologna Process, and the importance of building social trust all make joint programmes a cornerstone of the future of higher education. Systemic projects – Joint Programmes from A to Z, ProDeJIP, JOQAR, ImPea – have shown that only through collective efforts can barriers be overcome and lasting foundations for cooperation be created.

- On 12 May 2025, the EU Council adopted a Recommendation on a European quality assurance and recognition system in higher education and a Resolution on a joint European degree label and the next steps towards a possible joint European degree. The Resolution outlines a three-phase roadmap leading to the potential establishment of a full Joint European Degree by 2029. (Council of the European Union, 2025a,b). These decisions may prove to be a historic turning point – for the first time, there is a real chance that previously fragmented initiatives will be supported by common European frameworks of quality and recognition.

In this sense, joint study programmes are no longer merely instruments of internationalisation, but are becoming laboratories for the future of higher education. It is within them that the diversity of systems, traditions, and practices is transformed into a multicoloured kaleidoscope that may form the foundation of Europe's academic community in the decades to come. □

#### References:

- Narodowa Agencja Wymiany Akademickiej. (2020). *Studia wspólne i podwójne. Polska i świat*. Warszawa: NAWA. Retrieved from [nawa.gov.pl](http://nawa.gov.pl).
- European Consortium for Accreditation in Higher Education (ECA). (2009). *Joint Programmes from A to Z: A reference guide for practitioners*. The Hague: ECA. Retrieved from [ecahe.eu/publications](http://ecahe.eu/publications).
- Erasmus+ Project Team. (2010). *ProDeJIP: Promoting the Development of Joint International Programmes*. Brussels: European Commission.
- European Consortium for Accreditation in Higher Education (ECA). (2012). *JOQAR: Joint Programmes – Quality Assurance and Recognition. Final report*. The Hague: ECA.
- ImPEA Project Consortium. (2015). *Implementation of Joint Programmes in Europe and Asia (ImPEA): Final report*. Brussels: European Commission. Retrieved from [www.impea.eu](http://www.impea.eu).
- European Commission. (2022). Council Recommendation on building bridges for effective European higher education cooperation. Official Journal of the European Union, C 160/1. Retrieved from [eur-lex.europa.eu](http://eur-lex.europa.eu).
- Council of the European Union. (2025a, May 12). Council Recommendation on a European quality assurance and recognition system in higher education. Official Journal of the European Union. Retrieved from [eur-lex.europa.eu](http://eur-lex.europa.eu).
- Council of the European Union. (2025b, May 12). Council Resolution on a joint European degree label and the next steps towards a possible joint European degree. Official Journal of the European Union. Retrieved from [eur-lex.europa.eu](http://eur-lex.europa.eu).

## Erasmus Mundus as a flagship of joint educational cooperation



**Beata Skibińska**  
Expert at the Higher Education Programmes Department, Foundation for the Development of the Education System

Ever since people started educating themselves, they have been looking for attractive forms of learning. Of course, not everyone, but those who are ambitious and wish to be well prepared for challenges in their professional, social, and private life. This is the target group for Erasmus Mundus Master Courses, presently offered as one of the centralised actions of the Erasmus+ programme.

The decision to start the Erasmus Mundus programme was most probably made in light of the good results of student and staff exchange in the Erasmus programme and the expected globalisation of student exchange. Worldwide competition for talent was also anticipated, for which Europe (European higher education) wanted to prepare by creating an interesting and unique educational offer for ambitious students. In this article, I want to address a wider public interested in joint study programmes and share my personal view on how important the Erasmus Mundus programme was and still is for the popularisation and implementation of the concept of a joint study programme.

### The history of the Erasmus Mundus actions

The aim of the Erasmus Mundus programme in its first phase (2004–2008) was to make higher education in Europe more attractive and enhance its quality by promoting cooperation with third countries. The legal basis for Erasmus Mundus 2004–2008 was Decision No 2317/2003/EC of the European Parliament and of the Council of 5 December 2003, establishing a programme for the enhancement of quality in higher education and the promotion of intercultural understanding through cooperation with third countries<sup>1</sup>.

- *The decision to start the Erasmus Mundus programme was most probably made in light of the good results of student and staff exchange in the Erasmus programme and the expected globalisation of student exchange.*

- The first phase of the Erasmus Mundus aimed more specifically to:
  - promote quality in higher education with a distinctly European added value;
  - encourage and enable highly qualified graduates and scholars from all over the world to obtain qualifications and/or acquire experience in the EU;
  - develop better-structured cooperation between EU and third-country institutions and increase outgoing mobility from the EU;

<sup>1</sup> [eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32003D2317](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32003D2317)

- *While preparing the 2014–2020 phase of the educational programmes supported from the European Commission budget, the Commission and the Member States decided to consolidate many stand-alone initiatives into a complex programme.*

- make European higher education more accessible and enhance its visibility throughout the world.

Five separate actions were available in Erasmus Mundus 2004–2008:

- 1: Erasmus Mundus Master Courses;
- 2: Scholarships;
- 3: Partnerships with third-country Higher Education Institutions;
- 4: Measures enhancing attractiveness;
- 5: Technical Support Measures.

In 2008, by applying Decision No 1298/2008/EC, the European Parliament and the Council decided to open the **second phase of the Erasmus Mundus programme (2009–2013)**<sup>2</sup>, based on its predecessor, consistent with the objectives of excellence of the previous one, but introducing certain changes. An important one was the extension of the joint study programme to the doctoral level. The Commission and the Members States also decided to simplify the programme's structure, reducing the number of actions from five to three:

- 1: High quality Erasmus Mundus joint programmes, including both Master's and Doctoral programmes,
- 2: Erasmus Mundus partnerships between European and third-country higher education institutions,
- 3: Measures promoting European higher education.

**The 2014–2020 phase of the Erasmus programmes** consolidated many stand-alone initiatives into a comprehensive programme. Its structure is outlined in Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December, establishing Erasmus+ the Union programme for education, training, youth and sport<sup>3</sup>. Joint Master Degrees (JMD) were included into the Key Action 1 – Learning mobility of individuals. The Joint Master Degree project was described as a high-level, integrated international study programme of 60, 90, or 120 ECTS, delivered by an international consortium of higher education institutions (HEI) and, where relevant, other educational and/or non-educational partners with specific expertise and interest in the study areas or professional domains covered by the joint programme. The action included:

- the delivery of a JMD programme corresponding to 60, 90, or 120 ECTS, organised through an international consortium of HEIs, including participation of invited scholars (guest lecturers) for teaching, training and/or research purposes;
- the award of scholarships to excellent students worldwide for their participation in these JMD programmes.

In the present Erasmus+ phase (2021–2027)<sup>4</sup> established by Regulation (EU) 2021/817 of the European Parliament and of the Council of 20 May 2024, the Erasmus Mundus Actions were moved ■

<sup>2</sup> [eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32008D1298](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32008D1298)

<sup>3</sup> [eur-lex.europa.eu/eli/reg/2013/1288/oj/eng](https://eur-lex.europa.eu/eli/reg/2013/1288/oj/eng)

<sup>4</sup> [eur-lex.europa.eu/eli/reg/2021/817/oj/eng](https://eur-lex.europa.eu/eli/reg/2021/817/oj/eng)

- *One may wonder why Erasmus Mundus currently supports only Joint Master Degrees and not joint programmes at Bachelor, Doctoral, or long-cycle Master's level, and why the Doctoral level has been removed, although it was previously supported? This decision reflects a consensus among academic experts and decision makers, who concluded that such demanding and highly specialised study programmes are not appropriate for the first years of studies, when learners quite often have not yet determined their area of interest.*

- to the Key Action 2 “Cooperation among organisations and institutions” as part of “Partnerships for Excellence”.

Two separate lots are offered in this phase:

- Lot 1: **Erasmus Mundus Joint Masters (EMJM)** for consortia ready to run the study programme
- Lot 2: **Erasmus Mundus Design Measures (EMDM)** for HEIs willing to improve study programme quality.

These two lots aim, on one hand, to continue offering Master's programmes to attract talent to EHEA, and on the other hand, to open the Joint Masters to newcomers and less experienced HEIs.

One may wonder why Erasmus Mundus currently supports only Joint Master Degrees and not joint programmes at Bachelor, Doctoral, or long-cycle Master's level, and why the Doctoral level has been removed, although it was previously supported? This decision reflects a consensus among academic experts and decision makers, who concluded that such demanding and highly specialised study programmes are not appropriate for the first years of studies, when learners quite often have not yet determined their area of interest. Joint doctorates remain highly suitable, but due to the introduction of two separate programmes for education and training (Erasmus+) and for research (Horizon 2020) in 2014, joint doctorates were transferred to the research programme.

HEIs wishing to offer joint Bachelor's degrees must secure other funding sources. However, for first-degree ambitious learners, double degrees are equally interesting, and Key Action 1 funds for student mobility, available to HEIs, support such initiatives.

### **The essence of the Joint Masters and their impact on the development of the European Higher Education Area**

Analysing the requirements for Erasmus Mundus Masters Courses, one can say that it is indeed an unique and interesting project. The requirements include:

- a jointly designed and fully integrated curriculum adhering to the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA)<sup>5</sup>;
- delivery by a consortium of HEIs and, where relevant, other educational and/or non-educational partners established in an EU Member State or any other country; the consortium must involve at least three HEIs from three different countries, at least two of which are EU Member States and third countries associated with the Programme;
- enrolment of excellent students from all over the world;
- compulsory physical mobility for all students; recognition mechanism for the mobility tracks is agreed between partners;
- exchange of staff and invited scholars as contributors to teaching, training, research, and administrative activities;
- successful completion of the joint master programme leading

<sup>5</sup> [www.eqar.eu/kb/joint-programmes/agreed-standards](http://www.eqar.eu/kb/joint-programmes/agreed-standards)

- to either a joint degree (a single diploma awarded by at least two HEIs from different countries, of which at least one must be a EU Member State or third country associated to the Programme), or multiple degrees (at least two diplomas awarded by two HEIs from different countries, of which at least one must be a EU Member State or third country associated with the Programme);
- the awarded degree(s) must belong to the higher-education systems of the countries in which HEIs are based, must be mutually recognised by all awarding full partner HEIs; consortia should provide students with a joint Diploma Supplement covering the entire content of the Master's programme.

- *Erasmus Mundus Joint Masters must integrate several academic disciplines (should be interdisciplinary); offer a practically oriented component (to enhance graduates' employability), and contribute to the development of key social skills through learning and socialising with peers representing various countries, continents, nations, languages, and cultures.*

Erasmus Mundus Joint Masters must integrate several academic disciplines (should be interdisciplinary), offer a practically oriented component (to enhance graduates' employability), and should contribute to the development of key social skills through learning and socialising with peers representing various countries, continents, nations, languages, and cultures. These features make Erasmus Mundus Masters an excellent educational offer, and no wonder they became a hallmark of the EHEA and are part of the internationalisation strategies of many HEIs in Europe.

Another intriguing question is whether Joint Masters contributed more to the establishment of the EHEA, or flourished only after the creation of the EHEA was announced. Comparing the EHEA goals with those of a single Joint Master Degree study programme shows that delivering as many Joint Masters as possible brings the EHEA idea closer to reality. However, we must remember that higher education should be accessible to all citizens seeking a degree. Joint Master Degrees are aimed at those who search for unique educational offers. The diversity of HEIs, study programmes, and programme complexity remains the defining feature of the EHEA. Europe currently demands professionals with specific skills. It seems that microcredentials offer HEIs a chance to meet this demand. This does not imply that Polish HEIs should abandon participation in Joint Masters, but rather maintain a diverse educational offer to meet the needs of different learners.

What are the steps to be taken to prepare a joint study programme? A HEI interested in developing such a study programme should:

- establish contacts with universities in Europe, and possibly beyond, to create a joint study programme;
- appoint a contact person or team responsible for implementing the programme;
- establish the terms and conditions of cooperation between partners;
- obtain support and confirmation from the faculty and university authorities;

■ *After the first phase of the Erasmus Mundus programme as a stand-alone initiative, it became evident that the reparation of a joint study programme meeting all qualitative expectations is a very demanding task.*

- secure human and financial resources for the project's implementation.

It may all sound simple but the proper implementation of the fourth step – reaching an institutional agreement that the study programme complies with at institutional and national laws – is challenging. True jointness requires a lot of flexibility and good will.

#### Contribution of the Polish National Erasmus+ Agency

After the first phase of the Erasmus Mundus programme as a stand-alone initiative, it became evident that the preparation of a joint study programme meeting all qualitative expectations is a very demanding task. Supporters of the joint study programmes, National Agencies (at that time called National Structures in relation to the Erasmus Mundus actions), among others, managed to convince the Commission that it was worthwhile to invest part of the Erasmus Mundus budget in projects designed to help potential applicants and later beneficiaries to better understand the joint nature of study programmes run by international consortia. Restricted calls were opened, and countries willing to help their academic communities in understanding, applying, and then implementing Erasmus Mundus Joint Masters and other joint programmes had the possibility to apply for special grants. These grants supported the organisation of seminars and the preparation of publications aimed at promoting joint study programmes. Indeed, such projects contributed significantly to the popularisation, understanding, and implementation of joint study programmes. Another objective of these “special projects” was to make the Erasmus Mundus Actions more accessible to countries that had been less represented among Erasmus Mundus beneficiaries. However, I remain quite sceptical about whether, upon completion of these projects, the observed differences in the use of Erasmus Mundus Actions were substantially reduced.


The Polish National Structure was involved in the following “special” projects: Asemundus, EMAP, Interuv, JDAZ.

**INTERUV: Joint Programmes – facilitator for university internationalisation** was an initiative of Erasmus Mundus National Structures from 15 European countries (Austria, the Czech Republic, Estonia, Finland, France, Greece, Hungary, Italy, Latvia, the Netherlands, Norway, Poland, Spain, Slovakia, and the United Kingdom).

The INTERUV project focused on:

- promoting the idea of joint study programmes among higher education institutions from the EU and third countries in neighbouring regions;
- supporting HEIs in incorporating joint study programmes into their institutional strategies for internationalisation;
- building the capacity of institutions then serving as Erasmus Mundus National Structures and National Tempus Offices, helping them to prepare for the transition to the new Erasmus for All programme to be implemented in the years 2014–2021.

In its second edition, when Erasmus Mundus started to promote joint master's programmes beyond the EHEA, the INTERUV ■

- 
- project supported international cooperation, development, and implementation of joint programmes between European universities and higher education institutions from other regions of the world. It served as a valuable preparation for the international dimension of the Erasmus+ programme, which to a great extent supports International Credit Mobility and other international centralised actions such as Capacity Building in Higher Education, Erasmus Mundus Actions, and Jean Monnet activities.

The **EMAP project (Erasmus Mundus Active Participation)** was a joint initiative of several Erasmus Mundus National Structures aimed at enhancing HEIs' participation in Erasmus Mundus Joint Programmes. The project was carried out in two phases, from October 2009 until September 2012, and was financed by the European Commission within the framework of the Erasmus Mundus programme.

Throughout the EMAP project, partners identified and selected consortia of higher education institutions as potential applicants for new Erasmus Mundus Joint Master's and Doctoral programmes, and organised training seminars to help them prepare high-quality proposals. Representatives of successful Erasmus Mundus joint programmes were invited to share their experience regarding various aspects of implementing joint study programmes. They also assisted National Structures in preparing various training and guidance materials available online through a public website. The greatest

- *Countries willing to help their academic communities in understanding, applying, and then implementing Erasmus Mundus Joint Masters and other joint programmes had the possibility to apply for special grants. These grants supported the organisation of seminars and the preparation of publications aimed at popularising joint study programmes.*

beneficiaries, however, were those who participated in face-to-face seminars, where National Structures and experts representing established Erasmus Mundus consortia exchanged their experience in writing applications and understanding the specific requirements of implementing a joint study programme.

The EMAP project also contributed to the capacity building and networking of participating Erasmus Mundus National Structures. For this purpose, the partners organised training sessions focused on issues of common interest, especially the quality assurance of joint programmes.

**ASEMUNDUS** was a project coordinated by the German Academic Exchange Service (DAAD) and implemented in cooperation with 8 partners — National Structures for Erasmus Mundus from: (1) Austria (OeAD), (2) Belgium (the Flemish Ministry of Education and Training), (3) Cyprus (the Cyprus Ministry of Education and Culture), (4) Estonia (the Archimedes Foundation), (5) Hungary (the Tempus Public Foundation), (6) Latvia (the State Education Development Agency), (7) Poland (the Foundation for the Development of the Education System), and (8) the Netherlands (NUFFIC). ■

- By implementing the projects, National Structures wanted to:
  - enhance the visibility of the European Higher Education Area within Asian ASEM region;
  - increase the participation of Asian HEIs in new and/or existing higher education consortia;
  - facilitate and strengthen institutional cooperation between HEIs from Europe and Asia.

**JDAZ – Joint Programmes from A to Z. A reference guide for practitioners** was a project that resulted in a practical guide for practitioners involved in establishing and managing international joint programmes. Funded by the Erasmus Mundus programme,

- *An impressive budget has been allocated to the Erasmus Mundus Actions since 2004. However, it is almost impossible to calculate the precise amount due to multiple changes in the funding structure and the involvement of both the internal and external EU funds.*

it aimed to assist with the development, implementation, and management of such programmes. The guide covered various aspects of joint programmes, including management, accreditation, and recognition, offering practical examples and key messages for practitioners.




An impressive budget has been allocated to the Erasmus Mundus Actions since 2004. However, it is almost impossible to calculate the precise amount due to multiple changes in the funding structure and the involvement of both the internal and external EU funds. For this reason, there is no reference to the budgetary aspects of the Erasmus Mundus in this article. What should be noted, however, is that one part of the budget was provided for institutions to prepare and run joint study programmes, while another was allocated directly to students awarded the Erasmus Mundus scholarships.

#### **Polish HEIs in Erasmus Mundus Actions**

Polish universities recognised the benefits of the Erasmus Mundus programme early on. In its first phase (2004–2008) eight Polish public universities launched 15 Erasmus Mundus Joint Master's Degree programmes (the University of Warsaw, the University of Wrocław, the Jagiellonian University in Kraków, the University of Łódź, Warsaw University of Technology, Wrocław University of Science and Technology, Lublin University of Technology, Gdańsk University of Technology).

During the second phase, Erasmus Mundus Joint Degrees were implemented by 16 universities offering 24 study programmes in cooperation with partners from various EU and third countries.

Participation of Polish HEIs and other institutions/organisations in joint study programmes funded under the Erasmus+ programme is more complex. Lists of programmes selected for funding under Erasmus+ calls are presented at the [www.frse.org.pl](http://www.frse.org.pl), however, these may differ from data presented by the Commission's Executive ■

- 
- 
- 
- Agency or National Agencies. The information presented here is based on data available to the author at the time of writing.  
To sum up: without trust, flexibility, academic freedom, willingness to enhance graduates' employability, and desire for teaching excellence, one cannot build a successful joint study programme. □

## Joint education in action: lessons from the European University alliances



**dr hab. Patrycja Matusz,  
prof. UWr**

Vice-Rector for  
Internationalisation, University  
of Wrocław. Proxy of the Minister  
of Science for European Affairs



**Anna Juras**  
Head of Office and Project Manager  
for the Excellence Initiative –  
Research University  
at the University of Wrocław

The European Universities initiative is a transformative force in higher education, redefining the role of universities in a world shaped by rapid global change. Far more than an educational reform, it is a cornerstone of European renewal, fostering competitiveness, innovation, and unity through deep, transnational collaboration. Lessons drawn from the alliances highlight their significance as catalysts for systemic change, illustrating how collaborative networks can address skills shortages, promote EU values, strengthen global outreach, and modernise higher education systems. Their role extends beyond academia, bridging the knowledge triangle of education, research, and innovation, embodying the "fifth freedom" of knowledge mobility, and fostering a shared European identity capable of navigating an uncertain future.

Europe today faces a "polycrisis" – a convergence of geopolitical tensions, climate imperatives, economic pressures, and intensifying technological competition from global powers like the United States and China. In this volatile landscape, higher education, research, and innovation are no longer peripheral but central to the continent's resilience and prosperity. Traditional university models, often constrained by national and disciplinary silos, are ill-equipped to tackle these multifaceted challenges. Draghi's report warns of Europe's "slow agony" without bold investment in human capital and technology, emphasising that fragmentation in the knowledge market stifles innovation and competitiveness. Letta's vision of a "Fifth Freedom" – the free movement of knowledge, research, and innovation – calls for an integrated ecosystem where talent, data, and ideas flow seamlessly across borders.

The European University alliances embody this vision, acting as dynamic "living laboratories" that test innovative models of transnational education, interdisciplinary research, and socio-economic collaboration. Lessons from their implementation reveal their capacity to foster mutual understanding, accelerate policy reforms, create a cohesive European Education Area, and promote inclusivity by bridging diverse academic traditions and empowering regions with varying levels of resources.

The initiative builds on a rich legacy of European cooperation, rooted in the Bologna Process of 1999, which harmonised degree structures and quality standards across the European Higher Education Area. The political catalyst came from French President Emmanuel Macron's 2017 Sorbonne speech, which envisioned "European Universities" as engines of integration and global competitiveness. Launched under the Erasmus+ programme, the initiative began with a 2019 pilot call, which funded 17 alliances to experiment with integration models, followed by 24 additional alliances in 2020. By 2022-2024, the Erasmus+ 2021–2027 programme scaled up support, with each alliance receiving up to €14.4 million over four years to deepen their impact.

### Context

- Launched in 2019 under Erasmus+, inspired by Macron’s Sorbonne speech and the Bologna Process.
- Responds to Europe’s “polycrisis” and aims for the “fifth freedom”: free movement of knowledge, research, and innovation.

### Scale

- **65** alliances, **570** universities, **35** countries, **11M** students, **2200** partners (2025).

### Key Achievements

- 600+ joint courses, **160** joint degree programmes (“European Degree”).
- Micro-credentials in future skills (AI, sustainability, data science).
- Mobility target: **50%** of students with international experience.
- Cross-border research collaboration and infrastructure sharing.

### Main Challenges

- Fragmented legal/administrative systems for joint degrees.
- Dependence on short-term Erasmus+ funding.
- Digital, cultural, and resource gaps across institutions.

### Priorities Ahead

- EU: legal status for alliances, long-term structural funding, removal of barriers.
- Universities: align strategies, reward transnational work, invest in shared platforms.

### Strategic Value

- Enhances Europe’s skills, innovation, and competitiveness.
- Bridges research divides, boosts global academic visibility.
- Strengthens European identity, inclusivity, and resilience.

- As of September 2025, the initiative includes 65 alliances, over 570 higher education institutions across 35 countries, a collective student body exceeding 11 million, and more than 2,200 external partners, including businesses, NGOs, and regional authorities. This exponential growth, surpassing the initial ambitions set in the 2017 Council conclusions, underscores the alliances’ role as a systemic feature of European higher education, transforming it from a fragmented landscape into a networked ecosystem that connects academic excellence with societal impact and fosters cross-cultural dialogue.

The alliances’ achievements lie in their profound transformation of the educational experience, offering lessons on the power of inclusivity, geographical balance, and strategic partnerships. They have developed over 600 joint courses, including 160 full joint degree programmes, enabling students to study across multiple partner universities and earn a single or mutually recognised “European ■

- Degree”. This innovation dismantles longstanding administrative and legal barriers, creating a seamless academic experience that enhances student mobility, employability, and intercultural competence.

Beyond traditional degrees, the alliances are at the forefront of educational innovation, offering micro-credentials – short, certified learning units in areas like AI ethics, circular economy principles, or data science – that cater to lifelong learners, professionals, and non-traditional students seeking to upskill or reskill. These flexible offerings align with the EU’s skills agenda, addressing labour market demands in rapidly evolving fields. Their commitment to mobility, with the aim that 50% of students have meaningful international experience, is supported by digital tools like the European Student Card, interoperable learning management systems, and blended learning formats that combine virtual and in-person engagement.

However, achieving this mobility target remains challenging due to funding constraints, logistical complexities, and disparities in institutional capacities, underscoring the need for sustained investment and streamlined processes. Lessons from these efforts emphasise the alliances’ role in making education more flexible, accessible, and inclusive, ensuring that benefits reach beyond elite universities to institutions in less advantaged regions, thus creating a balanced educational landscape that reflects Europe’s diversity and promotes equitable access to opportunities.

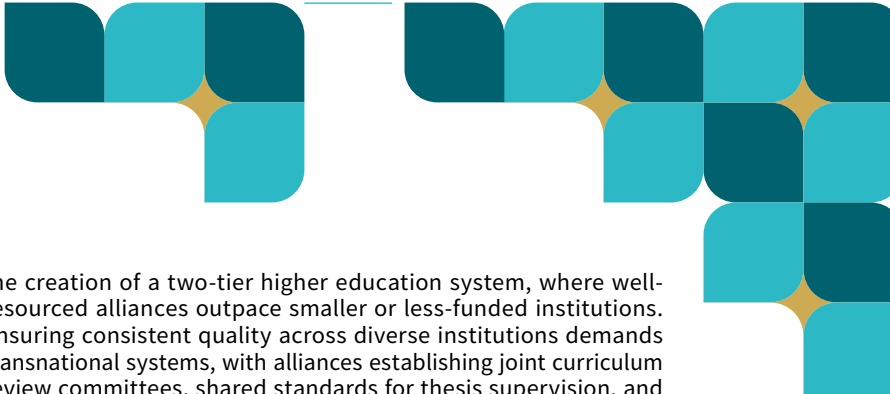
- *The political catalyst came from French President Emmanuel Macron’s 2017 Sorbonne speech, which envisioned “European Universities” as engines of integration and global competitiveness. Launched under the Erasmus+ programme, the initiative began with a 2019 pilot call funding 17 alliances to experiment with integration models, followed by 24 additional alliances in 2020. By 2022–2024, the Erasmus+ 2021–2027 programme scaled up support, with each alliance receiving up to €14.4 million over four years to deepen their impact.*

The path to integration is not without obstacles, yet these challenges have spurred innovation and provided critical lessons on navigating complexity. The heterogeneity of national regulations presents a significant hurdle to accrediting joint degrees, often necessitating compliance with multiple legal frameworks that differ in their credit systems, quality assurance standards, and tuition policies. Alliances are addressing this through pioneering solutions, such as internal quality assurance protocols developed under projects like EUniQ, which establish alliance-wide standards pre-approved by National Agencies, and modular curricula that can be flexibly adapted to meet diverse requirements. Financial sustainability remains a pressing concern, as Erasmus+ funding is project-based and time-limited, creating uncertainty for long-term planning. Alliances are diversifying their revenue streams by blending EU grants with national co-funding, institutional budgets, regional development funds, and private sector partnerships, such as collaborations with tech firms or green energy companies.

Lessons from these efforts underline the urgent need for a shift from temporary grants to long-term, structural funding to avoid ■



■ *The alliances' significance extends far beyond academia, positioning them as strategic engines for Europe's broader objectives. By pooling resources, they deliver cutting-edge curricula in critical areas like renewable energy, artificial intelligence, cybersecurity, and sustainable urban development. Their interdisciplinary research strengthens the knowledge base for these transitions, addressing skills shortages and equipping graduates to lead in a rapidly evolving global economy.*



■ the creation of a two-tier higher education system, where well-resourced alliances outpace smaller or less-funded institutions. Ensuring consistent quality across diverse institutions demands transnational systems, with alliances establishing joint curriculum review committees, shared standards for thesis supervision, and unified student feedback mechanisms that often exceed national requirements, fostering trust and academic rigor. Digital and cultural interoperability presents another challenge, as connecting disparate IT systems requires significant technical investment. Alliances are building virtual campuses and interoperable platforms, while fostering a shared “alliance culture” through joint staff training, student onboarding events, and collaborative governance structures that bridge linguistic and cultural differences. These efforts highlight their role in driving policy reforms, facilitating a European Degree, and reinforcing academic values such as freedom, inclusivity, and democracy.

The alliances' significance extends far beyond academia, positioning them as strategic engines for Europe's broader objectives. By pooling resources, they deliver cutting-edge curricula in critical areas like renewable energy, artificial intelligence, cybersecurity, and sustainable urban development. Their interdisciplinary research strengthens the knowledge base for these transitions, addressing skills shortages and equipping graduates to lead in a rapidly evolving global economy. In the European Research Area, alliances foster cross-border research teams, share infrastructure such as laboratories and digital archives, and promote researcher mobility, reducing the research and innovation divide between Europe's core and peripheral regions. Their global outreach enhances Europe's attractiveness as a hub for talent, with initiatives like Erasmus Mundus Joint Master's Degrees drawing international students and researchers, reinforcing the EU's position in global academic and innovation networks.

To fully realise their potential, stakeholders must act on lessons drawn from recent developments, such as the European Parliament's September 2025 resolution and the Union of Skills initiative. Policymakers should establish a European legal status for alliances to streamline joint recruitment, asset management, and degree accreditation, simplifying administrative processes and enhancing operational efficiency. Shifting from project-based grants to long-term, structural co-funding in the next EU Multiannual Financial Framework, incorporating synergies with programmes such as Horizon Europe, the European Regional Development Fund, and private sector contributions, is critical to ensuring sustainability and avoiding disparities. Systematically removing legislative barriers in areas like quality assurance, tuition fees, and social security for mobile staff and students will facilitate seamless integration.

University leaders must embed alliance goals into their institutions' core strategies, aligning budgets, hiring practices, and career progression to incentivise participation in transnational activities. Encouraging bottom-up engagement by recognising transnational teaching, research, and administrative contributions, as well as simplifying bureaucratic processes will foster a culture of collaboration. Investing in shared infrastructure – robust digital ■

- platforms, joint research facilities, and common administrative services – will create economies of scale and deepen integration, particularly in strategic areas like climate change mitigation, digital skills, and strategic autonomy in critical technologies.

- *Encouraging bottom-up engagement by recognising transnational teaching, research, and administrative contributions, as well as simplifying bureaucratic processes will foster a culture of collaboration.*

The European University alliances are more than an ambitious policy; they are a profound expression of the European project, with lessons affirming their transformative potential in exceeding initial goals, fostering inclusivity, and driving systemic reform despite complex barriers. They address the strategic imperatives outlined by Draghi and Letta, proving that a unified knowledge ecosystem is achievable. Across classrooms, laboratories, and virtual campuses, a new generation of Europeans is learning and collaborating without borders, cultivating the human capital, innovative capacity, and shared identity needed to navigate an uncertain future. By bridging education, research, and innovation, promoting EU values such as democracy and sustainability, and enhancing global competitiveness, the alliances reaffirm education's position as the cornerstone of Europe's renewal, equipping the continent to face global challenges with confidence, resilience, and unity. □

## National Agency's role in promoting joint and double degrees in Germany



**Beate Körner**  
Head of the section Erasmus+ Partnerships and Cooperation Projects in the Erasmus+ National Agency for Higher Education of the DAAD

As a department within the DAAD<sup>1</sup>, NA DAAD has been the National Agency for Erasmus+ Higher Education Cooperation in the Erasmus+ programme and its predecessor programmes since 1987, making us one of the most experienced National Agencies in Europe. The NA DAAD is responsible for implementing the Erasmus+ programme for higher education in Germany. In close cooperation with the German Federal Ministry of Research, Technology and Space, it mediates between the interests of German universities and European institutions and develops further programmes in the spirit of Erasmus+. In cooperation with other departments of the DAAD, the NA creates synergies and complementarities for funding programmes within Europe.

Since 1987, the EU's education programmes have become important instruments for the internationalisation of German higher education institutions. The current funding opportunities in the Erasmus+ programme provide sustainable support for academic cooperation, for example, through the mobility of students and staff at higher education institutions, but also through strategic partnerships and capacity-building projects. In addition, we support higher education institutions in the further development of their internationalisation concepts. By carrying out our tasks, we promote the internationalisation of German higher education institutions in a European and global context and contribute to the further development of the European Higher Education Area.

### NA DAAD's support to Erasmus Mundus

NA DAAD is also an information and advisory centre for the Erasmus+ higher education programmes administered in Brussels, the Bologna Process, and the ASEM education process. One outstanding example of this commitment is NA DAAD's role in the Erasmus Mundus Programme since its beginnings in 2004. The NA became National Contact Point for Erasmus Mundus, and up to now, we have been advising German HEIs in their application to Erasmus Mundus – in the beginning for joint master's and doctoral programmes; later on also for Mobility Networks, and today again for Erasmus Mundus Joint Masters and Design Measures.

For 20 years, the programme has been a catalyst for global educational exchange, personal development of participants, and institutional excellence. To mark this anniversary, the study *Beyond Borders and Boundaries* was published in 2024 ■

<sup>1</sup> [www.daad.de/der-daad/de](http://www.daad.de/der-daad/de)

- by the Erasmus Mundus Support Initiative<sup>2</sup>. The initiative is implemented by the Academic Cooperation Association (ACA), the DAAD, and other partners. The study examined the impact of Erasmus Mundus on the participating universities and students, and formulated ideas for future developments. Overall, it has become very clear that the programme has had an enormous impact on developing and advancing joint and double degrees in Europe: by 2023, 585 Erasmus Mundus Master's programmes had been approved, involving around 600 higher education institutions from 140 countries. During the same period, 34,000 students from 179 countries received a scholarship. A total of 111,000 mobility stays in Europe and beyond were realised<sup>3</sup>.

Germany has played an important part in achieving these figures, partly thanks to the support of NA DAAD. Since 2004, 255 German universities have participated in 212 Erasmus Mundus Master's programmes. This corresponds to 36% of the 585 projects funded by the EU over the last 20 years. Thus, Germany ranks third among the top 5 countries by number of university participations as coordinators and partners: France – 376; Spain – 339; Germany – 255; Italy – 250; Portugal – 170<sup>4</sup>.

- *The study examined the impact of Erasmus Mundus on the participating universities and students and formulated ideas for future developments. Overall, it has become very clear that the programme has had an enormous impact on developing and advancing joint and double degrees in Europe: by 2023, 585 degree programmes had been approved, involving around 600 higher education institutions from 140 countries.*

### National programmes

Even though more and more international degree programmes have been created in Germany, the HRK University Compass does not explicitly distinguish between joint and double degrees, but only lists internationally oriented degree programmes<sup>5</sup>. In 2023, there were 2,894 internationally oriented and 1,917 English-language degree programmes. The proportion of internationally oriented programmes was 6.76% (bachelor's) and 20.49% (master's).

2 The four-year (2023–2027) Erasmus Mundus Support Initiative (EMSI) is funded by the European Union (EU) under the Erasmus+ programme and implemented for EACEA and the European Commission, by a consortium formed of NTT DATA, ACA, DAAD (Brussels) and TIPIK.

3 Erasmus+ Wirkungsbericht 2024, p. 78.

4 European Commission: 20 years of Erasmus Mundus Beyond Borders and Boundaries, p. 10.

5 Note on the data basis: The label "internationally oriented degree programmes" is not uniformly defined and is used differently by different universities, which can limit comparability. Degree programmes are considered "international" if the main language of instruction is English – with the exception of English/American studies (unless it is a double degree) and teacher training and purely minor degree programmes. See: <https://bit.ly/4t9MfQd>.

■ *In Germany, as in many other countries, there were and still are different legal, legislative, and administrative challenges concerning joint and double degrees. These are manifold and can range from accreditation issues, institutional and recognition barriers, to legislative challenges.*

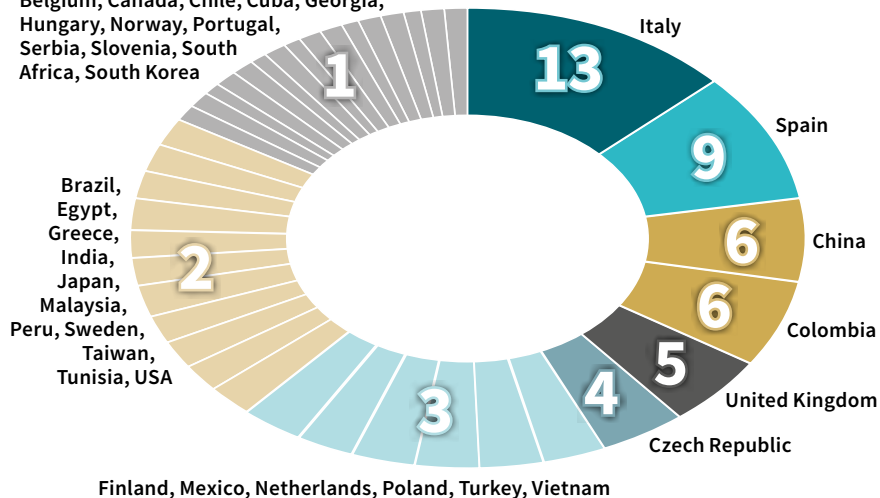
■ Nevertheless, there is a wide variety of double and joint degrees in Germany. Concerning double degrees, according to HSI Monitor<sup>6</sup>, which is based on data from the HRK's Higher Education Compass, the number of double degrees has quadrupled since 2009 and stood at 869 degree programmes in 2023<sup>7</sup>. The most common partner countries in 2023 were France (455), the United Kingdom (118), and the USA (114).

Beyond the NA DAADs activities and support, there are other national programmes in Germany supporting joint and double degrees. The most well-known one is the DAAD programme "Integrated international degree programmes with double degrees"<sup>8</sup>. It funds degree programmes at universities and universities of applied sciences that lead to both national degrees after a course of study completed partly at a German, and partly at a foreign university. The degrees can be awarded as joint degrees (awarding of a joint degree) or as double degrees (awarding of degrees from both partner universities). The degree programmes are intended to make a lasting contribution to the establishment and expansion of international structures at the German higher education institutions in order to strengthen the exchange of university teachers and students.

In the current academic year 2024/2025, DAAD is funding 77 projects, of which 65 are double degrees and 12 joint degrees. ■

**The double degrees are funded with the following partner countries:**

Argentina, Armenia, Australia, Austria, Belgium, Canada, Chile, Cuba, Georgia, Hungary, Norway, Portugal, Serbia, Slovenia, South Africa, South Korea



6 [www.hsi-monitor.de/themen/internationale-studiengaenge](http://www.hsi-monitor.de/themen/internationale-studiengaenge)

7 Double degree programmes in Germany: <https://bit.ly/4dMYFcm>.

8 <https://bit.ly/4IS1Stc>

### ■ Challenges and further developments

Besides looking at successes and funding figures, one certainly also has to look at challenges and hurdles. In Germany, as in many other countries, there were and still are different legal, legislative, and administrative challenges concerning joint and double degrees. These are manifold and can range from accreditation issues, institutional and recognition barriers, to legislative challenges. According to my knowledge, there is no national overall collection of challenges and improvements regarding joint and double degrees in Germany. There have been several studies in the past by DAAD identifying obstacles and solutions which can be found on our website<sup>9</sup>.

NA DAAD and DAAD are also constantly looking at evaluations on the European level, such as the impact of the European Approach for Quality Assurance of Joint Programmes – EQAR<sup>10</sup>. Currently, we are closely monitoring the results of the piloting of the European Degree (*The road towards a possible joint European degree*<sup>11</sup>), as well as findings concerning the European University Initiative (*Report on the outcomes and transformational potential of the European Universities initiative*<sup>12</sup>) that help to understand the current situation and make improvements, also on the national level. Since NA DAAD is advising and counselling German HEIs on the different Erasmus+ policy support actions, such as the European Degree, and DAAD is running the national support programme European University Networks (EUN) – national initiative – DAAD<sup>13</sup>, we are currently in the process of further evaluating the impact the above-mentioned evaluations have on double and joint degrees in Germany.

We will publish these results on [eu.daad.de](https://eu.daad.de).

<sup>9</sup> <https://bit.ly/4uM0Hzw>

<sup>10</sup> [www.eqar.eu/kb/joint-programmes](http://www.eqar.eu/kb/joint-programmes)

<sup>11</sup> <https://bit.ly/4dMRscg>

<sup>12</sup> <https://bit.ly/3O5jHsf>

<sup>13</sup> <https://bit.ly/4c9haX8>

## Cooperate, innovate, graduate: Erasmus+ and the future of higher education. The dynamics supported by the French higher education framework



**Nelly Fesseau**  
Director of the Erasmus+  
France Agency for Education  
and Training

The Agence Erasmus+ France / Éducation Formation ensures the promotion, implementation, evaluation, monitoring, and communication of the Erasmus+ programme for France in the fields of education and training. It works in close liaison with the Ministry of National Education, Higher Education and Research – the national authority for the Erasmus+ programme in France – and in liaison with the ministries involved in its governance, i.e., the Ministry of Labour, the Ministry of Agriculture and Food Sovereignty, and the Ministry of Culture. The Agency currently has more than 200 staff based in Bordeaux. The tasks of the Agence Erasmus+ France / Éducation Formation are part of the European and national priorities for education, training, apprenticeship, higher education, and professional integration.

The internationalisation of higher education and research is a complex issue that goes far beyond the mere mobility of students. It addresses issues of global competitiveness, visibility, and influence. In this context, strengthening the European dimension of French higher education institutions (HEIs) is a priority. The development of double and joint degrees through international partnership is one of the many levels of action. For a higher education institution, double and joint degrees are tools for increasing attractiveness and a mark of excellence of its training offer. These courses offer students the best education from each partner in a multilingual context and with the benefit of one or more diplomas recognised in several countries. For the students, this in-depth collaboration between higher education institutions provides real assets for greater professional integration.

The European Commission's initiative to propose a European degree by 2029 has once again put these integrated pathways at the forefront. The Erasmus+ programme, the EU's flagship funding programme for education and training, provides various tools to support the deployment and implementation of these degrees. France offers a particularly favourable ground for the development of double and joint degrees due to the international partnerships of its universities, as well as its strong involvement in two flagship actions of the Erasmus+ programme: the Erasmus Mundus Joint Master's Degrees and the alliances of European Universities.

### **Erasmus+ mobilities to spread European values and increase the attractiveness of France**

Erasmus+, the European programme for education, training, youth, and sport, has transformed more than 16 million lives since its inception in 1987. In 2014, it has opened to all audiences in the fields of education and training, formal and non-formal; not only students, but also people from lower education, apprentices, and adults in ■

- up-skilling and re-skilling. Every year, nearly 150,000 French people benefit from this programme, which embodies mobility, cooperation, and European unity. Erasmus+ is the symbol of a successful European construction, whose actors share the same values.

However, despite a sharply increasing budget for the 2021–2027 period, the Erasmus+ programme is under strain. In France, the satisfaction rate of the demand for funding is 40% in the field of vocational education and training, 33% in school education, and 57.5% in higher education. Our current collective challenge is to convince the European Commission, the European Parliament, and the Council of the European Union to increase funding for the next 2028–2034 programme, so that staying abroad for a period of time becomes the norm in an increasingly inclusive and united Europe.

The international mobility of students, academic and administrative staff, is a means of disseminating cultural, economic, and political values, both European and French. In this sense, Erasmus+ is an incomparable formative experience, contributing to equal opportunities and the defence of democratic values. This is the feedback from the French beneficiaries who have participated on mobility:

- 76% report feeling more like European citizens as a result of their mobility;
- 89% still feel the positive effects on their working life, 5 years after their Erasmus+.

During the period between 2021 and 2027, France has been the 1st sending country: more than 6,000 French organisations offer the possibility to take part in Erasmus+ with top 3 destinations being Spain, Germany, and Italy; and the 4th hosting country with top 3 origin countries being Germany, Italy, and Spain. France also hosts

- *In France, the satisfaction rate of the demand for funding is 40% in the field of vocational education and training, 33% in the school sector, and 57.5% in higher education. Our current collective challenge is to convince the European Commission, the European Parliament, and the Council of the European Union to increase funding for the next 2028–2034 programme.*

an increasing number of students from Europe, with a 5% increase of European students in one year and 24% in five years. These students come in particular from southern Europe countries, such as Spain – the third-largest student nationality in France – and Italy – the fourth-largest.

In this context, the development of double and joint diplomas responds to a dual challenge: maintain this dynamic of Erasmus+ mobilities and foster the graduating mobility. Such curricula add to the attractiveness policy, and make it possible to target students likely to pursue their studies through research projects in France.

#### **Erasmus+ – innovative cooperations to stand out**

The Erasmus+ programme is also a source of innovation that enables higher education institutions to stand out in the international

- 
- *Erasmus+ encourages HEIs to undergo transformation by joining partner networks. These strong partnerships make it possible to improve their practices, not only in the context of internationalisation, but also in other key areas, such as student life, career guidance and integration, social inclusion, and green transition. These networks make it possible to offer a quality training offer.*

- competition and to attract talent. Erasmus+ encourages HEIs to undergo transformation by joining partner networks. These strong partnerships make it possible to improve their practices, not only in the context of internationalisation, but also in other key areas, such as student life, career guidance and integration, social inclusion, and green transition. These networks make it possible to offer a quality training offer.

Thanks to the projects funded under Key Action 2 of the Erasmus+ programme “Cooperation between organisations and institutions”, HEIs can collaborate with a wide range of organisations, whether French, European, or international: universities, schools, local authorities, trade federations, companies, associations, etc. The aim is to cooperate in discussing common topics, such as the design of joint training programmes, and other priority themes for the European Union (citizenship, inclusion, sustainable, and digital development), such as the need for urgent skills.

France is particularly active in two actions: Erasmus Mundus Joint Masters and European University initiative.

#### **Erasmus Mundus Joint Masters**

This programme aims to increase the attractiveness of the European higher education, as well as the employability of students, by financially supporting the implementation of excellent training and by offering scholarships to the best students in the world. They are master’s degrees delivered jointly by international consortia of HEIs and culminating in the award of a joint degree or multiple degrees. For the past 20 years, this action has promoted the development of highly integrated joint programmes and the establishment of joint diploma mechanisms.

France is the first country in terms of participating HEIs. In 2024, 114 out of the 214 Erasmus Mundus Joint Masters involved a French institution as coordinator or partner, and 23 out of the 39 new masters selected in 2025 involved a French institution. In its 20 years of existence, the Erasmus Mundus Joint Masters have enabled France to welcome more than 17,450 foreign students.

These diplomas converge with France’s geographical priorities: the majority of the scholarship holders in these programmes come from Europe and Asia. France’s priority in the first area is to promote graduating mobility, and in the second, to attract more students.

By enabling the development of strong partnerships between institutions, Erasmus Mundus Joint Masters also play a significant role in the structuring of European Universities initiative.

#### **European Universities**

Echoing the French President of the Republic’s speech at the Sorbonne in 2017, the European Universities initiative launched in 2018 made it possible to form 65 alliances of European Universities, bringing together more than 570 HEIs of all types and sizes in 35 countries. France is present in 55 of these alliances through the participation of 65 French institutions.

The European Universities initiative, funded by the European Union through the Erasmus+ programme and supported in France by France2030, follows a long-term strategy to offer new learning, research, and innovation opportunities to all their communities. ■

- *The high participation of French institutions has a direct impact on the share of students enrolled in a European university. France, followed by Spain and Italy, is the country with the largest share of students enrolled in an institution that is a member of a European University initiative.*

- These projects contribute to the outreach of the French higher education and research system. The high participation of French institutions has a direct impact on the share of students enrolled in a European university. France, followed by Spain and Italy, is the country with the largest share of students enrolled in an institution that is a member of a European University.

The great strength of these alliances is also the "multi-partner" operation between a large number of partner countries. Between 2019 and 2024, French HEIs that are part of an alliance increased the number of their international partners fivefold, and from 23 to 34 partner countries. Germany, France, Spain, and Italy have strong partnerships with the other 34 countries involved in the alliances. Polish HEIs are not to be overlooked, as they increased their partnerships between the 2023 and 2024 calls by 40% and currently have 32 partner countries in their alliances.

*The Report on the results and transformative potential of the European initiative for universities*, published by the EC on 24 January, 2025, outlines the first impacts of this initiative:

- more pedagogical innovation: The alliances have collectively established more than 600 joint study programmes and courses at all levels, including around 160 joint degree programmes. They have also launched more than 430 short courses leading to microcredentials;
- more mobilities: Since 2019, there has been a 400% increase in intra-alliance student mobility and a 200% increase in staff mobility. Most alliances have also put in place common mobility services, offices, and measures such as financial assistance, multilateral mobility agreements, and automatic recognition of mobility within the alliance.

In addition, when we look at Erasmus+ projects carried out by French institutions engaged in alliances before they participated in it, we observe that the vast majority of them have carried out several other Erasmus+ actions (since 2014):

- 47.7% were involved in a Cooperation partnership for a higher education project;
- 60% in an Erasmus Mundus action;
- 41.5% conducted a Jean Monnet activity.

For the teams involved, Erasmus+ projects are real networks to work together, test and strengthen their practices, innovate in the higher education and research domain, with the unique advantage of knowing how to collaborate between different cultures.

### **Diplomas awarded in an international partnership – a strong French expertise**

In France, diplomas awarded in an international partnership are governed by Articles D.613-17 et seq. of the Education Code. The international partnership is governed by an agreement concluded between one or more French HEIs and one or more foreign HEIs. The procedures for issuing this type of diplomas are then laid down by the Ministry of Higher Education and Research in the circular ■

- dated 7 May 2023 (NOR: ESRS2312764C). The diploma models are set out in the annex.

The awarded diploma is recognised in France, and it must also be recognised in the partner country(ies) according to the terms of the agreement signed between the institutions. A joint diploma is issued if the foreign institutions agree to retain the French parchment model, otherwise, each institution issues its own diploma (a double or multiple diploma).

As for the PhD, the international partnership responds to a more precise formalism, and only a cotutelle is possible.

#### **A tradition of double degree with historical European partners**

France has forged partnerships with several of its counterparts to work towards the development of double, multiple, or joint degrees. The Franco-German University (FGU), created in 1998, is probably the most successful network in this area. It brings together no less than 210 French and German HEIs – as well as some from non-EU countries – and supports almost 200 integrated Franco-German courses. They cover all disciplines and their training must be designed according to a standardised pedagogical curriculum. More than 5700 students are now enrolled in a dual degree programme supported by the UFA. The Franco-Italian University (FIU), also created in 1998, “promotes academic and scientific collaboration between France

- *The Franco-German University (UFA), created in 1998, is probably the most successful network in this area. It brings together no less than 210 French and German HEIs – as well as some from non-EU countries – and supports almost 200 integrated Franco-German courses. They cover all disciplines and their training must be designed according to a standardised pedagogical curriculum. More than 5700 students are now enrolled in a dual degree programme supported by the UFA.*

and Italy”, such as the deployment of double and joint master’s degrees through the Vinci funding programme. As a result, 135 French and Italian HEIs receive financial support.

However, it is not always necessary to go through a Franco-foreign body to set up double degree courses. The French HEIs have established 57 such curricula with their Polish counterparts, and several other European countries (e.g., Netherlands, Lithuania). The Euroguidance website lists the sites with information about the courses with French-foreign diplomas.

The Franco-Foreign Universities model is also developing in favour of partnerships with countries in the European Union’s Eastern Neighbourhood, such as the French University in Armenia (2000), the Franco-Azerbaijani University (2014), and the Franco-Georgian University (2020).

#### **Thesis cotutelle – a special form of partnership**

A true international partnership between two research teams, the international doctoral cotutelle allows for a joint direction of a doctorate by a French HEI and a foreign HEI with a view of obtaining a double degree or joint diploma. This system offers a number of advantages: shared mobility between two countries, ■

- dual expertise in the management of research, access to the disciplinary and transversal infrastructures and training of the two universities, a chance to develop an international professional network, etc.

To underline the importance of doctoral training, doctoral students, and doctors in Europe, France is launching a European Doctoral Day to be held every 13 May, starting in 2026. To support this initiative, you can sign the Declaration of Support for the European Doctoral Day Initiative, available online.

The Erasmus+ programme supports a wide variety of cooperation models for resilient, innovative, and attractive European and French higher education and research. The Erasmus+ programme must therefore remain a widely accessible and ambitious programme.

The proposal for the next Multiannual Financial Framework 2028–2034, presented on 16 July by the European Commission,

- *The proposal for the next Multiannual Financial Framework 2028-2034, presented on 16 July by the European Commission, reinforces the place of joint degrees among the tools of European and international cooperation supported by the Erasmus+ programme. This includes specific mobility grants for joint study programmes, as well as support for the implementation of joint training programmes.*

reinforces the place of joint degrees among the tools of European and international cooperation supported by the Erasmus+ programme. This includes specific mobility grants for joint study programmes, as well as support for the implementation of joint training programmes.

On the specific issue of the European diploma, European ministers agreed on a three-step roadmap. First, finalise preparations for the common European diploma label (2025–2026). Then, deploy and evaluate the said label while launching feasibility studies for a European diploma (2026–2028). Finally, in 2029, decide on the action based on the obtained results.

France, with its long tradition of dual degrees and its strong presence in Erasmus Mundus and European Universities actions, plans to be a precursor for experimenting with this future European degree. □

## Building bridges through joint programmes: Poland's experience and vision for the European Degree



**Katarzyna Aleksy**  
Director of the Higher  
Education Programmes  
Department, Foundation  
for the Development  
of the Education System

Across Europe, joint and double programmes have long symbolised more than cooperation between universities. They represent shared values, trust, and a collective pursuit of excellence. They are the living proof that higher education can transcend borders, combining academic traditions, languages, and legal systems into a shared European space of learning and innovation. For Poland, this journey has been one of steady growth, adaptation, and contribution – a bridge between national experience and the broader vision of a European Degree.

Over the past decades, internationalisation has become a central pillar of higher education policy across Europe. Joint and double programmes (often collectively called joint studies) are among the most advanced manifestations of this internationalisation: they require coordination of curricula, legal frameworks, recognition systems, academic quality assurance, and institutional capacities across national borders.

In Poland, the National Agency for the Erasmus+ and European Solidarity Corps Programmes – the Foundation for the Development of the Education System (FRSE)<sup>1</sup> – has played an important role in translating the European vision of joint and transnational study programmes into practice. As the National Agency for Erasmus+ and other EU education initiatives, the Foundation has built a comprehensive framework of support that combines institutional guidance, data collection, and promotional activities to strengthen the capacity of Polish higher education institutions to engage in joint studies.

FRSE, established in 1993, is one of the most important actors in the Polish educational landscape, with a mission closely tied to the implementation of European frameworks in education and training. Its remit extends across all sectors of education – formal, non-formal, and informal – and it manages a wide portfolio of programmes that support international cooperation and the development of innovative practices. These include Erasmus+, Eurodesk, Europass, eTwinning, Euroguidance, Eurydice, and EPAL. Through these instruments, FRSE has consistently promoted mobility, strengthened institutional capacity and facilitated international partnerships.

The Erasmus+ programme sets out a clear vision for international cooperation: emphasising inclusion, digital transformation, green transition, and active citizenship as cross-cutting priorities. FRSE plays a pivotal role in enabling universities to participate effectively in joint educational initiatives, ensuring that strategic European objectives are adapted to the local context while building institutional capacity and promoting sustainability. ■

<sup>1</sup> [www.frse.org.pl](http://www.frse.org.pl)

- *FRSE supports recognition of qualifications and learning outcomes through instruments like Europass, while reinforcing alignment with the Bologna Process, EHEA and EQF. Finally, through extensive support for student and staff mobility, FRSE facilitates the practical implementation of joint programmes and enables the exchange of expertise across borders.*

- FRSE's contribution to the development of joint and double programmes is particularly visible in several areas. The Foundation plays an analytical and knowledge-sharing role, publishing studies that document the legal, regulatory and operational challenges faced by Polish institutions. FRSE supports recognition of qualifications and learning outcomes through instruments like Europass, while reinforcing alignment with the Bologna Process, EHEA, and EQF. Finally, through extensive support for student and staff mobility, FRSE facilitates the practical implementation of joint programmes and enables the exchange of expertise across borders.

Beyond the administrative management of EU funds, FRSE has a broad mandate that encompasses strategic support for universities, the development of national priorities aligned with European objectives and the fostering of partnerships both within Poland and internationally. FRSE acts as a bridge between the overarching European vision of Erasmus+ and the practical realities of Polish HEIs.

### The evolving landscape of join education in Poland

In the last two decades, Poland's higher education institutions have embraced joint and double programmes not only as instruments of internationalisation but as genuine tools of transformation. The momentum began with the Erasmus Mundus programme, which opened a new chapter for Polish universities. Today, joint initiatives are an integral part of institutional strategies, supported by national frameworks and the FRSE as the National Agency for Erasmus+.

The Polish experience is rooted in diversity. From large, research-intensive universities to dynamic technical institutions, Polish universities have demonstrated how international cooperation enhances both academic quality and institutional capacity. Each collaboration – whether with European partners or through global consortia – has required not only administrative flexibility, but also cultural openness and a long-term vision of shared responsibility.


### Concrete achievements and good practices

Over the past decade, Poland has hosted or co-created many Erasmus Mundus Joint Master's programmes and multiple double degree initiatives at the master and doctoral levels. These programmes not only attract top international talent but also generate strong academic communities that continue to collaborate in research, innovation, and alumni engagement.

Beyond the Erasmus Mundus framework, many Polish universities have launched bilateral and network-based programmes that serve as laboratories for the future European Degree. These initiatives test new governance models, joint curricula, and shared quality assurance frameworks – all of which are foundational to the emerging European Degree Label.

### Legal, regulatory and policy frameworks

To move from vision to action, a supportive legal and regulatory framework is essential. In Poland, the Law on Higher Education ■



■ (Act of 20 July 2018 Law on Higher Education and Science<sup>2</sup>) provides for joint studies with foreign higher education institutions, stipulating under Article 60 that universities may offer joint programmes if certain conditions are met, including that the degree programme is established by statute or formally authorised. The Integrated Qualifications System, instituted in 2016, complements this by defining qualifications in terms of learning outcomes – covering knowledge, skills, and competencies – rather than simply hours or institutional procedures. This approach facilitates the design of joint and double programmes that are coherent and compatible across borders. At the same time, national policies on recognition of qualifications, validated learning and the implementation of ECTS, aligned with the Bologna Process and the European Higher Education Area (EHEA) provide further guidance for cross-border programme harmonisation. Finally, clear terminology is essential: empirical studies indicate that inconsistent understanding of terms such as “joint degree”, “double degree,” or “joint programme” has been a barrier.

FRSE, in its advisory and capacity-building role, supports efforts to clarify these definitions and encourages higher education institutions to specify which model they are pursuing. Together, these legal and systemic enablers create the space in which tools, funding mechanisms and institutional strategies can operate effectively.

Finally, promotion and reputational support constitute an essential strategic priority: FRSE actively raises awareness of opportunities for HEIs, disseminates best practices and encourages

■ *FRSE has played a role in making joint and double programmes more accessible, better understood, and better managed across Poland. Through national seminars, expert consultations, and publications, FRSE has supported institutional teams in building capacity and navigating complex administrative realities.*

institutions to take leadership roles within consortia, helping them act as coordinators in transnational partnerships wherever possible.

### **From support to systemic impact**

As the National Agency for Erasmus+, FRSE has played a key role in making joint and double programmes more accessible, better understood, and better managed across Poland. Through national seminars, expert consultations, and publications, FRSE has supported institutional teams in building capacity and navigating complex administrative realities. Importantly, FRSE’s experience has shown that while the barriers are often legal or administrative, the real challenge lies in fostering institutional readiness – embedding international cooperation into everyday practice rather than treating it as an exception.

In recent years, FRSE has also focused on widening participation. It has promoted inclusivity by encouraging smaller universities ■

<sup>2</sup> Ustawa z dnia 20 lipca 2018 r. – Prawo o szkolnictwie wyższym i nauce

- and regional institutions to join consortia and by supporting staff training in project management, quality assurance, and digital collaboration. This aligns with the European Union's broader commitment to reducing disparities between well-established and emerging academic centres – ensuring that the European Degree becomes a truly pan-European project, not one limited to a few.

Through conferences, networking events and dissemination of good practices, FRSE helps universities learn from successful projects and avoid common pitfalls. This network-building function is essential for overcoming the administrative and cultural barriers.

### Persistent challenges and emerging solutions

One of the most significant barriers is legal and regulatory complexity. Differing national laws, accreditation requirements and recognition procedures create considerable obstacles. Domestic regulations do not always clearly define the conditions for awarding a joint diploma as opposed to separate national diplomas, forcing universities to seek interpretive guidance. This situation complicates not only the development but also the long-term implementation of programmes.




Another challenge is terminology confusion. Concepts such as “joint degree”, “double degree”, “joint study programme” or “double study programme” are sometimes used interchangeably by higher education institutions. This inconsistency can lead to misunderstandings in partner agreements, accreditation processes, recognition procedures and quality assurance frameworks.

- *Differing national laws, accreditation requirements and recognition procedures create considerable obstacles. Domestic regulations do not always clearly define the conditions for awarding a joint diploma as opposed to separate national diplomas, forcing universities to seek interpretive guidance.*

The administrative cost and workload of developing joint programmes also represent a major hurdle. Negotiating curricula, harmonising learning outcomes, coordinating multiple accreditation agencies, managing partner relations, and drafting legal agreements demand significant time and human resources. Many universities report that the burden often exceeds their available staff capacity, creating barriers especially for smaller institutions.

A further difficulty is ensuring sustainability and funding over time. Maintaining programmes beyond the grant period – covering faculty salaries, partner contributions, logistics of mobility and adequate student recruitment – remains challenging. Without stable financial frameworks, programmes risk becoming unsustainable or imbalanced.

Capacity disparities among institutions compound these issues. Larger or internationally experienced universities are better positioned to coordinate joint initiatives, while smaller or regional institutions often lack the necessary administrative, legal, and infrastructural resources.

- 
- 
- 
- The recognition of diplomas and degrees across borders continues to pose a challenge. Even where joint or double programmes exist, mutual recognition is complicated by bureaucratic hurdles, national legal differences or limited labour market acceptance, which can affect graduates' prospects as well as institutional cooperation.

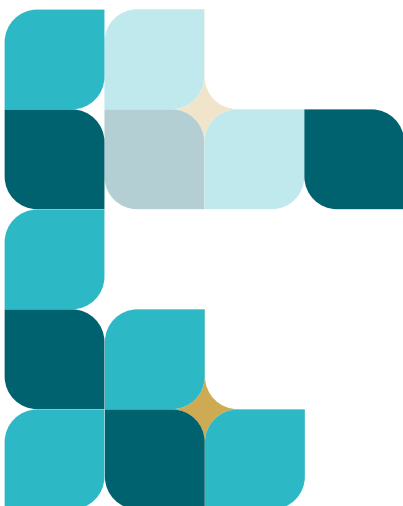
Finally, student mobility constraints remain a limiting factor. Visa requirements, language barriers, insufficient funding for international stays and other logistical obstacles hinder students' participation in the mobility periods that are often mandatory for completing joint or double programmes.

In addition, differences in academic cultures – such as divergent approaches to teaching, learning, and assessment – further complicate cross-border collaboration and require careful alignment.

#### **Looking ahead – a shared European vision**

Joint programmes are more than administrative achievements – they are about people learning to collaborate across borders, systems, and cultures. In this sense, Poland's story is emblematic of Europe's own transformation: from cooperation to integration, from pilot projects to shared frameworks, from ambition to practice.

The forthcoming European Degree Label offers a new horizon. It challenges universities and policymakers to think beyond national boundaries and to design a common academic space where excellence and inclusivity go hand in hand. Poland, through continued work and a committed higher education community, stands ready to contribute to this vision – not as a follower, but as a partner shaping the European Degree of the future. □



## Professional and institutional pathways to joint educational cooperation: International Relations Offices Forum



**dr inż. Izabela Zawiska**  
Director, Center  
for International Cooperation  
Jagiellonian University;  
President, IROs Forum



In the evolving landscape of global higher education, effective international collaboration is increasingly recognised as a key driver of academic excellence and institutional prestige. Universities seeking to strengthen their international presence must rely not only on formal frameworks and partnerships but also on coordinated institutional mechanisms that support joint educational initiatives. One of the platforms facilitating internationalisation in Poland is the International Relations Offices Forum – IROs Forum, a national network of international relations offices of higher education institutions. Established nearly twenty years ago, the Forum has continuously evolved into a highly effective hub for collaboration, knowledge sharing, and the development of innovative practices within the international education landscape. Its long-standing presence at the national level has made it an essential mechanism for connecting university international centres, assisting joint initiatives and supporting professional growth. Its core mission is to create a space for sharing experiences, discussing emerging challenges and collectively developing solutions that enhance the quality and effectiveness of international cooperation. Through formal and informal interactions, the Forum enables its members to exchange best practices, consult on new ideas and continuously improve processes that support the internationalisation of HEIs in Poland. By enabling efficient management, promoting innovative practices, and fostering collaboration among universities, the IROs Forum contributes to strengthening institutional prestige and enhancing visibility and reputation of Polish higher education on the international stage. Participation in the Forum demonstrates an institution's commitment to excellence in international cooperation, positioning it as an attractive partner for global academic collaboration.

### Space for professional development

The IROs Forum as a unique, long-standing platform promotes institutional cooperation among higher education institutions across Poland and internationally. Fundamentally, the Forum is a community of practice built on trust, mutual respect and shared expertise. It serves not only as a network of offices but as a collaborative space for consultation on operational matters, procedures and strategic initiatives. Through these interactions, the Forum ensures that experience and knowledge within the network benefit everyone, promoting continuous improvement, innovation, and professional development. The primary purpose of the Forum is to ensure that international relations offices can work closely together, learning from each other's experiences, consulting on new ideas, and developing solutions to emerging challenges. Operational matters, procedures and strategic initiatives are regularly discussed, ensuring that knowledge



■ *IROs Forum is a unique, long-standing platform that promotes administrative and institutional cooperation among higher education institutions across and beyond Poland. At its core, the Forum is a community of practice, built on trust, mutual respect and shared expertise. It functions not merely as a network of offices but as a collaborative space where members consult one another on operational issues, administrative procedures and strategic initiatives.*



■ is effectively shared across institutions. This collaborative approach strengthens not only individual offices but also the wider network of universities involved in international cooperation. Unlike formal administrative hierarchies, the Forum functions as a professional network, a collaborative environment where expertise is shared to support joint decision-making and foster innovation, demonstrating that institutional pathways are essential for successful educational cooperation. By integrating professional networking, knowledge sharing and strategic coordination, the IROs Forum has become a cornerstone of international collaboration in the Polish higher education landscape. Its nearly twenty-year history illustrates the transformative power of structured and sustained collaboration.

The IROs Forum is headed by the President who works closely with the Steering Committee, which oversees the strategic development of the Forum's activities, and dedicated Expert Groups focusing on specific areas of cooperation as well as professional support. The Steering Committee is responsible for setting priorities, coordinating projects, and approving new initiatives, while the Expert Groups focus on specific topics such as academic mobility, admission requirements, digitalisation of processes and innovations in managing international cooperation. Currently, the Forum comprises 35 active members across the country, with several new applications received annually. The IROs Forum continues to welcome new members, expanding both its reach and influence. The inclusion of new offices and professionals brings diverse experiences and perspectives into the Forum. Established members provide guidance, share knowledge and support professional development, while newcomers contribute fresh ideas and innovative approaches. This structure allows the Forum to operate efficiently, ensuring both strategic continuity and flexibility in responding to emerging challenges in the internationalisation of higher education. One of the most significant features of the network is the high-quality collaboration among its members. Forum participants actively engage in discussions, consultations and peer mentoring, creating an environment in which innovative ideas are nurtured and tested. Members share solutions to practical challenges, exchange experiences in managing various aspects of international cooperation and discuss processes that support internationalisation. Regular meetings provide opportunities to collaborate on specific initiatives. This allows members to review policies, develop new approaches, and create shared resources, such as guidelines, templates, and procedural handbooks. Through its collaborative framework, the Forum ensures that the expertise of one office benefits the entire network, resulting in more efficient, standardised and effective practices. During its almost twenty-year history, the Forum has grown from a small network into a nationally recognised platform, and thanks to its dynamic exchange of information it remains relevant, adaptive, and capable of responding to the evolving challenges of higher education and international cooperation.

#### **Building trust and encouraging open dialogue**

The IROs Forum places a strong emphasis on professional development offering its members opportunities to enhance their skills and ■


- knowledge in the international higher education field. In recent years, the Forum has organised specialised workshops, professional seminars, and conferences addressing both practical and strategic aspects of international cooperation. Topics covered include effective management of mobility programmes, services offered for international students and academics, regulatory compliance, intercultural communication, and innovations in procedures and management. These events offer opportunities to present joint projects, share case studies and discuss innovative practices in international relations management, and attendees can network with peers and foster connections. The preparation of joint publications and posters represents yet another key dimension of the Forum's work. Members collaborate to develop materials that highlight the best practices, document innovative initiatives, and provide guidance for other institutions. These materials are shared with

- *By fostering dialogue, mentoring, and collaborative problem-solving, the Forum ensures that international relations offices across Poland are not isolated units but parts of a coordinated system that strengthens the visibility and reputation of the entire higher education sector.*

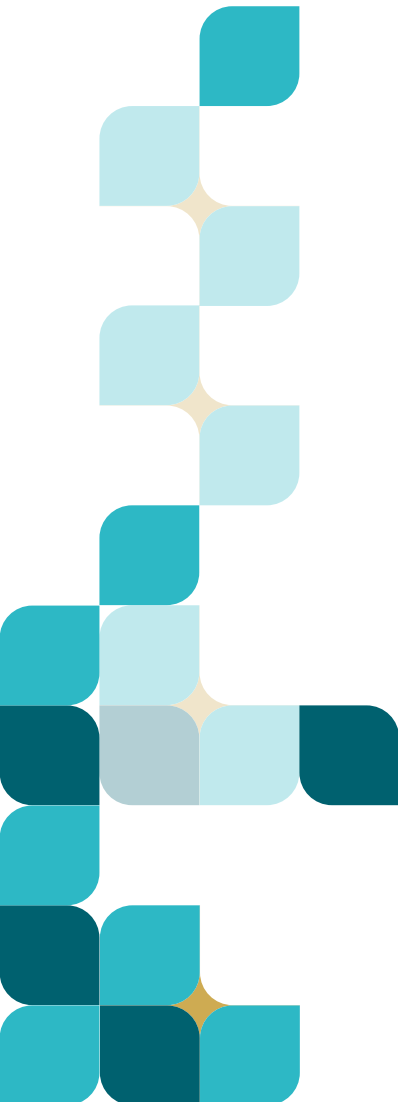
a wider audience during conferences and workshops, as well as being used internally within member institutions, ensuring knowledge dissemination and professional development. Collaborative writing strengthens relationships among members, as it requires negotiation of ideas, alignment of approaches and shared responsibility for high-quality outcomes. Beyond these formal activities, the Forum organises thematic working groups and intensive brainstorming sessions that allow participants to discuss complex and sensitive challenges. These activities foster trust and open dialogue in a safe environment, enabling members to test new procedures, share insights, and co-create strategies that enhance operational efficiency and institutional collaboration. Mentorship and peer learning remain central to the Forum's activities, with experienced staff guiding newcomers through complex regulatory environments, mobility frameworks, and leadership development, ensuring that professional knowledge is retained and continuously updated. By piloting these initiatives within the supportive environment of the Forum, members can assess their effectiveness, refine methodologies, and share successful practices with the broader higher education community.

#### **Impact at multiple levels**

The IROs Forum is recognised as a consultative platform, acting as an advisory body to national organisations and agencies that shape the broader framework for the internationalisation of higher education in Poland. Its representatives are invited to contribute to national strategies for international cooperation, ensuring that the perspective of practitioners is considered. The Forum is consulted on key issues directly affecting internationalisation processes. ■

- 
- By pooling the experiences of its members, it provides valuable input for policies that advance the overall internationalisation of higher education. It strengthens the visibility and reputation of Polish higher education institutions abroad by maintaining

- *The Forum strengthens the visibility and reputation of Polish higher education institutions abroad by maintaining a consistent presence at major international conferences, education fairs, and study abroad exhibitions, as well as through study visits to partner institutions worldwide. Such activities not only promote individual universities, but also build the collective brand of Poland as a competitive and attractive academic destination.*



a consistent presence at major international conferences, education fairs and study abroad exhibitions, as well as through study visits to partner institutions worldwide. These initiatives not only promote individual institutions but also build the collective brand of Poland as a competitive and attractive academic destination. Another dimension is the dissemination of knowledge about mobility opportunities. The IROs Forum helps to promote the programmes offered by individual member institutions as well as the flagship initiatives coordinated by National Agencies responsible for internationalisation. In this way, it acts as a bridge between institutions, policymakers, students, academics and professionals, making the system more transparent, accessible and effective. Through these combined efforts, the IROs Forum has positioned itself not only as a professional network but also as a recognised partner in shaping the internationalisation agenda of Polish higher education. The Forum's long-term impact can be seen in the real benefits it brings to participating institutions, showing how regular, well-organised collaboration enables successful joint initiatives and ensuring that members of the IROs Forum are fully aware that their work does not take place in isolation from the broader higher education environment. To highlight the importance of individuals who significantly influence this field, the Forum established an annual award that honours those whose work has had a profound impact on advancing internationalisation in Poland – the IROs Forum Barbara Centkowska Award. Each year, this recognition is awarded to professionals whose dedication, innovation and leadership inspire the community and contribute tangibly to strengthening Poland's presence in the global academic arena.

The International Relations Offices Forum demonstrates that successful international cooperation requires more than signing agreements or setting broad institutional goals. It thrives on the creation of effective institutional pathways that transform intentions into practice. The IROs Forum is considered both a professional community and a strategic partner, capable of shaping national policies and supporting Polish HEIs in building their international profiles. By fostering dialogue, mentoring, and collaborative problem-solving, the Forum ensures that international relations offices across Poland are not standalone units but parts of a coordinated system that strengthens the visibility ■

■ *What makes the Forum exceptional is its ability to operate simultaneously at multiple levels: strengthening everyday administrative efficiency within individual universities, facilitating cooperation and shared initiatives among institutions and influencing national and international strategies for higher education.*

■ and reputation of the entire higher education sector. Its sustained activities – workshops, conferences, publications and continuous peer learning – have provided fertile ground for innovation and professional development, enabling institutions to adapt quickly to new challenges. What makes the Forum exceptional is its ability to operate simultaneously at multiple levels: strengthening everyday administrative efficiency within individual universities, facilitating cooperation and shared initiatives among institutions and influencing national and international strategies for higher education. This multi-layered impact illustrates how institutional pathways can directly support academic goals, from enhancing mobility and joint teaching to contributing to the global prestige of Polish higher education.

Looking ahead, the Forum's role will only become more significant. As internationalisation grows in complexity, universities will need stronger frameworks for cooperation, better alignment between policy and practice, and more resilient professional communities. The IROs Forum already provides such a framework – serving as a living example of how collaborative networks can not only support but also lead the internationalisation process. In this sense, the Forum embodies the very essence of joint educational cooperation: universities working together, guided by a shared vision and a commitment to excellence, while building structured pathways that ensure long-term success and sustainable impact on the global academic stage. The IROs Forum is more than just a network; it is a vibrant community of practice where we exchange expertise, coordinate complex issues, and drive innovation in the global academic landscape. □



# SUMMARY OF THE CONFERENCE

## Invitation to Review the Conference Summary



**Katarzyna Aleksy**  
Director of the Higher  
Education Programmes  
Department, Foundation  
for the Development  
of the Education System

Next pages of the conference publication present a structured and comprehensive summary of the thematic sessions that constituted a central part of the conference devoted to joint and double degree programmes in Europe. This section reflects the outcomes of expert presentations and panel discussions addressing key strategic, institutional and systemic aspects of international cooperation in higher education.

The documented sessions examine a broad spectrum of issues, including the positioning of joint and double programmes within the educational portfolios of European universities, the institutional and systemic impact of Erasmus Mundus initiatives and the evolving concept of a European Degree. Particular emphasis is placed on administrative, legal and regulatory challenges related to the design and implementation of such programmes, including accreditation procedures, recognition of qualifications and quality assurance mechanisms across national higher education systems. The proceedings further address joint and double doctoral programmes, standards for international programme delivery and the role of micro-credentials as an emerging component of flexible and lifelong learning pathways.

Taken together, the contributions underscore the strategic relevance of joint and double programmes as instruments for strengthening the quality, coherence and international competitiveness of European higher education. They highlight the role of these initiatives in fostering institutional integration, supporting innovation in teaching and learning and advancing the long-term objectives of the European Higher Education Area.

We wish you an inspiring and insightful reading and look forward to welcoming you at future events organised by the Foundation for the Development of the Education System! □

# Agenda of the conference

## 26th November 2025

### 10:00 Official opening of the Conference

#### Welcoming words

- Mirosław Marczewski – National Agency for the Erasmus+ Programme and the European Solidarity Corps, Poland
- Łukasz Albrecht – Łódź University of Technology, Poland
- Andrzej Szeptycki – Ministry of Science and Higher Education, Poland
- Sławosz Uznański-Wiśniewski – European Space Agency (Video Message)

### 10:15 Keynote speaker

*Stronger Together – The Power of Collective Actions in Education*

– Patrycja Matusz – University of Wrocław, Poland; Proxy of the Minister of Science for European Affairs

### 10:45 Session I

#### Joint and Double programmes in the educational portfolios of European universities – presentation of models. Leading models that result in the awarding of joint qualifications with international partners

- Stéphanie Bordenave-Juchereau – La Rochelle Université, France
- Łukasz Gołota – The Polish National Agency for Academic Exchange, Poland
- Deirdre O'Toole – Institute of Art, Design+ Technology, Ireland
- Tabea Mager – University of Leipzig, Germany

Moderator: **Dorota Piotrowska** – Łódź University of Technology, Poland

### 12:15 Session II

#### Institutional impact of Erasmus Mundus – Panel discussion

- Samira Bonucci – University of Padua, Italy
- Miquel Esteban i Cortada – University of Barcelona, Spain
- Beata Skibińska – Polish National Agency for the Erasmus+ Programme and the European Solidarity Corps, Poland
- Bert Willems – KU Leuven, Belgium

Moderator: **Irina Ferencz** – Academic Cooperation Association, Belgium

### 13:15 Session III

#### Alumni testimony – Turbo presentations

- Mateusz Łukomski – University of Warsaw, Poland
- Marcin Moździerz – AGH University of Krakow, Poland
- Adrianna Warkoczewska – Łódź University of Technology, Poland

15:00 **Session IV**

**European Degree expectations, chances, perspectives**

- Yann-Maël Bideau – European Commission, Belgium
- Laura Howard – University of Cadiz, Spain
- Tereza Svobodova – Czech National Agency for International Education and Research, Czechia
- Timothée Toury – Université de Technologie de Troyes, France

Moderator: **Patrycja Matusz** – University of Wrocław, Poland; Proxy of the Minister of Science for European Affairs

16:00 and 17:30 **Session V/VI**

Breakout Rooms:

**Joint & Double Programmes in France**

- Hélène Andrawiss-Dlamini – Commission des titres d'ingénieur, France
- Fabien George-Chatel – Université Bourgogne Europe, France
- Emmanuelle Jacq – Université de Bretagne occidentale, France
- Nathalie Roques – French Ministry for Higher Education, Research and Space, France

**Joint & Double Programmes in Germany**

- Christian Baumann – University of Würzburg, Germany
- Christoph Behrens – University of Würzburg, Germany
- Udo Thelen – The Franco-German University, Germany

**Joint & Double Programmes in Spain**

- Neringa Narbutiene – Catholic University of Valencia, Spain
- Laura Howard – University of Cadiz, Spain
- Arantza Mota – Politecnico University of Madrid, Spain

**Joint & Double Programmes in Poland**

- Dorota Piotrowska – Łódź University of Technology, Poland
- Grzegorz Augustyniak – SGH Warsaw School of Economics, Poland
- Karol Bronisz – The Warsaw University of Life Sciences, Poland
- Ewa Mroczek – T.I.M.E., Wrocław University of Science and Technology, Poland
- Elżbieta Zienkiewicz – Wrocław University of Science and Technology, Poland

**27th November 2025**

09:00 Parallel sessions:

**Session VII**

**Administrative and legal challenges in the implementation of joint and double programmes**

- Jarosław Kostrubiec – Maria Curie-Skłodowska University in Lublin, Poland
- Jan Kruse – University of Cologne, Germany
- Paul O'Donovan – University College Cork, Ireland
- Cécilia Provost – Ecole Centrale de Nantes, France

Moderator: **Maria Niewiara** – Jagiellonian University in Krakow, Poland

### **Double and joint doctorates in the European reality**

- Dino Festi – Università “Federico II” di Napoli, Italy
- Gwenaëlle Guillerme – T.I.M.E.
- Marcin Moździerz – AGH University of Krakow
- Nathalie Roques – French Ministry for Higher Education, Research and Space, France

Moderator: **Ryszard Naskręcki** – ECOTECH-Complex, Maria Curie-Skłodowska University in Lublin, Poland

### 10:00 **Session VIII**

#### **Standards and quality assurance mechanisms in international programmes**

- Hélène Andrawiss-Dlamini – Commission des Titres d’Ingenieur, France
- Jakub Brdulak – The Polish Accreditation Committee, Poland
- Hanna Reczulska – The Polish National Agency for Academic Exchange, Poland
- Aleksandar Šušnjar – The European Quality Assurance Register for Higher Education, Belgium

Moderator: **Roman Klepetko** – Czech National Agency for International Education and Research, Czechia

### 11:30 **Session IX**

#### **Micro-credentials – Macro-challenges – The role of joint educational initiatives**

- Dorota Piotrowska – Łódź University of Technology, Poland
- Niall Power – ECIU University
- Katarzyna Trynda – University of Silesia in Katowice, Poland
- Jolanta Urbanikowa – University of Warsaw, Poland
- Krzysztof Wnuk – Blekinge Institute of Technology, Sweden

Moderator: **Wojciech Stęchły** – Educational Research Institute – National Research Institute, Poland

### 12:30 **Conference summary**

#### **Summary, remarks, recommendations**

Speakers/rapporteurs – moderators of parallel sessions

- Irina Ferencz – Academic Cooperation Association, Belgium
- Roman Klepetko – Czech National Agency for International Education and Research, Czechia
- Patrycja Matusz – University of Wrocław, Poland; Proxy of the Minister of Science for European Affairs
- Ryszard Naskręcki – ECOTECH-Complex, Maria Curie-Skłodowska University in Lublin, Poland
- Maria Niewiara – Jagiellonian University in Krakow, Poland
- Dorota Piotrowska – Łódź University of Technology, Poland
- Wojciech Stęchły – Educational Research Institute – National Research Institute, Poland

Moderator: **Katarzyna Aleksy** – Polish National Agency for the Erasmus+ Programme, Poland

## Session I

# Joint and Double programmes in the educational portfolios of European universities – presentation of models

### Panellists:

- **Stéphanie Bordenave-Juchereau** – La Rochelle Université, France
- **Łukasz Gołota** – Polish National Agency for Academic Exchange, Poland
- **Deirdre O’Toole** – Institute of Art, Design + Technology, Ireland
- **Tabea Mager** – University of Leipzig, Germany
- **Moderator: Dorota Piotrowska** – Łódź University of Technology, Poland

### Introduction

Joint and double programmes constitute an increasingly important component of Europe’s evolving higher-education landscape. A *joint study programme* is understood as a newly designed and jointly delivered curriculum, created by partner universities and culminating in a single, jointly awarded qualification. In contrast, a *double or multiple study programme* leads to parallel qualifications issued by each participating institution and is typically composed of modules embedded within each university’s existing degree structure.

These collaborative formats are also central to the European Union’s current ambition to introduce the *European Degree*. As envisaged in recent EU-level policy initiatives, including the Council Resolution on the *European Degree Label*, this new transnational qualification – obtainable at any study level – aims to strengthen the internationalisation of higher education, facilitate mobility, and enhance graduates’ competitiveness across European labour markets. Its rollout will be preceded by a preparatory phase during which institutions delivering joint programmes may apply for the European Degree label, awarded based on commonly agreed European criteria.

Session I explored the diversity of existing models, the practical and regulatory challenges encountered by universities, and the accumulated expertise that can inform the future implementation of the European Degree.

- *Joint study programmes have a long tradition in Europe, which we should build upon*

prof. Dorota Piotrowska

### Key Themes and Messages

#### ■ Diversity of existing programme models

Participants emphasised that European universities operate within a highly diverse ecosystem of collaborative educational formats, including fully integrated joint programmes, double and multiple degrees, parallel programmes delivered across partner institutions, and partially aligned curricula. This plurality reflects institutional autonomy and creativity but simultaneously increases the complexity of recognition, coordination, and policy harmonisation.

#### ■ Terminological clarity and conceptual differentiation

Speakers stressed the importance of precise distinctions between “joint programmes”, “joint degree”, “double/multiple degree”, and related terms. Inconsistent terminology often leads to misunderstandings in accreditation processes, legal negotiations, curriculum architecture, and inter-institutional agreements, making shared definitions essential for coherent cooperation.

#### ■ Quality assurance and harmonisation of learning outcomes



The conference was opened by **Mirosław Marczewski**, director general of the Foundation for the Development of the Education System

A recurring message was the necessity of developing common learning outcomes aligned with national and European qualification frameworks, alongside coordinated quality-assurance procedures. Joint programmes must ensure pedagogical compatibility, transparent assessment practices, and shared academic standards across all participating institutions.

■ **Institutional and legal challenges**

Despite the growing popularity of joint and double degrees, universities continue to face significant regulatory divergence. Differences in national legislation, accreditation systems, diploma regulations, and institutional procedures complicate programme design, impede recognition, and require extensive administrative alignment.

■ **Mobility, international experience and employability**

Joint and double programmes remain powerful instruments for fostering student mobility, intercultural learning, and the development of transferable skills. These experiences enhance graduates' employability on an increasingly global labour market. Nonetheless, shifting student expectations – favouring shorter, more flexible mobility formats – signal the need to integrate micro-mobility and blended learning into future programme structures.

■ **Strategic value for universities**

Engagement in joint and double programmes strengthens institutional competitiveness, supports internationalisation strategies, and contributes to building a shared European academic identity. Such initiatives often serve as catalysts for organisational learning, innovation in teaching and assessment, and deeper research collaboration.

■ **The emerging role of the *European Degree Label***

The forthcoming *European Degree Label* is seen as a promising mechanism to facilitate recognition, reduce administrative burdens, and provide a transparent quality signal for joint programmes. Although still at a preparatory stage, it is expected to streamline cooperation and support the integration of existing models into a more cohesive European framework.

■ **Flexibility, innovation, and responsiveness to societal needs**

Speakers agreed that joint and double programmes must remain dynamic, interdisciplinary, and adaptable. Incorporating digital competencies, sustainability perspectives, micro-credentials, and flexible learning pathways will ensure that programmes align with evolving societal and labour-market demands.

■ **Trust-based, long-term partnership building**

A central theme was the crucial role of trust, transparency, and sustained collaboration. Successful joint programmes emerge from long-standing academic relationships rooted in shared objectives, clear communication, and mutual understanding of administrative and legal constraints. Such partnerships provide the stability necessary for ambitious, integrated transnational initiatives.



Panellists from Session I

## Conclusions

In light of the discussions during Session I, it is evident that joint and double programmes occupy a central place in the ongoing transformation of European higher education. Their strength lies in offering students a truly international and diversified academic pathway, combining the strengths of multiple institutions, fostering mobility, cultural exchange, and employability – while offering universities a distinctive competitive advantage.

Nevertheless, realising the full potential of these programmes requires sustained commitment to conceptual clarity, robust institutional cooperation, harmonised quality assurance, and regulatory alignment. Particularly challenging remain the legal and administrative obstacles arising from differing national higher-education frameworks, accreditation systems, and recognition practices.

Looking ahead, the introduction of the European Degree may significantly lower institutional barriers, streamline accreditation and recognition process, and contribute to a more integrated European Higher Education Area. Achieving this, however, will require universities, national authorities, and EU bodies to work in close cooperation, invest in structural adjustments, and ensure transparent, student-centred governance.

Finally, to maximise benefits for students and society, future joint and double programmes should not be mere formal collaborations. They must instead be built on shared pedagogical vision, interdisciplinarity, mobility-rich curricula, and responsiveness to societal and labour-market needs (e.g., digitalisation, sustainability, and global challenges). Only then can they serve as genuine engines of innovation, inclusion and European academic cohesion. □



**Dorota Piotrowska**  
(Łódź University  
of Technology, Poland)

## Session II

# Institutional impact of Erasmus Mundus – panel discussion

### Panellists:

- **Samira Bonucci** – University of Padua, Italy
- **Miquel Esteban i Cortada** – University of Barcelona, Spain
- **Beata Skibińska** – Polish National Agency for the Erasmus+ Programme and the European Solidarity Corps, Poland
- **Bert Willems** – KU Leuven, Belgium
- **Moderator: Irina Ferencz** – Academic Cooperation Association, Belgium

### Introduction

The Erasmus Mundus Joint Master (EMJM) programme, now in its third decade, represents one of the European Union's flagship initiatives in support of internationalised, high-quality higher education. Built on the principles of academic excellence, cross-border collaboration, and structured mobility, EMJM promotes joint curriculum design, multinational learning environments, and strong industry and societal relevance. The programme is inherently *bottom-up*: academics initiate and shape master's programmes in partnership with institutions worldwide, while universities and national systems subsequently adapt to support, sustain, and scale these innovations.

■ *Erasmus Mundus projects have influenced the development of cooperation in Europe*

Beata Skibińska

Session II of the conference brought together institutional representatives from across Europe – Italy, Spain, Belgium, and Poland – to reflect on the enduring impact of Erasmus Mundus on academic culture, administrative practice, institutional strategy, and national policy landscapes.

### Key Themes and Messages

#### ■ **Bottom-up origins and need for top-level support**

EMJM programmes consistently emerge from academic networks and research collaborations. Institutions must, however, build centralised structures, legal frameworks, and administrative processes to ensure sustainability beyond individual champions.

#### ■ **Institutionalisation of joint degrees**

Long-term engagement with Erasmus Mundus encourages universities to formalise joint-degree governance, standardise guidelines and procedures, and professionalise services for international students, from admissions to post-graduation support.

#### ■ **Transformative impact on departments and faculties**

Departments hosting EMJMs experience pedagogical innovation, stronger research-teaching synergy, access to new equipment and funding, and expanded international collaboration. Faculty-level engagement, however, remains a challenge in large, decentralised universities.

#### ■ **Capacity building through student services**

Visa guidance, psychological counselling tailored for international cohorts, recruitment expertise, and quality assurance standards were often first developed for EMJM cohorts and subsequently extended to the wider international student population.

#### ■ **Diversity and global outreach**



**Irina Ferencz** (Academic Cooperation Association, Belgium) and **Samira Bonucci** (University of Padua, Italy)

Large consortia attract students from over 100 nationalities, enhancing cultural diversity and prompting institutions to reflect on their own academic cultures, practices, and assumptions.

■ **Impact on national legislation and sectoral practice**

In certain countries, including Poland, Erasmus Mundus has contributed to the formal recognition and regulation of joint degrees at national level, influencing higher education legislation.



Panellists from Session II

■ **Challenges of scale and visibility**

As some institutions accumulate a growing number of EMJM programmes, the “novelty factor” diminishes. There is a risk that excellent programmes become invisible “islands” unless institutions ensure strategic integration across faculties.

■ **Future Directions: global reach and policy continuity**

Panellists emphasised the importance of maintaining global partnerships within EMJM and ensuring that future programme generations continue to support both newcomers and experienced consortia.

**Conclusions**

Erasmus Mundus emerged from this discussion as a powerful mechanism of transformation – one that stimulates innovation at the micro level of departments while simultaneously reshaping institutional structures and even influencing national frameworks. Its most tangible contribution lies in the *institutional learning* it catalyses: universities refine admission systems, international services, mobility management, and quality assurance mechanisms through the practical demands

of joint programmes. These systems then become embedded and benefit subsequent generations of students.

Another striking conclusion concerned the dual nature of EMJM as both an academic and organisational endeavour. While academics drive programme creation through visionary research collaborations, institutions must mobilise cross-functional teams – including legal experts, curriculum specialists, admissions officers, and financial managers – to ensure long-term viability. Universities that succeed in this regard often develop sophisticated support ecosystems, enabling the expansion of additional joint programmes, bachelor-level collaborations, or even joint doctoral initiatives.

Finally, the session highlighted broader strategic implications. Erasmus Mundus encourages universities to confront their own institutional cultures through deep, long-term collaboration with international partners. It fosters trust, builds capacity for managing intercultural academic environments, and encourages self-reflection on educational models. Looking ahead, participants expressed hope that future Erasmus+ programme generations will preserve global outreach, reward committed academic leaders, and continue to broaden access – thereby ensuring that the transformative potential of Erasmus Mundus remains a cornerstone of European higher education development. □



**Bert Willems**  
(KU Leuven, Belgium)

## Session IV

# European Degree expectations, chances, perspectives

### Panellists:

- **Yann-Maël Bideau** – European Commission, Belgium
- **Laura Howard** – University of Cádiz, Spain
- **Tereza Svobodova** – Czech National Agency for International Education and Research, Czechia
- **Timothée Toury** – Université de Technologie de Troyes, France
- **Moderator: Patrycja Matusz** – University of Wrocław, Poland; Proxy of the Minister of Science for European Affairs

### Introduction

The concept of the *European Degree* has become a central element of the EU's vision for a more integrated and internationally competitive higher-education landscape. As defined by the European Commission, the initiative aims to create a common framework enabling universities to award joint qualifications based on shared European standards, thereby strengthening mobility, improving employability and reducing fragmentation in the delivery of joint programmes.

The approach is phased: the *European Degree Label*, expected from mid-2026, will serve as a voluntary quality marker for existing joint degrees, paving the way for possible future legal frameworks and full implementation by 2029.

Session IV brought together representatives of the European Commission, national agencies, accreditation bodies and university alliances to clarify expectations, address misconceptions and discuss the strategic and operational steps required to realise the *European Degree*.

### Key Themes and Messages

#### ■ Clarifying the European Degree and its label

Speakers emphasised the difference between the *European Degree Label* – a voluntary seal of excellence for joint programmes – and the longer-term ambition of a *European Degree* awarded under a shared legal framework. The label is designed as a realistic first step to demonstrate feasibility and to prepare systems for deeper harmonisation.

#### ■ Respect for national competences

The initiative does not seek to replace national responsibilities in education. Instead, it introduces common tools where cooperation requires them, facilitating smoother delivery of joint programmes without undermining institutional or national autonomy.

#### ■ High expectations and persistent misconceptions

Panellists noted that the label has generated both optimism and concern. Misunderstandings include the belief that it is limited to university alliances or that it will be mandatory. In reality, the instrument is entirely voluntary and open to any consortium meeting the agreed criteria.

#### ■ The need for coordinated communication

Effective implementation requires clear, coherent messaging across ministries, accreditation agencies and institutions. Confusion regarding procedures, eligibility and criteria remains widespread and must be addressed through targeted communication efforts.

#### ■ Operationalising common criteria



**Patrycja Matusz** (University of Wrocław, Proxy of the Minister of Science for European Affairs, Poland)

A substantial part of the work focuses on developing an operational guide specifying how compliance with the label's criteria should be demonstrated. This involves extensive consultation within the policy lab, national authorities and sector organisations to ensure practical applicability.

■ **National-level reforms and accreditation challenges**

Implementation depends on the readiness of national systems. In many cases, legal and procedural updates are necessary, particularly with regard to the recognition of evaluations conducted by EQAR-registered agencies and the use of the European Approach to Quality Assurance.

### ■ **Strong institutional interest in the label**

Universities running joint programmes are expected to apply for the label early, viewing it as a mean of enhancing visibility, signalling high quality and strengthening international collaboration – especially valuable for smaller or less internationally prominent institutions.

### ■ **Balancing innovation with academic freedom**

While shared criteria are essential for joint provision, the framework must preserve academic autonomy in curriculum design and learning outcomes. Achieving this balance requires inclusive, multi-stakeholder dialogue.

### ■ **Avoiding a two-tier higher-education landscape**

Concerns about creating “leagues” of programmes with and without the label were addressed by noting that similar fears accompanied earlier initiatives such as Erasmus and Erasmus Mundus. The label signals differentiation, not hierarchy; high-quality programmes without it will continue to flourish.

### ■ **Broadening access to European learning experiences**

Joint programmes currently reach only a small fraction of students. The *European Degree* is seen as an opportunity to expand accessible, flexible European learning pathways, including for students who cannot participate in long-term mobility.

### ■ **Strengthening mobility despite structural barriers**

Although the *European Degree* cannot resolve issues such as housing shortages, it can create clearer and more integrated mobility pathways. Future Erasmus+ funding models may need to provide better support for mobility embedded in joint programmes.

### ■ **Ensuring labour-market relevance**

The long-term success of the *European Degree* depends on employer recognition and societal legitimacy. Strong alignment with European competencies, interdisciplinarity and clarity of learning outcomes will be essential.



Panellists from Session IV

### ■ Collaborative governance as a prerequisite for progress

Pilot projects demonstrate that meaningful progress occurs when ministries, accreditation agencies and universities work jointly rather than in parallel. The coming years should therefore be used for structured experimentation and evidence building.

### Conclusions

Session IV highlighted both the promise and the complexity of the *European Degree*. The initiative has the potential to simplify joint programme delivery, enhance the coherence of European higher education and extend international learning opportunities to a broader student population. Its success, however, will require coordinated action at all levels, targeted national reforms, and sustained communication to counter misconceptions.

The *European Degree Label* represents a crucial first step – voluntary, pragmatic and designed to build trust and experience. Progress towards a full *European Degree* will depend on evidence collected during the initial phase, active engagement by national authorities, and effective collaboration among all stakeholders. Above all, the initiative must remain student-centred, inclusive and aligned with labour--market needs to ensure lasting impact and broad societal value. □



**Tereza Svobodova**  
(Czech National Agency for  
International Education  
and Research)

## Session VII

# Administrative and legal challenges in the implementation of joint and double programmes

### Panellists:

- **Jarostaw Kostrubiec** – Maria Curie-Skłodowska University in Lublin, Poland
- **Jan Kruse** – University of Cologne, Germany
- **Paul O’Donovan** – University College Cork, Ireland
- **Cécilia Provost** – Ecole Centrale de Nantes, France
- **Moderator: Maria Niewiara** – Jagiellonian University in Krakow, Poland

### Introduction

Joint and double programmes have become a cornerstone of European higher-education internationalisation, yet they continue to operate within highly heterogeneous administrative and legal environments. According to the European Commission and national authorities across the European Higher Education Area, the principal barriers to transnational programme delivery stem from incompatible legal frameworks, divergent accreditation models, differing institutional procedures, and distinct expectations concerning student mobility and recognition. At the same time, these programmes remain powerful instruments for academic cooperation, interdisciplinarity and global visibility.

Session VII addressed these issues from a practical perspective, bringing together legal experts, programme coordinators and institutional leaders. The discussion focused on the administrative realities of designing and running transnational programmes, the legal interpretation of joint and double degree agreements, and strategies to overcome complexities without compromising academic standards.

### Key Themes and Messages

#### ■ Legal constraints shaping programme design

Administrative and legal frameworks strongly influence whether institutions choose joint or double degrees. In many systems, double degrees are significantly easier to implement, while joint diplomas require more complex compliance processes. As a result, transnational programmes often combine parallel structures, jointly developed components or fully integrated models, depending on what is legally and operationally feasible.

#### ■ Complexity of bilateral and multilingual agreements

The development of programme agreements requires the reconciliation of multiple legal systems, terminologies and institutional expectations. Multilingual documentation demands precision, especially where legal concepts do not have direct equivalents. To ensure adaptability, agreements are frequently structured around general legal provisions, complemented by academic annexes that allow for flexible updates.

#### ■ Divergent academic calendars, procedures and grading systems

Variations in academic calendars, assessment regulations and grading cultures create administrative complexity. Effective coordination requires early mapping of systems, harmonised grade conversion tables, unified student handbooks and transparent examination procedures. These tools support the comparability of learning outcomes and ensure fairness for students navigating multiple institutional contexts.

#### ■ Accreditation requirements and recognition practices



**Małgorzata Niewiara** (on the right, Jagiellonian University in Krakow, Poland) and the panellists

Accreditation remains a central challenge in the implementation of joint programmes. National quality assurance frameworks differ significantly, and, in some cases, do not incorporate the European Approach. Institutions therefore often face parallel or sequential accreditation procedures. Strengthening mutual trust and reducing duplication of evaluations are essential to enabling smoother recognition processes and lowering administrative burdens.

■ **Student mobility as a structural component of programme design**

Mobility pathways are integral to joint and double programmes, yet they require detailed organisational planning. Fixed mobility schemes can provide clarity and predictability, whereas flexible pathways accommodate a broader range of student needs. Administrative responsibilities related to residence permits, insurance, timetabling, and data exchange remain substantial and require coordinated institutional support.



Panellists from Session VII

■ **Resource intensity and institutional support structures**

Transnational programmes demand dedicated administrative and academic capacity. Expertise in intercultural communication, regulatory compliance and student guidance is essential. Tutorials, mentoring and alumni networks contribute significantly to programme continuity, yet they require sustained investment and organisational stability.

■ **Quality of partnership and continuity of cooperation**

Durable, trust-based partnerships form the foundation of successful joint programmes. Long-standing academic relationships support flexible problem-solving, whether in curriculum adjustments, grade conversion or the implementation of evolving legal requirements. Such cooperative dynamics ensure that programmes remain resilient despite administrative or regulatory complexity.

■ **Innovation through coordinated administrative solutions**

Many administrative challenges create opportunities for innovative approaches. Capacity-building projects can serve as preparatory frameworks for deeper cooperation; unified admission platforms support transparency; and supplementary awards or simplified awarding structures can reduce complexity in degree issuance. Joint problem-solving strengthens institutional adaptability and facilitates long-term programme sustainability.

## Conclusions

Administrative and legal complexity continues to define the landscape in which joint and double programmes operate. The discussions in Session VII made clear that fragmented regulatory environments, divergent accreditation practices and institutional procedural differences remain structural features of the European higher-education system. Yet these challenges do not diminish the value of such programmes; rather, they highlight the need for sustained coordination, institutional commitment and shared interpretative frameworks.

A coherent approach requires flexible legal agreements, early alignment of administrative processes, and robust support structures capable of managing mobility, recognition and student records. Harmonisation of procedures – whether in admissions, grading, data exchange or mobility logistics – emerges as an essential condition for transparency and student success. Equally important is the recognition that trust-based partnerships, built over time and grounded in mutual understanding, provide the stability necessary for innovation and problem-solving.

Ultimately, the session underscored that administrative and legal obstacles should be viewed not as limitations but as catalysts for improving governance, strengthening collaboration and enhancing the overall quality of transnational programmes. When institutions approach these challenges collectively and proactively, joint and double degrees become powerful instruments for advancing European integration in higher education. □



**Jarosław Kostrubiec**  
(Maria Curie-Skłodowska University in Lublin, Poland)

## Session VII

# Double and joint doctorates in the European reality

### Panellists:

- **Dino Festi** – Università “Federico II” di Napoli, Italy
- **Gwenaëlle Guillerme** – T.I.M.E. Association
- **Marcin Moździerz** – AGH University of Kraków, Poland
- **Nathalie Roques** – French Ministry for Higher Education, Research and Space, France
- **Moderator: Ryszard Naskręcki** – ECOTECH-Complex, Maria Curie-Skłodowska University in Lublin, Poland

### Introduction

This session explored the landscape of double and joint doctorates within Europe, bringing together perspectives from academia, research networks, and national administration. Panellists examined the regulatory distinctions between double and joint doctoral degrees, practical experiences of supervising and completing such doctorates, and the challenges posed by administrative inconsistencies, funding limitations, and recognition barriers.

The discussion was framed by long-standing bilateral models such as the French *cotutelle*, which formalised cross-border doctoral cooperation through co-supervision, a shared defence, and the possibility of awarding either two national diplomas or a single jointly issued degree. Panellists reflected on how these models have evolved, their impact on academic careers, and the current need for clearer European-level support mechanisms as universities navigate heterogeneous national regulations and limited financial resources.

- *The level of doctoral education is crucial for Europe's competitiveness. Europe lags far behind the US and Korea. We need doctoral programmes of the highest quality.*

prof. Ryszard Naskręcki

### Key Themes and Messages

#### ■ Regulatory distinction between double and joint doctorates

In France, both models operate under the same legal framework: one thesis, one jury, and one defence.

- *Double doctorate*: each institution issues its own diploma.
- *Joint doctorate*: a single diploma is co-signed by all institutions.

Although the two models are legally equivalent, joint diplomas are often more complex to implement due to administrative incompatibilities and differing institutional strategies.

#### ■ Prevalence of double doctorate

Across many European countries – and particularly beyond Europe – institutions overwhelmingly favour double doctorates, as they are easier to align with diverse national rules and provide clearer visibility for employers.

#### ■ Value of double/joint doctorates for academic careers

Graduates emphasised the benefits of expanded professional networks, international research environments, new collaborations, mobility experiences, and enhanced language competence. Such doctorates often strengthen career prospects within and beyond academia.

#### ■ Growing importance of non-academic pathways



**Ryszard Naskręcki** (ECOTECH-Complex, Maria Curie-Skłodowska University in Lublin, Poland)

With academic positions becoming increasingly scarce, doctoral candidates more frequently prepare for careers in the corporate sector. Some companies already support industrial doctorates or encourage employees to undertake PhD studies.

■ **Supervision as the central determinant of success**

The most effective arrangement occurs when two supervisors already collaborate closely and share an established research project. Weak or newly created links – especially those imposed “from above” – risk fragmenting the doctoral experience and reducing integration.

■ **Administrative and recognition barriers**

Institutions often struggle with legislative discrepancies and concerns about non-compliance. Examples were cited in which degree recognition issues impeded graduate's employment. A lack of dedicated administrative support further undermines sustainability.

■ **Funding as a critical need**

Doctorates are costly for institutions and demanding for candidates, while international mobility adds further financial burdens. The panel unanimously agreed that financial support strongly influences feasibility.

■ **Examples of structural cooperation**

Laboratory-level collaborations, for example between French universities, CNRS, and partners such as EPFL, demonstrate integrated scientific environments in which co-supervised doctorates emerge naturally within joint research structures.

■ **Accreditation challenges for joint doctorates**

Joint programmes face complex and often conflicting accreditation requirements. Some countries require formal doctoral accreditation, while others do not, creating asymmetries that can delay implementation.



Discussions during the panel

## Conclusions

Double and joint doctorates were presented as powerful instruments for enhancing research quality, doctoral training, and European cooperation. Their strength lies in enabling mobility, increasing exposure to diverse research cultures, and providing access to resources that may otherwise be unavailable to students at smaller or less-recognised institutions. Alumni testimonies highlighted the role of such degrees in strengthening their professional networks and academic trajectories, while current trends indicate their growing relevance for industry-oriented career paths.

At the same time, the session underscored that structural barriers continue to limit wider adoption. National regulations differ substantially, generating uncertainty within administrative units and discouraging institutions from entering into new agreements. Recognition problems – particularly when diplomas are issued at different times or understood differently by employers – pose additional risks. Accreditation requirements for joint doctorates emerged as a particularly significant obstacle.

Panellists agreed that streamlined procedures, clearer guidance, and dedicated administrative support within universities are essential for sustainability. While views differed on the appropriate level of regulation, there was consensus on two points:

- financial support is indispensable, given the high costs of supervision, mobility, and living expenses; and
- a European-level framework or umbrella could reduce legal ambiguity, reassure institutions, and facilitate cross-border cooperation.

Overall, the discussion demonstrated strong commitment to maintaining and further developing double and joint doctorates, paired with a recognition that renewed European support – both structural and financial – will be crucial for their future success. □



**Nathalie Roques**  
(French Ministry  
for Higher Education,  
Research and Space)

## Session VIII

# Standards and quality assurance mechanisms in international programmes

### Panellists:

- **Hélène Andrawiss-Dlamini** – Commission des titres d’ingénieur, France
- **Jakub Brdulak** – Polish Accreditation Committee, Poland
- **Hanna Reczulska** – Polish National Agency for Academic Exchange, Poland
- **Aleksandar Šušnjar** – European Quality Assurance Register for Higher Education, Belgium
- **Moderator: Roman Klepetko** – Czech National Agency for International Education and Research, Czechia

### Introduction

Quality assurance (QA) plays a foundational role in the development and sustainability of joint and double programmes. According to the European Commission, the Bologna Process and the broader European Higher Education Area, QA frameworks exist not to restrict innovation, but to provide transparency, comparability and trust – conditions necessary for meaningful transnational cooperation.

The European Standards and Guidelines (ESG) and the European Approach for Quality Assurance of Joint Programmes constitute key instruments designed to reduce administrative burdens and ensure that joint programmes can be evaluated through a single, trusted procedure, rather than multiple national accreditations.

Session VIII examined the evolving landscape of QA mechanisms in international programmes, with particular emphasis on the European Approach, national implementation realities, sector-specific accreditation practices, and recognition procedures. The discussion highlighted both the progress achieved and the systemic barriers that continue to hinder wider adoption.

- *The European Approach significantly simplifies accreditation process.*

Aleksandar Šušnjar

### Key Themes and Messages

#### ■ The importance of clear terminology in QA processes

Consistent definitions of “joint programme”, “double/multiple programme”, and “joint or multiple degrees” are essential for designing appropriate QA procedures. While the distinction between degrees is largely binary, programme structures exist on a spectrum. This complexity demands precise conceptual clarity to ensure the correct application of the European Approach.

#### ■ The European Approach as a mechanism for reducing fragmentation

The European Approach enables a single evaluation by an EQAR-registered agency to be accepted by all countries hosting the programme. This significantly simplifies accreditation and ensures consistency in standards. Despite its strong conceptual foundation, the mechanism remains unevenly implemented, with only part of the EHEA fully enabling its use.

#### ■ Persistent barriers to implementation across the EHEA

Many countries either limit or do not recognise the European Approach. This results in consortia conducting multiple parallel accreditations when even one partner country lacks compatibility – an obstacle that disproportionately burdens highly integrated joint programmes. Broader adoption requires national legislative reform and stronger cross-sector dialogue.



Panelists from Session VIII

■ **Recognition practices and the role of trust**

Recognition authorities emphasise that only qualifications awarded by quality-assured programmes can be recognised. The DEQAR database therefore functions as a primary verification tool for joint degrees. As cross-border qualifications increase in number, employer awareness and confidence remain essential elements of legitimacy.

■ **National developments and institutional readiness**

Examples such as Poland show that agencies registered with EQAR can successfully conduct evaluations under the European Approach, provided that adequate resources, expertise and international coordination mechanisms. Structural support – language competence, procedural clarity, and established contact with partner-country QA bodies – emerges as a prerequisite for effective implementation.

■ **Sector-specific and cross-border accreditation solutions**

In disciplinary fields such as engineering, specialised QA agencies employ a variety of evaluation pathways – including European labels and cross-border procedures – to ensure programme quality and international recognition. These practices illustrate how flexibility and dialogue can complement the European Approach when working with countries outside the EHEA.

■ **Integrating internal and external QA mechanisms**

Effective quality assurance requires coherence between universities' internal monitoring processes and external evaluations. Internal QA must be embedded from the design phase, particularly in bottom-up, multi-institutional programmes. Transparent procedures and shared expectations are essential to maintaining joint programme integrity over time.



Panellists from Session VIII

■ **Managing programme evolution and change**

Joint programmes routinely evolve – through curriculum updates, new mobility paths or changes in consortium membership. While practices vary across systems, an emerging principle is that significant changes should be communicated transparently to the accrediting agency to ensure continued compliance without imposing unnecessary administrative burdens.

■ **Dialogue and partnership as central elements of QA**

Across all contributions, the importance of continuous consultation – between institutions, agencies, ministries and recognition bodies – was repeatedly underlined. Quality assurance is not a static compliance exercise; it is a cooperative process built on mutual trust, shared responsibility and long-term partnership.

## Conclusions

Session VIII reaffirmed that robust quality assurance is indispensable for the credibility, sustainability and international recognition of joint and double degree programmes. While European frameworks such as the ESG and the European Approach provide a coherent basis for cross-border evaluation, uneven national implementation remains a significant barrier. Addressing this challenge requires policy alignment, institutional readiness and active engagement from multiple stakeholders.

A consistent message throughout the session was that QA mechanisms must support – rather than constrain – innovation in international education. Transparent procedures, clear communication of changes, and well-designed internal QA systems help to ensure that joint programmes function as coherent academic entities despite their structural complexity. Importantly, trust – among institutions, QA agencies and recognition authorities – continues to be the foundation upon which successful joint programmes are built.

Ultimately, Session VIII demonstrated that quality assurance is not merely a regulatory requirement but a strategic enabler of European and global cooperation in higher education. Strengthening its implementation will be crucial to ensuring that international programmes remain recognisable and responsive to evolving societal and labour-market needs. □



**Jakub Brdulak**  
(Polish Accreditation  
Committee, Poland)

## Session IX

# Micro-credentials – macro-challenges: the role of joint educational initiatives

### Panellists:

- **Dorota Piotrowska** – Łódź University of Technology, Poland
- **Niall Power** – ECIU University
- **Katarzyna Trynda** – University of Silesia in Katowice, Poland
- **Jolanta Urbanikowa** – University of Warsaw, Poland
- **Krzysztof Wnuk** – Blekinge Institute of Technology, Sweden
- **Moderator: Wojciech Stęchły** – Educational Research Institute – National Research Institute, Poland

### Introduction

Session IX examined the evolving role of micro-credentials within European higher education, particularly in the context of joint initiatives, university alliances, and the emerging European Degree framework. Micro-credentials were understood in their precise European sense – not as short courses, but as *certified proofs of learning outcomes*, assessed against transparent criteria and potentially obtained through formal, non-formal, or informal learning.

Panellists emphasised that micro-credentials occupy a strategic position at the intersection of flexible learning pathways, labour-market responsiveness, lifelong learning, and cross-institutional cooperation. Their potential lies not only in diversifying educational provision but also in functioning as modular building blocks for joint curricula, as pilots for multi-institutional collaboration, and as mechanisms for fostering more inclusive and personalised learner journeys across Europe.

- *Micro-credentials support lifelong learning and make learning pathways more flexible*

Jolanta Urbanikowa

### Key Themes and Messages

#### ■ **Conceptual clarity: micro-credentials vs. micro-modules**

Universities often conflate teaching units with the credential itself. A micro-credential is *the certificate*, not the course, and may validate non-formal and informal learning – an aspect that remains underutilised in Europe.

#### ■ **Micro-credentials as foundations for joint degrees**

The panel advocated viewing micro-credentials as “stackable building blocks” that could support future European Degrees and serve as low-risk pilots for co-design, recognition, and the development of digital infrastructure within alliances.

#### ■ **Quality assurance as the precondition for recognition**

Trust between institutions, employers, and learners depends on transparent standards aligned with the Council Recommendation on micro-credentials. Quality is “non-negotiable” and is essential for cross-border portability.

#### ■ **Strategic purpose: why micro-credentials matter**

Flexibility is becoming indispensable in higher education systems originally designed for stability. Micro-credentials support lifelong learning, foster labour-market responsiveness, and help realise the European Single Market by ensuring that skills are comparable and recognisable across borders.



**Niall Power** (on the right, ECIU University) and the panellists from Session IX

- **Institutional and administrative complexity**

Integrating micro-credentials into university systems involves challenges such as academic calendars, fees, legal constraints, language issues, verification mechanisms, and IT interoperability. The choice of platform (Europass, in-house systems or hybrid models) is therefore a strategic decision.

- **Digital infrastructure and the role of Europass**

Several institutions highlighted the advantages of Europass, including its availability, EU-endorsement and labour-market visibility. However, integration with legacy systems (e.g., USOS in Poland) remains a major undertaking.

- **Industry co-creation and relevance**

Micro-credentials co-designed with employers enhance relevance, recognisability, and trust. They support upskilling in emerging areas (such as AI and advanced engineering) and strengthen long-term collaboration between universities and industry.

- **Micro-credentials for personalisation and retention**

Micro-credentials offer alternative pathways for students at risk of dropping out, and allow learners to gain visible recognition for extracurricular activities, soft-skills development, or interdisciplinary engagement.



Jolanta Urbanikowa (on the left) and panellists from Session IX

- **Audience tensions: degree students vs. lifelong learners**

Designing micro-credentials for both groups raises organisational and financial challenges but also opens opportunities for shared learning environments and more inclusive provision.

- **Changing educational culture**

By promoting learning wallets, data interoperability, and modular recognition, micro-credentials are reshaping how universities conceptualise learning pathways and fostering a culture centred on continuous development.

## Conclusions

Micro-credentials emerge from this session as a transformative mechanism for making higher education more flexible, inclusive, and responsive to societal needs. Their strength lies in their capacity to validate diverse forms of learning, accommodate learners with varying life circumstances, and bridge the gap between academic programmes and rapidly evolving labour-market demands. By enabling stackability and portability, they contribute to personalised learner trajectories and support universities in retaining students who might otherwise disengage.

The panel also highlighted the role of micro-credentials as invaluable testing grounds for cooperation. Joint design, shared quality standards, and interoperable digital infrastructures developed at the micro level can subsequently underpin more ambitious initiatives such as European Degrees. At the same time, micro-credentials reveal deep structural challenges – legal, organisational, financial, and technical – which require coordinated action at national and European level, including improved regulation, funding mechanisms, and guidance.

Ultimately, micro-credentials are not an end in themselves but a *vehicle* for cultivating a European culture of lifelong learning. Their successful implementation depends on recognising their strategic value, engaging employers and learners in co-creation, and adopting robust quality frameworks that inspire trust. If these conditions are met, micro-credentials can significantly enhance joint educational initiatives and contribute to the broader evolution of Europe's higher education landscape. □



**Krzysztof Wnuk**  
(Blekinge Institute  
of Technology, Sweden)



International Collaboration Awards

## Co-Create to educate: International Collaboration Award

Competition was an integral part of the conference “Joint and Double Programmes in Europe”. The aim of the Competition was to recognise the most inspiring, innovative and creative educational initiatives developed and implemented through international collaboration. We were looking for projects that bring together universities, educational institutions or organisations from different countries to jointly design or deliver meaningful and engaging educational programmes and activities.

We received 30 applications, each presenting a unique cross-border educational initiative-including joint or double degree programmes (e.g. Erasmus Mundus), mobility and exchange projects, innovative learning tools and platforms, and strategic educational consortia.

Based on criteria such as originality, the effectiveness of international cooperation, and the added value these initiatives bring to students, staff and institutions, we selected 10 outstanding laureates.

These award-winning initiatives demonstrate how international cooperation can truly enhance the quality, impact, and future of higher education.



## Awarded initiatives

CEMS – The Global Alliance in Management Education,  
Master in International Management

SGH Warsaw School of Economics  
Poland

A distinctive feature of CEMS is its partnership bringing together more than 70 companies, 8 NGOs and 33 universities worldwide. This collaboration is materialised through jointly developed curricula, creating a platform for knowledge co-creation between academics and practitioners in the field of Management, while offering students access to innovative course content, meaningful international exposure and applied project work. The forward-thinking nature of CEMS MIM is in its mission, vision and values, which form a backbone of a curriculum focused on educating future leaders capable of navigating uncertainty, volatility and constant change with respect for diversity, integrity and inclusion, and with a commitment to contributing to a more open, sustainable and inclusive world. The joint CEMS MIM combines core curriculum elements shared across the schools with institution-specific courses reflecting the strengths and diversity of its academic, corporate and social partners. Additional components include, e.g. skill seminars aimed at developing both hard and soft skills, as well as exclusive business projects delivered as real-case consulting assignments by highly diverse student teams. The programme also features a dedicated job fair (CEMS Career Forum) and global and regional events that promote programme values and enhance both education and networking.

CEMS MIM courses are partially available to non-CEMS students and have become integral components of local degree programmes or curricula of other networks, such as CIVICA European University of Social Sciences in the case of SGH. This way, CEMS values are promoted among a larger group of students, giving them access to the state-of-the-art courses and projects. CEMS also serves as a platform for cooperation among faculty members and staff through dedicated meetings and joint initiatives.

Thanks to its global reach and strong performance in rankings, the CEMS MIM has already inspired other networks, both directly and through its member schools, to adapt the presented model of pre-experience education, albeit on a smaller scale. The CEMS model is also one of the most recognised models of effective collaboration between academia and the corporate world, focused on promoting integrity, inclusivity and resilience in the economy and business through its unique structure as a global alliance of companies and NGOs recognised for their substantial impact on society worldwide.



[www.cems.org](http://www.cems.org)



## YUFE Joint Bachelor in Urban Sustainability Studies

### Nicolaus Copernicus University in Toruń Poland

The YUFE Joint Bachelor in Urban Sustainability Studies is a flexible European degree with an open and interdisciplinary curriculum, focusing on real-world urban challenges. Students begin their studies at one YUFE partner university. Following a shared foundation year, they select three minors (30 ECTS each) from a broad course offer across partner universities and can study at two or three of them. Each student is supported by an academic advisor who assists them in designing their study pathway. The USS offers insights from social sciences, natural sciences, engineering, business, humanities and policy studies. In addition to traditional classes, the programme includes challenge-based courses in which students work with peers, researchers, local governments and businesses to address real-world urban problems. This problem-based learning model encourages creativity, teamwork and practical thinking.

Seven degree-awarding universities issue a single diploma, while three mobility partners offer minors that expose students to diverse academic contexts. Mobility periods and credit recognition are jointly agreed. Grades from host universities are converted into a YUFE scale, and the bachelor thesis is evaluated by assessors from at least two partner universities. The joint assessment and grading system build consistency and fairness, and cross-institutional ties are strengthened by sharing resources, expertise and best practices.

The YUFE Joint Bachelor in Urban Sustainability Studies brings strong added value. Students benefit from an interdisciplinary, practice-oriented European education, as they study at up to three universities and shape their own programme path, taking responsibility for their learning. Staff benefit from cooperation across seven degree-awarding and three mobility partners, jointly developed curricula, quality assurance, governance and shared training for academic advisors.

The YUFE Joint Bachelor in Urban Sustainability Studies offers a transferable and inspiring model for joint degrees, providing a robust template for other alliances seeking to implement innovative, collaborative transnational programmes.

[www.yufe.eu/yufe-bachelor](http://www.yufe.eu/yufe-bachelor)





## Joint Bachelor in Sustainable Blue Economy – SeaBluE

### University of Gdańsk Poland

SeaBluE is the first fully integrated joint bachelor's degree in Sustainable Blue Economy, co-created by seven European coastal universities. The programme offers a unique combination of marine sciences, economics, policy and social sciences delivered through challenge-based and industry-engaged learning. Its curriculum and structure were co-designed through consultations with the European Commission, academic experts and business representatives to ensure relevance and future readiness. Following successful ACCUA accreditation, the programme launched in the 2025/26 academic year, setting a new benchmark in ocean-focused higher education.

SeaBluE operates under a shared governance model ensuring equal academic and strategic engagement of all seven partner universities. The University of Cádiz coordinates the programme and issues the joint diploma following ACCUA accreditation. All partners contribute to teaching, host mobilities, supervise student projects and provide academic support. Co-teaching, one of the programme's most innovative and demanding elements, requires close coordination, shared learning outcomes and joint delivery across institutions. Stakeholders including ports, research institutes, NGOs and industry partners support internships and contribute to curriculum relevance.

SeaBluE enhances student employability by combining interdisciplinary education, mobility and hands-on experience with real-world stakeholders in the blue economy. Staff benefit from co-teaching, common methodologies and new international competences, while institutions gain visibility, shared infrastructures and strengthened capacity in creating accredited joint degrees. The successful ACCUA accreditation confirms the programme's quality, its contribution to SDGs and its role in educating future leaders capable of shaping sustainable ocean-based development in Europe and beyond.

SeaBluE demonstrates that a truly joint bachelor programme – combining shared governance, mobility pathways, co-teaching and common accreditation – can be successfully implemented across diverse legal and academic systems. The methodologies, templates and tools developed for curriculum design, as well as stakeholder engagement and quality assurance are documented and reusable. The programme proves that integrated joint degrees are achievable and scalable, offering a roadmap for other alliances and institutions seeking to build cross-border programmes aligned with European education priorities.



[sea-eu.org/seablue](https://sea-eu.org/seablue)



## European Master in Migration and Intercultural Relations (EMMIR) Carl von Ossietzky Universität Oldenburg Germany

EMMIR is a joint master's programme uniting eight universities across Europe, Africa, and Asia, bridging the Global North and South. It is the first African-European and Asian Erasmus Mundus master's programme in migration and intercultural relations, co-created on three continents. Its innovation lies in integrating student and teacher diversity and mobility, co-taught modules and practice-based learning within a single transnational curriculum. The programme uses intercultural, interdisciplinary and participatory approaches to migration studies, enabling students to learn in multiple countries while engaging with real-world stakeholders such as NGOs, local governments and research centres. This creates a genuinely collaborative and forward-thinking learning ecosystem.

EMMIR operates through a joint governance model that includes a joint admissions process, a co-designed curriculum, coordinated mobility pathways and a consortium committee comprising representatives of each partner institution, students and alumni. Partners contribute to teaching and supervision throughout the programme, drawing on research expertise grounded in regional migration contexts. Collaboration also extends to NGOs, research institutes and local authorities which co-create fieldwork and job opportunities.

Tracer studies of 207 alumni show wide-reaching outcomes: 33% work in NGOs such as Amnesty International, Plan International and World Vision; 29% are employed in academia or research; 17% work in IGOs such as IOM, UNHCR, ILO and WFP; and many pursue PhDs across Europe, Africa and North America. This demonstrates that EMMIR enables powerful and multimodal pathways that equip graduates for diverse, high-impact careers worldwide.

EMMIR's success shows how a transnational participatory learning ecosystem can effectively generate globally engaged graduates. The strong employability outcomes, with alumni in diverse NGOs, UN bodies, academia, and governments worldwide, prove that this model creates multidimensional and global impact. By connecting European, African and Asian partners in a truly joint programme, EMMIR serves as a replicable and inspiring blueprint for building equitable, high-impact international education initiatives.

[www.emmir.org/  
about-us](http://www.emmir.org/about-us)





## Pathfinder: Joint International BA in Film

# FilmEU and Dún Laoghaire Institute of Art, Design and Technology (IADT) Ireland

The Pathfinder Joint International BA in Film is a bold pan-European degree delivered by a consortium of leading institutions across Ireland, Belgium, Portugal and Bulgaria, with contributions from additional partners. Students embark on a three-year journey of mobility and creativity – starting at one institution, then moving to others while collaborating on film projects, both in-person and virtually. The curriculum combines traditional filmmaking (directing, cinematography, editing) with emerging media forms such as VR/AR, immersive storytelling and sustainable production practices. Grounded in cross-border teamwork, hybrid teaching and industry-relevant tools, it equips graduates to lead creatively in an evolving global screen-media landscape.

The initiative is original and innovative thanks to its fully integrated European design, which involves embedding physical and virtual mobility from the outset, establishing a joint governance and delivery model across multiple national systems, and ensuring the curriculum reflects technological, ecological and cultural shifts in the film industry. By fostering intercultural collaboration, experimental media practice and sustainability, the programme stands at the forefront of higher education innovation in filmmaking.

Delivered within the FilmEU Alliance, the Pathfinder Joint International BA in Film brings together IADT, Lusófona University, LUCA School of Arts and NATFA under a unified curriculum aligned with the EQF and national qualification frameworks. Partners cooperate through shared governance, joint teaching and coordinated assessment. Students collaborate in hybrid formats and meet on campus for intensive project weeks, creating a genuinely pan-European educational experience. The programme's structure anticipates and exemplifies the emerging model for the future European Joint Degree.

Co-designed by all eight FilmEU partners, Pathfinder provides a fully harmonised curriculum that deepened collaboration as institutions navigated cultural, structural and governmental differences. The programme is designed to become one of Europe's leading film degrees, equipping current and future students with unmatched creative, mobility and intercultural opportunities.

Pathfinder provides a transferable roadmap for the upcoming European Joint Degree and inspires others to develop equally ambitious cross-border programmes.



[www.filmeu.eu/  
pathfinder](http://www.filmeu.eu/pathfinder)



## Global MINDS: Erasmus Mundus Master in the Psychology of Global Mobility, Inclusion, and Diversity in Society

### SWPS University Poland

Global MINDS is a two-year Erasmus Mundus master's programme in the Psychology of Global Mobility, Inclusion and Diversity in Society, delivered by a consortium of four European universities. It stands out by treating international mobility and cultural diversity not just as context but as core learning tools. Students follow themed mobility paths across at least two countries, using their own cross-cultural transitions as live cases for research and intervention. The programme uniquely combines social, cultural and health psychology with a methods summer school, practice-based internships and co-created projects, preparing psychologists to become forward-thinking agents of social change in the fields of migration, inclusion and diversity.


International collaboration is structured through joint governance and quality assurance boards, with representation from external advisors, staff, students and alumni. Each year, a first-semester course at the starting universities is taught by scholars from associate partner institutions, usually from outside the EU. The interventions module at the summer school – a joint course, obligatory for all students at the end of the spring semester – is delivered by practitioners with expertise in social and cross-cultural interventions from non-academic associate partners. The alumni-led Global Minds Association, also an associate partner, contributes to outreach, peer support and social media content, ensuring that communication reflects young people's preferences.

Global MINDS trains cultural and cross-cultural psychologists in an international setting where students experience the processes they will later study and address in their work. By studying in at least two countries, navigating different languages, systems and communities, and taking part in induction and reflection workshops, students experience adaptation, acculturative stress and the sense of belonging “from the inside”, thus building deep cultural and social sensitivity. The programme turns these experiences into professional competences.

Global MINDS offers a replicable model for designing curricula in which international mobility and everyday life become core learning tools. Beyond strong academic courses, the programme deliberately structures students' experiences of moving country, adapting to new cultures and working in diverse teams.

 [www.global-minds.eu](http://www.global-minds.eu)





The Engage Platform: ECIU University's pathway to inclusive and modern learning in flexible formats

## ECIU University The Netherlands

The Engage platform is a central digital environment that brings together micro-learning opportunities from thirteen partner universities and supports learners in developing their skills. It enables the issuance of centralised, tamper-proof and e-sealed micro-credentials within a European University Alliance. Issued via the European Digital Credentials platform and sealed by ECIU, these credentials meet EU standards for digital trust. The platform links learning to ESCO competences and offers tools such as a motivation scan and competence passport, creating flexible and transparent pathways aligned with labour-market needs. By centralising credentialing, it becomes a forward-thinking hub that supports the Union of Skills. International cooperation on the Engage platform is built on a strong co-creation model. Each partner university develops its own micro-modules while jointly designing shared micro-credentials and real-life challenges.

A key milestone achieved in October 2023 demonstrated how centralisation simplifies cooperation by offering one common digital infrastructure, removing the need to adapt multiple national systems. Partners collaborate with European Digital Credentials experts, industry and societal actors to ensure relevant and high-quality learning. Through this shared system, universities act as content creators, quality controllers and co-designers of learning pathways, making cooperation smoother across countries.

The Engage platform offers learners a modern digital environment with personalised learning pathways and access to educators from thirteen universities. For staff, Engage simplifies delivery through a centralised credentialing system, reducing administrative burden. Institutions benefit from scalable, high-quality micro-credentials, reinforced international collaboration and increased societal impact on through co-created, challenge-based learning.

The Engage platform is highly transferable because it integrates recruitment, personalised guidance, learning delivery and secure credentialing into a single system. Its use of credentials framework and strong integration with Europass make it an excellent foundation for future European learning wallets and cross-border recognition. Engage provides a clear model for micro-credential ecosystems aligned with the labour market that can be adopted by other alliances. Its co-creation approach with industry and societal actors further strengthens replicability and relevance.



[engage.eciu.eu](https://engage.eciu.eu)



## Automotive Computing for Mobility Innovation – Erasmus Mundus Design Measures Project

### Škoda Auto University Czech Republic

This project develops a combination of joint and multiple master's degree in automotive computing, a field central to Europe's digital and green transitions, as well as its global competitiveness. Five universities from four countries have combined their expertise to create shared curricula and unified procedures as a basis for an Erasmus Mundus Joint Master's programme. Its unique value lies in integrating automotive engineering, automation, digitalisation, Industry 4.0 trends and AI in a truly transnational setting. The programme addresses emerging industry needs and current employment gaps, sets a new standard for academic-industry collaboration and has the potential to drive the future.

Partners collaborate through coordinated workshops and continuous online engagement, building on strong existing ties of each institution with the automotive and IT sectors. Czech institutions lead coordination and curriculum design, partners from Slovakia and Romania contribute advanced engineering and research expertise, and members from Finland add industry-driven innovation, ensuring effective cooperation. Together they co-create integrated curricula and streamline procedures, leading to a coherent master's degree programme aligned with European industry needs.


The project brings significant benefits to all stakeholder groups. Faculty gain opportunities for curriculum innovation, international cooperation and stronger industry-linked research, while administrative staff enhance their skills in managing joint programmes, digital processes and international mobility. Students benefit from an integrated pan-European curriculum, strong employability opportunities in the growing automotive-ICT sector and access to industry-based hands-on learning, while institutions strengthen their strategic positioning and international visibility, gaining support for regional innovation and competitiveness.

By integrating automotive engineering, ICT, software development, new business models and industry trends, the programme demonstrates a multidisciplinary yet integrated approach aligned with industry needs. Such a collaboration among HEIs from underrepresented regions shows that joint programmes can be developed outside major metropolitan areas.

Website – in the making.  
See basic info here:

[www.savs.cz/automotive-computing-for-mobility-innovation-325lp](http://www.savs.cz/automotive-computing-for-mobility-innovation-325lp)





Achieving real jointness of joint programmes:  
perspectives from a European University Alliance – the EU-CONEXUS case

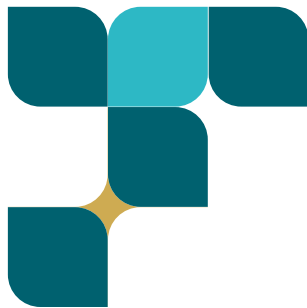
## Catholic University of Valencia / EU-CONEXUS Spain

The Joint Master Programme in Marine Biotechnology (JMPMB), developed within the EU-CONEXUS European University Alliance by six universities (five of them being awarding partners), is a fully joint programme, from its co-creation to implementation and management. It applies a student-centred learning approach, innovative pedagogical methodologies introduced to teachers via pre-designed trainings, and sharing of best practices across partners. The JMPMB design and implementation phases foster the transformation and quality improvement of each partner university in the teaching and learning process. Teaching is delivered through the collaboration between teams of professors and visiting scholars from several universities and countries, and culminates in the award of a single joint diploma.

The curriculum was developed by a working group consisting of academics and administrators from all partner institutions, based on stakeholder consultation and skills mapping across six countries. Implementation and development of the programme is supported by European University Alliance's joint units (EU-CONEXUS) for quality assurance, mobility, qualification recognition, career centre, alumni network, teaching academy, marketing and communication, etc., under the supervision of the EU-CONEXUS Academic Council (vice-rectors for academic affairs). Students are registered at all universities and use the Alliance's shared learning environment.

The programme has created a marine biotechnology ecosystem involving academic, research and socio-economic partners, thus strengthening research and academic collaboration. Thanks to complementary strengths of its partner institutions and joint management, combined with implementation approach, the programme can provide one-window services to students, facilitate integration with other Alliance's activities, foster inter-campus community and create a shared EU-CONEXUS student identity.

Compared to department-level programmes, joint programmes created under the European University Alliance foster more inter-institutional links and facilitate institutional commitment, leading to higher quality, broader outreach and increased impact.



[www.eu-conexus.eu/en/marine-biotechnology](http://www.eu-conexus.eu/en/marine-biotechnology)



## Master of Intellectual Property and Data Law (MIPDaL)

### TU Dresden/Institute of International Law, Intellectual Property and Technology Law Germany

MIPDaL is a one-year Erasmus Mundus master's programme in Intellectual Property and Data Law offering an intensive 60-ECTS programme that combines academic training with practical exposure. Run by six leading European universities, it provides mobility across two countries and awards a dual degree. Students choose among three specialisations: IT & Data Law, Creative Industries or Industrial Property (IP). Each of them addresses modern legal challenges such as AI, data governance and digital creativity. Taught mainly in English, the programme integrates cutting-edge research. It is accredited and recognised by the European Union and supported by key IP institutions, including EPO, EUIPO, national IP offices, and IP law firms.

The MIPDaL project is built on strong international collaboration. Partners jointly design the curriculum, unify academic standards and share teaching responsibilities across countries. Students enrol in two institutions, benefiting from coordinated mobility and complementary expertise in IP and data law. Institutional partners – such as IP offices and law firms – contribute to practical training, internships and real-world insights. Joint summer schools, conferences, and a textbook are being developed.

MIPDaL delivers strong added value by providing students with advanced, practice-oriented expertise in IP and data law, dual degrees from two countries and direct experience in leading European institutions. Mobility across universities enriches cultural and legal perspectives, while partnerships with IP offices and industry provide internships, networking and career opportunities. Staff benefit from shared teaching, joint research and strengthened international cooperation, while institutions gain enhanced visibility, innovation in curriculum design and deeper global engagement.

The programme offers a scalable model for international, practice-oriented legal education. Its joint curriculum design, coordinated mobility and dual-degree structure can be replicated across other disciplines seeking cross-border coherence. The programme demonstrates how universities can pool expertise, integrate research and professional training and partner with public institutions and industry.

 [www.mipdal.eu](http://www.mipdal.eu)





**COUNCIL**  
**RESOLUTIONS**  
**AND RECOMMENDATIONS**



## Council Resolution on a joint European degree label and the next steps towards a possible joint European degree: boosting Europe's competitiveness and the attractiveness of European higher education

22 May 2025, (C/2025/2939)

### The Council Of The European Union,

Building on the vision put forward in the Council Recommendation of 5 April 2022 on building bridges for effective European higher education cooperation<sup>1</sup>,

In light of the Council conclusions on a European strategy empowering higher education institutions for the future of Europe<sup>2</sup>,


Taking note of the Commission Communication on a blueprint for a European degree<sup>3</sup>,

1. REITERATES its unwavering commitment to equipping current and future generations with the knowledge, skills, competences and values necessary to navigate the defining challenges of our time, united in its vision of a resilient, prepared, innovative and prosperous Europe. As global shifts reshape our societies – armed conflicts at Europe's borders and beyond, the environmental crisis picking up speed, and technological transformations challenging industries and labour markets – we recognise the need for a forward-looking, coordinated and ambitious approach that strengthens Europe's competitiveness while preserving the richness of its cultural, artistic and intellectual heritage and diverse educational traditions.
2. RECOGNISES that the future of Europe depends on the strength of its citizens – educated, engaged and empowered to shape and take part in a dynamic and just society, and COMMITS to fostering generations of Europeans prepared to meet global challenges and an unpredictable future with resolve and innovation.
3. ACKNOWLEDGES the pivotal role of higher education institutions and alliances of higher education institutions, such as, for example, the 'European Universities', in driving academic and scientific excellence, pioneering technological breakthroughs and cultivating the essential knowledge, skills and competences required in the evolving world of work, including through interdisciplinary approaches that integrate diverse fields of study; RECOGNISES their key role in lifelong learning as a response to labour market transitions, in particular by developing flexible and tailored learning pathways, including, where appropriate, smaller learning units such as micro-credentials; and UNDERSCORES the need for renewed and ambitious European cooperation on higher education which sustains Europe's competitive edge and leadership on the global stage.
4. COMMITS to identifying and implementing strategic solutions that reinforce Europe's capacity to attract talent, retain expertise and lead the way in emerging sectors while removing obstacles

<sup>1</sup> OJ C 160, 13.4.2022, p. 1.

<sup>2</sup> OJ C 167, 21.4.2022, p. 9.

<sup>3</sup> COM(2024) 144 final.



to free movement of talent. This endeavour must be rooted in a strong educational foundation, facilitating transnational cooperation among institutions, fostering balanced, high-quality mobility and enhancing the adaptability of teaching and learning frameworks to the demands of the future, in particular by making full use of the opportunities offered by the Erasmus+ programme in all Member States.

5. AFFIRMS that education must serve not only as a tool for economic advancement, but above all as a means of nurturing the democratic, social and cultural fabric that unites society by strengthening a positive and inclusive sense of identity and belonging at local, regional, national and EU level, based on common European values.
6. REAFFIRMS that the European Union has a significant role in supporting education and training, while fully respecting the responsibility of Member States to shape their education and training policies, and STRESSES the importance of taking into account national, regional and local needs and circumstances when designing European initiatives.
7. HIGHLIGHTS that the European Education Area and the European Research Area, in synergy with the European Higher Education Area, are essential cooperation frameworks designed to support, enhance and drive education, teaching, creativity, research, knowledge transfer and innovation across Europe.
8. TAKES NOTE of the Letta report, which proposes the introduction of a fifth freedom encompassing research, innovation and education, as well as the development of a European degree to enhance transnational cooperation in higher education and to foster the circulation of talent across Europe in a more integrated single market. Furthermore, ACKNOWLEDGES the Draghi report, which emphasises that innovation is key to pursuing the green and digital transitions necessary to reinforce Europe's resilience, STRESSES the urgency of closing the innovation gap and HIGHLIGHTS the need for education and training systems to become more responsive to changing skill needs.
9. UNDERLINES that while discussions on the joint European degree are ongoing, a decision on its possible introduction has not yet been taken by the Council of the European Union, and that any reference to a joint European degree in this Council Resolution should be understood in this sense.
10. EMPHASISES the need to safeguard the autonomy and diversity of higher education institutions and, subject to EU law, equitable access to resources, including available Union funding, regardless of their form of operation, while respecting budgetary principles and the Union values enshrined in Article 2 TEU relevant in the implementation of the budget, and ADVOCATES an inclusive approach that enables all higher education institutions to benefit from European and international cooperation, ensuring that no institution is left behind in the pursuit of excellence.
11. UNDERLINES that any new initiative aimed at achieving the European Education Area – including the implementation of a joint European degree label and next steps towards a joint European degree – must be guided by a common, step-by-step approach, avoiding additional administrative burden for higher education institutions and national quality assurance agencies and financial commitments going beyond existing financial means, without prejudice to the negotiations on the post-2027 Multiannual Financial Framework, and ensuring that progress is shared among all Member States, and COMMITS to advancing these efforts with coherence, ambition and an unwavering dedication to ensuring that education serves as the foundation for personal, social and professional fulfillment, as well as for active citizenship for all Europeans.


12. TAKES NOTE that the final outcomes of the Erasmus+ policy experimentation projects on the joint European degree label offer an opportunity for further discussions on how to make it easier for higher education institutions engaging in transnational cooperation to provide joint programmes and award joint degrees, in accordance with the Bologna instruments, including through relevant initiatives such as the joint European degree. The rollout of the European degree label has the potential to increase the number of joint study programmes so that a critical mass is achieved and there is greater impetus for Member States to remove a number of obstacles concerning the provision of joint study programmes.
13. AGREES that the joint European degree label and the outcomes of the next steps towards a joint European degree can have the potential to increase the attractiveness of joint study programmes, mobility and eventually automatic recognition, to create a forward-looking educational environment that nurtures innovation and fosters cross-border collaboration, and to strengthen European higher education and its global standing, for the benefit of today's citizens and the generations that will shape Europe's future.
14. EMPHASISES that the actions set out in this Resolution should be pursued while taking into account the education and training systems in the different national legal frameworks.

**Identifies the following three phases with a view to implementing a joint european degree label and paving the way for a joint european degree:**

1. PHASE 1: FINALISING THE PREPARATIONS FOR THE ROLLOUT OF THE JOINT EUROPEAN DEGREE LABEL (2025–2026)
  2. PHASE 2: ROLLOUT OF THE JOINT EUROPEAN DEGREE LABEL, MONITORING ITS IMPLEMENTATION, EVALUATING ITS USE AND CONDUCTING FEASIBILITY AND EXPLORATORY WORKS ON A JOINT EUROPEAN DEGREE (2026–2028)
  3. PHASE 3: REFLECTING AND MAKING AN EVIDENCE-INFORMED DECISION ON NEXT STEPS TOWARDS A JOINT EUROPEAN DEGREE (2029)
- 1. PHASE 1: FINALISING THE PREPARATIONS FOR THE ROLLOUT OF THE JOINT EUROPEAN DEGREE LABEL (2025-2026)**

THE COMMISSION IS INVITED, together with the Member States and in close cooperation with all relevant stakeholders, to:

- a) establish a Policy Lab in the context of the Working Group on Higher Education of the European Education Area strategic framework, which is to be tasked with developing a comprehensive framework for the joint European degree label and responsibilities such as:
  - drawing up clear definitions, descriptions, indicators and a common method for verifying compliance with the criteria set out in Annex II to the Council Recommendation on a European quality assurance and recognition system in higher education, in full respect of Member States' competences in the area of education and training as well as the principle of subsidiarity;
  - developing guidelines and procedures for issuing the joint European degree label;
  - designing a standardised template for the visual identity of the label, including its graphic representation, in both physical and digital formats.



The Policy Lab will be composed of Member States representatives who are members of the Working Group on Higher Education of the European Education Area strategic framework (or any successor group established under this framework) and other experts delegated by the Member States, alongside representatives of the Commission. Experts invited by the Policy Lab may contribute to the Lab's work on specific topics, as needed. The activities of the Lab should be jointly steered by Member States and the Commission, and technical and organisational support will be provided by the Commission.

- b) present the outcomes of the Policy Lab of the Working Group on Higher Education of the European Education Area strategic framework to the Council by mid-2026, to enable the effective rollout of the joint European degree label in 2026.

FURTHERMORE, MEMBER STATES ARE INVITED TO:

- a) where this has not yet been done, fully implement Bologna instruments – such as the European Credit Transfer and Accumulation System (ECTS), the Diploma Supplement, the European Standards and Guidelines for quality assurance in the European Higher Education Area (ESG) and the European Approach for Quality Assurance of Joint Programmes – as key facilitators for implementing the joint European degree label. This measure should foster deeper and more flexible transnational cooperation across Europe, particularly in anticipation of the rollout of the joint European degree label and the next steps towards a joint European degree;
- c) take the necessary measures to enable the rollout of the joint European degree label by the end of 2026, thereby ensuring consistency and equal opportunities for all higher education institutions in Europe.

## **2. PHASE 2: ROLLOUT OF THE JOINT EUROPEAN DEGREE LABEL, MONITORING ITS IMPLEMENTATION, EVALUATING ITS USE AND CONDUCTING FEASIBILITY AND EXPLORATORY WORKS ON A JOINT EUROPEAN DEGREE (2026-2028)**

THE COMMISSION AND MEMBER STATES ARE INVITED TO:

- a) roll out together the joint European degree label from 2026 to 2028 and guide the process, with the aim of testing its feasibility and assessing its potential implications from a political, legal, financial and administrative point of view and the extent to which obstacles to transnational cooperation on joint degrees in the higher education sector, such as those identified in the final outcomes of the Erasmus+ policy experimentation projects on the joint European degree label, have been removed;
- b) use the Policy Lab of the Working Group on Higher Education of the European Education Area strategic framework, as a platform for evaluating progress in the rollout of the joint European degree label, facilitating structured engagement with higher education institutions, students, quality assurance agencies and other stakeholders, and exploring the concept and feasibility of a joint European degree with an eye to next steps and the way forward.

THE COMMISSION IS INVITED TO:

- a) design targeted actions to support higher education institutions interested in issuing the joint European degree label in the context of joint programmes;
- b) promote the visibility of and share information about the joint European degree label among higher education institutions, students, employers and society at large. These efforts could include developing a visual identity and a communication and branding strategy that showcase

the label's added value for learners, research and innovation across Member States, as well as its potential to attract international students;

- c) ;provide annual feedback to the Council once the rollout of the joint European degree label has started. This feedback should include insights into the implementation process, emerging challenges and any lessons learned, enabling necessary adjustments to be made to support the rollout's success;
- d) monitor and conduct a comprehensive evaluation of the rollout phase, in close cooperation with the Policy Lab of the Working Group on Higher Education of the European Education Area strategic framework, which will assess:
  - its outcomes and the potential added value of the joint European degree label, with particular attention to feasibility, challenges encountered and any potential impact of the initiative;
  - the relevance of the joint European degree label in supporting transnational cooperation, increasing the attractiveness and number of joint study programmes in the EU, strengthening the global competitiveness of European higher education and enhancing balanced mobility for students and staff;
- e) conduct a feasibility study for the joint European degree, together with the Policy Lab of the Working Group on Higher Education of the European Education Area strategic framework, evaluating the European criteria on the basis of which this joint degree would be awarded, the corresponding quality assurance procedures and the degree's potential to remove obstacles to transnational cooperation on joint degrees in the higher education sector, analysing its impact on the value and recognition of academic programmes and awarding higher education institutions, and examining student perspectives, including key challenges, perceived benefits, and possible alternative approaches;
- f) submit an evaluation report on the implementation of the joint European degree label and the feasibility study on a joint European degree to the Council for further decision by the end of 2028.

MEMBER STATES ARE ENCOURAGED TO:

- a) share relevant data with the Commission to facilitate a comprehensive evaluation of the rollout.

### **3. PHASE 3: REFLECTING AND MAKING AN EVIDENCE-INFORMED DECISION ON NEXT STEPS TOWARDS A JOINT EUROPEAN DEGREE (2029)**

Based on the results of its analysis of the Commission's evaluation report on the implementation of the joint European degree label and the feasibility study on a joint European degree, the Council may decide on the long-term implementation of the joint European degree label and invite the Commission to propose specific next steps towards the introduction of a joint European degree. The establishment of such a joint degree could open up new avenues for the future of higher education in the European Union and serve as a means of fostering the personal, social and professional development and active citizenship of current and future generations.

# Council Recommendation on a European quality assurance and recognition system in higher education

12 May 2025, (C/2025/3006)

## The Council of the European Union,

Having regard to the Treaty on the Functioning of the European Union, and in particular Article 165 thereof, Having regard to the proposal from the European Commission,

Whereas:

1. Quality assurance systems are instrumental in establishing high quality standards for education and building trust among higher education systems and institutions across the European Education Area and beyond. They constitute a key building block of transnational cooperation. Ensuring quality of higher education is the foundation for mutual trust, which enables transnational cooperation and seamless learning mobility.
2. The main responsibility for the quality of their educational provision lies with higher education institutions, which should make the attainment of the highest standards a key institutional priority and develop quality assurance strategies and processes to ensure the achievement of that objective.
3. The implementation of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) has been a fundamental step in the consolidation of the European Higher Education Area (EHEA), supporting the creation of a quality culture in higher education systems and institutions across Europe; however, the ESG have not yet been fully implemented in all Member States.
4. Societies across Europe are experiencing dynamic transformation, driven by the green and digital transitions, opportunities and challenges of artificial intelligence, demographic challenges and a rapidly changing geopolitical situation. Higher education systems should not only react, but actively contribute to and drive this transformation. Quality assurance processes should, when relevant, support higher education institutions in this transformational journey by providing expert reviews to enhance the quality of their educational offer.
5. The need to make quality assurance processes more agile, internationalised and fit for purpose should be tackled while ensuring that these processes remain focused on ensuring the highest quality standards. Obtaining feedback from graduates on their learning and career pathways and the relevance of the education, skills and competences acquired constitutes a valuable monitoring tool, which can be used to ensure quality and relevance at institutional and system level. The European Graduate Tracking Initiative (1)<sup>1</sup> has contributed to making such tracking more systematic and comparable.
6. Diverging national quality assurance arrangements still create complexity for transnational cooperation in higher education, hampering the development of joint educational programmes and limiting educational opportunities for higher education institutions and students. It is important that demonstrating compliance with formal requirements is balanced with ensuring an ongoing


<sup>1</sup> Council Recommendation of 20 November 2017 on tracking graduates (OJ C 423, 9.12.2017, p. 1).

emphasis on and commitment to continuous improvement in education provision, which is central to quality assurance.

7. Existing instruments, such as the European Approach for Quality Assurance of Joint Programmes (European Approach)<sup>2</sup>, are highly valued by the higher education community and Member States, but implementation remains scarce due to divergent national approaches.
8. Joint programmes have become a hallmark of the European Education Area and are highly valued by all higher education stakeholders. Adequate quality assurance arrangements are a pre-requisite for ensuring these joint programmes can be widely implemented across the Union. Awarding a joint European degree label on the basis of predefined criteria could help tackle existing issues related to quality assurance and accreditation of joint programmes. Further momentum for making it easier for higher education institutions engaged in transnational cooperation to provide joint programmes and award joint degrees, in accordance with the Bologna instruments, could be provided by a joint European degree at a later stage.
9. While discussions on the joint European degree are ongoing, a decision on its possible introduction has not yet been taken by the Council of the European Union and any reference to a joint European degree in this Council Recommendation should be understood in this sense. Clear and detailed information will be needed for the Council to make an evidence-informed decision on the next steps towards the joint European degree.
10. The European criteria in Annex II set out the key features of the joint European degree label and guarantee the respect of the highest standards to offer transnational programmes and showcase the specific European nature of such a label. These criteria are neither mandatory nor legally binding, but to ensure mutual trust, the joint European degree label is only awarded when all these criteria are met.
11. The set of European criteria for the joint European degree label may represent a basis for those to be applied to the joint European degree at a later stage if, further to its analysis of the Commission's evaluation report on the implementation of the joint European degree label and the feasibility study on a joint European degree as described in the Council Resolution on a joint European degree label and the next steps towards a possible joint European degree: boosting Europe's competitiveness and the attractiveness of European higher education, the Council decides to take steps towards the introduction of a joint European degree. The feasibility study should include a thorough evaluation of the European criteria on the basis of which the joint European degree would be awarded and the corresponding quality assurance procedures as a basis for the Council decision on the criteria of the possible joint European degree.
12. In accordance with the Council Recommendation on building bridges for effective European higher education cooperation<sup>3</sup>, several Member States encourage the use of the European Approach and are gradually moving towards more institutional external quality assurance systems and by doing so, making transnational higher education cooperation more effective and flexible. Reinforcing internal quality assurance systems is an important step towards speeding up processes while ensuring the highest quality standards.

<sup>2</sup> The approach, approved by EHEA ministers in May 2015, aims to 'dismantle an important obstacle to the development of joint programmes by setting standards for these programmes that are based on the agreed tools of the EHEA, without applying additional national criteria'.

<sup>3</sup> Council Recommendation of 5 April 2022 on building bridges for effective European higher education cooperation (OJ C 160, 13.4.2022, p. 1).

- 
13. Alliances of higher education institutions, such as European Universities alliances, are at the forefront of transnational cooperation. Council conclusions on the European Universities initiative – Bridging higher education, research, innovation and society: Paving the way for a new dimension in European higher education<sup>4</sup> state that ‘European Universities’ aim to contribute to the quality of transnational cooperation through interinstitutional strategies that combine learning and teaching, research, innovation and knowledge transfer into the economy and society, and contribute to policy and societal change. They are also important platforms for further developing the research and innovation dimensions within higher education institutions that need to pursue research-based learning, as well as long-term flexible and attractive research and teaching careers. These alliances commit to taking their cooperation to the next level by setting up European inter-university campuses where joint educational provision is the norm. As a key step in the creation of these campuses, alliances are building internal quality assurance systems that ensure that the quality of their joint educational provision meets the highest standards. Doing so will provide assurance to their stakeholders and will facilitate the joint provision of education. Key building blocks have been identified to start the exploration of a dedicated quality assurance framework and assess its use.
  14. Automatic mutual recognition of qualifications and learning periods abroad is necessary to make learning mobility a reality for all, to support balanced brain circulation among all Member States, and to foster competitiveness. In the 2018 Council Recommendation on automatic mutual recognition of higher education and upper secondary qualifications and the outcomes of learning periods abroad<sup>5</sup>, Member States were recommended to put in place the steps necessary to achieve automatic mutual recognition for the purpose of further learning without having to go through a separate recognition procedure, so that a higher education qualification acquired in one Member State is automatically recognised at the same level, for the purpose of accessing further studies, in the others, without prejudicing a higher education institution’s or the competent authorities’ right to set specific admission criteria for specific programmes or to check the authenticity of documents. Robust quality assurance systems are the foundation for building the necessary trust to ensure automatic recognition.
  15. This Recommendation fully respects the principles of subsidiarity, institutional autonomy and academic freedom, and will be implemented in accordance with national circumstances and in cooperation with Member States and all relevant stakeholders.

#### **HAS ADOPTED THIS RECOMMENDATION:**

##### **Improving all quality assurance systems**

1. It is recommended that Member States:
  - a) foster the continuous improvement of quality assurance, including with a view to enhancing the quality and relevance of higher education, and keep a high level of transnational trust and accountability within higher education institutions;
  - b) ensure that quality assurance systems are fit for purpose and hence able to respond to key societal, technological and economic developments affecting higher education. Higher

<sup>4</sup> Council conclusions on the European Universities initiative – Bridging higher education, research, innovation and society: Paving the way for a new dimension in European higher education (OJ C 221, 10.6.2021, p. 14).

<sup>5</sup> Council Recommendation of 26 November 2018 on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad (OJ C 444, 10.12.2018, p. 1).

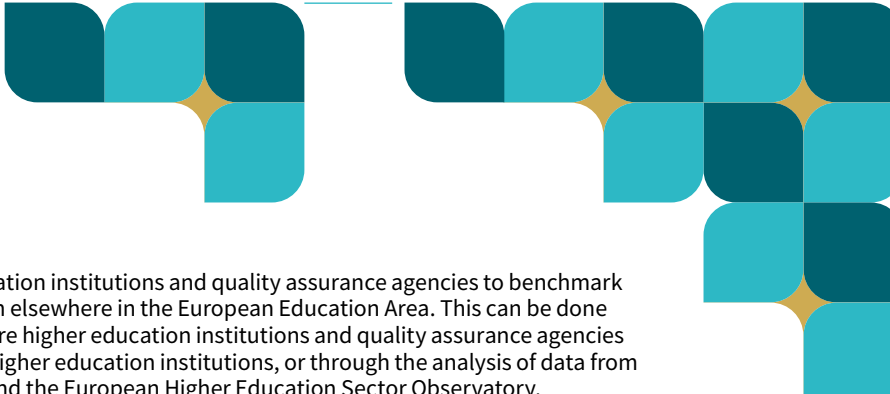
education systems may take inspiration from existing good practices to address these aspects in different ways, for example by encouraging higher education institutions to include them in their internal quality assurance procedures, incorporating specific objectives in their regular external quality assurance or through focused or thematic quality reviews at system level. The main responsibility for the quality of their educational provisions lies with the higher education institution. Such an approach should be carried out in full alignment with the ESG, and could include topics such as:

- i) promotion and protection of fundamental academic values, as defined by the Bologna process;
  - ii) the relevance of teaching and learning outcomes for personal development, employability and active, critical and responsible citizenship, building, for example, on information from graduate tracking or closer cooperation with social partners, including curriculum design and offering internship opportunities<sup>6</sup>;
  - iii) whether programmes (leading to a full degree or micro-credentials) are enhancing the competences (that is to say knowledge, skills and attitudes) of students and lifelong learners on key societal and economic priorities, such as the green and digital transitions;
  - iv) relevant synergies between education, including vocational education and training, research, innovation, and service to society;
  - v) inclusive higher education, as defined by the Bologna process, fostering, among other things, accessibility and gender equality, as well as student-centred learning and well-being;
  - vi) attractive and sustainable academic careers and working conditions<sup>7</sup>;
  - vii) strategies to strengthen international cooperation;
- c) when possible, ensure that for higher education institutions, external quality assurance processes are fit for purpose and resource-efficient to avoid additional administrative burden.
  - d) ensure that decisions on accreditation, registration and evaluation of higher education institutions and programmes are made in a transparent and objective way, in accordance with the ESG, with appropriate expert input and the participation of the higher education community, including students and academic and administrative staff, in fostering a quality culture.
  - e) encourage higher education institutions to follow up the extent to which quality assurance procedures lead to an improvement in the quality of educational provision.
  - f) encourage the publication of quality assurance reviews (be it at institutional or programme level) in the Database of External Quality Assurance Results (DEQAR) and facilitate their translation, in order to improve the transnational transparency of the quality of higher education provision.
  - g) ensure that institutional internal quality assurance systems cover the whole range of a higher education institution's educational provision. For educational provision leading to micro-credentials, use the European approach to micro-credentials for lifelong learning and employability and the European principles for the design and issuance of micro-credentials<sup>8</sup> as a reference.
  - h) support and encourage quality assurance agencies to organise mutual learning activities,

<sup>6</sup> Council Recommendation of 20 November 2017 on tracking graduates (OJ C 423, 9.12.2017, p. 1).

<sup>7</sup> As defined in the Council Recommendation of 25 November 2024 on attractive and sustainable careers in higher education (OJ C, C/2024/7282, 5.12.2024, ELI: <http://data.europa.eu/eli/C/2024/7282/oj>).

<sup>8</sup> As outlined in Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (OJ C 243, 27.6.2022, p. 10).



allowing national higher education institutions and quality assurance agencies to benchmark their practices with those from elsewhere in the European Education Area. This can be done through bench-learning<sup>9</sup>, where higher education institutions and quality assurance agencies can learn from other leading higher education institutions, or through the analysis of data from European graduate tracking and the European Higher Education Sector Observatory.

### **Exploring the development of a dedicated framework for quality assurance for alliances of higher education institutions**

2. It is recommended that Member States participate in the exploration of the development of a dedicated European framework to enable any type of alliance of higher education institutions engaged in sustainable, long-term cooperation that goes beyond ad-hoc or project-based cooperation to undergo a joint external evaluation of its joint internal quality assurance arrangements, covering all joint actions or at least the participating institutions' joint educational provision, such as joint programmes or joint micro-credentials, when needed. This work should include the following actions:
  - a) working together with quality assurance stakeholders and alliances of higher education institutions to explore the development of this dedicated quality assurance framework based on the building blocks included in Annex I to this Recommendation and test it, drawing on the results of the Erasmus+-funded EUniQ<sup>10</sup> and IMINQA<sup>11</sup> projects, where relevant;
  - b) evaluating the need for this dedicated framework with a specific focus on whether it can lead to a significant reduction of administrative burdens and bring a clear added value for higher education institutions and other relevant actors;
  - c) on the basis of the outcomes of the evaluation, allowing EU quality assurance agencies registered in the EQAR and those EU agencies which fully implement the European Approach for Quality Assurance of Joint Programmes to carry out such an external quality assurance evaluation, based on this framework;

### **Making programme or combined approaches to external quality assurance more agile**

3. It is recommended that Member States:
  - a) facilitate transnational cooperation and the agility of higher education systems by:
    - i) supporting higher education institutions to put in place or enhance a robust internal quality assurance process, and develop a strong institutional quality culture;
    - ii) once higher education institutions have a robust internal quality assurance process, encourage the move towards an institutional approach for quality assurance, for example by limiting compulsory programme accreditation by quality assurance agencies to initial accreditation for new programmes and, when possible, introducing self-re-accreditation procedures as part of the internal quality assurance process;
    - iii) strengthening the evidence-based approach to quality assurance, using a range of data, including from graduate tracking and the European Higher Education Sector Observatory; and

<sup>9</sup> Bench-learning is defined as a process for creating a systemic and integrated link between benchmarking and mutual learning activities in all the fields related to quality assurance in the field of higher education.

<sup>10</sup> The EUniQ project developed an approach for comprehensive quality assurance of European Universities.

<sup>11</sup> IMINQA is the umbrella project to support the Bologna Thematic Peer Group on Quality Assurance.

- iv) supporting peer learning and capacity building for higher education institutions to strengthen their quality culture in the transition towards an institutional approach to external quality assurance;
- b) where not yet implemented, allow and encourage the use of the European Approach by:
  - i) removing quality assurance criteria added at national level or any other potential administrative or regulatory barrier;
  - ii) creating an enabling environment that provides guidance and support to people working in quality assurance, taking into account institutional autonomy;
  - iii) encouraging an environment where no financial disadvantage arises from its use in comparison to procedures carried out at national level.

### **Building the foundations towards the joint European degree label**

It is recommended that the joint European degree label is only awarded:

- a) when all the European criteria for a joint European degree label set out in Annex II are met,  
and
  - b) to quality assured according to the ESG or recognised programmes, depending on national circumstances, in order to ensure the application of common standards and the quality and credibility of the label.
4. It is recommended that Member States:
- a) allow EU quality assurance agencies registered in the EQAR and those EU agencies which fully implement the European Approach for Quality Assurance of Joint Programmes to:
    - i) award the joint European degree label<sup>12</sup> to joint degree programmes built on the existing Bologna instruments and meeting the ESG as well as all European criteria set out in Annex II, where a programme or combined approach to external quality assurance is required;
  - or
  - ii) grant all types of higher education institutions subject to national or regional external quality assurance at institutional level the ability to self-award the joint European degree label to their joint degree programmes based on internal quality assurance and compliance with the existing Bologna instruments, ESG and all European criteria;
  - b) identify ways to complement the regular ESG review of the work of national quality assurance agencies in ensuring that joint programmes meet the European criteria; and create a repository of joint programmes that have met the European criteria and are eligible to award a joint European degree label.
  - c) work with the Commission to assess whether the European criteria for a joint European degree label can also be applied to higher education programmes at EQF level 5 where applicable.

<sup>12</sup> As mentioned in point 12 of the Council Recommendation of 5 April 2022 on building bridges for effective European higher education cooperation (OJ C 160, 13.4.2022, p. 1).

## Implementing automatic recognition

5. It is recommended that Member States:
  - a) encourage and support the evaluation of the implementation of automatic mutual recognition<sup>13</sup> through the internal and external quality assurance processes of higher education institutions;
  - b) develop, in close cooperation with higher education institutions and other stakeholders involved, and issue clear guidance for higher education institutions on how to distinguish between automatic recognition of a qualification for access and higher education institutions' right to make decisions on admission to a specific programme. Review that guidance as needed, building on the outcomes of Erasmus+ accelerator team reviews<sup>14</sup> for the implementation of automatic recognition;
  - c) support higher education institutions in taking a learning outcomes approach with regard to admission procedures, without prejudice to the ability of these institutions to determine their own specific admissions criteria;
  - d) work with higher education institutions and national or regional recognition bodies to monitor recognition decisions, enhancing data collection and evidence-based approaches at the institutional, regional, national and European levels;
  - e) support higher education institutions in issuing all degrees and micro-credentials in a format compatible with the European Digital Credentials for Learning (EDC) standards, including the European Learning Model, as a key enabler of automatic recognition, through EDC's in-built checks of authenticity and proof of quality assurance and accreditation;
  - f) encourage and support capacity building and networking for staff in ENIC-NARIC centres and higher education institutions through training and digital tools, including in artificial intelligence, and ensure close cooperation with recognition and quality assurance authorities;
  - g) support close cooperation between staff working in recognition and in quality assurance both at the national and European level, between the ENIC-NARIC network and the European Association for Quality Assurance in Higher Education (ENQA).
6. It is recommended that Member States follow up on these Recommendations as soon as possible to allow all types of higher education institutions to implement the joint European degree label and explore the path towards a joint European degree, in line with the Council Resolution on a joint European degree label and the next steps towards a possible joint European degree: boosting Europe's competitiveness and the attractiveness of European higher education. They are invited, in the context of the European Education Area framework working structures<sup>15</sup>, to inform the Commission regularly of the measures taken at the appropriate level to support the objectives of this Recommendation as essential steps towards achieving and further developing the European Education Area.

<sup>13</sup> As defined in the Council Recommendation of 26 November 2018 on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad (OJ C 444, 10.12.2018, p. 1).

<sup>14</sup> As recommended in the Report from the Commission to the Council on the implementation of the Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad, 23 February 2023, COM(2023) 91 final.

<sup>15</sup> As detailed in the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) (OJ C 66, 26.2.2021, p. 1).

**INVITES THE COMMISSION TO:**

7. Support the further development of the Database of External Quality Assurance Results (DEQAR)<sup>16</sup>, managed by the EQAR, to use it as the repository of the programmes that were awarded the joint European degree label, building on good practice by National Academic Recognition Information Centres (NARIC) that use it for automatic recognition.
8. Continue providing support for the development and promotion of graduate tracking practices to enhance the quality and relevance of higher education, as well as improving its comparison and benchmarking across countries and institutions.
9. Continue sharing with the Member States and the wide higher education community the accumulated experience of transnational cooperation initiatives such as European Universities alliances and programmes like Erasmus Mundus Joint Masters, Marie Skłodowska-Curie Actions (MSCA) Joint Doctorates or the specialised education programmes funded via the Digital Europe Programme<sup>17</sup>.
10. Encourage Member States to use the Technical Support Instrument (TSI) to access tailor-made technical expertise to design and implement the necessary reforms in the area of higher education, including by improving the governance and quality assurance mechanisms for higher education institutions.
11. Support bench-learning between quality assurance agencies.

Done at Brussels, 12 May 2025.  
For the Council The President  
B. NOWACKA

<sup>16</sup> DEQAR is the Database of External Quality Assurance Results for quality assurance agencies listed on the European Quality Assurance Register for Higher Education (EQAR). All EQAR-registered agencies can publish their reports in the Database. Participation in DEQAR is voluntary.

<sup>17</sup> Regulation (EU) 2021/694 of the European Parliament and of the Council of 29 April 2021 establishing the Digital Europe Programme and repealing Decision (EU) 2015/2240 (OJ L 166, 11.5.2021, p. 1).

## ANNEX I

# Building blocks for exploring the development of a dedicated framework for quality assurance for alliances of higher education institutions

### 1. INTRODUCTION

The following building blocks are formulated to serve as a basis for exploring a full framework for a new quality assurance approach for alliances of higher education institutions. They benefit from the outcomes of the Erasmus+ funded projects QA-FIT and IMINQA. These building blocks were analysed together with quality assurance stakeholders and are not intended to duplicate any other quality assurance processes. They will be further explored together with Member States and higher education stakeholders. They will serve as a voluntary tool that alliances of higher education institutions may use to ensure the quality and the efficiency of their jointly managed activities.

### 2. PURPOSE

In line with the principles of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), a quality assurance evaluation would combine the twin purposes of accountability and enhancement, namely:

- a) contribute to the alliance's quality enhancement and support the alliance in achieving its objectives; and
- b) allow the alliance to demonstrate the quality of its jointly managed activities.

As a result, the evaluation, to be carried out by a quality assurance agency selected by the alliance, would:

- a) acknowledge that the cooperation of higher education institutions is an alliance, within the meaning of this Recommendation;
- b) lead to a reduction in the administrative burden for the alliance, by enabling jointly managed activities to undergo external quality assurance on a joint basis and only once during a set period of validity, instead of being subject to multiple national external quality assurance systems; and
- c) facilitate the quality assurance of joint educational provision by alliances, for example, joint programmes or micro-credentials.

### 3. PRINCIPLES

The evaluation methodology developed by quality assurance agencies would:

- a) reflect the autonomy and diversity of alliances;
- b) encourage an alliance to establish a joint internal quality assurance system covering all its joint education provision;

- c) follow a once-only principle: the joint educational provision would be externally quality-assured only once within the same period of validity; and
- d) integrate all relevant parts of the ESG, the European Approach for Quality Assurance of Joint Programmes and, where relevant, the European criteria for the joint European degree label as set out in Annex II to this Recommendation.

#### 4. ELIGIBILITY

The evaluation would be open to any alliance of higher education institutions in the European Higher Education Area.

The alliance should have some form of alliance-level internal quality assurance that takes responsibility for certain jointly managed activities.

#### 5. SCOPE

The focus of the evaluation would be the effectiveness of the alliance's internal quality assurance and quality enhancement mechanisms. The alliance should determine and make transparent which joint educational provision and activities are subject to the common, alliance-level internal quality assurance.

#### 6. KEY FEATURES

The evaluation would be based on standards that fully incorporate ESG Part 1.

The standards could also include confirmation that the alliance's internal quality assurance ensures that:

- a) joint education programmes offered by the alliance comply with the standards of the European Approach for Quality Assurance of Joint Programmes; and
- b) joint education programmes meet the European criteria to deliver the joint European degree label if the alliance decides to deliver it.

The evaluation should be carried out by a EU quality assurance agency registered in the EQAR or a EU agency fully implementing the European Approach for Quality Assurance of Joint Programmes, chosen by the alliance.

The evaluation should have a consistent methodology and procedure, to be set out in a full framework to be explored based on these building blocks, which are applied regardless of the agency performing the evaluation.

The methodology would ensure that each procedure is tailored to the individual alliance, considering the alliance's mission, composition (for example, size and geographic spread), and the scope of jointly managed activities.

## 7. RESULTS AND CONSEQUENCES

The evaluation would result in a decision by the EU quality assurance agency registered in the EQAR or the EU agency fully implementing the European Approach for Quality Assurance of Joint Programmes, which could be positive, positive with conditions or negative.

Taking into account national requirements, a positive evaluation decision would give the alliance the right to:

- a) self-accredit its joint educational provision covered by the evaluation, using the European Approach for Quality Assurance of Joint Programmes standards; and
- b) use the joint European degree label for those programmes that comply with the European criteria for a joint European degree label.

Member States could recognise a positive evaluation decision as follows:

- a) for national external quality assurance at institutional level: exempt all joint education provision that is covered by a joint internal quality assurance that passed the evaluation from undergoing additional national quality assurance procedures; and
- b) for national external quality assurance at programme level: exempt all programmes that are covered by a joint internal quality assurance that passed the evaluation from undergoing additional national quality assurance procedures.

## ANNEX II

### European criteria for a joint European degree label

#### The European criteria are divided into two categories:

- The first category focuses on programme organisation<sup>1</sup>, based on criteria included in the ESG and the European Approach<sup>2</sup>;
- The second category focuses on the European dimension and includes the value-driven criteria, reflecting the importance of common European values. It promotes the values of the European Higher Education Area (academic freedom, academic integrity, institutional autonomy, student and staff participation in higher education governance, public responsibility for higher education and public responsibility of higher education) and multilingualism, inclusiveness, environmental sustainability, interdisciplinarity, learning opportunities beyond academia and employ-ability and digitalisation as the set of elements making the joint European degree label unique. In this respect, it is important for participating higher education institutions to have been awarded the Erasmus Charter for Higher Education and to have included the European dimension criteria in their joint arrangements<sup>3</sup>.

The European criteria are structured in two categories to clearly reflect the primary responsibility of higher education institutions for safeguarding academic values, while acknowledging the importance of the European dimension.

The European criteria for awarding the joint European degree label are subject to verification by either a EU quality assurance agency registered in the European Quality Assurance Register for Higher Education (EQAR) or a EU agency fully implementing the European Approach for Quality Assurance of Joint Programmes or, for example in the case of self-accrediting institutions, through self-evaluations. The criteria for awarding the joint European degree label are verified on the basis of self-declarations and accreditation or evaluation reports, as well as key documents outlining the joint programme's arrangements, such as consortium agreements among other things.

<sup>1</sup> Programme organisation refers to how the joint programme is set up and how it functions across partner institutions.

<sup>2</sup> Within a process of dynamic alignment, future changes to the ESG and the European Approach should also apply to the criteria for awarding the joint European degree label.

<sup>3</sup> Joint programme arrangements refer to the procedural and legal framework that regulates the joint programme's delivery and design. Joint arrangements can cover, for example, joint admission, student selection, joint curriculum, quality assurance procedures, assessment, the grading system, joint governance, sustainability policies, financial organisation, joint alumni approach, communication and dissemination strategy, joint intellectual property policies. Such arrangements are usually set in joint documents such as the consortium agreement.

| European criteria for a joint European degree label |   | EQF Levels |
|---|---|------------|
| <b>A. Programme organisation criteria</b>           |   |            |
| A1. Higher education institutions involved          | The joint programme is offered by at least 2 higher education institutions from at least 2 different Member States.   | 6, 7, 8    |
| A2. Transnational joint degree delivery             | The joint programme is jointly designed and jointly delivered by all the higher education institutions involved.  | 6, 7, 8    |
|   | The joint programme leads to the award of a joint degree.   | 6, 7, 8    |
|   | A joint Diploma Supplement is issued to students.   | 6, 7       |
|   | The joint programme describes the learning outcomes and credits in line with the ECTS Users Guide.  | 6, 7       |
| A3. Joint arrangements for the joint programme      | <p>The joint programme has joint policies, procedures and/or arrangements defining curriculum planning and delivery, as well as all organisational and administrative matters.</p> <p>Students' representatives are part of the decision-making process to define the joint policies and procedures and/or arrangements.</p>  | 6, 7, 8    |
| A4. Quality assurance arrangements                  | Internal and external Quality Assurance is conducted in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The higher education institutions, the field of study or the programme are evaluated by a EU quality assurance agency registered in the EQAR or a EU agency fully implementing the European Approach for Quality Assurance of Joint Programmes. | 6, 7, 8    |
|   | The joint programme is evaluated using the standards of the European Approach for Quality Assurance of Joint Programmes (European Approach).  | 6, 7, 8    |
| A5. Graduate tracking                               | The joint programme monitors graduates through a graduate tracking system or using data collected by the European Higher Education Sector Observatory.  | 6, 7, 8    |

| European criteria for a joint European degree label    |   | EQF Levels |
|--|---|------------|
| <b>A. Programme organisation criteria</b>              |   |            |
| A6. Student-centred learning                           | The joint programme is designed and continuously enhanced and delivered in a way that encourages students to take an active role in the learning process. Assessment of students reflects this approach.  | 6, 7, 8    |
| A7. Transnational campus – access to services          | The programme has joint policies for students and staff to have access to relevant services in all participating higher education institutions under conditions equivalent to those for all enrolled students and local staff <sup>4</sup> .  | 6, 7, 8    |
| A8. Flexible and embedded student mobility             | The joint programme offers student physical mobility of at least 30 ECTS (that can be split over several stays) at one or more partner institution(s). The joint programme has a policy offering alternatives for students who are unable to travel, such as virtual exchanges and/or blended mobility. | 6, 7       |
|  | The joint programme offers at least 6 months of physical mobility at one or more partner institution(s).<br><br>The joint programme has a policy offering alternatives for students who are unable to travel.   | 8          |
| A9. Co-evaluation and co-supervision for dissertations | Dissertations are supervised by at least 2 supervisors and co-evaluated by co-supervisors or a committee with members from at least 2 different institutions located in 2 different countries.  | 8          |

<sup>4</sup> This does not imply an automatic right to financial benefits such as scholarships or social security at all institutions.

| European criteria for a joint European degree label              |   | EQF Levels |
|--|---|------------|
| <b>B. European dimension criteria</b>                            |   |            |
| B2. Opportunities for learning beyond academia and employability | The joint programme's arrangements foresee opportunities to broaden the learning experience of students beyond the academic context, tailored to the nature and circumstances of the joint programme, including labour market requirements incorporating inter-sectoral components or activities and development of transversal skills <sup>5</sup> .   | 6, 7, 8    |
| B3. Digitalisation   | The joint programme's arrangements include opportunities for students to develop adequate digital skills and competence, tailored to the nature and circumstances of the joint programme.   | 6, 7, 8    |
| B4. Values   | The joint programme's arrangements adhere to the values of the European Higher Education Area (academic freedom, academic integrity, institutional autonomy, student and staff participation in higher education governance, public responsibility for higher education, and public responsibility of higher education) and include a commitment to promote common European values <sup>6</sup> and democratic citizenship. | 6, 7, 8    |
| B5. Multilingualism  | The joint programme's arrangements offer opportunities to equip each student with language skills through exposure to at least 2 different EU languages <sup>7</sup> during learning activities or mobility.  | 6, 7, 8    |

<sup>5</sup> Such opportunities include, but are not limited to, elements such as cooperation with economic and social sectors in curricula design and/or implementation, internships, work-based learning, secondment / placement, volunteering, service learning and challenge-based approaches.

<sup>6</sup> As expressed in Article 2 TEU and the Charter of Fundamental Rights of the European Union.

<sup>7</sup> Exposure to EU languages can take place in active and/or passive use of language(s), at any level in teaching and/or learning activities, examinations, research activities, professional or civic engagement activities and during mobility periods, including by going on mobility to a country where a different language is predominantly used in daily life.

| European criteria for a joint European degree label |   | EQF Levels |
|---|---|------------|
| <b>B. European dimension criteria</b>               |   |            |
| B6. Inclusiveness                                   | The joint programme's arrangements include a commitment to wide participation by fostering diversity, equality, and inclusion and by adopting tailored measures to support students and staff with fewer opportunities.   | 6, 7, 8    |
|   | The joint programme's arrangements include a commitment to respect the principles of the European Charter for Researchers.  | 8          |
| B7. Environmental sustainability                    | The joint programme's arrangements include policies and actions related to environmental sustainability and implement measures to minimise the environmental footprint of its activities, and foresee opportunities for students to develop adequate green skills and competences, tailored to the nature and circumstances of the joint programme. | 6, 7, 8    |

### ANNEX III

## Glossary of Terms

**Alliance:** refers to a group of at least two European higher education institutions that have entered into transnational long-term, structural cooperation that is confirmed in a joint mission statement endorsed by each member of the alliance's relevant decision-making bodies at institutional level. This cooperation involves joint decision-making on governance and has offering joint education provision as a core mission. Notable examples include those alliances of higher education institutions funded under the European Universities initiative.

**Educational provision** refers to higher education provision in its broadest sense, including programmes leading to a full degree, courses leading to a micro-credential and provision that is not part of a programme leading to a formal degree.

**European Approach for Quality Assurance of Joint Programmes:** approach that has been approved in May 2015 by European Ministers responsible for higher education and that has been developed to ease external quality assurance of these programmes: it defines standards that are based on the agreed tools of the EHEA, without applying additional national criteria. The approach is expected to facilitate integrated approaches to quality assurance of joint programmes, which genuinely reflect and mirror their joint character. The approach is available at: [www.eqar.eu/assets/uploads/2018/04/02\\_European\\_Approach\\_QA\\_of\\_Joint\\_Programmes\\_v1\\_0.pdf](http://www.eqar.eu/assets/uploads/2018/04/02_European_Approach_QA_of_Joint_Programmes_v1_0.pdf)

**Evaluation:** refers to a quality assurance review of a higher education institution or educational provision, carried out either internally or externally.

**Joint degree programme** refers to a joint programme leading to a joint degree.

**Joint European degree:** The final shape and definition of the concept of ‘joint European degree’ is to be determined when the Council decides to take steps towards its introduction, following the analysis of the Commission’s evaluation report on the implementation of the joint European degree label and the feasibility study on the joint European degree as described in the Council Resolution on a joint European degree label and the next steps towards a possible joint European degree: boosting Europe’s competitiveness and the attractiveness of European higher education. At this stage, it can be defined as follows: A joint degree awarded to students to certify the completion of a joint programme delivered by two or more higher education institutions from different countries, including at least two EU Member States. The joint programme leading to the award of the joint European degree meets a common set of European criteria and is quality assured according to the ESG and the European Approach, which should facilitate automatic recognition in the EU. Where required by national qualification frameworks, the joint European degree may be integrated into national legislation to facilitate its implementation across the countries of the participating institutions.

**Joint European degree label:** A quality label granted to joint programmes delivered through transnational cooperation between higher education institutions from different countries, including at least two EU Member States, to act as a branding tool, promoting compliance with European standards and providing visibility and prestige to the labelled joint programmes. The label is granted based on common European criteria following an assessment by competent accreditation or quality assurance authorities, such as self-accrediting universities, accreditation agencies, or quality assurance bodies.

**Jointly managed activities:** refers to those activities of the alliance and its member higher education institutions that the alliance have decided to make subject to the alliance’s joint internal quality assurance system.

**Joint programme** refers to an integrated curriculum coordinated and offered jointly by different higher education institutions, leading to double/multiple degrees or a joint degree.

**Quality assurance** refers to the processes, both internal and external, carried out by a higher education institution or quality assurance agency, to ensure a learning environment in which the content of programmes, learning opportunities and facilities are equitable and fit for purpose. Quality assurance activities have the twin purposes of:

- **Accountability:** A quality assurance system assures the higher education community and the public of the quality of the higher education institution’s activities by compliance with a set of standards. It can be the basis for providing certain rights to the institution: recruiting students, awarding degrees, obtaining public funding.
- **Enhancement:** Quality assurance systems also provide advice and recommendations to and within higher education institutions on how they might improve what they are doing.

Taken together, accountability and enhancement of a quality assurance system create trust in the higher education institution’s performance. They are key to supporting the development of a quality culture that is embraced by all: from the students and staff to the institutional leadership and management. The term ‘quality assurance’ is used in this document to describe all activities within the continuous improvement cycle, i.e., both accountability and enhancement activities.

- a) **Internal quality assurance** refers to the processes carried out internally by the higher education institutions themselves. They are usually developed as part of the quality assurance strategy of higher education institutions, acknowledging their primary responsibility for the quality of their provisions and its assurance.

- b) **External quality assurance** refers to the processes carried out by quality assurance agencies.
- c) **Institutional approach to external quality assurance** means that the institution needs to go through an external quality assurance process at institutional level only, to assess the effectiveness of the internal quality assurance processes of the institution, and whether the institution has a sufficiently mature quality culture to ensure the high quality of its learning provisions. It allows the institution to develop and deliver programmes without the need for an external quality review at programme level (this is called self-accreditation in many countries).
- d) **Programme approach to external quality assurance** means that each individual programme (or group of programmes) to be delivered by one or more higher education institution needs to go through an external quality assurance process review.
- e) **Combined approach to external quality assurance** refers to a situation where a higher education system has both institutional and programme approaches to external quality assurance. This is the case in most higher education systems in the EU<sup>1</sup>.

**Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG):** are a set of standards and guidelines for internal and external quality assurance in higher education. The ESG are not standards for quality, nor do they prescribe how the quality assurance processes are implemented, but they provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education. The ESG should be considered in a broader context that also includes qualifications frameworks, ECTS and the Diploma Supplement that also contribute to promoting the transparency and mutual trust in higher education in the EHEA. The ESG are available at: [www.enqa.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area](http://www.enqa.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area).

<sup>1</sup> In responses to a 2023 Commission survey on the implementation of the Council Recommendation on building bridges for effective European higher education cooperation, 14 ministries reported that they apply a combined approach to external quality assurance.

## See more

Examples of joint degrees implemented under the Erasmus Mundus and Erasmus+ programmes are available on:

- the European Commission website ([Projects Results Platform](#)). See here:
- and the [Erasmus Mundus Course Catalogue](#). This is a list for use by those interested in applying for Erasmus Mundus Joint Masters.



The analysis of data on projects accepted in subsequent calls for proposals shows that projects that received funding in the first phase of the programme (Erasmus Mundus 2004–2008) were often continued in the second phase of the programme (2009–2013), and then in the Erasmus+ programme (2014–2020 and 2021–2027). This can be easily explained – a submitted and positively assessed application becomes a project, and receives its supervisor at the European Executive Agency (EACEA), who helps in proper implementation in terms of organisation, self-monitoring and financial management. An experienced project implementer participating in subsequent competitions as an applicant is able to prepare better application for funding so that it meets all the award criteria. Applicants participating in the competition for the first time, despite incentives for newcomers, find it difficult to compete with those with experience.

At the [www.frse.org.pl](http://www.frse.org.pl) the list of projects implemented with participation of Polish institutions is available. Due to difficulties in accessing reliable source of data, this list cannot be considered exhaustive. However, it shows which universities have been the most active partners/associate partners in Erasmus Mundus joint master's (or Erasmus Mundus joint doctorates – phase 2009–2013) to date on.

This publication summarises the contribution made by the Foundation for the Development of the Education System (FRSE) – the National Agency for the Erasmus+ Programme and the European Solidarity Corps – to the international debate on joint and double programmes in Europe. It contains texts by key stakeholders, including academics and experts, materials from a conference held in Łódź in November 2025, and documents on the development of cooperation in higher education adopted by the Council of the European Union during the Polish Presidency of the Council.

Foundation for the Development of the Education System operates since 1993. It is the Polish National Agency of the Erasmus+ Programme and the European Solidarity Corps for 2021–2027, also implementing projects of the European Funds for Social Development (FERS). The Foundation is responsible for other European educational and informative initiatives in Poland, such as eTwinning, Eurodesk, Eurydice, Europass, Euroguidance, EVET and EPAL. It supports cooperation with countries in the East via the Polish-Lithuanian Youth Exchange Fund, the Polish-Ukrainian Council of Youth Exchange, SALTO-EECA Eastern Europe and Caucasus Resource Centre.

More about the conference:



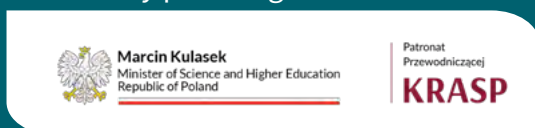
Conferencje organiser:



Host:



Honorary patronage:



Media partner:



Partners:

