

Second EAHEP Workshop

Student Mobility, Joint Degree Programmes and Institutional Development

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OUTCOME REPORT



Compiled by Ad Boeren and Jenneke Lokhoff

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1. Introduction

International student mobility is being promoted for a variety of reasons with real and assumed benefits for the individual student, the receiving educational institution and country, and the sending organization and country. In the last decade many seminars and conferences have been organized to discuss the practical, legal and political bottlenecks which influence international student mobility. By now, an extensive inventory is available of the major problems involved in the process, and of the preconditions that need to be met in order to solve them.

Thus while the problems of realising student mobility and exchanges are now widely addressed, less attention has been paid to the subsequent benefits mobility may bring: improving the quality of education and research, and strengthening the capacity of institutions to internationalize their programmes and services. At a first glance, the beneficial relationship between student mobility, academic improvements, and institutional strengthening seems obvious. But, is this really true or is it an assumption? Are these benefits implicit or must the institution work to realise them? And further, what kind of mobility is the most beneficial for academic institutes? Participation in exchange programmes, structural agreements with institutions on course level can be effective avenues for mobility, yet the emergence of joint or double degree-programmes perhaps provide a more sophisticated and structured level of institutional collaboration.

The High Level Expert Forum on Mobility¹ suggests that the delivery of more joint and double degrees would increase opportunities for mobility. It may be argued that - although the Bologna process creates favourable conditions for academic partnerships and joint degrees- this positive relationship equally applies to collaboration between European institutions and institutions of other world regions, thus including Europe and Asia, the focus of the workshop series carried out by the EU-Asia Higher Education Platform.

This workshop explored the opportunities for improving academic quality through international collaboration in curriculum development and student mobility. It discussed the advantages and disadvantages of linking mobility to joint and double degrees as compared to other forms of academic cooperation and mobility. When focusing on joint degree programmes, the workshop considered the opportunities at institutional level (with regard to reputation and wider institutional quality improvement), at student level (mobility is well organized and recognition of study period abroad is guaranteed) and at staff level (staff-mobility might be more easy to organize)? More specifically it looked at these opportunities in programmes and projects in which European and Asian institutes collaborate.

The Asia-LINK and Erasmus Mundus projects provided the case studies for discussing policies and practices which stimulate or hamper the synergy between mobility and sustainable joint (master degree) programmes.

This report presents the main outcomes of the workshop.

Chapter 2 presents summaries of the key note presentations which dealt with the trends in policies and practices for international collaboration in higher education from a European and an Asian perspective, the strategic importance of joint or double degrees programmes for academic institutes in Malaysia, types of student mobility, and lessons learned from an Asia Link project.

The following two chapters discuss the findings of the workshop based on the contributions of the presenters and the discussions in the workshop sessions. Chapter 3 deals with the pro's and con's of academic mobility and cooperation programmes. Chapter 4 discusses the foundations of international cooperation in higher education.

The report ends with some points for further discussion on the basis of the outcomes of the workshop (Chapter 5).

¹ 'Making learning mobility an opportunity for all', 2008.

Annex 1 gives an overview of the participants in the workshop. Annex 2 list the authors and titles of all contributions and Annex 3 contains the programme of the workshop.

The organizers would like to thank all participants for their enthusiastic and constructive participation in the workshop and the keynote speakers and presenters for their inspiring and excellent contributions. A special word of appreciation goes to the participants who volunteered to chair the workshop sessions and those who acted as *rapporteurs*.

The strong commitment of all involved made the workshop a very constructive, productive and enjoyable event.

2. Key presentations

2.1 European trends in policies and practices for international collaboration in higher education (Robert Wagenaar)

The Bologna Process and Lisbon Objectives have been instrumental in Europe to promote and stimulate the internationalization of European higher education. The political objectives of these processes are to underpin the European Economic Area (EEA) by one European Higher Education Area (EHEA), to increase the competitiveness of European economy and to make the European labour force more flexible.

In order to achieve these objectives more harmonization at degree system level is crucial. This requires new structures and approaches for (re-)designing degree programmes and methodologies for (re-)designing (trans)national integrated degree programmes. Two initiatives are worth mentioning:

- the 'Joint Quality Initiative', focusing on:
 - descriptors for three cycles (Bachelor, Master, Doctorate);
 - learning outcomes of degree programmes.
- 'Tuning Educational Structures' in Europe, focusing on:
 - cycle level descriptors at subject area level;
 - reference points for subject areas;
 - focus on profiles of degree programmes: diversity and differentiation.

The **Tuning project** (2000-2009) is a project by and for Higher Education Institutions. It started as the universities' response to the challenge of the Bologna Process, but has evolved into a world wide process. Tuning offers:

- a transparent way to (re-)design degree programmes based on the concept of student centred learning;
- a language understood by all stakeholders (employers, professionals and academics);
- an approach respecting and allowing for differentiation / diversity;
- an approach for developing flexible and divers degree programmes in a Lifelong Learning context;
- shared reference points (not standards) at subject area level;
- a methodology for high standard degree programmes in terms of process and outcomes.

The implications of both Joint Quality Initiative and Tuning are a shift from staff oriented to student centred degree programmes.

The Tuning approach is based on 5 consistent features:

- an identified and agreed need;
- a well described profile;
- corresponding learning outcomes phrased in terms of competences;
- the correct allocation of ECTS credits to units;
- appropriate approaches to teaching, learning and assessment.

The Tuning methodology is a good basis for designing integrated transnational programmes, with an agreed profile, common set of competences and learning outcomes and a jointly developed curriculum.

2.2 Student mobility & joint programmes in higher education (Kai Ming Cheng)

1. The trends

Higher Education around the world, and also in Asia is characterized by reform processes.

Reforms are taking place in four domains:

- Rebuilding the national system:
 - expansion of higher education;
 - establishing elite institutions.
- Enhancing private participation:
 - re-positioning the private sector;
 - fostering the philanthropic culture.
- Redefining student learning:
 - restructuring the curriculum;
 - redefining student experiences.
- Internationalizing higher education:
 - globalizing the institutions & World Trade Organization (WTO);
 - facing international competition.

2. The context

The reforms are triggered by social and economic developments which are taking place and which influence the content, delivery and organization of education systems.

While the industrial society was characterized by big companies which employed mostly unskilled laborers, nowadays the post industrial economy is dominated by small enterprises and free-lancers with advanced levels of expertise and skills.

Ming Cheng here points out the differences between the industrial and post industrial economy. In general the industrial economy was characterized as analytic, regulated, structured, clear-cut, uniform, convergent, normative, neat, assertive and reducible to parameters. Opposed to this is today's post industrial economy, which features are: holistic, flexible, loose, fuzzy, plural, divergent, liberal, complex, speculative and tolerant of multiplex concepts.

This shift to the post industrial economy is paralleled by changes in patterns of social relations, expectations on individuals, career patterns and learning requirements. Nowadays individuals face a multitude of jobs and occupations as against a job for life in the industrial society.

In the industrial era, education offered credentials which provided signals for classified and ranked jobs in the labour market. In the post-industrial era, society differentiates people according to their attributes.

3. Distinction & Differentiation

In response to changing demands and global challenges, higher education is characterized by differentiation among institutions, differentiation of credentials and distinction between local talents and global talents.

In the differentiation of institutions ranking has become an important instrument as a measure of the reputation and internationalization of institutions.

As for the differentiation in credentials, the trend is that salary scales for the same credentials differ considerably between disciplines. In Hong Kong for example the salaries for investment banking are 7 times higher than those for social work (Hayley Kan, 2009).

In the modern economies students need to learn to be global. This is best learned through transnational and cross-cultural experiences.

4. Internationalization

Although the goals of internationalization are shared by the stakeholders the implementation varies across institutions in terms of scope and ambition. Some institutions undertake a few international activities and seek publicity in an international language, while others actively stimulate inward and outward staff and student mobility. The most advanced approach is that of adopting international profiles with an international staff and student body, an international language as medium of instruction and working language.

Internationalization poses some issues of concern about the conservation of cultural diversity as opposed to an ever increasing level of westernization. The use of an international language has implications on local culture as well as on efficiency in communications.

Ming Cheng concludes questioning if there is such a thing as an Asian university, considering the –globalized- post industrial economy we are living in nowadays?

2.3 The strategic importance of joint and double degree programmes for academic institutions in Malaysia (Morshidi Sirat)

In his presentation Morshidi Sirat provided an overview of the development of joint and double degree programmes in the context of the development (and maturing) of higher education systems and institutions in Malaysia. Arguably, these programmes provide an excellent opportunity for Malaysian higher education institutions, in particular those in the private sector, to internationalise and enhance their visibility.

In his presentation, Morshidi used the following two working definitions of joint and double degree formulated by Jane Knight (2008).

- Joint degree programme:
 - a joint degree programme awards one joint qualification upon completion of the collaborative programme requirements established by the partner institutions;
 - duration of study not extended.
- Double degree programme:
 - a double degree programme awards two individual qualifications at equivalent levels upon completion of the collaborative programme requirements established by the two partner institutions;
 - duration of the period of study is normally extended beyond the length of a single degree programme.

Joint and double degree programmes in Malaysia are primarily arranged between Malaysian private higher education institutions with institutions in Australia, and the UK (to some extent, with medical schools in Indonesia and Ireland). They are prevalent in undergraduate programmes, but collaborative agreements are becoming important in postgraduate programmes. The programmes lead to an award of:

- one certificate (joint degree; legal entanglement to be overcome; recognition);
- two certificates (two individual qualifications at equivalent levels upon completion).

Collaborations are usually based on a formal agreement among all collaborating institutions (from various countries) covering many aspects of academic programmes and procedures. They may or may not involve physical movement of students, professors, course content and/or training

materials. And, they are meeting Malaysian Quality Assurance standards (and home regulatory systems).

These programmes bring strategic benefits to Malaysia as they improve the attractiveness and competitiveness of Malaysia as higher education hub. Institutions collaboratively redesign their curriculum and reorganize programmes which demonstrates international co-operation and internationalisation efforts.

For the institutions collaborative programmes mean cost savings and improvement of reputation and status (leveraging on reputable partners).

But also students benefit in terms of cost saving, diversity of knowledge, reputation and possibly increased employability.

There are challenges in these collaborations. They regard the higher costs of operation (e.g. travelling), the time factor (e.g. to fit into each others timing, decision-making process), the MoHE non-approval of second certificate (awarded based on programmes not accredited by MQA), and the fact that home grown programmes are not attractive to international students.

Despite the challenges it is clear that international collaborations have a role and are of strategic importance to Malaysia (National Higher Education Strategic Plan). Through better visibility and the fact that they are offering in collaboration with reputable foreign institutions highly recognised qualifications, Malaysia will become a major destination for international students. For Malaysia, these programmes are very strategic for they will play a very important role in achieving the government's objective of turning Malaysia into a regional education hub.

2.4 Landscape of types of student mobility and their academic objectives (Philippe Gourbesville)

Student mobility across the world is increasing every year. In 2009 it was estimated that 2.9 million students studied outside their home country. Top host destinations were United States (20%) and United Kingdom (13%).

For students the main objective seems to be to achieve something different and to get a job. A distinction can be made between long term mobility (more than 1 semester) and short term mobility (several weeks). In the first type the student receives a degree (possibly from several institutions if it is a joint or double degree), in the second he/she receives credits for studying something special and unique.

In his presentation, Gourbesville used his Erasmus Mundus project 'EuroAqua. Hydroinformatics and water management' as an example of an international partnership offering a joint academic programme. The programme involves 5 European universities as consortium partners. Together they developed a new academic programme making use of their individual strengths. The Master degree programme makes intensive use of ICT as it promotes a virtual university concept. 60 Researchers and scientists of the 5 universities are involved in the programme.

The programme makes use of short mobility to enable the students to learn and participate in something that is not offered 'at home' and to develop new skills, to validate credits in an existing degree, and further to promote collaboration between teams and international activities.

The added value of mobility in programmes like EuroAqua is that students obtain a joint degree (or double degree) with a strong recognition and that they learn something special. But above all it improves and develops the student's personal skills related to the international environment in terms of adaptability, self-confidence, autonomy and teamwork.

2.5 Student mobility and institutional capacity building. Building exchanges between master programmes in management of natural resources and rural development (Jamalam Lumbanraja)

Lumbanraja presented the lessons learned from an Asia Link Project on 'Integrated Natural Resources Management and Agricultural Development' (INRAD) in which 2 European and 4 Asian universities worked together in offering MSc courses. The project period is 2007-2010.

Lessons learned:

- defining the training objectives is to be done with the professional sector (e.g. NGOs, extension services, companies), not by academics only. In this way the courses will relate to demands and conditions in the professional sector;
- students should not only be selected on the basis of academic performance, but also on the basis of motivation (50%);
- modular organisation of the curriculum is preferred (one module: 2 to 4 weeks) as it allows for concentration on one topic and it facilitates fieldwork, the involvement of professionals and staff exchanges with other partner universities;
- not more than 50% of the curriculum should consist of lectures (50% practical and personal work) and there should be progression of scales and complexity along the 3 semesters in which the final thesis is a key exercise;
- fieldwork should not consist of demonstration (visits) but involve active participation (surveying, experimenting, measuring, comparing). For the academic staff this may be difficult to accept at first as students raise new questions. There is a need for specific training of trainers in this regard;
- capacity building of the staff is always needed. Combine long term staff training (MSc and PhD) abroad and assistance to the implementation of new courses, with new pedagogical methodologies, firstly by theoretical and pedagogical support to trainers, then by implementing joint training courses;
- capacity to manage partnerships becomes a key issue, including specific skills and financial commitment. Transparency, efficiency, and accountability are therefore required at all levels;
- quality assurance system is part of the product and should include student evaluation for every course, regular tracer studies to document results, and assessment of administrative services.

Conclusions:

- innovation (improving quality) of the training supply is a long term process (5-10 years). Commitment of the institutions in the strategic plan (more autonomous management-funding) is thus essential;
- the role of the stakeholders from "outside" the university is key to student mobility (relevance-quality-collaboration). In addition to the academic collaboration, programmes are job market led and partnerships with professional organisations are therefore essential;
- still the innovation has to be carried by "inside" processes (capacity-services-competitiveness). This involves discussions inside the institutions on accreditation procedures, reform of the curriculum, linkage with practical, adapted procedures, training of trainers, internal quality assurance system.

3. The pro's and con's of mobility and cooperation programmes

3.1 Opportunities and benefits

Student mobility is one form of international academic cooperation and seems to be most effective if the mobility is optional (not compulsory), when both student and the institution benefit from the exchange, and it regards students yet to be settled into a career, as they are most likely to have the resources and mindset both to go abroad and succeed.

The advantage of organizing student mobility in the framework of international cooperation programmes is that student activities will be orientated following the themes and orientation of the cooperation programmes. The disciplines and field of research are clearly defined in the design phase, so students easily choose the most appropriate field of works they have to follow. Students can be selected strictly following the defined criteria of the programmes and students and or young lecturer/researchers can be selected corresponding to the development needs of different faculties or departments of the beneficiary universities. In international cooperation programmes the fellowship source is consistent and stable and the value is usually enough to properly support the student when abroad.

Arrangements made on bilateral bases –**institution to institution**- are most effective as specific terms and conditions can be negotiated and agreed upon by both institutions prior to the exchange.

Mobility periods for **one full academic year** are considered to be more advantageous because they give the student the opportunity to develop cultural, social, linguistic and other competences

and students tend to be more satisfied regarding their overall integration when spending one year abroad. A full year mobility study period is also easier to plan, in view of differences in the academic calendar between Europe and Asia (but also within Asia), which affects the course structure and logistic aspects such as accommodation, arrivals and overall orientation of the students. Some therefore considered setting up mid to long term exchange or joint degree programmes with partner universities the most effective way of student mobility.

Box 1, Prof I. Martins, University of Aveiro - Portugal

Student Mobility Aveiro case study - 3 options

1 – Pre-defined

All students start in one university, all move to the 2nd and then to 3rd

[HEEM]

2 – Balanced

Some students start in one university, others in another. Mobility is defined by coordinating teachers with students trying to keep the flows balanced

[EMMS]

3 – Free

Students choose where to start their studies, where to continue and where to finish them

[JEMES]

I P Martins 2009

is a lack of adequate personal financial resources of the undergraduate students and insufficient funding from the university and/or government agency. In general short term mobility was considered easier to manage and less expensive.

Short term mobility (credit or horizontal mobility, less than a year) can be beneficial in case of short term research projects and/or in case there

There were different views regarding periods abroad resulting in **non-degree granting**. Some considered these to be an advantage, when considering these involve internships in institutions, short stay visits in laboratories, etc. Others however stated that while mobility periods without academic recognition may be rewarding from student perspective, they imply a delay in the expected year of graduation which is not favourable for the institution.

Double and joint degrees

As mentioned, the workshop focused mainly on academic collaboration through double and joint degree programmes. A **double degree** meaning one (joint) programme that results in the awarding of usually two (or more) degrees of the higher education institutions where the programme was followed. A **joint degree** was understood as one programme resulting in one single degree. The workshop participants considered international academic collaboration in joint and double degree programmes important because of a variety of reasons, which are listed below.

One of the considered opportunities and benefits of academic collaboration through joint programmes is that it gives the opportunity to **combine the best practices** and qualities from different partners. Through close academic collaboration during the planning of a new programme, the course contents are reviewed and the input of different institutions contributes to the enhancement of the **scientific and didactic quality of the programme**.

The collaboration in joint programmes feeds academic research along projects of common interest to both institutions. It **adds a dimension to the programme that it can almost never achieve on its own**. Cross border collaboration enriches the perspective from an academic point of view and becomes especially enriching in cases where students are able to conduct a part of the programme abroad, getting new cultural and professional exposure.

Collaboration in joint programmes was also considered to be important in providing a **common platform to discuss and approach supra- regional and national subjects such as food security, energy, climate change and poverty in an international context and on international level**.

Moreover joint programmes are considered to be instrumental in **creating centres of excellence**, by allowing for a **better utilization of existing academic resources**, particularly to academic collaborations in regions and on topics where combined activities may overcome resource constraints of the individual institutions. In addition, joint programmes create more opportunities for close collaboration between higher education institutions with complementary competencies, thereby facilitating academic research and cooperation.

Joint programmes work as a catalyst for the **strengthening of staff capacity for education and research**, resulting in the increase in quality and quantity of joint research and publications, job opportunities for alumni, scope and frequency of teaching staff exchange and expansion of scope of international networking among alumni. The collaboration also allows for the **improvement of the quality of education** by ensuring international standards and training.

Joint programmes are considered to **improve competitiveness** in the home country vis-à-vis other local higher education institutions, because international degrees are held in higher esteem by local audiences. Engaging in joint programmes is therefore considered to be **important to higher education institutions in developing countries** which are struggling to get recognition for their programmes by the locals and international students too. Home grown programmes (although important for the development of indigenous higher education systems) may not attract international students.

Opportunities and benefits to the students

The participants agreed that the main advantages of student mobility and joint/double degree programmes are considered to be for the students. In addition to the ones mentioned above, the following advantages were discussed.

In general it was considered useful for students **to reflect on the cultural and research environment of the home institution from an outsiders perspective** through the enrolment in another –foreign- institution by participating in a joint programme.

The opportunity for students to get familiar with other, diverse learning settings and the opportunity for students to **improve their language skills in the field of their studies**. As

English is the language used most commonly this also was considered to also bring advantages for employability perspectives of the students.

Furthermore, mobility through a joint programme was considered to contribute significantly to the general gaining of an **international perspective**, to prepare for an increasing global economy and society and learn to **analyze international trends**. The opportunity for students to learn a different culture in-depth by living in the country for a longer time (as opposed to as a tourist) and to **develop intercultural competences** ('soft skills') through intercultural composed learning groups and to improve their **breath of experience, social awareness and global citizenship** in both Asia and Europe.

For all the above reasons listed, participation in a joint degree programme improves the overall employability perspectives of students both at home and abroad, and gains the ability to adjust to the **international labour market**.

Box 1. Pros and Cons of Joint/Double Degree Programmes from the perspectives of two collaborating partners

University of Hamburg (UHH) – Eberhard Liebau

Pros	Cons
Improvement of academic standards	Less flexibility in arranging course plan: a lot administrative coordination work
Opportunity to deepen in both teaching and research in the long run	Long and bureaucratic procedure to get state accreditation
Attractive to students: opportunity to broaden platform academically and career-wise	Not suitable for academically and socially weaker students
Possible access to funding on EU and national level (university as beneficiary)	Time-consuming when arranging exchange of students activities
Institution and the programme as cultural ambassadors	Financial obstacles: difficult to find financial aids - esp. for students from Asia

East China University of Science and Technology (ECUST) – Regina Huang

Pros	Cons
Get to know each other's education System	Communication and Commitment University/School Level Program Director Level
Great experience to students Int'l exchange with special purposes To reduce some cost in int'l education	Differences in University systems Credits (in China) ECTS (European Countries)
To re-adjust the curriculum and academic requirements To learn from each other to fit to each other's degree requirements	Students Readiness Culture shocks VS curious Differences in School administration
Faculties mobility with teaching and co-researchers	Culture differences. Professors Supervisors

Joint degrees were considered to be more cost- and time-effective when weighed against pursuing a full degree in a foreign country. At the same time, studying abroad still means a much higher financial burden for students than if they just stayed home, especially if no grants or scholarships are available.

Participation in the framework of a joint programme is also considered to be more easy for students as compared to other forms of mobility (e.g. overall organization, curriculum set up, recognition of credit points) as the joint programme should ideally function as one single programme. However, practice shows this is not always the case (see also challenges further up).

Lastly, faculty exchange were considered to bring similar advantages to staff as to the students, though it is mainly considered to focus on knowledge sharing and knowledge generation in an international arena both through research projects and as activities linked to the collaboration such as international conferences and other events.

3.2 Challenges

Mobility and joint/double degree programmes also carry disadvantages for the institutions. The programmes require more attention compared to developing own programmes. They tend to be difficult to administer, and require extra staff and funding. Legally they are difficult to implement because home countries do not always have a legal framework for joint certification and they may not recognize - or will not accredit - foreign universities. Many Asian universities do not have autonomy, and find it difficult to convince government authorities about the merits of international cooperation.

Apart from these hindrances there are also other obstacles which make the implementation of mobility programmes problematic. What follows is an overview of the obstacles and challenges that are well known.

1. *Cultural differences within the higher education institutions.* These can be several. In the EU for example, higher education institutions are very strict with their time schedules and participation is the students own responsibility. If an EU student misses one course he/she has to replace it with a big assignment, Asian students are not used to this system.
2. *Differences in academic calendar.* The start of the European semesters are different from the ones in many Asian countries. This implies a prolonged total duration of the study.
3. *Generating student interest to get involved in an exchange programme.* It is not always easy to find motivated students who are willing and financially able to participate in a joint programme with another institution. Vice versa it was also highlighted that some countries do not feature prominently enough on the European students' horizon to attract significant numbers of students.
4. *Lack of comparability between quality assurance and accreditation systems/different degree structures and credit point requirements.* The participants underlined the difficulty of designing and agreeing on one joint quality system. One of the difficulties concerned the selection of a quality system, as there are different types of quality systems around (within Asia). The final choice is often pragmatic, resulting in the taking on board of the system that is commonly used, while this is not necessarily the best to be used.

In addition, even if there is understanding on the quality assurance between the partner institutions (through the Memorandum of Understanding), this does not automatically lead to accreditation and/or results in recognition of the programme and the degree on administrative level.

Lastly, some participants noted that in certain fields of study it is easier to find international quality standards than in others (e.g. 'universal' engineering versus context specific economics or history).

5. *Brain drain of talent.* Mobility may lead to (institutional) brain drain both on international as on national level. One way to prevent this to happen is the compulsory return to the working place after granting study leave including pay-back of the grant / salary if not complying. However, some (Western) employers are prepared to pay these costs.
6. *The costs of mobility programmes for institutions.* Joint degrees require an initial investment. Teachers, students and companies may want them, but the university management needs to be convinced to make the investment. It was noted that the joint degree programme is especially costly at the beginning when the programme is set up and that there is a need for sufficient financial resources for both the institution and the students. The institutional costs for running the programme are quite high. Professional staff are needed full-time just to manage, do recruitment, marketing and administration. Faculty exchange for co-teaching or training of trainers adds extra expenses. Local faculty with international certification or training may

command higher salaries. And, local regulations may put limits on the ability to charge tuition (such as in Germany).

7. *Disadvantages to students.* The disadvantages to students were considered to be several. One of these were considered to be cultural differences in communication, which may hamper the willingness of the domestic students to cooperate with foreign students. It was observed that in general transparency (an open discussion) is being considered important in this respect. The communication between Asian and European universities seems to be easier than the inter-Asian communication.

In addition, it is often said that a joint or double degree programme is "cost effective" for the student, while this can only be judged against whether the student would have gone abroad for a full degree programme. In fact, travel costs can add a significant burden to a student who otherwise may have chosen a cheaper location or not gone abroad at all. There are limited funds available to students for travel via scholarships and grants, and joint programmes are therefore often only accessible to those who can financially afford to get involved, which increases the gap between those privileged within society and the rest. In this regard, travelling to more than one country is considered to be (too) costly for students and for this reason a programme involving 3 partners can be less attractive.

Another point mentioned was the possibility of failure of courses due to adjustment issues, e.g. the adaptation to a new environment and culture, with subsequent loss of morale and faith in the joint degree system.

Box 2. Lessons Learned from developing a Joint Curriculum - Reinhard Stachuletz, Banking Academy of Vietnam; Berlin School of Economics and Law

- Objectives and responsibilities must be clearly defined.
- Development work must be balanced between the partners – comparable duties, never „just participation“.
- Set up criteria for partner selection: number, competencies, resources available, similarity/diversity has to be discussed.
- All concerned institutions should support the cooperation project (administration, other faculties, services departments)
- Different academic teaching, researching and also assessment styles have to be taken into respect.
- Especially the German „Master-system“ (consecutive, non-consecutive, postgraduate with work experience, tuition fees etc.) is difficult to communicate.
- Joint programmes are not a magic wand to significantly provide Internationalisation and promote mobility.
- If a certain level of cooperation has been achieved, the development of a joint programme may fix proven relations and become a real starting point to expand the cooperation – or even the idea to cooperate - to other institutions.
- To have sustainable successful joint programmes requires foregoing stable relations on a less ambitious level;
- Other academic collaborations like students and teachers exchange programmes, conferences, etc. are at least a useful starting point.

8. *International skills and competences of the staff involved in the joint degree programmes.* Some of the staff involved lacks for example the capacity to provide the education in English. To change their hesitance/resistance is a process that takes time. Sometimes it is easier to first discuss the content briefly in the home language before it is thought in English.
9. *Problematic recognition of joint degrees.* It was considered problematic that (the awarding of) the joint degree diploma (as one document) on behalf of the different institutions involved in the joint programme, is legally still not accepted by national law in many Asian and European countries.

Further, another home country may not recognize a joint degree or even double degree if the foreign university is not accredited in the home country. Resulting in that employers may not

recognize or be allowed to hire a student with a joint degree for the same reason. Though this was not considered by the participants to always be an obstacle for running a joint programme –as the institutions involved can each issue a diploma- most participants expressed their wish to have the joint degree ‘legalized’. Moreover, it was reported that while most Asian students prefer a double degree over a joint degree, institutions prefer to issue a joint degree.

10. *Joint curriculum development.* The obstacles towards joint curriculum development involve requirements towards the curriculum set on a national level, e.g. towards regulated professions such as medicine.

On a different note, a challenge involving curriculum development, was the domination of imported programmes with only few indigenous or local contents. This risk is especially high in case of indigenous higher education systems which are not fully matured yet. At the other hand, home grown programmes although important for the development of indigenous higher education system may not attract international students.

3.3 Best practices and recommendations

The participants discussed a variety of best practices and brought up a number of recommendations during the different breakout session, which are listed below.

The student satisfaction rate should be taken into consideration as an important factor for the success and sustainability of a programme. The overall satisfaction rate from the student highly depends on the support received upon arrival and during the stay, the quality of the organization and the study plan, the quality and cost of living. The majority of the students appear to prefer study stays abroad in which the organizational burden is largely born or at least facilitated by the cooperating institutions.

Governments should **allow institutions flexibility in the programmes** (e.g. by giving autonomy to the institutions) to meet the needs of society, give exceptions (less regulation/ monitoring/ restrictions) to certain programmes and to realize that there is mutual benefit in the programmes not only for the partners involved but for (international) society at large.

The **administrative management of a programme must be taken very seriously** and investment in administrative staff is a must (see also next chapter).

The participants emphasised **the importance of a political will of both European and Asian governments** to actively support international academic mobility through joint programmes, especially their role and responsibilities in solving obstacles towards the implementation of joint programmes that can only be solved on governmental level, such as the **recognition of credentials** (including the legalization of joint degrees) and **quality assurance**. Some participants considered a role for the government in supporting the setting up of programme standards/regulation of higher education and policies governing mobility and the possibility of providing financial grants for students.

The participants held the opinion that **if a joint degree cannot be awarded, this should not be an obstacle for running a joint programme** and one must be willing to be creative. Temporary solutions were suggested, such as issuing a local degree along with a separate certificate signed by all partners. Moreover, a double degree is often easier to accomplish than joint degrees, from both legal and administrative points of view;

It was noted that one should not **expect immediate higher reputation or spectacular results** from the joint programme. The fruits of the collaboration will need to grow; as a lot of time and patience is needed.

A recommendation towards the donors of the joint degree mobility programmes included that **donors should consider cooperation programmes that benefit all higher education**

institutions in the partnership, thereby stimulating a bottom-up rather than top-bottom programmes to meet local needs (home).

In order to **convince the university management** to run the programme, some participants recommended to actively lobby, and to keep the joint programme and the results under the attention of the university management. A strong argument for investing in joint degree programmes is the issue of ranking. Joint degree programmes may improve the quality profile of weaker institutions, provided they can find a stronger partner to collaborate with.

With regards to the development of curricula, it was recommended that a whole **new curriculum** should be designed when starting up a joint programme, joining the best of each institution, taking the best practices and courses from both institutions (1 + 1 = 3).

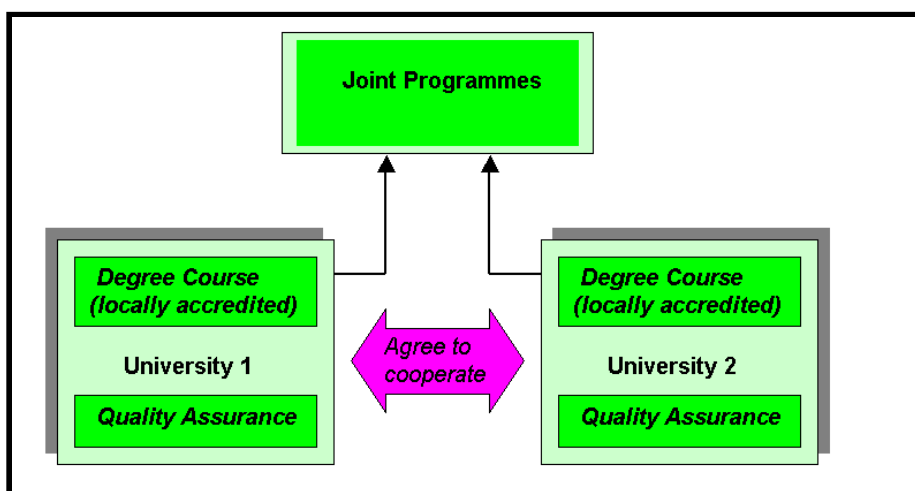
In the design of the curriculum both the **strengths and the differences in the existing curricula should be used** to create centres of excellence in academic research. Differences in curricula are an advantage as it allows for complementarities and synergies. However, the use of existing course templates for the degree can be a good approach to start with. Any two parties willing to work on harmonizing existing templates should probably have enough compatibility of vision and values to overcome other challenges that may appear in such an endeavour (see also chapter 4).

There was common understanding that the parties involved should **agree on the quality standards and the quality approach before starting up the joint degree programme**. The individual quality assurance systems of the institutions should be accepted by all partners in the partnership, and further both partners should develop a joint quality assurance approach for co-operation.

Whenever speaking about 'harmonization' as a solution (e.g. quality assurance), it was noted that it is useful to make a **distinction between harmonization on system level and content level**.

Lastly, it was recommended for strategic reasons that the partners should aim for the **joint programme to meet society's needs** in the home country. These needs are identified as the demand labour market (especially the private sector), the employability perspectives of students, as well as the usefulness of the practical courses/programmes for the home country.

Box 3: Axel Hunger, University of Duisburg-Essen, Germany & Andanastuti Muchtar, National University of Malaysia. "The agreement should be based on the outcomes".



4. Foundations of collaboration

4.1 Main challenges in international collaboration

While discussing the foundations of collaboration the participants put forward several challenges. The following will provide an overview of the elements that were considered to be the main challenges in the organization of collaboration between higher education institutions.

1. *The importance of sustainability was underlined and emphasized by all partners.* At the same time sustainability was considered to be one of the most difficult to achieve within a partnership. Some Asian participants indicate this is especially true for the institutions in their region. It was especially seen as a point of concern in that the costs in terms of finances and resources are especially high in the start up phase of the joint programme
2. *The financial sustainability of the joint degree programme was brought up as a special concern.* As mentioned before, the costs of running a joint programme are high, yet there are only few that manage to ensure the sustainability of the joint programme without external funding. This whilst the continuity of the external financing is often not ensured.
3. The participants highlighted the importance *to anticipate on the extent geographical and general cultural differences can affect the organization* when designing the collaborations. Examples of these differences are clashes in academic calendar between Europe and Asia (but also within Asia), differences in language, differences in time zone, which affects communication between European and Asian countries, and cultural differences of all sorts. Fundamental differences put enormous pressure on administrative and academic coordinators and involve a high coordination workload for participating higher education institutions.
4. *Legal obstacles affecting the organization and smoothly running of the collaboration.* These include long and complicated procedures for students and staff involved in exchange, illustration of this kind of obstacles are residence permit requirements, immigration regulations, requirements to gain permission from governmental authorities to engage in the collaboration.
5. *The number of the partners involved in the collaboration when the joint degree is set up can be a pitfall.* Some cooperation projects start with many universities and in the end it becomes a bilateral collaboration, because the others dropped out for various reasons (funds etc.).
6. *Different financing cultures, regulations and tuition fee policy.* There are different ways of cost allocation. High tuition fees will shortly limit student's access to the programme.
7. *Agreement on the quality assurance system to be used and/or to accept the quality assurance of the partner institution and further the overall to agree on the quality control of the joint programme can be a difficult process when the systems differ in both institutions and when national requirements are to be met.* It is however crucial in the successful running of the collaboration.

Box 4. Finding common grounds – Lim Yohanes Stefanus, University of Indonesia

- Academic collaboration is possible only through individuals with common interests.
- Initial funding allows for people to meet, to talk, to exchange ideas. Thereby, they can find out whether they share common interests.
- Problem: find the right people
- People have to invest their own time and resources in order to initiate collaboration.
- Besides academic interests, there are other driving forces, e.g.
 - personal interests
 - cultural interests
 - multiplier effect
- Problems

- local policies, e.g., PhD committee at UI cannot be outsiders
- not enough time for doing research
- not enough fund to attend main scientific conferences

4.2 Key elements for success, best practices and recommendations

The participants in the workshop came up with a number of good practices and recommendations to start and maintain successful collaborations. They include the following:

Finding a partner and exploring the collaboration

Finding a partner implies that one needs to work on the visibility of the institution concerned in order to increase the potential to find partners. This can be achieved by joining networks and associations, but institutions are also strongly advised to first explore the possibilities of drawing partners from existing networks. It is best to start off with natural relationships like academic collaboration or student exchanges and build upon long-term relationships, before finally launching into a joint programme.

One could set up criteria for **partner selection** such as number of partners involved, competencies, quality and/or reputation of the institution, resources available, similarity/diversity. When looking for a partner one should be realistic about who the partners can be and one should not give in on this. Another criteria for selection could be to **increase the attractiveness of institutions** that are less visible by offering an attractive “package” deal with other –better known– institutions.

While searching, one should adopt a ‘win-win’ thinking, meaning to **search for a partner with whom the partnership is expected to lead to mutual gain** and mutual satisfaction for all in all aspects to keep the cooperation at all times and at all levels attractive.

In general 2 types of partnerships were identified: partners can either be compatible (in content and with similar expertise) or ‘partner’ out of reputation. **Similarity** in academic and research activities, academic status and qualifications **makes collaboration a lot easier**.

The participants also underlined that it is important to **start the collaboration small** and limit your number of partners, deepen and widen later. Some participants recommended to not partner with, or require travel to, more than 1 other university. Good relationships among the institutions is an essential requirement, as well as clear communication and absolute trust among the team members and regular communication during the setting up of a programme and afterwards.

Box 5. Key elements for success of international collaboration – Isabel P. Martins, University of Alveiro

- Full institutional support
- Close and strong academic collaboration
- Clear communication and regular exchange of information
- Absolute trust between team members
- Open discussion of all points (no forbidden themes)
- Students recognition: they must feel that they are enrolled in a single programme
- Existence of student’s associations

Finding common grounds with partner was considered important. In order to know the ground of your partnership and to explore this fully one should identify the strengths and weaknesses, the opportunities and threats, and the overall mission and goals of the collaboration. This will require one spends time together with the future partner institution and that one needs to do home work on the common grounds.

Institutions and people have to **invest their own time and resources in order to initiate the collaboration**. It was suggested that initial funding allows for people to meet, to talk, to exchange

ideas. This way they can find out whether they share common interests. It was also acknowledged there are other driving forces besides academic interests, such as personal and cultural ones.

Organizing the collaboration and objectives

The agreement for collaboration could be best signed at faculty level around a single project with clear objectives. At the same time **ensuring support from the high level management** was considered to be essential for the overall success of the partnership (see also ‘sustainability’ below). Strong support from the rector and administration is needed in order to execute the joint programme and to have sufficient support when faced with the challenges mentioned earlier.

When organizing the collaboration one should not assume **but clearly define the management and administrative roles and responsibilities** within the partnership. It was advised to establish key management units and to identify focal persons. However, staff interest and participation on faculty/horizontal level was valued important as opposed to a top down approach. Though participants acknowledged that whilst programme coordinators work in close collaboration, course coordinators are generally not so aware of the importance (and even possibility) of academic collaborations with colleagues from partner institutions.

It is important to ensure that there is **sufficient funding available** for the set up and running of the collaboration (financial capability), sound administrative capacity and cooperation (e.g. not multi level coordination), and infrastructural support.

Furthermore, one should indicate **communication and coordination strategies**. It was advised that partners balance their work and that there should be comparable duties in order to achieve co-ownership.

Box 3. Organizing the collaboration – Darlyn Tagarino, Benguet State University

- Establish Key Management Units
- Identify focal persons
- Clarify roles and responsibilities
- Indicate communication and coordination strategies

- Iron Out the Specifics
- Agree on Key Result Areas
- Establish system, policies and procedures
- Identify possible hurdles and bottlenecks

- Always Clarify Expectations
- Do not assume
- Agree on deliverables and timelines
- Institutionalize feedback

The need of a sound management and administration on all levels involved was highlighted, following a pre-agreed ‘project’ planning (including deliverables and timelines) on which the partners should agree beforehand. It was advised to **formalise the collaboration** with clear roles (including the project coordinator) on both sides to ensure accountability. The partner institutions involved in the collaboration are advised to **establish a system, policies and procedures for the execution of the partnership** and to identify possible hurdles and bottlenecks in the organization, and in doing so to be aware of the cultural differences.

Equally to the organization, also **the objectives of the collaboration should be clearly defined as well as the expectations** and key result areas. The institutions involved in the partnership should work together on a joint vision and agree on the key result areas. They are advised to involve critical stakeholders. The partners should discuss and plan these together.

The urgency for **timely planning** of the joint degree programme was emphasised and the participants recommended that the collaboration will be well arranged in advance. There should be agreement on the period in which the programme is carried out.

Further highlighted were the importance of a **sound selection and admission** of students, upon which the partners should agree beforehand. The partners need to agree upon joint criteria for common application, selection and ranking.

A **single common tuition fee** for the joint programme should be agreed upon and differences in exchange rate should be taken into account. The management of scholarship programmes could become the key challenge for the solution of the problem of different finance cultures. Each partner institution receives fees according to the number of students it receives.

Sustainability

To ensure the sustainability it was advised to **institutionalize the partnership** and to ensure full institutional support through commitment on leadership level. In order to do so, the partnership should be formalized by a legal document that commit the institutions involved to the partnership (e.g. a MoU and/or MoA). This legal document should ensure that the institutional commitment is safeguarded when people running the partnership leave the institution.

Moreover, the importance of the **buy-in from management** for sustainability reasons was emphasized. If the management changes, the institution should ensure handover explaining the co-operation and full process. Further it was advised to institutionalize the feedback of the outcomes of the partnership, for example through dissemination of the results.

Moreover, sustainability can be ensured by **building further on the capabilities from the start** of the partnership, to learn from and act on successes and failures and to build further on linkages. Further suggestions to foster sustainability included to offering attractive courses and user friendly modules that appeal to a need on the market and (in some cases) government support. In the latter case active lobbying to promote the partnership could help.

Organizing the curriculum

It is recommended that examinations are fully and automatically recognized by all partner universities and the universities need to agree on the conversion of different grading scales, as the grading scales are different from country to country. It was suggested that the home institution issues certificates, diplomas and diploma supplements.

The **course contents and teaching methodologies should be discussed properly before** the implementation of the programme in order to take advantage of the complementary expertise of each institution. Be prepared to take enough time for this process and make key people in each institution responsible.

Academics from the same area from the different higher education institutions need to **reach an agreement on the design of the study programme**. In order to do so, each partner should clarify his/her preferences regarding the curriculum content in a discussion with the other partner. A solid methodology for such a discussion on the curriculum is advised. Suggestions are presentations on the main topics and contents of the curriculum and/or the adaptation of PinBoards to discuss the topics and contents of the curriculum. The result of a discussion should be to decide on the final topics and contents of the curriculum by all members of the team.

When designing the curriculum, each partner involved is strongly advised to adopt the same format to write the contents.

When deciding the curriculum **relevant experts and stakeholders could be invited** to involve in the brainstorming on the content. These could be experts in the field, e.g. senior officers, managers and others involved in the field the joint programme is developed.

It was suggested to set up **an expert team, to review and judge independently on the content** for the curriculum written by the each partner. This team should not be composed by the project members.

The topics and contents should be discussed according to what is the most suitable to each partner based on the partner's expertise and willingness.

5. Issues for further discussion

The participants in the workshop were very positive about international academic cooperation through student mobility and joint/double degree programmes. Student mobility seems to be most effective when it is linked to existing academic cooperation programmes between institutions.

It seems that the moving students reap the most benefits of these programmes as studying abroad improves their employability. The benefits for the institutions are not that clear. Although these programmes may lead to the improvement of the academic and research quality at the universities, the administrative and legal obstacles in setting up joint/double degree are considerable, and so are the financial costs involved. This raises the question why institutions are involved in it anyway? Are the reasons political (government policy) or ideological (spread of democracy/secularism, etc), or are institutions involved because it is fashionable to talk about knowledge economy, internationalization, and global networking?

Another question which came up during the workshop is which side of the collaborating partners benefits most. It was said that institutions should look for balanced interests, understanding and mutual respect in their collaborations, but should this not likewise apply to collaborating regions? At present the student flow from Asia to Europe is three times that of Europe to Asia. The EC programmes like EM stimulate study in Europe. To what extent do these programmes export European education and culture to Asia and do they contribute to brain drain from Asia? Looked at it from this angle, internationalization poses some issues of concern about the conservation of cultural diversity as opposed to an ever increasing level of westernization. The use of an international language has implications on local culture as well as on efficiency in communications.

During the workshop the question was raised whether mobility and student travel are necessary or can students gain from double degrees taken solely in the home country. Perhaps only credit agreements are needed instead of joint programmes, with no travel required. Or, does this go against the most essential spirit of joint degrees, namely, the cultural exchange? It is widely agreed that exposure of students to an international learning environment abroad is beneficial, for the individual student and the receiving institution. However, the costs for students and institutions are considerable. Maybe a short study visit would be enough to get the international perspective across.

A complex issue is that of agreeing on joint quality standards and quality approach. There are different types of quality systems around (within Asia), which makes it difficult to choose what quality system should be used. Even if there is understanding on the quality assurance between the partner institutions (in the Memorandum of Understanding), this does not automatically lead to accreditation and/or results in recognition of the programme and the degree on administrative level. It is hoped that the Tuning project and other initiatives may help to bridge the gaps between the various systems in the world.

The participants agreed that the curriculum of a joint degree programme should be newly developed combining the strengths of the collaborating partners. Having said that, the question remains how to decide on the content of the curriculum. Practice shows that this is another complex and time consuming process. Legal requirements on both sides need to be taken into consideration, as well as national and international educational demands related to the subject. It is also crucial that the content is related to the mission/vision of the higher education institution and is consistent with national goals. Trust and respect are important ingredients of content and delivery as they consider the norms/values of the home and host countries (language, culture, etc).

What the workshop makes clear is that in general, the experience with joint degrees and double degrees has been fraught with legal peril in the Asian universities. The participants admitted that these programmes will not give an instant advantage but they expect that academic standards will rise. And, the programmes do cost money, especially to the institutions, but then again, so does all education. In the end, perhaps, they will be better for society at large.

Annex 1: List of Participants

Mr	Noor Azleen	Ambros	Ministry of Higher Education	Malaysia
Prof.	Hassan	Basri	Universiti Kebangsaan Malaysia	Malaysia
Mr	Ad	Boeren	Nuffic	Netherlands
Prof.	Kai-ming	Cheng	University of Hong Kong	China
Dr.	Vanee	Chonhenchob	Kasetsart University	Thailand
Dr.	Noel	De Leon	Saint Louis University	Philippines
Dr.	Frederic	Durand	Malaysia-France University Centre	Malaysia
Dr.	Yong Meng	Goh	Universiti Putra Malaysia	Malaysia
Prof. Dr.	Philippe	Gourbesville	University of Nice-Sophia Antipolis	France
Prof.	Regina	Huang	East China University of Science & Technology	China
Prof.	Axel	Hunger	University of Duisburg-Essen	Germany
Ms	Monika	Jusdi	Universiti Kebangsaan Malaysia	Malaysia
Ms	Viktorija	Kaidalova	EC Delegation	Malaysia
Dr.	Churnrurtai	Kanchanachitra	Mahidol University	Thailand
Dr.	Tran Tien	Khai	University of Economics	Vietnam
Prof. Dr.	Eberhard	Liebau	Universität Hamburg	Germany
Ms	Jenneke	Lokhoff	Nuffic	Netherlands
Dr.	Jamalam	Lumbanraja	University of Lampung	Indonesia
Ms	Noor	Marlina	Ministry of Higher Education	Malaysia
Prof.	Maria Isabel	Martins	Universidade de Aveiro	Portugal
MBA	Rosario	Marzo	Saint Louis University	Philippines
Ms	Norpisah	Mat Isa	Universiti Sains Malaysia	Malaysia
Prof. Dr.	Sirat	Morshidi	National Higher Education Research Institute	Malaysia
Prof.	Sophia	Mubarika	Gajah Mada University	Indonesia
Prof. Dr.	Andanastuti	Muchtar	Universiti Kebangsaan Malaysia	Malaysia
Dr.	Dung	Nguyen Huu	University of Economics Ho Chi Minh City	Vietnam
Ms	Juditha	Ohlmacher	University of Liberal Arts Bangladesh	Bangladesh
Dr.	Harald	Olk	DAAD Information Centre Kuala Lumpur	Malaysia
Mr	Guy	Perring	British Council	Malaysia
Prof.	Janekere	Sadananda	Kuvempu University	India
Dr.	Etienne	Saur	Université Royale d'Agriculture du Cambodge	Cambodia
Prof.	Soegijardjo	Soegijoko	Institut Teknologi Bandung	Indonesia
Mr	Savandara	Somchan	Royal University of Phnom Penh	Cambodia
Prof.	Mingshun	Song	China Jiliang University	China
Prof. Dr.	Rainer	Stachuletz	Banking Academy of Vietnam; Berlin School of Economics and Law	Vietnam
Dr.	Lim Yohanes	Stefanus	University of Indonesia	Indonesia
Prof. Dr.	Darlyn	Tagarino	Benguet State University	Philippines
Ms	Hanneke	Teekens	Nuffic	Netherlands
Ms	Hellen	van der Maazen	Utrecht University	Netherlands
Dr.	Robert	Wagenaar	University of Groningen	Netherlands
Mr	Zhaohui	Zhang	Southwestern University of Finance and Economics	China

Annex 2. Presentations

The presentations are accessible at:

<http://www.eahep.org/web/index.php/events/workshops/joint-degrees-malaysia/111-joint-degrees.html>

<i>Viktorija Kaidalova</i> , EC Delegation (on behalf of Mr Vincent Piket, Head of European Commission Delegation to Malaysia)	Opening address
<i>Dato' Radin Umar Radin Sohadi</i> , Director General, Higher Education Department, Ministry of Higher Education	Opening address
<i>Dr. Robert Wagenaar</i> , Groningen University, The Netherlands	Keynote: European trends in policies and practices for international collaboration in higher education
<i>Prof. Kai-ming Cheng</i> , University of Hong Kong	Keynote: Student Mobility & Joint Programmes in Higher Education
<i>Prof. Dr. Sirat Morshidi</i> , National Higher Education Research Institute (IPPTN), Malaysia	Key note: The strategic importance of joint or double degree programmes for academic institutes
<i>Philippe Gourbesville</i> , Polytech'Nice-Sophia, France	Key note: Landscape of types of student mobility and their academic objective
<i>Dr. Jamalam Lumbanraja</i> , University of Lampung, Indonesia	Presentation of an Asia Link project: Student mobility and institutional capacity building. Building exchanges between master programmes in management of natural resources and rural development
<i>Prof. Dr. Eberhard Liebau</i> , Hamburg University, Germany; <i>Prof. Regina Huang</i> , East China University of Science and Technology, China	Asia-Link experiences & challenges with particular reference to joint Programs and student/staff Mobility
<i>Dr. Dung Nguyen Huu</i> , University of Economics, Ho Chi Minh City, Vietnam	What is the role of student mobility in achieving academic goals?
<i>Churnrurtai Kanchanachitra</i> , Mahidol University, Thailand	Advantage and disadvantage of joint program and double degree program
<i>Prof. Dr. Rainer Stachuletz</i> , Banking Academy of Vietnam; <i>Berlin School of Economics and Law</i> ; <i>Mr Zhaohui Zhang</i> , Southwestern University of Finance and Economics, China	Determination of advantages and disadvantages of joint and double degree programmes
<i>Prof. Axel Hunger</i> , University of Duisburg-Essen, Germany	Double Degree Program and Student Mobility as Integral Part of Academic Cooperation between UKM & UDE – Malaysia & Germany
<i>Prof. Dr. Andanastuti Muchtar</i> , Universiti Kebangsaan Malaysia, Malaysia	
<i>Dr. Lim Yohanes Stefanus</i> , University of Indonesia	How do partners find common grounds for academic collaboration?
<i>Prof. Dr. Darlyn Tagarino</i> , Benguet State University, Philippines	Foundations of collaboration
<i>Prof. Sophia Mubarika</i> , Gadjah Mada University, Indonesia	What are the main consideration in deciding on the content of a joint curriculum?
<i>Prof. Mingshun Song</i> , China Jiliang	How to decide on the contents of a joint curriculum? Case

University, China

Prof. Isabel P. Martins, University of Aveiro,
Portugal

Dr. Yong-Meng Goh, Universiti Putra
Malaysia

Hellen van der Maazen, Utrecht University,
The Netherlands

study: the developing standardization curriculum

Joint Degree Programmes. The experience of the University of
Aveiro

Critical factors in organizing the collaboration

Annex 3: Workshop programme

EAHEP Workshop on ‘Student Mobility, Joint Degree Programmes and Institutional Development’

16-17 February 2009, Crowne Plaza Mutiara Kuala Lumpur, Malaysia

Workshop Programme

15 February

- 14.30 – 17.30 City Tour (for those interested)
- 18.00: briefing of speakers and chair persons
- 19.00: informal welcome cocktail/ dinner

16 February – Workshop venue

From	To	Session
8.30	9.00	Registration
9.00	10.35	Opening Welcome from the organizers; Ms Hanneke Teekens, Director Communication Nuffic Opening address: Viktorija Kaidalova, EC Delegation (on behalf of Mr Vincent Piket, Head of European Commission Delegation to Malaysia) Opening address: Dato’ Radin Umar Radin Sohadi, Director General, Higher Education Department, Ministry of Higher Education Introduction of the workshop programme: Mr Ad Boeren, workshop convenor
9.30	11.00	International academic cooperation for academic quality enhancement: an overview <i>Chair:</i> Vincent Piket, Head of European Commission Delegation to Malaysia Keynote: European trends in policies and practices for international collaboration in higher education <i>Dr. Robert Wagenaar, Groningen University, The Netherlands</i> Keynote: Asian trends in policies and practices for international collaboration in higher education <i>Prof. Kai-ming Cheng, University of Hong Kong</i> Plenary discussion on the presentations
11.00	11.30	Coffe/tea break
11.30	13.00	Student mobility and joint degree programmes: what are the opportunities and challenges? <i>Chair:</i> Dato’ Radin Umar Radin Sohadi, Director General/Director of the Ministry of Higher Education Key note: The strategic importance of joint or double degree programmes for academic institutes <i>Prof. Dr. Sirat Morshidi, National Higher Education Research Institute (IPPTN), Malaysia</i> Key note: Landscape of types of student mobility and their academic objective <i>Philippe Gourbesville, Polytech’Nice-Sophia, France</i> Presentation of an Asia Link project

Dr. Jamalam Lumbanraja, University of Lampung, Indonesia

Plenary discussion on presentations

13.00	14.00	Lunch
14.00	15.30	Breakout session 1. Strategic considerations on student mobility and joint/double degrees
14.00	15.30	Working group 1: What is the role of student mobility in achieving academic goals? Chair: Prof. Dr. Philippe Gourbesville, Polytech'Nice-Sophia, France Presenters: <ul style="list-style-type: none">• Prof. Dr. Eberhard Liebau, Hamburg University, Germany; Prof. Regina Huang, East China University of Science and Technology, China• Dr. Dung Nguyen Huu, University of Economics, Ho Chi Minh City, Vietnam Reporter: Ms Hellen van der Maazen, Utrecht University, The Netherlands
14.00	15.30	Working group 2: Can we determine the advantages and disadvantages of joint and double degree programmes compared to other forms of cooperation? Chair: Prof. Hassan bin Basri, Universiti Kebangsaan Malaysia, Malaysia Presenters: <ul style="list-style-type: none">• Churnrurtai Kanchanachitra, Mahidol University, Thailand• Prof. Dr. Rainer Stachuletz, State Bank of Vietnam; Mr Zhaohui Zhang, Southwestern University of Finance and Economics, China Reporter: Ms Juditha Olhmacher, University of Liberal Arts, Bangladesh
14.00	15.30	Working group 3: How to measure the importance of joint curriculum development for academic quality enhancement? Chair: Dr. Robert Wagenaar, Groningen University, The Netherlands Presenters: <ul style="list-style-type: none">• Prof. Axel Hunger, University of Duisburg-Essen, Germany Reporter: Ms Jenneke Lokhoff, Nuffic
15.30	16.00	Coffee/tea break
16.00	17.00	<i>Workshops continued</i>
17.00	18.00	Drinks
19.00	20.00	Dinner
20.30		Visit to a cultural show (for those interested)

17 February – Workshop venue

From	To	Session
9.00	10.00	Plenary <i>Presentations of workshop outcomes of previous day</i> Chair: Mr Ad Boeren, Nuffic Discussion on presentations
10.00	10.30	Coffee/tea break Group photo
10.30	13.00	Breakout session 2. Foundations of collaboration <i>What are the conditions for successful student mobility and sustainable collaboration in setting up joint or double master degree courses, or other forms of academic collaboration?</i>
10.30	13.00	Working group 4: How do partners find common grounds for academic collaboration? Chair: Prof. Axel Hunger, University of Duisburg-Essen, Germany; Prof. Dr. Andanastuti Muchtar, Universiti Kebangsaan Malaysia, Malaysia Presenters: <ul style="list-style-type: none">• Dr. Lim Yohanes Stefanus, University of Indonesia

		<ul style="list-style-type: none"> • Prof. Dr. Darlyn Tagarino, Benguet State University, Philippines
		Reporter: Dr. Noël De Leon, Saint Louis University, Philippines
10.30	13.00	<p>Working group 5: What are the main considerations in deciding on the content of a joint curriculum?</p> <p>Chair: Prof. Dr. Sirat Morshidi, National Higher Education Research Institute (IPPTN), Malaysia</p> <p>Presenters:</p> <ul style="list-style-type: none"> • Prof. Sophia Mubarika, Gadjah Mada University, Indonesia • Prof. Mingshun Song, China Jiliang University, China
		Reporter: Rosario Marzo, Saint Louis University, Philippines
10.30	13.00	<p>Working group 6: What are critical factors in organizing the collaboration?</p> <p>Chair: Dr Harald Oik, DAAD Malaysia</p> <p>Presenters:</p> <ul style="list-style-type: none"> • Prof. Isabel P. Martins, University of Aveiro, Portugal • Dr. Yong-Meng Goh, Universiti Putra Malaysia; Hellen van der Maazen, Utrecht University, The Netherlands
		Reporter: Mr Guy Perring, British Council, Malaysia
13.00	14.00	Lunch
14.00	15.00	<p>Plenary: outcomes of session 2</p> <p>Chair: Mr Ad Boeren</p> <p>Groups present findings and suggestions on <i>Foundations of collaboration</i></p> <p>Discussion on common grounds in presentations</p>
15.00	15.30	Coffee/tea break
15.30	17.00	<p>Panel: drawing conclusions</p> <p>Chair: Hanneke Teekens, Director Communication Nuffic</p> <p>Panellists: chair persons of the working groups</p> <p>What have we learned and discovered? (Synthesis)</p> <p>What do we recommend to institutions in Europe?</p> <p>What do we recommend to institutions in Asia?</p> <p>What do we recommend to students?</p> <p>What do we recommend to national governments?</p> <p>Synthesis of recommendations</p>
17.00	17.30	<p>Closing of the Workshop</p> <p>Conclusion European/ Asian representative</p> <p>EC Delegation: Farewell</p>
17.30	18.30	Drinks and snacks
19.00		Dinner