

The European Higher Education Area, the European University Alliances: Chance for Inter- and Multidisciplinary University Programs, Chance for Cartography and Geoinformatics¹

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Abstract: The political and economic changes in Europe in the late 1980s and early 1990s also affected higher education. In the last decades, the higher education systems of the individual countries have been transformed and standardised, but the political will to govern higher education was also necessary for the development of the Bologna Process and the European Higher Education Area. A new development in this field in the last decade has been the creation of European University Alliances. The aim of the European University Alliances was to strengthen cooperation between European higher education institutions and to promote the development of common European values and identities. In the longer term, the associations aim to develop a European university status that will allow for the joint delivery of courses and simplify the award of European diplomas.

Participation in joint university programmes can bring significant results for our field. Cartography and geoinformatics can be part of many inter- and multidisciplinary programmes and can contribute to the success of these courses. In this presentation I will review the joint programmes launched so far by some European University Alliances with a special focus on the contribution of our field.

Keywords: higher education, European Union, Bologna Process, cartography, geoinformatics

1 Development of higher education at the second part of the 20th century: the political background

After the Second World War, the world became bipolar (although later a group of non-aligned countries

was formed), with military and economic organisations on both sides (NATO and Warsaw Pact and the European Economic Community established by the Treaty of Rome in 1957 and the Council for Mutual Economic Assistance), but this did not really affect higher education.

When the Treaty of Rome was signed in 1957, economic integration and agricultural policy were indeed the primary objectives of the then six Member States concerned. This pragmatic and limited approach was chosen, despite the high hopes for reconciliation between the peoples of Europe, which were expressed by European leaders at the European Congress after the Second World War in the European Convention in The Hague in 1948. Cultural and educational cooperation was left in the hands of the Council of Europe, an intergovernmental

¹ This paper does not aim to be exhaustive, and in particular does not mention the Erasmus Mundus Joint Masters Programmes, which have been in existence since 2004. In 2009 the Erasmus Mundus Programme expanded to include partnerships with higher education institutions outside the EU, promoting global academic collaboration. In 2014 Mundus became part of the broader Erasmus+ program, which consolidated various EU education, training, youth, and sport initiatives under one umbrella. For the catalogue of programmes, see https://www.eacea.ec.europa.eu/scholarships/erasmus-mundus-catalogue_en.

Europski prostor visokog obrazovanja, europske sveučilišne alijanse: prilika za interdisciplinarne i multidisciplinarne sveučilišne programe, prilika za kartografiju i geoinformatiku¹

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Sažetak: Političke i ekonomske promjene u Europi kasnih 1980-ih i ranih 1990-ih također su utjecale na visoko obrazovanje. Posljednjih desetljeća sustavi visokog obrazovanja pojedinih zemalja transformirani su i standardizirani, ali politička volja za upravljanje visokim obrazovanjem također je bila neophodna za razvoj Bolonjskog procesa i Europskog prostora visokog obrazovanja. Novi razvoj u ovom području u posljednjem desetljeću bilo je stvaranje europskih sveučilišnih alijansi. Cilj Europskih sveučilišnih alijansi bio je jačanje suradnje između europskih institucija visokog obrazovanja i promicanje razvoja zajedničkih europskih vrijednosti i identiteta. Dugoročno gledano, asocijacije imaju za cilj razviti status europskog sveučilišta koji će omogućiti zajedničko izvođenje kolegija i pojednostaviti dodjelu europskih diploma. Sudjelovanje u zajedničkim sveučilišnim programima može donijeti značajne rezultate za naše područje. Kartografija i geoinformatika mogu biti dio mnogih inter- i multidisciplinarnih programa i mogu pridonijeti uspjehu tih kolegija. U ovom izlaganju osvrnut ću se na zajedničke programe koje su dosad pokrenule neke europske sveučilišne alijanse s posebnim osvrtom na doprinos našeg područja.

Ključne riječi: visoko obrazovanje, Europska unija, Bolonjski proces, kartografija, geoinformatika

1. Razvoj visokog obrazovanja u drugoj polovici 20. stoljeća: politička pozadina

Nakon Drugoga svjetskog rata svijet je postao bipolaran (iako se kasnije formirala skupina nesvrstanih

zemalja), s vojnim i gospodarskim organizacijama na obje strane (NATO i Varšavski pakt i Europska ekonomska zajednica osnovana Rimskim ugovorom 1957. i Vijeće za uzajamnu ekonomsku pomoć), ali to nije stvarno utjecalo na visoko obrazovanje.

Kada je 1957. potpisan Rimski ugovor, ekonomska integracija i poljoprivredna politika doista su bili primarni ciljevi tadašnjih šest država članica. Odabran je pragmatičan i ograničen pristup, unatoč velikim nada- ma u pomirenje među narodima Europe, koje su europski čelnici izrazili na Europskom kongresu nakon Drugoga svjetskog rata u Europskoj konvenciji u Haagu 1948. Kulturna i obrazovna suradnja ostavljena je u rukama Vijeća Europe, međuvladine institucije koja se

¹ Ovaj članak nema za cilj biti iscrpan, a posebno ne spominje Erasmus Mundus Joint Masters Programme, koji postoje od 2004. Godine 2009. Erasmus Mundus Programme proširio se na partnerstva s institucijama visokog obrazovanja izvan EU-a, promičući globalnu akademsku suradnju. Godine 2014. Mundus je postao dio šireg programa Erasmus+, koji je objedinio razne inicijative EU-a za obrazovanje, osposobljavanje, mlade i sport pod jednim kišobranom. Za katalog programa pogledajte https://www.eacea.ec.europa.eu/scholarships/erasmus-mundus-catalogue_en.

institution which was considered better placed to work in areas considered politically sensitive. Thus, the word 'education' remained taboo at Community level for nearly 20 years.

It was not until the early 1970s that the education ministers decided to meet in Brussels and adopted the first resolution in 1976, which established a programme of action in this field. The situation was quite different in vocational education and training. The objective set by the Treaty of Rome was nothing less than the development of a common vocational training policy. Such an objective was needed to face up to the consequences of the completion of the common market for the workforce and the need to train and retrain young workers. However, little was achieved in this period in terms of policy cooperation between Member States. Vocational training was not seen as a priority at all (Pépin 2007).

At the end of the 1960s, Member States' attitudes changed towards a possible Community role in sensitive areas such as education and culture. Events during the 1968 student riots also showed dissatisfaction with universities.

Movements revolted against the US war in Vietnam around the world. There were many calls for a new international order in the third world, in the newly independent former colonial countries. Revolutionary and reformist initiatives were also launched to democratise the socialist system in some countries of Eastern Europe, albeit with little success. The young people wanted a new world, a world in which neither the laws of capitalism nor the powers of dictatorial socialism would prevail. Their slogan was "be realistic, demand the impossible!".

The political demands of the student movements failed. The social macrostructures, the subsystems of the economy and politics, capitalist relations, the state structures, the international system, barely felt the impact of the events of 1968. The countries on the western and eastern sides of the Cold War preserved their economic structures, their legal systems and their political institutions. Most of the population also turned away from students after 1968.

In 1969 the European Parliament called for the Europeanisation of universities. Education became a growing focus of interest in international fora. Education ministers finally met for the first time in 1971 and recognised that the measures developed up to then were inadequate. There was also growing concern that the progress made in the recognition of diplomas and studies had not yet produced the expected results.

The Erasmus programme dates to the 1970s, when the European Community recognised the importance of cooperation between higher education institutions. One

of the first steps was to promote partnerships and exchanges, mobilities between universities to facilitate the mobility of students and teachers (Pépin 2007).

In the early 1980s, the European Commission launched several pilot projects which successfully demonstrated the benefits of international cooperation in higher education. These projects laid the foundations for the formal launch of the Erasmus programme in 1987.

Higher education mobility existed in the past, in medieval Europe student mobility was far less widespread and structured than it is today, but there were nevertheless forms of mobility that supported the spread of knowledge and contacts between different cultures. Mobility was typically based around academic and religious centres and was more limited to travel with a religious or institutional background. Mobility between universities and religious centres facilitated the process of cultural and scientific exchange and the expansion of knowledge in the medieval world, but it is not comparable in numbers to the mobility of higher education today (Hackl 2001).

In the first year of the Erasmus programme 3,200 students from 11 European countries (Belgium, Denmark, Germany, Greece, France, Ireland, Italy, Netherlands, Portugal, Spain and United Kingdom) participated, the programme has constantly been evolving. Already in the first decade of the Erasmus programme, between 1987 and 1997, more than 200,000 students and 20,000 teachers took part in the mobility programme. The former Soviet Bloc countries that joined the European Union during the 2004 enlargement (the largest enlargement in the EU's history) were allowed to join the Erasmus mobility programme in 1997 as part of the enlargement negotiations, and students and teachers were able to travel for the first time in 1998.

By comparison, in 2024, this mobility scheme enabled more than 16 million mobility movements per year (European Commission 2025).

The first initiatives to harmonise European higher education date back to the 1980s and can be summarised as follows (due to the division of Europe, these initiatives mainly concerned Western European countries before the late 1980s):

1. *European Cultural Cooperation*: European countries began to recognize the importance of cultural cooperation and the role of universities in shaping the intellectual, cultural, social, and technical dimensions of the continent.
2. *Mobility Programs*: Initiatives like the Erasmus Programme (launched in 1987) aimed to promote student mobility across Europe, allowing students to study in different countries and gain international experience.

smatrala boljom za rad u područjima koja se smatraju politički osjetljivima. Stoga je riječ "obrazovanje" ostala tabu tema na razini Zajednice gotovo 20 godina.

Tek početkom 1970-ih ministri obrazovanja odlučili su se sastati u Bruxellesu i usvojiti prvu rezoluciju 1976. godine, koja je uspostavila program djelovanja na ovom području. Situacija je bila sasvim drugačija u strukovnom obrazovanju i osposobljavanju. Cilj postavljen Rimskim ugovorom bio je ništa manje nego razvoj zajedničke politike strukovnog obrazovanja. Takav je cilj bio potreban kako bi se suočili s posljedicama dovršetka zajedničkog tržišta za radnu snagu i potrebom osposobljavanja i prekvalifikacije mladih radnika. Međutim, malo je postignuto u tom razdoblju u pogledu političke suradnje između država članica. Stručno osposobljavanje uopće se nije smatralo prioritetom (Pépin 2007).

Krajem šezdesetih godina prošlog stoljeća promijenili su se stavovi država članica prema mogućoj ulozi Zajednice u osjetljivim područjima kao što su obrazovanje i kultura. Događaji tijekom studentskih nemira 1968. također su pokazali nezadovoljstvo sveučilištima.

Pojavljaju se pokreti protiv američkog rata u Vijetnamu diljem svijeta. Bilo je mnogo poziva na novi međunarodni poredak u trećem svijetu, u novim neovisnim bivšim kolonijalnim zemljama. Revolucionarne i reformističke inicijative također su pokrenute za demokratizaciju socijalističkog sustava u nekim zemljama istočne Europe, iako s malo uspjeha. Mladi su željeli novi svijet, svijet u kojem neće prevladati ni zakoni kapitalizma ni vlast diktatorskog socijalizma. Njihov slogan je bio "budi realan, zahtijevaj nemoguće!".

Politički zahtjevi studentskih pokreta nisu uspjeli. Društvene makrostrukture, podsustavi ekonomije i politike, kapitalistički odnosi, državne strukture, međunarodni sustav, jedva da su osjetili utjecaj događaja 1968. Zemlje na zapadnoj i istočnoj strani Hladnog rata sačuvale su svoje ekonomske strukture, svoje pravne sustave i svoje političke institucije. Većina stanovništva također se okrenula od studenata nakon 1968. godine.

Godine 1969. Europski parlament pozvao je na europeizaciju sveučilišta. Obrazovanje je postalo sve veće žarište interesa međunarodnih foruma. Ministri obrazovanja konačno su se prvi put sastali 1971. godine i uvidjeli da su do tada razvijene mjere bile neadekvatne. Također je rasla zabrinutost da napredak postignut u priznavanju diploma i studija još nije polučio očekivane rezultate.

Program Erasmus datira iz 70-ih godina prošlog stoljeća kad je Europska zajednica prepoznala važnost suradnje visokoškolskih institucija. Jedan od prvih koraka bilo je promicanje partnerstva i razmjene, mobilnosti iz-

među sveučilišta kako bi se olakšala mobilnost studenata i nastavnika (Pépin 2007).

Početak 1980-ih, Europska komisija pokrenula je nekoliko pilot projekata koji su uspješno pokazali dobiti međunarodne suradnje u visokom obrazovanju. Ti su projekti postavili temelje za službeno pokretanje programa Erasmus 1987. godine.

Visokoškolska mobilnost postojala je u prošlosti, u srednjovjekovnoj Europi mobilnost studenata bila je daleko manje raširena i strukturirana nego danas, ali su ipak postojali oblici mobilnosti koji su podržavali širenje znanja i kontakte između različitih kultura. Mobilnost se obično događala oko akademskih i vjerskih središta i više je bila ograničena na putovanja s vjerskim ili institucionalnim iskustvom. Mobilnost između sveučilišta i vjerskih središta olakšala je proces kulturne i znanstvene razmjene i širenje znanja u srednjovjekovnom svijetu, ali se brojčano ne može usporediti s mobilnosti visokog obrazovanja danas (Hackl 2001).

U prvoj godini programa Erasmus sudjelovalo je 3200 studenata iz 11 europskih zemalja (Belgije, Danske, Njemačke, Grčke, Francuske, Irske, Italije, Nizozemske, Portugala, Španjolske i Ujedinjenog Kraljevstva), a program se stalno razvijao. Već u prvom desetljeću programa Erasmus, između 1987. i 1997. godine, više od 200.000 studenata i 20.000 nastavnika sudjelovalo je u programu mobilnosti. Zemlje bivšeg sovjetskog bloka koje su se pridružile Europskoj uniji tijekom proširenja 2004. (najveće proširenje u povijesti EU) dobile su dozvolu za pridruživanje Erasmus programu mobilnosti 1997. kao dio pregovora o proširenju, a studenti i nastavnici su prvi put mogli putovati 1998.

Za usporedbu, 2024. godine ta je shema mobilnosti omogućila više od 16 milijuna mobilnosti godišnje (European Commission 2025).

Prve inicijative za usklađivanje europskog visokog obrazovanja datiraju iz 1980-ih i mogu se sažeti na sljedeći način (zbog podjele Europe, te su se inicijative uglavnom ticale zapadnoeuropskih zemalja prije kasnih 1980-ih):

1. Europska kulturna suradnja: Europske su zemlje počele prepoznavati važnost kulturne suradnje i uloge sveučilišta u oblikovanju intelektualnih, kulturnih, društvenih i tehničkih dimenzija kontinenta.
2. Programi mobilnosti: Inicijative poput programa Erasmus (pokrenutog 1987.) imale su za cilj promovirati mobilnost studenata diljem Europe, omogućujući studentima studiranje u različitim zemljama i stjecanje međunarodnog iskustva.
3. Napori za usklađivanje: Uloženi su različiti napori da se usklade obrazovni standardi i kvalifikacije diljem Europe, iako su u to vrijeme bili fragmentirani i nedostajao im je jedinstven okvir.

3. *Harmonization Efforts*: Various efforts were made to harmonize educational standards and qualifications across Europe, although these were fragmented and lacked a unified framework at that time.
4. *Recognition of Qualifications*: The Lisbon Recognition Convention (1997) was a significant step towards the mutual recognition of higher education qualifications across Europe, facilitating student and academic mobility.
5. *Early Declarations and Agreements*: Prior to the Sorbonne Declaration (1998), there were several declarations and agreements among European countries emphasizing the need for cooperation and harmonization in higher education.

2 The Bologna Process

The origins of the Sorbonne Declaration (1998) in European higher education can be traced back to several important factors (Sorbonne Joint Declaration 1998).

1. *European integration process*: In the 1990s, European countries increasingly sought to integrate, not only economically, but also culturally and educationally. The enlargement of the European Union and the creation of a common market made it necessary to harmonise education systems.
2. The success of the Erasmus programme has highlighted the need for a common framework to facilitate student mobility.
3. *Quality and competitiveness*: In order to increase the competitiveness of European universities, it was important to harmonise quality standards and strengthen cooperation between higher education institutions.
4. The Bologna Process introduced several reforms aimed at harmonising higher education systems.

The Sorbonne Declaration itself received far less attention than the later Bologna Declaration. In May 1998, just over a year before the Bologna Declaration was signed on 19 June 1999, the education ministers of four countries (France, Germany, Italy and the United Kingdom) signed this *Joint Declaration on the harmonisation of the structure of higher education in Europe* in Paris. This already contains references to the key higher education policy objectives that would soon afterwards shape the Bologna process. The Sorbonne Declaration is seen as having helped to bring about the breakthrough in the intergovernmental nature of higher education policy outside the EU, which not only made the Bologna process possible, but also played a key role in its pioneering development (Toens 2007).

The Sorbonne project presents the motivational structure of state actors in higher education policy as an

important background to the events in Paris at the time and their consequences for higher education policy from 1998 onwards. The combination of the national higher education reform programmes of the four signatory states at the time and the common European solutions proposed in the Declaration suggests that the four states discovered intergovernmental EU policy in higher education policy to improve the implementation of national reform plans (Corbett 2011).

The Sorbonne Declaration, signed by the education ministers of the four above mentioned countries, marked the first step toward creating a more coherent and comparable European higher education system. It called for harmonization in terms of degree structures and the promotion of student mobility.

The stated objectives of the Declaration are the following:

- To facilitate student mobility within Europe and their integration into the European labour market.
- To introduce greater flexibility in higher education systems, especially by encouraging cooperation between institutions.
- To facilitate continuing education and the recognition of study periods in Europe.
- To improve the readability of higher education qualifications in Europe.

The Bologna Declaration is considered the cornerstone of the European Higher Education Area (EHEA). Signed by 29 European countries, it set the goal of creating the EHEA by 2010. The main elements of the Bologna Declaration:

- *Three-cycle system of education*: introduction of bachelor, master and doctoral degrees to ensure transparency and comparability of qualifications (at that time only the first two circles was really mentioned and emphasised).
- The introduction of the *European Credit Transfer System (ECTS)*, which facilitates the recognition of students' learning outcomes in other countries.
- *Quality assurance*: developing *common quality assurance standards* and guidelines for higher education institutions (ESG).

The EU's powers in higher education cannot, under the Treaties, directly cover higher education in the Member States. The EU should support Member States in developing quality education and training systems. Policy proposals therefore follow a set procedure through the EU institutions, typically starting with the Commission and, in the case of higher education, with the education ministers of the Member States meeting as the EU Council.

The interesting thing about this topic is that two reform processes have been and are currently taking place

4. Priznavanje kvalifikacija: Lisabonska konvencija o priznavanju (1997) bila je značajan korak prema međusobnom priznavanju visokoškolskih kvalifikacija diljem Europe, olakšavajući studentsku i akademsku mobilnost.
5. Rane deklaracije i sporazumi: Prije Sorbonske deklaracije (1998), postojalo je nekoliko deklaracija i sporazuma između europskih zemalja koji su naglašavali potrebu za suradnjom i harmonizacijom u visokom obrazovanju.

2. Bolonjski proces

Porijeklo Sorbonske deklaracije (1998) u europskom visokom obrazovanju može se pratiti unatrag do nekoliko važnih čimbenika (Sorbonne Joint Declaration 1998).

1. Proces europskih integracija: U 1990-ima europske su zemlje sve više nastojale integrirati se, ne samo ekonomski, već i kulturno i obrazovno. Proširenje Europske unije i stvaranje zajedničkog tržišta dovelo je do potrebe harmonizacije obrazovnih sustava.
2. Uspjeh programa Erasmus istaknuo je potrebu za zajedničkim okvirom za olakšavanje mobilnosti studenata.
3. Kvaliteta i konkurentnost: Za povećanje konkurentnosti europskih sveučilišta bilo je važno uskladiti standarde kvalitete i ojačati suradnju među visokim učilištima.
4. Bolonjski proces uveo je nekoliko reformi s ciljem usklađivanja sustava visokog obrazovanja.

Sorbonska deklaracija dobila je daleko manje pažnje nego kasnija Bolonjska deklaracija. U svibnju 1998., nešto više od godinu dana prije potpisivanja Bolonjske deklaracije 19. lipnja 1999., ministri obrazovanja četiriju zemalja (Francuske, Njemačke, Italije i Ujedinjenog Kraljevstva) potpisali su u Parizu Zajedničku deklaraciju o harmonizaciji strukture visokog obrazovanja u Europi. Ona već sadrži reference na ključne ciljeve politike visokog obrazovanja koji će ubrzo nakon toga oblikovati Bolonjski proces. Smatra se da je Sorbonska deklaracija pomogla napraviti proboj u međuvladinoj prirodi politike visokog obrazovanja izvan EU-a, što ne samo da je omogućilo Bolonjski proces, već je odigralo i ključnu ulogu u njegovom pionirskom razvoju (Toens 2007).

Projekt Sorbone predstavlja motivacijsku strukturu državnih aktera u politici visokog obrazovanja kao važnu pozadinu tadašnjih događaja u Parizu i njihovih posljedica na politiku visokog obrazovanja od 1998. nadalje. Kombinacija nacionalnih programa reforme visokog obrazovanja četiri države potpisnice u to vrijeme i zajedničkih europskih rješenja predloženih u Deklaraciji

sugerira da su četiri države otkrile međuvladinu politiku EU u politici visokog obrazovanja kako bi poboljšale provedbu nacionalnih planova reforme (Corbett 2011).

Sorbonska deklaracija, koju su potpisali ministri obrazovanja četiri navedene zemlje, označila je prvi korak prema stvaranju koherentnijeg i usporedivijeg europskog sustava visokog obrazovanja. Pozivalo se na usklađivanje u pogledu struktura diploma i promicanje mobilnosti studenata.

Ciljevi te Deklaracije bili su sljedeći:

- Olakšati mobilnost studenata unutar Europe i njihovu integraciju u europsko tržište rada.
- Uvesti veću fleksibilnost u sustave visokog obrazovanja, posebice poticanjem suradnje između institucija.
- Olakšati nastavak obrazovanja i priznavanje razdoblja studija u Europi.
- Poboljšati čitljivost visokoškolskih kvalifikacija u Europi.

Bolonjska deklaracija smatra se kamenom temeljem Europskog prostora visokog obrazovanja (European Higher Education Area – EHEA). Potpisana od 29 europskih zemalja, postavila je cilj stvaranja EHEA do 2010. Glavni elementi Bolonjske deklaracije bili su:

- Trociklusni sustav obrazovanja: uvođenje diploma prvostupnika, magistra i doktora kako bi se osigurala transparentnost i usporedivost kvalifikacija (tada su se stvarno spominjala i naglašavala samo prva dva kruga).
- Uvođenje Europskog sustava prijenosa bodova (ECTS), koji olakšava priznavanje ishoda učenja studenata u drugim zemljama.
- Osiguranje kvalitete: razvoj zajedničkih standarda osiguranja kvalitete i smjernica za visokoškolske ustanove (ESG).

Ovlasti EU-a u visokom obrazovanju ne mogu, prema Ugovorima, izravno pokrivati visoko obrazovanje u državama članicama. EU bi trebao podržati države članice u razvoju kvalitetnih sustava obrazovanja i osposobljavanja. Stoga prijedlozi politika slijede utvrđenu proceduru kroz institucije EU-a, obično počevši od Komisije i, u slučaju visokog obrazovanja, od ministara obrazovanja država članica koji se sastaju kao Vijeće EU-a.

Zanimljivost ove teme je u tome da su se u europskoj visokoškolskoj areni paralelno odvijala i odvijaju dva reformska procesa, sa svim potencijalima za natjecanje i suradnju, te za dobivanje i gubljenje. Prvi je Radni program EU-a za obrazovanje i osposobljavanje, koji objedinjuje sve radnje u području obrazovanja i osposobljavanja za koje je EU preuzeo odgovornost da doda vrijednost. Program ima svoje korijene u sastanku Europskoga vijeća u Lisabonu u ožujku 2000., na kojem su se šefovi država i vlada obvezali na strategiju za rast i radna mjesta vođenu inovacijama i izjavili da će "EU postati najkonkurentnije i

side by side in the European higher education arena, with all the potential for competition and cooperation, and for winning and losing. The first is the EU's Education and Training Work Programme, which integrates all the actions in the field of education and training for which the EU has taken responsibility to add value. The programme has its roots in the Lisbon European Council of March 2000, at which the Heads of State and Government committed themselves to an innovation-driven strategy for growth and jobs and declared that "the EU will become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion". Moreover, this would be achieved through policy coordination rather than the traditional Community method of a plethora of directives and regulations. This has led to the benchmarking and target setting procedures that characterise the Lisbon 'open method of coordination'.

The other model is the Bologna Process, which was set up in 1999 by the ministers responsible for higher education to create the European Higher Education Area. It is also voluntary but nevertheless committed to a degree of compatibility and comparability between systems. The EU (Education) Council, whose ministerial members were also involved in the Bologna process, accepted the Commission's proposal that national responses to the objectives of the European Higher Education Area should be integrated into the work programme of the education and training sector. The following year, the link was institutionalised when the Commission set up an expert group or "cluster" to coordinate E&T2010 in the field of higher education policy, and the Bologna uptake became one of the "deliverables" of the Lisbon follow-up (Corbett 2011).

Other works closer to the Commission claim that the Commission was present more or less all the time. Although the Bologna process was intergovernmental and started outside EU rules, it cannot be understood independently of EU policy. Erasmus is seen as having developed out of the 'fertile soil' of Erasmus and years of increasingly close cooperation between Member States and higher education institutions. Through the Commission's involvement in the follow-up, it was very quickly closely linked to EU work, which helped to avoid the emergence of parallel processes and guaranteed the sustainability and effectiveness of the Bologna process (Pépin 2007).

3 Towards the European Higher Education Area

In 1999, in Bologna, education ministers from 29 countries (a much larger group than the European Union

at the time) signed a declaration to create a harmonised and efficient, renewed EHEA. The agreement was not only an agreement between ministers, but also a steady stream of European organisations, research and development centres, funding opportunities and cooperative development projects that translated the Bologna vision into a real operational higher education model. This was further served by the fact that, after the signature in 1999, ministers met, usually every two years, to acknowledge the changes that had taken place and to set new goals, based on a preliminary assessment and by signing a new declaration. In some cases, implementation at national level has taken place independently of this, and the public higher education community in the country concerned, neither teachers nor students, have been sufficiently informed or convinced of the objectives and substance of the Bologna process (Curaj et al 2020).

- *Prague Communiqué* (2001)
 - Expanding Participation: the number of participating countries grew, and three *more key areas* were emphasized:
 - o *lifelong learning*,
 - o the involvement of *students as active partners* in the management of higher education,
 - o the promotion of the attractiveness of the EHEA *to the rest of the world*.
- *Berlin Communiqué* (2003)
 - Inclusion of Doctoral Studies: The Berlin Communiqué introduced the *third cycle (doctoral level)* into the Bologna Process. It also emphasized quality assurance and the need for increased cooperation in quality assurance across Europe.
- *Bergen Communiqué* (2005)
 - Quality Assurance and Qualifications Framework: ministers adopted *standards and guidelines for quality assurance* in the EHEA and endorsed a framework for qualifications in higher education that encompassed all three cycles (bachelor, master, and doctorate).
- *London Communiqué* (2007)
 - Recognition and Mobility: focused on enhancing the *recognition of qualifications* and periods of study. It also emphasized the importance of student mobility and established the *European Register of Quality Assurance Agencies*.
- *Leuven Communiqué* (2009)
 - Social Dimension and Lifelong Learning: The communiqué placed a *stronger emphasis on the social dimension of higher education*, aiming to ensure equitable access and completion of higher education, and promoting lifelong learning as a central component of the EHEA.

najdinamičnije gospodarstvo temeljeno na znanju u svijetu, sposobno za održivi gospodarski rast s više i boljih poslova i većom društvenom kohezijom". Štoviše, to bi se postiglo koordinacijom politike, a ne tradicionalnom metodom Zajednice obiljem direktiva i propisa. To je dovelo do postupaka usporedbe i postavljanja ciljeva koji karakteriziraju lisabonsku „otvorenu metodu koordinacije”.

Drugi model je Bolonjski proces koji su 1999. godine uspostavili ministri nadležni za visoko obrazovanje kako bi stvorili Europski prostor visokog obrazovanja. Također je dobrovoljan, ali unatoč tome posvećen određenom stupnju kompatibilnosti i usporedivosti između sustava. Vijeće EU (Obrazovanje), čiji su ministarski članovi također bili uključeni u Bolonjski proces, prihvatilo je prijedlog Komisije da se nacionalni odgovori na ciljeve Europskog prostora visokog obrazovanja integriraju u program rada sektora obrazovanja i osposobljavanja. Sljedeće godine, veza je institucionalizirana kada je Komisija uspostavila stručnu skupinu ili "klastar" za koordinaciju E&T2010 u području politike visokog obrazovanja, a prihvaćanje Bolonjskog procesa postalo je jedna od "isporuka" lisabonskog nastavka (Corbett 2011).

Drugi radovi bliži Komisiji tvrde da je Komisija bila prisutna manje-više cijelo vrijeme. Iako je Bolonjski proces bio međuvladin i započeo izvan pravila EU-a, ne može se razumjeti neovisno o politici EU-a. Smatra se da se Erasmus razvio iz "plodnoga tla" Erasmusa i godina sve bliskije suradnje između država članica i institucija visokog obrazovanja. Kroz uključenost Komisije u praćenje, vrlo brzo je usko povezana s radom EU-a, što je pomoglo da se izbjegne pojava paralelnih procesa i zamčilo održivost i učinkovitost Bolonjskog procesa (Pépin 2007).

3. Prema Europskom prostoru visokog obrazovanja

Godine 1999., u Bologni, ministri obrazovanja iz 29 zemalja (mnogo veća skupina od tadašnje Europske unije) potpisali su deklaraciju o stvaranju usklađenog i učinkovitog, obnovljenog Europskog prostora visokog obrazovanja. Sporazum nije bio samo sporazum između ministara, već i stalan tok europskih organizacija, istraživačkih i razvojnih centara, mogućnosti financiranja i kooperativnih razvojnih projekata koji su preveli bolonjsku viziju u stvarni operativni model visokog obrazovanja. Tome je dodatno poslužila činjenica da su se nakon potpisa 1999. godine ministri sastajali, obično svake dvije godine, kako bi, na temelju preliminarne procjene i potpisivanjem nove deklaracije, konstatirali promjene

koje su se dogodile i postavili nove ciljeve. U nekim slučajevima, provedba na nacionalnoj razini odvijala se neovisno o tome, a javna zajednica visokog obrazovanja u dotičnoj zemlji, ni nastavnici ni studenti, nisu bili dovoljno informirani ili uvjereni u ciljeve i sadržaj bolonjskog procesa (Curaj i dr. 2020).

- *Praško priopćenje* (2001)
 - Širenje sudjelovanja: broj zemalja sudionica je porastao, a naglašena su još tri ključna područja:
 - o cjeloživotno učenje,
 - o uključivanje studenata kao aktivnih partnera u upravljanje visokim obrazovanjem
 - o promicanje privlačnosti Europskog prostora visokog obrazovanja ostatku svijeta
- *Berlinsko priopćenje* (2003)
 - Uključivanje doktorskih studija: Berlinskim priopćenjem uveden je treći ciklus (doktorska razina) u Bolonjski proces. Također je naglašeno osiguranje kvalitete i potreba za povećanom suradnjom u osiguranju kvalitete diljem Europe
- *Bergensko priopćenje* (2005)
 - Okvir za osiguranje kvalitete i kvalifikacije: ministri su usvojili standarde i smjernice za osiguranje kvalitete u Europskom prostoru visokog obrazovanja i potvrdili okvir za kvalifikacije u visokom obrazovanju koji obuhvaća sva tri ciklusa (obrazovanje prvostupnika, magisterij i doktorat).
- *Londonsko priopćenje* (2007)
 - Priznavanje i mobilnost: usmjereno na poboljšanje priznavanja kvalifikacija i razdoblja studija. Također je naglasila važnost mobilnosti studenata i uspostavilo Europski registar agencija za osiguranje kvalitete.
- *Leuvensko priopćenje* (2009)
 - Društvena dimenzija i cjeloživotno učenje: Priopćenje je stavilo jači naglasak na društvenu dimenziju visokog obrazovanja, s ciljem osiguravanja ravnopravnog pristupa i završetka visokog obrazovanja te promicanja cjeloživotnog učenja kao središnje komponente EHEA.
- *Deklaracija iz Budimpešte i Beča* (2010)
 - Službeno pokretanje Europskog prostora visokog obrazovanja: Proslava postizanja ciljeva postavljenih u Bolonjskoj deklaraciji. Također je priznato da je potrebno nastaviti rad u područjima kao što su mobilnost, socijalna dimenzija i zapošljivost
- *Erevansko priopćenje* (2015)
 - Naglašavanje inkluzivnosti i ishoda učenja: Priopćenje je istaknulo potrebu za poboljšanjem društvene dimenzije visokog obrazovanja, osiguravanjem boljeg priznavanja kvalifikacija i usredotočenosti na ishode učenja kao ključnu mjeru kvalitete

- *Budapest-Vienna Declaration* (2010)
 - *Official Launch of the European Higher Education Area: Celebrating the achievement of the goals set out in the Bologna Declaration.* It also acknowledged that work needed to continue in areas like mobility, social dimension, and employability.
- *Yerevan Communiqué* (2015)
 - *Emphasizing Inclusiveness and Learning Outcomes: The Communiqué highlighted the need to enhance the social dimension of higher education, ensure better recognition of qualifications, and focus on learning outcomes as a key measure of quality.*
- *Rome Communiqué* (2020)
 - *Strengthening EHEA: The Rome Communiqué reaffirmed the commitment to the goals of the EHEA, with a focus on the challenges posed by the digital transformation, the need for sustainable development, and the impact of the COVID-19 pandemic on education.*
- *Tirana Communiqué* (2024)
 - *Commitment to academic freedom, institutional autonomy, and the participation of students and staff in higher education governance.*
 - *Continued support for Ukrainian higher education and maintained the suspension of Russia and Belarus from EHEA activities due to the ongoing conflict.*
 - *Highlight the importance of creating an inclusive, innovative, and interconnected higher education area, aiming to fully achieve this vision by 2030.*
 - *The role of higher education in addressing complex global challenges, including social, economic, and ecological issues, and promoting democratic societies.*

The EHEA is constantly working to harmonize and improve higher education systems. The Bologna Process continues to play an important role in enhancing the international competitiveness of European higher education and strengthening cooperation with global partners.

The EHEA currently has three member categories:

- **Members:** 49 countries: all European countries (except Monaco), and the Caucasus countries, Turkey and Kazakhstan
- **Consultative Members:** BusinessEurope, Council of Europe, Education International, European Association for Quality Assurance in Higher Education (ENQA), European Students' Union, European University Association (EUA), UNESCO, European Association for the Applied Sciences in Higher Education (EURASHE).
- **Partners:** European Association for International Education (EAIE), Eurocadres, European Council of Doctoral Candidates and Junior Researchers (Eurodoc), EuroScience (non-profit grassroots association

of researchers in Europe), Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen.

4 The European Universities Initiative

The initiative was introduced by the European Commission in 2017 as part of the broader European Education Area strategy. The European Universities initiative is an ambitious program launched by the European Union to foster collaboration among higher education institutions across Europe. The goal is to create transnational alliances that enhance the quality and competitiveness of European higher education, promote European values, and facilitate student and staff mobility.

- The project is primarily funded through the Erasmus+ program.
- The first call for proposals was launched in 2019, and since then, multiple alliances have been formed, each working towards deeper institutional cooperation and shared resources.

— **Key Features:**

- o **Transnational Alliances:** Over 60 alliances involving more than 500 higher education institutions from all over Europe.
- o **Integrated Strategies:** These alliances develop long-term joint strategies for education, research, and innovation.
- o **Mobility Opportunities:** Students and staff can benefit from seamless mobility across partner institutions, including physical, online, or blended learning.

The rapidly evolving labor market and societal transitions require higher education institutions to adapt and provide students, academics, university staff, and lifelong learners with the skills they need to navigate the twin green and digital transition and build a resilient society. Beyond their core tasks of teaching, research and innovation, universities are key actors in Europe to address big societal challenges, being true engines of development for cities and regions and promoting civic engagement (European Commission, 2025).

In addition, students from across the continent seek high-quality and meaningful study opportunities to evolve professionally and personally.

In this context, transnational education is no longer an option but a crucial necessity, with a much deeper level of cooperation needed between universities, and with all key actors.

The European Universities initiative aims at fostering excellence, innovation and inclusion in higher education across Europe and at accelerating the transformation of

- *Rimsko priopćenje (2020)*
 - Jačanje Europskog prostora visokog obrazovanja: Rimsko priopćenje ponovno je potvrdilo predanost ciljevima Europskog prostora visokog obrazovanja, s fokusom na izazove koje donosi digitalna transformacija, potrebu za održivim razvojem i utjecaj pandemije COVID-19 na obrazovanje
- *Tiransko priopćenje (2024)*
 - Predanost akademskoj slobodi, institucionalnoj autonomiji i sudjelovanju studenata i osoblja u upravljanju visokim obrazovanjem
 - Kontinuirana podrška ukrajinskom visokom obrazovanju i zadržana suspenzija Rusije i Bjelorusije iz aktivnosti EHEA zbog sukoba koji je u tijeku
 - Naglasak na važnost stvaranja uključivog, inovativnog i međusobno povezanog područja visokog obrazovanja, s ciljem potpunog ostvarenja te vizije do 2030.
 - Uloga visokog obrazovanja u rješavanju složenih globalnih izazova, uključujući društvena, ekonomska i ekološka pitanja, te promicanje demokratskih društava.

EHEA neprestano radi na usklađivanju i poboljšanju sustava visokog obrazovanja. Bolonjski proces nastavlja igrati važnu ulogu u jačanju međunarodne konkurentnosti europskog visokog obrazovanja i jačanju suradnje s globalnim partnerima.

EHEA trenutno ima tri kategorije članova:

- Članice: 49 zemalja: sve europske zemlje (osim Monaka), te zemlje Kavkaza, Turska i Kazahstan
- Konzultativni članovi: BusinessEurope, Vijeće Europe, Education International, Europska udruga za osiguranje kvalitete u visokom obrazovanju (ENQA), Europska studentska unija, Europska udruga sveučilišta (EUA), UNESCO, Europska udruga za primijenjene znanosti u visokom obrazovanju (EURASHE).
- Partneri: European Association for International Education (EAIE), Eurocadres, European Council of Doctoral Candidates and Junior Researchers (Eurodoc), EuroScience (neprofitna udruga istraživača u Europi), Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen.

4. Europska sveučilišna inicijativa

Inicijativu je uvela Europska komisija 2017. godine kao dio šire strategije Europskog obrazovnog prostora. Inicijativa europskih sveučilišta ambiciozan je program koji je pokrenula Europska unija za poticanje suradnje između institucija visokog obrazovanja diljem Europe. Cilj je stvoriti transnacionalne saveze koji povećavaju

kvalitetu i konkurentnost europskog visokog obrazovanja, promiču europske vrijednosti i olakšavaju mobilnost studenata i osoblja.

- Projekt je primarno financiran kroz program Erasmus+.
- Prvi poziv za dostavu prijedloga pokrenut je 2019., a od tada je formirano više alijansi, od kojih svaka radi na dubljoj institucionalnoj suradnji i zajedničkim resursima.
- Ključne karakteristike:
 - o Transnacionalne alijanse: Više od 60 alijansi koje uključuju više od 500 institucija visokog obrazovanja iz cijele Europe.
 - o Integrirane strategije: Te alijanse razvijaju dugoročne zajedničke strategije za obrazovanje, istraživanje i inovacije.
 - o Mogućnosti mobilnosti: studenti i osoblje mogu imati koristi od besprijekorne mobilnosti između partnerskih institucija, uključujući fizičko, online ili kombinirano učenje.

Tržište rada i društvene tranzicije koje se brzo razvijaju zahtijevaju od institucija visokog obrazovanja da se prilagode i pruže studentima, akademskim građanima, sveučilišnom osoblju i cjeloživotnim učenicima vještine koje su im potrebne za snalaženje u dvostrukoj zelenoj i digitalnoj tranziciji i izgradnju otpornog društva. Osim svojih temeljnih zadataka poučavanja, istraživanja i inovacija, sveučilišta su ključni akteri u Europi za suočavanje s velikim društvenim izazovima, budući da su istinski pokretači razvoja gradova i regija i promiču građanski angažman (Europska komisija 2025).

Osim toga, studenti sa cijelog kontinenta traže visokokvalitetne i značajne mogućnosti studiranja za profesionalni i osobni razvoj.

U tom kontekstu, transnacionalno obrazovanje više nije opcija nego ključna nužnost, s mnogo dubljom razinom suradnje koja je potrebna između sveučilišta i sa svim ključnim akterima.

Inicijativa europskih sveučilišta ima za cilj poticanje izvrsnosti, inovativnosti i uključivanja u visoko obrazovanje diljem Europe te ubravanje transformacije visokoškolskih ustanova u sveučilišta budućnosti sa strukturnim, sustavnim i održivim učinkom (Maassen i dr. 2022).

Najmanje tri visokoškolske ustanove trebaju biti dio alijanse, iz tri države članice EU-a ili treće zemlje pridružene programu Erasmus+ (barem jedna članica iz zemalja bivšeg sovjetskog bloka).

Alijanse stvaraju i provode europske međusveučilišne kampuse, gdje:

- Studenti, akademici, sveučilišno osoblje, istraživači i cjeloživotni studenti uživaju u besprijekornoj mobilnosti (fizičkoj, virtualnoj ili mješovitoj) za učenje,

higher education institutions into the universities of the future with structural, systemic and sustainable impact (Maassen et al 2022).

Minimum of three higher education institutions should be part of an alliance, from three EU Member States or third countries associated to the Erasmus+ programme (at least one member from the former Soviet Bloc countries).

Alliances create and implement European inter-university campuses, where:

- Students, academics, university staff, researchers and lifelong learners enjoy seamless mobility (physical, virtual or blended) to study, train, teach, do research, work or share services across borders and disciplines.
- Transdisciplinary and transnational teams of students, academics and external stakeholders tackle big issues facing Europe (such as climate protection, digitalisation, health, democracy, migration, security).
- Students can design their own flexible curricula, leading to a *European Degree*.
- Practical and/or work-based experience is provided to foster an entrepreneurial mindset and develop civic engagement.
- The student body reflects the social, economic and cultural diversity of the population.
- The European Union has allocated around €1.1 billion for the European Universities initiative under the Erasmus+ program for the budgetary period of 2021-2027. Each alliance can receive up to €14.4 million over four years.

October 2018 European Commission launched 1st Erasmus+ call to higher education institutions to start testing different models for European Universities. The results of 1st call announced in June 2019 allowing the first 17 European Universities start cooperating. November 2019 European Commission launched 2nd Erasmus+ call, and the results of 2nd call was announced in July 2020 supporting 24 new European University Alliances.

Summer 2024: results of 5th call announced. 14 European Universities start working together. 64 European Universities involving more than 560 higher education institutions from all parts of Europe (35 countries) are transforming higher education. Bringing together almost 2200 associated partners ranging from non-governmental organizations to enterprises, cities, local and regional authorities, and higher education institutions.

The author's university was awarded a grant in the first call of the CHARM-EU (Challenge-driven, Accessible, Research-based, Mobile) European University Alliance in 2019. Among the Croatian universities, the University of Zadar (European University for Smart Urban Coastal

Sustainability) and the University of Split (The European University of the Seas) were awarded the same grant being part of their respective alliances.

In the 2019/2020 round University of Zagreb was also one of the winners as part of the European University of Post-Industrial Cities Alliance.

In the 2021/22 round, applicants who won the first round in 2019 could apply for a new funding period (with the advantage of adding members to their previous association), but it was also possible to form new associations. In addition to the CHARM-EU Alliance (which has expanded with additional members), three previous alliances with Croatian universities as members have also been supported. In addition to the two previously mentioned alliances, University of Rijeka was the third to join the Young Universities for the Future of Europe Alliance. The European University for Smart Urban Coastal Sustainability Alliance has now become a legal entity (with University of Zadar).

The winning alliances in the 2022/23 round (with Croatian member): COLlaborative innOvative sUstainable Regional UniverSities (Josip Juraja Strossmayer University of Osijek) and the European University of Cities in Post-Industrial Transition (University of Zagreb). In the 2023/24 round two new alliances with Croatia participation was awarded: The European University of Islands, Ports and Coastal Territories (University of Dubrovnik) and European University on AI in Curricula, Smart UniverCity and (Return)Mobility (Zagreb School of Economics and Management).

Some of the university alliances have also formalized their alliance within a legal framework making it a self-standing legal entity. Such formalizations tend to be accompanied by other forms of organizational coordination in the form of a secretariat and a general secretary. That some alliances are forming separate legal entities is a development in line with the new European Strategy for higher education (European Commission, 2022), even though individual members of an alliance may want to protect their own institutional autonomy and want to avoid being bounded by legal frameworks outside their own country (EU Directorate-General 2025).

While it is clear that alliances have demonstrated their transformative potential, further efforts are needed to ensure that their activities fully match their potential, as they need to reach out to many more students, staff and faculty in partner institutions, to develop in all their missions of education, research and innovation at the service of society, and to fully play their pioneering role in national higher education systems. To achieve their ambitious goals, the Associations need further support, both in terms of policy and funding. (EU Directorate-General 2025).

- obuku, podučavanje, istraživanje, rad ili dijeljenje usluga preko granica i disciplina.
- Transdisciplinarni i transnacionalni timovi studenata, akademika i vanjskih dionika bave se velikim problemima s kojima se Europa suočava (kao što su zaštita klime, digitalizacija, zdravlje, demokracija, migracija, sigurnost).
 - Studenti mogu dizajnirati vlastite fleksibilne nastavne planove i programe koji vode do europske diplome.
 - Praktično i/ili radno iskustvo pruža se za poticanje poduzetničkog načina razmišljanja i razvoj građanskog angažmana.
 - Studentsko tijelo odražava društvenu, ekonomsku i kulturnu raznolikost stanovništva.
 - Europska unija dodijelila je oko 1,1 milijardu eura za inicijativu europskih sveučilišta u okviru programa Erasmus+ za proračunsko razdoblje 2021–2027. Svaka alijansa može dobiti do 14,4 milijuna eura tijekom četiri godine.

Listopad 2018. Europska komisija objavila je prvi poziv Erasmus+ ustanovama visokog obrazovanja za početak testiranja različitih modela za europska sveučilišta. Rezultati 1. poziva objavljeni u lipnju 2019. omogućili su da prvih 17 europskih sveučilišta započne suradnju. Studeni 2019. Europska komisija pokrenula je 2. poziv Erasmus+, a rezultati 2. poziva objavljeni su u srpnju 2020. podržavajući 24 nova europska sveučilišna saveza.

Ljeto 2024. Objavljeni su rezultati 5. poziva: 14 europskih sveučilišta počinje surađivati; 64 europska sveučilišta koja uključuju više od 560 institucija visokog obrazovanja iz svih dijelova Europe (35 zemalja) transformiraju visoko obrazovanje. Okupljeno je gotovo 2200 pridruženih partnera, od nevladinih organizacija do poduzeća, gradova, lokalnih i regionalnih vlasti te institucija visokog obrazovanja.

Sveučilište autora ovoga članka dobilo je potporu u prvom pozivu CHARM-EU (Challenge-driven, Accessible, Research-based, Mobile) europske sveučilišne alijanse 2019. Od hrvatskih sveučilišta, Sveučilište u Zadru (Europsko sveučilište za pametnu urbanu održivost obale) i Sveučilište u Splitu (Europsko sveučilište mora) dobili su istu potporu kao dio svojih alijansi. U 2019/2020. Sveučilište u Zagrebu također je bilo jedan od dobitnika u sklopu European University of Post-Industrial Cities Alliance.

U 2021/2022., prijavitelji koji su pobijedili u prvom krugu u 2019. godini mogli su se prijaviti za novo razdoblje financiranja (s prednošću dodavanja članova svojoj prethodnoj udruzi), ali je bilo moguće i osnivanje novih udruga. Osim alijanse CHARM-EU (koja se proširila s dodatnim članicama), podržane su i tri prethodne alijanse u

kojima su bile članice hrvatska sveučilišta. Uz dva prethodno navedena saveza, Sveučilište u Rijeci treće je pristupilo Alijansi mladih sveučilišta za budućnost Europe. European University for Smart Urban Coastal Sustainability Alliance sada je postala pravna osoba (sa Sveučilištem u Zadru).

Pobjedničke alijanse u 2022/2023 (s hrvatskim članom): COLlaborative innOvative Sustainable Regional UniverSities (Sveučilište Josipa Jurja Strossmayera u Osijeku) i Europsko sveučilište gradova u postindustrijskoj tranziciji (Sveučilište u Zagrebu). U 2023/2024 dodijeljena su dva nova saveza s hrvatskim sudjelovanjem: Europsko sveučilište otoka, luka i obalnih područja (Sveučilište u Dubrovniku) i Europsko sveučilište o umjetnoj inteligenciji u nastavnim planovima i programima, Smart UniverCity i (povratna) mobilnost (Zagrebačka škola ekonomije i menadžmenta).

Neki od sveučilišnih saveza također su formalizirali svoje alijanse unutar pravnog okvira čineći ga samostalnim pravnim subjektom. Takve formalizacije obično prate drugi oblici organizacijske koordinacije u obliku tajništva i glavnog tajnika. Činjenica da neke alijanse formiraju zasebne pravne subjekte razvoj je u skladu s novom Europskom strategijom za visoko obrazovanje (Europska komisija 2022), iako pojedinačni članovi alijanse možda žele zaštititi vlastitu institucionalnu autonomiju i žele izbjeći ograničenje pravnim okvirima izvan svoje zemlje (EU Directorate-General 2025).

Iako je jasno da su alijanse pokazale svoj transformativni potencijal, potrebni su daljnji naponi kako bi se osiguralo da njihove aktivnosti u potpunosti odgovaraju njihovom potencijalu, budući da moraju doprijeti do mnogo više studenata, osoblja i nastavnika u partnerskim institucijama, kako bi se razvijali u svim svojim misijama obrazovanja, istraživanja i inovacija u službi društva te u potpunosti igrali svoju pionirsku ulogu u nacionalnim sustavima visokog obrazovanja. Kako bi postigle svoje ambiciozne ciljeve, udrugama je potrebna daljnja podrška, kako u smislu politike tako i u smislu financiranja (EU Directorate-General 2025).

5. Zajednički programi europskih sveučilišnih alijansi

Iako se čini da je pokretanje zajedničkih sveučilišnih programa manifestacija suradnje europskih sveučilišta, iznenađujuće je malo takvih programa provedeno (za pravo, ne postoji sveobuhvatan popis takvih sveučilišnih programa). Sigurno je da je među europskim sveučilištima koja su pobijedila u prvom krugu 2019. samo alijansa CHARM-EU uspjela prevladati poteškoće oko akreditacije zajedničkoga programa i pokrenuti svoj

5 Joint programmes of European University Alliances

Even though the launching of joint university programmes seems to be a manifestation of cooperation for European universities, surprisingly few such programmes have been implemented (in fact, there is no comprehensive list of such university programmes). It is certain that among the European Universities that won in the first round in 2019, only the CHARM-EU alliance was able to overcome the difficulties of accrediting a joint programme and launch its master's programme in the first 4-years term of the funding period. The alliances that also received funding for the second cycle have accredited several joint programmes.

The CHARM-EU Alliance (including the University of Barcelona, Montpellier, Utrecht, Trinity College Dublin and Eötvös Loránd University, Budapest) won the second grant in the 2022 Erasmus+ European Universities Call and four new partners (Åbo Akademi University, Turku, the University of Würzburg and the Ruhr West University of Applied Sciences and Bergen University) joined the Alliance.

The European MSc on Global Challenges for Sustainability established by the CHARM-EU alliance is an international, innovative, flexible, inclusive programme with a challenge-driven, research-based curriculum, enabling transdisciplinary approaches, addressing global societal challenges and skills shortages, and focusing on reconciling humanity with the planet.

The CHARM-EU Master programme offers a full intercultural experience: students are attending lectures in one of the five (and later eight) CHARM-EU partner's universities and connect to the other campuses online over the 18-month duration of the Master's. The new version of the programme (from 2025) is 4-semester long and include all new members of the alliance. The change required a new accreditation of the programme in all participating countries, although the legal systems of several countries have recently facilitated the accreditation of such international university programmes. Mobility is an integrated part of the programme, so the course combines a variety of mobility options: switching campuses from one phase to the other, short mobilities within the phase and virtual mobility.

The original structure of the three semesters long master programme:

- *Phase 1: A Preparatory Phase* with modules on Sustainability, Social Innovation and Transdisciplinary Research. (30 ECTS)
- *Phase 2: A Flexible Phase* with transdisciplinary modules focusing on one of three sustainability themes:

- o *Water: Extremes in the Water Cycle and their Complex Consequences, Adaptation Measures and Strategies in Water Management, Resilient Cities: Water in Urban Environments*
- o *Food: The Food-Health-Environment Nexus, Food Systems and their Transformations, Socially Just and Sustainable Food Systems*
- o *Life & Health: Health Systems and Policies, Health Challenges, Healthy Lives and Wellbeing.*
- *Phase 3: A Capstone Phase* focusing on a sustainability challenge in collaboration with extra academic actors (i.e. business, community and society) (30 ECTS)

In the new (four semesters long) version of the programme a new Experimental Phase will be added as the third semester. Both the Experimental Phase and the Capstone Phase offer significant opportunities for cartography and geoinformatics, as these are the semesters of the programme when interdisciplinary areas can be most involved.

The following topics are a good indication of the Capstone challenge topics in which the graduating students are prepared to finalize their studies:

- Build critical mass for sustainable business
- How to build strong and active garden communities
- Green Restoration for African Food Sovereignty
- Seaweed Recovery
- Environmental monitoring for reconciling humanity and the planet: human-livestock-wildlife
- Understanding climate change sensitivity of watersheds and agro-ecological zones for selected countries in Southern Africa

The most relevant challenges, obstacles of establishing joint university programmes in transnational collaboration in higher education:

- *Accreditation:* different procedural rules, specific legislation for specific programmes (like health).
 - o Joint programmes: Mixture of institutional and programme based accreditation.
 - o Restrictive national legislation regarding the possibility to create an interdisciplinary degree. In all degrees, one field of study must be dominant.
- *Quality Assurance of new programmes:* difficulties in developing an internal Quality Assurance framework for the European University that addresses all requirements in the different national systems.
- *Flexible Learning Paths:* Stringent national regulations regarding the establishment of full degrees
- *Curriculum:* restrictive legislation regarding the use of languages.
- *Governance structure:* enrolment, tuition fees.

There is no summary list of university programmes set up and run by university associations. Table 1 is a

magistarski program u prvom četverogodišnjem roku razdoblja financiranja. Alijanse koje su također dobile sredstva za drugi ciklus akreditirale su nekoliko zajedničkih programa.

Alijansa CHARM-EU (uključujući Sveučilište u Barceloni, Montpellieru, Utrechtu, Trinity College Dublin i Sveučilište Eötvös Loránd u Budimpešti) osvojio je drugu potporu na pozivu europskih sveučilišta Erasmus+ 2022. i četiri nova partnera (Sveučilište Åbo Akademi, Turku, Sveučilište Würzburg i Sveučilište primijenjenih znanosti Ruhr West i Sveučilište Bergen pridružila su se Alijansi).

Europski magisterij znanosti o globalnim izazovima za održivost koji je uspostavila alijansa CHARM-EU međunarodni je, inovativan, fleksibilan, inkluzivan program s nastavnim planom i programom temeljenim na izazovima, koji omogućuje transdisciplinarnu pristupe, bavi se globalnim društvenim izazovima i nedostatkom vještina te se fokusira na pomirenje čovječanstva i planeta.

Master program CHARM-EU nudi potpuno interkulturalno iskustvo: studenti pohađaju predavanja na jednom od pet (i kasnije osam) partnerskih sveučilišta i povezuju se s drugim kampusima online tijekom 18-mjesečnog trajanja magisterija. Nova verzija programa (od 2025.) traje 4 semestra i uključuje sve nove članice alijanse. Promjena je zahtijevala novu akreditaciju programa u svim zemljama sudionicama, iako su pravni sustavi nekoliko zemalja nedavno olakšali akreditaciju takvih međunarodnih sveučilišnih programa. Mobilnost je sastavni dio programa, tako da tečaj kombinira različite mogućnosti mobilnosti: prebacivanje kampusa iz jedne faze u drugu, kratke mobilnosti unutar faze i virtualnu mobilnost.

Izvorna struktura magistarskog programa koji traje tri semestra:

- *Faza 1: Pripremna faza s modulima o održivosti, društvenim inovacijama i transdisciplinarnom istraživanju* (30 ECTS)
- *Faza 2: Fleksibilna faza s transdisciplinarnim modulima koji se fokusiraju na jednu od tri teme održivosti:*
 - o *Voda:* Ekstremi u ciklusu vode i njihove složene posljedice, Mjere prilagodbe i strategije u gospodarenju vodama, Otporni gradovi: Voda u urbanim sredinama
 - o *Hrana:* Povezanost hrane, zdravlja i okoliša, prehrambeni sustavi i njihove transformacije, socijalno pravedni i održivi prehrambeni sustavi
 - o *Život i zdravlje:* zdravstveni sustavi i politike, zdravstveni izazovi, zdrav život i dobrobit.
- *Faza 3: Glavna faza koja se fokusira na izazov održivosti u suradnji s dodatnim akademskim akterima (tj. poduzećem, zajednicom i društvom)* (30 ECTS)

U novoj (četiri semestra) verziji programa dodat će se nova Eksperimentalna faza kao treći semestar. I eksperimen-

talna faza i faza završetka nude značajne mogućnosti za kartografiju i geoinformatiku, budući da su to semestri programa u kojima se interdisciplinarna područja mogu najviše uključiti.

Sljedeće teme dobar su pokazatelj tema izazova Glavne faze u kojima se studenti pripremaju za završetak studija:

- o Izgraditi kritičnu masu za održivo poslovanje
- o Kako izgraditi snažne i aktivne vrtne zajednice
- o Zelena obnova za afrički prehrambeni suverenitet
- o Oporavak morskih algi
- o Praćenje okoliša za pomirenje čovječanstva i planeta: čovjek-stoka-divljač
- o Razumijevanje osjetljivosti slivova i agroekoloških zona na klimatske promjene za odabrane zemlje južne Afrike.

Najvažniji izazovi, prepreke uspostavljanja zajedničkih sveučilišnih programa u transnacionalnoj suradnji u visokom obrazovanju:

- *Akreditacija:* različita proceduralna pravila, posebni zakoni za specifične programe (kao što je zdravstvo).
 - o *Zajednički programi:* mješavina institucionalne i programske akreditacije.
 - o *Restriktivno nacionalno zakonodavstvo u pogledu mogućnosti stvaranja interdisciplinarne diplome.* U svim diplomama jedno područje studija mora biti dominantno.
- *Osiguranje kvalitete novih programa:* poteškoće u razvijanju internog okvira osiguranja kvalitete za Europsko sveučilište koje se bavi svim zahtjevima u različitim nacionalnim sustavima
- *Fleksibilni putovi učenja:* Strogi nacionalni propisi koji se odnose na stjecanje punih diploma
- *Nastavni plan i program:* restriktivno zakonodavstvo u pogledu uporabe jezika
- *Upravljačka struktura:* upis, školarine.

Ne postoji sažeti popis sveučilišnih programa koje su uspostavile i provode sveučilišne udruge. Tablica 1 daje sažetak autorova istraživanja i navodi programe u kojima naše područje može doprinijeti.

6. Europska diploma

Što se tiče budućnosti alijansi europskih sveučilišta, podložna je usvajanju radnog programa Erasmus+ za 2026., očekuje se da će poziv za europska sveučilišta u okviru programa Erasmus+ biti objavljen 2026., prvenstveno ciljajući na već postojeće alijanse duboke institucionalne transnacionalne suradnje, osiguravajući održivo financiranje do 2028.

Podložno usvajanju Programa rada Erasmus+ za 2027., očekuje se da će poziv za europska sveučilišta u

summary of the author's research and lists the programmes in which our field can contribute.

6 The European degree

Concerning the future of the European University Alliances it is subject to the adoption of the 2026 Erasmus+ Work Programme, a call for European Universities under Erasmus+ is expected to be launched in 2026, targeting primarily already existing deep institutional transnational cooperation alliances, ensuring sustainable funding up to 2028.

Subject to the adoption of the 2027 Erasmus+ Work Programme, a call for European Universities under Erasmus+ is expected to be launched in 2027, targeting primarily already existing deep institutional transnational cooperation alliances, ensuring sustainable funding up to 2029.

The future is uncertain as to whether the EU would like to give the alliances some special legal status, possibly funded centrally.

One of the potential future developments is the European degree which would be a new type of degree awarded after transnational Bachelor, Master, or Doctoral programmes delivered at national, regional, or institutional level and automatically recognized everywhere in the EU, and awarded jointly and on a voluntary basis by a group of universities across Europe, based on a common set of criteria agreed at European level.

The potential key objectives:

- Contribute to Europe's competitiveness by equipping graduates with future-proof skills to master the green and digital transitions
 - Provide a strong symbol of our common European identity and strong sense of European belonging, reinforcing our common academic values and bringing people and universities together
- The added value of a European degree:
- For students, it will offer more opportunities to study at various universities in different EU countries and to graduate with one universally recognized diploma.
 - For higher education institutions, it will make it simpler to set up a joint degree programme with several universities across Europe, by removing unnecessary barriers.
 - For employers, it will ease the recruitment of highly skilled qualified graduates who are ready to face the challenges of a rapidly changing world.

The European Degree label is an initiative by the European Commission aimed at enhancing transnational

cooperation in higher education. Here are some key points about it:

- Joint Degrees: It facilitates the issuing of joint diplomas, degrees, and certificates across the European Higher Education Area.
- Automatic Recognition: Degrees awarded under this label are automatically recognized across all EU countries.
- Transnational Programs: It supports Bachelor, Master, or Doctoral programs delivered collaboratively by universities from different EU countries.
- Future-Proof Skills: The initiative aims to equip graduates with skills needed for the green and digital transitions, enhancing Europe's competitiveness.
- Mobility and Cooperation: It encourages student mobility and cooperation among higher education institutions, making it easier to set up joint degree programs.

This initiative is part of the broader effort to create a more integrated and competitive European Education Area.

The European degree is envisaged as a voluntary and flexible solution to overcome existing obstacles preventing the European Education Area from reaching its full potential. Just as Erasmus+ has had spillover effects in creating more exchange opportunities and a more flexible learning environment, the European degree would help to make joint educational programmes more widespread for all higher education institutions, in full respect of subsidiarity.

By taking a further step towards the creation of a European degree, and by leveraging their unique European dimension, we are honouring the transnational collaborative efforts of European higher education institutions to provide students with unparalleled opportunities for personal growth, academic achievement, and European citizenship, giving them a better chance to succeed in today's global economy.

A European degree would prepare students to navigate and succeed in a world where challenges and opportunities have no borders. This is how we must prepare our students to not only participate in the global economy but to lead it. In doing so, we are not just increasing our Union's competitiveness, we are contributing to a more prosperous and more connected world (European Parliament 2024).

For cartography and geoinformatics, these new directions, the European Degree Label, can open new opportunities, in inter- and multidisciplinary university programmes, to provide students with the right knowledge for a wide range of courses. But we must be prepared for that.

Tablica 1. Programi u kojima kartografija i geoinformatika mogu naći svoje mjesto (European Commission: Directorate-General 2025).
Table 1 Programs in which cartography and geoinformatics can find their place (European Commission: Directorate-General 2025).

Alijansa / Alliance	Program / Programme	Website / Website
4EU+	Global Environment and Development MA (only 3 partner universities)	https://en.uw.edu.pl/merged-joint-masters-degree-at-4eu-universities/
ARQUS	European Studies MA	https://arqus-alliance.eu/study-in-arqus/joint-masters-1479-programmes/master-european-studies/a-joint-programme/
ATHENA	Embedded Intelligence Nanosystems Engineering MSc	https://athenauni.eu/erasmus-mundus-masters-programme-by-four-athena-partner-universities-approved-for-funding/
CIVICA	No special joint, but several double MAs	https://www.civica.eu/education/masters-students/dual-degree-masters-programmes/
EC2U	Well-being and Healthy Ageing; Sustainable Cities and Communities; European Languages, Cultures and Societies in Contact MAs	https://ec2u.eu/for-students/ec2u-master-programmes/Life-long
ENGAGE.EU	Digital transformation MSc	https://www.engageuniversity.eu/engage-eu-joint-programme-in-digital-transformation-2023/
ENLIGHT	Several bilaterals	https://enlight-eu.org/index.php/students/joint-master-programmes?layout=blog
EU-CONEXUS	Marine Biotechnology MSc; Smart Urban Coastal Sustainability MSc	https://www.eu-conexus.eu/en/for-students/studies/joint-degree-programmes/master/
EUGLOH	Four (mostly) bilateral MScs	https://www.eugloh.eu/get-involved/students/international-opportunities/long-term-1/
EUNICE	Information Technology for Smart and Sustainable Mobility MSc	https://eunice-university.eu/first-eunice-joint-master-degree-it-smart-mobility/
EURECA-PRO	Responsible Consumption and Production MA	https://www.eurecapro.eu/joint-master-in-responsible-consumption-and-production/
EuroTech	Only bilaterals	https://eurotech-universities.eu/learning/bscs-mscs/bachelor-master/
RUN-EU	Only bilaterals	https://run-eu.eu/2023/05/03/run-eu-celebrates-milestone-with-new-double-degree-programmes/
Ulysseus	AI for Business Transformation	https://www.facebook.com/UlysseusEuropeanUniversity/photos/-introducing-the-joint-master-degree-in-ai-for-business-transformation-ulyssseusa/893121772833890/
UNA EUROPA	Arts in European Studies BA	https://www.una-europa.eu/study/baes

okviru Erasmus+ biti objavljen 2027., prvenstveno ciljajući na već postojeće duboke institucionalne saveze transnacionalne suradnje, osiguravajući održivo financiranje do 2029.

Budućnost je neizvjesna po pitanju hoće li EU alijansa željeti dati neki poseban pravni status, koji bi se možda financirao iz središnjeg sustava.

Jedan od potencijalnih budućih razvoja je europska diploma koja bi bila nova vrsta diplome koja bi se dodjeljivala nakon transnacionalnih prvostupničkih, magistarskih ili doktorskih programa koji bi se izvodili na nacionalnoj, regionalnoj ili institucionalnoj razini i

automatski priznavali svugdje u EU-u, a koju bi zajednički i na dobrovoljnoj osnovi dodjeljivala grupa sveučilišta diljem Europe, na temelju zajedničkog skupa kriterija dogovorenih na europskoj razini.

Potencijalni ključni ciljevi:

- Doprinijeti europskoj konkurentnosti opremanjem diplomata vještinama spremnim za budućnost kako bi svladali zelene i digitalne prijelaze
- Osigurati snažan simbol našeg zajedničkog europskog identiteta i snažnog osjećaja europske pripadnosti, jačajući naše zajedničke akademske vrijednosti i zbližavajući ljude i sveučilišta

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Dodana vrijednost europske diplome:

- Studentima će ponuditi više mogućnosti studiranja na raznim sveučilištima u različitim zemljama EU i diplomiranja s jednom univerzalno priznatom diplomom.
- Ustanovama visokog obrazovanja olakšat će uspostavu zajedničkog studijskog programa s nekoliko sveučilišta diljem Europe, uklanjanjem nepotrebnih prepreka.
- Poslodavcima će olakšati zapošljavanje visoko kvalificiranih diplomanata koji su spremni suočiti se s izazovima svijeta koji se brzo mijenja.

Oznaka europske diplome inicijativa je Europske komisije usmjerena na jačanje transnacionalne suradnje u visokom obrazovanju. Evo nekoliko ključnih točaka o tome:

- Zajedničke diplome: Olakšano izdavanje zajedničkih diploma, stupnjeva i svjedodžbi diljem europskog prostora visokog obrazovanja.
- Automatsko priznavanje: Diplome dodijeljene pod ovom oznakom automatski se priznaju u svim zemljama EU-a.
- Transnacionalni programi: Podržava prvostupničke, magistarske ili doktorske programe koje u suradnji provode sveučilišta iz različitih zemalja EU-a.
- Vještine primjerene budućnosti: Cilj inicijative je opremiti diplomante vještinama potrebnim za zelene i digitalne prijelaze, čime se povećava konkurentnost Europe.
- Mobilnost i suradnja: Potiče mobilnost studenata i suradnju među visokoškolskim ustanovama, olakšavajući uspostavu zajedničkih studijskih programa.

Ta je inicijativa dio šireg napora da se stvori integriraniji i konkurentniji europski obrazovni prostor.

Europska diploma zamišljena je kao dobrovoljno i fleksibilno rješenje za prevladavanje postojećih prepreka koje sprječavaju europski obrazovni prostor da dosegne svoj puni potencijal. Baš kao što je Erasmus+ imao učinke u stvaranju više mogućnosti razmjene i fleksibilnijeg okruženja za učenje, europska bi diploma pomogla da se zajednički obrazovni programi učine raširenijim za sve institucije visokog obrazovanja, uz puno poštovanje principa supsidijarnosti.

Poduzimanjem daljnjeg koraka prema stvaranju europske diplome i iskorištavanjem njihove jedinstvene europske dimenzije, odajemo počast transnacionalnim zajedničkim naporima europskih institucija visokog obrazovanja da studentima pruže neusporedive prilike za osobni rast, akademska postignuća i europsko građanstvo, dajući im bolju šansu za uspjeh u današnjoj globalnoj ekonomiji.

Europska diploma pripremila bi studente za snalaženje i uspjeh u svijetu u kojem izazovi i mogućnosti nemaju granica. To je način na koji moramo pripremiti naše studente ne samo da sudjeluju u globalnoj ekonomiji, već i da je vode. Čineći to, ne povećavamo samo konkurentnost naše Unije, već pridonosimo prosperitetnijem i povezanim svijetu (Europski parlament 2024).

Za kartografiju i geoinformatiku, ti novi smjerovi i europska diploma, mogu otvoriti nove mogućnosti, u interdisciplinarnim i multidisciplinarnim sveučilišnim programima, kako bi se studentima pružilo pravo znanje za širok raspon kolegija. Ali za to se moramo pripremiti.