

EURASHE ANNUAL REPORT 2019

**Professional Higher Education
in Europe: A Year of a Focused
Future**

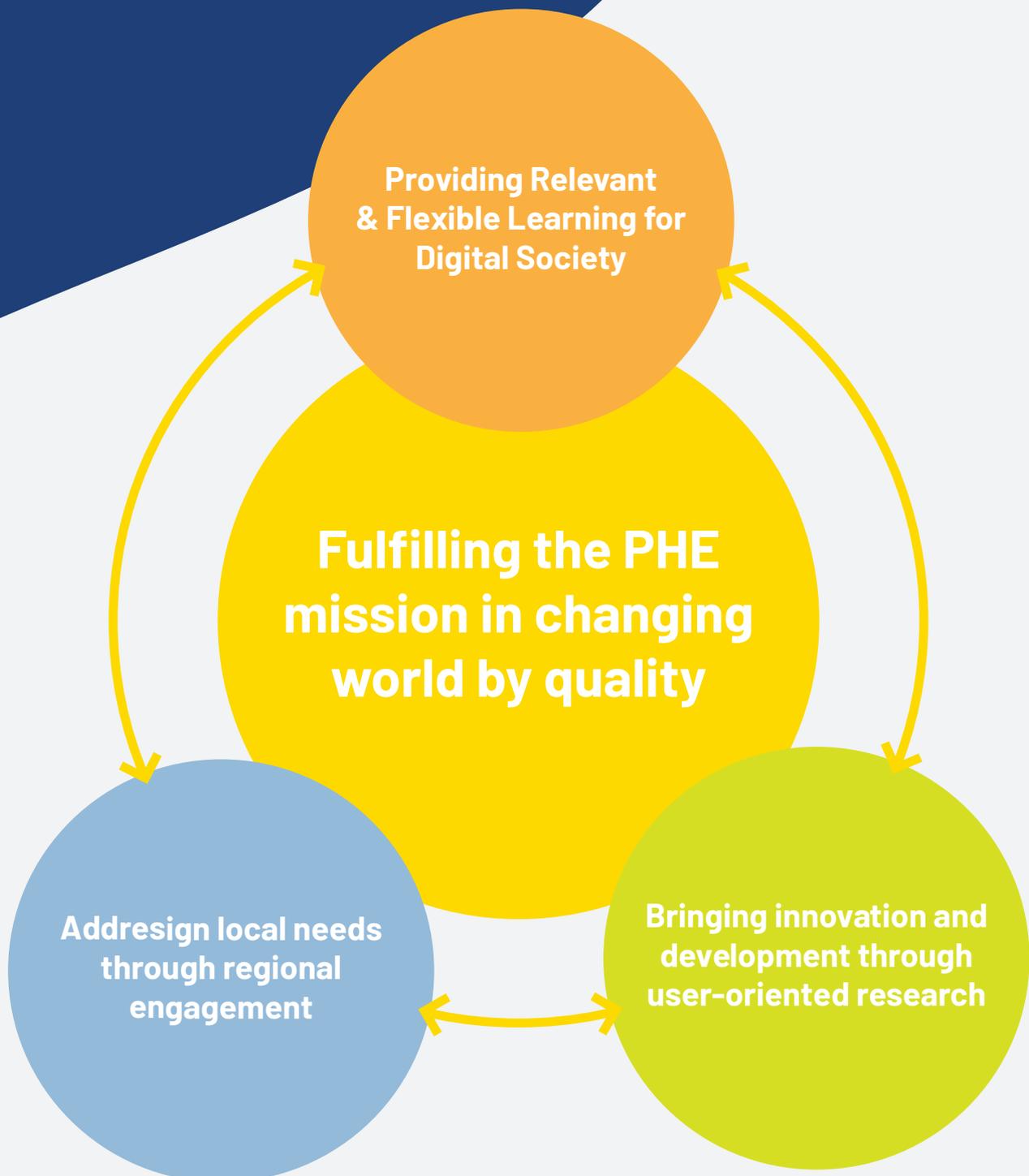
Our mission

EURASHE's mission is to strengthen the impact of innovative, high-quality professional higher education and related user-oriented research in Europe by representing professional higher education institutions and facilitating their multi-stakeholder cooperation and dialogue.

Our vision

EURASHE strives to support the development and transformation of European society through professional higher education.

EURASHE strategy 2019 - 2022



FULFILLING THE PHE MISSION IN CHANGING WORLD BY QUALITY

KEY PRIORITY AREAS

Promoting PHE role & identity
Specifying the UAS concept & profile

Supporting leadership capacity

OTHER RELEVANT PRIORITIES & SUB-THEMES

Positioning PHE within educational systems & enhancing permeability

Addressing new target groups

Promoting Civic and Democratic Values

Partnership with the World of Work

Promoting quality culture & enhancement

PROVIDING RELEVANT & FLEXIBLE LEARNING FOR DIGITAL SOCIETY

KEY PRIORITY AREAS

PHE future in a digital world

Making Lifelong Learning a reality

Innovative methods of Learning & Teaching
with focus on Work-based learning

OTHER RELEVANT PRIORITIES & SUB-THEMES

Recognition of Prior Learning

Short Cycle Higher Education

Balancing professional aspects and employability with civic and democratic competences

Evidence and feedback – graduate tracking

ADDRESSING LOCAL NEEDS THROUGH REGIONAL ENGAGEMENT

KEY PRIORITY AREAS

Mapping role and impact of PHE/UAS in regional development within SMART regions

Concept and potential role, mapping scope of activities

Mapping situation and experience

Impact & Performance Indicators

Developing self-reflection tools

Good practices collection

OTHER RELEVANT PRIORITIES & SUB-THEMES

Becoming an integral part of regional strategy

Models for regional engagement, partnership with regional actors

Reflecting SMART specialisation

Supporting SMEs

Engagement of regional authorities

Promotion of regional engagement as a key part of the mission

Capacity building & leadership

BRINGING INNOVATION AND DEVELOPMENT THROUGH USER-ORIENTED RESEARCH

KEY PRIORITY AREAS

Applied Research Promotion within PHE
- clarifying concept
- evidence and good practices
- UAS capacity & contribution

Students' engagement in research & innovation
- Links to Teaching/Learning

Developing research capacity of institutions & staff

OTHER RELEVANT PRIORITIES & SUB-THEMES

Enhanced access to funding

Horizon Europe

Mapping other sources, regional funds

Partnership with the World of Work

Relevant performance indicators

Board

The Board

The Board is the executive body of the association. In 2019 it was composed of:



1



2



3

1 **Stéphane Lauwick, FR**
President
Re-elected in 2019

2 **Armando Pires, PT**
Vice-President

3 **Ulf-Daniel Ehlers, DE**
Vice-President
Re-elected in 2019



4



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4 **Regis Debrulle, BE**
Treasurer

5 **Paul Hannigan, EI**

6 **Juan Carlos Hernandez Buades, ES**



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7 **Alicia-Leonor Sauli-Miklavčič, SI**

8 **Ewa Stachura, PL**

9 **Eric Vermeylen, BE**



10

10 **Nijolė Zinkevičienė, LT**
Elected in 2019

Secretariat

The Secretariat is the head office in Brussels, from which the association is run on a daily basis. The Secretary-General liaises with the members of the Board and General Assembly assisted by project, policy, communications and financial officers.

In 2019 the Secretariat of EURASHE was composed of:



- 1** Michal Karpíšek, CZ
Secretary General
- 2** Dovile Sandaraite, LT
Communications and
Events Officer
- 3** Krisztina Oláh, HU
Financial and
Administrative Officer



- 4** Elsa Prédour, FR
Project Officer
- 5** Dr Vaidotas Viliūnas, LT
Policy and Project Officer
- 6** Iskren Kirilov, BG
Policy Advisor



- 7** Federica Garbuglia, IT
Communications and Events
Assistant

Committee for Strategic Advice

The Committee for Strategic Advice (CSA) is a consultative and advisory body, which formulates recommendations on EURASHE's priorities and policies.

The CSA consists of excellent professionals working in the professional higher education field and business as well as students' representatives.

The CSA meets a few times a year to give recommendations on the ongoing professional higher education policies and suggests future fields of activities in relation with current social and economic trends. In 2019 CSA members were:



1



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1 **Jeannette Weisschuh, DE**
Business representative

2 **Richard Tuffs, UK**
PHE representative

3 **Hélène Taylor Kelly, DK**
PHE representative



4



5



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4 **Norman Apsley, UK**
PHE representative

5 **Jan Koucký, CZ**
PHE representative

6 **Karlo Kolesar, HR**
Student representative



7



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7 **Stéphane Lauwick, FR**
President of EURASHE

8 **Antonis A. Zorpas, CY**
PHE representative

Working groups

Learning & Teaching

This working group is a discussion forum gathering EURASHE's community as well as external partners with interests in a larger portfolio of topics, including employability, cooperation with the world of work, lifelong learning, permeability between higher VET and higher education and others.

In 2019 Learning & Teaching working group met two times to discuss various professional higher education issues, among them, short cycle higher education development, Vocational Skills Week 2019 concept and input, updates on the Bologna process.

The working group also drafted a Lifelong Learning policy paper and provided an input to the Work Based Learning Charter.

Applied Research and Regional development

The working group serves as a forum for members and external experts familiar with EURASHE to develop, stimulate and execute projects, studies, and other initiatives including reach-out events.

During the meeting on 1 April 2019, members of the working group had the opportunity to learn more and discuss Horizon Europe and the next European framework programmes for R&I, together with Mr Clément Evroux, Policy Officer of DG RTD, European Commission. Mr Evroux introduced the structure, rationale and budget behind the programme and gave some inputs on how UAS can participate and benefit from it. The second meeting took place on 14 June 2019 and was dedicated to the role of PHE institutions in the design and implementation of Smart Specialization Strategies (S3), a topic which was thoroughly discussed with the help of Ms Eskarne Arregui, Project Officer of the Joint Research Centre (JRC), European Commission. Ms Arregui also presented the [HESS project](#) developed by the JRC with the objective of integrating higher education institutions into S3 policy development at the regional level.

Our members

We represent more than 600 higher education institutions around the world from 34 different countries.

7 new members in 2019:

Luxembourg

DTMD University for Digital Technologies in Medicine and Dentistry

Portugal

Egas Moniz Higher Education School

The Netherlands

HU University of Applied Sciences Utrecht

Kosovo

International Business College Mitrovica

Romania

University Politehnica of Bucharest

Austria

St. Pölten University of Applied Sciences

Turkish Republic of Northern Cyprus

European Leadership University

+600

higher education
institutions

34

different
countries

7

new members
in 2019

At EURASHE we care about our members' opinion and engagement in all our activities, that's why in 2019 we did a survey with the aim of learning more about their preferences and needs, to be able to offer them inspiring events and activities and up-to-date information on project opportunities and on policy development at the European level.

From the 2019 Membership survey

91%

of respondents said that they would choose again to become a member of EURASHE

74%

of respondents agree that the information provided by EURASHE is relevant for their work

Members appreciated EURASHE for the possibility to take part in European projects (26% of respondents), for the networking and exchange opportunities (23% of respondents) and for the relevant information it provides on HE policies (20% of respondents).

EURASHE's mission in the eyes of our members

Saint Paul Andalusia CEU Foundation, Spain

"EURASHE has the mission of promoting the interests of higher education in the European Higher Education Area (EHEA), supporting the improvement of educational quality, excellence, development, research, innovation, employability and university-business cooperation."

Conference of Rectors of Professional Universities in Poland, Poland

"EURASHE's mission is to strengthen professional higher education and its impact on society. It seeks to match the educational offer to the needs of the labour market and the changing economy and world."

Assembly of Directors of French University Institutes of Technology, France

"[EURASHE's mission is to] support PHE institutions throughout Europe by improving teaching and learning, asserting applied research, creating regional ecosystems through the acknowledgment of the University Third Mission"

Policy highlights

European Universities' Initiative

EURASHE considers that the European Universities initiative will change radically the higher education system in Europe by boosting the establishment of a genuine European Education Area. The European Universities alliances will increase the mobility of students and staff, foster the quality, inclusiveness and competitiveness of our Higher Education institutions, including their research and innovation capacities. This initiative is also essential to strengthen the European identity, based on a strong commitment to the European values and principles.

To support PHEs institutions wide representation in the second Call of the Initiative, EURASHE released a Statement on the participation of Universities of Applied Sciences within the aforementioned European Commission's Initiative.

EURASHE expressed its commitment to further support the Initiative and also invites the European Commission to take into account the specificities of UAS and other PHE institutions that have emerged on the occasion of the first call, in particular:

- Take a full advantage of the diversity of European higher education
- Consider all higher education qualification levels, while taking into account the limits of national regulations for UAS and other PHE institutions in this aspect

- Take into account the difficulties the UAS may face regarding the requested students' participation and engagement in the Alliances due to the shorter period of time students spend in UAS in comparison with traditional universities
- Clarify the doubts about the sustainability of the Alliances and the realisation of the common long-term strategies beyond the funding period
- Consider the specific profile of UAS students that could impact the desirable mobility.

Moreover, to support its members, EURASHE organised a series events, private online consultations, information sessions for the PHE representatives on the European Universities Initiative including a practical workshop '[European Universities Initiative and Universities of Applied Sciences \(UAS\): reflections for future success](#)' in Brussels, [29th EURASHE Annual Conference](#) in Budapest, [UAS Leadership Forum 2018 \(October\)](#), EURASHE Summer cocktail 2018 and others.

Civic and democratic values and competences

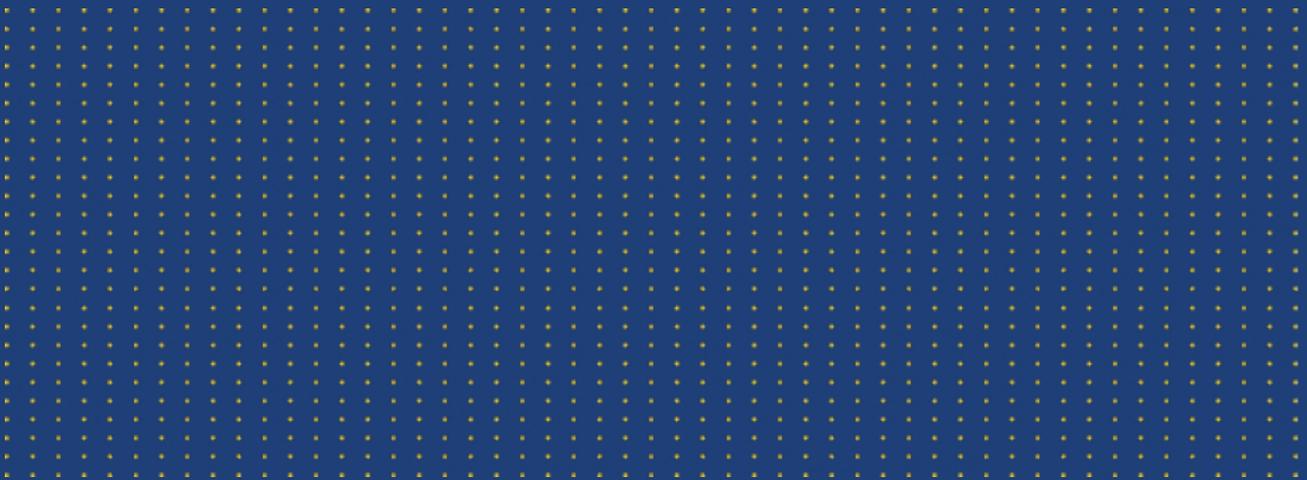
At EURASHE we know that our mission is not just to equip learners with knowledge, understanding and skills, or even competences for the labour market; our mission is about transforming the learner into a citizen ready and eager to participate actively in society. Our vision is that the role of UAS here in Europe is to effect a transformation of society.

EURASHE joins European Parliament's #ThisTimeImVoting campaign

We assert that better Education, more Education is the only way to promote the values we all share in this room: democratic participation, the promotion of human rights, the rule of law. This is the reason why we chose to join European Parliament Campaign #ThisTimeImVoting in 2019. In relation to this collaboration, we launched an extensive social media campaign on the importance of active citizenship, also, on the 29th of April we gathered together higher education community at the Afternoon Debate "Higher Education in Europe: Play to Win" to discuss these emerging issues and search for the possible answers of what should be a future role of higher education in Europe.

The 6th UAS Leadership Forum on 'Civic and democratic values and competencies in disruptive times'

The 6th UAS Leadership Forum was devoted to the specific role and challenges for UAS in the promotion of civic and democratic values and social inclusion, within and outside the universities. Special attention was paid to the institutional capacities and constraints, the specific competencies needed for the teachers and the personnel of the universities, the necessary adaptations of the curricula in the light of the Council of Europe's Reference Framework of Competences for Democratic Culture, and the students' participation.



Projects

We are developing innovative and hands-on projects in line with our strategy and in response to the challenges facing European higher education.

Our approach is multi-disciplinary, politically independent and combines (applied) research and policy development with concrete initiatives. EURASHE also contributes to projects through consultative, advisory and stakeholder boards.



Fulfilling the PHE mission in changing the world by quality

NEW PROJECT

VENHANS

VET European Networking Enhancement (2019 – 2022)

The Vocational Education and Training (VET) frameworks are so numerous and different in the EU member states and regions that the definition of common development agendas and objectives is a true challenge for decision-makers. The intermediation and mediation between the aims, needs, expectations of VET centres, VET teachers and trainers, local civil society organisations and the European VET development policies require a constant dialogue and exchange of opinions that only proficient networking activities can guarantee.

The VENHANS project aims at helping the main VET providers' network to:

- Increase their representativeness at national/regional level, expanding memberships and stimulating VET networking, particularly between VET providers and companies;

- Enhance the cooperation between the umbrella networks to allow maximum synergies and joint efforts to sustain and support decision-makers in the VET policies development and deployment in all EU member states;
- Promote VET provision's quality improvement, propagating the concept of excellence in VET and exploiting best VET learning tools and practices.

EURASHE is a partner of the VENHANS project and its role includes supporting the dissemination and making the project visible in the European higher education sphere.

More [here](#).

Fulfilling the PHE mission in changing the world by quality

NEW PROJECT

Spanning Boundaries

2019–2022

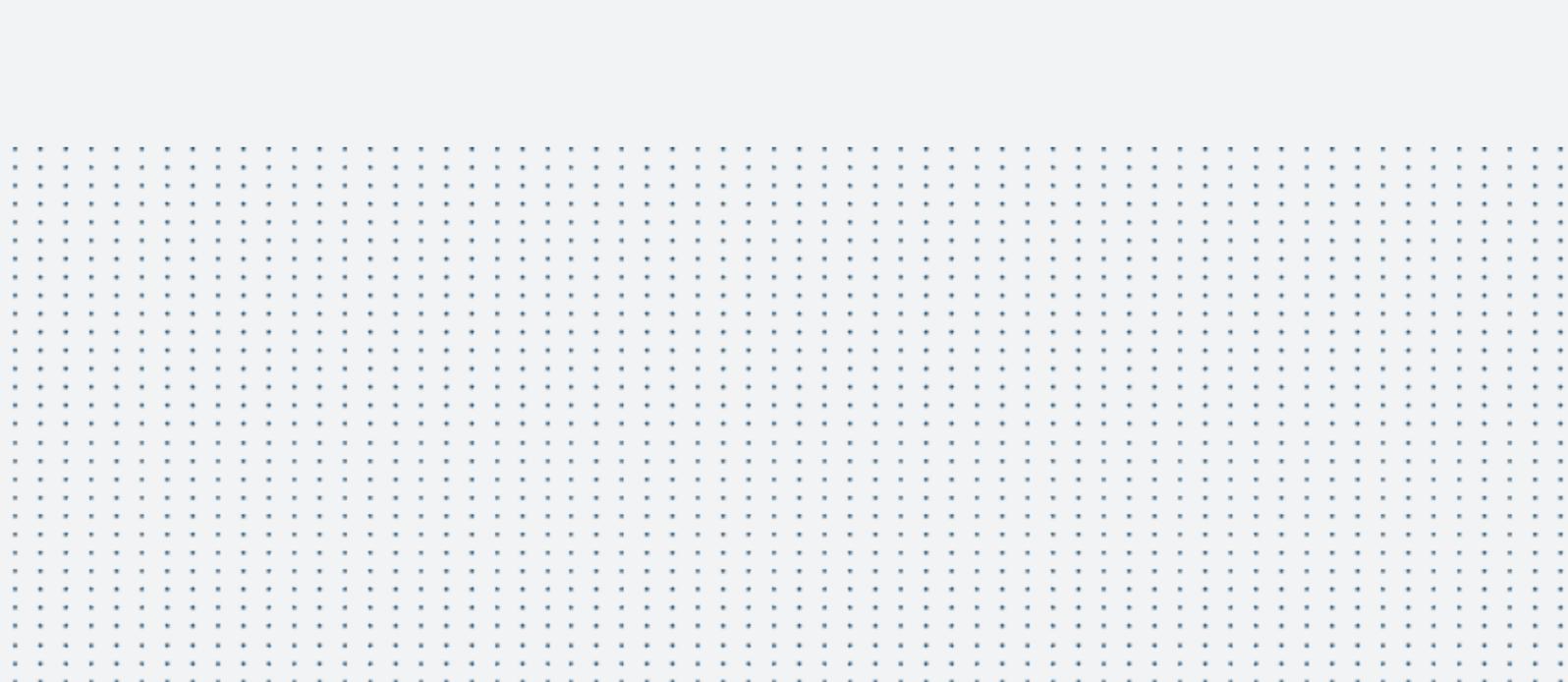
The European Union has recently taken the path to create a more connected relationship between society, government, business and higher education institutions (HEIs) in order to increase employment, productivity and social cohesion. However, despite the strong policy support, cooperation among the key actors in Europe is still in the early stages of development, and their interaction remains insufficient. In that, the recent reports by EU Smart Specialisation Platform and the Joint Research Centre particularly emphasized the need for “boundary spanners” in the innovation ecosystem, individuals who have deep understanding of both business and academia.

The Spanning Boundaries project aims at bridging the gap between policy and practice by:

- Identifying the quality, knowledge and skills set that describe boundary spanners;
- Designing and pilot testing an experiential learning programme on the concept in collaboration with business representatives;
- Generating and disseminating replicable tools for HEIs and SMEs across Europe.

EURASHE is a partner of the Spanning Boundaries project consortium and its role includes supporting the dissemination of the project's outcomes at the European level and providing policy advice.

More [here](#).



ONGOING PROJECT

IMPACCT

Improving Patient-centered Communication Competencies (2017 – 2020)

The IMPACCT project will develop a Health Literacy Educational Programme, which will include 20 learning units with specific learning objectives, information on content, teaching format, assessment and evaluation tools to improve the relevance and quality of education of European medical and nursing students. Objective of the project is also the development and evaluation of two Massive Open Online Courses (MOOCs), which will be ready in the course of 2019.

EURASHE is a partner of the IMPACCT project consortium and its role includes supporting the dissemination and providing policy advice.

More [here](#).

Providing Relevant and flexible learning for digital society

NEW PROJECT

RPLip

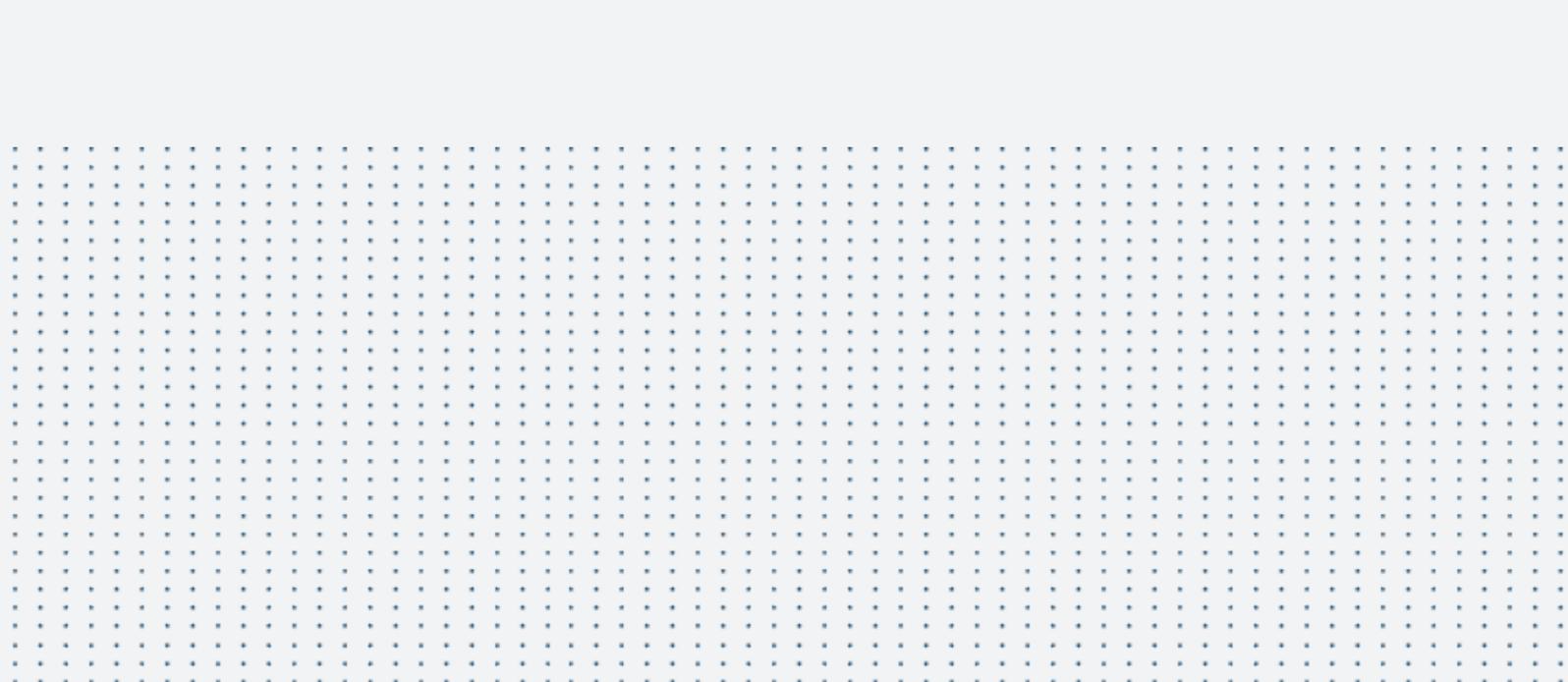
Recognition of Prior Learning in practice (2019 – 2021)

Many signs show that there is a gap in policy and practice in many countries concerning Recognition of Prior Learning (RPL). The Bologna Implementation Report 2018 shows that alternative entry routes to higher education are rarely used. It also states that only in five higher education systems there are nationally established and regularly monitored procedures, guidelines or policy for the assessment and recognition of prior learning as a basis for both accessing higher education programmes and the allocation of credits towards a qualification.

The RPLip project aims to promote different ways of recognising competences for access to further studies and for credits. The objective is to encourage, through structured peer learning, the participating countries to develop quality assured and consistent processes/ working methods to recognise non-formal and informal learning that suit the conditions of the participating countries.

EURASHE is a partner of the RPLip project consortium and its role includes developing the mapping exercise of the present situation regarding RPL in Europe and providing policy advice through its long experience and engagement in RPL and its role as the umbrella organisation for Universities of Applied Sciences.

More [here](#).



ONGOING PROJECT

ApprenticeshipQ

Mainstreaming Procedures for Quality Apprenticeships in Educational Organisation and Enterprises (2017 – 2020)

The project's goal is to develop management tools that support Higher Education institutions and employers to offer and direct high-quality apprenticeships.

The project aims to help identify different types of apprenticeships in Europe as well as the basic needs and expectations both by higher education institutions and by companies and to create a management toolkit with documents such as manuals, procedures, checklists and other forms to support the implementation of an "apprenticeships quality management system".

EURASHE is a partner of the project consortium and its role includes supporting the dissemination and making the project visible in the European higher education sphere.

More [here](#).

Providing Relevant and flexible learning for digital society

ONGOING PROJECT

MentorTrain

Training and Equipping Mentors in SMEs to provide Quality Apprenticeships (2018 – 2022)

EURASHE is a partner in the MentorTrain project, which aims to create a platform for imparting pedagogical skills to mentors, particularly experienced workers from SMEs who may not necessarily have relevant teaching experience.

Specifically, the project aims to:

- Define a common curriculum for mentorship within PHE-apprenticeships;
- Create and run an online course for such mentors;
- Run intensive design-thinking led sessions for mentors in each country to allow them to design and appropriately run placements;

- Create a practice-sharing database of model-placement-plans which can be used by other mentors;
- Create a resource pack which will assist mentors in every step of the mentorship process from start through to completion.

More [here](#).

ONGOING PROJECT

ApprenticeTrack

Smart Electronic System for Tracking Apprenticeships (2017 – 2020)

Despite their clear advantages, apprenticeship systems are extremely challenging to manage, as the learning needs of students and the needs of specific enterprises are extremely difficult to match, particularly when organizations need to deal with massive amounts of students and, consequently, data. Furthermore, the lack of European guidelines and tools seems to be preventing many of the actors in the sector to launch valuable, steady and sustainable Apprenticeship programmes.

ApprenticeTrack aims to propose an online Apprenticeship Management system for all apprenticeship stakeholders (apprentices,

employers and educational institutions) to improve the triangle communication and therefore more transparently address skills gaps issues.

This system will be based on a report on indicators and measurement criteria approved by external experts. Along with this tool, a course intended for employers who wish to take on apprenticeships will also be designed and implemented following the ADDIE model of instructional design.

EURASHE is a partner of the ApprenticeTrack project consortium and its role includes supporting the dissemination and making the project visible in the European higher education sphere.

More [here](#).

Providing Relevant and flexible learning for digital society

ONGOING PROJECT

SPRINT

Standardize best Practices about Internships (2017 – 2020)

Internships play a key role in young people's integration into the labour market. They are essential in bridging the skills gap between education and work. However, the great majority of internships do not fulfill their purpose due to the poor design of their framework; this results in a situation where millions of young people face serious problems of social inequality, no protections of rights and no acquisition of the skills necessary to get a job. The SPRINT project aims to achieve a unique quality standard for internships in Europe.

To do so, SPRINT will standardize best practices of quality internships identified and collected throughout the Member States, resulting in a European Quality Framework for Internships. This will be accompanied by a guide and an interactive online auto-assessment intended for employers to best implement the Framework, as well as training material for university career services staff.

EURASHE is a partner of the SPRINT project consortium and its role includes supporting the dissemination and contributing to the investigation through its links with European higher education institutions.

More [here](#).

FINISHED PROJECT

WEXHE

Integrating Entrepreneurship and Work Experience into Higher Education (2017 – 2019)

The project responds to the concerns expressed by stakeholders on the shortcomings in the labour market orientation of higher education, focusing on the balance between practical and theoretical learning and mismatches between the skill sets of graduates and the skills they require during early careers.

EU countries have experienced a substantial increase in graduate unemployment and a decrease in the quality of their employment. European students and graduates report continuously that they are worried about their careers. At the same time, employers and employers' organisations report they are having increasing difficulties in finding graduates with matching skills.

The WEXHE project aims at developing nine integrated disciplinary and entrepreneurial models programmes, which will include information and guidelines for the major stakeholders of the WBL sector, namely HEIs, SMEs, and Governmental Institutions and NGOs. The project will also develop guidelines on quality, management, funding, partnership and equal opportunities.

EURASHE is a partner responsible for the policy development of the project; this involves drafting principles and policies and conducting consultation at the EU level.

More [here](#).

Quality of Higher Education

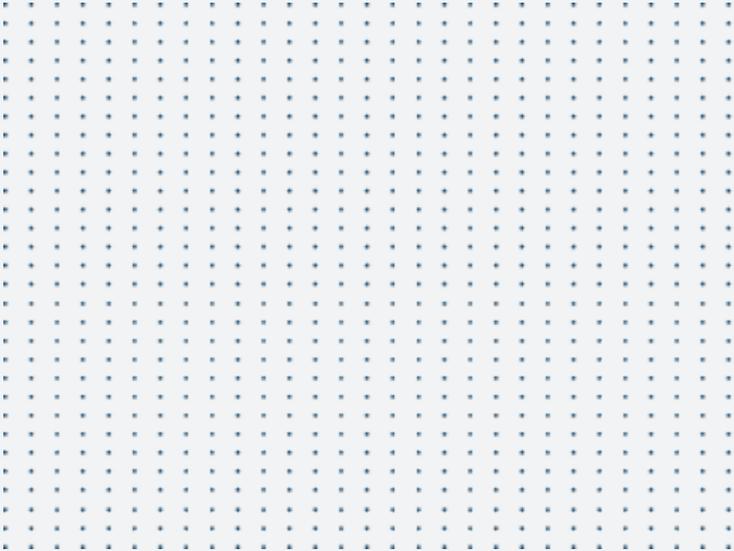
NEW PROJECT

ESQA

Effective involvement of Stakeholders in external Quality Assurance activities (2019 – 2021)

The ESQA project aims at addressing the need to further improve and ensure the effectiveness of stakeholder participation in external QA processes. In particular, the project's objective is to support the activity of the Peer Group C on stakeholders' involvement in external quality assurance (EQA), by exploring various categories of stakeholder engagement and their expectations toward EQA, with the aim of making this engagement effective and diversified.

The project will provide recommendations to national authorities and QA agencies in terms of stakeholders' involvement, regarding ways to strengthen dialogue and cooperation, as well as their effective involvement in the QA process.



EURASHE is a partner of the ESQA project consortium and its role includes assisting the QA agencies in peer review activities, providing feedback and inputs on the measures for improvement of stakeholders' involvement and supporting dissemination.

More [here](#).

NEW PROJECT

QALeAd

Equipping Institutional Leaders to Maximise Gains from Quality Assurance (2019 – 2022)

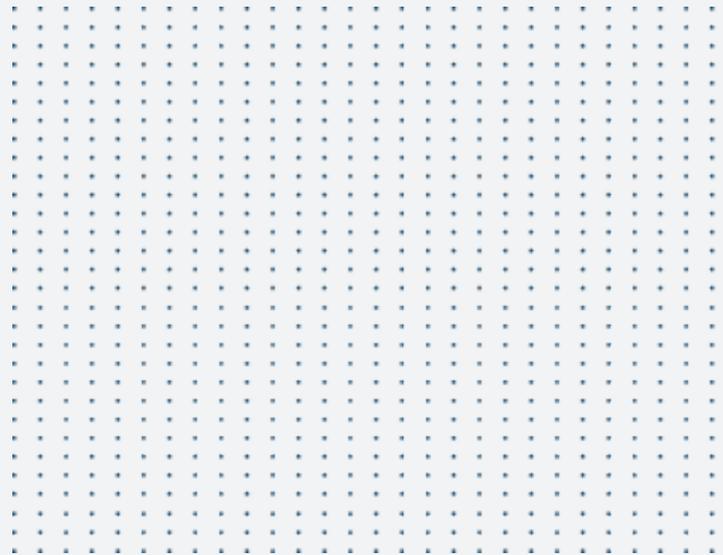
The past 20 years have seen significant investments in Quality Assurance infrastructure across Europe, thanks largely to the focus on quality assurance provided by the Bologna Process. Starting with the European Standards and Guidelines (ESGs) and EQAVET, a multitude of standards provide guidance as to what constitutes quality. Quality approaches in institutions vary widely, and despite efforts to the contrary, often quality assurance is reduced to a “commitment to quality culture” supported by a bureaucratic and time-consuming set of checks, often in the form of evaluation questionnaires of various kinds.

In particular, what is missing is a properly implemented quality management system, which allows an institution to understand the requirements of all its stakeholders, including students, industry and society, and then to design a mission, vision and strategy that addresses those requirements. Thus, the main objective of the QALeAd project is to change attitudes towards quality assurance from a compliance-focused mindset that focus on the needs of learners, enterprise and society.

EURASHE is a partner of the QALeAd project consortium and its role includes supporting the dissemination and impact activities of the project's outcomes.

More [here](#).

Quality of Higher Education



FINISHED PROJECT

DEQAR

The Database of External Quality Assurance Reports (2017 – 2019)

The DEQAR project aims at enhancing access to reliable information on quality of higher education, based on external Quality Assurance (QA) reports and decisions following the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). While agencies publish the reports and decisions from their external quality assurance on their own websites, users often face difficulties accessing such information, especially if they are coming from other countries. Clear and fast access to external QA results is therefore essential to enhance the efficiency of the recognition process and thus contribute to the removal of a key obstacle to student mobility.

The project seeks to develop a database that would provide reliable information on higher education institutions/programmes externally reviewed against the ESG, to be used by a broad range of users and recognition officers, representatives of higher education institutions in general, students, quality assurance agencies, ministry representatives and other national authorities to satisfy their information needs and support different types of decisions e.g. recognition of degrees, mobility of students, portability of grants/loans.

EURASHE is a partner of the DEQAR project and its role includes supporting the work of the Advisory Group, consulting and providing input to the research component and contributing to the final conference.

More [here](#).



Bringing innovation and development through user-oriented research



NEW PROJECT

RECAPHE

Enhancing Staff Research and Innovation Capacity in Professional Higher Education (2019 – 2022)

Institutions of professional higher education (PHEs) play more and more an important role in enhancing European competitiveness and innovation capacity, especially on the regional level where they act as connectors and crucial links between regional SMEs, regional organisations and civil society. Applied research activities also play an important role in developing students' skills, including their innovative thinking and entrepreneurship and thus contribute to further economic growth and jobs within the regions. Despite the wide benefits that PHE institutions' activities bring in their regions, their full potential is still to be revealed.

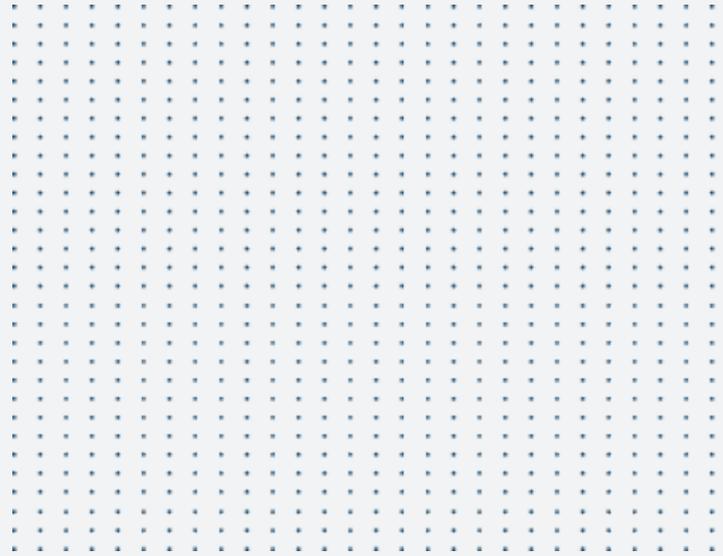
The RECAPHE project aims at addressing the need to support the further development and enhancement of the PHE institutions' staff capacity to engage in applied research activities, linking these to teaching and development relevant ways for the engagement of students in them. Objective of the project is also to strengthen the profile of applied RDI in PHE in Europe – both within the institutions, as well as towards the regions they operate within.

EURASHE is a partner of the RECAPHE project consortium and its role includes providing policy advice, supporting dissemination and making the project visible in the European higher education sphere.

More here: <https://recaphe.eu/>

Projects

Overarching priorities



Operating grant

The Grant allows EURASHE to support internal structures, contribute to the European policies by organising events, working groups and other related activities.



Events and representation



2019



2018





29th Annual Conference Future Jobs

Professional Higher Education in the changing world, Budapest 2019

Higher education is facing big challenges, as deep structural changes affect our societies and economies. Digitalisation, the race for innovation and the wider use of artificial intelligence are creating uncertainty and transforming our lives as never before.

The world's global problems demand more cooperation, mutual understanding and new skillsets. How can Higher Education Institutions prepare graduates to stay ahead of global change? Are we definitely moving away from knowledge-oriented curricula and coherent qualifications into an age of transferable skills? How do we re-invent learning and teaching to remain relevant in a world of uncertainty?

Flexibility, adaptability and the power to innovate are emerging as known professions are disappearing. In the age of rising technological unemployment, Professional Higher Education must redress inequalities and contribute to the creation of opportunities for people of all ages, social and economic groups.

Against this background, 29th EURASHE Annual Conference brought together more than one hundred representatives of the professional higher education community, the European institutions, researchers, entrepreneurs and students to take stock of what has been achieved until now and to gain an insight into the future of the Professional Higher Education in Europe and the way in which it will shape our lives and jobs in the coming years.

The Conference was organised in collaboration with the Hungarian Rectors' Conference, and supported by the Ministry of Human Capacities and the Ministry for Innovation and Technology of Hungary.

Welcome speeches

"We have to be well prepared and open to the new challenges"

József Bódis, Minister of State for Education of Hungary

The Minister acknowledged and praised the opportunity of discussing the higher education challenges. He referred to the Future of Jobs Report 2018 of the World Economic Forum, in accordance to which the most important skills for the next 25 years will be complex problem solving, critical thinking and creativity. The needs of the labour markets are extremely important of defining the educational programmes and training courses in our universities. This is why increasing the labour market relevance of higher education is one of the main purposes of the Hungarian Higher Education strategy. It foresees that practice-oriented education is being delivered in close collaboration with companies allowing students to gain specific professional skills responding to the needs of the labour market. Another focal point of the Hungarian Higher Education strategy is the internationalisation, which has resulted in a considerable increase of students' mobility over the last years. The Minister expressed his appreciation to the work of EURASHE in promoting the professional higher education in Europe.

“Transformation, Participation and Diversity are three key words for our future; three words EURASHE is passionate about”

Stéphane Lauwick, President of EURASHE

Mr Lauwick viewed that the new World 4.0 needs new education systems, while the existing structures are too rigid and the skills mismatch is still the same as it was 20 years ago. From EURASHE’s perspective, the mission of higher education institutions goes beyond equipping learners with knowledge, understanding and skills, it is about transforming learners into citizens ready and eager to actively participate in rapidly transforming societies, defending and promoting the European values of respect for human rights, freedom, democracy, equality and the rule of law.

The Professional Higher Education institutions blur the frontiers between education and research, integrate the regional and the fundamental and develop holistic approaches, interacting with a large spectrum of institutions and private stakeholders. By doing so, they become not only more efficient at teaching and fostering innovation, but also allowing the future young professionals to better understand the world around them. This is particularly relevant considering the rapidly-changing labour markets whereby new jobs demanding new skills appear every month.

Keynotes speeches

“Education is back where it belongs: at the top of the EU’s political agenda”.

Tibor Navracsics, Commissioner for Education, Culture, Youth and Sport

Commissioner Navracsics outlined the building blocks of the European Education Area which the European Commission and Member States are committed to complete by 2025. Considering the enormous success of Erasmus +, the European Commission has proposed to double the budget of the future programme for the period 2021-2027. This will allow tripling the number of Erasmus beneficiaries and supporting an additional 12 million people. In addition, the Commission will support the emergence of at least 20 European Universities by 2024. These cross-border alliances of existing higher education institutions, based on a shared, long-term vision for education, will make our universities more innovative, more competitive internationally and more inclusive.

The transformation of Europe’s higher education systems also requires profound structural reforms. This includes the automatic mutual recognition of academic qualifications and learning periods, the European Student Card initiative to make it easier for students to go abroad, and the graduate tracking that will provide important feedback to higher education institutions on the impact of their teaching.

The Commissioner viewed that European Education Area will be essential in **empowering** all young people to make the most of their lives – in building a cohesive, resilient Europe in which we move closer together.

“Never before in history technological revolution did change societies so dramatically, so globally and in a such short period of time”

Gerald Bast, President of University of Applied Arts Vienna

Professor Bast outlined the main futures of the on-going technological revolution and the contradictory nature of the phenomena that define our societies, such as globalisation and fragmentation, complexity and simplification, organisation and isolation, prosperity and poverty. Artificial intelligence, synthetic biology and genome editing will challenge the role of human kind in the universe and its determinant influence in the course of civilisation. The key to facing these dramatic challenges is education, not the least higher education.

Never before in history humans have had so much knowledge (2,5 million scientific papers are published per year, less than every 20 seconds a scientific paper is being published). However, this knowledge remains largely fragmented, as a consequence of the fragmentation and specialisation of teaching, learning and research activities. The future of education lies in the areas where humans are better than the machines. Dealing with complexity, ambiguity, paradox and uncertainty must be introduced as a sort of new cultural technic, equally to reading, writing and calculating. Ambiguities and uncertainties should be seen as a source of inspiration for innovation, not as a threat, as the escape of doubt is an escape of enlightenment.

With this in mind, the universities of 2050 will be more driven by topics and challenges, such as climate change, ageing population and migrations, or the future of democracy. They will be institutions for long life learning using different teaching and learning tools. The quality of collaboration in teams will be more decisive in assessing students and researchers than competition between single persons. The formal degrees will be less important and the education will become a part of the definition of labour.

“We need to transform institutions to take up challenges for sustainable development”

Shyamal Majumadar, Head of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training

Mr Majumadar outlined the three major trends affecting the future of jobs, namely, the change, based on multi- and inter-discipline innovation, from divergent technology to convergent technology, the transition from fossil based to green economy, and the shift from traditional to sustainable development, determined by the climate change. The world is changing extremely fast, due to the Fourth Industrial Revolution based on cyber-physical systems, and that it changes radically the way we live and work. The common characteristics of the resulting jobs will be R&I orientation, inter-disciplinarily, information insensitivity and shorter life cycle. The key issue is how to learn to learn skills, as we should be able to prepare the learner for uncertainty and rapid changes, including the use of technologies that do not exist yet.

Thus, for future jobs, foundation skills (STEAM: science, technology, engineering, arts and math) and transversal skills (critical and creative thinking, problem solving and innovation) will prevail over mere technical skills. The future jobs will rely on competencies and meta-skills more than on degrees. They will evolve around disruptive innovation and entrepreneurship and will require adaptability, flexibility and high capacity to handling uncertainties. There will be multiple jobs in one lifetime and multiple jobs at the same time, largely no freelance and platform economy. The future student profiles will be: creative, critical and innovative thinker, independent and autonomous learner, team member and collaborator, specialist and multi-skills, and computing and technology-oriented; and the future educational programmes will be personalised, in accordance with the specific needs of the students, and there will be innovation- and challenges-driven. The education programmes will be multi-universities, in a way that different parts of these tailored programmes will be offered by different universities.

They said about EURASHE29

“Very enjoyable, informative and thought-provoking event with an excellent organisation. Great mix of people and all the staff from EURASHE was extremely helpful and friendly throughout the two days. And what a beautiful venue and location! Thank you again”.

“As an observer, I was very happy to attend the conference and I learned a lot from listening to people with far more experience than me! Thank you!”

133

participants
from 30 different
countries



70%

of participants said
that they expect
to significantly or
very significantly
use in their work
the information
obtained during the
Conference



47

Record number
of contributions
received



18

Good practices, 7
breakout sessions
and 6 poster
presentations



63%

of interactive
sessions' speakers
were women

Conclusion

29th EURASHE Annual Conference provided for inspiring speeches, enriching discussions, fruitful interactive sessions, networking and exchange of good practices. On the basis of this intensive work, we have drawn the following conclusions:

1. The speed and the scope of the on-going planetary transformation, shaped by unprecedented scientific and technological breakthroughs, require a radical change in our teaching, learning and research methods;
2. The universities of the future will be institutions for long-life learning, strongly linked with world of work, challenges-driven and capable to respond to the specific needs of each student;
3. Building inclusive, sustainable and prosperous societies will depend on our capacity to deal with complexity, ambiguity and uncertainty in a creative and innovative ways;
4. Learn how to learn, lose the fear of the unknown and be able to transform complex challenges into new opportunities will be decisive for the personal and professional success of our students;
5. Inclusive and high quality education and training are essential for creating and maintaining the European identity in all its diversity;
6. Europe has a unique chance to lead the profound transformation in education be completed and consolidating the European Education Area by 2025.



UAS4EUROPE Conference 2019

“Beyond Horizons. The Future of Applied Research in Europe”, 2 April 2019, Brussels, Belgium

On 2 April 2019, EURASHE, together with its partners from UAS4EUROPE, organized the Conference “Beyond Horizons. The Future of Applied Research in Europe” at the Permanent Representation of Bavaria to the EU in Brussels, Belgium.

Universities of applied sciences (UAS) work in close collaboration with industry and SMEs and make a valuable contribution to job creation and economic growth, especially at regional level. However, there is still a lot to do when it comes to catching up to do when it comes to benefit from EU research and innovation funds. The Conference also focused on current and future EU funding opportunities and was an occasion to set up new collaborations and exchange good practices on research and innovation activities.

More information [here](#).

About UAS4EUROPE

UAS4EUROPE is a joint initiative of EURASHE, UASnet, swissuniversities, Hochschule Bayern e.V. and the Austrian FHK and is committed to a strong position and increased visibility of UAS in the European research landscape. For more information on UAS4EUROPE’s activities, please visit our website: www.uas4europe.eu.



Reversed peer learning activity on Learning & Teaching

Warsaw, Poland, March 2019

EURASHE's reversed peer learning activity on Learning and Teaching took place in Warsaw, Poland, on 8 March 2019 and brought together about 30 local and international participants. The event was co-organised together with EURASHE's member the Conference of Rectors of State Schools of Higher Vocational Education in Poland (KRePUZ) and was hosted by the Ministry of Science and Higher Education.

The reversed peer learning activity focused on the learning and teaching agenda within professional higher education with emphasis on the following issues:

- Future challenges of the labour market;
- Digitalisation and digital transformation of PHE institutions;
- Integration of academic and profession-oriented elements into programmes of PHE, learning outcomes and transversal skills and competences;
- Learning methodology supporting professional character, work-based learning elements and links between students' learning and research activities

The final conclusions called for flexibility, a balanced and informed use of modern technologies with focus on individual students' needs and contact, attention to social aspects of PHE as access to higher qualifications and learning will be available soon.

More information [here](#).



Afternoon debate "Higher Education in Europe: Play to Win"

29 April 2019, European Parliament, Brussels, Belgium

Higher education institutions face a wide range of challenges and opportunities, most significantly associated with shifting perspectives of knowledge itself and the changing role and responsibility of the universities in the society. At the same time a series of worrying phenomena like anti-refugees movements, increasing power of far-right parties, widely spread fake news remind the importance of education in preparing citizens of the future. On 29 April 2019 EURASHE gathered together the higher education community at the Afternoon Debate "Higher Education in Europe: Play to Win" to discuss these emerging issues and search for the possible answers of what should be a future role of higher education in Europe.

Keynote speakers of the event were Mr Stéphane Lauwick and Prof. Dr. Ulf-Daniel Ehlers, respectively President and Vice-President of EURASHE. The keynote speeches were followed by a debate on the future of higher education in Europe, during which students', businesses' and higher education institutions' representatives were invited to elaborate on what are the skills needed in future and how to organize higher education better. The debate was organized in collaboration with European Parliament Campaign #thistimeimvoting and gathered together 70 participants among students, officials and representatives of European higher education institutions and businesses.

More information [here](#).



EURASHE Summer Cocktail and Workshop

“Professional Higher Education Institutions and Businesses: stronger interaction for greater impact in Europe”, 13 June 2019, Brussels, Belgium

On the 13th of June EURASHE organised a Workshop which gathered together the higher education and business communities to discuss how to optimise the interaction between PHEIs and businesses (industry and SMEs), in terms of research and innovation activities and learning provisions, including work-based learning and up-skilling, in a way that both parties are mutually taking full advantage of the existing and forthcoming EU funding opportunities. The event took place at the Erasmushogeschool in Brussels.

The welcoming speech by EURASHE President Stéphane Lauwick was followed by the keynote speeches of representatives from the European Commission and businesses. Mrs Victoria Petrova presented the European Commission’s ongoing economic policies in relation to future skills development and employment, she also addressed a need to create suitable legal and economic conditions which would help businesses to generate new job opportunities in Europe. The presentation was followed by the voices of the private sector – Altran and AquaFilslo which introduced their businesses models, current interactions and future expectations from the professional higher education institutions. Brussels based association Feni provided the views and challenges of the engineering sector.

The event was followed by the annual EURASHE Summer networking cocktail.

More information [here](#).



EURASHE Quality Assurance Community of Practice

12 September 2019, The Hague, The Netherlands

The EURASHE Community of Practice has been launched as a platform for quality management practitioners and leaders from (professional) higher education institutions with an objective to provide opportunity for mutual learning, exchange of views and experience regarding the driving principles, various approaches to quality assurance and building quality culture, as well as very concrete tools and instruments related to quality of various aspects of professional higher education.

The 2nd EURASHE Quality Assurance Community of Practice took place on 12 September 2019 in The Hague, the Netherlands, and was organised together with EURASHE’s member Hotelschool The Hague. The event gathered together 30 participants and focused on the development of high-quality culture, the role of leaders and people engagement. Mr Joep C. de Jong, founder of training and consultancy company JLS International BV (JLS), opened the day with a keynote speech emphasizing how the aspects of the value chain should be taken into account when undergoing institutional change – data, information, knowledge, experience, wisdom, wholeness. His presentation was followed by the second keynote speaker EURASHE QA expert Mr Lucien Bollaert who shared his vision and reflections on the themes of quality assurance, new leadership and quality culture. Both keynote speeches facilitated the context setting for the workshop sessions, which also drew input from the case study presented by Hotelschool The Hague.

More information [here](#).



Peer Learning Activity on Short-Cycle Higher Education (SCHE)

19-20 September 2019, Porto, Portugal

EURASHE together with its member Council of Portuguese Polytechnics, the Polytechnic Institute of Porto, and the Portugal Ministry of Higher Education and Science invited professional higher education practitioners, world or work representatives as well as students to participate to the Peer learning activity on Short-Cycle Higher Education (SCHE) on 19-20 September in Porto, Portugal.

The two-day event was opened by the speech of Secretary of State of Science, Technology and Higher Education of Portugal João Sobrinho Teixeira who emphasised the importance of short-cycle education and its relevance to the people. The speech was followed by the presentation of EURASHE Secretary General Michal Karpíšek and an overview of this type of education in Portugal and in Europe presented by João Queiroz, the Director-General for Higher Education in Portugal and Jean-Philippe Restoueix, expert from the Council of Europe. The second day of the event provided an in-depth knowledge of the role of short-cycle higher education from the institutional and businesses point of view in Portugal as well as from the point of view of different international experts.

More information [here](#).



Workshop “Enhancing Work-Based Learning and Entrepreneur- ship in Higher Education”

9 October 2019, Brussels, Belgium

EURASHE together with its WEXHE project partners organised the one day workshop “Enhancing Work-based Learning and Entrepreneurship in Higher Education” on 9 October 2019 in Brussels, Belgium. The goal of the workshop was to share and discuss key issues related to the further development and support of work-based learning and the development of entrepreneurial competences within higher education – the concept, role of various stakeholders, key principles, role of leaders, active role of students and world of work.

The first presenter Robert Wagenaar from the University of Groningen gave an overview of the WEXHE project, and how it addresses the need to develop relevant skills and competences of students in order to make them prepared for the labour market and society. EURASHE Secretary General Michal Karpíšek, emphasised the organisation’s role in addressing policy development of work-based learning and its activities in playing a crucial role in opening flexible learning provisions within higher education. His presentation was followed by Dr Thomas Baaken practical example from the FH Munster University of Applied Sciences on developing hands-on entrepreneurial skills of students by offering an opportunity to solve companies’ problems and, therefore, to apply academic knowledge in real professional situations.

More information [here](#).



6th UAS Leadership Forum on civic and democratic values and competencies in disruptive times

October 2019, Brussels Belgium

On 10 October 2019, EURASHE invited leaders of Universities of Applied Sciences (UAS) to gather for the 6th UAS Leadership Forum on “Social inclusion and civic and democratic values and competencies in disruptive times” in Brussels, Belgium.

The 6th UAS Leadership Forum was devoted to the specific role and challenges for UAS in the promotion of civic and democratic values and social inclusion, within and outside the universities. Special attention was paid to the institutional capacities and constraints, the specific competencies needed for the teachers and the personnel of the universities, the necessary adaptations of the curricula in the light of the Council of Europe’s Reference Framework of Competences for Democratic Culture, and the students’ participation.

More information [here](#).

About the UAS Leadership Forum

The UAS Leadership Forum brings together Presidents, Rectors, Vice-Rectors, General Directors of European universities and colleges, and high-level members and representatives of other institutional and non-institutional organisations. Launched two years ago, this initiative has already proved to be very successful and largely appreciated by our community. Restricted to 25-30 participants, it provides for a more informal exchange of views and ideas following the Chatham House’s rules.

More information [here](#).



Workshop “European Universities Initiative and Universities of Applied Sciences: reflections for future success”

11 October, Brussels, Belgium

On 11 October EURASHE invited more than fifty participants, among Universities of Applied Sciences (UAS) representatives and other relevant stakeholders, to discuss the opportunities and challenges for UAS in view of the second European Universities’ call. The workshop was hosted by the Lithuanian Permanent Representation to the EU.

The workshop was launched with the welcome speech of the Ambassador-at-Large Simonas Šatūnas which emphasised the importance for Lithuanian UAS to actively participate at the European Universities initiative. His welcome was followed by Vanessa Debiais-Sainton, Head of Unit in the European Commission, who strongly encouraged all participants to apply, highlighting the openness of the European Universities’ initiative to all kinds of higher education institutions and the strong political support it benefits from, beyond the current EU budget. Elena Tegovska, Team leader in the European Commission, presented the results from the first call, which led to the selection of 17 European Universities’ alliances. Thomas Feige, Edinburgh Napier University coordinator for the Urban Research Education and Knowledge Alliance (U!REKA), provided valuable information and practical tips and tricks for the preparation of the proposals. Michal Karpíšek, EURASHE Secretary General, presented EURASHE activities and role, as a facilitator for the European Universities initiative.

He reiterated EURASHE support to UAS and other professional Higher Education Institutions for the constitution of new European Universities alliances.

More information [here](#).

Representation



37%

General representation



14%

Fullfilling the PHE mission in changing the world by quality



22%

Providing relevant and flexible learning for digital society



15%

Quality of higher education



13%

Bringing innovation and development through user-oriented research, regional engagement

A Review of Digital Engagement



Facebook

+87% Total posts

+132% Average reach

+95% Total engagements (comments, reactions and shares)



Twitter

+39% Total tweets

+50% Mentions

+20% Average reach



LinkedIn

New EURASHE Community group

31% More followers



Youtube

16 new videos created and published



Newsletter

+8000 active contacts

Budget

The table below shows the EURASHE 2019 profit-and-loss-account. At the right-hand bottom side, we distinguish the negative results for 2019.

	Financial year
	2019
I. Operating Income	435 582
A. Membership fees	134 513
B. Other operating income	301 069
<hr/>	
II. Operating Charges	494 428
B. Services and other goods	236 634
C. Salaries	248 097
D. Depreciation	793
E. Amounts written off stocks, contr., etc.	8744
G. Other operating charges	160
<hr/>	
III. Operating Profit/Loss	58 846
<hr/>	
IV. Financial Income	22
C. Other financial income	22
<hr/>	
V. Financial Charges	263
C. Other financial charges	263
<hr/>	
IX. Profit or Loss for the period	59 087



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