

EURASHE Annual Report 2021

Supporting Professional
Higher Education in Europe



EURASHE



Co-funded by the
European Union

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Words from EURASHE president Armando Pires

2021 was a challenging year for EURASHE. In addition to the continuing disruption caused by the COVID-19 Pandemic, we also had many personnel changes – both in the Board and in the Secretariat.



Our organisation

EURASHE

EURASHE, the European Association of Institutions in Higher Education, was founded in Patras (Greece) in 1990 as an international association promoting and emphasising professional higher education (PHE). While EURASHE initially admitted only national organisations (such as councils of directors) as members, it later opened up membership to individual institutions. Nowadays its members are colleges, polytechnics, university colleges, universities of applied sciences and universities with their professional trainings.

Three purposes were at the origin of EURASHE: to promote the interests of PHE at a national and European level; to cooperate internationally on the development of PHE, and to promote internationalisation within its member institutions.

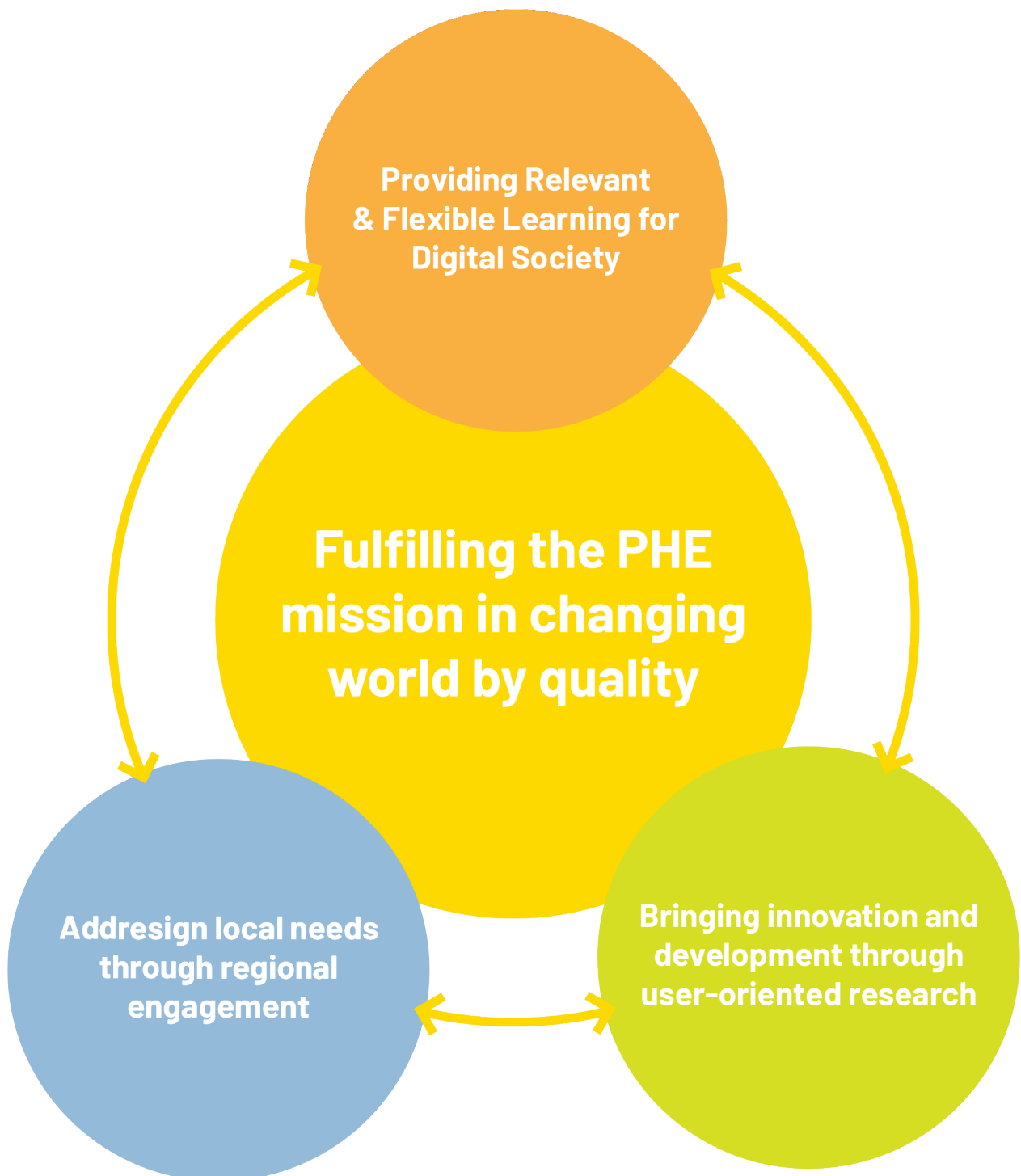
Mission

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 HEIs and facilitating their multi-stakeholder cooperation and dialogue.

Vision

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

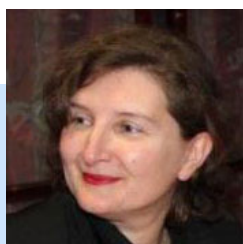
Strategy 2019-2022



Board members



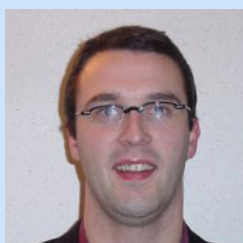
Armando Pires
President
Polytechnic Institutes
Coordinating Council



**Alicia-leonor
Sauli-Miklavčič**
Vice-President
Association of Slovene
Higher Vocational
Colleges



**Ulf-Daniel
Ehlers**
Vice-President
Baden-Württemberg
Cooperative State
University



Regis Debrulle
Treasurer
Hogeschool Gent



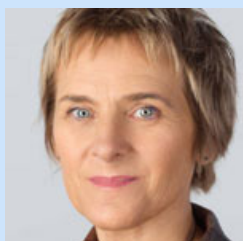
Ana Tecilazic
Algebra University
College



Paul Hannigan
Letterkenny Institute
of Technology



Eric Vermeylen
Flemish Council
of Universities of Applied
Sciences and Arts
(VHLORA)



**Nijolė
Zinkevičienė**
Vilniaus Kolegija
University of Applied
Sciences



**Hannes
Raffaseder**
St Pölten University
of Applied Sciences



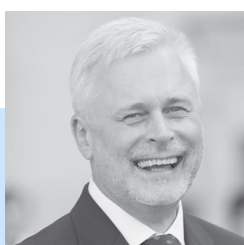
Jon Altuna
Mondragon University

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. During 2021 there has been significant changes in the Secretariat including a new Secretary General.



Michal Karpíšek
Secretary General,
2016-2021
CZ



Vaidotas Viliūnas
Project and Policy
Officer, 2018-2021



Anna
Harutyunyan
Financial and Administrative
Assistant, 2017-
AR



Krisztina Oláh
Financial and HR
Officer, 2018-
HU



Tess van den Brink
Project and Policy
Officer, 2021
NL



Maite de Jesus
Communication
and Events Officer,
2021-
ES

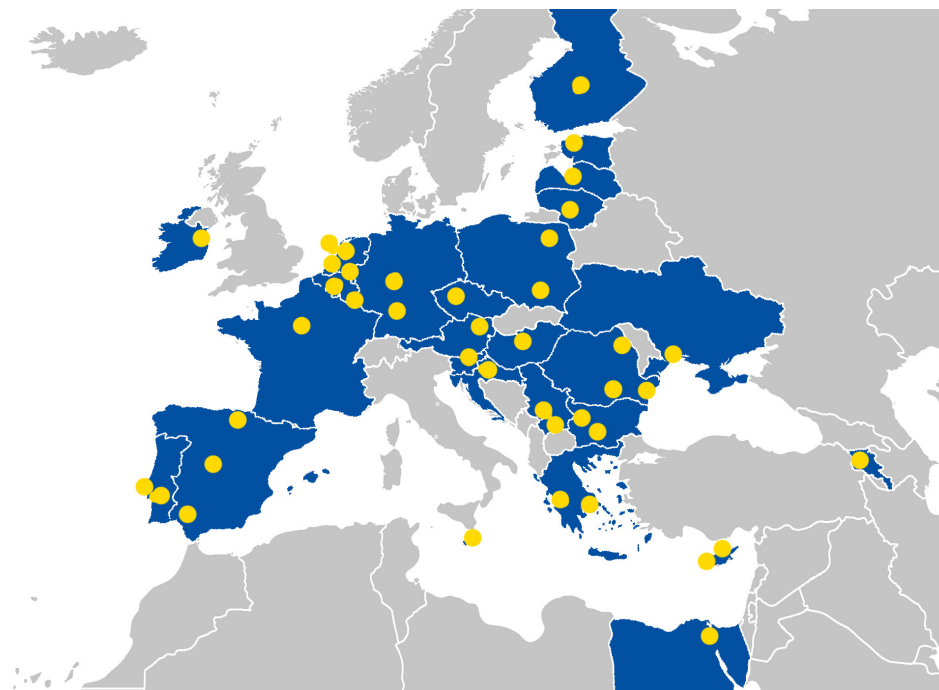


John Edwards
Secretary General,
2021-
PT/BE



Marta Rodrigues
Project and Policy
Officer, 2021-
PT

Our members



Membership categories

Full membership

Open to national associations of higher education institutions in the EHEA and higher education institutions within the EHEA.

Associate membership

Open to international sectorial associations of higher education institutions within the EHEA.

Affiliate membership

Open to recognised individual higher education institutions and associations of higher education institutions outside the EHEA; higher education institutions or national associations of higher education institutions within the EHEA that do not meet all full membership criteria; as well as any other bona fide organisation active in the field of higher education worldwide.

Benefits

1. Make your voice heard and promoted through direct representation towards policymakers

EURASHE represents its members and defends their interests towards European and national policymakers, in the Bologna Follow-Up Group (BFUG), in expert groups and initiatives set up by the European Union institutions, and in cooperation with its partners in the E4-Group. EURASHE reports, studies, statements and policy papers feed into policy debates on crucial issues relating to professional higher education.

3. Participate in and host EURASHE events

EURASHE events address issues of interest to professional higher education institutions and represent a valuable opportunity for education experts and professionals to network, share their perspective, best practice and exchange information. Events are hosted by members.

5. Participate in interesting and innovative projects

EURASHE develops innovative and hands-on projects in response to the challenges facing European higher education. Our projects involve professional higher education institutions and stakeholders and aim at generating new models for tackling the economic and social challenges of today. Our approach is multi-disciplinary, politically independent and combines (applied) research and policy development with concrete initiatives.

2. Belong to a forward-looking network of professional support and expertise

Be involved in working groups: EURASHE working groups, defined by members, address topics of interest for the professional higher education sector. The outcomes help members progress further and feed into the formulation of project funding proposals or policy recommendations, thus contributing to a sustainable development of the EHEA. Members are invited to join one or more of the groups.

4. Access ad-hoc consultancy services

EURASHE offers expert support to its members on issues related to the adoption and implementation of the Bologna reforms at the institutional level in their specific national context.

6. Stay updated with news and information

EURASHE regularly disseminates the latest developments and expertise in professional higher education to its members and stakeholders through publications, studies, the website, social media and the monthly

Policy highlights

EU policy initiatives within the European Higher Education Area

Micro-credentials

The intention to develop a European approach to micro-credentials was announced in:

- the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-30)
- the European Skills Agenda
- the Digital Education Action Plan (2021-2027)

December 2021

Proposal for a Council Recommendation on a European approach to micro-credentials for lifelong learning and employability

Proposal for a Council Recommendation on individual learning accounts

European Universities

May 2021

Council Conclusions on the European Universities reiterated the support for the European Universities

Vocational education & training initiatives

Vocational education and training have been identified as a focus area for cooperation under the European Education Area initiative for the period 2021-2030.

European Research Area

June 2021

Commission adopts proposal for a Pact for Research and Innovation in Europe

October 2021

A new European Research Area

November 2021

The Pact for Research and Innovation in Europe and the Council's conclusions on the future ERA governance are adopted.

Other

February 2021

ERA common industrial technology roadmaps (Infographic)

Gender equality: A strengthened commitment in Horizon Europe

August 2021

Low-carbon technologies for industries in Europe (Factsheet)

October 2021

Conference on the new European Research Area (News)

November 2021

Gender gap at the education level is shrinking, but women are still under-represented in research and innovation (Press release)

EURASHE Position Papers

Micro-credentials in Professional Higher Education

Micro-credentials in Professional Higher Education
| EURASHE statement within the European Public Consultation

Projects

EURASHE has been developing innovative and hands-on projects in line with the ongoing strategy and response to the (Professional) Higher Education, research, VET, community and societal challenges in Europe and beyond.

Our projects reflect a multi-disciplinary approach, combining (applied) research and policy development with concrete initiatives. EURASHE also contributes to projects through consultative, advisory and stakeholder boards.

- 4 new projects
- 10 ongoing projects
- 4 finished projects



New projects

StrategyHack

Hacking Institutional Strategies for Rapidly Deployed Digital Education (2021 - 2023)

The StrategyHack project builds on the knowledge and experience around digital learning gained during the COVID crisis, to strengthen the mid-level institutional leaders' capacities in higher education to promote more sustainable models of digital education, focusing on accelerating the digital transformation within higher education whilst promoting and nourishing high quality personalised digital environments. The consortium will work towards a European Approach to support mid-level institutional leaders in the attainment of sustainable digital education models by providing them with a set of tools composed of 1) a Capacity Building Course on Digital Education Strategies; 2) a Peer-learning methodology for Digitisation Strategy Improvement; and 3) a Model Management System for digital education.

Providing Relevant and flexible learning for digital society

InclusiPHE

Inclusive Engagement of Non-Traditional Students in Professional Higher Education (2021 - 2023)

To respond to the needs and challenges of wider society students need to obtain key competencies for active citizenship that can be developed through student engagement in university. InclusiPHE will focus specifically on PHEs which typically attract a more diverse range of students with a higher proportion of non-traditional students (e.g.: adult students, lifelong learners, parent students, students from a migrant background, students with a disability, etc) compared to more classical HEIs. Likewise, the PHE curricula have specific characteristics that influence student engagement, which is often overlooked in European and national higher education policy discussions

InclusiPHE will explore the complex engagement of those students within the institutions, and aims at improving policies, mechanisms and practices for an inclusive engagement of students regardless of their background and circumstances. More [here](#).

Fulfilling the PHE mission of changing the world through quality

TRANSVAL-EU

Validation of transversal skills across Europe (2021 – 2023)

TRANSVAL-EU aims to increase the knowledge and awareness of validation assessors, counsellors and career guidance practitioners on transversal competencies through capacity building. The project strengthens cross-sector cooperation between practitioners, policymakers and other stakeholders to build coherent VNFIL (Validation of Non-Formal and Informal Learning) systems. Particularly, the project strives to:

- Improve the knowledge and know-how on the validation of transversal competences
- Train validation/guidance practitioners
- Develop new tools for validation and guidance professionals and test them
- Monitor and evaluate the experimentation's outcomes and impact both on practitioners and on the adults, who will have their skills validated.

As result, the consortium will develop and test 1) a research base of good practices; 2) a set of training toolkits and programmes, and 3) standardised competence profiles for validation/guidance practitioners with a specific focus on transversal skills. More [here](#).

SHEFCE

Steering Higher Education for Community Engagement (2021 – 2023)

This project is a follow-up to the project TEFCE – Towards a European Framework for Community Engagement in Higher Education, which developed a toolbox to support universities and policymakers in supporting community engagement. SHEFCE will consist of supporting the community engagement of European universities (university partnerships) with external stakeholders to address societal challenges. The project will promote capacity-building to universities, policymakers and stakeholders in Europe for mainstreaming community engagement in higher education. EURASHE is an associated partner in the SHEFCE project and its role includes supporting the dissemination of the project's outcomes at the European level and providing policy advice. More [here](#).

Addressing
local needs
through regional
engagement

Ongoing projects

UASiMAP

Mapping Regional Engagement Activities of European Universities of Applied Sciences (2020 – 2022)

The Universities of Applied Sciences (UASs) play an important role in European competitiveness and innovation capacity. At the local level, PHE institutions particularly act as a catalyst between local SMEs, administrative bodies and civil society. In addition to their role in local economies, UAS applied research activities also play an important role in developing students' entrepreneurship skills, contributing to further economic growth and job creation in their geographical context. In the UASiMAP project, which EURASHE is coordinating, the core objective is mapping the regional engagement activities of European Universities of Applied Sciences by promoting, evaluating and facilitating their analytical measurement through both new and traditional indicators. More [here](#).

Spanning Boundaries

Spanning Boundaries (2019 – 2022)

The European Union has recently paved the way for fostering job creation and 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. The Spanning Boundaries project aims at bridging the gap between policy and practice in what it comes to a more connected relationship between society, government, business and HEIs (HEIs). This project is meeting the need for “boundary spanners” in the innovation ecosystem, individuals who have a deep understanding of both business and academia as pointed out in recent EU Smart Specialisation Platform reports. More [here](#).

Addressing
local needs
through regional
engagement

RECAPHE

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

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 developing relevant ways for the engagement of students in them. The objective of the project is also to strengthen the profile of applied RDI in PHE in Europe - both within the institutions, as well as in 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](#).

VENHANS

VET European Networking Enhancement (2019 – 2022)

Considering the Vocational Education and Training (VET) frameworks are so numerous and different among the EU member states and regions, 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. Therefore, the VENHANS project aims at helping the main VET providers' networks to enhance their representativeness at the national/regional level; increase the cooperation between the umbrella networks for supporting decision-makers in the VET policies development and deployment at the member state's level; and to promote VET provision's and their excellence. More [here](#).

Fulfilling the PHE mission of changing the world through quality

QALeAd

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

The QALeAd project has the objective of contributing to shifting institutional leaders' attitudes towards quality assurance and a focus on learners, enterprises and society. 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. Such a quality management system in HEIs will permit a better understanding of the stakeholders' requirements, which includes students, industry and its communities. More [here](#).

Quality of Higher Education

BWSE FORward

Bologna with Stakeholders' Eyes For a Stronger Future of the Bologna Process (2020 – 2022)

The first objective of the project was to update the latest version of 'Bologna with Students' Eyes publication (2020), together with national authorities who analysed and cross-checked the answers of the surveys with the support of a group of sub-contracted researchers, to provide a more validated publication to Education Ministries and other stakeholders of the Bologna Process. The project intends to support external researchers, technicians and experts required to analyse/verify the information collected in assembling BWSE 2020. Subsequently, respectively peer-learning activities gather various actors in the higher education stakeholder community to discuss good practice examples and sought solutions. A final conference will bring together EU Institutions, Ministries and Students to address the BWSE results and the outcomes of the peer learning activities, for identifying the topics requiring particular attention and present suggestions for a stronger future of the Process. More [here](#).

Fulfilling the PHE mission of changing the world through quality

LOTUS

Leadership and Organisation for Teaching and Learning at European Universities (2020 – 2022)

The LOTUS project aims at discussing and proving the potential of various actors (e.g.: ministries, university associations, student and staff unions) to support transformation and innovation in learning and teaching. The project will also contribute to the capacity building and strategic change management for learning and teaching in HEI across Europe.

LOTUS also addresses the need to enhance cooperation in learning and teaching across the European Higher Education Area, as underlined in the Bologna Process (see the 2018 Bologna Communiqué) and several European level studies on recent developments in learning and teaching (such as “The changing pedagogical landscape” and “Trends 2018: Learning and Teaching in the European Higher Education Area”). [More here.](#)

CALOHEE II

Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe (2020 – 2022)

CALOHEE II is an extension of the CALOHEE project, which focuses on the implementation of assessment instruments developed in the previous project. The project aims to evaluate the capacity of study programmes to prepare students enrolled in higher education for the world of work and provide them with the needed competencies, by assessing the students' performance. The project will deliver a benchmarking and detailed and multi-dimensional and multi-pillared assessment frameworks for each of the five fields based on the European Qualifications Framework for Lifelong Learning. The project will also develop a matrix model to distinguish between different types of HEIs, a detailed work plan for the creation and implementation of transnational assessments at the subject area level, and a White Paper explaining the costs and benefits of the various assessments designs. EURASHE integrates the project's Advisory Board and offers support and advice. [More here.](#)

CALOHEE Extension

Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe (2020 – 2022)

CALOHEX is an extension of the CALOHEE project, that focuses on the development of sophisticated assessment instruments to test whether Bachelor's and Master's students' performances meet the needs of the various stakeholders within the European higher education community.

The project aims to find the answer to whether study programmes prepare students enrolled in higher education for the world of work and provide them with the needed competencies, by assessing the students' performance. The additional reliable data that should flow from the projects can help in raising the institutional and teaching and learning standards in the European Higher Education Area. EURASHE is a member of the project's Advisory Board and offers support and advice. More [here](#).

DIGI-HE

A strategic reflection on digitalisation at European HEIs (2020 – 2022)

The DIGI-HE project explores different ways HEI can boost their strategic approaches to digitally enhanced learning and teaching and enhance their capacity. The project will encourage and support a reflection on institutional strategy development and enhancement, through good practice sharing and peer learning among university leadership, and contribute to community building. During the project lifetime, 100 to 150 HEIs are expected to use the tool. Beyond the project, the tool can be used by HEIs at their pace, with light support from EUA, EURASHE and EDEN, which will promote its use among their members. More [here](#).

Providing Relevant
and flexible
learning for digital
society

Finished projects

Providing Relevant
and flexible learning
for digital society

ApprenticeshipQ

Mainstreaming Procedures for Quality Apprenticeships in Educational Organisation and Enterprises (2017 – 2021)

The project's goal was to develop management tools that support HEIs and employers to offer and direct high-quality apprenticeships. The project supported the identification of different types of apprenticeships in Europe, as well as the basic needs and expectations both of HEIs and companies. It resulted in a management toolkit with documents such as manuals, procedures, checklists and other forms to support the implementation of an “apprenticeships quality management system”. More [here](#).

MentorTrain

MentorTrain Training and Equipping Mentors in SMEs to provide Quality Apprenticeships (2018 – 2021)

The MentorTrain project developed a platform for imparting pedagogical skills to mentors, particularly experienced workers from SMEs who may not necessarily have relevant teaching experience. In particular, the project defined a common curriculum for mentorship within PHE apprenticeships; created and run an online course for such mentors; run an intensive design-thinking led sessions for mentors in each country to allow them to design and appropriately run placements; created a practice-sharing database of model placement plans which can be used by other mentors; and a resource pack that will assist mentors in every step of the mentorship process from start through to completion. More [here](#).

RPLip

Recognition of Prior Learning in practice (2019 – 2021)

The RPLip project supported the promotion of different ways of recognising competencies for access to further studies and credits. The objective was 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. This project was set up to cover the gap in policy and practice in many countries concerning Recognition of Prior Learning. More [here](#).

ESQA

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

The ESQA project aimed at addressing the need to further improve and ensure the effectiveness of stakeholder participation in external QA processes. In particular, the project's objective was to support the activity of Peer Group C on stakeholders' involvement in External Quality Assurance (EQA), by exploring various categories of stakeholders' engagement and their expectations toward EQA, enhancing the engagement effectiveness and diversification. The project produced a set of 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. More [here](#)

Events and representation

Events organised

YEAR	2021	2020	2019
EVENTS	12	19	14

Total events where EURASHE was represented during 2021 - 191



Events

Recognition of Prior Learning in Higher Education - 16 March 2021

Recognition of Prior Learning in Higher Education event took place on 16 March 2021 in the context of the RPLip project. Approximately 189 participants registered for the event. The main goal was to discuss the main conclusions of the RPL in practice project and the current status of the Recognition of Prior Learning.

EURASHE Dialogue Platform of European UAS - 17 March 2021

The EURASHE Dialogue Platform of European UAS took place on 17 March 2021. With 32 participants, the main goal was to support further the PHE institutions and learn from their experiences. EURASHE launched the Dialogue Platform of European Universities of Applied Sciences (UAS) to exchange experiences and views on specific PHE-related issues.

The event was intended for the leaders and key staff members of UAS and other PHE institutions within the pilot European university alliances without regard to the membership in EURASHE. Interest in PHE agenda, sharing views and experience is the primary basis.

PHE Club Event: Micro-credentials in Professional Higher Education - 30 April 2021

The PHE Club Event on Micro-credentials took place on 30 April 2021, welcoming more than 100 people online. The event addressed the growth of Micro-credentials in the European Higher Education Area and the willingness of EURASHE to publish a statement for the Commission's OPC by the end of June 2021, with the inputs from this webinar.

UAS4EUROPE Networking Conference - 11 May 2021

UAS4EUROPE, the informal network of European Universities of Applied Sciences (UAS), held its biennial Networking Conference as a virtual event, with high-level keynote speeches, a political discussion, and interactive workshop sessions face-to-face matchmaking and a virtual exhibition.

Around 400 researchers, policymakers, stakeholders and EU advisors from 24 countries joined the prominently staffed conference.

UAS4EUROPE is a joint initiative of swissuniversities, Hochschule Bayern e.V., EURASHE, University Colleges Denmark, Netherlands Association of Universities of Applied Sciences, Finnish Universities of Applied Sciences (ARENE), Hochschulen für Angewandte Wissenschaften Baden-Württemberg e.V., the Austrian Conference of Universities of Applied Sciences and the University Alliance for SMEs. The initiative is

committed to a strong position and increased visibility of UAS in the European research landscape. UAS4EUROPE represents 2.3 million students, more than 400 universities, and 60,000 researchers.

For more information on UAS4EUROPE's activities, please visit our website: www.uas4europe.eu.

EURASHE Webinar 2020/2021 Activities – 16 May 2021

The EURASHE 2020/2021 activities webinar took place online on 16 May 2021, with the participation of more than 80 people. The main goal of this webinar was to share with EURASHE members, friends and stakeholders the activities carried out during these years. The webinar started addressing the strategic priorities and policy developments and finished with events organised by EURASHE and the results of EURASHE projects.

EURASHE30th Annual Conference: Creating a change that endures – 20-21 June 2021

EURASHE 30th Annual Conference under the title 'Professional Higher Education for Sustainable Development: Creating a Change that Endures' took place on 20-21 May 2021 virtually with over 200 participants. The conference was structured along the five pillars of Agenda 2030: People, Planet, Prosperity, Peace and Partnerships. The conference aimed to build up a set of Specific Recommendations and discuss a potential Action Plan for their implementation by professional higher education and its stakeholders over the following years.

EURASHE Dialogue Platform – 26 May 2021

EURASHE organised this event on the 26 May. The main goals were to review the concept and format of the Dialogue Platform and to discuss future developments of EurUni.

Due to the ongoing Covid pandemic, the event was online, with 15 participants.

The key conclusion was that there is a need and willingness to consult the developments and experience before the EURASHE contribution to the consultation. The European universities' topics were addressed during the EURASHE representatives' meeting with Commissioner Gabriel. Also, it is essential to use the Dialogue Platforms to provide a space for learning about others' achievements, experiences, challenges and failures.

StrategyHack Project Webinar – Hacking Institutional Strategies for Rapidly Deployed Digital Education – 17 June 2021

The Strategy Hack Project webinar took place on 17 June 2021. With 12 people attending the webinar, the main idea was to share the main results of the projects with project partners and members.

EURASHE Restart: Workshop on Professional Higher Education Contributing to Recovery and Resilience in Europe – 20 October 2021

The EURASHE Restart workshop was the first event of 2021 in a hybrid model, with the EURASHE board members in person in Brussels and more than 150 participants

following the event workshop online.

This workshop marked the arrival of a new leadership team at EURASHE, and the President presented the association's strategic objectives while partners provided feedback and suggestions for future collaboration. One such purpose is to support policymakers in their efforts to rebuild Europe while facing the opportunities and challenges arising from the digital and green transitions.

EQAF: European Quality Assurance Forum – 18-19 November 2021

The European Quality Assurance Forum was organised by EURASHE, EUA, ENQA and ESU.

The Forum, entitled “Building trust and enhancement: from information to evidence”, combined online sessions about European policies and trends, research, and practical case examples related to the Forum theme and current developments in quality assurance. The Forum addressed questions such as ensuring an appropriate balance between qualitative and quantitative data and diverse sources of information. It will also focus on analysing and interpreting the data and providing that it is used to enhance quality and promote trust. Notably, the 2021 EQAF offered an occasion to analyse how to make the best out of the opportunities provided by digitalisation while avoiding pitfalls.

PHE Club webinar: European Institute of Innovation and Technology – 23 November 2021

The PHE Club webinar on the EIT was organised on 23 November 2021, only for EURASHE members. The event's main goal was to address the opportunities within the EIT for our member institutions. The European Institute of Innovation and Technology is part of the Horizon Europe and funds projects in the ‘Knowledge Triangle’ of Education, Research and Enterprise.

ResCop: EURASHE Research Community of Practice – 30 November 2021

The EURASHE Research Community of Practice was online on 30 November 2021. More than 180 people followed the event, which aimed at concrete cases and experience of projects or individual institutions, which serve as input for further discussion, exchange of views and learning within small groups' assignments. The long-term objective is to enhance collective knowledge and potential European project partnership, based on European-wide applicability that improves their performance and capacity, translated into other institutions' practices. EURASHE intends to set the Research Community of Practice as a permanent community for mutual learning. The webinar served as an introduction to the later workshop in Fulda, Germany, on 21 April 2022, which will build the interactive small group discussions based on the UAS Fulda case and input gathered from the webinar participants.

Digital engagement

Newsletter contacts	+8200
Twitter	3579
Facebook	1791
LinkedIn	1743
Youtube	102



Annual accounts

The table below shows the EURASHE 2021 profit-and-loss account. At the right-hand bottom side, we distinguish the break even result for 2021.

	Financial year 2021
I. Operating Income	327.565
A. Membership fees	122.019
B. Other operating income	205.546
II. Operating charges	327.157
B. Services and other goods	127.011
C. Salaries	188.753
D. Depreciation	1.021
E. Amounts written off stocks, contr., ETC	10.372
G. Other operating charges	
III. Operating profit/loss	408
IV. Financial income	48
C. Other financial income	48
V. Financial charges	661
C. Other financial charges	661
IX. Profit or loss for the period	(205)

