

# EURASHE ANNUAL REPORT 2020

**A year of Digital Learning in  
Professional Higher Education**

## **Dear members and friends of EURASHE**

Welcome to Eurashe's Annual Report published on the occasion of our 30th annual conference.

We're still online: once again we are going to miss the personal contacts and interactions that are at the core of Eurashe's engagement to members and stakeholders. But, as you know, we like looking at the bright side of things: last year's conference was replaced by our PHE@Home series which took place during the first lockdown, continued until February 2021 and proved to be a resounding success. We missed the contacts but we were able to reach out to more of you and more actors in Professional Higher Education.

At Eurashe, we have always stood for the women and men in the European Higher Education Area and beyond, in all their diversity. No less! We believe that every person has a right to more education, more learning, regardless of their age, condition or status.

PHE, the Applied Sciences, do make a difference: they afford learners new life opportunities. In the last few years Society has increasingly become aware of the potential of PHE for helping with the challenges of the day: youth unemployment, the skills mismatch, the need to upskill the work force, the fight for equalities. Territories now see each PHE institution, big or small, as a partner, a vital link in their innovation hub. We are proud of this because we think we have all collectively made it possible!

Thanks to our members' contributions in the Working Groups, thanks to the experts we have invited, Eurashe has been able to contribute to new ideas and concepts in Higher Education. We have promoted a better understanding of future skills, defined our perception of microcredentials, contributed to the European Universities initiative, asserted our voice in Quality Assurance, explored digitalization and hybridation, and highlighted our impact in the greening of society, to name but a few of our subjects.

In 2020, I like to think that Eurashe has been the voice of PHE, from Level 5 to Level 8, for Education and Applied Research alike.

For this, I wish to thank our Secretariat for their tireless engagement and dedication. In a few weeks we'll say goodbye to Michal Karpíšek, our Secretary-General who has represented Eurashe so competently in so many instances. Thanks to his ability to follow all our subjects Michal has acquired a special status in the European landscape of Higher Education and has been invaluable in developing the audience of Eurashe and PHE. A very big thank you to him.

As the effects of Covid slowly disappear, I am quite sure Eurashe will go on fulfilling its mission. With you all, I know Eurashe stands ready to contribute to the rebuilding of our European society.

EURASHE, the European Association of Institutions in Higher Education, was founded in Patras (Greece) in 1990 as an international association that promotes and emphasises professional higher education (PHE). While EURASHE originally 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.

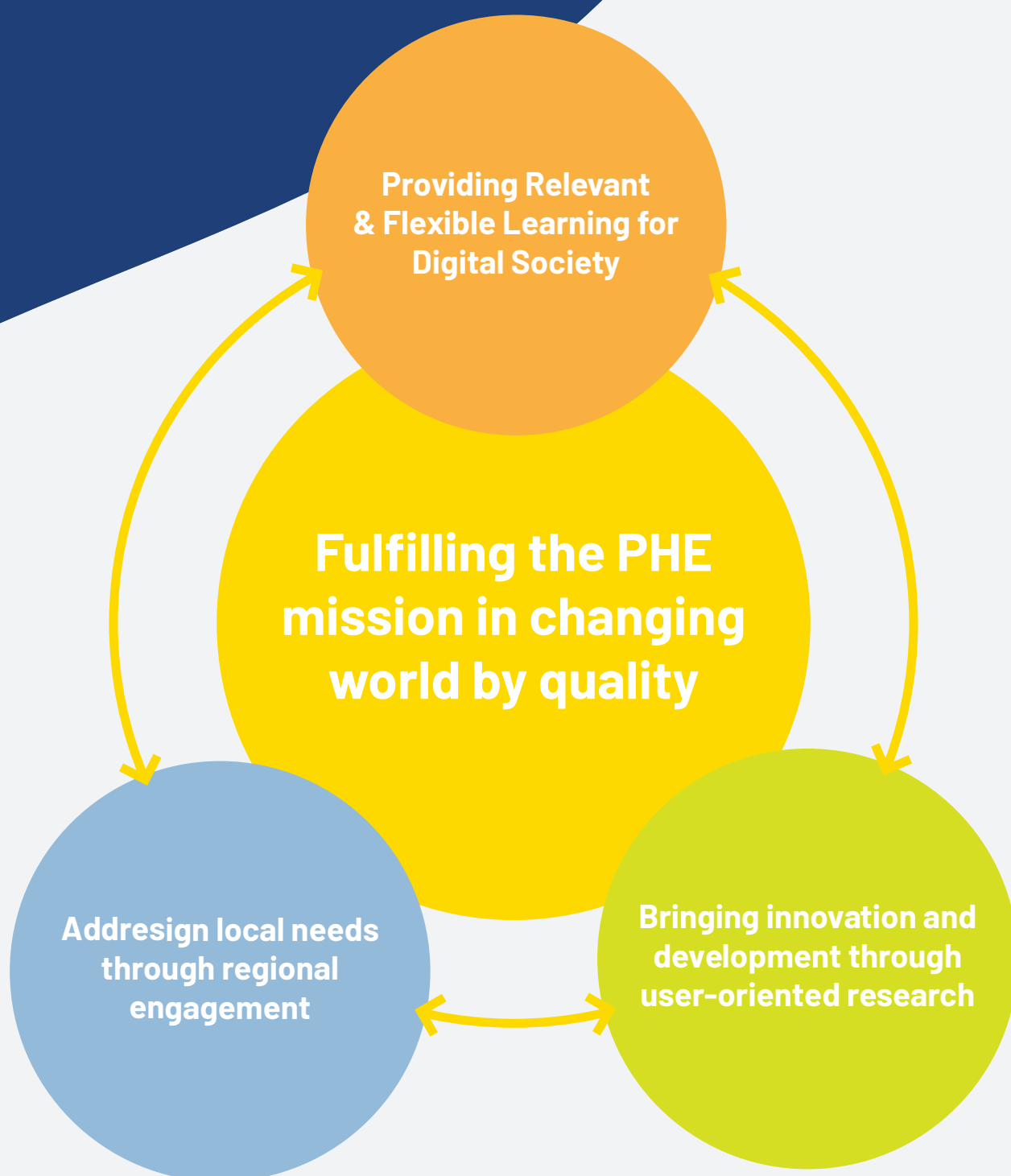
## **Our mission**

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 2020 - 2022



## **FULFILLING THE PHE MISSION IN CHANGING WORLD BY QUALITY**

### **KEY PRIORITY AREAS**

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Promoting PHE role & identity  
Specifying the UAS concept & profile

Supporting leadership capacity

### **OTHER RELEVANT PRIORITIES & SUB-THEMES**

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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

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## **PROVIDING RELEVANT & FLEXIBLE LEARNING FOR DIGITAL SOCIETY**

### **KEY PRIORITY AREAS**

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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**

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Recognition of Prior Learning

Short Cycle Higher Education

Balancing professional aspects and employability with civic and democratic competences

Evidence and feedback – graduate tracking

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## ADDRESSING LOCAL NEEDS THROUGH REGIONAL ENGAGEMENT

### KEY PRIORITY AREAS

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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

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### OTHER RELEVANT PRIORITIES & SUB-THEMES

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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

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## BRINGING INNOVATION AND DEVELOPMENT THROUGH USER-ORIENTED RESEARCH

### KEY PRIORITY AREAS

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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

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### OTHER RELEVANT PRIORITIES & SUB-THEMES

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Enhanced access to funding

Horizon Europe

Mapping other sources, regional funds

Partnership with the World of Work

Relevant performance indicators

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## Board

# The Board

Due to the outbreak of the Covid-19 pandemic, on 28 May 2020 EURASHE Generally Assembly voted in favour of prolonging the mandate of seven Board members whose mandate should have terminated in 2020 (namely Armando Pires, Paul Hannigan, Juan Carlos Hernández Buades, Alicia-Leonor Sauli-Miklavčič, Ewa Stachura, Eric Vermeylen, Nijole Zinkiviciene) until 30 May 2021.

The Board is the executive body of the association. In 2020 it was composed of:



1

**Stéphane Lauwick, FR**

President

Vice-president of ADIUT and Director of IUT du Havre

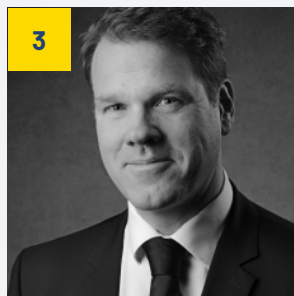


2

**Armando Pires, PT**

Vice-President

Professor at the Polytechnic institute of Setubal



3

**Ulf-Daniel Ehlers, DE**

Vice-President

Vicepresident Quality and Academic Affairs at Baden-Württemberg Cooperative State



4

**Regis Debrulle, BE**

Treasurer

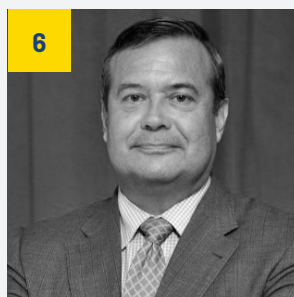
Financial Director at Hogeschool Gent



5

**Paul Hannigan, EI**

President at Letterkenny Institute of Technology



6

**Juan Carlos Hernandez Buades, ES**

CEO & General Director in CEU Andalucía



7

**Alicia-Leonor Sauli-Miklavčič, SI**

Project Manager at Association of Slovene Higher Vocational Colleges



8

**Ewa Stachura, PL**

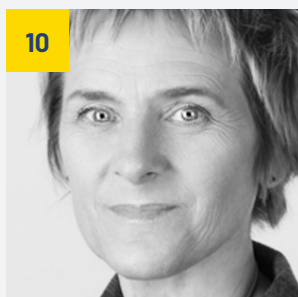
Professor at Cracow University of Technology



9

**Eric Vermeylen, BE**

Secretary General at Vlaamse Hogescholenraad



10

**Nijolė Zinkevičienė, LT**

Vice-Rector for Research and Partnership at Vilniaus Kolegija/University of Applied Sciences, Lithuania



# 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.

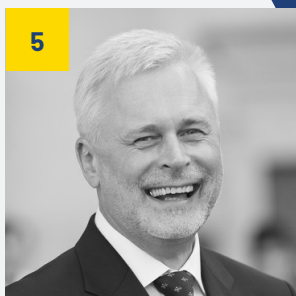
In 2020 the Secretariat of EURASHE was composed of:



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



**7** Anna Harutyunyan, AR  
Financial and Administrative  
Assistant - Student intern

# 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.

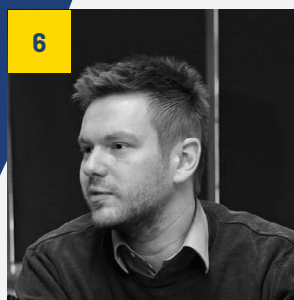
In 2020 CSA members were:



**1 Jeannette Weisschuh, DE**  
Business representative

**2 Richard Tuffs, UK**  
PHE representative

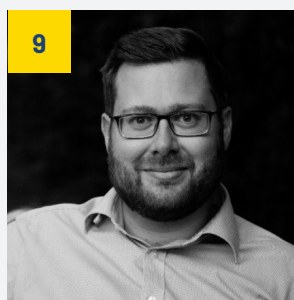
**3 Hélène Taylor Kelly, DK**  
PHE representative



**4 Norman Apsley, UK**  
PHE representative

**5 Jan Koucký, CZ**  
PHE representative

**6 Karlo Kolesar, HR**  
Student representative



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

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

**9 Jiri Nanti, CZ**  
Managing Director of CEITEC

# 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 2020, the Learning & Teaching working group met two times to mainly discuss the Work Based Learning Charter which will serve as a source of inspiration for professional higher education institutions seeking for a more quality based and organised Work based learning process.

In 2020, the Applied Research and Regional Development working group met 6 times to discuss EURASHE's position in view of the new developments of the European agenda for research and innovation and to develop activities in the field, namely the series of webinar on the role of Universities of Applied Sciences (UAS) in regional Smart Specialisation Strategies (S3) and the webinar of internationalisation of R&I.

## 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 in the field of applied research and regional development.

# Our members

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

## 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.

## Membership benefits

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### **Make your voice heard and promoted through direct representation towards policy-makers**

EURASHE represents its members and defends their interests towards European and national policy-makers, 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.

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### **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.

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### **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.

### **Membership benefits**

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#### **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.

#### **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.

#### **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 newsletter.

## **How to apply**

Applications for membership are examined and decided upon by the Board of EURASHE, which meets at least four times per year. To apply, please follow the requirements [here](#).

## **9 new members in 2020:**

- 1. St. Pölten University of Applied Sciences (St. Pölten UAS), AT**
- 2. European Leadership University (ELU), CY**
- 3. Parul University (PU), IND**
- 4. Mondragon University (MU), ES**
- 5. Tashkent State University of Law (TSUL), UZ**
- 6. University of Telecommunications and Posts (UTP), CHN**
- 7. Neapolis University Pafos (NUP), CY**
- 8. Fulda University of Applied Sciences (Fulda UAS), GE**
- 9. Philips University (PhilUni), US**

# 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. To support PHEIs institutions wide representation in the second Call of the Initiative, in 2019 EURASHE released a Statement on the participation of Universities of Applied Sciences within the aforementioned European Commission's Initiative, also supported its members by organising a series of 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.

The advocacy campaign turned into a success: 18 EURASHE members were among the selected Alliances, namely:

1. Polytechnic Institute of Porto
2. Polytechnic Institute of Setubal
3. St Polten University of Applied Sciences
4. Szent Istvan University
5. University College Leuven Limburg
6. Budapest University of Technology and Economics
7. Semmelweis University
8. Technological University Dublin
9. Luca school of Arts
10. University of Theatre and Film
11. University of Agribusiness and rural development Plovdiv

12. University of Debrecen
13. Athlone Institute of Technology
14. Limerick Institute of Technology
15. Polytechnic Institute of Leiria
16. Polytechnic of Cavado and Ave
17. Szechenyi Istvan university
18. Universita Politehnica Bucharest

## EURASHE Policy Statement for the European Higher Education Area (EHEA) Ministers' Conference in Rome 2020

The European Association of Institutions in Higher Education (EURASHE), as a voice of the professional higher education in Europe, released a Statement for the European Higher Education Area Ministers' Conference in Rome which took place on 19 November 2020. The Statement indicates on what principles of the European Higher Education Area (hereafter – EHEA) should build upon and highlights the priority areas for the professional higher education sector.

With the Rome conference, the EHEA is entering a new decade, one which will rethink the existing patterns in higher education, bring new impulses based on societal, economic, technological, but also climate and demographic changes. According to EURASHE, the EHEA should be based on 1) academic freedom and necessity of institutional autonomy with close links to stakeholders; 2) key tools and principles for transparency, quality and recognition; 3) promoting inclusiveness and diversity.

Universities of Applied Sciences and professional higher education in Europe support the renewal of the social pact through the following engagement:



1. The enhanced dialogue between key stakeholders and academic experts to respond to future skills and learning pathways.
2. The flexible learning pathways within a new vision for the concept of life-long learning, which identifies and accommodates a variety of learning needs for professional or personal development. This includes micro-credentials, short-cycle higher education, work-based learning focusing on Smart and Future Skills, recognition of prior experience.
3. Digitalisation plays a key role in opening new solutions in learning, mobility and governance. Higher education has to reflect on the growing role of digital skills across all human activity by providing flexible provision for the delivery of curricula. EURASHE considers the digitalisation agenda to be among our key priorities for the coming years and will support its members in advancing on the issue. Digitalisation strategies should take into account the inclusiveness & diversity, quality, cooperation.
4. Regional engagement and serving the needs of regional innovation ecosystems fall within the mission of professional higher education, specifically that of universities of applied sciences which can contribute to the recovery of regional economies hit by the recent recession. EURASHE advocates a stronger integration of professional higher education in regional smart specialisation strategies and are committed to further develop policies and tools for the regional engagement agenda and its promotion.

## Policy highlights

5. Closer links between learning and research will make it possible to renew the existing patterns of learning in order to address future skills through multi-disciplinarity and the adequate engagement of students in research activities, from short-cycle higher education to the necessary development of Professional doctorates. Support of research activities will allow professional higher education to build upon its strong links with the world of work and reflect them in applied, user-inspired research and innovation.

The coming decade opens with a great number of challenges and opportunities. EURASHE believes they can't be dealt with at national level only: they call for joint European solutions and require the ever-stronger internationalisation of higher education.

Read the full Statement [here](#).

### **EURASHE and the European Research Area (ERA) roadmap**

On the 6th of July 2020, the European Commission opened a public consultation on the European Research Area (ERA) roadmap, inviting European citizens, civil organisations and all the main stakeholders to send their feedback on the initiative, which will feed into the ERA Communication planned for autumn 2020.

EURASHE took part in the consultation with the following feedback, which can also be downloaded [here](#).

EURASHE, as the European representative of professional higher education institutions, welcomes the commitment to revitalize the European Research Area (ERA) and boost the research and innovation performance throughout European countries and regions.

As the recent health crisis showed us, research and innovation will be at the core of Europe's recovery and a coordinated approach between Member States is needed to tackle the new global and societal challenges.

In particular, we strongly support the opportunity to integrate ERA to the European Education Area (EEA), with the aim of mutually reinforce them and bring down the barriers that prevent the realisation of a broader European knowledge strategy.

As Commissioner Gabriel stated during her hearing before the European Parliament, research and education belong together. In order to bring to life innovative solutions, researchers need to be equipped with the right set of skills and with an entrepreneurial mindset that would allow them to conduct their research with a challenge-based approach. In this sense, it is only with a strong and deep integration with EEA, that ERA can aim to be an excellence-driven, open labour market for highly-skilled researchers.

Taking into account the natural links between ERA and EEA, EURASHE believes that the Communication should also address the synergies with the 41 European Universities alliances, which Commissioner Gabriel defined as "a key building block for the European Education Area". Due to their own nature, as transnational alliances promoting a seamless mobility of students, staff and researchers, European Universities will strengthen the links between education, research and innovation, opening the way for a renewed push towards systemic policy initiatives such as ERA.



## 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.

**11**

new  
projects

**8**

ongoing  
projects

**4**

finished  
projects

# Fulfilling the PHE mission in changing the world by quality

## NEW PROJECT

# BWSE FORward

## Bologna with Stakeholders Eyes For a Stronger Future of the Bologna Process

Student organisations across the EHEA believe and support the Bologna Process. Still, it is important to observe this process and provide a critical overview of how the decisions are implemented in different countries. The BWSE project follows the 2018 Bologna Implementation Report and Paris Communiqué and ESU's Bologna with Student Eyes publications since 2003. providers and companies;

The project will support external researchers and experts in the analysis of information collected in assembling the publication. Peer-learning activities and a final conference will be organised with different actors that play a role within the Bologna Process to discuss the problem areas and to identify which topics require particular attention in the future.

EURASHE is a partner of the BWSE FORward project, and its role includes supporting the dissemination and representing the views and needs of the professional higher education sector.

More information [here](#).

## Fulfilling the PHE mission in changing the world by quality

### NEW PROJECT

## CALOHE2

### Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe - Phase 2

CALOHE2 is an extension of the CALOHEE project under Key Action 3 as a forward-looking co-operation project, which focusses on the implementation of assessment instruments developed under the CALOHE project. 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 competences, 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.

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 higher education institutions, a detailed work plan for the creation and implementation of transnational assessments at subject area level, and a White Paper explaining the costs and benefits of the various assessment designs.

EURASHE is a member of the project's Advisory Board and offers support and advice on the main steps, the key and follow-up documents to be developed, as well as the testing phase.

# Fulfilling the PHE mission in changing the world by quality

## NEW PROJECT

### CALOHEX

Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe Extension

CALOHEX is an extension of the CALOHEE project under Key Action 3 as a forward-looking cooperation project. It focuses on developing sophisticated assessment instruments to test whether Bachelor and Master students' performances satisfy the needs of various stakeholders in 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 competences, 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 on the main steps, the key and follow-up documents to be developed, as well as the testing phase.

## Fulfilling the PHE mission in changing the world by quality

### NEW PROJECT

## LOTUS

### Leadership and Organisation for Teaching and Learning at European Universities

The LOTUS project aims to contribute to capacity building and strategic change management for learning and teaching (L&T) at institutions of higher education, demonstrating the potential of various actors (ministries, university associations, student and staff unions, national organisations) to support transformation and innovation in learning and teaching.

The project has two strands:

1. A Leadership Development Programme (LDP), which will address processes and conditions at HE institutions to implement L&T strategies.
2. A Policy Dialogue, which will explore how different stakeholder groups in L&T can support institutional developments, facilitate interinstitutional exchange and collaboration, and contribute to national and European policy development.

EURASHE is a partner of the LOTUS project consortium and its role includes representing the PHE sector and supporting the dissemination of the project's outcomes at the European level.

More information [here](#).

# Fulfilling the PHE mission in changing the world by quality

## NEW PROJECT

# SHEFCE

## Steering Higher Education for Community Engagement

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 is continuing its predecessor's work in supporting the community engagement of European universities. Within the framework of the project, community engagement is understood as university partnerships with external stakeholders to address societal challenges.

The SHEFCE project aims to build the capacities of universities, policymakers and stakeholders in Europe for mainstreaming community engagement in higher education. It will do so by developing four main outputs:

1. University action-plans for community engagement;
2. Policy recommendations for system-level support for community engagement in higher education;
3. A European online platform for community engagement in higher education with resources and tools to support universities and communities;
4. Piloting a European university-community engagement 'heatmap' to help universities learn from good practices at universities in other countries.

EURASHE is an associated partner in the SCHEFCE project and its role includes supporting the dissemination of the project's outcomes at the European level and providing policy advice.

More information [here](#).



## Fulfilling the PHE mission in changing the world by quality

### NEW PROJECT

## InclusiPHE

### Inclusive Engagement of Non-Traditional Students in Professional Higher Education

The InclusiPHE project connects the social dimension of higher education with another fundamental pillar of the EHEA – student engagement – and has as the main objective to contribute to creating a more inclusive environment at PHEIs, by creating sets of interventions aimed at increasing non-traditional student engagement in the life of their academic institution.

The lack of data on student involvement in PHE hinders the exchange of good practice and full inclusivity at PHEIs. Not only will the project provide additional data on current practices, it also raises awareness of students, institutional leaders and policy makers on inclusive student engagement in the PHE sector and of the European vision and consensus for students' engagement and social inclusion.

Concretely, the project will analyse existing models and patterns within student engagement at PHEIs, identify potential good practices and innovative ways for more inclusive engagement of PHE-specific student target groups, develop student-led strategies for creating more inclusive PHEIs and student organisations and a capacity-building toolkit and pilot on inclusive student engagement training.

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

More information [here](#).

# Fulfilling the PHE mission in changing the world by quality

## NEW PROJECT

# INVEST

## Innovations of Regional Sustainability: European University

INVEST is an alliance of higher education institutions under the Erasmus+ European Universities project (KA2: Cooperation for innovation and the exchange of good practices), formed under a shared vision and mission. The alliance consists of the Slovak University of Agriculture in Nitra (SK), the University of Agribusiness and Rural Development (BG), the University of Thessaly (EL), the Karelia University of Applied Sciences (FI), and Van Hall Larenstein University of Applied Sciences (NL).

INVEST stands for “INnoVations of REgional Sustainability: European UniversiTy” and leads the idea of strengthening the link between teaching, research, innovation and knowledge transfer, encouraging mobility and enhancing the high quality and excellence in education and research.

EURASHE is an associate partner in the INVEST European Universities alliance with the intent to promote the interests of professional higher education in the EHEA.

More information [here](#).

## Fulfilling the PHE mission in changing the world by quality

### NEW PROJECT

## E<sup>3</sup>UDRES<sup>2</sup>

### Engaged And Entrepreneurial European University as Driver for European Smart and Sustainable Regions

E<sup>3</sup>UDRES<sup>2</sup> is an alliance of higher education institutions under the Erasmus+ European Universities project (KA2: Cooperation for innovation and the exchange of good practices), formed under a shared vision and mission. The alliance consists of the scientific universities and universities of applied sciences: St. Pölten University of Applied Sciences (Austria - Lead), Polytechnic Institute of Setúbal (Portugal), Polytechnical University Timisoara (Romania), Szent István University (Hungary), UC Leuven-Limburg (Belgium) and Vidzeme University of Applied Sciences (Latvia).

The E3UDRES2 alliance is set out to promote the development of small and medium-sized cities and their rural areas into smart and sustainable regions. To become a European hub with regional anchorage, the projects aims to develop and implement innovative methods for learning and training, co-creation, research and knowledge transfer.

EURASHE is an associate partner in the E<sup>3</sup>UDRES<sup>2</sup> European Universities alliance with the intent to promote the interests of professional higher education in the EHEA

More information [here](#).

# Fulfilling the PHE mission in changing the world by quality

## ONGOING PROJECT

# VENHANS

## VET European Networking Enhancement (2019 – 2022)

The VENHANS project was designed to increase the visibility of European VET associations (VET4EU2) and their representatives at the national/regional level, to expand their membership and stimulate VET networking, particularly between VET providers and companies, with a special focus on territories under-represented in the VET policies' definition. Enhancing the cooperation between the umbrella networks of the VET4EU2 common platform is crucial in order 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.

The project aims at promoting VET quality improvement, propagating the concept of excellence in VET, exploiting the best VET learning tools and practices.

Project partners are promoting the benchmarking to develop development strategies, adopting bottom-up approaches to valorise local contributions.

Partners of the VENHANS project will develop a set of webinars on different VET and professional higher education development issues, as well as a VET Digital Magazine, which will be a digital publication collecting the best articles and press releases about VET from different European countries. The aim of the Magazine is the promotion of VET, including PHE, and the development of stronger and more productive cooperation between VET providers at European, National, Regional and local levels.

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 information [here](#).

## Fulfilling the PHE mission in changing the world by quality

### ONGOING PROJECT

## Spanning Boundaries

The Spanning Boundaries project aims at breaking down the engagement barriers between universities and their regional, national and international business stakeholders, by fostering the boundary-spanning skills of the higher education institutions's faculty, staff and leadership. People are the most crucial factor in the knowledge transfer and innovation across institutions, mobilising resources, triggering organisational change, and making an economic and societal impact in their regions. The project will help to describe the "boundary spanning" capacity as a desired quality for regional innovation and help to instil it among HE professionals and SME staff, for them to be able to identify and leverage organisational networks for greater institutional and regional impact.

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 information [here](#).

# Fulfilling the PHE mission in changing the world by quality

## FINISHED PROJECT

# IMPACCT

## Improving Patient-centered Communication Competencies

The main objective of the IMPACCT project was to improve the relevance and quality of education of medical and nursing students in Europe through the development, implementation, evaluation and dissemination of an evidence-based Health Literacy Educational Programme. Result of the project was also the development and evaluation of two Massive Open Online Courses (MOOCs).

The educational programme developed by the project offers more than 80 engaging and evidence informed educational activities, such as interactive lectures, role plays, assignments, and workshops.

A comprehensive collection of extra materials, relevant scientific readings, and educator guides make this educational programme practical to use, straightforward in its instructions and adaptable to the individual needs of the users and to different contexts.

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

More information [here](#).

## Providing Relevant and flexible learning for digital society

### NEW PROJECT

## DigiHE

Supporting European universities in their strategic approaches to digital learning

The DigiHE project aims to promote digitalisation at universities by exploring different ways higher education institutions can boost their strategic approaches to digital teaching and learning practices and capacity. The project will support and reflect on the digital development within institutions through good practice sharing and peer learning among university leadership.

The DigiHE project will provide an overview of comparative data on the current state of play of digitally enhanced learning and teaching across European HEIs, and a review of self-assessment instruments aimed at improving current digital structures and systems within the institutions.

In addition to this, two cycles of thematic peer groups and a workshop series on self-assessment instruments and a self-paced training resource on the institutional self-assessment of digitally enhanced learning and teaching will be organised under the project.

EURASHE is an associate partner of the DigiHE project and its role includes representing the PHE sector and supporting the dissemination of the project's outcomes.

More information [here](#).

# Providing Relevant and flexible learning for digital society

### ONGOING PROJECT

## RPLip

### Recognition of Prior Learning in practice

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 information [here](#).



## Providing Relevant and flexible learning for digital society

### ONGOING PROJECT

## MentorTrain

### Training and Equipping Mentors in SMEs to provide Quality Apprenticeships

The MentorTrain project aims at supporting mentors in companies (particularly in SMEs), who are working with students and apprentices from professional higher educational institutions at EQF levels 5-7. The success of apprenticeships is very much dependent on the quality of education process of transferring knowledge and developing practical skills. It is therefore important that the most qualified professionals would be involved in the mentorship roles. However, quality mentorship is not only about the professional skills and experience of mentors. Apprenticeships should also lead to the achievement of practical learning outcomes; and this is also dependent on the pedagogical skills of mentors. To this end, the project is developing training material aimed at improving the competences of experienced mentors in activity design.

The MentorTrain project will help to define the specific competences required by early-stage and experienced mentors, and use this to develop a relevant curriculum, training material and prepare the learning activities which can be used to acquire these competences. This will help to solve the problem of occurring insufficient pedagogical competences of the mentors, particularly experienced workers from SMEs who may not necessarily have relevant teaching experience, working with apprentices from professional higher educational institutions. Higher competencies of the mentors will increase the quality of apprenticeships and will assure to achieve better learning outcomes for the learners.

EURASHE is a partner of the MentorTrain project and its role includes representing the voice of professional higher education institutions and supporting the dissemination of the project results at the European level.

More information [here](#).

# Providing Relevant and flexible learning for digital society

## FINISHED PROJECT

### ApprenticeshipQ

#### Mainstreaming Procedures for Quality Apprenticeships in Educational Organisation and Enterprises

The lack of work experience and the skills mismatch between labour demand and supply are two of the greatest challenges for young people to transition from the world of education to the world of work. A promising way to face those challenges is through apprenticeships. However, their implementation is complex due to the different approach of the key stakeholders, particularly SMEs, to the organization of apprenticeships and the lack of European guidelines to support them.

The project consortium developed and validated a self-reflection tool and two manuals for PHEI and SMEs to help and facilitate the preparation and organization of quality apprenticeships. Project results were well received by the European PHE community and overseas.

EURASHE was a partner of the ApprenticeshipQ project and its role included supporting the dissemination and making the project visible in the European higher education sphere.

More information [here](#).

## Providing Relevant and flexible learning for digital society

### FINISHED PROJECT

## ApprenticeTrack

### Smart Electronic System for Tracking Apprenticeships

The project addressed the improvement of quality of work-based learning. High-quality apprenticeships are one of the essential work-based learning formats for Professional Higher Education (PHE), which offers a particularly intense integration with the world of work. Work-based learning and particularly apprenticeships can be integrated in all aspects of PHE, like teaching, learning, research and governance, and at all levels of the overarching Qualifications Framework of the European Higher Education Area, from EQF 5th level until the 8th level.

The ApprenticeTrack project developed a toolkit to foster the collaboration between PHE institutions and employers in offering apprenticeship schemes and to enhance digital competence of all three stakeholders' groups involved, as well as improving the efficiency and transparency of apprenticeships.

The project also published a list of indicators and measurement criteria based on specific inputs, processes and outputs of the management systems for apprenticeships in Slovenia, Croatia and the Czech Republic, including processes for apprenticeship-management, surveys done among students, employers and PHE institutions and data collected from best practices (at the national and European level). This criteria and indicators will help to define, understand and promote the concept of management systems for apprenticeships, provide a common framework for their description, monitoring, assessment and reporting.

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

More information [here](#).

# Providing Relevant and flexible learning for digital society

## FINISHED PROJECT

# SPRINT

## Standardize best Practices about Internships

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. It is against this background that the SPRINT project aimed to achieve a unique quality standard for internships in Europe.

Result of the SPRINT project was the creation a standard and a self-assessment tool to define the quality of internships and the learning outcomes they bring to young people, undergraduate and graduate. The project partners developed this standard to be valid for the whole European Higher Education Area taking into consideration the national practices and therefore contributing to the harmonization of a European area of skills and qualifications.

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

More information [here](#).

## Quality of Higher Education

### NEW PROJECT

## DEQAR Connect

### Enhancing the Coverage and Connectivity of QA in the EHEA through DEQAR

The DEQAR Connect project focuses on two of the Key Commitments agreed for the European Higher Education Area (EHEA), on quality and recognition. The project aims at expanding the coverage of the Europe-wide Database of External Quality Assurance Results (DEQAR), which ensures a one-stop-shop access to reliable information on the quality of higher education. The project will enhance DEQAR's connectivity with other tools and initiatives in the field of digitalisation, QA and recognition.

DEQAR CONNECT will broaden the knowledge base on external quality assurance in the EHEA and contribute to making recognition more efficient, seamless and ultimately automatic. The project's direct beneficiaries include quality assurance agencies, recognition information centres (ENIC-NARICs) and national authorities in the EHEA, while also higher education institutions, students and employers will reap the wider benefits.

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

# Quality of Higher Education

### ONGOING PROJECT

## ESQA

### Effective involvement of Stakeholders in external Quality Assurance activities

The ESQA project aims at improving the involvement of various stakeholders in the External Quality Assurance of Higher Education. Methodologies and approaches to this issue vary in different EHEA countries. This project facilitates the analysis of the current situation in the EHEA, including project partner countries – Romania, France, Denmark, Bulgaria and Moldova, and the discussion of the findings with the members of the Bologna Follow-Up peer-support Group on QA. Project experts in cooperation with project partners and their members developed the Guide for improving effective stakeholders' involvement in QA. The Guide has been discussed in the online PLA and project partners are preparing the plans of improvements and recommendations on how stakeholder involvement can be organised better and more efficiently..

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.

## Quality of Higher Education

### ONGOING PROJECT

## QALeap

### Equipping Institutional Leaders to Maximise Gains from Quality Assurance

The project aims at supporting the quality management of professional higher education institutions. Properly implemented quality management system allows their members of academic community and administration to understand the requirements of all its stakeholders, including students, industry and society, and then to design a mission, vision and strategy to address these requirements. However, the reality shows that 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.

The QA-Leap project will develop the methodology and material to train PHEI leaders’ quality management competencies to improve the quality assurance systems in their organizations.

In most cases, leaders of PHE institutions are elected because of their academic achievements as well as leadership skills. However, the majority of them have never received any formal training in QA-management, and thus, while having significant expertise of quality education, will have limited expertise in how to translate that mission and vision into a management system based on clear quality objectives, backed up by steady processes that will assure the adequate planning and realization of activities leading to the achievement of those objectives, as well as monitoring and analysing processes that will enable continual improvement.

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

More information [here](#).

# Bringing innovation & development through user-oriented research

## ONGOING PROJECT

### UASiMAP

#### Mapping Regional Engagement Activities of European Universities of Applied Sciences

European professional higher education institutions, in particular, Universities of Applied Sciences are the most distinguished type of regional engagement provider, while promoting, evaluating and facilitating their analytical measurement through existing traditional and newly identified indicators. It is in this context that the UASiMAP project will develop an operative and analytical framework specifically tailored for mapping and providing tools for self-reflection of UAS local engagement, development of their further strategies, promoting and communicating their contribution to society and regional community, based on the experience and insight of key-stakeholders from across the whole European Union.

Project partners developed the working definition of the UAS regional engagement, which leads to different possible areas of regional engagement and specific activities of UAS. The project also aims at designing a system of indicators and evaluation descriptors to be used in UAS self-assessment. To facilitate the UAS regional engagement, the project consortium is going to test and valorise the self-reflection pilot tool in 10 partnering UAS in 5 European countries. An international training and dissemination conference will also be organized after the tool vaporization. Policy recommendations for European and national authorities are going to be developed at the end of the project.

EURASHE is the coordinator of the UASiMAP project.

More information [here](#).



## Bringing innovation & development through user-oriented research

### ONGOING PROJECT

## RECAPHE

### Enhancing Staff Research and Innovation Capacity in Professional Higher Education

Institutions of professional higher education 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 information [here](#).

#### 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

2020



2019



## Roundtable “Regional engagement of Universities of Applied Sciences: concept and impact”, Brussels, 13 February 2020

The roundtable “Regional engagement of Universities of Applied Sciences: concept and impact” gathered together professional higher education experts and policymakers to discuss the importance of the Universities of Applied Sciences (hereafter – UAS) in the European regions. The event was hosted by the Portuguese Permanent Representation to the EU and took place on 13 February 2020.

The roundtable was organized in connection with the EURASHE-led ERASMUS+ KA3 project “Mapping Regional Engagement Activities of European Universities of Applied Sciences” (UASiMAP) and was intended to address two main issues:

- The entire concept and scope of the regional and community engagement of UAS and what type of activities should be included within the concept of regional engagement;
- The impact of regional and community engagement and relevant indicators, together with approaches to presenting and promoting the role and results of such activities at institutional and sector levels.

Presentation from the speakers and the discussion among participants highlighted how:

- UAS have a strong role to play in their regional innovation ecosystems as they support the elaboration of smart specialisation strategies (S3) through the Entrepreneurial Discovery Process;
- UAS have a strong involvement in social cohesion and a potential role to play in both the economic and community engagement of their regions;
- Although there is no common understanding of regional engagement yet, UAS should and can be the main providers of regional human capital, new innovative teaching methods, developing micro-credentials, supporting social inclusion, supporting incremental innovation, local citizen science and contributing to place-based leadership;
- While UAS must play a strong role in regional development, this should not lead to inward thinking. Rigorous self-assessment and benchmarking are important, as well as engaging across Europe and globally to exchange good practices and learn from each other.

More information [here](#).

### PHE@Home Info Days, 19-20 May 2020, online

COVID-19 outbreak has dramatically shaken the global professional higher education sector creating a lot of challenges for teachers, students and institutions' leadership. The existing health crisis keeps on revolutionizing online learning, assessment and applications processes on a daily basis and has questioned how the applied research may be conducted in the times of uncertainty.

In the spring of 2020, EURASHE in response to the situation launched the campaign “#PHEresponse to COVID-19” where we have been sharing the best practices from institutions, interviews with our members' leaders and opportunities to participate in our online events and activities.

The “PHE@Home Info Days” were a part of the #PHEresponse to COVID-19 campaign and consisted of a series of webinars on the following topics:

- Masterclass “Future Skills and Future Universities”
- Discussion “PHE in the time of Coronavirus: threats and opportunities”
- Workshop “Smart E-quality @ Work-based learning”
- Workshop “Microcredentials in Higher Education: Enabling Future Flexible Learning Pathways”

The recordings of the event can be found [here](#).

The event served as a platform for a community discussion on relevant issues and also provided an opportunity to discuss how the existing health crisis might affect the sector and what coordinated actions could be implemented in order to prevent any possible future harm. The webinars took place in the same time framework as the postponed 30th Annual Conference but did not replace the event.

More information [here](#).

### PHE@Home Club, June/July 2020, online

In the spring of 2020, results from the EURASHE campaign “PHE Response to COVID-19” campaign and feedback from members showed an emerging need for EURASHE to create a platform and provide member institutions and association with a weekly opportunity to exchange experience and challenges in an informal setting.

It was with this objective that the “PHE@Home Club” weekly meetings were opened in June 2020 to all EURASHE members who wanted to share, learn, discuss and update themselves on how to respond in a systematic, structured and effective way to the challenges created by the COVID-19 pandemic.

The themes of the weekly meetings corresponded to the biggest challenges experienced by professional higher education institutions and their institutional activities during the Coronavirus crisis (among them: mobility, online/digital learning, teaching, exams and assessment, work-based learning, students' engagement in research, digital transformation and capacity development). Through communication and cooperation, our members and experts fed the discussions on challenges and major opportunities in the post-Covid for PHE institutions to progress, transform and make a considerable positive impact in the regional environment.

More information [here](#).



### **Webinar "Internationalisation of Research and Innovation: where European and global experiences meet", 23 June 2020, Online**

EURASHE, together with its member CEU Andalucía, organised the webinar "Internationalisation of Research and Innovation: where European and global experiences meet" on 23 June 2020, inviting representatives from the European Commission, professional higher education institutions – hereafter PHE –

and the world of work to share opportunities and experiences in the field of international cooperation in Research & Innovation.

The discussion was launched by Alejandro Zurita, R&I Counsellor for Brazil at the Delegation of the EU to Brazil who gave an overview of the main cooperation activities between the Union and the Latin American country, underlying the added value that third countries like Brazil bring to European research and innovation. His presentation was followed by Rita Lecbychova, Head of Unit "International Cooperation I (Europe, Americas and thematic coherence)" of the European Commission who presented the Horizon Europe programme and the new features it will introduce. Representatives from the world of work and the professional higher education sector were also invited to share their success story in the field of international cooperation.

All the speakers agreed that after the COVID-19 crisis, Europe needs to continue to be open to the world. International cooperation in the field of research and innovation remains crucial to find a common response to global challenges. We therefore need to enhance international cooperation opportunities and organise them in a more strategic and focused way, based on common interests and mutual benefits, but always being guided by European principles and values.

The recording of the webinar can be found [here](#).

More information [here](#).

### Webinar “Quality in Work-based Learning: the way to maximise the value of Professional Higher Education”, 27 August 2020, online

EURASHE organised the webinar “Quality in Work-based Learning: the way to maximise the value of Professional Higher Education” on 27 of August 2020 on Zoom, inviting representatives from the European Commission, professional higher education institutions – hereafter PHE – and the world of work to discuss the recent policy developments on the employability and Work-based Learning (WBL) with particular focus on the facilitation of apprenticeships in EHEA. The webinar also played the multiplier role for the ERASMUS+ KA2 project “Mainstreaming Procedures for Quality Apprenticeships in Educational Organizations and Enterprises – ApprenticeshipQ” of which EURASHE is partner.

The discussion was opened by Norbert Schöbel, DG EMPL, who introduced the participants to the most recent policy developments from the European Commission, among all the Youth Employment Support package and the renewed Skills.

His presentation was followed by Vaidotas Viliunas, EURASHE, who presented the ApprenticeshipQ project’s objectives and outcomes, in particular the two Manuals developed by the project consortium to support HVET institutions and SMEs in the creation of quality apprenticeships schemes.

Partners of the ApprenticeshipQ projects and representatives of the students’, QA agencies’ and business’ perspective were then invited to join a panel discussion and share their views and experience on the topic as well as a feedback on the two Manuals developed by the project.

The recording of the webinar can be found [here](#).

More information [here](#).

### Online event “Recognition of Prior Learning in Higher Education”, October-November 2020, online

The discussions on innovative and flexible learning, its relevance and focus on students from various target groups have brought a growing attention to the instrument of Recognition of Prior Learning – hereafter RPL – as a means for enhancing the access to higher education, ensure the flexibility of its provision, and reflecting on the changing higher education landscape.

Following the many challenges brought by the recent pandemic, RPL could also prove to be a crucial asset in ensuring a more inclusive access to further studies and promoting lifelong learning opportunities.

It is against this framework that EURASHE, together with the Swedish Council for Higher Education and its partners of the RPLip project, organised the online event “Recognition of Prior Learning in Higher Education” in the months of October and November 2020, presenting the outcomes of the project and offering a platform to further develop the discussion around quality assured and consistent processes to recognise non-formal and informal learning throughout Europe.

The online event consisted of two webinars:

- “Why recognition and validation of prior informal and non-formal learning?”, organised on Tuesday 13 October 2020;
- “How to validate and recognize prior informal and non-formal learning”, organised on Thursday 5 November 2020.

Recordings from both webinars can be found [here](#).

More information [here](#).



### **Online event “Smart UAS in Smart Regions: increasing the strategic cooperation between professional higher education and regions in Europe”, November/ December 2020, online**

EURASHE, together with partners from the independent group of experts Friends of Smart Specialisation, organised the first two webinars of the online event “Smart UAS in Smart Regions:

“Smart UAS in Smart Regions: increasing the strategic cooperation between professional higher education and regions in Europe” in November and December 2020 on Zoom.

The online event was developed with the aim of providing a platform to discuss a strengthened role for professional higher education institutions in the design and implementation of regional S3. Both webinars focused on a different European country or region and provided an overview of the S3 as well as case studies of the successful involvement of professional higher education institutions in their design and implementation.

The first webinar was dedicated to Portugal and the second one to the Basque Country. Both events underlined how professional higher education – hereafter PHE – institutions by virtue of their strong links to their region, can play a key role in the definition of the S3 and in addressing the needs of their regions. This is carried through both in terms of providing students with the skills needed to tackle these needs and in acting as regional agents that build bridges and alliances with other knowledge institutions, the business community and the regional entities. However, to achieve this, PHE institutions need to be bolder and more proactive, taking advantage of the opportunities that are offered to them, especially in view of the programming period 2021-2027. The online series will continue in 2021 with two further webinars.

Recordings of the first two webinars can be found [here](#).

More information [here](#).

# Representation



**37%**

General representation



**14%**

Fullfilling the PHE mission in changing the world by quality



**15%**

Providing relevant and flexible learning for digital society



**15%**

Quality of higher education



**15%**

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



# A Review of Digital Engagement

**1 online campaign “#PHEresponse to COVID19”**

**4 interviews with leaders of PHE institutions**

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**5 public webinars**

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**6 PHE@Home Club online meetings for EURASHE members**

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**More than 500 participants**

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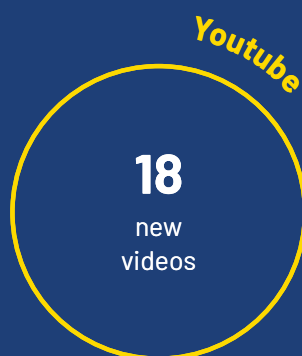
**2 new members dissemination lists**

**EURASHE Communications community**

- More than 380 communications and international relations officers from our members
- 

**EURASHE Research and Innovation community**

- More than 250 researchers, research and innovation officers and EU-Liaison officers from our members
- 



# Annual accounts 2019

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
<b>I. Operating Income</b>	<b>435 582</b>
A. Membership fees	134 513
B. Other operating income	301 069
<b>II. Operating Charges</b>	<b>494 428</b>
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
<b>III. Operating Profit/Loss</b>	<b>58 846</b>
<b>IV. Financial Income</b>	<b>22</b>
C. Other financial income	22
<b>V. Financial Charges</b>	<b>263</b>
C. Other financial charges	263
<b>IX. Profit or Loss for the period</b>	<b>59 087</b>

**EURASHE**

**[www.eurashe.eu](http://www.eurashe.eu)**

**Ravensteingalerij 27/3,  
1000 Brussels,  
Belgium**

**f** @eurashe

**t** @eurashe

**in** @eurashe

**y** @eurashe