



EURASHE 2030 Strategy

Building Europe's House of
Applied Sciences



EURASHE

European Association for the Applied
Sciences in Higher Education

EURASHE 2030 Strategy (2026–2029)

“Building Europe’s House of Applied Sciences”

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1. Introduction and Context

The landscape of higher education, research and innovation is diverse and rapidly changing. Demographic, technological and economic changes are shaping demand for knowledge and skills, and both Higher Education Institutions (HEIs) and policy makers need to adapt. Old binaries like academic vs vocational education, basic vs applied, or international vs regional relevance are becoming increasingly blurred. Furthermore, individual institutions cannot cover everything or tackle societal challenges individually; a systemic approach to policy and cooperation is essential, and “ecosystems” at different levels should be further developed, whether for education, skills or innovation.

While policy and institutional silos are difficult to break down, European policy and funding have shown a greater degree of flexibility, recognising the need to combine policies and funding programmes. This can be seen clearly in the European Union’s Multi Annual Financial Framework for 2028-2034: The European Commission has proposed a much leaner and more integrated framework, in which financial envelopes, ringfencing of budgets and similar arrangements have been replaced with more ambitious policy objectives and flexible mechanisms to combine funding programmes.

The full name of EURASHE was changed in 2025 to the *European Association for Applied Sciences in Higher Education*, in order to better define the Association and position it in the skills and knowledge spectrum. It replaced the previous name of *European Association for Institutions in Higher Education*, which reflects an old dichotomy between “universities” that prioritise knowledge creation, and “other HEIs” that are limited to teaching and skills for the labour market. EURASHE continues to proudly represent the practice-based dimension of higher education, but ‘practice drift’ is as evident in the sector as ‘academic drift’, and therefore the Association’s membership can and should remain open and diverse. This is also necessary to future proof EURASHE for changes to come, because the binary system in higher education is either being dismantled or being largely reformed in many European countries.

This perspective is shared by policy makers and employers, which see the value of diverse and interconnected higher education systems that can provide a range of skills and competences in the labour market, mixing sector or profession specific education with horizontal priorities like digital, adaptability, diplomacy, communication, and entrepreneurship. Therefore, EURASHE stands in the space of applied higher education, representing HEIs, but also faculties, departments or simply a mode of learning, teaching and application of knowledge for real world impact. It complements and does not seek to compete with other types of higher education but believes that this perspective justifies and merits a strong representation at EU, national and regional levels.

EURASHE is almost 40 years old, but needs further strengthening while being adaptable to face future, yet unknown challenges. This describes the sub-title of our strategy: “Building Europe’s House of the Applied Sciences”. Inspired by the name of the new EURASHE office that was officially opened in March 2026 by representatives of European Commissioners for Education and Research & Innovation, the strategy aims to construct a hub in the Brussels and wider European policy and practice landscape – both physically and virtually. Representing the “Applied Sciences” rather than one archetypal HEI in national systems reflects the diversity of Europe’s changing higher education systems, and its open to all who share the same vision, values and objectives of its members.

2. Vision and Strategic Objectives

2.1 The vision of EURASHE 2030

As we move towards 2030, EURASHE should consolidate its recent growth and development, and become even more effective in demonstrating the relevance of its members for the future of Europe.

The Applied Sciences represent the “missing middle” in many of the debates around education, research and innovation. **Our vision is a future where European, national and regional authorities highly value the bridges that make ecosystems work:** Including applied research that bridges academia, business and society, higher education that bridges theory and practice, and institutions that bridge the local and global perspectives. In many national contexts, the applied sciences have been given less funding and prestige than more traditional forms of higher education. Our vision is that the applied sciences are given the credit that they deserve, and this is reflected in perception and resources.

EURASHE does not position itself as an advocate only for “excellence” or “cohesion”, believing this to be a false dichotomy that misses the complex reality of the European project. We believe in growth through cohesion – that we can strengthen Europe by enlarging participation in its policies and funding programmes. The fact is that talent is everywhere – but opportunities are not. In the same way, we believe that through “upwards convergence”, our association can provide benefits for both the strongest HEIs and those that need further strengthening.

2.2 Achievements of past strategy

The previous EURASHE Strategy for the period 2022-2025 aimed to make the Association relevant to a wider number of HEIs and policy makers. While some of the targets were surpassed, others missed, and some that proved too difficult to measure, the overall trajectory is positive:

- We have engaged more in research and innovation policy, including becoming an official stakeholder in the European Research Area Forum.

- We have been more present in regional policy, for example by taking an active role in all the European Weeks of Regions and Cities over the past three years.
- We have promoted integrated tertiary education systems through active participation in the European Education Area Working Groups for both higher education and VET.
- We have taken a leading role in positioning higher education in the Union of Skills.
- We have started to engage with the competitiveness agenda as the priorities of the European Commission shift.

All this while further consolidating our established position in the European Higher Education Area, such as a session on Lifelong Learning at the last Ministerial Conference, which paved the way to coordinate a high-profile Erasmus+ funded project, or the strengthening of labour market relevance in the revised European Standards and Guidelines for Quality Assurance.

The previous strategy also led to a sharp increase in membership, both in quantity and diversity. The overall number of members doubled between March 2023 and March 2026, including strong growth in Belgium, the Netherlands, Finland, Austria and Ukraine. EURASHE also became more relevant outside Europe, with new affiliate members and partners from Canada, the Gulf region, India and East Asia. Finally, the creation of associate membership has led to members from the private sector, other NGOs and non-profits, as well as quality assurance agencies.

2.3 Strategic objectives

While there have been significant achievements, EURASHE still has much more to do. In particular, the strategic objectives for the Association by 2030 are to:

1. Consolidate its position in the ERA Forum, successfully contributing to the current policy agenda (2025-2027) and shaping the next one.
2. Further demonstrate the added value of applied HEIs in transnational cooperation, European University Alliances, and the European Degree (label).
3. Lead on the Union of Skills, promoting integrated and flexible tertiary education systems as a key component.
4. Position European Applied Universities on a global scale and as a partner in the EU Global Gateway.

3. Policy priorities 2026–2029

The previous EURASHE strategy established broad thematic priorities around which to structure policy engagement, from quality assurance to practice based research. In the new strategy, it will

be structured more explicitly to the three 'areas' which European integration is pursued in education and research. This is justified by their growth in importance, especially the European Education and Research Areas in the European Union, whose governance and ambition have been reinforced in recent years, and in which EURASHE has become more involved. In addition, the broad thematic priorities were not as easily focused on European policymaking, which is the added value of a Brussels-based NGO like EURASHE, and which distinguishes it from other types of organisations. However, two thematic, cross cutting priorities remain because they are strategic for the growth and recognition of the applied sciences on an international scale, while also being relevant to policymaking. The policy priorities are illustrated below in Figure 1.

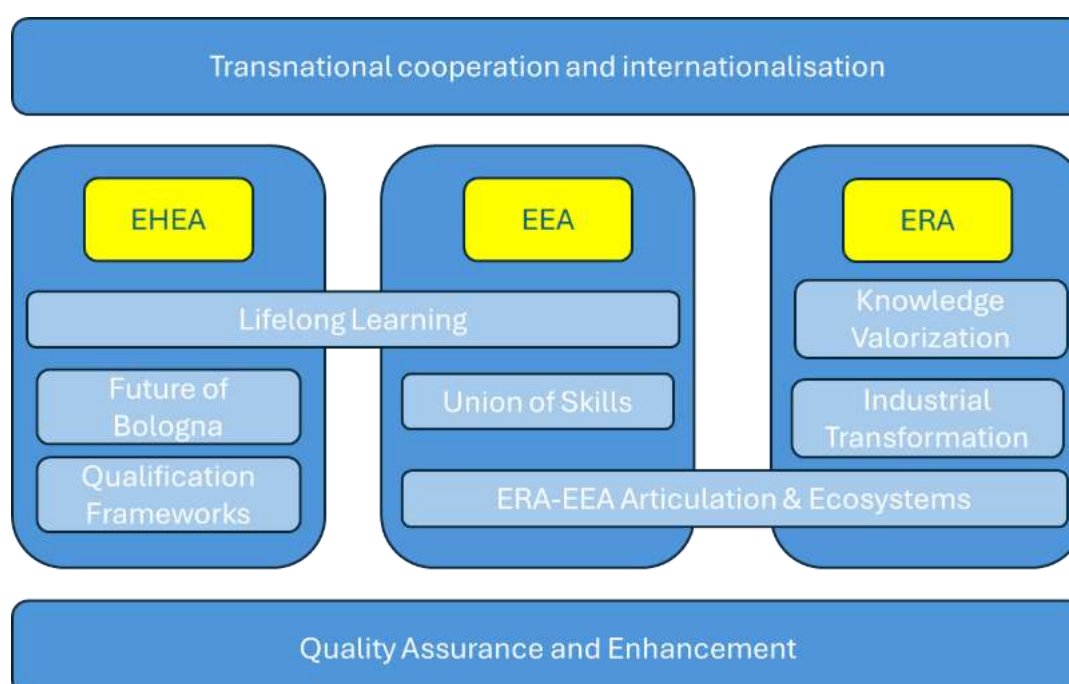


Figure 1: Policy priorities of EURASHE 2030

3.1. EURASHE in the European Higher Education Area

As a consultative member of the Bologna Follow Up Group (BFUG), EURASHE has a privileged role in contributing to the further development of the EHEA. 2029 will mark 30 years since the landmark Bologna Ministerial Conference that set in motion a transformative and visible process of integration among almost 50 higher education systems. On the one hand the Bologna 'key commitments' (cycles, recognition and quality assurance) are still not fully implemented, and some people wonder if the process has lost steam. On the other hand, the BFUG remains an important forum for debates around the future of higher education. Furthermore, governments recently agreed to establish a 'long term secretariat' to replace the previous rotating secretariat, which should provide greater stability and improved conditions for cooperation.

EURASHE is part of the Task Force on the Future of Bologna, where two important themes have been raised; these are where EURASHE could have a significant impact and benefit from.

- *Integrated tertiary education systems:* The decision by VET policy makers to stop developing a separate credit system and instead seek to use the established European Credits Transfer System (ECTS) under the Bologna process is an opportunity for EURASHE. Currently under revision, the new ECTS Users' Guide can provide a genuine framework to allow flexible, lifelong learning pathways. It will provide for greater permeability with VET and the mobility of learners between different types of education and training. However, there are questions around how this will work with different quality assurance processes (ESGs and EQAVET), and EURASHE should use its experience in both sectors to work towards a more integrated QA system at tertiary level.
- *Overlap with research, talent retention, brain circulation and regional innovation strategies:* The EHEA can potentially help boost mobility of knowledge as well as learners, especially at master's and doctoral levels. If this knowledge is applied to the regional context of HEIs it can help develop their economies. While it may not closely relate to the Bologna key commitments, the issue of brain drain and knowledge-based development is vital for many of the EHEA countries, which would benefit from greater inward mobility of high-level skills and knowledge. EURASHE can provide the experience of applied education and research to make recommendations on how the EHEA can achieve balanced mobility that will contribute beyond the higher education system.

3.2 EURASHE in the European Education Area and Union of Skills

The European Education Area has been strengthened in recent years with several key initiatives at EU level. Notwithstanding limits on its competences, the European Commission wants to harness education and skills for broader policy objectives, especially industrial policy and economic competitiveness. In addition, the size of the Erasmus+ Programme has continued to increase, providing more opportunities for EURASHE and its members.

The European Universities Initiative has given a boost to EURASHE as more applied universities see the importance of engaging with the EU in education as well as research. This is why transnational cooperation and internationalisation is included as a horizontal, cross-cutting priority (see section 3.4). However, it has also given more attention to higher education in the EU as a whole, and can be seen as a microcosm of debates in the sector overall. Other important EU level initiatives are the European Degree, linked to quality assurance and assessment (see section 3.5), and micro credentials. EURASHE will build on the consolidation of the EEA and its governance structures (working groups and meetings of director generals which the association is now routinely invited

to), to show the importance of employability, labour market relevance and place based approach to higher education, in synergy with the EHEA.

A key EU level policy that will remain a Commission priority in the period of this strategy is the Union of Skills. Following a publication on how applied universities can contribute to this high-profile EU policy, EURASHE should show how its members are concretely doing this, including development of horizontal and sectors specific skills, improving the uptake of technologies in the workplace, and orchestrating regional skills ecosystems. The Union of Skills has a collection of policy and funding initiatives which provide opportunities for members. These include the Centres of Vocational Excellence where EURASHE has already shown the value of applied universities to the concept. Further analysis and demonstration should take place as part of the strategy, including reflection on the concept of vocational excellence.

3.3 EURASHE in the European Research Area

While the research intensity and activities of members vary, EURASHE aims to add value to the European Research Area (ERA) through sharing of expertise in practice-based research, that is usually performed in cooperation with external partners at regional level. During the implementation of the last strategy EURASHE became a higher education stakeholder of the ERA Forum, which brings together EU ministries for research. The higher education stakeholders and numerous and while they are represented in the main forum by the European University Association, may join and sponsor 'actions' and 'structural policies'. EURASHE co-sponsors the structural policy on articulation between R&I and higher education and unleashing the potential of European R&I ecosystems. It is a member of several others including those about research careers, management and assessment, knowledge valorisation and synergies with the Cohesion Policy. Members as well as the Secretariat are involved in these groups, and this allows a larger coverage. During this strategy EURASHE should consolidate its position in the ERA Forum and encourage wide interest among members.

3.4 Transnational Cooperation and Internationalisation

Classical universities have traditionally been more active on a European and international scale, while applied universities have been seen as more rooted in their local and regional context. There may be some specific reasons for this (such as students from classical universities having more resources for mobility or the structures of international research collaboration), applied universities have recently become more connected, both within Europe and globally. This is a very positive development, because it helps harness global knowledge and skills. In Europe the European Universities Initiative has promoted innovation in learning in teaching as well as greater mobility and

'internationalisation at home'. Meanwhile the understanding of and recognition of practice-based approaches to higher education has grown across the world.

EURASHE will build on this momentum by strengthening the Sounding Board on the European Universities Initiative, ensuring it helps all members benefit from advances in transnational cooperation, and not just those in funded Erasmus+ alliances. It will also nurture strategic global partnerships that have emerged in the last few years, including cooperation with its new affiliate members in Canada, building relationships with UAS in China and other parts of East Asia, as well as the network created by the Applied eXel framework under the guise of a UNESCO Chair held by Higher Colleges from the United Arab Emirates.

3.5 Quality assurance and assessment

Quality assurance and assessment are at the core of building trust between sectors, countries, institutions, employers and learners. Education and training institutions rely on robust internal and external quality assurance for institutional coherence, transparent learner progression, and recognition. This is why EURASHE will continue to contribute to sector wide cooperation, notably within the BFUG and E4 groups, including the finalisation and implementation of revised European Standards and Guidelines (ESG).

However, EURASHE can do more in quality enhancement and assessment across all the missions of higher education institutions. This is a strategic priority because many of the international frameworks for assessing higher education do not consider the strengths of applied universities, such as work based learning, high levels of employability, solutions to industrial and societal challenges, and regional impact. EURASHE will act as a knowledge hub for assessment of applied higher education, working more closely with quality assurance agencies and governments. It will also do more work on the quality assurance of research, which is not explicitly covered by the ESGs but where members need more support.

4. Operational Framework

To translate its strategic priorities into concrete progress, EURASHE will operate through an integrated operational framework that supports the development of the "House of Applied Sciences" as a platform for collaboration, policy engagement and strong member support across Europe.

This framework is structured around four strategic pillars: membership development and engagement, financial and organisational sustainability, human resources and capacity building, and governance and leadership.

Together, these pillars strengthen EURASHE's capacity to deliver policy impact, support its community and reinforce its role as the European voice for the applied sciences.



Figure 2: Four strategic pillars of the operational framework.

4.1 Membership Development and Engagement

A strong and engaged membership community is the foundation of EURASHE's role as the European voice of applied sciences and professional higher education. The "House of Applied Sciences" must function as a genuine platform for collaboration, this time not only digitally, but also physically, where members connect, exchange expertise and contribute to European policy discussions.

EURASHE will continue to strengthen its membership base while maintaining regional balance across the European Higher Education Area. Growth will also focus on countries and institutional profiles that remain under-represented, while preserving openness and diversity within applied higher education systems. The aim is not simply to increase numbers, but to build a stable and active community that reflects the evolving landscape of applied sciences in Europe.

4.2 Financial and Organisational Sustainability

The long-term impact of EURASHE depends on a stable and sustainable organisational foundation. Financial sustainability allows the Association to continue supporting its members, contributing to European policy discussions and developing initiatives that strengthen the applied sciences sector.

EURASHE will maintain a balanced and diversified income structure. Membership fees will remain the core source of stability for the organisation and will support the continuity of its main activities and representation functions. Participation in European projects, particularly within programmes such as Erasmus+ and Horizon Europe, will continue to play an important role in supporting policy engagement, cooperation and innovation within the applied sciences community. In parallel, EURASHE will further develop services and activities that respond directly to the needs of members and partners.

The development of the Applied Sciences House will also open new opportunities for collaboration, events and partnerships. As a shared space for members, stakeholders and policy dialogue, it will strengthen EURASHE's visibility and contribute to new forms of engagement that support the long-term sustainability of the Association.

Financial planning will increasingly take a multi-year perspective so that strategic ambitions remain aligned with available resources. This approach will support realistic workload distribution, help anticipate financial risks and allow the organisation to respond to emerging priorities within the European policy environment.

Financial governance will be reinforced through clearer monitoring and reporting practices. EURASHE will continue working with independent external auditors and will further develop internal procedures for financial oversight and planning. Financial information will be reviewed and shared regularly with members, allowing transparent discussion and informed decision-making. Consultation with the General Assembly will remain a central element of financial accountability, in line with the Association's Statutes.

Resource allocation will continue to follow the principle of strategic relevance and member value. Decisions regarding projects, services and partnerships will take into account expected impact, organisational capacity and financial sustainability. Stronger internal planning and monitoring practices will support effective use of resources and alignment between activities and EURASHE's mission.

4.3 Human Resources and Capacity Building

The effectiveness of EURASHE depends on a Secretariat capable of supporting its members, coordinating initiatives and contributing to European policy discussions. As the activities of the Association continue to expand, maintaining strong organisational capacity and expertise within the Secretariat remains essential.

At the beginning of the strategy period in 2026, EURASHE will implement an internal organisational adjustment within the Secretariat in order to better align its structure with the evolving priorities of the Association. The updated structure brings clearer differentiation between governance and operational coordination, policy development and project implementation, and strategic engagement with members and partners. Greater thematic focus will support key areas such as higher education policy, research and innovation, skills and vocational education links, as well as membership development and communication.

A strong and stable Secretariat is one of EURASHE's key strengths. The Association benefits from a committed and experienced team that supports members, coordinates projects and contributes to European policy discussions. Continued investment in professional development, collaborative

working practices and knowledge sharing will allow the team to grow together with the organisation and strengthen its capacity over time.

Internal communication and collaborative practices will continue to evolve in order to support coordination across the Secretariat and maintain clear information flows within the organisation. Shared working tools, clear documentation of decisions and regular coordination will support efficient collaboration and transparency.

Through these efforts, EURASHE will continue developing a professional and responsive Secretariat capable of supporting the Association's mission and its growing role within the European higher education landscape.

4.4 Governance and Leadership

Strong governance is essential for EURASHE to remain a trusted and representative voice of applied sciences and professional higher education in Europe. The Association's governance framework reflects its member-driven nature and supports the translation of strategic priorities into coordinated action.

The General Assembly remains the central decision-making body of EURASHE and represents the collective voice of the membership. It provides overall direction to the Association, adopts the strategic framework and reviews the progress of its implementation. Through the participation of its members, the General Assembly maintains democratic oversight and anchors EURASHE's work within the priorities of the applied higher education community.

The Board plays a key role in guiding the implementation of the strategy and coordinating the activities of the Association between meetings of the General Assembly. Working closely with the Secretariat, the Board supports the translation of strategic priorities into operational actions and contributes to maintaining coherence across EURASHE's different policy and engagement activities.

The Council complements this governance structure by bringing together representatives of national associations and providing a platform for strategic dialogue across the European Higher Education Area. Through the Council, EURASHE benefits from diverse perspectives on national developments and policy priorities, strengthening the Association's capacity to anticipate emerging challenges and opportunities.

Clear coordination between these governance bodies supports strategic alignment and effective decision-making. Regular reporting, transparent documentation and open communication allow members to follow the progress of EURASHE's activities and understand how strategic priorities are translated into practice.

Accountability and transparency remain central principles guiding EURASHE's governance. Through clear reporting mechanisms, responsible management of resources and continuous dialogue with its members, the Association maintains trust and credibility while strengthening its role within the European higher education landscape.

5. Implementation Tools and Activities

5.1 Communities of Practice and Networks

In the new strategy, EURASHE will continue to engage and involve members through two types of working groups: the Communities of Practice and the Sounding Board for the European University Initiative.

Relaunched during the previous strategic period, the Communities of Practice focus on three thematic priorities which are at the forefront of the work conducted at EURASHE: Quality Assurance, Skills, and Applied Research and Innovation. These groups are – and continue to be – open and bottom-up. Any representative from a member institution of EURASHE can join the Communities and take active part in their work. While in the previous strategic phase participation in the communities was subject to approval from the group, distinguishing a 'Core group' from a 'Wider group' of participants, in this new phase, engagement will be open to all who wish to join, without the need to request approval. This is carried out through the EURASHE Connect platform.

Additionally, the Sounding Board for the European Universities Initiative is an informal grouping bringing together members that have formed European University Alliances offering applied higher education to discuss key issues in their implementation and monitoring. It also acts as the voice of the applied sciences within the Initiative and its Community of Practice, the FOREU4ALL project, in which all Erasmus+ funded Alliances are partners along with EURASHE and other higher education stakeholders.

5.2 Events and Knowledge Sharing

EURASHE events are one of the key communication channels of the association, designed to strengthen the visibility, influence, and professional capacity of the applied sciences community across Europe. Over the next three years, EURASHE will reinforce its role as the leading convenor of the applied sciences community by strengthening a coherent ecosystem of events and knowledge-sharing activities. These initiatives will serve as key instruments for implementing EURASHE's strategic priorities: expanding its influence in European policymaking, enhancing the capacity of member institutions, fostering innovation, and positioning applied higher education as a central driver of Europe's skills, research, and regional development agendas.

The Annual Conference will continue to serve as EURASHE's flagship strategic platform for engagement, visibility, and thought leadership within the applied higher education landscape. As the association's cornerstone event- widely recognised as one of the key annual gatherings for the broader higher education sector, and especially for universities of applied sciences- it prioritises networking, knowledge exchange, and community visibility. The growing participation over the past five years- from pre-2020 averages of 100–120 attendees to 160–180 more recently, culminating in a record 220 participants at the 33rd Annual Conference in St. Pölten (2024)- demonstrates EURASHE's increasing relevance and its capacity to deliver high-quality, timely agendas. Through curated keynotes, expert panels, and dynamic breakout sessions, the conference will continue to be strategically leveraged as a platform for shaping European narratives on applied higher education, showcasing member excellence, and mobilising stakeholders around shared priorities for the years ahead.

Additionally, the Leadership Forum and Summer Symposium will be further developed as high-level strategic gatherings that bring together institutional leaders and experts to address governance, research capacity, quality assurance, and regional engagement. These will be complemented by regional and thematic events, both in online and face-to-face format, to reinforce EURASHE's strategic presence across Europe and respond to the differentiated needs of its membership. These targeted activities will support capacity-building, accelerate the adoption of innovative practices, and foster collaboration in priority areas such as micro-credentials, labour-market relevance, applied research ecosystems, and digital transformation, ensuring that EURASHE remains at the forefront of emerging challenges and opportunities in applied higher education.

5.3 Partnerships and Representation

Strategic partnerships and effective representation are central to EURASHE's mission to strengthen the position of applied sciences and professional higher education in Europe and beyond. Over the next three years, EURASHE will further consolidate its role as a trusted interlocutor within European policy and stakeholder ecosystems, ensuring that the perspectives of its members are systematically reflected in policy debates, funding frameworks, and international cooperation initiatives.

EURASHE will continue its active engagement in key European stakeholder alliances, including the E4 Group, VET4EU2, BusinessEurope, Eurochambres, and SME United. Participation in these platforms allows EURASHE to amplify the voice of applied higher education in discussions on quality assurance, skills development, labour-market relevance, innovation, and competitiveness. Through these alliances, EURASHE will strengthen cross-sector dialogue between higher education, vocational education and training, industry, and employers, reinforcing the applied sciences sector's contribution to Europe's economic and social objectives.

EURASHE will maintain and deepen structured cooperation with key European policy institutions and frameworks, notably the European Higher Education Area (EHEA), relevant European Commission's Directorates-General (DG EAC, DG EMPL, DG REGIO, DG RTD among others), the European Parliament, and the Council of Europe. By engaging in consultations, expert groups, hearings, and policy dialogues, EURASHE will continue to position itself as a reliable source of expertise on topics related to higher education while strengthening its position vis-à-vis European institutions.

At regional and global level, EURASHE will strengthen collaboration with organisations such as the International Association of Universities (IAU), the European Regions Research and Innovation Network (ERRIN), and the European Association for International Education (EAIE). These partnerships support EURASHE's strategic objective of embedding applied sciences perspectives in international higher education and innovation discussions. Collaboration will be operationalised through participation in, and co-organisation of, conferences, policy events, and thematic initiatives, enabling knowledge exchange, international visibility, and partnership-building for EURASHE and its members. By engaging with regional and global organisations, EURASHE will also enhance its role as a bridge between European applied higher education and international networks, supporting institutional internationalisation and global cooperation opportunities.

5.4 Communication and Visibility

The key communication strategy of EURASHE over the next three years centres upon implementing a more structured and professionalised communication approach to strengthen its positioning as the European voice of applied sciences and professional higher education. Communication activities will support policy influence, member engagement, and brand recognition, ensuring that EURASHE's messages continue to reach policymakers, partners, and the wider higher education community.

Social media outreach will be further developed as a strategic tool for influence and engagement. Building on the steady growth in LinkedIn followers observed in recent years, EURASHE will continue to expand its reach among policymakers, institutional leaders, researchers, and partners. Additionally, investment in a more consistent and professional visual identity will reinforce brand recognition across all communication outputs, from policy publications to online content and event promotion. This visual identity will continue to be applied to EURASHE's policy publications, which together with regular newsletters, will remain key instruments for informing members, influencing decision-makers, and showcasing EURASHE's contributions to policy debates.

A key branding initiative for the coming period is the consolidation of the "House of Applied Sciences" as a unifying narrative for EURASHE's identity and activities. The opening of the Applied Sciences House on 26 March 2026 will mark a major strategic milestone. Located in the Brussels European Quarter, this hub for collaboration, co-working, and community events will anchor EURASHE within the EU policy ecosystem. The space will be actively used to convene policymakers, partners, and

members, host policy dialogues and thematic events, and enhance informal exchanges. In doing so, it will reinforce EURASHE's role as the go-to reference point for applied sciences in Europe and increase the association's day-to-day visibility in Brussels.

Another key initiative for this next strategy period is the EURASHE Connect platform—a dedicated digital platform for member interaction, collaboration, and knowledge exchange. Over the next three years, EURASHE Connect shall become the primary reference point for members to engage with one another, share good practices, and stay informed about ongoing initiatives, projects, and opportunities, fostering dialogue, co-creation, and partnership-building. The platform will thus support more active member involvement in the association's work and strengthen the sense of community across the network.

6. Monitoring and Evaluation

The implementation of the EURASHE Strategy 2026–2029 will be supported by a structured monitoring and evaluation approach allowing the Association to follow progress, identify emerging needs and adjust priorities where necessary. Monitoring will combine both quantitative and qualitative indicators in order to reflect the diverse nature of EURASHE's activities, including policy engagement, membership development, projects, partnerships and organisational capacity.

Key Performance Indicators will be used to track progress across the main strategic areas. These indicators will include measurable elements such as membership development, participation in Communities of Practice and events, project involvement, policy contributions, communication reach and organisational performance. At the same time, qualitative elements will be considered in order to capture the broader impact of EURASHE's work, including the perceived value of its activities for members, the quality of collaboration within the network and the influence of EURASHE in European policy discussions.

Regular data collection will support this monitoring process. An annual member survey will provide structured feedback on the relevance of EURASHE's activities, the level of engagement within the network and the satisfaction of members with the services and opportunities offered by the Association. This feedback will complement internal data gathered through activities, projects, events and member engagement platforms.

The EURASHE Annual Report will remain the main instrument for presenting progress and results to the membership and external stakeholders. The report will summarise key activities, achievements and developments during the year, while also providing an overview of organisational performance and strategic priorities. Through this annual reporting, members will be able to follow how the strategy is being translated into concrete actions and outcomes.

Progress in the implementation of the strategy will be reviewed through the governance structure of the Association. The Secretariat will regularly monitor developments and report on key activities and indicators. These updates will inform discussions within the Council and the Board, allowing strategic guidance and adjustments where needed. The General Assembly will remain the central forum where overall progress is presented and discussed with the membership.

In addition, a mid-term review of the strategy will take place during the implementation period in order to assess progress, identify emerging priorities and adjust actions where appropriate. This review will take into account feedback from members, developments in the European higher education landscape and the experience gained during the first years of implementation. Through this approach, the EURASHE Strategy 2026–2029 will remain a living framework that can evolve alongside the needs of its members and the changing context of European higher education.