

Projekt programu Erasmus+: European Universities

Informačný seminár programu Erasmus+

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The education landscape across Europe is changing.

- At the 2017 Gothenburg Summit, EU leaders outlined a vision for education and culture.
- The European Council called on Member States, the European Council and the European Commission to take forward a number of initiatives, including:

'...strengthening strategic partnerships across the EU between higher education institutions and encouraging the emergence by 2024 of some twenty

'European Universities', consisting in **bottom-up** networks of universities across the EU which will enable students to obtain a degree by combining studies in several EU countries and contribute to the international competitiveness of European universities'.

Today, it is one of the flagship initiatives of the EU's ambitions to build
a **European Education Area**.

Na scéne prípravy projektu EUN boli:

- EK
- RE
- Rektorské konferencie HEI Európy
- Stakeholderi
- EURODOC
- EUA
- Univerzity v Európe
- Expertná skupina národných zástupcov členských krajín EÚ

European universities/HEIs networks

Principles and criteria

preliminary draft

Aims and Principles of the initiative:

- Developing new **collaborations** among European HEIs aiming at enhancing quality and ensuring geographical balance across the EU and involving HEIs from all MS;
- The Pilot must test **New structures/collaborations/networks** (mapping – different from current initiatives and current networks) or extending the existing networks for new partners from other MS;

A two-fold objective of European Universities – short term

- a) Achieve a more united and stronger Europe in full openness to the wider world and promote common European values by bringing together a new generation of Europeans, who are able to cooperate with different cultures, in different languages, and across borders and disciplines.
- b) Increase quality, performance and competitiveness of European higher education institutions.

Long term vision:

- How can we today imagine how European Universities will look like in a 2025-2030 perspective?
- A European campus where:
each student has the opportunity to follow a truly European curriculum, customising their choice of where and what to study within the confines of pedagogically sound and logically structured study programmes between the different universities, and finally obtain a European degree that is automatically recognised throughout Europe

A "challenge-based university" approach, whereby transnational European knowledge-creating teams of students, professors, and researchers address the big societal challenges

Go beyond existing higher education cooperation models

Examples of:

- Regional (such as Eucor or Université de la Grande Région)
- Thematic (such as the Eurotech Alliance)
- European (strategic Partnerships, Erasmus Mundus Joint Masters, the Marie Skłodowska-Curie Actions, the EIT-KICs... European Institute of Innovation and Technology a Knowledge and Innovation Communities, Horizon 2020 projects etc.) cooperation can serve as building blocks for these European universities.

Participants

- Any public or private organisation active in the field of education, training, research and/or innovation.

For example, such organisations can be:

- A public or private, small, medium or large enterprise (including social enterprises)
- A research institute
- A public body at local, regional or national level
- An intermediary or association which represents enterprises, training or research organisations
- A non-profit organisation, association, NGO
- An accreditation, certification or qualification body

Level of cooperation:

- Institutions could start cooperation at faculty/departmental level and gradually increase the level of cooperation/integration to more disciplines/faculties and reach a higher level of integration and multidisciplinary approach within a number of years.

Commitments

In the application form, applicants will commit to implement:

- The Bologna key commitments (quality assurance, recognition, 3 cycle degree)
- The European Approach to Quality Assurance for joint programmes within three years after the start of the project, with the full support from their national authorities.
- Relevant EU policies such as the Renewed agenda for Higher Education, the Digital Education Action Plan to adapt education and training to the digital age.

- Relevant initiatives towards the European Education Area: multilingualism, automatic recognition of diplomas and learning periods abroad, the European Student Card.
- An effective dissemination of all their best practices through the European open higher education platform, once fully operational.

This will be evaluated after the first funding period (3 years). If the evaluation is positive, the alliance will be eligible for a second funding period.

Criteria for evaluation:

- Quality of the content of application (innovative idea with feasible joint implementation plan);
- New strategic partnerships/networks, which are not duplicating the existing networks;

Demonstrates EU value added (aims at increasing mobility, internationalisation, innovative pedagogies, sharing of good practices etc.) (including creation and dissemination of pedagogical instruments/material (e.g. MOOCs - Massive Open Online Courses) and making them available to all EU and Programme countries)

* Level of ambition of the alliance; Good geographical balance; Activities will contribute to strengthening and enhancing quality of education; Quality of the proposal and implementation; Common long-term institutional strategy on learning and teaching, education, research and innovation; Quality Assurance model set-up; Quality of the alliance and the cooperation arrangements; Distribution of responsibilities and tasks; Roles and responsibilities; Cooperation mechanism; Impact and dissemination; Long-term strategy for sustainability; Capacity of the alliance to act as role model to spread excellence across and beyond Europe; Open Educational and research resources etc

- Systemic impact for the whole EU – demonstrates and disseminates innovative strategies aiming at contributing to the society and raising the EU competitiveness;
- Thematic priorities contributing to the overall EU policy priorities
- Proportionality principle – evaluation should be carried out in relation to the size and profile of the applicant organisations and not evaluated in absolute terms, but in relation to the capacities and potential of the applicants.

- Blind evaluation (no identification of names of applying HEIs); evaluation comments should be transparent/available upon request of a MS or applicant;
- In order to involve as many MS as possible, there might be several criteria, such as geographically balanced representation of experts in evaluation panels to avoid biased evaluation.

European University Alliance

<http://en.uw.edu.pl/european-university-alliance/>

<http://en.uw.edu.pl/wp-content/uploads/2018/03/uw-european-university-alliance-press-release.pdf>

PARTNERSHIPS FOR EXCELLENCE

European universities

This action will support the emergence of bottom-up networks of higher education institutions, which will bring cross-border cooperation to the next level of ambition, through the development of joint long-term strategies for top-quality education, research and innovation, based on a common vision and shared values.

- European Universities will act as models of good practice for other higher education institutions, progressively increasing the international competitiveness and attractiveness of European higher education.
- They will drive the development of highly integrated and open study programmes combining modules in different countries.
- Mobility should be a standard feature, embedded at Bachelor, Master and Doctoral levels.

How 'European Universities' will look like in 2025-2030?

Shared & long-term
strategy on
education/research
/innovation

**Transnational
knowledge-
creating teams**
students/teachers/
researchers/society

Multidisciplinary approach

**European
inter-university
'Campus'**

Bachelor/Master/PhD

Innovative pedagogies



European
Commission

Erasmus+ testing phase 2019-2020

Test different
models

Different HEIs
- types, size
- location

KEY PRINCIPLES

- bottom-up alliances of higher education institutions
- open to all types of Higher Education Institutions
- geographically balanced
- socially inclusive



European
Commission

The European Commission has launched a new call to test different cooperation models based on the following principles:

- An alliance of chosen partners from all types of higher education institution covering a broad European geographic scope;
- With a co-envisioned long-term strategy focused on sustainability, excellence and European values;
- Offering student-centered curricula jointly delivered across an inter-university campus, where a diverse student body can build their own programmes and experience mobility at all study levels;
- Taking a challenge-based approach where students, academics, researchers and external partners can cooperate in cross-disciplinary teams to co-create and share knowledge and innovation, to tackle the biggest issues facing Europe today

European Universities Initiative

The aim behind this initiative is to bring together a new generation of creative Europeans, who are able to cooperate across languages, borders and disciplines to address the big societal challenges and skills shortages that Europe faces.

Applications

For the 2019 call, 30 M Euros of European funding is available to six experimental models to test the concept and its transformative potential. Applications are now open through the 2019 Erasmus+ call

European Universities Initiative

https://ec.europa.eu/education/education-in-the-eu/european-education-area/european-universities-initiative_en

Call and procedures

https://eacea.ec.europa.eu/erasmus-plus/funding/key-action2-european-universities-2019_en

Application Forms

https://eacea.ec.europa.eu/about-eacea/electronic-application-forms-eforms_en

Application policy

<https://eacea.ec.europa.eu/PPMT/>

Administratívne postupy

<https://eur-lex.europa.eu/legal-content/SK/TXT/PDF/?uri=CELEX:C2018/384/04&from=EN>

Slord.sk info

http://slord.sk/sk/aktuality/erasmus-poskytuje-30-milionov-eur-pre-europske-univerzity.html?page_id=3638

JRC-city-presentation.jpg

Mapping of transnational collaborative partnerships

Preliminary survey results

Joint Research Centre

Athina Karvounaraki

JRC B.7

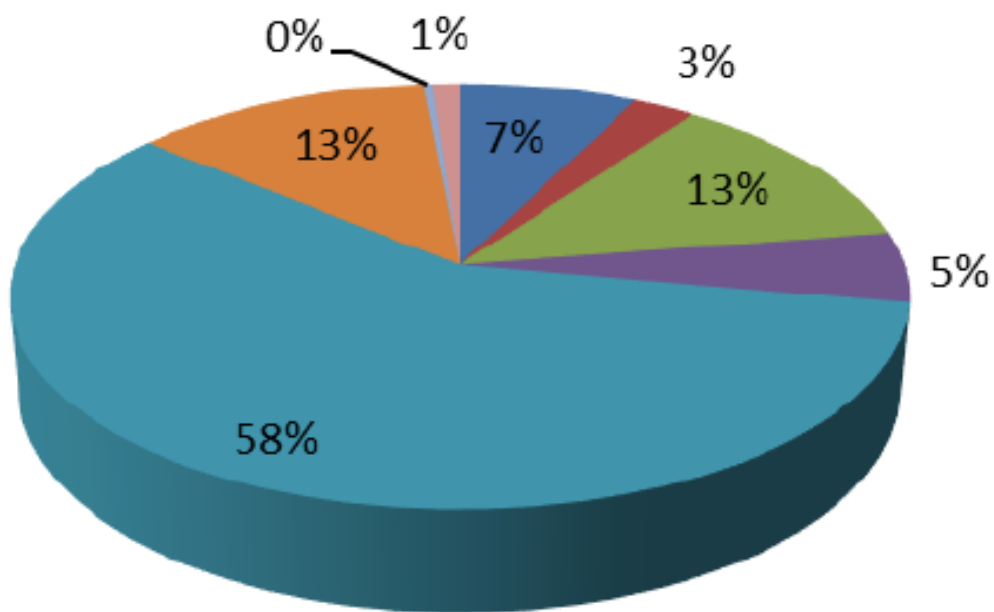
Knowledge for Finance, Innovation and Growth



European
Commission

The largest part of the target population covered partnerships under Erasmus Mundus

Coordinators



- Consultative Group
- Teaming
- Twinning
- Strategic partnerships
- EM
- Knowledge Alliances
- FET FLAGships
- KICs

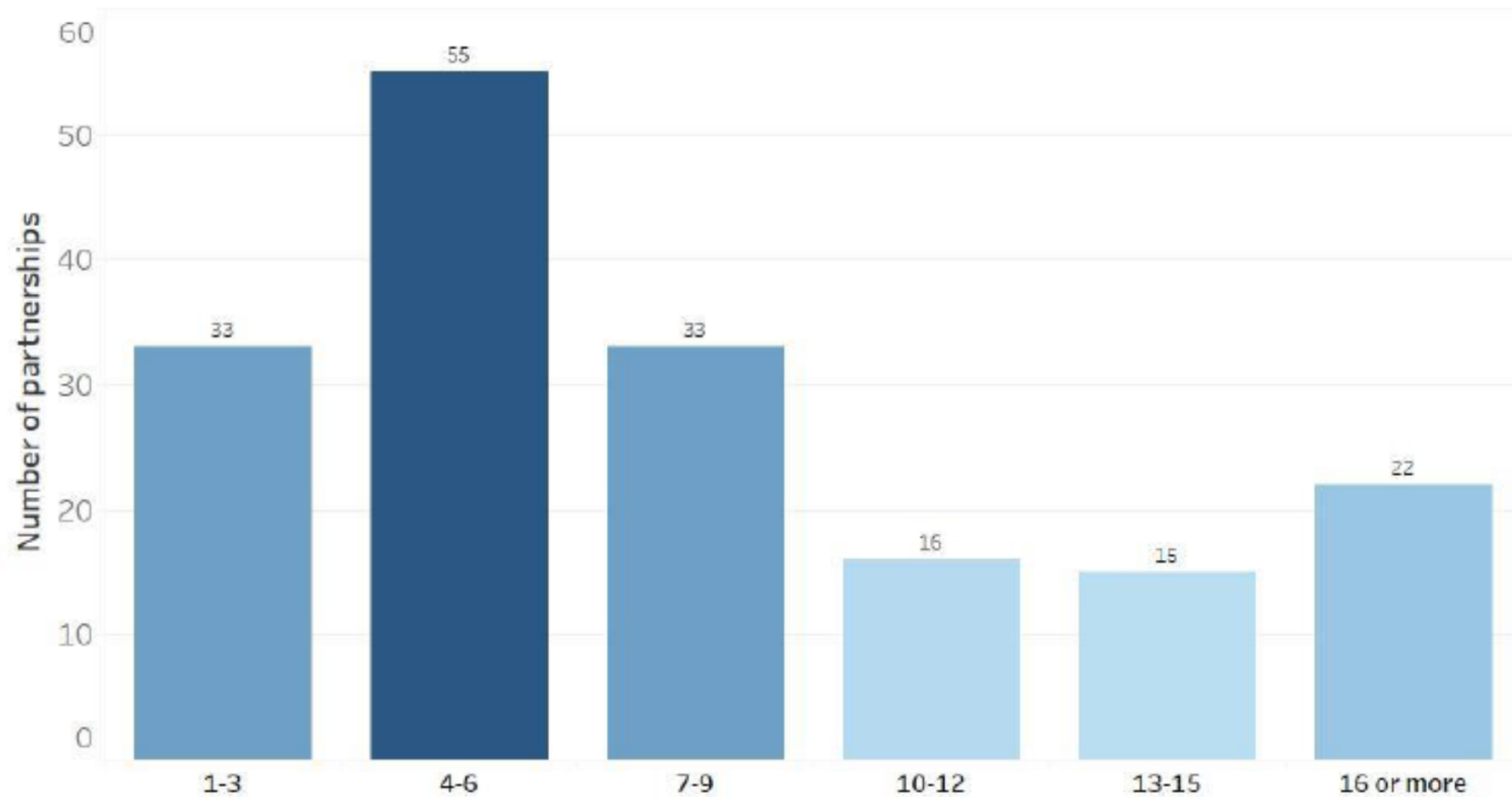
Emerging Markets

Future and Emerging Technologies

Knowledge and Innovation Communities

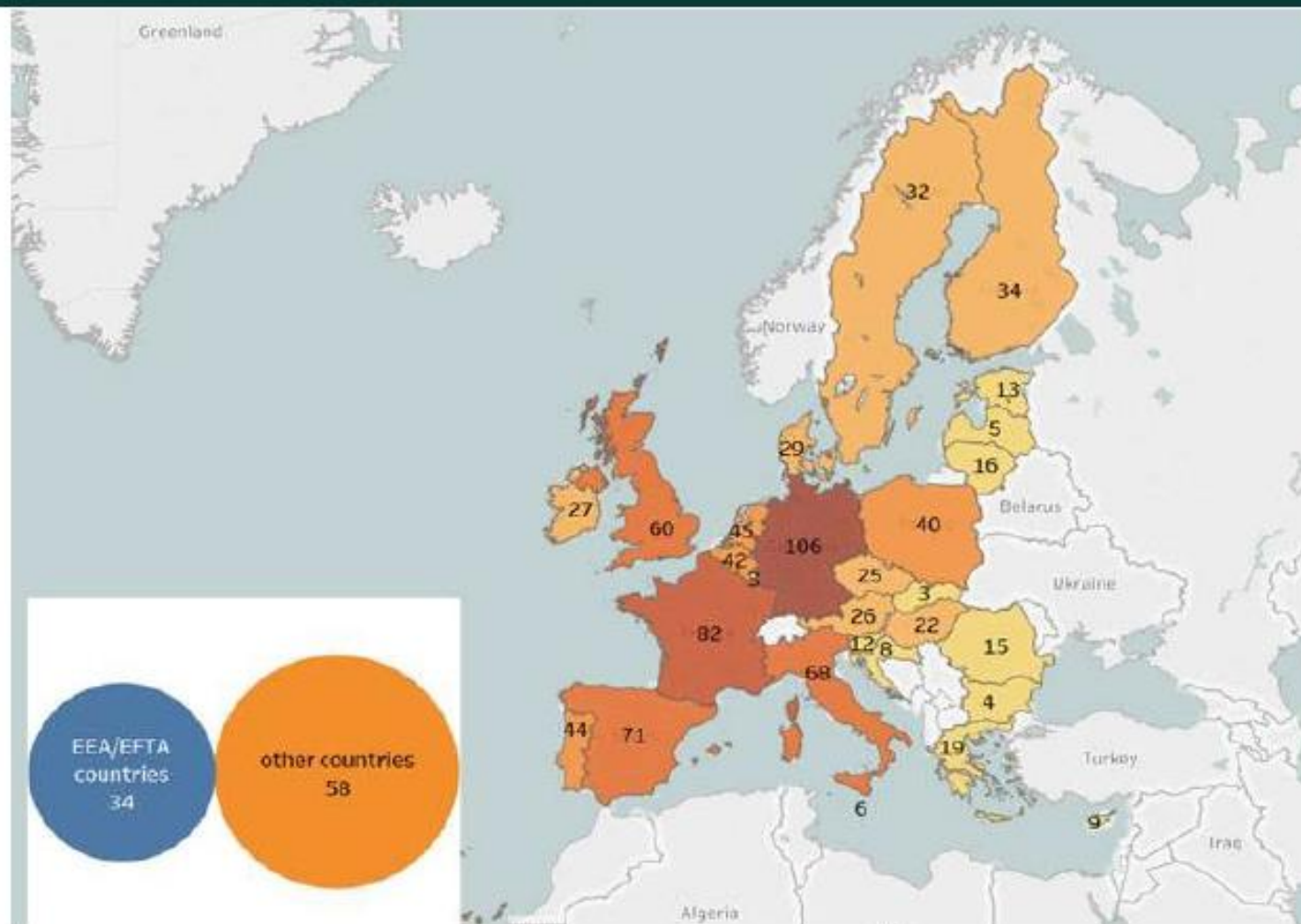
Analysed sample 174
Response rate $\approx 32\%$

The bulk of the partnerships have up to 9 partners



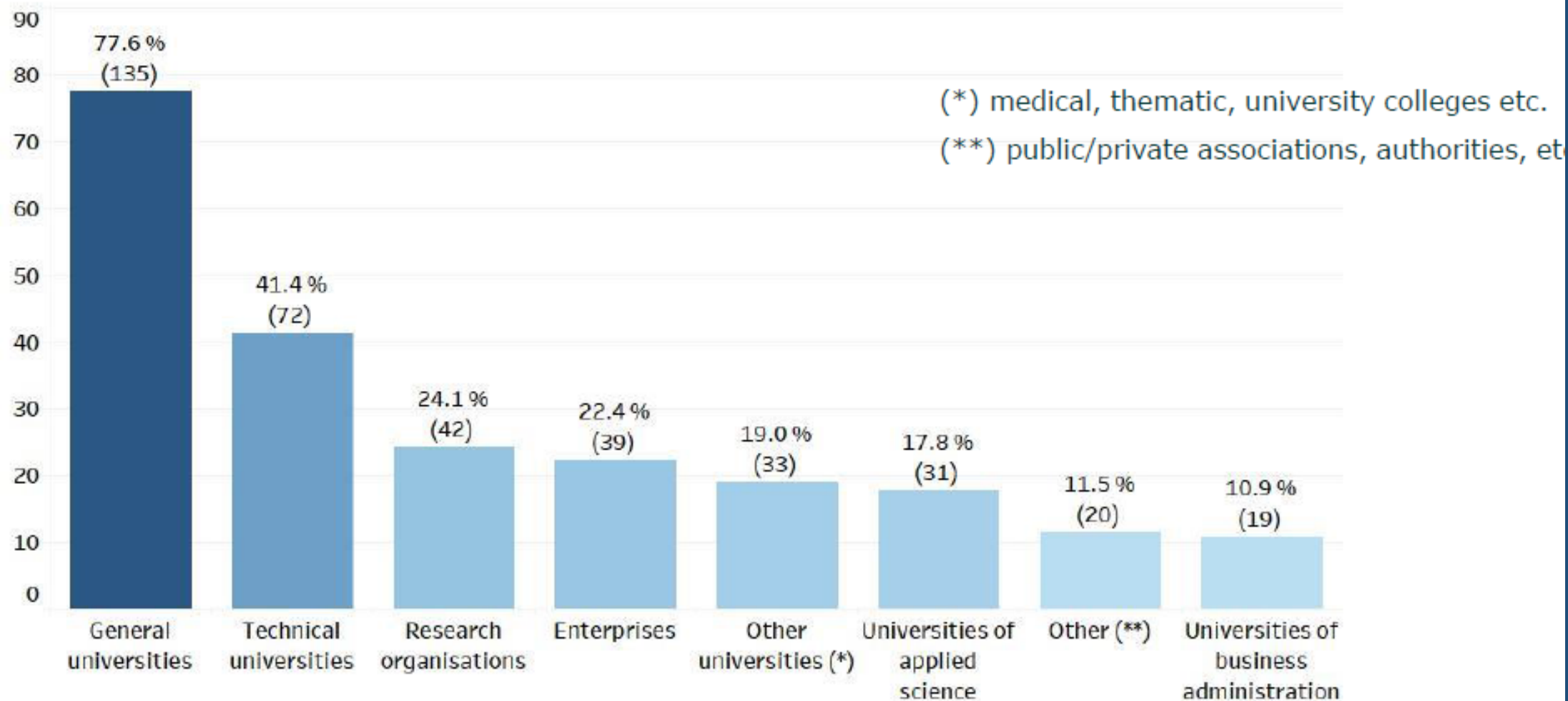
1.3. How many institutions are involved in your collaborative partnership?

All Member States are represented in these partnerships but not with the same intensity



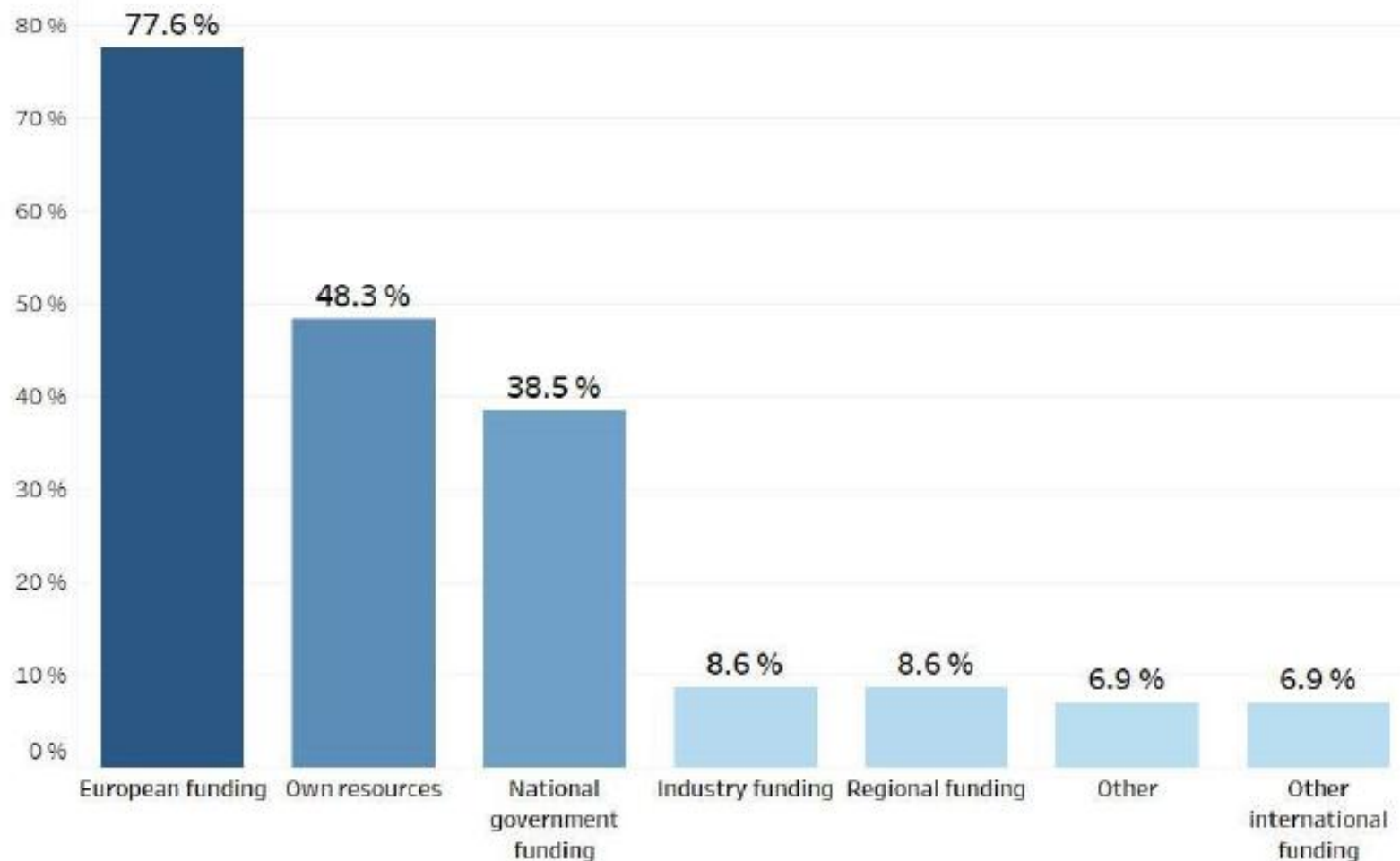
1.4. Please, indicate where the members of your collaborative partnership are based or located.

The partnerships primarily involve General or Technical Universities



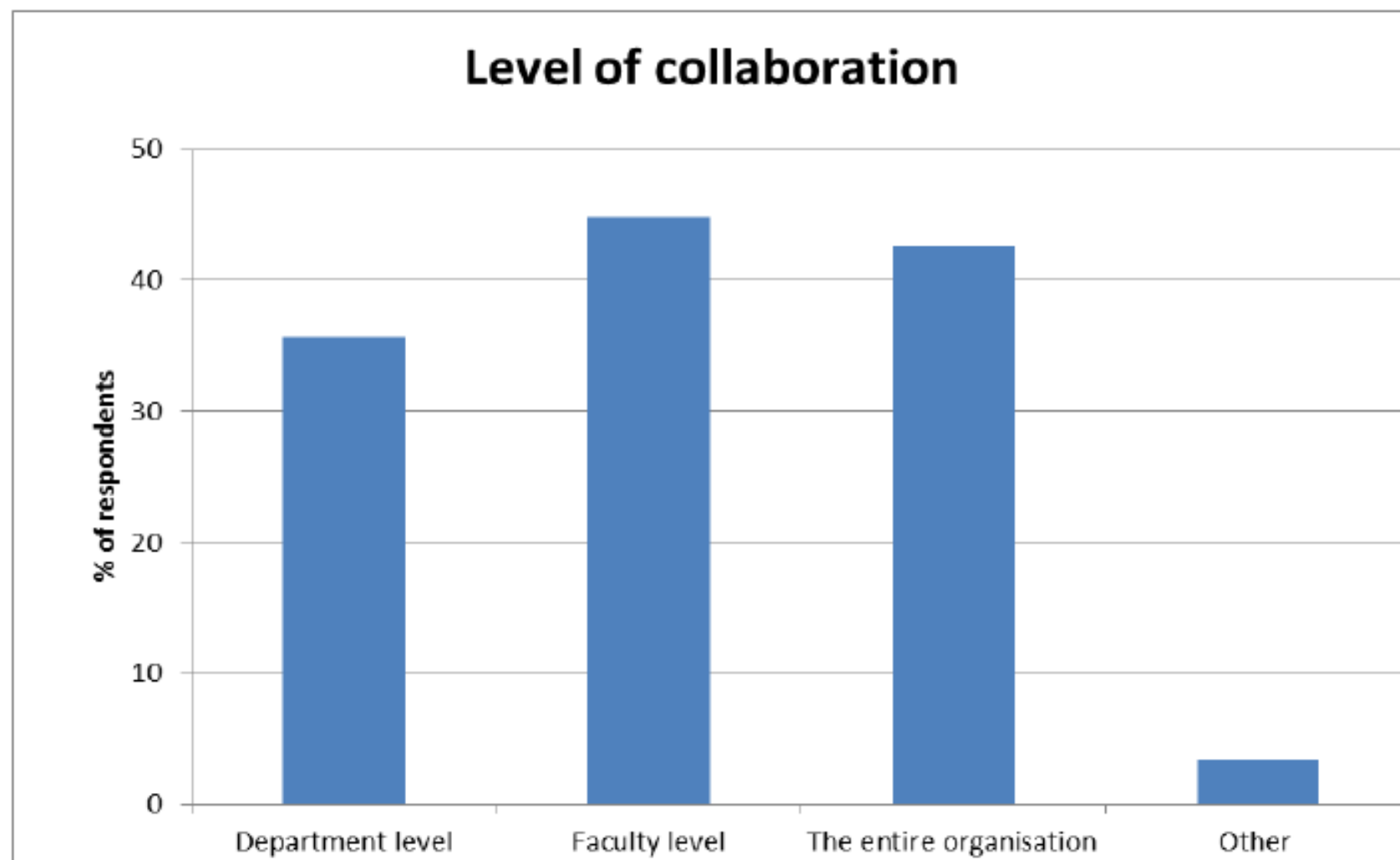
1.5 What types of organisations/institutions constitute your collaborative partnership?

European programmes are the main source of funding for the majority (77%) of the partnerships



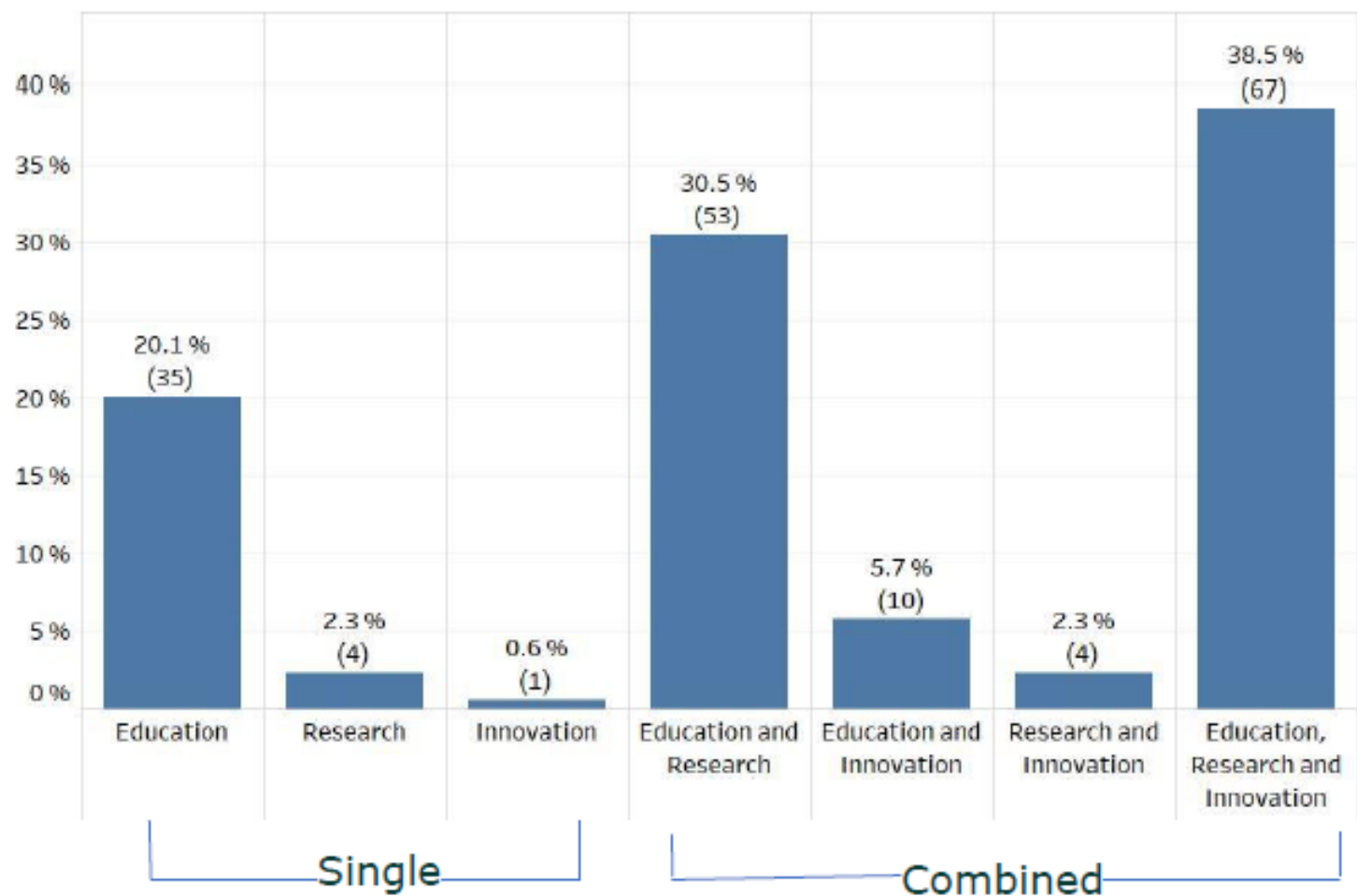
1.6 What are the main sources of funding for your collaborative partnership?

The majority of the collaborations are bottom-up (Faculty, Department)



1.10: Does your collaboration involve:

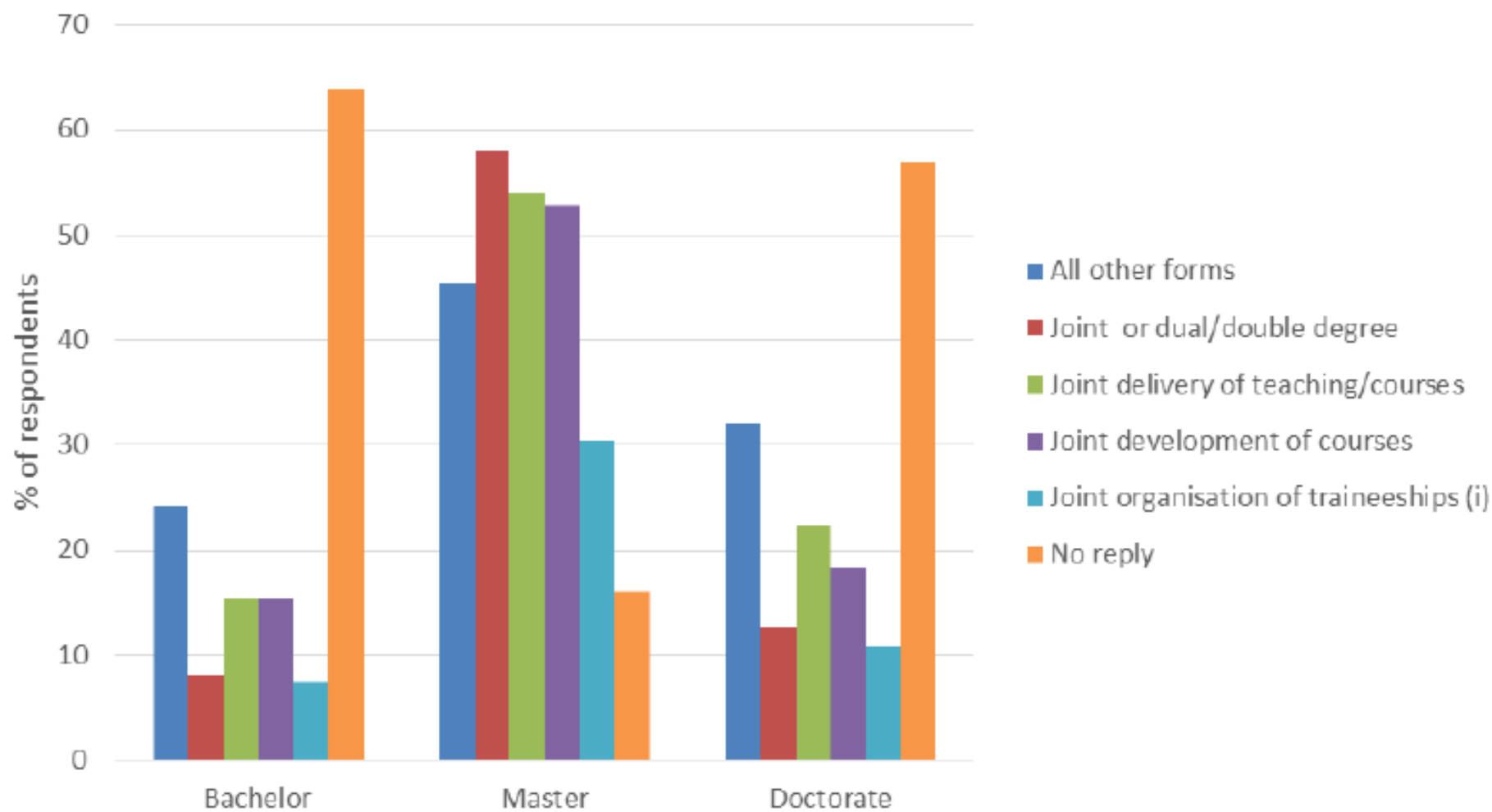
The majority of partnerships cover more than one mission



1.15 Within the context of your transnational collaboration, in which of the following missions does cooperation occur? (multiple options are possible)



Most of the educational collaborations are at Master level.

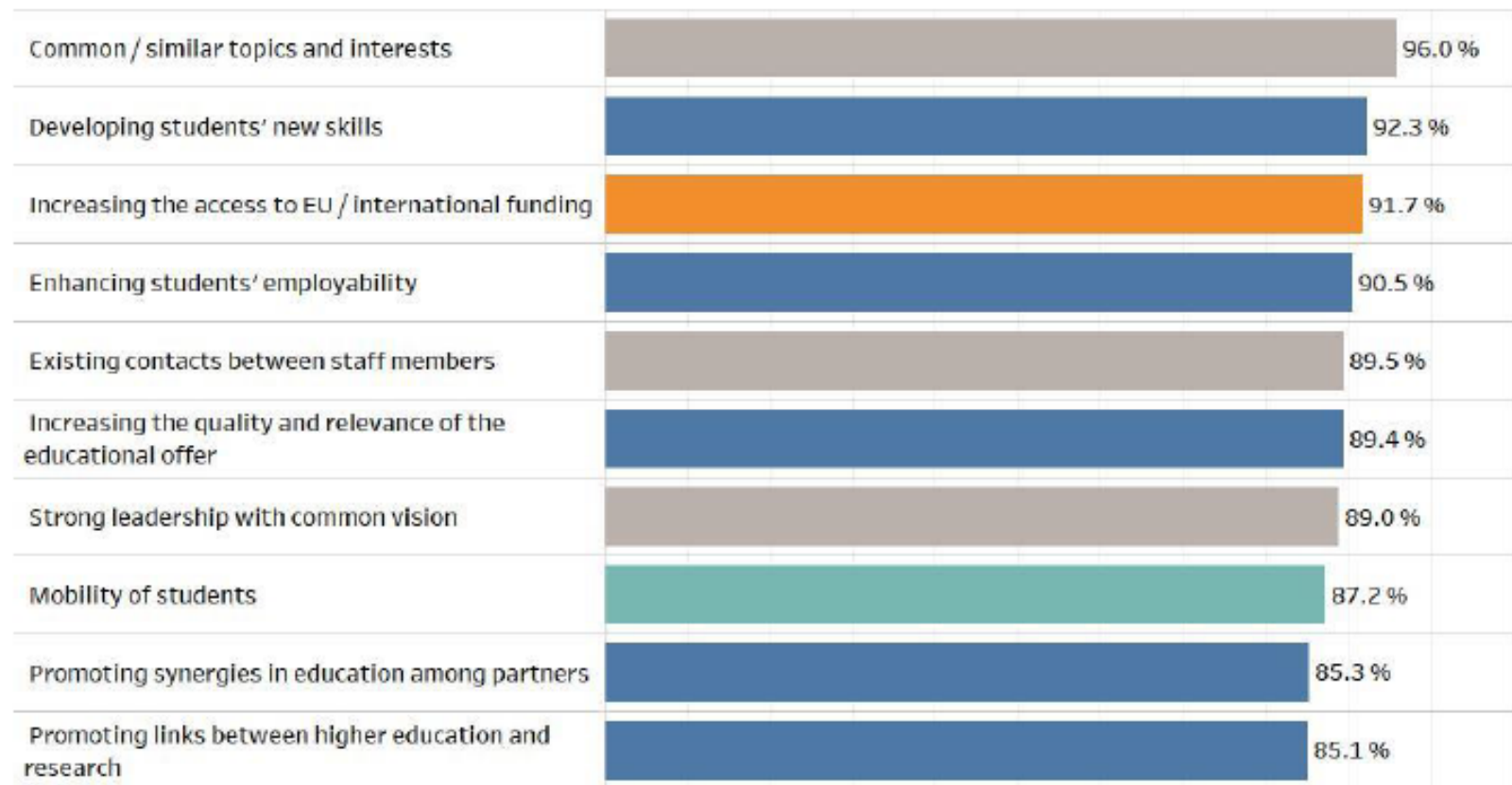


2.1 What kind of educational collaboration do the partners engage in ?



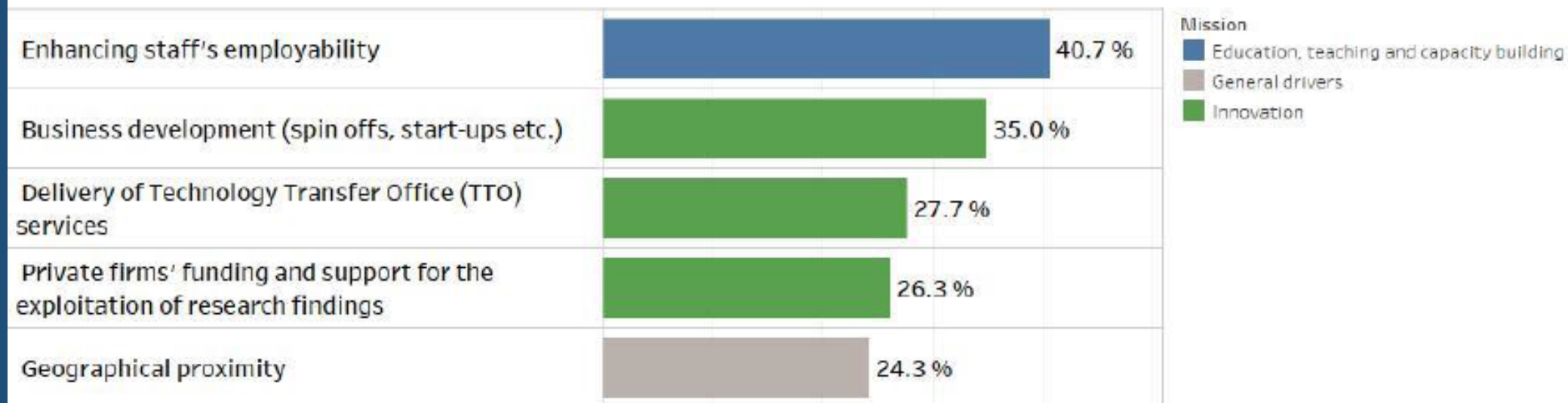
European
Commission

The main drivers for collaboration are similar topics and interests, development of students' new skills and increase access to EU funding



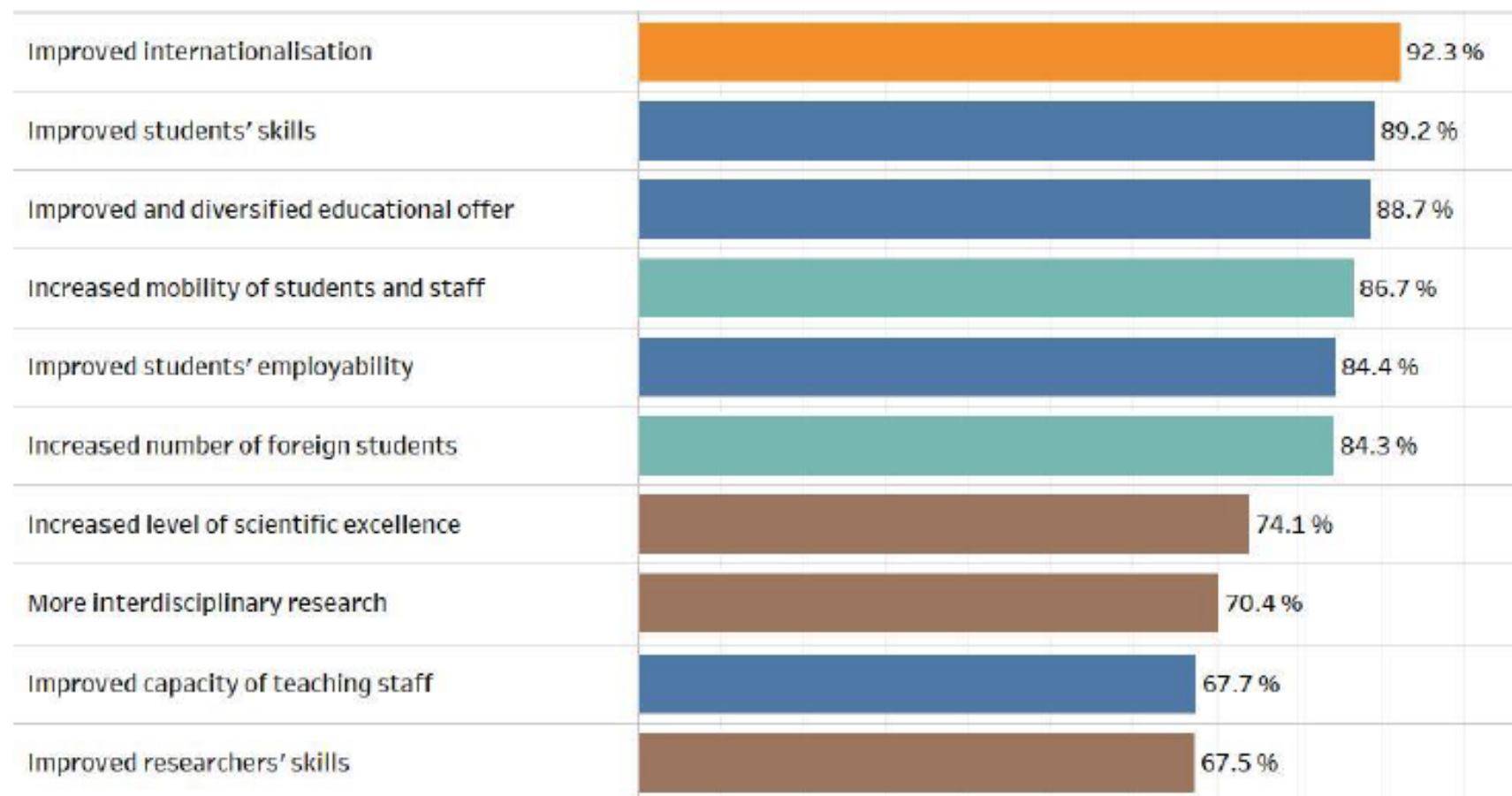
5.1. (Top-10 drivers and/or objectives that are important)

Only 30% of the partnerships were driven by activities related to innovation



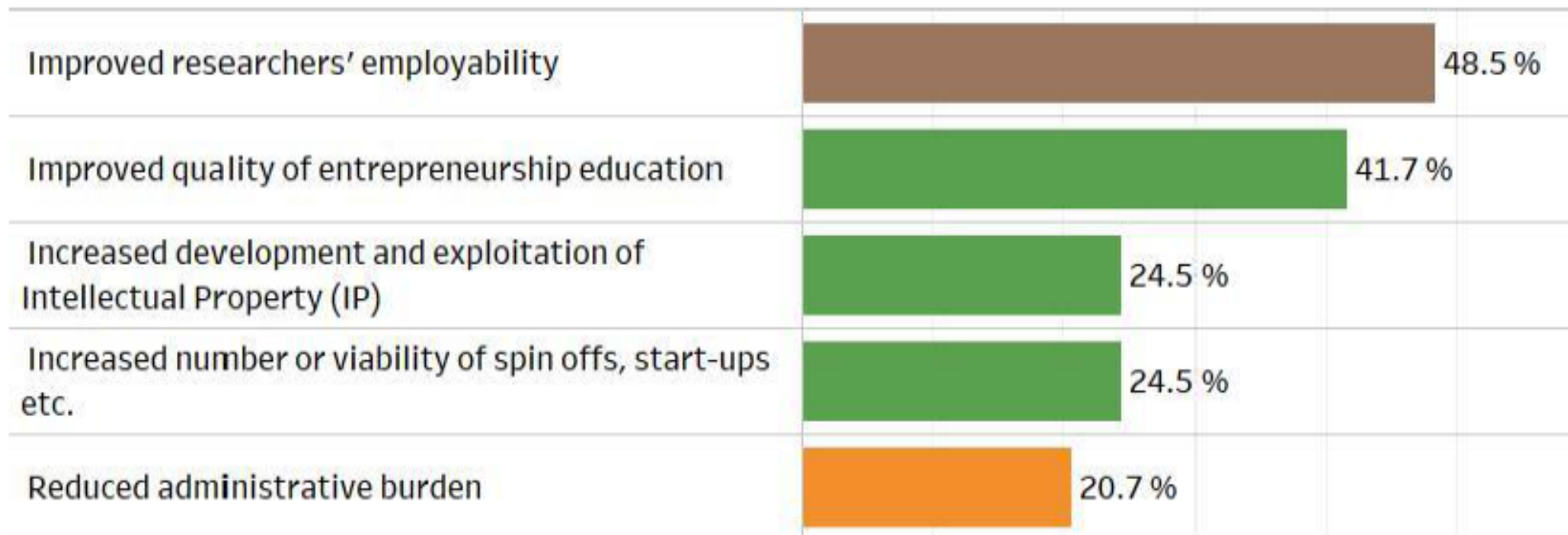
5.1. (Bottom-5 drivers and/or objectives that are important)

The main benefits of the partnerships are more internationalisation, improved students' skills and diversified educational offer



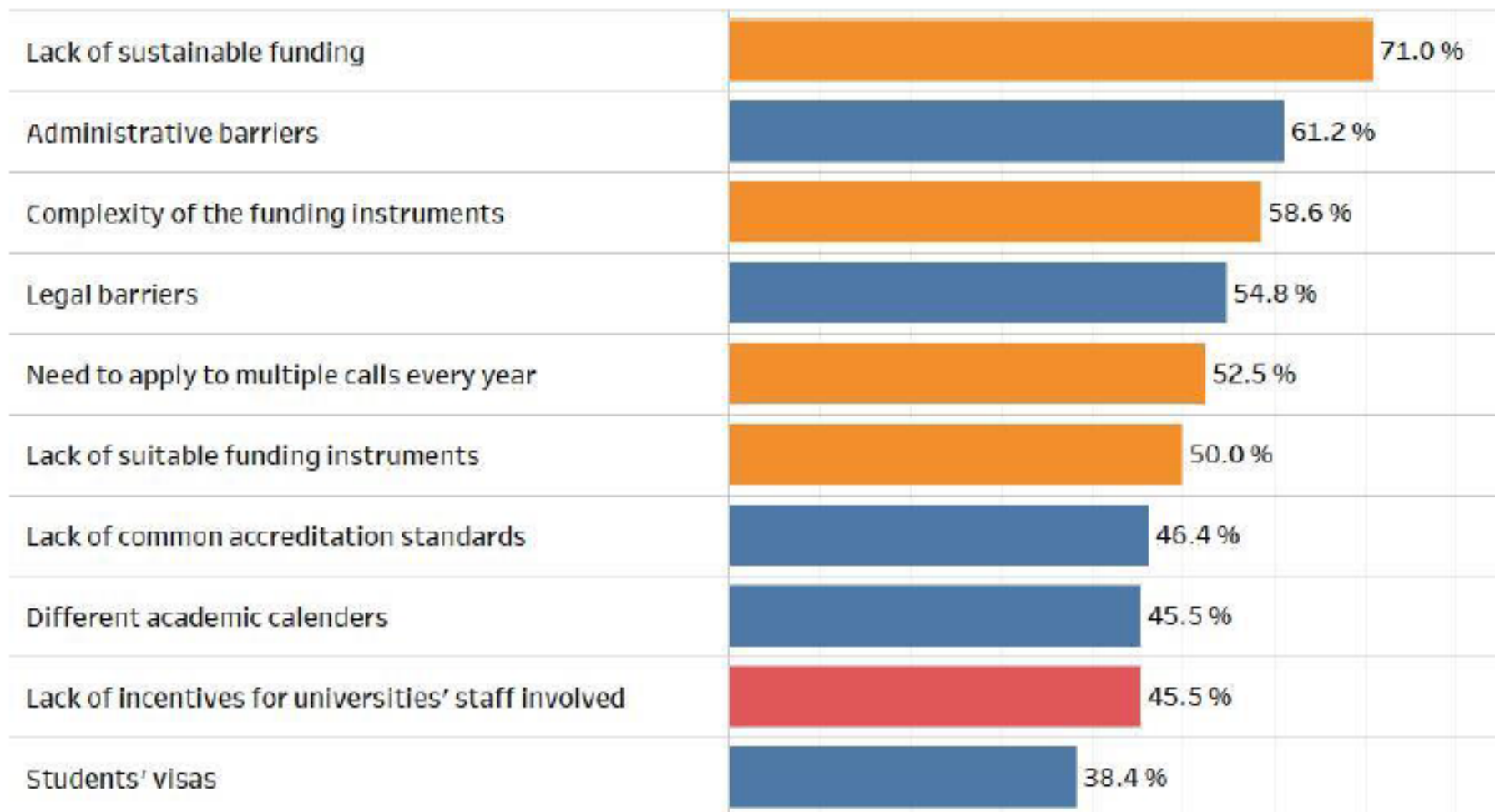
5.2 (Top-10 added value and benefits)

The Added Value of collaboration in activities related to Innovation is limited compared to Education and Research



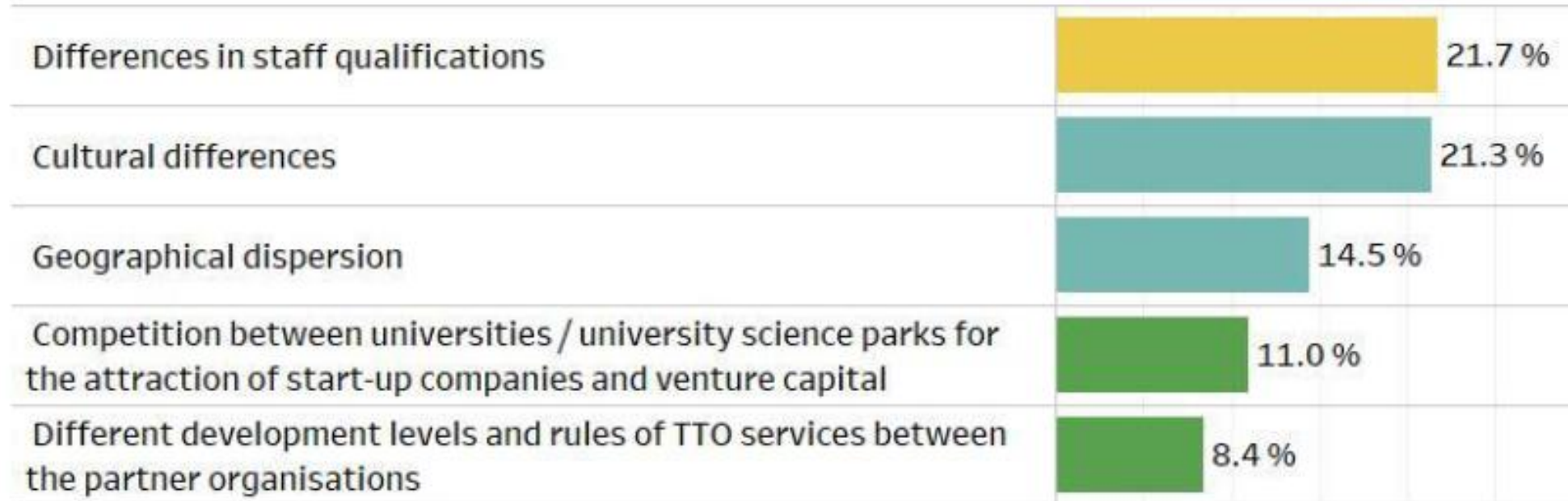
5.2 (Bottom-5 added value and benefits)

The main barriers are financial and administrative



5.3 (Top-10 perceived barriers in your partnership)

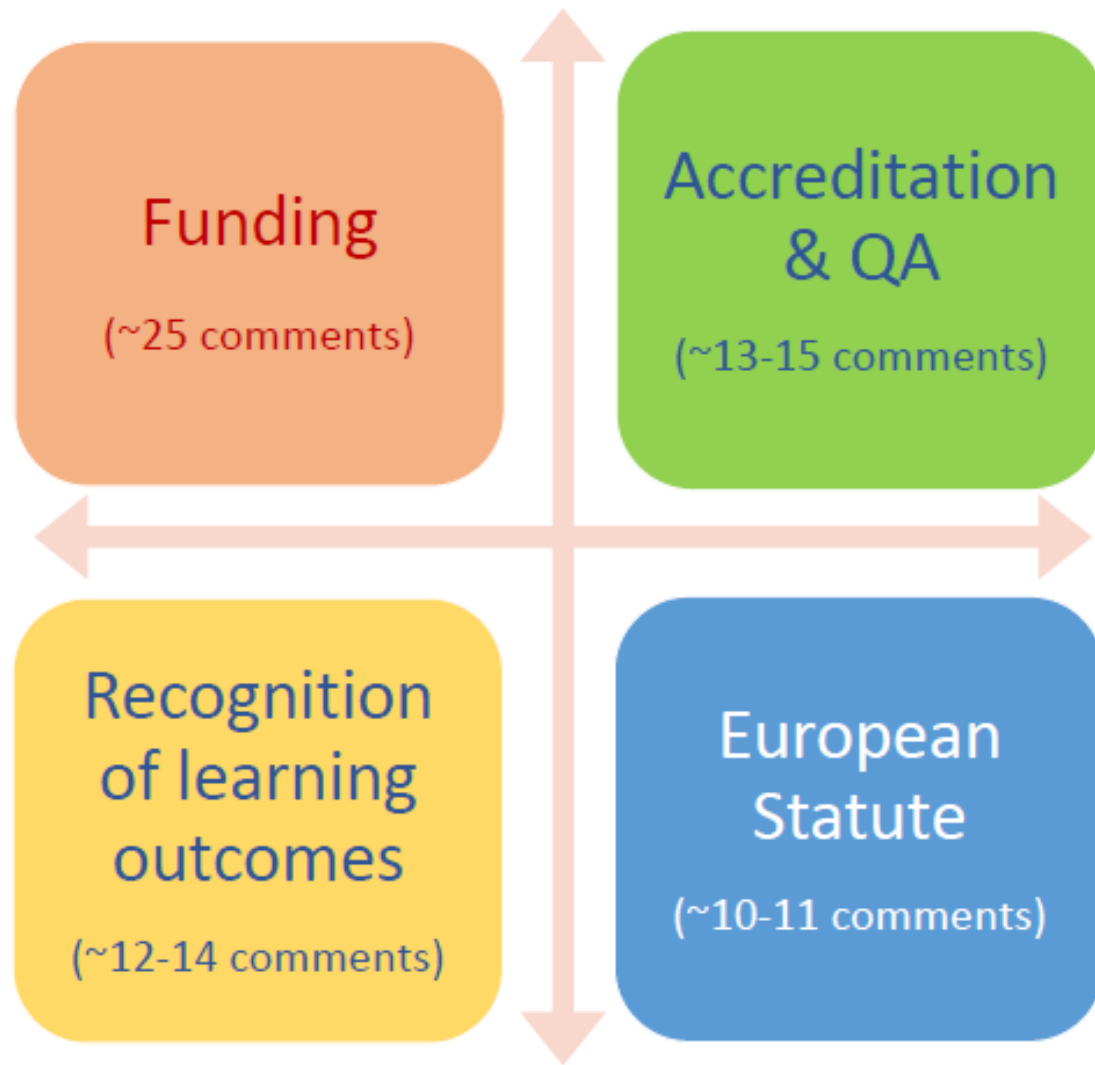
Language and distance are not important barriers for the majority of the partnerships



5.3 (Bottom-5 perceived barriers in your partnership)

Ways to alleviate the barriers

Several comments were received



Easier accreditation and Quality Assurance Procedures – tap into national experiences and work at EU level

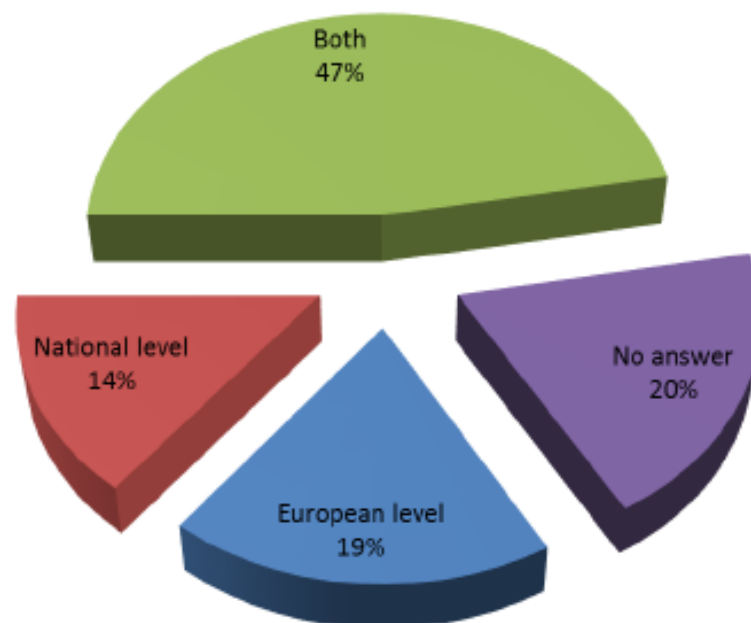
Benefits

"Easier accreditation and recognition of outcomes will facilitate dissemination / exploitation of partnership results (new curricula, new teaching methods)."

"Easier accreditation would help creating more common programs."

Accreditation & QA

~15 comments



Implementation

"All solutions, related to QA and accreditation, should be at EU level and be implemented in national legislation."

"Tap into experience of EU MSs which have already put in place easy and efficient accreditation and quality assurance procedures."

Recognition of learning outcomes through implementing European regulations at national level

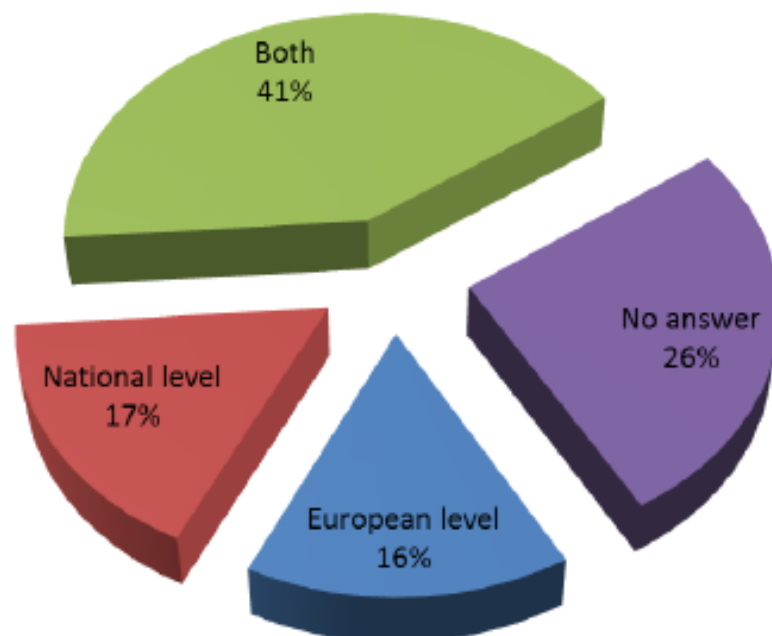
Benefits

"The structured mobility under the pan-European umbrella would allow for greater recognition of learning outcomes and smoother mobility of students, researchers and Staff"

"A wider and clearer recognition of learning outcomes would make the programmes more attractive to students willing to work anywhere in Europe"

Recognition of learning outcomes

~14 comments



Implementation

"Recognition is made difficult by the universities because they are still not used to apply European regulations"

"Need to properly implement Bologna process"

Establishment / introduction of a European statute could be useful

European statute could help to:

"Speed up the administrative processes."

"Facilitate the recognition/creation in a framework of multiple or dual degree."

"Be useful, if it leads to enhanced employability of students."

"Overcome traditional structures."

"Establish a shared understanding and a form of risk mitigation."

European
Statute

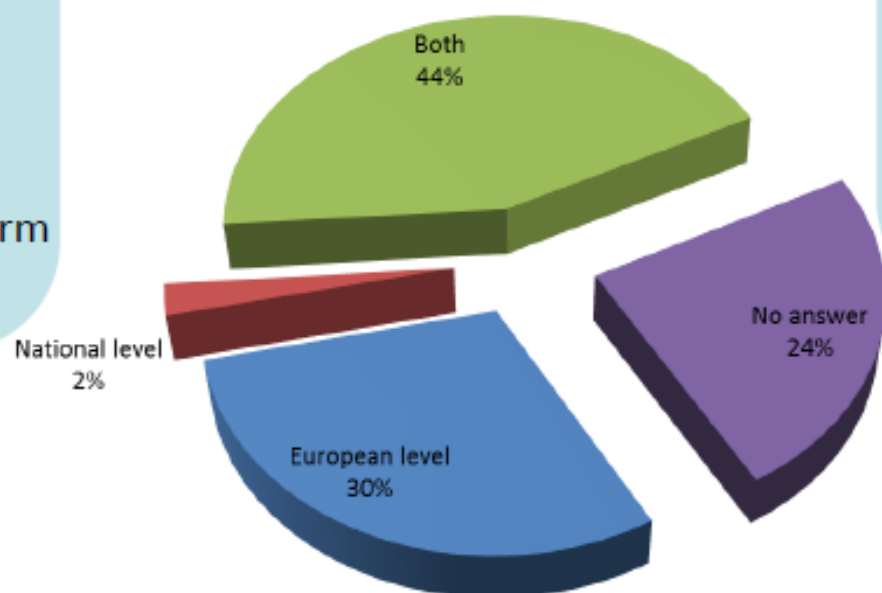
~11 comments

On the other hand...

"There are already tools in place (EU programmes, e.g. Erasmus). Building on these is the way forward."

"Existence of networks of **already established universities**. No need for putting sole emphasis on joint degrees and fully integrated new European university institutions. "

"Added value of a European Statute is not clear"



Need for long-term funding, to ensure sustainability

EU funding is important, but also combined with national sources

More funding

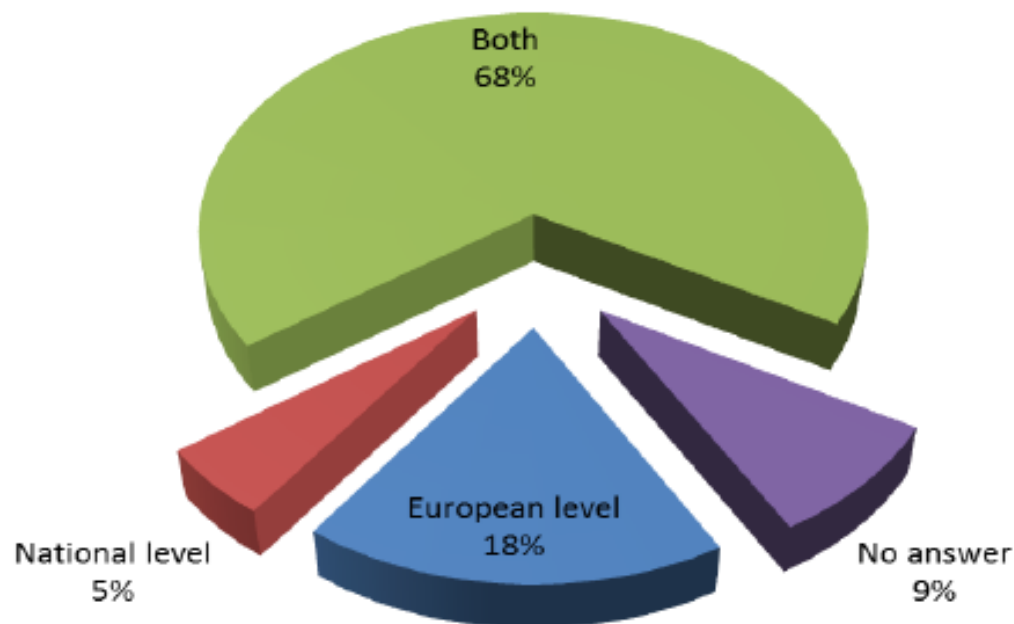
Funding

~25 comments

Sustainability

Easier access

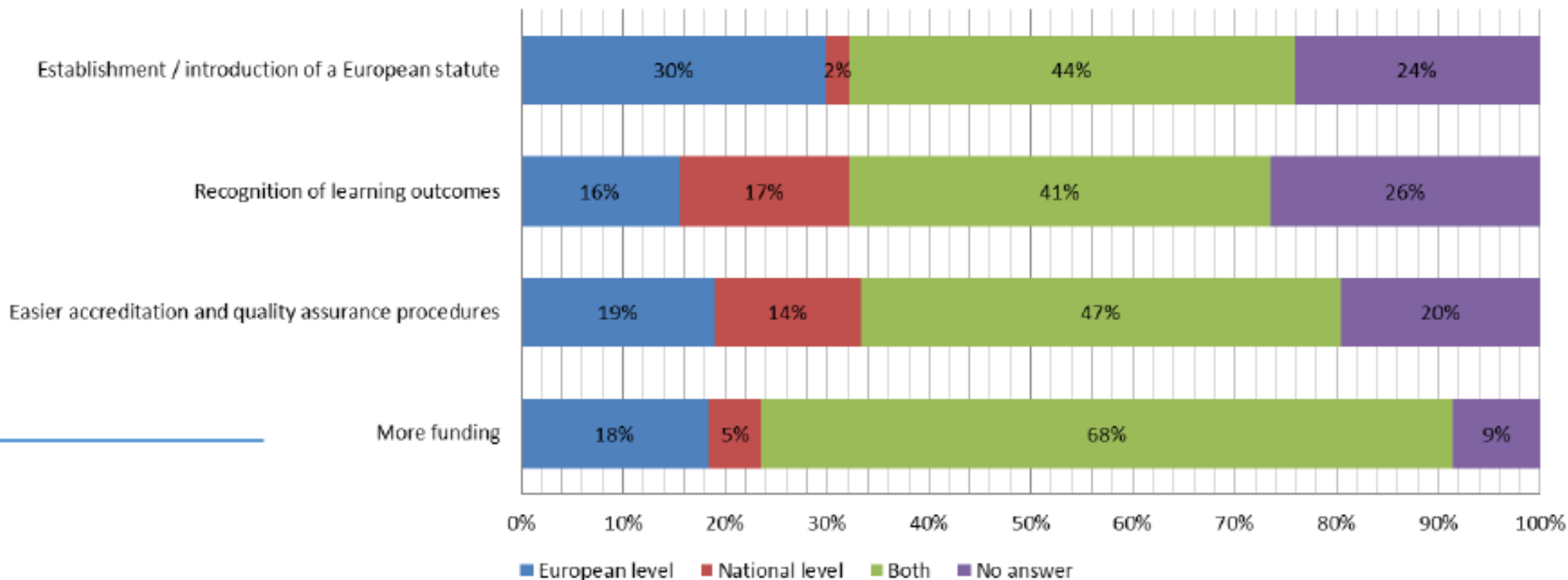
Long-term
funding



The need for interventions both at national and EU level is expressed in all options

Legal and administrative barriers' solutions

Funding related solutions



5.4 Having in mind the barriers you have identified as being of major importance in the previous section, please indicate whether the options below can help alleviate these barriers. Please also specify whether these policy options are best implemented at the national or EU level.

Ďakujem vám za pozornosť