Wiesław Banyś

Uniwersytety europejskie wobec aktualnych i przyszłych wyzwań

Ośrodek Współpracy Rad Uczelni, 28.04.2021

Plan prezentacji:

I. Strategia europejska dla uniwersytetów – transformacja szkolnictwa wyższego
   - *Stworzenie Europejskiej Przestrzeni Edukacyjnej do 2025* (komunikat KE, 30.09.2020)
   - *Nowa Europejska Przestrzeń Badań i Innowacji* (komunikat KE, 30.09.2020)
   - ***Strategiczne Ramy europejskie współpracy w edukacji i szkoleniach dla Europejskiej Przestrzeni Edukacyjnej i poza nią* (rezolucja Rady Europejskiej, 26.02.2021)**
   - ***European Universities without Walls – A Vision for 2030* (EUA)**
   - **Sieci uniwersytetów europejskich**

II. Podsumowanie uczestnictwa polskich uczonych w H2020 i rekomendacje do Horizon Europe

European Strategy for Universities - Higher Education Transformation

Background paper
stakeholder consultation meeting 26 April 2021

The Commission intends to work together with the higher education sector and Member States to unlock the full potential of the higher education sector in Europe. The higher education sector is key for finding solutions towards a sustainable and more digital Europe, as well as for equipping people with the competences that our fast changing society and economy need. Delivering on Europe's recovery and resilience collective effort requires young people and adults with the right education and skills. This joint work with stakeholders and Member States will result in a co-created and shared European Strategy for Universities that will provide the incentives for an accelerated transformation towards future-proofed and resilient higher education institutions in Europe.

In its **Communication on Achieving the European Education Area by 2025** and its **Communication on a new European Research Area for Research and Innovation**, the Commission announced its intention to initiate the co-creation of a transformation agenda for higher education. Against this background, the Commission is working on a European Strategy for Universities.

In its **Resolution of 26 February 2021 on "a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)"**, the Council has identified the establishment of an agenda for higher education transformation as a concrete action in the priority area of higher education, with the general objective to ensure a future-proof and sustainable top-quality higher education offer in Europe with **a focus on inclusion, innovation, connectivity, digital** and **green readiness, international competitiveness, fundamental academic values** and **high ethical principles, employment** and **employability**.

The **Council Conclusions** on the **New European Research Area**, adopted on 1 December 2020, stresses *"that stronger synergies and interconnections between the ERA, the EHEA and the higher education related elements of the European Education Area (EEA), are to be developed"* and identifies that *"institutional transformations, research careers, science education, training, international cooperation and knowledge circulation as possible fields of a more determined cooperation"*.

The European Strategy for Universities would bring closer together the four missions of higher education institutions - **education, research, innovation** and **service to society** - into a true **knowledge ecosystem approach**. Its key objective is to empower the higher education sector in its own transformation in all its missions, and to help accelerate this transformation. It will respect subsidiarity, institutional autonomy and the diversity of the European higher education landscape.

RESOLUTIONS

COUNCIL

Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)

(2021/C 66/01)

THE COUNCIL OF THE EUROPEAN UNION,

RECALLING

— the endorsement by the March 2002 Barcelona European Council of the 'Education and Training 2010' work programme ('ET 2010'), the establishment of a new cycle through the Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('Education and Training 2020' – 'ET 2020') and the assessment made through the 2015 Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training ('ET 2020') – which together established and gave continuity to a solid framework for European cooperation in the field of education and training, based on common objectives, aiming primarily at supporting the improvement of national education and training systems by developing complementary EU-level tools, mutual learning and the exchange of good practices using the open method of coordination,

— the political background to this issue as set out in Annex I,

and ACKNOWLEDGING

— that in the Rome Declaration of March 2017, the EU leaders pledged to work towards a Union where young people receive the best education and training and can study and find jobs across the continent,

— that the EU leaders jointly proclaimed at the 2017 Gothenburg Social Summit the European Pillar of Social Rights, establishing the right to quality and inclusive education and training and lifelong learning for all as its first principle, the right to timely and tailor-made assistance to improve employment or self-employment prospects, which includes training and re-qualification, as its fourth principle, as well as children's right to affordable early childhood education and care of good quality, and the right of children from disadvantaged backgrounds to specific measures to enhance equal opportunities as its eleventh principle,

— that education has been singled out in the European Council conclusions of 14 December 2017 as key to building inclusive and cohesive societies and to sustaining European competitiveness, putting education and training at the heart of the European political agenda for the first time,

— the progress achieved under the ET 2010 work programme and ET 2020 framework, especially in support of national reforms, recognizing that substantial challenges still remain if Europe is to achieve the ambitions set in the aforementioned proclamations,

Priority area 1 - Quality, equity, inclusion and success in education and training

Concrete issues and actions

i) Promoting the mastering of key competences ([2]), including basic skills, which are a prerequisite to thrive in life, to find or create fulfilling jobs and to become engaged citizens.

Priority area 2 - Lifelong learning and mobility

ii) Fostering and supporting language teaching and learning and multilingualism, enabling learners, teachers and trainers to benefit from a genuine European learning space, by further implementing the 2019 Council Recommendation on a comprehensive approach to the teaching and learning of languages, including in VET.

Priority area 3 - Teachers and Trainers

iii) Bringing a European perspective in education and training, providing learners with an insight of what Europe at large, and the Union in particular, mean in their daily lives, including through widening and strengthening the Jean Monnet Actions.

Concrete issues and actions

i) Strengthening the recruitment and selection of the best and most suitable candidates for the teaching and pedagogical profession at all levels and in all types of education and training.

ii) Raising the attractiveness and the status of the teaching and pedagogical profession, by its revalorization in social and also in financial terms, including through the foreseen European Innovative Teaching Award.

Priority area 5 - Green and digital transitions

Concrete issues and actions

i) Boosting availability, access, and quality of digital equipment and infrastructure, connectivity, open and digital educational resources and pedagogies at all education and training levels to support education and training systems in adapting to the digital era.

ii) Addressing the development of basic and advanced digital skills and competences at all levels and types of education and training (formal, non-formal and informal) and also traditional, blended and distance teaching and learning, in order to face and reply to the technological and digital transformation of economy and society.

Priority area 4 - Higher education

Concrete issues and actions

i) Encouraging closer and deeper cooperation between higher education institutions, namely by promoting and fostering seamless transnational cooperation, which will enable alliances of higher education institutions, such as those within the European Universities initiative, to leverage their strengths and jointly deliver transformative higher education.

ii) Engage in the roll-out of the European Universities initiative under the Erasmus+ programme, in synergy with Horizon Europe and other funding instruments.

iii) Establishing an agenda for higher education transformation, with a focus on inclusion, innovation, connectivity, digital and green readiness and international competitiveness, as well as fundamental academic values and high ethical principles, as well as employment and employability.

iv) Encourage balanced mobility flows and optimal brain circulation.

v) Fostering the role of higher education institutions as central actors of the "knowledge square" (education, research, innovation and service to society), enhancing synergies and facilitating further work between higher education and research.

vi) Strengthening automatic mutual recognition of qualifications and study periods abroad for the purpose of mobility and further learning, while ensuring that quality assurance mechanisms provide a strong basis for public trust for further learning and safeguard the autonomy of higher education institutions. Automatic recognition of joint transnational activities and the recognition and portability of short courses, where appropriate, should be developed.

vii) Encourage further use of the European Student Card initiative with the aim of benefitting all mobile students in Europe.

viii) Fostering the relevance of higher education to the labour market and society, e.g. encouraging the development of curricula that encourages more work-based learning and enhanced cooperation between institutions and employers, fully respecting the holistic approach of higher education and the autonomy of higher education institutions and by exploring the possibility of establishing a European graduate tracking mechanism.

Annex 1 Possible elements for a European Strategy for Universities

Ensuring inclusiveness and improving access to excellence, including lifelong learning and gender equality

- An agile governance, with flexible career pathways between education and research and gender balance in leadership position.
- The promotion of a European identity and a sense of belonging to the European project, e.g. linked to learning from other cultures, multilingualism and the readability of other Member States' education and research systems
- Accessible and inclusive higher education institutions, having a transparent strategy aimed at increasing the access, participation and completion rates of under-represented and disadvantaged groups in higher education, with a view to progressing towards the Bologna Process goal that the student body entering, participating in and completing higher education at all levels should reflect the diversity of Member States' populations
- Life-long learning in higher education, including micro-credentials, and more generally flexible learning pathways with more modular approaches
- Student empowerment and participation in the decision making processes
- Student's well-being, i.e. students' mental, physical and economic well-being, amidst the overwhelming exposure to digital means and economic downturn. There is a need to find a balance between virtual and physical face-to-face learning and teaching activities.
- Geographical inclusion, with the transformation agenda relevant and accessible for all parts of Europe, and for all types of higher education institutions
- Support for all types of higher education institutions (e.g. comprehensive universities, institutions of applied sciences, technical universities, medical and art schools, research-intensive universities)
- Support collaborations with more experienced counterparts in order to enhance access to excellence
- Cohesion policy support to complement EU and national education and R&I programmes in upgrading knowledge infrastructures, building capacity and inducing structural transformations, on the basis of well-designed smart specialisation strategies
- Ensure that all researchers in the EU, regardless of their geographical location, can produce and have access to excellent results, because attracting and retaining talented researchers remains key for knowledge diffusion across the EU
- Targeted mobility measures to support researchers in Member States with low R&I performance to learn and develop excellence, in order to broaden the talent capacity.

Innovative higher education and transferring knowledge and talents to society

- Innovative pedagogies to produce the highest possible learning outcomes in the most inclusive manner, including student-centred learning and teaching
- Tackle societal challenges through transdisciplinary approaches, coupled with a strong disciplinary background. Promote a challenge-based approach, where transnational teams of students, researchers, academics and external stakeholders tackle big issues facing Europe (such as climate protection, democracy, health, big data, migration).
- Higher education institutions strongly connected to economy and society, with reinforced cooperation with the cities and regions, to promote entrepreneurship and civic engagement
- Make full use of EU's excellent research and innovation capacity in higher education sector to support the green and digital transition of EU economy
- Reinforce the role of universities as central actors in innovation ecosystems, notably strengthening academia business cooperation and transfer of knowledge and valorization

- An enhanced European competence framework for research careers to support comparable and interoperable research careers facilitating cross sectoral transfer of talents, and ensure parity of esteem between teaching and research activities
- Incentivise researchers to pursue a career outside academia through enhanced inter-sectoral circulation schemes involving industry can help improve researchers' employability and boost the permeability of talents across Europe's economy and society
- Facilitate collaboration and exchange of best practices amongst higher education institutions, as core of knowledge and innovation ecosystems, maximising the value of knowledge production, circulation and use
- Support the implementation of the New Industrial Strategy by jointly developing common industrial technology roadmaps; Higher Education sector, as producers of high quality knowledge underpinning industrial innovation, will be key partners in developing these roadmaps.

Reinforcing connectivity and deepening the European knowledge society

- Much deeper cooperation between higher education institutions across the EU sharing joint long-term strategies; including favourable framework conditions, in particular in terms of mobility (including automatic recognition of qualifications and learning periods abroad), quality, sharing of capacity and resources, governance (including EU-level degrees and statute) and financing (EU, national and regional levels)
- Openness to different models of cooperation and the need for a bottom-up approach starting from the needs and initiatives from the sector itself
- Joint long-term strategy on education, research and innovation, boosting the value of learning and teaching on equal footing with research
- Deepened skills intelligence of graduates, according to the European Skills Agenda for sustainable competitiveness, social fairness and resilience

- Brain circulation and future of mobility: seamless and embedded mobility, blended mobility and virtual cooperation, in particular considering the Covid-19 impact
- Automatic recognition of qualifications and study periods abroad
- Modernised Quality Assurance
- Open Science mainstreaming, stronger citizen engagement, interdisciplinary cooperation in teaching and research
- Create an enabling legal framework for transnational cooperation of universities in their education, research, and innovation missions
- Empower higher education institutions in Europe to develop common education and R&I strategies, creating critical mass to deliver on Europe's challenges, facilitating the sharing of capacity such as digital and knowledge infrastructures and resources through collaborative settings, accelerating especially digital transformation
- Increase co-operation among actors within the knowledge ecosystems, so to better translate results into the economy to ensure market and societal uptake of research outputs.

Prioritising investments and reforms for Digital and Green Transitions and resilience

- Digital readiness: digital capacity is built, reinforced and strengthened, ensuring resilience, especially considering the Covid-19 impact
- Implementation of digital tools for student-centred learning and teaching and to develop digital skills and competences of students and staff
- Higher education institutions as actors for change for a green and sustainable society
- All students from all disciplines and at all levels trained to act on sustainable development
- Accelerate digital transformation, and digital and entrepreneurial skills amongst academics

- Strengthen higher education sectors' role in large-scale research & technology infrastructures (incl. notably e-infrastructures), as a backbone of the ERA and key to make Europe attractive for the best researchers across the world, contributing to knowledge sharing and innovation
- Importance of the management of data stemming from education and research activities
- Mainstreaming the use of a platform of peer-reviewed open access publishing; analyse authors' rights to enable sharing of publicly funded peer-reviewed articles without restriction; and incentivise open science practices by improving the research assessment system
- Ensure a European Open Science Cloud that is offering findable, accessible, interoperable and reusable research data and services (Web of FAIR).

Accelerating higher education institutions' international competitiveness

- Ensuring global competitiveness of Europe's Higher Education sector through excellent education, research, and innovation
- Support international cooperation, peer-learning and exchange of best practices between European higher education institutions and those from non-EU priority regions and countries

- Contribution of the European higher education sector to Europe's resilience, create poles of global attractiveness, both for developing talents and for investments in innovation and breakthroughs
- Attractive career development conditions to attract and retain the best academics and researchers in Europe
- Improved recognition of both teaching and research skills, enhanced mobility and exchanges between academia and industry, targeted training opportunities, to overcome skills mismatches constituting a worrying trend for industry and businesses (focusing on demand-driven mobility schemes) with negative impact on innovation and productivity both in highly innovative industry and services sectors
- Uptake of inclusive gender equality plans with Member States and stakeholders in order to promote EU gender equality in R&I
- Pursue synergies between mobility and career development initiatives of the European Education Area, the European Research Area, and the European Pillar of Social Rights
- Strengthen basic research as explicit objective.

Fundamental academic values

- Share common European and fundamental values and principles, notably academic freedom, institutional autonomy (with freedom comes responsibility), equality, diversity, inclusiveness, transparency, ethics and integrity
- While the fundamental principles of academic freedom and institutional autonomy have not changed in the last 30 years, their context has. Need to reflect on what they mean in practical terms today
- Explain and protect these values among students and staff, and to partners. Students, academics and researchers need to benefit from academic freedom
- Active cooperation and co-creation with and inclusion of students, academics, researchers and other staff across all levels of decision-making in higher education is needed (e.g. in strategic governance boards, faculty boards, programme design).

Employment and employability

- Deepen skills intelligence of graduates, according to the European Skills Agenda for sustainable competitiveness, social fairness and resilience
- Develop a pan-European talent pool, including in cutting-edge scientific disciplines and technologies such as artificial intelligence, cybersecurity and high performance computing as there is an acute lack of experts in these fields
- Develop continuous learning to up-skill and re-skill, and help people to gain and update their knowledge, skills and competences in all domains. Life-long learning, including through micro-credentials, and more generally flexible learning pathways with more modular approaches are essential for this
- Develop inter and multi-disciplinary support structures, test-beds and other structures to foster entrepreneurship
- Enhance the nature, content and type of cooperation between higher education institutions and external partners, including businesses, research organisations, cities and regions, governmental bodies, NGOs and other societal partners, so that the higher education sector is aware of the needs for the skills and knowledge of the future, to form the graduates and researchers of the future.

Universities without walls

A vision for 2030

February 2021

Universities in 2030

When looking to the future, we envision universities without walls; these are universities that are open and engaged in society while retaining their core values. All of Europe's universities will be responsible, autonomous and free, with different institutional profiles, but united in their missions of learning and teaching, research, innovation and culture in service to society.

In this decade, universities will build on their capacity to evolve and will become engines of societal change. They will provide an open, transformative space for common knowledge production through research, education, innovation and culture. Together with other societal stakeholders, they will shape the future of a knowledge-driven society.

OPEN, TRANSFORMATIVE AND TRANSNATIONAL

Universities are communities of learners, academics and professional staff with open boundaries, including alumni and a wide range of partners and citizens. They will continue to be characterised by being cooperative and networked institutions locally, nationally and internationally. As such, they continue to build bridges between countries, cultures and sectors.

On the one hand, universities are places of respite and refuge to test new ideas, for lateral thinking and for creating new knowledge that still lies outside of mainstream awareness. On the other hand, knowledge production can benefit from a dialogue with society, actively involving citizens and non-academic partners such as business, non-governmental organisations, public authorities and others that share objectives with the university. Both areas will remain fundamental for the universities' service to society.

The nature and structure of universities will be hybrid. They will be open as physical and virtual spaces and will work to cultivate both of these when engaging with society. In the future, this will entail that physical and digital learning and research environments must be designed in a holistic way to accommodate the different needs of a diverse university community and allow for flexible and blended approaches. The physical campus will continue to be crucial as a place for social interaction and dialogue: a place that will host encounters that challenge and inspire, but will also offer quiet spaces for focused learning and research. The virtual campus will make the university ubiquitous. It will be developed to improve access for all to participate in research and learning, enhance cooperation, and explore new, innovative ways of pursuing university missions.

The future of Europe's universities will be transnational. International cooperation will continue to provide a prerequisite for high quality research and innovation, as well as learning and teaching. Universities are showcases for peaceful and constructive European and international cooperation. They also nurture a positive and reflective attitude towards a European identity, in addition to global, national and regional ones, and will do so in the future.

SUSTAINABLE, DIVERSE AND ENGAGED

Sustainability is the most significant global challenge. The UN Sustainable Development Goals provide a holistic agenda addressing this challenge by balancing economic, social and environmental needs.

Sustainable development will be the main framework for driving impact through university missions, as universities proactively reflect upon, find and promote solutions in dialogue with society.

Universities will put their missions into the service of sustainability, evaluating and being accountable for the appropriate adjustment of principles and values, as well as policies and activities. This will require a careful balance between funding of strategic research priorities, retaining the freedom of the individual researchers and recognising the responsibility of universities in ensuring a broad knowledge base for society through curiosity-driven research. Providing the skills and the knowledge needed for sustainable development and practices will be a key task in relation to university learning and teaching.

Interdisciplinarity is an important approach based on a proficient command of disciplinary research. Many new discoveries will happen at the interface between disciplines and will be crucial for meeting the challenges.

Diversity and social cohesion are important components of sustainable development. Universities will provide a scientific mindset and opportunities to people from different backgrounds and reflect the diversity of society. Access to higher education will be equitable and open to all who qualify. Universities will be equipped to welcome students and staff from all backgrounds. Through this, universities will play an important role in addressing social disparities that have been exacerbated by the Covid-19 pandemic and the ensuing economic crisis. This will be a crucial element in Europe's recovery.

Universities and their missions will widely benefit from equity and inclusion, and it is therefore in their core interest to promote these values in society. Learning and research environments will be designed to accommodate the needs of a diverse student and staff body. Students and staff will be equipped to work in diverse environments.

Affirming the civic role of universities will be an increasingly important part of societal engagement. Universities will remain supporters of pluralistic and democratic societies founded on open and evidence-based public debate. They will continue to uphold these values throughout all their missions and activities.

STRONG, AUTONOMOUS AND ACCOUNTABLE

In 2030, universities across Europe will enjoy high levels of autonomy and have the capacity to make strategic choices about organisational, financial, staffing and academic matters. The university community, including all types of learners and staff, will co-create the future of the university together with the institutional leadership. Internal university governance will guarantee adequate representation of all groups within the university community, while ensuring efficient decision-making processes.

Universities are accountable to stakeholders and society at large. Accountability will be ensured through appropriate governance and continuous exchange with policy makers, civil society, citizens, business and industry and other societal groups, through various university activities. External stakeholders in university governing bodies will support such a dialogue. Generally, universities will communicate proactively and will engage in a continuous debate about their role and function in society, as a part of being accountable to society at large.

All universities will strive for continuous improvement of their activities in all missions in order to deliver high quality in service to society. Internal quality assurance will remain a key task for institutions in all their missions. External quality assurance will support them in this task.

Universities will uphold academic freedom, which is the freedom of thought and inquiry for the academic community to advance knowledge and the freedom to communicate this knowledge based on accepted standards of academic ethics and integrity. Universities will engage in dialogue with the rest of society. They will work with the communities around them, participate in public debates and address major societal challenges.

Professional staff will continue to play a key role in the development of universities. They will ensure the quality of various tasks, from diversity management to curating data and maintaining infrastructure. Universities will ensure that all staff groups have access to continuous training for professional development. They will aim to be attractive working places for all.

Making this vision a reality will depend on three factors: enabling frameworks, adequate investments and strong leadership.

ENABLING FRAMEWORKS

Regulatory and funding frameworks at the relevant regional, national and European level must:

- strengthen and protect university autonomy in its various dimensions, enabling institutions to make strategic decisions;
- aim at supporting universities in their continuous development. They must go beyond control and compliance. This includes enabling interdisciplinarity, flexible learning and career paths, and exchange and cooperation in research and education. The diverse profiles and strategies of individual universities should be the basis for this support;
- include clear and consistent provisions guaranteeing scholars and students the rights that constitute academic freedom;
- consider the needs of Open Science, for example in copyright and data protection regulation;
- build bridges, safeguarding the diversity of institutional profiles, not levelling it out;
- support transnational collaboration among Europe's universities by considering the impact of regulation in areas such as copyright, data protection, taxation and international immigration and mobility, as well as the transferability of pensions of mobile researchers.

The multilateral frameworks in Europe through the Bologna Process and the European Union provide a unique opportunity to work together across borders. These need to be further developed in the future. The goal of these frameworks must not be harmonisation but building a system that is united in its diversity.

ADEQUATE INVESTMENTS

Across Europe, more investments are needed in research, education and innovation in order to meet the challenges of the new decade and contribute to Europe's ability to access and develop new knowledge and key technologies.

- Public authorities must allocate core public funding that corresponds to the growing responsibilities of universities. There must be a balance between core block grant funding and competitive funding.
- Financial autonomy must be strengthened to enable the university to take strategic decisions and foster institutional profiling. This must also include the possibility to diversify income sources.
- In order to meet the challenges of this decade, additional investments in infrastructure will be crucial. This includes both physical and digital infrastructure, so that universities, students and society at large can fully benefit from both forms of interaction.
- Investment in people, both in academic and professional staff and their development, will be essential to support transformation and address challenges.
- Funding programmes need to provide flexibility for universities to build bridges between different disciplines and strike a good balance between curiosity-driven and challenge-based research.
- Financial incentives and regulatory flexibility should enable universities to increase cooperation.
- European funding programmes are very important for European collaboration, but they must operate in addition to sufficient national public funding.

STRONG LEADERSHIP

Universities need strong leadership to take universities into the future. This entails the capacity to shape the institutional profile, articulate goals for the institution as a whole and make strategic choices for implementation.

- Institutional leadership needs to be inclusive and transparent in its decision-making and be part of the institutional accountability setting.
- Current and future leaders must have support for the development of their leadership skills and transformation capacities.
- The professionalisation of staff in all areas of university management is essential in the implementation of the institutional strategy and needs to be supported and part of institutional development plans.

REFORM ACADEMIC CAREERS

This vision for Europe's universities in 2030 requires a reform of academic careers. This should be acknowledged and supported by all stakeholders through the following actions:

- using a broader set of evaluation practices for academic careers, which include a wide definition of impact, beyond traditional bibliometric indicators;
- promoting further parity of esteem between different career paths, including parity of esteem between research and teaching;
- enabling and valorising Open Science in career and research assessment;
- incentivising activities with different forms of impact, including innovation or citizen science, dissemination, supervision and mentoring, while retaining the core goal of research activities, which is the expansion of human knowledge;
- making academic careers less precarious and more attractive as life choices in order to develop and retain talent;
- providing more flexibility for academic careers. It must be easier to switch jobs between academia and other sectors, such as start-ups, industry or public administration. Researchers with job experience outside academia must have access to university careers.

PROMOTE INTERDISCIPLINARITY

Interdisciplinary approaches must be better used for meeting societal challenges across university missions. While disciplines must remain important in order to organise and expand the knowledge production at universities, interdisciplinary approaches must be promoted by:

- recognising interdisciplinary engagement in academic assessment and reward schemes;
- implementing institutional accreditation to complement discipline-based programme accreditation and facilitate interdisciplinary learning;
- making interdisciplinary teaching part of the professional development of academic staff and supporting academic staff from different disciplines in working together.

STRENGTHEN CIVIC ENGAGEMENT

As pluralistic societies come under threat, universities must support civic values through active engagement. They can do this by:

- supporting the members of the academic community in using their academic freedom to contribute to public debates, encouraging open and evidence-based discussions, countering misinformation and falsehoods and explaining the lack of finality in scientific judgements;
- promoting opportunities for learners to actively engage in societal projects and debates that build bridges and foster understanding throughout society;
- promoting civic engagement across the university missions, developing participation, respect for diversity and open debate as a common value across the institution;
- providing a continuous reflection on European identity and culture, as well as their contribution to a global world.

2021
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CONFERENCE

EUROPEAN UNIVERSITIES:
PIONEERING TRANSFORMATION IN EDUCATION, RESEARCH AND INNOVATION

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GENERAL PROGRAMME

MORNING SESSIONS

10:00 (CET)
Opening Session

Manuel Heitor
Minister for Science, Technology and Higher Education – Portugal

Themis Christophidou
Director-General Education, Youth, Sport and Culture of the European Commission

10:30 (CET)
Panel 1
The transformation potential of European Universities

11:45 – 12:00 (CET)
Digital coffee break

12:00 (CET)
Panel 2
How the European University can foster skills for a green, digital and inclusive society

13:15 – 15:00 (CET)
Lunch Break

AFTERNOON SESSIONS

15:00 (CET)
Panel 3
Future and advanced skills for societal transformation

16:15 – 16:30 (CET)
Digital coffee break

16:30 (CET)
Panel 4
The role of European Universities in leading regional innovation ecosystems

17:45 (CET)
Signing Ceremony of the Memorandum of Understanding (MoU)
Agreement of RUN-EU members with Regional Government representatives about the long-term vision and the construction of the EZ-ID – European Zone for Inter-regional Development.

18:00 (CET)
Closing Session

Rui Pedrosa
President of the Polytechnic of Leiria, Portugal
RUN-EU European University

João Sobrinho Teixeira
Secretary of State of Science, Technology and Higher Education, Portugal

Prof. Marcin Pałys, przewodniczący Komisji KRAS ds. Sieci Uniwersytetów Europejskich, reprezentuje KRASP w tej grupie

European Commission
THE ROLL-OUT OF
THE EUROPEAN UNIVERSITIES INITIATIVE
Vanessa Debiais-Sainton (DG EAC)
Head of Higher Education Unit
European Commission - DG EAC
Lia Karamali (DG R&I)
Head of Unit Academic R&I and Research Organisations
European Commission - DG R&I
Erasmus+
Horizon

Co-creation process

Stakeholder group

Ad Hoc Expert Group & ERA Forum for transition

European Universities

#EuropeanUniversities

Building the universities of the future

- **284** higher education institutions in **41** alliances
- **31** European Countries
- Up to EUR **5 MILLION** from Erasmus+
  Up to EUR **2 MILLION** from Horizon 2020 | per alliance

EUROPEAN UNIVERSITIES

European Commission

- **I konkurs:**

- **Uniwersytet Warszawski** – konsorcjum 4EU+

- **Uniwersytet Jagielloński** – konsorcjum UNA Europa

- **Uniwersytet Opolski** – konsorcjum FORTHEM

- **Uniwersytet Gdański** – konsorcjum European University of the Seas

- **Uniwersytet im. Adama Mickiewicza w Poznaniu** – w konsorcjum EPICUR

- **II konkurs**

- **Akademia Górniczo-Hutnicza w Krakowie,** wchodzi w skład w konsorcjum UNIVERSEH - European Space University of Earth and Humanity

- **Politechnika Poznańska,** wchodzi w skład w konsorcjum EUNICE - European University for Customised Education

- **Politechnika Śląska,** wchodzi w skład w konsorcjum EURECA-PRO - The European University Alliance on Responsible Consumption and Production

- **Politechnika Warszawska** wchodzi w skład konsorcjum ENHANCE - European Universities of Technology Alliance)

- **Uniwersytet Śląski**, wchodzi w skład konsorcjum T4E - Transform4Europe – T4E: The European University for Knowledge Entrepreneurs

Erasmus+

- **First 17 alliances**
  - Start date: Sept-Dec 2019
  - End date: **Sept-Dec 2022**
- **Next 24 alliances**
  - Start date: Oct-Nov 2020
  - End date: Oct-Nov 2023

Horizon 2020

- **First 17 alliances**
  - Start date: Jan-Mar 2021
  - End date: Dec 2023 - Febr 2024
- **Next 22 alliances**
  - Start date: June-Sept 2021
  - End date: May-Aug 2024

Complementary support from Horizon 2020

Objective: to use the 'European Universities' pilot as a testbed for institutional transformation in R&I, in synergy with education mission

Implementation: Top-up of €2 million per European University (lump sum)

- 17 of first wave and 22 of the 24 European Universities from the second wave

Expected impact:

- Tangible progress made in institutional transformation at both individual university and at alliance level (joint strategies, vision documents, action plans, initial deployment)
- Policy feedback regarding successful models of institutional transformation
- Facilitation of future synergies between programmes

Draft Council Conclusions on European Universities

- Confirmation of the **concept of European Universities** (joint long-term strategy, challenge-based approach, European inter-university campus)
- Acting as **role models** for European higher education transformation
- Call for synergies **education and R&I at the service of society**
- Call for continued **geographical balance**
- Support for both **inclusion and excellence**
- Respect for **subsidiarity, institutional autonomy** and other **fundamental academic values**
- Support for **co-creation process**

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Draft Council Conclusions on European Universities

Request for:

- Removing existing barriers at national and EU level for cross-border cooperation
- 2021: a proposal for the full-roll of the initiative
- Sustainable funding from EU level, with national co-funding

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European inter-university Campuses

Bachelor/Master/Doctoral levels

Flexible and personalised European curriculum with embedded mobility leading to a European degree

Innovative pedagogies with challenged-based transdisciplinary approach to foster entrepreneurial mind-sets and civic engagement

Enhanced staff mobility between partner institutions to teach/do research/work and equip students with a broad range of forward looking skills

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What is being delivered?

- sound geographical balance
- diverse spectrum of higher education institutions
- New governance models
- challenge-based approach
- joint long-term strategies
- Innovative and student-centred learning and teaching
- Embedded and seamless mobility
- life-long learning, flexible learning paths and inclusion
- Digitalisation
- Regional Engagement
- R&I excellence with feedback loop to education

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Suggested areas for transformation in R&I

Supporting the institutional transformation of universities and their ecosystem

1. Developing a common R&I agenda and action plan
2. Sharing resources & infrastructures
3. Strengthening human capital (incl. balanced brain circulation, gender dimension)
4. Reinforcing cooperation with non-academic sector, esp. academia-business collaboration
5. Mainstreaming Open Science practices
6. Engaging citizens & society

For all areas: identify legal, regulatory, and financial barriers hampering cooperation among universities in R&I, as well as recommendations on the way forward

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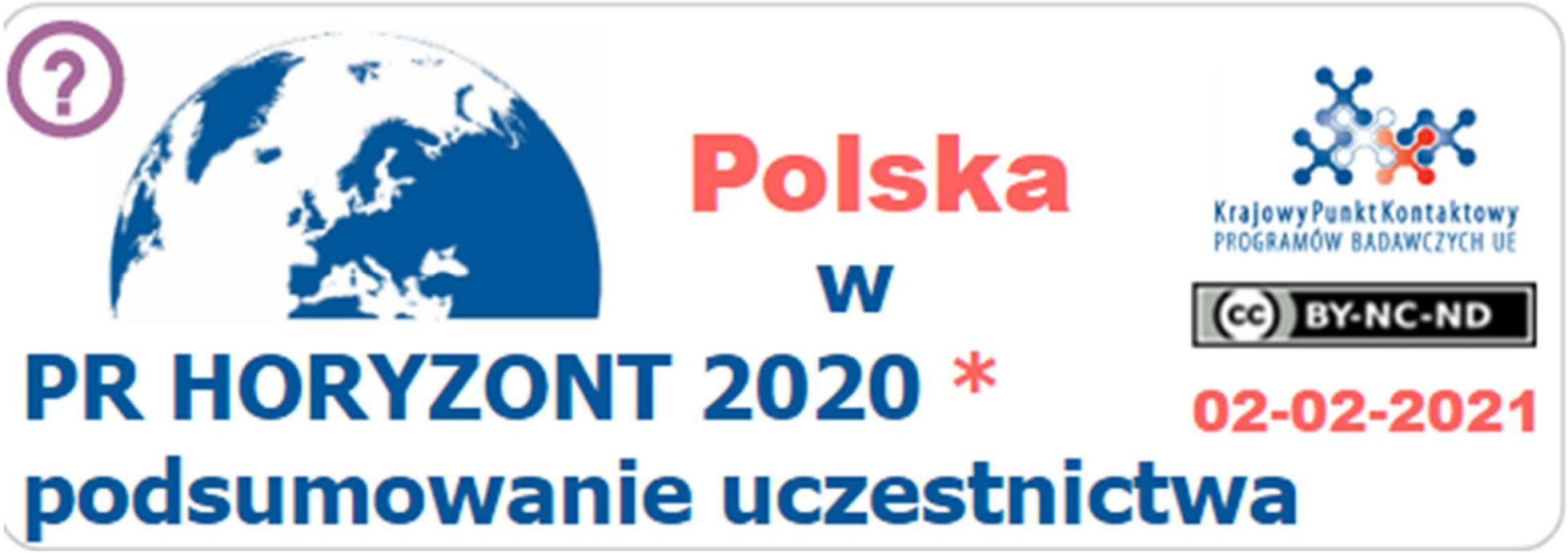
European Commission

CO-CREATION
with all of you

European Universities
as testbeds for the
Universities of the Future

EUROPEAN UNIVERSITIES

Dane podane za: KPK [Microsoft Power BI]



Uzyskane dofin. NETTO KE [€]

741,27 mln

% budżetu H2020 UE	Wkład PL do budż. H2020
1,25%	3,23%

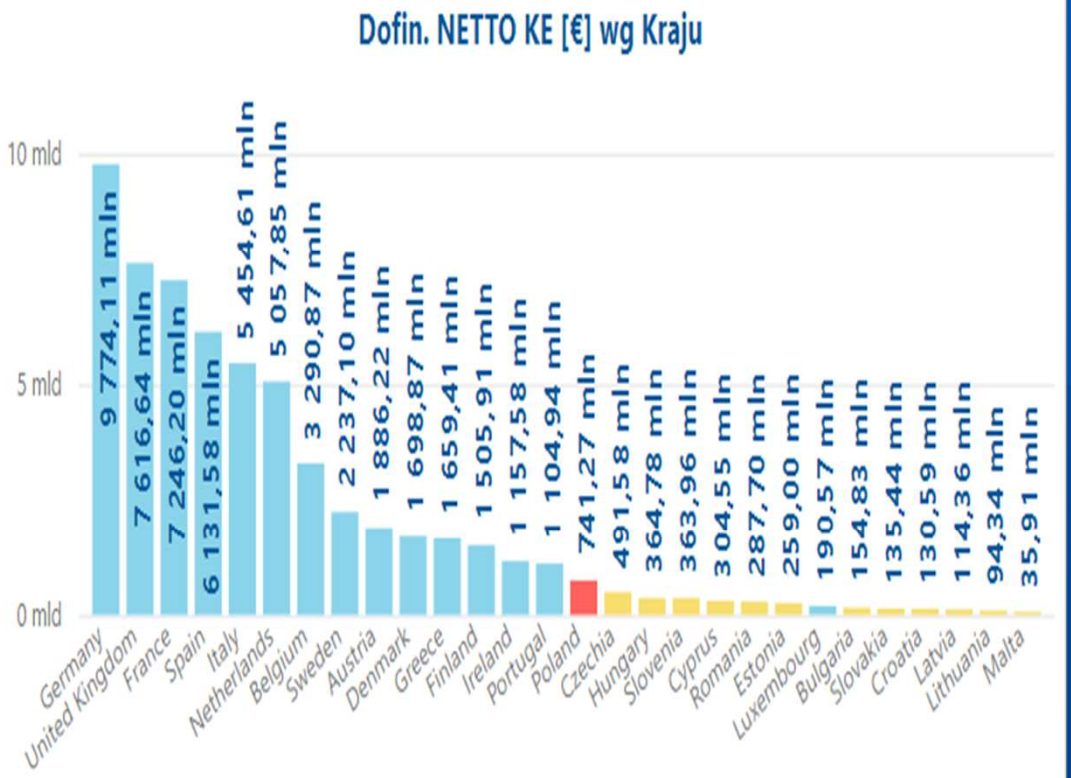
HORIZON 2020 02.02.2021

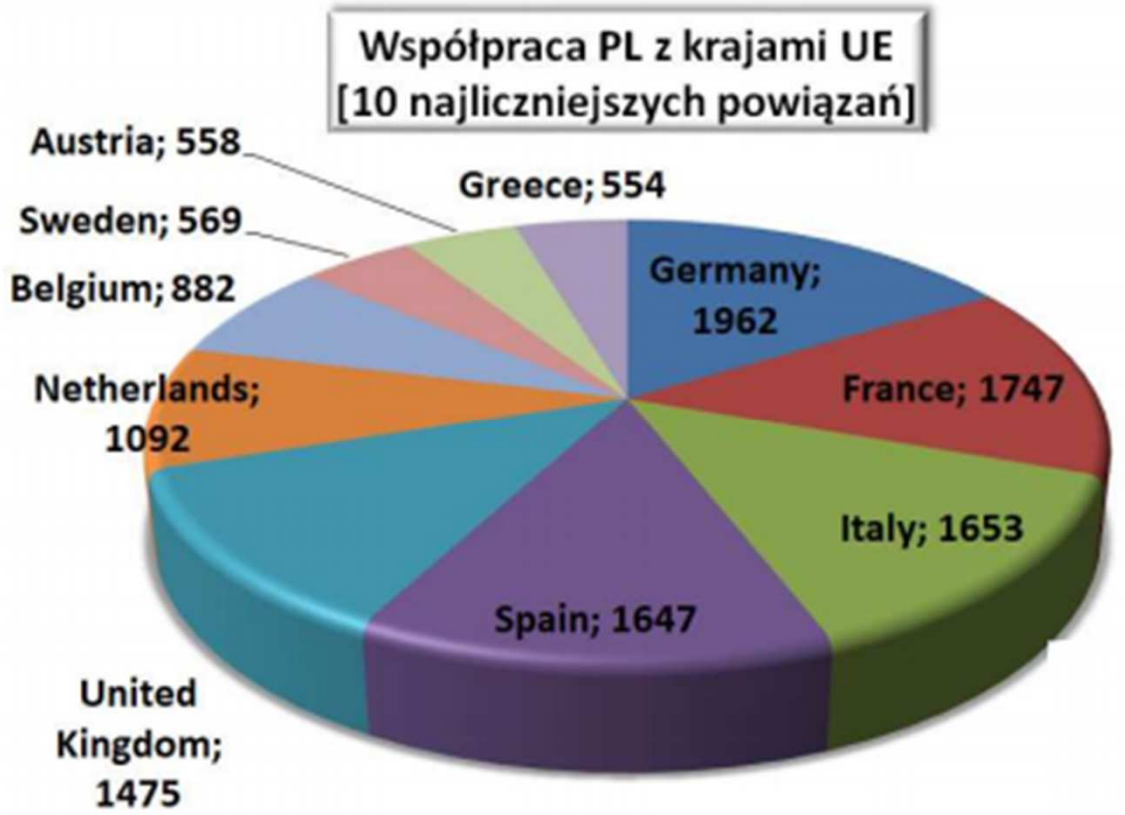
Polska w H2020 na tle Europy (względem potencjałów)

Wsp. sukc. benficjentów w odniesieniu do:		Wsp. sukc. koordynatorów w odniesieniu do:	
Uczestnictwa	Finansów	Uczestnictwa	Finansów
12,5...	9,39%	6,10%	4,94%

Legenda: %PKB

% UE13 % UE15 %UE




Współpraca PL z krajami UE
[10 najliczniejszych powiązań]
Austria; 558
Greece; 554
Sweden; 569
Belgium; 882
Germany; 1962
France; 1747
Netherlands; 1092
Italy; 1653
Spain; 1647
United Kingdom; 1475

Przedsięwzięcie „Premia na Horyzoncie 2”

KOMUNIKAT
MINISTRA NAUKI I SZKOLNICTWA WYŻSZEGO
z dnia 12 kwietnia 2019 r.
o ustanowieniu przedsięwzięcia „Premia na Horyzoncie 2”

Na podstawie art. 376 ust. 1 i ust. 2 pkt 2 ustawy z dnia 20 lipca 2018 r. – Prawo o szkolnictwie wyższym i nauce (Dz. U. poz. 1668, 2024 i 2245 oraz z 2019 r. poz. 276, 447, 534 i 577) z dniem 15 kwietnia 2019 r. ustanawia się przedsięwzięcie „Premia na Horyzoncie 2”, zwane dalej „przedsięwzięciem”.

Przedmiot przedsięwzięcia

Przedmiotem przedsięwzięcia jest wsparcie finansowe podmiotów systemu szkolnictwa wyższego i nauki w związku z realizacją przez nie projektów w ramach:

1. programu ramowego Horyzont 2020, z wyłączeniem projektów realizowanych w ramach konkursu „Teaming of excellent research institutions and low performing RDI regions”,
2. programu Euratom,
3. innych schematów wsparcia badań i innowacji wdrażanych przez Komisję Europejską lub jej agencje wykonawcze, pod warunkiem wykorzystywania w tych schematach zasad obowiązujących w ramach programu ramowego Horyzont 2020 oraz programu Euratom

– zwanych dalej „projektami”.

III. Warunki udziału w przedsięwzięciu

1. Podmiot uprawniony może wziąć udział w przedsięwzięciu, jeżeli:
   1. zawarł umowę na realizację projektu;
   2. posiada regulamin wynagradzania uwzględniający udział w międzynarodowych projektach dotyczących wspierania badań naukowych, rozwoju i innowacji, w tym wskazanych w części I.
2. Środki finansowe przyznane w ramach przedsięwzięcia przeznacza się na dodatki do wynagrodzeń dla osób pozostających w stosunku pracy z podmiotem uprawnionym, biorących udział w realizacji projektu, niezależnie od charakteru pracy wykonywanej przy realizacji projektu. Dodatki te nie mogą stanowić kosztów kwalifikowalnych projektu.
3. Wysokość środków finansowych przyznanych w ramach przedsięwzięcia stanowi równowartość w złotych:
   1. 20% wysokości finansowania projektu ze środków Unii Europejskiej przypadającego na podmiot uprawniony – w przypadku projektu, którego wysokość finansowania ze środków Unii Europejskiej w części przypadającej na podmiot uprawniony wynosi do 1 000 000 euro,
   2. 25% wysokości finansowania projektu ze środków Unii Europejskiej przypadającego na podmiot uprawniony – w przypadku projektu, którego wysokość finansowania ze środków Unii Europejskiej w części przypadającej na podmiot uprawniony przekracza 1 000 000 euro

   – oraz dodatkowo 10% wysokości finansowania projektu ze środków Unii Europejskiej przypadającego na podmiot uprawniony w przypadku, gdy podmiot uprawniony pełni jednocześnie funkcję koordynatora projektu lub jest podmiotem, w którym jest realizowany grant Europejskiej Rady do spraw Badań Naukowych przyznany w ramach programu Horyzont 2020.
4. Wysokość środków finansowych przyznanych w ramach przedsięwzięcia jest zmieniana w przypadku zmiany wysokości finansowania projektu ze środków Unii Europejskiej przypadającego na podmiot uprawniony.
5. W przypadku projektu zakończonego i rozliczonego środki finansowe są przekazywane jednorazowo, a w pozostałych przypadkach – w ratach.
6. Umowa, o której mowa w art. 378 ust. 1 ustawy z dnia 20 lipca 2018 r. – Prawo o szkolnictwie wyższym i nauce, zwana dalej „umową", określa w szczególności:
   1. wysokość rat, o których mowa w ust. 5, przypadki, w których wysokość ostatniej raty może zostać obniżona i sposób ustalenia jej wysokości;
   2. terminy składania raportów rocznych i raportu końcowego;
   3. warunki zwrotu w całości lub w części środków finansowych w przypadku nienależytego wykonania lub niewykonania umowy, niezgodnego z przeznaczeniem wykorzystania tych środków, rezygnacji przez podmiot uprawniony z realizacji projektu lub konieczności zwrotu środków finansowych do Komisji Europejskiej lub właściwego organu finansującego.

EUROPEAN
COMMISSION

Brussels, 16.10.2017
C(2017) 6855 final

COMMISSION DECISION

of 16.10.2017

amending Decision C(2013)8194 authorising the use of reimbursement on the basis of unit costs for Marie Skłodowska-Curie actions under the Horizon 2020 Framework Programme

2. Justification

Recurring to unit costs considerably simplifies, streamlines and reduces the time needed for the financial management of projects, both at Commission/Research Executive Agency (REA) as well as beneficiary level. Compared to the 'traditional' system of calculating the grant amount on a detailed budget of estimated actual eligible costs per cost category, a unit-cost system is not only more cost-effective and economically sound than item-based budgeting: it significantly shortens the time needed to calculate grant amounts, avoids amendments related to budget variations and substantially decreases the number of recovery orders and de-commitments. It also significantly decreases the workload of the management body and consequently speeds up the payment procedure. Furthermore, it implies additional simplifications at beneficiary level both in terms of application and reporting requirements.

In summary, this approach provides simplification through:

(a) less complex funding rules contributing to easier readability of actions;

(b) greater predictability for grant beneficiaries making the actions more attractive;

(c) less administrative burden for checking at the payment stage reducing overheads for the contracting authority and facilitating productivity gains;

(d) simplified reporting requirements (no certification or financial statement to be provided by beneficiaries);

(e) easier ex-post analysis (riders related to budget variations will be avoided; payment based on predetermined output or result) and further reductions of the risk of error.

Marie Skłodowska-Curie actions are particularly suited to the utilisation of unit costs given their successful implementation in a similar way for the past seven years (under the FP7 PEOPLE Specific Programme 2007-2013). Consequently, the Commission has a data base of final grants reimbursing unit costs as well as a study on which to base its assessment.

4. W ramach oceny efektów finansowych badań naukowych i prac rozwojowych przyznaje się 1 pkt za:

1) 50 000 zł sumy środków finansowych przyznanych w okresie objętym ewaluacją na realizację projektów, o których mowa w ust. 1 pkt 1 i 2, w przypadku projektów realizowanych samodzielnie przez ewaluowany podmiot albo projektów realizowanych przez grupę podmiotów, której liderem jest albo był ewaluowany podmiot albo inny podmiot należący do systemu szkolnictwa wyższego i nauki;

2) 25 000 zł sumy środków finansowych przyznanych w okresie objętym ewaluacją na realizację projektów, o których mowa w ust. 1 pkt 1 i 2, w przypadku projektów realizowanych przez grupę podmiotów, do której należy ewaluowany podmiot, której liderem jest albo był podmiot nienależący do systemu szkolnictwa wyższego i nauki;

3) 10 000 zł sumy przychodów osiągniętych w okresie objętym ewaluacją przez ewaluowany podmiot albo inny podmiot utworzony przez niego w celu komercjalizacji wyników badań naukowych lub prac rozwojowych prowadzonych w ewaluowanym podmiocie w ramach danej dyscypliny naukowej lub *know-how* związanego z tymi wynikami, z tytułów, o których mowa w ust. 1 pkt 3 i 4, ale nie więcej niż 10-krotność liczby N.

5. W przypadku projektów, o których mowa w ust. 1 pkt 1 i 2, realizowanych przez grupę podmiotów przy ustalaniu liczby przyznawanych punktów uwzględnia się wysokość środków finansowych przyznanych na realizację:

1) projektu ogółem – jeżeli ewaluowany podmiot jest albo był liderem tej grupy;

2) zadań realizowanych przez ewaluowany podmiot – jeżeli jest albo był on jednym ze współwykonawców danego projektu.

6. W przypadku projektów, o których mowa w ust. 1 pkt 1:

1) finansowanych przez Europejską Radę do Spraw Badań Naukowych (*European Research Council*) punktację ustaloną zgodnie z przepisem ust. 4 pkt 1 i 2 zwiększa się o 400%;

2) finansowanych w ramach programów ramowych w zakresie wspierania badań i innowacji Unii Europejskiej, albo w ramach programów związanych z wdrażaniem tych programów, punktację ustaloną zgodnie z przepisem ust. 4 pkt 1 i 2 zwiększa się o 200%;

3) innych niż określone w pkt 1 i 2, finansowanych przez instytucje zagraniczne albo organizacje międzynarodowe, albo z udziałem środków, o których mowa w art. 365 pkt 9 ustawy, punktację ustaloną zgodnie z przepisami ust. 4 pkt 1 i 2 zwiększa się o 50%.

(https://konstytucjadlanauki.gov.pl/content/uploads/2019/02/rozporzdzenie-ewaluacja-jakoci-dziaalnoci-naukowej.pdf)

Instytuty badawcze i naukowe pozyskały największy budżet na rozwój nauki i innowacji w Polsce

Dane w euro, Horyzont 2020, 2014-2020

Źródło: Krajowy Punkt Kontaktowych Programów Badawczych Unii Europejskiej

Krajowy Punkt Kontaktowy
PROGRAMÓW BADAWCZYCH UE

Według analizy Krajowego Punktu Kontaktowego Programów Badawczych Unii Europejskiej (KPK PB UE) Polska pozyskała w kończącym się programie Horyzont 2020 660 mln euro. To o 65 proc. więcej, niż w analogicznym okresie jego poprzedniej edycji (2007-2013). Przez ostatnie sześć lat skorzystały z niego 832 polskie podmioty, czyli o połowę więcej niż w latach 2007-2013.

- **Zróbmy wszystko, żeby nasza międzynarodowa współpraca naukowa, w tym w ramach Horizon Europe była zdecydowanie większa, a to może się dokonać tylko i wyłącznie dzięki współpracy z uczonymi i ośrodkami z zagranicy**

- **Ale jest także potrzeba mądrego działania w kraju, poprzez mądre stymulowanie– np.**

- **Premią na Horyzoncie 3 (inicjatywa Krasp i KPK sprzed kilku już lat, ministerstwo opracowało i zaaplikowało już 2 jej edycje, czas na 3, na Horizon Europe)**

- **jeszcze bardziej zwiększoną punktacją takich grantów europejskich w ewaluacji działalności naukowej,**

- **no i nie psuciem całego systemu nauki i ewaluacji, jak to miało miejsce**
    - **przy okazji ostatniego „ręcznego" sterowania punktacją czasopism naukowych, które cały ten system ewaluacji zaburzyło : na nowej liście pojawiły się 73 czasopisma, które nie były procedowane ani rekomendowane przez Komisję Ewaluacji Nauki, a w przypadku ok. 230 podwyższono punktację, bez wskazania systemu parametrów kwalifikujących do takich zmian,**
    - **czy też przy okazji dyskusji na temat szkodliwego projektu tzw. Narodowego Programu Kopernikańskiego**

Dziękuję za uwagę!