

European University Association (EUA): Main initiatives, events and publications in Spring 2021

1. Autonomy
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1. Autonomy & governance

Governance of European University Alliances

This is the first briefing in a new EUA series focused on evolving university governance. [The publication](#) explores the governance set-up of the European University Alliances formed under the EU's European Universities Initiative. For the first time, the document presents a comparative overview of the complex governance structures of these networks, examining their ability to sustain beyond the three-year project timeframe, while remaining relevant for their members. The analysis highlights several challenges that focus on the alliances' governance sustainability and draws the attention of universities and policy makers to the conditions needed to sustain their financial capacity and ensure increased collaboration and better alignment with institutional strategic priorities.

NEWLEAD: Innovative Leadership and Change Management in Higher Education

Today, higher education institutions are tasked with multiple and challenging roles. They accommodate evolving student expectations, address changing labour market needs and sustainability pressures, and face unexpected challenges such as the Covid-19 pandemic. In this demanding context, the [NEWLEAD project](#) aims to build the capacity of university leaders in steering change and in addressing new priorities on the institutional transformation agenda. NEWLEAD is led by the University Ramon Llull (URL) in Barcelona, in partnership with a diverse consortium including EUA. NEWLEAD is co-funded by the Erasmus+ Programme of the European Commission, as a Strategic Partnership for Higher Education. The project started in Autumn 2020 and will run until September 2023.

STAND project: Strengthening university autonomy in the Western Balkans region

EUA is partnering with Western Balkans universities to help [strengthening university autonomy](#) and increasing accountability and transparency in the region (Albania, Kosovo and Montenegro). EUA is training the consortium to undertake an analysis of the state of play of institutional autonomy on the basis of a simplified Autonomy Scorecard methodology.

TRUNAK project

The [TRUNAK project](#) (2017-21, Erasmus+) seeks to enhance university autonomy in Kazakhstan. It focuses on the development of both the management and governance of Kazakh universities, as well as the capacities of national authorities to modernise their higher education systems by supporting the definition, implementation and monitoring of reform policies. As part of the project, EUA supported the Kazakh partners conducted a state-of-play and needs analysis on the basis of EUA's University Autonomy Scorecard methodology, which paved the way for the development of new proposals for university governance in Kazakhstan.

2. Learning and Teaching

EUA Learning & Teaching Activities

EUA has initiated a new round of [Learning & Teaching Thematic Peer Groups](#), which will meet several times throughout 2021 to discuss topics concerning digitally enhanced learning and teaching, in terms of strategy and organisational culture, curriculum and assessment, and international partnerships. As in the previous years, there will be reports summarising the work of the groups, including recommendations brought forward by them. The work of these groups will also feed into the programme of the next European Learning & Teaching Forum, planned for February 2022.. This year, the Thematic Peer Groups take place in the framework of the [DIGI-HE project](#) co-funded by the Erasmus+ Programme.

Covid-19 Crisis

EUA has been closely following the ways in which learning and teaching have been affected across European higher education institutions since the outbreak of the covid-19 pandemic. For example, EUA has encouraged its members to share its experiences on Twitter via the hashtag #universitiesathome. Furthermore, EUA is gathering information on how covid-19 has been impacting the situation of international and domestic students in European HEIs as well as documenting HEIs' efforts to respond to the crisis by conducting research and volunteering help to society. It has also been monitoring national responses towards the covid-19 crisis by gathering information on the following questions: challenges, closures, autumn and summer semesters, examinations, fees and recognition, autonomy, research and ministries/national agencies. Most recently, it published a report on [Internal quality assurance in times of Covid-19](#).

DIGI-HE

In January, EUA started the project- DIGI-HE (Erasmus+ KA3). The project aims to develop a self-reflection tool that will help European higher education institutions to enhance their strategic approaches for digitalisation. This project also comes very timely in the context of the covid19 crisis, when universities across Europe massively switched to remote teaching. The project consortium consists of EUA (coordinator) Dublin City University (DCU); Duale Hochschule Baden-Württemberg (DHBW); Jyväskylä University (JYU); and Vytautas Magnus University (VMU). Associate partners are the European Distance and E-learning Network (EDEN); the European Association of Institutions in Higher Education (EURASHE), and Irish Universities Association (IUA). DIGI HE conducted a survey on digitally enhanced capacity at European higher education institutions. You can find the report [here](#).

LOTUS

The project “Leadership and Organisation for Teaching and Learning at European Universities” (LOTUS) aims to contribute to capacity building and strategic change management for L&T at HEIs, and to demonstrate the potential of various actors to support transformation and innovation in L&T. Under the project, a total of 29 higher education institutions are currently participating to the LOTUS Leadership Development Programme – a 10-month programme aiming to provide peer-learning exchanges on common challenges or priorities for developing L&T, in a problem-solving approach. The project consortium consists of the European University Association (EUA – coordinator), the Irish Universities Association (IUA), Vienna University of Economics and Business (WU), the Ministry of Education and Culture in Finland, the European Students’ Union (ESU), European Association of Institutions in Higher Education (EURASHE).

MICROBOL

EUA takes part in the “Microcredentials linked to the Bologna Process Key Commitments” ([Microbol](#)) project. It published a [report](#) that examines the status of micro-credentials, explores how they are perceived by different actors, and how the existing EHEA tools can be used for or adapted to accommodate them. Most recently, the project consortium published [report](#) on the state of play of micro-credentials in the EHEA.

BWSE FORward

EUA is a partner in the ESU led “Bologna with Stakeholders’ Eyes for a Stronger Future of the Bologna Process” ([BWSE FORward](#)) project which aims to update the latest version of the “Bologna with Student Eyes publication” (2018), analysing the views of European students on the implementation of the Bologna Process. As part of this two-year project co-funded by Erasmus+ KA3 Support to Policy reform, EUA will organise two peer learning activities with the involvement of different actors that play a role within the Bologna Process to discuss the areas that students identified as challenging and seek solutions. Quality assurance

3. Quality Assurance

European Quality Assurance Forum (EQAF)

The [2021 EQAF](#) will be organised online on 18 – 19 November. This annual event is co-organised by the E4 group (ENQA, ESU, EURASHE and EUA).

Further details about the programme and registration information will be available on the [event website](#) in due course.

Report and Webinar on the topic Covid-19 and internal quality assurance

EUA published a [report](#) that draws on the experiences of a focus group of 39 representatives with responsibilities for internal quality assurance at EUA member institutions. It examines the key challenges faced, the role internal quality assurance played in ensuring that quality standards were maintained and how quality assurance practices supported university communities in their work. It concludes with key lessons learnt and a reflection on what lies ahead for internal quality assurance.

To follow-up on the findings of the report, EUA will organise a [webinar](#) titled “Covid-19 and internal quality assurance: lessons learnt and what’s to come” on 20 May 14.00-15.00 CEST.

4. Internationalisation

EUA supports the internationalisation of its members through conferences and projects. At the same time, it engages in international dialogue, in particular with sister organisations around the world. Over the last decade, internationalisation has emerged as an issue of high importance for universities. This has generated a network of international partners that continue to convene and collaborate in different settings and on different issues. Some examples of this are:

Centralised Support for Higher Education Reform Experts (SPHERE II)

The University of Barcelona (coordinator) and EUA currently comprise the consortium SPHERE II (Support and Promotion for Higher Education Reform Experts), an initiative funded by the European Commission. SPHERE II provides training and networking for Higher Education Reform Experts (HEREs) and National Erasmus+ Offices (NEOs) in European neighbourhood countries (former Tempus countries) between January 2015 and December 2021. More information, as well as the list of upcoming events, can be found [here](#). In 2019, the SPHERE consortium conducted a [study](#) on the mobility of disadvantaged students from Partner Countries, under the Erasmus+ International Credit Mobility.

Development of the Internationalisation of PhD Studies in South-Africa (Yebo!)

The [Yebo! project](#) (2017-21, Erasmus+) is soon coming to its end. For three and a half years it focused on developing the internationalisation of doctoral education in South African universities. It developed a web-based portal and organised several thematic conferences and four training sessions. The project builds on the FRINDOC framework for international doctoral education developed by EUA. Five European and seven South African higher education institutions together with EUA, the Coimbra Group and the French Agricultural Research Centre for International Development are involved in the project. The University of Montpellier is the project coordinator. From 12-14 April 2021, the project partners organised the final conference entitled “Internationalisation of the PhD: from possibilities of today to challenges of the future”. This event provided participants with the opportunity to explore the project’s achievements during its lifespan and reflect on key topics in the area of doctoral education, namely supervision and modernisation of the doctorate. More information about the project can be found [here](#).

Participation to the Asia-Europe Meeting Standing Working Group and Expert Group on Digitalisation

As part of its commitment in inter-regional dialogues on higher education, EUA takes part in the ASEM Standing Working Group working on the proposal of a vision and strategy 2030 for the ASEM Education Process, as well as in the ASEM Expert Group on digitalisation. The first meeting of these two groups

started in December 2019, and the work will continue throughout 2020 and 2021. More information can be found [here](#) and [here](#).

SPOT

The Erasmus+ co-funded “[Spotlight on recognition](#)” project (2020-2022) aims to support university staff and enhance their capacities in terms of academic recognition procedures compliant with the Lisbon Recognition Convention (LRC). To do so, the project consortium has launched the website [Academic Recognition Hub](#) in December 2020, which is a single, dedicated space gathering documents, tools and online resources that are relevant to the implementation of a daily LRC-compliant recognition practice. In addition, the [STREAM platform](#), which offers a training course attuned to the needs of university staff in charge of academic recognition, was reopened in the context of the project. Finally, the webinar “[Ensuring fair and transparent recognition procedures through Bologna Process tools](#)” was organised in January 2021 and will be followed by another webinar in April, dedicated to “[Smooth recognition of academic qualifications: The role of quality assurance](#)”. **EUA position and survey on international strategic institutional partnerships and the European Universities Initiative.**

In 2020, EUA conducted a survey on international strategic institutional partnerships and the European Universities Initiative that gathered responses from 219 higher education institutions from 34 systems across Europe.

[The results](#) provide a broad view on international collaborations as well as first insights into the perceptions and experiences of higher education institutions in the European Universities Initiative. Notably, the survey report outlines the sector’s views and demands for the future development of the initiative. It is accompanied by an [EUA position that draws from the survey results](#), calling on the European Commission, the EU Member States in Council and the European Parliament to consider seven points for the future development of the initiative.

The survey report came at a crucial moment as decisions were being taken on future EU funding programmes, amid the current coronavirus crisis.

5. Inclusiveness

InSPIREurope project

EUA participates in the [InSPIREurope project](#), a Europe-wide initiative that aims to support researchers threatened with discrimination, persecution, suffering or violence. The InSPIREurope project will forge a coordinated, cross-sectoral, Europe-wide alliance in support of researchers at risk and facilitate transnational cooperation between European and national initiatives and programmes. Funded under the European Commission’s Marie Skłodowska-Curie Actions, the project brings together a diverse set of partners under the leadership of Scholars at Risk Europe, based at Maynooth University in Ireland. The project runs from 1 September 2019 until 31 August 2022. In October 2020, the Report “[Researchers at Risk: Mapping Europe’s Response](#)” was published. The report provides insight into the experiences of researchers at risk, their hosts and support organisations. It also discusses national- and European-level support measures.

REIs2 project – Refugee Education Initiatives

The Erasmus+ [Refugee Education Initiatives \(REIs\)](#) consortium addresses inequality in access to higher education and does so through three types of activity, all centred on fostering inclusion of people of refugee status or who are forced migrants into European higher education institutions:

- Education programs designed to develop academic and language skills to prepare students for university entry
- Admissions policies and criteria as they apply to people of refugee status and asylum seekers, with a particular emphasis on how previous qualifications and learning are assessed
- Development of shared learning on inclusive pedagogic and administrative practices to foster inclusion, which would benefit not only refugees, but also other under-served people.

INVITED project

The [INVITED project](#) on “Strategies towards Equity, Diversity and Inclusion at Universities” jointly conducted by EUA and the European University Continuing Education Network (eucen) and supported by ESU finished in March 2020 with an event in Brussels. The event brought together representatives from universities, national ministries and the European Commission to discuss the results of the project, the [survey and interviews with data from 159 higher education institutions from 36 European systems](#) about the state of play, the challenges, success factors and needs for further support of higher education institutions engaging in the topic. Discussions were structured around three panels, one focused on inclusiveness in learning and teaching, one on research and innovation and one on policy aspects at national system levels and European level.

The aim of the INVITED project was to support universities in developing and strategies towards equity, diversity and inclusion of students and staff from underrepresented, disadvantaged or vulnerable backgrounds. It also sought to promote dialogue between stakeholders at the system level in order to ensure that regulatory and funding frameworks empower universities to fulfil their social responsibility. The project outcomes were also fed into the Bologna Process, notably through the Advisory Group 1 on the social dimension of higher education, where it informed the development of the Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA.

UNIdiVERSITY project

EUA participates in the [UNIdiVERSITY](#) project (Socially responsible university for inclusive societies in the era of migration), led by La Sapienza University, in collaboration with University of Barcelona and UNIMED, co-funded by the Erasmus+ programme. The two year project builds on the work of the [inHERE project](#) (Higher Education Supporting Refugees in Europe), continuing to foster the exchange of knowledge and practices of welcoming students with a refugee background, yet with a new focus on how these activities are embedded in the institutions overall work and strategies on inclusion and diversity. To this end, EUA is currently interviewing higher education institutions on their diversity and inclusion strategies and their activities to include refugee students. A report will be published in summer 2021. The project has been prolonged by a year due to Covid 19, and will run until November 2022. Associate partners are the IOM (International Organization for Migration) and Campus France.

EUA Annual Conference (22-23 April 2021)

The 2021 EUA Annual Conference under the theme “Universities 2030: From vision to reality” will take place online from 22-23 April 2021. The conference aims to provide a platform for an honest and ambitious debate about the path of universities to reach the vision for the university sector in 2030, as presented in the EUA publication [“Universities without walls”](#). More information can be found [here](#).

6. University finances & EU funding

EUA Public Funding Observatory 2020/2021

The annual report was released in two parts this time, to consider the impact of the pandemic-related crisis on higher education in Europe. [Part 1 of the report](#), published in October 2020, provides a detailed picture of the immediate impact of the Covid-19 pandemic on university funding and offers insights into the implications expected in the future. It concludes with 10 key messages and a series of recommendations to universities and policy makers on how to mitigate the negative effects of the crisis and turn challenges into opportunities. [Part 2](#) is released in April 2021 and provides an analysis of long-term funding trends captured over the period from 2008 to 2019. It also offers an overview of the latest public funding developments in 2019 and 2020. Finally, it focuses on the new phase of EU funding (2021-2027) and what is at stake for universities.

Webinar “University funding towards 2030”

To inform universities about the recent developments of EU funding initiatives and increase the firepower of European and national funding to higher education and research, EUA will hold a webinar that will focus on synergies and alignment of funding policies/instruments in the post-pandemic period. The webinar is scheduled for 27th May 2021 and will involve a diverse panel including representatives from the sector and institutions as well as from the policy-making arena.

Next generation of EU funding programmes

EUA’s work on Horizon Europe and on the future Erasmus programme is included in its broader campaign ‘[EU funding for universities](#)’. EUA continued to monitor the Multiannual Financial Framework developments during Spring and advocate for adequate funding levels. As the Commission published a new proposal on 27 May 2020, [EUA called](#) on member states to be ambitious and support long-term recovery through a higher commitment to research, innovation and education.

In parallel, EUA continued to promote its Simplification agenda for the European Funding programmes, including an efficient and effective Model Grant Agreement, on the basis of the [position](#) released in December 2019. EUA coordinated its efforts with other umbrella organisations in Brussels on several specific issues such as ways to calculate personnel costs.

Synergies

Building synergies between education, research and innovation and the related EU and national funding programmes is another important element of EUA’s work. With its policy input paper “[Building synergies between education, research and innovation by aligning the EU funding programmes](#)” released in February 2020, EUA contributes to the ongoing debate on synergies and complementarities with a focus on the EU Framework Programme for Research and Innovation, Erasmus+, European Structural and Investment Funds (ESIF) and funding programmes at the national level.

7. Research & Innovation

Horizon Europe

As a key stakeholder, EUA has been closely following the developments of Horizon Europe since 2016. The Association has dedicated its attention widely to this strategic programme, gathering feedback

from university members across the continent, providing input to policy makers and campaigning for the recognition of its vision and recommendations developed in close cooperation with the EUA Research Policy Working Group.

Within [its campaign](#), EUA participated in all major European-level dialogues as the Horizon Europe programme took shape. The Association provided [detailed input](#) on how to best design the programme structure and the rules for participation. Its [recommendations](#) paved the way for an excellent, open and inclusive Horizon Europe. In light of the Covid-19 pandemic, EUA called for adequate funding for the programme as this will strengthen the strategic resilience of Europe, reinforce its knowledge base, support innovation ecosystems, and address the challenge of underfunding. The Association also successfully campaigned for an acceptable internal balance within the Horizon Europe programme, preserving the importance of funding to fundamental research.

Currently, EUA is monitoring the implementation of Horizon Europe, and in particular the work of the European Research Council, the European Innovation Council, the European Institute of Innovation and Technology as well as the implementation of missions and partnerships. It is also monitoring the programme in relation to impactful simplification, the concrete implementation of synergies across EU funding programmes as well as alignment among funding organisations at EU and national level.

The new European Research Area (ERA)

The process to renew the European Research Area (ERA) was launched on 30 September 2020 with the publication of the European Commission Communication "[A new ERA for Research and Innovation](#)" (R&I), coinciding with a Communication on "[Achieving the European Education Area by 2025](#)". The ERA Communication articulates the Commission's ambition to broaden and deepen the new ERA, building on past achievements, as well as on the European Research Area and Innovation Committee's (ERAC) advisory "[Opinion on the future of the ERA](#)" adopted on 17 December 2019.

EUA has been a formal partner in shaping the ERA since 2012 and has provided input on the renewal process. The Association welcomed the process in a [position on 5 March 2020](#) and [responded to the Commission Communication on 15 October 2020](#). EUA has also expanded on its views on the new ERA, focusing on the most important topics for universities, on a [policy input paper published on 3 December 2020](#). Building on previous policy positions, this policy input further expands EUA's views on the new ERA and focuses on the topics that are most important to universities.

Open Access/Open Science

As one of the leading actors in the transition to Open Science, EUA is developing a comprehensive approach to this paradigmatic shift, with the support of the Expert Group on Science 2.0/Open Science, chaired by Prof. Jean-Pierre Finance. By carrying out regular university surveys and commissioning studies, EUA has built a shared knowledge base on the most pressing implications of Open Science, as Open Access policies for research publications and data, the financial cost of access to scholarly publications (Big Deals), research/career assessment practices, innovative publishing practices (such as Read and Publish agreements) and other key Open Science issues, as open science skills and education or citizen science.

The sixth edition of the EUA Open Science Survey aims to gather a comprehensive view of institutions' strategic and operational transition towards Open Science. Going beyond open access to research publications (2014-2018) and research assessment (2019), for the first time the survey takes an institutional perspective, in order to collect information on the strategic importance and level of

implementation of established (e.g. open access) and emerging (e.g. citizen science, open education) areas of Open Science. The report will be published in June 2021.

EUA has been [supporting 'Plan S' since its inception](#) in September 2018. Plan S is an ambitious plan by research funding organisations to accelerate the transition towards Open Access by 2020. EUA provided further input to the 'Implementation Guidance' of Plan S in [February](#) and [June](#) 2019.

EUA works to achieve more transparency and greater sustainability in the scholarly publishing system together with its members. The Association monitors the evolution of negotiation mechanisms between universities and publishers and how these affect the content and financial conditions given to academic institutions. To support the work of the negotiating consortia, EUA published in 2019 a [mapping of major scholarly publishing contracts in Europe](#) and a [comparative analysis decrypting the Big Deal landscape](#). EUA has also started looking into new types of contracts between publishers and consortia, namely through the [Read & Publish study](#) (July 2020). This study investigates the implications of different scenarios to open up scholarly publishing for the future of scholarly publishing. EUA will continue to explore new, diverse and community-driven scholarly publishing models.

EUA is also a project partner and work package leader in "[Fostering a FAIR research culture in Europe](#)" (FAIRsFAIR) since March 2019. This project aims to supply practical solutions for the use of the FAIR data principles throughout the research data life cycle. Emphasis is on fostering FAIR data culture and the uptake of good practices in making data FAIR. FAIRsFAIR will play a key role in the development of global standards for FAIR certification of repositories and the data within them contributing to those policies and practices that will turn the European Open Science Cloud (EOSC) programme into a functioning infrastructure.

As project partner, EUA focusses on embedding FAIR data education in university programmes and doctoral training. The Association will oversee the development of practical tools (cf. "FAIR Competences Adoption Handbook for Universities" (Dec 2021) and "Good Practices in FAIR Competence Training report" (Dec 2021) for universities to professionalise FAIR data science curricula at bachelor, master and doctoral level. These will be based on a [comprehensive European survey](#), [mapping of existing instruments](#) and [competence framework](#). In addition, a series of university and stakeholder workshops will take place in 2021, offering interested institutions a chance to learn about our work and provide input on its further development.

Closely related, EUA has been co-chairing the [Working Group on Skills & Training](#) of the European Open Science Cloud (EOSC). The Working Group provided a framework for building competence and capabilities for EOSC, focussing on four priority areas that form the major sections of a [report on Digital skills for FAIR and open science](#) (February 2021).

EUA was invited to join the UNESCO Open Science Partnership and the process towards the UNESCO Recommendation on Open Science. Following the Association's participation in [UNESCO's global online consultation on Open Science](#) for developing the UNESCO Recommendation on Open Science and an exchange of ideas with UNESCO staff members, EUA was involved in some of the thematic and regional consultations in 2020 to discuss the outcomes of the online consultation.

Academic career assessment

Following the priority actions laid out in the [“EUA Roadmap on Research Assessment in the Transition to Open Science”](#), the EUA Secretariat together with the Expert Subgroup on Research Assessment has developed and implemented the following activities and events:

- EUA has **gathered and shared information** on this issue in [“Reflections on University Research Assessment. Key concepts, issues and actors”](#), a briefing published in April 2019, and [“Research Assessment in the Transition to Open Science. 2019 EUA Open Science and Access Survey Results”](#), a survey report published in October 2019. Both have been widely disseminated, including in the press, and have become a central part of the discussion on this issue. The survey data is [available](#) on the Open Access repository Zenodo. Country reports with national-level results were prepared and sent to the National Rectors’ Conferences.
- EUA has **sustained a dialogue** between universities and other actors by co-organising with the Portuguese National Rectors’ Conference (CRUP) and Spanish National Rectors’ Conference (CRUE) a [joint seminar on academic career assessment](#) on 3 July 2020.
- Based on these activities and events, EUA has **developed policy and good practice recommendations**. Together with the San Francisco Declaration on Research Assessment (DORA) and Scholarly Publishing and Academic Resources Coalition (SPARC) Europe the Association developed the [“Reimagining Academic Career Assessment: Stories of innovation and change”](#) report, an [accompanying online repository](#) and [joint webinar](#) to bring together and analyse case studies in responsible academic career assessment. The online repository is being updated with new case studies on a rolling basis.

Responsible academic career assessment has become part of EUA’s strategic priorities and vision for universities in 2030. The Association aims to [enhance university performance](#) by “identify[ing] and shar[ing] good practices in shaping academic careers,” and [reform academic careers by 2030](#) by reviewing assessment approaches.

Innovation Ecosystems

In May 2021, EUA will launch a Europe-wide consultation to investigate how universities act as “honest brokers” in innovation ecosystems while delivering two of the European Union’s strategic priorities: the broader goals of the sustainable and digital transitions. The results will allow EUA to provide a rich account of how varying university innovation capacities contribute to a range of impacts and social outcomes. It will also allow to acknowledge universities’ different levels of innovation capacity, and that not all facets of innovation may be equally relevant to higher education.

This survey’s outcomes will help EUA develop a broader perspective on university innovations, help identify new and existing innovation trends, and provide an evidence base for national and European advocacy. The resulting aggregated data will be published in a document alongside recommendations for universities and European and national public institutions.

This survey is being developed by the EUA Secretariat in collaboration with the EUA Expert Group on Innovation Ecosystems. It builds on EUA’s expertise in the area of [regional innovation ecosystems and smart specialisation](#).

The EUA Energy and Environment Platform (EUA-EPUE)

The Steering Committee of the EUA Energy and Environment Platform met on February 2nd 2021 to discuss its contribution to a possible EUA strategy on the Green Deal. Based on a scoping exercise

carried out by the Secretariat, the Steering Committee addressed various issues stemming from the EU goal of climate neutrality, such as: the role of universities as honest brokers in the Green Deal, the need for more challenge-based learning in connection to the social applications of the Green Deal, as well as the issue of fairness in both the impact and the design of this EU initiative. In a second meeting on April 12th, the Steering Committee continued its reflection in order to provide recommendations to the EUA Research Policy Working Group and EUA Board on how the Association could make the case for universities' involvement in the Green Deal. Following the decisions of these EUA bodies, the Committee will have a subsequent meeting to discuss the future of EPUE itself as part of EUA's Green Deal strategy.

8. Doctoral Education

Development of the Internationalisation of PhD Studies in South-Africa (Yebo!)

Please see "Internationalisation"

EUA-CDE Thematic Peer Group on "Career Development and Tracking"

In the course of 2019, a group of 15 Universities came together to discuss the issue of career tracking and how career tracking can support career development of doctoral candidates. During several meetings they shared knowledge about institutional practices and national tracking systems and developed a classification of different approaches to career tracking of early career researchers. The report has been published in fall 2020 and can be found [here](#).

EUA-CDE Thematic Workshop (January 2021)

The EUA Council for Doctoral Education (EUA-CDE) invited academic leaders, heads of doctoral schools and doctoral education professionals to the 2021 Thematic Workshop, which was organised in the form of online sessions. This event focused on emerging issues related to digitalisation from the perspective of doctoral education. Participants discussed the role of doctoral education in the context of rapid technological changes such as artificial intelligence and other forms of data-driven research, how doctoral schools are influenced by these new developments and how they can make efficient use of emerging digital technologies. This event provided the opportunity to exchange good practices together with other EUA-CDE members and stakeholders active in this field. More information can be found [here](#).

2021 EUA-CDE Annual Meeting

The 2021 EUA-CDE Annual Meeting is planned for September 2021, depending on the evolution of the Covid-19 pandemic. Please keep eye on the EUA [events page](#) for updated details.

EUA-CDE Thematic Peer Group on "Co-tutelles and Joint Doctorates"

Co-tutelles de thèse have become quite popular among doctorate-awarding institutions in Europe. Aware of the opportunities that these agreements offer to doctoral candidates to acquire international training and skills, many universities have included joint doctorates as a component of their doctoral education structures. In response to this growing trend, EUA-CDE has established the second Thematic Peer Group (TPG) on "Co-tutelles and Joint Doctorates". Representatives from 25 European universities participate at the second Thematic Peer Group following a call for participation among

EUA-CDE members. This working group is chaired by Professor Laurinda Leite, Vice-Rector of the University of Minho. The main aim of this working group will be to analyse the different approaches that have been applied in Europe in this area and to collect innovative practices and alternative forms of collaboration. TPG members will meet several times to address the main challenging issues associated with such agreements and how institutions can cope with them. A report will be available in fall 2021.

2021 EUA-CDE survey on current developments in doctoral education

The EUA Council of Doctoral Education (EUA-CDE) is carrying out a [survey on current developments in doctoral education](#). The aim of this consultation is to provide a brief update to 2017-2018 large-scale survey on “[Doctoral education in Europe today: approaches and institutional structures](#)”. The new survey focuses on the current situation of post-doctoral researchers in Europe and looks into the effect of the Covid-19 pandemic on doctoral education in the future. In addition, this survey will provide insights into key thematic areas in doctoral education with which European universities are currently engaging. The deadline to participate is **31 May 2021** and this survey is open to all [EUA member universities](#).