

E.H.E.
EUROPA HOCHSCHULE
EURAKA CH

(PRIVATE EUROPEAN UNIVERSITY EURAKA SWITZERLAND)



PRiME Report 2018|19
'Sharing Information on Progress'

Contents

1	Preamble	3
2	Purpose	4
3	We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.....	7
4	Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.....	13
5	Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.....	16
6	Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.....	18
7	Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.....	22
8	Self-Assessment.....	25
9	Conclusion.....	26

1 Preamble

The year 2018 has built on the many changes and developments, which the E.H.E. EurAka has implemented in the year of the previous SIP report. The actual year deserves the label of consolidation but as well extension of further rapid progress in general.

The strategy of transnational studies as essential objective delivered significant progress by extending reach and scope of the private University E.H.E. EurAka. However, this resulted in some shocking discoveries. Discoveries and sheer amount of fraudulent activities by degree mills, individual fraudsters abusing established higher education institutions without their knowledge, for organising illegal studies, and issuing fake degrees is exceeding imagination. It is no need to state that this is the opposite of sustainability and responsibility. But it is a real threat for all those institutions following the Six Principles and equally their effort to provide knowledge without borders.

This report, the first full year as Advanced Member and Signatory of the PRiME Framework will demonstrate that the E.H.E. EurAka takes her responsibilities very seriously. With regards to the stated illegality of so many others' activities, cautious progress has to be added to the attributes, by which the University now follows her own developments

Prof Dr Dr habil Klaus Oestreicher
Vice President International

2 Purpose

The E.H.E. Europa Hochschule EurAka CH or by her international name, the (private) European University EurAka Switzerland, has not changed her orientation in 2018: As before, the E.H.E. EurAka remains committed to international knowledge exchange and the transnational delivery of higher education.

In this her effort, the E.H.E. EurAka has reorganised her Faculties further and has added a new chair to her Faculty of Economics in form of the institutional Chair for Economy and Law. This new academic unit is not only focusing on studies in law, but also furthers paralegal studies in a meaningful combination of economics and law. In the view of the Six Principles, this means a strong focus on compliance, which the E.H.E. EurAka does not only perceive as legal compliance, but also in terms of meeting societal expectations and the ever-growing concerns for the environment.

With regards to her position as former lead-university for Germany's L3 cycle – Lifelong Learning – also elaborated in cooperation with the QS Zurich AG, Certification Institution accredited by the Swiss Accreditation Service SAS, a new development has started, which will introduce the Certificate, Diploma, and Master's in Advanced Studies system in 2019/20. The system a.k.a. CAS, DAS, and MAS, will make higher education more permeable. For those with previous professional qualifications only, the purpose of the new opportunities will allow to migrate to scientific and academic work more easily. The academic development has started in the University's faculty of Technology and Engineering first test-piloting it. If demand is met as analysed, further considerations for the other faculties will follow. This option will make a modest contribution to the Lisbon-strategy of the European Union. This project is undertaken with a number of partners from academia, businesses, and industry to assure its purpose by effectiveness for both sides of demand, candidates and regarding graduates that of employers.

The position of owning an academic framework not being a simplistic part of popular accreditation but subject to internationally and legally recognised standards of certified norms, is a very valuable position of positive differentiation. It extensively integrates sustainable and responsible higher education, which has found an increased level of interpreted understanding this way. It additionally means to secure that beyond the effort to deliver high-quality Swiss studies in affordable and accessible ways, i.e., transnationally, normative quality and protection mechanisms are in place. They have been augmented to two-way symmetrical structure. The one direction is putting pressure on the assurance that the delivery of studies is complying with the regulatory deliveries of each host country. For that, increased control

has been implemented to observe partner institutes of the host countries, which are collaborating with the E.H.E. EurAka more regularly and more rigidly. One example is that the E.H.E. EurAka has been in personal contact with Switzerland's Embassies in various countries for the purpose of making sure that no issues arise or potential fields of difficulties are avoided in anticipating form. For the purpose of assuring validity and reliability of transcripts and degrees, sealing degrees and/or an apostille on transcript and/or degree has been introduced. That is applied practice of responsibility for students' welfare beyond studies. It offers trust in the degree, which the E.H.E. EurAka issues and assures that delivering partner institutes are not facing avoidable problems but also to make sure that the degrees awarded are genuine.

In 2019, further partnerships in a good number of further countries in Africa, Asia, and Europe have been successfully established. There are new partnerships with institutes of good reputation and solid national standing. However, with regards to the prior statement on often fraudulent activities by individuals and what is known as degree mills has equally resulted in helping victims not to lose their complete investment in time and study fees. Despite that a private university depends on study fees, the purpose of honesty and good corporate citizenship, which both govern the E.H.E. EurAka, guided the unanimous decision of the Board of Directors and the Senate of the University that these victims, institutes and students, cannot be left in their misery. There has to be a purpose to act responsibly. Therefore, the E.H.E. EurAka has adopted orphaned students offering them a place to continue their studies. As a responsible charitable act, the E.H.E. EurAka

- has enrolled orphaned students officially,
- waived lost study fees paid in good trust but to rogue providers,
- and has accepted their existing work to the extent good academic standards do allow.

This action, which owns a significant number of mainly African students, secures that these students can continue and have the possibility to graduate as intended, which minimises their loss to mainly time. To be very clear, this is not only a purpose of honesty and global citizenship, it also serves the purpose to protect the values of higher education. Unfortunately, these doubtful experiences of unexpected size and dimension lead to an alarming conclusion:

The media often reports about higher education as big business: While that is not considered as wrong, neither so the relationship of study fees for higher education, the term "big business" obviously attracts activities, which are not only opposing the principle and legitimate relationship between fees and higher education but results in ones, which do not deserve any other label than that of a crime. This SIP report is too short per se to explain all what was discovered on various continents and it cannot go to the needed extent of explanation here

for the reason of not disturbing official investigations taking place at the moment this report is written. Definitely, the need for decisive action of the academic community exists for eliminating as many of the illegal activities and the culprits for the purpose of responsibility *and* future sustainable developments in higher education.

One consequence, which these activities have produced is that the transnational strategy has been reviewed and amended. The new major direction now is to especially seek for partnerships with institutes in host countries, who really can deliver tangible evidence for a proven track record of stable and honest activities. The quality mechanisms for obtaining the E.H.E. EurAka permission to deliver her studies in a host country have consequentially become more challenging. I.e., an evidenced official status in a host country has become a key decision criterion.

With regards to her own purpose, the private University of the E.H.E. EurAka sees herself as and wants to remain in her reach and scope the committed bridge between those having the potential and intellectual capability to qualify themselves academically and those needing such qualifications but do not have the financial background for studying abroad. This does not only help economies and/or public services, it equally supports societal developments in sustainable form in the host countries of delivery.

3 We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Closely following the information, which the E.H.E. EurAka has disseminated in her last year's SIP-report the then announced work has been delivered and also extended into further pathways of specialisation on all levels: Bachelor, Master's, and doctoral studies. The specific module on organisational behaviour and corporate citizenship now is nearly omnipresent but at least integrated into other modules, if for academic reasons not a stand-alone module.

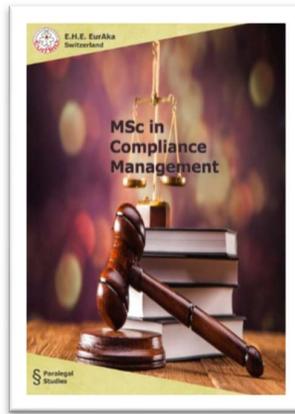
This starts with last year's announcement of the Master in Sustainability and Responsible Business Management. The programme has been completed meanwhile and does not only embed academic/scientific knowledge in its individual modules but also respects practice-orientation for that graduates cannot only apply their knowledge but can transfer it to the corporate world and public services beneficially.

To recall:

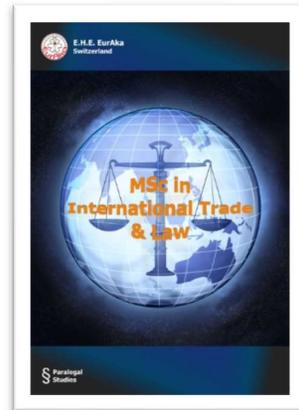
- This Master's (consciously not an MBA) programme of studies is exclusively focused on the respective aspects stated in this programme's name.
- It addresses those, who intend to work as those functional managers owning the responsibility for organisational activities referring on or impacting on the environment.
- All modules were most carefully designed with the respective and specific view on the relevant principles of the PRiME Framework.



The next pathway of specialisation on which the previous SIP-report inform about was the MSc in Compliance Management. The programme is part of the aforesaid new Chair for Economy and Law of the Faculty of Economics. To strengthen both development and delivery of this particular programme, the E.H.E. EurAka appointed Ms Katharina Oestreicher (Master of International Studies, LLB) as Junior Professor ass. in Compliance Management. Prof Katharina Oestreicher has further passed the TÜV Germany Certification as Certified Compliance Manager with excellence. Prof Oestreicher combines both academia and practice, too, because she is working in compliance management for a global corporation. Such combination of expertise makes this particular appointment a guarantee for deep expertise and extensive knowledge in a subject area, which is not only understood as legal compliance, but emphasises societal compliance on the same level.

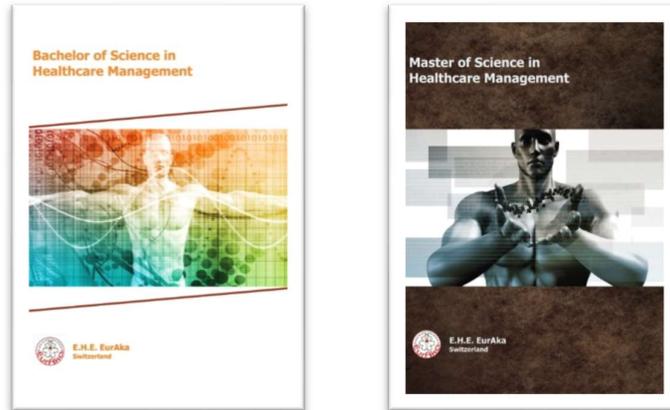


The third key development in this direction is the MSc in International Trade and Law, which is under the aforementioned chairs directive as well. It presently forms the second paralegal programme of studies. Globalisation is not just about opportunities, it is about trade opportunities in the symmetric understanding of equality. Whether exporting or importing, whether first world, developing or underdeveloped country – symmetric means equal rights, equal acceptance of legal frameworks, and respect for each society involved. For responsible management and sustainable relationships between interacting parties but also inter countries and societies the E.H.E. EurAka understands to educate students in this understanding as high-level obligation. Therefore, the cross-disciplinary content of a balanced selection of modules in economics and trade laws educates to develop sustainable relationships and trading partnerships based on responsible interaction of those parties involved.



The three chosen examples highlight one additional aspect of future-oriented value generation, which the E.H.E. EurAka wants to shed light on: cross-disciplinary knowledge. Today, good academic programmes share the delivery of cross-functional understanding allowing graduates to interact with other organisational departments more effectively. It is the belief that this is an essential contribution but not always sufficient. E.g., how often efforts fail, because the internal view works quite well, but lacks the essential understanding of given external circumstances. Complying with domestic laws, trade standards, and regulations is good, equally complying with those of another country can be a very different and complicated animal. Therefore, the new range of paralegal studies advantageously combining economy and law, and therefore the new chair created in 2018. But that is just one example.

A further synergistical combination can be found in the collaboration of the two E.H.E. EurAka Faculties of Economics and Medical Studies. To reiterate the dire need for healthcare specialists is not necessary. It is common knowledge and concerns many countries equally. But still the impression gained is that still not enough is done here. Societal demographic change and further challenges are pressing social and healthcare services internationally. For the reason of management in the programme, it could have been typical that the Faculty of Economics develops her programmes of studies in healthcare management alone. Instead it has joined forces with the Faculty for Medical Studies for its high value expertise and then created the new BSc in Healthcare Management and the MSc in Healthcare Management at the same time:



For the famous extra mile, the concept was then extended and an academic upgrade to doctoral level contributed the new programme of the

- Doctor of Healthcare Administration – DHA

The DHA belongs to the strand of professional doctorates and is for healthcare what the DBA is for business and management. Instead of what the latter emphasises, the DHA's focus and requirement for the award of this degree solely concentrates on the research of healthcare contexts:

- Organisations – public and private
- Issues of the sector
- Practices and their improvement
- And further relevant topics closely connected

It is further emphasised that not regarding a particular pathway of specialisation, especially all Bachelor dissertations and equally Master's theses explicitly embed responsibility and sustainability as expected part of the academic work on any topic. The respective curricula and the Undergraduate and Postgraduate Student Handbooks inform and remind students accordingly.

The E.H.E. EurAka has furthermore extended her academic offer with PRiME-related areas in new programmes, such as airport management, automotive management, etc. That is considered as a university's regular development, which does not need specific emphasis or particular discussion. Except one final aspect in form of the Master of Applied Sciences (MASc):



This specific programme intends to add value, because it addresses the many professionals, who are interested in further improving their qualifications and professional standing but struggle with demanding employment. The programme has four versatile taught modules only. Versatile has to be understood in terms of their use for a whole variety of subject areas. What follows then, is the extended Master's thesis, which is not only much longer, but has significantly more depth. Teaching and learning takes advantageously place through the equally extended 1:1 tuitions. I.e., the real pathway of specialisation is defined through the Master's thesis. That does not come without risks. Such programme structure may lead to the belief that is an easy way to get a Master's degree for achieving the next step of professional promotion. Such impression is certainly the wrong approach and impression. The programme is not less demanding, it may be even more due to the fact that despite intensified 1:1 tuition during the thesis much depends on independent work and research on postgraduate level. On the other hand, that exactly is, where the value is gained:

- More data-informed preparation for future-oriented decisions
- More skills in working independently
- Extended knowledge in form of guided but eventually own discoveries

Counting all these developments, which the E.H.E. EurAka considers as worthy to be stated together, she believes that value creation is evidenced. That in addition, because sustainability and responsibility are requested on both side, in teaching but also in learning. The cycle presented here demonstrates, how closely related many of the developments are. That means

- An integrated development in the effort of improving effectiveness and impact;

- Cross-disciplinary value, which does not only mean students having opportunities to study for a cross-disciplinary degree but equally cross-disciplinary collaboration among the private University's faculties;
- And, with some regards to the EU's Lisbon Strategy – supports society to gain progress for better development and hence progress.

This statement is made in the full awareness that a consciously small higher education institution can only contribute to limited extent. That means to evaluate her steps carefully and to find ways to be sustainable in her own development. The more this is done effectively, the more the E.H.E. EurAka graduates will be enabled to contribute to (their) society and the better global understanding, which the globalised economy means when correctly understood, and which especially transnational studies can support.

In our understanding of this chapter of the report, the E.H.E. EurAka has also further increased the optional opportunity for students to gain their individual ISO 17024 Certification as additional certificate, when graduating. This means an extra cross-disciplinary opportunity of value advantageously combing academic education with professional expertise. Students gain the opportunity to compare, interpret, and apply their knowledge gained in their course's modules to/with practice; graduates become more attractive regarding employability impact with their two certificates.

In form of a brief self-assessment it is stated that all promises made in the same chapter of last year's SIP Report could be delivered. As external opinions from both academia and practice have evidenced, the result is not only satisfying but effective, too. Considering the present world situation of nationalism instead of collaboration and the many crises these E.H.E. EurAka efforts remain a tiny contribution. However, even the smallest contribution may not be in vain and is much better than none. Furthermore, these efforts are no final point, they are a starting point for the next developments, which are already identified and prepared. They will become part of the following next SIP report.

4 Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Firstly, and that since quite some time, the E.H.E. EurAka has investigated what is commonly known as accreditation. There are many accrediting bodies and full awareness exists about their popularity and the wish to show the logo. But is it about marketing or effectiveness in quality? The precise and clear view on the given situation suggests that most of these have one decisive problem zone: The accreditation provided lacks official approval, which starts on national level, but gets really difficult on international grounds. The identified issue at its core is that many accreditation certificates offered are not compliant with internationally and officially recognised norms.

At first glance, this view may be perceived as subjective. In a deeper view, it is supported by supreme court ruling. The German Constitutional Supreme Court has ruled that "[regarding the] accreditation of study programs the whole system ... lacks the legal basis." The verdict is scathing, especially as it clearly concludes that such accreditations are unconstitutional – for a whole variety of reasons (Ruling, 17 February 2016 - 1 BvL 8/10). That has resulted in deep reflections on how to remedy such situation and to improve it in ways, form, and structure that a different approach of legally compliant form and structure exists.

Reflections, which have driven the E.H.E. EurAka since a long time, always were to develop a different approach, which is legally compliant and offers a reliable and truly valid alternative by an educational framework of quality processes and effectiveness for learning and scientific work. A certified accreditation, which is consequentially based on aforementioned legal norms. The suggested answer is the new "Holistic Quality Management System in Education and Science" (HQMS). In close collaboration with two official Certification Bodies,

- Switzerland's QS Zürich AG, Certification Institution accredited by the official authority SAS, Switzerland

and

- DeuZert GmbH, Germany, Certification in Education and Economy, Certification Institution accredited by the official authority DAkkS (D-ZM-16070-01-02) and Founding Member IFCES for Services of the international organisation for ISO 29990:2010 (Education)

the elaboration, which is also part of doctoral research at the E.H.E. EurAka, results in a new comprehensive framework for holistic quality management.

For not only limiting the effort to a just three active members but to enhance objectivity and neutrality of the process, further participants from academia and quality management joined the development:

- iPAT Institute of the public German Friedrich Alexander University Nuremberg-Erlangen
- University of Sopron (Soproni Egyetem), Faculty of Economics, part of the Academy of Science of Hungary
- DBIC International GmbH:
U. B. TÜD-TÜV Cooperation,
U. B. ICP International Consulting Partner

The founding group has not constituted – a decisive difference to others – a commercially-oriented accreditation body, but instead a group open to further contributing members in form of a conference of equals: The Accreditation-Certification-Conference (ACC) for the Holistic Quality Management System (HQMS) in Science and Education.

The name directly leads to a second essential differentiation of impact for legal compliance: accreditation *and* certification are possible at the same time. This means that the ACC embeds those official norms and standards, like ISO, which are globally valid. It is the combination of officially appointed Certification Bodies and Academic Institutions, both public and private, which makes this possible. This equally addresses, what the German Supreme Court has seriously criticised, biased decisions of (many) accreditations. As non-profit organisation, the ACC has no interest in profitability.

The effort is made to provide a quality management system, which is

- Based on academic/scientific subject interest and not profit;
- Holistic in the interest of all stakeholders;
- Compliant with national and international laws by strict inclusion of officially acknowledged norms and standards;
- Considers academia and practice by accreditation and certification;

What is essential with regards to this report is that the founding members have been advised about the Six Principles of the PRiME Framework and it was requested that if the term 'holistic' can find justification, the Six Principles need to be respected in particular. It is therefore essential that sustainability and responsibility are individually addressed and assessed in accreditation and/or certification processes.

It can be reported that completion of the guiding outline of the HQMS is in reach and the final version is expected to be ready and presented not too far into the year 2019. It can further be reported that additional parties of influence have expressed their intention to either join the ACC as a member or to adopt an observer status, which also is on offer. The Swiss accreditation body of the AAQ has confirmed its preparedness to testify the finished standards. This progress is considered not only as progress but as well a recognition for the need of such development and preparedness to accept such new standard.

As final self-assessment, despite that this year's report on progress in this chapter may read short, the belief is that it demonstrates essential commitment, engagement, and progress. The private E.H.E. EurAka University has committed essential resources to make this project happen and successful. The University will continue to do so and counts among the first institutions to undertake the complete ACC process of accreditation and certification. That these new ACC standards will support and improve the effectiveness of teaching and learning is not only the objective but equally the belief.

5 Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Last year the statement was that “[i]n this field of research, the EurAka University has already a rather solid standing. One, which is cross-disciplinary and continuously developed further. It is not only about the University’s Faculty of Economics, but as well the sister faculty of engineering.”

This year, the E.H.E. EurAka is proud to inform that her efforts were officially rewarded and found official recognition in the Research Seal “Innovative through Research”:



The prestigious seal was awarded to the E.H.E. EurAka’s research group in October 2018 for outstanding research. The awarding body is the German Stifterverband, commissioned by the German Federal Ministry of Education and Research.

With regards to sustainability, environmental protection, and economic value, the research of the E.H.E. EurAka on renewable energies has always been a key focus of the research-intensive private University. The present debate on next generation motors for the automotive industry is just one aspect to which the E.H.E. EurAka has already made significant contributions in hydrogen technology. The focus on reducing emissions, producing environmental-friendly energy, and using less energy creates significant economic, but as well social values in the long-term. In this vein three key aspects can be reported:

1. The long-term research alliance of the E.H.E. EurAka with the iPAT Institute of the public German Friedrich-Alexander University Nuremberg-Erlangen has been renewed.

2. The Government of a southeast Asian country has approached the E.H.E. EurAka for exploring a wide-ranging technology and knowledge transfer.
3. The E.H.E. EurAka has accepted the invitation to join a new international research group on neutrinos, whose objective is the next industrial level, i.e. Industry 5.0.

All three list points demonstrate that the research undertaken and its output is of highest quality. It attracts first-tier partners, funding, and requests, which allow a cycle of ongoing activities. They are reported as being in the centre of demand concerning both economy and society. This offers stability and also opportunities to contribute to progress. Sustainability can be added, too, because research on new and green energy has resulted in and leads to improvements, which the omnipresent actual challenges require. The E.H.E. EurAka is therefore convinced to have met all three key constituents making the chapter of this report. For the coming year, the effort will continue equally as the present projects are long-term and their funding is secured.

To this can be added that a good number of new research students has enrolled with the E.H.E. EurAka in 2018. They are substantially increasing the input and output of the doctoral school and contribute to ongoing research. In this group of new research students, the transnational idea and the University's global openness is very evident. The strongest growth was made among African candidates, followed by Europe, but also Asian candidates have enrolled. Most proudly, the first Latin American research students can be stated, who are most remarkably professors with public universities in their country of origin.

In a self-assessing statement, clear progress was made, which allows international, nearly global interaction. This leads to new, because extended dynamics of knowledge exchange, possible technology transfer, and demonstrates a sustainable development. The symbol of progress and success in 2018 is the award of the research seal "Innovative through Research", whose official status underpins the contribution of impact, which the E.H.E. EurAka has made.

6 Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

The previous chapters have already addressed a number of existing partnerships, which were either renewed, extended, or added. It is not the intention to repeat these in detail here, because most of what is essential can be read in the report's other chapters.

For the criterion of social partnerships, which, of course, cannot be seen isolated from the others, the Accreditation-Certification-Conference ACC forms a partnership, whose objective is the further improvement of educational and scientific work, which is a social task. The constituting members of the ACC have already been introduced. Referring anew to the ACC is made for the reason that there is a beneficial cooperation of academic organisations and certification bodies. The latter are engaged in services for both the economy and education. The academic partners may be seen the other way around, serving society and economy. That each process of accreditation and/or certification has to be responsible does not need further discussion. Once more, the organisational structure of being a conference and not a type of company is emphasised. Furthermore, there is the international part involved: the conference presently has members from three different countries, in alphabetical order these are Germany, Hungary, and Switzerland. However, the ACC is open to other members, too, and they can have any national background. In the light of the sentence of the German Supreme Constitutional Court, the Conference has accepted the challenge to deliver unbiased processes for all applicants and these based on the required internationally acknowledged norms for that the critique of not being based on legal standards finds an answer for this particular point.

Another highlight of the year 2018 has been the new partnership with the important Bundesverband der Mittelständischen Wirtschaft (BVMW), Germany. In Chapter 2, the Master's in Advanced Studies system of the Certificate (CAS), Diploma (DAS), and the Master of Advanced Studies (MAS) was discussed. This is one centre of the partnership, because it allows further and extended opportunities to qualify staff for which a full academic study may not yet be in the reach or those lacking the formal entry requirements as prerequisite to be admitted to academic studies. I.e., this particular structure of programmes introduces to and prepares for academic studies and it contributes substantial support for those not yet being in a position to qualify themselves academically. The E.H.E. EurAka partnership with the BVMW and its members (having four-digit size) are a factor of value contribution: economically for employing

organisations and societally by improving career chances of the beneficiaries of these studies. The overused buzz word of a win-win situation is not distant. A side effect, but one of great effectiveness is that this partnership has opened the doors for the E.H.E. EurAka to state-of-the-art infrastructure and a top-quality campus in Germany. It is also used by other academic institutions offering opportunities for further collaboration. Other plans are already agreed on with the BVMW. They will be addressed in the following SIP Reports.

A further highlight of partnership is that with the German Certification Body of the DeuZert. This collaboration goes beyond the Accreditation-Certification-Conference. The CEO of DeuZert has been sent to the E.H.E. EurAka for his doctoral studies. This way there is not only essential input for the E.H.E. EurAka in form of her interest in the particular field the DeuZert covers, it also is input for the DeuZert. The doctoral research allows DeuZert, especially as founding member of the IFCES, to gain further insights into the academic world. This may be a contribution for further improvements regarding certification processes or may lead to some refinement of existing ones.

In her strategic objective of transnational studies, the E.H.E. EurAka has successfully established a good number of new partnerships in Africa, Asia, and Europe. Established institutes with national approval to deliver academic studies are presently preparing to start the delivery of various E.H.E. EurAka programmes of studies. As national delivery under the strict quality management of the E.H.E. EurAka for equivalence of issued degrees improves affordability and accessibility, it is a contributing factor within such delivery. This meets this chapter's criteria in various forms. Firstly, these partner institutes are mainly private. In this way, mutually beneficial interaction with business owners takes place. Through their choice of adopted programmes, the E.H.E. EurAka learns about particular needs in a variety of countries on different continents. These studies offer sources of incomes to carefully selected national lecturers and administrative staff as an economic, but equally societal effect. Students and often enough their relatives can profit, too, due to the improvement of job opportunities of the resulting graduates. While always some will seek international employment, the risk for societies in these countries that too many graduates do so and are lost for their country of origin is reduced. I.e., more of these are expected to remain in their countries of origin and support their national developments through their qualifications.

That there always are risks involved, which even the best quality assurance cannot fully eliminate has to be and is understood. However, the E.H.E. EurAka has an experienced team and also regional experts in place. This meets the internal factor of responsibility, to minimise risks to the best possible extent. Regarding responsibility further, the E.H.E. EurAka strongly emphasises that these partner institutes officially cooperate with their national regulator for that legal compliance exists and graduates can fully benefit from their E.H.E. EurAka degree.

This often includes direct interaction with the national regulating authorities. This also is an important learning experience for the E.H.E. EurAka herself, when it comes to meet the various regulatory requirements or to explain the systemic differences in these.

All those new partnerships have equal importance for the E.H.E. EurAka. Therefore, it is not the intention to report in more detail about these, except two.

For the first time, the E.H.E. EurAka could conclude partnerships in the Middle East. The preparations to achieve this strategic goal requested some good effort, but despite all difficulties, they resulted in a positive outcome. Unfortunately, this also returns to the prior concerns regarding illegal activities. Here, the international academic community is challenged again. Responsibility and sustainability are not only a question of educating students this way, it is also understood as prevention of damage to others. With regards to the various times attention was drawn to fraudulent activities in this report, the Middle East reported about serious implications and affectations by these. The result is that national governments are understandably more suspicious now and their control mechanisms become even more rigid. The result is that especially private higher educations are finding it more difficult then, to find the necessary national approval, because they are not part of the generally trusted public system of a foreign country. That irregularities can be found from time to time at public institutions, too, is not of importance. The imbalance of trust between private and public higher education institutions cannot be ignored and neither the one, nor the other benefits, if the challenging responsibility and necessary interaction does not take place to protect stakeholders against fraud. Furthermore, interaction with business leaders also requires to reassure them about the genuineness and value of an academic degree.

While offering transnational higher education is one direction, which offers students in the other direction, the new partnership with a well-established college in Athens offers much more. There is the typical interaction, which this report's chapters addresses, but there also are two additions.

1. Additional Input in Specific Fields of Knowledge:

This college contributes expertise to two faculties of the E.H.E. EurAka. Firstly, to the new Chair of Economy and Law of the Faculty of Economics. The college offers advanced knowledge in law studies, which also are of interest to the E.H.E. EurAka's present developments in this subject area. Secondly, the Greek institute covers psychology, which the Faculty of Medical Studies had not offered before. In form of knowledge transfer both these fields of knowledge have been successfully integrated.

2. Extension of Opportunities with Businesses and Industries

The second key aspect is that the Greek college owns its own hotel for their education in hospitality management. This means an ideal and central place for offering seminars, which have been requested for managers. For this reason, the E.H.E. EurAka starts a series of management seminars offering further opportunities on interact with business owners and their managers, and to connect with international businesses and industries. The initial interest was surprisingly high. Especially managers from the Middle East have expressed strong interest in these seminars. For this reason, a variety of seminars is in planning for the year 2019. Nearly a side effect, but not less important is that the development of management seminars allowed to team with Prof Dr André de Waal and this way indirectly for now with the Dutch High Performance Centre. This is a further collaborative effect for future development.

This way the symmetric two-way exchange, transfer of knowledge and extension of opportunities in the year 2018 finds excellent progress, which supports all stakeholders considerably.

The self-assessment allows to state that in this year, the strategic transnational planning was successful. More partnerships, extended opportunities in academic terms but also beyond allow to draw a positive balance. Setbacks naturally occurred as well, but these are taken as learning experience and advice for further improvement.

7 Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

With the Accreditation-Certification Conference the E.H.E. EurAka is in ongoing dialogue to deliver information and further inputs to the achievement of the intended new quality standards for both accreditation and certification in education and science. Referring to the aforementioned learning of the University on the various regulatory standards in the different countries of her activities, she contributes her knowledge gained for that it can find respective consideration and implementation in the process.

The E.H.E. EurAka has secured this way that responsible education and sustainability have an own chapter, which applicants for ACC certification and accreditation must deliver to be successful in the process. While the PRiME Framework has its focus on (mainly) business education, the E.H.E. EurAka dialogue wants to make sure that this is extended to and applicable for further fields of knowledge and subject areas as well. Holistic must mean holistic here, too.

The E.H.E. EurAka has been in regular dialogue with her own regulating body of the Canton Basel-Landschaft, the Swiss Federal Ministry of Education (SERI), Swiss Embassies, and the AAQ, Switzerland, for a variety of educational reasons but especially, to assure legal and regulatory compliance in her effort of the delivery of transnational studies in new host countries. This is an essential expression of responsibility addressing all stakeholders involved. It must be clear that beneficiaries of these studies, wherever they are, can benefit from the degree they are studying for and are awarded with owns the value they rightfully expect.

In this same vein, the E.H.E. EurAka has been in multiple contact with a major African higher education provider, who was confronted with illegal activities by an associated free-lance collaborator having illegally enrolled students, received study fees, but abandoned students. As her contribution to mitigate effects, especially for affected students, together with the African institution the E.H.E. EurAka has adopted these students and offered them a secure place to complete their studies. In addition, the E.H.E. EurAka has helped and still does so to support an eastern European university being seriously affected and threatened in her existence by equal illegal activities. The E.H.E. EurAka is in permanent dialogue with this institution offers advice as active part within her academic partnership with the university and supports her in her legal battle regarding the issuance of fake degrees based on fraudulent

organisation of studies in various foreign countries for which the acting party/ies have illegally received significant amounts of money. This equally includes the dialogue with the respective ministry of that country and further regulating authorities on international level. Extent and seriousness of these experiences made in 2018 are the key reason, why this matter is frequently emphasised in this report. The process concerning all affected and involved stakeholders will certainly continue in 2019 and maybe even beyond that year. The E.H.E. EurAka perceives this as her responsible activity to fight the irresponsible activities of third parties causing the issue.

On the positive side, especially the dialogue with the Bundesverband der Mittelständischen Wirtschaft allows to tailor new studies and make existing ones more relevant to industry and businesses. Employability impact is at the core of activities in her understanding of the E.H.E. EurAka as an interface for that both graduates and employers can successfully meet. Therefore, the dialogue is considered as important to not only find new fields of interest of studies but to learn, how existing courses can become even more relevant and which advice can be given to lecturers for that they can cover what is needed. This certainly concerns more the side of studies in the wider national context, but as European higher education is so attractive in foreign countries, it also has influence for the University's transnational side. Furthermore, this dialogue with a huge organisation of essential influence in Germany and beyond allows to emphasise responsible and sustainable management. The process here is just starting as the relationship is new and the University is not big and strong enough to shape an agenda here. The slogan of "every little helps" and is more than nothing serves as guideline. Nevertheless, as all curricula, which the E.H.E. EurAka delivers and develops, emphasise sustainability, responsibility, ethics and moral, they are forming an indispensable part in all direct and related activities of this partnership. The highly export-oriented German economy of which members of the BVMW are part of allows the hope that this supports the effort's global reach and scope.

Most certainly a promising development is the dialogue with the southeast Asian government stated before and which is in preparation. To be invited to discuss a knowledge transfer and to cooperate with academics of that country is a quantum leap for a small and private university. Whether the present dialogue will lead to the intended cooperation and to which extent will not be clarified in 2018. However, just the invitation itself is considered as success. Clearly, the opportunities to present and discuss the area of sustainability and responsibility are here a key point due to the interest in the research output in environmental-friendly energies and their technology of the E.H.E. EurAka and her research partners. Before the first round of talks being planned for early 2019, it is not yet possible to define extent and opportunities to shape the agenda regarding these topics. But it is an opportunity and it is on global scale having an agenda, which offers very good ground for relevant emphasis.

The E.H.E. EurAka is in ongoing dialogue with other higher education institutes and institutions of the public and the private sector. These are mainly located in Europe and Africa but extend continuously to Asia as well. To this adds the future-oriented planning of aforementioned management seminars. They add business leaders and managers to the dialogue. These seminars are a further promising platform for addressing sustainability and responsible management in concentrated form.

In a self-assessment, the impression gained during the year 2018 is that more could have been done here. However, as the stated examples make obvious relevant and forward-leading dialogue took either place or was prepared. There could be said more of essential impact but the present status of a very promising dialogue having started and is expected to be completed by spring 2019 cannot be disclosed yet. Resources have remained stressed during the year and the internal impression is that dialogue took place to the possible extent given circumstances have allowed.

8 Self-Assessment

The second year of the E.H.E. Europa Hochschule EurAka CH as signatory and now advanced member had been filled with expansion and extension in various directions. On the other hand, consolidation and implementation of successful activities in the year was of further importance.

As the whole report demonstrates, the private Swiss University has prioritised quality again. Better selected and fewer activities than going for what is called actionism. The major objectives set out at the beginning of 2018 were either delivered or are part of work in progress.

It is the belief that this year's report demonstrates that the Six Principles of the PRIME Framework have been respected to the expected extent and are a permanent focus point of and within the manifold activities of the E.H.E. EurAka. Progress was made in implementation and awareness, which includes external and internal stakeholders equally.

9 Conclusion

This report is based on the second year of being a Signatory and the first year of being an Advanced Member of the PRiME Framework of the United Nations Global Compact.

The next report will be submitted in January 2020.

