E.H.E.
EUROPA HOCHSCHULE
EURAKA CH

PRiME Report 2019|20
‘Sharing Information on Progress’
Contents

1 Preamble .................................................................................................................. 3
2 Purpose .................................................................................................................... 5
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 .............................................................. 9
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 .................................................................................................................. 17
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 ............................................................................. 19
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 .................................................................................................... 24
9 Conclusion ............................................................................................................. 25
1 Preamble

The year 2019 has provided results, which allows to state that preparations and work in the two years before, have been successful to wider extent. The progress the E.H.E. Europa Hochschule EurAka CH could make in the fields of the Six Principles met those objectives, which had been intended. Naturally there have been opportunities for better outcomes, too. However, with regards to the two prior SIP reports the private University is satisfied with the present development, which allows to now prepare further planning for the next three years.

Especially the strategy of transnational studies as own essential objective has found increasing impact and levelled up to further countries. Meanwhile it comprises more and more rather established institutions. In research, projects on renewable and new energies are continuing. In her own form of sustainable development, the E.H.E. EurAka is now approaching the final phase of institutional accreditation to meet the new requirements of the Swiss higher education law of the HFKG, which will apply in 2023. This important step is directly supported by a founding member of the IFCES (ISO 29990 and following standards) for assuring best practice and quality.

The previously reported investigation and its support by the E.H.E. EurAka regarding the discoveries of fraudulent activities by degree mills run by alleged fraudsters continued and resulted in additional contributions to public surveillance authorities in different countries. The investigation is still ongoing. Sadly, it shows a far too slow reaction time by those responsible surveillance authorities. Foreign students are assumed to still suffer without knowing.

This report will inform about the activities of the E.H.E. EurAka in the year 2019 with some preview about planned actions for the year 2020.

Prof Dr Dr habil Klaus Oestreicher
Vice President International
On behalf of the E.H.E. Europa Hochschule EurAka CH I am confirming that the E.H.E. EurAka will continue her work with reference to the PRiME Framework and continue her efforts to develop the Six Principles to the best of her abilities further.

Prof Dr h.c. Paul Diener
President
2 Purpose

Unchanged, the E.H.E. Europa Hochschule EurAka CH continues to follow her strategic orientation. The driving commitment is international knowledge exchange and the transnational delivery of higher education as one embedded means.

In a more national development, the year 2019 brought an extension within the University and her commitment. The E.H.E. EurAka is a private University in Switzerland, i.e. she operates as non-contributory University without public funding. Since many years, the E.H.E. EurAka equally has strong research interests and runs competence centres in neighbouring Germany. Research constitutes the second pillar of the E.H.E. EurAka’s raison d’être. Research, which frequently takes place in collaboration with the industry and public and private universities. It has attracted significant research funds and produced research output of global impact. So far these combined activities had been mainly concentrated around the academic core. Intensifying now is the emphasis on what is known as (Higher) Vocational Education and Training (VET). Last year’s SIP Report already introduced to structural qualification in VET, which found further refinement and equally first successful tests with students.

As the last SIP Report explained in more detail, the E.H.E. EurAka has developed her own system of the Certificate (CAS), Diploma (DAS), and Master of Advanced Studies (MAS). It is a similar and comparable system of Higher VET to those, which other universities, including those in Switzerland, have developed. For this purpose, the E.H.E. EurAka has restructured her sister unit, the German E.A.E. European Academy EurAka (E.A.E. EurAka) in 2019, to offer a focused and experienced platform in and for VET. In Germany, the E.A.E. EurAka is an officially registered and approved VET organisation making her the ideal centre for the new alternative system, which the President of the E.H.E. EurAka, Prof Dr Diener, has personally developed. With regards to the purpose of the E.H.E. EurAka as Swiss higher education institution, she now has a synergising active companion in the E.A.E. EurAka in Germany. This extends Purpose from higher education to higher vocational education and training offering synergies and new qualification opportunities in form of systematically introducing professionals to academic work. The concept is focusing on the provision of a meaningful contribution to the Lisbon and Copenhagen strategies of the European Union.

More about these developments will be presented in the further proceedings of this report, and in later reports of the following years, when additional data will have been gathered regarding effectiveness and outcomes of the integrating and including holistic system, which
allows skilled candidates to gradually progress from a general professional education to the highest academic degree in conformity with applicable higher education regulations.

The last SIP report offered insights into the successful efforts for achieving a solid and compliant accreditation and certification system. The Accreditation-Certification-Conference (ACC) for Holistic Quality Management System (HQMS) in Science and Education has both accredited and certified the E.H.E. EurAka. The ACC is constituted by official national bodies, the QS Zurich AG, Switzerland, the DeuZert GmbH, Germany, and as new member in 2019, the British Standards Institute (UK). On the academic side, these constituting key members are complemented by the public Hungarian University of Sopron and the IPAT Institute of the Friedrich-Alexander-University Nuremberg-Erlangen Germany. This international accredited and certified state and status both underpin the purpose of being a quality-oriented tertiary higher education institution. Purpose is to offer all students, wherever they are or study a learning environment which is driven by highest quality standards.

In this same vein, it is equally important that the E.H.E. EurAka is compliant with the higher education and further influencing laws of her home country Switzerland. As the Higher Education Act (HFKG) will change end of the year 2022, the E.H.E. EurAka has already made significant progress to meet the new required standards for the strand of the country’s non-contributory universities. The E.H.E. EurAka preparations are ahead of the necessary time-planning and are expected to be finished one year before being officially requested. This effort is made to assure that the University’s purpose can be further delivered. To lead this process and to focus on its effectiveness, the E.H.E. EurAka has appointed a globally acknowledged expert, who is a founding member of the IFCES (ISO 29900 and following standards).

In 2019, further partnerships in a good number of further countries in Africa, Asia, and Europe have been successfully established. These comprise academic partnerships with public and private tertiary institutions. Their purpose meets the intention of knowledge exchange, offering students international experiences, and as third aspect to contribute to economic and societal developments of mutual benefits.

In the previous SIP Report, reference was made to three developments in progress. These are contrasted in the table below regarding achievements.

<table>
<thead>
<tr>
<th>SIP Report 2018/19</th>
<th>Achieved in 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment of students by Acknowledgement of Prior Learning (APL), who had become victims of fraudulent activities</td>
<td>A first significant cohort has graduated in September 2019; for a second cohort graduation preparations have started for the graduation ceremony in early 2020</td>
</tr>
</tbody>
</table>
Waiving lost study fees paid in good trust but to rogue providers

Those students, who could be identified have been successfully enrolled and are presently continuing their studies as they had intended in the first instance. These have not suffered financial disadvantages.

Has accepted their existing work to the extent good academic standards do allow

Review processes have been completed and improvements recommended. A first, doctoral, student, has submit her thesis in the first days of January 2020 for assessment and Viva.

This way, the E.H.E. EurAka considers her commitment as met and the successful implementation of her intentions as delivered.

What the E.H.E. EurAka seriously regrets and therefore wants to highlight is the slow progress of surveillance authorities. In last year’s report the activities of alleged fraudulent parties have been highlighted. Despite that multiple evidence has been submitted (not only by the E.H.E. EurAka), surveillance authorities are very slow to react. Despite that there is investigation in preparation, it is not known that it has started yet. This simply means that actors involved could adapt their strategies and continue, which often needed the simple closure of one degree mill and the opening of another. That means that an alarming level of alleged damage remains unchanged, one, which could not be more distant from moral and ethics.

In general, the E.H.E. EurAka plans to continue her activities in 2020 in the same way as in the years before. One sector of particular attention will be the creation of additional synergies between the E.H.E. EurAka and her sister unit in VET, the E.A.E. Euraka. The objective is to offer ways to higher education,

- which are allowing candidates to enter the path to higher education, whose previous qualifications made it at least difficult to do so;
- to offer organisations employable staff having the right qualifications, which they need and equally provide skills and capabilities contributing to the concept of the value-orientation of the economy.

Which is expected to be in the interest of society as well.
That quality of graduates and holders of certificates is not compromised and that these are thoroughly introduced to moral and ethics is a permanent effort, which is closely monitored and evaluated.
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.

In consistent form to the years before, the E.H.E. EurAka has continued to develop her teaching and learning strategy. Meanwhile, the two key constituents of educating students in moral and ethics are considered as permanent companions of any existing but especially new syllabus. This way, there is little new to report.

The latest effort instead is addressing the climate urgency of the planet – the very new development of the Master of Science in New Energies & Entrepreneurship:

This MSc programme covers several of the Six Principles at the same time. One key emphasis is the Principle of this chapter. This becomes possible, too, because the educational objective of this programme is part of the research for which the E.H.E. EurAka’s Research Centre of the DBIC International has gained an international reputation due to her acknowledged long-term output. A next Principle is part of international collaboration, because this project is intended to become a double-degree award with Malaysia’s most entrepreneurial university, the Universiti Malaysia Kelantan. More details and explanation will follow in this report in the following chapters.
Driving factor is to generate future value-generation, which has sustainability in mind. With regards to the burning challenges climate change causes, the demand for new, carbon-dioxide free energies are a most pressing issue. However, that is not only a question of technology. It will mean radical change for incumbent industries. This radical change needs both entrepreneurial as intrapreneurial preparedness, knowledge and skills. The two sides of this issue combined makes this new Master’s programme.

As part of this chapter, the E.H.E. EurAka emphasis the concept of value-orientation and in particular that of Employability Impact with unchanged attention. Therefore, two key achievements took place during the year 2019: The E.H.E. EurAka became a Member of the

- Chamber of Commerce Baselland offering direct access to businesses and industries of the Basel-area in Switzerland
- Swiss-Malaysian-Business-Association, SMBA, in Kuala Lumpur

This development is not only about future-oriented value creation, it also is about the intention to strengthen the University’s connection with what is also known as the real world: To bridge the gap between academia and the industry. To make this even more effective, the E.H.E. EurAka took advantage of the preparedness of the Chamber of Commerce Baselland to establish her Swiss physical presence in the Chamber’s headquarter of the Haus der Wirtschaft.

The new Competence Centre for Research and Teaching will start its activities in the early months of the year 2020. In addition to delivering academic programmes, the new E.H.E. competence centre will also be used for the purpose of VET in close collaboration with her German sister institute, the E.A.E. EurAka. Beyond this, the coordination of the University’s numerous research activities will be coordinated here and dialogue with the industry intends to provide input of value to be actual regarding industrial trends and demand for knowledgeable graduates.

What would this Principle mean, if there is no attention to what the E.H.E. EurAka’s partners in transnational studies tell her? One of the frequently mentioned requests was a pathway of specialisation in Education on master’s and doctoral level. Admittedly, this request stressed the University’s existing competence to some good extent. However, the extra effort makes sense and the call was answered with two programmes, the

- Master of Education (MEd)
  and
- Doctor of Education (DEd)

The influencing idea is that through these two programmes, there is an opportunity to develop leverage, which can influence future generations in the education sector positively. Clearly stated, the objective was not to design programmes being part of the typically regulated teacher profession. That is consequently part of the public education sector. The idea is to add to the teaching profession those extra skills, which are providing more value to both educational institutions and their students: leadership and international orientation for the globalised environment. It is about the good and sustainable management of educational institutes and institutions and the global orientation within these. Teaching and learning today is more than just delivering knowledge to students. It is about inspiration, international orientation, and the opportunity to engage in blended learning.

The review on these multiple efforts, which can be differentiated into mainstream and the exceptional, makes the E.H.E. EurAka confident that she contributes value herself. Value, which is in the interest of future generations with regards to society and national and international economies. Sustainable energy and responsible behaviour are requested on both sides, the economy and society. This reflection is of importance making the focus on new energies the top priority about which this chapter has reported in short form. It means an integrated development in the effort of improving the environment and by its cross-disciplinary orientation to drive a different and more sustainability-oriented value. It means much more
than students studying for a cross-disciplinary and future-oriented degree. It brings Asia and Europe together, combines a private with a public university, and holds the value of equal and symmetrical two-way knowledge transfer.

That the University's reach and scope are limited is a natural and given boundary. But the proverb of “every little helps” still has its meaning.

This statement does not diminish the other and further efforts but by adopting a resource-based view, time for improvements is short, as natural disasters demonstrates. Mainstream activities can and will be improved, but the emphasis is seen in prioritising societies’ and economies’ main needs.

In form of a brief self-assessment it is stated that those developments initiated in the first SIP Report are still ongoing as work in progress. Clearly, further improvements are possible and on the agenda. However, the E.H.E. EurAka assesses herself as taking part in her own cycle of lifelong learning for which gradual progress is considered as the stable way forward. In last year’s report developments were addressed as no final but a starting point for next developments. In this year’s report, the statement is that on this journey progress was possible, which must be carried forward.
4 Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

There have been three major developments during the year 2019.

- The Master of Advanced Studies Cycle (VET → Higher VET → Academic Studies)
- The Competence-Centre for Research and Teaching, Liestal, Switzerland
- The E.H.E. EurAka Study Centre on the campus of the public Hungarian University of Sopron (work in progress)

Each of these three activities concentrates on a different subject area and addresses different objectives. However, all of these are seeking to educate leaders, who have the right skills and qualities to lead through effective examples gained during their qualification and/or education. The conceptual idea behind all three is that subject-orientation and knowledge is important, but this must reach beyond management.

As suggested before, particular leadership has been established by successfully combining the work of the private Swiss University E.H.E. EurAka with that of her German subsidiary, the E.A.E. European Academy EurAka, Germany. Combining the E.H.E. EurAka’s activities in academia with those of the E.A.E. EurAka in (higher) vocational education and training (VET) is aligned with both the European Union’s Lisbon and Copenhagen strategies. The result is a systematically upgrading learning framework, the Master of Advanced Studies (MAS). The framework gradually leads to the qualification of candidates with professional backgrounds who are lacking the official entry requirements for academic studies. The framework was developed since 2018 and is fully conform with official European regulations and requirements. The systematic steps are starting with the Certificate of Advance Studies (CAS) to the Diploma of Advanced Studies (DAS) and then on to the Bachelor Degree. Those wanting to achieve more can then continue to the Master of Advanced Studies or any other Master’s degree to which their Bachelor degree entitles.

This framework has been reviewed by various internal and external educators, academics, and further experts to make sure that there are no essential gaps and that it delivers exactly the knowledge, which is needed on each level of the continuously progressing student development. Presently, the E.A.E. EurAka is in discussion with representatives of the European Union for further steps and mutual collaboration.
This way, the CAS, DAS, MAS Framework and potentially upwards of the E.H.E./E.A.E. Euraka bridges advantageously gaps through a cycle of gaining qualifications, which according to the L3 concept are part of the educational framework, which the European Union has intended. I.e., the framework is based on gradual progress, shifting from vocational to academic teaching and learning in which professional or vocational qualifying standards are systematically extended into tertiary education. Strong elements for leadership are embedded and continuously trained during the advancing levels of studies.

The framework consists of four consequential steps:

1. Qualification: Certificate of Advanced Studies (CAS)
   - Vocational Training
   - 7 Modules
   - Workload = 30 ECTS

2. Qualification:
   Diplomas of Advanced Studies (DAS)
   From CAS to Diploma of Advanced Studies (DAS):
   - 2 Semesters
   - equal to first academic education
   - Workload = 90 ECTS

3. Qualification:
   Bachelor Degree
   - DAS-Certificate and optional APL
   - Further qualifying studies based on a student’s individual knowledge
   - Bachelor-Degree = 180 ECTS

4. Qualification:
   Master of Advanced Studies (MAS)
   - Master Degree based on further 120 ECTS credits
   - Renewed option for APL by additionally gained expertise
   - Workload = 120 ECTS
Key objective of this structure is to advantageously mix learning with independent work in the intention to develop critical thinking and fact-based assessment gathered by objective reconnaissance and data. The structure itself is future-oriented by offering more candidates ways to advantageous qualifications helping them to progress in their careers. Embedded in the structure is a strong view on leadership. That means that one of the framework’s key objectives is to educate leadership in combination with an additional emphasis on sustainability and responsibility. As this programme is a rather long way to go, it offers an excellent opportunity to strengthen students’ awareness for these factors. Naturally, those, who are only enrolling in parts of the programme will have less exposure. But that is a naturally given limitation for all structures and programmes.

The second environment is the new competence centre in Liestal, Switzerland. Based on her successful membership application in the summer of 2019, the E.H.E. EurAka is creating an environment in which knowledge transfer can take place. Preparations for seminars but as well academic studies are nearly completed.

The environment, which is the centre and host of regional businesses and other educational institutions is an ideal place, where leading examples of economic activities can be shared and analysed. It is possible to have company visits, industry leaders giving speeches to students, and equally to research actual economic issues and problems. Furthermore, the E.H.E. EurAka is one academic member of a group of higher education institutions. The Chamber of Commerce Baselland also has public Swiss universities as members, which facilitates the exchange of knowledge and experiences.

One of the key objectives will be seminars on the High Performance Organisation. This topic is based on leadership and the effectiveness of its learning has been globally proven before. With beginning of the year 2020, the E.H.E. EurAka will start to promote the High Performance Organisation seminars to the members of the Chamber of Commerce and hopes to make it a repeated programme during the whole year and beyond. For this seminar, the E.H.E. EurAka’s postdoctoral student, Dr André de Waal, Director of the HPO Center, the Netherlands, will be the expert driving party. As a globally renowned expert and consultant, participants will be offered a research-based platform for effective improvement regarding leadership, organisational effectiveness, while in return much data for own research in organisations will be collected. (Each seminar participant is invited to fill in and submit a questionnaire before the seminar starts.) The same seminar will be equally introduced through the German institute of the E.A.E. to the members of Germany’s Bundesverband der Mittelständischen Wirtschaft as an effective tool to improve performance by leadership and to the Swiss-Malaysian Business Association, Kuala Lumpur. Action-based learning is a key constituent of the seminars. It is intended to hold these seminars repeatedly throughout the year 2020.
In 2019, the E.H.E. EurAka and in some parts her sister, the E.A.E. EurAka as well, have developed significantly what supports continuous learning, keyword L3, and offers inclusion by progress to those, who have been frequently excluded for formal reasons before.

In addition, a variety of new, more standard programmes of studies have been developed in particular subject areas, e.g., the Bachelor in International Trade and Law. As all other programmes before, these embed a strong view on leadership, but sustainability and responsibility as well. It is the belief of the E.H.E. EurAka that her efforts in 2019 have resulted in a satisfactory outcome, which are allowing her to progress further.
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.

Since many years, the research of the E.H.E. EurAka is concentrated on renewable and environmentally friendly energies. These efforts have resulted in a multitude of research outputs of which a good number has resulted in results of national and international impact.

The urgent demand caused by climate change and unsustainably high levels of carbon-dioxide emissions require urgent responses. However, while the political landscape demonstrates unpreparedness, even unwillingness to accept inevitable change due to devastating consequences, there is much evidence that the world’s industrial system is neither ready, nor structurally prepared to make those inevitable changes. Most unlikely they can be avoided, if the ecosystem is to be rescued. Based on this assumptive background, the E.H.E. EurAka is presently teaming up with the public Malaysian University of the Universiti Malaysia Kelantan (UMK). The objective is the constitution of a research group, which synergistically combines the demand for green energy with the unavoidable change on how organisations will have to operate in the future. That means research in new energies plus research in leadership.

Answers will be needed about new energies being effective and efficient regarding the planet’s climate but are affordable as well. The next question is, how will existing organisations have to change to not only survive but as well be able to continue to exist and progress? Which infrastructural changes in economy and as well society will be needed to achieve the intended political targets of those having accepted that rather radical change is needed? The umbrella research is guided by the assumption that the technical and technological side can only be successful, if the infrastructural component is added. That needs leadership driven by entre- and intrapreneurship.

The intended research group of the E.H.E. EurAka and the UMK is supposed to be complemented by experts of research of the iPAT Institute of the German Friedrich-Alexander-Universität Nürnberg-Erlangen. The cooperation of the E.H.E. EurAka with her German partner looks back on many successful years of mutually beneficial research.

The first constituting meeting is scheduled for spring 2020. It is supposed to take place at the Chamber of Commerce Baselland, where the E.H.E. EurAka’s new Competence Centre for Teaching and Learning was founded in 2019. This offers additional opportunities to invite
regional companies and academic researchers to broaden the effort by contribution of own work and research.

This work is considered as highly important, since urgent. To contribute in form of an early educational pathway to offer needed experts to the industry, the UMK and the E.H.E. EurAka are preparing the respective Master’s degree presented in this report before.

The self-assessment allows to report that tangible progress is continuing and leads to an ongoing international interaction. This offers dynamic approaches to a subject of global importance as it demonstrates the acceptance of individual responsibility for sustainable developments. The project will last for many years and will need significant development, which is expected to reach far beyond the core group initiating the development very soon.
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 already referred to a number of new partnerships. These are addressing both industrial and academic partnerships. Anticipating a self-assessment for this chapter, it can be proudly said that successful development took especially place here. It needs to be confirmed that those partnerships and their objectives, which have been reported in the previous E.H.E. EurAka SIP-Reports are continuing unchanged.

On the academic side, there are two partnerships deserving to be stated first. The first one is with Poland’s private university of the WSG University. Purpose is the delivery of a variety of Double Degree Awards in Management and Business on Bachelor level for now. This is worth to be addressed, because there are many opportunities for sustainability, moral and ethics, and environmental protection enclosed. In particular, the double degree programme in hospitality and tourism is a centre of such teaching. The programme’s respective modules are filled with content to reflect on the environmental impact of tourism and the need for sustainable developments in the entire hospitality industry.

The second important partnership is with the University of Sopron in Hungary. The arrangements of the partnership go far beyond external links. The E.H.E. EurAka has gratefully accepted the invitation to establish her own study centre on the campus of the University of Sopron. An own building with 24 lecture rooms and access to student accommodation is in preparation. This offers excellent opportunities for knowledge transfer and truly international study experiences. Both partnerships come together, because the E.H.E. EurAka @ University of Sopron Study Centre will have a key focus on but is not limited to tourism and hospitality management. The expectation is that until autumn 2020 preparations will be successfully completed.

That the constellation opens multiple options and interactions becomes obvious and is an intended objective for the rather near future. It also allows to consider further extensions regarding the development of pathways of specialisation having particular emphasis on the aspects of sustainability and environmental protection. For students the optional double degree award is an advantageous highlight for their applications on national and international job markets – the concept of Employability Impact. For employers and the entire industry, a contribution is made, which offers graduates, who are not only profiting from one higher
education system but two and probably three (WSG University, Poland) rather soon. Such
synergistical approach is assessed as future-oriented and forward-leading not only in tourism
and hospitality management alone, which presently is the test object.

As separate and third development reference is made to those preparations being in process
with the Universiti Malaysia Kelantan, which now have reached the state of final phase.
Reference to intentions and objectives were made in this report before to the extent to which
they can be disclosed at this moment.

Naturally the E.H.E. EurAka has continued to extend her transnational study development
further. After last year’s impacting agreement with the pan-African institution of the Southern
and Eastern African Management Institute, ESAMI, the same model for doctoral studies has
been agreed with the Harare Institute of Technology in Zimbabwe. In Asia, the likely most
remarkable development has been achieved by the partnership with China’s Zhejiang Business
College. The Zhejiang Business College is a huge institute of higher vocational education and
training, which tops its certificates up by adding the E.H.E. EurAka’s Bachelor degree and
Master’s studies in the academic sequence.

There were more new partnerships and models constituted in the last year. However, they
are of the same kind and intention. Not stating them here is no negligence regarding these
partners and their importance to the E.H.E. EurAka. What all of them have in common is that
they allow to offer faculty, students, and the E.H.E. EurAka herself the opportunity of own
international learning, strengthening of multicultural understandings and bridging gaps not
only for what various industries are looking for, but for linking people of different nations by
education, science, and knowledge.

Bridge the gap – academia meets the industry – has always been an important aspect of the
work of the E.H.E. EurAka. Therefore, the extension of relationships with practitioners was
equally extended. Multiple international connections and the interest in the research of the
E.H.E. EurAka supported her new memberships with the Chamber of Commerce Baselland
and initiated, by a Malaysian academic, that with the Swiss-Malaysian Business Association.

While all of these partnerships and dialogues serve the purpose to learn what industries need
and how programmes of studies may be improved further, a key aspect of all that work can
be found in the ongoing research for new and especially green sources of future energy. While
presently the emphasis and enthusiasm for electric cars is obvious, it must be clear that this
development, as welcome as it may be, is a rather short-term solution. To build all the
batteries, service stations and so much more is expected to result in further serious ecological
damage and stresses natural environments and ecosystems beyond what they can offer. This means that the industry needs to be aware that there are rather narrow limitations in the short-term. Therefore, the intention is to discuss alternative solutions and find energy sources, which deliver the needed carbon-free impact but do not cause a rather similar damage to the environment in a different way.

Sustainability cannot be understood as the replacement of one bottleneck by another of different kind but similar impact soon enough. There are options and solutions, but industries and research has still a long way to go to develop really sustainable progress. Here, the E.H.E. EurAka is highly engaged and together with academics from around the globe and industry partners the intention is to make these options a reality as soon as it becomes possible. Of course, these platforms, which have been joined are not much more than a drop in the ocean. But as a small private University, the E.H.E. EurAka is aware of her resources and capabilities and what she can achieve and especially, where here limitations are found. However, doing nothing would be the wrong way.

This will be a long way to go, but it is in the interest of both industry and society to be part of it.
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.

Carefully reading the various chapters of this report suggests that the efforts of the E.H.E. EurAka are closely interwoven and cannot be simply seen as being part of one chapter alone. Synergies are of essence, since they are allowing to increase the possible impact.

Dialogues with educators, students, and businesses is as important as that with official stakeholders. Various platforms have been documented and are extended further. Options for looking for new opportunities are followed up. Further stakeholder opinions are welcome and considered. An open-minded attitude governs all activities. The driver is to find solutions and not to reject.

Swiss-German, Swiss-Polish, Swiss-Hungarian, Swiss Malaysian, Swiss-African, etc., etc. demonstrates the importance such small tertiary education institution attributes for that sustainability becomes the daily normal, at least in her own environment. Sustainable tourism and hospitality, sustainability in the energy sector, reduction of greenhouse gases, new and renewable energies are part of the research, agenda, and routine.

To extend such efforts from pure academic research and development to (higher) vocational education and training is a further strand and effort, which helps to extend reach and scope of the E.H.E. EurAka through her sister the E.A.E. EurAka. This allows to reach professionals in addition to students. Persons, who want to improve their knowledge and skills and can be introduced to critical thinking and awareness and those ways academia wants to develop and research solutions. Applied sciences are becoming an important mechanism for this effort. They can contribute to further interest in and engagement with sustainability-oriented ways to design both the future economy and society.

For that a number of seminars in form of action-based learning will be one tool. The creation of a research group in new energies another. Already existing research in renewable and green energy continues. Invitations will be made to join a dialogue on these matters of urgency for that improvements can be accelerated as much as the limited resources and power of the E.H.E. EurAka will allow.
In last year’s self-assessment, the impression was expressed that during the year 2018 more could have been done. This year, the E.H.E. EurAka feels that she could significantly improve and make progress. There should be no doubt that there still is much more to be done.

However, as the SIP Report 2019/20 demonstrates throughout all chapters, there is a dynamic effort for making happen more. With continuous growth of the E.H.E. EurAka and further partnerships such opportunities will be found and offer opportunities to fill still existing gaps.
8 Self-Assessment

The year 2019 has allowed to make some significant progress and to both strengthen and improve understanding, processes, and perspectives of the E.H.E. EurAka within the international academic (and parallel the vocational) community. At the same time collaboration and dialogue with industries and businesses could be extended significantly. The overall result is that the communication platform has been significantly broadened.

Driven by the same high concerns on quality and effectiveness of activities as in the years before, progress had been according to plan and setbacks did not exceed the usual extent. For the year 2020 the intention is less to extend further, but to intensify use and impact of those platforms, which do exist now. In the understanding of “less can be more”, it makes more sense to the E.H.E. EurAka to use what exists and try to reach more internal and external stakeholders more regularly.

It is the belief that this year’s report demonstrates that the Six Principles of the PRiME Framework have been a key driver of reflections and progress, some satisfaction with the results achieved is expressed. This is taken as the starting point for intensification and further development.
9 Conclusion

This report addresses the third year of being a Signatory and the second year of being an Advanced Member of the PRiME Framework of the United Nations Global Compact.

The next report will be submitted in January 2021.