



**GHENT
UNIVERSITY**

ERASMUS MUNDUS JOINT PROGRAMMES - BRIDGING THE GAP

BETWEEN PROGRAMME PRACTICE AND INSTITUTIONAL POLICY

HOW DOES GHENT UNIVERSITY STIMULATE SUSTAINABILITY, EMPLOYABILITY AND

ENTREPRENEURSHIP?

Erasmus Mundus Cluster meeting on Sustainability and Employability – Prof. Guido Van Huylenbroeck – Brussels 27/6/17

THE YEAR 2017:

TWO REASONS TO CELEBRATE

GHENT UNIVERSITY

20.0

A HISTORY FOR THE FUTURE

**FROM
ERASMUS
TO
ERASMUS+
A STORY OF
30 YEARS**

GHENT UNIVERSITY UNIQUE SELLING PROPOSITION – 10 KEY ELEMENTS

Location: in the heart of Europe

Long history since 1817

Open, engaged and pluralistic

Comprehensive: 11 Faculties

Top study programmes at all levels
for more than 40,000 students

Top research (4500 A1 and 700 PhD/year)

International profile and population (12 %)

Triple helix: strong valorisation policy

Top ranked university (62 in Shanghai)

Engaged staff: 1300 professors and 7500
motivated researchers and staff

ERASMUS AND GHENT UNIVERSITY

A STRIKING PARALLEL

- 1987 - Start of the Erasmus programme
- 2017 - Developed over the years into a programme with different sub-actions supporting the modernisation of EU HE, among which Erasmus Mundus
- 1991 – Ghent University becomes autonomous
- 1991- 2017 Developed from a regional towards a highly recognised global institution
- Intensive participation in EU funded research and education programmes had a big contribution in this development !

INTERNATIONALISATION AT GHENT UNIVERSITY

- A focal point in institutional policy (strategic plan)
- Driven through European (Bologna) and EU policy
- Not a goal in itself but embedded in other policies
- International education at the following level:
 - 22% of graduates with outgoing mobility
 - Sending out 1450 students/year
 - Incoming and outgoing numbers almost in balance
 - 11% of student population are international; 35% of PhD students

ERASMUS MUNDUS

- Since 2004: EM played a big role into Ghent University's global outreach
- Bottom-up driven participation in Joint Masters, supported by the leadership
- Matching close intra-EU cooperation with worldwide publicity
- Expanded further through EM Action 2

ERASMUS MUNDUS AT GHENT UNIVERSITY

- IMRD – International MSc in Rural Development (2004 - ...)
- EMSP – European MSc in Photonics (2006 - 2012)
- FUSION – European Master in Nuclear Fusion Sc. and Eng. Physics (2006 - ...)
- EMBC – International MSc in Marine Biodiversity and Conservation (2008 - 2014)
- EUMAINE – European MSc in Nematology (2008 - 2014)
- IMFSE – International MSc in Fire Safety Engineering (2010 -)
- IMETE – Internat. MSc in Environmental Technology and Engineering (2011 -)
- IMBRSEA – International MSc in Marine Biological Resources (2017-...)

Partner:

- EMLE – European Master in Law and Economics, coor. EURotterdam (2004 - ...)
- CEMACUBE – International MSc in Biomedical Engineering, coor. RUGroningen (2010 - 2016)
- EMGS – Master in Global Studies, coor. Universität Leipzig (joined in 2017)

+ 2 EM Joint Doctoral Programmes

VISIONARY IMPORTANCE OF EM

Where initiatives such as FP7, Horizon2020, ERC, ... have emphasized international excellence in research and innovation the Erasmus Mundus Master programme has done the same for excellence in education!

Ghent University has used EM to make the balance between excellence in research and excellence in education !

Unfortunately imbalance in funding !

HOW TO CREATE INSTITUTIONAL AWARENESS AND SUPPORT

CHALLENGES

- Strategic rationale behind JP development vs. bottom-up creation
- Cost-effectiveness of JP organisation
- Scope of their impact given their limited numbers of students

→ The topics for discussion in this seminar

IMPACT THROUGH SMALL NUMBERS?

- UGent involved in 11 EM Joint Master programmes, but...
 - 150 Master programmes in total
 - 6 of 11 Faculties involved
 - Small fraction of the student population ($< 1\%$)
- Still potential conflicts with institutional practice or rules
- How to solve?

IN PRACTICE

- Challenges of implementing (EU) rules of JPs:
 - Balancing between institution and programme rules
 - Matching institutional level policy with the reality of the field
 - Matching institutional level policies with the policies of the partner universities
- Shift from rigid to more flexible rules
- Sharing practice from EMJMDs with the majority of local programmes (e.g. Exchange windows)

FURTHER ENHANCING INSTITUTIONAL IMPACT THROUGH...

- Governance model
- Leadership with EM experience
- Institutional Quality Assurance model
- Institutional events sharing practice in education (UGent Education Day)
- Strategic participation in key international networks and projects
- Central support to increase sustainability, employability and entrepreneurship

IN OTHER WORDS...

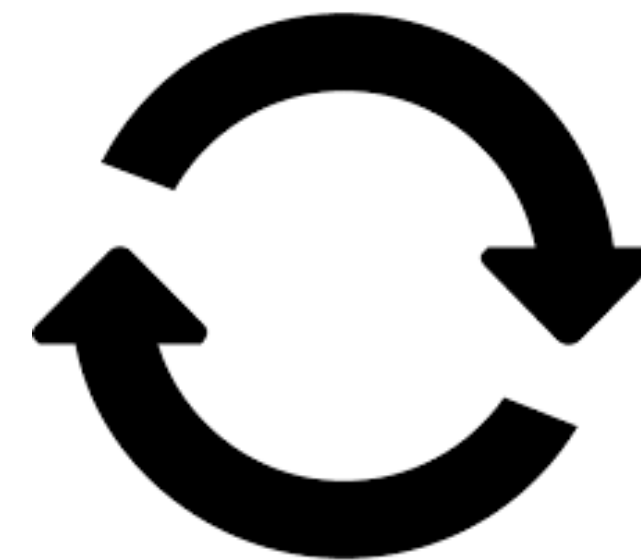
Move from this...

Top-down
Institutional
policy



Bottom-up
coordination of
innovative Joint
Programmes

To this...!



Initiatives at the basis and institutional
policy reinforcing one another

SUSTAINABILITY

CENTRAL POLICIES TO INCREASE SUSTAINABILITY OF JOINT MASTERS

- Central support for finding external funding, promotion and student recruitment (regional platforms, participation in fairs, ...)
- External funding: e.g. contracts with non-EU funding agencies
- Fee policy for non-EU students: centrally we only keep the fees equal to EU students, increased fees go to programs for the coordination of the programs
- Each joint master receives one UGent institutional scholarship (= EM scholarship) on condition that other partners also invest

EXAMPLES

- IMRD: International Master of Rural Development
 - Besides EM funding (currently 8 scholarships per year) we realized 6 own scholarships, 8 Korean/EU program scholarships and from 2017-2018 on 12 Flemish scholarships bringing the total on 36 scholarships in 2017-2018
 - Double degree is awarded to EU and US students who combine IMRD with the national master requirements, which increases the number of enrolled EU and US students (expectation: total of 50 enrolled students in 2017-2018)
- A similar approach is followed by other EM master programs coordinated by Ghent university (e.g. Marine Sea Biology: 102 students enrolled for 2017-2018)
- Important is that scholarships are needed to reach out and attract better students !
- The art is to combine different funding sources (and EU rules do not make this easy !)

EMPLOYABILITY

EMPLOYABILITY

- Our central policy promotes that employers are involved in setting learning outcomes of programs
- Employability has to be guaranteed by sufficient contacts with the professional world
- This can be through company visits, internships, invited lectures, case studies,
- Each year we organize centrally a big job fair (also oriented towards international students and employers)

EXAMPLES

- IMRD: case study between first and second year in a rural environment
- IMRD: Internships and thesis possibilities with NGOs
- IMBRSea: Professional practice: a six week internship in a non-academic professional partner
- FIRE SAFETY: internships in companies
- FUSION-EP: two weeks in ITER Cadarache
- Job fairs: Is not an easy thing for international students but creating a virtual platform can help
- UGent in related LLP and E+ projects :
 - AGORA – Transnational Placement Scheme for Translation Students
 - RECONFIRM: aims to establish sustainable structures for assuring accessibility to traineeship programmes
 - Knowledge Alliance TECLO: exchange between textile and clothing sector and educational actors

ENTREPRENEURSHIP

GHENT UNIVERSITY MISSION STATEMENT

“Ghent University [...]

→ defines itself in a **broad international perspective.**”

But also

→ “aims to be an **enterprising** university with a focus on the social and economic applications of its research findings.”

TRIPLE HELIX MODEL

- Science is not enough for innovation
- Innovation requires also translation to practice
- For this translation some steps are needed:
 - a good innovation ecosystem
 - central support for technology transfer
 - techtransfer projects
 - access to risk capital
 - training of students

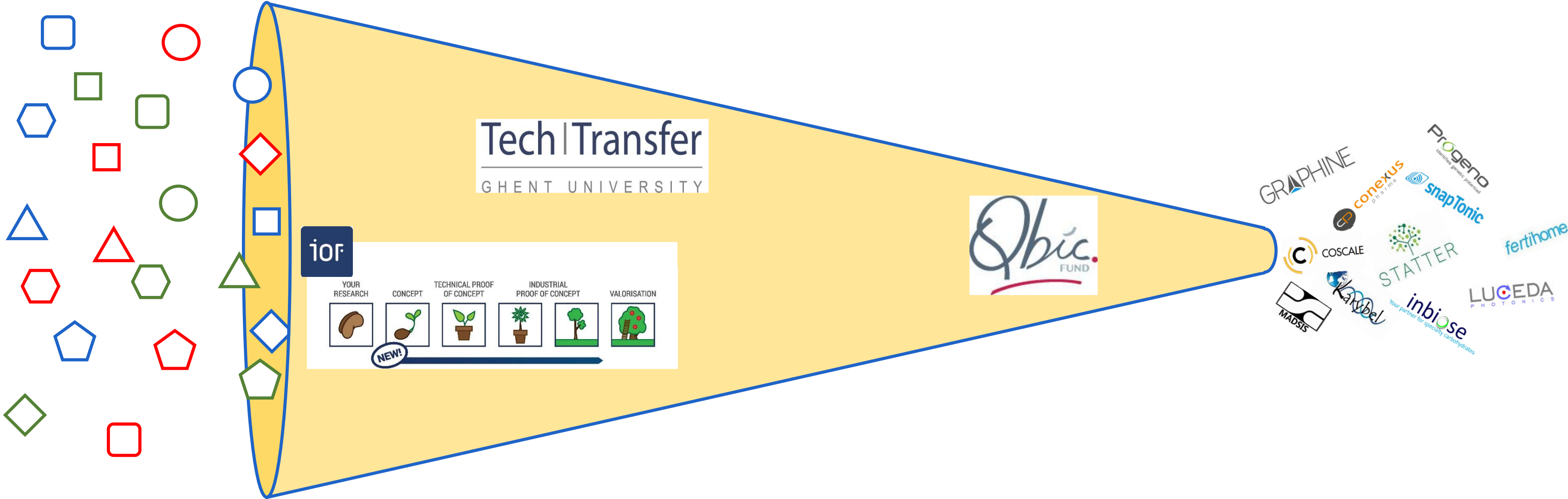
INTERNATIONAL INNOVATION ECOSYSTEM

- > 1.400 international PhD's (35%)
- > 1.000 international employees (12%)
- > 50 international R&D company collaborations (yearly)



CREATING SPIN-OFF'S

Personal incentives



ONE UNIQUE ASSET : STUDENTS

Creative researchers in innovative projects

Trained to become the human capital of companies



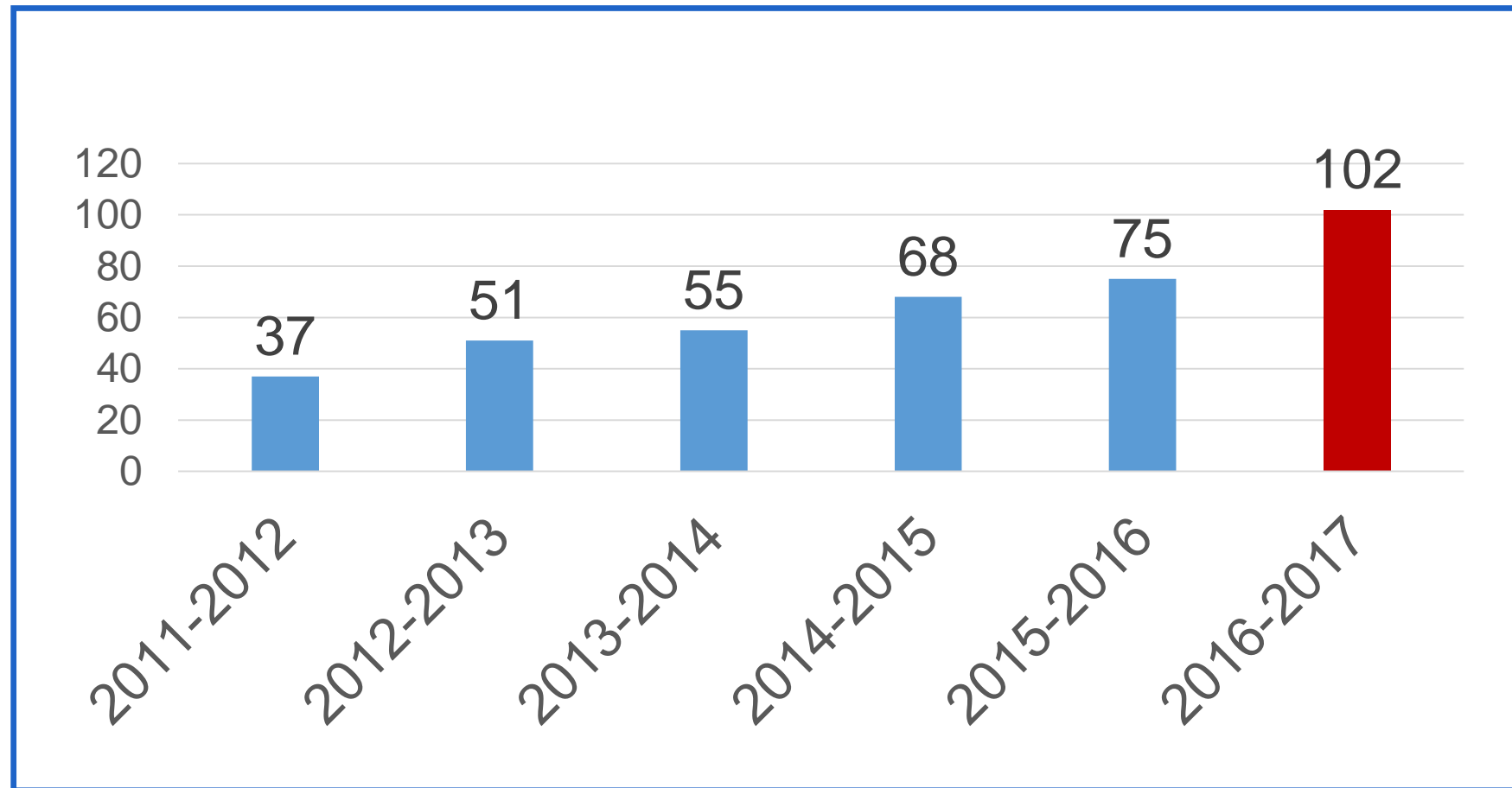
Trained to become entrepreneurs



1000+ take courses in entrepreneurship each year
100+ enrolled to become an active entrepreneur

STUDENT - ENTREPRENEURS

Students enrolled in extracurricular entrepreneur program



Successful start-ups by students



STUDENT START UP

Teamleader

Innovative Customer Relationship Management (CRM)



alumni graduated in 2012

127 employees today

steady growth

active in 7 countries

preset aim: market leadership in Europe


A SUPPORTIVE ERASMUS+ TOOLBOX

- Related Actions are
 - Strategic Partnerships
 - Knowledge Alliances
 - Erasmus for Young Entrepreneurs
- But... limited budget / selection chances for the former two
- and a need to align the latter more with Erasmus for HEIs

E+ PROJECT: FABLAB PROJECT

- To develop an environment that stimulates engineering creativity, entrepreneurial activities and fosters youth employability via Uni-business-industry networking on fablab platforms: digital fabrication laboratories
- E+ project to create fatlabs in Belarus and Ukraine with the help of EU universities where fablabs exist
- UGent Fablab of FEA is a partner

KNOWLEDGE AND INNOVATION COMMUNITIES

- European Institute for Technology (EIT)
- UGent Involvement in KIC 'Raw Materials' The logo for EIT RawMaterials, featuring a stylized 'eit' in a green circle next to the text 'RawMaterials' and the tagline 'Connecting matters' below it.
- Joint Programme set-up with EIT label:
SINReM: International Master of Science in Sustainable and Innovative Natural Resource Management
- Experience in Erasmus Mundus taken on board
- Opportunities for further synergies between EM and EIT-label at EC policy level?

TO CONCLUDE

Erasmus and Joint programmes constitute a **very valuable tool** for the **internationalisation** and **modernisation** of education, evidently at programme level first and foremost, but given **sufficient time** and **leadership commitment** also at the wider institutional level, thereby increasing their **impact manifold**.

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