CHALLENGING CONVENTIONAL THINKING

ESEU
A European Status for ECIU University

Daniela Craciun
University of Twente, CHEPS/KiTeS
A quick overview

1. **ESEU project**: Scope, aims & main results
2. **Facing uncertainty in policy developments**: Implications of the strategic vision of ECIU
3. **Next steps**: A roadmap for the future
“A European Legal Statute will not be a single solution for a single problem.”

Paper published Feb 10th 2022
“(…) design institutionalised cooperation instruments, based on a preliminary thorough assessment of their necessity, benefits and feasibility.

The aim is to give alliances, on a voluntary basis, the latitude to act together, make common strategic decisions, experiment joint recruitment, design joint curricula or pool resources and human, technical, data, education, research and innovation capacities.”

European Council Conclusions 5 April 2022
How would ECIU benefit from a European legal status?

1. Hire staff
2. Receive public and private funding flexibly from various sources
3. Provide flexible learning paths at the European level
4. Create private revenue on continuous education
5. Invest into and manage facilities
6. Manage data related issues
7. Manage IPR related issues
8. Buy and own goods and services
Aim of ESEU

Understand how suitable existing European legal instruments are for the strategic vision of ECIU.

How?

Analysis of 4 European instruments for cooperation:

1) European Grouping of Territorial Cooperation (EGTC)
2) Societas Europea (SE)
3) European Cooperative Society (SCE)
4) Knowledge and Innovation Community (KIC) under the European Institute of Innovation and Technology (EIT)
<table>
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<th>Use Case 1</th>
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Source: Kortese et al., 2023
Main findings of national context analysis

- Member States need to better understand the work of alliances, their challenges, and their added-value
- Political momentum to realize more support
- Need to get more concrete: Where do alliances face challenges and what specific changes do they need in regulation for example?
- ECIU has 14 partner universities, so it needs to navigate 14 different HES
Facing uncertainty

Implications of the chosen strategic scenario for ECIU

Stretch the mold of the Dutch foundation
Roadmap – Where do we go from here?

### 3 SCENARIOS

<table>
<thead>
<tr>
<th>Scenario 1: Do nothing</th>
<th>Scenario 2: Design a new instrument</th>
<th>Scenario 3: Adapt an existing instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep ECIU current legal status as Dutch foundation</td>
<td>ECIU’s preferred scenario, but lengthy political process</td>
<td>Most feasible option – EGTC (UniGR, STYX) &amp; EGEI (UNITA)</td>
</tr>
</tbody>
</table>
Adapting the EGTC for HE cooperation – Recommendations from ECIU

1. Remove explicit consent from all member states
2. Enable recognition as a HEI
3. Provide clarity on the provision of staff
4. Provide clarity on the hiring of staff
5. Strong preference for limited liability
6. Allow for a private dimension
7. Strengthen European dimension

For more details, see the Roadmap developed by ESEU
JOIN US

29th of APRIL 2024, Brussels

Discuss the results, connections & proposed ways forward of all the Erasmus+ policy experimentation projects on the legal status & the European degree
Erasmus+ policy experimentation: European legal status for alliances of higher education institutions

Final event ESEU project

Tine Delva, European Commission Deputy Head of Unit Higher Education, DG EAC
28 February 2024
Policy context

1. **European strategy for universities** | Work towards a legal status for alliances of universities by mid-2024: pilot as of 2022 under Erasmus+ the implementation of existing European instruments

2. **Council Recommendation, building bridges for effective European higher education cooperation** | (…) examining the need for and feasibility of institutionalised cooperation instruments, such as a possible legal status for alliances of higher education institutions and (…) testing the use of existing European instruments from 2022 onwards

3. **Erasmus+ call** | Pilot institutionalised EU cooperation instruments to explore the feasibility of a possible European legal status for alliances of higher education institutions
Needs of alliances of HEIs

- Simplified provision of **joint educational activities** by the alliance
- Acquisition of funding from the public and private sectors
- International **attractiveness**, increased **visibility** and **representation**
- **Sustainable governance structures** and **Joint resource management**
- **Reliable counterparty** for the eco-system stakeholders of the alliance
- **Management of students**
- **Recruitment of staff**
Alliances of HEIs with legal status

10/50 European Universities + other types of alliances (eg UniGr, Eucor) have already set up a legal entity

11/50 European Universities are in the process of developing a legal entity for their alliance
Selection of most used / suitable national and EU level tools from E+ pilot projects and existing alliances of higher education institutions

<table>
<thead>
<tr>
<th>National instruments</th>
<th>EU instruments</th>
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<tbody>
<tr>
<td>Consortia and other public groupings</td>
<td>European Grouping for Territorial Cooperation (EGTC)</td>
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<tr>
<td>International non-profit association under Belgian law (AISBL/IVZW)</td>
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<td>Non-profit association under Belgian law (ASBL/VZW)</td>
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<tr>
<td>Registered association under German law</td>
<td>European Economic Interest Grouping (EEIG)</td>
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<td>Dutch foundation</td>
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<tr>
<td>Non-profit association under Luxembourg and Austrian law</td>
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## Pilot projects

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<thead>
<tr>
<th>Project</th>
<th>Legal form</th>
<th>Status of the project</th>
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<tbody>
<tr>
<td>Leg-UniGR</td>
<td>European Grouping for Territorial Cooperation (EGTC)</td>
<td>Last steps before launch set-up procedure of the EGTC</td>
</tr>
<tr>
<td>STYX</td>
<td>European Economic Interest Grouping (EEIG)</td>
<td>Analysis of EGTC instrument ongoing, in the context of wider toolbox of legal instruments</td>
</tr>
<tr>
<td>EGAI</td>
<td>European Economic Interest Grouping (EEIG)</td>
<td>EEIG is set up and will now be tested with use cases (e.g. micro-credentials, IT infrastructure)</td>
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</table>

The ESEU project is analysing the European Grouping of Territorial Cooperation (EGTC), the European Company (SE), the European Cooperative Society (ECS), and EIT/KIC. The preliminary conclusion is to maintain the existing legal entity of ECIU under Dutch law, and to provide recommendations for possible future EU action as the current instruments all have some limitations.
Preliminary findings
Preliminary findings

1. Any possible legal instrument should be flexible, i.e. a toolbox to facilitate deeper transnational cooperation.

2. Any proposed solution should be voluntary and not replacing national level structures of the partner institutions.

3. None of the existing legal instruments – neither those available at national, nor those available at EU level, fully correspond to the identified needs.
Preliminary findings

4. All projects see the **added value of an (improved) European level legal tool** compared to a national level legal tool.

5. Available legal mechanisms overcome **some** of the operational and administrative obstacles. **None** simplifies provision of joint educational activities (apart from possibly micro-credentials).

6. Some tools may have the **potential to respond to the specific needs** of higher education institutions in the future if amended (e.g. EGTC Regulation).
What do you need the legal status for?
What are the needs that can be covered
  by the European level tool(s)
  by institutions themselves (e.g. contracts) or
  at national level?
What needs can currently not be covered?
Implementation of existing EU level tool?
Challenges, for example in national/EU legislation?
Concrete solutions/recommendations do you propose for future EU level action?
Towards a legal statute

**Rationale**

HEIs alliances are already using legal statutes set under various national legal systems... but they only partially address their needs for deeper transnational cooperation.

Legal statute designed for all HEIs alliances, not just European Universities initiative.

Use of the statute on a voluntary basis, in full respect of institutional autonomy.

Not replacing national statutes for individual HEIs.

Member States to enable HEIs to test existing European instruments.

Having a statute would NOT be a pre-condition to access EU funding.

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**COM proposed exploratory, step-by-step, bottom-up approach**

**WHAT**
- build a needs based solution for ALL higher education alliances

**HOW**
- map existing instruments at national and European level and test their fitness in the HEI alliances context
- build knowledge for solid evidence based proposals
Thank you

More information:

Higher education initiatives | European Education Area
https://education.ec.europa.eu/education-levels/higher-education?etrans=es

Commission Communication on a European strategy for universities
https://education.ec.europa.eu/document/commission-communication-on-a-european-strategy-for-universities

Council Recommendation on building bridges for effective European higher education cooperation
EUR-Lex - 32022H0413(01) - EN - EUR-Lex (europa.eu)

Council conclusions on a European strategy empowering higher education institutions for the future of Europe
EGAI
- FROM THE EUROPEAN ECONOMIC INTEREST GROUPING TO THE EUROPEAN GROUPING OF ACADEMIC INTEREST

Damien BOUVIER
Associate Professor of Public Law
Savoie Mont Blanc University
EGAI : FROM THE EUROPEAN ECONOMIC INTEREST GROUPING TO THE EUROPEAN GROUPING OF ACADEMIC INTEREST

I. The project in a nutshell
II. Main outcomes
The project in a nutshell

Participants in the project : members of UNITA-Universitas Montium alliance, supported by national authorities in the field of higher education.

1. Beira Interior University (Portugal)
2. Pau and Pays de l’Adour University (France)
3. Savoie Mont Blanc University (France)
4. Timisoara University (Romania)
5. Torino University (Italy)
6. Zaragosa University (Spain)

Project coordination : Torino University
The project in a nutshell

The project seeks to:

• investigate, test, and facilitate the use of a European Grouping of Economic Interest (EEIG) for academic cooperation;

• propose the creation of a new grouping specially conceived for academic cooperation: the European Grouping of Academic Interest (EGAI).
Main outcomes

• Three Comparative Surveys
• One Test activity
• Academic events
• One Winter school
• One Legislative proposal
Main outcomes

Comparative Surveys
1. The notion of Economic activities  
   *Focal point: Pau University*
2. National Higher Education Legal Framework  
   *Focal point: Savoie Mont Blanc University*
3. Legal Tool kit: Data, personal and resource sharing  
   *Focal point: Zaragosa University*

Test activity  
*Focal point: Beira Interior University*  
Lifelong learning activity, Nov. 2024
Main outcomes

Academic events

1. Webinars Series: EEIG in depth *(Focal point: Pau University)*
2. International academic conference *(Savoie Mont Blanc University)*: “Paving the way of European Universities”, Chambéry, 7-8th March 2024
Main outcomes

Winter school
*Focal point: Timisoara University*
Training session on lessons learned, march 2024

Final legislative proposal
*Focal point: Savoie Mont Blanc University*
Proposal for a new regulatory framework, march 2024
Thank you!
Universität der Großregion – UniGR
Université de la Grande Région – UniGR

Pr. Eric Tschirhart, PhD, MBA
University of Luxembourg
University of the Greater Region

- Grouping of 7 HEIs
- 4 countries: France (🇫🇷), Germany (🇩🇪), Luxembourg (🇱🇺), Belgium (🇧🇪)
- 3 teaching languages
- 152,000 students
- 14,000 teachers & researchers
- 8,600 PhD candidates
Asbl: not-for-profit association

✔ Only legal solution

Recognition is very limited

General assembly | Board | Steering committee | Student Council

✔ Funding

Limited financial vehicle

Inefficient fundraising

✔ Education?

✔ Com & Image?

Time to change!
Why?
“Knowledge Square” for the Greater Region

How?
A cross border HEI-like entity, with transnational compliance

What?
- **EU-regulated**, not-for-profit, **public** legal entity
- Operations in 4 countries,
- “Lean” governance and auditable
Legal structure: EGTC | Statutes | Convention

✓ Optimized governance
✓ Liability cleared
✓ Seat in Luxembourg
✓ Voted by presidents of partner universities
✓ Final Examination: Ministry of Spatial planning
✓ 🇫🇷 & 🇩🇪 versions of the statutes
Operations

✓ Funds LU
  HR, accounting, Lux. law & regulations
  Financial Consolidation & auditing, unique financial reporting

✓ Branch offices FR DE BE
  Local HR contracts
  OPEX: local law & regulations

✓ Balance sheet
  Consolidation by a firm and audit by the Court of Auditors LU

✓ European Cross-border mechanism compliance?
  ...enables the application of the laws of a neighbouring Member State
  if the laws of the former are a legal obstacle to the delivery of a joint project
Example

✓ Seat in Luxembourg
✓ Office in Saarbrucken
  - 4 persons: secretary general, com-, admin-, and project-based persons
  - Local contracts, registered in D, paid by L bank account
  - Fiduciary firm in L for HR, accounting, and annual balance sheet
✓ It works…resilient to audit!
  - Interreg project

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Stairway to Heaven

✓ **Funding**
  - Financial vehicle
  - One-beneficiary programs
  - Fundraising

✓ **Transnational & cross border Education**
  - Shared: students, courses and teachers
  - Internships | Placements
  - Cooperation: Industry & SMEs | NGOs | Governments | Agencies

✓ **Recognition as a HEI**
  - Micro-credentials
  - Graduation – ‘EU Diploma’

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Legal status of the Alliances

Tanguy Guibert
Vice-president of ESU
What is ESU?

The European Students’ Union (ESU) is the umbrella organisation of **44 National Unions of Students (NUS)** from **40 countries**.

The European Students’ Union's aim is to **represent and promote students’ educational, social, economic, and cultural interests** at the European level to all relevant bodies, such as the **European Union**, the **Bologna Follow-Up Group**, the **Council of Europe**, and **UNESCO**.

ESU represents almost **20 million students** across Europe throughout its members.
Legal statute of the Alliances

We also have associate members

A Quality Assurance pool of student experts

A Conference of student representative into Alliances of HEIs
Established through a Plan of Work annually approved, our areas of work are divided:

- Quality of higher education
- Social dimension
- **European Education Area**
- Internationalisation and mobility
- Public responsibility, Governance and Financing of higher education
- Organisation, Development and Capacity building
Our resolution on the ‘legal statute for Alliances of HEIs’
1 - The principles

Legal statute should be founded on the fundamental values of the EHEA:

- Academic freedom and integrity
- Institutional autonomy
- Participation of students and staff in higher education governance
- Public responsibility for and of higher education
2 – The student participation

Shall promote an upward convergence of student rights and conditions across the higher education systems.

Their design and implementation at the national and institutional levels must:

- Be coordinated with the democratically elected, representative student unions at all levels,
- Involve them in the decision-making structures in line with the best practices of internal self-governance traditions of HEIs.
- Clearly indicate the involvement of democratically elected representatives of students and staff, as a fundamental condition to apply the legal statute.
3 - The freedom

These possible new cooperation frameworks of inter-institutional cooperation shall be available for all the HEI across the EHEA to promote changes for the whole system.

HEIs must be free to choose whether to associate in alliances, and within this framework whether to establish a common legal structure, and using what instruments.
4 - The tools

The current legal forms that exist at the national and European levels (such as the EGTC) seem to only partially fulfil the role, and are not in line with the involvement of stakeholders that is requested to the alliances.

Any tool selected should ensure:

● Protection of the current framework of the student rights
● Promotion of a bettering of the student condition within the countries
Conclusion

→ The involvement of democratic, representative students unions is paramount
   
   >>> Local student unions must be involved in the establishment and guarantee of its implementation
   >>> National student unions must be involved in the monitoring of the general state of democratic student involvement in the alliances in their country and address any concerns of non-compliance to their national authorities.

→ One question: where is the limit with the EU Treaty?
Links and contacts

European Students’ Union - ESU
European_Students_union
ESUtwt
European Students’ Union (ESU)
esu-online.org
esu-online.org/publications
esu-online.org/projects
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(+32) 2 329 00 26
Thank you for your attention!

tanguy.guibert@esu-online.org

www.esu-online.org
The Autonomy Scorecard 2023

Enora Bennetot Pruvot
Deputy Director – Governance, Funding and Public Policy Development

ESEU final event
Brussels, 28/02/2024
# Autonomy dimensions

## Organisational

| • Rector selection procedure/criteria  
| • Rector term of office/dismissal  
| • Inclusion/selection of external members for the governing bodies  
| • Academic structure decisions  
| • Creation of legal entities |

## Financial

| • Length/type of public funding  
| • Keeping a surplus  
| • Borrowing  
| • Building ownership  
| • Tuition fees for national/EU students  
| • Tuition fees for non-EU students |

## Staffing

| • Recruitment procedures  
| • Salaries  
| • Dismissals  
| • Promotions |

## Academic

| • Setting total student numbers  
| • Selecting students  
| • Introducing/terminating study programmes  
| • Choosing language of instruction  
| • Selecting QA mechanisms/QA providers  
| • Study programme content design |

## Key enablers

| • Strategic governance  
| • Strategic planning  
| • Leadership engagement  
| • Shared services  
| • Collaboration |

| • Facility use & space optimisation  
| • Strategic financial management & allocation to priorities  
| • Procurement  
| • Internal incentive schemes |

| • Career path models adapted to new ways of conducting research and L&T  
| • Incentives  
| • Skills development, staff training (diversity) |

| • Technology enhanced learning  
| • Design & introduction of programmes  
| • Admission policies |
# Organisational autonomy

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<td>Select external members in governing bodies</td>
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<td>✓</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Create legal entities</td>
<td>!</td>
<td>✓</td>
<td>✓</td>
<td>!</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>!</td>
</tr>
</tbody>
</table>

- **✓** - Yes, universities can do this without any significant restrictions
- **!** – Universities can do this, but with significant restrictions
- **X** – No, universities cannot do this

NB: The Scorecard records data for public universities.
Graph 6 Ability to create legal entities

- **Universities can create legal entities without constraints**
  AT, BE-fl, BE-fr, CZ, DE-bb, DE-he, DE-nrw, EE, ES, FI, FR, HR, IT, LT, LU, NL, NO, RS, SI, UK-en, UK-sc

- **Universities can only create not-for-profit legal entities**
  CY, GR, TR

- **Other restrictions**
  CH, DK, GE, IE, IS, LV, PL, PT, RO, SE, SK
## Financial autonomy

<table>
<thead>
<tr>
<th>Free to:</th>
<th>DK</th>
<th>FI</th>
<th>FR</th>
<th>IE</th>
<th>IT</th>
<th>LT</th>
<th>NL</th>
<th>PL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocate internal funding</td>
<td>√</td>
<td>√</td>
<td>!</td>
<td>!</td>
<td>√</td>
<td>!</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Borrow money</td>
<td>√</td>
<td>√</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>√</td>
<td>!</td>
</tr>
<tr>
<td>Keep surplus on public funds</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>X</td>
<td>√</td>
<td>X</td>
<td>!</td>
<td>!</td>
</tr>
<tr>
<td>Sell real estate</td>
<td>√</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>√</td>
<td>X</td>
<td>!</td>
</tr>
<tr>
<td>Set tuition fees for national/EU students at bachelor’s degree level</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>!</td>
<td>√</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Set tuition fees for national/EU students at master’s degree level</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>√</td>
<td>!</td>
<td>√</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Set tuition fees for international/non-EU students at bachelor’ and master’s degree level</td>
<td>!</td>
<td>!</td>
<td>X</td>
<td>√</td>
<td>!</td>
<td>√</td>
<td>!</td>
<td>!</td>
</tr>
</tbody>
</table>

- **√** - Yes, universities can do this without any significant restrictions
- **!** – Universities can do this, but with significant restrictions
- **X** – No, universities cannot do this

**NB:** The Scorecard records data for public universities.
Graph 8 Internal funding allocation

- **No restrictions**
  BE-fl, CH, DE-bb, DE-he, DE-nrw, DK, EE, ES, FI, IS, IT, LU, LV, NL, NO, PL, UK-en, UK-sc

- **Limited or no possibility to shift funds across broad categories**
  BE-fr, GE, HR, LT, PT, RO, SE, SI, SK

- **Line-item budget**
  CY, GR, RS, TR

- **Block grant with other restrictions**
  AT, CZ, FR, IE
## Staffing autonomy

<table>
<thead>
<tr>
<th>Free to:</th>
<th>DK</th>
<th>FI</th>
<th>FR</th>
<th>IE</th>
<th>IT</th>
<th>LT</th>
<th>NL</th>
<th>PL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit senior academic staff</td>
<td>√</td>
<td>√</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>√</td>
<td>!</td>
</tr>
<tr>
<td>Recruit senior administrative staff</td>
<td>!</td>
<td>√</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Set salaries for senior academic staff</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>X</td>
<td>!</td>
<td>!</td>
<td>!</td>
</tr>
<tr>
<td>Set salaries for senior administrative staff</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>!</td>
</tr>
<tr>
<td>Dismiss senior academic staff</td>
<td>√</td>
<td>√</td>
<td>X</td>
<td>!</td>
<td>X</td>
<td>√</td>
<td>√</td>
<td>!</td>
</tr>
<tr>
<td>Dismiss senior administrative staff</td>
<td>√</td>
<td>√</td>
<td>X</td>
<td>!</td>
<td>!</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Promote senior academic staff</td>
<td>!</td>
<td>√</td>
<td>!</td>
<td>√</td>
<td>!</td>
<td>!</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Promote senior administrative staff</td>
<td>!</td>
<td>√</td>
<td>!</td>
<td>√</td>
<td>!</td>
<td>!</td>
<td>√</td>
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</tr>
</tbody>
</table>

√ - Yes, universities can do this without any significant restrictions

! – Universities can do this, but with significant restrictions

X – No, universities cannot do this

**NB: The Scorecard records data for public universities.**
Graph 13 Senior staff recruitment

Senior academic staff

- Universities can decide freely on recruitment
  BE-fl, CH, DK, EE, FI, GE, IS, LU, NL, NO, SK, UK-en, UK-sc

- Universities cannot decide freely on recruitment (restrictions apply)
  AT, BE-fr, CY, CZ, DE-bb, DE-he, DE-nrw, ES, FR, GR, HR, IE, IT, LT, LV, PL, PT, RO, RS, SE, SI, TR

Senior administrative staff

- Universities can decide freely on recruitment
  AT, BE-fl, BE-fr, CH, CZ, DE-bb, DE-he, DE-nrw, EE, FI, GE, IS, LT, LU, LV, NL, NO, PL, RO, SE, SK, UK-en, UK-sc

- Universities cannot decide freely on recruitment (restrictions apply)
  CY, DK, ES, FR, GR, HR, IE, IT, PT, RS, SI, TR
# Academic autonomy

<table>
<thead>
<tr>
<th>Free to:</th>
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<th>IE</th>
<th>IT</th>
<th>LT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Decide on overall student numbers</td>
<td>!</td>
<td>!</td>
<td>X</td>
<td>√</td>
<td>√</td>
<td>!</td>
<td>X</td>
<td>√</td>
</tr>
<tr>
<td>Select students at bachelor’s degree level</td>
<td>!</td>
<td>√</td>
<td>!</td>
<td>√</td>
<td>√</td>
<td>X</td>
<td>!</td>
<td>√</td>
</tr>
<tr>
<td>Select students at master’s degree level</td>
<td>!</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>!</td>
<td>√</td>
</tr>
<tr>
<td>Introducing programmes at bachelor’s and master’s degree levels</td>
<td>!</td>
<td>!</td>
<td>!</td>
<td>√</td>
<td>X</td>
<td>X</td>
<td>!</td>
<td>!</td>
</tr>
<tr>
<td>Choosing language of instruction at bachelor’s and master’s degree levels</td>
<td>!</td>
<td>√</td>
<td>!</td>
<td>√</td>
<td>√</td>
<td>!</td>
<td>!</td>
<td>√</td>
</tr>
<tr>
<td>Selecting external QA mechanisms</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Selecting external QA providers</td>
<td>X</td>
<td>√</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>√</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Design content of programmes</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>!</td>
<td>!</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

- Yes, universities can do this without any significant restrictions

- Universities can do this, but with significant restrictions

- No, universities cannot do this

NB: The Scorecard records data for public universities.
Graph 19a  Capacity to choose the language of instruction at bachelor's degree level

- Universities can choose the language of instruction for all programmes
  - AT, CH, DE-bb, DE-he, DE-nrw, ES, FI, IE, IT, LU, NO, PL, PT, RO, SE, SK, TR, UK-en, UK-sc
- Restrictions on the use of foreign languages apply
  - BE-fi, BE-fr, CY, CZ, DK, EE, FR, GE, GR, HR, IS, LT, LV, NL, RS, SI

Graph 19b  Capacity to choose the language of instruction at master's degree level

- Universities can choose the language of instruction for all programmes
  - AT, CH, DE-bb, DE-he, DE-nrw, ES, FI, GR, IE, IS, IT, LU, NO, PL, PT, RO, SE, SK, TR, UK-en, UK-sc
- Restrictions on the use of foreign languages apply
  - BE-fi, BE-fr, CY, CZ, DK, EE, FR, GE, HR, LT, LV, NL, RS, SI
THANK YOU

Enora.Pruvot@eua.eu