U!REKA
EUROPEAN UNIVERSITY

STRENGTHEN OUTCOMES & IMPACT

Task lead: AUAS, Patricia van Hemert

Co-funded by the European Union

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Amsterdam University of Applied Sciences
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Metropolia University of Applied Sciences
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U!REKA SHIFT EUROPEAN UNIVERSITY

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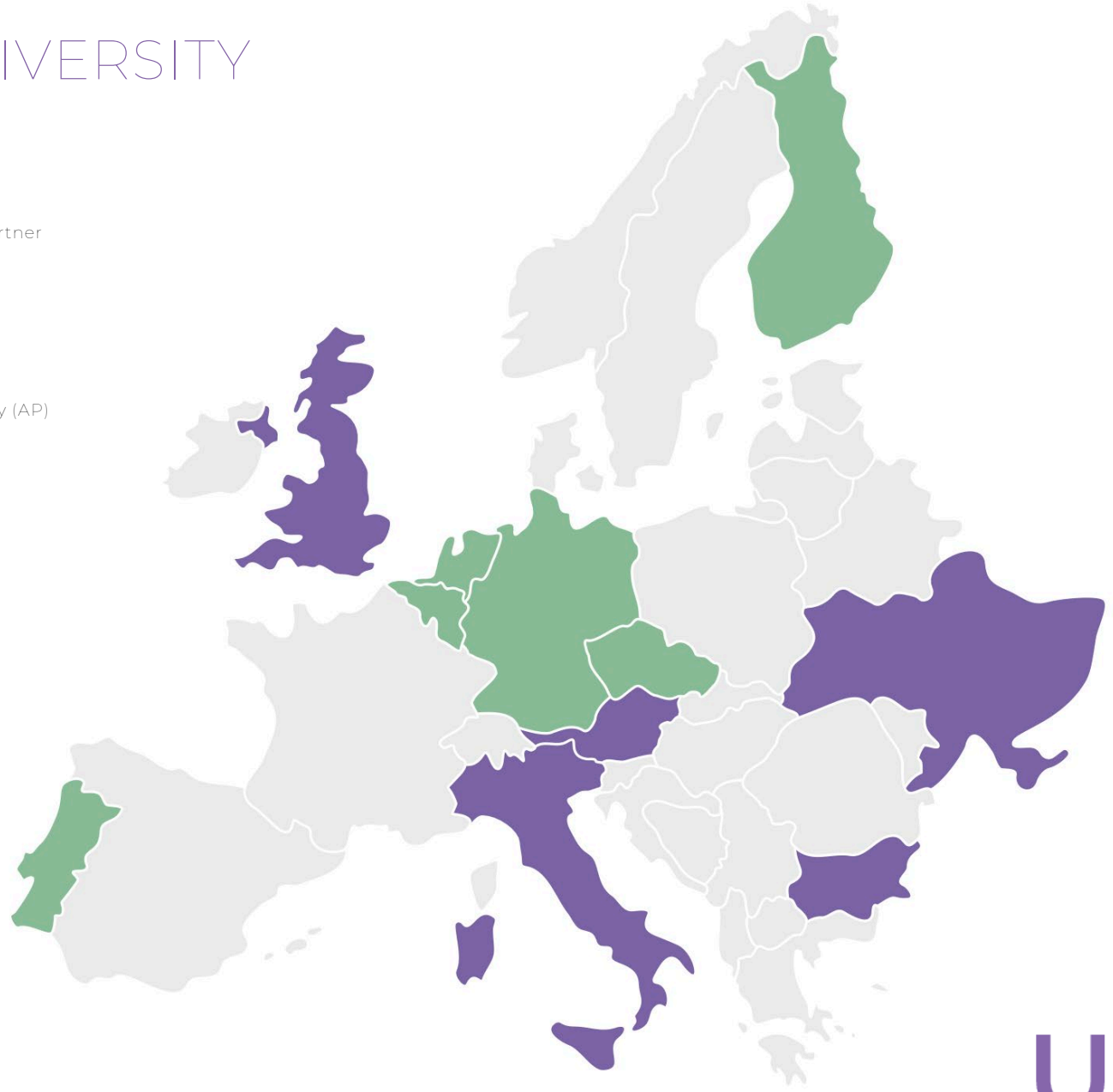


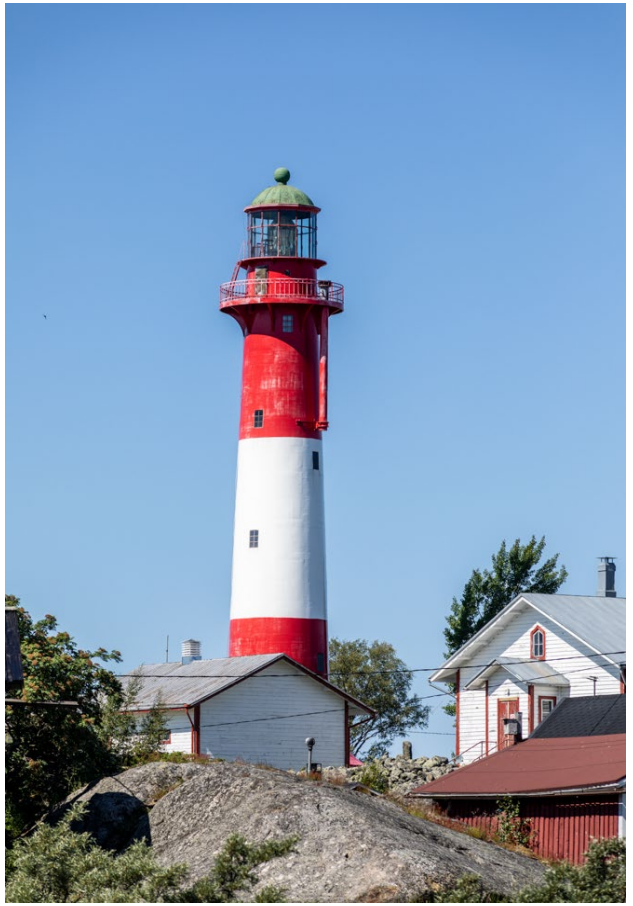
JOINT MISSION STATEMENT

U!REKA EUROPEAN UNIVERSITY

Our vision is to create a profound shift towards climate neutral and eventually climate positive societies

Inclusion is our core value and we aim to ensure that all students and life-long learners have equal opportunities to participate in all our activities.

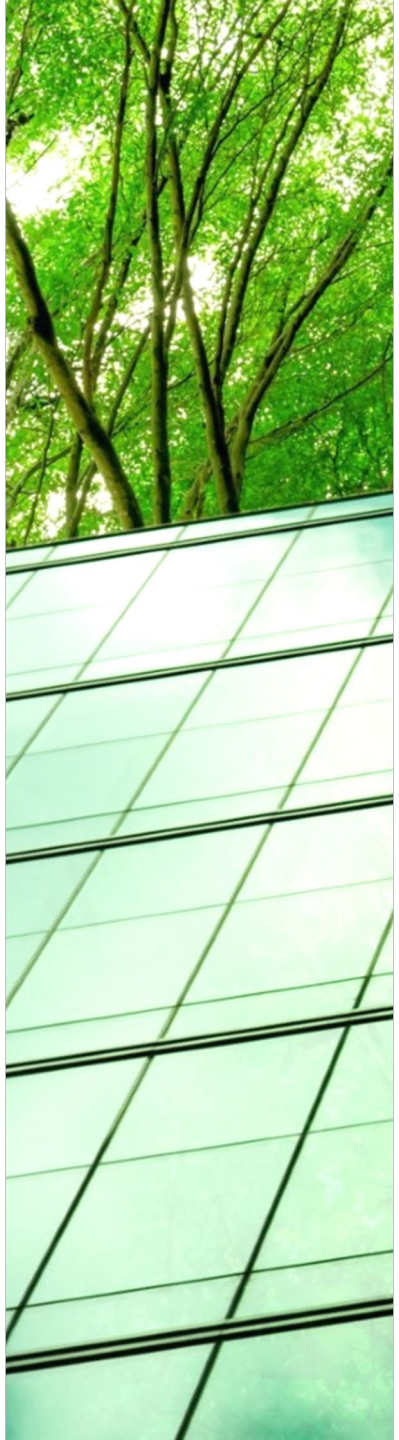
- We support all students, irrespective of their educational field, in **developing the necessary green and digital competences**.
- Enabling the **active participation of all stakeholders and students** to co-create solutions to societal challenges will enhance the knowledge and agency of our students as well as the accessibility and the usability of the solutions created.
- Our highly skilled **U!REKA future-proof urban professionals**, will play a pivotal role in achieving climate neutrality by 2050 in Europe.



U!

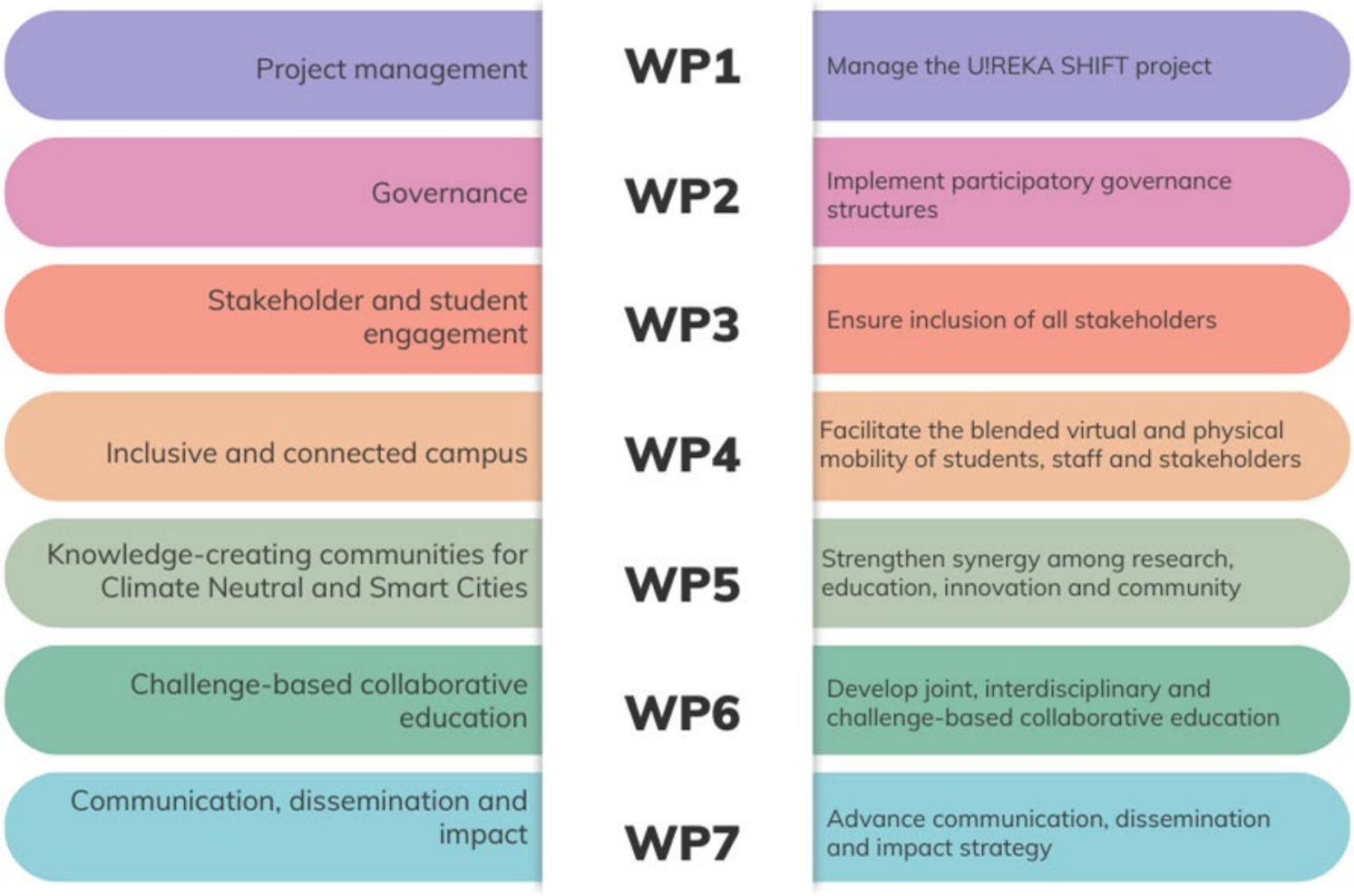
U! MAIN OBJECTIVES

- To establish a sustainable U!REKA inter-university campus, based on a joint long-term strategy on education, ensuring seamless mobility and with respect for good governance
- To become a lighthouse European University for challenge-based and collaborative learning and innovation
- To shape U!REKA future-proof urban professionals who accelerate the transition towards Climate-Neutral and Smart Cities



U!REKA SHIFT EUROPEAN UNIVERSITY

U!REKA SHIFT WORK PLAN OVERVIEW



OUR IMPACT PATHWAY

INSPIRED BY MEL IMPACT APPROACH

- MEL= Monitoring, Evaluation, and Learning
- An approach to impact evaluation that uses **continuous, iterative, processes of monitoring**, to engage in evidence-informed reflection and revision to **measure progress and generate knowledge** insights needed to ensure learning and accountability for internal and external stakeholders
- Source: CIRCLE U.

MEL IMPACT STRATEGY

Goals/ Aims:

- Generate **high-quality monitoring and evaluation evidence** to understand to what extent **U!REKA is achieving and will have achieved its objectives** as well as understanding the impacts of these achievements
- **Use monitoring and evaluation to help inform decision making at a senior level** through robust measurement and governance frameworks to capture learning needed to inform stakeholders and the future of U!REKA.
- **Evaluate impact of U!REKA activities towards delivering the strategic objectives** of the European Commission for the European Universities Initiatives and for the future of the European Education Area and its interplay with the new European Research Area.

MEL AIMS

- Support Project Management

  Data collection for strategic reporting

- Long-term development

  Indicators not only for the short to medium run, but also the long-run

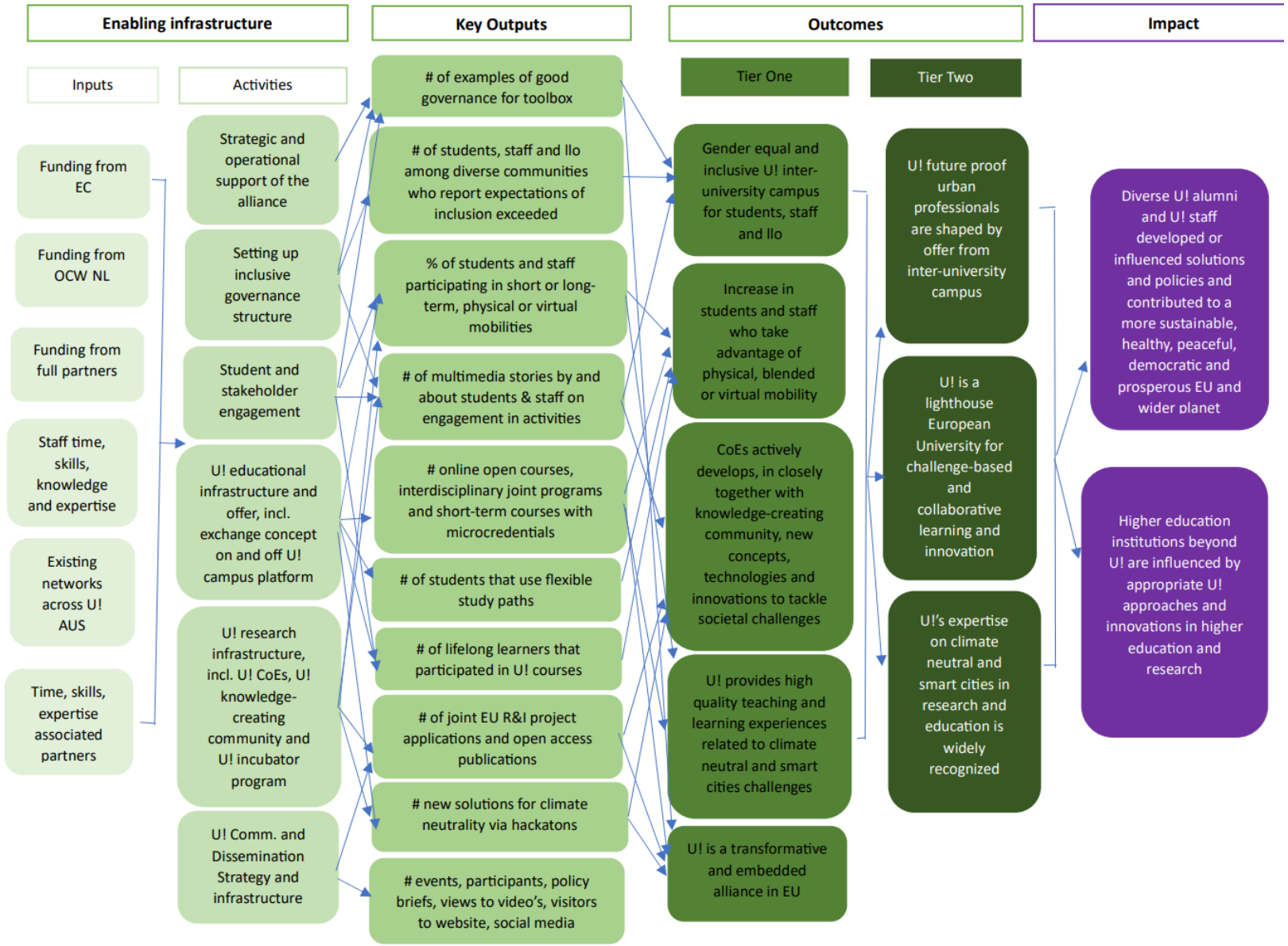
  Going beyond outputs and deliverables

- Reflection, accountability, learning, action, improvement
- Establish an alliance-wide ‘evaluative culture’
- Impact and Evaluation at every level

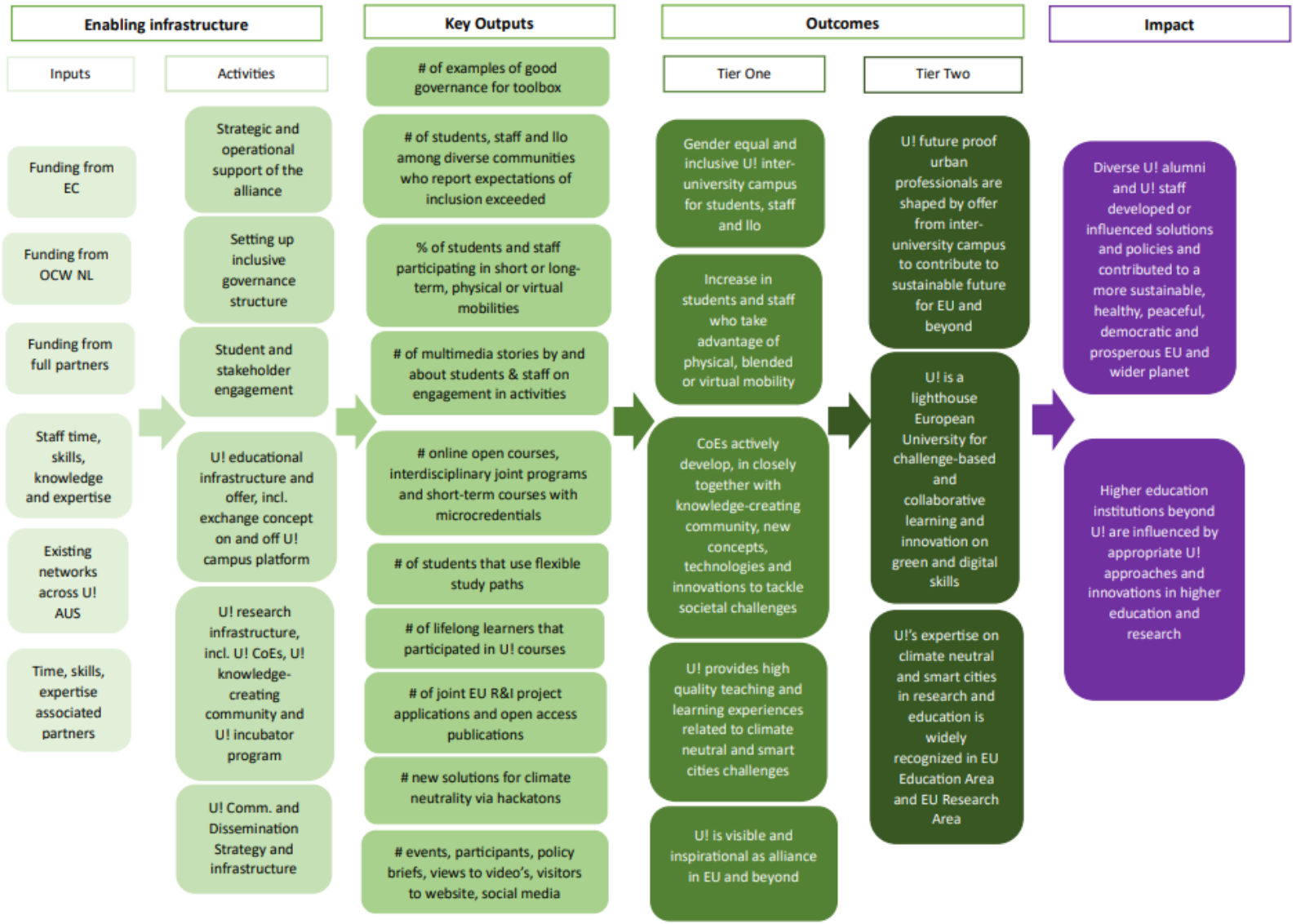
MEL FRAMEWORK

- MEL Strategy
- Theory of Change/ Logic Model
- Results Framework
- Indicators [profiles]

U!REKA THEORY OF CHANGE



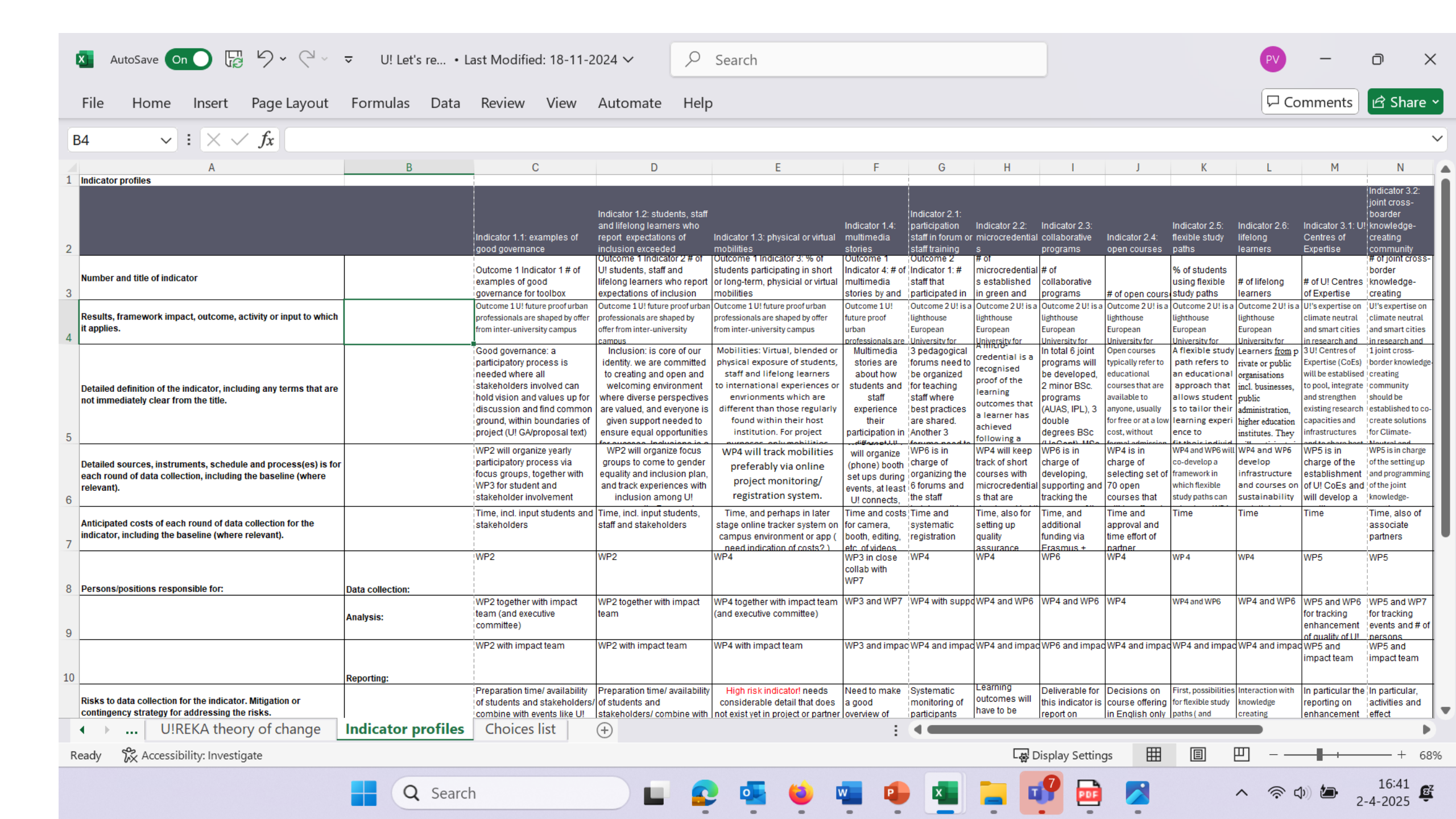
U!REKA Logic Model



B5 | Gender equal and inclusive U! inter-university campus for students, staff and life long learners

EWORK

	Indicators	Description of indicators	Baseline	Source of data	Targets	Results	Narrative	WP in lea
Outcome 1 (Tier one)	**Outcome 1 indicator 1**	**Outcome 1 indicator 1 description**				**2024-2027**		
Gender equal and inclusive U! inter-university campus for students, staff and life long learners	# of examples of good governance for toolbox	This indicator is about providing examples for the quality of the governance of the project, i.e. of experiences of steering committee, advisory committee, student council and task forces that will serve as inspiration guide for other EUi's	none	Focus groups/ interviews/ videos	# of examples not specified;toolbox consisting of desk top research and learnings and 5 joint workshops on principles of good governance (e.g. sustainability, gender equality, inclusion, open science)			WP2
	Outcome 1 indicator 2	**Outcome 1 indicator 2 description**						
	# of U! students, staff and life long learners who report expectations of inclusion exceeded	This indicator deals with the level of inclusiveness and gender neutrality that is perceived by students, staff and life long learners who are part of the U! community and have participated in U! activities	none	Focus groups/ surveys	1 gender equality and inclusion plan, incl. follow-up of learnings per year			W2 and WP7
Outcome 1 (Tier one)	**Outcome 1 indicator 3**	**Outcome 1 indicator 3 description**						
Increase in students and staff who take advantage of physicial, blended, or virtual mobility	% of students participating in short or long-term, physicial or virtual mobilities	This indicator refers to the % of students participating in short or long-term, physical or virtual mobilities via the U! European University	80-100 students	project monitoring and surveys about experiences with exchanges	50% of U! degree students			WP4
	Outcome 1 indicator 4	**Outcome 1 indicator 4 description**						
	# of multimedia stories by and about students & staff	This indicator is about the (learning) experiences of students and staff on their enegagement in U! activities that will be recorded via videos	none	video recordings	At least 5 multimedia stories			WP3
Outcome 2 (Tier one)	**Outcome 2 indicator 1**	**Outcome 2 indicator 1 description**						
U! provides high quality teaching and learning experiences related to climate neutral and smart cities challenges	# staff that participated in U! pedagogical forum or staff training with embedded mobility	This indicator refers to the number of staff that participate in U! pedagogical forum or staff training with embedded mobility component	??	project management	3.700 staff members (30% of staff)			WP4
	Outcome 2 indicator 2	**Outcome 2 indicator 2 description**						
	# of microcredentials established in green and digital transitions and transversal skills	This indicator refers to the number of micro-credentials (short-term courses) that will be established in green and digital transitions and transversal skills in 2027	none	project monitoring	18+ micro-credentials established in 2027			WP4 en 6
	Outcome 2 indicator 3	**Outcome 2 indicator 3 description**						
	# of collaborative programs	This indicator represents the number of collaborative programs developed by U! universities	none	project monitoring	2 joint minor programs, 3 double degree programs and 1 joint degree program			WP6



Indicator profiles

		Indicator 1.1: examples of good governance	Indicator 1.2: students, staff and lifelong learners who report expectations of inclusion exceeded	Indicator 1.3: physical or virtual mobilities	Indicator 1.4: multimedia stories	Indicator 2.1: participation staff in forum or staff training	Indicator 2.2: microcredentials	Indicator 2.3: collaborative programs	Indicator 2.4: open courses	Indicator 2.5: flexible study paths	Indicator 2.6: lifelong learners	Indicator 3.1: U! Centres of Expertise	Indicator 3.2: joint cross-boarder knowledge-creating community
Number and title of indicator		Outcome 1 Indicator 1 # of examples of good governance for toolbox	Outcome 1 Indicator 2 # of U! students, staff and lifelong learners who report expectations of inclusion	Outcome 1 Indicator 3: % of students participating in short or long-term, physicial or virtual mobilities	Outcome 1 Indicator 4: # of multimedia stories by and	Outcome 2 Indicator 1: # staff that participated in	# of microcredentials established in green and	# of collaborative programs	# of open cours	% of students using flexible study paths	# of lifelong learners	# of U! Centres of Expertise	# of joint cross-border knowledge-creating
Results, framework impact, outcome, activity or input to which it applies.		Outcome 1 U! future proof urban professionals are shaped by offer from inter-university campus	Outcome 1 U! future proof urban professionals are shaped by offer from inter-university campus	Outcome 1 U! future proof urban professionals are shaped by offer from inter-university campus	Outcome 1 U! future proof urban professionals are	Outcome 2 U! is a lighthouse European University for	Outcome 2 U! is a lighthouse European University for	Outcome 2 U! is a lighthouse European University for	Outcome 2 U! is a lighthouse European University for	Outcome 2 U! is a lighthouse European University for	Outcome 2 U! is a lighthouse European University for	U!'s expertise on climate neutral and smart cities in research and	U!'s expertise on climate neutral and smart cities in research and
Detailed definition of the indicator, including any terms that are not immediately clear from the title.		Good governance: a participatory process is needed where all stakeholders involved can hold vision and values up for discussion and find common ground, within boundaries of project (U! GA/proposal text)	Inclusion: is core of our identity. we are committed to creating and open and welcoming environment where diverse perspectives are valued, and everyone is given support needed to ensure equal opportunities	Mobilities: Virtual, blended or physical exposure of students, staff and lifelong learners to international experiences or envrionments which are different than those regularly found within their host institution. For project	Multimedia stories are about how students and staff experience their participation in	3 pedagogical forums need to be organized for teaching staff where best practices are shared. Another 3	A micro-credential is a recognised proof of the learning outcomes that a learner has achieved following a	In total 6 joint programs will be developed, 2 minor BSc. programs (AUAS, IPL), 3 double degrees BSc	Open courses typically refer to educational courses that are available to anyone, usually for free or at a low cost, without	A flexible study path refers to an educational approach that allows students to tailor their learning experience to	Learners from private or public organisations incl. businesses, public administration, higher education institutes. They	3 U! Centres of Expertise (CoEs) will be established to pool, integrate and strengthen existing research capacities and infrastructures for Climate-Neutral and	1 joint cross-border knowledge-creating community should be established to co-create solutions for Climate-Neutral and
Detailed sources, instruments, schedule and process(es) is for each round of data collection, including the baseline (where relevant).		WP2 will organize yearly participatory process via focus groups, together with WP3 for student and stakeholder involvement	WP2 will organize focus groups to come to gender equality and inclusion plan, and track experiences with inclusion among U!	WP4 will track mobilities preferably via online project monitoring/ registration system.	will organize (phone) booth set ups during events, at least U! connects,	WP6 is in charge of organizing the 6 forums and the staff	WP4 will keep track of short courses with microcredentials that are	WP6 is in charge of developing, supporting and tracking the	WP4 is in charge of selecting set of 70 open courses that	WP4 and WP6 will co-develop a framework in which flexible study paths can	WP4 and WP6 develop infrastructure and courses on sustainability	WP5 is in charge of the establishment of U! CoEs and will develop a	WP5 is in charge of the setting up and programming of the joint knowledge-
Anticipated costs of each round of data collection for the indicator, including the baseline (where relevant).		Time, incl. input students and stakeholders	Time, incl. input students, staff and stakeholders	Time, and perhaps in later stage online tracker system on campus environment or app (need indication of costs?)	Time and costs for camera, booth, editing, etc. of videos	Time and systematic registration	Time, also for setting up quality assurance	Time, and additional funding via Erasmus +	Time and approval and time effort of partner	Time	Time	Time	Time, also of associate partners
Persons/positions responsible for:	**Data collection:**	WP2	WP2	WP4	WP3 in close collab with WP7	WP4	WP4	WP6	WP4	WP4	WP4	WP5	WP5
	Analysis:	WP2 together with impact team (and executive committee)	WP2 together with impact team	WP4 together with impact team (and executive committee)	WP3 and WP7	WP4 with suppo	WP4 and WP6	WP4 and WP6	WP4	WP4 and WP6	WP4 and WP6	WP5 and WP6 for tracking enhancement of quality of U!	WP5 and WP7 for tracking events and # of persons
	Reporting:	WP2 with impact team	WP2 with impact team	WP4 with impact team	WP3 and impac	WP4 and impac	WP4 and impac	WP6 and impac	WP4 and impac	WP4 and impac	WP4 and impac	WP5 and impact team	WP5 and impact team
Risks to data collection for the indicator. Mitigation or contingency strategy for addressing the risks.		Preparation time/ availability of students and stakeholders/ combine with events like U!	Preparation time/ availability of students and stakeholders/ combine with	High risk indicator! needs considerable detail that does not exist yet in project or partner	Need to make a good overview of	Systematic monitoring of participants	Learning outcomes will have to be	Deliverable for this indicator is report on	Decisions on course offering in English only	First, possibilities for flexible study paths (and	Interaction with knowledge creating	In particular the reporting on enhancement	In particular, activities and effect

MEL TOOLS

- Written MEL Strategy
- Logic Model (LM)/ Theory of Change (TOC)
- Results Framework (RF)
- Indicator/ Indicator Profiles
- Activity and Initiative tracking (# of participants, type of activity, # of total activities, etc)
- Monitoring data needed for deliverables and milestones
- Generic Survey (Build-your-own)
- Application Questions for MEL
- MEL Checklist
- Internal Evaluation Reports (IERs)

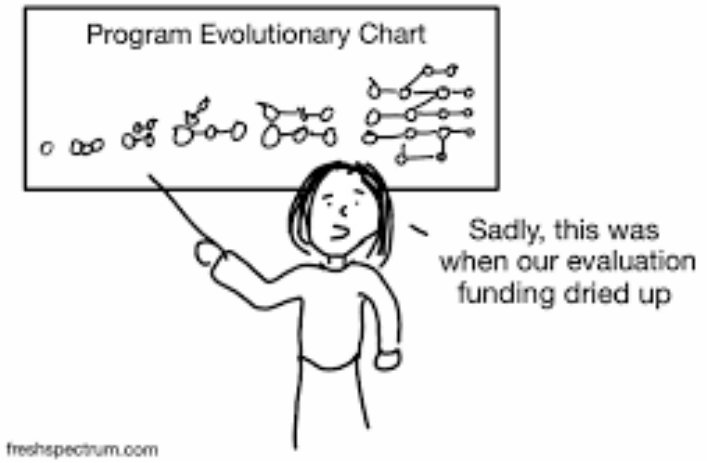
PROCESSES AND PROCEDURES

Developing the framework:

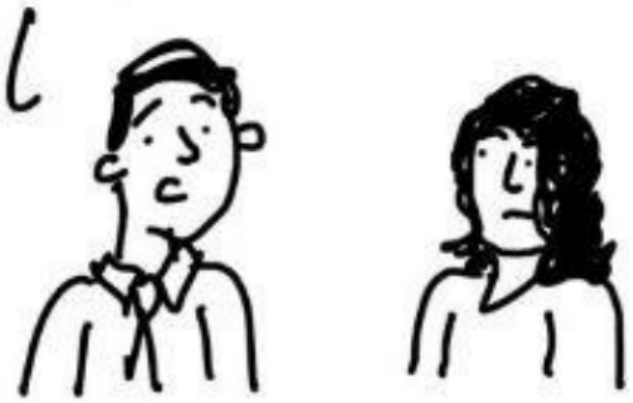
- Workshops:
  - Theory of Change/ Login Model
  - Result Framework/ Indicators
- 1 on 1 meetings with WP Coordinators quarterly
  - Support data collection
  - Discuss also the processes with project management and reporting
- Impact manager analyses data from applications, surveys, interviews, focus groups, etc. for:
  - Indicators in Results Framework
  - Data for any necessary reporting
- Annual reporting on Indicators in Results Framework

CHALLENGES

- Difficulties obtaining good quality, relevant, standardised data that is meaningful to shows true progress and impact of activities
- Collecting both good quality quantitative and qualitative data
    - Challenges with survey fatigue and lack of data diversity
- Tools that make data collection easier, not more difficult
- Resources available to build and implement the strategy and framework
- Time needed for embedding the impact framework into the alliance structure and ecosystem
- Changing the narrative
- Changing the role in task/deliverable/ milestone reporting



Uh oh, it looks like our evaluator is coming to chat about our project performance.



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THANK

For more information: p.p.van.hemert@hva.nl

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