

ZINCK Caroline

From: Bruno Koeckhoven [REDACTED]
Sent: 29 August 2014 14:54
To: Euro-Ombudsman
Subject: [EOWEB] complaint 1682/2010/BEH
Attachments: EU-ombudsman antwoord samenstelling EU-expertgroepen.docx

Follow Up Flag: OI/6/2014/BEH
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Afzender

Afzender Bruno Koeckhoven [REDACTED]
Datum Friday, August 29, 2014 2:54:25 PM CEST

Uw gegevens

Deel 1 - Contact informatie

Voornaam	Bruno
Naam	Koeckhoven
Uw geslacht	Mannelijk
E-mail adres	[REDACTED]

Taal waarin u graag een antwoord wilt ontvangen en - English

Deel 2 - Gegevens

Onderwerp complaint 1682/2010/BEH

Dear Sir, Madam,

In annex of this mail you find the response from the Flemish Council of Universities of Applied Science (hogescholen) of Belgium.

Inhoud

Kind regards,

Bruno Van Koeckhoven

policy officer

On 19 December 2013, the Ombudsman closed her inquiry into complaint 1682/2010/BEH concerning, among other things, the issue of the balanced composition of Commission expert groups.

This is the response of the official Council of Flemish Universities of Applied Science (UAS) of Belgium.

In contrast to the classical academic universities Europe's Universities of Applied Sciences (UAS) are generally far more close related to the professional work-field, i.e. the industry and especially the SME's, the public sector and not for profit organizations. Classical academic universities are in its origin and historically more orientated to fundamental not market-related research. Therefor the EU-decision makers are too strongly focussed on these classical academic universities and are neglecting the huge potential of the Universities of Applied Sciences (UAS).

These UAS's (polytechnical institutes, Fachhochschulen,...) have a unique position in close links to the labour market could, which guarantees a fully functioning knowledge triangle of education-research-innovation, which is one of the aims of the 4th strategic objective of the European Council on 12 May 2009 (ET 2020). However, because of the fact innovation and research was historically less well developed within the most UAS's (which were more focused on giving students a qualitative professional education), on the one hand, and the fact the classical academic universities, which were historically more emphasizing on research, at the other hand, the latter gained the last decades far out the most EU-funding on research. Therefor tragically in most EU-Member States the UAS are far out less funded by the EU's Science & Research programs. At this point of innovation the EU is generally neglecting crucial players in the field of Higher Education to enhance and strengthen the knowledge triangle of education-research-innovation with a quick return to market.

Partnership between the world of enterprise and different levels and sectors of education, training and research can help to ensure a better focus on the skills and competences required in the labour market and on fostering innovation and entrepreneurship in all forms of learning. Therefor the EU-authorities should sustain and focus more on Europe's UAS, i.e. the Professional Higher Education institutes.

In order to find solutions for the current societal and economic challenges, EU-expertgroups on innovation and research should comprise a strong link to applied research, concrete innovations and SMEs, more than an emphasis on fundamental and excellent science. A representation of UAS in all such committees can strengthen this link.

Kind regards,

Bruno Van Koeckhoven

policy officer - Vlaamse Hogescholenraad

