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Swiss Higher Education Institutions within European University Alliances: Strategies, Challenges and Impact

Abstract

This paper examines how Swiss *Higher Education Institutions* (HEIs) engage with European University Alliances despite being excluded from *Erasmus+*. Drawing on the experience of the authors as practitioners, this paper examines the specific case of Switzerland and highlights the various pathways and strategies through which Swiss HEIs have become involved in alliances. The authors also explore whether – and in what ways – the Swiss policy and funding context shapes the form of Swiss participation in the European University Alliances. Findings show that most Swiss HEIs are active, turning the alliances into a vital “lifeline” that connects Switzerland to the broader European academic landscape and reinforces its attractiveness, inclusiveness and European identity.

Keywords

European university alliances, Swiss higher education institutions, transnational cooperation, institutional strategies, typologies of involvement

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Schweizer Hochschulen in europäischen Hochschulallianzen: Strategien, Herausforderungen und Auswirkungen

Zusammenfassung

Dieser Entwicklungsbeitrag untersucht, wie sich Schweizer Hochschulen trotz des Ausschlusses aus *Erasmus+* in europäischen Hochschulallianzen engagieren. Basierend auf den Erfahrungen der Autor:innen als Praktiker:innen, beleuchtet dieser Beitrag den konkreten Fall der Schweiz und zeigt die verschiedenen Wege und Strategien auf, wie sich Schweizer Hochschulen in Allianzen engagieren. Die Autor:innen untersuchen auch, inwiefern die Schweizer Politik und der Finanzierungsrahmen die Form der Schweizer Beteiligung an den Europäischen Hochschulallianzen beeinflussen. Die Ergebnisse zeigen, dass die meisten Schweizer Hochschulen aktiv sind und die Allianzen eine wichtige „Lebensader“ sind, die die Schweiz mit der breiteren europäischen Hochschullandschaft verbindet und ihre Attraktivität, Inklusivität und europäische Identität stärkt.

Schlüsselwörter

Europäische Hochschulallianzen, Schweizer Hochschulen, transnationale Zusammenarbeit, institutionelle Strategien, Typologie des Engagements

1 Introduction and methodology

The primary goal of the European University Alliances initiative is to build deep, long-term transnational cooperation among *Higher Education Institutions* (HEIs) across Europe, with the aim of enhancing the quality, inclusiveness, attractiveness, and global competitiveness of European higher education, while fostering a shared European identity and common values (European Commission, 2026). Today, almost 650 HEIs participate as core partners in the 73 existing European University Alliances, receiving *Erasmus+* funding – or, in the case of Switzerland, national funding – to support their engagement in these projects. However, many more institutions beyond these 570 core partners maintain connections with and benefit from the networks created by the alliances.

Some countries find themselves in a particular situation: while they are not part of *Erasmus+*, they maintain strong academic ties and partnerships with institutions in the European Union and are part of the *European Higher Education Area* (EHEA). Two cases stand out in this regard: the United Kingdom and Switzerland.

Like Switzerland, the United Kingdom has not been part of *Erasmus+* since the full rollout of the initiative of the European University Alliances as of 2022. Both Swiss and British universities have seized the opportunity to participate in alliances as *associated partners*, despite not receiving any *Erasmus+* funding after the pilot phase. Unlike Switzerland, however, the UK government has never provided national funding to support the participation of its universities in the initiative. This difference helps explain why, relative to the total number of HEIs in each country, Switzerland has a significantly higher proportion of institutions involved in alliances: in Switzerland, more than half of all universities⁴ and universities of applied sciences and arts are associated partners in projects with national funding, whereas only 10-15 UK universities are participating as self-funded associated partners (Universities UK, 2026). Cavallaro and Lepori (2021) further argue that the UK's national system has higher institutional barriers to participating in EU programmes compared to the

⁴ Including the two federal institutes of technology.

Swiss system, which is another reason to explain the UK's relatively lower rate of engagement in the European Universities Initiative (Cavallaro & Lepori, 2021).

According to Kupriyanova, Ferencz, Hartzell & Dello Iacovo, the question of whether national funding is unique, as in Switzerland, or complementary in certain European countries, is an important factor in the ability of higher education institutions to participate in the development of European alliances:

“While soft forms of support such as exchange and communication are valued by HEIs, qualitative feedback places particular emphasis on the need to secure sustainable national funding, including for research, staff development, and student mobility, alongside calls for greater flexibility and simplified administrative rules” (Kupriyanova, Ferencz, Hartzell & Dello Iacovo, 2026, p. 57).

This factor is decisive in explaining the difference between Switzerland and the United Kingdom.

While funding is undoubtedly an important explanatory factor, it does not capture the full picture (for an analysis on institutional factors see Cavallaro & Lepori, 2021). It therefore remains an open question why Swiss HEIs have become so strongly engaged in alliances, especially given that nonparticipation in *Erasmus+* might intuitively be expected to pose a limiting constraint.

This leads us to our core question:

How does the Swiss higher education sector engage with the European University Alliances initiative and what are the rationales behind this engagement?

Drawing on the authors' experience as practitioners, this paper examines the specific case of Switzerland and highlights the various pathways and strategies through which Swiss HEIs engage with European University Alliances. The analysis is based on the authors' practical expertise, complemented by literature on European University Alliances. The categorisation is informed and confirmed by exchanges with international relations officers in the listed Swiss institutions. The typology presented in this article emerges from a dual approach: systematic observation of institutional

data and a review of publicly available materials, including reports, press releases, and official statements. By triangulating these sources, the authors were able to identify and refine the categories of the typology, particularly with regard to HEIs that are not formal members of an alliance. This combination of primary insights and secondary evidence ensures that the findings are both grounded in practitioner expertise and supported by verifiable public documentation.

2 Swiss context

After the first two pilot calls, the *European Union* (EU) decided to open the European University Alliances to broader participation, allowing universities from all countries in the EHEA to take part in the 2022 call for proposals. This decision was widely welcomed across the higher education sector, particularly because both the United Kingdom and Switzerland were not associated to the *Erasmus+* programme at the time (Craciun, Kaiser, Kottman & Van der Meulen, 2023, p. 21). However, it is important to note that institutions from countries not associated to *Erasmus+* in principle do not receive *Erasmus+* funding and must therefore secure their own resources to participate in alliance activities. This status as self-funded partners in the *Erasmus+* project is formally called ‘associated partners’, as opposed to the ‘full partners’ that are funded by *Erasmus+*. However, from the point of view of the alliances ‘associated partners’ in the projects can de-facto be ‘full partners’ in the alliances.⁵

In Switzerland, the national agency for exchange and mobility, *Movetia*, was mandated by the *State Secretariat for Education, Research and Innovation* (SERI) to introduce a matching co-funding scheme for Swiss HEIs officially selected as partners in *Erasmus+* alliance proposals (Kupriyanova, Ferencz, Hartzell & Dello Iacovo, 2026). Moreover, Swiss partners do not count towards the number of full members in a project proposal. Nevertheless, alliances involving Swiss institutions

⁵ The terminology ‘associated partner’ is not related to the ‘association’ of a country to the *Erasmus+* programme

treat them as *de facto* full members, integrating them into governance structures on an equal basis with other partners.

Since Swiss HEIs first joined alliances in 2022, more than half of Switzerland's comprehensive universities and universities of applied sciences and arts have become full partners supported by *Movetia*. The Swiss government aims to rejoin the *Erasmus+* programme in 2027, at which point Swiss HEIs would become eligible for *Erasmus+* funding in future alliance calls.

At first glance, it becomes evident that the institutions with the largest student populations have joined a European University Alliance, while medium-sized institutions have pursued more varied strategies. Institutional size therefore also emerges, a priori, as a notable explanatory factor for whether or not an institution has chosen to participate in an alliance (see Figure 1):

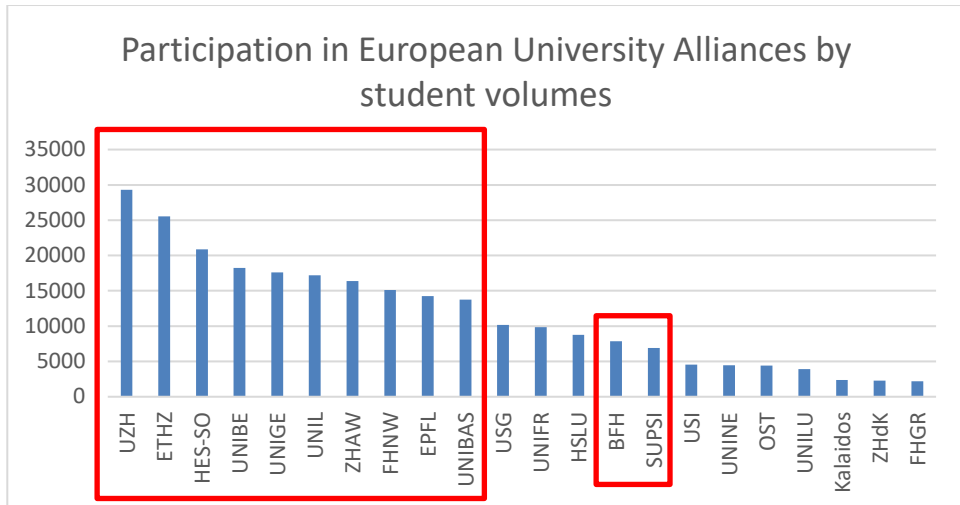


Fig. 1: Participation of the Swiss HEIs in European University Alliances by student volumes⁶

Nevertheless, the typology developed below demonstrates that the situation is more nuanced, revealing a range of different modes of integration.

⁶ Source: Federal Statistical Office, 2025. The acronyms used in the table are: for University: *University of Zurich (UZH), Swiss Federal Institute of Technology Zurich (ETHZ), University of Bern (UNIBE), University of Geneva (UNIGE), University of Lausanne (UNIL), Swiss Institute of Technology Lausanne (EPFL), University of Basel (UNIBAS), University of Saint-Gallen (USG), University of Fribourg (UNIFR), Università della Svizzera italiana (USI), University of Neuchâtel (UNINE), University of Lucerne (UNILU)*. For University of Applied Sciences and Arts: *University of Applied Sciences and Arts Western Switzerland (HES-SO), Zurich University of Applied Sciences (ZHAW), University of Applied Sciences Northwestern Switzerland (FHNW), Lucerne University of Applied Sciences and Arts (HSLU), Bern University of Applied Sciences and Arts (BFH), University of Applied Sciences Southern Switzerland (SUPSI), University of Applied Sciences Eastern Switzerland (OST), Kalaidos, Zurich University of the Arts (ZHdK), University of Applied Sciences of Grisons (FHGR)*.

3 Typology of involvement for Swiss institutions

In 2025, twelve Swiss HEIs – five cantonal universities, five universities of applied sciences, and the two federal institutes of technology – are participating as associated partners in European University Alliances projects. Their involvement is fully supported through national funding managed by *Movetia*, and together these institutions are engaged in twelve different alliances (Movetia, 2025). For all twelve HEIs, this represents a strategic commitment to remaining connected to the wider European higher education landscape.

For many institutions, participation in European alliances is regarded as essential in order to keep pace with the European Commission’s priority initiatives, particularly those related to *Erasmus+*, a programme in which Switzerland currently takes part only indirectly and mostly in the field of mobility. A number of measures promoted within the alliances – such as the creation of legal entities, joint degrees, and new cooperation formats – are viewed as important developments shaping the future of the EHEA and the *European Research Area* (ERA).

The *University of Applied Sciences and Arts Western Switzerland* (HES-SO), for example, considered joining a European alliance crucial in order to stay informed about and actively engaged in the evolution of the EHEA. According to one of the authors, participation was seen as a unique opportunity to “stay on the European train” rather than remain a mere observer:

“For HES-SO, joining UNITA was a strategic move. When the European Commission opened the door to non-EU participation in 2022, the university of applied sciences and arts seized the opportunity to stay engaged in the evolving European higher education landscape. Participation in the alliance has served as a project accelerator, helping HES-SO remain connected to key developments, such as the rollout of Blended Intensive Programmes (BIPs) and maintain a strong presence within European cooperation frameworks, [...]” (Swisscore, 2025).

The twelve Swiss HEIs fully engaged in alliances fall into the first category of the proposed typology, namely:

1. *Associated partners* in the European university alliance *Erasmus+* project and as such as core member of the alliance (with national funding from *Movetia*);

Five Swiss universities and five universities of applied sciences are not associated partner with national funding of an alliance project⁷. However, this does not mean that they are disconnected from the alliances. In practice, three other types of involvement can be observed at Swiss level:

2. *Network involvement*: getting involved in a network that will apply for European funding to get funded as alliance;
3. *Gradual approach*: joining an already funded alliance with a “side-role” (without funding) to then see how the collaboration can further develop;
4. *Observatory approach*, monitoring developments without any type of involvement.

3.1 Associated partner with national funding

While twelve Swiss HEIs participate in European University Alliances, their strategies differ. Some institutions have joined established alliances with which they already had long-standing connections, while others have opted to join newly formed networks.

⁷ For the analysis, we set aside “stand-alone” (i.e. not part of a UAS) *Universities of Teacher Education* (UTE). Their peers in Europe are mostly embedded in comprehensive universities (as faculty for education sciences) or universities of applied sciences, which have engaged into European University alliances focusing on other areas than teacher education. Moreover, for Swiss UTE, the European Teachers Academy funding scheme could be of relevance, but it is currently not open to Swiss institutions.

This first group includes: the *University of Geneva* (UNIGE) (4EU+), the *University of Lausanne* (UNIL) (CIVIS), *Zurich University of Applied Sciences* (EELISA), *ETH Zurich* (ENHANCE+), the *University of Bern* (ENLIGHT), *EPFL* (EuroTeQ), the *University of Zurich* (Una Europa), the *University of Basel* (EPICUR through involvement in EUCOR) and *HES-SO* (UNITA).

In most cases, these universities were already familiar with the networks they joined, which greatly facilitated their integration (cf. Lambrechts, Cavallaro & Lepori, 2024). Notable examples include:

- UNIL, already active in the UNICA network of universities in European capitals, several of which are members of CIVIS.
- UNIGE, which has long-standing collaborations with institutions in the 4EU+ alliance, several of which are members of the Coimbra Group.
- HES-SO, which was invited during the early stages of UNITA by its strategic partner, the University of Savoie Mont-Blanc. As soon as alliances opened to Swiss participation, HES-SO was able to join rapidly.

Importantly, Swiss universities are fully integrated into alliance governance structures, often co-leading activities, and hosting events in Switzerland to foster cooperation. As Switzerland joined the European Alliances development at a later stage, it makes sense that the majority of institutions fall into the first group.

The second group consists of institutions that contributed to the creation and submission of proposals in the first round of their respective alliances. These are: *University of Applied Sciences and Arts Northwestern Switzerland* (Challenge-EU), *University of Applied Sciences and Arts of Southern Switzerland* (EUonAIR), and *Bern University of Applied Sciences* (PIONEER). Interestingly, all are universities of applied sciences, and all participated in the 2024 submission round. Their strategy required a higher level of commitment, as they were involved from the outset in building new networks and strategic orientations of the alliances. These institutions also play significant roles in co-leading Work Packages.

3.2 Network involvement

The *University of Fribourg* (UNIFR) and *Lucerne University of Applied Sciences and Arts* (HSLU) fall into the second category, i.e. getting involved in a network that will apply for European funding to get funded as alliance. In both cases, the institutions participated in an EU alliance application that was rejected. Interestingly, however, collaboration has continued despite the absence of funding—a sign of strong mutual interest and strategic value.

UNIFR has been a member of the *AcrossEU* alliance since February 2022. The alliance initially formed with the intention of submitting a proposal under the European University Alliances call within *Erasmus+*. After the negative funding decision, however, the partners chose not to abandon the collaboration. Instead, they agreed to continue working together with the explicit aim of securing funding from *Erasmus+ Key Action 2*, *Horizon Europe*, and *Movetia* instruments. While not all *AcrossEU* partners participate in every project submission, a strong core group is consistently involved. The University of Caen further strengthened the alliance by hiring a dedicated coordinator, who plays a key role in structuring the collaboration and coordinating related project activities. Thanks to this coordinated approach – and supported by a Seal of Excellence from *Erasmus+ – AcrossEU* has successfully obtained funding for initiatives including sustainable entrepreneurship training for students, intercultural skills training for administrative staff, WIDERA funding under *Horizon Europe*, and a *Movetia*-supported international project on the use of Artificial Intelligence in university teaching.

HSLU is member of the *European University for Academic Continuing Education* (EU.ACE). Before submitting the EU funding application, the partners signed a Memorandum of Understanding outlining that they would engage in collaborations even with a negative funding decision. Within EU.ACE, HSLU is planning to participate in a Blended Intensive Programme involving EU.ACE partners and has developed close ties especially with two universities of applied sciences in Finland and the Netherlands members of EU.ACE. This demonstrates how partnerships can evolve even without initial project approval.

Both the UNIFR and HSLU intend to participate in the funding application round scheduled of March 2026.

3.3 Gradual Approach

Zurich University of the Arts (ZHdK) falls into the third category. The European Universities Alliance for Film and Media Arts *FilmEU* submitted its second-round application for European funding in February 2023, and ZHdK's Department of Performing Arts and Film joined the alliance as an associated partner (without funding) at the end of that year (ZHdK, 2024). ZHdK's initial involvement in *FilmEU* stemmed from a shared interest among ZHdK faculties and researchers and the *FilmEU* core partners to collaborate on concrete, project-based initiatives. Since then, ZHdK's engagement with *FilmEU* has developed in a distinctly bottom-up manner. This collaboration has already resulted in ZHdK's involvement in one *Erasmus+* cooperation project and in a *Horizon Europe* proposal. Currently, ZHdK is in discussions with *FilmEU* regarding the possibility to become an affiliated partner within the *FilmEU* association – the legal entity established by the alliance. Such an affiliation would allow ZHdK to increase its involvement in selected *FilmEU* activities and could potentially pave the way for full participation in the *FilmEU* project at a later stage. For now, ZHdK falls into the fourth category (observatory approach) regarding its relationship with another alliance in the field of music.

Università della Svizzera italiana (USI) also belongs to third second category. After a phase of observation (category 4), USI is now in negotiations to join an alliance, with the intention of applying for *Erasmus+* funding in the coming years. Similarly, the *University of St. Gallen* joined the alliance *engage.eu* in October 2025 as an associated partner, looking to apply for funding in the future.

3.4 Observatory Approach

The remaining institutions follow an observatory approach, monitoring developments without any type of involvement so far.

In the case of *Kalaidos*, it is due to the primary national orientation of the institution. Other institutions, like the *University of Neuchâtel* and the *University of Applied Sciences Grisons* (FHGR) follow an observatory approach and try to identify an alliance they could potentially approach. The same situation applies to the *Eastern Switzerland University of Applied Sciences* (FH OST). In other words, for the three institutions, the situation will be reviewed in the future in order to analyse the possibility to join an alliance.

The *University of Lucerne* reviewed the possible participation in a European University alliance in 2023 as part of their internationalisation strategy. They decided against a participation for resources reasons and continue to monitor the situation, especially considering the planned association of Switzerland to *Erasmus+*.

4 Several types of involvement but one rationale

All four types of involvement share a common underlying driver: the intention to remain connected to relevant European initiatives and to the broader European research, innovation, and education landscape. Whether Switzerland's exclusion from *Erasmus+* – and previously from *Horizon Europe* – has directly motivated institutions to maintain these connections is difficult to demonstrate conclusively.

The authors' observations on Swiss participation lead to a different conclusion than that of Lambrechts, Cavallaro and Lepori, who state that

“the pattern is strikingly different in the UK and Switzerland: in both countries, only a minority of ranked institutions (UK: 9 out of 65; CH: 3 out of 10) are currently participating; in both countries, unranked institutions do not feature in the alliances at all” (Lambrechts, Cavallaro, Lepori, 2024, p.1239).

However, as of 2026, twelve Swiss institutions, including some that are not ranked according to the reference used by Lambrechts, Cavallaro and Lepori, i.e. in the Academic Ranking of World Universities (<https://www.shanghairanking.com/>) are participating in European alliances and a strong and growing interest among Swiss institutions in this new form of collaboration can be observed. At the European level more broadly, there is clear evidence that the alliances serve as an important mechanism for remaining intelligently and productively connected to developments, networks, and emerging funding opportunities across the European research, innovation, and higher education ecosystem. The European Commission considers the European University alliances as not merely projects but as a “deep long-term structural and strategic cooperation between higher education institutions”.⁸ This strategic character of the alliances is evidenced by the fact that the European Commission attributes many policy objectives to the alliances, such as for example the piloting of joint European Degrees or boosting student mobility to unprecedented levels. They see the alliances as key actors in fostering the integration of the European (higher) Education Area. Following this drive, Frame and Curyło edited a volume on this topic where they put forward the “novel concept of Euro-internationalisation: when internationalisation is used to serve Europeanisation” (Frame & Curyło, 2025, p. 3). This strategic character can be burdensome for the alliances as it creates very high expectations and leads to a plethora of frittered objectives. However, the alliances can also benefit from this strategic vision/approach as it gives them privileged access to the EU policymakers.

When the Commission puts forward new higher education policies, they tend to directly consult with alliance representatives; this direct contact is further facilitated by the fact that several alliances have Brussels-based offices. In 2024, the EU organised stakeholder consultations in preparation of the next *Erasmus+* programme for the period 2028-2034. Selected organisations were invited for that purpose, many of which happened to be European University alliances. Furthermore, the EU financed

⁸ Key findings, website: <https://education.ec.europa.eu/education-levels/higher-education/european-universities-initiative/outcomes-and-potential>

the setting up of a forum for all EUI alliances – FOREU4ALL. Reacting to this reality, the Swiss contact office for European research, innovation and education *SwissCore* puts the spotlight on the Swiss involvement in the European University Initiative: At last year’s *SwissCore* anniversary event, the alliances were the main topic of a panel discussion and, in 2026, *SwissCore* will organise a workshop with Swiss HEIs that are actively involved or interested in alliances. An evaluation report commissioned by the French Ministry of Higher Education and Research and Space (Censier-Calmus, 2025) highlights that

“Alliances drive innovation through interdisciplinarity, flexible learning pathways (microcredentials, shared online course catalogues), hybrid teaching formats (e.g. blended intensive programmes, collaborative online learning), and challenge based learning linking education, research and socioeconomic actors”

and that they

“(…) function as incubators capable of rapidly developing relevant education offers in response to global and societal challenges” (Censier-Calmus, p. 9).

The evaluation also outlines that alliances

“enabled coordinated responses to European research calls (Horizon Europe, MSCA), mutualisation of research infrastructures, and strengthened doctoral and postdoctoral cooperation (including co-supervised PhDs)” (Censier-Calmus, p. 9).

From the outset, the initiative aimed to strategically connect alliance members not only in education but also in research and innovation. To support this ambition, the European Commission complemented *Erasmus+* funding with resources from Horizon 2020. The key objective of the Horizon 2020 ‘Science with and for Society’ action was to use European Universities as a testbed for institutional transformation in research and innovation and to foster synergies between *Erasmus+* and *Horizon Europe*. However, this dedicated funding stream was not continued under *Horizon*

Europe. While alliances were encouraged to apply for *Horizon Europe* funding, no specific allocation was reserved for them.

As a recent report prepared by the European Commission on the outcomes and transformational potential of the EUI outlines, most alliances are developing initiatives to promote partner research collaboration:

“92 % of the alliances have or are developing platforms or activities to connect researchers from partner HEIs with similar interests. 74 % of the alliances have or are implementing funding opportunities for joint research projects. 61 % have and or are creating joint research support centres or units. Furthermore, 29 % of the alliances implement services to support joint publications” (European Commission, 2025, p.240).

“Since the start of the alliance in 2019, more than 25 new joint research projects with European funding have been initiated in various research areas” (European Commission, 2025, p. 241).

Moreover, the same report outlines that several European Universities alliances have attracted funding from *Horizon Europe*. Concretely, the following examples can be mentioned: *European Institute of Innovation and Technology* (EIT) EIT-HEI Initiative, for example under call 1: EELISA, E³UDRES², EUt+, UNITA and YUFE and under call 2: FILM-EU) 546; EIT Knowledge and Innovation Communities and/or EIT projects, including through their partner higher education institutions, for example ENHANCE, EUt+, EuroTeQ, EELISA, ENLIGHT, and Una Europa; *Marie Skłodowska Curie Actions* (MSCA) to strengthen doctoral education and postdoctoral training by fostering excellence and promoting innovative approaches. At Swiss level, an internal survey conducted by Euresearch & Movetia on the ‘Awareness of Horizon Europe among European University Alliances Swiss members’ reveals that circa 70 % of the Alliances with Swiss members pursue the aim to generate MSCA projects and circa 85 % aim to enhance research collaboration within Pillar 2 of Horizon Europe (in 5 of the 7 clusters).

5 Conclusion

Swiss HEIs are strongly engaged in the European Universities Alliances initiative. The fact that more than half of Switzerland’s universities and universities of applied sciences and arts fully participate in alliances – despite being excluded from *Erasmus+* funding – and that many others are deeply connected with existing alliances demonstrates strong commitment and interest from both Swiss institutions and the alliances themselves.

While the availability of national funding on the Swiss side has undoubtedly encouraged Swiss HEIs to participate in alliances, it is clearly not the only motivating factor, as illustrated by the diversity of involvement types described in the typology developed in this paper. The authors argue that the typology, although based on the Swiss case, can be applied across European countries. Many HEIs in the EHEA indeed fall into categories 2, 3 and 4.

Swiss HEIs engagement reflects a strategic choice to remain deeply interconnected with the EHEA and ERA. The development of the European University Alliances represents a unique opportunity to complement Switzerland’s longstanding engagement with *Horizon Europe*. Together, these frameworks create powerful incentives for Swiss institutions to remain embedded in multilateral university ecosystems. The Alliances provide a platform to advance the educational dimension—through joint degrees, mobility schemes, *blended intensive programmes* (BIPs), and other forms of curricular collaboration—while simultaneously serving as an entry point into broader collaborative research consortia, shared infrastructures, joint research and innovation agendas, and the possibility to shape important policy developments.

Swiss HEIs have fully realised that participating in alliances extends well beyond education funding alone. Their engagement reinforces Switzerland’s integration into the wider European higher education and research landscape, and reinforces its attractiveness, inclusiveness and European identity.

International cooperation is a structural pillar of the Swiss academic system. HEIs in Switzerland have long relied on dense European research and mobility networks to

sustain excellence, visibility, and competitiveness. In many ways, Swiss involvement in European University Alliances initiative serves as a vital link – a lifeline – connecting a small country to the broader European academic landscape.

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