



Board Meeting 67

Document number: BM67/Part 1
1
Revision: 001
Authors: Executive Committee
Date: 4th of November 2014

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Plan of Work 2015

1. Mobility & Internationalisation

1.1 Underrepresented groups

1.1.1 Advocate for intensified data collection as basis for improving access to mobility for underrepresented groups with the goal of setting clearly defined targets on European level and in cooperation with NUSes on national level

1.1.2 Dismantle the existing barriers to credit- and full-degree mobility, for instance issues regarding recognition and student support, to ensure wider access reflecting the diversity of the population

1.1.3 Revise mobility strategy for European Higher Education Area, with specific recommendations for reducing the imbalances in mobility using the results of the Bologna With Student Eyes 2015 and the Task Force on Bologna Cooperation

1.1.4 Continue to advocate for the unconditional and full portability of student financial support, and raise awareness for the need to provide adequate student support during credit and degree mobility

1.2 Internationalisation

1.2.1 Promote the integration of incoming students and students coming back from the period spent abroad with domestic students who have not had a chance to participate in mobility

1.2.2 Promote accessible language courses for outgoing and incoming mobility as well as domestic students through introducing blended language learning courses

1.2.3 Develop internationalisation strategy toolkit for national Higher Education Institutions stakeholders in Europe in cooperation with NUSes and the Task Force on Bologna Cooperation

1.3 Global cooperation

1.3.1 Explore opportunities for common initiatives and projects with relevant global partners and other international student organisations that can create forums for the further development of global student cooperation

1.3.2 Using existing arenas to build global relationships with organisations working on relevant issues for ESUs priorities.

2. Social Dimension

2.1 Access

2.1.1 Support and fight for the inclusion of the Social Dimension in the future Bologna structures and priority policy areas and lobby for the adoption of Social Dimension strategy in Yerevan that explicitly focuses on National Access Plans;

2.1.2 ESU will actively work for the support for the Social Dimension and specifically National Access Plans in follow-up to ET2020/EU2020. Additionally follow-up the Council of the European Union conclusions on the Social Dimension of Higher Education;

2.1.3 Develop a design of a structure for a stakeholder lead National Access Plan-process in cooperation with national students' representatives;

2.1.4 In the terms of reference for the new Bologna Follow-up structures support the development of targets for underrepresented groups based on the analyses from the respective National Access Plans;

2.1.5 Strengthen the work on access and inclusion of marginalized groups. This includes but is not limited to sharing the best practices identified in the already ongoing ESU-projects PL4SD and IDEAS;

2.1.6 While promoting access on all relevant external events the aspect of lifelong learning will be included. Work to include the developed definition for Lifelong Learning in to the relevant document in Yerevan;

2.2 Social Dimension of Student centred learning

- 2.2.1** Make sure that the social dimension perspective is fully integrated in the work on student centred learning policy being done at the EU level. This will include, but is not limited to, integrating relevant social dimension issues into ESU's PASCL project and promoting the connection between the social dimension and SCL at relevant external events.
- 2.2.2** Work towards the acceptance of practices that defy the teaching based approach to the learning based approach, like inclusive excellence, inclusive pedagogy and other concepts approached on SiS Catalyst project.

2.3 Human rights in higher education

- 2.3.1** Formalising ESU's partnership with organisations and networks working on human rights in higher education;
- 2.3.2** ESU will work to spread the importance of human rights, especially freedom of opinion, the right to access education on each level, LGTBQ* rights and other rights inside Europe as well as on the global level;
- 2.3.3** ESU will strengthen its work in relation to students and education during conflicts including but not limited to disseminating and promoting the Students at Risk Programme and the Lucen Guidelines;
- 2.3.4** A human rights session will be included in at least one of the ESU's main events

2.4 Equality

- 2.4.1** Evaluate the current status on gender equality in accordance with the gender mainstreaming strategy the current status on gender equality and develop adequate measures. Besides promoting gender equality on all relevant external events the focus lies on the internal work, to become a role model for gender equality.
- 2.4.2** Raising the awareness within ESU for the importance of the topic. This includes but is not limited to developing a fact sheet containing information and recommendations on gender equality and promoting different gender approaches.
- 2.4.3** Continue and strengthen the involvement with organisations such as SIRIUS, EWL, IGLYO and the European Disability Forum. Share best practices, train, mobilise ourselves towards more effectively representing underrepresented students in all areas of higher education and higher education governance;
- 2.4.4** ESU will develop measures to broaden the understanding of gender concepts exceeding the binary concept of gender. This includes the evaluation of the current structures and documents regarding possible exclusion of any gender;

- 2.4.5** In order to represent underrepresented students the most effective way, a strategy for more inclusiveness within ESU is to be developed and possible training tools to be set up. Furthermore, instruments for sharing best practice are to be developed also from an internal perspective.

3. Quality of higher education

3.1 Student-centred learning

- 3.1.1** Strengthen relationships with stakeholders, such as teachers unions and universities, to promote the implementation of the student-centred learning approach and gain partners in ensuring the paradigm shift is enforced to the grassroots level.
- 3.1.2** Participate actively in the assessment of the student-centred learning approach; provide NUSes with expertise and training, forming a pool of experts for the assessment process covered by, but not limited to PASCL project.
- 3.1.3** Work with higher education stakeholders on creating a mutual understanding of learning outcomes and processes of writing and implementation. Lobby for the student view of learning outcomes and its importance for recognition, access and flexible learning pathways.
- 3.1.4** Deliver a strong political message advocating for the student-centred learning approach, and ensure it is embedded in all documents to be presented at the Ministerial Conference in Yerevan.
- 3.1.5** Ensure new learning platforms and systems, including e-Learning and blended learning, following the principles of student-centred learning by highlighting best practices, support and tools.

3.2 Qualifications and employability

- 3.2.1** Advocate for empowerment of the existing tools for recognition for qualifications, skills and prior learning and strong quality assurance system in European Area for Skills and Qualifications.
- 3.2.2** Directly involve NUSes in the evaluation of national qualifications frameworks, and continue to advocate for the inclusion of students in self-certification, referencing and implementation.
- 3.2.3** Expand knowledge and expertise on VET and post-secondary education in order to establish a strong voice in promoting linking and transition between the levels.
- 3.2.4** Promote the broad concept of graduate employability, supported by result of the SAGE project and student-centred learning as a tool to enhance employability.

- 3.2.5** Continue deliberations on intellectual property protection in order to ensure academic integrity within higher education systems

3.3 Recognition

- 3.3.1** Conduct a mapping exercise for identifying developments in the implementation of Bologna tools that could lead to implementation of automatic recognition of degrees within EHEA and highlight already existing best practices to be included in BWSE 2015.
- 3.3.2** Develop and explore an initiative towards prior learning recognition (RPL) within EHEA countries in cooperation with NUSes. The outcomes of this work should be included in Bologna With Students' Eyes 2015.

3.4 Quality Assurance

- 3.4.1** Adoption of the ESG at the Ministerial Conference - Prepare a lobby strategy towards the Ministerial Conference, in cooperation with the NUS representatives that will attend the Ministerial Conference in Yerevan
- 3.4.2** Implementation of the ESG - Promote the revised version of the European Standards and Guidelines after its adoption on the Ministerial Conference in Yerevan.
- 3.4.3** QA pool and trainings also for NUSes (using QUEST) - Keep promoting the QA pool, organising training for the new members of the QA pool. Organise quality assurance trainings for NUSes' using the Student Handbook on Quality Assurance
- 3.4.4** Ownership, trust and participation of students - Continue promoting student participation in quality assurance, sharing knowledge and experience. By doing so ESU will promote the principles of ownership, trust and participation of students.

3.5 Information and transparency

- 3.5.1** Participate in further development of U-Multirank by utilising student-centred learning indicators to this transparency tool, giving relevance to teaching and learning and adding field-based information.
- 3.5.2** Contribute to an online information tool on the European Higher Education Area with relevant partners, such as European Quality Assurance Register, that would aim to gather all the necessary information about the European Higher Education Area countries higher education systems (cycles, ECTS, etc.)

4. Public responsibility: financing & governance

4.1 Public responsibility for higher education and multiple purposes of higher education:

- 4.1.1** Lead the discussion on education as a public good and public responsibility with stakeholders on different processes;
- 4.1.2** Build capacity of member unions on the issues of public responsibility for higher education and multiple purposes of HE, with inclusive approaches through task forces;
- 4.1.3** Build a position towards the Youth Guarantee in consultation with the NUSes;
- 4.1.4** Follow the progress of the TTIP (and other trade agreements) negotiations and the role of education within them, informing both NUSes and the broader public about the state of negotiations;
- 4.1.5** Disseminate the outcomes of the SAGE project. Build capacity of member unions on the issues of employability and multiple purposes of higher education with the help of these outcomes;
- 4.1.6** Monitor the EU2020/H2020/ET2020 action lines and lobby for accessible, publicly funded higher education to be included in development goals and other strategies.

4.2 Financing of higher education

- 4.2.1** Gather and improve the quality and accessibility of data on the impact of different funding systems on the social dimension and quality of education;
- 4.2.2** Combat the trend of increased tuition fees and decreased public funding for higher education systems and ensure the debate is accessible and productive;
- 4.2.3** Examine the shift in the balance between non-repayable and repayable student support while emphasising the dangers of loans;

4.3 Governance of higher education and student participation

- 4.3.1** Raise awareness of the importance of students as partners and advocate for the full participation of student representatives in decision-making bodies and higher education processes on the national and European level.
- 4.3.2** Aim to provide tools and support for NUSes to ensure that students are equipped and empowered to take a role in governance.

4.4 European Union

- 4.4.1** Establish long-term cooperation with the new Members of European Parliament, new Commission and Education Attachés of represented countries to get support in ESU policy work and to ensure that the students voice is heard in the parliament;
- 4.4.2** Assess the 2014 Vote for Education campaign and devise additional strategies for upcoming actions;