



**Board Meeting 71 – Gdansk, Poland**

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**7a**

## Plan of Work 2017

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### **1. Mobility and internationalisation**

#### **1.a. Mobility and Erasmus + (Strategic priorities 2015-2017 1a., 1b., 1c., 1d. )**

ESU will continue promoting accessibility to quality mobility programs while ensuring equality and equity for all students. The mid-term review of Erasmus+ will be used as an opportunity to further advocate for these principles.

**1.a.a.** Use the findings from ESUs Erasmus+ survey and other surveys on Erasmus+ in promotion of accessibility to quality programs, financial support and credit mobility.

**1.a.b.** Deliver an input for the mid-term Erasmus+ review and coordinate input to the public consultation from the member unions.

**1.a.c.** Use existing data and advocate for collection of new relevant datasets to demonstrate the inequity in access for marginalised groups, and advocate for equal access to mobility for these groups.

**1.a.d.** Engage in and promote activities and projects that will aim to identify the different challenges that different marginalized groups face in mobility and to target diverse solutions for each and every one of them.

#### **1.b. International Students and Internationalisation (Strategic priorities 2015-2017 1e.)**

The promotion of equal treatment and equal opportunities for international students in the European Higher Education Area (EHEA) will be supported through identifying the position of international students in higher education and society as a whole.

**1.b.a.** Identify best practices in the integration of international students in society and higher education institutions, and advocate for equal treatment of international students.

**1.b.b.** Monitor the implementation of the Visa Directive providing an update to member unions.

**1.b.c.** Represent ESU in the Bologna Follow Up Group (BFUG) Advisory Group 1 on International Cooperation ensuring legitimate student participation in the Bologna Policy Forum and the inclusion of social dimension of mobility in priority focus.

#### **1.c. Global Student Cooperation (Strategic priorities 2015-2017 1f.)**

As our higher education systems become increasingly globalised, and societal issues are shared across regional borders, it's important that we continue to strive for strong

40 worldwide cooperation with other student movements, in order to build cooperation and  
41 solidarity in facing the challenges these changes present. For example, a strong united  
42 voice of students in global agendas such as the sustainable development goals (SDG) is  
43 crucial. Cooperation worldwide will continue to focus on using shared struggles to develop  
44 common campaigns and facilitate the building of relationships.

45  
46 **1.c.a.** Support the development of global student cooperation, including  
47 participating in and facilitating global campaigns, such as Fund our future

48 **1.c.b.** Monitor and promote the SDG, in particular SDG4, and support and  
49 encourage member unions to do the same.

50 **1.c.c.** Advocate for the implementation of, and promote the importance of  
51 education for sustainable development, supporting member unions to do the  
52 same.

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## 56 **2. Social dimension**

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### 58 **2.a. Social dimension in a nutshell (Strategic priorities 2015-2017 2a.)**

59 According to ESU policy, the social dimension needs to be the starting point on which  
60 strategies, visions and decisions should be built upon, but it is increasingly treated as side  
61 aspect within the higher education environment. In order to promote the student point  
62 of view on social dimension, ESU needs to redefine its own understanding.

63 **2.a.a.** A *social dimension in a nutshell* factsheet will be produced to facilitate the work of  
64 the Executive Committee to integrate the social dimension from a student perspective in  
65 all areas of higher education.

66 **2.a.b.** A *basics of social dimension* session will be provided at the ESC 33 lining out  
67 the importance of the social dimension for other working areas.

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### 69 **2.b. Social Dimension as a policy priority (Strategic priorities 2015-2017 2a., 2b.)**

70 ESU needs to play a crucial role in safeguarding social dimension as a priority in the BFUG  
71 as no specific Working Group (WG) is foreseen to tackle the Social Dimension. Special  
72 attention has to be paid to the WG1 on Monitoring and the WG2 on Implementation. On  
73 the EU level, the position of the social dimension in the revision of the Modernisation  
74 Agenda shall be emphasized.

75 **2.b.a.** Support the collection of the needed data for the Implementation Report  
76 2018, especially through a survey linked to Bologna with Student Eyes.

77 **2.b.b.** Assure that that the social dimension priority from the Yerevan  
78 Communique is adequately reflected in the agenda of WG on Implementation.

79 **2.b.c.** Co-organise and participate in events related to the follow-up of the social  
80 dimension strategy from the ministerial conference Yerevan 2015.

81 **2.b.d.** Include the social dimension in the work related to the ET2020 WG on the  
82 Modernisation of Higher Education.

83 **2.b.e.** actively follow up on the creation of the Social Pillar of Rights to ensure  
84 that students' viewpoints are adequately reflected in the Pillar

85

86 **2.c. Marginalized groups (Strategic priorities 2015-2017 2a., 2b., 2d.)**

87 ESU will be monitoring and evaluating marginalized groups in higher education - not only  
88 in higher education as a whole, but also in ESU as an organisation. A main focus will be put  
89 on students with disabilities. The available research and data shall be used to advocate for  
90 a sufficient student support system fostering equal access, retention and completion.

91 **2.c.a.** Specifically research experiences of disabled students and develop ESU's  
92 strategy for tackling barriers met by students with disabilities.

93 **2.c.b.** Follow up on the definition of marginalized groups in Europe and their  
94 inclusion in the BFUGs strategy as well as on other European platforms  
95 emphasizing the inclusion of ESUs priorities in the relevant documents.

96 **2.c.c.** Use EUROSTUDENT and other available data as a starting point for an  
97 armamentarium for a sufficient student support system, cooperating with the  
98 public responsibility cluster.

99 **2.c.d.** Provide trainings and materials in order to enable ESU to act as a role model  
100 for inclusive organisations.

101

102 **2.d. Promotion of Students' Rights (Strategic priorities 2015-2017 2a., 2d.)**

103 Starting from the Student Rights Charter, ESU will line out advocacy goals for fair  
104 treatment of students. Specifically, the situation on students in internships during and  
105 directly after their studies will be analysed.

106 **2.d.a.** Based on the ESU policy, a lobby strategy on how to fight against unpaid  
107 internships and inappropriate working environments both during and after  
108 studies will be developed. As a part of this, ESU will define and promote what a  
109 real internship is, to ensure that the word is exclusively used to refer to activities  
110 with an educational purpose.

111 **2.d.b.** Review the student's rights charter and develop a set of indicators what fair  
112 treatment means and how they can be implemented.

113

114 **2.e. Global Access Movement (Strategic priorities 2015-2017 2c.)**

115 The global aspect of solidarity and the fight against an unjust and unequal higher  
116 education sector shall be the main aspect of ESU's related work.

117 **2.e.a** Liaise with the European Access Network (EAN) and Global Access to Post-  
118 Secondary Education (GAPS) with the aim to define ESU's role in GAPS while  
119 preparing the 2nd World Congress on Global Access on postsecondary education.

120 **2.e.b.** Support refugee students together with member unions through the funds  
121 in the re-granting scheme.

122 **2.e.c.** Disseminate the research done on the recognition of refugee's qualifications  
123 amongst involved stakeholders.

124

125 **2.f. Solidarity and Human rights (Strategic priorities 2015-2017 2e.)**

126 **2.f.1. Solidarity and partnerships**

127 ESU will continue to stand in solidarity with students and academics when- and wherever  
128 there are breaches of academic and fundamental human rights. Our strengthened global  
129 network in the wake of the Bergen Declaration should be used as a platform for student

130 unions to support each other on students' rights to participate and to have a safe learning  
131 environment.

132 **2.f.1.a.** Use the global student movement as a platform for cooperation on human  
133 rights through existing partnerships and building new ones.

134 **2.f.1.b.** Build strategies to ensure safe student's participation together with  
135 Scholars at Risk (SAR).

136 **2.f.1.c.** Engage actively to support the development of inclusive and democratic  
137 student movements in closed and non-democratic areas.

138 **2.f.2. Promoting human rights and raising awareness about attacks**

139 Representing a student perspective on human rights and academic freedom, our human  
140 rights and solidarity strategy clearly states that ESU should speak out against attacks on  
141 human rights including subtle ones which are seen more often in European countries. ESU  
142 will stress the importance of being vigilant of any minor violations and grey areas, as both  
143 physical and ideological attacks on education and academic freedom have been frequent  
144 last years.

145 **2.f.2.a.** Monitor and inform the organisation on concerning developments in the  
146 human rights area, seeking media attention when deemed necessary.

147 **2.f.2.b.** Hold courses and trainings on proactive students' work to promote human  
148 rights, democracy and peaceful societies.

149 **2.f.2.c.** Advocate for the right to education in times of conflict.

150 **2.f.2.d.** Work for a pan-European students at risk scheme.

151 **2.f.2.e.** Ensure that all ESU activities are of a high ethical standard according to  
152 human rights.

153

154 **2.g. Equality (Strategic priorities 2015-2017 2e.)**

155 **2.g.1. Capacity building and skills development and operational framework of ESU**

156 Internal development in ESU is a core working area in the field of Equality and can be  
157 subsumed under two columns: first internal capacity building and skills development and  
158 second the statutory documents and operational framework.

159 **2.g.1.a.** Develop and conduct gender sessions and sessions related to the area of  
160 equality during BMs, ESCs and EC-Meetings.

161 **2.g.2.b.** Accompany and assist the work of the Task Force on Women's  
162 Representation, assuring the examination of the participation by gender within the  
163 organisation and developing a toolkit for making the organisation more equal.

164 • **2.g.1.c.** Revise the Code of Conduct and evaluate the Gender Mainstreaming  
165 Strategy and consider an (additional) Equality Strategy.

166 **2.g.2. Policies External representation and policies**

167 Students still face sexual harassment on a daily basis, but higher education needs to be a  
168 safe space and free of sexual harassment, towards which ESU will develop policies. For  
169 further input, the relations with existing networks shall be maintained.

170 **2.g.2.b.** Collect arguments against discrimination of women in higher education.

171 **2.g.2.c.** Maintain and strengthen the cooperation with relevant networks, such as  
172 International Lesbian, Gay, Bisexual, Transgender, Queer and Intersex Youth &  
173 Student Organisation (IGLYO) and European Women's Lobby (EWL).

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176 **3. Quality**

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178 **3.a. Implementation of student-centred learning in practise (Strategic priorities 2015-**  
179 **2017 3a.)**

180 ESU will increase awareness about and facilitate the implementation of Student Centred  
181 Learning (SCL) as a core accomplishment of ESU in the area of Quality. This is going to be  
182 aimed not only towards stakeholders, but also towards students' unions. The activities will  
183 be based on PASCL project outcomes.

184 **3.a.a.** Integrate the peer assessment based on the SCL concept to the procedures  
185 of the QA pool of ESU.

186 **3.a.b.** Provide additional extensive trainings on the area of SCL to QA pool  
187 members.

188 **3.a.c.** Develop a platform of peer learning in the area of SCL for member unions

189 **3.a.d.** Assure the treatment of SCL as a priority topic in all three BFUG working  
190 groups

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193 **3.b. Policies on digitalisation and cross-border QA (Strategic priorities 2015-2017 3a.)**

194 ESU will be revising its' policy on Quality of Higher Education. There are a couple of  
195 important factors, caused by changes in education in recent years, which have to be taken  
196 into consideration: digitalisation, which is becoming a prominent tool, and cross border  
197 QA, which is starting to have a significant role in Quality assurance. ESU needs to assure  
198 that these are developing in a favourable way for increased quality of education.

199

200 **3.b.a.** Developing policy on cross border QA

201 **3.b.b.** Developing policy on digitalization and modernisation of the HE

202 **3.b.c.** Assure the adequate treatment of new developments in the field of quality  
203 of education in the BFUG WG 3 on New Bologna Goals

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205

206 **3.c. Developing guidelines on constructing learning outcomes in non-formal and**  
207 **informal education (Strategic priorities 2015-2017 3e.)**

208 Learning outcomes in non-formal and informal learning are difficult to define due to lack  
209 of insight in all parts of the learning process. ESU will tackle the difficulties in definition, in  
210 order to remove barriers for designing flexible higher education programs.

211 **3.c.a.** Developing official guidelines on learning outcomes in non-formal and  
212 informal learning.

213 **3.c.b.** Disseminating of the guidelines among member unions and other relevant  
214 stakeholders

215 **3.c.c.** Revising and extending policy on non-formal education and informal learning

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218 **3.d. Monitoring and promoting of the European Standards and Guidelines (ESG)**  
219 **(Strategic priorities 2015-2017 3b.)**

220 The ESG 2015 need to be common knowledge of stakeholders, full understanding of the  
221 revision has to be promoted. ESU will monitor their implementation and understanding  
222 throughout Europe, supporting the member unions.

223 **3.d.a.** Use EQUIP project materials and deliverables to raise awareness about the  
224 ESG revision and collect feedback of students on the implementation of the revised  
225 ESG.

226 **3.d.b.** Support member unions to accompany the adjustments of QA systems in  
227 their country through a webinar.

228 **3.d.c.** Provide additional and extensive trainings on the area of ESG to QA pool  
229 members

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232 **3.e. Collection of good practices of quality in education (Strategic priorities 2015-2017**  
233 **3a., 3b., 3c., 3e.)**

234 The challenges within quality in education are rapidly developing. NUSes can learn from  
235 each other how to overcome obstacles and improve their practices in that field. ESU  
236 should create an accessible platform for sharing knowledge among Board members.

237 **3.e.a.** Collect good practices in an open and accessible way from ESUs members.

238 **3.e.b.** Evaluate the input given by the board until BM Malta.

239 **3.e.c.** Explore possible further use, ways of publication and in in-depth research in  
240 the gathered good practices

241 **3. f. Advocate for automatic recognition of degrees and accreditation decisions**

242 Different aspects of recognition are discussed in the European arena in 2017. ESU will  
243 participate in the related meetings in both the relevant EU and EHEA bodies, while  
244 emphasising the students view according to our policies.

245 **3.f.a.** Monitor development and take active involvement in the revision of the Key  
246 Competencies Framework.

247 **3.f.b.** Monitor and contribute to the process of revision of the Recommendation  
248 on the European Qualification Framework

249 **3.f.c.** Assure the discussion of Learning outcomes in the BFUG AG 4 on the Diploma  
250 Supplement

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252 **4. Public responsibility, financing and governance**

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254 **4a. Commodification (Strategic priorities 2015-2017 4.a.)**

255 With the increasing interest in public higher education from businesses and policymakers  
256 as a tool for employability, economic growth of the society, and for the short term interest  
257 of the industries, we are seeing an increased level of commodification of higher  
258 education. ESU will work towards creating awareness of the dangers of commodification  
259 in higher education.

260 **4.a.a.** Use data from the questionnaire on commodification of higher education to  
261 map the level of commodification in higher education systems in Europe, to be  
262 used as a tool for advocating against the dangers of commodification.

263 **4.a.b.** Create an overview of the policy updates on commodification from  
264 stakeholders within higher education to be used for further strategic advocacy.

265 **4.a.c.** Deliver a set of actions aiming to create a room in the public space for  
266 highlighting the dangers of commodification.

267

268 **4b. Public funding (Strategic priorities 2015-2017 4.b.)**

269 With the ongoing massification of HE, ESU will work towards increased public funding for  
270 higher education, addressing the funding gap and austerity measures. ESU will also work  
271 towards improving data availability for the use of NUSs as a support tool for leading  
272 national struggles

273 **4.b.a.** Advocate for more public funding to support the aim of quality education  
274 for all by strategically cooperating with key stakeholders in education on  
275 European level, identifying common challenges and mobilising on advocacy.

276 **4.b.b.** Improve the availability of transparent data concerning student support  
277 mechanisms and tuition fees within Europe to be used by the member unions. Use  
278 EUROSTUDENT for more effective means of data collection and popularise it for  
279 more data sets where students are the main source of data collection.

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281

282 **4.c. Meaningful student participation (Strategic priorities 2015-2017 4.c.)**

283 Higher education is used as a tool to solve an increasing number of problems that society  
284 is facing today. In order to face these changes, the affected partners are required to be  
285 involved in all stages of the decision-making. ESU would like to see a strengthening of the  
286 involvement of students and students' unions in the governance and policy making  
287 regarding higher education and other areas that have an effect on students.

288 **4.c.a.** Showcase good examples of increased student participation in decision  
289 making processes to facilitate peer learning through them.

290 **4.c.b.** Advocate for students' and students' unions being included in developing  
291 National Skills Strategies and implementing the actions laid out in the New Skills  
292 Agenda for Europe.

293 **4.d. Multiple Purposes of Higher Education (Strategic priorities 2015-2017 4.d.)**

294 As a cross cutting issue, ESUs views on the multiple purposes of higher education shall be  
295 integrated in the work throughout the clusters.

296 **4.d.a.** Advocate towards inclusion of ESU positions in the proposal on tertiary  
297 education graduate tracking mechanism developed by the European Commission.

298 **4.d.b.** Give input to the Council of Europe (CoE) initiatives supporting the multiple  
299 purposes of higher education, especially regarding democratic competences.

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302 **5. Organisational development and capacity building**

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304 **5. a. Internal strategies and structures (Strategic priorities 2015-2017 5.a.)**

305 Internal strategies and structures shall be put in place in order to assure the smooth  
306 internal proceedings between Presidency, EC members, Coordinators and staff.

307 **5.a.a.** Involve the whole EC and coordinators in policy development towards BFUG,  
308 EU, CoE.

- 309 **5.a.b.** Take the necessary steps to assure the timely preparation of Bologna with  
310 Student Eyes.
- 311 **5.a.c** Create an informal network between the EC and member unions on  
312 information sharing and to coordinate advocacy work related to BGUF meetings  
313 and in general on EHEA/BFUG topics.
- 314 **5.a.d** Help and support member unions in their struggle to be heard by their  
315 ministries on issues related to the BFUG and the upcoming Ministerial Conference.
- 316 **5.a.e** EHEA/BFUG to be one of the topic addressed at either ESC34 or BM73  
317 seminar. Particularly the topics of New Goals and Implementation.
- 318 **5.a.f** Prioritise the aims lined out in the financial strategy, such as neat financial  
319 management and decreasing debts towards ESU.
- 320 **5.a.g** Ensure a stable situation in the secretariat and promote a productive and  
321 pleasant work environment for employed staff.
- 322 **5.a.h** Establish a culture of feedback and follow up of fulfilment of tasks at EC  
323 meetings for EC members and Coordinators including the work regarding the  
324 buddy system.

325

326 **5.b. Capacity building (Strategic priorities 2015-2017 5.a.)**

327 Capacity building in ESU is serving the purpose of organisational development. It does not  
328 only address the (s)elected representatives, but shall as well be functioning as a support  
329 measure for the whole organisation. The field needs better definition and additional  
330 information about the Pool of Trainers in order to make it accessible and facilitating the  
331 transfer and exchange of experience, knowledge and good practice amongst our member  
332 unions.

333 **5.b.a.** Encourage ESU (s)elected representatives and staff who provide training  
334 sessions to to attend external training sessions for additional input.

335 **5.b.b.** Develop an effective procedure and a platform for discussing policies before  
336 events and ensure sufficient time slots for unions for sharing best practices.

337 **5.b.c.** Raise awareness of cultural differences and foster openness between  
338 networks at internal meetings through training sessions.

339 **5.b.d.** Explore different/new ways of capacity building in addition to the traditional  
340 ones. For example, by evaluating the use of the online platform for the Fund our  
341 Future Campaign for sharing best practices

342 **5.b.e.** Find funding for training for trainers and concentrate on training for the  
343 most crucial areas which NUSes need the most.

344 **5.b.f.** Promote the Pool of Trainers among members and encourage its usage.

345 **5.b.g.** Develop a user-friendly environment for member unions applying for the  
346 Pool of Trainers' support.

347 **5.b.h.** ESU will support the work of member organizations in sharing information  
348 on ongoing EU policy making processes so that NUS that are willing to do so can  
349 support ESU's work on national level.

350

351 **5.c. Membership (Strategic priorities 2015-2017 5.c.,d.,e.)**

**5.c.1**

352 **Towards a revised Membership Strategy**

353 ESU's membership policy became a hot topic for discussion among the Board members.  
354 The adopted Membership Strategy did not meet the expectations raised in internal  
355 motions related to membership issues. The main concern while shaping the membership  
356 policy is to communicate all the intended changes with Board members to a large extent.  
357 **5.c.1.a.** Work with Board inputs on the Membership Strategy from workshops and  
358 on-line consultations in order to propose the revision of the Membership Strategy  
359 at BM72.  
360 **5.c.1.b.** Implement the main recommendations from the Membership Strategy at  
361 the BM73.  
362 **5.c.1.c.** Find a widely acceptable solution for reassessment of membership and a  
363 tool for monitoring members' activities and compliance with ESU Statutes, if not  
364 included in Membership Strategy.