

The European Students' Union



ACTIVITY REPORT 2010

IMPRINT

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INTRODUCTION FROM THE ESU CHAIRPERSON 2010–2011, BERT VANDENKENDELAERE

From the Gelmini reform of the Berlusconi government to the Lukashenko election with its Independence Square protest, from the streets and conference table in Vienna during the Bologna Process Ministerial Conference to the reforms on student participation in Hungary and Romania, from the Lord

THE PAST YEAR HAS
BROUGHT ESU BACK
TO FIGHT FOR ITS
CORE VALUES

Browne review in the United Kingdom to the Dombrovskis budget cuts in Latvia. It goes without saying that 2010 has been a turbulent year for the European students' movement.

The past year has brought the European Students' Union (ESU) back to fight for its core values: free access to higher education without any discrimination, student centred learning and first and foremost freedom of speech. Coping with the economic and democratic downturn in Europe has required a lot of effort from ESU's members, the 45 National Unions of Students from 38 different European countries and their elected representatives.



In this 2010 Activity Report we want to give you an overview of our actions, campaigns and project work from the past year. It has been an honour and a privilege to lead a team of volunteers and staff that dedicate their time to building a stronger student movement. The ESU elected representatives and staff will—with your support—continue to protect students' rights further in 2011, to bring higher education back as a core value in our societies.

Bert Vandenkendelaere,

A handwritten signature in blue ink, appearing to be 'Bert Vandenkendelaere', written over a faint circular stamp or logo.

ESU Chairperson 2010-2011

**ESU
ACHIEVEMENTS
IN 2010**

MAKING STUDENT CENTRED LEARNING A REALITY: T4SCL

The project ›Time for student centred learning‹, better known by its abbreviation ›T4SCL‹ has made the European Students' Union (ESU) a pioneer policy maker in the area of student-centred learning (SCL). The project assisted policy makers in designing sound SCL strategies and approaches and helped to increase the capacity of student and staff representative organisations to be active partners in spreading a culture of SCL in higher education institutions across Europe.

SCL is based on the idea that learners must construct and reconstruct knowledge in order to learn effectively, with learning being most effective when, as part of an activity, the learner experiences constructing a meaningful product.

tal basis for lifelong learning (LLL). It also provided concrete policy input—during and beyond the project lifetime—to ongoing discussions as to the future of EU policies on education and training and the next phase of the Bologna Process, which aims to harmonise the European Higher Education Area.

POPULAR PUBLICATION

The main achievement of this project was the very popular publication ›Student-Centred learning—toolkit for students, staff and higher education institutions‹ which was designed to assist teaching staff, students and institutional leaders in reaching an effective, practical implementation of SCL. The toolkit follows extensive research and a series of events at both European and national levels, combined with trainings on the subject matter.

T4SCL ASSISTED POLICY MAKERS IN DESIGNING SOUND STRATEGIES

ESU organised several trainings, events and conferences on the topic of student-centred learning. Additionally, six national unions of students (FAGE, LSA, ÖH, SYL, SAMOK and UASS) organised national events and/or promotion on student centred learning.

The only working year for the project, jointly led by ESU and Education International, was 2010 and by the 59th Board Meeting, which took place in Israel in November, all major tasks of the project

The project has provided comprehensive insight into the necessary tools, challenges and success stories of SCL as a fundamen-

were completed. The project was funded by the European Union under the Lifelong Learning Programme (LLP).



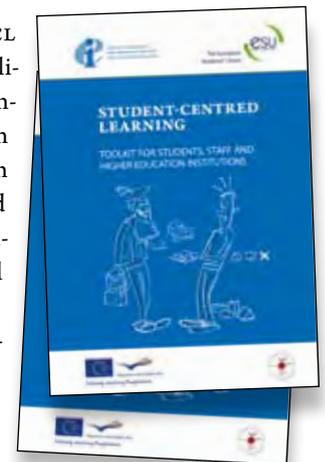


INCREASED CAPACITY

The T4SCL project has made ESU the first stakeholder to structurally work on student centred learning. The link with experts on this topic will contribute in building ESU policy further on a variety of other topics as well. ESU is framing student centred learning as an inclusive higher education concept, ranging from curricula reform to innovative pedagogies and from student support to student participation.

The current level of acceptance to this concept is very high on the side of most decision-makers, but the understanding of the

concept is not yet uniform, so the T4SCL project will contribute to the consolidated European vision on student centred learning, with students at the helm of this policy direction. The toolkit on SCL and the expertise built will be used in the future during capacity building trainings, seminars and in external representation of ESU in order to raise awareness and promote implementation at the institutional level.



QUALITY ASSURANCE

Quality Assurance has been high on the agenda of the European Students' Union (ESU). In 2010, ESU maintained the already established European initiatives in the field of quality assurance: the European Quality Assurance Forum (EQAF 2010). Moreover, ESU has organised a study session on Quality Assurance for students in Strasbourg with the support of the Council of Europe.

ENQA In addition, ESU pushed for a project on the implementation of the European Standards and Guidelines (ESG), which has the aim to result in a recommendation for the need for the revision of the ESG. Additionally, ESU kept in close contact with the European Commission on the latest consultations on the follow-up of the Commission's Follow-Up report on Quality Assurance.

QUALITY ASSURANCE HAS BEEN HIGH ON ESU'S AGENDA

Last but not least, ESU has been granted support from the Lifelong Learning Programme for a new project on quality assurance (QUEST), which aims to improve and develop a student vision on quality assurance. The QUEST project, which started in October 2010, will serve as a platform for the development of the experts' pool on quality assurance.

CONSOLIDATION OF POSITION

In 2010, ESU has consolidated its position as a key stakeholder in the field of quality assurance through its cooperation with the E4 (ESU, EUA, Eurashe and ENQA) partners, its role in the EQAF organisation and through the continuous feedback offered within the European Commission consultations. By obtaining support for the QUEST project, ESU can renew its vision on what quality assurance should be and on how transparency can be improved further.

QUEST

QUEST FOR QUALITY FOR STUDENTS



FINANCING OF HIGHER EDUCATION

Turning to the financing of higher education, in 2010, ESU has supported its member's actions in the various countries where financing of higher education has been reviewed or simply cut. By getting funding for a Life Long Learning Project—Financing the Students' Future (FINST), ESU has focused on evaluating the effects of the financial crisis on higher education, while attempting to create a sustainable way to address the topic in the future.

The FINST project is expected to have a groundbreaking effect on ESU's capacity on the topic of financing. The project aims to

our members. All these activities are anticipated to make ESU and its members a very powerful partner in the financing dialogue. At the same time, the comparative angle provides support to ESU members in their national fights on this subject.

FINST 
Financing the Students' Future

CONSTANT DIALOGUE

In addition to providing various reactions and statements on financing, ESU has strived to be in constant dialogue with other stakeholders and associate partners in the higher education arena to create an up-to-date reaction to developments in European policy on higher education funding, such as the modernisation of higher education agenda. In addition, strengthening of stakeholder alliances and the promotion of the financing topic for the global student dialogue will provide ESU with the chance for a much more strategic approach to financing in the years to come.

ESU HAS GAINED A LOT OF CREDITABILITY

ESU has gained a lot of credibility

by providing structured statistical and perception based data on the situation of higher education financing in Europe. The two surveys on the effect of the financial crisis have raised a lot of

support sound research, followed by lobby briefing notes that will be sent out to relevant policy makers, as well as to underpin trainings and student representative exchanges between

interest from the side of governments, policy makers and press and it will form a sound basis for ESU policy making and for structuring positions at different events on this topic.





MOBILITY

In 2010, ESU has been active in the Bologna Follow-Up Group–mobility working group and its works on defining mobility and designing indicators for achieving the benchmark of 20 percent of all European students studying abroad by 2020.

ESU also has managed to keep the interest high in the funding aspect of mobility periods abroad. The Belgian Presidency has definitely put the issue of funding of mobility to achieve the 20 percent mobile students by 2020 benchmark a reality.

ESU has also launched the idea of the Mobility Treaty during the Belgian EU Presidency Conference on Youth on the Move—

MAKING THE 20% MOBILITY BY 2020 A REALITY

achieving mobility for all. ESU has reacted with press releases to the Youth on the Move–flagship initiative and will continue to strive for funding for the Commission’s ambition in future debates on the new set of EU programmes supporting these. In these reactions and the future debates, cooperation with the Erasmus Student Network, the Youth Forum and OBESSU will help ESU promote its policies and the ideas on new funding systems for mobility. For the year ahead, ESU will continue working hard to make the 20 percent mobility by 2020 benchmark a reality



THIRD CYCLE

Throughout 2010, ESU has been able to follow up its policies on the link between higher education and research, equity and doctoral students.

An informal structure of stakeholder consultation on the topic of doctoral students' representation and status (ESU, EI and Eurodoc) has been established and has resulted in a revised policy paper on the subject.

ESU HAS UPDATED
ITS THIRD-CYCLE
POLICY

As a result, ESU has developed a revised and up to date policy and capacity in the field of doctoral students while establishing the organisation in the research debates which are gaining serious momentum. The ESU-EI-Eurodoc partnership is bound to contribute to the clarification of the doctoral students' status and working conditions across the continent and foster their participation in decision-making.

STUDENTS RIGHTS AND INTERCULTURAL DIALOGUE

In 2010, ESU has consolidated its efforts in the students' union development work, with country study visits to Albania and Belarus with generous support of the Council of Europe. The study visits were prepared through comprehensive desk research and representatives with expertise in capacity building were selected for the visit teams to these countries.

Other actions undertaken to expand the work of ESU on its grassroots students' union development are an application for a new Students' Union Development handbook, a capacity building network, an information exchange ESU Summer School in 2011 and a Capacity Building Academy project in the Western Balkans.

INTERNATIONAL SOLIDARITY CALLS

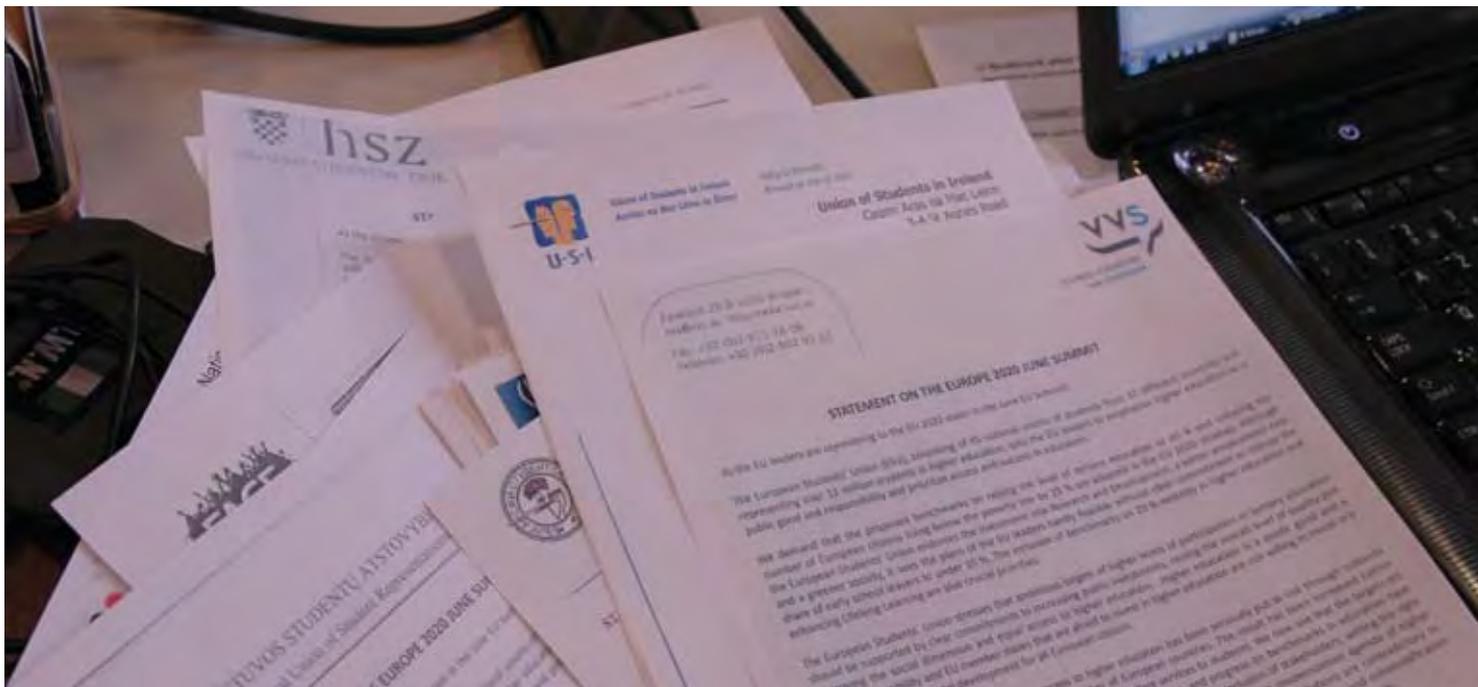
In addition to the aforementioned projects ESU has also followed up on international solidarity calls, and has nominated Bahareh Hedayat for the Norwegian Student Peace Prize, an action that has reaffirmed our solidarity with the Iranian students' representatives struggling for their basic human rights. ESU has also issued a statement on the student movement in Zimbabwe and started an intercultural dialogue to better understand the different backgrounds of ESU member unions, which will be followed up during the ESU Summer School in 2011. This dialogue will aid in building on a safe and inclu-

sive organisational culture within ESU as well as contribute to increasing bilateral cooperation of ESU member unions.

Furthermore ESU has been present at student movement events in Russia and Syria and has showed considerable solidarity with the democracy movements led by the students of Iran. ESU has also developed explanatory notes to its Students' Rights Charter, which should contribute to a wider promotion of the charter and can serve as a campaigning tool for the membership. ESU's capacity in responding to solidarity requests can be considered to have improved in 2010.



POLITICAL DEVELOPMENTS



EU2020 STRATEGY

In 2010, the European Union (EU) adopted its new long-term economic strategy for the next ten years, marking the end of the Lisbon Strategy that served as the EU's strategy for the previous ten years. The Strategy has the overall aim of creating jobs and promoting >smart, sustainable and inclusive growth< throughout the Union.

Although the Europe 2020 strategy –after a successful campaign from the European Students' Union, jointly organised with other youth organisations— has adopted targets for tertiary education attainment in Europe

and for reducing dropout rates, it still reflects a lot of the less successful ideas behind the Lisbon Strategy from 2000.

Throughout the year, ESU has closely monitored all developments in this area and has reacted on both the EU2020 debates before the spring European summit and the development of the Youth on the Move flagship initiative in September-October. ESU has intensified its lobby work towards the Culture and Education Committee in the European Parliament and the European Commission.

EU LEADERS ADOPTED
EDUCATION TARGETS
FOR EU2020

BOLOGNA PROCESS

Regarding the Bologna Process, ESU has focused successfully on the Budapest and Vienna ministerial Bologna conferences and the mainstreaming of the student priorities within the 2009-2012 Bologna Follow-Up Group (BFUG) Work plan.

ESU managed to influence the Budapest and Vienna ministerial declarations, which turned out to be one of the most student



friendly ministerial commitment documents ever. The declarations include participation and student centred learning as priorities while recognising the importance of the more in-depth work on the social dimension and listening to the critical student voices towards Bologna implementation at the national level.

Furthermore, the Bologna Policy Forum Statement underlined the importance to support global student dialogue, one of the main ESU priorities for the past two years. Finally the BFUG work now includes a Working Group on mobility and one on social dimension, chaired by Germany and Spain respectively, which was not the situation in the first draft of the work plan. Since May 2010, the activities in the Bologna Process have focused on the BFUG meeting in Alden-Biesen (Belgium) in August and in ensuring a good hand-over process for our BFUG representation in general.



ALL ABOUT ESU

TIMELINE DEMONSTRATIONS ESU MEMBERS

February 2010

1-3/2/2010 • **The Netherlands (LSVB)** Demonstration against 20% higher education budget cuts



March 2010

11/3/2010 • **Austria (ÖH)** Bologna burns

18-22/3/2010 • **The Netherlands (LSVB)** blocking ministry of education with bikes

22/3/2010 • **UK (NUS Scotland)** »Reclaim Your Voice« Demonstration against tuition fees, against cutting graduate numbers and for higher student support

April 2010



14-15/4/2010 • **Serbia (SUS)** Kalimero campaign for »Transparent elections for students' parliaments«

21/4/2010 • **Finland (SYL & SAMOK)** »YES to tuition-free education!«-Demonstration

23/4/2010 • **Serbia (SUS)** »Second big protest of pupils and students—We would like to study if you don't mind!«

May 2010

19/5/2010 • **Slovenia (SSU)** national student demonstrations on 19th of May 2010 against the introduction of a new labour law for students

21/5/2010 • **The Netherlands (LSVB)** Demonstrations against budget cuts education picture



Juni 2010

8/6/2010 • **Denmark (DSF)** demonstration against the governments proposal for »re-establishment« in Denmark



25/5/2010 • **Romania (ANOSR)** against proposed higher education budget cuts

30/6/2010 • **Austria (ÖH)** media action – an education desert



July 2010

This timeline of demonstrations from 2010 reflects some of the demonstrations that were organised by ESU members, all around Europe. Besides these demonstrations, the 45 national unions of students carried out many more activities and protests in 2010.



August 2010

September 2010



18/9/2010 • Austria (ÖH) more money for education



10/10/2010 • UK (NUS-UK) organised a national demonstration »Fund Our Future—Stop Education Cuts'«

12/10/2010 • Ukraine (UASS) protest of more than 20,000 Ukrainian students against the act on introduction of extra fees for student

5/10/2010 Denmark (DSF) protest against the Danish finance Act

20-21/10/2010 • Austria (ÖH) small protest in Bad Loipersdorf where the government had a meeting

November 2010

2/11/2010 • Israel (NUIS) protested in Jerusalem on the Yeshiva students law

19/10/2010 • France (UNEF) More than 150,000 students protested against the reform of the French pension system

28/10/2010 • Austria (ÖH) big demonstration against cutting family support money with 20,000 people

23/11/2010 • Denmark (DSF) protested against reduction of the Danish state education grant.

7/12/2010 • Austria (ÖH) occupation of the social democrats office for an evening

December 2010

4/12/2010 • The Netherlands (ISO & LSVB) national demonstration in The Hague against budget cuts

27/11/2010 • Austria (ÖH) against Budget cuts, cutting the family support money

9/12/2010 • UK (NUS-UK) Lobby of Parliament on the day of the vote on college grants in Parliament and protest



ESU EVENTS IN 2010

In 2010 ESU has organised four large successful events for its members and many smaller-scale trainings and seminars. In March 2010, connected to the 10th Anniversary Ministerial Conference of the Bologna Process, ESU and its members gathered for the European Student Summit (ESC19) in Vienna. During this conference the achievements and pitfalls in the Bologna Process were discussed and compared with the achievements of the Lisbon Agenda of the European Commission.



In May the members of ESU met again in Madrid for the 58th Board Meeting to discuss financing of higher education in times of economic downturn. Special attention was given to the guarantees of a social dimension in the new emerging financ-

ing models, following the European-wide budget cuts in higher education. This seminar was an official event under the Spanish Presidency of the Council of the European Union.

Another official event, this time under the Belgian Presidency, was the 20th European Students' Convention that took place in October in Leuven in Belgium. During this convention the European Students' Union proudly presented its most recent publication: a toolkit for more student centred learning, which was

part of the project »Time for Student-Centred Learning«. The ESC was organised in cooperation with ESU's long time partner Education International and brought together teachers and students from all over Europe to discuss the outcomes of the Time for Student-Centred Learning project.

In November, ahead of ESU's 59th Board Meeting, a seminar was organised, entitled »Quality Assurance, the ultimate tool?« in Jerusalem, Israel. During this seminar, the 45 national unions of students from 38 countries discussed the effects of quality assurance in making

study choices, going abroad or in simply raising the quality of our higher education and its student support services.



WHAT IS ESU? A SHORT HISTORY

The European Students' Union (ESU) is the umbrella organisation of 45 national unions of students' from 38 European countries. Through its members ESU promotes and represents the educational, social, economic and cultural interests of 11 million students to all key European decision-making bodies: the European Union, Council of Europe, UNESCO and the Bologna Follow Up Group.

Throughout the years, ESU has witnessed many internal and external changes while continuously developing itself to what it is right now: a professional advocacy and capacity building organisation that is influential and recognised as an important stakeholder at the European and international level.

Besides representing the views, needs and perspectives of European students, ESU aims to ensure and strengthen students' participation and to increase the student input into higher education policy and decision making at the local, national and European level. ESU promotes a higher education system based on the values of quality, equity and accessibility for all.

Delegations from the 45 national unions of students meet during ESU events that take place four times a year. The meetings give delegates the opportunity to meet face-to-face and create strength and unity. The most important meeting is the bi-annual Board Meeting which is the highest decision making body of ESU. During this meeting, ESU representatives are elected and policy priorities are decided upon. Each board meeting is preceded by a high-level seminar (the European Students' Convention—ESC) to build knowledge and skills on a relevant topic. In 2010, these topics were the link between the Lisbon Agenda and the Bologna Process and student centred learning. The bi-annual ESCs are packed with

training sessions, workshops and seminars to help unions both function better internally and perform better externally.

ESU regularly produces publications, such as the Student Centred Learning Toolkit (published in 2010) and provides training to increase the knowledge of the national students' unions and provide them with valuable tools for their work. All written materials are provided free of charge, while attendance at training is heavily subsidised through projects that are mainly funded by the European Commission.

FROM WESIB TO ESU

ESU was founded in 1982 by seven national unions of students (NSU Norway, NUS-UK, SFS Sweden, SHÍ Iceland, UNEF-ID France, DSF Denmark and ÖH Austria) and back then was called WESIB, the West European Student Information Bureau. The political changes in Eastern Europe at the end of the 1980s affected WESIB as well, as it opened up itself to national unions of students from the former east.

QUALITY, EQUALITY AND ACCESSIBILITY FOR ALL

In February 1990, WESIB dropped the >W< to become the European Student Information Bureau (ESIB). As the European Communities started to gain more influence on higher education in Europe and certainly with the start of the Bologna Process, the objective from just an information sharing organisation changed into to a political organisation that represents the views and interests of students.

In May 2007 it was decided that ESIB needed to change its name as the ESIB acronym no longer represented the work of the organization and ESIB changed its name into the European Students' Union (ESU).

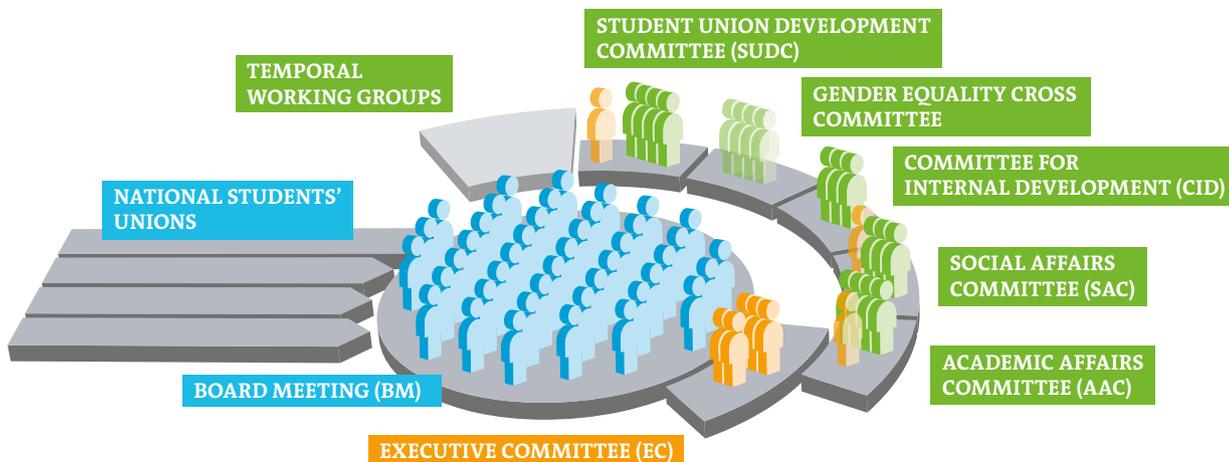
ESU STRUCTURE

Elections appoint ESU's representative structure which consists out of the Executive Committee whose work is supported by five content committees that work on various topics such as academic affairs, gender equality, social affairs, students' union development and related topics.

ESU has a democratic structure based on the primacy of its members—45 national unions of students from 38 different countries across Europe. The Board meets twice a year and elects ESU's officials on an annual basis, with each member country having two votes. The elections appoint ESU's representative structure which consists out of the Executive Committee whose work is supported by five content committees that work on various topics such as academic affairs, gender equality, social affairs, students' union development and related topics. In addition to the content committees, ESU had 3 working groups in 2010 which worked on the topics of international cooperation, immigration and ethnic minorities and gender equality.

It should however be noted that since July 2010, ESU has been organising its content work in a new working structure, internally referred to as the >New Deal<. Instead of dividing tasks according to the committee structure and description, each elected representative is working on few topic areas, such as mobility, financing, third cycle etc. The coordination of the work is still in the hands of the Executive Committee, but there is a less stringent division of tasks between Academic and Social Affairs, leading to more proactive actions, with cross-pollination from different fields of action. The New Deal structure aims to create more transparency in ESU's internal task division, and to raise the accountability of the individual student representatives towards the National Unions of Students.

The daily work of the Executive Committee and the elected representatives is supported by a professional Secretariat which consists out of a Financial Officer, a Communications Manager, a Project Officer and an Executive Assistant, all four based in Brussels.



Executive Committee

The Executive Committee (EC) consists out of a chairperson, a vice-chairperson and three general members. The EC is responsible for steering and coordinating the organisation, both politically and financially, on a day-to-day basis. It is responsible for carrying out the decisions which are taken by the Board Meeting, the highest-decision making body of ESU which consist out of all member unions.

Academic Affairs Committee

The Academic Affairs Committee (AAC) is responsible for developing expertise and representation regarding academic affairs. It deals with issues such as quality assurance, qualifications frameworks, ECTS (European Credits Transfer System) and student-centered learning. It monitors these developments, produces policy papers, drafts statements and develops external strategies to promote these. It is a key channel for the promotion of the paradigm shift that ESU is pushing for in higher education generally.

Committee for Internal Development

The Committee for Internal Development (CID) is responsible for finances, public relations and internal working conditions. Initially, its work is to develop the plans for more finances by setting up the ISIC-card and developing a training portfolio. Finally, it is a reference point for elected representatives, making them feel comfortable in the organisation and making sure they are able to use the facilities that are offered.

Gender Equality Cross Committee

The role of this committee is to ensure the implementation of ESU's Gender Mainstreaming Strategy and to increase awareness and understanding of gender equality issues among ESU and its members. It is made up of one member from each of the other four content committees.

Contact with the secretariat:

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Atena Feridooni, Executive Assistant,
atena@esu-online.org

Social Affairs Committee

The Social Affairs Committee (SAC) is tasked with researching, training and representing students in the field of social affairs of higher education. The SAC focuses on questions on access to higher education, participation in and completion of one's studies. It therefore involves all work regarding the social dimension of higher education, including financial affairs, students' health, accommodation and work.

Student Union Development Committee

The Student Union Development Committee (SUDC) is tasked with supporting the development of student unions in Europe. It carries out this work in cooperation with the other working structures of ESU as well as the national unions of students. The SUDC develops its own plan of work and define its work methods based on the general plan of work of ESU.



ESU TEAM 2009-2010

Executive Committee 2009–2010

Ligia Deca, Allan Päll, Alma Joensen, Andrea Blättler & Bert Vandenkendelaere

Academic Affairs Committee 2009–2010

Christian H. Bjerke, Daniela Bartolo, Robert Santa & Kristine Bak Nielsen

Committee for Internal Development 2010

Anna Sigridur Halflidadottir & Oron Dov

Gender Equality Cross Committee 2010

Sölvi Karlsson, Oron Dov, Kristine Bak Nielsen, Petri Rytönen & Alma Joensen

Social Affairs Committee 2010

Melinda Szabo, Emma Di Ioro, Petri Rytönen & Itzik Yushuvaev

Student Union Development Committee 2010

Liliya Ivanova & Sölvi Karlsson

Images: ESU Team 2009, 10 & 11 (from left to right)



ESU TEAM 2010-2011

Executive Committee 2010–2011

Bert Vandenkendelaere, Allan Päll, Robert Santa, Rasa Cincyte
& Karina Ufert

Academic Affairs Committee 2010–2011

George Charonis, Monika Maljukov, Magnus Malnes &
Andrea Blättler

Committee for Internal Development 2011

Lior Benisty & Daniela Bartolo

Gender Equality Cross Committee 2011

Florian Kaiser, Monika Maljukov, Marek Baranski,
Daniela Bartolo & Rasa Cincyte

Social Affairs Committee 2011

Karl Agius, Florian Kaiser, Brikena Xhomaqi &
Taina Moisander

Student Union Development Committee 2011

Liliya Ivanova & Marek Baranski

ESU MEMBERS



התאחדות הסטודנטים בישראל
National union of Israeli students



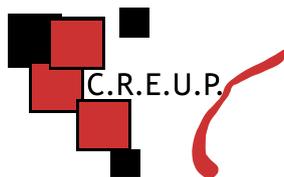
national union of students



Sveriges förenade studentkårer



Austria Österreichische HochschülerInnenschaft (ÖH) **Azerbaijan** Azerbaijan Students Union (ASU) **Belarus** Belarus Student Association (BSA) **Belgium** Fédération Des Etudiants Francophones (FEF), Vlaamse Vereniging van Studenten (VVS) **Bulgaria** Barski Studentski (UBS), Nacionalno Predstaviteľstvo na Studentskite Saveti v Republika Balgaria (NASC) **Bosnia & Herzegovina** Studentska Unija Republika Srpska (SURS) **Croatia** Hrvatski Studentski Zbor (CSC) **Cyprus** Pagkypria Omospondia Foititikon Enoseon (POFEN) **Czech Republic** Studentská Komora Rady (SKRVS) **Denmark** Danske Studerendes Fællesråd (DSF) **Finland** Suomen ammattikorkeakouluopiskelijakuntien liitto (SAMOK), Suomen Ylioppilaskuntien Liitto (SYL) **Estonia** Eesti Üliõpilaskondade Liit (EÜL) **France** Fédération des Associations Générales D'Etudiants (FAGE), Union Nationale des Etudiants de France (UNEF) **Georgia** Students Organizations League of Georgia (SOLG) **Germany** Freie Zusammenschluss von StudentInnenschaften (FZS) **Hungary** Hallgatói Önkormányzatok Országos Konferenciája (HÖÖK) **Iceland** Studentarad Haskola Islands (SHI) **Ireland** Union of Students in Ireland (USI) **Israel** National Union of Israeli Students (NUIS) **Italy** Unione degli Universitari (UdU) **Latvia** Latvijas



Studentu Apvienība (LSA) **Lithuania** Lietuvos Studentu Sajunga (LSS), Lietuvos Studentu Atstovybiu Sajunga (LSAS) **Luxembourg** Union Nationale des Etudiant(e)s du Luxembourg (UNEL), Luxembourg University Students (LUS) **Macedonia** National Union of Students of Macedonia (NUSM) **Malta** Kunsill Studenti Universitarji (KSU) **Netherlands** Interstedelijk Studenten Overleg (ISO), Landelijke Studenten Vakbond (LSVb) **Norway** Norsk studentorganisasjon (NSO) **Poland** Parlament Studentów Rzeczypospolitej Polskiej (PSRP) **Portugal** Fórum Académico para a Informação e Representação External (FAIRE) **Romania** Alianța Națională a Organizațiilor Studentești din Roma (ANOSR) **Serbia** Studentska Unija Srbije (SUS) **Slovakia** Študentská Rada Vysokých škôl (SRVS) **Slovenia** Studenska Organizacija Slovenije (SSU) **Spain** Coordinadora de Representantes de Estudiantes de Universidades Pcas (CREUP) **Sweden** Sveriges Förenade Studentkårer (SFS) **Switzerland** Verband der Schweizerischen StudentInnenschaften, (VSS-UNES-USU) **Ukraine** Ukrainian Association of Student Self-government (UASS) **UK** National Union of Students (NUS-UK)

ESU'S MAIN PARTNERS

ESU is a collaborative organisation working with a wide variety of governmental and non-governmental organisations in Europe and beyond. In particular, ESU has worked with the European Commission, the Bologna Follow Up Group, the European Youth Forum, The Council of Europe, Education International, European University Association and UNESCO.



ESU has a strong relationship with the European Commission and receives long-term project funding as well as an administrative grant to fund the core functions of the organisation. In 2010, ESU worked with the Commission on Enhancing the Students Contribution to the Bologna Process, Financing the Students' Future, Quest for Quality for Students and Time for Student-Centred Learning.



Education and Culture DG
Lifelong Learning Programme



ESU is an active member of the Bologna Follow Up Group which is charged with monitoring and guiding the implementation of the Bologna Process across 47 European countries. The purpose of the Bologna Process is the creation of the European Higher Education Area (EHEA) by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe. The EHEA was launched along with the Bologna Process' decade anniversary, in March 2010, during the Budapest-Vienna Ministerial Conference. The next decade of the Bologna Process will be aimed at consolidating the EHEA to ensure more comparable, compatible and coherent systems of higher education in Europe.



EUROPEAN
Higher Education Area



ESU is a member of the European Youth Forum (YFJ) and contributes to their work on education policy at the European level.



The Council of Europe (CoE), based in Strasbourg, is both one of ESU's funders and a regular project partner. The CoE is one of the oldest international organisations working towards European integration, having been founded in 1949. It has a particular emphasis on legal standards, human rights, democratic development, the rule of law and cultural co-operation. It has 47 member states with some 800 million citizens. It is distinct from the European Union (EU) which has common policies, binding laws and only twenty-seven members. The two do however share certain symbols such as their flag. Our work with them in 2010 was mainly focused on the mapping of the existing student movement in Albania and support of the student movement in Belarus.



Education International
Internationale de l'Éducation
Internacional de la Educación

ESU's other key partner is Education International, a global union federation of teachers' trade unions. Currently, it has 401 member organizations in 172 countries and territories, representing over 30 million education personnel from pre-school to university. This makes it the world's largest sectorial global union federation. Our work with EI in 2010 was dominated by the successful cooperation on the Time for Student-Centred Learning project and project activities.



Much of ESU's external work is conducted through an alliance of higher education organisations. This alliance, known as the >E4 group<, consists of the European University Association (EUA), the European Network for Quality Assurance (ENQA) and the European Association of Institutions in Higher Education (EURASHE). It works on a regular basis together on issues of mutual interests and concern and is considered a highly influential and well-respected partner in European higher education. In addition to our work with them in the E4 group, ESU and EUA have a strong bilateral partnership and cooperate on a number of projects including institutional relations and evaluation programmes.



The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a specialized agency of the United Nations, established on 16th November 1945. Its stated purpose is to contribute to peace security by promoting international collaboration through education, science and culture in order to further universal respect for justice, the rule of law, and human rights along with fundamental freedoms proclaimed in the UN Charter. ESU and UNESCO closely collaborate primarily on a greater global student dialogue, and secondly in fighting against disreputable higher education providers and ensuring full implementation of the joint OECD-UNESCO guidelines for quality provision in transnational higher education.

ESU'S FINANCES

As an NGO, ESU relies heavily on funding from European and international institutions for its continued operation. This trend continued in 2010, as the European Commission awarded ESU two new multi-year grants (Financing the Students' Future—FINST and Quest for Quality for Students—quest). The European Commission continues to account for the majority of project grant income received.

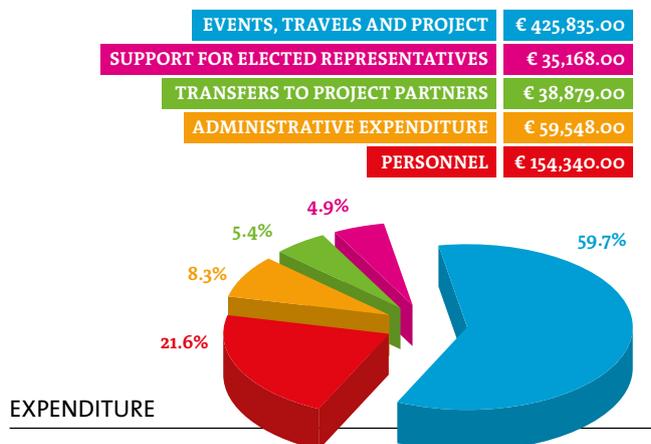
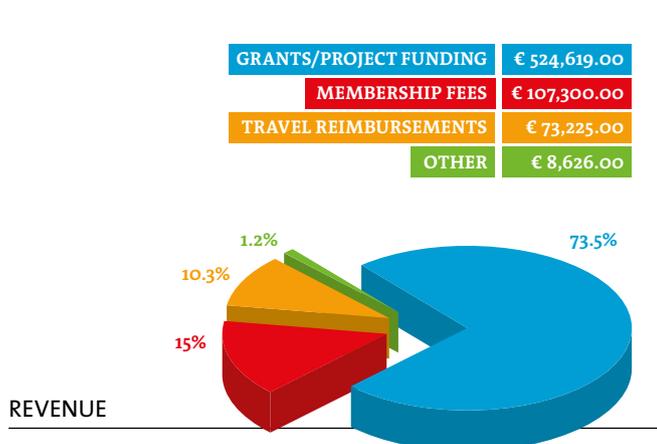
In 2010 the Commission provided an administrative grant to support ESU's core functions and overall sustainability. Additionally, ESU received a grant to fund a part-time Executive Assistant position from the Belgian organization Fonds Maribel Social du Secteur Socioculturel. ESU would like to thank the Commission and Maribel for their continued support.

ESU wants to thank its many external partners for providing funding that enabled ESU's elected representatives to participate

in dozens of higher education conferences, meetings, and workshops throughout 2010. ESU's current level of involvement would not be possible without their support.

The 2010 budgeted expenditures follow the pattern of previous years with the majority share allocated to projects and activities. This enabled ESU to deliver on its aims, objectives and plan of work for the year.

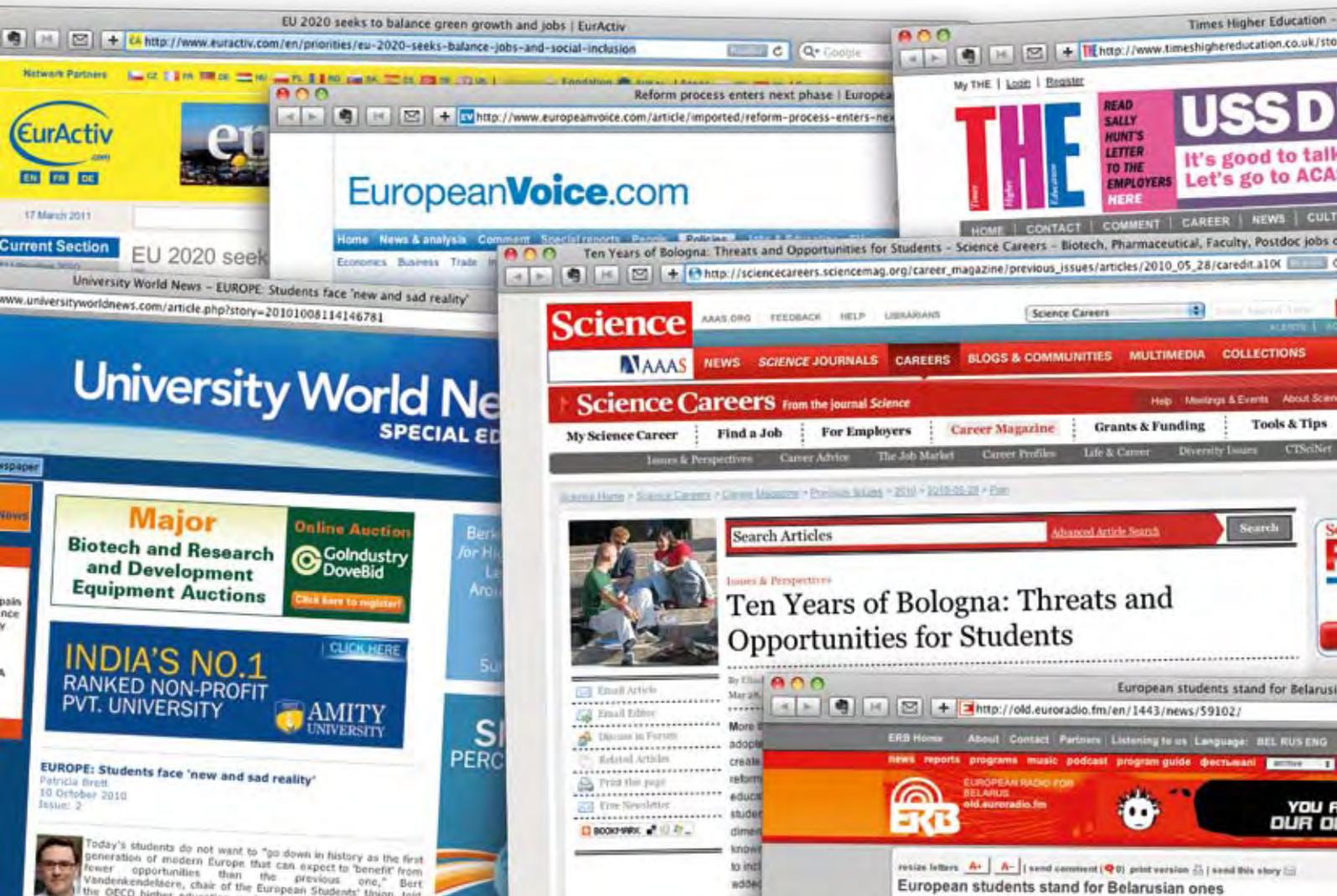
The number of staff at the Brussels office remained consistent in 2010 with two elected members supported by a secretariat. The cost of maintaining an office in Brussels and other administrative expenses is a small portion of our annual budget. ESU also contributes modest support to its elected representatives to cover a portion of their position-related expenses.



ESU'S COMMUNICATIONS 2010

In 2010, ESU's external communication mainly took place via the ESU website. In addition, ESU made intensive use of its Facebook fan page, its monthly newsletter (The Student Voice) as well as press releases to communicate with its members and its press relations. ESU's newsletter contains articles about ESU's political and organisational work as well as articles from its members and

partners. The newsletter, which had around 3000 subscribers in 2010, mainly read by higher education staff, bureaucrats and experts including government and NGO representatives. ESU appeared in various global, European, national and local press in 2010. The detailed oversight of this can be found in the newsletter archive which can be found on www.esu-online.org.



LOOKING AHEAD—PLAN OF WORK 2011

For the year ahead, ESU has set out several priorities for itself. The most important objectives are shortly described below.

FUNDING

»More money for education.« This is the slogan of the Plan of Work in 2011, which sets out ESU's main priorities for 2011. One of the main objectives for ESU in 2011 will be the focus on defending education as a public good and a public responsibility. It will gather data on the different funding systems and will try to change the European agenda to its demands. This research will take place under the new ESU project called »Financing the Students' Future—FINST«.



QUALITY ASSURANCE

ESU will start the QUEST project that will try to find a concept of quality that gives a better answer to the learner-centred high quality model of higher education students in Europe. This idea of a student quality concept can bring a revolutionary change in the field of quality in terms of transcending the discussions surrounding quality assurance and information provision to reflect the views of students as the main benefactors rather than other actors.



NATIONAL BOLOGNA FOLLOW UP GROUPS

ESU will strive to increase cooperation with the student members of national Bologna Follow Up groups and push for the creation of such bodies that include student representation were they have still not been set up. According to ESU, it is important to have a unified voice of students across Europe so as to maximise the impact that students have through pushing for a concrete agenda. ESU will continue to stress the need for a holistic national implementation of the Bologna action lines.



STUDENTS' RIGHTS AND EQU(AL)ITY

ESU will continue its work for the recognition of students' rights and equal access to higher education. During 2011, ESU will focus on societal problems such as gender pay gap and access of ethnic minorities to higher education and policies on immigration.

