



Board meeting 75 - Budva

Document number: BM75/ Point 7b1
Revision: 001
Authors: Executive Committee
Date: 29/10/2018

7b1

Plan of Work 2019/1

This Plan of Work has been created based on the strategic priorities adopted to years 2018-2020. The duration of this plan of work will be from January 2019 until July 2019 as specified by Internal Motion 7 of BM 73. As a result, the Executive Committee along with three selected coordinators has decided to propose the existing Plan of Work to remain active until the adoption of a new Plan of Work during the Board Meeting 76. This is due to two reasons.

First and foremost, the Executive Committee and coordinators see fulfilling the existing plan of work as a priority, and do not wish to cut ongoing work short by proposing a new plan of work, which would only be in effect for half a year.

Secondly, the Executive Committee and coordinators have decided to focus on fulfilling existing tasks rather than setting new goals.

In 2019, ESU will continue to concentrate on executing advocacy with a clear strategy and goals further explained in this document and policy documents.

A. Social Dimension

1.A Necessary reforms for increased access and inclusivity in Higher Education

(Strategic priorities 2018-2020 1.a, 1.b, 1.c, 1.d)

As first steps towards a more inclusive Higher Education ESU will work towards elaborating on our own background knowledge and solutions. It will be especially crucial to start the development of measurable criteria for National Access Plans (NAPs), as seen and needed from the student perspective.

1.A1 Desk research best practises on recognition procedures for increased

inclusion of underrepresented groups in Higher Education.

1.A2 Provide a fact sheet/infographic on the mobile student population to showcase the needed areas of focus for balanced and equal mobility.

1.A3 Draft measurable goals on implementation of NAPs that are recognised and experienced by students

1.A4 Actively chair the Advisory Group of the BFUG that has been proposed by ESU and accepted by the BFUG, in order to prepare the principles and guidelines for enhanced social dimension within EHEA countries, with the aim of adopting these at the Ministerial conference in 2020. Furthermore, ESU should try to ensure that these principles and guidelines are formulated in a manner that is based on measurable goals, with the aim of giving them a binding nature in the years after the 2020 Ministerial Conference.

1.A5 Get involved with movements countering the precarious financial situation of students and lobby for state-funded support systems for all students which ensure equitable access to higher education.

1.A6 Apply for project funding regarding the issue of student mental health.

1.A7 Gather best practices in fighting for affordable student housing in different countries.

2.A Co- creation through meaningful participation *(Strategic priorities 2018-2020 2c)*

In order to facilitate active student engagement and participation in their learning environment, ESU will:

1.A1 Examine the role of students as co-creators in the enhancement of teaching and learning, drawing on European-wide initiatives and practices at the national level.

2.A2 Provide member unions with current state of affairs, as well as ESU advocacy plan, on a European level with the policies that affect students and student unions.

4. Increase the value of multiple purposes of education! *(Strategic priorities 2018- 2020 4a)*

ESU recognises that the lack of remuneration for unpaid internships or other work-based learning opportunities, limits the inclusion of students who do not have the financial ability to benefit from these experiences.

Although we believe that we cannot achieve change by ourselves, ESU will:

4.A1 Develop a fact sheet on how equal rights, access to social welfare, and remuneration can be achieved from a student perspective, enabling ESU to support other stakeholders' campaigns against unpaid internships, and for more supportive work-based learning/placement environments.

4.A2 Promote the importance of quality internships and other work based learning as valuable tools for students to gain relevant experience within their field of studies.

5. A An inclusive European Students' Union: equity in participation and contribution *(Strategic priorities 2018-2020 5a, 5c)*

Equity is one of the core values of ESU. The knowledge gained through our external work, partnerships and representation can be used within ESU to make us more inclusive and widen participation. ESU will:

5.A1 Focus on internal capacity building on the concepts of solidarity and inclusion.

6.A Solidarity and Human rights

As an organization that focuses on students' rights, ESU advocates that all the students, regardless of their background, have access to live in societies where their rights are being respected. This is why ESU will continue advocating for inclusive education and inclusive societies and will stand in solidarity against human rights violations that are taking place within the field of higher education, and beyond. ESU will:

6.A1 Provide support when answering solidarity requests in cooperation with ESU Executive Committee.

6.A2 Work on developing policy content as well as represent ESU in other topics pertaining to the field of Human Rights, according to what the Executive Committee mandates.

6.A3 Provide information and create shared working space to support NUSs interested in the creation of local/regional Students at Risk schemes.

6.A4 Ensure that all ESU activities are of a high ethical standard according to human rights.

6.A5 Hold capacity building sessions at Executive Committee meetings or European Students' Conventions on inclusion of minorities in Higher Education, including, but not limited to, the Roma.

6.A6 Provide expertise on the topic of integration of refugees in Higher Education.

7.A Equality

ESU, as an organisation that promotes inclusion, human rights, the social dimension of education and widening participation, is committed to the equality of all students in higher education in Europe. Under the lead of the Equality Coordinator, ESU will work on:

7.A2 Building members capacity on gender and equality

7.A2.i Attend and organise trainings in the field of equality, including developing and conducting gender sessions and', sessions related to the area of equality during Board Meetings, European Student Conventions and Executive Committee meetings.

7.A2.ii Give the task Force on Women's' representation a role in recommending workshops and co-facilitate such workshops.

7.A2.iii Promote Intersectionality within the Gender Sessions.

7.A3 Develop policy on issues of equity and equality in higher education and within ESU

7.A3.i Consult the Task Force on Women's Representation within the movement and Task Force on Inclusion of Students with Disabilities

when the board is developing ESU's policy and statements

7.A3.ii Work to increase cooperation with partners and ESU associate members.

7.A4 Task Force and ESU Group support

7.A4.i Review and update internal ESU accessibility structures and external policy developments.

7.A4.ii Continue to support the administration, work plan implementation and issues and recommendations of Task Force's relating to the area of equality.

7.A4.iii Facilitate spaces at ESU events for Women's' group and the network for LGBTQ+ people, and create workshops or activities that shape capacity building in these areas of work.

B. Public Responsibility, Governance and Financing of Higher Education

2.B Co- creation through meaningful participation *(Strategic priorities 2018-2020: 2a, 2c)*

Students' participation in higher education governance both increases the quality of decision making and contributes to student centred learning and this is a public responsibility to open up for. Capacity building is needed alongside advocacy efforts for making this become a reality in Europe.

3.B Innovative learning environment *(Strategic priorities 2018-2020: 3c, 3e)*

ESU understands innovative learning environments as making use of new opportunities and finding new solutions to make higher education more accessible and increase quality. Making this happen is a governance issue, not merely pedagogic. ESU will:

3.B1 Partner with networks and interest groups and expert's bodies on Open Education Resources (OER) and participate at events to showcase student commitment to OER.

3.B2. Develop a concept of Student Centred Learning in Open educational resources.

3.B3. Keep a critical eye on the new copyright regime of the European Union.

3.B4 Develop and share knowledge about the rights of students regarding privacy.

3.B5 Continue to demand free access to learning resources for all.

4.B Increase the value of multiple purposes of education! *(Strategic priorities 2018- 2020: 4a, 4c, 4d, 4e)*

Education is a public good. This fundament must be promoted at all times, supported by fighting against commodification and underlining the utmost importance of education's

multiple purposes. ESU also wants to clarify how quality internships and other work based learning contribute to good learning, but can sometimes be misused. ESU will:

3.B1 Start developing a students' checklist for quality learning at the workplace considering the position of partners and stakeholders. Use the checklist as a basis for engaging in projects and with partners.

4.B2 In collaboration with movements on countering false facts and news, build capacity on what students can do to become promoters of evidence based decision making.

4.B3 Monitor commodification tendencies in the European Higher Education Area and addressing the effects commodification has on higher education in the Bologna Follow up Group and other relevant meetings.

4.B4 At all external events, actively and strategically push the importance of the multiple purposes of higher education.

5.B An inclusive European Students' Union: equity in participation and contribution (*Strategic priorities 2018-2020: 5a, 5c*)

Student participation fosters good governance and leads to better decision making. To inspire and empower students to campaign for their rightful space in the meeting rooms, ESU will:

5.B1. Make active use of ESU's communication platforms to showcase good involvement of students and teachers in decision making bodies of HEIs.

5.B2. Create and manage a campaign leading up to the European Parliament elections with a focus on students' informed participation and inclusion in political processes in the EU.

C. Internationalisation and Mobility

1.C Necessary reforms for increased access and inclusivity in Higher Education

(*Strategic priorities 2018-2020 1a, 1b, 1c*)

Students across Europe are not given the same chance to study abroad. ESU needs to

promote accessibility and equity in mobility programs as well as the recognition of learning when returning to the home institution. ESU will:

1.C1 Advocate for the recognition of formal and non-formal learning after mobility periods and exchanges.

1.C2 Lobby for funding within Erasmus+ for facilitated participation in mobility for students with disabilities.

1.C3 Through contacts gained through ESU's work with marginalized groups, along with ESU associate members, tackle obstacles faced marginalized groups in student mobility.

1.C4 Include internships and work based learning credits in the future Erasmus+ mobility tool

3.C Innovative learning environment *(Strategic priorities 2018-2020 3c, 3e)*

As digitalization is becoming a widespread phenomenon, ESU have a role in ensuring that the digitalization of higher education is aimed at improving the study experience in HEIs across Europe. In order to provide the best possible input into our lobby for this goal, ESU must first look toward establishing the necessary contacts and vocabulary, after which further development of digitalization as a tool for internationalization at home can take place. ESU will:

3.C1 Map the discourse and relevant stakeholders related to digitalization as a tool for internationalisation.

4.C Increase the value of multiple purposes of education! *(Strategic priorities 2018- 2020 4b, 4e)*

Voluntary service should also be taken into account. ESU will work into ensure the quality of the voluntary programs on Erasmus + and the European Solidarity Corps. ESU will:

4.C1 Follow developments within Erasmus+ and the work of the European Solidarity Corps, that promotes voluntary work.

5.C An inclusive European Students' Union: equity in participation and

contribution (*Strategic priorities 2018-2020 5c*)

Education is the basic foundation - the digital world is developing rapidly than ever, when the youth are the technology leaders, we must insure that every youth has the access to an educational system & make sure that the system is relevant and dedicated to its cause. ESU will:

9.E4 Continue to engage in dialogue with student unions outside of Europe with the aim of staying informed of, and influencing relevant policies on a global level.

D. Quality of Higher Education

2.D Co-creation through meaningful participation (*Strategic priorities 2018-2020: 2a, 2c*)

The need for students' engagement at all levels of higher education should be properly recognized and ESU can assist to this both through providing its' expertise as well as influencing external processes. Students' involvement in QA processes is an efficient way to get engaged at the program level, which at the same time provides an opportunity to influence higher level reforms. ESU will:

2.D1 Develop the steering and coordination structure of ESU's QA pool and provide expertise on implementing the student-run QA experts' pools.

2.D2 Develop the capacities of students and NUSs for participation in higher education reforms through Peer Learning Activities and webinars.

2.D3 Advocate for recognition of transparent procedures as one of the main purposes of quality assurance, by main stakeholders.

2.D4 Contribute intensively on following-up the actions of European Education Area and other EU activities in order to ensure results satisfying for students.

2.D5 Develop strategic partnership with EURASHE and other relevant stakeholders for enhancing students' participation in their activities.

2.D6 Contributing to the Bologna peer support groups to ensure students' perspective in the enhanced implementation

3.D Innovative learning environment (*Strategic priorities 2018-2020: 3a, 3b, 3c,*

3d, 3e) Student Centred Learning (SCL) needs to be a priority in innovation of education. The concept, developed by ESU, is formally recognised by HEIs and other stakeholders but we need to stress the importance of a full and proper implementation of SCL. Flexible study paths and recognition of Informal and non-formal learning should impact the implementation of SCL in a positive direction, while quality assurance processes need to be developed as transparent and fit-for-purpose in the area of SCL. ESU will:

3.D1 Advocate on ESUs partner stakeholders for making recognition of informal and non-formal learning in education, including students' extracurricular activities one of their priorities.

3.D2 Support the shift towards prioritising the quality of learning and teaching rather than procedures, by advocating for competencies based quality assessment including language, pedagogical and didactical competes, and constant personal development of teachers.

3.D3 Integrate the peer assessment based on the SCL concept to the procedures of the QA pool.

3.D4 Develop a proposal of indicators for analysis of the prerequisites and conditions for the implementation of SCL, which can to be used in the Monitoring of Bologna.

3.D6 Contribute to works of the Learning and Teaching Working Group to ensure prioritisation of SCL in Bologna

3.D7 Develop means of useful application of EQAR's database for students.

3.D8 Map the discourse and stakeholders for acknowledgment of OER as an important support for learning process.

4.D Increase the value of multiple purposes of education! (*Strategic priorities 2018- 2020: 4d*). Combatting the increased power of Rankings in the development of HE policy we need to stress the multiple purposes of HE and show that the rankings do not accurately represent quality ESU will:

3.D1 Counter the perception of rankings as a valid demonstration of quality in HE.

E. Organisational Development and Capacity Building

5.E An inclusive European Students' Union: equity in participation and contribution *(Strategic Priorities 2018-2020, 5)*

In order to make ESU more inclusive as the strategic priority states, some steps will need to be taken year, by year. As for the first year, ESU will:

3.E1 Hold open organising sessions hosted by NUSs and use ESU information channels to actively promote good examples of NUS work and achievements.

5.E2 Together with the hosts of ESU internal events, whenever possible make arrangements for recording sessions held at ESU events, when permitted by the contributor(s).

5.E3 Develop a sustainable platform for sharing information between face to face meetings of the organisation, to be used for inter-NUS collaboration and ESU interaction with the membership.

5.E4 Focus on project applications that will enable financial cover for ESU events, so that the events are more accessible to all NUS's.

5.E5 Create simplified overviews of ESU's policies and concepts.

5.E6 Review ESUs financial solidarity structures.

5.E7 Introduce online reporting tools for harassment cases in all ESU events

5.E8 ESU should prioritise actions which aim to improve working conditions within the organisation, including both the hacks and the employed staff, what should be done in a close cooperation with the Working Group on Working Conditions

8.E Membership

Following the successful adoption of ESU's Membership Strategy at BM72, the implementation of this strategy includes the following specific tasks in relation to the assessment of Members against the membership criteria.

8.E2 The Membership Coordinator will continue to lead on creating practical arrangements for the Reassessments (including order of reassessments, deadlines, and guidelines for the relevant documents) with the agreement of the EC.

8.E3 Produce a Study Visit Handbook, outlining guidelines and good practice for conducting Study Visits of NUSs, which will be presented to the Board at BM74.

9.E Internal strategies and structures

9.E5 Work to facilitate information sharing and coordinate advocacy work related to BFUG meetings and in general on EHEA/BFUG topics. This includes supporting unions to be involved in the national agenda setting.

9.E6 Support member NUSs in their engagement in EU educational policies by cyclic information about development of ESU policies, involving in the consultations and put them in contact with EU institutions when interested.

9.E7 Prioritise the aims lined out in the financial strategy, such as neat financial management and decreasing debts towards ESU.

10.E Capacity building

Capacity Building for member NUSs is a core component of the Membership Strategy adopted at BM72, and a key role that ESU plays in strengthening the student movement.

10.E1 Pool of Trainers: ESU will continue to seek opportunities for externally funded projects to support the activity of the Pool of Trainers.

10.E2 The Membership Coordinator will also work with the trainers to identify their areas of expertise in relation to aspects of ESU's Criteria for Membership,

and include this in all promotion of the trainers' pool.

10.E3 The Pool of Trainers will additionally be promoted through the Reassessment of Members process and the regular Membership and Capacity Building Sessions.

10.E4 The Membership Coordinator will lead on developing a Competencies Framework based on the organisational competencies indicated by ESU's Criteria for Membership. This framework will be filled in detail with information from the Self Assessments which NUSs submit as part of their report when undergoing reassessment.

10.E5 ESU will hold regular Membership and Capacity Building Sessions at ESCs and BM Seminars to include the Board in implementing the above practices.

Annex: ESU's current projects

EFFECT	European Forum for Enhanced Collaboration in Teaching	2019 is the 4th year of this project. (extension of few months is still pendingt)	Extension of the project (tbc) for final conclusions and reporting
DEQAR	Data	2019 is the final year of the project (November 2017 - October 2019)	Building a database of higher education institutions and programmes that have been subject to external quality assurance as well as easy access to the corresponding reports.
TMF	Together, Moving Forward 2	2nd year out of 2 years	<ul style="list-style-type: none"> • Capacity building • Support projects financially and structurally • Collection of good practices from all selected projects since 2016 to support advocacy work at European level on the topic of inclusion and access to education for refugee and asylum seekers students
MEHR	Modernisation, Education and Human Rights	3rd year out of 3 years (Project Ends in August 2019)	<ul style="list-style-type: none"> • To prepare 20 vox pop video with students from HR, SE and PT on human right and education (early 2019) • To organise the final conference and project partner meeting in Brussels (June 2019)
REACT	Refugee and Recognition - Toolkit 2	2nd year out of 2 years	As subcontractor - participation in online meeting to identify best practice
ESSA	European Students Sustainability	3rd year out of 3 years (Project Ends in August 2019)	Working with a team of three institutional Students' Unions and three universities to train students

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	Auditing		to become qualified as auditors of institutional social and environmental sustainability and then to deliver an audit at a higher education institution
BizMOOC	Business training via MOOCs		BizMOOC tackles the European challenge of enabling businesses, labour force and HEIs to increase their activities and exploitation (economies of scale) of the MOOC potential. It focuses on work force & HEI-training