



## **Board meeting 79 - Online**

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# **BM79 - Online Annex to the 2018-2020 Strategic Priorities**

## **Transforming education in a world of crises**

The COVID-19 pandemic magnified the inequity and imbalances in accessing traditional higher education systems around the world. We have seen how overcoming global crises such as the pandemic, but also the climate emergency requires decision-makers to strengthen cross-border solidarity, cooperation and educational policy. The transformation of higher education must be met with secure investments into sustainable, inclusive, innovative and dynamic educational policy strategies to recover the losses of students and develop more crises-resilient higher education institutions both over the short and long term. In this regard ESU will advocate for:

1. More evident implementation of the Sustainable Development Goals as we enter the decade of action, by mainstreaming education on sustainable development and global, democratic citizenship and supporting practices and partnerships within the higher education community at local, institutional, national, European and global level that promote social and environmental responsibility.
2. ESU will actively work on building trans-continental solidarity, cooperation and targeted political action against global inequalities related to any form of repressive government policy towards students and higher education through its cooperation with the Global Student Forum and other international partners

3. ESU will develop synergies for the vision of EEA with partner organisations and EU decision marketing institutions to ensure that its policies about EEA are well integrated into the policy discussions of other actors. Following and impacting the development of the European University alliances will be a priority for ESU particularly in the context of student participation, guaranteeing the quality of education, and mapping student rights within the alliances.

4. ESU will address the impacts of COVID19 on the mode and delivery of education, including blended learning and digitally enhanced pedagogical approaches that focus on student-centred learning. Following this, ESU will continue its work on strengthening the policies and advocacy focused on monitoring the quality and accessibility of digitally enhanced higher education.

5. ESU will participate in discussions on the implementation of micro-credentials within the EHEA and EEA and work on enhancing its own policy on the topic, keeping in mind the nature of micro-credentials as a lifelong learning tool and as a complementary, but not a substituting programme of regular curricula.