

Annex 1: Organisational Capacities Framework

Criteria As stated in ESU's standing orders and expanded in the Membership Strategy.	Descriptive Does your NUS meet this criteria?	Assurance How do you make sure your NUS is meeting this criteria?	Enhancement How are you improving your NUS regarding this criteria?	Challenges What problems does your NUS face regarding this criteria?	Additional Comments Anything else you think the Board should know.
<p>NUS is controlled and run by students.</p> <p>Students should have decisive power and control over the organisation. This does not preclude students on academic leave or recent graduates from taking part in the organisation, but the major power distribution should lay with currently enrolled students and other groups if they are represented by the organization.</p>	<p><i>Tell us whether your NUS is controlled and run by students, and how this is described in your Constitution/Standing Orders/Statutes.</i></p> <p><i>If people who are not students are also involved in running your NUS please describe this.</i></p>	<p><i>Tell us what steps you take to ensure that your NUS really is controlled by students and will remain that way in the future. e.g.: Requiring board members and election candidates to demonstrate their student status; practices which ensure non-student leaders to student members, etc.</i></p> <p><i>If there are examples of when these steps have been effective, or have not worked well, please tell us about them.</i></p>	<p><i>Tell us what steps you are taking or plan to take which you believe will give student more control over your NUS. e.g.: Training your board/members in the issues facing your NUS so they are empowered to be effective decision-makers in your NUS.</i></p> <p><i>If there are examples of when these steps have been effective, or have not worked well, please tell us about them.</i></p>	<p><i>Tell us what challenges your NUS faces in regard to students controlling and running your NUS. e.g.: Are your student board members very busy or unsupported, meaning non-students in the organisation are effectively making the decisions instead? Do students perhaps not know enough about the issues to be good decision-makers?</i></p>	<p><i>Tell us anything else you think it is important for the Board to know about your NUS in relation to this criteria.</i></p> <p><i>This could include local political conditions, large events or issues which are affecting your NUS in relation to this criteria.</i></p>

<p>NUS holds democratic elections and runs on a democratic basis.</p> <p>Transparent, frequent, cyclical and non-corrupted democratic elections should be an essential part of every NUS. Student voters should have access to all the information necessary to run or to cast their votes in a meaningful manner. Democratic decision-making on day-to-day issues must be assured.</p>	<p><i>Tell us about how your NUS uses democratic processes to elect leaders, decide policy and set the direction for the organisation.</i></p> <p><i>If there are decisions which are taken in a way which you do not consider 'democracy' please also describe these and how those decisions are made.</i></p>	<p><i>Tell us what steps you take to ensure that decisions taken in your NUS are as democratic as possible. e.g.: What practices do you use to keep your leaders accountable to the membership and make sure decisions are transparent? How do you make sure your democracy is open to all your members including marginalized groups?</i></p> <p><i>If there are examples of when these steps have been effective, or have not worked well, please tell us about them.</i></p>	<p><i>Tell us what steps you are taking or plan to take which you believe will make your NUS more democratic, transparent and accountable. e.g.: Changes to the way you make policy decisions so that a more representative selection of students have greater involvement; changes to election rules that make you democracy accessible and fair, etc.</i></p> <p><i>If there are examples of when these steps have been effective, or have not worked well, please tell us about them.</i></p>	<p><i>Tell us what challenges your NUS faces in regard to being democratic and transparent. e.g.: Do some of your members have less access to your democracy because of financial or logistical barriers? Are there times when democratic decision-making is suspended for some practical reason? Do your members always respect the democratic procedures or has your NUS sometimes had problems with cheating, rule-breaking or lack of faith in the democratic process?</i></p>	<p><i>Tell us anything else you think it is important for the Board to know about your NUS in relation to this criteria.</i></p> <p><i>This could include local political conditions, large events or issues which are affecting your NUS in relation to this criteria.</i></p>
<p>NUS is representative.</p> <p>NUS is built on solid ground with legitimacy coming from students, NUS should represent a large number of students and at the same time have at least an ambition to influence national higher education policies. In its advocacy work and projects, the</p>	<p><i>Tell us about the representative structure of your NUS: which students in your country you represent, how they are represented and also if there are any students which are deliberately or by circumstance not represented by your NUS.</i></p> <p><i>If there are formal representative roles your NUS carries out (e.g.: seats in your country's Education</i></p>	<p><i>Tell us what steps you take to make sure your NUS is as representative of its membership. e.g.: Do you track engagement with different groups of students to ensure nobody is left out, or do specific work with marginalized groups?</i></p> <p><i>If there are examples of when these steps have been effective, or have not worked well, please tell us about them.</i></p>	<p><i>Tell us what steps you are taking or plan to take which you believe will make your NUS more representative, and more effectively represent your students to external decision-makers.</i></p> <p><i>If there are examples of when these steps have been effective, or have not worked well, please tell us about them.</i></p>	<p><i>Tell us what challenges your NUS faces in regard to being representative. e.g.: Are there some groups of students who cannot be represented by your NUS? Is the legitimacy of your NUS' representative role sometimes questioned by the government? Is your NUS sometimes competing with other organisations that claim to represent students?</i></p>	<p><i>Tell us anything else you think it is important for the Board to know about your NUS in relation to this criteria.</i></p> <p><i>This could include local political conditions, large events or issues which are affecting your NUS in relation to this criteria.</i></p>

<p>organisation equally takes into account the needs and interests of different students and student groups which it represents.</p>	<p><i>Ministry or Quality Agency, etc.) please describe these.</i></p>				
<p>NUS is autonomous and independent in decision-making.</p> <p>NUSes must be financially and politically independent in decision making from any political parties, governments, and financial donors, whilst still being able to have relations to those actors. In their advocacy work, NUS's must be sufficiently independent of external factors, decision-making bodies do not depend on external authorization when participating in this process.</p>	<p><i>Tell us about how the structure of your NUS ensures that it is, as far as possible, not influenced by people and organisations outside of the student membership. If you have rules in your statutes or funding arrangements in regard to this please note them here.</i></p>	<p><i>Tell us what steps you take to make sure your NUS remains autonomous and independent.</i> <i>e.g.: Are representatives required to declare financial interests, such as a second job which might interfere with their work in your NUS? Are funding agreements scrutinized by a democratic body to make sure they do not force your NUS to take certain political positions?</i></p> <p><i>If there are examples of when these steps have been effective, or have not worked well, please tell us about them.</i></p>	<p><i>Tell us what steps you are taking or plan to take which you believe will make your NUS more autonomous and independent.</i> <i>e.g.: Does your NUS have a financial strategy to make it less dependent on funding from the ministry or other outside bodies?</i></p> <p><i>If there are examples of when these steps have been effective, or have not worked well, please tell us about them.</i></p>	<p><i>Tell us what challenges your NUS faces in regard to being autonomous.</i> <i>e.g.: Is your NUS reliant on funding or support from one particular organisation, political allies or the Ministry which makes it difficult for your NUS to raise some issues?</i></p>	<p><i>Tell us anything else you think it is important for the Board to know about your NUS in relation to this criteria.</i></p> <p><i>This could include local political conditions, large events or issues which are affecting your NUS in relation to this criteria.</i></p>

<p>NUS' objectives are in accordance with ESU objectives and values, stated in the Statutes.</p> <p>The organization's formal documents and its work and operations demonstrate that the organization's main objectives correspond with core ESU objectives - representing students' needs and interests and fighting for a more quality system of higher education as well as heightened accessibility and the broader availability of higher education for all members of the society.</p>	<p><i>Tell us about your NUS' objectives, and whether you believe these are in accordance with ESU's objectives and values. If your NUS' objectives are outlined in your statutes or a strategic document please indicate that here.</i></p>	<p><i>Tell us how you make sure your NUS is meeting its objectives? e.g.: Does your NUS have a strategic plan based on its objectives and values? How does this shape your decision-making and activity?</i></p>	<p><i>Tell us what steps you are taking or plan to take which you believe will improve your NUS' ability to meet its objectives.</i></p> <p><i>If there are examples of when these steps have been effective, or have not worked well, please tell us about them.</i></p>	<p><i>Tell us what challenges your NUS faces in regard to being led by its objectives and values. e.g.: Are some of your NUS' objectives and values in conflict with laws in your country?</i></p>	<p><i>Tell us anything else you think it is important for the Board to know about your NUS in relation to this criteria.</i></p> <p><i>This could include local political conditions, large events or issues which are affecting your NUS in relation to this criteria.</i></p>
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