

The European Students' Union



ESU ACTIVITY REPORT 2015





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The European Students' Union (ESU) is an umbrella organisation of 45 National Unions of Students (NUS) from 38 countries (December 2015). The aim of ESU is to represent and promote the educational, social, economic and cultural interests of students at the European level towards all relevant bodies and in particular the European Union, Bologna Follow Up Group, Council of Europe and UNESCO. Through its members, ESU represents over 15 million students in Europe.

Until 2017, ESU will mainly focus on five specific objectives, as adopted four based on the policy clusters, namely Mobility and Internationalisation, Social Dimension, Quality of Higher Education and Public Responsibility with a fifth outlining the organisational and capacity building priorities.

MOBILITY AND INTERNATIONALISATION

ESU commits to working on the development of an international environment within higher education systems and the European Higher Education Area and making Europe an attractive and accessible place for all students free of all mobility barriers. On the global arena, ESU will strengthen their involvement in global student cooperation, focusing on quality and access to higher education and empowering students.

SOCIAL DIMENSION

Work towards a development of higher education as a means for democratic innovation and social inclusion with the clear focus on the fight against discrimination of any kind.

QUALITY OF HIGHER EDUCATION

ESU will work for improving quality higher education for a diverse student population, characterised by removing all obstacles to access, and facilitating progress and completion, implementing a student-centred approach to learning and fairly assessing students.

PUBLIC RESPONSIBILITY, FINANCING AND GOVERNANCE

ESU will strive to strengthen education as a public responsibility, free from commodification practices, enhanced by increased public funding and governed by models which value the multiple purposes of higher education.



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WELCOME

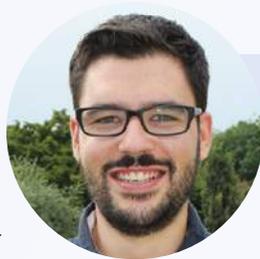
Dear readers,

as student representatives we all sadly, sometimes, see a society where money and profit is more important than education and human rights. We need to change that, stay united and close as much as possible the gap between the European level and the grass-roots one.

2015 was a year full of both challenges and opportunities. As student representatives, we faced new threats posed by issues such as the refugee crisis and the rise of xenophobic rhetorics as well as secret trade and investment negotiations and justifications of marketisation of higher education. Social inequalities rise, while some governments push for the replacement of study grants with loans.

On the positive side, I'm very happy with the increased impact and visibility of ESU, every time we are getting more and more request for initiatives and invitations not only from other organisations, but from the institutions themselves. There is no event in Europe discussing higher education where ESU is not a must when it comes to participation.

Within the Bologna Process, through our participation in the Bologna Follow-Up Group (BFUG) board and the BFUG meeting itself we have successfully managed to ensure ESU participation in all structures of the BFUG (both advisory groups and working groups). ESU's contribution to the Bologna Process work plan 2015–18 as well as its organisational structure was welcomed and reflected in the final documents.



Fernando Galan, ESU's Chairman 2015–16

In addition, a new transparency policy has been adopted upon proposal of ESU: all meeting documents will be publicly available on the EHEA website (www.ehea.info)

Thus, student unions can access them and use them in their advocacy work and ultimately have a bigger influence in the Bologna Process.

At EU level, we managed for the first time to have ESU included in the ET2020 Working Group on the Modernisation of Higher Education. This role give us access to very relevant information and contacts, as well as the possibility to better influence EU policies on Higher Education.

With the Council of Europe we keep having a very positive and proactive collaboration and participation in all its structures and initiatives. Within the framework of the Lisbon Recognition Convention, the Council of Europe is planning to take further initiatives and lead the political discussion on the recognition of the qualifications hold by refugees.

In the end, although there are moments when fighting for student rights can be demanding and frustrating, it is worth it. I am very grateful for the opportunity to meet so many interesting students from across Europe and the world. ESU is a learning experience for every single one of us.

A handwritten signature in blue ink, appearing to read 'Fernando Galan'. The signature is stylized and fluid.

Fernando Galan, ESU's Chairperson 2015–16

HIGHLIGHTS

The on-going Bologna Process, the Yerevan Ministerial Conference, Bologna with Student Eyes 2015, Education and training 2020 (ET2020) and the new Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESGs) ranked high in ESU's activities in 2015. Below is an overview of ESU's main advocacy achievements and activities in this busy year.

MOBILITY & INTERNATIONALISATION

The Bologna Follow-Up Group (BFUG) working group on Mobility and Internationalisation, of which ESU is a member, presented the final report that concluded its work in 2012–15. It includes the recommendations for the Ministerial Communiqué focusing on underrepresented groups with very clear recommendations that visa issues hinder mobility for underrepresented groups with migrant background and that more financial support is needed to increase the mobility of underrepresented groups. The document suggests a number of actions that should be taken by national authorities in order to tackle barriers and strive for balanced mobility with equal access for underrepresented groups.

The question of the barriers to mobility has been addressed in the Bologna With Student Eyes questionnaire, and shows that little progress has been made. The findings are the foundation for the recommendation towards the EHEA Ministers with regard to existing barriers to both credit- and degree mobility.

In cooperation with the national ENIC-NARIC offices, ESU took part in two projects playing an advisory role. The first one was ENIC-NARIC France titled ›Enhancing the use of mobility tools for recognition‹ carried out in the framework of ERASMUS+, where we have presented the students perspective on internationalisation of higher education, mobility and employability, and the other one ›STREAM project‹ run by EP-Nuffic (Dutch ENIC-NARIC) aimed at creating a platform for the recognition officers, where we have played advisory role in building up every module. Both of the above mentioned projects have been inline with the attempts to dismantle student barriers to mobility, both credit- and degree, in terms of

recognition. ESU has advocated for simple, transparent and free of charge procedures to be performed by the ENIC-NARIC centres.

Moreover, ESU has been actively taking part in the work of ENIC-NARIC Networks towards the revision of Lisbon Recognition Convention (LRC) and exploring the possibilities of the Global Recognition Convention, emphasising the need of revising the national legislations, so they do not contradict the LRC.



Bologna Follow-Up Group, September 2015

VISA DIRECTIVE PROPOSAL

ESU has issued a joint statement with European Youth Forum on the visa Directive proposal published by the European Council. After endorsing the draft proposed by the European Parliament by adopting a resolution on the previous BM67 in Baku, the new Council's proposal took a step back. This would in consequence hinder the access of third- nationals to enter the European Union for the purpose of education or training and therefore create the obstacles to mobility. We have taken a clear stand against that proposal which was issued and disseminated in January 2015 and published on ESU's website later on. Since then, the negotiations have to a

large extent been blocked by Germany in the European Council. However, at the end of September the Council decided to re-initiate discussions with the Parliament on the Visa Directive.

GLOBAL COOPERATION

The partnership in the post-2015 area with Education International has also led to an engagement with them in the area of anti-privatisation, with the aim of launching a global campaign soon.

ESU's work with the post-2015 agenda has presented itself as a welcoming option to reach out to our global partners. A Facebook group with student representatives from all over the World working with the post-2015 process has been established, but most importantly ESU has had the opportunity to meet with the All African Students' Union and the Commonwealth Students' Association at the World Education Forum in May.

The contacts from the post-2015 engagement have also led to closer relations with the Canadian Federation of Students as well as the United States Students' Association, with whom ESU has discussed the implementation of the SDG4 in the Global North and anti-privatisation in the future.

SOCIAL DIMENSION

ESU has been Co-Chairing the BFUG's working group on Social Dimension and lifelong learning until the Ministerial Meeting in Yerevan. The increasing importance of this issue has to do with the extraordinary Council meeting in Paris and the declaration that was adopted there that is now included also in the follow-up. The commitments outlined mean that the Social Dimension will be a priority in the coming years. ESU will work on making sure these commitments result in concrete actions by the countries and that they will be supported in the right way by the Commission funds.

During the **Yerevan Ministerial Conference** the Social Dimension strategy focusing on National Access Plans has been adopted under the name »Widening Participation for Equity and Growth—A Strategy for the Development of the Social Dimension and Lifelong Learning in the European Higher Education Area to 2020«.

National strategies are mentioned as the most effective tool to ensure equal access to higher education and member countries are committing to »create and develop a coherent set of policy measures to address participation in higher education (...)«. Although formulation is relatively vague, NUSes can still refer to this commitment when lobbying, since it is a strong example in setting coherent policy measures.

ET2020

ESU was active from the beginning of discussions around the follow-up to ET2020/EU2020, raising issues such as National Access Plans and financial situation of students among others.

In August, the European Commission published the *Draft 2015 Joint Report of the Council and the Commission on the implementation of the Strategic framework for European cooperation in education and training (ET2020)* with the new priorities for cooperating in education to meet the objectives set up to 2020. One of the priorities is education as a contributor to social cohesion, equality, non-discrimination and civic competences, addressing the existing inequalities in education systems as well as difficulties to access the higher education. In the report, the European Commission calls for effective actions for inclusive education, focusing on those with disadvantaged backgrounds, special needs, migrants or with a migrant background and Roma.

At the 67th Board Meeting, ESU members adopted the statement on EU2020 and ET2020 and shared it widely online. ESU has been present at two major meetings in spring where EU2020/ET2020 was discussed. The first meeting was hosted by the Commission to get broad input for their work from stakeholders. With this occasion the funding issue was addressed. The second was the Director General Meeting in Riga where the topics were discussed with the countries for the first time. Here it became again clear that some parts of the Commission want to promote cost-sharing towards the countries as a way of »supporting governments«. ESU as well as several of the countries critiqued this, but the Commission was not convinced.

ESU has expressed concerns about the way the financing of higher education and the purposes of education are tackled in the new Draft 2015 Joint Report of the Council and the Commission on the implementation of the *Strategic framework for European cooperation in education and training* (ET2020). As it was foreseeable before, cost-sharing mechanisms for higher education funding are proposed as a concrete action for sustainability of higher education systems together with »promoting funding models attracting private actors and capital «.

HUMAN RIGHTS IN HIGHER EDUCATION

»We will strive to raise awareness and deepen understanding of the student movements' role in human rights debates,« says Elisabeth Gehrke, ESU's Chairperson.

Efforts have been made to formalise our partnership with the Scholars at Risk Network. More specifically, ESU has carried out discussions with SAR regarding integrating a Students at Risk branch into the already-existing network.

As the migrant crisis heated the debate in Europe, ESU advocated for the right to get an education in a safe environment. ESU organised solidarity actions, such as statements and pictures to welcome refugees; sessions during the 30th European Student Convention and a campaign on the International Students' Day with a strong accent on freedom, the hashtags for day being [#free2learn](#) and [#free2move](#), underlining how important it is to be free to move and study, to become who we want to be.

ESU has also received funding from the Open Society Foundations (OSF) for a project that will look into how to implement the SDGs in relating to education in Europe.

ESU called for academic freedom and freedom of speech through support statements for the students in Albania, as well as two statements on the events in Myanmar, where students face violent opposition from the Government, who is trying to introduce legislation that is feared to limit academic freedom and student democracy.

In a somewhat surprising move, following the attacks in Paris and Copenhagen, the European Ministers also adopted the **Paris Statement** which emphasises education and respect of human rights as a way to combat radicalisation. ESU has continuously highlighted the Paris declaration at all possible events and held a panel session about it during the 30th European Student Convention. Efforts have also been made to include discussions on the declaration within the work of the BFUG.

ESU was one of the civil society organisations responsible for having a dedicated paragraph included in the outcome document from the Regional Ministerial Conference on education post-2015 dealing specifically with education during times of crisis, in which attacks on education institutions are also specifically mentioned. ESU participated at two dedicated side-sessions at the World Education Forum on education during attack and crisis, where we voiced the importance of protecting education facilities and ensuring access to education at all stages during conflict and crisis. These ideas are also very strongly reflected in the outcome document of the World Education Forum, as well as in the Framework for Action on the implementation.

It is worth mentioning that the UN Human Rights Council also adopted a resolution (A/HRC/29/L.14/Rev.1) on the right to education during conflict and emergencies, during their 29th session earlier this year. The resolution was a result of the united efforts of ESU's partners in Scholars at Risk and the Global Coalition to Protect Education from Attack.

LEARNING OUTCOMES

ESU has recently adopted a definition of learning outcomes. This resulted in project opportunities to further develop the understanding of learning outcomes and their implementation. The European Qualifications Framework working group has also been discussing learning outcomes during the past year, and ESU has used these opportunities to argue for the students' view and steer the discussions. *Learning Outcomes Introduction Paper* has been shared with CEDEFOP, who then used it when drafting their guide for writing learning outcomes.

STUDENT-CENTRED LEARNING

Yerevan Communiqué identifies student-centred learning (scl) as one of the main priorities for the upcoming three years and the draft plan of work foresees a working group on teaching and learning. Furthermore, student-centred learning has now been adopted as the standard in the Standards and guidelines for quality assurance in the European Higher Education Area (esg). Following this success are the guidelines for its formal assessment under PASCL project.

Messages following the Ministerial Meeting, the adoption of the Standards and guidelines for quality assurance in the European Higher Education Area (esg) and ECTS users guide, have sent strong clear political statement advocating for implementation of the student-centred learning (scl) approach. This is the result of very effective and coordinated advocacy from our part, managing to get on board other stakeholders and policy-makers.

E-learning and new technologies have been a part of every student-centred learning presentation and training conducted during the year. New technologies and their relationship with student-centred learning are also mentioned in the Communiqué.

QUALIFICATIONS AND EMPLOYABILITY

All discussions on this topic have been closely related to learning outcomes, and esu has been very vocal in supporting the approach. We have also worked together with the European Youth Forum on recognition of prior learning, and jointly lobbied on the European-level. There are **new guidelines for validation of the non-formal and informal learning**, developed by the commission where we provided input.

RECOGNITION

The final Ministerial Communiqué has clearly stated that there will be efforts taken jointly by the BFUG, the European Commission and the Council of Europe together with other stakeholders to **revise the Diploma Supplement and the Lisbon Recognition Convention**. The Commission was called to support initiatives on automatic recognition of qualification on system level.

QUALITY ASSURANCE

The revised esg were adopted at the Ministerial Conference in Yerevan with no major issue raised. We were part of the steering and drafting group since the beginning of the revision process. Among the most important changes, the esg include now a new standard for student-centred learning, teaching and assessment and there is more emphasis on student support.

esu also took an active role in enhancing student participation in quality assurance processes in those countries with new quality assurance agencies (Ukraine, Moldova) or in those who want to develop (Armenia). esu is partner in three projects that aim to develop student involvement in the activity of these agencies (IMPRESS for Ukraine, QUAEM for Moldova, ESPAQ for Armenia). Aside from training students to be involved in quality assurance processes, all these three projects also aim to develop tools that can be later used by students to have a meaningful participation in internal and external quality assurance.

Between the 4th and 8th of September, the European Students' Union hosted a training session for 21 student representatives from different countries, aiming to develop their knowledge and experience in understanding quality assurance policies and practices at European level.

The participants were members of esu's Quality Assurance Student Experts Pool, a structure which gathers committed and well prepared students across Europe who want to contribute to the enhancement of quality assurance in European Higher Education Area. The members promote the participation of students as equal partners in quality assurance processes at all levels and actively represent esu in external reviews, when requested.

esu will continue in the near future similar training sessions for students in Moldova and Armenia, to enhance the involvement of students in QA processes in those countries.

U-MULTIRANK

ESU members discussed concrete ways to improve indicators for U-Multirank and outcomes were then presented to U-Multiranking consortium coordinators. This resulted in having, for the first time, the social dimension introduced as a new criteria for ranking.



Blazhe Todorovski, Vice-Chairperson Board Meeting 68, Yerevan

PUBLIC RESPONSIBILITY: FINANCING AND GOVERNANCE

ESU has emphasized the idea of education as a public good and public responsibility during meetings of the BRUG and its working groups, but also towards the Council of Europe. Our efforts in building capacity and gathering data on the issue of marketisation of higher education are key in combating the paradigm shift towards so called cost sharing (read: tuition fees). To advance the debate, in September four additional members for the internal task force on commodification of higher education were approved.

Unfortunately, the 2015 *Bologna with Student Eyes* publication shows an increasingly worrying trend of students receiving loans instead of grants. ESU continued to be vocal on the importance of maintaining non-repayable student support and highly supported the **Paris declaration** of the EU-ministers of education which is endorsing education as a public responsibility.

TTIP

During ESU's 67th Board Meeting two resolutions on the TTIP agreements were adopted; they included a call for greater transparency in the talks and reinforced the need for education to be excluded from trade agreements. ESU has been following closely negotiations of both TTIP and TISA.

In December INTA has scheduled a vote on the European Parliament's recommendations to the European Commission on TISA and published a draft of the document. ESU has worked with ETUCE on preparing amendments to carve out education completely. We contacted MEPs in INTA and CULT for lobbying our amendments. The call for the support on the matter has been also sent out to NUSes.

GOVERNANCE OF HIGHER EDUCATION AND STUDENT PARTICIPATION

One of the key debates in this area has been around academic freedom and student rights in Belarus. As part of the Bologna Process, students in Belarus should not be punished for any kind of political activities. We will continue to be a watchdog and take an active position on the topic being a member of the advisory group of the Belarus Roadmap Implementation within the new Bologna structures.

Progress is being made towards the provision of concrete tools to assist NUSes in ensuring that students with a wish to become representatives have access to the knowledge and methodology to enable them to become effective student advocates.

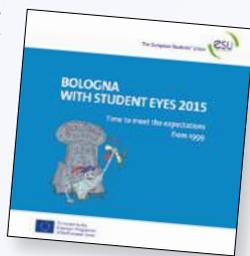
EUROPEAN UNION

ESU has actively engaged with several members of parliament especially in relation to the Bologna process report. We have shown our level of commitment, knowledge and interest especially in this discussion which will be helpful further down the line. We were thanked by several MEPs at a CULT committee meeting for this work. We have also engaged with parliament over other issues such as the situation in Burma, TTIP resolution, TISA recommendations to the EC, education and women and the visa directive.

PUBLICATIONS

BOLOGNA WITH STUDENT EYES 2015: TIME TO MEET THE EXPECTATIONS FROM 1999

In light of the Ninth Bologna Process Ministerial Conference in Yerevan, Armenia, ESU published its 2015 edition of Bologna with Student Eyes. The aim of the publication is to highlight the current status, successes and future challenges that students see in the implementation of reforms and the Process as a whole. As the main stakeholder in higher education, students' views are thus complementing the views presented in the European Higher Education Area implementation reports and reports by other stakeholders.



The data for this edition was collected by surveying ESU's national unions of students on the following areas: student participation in governance, social dimension, quality assurance, recognition, mobility and internationalisation, structural reforms and financing of higher education. The questionnaire also included general questions about the Bologna Process and its future. In total, over 39 national unions of students from 35 countries responded to the questionnaire, from Norway to Malta and Ireland to Armenia.

Bologna with Student Eyes 2015 has been published and presented on many fora. It has played the most significant role for the purpose of advocating for intensified data collection as a basis for improving access to mobility for underrepresented groups. The situation across Europe has been presented in BFUG Working Groups at the Ministerial Conference in Yerevan, as well as in the European Parliament during the launch of the publication in June 2015. This has been a starting point for cooperation with CULT committee on further implementation of the recommendations stated both in the BWSÉ 2015 and the parliamentary report on the state of implementation of Bologna Process.

OVERVIEW ON STUDENT-CENTRED LEARNING IN HIGHER EDUCATION IN EUROPE

Through the research done in this publication on the grassroots level, by surveying students and higher education institutions and gathering the different policies of essential European stakeholders, there are clear signs of progress in the implementation of student-centred learning (SCL). We have also identified a plethora of different perspectives on what SCL is and where to go from here. Students need to be consulted, to have real choices in their study paths and curricula—giving them more responsibility for their learning processes. Learning process should be described in terms of learning outcomes, which should be developed and monitored with constant evaluation and consultancy of students.



The involvement and representation of students in governance, viewing students as equal partners, as a part of the academic community and co-producers of knowledge, is essential for giving students ownership and responsibility for their learning. Clear interest of all stakeholders on the topic has proven that it is the right time for a project like PASCL, which will now establish a framework and guidelines for the implementation of SCL concept and assessment procedures. The research has provided us with a number of best practices and real life examples that can be used for learning and inspiration for further work with the implementation of SCL.

STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG) 2015

In 2014 the Bologna Follow-Up Group (BFUG) endorsed a revised version of the ESG. The revised ESG include a number of updated and amended elements that will undoubtedly bring implementation challenges for users of the ESG namely higher education institutions and quality assurance agencies. Quality assurance in general, and the ESG in particular, are a recognised driver in enhancing the attractiveness and competitiveness of European higher education. Yet, previous studies (e.g. MAP-ESG, Bologna progress reports) have shown that inconsistent implementation has been a major issue.

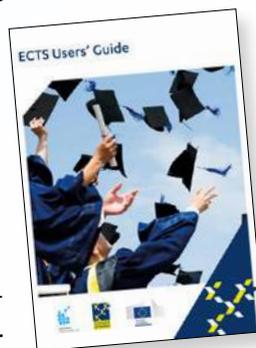


ESU was an active contributor to the 2015 Standards and Guidelines for Quality Assurance in the European Higher Education Area, also known as the European Standards and Guidelines or ESG. The standards are the basis for quality assurance in the European Higher Education Area (EHEA). They are one of the main achievements of the Bologna Process and its follow-up structure, the Bologna Follow-Up Group (BFUG) in the past decade.

Download the ESG 2015 under
http://www.equip-project.eu/wp-content/uploads/ESG_2015.pdf

REVISION OF THE EUROPEAN CREDIT TRANSFER SYSTEM (ECTS) USERS' GUIDE

ESU has been involved in the Bologna Follow-Up Group (BFUG) Ad-Hoc Working Group on the Revision of the ECTS Users' Guide along with representatives of Armenia, Austria, Belgium/Flemish Community, Germany, France, Hungary, Italy, Lithuania, Netherlands, Norway, Moldova, Sweden, Ukraine, UK, EUA, EURASHE, and ENQA.



Following the request from Bologna Ministers in Bucharest in 2012 (<http://www.ehea.info/Uploads/%25281%2529/Bucharest%20Communique%202012%25282%2529.pdf>), the ECTS Users' Guide of 2009 has been revised, in order to strengthen the »meaningful implementation of learning outcomes« in the EHEA. The Guide takes forward the objective of Ministers to »call on institutions to further link study credits with both learning outcomes and student workload and to include the attainment of learning outcomes in assessment procedures«.

For the revised Guide, please download it under
http://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf

PROJECTS

IDEAS

The IDEAS project (Identifying Effective Approaches to Enhancing the Social Dimension of Higher Education) promotes equitable access, participation and completion of higher education by collecting best practices in the area from all over Europe.



In 2015 a series of lectures and discussions aimed at presenting the collected cases took place. ESU has led 3 of such meetings: in Poland, Belgium and Spain. Within IDEAS project we have been also working intensely on a Policy White Paper on creating an inclusive environment in Higher Education. To enable feeding opinion of major stakeholders into the paper, a series of seminars was organized, including an ESU-lead workshop for students held in Brussels. The outcomes of the project are continuously shared through the dedicated website: equityideas.eu

BUCUM

Building Capacity in University Management (BUCUM) is a TEM-PUS project coordinated by the Cardiff Metropolitan University.



BUCUM
Building Capacity in University Management

It gives trainings and re-training for university staff from universities in North-Africa by organising short-term courses and producing MOOCs.

In 2015 the project entered its final stage. That year a series of short courses has been run, covering topics such as: internationalization of higher education, quality assurance and soft skills. Additionally, several online courses have been produced and they should be soon available on a public platform. The process of establishing Governance Centres at universities in Egypt, Morocco, Libya and Lebanon has also been finalised. More information about the project and its outcomes can be found on its website: bucum.eu

QUAEM

Development of Quality Assurance in Higher Education in Moldova (QUAEM)



is a project led by University of Leipzig that aims to assist Moldovan authorities, teachers, students and rectors to re-establish a national quality assurance agency.

In 2015 ESU's representatives took part in two project-related events organized in Chisinau: a conference on strategy development and a workshop aimed at discussing the sustainability of students' involvement in quality assurance processes. We also went to the partners' meeting in Germany organized in July and in October we invited 12 Moldovan students to the training on Quality Assurance held in Brussels. Transnational meetings organized that year have also resulted in an idea for a follow-up project, which will be further developed in 2016. To read more about the project visit: gesi.sozphil.uni-leipzig.de/quaem

EUROGRADUATE

The main aim of the EUROGRADUATE project is to con-

eurograduate.eu
feasibility

duct a feasibility study examining whether a sustainable study on Europe's higher education graduates could be established. The project is coordinated by Deutsches Zentrum für Hochschul- und Wissenschaftsforschung from Germany.

In 2015 the project consortium, including ESU, was working on the final report from the study. Simultaneously, three research digests have been produced covering following issues: National-level capacities for studying HE graduates in Europe, Stakeholders' requirements for a European graduate study, Mapping international data capacities for studying HE graduates. All the EUROGRADUATE publications are available on the project's website: www.eurograduate.eu

PASCL

Peer Assessment of Student-Centred Learning (PASCL) aims to assist in implementing sound student-centred learning (SCL) strategies and approaches at institutional level and to foster a culture of SCL in higher education institutions across Europe. The project will establish a peer assessment framework for student-centeredness of higher education institutions. Another goal is to exploit the knowledge gathered in the project during a training for experts, three conferences and a research study on SCL implementation in Europe. Moreover, the project will deploy an online repository with case studies, practical advice for implementation of student centred learning, feedback from participating institutions and students. ESU is leading this project and partners include UNICA, Finnish Institute for Educational Research, Central European University, Melius s.r.l and Knowledge Innovation Centre. For more information, visit PASCL website.



In March 2015, the »Overview on Student-Centred Learning in Higher Education in Europe« was published. This is an important source of information to be used in designing the peer assessments.

PASCL project partners have drafted guidelines for the assessment of SCL, which have been tested during two pilot visits and are continuing to be revised during second stage of peer assessment visits, prior to being published. The first training for PASCL experts was organised in February and the call was disseminated among ESU members and QA pool. Second training has been conducted in October, and the call has been disseminated through QA pool, ESU members, ESU associates and all other important education stakeholders in HE (Including EUA, ENQA, EQAR, etc).

Most of the students involved in the training are ESU representatives and they will be the pioneers in the experts pool, together with the academia, QA experts and universities representatives that were undergoing the training. Management of the pool is to be finalised and will be under ESU's jurisdiction as PASCL leading partner.

Assessment visits have been conducted as pilots at the universities of Lisbon Nova and Warsaw university. ESU members helped tremendously in disseminating the call and ensured great interest

of higher education institutions throughout Europe to be involved in the assessment. Negotiations with 7 universities are currently being finalised for the second stage of evaluations.

ESPAQ

»Strengthening the Quality Assurance processes and practices in Armenian Higher Education« is a Tempus project which aims to empower students to participate in quality assurance on the level of designing processes and implementing procedures and fostering quality culture on students and staff level in the Armenian Higher Education Institutions.



Two management meetings were organised - one in Yerevan in February, one in Bucharest in October, and two publications to which ESU contributed are already done. There was an awareness-raising event organised in Yerevan at the end of October where ESU had a presentation and actively participated to consultations with Armenian stakeholders regarding student participation in QA. At the end of November we organised a training for more than 30 Armenian students in Yerevan, together with SPARQS. The project will continue for at least 2 more years.

More information about the project can be found here: www.espaq.eu

PL4SD

Peer Learning for Social Dimension (PL4SD) is a result of the Bucharest Communique, where member states committed themselves to international exchange of experiences and practices regarding Social Dimension. Through peer learning the project aims at collecting these measures and providing them to policy makers, by creating an online database that encompasses these measures. ESU is part of the project consortium, speaking on behalf of students, and has been providing the project with data from its member unions. ESU has been present at the project meetings and PL4SD's interim and final conference. The project was highlighted during



the ESC in Riga but more can be done to make it a success especially in terms of making sure that the database sees proper use by NUSs and local unions as well as councils.

The duration of the project was prolonged till the end of December, meanwhile project partners including ESU through the NUSs are asked to contribute with additional measures as well as comment on the existing ones in order to better reflect the reality. A possible follow up project will be discussed at the last project meeting in November in Zagreb.

IMPALA

»Impact Analysis of External Quality Assurance Processes of Higher Education Institutions«—The aim of the project is to close the gap between the request of the stakeholder and quality assurance agencies for efficiency and effectiveness of quality assurance and the knowledge about the impact of the external QA of Higher Education Institutions (more info: www.evalag.de/dediev1/projekto1/index.php?idcat=255).

Project meeting was held in December after the Board Meeting in Helsinki. The third project meeting that was supposed to happen in October was postponed for end of January to match partners' availability.

EUROSTUDENT

The main aim of the Eurostudent project is to collate comparable data on the social dimension of European higher education. It focuses on the socio-economic background and on the living conditions of students, but it also investigates temporary international mobility. The project strives to provide reliable and insightful cross-country comparisons. It does this through coupling a central coordination approach with a strong network of national partners in each participating country.

In February, the Steering Board (of which ESU is a member) met to discuss the annual report and the planning of the surveys sixth edition. The fifth edition of the synopsis of indicators has been published and the sixth edition is in its' starting phase.

In October the Steering Board met again to discuss the first draft of the questionnaire that will be used to gather data.

ESPRIT

Enhancing the Social Characteristics and Public Responsibility of Israeli Teaching through a HEI-Student Alliance (ESPRIT) is a project that aims to analyse, map and strengthen the social and public roles of higher education institutions in Israel; shed light on the level of social engagement of Israeli students and their institutions and develop models for strengthening of their public responsibility.



There are three main attributes to the project - the social benchmarking tool, the survey that aims to map the state of social and public responsibility in Israeli HEIs and the socially engaged courses as a part of the curriculum at Israeli universities in order to interact with the communities and enhance the public responsibility of institutions. The project will run till the end of September 2016. ESU contributes to the development of a model for Social Benchmarking Tool that was presented by the project partner NUIS during the ESC30 in Brussels to NUSs.

In February 2016 ESU will host the next project consortium meeting where we will focus more on the student views on social and public responsibility.

STREAM

Streamlining Institutional Recognition: a Training Platform for Admissions Officers (Stream) aims to improve the knowledge and skills of admissions officers in providing fair and smooth recognition to applicants. It is funded by Erasmus + Programme and coordinated by Nuffic. The project will be run until the end of March 2016. ESU is a member of the Advisory (Steering) Group, providing feedback on the training platform, which has now been established and is being tested.

After testing, the platform has been launched and disseminated among national networks of admissions officers, Bologna experts, university networks and Rector's and Director's Conferences and

other relevant groups. The link and the information has been passed on to the nuses and shared in esu's monthly newsletter.

UNITE-IT

UnitelT (Uniting Europe through digital empowerment) aims to create and establish a network in order to collect and share practices on how digital competence can assist groups at risk of exclusion to reconnect with learning and create new links and dialogue across societal domains to promote joint initiatives to tackle digital divides. It also aims at empowering organisations and individuals to overcome the challenge of digital divide in Europe. esu has been involved in an advisory role in the project that ended with a final conference between the 24th–25th of September.



CEQUINT

Certificate for the Quality of Internationalisation in European higher education (CeQuInt) is a project that aims to develop a methodology to assess the quality of internationalisation and is coordinated by Nederlands-Vlaamse Accreditatieorganisatie (NVAO). esu plays an advisory role in it.



The project was funded by the Lifelong Learning programme and finished in the end of March 2015. On 28th of April 2014 the project report was presented, including the outcomes, namely: Frameworks for the Assessment of Quality in Internationalisation, a Guide to Assessing the Quality of Internationalisation, templates for self-evaluation reports and templates for assessment reports that will help to introduce concrete procedures of quality assurance in internationalisation.

The Final Dissemination Conference took place on the 26th and 27th of February in Paris, France, where the first Higher Education Institutions were awarded with the certificates.

SAVES

SAVES is a project run within the framework of the European Commission Intelligent Energy—Europe (IEE) programme, coordinated by National Union of Students of the United Kingdom (NUS-UK). It is an inter-dormitory energy-saving competition that will be run in 484 dormitories at 19 universities housing over 25,000 students in five countries over the academic years 2014/15 and 2015/16. SAVES will enable and motivate students to save energy by creating a race between dormitories, competing to save the most energy and win prizes. The project aims to install energy-saving habits in students at a key moment of change in their lives so that they can continue energy-saving actions throughout their private lives.



The project will engage with student communities through social media, run real-time energy challenges and use digital communications to show how students can save energy in a fun way. esu has an advisory role there and helps with the dissemination of the results. The academic year 2014/15 has been concluded with a good results and an observable impact of the project in the universities from consortium. The efforts will continue as planned over the current academic year.

PROJECT ON THE IMPLEMENTATION OF THE SDG4 IN EUROPE

esu has received funding from the Open Society Foundations for a small project that aims at bringing the European University Association, Education International, Organising Bureau of European School Student Unions and esu in order to formulate and adopt a Joint Programme of Action, which should help national members to work with the SDGs at a national level. The Joint Programme of Action will be formulated throughout the end of 2015 and published together with the handbook on ethnic minorities early-2016. There are also money for dissemination and activities for those nuses interested in this.

IMPRESS

IMPRESS is a pan-European project working with partners in the UK, Belgium, Czech Republic, Spain and Ukraine, to support the student journey and enhance their career prospects. It is intended to enable Ukrainian students services to get acquainted with the European Standards and as a result to meet the modern education quality standards in accordance with the Bologna Process requirements. ESU held a training in QA end of June in Kiev. More info can be found on the project website: lottilotti.wix.com/impres_lotti

SCICHALLENGE

SCiChallenge is a project with the aim to raise the attractiveness of science education and scientific careers, to boost the interest of young people (10–20) in science, technology, engineering and mathematics, and to introduce innovative and effective teaching and education methods. One of the important aims is to attract new student groups that would normally not find their ways to higher education in the STEM-field.



ESU is part of the consortium and the project is funded by the Horizon 2020 programme. The project started this September with a kick-off meeting in Vienna and will be running for two years. As partner ESU will lead a work package on dissemination including awareness raising, cross sectorial linkage and to compile lessons learned. More info can be found on the project website: project.scichallenge.eu

EQUIP

The E4 group, together with other partners, applied and got funding for a project regarding promotion of the ESG at grass-root level (EQUIP—Enhancing Quality through Innovative Policy & Practice). The project will include the promotion of the ESG via webinars, workshops and focus groups, distribution of publications, analysing the policy impact and developing recommendations.



The project started in November 2015, it will last for 3 years and it is coordinated by EURASHE. More info can be found on the project website: www.equip-project.eu

EFFECT

The development of pedagogics and didactics for higher education teaching is an area of growing importance for universities, which responds to larger and more diverse student body with a strong emphasis on student-centred and learning outcomes.

However, often little attention is given to the role and situation of teachers. The project EFFECT (European Forum for Enhanced Collaboration in Teaching) aims at facilitating exchange of experience in staff development of university teachers. It draws upon good practice of European and international institutions and organisations and will probe their transferability in other disciplinary, institutional and national contexts. It is also to assess the feasibility of a European level structure that would support the enhancement of university teachers.

The project brings together experts, dedicated networks, organisations and institutions from different parts of Europe, and provides an innovative and transferable approach to higher education teaching staff development.

EUA is the project coordinator of this Forward Looking Cooperation Project, co-funded by the Erasmus+ Programme of the European Union.

INTERNATIONAL STUDENTS' DAY

On 17th November, in celebration of the International Students' Day, the European Students Union (ESU) together with Organising Bureau of European School Student Unions (OBESSU) and students from all over the globe called for freedom of movement, freedom to study and freedom to live in dignity.



The campaign is an international observance of student activism that commemorates past student struggles and draws attention to the current ones. More than 30 student organisations, international student platforms and civil society organisations from five continents co-signed the call and supported the campaign. Thanks to its own website page, Facebook event page and Twitter hashtags [#17now](#), [#free2learn](#), [#free2move](#) and [#freededucation](#), the campaign reached around 1.1 million users on social media.

Students have been in the forefront of the movement for change, such as during the 1939's anti-Nazi manifestations in Prague where nine student leaders were executed without trial by the Nazis, or during uprising against the Greek military junta of 1973 where a tank crushed the gates of the Athens Polytechnic University.

»Education is the first and most important tool to achieve freedom: it is the only tool that leads to freedom of thought, self-consciousness and awareness of your surroundings; it is also the only tool that, once achieved, can never be taken away from anyone.« says Fernando Galán, chairperson of ESU. »We want to remind that education, as a human right, should not be denied to anyone for any reason, especially not to refugees or displaced persons«, Fernando continues.

HUMAN RIGHTS DAY

On 10 December 2015, the European Students' Union celebrated the International Human Rights Day. On this occasion, we encouraged all students to speak up for their rights and fight all forms of discrimination, xenophobia and hate speech on their campuses and beyond. ESU stands in solidarity with students facing repressions by their governments and administrations, with those fleeing war in search for a better future in Europe and with all students no matter their age, gender, sexual orientation or nationality.



SPANISH STUDENTS' ORGANIZATION CAMPAIGN #VOTAXLAEDUCACION

During the regional elections that took place the 24th of May, the Spanish Students' Organization (CREUP) organized the campaign [#VotaXLaEducacion](#)—based on similar campaigns developed by both, the European Students' Union (ESU) and Danske Studerendes Fællesråd (DSF). The results couldn't be more promising.



The 'Vote for Education' manifesto was signed by 26 candidates from eleven different political parties who ran for the regional elections in 11 of the 13 autonomous communities in which elections were held. After government negotiations, 9 educationally committed regional governments have been formed.

The Spanish students' representatives will oversee the work conducted by this newly elected governments to ensure that they stand by the commitments that were acquired during the elections. For more information, please visit www.votaporlaeducacion.es

CHILE SET TO ASSUME PUBLIC RESPONSIBILITY OF EDUCATION

More than forty years after Pinochet's military coup in Chile, which marked the beginning of the end of public education there, the country's government wants to offer studies in higher education for free as of March 2016.

This announcement follows a decision that was taken early in December to increase corporate taxes, something that secured 8.2 billion USD extra in state revenues. »In March 2016 we will start to offer higher education for free now that we have the resources,« said Rodrigo Peñailillo, Chile's Minister of Interior.

This move towards a free higher education system will mark the end of student-led protests dubbed »the Penguin Revolution« that broke out in 2006, where more than 800,000 students took to the streets and demanded free education. The students had minor victories, until the protests broke out once again in 2011 with university boycotts staged throughout the country. Now after nine years of hard advocacy work organised by Chilean students, they will finally be able to enjoy those changes that will bring prosperity to their society.

The European Students' Union (ESU) is very pleased to see that Chilean authorities have returned to the just principle where education is considered to be a public good. That principle is highlighted in the first article of the Students' Rights Charter, adopted in 2008. Free education is perhaps the best solution to stark inequalities of the Chilean society, which is the least equal among member states of the OECD. ESU would also like to send its warmest congratulations to the students and student movement of Chile. Free education in Chile will no doubt be a global beacon of possibilities.

ESU SUPPORTS STUDENTS' RIGHT TO PROTEST IN MYANMAR

In February 2015, students in Myanmar took to the streets to protest government plans to undermine severely academic freedom. The students' demands consist of eleven points for an educational reform, such as introducing new methods of teaching or pedagogy that foster independent thinking, investing 20% of government's budget in education, legalisation of student and faculty unions etc

Members of the student-led movements Democracy Education Initiative Committee and the National Network for Education Reform (NNER) were supposed to meet representatives of the government and parliament to discuss those points. However, the government stated it had other obligations to attend and decided to postpone the meeting.

The Students' Rights Charter, adopted by ESU in 2008, defends students' rights to access and participate in quality education. According to it, students have the right to organise themselves freely in legally recognised entities. Students must not suffer academic, financial or legal consequences stemming from such involvement.

Article 19 and 20 of the Universal Declaration of Human Rights of the United Nations state that all people have the right to freedom of assembly, opinions and expressions.

»We hope that the government of Myanmar will act soon. It must launch a negotiation process in which student representatives are deeply involved in the reforms of the education system,« Gehrke states.

In 2015, the European Students' Union had several important contributions in the press, while also increasing the public debate on higher education through social media and its monthly newsletter.

Several issues were picked up by the media in 2015. The new Erasmus+ Master Loans widely criticised by ESU on one hand, as well as the launch of the new ›Bologna with Student Eyes 2015‹ publication and the Yerevan Communiqué got the attention of international media. In the fall of 2015, ESU participated in broadcasted debates on Debating Europe asking policy-makers how civil society groups, such as student organisations, which bridge the gap between citizens and governments could make their voices better heard at a political level.

Along with successful examples of news coverage, ESU's monthly newsletter ›The Student Voice‹ continues to be the most important element in ESU's dissemination activities. Since more and more students and stakeholders are using mobile devices for reading news, ESU re-considered its e-mail dissemination strategy to include responsive designs and an user-friendly template. This way, readers can easily access the newsletter from their mobiles and tablets.

ESU tries to promote its four core policy areas as widely as possible, as well as supporting research activities, but is willing to answer any enquiries related to higher education or student affairs. Given its potential for immediate feedback and interac-

tion as well as wide reach, social media channels continued to be an important part of the PR and dissemination strategy. The main focus was put on Facebook and Twitter, as they are the most used and influential channels.

With a new social media and communications strategy put in place, ESU increased awareness on positions and activities, ranging from meetings and conferences to published reports, surveys, statements and relevant articles. At the end of the year, ESU had more than 50,000 Likes on Facebook and over 5,000 Followers on Twitter.

HOW CAN YOU FOLLOW US?



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www.youtube.com/user/ESUBrussels



on Storify at www.storify.com/esutwt

By subscribing to our newsletter the Student Voice
By visiting our homepage www.esu-online.org

We also started to use *Scribd* and *Issuu!* Look us up, and read our publications.

Inside Higher Education, New Models of Student Representation, January 28, 2015
www.insidehighered.com/blogs/world-view/new-models-student-representation

Most of [the European Students' Union] members haven't eschewed movement-style politics, but since ESU's focus is to lobby

Brussels, ESU has adjusted the style of its work to mirror to the rather technocratic work done by the European Commission, the ESU has turned into one of the wonkiest and best-spoken student groups in the world. It talks intelligibly (arguably more so than some national governments) about quality assurance and the role of students in

ensuring it (do take a look at their series of publications on the subject). It also has done a lot of work looking at graduate employability and how to improve it. These are not subjects with which student groups have historically concerned themselves and it is refreshing to hear a student take on them

University World News

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EUROPE

New loans scheme to make masters students mobile

Nic Mitchell 18 June 2015 Issue No:372

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Under the Erasmus+ Master Loan Guarantee Scheme launched this week, up to 200,000 postgraduate students are in line for loans of up to €12,000 (US\$13,700) to help them study for a one-year masters degree in another European country or €18,000

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This Week

WORLD BLOG

University World News, New loans scheme to make masters students mobile, 18 June 2015

www.universityworldnews.com/article.php?story=20150618152135968

The European Students' Union or ESU, which represents student interests in 39 countries, has been critical of the masters loans idea since it was first mooted three years ago.

It fears the loans will plunge students into more debt, despite European Commission assurances that the funding will be offered at favourable interest rates and have delayed payback options to allow graduates up to two years to find a decent job before repayments begin.

The ESU says Erasmus+ Master Loans lack a full income-contingency element to help lower-paid and unemployed graduates, and argues that member states should provide grants to help less advantaged students study abroad.

Elisabeth Gehrke, chair of the ESU, told University World News that the commission should work to support and encourage countries to create their own portable loan and grant systems.

«This is something countries committed to do already in Berlin in 2003 through the Bologna Process. We cannot continue to indirectly subsidise this from a European level every time countries will not commit to internationalisation.

«It is not sustainable, and the European Union should not be encouraging increased student debt and encouraging private banks to prey on students, especially in a time of major economic crisis.»

De la Cour Communication, Students' union warning over European Bologna dream, 13 July 2015

delacourcommunications.com/students-union-warning-over-european-bologna-dream

The European Students' Union, or ESU, has warned that the Bologna Process, which seeks to harmonise and reform higher education across the continent, is in danger of becoming obsolete because of uneven implementation and poor follow-up of commitments by many European countries.



Science Guide, Students against extremism, 17 November 2015

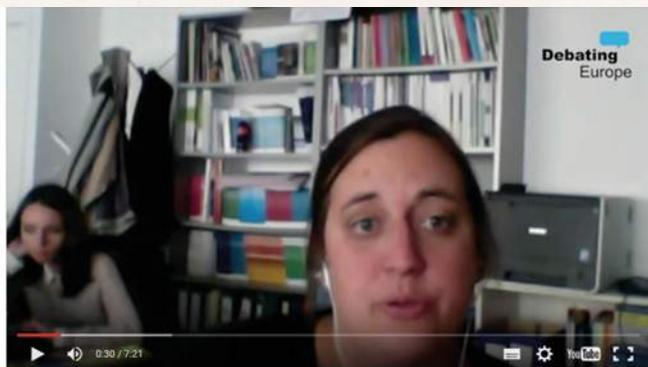
www.scienceguide.nl/201511/students-against-extremism.aspx

«Education is the first and most important tool to achieve freedom: it is the only tool that leads to freedom of thought, self-consciousness and awareness of your surroundings. It is also the only tool that, once achieved, can never be taken away from anyone,» ESU-chief Fernando Galan says.

ESU states that «we need to remember what the previous generations have left us. Students have been in the forefront of the movement for change, such as during the 1939's anti Nazi manifestations in Prague where nine student leaders were executed without trial by the Nazis, or during uprising against the Greek military junta of 1973 where a tank crushed the gates of the Athens Polytechnic University.»

Today, when Europe is facing rising extremism and xenophobia, students need to have their voices and opinions heard, the European students stress. They want European countries to commit to an education system free of costs and fees, discrimination and fear. Implementing effective measures to allow the continuation of studies or the beginning of new education and training paths should be at the top of the European international education agenda, in times when integration, social inclusion and education for all those who cannot afford a decent one is more than needed to foster the European identity.

Debating Europe, VIDEO DEBATE: Debating the State of Europe, 22 October 2015 (just picture)



So, what do you think at home? Did you agree, or disagree? How can Europe stem the refugee crisis? How can it tackle youth unemployment? Let us know your thoughts and comments in the form below, and we'll take them to policymakers and experts for their reactions!

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www.debatingeurope.eu/2015/10/22/video-debate-debating-state-europe/#.VqnwFfmkZNV

University World News, European student union's warning over Bologna dream, 10 July 2015

www.universityworldnews.com/article.php?story=20150710095540501

The European Students' Union, or ESU, has warned that the Bologna process, which seeks to harmonise and reform higher education across the continent, is in danger of becoming obsolete because of uneven implementation and poor follow-up of commitments by many European countries. (...)

Key author Elisabeth Gehrke, whose period as chair of the ESU comes to an end this month, said: »It is not reasonable that the Bologna process has been in place since 1999, yet still basic recognition of degrees and qualifications is not yet a reality.

»There is no doubt that something must be done or in 2020 the Bologna process will be obsolete at best. Considering how fruitful the process has been on the whole, despite its current challenges, it would be a shame to lose what has been a successful tool for reforming our education systems.«

The main obstacle for reaching the goals of the EHEA highlighted by the national student unions is »the lack of a minimum level of implementation of the Bologna reforms«.

Speech Tibor Navracsics—Integrating refugees and migrants in Europe: the role of education, 29 September 2015

ec.europa.eu/commission/2014-2019/navracsics/announcements/integrating-refugees-and-migrants-europe-role-education_en

I know that the European Students' Union is eager to play a big role helping refugees and students in conflict areas. And I truly appreciate your commitment. (...)

We want to support those who make it possible for students to continue their education or map their qualifications as quickly and as smoothly as possible. This meeting—to which the European Students' Union will be invited—is only the beginning.

El Economista.es Fernando Galán, elegido presidente de la European Students' Union, 11 April 2015 (just picture)

ecoaula.economista.es/campus/noticias/6700702/05/15/fernando-galan-elegido-presidente-de-la-european-students-union.html



Armenia Now, Smoothing the Process: ESU convention addresses issue of diploma recognition, 7 May 2015

www.armenianow.com/society/education/63252/european_student_union_higher_education_armenia

The European Student Union 68th convention launched in Yerevan today will discuss the problem of recognition of educational degrees by European countries.

Elizabeth Gehrke, chairperson of ESU told reporters that as one of the most important processes of the Bologna System, it will make the diplomas of students not only in Armenia but in many other countries acceptable by large European countries without additional examination processes.

»Besides, the recognition of educational degrees will help graduates to easily find corresponding jobs in 47 European countries involved in the Bologna Process.«

Still in 1999 29 European countries signed the so-called Bologna Declaration, thus forming grounds for providing the process of closer relations in the field of education and science. Armenia joined the declaration in 2005.

According to the chairperson of the ESU, the recognition of an educational degree implies some processes—the educational system of the country must correspond to European quality standards, specifically the European guidelines of accumulating credits, after which the legal problem must be solved.

»Neighboring countries recognize each other's educational systems more easily, but states forming a part of Bologna, regardless of their border distances must realize that process,« Gehrke concluded.

The summit organized by the ESU will host 150 delegates from 40 countries; working abilities, equal educational possibilities, and questions of academic freedom in lecturer-student relations will be discussed.

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GLOBAL

UN development goals – A bigger role for universities?

Rebecca Warden 17 October 2015 Issue No:386

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There was no role for higher education in the Millennium Development Goals, or MDGs, the eight ambitious United Nations' targets for solving some of the world's most pressing problems, due to expire at the end of 2015. But universities will be expected to be bigger players this time around, according to academics gathered at a recent conference in Barcelona.

In the new Sustainable Development Goals, or SDGs, education is a stand-alone goal and higher education does get a mention.

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This Week

WORLD BLOG

LEARN LEARN LEARN

University World News, UN development goals—A bigger role for universities?, 17 October 2015

www.universityworldnews.com/article.php?story=20151014211927167

»With the refugee situation in Europe at the moment we need to identify what the barriers are to migrants becoming students,« said Viktor Grønne, executive committee member of the European Students' Union.

»In Denmark you can't apply for university admission until your refugee status has been settled and that can take up to two years,« he said.

There are also issues with recognition of prior learning. Grønne cites the case of a young Syrian currently in Finland: his records from the University of Damascus have disappeared—»so how can he apply to carry on studying?« he asked. (...)

But perhaps the most controversial part of the new education SDG is target 4b, which refers to expanding the number of scholarships available to students from developing countries. The European Students' Union has repeatedly called for changes to this target and has been especially critical of the fact that funding is allowed to come from overseas development assistance.

»So this is money which could have gone into developing education systems at home in developing countries,« said Grønne, »that's very nice for Germany and France who already spend a lot on scholarships.«

QS Top Universities, Students' Views on Bologna Process: New Report, 1st July 2015

www.topuniversities.com/student-info/university-news/students-views-bologna-process-new-report

This week the European Students' Union (ESU) released its latest Bologna With Student Eyes report. Published annually since 2003, the report highlights current problems arising from implementation of the Bologna Process across the European Higher Education Area, from a student perspective. (...)

At times, ESU says, the name of the Bologna Process has also been misused by governments in order to push national agendas, bringing the process into disrepute. Funding cuts are identified as a leading cause of delays and interruptions to implementation. (...) ESU calls for Europe-wide legislation for student representation, better support structures and training for student representative groups, as well as highlighting the need for independent quality assurance and more transparency regarding reform. Giving individual institutions more say in the direction of the reforms, ESU says, would be an effective way to create more trust in the system and improve student participation.



Science Guide, Symbolic moment for Europe, 18 November 2015

www.scienceguide.nl/201511/symbolic-moment-for-europe.aspx

ESU-chairman Ferando Galan calls this «quite symbolic», as this agreement was reached during the International Students' Day, which was focused on the freedom to study and the freedom of movement. «We are happy that on exactly that date an agreement was finally reached to make our education systems more accessible to non-EU students.»

INDEPENDENT 16 February 2016, Tuesday 19°C / 66°F RSS Login/Register

MY HOME WORLD DEBATE SPORTS BUSINESS ARTS LIFE VIDEOS NEWSPAPER M

NEWS INTERVIEWS MOST READ BUDGET 2016

Student mobility as key towards entrepreneurship

As an active member in the Culture and Education Committee, Comodini Cachia referred to her work as shadow rapporteur on the implemented acts related to Erasmus+ programme, focusing on the need to have education systems that instil aspirations in students and that empower them with the necessary tools to become critical thinkers and to fulfil their aspirations.

Flanked by Ferdinando M Galán Palomares, Chairperson of the European Students Union (ESU), who was invited as foreign guest for this seminar, Therese Comodini Cachia MEP thanked ESU for their support towards jointly organising a conference in Brussels on "International Youth Mobility: Beyond Erasmus+ Program - 25 years of Youth Empowering Youth"; and praised them for their efforts towards putting forward proposals on reaching the target of 20% mobile students by 2020.



Independent, 'Europe makes a difference in people's lives' – Therese Comodini Cachia on first year as MEP, 22 June 2015
www.independent.com.mt/articles/2015-06-22/local-news/Europe-makes-a-difference-in-people-s-lives-Therese-Comodini-Cachia-on-first-year-as-MEP-6736137680

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EVENTS

The European Students' Union (ESU) organises four major events every year: two Board Meetings and Board Meeting Seminars and two European Student Conventions. The events gather representatives of all ESU member unions to discuss latest developments in higher education policies and student rights at European level.

The two Board Meetings act as the highest governing body of ESU where policies are adopted officially and a new leadership is elected. The two European Students' Conventions are created as forums for students to discuss policies in higher education or related issues.

ESU also organises several smaller events throughout the year and its representatives are invited to participate in numerous events as speakers or observers.

29TH EUROPEAN STUDENT CONVENTION

The Student Union of Latvia (LSA) hosted the 29th European Students' Convention from 20 to 23 March 2015 in Riga. This time the overarching subject of the conference was »The future of the Social Dimension of Higher Education in Europe from a student perspective«.

The four conference days focused on the social dimension of higher education, inclusion and access, and covered content from several social dimension projects that the European Students' Union (ESU) was involved in or ran; such as PL4SD, Ideas, Esprit, Eurostudent and PASCL.

The convention provided a platform for student representatives to discuss inclusion and access to higher education for various under-represented groups, to debate with relevant stakeholders and develop strategies to advocate the social dimension.

ESU BOARD MEETING 68 AND BOARD MEETING SEMINAR

Over 100 delegates from 45 national unions of students from 38 countries participated in the meeting between 7–11 May 2015 in Yerevan, Armenia.

The event was organised by ANSA and ESU. The topic of the seminar was chosen in the foresight to the Ministerial Conference of European Higher Education Area (EHEA) also held in Yerevan a couple of days later. With the release of the »Bologna With Students' Eyes 2015« publication, student representatives discussed the main findings and participated in a role-play simulating the work of the Bologna Follow Up Group.

The coming EHEA Ministerial Conference and the Communiqué were also one of the main points of the discussion for the 68th Board Meeting. ESU adopted a statement on the EHEA Ministerial Conference underlining the importance of national responsibilities in consolidating Bologna reforms, while also stressing the need to prioritise the Social Dimension and Student Centred Learning.

Also during the Board Meeting, a new Human Rights Strategy was adopted, focusing on the state of students' rights and cooperation. International cooperation during the next year will be strengthened by the restored International Cooperation Working Group that will be led by CREUP, National Union of Students in Spain. Alongside, student representatives were productive in adopting 15 different resolutions on various topical issues on national and international level.

As in every Board Meeting held in Spring, the new Leadership of ESU was elected. Fernando Galan from Spain was elected as Chairperson and Lea Meister from Switzerland and Blazhe Todorovski from Macedonia as Vice-Chairs.





30th European Students' Convention, European Parliament

»I aim to bring ESU to the spotlight of the policy-making scene, standing up for students' rights, making sure that all students have equal opportunities for accessing good quality higher education. We should also build alliances with other student organisations across the globe, for learning from each other and protecting students from attacks. Now more than ever, we have to make sure that all educational systems enable students to become active members of democratic, tolerant and open societies.« Fernando says when asked about his expectations for his term as a Chairperson.

MINISTERIAL CONFERENCE AND FOURTH BOLOGNA PROCESS

The European Students' Union released Bologna with Student Eyes 2015 in light of the Ministerial Conference and Fourth Bologna Process that took place in Yerevan, Armenia between 14 and 15 May 2015. The event concluded with an endorsement of the Yerevan Communique, an agreement which sets higher education priorities, including students' rights, for the period up to 2018.

BOLOGNA WITH STUDENT EYES (BWSE) 2015 EVENT AT THE EUROPEAN PARLIAMENT

On 30th June 2015, the European Students' Union held a seminar in the European Parliament, hosted by MEPs: Krystyna Lybacka (S&D), Therese Comodini Cachia (EPP) and Ernest Maragall (MEP, Greens) who discussed together with ESU Representatives how students perceive the Bologna Process and the European Higher Education Area in their daily lives and how Europe can address future challenges.

According to European Students' Union newly released publication Bologna With Student Eyes 2015, after more than 15 years, the goals of the Bologna Declaration remain largely unfulfilled. The major challenge for the Bologna Process today from the student perspective is the uneven implementation of reforms and countries' poor follow-up on previous commitments. Additionally, unrelated, and at times unpopular national reforms have been pushed using the Bologna-name. Cuts in funding have also stopped or delayed the implementation process.

»It is not reasonable that the Bologna Process has been in place since 1999, yet still basic recognition of degrees and qualifications is not yet a reality. There is no doubt that something must be done or in 2020 the Bologna Process will be obsolete at best. Considering how fruitful the Process has been on the whole, despite its current challenges, it would be a shame to lose what has been a successful tool for reforming our education systems.« Said Elisabeth Gehrke, Chairperson of the European Students' Union.



EHEA Ministerial Conference Yerevan 2015

30TH EUROPEAN STUDENTS' CONVENTION AND PASCL SECOND ANNUAL CONFERENCE

Around 150 people, of which most were representing national unions of students in Europe, gathered in Brussels from 28 to 30 September 2015 to discuss the role of education and how to make it more inclusive through a student-centred learning approach. The debates reflected on recent developments and on how Europe can promote and value again active citizenship, intercultural understanding and human rights education.

During the Second Annual PASCL Conference, delegates discussed student-centred learning (scl) topics, as well as the latest PASCL publication and the newest outcomes from PASCL project. With the financial support of the European Commission, ESU has been implementing the PASCL project (Peer Assessment of Student-Centred

Learning) since October 2013. The three-year project aims to re-evaluate the implementation of student-centered learning, highlight best practices and establish peer assessment procedures for the implementation of the concept in European higher education institutions.

The event gathered key stakeholders in higher education and high-level policy-makers such as Mr. Tibor Navracsics, Commissioner for Education, Culture, Youth and Sport in the European Commission. The Commissioner discussed among others, the role of the EU in education policy reforms and how Europe can improve teaching and learning by place students at the heart of learning.

»Education can help us forge a path towards a fulfilling life – both in a professional and in a social sense. It has a crucial role in fostering intercultural dialogue and in preventing exclusion and radicalization. But in order to unlock its full potential, we need a shift in pedagogical approaches: Education needs to become more inclusive, to focus more on individual needs and to promote student-centered approaches to learning. (...) I know that the European Students' Union is eager to play a big role helping refugees and students in conflict areas. And I truly appreciate your commitment.« says Mr. Tibor Navracsics, European Commissioner for Education, Culture, Youth and Sport and one of the key speakers of the Convention.

A general agreement was that the refugee crisis and the development of e-learning are triggering more changes in the Bologna Process than the structural reforms. The use of ICT in higher education and e-learning was mostly seen as a complement to traditional educational paths and not as a substitute to teacher-student interaction.

The ESC30 in Brussels featured a symbolic solidarity action, a group picture saying »welcome refugees« that just followed Tibor Navracsics's speech on the importance of the role education in ensuring integration of migrants and refugees in Europe.

There has been also a session with Nadim Karkutli from the Madad Fund, Yannick DuPont, director of Sparks, and Karam Yahya, a Syrian refugee now studying in Germany. The session started with the personal story of Karam's complicated journey to Europe and his

struggle to get involved in the Education system again when he reached Germany. The discussion then went on dealing with the already existing tools to ensure access to education to refugees and imagining new ways of helping.

ESU BOARD MEETING 69 AND BOARD MEETING SEMINAR

The 69th Board Meeting and Board Meeting Seminar took place in Cluj-Napoca, Romania between 1 and 5 December 2015. ESU members voted 10 new resolutions, adopted the plan of work 2016 as well as a new policy paper on the social dimension. With this paper, ESU hopes to ensure that everyone, no matter political views, religion, ethnic or cultural origin, sexual orientation, gender or social standing, has the right to access and complete higher education in order to unfold their full potential.

During the event, ESU members also elected with unanimity the European Deaf Students' Union (EDSU) as Associate Member. ESU was delighted to meet Bernadette Auersperg, Board Member of EDSU and made sure that international sign language interpreters were present to ensure a smooth communication.

Many of the adopted resolutions focus on national developments in higher education as well as the role of European universities in an increasingly globalised world. ESU urges for the exclusion of education from trade agreements, since TTIP, TISA and future trade agreements which consider education as a tradeable commodity, are a threat to the intrinsic values of education and will have irreversible consequences on education systems.

In light of COP21, ESU members called higher education institutions to propose a pluralistic set of courses that enhance students' awareness of the world they are living in and of the environmental challenges it encounters. ESU commits to actively engage in fighting hate-speech, starting from the Higher Education Institutions as well as to reject all forms of cultural and ethnic discrimination, which is the result of racism and extreme nationalism.

The European Students' Union stands Together with the Danish Education Coalition (Uddannelsesalliancen) and the international education community, ESU calls for the Danish Government

to increase its funding for the Global Partnership for Education, instead of cutting 75% of its support to the Global Partnership for Education in less than a year.

Based on the principles of Bologna process and student participation in decision making process in the field of Higher education, ESU strongly supports Student Union Republic of Srpska in their effort for adoption of the revised Higher education law in Republic of Srpska. The meeting also demands that the Finnish Government, without delay, prepares a National Qualifications Framework (NQF) for degrees and competencies and makes a proposal to Parliament in spring 2016.



Board Meeting 69 Cluj-Napoca, Romania

NUSUK gathered support in condemning the latest reforms announced by the UK government in their recent Higher Education Green Paper, whereby they propose to link the measurement of quality with the further marketization of our education system. Also, ESU supported NUSUK in their campaign calling the UK to remain a member of the European Union.

In light of the Spanish presidential campaign, ESU supported CREUP, the National Union of Students of Spain, in their campaign 'Vote for Education' calling for all the candidates to commit with the Spanish Higher Education through signing a Manifesto created by a participative and transparent process conducted among all Spanish students.

HOW ESU WORKS

The European Students' Union (ESU) currently brings together the voices of 45 national unions of students from 38 countries in Europe. Its mission is to represent the interests of those students towards relevant bodies, such as the European Union, the Council of Europe and the United Nations.

The history of ESU dates back to 1982 when seven national unions of students founded the Western European Student Information Bureau (WESIB). Following the political turmoil that swept across the continent this decade, WESIB changed into a wide European-based organisation. Thereafter, it was named the European Student Information Bureau (ESIB). That was the name of the organisation all until 2007, when it was changed to the European Students' Union. Currently, ESU is being used to refer to »ESIB—The National Unions of Students in Europe« Belgian, due to the fact that both legal entities are going through a merging process. Likewise the visual identity of ESU is being used instead of the one from ESIB.

ESU has gradually moved from being a regional information exchange office for students, to a strong and established organisation that represents students in Europe. External factors also pushed ESU in this direction, as more and more decisions are taken at the European level that directly affect students' interests. The emerging European Higher Education Area and student mobility are good examples of such policies that demand collective responses from students.

ESU's headquarters have been based in Brussels since the organisation was formed, and most of its work is carried out there due to the close proximity of many of the main European institutions. ESU's representatives regularly meet representatives of other organisations in higher education or policymakers at the national and European level. Their aim is to shape policies in higher education so that they reflect students' concerns, as they are expressed in ESU's policy papers and other internal documents.

ESU's exhaustive self-evaluation process came to an end in mid-2011 when it was decided to simplify the organisation's political structure. From that point on it was decided that the daily activities of the organisation would be run by a single Executive Committee that would be elected by ESU's member unions on an annual basis. That committee is led by a Chairperson and two Vice-Chairpersons that are employed full-time in Brussels to take part in its day-to-day responsibilities. Their work is supported by policy coordinators that are elected by the Executive Committee, as well as three coordinators selected by the Executive Committee.

ESU's elected representatives are supported by a professional secretariat, consisting of a Head of Office, Project Manager, Communication Manager, two Project Officers, and an Executive Assistant.

ORGANISATIONAL CHANGES AND TASK FORCES

One internal task force was active in 2015, with the help of representatives from ESU's member unions, namely the Internal Task Force on Commodification of Higher Education. The task force was established with four main aims:

- To research current policy updates on commodification and financing of higher education from EU, OECD, UNESCO, Bologna Process, World Bank etc.;
- Prepare a draft briefing note on commodification;
- Prepare a handbook on commodification for the use of NUSES;
- Monitor the progress and the status of education in the trade agreements, identify potential cooperations with other stakeholders and institutions by monitoring key actors.



ESU Refugee Welcome message, 30th European Students' Convention, Brussels, Belgium

The Task Force mainly has been carrying out the work to research policy developments in Europe both by doing desk research and preparing questionnaire to esu members about the state of art in regards to Commodification.

Additionally, the members of task force have been very closely following the trade negotiations for Transatlantic Trade and Investment Partnership (TTIP) and Trade in Services Agreement (TISA). Followingly, the Task Force prepared a resolution on trade and education that was adopted in esu Board Meeting 69 in Cluj, Romania. esu also worked closely with EUCHE on the European Parliament report on TISA, with the aim of carving out education from free trade agreements.

STUDENTS CONTRIBUTION TO QUALITY ASSURANCE

In 2009, esu established a pool of committed and well-trained students with the aim of contributing to the improvement of higher education provisions in Europe through quality assurance procedures. The pool is renewed once a year where an independent Steering Committee is responsible for launching calls for new members and selecting the applicants based on public criteria.

esu regularly organises study sessions, workshops and other events for the members of the pool to strengthen their capacity in quality assurance provisions on a systematic basis. The pool has proven to be an excellent initiative, as it brings together the experience and knowledge of students from all over Europe, creating a platform for debates, sharing different opinions and learning about quality assurance. These students also contribute to esu's policy-making, act as multiplying agents in their respective countries, collaborate in several projects, participate in quality assurance reviews, etc.

esu has also signed cooperation agreements with the European University Association (EUA) and the European Association for Quality Assurance in Higher Education (ENQA), as well as six national quality assurance agencies to provide student experts for external reviews. These agreements have strengthened students' involvement and influence in quality assurance provisions to a great extent.

To find out more about the work of the students' experts pool, you can visit esu's homepage or esu's website dedicated to the quality of higher education www.quest.esu-online.org or send the Steering Committee an e-mail at qapoolsc@esu-online.org.

EXECUTIVE COMMITTEE MANDATE

2014–15

 Elisabeth Gehrke (Chairperson),
 Erin Nordal (Vice-Chairperson),
 Fernando Miguel Galán Palomares (Vice-Chairperson), Blazhe Todorovski (NSUM Macedonia), Maksimas Milta (LSS Lithuania), Cat O'Driscoll (USI Ireland), Karolina Pietkiewicz (PSRP Poland), Lea Meister (VSS-UNES-USU Switzerland), Tiago Estêvão Martins (FAIRE Portugal), Tijana Isoski (SUS Serbia)

COORDINATORS FIRST HALF 2015

 Viktor Grønne (Human Rights and Solidarity),
 William Benn (Membership Issues),
 Melanie Fröhlich (Equality)

COORDINATORS SECOND HALF 2016

 Chiara Patricolo (Human Rights and Solidarity),
 Martin Retelj (Membership Issues),
 Melanie Fröhlich (Equality)

EXECUTIVE COMMITTEE MANDATE

2015–16

 Fernando Miguel Galán Palomares (Chairperson),
 Blazhe Todorovski (Vice-Chairperson),
 Cristi Popescu (Romania), Karolina Pietkiewicz (Poland), Rebecka Stenkvist (Sweden), Tijana Isoski (Serbia), Viktor Kjeldgaard Grønne (Denmark), Liva Vikmane (Latvia) and William Benn (France)

STEERING COMMITTEE QA STUDENT

EXPERTS POOL

 Asnate Kažoka, Blazhe Todorovski,
 Beate Trembl, Simona Dimovska,
 Fernando Galan (until July 2015) and
 Cristi Popescu (from July 2015)

SECRETARIAT AT THE END OF 2015

 Beate Espenes (Executive Assistant),
 Karoline Helldorff (Head of Secretariat),
 Valentina Morese (Financial Officer),
 Alexandra Antonescu (Communications Manager),
 Stela Stancheva (Project Manager),
 Eleni Boulomyti (Project Officer),
 Katarzyna Czyz (Project Officer)

ESU STRUCTURE IN A GLIMPSE



INCOME AND EXPENDITURE

To be able to develop its projects and continue its operation, ESU as a non-governmental organisation relies mainly on the annual contributions coming from its members and on funds from European and international institutions. Besides the membership fees, the main income sources for 2015 were project grants received from the European Commission as well as an operating grant to support ESU's core activities and overall sustainability.

Additionally, ESU received a grant from the Belgian organisation »Fonds Maribel Social du Secteur Socioculturel« to fund two part-time positions.

The expenditures' structure directly reflects ESU's projects and activities and supports the organisation in reaching the planned aims foreseen in its annual plan of work. This was only possible with the valuable contribution of the team of professionals in the ESU Secretariat and the group of elected representatives working together.

Besides the project related expenses and the costs of maintaining an office in Brussels as well as for the salaries, ESU's expenses are also allocating a modest financial support to its elected representatives to cover a part of their work-related expenses. Furthermore, considerable expenses are caused by the necessity for travel and accommodation for team meetings and to assure the presence at crucial external events.

The overall financial result of 2015 was negative due to several write-offs ESU was obliged to make in consequence of previous years as well as due to outstanding project income. ESU would like to thank the European Commission and Maribel for their continued support, as well as its members and partners for their financial support that enabled the elected representatives to participate in dozens of higher education conferences, meetings and workshops in 2015 and to voice the students' perspectives.

MEMBERS

In 2015, ESU's main task was preparing a new Membership Strategy, which will represent a guideline on how to cooperate with new members and other international organisations. Another important goal was continuing the improvement in the field of capacity-building with the creation of the Pool of Trainers. Through the Pool, trainers will be able to help national student unions advance their strategies, as well as to improve the work within ESU structures.

To increase collaboration with new members, ESU prepared two study visits in Montenegro (SPUM) and Iceland (LIS) to take place in January and March 2016.

The improved collaboration with associate members is reflected in their growing attendance at ESU events. In December 2015, ESU welcomed a new associate member—European Deaf Students' Union (EDSU)—an European non-profit independent organisation aiming

for a society where sign language users and deaf people have an equal status and are recognised as full citizens in their own right.

Also, new tools have been implemented, such as Google Apps, to improve the information exchange between ESU, its members and associate members.

In terms of new members, ESU prepared the basis for two study visits: SPUM Montenegro and LIS Iceland, to take place in January and March 2016.

There has been a lot done to improve collaboration with associate members, which is reflected with growing attendance on ESU events and better fluidity of information between ESU and associates. We joined one new member—European Deaf Students Union, which is a huge contribution to our organisation.

ASSOCIATE MEMBERS

Association of Nordic and Pol-Balt Lesbian, Gay, Bisexual, Transgender and Queer Student Organizations (ANSO)

Association of Norwegian Students Abroad (ANSA)

Erasmus Student Network (ESN)

European Dental Students Association (EDSA)

European Pharmaceutical Students' Association (EPSA)

European Union of Jewish Students (EUJS)

Forum of European Muslim Youth and Student Organisations (FEMYSO)



European Dental Students' Association

International Association of Political Science Students (IAPSS)

International Federation of Medical Students' Associations (IFMSA)

International Lesbian, Gay, Bisexual, Transgender and Queer Youth and Student Organisation (IGLYO)

International Students of History Association (ISHA)

The Organising Bureau of European School Student Unions (OBESSU)

The European Deaf Students' Union (EDSU)

FULL MEMBERS

Austria Austrian Students' Union ÖH **Armenian** National Students' Association ANSA **Romania** The National Alliance of Student Organizations in Romania ANOSR **Azerbaijan** Azerbaijani Students' Union ASU; Student Youth Organizations' Union ASYOU **Belgium** The federation of the French-speaking students in Belgium FEF; Flemish Union of Students vvs **Belarus** Belarussian Student Association BSA **Bosnia & Herzegovina** The Students' Union of Republika Srpska SURS **Bulgaria** National Assembly of the Students' Councils in the Republic of Bulgaria NASC; Union of Bulgarian Students UBS **Croatian** Croatian Student Council csc **Cyprus** The Pan-cyprian Federation of Student Unions ΠΟΦΕΝ **Czech Republic** The Student Chamber of the Council of the Higher Education Institutions SKRVS **Denmark** National Union of Students in Denmark DSF **Estonia** Estonia Federation of Estonian Student Unions EÜL **Finland** Union of Students in Finnish Universities of Applied Sciences SAMOK; The National Union of University Students in Finland SYL **France** National Federation of Student's Associations FAGE; National Union of Students of France UNEF **Germany** free association of student bodies fzs **Hungary** The National Union of Students in Hungary HÖÖK **Iceland** Iceland Student Council SHI **Israel** National Union of Israeli Students NUIS **Italy** University Students' Union UDU **Ireland** The Union of Students in Ireland USI **Lithuanian** Lithuanian National Union of Students LSS **Latvia** The Student Union of Latvia LSA **Luxembourg** National Union of Students of Luxembourg UNEL **Malta** Malta University Students' Council KSU **Macedonia** National Union of Students of Macedonia NSUM **Norway** The National Union of Students in Norway NSO **Netherlands** Dutch National Students Organisation ISO; The Dutch Student Union LSVB **Poland** The Students' Parliament of the Republic of Poland PSRP **Portugal** Academic Federation for Information and External Representation FAIRE **Romania** The National Alliance of Student Organizations in Romania ANSOR **Serbia** Students Conference of Serbian Universities SKONUS; Student Union of Serbia SUS **Slovakia** The Student Council for Higher Education SRVS **Slovenian** Slovene Student Union SSU **Spain** Public universities' students union CREUP **Sweden** The Swedish National Union of Students SFS **Switzerland** National Union of Students of Switzerland VSS-UNESU **Ukraine** Ukrainian Association of Student Self-Government UASS **United Kingdom** National Union of Students NUS-UK



ANNEX

POLICY PAPERS

2015 Policy Paper on Social Dimension

2015 Human Rights and Solidarity Strategy

Statement on the EU2020 mid-term review and ET2020 follow-up

BM68 Statement on the EHEA Ministerial Conference

ESU Supports IDAHOT 2015 and calls to Stand up for LGBT Youth

ESU calls for more support for the Safe Schools Declaration

European Students call for pan-European and proactive solidarity with refugees

RESOLUTIONS

BOARD MEETING 68

#BringBackOurGirls—a reminder

Stand up for the LGBT youth—Supporting IDAHOT2015

Statement on the Government Negotiations in Finland

ESU and its members pledge support for the Paris-agenda

Resolution against ›turbo grants‹ for Norwegian students

Not-binding admission test in Flanders, Belgium

Support to the National Assembly of Students' Councils of the Republic of Bulgaria, NASC

Commodification of part-time education Marriage Equality in Ireland

ESU stands in solidarity with Romanian students

ESU advocates for a common concrete European Migration Policy

Supporting the construction of the Euro-latinoamerican Knowledge Area

European Students' Union calls for the abolishment of ›Tvangsmerit‹ (forced credit transfer)

ESU supports the Swiss Grant Initiative Statement on the Juncker Ten-Point Plan and its impact on EU Higher Education Policy

BOARD MEETING 69

Education must be excluded from the scope of trade agreements of EU, EEA and EFTA

COP21 Resolution ›Act local, think global‹

Danish Government must uphold funding for Global Partnership for Education

Education cuts in Denmark

ESU commits to actively fight racism and hate-speech

ESU supports Higher Education Law Reform in Republic of Srpska

Finland must take prompt action to adopt the National Qualifications

Quality doesn't grow on Fees

Resolution to urge the Spanish candidates to support the Vote For Education Manifesto

UK to remain a part of European Union



THE EUROPEAN STUDENTS' UNION

The European Students' Union (ESU) is an umbrella organisation of 45 National Unions of Students (NUS) from 38 countries (December 2015). The aim of ESU is to represent and promote the educational, social, economic and cultural interests of students at the European level towards all relevant bodies and in particular the European Union, Bologna Follow Up Group, Council of Europe and UNESCO. Through its members, ESU represents over 15 million students in Europe.

