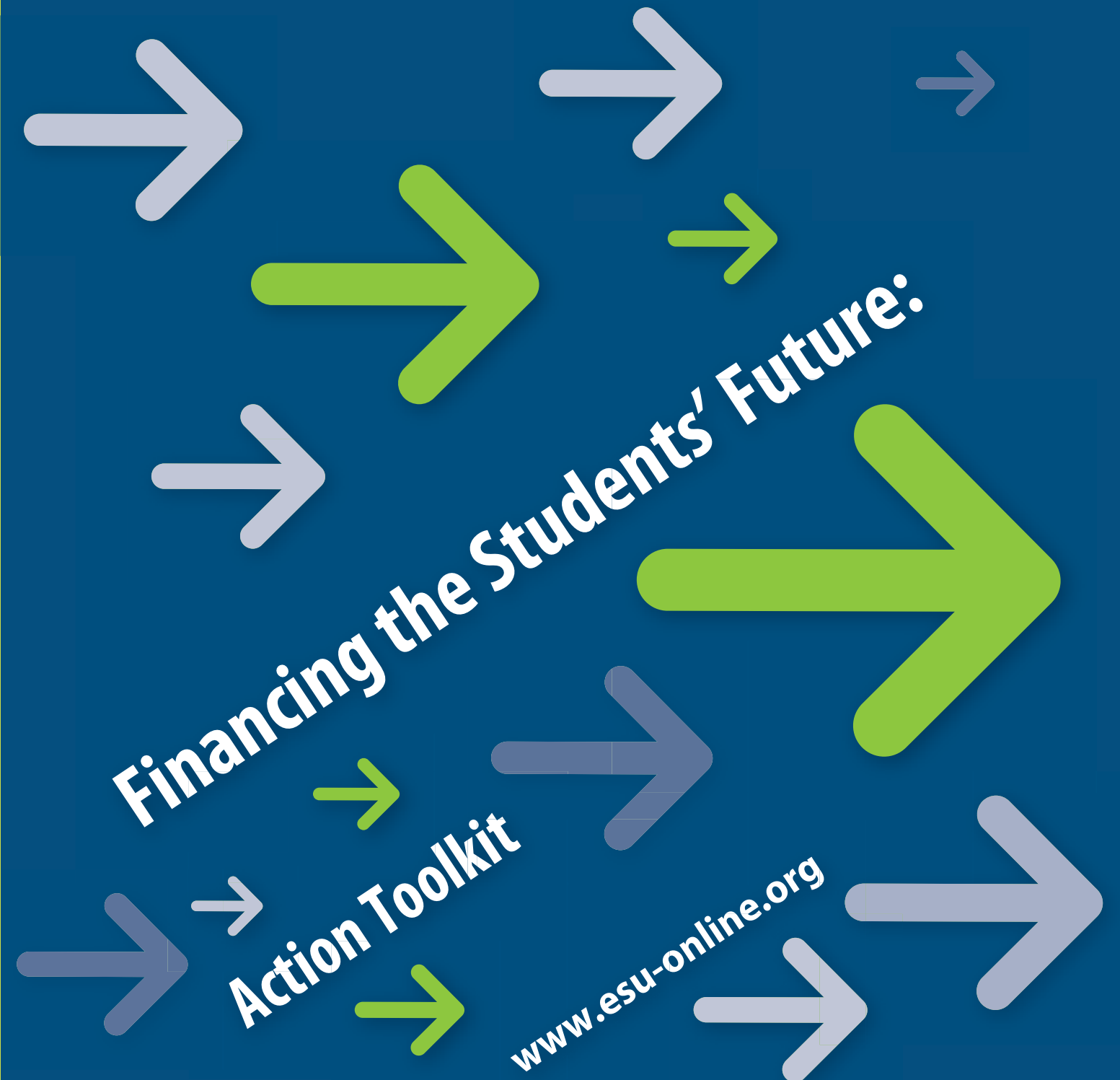


Equity Plan Hope Identify Fairness  
Capacity Policy Opportunities Guide  
Stakeholders Campaign Discuss Budget  
Positivity Higher education  
Diversity Change Students Consult  
Adapt Welcome Strenghts Finance Transform  
Knowledge Lobby Empower  
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Lifelong  
Learning  
Programme

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# Introduction



## Introduction

Welcome! This toolkit has been developed in the framework of Financing the Students' Future (FINST) project and is aiming at giving you an introduction into planning and implementing different actions around financing of higher education. During the project, we have also developed other publications and documents that can help you. You should use this toolkit together with the Compendium on Financing of Higher Education as well as lobby sheets and student policy recommendations that are available on FINST project page on <http://esu-online.org/projects/current/finst>.

First three parts of this toolkit will take you through some basic steps to develop a campaign or other action on financing of higher education, from forming your message to help you engage students in your campaign. In part 4 you can find a list and short description of different stakeholders and actors in the field of higher education to which you can turn to get your message across better.

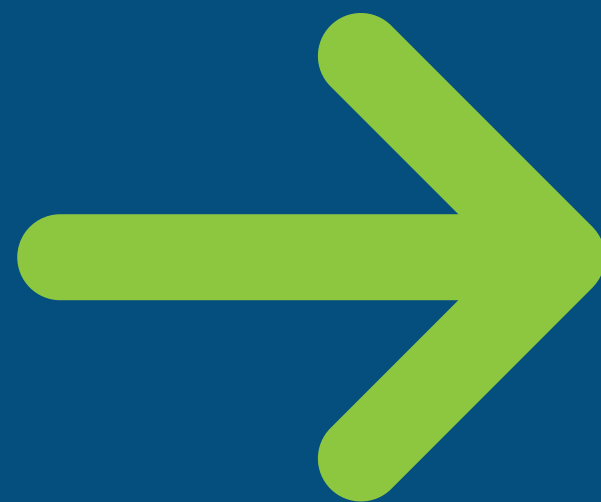
The last part of this toolkit is not published in this publication, but is only available online. On the FINST project page, mentioned above, you will be able to find different examples of actions from around Europe that representatives of ESU member unions have shared with us.

We hope that this toolkit will be a useful starting point for many unions when they are thinking about developing a campaign in this area. We will be updating it online, so you are welcome to consult our website <http://esu-online.org> for more interesting information about financing of higher education as well as other issues.

FINST team



# Part One: The change you want to make



## Part One: The change you want to make

By the end of this chapter you and your union should be able to:

- test your system against the principles of an 'ideal' system and identify what needs to change
- consider the impact of unfairness and what equity or fairness might look like in your system
- understand some likely issues relating to higher education finance

### The ten principles of a fair student finance system

In order to support an educated society there should be increased participation in higher education, with opportunities for individuals to pursue their own academic interests. Representatives from member ESU unions developed ten principles of a fair student finance system at a Consultation Seminar in November 2011.

Before systems can be designed, it is vital that there is a clear understanding of what the system is trying to achieve. These principles outline what European students believe higher education financing systems should deliver.

1. In order to support an educated society there should be increased participation in higher education, with opportunities for individuals to pursue their own academic interests.
2. Individuals should have equal opportunities to access and successfully to complete a programme of study in higher education.
3. Any individual who is suitably qualified at secondary level should be able to enter higher education, regardless of cultural or economic background.
4. Everyone who wants to study should be able to access higher education at some level or point in their lives
5. Students should have financial independence while they are studying.
6. All higher education should be based on the principle of academic freedom and give the wider public access to knowledge developed in higher education institutions without fear of reprisal.
7. Higher education should support personal and career development and understanding of the wider world, as well as discipline or subject knowledge.
8. Higher education should help students to become employable.
9. Students should be assured of the quality of the education they receive and that it is comparable to that of their peers in other higher education institutions.
10. Higher education systems should support the diverse knowledge pathways that students wish to pursue, and not prioritise one form of knowledge over another.

# ACTIVITY: Card Sort exercise

In order to support an educated society there should be increased participation in higher education, with opportunities for individuals to pursue their own academic interests.	Individuals should have equal opportunities to access and successfully to complete a programme of study in higher education.	Any individual who is suitably qualified at secondary level should be able to enter higher education, regardless of cultural or economic background.
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Higher education systems should support the diverse knowledge pathways that students wish to pursue, and not prioritise one form of knowledge over another		

# ACTIVITY: Card Sort exercise

Before you can start campaigning for a better finance system it is important that both you and your campaign team have a shared understanding of what that means. This group exercise should help with working out both opinions and priorities within your team.

## Agreeing Principles

**Step 1:** Print off the principles sheet for as many people as there are in the group, then cut up each box, including the blank boxes and give a set of principles to each participant.

**Step 2:** Ask each participant, on their own, to look through each of the principles and split them into two columns. One column for the statements they agree with and one column for the statements they disagree with. If participants feel strongly that a principle is missing then ask them to write it onto one of the blank cards.

**Step 3:** Ask participants to get into groups of two or three and compare their decisions. Ask each group to decide together what goes in the “agree” and “disagree” piles.

**Step 4:** Bring together the whole group and repeat step three, aiming to come up with an agreed step of principles.

## Agreeing Priorities

**Step 5:** Ask the group to divide back up into pairs or threes and divide the agreed principles up again. This time the groups are deciding if the principle is being met, partially met or not met under your current financing system.

**Step 6:** Bring the group back together and discuss each group’s choices. Lead the whole group in deciding on what is currently met and not met. Look at the list of principles that are not met. Discuss how and why each in the list is not currently met and what the consequences are if each continues not to be met. The outcomes of this discussion should help decide on the focus of your campaign.



## ACTIVITY: Card Sort exercise

### What does fairness look like?

Once you have identified the problem, you also need to think about what your ideal solution would be. Unfortunately saying “I’d like things to be fair” doesn’t quite cut it. There are many different ways of understanding and delivering fairness, and it is important that you explore what you and your team think fairness looks like.

### ACTIVITY:

This activity is a fun way of getting people to think about the different ways fairness can be achieved. You will need flipchart paper, pens and a cake!

#### Step 1:

With your team have a discussion about what you think fairness means. Do not discuss it in relation to student finance, but in the broad sense of the word. Write up on flipchart all the suggestions that are made.

#### Step 2:

Split your team into smaller groups (pairs or threes ideally). Bring out the cake and ask each group to come up with as many different ways of fairly sharing out the cake to everyone in the room.

## ACTIVITY: Card Sort exercise

### Examples you might expect to see:

- Everyone gets as equal share
- First come, first served
- Those who have been working the hardest get more cake
- Those who cannot afford to buy their own cake get more
- Those that can explain how to make a cake get more

### Step 3:

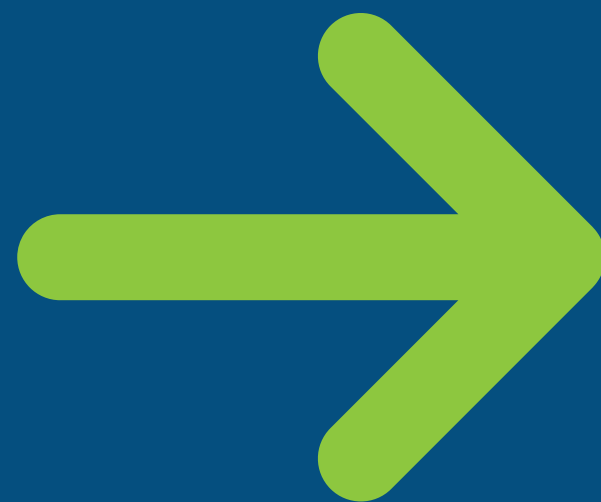
Ask each group to choose the method that they think is the best. Get them to present back to each other and explain why they chose that method. Ask the other groups to critique the presented method as well as add any other comments they might have.

Once all groups have presented back as the whole team to vote on the way they think is the best.

### Step 4:

Discuss with the whole team what the underpinning reasons and values were that made them chose the winning method. Then lead your team in a discussion about how these values and your beliefs in what fairness looks like could translate into a student financing system.

## Part Two: Your capacity to create change



## Part Two: Your capacity to create change

### Be able to:

- understand the elements that contribute to campaigning capacity
- identify strengths, weaknesses, opportunities and threats in your students' union
- identify which areas to develop or improve to enhance campaigning effectiveness

Protesting is not campaigning. Protesting is a campaign action that fits into a wider campaign. The same could be said for any other single campaign activity. When campaigning to create change, a whole range of campaign activities should be considered and used. Each action will have a specific purpose for a specific reason, so it is also important that you consider who you are trying to influence, and what is most likely to change their mind.



## ACTIVITY: Choosing the right campaign actions

### Step 1:

As a team write down on separate pieces of small paper all the different types of campaigning activity you can think of. These might include:

- Protest marches
- Occupations/sit-ins
- Mass letter writing to a decision maker
- Posters
- Media stunts
- Meeting with decision makers

Underneath each title write answers to the following:

Financial cost:

Human resource cost:

Time cost:

### Step 2:

Using a large sheet of paper, or even a wall, create two axis. One should be labelled “breadth” and the other should be labelled “depth”. For each campaigning activity discuss and decide how much breadth it will have – i.e. how many people will be affected the activity? – and how much depth it have – i.e. how likely will the activity change a decision makers mind?

For example, campaign posters are likely to have a high breadth, as they will be seen by everyone passing them, however, they are unlikely to have much depth, as it usually takes a much more meaningful interaction to change somebody’s mind.

## ACTIVITY: Choosing the right campaign actions

### Step 3:

Once you have done this for all of the campaign activities the team will be able to assess what mixture of activities may work well for their specific campaign.

Remember, this exercise is a guideline, and decisions about effective campaigning should also always consider the political context in which you are working. For example, in theory, a one-to-one meeting with a decision maker should always have more impact than a protest march. However, as is often the case, the decision maker in question is unlikely to listen. In this case, building wide spread societal support through a protest march may be more effective. On the other hand, if you had a decision maker ready and willing to listen, but decided to have a protest first, this may make them less likely to want to discuss issues with you.

Make sure that you discuss all the aspects with your team before making decisions about what activities you would like to include in your campaign.





ACTIVITY: Choosing the right campaign actions

SWOT analysis

It is also vital for any successful campaigns to be fully aware of their capabilities and the environment within which they are working. Work with your team to identify your strengths, weaknesses, opportunities and threats in relation to your campaigning capacity.

ACTIVITY: Choosing the right campaign actions

If you like, use this chart to help you work things through



## Part Three: Engaging students in making change happen



### Part Three: Engaging students in making change happen

#### Be able to:

- identify ways to involve students in determining the campaign objectives
- understand why and how to organise and involve people in a campaign
- train potential activists

Involving students in your campaign not only increases your capacity, but it also gives your campaign more legitimacy. But it is not always as easy as it sounds. As we know, students often have busy and complex lives, and so finding the time to help with a campaign can often not feel like a priority for them. This is why it is important to involve students in your campaigns from the very beginning, likely to change their mind.



# Engaging students in making change happen

Consult with your student body - not only about what the problems are, but what the solutions should be. You can do this is many different ways.

- Use existing structures such as student council or program reps to hold discussions
- Create visible and interactive displays on your campuses where students can leave their thoughts
- Hold focus groups/discussion events
- Create an online presence via Facebook or similar

Whatever you do, remember, unless the experience is good for students that take the time to engage, it is unlikely that they will do it again. It is your job as student representatives to encourage students to speak with you – and that isn’t always easy, but it is so important.

Once you have been speaking with students about your campaign objectives, it is likely, if you have chosen an issue that really matters to students, that you will have met a number of students who are really excited and interested in your campaign. Invite these students to be part of your campaign team. But first you should consider exactly how you can use each of your volunteer’s skills and make sure they also get something out of the campaign.

# Engaging students in making change happen

Fill in this Campaign Team Matrix to help you think through your campaign needs:

Potential Campaigner	Why are they interested?	Getting them on board	How can they contribute?	What will they get out of it?

## Engaging students in making change happen

Student campaigners have the potential to become your best advocates and activists. But in order for this to happen, they will probably need to support and guidance. Below is some example training for activists to support you in doing this.

### Activity: Anger, hope, action

For you and your student campaigners to convince other people that your campaign is important you will need to have a clear vision in your head – this takes practice. Use this exercise to practice your speaking skills and your arguments.

#### Step 1:

Explain to your team the anger, hope, action model. This model is a guide for how to speak to someone about a campaign.

**ANGER:** The idea here is to “insert some injustice” into the person you are speaking to. Explain to them what is wrong, and how they personally are affected by the injustice.

For example “the government are planning to cut student grants next year, which means that you will have less money to spend on books and travel to university”

**HOPE:** This stage is about turning the anger into a more positive emotion. You should give your listener hope by explaining an opportunity for the injustice to be changed. If there are no opportunities for the injustice to be changed, then it might be worth revisiting your campaign aims.

For example “however there is a vote in parliament next week, so the decision hasn’t been made yet.”

## Engaging students in making change happen

**ACTION:** You should have an action for everyone you talk to about your campaign – otherwise why are you talking to them? By giving people an action it makes them feel able to support you and also highlights that there is a way to change something.

For example “so we are all writing letters to our local representatives encouraging them to vote against the proposals. We have letters here for people to write to their rep – it only takes five minutes and the more letters we can send, the more convincing we will be.”

#### Step 2:

Split the group into pairs. Each partner will then have one minute to talk through their campaign, going through anger, hope, action. Be strict about timings. Once both partners have had their go ask them to say which stages they got to. It is unlikely that everyone will have got all the way to action. Ask the group what, if anything they found hard about the exercise.

#### Step 3:

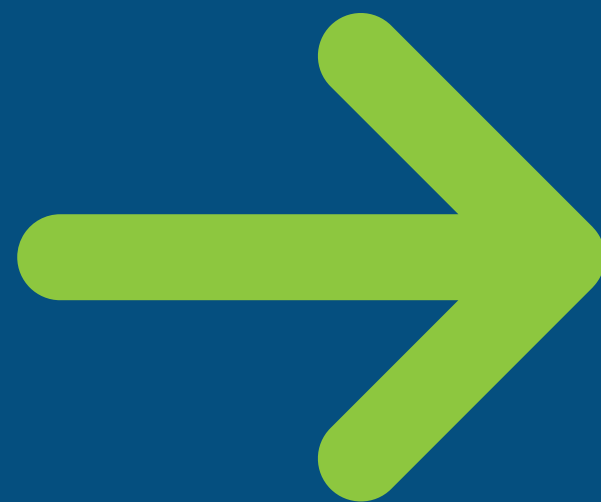
Get the pairs to do the exercise again – each with one minute. This time it should be easier. Ask each partner to give positive feedback about the speech they listened to.

If someone is feeling confident enough, ask them to stand up and give their speech in mention anger, hope and action.

Give everyone a big round of applause.



## Part Four: Other actors and stakeholders in Higher Education



### Part Four: Other actors and stakeholders in Higher Education

Be able to:

- identify other actors and stakeholders in Higher Education

When you are lobbying, campaigning or taking other kinds of action, it is useful to analyse your potential allies or foes that can either help you achieve your goals or slow you down in the process. Because of the differences in national contexts (which is even more complex at the local level), we are just presenting some of the possible actors and stakeholders that you could contact or present your ideas.

We will not be presenting every stakeholder in details, as that would be impossible to cover. Nevertheless, we have provided links to examples of some stakeholders on the European level and you can use that as a point of reference to prepare your own list of stakeholders in your country.

## Government

Government is probably the most obvious choice to turn as they are often the ones responsible for educational policy in the respective countries as well as influencing European policy. Although they are in many instances responsible for creating the problems the student movement has to fight against. Problems that can range from raising tuition fees where there are none, cuts to social support to implementing poor quality assurance systems. Here it becomes our responsibility to steer them in a better direction

Organisation of the government is again quite diverse and depends on national context. Most countries have a specialised ministry that covers education; in some there are ministries that cover higher education and research together. They are preparing most of the legislation and are often at least partially responsible for the funding of the higher education system. In several cases different regional governance structures play this role, but often very similar lobbying tools be used as with national governments.

When it comes to financing of higher education, it is also useful to contact the ministry that deals with state finances, as they are usually responsible for preparations of the national budgets, which can influence the decisions of other ministries. They can also deal with taxation legislation, which can affect students. It is not uncommon that the ministry of education and the ministry of finance disagree on the amount of funding education should receive. The ministry of education can in these cases become an ally for a student union. Helping them convince the ministry of finance can create a great deal of good will that for a union can be useful in the future. Other relevant ministries can be the ones dealing with health insurance, housing and the labour market as they often touch on issue related to students to at least some degree. Student issues can fall between the cracks of government, it is important for a union to be aware of which students' issues are covered in what part of government. There is little point of lobbying a ministry that has no responsibility for the topic you want to change but, as previously mentioned, ministries have potential to be allies in your lobbying as well as the subjects of it.

**So how do you lobby the government?** A goal for every student union should be to have a formal role in education policy making. Ask to be consulted on all legislation and to be included in formal structures as much as possible. When being part of the formal structures it is important to be critical but also constructive. It should be clear to the government that including a national student union is helpful to them. Walking the line of being a constructive partner and speaking up for student interests can be very difficult. The key is building a relationship where there is understanding even when there is conflict.

In addition to formal roles and being constructive one of the very important ways of gaining influence with the government is having good relationships both professionally and privately with the ministries. Make sure to have meetings with relevant ministers and high officials, not only when there is an issue on the table but also just to maintain the relationship. Invite them to you general assemblies or other meetings, they should feel like part of your world just as you are of theirs. This helps to build empathy for the movement that can be useful.

It is not only the highest officials that are important, in fact often it is those drafting the different reports and legislations that are even more important to meet and have a relationship with. The goal is that it should be perfectly natural to pick up the phone and call them to casually talk about theirs working areas and if your union can "help". The earlier a union can be part of a political process the better. Suggesting reform is one part of it, but also to help give input even before anything is on paper when a reform process has already begun.

There are two other groups in government that can be extra relevant and helpful. These are your alumni and junior officials. Often former student union activists end up working in government. Make sure to maintain a strong relationship by meeting them regularly, invite them to events and have regular alumni events. They should feel like they are still part of the movement. If they do they will often go out of their way to help you even when they are not supposed to. Junior officials or young people in government often have a great deal of information even if they do not have senior tasks. They are often easier to have a more informal relationship with, these relationships can be very helpful to future union generations when they have climbed up the government ladder.



On European level, the structure is a bit different, but we could say that the usual tasks of the government are divided among the European Commission and the European Council. The European Commission (formally the Commission of the European Communities) is the executive branch of the European Union. The body is responsible for proposing legislation, implementing decisions, upholding the Union's treaties and the general day-to-day running of the Union. The Education and Culture Directorate-General's mission has three main aspects:

- Building a Europe of knowledge
- Developing the European cultural area
- Involving citizens in European integration

**Structures:** The Commission operates in the method of cabinet government, with 27 Commissioners. There is one Commissioner per member state, though Commissioners are bound to represent the interests of the EU as a whole rather than their home state. One of the 27 is the Commission President ( José Manuel Durão Barroso) appointed by the European Council with the approval of the European Parliament. The present Barroso Commission took office in the beginning of 2010 and should serve a five-year term until 2014.

The Commission is divided into some 40 directorates-general (DGs) and services, which are subdivided in turn into directorates, and directorates into units. The Commission also administers a number of executive agencies.

The DG EAC is headed by a director general, who reports directly to the Commissioners. Under the DG, there exist six "directorates":

- Lifelong Learning: horizontal policy issues and 2020 strategies
- Lifelong Learning: policies and programme
- Lifelong Learning: higher education and international affairs (which includes the Higher Education: Erasmus unit, led by Barbara Nolan, with which ESU usually interacts)
- Culture and Media
- Youth and Sport
- Resources

The Executive Agency Education, Audiovisual & Culture, fully operational from the 1st of January 2006, the Executive Agency operates under supervision from its three parent Directorates-General of the European Commission:

- Education and Culture (DG EAC)
- Information Society and Media(DG INFSO)
- EuropeAid Cooperation Office (DG AIDCO)

Its role is to manage European funding opportunities and networks in the fields of education and training, citizenship, youth, audiovisual and culture. Seven key Community programmes have been partly or fully delegated to the EACEA: Lifelong Learning, Erasmus Mundus, Tempus, Culture, Youth in Action, Europe for Citizens and Media, as well as several international Cooperation Agreements in the field of higher education. The programme strands managed by the Agency are all centralised and support technical projects, which do not imply making political decisions.

The European Council defines the general political direction and priorities of the European Union. With the entry into force of the Treaty of Lisbon on 1 December 2009, it became an institution. Its current President is Herman Van Rompuy. The European Council provides the Union with the necessary impetus for its development and defines the general political directions and priorities thereof. It does not exercise legislative functions. The European Council consists of the Heads of State or Government of the Member States, together with its President and the President of the Commission. The High Representative of the Union for Foreign Affairs and Security Policy takes part in its work. When the agenda so requires, the members of the European Council may decide each to be assisted by a minister and, in the case of the President of the Commission, by a member of the Commission. The European Council meets twice every six months, convened by its President. When the situation so requires, the President will convene a special meeting of the European Council. Except where the Treaties provide otherwise, decisions of the European Council are taken by consensus. In some cases, it adopts decisions by unanimity or by qualified majority, depending on what the Treaty provides for.

EU member countries also have permanent representations in Brussels, who are in charge of different policy areas including education and research, so it can sometimes be useful to contact them directly. If it is possible in relation to the size of the country and their respective budgets they often function as miniature versions of their home governments representing all parts of the national governments. If member unions have constructive relations with their permanent representations this can be very helpful in ESU's work. The permanent representations can have a great deal of impact on the decisions of the Commission and the Council. Often the representations provide analyses to their home countries in different policy areas, impacting these analyses can be very helpful even in national contexts.

## Specialised agencies

We are separately listing specialised national agencies as they can work outside the framework of the ministries. Most countries have specialised agencies for mobility or for quality assurance and especially when talking about those topics, it is important to contact them as they can advise the government.

Perhaps most known to students are national agencies that are dealing with Erasmus programme and mobility in general. They have different names and scope of work in each country, so it is difficult to describe them. An example of such agency is DAAD - German Academic Exchange Service (<https://www.daad.org>).

Especially on quality assurance, there are some organisations that gather and represent national agencies on European level. Two are shortly described in the following text.

### ENQA – European Association for Quality Assurance in Higher Education

The European Network for Quality Assurance in Higher Education was established in 2000 to promote European co-operation in the field of quality assurance. In November 2004 the General Assembly transformed the Network into the European Association for Quality Assurance in Higher Education.

ENQA disseminates information, experiences and good practices in the field of quality assurance (QA) in higher education to European QA agencies, public authorities and higher education institutions.

ENQA carries external reviews in accordance to the European Standards and Guidelines of agencies, which are either, coordinated by ENQA itself or other bodies (ministries, other agencies) under the guidelines of ENQA. Every potential member needs to go through an external evaluation and an approval procedure by the ENQA General Assembly before it is granted membership status. For more information about ENQA you can visit their web site <http://www.enqa.eu/>

### EQAR – European Quality Assurance Register

The European Quality Assurance Register for Higher Education (EQAR) has been founded by ESU, ENQA, EUA and EURASHE, the European representative bodies of universities, other higher education institutions, students and quality assurance agencies, respectively to increase that transparency of quality assurance in higher education across Europe. EQAR publishes and manages a register of quality assurance agencies substantially comply with the European Standards and Guidelines for Quality Assurance (ESG) to provide the public with clear and reliable information on quality assurance agencies operating in Europe. The register is web-based and freely accessible. For more information about EQAR you can visit their web site <http://www.eqar.eu>.

## Parliament

In accordance with the principle of the separation of powers, parliaments are the legislative bodies in the political system. As the political systems are quite diverse and also division of power is different, we cannot advise you on the best way to approach the parliament, the parties and the individual members of the parliament, but it is definitely useful to follow their work closely and to be active.

Participation in the election process of course depends on the philosophy of the union, but it can be useful to be active in the election time as this is a useful ways to raise some of the issues that you consider important. Although it is of course not always possible to hold the elected members of the parliament accountable, it is still good if you can. Ways of doing that are different and depend on the cause, but you can for example ask the candidates to sign a pledge for your cause or organise a public discussion about the topics you feel important. We cannot suggest a sure approach to this, but it is definitely useful to plan what could be the upcoming issues in the parliament and take precautionary measures in order to address the issues in advance.

Committees on education – different names, but have a committee or other body that is focusing on higher education and research. Those should be the first people that you talk to as they have the most knowledge. Other bodies relating to education can also be useful. These committees as well as the parliamentarians themselves can sometimes be used to obstruct government policies or at least improve upon them. Have the ambition to also maintain relationships with relevant parliamentarians so they can be used in this manor.

Getting to the members of the parliament can be tricky, so you'll have to adjust your approach and find the best solution to get in contact with them. Sometimes this means a formal letter to the member of the parliament or his/her political party, but it is advisable to establish some non-formal contact with the assistants, aides or advisors to the MPs. Make sure to informed about those you are approaching or ask question. Do not make assumptions, as the "party-line" does not apply to all parliamentarians in all issues. Having a local media strategy focused on the regions that are directly connected to relevant parliamentarians can be especially useful. It is common that they are more concerned with what their personal voters perceptions of issues are than what is happening in the national media. This can also apply to others with political mandates such as ministers.



On European level, the European Parliament is the only directly elected body of the European Union and the members of the European parliament (MEP) are elected once every five years by voters across the (currently) 27 Member States of the European Union. There are 754 MEPs in the parliament at the moment and they are formed in different political groups, which can differ from the ones in your country. More information about the European parliament can be found on <http://www.europarl.europa.eu>

Just as national parliaments have international structures dealing with education so does the European Parliament. Within the Parliament, the CULT committee is responsible for education, culture, youth, sport and the cultural and educational aspects of the EU's media policy. It, like the national governments, adopts new laws and it supervises the EU's programmes in these areas. These include the Lifelong Learning programme, which pays for the Erasmus student exchange programme and ESUs projects funds. The Committee also regularly holds public hearings to gather evidence from experts about aspects of its work. Those of ESU's members unions whose countries have members of the CULT committee should strive to maintain a relationship with them, as this can be beneficial to ESU's work. Keep in mind those people change after parliament elections, which are held every five years. If national student unions raise awareness of these elections when they occur this can generate a great deal of good will with the parliamentarians. Often student unions have a much easier time to reach out to the media in comparison with EU parliamentarians.

### Trade unions

Trade unions (also known as labour unions) are organisations that represent workers and aim to achieve common goals such as (among others) protecting the integrity of its trade, achieving higher pay, increasing the number of employees an employer hires, and better working conditions through collective bargaining and other actions. Organisation varies greatly in different countries due to different contexts and historical reasons, so we will not go into more detailed explanation.

European Trade Unions federation - ETUC represents employees/workers on European level (<http://www.etuc.org>). ETUC represents 85 trade union organisations in 36 European countries.

### Higher Education and School- teachers' unions

In most countries, there are special organisations representing higher education teachers and staff. They are usually affiliated with the general trade unions. As the interests of teachers and students often align, they can be important ally and can help you get your messages across.

On global level, the interests of teachers are represented by Education International (<http://www.ei-ie.org>). It is the world's largest federation of unions, representing thirty million education employees in about four hundred organisations in one hundred and seventy countries and territories, across the globe.

On European level, the member of Education International is European Trade Union Committee for Education - ETUCE ([http://etuce.homestead.com/etuce\\_en.html](http://etuce.homestead.com/etuce_en.html)). ETUCE is also a European Trade Union Federation of the European Trade Union Confederation (ETUC) and a consultative member in the Bologna process.

### Rectors Conferences/University associations

In most European countries, there are organisations that gather and represent universities. Due to the number of different universities and other higher education institutions there is a wide variety of organisations and it is useful to establish contacts with them.

On European level, European University Association - EUA represents and supports higher education institutions in 47 countries. EUA is also a consultative member in the Bologna process. More about the can be found at <http://www.eua.be/Home.aspx>.

Another European organisation that is also a consultative member of the Bologna process is European Association of Institutions in Higher Education – EURASHE, which represents higher education institutions that offer professionally oriented programmes and are engaged in applied and profession-related research within the Bologna cycles. More about them can be found at <http://www.eurashe.eu>.

There are also other organisations that represent universities based on the location, disciplines etc. One of the examples is UNICA - Network of Universities from the Capitals of Europe (<http://www.unica-network.eu>).

## Business organisations

Business organisations represent companies and act on behalf of the employers in social dialogue and other processes. Higher education is not always on the priority list of their activities, but they are more and more included in consultations about the changes in higher education, linking universities to business etc.

One of the examples on European level, which is also considered as a consultative member in the Bologna process is Business Europe (<http://www.besnesseurope.eu>), which has 41 member federations across Europe.

## Other student organisations

The system of student representation and organisations is different in every country, but in most countries there are sectorial or specialised student organisations, that cover only certain disciplines of study or are working on more focused work area. They can be useful allies in your actions and can also help you reach and mobilise grass-roots students.

There are different examples of such organisations on European level. ESU has several organisations like this as associate members, but there are of course many others. We tried to provide a short list of examples in the following text.

Sectorial student organisations:

- International Federation of Medical Students' Associations - IFMSA
- International Students of History Association - ISHA
- European Pharmaceutical Students' Association - EPSA European Dental Students
- The European Law Students' Association - ELSA (<http://www.elsa.org>)
- Board of European Students of Technology – BEST (<http://www.best.eu.org>)
- International Association for the Exchange of Students for Technical Experience – IAESTE (<http://www.iaeste.org/>)
- European Medical Students' Association – EMSA (<http://www.emsa-europe.org/>)
- European Dental Students' Association – EDSA (<http://www.edsaweb.org/>)
- AIESEC (<http://www.aiesec.org/>)
- Electrical Engineering Students' European Association – EESTEC (<http://www.eestec.net/>)
- European Students of Industrial Engineering and Management – ESTIEM (<https://www.estiem.org/>)

## More specialised student organisations:

- Erasmus Student Network – ESN International (<http://www.esn.org>)
- International Lesbian Gay Bisexual Transgender Queer Youth and Student Network – IGLYO (<http://www.iglyo.com>)
- Association of Norwegian Students Abroad – ANSA (<http://www.ansa.no>)
- Association of Nordic and Pol-Balt LGBTQ Student Organizations – ANSO (<http://ansoblog.wordpress.com>)
- European Union of Jewish Students – EUJS (<http://www.eujs.org/>)
- European Students' Forum – AEGEE (<http://www.aegEE.org/>)

## School students' organisations

The purpose of the School Students organisations is to represent students from secondary and secondary vocational education, both within the institution and externally. They're also responsible for providing a variety of services to the students. On European level the organisation that gathers all school student organisations is Organising Bureau of European School Student Unions – OBESSU (<http://www.obessu.org>)

## Other organisations that are dealing with higher education

On European and global level, there are several international organisations that have broader areas of work, but are also working on higher education. As they are preparing policy documents and publishing various publications regarding higher education, their work is important also for the national level. Some of them also issue recommendations and with that impact policies on national level, it is useful to follow their work and be familiar with their policies. We cannot list all of them, but in the following text you can find short description of the 3 major ones.

Council of Europe is an international organisation with 47 member states, promoting co-operation between all countries of Europe in the areas of legal standards, human rights, democratic development, the rule of law and cultural co-operation.

Council of Europe has a department for education, which is preparing different policies and recommendation on the field of higher education and they can also be useful on national level.

You can find more about it at <http://hub.coe.int/web/coe-portal>.

**UNESCO - United Nations Educational, Scientific and Cultural Organisation** is a specialised agency of the United Nations (UN). Its purpose is to contribute peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, and human rights along with fundamental freedom proclaimed in the UN Charter. It has 195 members states and 8 associate members. More about the organisation can be found at

Organisation for Economic Co-operation and Development – OECD is international organisation that joins 34 member states from all over the world. Its aim is to promote policies that will improve the economic and social well-being of people around the world.

One of their areas of interest is also higher education and they produce several publications dealing with topics from funding to quality and learning outcomes. One of their most known publication is their annual Education at a glance (latest version is from September 2012). As they also give recommendations to individual member states, they can be important for higher education policies on national level, so it is good to follow their work, especially if your country is a member of OECD.

#### Youth organisations

Another type of organisations that you can consider working with are youth organisations. They gather young people for different causes and because of different interests, so not all of them are interested in students' issues, but there are some topics that we can share (lately, youth unemployment seemed the most pressing issue in the youth sector). On national level, there are usually national youth councils that are representing young people in general and can be a useful ally in your actions.

On European level, the organisation gathering national youth council and international youth NGOs is European Youth Forum – YFJ. You can find more about the at <http://youthforum.org>.

#### Civil society

When mapping the organisations that can help you with your actions, you can also consider organisations whose primary field of interest is not higher education. Because of the diversity it is impossible to define it in more details, but it can range from organisations dealing with other parts of educational sector (primary schools, secondary schools, lifelong learning etc.) to organisations dealing with human rights, culture, sport etc.

As an example, on European level EUCIL-LLL is gathering different organisations and networks working in education and training. More about what they do can be found at <http://www.eucis-lll.eu>.