Board Meeting 67

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Strategic Priorities 2015-2017

Motivation:

The new strategic priorities outline the objectives within ESU's five work areas for the three years of 2015 to 2017. Five specific objectives have been identified; four based on the policy clusters; Mobility and Internationalisation, Social Dimension, Quality of Higher Education and Public responsibility with a fifth outlining the organisational and capacity building priorities. The previous Strategic Policy Framework, adopted at BM63 will expire in 2015. The reason for proposing a new set of strategic priorities a year before the current priorities expire is due to the fact that in the call for the administrative grant from the European Commission a strategic framework from 2015-2017 is required. ESU adopts a strategic policy framework with long-term objectives to ensure the organisation is working towards a defined direction. Though the student life cycle is relatively short it is important for ESU to establish long reaching specific strategic objectives which inform work plans by determining what outputs are required to achieve these goals on an annual basis.

Strategic targets 2015-2017:

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1. 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.

a. Development of strategies and political dialogue aimed at enhancing participation of underrepresented groups in mobility

b. Review of Erasmus+ implementation, in order to enhance quality and funding conditions of the programme

c. Pursuing balanced mobility strategy within the European Higher Education Area

d. Implementation of full portability of grants and loans for credit- and full-degree mobility and respective fair support systems in student-host and sending countries for the European Area of Higher Education and beyond

40   **e.** Promoting equal treatment of international students at higher education institutions
41   across Europe in terms of access to education and student support services
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43   **f.** Strengthening ESU involvement in Global Students' Cooperation
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2. Social Dimension

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47 Work towards a development of higher education as a means for democratic innovation
48 and social inclusion with the clear focus on the fight against discrimination of any kind.
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50   **a.** Make sure that the social dimension is a priority area in the new Bologna framework. In
51   addition, support national social dimension strategies and peer learning for the social
52   dimension.
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54   **b.** Work to ensure wide support for the social dimension in the EU-institutions through a
55   holistic approach to all EU initiatives regarding education.
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57   **c.** Support and develop the global access movement
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59   **d.** Encourage improved quality and comparability of data on access, support and
60   completion rates, and support the mainstreaming of indicators in all relevant contexts.
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62   **e.** Ensure the promotion of equality and human rights at the European higher education
63   policy level and towards partners and National Unions of Students.
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3. Quality of Higher Education

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66 ESU will work for improving quality higher education for a diverse student population,
67 characterised by removing all obstacles to access, and facilitating progress and completion,
68 implementing a student-centred approach to learning and fairly assessing students.
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70   **a.** Introduce institutional assessment of student-centred learning, which should include
71   the use of new technologies and open digital content
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73   **b.** Improve the quality of higher education provision, advocating for an adequate and
74   sound implementation of the revised version of the European Standards and Guidelines
75   for Quality Assurance
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77   **c.** Introduce student-driven student feedback mechanisms and transparency tools for
78   information provision addressing real students' needs.
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80   **d.** Advocate for automatic recognition of degrees and accreditation decisions within the
81   European Higher Education Area, while avoiding accreditation mills.
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84   e. Work towards cutting red tape for systems of recognition of prior learning, including
85   validation of non-formal and informal learning on institutional level
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4. Public responsibility, financing and governance

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89   ESU will strive to strengthen education as a public responsibility, free from
90   commodification practices, enhanced by increased public funding and governed by models
91   which value the multiple purposes of higher education.
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93   **a)** Highlight the dangers of commodified higher education and fight the embedment of
94   factors which contribute to it in international trade and service agreements and
95   policies.
96   **b)** Advocate for raising the level of public funding for higher education and raise
97   awareness for the dangers of increasing tuition fees and weakening of grant systems.
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99   **c)** Advocate for and further develop the concept of the modern collegiality concept in
100   support of professional development and democratic participation in higher education.
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102   **d)** Emphasize the multiple purposes of higher education and the benefits to society
103   ensuring discourse on employability is not limited to labour market needs.