



The Student Union Development Handbook

**For a stronger  
student movement**



# THE STUDENT UNION DEVELOPMENT HANDBOOK

FOR A STRONGER STUDENT MOVEMENT

esu—european students' union



# IMPRINT

## For a stronger student movement The Student Union Development Handbook

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WHAT OTHER STUDENT UNIONS DO  
AND WHAT YOU CAN LEARN FROM IT

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The support of and the work on the development of the European student movement has always been a part of the activities of the European Students' Union (ESU). However, it is only since July 1, 2008 that ESU has a part of its structure that is only dedicated to fulfil these tasks.



This handbook is the first publication and big project of this new committee and is intended to lay a foundation for the future work on student union development

This handbook was created with the strong belief that only a democratic, open, representative and independent student movement can truly act for students and that the European student movements can only advance through cooperation between and learning from each other.

In this spirit one has to mention that this handbook would not have been possible without the help of several people. First of all we have to thank ESU's member unions, which provided us with information on their structures, history etc. but also with pictures and logos. A very warm thank you goes to the authors of the articles. Without their contributions this handbook would not be as inspiring as it is. We also would like to thank the Quality Assurance team of this publication, Justin Fenech and Angelika Striedinger, who provided us and the authors with very valuable comments and suggestions. Furthermore we would like to thank the staff of ESU and especially Anthony Camilleri and Frances Aldson for the support of the editors and the authors in the creation of this handbook. We also thank the present and former ESU elected representatives for starting this project and for giving us a steady input up to the end. A special thank you goes to the Swedish national union of students (SFS) for hosting us in their

office during one of the preparatory meetings and to all other people who have been involved in the creation of this handbook. Finally we want to thank the Council of Europe for financing this project and through this strengthening the democratic student movements all over Europe.

We hope you will enjoy the handbook and that it will be useful for your work and inspire further cooperation between student movements in Europe.

The Student Union Development Committee

Kate Chachava, Jens Jungblut and Olav Øye



Empowering students is partly about fighting for students' formal rights. But is it also about ensuring that these rights are filled with content and interpreted in the best interest of the students. Some student unions fight for better parental leave arrangements for PhD students. Some fight for their right to say what they think. Others strive to find finances for their organisation's survival from year to year. But surely, they are all working for the students they represent. This handbook aims at showing the diversity of the European student movement by addressing different facets of student representation. Strategically, the main rationale behind publishing this book is that student representatives and unions should be able to learn from each other's good or bad practices, and grow stronger through the sharing of the organisational wisdom that has been accumulated over the years.



This handbook aims at providing a set of useful information, shared by student activists and ESU members, but also at putting forward the first mirror of the characteristics and priorities of ESU member unions. Hence, the publication has two main parts. We have asked experienced student representatives to reflect on both general and very concrete challenges that student unions face. We have also asked the unions how they organise themselves and what their important issues are. This book doesn't give ready-to-serve answers that fit all the contexts in which ESU's 49 current member unions operate. However, we hope it helps you think about how you can make your own union work better.

Representing students is not only a revolutionary activity, but also a science in a way. And this is perhaps the first ESU attempt to do some research on the matter. I hope you will enjoy the articles. They should trigger the will to share your own experiences and views, in a future edition of this initiative. For a stronger student movement.

A handwritten signature in black ink, appearing to read 'Ligia Deca', with a stylized, cursive script.

Ligia Deca  
ESU chairperson 2008-09



# 3 PILLARS OF THE STUDENT MOVEMENT

**Viorel Proteasa**

## 3.1 INTRODUCTION

When starting this article, a first fundamental problem struck me: how can I define that set of ideals, actions, principles, victories and frustration that fashioned the life of the ones deciding to stand up for students and to dedicate precious years and energy for this common cause? Terms like student politics, student organisations, students NGO's, student representatives, sounding similar for an external reader reveal quite different meanings amongst individuals who are part of this phenomenon, which I will further on refer to as the student movement. The diversity within the societies in Europe, specially the perspective on education, participation, politics and governance is reflected in these student societies, as well.

Principles like solidarity and freedom of expression can be regarded as propagandistic and old fashioned for the ones speaking of democracy from behind a computer that costs more than how much a professor in other parts of Europe earns in a whole year. The student movement is not that rosy for all us all. Our colleague Tatsiana Xoma was arrested in December 2005 for standing up for democratic elections in Belarus and students' rights within the Belarusian Student Association which is the only member of ESU operating clandestinely. It was one of the moments where I realised how lucky I was being a Romanian student after '89.

In the period of massification of higher education, students' role as equal partners within the creation of educational policies has been widely acknowledged («Towards the European Higher Education Area», Communiqué of the meeting of European Ministers in charge

of Higher Education in Prague on May 19th 2001, pages 2-3; »Realising the European Higher Education Area«, Communiqué of the Conference of Ministers responsible for Higher Education in Berlin on 19 September 2003, page 5). Yet, the reality on the national and local level, is one where students are still seen as having a rather consultative role in many countries (»Bologna With Student Eyes 2007«—ESIB—The National Unions of Students in Europe, page 24). Between 2006 and 2008 the European Students' Union has been conducting assessments of the student movements in countries where a certain model of student representation has not succeeded to establish itself, such as Turkey, Kosovo, Armenia or Moldova. ESU has become a reliable partner providing expertise for international organisations acknowledged for their contribution to stability and democracy, such as the OSCE. For example, a common study visit was conducted in June 2008 by the OSCE office in Yerevan and ESU on the Armenian student movement (Junglbt, J.; Geven, K.; Proteasa, V. (2008) »Student Democracy in Armenia 2008« Country—study visit, June 8—14, 2008, Jens Junglbt, Koen Geven, Viorel Proteasa, page 1. [http://www.osce.org/yerevan/item\\_1\\_33041.html](http://www.osce.org/yerevan/item_1_33041.html)). Further on, ESU has initiated its own platform for development missions, coordinated by the Student Union Development Committee. This article is aimed at supporting the missions of the development of student societies. Furthermore the concepts described below form a set of basic principles that students expect student movements to follow. The article creates a reference for self-evaluation and open criticism inside the student body, contributing to the improvement of the student movement, especially of the relationship with regular students.

## THE DEMOCRATIC CRISIS IN THE SOCIETY REFLECTED ON THE STUDENT MOVEMENT

In spite of its increasing recognition as a progressive body fostering democracy, the student society is following the same trends as that of the general society: turnout rates in election processes are low; minorities face difficulties in being part of the political mainstream; the level of trust in the elected body is low; the population scarcely identifies itself with the elected leaders; and holding elected leaders accountable are best practices which are not spread as wide as we would like them to be (Proteasa, Viorel (2008). General Report 15th European Students' Convention, pages 3-4. <http://www.esu-online.org/index.php/Publications/conference-documents/46-european-student-conventions/251-esc15>). We are facing a lack of participation both quantitatively, in terms of numbers, and qualitatively. The impact is obvious: at societal level, parties are losing members most especially youths who are turning their backs on politics. The political crisis between voter and the leader is transferred to student societies as well. Acting exemplary is not enough to win the full trust of regular students; it needs to be accompanied with measures aimed at breaking prejudices.

## STUDENTS ON THE FOREFRONT OF CHANGING THE WORLD

Democratic Europe was shaken by the social movements in 1968, a strong reaction to »old society«, seen as the replacement of the traditionalist morality (religion, patriotism, and respect for authority) by the liberal morality (equality, sexual liberation and human rights) that dominates European societies today. New political streams increased their visibility, such as environmentalism and female emancipation. Students were at the forefront of the protests in Spain, Italy, West Germany, Great Britain, Belgium and specially France, where

UNEF led the »French May« with Approximately 500,000 protestors; forcing De Gaulle's government to nearly collapse.

'68 echoed through the iron curtain. Chronologically, the '68 protest followed polish student protests for student rights and against communism, which was fought back by the regime with anti-protests under the form of »worker-squads« and police interventions. The movement had a liberal background and was centered on freedom of speech for intellectuals and artists. The '71 student protests in Croatia were more national oriented, militating in favour of education in Croat language.

'68 protests were preceded by the Hungarian revolution. Noteworthy is the fact that university students in Szeged snubbed the official communist student union, the DISZ, by re-establishing the MEFESZ (Union of Hungarian University and Academy Students), a democratic student organization, previously banned under the Rákosi dictatorship (Crampton, R. J. (2003). *Eastern Europe in the Twentieth Century— and After*, p. 295. Routledge: London. ISBN 0-415-16422-2). Romanian students, mainly in Timisoara, protested in sign of solidarity with their neighbours (Hossu Longin, L. (1993). »Memorial of grieve—1956 student movements, after the Hungarian revolution«, Romanian Television TVR—documentary). It was the first phenomenon of students violently conflicting with the imposed communist student organisations, used as a tool of propaganda and repression by the regime. Such a system has survived till today in Belarus (<http://www.esu-online.org/index.php/News/news-archive/158-student-persecution-in-belarus-persists>).

#### DIVERSITY WITHIN THE EUROPEAN STUDENT MOVEMENT.

The basic need of the student movement is to address the social and academic issues faced by students. In order to function as an organisation, it also needs to keep an up-to date administration and keep developing itself in order to be relevant in these ever-changing times.

Student representatives come from different backgrounds and are unique, whether it's their dress code, the rhetoric they use or their attitudes towards political concepts, amongst others. This variety stems, besides the contemporaneous context of society and political heritage, from the culture of their societies. The cultural identity of a society expresses itself through its symbols (words, gestures, and objects), heroes or role models, rituals or ceremonies, and the values shared implicitly by all. The culture of one society can be defined by a set of dimensions, such as: distance towards power, individualism/collectivism, masculinity/feminism, reaction towards incertitude and short term/long term orientation (Hofstede, G. <http://stuwwww.uvt.nl/~csmeets/PAGE3.HTM>, at <http://www.geerthofstede.nl>, accessed on November 13th 2008). Mobility has contributed greatly to the smoothing of cultural differences, but the main factor of exposure to different culture is the Internet and TV.

### 3.3 THE FOUR PILLARS

#### APPROACHES IN THE STUDENT MOVEMENT

As an effect of the facts presented in the previous paragraph, the approaches within the student movement are quite various. On one extreme we have the grassroots movements. They are generally reactive, intense when problems are acute. Structurally, they follow the net model. The power positions are communication branch points and negotiation fore fronts. They are unstable, as they do not follow a certain strategy. At the other extreme, there is the »mirroring of institutions« phenomenon. The movements adapt themselves to the requirements of the dialogue with the relevant institutions. The role of the representatives is mainly policy making. The structure is regulated and hierarchical. Activities are focused on research and politics. Medium and long term strategies are followed. The stability of such organisations is high.



Noteworthy is the fact that this is not necessary a dichotomy. There are cases of organisations that have successfully embraced both approaches. A balanced combination of the two is a prerequisite of success. The »balance« depends on the level of representation: local, national or European.

#### WHAT MAKES IT A SOCIAL MOVEMENT?

Originally, a social movement was generated by a discrepancy in the society that affecting a large mass of the population. It generated a re-settling of powers inside the society. The discourse was stormy and moved large masses of the population. It was led by inspiring and charismatic personalities, benefiting of great support and recognition from the masses. It organised itself for a cause and lost momentum as the trigger cause was removed.

The European societies have developed, eliminating the discrepancies triggering social movements. Though, we still witness expressions of movements; the means of expression have also evolved. Amongst the features that differentiate a modern movement from a regular NGO I will mention some that I consider definitive:

- Legitimacy is regarded as the top principle when deciding on a strategy;
- It installs accountability procedures towards the represented population;
- It is built on the concept of solidarity;
- It possesses latent striking potential that can be triggered by the changes in the society context.

Student unions are generally fitting into the »social movement« model.

The »Ljubljana declaration« created at the 15th European Students Convention in Ljubljana in March 2008 defines a set of four basic pillars that represent the spine of all democratic student movements: representativeness, openness, democracy and independence (ESU, (2008) »ESU contribution to the development of student democracy«—declaration of the 15th European Student Convention).

## REPRESENTATIVENESS

In a student oriented perspective, it can be defined as the measure in which the student movement bodies reflect the formal characteristics of the student population, derived mainly from the formal structural and political organization of the tertiary education system of one country. Indicators can be:

- The total number of students that are involved in electoral processes, accordingly to the official regulations and in reality;
- The regional balance, once there is no substantial difference in access to representation bodies within the regions;
- The institutional typology balance (private/public and universities/polytechnics/colleges), in the same terms.

In terms of politics, representativeness is defined by the reflection of the legitimate interests (Idem) of the student body in the policies promoted. The policies of the student movement should be the students' response to the educational policies promoted by the authorities. The legitimacy and the relevance of the student union' policy can be used as qualitative indicators for representativeness.

The relation between the elected bodies and the student electorate is another indicator of representativeness that deals with the internal politics of the student unions.

In a society context, the student population should represent the overall society and student unions have the role to foster it. This approach opens the debate on accessibility and empowerment.

## OPENNESS

One aspect of openness is accessibility of the student unions, in terms of socio-economical background, race, sexual or political orientation, gender, religious beliefs, disabilities or any other individual particularity that can limit access (Idem).

Under formal terms a student union is accessible if no discriminatory policies are in power. But the practice has shown formal aspects are not enough, as society continues to limit access in an informal manner, despite the formal policies. Empowerment policies can be used to ensure accessibility for groups less present in the student unions, but with clear targets of participation and for a certain period of time. The permanence of empowerment policies can be perceived like an infringement to democracy.

One illustrative effect of accessibility is the fact that the elected bodies become a reflection of the diversity within the student population.

The other key aspect of openness is the possibility of regular students to represent their fellow students. All students have to have the possibility to run for elections and to be voted upon. The only quality required from a student representative is the capacity to represent ones electorate and the voting students are the only ones who can judge it. Though, breaches in openness are a rather too familiar phenomenon. An example is the existence of formal policies limiting the openness on academic performance grounds, though it's important to note that the majority of discriminative practices do not have a formal basis.

## DEMOCRACY

Democracy is indicated by two processes closely correlated: elections and decision making. No matter the structure of the student union—whether plain or pyramidal, it needs to be democratic and grounded on a popular vote. The decisions have to follow an established flow, each level of the hierarchy having its own range of decisional competencies. For example, a core policy such as the reaction against tuition fees has to be adopted by a lower hierarchy body, as close to the student population as administratively possible, while operative decisions are being taken by the relevant bodies, linked to the individuals implementing them. Once a hierarchical level is installed, it has to be accompanied with the decision making competencies that are allowed to it. The way these competencies are being respected reflects the level of democracy within an organisation, as well.

Pluralism is one of the features of democracies. Student bodies need to promote pluralism and secure it inside their structures. One should feel comfortable expressing one's beliefs. In a body as diverse and educated as student unions, clashes of opinions are normal and welcomed, contributing to the progress of the organisation. Critical voices need to be identified and consulted when building argumentation on behalf of the student population (Junglubl, J.; Geven, K.; Proteasa, V. (2008) »Student Democracy in Armenia 2008« Country—study visit, June 8—14, 2008, Jens Junglubl, Koen Geven, Viorel Proteasa, page 9. [http://www.osce.org/yerevan/item\\_1\\_33041.html](http://www.osce.org/yerevan/item_1_33041.html)). By no means should dictatorship of the majority, nor of a minority be acceptable.

The electorate needs to be able to use tools to hold its representatives accountable. In order to achieve it, the leaders have to use rational methods of planning and consulting the student population, based on effectiveness. In case of deferred success, the »lack of participation« on behalf of regular students cannot be a valid excuse, but the student population can be entitled to accuse its leaders of using inappropriate methods. Information and communication are playing a great role in

this relation. Furthermore it is an implicit obligation originating from the need for progress that student leaders also act as educators in issues of student participation and politics. Inspiring leadership that follows the needs and expectations of the students can help solving the democratic crisis in the student movement.

## INDEPENDENCE

Independence can be defined as the absence of any mainstreaming influence in representation and the democratic processes, such as elections and decision making (Proteasa, V. (2008). General Report 15th European Students' Convention, pages 1-2. <http://www.esu-online.org/index.php/Publications/conference-documents/46-european-student-conventions/251-esc15>). Student unions are sensitive to the influence of the stakeholders they are interacting with: HEI's administration, government institutions, political parties.

As a result of the acknowledgement of students being part in the academic community, they participate through representatives in governing bodies of the higher education institutions. Independence requires that the elections are being carried with no interference relevant for the results, formal but also informal, from forces outside the student body. Students also participate in quality assurance, ethics or anti-corruption units; their capacity and involvement is not homogeneous over Europe. The student movement strives for students delegating all their representatives. The mandate of representation has to be drafted by the relevant student body, with stakeholders input limited to information points and debates.

The existence of regulations endorsing student elections and representation processes contribute heavily to the independence of the student movement. They are a necessity in countries where the formal system of governance is overlapping the informal one in a functionally effective manner. In other cultures, where the system functions, but not because of the written regulations, formalism is not a suffi-

cient prerequisite for independence; its effectiveness is indicated by the way the academic community is internalising the formal policies.

I would like to also mention the sensitive issue of independence in the relation with political parties. The student movement is strongly ideological, because of its Union feature: representing a rather compact mass of educated population, whose »capital« is »brain power« and age. The history contributes to this mismatch: the student unions strongly influenced by the '68 movements in non Warsaw pact countries find it easy and normal to identify themselves with a leftist ideology, while the rest of Europe is caught in an ideological twist. The leftist ideology is associated in some cases with the heritage of totalitarianism. Romania: '90 peaceful street protests against communism in the University Square, involving a large mass of students were »muted« with miner squads, called upon by Ion Iliescu, the most prominent leader of the Romanian social democratic party (Brotea, J., Béland, D. (2007). »Better Dead than Communist!« Contentious Politics, Identity Formation, and the University Square Phenomenon in Romania—scholarly article, York University, Toronto, Canada). Bulgaria: the Socialist party was created after a decision of the Communist Party to abandon Marxism-Leninism. Poland: primary elections organized by PSRP in 33 universities before parliamentary elections on 21.10.2007 indicated 72,69% preferences for center-right and rightist parties (Student Parliament of the Republic of Poland, [http://www.psrp.org.pl/?sub=artykul&id\\_aktualnosci=1214](http://www.psrp.org.pl/?sub=artykul&id_aktualnosci=1214)). A relation between party ideology and political independence cannot be established.

Yet, the thin line is sometimes crossed. How can we spot political parties intrusion in the student movement? It all depends on the national context, but it can be generalised like the impact of non-student forces on the policies and actions of the student movement, such as endorsing political positions with no/little consultation/agreement with the student body, »laundering« the image of political leaders not popular amongst students. Formal evidences of interference are difficult to bring in such cases.

Formally, we can delimit political parties intrusion as situations when student bodies' decisions are being influenced by the party decisions in a hierarchical manner.

One of the means of safeguarding student unions independence is ensuring administrative autonomy, as in the student union being the one owning control over its resources: office, bank account, juridical personality, budget, equipments etc.

There are other cases independence breaches such as the intrusion in the democratic processes of alumni or the army. They are isolated and very specific, deriving from the national context.

However, excessive safeguarding of independence can lead to societal isolation, moving the organisation away from its initial purposes and decreasing its representativeness.

## 3.4 CONCLUSION

There is no single model of implementing the above-described pillars. When issuing judgements on the capabilities of a certain model, one has to get acquainted with the society in which the model is performing and to understand the tensions between the organisational environment and the outside context.

Implementing correctly the four pillars, in respect to the national context, will lead to:

- Increased legitimacy in building a political message;
- Credibility in lobby and advocacy activities;
- Reliability in ample activities on individual students or member organisations (in case of »umbrella« structures)

The European student movement is rich also because of the various means of implementation of the four pillars model and because of the capacity to exchange these practices for self-improvement.

The argumentation for this article is based on a European perspective and was built by preparing and conducting study visits, during debates with my fellow members of the study visit teams and with representatives of various actors in Higher Education. I would like to appreciatively recall the study visits to Albania, Ukraine, Turkey, Moldova and Armenia. A special refining effect was added to my argumentation by various points I had to defend against my fellow national representatives within ESU. The work for the 15th European Students Convention in Ljubljana, entitled »Students for democracy« has brought a final analytical perspective.

**Viorel Proteasa is a former member of ESU's Executive Committee and a former president of ANOSR—the Romanian National Union of Students. He is a graduate of physics and a student of management.**





## 4

# MAKING THE STUDENT VOICE HEARD

## A FEW TIPS TO BUILDING UP NUSS PUBLIC RELATIONS

### **Matt Tabone**

One of the most common difficulties faced by NUSs all over Europe, and indeed the world, is that enduring question of how best does a NUS get its core message across to people who are not involved in the student movement. Having worked on PR both on a national and European level I still don't have the answer—so there's the first truth of student PR—there are no quick fixes. What I can do however is share with you some approaches that I have tried in the past with varying degrees of success and some approaches that now, being able to take a step back and look from the outside in, I believe can help. Of course every NUS is different and has different priorities, however there are a number of shared issues which I hope to address below.

Essentially apart from policy producing bodies, NUSs are also advocacy and lobbying machines who too often put huge amounts of effort in preparing successful policy positions while giving little thought to how this position can be 'sold' to the press, general public, other stakeholders, students, local student unions etc. This all too often renders the policy a useless dust attracting piece of paper that no-one even knows about let alone reads, which, naturally enough, paralyses the advocacy and lobbying arm of the union and undermines student concerns rather than helps push them onto a national agenda. And there's the second truth—always have a strategy and another one to back it up.

Another misconception I've often encountered is the belief, by many of us, in thinking that everyone is as interested in hearing what

student unions have to say as much as the student activists who say it. Learning this the hard and painful way, I've discovered that unless you understand your different audiences and specifically tailor your message to them in a particular manner then the message gets lost.

There are a number of tools unions can use to help mitigate a number of the issues that I've outlined above. The first one among them is agreeing on a proper communication and PR strategy which needs to be aimed at being useful long after you've retired from your NUS—the rest should follow naturally.

So what should a student union be looking at in terms of PR? Taking a generic approach any NUS can start by broadly sub-dividing the following interdependent areas, namely: The Media, Being Present Online and Branding.

## 4.1 THE MEDIA

Using the media is the one of the surest ways of getting any message across to the widest audience possible. For all the work being done, conferences attended, points won and lost NUSs are usually largely ignored by the media. The approach that I often saw was one where the NUSs grab as many press contacts as possible, jam-pack them into a database and email out press releases or press calls in the hope that someone, somewhere, will find it interesting enough to print—with the inevitable result that what was important enough to send a press release about is either not printed or consigned to two lines in a back page somewhere. That is not to say that such a database is not useful to have—only that it is often badly used. Use the press database to keep everyone in the loop regarding your activities while targeting the journalists and publications most interested in your work.

Now it's true that some, if not most, aspects of NUSs work is not suitable for mainstream national media—so a targeted approach is required. A handful of journalists with an interest in educational affairs need to be first identified—this is done relatively easily by trawling the best publications, blogs, internet media as well as Radio and TV

stations and searching the archives for the people who write about education or student affairs.

The next step is to create a dossier or archive of the topics that the reporters have written or broadcast about. Then go about setting up introductory meetings with them, sit them down explain what your NUS does and discuss how to best collaborate on any issues that need to be pushed in the coming months. Go prepared. Arrange a detailed press pack, detailing what your NUS does, how it is structured, how the journalist can be in contact, high quality digital photos, details of any upcoming events and policy positions.

These meetings will help to establish a relationship with the journalists—keep the meetings regular and always invite them to any events you organize—even those which have no news value. In that way hopefully the journalist will become familiar, tied to your union and your work. When you send out your press release, he or she will help you get the column inches you need and more importantly help make sure your NUSs message reaches a wide audience giving you increased clout to push your ideas forward.

Of course there are some NUS stories that make it to the mainstream media and front pages. These stories, while relatively rare usually revolve around the ›human interest‹ angle and can often be used to give some importance to any particular issue or activity.

An emerging powerful force within the media is blogs. These are often harder to target than the mainstream media, but identify the ones which are read most and which often deal with ›your‹ issues and try and use the commenting tool to get across your NUSs reaction.

#### SOME TIPS WHEN DEALING WITH THE PRESS:

- Always follow up an email with a telephone call.
- Keep press releases short and to the point—the focus should always be in the first sentence and headline.

- Also send out background documents to the journalist.
- Keep one person responsible for dealing with the press.
- When possible get your European colleagues to send a message of support.
- Be candid and honest.
- Take tough stands.
- Try to anticipate the questions you're most likely to be asked and prepare appropriate responses.

## 4.2 YOUR PRESENCE ONLINE

Your website must become a crucial focal point of your PR and communication push. The website challenge is two-fold: one is setting it up and designing it and the second is ensuring that it's kept constantly up-to-date. It is surprising how many websites are designed brilliantly but are then lost in cyberspace after a few weeks. One relatively easy way of keeping people coming back is by having an attractive news section on the front page which can be very easily updated with student-related stories even on a daily basis. Picture and Video galleries are also very useful and popular.

Most importantly the website gives you an opportunity to showcase your issues, activities and events, in the manner that you choose.

In design terms, everyone has their own preference as to what best conveys their message. I find that the less cluttered the webpage the more people are focused on what you want them to see. A large photo, video or prominent short news story often gets the attention that can't be conveyed in a traditional article.

Writing for the website should be approached differently than writing for print. On the web people tend not to read very carefully

and read the first few lines before skimming through the rest. So ensure that your message is clear in the first lines and headline. This is also why videos and photos are very useful to use as much as possible.

For a website to be an effective PR tool you also need to ensure that it has sufficient information on every aspect of your NUS. People need to be able to find what they're looking for, quickly without having to go through an endless amount of links.

One effective online tool is e-newsletters. Include a sign-up page prominently displayed on the website. These should be emailed out to your database of contacts on a regular basis with key information on any upcoming events or activities, news and notice of any publications or positions that your NUS wants to announce. Keep them regular but be careful not to inundate your contacts with emails, too many newsletters and your contacts will not read them. The newsletters should be kept short with links to the NUS website for more information on the topic—that way you can maximize the amount of information that you send out while still ensuring the newsletter is short enough to read.

Another idea I liked to use, was to set up an informal blog on the website so that people can see what its like to belong to a student union and get to know what the people behind the scenes honestly think about their roles. This helps people feel a part of your unions work, attract volunteers and gives a personal touch to your work.

#### QUICK WEBSITE TIPS:

- Change the front page focus regularly.
- Use different designs to direct people to the pages you most want them to see.

- Get your local unions or affiliates to post links on their own websites—and that way increase traffic to your site and gain in search engine rankings.
- When out of new stories use the web to find general theme stories and link to external websites..
- Keep an updated calendar of events.
- Always respect data protection regulations when collecting contacts or sending out emails.
- Set up a Youtube page and allow anyone to upload video clips from any of your activities.

### 4.3 BRANDING YOUR NUS

Branding and having a constant image is extremely important. The first step is agreeing on an image for your NUS. In my experience student unions need to be seen as fun but also as experts and professional in their field at the same time.

Designing a logo that best portrays your NUS and can give people an idea of what it is you do or what you stand for just by looking at a logo is an important step. Choose colours that are easy on the eye and that can be printed without any distortion.

When it comes to logos choose one format and stick to it—the only deviation should be a black and white version to maximize its effectiveness when printed on paper. The logo needs to be everywhere your NUS is mentioned. It needs to be the corporate focal point of the organization and its colours need to also be reflected in your website.

Create logo guidelines and usage rules. All documents, posters, flyers, publications, emails and presentations need to abide by the rules set out in these guidelines.

Many unions use acronyms in place of the official union name. In this case it is important that in any official documents the official name of the union is used first before the acronym.

Set up email address tied to your website. These give an official look to your communication and help direct traffic towards your website.

A relatively cheap idea would be to print an amount of envelopes, letterheads, stickers and complimentary slips which are in line with your NUSs brand. A batch of all these materials needs to be given out to all those attending events or activities and included in any official communication.

#### BRANDING TIPS:

- ▶ Use colours and designs that can't be easily associated with another brand.
- ▶ Sometimes the less elaborate a logo the more effective it can be.
- ▶ Use templates for reports, publications, letters etc and ensure a uniform image.

These are just some ideas on how unions can continue to develop their PR strategies and help in ensuring some exposure for all the work that unions do. They are basic tools that cannot stand alone and which need to be accompanied by word-of-mouth marketing that NUS have always relied on. They are not a substitute for continuous lobbying and advocacy but are only a means to further those efforts.

Feel free to contact me on [matt@esu-online.org](mailto:matt@esu-online.org) should you need any further information or have any questions!

**Matt Tabone is a former Executive Committee member of ESU and the Maltese National Student Union KSU.**





ORBUND

DENTENE

**Stein Erik Kirkebøen**

5.1 WILL BE PRESENTED ON TUESDAY  
THE STUDENT ORGANISATIONS FIGHT FOR HOUSING  
DEVELOPMENT

**This article was published in the Norwegian newspaper Aftenposten on October 5, 2008. It tells the story about how two national unions of students succeeded in the competition for resources in the Norwegian national budget**

Two days to D-day, when the fiscal budget arrives, and billions will be handed out. Many will be disappointed, but some will be pleased. The student organisations are hoping to fall in the latter category.

Øistein Ø. Svelle and Ingvild S. Reymert, the leaders of the Norwegian Association of Students (StL) and the National Union of Students in Norway (NSU) respectively, are not leaving it all up to chance. They have been working around the clock to come out ahead tomorrow. For a whole year, they've been lobbying to make sure the government keeps its promise of a thousand new student housing units each year. This year totalled 611.

In the last couple of weeks, letters, telephones and e-mails have been pouring into the Ministry of Finance from people and organisations hoping to be included in the budget. But Øistein and Ingvild both know that this is not how it works. The outlines of the budget have been determined for quite a while now.

*People at the Ministry of Finance are known to say no before they'll say hello. Even though we have a good cause, getting it into the fiscal budget is long-term work, Ingvild says.*

This is how the students hope they've made a place for themselves in this year's budget.

**Gather forces.** *We held the first, preliminary meetings last fall, Øistein says.*

They worked to arrange a joint meeting between the national committees of the two student organisations, acknowledging that they would be stronger together than they would be on their own. They had to agree on which demands they should be pursuing.

*We agree on most of the issues, but there have been some nuanced differences in our points of view. Because of this, we've given different answers when we've been put on the spot and asked what our highest priorities are. This has weakened our position, Ingvild says.*

»WE HAVE TO MAKE SURE THAT THE POLITICAL COST OF TURNING US DOWN IS AS HIGH AS POSSIBLE.«

Øistein Ø. Svelle, leader of the Norwegian Association of Students (Stl)

But last year they managed to unite. At a general meeting on 30 November, they agreed which issues they would give priority to. *It was a momentous event. If we get through in this year's budget, the fact that we managed to unite is one of the chief reasons, Ingvild thinks.*

**Prioritise.** The meeting saw a veritable hailstorm of demands, wishes and proposals for the next fiscal budget, but the two committees managed to come to an agreement.

*We agreed on a list of three demands, in order of priority: strengthened base grants, a thousand new student housing units and 11 month student grants, Øistein says.*

*There were a lot of other demands we also considered using, but we chose to determine what the most important issues right now were. That makes it easier to get through.*

**Build alliances.** Their demands in hand, the students went out into the world to find allies. They started with the Minister of Research and Higher Education, Tora Aasland.

*This was before the government's first budget conference, in March. We met her before she met her colleagues, all there to fight for their own subject areas. Our job at this point, was not to attack Aasland for building too few housing units, but to fight with her to get more of them built.*

*I think a lot of people make the mistake of attacking »their« Minister, while we wanted to »team up« with her, Øistein says.*

At the same time, the students got the Norwegian Confederation of Trade Unions (LO) on board, an important co-player with the current »red/green« government in mind. LO also cares very much about employment, housing prices and social housing development, and supported the thousand housing units strongly in the media.

The university presidents joined, together with many more. Martin Henriksen, the leader of the Workers' Youth League (AUF<sup>1</sup>) spoke of the demand for student housing in his speech during the AUF's annual summer camp on Utøya. Could be that someone had been talking in advance!

»PEOPLE AT THE MINISTRY  
OF FINANCE ARE KNOWN  
TO SAY NO BEFORE THEY'LL  
SAY HELLO«

Ingvild S. Reymert, leader of  
the National Union of Stu-  
dents in Norway (NSU)

**Be a realist.** But that was the summer. Before summer there was spring, and the revised fiscal budget, where the students received increased base grants. Universities and university colleges got back some of the money they lost during the »downtime« under Djupedal<sup>2</sup>.

*We didn't get everything we wanted, but we got some of it—and a clear sense that it would be difficult to get more. Therefore, we agreed that we now would give highest priority to the demand for a thousand student housing units. We felt that was where we had the most to gain, Øistein says.*

*The government owed us something there. In the Soria Moria statement<sup>3</sup>, the parties supported this type of demand, Ingvild adds. And the students are using it for all it's worth.*

**Get documentation.** The summer was spent in the office, on the phone. We made calls and calculations. *We found documentation. We documented that about 12 000 people are in housing queues, and a lot*

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1 Youth league of the Norwegian Labour Party

2 Øystein Djupedal, former Minister of Education, was scolded by the higher education sector for cutting base grants to university colleges and universities

3 Joint political platform for the three parties in the coalition government

*of other concerns relating to the students' housing situation, Ingvild says.*

Armed with their numbers, they continued looking for allies. Along with the leaders of the youth parties of the parties in government, they wrote a featured article. They talked to youth politicians and education politicians, politicians at the Storting (Norwegian parliament) and in local communities, as well as anyone who knew anyone who knew anyone with any influence.

**Apply pressure.** *In the end, the Prime Minister and the Minister of Finance will have their say, but they have an enormous system in place. It's important to get contacts, and build pressure for our cause. Pressure from as many sides as possible, Ingvild says.*

That's why they got in touch with a lot of people who can apply pressure, in one way or another, to the decision-makers. They made sure to not only talk to those in power, but the opposition as well.

*Odd-Einar Dørum<sup>4</sup> has been particularly active in supporting our demand.*

*But he doesn't decide anything?*

*He's part of the process of building political pressure. The government has to respond to statements from the opposition. We have to make sure that the political cost of turning us down is as high as possible. If the opposition puts something on the agenda that they feel strongly about, the government is going to have a harder time telling them no. Besides, those who are in opposition today could some day be in position. Then we'll have the quotes, Øistein says.*

We're at the end of August.

**In the end.** 27 August, the government is going to put the finishing touches on the budget.

*We held demonstrations several places in the country two days on beforehand. In Oslo, we put up lots of tents outside the government building to illustrate the difficult situation. Not coincidentally (!) there was a government conference that day. The Minister of Research and*

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4 Higher education spokesperson for the Liberal Party of Norway

*Higher Education, Tora Aasland, left it to come down and meet us. We hope it made an impression, and gave her a hammer, Øistein says.*

*With it, we hope she'll pound our case through.*

*They will get their answer Tuesday morning.*

*By then we'll have started planning what we want to make our highest priority in the next budget, and how we will work to get there. Getting an early start is important, say the two.*



## 5.2 A SOLID B

Tora Aasland, the Minister of Research and Higher Education, is pleased with the budget work the students have put in, and think they deserve a solid B.

The students themselves say that they have tried to play ball with the minister, and she says she thinks that is a good strategy.

*I think it's wise of the pressure groups to choose their methods carefully. Politicians are human, and we react like humans, meaning that a positive tone helps. We'll of course take criticism, and I do think I've gotten plenty, but it's important that it's unbiased and that the tone is*

*pleasant. No one stands to gain from it being sour. On that point, the students have been good, and the reception I got at their national meetings made the greatest impression. I was met with criticism, openness and respect, and did not feel like someone who was there just to get booed off, Aasland says.*

She thinks she saw the same thing at the finishing demonstration outside the government building, where she was presented with a hammer. It was a kind, but very clear message.

She's especially impressed by the specific areas the students themselves have singled out as important: *A lot of people come to us and want a whole lot. They put themselves on the outside, and leave it up to us to prioritise. The students have been coordinated and good at prioritising their demands. And they have been very well prepared.*

*And if you were to grade their budget work?  
I'd give them a B, a solid B.*

## 5.3 FISCAL BUDGET

- In Norway, the budget is planned by the government, in other countries, such as the US, it's done by congress.
- Tuesday the government presents its proposition for the 2009 national and fiscal budget.
- The national budget, the Storting report no. 1, concerns the country's overall economy.
- The fiscal budget, the Storting proposition no. 1, is an estimate of government expenditure («yellow book») and revenue. The expenditure is detailed further in the budget document of each ministry.

- The Storting will prepare the budget throughout the fall, and pass it before Christmas.
- Since the government holds a majority in the Storting, the possibility of getting changes through during the hearings is small.
- For 2008, the budget estimates an income of NOK 1036 billion and expenditures of 774 billion. In the national accounts, issued in spring, we will see the results.

On October 7, 2008, the Norwegian government released its proposal for the national budget for 2009. The cutbacks in the base grants for higher education were corrected, and the Norwegian students get around 1000 new housing units next year.

**Stein Erik Kirkebøen is a journalist at the Norwegian daily newspaper Aftenposten**



# 6 STUDENTS' UNIONS AND GENDER EQUALITY—BEST PRACTICES

**Pascal Hartmann and Regina Weber**

Students' Unions are one of the players in civil society, which might have the power and strength to change society towards better goals. This is why students' unions should strive for enhancing the equality of human beings within their field of action and by that also to foster gender equality issues in their field of work. Though, in a rather heteronormative and male dominated society it might be difficult to think on specific things to do concerning gender equality issues. Thus, this article is in the first part focusing on the main outcomes of a workshop carried out at European Students' Union Board Meeting 53 in Vilnius in December 2007 and the second part is presenting four best practice examples of different member unions of ESU, based on interviews conducted between May and August 2007.

## 6.1 BRAINSTORMING ABOUT POSSIBLE ACTIONS

During the workshop, numerous ideas have turned up and we clearly saw it as necessary to share them with all our members and other organizations who might find these ideas spark their innovative minds in starting up a gender programme. They follow:

- Arrange Equality Weeks, dealing with the different strands of equality issues, focusing on gender equality. A good practice example would be the concept of a »Living Library«, where students can »borrow« a person from an underrepresented or discriminated group of people, e.g. a feminist, a LGBT person, a disabled person, a vegetarian, or any other. The students would then have an opportunity to discuss

various discrimination issues with the »borrowed« person, in a more personal setting. The event is highly interactive, interesting for media and wider public, while providing a personal approach to the risen issues which is often omitted when doing awareness raising campaigns.

- ▶ Encourage networks for female activists only, to encourage their participation and to enable them to network in the aims of empowerment. These kinds of networks are important for the creation of »safe spaces«, where discrimination issues can be more freely discussed, but also for providing support for each other activities and strengthening the importance of gender issues within an organization.
- ▶ A necessary step in creating open university environments is an evaluation of curriculum and textbooks from a gender perspective, LGBT or any other. Numerous materials used during our university years are still filled in with stereotypes and prejudices which further reinforce an unwelcoming higher education area. The proper progress would also involve active inclusion of positive role models and examples for minority groups (widening the scope of cover of women's literature, women in science etc). Gender mainstreaming within pedagogy used at the institution is a needed action to be asked for from the national and institution level responsible bodies. It is also important to support



the institutions to introduce gender specific programs for both undergraduate and graduate studies.

- The recruiting processes within universities/student unions should be encouraged to use affirmative action, encouraging employment of underrepresented sex. Adjust promotion and recruitment strategy, for instance where job ads are placed, how they are designed and wording used. Target certain groups, for example women for engineering or men for child-care.
- When calling for people to NUS elections, use personal contacts, not only general emails and try to encourage female colleagues and co-workers to run.
- Provision of child care facilities is crucial to enable students with children to study. This is especially important for single parents, which are still overwhelmingly women.
- Introducing gender topics into the NUS's work is an important step of awareness raising among student population. In time it should further develop into special gender mainstreaming strategies the unions would implement and that way setting examples for institutions and state bodies dealing with higher education. Employment or appointment of special gender issues responsible activists within the union enhances the above mentioned processes.
- Awareness campaigns should also lobby for gender trainings of all staff and activists within unions. This could be further widened to all students at the respective institution/university.

## 6.2 GOOD PRACTICES: COMBATING GENDER INEQUALITY IN HIGHER EDUCATION THROUGH THE STUDENT MOVEMENT

**By Pascal Hartmann with complimentary help of Regina Weber**

Concrete projects and actions have already been an integral part of the work of several student organisations in countries all over Europe. The following part looks deeper at these actions and follows three aspects:

- Description of the project
- Motivation of the organisation for the project
- Main aims and main outcomes

### AUSTRIA: WOMEN'S SPRING UNIVERSITY

The women's spring university of the Austrian student union Österreichische HochschülerInnenschaft took place in March/April 2007. After several women's universities taking place the 1980s it was the first project of this kind in recent times. The main purpose of the university was to bring those women into academia. At the same time, the university opened a place for discussing the university and the academia from a feminist perspective. Curricula and science could be discussed apart from (mostly) male dominated university governance. The university included also knowledge building parts. There, women were able to build their competences in those areas that are usually male dominated (e.g. law, leadership).

The Austrian student union constantly works on gender equality since six years. The executive body of the union includes an office for feminist politics, which conducts the work in the area of gender equality ([www.oeh.ac.at](http://www.oeh.ac.at)). The project was conducted in cooperation

between the Austrian national student union, the local student unions in several Austrian universities and faculty student unions from faculties of local institutions of higher education. Also local women organisation and the municipality were involved.

The 350 participants of the university took part in 50 workshops and two plenary sessions. The topics covered higher education, so-



cial life and the social situation of women in the society as well as theory on gender ([www.frauenuni.net](http://www.frauenuni.net)). The structural connection to the student union and the rest of the organisation happened through participation of elected officials in the university and by the organisational support of volunteers.

Even though the explicit connection to higher education policies and the Bologna Process was not obvious, the topics of the university covered several aspects of the social dimension. Also further topics of the Bologna Process were included through workshops on science and the role of academia in the society. Gender specific aspects of employability and working conditions are also close to the discussion towards the European Higher Education Area.

#### UNITED KINGDOM: PRO CHOICE AND PROUD OF IT!

The National Union of Students (NUS) in the United Kingdom has run the campaign »Pro choice and proud of it!« since 2005. It is a three years long term campaign based on the idea that women need the capacity to decide about their own body for well being. While well being is a precondition for participation in decision making and leadership, it is a basic need for success within education and working life. The project aimed to support women in higher education to fight for their rights on well being.

The National Union of Students has run the women's campaign for more than 20 years and has a fully employed women's officer. The unit works to combat sexism in all its forms and to ensure that women's voices are heard and valued. The officer coordinated the pro-choice campaign.

The campaign aimed at female students in British higher education. The goal was a safe space in the institution where they do not face harassment due to their opinion on fertility. At the same time the campaign targets national legislation on abortion. On a third track, the goal was that pro choice should be the norm within the student union.

The campaign was driven by the idea that student well being is a crucial part of the social dimension. Based on the belief that students could only succeed in higher education if they find themselves in good conditions, it was clear for the organizers of the campaign that this includes also the decision making about one's own body and the way of life a person wants to choose for one's own future.

#### FINLAND: THE DIFFERENCE BETWEEN LEGISLATION AND REALITY

The national union of polytechnic student unions in Finland, Suomen Ammattikorkeakouluopiskelijayhdistysten Liitto (SAMOK) has mapped the gender equality plan of the Finnish polytechnics. Law in Finland requires the gender equality plans. The project started in early 2007 and was finished in June 2007. The project maps the existence of the gender equality plans, the correlation with the requirements of the legislation and the inclusion of students in those plans.

The project was the first project held on gender equality by the Finnish student union. It was initiated by a gender equality project in Finnish polytechnics covering three institutions ([www.6mix.nu](http://www.6mix.nu)). It targeted the polytechnics, which have to present a gender equality plan for their institution by law. A successfully implemented plan should improve the situation for students who are facing harassment and discrimination in higher education institutions. Also, students

who are leaving the higher education sector should be educated in gender equality for their professional life.

The motivation of the project did not come from the Bologna Process. The Finnish union does not use the Bologna Process as a tool for working on gender equality, but strengthened the work on equality in all areas within the actual year. But the project aimed at the implementation of legal requirements in the institutions and therefore shows a clear connection to quality assurance and implementation of current reforms.

#### SERBIA: GET INVOLVED! GENDER EQUALITY IN STUDENT ORGANISATIONS AND INSTITUTIONS

The student union of Serbia (Studentska Unija Srbije, SUS) conducted a project on gender equality work and the active support of women from 2003-2004. The project led to a gender equality team, which remained active during 2005 as well.

Based on research conducted by various non-government organizations the union saw that women in Serbia are not at all in equal positions in politics and decision making with men. The research of student union members stated, that the problem of the society reflects on the student groups and that there is no gender balance in the academic community. The problem is mostly present in the participation in decision making process and in lack of initiatives coming from female students.

The aims of the project were encouraging and strengthening female students. They should be motivated for more active participation in student organizations and within institutions of higher education. The methods of the project were trainings and workshops as well as a focus on raising awareness of the lack of female participation and promotion of women's political participation. The expected outcome of the project was to create a team of female student leaders with necessary skills who will continue the work on the issue of gender balanced

participation. The future work of the gender equality team formed though the project was supposed to be focused on policy making.

The first part of the project consisted of one workshop, two trainings and a round table. The five day workshop on basics of gender equality and two skills trainings educated and strengthened a group of twenty female student activists. Core participants for the educational part of the project, organized in January, February and March 2004 were a group of 20 female student activists from Nis, Novi Sad, Kragujevac and Belgrade University. The second part of the project was a campaign for promoting gender equality and active female participation. As part of the campaign preparations a mini survey of students' opinions and attitudes was conducted.

It was the first project of the Serbian student union. The main motivation was the serious lack of gender equality in the Serbian society and academia. At the beginning of the project, the Bologna Process was not very present at Serbian universities. Also for the project team, the process was not a motivation to run the project. The connection to the process can be seen in the need of the process, to include students as active participants and equal partners in the higher education sector. This also requires equal participation of men and women in negotiations and in university governance. The active promotion of female representatives is, due to the lack of gender equality within the society, a tool to ensure the student participation, which can reflect the student body and a democratically formed student opinion.

**Pascal Hartmann and Regina Weber are former members of ESU's Gender Equality Committee.**



**Marko Stojanovic**

## 7.1 INTRODUCTION

Financing of national unions of students is indeed a very important issue. How well a National Union of Students (hereinafter referred to as NUS) is organized and how effective it acts, is very much related to the economic status of the NUS. On the one hand it doesn't need more than a basic observation, to notice that most of those NUSes in ESU provided with regular funding (from their governments, universities, fees or any other source), are far better organized, developed, structured and recognized by students in their country. On the other hand there are NUSes with an unsolved problem of funding wherein, as a consequence, most are poorly organized, conduct very few activities and in most of the cases, are not visible and recognized by students. Without financial stability, there is no internal stability. With no internal stability, the abilities to act remain very poor.

## 7.2 WHERE DO NUSSES RAISE MONEY FROM?

There are two types of sources of funds for NUSes:

- 1 Internal sources (internal funding)
- 2 External sources (external funding)

Internal funding of student organizations normally means funding based on membership fees. There are annual membership fees that local student unions/councils have to pay in order to be a full member of the national union of students. These fees can be fixed

amounts or amounts calculated according to the size or number of members of the local student union/council, etc.

Although internal funding means that a NUS will have a relatively steady income, income from membership fees is by and large insufficient to cover the total annual expense of an organization. Additional funding is needed. Providing for additional funding from outside of an organization is called external funding. Other sources of internal funding may be: a) donations of local unions/councils; and b) commercial activities of NUSes (selling services, publications, etc.), provided that there are no legal restrictions for NUS to conduct or organize commercial activities. The later one is not often the case because most of the NUSes are in their statutes defined as non-for-profit organizations, and accordingly are not allowed to conduct any kind of commercial activities or any kind of profit from commercial activities. The term *external funding* has a much broader meaning. There are different sources of external funding for NUSes:

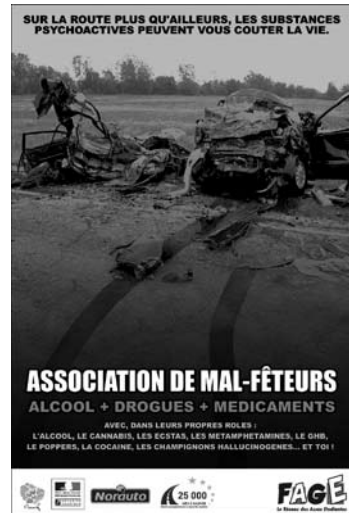
- 1 Institutional grants provided by the state authorities
- 2 Institutional grants provided by a grant giving organization
- 3 Project based grants
- 4 Donations and sponsorships from the business sector
- 5 In-kind donations

#### INSTITUTIONAL GRANTS PROVIDED BY THE STATE AUTHORITIES

This refers to a situation wherein the government in a formal way recognizes one student organization as an official national student union and introduce it as such in the law (the Law on Higher Education, the Law on Student Organizations, the Law on Universities or

any other law or by-law relevant to this field). A NUS which is formally recognized by the government, normally has an annual institutional grant provided by the state (from the Ministry of Education or any other responsible ministry). This grant has a purpose to cover the total annual administrative cost of the NUS (including salaries, bills for telephones, electricity, internet, publishing and distribution of the bulletin of the NUS etc.). In these cases, it is common that these NUSes also have an office and other facilities provided by the state. In ESU there are several NUSes more or less fitting this model. I will name only several though the list is something longer: SSU (Slovenia), CSC Croatia, POFEN (Cyprus), fzs (Germany), SRVS (Slovakia), PSRP (Poland), SKRVS (Czech Republic), ÖH (Austria), DSF (Denmark), etc.

If your NUS doesn't fall under these lucky ones, and you do not receive any state funds, then you should put an effort to investigate if there is any budget line or similar category in your Ministry's budget that is meant to finance student associations or initiatives or processes. This information should normally be available at the Ministry's web site; otherwise it might be very difficult to obtain it. But take into account that it is a rule that ministries responsible for HE have in their annual budget a certain budget line for the purpose of financing student associations or initiatives or processes. In those countries where NUSes are not familiar with the existence of this category in the Ministry's budget, it is rather the matter of non-transparency of the budget of the Ministry. Therefore it is more a question of where these funds go, to whom they are given and on which criteria of eligibility and procedures are they spread.



## INSTITUTIONAL GRANTS FROM A GRANT GIVING ORGANIZATION

This situation means that some grant giving organization recognizes the importance of the NUS for students, and thus, decides to provide it with an annual grant with the purpose of covering the annual administrative expenses of the NUS. This case is less common in Western Europe, but it can be found in so-called young democracies where student movements are undeveloped or aren't institutionalized yet. The NUS that best fits this scenario is SUS (Serbia) in the period until 2007. SUS has always been operating as a NGO, created during the 90s in the light of the struggle against the autocratic regime in Serbia, and has never been recognized by the Serbian government as an official National Union of Students. Therefore SUS had to seek for an alternative source of financing, other than the government. In 2001 an international grant giving fund from the USA, the National Endowment for Democracy ([www.ned.org](http://www.ned.org)), recognized the importance of SUS for the Serbian society, and thus decided to provide it with a small annual grant to cover the basic expenses (such as the office rent, working material, phone bills etc.).

## PROJECT BASED GRANTS

This is the most common way of providing additional funds, and is not limited by any means or in any sense. Project based funding is money awarded from grant giving organisations such as the EU institutions and programmes, or above mentioned NED, or local or national trusts and the central government, either directly, or through its many agencies. Awards are generally made through a process of competitive bidding. Normally, the grant giving organization issues a call for proposals with a clearly stated purpose of grant giving, type of activities the grant is meant to support, requirements the applying organizations should meet, etc. After an organization decides to compete for a grant, it has to engage to develop a project proposal which would meet all requirements set by the potential donor.

The question now is how to develop a good project proposal? A project proposal describes some sort of plan for a needed action. A project proposal is to be used to obtain a grant or to convince a grant giving organization to fund a new initiative. Project proposals consist of several sections, perhaps including an executive summary, a description of the problem or goal, a history or background of the existing conditions, a research review, and so on. Here are some practical tips how to approach the writing of project proposals.

A complete project proposal usually consists of the following sections:

- Title of project
- Executive summary
- Description of the problem
- Goals & objectives
- Target population
- Methods to be used
- Available resources
- Needed resources (personnel, facilities, equipment, communications, etc.)
- Evaluation plan
- Budget
- Appendices

**Executive summary**—The executive summary should »paint a picture« of your proposal in the mind of the reader. Be specific and concise. Do not go into detail on aspects of your proposal that are further clarified at a later point in your document. The best time to prepare the executive summary is after you have completed the entire proposal.

Describe the problem—What are the pressing problems that you want to address? How do you know these problems are important? Use the statement of the problem to show that your proposed project is definitely needed and should be funded. It is essential to include a well documented statement of the need/problem that is the basis for your project. What other sources/programs similarly support these needs as major needs? Think if there is a special reason why your organization is uniquely suited to conduct the project (geographic location, language expertise, prior involvements in this area, close relationship to the target group, etc.). This is an excellent section to have the reader begin to understand that an ongoing approach to the problem is essential.

**Goals & objectives**—Try and differentiate between your goals and your objectives—and include both of them. Goals are the large statements of what you hope to accomplish but usually aren't very measurable. They create the setting for what you are proposing. Objectives are operational, tell specific things you will be accomplishing in your project, and are very measurable. Your objectives will form the basis for the activities of your project and will also serve as the basis for the evaluation of your project. Try to insure that there is considerable overlap between the goals and objectives for your proposal and the goals and objectives of the funding organization. If there is not a strong overlap of goals and objectives then it might be best to identify a different funding organization. Present measurable objectives for your project. If you are dealing with »things« it is easier for them to be measured than if you are dealing with abstract ideas. Your proposal is easier for a prospective funding organization to understand (and



the outcomes are much more clear) if you describe your objectives in measurable ways.

**Target population or group**—First you need to include specific information on the population or group that your project is focused on. Point out exactly who the clientele is that you are addressing? Who is included in the clientele group? In what ways have you already had contact with the target population? Can you show that you have the support of the target group to move ahead with the project? It's important for the donor to see how much the target group has been involved with the project and the preparation of the proposal.

**Methods**—There should be a very clear link between the methods you describe in this section and the objectives you have previously defined. Be explicit in your writing and state exactly how the methods you have chosen will fulfil your project's objectives and help deal with the needs/problems on which your proposal is focused. The prospective donor will be looking at your methods to see what it is that you are proposing that will be new, unique or innovative. Make sure you clearly present the innovative aspects of your idea. Do not forget to include the collaborative relationships your project will be developing with other cooperating groups. A good way to show collaboration

is in the methods that you will be using. How will the methods of your project encourage groups to join together in dealing with the issues/concerns your project addresses? Your methods section should clearly indicate how the methods that will be used will allow the outcomes of your project to have value for others beyond your project.

**Available resources**—Collaborative efforts (an important project resource) are usually considered very favourably! Many donors like to see cooperative ventures as the basis for local action. Sometimes local resources go unnoticed and are difficult to see. Look carefully around you because there are certain resources that you have available that you may not be noticing (time that volunteers donate to your project, materials that local merchants may provide, local experts who can provide help/advise when needed, a friend who is willing to do some word processing, etc.). Such in-kind resources can show a potential donor that you are strongly rooted in your community. It is very impressive to a prospective donor if local resources have already been contacted and plans to include them in the project have already been made. Letters from local resources supporting the project (included in the Appendix) are an excellent addition to the proposal.

**Needed resources**—in this section you have to list needed resources that will be provided from the project budget. Therefore, it is crucial to explain well the specific role and necessity of each group of resources engaged in the project.

- **Personnel**—identify those people who will actually be paid from the grant. Include short descriptions of each of the people who will be involved in your project and supported by the funding. The descriptions should clarify in the mind of the potential donor that these people are ideally suited to conduct the project. Instead of having all full-time staff on the project, consider having a number of part-time staff, especially if the part-time staff currently works with other cooperating organizations. This is a good way to show inter-organization collaboration.



- **Facilities**—though you may not be requesting funds for the purchase or rental of facilities, it can be helpful to provide a brief description of the facilities that will be used for the project. Consider describing existing facilities that will be used for the project as *in-kind contributions* to the project. Even if you have free access to classrooms at a local school, meeting space at a shopping mall or a project room in a local office building, it can be helpful to indicate how much additional money the prospective donor would have to provide if these facilities would not have been donated.
- **Equipment**—Be careful in listing the equipment that will be needed for your project. Donors are usually much more willing to provide funds for the support of personnel than they are to support the purchase of equipment (that may or may not directly benefit the funded project). Normally, donors would be more willing to cover the expense of renting the equipment, instead of buying it (although sometimes these costs could be equal to the costs of buying brand new equipment). The following types of equipment may be needed for a funded project: computer/monitor/printer (for general project support) desks/chairs/tables, lamps, telephone conferencing equipment, photocopy machine, flip charts, cameras, specialized equipment for fulfilling project objectives, etc. It will help if you've really done some research on the actual cost of the equipment you specify. This is much better than »guessing« the costs. Coffee, cups, donuts or other »supplies« for morning and afternoon breaks are usually not included in the proposal. These are personal (not project) expenses.
- **Communications**—How will you be sharing information about your project with others? Will your project include a newsletter? How about a website? The more open you are

and willing to help others to learn from your experiences the more likely a donor will be interested in assisting you.

**Evaluation plan**—It's important to describe in your proposal exactly how you will decide whether or not your project has been successful and achieved its objectives. The evaluation plan will tell the prospective donor how you will show them at the end of the project that their investment in you was a good one. If you plan to use a survey or questionnaire to help with the evaluation of the success of your project you may want to include in the *appendices* a draft of what you are considering for the questionnaire or survey. Try to include both a concern for formative evaluation/process evaluation (ways to gain feedback on the project while it is being conducted) and summative evaluation/product evaluation (ways to show that the project fulfilled that what was originally proposed). Another way of conceptualizing this is that formative evaluation/process evaluation is concerned with the activities of the project. On the other hand, summative evaluation/product evaluation is concerned with the stated objectives of the project. Make direct reference to your objectives in your evaluation plan. This creates a strong sense of integration/consistency within your proposal. The reader of your proposal will now be hearing the same message repeated in different sections of your proposal. A good evaluation plan should include some kind of concern for what goes on following the conclusion of the funding period. How will the initiatives that have been started under the project be sustained? Have new things occurred that will be continued in the future? How will other project partners assist in continuing the project after the conclusion of the funding period? These and other areas should be included in a viable evaluation plan.

**Budget**—Make your budget realistic. Carefully think through exactly what you will need from the funding agency to carry out the project and establish your budget around this amount. Have someone else in your organization review your budget to see how realistic you are. If the donor doesn't have any suggested/required budget catego-

ries, organize your budget around a set of meaningful categories that work for the project you are proposing. Categories that you may want to consider for itemizing your budget are: personnel (salary/allowances/honoraria), consultants (salary), equipment (buying or renting), supplies (office material), communications (telephone/postage), internet (hosting cost and administrator salary), materials preparation, travel, accommodation and food (if the prospective project is a seminar or a conference), rental of facilities (rental of facilities for a seminar and rent of your NUS's office), evaluation cost, other expenses.

**Appendices**—Appendices should be devoted to those aspects of your project that are of secondary interest to the reader (dissemination plan, time line, letters of support, project partner descriptions, evaluation instrument, etc.).

## DONATIONS AND SPONSORSHIPS FROM THE BUSINESS SECTOR

Donations and sponsorships are also a very important source of external financing for NUSes. Most of the NUSes possess a web site (one or more), a bulletin, an internet network for dissemination of information, a newsletter, charts and boards at universities, computer labs, and other marketing potentials that could be offered for advertising ›in exchange‹ for a donation or sponsorship.

For NUSes without regular funding, it is highly recommended to organize fundraising activities. This could be an immensely important source of funding. There is a set of steps to undertake in order to be a successful fundraiser. First of all, it is necessary to assess marketing potentials of your NUS including the web site, publications of your NUS, regular events the NUS holds, projects, networks your NUS belongs to, etc. The next important step is to form a team of students that will be responsible for the fundraising. Several capable enthusiasts would make a great team. But usually it is not easy to find the enthusiasts, so you will most probably have to attract/motivate them with an offer to earn money if they be successful in raising funds. Normally these fundraisers don't get a salary but a certain percent-

age of the funds raised. Depending on the amount raised fundraisers should be entitled to something between 3 and 20%. When establishing a team of fundraisers, it is always good if you could provide them with a professional training on fundraising (it is not always necessary to pay for the training, go to your alumni or ask your partner organization to perform the training for you).

After you have gathered fundraisers, it is recommended to make a database of potential fund donors. These are normally companies and the corporate sector. But let's go a step back and see what can be your marketing potentials and what can you offer to these companies. For example the web site of your NUS can be a powerful mean of attracting companies. Redesign your web site and through this make it attractive for companies to advertise through it. If you make your web site very popular among students, you are very likely to attract many companies to advertise through it. What else could be your NUS's marketing potential? For example, do you have any kind of regular mass events, like a student festival, summer schools or anything alike? If you do, than you have a great opportunity to attract sponsors. But if your NUS doesn't have any regular mass event, than try to use some other opportunities. Use for example The International Day of Students (November 17) or the International Day of Youth (August 12) or the International Day against AIDS (December 1), or some national holiday, or any other event that is of public concern and is related to the student population. Try to use these kinds of events to organize something that would bring your organisation publicity, and companies will very likely sponsor it. Companies like positive publicity and they attach to everything what makes them ›socially responsible‹.

The final step in fundraising is making the proposals and contacting companies. Be prepared for negotiating, because sometimes companies are willing to give but not always as much as you ask for.

## IN-KIND DONATIONS

Sometimes it is easier to provide an in-kind donation than money. Sometimes in-kind donations substitute money. Of course it depends on what you need. But for sure a NUS has a need for computers and equipment, office materials, a copy machine, and many other items. It has proven that many companies replace old computers and other equipment with new ones after a few years of usage. Try to think of such a company in your country and try to approach it. It is likely that a company would be willing to donate used computers and equipment to a student organization if you present such a proposal in an adequate manner or within a good arrangement. It might be a great gain but sometimes it is needed to offer something. Think about that. Try also to think where else you might substitute your need for money with an in-kind donation. It could be the case with printing materials. If your NUS has a need for regular printing of various materials, then it would be smart to engage and find a printing company that would have an interest to print all your materials for free of charge if you would offer them promotion and advertisement among students and universities. Another example are internet providers and computer retailers. Try to find an internet provider and computer retailer that you would promote among students as your official partners in exchange for cheaper or free equipment.

### 7.3 LIST OF POTENTIAL DONORS AND GRANT GIVING INSTITUTIONS

EUROPEAN COMMISSION—YOUTH IN ACTION PROGRAMME  
2007-2013

**Aims and objectives:** The general objective is to promote young people's active citizenship, which also involves promoting their European citizenship. It is made up of ten specific objectives:



- giving young people, and the organizations that represent them, the opportunity to take part in the development of their society and of the European Union;
- developing a sense of belonging to the EU;
- encouraging the participation of young people in the democratic life of Europe;
- fostering their mobility in Europe;
- developing intercultural learning;
- promoting the fundamental values of the EU;
- encouraging initiative, enterprise and creativity;
- facilitating participation in the programme by young people with fewer opportunities, including young people with disabilities;
- ensuring that the principle of equality between men and women is respected in the participation in the programme and that gender equality is fostered in the actions;
- Providing non-formal and informal learning opportunities with a European dimension and opening up innovative opportunities in connection with active citizenship.

**Geographical coverage:** EU 27, Western Balkan countries, Russian Federation, countries under the EU Neighbouring Policy.

Application procedure and deadlines: [http://eacea.ec.europa.eu/youth/index\\_en.html](http://eacea.ec.europa.eu/youth/index_en.html)

**Size of grant:** depending on the instrument and type of activity

Duration of a project: depending on the instrument and type of activity

**Restrictions:** The Neighbouring Partner Countries (Western Balkan countries, Russian Federation and countries covered by the Neighbouring Policy) can participate only in: Action 2 (European Volunteering Service), Action 3.1 (Youth in the World—Cooperation with the EU neighbouring countries) and Action 5.1 (Support to European cooperation in the field of youth policy).

#### EUROPEAN COMMISSION—TEMPUS PROGRAMME

**Aims and objectives:** The programme is designed as a contribution to the process of the reform of the higher education in the partner countries.

**Geographical coverage:** EU 27 and partner countries

**Who can apply:** Universities (in cooperation with student organizations)

**Application procedure and deadlines:** normally a call for proposals is to be released in December and the deadline for applying normally is April next year. For more information on the application procedure visit: [http://ec.europa.eu/education/programmes/tempus/cal08/o8\\_en.doc](http://ec.europa.eu/education/programmes/tempus/cal08/o8_en.doc)

**Minimum and maximum grant:** 500,000 – 1,500,000 EUR

**Duration of a project:** 2 – 3 years

**Specific requirements:** All project proposals must be in the line with national priorities

#### THE KING BAUDOIN FOUNDATION, BRUSSELS, BELGIUM

**Geographical coverage:** there are programmes for Belgium, the Balkans, Europe and third countries.

**Area of cooperation:** various areas including education



**Who can apply:** non-governmental organizations, local authorities  
Application procedure and deadline: they issue a call for proposals along with an application form and guidelines

**Size of the grant:** 10,000 EUR for small grants and 40,000 EUR for strategic grants

**Specific requirements:** a project is necessary to be co-funded by one more donor

**Duration of a project:** 12 months for small grants and 24 months for strategic grants

**For more information go to:** [www.kbs-frb.be](http://www.kbs-frb.be)

#### GLOBAL FUND FOR WOMEN, USA

**Geographical coverage:** global

**Who can apply:** NGO's or informal groups of women working with women population, working on promotion of woman's rights, etc.

**Application procedure and deadlines:** no exact procedure, they accept project proposals and make decision based on merit.

**Size of grant:** depending on the type of activity

**Duration of project:** depending on the type of activity

**For more information go to:** [www.globalfundforwomen.org](http://www.globalfundforwomen.org)



#### OPEN SOCIETY INSTITUTE, BUDAPEST, HUNGARY

- 1 Education Support Programme (ESP):** The Education Support Program and its network partners support education reform in countries in transition, combining best practices and policy to strengthen open society values. ESP works to facilitate change in education and national policy development. Support is focused in Central Asia, the Caucasus, Europe, the Middle East, Russia, South Asia and Southern Africa



- 2 International Higher Education Initiative (HESP):** HESP provides assistance, both financial and technical, to a network of institutions, ranging from undergraduate universities to doctoral programs and advanced studies centres. HESP institutional support focuses on sustainable curriculum and faculty development and the improvement of methods for teaching and learning. Through carefully structured support and the creation of a network of institutions, HESP assists reform efforts within the field of higher education.

**Geographical coverage:** Central, East and South-East Europe, Caucasus and Central Asia

**Who can apply:** non-governmental organizations, regional and national formal and informal networks

**Application procedure and deadline:** After a call for proposals applications can be submitted including a letter of purpose

**Size of grant:** N/A

**Duration of grant:** N/A

**For more information go to:** *www.osi.hu*

**Marko Stojanovic is a former member of ESU's Committee on Com-**  
**modification of Education and a former member of the Executive**  
**Committee of SUS, the National Union of Students in Serbia.**

# 8 STUDENT RIGHTS CHARTER

## PREAMBLE

We, the students of Europe, hold these rights to be self-evident (In this document »students« refers to all seeking for a qualification in higher education).

We believe that Education is a right not a privilege; that students are equal partners in Education; and that Education has a societal, personal, cultural and an economic objective. Every student is entitled to all the rights and freedoms set forth in this Charter without regard to their field, mode of study or methods of programme delivery.

»Every student is entitled to all the rights and freedoms set forth in this Charter, free from any form of discrimination, including discrimination on the basis of political conviction, religion, ethnic or cultural origin, gender, gender expression, sexual orientation, age, socio-economic standing or any disability they may have.«

The rights laid down in this Charter stem from the fundamental human right for education.

## ACCESS TO HIGHER EDUCATION

- 1 Everyone has the right to inclusive education of high quality free of charge.
- 2 Everyone has the right to access correct information, in a transparent manner, on the content, outcome and requirements of an educational programme.
- 3 Everyone has the right to free access to adequate means of support in order to take up, progress through and complete their educational programme.

- 4 All students have the right to education that is inclusive.
- 5 All students have the right to have their backgrounds and experiences recognized as an important part of educational quality and to be able to make use of them.
- 6 All students have the right to education imbued with different equality perspectives that improve the quality of education.
- 7 All students have the right to progress between cycles.
- 8 Everyone has the right to adequate counselling about their options before they choose a study programme.
- 9 All students have the right to apply to any institution without administrative, financial or physical restrictions.

## STUDENT INVOLVEMENT

- 10 All students have the right to organize themselves freely in legally recognized entities. Students must not suffer academic, financial or legal consequences stemming from such involvement.
- 11 All students have the right to co-governance in all decision making bodies and fora relevant to their education directly or through democratic representation.
- 12 Students have the right to be informed about all higher education affairs in a transparent manner.

- 13 All students have the right to have their opinion considered as that of a stakeholder on equal footing in Higher Education.
- 14 All students have the right to freely express themselves and this should not be limited to academic matters.

## SOCIAL ASPECTS OF STUDIES

- 15 All students have the right to adequate counselling and support on their wellbeing; on how to successfully complete their education; and on how to prepare themselves for integration into the labour market.
- 16 All students have the right to adequate social support that meets their needs on an individualized basis.
- 17 All students have the right to financial independence.
- 18 All students have the right to a free and fair appeal against any act which they feel to be discriminatory.
- 19 All students have the right to a space for social interaction.
- 20 All students have the right to specific social support related to their educational mobility.

## ACADEMIC ASPECTS OF STUDIES

- 21 All students have the right to be evaluated or graded solely on their academic performance including extra-curricular activities as being considered as part of their academic programme.

- 22 All students have the right to a free and fair appeal against any decision related to their studies.
- 23 All students have the right to a flexible study program.
- 24 All students have the right to teaching and learning environments that support and encourage the development of autonomous learning, critical thinking and personal growth.
- 25 All students have the right to teaching and evaluation methods suitable to their mode of education.
- 26 All students have the right to academic freedom of thought; and the freedom to challenge the knowledge that exists today.
- 27 All students have the right to fair recognition of comparable qualifications.
- 28 All students have the right to a continuously reviewed and up-to-date programme.
- 29 All students have the right to participate as equal partners in the continuous assessment and improvement of their educational programmes.
- 30 All students have the right to free access to comprehensive and objective information on the quality of the programme and institution in which they wish to study or are already studying.
- 31 All students have the right to have the grading of their academic work challenged by an external examiner.

## RIGHT TO PRIVACY AND ACCESS TO KNOWLEDGE AND INFORMATION

- 32 All students have the right to be recognized for their academic work.
- 33 All students have the right to privacy and the right to protection against misuse of personal information.
- 34 All students have the right to freely access and share knowledge with society as a whole.
- 35 All students have the right to teaching techniques and technologies based on the principle of open source.

## THE MEMBER UNIONS OF THE EUROPEAN STUDENTS' UNION IN 2008

On the following pages we would like to provide you with an overview over ESU's 49 member unions from 38 countries, their legal status, their history and their main political aims and objectives. We are also providing you with the contacts of all organisations so you will be able to get in contact with each other and start cooperation between all of you.

Those are the questions we asked our members:

- Please provide us with a very brief history of your NUS..
- Please provide a short summary of your organization's aims and objectives.
- What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?
- How many students does your NUS represent?
- Are individual students or local student unions members of your NUS?
- Is membership compulsory or on a voluntary basis?
- Please explain your legal status. Are you a NGO or a public institution?

The following part will serve as Yellow Pages of the European student movements. It enables you to identify NUSes that are specialists in certain fields and can serve you as advisors for your work.

- represented in ESU
- ESU membership applicant
- not represented in ESU





al

*Albania*

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ASG

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Albanian Student Government

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*www.asg-al.org*

ASG

Tel.: +355 69 20 98718

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*asg@esu-online.org*

ÖH

Österreichische HochschülerIn-  
nenschaft[www.oeh.ac.at](http://www.oeh.ac.at)

Taubstummengasse 7–9

1040 Wien

Tel.: +43 1 310 88 80 15

[sekretariat@oeh.ac.at](mailto:sekretariat@oeh.ac.at)

**Please provide us with a very brief history of your NUS.**

ÖH was established by a federal law in 1973 (HSG 1973). A student organisation did exist before, but it did not have guar-

anteed national representation as ÖH has. A combination of student protests and detailed governmental education review led to the passing of this law, which has been the basis for successful work throughout the years. In March 1998, ÖH decided to reform itself. In a national student board session, a reform package was adopted, forming the basis of a new law on student representation—The Students' Union Act (HSG 1998). The reform led to more direct democracy in the student union (referendums), more rights for the opposition, more autonomy for the lower student union levels, less departments on the upper levels, full voting rights for foreign students, the creation of a conference (?) of the university union chairperson as a consultative body for the national student board, and finally, new (?), which sound less bureaucratic than the old ones.

In 2005, the direct election of the national student board was abolished by the ministry (shortly before the elections and for no obvious reason).

Further & more detailed information about our history (in German):

[http://www.oeh.ac.at/fileadmin/user\\_upload/pdf/Broschueren/60\\_Jahre.pdf](http://www.oeh.ac.at/fileadmin/user_upload/pdf/Broschueren/60_Jahre.pdf)

**Please provide a short summary of your organization's aims and objectives.**

Student representation at all levels in order to contribute to the positive and future-oriented development of higher education—national and international. In order to work as a powerful representative organisation, we need to:

have the competencies and engagement to help, represent and support students in all their needs and interests

work together with all our unions in order to form a powerful student representation within Austria and in order to get closer to the students

Have the vision to look beyond our own noses and not just to consider the situation at universities and higher education institutions, but also the situation within society.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Main projects of the national organisation in 2008:

Education Policy: Week of freedom of education: In order to raise public awareness of the issues within higher education, we're going to take classes out of their classrooms and into public places.

Science and teaching is free: We want to actively transform the term »education« in public opinion by arranging symposia and discussions around the term and the issues related to it.

Social Policy: Initiative for working students

Women's Affairs and Gender Issues:

Women's congress: In order to strengthen women's networking and to provide training to women

The issue with the big »I«: Students have to be sensitised to gender sensitive language, structural discrimination and female encouragement.

Foreign students:

In order to ease the situation for foreign students, we want to translate brochures and information into several different languages.

Internal projects:

Handbook: We are going to compile a handbook for new ÖH staff members.

Training: We're going to provide training sessions for student representatives depending on their needs.

University and ecology:

The living space »university«: Students are an important part of every university. They should also have the right to change and design »their« university. Therefore, one goal is to create free space where students can fulfill their own ideas.

Antifascism campaign:

70 years ago, Austria joined Nazi Germany. ÖH is going to organise a series of events, including ring lectures, discussions, workshops, etc. around that topic.

### **How many students does your NUS represent?**

Up to 2007, Universities and Pedagogic Institutions of Higher Education (Pädagogische Hochschulen): 224,936

Since 2008, Universities, Pedagogic Institution of Higher Education and Fachhochschulen: 253,362.

### **Are individual students or local student unions members of your NUS?**

All students in HEIs represented by ÖH are automatically members of ÖH, on the local and the national level.

### **Is membership compulsory or on a voluntary basis?**

Membership is compulsory.

### **Please explain your legal status. Are you a NGO or a public institution?**

Public Institution

by

*Belarus*

**BSA**

Belarus Student Association

*bsa.org.by*

# BSA

Darasevica 4–2

230013 Minsk

Tel.: +375 172 32 27 43

*bsa@esu-online.org*

**Please provide us with a very brief history of your NUS.**

BSA was formed at the end of the 1980s' as a result of the work of the informal students' organisations. In 1992, BSA was

registered with the Ministry of Justice as a republican youth public union- ›Belarusian Students' Association‹.

In 2000, BSA carried out a joint project with LSVb aimed at the creation, development and strengthening of student self-government in institutes of higher education in Belarus.

On December, 3 2001, BSA had its registration withdrawn, but despite this, the organisation continues to exist.

In 2003–2004, the project ›The Open Students‹ Forum: Thoughts Aloud' was carried out. As a result, the declaration of students' rights was signed. In 2006, BSA cooperated with Belarusian female organisations with the aim of creating a Belarusian female network.

One of BSA's important focuses of activity is publishing. In 1992, BSA started to issue ›Students' Thought‹ which at first was published in the format of a newspaper, and has since gradually developed into a magazine and become an independent publication. From 1999, BSA began to publish ›The Students' Newspaper‹ which was distributed all over Belarus.

BSA is not a political organisation. However members of BSA have the right to state their political views freely.

**Please provide a short summary of your organization's aims and objectives.**

The main aims of BSA are:

- 1 Assistance with the development of science, education and culture at the national level;
- 2 Bringing up a new generation of Belarusian intellectuals;

The objectives of BSA are:

- 1 Active participation in HEIs;
- 2 Widening the use of Belarusian in the sphere of education and science;
- 3 Development of student-centered science;
- 4 Defending student rights;

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

The main areas of BSA's activities are informing, publishing, informal education and cultural activities.

The main priority for the next year is information. To this end, he main activity at the moment is publishing a newspaper.

**How many students does your NUS represent?**

BSA is not a representational organisation, membership of BSA is direct.

**Are individual students or local student unions members of your NUS?**

Individual students can be members of BSA.

**Is membership compulsory or on a voluntary basis?**

Membership is on a voluntary basis

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

## Belgium

FEF

Fédération des Etudiant(e)s

Francophones

[www.fef.be](http://www.fef.be)

Rue de la Sablonnière 20  
1000 Bruxelles

Tel.: +32 2 223 0154  
contact@fef.be

### Please provide us with a very brief history of your NUS.

In 1972, following the unrest of May 1968, the «Fédération des organisations francophones des étudiants de Belgique»—

the FOFEB—was created. In 1979, FEF became a permanent structure named «French students Front». In 1981, FEF changed its name and took its actual form.

### Please provide a short summary of your organization's aims and objectives.

We have 4 main objectives:

- 1 To provide information to LUS' (Local Unions of Students)
- 2 To represent them
- 3 Organisation of training sessions to help the LUS
- 4 Defense of the participation of representative(s) students





The four basic demands of FEF are:

- 1 Freedom of access to higher education
- 2 Education aimed at the success of all
- 3 A more active and participatory education system
- 4 Public refinancing of higher education

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

- Our campaign on studying costs, ResPACT, was launched by FEF this year and is planned to last two years.
- Defense of individual student's rights
- Organisation of the student movement

**How many students does your NUS represent?**

100,000 out of 140,000.

**Are individual students or local student unions members of your NUS?**

Local student unions are members.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.



**Please explain your legal status. Are you a NGO or a public institution?**

A.S.B.L. (Belgian specificity) with public funds.

Since 2003, FEF has been recognised as a representative organisation for students in the French-speaking part of Belgium.





Zavelput 20  
1000 Brussel

Tel.: + 32 2 502 01 22

vvs@vvs.ac

**Please provide us with a very brief history of your NUS.**

VVS has existed since 1938. The organisation went through various changes in membership structure (individual member-

ship and umbrella organisation). The political focus equally changed over the years, from a fight for education in our own language, Dutch, to a very political organisation etc. In 1993, the Union created the umbrella structure that still exists today. Since 1999, VVS has been recognised by law as the official representative body of all students in Flanders.





**Please provide a short summary of your organization's aims and objectives.**

VVS has the following goals:

- defending students' interests, without any kind of discrimination
- developing instruments to stimulate and defend democratisation
- striving for education of the highest quality
- fighting for democratic higher education institutions with real student participation
- fighting for a democratic society

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Content-wise we focus on study costs, tuition fees, the future of the Bologna Process, Quality Assurance, the future of the higher education landscape, diversity (equal opportunities), numerus clausus, Qualification Framework, international student mobility, student financing, the Lisbon Strategy, rankings, student rights ...

- Student participation in general, and more specifically, the participation of students with disabilities and students from ethnic minorities
- Provide training
- External representation (to the Minister, education council, higher education institutions, umbrella organisations ...)

**How many students does your NUS represent?**

We represent approximately 121,000 students.

**Are individual students or local student unions members of your NUS?**

Student unions are members of VVS.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

VVS is a vereniging zonder winstoogmerk, a non-profit organisation.

*Bosnia & Herzegovina***SURS**Studentska Unija Republika  
Srpska[www.su-rs.org](http://www.su-rs.org)

Majke Jugovica 1

78000 BANJA LUKA

Tel.: +387 51 34 72 22

[surs@esu-online.org](mailto:surs@esu-online.org)**Please provide us with a very brief history of your NUS.**

In October 1999, SURS participated in the 37th BM of ESIB in Nicosia, Cyprus (as observers)

In December 1999, the manage-

ment committee of SURS was elected.

In April 2001—SURS obtained the status of a full member of ESIB

Some of the key previous activities of SURS in the have been:

- Students' winter (a skiing excursion for all students of RS which is organised every year)
- 46th BM of ESIB was organised by SURS
- ACCESS—music festival
- Observing youth mission at the National Assembly of RS
- Operation PADLOCK—massive action to fight for a new law on HE
- Informative campaign—→Study the best





**Please provide a short summary of your organization's aims and objectives.**

Realisation and protection of the rights and interests of students  
Representation and presentation of members in existing entity and state administrative bodies, as well as other international associations and institutions

Supporting the autonomy of universities and obtaining the international recognition of diplomas

Raising the quality of education and speeding up the transformation of higher education

Development of international cooperation

Supporting peace and the implementation of the Dayton Agreement

Overcoming all kinds of barriers to human rights and freedoms in society

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Work on a new law on student organisations and student standards.

**How many students does your NUS represent?**

40,000

**Are individual students or local student unions members of your NUS?**

University Student Unions are the founders of SURS and every individual student of those universities is considered as a member of SURS

**Is membership compulsory or on a voluntary basis?**

On enrolling at university, every student automatically becomes a member of SURS.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO



ba

*Bosnia & Herzegovina*

Safbih

Savez Studenata Federacije BiH

# Safbih

Bardakcije 1

71000 Sarajevo

*safbih@esu-online.org*

**Please provide us with a very  
brief history of your NUS.**

Safbih was founded in 1995



Student's House

»Narodno Subranie« Sq., N 10

Sofia 1000

Tel.: +359 2 987 85 66

*ubs@gbg.bg*

**Please provide us with a very brief history of your NUS.**

The Union of the Bulgarian Students (UBS) is a national students' organisation established on 1st December 1990. The members of UBS are students

from all Bulgarian Universities and colleges.

After its establishment, UBS became a basic partner of the ruling bodies in the universities, the President's Office, the Ministry of Education and Science, the State Agency for Youth and Sports and various municipalities.

**Please provide a short summary of your organization's aims and objectives.**

- Protection of the academic and social rights of students;
- Working through our representatives in the academic ruling bodies of all universities in Bulgaria;
- participation in the Academic Councils;
- Working with students' Commissions on Social Affairs.

We are working for:

- The opening of ›reception halls‹ for students with social problems in academic towns in Bulgaria;
- The creation of a national centre for social projects;
- The creation of a cabinet for students with disadvantages;
- The realisation of projects and exchange programs for the improvement of students' qualifications and their prospects after graduation

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

The main areas are connected with: the new law for the credit system for students; protection of the academic and social rights of the students, realisation of different projects connected with students' social abilities and the opportunities to find a suitable job and to participate successfully in the job market; international initiatives in preparation for UBS to host the next Board Meeting of ESU, and to carry out the event successfully in collaboration with ESU.

**How many students does your NUS represent?** 21,000

**Are individual students or local student unions members of your NUS?**

Individual students are members of UBS.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?** NGO

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NASC

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Nacionalno Predstaviteľstvo na  
Studentskite Saveti v Republika  
Balgaria

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*www.npss.bg*

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Pl. »Narodno Sabranie« 10,  
Nacionalen Studneski Dom et.4  
Sofia 1000  

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Tel.: +359 89 6704171  

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*nasc\_bulgaria@abv.bg*

# NASC

**Please provide us with a very brief history of your NUS.**

The Union was created in 1999, aiming to unite students in Bulgaria. By 2000, it was acknowledged by a law on higher education. Since then, we have

done a dozen seminars, open panels, student exchanges and so on.

**Please provide a short summary of your organization's aims and objectives.**

N/A

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

N/A

**How many students does your NUS represent?**

All Bulgarian students.

**Are individual students or local student unions members of your NUS?**

Local unions are members of NASC.

**Is membership compulsory or on a voluntary basis?**

Membership is compulsory.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

CSC

Hrvatski Studentski Zbor

*www.szbor-os.hr*

CSC

Cira Carića 4  
 20000 Dubrovnik  
 Tel.: +385 020 445 744  
*venio13@gmail.com*

**Please provide us with a very brief history of your NUS.**

(CSC)—Hrvatski Studentski Zbor was created by law in 1998.

**Please provide a short summary of your organization's aims and objectives.**

N/A

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

N/A

**How many students does your NUS represent?**

200,000

**Are individual students or local student unions members of your NUS?**

Local unions are members of CSC.

**Is membership compulsory or on a voluntary basis?**

Membership is on a voluntary basis.

**Please explain your legal status. Are you a NGO or a public institution?**

Public Institution

hr

*Croatia*

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CSU

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Savez Studenata Hrvatske

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Trg zrtava fasizma 13

10000 Zagreb

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Tel.: +385 14551027

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*csu@esu-online.org*

**Please provide us with a very brief history of your NUS.**

(CSU) Savez Studenata Hrvatske was founded in 1990.

cy

## Cyprus

POFEN

Pagkypria Omospondia Foititikon Enoseon

[www.pofen.net](http://www.pofen.net)



71 B, Kallipoleos Ave.

Nicosia

Tel.: +357 22 753812

[pofen@cytanet.com.cy](mailto:pofen@cytanet.com.cy)





SK RVŠ

Studentská komora Rady

vysokých škol

[www.skrvs.cz](http://www.skrvs.cz)

SK: &gt; RVŠ

STUDENTSKÁ KOMORA RADY VYSOKÝCH ŠKOL  
STUDENT CHAMBER OF THE COUNCIL OF HEIs

Studentska komora Rady VS,

Nam. Jana Palacha 2

116 38 Praha 1

Tel.: +420 739 752 761

[skrvs@skrvs.cz](mailto:skrvs@skrvs.cz)**Please provide us with a very brief history of your NUS.**

The Student Chamber itself was established due to the amendment of the statute of the Council on the 5th of November 1992. Every HEI could

then dispatch a student delegate to the Chamber, but these were not considered members of the Council. This changed in 1996 when the members of the Chamber became full members of the Council. The most recent changes came into force on the 1st of January 2006, including an increase to 5 delegates to the Presidium of the Council.

**Please provide a short summary of your organization's aims and objectives.**

The basic goal of the organisation is: To represent and defend the interests of students from all public, state (military, police) and private HEIs. The organisation approves its own program declaration for each three-year election term.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Within the 2006–2008 term, the organisation is urging for a diversified, quality, open and accessible higher education system which emphasises the social dimension of studies. One of our proposals is dispensing with age discrimination related to student status (i.e. the various advantages linked to being a student before the age of 26). The

main contemporary topic is the forthcoming reform of the tertiary education system (transformation of HEI financing, introduction of tuition fees, management-like governance, expansion of study opportunities etc.)

**How many students does your NUS represent?**

On the basis of the Higher Education Act, the Student Chamber formally represents every student of the Czech HEIs. In fact, less than half of HEIs send their delegates to the Council and to the Chamber as well. However, all major HEIs with the greatest number of students are represented. Therefore, the Chamber speaks for around 300,000 HE students and its mandate is strong enough.

**Are individual students or local student unions members of your NUS?**

Student chambers at the local level send their delegates.

**Is membership compulsory or on a voluntary basis?**

Membership is based on delegation. It is a decision of a respective HEI whether or not it becomes a member of the Council and sends its delegates to it.

**Please explain your legal status. Are you a NGO or a public institution?**

Public Institution

(The Student Chamber is an autonomous part of the Council of HEIs, which is a representative body established as a result of a common agreement of all Higher Education Institutions in the Czech Republic)

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**dsf**

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**Danske Studerendes Fællesråd**

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*www.dsfnet.dk*

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**H.C. Andersens Boulevard 51**

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**st.tv.1553 København V**

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**Tel.: +45 3332 4813**

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*dsf@dsfnet.dk*

**Please provide us with a very brief history of your NUS.**

The National Union of Students in Denmark (DSF) was established in 1932 on the initiative of the student councils of a number of universities.



**Please provide a short summary of your organization's aims and objectives.**

The aim of DSF is to promote and ensure the interests of students in Denmark.



**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

DSF works across all areas concerning students. This year's big priority has been tuition fees, which we have opposed through lobbying and protests.

**How many students does your NUS represent?**

Approximately 115,000.

**Are individual students or local student unions members of your NUS?**

Local student councils.

**Is membership compulsory or on a voluntary basis?**

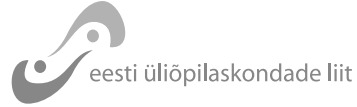
Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

**EUL**

Eesti Üliõpilaskondade Liit

[www.eyl.ee](http://www.eyl.ee)

F. R. Kreutzwaldi 4

10120 Tallinn

Tel.: +372 640 0422

[eul@esu-online.org](mailto:eul@esu-online.org)

**Please provide us with a very brief history of your NUS.**

EÜL was established on 23rd November 1991 shortly after Estonia regained its independence.

Since 1993 EÜL has been issuing the international student identity card (ISIC), which is the most popular student card in Estonia. EÜL, through establishing a foundation, initiated the single student days in Tallinn. Through another foundation, EÜL started issuing the Estonian Student Paper in 1998. In 1999, an EUL initiative led to students being given the right as a single student union to elect and to be elected to the student council. In 1998, EÜL started a public discussion about the social guarantees of students and in 2006, EÜL presented the concept of social guarantees of students and, as a joint follow up with the Ministry of Education and Research, is preparing a new law on study grants.

**Please provide a short summary of your organization's aims and objectives.**

The mission of EÜL is to represent the educational, social and cultural interests and to protect the rights of students.

According to the EÜL Strategy 2006–2009, there are 4 strategic objectives:

- 1 To create and support the creation of student-centered public policies in higher education;

- 2 To develop strong and sustainable member organisations;
- 3 To ensure public awareness about EÜL, its policies and its statements
- 4 To ensure sustainable financial resources for EÜL.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Our main areas of work can be divided into three:

- 1 To influence public policy;
- 2 To provide services for students and other groups;
- 3 To administer and develop the network (EÜL and its members).

According to the EÜL Agenda April 2007–June 2008 we are focusing on:

- 1 The financing of HE (work against tuition fees, new models of financing of HEIs);
- 2 Social guarantees for students (creating the new act of study grants);
- 3 Admission to higher education;
- 4 Organisational development of student unions;

**How many students does your NUS represent?**

About 95 % from 24 local unions out of 35.

**Are individual students or local student unions members of your NUS?**

EÜL members are local student unions.

**Is membership compulsory or on a voluntary basis?**

Membership of EÜL is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO (EÜL is an NGO, but most of our member organisations are publicly-registered entities.)

**SAMOK**

Suomen ammattikorkeakoulu-  
opiskelijakuntien liitto

[www.samok.fi](http://www.samok.fi)



Lapinrinne 2  
00180 Helsinki

Tel.: 029 009 0990

[samok@samok.fi](mailto:samok@samok.fi)

**Please provide us with a very brief history of your NUS.**

Suomen ammattikorkeakouluopiskelijakuntien liitto—SAMOK, the National Union of Students in Finnish Universi-

ties of Applied Sciences was founded in 1996. The founding student unions were Suomen Kauppaopiskelijain Liitto (SKOL) (The Union of Finnish Business Students), Suomen Tekniikan Opiskelijoiden Liitto (STOL) (The Union of Finnish Technical Students) and Suomen Terveystieteiden ja Sosiaalialan Opiskelijoiden Liitto—Terhol (The Union of Nursing and Social Services Students). Today, SAMOK has 28 members and represents all students from universities of applied sciences in Finland.

**Please provide a short summary of your organization's aims and objectives.**

The Union of Students in Finnish Universities of Applied Sciences—SAMOK—is a national interest and service organisation independently administered by students in universities of applied sciences. SAMOK is responsible for the external representation of students in universities of applied sciences. Through SAMOK, these students are represented to state administration and co-operation partners. SAMOK also provides various services and discounts for students. SAMOK supervises the interests of students in Finnish universities of applied sciences on a national level based on the goals set by the



student unions. SAMOK's services support the student unions as they promote the students' interests.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

SAMOKs main areas of work are educational-, social- and international affairs.

This year's main issues in educational affairs are structural development in Finnish higher education institutions, and free education. Another important issue is to follow up the process of changing the law in respect of universities, because some parts of that concern universities of applied sciences too. We will also work with issues such as teaching, quality, students' role in the governance of universities of applied sciences, etc.

In social affairs, one of the main issues is healthcare for students in universities of applied sciences. The goal is that students get easy access to health, mental and medical care services for a fair price. Other important issues are equality, public transport and projects to promote exercise and reduce alcohol consumption.

**How many students does your NUS represent?**

130,000

**Are individual students or local student unions members of your NUS?**

Local student unions are members of SAMOK

**Is membership compulsory or on a voluntary basis?**

Membership of a student union is on a voluntary basis. However, all the student unions of applied sciences (28) are members of SAMOK.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

SYL

Suomen Ylioppilaskuntien Liitto

[www.syl.fi](http://www.syl.fi)


NATIONAL UNION  
OF UNIVERSITY STUDENTS  
IN FINLAND

Lapinrinne 2  
00180 Helsinki  
Tel.: +358 29 009 0990  
[syl@esu-online.org](mailto:syl@esu-online.org)

**Please provide us with a very brief history of your NUS.**

The National Union of University Students in Finland was founded in 1921. SYL is an interest organisation defending and

improving the educational, financial, and social benefits and rights of students. In addition to being an interest organisation, SYL has striven to take its role as a socially influential organisation to a wider level, and to inspire debate. SYL has 145,000 members in more than 20 universities.



**Please provide a short summary of your organization's aims and objectives.**

The mission of SYL is to achieve a »better tomorrow for students«. SYL's values are »activeness, respecting diversity, ability to change and responsibility«. Our vision is as follows: »In a strong academic communi-

ty that respects diversity, academic students have equal opportunities to develop their academic abilities in a diversity of ways throughout their lives.« Additionally, »the student movement has chosen its common goals, which are possible to achieve through flexible organisations and a responsible student movement that is able to change«.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

The main areas of work for SYL are educational politics, social politics and international affairs. There are also various other areas of work such as employment, equality, development co-operation and promoting environmental issues.

**How many students does your NUS represent?**

145,000 (university students).

**Are individual students or local student unions members of your NUS?**

Local student unions.

**Is membership compulsory or on a voluntary basis?**

Local unions are members on a voluntary basis, students' membership is compulsory.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO



FAGE

Fédération des Associations

Générales Etudiantes

[www.fage.asso.fr](http://www.fage.asso.fr)

5 Rue Frédéric Lemaître

75020 Paris

Tel.: +33 1 40 33 70 70

[fage@esu-online.org](mailto:fage@esu-online.org)

**Please provide us with a very brief history of your NUS.**

The history of FAGE started in the end of the XIX century with some local unions. After the two world wars, there was a

huge need for student health and social care and local unions began to deal with this issue. FAGE has kept this open minded tradition of taking care of student life in all aspects: In higher education, social care, promotion of diversity, solidarity etc.. FAGE has kept the benefit of this heritage and is still a youth organization as well as a national union of student with student representatives in councils.

**Please provide a short summary of your organization's aims and objectives.**

Thanks to our local roots, we are a student movement helping students in their daily life: from their first day in a higher education institution to their graduation. FAGE representatives are students who have been elected in social affairs councils (CROUS) or university councils and are involved in associations dealing with mentoring new students and international students, as well as promoting the prevention of sexual diseases or drunk driving, and also promoting students as active citizens. This duality is a strength for our network.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

According to our aims, our areas of work are:

- Fighting for student rights in higher education institutions' councils as well as in the social affairs council via our representatives
- Promotion of citizenship among students, e.g. by campaigns to get students to vote in national and European elections
- Health Campaigns (HIV) without being moralistic
- Campaigns to prevent students from drunk driving
- Campaigns to promote sustainable development in HEIs
- Welcoming days and mentoring of new students and international students



**How many students does your NUS represent?**

180,000

**Are individual students or local student unions members of your NUS?**

Local unions are members.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

112, boulevard de la Villette

75019 Paris

Tel.: +33-1 42 02 25 55

[international@unef.fr](mailto:international@unef.fr)

**Please provide us with a very brief history of your NUS.**

UNEF was created in 1907. Its history is strongly linked to that of student movements in France.

From that point to WWI, it developed its social policies and student support to assist middle class students to access HE.

During WWII, many local UNEF sections played an important role in resisting the German occupation.

In 1946, UNEF played an important role in joining trade union movements and other syndicate activities by adopting the 'Grenoble Charter'. UNEF founded student social security.

In the 1950's, UNEF confirmed its role as an international actor by opposing French colonial occupation and supporting the liberation of Algeria.

In the 60's, the mass expansion of universities posed new problems to UNEF in terms of student welfare and housing.

The consequences of the May 1968 events were felt in the 70's, and these, together with international divisions, served to weaken the organisation.

In the 1980's and 90's, several important student movements brought UNEF back to the front row of union activities. The rapid growth of the number of students and the new problems this poses for the HE system caused UNEF to develop more effective policies for defending the situation of students, and for becoming fully independent from political organisations in government or opposition.

In 2001, UNEF was reunified and became stronger than ever.

In 2006, it led the massive and victorious protests against the first job contract (CPE) and brought students, teachers, and workers together in a movement which lasted several months and led to historic strikes.

On the occasion of its 80th Congress in May 2007, UNEF celebrated a century of existence and invited all candidates to the French presidential election to speak to delegates from all over France and to hear what UNEF had to say in the name of the youth in this country.

**Please provide a short summary of your organization's aims and objectives.**

Independent from political parties or government, UNEF aims to defend, inform, and represent all students in France. We defend the material and moral interests of students.

In particular, we promote equality against all forms of discrimination, informs students of their rights and of the news that might concern them, organises the student movement, defends student rights everywhere, ensures there is student representation, and delivers student solidarity in a concrete way by providing specific services for students (discounts etc).

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Our main priority is to improve the studying and living conditions of students. This year, as in the past decade, students' buying power has decreased very significantly. Tuition fees are being increased slightly, but moreover, the Government has no social policy regarding Higher Education, and clearly chooses to make heavier budget cuts on our education system than anywhere else. These budget cuts have a very negative impact both on the quality of our training, and on the social situation of young people.

**How many students does your NUS represent?**

30,000 students are members. 1.2 million can vote in university elections. 1.2 million can vote in CROUS elections. UNEF has 5 out of 11 seats in university elections, and 4 out of 8 in CROUS elections. So we »formally« represent a majority of students, but we defend all students, and not just our members.

**Are individual students or local student unions members of your NUS?**

Individual students are members.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO (we are an association independent of the government and of political or any other type of organisation)





77 Kostava Street  
0171Tbilisi  
Tel.: +995 95 433222  
*sol.georgia@gmail.com*

**Please provide us with a very brief history of your NUS.**

SOLG was founded in 1996. After the collapse of the Soviet Union in 1991, the student movement gained new mo-

mentum. During Soviet times, one had to belong to the party in order to achieve development in student issues. After independence, several university students' unions (student NGOs) were established. The first one was the Students' Union of Georgian Technical University (SUGTU). The second students' union was established several months later in 1991 at Kutaisi State University.

In 1996, SUGTU applied for membership of ESIB but could not be granted membership since it was not a national organisation. Therefore, SUGTU started its active work on creating an umbrella organisation together with students' unions from other universities. Such an organisation was created in 1996 as the League of Georgian Students' Organisations of the Higher education Institution. However, at this stage the League was not active and after some time, its activities were suspended.

In 2002, the League started to work again as a movement to improve national issues and the League was re-established. The government understood the power of the student movement and opposed it. In 2003, the Rose Revolution took place.

In 2004, the League faced some problems but despite the laborious phase it was possible to save the League as a working organisation. The idea behind the improvements in the League was to bring students'

opinions straight to the president, the councils and the ministries—all relevant national decision-makers.

In 2005, the new law on higher education was introduced. It was a huge change for the educational sector. Harsh changes were made and student self-government structures were implemented. After the start of student self-government, some student unions were closed.

Nowadays, SOLG is in a situation where the League faces membership problems because only registered entities/NGOs can become full members.

SOLG has been a full member of the European Students' Union since May 2007.

**Please provide a short summary of your organization's aims and objectives.**

The aim of SOLG is to protect students' rights and freedoms and to coordinate the activity of member organisations; to take an active part in educational reform. We also contribute to the development of the youth movement of Georgia, establish close contacts with student and youth organisations, unions and movements in every field both within the country and outside its borders, and promote close cooperation among them.

We aim to promote students' active participation in the social life of the country, to support students' own initiatives and to protect human, women's, children's and minority rights.

We also seek to study the social problems of students and to find proper solutions to them, to represent the interests of Georgia's student organisations in state structures and beyond, and to promote their integration with students in the wider world. Last but not least, we look to promote and establish the conditions to ensure a free, democratic and effective civil society in Georgia.



**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

The main area of SOLG's work is the Bologna Process and issues related to HE.

**How many students does your NUS represent?**

N/A

**Are individual students or local student unions members of your NUS?**

Local Unions are members.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

fzs

freier Zusammenschluß von  
studentInnenschaften[www.fzs.de](http://www.fzs.de)

Wöhlertstraße 19

10115 Berlin

Tel.: +49 30 27874094

[info@fzs.de](mailto:info@fzs.de)

**Please provide us with a very brief history of your NUS.**

fzs was founded in 1993, coming out of the previous FKS, the national organisation of student unions from polytechnics and institutions of applied sciences.

**Please provide a short summary of your organization's aims and objectives.**

fzs mainly aims to secure:

Legally founded and financially stable student unions in each higher education institution

Student participation in all decisions relating to higher education on local, federal, state and national levels

Free access to education

Financial support for students' living costs that meet their requirements, provided independently from their parents' income

The elimination of discrimination in higher education and society

A critical view on science and society

Student solidarity and international cooperation



**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

The priorities this year are, on the one hand, campaigning for free access to education in relation to the ongoing (federal) elections and campaigning for similar laws for the HEI's in all federal states.

On the other hand, we will hold several educational conferences.

**How many students does your NUS represent?**

950,000

**Are individual students or local student unions members of your NUS?**

Local student unions

**Is membership compulsory or on a voluntary basis?**

Membership of fzs is voluntarily. Students are compulsory members of their local student unions except in the federal states of Bavaria, Baden Wurttemberg and Saxony Anhalt.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO



HÖOK

Hallgatói Önkormányzatok

Országos Konferenciája

[www.hook.hu](http://www.hook.hu)

Markó str. 7

1055 Budapest

Tel.: +36 1 460 0575

[io@hook.hu](mailto:io@hook.hu)

**Please provide us with a very brief history of your NUS.**

The first historical event was the convention that was organised spontaneously by the students of the HEIs of Szeged in

1956. They founded the MEFESZ (Magyar Egyetemisták és Főiskolások Szövetségét). In 1988, the art students went on strike and pressed for reforms in HE. In the same year, they established the OFÉSZ (Országos Felsőoktatási Érdekvédelmi Szövetség). Between 1990-1994, the local unions of the institutions and the HÖKOSZ (Hallgatói Önkormányzatok Országos Konferenciája) were founded—the direct predecessor of the current union. In 1996, when they managed to modify the law on HE, they changed their name to HÖOK (Hallgatói Önkormányzatok Országos Konferenciája).

**Please provide a short summary of your organization's aims and objectives.**

HÖOK's objectives are: to assist in the preparation of law preparation, to opine legislative drafts, to organise professional representation, to ensure good information flow among member organisations, to cooperate with other Hungarian and international interest groups and to ensure that members' interests are transmitted to local, national and international members during discussions.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

The priority of HÖOK has, since 2006, been the fight against tuition fees.

**How many students does your NUS represent?**

All of the 375,819 students.

**Are individual students or local student unions members of your NUS?**

All students who enter a HEI are automatically a member of HÖOK.

**Is membership compulsory or on a voluntary basis?**

It is compulsory.

**Please explain your legal status. Are you a NGO or a public institution?**

Public Organisation

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BISN

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Bandalag íslenskra námsmanna

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*www.bisn.is*

# BISN

Laugavegur 66

101 Reykjavík

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Tel.: +354 5622818

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*bisn@bisn.is***Please provide us with a very brief history of your NUS.**

BISN, or the Association of Icelandic Students, was formed in 1979 when students from schools facing common prob-

lems in terms of being poorly represented in terms of their schools, the Ministry of Education and the Icelandic student loans fund, came together and decided to form an alliance. In record time, we had an acceptance from the Ministry of Education and a permanent seat on the board of the Icelandic student loans fund.

The organisation opened up offices and started to work on other issues, as well as its original ones. We started helping students to find housing, work, babysitters etc. BISN has, alone and in cooperation with the other student organisations in Iceland, worked on numerous projects aimed at improving the everyday life of the student both within the school system and after school.

**Please provide a short summary of your organization's aims and objectives.**

The aims of BISN are as follows:

- 1 To guard the interests of member unions concerning student loans and scholarships.
- 2 To distribute information on loans and scholarships to members.



- 3 To work and expand the rights of students in receiving student aid
- 4 To help its members find accommodation during their studies by building or buying apartments for that purpose.
- 5 To distribute information on the activities of BISN and its member unions, both inside the organisation and to the outside world, by publishing leaflets or by other means.
- 6 To work for the interests of the member unions (student associations)
- 7 To aid the member unions in the matters that they are dealing with.
- 8 To work as an independent organisation in the interest of students, without interference or influence from political parties.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Most of our work is in the field of student welfare, finance and educational issues. Gender issues are not a big problem in our country, for men and women are generally looked upon as equals. BISN has a secure seat at the Icelandic student loans fund and therefore is able to have a greater impact on the financial situation of our members. We have been battling for basic human rights and the equal right to an education for all. Our priorities this year are about giving students the right to work with schools as much as they like.

We are also focussing on creating a new, single, national students union for all Icelandic students.

**How many students does your NUS represent?**

7,000

**Are individual students or local student unions members of your NUS?**

In BISN the local student unions are the ›members‹. Every student that is a member of the student union is automatically a member of BISN.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary as regards member organisations of BISN, but compulsory in respect of local unions.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

SHI

Stúdentaráð Háskóla Íslands

[www.student.is](http://www.student.is)

Sæmundargata 4 (Háskólatorg)

101 Reykjavík

Tel.: +354 570 0850

[shi@shi.is](mailto:shi@shi.is)

**Please provide us with a very brief history of your NUS.**

The Students' Council was established in 1920 at the University of Iceland, the largest university in the country, and has

fought ever since for the interests of students and has pushed forward many improvements in university society.

**Please provide a short summary of your organization's aims and objectives.**

The aim of SHI is to represent students inside university as well as in society. SHI wants to establish students as active stakeholders and actors in the development of higher education in Iceland and in Europe. SHI wants to make sure that students are being represented in all of the decision making bodies when it comes to HE.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

SHI takes care of students' interests and fights for everything that matters to students. SHI is the voice of students within the University of Iceland and out in society. SHI is working on many issues within the University, often in cooperation with the University administration and faculties.

This year's main concern are tuition fees (starting a debate against tuition fees as they are high on the University's agenda), raising awareness among students about the role of SHI (hopefully increasing

participation), fighting for a better student loan system and making students a credible stakeholder in Iceland.

**How many students does your NUS represent?**

Roughly 13,000

**Are individual students or local student unions members of your NUS?**

Everyone who studies at the University of Iceland is automatically a member.

**Is membership compulsory or on a voluntary basis?**

SHI serves the students of the University of Iceland, so membership is compulsory in the sense that you become a member automatically with all the benefits that come with it, but you are not required to pay a fee of any sort.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

*Ireland*

USI

Union of Students in Ireland



First Floor, 3-4 St Agnes Road

Crumlin Village. Dublin 12

Tel.: +353 14353400

*usi@esu-online.org*

**Please provide us with a very brief history of your NUS.**

N/A

**Please provide a short summary of your organization's aims and objectives.**

USI's aims are to represent students on a national level through, for example, lobbying the government and associated partners for student interests.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Student education and welfare are at the forefront of our priorities. USI is currently lobbying for a proposed student welfare bill from the Government.

**How many students does your NUS represent?**

More than 250,000.

**Are individual students or local student unions members of your NUS?**

USI represents both the local unions and the individual students.

**Is membership compulsory or on a voluntary basis?**

Membership is decided upon by each individual third level institute. This is normally done through a referendum.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

**NUIS**National Union of Israeli  
Students[www.nuis.co.il](http://www.nuis.co.il)

7a Hashalom St.

Tel Aviv, 67892

Tel.: +972 3 6093330

[nuis@esib.org](mailto:nuis@esib.org)

**Please provide us with a very brief history of your NUS.**

NUIS (National Union of Israeli Students) was established in 1958, and since 1995 has been listed as a legal association and

as a non-profit institution. The National Union of Israeli Students represents over 220,000 students from 31 campuses in Israel and unites them under one umbrella.

**Please provide a short summary of your organization's aims and objectives.**

NUIS's main concern is defending the rights and interests of students from all sectors in Israel and to promote students' status in Israel. In addition, NUIS influences many aspects of daily life by shaping the next generation of leaders acting to guarantee the quality and growth of the higher education system in Israel, and the accessibility to higher education of all levels in society. NUIS acts for academic freedom and scientific research in Israel. NUIS promotes and enhances the social awareness and social involvement of students in society, and leads social projects. Furthermore, NUIS fights for human rights in Israel and around the world.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Our current priorities are:

- 1 Fighting to lower tuition fees in the academic institutions in Israel, in order to increase the accessibility of higher education.
- 2 Promoting and nurturing the educational system in general, and the higher education system in particular.
- 3 Campaigning to reduce deaths due to road accidents.
- 4 Increasing the scholarships budget in return for social involvement—this is for helping students with their tuition. payment by taking social responsibility.
- 5 Taking part in the decision-making process in respect of every aspect of life in Israel—health, welfare, reducing the gap between rich and poor, education etc.

**How many students does your NUS represent?**

220,000 students.

**Are individual students or local student unions members of your NUS?**

The members of NUIS are the student unions which represent the students.

**Is membership compulsory or on a voluntary basis?**

Membership is on a voluntary basis.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO





Via G.B.Morgagni 27

00100 Roma

Tel.: +39 645422518

[organizzazione@udu.it](mailto:organizzazione@udu.it)

**Please provide us with a very brief history of your NUS.**

Udu was born in 1994 in order to defend and increase students' rights. Our first struggle was against the so called „numerus clausus»,

after which a lot of local and national struggles and campaigns were organised by UdU: the struggle to have an Italian national law on university students' rights and to improve student welfare; campaigns on student mobility; elections of students representatives from the local to national level and so on. Udu also organised some social events like such as summer camping or concerts. In 1994, only 10 local unions were part of the national union. Now we have 30 local unions.

**Please provide a short summary of your organization's aims and objectives.**

To represent students in their social dimension; to increase student rights; to improve Italian students' welfare; to secure recognition of the central role of students in universities; to improve student self-government; to increase the national and international mobility of students; to improve equity in universities; to increase funds for the higher education system; to ensure the the full application of the bologna process.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Our priorities for this year are:

- To expand the students welfare system
- To continue the legal and political struggle against the implementation of numerous clauses
- To increase the size of our union (in terms of the number of members and representatives) and to improve our organisational systems.

**How many students does your NUS represent?**

Our aim is to represent all students in Italy. At this time, we are the only national union of students that is self-governing and open to all students.

Almost 4,000 of our 7,000 members are student representatives.

**Are individual students or local student unions members of your NUS?**

UdU is a union of local unions. But it is also possible to ask for an individual membership.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

LSA

Latvijas Studentu Apvienība

[www.lsa.lv](http://www.lsa.lv)

Baznicas street 5–20

Riga, LV - 1010

Tel.: +371 7034673

[lsa@lsa.lv](mailto:lsa@lsa.lv)

**Please provide us with a very brief history of your NUS.**

N/A

**Please provide a short summary of your organization's aims and objectives.**

To protect students' social, academic and other rights.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Academic quality, social student support and legal support for local unions.

**How many students does your NUS represent?**

All Latvian students.

**Are individual students or local student unions members of your NUS?**

Local unions are members of LSA.

**Is membership compulsory or on a voluntary basis?**

Membership is compulsory.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

**LSAS**


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 The National Union of Student  
 Representations of Lithuania
 

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*www.lsas.lt***LSAS**

Gelezinio vilko str. 12

LT-01112, Vilnius

Tel.: +370 5 231 30 33

*info@lsas.lt***Please provide us with a very brief history of your NUS.**

The National Union of Student Representations of Lithuania (LSAS) is a national, democratic, independent, non-profit union

of public organisations uniting the student representatives of Lithuanian higher education institutions. LSAS was established on the 1st of June, 2000. The organisation was established by the students' representatives of Vilnius University, Vilnius Gediminas Technical University and Lithuanian Academy of Music and Theatre.

Presidents of LSAS:

2000–2002—Audrius Bendinskas

2002–2004—Nerijus Šeža

2004–2006—Viaceslavas Palkevicius

2006–till now—Indre Vareikyte

**Please provide a short summary of your organization's aims and objectives.**

As one of the main aims of LSAS is to assist in the creation of educated people who are open to science, modern technology, cultural and human values, LSAS stimulates positive initiatives among students, and mutual understanding and cooperation which are constructive and useful for society. LSAS participates actively in the foundation of a democratic educational system by meeting students' interests and ensuring their rights, representing its members in state institutions, public organisations and movements, supporting and protecting the

interests of students and student representatives in relation to their social and economic situation, welfare and status in society.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

The main activities and priorities of LSAS:

To deliver activities that are orientated to the requirements of members;

To deliver activities in the academic and social spheres;

Developing co-operation with other national and international organisations and institutions;

To ensure the implementation of national projects and programmes;

To organise the traditional events of LSAS.

First priority: Members.

Second priority: Academic processes, social affairs.

Third priority: Co-operation with other organisations, institutions.

Fourth priority: Programmes and other activities.

Fifth priority: Traditional events.

**How many students does your NUS represent?**

130,000

**Are individual students or local student unions members of your NUS?**

Local unions are members of LSAS.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

*Lithuania*

LSS

Lietuvos Studentu Sajunga

[www.lss.lt](http://www.lss.lt)

12 Gelezinio vilko st.

Vilnius LT 2001

Tel.: +370 5 2685330

[info@lss.lt](mailto:info@lss.lt)**Please provide us with a very brief history of your NUS.**

The establishment of the Lithuanian National Union of Students' coincided with the revolutionary years of Lithua-

nian independence between 1988–1990.

On April 7–8 1989, a Lithuanian students' forum took place at Vilnius University. Representatives from all Lithuanian universities were present, and it was decided that the Lithuanian Student Coordination Council had to be set the purpose of establishing a Lithuanian Students' Association that represents the interests of all Lithuanian students. Therefore, the Lithuanian National Union of Students (LSS) was established in September 1991 and took over from the Coordination Council.

**Please provide a short summary of your organization's aims and objectives.**

LSS seeks:

- to unit students in order to create democratic and active society;
- to take an active role and to create an active education system that fits to students' interests and guaranties protection of their rights;

- to encourage and support local student unions;
- to support, defend and to take care of students' interests related to their social and economical status, wellness and their role in society;
- to foster and enrich national culture, human values and traditions, to take care of students' cultural life;
- to support and encourage students' mobility.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Our main areas are academic and social affairs, projects, human resources, training, international affairs, students with disabilities and social integration. The main priorities and activities are: reform of Higher Education in Lithuania, student grants and loans issues, students with disabilities, training for local members, the student identity card project and many others.

**How many students does your NUS represent?**

Around 110,000 students.

**Are individual students or local student unions members of your NUS?**

Local student unions are members.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

*Luxembourg*

UNEL

Union Nationale des Etudiant(e)  
s du Luxembourg[www.unel.lu](http://www.unel.lu)**Unel**

B.P. 324 L-2013

Luxembourg

Tel.: +352 621 225219

[info@unel.lu](mailto:info@unel.lu)**Please provide us with a very brief history of your NUS.**

UNEL was founded in 1920 as a common platform of the catholic students' union AV (now ALUC) and the General Students' Association, the ASSOSS, to represent Luxembourgish students on an international level. After being dissolved by the Nazis in 1940, UNEL was recreated on a larger scale in 1951, and then incorporated the various

Clubs of Luxembourgish students abroad. All Luxembourgish students were considered to be members of UNEL until individual membership was introduced in 1962. After the events of May 1968, UNEL went through a period of change, including the departure of ALUC from UNEL in 1969, as well as a strict separation between the membership of UNEL and the inner ›cercle‹ (considered to be ›folkloristic‹ and ›reactionary‹) agreed in 1971. Since

then, UNEL has evolved into a politically independent student organisation, representing students' viewpoints in public discussion.

**Please provide a short summary of your organization's aims and objectives.**

UNEL defends the rights, views and interests of students. UNEL takes a global standpoint on educational manners, aiming towards the democratisation of access to higher education. In the long term, UNEL is aiming towards an educational system which allows the free development of the individual in a society where all forms of exploitation



are abolished. UNEL also defends democratic rights such as the right to free speech, right to free assembly etc., and aims to further these rights.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

UNEL is mostly active in the field of educational politics, but occasionally also takes a stand from a student viewpoint on more general political issues. Our priorities for 2008 will be:

- Tackling the rift between traditional and technical secondary education, and the discrimination of foreigners in the Luxemburgish educational system
- Continuing the fight for free access to Higher education
- Monitoring the development of the EU after The Lisbon Treaty
- The fight against the influence of the church on national educational and societal policies
- The development of democratic student representation

The main activities of UNEL are campaigns on specific topics, pushing these topics into the public domain through press releases, conferences, articles in newspapers as well as in our own publications, participating in consultative bodies at the level of the Ministries of Education and of higher education and research; participating in international organisations such as ESU events and in the Luxemburgish youth conference.

**How many students does your NUS represent?**

UNEL currently has some 450 individual members.

**Are individual students or local student unions members of your NUS?**

Individual students are members of UNEL.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO



St. M. Teodosie Gologanov  
no.28/13  
1000 Skopje R.  
Tel.: +389 2 3223024  
*nsum@esu-online.org*

**Please provide us with a very brief history of your NUS.**

The National Student Union of Macedonia was reestablished in 2002 by the student unions of the State universities from Skopje and Bitola. After facing

some early problems, NSUM has grown to become one of the leading student organisations in Macedonia. According to Macedonian legislation, we are still functioning as an NGO. At this time, we are waiting for changes in the Higher educational legislature, and after that we are planning to start on the implementation of the law for student organisations.

**Please provide a short summary of your organization's aims and objectives.**

NSUM is a national student network that aims to protect student rights and to help local student unions from state universities that are members of our organisation. We also aim to help other member student organisations in every area of their functioning.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

The main areas are:

- including student organisations in our network as much as possible

- ensuring implementation and improvement of the curriculum programmess
- ensuring implementation of the law for student organisation
- organising different workshops, seminars and conferences

**How many students does your NUS represent?**

60,000 students.

**Are individual students or local student unions members of your NUS?**

Local unions are members of NSUM.

**Is membership compulsory or on a voluntary basis?**

Membership is compulsory.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

KSU

Kunsill Studenti Universitarji

[www.ksu.org.mt](http://www.ksu.org.mt)

Students' House  
 University of Malta  
 Tal-Qroqq, Msida, Malta  
 Tel.: +356 21 343 085  
[info@ksu.org.mt](mailto:info@ksu.org.mt)

**Please provide us with a very brief history of your NUS.**

The Kunsill ta' l-iStudenti Universitarji (University Students' Council) is the oldest national student union in Europe. KSU was founded by Arturo Mer-

cieca (later Chief Justice Sir Arturo Mercieca) in 1901, as the Comitato Permanente Universitario. The student union is involved in student politics as well as national politics.

**Please provide a short summary of your organization's aims and objectives.**

Over the past 106 years, KSU has been working:

- To represent students on whatever issues concern them, whether on a national or international level.
- To serve as an official link between students and the relevant authorities.
- To achieve the democratisation of education in Malta.
- To coordinate activities with other organisations, and
- To cultivate an interest among students in the fields of education, socio-political and cultural issues.

- To pressure authorities into ensuring the highest level of quality in higher education

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Our focus is on student representation and protecting students' interests; student complaints and issues; organising student-related events: e.g. Fresher's Week; One World Week; Students' Theatrical Festival; Career's Convention; Higher education Conference, etc.



**How many students does your NUS represent?**

Around 10,000 students.

**Are individual students or local student unions members of your NUS?**

Individual Students are members.

**Is membership compulsory or on a voluntary basis?**

Membership is compulsory.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

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**ISO**

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**Interstedelijk Studenten Overleg**

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*www.iso.nl*

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**Bemuurde Weerd o.z. 1**

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**3514 AN Utrecht**

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**Tel.: +31 30 2302666**

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*iso@iso.nl*

**Please provide us with a very brief history of your NUS.**

ISO was founded in 1973.

**Please provide a short summary of your organization's aims and objectives.**

ISO is the largest student organisation in the Netherlands.

ISO works with the Ministry of Education and Science, universities, universities of applied science and political parties on higher education issues.



**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

N/A

**How many students does your NUS represent?**

430,000

**Are individual students or local student unions members of your NUS?**

Local student unions

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO



LSVb

Landelijke Studenten Vakbond

[www.lsvb.nl](http://www.lsvb.nl)

Drieharingstraat 6

Utrecht

Tel.: +31 30 231 64 64

[lsvb@lsvb.nl](mailto:lsvb@lsvb.nl)

**Please provide us with a very brief history of your NUS.**

In 2008, our union is celebrating 25 years of existence, so we're going to party like it's 1983! Throughout this time,

we've been a federation of one national organisation and a varying number of local unions.

**Please provide a short summary of your organization's aims and objectives.**

We seek to work as a federation, meaning that LSVb picks up the national topics and supports the local unions in their work. We primarily deal with education (quality, accreditation, accessibility, costs, etc) but also try to secure improvements to the necessities for being a student. This includes lobbying for student housing (both quantity and quality), public transport, health, etc. We also actively support student representatives in HEI's with training, advice and lobbying.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Our plan of work for 2008 has several priorities:

- Quality and accessibility
- Professional education (we have a binary system of two types of universities in Holland: scientific and professional)
- Supporting representatives at HEI's
- Student housing
- Training for student representatives at HEI's and local union board members
- Marking our 25th anniversary

**How many students does your NUS represent?**

All Dutch students.

**Are individual students or local student unions members of your NUS?**

LSVb has twelve local unions as their members. Individual students can also become members.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO (we are a federation, independent from any public institution, but largely funded by the Ministry of Education and our member unions.)

Lakkegata 3

0187 Oslo

Tel.: +47 22 044 970

[stl@stlweb.no](mailto:stl@stlweb.no)

**Please provide us with a very brief history of your NUS.**

StL was established in 1996, formed from the merging of many smaller organisations.

**Please provide a short summary of your organization's aims and objectives.**

StL's politics and activities are based on four fundamental principles:

The primary responsibilities of the State

High quality education

Equal rights

Students' participation and responsibility

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Plan of work 2008/2009

Key points:

- The Bologna Process towards 2010
- The Government budget campaign/Government budget priorities
- Mental health
- Research-based education

- Subsidiary points:
- Focus on the parties' manifestos
- The Qualifications Framework
- Let's Go! campaign
- Teachers' education
- Organisation of higher education

**How many students does your NUS represent?**

Around 100,000.

**Are individual students or local student unions members of your NUS?**

Local student unions become members of StL.

**Is membership compulsory or on a voluntary basis?**

Voluntary for local student unions, the other students at the HEI are automatically members if the students' union is a member-collective membership.



**Please explain your legal status. Are you a NGO or a public institution?**

NGO



Thorvald Meyers gt 7

0555 Oslo

Tel.: +47 22 044 950

nsu@esu-online.org

**Please provide us with a very brief history of your NUS.**

The National Union of Students in Norway (NSU) was founded in 1936 and is an independent and autonomous student or-

ganisation. NSU represents about 93,000 students from 8 different branches, and we have representatives in official committees across the education sector.

**Please provide a short summary of your organization's aims and objectives.**

NSU's main task is to defend students' interests and to express the views and concerns of students to political authorities and university administrations, as well as to the public at large.

NSU's main policy is that education should be free of any charge and available to everybody, regardless of social, ethnic or geographical background. NSU are working for an improvement in the quality of education, and to improve study conditions. Quality improvements like the teaching qualifications of academic staff, and the evaluation of education, are two things of importance.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

NSU works to improve students' academic, social and economic rights. Important in this work is improving the conditions for studying, providing free access and increasing the budget for higher education. Im-



proving the student financing system and student welfare are matters that NSU gives high priority to. We aim to activate students to engage in social matters, both in order to improve their own situation and to develop solidarity with other groups.

The main priority this year is to continue the reform work in the field of Higher education in Norway, especially regarding Quality Assurance. We are also working on improving the student financing system, and on encouraging the construction of more, reasonably priced, student housing

**How many students does your NUS represent?**

93,000 students

**Are individual students or local student unions members of your NUS?**

Local student unions are members of NSU.

**Is membership compulsory or on a voluntary basis?**

Membership is compulsory for students, but it is voluntary for local student unions.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

PSRP

Parlament Studentów Rzeczypospolitej Polskiej

[www.psrp.org.pl](http://www.psrp.org.pl)Parlament Studentów  
Rzeczypospolitej Polskiej

al. Szucha 25/3

00-918 Warszawa

Tel.: +4822 621 55 19

[secretariat@psrp.org.pl](mailto:secretariat@psrp.org.pl)**Please provide us with a very brief history of your NUS.**

N/A

**Please provide a short summary of your organization's aims and objectives.**

Student self-government is much in evidence at over 300 Polish state and private universities. They take joint decisions about the distribution of grants for students and student organisations within the university. They activate student cultural life and take part in electing the authorities of university departments and institutes. They influence the work of bodies who make decisions that affect the progress and prospect about the schedules for, and progress of, students and graduates on the ›job market‹ and in terms of law.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Our priorities are to:

- inspire international exchanges among students
- make it easy to obtain non-budget financial support for self-government and student organisations

- support all activities aiming to increase the number of students, investment in universities and increasing the level of education, reform of educational programmes and study progress systems
- represent the student community on the board of universities and within the organs of the Polish State
- co-decide about the position of the student community within the youth movement and in terms of State policy towards youth
- give opinions on all legislation concerning students

**How many students does your NUS represent?**

1,941,400 students—PSRP is the representative body of all student self-government associations. Student self-government associations compulsorily embrace all students in the country in accordance with the university law.

**Are individual students or local student unions members of your NUS?**

PSRP is an umbrella organization for student self-governments. According to the Law on HE, every student is part of a student self-government which must exist on his university/high school.

**Is membership compulsory or on a voluntary basis?**

Membership is compulsory.

**Please explain your legal status. Are you a NGO or a public institution?**

Public Institution



pl

*Poland*

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ZSP

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Zrzeszenie Studentów Polskich

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[www.zsp.org.pl](http://www.zsp.org.pl)

Ul-Ordynacka 9

00-364 Warszawa

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Tel.: +48 22 828 39 90/2

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[zsp@esu-online.org](mailto:zsp@esu-online.org)

# ZSP

**Please provide us with a very  
brief history of your NUS.**

(ZSP)—Zrzeszenie Studentów  
Polskich was founded on April  
19th 1950.

**FAIRe**

Fórum Académico para a  
Informação e Representação  
Externa

[www.faire.pt](http://www.faire.pt)



Apartado 2050 (Gab. 21,  
Pavilhão I), Campus de Santiago  
3810-193 Aveiro  
[faire@faire.pt](mailto:faire@faire.pt)

**Please provide us with a very brief history of your NUS.**

FAIRe was founded on March 21st 2001 and its student association status was ratified in the official journal Diário da República nº 183—8th August 2001.

Today, FAIRe has 33 associates throughout the multiple sub-systems of Portuguese higher education. These sub-systems represent more than 170 000 students. FAIRe has been, since May 2002, a full member of ESIB—National Unions of Students in Europe.

**Please provide a short summary of your organization's aims and objectives.**

FAIRe's goals are:

- To promote the use of information and communication technology in order to facilitate inter-member dialogue.
- To promote access to legislative and other documentation concerning education, association and youth policy, so that it can be more accessible to FAIRe's members.
- To collect and keep up-to-date documentation about member activity in order to inspire good member practice.

- To gather and disseminate information on opportunities for personal, curricular and professional development for students at the international level.
- To represent the members in the international discussion forums for which it has been mandated, especially through its participation in ESU

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

N/A

**How many students does your NUS represent?**

170,000

**Are individual students or local student unions members of your NUS?**

Local Student Unions.



**Is membership compulsory or on a voluntary basis?**

On a voluntary basis, but admission to FAiRe requires a favourable vote of each member's own General Assembly as well as that of FAiRe itself.

**Please explain your legal status. Are you a NGO or a public institution?**

Non-governmental, non-commercial, non-political and a socially-registered union.

## Romania

ANOSR

Alianta Nationala a Organizati-  
ilor Studentesti din România

[www.anosr.ro](http://www.anosr.ro)



Piata Valter Maracineanu, nr. 1-3,  
intrarea 5, room 141, sector 1  
010155 Bucuresti  
Tel.: +40 722622221  
[anosr@esu-online.org](mailto:anosr@esu-online.org)

**Please provide us with a very brief history of your NUS.**

1998–99—ANOSR is founded as an alliance of several local student unions

1999—ANOSR takes the lead in several strikes, including a ma-

ajor national strike

1999–2004—The governments, both right and left, try to stop ANOSR from constructing a viable functioning structure. The most visible aspect of this is the fact that only the Supreme Court agreed to recognise ANOSR, after long legal battles at several lower courts.

2002—ANOSR joins ESU as a full member.

2001–2007 ANOSR expands to 62 organisations in 15 cities across Romania, representing 25 universities and 60% of all students in Romania

**Please provide a short summary of your organization's aims and objectives.**

Representing the interests of students in relation to the Central Romanian authorities.

Facilitating know-how transfer to local unions on issues such as education, welfare, etc.

Improving students' representation capacity and decision-making influence at all levels.

Developing organisational capacity at the local level in Romania.

Keeping strong European-level cooperation with other NUSs and ESU.

Offering local unions a platform for networking and co-operation.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

We represent the interests and desires of students in monthly negotiations with the Ministry of Education, and we promote the defense of students' interests in any draft legislation.

We lobby government institutions in favour of students.

Promotion of greater knowledge on the Bologna Process and The Lisbon Strategy among students in a 3rd consecutive follow-up of the Bologna Information Project started in 2006.

Bringing as great as possible an input into the new draft law on Higher education.

Improving networking between our local unions.

**How many students does your NUS represent?**

490,000

**Are individual students or local student unions members of your NUS?**

Local students unions are the legal members of ANOSR.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

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**SUS**

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**Studentska Unija Srbije**

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*www.sus.org.yu*

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**Kraljice Natalije 15/18**

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**11000 Belgrade**

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**Tel.: +381 11 3067741**

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*office@sus.org.yu*

**Please provide us with a very brief history of your NUS.**

SUS was established as a NUS in 1998. Before 1998, there were approx 30 independent faculty student unions, established

to fight for a democratic university. SUS as such arose after the mass student protests against Milosevic's election fraud in 1996/97. At that time, the only legal student structures at Serbian universities were Students' Alliances, which were controlled by Milosevic's regime party the SPS. The Alliances were there to support the regime and to obstruct the student protests. After the democratic revolution in Serbia (October 5th 2000), SUS was the only representative and widely recognised student organization in Serbia. The Alliances were shamed, humiliated and left almost dead.



From 2001–2003, SUS organised several conferences, round tables, campaigns etc. on the Bologna Process, introducing the process to Serbia. Thanks to SUS's efforts the Bologna Process was introduced in Serbia.

**Please provide a short summary of your organization's aims and objectives.**

The mission of SUS is to create an education system of European quality in a European Serbia, and to this end, SUS' activities focus on the reform of higher education, on improvements to student welfare and on defending student rights. SUS is also one of the most active organisations in drafting the youth policy in Serbia. From the beginning, SUS has been working to establish a tolerant and civil society.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

The main areas of work are as follows:

- Implementation of the Bologna Process at Serbian universities;
- Youth policy;
- Development of civil society;
- Priorities for 2007 are as follows:
  - Campaign for the equivalence of old and new degrees;
  - Development and strengthening of internal capacities;
  - Co-operation with the newly-established Ministry for Youth;

**How many students does your NUS represent?**

We currently do not have an estimate.

**Are individual students or local student unions members of your NUS?**

SUS is a network of local unions. Approx. 60 faculty and 4 university unions are members of SUS. There is no individual student membership in SUS.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO



*Spain***CREUP**

Coordinadora de Representantes  
de Estudiantes de Universidades  
Públicas

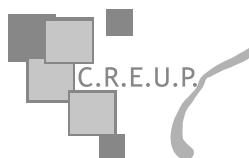
[www.creup.es](http://www.creup.es)

Consejo de Estudiantes de la  
UAH, Universidad de Alcalá  
de Henares, Callejón de Santa  
María s/n

28801 Alcalá de Henares  
(Madrid)

Tel.: +34 91 883 43 84

[creup@esu-online.org](mailto:creup@esu-online.org)



**Please provide us with a very  
brief history of your NUS.**

N/A

**Please provide a short sum-  
mary of your organization's  
aims and objectives.**

Our aims are to be the voice of  
the students in our universi-  
ties and to fight for our rights;  
to try to create a public insti-

tution for students' representation; to improve communication be-  
tween our members; and to stimulate students' participation in our  
universities.





**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

Adaptation to the EEES

Consolidation of our way of working on bigger projects

**How many students does your NUS represent?**

550,000–600,000

**Are individual students or local student unions members of your NUS?**

Local Student Unions are members of CREUP.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

sk

*Slovakia*

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ŠRVŠ

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Študentska Rada Vysokých Škôl

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*www.srvs.sk*



Staré grunty 52

842 44 Bratislava 4

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Tel.: 02 65 41 18

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*srvs@esu-online.org*

SSU

Študentska Organizacija

Slovenije

[www.studentska-org.si](http://www.studentska-org.si)

Dunajska 51

1000 Ljubljana

Tel.: +386 1 28 06 800

[info@studentska-org.si](mailto:info@studentska-org.si)

**Please provide us with a very brief history of your NUS.**

SSU's history began with the 1994 Students Association Act, but it was only after the passing of the new Student Con-

stitution in November 2002 that the idea to launch a uniform representation of students' interests at the national level became a fully functional reality.

In accordance with the Student Constitution, SSU acts as an umbrella organisation comprising the student organisations of universities, independent institutions of higher education and vocational colleges, local student organisations and interest-based student associations. Current members of SSU are as follows: Student Organisation of the University of Ljubljana, Student Organisation of the University of Maribor, Student Clubs Association of Slovenia and Student Organisation of the University of Primorska.

All SSU member organisations appoint their representatives to SSU bodies to ensure hands-on involvement and contribute to the development of the umbrella organisation while doing their best to meet the interests of students at the university or local level, whichever is applicable.





**Please provide a short summary of your organization's aims and objectives.**

SSU focuses primarily on ensuring favourable studying conditions, streamlining accessibility to higher education, improving students' social standing and developing a framework of non- and informal education.

In particular, we deliver the defined objectives by being actively involved in the formulation of our national policy and programs related to higher education, scholarships, student housing and employment. Another focal point of our activities is addressing both student health care issues and problems concerning the employment of new graduates.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

SSU covers all main areas that are important to Slovenian students, like:

- Study
- Halls of Residence
- Scholarships and Student Employment
- Student Health and Health Care
- Employment of New Graduates
- Extracurricular Activities
- International Cooperation

**How many students does your NUS represent?**

Since all students are subject to the Students Association Act passed by Parliament, we represent all students in Slovenia.

**Are individual students or local student unions members of your NUS?**

Individual students are members of SSU.

**Is membership compulsory or on a voluntary basis?**

Membership of students in SSU is compulsory under the Students Association Act passed by parliament.

**Please explain your legal status. Are you a NGO or a public institution?**

Public Institution

Wollmar Yxkullsgatan 16

11850 Stockholm

Tel.: +46 8 54 57 01 00

[sfs@sfs.se](mailto:sfs@sfs.se)

**Please provide us with a very brief history of your NUS.**

We were founded in 1921 with the primary aim of participating in Scandinavian student conferences. Since the 1940s,

we have been recognised by the government as an important stakeholder. Since 1950s, SFS has been the only official organisation for governmental bodies, teachers unions etc. Swedish student unions have always had internal discussions as to whether they should be member of a national body or not, and especially during 80s and 90s, there were clashes between university colleges/minor universities and the



older established universities. Party politics has always played a relatively small role within SFS, though of course it has been present to a certain extent.



**Please provide a short summary of your organization's aims and objectives.**

Our aims are a) to represent students in academic and economic affairs on a national level and b) to arrange meeting places for, and provide training and advice to, local student unions.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

SFS has three special focus areas for this year's work.

- 1 Access to higher education. Which groups don't go on to higher education? Why? And what can we do about it?
- 2 Students' social and financial situation and security. We will focus on such things as student grants, income when students are unable to work, access to social security etc.



- 3 The consequences of the abolition of automatic student union membership. The government has decided to abolish automatic student union membership. This will have great consequences both for students, student unions and SFS

**How many students does your NUS represent?**

Around 280,000

**Are individual students or local student unions members of your NUS?**

Local student unions.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

*Switzerland***VSS-UNES-USU**

the union of students in  
switzerland  
[www.vss-unes.ch](http://www.vss-unes.ch)



Verband der Schweizerischen Studierendenschaften  
Union des Etudiant-e-s de Suisse  
Unione Svizzera degli Universitari  
info@vss-unes.ch - www.vss-unes.ch

Laupenstr. 2  
3001 Bern  
Tel.: +41 31 382 11 71  
[info@vss-unes.ch](mailto:info@vss-unes.ch)

**Please provide us with a very brief history of your NUS.**

VSS-UNES-USU was founded in 1920 in Zurich as a counterweight to the political influence of fraternities. During the

fifties there was a bourgeois political orientation, and the Union was strongly active in integrating Hungarian migrants into Switzerland. The late sixties brought a change to a more leftist political activism. In the late eighties, due to divergent political orientations of the different local student unions, VSS-UNES-USU had to deal with the emission of several members. Since the development of the Bologna Process, VSS-UNES-USU increased in profile and therefore in attractiveness for local student unions. Since 2005, due to some changes within the organisation, its structures and political and institutional presence, VSS-UNES-USU won back members who left in the nineties and is in the process of integrating the »Fachhochschulen« into the structures of the association.



Since the sixties, the political aims of VSS-UNES-USU stayed more or less the same: promoting democratisation (as in ›introducing‹), a

strong commitment to equality (gender, social, background ...) and the fight to counter the commodification of education.

For more information: <http://www.vss-unes.ch/d/history.html>

**Please provide a short summary of your organization's aims and objectives.**

Promoting democratisation: not every university or fachhochschule has a proper student union, there is no guaranteed right to participate for most local student unions, nor for VSS-UNES-USU on a national level.

A strong commitment to equality (gender, social background ...): there are still 26 different grants and loan systems in Switzerland. Gender equality in higher education is a difficult topic in Switzerland. vss-unes-usu believes in the unity of teaching and research and an independent education. Education is a public good.



**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

- Trying to introduce new participation rights for VSS-UNES-USU in the new law on higher education (to be introduced in 2012—the consultation started in 2007)

- Presenting a new draft law to deal with the grant situation, and
- Changing and developing internal structures
- Working on ECTS, mobility, students with disabilities, etc.
- Drafting a publication including VSS-UNES-USU policies on 10 specialised topics and the two major strategies and processes in HE

**How many students does your NUS represent?**

93,632

**Are individual students or local student unions members of your NUS?**

Local unions are members.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO (VSS-UNES-USU is a registered non-profit association)

UASSUkrainian Association of Student  
Self-government*info@uass.org.ua,*Post Box 36903150 KyivTel.: +380 44 360 52 98*www.uass.org.ua*

**Please provide us with a very brief history of your NUS.**

The Ukrainian Association of Student Self-Government (UASS) was set up by the students of Ukraine in November

2002 on the basis of the former Ukrainian Association for Development of Student Self-Government (Ukr.: UARSS), which had existed since the summer of 1999 with the purpose of assisting the student initiative groups, striving to establish student self-government in Ukrainian HEIs, and to exchange best practice in terms of student self-government.

The initial priority, which unfortunately has still not lost its relevancy, was lobbying for democratic changes in student representation in the laws on higher education, adopted by the Parliament in January 2002, to assure free, independent and democratic student participation in the decision-making process.

Until that time, UASS was busy holding seminars, conferences and other meetings for student representatives, where they were able to exchange the experience of their work, organising the discussions and making statements on different student-related issues, and advocating student interests at the national level and in international events.

In spring and autumn 2005, UASS was the main promoter of the successful student protests against the attempts of the Ministry of Education and Science, the Ministry of Public Health and their conservative supporters in Parliament to violate the rights of the young people by

introducing obligatory work for HEI graduates at places selected by the Government.

From Autumn 2006 until September 2007, UASS conducted a victorious national campaign for student discounts on rail transport, which resulted in the extension of the discounts time period from 10 to 12 months per year.

**Please provide a short summary of your organization's aims and objectives.**

The aim of UASS, in accordance with its statutes, is to carry out educational, cultural, scholarly, amateur sports, recreation, ecological and other legal activities, aimed at satisfying and protecting the legal social, economic, creative, spiritual and other common interests of the students of Ukraine.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

The main priorities of UASS for 2008 are described as in our Work Plan as:

- ▷ Development of students' self-government structures;
- ▷ Study issues and reform of higher education, including the Bologna Process;
- ▷ Legal protection of students;
- ▷ Students' health;
- ▷ Student amateur sports;
- ▷ Student welfare problems and dorms,
- ▷ Development of student scientific societies,

- Student information issues,
- International cooperation.

**How many students does your NUS represent?**

At this time, UASS has 86 collective members, representing 630,000 of III and IV-level students.

**Are individual students or local student unions members of your NUS?**

Both local unions and individual can be a member of UASS.

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary.

**Please explain your legal status. Are you a NGO or a public institution?**

NGO

*United Kingdom*

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NUS-UK

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National Union of Students

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[www.officeronline.co.uk](http://www.officeronline.co.uk)

nationalunionofstudents

Centro 3–19 Mandela Street

London NW1 0DU

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Tel.: +44 871 221 8221

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[www.nus.org.uk](http://www.nus.org.uk)**Please provide us with a very brief history of your NUS.**

NUS UK was founded in 1922. For more information with a timeline, refer to: <http://www.nus.org.uk/en/About-NUS/>

*Who-We-Are/History/* NUS's initial focus was on international exchanges and understanding, this commitment remains to this day, but both membership and activities have expanded way beyond the dreams of our founding members.

**Please provide a short summary of your organization's aims and objectives.**

NUS UK's mission is to promote, defend and extend the rights of students; and to develop and champion strong students' unions. To deliver these objectives, the core values of equality, democracy and collectivism are applied.

**What are the main areas of work of your NUS? What are the priorities for this year? What are the main activities of the NUS?**

The key priorities will be delivering on the strategic plan—in particular developing new funding models in each of our nations, building a consensus around them, building support and then challenging decision-makers to implement our preferred models.

**How many students does your NUS represent?**

About 7 million



**Are individual students or local student unions members of your NUS?**

Our constituent members are students' unions and associations—there is no individual membership



*fighting for lesbian, gay, bisexual and trans  
students across scotland*

**Is membership compulsory or on a voluntary basis?**

Membership is voluntary insofar as student associations make the decision to join or not—at the local level, membership of the students' union is automatic, unless the student exercises their right not to be a member.

**Please explain your legal status. Are you a NGO or a public institution?**

NUS UK (National Union of Students) is a voluntary membership organisation. We are a confederation of local student representative organisations in colleges and universities throughout the United Kingdom and Northern Ireland which have chosen to affiliate and which pay a membership fee.



**Keep Scotland  
Top-up Free**