

# 30th European Students' Convention and Second Annual PASCL Conference



Brussels,  
28th-30th  
September  
2015

Supporters:



PASCL





## PEER ASSESSMENT OF STUDENT-CENTRED LEARNING (PASCL)

The PASCL Project aims to assist in implementing sound student-centred learning (SCL) strategies and approaches at institutional level and to foster a culture of SCL in higher education institutions across Europe.

The project aims to:

Develop a peer assessment framework (PASCL guidelines) for “student-centeredness” of a higher education institution, which will lead to the award of a European recognition for student-centred institution.

Exploit the knowledge gathered in the project during a training for experts, three conferences and research study on SCL in Europe. The project will deploy an online repository with case studies, practical advices for implementation of student centred learning, feedback from participating institutions and students.

Give higher education institutions insight into their performance regard ing implementing student centred learning and provide with the means for further improvements.

Address the question of students' motivation to take an active role in co-creating their learning experience.

Give deserved visibility to the teaching mission of HE institutions, reward excellence in teaching, which is beneficial for students, institutions themselves and society

Facilitate peer learning through the presentation of existing practices, discussion and evaluation of the approaches in teaching and learning through the project website.

Project Leader: European Students' Union

Project Partners:

- UNICA, Institutional Network of the Universities from the Capitals of Europe
- FIER, The Finnish Institute for Educational Research
- CEU, Central European University
- Melius s.r.l.
- KIC, Knowledge Innovation Centre

This project has been funded with support of the European Commis



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## Enhancing Social Characteristics and Public Responsibility of Israeli Teaching through a HEI-Student Alliance (TEMPUS ESPRIT)

The Tempus ESPRIT project aims to analyze and map the social and public roles of higher education institutions in Israel and develop models for strengthening their social responsibility by redefining and deepening the cooperation between the students and their institutions, as well as with the society where they operate.

For more information, please consult [www.tempus-esprit.org](http://www.tempus-esprit.org)

**Project Leader:** Ben-Gurion University of the Negev and Bologna Training Center-Centre for the Study of European Politics

**Partners:** European Students' Union, Bezalel Academy of Arts and Design Jerusalem, CHE Consult GmbH, The Hebrew University (HUJI) of Jerusalem, the Interdisciplinary Center Herzliya (IDC), Masaryk University (MU), The National Union of Israeli students (NUIS), Tel Hai Academic College, The University of Brighton, The Universidad de Santiago de Compostela (USC).

This project is funded by the European Union



## Effective Approaches to Enhancing the Social Dimension of Higher Education (IDEAS)

IDEAS project aims to increase the understanding of the environmental, social and political factors paving the way to success. Among the main project outcomes are: a database enlisting initiatives (programmes/policies/projects) that enhance equity in access, participation and completion of higher education across Europe; analysis of the data to look for evidences of causal links between the initiatives and improvements in equity for their target groups.

For more information, please consult [www.equityideas.eu](http://www.equityideas.eu)

Partners: European Students' Union, The Tavistock Institute of Human Relations (TIHR), The Knowledge Innovation Centre – Malta (KIC Malta), ECHO, EURASHE

This project has been funded with support from the European Commission.



# Letter from the Chairperson

Dear participants of the ESC30,

First of all I would like to welcome you to Brussels on behalf the whole ESU crew! Brussels is not only the main seat of many of the European Union institutions but also where ESU is based, and for a good reason.

The general aim of the convention is to provide a better understanding of the agenda after the Yerevan ministerial conference, mainly on the priority on Student-Centred Learning and the European Union as a political actor. We would like to inform you about the latest developments, and ask you to pass this info over to your colleagues and members, but also to motivate you to actively participate sharing your very valuable inputs.



As you know, a priority for ESU during this year has been the Student-Centred Learning (SCL) approach, as a paradigm shift in higher education, both at the political level but also at the implementation aspect. Now we can say that SCL is also a priority in the Bologna Process, as reflected not only in the Yerevan Communiqué but also on the revised European Standards and Guidelines for quality assurance or the new ECST users' guide. ESU's PASCL Project, which will be presented during the ESC, aims to assist in implementing sound Student-Centred Learning strategies and approaches at institutional level and to foster a culture of SCL in higher education institutions across Europe.

During the ESC we will also explore the Paris Declaration of the Education ministers of the EU - which reflects on the role of education for fostering inclusiveness in our societies, learning to live together and promoting tolerance and understanding. On these lines the Education and Training strategy of the EU, ET2020, is being revised at this very moment, trying to balance out the different purposes of higher education. We could not leave Brussels without tackling the answer that us as students and member of our higher education institutions can give to the refugees who try to find in Europe a future that was taken away from them in their home countries.

Finally, I would like to thank the Erasmus+ Programme of the European Commission, the European Parliament, the European Economic and Social Committee and the Council of Europe for their support. Last but not least, I would like to thank the ESU crew, including both staff and hacks, none of this would have been possible without them.

Sincerely,  
Fernando Galan  
Chairperson European Students' Union



# About the European

The European Students' Union (ESU) is the umbrella organisation of 45 National Unions of Students (NUS) from 38 countries, being present in 27 out of the 28 EU member states. Through its members, ESU represents over 15 million higher education students in Europe.

The NUSes are open to all students in their respective country regardless of political persuasion, religion, ethnic or cultural origin, sexual orientation or social standing. Our members are student-run, autonomous, representative and operate according to democratic principles.

ESU is established as an international non-profit non-governmental organisation registered in Belgium.

## **MISSION**

ESU's mission is to represent, defend and strengthen students' educational, cultural, political and social rights. We advocate for sustainable, accessible and high quality higher education in Europe.

## **VISION**

Equal educational and social opportunities in an open and democratic Europe where students shape a sustainable future.

## **VALUES**

- ESU is diverse, democratic and open-minded.
- We represent all students in Europe, understanding the diversity of



# Students' Union

- the students. ESU is inclusive and strives for solidarity within the students' movement.
- We are independent. ESU structures facilitate the accountability of the elected representatives, works with respect towards all members and their different opinions and functions transparently.
- We are unconventional and open for new thoughts. We, as experts of higher education bring in courageous and smart ideas through a fresh and spontaneous, but professional attitude.

## ACTIVITIES

ESU represents and promotes the interests of students at the European level towards all relevant bodies and in particular the European Union, Bologna Follow Up Group, Council of Europe and UNESCO.

- We bring together, resource, train and inform national student representatives on policy developments in higher education at the European level;
- We organise seminars, training, campaigns and conferences relevant to students;
- We conduct European-wide research, partnership projects and campaigns;
- We produce a variety of publications for students, policy-makers and higher education professionals.

# Second Annual PASCL Conference



The 30th European Students' Convention will also be the second PASCL Conference. The aim is to continue the debate on the student-centred learning (SCL) topics, but also to present the progress results of the projects, and to provide up-to-date information to the SCL experts. The ESC 30 aims to discuss the effects of European higher education reforms on learning and teaching and how to apply the student-centred learning approach. The debate will reflect on recent developments and on how Europe can promote and value again active citizenship, intercultural understanding and human rights education.

With the financial support of the European Commission, ESU has been implementing the PASCL project (Peer Assessment of Student-Centred Learning) since October 2013. The three-year project aims to re-evaluate the implementation of student-centered learning, highlight best practices and establish peer assessment procedures for the implementation of the concept in European higher education institutions.

During the Convention, participants will gain insights into the main outcome of the PASCL project - a newly developed framework of criteria for conducting peer-assessment of the student-centeredness of higher education institutions. This framework may be further used to award a label to institutions fulfilling the criteria.

As the main milestone in higher education this year has been the Ministerial Conference and the Yerevan Communiqué, a special attention of the ESC30 will be the follow up of the main outcomes and the future steps. Delegates will also discuss the Paris Declaration - another landmark and source of very strong messages, which calls for Europe's combined efforts to promote social inclusion and active citizenship through the common values of freedom, tolerance and non-discrimination through education.

During the third day, discussions will revolve around the implementation of the Bologna Process from students', universities and EU perspectives. The final debates will focus on ways to increase international cooperation and why empowering refugees, asylum seekers and internally displaced people through accessible education is crucial for social cohesion and peace.



# What is a European Students' Convention?

The European Students' Convention (ESC) is a biannual event organised by ESU where students' representatives from the national unions of students from 32 different European countries, other stakeholders, experts and policy-makers have the opportunity to meet and discuss the recent and future developments in higher education.

ESU usually organises the ESC in the country which is holding the presidency of the council of the European Union at that point of time, in order to create synergies with the country presidency's priorities on education, or in another country/city with a significant relevance for Europe as a whole.

The program of the event includes debates, presentations, panel discussions, workshops and networking opportunities provoking a dynamic exchange of ideas and different points of view. An outcome document is produced and shared with all the participants, member organisations of ESU, other stakeholders and policy-makers.



# Agenda

## Monday 28th September 2015 - Day I

European Parliament, Paul-Henri Spaak (PHS – P5B001)

10:00 - **Visit to the Council of the European Union (optional)**

12:00 Justus Lipsius building (Rue de la Loi 175)-

@eucouncil @eucopresident

*\*This visit is optional and upon registration, it will have a policy of first come first served.*

10:00- **Feedback Session IDEAS (optional)**

12:30 -Mundo-J building (Rue de l'Industrie 10)-

The IDEAS project collected and analyzed implemented best practices which strive for a more inclusive environment in higher education. From the findings, policy recommendations were deflected. These are presented to the participants and up for discussion.

14:00- *Registration*

14:20

14:30- **Opening words**

15:00 Opening of the ESC 30 and presentation of the agenda and main aims and objectives of the event.

**Speakers:**

**Martine Reicherts**, Director General for Education and Culture, European Commission

**Therese Comodini Cachia**, MEP, Group of the EPP

**Fernando Galán**, Chairperson of the European Students' Union

15:00- **Overview on Student-Centred Learning in Higher Education in Europe**

15:30

Presentation of the PASCL publication and the main outcomes of the PASCL project until now.

**Speakers:**

**Tijana Isoski**, Executive Committee, European Students' Union

**Anthony Camilleri**, Knowledge Innovation Centre

15:30

-16:00 *Coffee Break*

16:00 - **Panel discussion: a new time for student-centred learning in Europe**  
17:15

The Yerevan Communiqué sets as a priority for the upcoming three years the learning and teaching process when, at the same time, the revised ECTS Users Guide and the Standards and Guidelines for Quality Assurance puts on the spotlight the student-centred learning approach. What does it mean? How can we implement innovative pedagogies?

**Speakers:**

**Klara Engels-Perenyi**, DG EAC, Unit for Higher Education and "Erasmus", European Commission

**Tia Loukkola**, Director of the Institutional Development unit, EUA

**Jens Vraa-Jensen**, Chair of Standing Committee for Higher Education and Research, Education International

**Manja Klemencic**, Lecturer in Sociology, Harvard University

**Moderator:**

**Blazhe Todorovski**, Vice-Chairperson, European Students' Union

17:15 - **High heels and gorgeous or suits and "maleish" - perception of women in politics**  
18:00

Women in politics are still a minority. The media coverage and the perception of them varies not only in regard to their male counterparts, but also the way how they are described and what attributes are added to them. The workshop aims to identify the stereotypes and deconstruct them.

**Speaker:**

**Melanie Fröhlich**, Equality Coordinator, ESU

20:00 **Dinner -ESU members only-**  
at Brasserie Leopold - Rue de Luxembourg 33, 1050 Brussels

## Tuesday 29th September 2015

### Second Annual Conference on Student-Centred Learning - Day II

Royal Flemish Academy of Belgium for Sciences and Arts (Rue Ducale 1, 1000 Brussels)

08:45 - 09:15 *Registration and security check*

09:30 - 10:15 **Welcome words and presentation of Social Benchmarking Tool**

Welcome words and presentation and debate on the Social Benchmarking tool, aiming to strengthen the social and public roles of higher education.

**Speakers:**

**Dima Kötukov**, ESPRIT project, National Union of Israeli Students  
**Lea Meister**, Vice-Chairperson of the European Students' Union

10:15 - 11:30 **The day after the Paris Declaration**

Europe had to learn in hard way that we have neglected the education pillar of learning to live together for too long. How can Europe promote and value again active citizenship, intercultural understanding and human rights education?

**Speakers:**

**Mette Mørk Andersen**, DG EAC, Unit for Higher Education and "Erasmus", European Commission

**Patricia Pol**, Ministry of Education, France

**Giuseppina Tucci**, Board Member, OBESSU

**Moderator:**

**Rebecka Stenkvist**, Executive Committee, ESU

11:30 - 12:00 *Coffee Break*

12:00 - 12:30 **Europe placing students at the heart of learning**

What does the European Union do? Support for policy reforms. Can we really make an impact? Recognition of good practices at European level.

**Speakers:**

**Tibor Navracsics**, Commissioner for Education, Culture, Youth and Sport, European Commission

**Moderator:**

**Fernando Galán**, Chairperson of the European Students' Union

12:30 - *Family Picture*

12:45

12:45 - *Lunch*

14:00

14:00 - **Workshops - 1st round**

15:15

Participants will split in four different parallel workshops:

A) SCL in practice, good practices of implementing Student-Centred Learning.

B) eLearning and blended Learning, expressions in digital age and new technologies in education.

C) SCL in U-Multirank, how to measure and compare SCL approach of higher education institutions.

D) IDEAS, inclusive environment in higher education institutions.

15:15 - *Coffee Break*

15:45

15:45 - **Workshops - 2nd round**

17:00

Participants will split in four different parallel workshops:

A) SCL in practice, good practices of implementing Student-Centred Learning.

B) eLearning and blended Learning, expressions in digital age and new technologies in education.

C) SCL in U-Multirank, how to measure and compare SCL approach of higher education institutions.

D) IDEAS, inclusive environment in higher education institutions.

17:00 - **Wrap-up and conclusions**

17:30

Recap of the main points of the sessions and discussions of the day

18:00 - **Back to School reception**

19:30

Venue: Royal Flemish Academy of Belgium for Sciences and Arts  
Reception for members, participants of the ESC 30, stakeholders and policy-makers.

**Toast:**

**Fernando Galán**, Chairperson of the European Students' Union

**Brando Banifei**, MEP, Group of the Progressive Alliance of S&D

## Wednesday 30th September 2015

### 30th European Students' Convention

EESC, Room VM3 (Van Maerlant building, Rue Van Maerlant 2)

08:45 - *Registration and security check*  
09:15

09:30 - **Welcome words**

09:45 Welcome words and brief introduction to the aims and objectives of the day.

#### **Speakers:**

**Irina Fomina**, Secretariat, Employment, Social Affairs and Citizenship Section; European Economic and Social Committee

**Blazhe Todorovski**, Vice-Chairperson of the European Students' Union

09:45 - **The European Higher Education Area in 2015, how far**  
11:00 **have we gone since 1999?**

After more than 15 years of the Bologna Declaration it is obvious that the Higher Education in Europe is not the same anymore, but how far have we gone? Do the different actors share the same view?

#### **Speakers:**

**David Crosier**, Education and Youth Policy Analysis, EACEA, European Commission

**Michael Gaebel**, Head of the Higher Education Policy Unit, European University Association

**Fabien Neyrat**, Deputy-head of the Bologna Process Secretariat, Ministry of Higher Education, France

**Karolina Pietkiewicz**, Executive Committee, ESU

#### **Moderator:**

**Liva Vikmane**, Executive Committee, ESU

11:00 - *Coffee Break*  
11:30

11:30 - **The Bologna Process and its challenges: modernising**  
13:00 **Higher Education**

After having a look to all the way until here and the current state of affairs of the Bologna Process: what is next? Are we ready to face the challenges of a rapidly changing society?

### Speakers:

**Sjur Bergan**, Head of the Education Department, Council of Europe  
**Margaret Waters**, DG EAC, Deputy Head of Unit for Higher Education and “Erasmus”, European Commission  
**Andrea Blättler**, Researcher, Switzerland

### Moderator:

**Fernando Galán**, Chairperson of the European Students' Union

13:00 - *Lunch*  
14:00

### 14:00 - **We don't need no education**

15:15 The role(s) of education is often discussed by policy-makers and stakeholders, which sometimes don't share the same views. What can international organisations do? Can we work together for common goals?

### Speakers

**Antonia Wulff**, Coordinator, Education International  
**Helge Schwitters**, Officer for International Affairs, National Union of students in Norway (NSO)  
**Viktor Gronne**, Executive Committee, European Students' Union

15:15 - *Coffee Break*  
15:45

### 15:45 - **The lighthouse of Education**

17:00 Education is not only about enriching young people's minds but to empower them and give them a future. What happens when all you take as a given goes away? Why should Europe care about giving back a future to refugees, asylum seekers and internally displaced people?

### Speakers:

**Nadim Karkutli**, EU Regional Trust Fund in Response to the Syrian Crisis, Madad Fund, European Commission  
**Virgine Desraite**, UNHCR  
**Yannick Du Pont**, Director, Sparks

### Moderator:

**Chiara Patricolo**, Human Rights and Solidarity Coordinator, European Students' Union

17:00 -  
17:30

## **Conclusions of the ESC 30 and closing remarks**

Presentation of the main conclusions of the 30th European Students' Convention and closing of the event.

### **Speakers**

**Cristi Popescu**, #ESC30 General Rapporteur, Executive Committee, European Students' Union

**Fernando Galán**, Chairperson, European Students' Union

20:00

## **Dinner -ESU members only-**

at Quartier Leopold, Place Luxembourg 9, 1050 Brussels

## **Thursday 1st October 2015**

### **Departure of participants**

Morning

## **Visit to the European Commission (optional)**

-Charlemagne building (Rue de la Loi 170)-



# Speakers' Biographies



## **Tibor Navracscics, Commissioner for Education, Culture, Youth and Sport, European Commission**

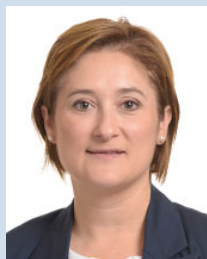
Tibor Navracscics holds degrees in law from the Faculty of Law and Political Sciences of Budapest's ELTE University and a PhD in political sciences. In 1999 he became an Associate professor at the Faculty of Law and Political Sciences, ELTE. Between 1997–2000, he assumed the position of the Secretary-General of the Hungarian Political Science Association and he was also Head of the Department of the Prime-Minister's Office until 2002. In 2003 he became Chef de Cabinet to the President of the Fidesz – Hungarian Civic Union and between 2006–2010 he was an elected Member of Parliament as well as a Member of the Parliamentary Committee for Constitutional, Judicial and Procedural Affairs. He also served as Fidesz National Assembly representative from 2006 until October 2014. Between 2010 and 2014 he was Deputy Prime Minister and Minister of Public Administration and Justice. In 2014 he also assumed the position of Minister of Foreign Affairs and Trade. In November 2014, Tibor Navracscics became European Commissioner for Education, Culture, Youth and Sport.



## **Martine Reicherts, Director General for Education and Culture, European Commission**

Martine Reicherts has been appointed as the new head of the European Commission's (EC) Directorate-General Education and Culture (DG EAC), which is the executive branch of the European Union responsible for policy on education, culture, youth, languages, and sport. The DG EAC also supports projects and programmes such as Creative Europe and Erasmus+.

Ms Reicherts is Luxembourgish and from 2007 until 2015 she has worked as Director-General for the Publications Office of the European Union.



## **Therese Comodini Cachia, MEP, Group of the EPP**

Therese Comodini Cachia is a lawyer and politician currently representing Malta in the European Parliament. Comodini Cachi attended the University of Malta, where she earned her Doctor of Law (LLD) in 1997, and later went on to finish her PhD in Human Rights Law in 2012. She trains a number of non-governmental organisations, including student organisations and is involved in research projects in the field of equality.



### **Fernando Galán, Chairperson of the European Students' Union**

Fernando Galán from Spain is Chairperson of ESU since July 2015, having served as vice-chairperson and, a year earlier, as a member of ESU's Executive Committee. Since he began his university education as medical student at the University of Cantabria (Santander, Spain) he has been involved in different levels of student representation at national and university level. He has also been Erasmus student at the Università Degli Studi di Bari (Bari, Italy) and participated in several international student exchanges. Fernando's work as a student representative has been mostly focused on the fields of student-centred learning, online education, rankings, recognition and quality assurance. As ESU representative, Fernando has participated in the Bologna Follow-Up Group and different experts' groups of the EU, Council of Europe and UNESCO.



### **Tijana Isoski, Executive Committee, European Students' Union**

Tijana Isoski is elected member of the Executive Committee of European Student's Union for the second mandate in 2015/2016. Her work focuses on quality of higher education, and her main areas of work are student-centred learning, structural reforms of higher education and online learning.

She is content coordinator of PASCL project (Peer Assessment of Student-Centred Learning) fostering implementation and developing guidelines for assessment of student-centred learning approach. Coming from Serbia, Tijana is studying Economics- International Trade at the University of Belgrade. Throughout the years, she has been fighting for students' rights as student representative on her faculty, international officer of Students Union of Serbia and Deputy Secretary & Internal affairs of the Mediterranean Student Network.



### **Klara Engels-Perenyi, DG EAC, Unit for Higher Education and "Erasmus", European Commission**

Klara Engels-Perenyi is Policy Officer at the European Commission. In the higher education policy unit of the Directorate-General for Education and Culture Klara is responsible for the policy areas quality assurance and the European Credit Transfer and Accumulation System (ECTS). She is co-ordinating a working group of ministry officials on the Modernisation of Higher Education, which supports Member State reforms to maximise the potential of higher education systems to provide high quality higher education, increasing Europe's innovation capacity and contributing to growth and jobs.



### **Tia Loukkola, Director of the Institutional Development unit, EUA**

Tia Loukkola works at the European University Association (EUA) as Director of the Institutional Development unit, which encompasses various activities with particular focus on providing services and support to EUA's members. In this context, she has responsibility for all activities related, in particular, to quality assurance and rankings. This includes management of the association's various projects on these topics and EUA's Institutional Evaluation Programme, as well as representing EUA in policy discussions. Tia

Loukkola is a regular guest speaker in conferences around Europe and beyond. Before joining EUA in April 2008 she worked at the University of Turku, Finland, for ten years in various capacities both in faculty and central administration.



### **Jens Vraa-Jensen, Chair of Standing Committee for Higher Education and Research, Education International**

Jens holds a MSc in Geography from University of Copenhagen. He is employed by DM (Dansk Magisterforening) and has been working on higher education and research issues in different capacities – mainly in trade unions – for over 25 years (and before this as a student activist). He has for the last approximately 15 years been a member of the Higher Education and Research Standing Committee (HERSC) under ETUCE, which is the European region of Education International. He served as chair of the Committee since February 2007. He is representing the teacher trade unions in the European Commission's Working Group on Modernising Higher Education and as a member of the European Bologna Follow Up Group, BFUG.



### **Manja Klemencic, Lecturer in Sociology, Harvard University**

Manja Klemenčič is Fellow and Lecturer in Sociology of Higher Education at the Department of Sociology at Faculty of Arts and Sciences, Harvard University. Currently she is on sabbatical at University of Cambridge. She researches, teaches, advises and consults in the area of international and comparative higher education, with particular interest in contemporary higher education reforms and student experience and engagement, teaching and learning, institutional research and internationalisation. Manja is Editor-in-Chief of European Journal of Higher Education (Routledge/Taylor&Francis), thematic editor of the section Elite and Mass Higher Education in the 21st Century of the International Encyclopaedia of Higher Education Systems and Institutions (Springer), co-editor of the book series Student experience in higher education (Bloomsbury) and serves on the Governing Board of the Consortium of Higher Education Researchers (CHER). From 1998 to 2001, Manja served as Secretary General of ESU (then ESIB-The National Unions of Students in Europe).  
Web: [scholar.harvard.edu/manja\\_klemencic](http://scholar.harvard.edu/manja_klemencic)



### **Blazhe Todorovski, Vice-Chairperson, European Students' Union**

Blazhe Todorovski was born 1987 in Skopje, Macedonia. He holds a Bachelor of Laws and he is currently following his Master Studies of Business Law at Ss. Cyril and Methodius University in Skopje, Macedonia. Blazhe has been involved in the work of student organisations since the beginning of his studies. Since

July 2012 he has been member of the Executive Committee of the European Students' Union. In the upcoming term he'll serve as one of the Vice-chairpersons of ESU. His main working area has been Quality of higher education with main focus on Quality Assurance. In the coming year, aside from Quality Assurance of Higher Education, he will be also responsible for Mobility and Internationalisation. In spare time: sports and hanging out with friends.



### **Melanie Fröhlich, Equality Coordinator, European Students' Union**

The second mandate as Equality Coordinator for the European Students' Union (ESU). Besides working on equality (related), issues the fields of expertise are new approaches to teaching and learning and social dimension in general. Former Bologna Expert in Germany and student representative within the Executive Committee of the German Academic Exchange Service (DAAD). Working within the students' movement since "almost forever" on different levels. Studying Spanish and Chemistry to become a teacher at some point.



### **Dima Kötukov, ESPRIT project, National Union of Israeli Students**

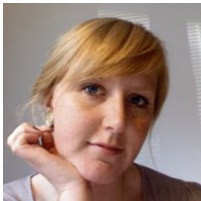
Dimitry (Dima) Kortukov, outgoing Head of Research, National Union of Israeli Students. Dima earned his B.A and M.A degrees in Political Science from Tel-Aviv University (both Magna Cum Laude). Currently, he is a Ph.D. candidate at the Department of Political Science at the Hebrew University of Jerusalem. Since

2011, Dima worked in NUIS Research department. In this capacity he successfully led a variety of research projects related to high education financing policy, high education governance and regulation, quality assurance in high education, tuition policy etc. Since 2014, Dima was part of the team responsible for the development of SBT in the framework of TEMPUS Esprit project. In 2015, he was nominated to the national High Education Reform Experts (HERE) group.



### **Lea Meister, Vice-Chairperson, European Students' Union**

Lea Meister was born in 1986 in Schaffhausen Switzerland. She has a Master degree in Eastern European History and Slavic Languages from the University of Basel in Switzerland. She currently studies Educational Sciences. Lea has been active in the student movement since 2009, has served as a policy officer at the Students' Union of the University of Basel and as the International Officer of the Swiss Students' Union. Since June 2014 she was a member of the Executive Committee of the European Students' Union and will be its Vice-Chair as of July 2015. She has mainly been working on the social dimension of and public responsibility for education, where she did not only analyse the links between the two mentioned topics but as well assessed the students' view about the social dimension in their countries. Else: Summer, sea, mountains and reading in several languages.



### **Mette Mørk Andersen, DG EAC, Unit for Higher Education and "Erasmus", European Commission**

Mette Mørk Andersen is Seconded National Expert in Higher Education at the European Commission since July 2014. Previously, she served as an Attache for education, youth and health at the Permanent Representation of Denmark to the EU.



### **Patricia Pol, Ministry of Education, France**

Vice chair of the Bologna Follow Up Group and advisor « Paris-Bologna 2018 », French Ministry of Education, Higher Education and Research, Member of the International Association University (AIU) board. Patricia Pol has worked in the private sector of multinational corporations before entering the world of education and research at the end of the 80s, getting her Doctorate in Management Sciences in 1996 and becoming Vice-President of her university for international development in 2000. Her teaching concerns international and intercultural management and her research centres on internationalization of organizations (firms and universities) and more particularly, international mobility. During the last 20 years, she has coordinated several international and European projects in various fields and contributed to strategic issues in her university, Université Paris 12 Val de Marne and from 2008 to 2011, the pole of research and higher education, Université Paris-Est, the French evaluation agency for research and higher education (AERES) between 2011 and 2013 and at the Ministry of higher education and research to create a new division dedicated to Europeanization and internationalization of Higher Education and Research. She has been strongly involved in the development of the European area of Higher Education since 1998 and has been participating in many conferences on the Bologna process in France, Europe, Asia, Africa and Latin America. She is now the Vice Chair of the Bologna Follow Up Group (BFUG) and is in charge to advice the Secretary of State of Higher education and research for the next "Paris- Bologna 2018" conference.



### **Giuseppina Tucci, Board Member, OBESSU**

Giuseppina Tucci is a 23 years old Italo-European activist. She studies and works at the same time. She is currently completing her bachelor in European Languages and Linguistics and works as a Project Officer and Administrative Assistant for an NGO. She has been active in the student movement since she was 14, in her national school student union – Unione degli Studenti, Italy. In UdS she served as a Board Member and a Secretary General. She has also been active in the general union "Rete della Conoscenza" gathering together school and university students. She was elected in the Board of OBESSU in 2014. Currently her portfolios involve

social inclusion, global networking, non formal education, but she is also interested in vocational education and training (VET), apprenticeships, transition to Further Education (FE) and labour market and particularly in gender issues and migrations. Twitter: @giuseppinatucci



### **Rebecka Stenkvist, Executive Committee, European Students' Union**

Rebecka Stenkvist has been engaged in the student movement since many years. As a member of the Executive Committee of European Students' Union her main focus lies in the area of social dimension, including lifelong learning and student support. As former Chairperson of the Swedish National Union of

Students and the Student Union of Södertörn University as well as in the board of ESU her experience in the student movement is broad. Rebecka is a student of rhetorics, Swedish language and communication at Södertörn University.



### **Helge Schwitters, Officer for International Affairs, Union of students in Norway (NSO)**

Helge Schwitters is officer for international affairs at the National Union of students in Norway (NSO) since 2014. He holds a Bachelors' degree in political science from the University of Oslo where

he also held a seat at the university board. Last year, he chaired ESUs working group on the post2015 agenda and served as a board member of Norwegian Students' and Academics' International Assistance Fund (SAIH). He is also part of the organising committee for the "global student voice" seminar in Bergen 2016.



### **David Crosier, Education and Youth Policy Analysis, EACEA, European Commission**

David Crosier joined Eurydice, the European Union's education information network, in September 2008. He is responsible for coordinating the network's reports and activities on higher education. Most recently Eurydice, Eurostat and Eurostudent produced the second edition of the Bologna Process Implementation Report (2015), offering a comprehensive picture of progress, and lack of progress, towards agreed higher education objectives across the European Higher Education Area. Before joining Eurydice, David worked for the European University Association where he was responsible for a variety of projects focusing on different aspects of implementation of the Bologna process. He managed EUA's Trends reports, and was co-author of the Trends V publication in 2007. He was also responsible for leading EUA's work in South East Europe, working on institutional development issues in the countries of former Yugoslavia.



### **Michael Gaebel, Head of the Higher Education Policy Unit, European University Association**

Michael Gaebel is the head of the Higher Education Policy Unit, which focuses on issues related to higher education learning and teaching, including the Bologna Process, lifelong learning, e-learning and MOOCs, internationalisation and global dialogue. When he first joined the organisation in 2006, he was in charge of developing EUA's international strategy and global exchange and cooperation.

Before joining EUA, Michael worked for more than a decade in higher education cooperation and development in the Middle East, the former Soviet Union and Asia. From 2002 to 2006, he was the European Co-Director of the ASEAN-EU University Network Programme (AUNP) in Bangkok. Michael graduated with a Masters in Middle Eastern Studies and German Literature and Linguistics from the Freie University Berlin, Germany.

### **Fabien Neyrat, Deputy-head of the Bologna Process Secretariat, Ministry of Higher Education, France**

Fabien NEYRAT is policy officer in the Bologna Process secretariat since first September 2015. He joined the Secretariat after eight years of experience in international cooperation for the French Ministry of Foreign affairs in the field of education and culture (in Ukraine and Armenia). Fabien NEYRAT is graduated with a Master's Degree in Social Sciences - Marseille Provence University and a Master's Degree in Philosophy (Cum laude) - Strasburg University in France.



### **Karolina Pietkiewicz, Executive Committee, European Students' Union**

Karolina Pietkiewicz – a member of the Executive Committee of European Students' Union in 2014/15 and 2015/16 engaged in the local, national and international student movement for several years. Working in mobility and internationalisation field with and for the national students' unions from all around Europe with the main focus on mobility, internationalisation at home and recognition. Former representative in Bologna Process Council by Ministry of Science and Higher Education and former International Officer of Students' Parliament of the Republic of Poland and Chairperson of the University of Warsaw Students' Union. Holding Bachelor's in applied linguistics and studying management at the University of Warsaw.



### **Liva Vikmane, Executive Committee, European Students' Union**

Liva Vikmane - member of the Executive Committee 2015/2016. Working in the Social Dimension and Public Responsibility fields with the focuses on Social Dimension in Bologna Process, student support services and commodification of Higher Education. Liva has been active in the student movement for four years, previously holding a position as an International Affairs Officer at the Student Union of Latvia (LSA) and a Vice-chair on International students' integration at Student Council of Riga Stradiņš University. She also has been a student representative in national Bologna Process structures in Latvia. At the moment Liva is studying International relations and in her spare time enjoys a good read and hiking.



### **Sjur Bergan, Head of the Education Department, Council of Europe**

Sjur Bergan is Head of the Council of Europe's Education Department. From an initial focus on higher education policy, he has gradually expanded his focus to various areas of education policy. Sjur represents the Council of Europe on the Bologna Follow Up Group and Board and co-chaired the Working Group on Structural Reforms in 2012 - 15. He coordinated the thematic strand on the future of the EHEA at the 2014 Bologna Researchers' conference. Sjur Bergan oversees the Council's project on competences for democratic culture and was a member of the editorial group for the White Paper on Intercultural Dialogue. He was a main author of the Lisbon Recognition Convention as well as of recommendations on the public responsibility for higher education, academic freedom and institutional autonomy, and ensuring quality education. Sjur is series editor of the Council of Europe Higher Education Series and the author of *Qualifications: Introduction to a Concept and Not by Bread Alone* as well as of numerous book chapters and articles on education and higher education policy. He was a student representative on the Academic Senate of the University of Oslo and its Executive Committee in 1981 – 82.



## **Margaret Waters, DG EAC, Deputy Head of Unit for Higher Education and “Erasmus”, European Commission**

Margie Waters is deputy head of unit in the unit responsible for EU higher education policies and the higher education strand of the Erasmus+ programmes at the European Commission’s Directorate General for Education and Culture, with particular focus on policy development. She previously worked in policy coordination in the Directorate General, and before joining the Commission worked in academic publishing.



## **Andrea Blättler, Researcher, Switzerland**

Andrea C. Blättler holds a Bachelor in political science and philosophy of the University of Lucerne, Switzerland and pursues a Master degree in Political Theory at Goethe-Universität Frankfurt am Main and Technische Universität Darmstadt, Germany. She works as a student assistant at Technische-Universität Darmstadt and at the Peace Research Institute Frankfurt. Within the field of higher education research and policy, she currently authors a book entitled “Bologna in Yerevan. A process in its midlife-crisis” commissioned by Max-Traeger-Stiftung, a German foundation for educational research connected to the German education labor union GEW. Nominated by the European Students’ Union (ESU), she holds one of the seats in the Register Committee of the European Quality Assurance Register (EQAR) and is a member of ESU’s student expert pool on quality assurance. In 2008/09, Andrea C. Blättler was a member of the Executive Committee of the Union of Students in Switzerland (VSS-UNES-USU) in 2008/09, and of the European Students’ Union (ESU) in 2009/10. She represented ESU within the Bologna Follow up Group, its board and some of its working groups as well as in the E4 group, edited Bologna at the Finish Line (2010). In 2010/11, she was a member of ESU’s academic affairs committee and co-edited the report “Mapping the implementation and application of the Standards and Guidelines for Quality Assurance in the European Higher Education Area” of the E4 group on behalf of ESU. From 2010 to 2012 she served as treasurer and subsequently as president of the Executive Board of EQAR.



## **Anthony Camilleri, Knowledge Innovation Centre**

Anthony F. Camilleri is a senior partner at the Knowledge Innovation Centre, a company specialising in educational research, knowledge transfer and advocacy support founded by a group of KSU alumni. He is an expert in open education, in particular with respect to developments linked to quality, assessment and recognition. He has been investigating the linkages between higher education, innovation, quality and open education for the last three years and has recently coordinated a bevy of projects on OER, in particular the Open Educational Quality Initiative (<http://www.oer-quality.org>), the OERTest Initiative, and the VMPass Consortium (<http://www.vmpass.eu>). He is also an ESIB alumnus - having served as KSU representative on the board, member of the Committee on the Comodification of Education and GATS) as well as ESIB’s first project officer.



### **Antonia Wulff, Coordinator, Education International**

Antonia Wulff is a Coordinator in the Education and Employment unit at Education International, where she is leading the organisation's advocacy on the post-2015 development agenda. Antonia has a background in the European school student movement and is a former chair of the Advisory Council on Youth of the Council of Europe. Prior to joining Education International, Antonia managed a project on democratic education in a number of schools in Finland.



### **Viktor Grønne, Executive Committee, European Students' Union**

Viktor Grønne (23 years old) is a member of the European Students' Union's Executive Committee 2015/2016. Prior to this he served one year as the Human Rights and Solidarity Coordinator. His working areas include Mobility & Internationalisation and the Social Dimension, with an emphasis given to recognition of prior learning and global student issues, including the post-2015 process. Before his time in ESU he served on the study board and in the Academic Council in his university, as a coordinator of the Danish-Zimbabwean student partnership, and three years as a Danish representative to the Organising Bureau of European School Student Unions. Viktor holds a bachelor in Business Administration and Organisational Communication, and is currently pursuing a master's degree in International Business and Politics from Copenhagen Business School.



### **Nadim Karkutli, EU Regional Trust Fund in Response to the Syrian Crisis, Madad Fund, European Commission**

Since May 2015, Nadim Karkutli is Manager of the EU Regional Trust Fund in Response to the Syrian Crisis, the 'Madad Fund' at the European Commission. Previously, he served as the Head of Operations for the EU Delegation to the Syrian Arab Republic and Deputy Head of Unit, Communication and Information at the European Commission. Mr Karkutli studied Law at Johann Wolfgang Goethe-Universität Frankfurt am Main and holds a M.A. in Near and Middle Eastern Studies from the the American University in Cairo



### **Yannick Du Pont, Director, Sparks**

SPARK Founder, Yannick du Pont, has been working in the field of development cooperation in fragile states since 1994. With an MA in International Relations and Sociology from the University of Amsterdam, Yannick worked for the Netherlands Minister of Development Cooperation from 1996 to 1997. Mr Du Pont also serves on the Board of the Max van der Stoep Foundation (Amsterdam), Advisory Board of the Centre of Theory of Change (New York) and Steering Board of the knowledge platform on security and rule of law.



### **Chiara Patricolo, Human Rights and Solidarity Coordinator, European Students' Union**

Chiara Patricolo is the European Students' Union Coordinator for Human Rights and Solidarity for mandate 2015-2016. She is a member of the Academic Senate and of the Student Council of the University of Bologna and president of the Regional Council of Students in Emilia-Romagna. She has a bachelor in International Relations and is currently studying for a master in International Relations and Diplomatic Affairs in Forlì, part of the university of Bologna, where she has been the leader of the local students' union from 2012 to 2014. She has been UdU's –the Italian Students' Union- international officer from 2013 to 2015. She loves reading, travelling and meeting new people.



### **Cristi Popescu, #ESC30 General Rapporteur, Executive Committee, European Students' Union**

Cristi Popescu is a member of the Executive Committee of European Student's Union. His work focuses on quality of higher education, dealing mainly with quality assurance, student centred learning and transparency tools. He is studying now Political Sciences at the National School for Political Studies and Public Administration of Bucharest. He represented the Romanian students as president of the National Alliance of Student Organisations in Romania (ANOSR) in 2014-2015 and was a board member of the Romanian Agency for Quality Assurance in Higher Education (ARACIS). He believes student involvement in decision-making processes is essential to have quality higher education systems and ensuring access to higher education to all talented people, despite their background, is the best long-term investment societies can do.

# Background on Peer Assessment of Student-Centred Learning

The PASCL peer assessment is based on the tradition of enhancement-led evaluation. Assessment in this context means the aim of supporting higher education institutions to develop their activities in dialogue and interaction with them. The aim of the peer assessment is to help the participating institutions recognize their best practices with regards to student-centred learning and to develop their educational philosophy and practices related to teaching, learning and student participation. The aim is to help the institution to analyze its own practices and to consider ways in which those can be changed, if the institution wants to become more student-centred. The peer assessment process is based on open discussions between the peer assessment team and the participating institution. The biggest benefit to the participating institution is its own contemplation, with the peer assessment team working as a catalyst of this process.

The following definition of student-centred learning adopted by the PASCL partners forms the basis for the PASCL peer assessment.

“Student-Centred Learning represents both a mindset and a culture within a given higher education institution and is a learning approach which is broadly related to, and supported by, constructivist theories of learning. It is characterised by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem solving, critical thinking and reflective thinking.” (T4SCL Toolkit 2010 ).

## **The PASCL evaluation process in 4 stages**

The PASCL evaluation process comprises four steps: training, preparation of the visit, peer assessment visit and feedback session.

1. The training aims to provide the peer assessment teams and the representatives of the hosting institutions with the procedures and goals of the peer assessment visits, as well as clarify the philosophy of student-centered learning and enhancement-led evaluation.
2. In the preparation stage the participating institution prepares a short set of background information for the peer assessment team comprising the description of the institution's organizational structure and the teaching and learning philosophy.
3. During the peer assessment visit, the peer assessment team will meet with various actors and stakeholders in the university, such as the institution's leadership, faculties, quality assurance actors, support services, teachers and students.
4. After the visit, the peer assessment team will provide the institution with a report focusing on recommendations regarding student centred learning. The report will also function as a basis for a joint feedback session between the peer assessment team and participating institution. The aim of the feedback session, organized either on Skype or in person is to allow the team and the institution to jointly think of ways to implement the recommendations. The session also offers a possibility for the institution to give feedback on the peer assessment process.

## **The PASCL pilot visits**

In order to ensure the best possible quality of the PASCL process, the project consortium run two pilot visits in April 2015 meant to test and adjust the PASCL framework before proceeding with the set of PASCL peer assessments visits in 2016. Two UNICA universities volunteered to host PASCL pilot visits and help us improve the Peer Assessment of Students-Centred Learning framework with their own experience: the Nova University of Lisbon and the University of Warsaw. The visits have been conducted according to the procedures comprised in the draft PASCL Guidelines.

The Peer Assessment team members have been selected from the PASCL Pool of Experts, trained in the First PASCL Training and accompanied by a member of the PASCL consortium.



# Principles of student -

**Principle I: SCL requires an Ongoing Reflexive Process.** Teachers, students and institutions need to continuously reflect on their teaching, learning and infrastructural systems in a way that would continuously improve the learning experience of students. The aim is to ensure that the intended learning outcomes of a given course or programme component are achieved in a way that stimulates learners' critical thinking and transferable skills.

**Principle II: SCL does not have a One-Size-Fits-All Solution.** A key concept underlying SCL is the realisation that all higher education institutions are different, all teachers are different and all students are different. They all operate in very diverse contexts and deal with various subject-disciplines. Therefore, SCL is a learning approach that requires learning support structures, which are appropriate to each given context, and teaching and learning styles appropriate to those undertaking them.

**Principle III: Students have Different Learning Styles.** SCL recognises that students have different pedagogical needs. Some students learn well by reading literature, others need to debate and discuss theory in order to understand a subject.

**Principle IV: Students have Different Needs and Interests.** All students have needs that extend beyond the classroom. Some are interested in cultural activities, others in sports or in representative organisations. Students can have children or can be faced with psychological conditions, illness or disability.

**Principle V: Choice is Central to Effective Learning in SCL.** Students like to learn different things, hence any offer should involve a reasonable amount of choice. Learning can be organised in liberal formats, such as at colleges of liberal arts, or choice can be offered in a more traditional, disciplinary style.



# centred learning (SCL)

**Principle VI: Students have Different Experiences and Background Knowledge.** Learning needs to be adapted to the life and professional experience of the individual concerned. For instance, if students already have considerable experience in using information and communications technology, there is no point in trying to teach them the same thing again; if they already have considerable research skills, perhaps it would be better to help them in theory. Personal experience can also be used to motivate students, for instance, by allowing students to share a personal story to illustrate a point.

**Principle VII: Students should have Control Over their Learning.** Students should be given the opportunity to be involved in the design of courses, curricula and their evaluation. Students should be seen as active partners who have a stake in the way that higher education functions. The best way to ensure that learning focuses more on students is by engaging students themselves in how their learning should be shaped.

**Principle VIII: SCL is about ›Enabling‹ not ›Telling‹.** In simply imparting facts and knowledge to students (telling) the initiative, preparation and content comes mainly from the teacher. The SCL approach aims to give the student greater responsibility enabling the student to think, process, analyse, synthesise, criticise, apply, solve problems, etc.

**Principle IX: Learning needs Cooperation between Students and Staff.** It is important that students and staff co-operate to develop a shared understanding both of the problems experienced in learning, as well as their problems as stakeholders within their given institution, jointly proposing solutions that might work for both groups. In the classroom, such cooperation will have a positive effect as the two groups increasingly come to consider each other as partners. Such a











# Venues and practical

## BRUSSELS AIRPORTS

### Charleroi Airport

Brussels South Charleroi Airport, also called Charleroi Airport is located 46 kilometres south of central Brussels. The Brussels City Shuttle is the easiest way to travel to the airport from Brussels. The bus times are scheduled to fit in with the flight times and they start running at 3.30am. There is a bus every 30 minutes.

### Zaventem Airport

Brussels Airport, also called Brussels-National or Brussel-Zaventem is an international airport located 11 km northeast of Brussels. To arrive to the Brussels city centre, the fastest way is to take the train (cca 17 minutes ride). Direct trains to the stations (Nord, Midi, Centrale). The airport train station is located below the terminal (basement level-1). The bus station is located on level 0 - one floor down from the arrivals hall - and can be easily reached by using the escalators or elevators.

Tip: Make sure to keep your train ticket to hand upon arrival at Brussels Airport. You will need to scan it at the automated access gates.

## ACCOMODATION

**Generation Europe**, Rue de l'Eléphant, 4 | 1080 Bruxelles

The Generation Europe Youth Hostel is located near a park and 15 minutes walking from the sights of Brussels city centre. The 'Comte de Flandre' underground station is also within easy reach of the hostel. The hostel has 40 rooms with 2-8 beds, and facilities including TV, video, board games, table tennis room, cafeteria, BBQ and laundry.

# information

## HOW TO GET TO THE HOSTEL

### From Charleroi Airport

Take Brussels City Shuttle to Gare du Midi (Terminus). From Gare du Midi: Tram line 82 'Berchem station', stop: Triangle and follow signs to 'Auberge de Jeunesse' (Youth Hostel)

### From Zaventem Airport

Take train to Brussels Central. Stop at Gare du Nord. From Gare du Nord: Tram line 4 'Stalle' or tram line 3 'Churchill', and change at 'De Brouckère' for metro lines 1 'Roi Baudouin' or 5 'Erasmus', stop: Comte de Flandre. Take exit 1 'Maison Communale', keep left up to Chaussée de Gand and follow signs to 'Auberge de Jeunesse' (Youth Hostel).  
NOTE: After 8 p.m., line 3 'Churchill' is replaced by lines 32 'Drogenbos Château' and 33 'Churchill'.

## THE VENUES AND SUGGESTED ROUTES TO THE HOSTEL

### Royal Flemish Academies of Belgium (Rue Ducale 1)

To get to the hostel, walk to Metro Station PARK (cca 500m) take Metro 1 or 5 towards Gare de l'Ouest/ ERASME and stop at COMPTE DE FLANDRE. Walk to the hostel (cca 600 m)

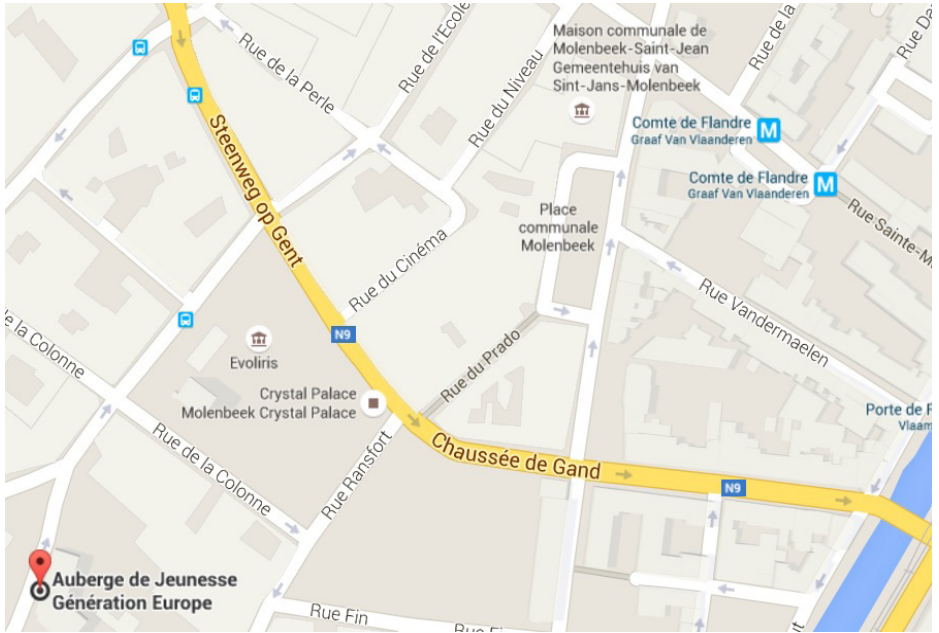
Duration: 18 min

### European Economic and Social Committee (EESC), Room VM3 (Van Maerlant building, Rue Van Maerlant 2)

To get to the hostel, walk to Metro Station MAELBEEK (cca 650m) take Metro 1 towards Gare de l'Ouest. Stop at COMPTE DE FLANDRE. Walk to the hostel (cca 600 m)

Duration: 23 min

European Parliament (Simone Veil entrance, Place du Luxembourg)



**European Parliament** (Simone Veil entrance, Place du Luxembourg)

To get to the hostel, walk to Metro Station MAELBEEK (cca 700m) take Metro 1 towards Gare de l'Ouest. Stop at COMPTE DE FLANDRE. Walk to the hostel (cca 600 m)  
 Duration: 23 min

**European Students' Union** (Rue de l'Industrie 10)

To get to the hostel, walk to Metro Station ARTS-LOI (cca 500m) take Metro 1 towards Gare de l'Ouest. Stop at COMPTE DE FLANDRE. Walk to the hostel (cca 600 m)  
 Duration: 20 min

**EMERGENCY NUMBERS**

Emergency	Fire Department and Ambulance	Police	Card Stop
112	100	101	070/344 344

## EXPLORE

In Brussels it is fairly easy to get around either by foot or by public transport  
[www.stib.be](http://www.stib.be)

## ENJOY

Brussels has a great variety of restaurants, bars, cafes and interesting places to visit  
[www.visitbrussels.be](http://www.visitbrussels.be)

## COMMUNICATE

Don't forget to interact online and tell the world about #ESC30 #PASCL





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With the support of:



Royal Flemish Academy of Sciences and Arts

Under the patronage of the European Parliament



Under the auspices of the Secretary General of the Council of Europe, Mr Thorbjørn Jagland

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