

Annual Plan 2026

Student Wellbeing Programme



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Appendix 1 – Manifesto on EUR Student Wellbeing (2022)

Appendix 2 – National Framework for student wellbeing (2025-2030)

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1. Strategic framework & urgency

1.1 Historical and institutional basis within EUR

Erasmus University Rotterdam believes that, as an institution of knowledge, we have a responsibility to tackle modern complex social challenges; it is therefore essential that the institution provides an optimal environment for the future generation entering society and the labour market in order to make a positive impact. Professional and personal development are core elements of Erasmus University's mission. Both are reinforced by a solid foundation of wellbeing among students and the key stakeholders who support them, such as lecturers and student-oriented services.

In this annual plan, we build on a solid internal foundation – the continuation and development of the EUR Student Wellbeing Programme. We are a EUR-wide integrated programme focused on the wellbeing and personal development of all students. Special attention to wellbeing is crucial to fulfilling the mission of educating and preparing well-rounded, socially engaged citizens of the future. Achieving this requires a shared vision on how to approach student wellbeing, bringing together all key stakeholders at our university. We hope that our efforts can also serve as inspiration for other higher education institutions to support students on their journey to adulthood.

The student wellbeing programme started in 2019, when the Executive Board identified student wellbeing as a strategic priority and anchored the theme as a programme under AZ. In the years that followed, it became clear how important structural investment in student wellbeing is. In 2022, the Executive Board, the Rector Magnificus and the Vice Deans of Education signed the *Manifesto on EUR Student Wellbeing* (Appendix 1), confirming university-wide that wellbeing is an essential part of education and academic development, and not an additional service.

The Manifesto emphasises seven main pillars:

- 1) Focus on student success
- 2) Normalising the focus on wellbeing
- 3) From and for all students
- 4) University-wide approach
- 5) Variety of services
- 6) Timely support
- 7) Evidence-based

Two of these principles make EUR's Student Wellbeing Programme a pioneer in the Netherlands: a university-wide approach and an evidence-based approach.

Student wellbeing is part of the university culture and is not merely driven by individual projects from a central programme. Through faculty 'agents of change', the programme forms a bridge between central policy and the daily practice of students, lecturers, study advisors and the academic climate. Collaboration between faculties, services (such as Community for Learning and Innovation (CLI), Education & Student Affairs (E&S), Marketing & Communication (M&C), IDEA (Inclusion, Diversity, Equity & Access) Center) and the Executive Board ensures economies of scale and prevents fragmentation.

In addition, all interventions and projects within the programme are developed and evaluated based on scientific insights and international best practices. Examples include the ROOM app, which is being further developed in collaboration with researchers and students, and the Student

Wellbeing Monitor, which systematically collects data for policy adjustments. This approach prevents ad hoc measures and ensures that resources are used effectively and efficiently.

Thanks to this Manifesto and the accompanying approach, the student wellbeing programme is firmly embedded in the university organisation. It forms the basis for structural assurance and upscaling, and strengthens EUR's profile as a leader in knowledge, expertise and an integrated approach to student wellbeing.

1.2 National mandate: Administrative Agreement on Higher Education & Research

In the Administrative Agreement on Higher Education & Research (2022–2030), the Ministry of Education, Culture and Science, Universities of the Netherlands (Universiteiten van Nederland; UNL), and the Association of Universities of Applied Sciences (Vereniging Hogescholen) have designated student wellbeing as a sector-wide policy priority. The student wellbeing programmes of Dutch higher education institutions are explicitly tasked with promoting student wellbeing and supporting knowledge sharing through the implementation and execution of programmes.

The National Framework for Student Wellbeing (2023–2030) (Appendix 2) provides practical details and indicates how EUR can implement, measure and realise this theme. The National Framework emphasises that students' mental health and resilience are under pressure and that, partly in view of the (political and economic) uncertainty, it is essential to focus on:

- Strengthening the sense of belonging
- Practical support and prevention
- Increasing the knowledge and skills of professionals within the institution
- Chain of care and collaboration between institutions

In recent years, EUR has developed into a pioneer in the area of 'knowledge and skills'. We build and share scientific insights, develop evidence-based interventions and invest structurally in the professionalisation of lecturers and supervisors. This knowledge position forms the basis for our integrated approach and enables us to make a lasting impact, both within EUR, as well as nationally and internationally.

1.3 Why this programme is necessary now

Over the years, the EUR Student Wellbeing Monitor and the Trimbos Institute's national Mental Health and Substance Use Monitor have shown that students' mental wellbeing remains an area of concern. High levels of stress, anxiety and burnout symptoms are common, with not only study load but also financial problems and daily practical challenges playing an important role. Feelings of loneliness are widespread and substance use, particularly alcohol and hard drugs, has increased since the pandemic.

Special attention to wellbeing is crucial to fulfilling the university's mission – educating well-rounded and socially engaged citizens. Moreover, investing in wellbeing also means investing in returns: fewer study delays, lower dropout costs and higher satisfaction among students and staff.

A structural and integrated approach to student wellbeing is necessary. Fragmented initiatives are not enough; only an integrated chain of prevention, identification, support and referral can make a structural difference. The requested budget is not a luxury, but a necessary investment in a proven infrastructure for wellbeing and well-rounded education, enabling EUR to achieve strategic anchoring, national profiling, and a lasting effect on student wellbeing and study success.

2. Who are we?

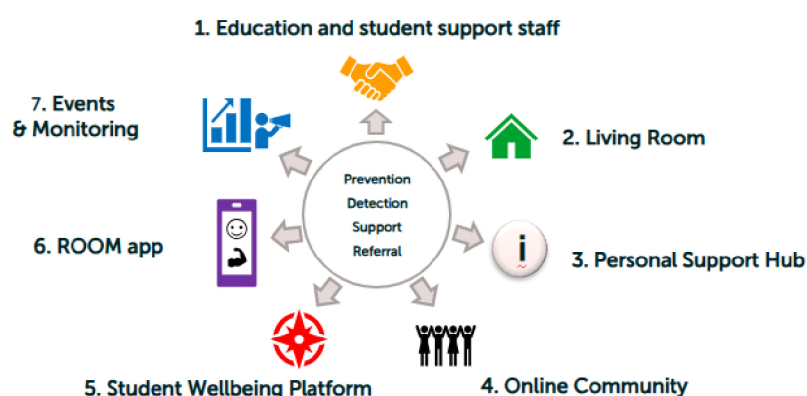
The mission of the Student Wellbeing Programme is to promote student success through an integrated approach that supports students in reaching their full potential, both academically and personally, by offering resources, guidance and opportunities for growth, resilience and self-discovery. This requires a shift in focus from study success in terms of academic development and study performance to student success that also focuses on wellbeing and personal development. The strategic Student Wellbeing Programme, which focuses on wellbeing and personal development, lays the foundation for and strengthens the academic and professional development of students.

Based on this mission, the following main objectives have been formulated:

- Students: are aware of the support available and feel free to make use of it when necessary, feel encouraged in their personal development/growth/resilience within their programme, and take responsibility for themselves and their fellow students in this regard.
- Educational and student support staff: know how to identify (mental) problems in students, how to approach students and refer them if necessary, **and** how to promote wellbeing and personal development of students.
- Educational climate in general: wellbeing and personal development are included in the educational policy **and** embedded in the curriculum (with students being able to earn study hours for this).

These goals are achieved through an integrated approach aimed at strengthening the support chain that runs from prevention (focused on wellbeing and personal development for *all* students) to identifying problems, offering support and referral if necessary (see circle in Figure 1). The programme comprises seven project lines that contribute to the support chain and are organised at online and offline locations where we can reach students (see project lines in Figure 1). The projects are aimed at both students and staff and at central and decentralised levels.

Figure 1: Project lines Student Wellbeing Programme



2.1 Where are we now?

The Student Wellbeing Programme has developed a successful integrated approach for 2020-2025 to enhance student success. The approach focuses on a) the chain of prevention, identification, support and referral, b) both students and staff, and c) central and decentralised levels. The following results have been achieved:

Results for students

- Better and more accessible information provision via the online Student Wellbeing Platform, the support overview and visual resources such as animations – tailored to the diverse needs of students.
- Shorter waiting times for student psychologists and direct, accessible support via Siggie online coaching, tailored to the diversity of requests for help.
- More accessible GP care through the opening of a new GP practice near the campus – close by, accessible and tailored to students.
- More space on campus for relaxation, social interaction and finding information, including the Living Room, the Living Room terrace, the Personal Support Hub, the Student Wellbeing Weeks and various events.
- Expanded range of personal and professional development opportunities, including via the ROOM app and faculty pilots with personal development programmes in the curricula – students are given room to grow.
- A supportive environment in which students feel heard and are taken seriously, have access to various forms of support, and are encouraged in their wellbeing and development.

Results for faculties

- Shared vision on student wellbeing through the Student Wellbeing Manifesto, which has created a common starting point for policy and practice.
- A structured and improved overview of support options via the support overview, the decision tool and the Student Wellbeing Newsletter.
- Teachers are empowered through training and support in identifying, approaching and referring students with wellbeing challenges. The teacher training contributes to their active role within the chain of care. Support for active involvement in the integration of personal and professional development in education through various educational pilots at faculty level.
- More control and knowledge exchange about student wellbeing and personal development through the appointment of a Student Wellbeing Officer (SWO) within each faculty. They identify needs and coordinate with each other and with the central Student Wellbeing team on a monthly basis in the SWO platform, thereby strengthening both faculty and inter-faculty cooperation.

Results for student supporters

- Improved overview of the support chain towards a stepped care model, including the development of a support selection tool. At the same time, capacity has been expanded with, among other things, online coaching and educational tools for students, which has led to a lower workload for student supporters.
- More accessible contact with students through consultation hours and workshops in the Personal Support Hub, and through closer collaboration with support services during the Student Wellbeing Weeks.
- Strengthening prevention through, among other things, protocols for suicide prevention and students from crisis areas, as well as through improved collaboration and connection between organisational units throughout the support chain.

Results at central level

- Student wellbeing is more firmly embedded in the EUR strategy, with a gradual cultural shift from a focus on study success to student success.
- The output of the Student Wellbeing Programme, such as the Student Wellbeing Monitors and project evaluations, is actively used for policy development and adjustment at university level.

Results at national and international level

- The Student Wellbeing Programme disseminates professional and scientific expertise on (integrated approach to) student wellbeing both across EUR and at national and international level, and is making preparations for the establishment of a Centre of Expertise for Student Development.

3. What do we want to achieve in 2026?

3.1 General context

The mission of the Student Wellbeing Programme (Chapter 1) will remain unchanged in the coming year. By investing in student resilience and wellbeing, EUR is also contributing to a resilient society, of which the importance is being emphasised from various quarters at the present time. In doing so, we will maintain the successful integrated structure for promoting student wellbeing within EUR (Figure 1). The emphasis will be on consolidation with internal stakeholders, strategic evaluation of the programme and further development of the central programme.

EUR-wide coordination remains essential to achieving our goals

- Collaboration with and between faculties and facilitating internal management are paramount. To this end, each Student Wellbeing Officer (SWO) draws up an annual strategic implementation plan for their faculty, with a common section in collaboration with the Student Wellbeing Programme and a faculty-specific section, and implements this plan. In the current project plans, the SWOs have prioritised three central themes: student resilience, professionalisation of lecturers in relation to student wellbeing, and cultural change. They will also identify and monitor new emerging themes based on the needs and priorities within the faculties. The SWOs are also at the forefront of facilitating the implementation of student wellbeing and personal development in the curriculum. They provide greater oversight and control at the faculties and can play an active role for programme committees, programme directors and educational deans.
- Coordination and cooperation take place with relevant policy areas such as 'Equity and Access', 'Smarter Academic Year' and 'Supporting Policy' and with related organisational units such as E&S, CLI, IDEA, Risbo and Integral Safety.
- Cooperation with participatory bodies (such as the University Council) and the involvement of students themselves in the student wellbeing strategy are central, as they have direct experience with what is going on within our university. We welcome the request from the Administrative Agreement Task Force to include the themes of substance use, the challenges faced by first-generation students, the role of social media use, the use of AI, and BSA N=N in the integrated approach to student wellbeing (see section 4).

Reaching students and staff remains a challenge

Because of this challenge, this year we are focusing on encouraging autonomy, ownership and responsibility for student wellbeing within the faculties. We are focusing on the faculty 'agents of change' so that more students and staff within the faculties are aware of and can benefit from successful programmes.

An effective communication strategy is essential here, making use of both central and faculty communication channels, as well as informal channels such as social media. We believe an inclusive approach is important and are committed to improving the accessibility of the services on offer.

In this context, the Student Wellbeing Programme will conduct a needs assessment among groups at risk of stress, mental health issues and dropout (including first-generation students), in accordance with the Student Wellbeing Monitors. Based on this, the existing provision will be adjusted where necessary. For the time being, we will not pursue a separate target group policy and will strive for an appealing, motivating approach for all students.

Resilient and agile organisation

In 2026, a strategic evaluation of the programme will be carried out with a view to working towards the sustainable embedding of the most successful and impactful initiatives from 2027 onwards. The starting point for this is to bundle and strengthen initiatives between organisational units such as IDEA, Education & Student Affairs (E&S), Marketing & Communication (M&C), Community for Learning and Innovation (CLI) and Social Safety.

The programme is thus preparing for the conclusion of the Higher Education Administrative Agreement in 2030 and the possible changes in the associated funding streams. This takes into account the broader political and financial context in the Netherlands. These developments call for a cost-conscious and impact-oriented programme structure, in which cooperation is strengthened, fragmentation is counteracted and efficiency and cohesion within the student wellbeing landscape are further improved.

The objectives for this annual plan have been formulated within this general context and integrated structure of Figure 1.

3.2 Goals

The objectives of the 2026 annual plan build on the existing objectives, which are retained and supplemented with new emphases and additions. These are set out below:

Objective 1. Strengthening student wellbeing and self-determination: Students are aware of the support available, feel free to make use of it, feel encouraged in their personal development/growth/resilience within their programme, and take responsibility for their own wellbeing and that of their fellow students.

Student wellbeing and academic success are closely linked. Students who feel mentally and emotionally supported are more motivated, more resilient and more likely to remain engaged in their studies. Encouraging self-determination contributes to both wellbeing and learning performance. There is a need for a broad and scientifically based range of services that strengthen students' wellbeing and personal development. This includes a focus on community building and connectedness, effective communication and outreach, and an educational culture in which personal growth and wellbeing are as naturally discussed as academic performance.

Objective 2. Strengthening identification and guidance by lecturers and student supporters: Lecturers and student supporters are often the first to pick up on signs. Strengthening their role contributes to an inclusive and caring academic environment. To this end, they will recognise

(mental) problems in students, know how to approach students and refer them if necessary, *and* know how to promote the wellbeing and personal development of students.

Objective 3. Structural embedding of wellbeing and personal development in the education system: Students are structurally encouraged in their personal development and wellbeing, which are structurally embedded in education policy and curricula, with students being given formal opportunities (e.g. through credits) to invest in this. Structural embedding ensures sustainable attention to personal growth and student success. It positions wellbeing as an integral part of education.

Goal 4. Knowledge development and positioning of EUR as a knowledge and practice hub in student development: EUR builds and shares knowledge about student wellbeing, contributes to scientific insights and profiles itself as a leader with an integrated, evidence-based approach.

4. How are we going to achieve our goals?

In this chapter, we describe the strategic actions and efforts required to achieve the objectives, including staffing, collaboration with faculties and departments, and the budget for 2026.

4.1 Achieving the goals

Goal 1: Strengthening student wellbeing and personal control

- **Accessible and visible support:** Up-to-date and appealing information provision via the Student Wellbeing platform, the Living Room, the Support Hub and through targeted multi-channel communication campaigns (social media, narrowcasting, e-mail, etc.). This approach makes the support services transparent for both students and staff and promotes easy access.
- **Timely and appropriate support:** Shorter waiting times for professional support, including continued access to Siggie online coaching. Collaboration with the GP practice near the campus for accessible primary care.
- **Community building and sense of belonging:** Events and initiatives to promote connection, reduce performance pressure and normalise the conversation about wellbeing through events/workshops, the Living Room, the Personal Support Hub, online tips and faculty initiatives.
- **Encouraging personal development:** Encouraging personal responsibility for wellbeing and development, including through the implementation and promotion of the **ROOM app** for stress management, emotion regulation and reflection, and of personal development programmes.
- **Systematic attention to risk determinants of wellbeing:** Structural focus on themes such as **substance use, social media use** and other factors that, according to the literature and student wellbeing monitors, have an impact on student wellbeing.

Objective 2: Strengthening identification and guidance by lecturers and student supporters

- **Shared framework:** Updating the Student Wellbeing Manifesto (2022) in collaboration with faculties as a common basis for policy and practice.
- **Strengthening the knowledge and skills of lecturers and supporters:** Adjustment, updating and faculty implementation of teacher training focused on student wellbeing, identification and conversation skills.
- **Structural anchoring of cooperation with central and faculty teams:** Continuation of the role of SWOs (0.4 FTE per faculty) for coordination and implementation. Facilitation of structural consultation and knowledge exchange between faculty SWOs and central teams.

- **Visibility of support services:** Implementation of the central support overview and accompanying animated video within faculties, with a focus on local awareness and applicability in the faculty teaching context.
- **Targeted communication to staff:** Internal communication campaigns or information sessions focused on awareness of the support structure, the role of staff in the support chain (where that role begins and ends) and referral.
- **Feedback and recognition:** Development of a feedback cycle for training improvement around student wellbeing and exploration of ways to formally recognise staff who are committed to student wellbeing (e.g. through HR, career paths, teaching awards).

Goal 3: Structural embedding of wellbeing and personal development in the education system:

- **Faculty support and strategic embedding:**
 - Supporting faculties in integrating wellbeing and personal development into their educational vision and faculty policy.
 - Advising on the structural positioning of wellbeing within educational and policy processes.
- **Modular educational provision and formal recognition:**
 - Development of educational modules and evidence-based provision focused on wellbeing and personal development.
 - Freedom of choice for faculties to implement modules and courses in line with their educational vision, with a focus on formal recognition (credits).
- **Cross-faculty innovation:**
 - Space and incentives for faculties to experiment with new working methods (e.g. reflective learning pathways, portfolios, skills modules focused on wellbeing). Facilitating, among other ways through the SWOs, pilots, co-creation projects and inter-faculty learning networks focused on innovative approaches to wellbeing and personal development.

Goal 4: Knowledge development and positioning of EUR as a knowledge and practice hub in student development:

- **Monitoring and evaluation:**
 - Drawing up and implementing an evaluation and research plan primarily focused on components/offerings of the Student Wellbeing Programme.
 - Expansion of the student wellbeing database, based on SW monitors, among other things.
- **Knowledge utilisation:**
 - Active translation of insights into policy, services and interventions/training.
- **Knowledge sharing and scientific impact:**
 - Acquiring external resources for research and knowledge sharing.
 - Publication of results and experiences via scientific articles, training courses, presentations, working visits and participation in consortia.
 - Strengthening the scientific basis of EUR's integrated Student Wellbeing Programme.
- **EUR as a leader in integrated approaches:**
 - Promoting EUR as a university that brings together education, research and student development in a coherent wellbeing policy; collaboration with external partners.

4.2 Staffing and expertise

In addition to sufficient staffing, achieving the formulated goals (point 3) requires a mix of expertise in the areas of development, implementation, research, eHealth, positive psychology, project and event management, and communication. The current team meets these requirements, works together excellently, and delivers successful output. We therefore want to continue with this team.

4.3 Focus on practice, policy and research

We want to continue the Student Wellbeing Programme, which is embedded in Academic Affairs, in its current form for the time being. As section 4.1 shows, in order to achieve our goals, we want to invest in practice (with evidence-based services for students and staff) and also focus more on profiling EUR as a leader in professional knowledge and expertise. External funding will be acquired for (research) projects that directly contribute to practice and policy within EUR, in collaboration with faculties and stakeholders.

4.3 Budget 2026

The Student Wellbeing Programme for 2026 will be funded from four sources: the Higher Education and Research Administrative Agreement (2022–2032), the national framework for student wellbeing (2023–2030), investment in digital innovation (EUR/EDIS) and allocated reserves from the concluded 'Higher Education Quality Agreements' (2019–2024). Due to the integrated approach, all projects are highly dependent on each other in order to achieve the impact pursued by OC&W and EUR. Table 1 shows the breakdown of the funding streams based on 2025 rates. A more detailed budget per programme line is available in Appendix 3.

Table 1 – Budget for the Student Wellbeing Programme 2026 per cost item in euros

Cost item	In euros	AA wellbeing	AA general	External funding
Personnel costs	828,874	317,532	374,792	136,550
Material costs	52,500	10,000	42,500	
Campus facilities	70,000	70,000		
EUR flex / hosts	85,000	40,000	45,000	
External costs	225,000	25,000	60,000	140,000
Online communities	53,000	44,000	9,000	
Other costs	5,000	5,000		
TOTAL	1,319,674	511,832	531,292	276,550

The 2026 budget plan is based on the continuation of the Student Wellbeing Programme at ABD/AZ with the current team. Personnel budget reduction is not possible due to personnel contracts until the end of 2026. Mid-2026 is a time to decide again on the temporary contracts that will then expire, the necessary staffing and expertise for the Student Wellbeing Programme.

The costs associated with the deployment of the Student Wellbeing Officers are not included in this budget. These will be covered additionally from the EUR-wide AA funds.

5. How will we monitor and evaluate progress?

The Student Wellbeing Programme will continue to work in an evidence-based manner in the new strategic period. To further strengthen this basis, a strategic evaluation and research plan will be implemented. All projects and activities will be scientifically substantiated, evaluated and adjusted where necessary. This plan supports continuous improvement, accountability and alignment with the programme's four strategic objectives.

Important elements are:

- An overarching evaluation framework covering the support chain and programme lines from Figure 1.

- Monitoring based on a mix of methods (quantitative and qualitative, pre- and post-measurements), with regular measurements of reach, impact and satisfaction for core initiatives such as the Living Room, online coaching, ROOM app, faculty pilots and training courses.
- The annual Student Wellbeing Monitor, including indicators for risk factors such as substance use and social media use, forms the backbone of our knowledge base.
- A student research panel will be set up to help shape and assess evaluation activities and to promote and strengthen student participation.
- Results are shared within the programme team, the research panel, within the faculties via the SWOs, and at the central level to stimulate continuous improvement.
- Research results will be actively used to strengthen internal projects/offerings and policy, as well as to support the external positioning of EUR as a knowledge institute in the field of student wellbeing.

6. Long-term perspective

6.1 'One engaged university' – the importance of student wellbeing for EUR 2030

Goal 1: Leading academic education and research

The Student Wellbeing Programme strives for a broader interpretation of success: not only academic performance, but also personal development and student wellbeing are central. This focus on student success is a core mission of the programme and is in line with EUR's strategic objective of being a leader in education and research.

By providing students with structural support for their mental health, resilience and personal development, the programme contributes to a learning environment in which students can realise their full potential. Concrete actions include professional development programmes for lecturers, aimed at strengthening both student wellbeing and their own professional resilience, and personal development programmes, in which students put together their own learning package from the wide range of courses offered by EUR and earn ECTS credits. In this way, wellbeing is embedded as an essential prerequisite for academic quality and, in the long term, for sustainable study performance and the development of future-proof, socially engaged graduates.

Goal 2: Collaboration in networks and with society (engagement)

One of the strategic ambitions is to educate resilient, socially engaged graduates who enter the professional field and society with confidence. Students who possess mental resilience, self-awareness and social skills are better equipped to tackle complex challenges, collaborate and make an impact in professional and social contexts.

The Student Wellbeing Programme supports this through coaching, peer support, community building and personal development programmes. Students reflect on their skills, motivation and social role, and develop competencies that prepare them for a successful transition to the professional field and social participation. In this way, wellbeing directly contributes to EUR's strategic ambition to produce graduates who are both professionally and socially resilient and engaged.

Goal 3: One connected EUR

The pursuit of a people-oriented and agile university in these times of financial challenges requires programmes, departments and initiatives to be structurally connected and optimised. The Student

Wellbeing Programme plays a crucial role in this by promoting collaboration with internal stakeholders who work from a student-centred approach, including faculties, support services and central programmes.

This integrated approach enables the creation of a coherent, efficient and future-proof range of wellbeing and support services, allowing the university to respond better to the changing needs of students. This strengthens internal resilience, promotes coordination between services and ensures that wellbeing becomes a structural part of education and organisation. In this way, the programme contributes to a connected, agile and people-oriented EUR, in which students are central and organisational flexibility goes hand in hand with personal and academic development.

6.2 Centre of Expertise for Student Development

In the future, the starting point will remain that the wellbeing, resilience and personal development of students form the basis for the successful completion of an academic programme and for a resilient entry into the labour market in an increasingly complex society.

This principle can be structurally embedded through the establishment of a Centre of Expertise for Student Development or through another organisational structure that guarantees sustainable embedding, collaboration and continuity. Whatever form the programme takes, its mission is to remain the national and international leader in the field of integrated, evidence-based student development. From 2030 onwards, we aim to attract second and third funding streams on a structural basis – both academically and organisationally – in order to further strengthen our position and continue to support the sustainable development of students.

A precondition for a sustainable future is that the institutional support is shared throughout all layers of the university, the objectives and mission is complementary to the existing provision for students and staff, and financially is future-proof. The further design will therefore be closely coordinated with related organisational units such as IDEA, E&S, CLI, and M&C, as well as with strategic themes such as social safety and Safe@EUR.



the student wellbeing programme