

The social role of universities.

Students' expectations
from rankings



Wim Gabriels
Director | Erasmus Student Network

Agenda

1. Short Introduction to ESN & what we do.
2. Student data: some Facts & Figures
3. Social Responsibility of Universities in an International Setting
4. Reflections on rankings



The enrichment of society through international student mobility

when people go abroad for learning purposes, society as a whole benefits



ESN's mission

 **ESN member**
as of GA Brussels 2021

 **Candidate country**
as of GA Zagreb 2022

Countries of the
Erasmus Student Network



ESN in Numbers

41 countries we are active in, expanding outside of Europe

517 local associations connected to +**1000 Universities**

15.000 student representatives volunteering

350.000 International Students join our organisation

28% Students from outside of Europe

Non-EU top 25 countries

7. Turkey	13. Mexico
8. Brazil	16. South Korea
10. United States	21. China
11. United Kingdom	22. India






Improving access: widening participation of less advantaged groups and offer young people more opportunities to participate in international mobility



Increasing Impact: the interaction between International students and communities, better recognition and understanding of learning & competence development.



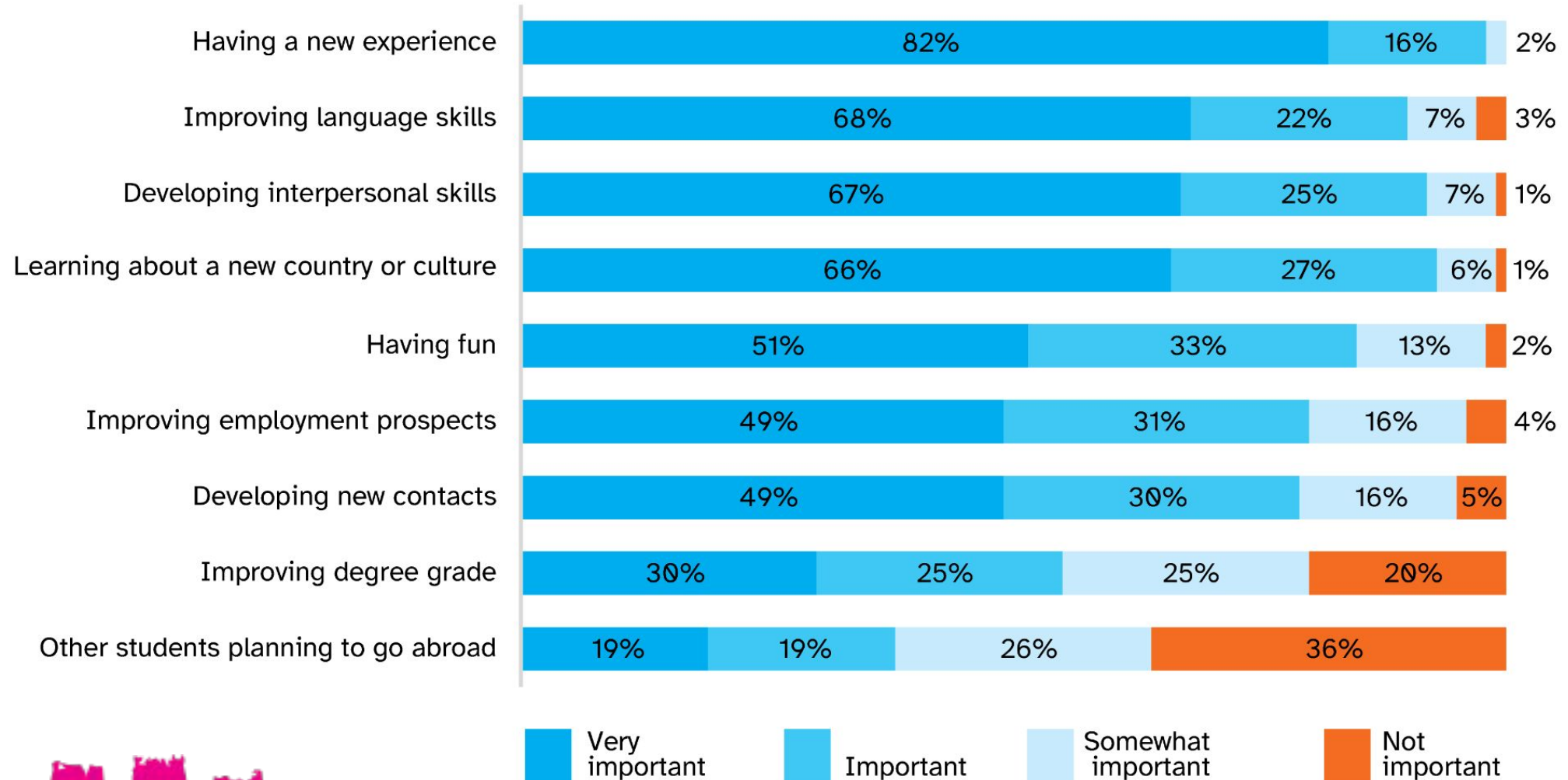
Collecting & analysing student data to identify **needs** and **opportunities**.

Helped improve student representation and forced institutions to listen to students voices

What have we learned?

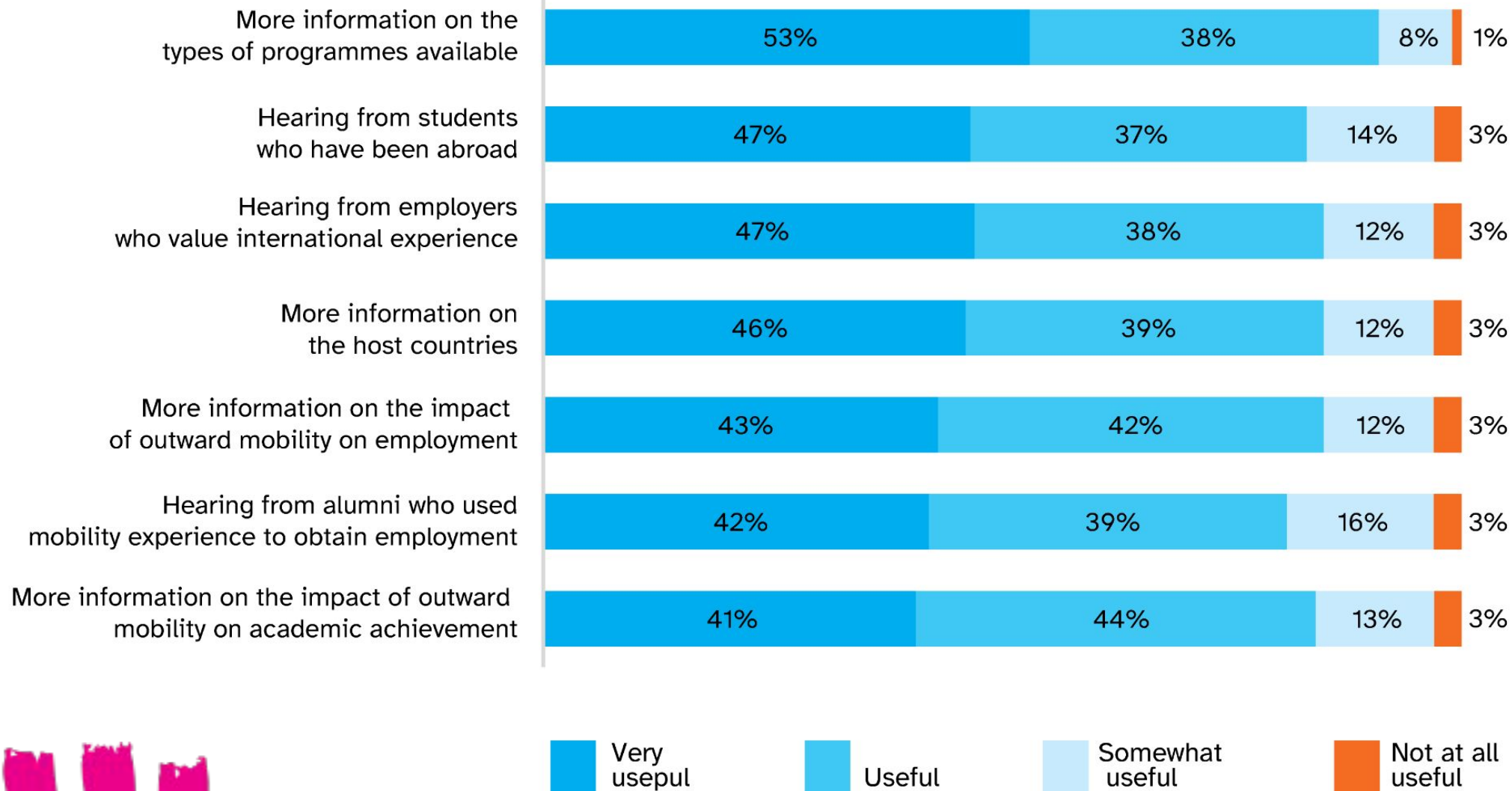


motivation to study abroad (mobile students)



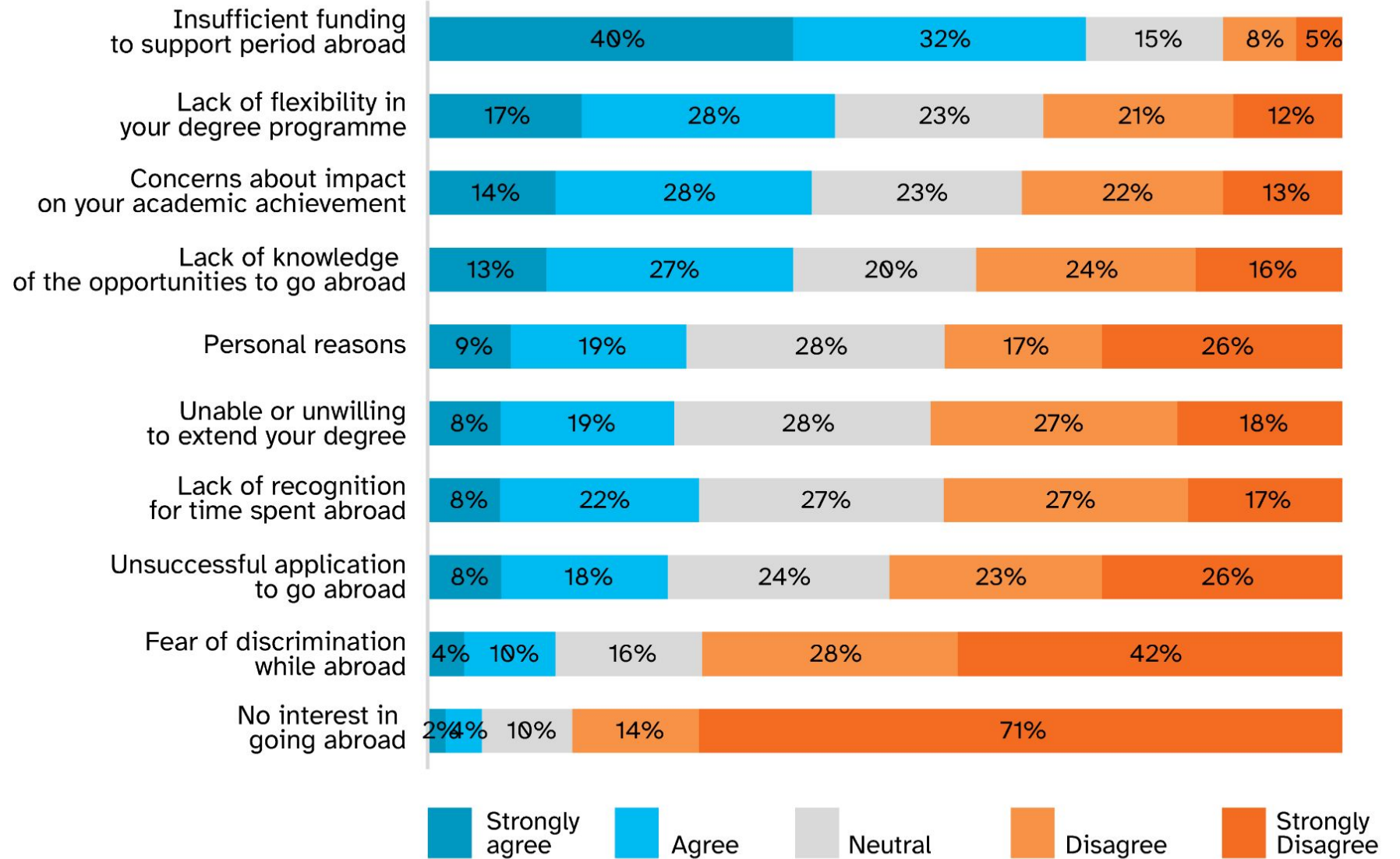
data from SIEM survey (2021), $n = 12800$

Encouragement for non-mobile students



data from SIEM survey (2021), n = 12800

Main reasons for students not to study abroad



Students would like more support with ...

94%

Information
about
available
funding

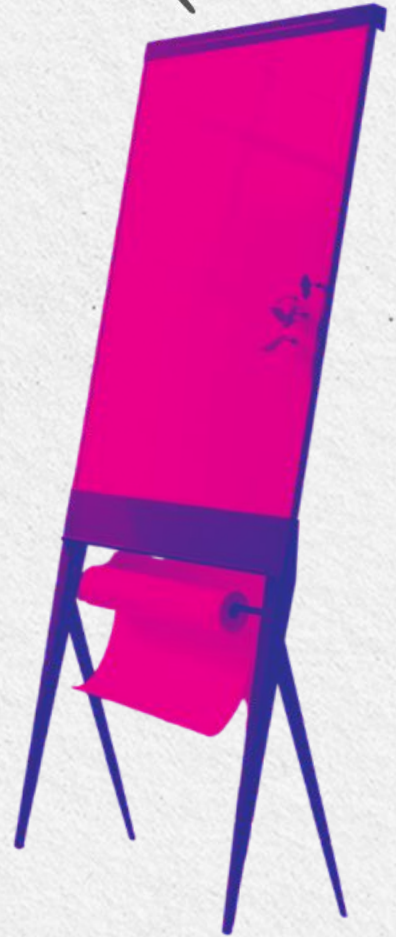
88%

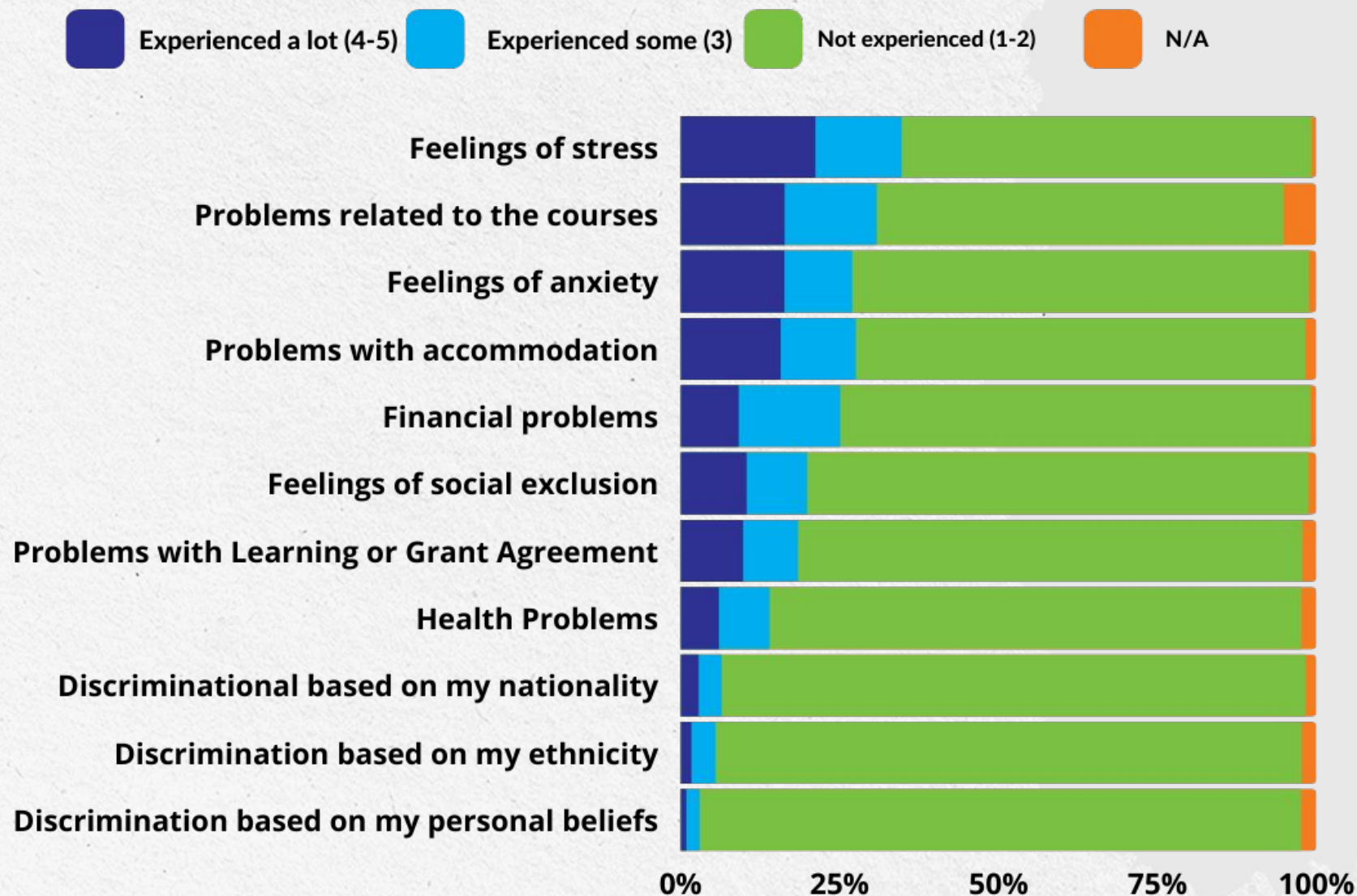
Support with
application
process

86%

Help
choosing a
host
university

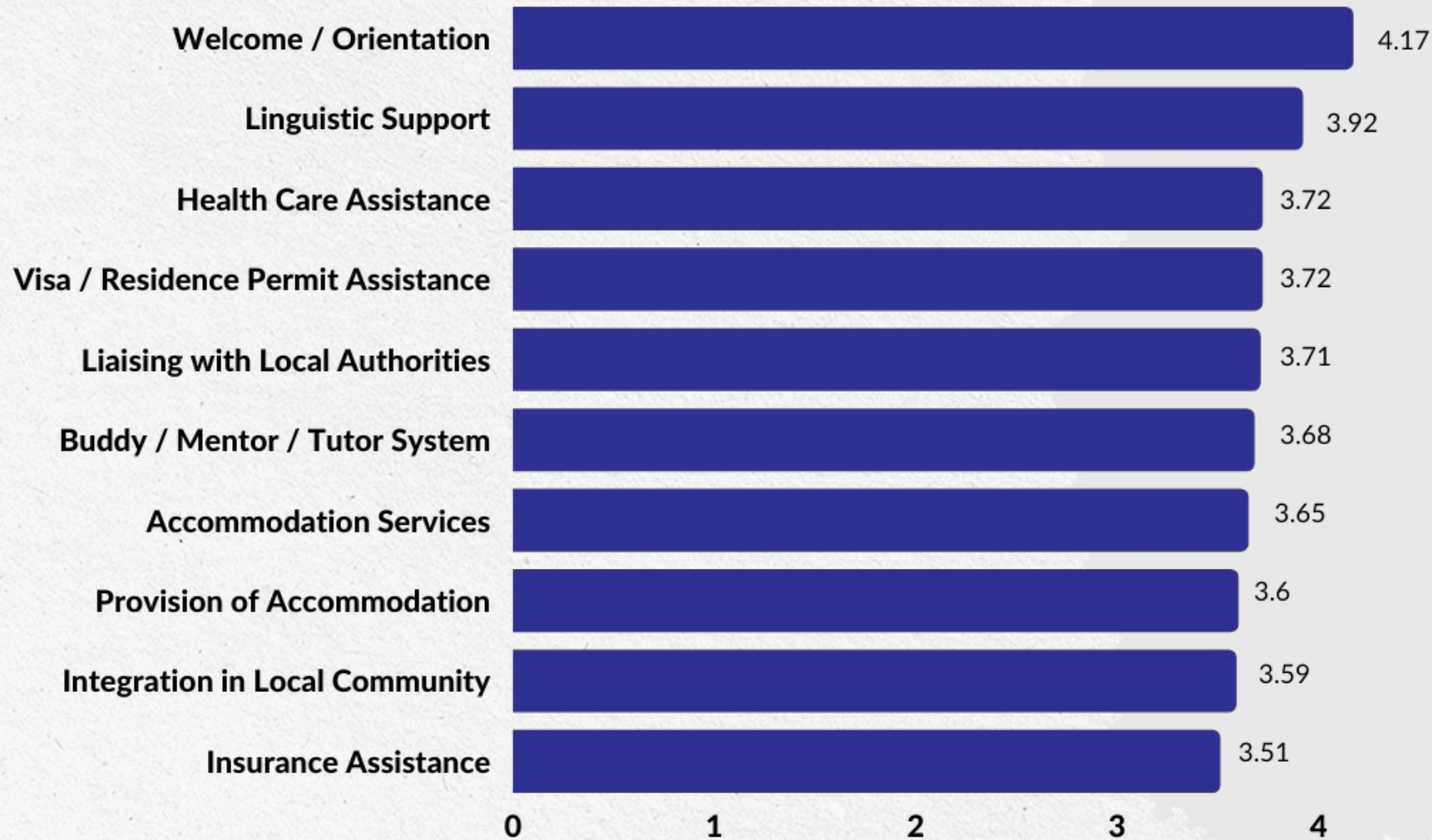
data from SIEM survey (2021), n = 12800





The main problems reported by students during exchange

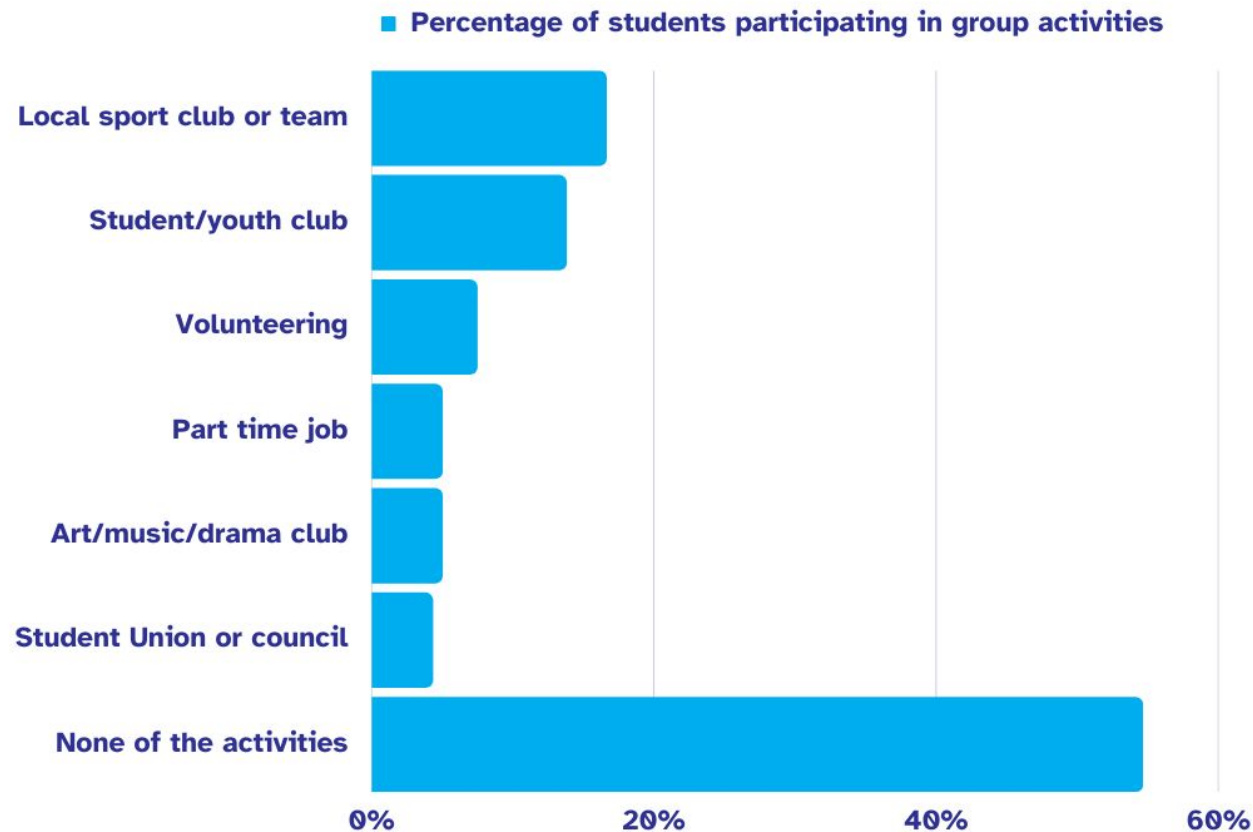
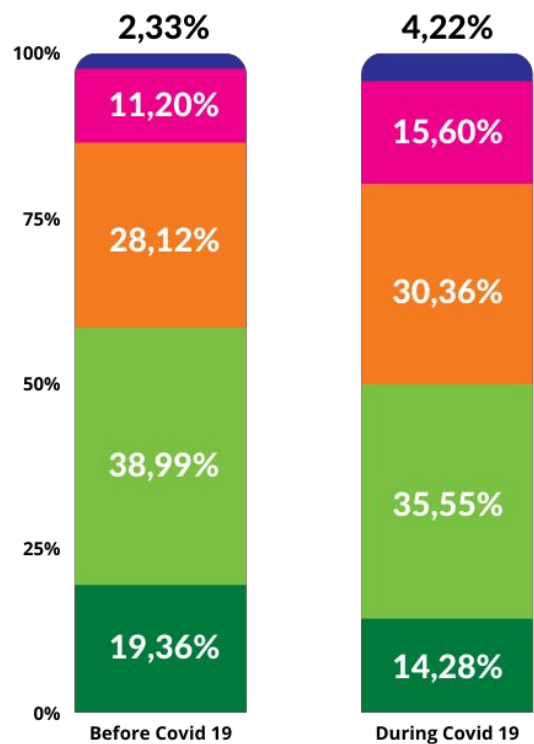
data from ESNsurvey XIV (2021), n = 8428



Satisfaction with support offered by the university

data from ESNsurvey XIV (2021), n = 8428

Interaction with local communities remains a challenge for international students

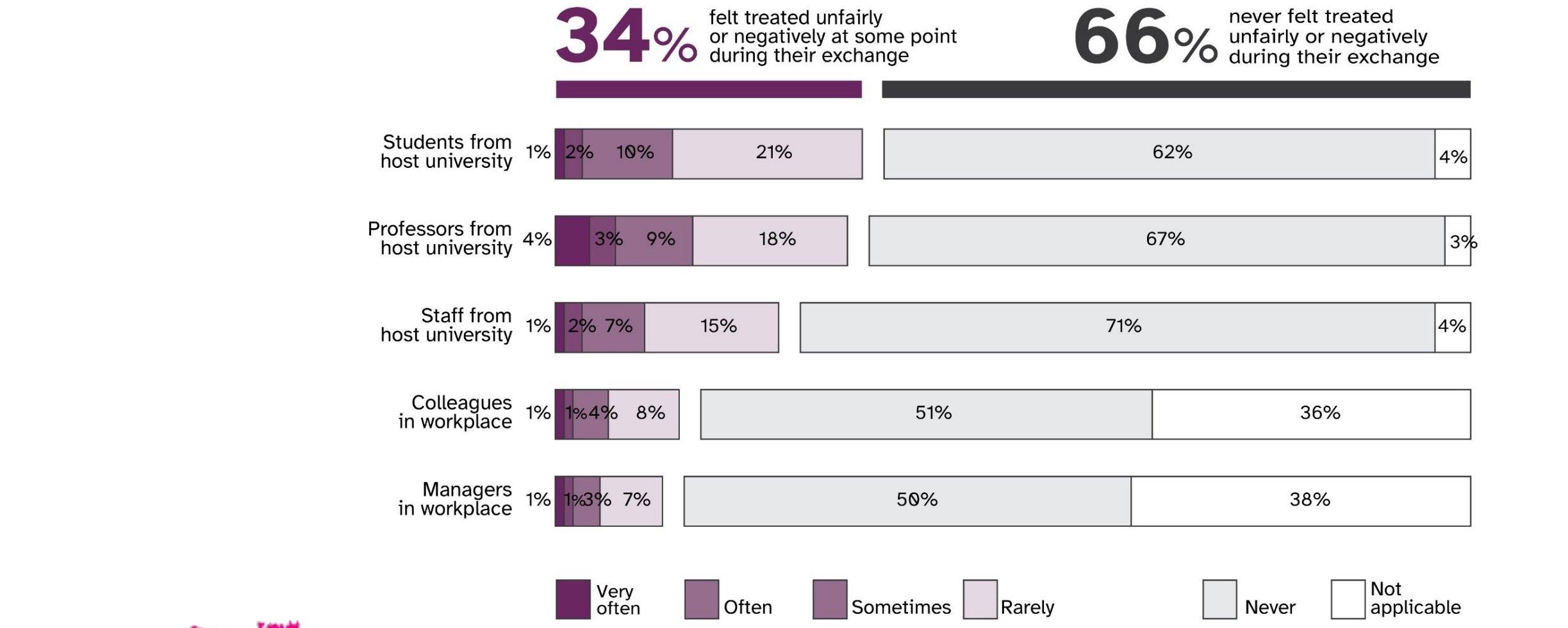


Totally integrated Integrated Neutral Not integrated Totally not integrated

10608 responses

data from ESNsurvey (2021), n = 12800

Negative experiences of treatment by members of the host society



data from SIEM survey (2021), n = 12800

How to ensure a lasting impact on society?

Moving beyond the individual Student experience



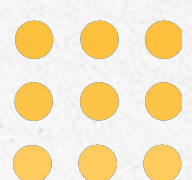
Inclusion, Diversity & Belonging



Do people feel at **home**, or do they feel a **permanent guest**?

Community Outreach initiatives to stimulate the integration of international students in local communities by organising **intercultural dialogue between international students** and local youth from underrepresented communities.

To create more integrated and tolerant societies



Third Mission of Universities

Social Responsibility of Higher Education Institutions to have a Social Impact on the local community



Internationalisation of Education



Internationalisation on multiple levels: **higher education** and **Secondary** education

- New **reflections** in the classroom
- Allows for **Internationalisation** at **Home**
- Encourage **active citizenship**
- Prepare students for an **international work environment**



Integration & transcultural competence

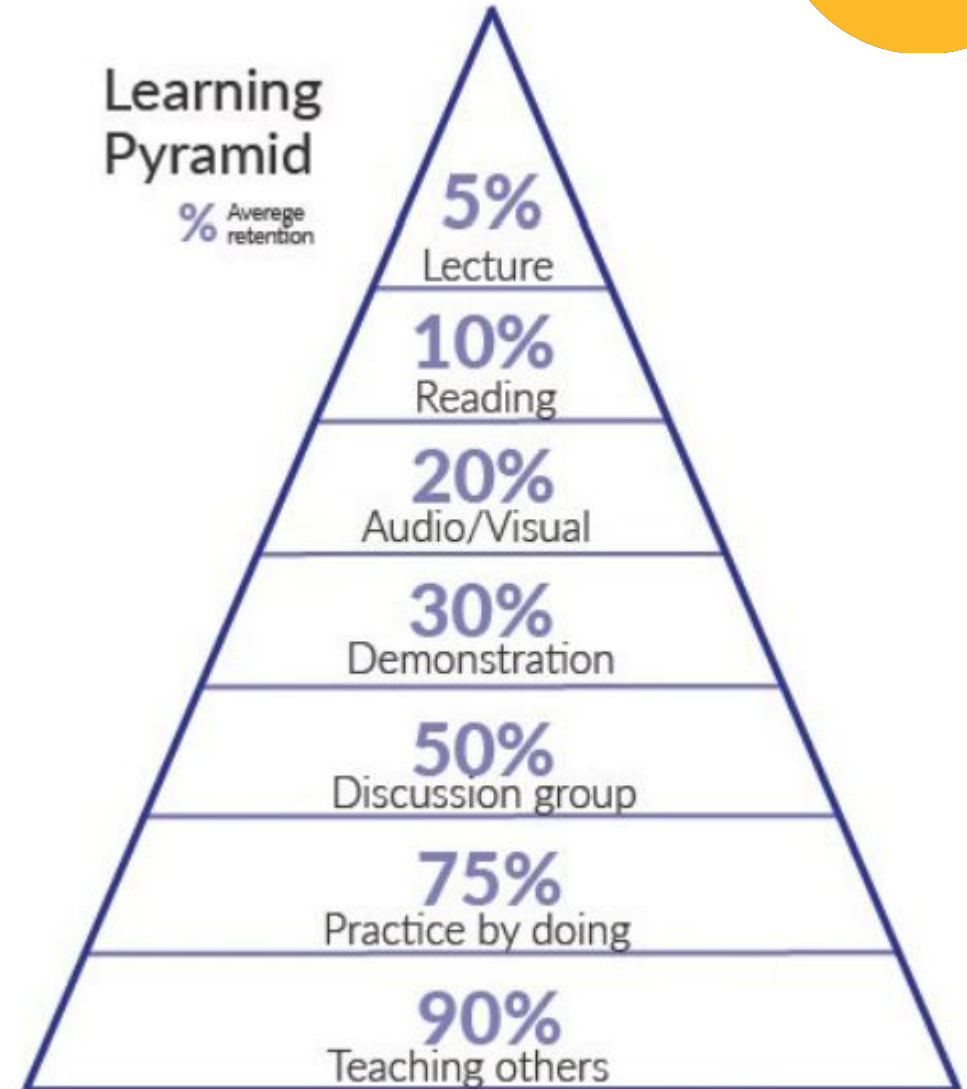
Exchange students tend to spend more time in an international bubble

- **Win-win** opportunities for learning
- Encourage **Intercultural dialogue** and tolerance
- Prevent segregation in different ethnic groups
- Create **multicultural societies**

Learning Objectives: Competence Development

Link to **Learning Objectives** of the
Educational system

- Build Student's competences
- allows for a diverse method of implementation

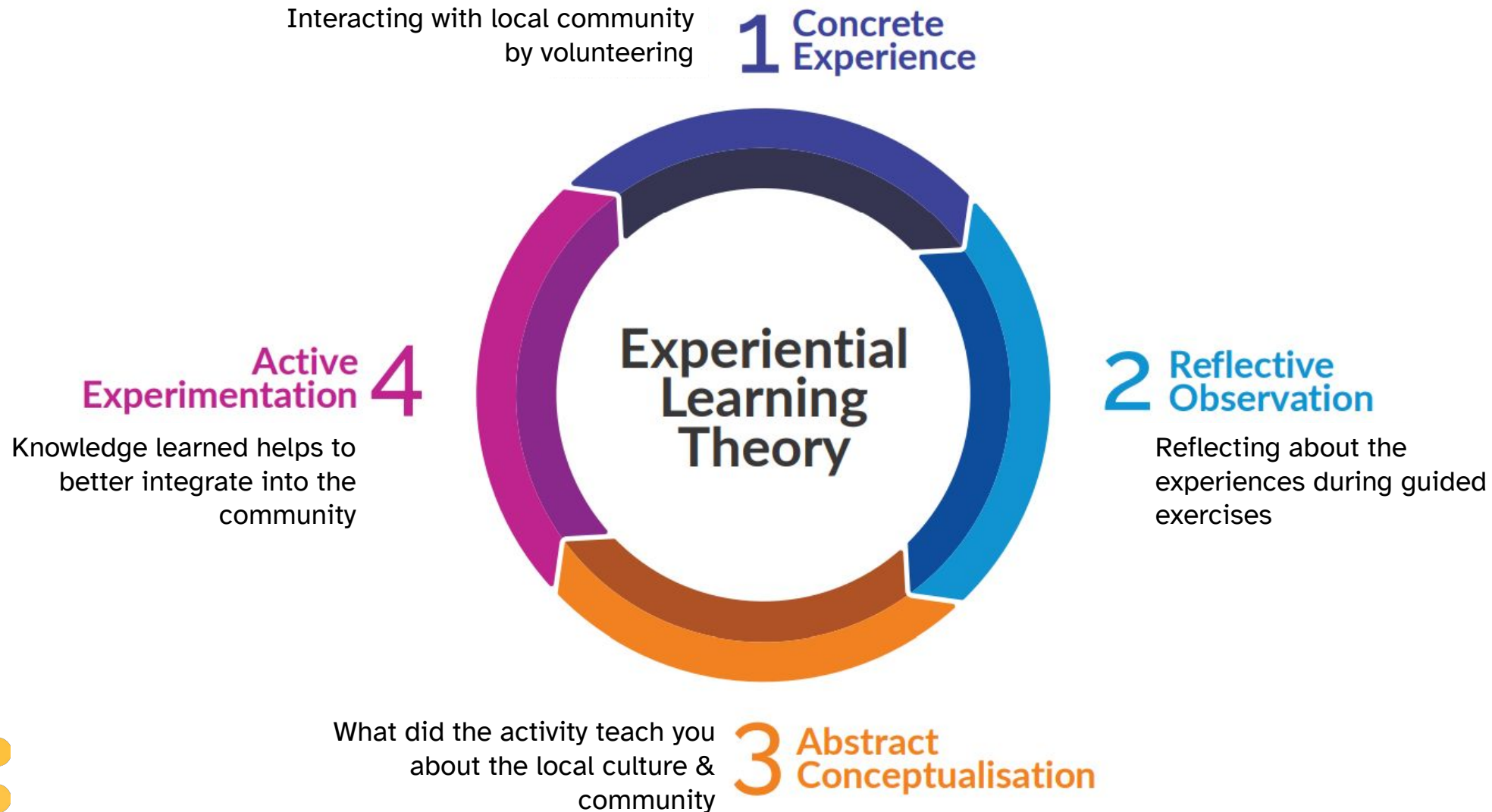


Bridge to Non-Formal Education

Helps students bridge the **gap** between **theory** and **practice**

- Increases engagement levels
- Makes learning more personal
- Importance of reflection to go from Informal Learning to Non-Formal Learning
- Helps establish lasting behavioural change
- Recognition of Non-Formal Learning in Higher Education

Experience-Based learning





Community-engaged learning

An Educational framework is needed to support community engaged learning and ensure recognition of gained competences by the students.



Community service-learning

ESN aims to apply this in an **international setting**.

Community Service-learning is an innovative pedagogical approach that integrates **meaningful community service or engagement** into the curriculum and offers students **academic credit** for the learning that derives from **active engagement** and work on a **real world problem**.

Europe Engage, 2015-2017
(Aramburuzabala P., McIlrath L., et al., 2016).



ESN Besancon & University de Franche Comte

Center of Applied Linguistics

Focus on French language learning,
intercultural awareness &
social inclusion

Course Set-Up

25h of volunteering:

3 – 4 activities / week

Preparation of the sessions

Intake & Debriefing Meetings

Evaluation: Presentation and Interview

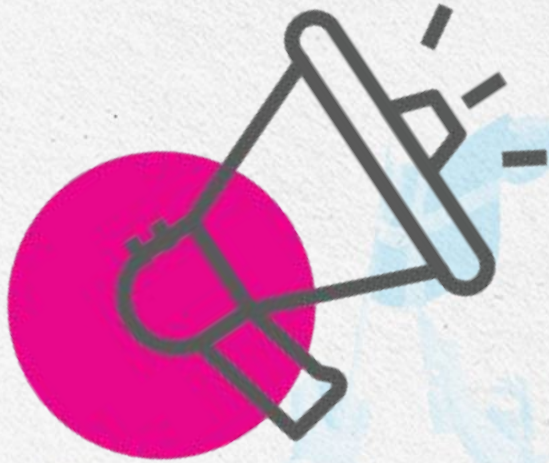


ESN Besancon & University de Franche Comte

Recognition

- Elective Course
- 3 ECTS credits
- Diploma supplement
- **Close Cooperation**
 - University has an Academic Responsible
 - ESN Activity coordination
 - 1 full time employee
 - 2-3 volunteers per activity





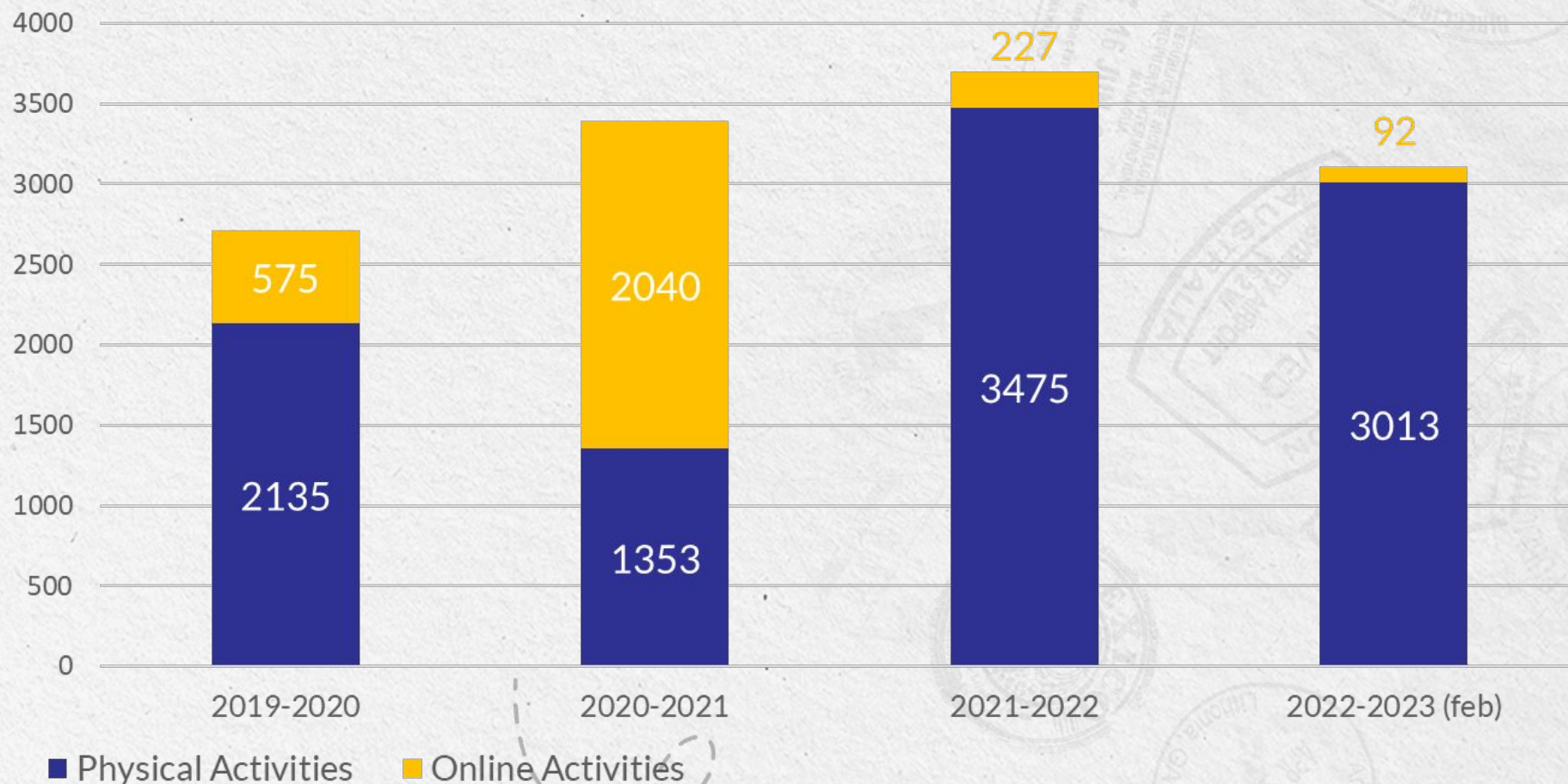
**Let's look at the
numbers again**

14.300

activities
organised
since **2019**

771.866

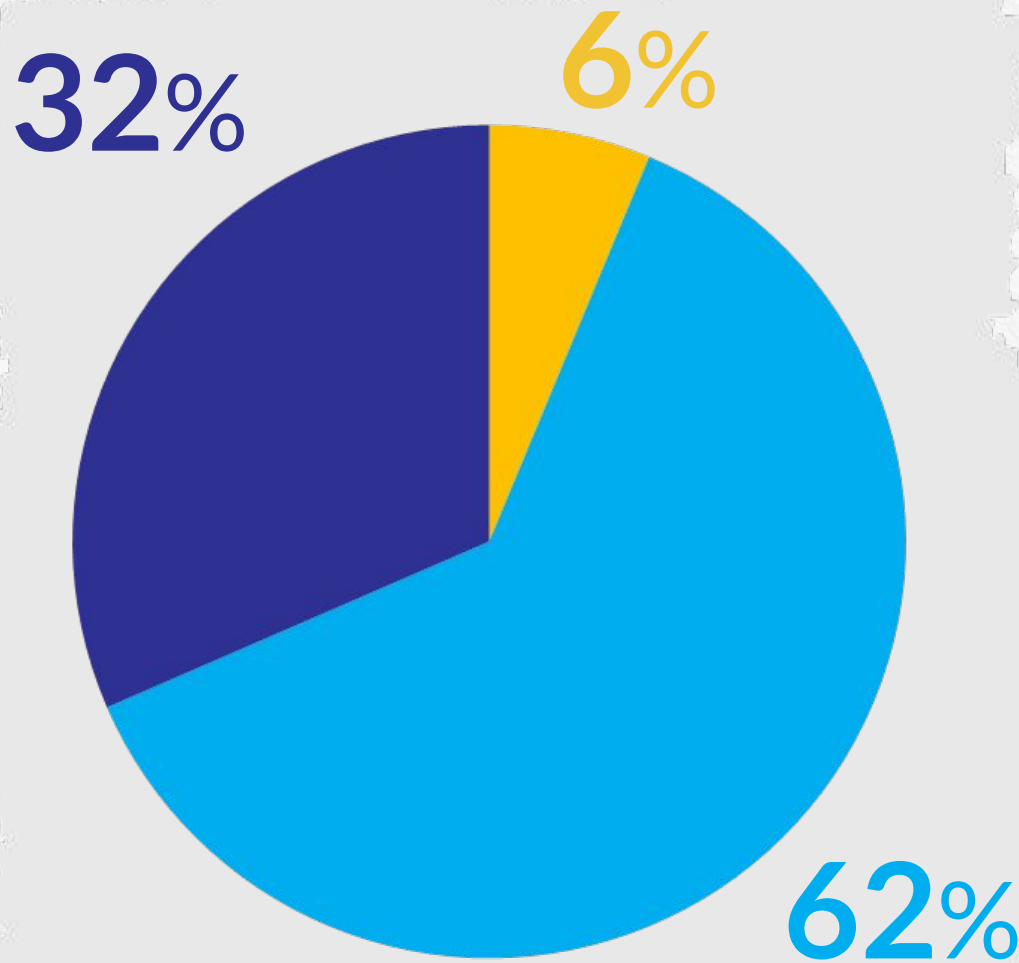
volunteers,
international
students and
local (young)
people reached
through physical
& online
activities.



Our Participants

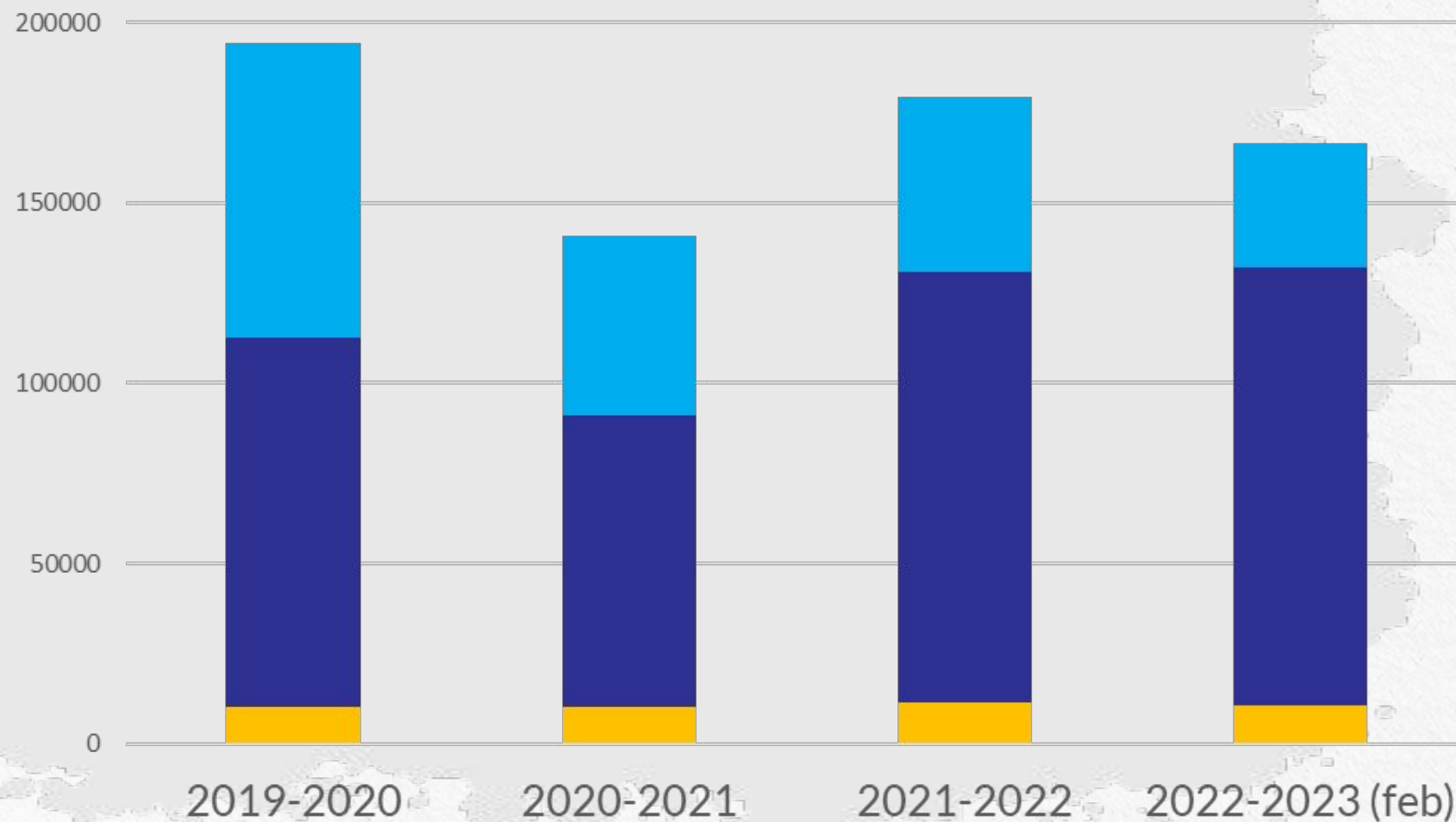
a small number of ESN volunteers make a key difference. 62% of our audience are international students, and 32% are local youth through outreach activities.

- ESN Coordinators
- International Students
- Local Youth



Our Participants

participants profile broken down over the past 4 academic years. Growth in absolute international student numbers, but outreach to local youth has decreased.





Reflections on the rankings

what does this mean
for the rankings?

Reflections on rankings

1. Destination selection is more complicated than academic attractiveness of institutions.
2. Rankings do not include reflections on support offered by institutions, nor lived experience by students.
3. Ensure references of the societal impact and inclusive dimension are reflected in the make-up of the rankings, surpassing the truly academic & research dimension.

Thank you for your attention

Wim Gabriels

Director | director@esn.org

Erasmus Student Network



Co-funded by
the European Union