

The social role of universities.

Students' expectations from rankings

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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

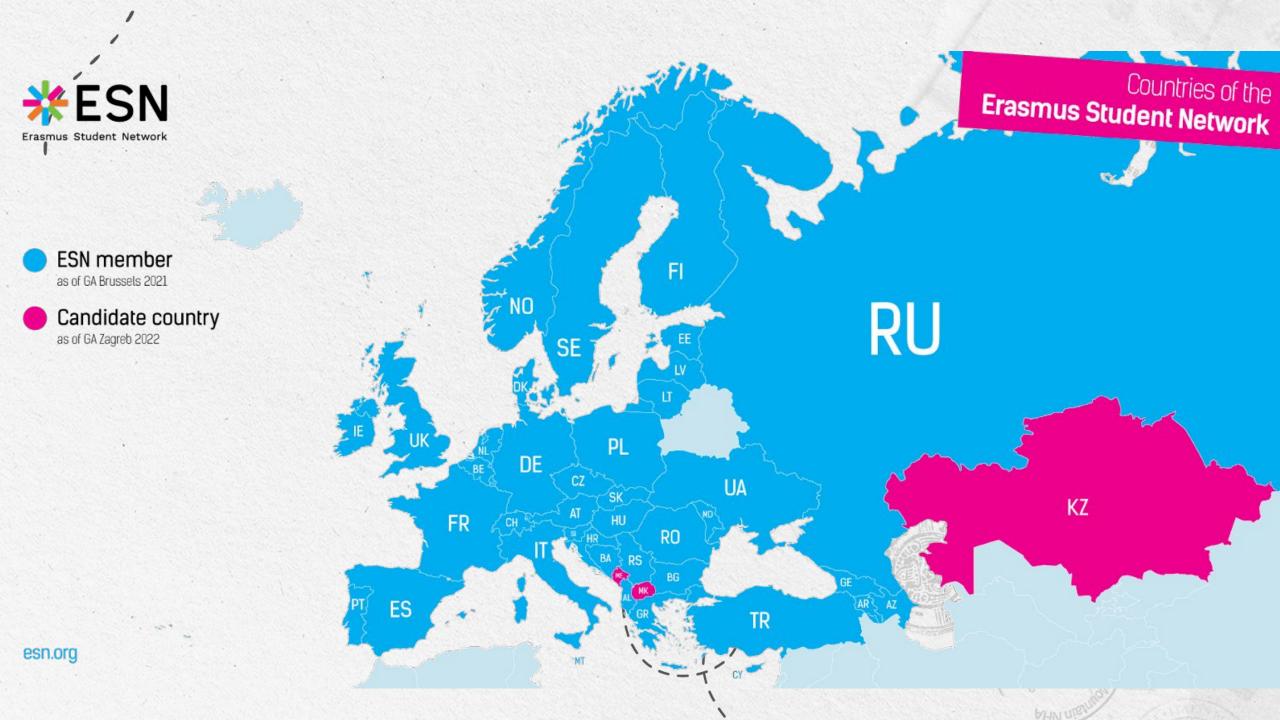




The enrichment of society through international student mobility

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





ESN in Numbers

countries we are 41 active in, expanding outside of Europe

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

> student representatives volunteering

International **350.000** International Students join our organisation

Students from 28% Students i on 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

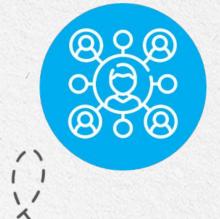
ESN Erasmus Student Network

15.000





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.

Evidence Gathering

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

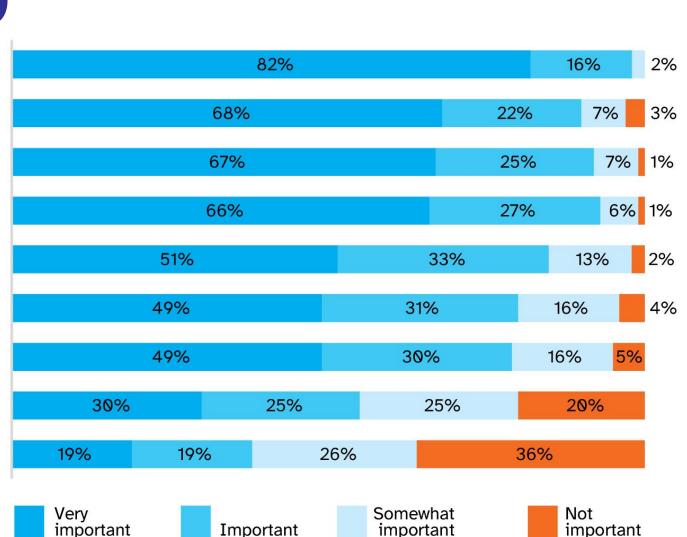
ESNsurvey launched in 2005, has gathered more then 250.000 answers from students

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

What have we learned?

motivation to study abroad (mobile students)

Having a new experience



Improving language skills Developing interpersonal skills Learning about a new country or culture Having fun Improving employment prospects Developing new contacts Improving degree grade Other students planning to go abroad

data from SIEM survey (2021), n = 12800

Encouragement for non-mobile ---students

mation on the mes available	53%	38%	8% 1%	6
from students been abroad	47%	37%	14% 3%	6
om employers al experience	47%	38%	12% 3%	6
nformation on nost countries	46%	39%	12% 3%	6
on the impact n employment	43%	42%	12% 3%	6
mni who used n employment	42%	39%	16% 3%	6
ct of outward achievement	41%	44%	13% 3%	6

More inform types of programm

> Hearing fr who have

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More information or of outward mobility on

Hearing from alum mobility experience to obtain

More information on the impact mobility on academic

Useful useful useful data from SIEM survey (2021), n = 12800

Not at all

Somewhat

Main reasons for students not to study abroad

Insufficient funding to support period abroad	40%		32%		15%	8% 5%	
Lack of flexibility in your degree programme	17% 28		28%	23%		21%	12%
Concerns about impact on your academic achievement	14%	14% 28%		23%		22%	13%
Lack of knowledge of the opportunities to go abroad	13% 27%		%	20%	20% 2		16%
Personal reasons	9%	19%	2	8%	17%		26%
Unable or unwilling to extend your degree	8%	19%	28	%	27%		18%
Lack of recognition for time spent abroad	8%	22%	27%		27%		17%
Unsuccessful application to go abroad	8%	18%	24%		23%		26%
Fear of discrimination while abroad	<mark>4%</mark> 10%	<mark>4% 10%</mark> 16%		28%		42%	
No interest in going abroad	2 <mark>%4%</mark> 10%	14%		71%			
	Strong		Agree	Neutral	C	Disagree	Strongly Disagree

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#### **Students would like more support with ...**

Information about available funding

94%

Support with application process

88%

Help choosing a host university

86%

data from SIEM survey (2021), n = 12800



Experienced a lot (4-5)

Experienced some (3)

Not experienced (1-2)



Feelings of stress Problems related to the courses Feelings of anxiety

Problems with accommodation

**Financial problems** 

Feelings of social exclusion

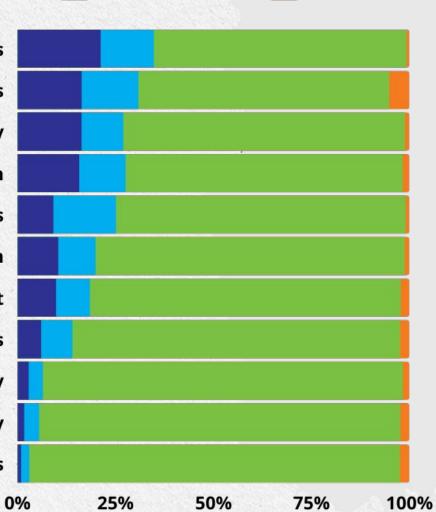
**Problems with Learning or Grant Agreement** 

**Health Problems** 

Discriminational based on my nationality

Discrimination based on my ethnicity

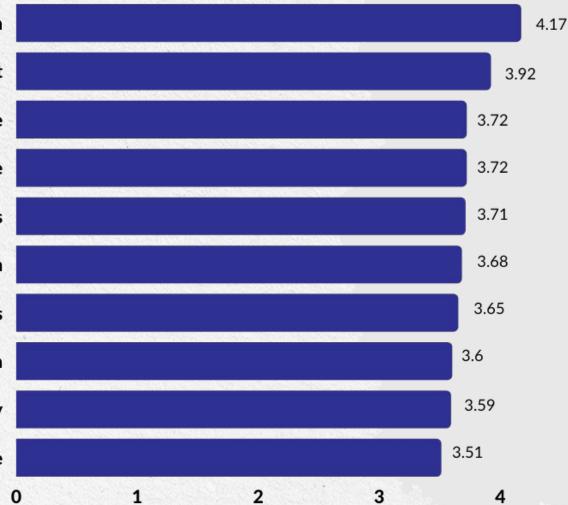
Discrimination based on my personal beliefs



The main problems reported by students during exchange

data from ESNsurvey XIV (2021), n =8428

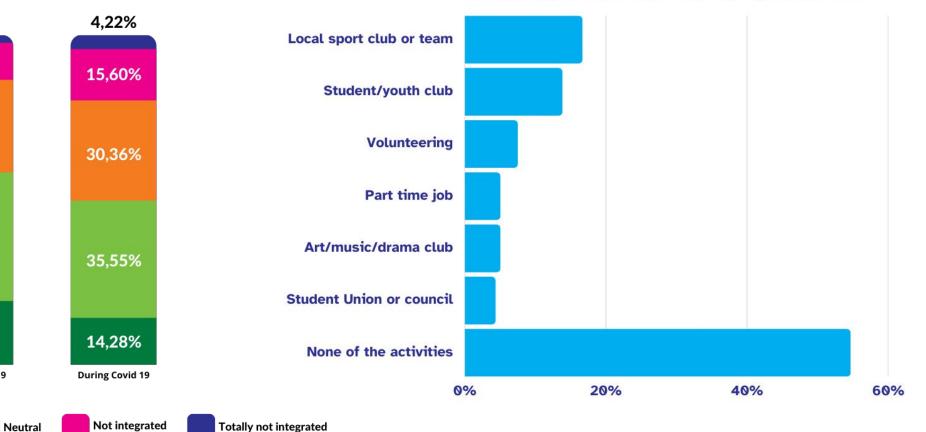
Welcome / Orientation Linguistic Support Health Care Assistance Visa / Residence Permit Assistance Liaising with Local Authorities Buddy / Mentor / Tutor System Accommodation Services Provision of Accommodation Integration in Local Community Insurance Assistance



#### Satisfaction with support offered by the university

data from ESNsurvey XIV (2021), n =8428

#### Interaction with local communities---remains a challenge for international students



Percentage of students participating in group activities

2,33%

11.20%

28,12%

38,99%

19.36%

Before Covid 19

100%

75%

50%

25%

0%

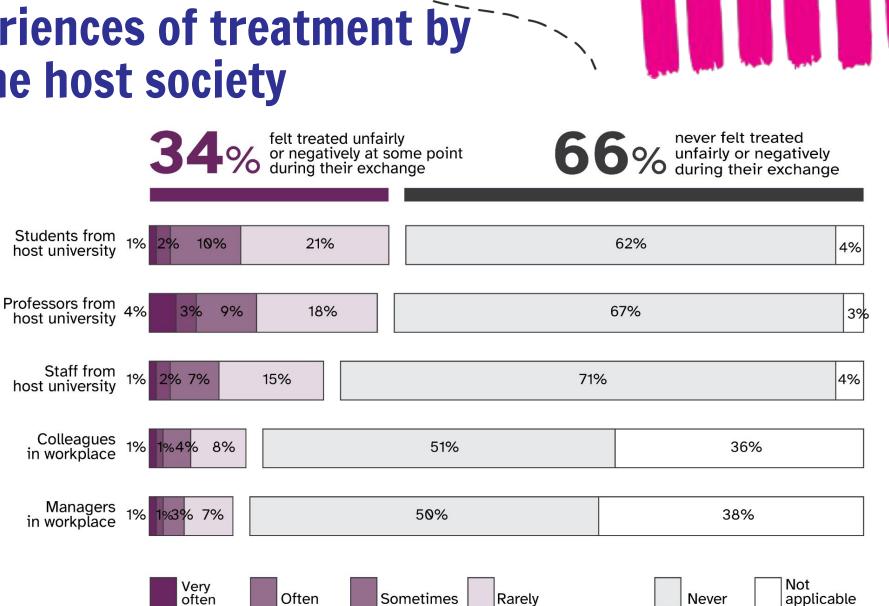
Integrated

Totally 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

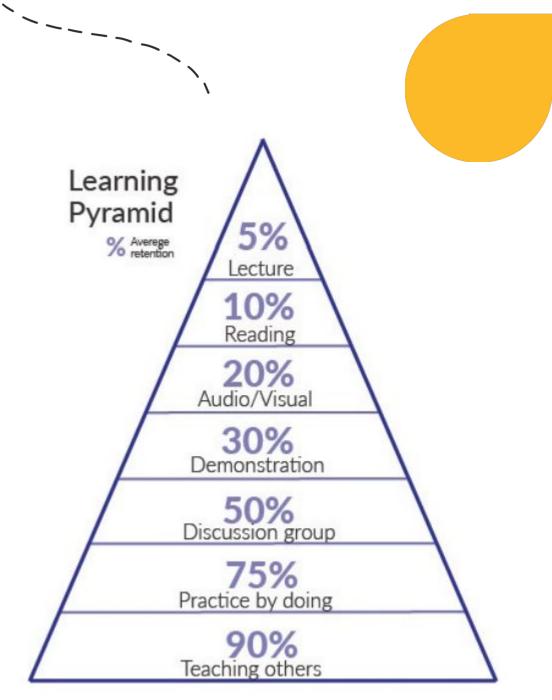
- Win-win opportunities for learning
- Encourage Intercultural dialogue and tolerance
- Prevent segregation in different ethnic groups
- Create multicultural societies



#### Learning Objectives: Competence Development

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

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



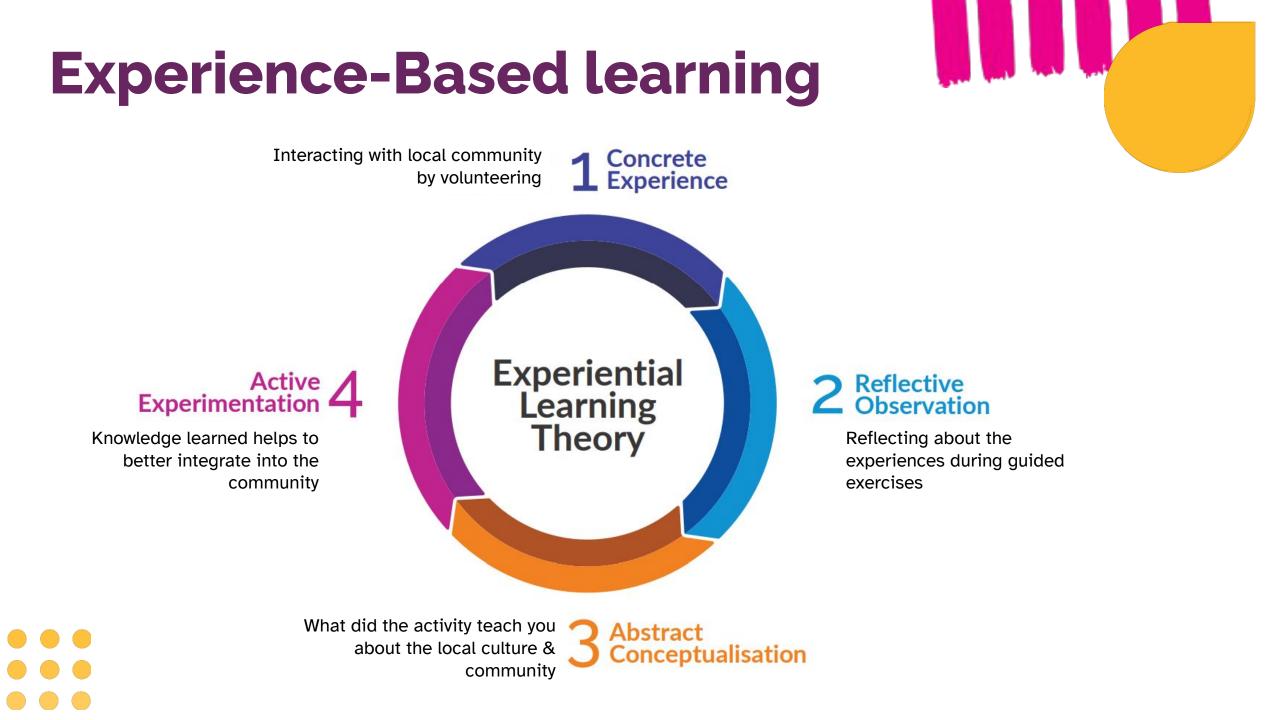
#### Bridge to Non-Formal Education

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

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- 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





### 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**.

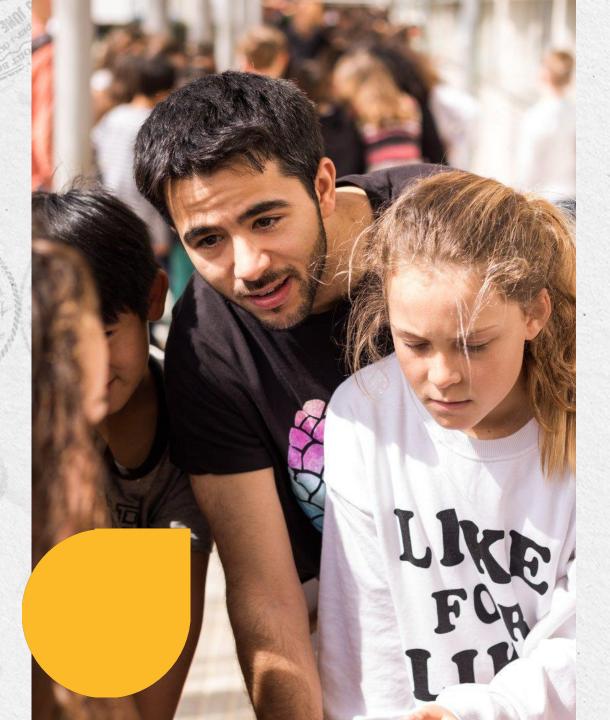
> *Europe Engage, 2015-2017* (Aramburuzabala P., McIlrath L., et al., 2016).

#### 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

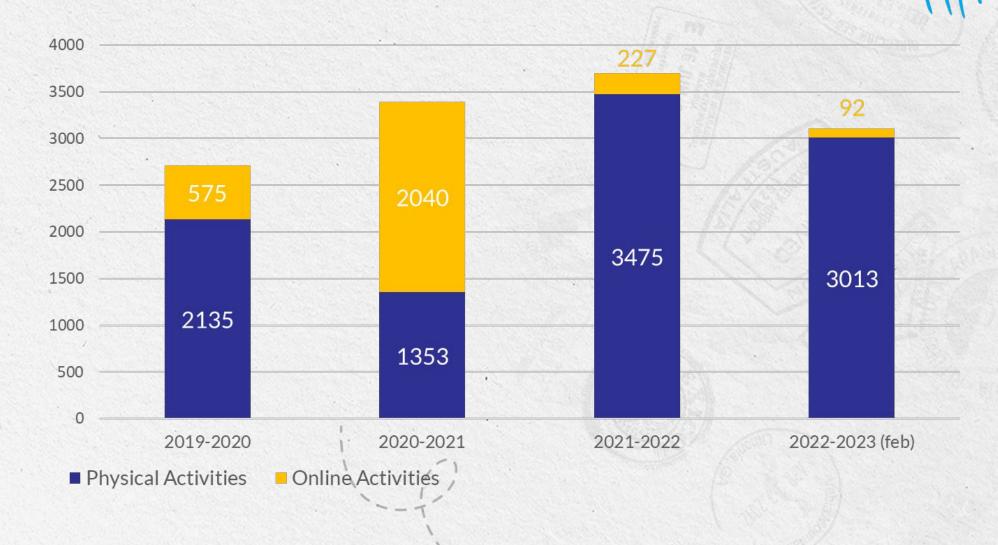
- University has an Academic Responsible
- ESN Activity coordination
  - 1 full time employee
  - 2-3 volunteers per activity

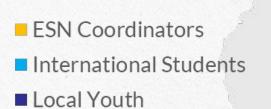
# Let's look a the numbers again

**14.300** activities organised since 2019

#### 771.866

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





32%

#### **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.

**62**%

#### **Our Participants**

participants profile broken down over the past 4 academic years. Growth in absolute international student numbers, 200000 but outreach to local youth has decreased.

150000

100000

50000

2019-2020

2020-2021

2021-2022

2022-2023 (feb)

International Students

Local Youth

#### ESN Coordinators

# Reflections on the rankings

what does this mean for the rankings?



#### **Reflections on rankings**

- 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

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