

# 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 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	<b>C</b>	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

Wim Gabriels Director | director@esn.org Erasmus Student Network



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