

**Thursday, November 23**  
**Medium**  
**9:55 – 10:55**

# **Studies Without Borders – Two Perspectives of Inclusion**

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# Charles University in numbers

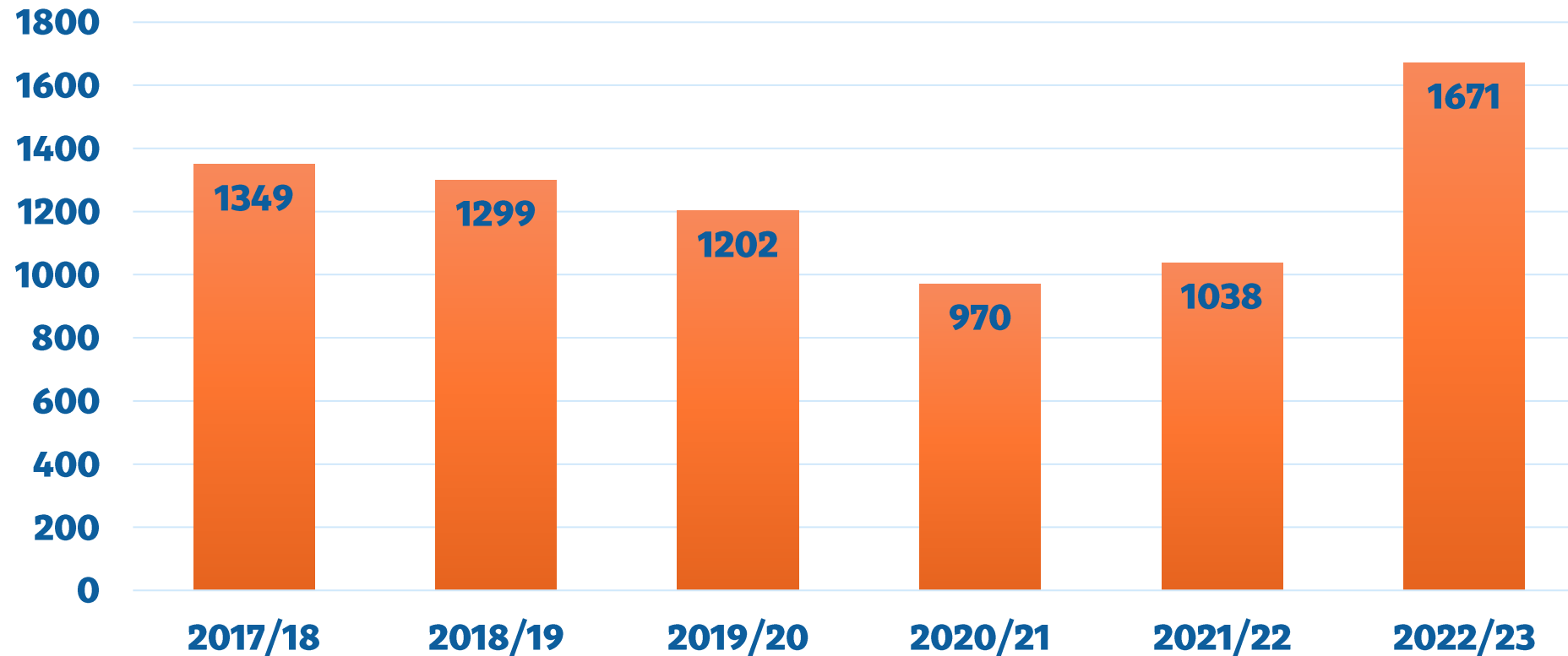


- **50 000** degree students
- **1 500** Erasmus+ outgoing students
- **2 000** Erasmus+ incoming students
- **5th most demanded university within the Erasmus+**
- **Considerable increase of Erasmus+ students in both directions**

# E+ Outgoing



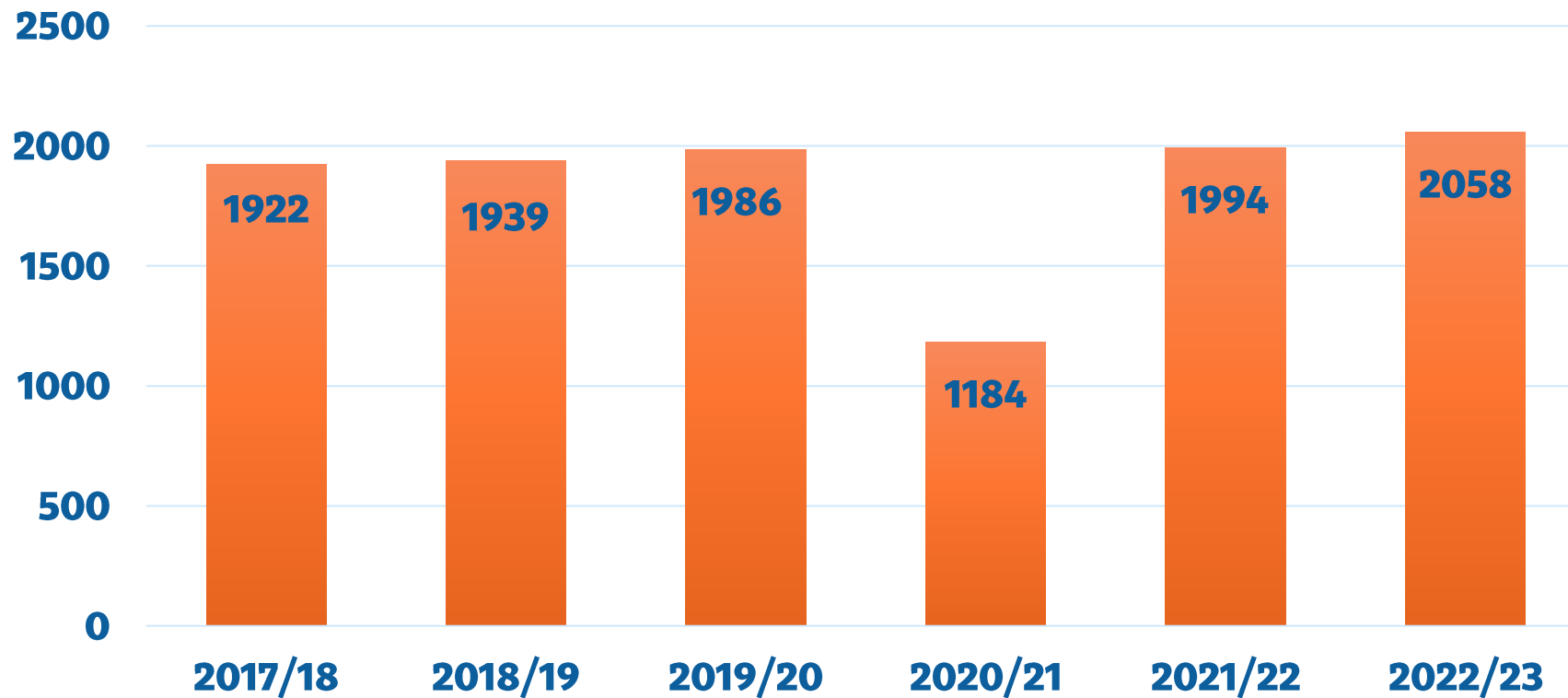
Changes in the numbers of CU students going abroad under the Erasmus+ programme



# E+ Incoming



**Changes in the numbers of international students coming to CU under the Erasmus+ programme**



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How to increase the interest among students with special needs?

ⓘ Start presenting to display the poll results on this slide.

# 2 Perspectives



## OUTGOING

- **Broader scope of students**
- **Social, economic, health limitations**
- **Information gathered by enrolment**
- **More contact, more time, more planning**

## INCOMING

- **Adjustments mainly for students with disabilities and health problems**
- **Informing about special needs not mandatory x important**
- **Distance factor, new environment**

# Outgoing



- **Erasmus without borders focus group**
- **20 students & 10 staff members**
- **Online (via ZOOM)**
- **Once a month**
- **In English**
- **Topics oriented**
- **Transcription services for deaf students**



# EWB – Focus Group Outcomes



- **Research on the main barriers experienced by students**
- **Searching together for possible solutions**
- **Connecting students and staff**
- **Motivation for students with fewer opportunities to go abroad**
- **Students as role-models**
- **Short-term mobilities**

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What are the main barriers your E+ students face abroad|?

ⓘ Start presenting to display the poll results on this slide.

# Incoming



## Student life & welfare

Dear students, the time for your Erasmus+ stay at the Charles University is approaching and we are looking forward to welcoming you in the Czech Republic after summer holidays! To make your stay as pleasant as possible, we kindly ask you to answer a few questions related to student life and wellbeing at the Charles University. The questionnaire will not take more than 3 minutes and all information will be processed in accordance with GDPR measures.

- **Survey**
- **5 questions**
- **Clearly defined purpose**
- **Not mandatory**

# Student Life & Welfare Survey – Outcomes



## WS 2022/23

- Survey filled out by 1029 incoming students
- 45 students with special needs

## SS 2022/23

- Survey filled out by 440 incoming students
- 40 students with special needs

## WS 2023/24

- Survey filled out by 977 incoming students
- 69 students with special needs

# Student Life & Welfare Survey – Follow-up



- **Based on the survey results, students are provided with information**
- **Strongest group: students with psychological problems**
- **Adjustments on 3 levels:**

**Studies (faculty coordinator)**

**Assistance (Carolina Centre)**

**Accommodation (CU dormitories)**

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What are the main barriers your E+ incoming students face?

ⓘ Start presenting to display the poll results on this slide.

# Future prospects



- **Internationalization of the EWB focus group**
- **Stronger cooperation with partner universities in the inclusion topic**
- **Testing of short-term (observatory) visits for students with special needs**
- **Inclusion based events/blended intensive programs**





# First Faculty of Medicine, CU



- **5 medical faculties in total at CU**
- **General Medicine, Dentistry (new Addictology)**
- **More than 4,000 undergraduate students (including about 800 students studying in English – about 80 nationalities)**
- **More than 30 years of tradition of teaching programmes in English**



FIRST FACULTY  
OF MEDICINE  
Charles University

# First Faculty of Medicine, CU



## MEDSOC

- **Student organisation**
- **Over 100 student volunteers**
- **Key aspect of the student experience at the faculty**



# My Story



# Peer to Peer Support Student Guides

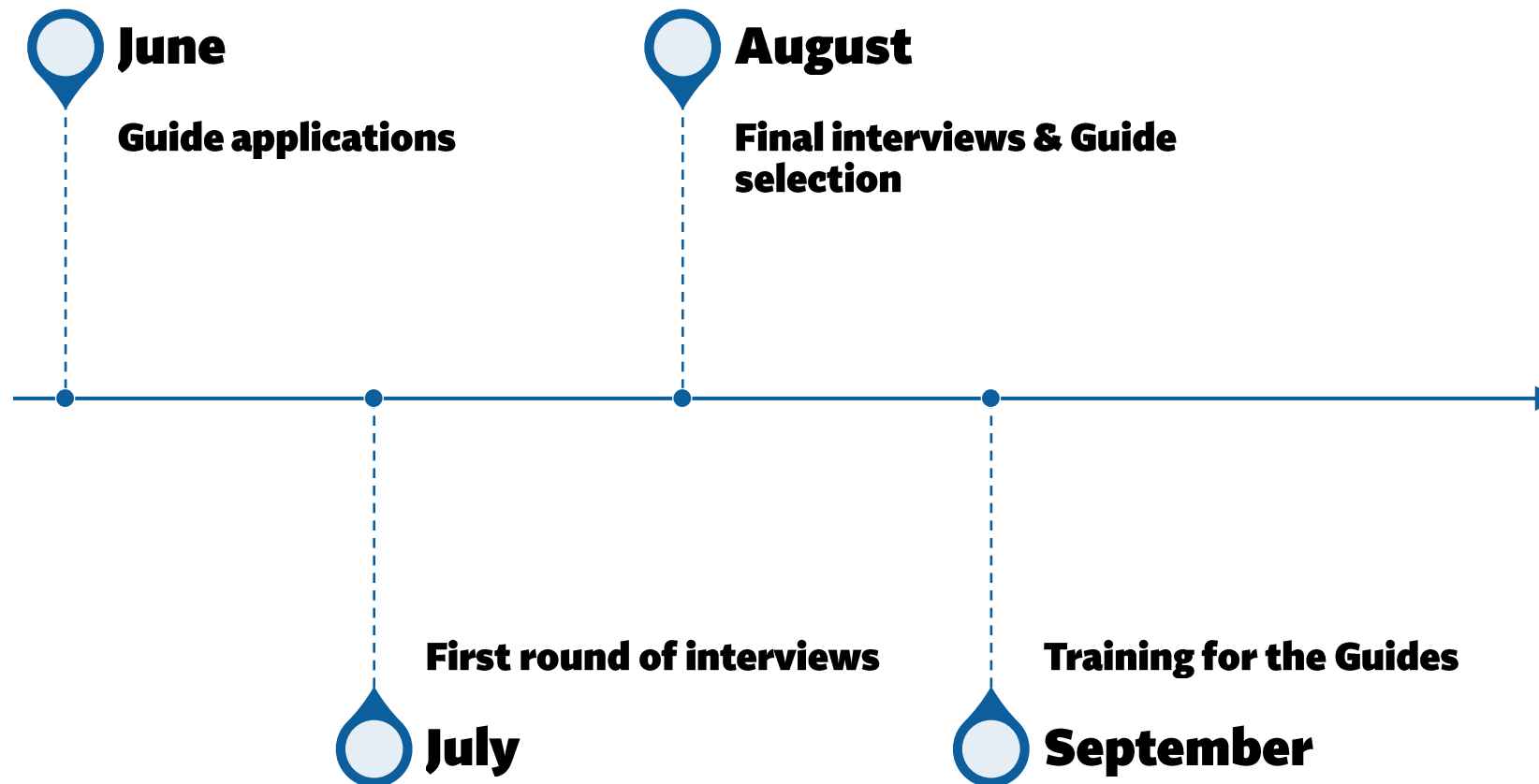


**From Matriculation**



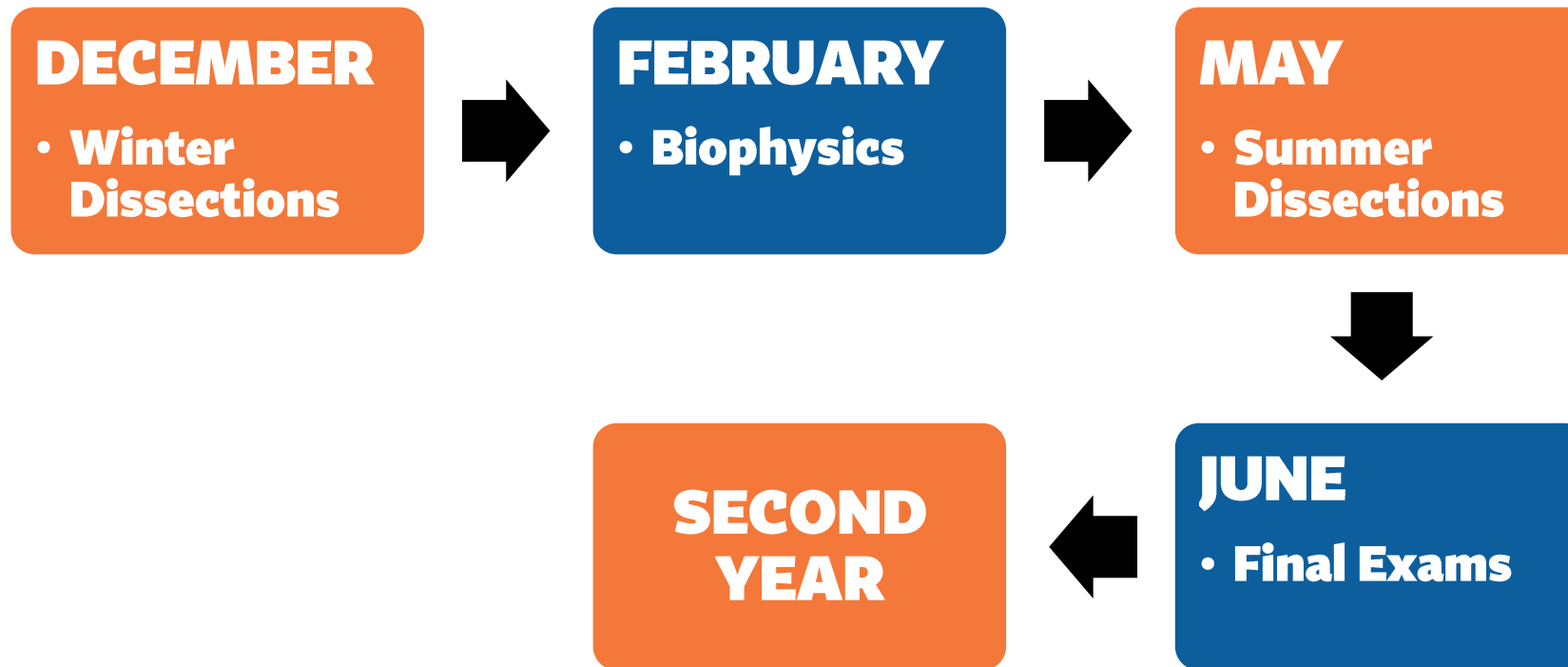
**To Graduation**

# Student Guides – Selection

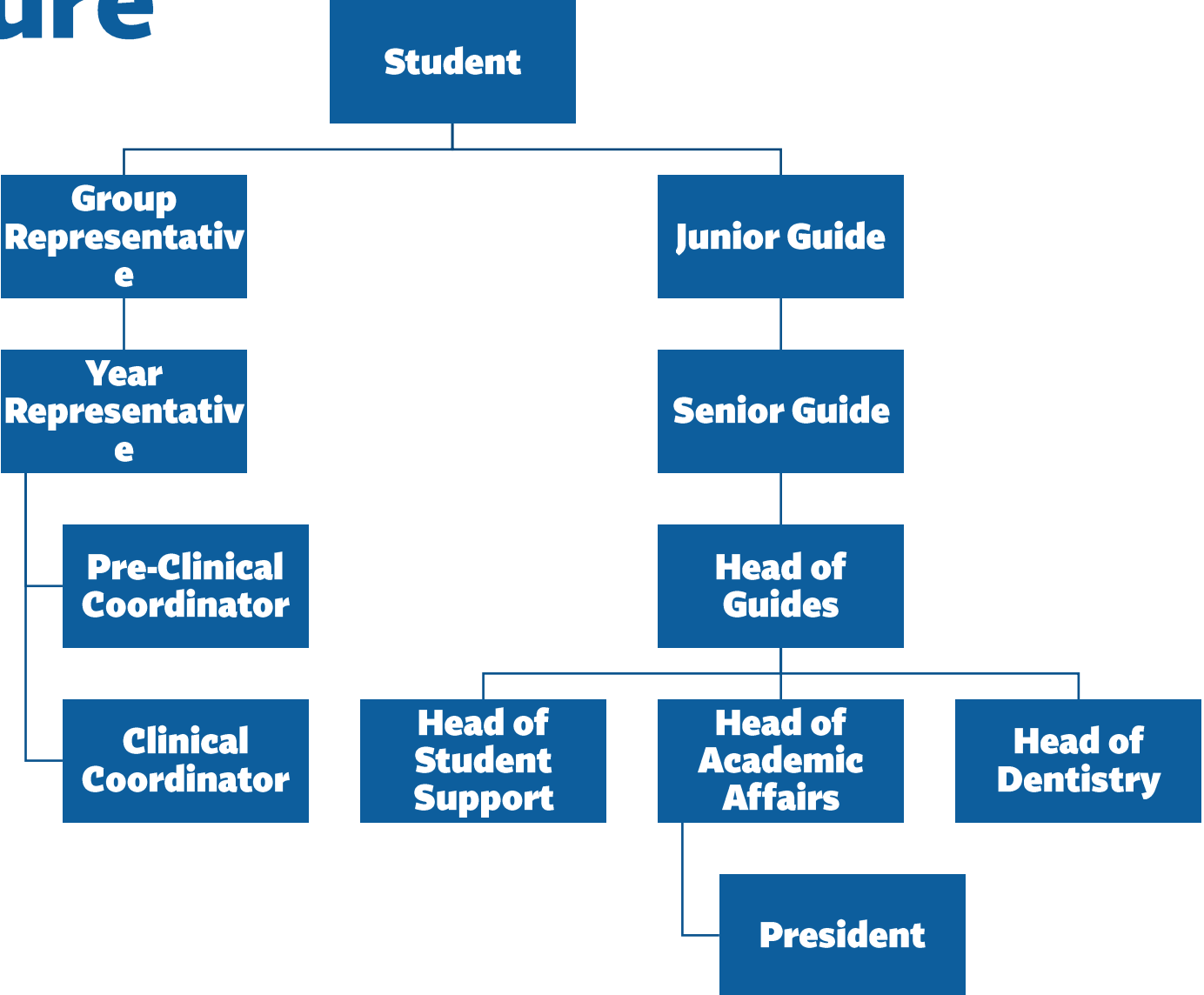




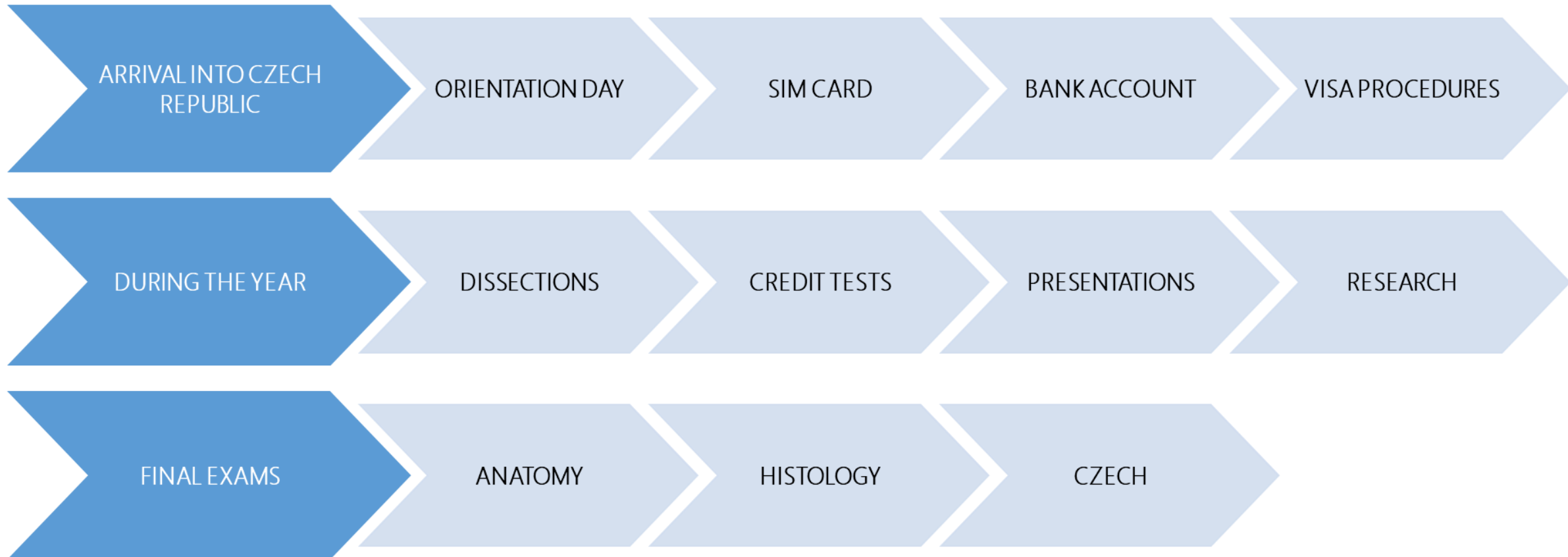
# Student Guides – Critical Points (1st year)



# Student Guides – Support Structure



# Support Structure





# Support Structure



# Added Values and Benefits



**Created by students**

**Varied experience**

**Meetings & trainings**

**Shared appreciation**

# Diversity and Representation



**27 GUIDES**

**10 DIFFERENT NATIONALITIES**

**GUIDES ACROSS 6 YEARS OF GENERAL MEDICINE & 5 YEARS OF DENTISTRY**





# Partnership with the Faculty



# Feedback



- **Survey among participants**
- **Responding to student needs**

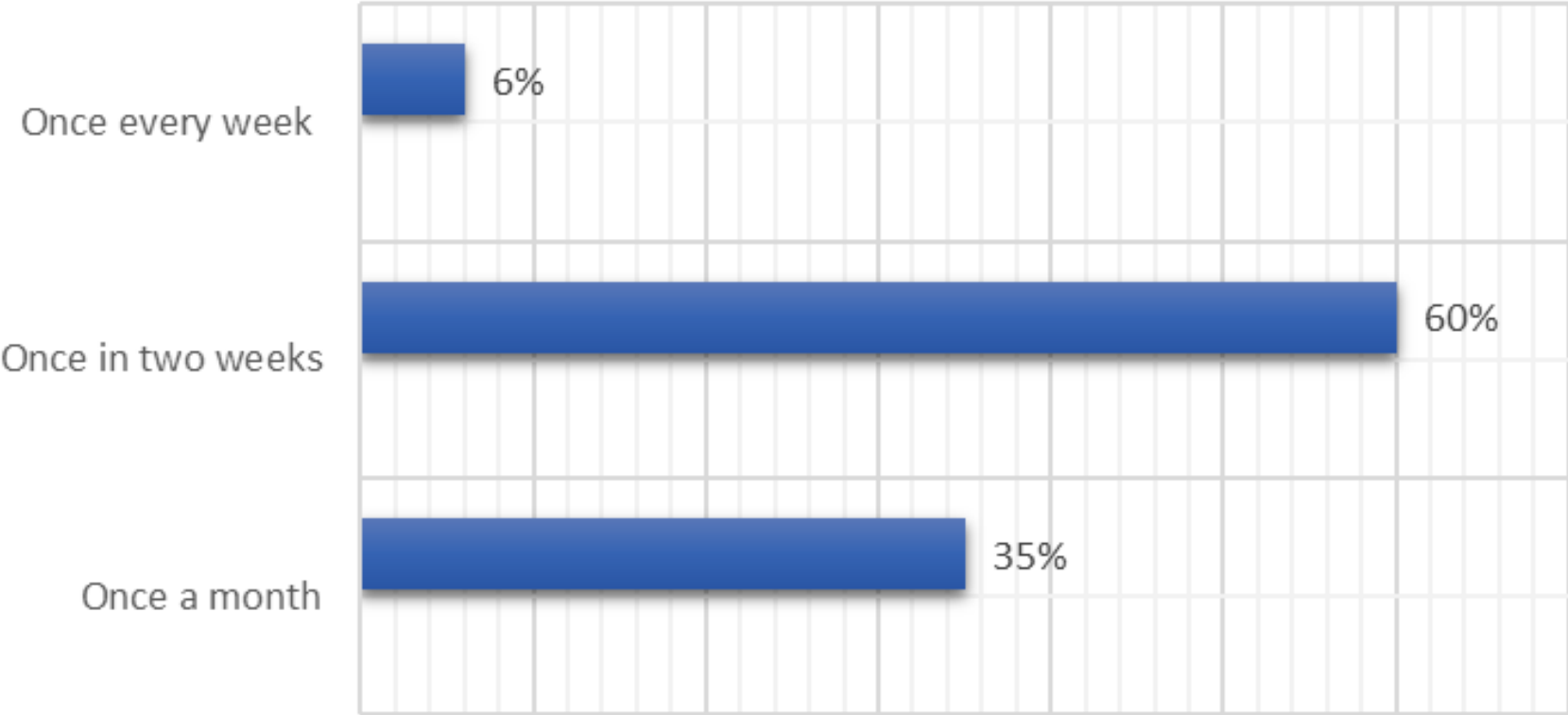
## Outputs

- **96 % of respondents (1st year students) satisfied with Student Guides**
- **95 % of respondents satisfied with the reactivity/responsiveness of their Guides**
- **89 % of respondents satisfied with the availability of resources**

# Feedback



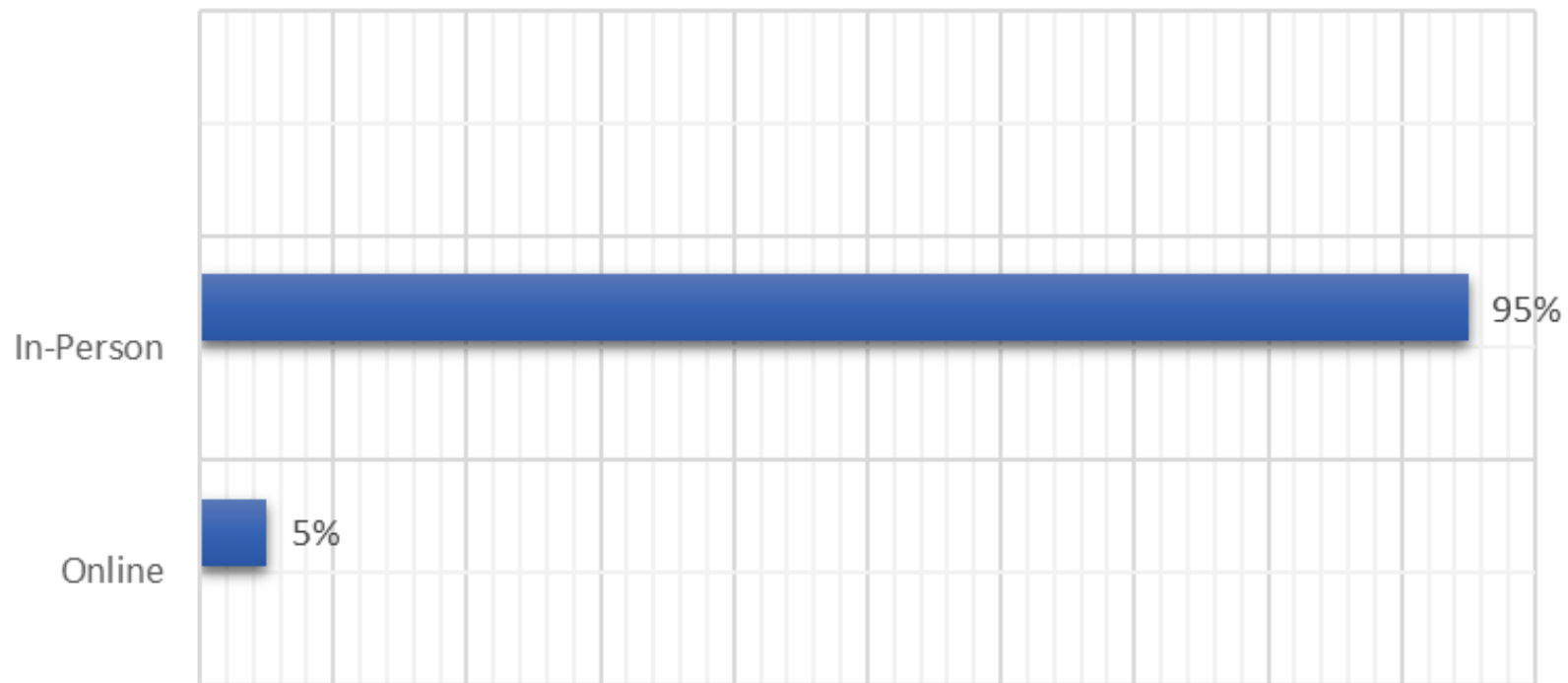
## IDEAL FREQUENCY OF GUIDE MEETINGS:



# Feedback



## WHAT FORM OF GUIDE MEETINGS DO YOU PREFER?



# Feedback and Testimonials



**The reward of being a guide usually doesn't come until the end of the year, but when students text me saying they passed anatomy and histology I am so excited for them (and relieved!). It is a wonderful feeling knowing that I helped them get one step closer to achieving their dream.**

**One of my favorite parts of being a head guide has been meeting students for the first time when they enter the faculty, and then working with them the next year as guides. I am so proud of the work that these students have put in and it is a privilege to help them along the way. I still have students in their 3rd year reach out because they know I'm here for them throughout our time at LF1.**

**The Guide Team isn't just another Medsoc Team. With and because of them, I've been able to find my home away from home, and I hope so have a lot of other students as well.**

**Rishabh, 3rd Year General Medicine  
Head of Student Support**

**I believe our guide program fosters a supportive community which is crucial in navigating the challenges of moving to a new country and the demanding journey of medical school.**

**Salvador, 3rd year General Medicine  
Head of Guides**



# Goals for the Future and Summary



## Goals for the Future:

- Diversity of the support system
- Professional training
- Further collaboration with the faculty and other medical faculties/students

## Main conclusions:

- Tradition of student support
- Engagement of international students in the successful student journey
- Intercultural competences

