CZ EDU CON

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Medium
16:00 – 17:00

How to Understand and Implement Students Needs in the Traineeship Cycle

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How to understand and implement students' needs in the traineeship cycle

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ESNsurvey XV

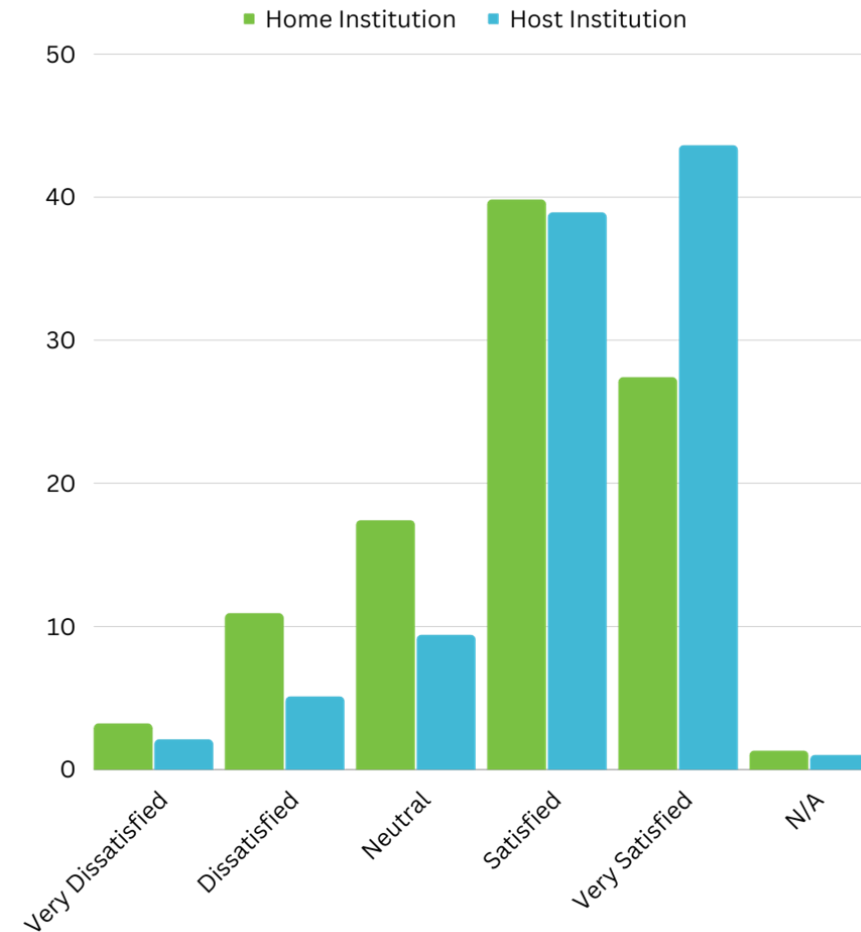Monitoring the implementation of Erasmus+ from the student perspective (and other mobility programmes)

What is the ESNsurvey?

- A Europe-wide research project covering different topics concerning mobility and education

- The largest project of its kind carried out solely by ESN volunteers

- The survey seeks to monitor the implementation of mobility programmes and the experience of international learners abroad
  - *as well as the perceptions of students who have not participated in international student mobility yet*

- Its first edition was launched in 2005 and since then we have gathered more than 185.000 responses

- The newest XV edition has gathered over 25.000 responses from students

Students are increasingly satisfied with the work of their HEIs, but important differences persist

- **Satisfaction** with sending and hosting HEIs **has improved** since the ESNsurvey done in 2016

- However, there is still a considerable **gap between sending and hosting institutions** regarding their provision of **mobility related services to students.**
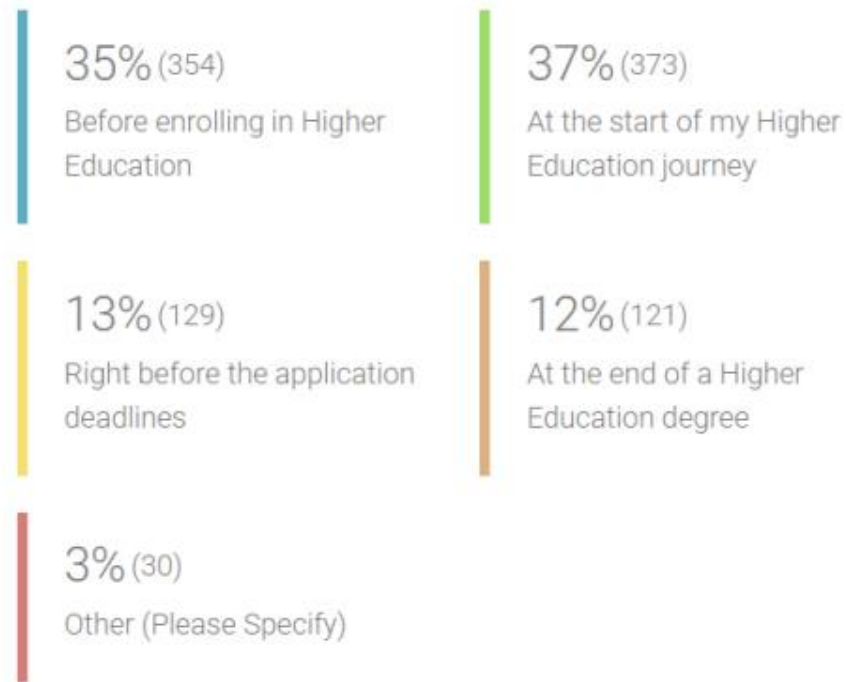
BEFORE MOBILITY

When do students decide to go on a traineeship?

When did you decide you wanted to study abroad?

35% (354)
Before enrolling in Higher Education

37% (373)
At the start of my Higher Education journey

13% (129)
Right before the application deadlines

12% (121)
At the end of a Higher Education degree

3% (30)
Other (Please Specify)
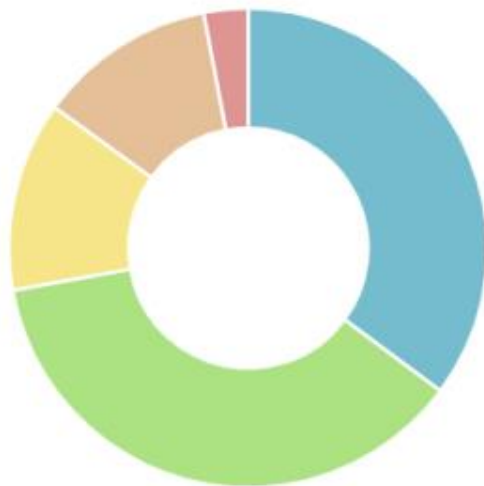
Who motivates the students to choose traineeships?

Who played a role in your decision to go abroad?

1 My friends
2.55

2 My family
2.65

3 Other students
3

4 University professors
3.21

5 University staff
3.6

Why did they decide to go on mobility?

Erasmus+ for Study
89% of respondents

Erasmus+ for Traineeship
11% of respondents

Reason	Study	Traineeship
To experience different learning environments	78,96%	67,71%
To meet new people	79,39%	60,99%
To live abroad	76,66%	62,78%
To learn or improve a foreign language	74,42%	59,82%
To gain knowledge of another culture	70,03%	57,94%
To enhance future career prospects abroad	47,34%	63,05%
To enhance future career prospects in their home country	45,20%	56,03%
To develop soft skills	44,95%	55,61%
To build up a personal and professional network	35,68%	59,19%
It was a mandatory component of the study programme	7,82%	9,60%

Promotion of traineeships still remains a challenge, just like the information about its advantages and challenges for students.

Pre-departure information students received

	Very Ineffective	Ineffective	Neutral	Effective	Very Effective	Not Applicable
Group information session about exchange opportunities	54 (5%)	54 (5%)	168 (17%)	268 (27%)	184 (18%)	277 (28%)
Social event with an international mobility component (exchange alumni, international student association)	64 (6%)	48 (5%)	164 (16%)	196 (20%)	195 (19%)	338 (34%)
Individual meeting with university staff member	62 (6%)	48 (5%)	159 (16%)	241 (24%)	228 (23%)	267 (27%)
Study Abroad fair with an overview of opportunities	74 (7%)	60 (6%)	145 (14%)	175 (17%)	147 (15%)	405 (40%)

Preparation support: make sure to tackle all these!

67% of Respondents took part in official briefing events with International officers and found them useful

& would like more support with ...

94% Information about available funding

88% Support with application process

86% Help choosing a host institution

56% Was not offered an activity with fellow students or mobility alumni to discuss mobility

83% Indicated they would like to discuss with peers in a more social setting

Reassurance about the support while abroad

> There are so many options,
> but how to choose the best
> one for me and what if at the end
> I choose but I don't like it there.

In addition, students felt there was a lack of information about the support provided while abroad. They did not know if they would have a contact abroad in case of emergency – students were worried about what to do if they encountered a crisis. Students also felt that the communications about mobility focused too much on the positives and did not clarify what to do if things were to 'go wrong'. This made students uneasy about how they would handle a crisis abroad.

The SIEM focus groups show how important pre-departure information and support mechanisms are for students from fewer opportunities backgrounds. Not being sure about aspects such as accommodation, crisis management or administration can act as barriers to mobility.

Pre-departure support on support measures are key!

What happens if something goes wrong? Who should I contact?

ErasmusIntern.org

the place where interns & internships meet

- Used and promoted by the European Commission
- STORY project - improving the accessibility and quality of international internships
- Companies and organisations can publish their internship offers and search for interns
- Students that want to do an internship abroad can have their profiles, search and apply for internships vacancies

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For Students

Get connected

Stay up to date on the latest internship offers in Europe

Go Abroad

Search for, find and apply for an internship abroad

Gain experience

Put all your skills into action and gain work experience

For Companies/Organisations

Publish internship offers

On the platform you have a space to post for free your internship offers.

Students have access to your internship

Your internship is available to all the students registered in our platform

Check the applications

See all the applications to your vacancies and decide which intern you want to recruit.

DURING MOBILITY

I had problems with my host institution given they wouldn't inform us correctly. I felt there was a huge lack of professionalism amongst the mentors and mostly the trainees' coordinator.

During a traineeship in a company it is more difficult to meet new and young people and at the beginning it truly was. I was in a city with no university and this made the situation a bit difficult.

The responsible person at the host institution was very disorganised and did not give clear instructions on the tasks I had to do. He also did not answer to important mails, which resulted in not having the arrival papers ready to justify the end of my internship.

When applying for the European residence permit in the Danish Immigration services, I needed proof of Erasmus funding but my home institution hadn't deposited the money in my bank account yet, even though I had been in my Erasmus traineeship programme for over a month. The people in the Immigration office were understanding in the end, but it was my university's fault and it caused me huge stress.

Financial problems: Not in amount but my credit card was blocked by my home bank because I moved. Health problems: language problems in a pharmacy, unable to receive the proper nose medicine I wanted. Feeling of anxiety and social exclusion: after my first month all of my flatmates left the country (their visa ended) and I didn't know anyone outside of work for sometime. Feelings of discrimination based on nationality: locals at work rarely spoke English when I was around but not talked to directly (language barrier) Problems with mobility documentation: short on deadline, my fault.

I experienced extreme financially problems. The grant did not cover rent or food. My family was in my country of origin and we had difficulties to maintain both home rentals. I also experienced problems finding accomodation. There is hardly any rental offer, but there is a lot of demand, many students from different exchange programmes. The university offered residency with long waiting lines and at prices that tripled the scholarship. For dates I could not wait, nor assume those prices.

Only **23%** were supported with finding accommodation

Over **55%** of students do not get involved in the local community in any way during their stay abroad

More than **64%** received <u>no</u> support when dealing with the local authorities (residence permit, insurance…)

Around **70%** of students joined and highly appreciated the integration activities

46% were satisfied with the mentoring support while abroad

The scholarship doesn't cover all the expenses of trainees, only 21% of all students have confirmed that the scholarship has covered up to 100% of their expenses during the mobility

6% (57)

Entirely self-funded, and no cost was covered by a scholarship

13% (119)

Less than 25% of the total cost is covered by a scholarship

21% (189)

Between 75% and 100% of the total cost covered by a scholarship

31% (275)

Between 25% and 50% of the total cost covered by a scholarship

28% (254)

Between 50% and 75% of the total cost covered by a scholarship

Tackling the financial challenges of trainees

- 48% of students received their scholarship before departure - **We see a great improvement here!**

- The vast majority of students was financially supported by their family

- Students cover the expenses from personal savings = need to work before going abroad to work

- Unpaid internships - How do we tackle this issue?

AFTER MOBILITY

Satisfaction with home HEI: progress with room for improvement

Satisfaction with Services Provided by Home Institutions

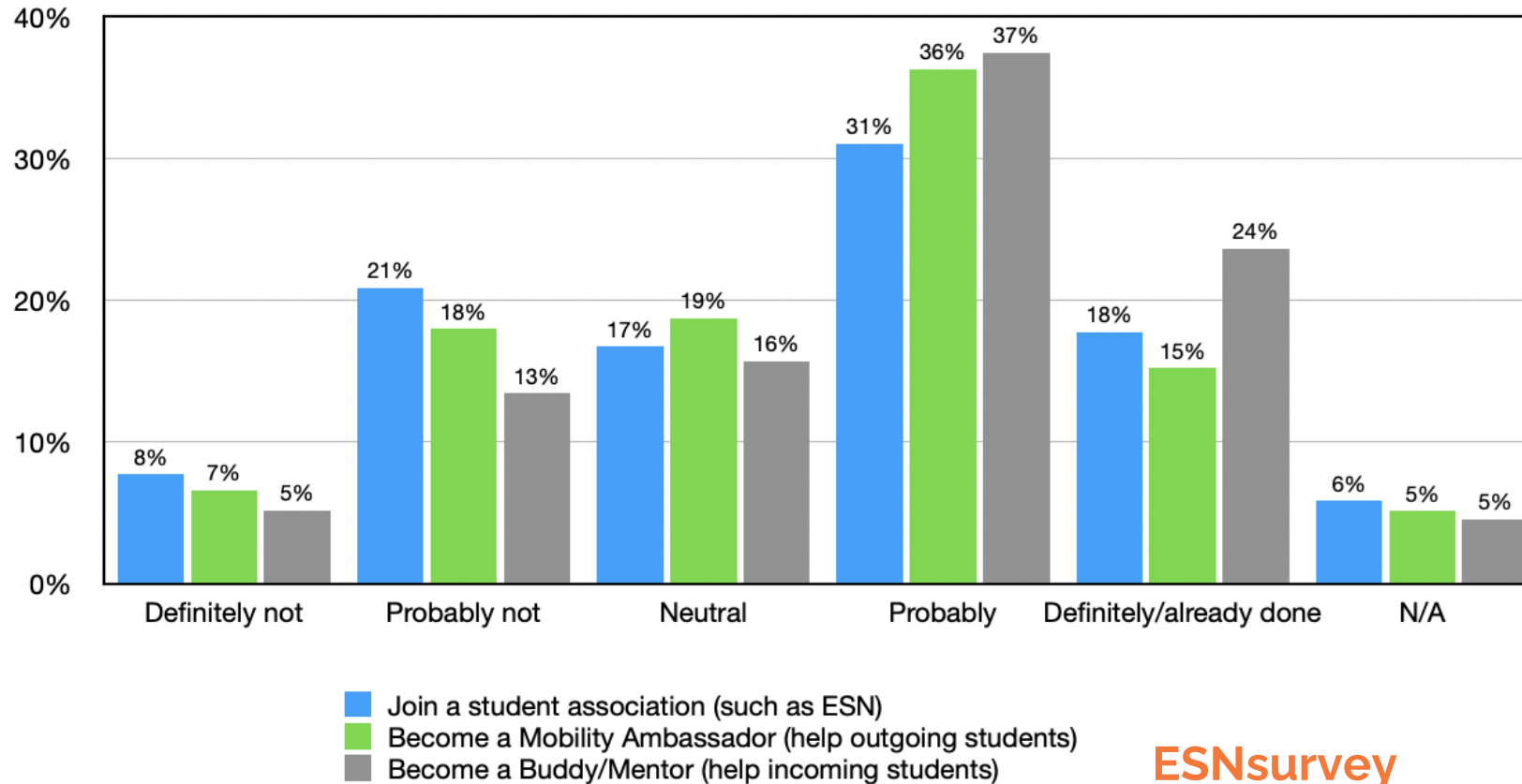| Service	Score
Reintegration Activities	2.93
Involvement in Alumni Community	3.16
Insurance Assistance	3.26
Visa Assistance	3.28
Information on Recognition	3.62
Linguistic Support	3.66
Learning Agreement Preparation	3.7
Mobility Recognition	3.78
Application Preparation	3.78
Mobility Information Provision	3.92

Key aspects of the "formal" experience such as guidance on recognition still lag behind

The ECHE points to the importance of the reintegration process, but more work is needed to boost the potential of Erasmus alumni as an asset for HEIs.

# Students are keen on becoming multipliers and support their peers in different ways

After your mobility would you consider to/did you... ?

	Definitely not	Probably not	Neutral	Probably	Definitely/already done	N/A
Join a student association (such as ESN)	8%	21%	17%	31%	18%	6%
Become a Mobility Ambassador (help outgoing students)	7%	18%	19%	36%	15%	5%
Become a Buddy/Mentor (help incoming students)	5%	13%	16%	37%	24%	5%

ESNsurvey

Mobility creates a desire to multiply your experience and support others - we should seize its potential!

But they don't always feel encouraged by HEIs

To which extent were you encouraged by your HOME institution to…?
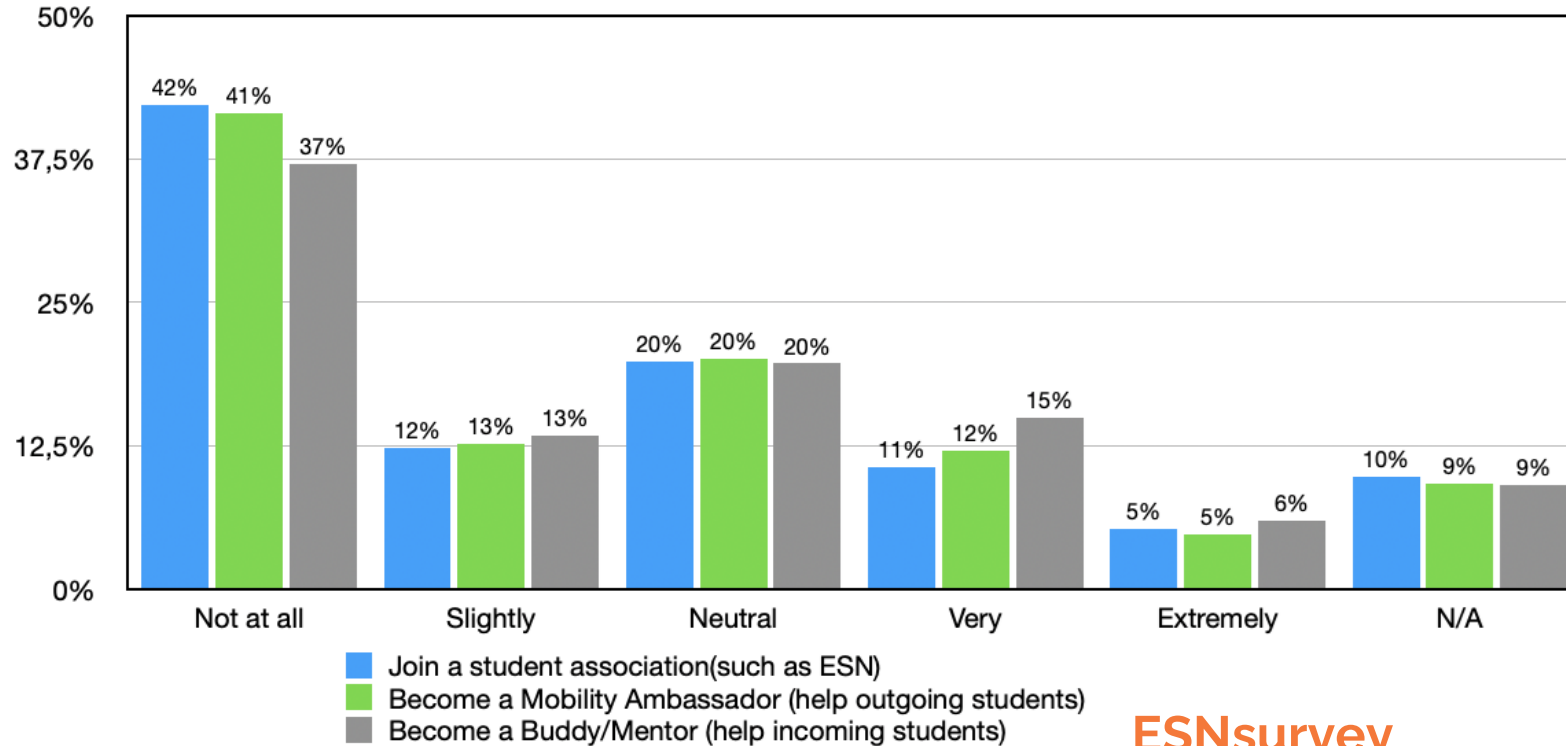
ESNsurvey

Reintegration and alumni engagement initiatives receive the lowest levels of satisfaction in the ESNsurvey XIV - showing there is room for improvement and innovation at the institutional and national levels.

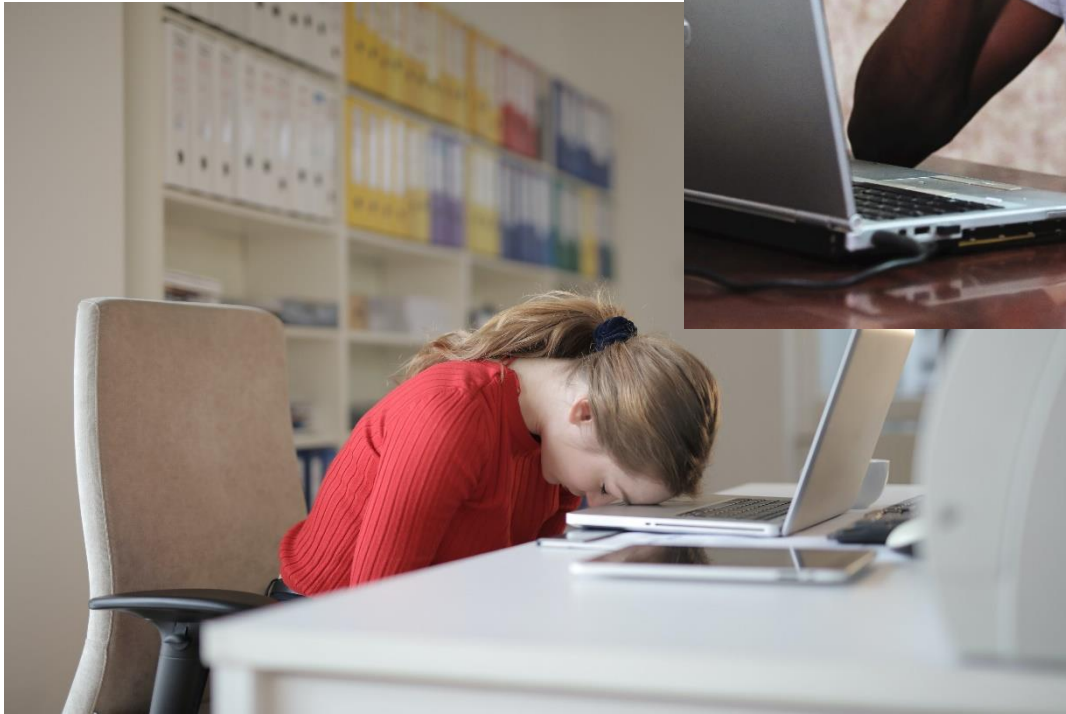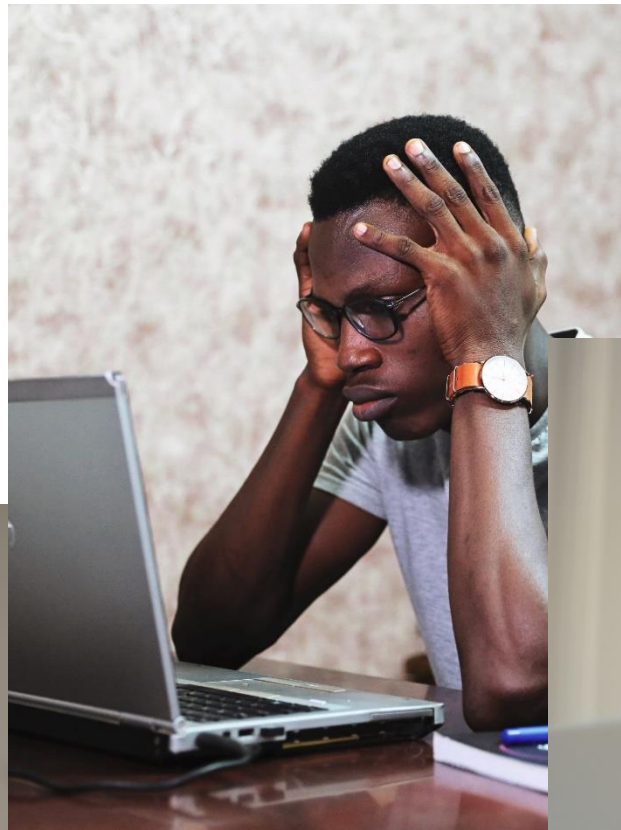How about giving incentives through the organisational support?

Student involvement leads to more satisfaction, quality and impact.

Involving students in the design, implementation and evaluation of traineeship related initiatives at the institutional and national level will improve the performance of your HEIs/NAs and create a common sense of ownership and agency.

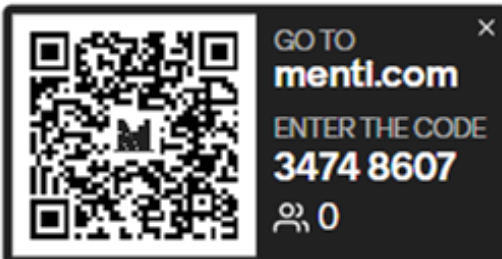# What now?

EPiCUR
EUROPEAN UNIVERSITY

European partnership for
innovation in distant internships

KIT

Internationales

Studierende Incoming   Studierende Outgoing   Wissenschaftler/innen   **Kooperationen & Projekte**   Geflüchtete, Migrantinnen & Migranten   Service   Über uns   🏠

Internationales

Portal > Kooperationen & Projekte > Netzwerke & Verbünde > EPICUR > EPIDI

EPIDI

Über das EPIDI Projekt

Das Projekt "European Partnership for Innovation in Distant Internships" (2021-2023), das vom Erasmus+ Programm der Europäischen Union finanziert wird, konzentriert sich auf Fernpraktika an Universitäten, wobei der Schwerpunkt auf der Ermittlung bewährter Praktiken, allgemeinen und spezifischeren Empfehlungen sowie der Entwicklung von E-Learning-Modulen zur erfolgreichen Durchführung von Fernpraktika für alle beteiligten Zielgruppen liegt: Studierende, Lehrkräfte, Arbeitgeber und Verwaltungspersonal der Universitäten. Im Zuge der Corona-Krise wurden auch Praktika plötzlich ins Homeoffice verlegt, ohne, dass hierfür notwendige Rahmenbedingungen und Kompetenzen vorlagen.

Daher haben sich drei Partner der EPICUR-Allianz, die Universität Straßburg (Projektleiter), die Adam-Mickiewicz-Universität Poznań (Polen) und das Karlsruher Institut für Technologie (Deutschland) für EPIDI zusammengeschlossen.
Derzeitige Prognosen deuten darauf hin, dass die Zahl der Distanz-Praktika in den kommenden Jahren noch weiter zunehmen wird. Daher ist es mehr denn je erforderlich, diese spezielle Form von Praktika zu gestalten und Rahmenbedingungen zu schaffen, damit ein solches Praktikum eine bereichernde Erfahrung für alle Beteiligten sein kann.

Das EPIDI Team entwickelt im Rahmen des Projekts zunächst einen Best-Practice Guide, indem sich Erfahrungen der befragten Zielgruppen widerspiegeln und Tipps und Tricks für ein Distanz-Praktikum gegeben werden. Im zweiten Schritt werden auf Grundlage dessen E-learning Module entwickelt, die allen Beteiligten helfen sollen verschiedene Herausforderungen eines Distanz-Praktikums zu bewältigen.

EUROPEAN UNIVERSITY

Let's stay in touch!

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