

Erasmus **GAP**

Staff and student training

STUDENT WORKSHOP



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

Together we will look for answers to four questions:

▲ **Who's in the room?**

▲ **Who's responsible**

▲ to address and mitigate different level barriers to learning mobility?

▲ **What can student representatives do**

▲ to help overcome the main obstacles?

▲ **What will you do**

▲ to improve the accessibility to mobility opportunities?

Erasmus GAP

WHO'S IN THE ROOM?

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

Erasmus GAP

But, before we begin...

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**Co-funded by
the European Union**



This is a safe space

- ▲ Your **backgrounds, experiences and boundaries are valid** and will be respected;
- ▲ You are **invited to share** if you feel comfortable – but you are **not required to**;
- ▲ **What is shared** during this exercise **stays here**;
- ▲ **If you wish to step outside** during this exercise, **you can!**

Erasmus GAP

WHO'S IN THE ROOM?

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

Erasmus GAP

WHO'S IN THE ROOM? Reflections

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

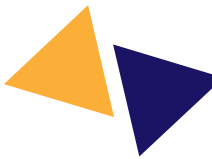


Diversity

the fact of many different types of things or people being included in something; a range of different things or people

Inclusion

the idea that everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experiences, including people who have a disability or other disadvantage



Erasmus GAP

WHO'S RESPONSIBLE?

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union



Micro level

Individual factors mostly to do with the students' background that affect access and perception of mobility

Meso level

Institutional factors connected to academic culture and internal practices

Macro level

National and European factors affected by political choices and global trends (and crisis)

Micro-level factors



Meso-level factors



- Institutional network
- Academic culture
- Teaching and evaluation methods
- Curricular issues
- Field of studies
- Academic preparation



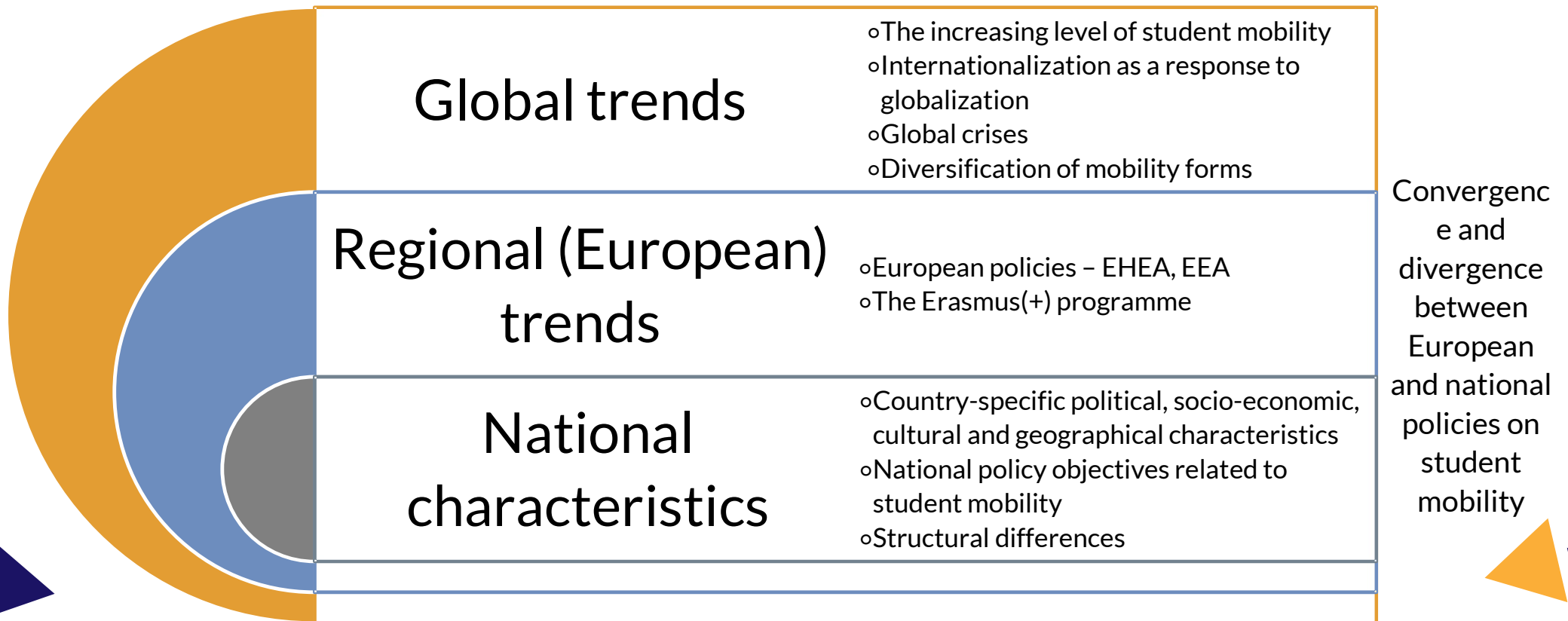
- Institutional characteristics
- Internationalisation strategies: approaches to mobility & diversity
- Diversity of the mobility portfolio
- Regulations
- Selection criteria



- Support services - administrative, organisational, mobility guidance and preparation
- Financial support



Macro-level factors



Erasmus **GAP**

WHAT CAN STUDENT REPRESENTATIVES DO?

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union



The role of student representation in supporting international student mobility

Dóra Laczik, Luca Alexa Erdei

Erasmus GAP - Student & Staff Training

Berlin, 18th September 2025

SUPPORTED BY THE EKÖP-24 UNIVERSITY EXCELLENCE SCHOLARSHIP PROGRAM OF THE MINISTRY FOR CULTURE AND INNOVATION FROM THE SOURCE OF THE NATIONAL RESEARCH, DEVELOPMENT AND INNOVATION FUND



EKÖP

Egyetemi Kutatói
Ösztöndíj Program

Research context - theoretical background

Erasmus GAP → A deeper examination of actors (student representations) at the institutional level

*Factors supporting and hindering mobility in
the light of Erasmus GAP*

- The **meso-level**, i.e. the institution, is of **strategic importance** in the case of participation in mobility
- **Academic, strategic** and **operational factors** are given a prominent role
- At the **individual level**, determining factors are socio-demographic background, financing issues, mobility capital, psychological characteristics and social network.

Student interest groups and their role

- Their **primary task** is to **represent and protect interests** and **provide student services**.
- They can appear **at different levels in higher education**
- In the case of European higher education institutions, **laws and regulations** usually ensure the operation of these organizations.

Research problem and goal



Few studies examine the institutional role of student representative organizations (such as Student Governments or the Erasmus Student Network), how they address the differences between mobile and non-mobile students, and how they contribute to expanding participation in mobility - within the complex system of factors influencing mobility.



The aim of the research is to map how student representations of higher education institutions in Budapest with different portfolios identify factors that support or hinder student mobility, as well as how and to what extent these organizations support students' international mobility, and what role they play in widening participation in mobility.

Research questions



What roles and responsibilities do student representations have in relation to international student mobility?

With whom and how do student representations collaborate in relation to international student mobility?



What specific activities do student representations carry out to support student mobility?

What challenges do student representations face in promoting international student





Research methodology

- **Methodological triangulation** (Sántha, 2013)
 - Document analysis (Csíkos, 2020)
 - Individual semi-structured interviews (Babbie 2008; Szokolszky 2020)
- **Data triangulation** (Sántha, 2013) - N = 13
 - Student representatives
 - Student representation on University level
 - Erasmus Student Network on University level
 - Student representation on Faculty level
 - International Office staff members
 - Mobile students
 - Non-mobile students
- **Purposive sampling - criteria**
 - Budapest-based HEIs
 - Existing SU and ESN bodies
 - Highest number of outbound mobile students
- **Sample**
 - Eötvös Loránd University
 - Corvinus University of Budapest

Results

RQ1. Roles and responsibilities

“Dual agency”

Strategic role

- System-level, university involvement: preparation of procedures, consultation, participation in related committees
- Connecting to internationalization
- Information flow

Operational role

- Information flow
- Direct contact with students
- Student support
- Support for mobility processes: marketing, tenders

Results

RQ2. Collaborations

"Value"

- **In terms of actors involved**
 - Other representative organizations: student dialogue, community
 - Strategic/central units of HEIs: integrating student perspectives into strategic discourses
 - International offices: operational tasks
- **In terms of directions**
 - By student representations: problems, issues
 - By collaborators: easier access to students
- **Challenges and benefits**
 - Fluctuation of student representatives - difficulties in building trust
 - Institutional openness



Results

RQ3. Activities, services

- **Current activities**

- Promoting mobility
- Information service expansion
- Organizing programs
- Creating student dialogue
- Sharing previous experiences
- Consultation options
- Scholarships, additional grants

- **Suggestions**

- Cooperation
- Transparency of information and procedures
- The importance of institutional promotion
- Academic, operational preparation
- Curricular implementation
- Deeper integration of previous (mobility) experiences into the system
- More targeted support for outbound students



Results

RQ4. Challenges, difficulties

- Institutional openness
- Fluctuation
- Capacity shortage
 - Lack of time, human resource capacity, lack of financial resources
- Change in motivation - internal, external factors
 - Relationship between load and compensation
 - Appreciation
- Lack of information
- Student passivity and uncertainty
- Issues out of scope



Conclusion

Student representations have a significant role in supporting international student mobility processes

Through their activities, they have up-to-date information about student needs, which they incorporate into their operations

Strengthening communication contributes to more targeted and effective support for mobility

Their role is dual: in addition to providing operational assistance, they can also represent student needs at a strategic level.

Their collaboration with other organizations (e.g. university units, student organizations) is key to effective support



References

- Babbie, E. (2008). *The Practice of Social Science Research* (6th revised edition). Budapest: Balassi Publishing.
- Csíkos, Cs. (2020). *Fundamentals of Research Methodology in Educational Science*. ELTE Eötvös Kiadó
- Klemenčič, M.; Yun Park, B. (2018). Student politics: Between representation and activism. In B. Cantwell; H. Coates; R. King (Eds.), *Handbook on the Politics of Higher Education*. Edward Elgar Publishing. 468–486.
<https://doi.org/10.4337/9781786435026.00037>
- Sántha K. (2013). The third paradigm in educational research. *Iskolakultúra*, 23(2),
<https://www.iskolakultura.hu/index.php/iskolakultura/article/view/21369>
- Sántha K. (2017). The relationship between triangulation typologies and MAXQDA in qualitative research. *Management Science / Budapest Management Review*, 48(12), <http://unipub.lib.uni-corvinus.hu/3235/>
- Szokolszky, Á. (2020). *Methodology of psychological research*. Budapest: Osiris Publishing.



Thank you for your attention!

Erasmus **GAP**

WHAT CAN STUDENT REPRESENTATIVES DO?

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

Erasmus GAP

COFFEE BREAK

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

Erasmus GAP

WHAT CAN STUDENT REPRESENTATIVES DO?

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

Erasmus GAP

**LET'S FIND
SOLUTIONS!**

- 1/ Form groups by home institution.
- 2/ Work together to address the barriers.
- 3/ **Designate someone to take notes and be the rapporteur.**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**Co-funded by
the European Union**



Work in groups

What is your goal?

What barrier(s) are you addressing?

What actions do you need to take?

Who are (or need to be) your allies?

What resources do you require?

How much time do you need to achieve your goal(s)?

Erasmus GAP

LET'S DISCUSS!

1/ Each group briefly presents their ideas.

2/ Are the solutions complementary?
Scalable? Feasible?

3/ Can the solutions be improved?

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union



Do not edit
How to change the design



One thing you will do to improve access to learning mobility

Erasmus GAP

THANK YOU

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union