TRANSFORM4EUROPE:
THE EUROPEAN UNIVERSITY FOR KNOWLEDGE ENTREPRENEURS

Student Ambassador Programme
Implementation Report

Lead Beneficiary
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1. Executive Summary

The Student Ambassador Programme consisted in providing mentors to support T4EU incoming students. Partners selected from within their local students a group of Student Ambassadors. These Student Ambassadors became sort of buddies for Transform4Europe incoming students during their whole exchange process. They helped them virtually before their exchange, welcomed them and were available for them for the rest of the time in their host Erasmus country.

The target group in the recruitment process were a group of students with some sort of international interests and with some kind of knowledge of the project. Besides, priority was given to students with a limited ability to travel e.g. due to physical disability or financial restrictions in order to promote internationalization-at-home.

Two calls were developed (named "pilot or first" and "second or roll-out" calls). The pilot one, which lasted for a semester, the spring semester 21-22, was followed by the second call, lasting for the whole academic year 22-23. Initially, this second call was planned for the winter semester 22-23. For the summer semester 22-23 most of the partners decided to keep the same Ambassadors and some of them, in need of extra applications, launched a different call in order to recruit some more students.

All partners (except for EKA) contributed to the creation and implementation of the activity:
- o identifying experts from their institutions that were in charge of the activity during the lifetime of the project
- o providing feedback and input to the Roadmap prepared by UA
- o collecting data on their best practices
- o providing input for the development of the concept for the programme
- o internally approving the programme
- o providing feedback to the Action plan and Working & Quality assurance tools prepared by UA
- o supporting the creation and launch of the Ambassador Virtual Network
- o supporting the integration of the online Transform4Europe Ambassadors Network in the Transform4Europe website
- o implementing the first and second call for applicants, selecting & notifying Ambassadors and providing feedback to UA

2. Task Development and Implementation

2.1. Concept

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All partners drafted jointly and agreed to a Roadmap and Action Plan related to the task, which lasted for the length of the project life. There was a pilot call, followed by the roll-out call, in which double of participants tried to be recruited and double of incoming students were expected in each institution. Each partner recruited their Student Ambassadors internally.

We faced several challenges while developing the concept. One of them was adapting in time to all different academic calendars and coexisting with activities like the buddy programme, developed by ESN, which was of a very similar nature.

2.2. Implementation and communication

Once the Roadmap and Action Plan were commonly agreed, both calls were launched and implemented. The text of the call was decided jointly and therefore common for all partners, and then translated to all languages of the alliance. Each partner published their internal calls, recruited their participants among the applicants and reported the data of their internal calls to the task lead (see annex).

A total of **98 applications** were received in the pilot call and **30 students** were selected.

Once the pilot call was concluded, an assessment report was drafted between all partners participating in the activity, and then the second call was prepared and launched in the same way as the pilot one (that is, launched jointly and then internal calls and internal recruitment for each university).

A total of **106 applications** were received in the second call and **44 students** were selected.

Transform4Europe Student Ambassador Programme was integrated on the website, including publication of links to local calls and resolution of the calls. The activity was also given publicity in the webpage of each institution.

A virtual network of Student Ambassadors was created using MS Teams as their communication tool. It allowed students to chat and exchange their ideas to improve their experience. In order to create this network, some IT expertise was delivered, from Saarland IT department.

In the same way as the pilot call, once the second call was concluded, an assessment report was drafted between all partners participating in the activity, and then the second call was prepared and launched in the same way as the pilot one (that is, launched jointly and then internal calls and internal recruitment for each university). Both assessments are attached as annexes in this document.

While implementing the activity, we faced the challenge that becoming a T4EU Student Ambassador only meant being assigned a role, but there was no institutional support planned. The students were supposed to organize activities and gatherings by themselves and there was no follow-up. On an administrative level there was no budget allocated for this purpose.

In the course of the activity, we identified a synergy between work packages, that is, between activities Transform4Europe Week and Student Ambassador Programme. Most partners involved the Student Ambassadors in their Transform4Europe Weeks and this was a remarkable good practice. Some of them had already been in a T4E Week from another partner university, so had a lot to offer, and were a good link between administration staff and participating students, as well as good publicity for the whole university community.

3. Transferability

The fact that the buddy programme from the student association ESN already exists and is well established in all institutions was a big challenge as the overall idea overlapped, even some of the partners have a mentors programme. Therefore, working together with ESN or the mentors programme in order to improve the support of the T4EU students is vital for future editions.

A suggestion for the continuation and sustainability of the task is to find other possibilities than just supporting incoming students, as they sometimes show no interest in being mentored, and the Project Management Offices from all partners could make good use of the students selected as ambassadors involving them in the organization and support of the international events that the alliance hosts.

Finally, better communication at central level with all the ambassadors and better inclusion would be a good improvement. Organizing common and previously set activities and some kind of common training for all ambassadors from all partner institutions.

ANNEX – EVALUATION RESULTS

- Assessment report 1st call
- Assessment report 2nd call