Report on the WILLIAM Training with ESN

Year 1 - 16-25 July 2019
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In the context of the WILLIAM project, over the course of two weeks three ESN trainers engaged in several initiatives with each university or college member of the WILLIAM consortium. In total, they participated in seven individual meetings, held a presentation at the national meeting of the consortium, and held a three-hour workshop for both university staff and student unions.

Before the two week-long training, the different institutions sent their needs and expectations to ESN. These expectations were used as a base to prepare for the individual meetings with each institution and their student unions. These meetings served for the trainers to better assess the needs of the different institutions and to explain how student support works in ESN, especially through its buddy programme. Based on this assessment, a summary with best-practices, recommendations, and future steps was prepared for the national meeting of the consortium and a workshop was tailored to tackle specific needs.

In this short report, ESN is presenting the outline of the workshop and its main conclusions, as well as the main needs, expectations, and draft action plans of each higher education institution. They are now all challenged to work with their student unions and strengthen internationalisation at home on their campus, as well as improving their practices on social integration of international students. Future ESN interventions will aim at following up on the implementation of these plans.

Attachments:

C – Presentation "Social Integration of international students in Israel" for the national meeting of the WILLIAM consortium on 24/07/2019.

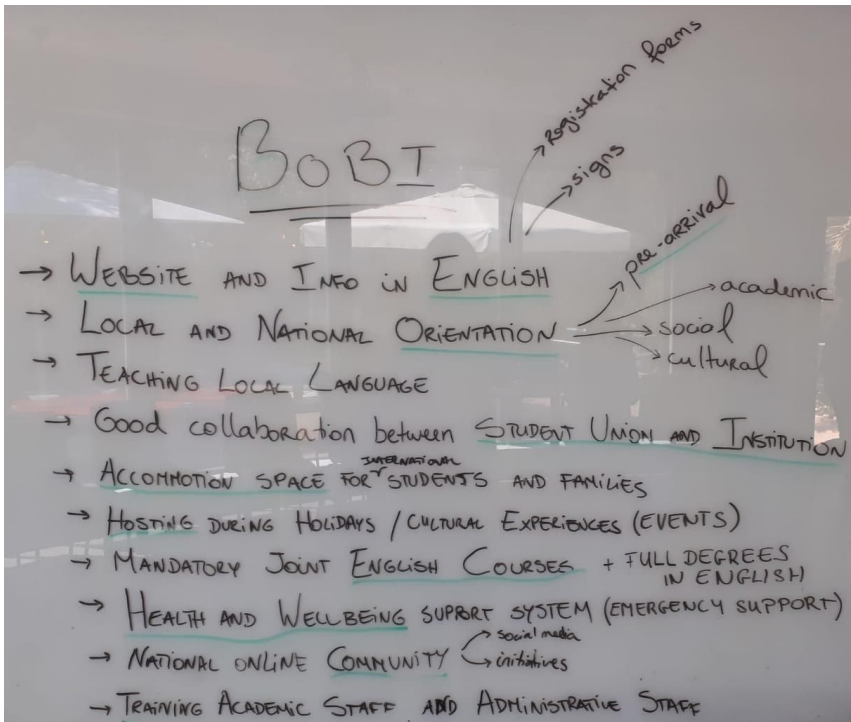D – Presentation for the workshop on 25/07/2019.
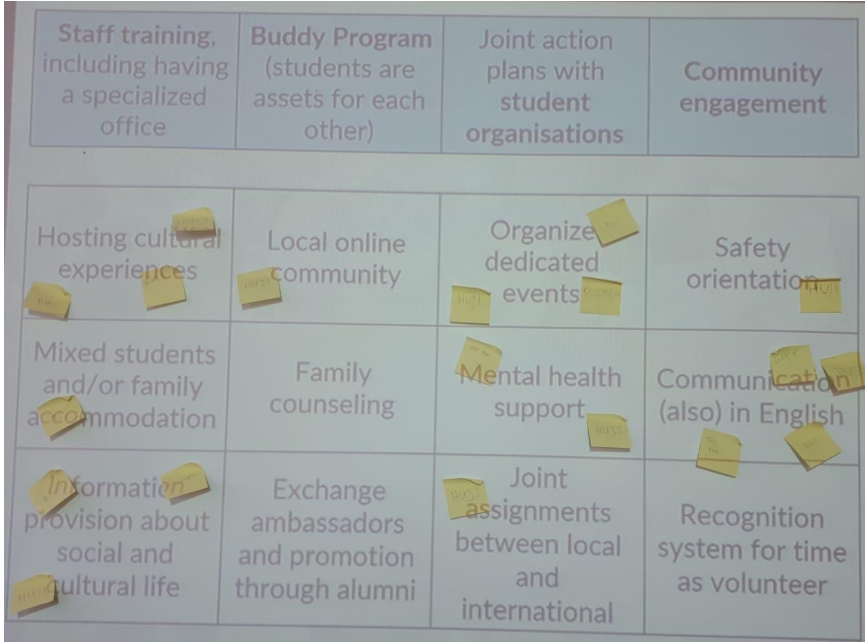
E – Group pictures from all meetings.

A - Outline of the training session on the social integration of international students and internationalisation at home

On the 25th of July, ESN ended its training in Israel with a training session on the social integration of international students with local students, highlighting the benefits of internationalisation at home. The session proceeded as shown in the following table.

Duration	Total Time	Session
10'	10'	**Welcome by ESN trainers and short intro of the workshop** The trainers introduce themselves and ESN. The introduction video about the WILLIAM project (youtu.be/71gtlGs-78M) is also projected. The trainers highlight that: ● the project aims at fostering an international climate for Israeli students alongside with strategies to create an international campus with a supportive and welcoming environment for international students studying in Israel. ● A very important part of this supporting and welcoming environment for international students is the concept of "students helping students". ● Creating an environment for student support is not only the responsibility of students. Indeed, this is something that should be of interest to international offices, recruitment offices, student support services, university leaderships, etc. ● The workshop will cover topics like how to work with international students, how to improve collaboration with student volunteers at universities, "buddy systems" and integration in the local community.
25'	35'	**Introduction of the participants from seven higher education institutions** The participants stand in a circle. There is a ball passing through each person in a random order. When someone grabs the ball, they need to say their name, institution, role at the institution and a fun fact about themselves.

15'	50'	**YES/NO group dynamic for the participants to realise the different contexts and stages of development of the different Institutions**
		The room is divided into two parts: one side corresponds to the answer "YES" and the other part corresponds to the answer "NO". Each participant should move to one side or the other according to their answer to the statements said by the trainer. These statements are related to the reality of their institution regarding Internationalisation at home. For instance: 1. My institution has international students. 2. My institution has received more than 10 international (full degree) or exchange (credit mobility) students last year. 3. My institution has more than 500 full degree international students. 4. My institution has sent students abroad during the last academic year. 5. My institution has already implemented some kind of Buddy System. 6. My institution organises social activities for international students. 7. The student union invites international students for their initiative. 8. My institution has an English website with information specific for incoming students. 9. My institution is making an effort to improve the social integration of international students. After each statement, the trainers picked some representatives from both sides to reveal the reason they stand at YES/NO. This enabled the participants to gain further insight, best practices and challenges along with some figures on incoming and outgoing students, English classes, etc.
20'	70'	**All Together: Dreaming about WILLIAM** Group brainstorming about "how the perfect internationalised institution would look like". In groups of 3 or 4 people, the participants come up with the description of the BOBI Institution (Best of the Best Internationalisation). There is a group discussion and everyone agrees upon the perfect ideal "goal", where they want to go. The trainers write down the outcomes on the white

		board, at the end of the exercise the participants will have met "BOBI".
15'	85'	**Break**
30'	115'	**Where do I stand?** 1. The trainers present the theoretical essentials of internationalisation at home, including evidence of its importance. The institutions are then presented with a matrix of elements of internationalisation at home. On the top of the matrix there are four essential actions that can enable other initiatives: staff training, including having a specialised office; Buddy Programme (students are assets for each other); joint action plans with student organisations; and community engagement. Without fulfilling all of these actions, the institutions cannot achieve all the actions presented in the matrix and therefore can never get a "bingo!". This presentation is attached to this report as "D – Presentation for the workshop on 25/07/2019". 2. Through the presentation, at this point each institution finds out where they stand on the topic. They are then invited to post a post-it with their name on the actions they are already taking to achieve "bingo!".

3. The trainers conclude by highlighting the importance of collaboration between institutions and student organisations to successfully implement social integration strategies.

45'	160'	

World Café - What's next?

At this point, the participants know how the perfect institution looks like (BOBI), the importance of internationalisation at home and social integration of internationalisation students, and examples of different actions that can be taken to achieve all of this. It is then time to plan how they will get there.

1. Each Institution decides the small steps they are going to take in the next academic year to increase social integration on their campus. They will also prioritise them (number from 1 to 5). These steps should be as specific and objective as possible. For each step, they should mention who will be the stakeholders involved (staff, students, buddies, teachers, etc.) and what actions are they going to take separately and together.
2. There will be 7 tables, one for each Institution. Instructions:
   a. *Write the steps on post-its.*
   b. *Prioritise these steps and arrange them on the flipchart according to priority.*
   c. *Decide on the stakeholders involved in each step (IRO, academic staff, student union, etc.).*

		d. *Note down specific actions these stakeholders need to do in order to make the action happen and set a deadline for them.*
15'	175'	**Final Outcomes** Each institution presents their outcomes from the previous exercise. They can also ask for more advice and everyone is free to make comments and suggestions.
5'	180'	**Conclusion** Each participant share ''during this workshop I have realised that…'' Trainers sum up the workshop and the main outcomes. Evaluation of the training is sent via email.

At the end of the workshop, the participants were invited to share one word:
- Commitment
- Sharing
- Optimism
- Progress
- Development
- Knowledge sharing
- Best practices
- Effective collaboration
- Buddy system
- New things to learn
- Benefits of internationalisation at home for incoming and locals
- Asset of bringing international students
- Collaboration among higher education institutions
- Essential contacts
- Excitement
- Benefits of the collaboration between student unions and IROs.

Pictures of the event can be found on WILLIAM's Twitter account: twitter.com/William_IaH/status/1158077240665620480.

B - Individual meetings per higher education institution

General notes from the meetings

- There is a need for more intercultural communication.

- Social integration of international students is a new concern so not much is done.

- There is a big focus on offering programmes, or at least some classes, in English.

- Most of the student activity is based on subsidies offered to students who "volunteer". This can raise questions about the students' motivation to engage in programmes such as buddy systems.

- Students in Israel tend to be older and some have families. This is a fact mentioned in all meetings and often it felt like a natural justification for the lack of interaction between local and international students. Both students and institutions appear to be stuck in the idea that they are older, appearing to feel less open to try new things. ESN must work to address the fact that age does not need to be a limitation.

- The cultural attractiveness of the country is not explored yet. There needs to be a stronger connection between strategies to attract more tourists and more students.

- Short-term exchanges can open the appetite for longer exchanges. These can be explored through summer courses to attract both incoming and outgoing students.

- Alumni of exchange programmes can be used as ambassadors of those programmes in order to attract more students to spend an exchange period abroad. In general, there is a lot of space to establish peer-to-peer communication.

- Online and offline communication must be prepared for foreign students. In particular, websites must be shaped to explain potential international students how they can enrol in an institution but also which social and cultural services or opportunities are offered.

- There is a lot of fertile ground to establish well-functioning buddy systems in Israeli higher education institutions. ESN can gather some best-practices from its network and share with them. These can include rules, application procedures for buddies, buddy training, discount systems, etc.

- There is a need to break national bubbles in most institutions. Buddy systems or ESN-like organisations can greatly improve the situation, targeting directly WILLIAM's goals.

- Staff training is essential. Future ESN interventions must target staff and students separately to address their specific needs.

1. Ben-Gurion University of the Negev (BGU)

a. Needs and expectations

Topic	Stakeholder	July intervention	ESN support (before or after)	Outcomes	Other comments
Student engagement	International office	Getting to know the type of activities offered by the IRO.		Ideas of activities for international students.	
	BGU Student Union	Getting to know the type of activities offered by the student union.	Understanding the needs of **graduate** international students.	Planning the year's schedule of activities for both international and local students in advance.	Important they understand that the planning for international students needs to be made much in advance.
				Work with IRO on welcome activities for international students.	
				Plan activities which will be "on-call" for international students arriving at different times during the year.	

b. Notes by ESN after the individual meeting

- The mission of BGU is to develop the Negev region. In this mission, the institution offers many job opportunities for graduate students, including in collaboration with the Israeli army and several international companies.

- The engagement with local community is very important within the broader mission. Several programmes are developed:
  - Open apartment: students live with families in certain neighbourhoods. They must open their apartments for a few hours every week and organise activities for their neighbours.
  - Perach Project: a national tutoring project in which students tutor children four hours per week for a year.
  - Other engagement activities with local community: OSIM Rechov (restoration of neighbourhood), guide dog training, etc.
- One of the most important activities organised for international students are the orientation days. Here, students learn about the city basics: how to use public transportation, a security briefing, etc. There are also informal moments for them to know each other and the university staff. The IRO also organises one trip per semester.
- The Student Union is also very active. It has five departments, including the welfare department which includes the "international affairs" team.
- The Union offers diverse on and off campus events: sports, "Christmukkah" party, trips, language exchanges (tandem), among others. Some of these activities are also open for Israeli students and all activities for Israeli students are open to international students.
- The Student Union receives subsidies from the Dean of Students and some of it can be given to buddies in the future.

Challenges
- Not all departments teach in English, but in October 2020 at least one course will be taught in English.
- PhD students and postdoc: how to get them out of their lab and what are their needs in terms of social programmes? Their age is similar to those of local graduate students because Israeli students already spent three years in the military before they go to university.
- How to welcome students that do not arrive at the beginning of the year? How to do "orientation days" just for them?
- Academic staff is not always interested in adapting their ways of teaching to international students.

Needs
- The main goal of the university is to increase the population of international students, with a focus on second and third cycles.
- IRO and Student Union need to join forces and to create a structured work plan for the academic year.
- Staff training on how to integrate international students and adapt ways of teaching.
- A system needs to be created to guarantee the commitment of students in a possible buddy programme. How to make it reliable and guarantee continuity if students change every year?

c. Draft Action Plan for 2019-2020

BEN-GURION UNI OF THE NEGEV

PRIORITY	STEP	STAKE-HOLDER(S)	ACTION	RISK + PREVENTION	DDL
1	Orientation day for International students specific on the safety, social activities, community buildings and mental health support, bureaucratic and academic issues.	1. Student Union - inter-office	1.		
2	Developing Body System including hosting international students in Israel homes and families	— " —			
7	Accomodations (also for families)				
≈ 5	Communication in English	— " —			
3	Monthly meetings between the Student Union and the International office staff.	— " —			
6	Implementing mandatory courses in English in different faculties	International office ↓ — " —			
4	Workshops for academic staff in order to improve absorption of the International students, specific in cases of cultural differences.				
≈ 5	Integrated workshops of Israeli students and international students, to create more confidence for Israeli to speak in English and creat international networking space	Student Union → Inter - office			

2. College of Management Academic Studies (COLMAN)

a. Needs and expectations

Topic	Stakeholder	July intervention	ESN support (before or after)	Outcomes	Other comments
Lack of 'what is in it for me' related interests of local students in interaction with international students.	Representatives of the students' union.	Meetings, infusion of motivation, workshop.	Planning activities in advance.	More familiarity with internationalisation, a better understanding on the value gained, enhancing motivation.	
	'A-teams'-students, faculty.	Meetings.	Providing new insights regarding the students' point of view on the A-teams.	Adjustments and thoughts about the next A-teams' programme (for the IRO).	
	IRO (Hadar and Keren).	Meetings Website – discussion Training.	Providing feedback and insights.	Marketing and recruitment, how to promote our Global MBA and dual degrees - driven from the students' views.	

b. Notes by ESN after the individual meeting

- COLMAN has a start-up programme called "Start-Up Nation Experience". This programme matches start-up companies with international students who work there for 8-9 hours per week for a semester. This work is recognised by the employers with academic credits.
- There are also the "A-teams" which are groups of students enthusiastic about courses from around the world with other international students. There were 200 applicants last time but only 25 finished the recruitment process. The main attraction is the possibility to go abroad but this is too difficult to organise, especially because the students are not engaging enough.
- The IRO is also trying to start a global community out of this idea. For now, it is starting in Rishon LeTsiyon but the goal is to expand it globally.

- The student union also has global projects, one now currently with Uganda. They are also starting a buddy system.

Challenges
- It is not very common to teach in English in the college.
- There is a language barrier that does not allow for more connection between students,

Needs
- Learn how to recruit buddies for their new buddy system.
- Connected to that, there is a need to learn methodologies in buddy training.

c. Draft Action Plan for 2019-2020

3. Gordon College of Education

a. Needs and expectations

Topic	Stakeholder	July intervention	ESN support (before or after)	Outcomes	Other comments
Student Engagement	Incoming Student Coordinator (Nurit).	Getting to know GACE and understanding how we do things.	You have the experience — you need to tell us.	ESN will have a better idea of GACE and be able to help train our stakeholders so that the social barrier between foreign students and Israeli students will be eliminated.	
	Key student leaders (student union and recommendations from Department Heads as positive active students).	"Getting them to "buy into" exchange: what are the benefits for studying a semester abroad? What are the benefits for them to make the effort to know our foreign students?	You have the experience — you need to tell us.	Students will be motivated to study abroad and to get to know our foreign students.	This would be the priority of our training.
	Staff at International Center (all units).	Recommending activities.	You have the experience — you need to tell us.	Staff will have the knowledge and skills to plan activities.	

b. Notes by ESN after the individual meeting

- Gordon has promotional leaflets in English.
- The IRO is getting a lot more work and for this reason it is recruiting a new person for KA1 mobilities. Other than this, the office has experience with ten capacity-building projects, including two as leaders.
- Students have up to 60 hours of mandatory volunteering which counts to obtain a degree.
- International students are few (four this semester) but they are welcomed by all relevant stakeholders. They did have a meeting with the students' union but the contact stopped there.
- The students had classes in English and were given the opportunity to learn some Hebrew. They would have preferred to have learned the language before their arrival.
- The college has a department on non-formal education.
- There is an orientation day for international students.

Challenges

- Attract more international students and attract more local students to go abroad.
- The student union is not focused enough on the needs of international students.

Needs

- Work together with the students' union to better integrate incoming students.
- Learn about the buddy system, which can be integrated in the mandatory hours of volunteering.

c. Draft Action Plan for 2019-2020

Priority	Step	Stakeholders	Action	Risk	Reducing risk	Deadline
Communication: English	Website adds "students" to our "Incoming Erasmus+ KA1" information	Administration, International Office, Website developers at Gordon.	International Office adds site page for incoming students. Create an information pamphlet for incoming students	No risk		11/2019
Buddy program at different levels. Level 1: Peer Buddies	Buddy at peer level: Link with Student Union to be responsible for social and	Student Union Head and other students. Dean of Students.	- Meetings to get Student Union and other students on board.	Students may not wish to be involved	Providing benefits and rewards for students	11/ 2019

	cultural integration.		- Training to be a buddy and emphasizing what the buddy gets. - Linking students to incoming students BEFORE they come.		willing to be buddies.	
Buddy Programme at administrative level. Linking a key person for administrative issues.	Appointing an English-speaking administrative person to be the key contact person for all administrative and emergency issues.	International Office	Training of administrative person to be aware of potential issues and challenges of incoming students and know strategies and procedures to handle most emergencies and situations.	No risk		11/2019
Joint assignments between locals and internationals	Making faculty aware of their role in social integration and mentoring	Academic Faculty	Mentoring sessions and workshops with academic faculty	Convincing the faculty they need the training	Making this a "privileged" situation and emphasizing benefits and how this contributes to their class and local students.	Ongoing: beginning in 10/2019

4. The Hebrew University of Jerusalem (HUJI)

a. Needs and expectations

Topic	Stakeholder	July intervention	ESN support (before or after)	Outcomes	Other comments
Student Engagement	Administration, Rothberg International School	Kick-off	Updates after	Buddy system	
	RIS Student Life Division	Group training	Training and support after – problem solving	Build buddy system, ideas for activities.	Leader of process
	Student Union	Update	none	Motivate to cooperate with SLD in activities for international students	Can be a supporter of process
	International Office	Summary	update		

b. Notes by ESN after the individual meeting

- The Hebrew University of Jerusalem has the Rothberg International School. The school has academic divisions with social teams providing services for the whole university.
- The system includes:
  - General cultural, security and safety orientation for international students, as well as personal orientation for research students.
  - Pre-arrival email with information.
  - Faculties with international representatives.
  - Emotional support.
- The student union also provides support for students, but almost only for locals. Their most important programme is the mentor system "First Year Not Alone":
  - In the beginning, the programme was only about academic support but now it has evolved to a broader sense of support.
  - The mentors are second- and third-year students who receive a small scholarship. Each mentor has about 15 mentees and they all study the same subject. There are about 250 mentors per year.
  - There are four big meetings every year and then other small and fun gatherings throughout the year. These include a campus and city tour.

- Like other students, internationals can be part of the student union if they pay a fee.
- Other than this there are "Connect" events which are organised specially for local and international students.
- There was a discussion about the creation of a buddy system for the whole university. The idea would be to have a pilot project focusing on a smaller group first and targeting especially short-term exchange students.
  - How to train buddies and manage their expectations?
  - Collaboration with all university departments will be needed.
  - Buddies can, for example, provide support with personal issues, be a bridge in cultural integration, enable intercultural exchange, and guarantee off-campus student involvement.

Challenges
- Most international students are independent and do not need support.
- Problem with buddy system: local students will not be able to help in academic matters.
- Full time international students are not enough in the university.
- Culturally closed students are unreachable.
- Age gap with Israeli students due to their army experience. The new immigrants, who often do not go through that process, are more prepared to understand.
- There is already a staff at the university to take care of "buddy responsibilities".

Needs
- Understand the added-value of a buddy system and how to connect it with what the student union does.

c. Draft Action Plan for 2019-2020

5. Jerusalem Center of Technology (JCT)

a. Needs and expectations

Not received by ESN.

b. Notes by ESN after the individual meeting

● The institution has 4400 students, 2000 of which are ultra-orthodox Jews. Many students, especially men, come without any knowledge on basic on key disciplines, such as mathematics. Many do not speak English.
● JCT is the only religious institution in the world with a one-year preparation programme for ultra-orthodox Jews. This programme allows them to very quickly catch up with mathematics but English remains difficult for them.
● Many female students are mothers, often with several children.
● The college has international students from 23 countries, all of which for full degree. On average, there are 287 new immigrants per year. Both "tourist" students and those who stay as immigrants have important social integration needs.
● Degrees are offered in Hebrew, but Computer science and business are also offered in English.
● The most famous programme offered by JCT are its hackathons. During these events, students team-up to solve challenges presented by companies. Many end up being recruited by these companies. In these teams, students from different nationalities can work together.
● The student union is active but the international representation is not high enough.
● There is a scholarship programme for students who volunteer to teach other students, especially those with disabilities.

Challenges
● Not enough international representatives in student union.
● The average English level of the teachers is rather low.
● There is low interaction between the students in Hebrew and English programmes.
● Notifications are in Hebrew (automatically)
● There is no IRO which means that there is no staff especially allocated to take care of international students.

Needs
● Recruitment of more international students.
● Buddy Programme guidelines.
● Buddy Programme best practices, including how to train buddies.

c. Draft Action Plan for 2019-2020

The institution did not participate in the workshop.

6. Kinneret College on the Sea of Galilee

a. Needs and expectations

Topic	Stakeholder	July intervention	ESN support (before or after)	Outcomes	Other comments
Motivation of local students	Student union	1. Meeting with the stakeholders – presenting what is done in other places and explaining the purposes and outcomes. 2. Workshop for leading student positions to brainstorm about marketing and recruitment methods.	Before: materials like Kostis' powerpoint. After: address for consulting about dilemmas and questions. ESN to initiate support offer.	A meaningful group of dedicated students engaged in internationalisation	
	Good English students				
	IRO	Getting acquainted with ESN		Awareness of importance	
	Academic president and administrative director				

b. Notes by ESN after the individual meeting

- The college has about 2500 students.
- In 2018-2019 the first course in English will be offered on Tourism and Hotel Management.
- There is some outgoing mobility, mainly staff mobilities, but no incoming mobility.
- There is no mentorship programme, only for students with special needs. Students live mostly together in Kibbutz.

- There is an orientation day for first year students.
- Language transparency is in process: they will soon add signs in English and Arabic.
- The student union is active, organising parties, sports' events, musical events, CV support, etc. Every Wednesday, the college stops between 12.00 and 14.00 and all students and even some staff gather for activities organised by the students.
- Different religious holidays are celebrated by everyone in order to make all students feel welcomed.

Challenges
- The website and promotion of events is only in Hebrew.
- The college has no IRO, but it is planned to create one.
- Staff training in English is already in the strategic plan.

Needs
- Buddy system for first year students.
- Create the structure to welcome incoming students.

c. Draft Action Plan for 2019-2020
The institution did not participate in the workshop.

7. Tel-Hai College

a. Needs and expectations

Topic	Stakeholder	July intervention	ESN support (before or after)	Outcomes	Other comments
Student Engagement & Infrastructure for Social Integration	Student Union	Meeting with stakeholders as a group	Face-to-Face meetings either as a group or individually.	To create a social integration programme for students & To build a framework for intercultural activities/exchange programmes	
	Head of Student Administration		Skype/Zoom		
	International Academic Affairs Unit		Social media platforms such as Whatsapp, Facebook, or Youtube		
	Dean of Students		ESN website/e-mail		
	Faculty Deans				
	Head of Department (Faculty) and Secretaries				
	Digital Teaching and Learning Management				
	Marketing Department				

b. Notes by ESN after the individual meeting

- The college is at an early stage of its internationalisation. For now, there are no international students.
- Tel-Hai is located in the periphery of Israel but it attracts students from all over the country due to its particularities. Among these, 66% comes from other parts of Israel and 34% from Eastern Galilee region.

- Currently, it has 3500 students and 1000 staff members. Among these, 77% are Jews, 14% are Muslim and 6% Druze.
- The college offers BA and MA programmes. There is research, but they do not receive much funding. Most research is done in collaboration with the MIGAL institute.
- No English programmes are offered. There are summer courses and a collaboration with Southeast Asia in which undergrad students come to Qiryiat Shmona to work in farms and also learn in college. This is part of a national programme in which these students go to Israel for an agricultural "practicum" before they start university at home. It is part of their BA programme. They receive no credits and this activity is not registered. Approximately 200 students attend this programme in Tel-Hai, coming mostly from the Philippines and Thailand. They are outside of academic reach.
- There is a strong involvement with the local community as about 60% of students are active in social programmes. This is also facilitated by the institutions that integrate Tel-Hai. These are:
  - Sydney Warren Academic Center for Youth: on campus science education for schools. It aims at supporting the next generation of STEM experts.
  - Town Square Academia: off campus, course designed by faculty member and by a practical expert from the community. This course is then offered to the community in general with a very small fee.
  - Center for Disability and Accessibility: assists students with different needs, so that they can feel integrated in the college. Mentoring support throughout the year and tackling emotional needs.
  - Arts institute: works with traditional craft from the region by giving it a modern twist.
  - Center for Peace, Democracy and Multiculturalism: assistance of Arabic students and increasing dialog among different groups.
- International Affairs in the college are mostly focused on funds (philanthropic partners) and international collaboration mostly happens via faculty members and through staff exchanges. In the past two years they have established a partnership with Erasmus+ and Fulbright.
- The student union follows a democratic process to elect president and vice-president. It focuses on student welfare, student rights, LGBTQ+, and sustainability. It also offers mentoring for local students.
- The student union is also involved with the community, especially through work done with schools or by living in certain neighbourhoods to uplift them.

Challenges
- There are no international students.
- There is no English programme.
- The English website is not ready.
- Hard to deal with the particular needs of graduate students.
- Lack of HR for the international dimension.

Needs
- Buddy training guidelines.
- Welcome guide for international students.

c. Draft Action Plan for 2019-2020