

D8.1 Model for student engagement in international educational collaboration





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Introduction

For the last two years a range of activities and tools have been developed to increase the engagement of students in Una Europa. This has taken place through the development of activities, frameworks, toolkits, and dialogues with various stakeholders. The definition of what student empowerment means in Una Europa and how that can be practically manifested has been under development and while much has been done, there is still much more to accomplish to “create opportunities for student engagement at all levels of the alliance, inviting and encouraging them to contribute creatively to the development of our European University of the Future.”¹, as laid out in the Una Europa 2030 Strategy.

Ambitious goals like inviting students to participate in the co-creation of Una Europa at all levels requires both a strong vision but also tangible resources and support. This document address this through two key strands:

1. The model for student engagement in international educational collaboration
 - An abstract, simplified model, providing a visual overview of the five ways students can be engaged in Una Europa and the added value for staff.
2. A toolkit for student engagement in international educational collaboration
 - Presenting the model, principles, and practical application of each of the five forms of engagement that is presented in the model.

The model provides the vision and structure within which student engagement practically can take place. While the model provides the frame, the toolkit provides the content and step-by-step approach. In addition, the toolkit aims to bridge the gap between the many resources, guides, and toolkits that have been developed by all colleagues in and through all activities in Una.Futura and the academics and staff who want to utilise these to strengthen their student engagement. While Work Package 8 on Empowering Students have created numerous resources for this purpose, additional resources exist from across Work Packages and other groups that can provide valuable support.

Therefore, the toolkit brings together these resources into a single, living resource to be tested, piloted, and reiterated over the coming years. The aim is fourfold:

1. Provide a practical resource to put the model into practice,
2. Collect all the resources in one place with clear instructions and mapping of support structures,
3. Provide low-threshold suggestions for academics and staff to pilot new ways of engaging and collaborating with students, and
4. To elicit inspiration and curiosity in colleagues to try out new ways of working with students.

¹ Una Europa 2030 Strategy, p. 7

Una Europa model for student engagement

The Una Europa model for student engagement in international educational collaboration aims to provide a clear overview of the ways students engage in Una Europa and an explanation for the importance and value of these forms of engagement.

It is important to mention that while the five forms of engagement are presented as extensions of each other, they are often overlapping and interconnected. While there is indeed a version of student engagement that neatly follows the steps from 'informed' throughout the other forms to the end as 'owners', this is not the only way for the student engagement to happen. Oftentimes a student might start in a different role and learn about Una Europa by participating in a co-creation activity for example. In addition, the roles of co-creators, representatives, and owners are also deeply reliant on being informed and participating in consultation. In that way, these are overlapping, interconnected, and integrated. Finally, it is useful to remember that this is a circular and reiterative process, which might have to happen again and again, and not only once or as a task that is ticked off.

The five forms of engagement in the model

- Students are Informed:
 - From student perspective: The student(s) is informed and aware of Una Europa and its activities, know what's available to them, and when and how to engage.
 - From staff perspective: Staff ensure that students have the information needed to engage when initiatives are launched, understand the requirements for students to engage, and that interests are aligned.
- Students are Consulted:
 - From student perspective: The student(s) is consulted in low-threshold way to share insights and feedback easily and engage in informal dialogue with staff and teachers at different stages of planning and implementation.
 - From staff perspective: Staff can easily gather insights and feedback in simple, informal, and formal ways to ensure student input even with little time or resources.
- Students are Co-creators:
 - From student perspective: The student(s) can contribute to and influence more fundamental aspects of the development, by collaborating more deeply and comprehensively with staff.
 - From staff perspective: Staff can get more comprehensive insights from students through a space of co-creation but getting new ideas and insights otherwise not considered, improvement relevance for students.
- Students are Representatives:
 - From student perspective: The student(s) are engaged in long-term position and able to influence more strategic decisions related to educational development and student engagement in Una Europa, with more information and support.
 - From staff perspective: Staff collaborate more closely with more experienced and engaged students able to provide more strategic insights through longer term collaboration and deeper integration into the team.
- Students are Owners:
 - From student perspective: The student(s) can take full ownership of an event or activity or is able to take ownership of spaces within staff-led activities. This enables student empowerment and the development of a student-staff partnership with the student(s) having a more equal role.
 - From staff perspective: Staff collaborate directly with students giving them a stronger sense of ownership and ability to develop their own ideas. Students become partners for staff in the development of Una Europa activities.

Students as Consulted

Staff can easily gather insights and feedback in simple, informal, and formal ways to ensure student input even with little time or resources.

Students as Representatives

Staff collaborate more closely with more experienced and engaged students able to provide more strategic insights through longer term collaboration and deeper integration into the team.

Students as Informed

Staff ensure that students have the information needed to engage when initiatives are launched, understand the requirements for students to engage, and that interests are aligned.

Students as Co- Creators

Staff can get more comprehensive insights from students through a space of co-creation but getting new ideas and insights otherwise not considered, improvement relevance for students.

Students as Owners

Staff collaborate directly with students giving them a stronger sense of ownership and ability to develop their own ideas. Students become partners for staff in the development of Una Europa activities.

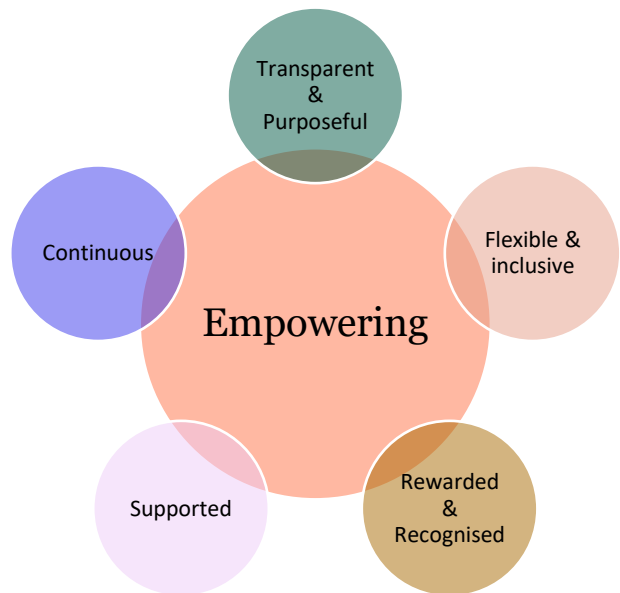
Principles

While the toolkit is in nature action-oriented and aiming to support concrete initiatives, it is essential to remind the reader that key principles are important to consider before jumping to action.

It is encouraged to review the ‘Description of student engagement structures’ and reflect on the principles and values behind student engagement and collaboration. This document can also be used as a reminder to examine and understand one’s own attitudes and beliefs in addition to the ways of working within one’s unit, team, faculty, or university and how this can positively contribute to or negatively affect students’ willingness to contribute and engage.

At the centre of all student engagement is the goal of empowerment. This means that a willingness to collaborate and sharing influence and power with students is essential in any engagement or action taken with students. In addition, five key principles are important, which can be seen in the figure to the right. These are mostly self-explanatory, but to summarise:

It’s important the student engagement becomes a continuous process and not a one-off. Student engagement should be transparent to the students, what’s expected and possible and it should be meaningful to students and staff. Student engagement needs to be flexible to allow for diverse student engagement and new ground rules might be needed that can accommodate both student and staff needs. Student engagement should be rewarded and recognised. Student engagement should be supported. It’s not enough to bring students into the room or process with little explanation or support, there needs to be a clear briefing and onboarding, in addition to supporting students understand their role and contributions.



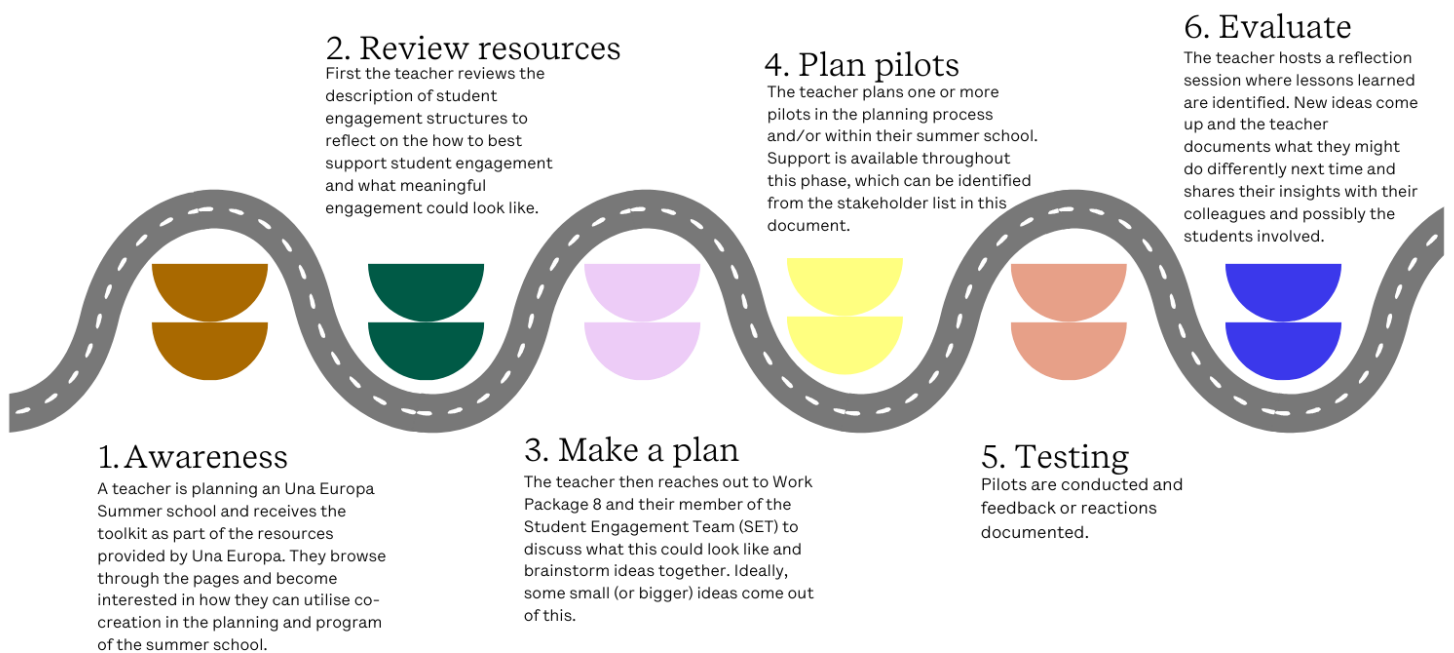
How to use the toolkit

The toolkit is not the end-all, be-all. Instead, it aims to provide inspiration and act as a conversation starter. While the aim of this resource is to support action, it will not contain all the answers. The examples and suggestions for activities are not prescriptive, as a reader you will have to do some work yourself, to see how an example or activity might apply to your work. It will most like not be directly applicable. Even if some of the examples have been from non-formal learning, there is still inspiration to be gained for formal learning as well.

This document can serve as a bridge and provide joint language to start discussions about what student engagement looks like currently (whether in a program, course, summer school, or development of a process) and how it would be increased and deepened.

It is important to emphasise that this toolkit is meant to be used, tried out, and adjusted along the way. This toolkit is a starting point for identifying and exploring how to best encourage and support student engagement across Una Europa.

An example of how the toolkit might support student engagement is captured in the following journey



Important general resources

As a primer, it is recommended to review the following three documents before planning anything. These are documents that provide a bigger perspective on the importance and benefits of student engagement and for you to reflect on what the added value could be for you.

- Una Europa Student Experience Vision and Action Plan
 - This provides key insights on the ideal aspects of the student experience in Una Europa, what are the key elements that the Una Europa student experience should include and what a good experience can look like.

- Vision and Action Plan for Teaching and Learning
 - This provides an important overview of the types of learning and learner experiences we want to foster in Una Europa. What are the kinds of students and people we want to educate and what that can look like.
- Description of student engagement structures
 - This document gives important context to what student engagement looks like, why it is important, what are some of the roles students can take on, and what it requires from staff to empower meaningful student engagement. This poses important questions and reflections that is beneficial before any type of student engagement.

Key stakeholders to help you in the process

- Work Package 8 (WP8): Empowering Students
 - This work package is responsible for most the of resources directly related to student engagement, such as this model and toolkit. They can support you with planning and testing out different methodologies and especially if you are interested in utilizing formats such as the student congress, student award, or student project incubator for your activities.
- Student Engagement Team (SET)
 - A group of colleagues from all Una Europa partners that work with WP8 and specifically with student engagement within their institutions. They are the ones with direct contact to the Local Task Forces, local Student Board members, in addition to first-hand awareness of student engagement in your institution and insights to WP8 activities.
- Student Board (SB)
 - The Una Europa level student-representative body with two representatives from each Una Europa partner university. They are appointed or elected from their local universities and participate in governance-level decision-making and representation within different Una Europa and Una.Futura bodies.
- Communication Leads
 - A group of communication specialists lead by Work Package 11 on communication and dissemination, representing all Una Europa partner universities. These colleagues are your local contact point who understands the local communication channels and how to engage locally and on Una Europa communication channels.
- Local Task Forces (LTFs)
 - Each university has a version of the Local Task Force, consisting of local, volunteer students, initiating and supporting a range of activities and awareness raising work within each institution. To get access to your Local Task Force, contact your local SET member or Student Board members.
- Work Package 5 (WP5): Una for Learners
 - If you are a teacher or academic working in the project-team approach, WP5 is your key resource to understand the various steps along the way and can be helpful in identifying key moments for student engagement opportunities. They also work with the Teaching and Learning cluster where you can identify local specialists working with pedagogical issues and are connected to the teaching and learning sector at your own institution.
- Champion for Teaching and Learning
 - These colleagues are specialists in teaching and learning and student-centred pedagogy. They created the vision and action plan for the transversal theme of teaching and learning, which we highly recommend you review before proceeding.

Form of engagement: Informed

This form of engagement is foundational and has the potential to reach all students, providing the foundation for other forms of engagement, and ensures meaningful and informed participation.

What does it mean to be informed? The aim is for students to be aware and able to find information about Una Europa and what is available, possible, and open for them. Students should be able to find answers to questions such as: What is Una Europa working on? What are students doing there? Why should this be of interest to me?

This is a starting point of engagement and involvement. Becoming aware of what's happening allows students to build their engagement and possible interest with Una Europa. Communication is an essential part of building student-staff partnership, and it is not only in the awareness-raising phase this matters, but throughout any student's engagement and involvement with Una Europa. Communication is a key aspect of providing students a bigger picture of Una Europa and the developments and initiatives that are happening.

It's important to make sure that students are also able to see a bit behind the scenes and not only treated as customers of an activity. Communication is not just to attract students to sign up, it's also a starting point for building a sense of community, relationship, and sense of belonging to Una Europa. If they can see other students and their experiences, they can become interested in those experiences themselves.

A key point here is the importance of building awareness of the opportunities and options for engagement. Since this is often how students decide whether they want to engage further, they need clear and visible information on opportunities for engagement. This does not necessarily mean only communication about signing up for something but can also be student stories or alliance developments that might intrigue or interest them.

Is this form of engagement relevant to you?

- Are you looking to raise awareness about an activity that will happen or is happening?
- How would information sharing and stories about what is being planned or will happen support students' current and future engagement?
- Are you aiming to find out what key messages or aspects of an activity draw the most attention and interest among students?
- Would sharing information about what is being planned, or how other students have previously engaged, support future students' engagement and the interest in your activity?

What are relevant activities in this phase?

- Campaigns or awareness-raising of Una Europa through social media or on campus.
- Student takeovers and student stories give a real glimpse into what it is like to participate in Una Europa and showcase the values and interest of the alliance.
- Student testimonials or stories from summer schools, courses, or activities they attended and what they gained and why other students should join.
- Behind the scenes stories from the planning of summer schools, welcoming new students to campus for the Bachelor in European Studies or planning days for students to get excited and see what is happening.
- Communicate upcoming opportunities for engagement.
- Participate in local welcome weeks and other joint activities at the university where different stakeholders are present to raise awareness among students and promote concrete activities.

What are examples of this?

Una Europa level

- [Meet the winners of the Una Europa Student Award 2024](#)
- [Faces of our CommUNAty – Edinburgh LTE](#)
- [Una Europa students at the European Student Assembly](#)
- [Una Europa Students Instagram account](#)

Local university level

- Student voices: [UCD: Una Europa Student Congress in Berlin](#)
- Student voices: [UH: Highlights of Student Congress in Helsinki](#)
- Student voices: [UH: Panel on the future of Europe](#)

What resources do we have in Una Europa to support you?

- Documents and toolkits:
 - [WP11 community building, outreach, and dissemination plan](#)
 - Communication toolkits for students (Internal SharePoint)
 - Communication strategy for students (Internal SharePoint)
 - [Transversal themes Visions and Action Plans](#)
 - [Student paths](#)
- People
 - Student Engagement Team
 - Local Task Forces
 - Student Board communication person
 - Communication leads

Form of engagement: Consulted

This form of engagement is a chance to take on a more active role. Students might have feedback, insights, questions, or uncertainties and they might want to respond and communicate back to us. This is part of the consulting role.

This form of engagement is available and accessible to many students since it does not require a lot of time or necessarily knowledge about Una Europa or a specific initiative. It always depends on what the aim of the student consultation is – some initiatives might require more information or background than others. This is a phase that can (and should) happen at different phases of students' awareness and engagement with Una Europa. Consultation means gathering students' suggestions, inputs, ideas for something, which can also be in the form of feedback and feedback processes.

This form of engagement is important because many small steps of consultation and feedback processes can make a big difference both for the student experience and for the quality of the activity itself. This can be low-threshold, digital, in-person, and very low-tech. It fundamentally comes down to asking questions for suggestions and insights. It can also be accomplished through regular contact with students and fostering a culture of dialogue and openness.

Consultation is a process that should be used at all stages of engagement and all stages of development. It is low effort and can have high return in terms of valuable, clear feedback or good suggestions for ways forward that might not have been considered otherwise.

Is this form of engagement relevant to you?

- Are you unsure about whether you have certain assumptions about students' needs or interests that might shape how you move forward? You can use consultation to test out these assumptions with students.
- If you are interested in making sure you are considering different student perspectives, consultation is a good way to get a diverse range of insights from students of many different backgrounds and experiences.
- If you want to test out increasing the student engagement, starting with a survey, questionnaire, polls, or easy tools for feedback, is a low-risk way of seeing what added value this can provide.
- This is a way to test whether your understanding of something aligns with students' understanding and interest.
- If you are stuck with some smaller aspects or questions related to what pedagogy to use, how to communicate something, what might be a more interesting approach, consultation is a good way to get some quick insights from students.

What are relevant activities in this phase?

- Surveys, questionnaires, and other forms of feedback (either shared online or in person).
- Small, interactive activities in places students often visit, such as welcome or career fairs. These could include, for example, presenting one question or issues and asking students to vote or add a post-it with their ideas, etc.
- Informal discussions and conversations around a particular topic.
- Roundtables or focus groups for discussion and sharing insights.
- Social media polls, comments, or other ways of inviting people to share their perspectives.
- This is also easy to do in existing educational activities. How are feedback and student reactions gathered during a class, course, summer school? There can be short surveys, polls, post-its, etc. during different stages of the course or educational offering, not only at the end.
- Open meetings with short presentations or current issues inviting feedback and suggestions.

What are examples of this?

- Feedback processes from the 2024 Student Congress at Freie Universität Berlin.
 - A planning process is in the works within the SET to streamline and create an overall process for gathering, processing, and planning actions based on the student feedback from the congress.
 - Currently local meetings are hosted after the congress, staff document the feedback and insights from students and key priorities will be identified based on the collective feedback, resulting in a few key priorities to implement for the upcoming student congress.
- Student Experience Vision and Action plan workshop
 - The plan for the student experience vision and action plan had been done, in the workshop key aspects that work, don't work or are opportunities were identified. In addition, students were able to comment on the already identified five key elements of the student experience.
 - [The process can be reviewed in this Miro board.](#)
- Pikkujoulu ('Small Christmas')
 - This was an event hosted by the Local Task Force at the University of Helsinki.
 - There was several informal activities and snacks, and people could come and go.
 - There have been two versions of this activity; the first was encouraging students to write their own letters to Santa Claus with their wishes for the University of the Future. The other version was having a flipchart as a "wish list" and any student could add one of their wishes to the wish list.
- Student Award (WP8 activity)
 - The implementation of the 2024 student award utilized the six transversal themes as a wide invitation to students to share their visions of the future within these six themes.
 - Students were able to provide any creative interpretation of their visions within a few key limitations.
 - [The call for proposals can be found here](#) and the [2024 winners can be found here](#).
 - This can both be seen as consultation (the process and themes were already clearly defined), but also co-creation in the sense of how students interpreted the topics and shared their ideas.
- Workshop at 2024 Student Congress at Freie Universität Berlin on micro-credentials
 - Colleagues from KU Leuven hosted a workshop on what micro-credentials are and how they can support students in their learning.
 - In the workshop, students were introduced to micro-credentials and reflecting on the benefits to them. In addition, they also got the chance to design their own micro-credentials and pitch them to everyone else.
 - This can also both be seen as a consultation and co-creation type of engagement.

What resources do we have in Una Europa to support you?

- Documents and toolkits
 - Student feedback documents (Internal SharePoint)
 - Challenge-Based Learning (micro-challenge) (Internal SharePoint)
 - Student award concept (Internal SharePoint)
 - [Student award outcomes](#)
 - [Transversal themes Visions and Action Plans](#)
 - [Student paths](#)
 - Student Congress toolkit (Internal SharePoint)
- People
 - Student Engagement Team
 - Local Task Forces
 - Student Board
 - Student Board communication person

Form of engagement: Co-creators

Co-creation is a more elaborate approach to student engagement that also requires more preparation and planning from staff.

This type of engagement can be done in physical or virtual spaces where there is direct engagement between students and staff. This is useful for gathering student ideas on issues and developments where input is needed, but which requires deeper understanding or conversation than can be achieved purely in a survey.

The difference between the co-creator and consulted is that with co-creation, student input and feedback is sought at an early stage in the development of an activity, where more foundational changes can be made based on student needs. In the consulted form, students often provide feedback at a later stage, or on smaller aspects that have already been planned and most likely won't change radically. This doesn't mean that the organizer of the co-creation space cannot have ideas or ideas they want to test, but there needs to be a real opportunity for student ideas and suggestions to influence and change the approach. There needs to be space and time for change in the process.

Co-creation supposes that there would be an added value in having direct engagement and dialogue between students-staff offering a chance to ask questions and reflect together. It's also helpful to avoid assumptions, limitations, or misinterpretations that can sometimes take place when writing and interpreting written feedback or when not being able to fully express ideas.

This form of engagement is normally more open than consultation, which often has clearer and more defined options, as co-creation can move in completely new directions than originally foreseen. One key goal is to create a space where students and staff (as much as possible) can engage as equals. This is quite difficult to achieve, but one approach is to be clear with students that there is no defined outcome or answer. In co-creation, staff are not looking for the right answer or waiting for students to suggest what has already been decided but are on the same page in terms of being open to developing ways of doing things that are not predefined.

Is this form of engagement relevant to you?

- If you are still defining key aspects of your activity, course, or project, co-creation might be a good option for you. It is important that students can influence key aspects of your activity and that you will actually take their ideas into consideration.
- If you are interested in hearing students' ideas and insight into key aspects of your activity, and not only feedbacking what has already been decided.
- You are interested in a more open dialogue with students, allowing for a more wide-ranging conversation without a strict agenda or outcome.
- You should still have a clear idea about what you are interested in learning about, while avoiding too limited questions. You still need a purpose with bringing students together. It might not be helpful to just ask "what do you think?" – some kind of framing can be helpful as to what level of ideation you are looking at.

What are relevant activities in this phase?

- Micro-challenges: short and intensive challenge-based learning formats, to engage students on real questions with concrete methodologies to gain new insights in 3-4 hours. Can be done online or in-person.
- Co-creation workshops (virtual or in-person).
- Dialogue meetings.
- Assemblies.
- Student Congress spaces (workshops, micro-challenges, opening/closing forums etc.).
- Student award.
- Student Project Incubator program.

What are examples of this?

- Co-creation workshops for the micro-credential in sustainability
 - Online workshops hosted in Zoom in November 2021 including academics from all five MOOCs included in the micro-credential in sustainability. This took place while the courses were still being developed, so student insights were actively included in the further development of the courses.
 - [A Miro board was](#) created and participants were able to join different breakout rooms, facilitated by academics to share their feedback, ideas, and proposals based on questions prepared by the academics. Another colleague made sure to document the discussions on Miro.
- Co-creation workshops for incubator
 - Four, online, co-creation workshops were hosted in spring 2024. Students and staff from all partners were invited to participate. The incubator was still actively being defined, so all inputs and insights had the chance to actively shape how the incubator would be defined and implemented.
 - Miro was utilized to gather insights and findings.
 - Each workshop had a specific focus, a warm-up activity, breakout rooms and different activities planned to spark insights from participants.
 - [Workshop 1 on learning goals and skills](#)
- Micro-challenge with Future UniLab at Jagiellonian University
 - The micro-challenge was implemented at Jagiellonian University together with the Future UniLab team, to gather student insights on one of the visionary team's thematic; being human in a digital world.
 - A physical three-hour micro-challenge was hosted where students were able to work on topics and challenges related to being human in a digital world. Some of the facilitators were members of the visionary team and could therefore directly engage in the discussions and dialogues with the students.

What resources do we have in Una Europa to support you?

- Documents and toolkits
 - [Transversal themes Visions and Action Plans](#)
 - Onboarding pack for students (Internal SharePoint)
 - Service-learning program (Internal SharePoint)
 - Challenge-Based Learning (micro-challenge) (Internal SharePoint)
 - [Student paths](#)
 - Student Congress toolkit (Internal SharePoint)
 - Student feedback documents (Internal SharePoint)
- People
 - Student Engagement Team
 - Local Task Forces
 - Student Board
 - Student Board communication person

Form of engagement: Representing

Representing is a formal type of engagement. This refers to elected or appointed representatives of students, which in Una Europa happens primarily through the Student Board. However, this can also be through local representatives or the involvement of student union members in local working groups (this relates particularly to the joint degrees).

This is often a long-term and official form of engagement, that requires a strong partnership and collaboration between student and staff. The representative is normally elected or appointed through a formal process. There needs to be a higher level of onboarding and integrating and an understanding that getting up to speed will take a bit of time. The role of the student representative should be clear, they should be properly onboarded and supported throughout the engagement. In this instance, rewards and recognition is also a key issue.

Is this form of engagement relevant to you?

- If you are working on joint programs or other more long-term activities, student representatives are an important way to have student voices present from the beginning of the development. This can ensure key questions or concerns are raised, that staff or academics might not be aware of.
- You are interested in more in-depth and comprehensive discussions about your initiative and activity, that also requires some prior knowledge and understanding of Una Europa or the activity in question.
- You are interested in students as equal to other team members and see them as an important partner in developing a meaningful activity.
- You are able to invest more time in onboarding, supporting, and working more closely with the student. It is a priority to put aside more time to ensure meaningful engagement.

What are examples of this?

- Student Board members participating in regular meetings with the Board of Directors or in Work Package Coordination meetings.
 - Student Board members are present in regular meetings, enabling them to comment and engage in the development process of activities. They have the opportunity alongside staff, to provide feedback and insights into the milestones and other deliverables in the development process.
- Student participation in quality assurance
 - Students have a place in the body reviewing these issues of quality assurance and provide insights and feedback.
- Student representatives in curriculum development
 - Most partners have students participating in curriculum development through representative positions in degree programs. They are working with program boards and faculties to develop and feedback the current curriculum and develop suggestions for the future.

What resources do we have in Una Europa to support you?

- Documents and toolkits
 - [Student paths](#)
 - Onboarding pack for students (Internal SharePoint)
 - Onboarding for Student Board members (Internal SharePoint)
 - Communication toolkits for students (Internal SharePoint)
 - Communication strategy for students (Internal SharePoint)
 - Student feedback documents (Internal SharePoint)
- People
 - Work Package 12
 - Student Board
 - Governance intern at vzw

Form of engagement: Owners

This form of engagement is focused on students take ownership of activities based on their own interests. This can still include (and often could benefit from) staff support, in the vein of a students as partners approach. The aim is for students to define and set the direction for the activity based on their interest.

This is an important step in terms of letting students feel truly empowered and able to shape Una Europa in a direction and with the topics that are on their minds.

It doesn't have to mean that students are owners of everything, this can look like ownership of part of the agenda or program for a student congress or a summer school. It's still often helpful and important that staff help create the frame and support in the logistical organization, especially when students are working on the activity voluntarily or as an extracurricular.

Is this form of engagement relevant to you?

- Are you interested in empowering students to take the lead of a whole activity or to take ownership of parts of your activity? For example, one workshop or space within a summer school, one of the classes in a course, or to host workshops for the other students as part of a bigger program.
- Would you like to co-create the activity with students and have them as co-facilitators and collaborators?
- How can you benefit from students' active engagement in the development of the program and have a role to play in the implementation?

What are relevant activities in this phase?

- Self-organised events online or in person.
- Ownership of spaces within Student Congress, incubator, summer schools, or other activity.
- Ownership of activities or aspects of a course.

What are examples of this?

- The Local Task Force at the University of Helsinki organised and hosted a panel discussion on the importance of Europe and EU for youth.
 - [Read more about the panel in this blog](#) the students wrote about the event.
- 2023 Student Congress workshops at the University of Helsinki
 - During the 2023 Student Congress at the University of Helsinki, participants were invited in advance of the Student Congress to plan and host their own workshops, based on expertise or experience they expressed in their applications.
 - Three workshops were hosted and fully student-led during the Student Congress. Staff had been available for consultation and support as requested from students, but not controlled or decided how they should use the time.
- Local Task Force networking (KU Leuven and Paris1)
 - An online networking event was hosted by the Local Task Forces of KU Leuven and Paris1 on the topic of European heritage.
 - They identified and invited their own keynote speakers and planned the whole event including the online hosting themselves. Staff supported the effort, but it was led by students.
 - Breakout rooms were hosted, and discussions facilitated between the students based on the keynote speeches and topics presented.
- Local Task Force at the University of Edinburgh organised and hosted a sustainability workshop together with local staff.
 - [Read more about their workshop on the Una Europa website.](#)

What resources do we have in Una Europa to support you?

- Documents and resources
 - Onboarding pack for students (Internal SharePoint)
 - [Student paths](#)
 - Local Task Force networking toolkit (Internal SharePoint)
 - Communication toolkits for students (Internal SharePoint)
 - Communication strategy for students (Internal SharePoint)
 - Student congress toolkit (Internal SharePoint)
 - Student feedback documents (Internal SharePoint)
- People
 - Student Engagement Team
 - Local Task Forces
 - Student Board



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