

# ANNUAL REPORT 2021

## PREFACE FROM THE BOARD

Dear reader,

Welcome to the Student Union's annual report of 2021, in which we reflect on the past year's progress towards our ambitions. Based on the six ambitions as laid out in the strategic plan 2020-2023 and the aims formulated in the annual plan of 2021. In this report we highlight our successes and challenges.

Due to the long-lasting COVID-19 pandemic, the virus affected the UT student-life in 2021, and therefore, the Student Union. Although our organisation became familiar with dealing with the crisis situation, the crisis affected our plans for 2021.

Major parts of the goals were achieved as intended or in an alternative form. We are very proud of the achievements of last year. We experience a great drive among students to go back to live without restrictions. We are proud of the collaboration with various parties of the University, concerning the corona regulations. The Kick-In with a lot of physical activities was possible again which boosted the student life and activism. Most of our associations were able to recruit new members during this Kick-In. We were also able to increase the awareness of our More Than A Degree programme. We worked on various initiatives to facilitate student organisations to improve the well-being of students, such as the look after your friends training. We are aware of the effects of the pandemic on the University and student community and therefore we keep offering the student organisations, the support they need.

We would like to thank all students, both in and outside our organisation. The role of students within our University is very unique. With a great drive and motivation, involved in all kinds of extracurricular activities, the students make the University distinctive. For people outside the University of Twente, this drive is hard to explain. It is something you must feel by experiencing it at our University. We are very proud of all the students that contribute to this unique environment! We would also like to thank all UT departments employees and the Executive Board for the collaboration and support in 2021. Let us strive to keep the UT at least as unique as it is in 2022.

Best regards,

The board of the Student Union,

**2021-I**

Emmilie Kuks

President, Policy & Strategy, Staff & Organisation

FINAL CONCEPT

**ANNUAL REPORT 2021**

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Irene van de Zande  
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Finance, Accommodation & Business Management  
Sports & (Performing) Arts  
Personal Development and Education  
External Affairs, Entrepreneurship & Innovation  
Communication, Internationalisation & Well-being

## **2021-II**

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President, Policy & Strategy, Staff & Organisation  
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Personal Development and Education  
External Affairs, Entrepreneurship & Innovation  
Communication, Internationalisation & Well-being

## PREFACE FROM THE SUPERVISORY BOARD

Dear reader,

You are reading the annual report of 2021 of the Student Union. This report has been approved by us, the Supervisory Board. We are the body that supervises the work the SU does: we need to approve budgets, appoint board members, approve annual plans and also this annual report. Furthermore, we handle the appeals on decisions by the board of the Student Union. If you ever have any comments or any things we should know, please feel free to contact us. You can find our contact details on the website of the Student Union.

Just as 2020 was a year of improvisation, 2021 was a year of creatively exploiting opportunities to get closer to the old normal. This has resulted, for example, in an even better developed hybrid version of the Kick-In, which hopefully has given students a good kick-off to their student days. While the Kick-In forms a good start of the well-being of students at the UT, the Student Union ensures in many different ways that student well-being remains a high priority during the rest of the student life. At the level of associations there was the financial impact survey that mapped out the financial state of the associations. With the results the SU helped the associations in need to survive. Furthermore, the wellbeing of the individual was stimulated by the look after your friend trainings.

In addition to the fact that the SU does a lot for students, the organisation of the SU itself is also continuously developing. This year a new vision on the portfolio Entrepreneurship & Innovation is written and will be implemented for the coming years. This shows that the board is constantly evaluating itself and is searching for possibilities to improve. This satisfies us as Supervisory Board, because it makes our work much easier and communication smoother when the board itself is already this self-critical. That almost all our meetings were online last year did not make a difference in our opinion on that. We want to complement the board of the SU that they are able to manage the Union in these strange and different times.

On behalf of the Supervisory Board,

Pim de la Fuente

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## INDICATOR OVERVIEW

A success indicator has been attached to each aim. The indicators mean the following:

Indicator	Description	Aim count
<b>SUCCESS</b>	We consider the aim as achieved	6/17
<b>ALTERNATIVE SUCCESS</b>	We consider that an equal or better alternative to the aim is achieved	5/17
<b>PARTIAL SUCCESS</b>	We consider the aim to be partially achieved and that the part that has been achieved can be considered a success. This is usually due to a delay in progress or nearly having met the goals.	4/17
<b>UNDETERMINED</b>	We are not able to draw grounded conclusions about the success of the aim, based on the information we have	1/17
<b>UNSUCCESSFUL</b>	We consider this aim to be insufficiently achieved to call it a (partial) success	1/17



## ABBREVIATIONS

*AFRISA – African International Student Association*

*BC – Buddy Committee*

*CA – Confidential Advisor*

*CCP – Confidential Contact Person*

*CES-SACC – Centre for Educational Support – Student Affairs Coaching & Counselling*

*DE&I – Diversity, Equity & Inclusion*

*EMSA – Enschede Muslim Student Association*

*ESN – Erasmus Student Network Twente*

*KIC21 – Kick-In Committee of 2021*

*LGBTQ+ – Lesbian, gay, bisexual, transgender, queer and more*

*MTAD – More Than A Degree*

*NPO – Nationaal Programma Onderwijs*

*SEG – Shaping Expert Group*

*SEE – Sustainability, Energy & Environment*

*SDG – Sustainable Development Goal*

*SUSTAIN – The Sustainability Student Association of Twente*

*UIF – University Innovation Fellows*

*UNICEF – United Nations International Children’s Emergency Fund*

# 1. STUDENTS CAN DEVELOP THEIR PERSONAL COMPETENCIES NEXT TO THEIR STUDIES

Students realise how doing more than a degree can help them develop themselves

## SUCCESS

**Aim: Increasing the awareness of the added value of participating in the More Than A Degree programme.**

The aim for this indicator was: *A plan will be made and preferably executed, to make the More Than A Degree brand bigger.*

At the beginning of 2021, we discussed what the Student Union (SU) sees as achieving More Than A Degree (MTAD). Based on these outcomes, a More Than A Degree – strategy has been made. In this strategy, the recent (national) developments e.g., regarding study pressure are outlined and how these developments influenced the environment of personal development on the UT and our More Than A Degree-programme. We made strategic goals on short-term and long-term, aligned with e.g., the vision on Entrepreneurship & Innovation. One of the goals is to host a More Than A Degree – campaign. We drafted a communication plan for this campaign and in March 2022 this campaign will start with among others the MTAD-day and the MTAD-video. We consider this aim a success as we have made the plan to increase the awareness of the More Than A Degree – brand and will execute this plan in the first months of 2022. Furthermore, the usage of the More Than A Degree – brand has increased in all our communication, to increase the visibility and meaning of this brand which contributes to creating awareness.

## UNDETERMINED

**Aim: At least the same number of students are doing more than a degree in 2021 compared to 2020.**

We sent out the survey for the Activism Monitor out in May 2021. With this survey, we have asked all our recognised student organisations to give information about activism in their organisation. In 2021, we improved the visualisation of the monitor. A dynamic dashboard has been made instead of a report, where organisations can compare activism in their organisation to other organisations in or outside their sector. Furthermore, the data analysis has been done by an external company, which is specialised in this field. Previously, the analysis was done by an employee who was not specialised in data analysis. Therefore, the quality of the dashboard has been improved. The dashboard can be found on our website.

The percentage of active students in different sectors, according to the activism monitor, is visualised in Table 1.

*Table 1: The percentage of active students in different sectors*

Active members	Study sector	Social sector	Culture sector	World sector	Sports sector
Activism monitor 2020	27%	43%	33%	20%	23%
Activism monitor 2021	17%	15%	16%	8%	19%

Based on these numbers, one might conclude that there has been a decrease in active members. However, due to several reasons we think this is not the right conclusion. As mentioned, the analysis and visualisation of the activism monitor have been professionalised in 2021. It is hard to track down the origin of the numbers from 2020 as this is not visualised in the activism monitor of 2020, only as raw data. Therefore, we do not know precisely why these numbers differ that much compared to 2021. The conclusions that have been made in the activism monitor of 2020 appear to be misleading. It is known that foundations and associations were treated identically in 2020. Since foundations do not have members, but active participants such as board members, this can lead to misleading data. Furthermore, as can be seen in the activism monitor of 2021, also associations are taken into account who have filled in that they have zero active members. This is probably not the case, as all associations have at least some active members, since without active members an association can't fill committees and organise events.

Based on the indicator: "according to the Activism Monitor report of 2021 and 2020, in 2021, the same number of students were doing MTAD as in 2020", the aim could be considered as unsuccessful. However, due to above-mentioned arguments, we think this would be a presumptuous conclusion. We do not have the sufficient and right information to determine if this aim is a success or not. The coming years we aim to improve this dashboard, for example, viewing multiple years in one dashboard for comparison.





### PARTIAL SUCCESS

**Aim: Making it clear for students what the UT has to offer with regards to do more than a degree.**

One of the goals in the More Than A Degree – strategy is to make a clear overview on the Student Union website of all possibilities to achieve more than a degree. This is also an indicator for this goal in the Annual Plan of 2021: “An overview, that states different opportunities for doing more than a degree within the UT, is created at the Student Union webpage”. From September 2021, the Student Union worked on a plan for talent development on the UT together with Kirsten Voncken from the Strategy and Policy department, originating from quality agreements at the UT made in 2018. Together with the UT, a needs analysis has been conducted by organising panel sessions with students. The need for an overview of possibilities for personal development at the UT became very clear from these sessions. Therefore, the Student Union will be part of the working group to create this UT wide overview for the personal development of students, which will be set up in February/March 2022. For example, the Give It A Go – platform could be included in this overview, among all other parties who can contribute to a students’ development. The Student Union considers this goal as a partial success as we have contributed to the plan to make this overview UT wide. However, the overview is not ready yet. The Student Union wants to collaborate with the UT to make this overview. We believe that the result and reach of the overview would be far wider if we collaborate with the UT than if we made an overview by ourselves.

## Offer at least one board improvement training of good quality to all boards

### UNSUCCESSFUL

**Aim: Training students to give trainings to part-time boards and committees;**

From September 2020, part-time boards can follow a board training organised by the Student Union. These trainings are given by student trainers, who are educated by a professional training agency. From September 2021, also (big) committees can follow a training by a student trainer. Furthermore, full-time boards can follow a training by a professional training agency financed by the Student Union.

In 2021, 19 trainings to part-time boards or committees were requested, out of a total of 113 part-time boards. One of the trainings was a training for a committee. Therefore, a total of 16% of all part-time boards requested a part-time board training. 27 full-time board trainings were requested out of a total of 29 full-time boards (90%). This means that 32% of all 142 student boards in 2021 requested a board improvement training. It is good to realise that we will never get a 100% score of boards that requested a board workshop, as some students do several part-time boards or boards believe it does not have extra value to follow a workshop.

Considering the indicator; “45% of all boards did a board improvement training”, the aim is considered unsuccessful. We have sent mails to all boards to promote these trainings, which is the most direct way to reach boards online. We think due to the fact that the training for part-time boards was a new concept, not all boards knew about (the value of) these trainings, and wanted to follow a training solely based on the information in the mail. In the student community, a lot of promotion and knowledge exchange goes orally from board to board. Because of COVID-19, the oral promotion of these trainings was not fully exploited.

Furthermore, in the first months of 2021, all trainings had to be given online because of the pandemic as well. Boards were discouraged to participate in the online trainings as they could think the value of online trainings was less than physical trainings. When physical trainings were possible in the summer of 2021, boards were already almost done with their year. Therefore, we had almost no part-time trainings in first half year of 2021. Also, it is possible that they found that during the entire year it was too risky to follow a physical training due to COVID-19. We think these reasons has also had influence to the (oral) promotion to part-time boards in September 2021.

As mentioned before, 90% of all full-time boards requested a training in 2021. These full-time trainings exist since 2013 and every year more boards follow this training. Therefore, we think that in the coming years more boards will know about the value of these part-time trainings as well. Furthermore, we contacted all part-time boards personally about the value of a board training in December 2021. We already see that this personal approach is working as more requests are coming in. Furthermore, we are looking if a training day can be organised for (individual) board members, as the planning/timing or the motivation is not always applicable to the whole board. We also want to expand the variety of different trainings in 2022, so a board can choose which training they would like which also could increase the interest for these trainings of part-time boards.

### ALTERNATIVE SUCCESS

#### **Aim: Evaluating all trainings that are offered by the Student Union.**

After a board training, the training and the trainer are evaluated by the board. The evaluation of the full-time training has been done by phone, as we have seen that a written evaluation does not get much responses. This evaluation is done via a standard question list. The evaluation result show that the full-time training is experienced well, often 'better than expected'. There were slim to none negative experiences or even tips. As we did the evaluation by phone, we did not ask for a specific number out of 10. They are not asked to give a numeral score, but their experiences and opinion of the training are asked. Based on the evaluation we can say that the trainings are experienced very positively by full-time board members.

The part-time trainings are evaluated as well, with an evaluation sent by mail. The result of this evaluation shows that the training was rated with an average of 8 out of 10. Some remarks were that the part-time board wanted a bigger offer of trainings, as we now have one training about communication. In the coming year, we will extend this offer with another training made by a professional training agency. We cannot say based on our information if the board trainings are evaluated with an overall average of 7 out of 10, which is stated in the indicator. We also must consider that the person who answered the phone or filled in the evaluation is a representative of the board. Their opinion can differ from other board members. However, we can say that the overall evaluation is that the trainings are experienced very positively. Therefore, we consider this aim as an alternative success. We will keep evaluating these trainings and will look into ways to make the evaluation more objective.

## Stimulate union participants to learn from each other

Stimulate union participants to learn from each other by:

### PARTIAL SUCCESS

#### **Aim: Organising gatherings in which knowledge is exchanged;**

Unfortunately, COVID-19 has still had an enormous influence on physical gatherings in 2021. As we believe that boards can learn a lot from each other, we introduced a new project: the Board Sharing Sessions. In these sessions, a central theme is chosen, which is interesting for all student organisations. Experts with experience and knowledge about the theme will host the session. The idea is that boards share their experience and learn from each other; their best and worst practices. Unfortunately, due to COVID-19, it was not possible to organise the Board Sharing Sessions in the first half of 2021. As this was a new concept, we did not want to organise the first session online. In the first semester of the academic year 2021, two Board Sharing Sessions were organised about 'being a board member during COVID' and about 'Sustainability'. At the first session there were about 45 people present, and the second session 25 people. The indicator – *“each quartile one gathering is organised in which organisations can exchange knowledge”* – is considered as a partial success as we organised Board Sharing Sessions in two quartiles due to COVID-19. The coming year, we will keep organising these sessions as board members experienced them positively. We will keep improving the concept, for example by selecting locations, dates, themes by the wishes of the boards and organising a drink afterwards.

ALTERNATIVE  
SUCCESS

**Aim: Create platform in which boards can ask each other questions**

We decided to not create a platform for boards to ask each other questions. We investigated several options for a platform, such as a form on our website or an external platform (Quora/Answer bag). We also asked board members what they would prefer regarding this platform. The conclusion was that boards did not see the extra value of a general platform for all boards, as they would ask their questions to more direct lines such as an advisory board, previous board members or fellow board members. They would like to have more (informal) gatherings with other boards, because during these gatherings questions will be asked sooner than using an online platform. For this, the Board Sharing Sessions (with an informal drink afterwards) is a good example. In addition, we also organise a Board Weekend, where boards from all different sectors go on a weekend to have fun and follow workshops. This, but also for example the Meet & Greet with the Executive Board did contribute to this aim. In the coming year, we want to organise more of these gatherings to stimulate knowledge exchange. The indicator “the platform in which boards can ask each other questions is used by at least 10 different boards” has not been achieved. However, due to above mentioned reasons we consider the aim as an alternative success.

## Facilitate and stimulate students to participate in global challenges / developments

Determine how to create optimal facilities and stimulate students to contribute to a more sustainable world by:

ALTERNATIVE  
SUCCESS

**Aim: Defining the path that has to be taken within new Innovations portfolio.**

The indicator for this aim was: *The role of SU with regards to sustainability within the University is defined and a long-term vision for the portfolio Innovations has been made.*

The aim that the role of the Student Union is clear regarding sustainability is defined as an alternative success because the role is not yet entirely clear. However, the Student Union is involved in multiple initiatives of the UT regarding the sustainability policy within the UT. For next year, the Student Union will determine a strategy for sustainability for the Student Union as an organisation. This strategy will clearly describe the role of the Student Union.

In 2021, the board decided to expand the portfolio 'Entrepreneurship' with 'Innovation' instead of a new portfolio Innovation. The reason is that entrepreneurship and innovation are interrelated with each other. With the new Entrepreneurship & Innovation portfolio, the focus lies more on having an entrepreneurial mindset as a student.

The portfolio holder Entrepreneurship & Innovation has written a new vision in 2021 for the portfolio Entrepreneurship & Innovation for the coming period. We consider the aim to define a vision as a success. We will keep working to perpetuate our position within innovation.

### PARTIAL SUCCESS

**Aim: Collaborating with platforms concerned with sustainability to create sustainable facilities for students.**

The indicator for this aim was: *Several collaborations have been set up to create sustainable facilities for students.*

In terms of sustainability, the Student Union has a better position within the University of Twente. The Student Union has a place in the SEG sustainability and the steering group of the Sustainable Energy & Environment (SEE) programme. In addition, they have an official partnership with the Green Hub. In October, the Green Hub and the Student Union planted a tree together to make this official. These collaborations certainly contribute to the creation of sustainable facilities for students, as the Student Union has a say at the highest policy level of the University. As mentioned above, the goal for 2022 is to determine a strategy regarding sustainability for the Student Union focused on several Sustainable Development Goals (SDGs).

Entering into partnerships is a success, since we are involved with every project the UT has on policy level for sustainability. Unfortunately, this has not yet resulted in any concrete facilities for students. Which makes it a partial success.

The next step will be to support facilities for students and make the projects around sustainability visible to students.

## 2. WELL-BEING, INTEGRATION, AND INCLUSIVITY

### Facilitate student organisations in improving the well-being of their members

Encourage student organisations to handle the well-being of their members by:

#### PARTIAL SUCCESS

**Aim: Having confidential advisors in associations.**

*The indicator for this aim was: at least 10 student organisations have a confidential advisor.*

In the beginning of 2021, we made an inventory among student organisations about what is needed for them to get experienced confidential advisors (CA). While three out of fifteen associations mentioned to have trained and certificated CA's, the other organisations were struggling with establishing CA's with the right knowledge.

Besides, following the required trainings and receiving the certificates, it is necessary to keep monitoring the CA's, for example with professional support from the student counsellors. This could not be guaranteed with this extent of students. We concluded that it would be difficult to provide all the 148 recognised student organisations with a consequently available trained and certificated CA.

Therefore, at the end of the year another construction for establishing confidential contact persons (CCP's) was developed in collaboration with SACC. This construction, with representatives from the umbrellas/faculties, seems to be a lot more sustainable and maintainable. Further details about the execution have yet to be determined, for example regarding General Data Protection Regulation (GDPR). With this different approach we think we offer a CCP for each UT students and not only students within associations. All together we rate this aim as a partial success.

## ALTERNATIVE SUCCESS

### **Aim: Organising lunch lectures about mental health.**

The indicator for this aim was: *At least 4 lectures organised on mental health.*

In 2019 study associations reached out to the Student Union and asked whether it was possible to host lunch lectures regarding well-being and mental health topics. The associations mentioned a variety of topics, such as stress management and anxiety. Due to COVID-19 and the number of subjects the CES-SACC student psychologists have been working on online webinars, which are available via the Canvas well-being page. Throughout the year they have added multiple other topics. In addition, we noticed a great demand for help regarding stress therefore, the student psychologists have established stress management workshop. These workshops are now offered twice a year.

The Student Union has not hosted the trainings, but created awareness regarding the need for informative lectures among the student psychologist. With COVID-19 it was difficult to host these lectures physical, but the Student Union should again look after the execution of the lectures in the future.

## SUCCESS

### **Aim: Offering look-after-your-friend trainings to help each other.**

The indicator for this aim was: *At least 10 organisations took the look-after-your-friend training.*

In the beginning of 2021, a well-being team was recruited and selected to give the 'Look After Your Friend' (LAYF-) trainings (main task) and execute projects for the well-being portfolio. The trainings are established in collaboration with SACC and entail tips and tricks on how to deal with yours and your friends mental health struggles. The team organised trainings for individual students and groups, such as associations. The well-being team frequently contacted the associations about hosting a look-after-your-friend training for their members. Finally, 13 associations requested for a training and two mentioned to promote the trainings among their members.

The LAYF-training, consist out of two sessions. The attendance at individual trainings was on average 7 participants per training, which was considered low. The team concluded that this could be related to the registration method. Participants registered via canvas, but when people had disabled their notifications from Canvas, they did not receive the reminders properly. Therefore, a registration form via the SU website was established. Using this form, the team could approach the participants individually via email and send a reminder regarding the training. This increased the attendance rate to on average 8,9 participants per training programme. Which could have been even 10,9, but 16 students did not complete the entire programme. Reasons for that are not known.

Eventually the evaluation form was filled in by 81% of the participants. The common grades for the guide that participants were provided before the training are an 8 (37,5%) and 9 (25,9%).



Participants mentioned 'I have learned a lot about different diagnoses and how to approach them'. Overall 42% of the participants graded the training with an 8 (table 1). Given answers were: 'The fact that there was a lot of conversation and interaction and communication in the group was great', "It was a very useful training with very useful information." and "Having an exercise which helped understand the problems and those were explained well". A commonly mentioned improvement is, including the topic of sexual harassment to the training.

**In general, which grade would you give to the training?**

112 responses

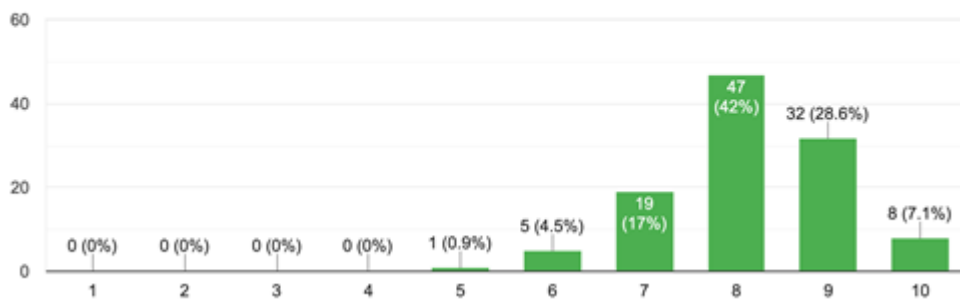


Table 1

**Overall, the information presented in the training was useful to me**

112 responses

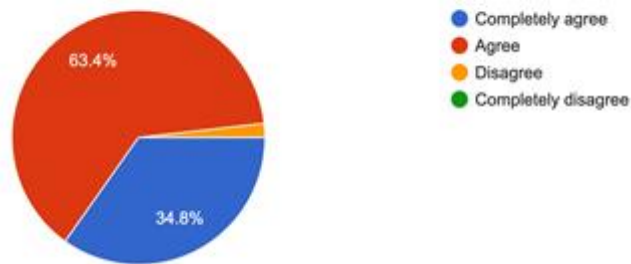


Figure 1

**My expectations concerning the topics covered in the training were met**

112 responses

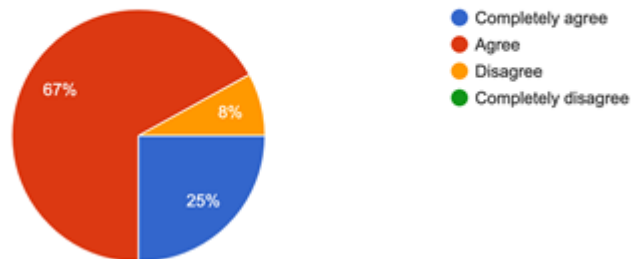






Figure 2

The trainers were well-prepared and able to answer my questions and concerns  
112 responses

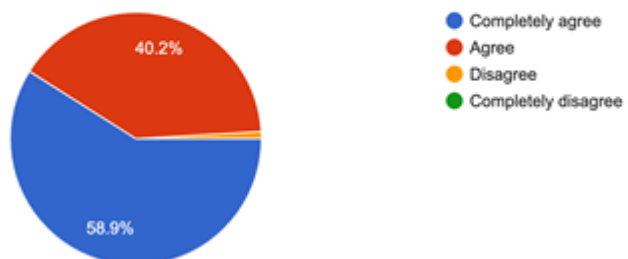


Figure 3



## Promote inclusivity in UT student life

### PARTIAL SUCCESS

#### **Aim: Improving the Kick-In program for better inclusivity.**

The indicator for this aim was: *At least one activity for all students that has to do with inclusiveness during the Kick-In*

This aim was included to guarantee that each Kick-In participant has a sense of belonging. Therefore, we wanted to organise an initiative for inclusion during the Kick-In. A pilot facility market prior the Kick-In was organised by the DE&I Officer of the University, the KIC21 and the Student Union. This additional facility markets would add to a better integrating of international students during the Kick-In. Reason being that they will not have to search for answers of questions regarding housing, visa, bank-card etc. during the Kick-In and could focus more on getting to know their fellow do-group members and the University. Finally, 760 students participated in the online facility market prior the Kick-In and 350 bachelor and 330 master students joined the online facility market during the Kick-In.

In addition to the facility market, an event in collaboration with ESN and the Buddy Committee (BC) would have been organised, to again help the international students and catch the first questions. Due to a lack of organisational capacity this was not established.

Furthermore, the DE&I Officer has been given a stand during the Opening Market of the Kick-In. This stand has been experienced as a success. However, it might be that students felt the stand was only for the LGBTQ+ community. Therefore, in the future this stand should be supplied with information for other minorities.

Finally, the do-group parent training was complemented with an awareness video regarding sexual consent.

### SUCCESS

#### **Aim: improving and extending the recruitment of existing UT-students for the buddy program.**

The indicator for this aim was: *The number of buddies for the buddy program has increased.*

The February 2021 edition had a Buddy-participant ratio of 1-2.9. Unfortunately, there is no data available from the February edition of 2020.

Compared to the Kick-In September editions in 2020, the Buddy-participant ratio has increased from approximately 1-3,5 to 1-4,4. While the increasing ratio is unfortunate, the number of Buddies has increased for the September edition, 52 to 70. However, the number of participants has increased enormously. While we had 180 applications in 2020, we got over 400 applications in 2021. It is still hard to make assumptions based on these numbers, due to missing documentation from previous editions.



## PARTIAL SUCCESS

### **Aim: Setting up initiatives to include all students in events of associations.**

The indicator for this aim was: *At least 5 association events that collaborated with the Buddy program to include all students in the events of associations.*

To contribute to the integration of international students within associations and help both international students and associations, this goal was included. We believed that Buddy could contribute to achieving this goal and therefore, we indicated that the BC should at least organise 5 events in collaboration with associations.

Throughout the year the BC has collaborated with several student associations, such as ESN, AFRISA, EMSA, Sustain and UNICEF Student Team Enschede. In the end this led to organising a scavenger hunt and ice-skating event. Due to COVID-19 a Potluck & Workshop event together with UIF got cancelled. Furthermore, COVID-19 brought a lot of uncertainties therefore, less events with associations were scheduled than intended.

Although, the BC did organise some events in collaboration with student associations, not all students were included in these events. Therefore, we conclude this aim as a partial success. The events were focused on Buddy Program participants. Nevertheless, the BC should focus on their participants, it is valuable for the integration at the University to also include other international students. Therefore, the Committee could make a distinction between general Buddy activities and UT wide activities. To establish events like this, we must conclude that the current composition of the BC might not be feasible.

### 3. DEALING WITH THE PANDEMIC

#### Stimulate initiatives where students can try out participating in associations

Because the Kick-In of 2020 had a less extensive program due to the pandemic, we wanted to make sure that students find an association in which they feel comfortable. It is therefore important that there are enough initiatives in which they can try out any activities. There is one indicator for both aims: *“The total amount of members in associations has not decreased with more than 5% in 2020-2021 compared to 2019-2020 according to the Activism Monitor.”*

#### SUCCESS

**Aim: Promote these initiatives through our communication channels.**

The Give it A Go platform has been established and a pilot has run during the Winter Kick-In of 2021. In the Summer Kick-In of 2021 the platform was again used and communicated via the Kick-In and Student Union channels. Furthermore, during the Kick-In bidons were handed out with information about the Student Union-community and a QR-code to the website. Compared to July/August last year the website was visited twice as much. In July/August 2020 the page was visited 800 times, with 400 unique visitors, and in 2021 2000 times, with 1000 unique visitors.

In addition, the MTAD – info market (previously Activism Market) has been organised in March 2021. Due to COVID-19, we were forced to organise this activity online. Students who were interested in a board or team year could find information on different board on our site. The ‘market’ took place online on the platform Wonder.me, where everybody could walk virtually to different boards. Because we have promoted several initiatives on our initiative to stimulate students to join a student organisation and to become active, we consider this aim a success.

#### ALTERNATIVE SUCCESS

**Aim: Setting up a plan together with the associations on how we can execute this.**

We have had good contact with the umbrellas and associations before and during the summer of 2021. There were a lot of uncertainty on which activities of associations could be organised in the Kick-In and in what way. There were some good developments before the summer. The Kick-In Committee and the Student Union have done their ultimate best to physically organise as much as possible during the Kick-In, which was often very last-minute decisions. This was appreciated by the associations, as they got to promote their association.

Furthermore, due to the NPO budget for study associations, study associations got the change to organise activities for all students in the study programme to promote social cohesion which was especially important for first- and second year students. Unfortunately, due to varied reasons outside our reach, the NPO process was delayed. In the beginning of January 2022, we had an information moment, and study associations can now make a claim for the money reserved for their association.

The number of members of recognised student organisations is monitored every year with the activism monitor. However, due to inconsistency of number of respondents, the differentiation in organisations who responded (small/big organisation, relatively new/old organisation) and several other variables, it is difficult to draw a conclusion solely based on this monitor. The past year, we have kept good contact with all organisations so we would know if they run into problems. What we have heard from several perspectives, sectors, and organisations, is that the number of members or the associations has not so much been decreased, but increased. Due to COVID-19, students have had less options to meet friends individually, because of less social (physical) possibilities and more online education. For example, having a beer in the Vesting Bar after lectures with study friends was not possible for most of 2020 and 2021. By becoming a member of an association, there are more opportunities to meet others students and improves social contacts, which students very much needed the past year. We have seen that also a lot of second year students have signed up for an association in their first year they often lived at home which was very ease do to the online education, but wanted to engage more in the student life by finding a student house and becoming a member of an association. Therefore, we have heard from several perspectives that associations have had more members in 2021 than usual (some even a member stop). The indicator for this aim was: "*The total amount of members in associations has not decreased with more than 5% in 2020-2021 compared to 2019-2020 according to the Activism Monitor*". We cannot say based on the activism monitor if this indicator is achieved. However, the aim to make sure that students find an association in which they feel comfortable is achieved, not by a plan but by several initiatives described above. Therefore, we consider this aim as an alternative success. The activism monitor has been upgraded to a dashboard the past year. Within this dashboard, student organisations can see for themselves where they stand compared to (the same size) organisations within and out their sector. The Student Union can for example see where activism is not that great in the whole student community. Both the Student Union and the student organisations can adapt their policy based on this information.