

EHEA WIDENING PARTICIPATION IN OUTWARD MOBILITY PROJECT

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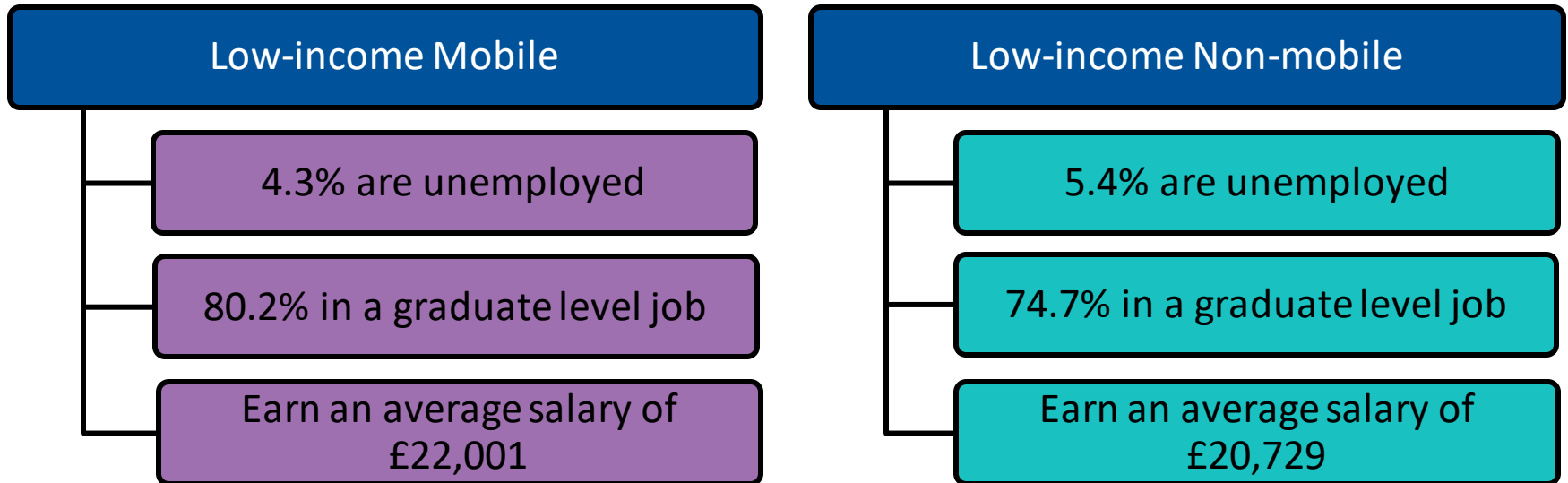
INTRODUCTION

Universities UK is the voice of universities, helping to maintain the world-leading strength of the UK university sector and supporting our members to achieve their aims and objectives.

The UK Strategy for Outward Student Mobility aims to **double the percentage** of UK-domiciled, full-time, first degree students who undertake international placements as part of their higher education programmes to **just over 13% by 2020**.

GONE INTERNATIONAL: MOBILITY WORKS – 2017 REPORT

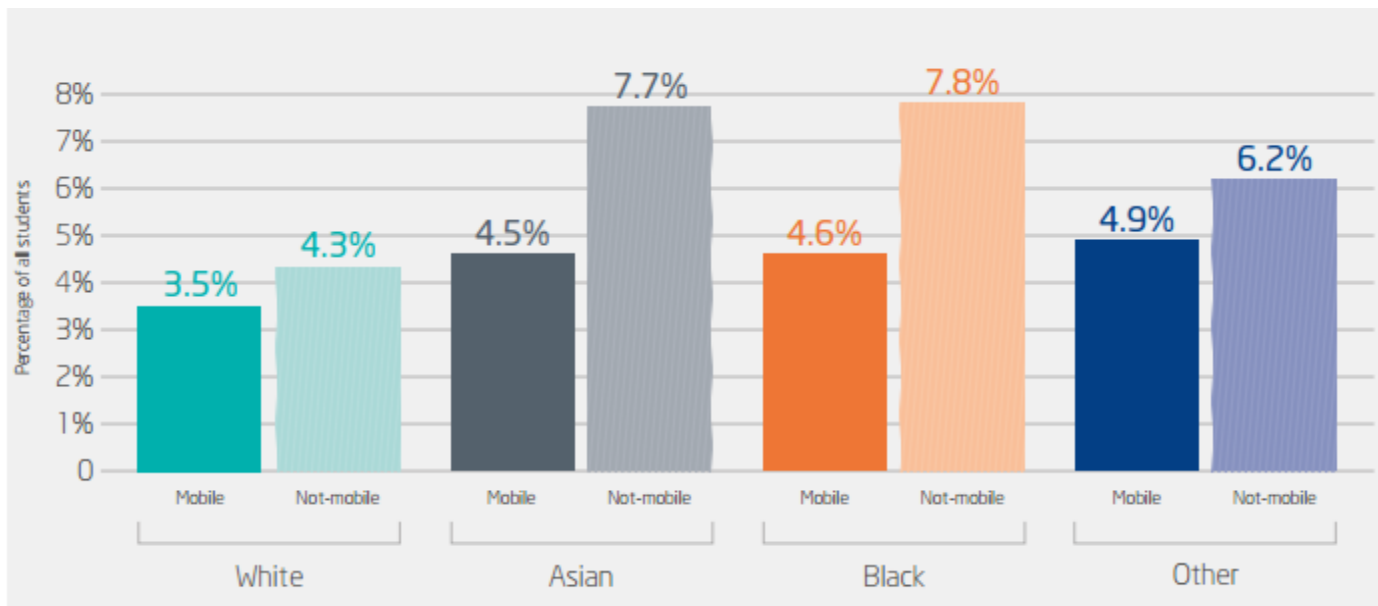
Six months after graduating mobile students in this sample were: **32% less likely to be unemployed**. More likely to be in a **graduate job** and earning **5% more** than their non-mobile peers.



GONE INTERNATIONAL: MOBILITY WORKS – 2017 REPORT

Asian mobile students were **71%** less likely to be unemployed than non-mobile peers

Black mobile students were **70%** less likely to be unemployed than non-mobile peers



Participation Rates by ethnicity and socio-economic group (non-language students)

THE PROJECT

The EHEA Widening Participation in Outward Mobility Project will **develop a toolkit** to support higher education institutions and colleges of further education to develop effective strategies to **increase participation in mobility** programmes by students from **disadvantaged and under-represented backgrounds**.

The toolkit is intended to help achieve a **year on year increase** of students from widening participation backgrounds engaging with outward mobility programmes.

BACKGROUND

- The project will produce a **research report** and an **online toolkit** of practical advice, guidance and case studies of good practice.



Students from low socio-economic backgrounds

Students from low participation neighbourhoods

Black and Minority Ethnic Students

Disabled Students

Care experienced students

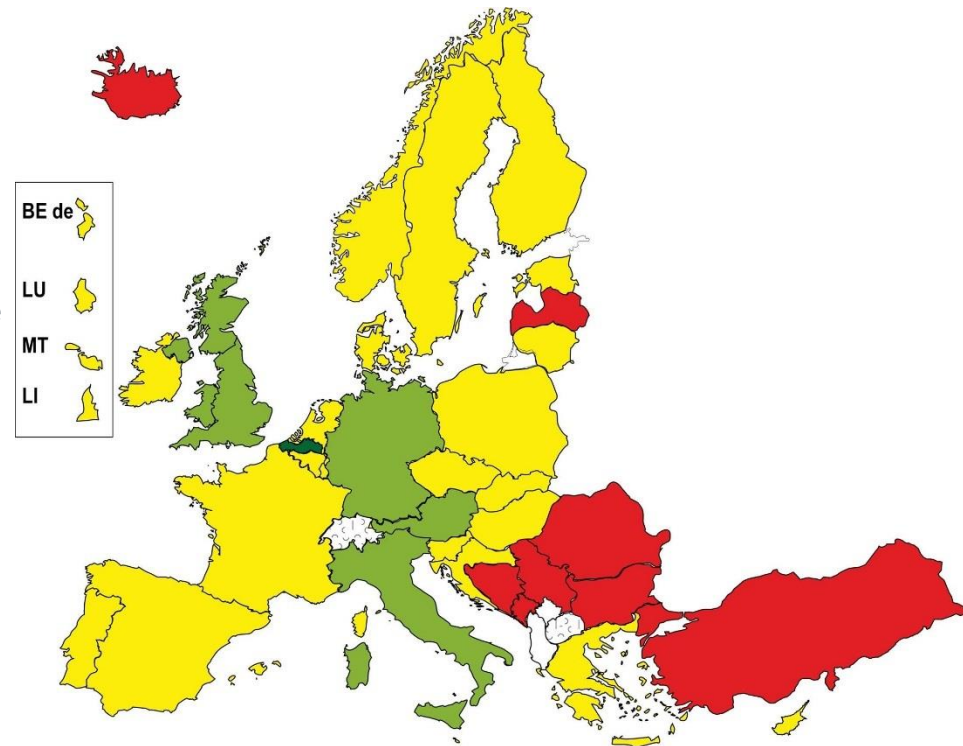
- The UK project will be complemented by a **parallel proposal from the Republic of Ireland**, led by the **Irish Universities Association**.

EUROPEAN CONTEXT – EURYDICE MOBILITY SCOREBOARD

National targets regarding the participation of students with low socio-economic background in mobility programmes;

Comprehensive monitoring of the participation of students with low socio-economic background in mobility programmes; and

Financial support in the form of public grants provided to students with low socio-economic background to participate in mobility programmes.



STUDENT MOBILITY 2015-16

- Students from higher socio-economic backgrounds had a participation rate of 2.5% compared to 1.5% for students from **low socio-economic backgrounds**.
- The participation rate was 1.8% for students from high-participation areas and 1% for students from **low-participation areas**.
- **BME students** represented 22.2% of the student cohort but only 17.6% of the outwardly-mobile group, meaning the gap in participation was 4.6%.
- **Disabled students'** participation rate in mobility was 1.5%. This is below the HE sector average for the year.

*'The interconnected nature of social categorizations such as **race, class, and gender** as they apply to a given individual or group, regarded as creating **overlapping and interdependent systems of discrimination or disadvantage**'.*

LOCATION

- Students from the UK went on outward mobility placements to on average 170 countries each year across the world **during the last three years.**



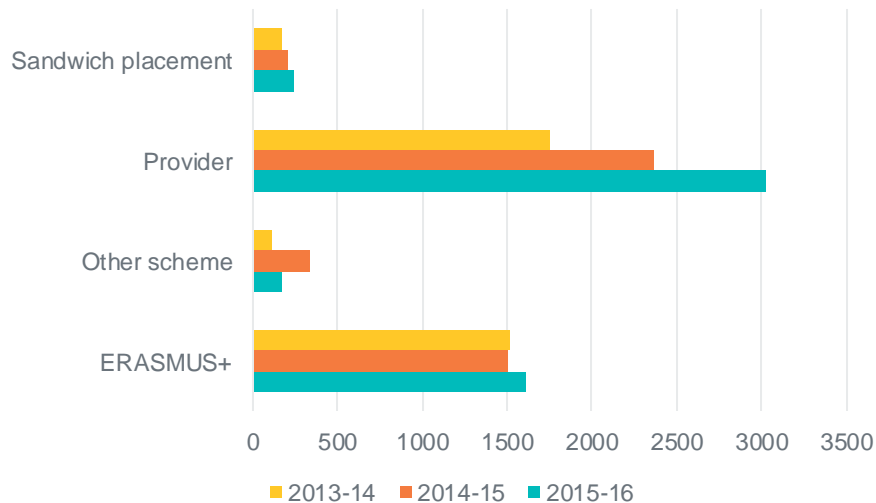
The most popular locations were:

- France
- United States
- Spain
- Germany
- Australia
- Italy
- Canada
- Netherlands
- China

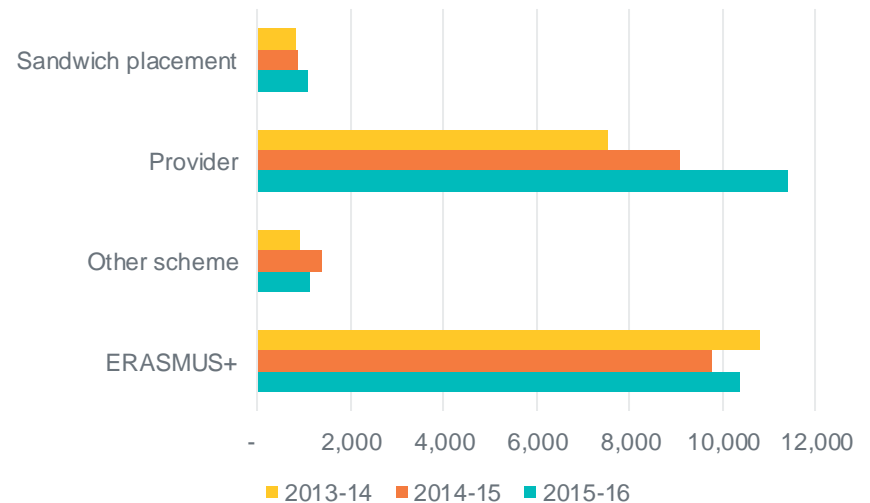
MOBILITY PROGRAMME

- When splitting the data by either **socio-economic background** or by **low-participation neighbourhood** the majority of students were taking part in **either Erasmus+ or a provider-led programme**. This follows the national pattern. **BME students** were more likely to undertake a period of mobility as part of a provider-led programme.

BME Students



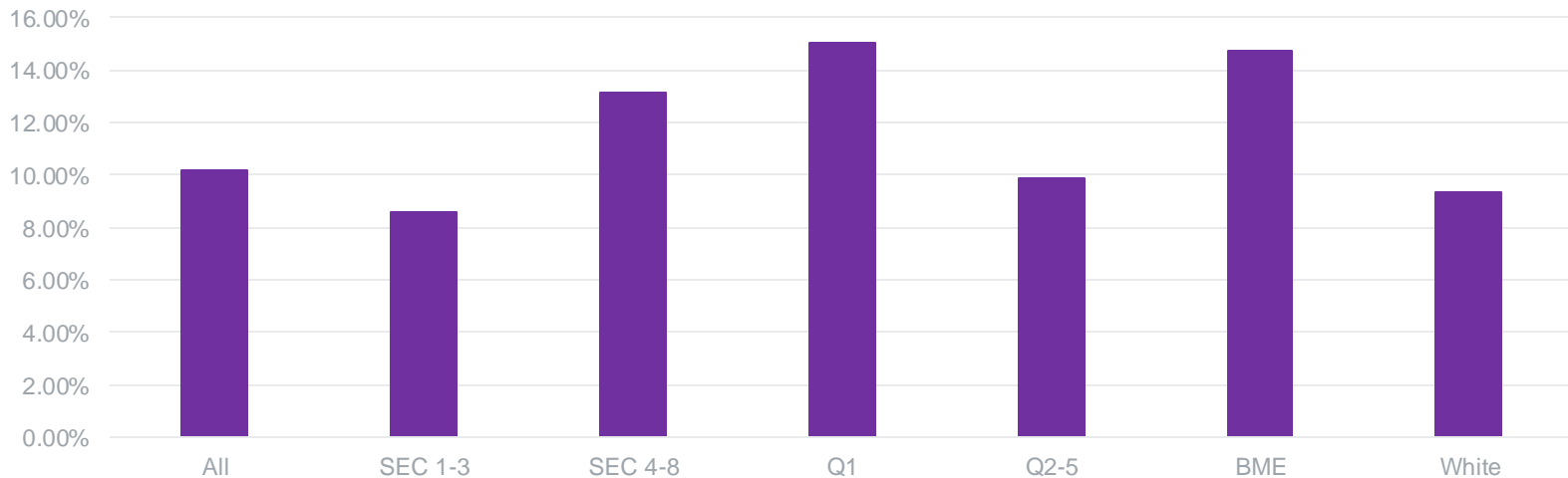
White Students



DURATION

- Growth in short term mobility is more pronounced for our projects target demographics –**150% SEC 4 -8, 166% LPN, and 149% BME students**
- During 2015–16, across all the disadvantaged and under–represented demographics we saw a higher percentage of mobility being undertaken for a week compared to peers. Growth of between **243% and 365%** since 2013

➤ 1 week mobility





UNIVERSITY OF GREENWICH: SUMMER MOBILITY SCHOLARSHIP

Background

- This initiative set out to redress historically low rates of outward student mobility by offering a **funded non-credit bearing mobility programme during summer term**
- Spanish language teaching, cultural activities and social activities

Approach

- Priority is given to students from a **WP background with limited international experience**
- Primarily aimed at students in **year 2 or 3** of their undergraduate degree
- **Extensive pre-departure information via group sessions and 1-2-1s**, parents also invited

- **Application process followed by interview**
- **Staff attend mobility with group, students stay with host families**
- **Overall mobility at the University has more than doubled since the programme was introduced.**

Tips from University

- **Support** – ensure right level of support is offered as students may not have been abroad before
- **Feedback** – make changes to the programme following student feedback.
- **Ambassadors** – returning students can further expand skillset through presentations, public speaking, networking

NEWCASTLE UNIVERSITY: SUPPORTING STUDENTS (ASD SPECTRUM)

Background

- University is committed to ensuring that all students can access the full range of activities offered by the institution, **Including outward mobility**
- Support delivered primarily by the **Wellbeing Team**

Approach

- Initial discussion to **explore what support options** are available at the institution and discuss alternative activities where the offer is not the same
- The International Team **share contact details** with the Wellbeing Team, allowing them to ask the institution questions directly

- **Student's reasonable adjustments agreement is revisited**
- Once a suitable mobility opportunity has been secured, the Wellbeing Team will meet the student for a **pre-departure information session**
- The Wellbeing Team offer support to the student **while they are abroad**

Tips from University

- **Start early** – allow the student enough time to make the right choice
- **Student-led** – they know what they need to study effectively and the strategies that work for them
- **Collaborate** – it is crucial to ensure a level of continuity for the student when on mobility

OFFICE FOR FAIR ACCESS – GUIDANCE

Be Strategic: Take an organisation-wide approach. Consider your institutions student makeup and focus on demographics that are priorities for your organisation.

Collaborate: Your institutions Outreach or Widening Participation teams will be able to advise on institutional priorities and to help you to embed activities across the organisation, ensuring long-term sustainability for your programme.

Focus: Include activities that are focussed on supporting students from specific demographics to engage with outward mobility. OFFA encourage proactive activities which target specific underrepresented groups.

Evidence your impact: OFFA requires evaluation of all activities included within access agreements. It is important that you set up ways of monitoring and evaluating your mobility programmes in order to report

on these to OFFA.

Innovate: When choosing your activities think outside the box. OFFA encourage institutions to be flexible when responding to the different needs and circumstances of their students. It is important to consider what works for you as an organisation and ensure that you introduce tailored programmes for supporting different students onto mobility.

FOCUS GROUP – EARLY FINDINGS

We will be holding focus groups at our project institutions through the summer.

Students were asked to identify barriers and to rank these from most to least challenging:

- **High: Finance (or Language skills if visiting a non-English speaking country).**
- **High: Accommodation**
- **High: In-country Support**
- **High: Culture**
- **High: Family**
- **Low: Impact on degree**
- **Low: Homesickness**

Students were asked to offer potential solutions to these barriers and suggested the following:

- **Preparation to start at least 12 weeks before departure**
- **More testimonies from students who have been mobile**
- **More information about the overall programme and funding available**
- **Offer the chance to travel in pairs/groups**
- **Buddy scheme for incoming students**
- **Post-mobility network**

LOOKING FORWARD

We recently opened a **national call** for institutions to share examples of good practice with us to feature in the toolkit.

Case studies can cover any area of work that supports students onto outward mobility

Institutions who are interested in submitting a case study will need to **complete the template** and email it to katherine.allinson@international.ac.uk



ACTION OUTCOMES

We are asking delegates to **commit to an action** following this session, and to tweet it using the conference hashtag:

#NEON2017

- “I will reflect on this learning in light of my current practice”
- “I will book in a meeting with my mobility team to learn more about supporting students”
 - “I will write some guidance for students interested in mobility”
 - “I will discuss including outward mobility in our access agreement”
 - “I will organise a workshop for students interested in mobility”
 - “I will set up a learning lunch with students who have been on mobility”
 - “I will submit a case study to Go Internationals widening participation toolkit” (!)