ARC8 Expert Group on Inclusive International Mobility of People and Knowledge meeting

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21 January 2021, online
I. Europe – status quo

Stage of conceptualisation of:

1. **WHAT ‘inclusion’ in IHE truly means** – terminological variety (social dimension, widening access, widening participation, inclusiveness, inclusivity, etc.). Some examples:

   **Social dimension**: “the creation of an inclusive environment in higher education that fosters equity and diversity, and is responsive to the needs of local communities” (BFUG Advisory Group 1 for Social Dimension, 2020).

   **INCLUSION (in an internationalisation context)** – the process of taking targeted measures to correct access inequalities of specific underrepresented groups to internationalisation activities and/or to their full benefits. (ACA Reflection Paper, 2019)
I. Europe – status quo

2. Inclusion of **WHOM** – which are the **targets groups** to be further included in IHE?

**Students with disabilities** (physical, mental, sensory, educational, etc.)

**Students from disadvantaged backgrounds**, namely students:

- from lower socio-economic backgrounds or without a higher education background, first-generation in higher education students,
- from minority groups (based on race, ethnicity, sexual or religious orientation, gender, identity, etc.)
- with a migrant or refugee background,
- working students,
- with family obligations, etc.

**Non-mobile or less-mobile students** (e.g. specific subject areas like teacher training)
I. Europe – status quo

3. Inclusion **WHERE**, in which specific IHE activities?

- Delineation between *internationalisation abroad* (e.g. mobility, TNE) and *internationalisation at home* activities and the hybrid activities (e.g. joint programmes, partnerships)
- Primary focus on *(inclusive)* mobility thus far
- Emerging talk about inclusive collaborations, inclusive admissions
I. Europe – status quo

DATA on inclusion in IHE – largely lacking

- Primarily on participation in international mobility: use of ‘special needs grants’ support in E+ (under 1% of all E+ mobile students), participation by social background

![Temporary enrolment abroad by educational background](image)

*Figure B10.2*

**Temporary enrolment abroad by educational background**

*Share of students (in %)*

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*Data source: EUROSTUDENT VI, I.3.*

*Note(s):* Parents educational background consists of three categories, third category (do not know) not shown here but contained in values for all students.

*EUROSTUDENT question(s):* 4.0 Have you ever been enrolled abroad since you first entered higher education in #country?

*Deviations from EUROSTUDENT standard target group:* AL, DE, IE, IT, LV, RS.
II. Europe – opportunities

- Inclusion – high on the policy agenda at European level (EU and EHEA)
  - Bologna Process Paris Communiqué – need to develop more inclusive and innovative approaches to teaching and learning – step one for inclusive societies
  - 2020: draft Principles and Guidelines to strengthen the Social Dimension of HE in EHEA
  - Erasmus+ 2021 – 2027 (triple beneficiaries, inclusion chapter, EU and national strategies to be developed, indicators)
  - European Universities Initiative – from ‘excellence vs. inclusion’ to “excellence through inclusion”

- Earmarked funding – Erasmus+

- COVID-19 – awareness of new avenues to inclusion and new dimensions of discrimination (e.g. nationality)
III. Europe – risks

- Formal instead of substantive leadership commitment (linked to awareness)
- Time pressure to launch strategies and initiatives
- Great variety across countries in level of awareness, experience with inclusion and resources
- Over focus on mobility only
- Luring power of assumptions and misconceptions (e.g. digital options are by default more inclusive, no underrepresented groups)
Thank you!

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