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***Towards more inclusive internationalization of  
HEIs abroad and at home***

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# Outline





1. ***Introduction*** – *Widening inclusion in the internationalisation of HE – a European and ACA perspective*
2. ***Interactive discussion*** – *inclusion in your institutional contexts*
3. ***Considerations for further action***



# 1. Introduction – Widening inclusion in the internationalisation of HE a European and ACA perspective



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# 1. Introduction – Widening inclusion in the internationalisation of HE

- **February 2019 event**
- **April 2019 Reflection Paper**

## ACA Reflection Paper

Internationalisation for all?  
Wider inclusion in the internationalisation  
of higher education

April 2019



# 1. Introduction – Widening inclusion in the internationalisation of HE

## The European context and debate

- **Not a fully new topic:** Bologna Process – “social dimension”, widening participation, LLP and now Erasmus+ (“special needs grants”; KA3 – social inclusion).
- **As of 2018 – new emphasis:**
  - EC proposal on Erasmus 2021 – 2027 (triple beneficiaries) and EP reaction
  - European Universities Initiative – from ‘excellence vs. inclusion’ to “excellence through inclusion”
- Transition from scattered action to a **more holistic approach of targeting multiple underrepresented groups through systemic and concerted action.**
- In the wider context of internationalisation ‘abroad’ (mobility of people, programmes and institutions) and ‘at home’



# **1. Introduction** – *Widening inclusion in the internationalisation of HE*

*Increasing diversification of student populations – a reality, with wider inclusion (in internationalisation) as a necessary response.*

**INCLUSION** – *taking targeted measures to correct access inequalities of specific underrepresented groups in various internationalisation activities and/or to their full benefits.*



# **1. Introduction – Widening inclusion in the internationalisation of HE**

## **Inclusion of WHOM?**

- 1. Students with disabilities** (physical, mental, sensory, educational, etc.)
- 2. Students from disadvantaged backgrounds**, namely students:
  - from lower socio-economic backgrounds or without a higher education background, first-generation in higher education students),
  - from (ethnic) minority groups,
  - with a migrant or refugee background,
  - working students,
  - with family obligations, etc.
- 3. Non-mobile or less-mobile students** (e.g. specific subject areas like teacher training)



# **1. Introduction – Widening inclusion in the internationalisation of HE**

## **Integration into WHAT and HOW?**

### **1. In internationalisation ‘abroad’ activities, by, e.g.:**

- widening participation of underrepresented groups in outgoing credit mobility;
- developing complementary formats (in terms of duration and delivery) to respond to the specific challenges encountered by students from the target groups;
- inclusion beyond student (and staff) mobility, i.e. mobility of study programmes and institutions (TNE ).

### **And in forms that bridge at home and abroad elements, e.g.**

- virtual exchanges and blended learning,
- joint study programmes at different levels,
- English or other foreign-language-taught study programmes at home,
- summer and winter schools, etc.





# **1. Introduction – Widening inclusion in the internationalisation of HE**

## **Integration into WHAT and HOW?**

### **2. In the internationalisation ‘at home’ activities, by e.g:**

- integrating international and intercultural dimensions into the formal and informal curriculum in the full awareness of the diversity of student groups and their access needs;
- developing complementary online formats and models (such as COIL);
- incoming students (be they degree or credit-mobile) coming from diverse backgrounds and supported for a proper integration on campus, avoiding ‘ghettoisation’; and
- scholarship programmes at European, national and university level are supported by selection criteria that enable the participation of students from disadvantaged backgrounds.



## ***2. Interactive discussion – inclusion in your institutional contexts***

*Which groups of students are (most) underrepresented in internationalisation activities of your institution?*

*What are the challenges to their better inclusion?*



## ***2. Interactive discussion – inclusion in your institutional contexts***

*Are there any good practice examples of better including the previously mentioned groups?*

*Or any ideas of what kinds of actions could be taken to foster their inclusion?*



### ***3. Considerations for further action***

1. Build a holistic approach, based on collaboration of (higher education) stakeholders at different levels.
2. **Develop a joint multi-layered strategy (European, national level and institutional).**
3. **Work with proper definitions and with a broad understanding of inclusion.**
4. **Listen to underrepresented groups and involve them in the design of measures aimed at widening inclusion in internationalisation.**
5. **Avoid stigmatisation of underrepresented groups as much as possible.**
6. Link internationalisation abroad and internationalisation at home activities.
7. Use multiple, flexible formats and complementary approaches.
8. Adapt financial conditions to the needs of the target groups - money matters!
9. Provide tailor-made guidance and increased support services.



## ***Upcoming at EU level***

- ***EU Inclusion and Diversity Strategy*** under preparation – stakeholder consultations
  
- **Erasmus 2021 – 2027 proposal – foreseen new elements**
  - Blended mobility for students and staff
  - Short-term mobility for PhD candidates
  - International opening of KA103 (in addition to KA107)



# Thank you!

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