

Making mobility programmes more inclusive: key criteria



Valérie Van Hees

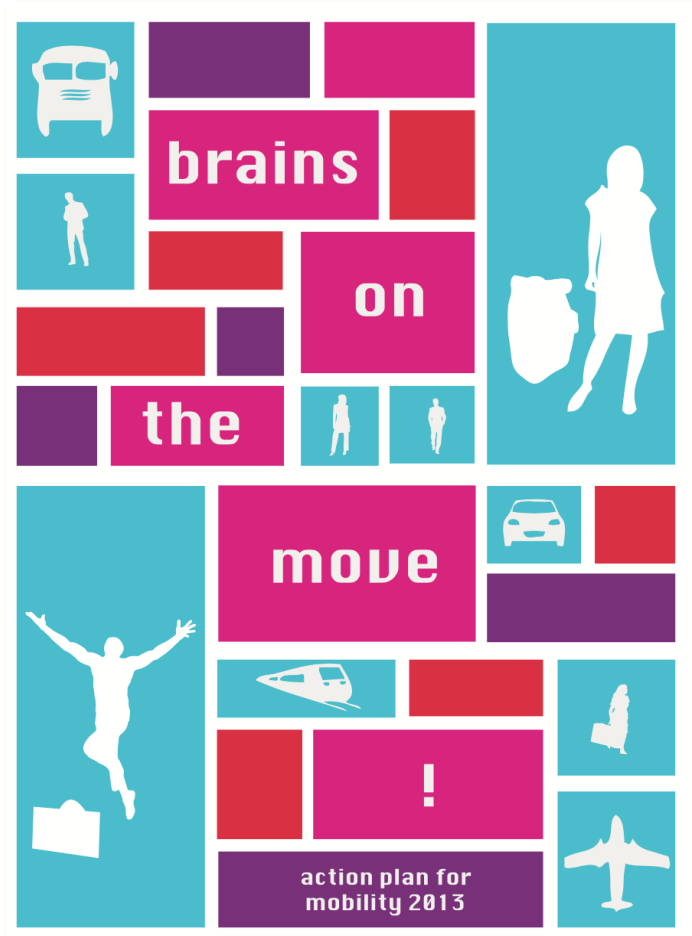
Content

- Inclusive mobility context in Flanders and Europe
- Inclusive mobility projects
- Making mobility programmes more inclusive

Inclusive Mobility context


Flanders and Europe

Flemish context



- **Action plan** for mobility of students (2013)
- Specific attention for **inclusion**:
 - targets
 - comprehensive monitoring
- **33% of the mobile students** should belong to **underrepresented groups**
 - students with study grant
 - students with disabilities
 - working students

Flemish context



	% mobile degrees of underrepresented groups / all degrees of underrepresented groups	% mobile degrees of underrepresented groups/all mobile degrees	% students from underrepresented groups that obtain a degree (mobile and non-mobile) / all degrees
Belongs to underrepresented groups	16.40%	22.20%	24.60%
Received a study grant	17.20%	20.90%	22.00%
Was working student	7.05%	1.04%	2.53%
Had a disability	17.51%	0.96%	0.99%
Flemish average	17.24%		

Percentages of mobile initial degrees from students of underrepresented groups 2018-2019 - Monitor student mobility Action plan “Brains on the Move” Flemish Government

Flemish context

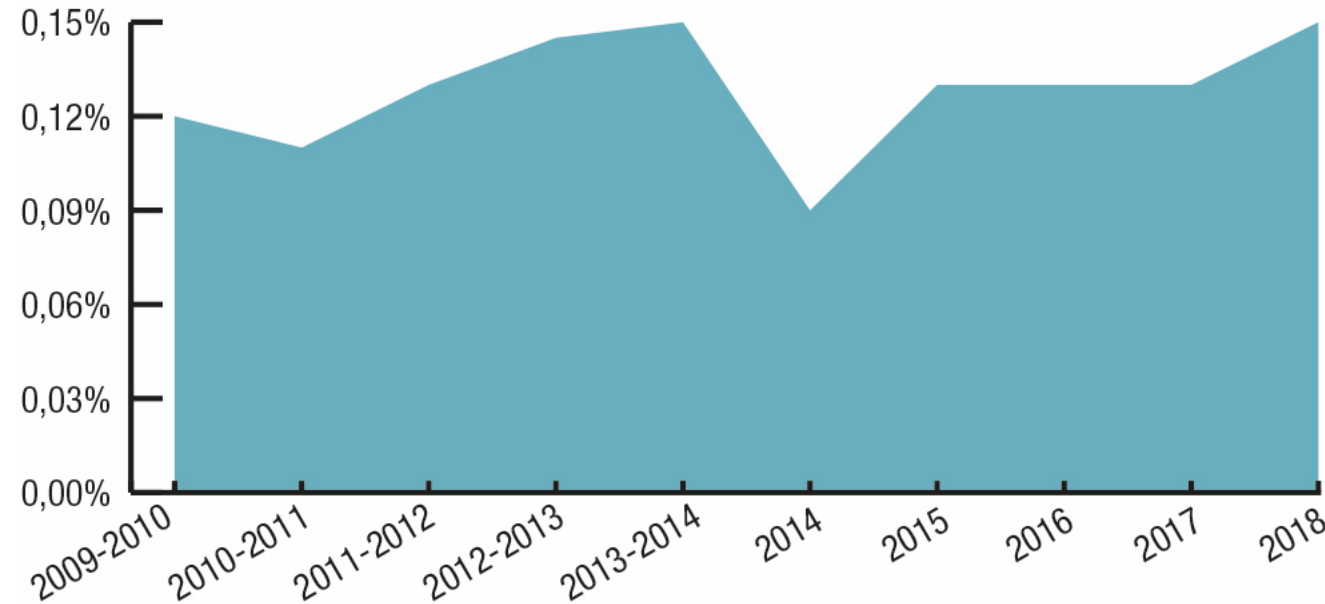


- **Registration and monitoring data**
- **Promotion** outward (short) mobility
- **Reliable data** on regulations, grants and support services
- **Agreements/cooperation at EU level** on recognition of disabilities and (transfer) of support services
- **More qualitative support** before/during/after mobility (attention incoming mobility!)

European context

- European Commission sets at **20% of HE students** have been **mobile by 2020** (Flanders = 33%).
- In 2017 more than **300.000 students** went on exchange
- Only **21.000 students** received a top up for students from a **disadvantaged background (7%)**.
- **Special needs support** in Erasmus+ is **stagnating**.

European context



Students who received a **special needs support** represent **only 0.11-0.15%** of the beneficiaries in Erasmus+ mobilities for Higher Education studies and traineeships **over the past 10 years.**

Conclusion



Inclusive Mobility Projects

EPFIME and PLAR-4-SIMP

Inclusive mobility projects



- Enhancing a thought-out **P**olicy and **F**ramework on **I**nclusive **M**obility across **E**urope
- Examine in-depth the needs and expectations on inclusive mobility of national authorities, students with disabilities and higher education institutions across Europe
- **May 2019 - May 2021**

Inclusive mobility project

PLAR-4-SIMP
inclusivemobility.eu

- **Peer Learning Activities and Resources for Social Inclusion in Mobility Programmes (PLAR-4-SIMP)**
- **Support national authorities and higher education institutions across EHEA** in the reform of their policies and practices to widen the participation of disadvantaged students in mobility programmes
- **May 2020 - May 2022**

Methodology

Desk Research

Surveys

1134 students with disabilities
from **30+ countries**

114 Universities from **22**
countries

23 Ministries from **22 countries**

Focus groups

Definition

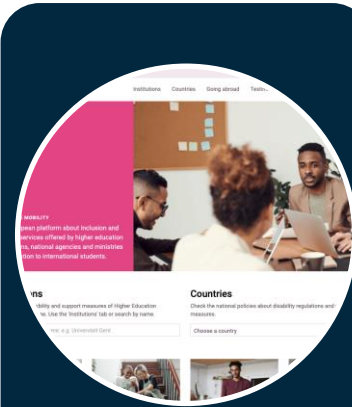
“ **Inclusive Mobility** ” means creating and ensuring adequate conditions to learn, work, or volunteer abroad for people with fewer opportunities, by addressing their diverse support needs. It is a **needs-based approach** to what the individual beneficiary needs to ensure a safe and exciting mobility period abroad. It is important to not generalise needs, needs are specific and the individualised aspect of it is highly important.

The Inclusive Mobility toolkit



Reports

- Research report
- Policy recommendations



IM.eu

- Promote your institution's inclusive practices



Framework

- Consult the objectives and action points



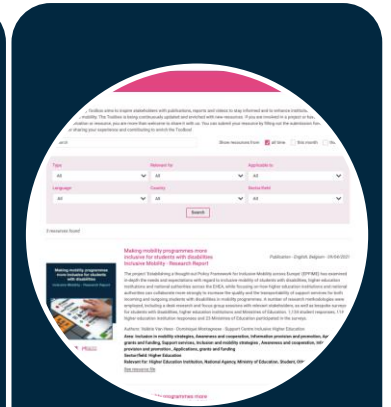
Self-assessment

- Assess your strategies and practices



Guidelines

- Find detailed recommendations, advice and tips



Toolbox

- Share our resources
- Find inspiration from others

Reports

Making mobility programmes more inclusive for students with disabilities

Inclusive Mobility - Research Report



EPFIME
inclusivemobility.eu

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Making mobility programmes more inclusive for students with disabilities

Inclusive Mobility - Booklet of policy
recommendations and good practices



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Issues faced

Inclusion in mobility
strategies

Information
provision and
mobility promotion

Grants, funding and
application

Support services

Student life

Awareness and
cooperation

Issues faced

Legend

	Testimonial
	Key finding
	Good practice
	Recommendation

Inclusion in mobility strategies

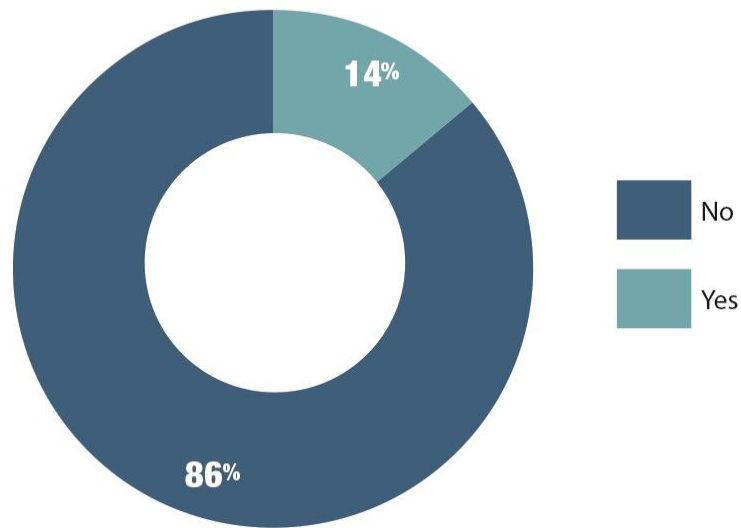
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There is a lack of quantitative and/or qualitative targets in the national policies on participation of students with disabilities and proper data management tools.

EPFIME respondent – Higher Education Ministry representative

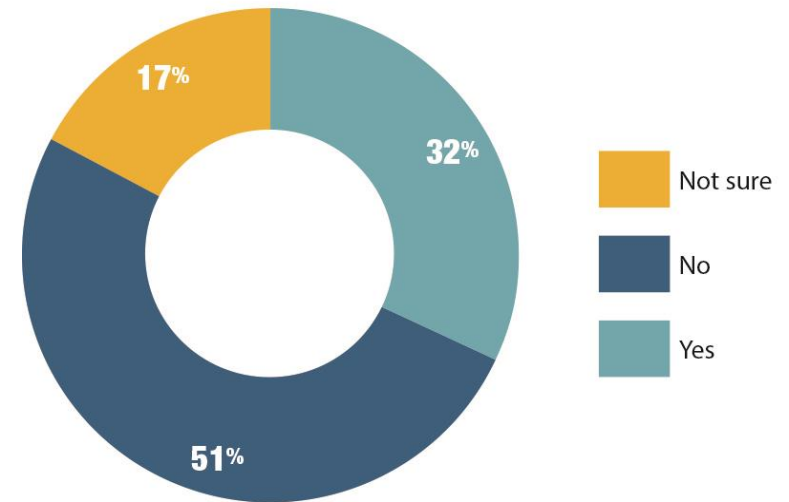
Inclusion in mobility strategies

Ministry level



Have mobility targets for students with disabilities

Institutional level



Have inclusive mobility in their institutional strategic plan

Inclusion in mobility strategies

	Definitions of disability are varied and diverse across EHEA countries.
	Data collection is not common and often limited to collecting mobility data from the Erasmus+ programme (outgoing mobility).
	Inclusion measures, targets to ensure social inclusion in mobility towards students with disabilities are rarely existent at country and institutional level.
	The impact of mobility abroad on students with disabilities is rarely studied by national authorities.

Inclusion in mobility strategies



Belgium - Vives University of Applied Sciences/Flemish Community - The internationalisation strategic plan addresses inclusion (...) and ensures necessary structures so that all students and staff can gain an international experience by removing all possible barriers (including financial, physical and mental barriers) and by offering qualitative support for both incoming and outgoing students with specific needs (e.g. short mobility options, targeted mobility grants, qualitative support before, during and after a mobility period).

Information provision and promotion

“

I have not heard of any information about an Erasmus programme for disabled students.

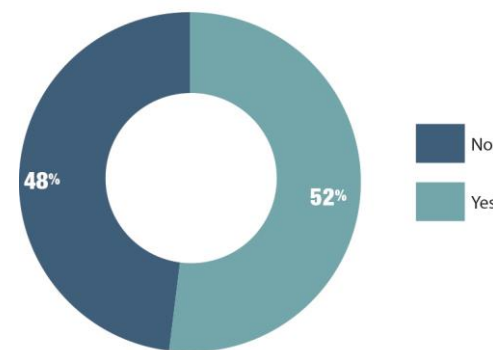
“

Much of the information on the foreign exchange programmes is given via public talks without captioning, interpreters or video recordings, and questions are generally taken verbally or over the phone, which is inaccessible to me as a deaf person.

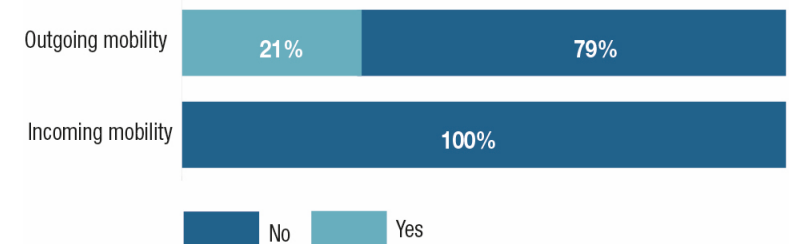
EPFIME respondent - Students

Information provision and promotion

Ministry level

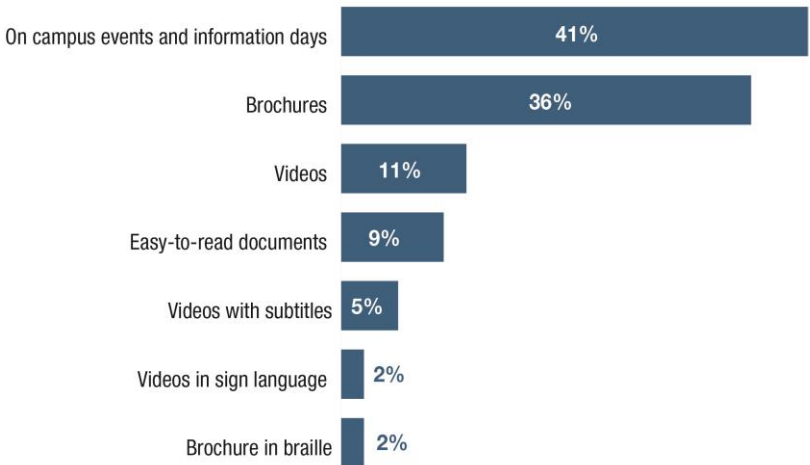


Is specific information on mobility provided for students with disabilities?





Initiatives to attract more incoming students with disabilities and encourage more outgoing students with disabilities

Institutional level



Ways to provide information on mobility abroad towards students with disabilities

Information provision and promotion

	<p>Some higher education institutions already encourage students with disabilities to go abroad, but only a limited number of higher education and no national authorities seem to be actively encouraging students with disabilities to come to their institutions.</p>
	<p>The information provision and promotion on mobility abroad for students with disabilities is lacking. Campaigns are limited and do not reach students with disabilities.</p>

Information provision and promotion



Greece - The Erasmus+ National Agency - instructs higher education institutions to give priority to students with special needs as long as they fulfil the selection criteria. It has also published leaflets in braille for distribution to Greek higher education institutions.

Funding, grants and application

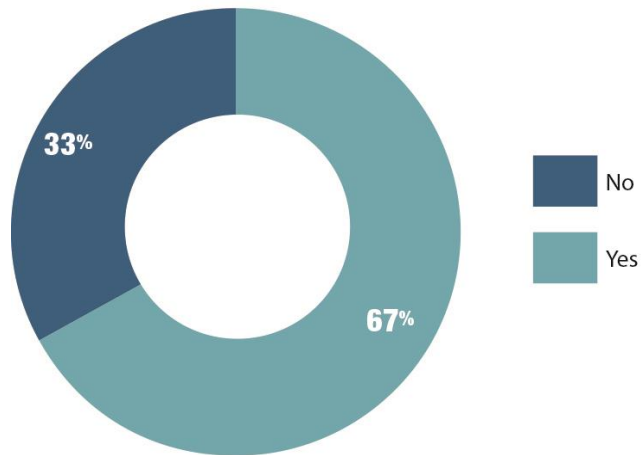
“ The greatest barrier is the limitation of funds, which makes it difficult to cater for all the needs of students with disabilities. Outgoing students, who are not taking part in Erasmus+ or national programmes, do not get funding for the additional costs due to their disability

“ Some forms of financial support (e.g. sign interpreters, pedagogical help, etc.) can in principle also be deployed abroad, but some regulations are very complicated and require a lot of administration.

EPFIME respondent – Higher Education Institution representative

Funding, grants and application

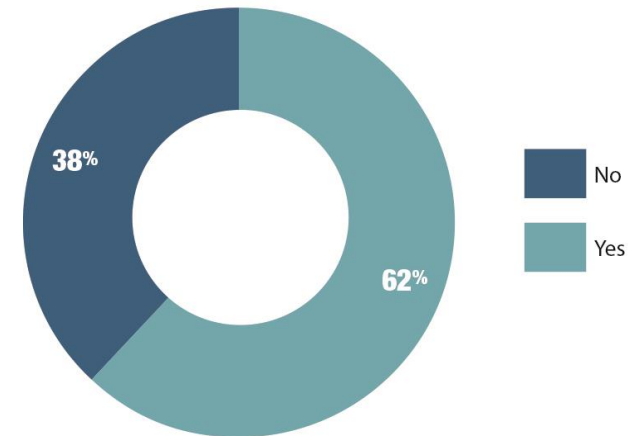
Ministry level



Percentage provision of specific mobility grants or support services for outgoing SWD

14 ministries out of 20 provide **additional specific mobility grants** and/or support services for students with disabilities going on a mobility abroad.





Ministry level



Percentage portability of national grants or support services abroad

In **13 countries** out of 21, **national grants** and support services for students with disabilities are **transportable abroad** for an exchange programme, while **this is not the case in 8 countries**.

Funding, grants and application

	Students with disabilities, higher education institutions and national authorities report significant barriers in the application process and the portability of grants and support services abroad.
	When an additional Erasmus+ grant was approved, the overall satisfaction regarding the covering of financial expenses are positive for students with disabilities.
	The lack of transportability of grants and support systems hinders students with disabilities to undertake a mobility abroad.
	Preparatory visits are valued as extremely helpful for students with disabilities and the home institution

Funding, grants and application



Belgium - EPOS, the Flemish Erasmus+ National Agency -

developed an easy funding application process for preparatory visits to the student mobility destination in Erasmus+ mobilities. A trusted person/coach can also accompany the student on this preparatory visit.

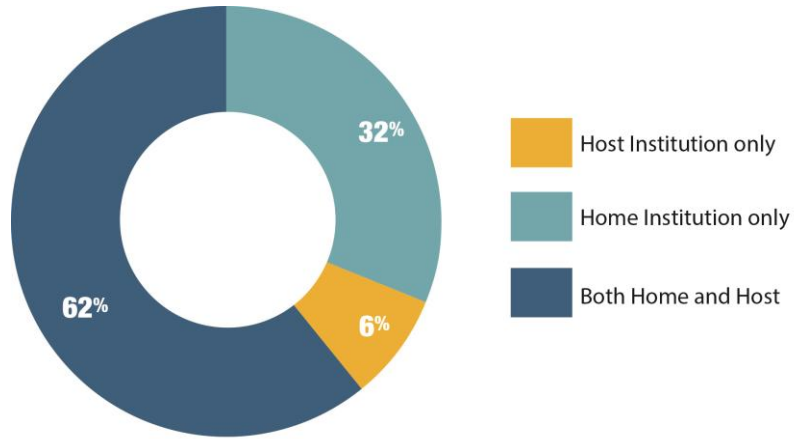
Support services

“

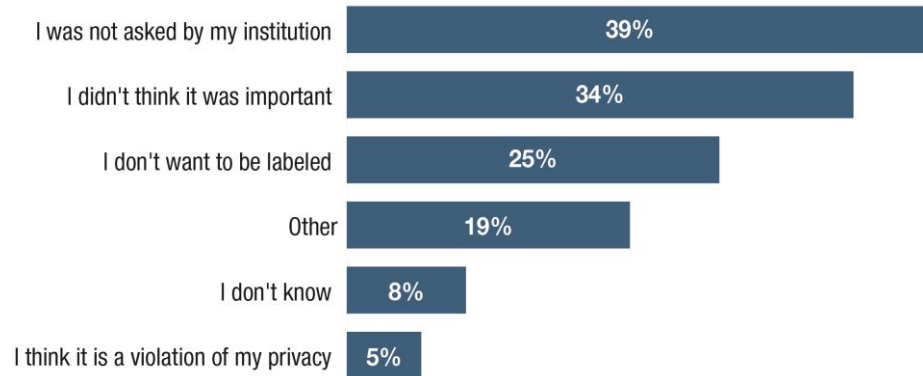
It takes a lot of time to organise the support abroad. The Erasmus+ funding is often not confirmed until very late. No guarantee that additional costs can all be covered by this funding. Students are fearful of not getting support abroad, students need a support network which would not be available abroad. It is particularly difficult for students with physical and sensory disabilities who are often reliant on family members for support needs. They may have to organise their own supports outside of college hours (e.g. Personal Assistant, transport, etc.)

EPFIME respondent – Higher Education Institution representative

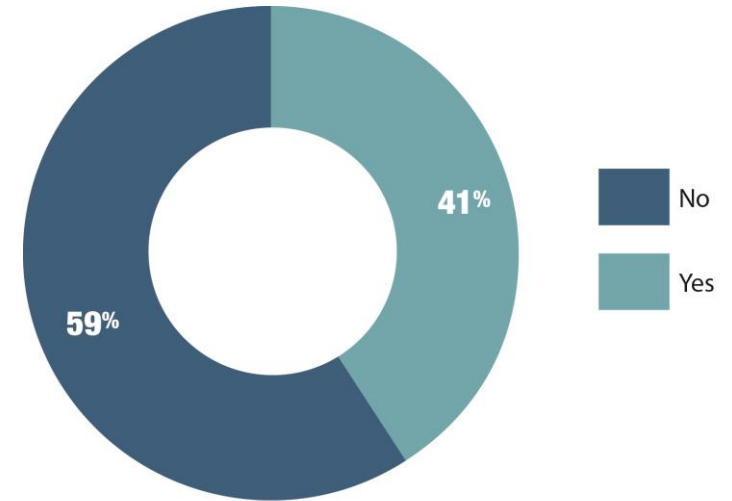
Support services



**Disclosure of disability
(student survey)**






**Reasons for not disclosing the disability
(student survey)**



**Have specific administration procedures in place
for the mobility of students with disabilities
(institution survey)**

Support services

	<p>Disclosure of the disability is an important topic for students with disabilities. When preparing their mobility abroad, many students disclose their situation both to the home and the host institution.</p>
	<p>Higher education institutions do not automatically acknowledge the disability status as well as the reasonable adjustments offered by the home institution.</p>
	<p>Students with disabilities are rather positive about the support services offered by the host institution. Students value foremost the support from staff during the international mobility period and consultation about their needs and preferences.</p>

Support services






France - Université de Lorraine - In the Erasmus+ inter-institutional agreements, the University of Lorraine mentions explicitly the engagement and capacity to welcome incoming students and staff with disabilities. Regarding outgoing mobility, at least 4 months before the mobility takes place, a meeting is held between the student, the international officer, the disability officer and the academic department concerned to identify all the individual needs of the student in the host institution.

Student life

“ My student dorm is managed by the office of equal opportunities, therefore it is specialized for students with disabilities. Therefore the management also knows how to help us. And the people are also kind and helpful in this dorm.

EPFIME respondent - Student

Student life

	The satisfaction regarding the offered student housing is rather positive.
	Students point out the lack of available information regarding the accessibility of the destination, transport, housing and campus , and the best places to go socially .
	Students point to more support with everyday life necessities (e.g. medical support, cooking, etc.).

Student life



Italy - The University of Trento - cooperates with the Erasmus Student Network (ESN) to welcome and integrate their incoming students, especially those with disabilities. This cooperation focuses mostly on organising campus tours with the international students and searching for buddies to support students with disabilities to overcome everyday challenges.

Awareness and cooperation

“ Specific barriers could be also the lack of translators to a particular sign language or the lack of coordinators for student support (disability/inclusion officers). Improvement of cooperation between support coordinators and international officers is crucial but challenging.

EPFIME respondent - Ministry of Education representative

Awareness and cooperation




The lack of **awareness** on the barriers, as well as the lack of **communication and collaboration** between **different stakeholders** are a barrier to supporting international students with disabilities effectively.

Awareness and cooperation



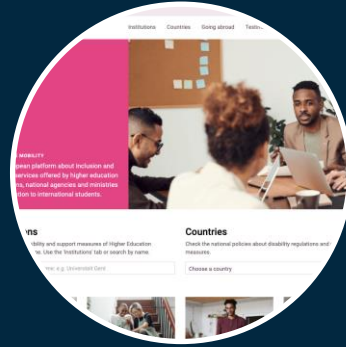
Ireland - Higher Education Authority - As part of their audit and monitoring visits to Irish HEI's participating in Erasmus+, the HEA'S international section actively engages with disability officers based at each institution to communicate the opportunities available to students with disabilities to partake in Erasmus+, and about the additional supports available for them.

The Inclusive Mobility toolkit




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- Research report
- Policy recommendations



IM.eu

- Promote your institution's inclusive practices




Framework

- Consult the objectives and action points




Self-assessment

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Toolbox

- Share our resources
- Find inspiration from others

Framework on IM



ENGLISH NEDERLANDS

Framework Self Assessment Toolbox FAQ Contact

INCLUSIVE MOBILITY

This platform aims to support higher education institutions, national agencies, and ministries of education to assess the inclusiveness of their institutional policies and practices on the topic of international mobility and to provide them with feedback and advice for further improvement.



Inclusive Mobility Framework

The framework aims to bring a comprehensive overview of strategic objectives and action points that the respective stakeholder could undertake to install a sustainable inclusive mobility strategy at institutional and/or national level. Each framework focuses on student mobility between higher education institutions.

[Consult the framework](#)

www.inclusivemobilityframework.eu

Framework on IM

What is your perspective ?

Higher Education Institution	National Agency	Ministry of Education
------------------------------	-----------------	-----------------------

The framework for higher education institutions consists of five main areas, 18 objectives and 42 action points. Implementing the action points will allow you to install an inclusive mobility strategy at institutional level. In the guidelines you can discover more tips and tricks to implement the action points in a successful way.

Which area would you like to focus on?


Inclusion in mobility strategies
Awareness and cooperation
Information provision and promotion
Applications, grants and funding
Support services

Choose an objective for 'Awareness and cooperation' to view possible action points

The higher education institution ensures that necessary cooperations and structures are in place to ensure an inclusive mobility experience for all students.

The higher education institution ensures that necessary staff, internal cooperations and structures are in place to ensure an inclusive mobility experience for all students			—
ACTION POINT	STAGE	FLOW	
Ensure roles and responsibilities of staff in delivering on inclusive mobility practices and procedures are explored and clearly outlined. Once good relationships have been established between the relevant staff, the institution should go about developing written procedures to improve mobility experiences and collaboratively draw up a plan of staff responsibilities in relation to the mobility of disadvantaged students. This plan should contain the details of the personnel responsible for carrying out both general tasks associated with inclusive mobility (e.g., targeted promotion to disadvantaged students) and the more specific tasks associated with supporting individual students pre, during and post mobility (e.g., needs assessment, financial planning etc).	General	Incoming, Outgoing	
Building relationships between relevant departments and faculties on campus is vital to effectively promote inclusive mobility practices and build sustainable procedures which ensure that all students have a smooth and successful mobility period. Some of the key internal stakeholders in delivering inclusive mobility at a strategic and a practical level are senior leaders, international offices, inclusion offices, departmental mobility coordinators/champions, career department, marketing and communications departments, students and student unions. Fostering relationships between these relevant professionals is vital but the most important internal relationship of all is the one between staff in the inclusion support and international offices, and in particular – how they collaboratively engage with incoming/outgoing students and external institutions to achieve inclusive mobility experiences for disadvantaged students. Staff working in these areas need to take time to work together, organising regular meetings, not only to gain insights into the challenges of mobility programmes but also to share what works for disadvantaged students.	General	Incoming, Outgoing	

Self-assessment tool on IM

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Framework Self Assessment Toolbox FAQ Contact

Self Assessment Tool

Home Page > Self Assessment Tool > Higher Education Institution

Higher Education Institution

The self-assessment tools for higher education institutions consists of 42 statements. Read all statements carefully and click on the answer that in your opinion best applies to your institutional situation. There are no right or wrong answers. All questions are mandatory. You can easily adjust previous answers. You can follow the progress on the test in the progress bar.

At the end, your results will be visualised in a spider web. Additionally you will get suggestions of action points that you can undertake to reach the objectives of that main area. By taking the test at different points in time, it can show how and if approaches might have changed. The results are fully anonymous, no personal data are stored.

You can email the results to yourself and colleagues. As such you can start discussions with your colleagues on how to improve your institutional approach!

0%100%

This section includes 11 statements on mobility strategies and procedures at institutional level. Read all statements carefully and click on the answer that in your opinion best applies to your institutional situation. There are no right or wrong answers. All questions are mandatory.

My institution has leadership commitment to develop an internationalisation plan in which inclusion is addressed.

☐ Yes ☐ To some extent ☐ No ☐ I don't know

My institution actively involves students in the development and evaluation of the institutional internationalisation strategies, procedures and support services.

☐ Yes ☐ To some extent ☐ No ☐ I don't know

My institution involves students, expert colleagues across the institution and external stakeholders in a structural broad based for the development of inclusive mobility strategies, procedures and support services.

☐ Yes ☐ To some extent ☐ No ☐ I don't know

My institution has institutional targets for participation in student mobility programmes (incoming and outgoing mobility), while also specifically focusing onto targets for disadvantaged students.

☐ Yes ☐ To some extent ☐ No ☐ I don't know

My institution offers a wide mix of short and long-term mobility programmes for a range of activities, from field trips and summer volunteering to semester internships, research mobility and full year study abroad.

☐ Yes ☐ To some extent ☐ No ☐ I don't know

Self-assessment tool on IM



Guidelines on IM

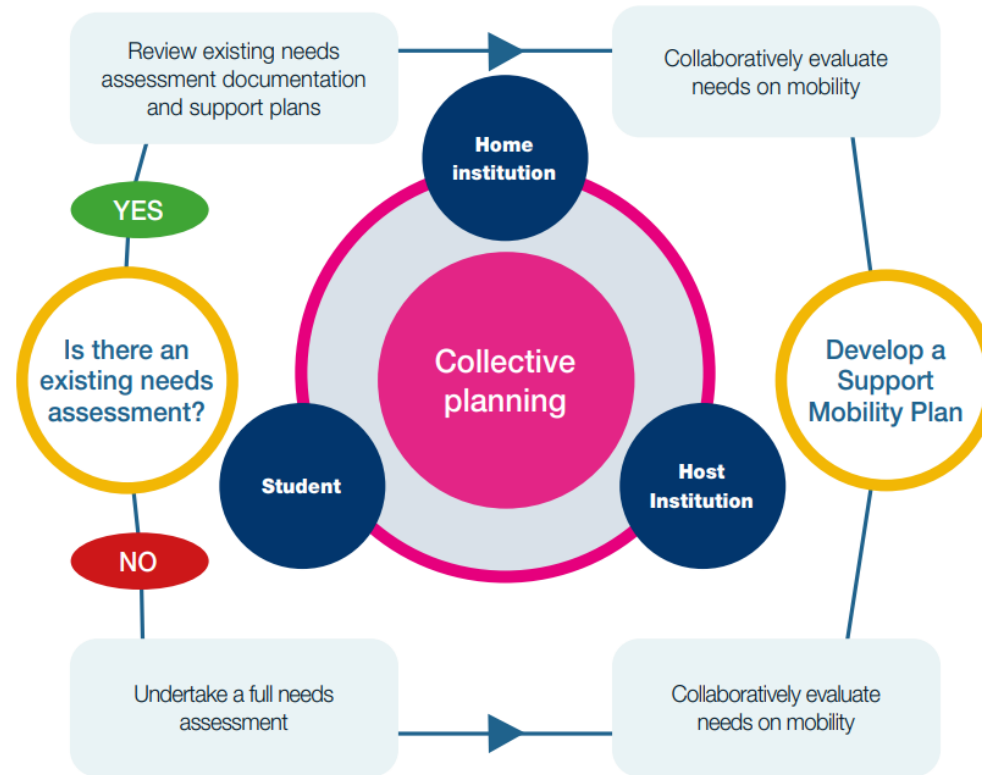


Figure 7 - Developing a support mobility plan

Toolbox on IM

Toolbox

[Upload resource](#)[Home Page](#) > [Toolbox](#)

The Inclusive Mobility Toolbox aims to inspire stakeholders with publications, reports and videos to stay informed and to enhance institutional practice on the theme of inclusive mobility. The Toolbox is being continuously updated and enriched with new resources. If you are involved in a project or have developed an interesting publication or resource, you are more than welcome to share it with us. You can submit your resource by filling out the submission form. Thank you very much for sharing your experience and contributing to enrich the Toolbox!

Show resources from ☒ all time ☐ this month ☐ this year

Type

All

Relevant for

All

Applicable to

All

Language

All

Country

All

Sector/field

All

[Search](#)

3 resources found



Making mobility programmes more inclusive for students with disabilities Inclusive Mobility - Research Report

Publication - English, Belgium - 09/04/2021

The project 'Establishing a thought-out Policy Framework for Inclusive Mobility across Europe' (EPFIME) has examined in-depth the needs and expectations with regard to inclusive mobility of students with disabilities, higher education institutions and national authorities across the EHEA, while focusing on how higher education institutions and national authorities can collaborate more strongly to increase the quality and the transportability of support services for both incoming and outgoing students with disabilities in mobility programmes. A number of research methodologies were employed, including a desk research and focus group sessions with relevant stakeholders; as well as bespoke surveys for students with disabilities, higher education institutions and Ministries of Education. 1,134 student responses, 114 higher education institution responses and 23 Ministries of Education participated in the surveys.

Authors: Valérie Van Hees - Dominique Montagnese - Support Centre Inclusive Higher Education

Area: Inclusion in mobility strategies, Awareness and cooperation, Information provision and promotion, Applications, grants and funding, Support services, Inclusion and mobility strategies, Awareness and cooperation, Information provision and promotion, Applications, grants and funding

Sector/field: Higher Education

Relevant for: Higher Education Institution, National Agency, Ministry of Education, Student, Other

[See resource file](#)

Toolbox on IM

Upload resource

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Sector/field

- ☐ Adult Education
- ☐ Higher Education
- ☐ Secondary Education
- ☐ Vocational Education And Training
- ☐ Youth

Relevant for

- ☐ Higher Education Institution
- ☐ National Agency
- ☐ Ministry of Education
- ☐ Student
- ☐ Other

Contact

❏ Valerie.Vanhees@siho.be