

WIDENING PARTICIPATION IN OUTWARD MOBILITY PROJECT

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TODAY'S SESSION

- Reflection exercise
- UK context
- Widening Participation in Outward Mobility Project
- Project recommendations
- Ranking exercises
- Looking forward

Feel free to ask questions!

**WHAT MIGHT BE THE BARRIERS TO OUTWARD
MOBILITY FOR STUDENTS FROM LESS-
ADVANTAGED BACKGROUNDS?**

WRITE YOUR ANSWERS ON A POST-IT!

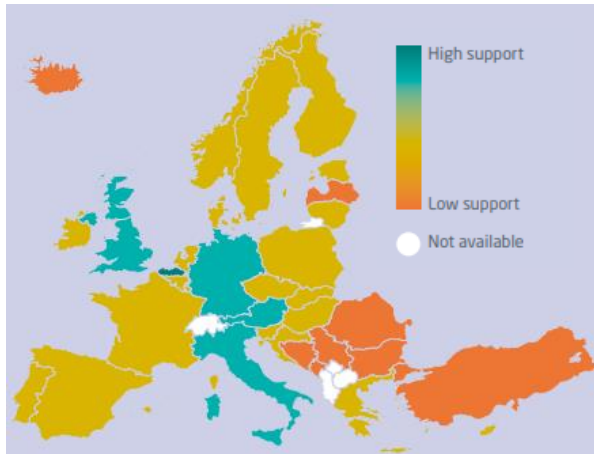
UK CONTEXT

- In 2015-16, there were 2.28 million students studying at UK higher education institutions
- Data is reported annually to the Higher Education Statistics Agency, including mobility data
- English universities are required to publish Access Agreements by the Office for Students

HESA



Office for
Students



STUDY, WORK OR VOLUNTEER ABROAD

- 6.6 % of the 2015-16 graduate cohort were mobile
- Students from disadvantaged groups underrepresented in mobility
- 56.4% of mobility via Erasmus+ programme

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.

DISADVANTAGED GROUPS GAIN THE MOST

Students from disadvantaged backgrounds and black and minority ethnic groups are least likely to participate in study, work or volunteer abroad programmes but have the most to gain from them.

GRADUATES FROM DISADVANTAGED BACKGROUNDS WHO WERE MOBILE EARN

6.1%

MORE...



BLACK GRADUATES WHO WERE MOBILE WERE

41%

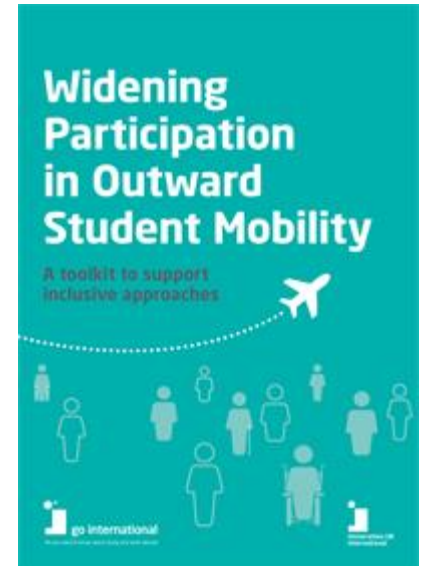
LESS likely to be
unemployed...



...than peers who did not have international placements

THE PROJECT

The EHEA Widening Participation in UK Outward Student Mobility Project **developed a report and 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.

STUDENT GROUPS

**Students from low
socio-economic
backgrounds**

**Students from low
participation
neighbourhoods**

**Black and Minority
Ethnic Students**

Disabled Students

**Care experienced
students**

KEY FINDINGS

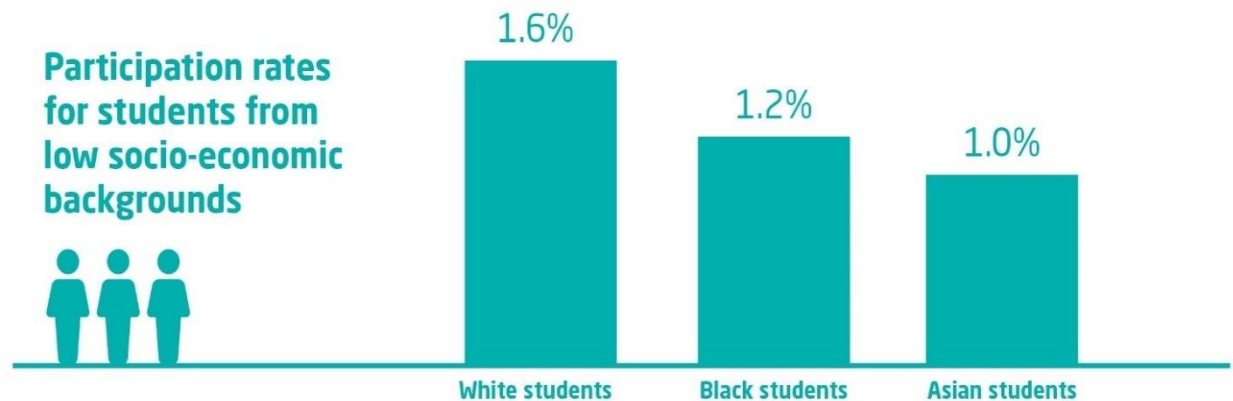
- **Students from less-advantaged backgrounds:** advantaged students 65% more likely to participate
- **Students from low-participation areas:** participation rate 1.0% compared to 1.8% for peers.
- **Black and minority ethnic students:** 22.2% of the student cohort but only 17.6% of the outwardly-mobile group.
- **Disabled students:** 1.5% of students with a disability participated in outward mobility.
- **Students who are care leavers:** 75 care leavers participated in outward mobility.

INTERSECTIONALITY

Important to recognise that some students have overlapping disadvantaged identities and therefore may face compounded barriers to mobility.

Intersectionality:
'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'

Students with overlapping disadvantages have even lower rates of participation.



KEY FINDINGS

- Top 9 countries are the same for all groups
- Mainly **Erasmus+** and **Provider led** mobility
- More likely to participate in **short-term mobility**

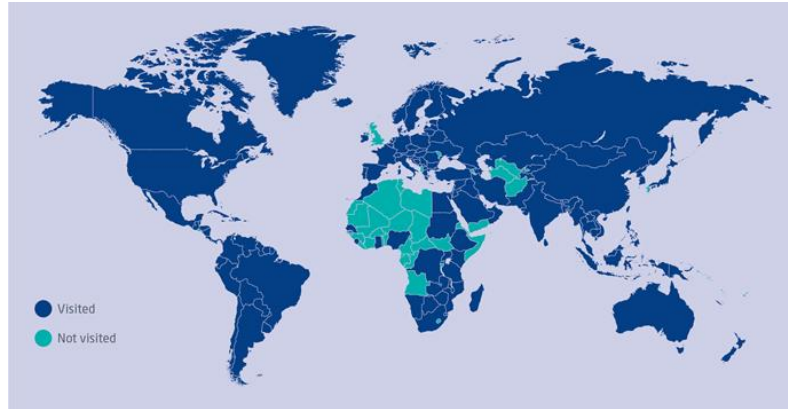


Figure 9: Summary data on one week mobilities, 2015-16

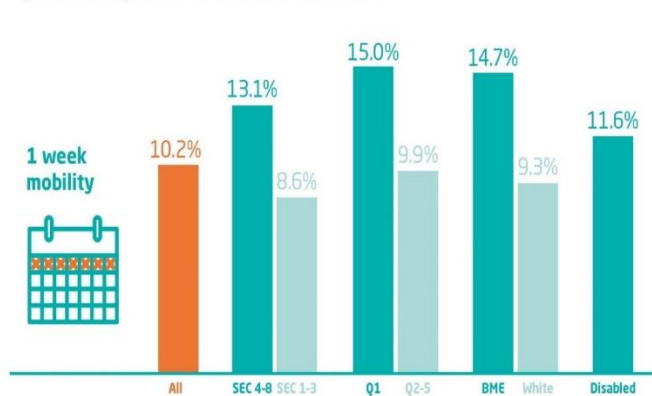


Figure 8: Instances of mobility by duration

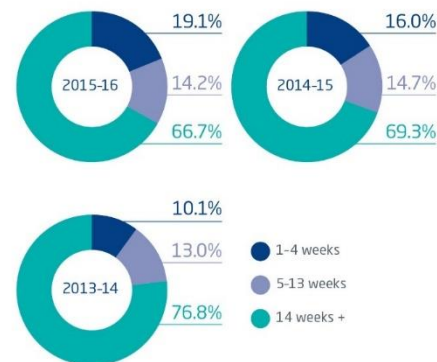
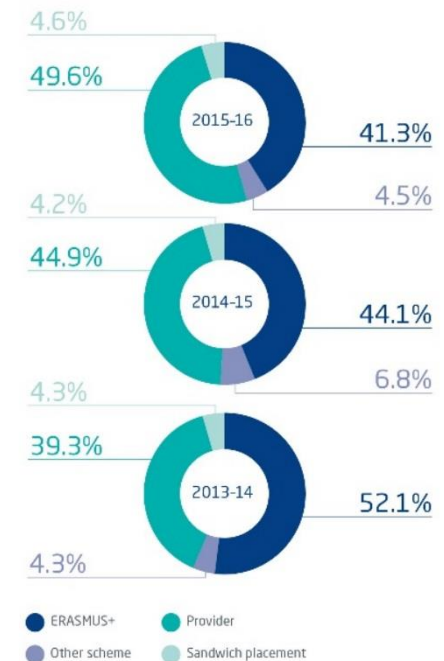


Figure 5: Instances of mobility by programme type



PROJECT RECOMMENDATIONS

1. Support from leadership
2. Institutional targets
3. Academic buy-in
4. Collaborate
5. Transparency
6. Flexible offer
7. Widening Participation agreements
8. Funding information
9. Scholarships, grants and bursaries
10. Marketing



GOOD PRACTICE



Access Agreement



Short-term



Funding



Collaboration



Careers



Post-mobility



Marketing



Student Support

Student mentor scheme

Summer Internships

Student led support

Expanded marketing activities

Intercultural Competencies Module

CV workshops

Targeted funding

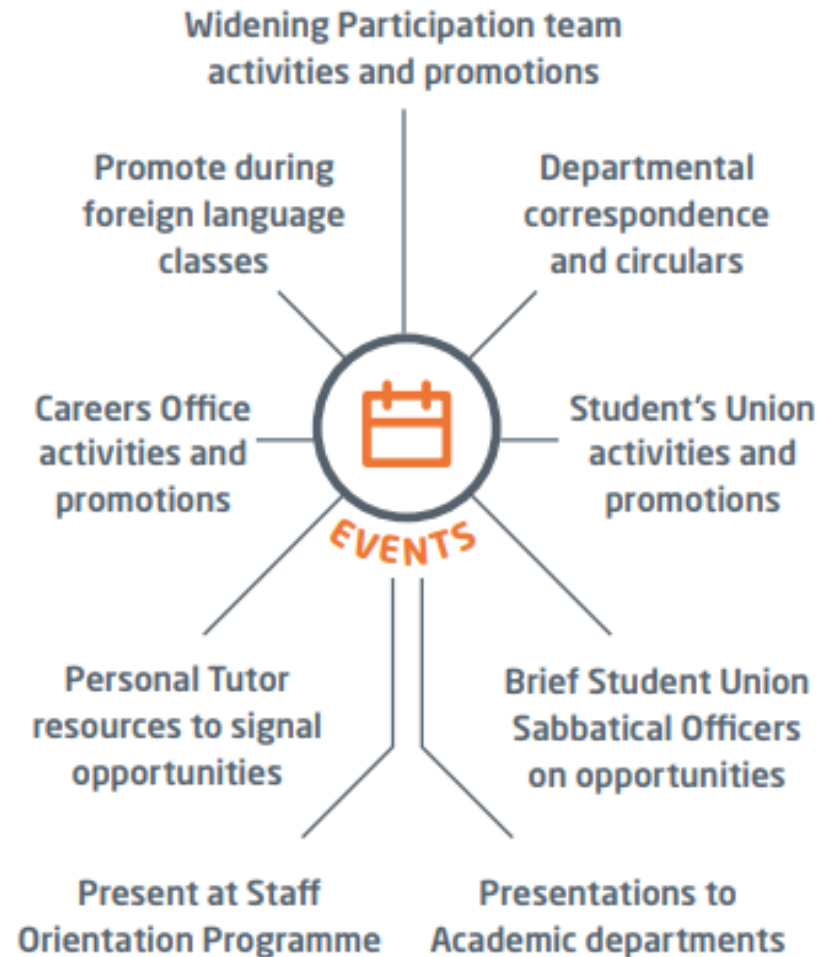
Dedicated support roles

Leadership programmes

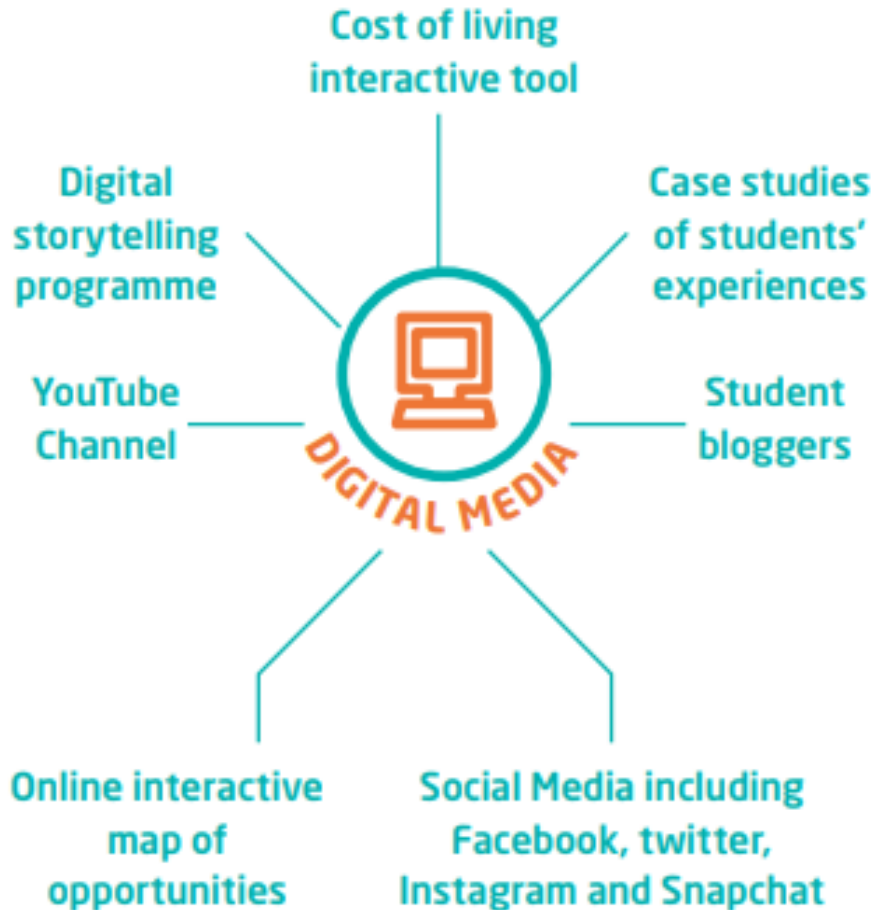
Ambassador scheme



GOOD PRACTICE



GOOD PRACTICE



University of Warwick



Careers



Post-mobility

Intercultural competency for employability

The University of Warwick's innovative Go Global Intercultural Competence programme is designed to help enrich students' intercultural experience. The programme includes access to interactive experiential workshops and online media, helping students develop their intercultural competency through building an expanded skillset, notably observation, analysis, reflection and accommodation. The final stage of the training focuses on helping students articulate their intercultural competency to potential employers.

Activities

- Help students encounter differences with curiosity and a spirit of adventure, to equip them with the concepts and the skills to make more sense of their experiences, and to enable them to talk about them in ways meaningful to employers.
- Training design follows a research-based intercultural competency growth model, which identifies 3 key elements: contexts for growth, routes to growth and desired outcomes of growth

Outcomes

- Numbers have grown from 44 in 2014 to 350 students in 2017.

University of Hertfordshire



Collaboration



Funding

Including outward mobility in Widening Participation Programme

The University of Hertfordshire's (UH) Widening Access and Student Success team delivers a suite of initiatives aimed at fostering success for its students from under-represented backgrounds. Since 2014, the Herts Success programme has supported students centrally and aims to increase employability, improve retention and drive success amongst students from families with low incomes. In 2017/18, the Herts Success programme was extended to include incoming students from households under £45,000 and will engage with over 3,500 undergraduate students.

Activities

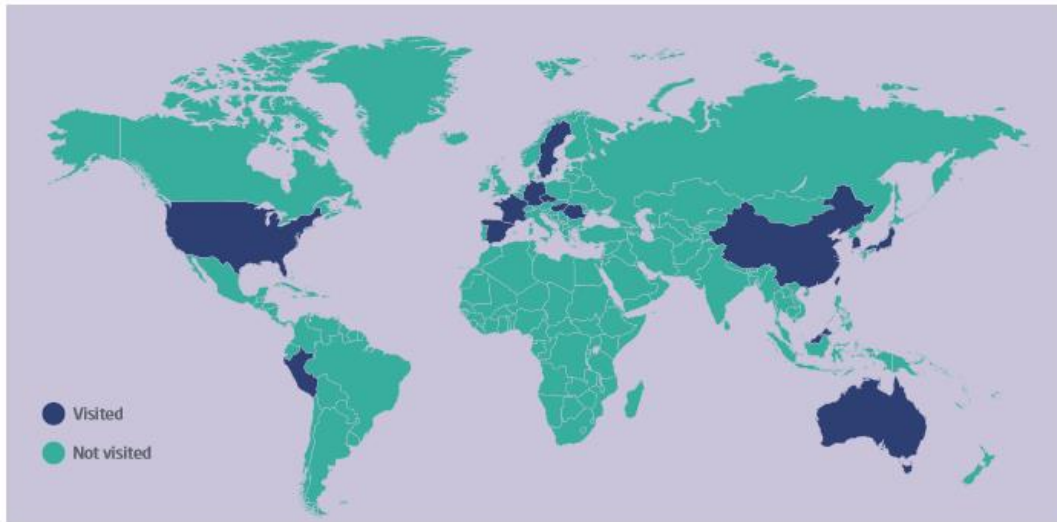
- 135 students have participated in academic and employability-related experiences overseas
- Language learning, G200 Youth Forum in Germany, Model United Nations in Paris.
- International buddy programme in partnership with the University of North Carolina
- Eight-week placements in Qingdao and Chengdu in China with British Council

Outcomes

- The Herts Success programme has aided retention at the University: the withdrawal rate of Year 1 students from 2016–17 heading into 2017–18 is 9% compared to 13% for these demographics pre-programme.

FOCUS GROUPS

Countries visited by focus group participants



Note: some countries were visited by more than one student

Subjects studied focus group participants

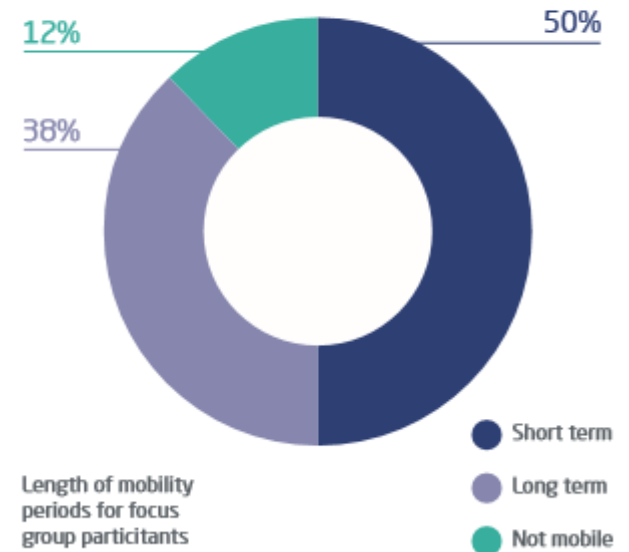
Accounting
Business
Drama
Economics
Education

English Literature
Fine Art
Football
French
International Relations

International Tourism
Nursing
Politics
Professional Care
Psychology

Software Engineering
Spanish

Length of mobility periods for focus group participants



FOCUS GROUP FINDINGS

- **Finance:** This was raised in every group and by most students. Concerns related to the cost of the programme, accommodation, travel, subsistence, course materials, visas, passports, insurances and health services.
- **Accommodation:** When mobile, students often found it difficult to source accommodation within budget; on return to the UK, particularly for students on semester mobility, many encountered issues if trying to secure a lease for less than 12 months.
- **Language:** This was particularly raised by students in the context of short-term mobility, who voiced uncertainty about having the language proficiency to navigate the host country.

Cohort-specific factors

Pre-mobility

- First time abroad
- Leaving support networks
- Perception by locals
- Medical support

Challenges in country

- Behaviour from locals
- In-country support
- Visa and Immigration
- Health crises

Recommendations: Messaging, Information, Logistics, Support, Networks, Post-mobility activities.

STUDENT QUOTES

Barriers:

“I’ve worked since I was 16, I’ve always had a full-time job so didn’t think I needed work experience”.

“(I) couldn’t afford (to do) it without the grant”.

“(I) felt intimidated going through border security”

“I was travelling alone for the first time”

“(It was) my first time abroad“

“If I mess up a little bit it would be really bad in a foreign country”.

Outcomes:

“I will never be the same person again; I’m changed forever, for the better.”

“(I have) a brilliant network of people that I know from everywhere in the world”.

“(It) massively increased my confidence”.

“(It) changed my entire worldview in a year”

“(It was a) really interesting and eye-opening experience”.

“It’s literally changed everything for me”

STUDENT RECOMMENDATIONS

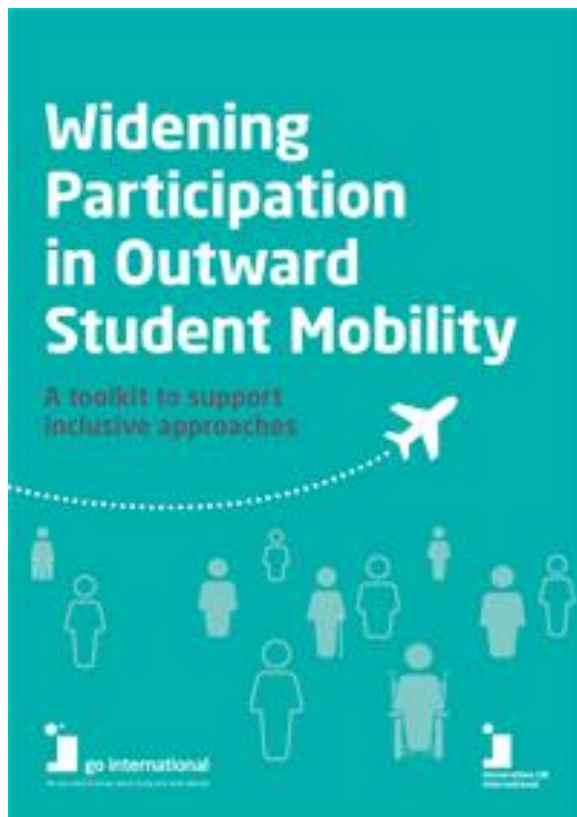
Marketing

- Most students found out about mobility through friends or academic leads
- Universal agreement that social media was best tool for getting message out
- Overwhelmed in first term so prefer no information then
- “Not for me” attitude, didn’t realise they could go abroad
- Lack of information on funding
- Parent and Guardian buy-in

Suggestions

- *Ambassador Scheme, buddy scheme*
- *Signposting for academic colleagues*
- *Social media takeovers – snapchat and twitter*
- *Mobility stand on registration day with ambassadors*
- *Presentations in lectures early in second term*
- *Cost of living tool on web portal*
- *Leaflet for parents - benefits of mobility*

TOOLKIT RECOMMENDATIONS



1. Take a whole institution approach
2. Be student-led
3. Offer short-term mobility opportunities
4. Foster academic engagement
5. Provide targeted funding
6. Expand marketing activities
7. Involve parents and guardians
8. Include applications and interviews
9. Start preparations early
10. Establish a mobile student network
11. Deliver expert support:
12. Offer language learning
13. Deliver post-mobility activities
14. Create an ambassador scheme
15. Introduce a buddy scheme

RANKING EXERCISE: TOP 3 RECOMMENDATIONS

***WHAT WILL WORK FOR YOU, AND FOR YOUR
INSTITUTION?***

TOOLKIT RECOMMENDATIONS

1. Take a whole institution approach *eg: senior champions, inclusion in strategies*
2. Be student-led *eg: focus groups, surveys, student groups, student representations*
3. Offer short-term mobility opportunities *eg: summer school, field trips, cultural visits*
4. Foster academic engagement *eg: academic champions, academic-led activities*
5. Provide targeted funding *eg: establish bursaries and grants, internal and external*
6. Expand marketing activities *eg: use digital storytelling, offer webinars, vlogs*
7. Involve parents and guardians *eg: run parents evening, provide tailored guidance*
8. Include applications and interviews *eg: expressions of interest*
9. Start preparations early *eg: part of Welcome Week, open days*
10. Establish a mobile student network *eg: virtual group, informal socials, mobility alumni*
11. Deliver expert support *eg: collaborate with colleagues, set up a working group*
12. Offer language learning *eg: classes prior to mobility, classes on arrival, virtual classes*
13. Deliver post-mobility activities *eg: CV workshops, debriefing, focus groups*
14. Create an ambassador scheme *eg: present at events, mentor new students*
15. Introduce a buddy scheme *eg: formerly mobile students with international students*

NEXT STEPS

There are three specific areas of work that would benefit from **further exploration** following the publication of this toolkit.

1. Further examples of good practice on targeted support for **care leavers** and **BME students** to encourage access to mobility opportunities.
2. Good practice on support for demographics who **are outside of the scope of this project** but who may face barriers in going abroad, including part time students, lesbian, gay and bisexual students, trans students, mature students and students with caring responsibilities.
3. Clarity on the extent to **which short-term mobility results in positive outcomes**. It would be valuable to explore students' progression from short to long-term activities.

