

# Making mobility programmes more inclusive for students with disabilities



The webinar starts at 14:00.  
We will be with you shortly.

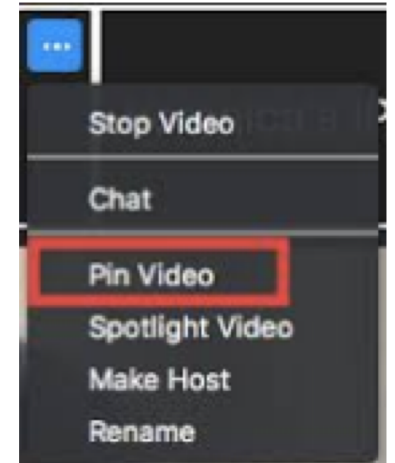
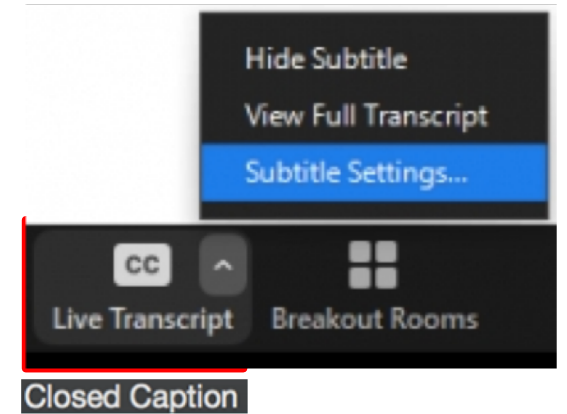
# Rules of the webinar

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- **Microphones** off
- **Cameras** on only for speaker(s) and sign language interpreters
- Use the **Q&A box** to send your questions to panelists
- **Livestreaming** available on Youtube Support Centre Inclusive Higher Education: <https://bit.ly/3jWMCd2>

# Captioning and sign language

- Live captioning available
- CC button to turn it on
- Settings to change size or colour
- Full-page captioning: link in the chat
- Video spotlight for speaker and sign language interpreters
- You can pin the video of your choice



# Welcome

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# Inclusive mobility projects

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**EPFIME**  
inclusivemobility.eu

- 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
- Ending: **May 2021**

**PLAR-4-SIMP**  
inclusivemobility.eu

- **P**eer **L**earning **A**ctivities and **R**esources **f**or **S**ocial **I**nclusion in **M**obility **P**rogrammes (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
- Ending: **May 2022**

# Panelists

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Magalie Soenen

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Education and Training,  
Flemish Community



Harpa Sif-  
Harnasdottir

Policy Officer,  
European Commission  
DG EAC



Els Titeca

Counselor on Higher  
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Vice Prime Minister  
Ben Weyts



Dominique  
Montagnese

Inclusive Mobility  
expert for SIHO



Valérie Van  
Hees

Coordinator at SIHO  
EPFIME Project  
manager

# Zoom polls

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# Making mobility programmes more inclusive for students with disabilities



Support Centre  
Inclusive  
Higher  
Education

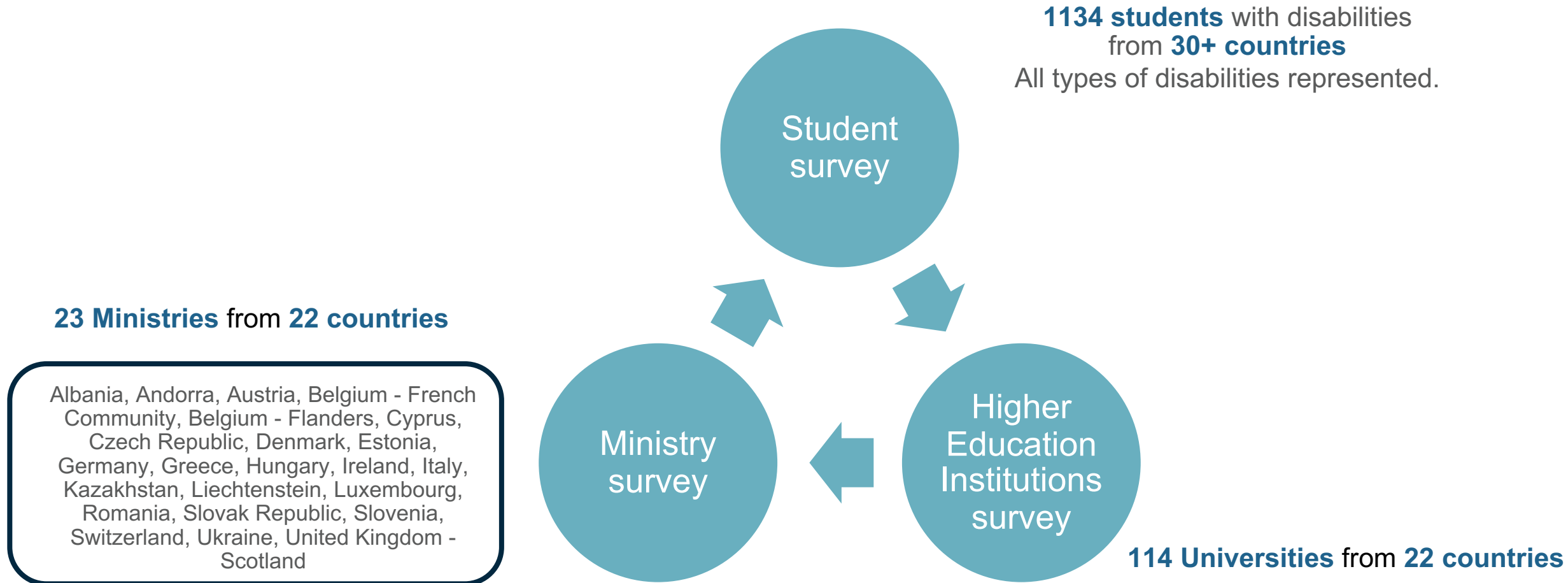
Valérie Van Hees  
Dominique Montagnese

# Content

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- Methodology
- Definition
- Research results
  - Testimonials
  - Key findings
  - Good practices
  - Policy recommendations
- Next steps on Inclusive Mobility

# Methodology



# Definition

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“ **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.

# Reports

## Making mobility programmes more inclusive for students with disabilities

Inclusive Mobility - Research Report



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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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inclusivemobility.eu

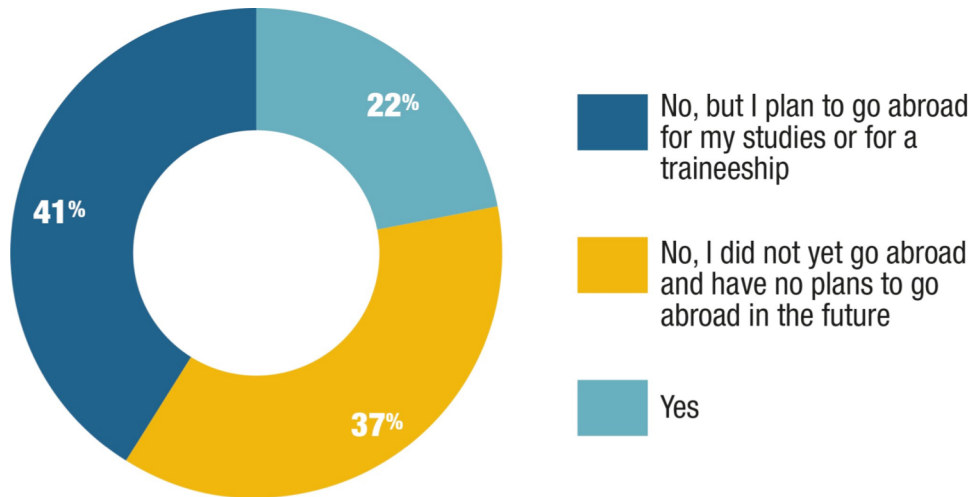
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# Why aim for Inclusive Mobility?

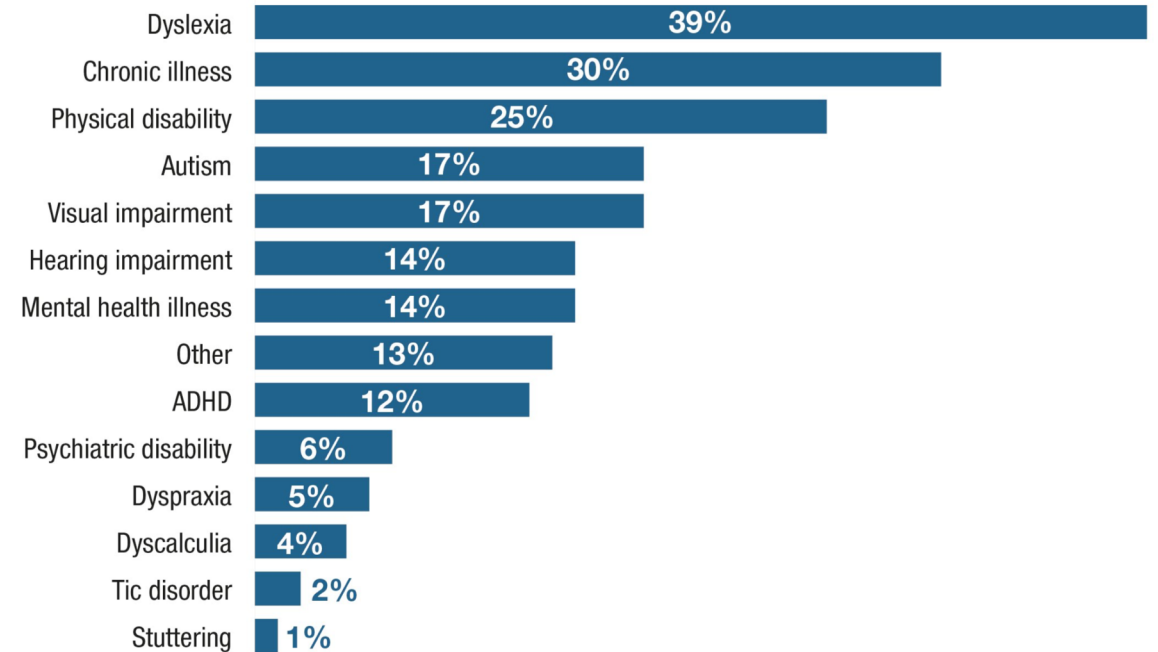
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- Like other students, students with disabilities **want to** take part in mobility programmes.
- All **types of disabilities** are represented in our sample.
- The **main motivators** are similar to other students (opportunity to live abroad, improve career prospects, expand social network).

# Generalities

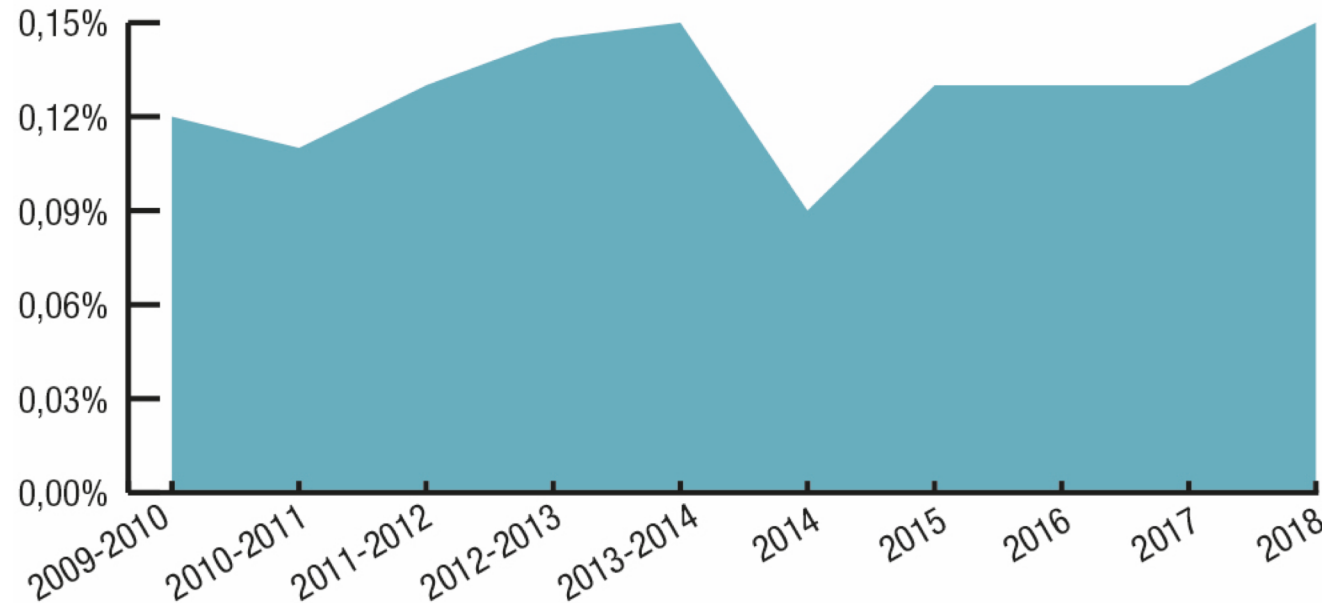


Had a mobility experience



Type of disability of mobile students with disabilities

# Special needs support in Erasmus+



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.**

# Issues faced

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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

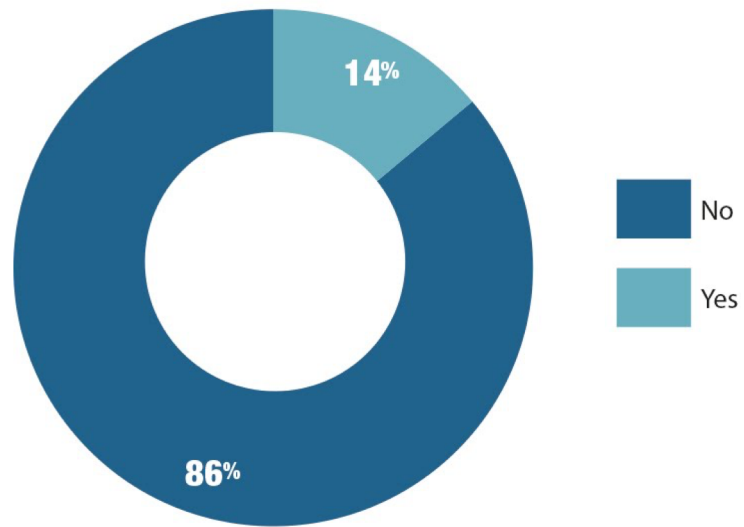
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“ There is a lack of quantitative and/or qualitative targets in the national policies on participation of students with disabilities and proper data management tools.

**EPFIME respondent – Higher Education Ministry representative**

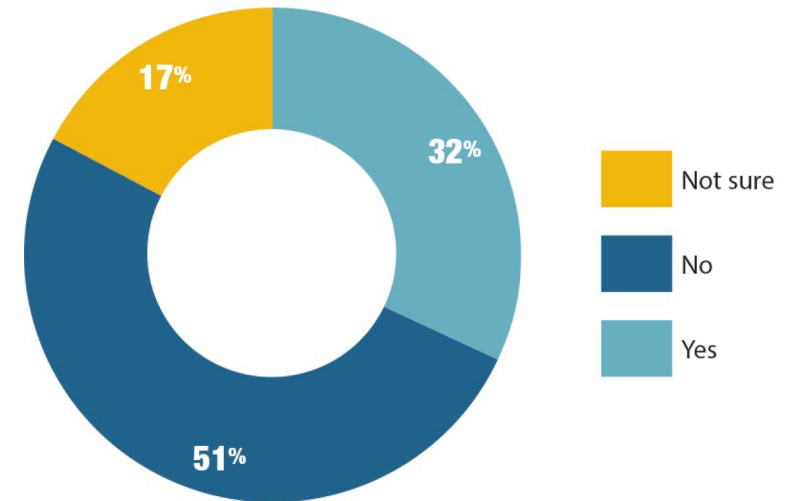
# Inclusion in mobility strategies

## Ministry level



Have mobility targets for students with disabilities

## Institutional level



Have inclusive mobility in their institutional strategic plan

# Inclusion in mobility strategies

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

# Inclusion in mobility strategies



Higher education institutions and national authorities should give inclusion of students with disabilities a **central place in the national internationalisation strategy or national action plan for mobility**



Higher education institutions and national authorities should **collect data** about the participation of students with disabilities in mobility programmes, agree on common **targets**, and **monitor participation** closely in **different mobility programmes**, taking action to increase it if needed. Such data collection should ideally be comparable internationally.

# Information provision and promotion

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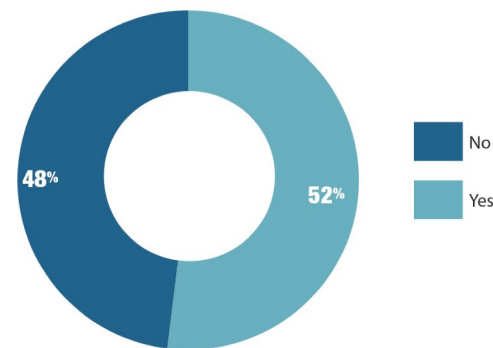
“ I have not heard of any information about an Erasmus programme for disabled students.

“ 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.

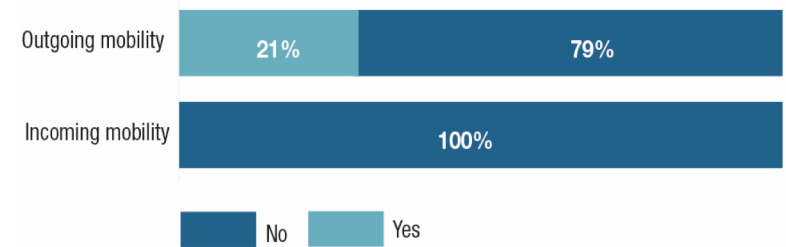
**EPFIME respondent - Students**

# Information provision and promotion

## Ministry level

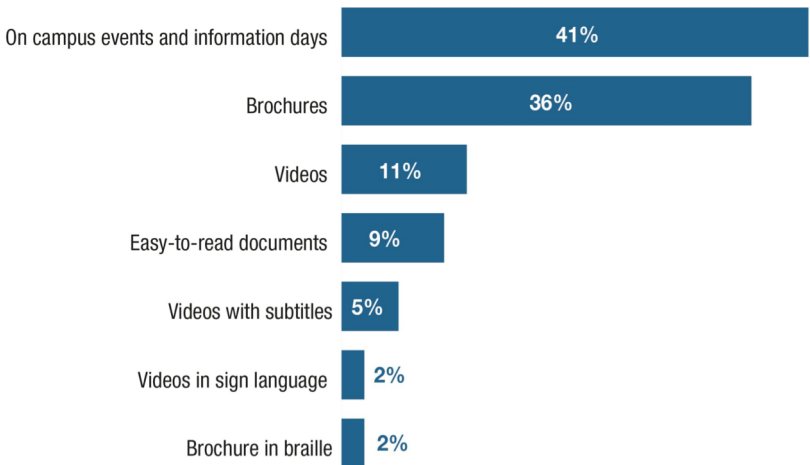


Is specific information on mobility provided for students with disabilities?





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

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

# Information provision and promotion

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**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.

# Information provision and promotion



Higher education institutions and national authorities should provide **clear information on mobility programmes, financial information** and **support services** through a **variety of channels and activities** (website, leaflet) and by **registering** and updating the dedicated page on the platform **[www.inclusivemobility.eu](http://www.inclusivemobility.eu)**.



Higher education institutions and national authorities should **promote the added value of mobility** to students with disabilities through **targeted campaigns with inclusive resources** (e.g. videos in sign language, videos with subtitles, brochures in braille, easy-to-read documents).



# Funding, grants and application

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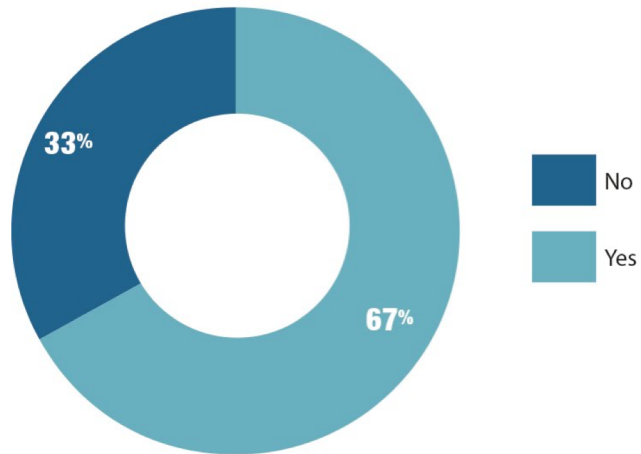
“ The greatest barrier is the limitation of funds, which makes it difficult to cater for all the needs of students with disabilities. Outgoing students, who are not taking part in Erasmus+ or national programmes, do not get funding for the additional costs due to their disability ....

“ 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

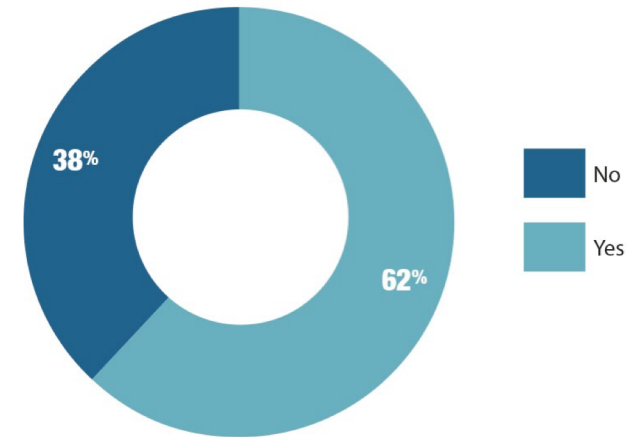
## Ministry level



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



	The lack of <b>transportability of grants and support systems</b> hinders students with disabilities to undertake a mobility abroad.
	<b>Preparatory visits</b> are valued as extremely helpful for students with disabilities and the home institution

# Funding, grants and application

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**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.

# Funding, grants and application



The **portability grants and support services** for students with disabilities should be ensured by the relevant Ministry in the home country.



National authorities should encourage higher education institutions to organise **preparatory visits** for students with disabilities in all mobility programmes, and provide the **necessary funding**.

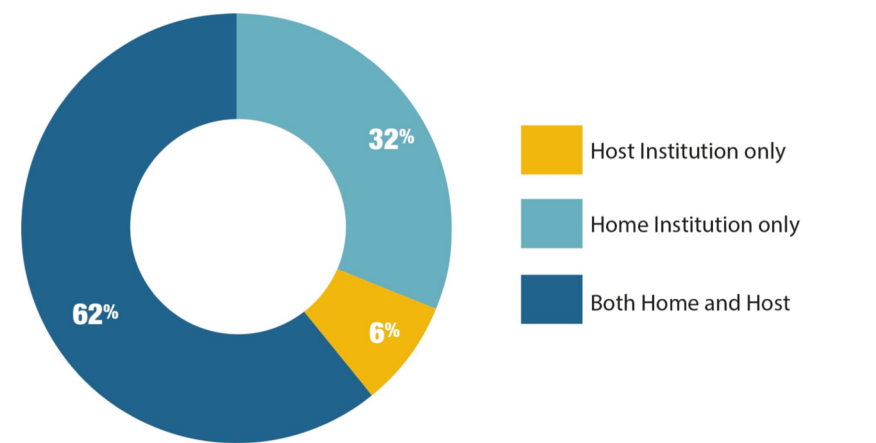
# Support services

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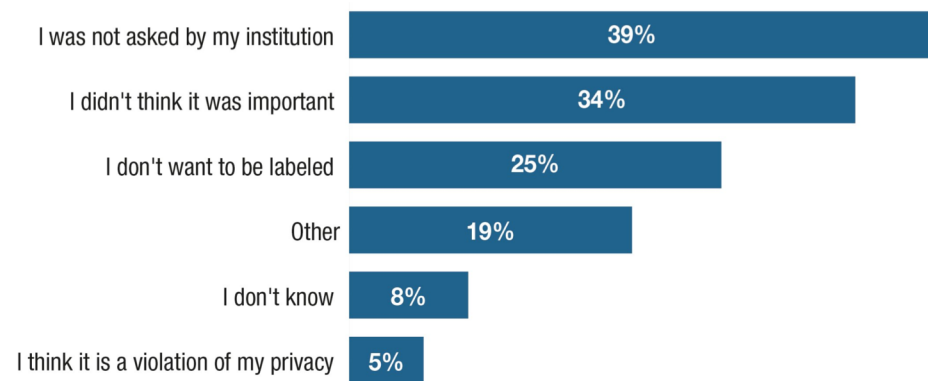
“ When I requested information I was sent to various departments who failed to offer help or support. The responsible person in the international mobility office did not have any supplemental information regarding the international mobility of people with disabilities, so we discovered things concerning my period abroad together. The lack of clear answers to my questions therefore made me feel unsure about the outcome of my period abroad.

**EPFIME respondent – Student**

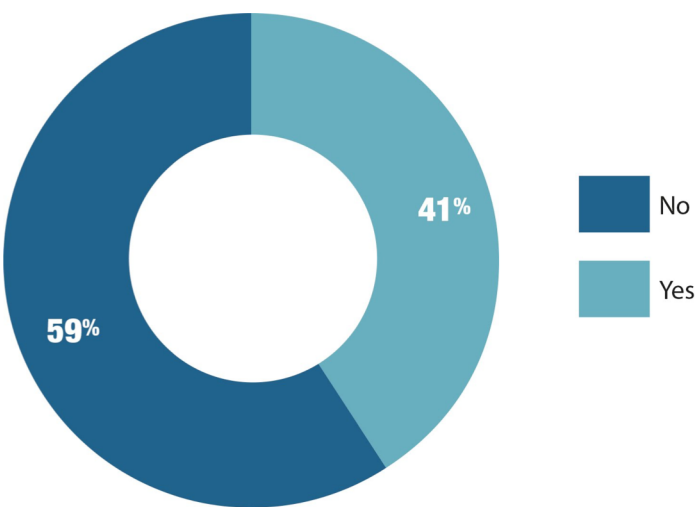
# Support services



**Disclosure of disability  
(student survey)**

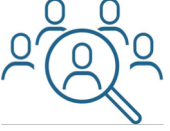




**Reasons for not disclosing the disability  
(student survey)**



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

# Support services

	<b>Disclosure</b> 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.
	Higher education institutions do not automatically acknowledge the <b>disability status</b> as well as the <b>reasonable adjustments</b> offered by the home institution.
	Students with disabilities are rather positive about the <b>support services offered by the host institution</b> . Students value foremost the support from staff during the international mobility period and consultation about their needs and preferences.

# Support services

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**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.

# Support services



Higher education institutions should carry out a **needs assessment** before the application. The home institution should clarify if the host institution is able to provide sufficient study conditions and support. Together with the host organisation and the student the home higher education institutions should prepare a **support mobility plan** (SMP) if the student agrees it would be useful for them. The **agreement on support** is critical for the application for additional grants for access needs


# Student life




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

# Student life

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**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.

# Student life



Higher education institutions should provide more information on the **accessibility of the destination, transport, housing and campus** (e.g. [inclusivemobility.eu](https://inclusivemobility.eu)).



Higher education institutions should establish **assisted living initiatives and support** the integration of incoming students into the institution and social life of the host town.

# Awareness and cooperation

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“ 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

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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.

# Awareness and cooperation



**Broad dialogue and collaboration** at an institutional level to share information and expertise between the key stakeholders, is critical to making arrangements and policies that provide the student with a disability with a smooth pathway to mobility abroad. It is important to provide the **necessary structures** and to define **clear roles**.



**Training and capacity building** for staff members, and establishing **communities of practices and learning network** amongst different stakeholders has been found to be highly effective in improving cooperation, communications and deepening understanding of the support structures and services that need to be put into place to safeguard a successful mobility abroad for students with disabilities.

# Reports

## Making mobility programmes more inclusive for students with disabilities

Inclusive Mobility - Research Report



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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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**Next steps on Inclusive Mobility**  
Stay tuned!

# Framework and self-assessment tool

[Consult](#) [Self-assessment](#) [Toolbox](#) [Contact](#)

## Consult the framework

What is your perspective?

[Higher education institution](#) [National agency](#) [Ministry of education](#)

Which area would you like to focus on?

[Inclusion](#) [Information provision](#) [Grants](#) [Support Services](#)

Chose an objective to view possible action points

Filter by mobility stage

[Before mobility](#) [During mobility](#) [After mobility](#)

Filter by mobility flow

[Incoming](#) [Outgoing](#)

Objective 1	Objective 2	Objective 3	Objective 4
<b>Leadership Support:</b> Ask support fom leadership to give strategic buy-in and champion outward mobility activities. This is necessary to embed inclusion in a range of internationalisation strategies, such as the widening participation, international teaching and learning, and student support and success strategies. This will ensure sustainability of programmes and further expansion of mobility provision.		Stage Before mobility	Flow Incoming
<b>Student-led:</b> Involve the student body: when developing mobility activities. Development of new programmes and policies must reflect emerging student needs and ambitions. Responding to the requirements of the student community is crucial to effectively expand the mobility offer.		Before mobility	Incoming

[Consult](#) [Self-assessment](#) [Toolbox](#) [Contact](#)

I work for a...

[Higher education institution](#) [National agency](#) [Ministry of education](#)

My institution has the support from leadership to draft an internationalisation plan in which inclusion is addressed.

☒ Yes ☐ To some extent ☐ No

My institution involves disadvantaged students into the development of our internationalisation strategies and procedures.

☒ Yes ☐ To some extent ☐ No

My institution involves external stakeholders and expert colleagues across the institution to develop mobility strategies and support.

☒ Yes ☐ To some extent ☐ No

My institution has the support from leadership to draft an internationalisation plan in which inclusion is addressed.

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[SUBMIT](#)

# Inclusivemobility.eu



[Institutions](#) [Countries](#) [Going abroad](#) [Testimonials](#) [Toolbox](#) [Self-assessment Tool](#)

[Log in](#)

## Institutions

Check the accessibility and support measures of Higher Education Institutions in Europe. Use the [map search](#) or search by name:

## Countries

Check the national policies about disability regulations and support measures.

**THE** European platform for inclusive mobility

## THE PLATFORM

### What is InclusiveMobility.eu.

Inclusivemobility.eu is THE European platform for Inclusive Mobility opportunities to study or engage in a traineeship abroad. Inclusivemobility.eu works as a multi stakeholder platform. This means that different groups of people and organisations will be able to provide and find relevant information

SUPPORT CENTRE INCLUSIVE HIGHER EDUCATION

**NEXT STEPS**

# Next steps

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**Frameworks, self-assessment, guideline,  
inclusivemobility.eu**

March/April 2021 (EPFIME)

**Database, policy report, communication and training  
package**

February 2022 (PLAR-4-SIMP)

**International staff training**

2021 (SIHO - Artevelde UAS)

**Inclusive Universities**

2020-2021 (SIHO - Royal Roads University, Canada)

# Stay tuned!



## For students

SIHO offers students information about inclusion and studying with disabilities in higher education.



## Projects

SIHO coordinates projects that contribute to the implementation of inclusive higher education.



## Contact points

Every institution has a contact point which you can consult for questions about inclusion.



## Publications

SIHO develops guidelines and materials to put inclusive higher education into practice.



## News

SIHO provides information and strengthens the positive image of inclusive higher education.



## About us

Five universities associations join forces to realise inclusive higher education in cooperation.

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**Dominique Montagnese** – [dominique.montagnese@siho.be](mailto:dominique.montagnese@siho.be)