

EPFIME

*Enhancing a thought-out Policy and Framework on Inclusive
Mobility across Europe*

**Guidelines for
higher education institutions
– policy and practice**



Hello & Welcome

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#InclusiveMobility

Using the EPFIME tools to gauge where your institution is in the inclusive mobility conversation

- ✓ Check out the **Inclusive Mobility Framework** to gain an understanding of the areas that need to be considered to build an inclusive mobility strategy at a national and/or institutional level.
- ✓ Use the **Self-Assessment Tool** to check your institution's/ organisation's practice against the Inclusive Mobility Framework and gain insight into areas for development.
- ✓ The **Guidelines** are aimed at higher education institutions – providing advice, tips and tricks on implementing the Framework and how to address areas for improvement - reducing barriers for students with disabilities on incoming and outgoing mobility programmes and contributing to successful student mobility experiences.

Inclusive Mobility Framework - identified areas for development

- Inclusion in mobility strategies
- Collaboration
- Information provision and mobility promotion
- Grants, applications and funding
- Support services



Introducing the Guidelines...

Advice, tips, tricks and examples of good practice
– for institutions at whatever stage of the inclusive mobility journey they are at

1. Inclusion in mobility strategies – **policy development/ planning and monitoring**
2. Collaboration, internal and external – **building relationships, working with external stakeholders and students**
3. Information provision and promotion – **targeted promotion, accessible communication**
4. Applications, grants and funding – **disclosure, information and support with grants and applications**
5. Supporting students pre-mobility – **needs assessment/ supporting mobility plans, pre-mobility trips, getting over the line!**
6. Supporting students during mobility – **implementing needs, welcoming/ settling in, crisis management**
7. Actions and support post mobility – **learning from students' experiences, informing future policy**



Big Thank You

- ✓ KU Leuven
- ✓ SRH University Heidelberg
- ✓ University College Dublin



Making it happen...

- Institutional dialogue and policy development
- Effective collaboration
– internal and external
- Access to information
- Key relationships and responsibilities
– disability/ inclusion office + international office + host institution



Institutional dialogue and policy development

- Optimising strategy – e.g. institutional/ national targets
- Evidence-informed planning, monitoring and evaluating, e.g. quantitative and qualitative data



Evidence-informed planning, monitoring and evaluating

7.3 - Good practice in action – University College Dublin



University College Dublin (UCD) recognise that one of the most powerful ways to encourage students with disabilities to consider mobility is to tell the successful stories of other students who have already been on the journey. Telling these stories in a variety of ways also raises awareness among UCD faculty that mobility experiences are available to students with disabilities.

That is why UCD Access and Lifelong Learning works with selected students with disabilities on their return from mobility to capture their experiences and share them with others. Knowing that students with complex needs find it the most difficult to make a confident and informed choice to go on mobility and face the biggest challenges, they place a focus on capturing stories from students in these categories.

Once the stories are captured, they publish them in the staff-facing monthly magazine and share them with all students with disabilities through their website, social media and other channels.

Additionally, students with a range of disabilities are invited to become Access Leaders – institutional student champions representing access cohorts such as students with disabilities, mature students and students from economically disadvantaged backgrounds. These Access Leaders participate in a range of promotional and outreach activities in the university, sharing their higher education journeys and working with the institution to provide information and advice to prospective students.

Activities include working with the institution at careers fairs, contributing to outreach seminars and promotional video material and offering shadowing opportunities to prospective students.

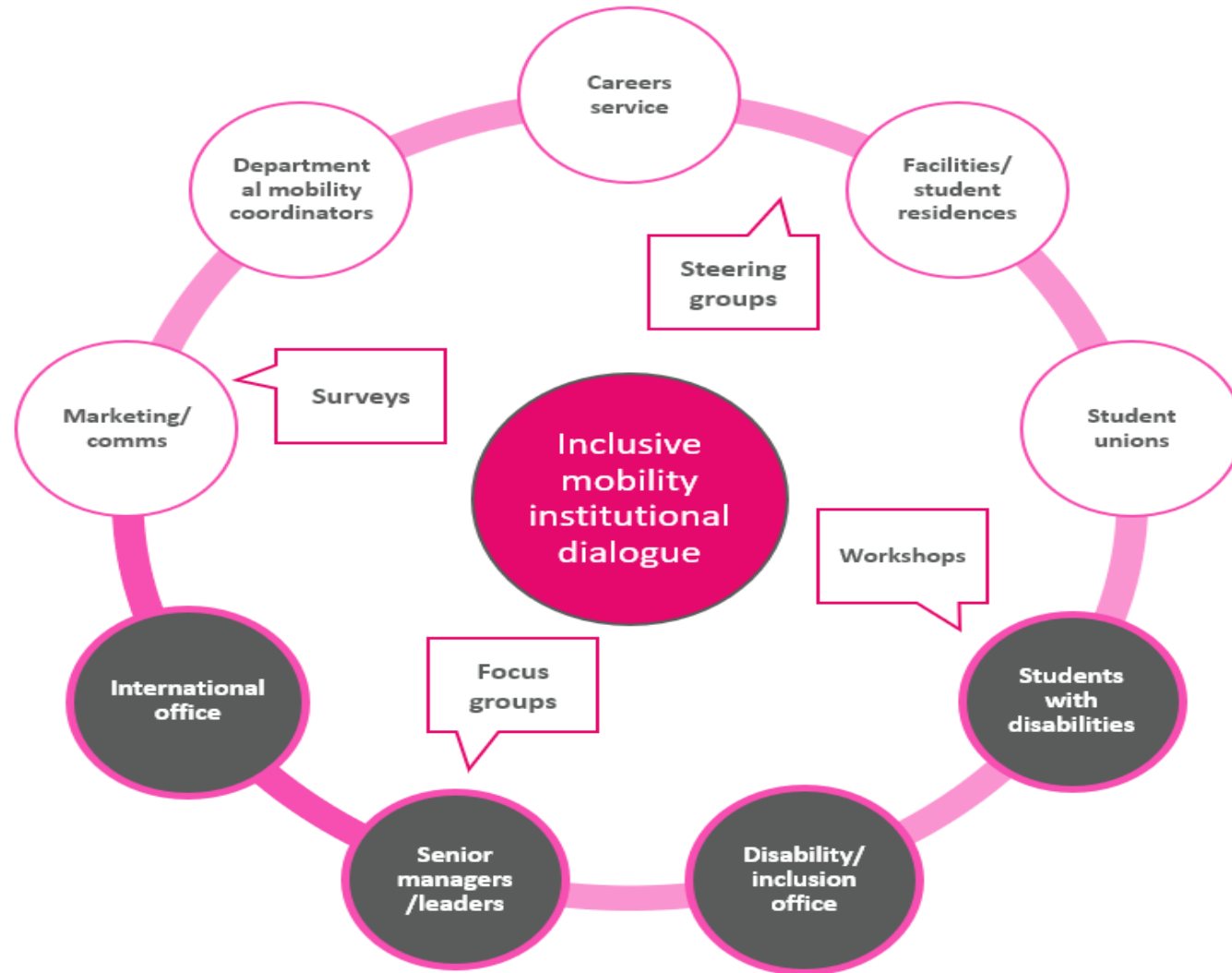


Effective collaboration

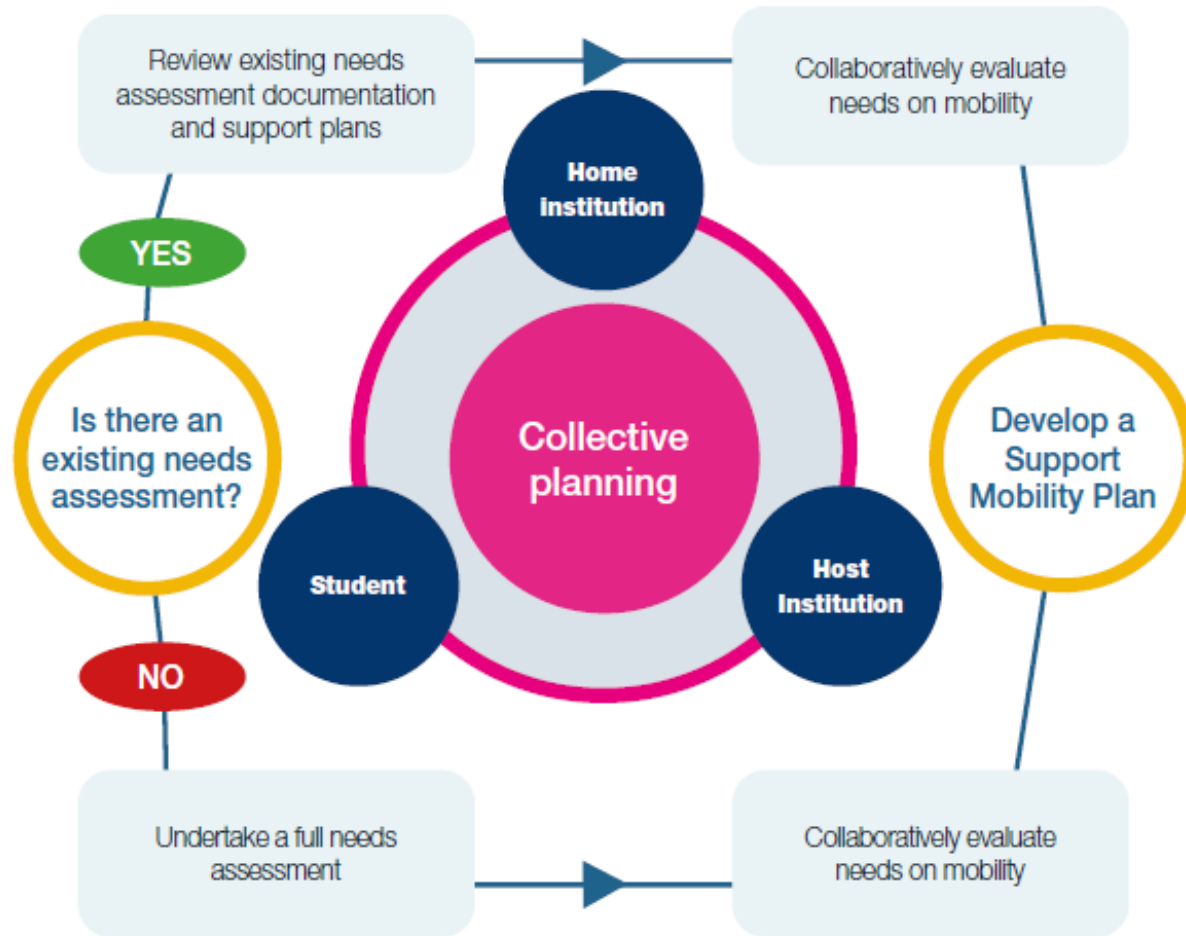
- Broad-based institutional dialogue approach
- Working with internal and external stakeholders



Broad-based institutional dialogue approach



Assessing Needs + Collaboration



Case studies

Outgoing student

Tara is a wheelchair user who requires 24 hour PA support. She is interested in going on 3 month mobility period.

What needs to happen to bring this to fruition?

Incoming student

Peter has chosen your institution for a mobility period. He has ASD – Autism Spectrum Disorder.

What sorts of things do you think will help/ support Peter when he arrives?



Thank you for your attention and participation!

