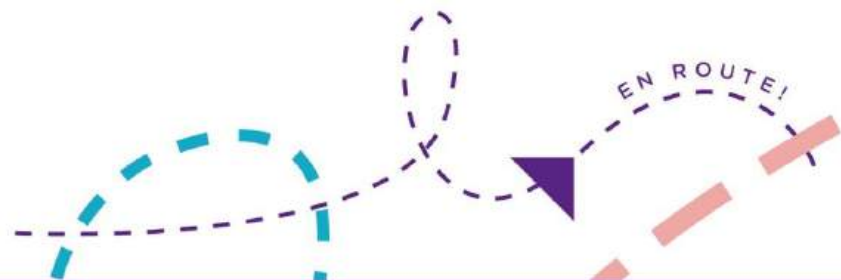


**EAIE
2024**

Toulouse

17-20 SEPTEMBER



[in](#) [f](#) [X](#) [@](#) #EAIE2024

Welcome to session 9.11

Embracing the beauty of difference: Moving closer to inclusive internationalisation

Who are we?



Sofia Lähdeniemi,
Metropolia University of
Applied Sciences



Jenny Morín Nenoff,
German Academic
Exchange Service
(DAAD)



Marina Casals Sala,
ISEP Study Abroad

This session

Learning Outcomes:

- Understand exclusion mechanisms
- Learn the ICI methodology
- Awareness of challenges & solutions

Structure:

- Introduction
- Question
- Presentations by speakers
- Fishbowl discussion
- Wrap-up

Invitation to ask honest, uncomfortable questions

- Who is represented in developing the **internationalisation vision** for the institution?
- Who negotiates and decides **priorities**?
- Who has a say in **resource flows** connected with internationalisation?
- Who is co-teaching and collaborating in research?
- How do **power disparities** play out in international partnerships?



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Poll: In 1 or 2 words, what are the main challenges to progress towards inclusive internationalisation in higher education?

DAAD Diversity Agenda



[daad_diversity_agenda_eng_extern.pdf](#)

5 DAAD diversity objectives



OBJECTIVE 1
ADAPT THE DAAD'S COMMUNICATION IN LINE
WITH DIVERSITY REQUIREMENTS



OBJECTIVE 2
INCREASING THE DIVERSITY OF
DAAD SCHOLARSHIP HOLDERS



OBJECTIVE 3
SUPPORT HIGHER EDUCATION INSTITUTIONS IN
ACHIEVING THEIR DIVERSITY GOALS



OBJECTIVE 4
GAINING KNOWLEDGE ABOUT DIVERSITY
IN INTERNATIONAL EXCHANGE



OBJECTIVE 5
EXPAND INSTITUTIONAL DIVERSITY
IN THE DAAD

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Underrepresented target groups – the obstacles they face and their needs



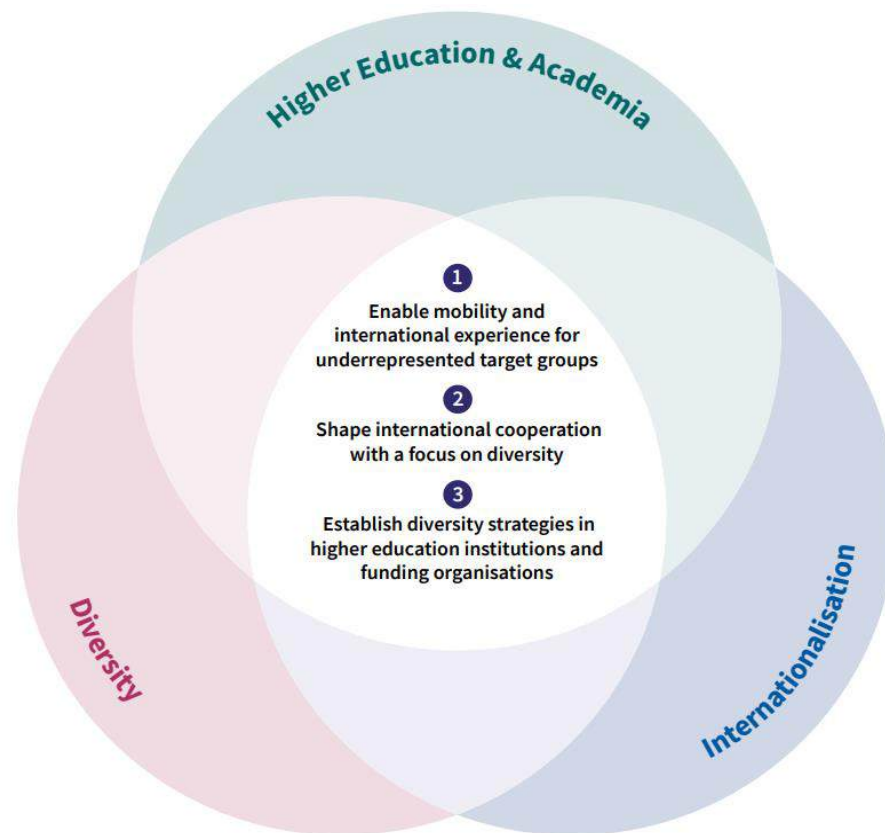
diversity-sensitive communication and selection processes

- Appropriate appreciation of different starting conditions and life paths
- Rethinking and creating new selection processes and evaluation criteria
- Make selection committees more diverse



Contributing to inclusive internationalisation

- Design **specific programmes** to meet the needs of certain marginalised groups.
- Foster higher education **cooperations and scholarships** that focus on **research with an inclusive perspective** across various disciplines.
- Fund cooperation **projects that develop study & training programmes** dedicated to questions of **inclusion**.



Target group-specific funding programmes

Incoming mobility:

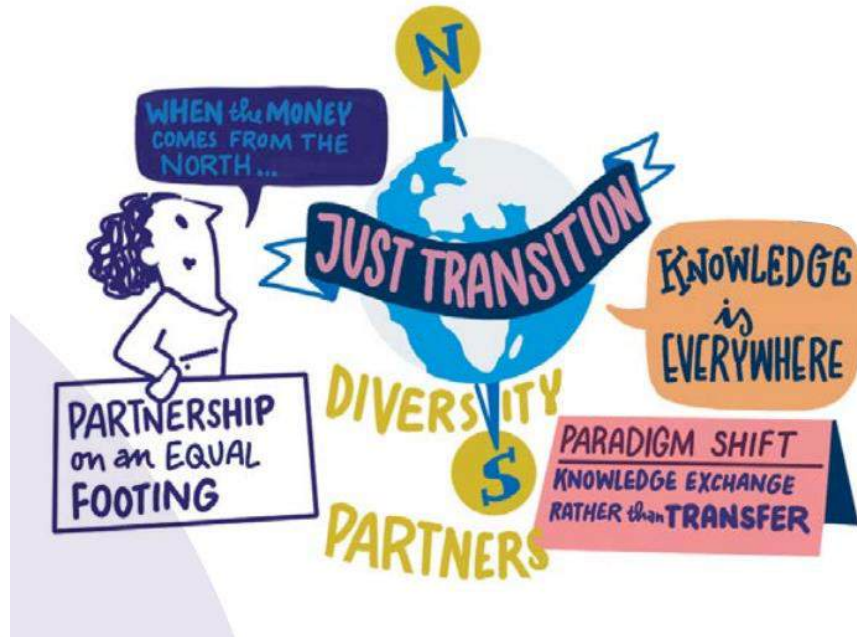
- [Gilman-DAAD Germany Scholarships](#)
- [Empower Future Female Afghan Leaders](#)

Outgoing mobility:

- [Chancen.Digital: Scholarships for a digital Master's programme abroad](#)



Breaking down knowledge hierarchies and exploring new ways of participation



Transnational Centre for Just Transitions in Energy, Climate & Sustainability

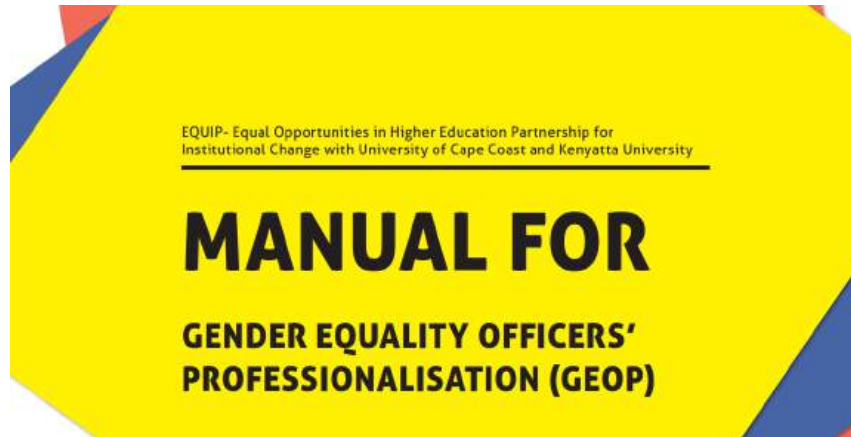
[TRAJECTS | Transnational Centre for Just Transitions in Energy, Climate & Sustainability](https://trajects.org)

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Jointly developing equality concepts and female leadership training

Equal Opportunities in Higher Education

DAAD Program: DIES-Partnerships with Higher Education Institutions in Developing Countries



DIES Training Course – Leadership Training for Female University Vice Presidents



Dialogue on Innovative
Higher Education Strategies

[DIES Training Courses - DAAD](#)

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Inclusive Internationalisation - a path of learning in international, national and HEI context



INTERNATIONAL MOBILITY PERIODS OF HIGHER EDUCATION STUDENTS FROM AND TO FINLAND 2016-2023



Source: Vipunen

Longer mobilities abroad (3 months or more)



Shorter mobilities (under 3 months)



Much room for improvement in internationalisation competences in Finnish higher education, a new report (08/2024) by the Finnish Education Evaluation Centre (FINEEC) reveals:

Most students (59%) do not intend to participate in international student exchanges in the future

Internationalisation at home:

34% of AUS students stated that their studies do include international networking.

37% responded that their studies do not include international networking.

29% were unable to comment on international networking.



Several reasons

are behind declining student mobility,

indicates intensive longterm national cooperation with higher education institutions, student organisations and the Ministry of Education and Culture & EDUFI

- keys to increasing mobility largely in the hands of higher education institutions themselves**



Erasmus+

In **became critical horizontal priorities of the current programme period**, seeking to promote equal opportunities and access, inclusion, diversity and fairness across all its actions.



The Inclusion ACAdemy

A tailor-made training series on inclusion and widening participation in international programmes, designed for higher education institutions

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What will, and has happened post Inclusion ACAdemy?

- **National roadmaps** of activities that HEIs and NAs can implement collaboratively to improve inclusion & diversity
- **National steering group** of stakeholders and experts will be formed to continue with the work as well as to support implementing the roadmaps



INTERNATIONAL
SPRING FORUM FOR
HIGHER EDUCATION

16.5. - 17.5.2024

**CAN INTERNATIONAL
MOBILITY BE POSSIBLE FOR
ALL STUDENTS?**

**- Session addressed difficult
questions as well as new
practices for inclusive
internationalisation**

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Our takeaways:

- Inclusive internationalization is an ongoing process that is never fully completed
- Attitude & motivation cost nothing, even small steps move you forward
- When we make international mobility inclusive, we make mobility accessible to the masses
- International mobility may not be possible for everyone, but internationalization **is** for all > international competences for all are ensured through the curricula



Project, Alliance and Network



Inclusive Comprehensive Internationalisation Project

VISION:

“Help co-create equal opportunities with and for all students to benefit from internationalisation, regardless of their background, orientation or capability, and to improve their international and intercultural competences.

We need every voice to help create a peaceful and sustainable world.”

Why?

Project Results:

- ◆ A **framework** (PR1)
- ◆ **Guidelines** for self-assessment (PR2)
- ◆ A **training course** (PR3).
- ◆ A **manual** to implement the ICI Training Course. (PR4)
- ◆ An institutional **roadmap** of good practices (PR5)



Definition of Inclusive Internationalisation



Co-funded by
the European Union



Inclusive internationalisation is a continuous critical institutional dialogue and purposeful action by all stakeholders in the university to ensure every student has equal opportunity to benefit from internationalization based on the values of transparency, equity, and respect, and on awareness of unintended and systemic implications.



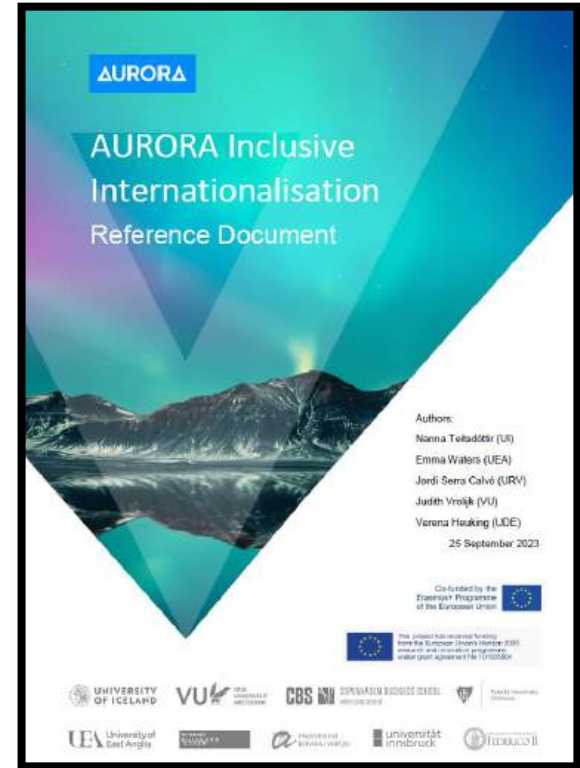
Definition of ICI © 2023 by Gregersen-Hermans, J.; Casals-Sala, M.; Camacho, M. is licensed under CC BY-NC-ND 4.0

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How is this translated into an Alliance?

- Inclusion and Diversity embedded in its vision
- Document drafted in first alliance project period
- Now reviewed within the Mobility and Internationalisation work package.
- ICI results also incorporated



How is this translated into a Network?



**Foster the most diverse
education abroad
community**

CORE VALUES

ACCESSIBILITY - For students of all backgrounds and means

DIVERSITY - Of programs and participants

AFFORDABILITY - Offering value for money, programs, and experiences

QUALITY - In programs, service, and systems

COLLABORATION - Across our community



STUDY ABROAD

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How is this translated into a Network?



Transforming knowledge and
networks in international education

[News](#) [Regions](#) [Countries](#) [Analysis](#) [Voices](#) [Watch & Listen](#) [Movers](#) [Photos](#)

[Data](#) [Immigration](#) [Investor](#) [K-12](#) [Language learning](#) [Policy](#) [Recruitment & agents](#)

A comprehensive approach to diversity in study abroad programs

At ISEP Study Abroad, we believe that a holistic and systemic approach is necessary to advance diversity and inclusion in international education.

<https://thepienews.com/a-comprehensive-approach-to-diversity-in-study-abroad-programs/>

- 60% of ISEP students identify as a member of an underrepresented group
- Assumption that financial barriers are the primary obstacle
- Access to information, mentorship, support systems.

And how does this vision translate?

AHEA+ISEP ACADEMY



Are you using COIL, could it work in your institutional context?

A screenshot of a YouTube video player. The video title is "Voices from COIL: Efforts to Provide Engagement in an Interdepen...". The video thumbnail shows a woman wearing a headset and speaking into a microphone, with a laptop in front of her. The video title "Brief Overview of COIL" is overlaid on the thumbnail in white text on a dark red background. The video player interface includes a play button, a progress bar, and a volume icon. In the bottom left corner, there is a "Ver en YouTube" button. In the bottom right corner, there is an ISEP logo.

And how does this vision translate?

ISEP Indigenous Initiatives

A related group of efforts to support indigenous students, deepen relationships with indigenous-serving institutions, and support indigenous colleagues in international education. Mainly this is accomplished through grant applications and customized programs.



Jayne, a Navajo Student, from Northern Arizona University

Increase intentional indigenous exchange

Provide grants for indigenous mobility

And how does this vision translate?

HBCU Taskforce Vision Statement:

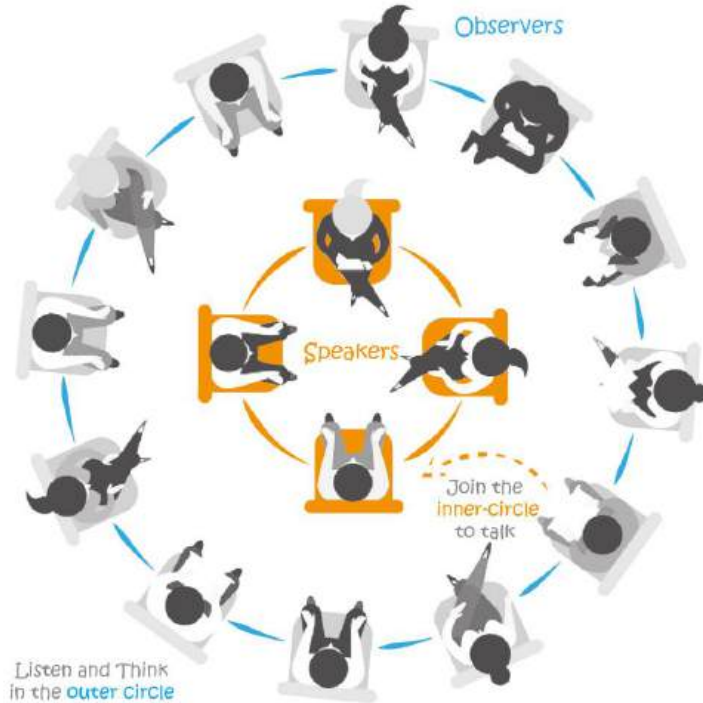
Cultivate a community intentionally designed to deepen identities and foster a sense of global citizenship by promoting mobility to and from HBCU institutions

- HBCU Task Force and Forum at NAFSA
- Africa for All scholarship to increase inbound mobility to HBCUs
- Grant application and customized programs

My main takeaways:

- "Continuous critical institutional dialogue and purposeful action"
- Let's start having uncomfortable discussions
- Are we ready to really listen?
- "If you can see it, you can be it"
- We can ALL contribute.
- We are still learning to talk the talk... but let's start walking the walk

Fishbowl discussion



The fishbowl is an **interactive** and **participatory** method encouraging everyone to take part in the conversation.

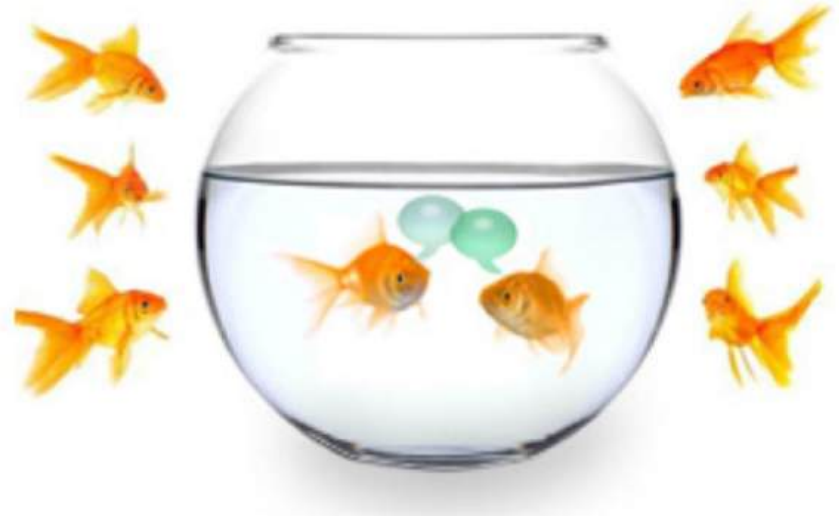
inner circle: speakers give input and start the conversation

outer circle: observers first listen and then join the discussion

Fishbowl Discussion

Some initial questions:

- Any good practices in inclusion that you are implementing at your institution?
- How do you reach out to ALL students and staff?
- What prevents you from being more inclusive in your strategy/practices?



Can you share one main idea discussed?



Wrap-up

Our identified challenges

- Understanding what inclusive internationalisation really means
- Creating awareness is not easy nor fast
- Opening and sustaining an uncomfortable dialogue
- Including everyone
- Engaging everyone
- Societal polarisation has a true impact
- Resources (people and money)

Our lessons learned



- A change of culture takes time
- Leadership must be involved and supportive
- There will always be opponents / detractors
- Model-building is key

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Poll: In a couple words, what are the main take-aways for you from this session?

Our contact information

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- **Marina Casals Sala**
MCasals@isep.org



Resources

- [ICI project – Inclusive Comprehensive Internationalisation: Enhancing global learning opportunities for ALL students](#)
- [ISEP Study Abroad](#)
- [Diverse and equal Metropolia \(theseus.fi\)](#)
- [Internationalisation and diversity in higher education: is it a given? \(daad.de\)](#)
- [Strengthening equal opportunities and diversity in DAAD projects](#)
- <https://thepienews.com/a-comprehensive-approach-to-diversity-in-study-abroad-programs/>





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the virtual platform