

Workshop

Data collection: why & how?

Dissemination & inclusivemobility.eu

Moving closer to Inclusive Internationalisation in Higher Education

November 9, 2023

Darwyn Bruelemans & Rita Dias (ESN), Katrin Winter (DE-01) & Babet Hoeberigs (NL-01)

slido



What were concrete goals for inclusion in your institution for the past year?

ⓘ Start presenting to display the poll results on this slide.

slido



Have you implemented any other measures?

ⓘ Start presenting to display the poll results on this slide.

slido



What were your biggest struggles on implementing this actions?

ⓘ Start presenting to display the poll results on this slide.



Why use evidence-based research?

- *Evidence-based research is a systematic approach that uses rigorous and empirical evidence, typically derived from scientific studies, to inform decisions, policies, or best practices in a specific field, ensuring that conclusions and recommendations are grounded in reliable data and research findings*
- Tool for better decision-making
- Ensures worthwhile, valuable research
- By using data, we can measure the effectiveness of our initiatives
- Informed policy development

3. Advocacy and dissemination

Creating advocacy plans and policy recommendations.

- Policy dialogue with stakeholders
- Creation of policy outputs such as reports and position papers
- Participation in events

Raise awareness through communication actions

- ensuring your audience knows, cares and acts to make change.

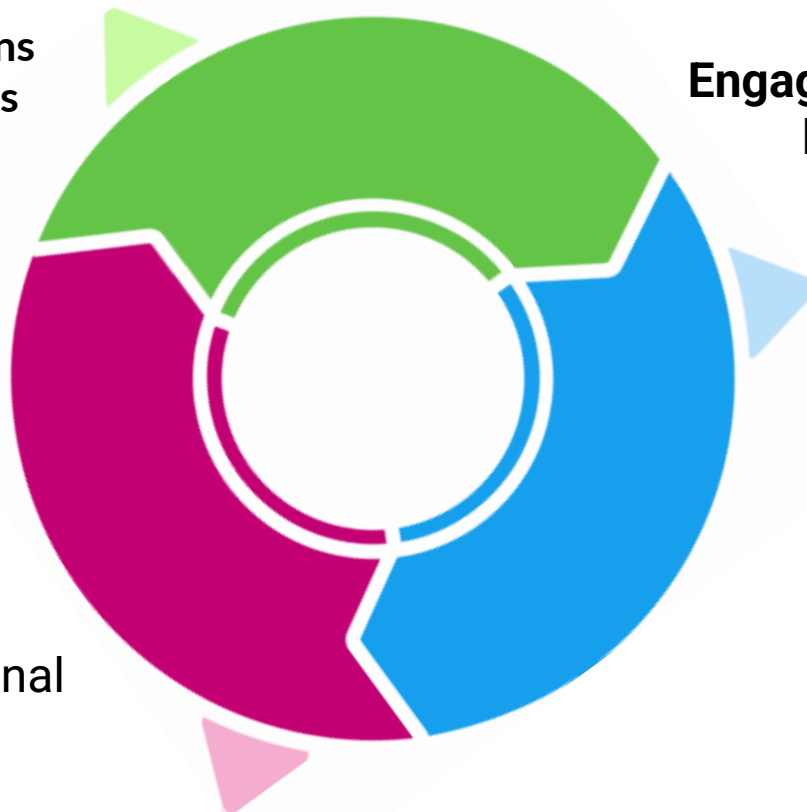
2. Capacity and Action

Organising impactful activities for students and community in order to:

- improve mobility experience
- integration in local communities

Building capacity within the network:

- Training at local, national and international level
- provide supporting material and tools for the network to use.



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1. Assessment

Engage with young people students for a better understanding of their needs

- Using qualitative and quantitative research methods
 - surveying students
 - organising focus groups
- conversations with students!
 - **evidence** based approach complemented with **cases** and **anecdotal** evidence.

Evidence-based strategy

1

Identifying a need for external/internal data

2

Validating the data through internal consultation and further analysis

3

Creating and initiative based on that need, taking into account the starting point.

4

Evaluating the progress achieved through future research



What are the main methodologies and tools?

- **Quantitative:** surveys;
- **Qualitative:** focus groups, study visits, policy analysis, in-depth interview, surveys;
- **Anecdotal:** social media testimonies, questions to students, our own personal experiences.



CASES

ESN focus group sessions

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November 9, 2023

Rita Dias

SiEM

Social Inclusion &
Engagement in Mobility

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- The SIEM project conducted a series of focus groups with project partners institutions during October and November 2020;
- A total of 36 students participated in the sessions, with a mix of mobile and non-mobile students.



The aims of the focus groups were:

- to gain an understanding of what attracts students to study, work or volunteer abroad
- to identify existing barriers to participation in mobility programmes; and
- to discuss solutions to barriers, and ways to increase participation in mobility programmes





Several students were “afraid” to apply for a full year abroad and opted instead for the shorter duration mobility. For students who were worried about going abroad, having a short-term programme was more appealing as it would allow them to trial.

Students talked about the mobility providing an opportunity to “step out of (their) comfort zone”, improve their socializing skills, and develop more courage.

Facing challenges was part of the development that going abroad provides. They were not put off by the challenges themselves but were keen to know how they would be supported to deal with these challenges.



Lack of accessible
information



Lack of financial means to
fund the mobility period



Concerns regarding
Credit Recognition

Quotes from Students

"I would say culture shock when the cultures are too different and because of that I don't want to go there."

"A helpful person that would show me around as a newcomer in a place I do not know, who shows how everything works at the host university"

"For me it was really scary because there really is a lot of papers and it's hard to fill it all correctly and scan it and then upload it to the right place and sign it all... mentally it's really keeping you from even getting into it."

Say Hi to DIEM!
**We just got approved a new
project on inclusive mobility!**

The implementation of the top-up in Dutch Higher Education Institutes

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Babet Hoeberigs

Why?

- A new phenomenon: top-up
- What is the actual situation?
- How can we support the implementation of the top-up? And/ or what steps could come next?
- Monitoring instrument (pilot)



How?

- Questionnaire was set out from August 9 till September 23, 2022
 - Numbers: use of top-up and by whom (BM)
 - Progress markers
 - Open question – limiting & furthering factors?
- To (all) our 55 Higher Education Institutions
 - 23 respondents
- A meeting on November 1 to validate the open questions.



Leading to....

- A point of reference
- A report
- A fact sheet
 - In Dutch and English
- An action plan

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Results



Conclusions - general

- HEI's were at the start of a process
- Data shows that top-ups were predominantly used by students with economic barriers.
- COVID did not have demonstratable influence on the implementation process in HEI's



Conclusions - progress

- Most progress: strategy and policy, the selection-process and ad hoc implementation
- Least progress: monitoring, evaluation and dissemination



Conclusions – limiting and furthering factors

- Limiting factors: communication, internal organisation, financial insecurity and the ‘burden of proof’
- Furthering factors: improving communication, internal organisation, ‘burden of proof’ and clarity with regard to the budget

Questions?

- [Map overview | Erasmus+ Research \(erasmusplusesearch.eu\)](https://erasmusplusesearch.eu)
- [Exploration of the implementation of inclusion top-up at higher education institutes | Erasmus+ Research \(erasmusplusesearch.eu\)](https://erasmusplusesearch.eu)

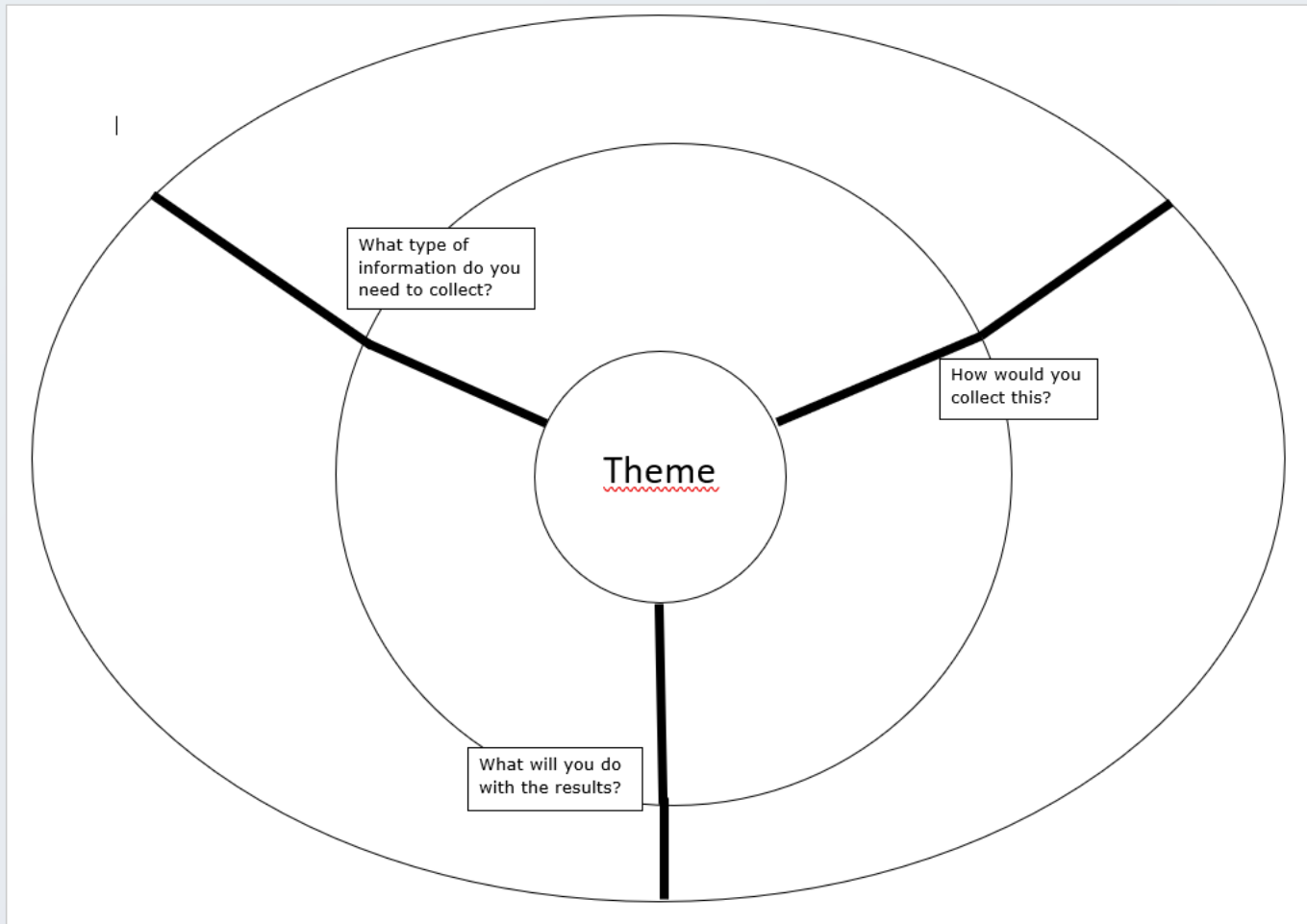
bhoeberigs@erasmuspuls.nl



World café

World café

- What does this topic mean concretely?
- What would you need to know? What type of information do you need to collect?
- How would you collect this data?
 - Target group?
 - Method?
- What would you do with the information/ data you gather?



Zoeken





Two situations



Sharing & conclusions



Inclusivemobility.eu

Countries

Check the national policies about disability regulations and support measures.

Choose a country

Institutions

Check the accessibility and support measures of Higher Education Institutions in Europe. You can search by name (local language) or use the [Institutions page](#) for advanced search.

Enter institution name: e.g. Universiteit Gent



Going Abroad

Learn more about going abroad opportunities.



Testimonials

Learn from students who went abroad.



Toolbox

Discover relevant resources on the topic of inclusive mobility.



Self-assessment

Assess the inclusiveness of institutional approaches.



Training

Access the training package page.



Communication

Access the communication package page.

Going abroad

[Home](#) > [Going abroad](#)

Studying and training abroad can be a big step where you challenge yourself and boost your personal and professional skills. On this page, you can find useful information for different mobility opportunities as well as practical information. Click on the boxes below and discover everything you need to know before you start planning your mobility. You are not convinced yet? Then visit the "testimonials" page and hear from other students who had already a mobility experience.

Going abroad - But why? What for?

Learn useful information about why to go abroad.

Erasmus+ for Higher Education students

Discover what Erasmus+ is all about.

Accessibility aspects in Erasmus+

Find out useful information about accessibility in Erasmus+.

Other types of mobility

Find here more types of mobility beyond Erasmus+.

Testimonials

[Home](#) > Testimonials

Get inspired by other students' stories about studying abroad. Discover the many benefits of going on exchange.



Angela

Discover the story of Angela, BA student from Malta, and her magical Erasmus in the Greek island of Hydra,



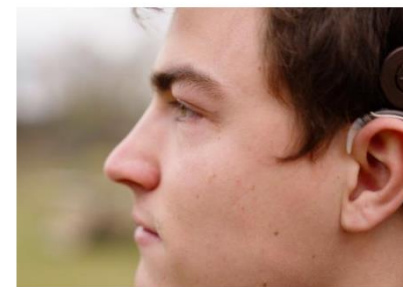
João

Discover the video of João, a PhD student who went to study abroad in France.



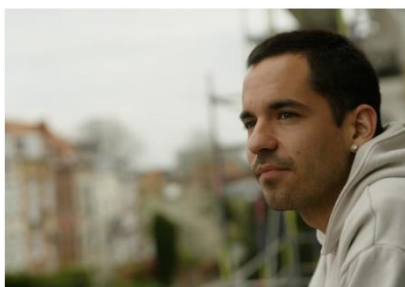
Anthony

Discover testimonial of Anthony, a student who studied abroad in the UK and the south of Belgium.



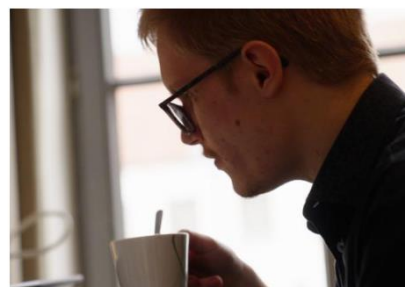
Klaas

Discover the testimonial of Klaas, a student who studied abroad in Finland.



Abram

Discover the video of Abram a student who studied abroad in Belgium



Tibo

Discover the testimonial of Tibo a student who studied abroad in Germany.



Omer

Discover the testimonial of Omar, a refugee student who studied in Belgium.



Schraavya

Discover the video of Schraavya a PhD student studying in Ghent (Belgium).

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](#)

8 resources found

Making mobility programmes
more inclusive
Inclusive Mobility - Training package



Making mobility programmes more inclusive - Training package

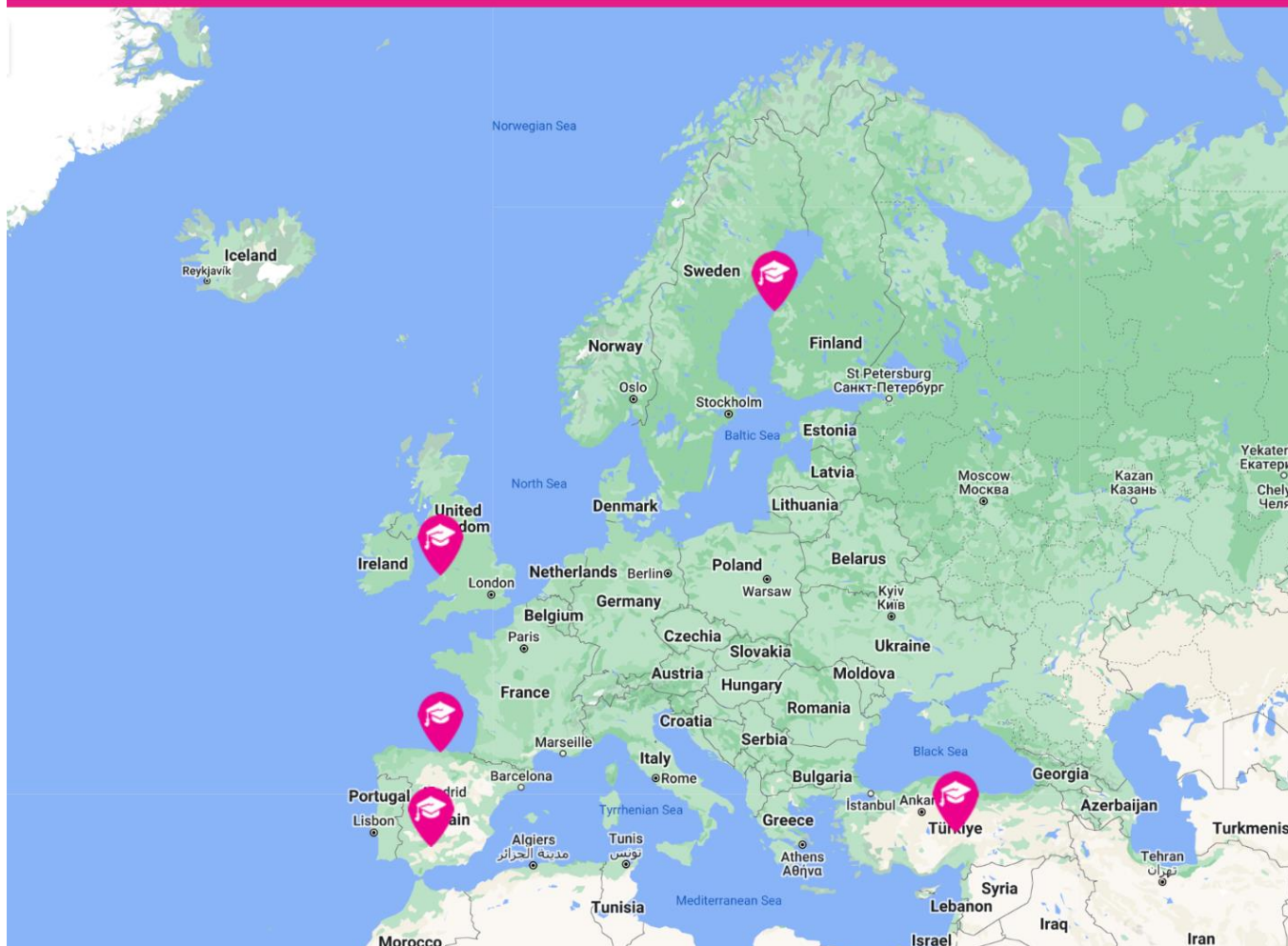
Publication - English, Belgium - 02/04/2022

The training packages include e-learning programmes with useful tips & tricks for higher education institutions, national agencies, ministries of education on how to make mobility programmes more inclusive and install a sustainable inclusive mobility strategy at institutional and/or national level. The modules address the same themes as the self-assessment tool and framework, and go more in depth with very practical suggestions that you can start implementing today already!

Authors: Nadie Baudry - Valerie Mertens - Valérie Van Hees - Support Centre Inclusive Higher Education

<https://siho.be/en/e-learning>

Institutions



Search Higher Education Institutions

🔍 Enter institution name (e.g. University of Ghent) 🔼

- 📍 "I. T. S. Ge. In. Logistic"- Istituto Tecnico Supe...
ITALY VISIT
- 📍 "Katholische Stiftungshochschule München" Hochs...
GERMANY VISIT
- 📍 A Tan Kapuja Buddhista Foiskola
HUNGARY VISIT
- 📍 A. E. S. C. R. A.
FRANCE VISIT
- 📍 A. R. F. I. S. S.
FRANCE VISIT
- 📍 Aaic Saint Joseph
FRANCE VISIT
- 📍 Aalborg Universitet
DENMARK VISIT
- 📍 Aalto Korkeakoulusaatio Sr
FINLAND VISIT
- 📍 Aarhus School of Marine and Technical Engineering
DENMARK VISIT

Albania >	Andorra >	Armenia >	Austria >
Azerbaijan >	Belarus >	Belgium (Flemish Community) >	Belgium (French Community) >
Bosnia & Herzegovina >	Bulgaria >	Croatia >	Cyprus >
Czech Republic >	Denmark >	Estonia >	Finland >
France >	Georgia >	Germany >	Greece >
Holy See >	Hungary >	Iceland >	Ireland >
Italy >	Kazakhstan >	Latvia >	Liechtenstein >
Lithuania >	Luxembourg >	Malta >	Moldova >

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Erasmus Generation page [↗](#)

National Agency

[Edit NA](#) [↗](#)

DAAD



[Website](#) [↗](#)

Outgoing students

Incoming students

National policies

Institutions

Organisations

The information about this Country was updated on 07/November/2023.

Outgoing students [Edit Outgoing students details](#)

Erasmus+ Inclusion Support

This support measures are put in place with the support of the Erasmus+ programme. For additional information, check the [National Policies](#) section.

Definition of students with fewer opportunities +

Target groups

Grants +

Special Needs support: Who is eligible to request real cost support

Other Inclusion support provided

National Inclusion Support

This support measures for outgoing students are put in place with national resources.

This Country has not provided information about National Inclusion Support for outgoing students.

Incoming students [Edit Incoming students details](#)

National Inclusion Support



Erasmus Generation page [↗](#)

National Agency

Edit NA [↗](#)

DAAD

NA | DAAD

Nationale Agentur für
EU-Hochschulzusammenarbeit | Deutscher Akademischer Austauschdienst
German Academic Exchange Service

Website [↗](#)

■ **Outgoing students**

■ Incoming students

■ National policies

■ Institutions

■ Organisations

The information about this Country was updated on 07/November/2023.

Outgoing students [Edit Outgoing students details](#)

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Definition of students with fewer opportunities

Sozialgesetzbuch IX: § 2 SGB IX Begriffsbestimmungen

(1) Menschen mit Behinderungen sind Menschen, die körperliche, seelische, geistige oder Sinnesbeeinträchtigungen haben, die sie in Wechselwirkung mit einstellungs- und umweltbedingten Barrieren an der gleichberechtigten Teilhabe an der Gesellschaft mit hoher Wahrscheinlichkeit länger als sechs Monate hindern können. Eine Beeinträchtigung nach Satz 1 liegt vor, wenn der Körper- und Gesundheitszustand von dem für das Lebensalter typischen Zustand abweicht. Menschen sind von Behinderung bedroht, wenn eine Beeinträchtigung nach Satz 1 zu erwarten ist.

Link to an English Summary:

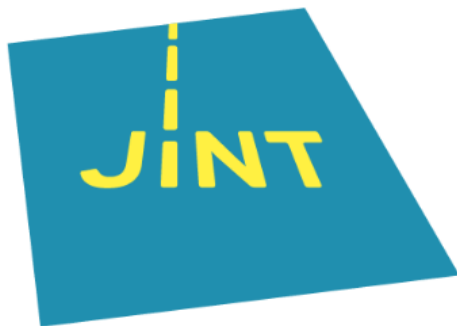
<https://www.bmas.de/EN/Our-Topics/Participation-of-Persons-with-Disabilities/employment-of-people-with-severe-disabilities.html>

Target groups

Institutions

[View all the institutions](#)

Organisations [Add new organisation](#)



JINT

Website [↗](#) Email [@](#)

[Edit organisation](#) 

« Go back to the Country page

📁 A (11 institutions)

📁 B (14 institutions)

📁 C (7 institutions)

📁 D (18 institutions)

📁 E (19 institutions)

📁 F (29 institutions)

📁 G (8 institutions)

📁 H (127 institutions)

📁 I (8 institutions)

📁 J (5 institutions)

📁 K (12 institutions)

📁 L (4 institutions)

📁 M (12 institutions)

📁 N (3 institutions)

📁 O (5 institutions)

📁 P (15 institutions)

📁 R (6 institutions)

📁 S (19 institutions)

📁 T (29 institutions)

📁 U (33 institutions)

📁 V (2 institutions)

📁 W (5 institutions)

List of institutions of Germany

A (11 institutions)

- [Alanus Hochschule Ggmbh](#) (Alfter,)
- [Augustana-Hochschule](#)
- [Alice Salomon Hochschule Berlin](#) (Berlin,)
- [Akkon Hochschule Gemeinnützige Gmbh](#)
- [Accadis Bildung Gmbh](#) (Bad Homburg,)
- [Albert-Ludwigs-Universität Freiburg](#) (Freiburg im Breisgau,)
- [Akademie der Polizei Hamburg](#)
- [Akad Wissenschaftliche Hochschule Lahr Gmbh](#) (Konstanz,)
- [Akademie für Darstellende Kunst Baden-Württemberg](#) (Ludwigsburg,)
- [Akademie der Bildenden Künste München](#) (Munich,)
- [Akademie der Bildenden Künste Nürnberg](#) (Nuremberg,)

B (14 institutions)

- [Berliner Hochschule für Technik](#) (Berlin,)
- [Btk Berliner Technische Kunsthochschule Gmbh](#) (Berlin,)
- [Bbw Hochschule](#) (Berlin,)
- [Bard College Berlin, a Liberal Artsuniversity Ggmbh](#) (Berlin,)
- [Berlin International University of Applied Sciences](#) (Berlin,)
- [Brandenburgische Technische Universität Cottbus-Senftenberg](#) (Cottbus,)
- [Berufsakademie Sachsen](#) (Glauchau,)
- [Bucerius Law School - Hochschule für Rechtswissenschaft Gemeinnützige Gmbh](#) (Hamburg,)
- [Bildungszentrum F. Informationsverarbeitende Berufe,Gemeinnützige Gmbh](#) (Hanover,)
- [Bayerische Theaterakademie August Everding im Prinzregententheater](#) (Munich,)
- [Bsp Business & Law School](#) (Berlin,)
- [Bauhaus-Universität Weimar](#) (Weimar,)
- [Bergische Universität Wuppertal](#) (Wuppertal,)
- [Burg Giebichenstein Kunsthochschule Halle](#) (Halle (Saale),)

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Hogeschool Gent

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
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Institution details



Location

Campuses

Offices





-  Disability / Inclusion
-  International Relations

Procedures



-  Fewer opportunities
-  Disabilities

Adjustments

Services and Support

-  Financial support
-  Medical support
-  Housing support
-  Additional services

Activities

-  Preparatory visits
-  Welcoming activities

Services and data found on this page cannot be guaranteed.
You should always contact the institution directly to ensure that you have the right information.

The information about this institution was updated on 06/November/2023.

Institution details [Edit Institution details](#)

Official name: **Hogeschool Gent**

English name: *HOGENT University of Applied Sciences and Arts*

Institution email: info@hogent.be

[Institution website](#) 

[Link to the HEI study programmes](#) 

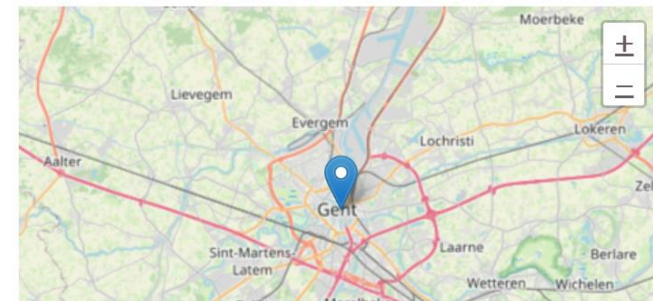
[Link to the HEI student guide](#) 

This institution has not provided a link to their examination regulations

Location [Edit Location details](#)

Address

GERAARD DE DUIVELSTRAAT 5
9000 GENT
Belgium



Adjustments and services for students with disabilities

Adjustments can be made available for students under certain conditions, based on a needs assessment upon arrival at the University.

What adjustments for studies can be made for students?

- May bring a note taker to educational activities
- May bring a personal assistant to educational activities
- May bring a Sign Language interpreter to the educational activities
- May request adjusted courses materials: size, font and font size, braille, etc.
- May request the course material in digital format
- May request to record lectures
- May use a laptop, tablet or iPad during lectures
- May use elevators and other access facilities on campus

What adjustments for exams can be made for students?

- May bring a note taker to oral and written exams
- May bring a personal assistant to the exam for practical help at the beginning and end of the exam
- May bring a Sign Language interpreter to oral exams
- May move the exams to the appropriate catch-up exam period within the same exam period
- May take a seat in separate exam room for written exams
- May take more preparation time before the oral exam
- May take more time for the written exam
- May use a laptop, tablet or iPad with assistive software during exams
- May use a laptop, tablet or iPad with standard software during exams

Other adjustments and services for students with disabilities offered at the institution

B *I* U     

At Student Counselling+ we use an individual approach based on the question and needs of the student. Together with the student and the educational institution, we look at what is possible in terms of measures.

Financial support

Does your institution offer extra financial support for incoming students with disabilities? *



- No
 Yes

Financial support

Does your institution offer extra financial support for incoming students with disabilities? *

- No
 Yes

What extra financial support for incoming students with disabilities is offered? *

B *I* u |  |    

▼ Institution address *

Country *

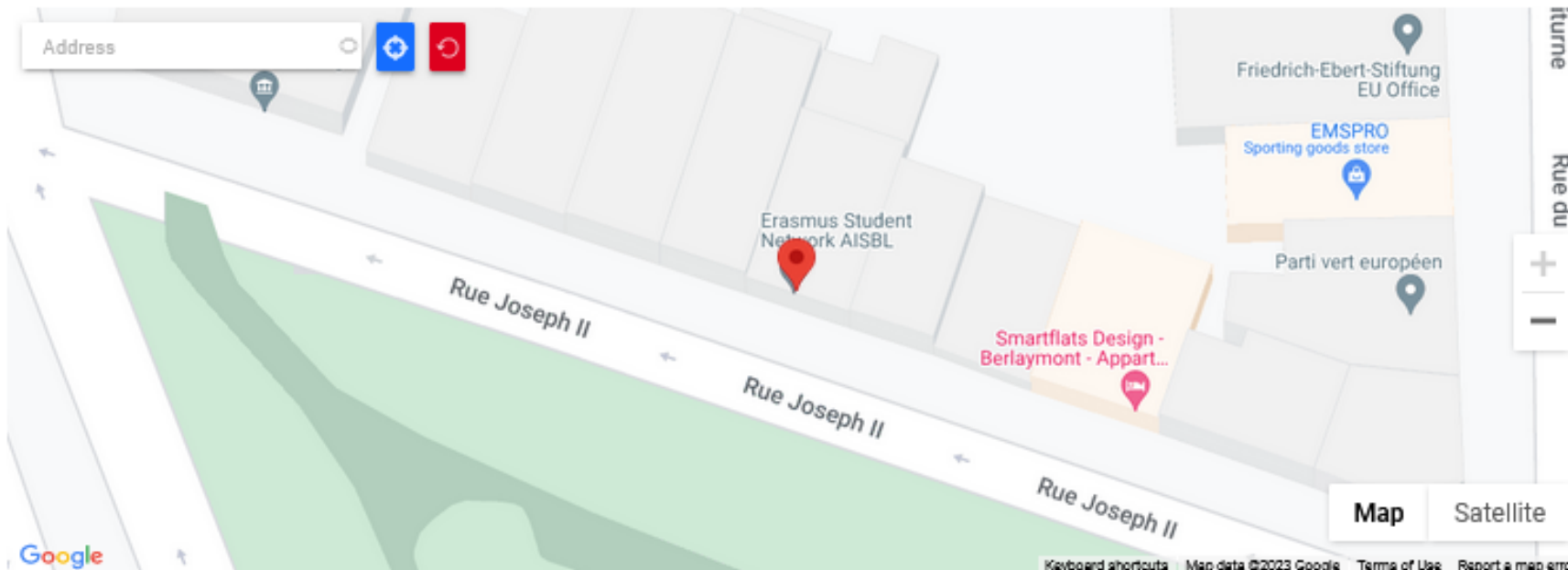
Belgium

Street address *

Rue Joseph II 120

Postal code * City *

1000 Brussels



Institution

Institution Name - Local language *

 Published

Identifiers

Erasmus code

PIC Code

API ID (EU Data Integration)

**We need your help to
disseminate inclusivemobility.eu!**

25/50 NAs

142/6838 HEIs

Workshop

Data collection: why & how?

Dissemination & inclusivemobility.eu

Moving closer to Inclusive Internationalisation in Higher Education

THANK YOU!