



Higher Education Internationalisation and Mobility:
Inclusion, Equalities and Innovations 

HEIM Briefing (August 2017)

Project Name: Higher Education Internationalisation and Mobility (HEIM)
(<http://www.sussex.ac.uk/education/cheer/researchprojects/rise>)

Funder: Horizon 2020 Marie Skłodowska-Curie Actions

Focus

1. Roma Communities in European Higher Education
2. Gypsies, Roma, and Travellers (GRT) in UK Higher Education
3. Equity and Inclusion in Higher Education Internationalisation, with specific emphasis on GRT Communities.

Partners:

- Lead Partner: Professor Louise Morley, Centre for Higher Education and Equity Research (CHEER), University of Sussex, UK.
- Academic Partners: Dr Mayte Padilla-Carmona, Universidad de Sevilla, Spain, Professor Nafsika Alexiadou, University of Umea, Sweden
- NGO Partner: Dan Doghi, Roma Education Fund, Budapest.

Key Findings

1. In the UK, the proportion of Gypsies and Travellers in 2015-16 who were students in higher education was approximately 11 times lower than the whole population.
2. GRT Communities are rarely included in Widening Participation Initiatives in the UK even though The Office for Fair Access (OFFA) requires education institutions to consider targeting additional groups in their Access Agreements such as 'students from Gypsy and Traveller communities' who are 'currently under-represented and/or disadvantaged in higher education at a national level'. (OFFA, 2016:13).
3. There are categorisation challenges in the UK. In national census data, GT equals white. This is compounded by GRT communities' often reluctance to disclose ethnicity for fears of stigmatisation.
4. The GRT ethnic category is also often excluded from identifiers of ethnicity for UK universities for [student admissions and staff employment](#).
5. Disaggregated data on the Roma and Higher Education are unevenly collected across Europe.
6. The Roma in policy and research in Europe tends to focus on compulsory education.
7. There is a lack of research/scholarship/ knowledge/ resources on the Roma in Higher Education in Europe, and on GRT in the UK.
8. Internationalisation opportunities are very valuable for GRT communities. These widen networks of GRT scholars, help create new knowledge on GRT, and also enable the recasting of negative national identities.

Aims

1. Policy Learning/ Knowledge Exchange across diverse constituencies:
 - Academic/ NGOs/ Policymakers
 - Central & Eastern Europe/ Western/Northern Europe
 - Experienced and Early Stage Researchers
2. Co-ordinating/ Creating Knowledge on Roma in Higher Education.

Methods

Via secondments and staff exchanges across academia and civil society, 6 Work Packages, policy and literature reviews and semi-structured interviews, the project investigated policies, interventions, methodologies and challenges for including GRT in higher education generally, and in internationalisation initiatives, in particular, in diverse national locations.

Actions

- Examining Roma access to higher education in Spain, Sweden and the UK.
- Evaluating European and National Policy Frameworks/ Solutions that regulate the access of Roma young people to higher education.
- Capacity-building/training professionals working with Roma communities in research methodologies for equity, diversity and social inclusion.
- Interviewing Roma academics and doctoral students about their experiences of higher education and internationalisation.
- Developing a Social Media Network to support Roma researchers and students in higher education.
- Providing a Training Module on Internationalisation [designed for employers of international research/ academic staff](#).
- Publishing, Disseminating, Networking and Promoting Impact from the findings.
- Identifying/ Sharing Good Practices in Europe.

Good Practices Identified

1. Affirmative Action policies to support Roma students to access higher education (access, bursaries, mentoring)

- Central European University's Access Programmes
- Roma Education Fund's Scholarships
- Roma International Scholarship Scheme (RISP)

2. Transparent and accessible information/ support for higher education opportunities

- Romaversitas- Promotes and encourages Roma access to higher education/ strengthens social relationships between Roma and non-Roma students in order to remove prejudices and stereotypes within society.

3. Policy

- EU Framework for National Roma Integration Strategies (2011)
- The Equality Act (2010) in the UK- Romany Gypsies and Irish Travellers are recognised ethnic groups with legal protections from discrimination.
- UK Cross Ministerial Working Group on Gypsy and Traveller Inequalities (CMWG)
- Roma Decade of Inclusion (2005-2015)

4. NGOs/ Advocacy Groups e.g.in the UK

- Friends, Families and Travellers
- Gypsy Council
- UK Roma Support Group
- Advisory Council for the Education of Romany and Other Travellers

5. Visibility of Roma people's achievements

- E.g. in Spain FSG (2008) *Life Story of 50 Roma Students*.

6. Materials

- Government committed to funding the production of school material in varieties of Romani Chib in Sweden.

7. Internationalisation- the inclusion of GRT in UUK's Go International Programme

(<http://go.international.ac.uk>).

Outputs

1. Training Module

Internationalisation in Higher Education: Practical Guidance

(<http://www.sussex.ac.uk/education/cheer/researchprojects/rise/trainingmodule>)

2. Film

Gypsy, Roma and Traveller Students' Experiences in Higher Education

(<https://vimeo.com/178814562/d55f3a1b55>.)

N.B. This film will also be available with Spanish subtitles in November 2017.

3. Database

HEIM has created a Resources Database on the topics of GRT in Higher Education and on Internationalisation

<http://www.sussex.ac.uk/education/cheer/researchprojects/rise/trainingmodule/resources>.

4. Social Media

HEIM has developed a Roma Researcher Network and Facebook Group

(<https://www.facebook.com/groups/REFScholarshipProgramRomaResearchNetwork/#> =).

5. Policy Briefing

Written submission in January 2017 to UK House of Commons Women and Equalities

Committee inquiry into '*Tackling inequalities faced by Gypsy, Roma and Traveller*

Communities'. <http://www.sussex.ac.uk/education/cheer/documents/policy-brief--gypsy-roma-and-traveller-the-uks-forgotten-he-minority-2017.pdf>.

5. Summer Schools

Summer Schools on *Research Methodologies Training for Equality and Diversity* in 2015 and 2017 took place at Sussex for a total of 14 Roma Researchers.

6. Reports

3 country-based Research Reports produced collaboratively by each University's

Experienced and Early Stage Researcher teams, relating to teach specific national contexts and containing guidelines for good practice.

<http://www.sussex.ac.uk/education/cheer/researchprojects/rise/outputs>.

- Alexiadou, N., Norberg, A. (2015). Roma, Education, and Higher Education policies: The International Context & and the Case of Sweden. Report as part of the *Higher Education Internationalisation and Mobility: Inclusion, Equalities and Innovation* Project. Marie Sklodowska-Curie Actions, Research and Innovation Staff Exchange, Horizon 2020. Grant agreement No. 643739.
- Danvers, E. (2015). *Equalities and Innovation: Supporting Roma Students in Higher Education. Briefing Report on Higher Education, Internationalisation and Roma in the UK*
- Padilla- Carmona, T. & Soria-Vilchez, A. P (2015). *Good Practice for Widening the Participation of Roma in Spanish Higher Education*.

A series of three country-specific (Sweden, Spain, UK) research-informed briefing papers on issues for Roma people in accessing higher educational opportunities in European countries led by experienced and early stage researchers from the Roma Education Fund.

(<http://www.sussex.ac.uk/education/cheer/researchprojects/rise/outputs>)

- Garaz, S. & Petre, G. (2016). *Researching Marginalized Minorities in the UK Higher Education and the Case of Roma: Policies and Practice*.
- Garaz, S. & Notar, I. (2016). *Marginalized Minorities in Higher Education in Spain: Policies and Practice*.
- Idrizi, M. & Tomic, L. (2016). *Researching Marginalized Minorities in Higher Education in Sweden and the Case of Roma: Policies and Practice*.

7. Publications

- Morley, L., Alexiadou, N. Garaz, S. González-Monteagudo, J. Taba, M. (In press) Internationalisation and Migrant Academics: The Hidden Narratives of Mobility. *Higher Education*.
- Alexiadou, N. (2017). Equality and education policy in the European Union - An example from the case of Roma. In: Gale, T. & Gulson, K. (Eds) *Policy and Inequality in Education*. Book series Education Policy and Social Inequality. Springer.
- Alexiadou, N. & Norberg, A. (2017) Sweden's Double Decade for Roma Inclusion in the European Policy Context: A case of policy learning. *European Education*. 49(1): 36-55.
- Hinton-Smith, T. & Danvers, E. (2017). Identity and Belonging: Researching Roma Women in Higher Education.' In Morley, L. (Ed.) *Europa World of Learning Special Edition on Gender and Access to and Participation in Higher Education*. Routledge: London.
- Hinton-Smith, T, Danvers, E. & Jovanovic, T. (2017). Roma women's higher education participation: whose responsibility? *Gender and Education*. DOI: 10.1080/09540253.2016.1274386
- Padilla-Carmona, M.T., González Monteagudo, J. and Soria Vilchez, A. (2017) 'Los gitanos en la universidad española: Un estudio de caso de trayectorias de éxito (Roma Students in Higher Education: A Qualitative Research on Successful Trajectories).' *Revista de Educación*. (No.377, July-September).

Media Coverage

- **19 May 2016** - Times Higher Education: [Higher Education Must Not Exclude Roma Communities](#) by Tanja Jovanovic
- **29 May 2016** - Times Higher Education: [Roma: the UK's Forgotten Higher Education Minority](#) (incl. quote from CHEER Director, Professor Louise Morley)

Suggested Policy Actions

1. Include GRT communities in Widening Participation Initiatives, and Internationalisation Programmes as the UUK *Go International* has done.
2. Review how statistical data are collected and disseminated on GRT communities in UK Higher Education.
3. Policy Activity e.g. include GRT in OFFA's topic briefings.
4. Establish bursaries and scholarships for GRT to enter HE. Maybe set up a GRT UK Higher Education hub to support students?
5. Establish funding for research and impact activities on GRT in Higher Education.
6. Develop a resource base to co-ordinate information about GRT in Higher Education.
7. Facilitate further opportunities for knowledge exchange in Europe.

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