

Ethically-Based (North-South) Undergraduate Student Mobility Programs in British Columbia

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Roy, P., Karim-Haji, F., Ramji, K., & Enns, C. (2018). Ethically-Based (North-South) Undergraduate Student Mobility Programs in British Columbia. Power Point Presentation at the 9TH annual BCCIE Summer Conference, Vancouver, BC, June 17-20, 2018.

Note that some slides have separate references, please see reference page.

Presenters



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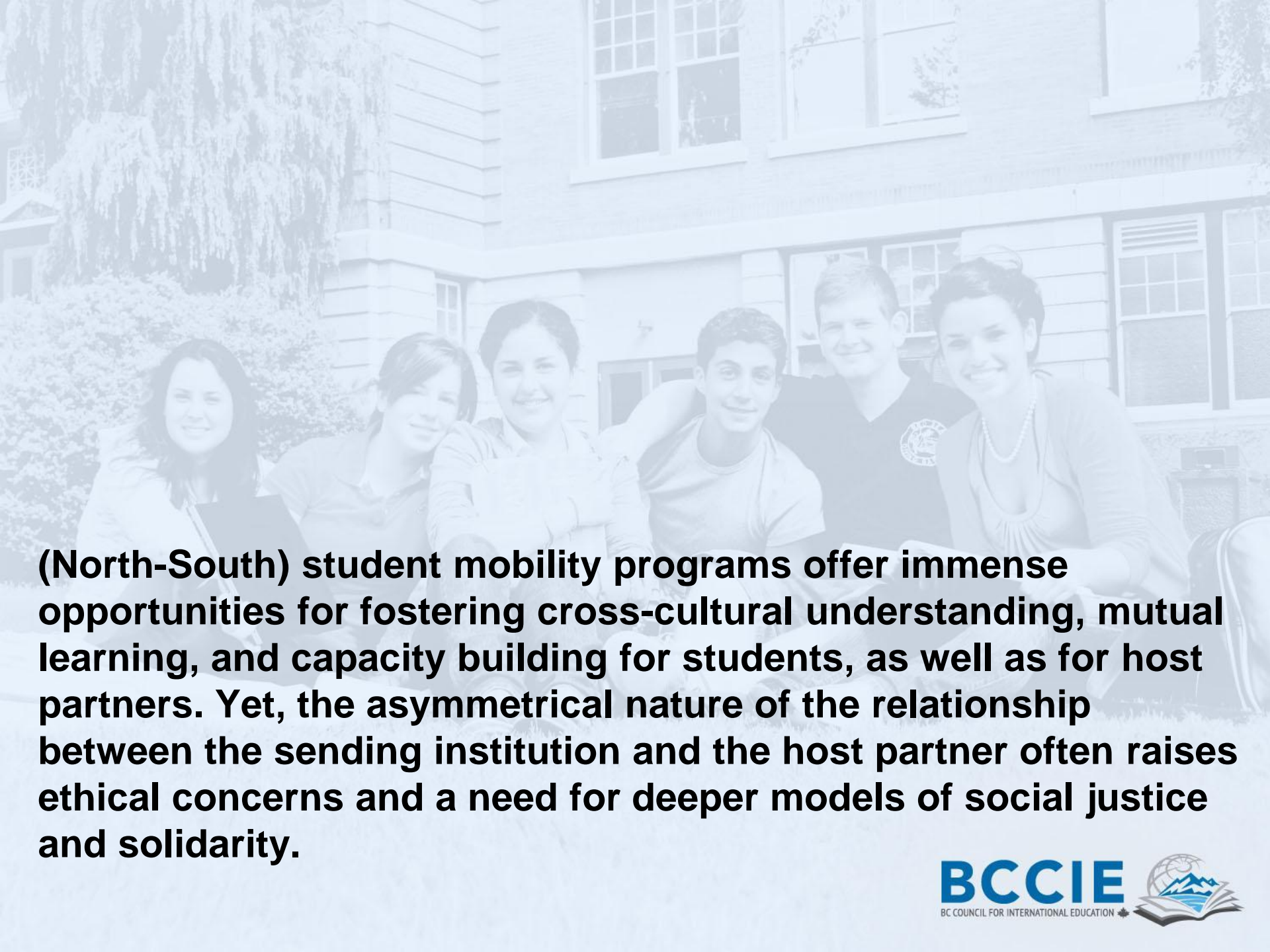
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(North-South) student mobility programs offer immense opportunities for fostering cross-cultural understanding, mutual learning, and capacity building for students, as well as for host partners. Yet, the asymmetrical nature of the relationship between the sending institution and the host partner often raises ethical concerns and a need for deeper models of social justice and solidarity.

Definitions

- **Mobility Programs** encompass students travelling for a range of international educational opportunities to study and/or learn practical work and leadership skills through volunteering, experiential learning, research abroad, internships, cooperative education or “field school” courses.
- **Sending Institutions** are colleges, universities, and third party providers that send individuals to participate in global mobility programs.
- **Host Partners & Communities** encompass in-country NGOs, community-based organizations, academic institutions, staff on the ground, leaders, host families and local people living in the community (receiving partners).

Intended Learning Outcomes

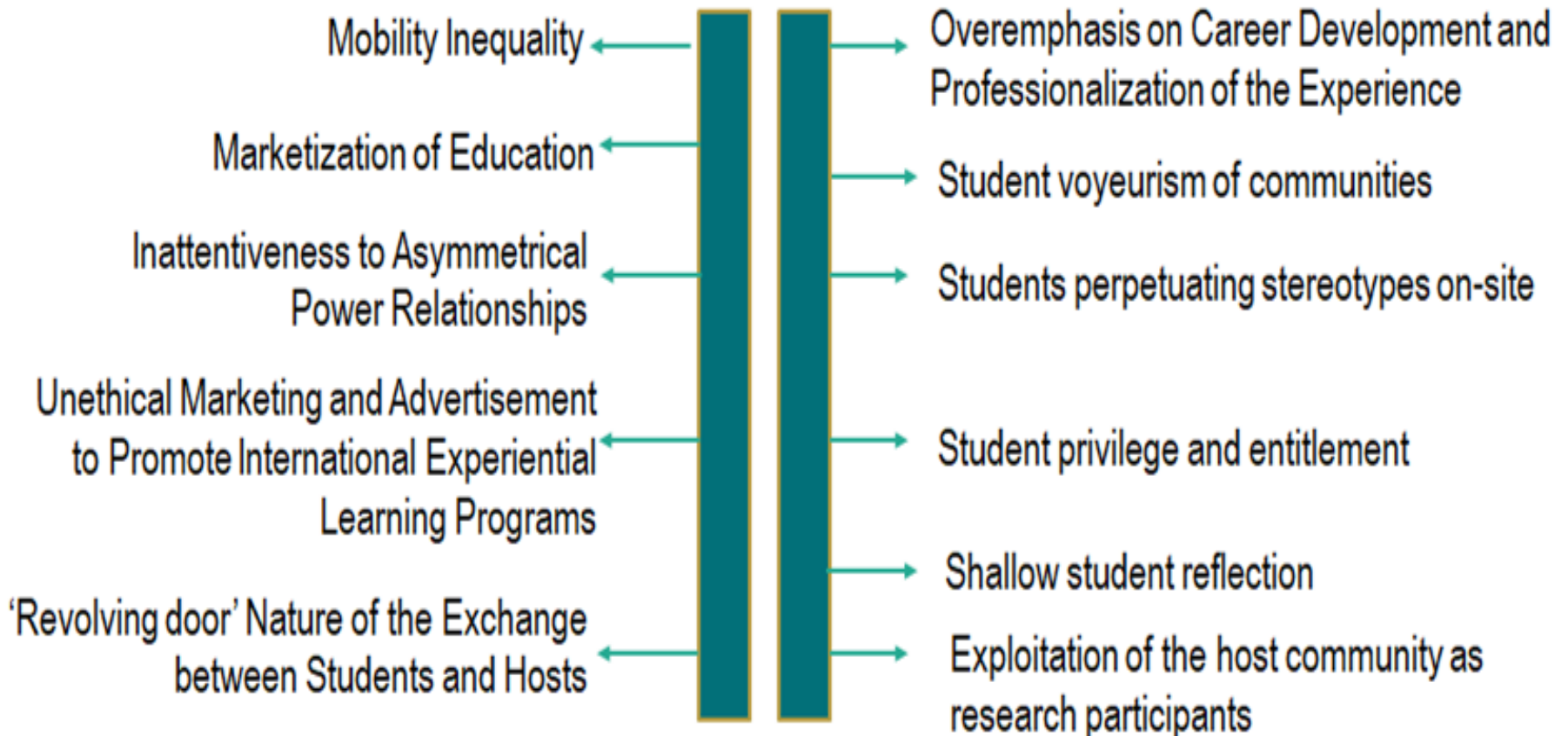
- Participants will gain a better understanding of the ethical dilemmas facing student mobility programs.
- Participants will identify innovative approaches, best practices, and models to establish, implement, maintain, and evaluate ethical mobility programs.
- Participants will contribute their knowledge, ideas, and expertise about the practice of ethically-based mobility programs, building networks and exploring collaborations to advance the practice of ethical mobility programs.

Think Pair Share Activity

In your work with mobility programs, what ethical issues have you come across?

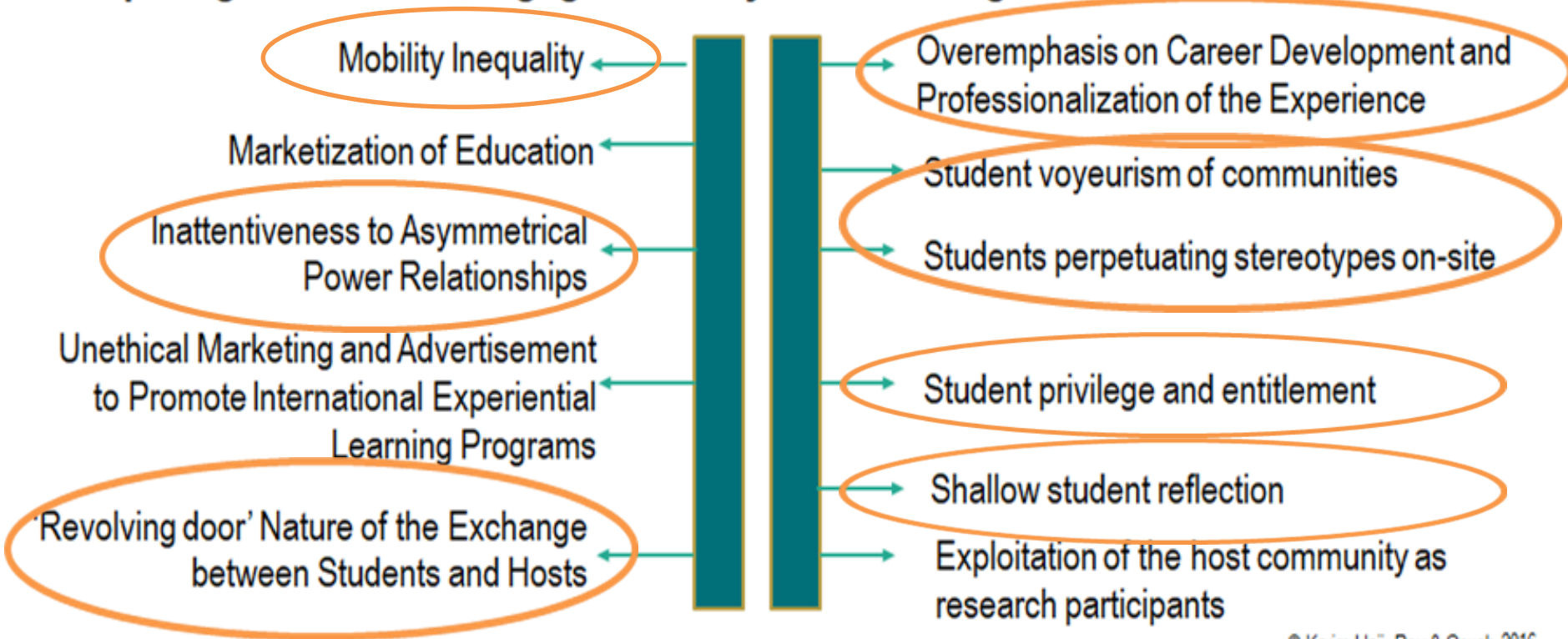
Ethical Dilemmas (Karim-Haji, Roy & Gough, 2016)

Preparing Students to Engage Ethically while Adding Value for Host Communities



Sending Institution Perspectives

Preparing Students to Engage Ethically while Adding Value for Host Communities



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Sending Institution Perspectives

- *Mobility inequality*
 - Partnership model
 - Equality over time if not immediate
 - Equality vis a vis \$ rather than students
- *Revolving door nature of the exchange between students and hosts*
 - Longer-term placements
- *Inattentiveness to asymmetrical power relationships, student voyeurism, students perpetuating stereotypes on-site, privilege and entitlement*
 - Intercultural Competency Development Curriculum based on Cultural Intelligence Model (McRae and Ramji, 2017)
- *Shallow student reflection*
 - Competency assessment framework, including intercultural competencies
- *Overemphasis on career development*
 - Equal importance to student learning outcomes AND employer objectives for placement
 - Community engagement, impact on employer community (UN SDGs)
 - Intercultural competency development; what does the world need?

Sending Institutional perspective

Work Integrated Learning (WIL) Placement Process

Before the WIL placement

Student, Employer & Institutional objectives

Job Posting process

Student selection

Funding sources

Pre-departure preparation
(visa support, travel safety,
intercultural competency
development curriculum)

During the WIL Placement

Student and employer support

Student learning objectives

Employer expectations

Work site visit

Student competency
development and reflection

After the WIL Placement

Student reflection

Student competency
development

Employer objectives

Impact on employer
goals/UNSDG

Continued relationship building

Host Institution Perspective



- Aga Khan University's International Internship Program set up in 2008
- Focused on bringing students from partners to AKDN sites - 120 students in 11 countries in the Global South (to date)
- Began testing and trying new models, innovation, starting to look at ethics
- Began tracking and evaluating the program – what was working?
- Identifying opportunities and challenges

Host Institution: What Did We Learn?

- Root mobility programs as part of a partnership framework
- Ethical engagement in mobility programs is a choice
- Take a holistic approach - students are at the center with an equal focus on the program and all components
- Understand that the model is applicable in multiple contexts (i.e., North-South, North-North, South-South)
- Results improved around the type and kind of students emerging from such a program

Holistic Model for Ethical Mobility Programs



Roy, P., Karim-Haji, F., & Gough, B. (2018). *A Holistic Model for Ethical Mobility Programs*. Presented at the 12th Annual Global Internship Conference June 12-15, 2018, Detroit, MI. USA.

Perspectives from the Academy- Research

- Data mining and exploitation of participants
- Roles and responsibilities of the “researchers”
- Collaboration with host partners
- Co-designing research study
- Ethics approval processes and permits
- Co-authorship
- Open access publications
- Ongoing relationship and “give back”

Call to Action – Group Discussion

- Based on what you learned in this session, what will you do differently?
- Who would you like to collaborate with to advance the practice of ethical mobility programs?
- What questions remain unanswered?

References

Karim-Haji, F., Roy, P., & Gough, R. (2016). [Building Ethical Global Engagement with Host Communities: North-South Collaborations for Mutual Learning and Benefit](#). Resource Guide presented at the 10th Annual Global Internship Conference June 15-17, 2016, Boston, MA, USA.

Roy, P., Karim-Haji, F., & Gough, B. (2018). A Holistic Model for Ethical Mobility Programs. Presented at the 12th Annual Global Internship Conference June 12-15, 2018, Detroit, MI. USA.

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