

Supporting Indigenous Student Mobility – Models overcoming complex intersections between mobility and indigenous communities globally

Angelina Palumbo, Northern Arizona State University

Dawn Hewitt, ISEP

Lydie Faure Kilgannon, The University of Auckland

Isis Kowaliauskas, Western Sydney University



The Motivation: I am from

Why is this important?

- Gain a **new perspective** on one's own country, culture, and identity
- **Increased employability** with international experience, **cross-cultural skills** and adaptability
- Learn about other Indigenous issues and cultures and **impacts of colonialism around the world**
- Bring **new comparative perspectives** to Native issues back home
- **Educate** international community about modern indigenous people, culture, and values
- Help build own nation through **sharing** the skills, experiences, and connections gained abroad

State of the World's Indigenous Peoples



- 5% of the world's population, indigenous peoples make up **15% of the world's poor**.
- Historic **injustice**
- **Disproportionately poor** around the world, in developing countries as well as developed countries
- **Systematic failures** of education model for indigenous peoples
 - ❖ Discrimination
 - ❖ Life-long poverty
 - ❖ Lack of resources
 - ❖ Emphasis on individualism at the expense of the collective cultural forms

Source: United Nations <http://www.un.org/esa/socdev/unpfii/documents/SOWIP/press%20package/sowip-press-package-en.pdf>
"Status and Trends in the Education of Racial and Ethnic Groups 2016." <https://nces.ed.gov/pubs2016/2016007.pdf>. 32.

Current Landscape – UNITED STATES



- Native American population is ~2% of total population
- Population is growing, projected to increase to 5 million within 50 years
- Native Americans consistently have highest level of poverty in the United States 26%
- US higher education: ~1% Native Americans enrolled

Source: United Nations <http://www.un.org/esa/socdev/unpfii/documents/SOWIP/press%20package/sowip-press-package-en.pdf>
"Status and Trends in the Education of Racial and Ethnic Groups 2016." <https://nces.ed.gov/pubs2016/2016007.pdf>. 32.

Current Landscape – UNITED STATES

| Category | 2010/11 | 2015/16 | 2016/17 |
|--------------------------------------|------------|------------|------------|
| White | 77.8 | 71.6 | 70.8 |
| Hispanic or Latino(a) | 6.9 | 9.7 | 10.2 |
| Asian or Pacific Islander | 7.9 | 8.4 | 8.2 |
| Black or African-American | 4.8 | 5.9 | 6.1 |
| Multiracial | 2.1 | 3.9 | 4.3 |
| American Indian/Alaska Native | 0.5 | 0.5 | 0.4 |

Source: Open Doors 2018

Australian Higher Education Learning Abroad

| Category | | Universities responded |
|--|-------------|------------------------|
| first-in-family to attend university | 29% | 17 |
| non-English speaking background | 19% | 22 |
| regional and remote students | 12% | 23 |
| low socio-economic status backgrounds | 7% | 21 |
| students with disabilities | 4% | 24 |
| Indigenous (369 students undertook learning abroad) | 1.2% | 37 |

Australia as a country: Aboriginal & Torres Strait Islanders: .4% with wide variation of up to 6%

Source: Australian University International Directors' Forum (AUIDF) Annual Student Mobility Report 2018

NZ Higher Education – Learning Abroad 2017

| Ethnicity | Aggregate | Average | Median |
|-----------------------|-----------|---------|--------|
| European | 24% | 49% | 51.7% |
| Maori | 2.9% | 4.7% | 2.0% |
| Pacific peoples | 1.9% | 1.9% | 0.5% |
| Other ethnicity | 25.8% | 13.6% | 11.6% |
| International student | 12.5% | 5.2% | 0.0% |
| Unspecified | 32.8% | 25.7% | 5.4% |

New Zealand as a country: 14% of is Maori while significant percentage are native Pacific Islander

Source: New Zealand International Benchmark 2017

University of Auckland

Increasing Māori participation in learning abroad

Lydie Faure Kilgannon

360 International Manager, University of Auckland

- Target participation: 25% of UG students to have an overseas experience by 2020
- In 2017 we were at 19.6% participation
- Only 5.6% were Māori students
- In New Zealand 17% of the population is Māori
- The University UG Māori population is 8.7%

Goal: Parity by 2020



Barriers for Māori students

Finance

cost, loss of income, lack of funding

Family

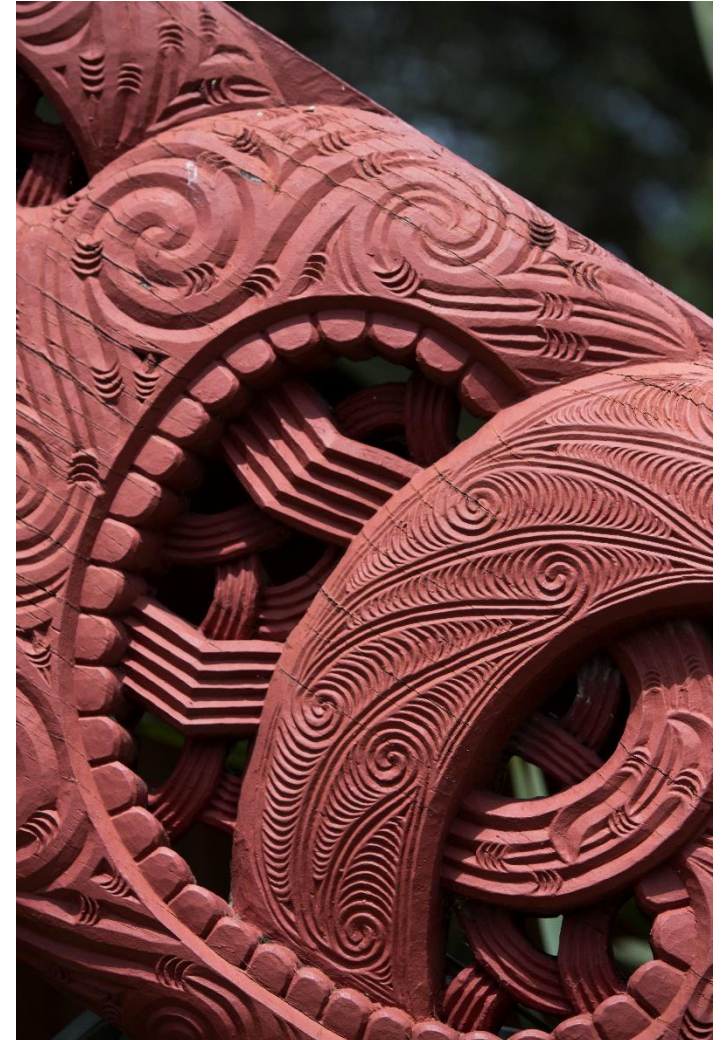
social and family obligations

Fear

of the unknown

Faculty

rigid academic structures, lack of support from institution

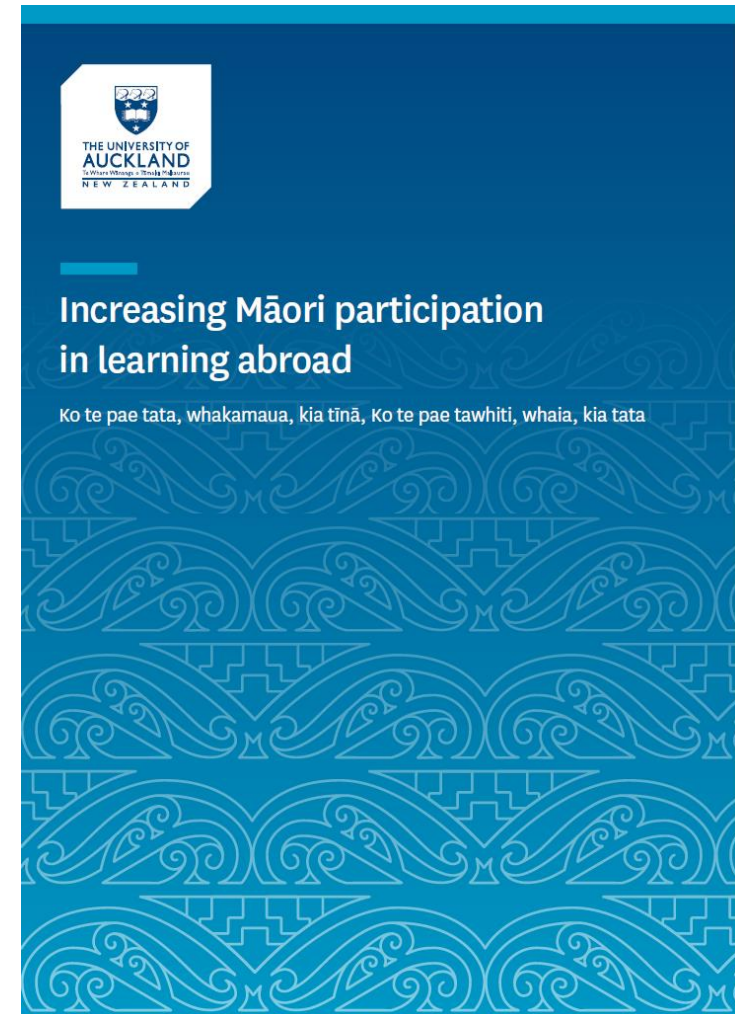


Ko te pae tata, whakamaua, kia tīnā

Ko te pae tawhiti, whaia, kia tata

"Secure the horizons that are close to hand and pursue the more distant horizons so that they may become close."

- **Research**
- Consult with Māori staff and students on campus
- Joined Diversity Abroad
- Hired an extra adviser
- Focus groups
- Put it all in a strategy document



Strategies and actions

| | |
|---------------------------|---|
| Improved messaging | Better articulate the value of learning abroad |
| Improved visuals | Ensure diversity in our collateral, representation and presentations |
| Improve access to funding | Allocated specific funds to Māori students Leverage the government so students can access loan and allowances on short term programmes |
| Improved programming | New targeted programming Cohort based programmes |
| Improved support | Engage with networks and students groups around campus Hire Maori and Pacific adviser and peer adviser |
| Improved reach | Meet with students and whānau Look beyond the traditional presentations |



Where potential meets opportunity.

You could be eligible for \$6000 to fund your overseas study.

“ A short-term programme is a perfect opportunity for people who don't necessarily have the time or money to do a full-time exchange.”

Ariki Thomson, Ngāti Maniapoto
360 International Award for Māori and Pacific Students
Winter Programme at Toulouse Business School, France



Explore our 360 International Awards for:

- Māori and Pacific students
- Equity students

auckland.ac.nz/360-money-matters

Current and future State

More targeted programmes in place for 2020 – Short term in Brazil as well as semester long exchange in Australia and in the Pacific

Increased awareness – 50 students applied to our upcoming Indigenous Rights and History programme in Brazil. 20% of the latest round of Internship funded programme were from Māori or Pacific students

Increased participation – from 5.6% to 7.2% in one year

Received the Diversity Abroad Award for Outreach, Marketing and recruitment



Supporting Indigenous Mobility at Western

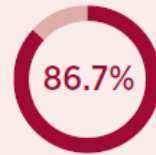


AIEC 2019
Presented by Isis Kowaliauskas
Manager, International Mobility

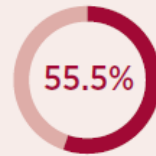


Our students – Key Data*

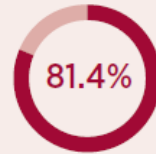
44,815 Students



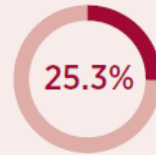
Domestic Students
And 13.3% international students



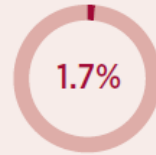
Female Students
And 44.5% male students



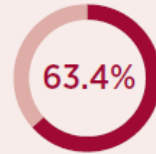
Undergraduate Students
With 16.7% postgraduate students and
1.9% studying other types of courses



Low SES
Out of the total Western
domestic students



Aboriginal and/or Torres Strait Islander
Out of the total Western domestic students



First in Family
Out of the Western commencing domestic
students, percentage of students whose
parents do not have a tertiary qualification

* As at December 2017



Securing Success 2018-2020

Strategic Goals and Objectives (International Mobility)

WESTERN SYDNEY
UNIVERSITY



A distinctively student-centred University

- Offer innovative and accessible range of student mobility programs to support the development of global citizens

A research-informed learning experience

- Enrich the student experience through increased internationalisation of the curriculum
- Study abroad programs embedded within the curriculum

An expanding international reach and reputation

- Forge long-term, mutually-beneficial international partnerships that support staff and student exchange and student mobility
- Increase outbound student mobility

Western Sydney University Indigenous Mobility - Successful programs

- **Special Opportunities**
- **Faculty-led tours**
- **Third-party provider programs**



Special Opportunities

Jasmin Hammond

2015 NCP Scholar, 2015 Harvey Norman's Young Woman of the Year,
2017-18 New Colombo Plan Indigenous Alumni Ambassador

- Indigenous student from Brewarrina, NSW.
- The first Indigenous person to receive the New Colombo Plan Scholarship
- Among the first cohort of 40 students to receive this scholarship.
- Exchange program at the Hong Kong University of Science and Technology for one semester.
- Inspired by the overseas experience, Jasmin then decided to study Medicine.
- Her ambitions in life include improving Indigenous health and education.



*Jasmin Hammond with the former
Australian politician Julia Bishop*

Special short-term programs

Global Firsts Program (France, Singapore, Canada, Taiwan, and others)

- Priority given to Aboriginal and Torres Strait Islander students.
- Short-programs available during the holiday breaks.
- Accompanied by a later-year student leader or academic staff member.
- Mandatory for students to travel together (in and out of the country).
- Pre-departure, in-country and post-return support provided.



Faculty-led programs

School of Education

Na'tsa' maht Shqwaluwun, One Heart, One Mind
(Victoria Island University, Canada)

- Aboriginal and Torres Strait Islander students have been attending this cultural exchange program with Canadian First Nation participants since 2016.
- For many participants, this was their first time travelling overseas; meeting other First Nations people; being the first in their families to travel; and, first to bring the knowledge back to their communities.



Faculty-led programs

School of Science and Health

Indigenous Communities of Malaysia Study Tour
(Universiti Kebangsaan Malaysia)

- Understanding forces confronting traditions and cultures of the Indigenous communities.
- ‘Buddy system’ – Western students partnered with local students.
- Academic staff member accompanying the group of students.
- \$3,000 NCP Mobility Grant available.



Third-party provider programs

Comparative Indigenous Studies in the USA (Fort Lewis College/ Durango, Colorado)

- Priority given to Aboriginal and Torres Strait Islander students.
- Building on world views of indigenous communities and indigenous thought.
- Historic and contemporary U.S. policies shaping and impacting tribal sovereignty and governance
- Practical Site Visits.
- Cultural components, including sessions with Elders and tribal leaders.



Center for International Education

Demographics – Fall 2018

Total Enrollment 27,078

American Indian/Alaska Native (3%)

Asian (2%)

Black/African American (3%)

Hispanic/Latino (23%)

Native Hawaiian/Pacific Island (<1%)

Non-resident Alien (International) (5%)

Not Specified (2%)

Two or more (5%)

White (56%)

NAU Strategic Goal #3:

Become the nation's leading university serving Native Americans

We believe in equality without boundaries. The Native American communities within our state have been left out of many urgent conversations and even more important, opportunities.

We are working together to create a stronger future for all.



Center for International Education

Education Abroad numbers

2012/2013 NAU sent 520 students abroad

2017/2018 NAU sent 955 students abroad

2012/2013 NAU sent 7 Native American students abroad

2017/2018 NAU sent 37 Native American students abroad

2012/2013 1.3% of students were Native American

2017/2018 3.9% of students were Native American

Center for International Education

NAU Initiatives 2017/2018

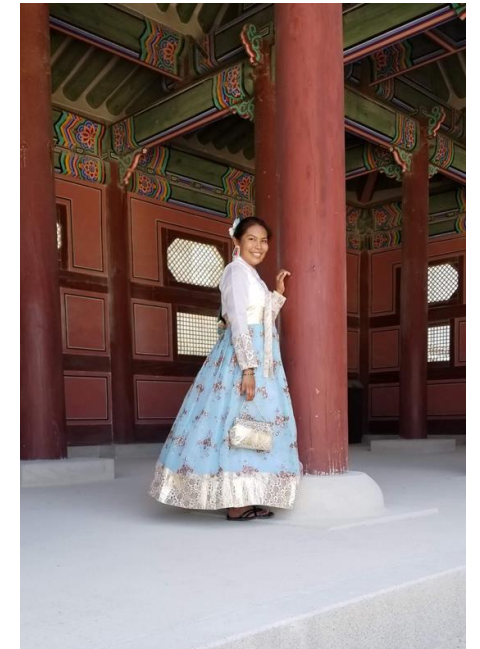
❖ Programs based on Indigenous mobility

- Faculty Led program and collaboration with Thompson River and U of Arizona in Australia and New Zealand.
- Minority Health and Health Disparities International Research Training in New Zealand, Ecuador and the Philippines.
Eligibility: Underrepresented students from a rural area and low socio-economic group.
- Creating a Navajo reservation faculty led program

Center for International Education

Initiatives for 2018/2019

- ❖ Global Ambassador from the Native American community
- ❖ Focus groups/surveys led by Global Ambassador
- ❖ Creating a resource page on our website in both English and Navajo (to start) for families of potential study abroad students.



Center for International Education

Initiatives in discussion:

- ❖ Creating stronger collaborations with Native American Cultural Center at NAU
- ❖ Creating information sessions for Native American Students
 - Prior to applying
 - Pre-departure
 - Scholarships
- ❖ Orientation for faculty led leaders by the Director of NACC
- ❖ Working on semester exchange programs where elders are abroad with Native American students (funded by NAU President through Native American Initiatives).
- ❖ Looking at providing Prayer Ceremonies for students who can't afford it.

Current Competencies:

- Strengths in study abroad advising for Indigenous students



Regionally focused advising with area expertise



- Programming options to serve diverse student needs



- Tailored one-on-one advising to meet individual needs



- Reliable funding mechanisms for study abroad scholarships



- Student alumni ambassadors willing to promote study abroad



- Existing collaboration with Native campus leaders and non-Native allies

Areas for Growth

- How we can deepen and improve our advising practice for Indigenous students studying abroad



Educating ourselves on the Indigenous student experience



Build education into programs to create non-Native allies



Incorporating Indigenous values into our programs at home and abroad



Supporting Indigenous community beyond our own office/programs



More specific and inclusive data collection and reporting



Supporting NACC to create and strengthen international partnerships

Improve your communication with the Native American community

- ❖ Ask and listen. Then keep listening.
- ❖ Attend events on campus to show support.
- ❖ Read and respond.
- ❖ Remember the purpose.





A non-profit educational community dedicated to helping students overcome the financial and academic barriers to study abroad.



Student-Focused

We work to meet student needs



Accessible

We break down financial and academic barriers



Community-Driven

We move forward by working together



Resourceful

We utilize the best of what already exists



Purposeful

The outcome drives our process



Invested

We believe in what we do

ISEP Network initiatives

- 4% of our students identify as indigenous
- **Scholarships** to promote indigenous mobility
- Indigenous Student Mobility **Think Tanks**
- **Global outreach** and participation including Canada, New Zealand, Australia, U.S., Ecuador, Mexico, Japan and South Korea
- **Grant proposals** for our members
- **Priority Placement** for indigenous student applicants
- Leveraging ISEP **Alumni Association** to connect with students
- **Homestays** within indigenous communities



Top Tips for Supporting Learning Abroad for Indigenous Students

Understanding the needs of your students

- Data collection – start counting
- It's not just about the money \$\$\$

Gain buy-in from senior administrators/leadership

- Build goals into institutional strategy

Partner with stakeholders on campus

- Engage with cultural centres, multicultural offices, indigenous faculty, staff, and students, clubs, academic depts

Engage with indigenous communities beyond campus – local and global

- International Day of the World's Indigenous Peoples – August 9
- National Sorry Day in Australia – May 26
- Indigenous Peoples Day in the US – 2nd Monday of October
- National Aboriginal Day in Canada – June 21



Top Tips for Supporting Learning Abroad for Indigenous Students continued...



Consider program design

- Short term
- Group based
- Incorporate Elders
- Partner with like-minded institutions and providers

Effectively reaching your indigenous cohorts

- Show ethnicity in your marketing - help students imagine themselves learning abroad
- Find indigenous student ambassadors
- Create resources for Tribes, families, and students

- [United Nations Report on Indigenous Peoples](#)
- [Center for Native American Youth](#)
- [Center for Native Youth, State of Native Youth Report](#)
- [NAISA \(Native American and Indigenous Studies Association\)](#)
- [NAISAA 2019 Conference in New Zealand](#)
- [US Department of Interior Tracing Ancestry](#)
- [AISES \(American Indian Science And Engineering Society\)](#)
- [American Indian College Fund](#)
- [American Indian Education Fund](#)
- [American Indian Graduate Center](#)
- [American Indian Service](#)
- [American Indian Society of Washington D.C.](#)
- [AMS Minority Scholarships](#)
- [Association on American Indian Affairs](#)
- [Bureau of Indian Education Indian Health service](#)
- [Daughters of the American Revolution](#)
- [Native American Finance Officers Association](#)
- [Navajo Generating station Navajo scholarship](#)
- [Office of Navajo Nation \(ONNSFA\)](#)
- [Peterson's Scholarship Search](#)

