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## IS STUDENT MOBILITY MUTUALLY BENEFICIAL? ACHIEVING POSITIVE HOST COMMUNITY IMPACT IN LEARNING ABROAD

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# Destination regions of Australian learning abroad students, 2016

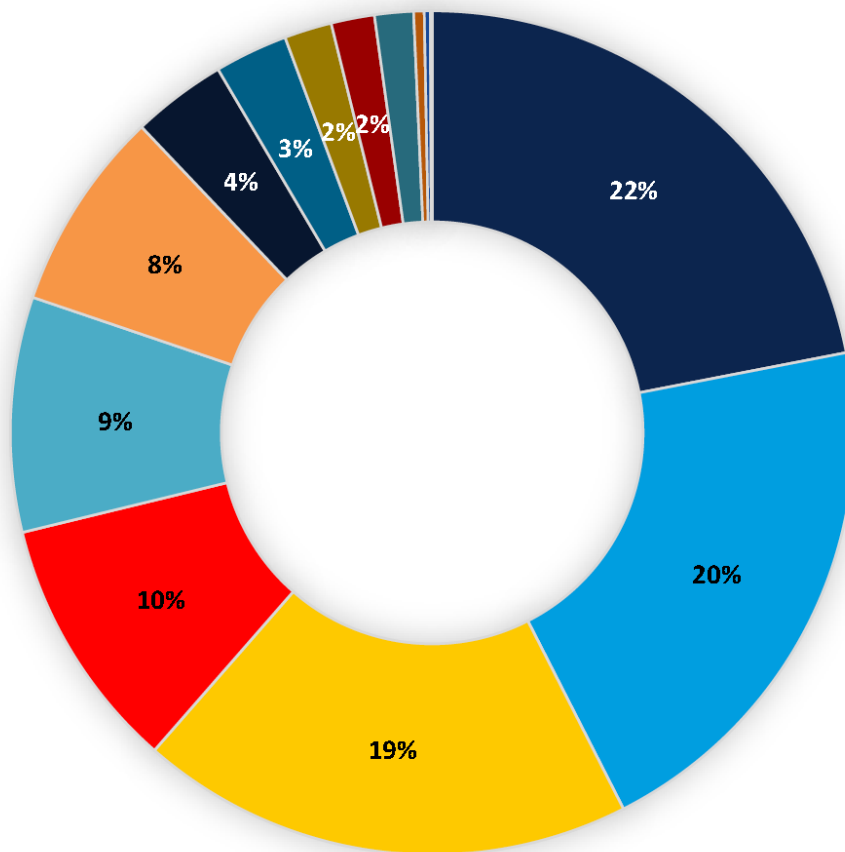


Area of circles corresponds to student numbers

# Mode of study

Half of all students are travelling for less than four weeks

Australia (44,045)



- Faculty-led study tour
  - Classes at a host university (exchange program)
  - Internship or other practical placement
  - Summer or winter program at a host university
  - Research-related experience
  - Conference, international competition
  - Classes at a host university (study abroad or other)
  - Volunteering or community engagement experience
  - Other study tour
  - Summer or winter program at an overseas campus of the home university
  - Classes at an overseas campus of the home university
- n=35

# So what's the problem?

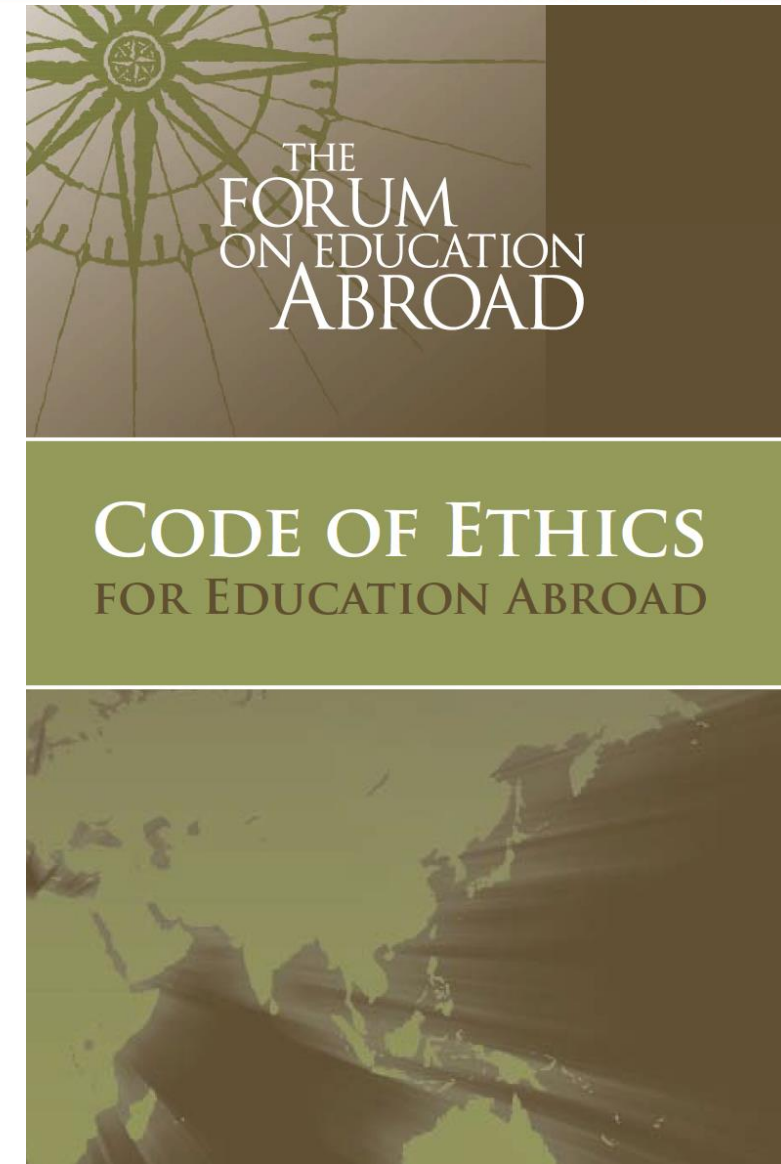
- Host community impact is rarely conscious focus during design and planning (Wood, 2011)
- Reinforcing a white saviour complex (Illich, 1968)
- Exploitative (directly or indirectly), economically and otherwise
- Voyeuristic, disempowering through disrespecting and disregarding local knowledge and experience

# Forum on Education Abroad's *Code of Ethics for Education Abroad*, 2011 – Section 3. Relationships with Host Societies



Institutions and provider organizations should be **aware of and sensitive to host community cultural norms and expectations** in program planning and execution, including:

- a) An awareness of and efforts to **minimize any negative impact** on the host society and community;
- b) Orientation of participants that imparts information needed to **avoid conduct that could have a negative impact** on themselves, the host country, or the image of their home country....
- c) The creation and enforcement of a **code of conduct** that appropriately consider host societal and cultural norms and environmental conditions;
- d) **Reciprocal opportunities that benefit the sending and receiving country's educational institutions, students and broader communities** should be explored;
- e) Establishing and maintaining policies and relationships that support environmentally responsible program management, including but not limited to:
  - i. Fostering an awareness of and **minimizing harmful individual and program-related environmental and social impact**;
  - ii. Considering and preparing for the **environmental, economic, and social consequences** of the presence (or departure) of the program, in both program design and management;
  - iii. **Soliciting community input and utilizing local experts, resources, goods and services**, when appropriate.
  - iv. **Supporting local community assets** such as schools, libraries, health programs, and conservation projects, when feasible.



# 'First do no harm' for Gen Z – Social media ethics

## How To Communicate The World:

A Social Media Guide For Volunteers  
and Travelers



Volunteering programs are expanding rapidly. An increasing number of people spend their holidays or gap years travelling, while at the same time doing something meaningful and different. The world of social media poses both challenges and opportunities. This is your go-to guide before and during your trip. Use these four guiding principles to ensure that you avoid the erosion of dignity and respect the right to privacy while documenting your experiences abroad.

## checklist

before you post on social media:

- ✓ Ask yourself: "What is my intention with sharing this post?"
- ✓ Gain informed consent from the person in the picture and/or the caretaker. If you can't explain why you are taking photo, find a translator
- ✓ Know the name and background of the people portrayed
- ✓ Offer the person in the photo a copy
- ✓ Avoid sweeping and simplified generalizations, include informative text with names, place, etc.
- ✓ Be respectful of different cultures and traditions
- ✓ Ask yourself: "Would I have appreciated to be portrayed in the same manner?"
- ✓ Avoid sensitive, vulnerable situations and locations such as hospitals and health clinics
- ✓ Don't portray yourself as the hero in the story conveyed
- ✓ Challenge the perceptions, bring down stereotypes!

- Several studies find that the most important local benefits are economic
- Directing financial impact consciously (wide and direct)
- ISEP [Ghana](#)
- Townsville North Queensland [EduTourism Consortium](#) (partners on the right)
- ActionAid Myanmar [CBT](#)



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- Commitment to social justice (overt consideration of structural inequalities)
- Reciprocity (mutual benefit)
- Co-design with local partners



- Working with ethical partners
- Pre-departure learning about key issues
- Cultural interpreters on site
- Both-ways learning:
  - Being taught by those involved (outsiders being interested in and valuing their experience)
  - Learning opportunities for local participants as well as visitors

In designing learning abroad to ensure positive outcomes for host communities, we also:

- Maximise the likelihood of developing sustainable long-term partnerships
- Enhance the experience and learning of our students
- Strengthen the reputation of our institutions at home and abroad

# Questions?

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