

Socio-Economics, Inclusion, and Study Abroad

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STUDY ABROAD 2019 | OPENING DOORS TO INCREASE DIVERSITY IN STUDY ABROAD



Agenda

1. Introductions
2. A Story of Hope: Socio-Economics, Inclusion, and Study Abroad (Keshia N. Abraham)
3. Challenges of Cost, Culture, and Class Context (Ray Casserly)
4. Socio-economics, Inclusion, and Study Abroad in Cape Town South Africa (Quinton Redcliffe)
5. Breakout (Keshia N. Abraham)
6. Debrief

A nighttime photograph of the New York City skyline, featuring the Manhattan Bridge in the foreground and several illuminated skyscrapers in the background, including the Empire State Building and the Freedom Tower. The text "A STORY OF HOPE: SOCIO-ECONOMIC DIVERSITY AND EQUITY ABROAD" is overlaid in white, bold, sans-serif font.

A STORY OF HOPE: SOCIO- ECONOMIC DIVERSITY AND EQUITY ABROAD

Hope...



Key Take Aways?

What do we hope for?

What do we do for Hope (and others like her)?

What is your hope here?

How do we build with hope/Hope in mind?

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CHALLENGES OF COST, CULTURE, AND CLASS

The Host Context (UK)

“Not every student benefits equally from their UK university experience. Substantial inequalities persist throughout the student lifecycle between students of different socio-economic and ethnic backgrounds.”

- **13%** British White to British BAME student attainment gap
- **10%** Attainment gap for students living at home
- **15.6%** attainment gap for students living in London

(NUS 2019:1-13)

The Host Context (UK)

- **1/25** British White unemployed versus **1/10** British BAME unemployed
- Black male graduates experience **17%** pay gap from White male graduates
- **26%** pay gap at Universities between BAME and White academics
- **FSM-entitled** had **lower attainment** than non-FSM young people in NI
- **FSM-entitled Protestant males** had the **lowest achievement rates** with consistently lower attainment proportions at GCSE and A Level than all other groups.



COMPARING THE COST CONTEXT IS A [KA]HOOT!

Comparing the Cost Context

- Join at **www.kahoot.it** or with the **Kahoot!** App with **Game PIN:**
- Work in **pairs** or **individually**
- Use pseudonyms *if you prefer*



SOLUTIONS

Academics and Student Life

Academic Affairs' **2-day** workshops at existing CIEE sites and new Global Institutes covering:

- Lesson Planning and Delivery
- Grading and Feedback

Embedded Intercultural Component and **Study Tours:**

- Half board
- All scheduled activities included
- Reduces social-economic isolation

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SOCIO-ECONOMICS, INCLUSION, AND STUDY ABROAD IN CAPE TOWN SOUTH AFRICA

Outline

- An understanding of the Cape Town, South African Socio- Economic Reality.
- South African Student Protests as a result of Social and Economic Exclusion.
- Our US students and the Socio-Psychological Impact on them because of the South African Socio- Economic Context.
- Study Abroad that results in Exclusions
 - US Students
 - Locals

South African Demographics

In 2010 of the total South African population at the time,

- 79.4 percent declared themselves to be Black African
- 9.2 percent were shown as White
- 8.8 percent colored and
- 2.6 percent Indian or Asian.
- A final category shown as unspecified / other but the results were negligible and as such were ultimately omitted.

The World Bank Called South Africa the most Unequal country in the world

- About a tenth of the country's population is estimated to own about nine-tenths of the wealth. The inequality reflects the old racial divide.
- South Africa has one of the world's highest unemployment rates at 27%.
- On average black South African households earn less than 20 per cent of white South Africans' average earnings.

Most Unequal Society

The divide is entrenched early in people's lives:

- In the education system. Almost all white pupils pass the final-year secondary school exams that are required to enter university.
- Only two-thirds of their black counterparts manage the same feat. Black South Africans also face disadvantages accessing healthcare and other services.

Cape Town, South Africa (Traditional)- Student Profile

	2015		2016		2017		2018		2019**	
Sex	n	%	n	%	n	%	n	%	n	%
Female	329	79%	330	75%	144	80%	198	75%	143	77%
Male	87	21%	112	25%	35	20%	66	25%	43	23%
Race/Ethnicity										
White	286	75%	308	74%	103	60%	143	57%	89	51%
Black or African American	35	9%	40	10%	30	18%	55	22%	55	31%
Asian or Pacific Islander	26	7%	17	4%	17	10%	20	8%	11	6%
Multiracial	21	6%	28	7%	13	8%	13	5%	14	8%
Hispanic or Latino(a)	12	3%	20	5%	7	4%	20	8%	6	3%
Native American/Alaska Native	1	0%	1	0%	1	1%	2	1%	1	1%
Subject										
Social Sciences	171	44%	180	43%	82	48%	100	39%	71	40%
Physical & Life Sciences	41	11%	56	13%	20	12%	20	8%	19	11%
Business & Management	30	8%	34	8%	10	6%	25	10%	11	6%
Multi/Interdisciplinary Studies	22	6%	30	7%	12	7%	19	7%	12	7%
Humanities	28	7%	24	6%	4	2%	16	6%	5	3%
Communications	18	5%	20	5%	7	4%	15	6%	15	8%
Health Sciences	16	4%	15	4%	6	4%	16	6%	17	10%
Fine & Applied Arts	19	5%	11	3%	6	4%	11	4%	4	2%
Public Administration & Social Services	8	2%	11	3%	9	5%	8	3%	7	4%
Engineering	8	2%	10	2%	4	2%	5	2%	4	2%
Education	7	2%	7	2%	3	2%	3	1%	3	2%
Mathematics	6	2%	4	1%	5	3%	6	2%	1	1%
Computer Science	4	1%	9	2%	1	1%	5	2%	3	2%
Legal Studies	3	1%	3	1%			2	1%	2	1%
Other**	6	2%	4	1%	2	1%	5	2%	4	2%
First Gen Student					13	7%	49	19%	51	27%
Is Pell Recipient					34	19%	67	25%	73	39%

#RhodesMustFall

On March 9, 2015, after UCT student Chumani Maxwele threw a bucket of human faeces at the bronze statue of 19th-century British colonialist Cecil John Rhodes, a chain of events was sparked. The act had, in some way, become the catalyst for the creation of the UCT-based #RhodesMustFall movement (RMF) and, thereafter, the national #FeesMustFall movement (FMF).

A month later - after relatively peaceful protests and discussions between student leaders, UCT management, and council - the statue was removed.



The birth of #FeesMustFall

Following the success of the #RhodesMustFall statue action, a national movement was born, called #FeesMustFall (FMF).

The FMF movement was predominantly led by the University of Witwatersrand (Wits), but similar protest action took place around the country.

UCT's RMF movement led their own version against fee increments.



Parliament

On October 21, as FMF protests continued across the country, students and supporters in the Western Cape marched to Parliament.

The mass march was, initially, peaceful. However, when students stormed the gates of Parliament - a national keypoint - police fired stun grenades.

At least 29 students and activists were arrested.





Cost of Living in South Africa

- The Cost of living in **South Africa** is 42.69% **lower** than in **United States** (aggregate data for all cities, rent is not taken into account). Rent in **South Africa** is 60.48% **lower** than in **United States** (average data for all cities).
- Most of our students can manage their daily expenses like food, transport, toiletries, airtime, etc. (Basic Needs)
- Many students live a very lavish lifestyle while they are in South Africa because of the low cost of living relative to the US. They live they are LARGE and INCHARGE.

Exclusion of our students

- Are you Black or Coloured?
- White and Black guilt. Checking my Privilege and Power.
- You must be rich because you are an American Study Abroad Student.
- Things start becoming expensive when students start going to expensive restaurants, renting an Air B&B that overlooks the Atlantic Ocean, a visit to a Private Game Reserve, flying off to another Southern African Country,
- Feeling excluded as a Black American who wants to be in support of the struggle of African black people.

Exclusion of our students cont...

- Suggesting things to do during your free time that is too expensive for students. Like Shark Cage Diving, Zip Line experience, Riding an Ostrich.
- Students who have to wait for their Financial Aid feel anxious about meeting their basic needs.
- Some students are not able to participate in the high end trips during the breaks.
- Poor financial planning also results in students not being able to meet their basic needs. The pressure to participate in things is often very hard for them.

How Study Abroad Excludes some locals

- Many host families are wealthy middle class and white. This excludes black families who don't have American style houses.
- Blacks are excluded because they don't have wifi, smoke detectors and other important American things.
- Blacks are excluded because they cannot get police clearance for every family member. Family is viewed and experienced differently than in the US. Family members can show up at any time to stay.
- Homestays need to emulate an American experience in order to keep students happy. Its often called " Africa Lite".
- The price of rent escalates in and around the university because of US study abroad programs. This forces black students to have to move further away to get housing.

More Questions than Answers

- What can we do to better prepare our students to deal with the advantages and the disadvantages of a strong dollar in South Africa?
- What can we do to help our students deal with the guilt of their privileged economic position.
- What can we do to make sure that we are not excluding low economic study abroad students from participating fully in their international experience?
- What can we do to ensure that black people in South Africa also benefit from the revenue generated through study abroad?

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SOCIO-ECONOMICS, INCLUSION, AND STUDY ABROAD: BREAKOUT

Key Take Aways?

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THANK YOU

BROOKLYN | 2019 CIEE ANNUAL CONFERENCE

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