



**GHENT
UNIVERSITY**

PRINCIPLE 10: SYNERGY OF STAKEHOLDERS
IN HIGHER EDUCATION WITH PRINCIPLES AND
GUIDELINES

CASE STUDY FLANDERS - BE

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FROM THE SURVEY

- Majority of participating countries: no policy dialogue
- In “Belgium/Flemish Community”: **“policy dialogue taking place within an already existing established national HE policy body or forum addressing other HE issues”**
- *“We see the P&G as inspirational and many aspects of the P&G have indeed been broadly discussed with the higher education institutions and the student representatives. The P&G have not been discussed as a to do list, as a whole.”*

ALREADY EXISTING ESTABLISHED NATIONAL HE POLICY BODY OR FORUM

- Two relevant expert groups of the Flemish Education Council – Council for Higher Education
 - Diversity Committee (COMMIDIVE)
 - Workgroup on International Tendencies in Higher Education Policy (WG INTHO)
- Experience with chairing both groups

VLOR • vlaamse
• onderwijsraad
STRATEGISCHE ADVIESRAAD ONDERWIJS EN VORMING

: About the Vlor

Improved policymaking through consultation

The Flemish Education Council, in Dutch: de 'Vlaamse Onderwijsraad' (Vlor), is the official advisory body on the education and training policy of the Flemish Community.

Representatives of all the different stakeholders in education and training meet in the Vlor. Together they look for ways to further improve education and training in Flanders.

Recommendations with international relevance are [summarised in English](#).

REPRESENTATIVES OF ALL STAKEHOLDERS

- In all VLOR-committees (including both expert groups):
 - Students (Flemish Student Union)
 - Staff (Trade unions)
 - HEI Management
 - Ministry of Education (Magalie, Patrick)
 - + Experts (Frederik, Valerie)
- Supported by VLOR staff

TASKS OF THESE EXPERT GROUPS

- Prepare input for the Council (for Higher Education)
 - For an advice requested by the Minister of Education
 - For an advice issued on the initiative of the Council (for the minister and/or the HE-field in general)
- Follow-up on policy documents, reports, publications,... issued by relevant regional, national, European and international organisations (including texts related to the Bologna process)

EXAMPLES

- Leverage and conditions for the enhanced social inclusion of specific groups of underrepresented students in HE (COMMIDIVE, 18 Oct 2022)
- Advice on the Diversity Policy in Higher Education (COMMIDIVE, 11 Sep 2018)
- Follow-up Bologna process about the European Higher Education Area (about Rome Communiqué, WG INTHO 9 Mar 2019)
- Implementation Report of the Bologna process (WG INTHO, 12 Nov 2019)

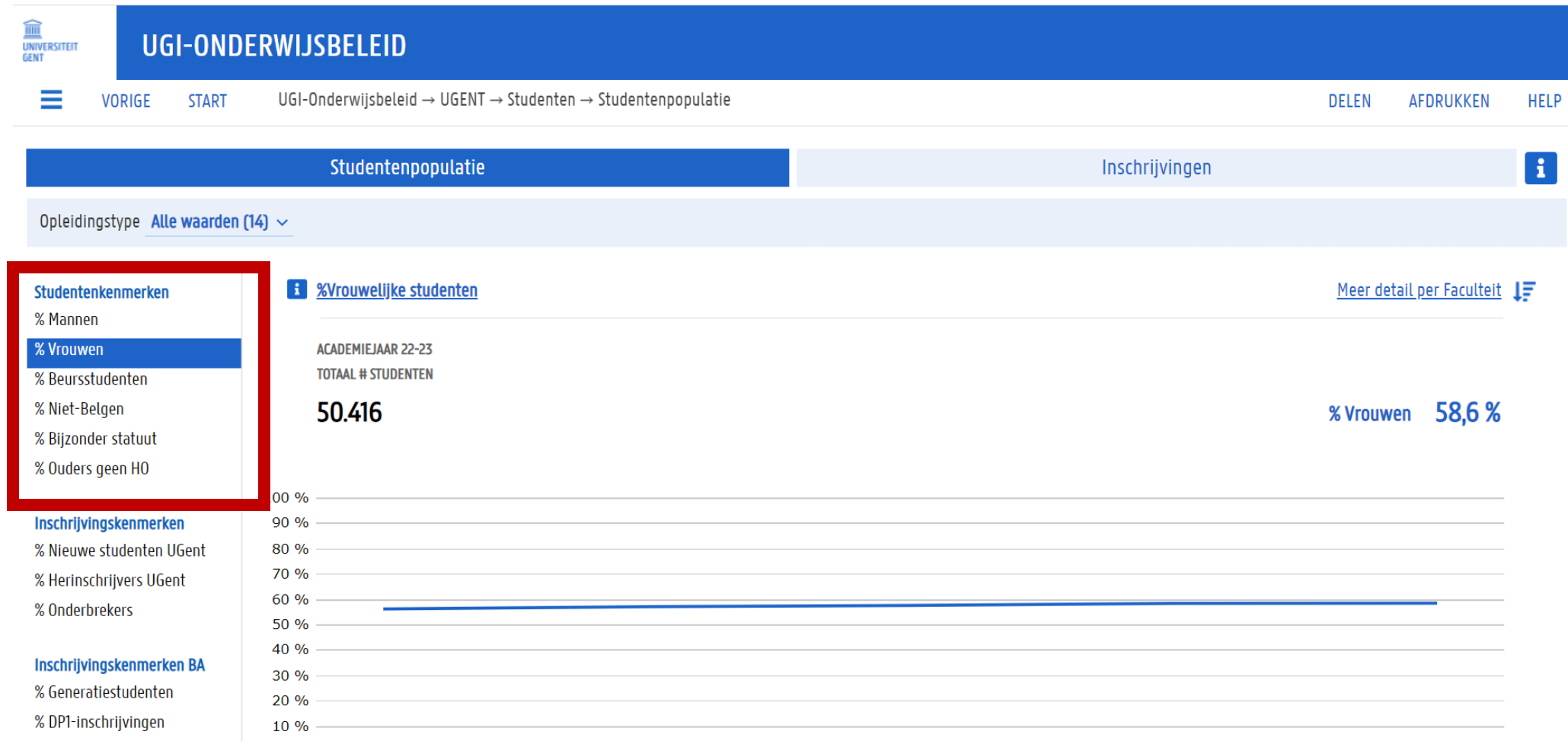
IMPACT ON HEI'S?

- Better registration (“VLOR-registration”)
- Diversity and Inclusion Policies at HEI's (discussed with all stakeholders involved)
- Diversity and Inclusion Officers
- Diversity / Inclusion Committees (central level, faculty level)
- Increased focus on inclusive mobility in internationalisation policies

SIDENOTE: MONITORING AT GHENT UNIVERSITY

– Indicators included in our BI-system

- Gender
- Socio-econ status
- Migrant status
- Disability
- First-gen students



WHAT'S NEXT?

- Role of European Universities in the implementation of the Principles and Guidelines for Social Dimension
- National / regional levels: less relevant?
- Immediate link between European level and institutional level (and vice versa!)

WHAT'S NEXT? EXAMPLE: ENLIGHT

- Equity as one of our five flagship areas (*“as our societies are increasingly polarized and lack resilience and inclusion”*)
- Peer review cycle on equity and diversity
- Diversity sensitivity as an important generic competence
- Sub-work package on flexible and inclusive learning paths
- Sub-work package on ‘inclusive mobility’

CONCLUSIONS

- Importance of discussing P&G at national/regional level (including *all* relevant stakeholder groups)
- Specific or integrated = ?
- Flemish experience: positive effect of embedding the discussion in regular policy making → impact on HEI's
- Next: from EU to HEI to EU (+ new role of national level)

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