



INCLUSIVE HIGHER EDUCATION

Survey Results Principle 1

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Aim of the survey

Map the current status of implementation of **principles and guidelines 1, 5 and 10** by Ministries of Education across the European Higher Education Area (EHEA)

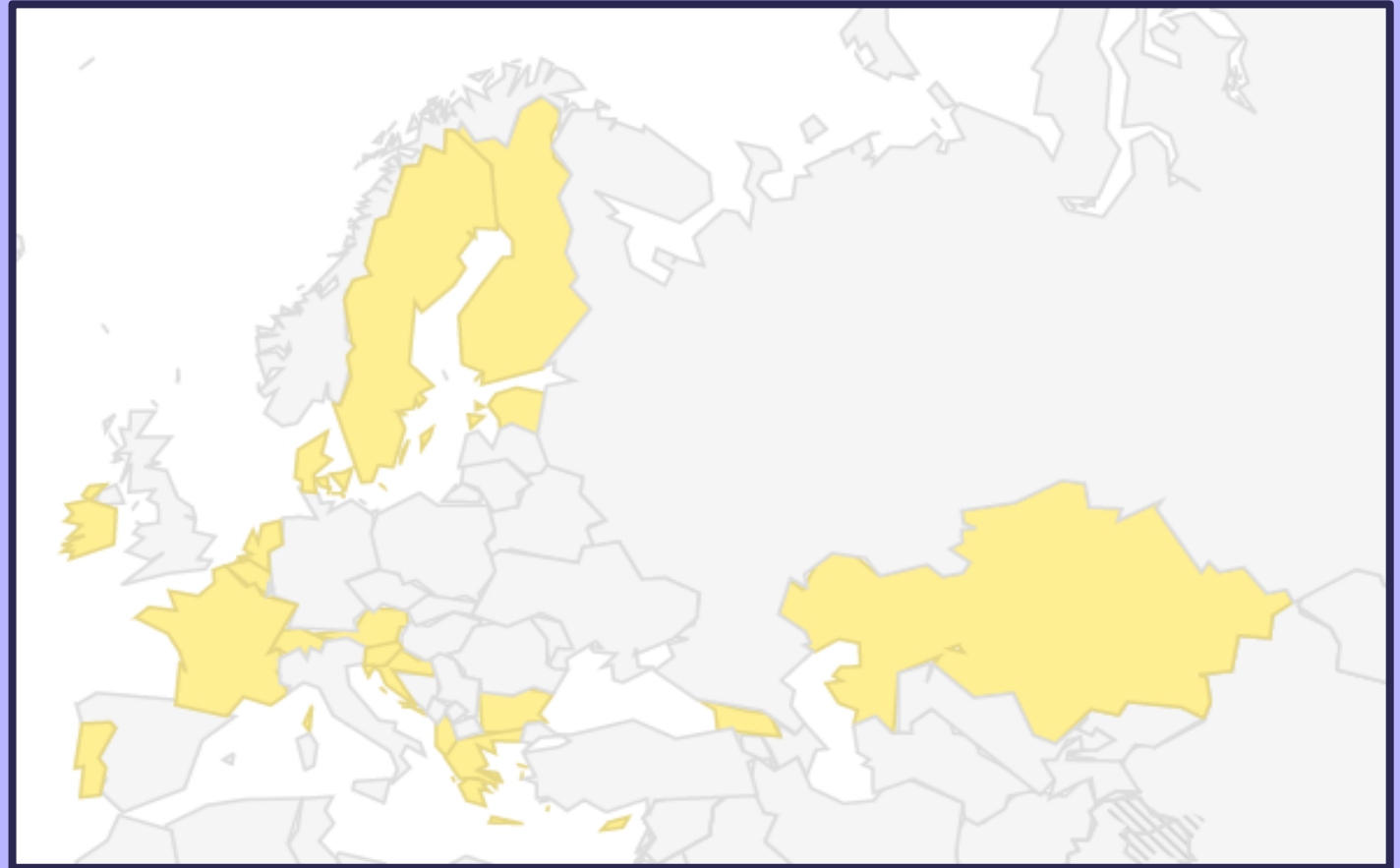
Map the EHEA countries' interest in **participating in the peer-learning activities** targeted at implementation the principles and guidelines on social dimension

The questionnaire builds further on the 'Fostering Equity and Inclusion in Higher Education' questionnaire/survey from Eurydice

Sample

N = 20

Albania - Austria -
Belgium/Flemish Community -
Bulgaria - Croatia - Cyprus -
Denmark - Estonia -
France Georgia - Greece - Finland
- Ireland Kazakhstan - Malta -
The Netherlands - Portugal -
Slovenia - Sweden - Switzerland



Principle 1

The social dimension should be central to higher education strategies at system and institutional level, as well as at the EHEA and the EU level. Strengthening the social dimension of higher education and fostering equity and inclusion to reflect the diversity of society is the responsibility of a higher education system as a whole and should be regarded as a continuous commitment.

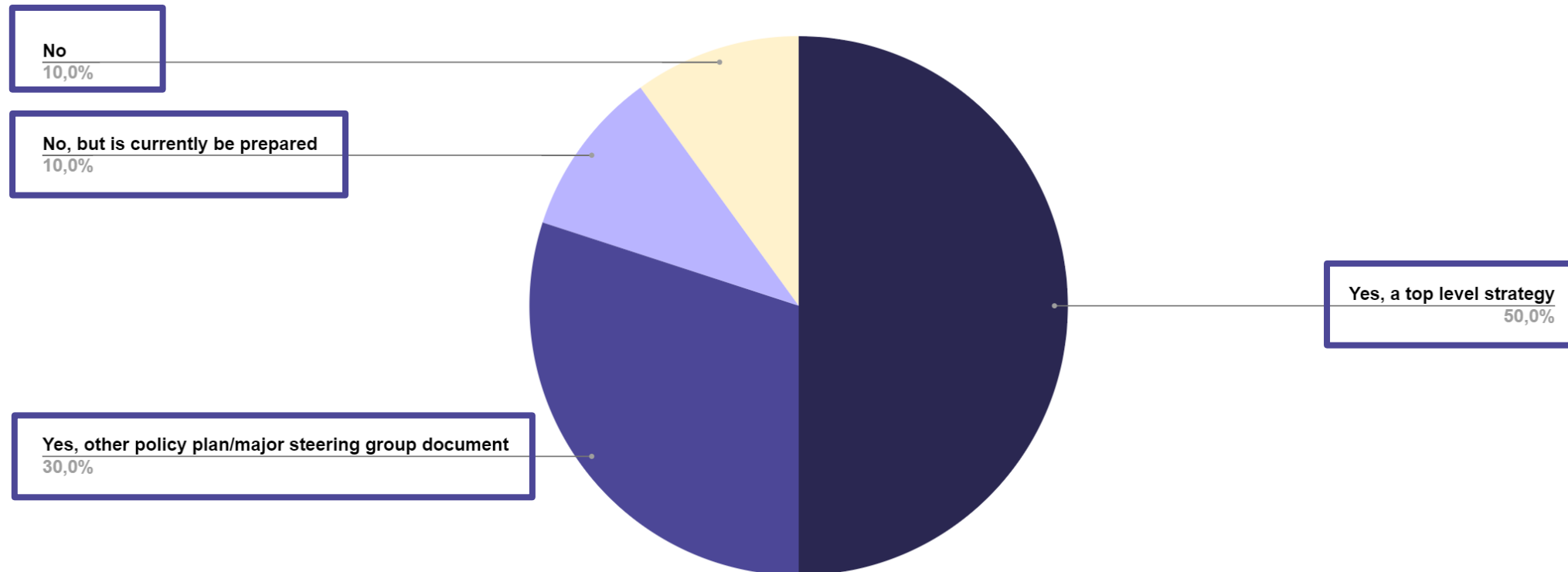
Guidelines

Strategic commitment to the social dimension of higher education should be aligned with concrete targets that can either be integrated within existing higher education policies or developed in parallel. These targets should aim at widening access, supporting participation in and completion of studies for all current and future students.

In the process of creating strategies there should be a broad-based dialogue between public authorities, higher education institutions, student and staff representatives and other key stakeholders, including social partners, non-governmental organisations and people from vulnerable, disadvantaged and underrepresented groups. This broad-based dialogue is to ensure the creation of inclusive higher education strategies that foster equity and diversity and are responsive to the needs of the wider community.

Strategy documents

Question: Is there a top-level strategy, other major policy plan or steering document related to social dimension, equity, inclusion or diversity in higher education (HE) currently (i.e. in 2020/21) being implemented? N=20



Measurable targets

Question: If there is a top-level strategy/other major policy plan or steering document, please indicate if there are any measurable targets.



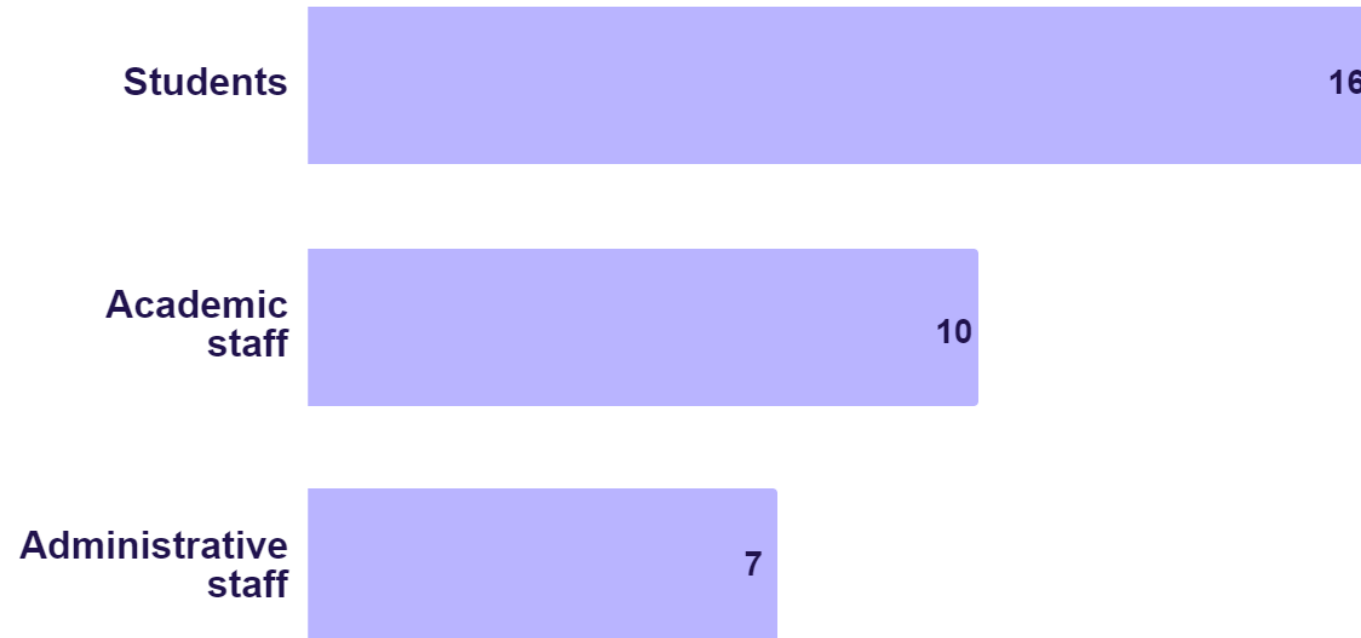
No, there are no measurable targets

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- Measurable targets vs indicators vs open-ended
- Different areas
- Lack of definitions & management systems

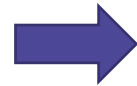
Target groups

Question: If there is a top-level strategy/other major policy plan or steering document, does it target higher education students and/or staff? (choose all that apply). N=16



Social dialogue

Almost all countries have conducted (or are conducting) a social dialogue when developing a higher education strategy for social dimension.



Involvement of

- Top-level education authorities
- Higher education institution managing bodies (e.g. rector conferences)
- Student unions
- Other public authorities and regional (and/or local) education authorities



Representatives of disadvantaged students and staff included are specifically invited in 83% of the countries.

Quality Assurance

Question: Are quality assurance agencies required to monitor whether HEIs have policies in place to improve the social dimension, equity, inclusion or diversity in higher education? N=20



Main barriers

- Lack of relevant data on student population, including disadvantaged groups and monitoring of HEIs internal policies on this topic
- Though there is a strategic commitment to the social dimension the data collection problems create barriers for developing robust policies for social dimension.
- As the social dimension is a very broad concept, it is challenging to choose and set the best and most effective objectives and measures to promote it.

Main barriers

- Societal attitudes to social topics/issues.
- It is a constant fight to mainstream the social dimension onto all relevant strategic and steering documents.
- The bureaucratic procedures that are needed for the development of new legislation and regulations.
- Culture/mentality within higher education institutions & lack of financial means to implement policies.
- Implementation takes place mainly at the level of HEIs, within the scope of their autonomy. In this way, the implementation of strategies defined at the central level can vary greatly from HEI to HEI.

Main barriers

- Since HEI are autonomous, it is difficult to coordinate and implement binding requirements at top level.
- Teachers' unwillingness, psychological and professional, to work with such students. unpreparedness of the material and technical base of universities.

Best practices

- Albania: National strategy which includes aspects of social dimension.
- Finland: a top level strategy 'Towards more accessible higher education and higher education institutions'.
- France: The French Ministry of Higher Education and Research is fully committed to foster equity and inclusion within higher education institutions. Several actions on social dimension and inclusion are undertaken
- Georgia: Unified National Strategy for Education and Science 2022-2030 which sets widening access to higher education as one of the main goals, linking education and training, employment and industry development and social and regional development policies.
- Kazakhstan: the Strategic Development Plan of the Republic of Kazakhstan until 2025

Best practices

- Netherlands: manifest against discrimination regarding internships in the Higher Education. Later this year will follow: an agenda 'discrimination and racism (=directing all education sectors, the science sector and the culture sector.
- Bulgaria aims to set up proper social dimension measures in order to meet the real needs and expectations of students with different backgrounds through the new launched Erasmus+ START project.
- Belgium/Flemish Community: Flanders has some reliable data concerning some disadvantaged groups, but is trying to enlarge its data pool in dialogue with the HEI.

Best practices

- Ireland: the fourth National Access Plan: A Strategic Action Plan for Equity of Access, Participation and Success in Higher Education 2022-2028,
- Cyprus: strategic goals in the Strategic Planning of the Cyprus Ministry of Education, Sport and Youth, specifically for the periods of 2021-2023 and 2023-2025.
- In Portugal a top level strategy is in place, regulated under the Government program and State budget laws
- Croatia, new action plan for enhancing social dimension in HE will be developed in 2023.

Proposed indicators

- Existence of a national strategy, or a similar major policy plan, on social dimension of higher
- Existence of a national strategy, or a similar major policy plan, on social dimension of higher education, which strengthens diversity, equity and inclusion of staff
- Strategies and policies on social dimension of higher education have specific and measurable targets that are assessed and monitored by responsible bodies within concrete timeframes
- Public authority has established social dialogue with stakeholders in higher education on how to implement Principles and Guidelines in the process of creating national strategies and policies.

Proposed indicators

- Quality assurance agencies are required to monitor whether higher education institutions have social dimension strategies and policies
- Existence of a legal framework that enables recognised student representative body at higher education institutions to democratically represent all students and to be actively engaged in the enhancement of social dimension.

Aim workshop

- Strengthen mutual learning and deepen the exchange of practices and challenges between higher education authorities on principle 1.
- In particular discussions will address the following points:
 - How has the inclusion strategy been developed in your country?
 - How are disadvantaged students and underrepresented and vulnerable students defined and monitored? How are targets set?
 - What measures are implemented? What good practice examples exist?
 - What barriers remain at the national and institutional level? How can these be overcome?

Reflection questions

THEME 1: How has the inclusion strategy been developed in your country?

- What was the process, who was involved?
- How does it respond to the environment/context of the university and of society?
- How does it relate to Bologna and EU goals?

Reflection questions

THEME 2: How are disadvantaged students and underrepresented and vulnerable students defined and monitored? How are targets set?

- What was the process, who was involved?
- How are targets set? How is the participation monitored?
- What are the available policy levers? What are the trends in this field in your country, and how are they affecting university activities?

Reflection questions

THEME 3: What does social dimension mean to national authorities, universities and university systems?

- Do national authorities incentivise inclusion and equity in higher education for different underrepresented groups? What measures are implemented? What good practice examples exist?
- What are the available policy levers? What can be done by different actors?
- What are the trends in this field in your country, and how are they affecting university activities? Where could European cooperation or coordinated action bring added value?

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Reflection questions

THEME 4: What barriers remain at the national and institutional level?

- How can these be overcome? What would be the priorities for your country in terms of putting social dimension more on the agenda in your country?
- What can be done by different actors to make higher education more inclusive? What are the available policy levers? What can be done by different actors?
- Where could European cooperation and support bring added value and help to overcome these barriers?