



INCLUSIVE HIGHER EDUCATION

Survey Results Principle 10

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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)

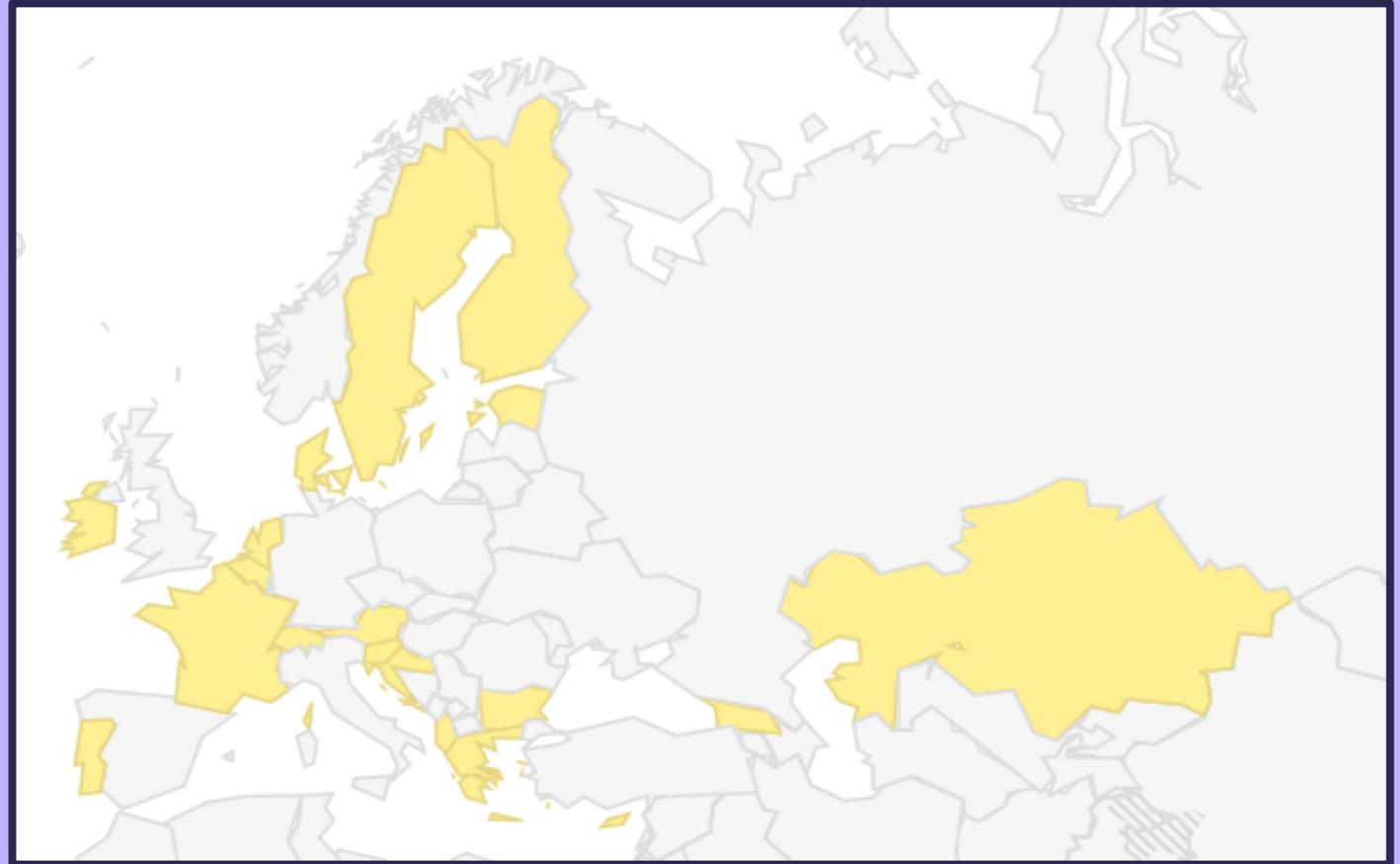
Map the EHEA countries' interest in **participating in the peer-learning activities** targeted at implementation the principles and guidelines on social dimension

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 10

Public authorities should engage in a policy dialogue with higher education institutions and other relevant stakeholders about how the above principles and guidelines can be translated and implemented both at national system and institutional level.

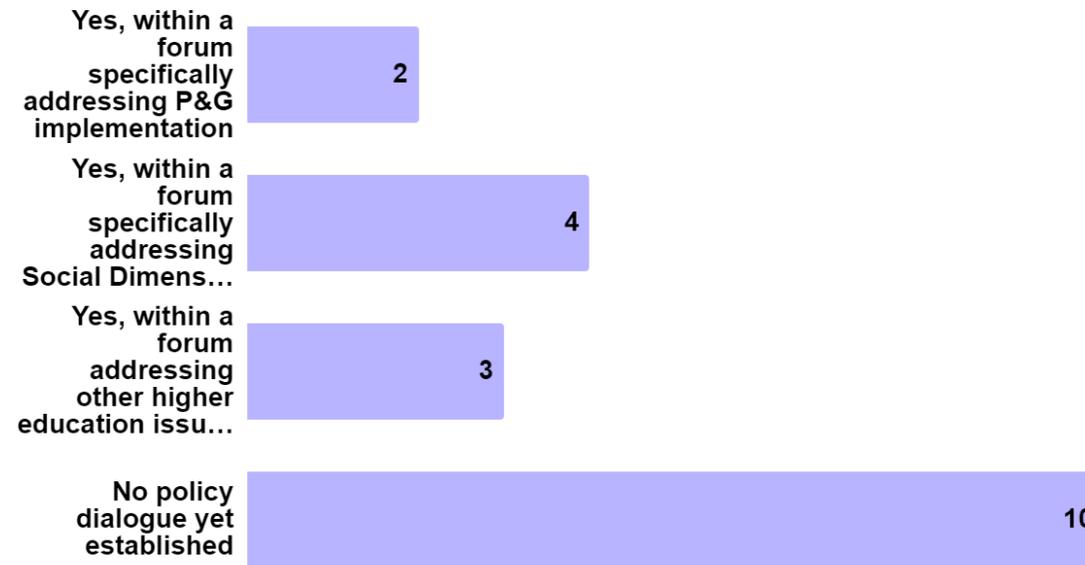
Guidelines

Such policy dialogue should allow to develop **fit-for purpose policy measures**, which should respect institutional autonomy, avoid any unnecessary administrative burden, and thus enable concrete progress towards diversity, equity, and inclusion in higher education.

Within the scope of the above principles and guidelines, **peer support and exchange of good practices are crucial among EHEA countries** in order to facilitate progress towards the inclusiveness of higher education systems.

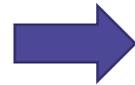
Top-level dialogue

Question: Since the adoption of the Principles and Guidelines (P&G) in November 2020, has any top-level policy dialogue been established to address questions of implementation of the Principles and Guidelines? N= 19



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.

Main barriers

- Human resources, lack of time and funding of stakeholders' engagement in this process.
- There is no centralized collection of the practices already underway in the various HEIs, which allows for the creation of synergies.
- No formal designation to institutions about the duty of addressing questions on the principles and guidelines
- There are a lot of topics and just not enough time.
- Information is sent out to various stakeholders but at times feedback from stakeholders is lacking
- 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.

Main barriers

- There is a lack of public dialogue in general on social dimension in higher education combined with the low level of awareness on issues related to the disadvantaged groups (i.e., students with special education needs) at the higher education institutions. The above-mentioned issues are largely addressed by the new Strategy for Education and Science 2022-2030.
- The initiative should come from the stakeholders, and they are not very well organized. If the dialogue starts top-down, HEI will not be pleased and/or motivated to contribute to it.
- Getting all stakeholders involved is not an issue now. Finding new approaches and especially a different way of thinking is the hardest and comes down to all individuals.
- A lack of qualified faculties.

Best practices

- Austria: Annual networking conferences take place with representatives from all higher education sectors, Austrian students union, chamber of commerce, scientific council, quality assurance agency and the chamber of employees. Interim evaluation of national strategy on the social dimension of higher education will be presented and discussed at the networking conference in November 2022. All higher education stakeholders are invited to the conference.
- Belgium/Flemish Community: the Support Centre Inclusive Higher Education (SIHO) is embedded by decree. SIHO serves both policy makers and higher education institution in the implementation of equity and inclusion measures. They are working on the PAGs toolkit which will facilitate a broad-based dialogue on the PAGs.
- Portugal: Some HEIs already have collaborative systems with each other (namely, in regional consortia) in various matters, including social action.

Best practices

- Finland: The Ministry of Education and Culture and the higher education institutions interact continuously. Ministry representatives visit each higher education institution during four-year agreement period and organise regional events for actors and key stakeholders in the field to strengthen mutual interaction.
- Albania: a body named the Council of Higher Education and Scientific Research serves as a counselling body to the minister. In such forum aspects related to the principles and guidelines of Bologna Process are discussed thoroughly.
- Netherlands: a social dialogue with branch-organisations, experts, student bodies, labor bodies and the ministry for Education, Culture & Science is installed to get to the manifest against discrimination regarding internship. There is an ongoing dialogue on the progress and implementation of the manifest. The entire process is being evaluated.

Proposed indicators

- Top-level authorities have established policy dialogue in a specific forum dedicated to the implementation of the Principles and Guidelines
 - Public authority actively engages relevant stakeholders, including student and staff unions, in the elaboration, adoption, monitoring, evaluation and review of all policies affecting social dimension of higher education.
 - Public authority regularly surveys the satisfaction of relevant stakeholders related to their participation in the decision-making and consultation process on strengthening social dimension of higher education.
- Public authority supports and participates in international peer learning activities and exchange of good practices on strengthening social dimension of higher education.

Aim workshop

- Strengthen mutual learning and deepen the exchange of practices and challenges between higher education authorities on principle 10.
- Particular discussions will address the following points:
 - How to establish a top-level policy dialogue on the P&Gs at system level?
 - How to ensure that students of underrepresented groups are actively involved in an inclusive way?
 - How to engage with universities? How to establish a social dialogue on the P&Gs at university level and at the level of European Universities Alliances?

Reflection questions

- **THEME 1: How to establish a top-level policy dialogue on the P&Gs at system level?**
- What good practice examples exist? What was the process, who was involved?
- What can participants learn from the best practices presented and from each other at the policy level? What are the available policy levers? What are the trends in this field in your country?
- What barriers remain? How can these be overcome? What can be done by different actors? Where could European cooperation or coordinated action bring added value?

Reflection questions

- **THEME 2: How to ensure that students of underrepresented groups are actively involved in an inclusive way?**
- What good practice examples exist? What was the process, who was involved?
- What can participants learn from the best practices presented and from each other at the policy level? What are the available policy levers? What are the trends in this field in your country?
- What barriers remain? How can these be overcome? What can be done by different actors? Where could European cooperation or coordinated action bring added value?

Reflection questions

THEME 3: How to engage with universities? How to establish a social dialogue on the P&Gs at university level and at the level of European Universities Alliances?

- What good practice examples exist? What was the process, who was involved?
- What can participants learn from the best practices presented and from each other at the university level? What are the available policy levers? What are the trends in this field in your country?
- What barriers remain? How can these be overcome? What can be done by different actors? Where could European cooperation or coordinated action bring added value?