



INCLUSIVE HIGHER EDUCATION

Survey Results Principle 6

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Aim of the survey

Map the current status of implementation of **principles and guidelines 5 , 6 and 8** 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

Principle 6

Public authorities should provide sufficient and sustainable funding and financial autonomy to higher education institutions enabling them to build adequate capacity to embrace diversity and contribute to equity and inclusion in higher education.

Guidelines

Higher education funding systems should facilitate the attainment of strategic objectives related to the social dimension of higher education. Higher education institutions should be supported and rewarded for meeting agreed targets in widening access, increasing participation in and completion of higher education studies, in particular in relation to vulnerable, disadvantaged and underrepresented groups. Mechanisms for achieving these targets should not have negative financial consequences for higher education institutions' core funding.

Financial support systems should aim to be universally applicable to all students, however, when this is not possible, the public student financial support systems should be primarily needs-based and should make higher education affordable for all students, foster access to and provide opportunities for success in higher education. They should mainly contribute to cover both the direct costs of study (fees and study materials) and the indirect costs (e.g. accommodation, which is becoming increasingly problematic for students across the EHEA due to the increased housing, living, and transportation costs, etc.).

Countries responded

- **Austria**
- **Azerbaijan**
- **Belgium Flemish Community**
- **Belgium French Community**
- **Czech Republic**
- **France**
- **Greece**
- **Hungary**
- **Liechtenstein**
- **Ukraine**
- **Portugal**
- **Turkey**

Funding – Quantitative targets/objectives

- The allocation of funding to higher education institutions based on specific targets for social inclusion, particularly for underrepresented, disadvantaged, and vulnerable groups, is not widespread in European higher education.
- In all the countries, there are no financial consequences for HEI's of not meeting the quantitative targets

Funding – Quantitative targets/objectives

Table 4.9: Top-level authorities that provide funding to HEIs on the basis of achieving, or making progress towards, targets on widening access, increasing participation or completion rates 2022/2023

AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
			●								●	●		●			●							●
KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK- EWN	UK- SCT	VA	
								:		●			●	:				:						

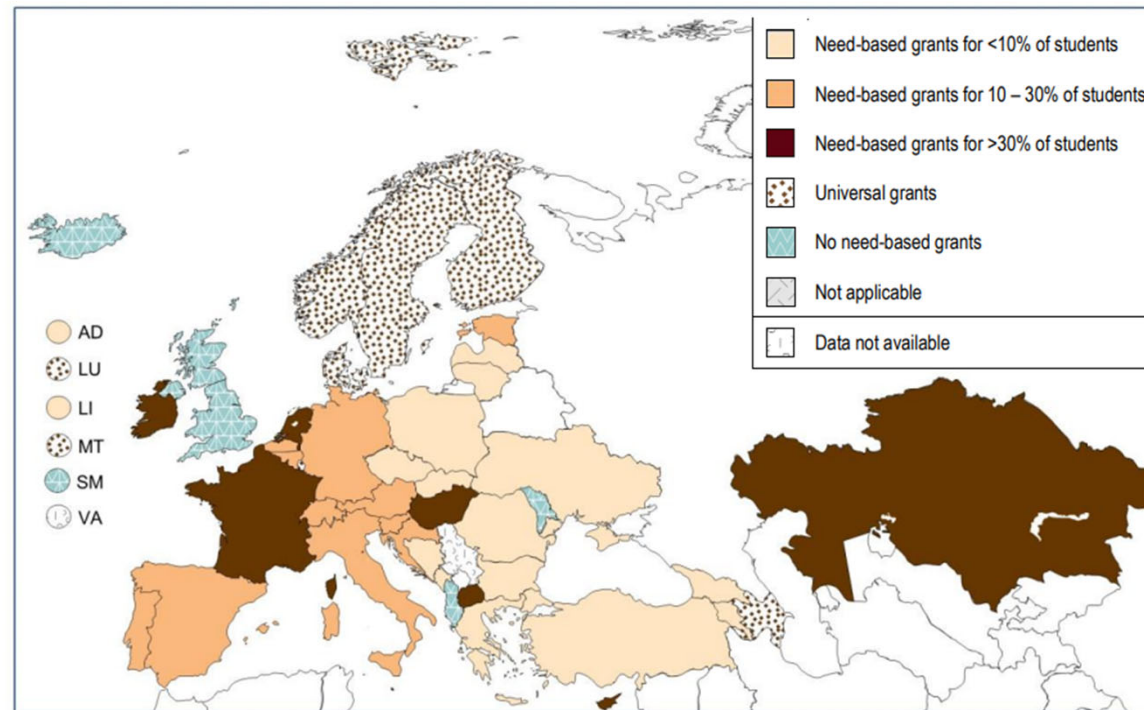
Source: BEUG data collection

Funding – Quantitative targets/objectives

- Only eight systems report system-level funding that corresponds to this approach.
- The countries where funding is most directly used for targeting social dimension objectives are Austria and Romania.
 - In Austria, the funding follows the objectives of the national social dimension strategy. Every public university has a performance agreement with the ministry which includes measures regarding the social dimension, and the foreseen budget is only transferred in full if these social dimension measures are implemented. Meanwhile in Romania, a part of higher education institutional financing is based on the share of the number of students from socio-economically disadvantaged backgrounds in the total number of students.
- Czechia, Estonia, Finland and Norway attribute additional funding to higher education institutions in relation to completion rates

Public provision of universal or need-based grants for first-cycle students that cover direct and indirect costs of study.

Figure 4.11: Grants awarded in the first cycle of higher education, 2022/2023



Source: BFUG data collection.

Public provision of universal or need-based grants for first-cycle students that cover direct and indirect costs of study.

- Universal grants are provided in seven EHEA systems, with the Nordic countries of Denmark, Finland, Sweden and Norway joined by Azerbaijan, Luxembourg and Malta. Need-based grants are far more widespread in the EHEA, with 34 systems providing them.
- Across countries (34), need-based grants are the main form of government subsidy available to home students. In 16 systems they are provided for under 10% of the student population.

Public provision of top-level student financial support for indirect costs of study.

- It is provided in the majority of EHEA countries



Table 4.10: Top-level authorities that provide funding for indirect study costs, including accommodation, transport and meals 2022/2023

AD	AL	AM	AT	AZ	BA	BE _{fr}	BE _{nl}	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
●		●	●		●	●		●		●	●	●	●		●	●	●	●		●	●		●	●
KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK-EWN	UK-SCT	VA	
●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Source: BFUG data collection.

Part-time students

- With respect to this indicator, part-time students are far from being treated equitably across the EHEA.
- It is only in about one-third of countries that they are entitled to grants on the same basis, pro-rata, as their full-time counterparts

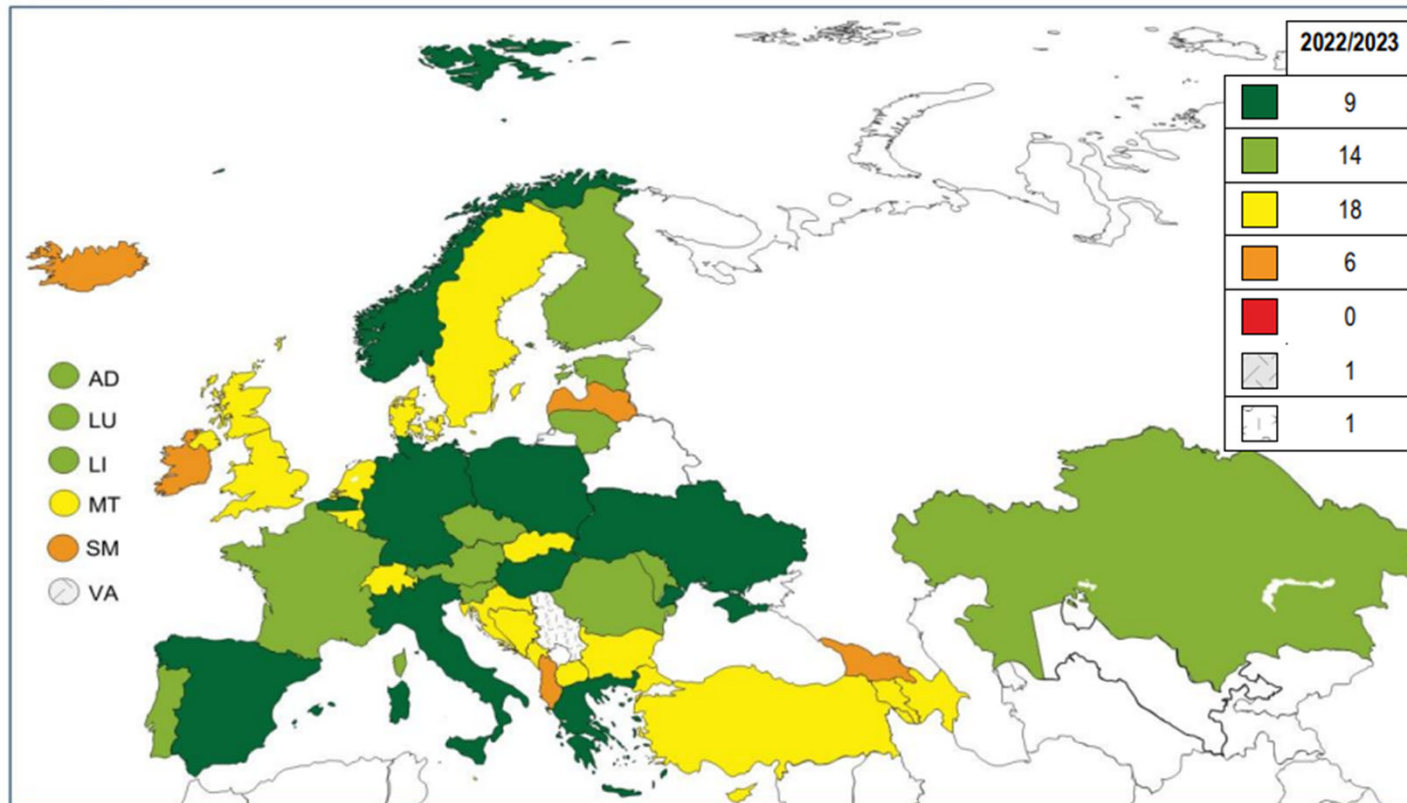
Table 4.11: Top-level authorities that provide support for students studying part-time 2022/2023

	AD	AL	AM	AT	AZ	BA	BE fr	BE nl	BG	CH	CY	CZ	DE	DK	EE	EL	ES	FI	FR	GE	HR	HU	IE	IS	IT
Indirect funding for part-time study costs	•			na			•						•			•	•	•				•			•
Grants for part-time students	•				•											•									•
	KZ	LI	LT	LU	LV	MD	ME	MK	MT	NL	NO	PL	PT	RO	RS	SE	SI	SK	SM	TR	UA	UK- EWN	UK- SCT	VA	
Indirect funding for part-time study costs		•	•	•					:				•		:	•	•		:			•	•		
Grants for part-time students		•			•	•							•	•		•	•				•				

Source: BFUG data collection.

General

Figure 4.12: Scorecard indicator n°x: P & G 6: Sustainable funding for equity, inclusion and diversity in higher education, 2022/2023



Source: BFUG data collection.

Main barriers

- **Coordination Challenges:** Coordinating diverse institutional actors, addressing rights alignment, equal treatment, and diploma value respect pose challenges.
- **Complex Student Financing (Hungary, 2011):** Hungary's system has categories (fully funded, partially funded, full tuition fee), with criteria for loans, scholarship limits, and work commitments.
- **Regulation of Financing and Autonomy (HEI Legislation):** Legislation regulates financing and financial autonomy in Higher Education Institutions based on institution size

Best practices

- 1. France's Access Improvement Initiatives:** France proposes legislative actions, sharing best practices, and forming networks to enhance higher education access. Communication efforts target users and professionals to raise awareness.
- 2. Support Measures in Admission and Beyond:** Admission procedures include extra points for disadvantaged applicants. Various support programs, scholarships, and mentoring aid disadvantaged, disabled, and socially-needy students, fostering inclusion and reducing dropout rates. Transparencies in funding source conditions uphold HEI freedom.

Aim workshop

- Strengthen mutual learning and deepen the exchange of practices and challenges between higher education authorities on principle 6.
- Particular discussions will address the following points:
 - Sufficient and sustainable funding
 - higher education institutions should have and use autonomy to embrace diversity and enhance equity and inclusion