



# INCLUSIVE HIGHER EDUCATION

## Survey Results Principle 2

Valérie Van Hees  
Coordinator SIHO

## Aim of the survey

Map the current status of implementation of **principles and guidelines 2 , 4 and 5** 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

Austria - Belgium/Flemish Community  
- Bulgaria - Croatia - Cyprus – Czech  
Republic- Estonia – Finland - France -  
Georgia - Greece – Hungary - Ireland -  
Kazakhstan – Liechtenstein - Malta --  
Portugal – San Marino – Sweden –  
Switzerland.

## Principle 2

**Legal regulations or policy documents should allow and enable higher education institutions to develop their own strategies to fulfil their public responsibility towards widening access to, participation in and completion of higher education studies.**

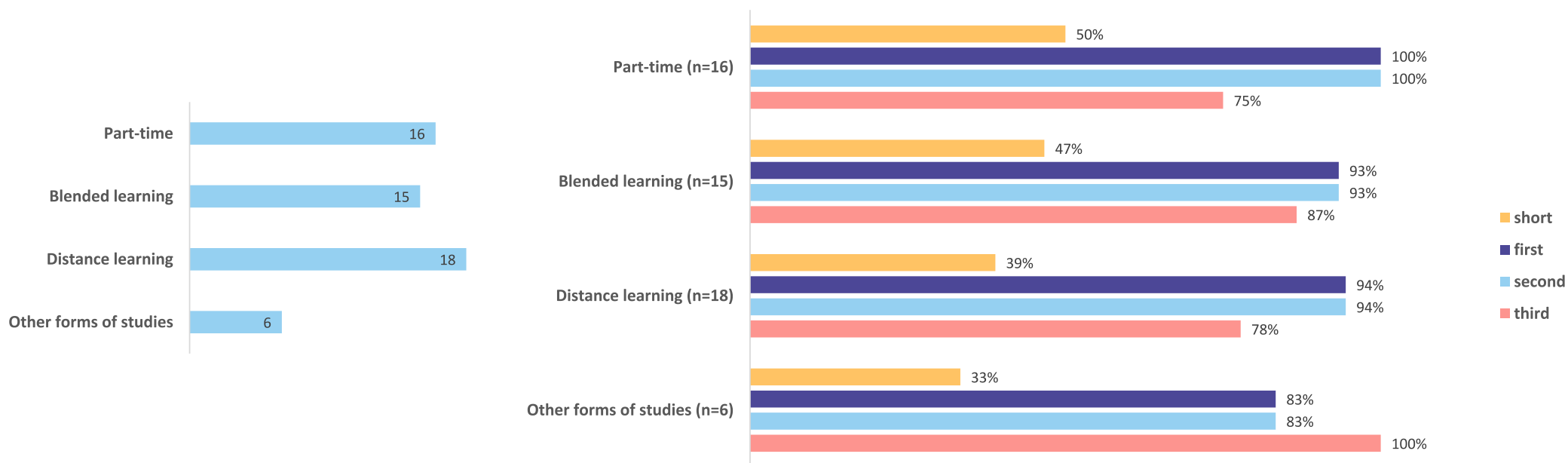
## Guidelines

Legal regulations and administrative rules should allow sufficient flexibility in the design, organization and delivery of study programs to reflect the diversity of students' needs. Higher education institutions should be enabled to organize full-time and part-time studies, flexible study modes, blended and distance learning as well as to recognize prior learning (RPL), in order to accommodate the needs of the diverse student population.

Public authorities should promote recognition of prior non-formal and informal learning (RPL) in higher education, because it has a positive impact on widening access, transition and completion, equity and inclusion, mobility and employability. RPL enables flexible modes of lifelong learning in the entire education sector, including higher education. Implementing RPL will require effective cooperation amongst the higher education system, employers and the wider community and to enable this national qualifications frameworks should facilitate transparent recognition of learning outcomes and reliable quality assurance procedures.

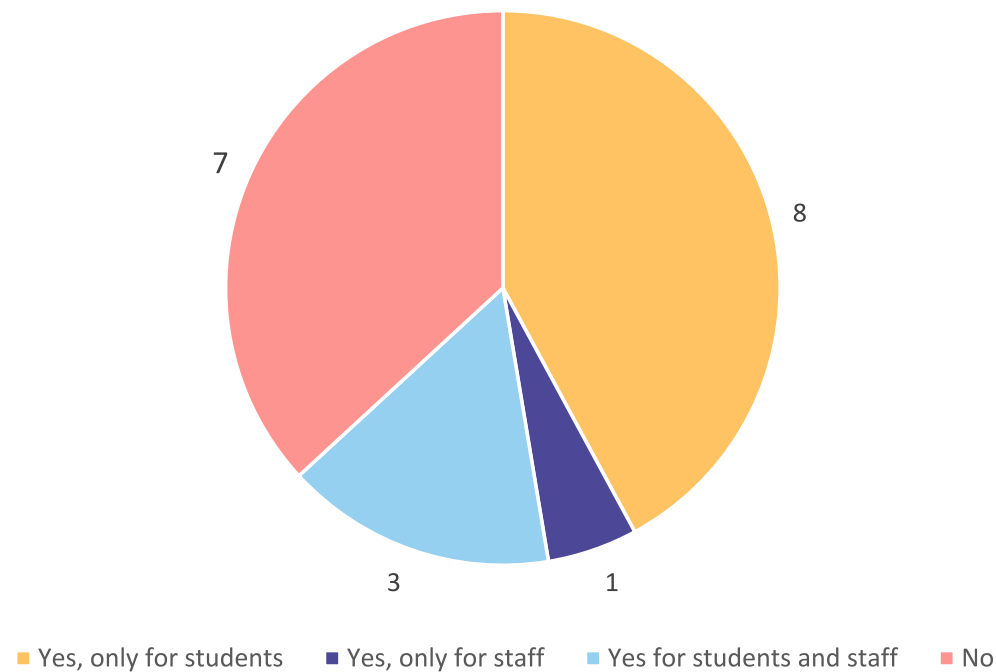
# Flexible study programs

Figure 1 - Question: Please indicate if top-level regulations (or guidelines) allow higher education institutions (HEIs) to provide the following study options? N=18



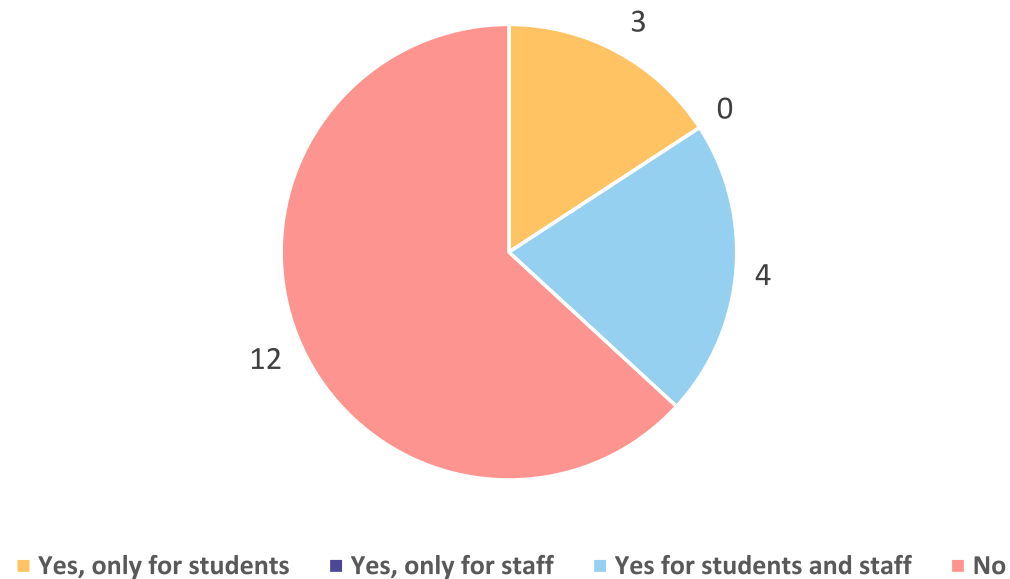
## Support for the development of tailored programs or modules

Figure 4 – Question: Does your public authority provide support for the development of tailored programs or modules for underrepresented, disadvantaged and vulnerable students and/or staff in order to enhance their integration within higher education institutions. N=19



## Contact point for dealing with diversity, equity and inclusion of students and/or staff

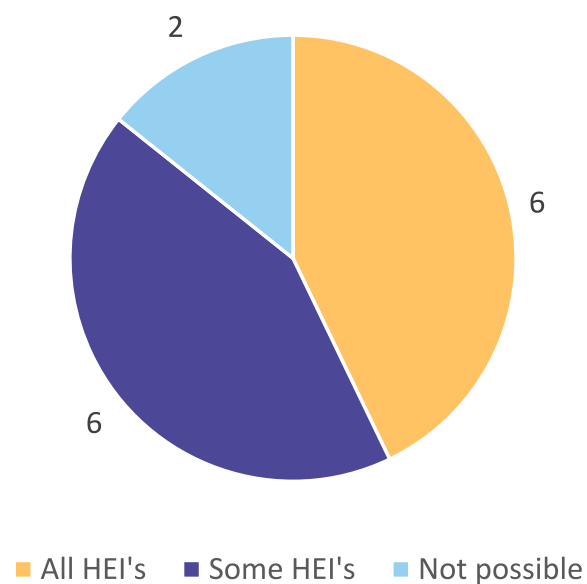
Figure 5 – Question: Does your public authority provide funding to higher education institutions to have a contact point for dealing with diversity, equity and inclusion of students and/or staff? N=19





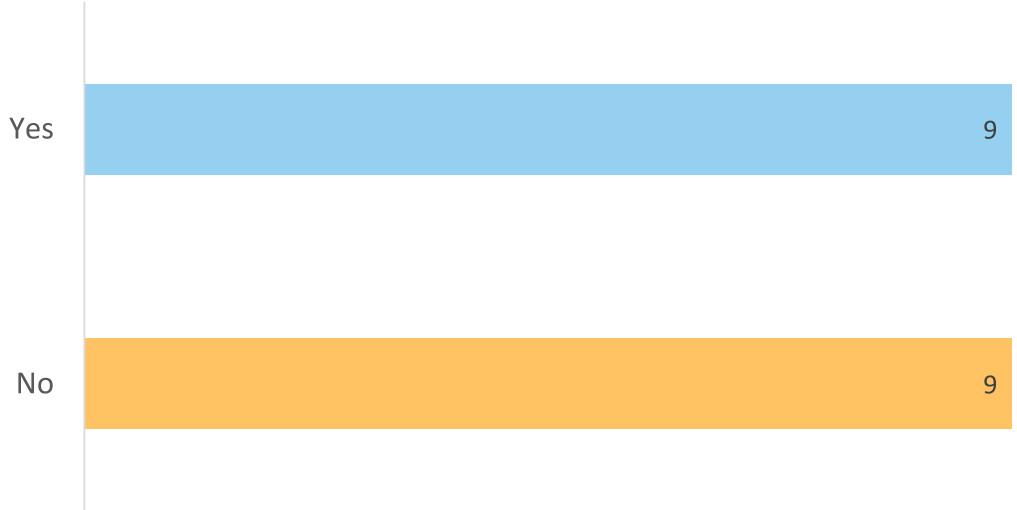
## Recognition of of non-formal and/or informal learning

Figure 6 – Question: Can candidates without an upper secondary school leaving certificate enter higher education institutions (HEIs) on the basis of the recognition of non-formal and/or informal learning? N=14



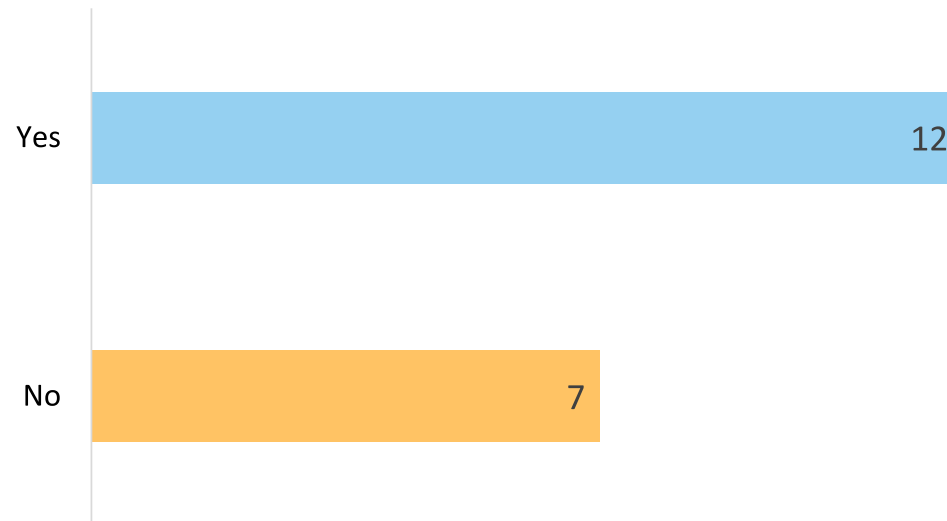
# Recognition of non-formal and/or informal learning

Figure 8 – Question: Does your public authority ensure that the National Qualifications Framework facilitates recognition of prior non-formal and/or informal learning? N=18



## Quality assurance agencies

Figure 14 – Question: Are quality assurance agencies addressing the recognition of prior non-formal and/or informal learning in higher education? N=19



## Main barriers

- Unwillingness of several HEIs and the still existing resistance against opening higher education because of the still existing conservative mindset
- Complicated and financially demanding procedure of RPL, with insufficient knowledge and skills for RPL at some HEIs
- There should be a better understanding and co-ordination between stakeholders (education, labour market, volunteerism, youth, etc) about the concept of RPL.
- the complexity of assessing prior learning outcomes, the complexity of assessing prior learning outcomes

## Main barriers

- Inadequate funding, lack of human resources, social awareness
- There is no sectoral monitoring and evaluation of institutional recognition in place.
- Finding a balance between providing autonomy for universities and monitoring them
- Missing an overall framework which is functional and caters for validation of the relevant sectors, it is important to ensure that validation is valued and recognised by employers and education and training institutions themselves in order to ensure and maintain the integrity and value of certification obtained through validation.

## Best practices

- **Bulgaria:** We are implementing the Erasmus+ funded project called START within which will be elaborated a mechanism for recognition of prior learning.
- **Croatia:** Within 3.1 standard of the Standards for the evaluation of quality of universities and university constituents in the procedure of re-accreditation of higher education institutions and Standards for the evaluation of quality of polytechnics and colleges in the procedure of re-accreditation of higher education institutions, RPL is evaluated.
- **Czech Republic:** One of the six strategic objectives of the Strategic Plan of the Ministry for Higher Education for the period from 2021 is to improve the availability and relevance of flexible forms of education. The operational objectives include , among others, to stimulate higher education institutions to develop their offer and innovate the methods of flexible forms of education, including education provided online.

## Best practices

- **Estonia:** 1) national regulations 2) completion of prior learning as part of studies
- **Greece:** implementation of inclusion policies in HEIs is a prerequisite for state funding
- **Hungary:** The Government supports the talent management and catch-up of disadvantaged students participating in primary and secondary education and training by higher education students through the mentor program Teach Hungary.
- **Ireland:** A national initiative to strengthen and align Recognition of Prior Learning (RPL) policy and procedures across the Higher Education(HE) system is currently underway.

## Proposed indicators

- Top-level authorities allow higher education institutions to offer part-time studies, blended or distance learning programmes
- Access to higher education is possible without an upper secondary school diploma, but based on recognition of non-formal and/or informal learning
- Prior non-formal and/or informal learning counts toward fulfillment of a program of study in higher education
- Quality assurance agencies should address the recognition of prior non-formal and/or informal learning in higher education



## Aim workshop

- Strengthen mutual learning and deepen the exchange of practices and challenges between higher education authorities on principle 2.

## Reflection questions

- However the various study options also apply in the short cycle
- How can your public authority provide support for the development of tailored programs or modules for underrepresented, disadvantaged and vulnerable students and/or staff in order to enhance their integration within higher education institutions?
- How can your public authority provide funding to higher education institutions to have a contact point for dealing with diversity, equity and inclusion of students and/or staff?
- How does the RPL application process work?
- How can you create a better understanding and co-ordination between stakeholders (education, labour market, volunteerism, youth, etc) about the concept of RPL?