



INCLUSIVE HIGHER EDUCATION

Survey Results Principle 9

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Aim of the survey

Map the current status of implementation of **principles and guidelines 3, 5, 7 and 9** 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 = **14**

Austria - Azerbaijan- Cyprus
Finland- France - Greece –
Hungary - Ireland – Italy -
Kazakhstan – Montenegro -
Portugal –Slovenia – Switzerland.

Principle 9

Higher education institutions should ensure that community engagement in higher education promotes diversity, equity and inclusion.

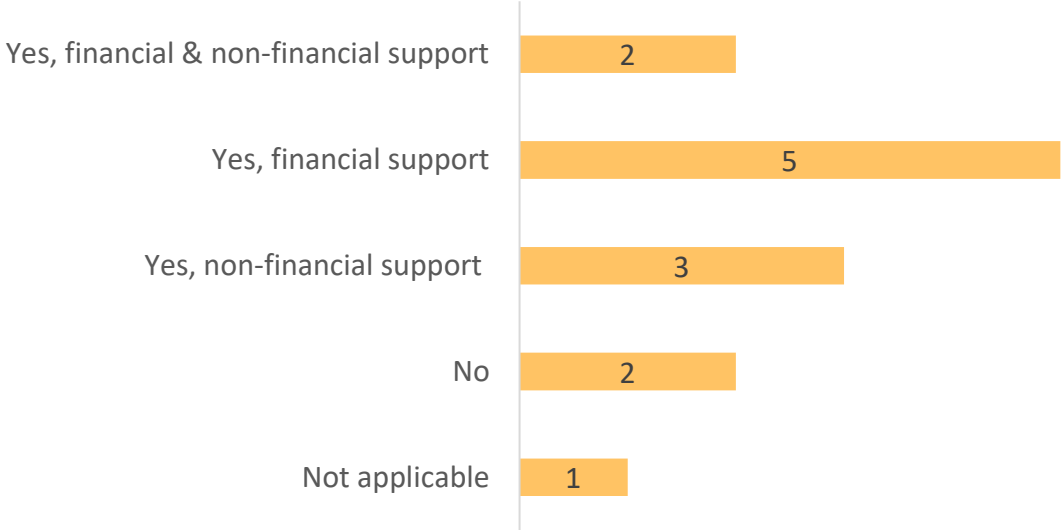
Guidelines

Community engagement should be considered as a process whereby higher education institutions engage with external community stakeholders to undertake joint activities that can be mutually beneficial. Like social dimension policies, community engagement should be embedded in core missions of higher education. It should engage with teaching and learning, research, service and knowledge exchange, students and staff and management of higher education institutions. Such engagement provides a holistic basis on which universities can address a broad range of societal needs, including those of vulnerable, disadvantaged and underrepresented groups, while enriching their teaching, research and other core functions.

Community stakeholders (e.g. local authorities, cultural organisations, non-governmental organisations, businesses, citizens) should be able to meaningfully engage with higher education actors through open dialogue. This will enable genuine university-community partnerships, which can effectively address social and democratic challenges.

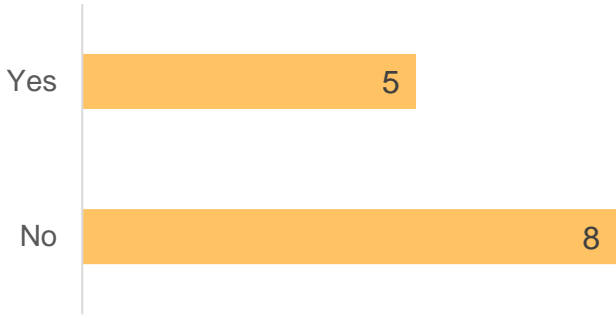
Community engagement

Figure 24 – Question: Do top-level authorities provide support to higher education institutions to develop community engagement activities? N=13



Community engagement

Figure 25– Question: Does your public authority initiate or support networks at the local, regional or national level in order to involve, guide and assist the networks on how to best implement community engagement activities, particularly those focused on diversity, equity and inclusion? N=13



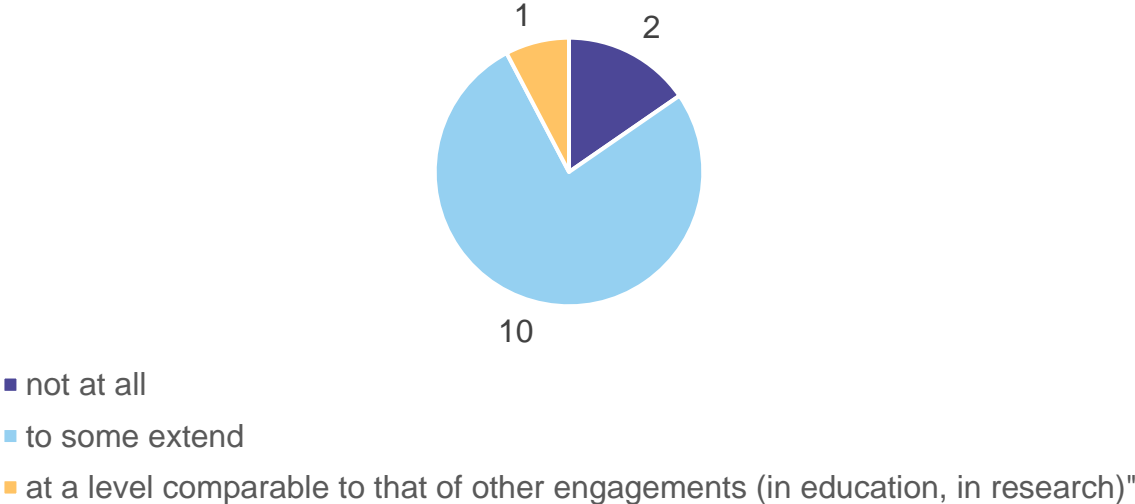
Community engagement

Figure 26– Question: Does your public authority provide a legal framework which secures that community engagement activities of academic and administrative staff contribute to the advancement of their professional careers at higher education institutions? N=13



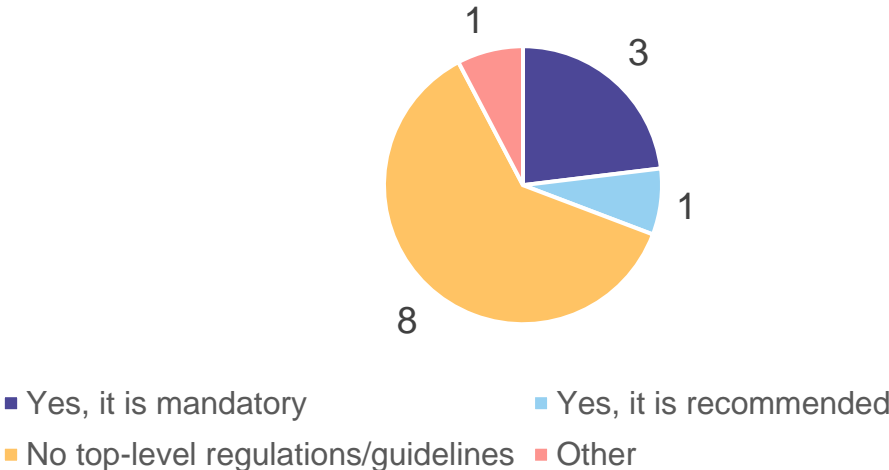
Community engagement

Figure 27– Question: Community engagement in higher education is valued in the advancement of academic careers at higher education institutions. N=13



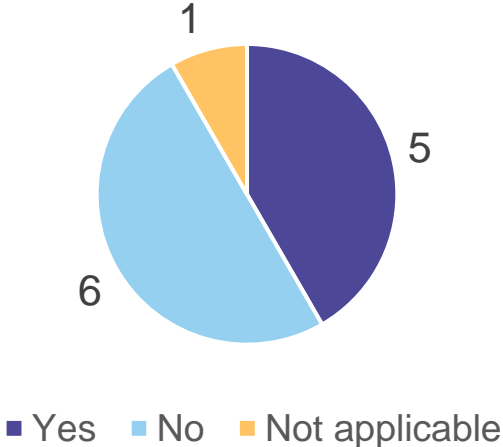
Community engagement

Figure 28– Question: Does an external quality assurance agency evaluate community engagement activities of HEI’s focused on diversity, equity and inclusion? N=13



Community engagement

Figure 29– Question Do these external quality assurance agencies have standards/criteria to evaluate community engagement activities of HEI? N=13



Main barriers

- Recognition of student engagement by higher education institutions requires the adoption of a skill-based approach (a pedagogical model in which the notion of competence is central to learning). The skill-based approach is still not sufficiently integrated by higher education institutions, although this is evolving in the right direction. Moreover, not all students can be engaged in parallel of their studies because some must take a job on the side for financial reasons.
- The coordination of stakeholders remains a challenge
- Lack of awareness and interest in the engagement of various third-party stakeholders
- Implementation depends on how the different factors are weighted, research, teaching, community engagement etc., this might be different for the individual institutions.

Best practices

- **Cyprus:** In the context of our administrative survey, we have started collecting information from all Higher Education Institutions in relation to the networks they participate but also the Memorandum of Understanding they have signed with various stakeholders (NGOs, organizations etc) as a first step of mapping community engagement.
- **France:** Some universities, in order to facilitate student engagement, offer a status of 'engaged student'. Students who benefit from this status benefit from accommodations for the proper pursuit of their studies, such as - Organization of the timetable - Authorization for justified absences with regard to the commitment. - Exemption from attendance. - Staggering of the curriculum. The validation of the committed student status is part of the graduation process.
- **Greece:** community engagement is a core mission of Greek HEIs. There are numerous examples of societal responsibility and synergies between Greek Universities and local communities

Best practices

- **Hungary:** There are so-called Community Higher Education Training Centers in Hungary. A Community Higher Education Training Center is an organization that operates outside the headquarters of a higher education institution. It is not considered to be a higher education institution, however, based on an agreement with the faculty concerned of the higher education institution, it provides the HE institution and its students with the conditions for the basic HE educational activity, eg the use of training facilities and real estate.
- **Ireland:** PATH 3 is intended to provide funding to support the development of regional and community partnership strategies for increasing access to higher education by specified groups. This funding has been allocated on a competitive basis to regional clusters of higher education institutions and is intended to facilitate the attraction and retention of undergraduate students from target groups. It is intended that higher education institutions will form effective partnerships within their clusters and show evidence of how they will engage with local DEIS schools, further education providers, community and voluntary groups and other relevant stakeholders.

Aim workshop

- Strengthen mutual learning and deepen the exchange of practices and challenges between higher education authorities on principle 9.