INCLUSIVE HIGHER EDUCATION

Survey Results Principle 3

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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 3

The inclusiveness of the entire education system should be improved by developing coherent policies from early childhood education, through schooling to higher education and throughout lifelong learning.

Guidelines

It is important to create synergies with all education levels and related policy areas (such as finance, employment, health and social welfare, housing, migration etc.) in order to develop policy measures that create an inclusive environment throughout the entire education sector that fosters equity, diversity, and inclusion, and is responsive to the needs of the wider community.

The social dimension policies should not only support current students, but also potential students in their preparation and transition into higher education. Participation in higher education has to be a lifelong option, including for adults who decide to return to or enter higher education at later stages in their lives. An inclusive approach needs to involve wider communities, higher education institutions and other stakeholder groups to co-create pathways to higher education.
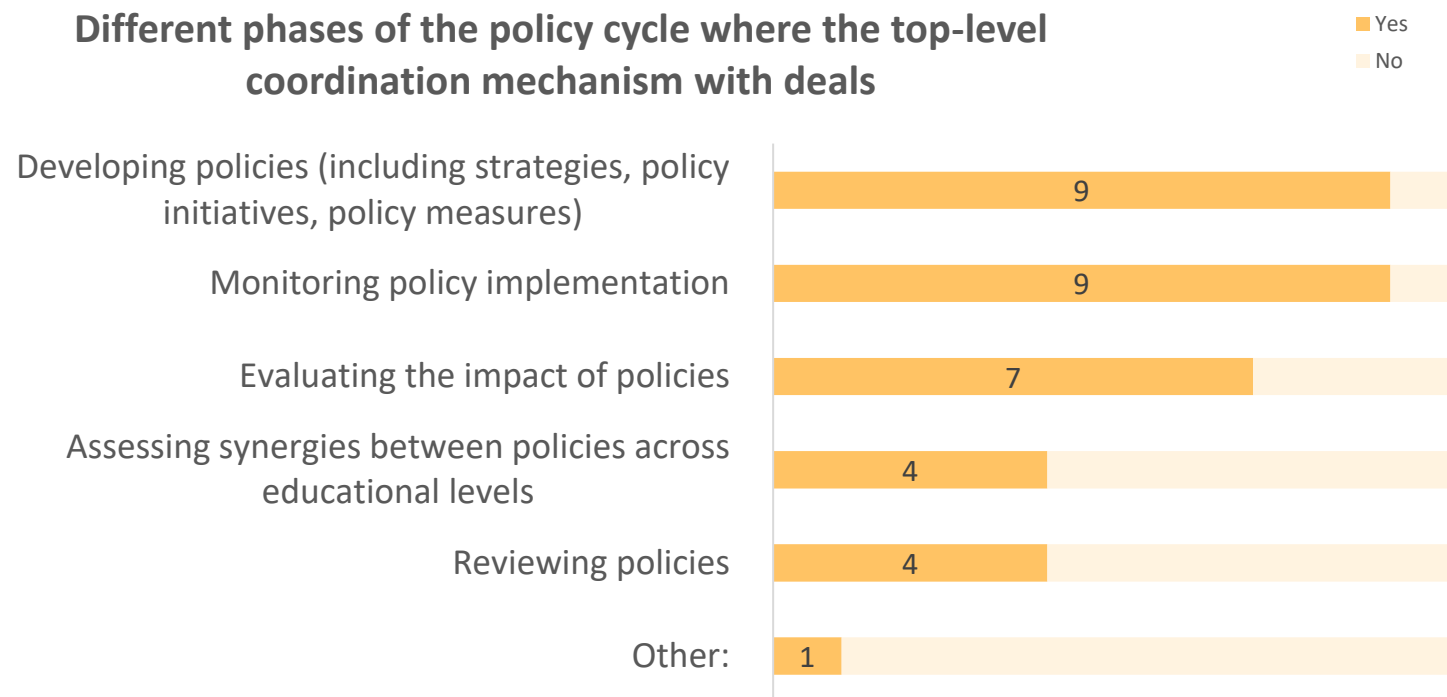
Top-level coordination and stakeholders

Figure 2 - Question: Is there a top-level coordination structure/mechanism in place between educational levels? N=14
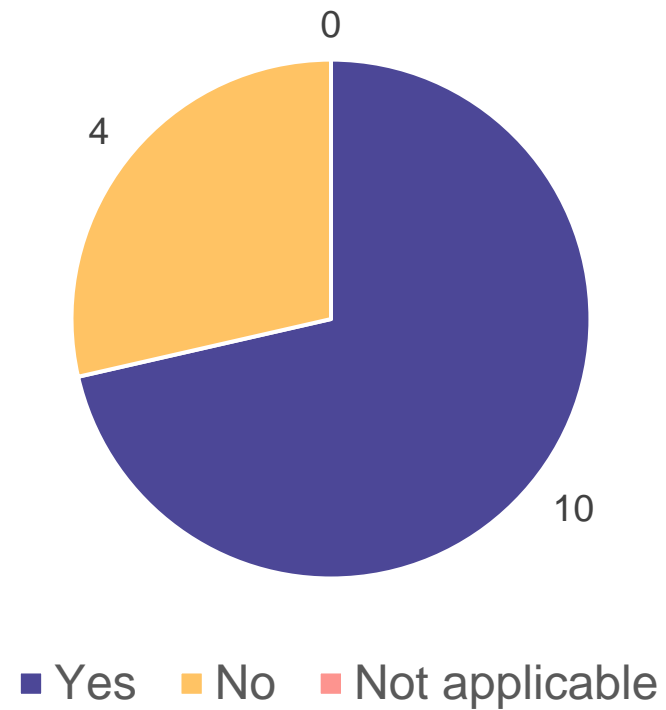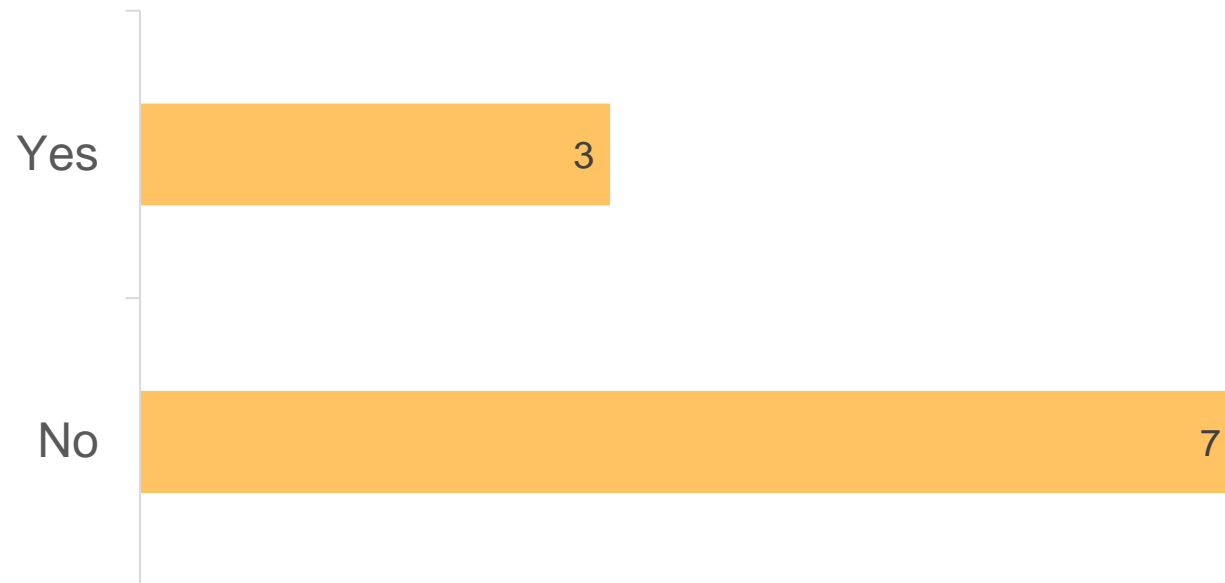
Top-level coordination and stakeholders

Figure 5 - Question: If 'yes, which phases of the policy cycle does the top-level coordination mechanism deal with? N=10

Different phases of the policy cycle where the top-level coordination mechanism with deals

Legend: Yes / No

| Phase	Yes
Developing policies (including strategies, policy initiatives, policy measures)	9
Monitoring policy implementation	9
Evaluating the impact of policies	7
Assessing synergies between policies across educational levels	4
Reviewing policies	4
Other:	1

Top-level coordination and stakeholders

Figure 7 – Question: Are representatives of underrepresented groups involved in the top-level coordination mechanisms between different levels of education? N=10
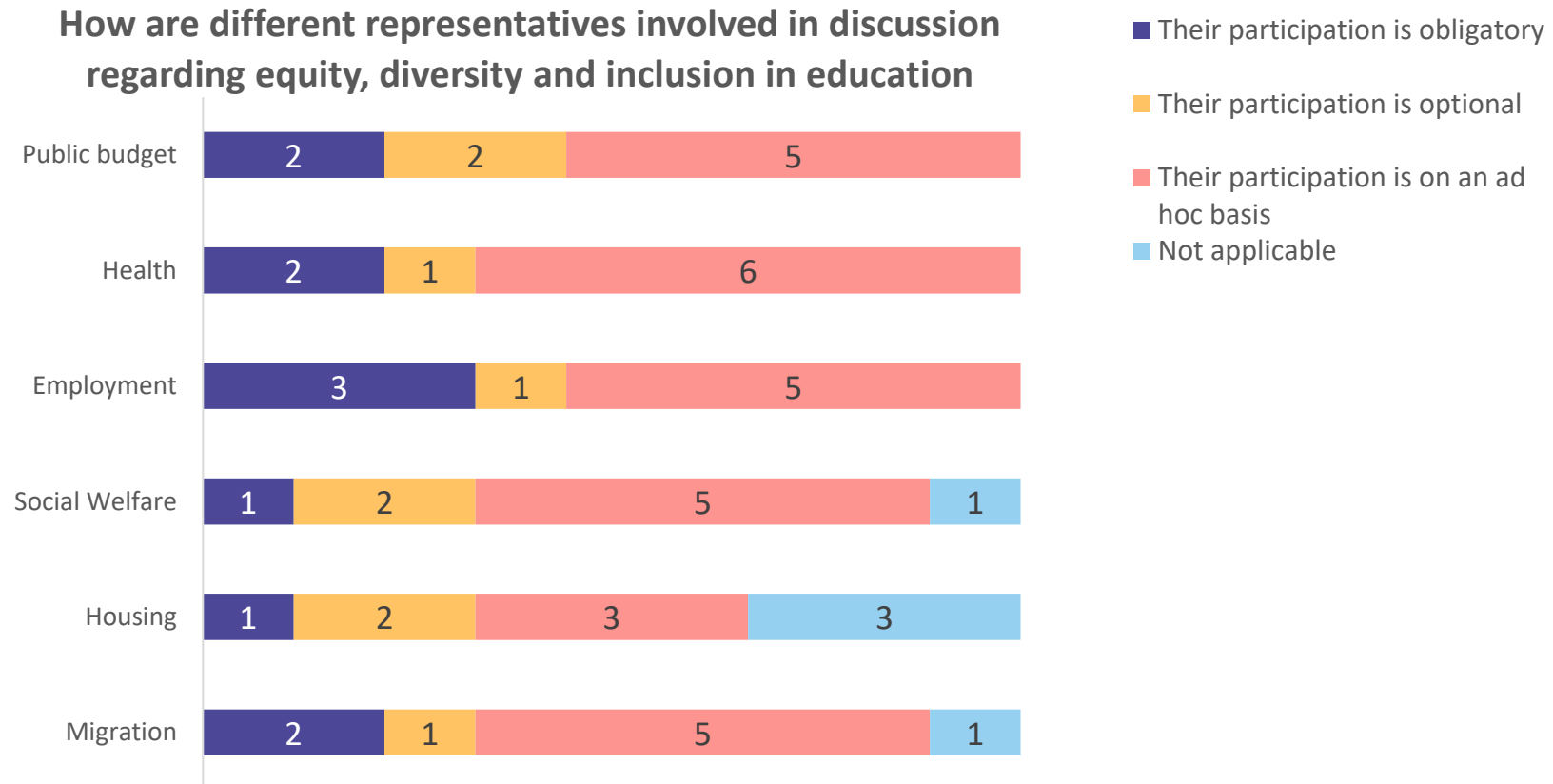
Top-level coordination and stakeholders

Figure 8 – Question: Are representatives of top-level authorities such as those responsible for public budget, health, employment, social welfare, housing, and/or migration policies typically involved when discussing equity, diversity and inclusion in education in the top-level coordination mechanism? N=14


■ Yes   ■ No   ■ Not applicable
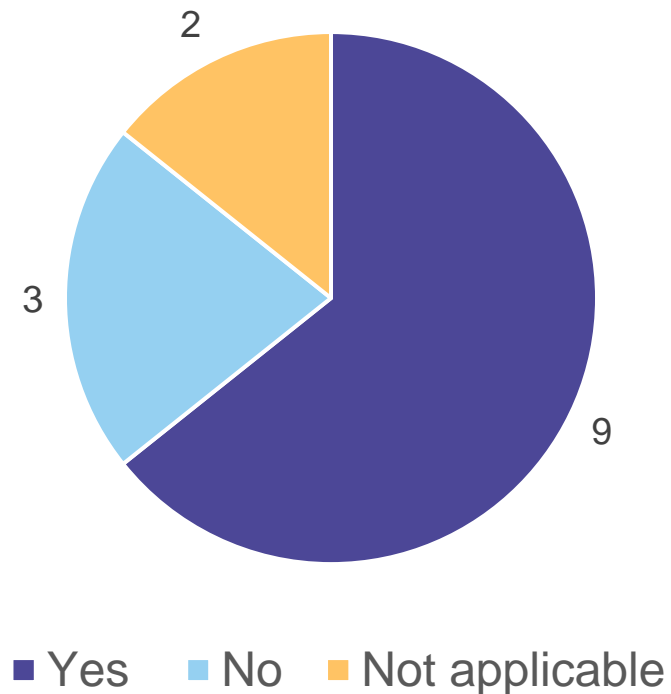
Top-level coordination and stakeholders

Figure 9 – Question: If yes, how are the representatives of the following policies typically involved when discussing equity, diversity and inclusion in education? N=9

How are different representatives involved in discussion regarding equity, diversity and inclusion in education

Legend:
- ■ Their participation is obligatory
- ■ Their participation is optional
- ■ Their participation is on an ad hoc basis
- ■ Not applicable

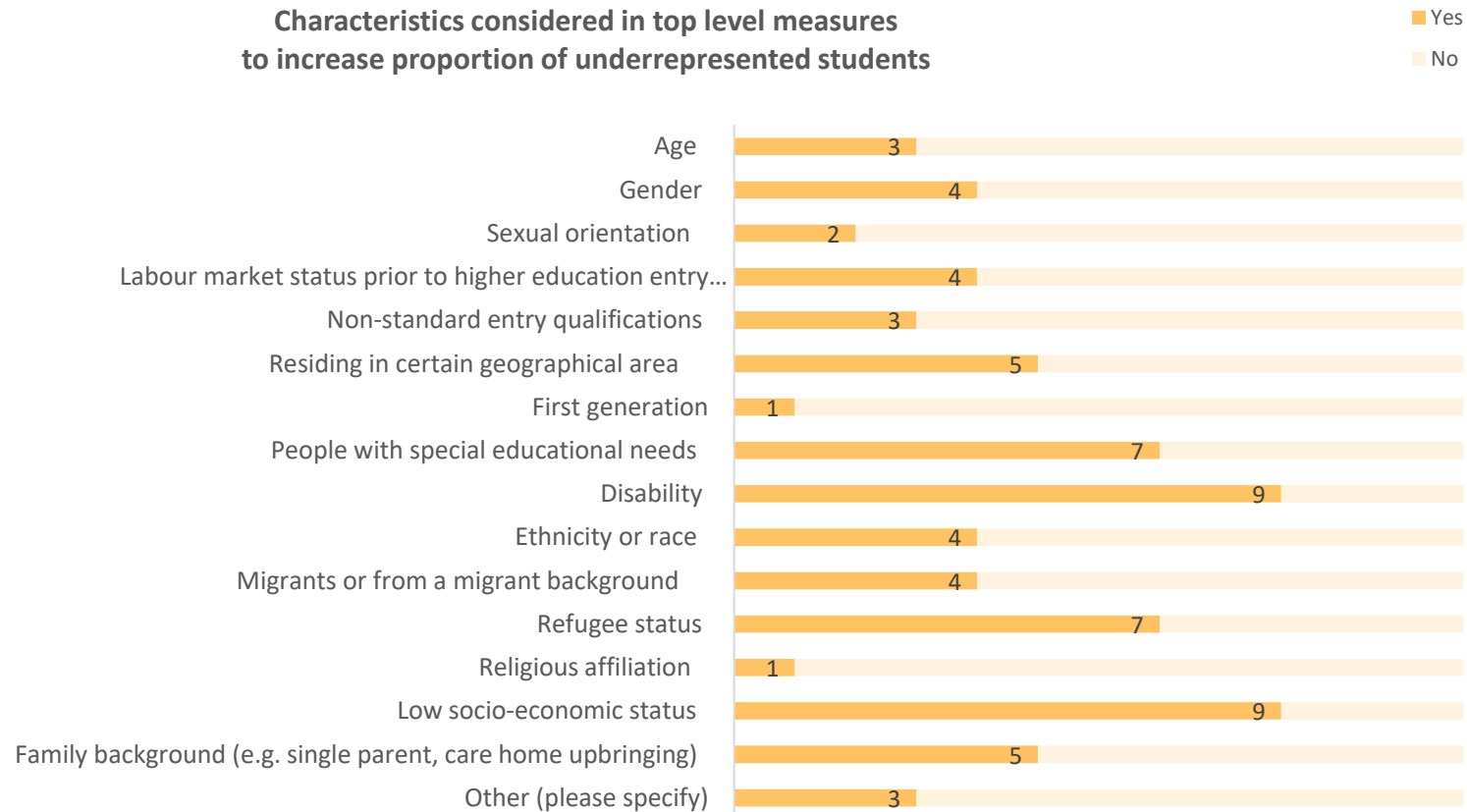| Policy	Obligatory	Optional	Ad hoc	Not applicable
Public budget	2	2	5	
Health	2	1	6	
Employment	3	1	5	
Social Welfare	1	2	5	1
Housing	1	2	3	3
Migration	2	1	5	1

Measures

Figure 9 – Question: Does your country have top-level measures in the higher education system to increase the proportion of students with certain characteristics who are underrepresented in higher education? N = 14


- Yes
- No
- Not applicable
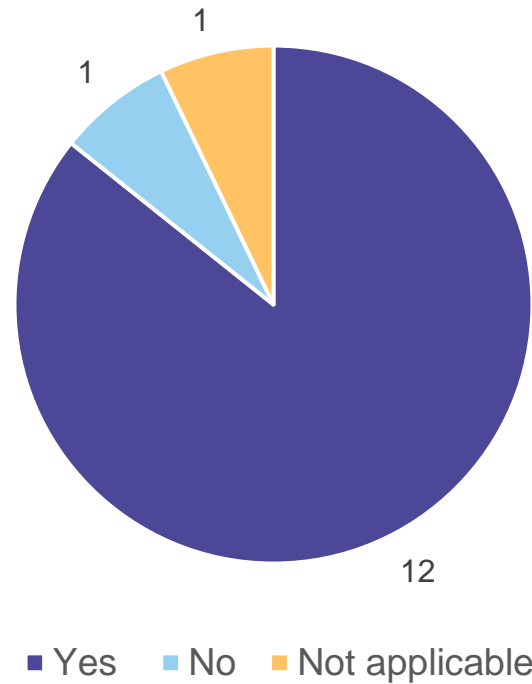
Measures

Figure 11 – Question: If 'yes, please indicate whether any of the following student characteristics are considered (in targeting these measures)? N=12

Characteristics considered in top level measures to increase proportion of underrepresented students

Legend: Yes (orange), No (cream)

| Characteristic	Yes
Age	3
Gender	4
Sexual orientation	2
Labour market status prior to higher education entry…	4
Non-standard entry qualifications	3
Residing in certain geographical area	5
First generation	1
People with special educational needs	7
Disability	9
Ethnicity or race	4
Migrants or from a migrant background	4
Refugee status	7
Religious affiliation	1
Low socio-economic status	9
Family background (e.g. single parent, care home upbringing)	5
Other (please specify)	3

Measures

Figure 13 – Question: Are there top-level measures encouraging cooperation between employers and local/regional communities to raise awareness about higher education studies, especially among people with specific characteristics who are under-represented in higher education? N=14


■ Yes ■ No ■ Not applicable
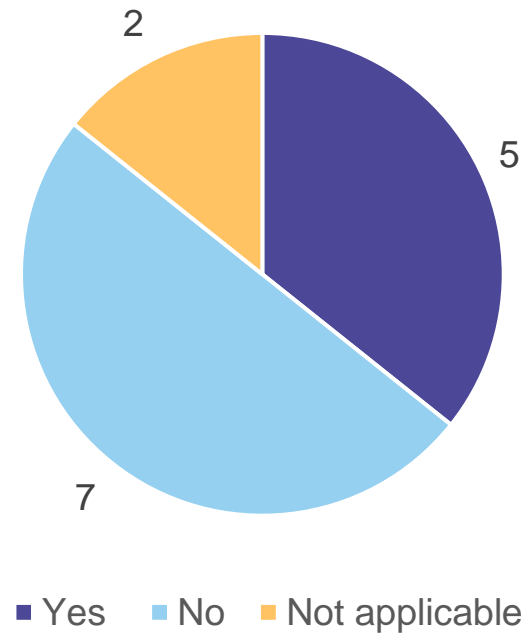
Measures

Figure 16 – Question: In your higher education system, are there any top-level measures to support students with specific characteristics who are underrepresented in the completion of their studies? N=14
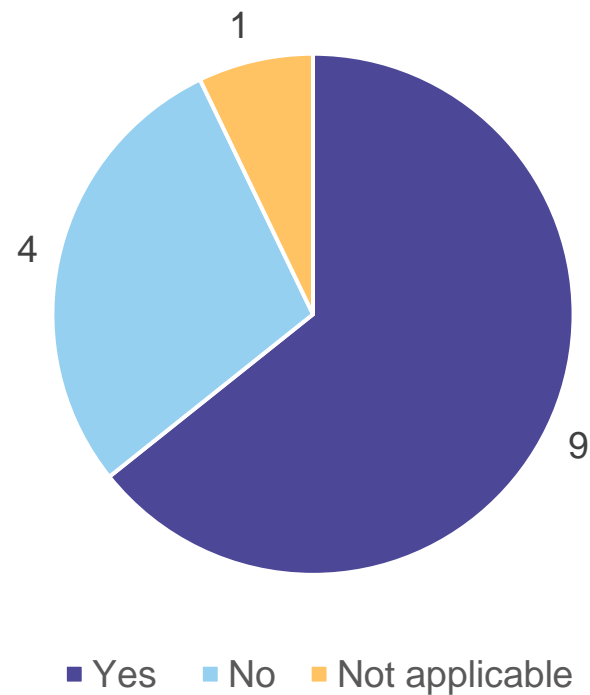
Measures

Figure 17 – Question: Are there measures of support by top-level authorities that specifically aim to support adults who decide to return to or enter higher education at later stages in their lives? N=14

Legend: ■ Yes ■ No ■ Not applicable
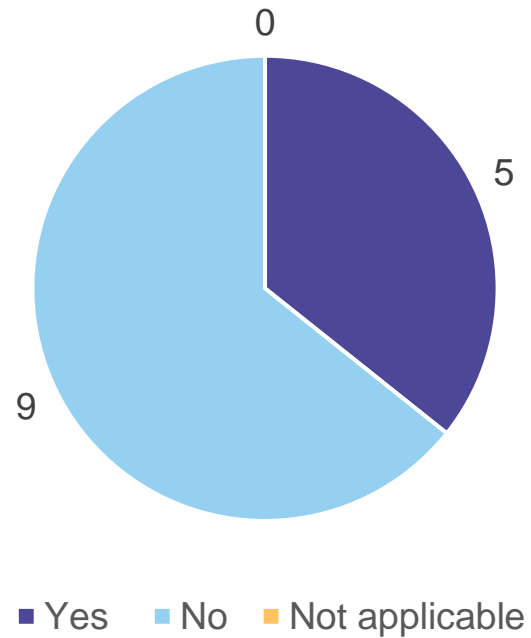
Main barriers

- Stakeholder involvement for the whole education (from kindergarten to higher education)
- The coordination of different institutional actors working on the same issues but with different approaches
- Access of refugees to the Higher Education system remains a challenge. Reintegration and reskilling-upskilling of adults could contribute to the elimination of brain drain.
- In Hungary the complete pathway of disadvantaged, underrepresented groups have been not implemented yet, it is under construction. Therefore, it is difficult to follow the educational pathway of these groups currently, and consequently it is difficult to identify individual development needs.
- The autonomy of the HEI implies that there are little centralised measures. Furthermore, implementation of the P&G 3 requires knowledge of various diversity dimensions. This knowledge is widely available for equal opportunities for men and women, but for other diversity dimensions there is still potential with regard to the development of the corresponding knowledge. Another point might be that implementation and roll-out of lessons learned takes time.

Best practices

- **France:** In order to help improve access to higher education for those who are far from it, France proposes various actions which may take the form of a legislative and regulatory framework, the pooling of good practices and the organisation of networks of territorial players, They are supplemented by communication actions aimed first of all at users themselves, who are not necessarily aware of the possibilities available to them, and at professional actors, who do not always have sufficient knowledge of what they can or should offer.

- **Ireland, Greece & Kazakhstan:** National Action Plan

- **Switzerland**: National project P-7 on diversity, inclusion and equal chances supported by the Confederation: Swiss Higher Education Institutions have their own institutional action plans addressing various diversity dimensions. In addition, several projects are running within the framework of a national programme on Diversity, Inclusion and Equal Opportunities allowing HEI to address specific challenges.

Best practices

- **Ireland:** The Department's overall mission as set out in its Statement of Strategy is to: Develop Ireland's further and higher education and research systems to support people in reaching their full potential and to create value, prosperity, resilience and a cohesive, sustainable and vibrant society. The Statement of Strategy recognises that to achieve our overall mission, we need to strategically review our policy framework with a view to improving access to higher education.

- **Hungary:** At the model-changing universities and at some church-run higher education institutions, support is based on performance. The framework agreement contains the public tasks recognized and supported by the state and their financing method. The six-year financing contract contains the specific quantities, in kind, base and target values for the given period; and contains the maximum amount of support available.

Aim workshop

- Strengthen mutual learning and deepen the exchange of practices and challenges between higher education authorities on principle 3.