INCLUSIVE HIGHER EDUCATION

Survey Results
Principle 7

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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 7

Public authorities should help higher education institutions to strengthen their capacity to respond to the needs of a more diverse student and staff body and create inclusive learning environments and inclusive institutional cultures.
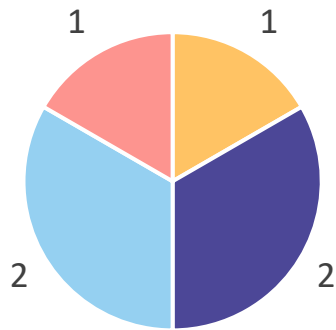
Guidelines

Public authorities should support and provide adequate means to higher education institutions to improve initial and continuing professional training for academic and administrative staff to enable them to work professionally and equitably with a diverse student body and staff.

Whenever possible, external quality assurance systems should address how the social dimension, diversity, accessibility, equity and inclusion are reflected within the institutional missions of higher education institutions, whilst respecting the principle of autonomy of higher education institutions.
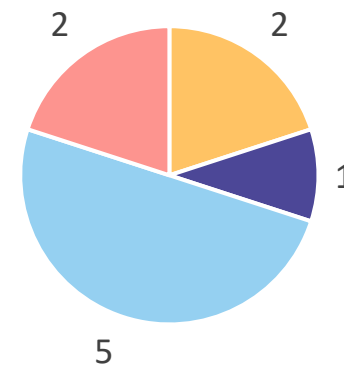
Training

Figure 18 &19 According to top-level regulations or guidelines, do higher education institutions (HEIs) offer training on diversity, equity or inclusion to their staff?

Academic staff

Administrative staff

The needs of students and staff

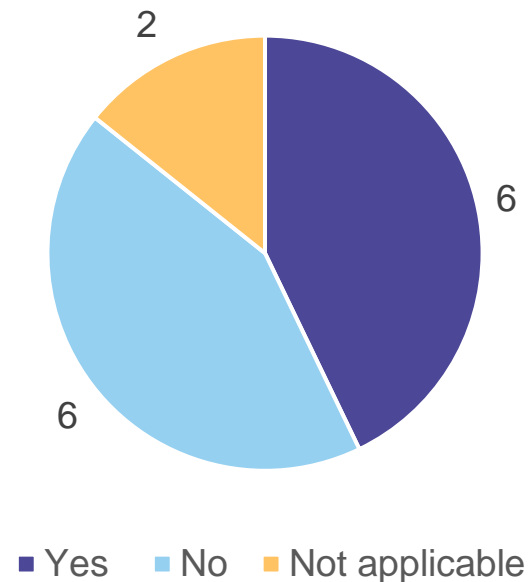Figure 20 – Question: Are the needs of students and staff regarding an inclusive learning environment and inclusive institutional cultures mapped? N= 14
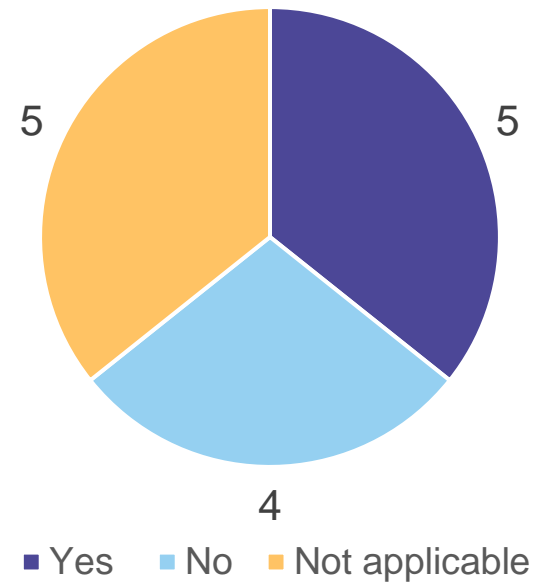
The needs of students and staff

Figure 21 – Question: Does your public authority support the existence of a mentoring network at the local, regional or national level for students in order to involve, guide and assist them on how to best interact with the needs of a more diverse student body? N= 14



- ■ Yes ■ No ■ Not applicable

The needs of students and staff

Figure 22 – Question: Does your public authority provide/have policies on how HEI's should make their buildings and infrastructure easily accessible and adjusted to the needs of underrepresented, disadvantaged and vulnerable students? N=14

The needs of students and staff

Figure 23 – Question: Does your public authority provide financial support to HEI's to make their buildings and infrastructure easily accessible and adjusted to the needs of underrepresented, disadvantaged and vulnerable students and staff? N= 13

■ Yes ■ No ■ Not applicable
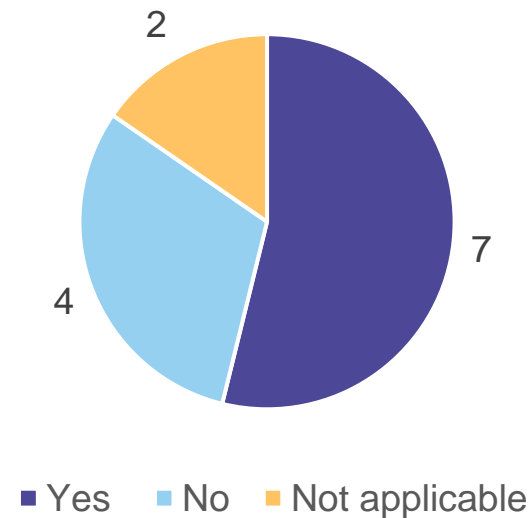
Main barriers

- The coordination of different actors working on the same issues but with different approaches or aims

- The insufficiency of qualified personnel

- It seems that the supply of appropriate support is available. However, creating an inclusive institutional culture requires a cultural shift and an adapted mindset. Both take time

Best practices

- **Austria**: National strategy and networking conferences; recommendation for institutional SD strategies

- **Hungary**: The state provides various student benefits to students. For example, basic support, regular social scholarship, extraordinary social scholarship, dormitory support, student discounts for various services. The Government also provides occasional discounts for students, such as the county or national pass for public transport introduced on May 1, from which students receive a 90% discount.

- **Ireland**: PATH 4 – Phase 1 2022 – Universal Design Fund - Supporting inclusive universally designed higher education environments for all. Work has commenced on PATH 4 – Phase 2 with a call for proposal for additional course provision in Higher Education for Students with Intellectual Disabilities being prepared at the moment. Following advice from the NDA and CEUD further engagement with the stakeholders representing people with intellectual disabilities is in train to ensure the call for proposal document and process would meet their specific needs and expectations was required.

Best practices

- **Switzerland**: Higher Education Institutions have their own institutional action plans addressing various diversity dimensions. Diversity, Inclusion and Equal Opportunities is an important action field in the planning of HEI institutions. Several projects are running within the framework of a national programme on Diversity, Inclusion and Equal Opportunities allowing HEI to address specific challenges. Two examples out of the 29 projects co-financed within the framework of this programme: creation of a competence centre of equality education of Swiss universities of teacher education (website not yet available), creation of a platform / network on gender and medicine (integration of these issues into teaching)

Aim workshop

- Strengthen mutual learning and deepen the exchange of practices and challenges between higher education authorities on principle 7.