

# BFUG Working Group on Social Dimension 2021-2024

## **Overview of progress in 2021**

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21 October 2021

**BFUG Board on-line meeting hosted by Armenia**

I.  
**Our objectives and methods of work 2021-2024**

**BFUG Working Group on Social Dimension 2021-2024**

# We continue the work of AG1 and build on its main outcomes!

- ✓ Key output of the BFUG Advisory Group for Social Dimension 2018-2020: a **NEW forward-looking strategic document** for the period 2020-2030

## Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA

**2018-2020 BFUG  
Advisory Group for  
Social Dimension**

Co-chairs: Croatia and  
ESU

### Objectives

- to develop a **common understanding of the concept** of the social dimension in HE
- to develop **principles and guidelines** for social dimension



# We need to materialize the new definition of the social dimension!

- **Definition:** composition of the student body entering, participating in and completing higher education at all levels should correspond to the heterogeneous social profile of society at large

Starting point:  
definition in  
the 2007  
London  
Communique

**New:**  
fosters  
equity

- **New enlarged definition:** the social dimension encompasses the **creation of an inclusive environment** in higher education that fosters equity and diversity and is responsive to the needs of local communities

**New:**  
responsive to  
the needs of  
local  
communities

**New:**  
fosters  
diversity

- **New:** integrate the principles into the core higher education mission: learning and teaching, research, innovation, knowledge exchange and outreach

- **New:** integrate the principles into the core higher education mission: institutional governance and management, policies for empowering students and staff

# We need to develop a framework for the implementation of the Principles and Guidelines!

- **Public authorities** should support the implementation of the Principles by **offering a legal, financial, administrative and informative framework** that can initiate process of implementation at the national level
- **Public authorities** should engage in a **policy dialogue** with **HEIs and other stakeholders** to develop fit-for purpose policy measures for 10 Principles

## **HOW?** Important role for our **BFUG WG on SD – specific objectives 2021-24:**

- 1) Organizing **peer support activities** for social dimension to support the implementation of the Principles among the EHEA members
- 2) Developing **tools for the implementation of the Principles** for the social dimension
- 3) Defining **indicators and benchmarks** for the Principles
- 4) Developing a **system of monitoring the implementation** of the Principles

## **II. Workplan 2021-2024**

**BFUG Working Group on Social Dimension 2021-2024**

# Our methods of work 2021-2022

- **Peer-learning activities (PLA)** and examples of best practices on the implementation of the Principles
- Discussion on **tools, indicators and benchmarks** for the Principles
- Discussion on a **system of monitoring** the implementation of the Principles
  - >>> **foundation** for the creation of tools, indicators and benchmarks for the Principles + for the creation of a system of monitoring

✓ **Established coordination with the Working Group on Monitoring the Implementation of the Bologna Process**

✓ **5 meetings per year**

## **Meetings in 2021:**

- ✓ 1st on-line meeting: 8 July 2021
- ✓ 2nd on-line meeting: 6 October 2021
- ✓ 3rd on-line meeting: 16 November 2021

# Peer-learning activities (PLA) in 2021

## PLA for developing system of monitoring the implementation of Principles and Guidelines (PAGs):

- **European Commission/ Eurydice:** Questionnaire on Fostering Equity and Inclusion in Higher Education
  - The questionnaire asks questions that will allow Eurydice to assess the state of national policy action to implement the PAGs

## PLAs related to the Principle No.4 in the PAGs:

*(Reliable data is a necessary precondition for an evidence-based improvement of the social dimension of higher education. Higher education systems should **define the purpose and goals of collecting certain types of data**, taking into account the particularities of the national legal frameworks)*

- **Eurostudent**
  - Key findings from the Eurostudent VII Synopsis of Indicators report. Could the Eurostudent surveys help in the implementation of the principle No.4 of the PAGs?
- **U-Multirank**, Center for Higher Education Policy Studies (CHEPS), University of Twente, NL
  - Key findings from the U-Multirank concept paper on **new indicator development on social inclusion (2020)** and the proposal for New Indicators in U-Multirank (2021). Could the new U-Multirank indicator on social inclusion help in the implementation of the principle No.4 of the PAGs?



# Peer-learning activities (PLA) in 2021

## Upcoming - PLAs related to the Principle No.8 in the PAGs:

*(International mobility programs in higher education should be structured and implemented in a way that foster diversity, equity and inclusion and should particularly foster participation of students and staff from vulnerable, disadvantaged or underrepresented backgrounds.)*

- SIHO: Support Centre for Inclusive Higher Education, Belgium/Flanders
- European Commission

# Thank you very much for your attention!

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