

BFUG Advisory Group 1 on Social Dimension

Update for the BFUG AG1 Meeting in Helsinki

November 11, 2019

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

- **Starting point:** the definition of the social dimension provided in the 2007 London Communique:
 - “[...] the student body entering, participating in and completing higher education at all levels should reflect the diversity of our populations.”

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

- **New elements:** social dimension encompasses creation of inclusive environment in higher education that fosters equity, diversity, and is responsive to the needs of local communities.
 - Social dimension goes beyond identifying vulnerable, disadvantaged and underrepresented groups of students.
 - Social dimension principles should be integrated into the core higher education functions:
 - Learning and teaching
 - Research
 - Knowledge exchange and outreach
 - Institutional governance and management
 - Policies for empowering students and staff

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

- **Forward-looking** strategic document for higher education development:
 - Establishes a horizontal link between social dimension and other core higher education policy areas > will make our higher education systems and universities closer to the real needs of our communities and citizens.
 - Defines 10 principles for social dimension in higher education for upcoming decade of the Bologna process 2020-2030.
 - Each principle accompanied with a set of guidelines that explain the implementation of principles.

10 Principles for strengthening the social dimension of higher education:

1. The social dimension should be **central to higher education strategies** at national, regional, local and institutional level, as well as at the EHEA and the EU level.
2. **Holistic approach** to social dimension should create coherent policy measures from early childhood, through schooling and into higher education and throughout lifelong learning.
3. Governments should support higher education institutions to **strengthen their capacity** in responding to the **needs of a more diverse student body**, particularly through continuing professional training both for academic and administrative staff.

10 Principles for strengthening the social dimension of higher education:

4. Higher education systems should define goals of **collecting certain types of data** and develop the necessary capacities to collect, process and use such data to support the social dimension policy.
5. Governments should have policies that ensure **effective counselling and guidance** for potential and enrolled students.
6. Governments should establish a strategic **framework for higher education funding** which promotes social dimension.
7. **Mobility programs** in higher education should be structured in a way that foster diversity, equity and inclusion.

10 Principles for strengthening the social dimension of higher education:

8. **Community and civic engagement** in higher education should be used as an instrument to promote diversity, equity and inclusion.
9. Governments should ensure that **legal regulations enable** higher education institutions to work effectively **to improve the social dimension policies.**
10. Governments should engage in a **policy dialogue with higher education institutions** about how these principles can be implemented both at national system and institutional level.