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

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Date: 25 March 2020

Introduction

The 2018 Paris Communiqué recognized the need to guide member states on how to define and implement policy for improving the social dimension of the EHEA. This document outlines core principles and guidelines, which we believe are fundamental to the further development of the social dimension in higher education. This document takes as its starting point the definition of the social dimension provided in the 2007 London Communiqué, namely that the 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 in the EHEA countries. The Advisory Group for Social Dimension also goes beyond the before mentioned definition and has enlarged the definition by stressing that the social dimension encompasses creation of inclusive environment in higher education that fosters equity, diversity, and is responsive to the needs of local communities.

The principles and guidelines within this document complement the EHEA 2020 strategy “Widening Participation for Equity and Growth”¹, which ministers adopted in Yerevan in 2015 as a mean to further strengthen the social dimension while concomitantly contributing to increasing quality in higher education. The social dimension should interconnect the principles of accessibility, equity, diversity and inclusion into all laws, policies and practices concerning higher education in such a way that access, participation, progress and completion of higher education depend primarily on students’ abilities, not on their personal characteristics or circumstances beyond their direct influence. With this scope at heart, public authorities should support the implementation of these Principles and Guidelines by offering a legal, financial, administrative and informative framework that can initiate processes of implementation at the local level. This framework will promote inclusive strategies, which provide both specific support for vulnerable, disadvantaged and underrepresented students² as well as highlight broader measures and policies wherefrom the student population and staff employed at higher education institutions can mutually benefit.

Increased participation of vulnerable, disadvantaged and underrepresented groups in higher education produces wider benefits with respect to decreased social welfare provision, improved health outcomes and increased community involvement. Collectively, these wider benefits sustain cohesive, democratic societies where social justice, public good, public responsibility and social mobility prevail. Graduate qualifications delivered to a wider pool of citizens means better employment prospects, higher earnings premiums and the passing on of an appreciation for the benefits of higher education to the next generation and to their local communities. Beyond reaching the commitments made by the EHEA, taking a holistic and proactive

¹ Accessible at

http://www.ehea.info/media.ehea.info/file/2015_Yerevan/71/5/Widening_Participation_for_Equity_and_Growth_A_Strategy_for_the_Development_of_the_SD_and_LLL_in_the_EHEA_to_2020_613715.pdf

² Glossary of Terms and Definitions related to the definitions for vulnerable, disadvantaged and underrepresented students is at the end of this document.

approach to improving the social dimension of higher education further serves to accelerate progress in attaining the UN Sustainable Development Goals.

These Principles and Guidelines set the course for the next decade of the EHEA for public authorities and higher education institutions to integrate these principles into the core higher education missions: learning and teaching, research, innovation, knowledge exchange and outreach, institutional governance and management, as well as in the policies for empowering present and future students and higher education staff. Improving the social dimension by moving beyond widening accessibility clauses and instead focusing on the concept of ‘leaving no one behind’ is a crucial step forward when looking to strengthen our societies and democracies. Supporting diverse learning environments is a necessity and should be seen as an investment towards societies, and public authorities need to shoulder the responsibility of ensuring that the proposed principles and guidelines are consulted, adjusted to national realities and implemented, in order to safeguard a better future for our higher education systems.

Principles in the text below should be understood as high-level statements that serve as a basis for the conceptualization of different policies for social dimension enhancement. Guidelines are recommendations intended to advise policy makers on how the principles should be implemented in practice. Therefore, the entirety of this document is not to be seen as a checklist, but rather as the basis for continuous improvement of policies and their effective implementation at national and institutional level.

Principles

- 1. The social dimension should be central to higher education strategies at system and institutional level, as well as at the EHEA and the EU level.** Strengthening the social dimension of higher education and fostering equity and inclusion to reflect the diversity of society is the responsibility of a higher education system as a whole and should be regarded as a continuous commitment.

Guidelines:

- a. Strategic commitment to the social dimension of higher education should be aligned with concrete targets that can either be integrated within existing higher education policies or developed in parallel. These targets should aim at widening access, supporting participation in and completion of studies for all current and future students.
 - b. In the process of creating strategies there should be a broad-based dialogue between public authorities, higher education institutions, student and staff representatives and other key stakeholders, including social partners, non-governmental organisations and people from vulnerable, disadvantaged and underrepresented groups. This broad-based dialogue is to ensure the creation of inclusive higher education strategies that foster equity and diversity, and are responsive to the needs of the wider community.
- 2. Legal regulations or policy documents should allow and enable higher education institutions to develop their own strategies to fulfil their public responsibility towards widening access to, participation in and completion of higher education studies.**

Guidelines:

- a. Legal regulations and administrative rules should allow sufficient flexibility in the design, organisation and delivery of study programmes to reflect the diversity of students' needs. Higher education institutions should be enabled to organise full-time and part-time studies, flexible study modes, blended and distance learning as well as to recognise prior learning (RPL), in order to accommodate the needs of the diverse student population.
 - b. Public authorities should promote recognition of prior non-formal and informal learning (RPL) in higher education, because it has a positive impact on widening access, transition and completion, equity and inclusion, mobility and employability. RPL enables flexible modes of lifelong learning in the entire education sector, including higher education. Implementing RPL will require effective cooperation amongst the higher education system, employers and the wider community and to enable this national qualifications frameworks should facilitate transparent recognition of learning outcomes and reliable quality assurance procedures.
- 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:

- a. 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.
 - b. 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.
 - c. Equity, diversity and inclusion should play a key role in the training of pre higher education teachers.
- 4. 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. Adequate capacities to collect, process and use such data to inform and support the social dimension of higher education should be developed.

Guidelines:

- a. In order to develop effective policies, continuous national data collection is necessary. Within the limits of national legal frameworks, such data collection should provide information on the composition of the student body, access and participation, drop-out and completion of higher education, including the transition to the labour market after completion of studies, and allow for the identification of vulnerable, disadvantaged and underrepresented groups.
- b. In order to make such data collection comparable internationally, work on categories for administrative data collection that are relevant for the social

dimension should be developed at the EHEA level through Eurostudent or similar surveys. With the aim to rationalize the process and avoid administrative burden on public administration and higher education institutions, this development should take account of existing national practices and relevant data collection processes.

- c. Such national data collection exercises could, where relevant and necessary, be complemented by higher education institutions undertaking additional surveys, research and analysis to better understand vulnerability, disadvantages, and underrepresentation in education, as well as transitions of students across the education system.

5. **Public authorities should have policies that enable higher education institutions to ensure effective counselling and guidance for potential and enrolled students in order to widen their access to, participation in and completion of higher education studies.** These services should be coherent across the entire education system, with special regard to transitions between different educational levels, educational institutions and into the labour market.

Guidelines:

- a. Public authorities should create conditions that enable collaboration between different public institutions that provide counselling and guidance services together with higher education institutions in order to create synergies and omit duplication of similar services. These services should uphold the principles of clarity and user-friendliness, because end users must be capable to understand them easily.
- b. Within a diverse student body, special attention should be directed towards students with physical and psychological health challenges. These students should have access to professional support to secure their success in accessing and completing higher education studies. Special focus should be placed on prevention of psychological challenges caused by the organisation of study and students' living conditions.
- c. Public authorities should also consider setting up ombudsperson-type institutions that will have the capacity and knowledge to mediate any conflicts, particularly related to equity issues that may arise during accessing or participating in higher education, or conflicts that hinder the completion of studies.

6. **Public authorities should provide sufficient and sustainable funding and financial autonomy to higher education institutions enabling them to build adequate capacity to embrace diversity and contribute to equity and inclusion in higher education.**

Guidelines:

- a. Higher education funding systems should facilitate the attainment of strategic objectives related to the social dimension of higher education. Higher education institutions should be supported and rewarded for meeting agreed targets in widening access, increasing participation in and completion of higher education studies, in particular in relation to vulnerable, disadvantaged and underrepresented groups. Mechanisms for achieving these targets should not have negative financial consequences to higher education institutions core funding.

- b. Financial support systems should aim to be universally applicable to all students, however, when this is not possible, the public student financial support systems should be primarily needs-based and should make higher education affordable for all students, foster access to and provide opportunities for success in higher education. They should mainly contribute to cover both the direct costs of study (fees and study materials) and the indirect costs (e.g. accommodation, which is becoming increasingly problematic for students across the EHEA due to the increased housing, living, and transportation costs, etc.).

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

Guidelines:

- a. 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.
- b. 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.

8. 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.

Guidelines:

- a. International experiences through learning mobility improve the quality of learning outcomes in higher education. Public authorities and higher education institutions should ensure equal access for all to the learning opportunities offered by national and international learning and training mobility programmes and actively address obstacles to mobility for vulnerable, disadvantaged or underrepresented groups of students and staff.
- b. Besides further support to physical mobility, including full portability of grants and loans across the EHEA, public authorities and higher education institutions should facilitate the use of information and communications technology (ICT) to support blended mobility and to foster internationalisation at home by embedding international online cooperation into courses. Blended mobility is the combination of a period of physical mobility and a period of online learning. Such online cooperation can be used to extend the learning outcomes and enhance the impact of physical mobility, for example by bringing together a more diverse group of participants, or to offer a broader range of mobility options.

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

Guidelines:

- a. 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.
- b. 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.

10. Public authorities should engage in a policy dialogue with higher education institutions and other relevant stakeholders about how the above principles and guidelines can be translated and implemented both at national system and institutional level.

Guidelines:

- a. Such policy dialogue should allow to develop fit-for purpose policy measures, which should respect institutional autonomy, avoid any unnecessary administrative burden, and thus enable concrete progress towards diversity, equity, and inclusion in higher education.
- b. Within the scope of the above principles and guidelines, peer support and exchange of good practices are crucial among EHEA countries in order to facilitate progress towards the inclusiveness of higher education systems.

Glossary of Terms and Definitions³

This glossary defines the three central terms in this document, namely underrepresented, disadvantaged and vulnerable students. The definitions are not to be understood as legal definitions and therefore do not conflict with any existing legal regulations, rather they are intended as explanatory definitions used in relation to the contents of the Principles and Guidelines.

Underrepresented students:

A group of learners is underrepresented in relation to certain characteristics (e.g. gender, age, nationality, geographic origin, socio-economic background, ethnic minorities) if its share among the students is lower than the share of a comparable group in the total population. This can be documented at the time of admission, during the course of studies or at graduation. Individuals usually have several underrepresented characteristics, which is why combinations of underrepresented characteristics ("intersectionality") should always be considered. Furthermore, underrepresentation can also impact at different levels of higher education – study programme, faculty or department, higher education institution, higher education system. This definition is complementary to the London Communiqué, "that the student body entering,

³ This glossary is intended only for the purpose of these Principles and Guidelines.

participating in and completing higher education at all levels should reflect the diversity of our populations", but does not fully cover it.

Disadvantaged students:

Disadvantaged students often face specific challenges compared to their peers in higher education. This can take many forms (e.g. disability, low family income, little or no family support, orphan, many school moves, mental health, pregnancy, having less time to study, because one has to earn ones living by working or having caring duties). The disadvantage may be permanent, may occur from time to time or only for a limited period. Disadvantaged students can be part of an underrepresented group, but do not have to be. Therefore, disadvantaged and underrepresented are not synonymous.

Vulnerable students:

Vulnerable students may be at risk of disadvantage (see above) and in addition have special (protection) needs. For example, because they suffer from an illness (including mental health) or have a disability, because they are minors, because their residence permit depends on the success of their studies (and thus also on decisions made by individual teachers), because they are at risk of being discriminated against. These learners are vulnerable in the sense that they may not be able to ensure their personal well-being, or that they may not be able to protect themselves from harm or exploitation and need additional support or attention.