SIDERAL FINAL CONFERENCE, 7 JULY 2021

Social inclusion at European higher education institutions

Henriette Stoeber, Policy Analyst
800+ member HEIs
48 European countries
33 national university associations
INVITED:
Diversity and inclusion at higher education institutions

- 159 higher education institutions
- 36 European higher education systems
- Sample with self-selection bias

- 85% of HEIs address equity, diversity and inclusion at a central level strategy
  - 75% as part of main strategy, 59% dedicated diversity strategy, 39% code of conduct, 21% quality manual
- 53% of HEIs have a specific office in charge of implementation
Social inclusion at European higher education institutions

INVITED:
Why HEIs engage in diversity

- It is an explicit value for our institution: 88%
- It is part of the institution's social responsibility: 76%
- It is a legal obligation: 64%
- It is part of our strategy to recruit students: 41%
- It is part of our strategy to recruit staff: 38%
- It is required by the performance/development contract between the institution and the responsible public authority: 36%
- It is needed for the allocation of public funding: 26%
- There are quotas for students with diverse backgrounds: 20%
- There are quotas for staff with diverse backgrounds: 18%
INVITED:
Dimensions of diversity and inclusion

<table>
<thead>
<tr>
<th>Category</th>
<th>Students</th>
<th>Academic staff</th>
<th>Non-academic staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>92%</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>Gender</td>
<td>82%</td>
<td>83%</td>
<td>74%</td>
</tr>
<tr>
<td>Ethnic/cultural/migration background</td>
<td>76%</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Socio-economic background</td>
<td>71%</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>Sexual identity (including LGBT+)</td>
<td>65%</td>
<td>52%</td>
<td>49%</td>
</tr>
<tr>
<td>Educational background (alternative pathways, lifelong learners)</td>
<td>61%</td>
<td>31%</td>
<td>28%</td>
</tr>
<tr>
<td>Caring responsibilities</td>
<td>53%</td>
<td>58%</td>
<td>58%</td>
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<tr>
<td>Religious background/beliefs</td>
<td>48%</td>
<td>39%</td>
<td>36%</td>
</tr>
<tr>
<td>Age</td>
<td>39%</td>
<td>46%</td>
<td>45%</td>
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</tbody>
</table>
INVITED: Barriers to diversity and inclusion at HEI
European policies and priorities of Erasmus+ 2021-17

- Framework of inclusion measures (approx. summer 2021)
- Definition of participants with fewer opportunities

Disabilities, Health problems, Barriers linked to education and training systems, Cultural differences, Social barriers, Economic barriers, Barriers linked to discrimination, Geographical barriers

- National inclusion action plans

### Mobility
- Top up 100EUR
- Real cost coverage additional cost, incl. for preparatory visits and accompanying persons.

### Projects
- Top ups for participants
- Fostering diversity and inclusion as horizontal priority in project calls for proposals
Social Dimension in the EHEA

➢ Equal opportunity
➢ Societal development
➢ Quality/competitiveness of higher education

‘the social dimension encompasses the creation of an inclusive environment in higher education that fosters equity, diversity, and is responsive to the needs of local communities’
Diversity and Inclusion in the European Higher Education Area

EHEA Principles and Guidelines for the Social Dimension

**Forward-looking strategic document 2020-2030**

- 10 principles - basis for the conceptualization of different policies
- Guidelines - recommendations for implementation

**Encouraging governments to respond to the barriers faced by HEI, e.g. though:**

- legal FWs that enable HEIs to develop their own strategies
- enhanced data collection
- funding and financial autonomy to build adequate capacity to embrace diversity
- policy dialogue with higher education institutions and other relevant stakeholders about how the above principles and guidelines can be translated
Covid 19 – Impact

Impact of Covid

- From 90% on-campus to almost 100% online
- 73% plans for enhancing digital capacity beyond the crisis
- Delays in some study fields (practical)
- Amplification of social disadvantage

But also

- Increased ECTS / academic year, higher GPAs
- Positive feedback from some of the mature learners
- Increased enrolment and retention (see next slide)

Information gathered by EUA from National Rectors’ Conferences in January 2021;

Digitally enhanced learning and teaching in European higher education institutions (EUA 2021)

UNI(di)VERSITY project report (October 2021);
## Covid-19 – Impact on enrollment

### Enrolment rates

<table>
<thead>
<tr>
<th></th>
<th>Increase</th>
<th>Decrease</th>
<th>Same</th>
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<tbody>
<tr>
<td>Denmark</td>
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<td>Norway</td>
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<td>Slovakia</td>
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<td>Sweden</td>
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### Drop-out rates

<table>
<thead>
<tr>
<th>Retainment</th>
<th>Drop-outs</th>
<th>Unknown</th>
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<tbody>
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<td>Denmark</td>
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<td>Spain</td>
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Information gathered by EUA from National Rectors’ Conferences in January 2021
Covid 19 – response

Additional support (some systems/HEIs)
• Digital support e.g. purchase / loan of laptops
• direct financial support to students
• funding to student welfare organizations
• resources for mental health and well-being

“(…) Crisis has shone a light on the importance of accessibility and inclusion. It has underlined the need for coordinated strategies for inclusion for all disadvantaged learners, (…) The need to remove barriers, for instance in the context of digital learning and teaching, has never been more evident. (…)”

UNI(di)VERSITY report (forthcoming)
Thank you for your attention

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