



Towards Inclusive Higher Education in European Context

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EUROPEAN UNION



State Education
Development Agency
Republic of Latvia

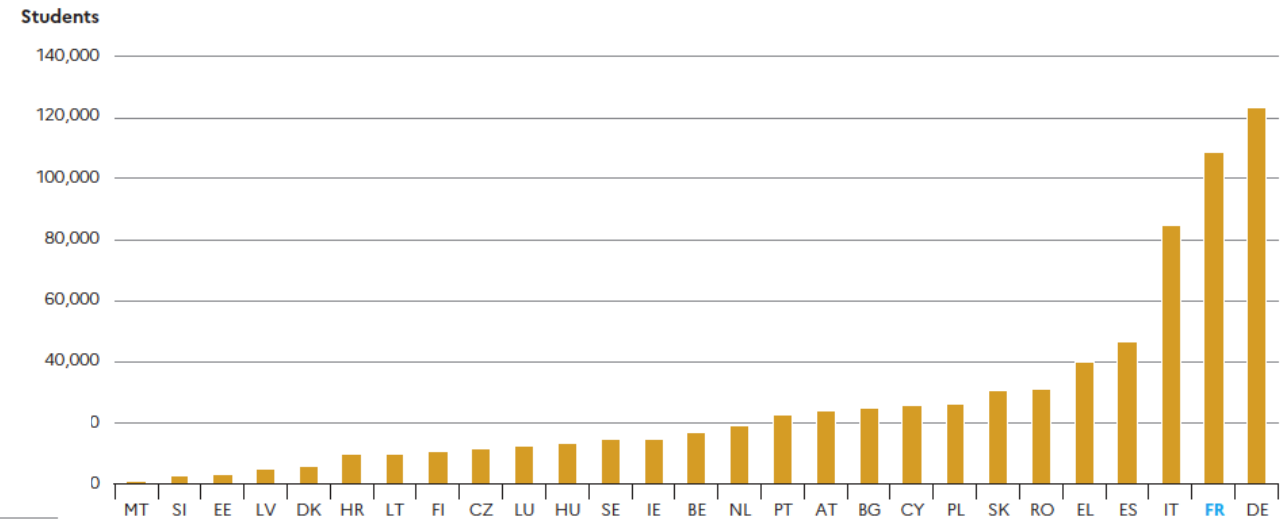
Erasmus+

Enriching lives, opening minds

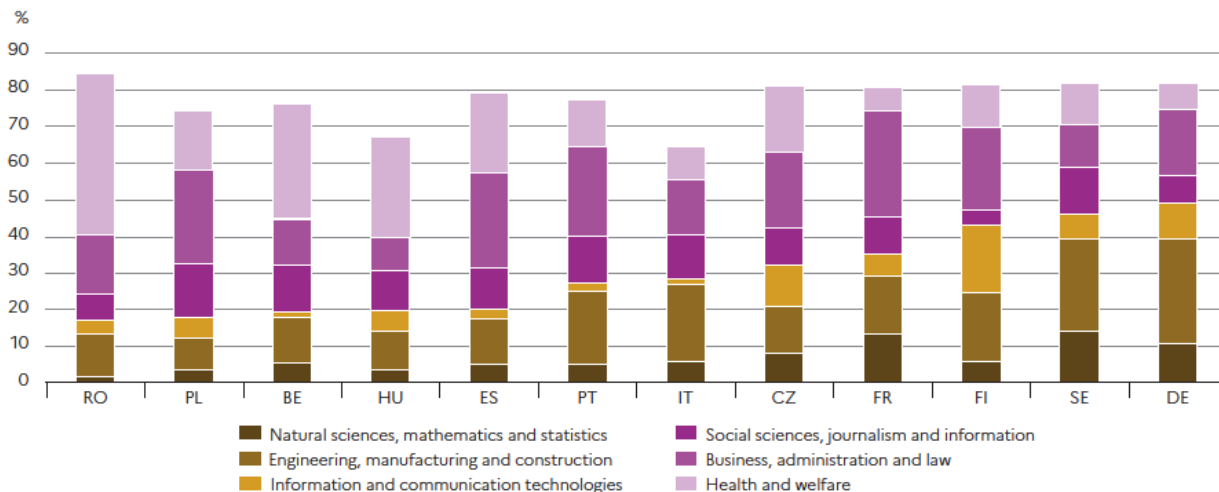
Higher Education In Europe: Mobility of Students

- In 2019 -2020 nearly 750,000 European students were in international degree mobility in higher education
 - 6% at Bachelor's
 - 13% at Master's level
 - 24% at Doctoral level

2.3.1 Students enrolled in a higher education programme abroad by country of origin, 2019-2020
UNESCO, UOE data collection, data.uis.unesco.org.



2.3.3 Distribution of internationally mobile students enrolled in higher education by field of study, 2019-2020
OECD, UOE data collection, Education at a glance 2022, table B6.1.



“Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the world.”

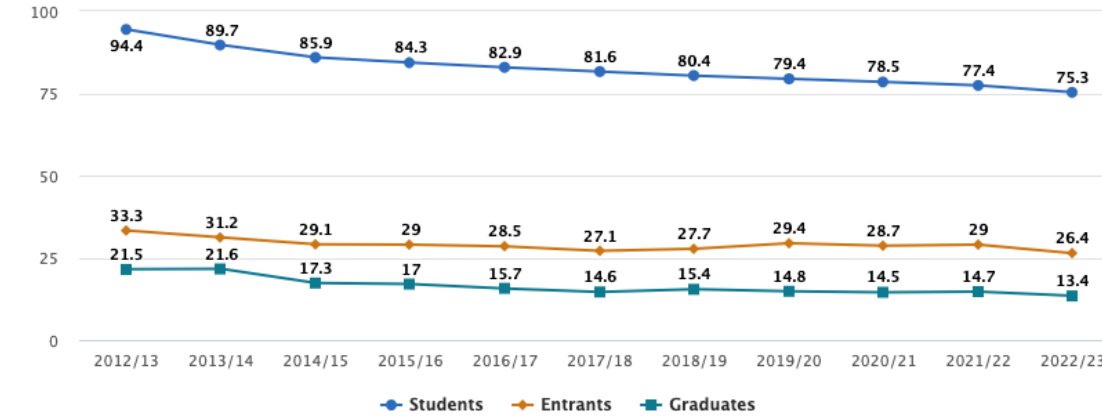
Mark Twain

Number of Students: National/ International Data



Number of entrants, students and graduates with degree or qualification

(thousand)

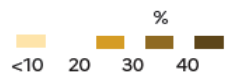


Refer to the OSP database: IGA010



2.2.3 Participation rates of 20-24 year olds' In higher education, 2019-2020

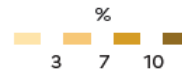
Source: Eurostat, UOE data collection, educ_uoe_enrt06.



EU-27: 35.2%

2.2.4 Participation rates of 30-34 year olds' In higher education, 2019-2020

Source: Eurostat, UOE data collection, educ_uoe_enrt07.



EU-27: 4.6%

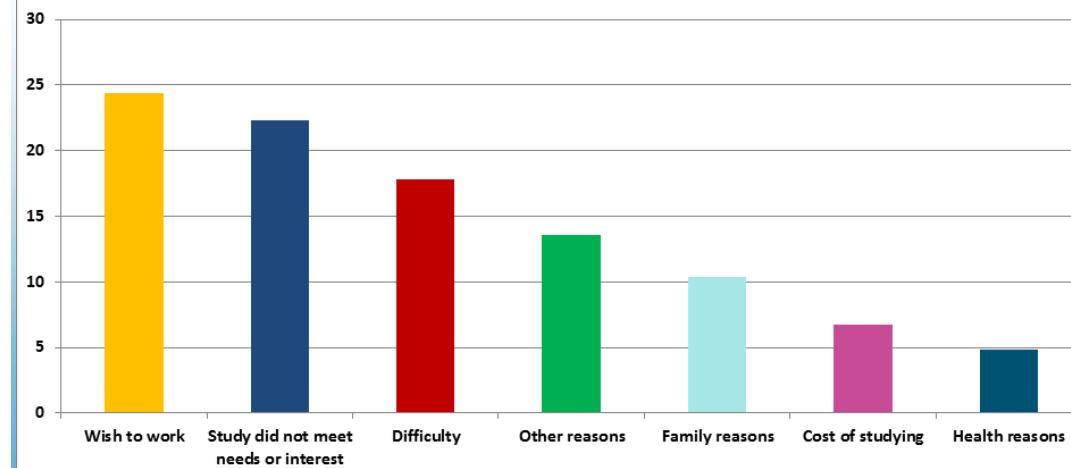
n.d.

Note: Data for Romania are not available.

<https://ec.europa.eu/eurostat/web/products-eurostat-news/-/DDN-20180404-1>

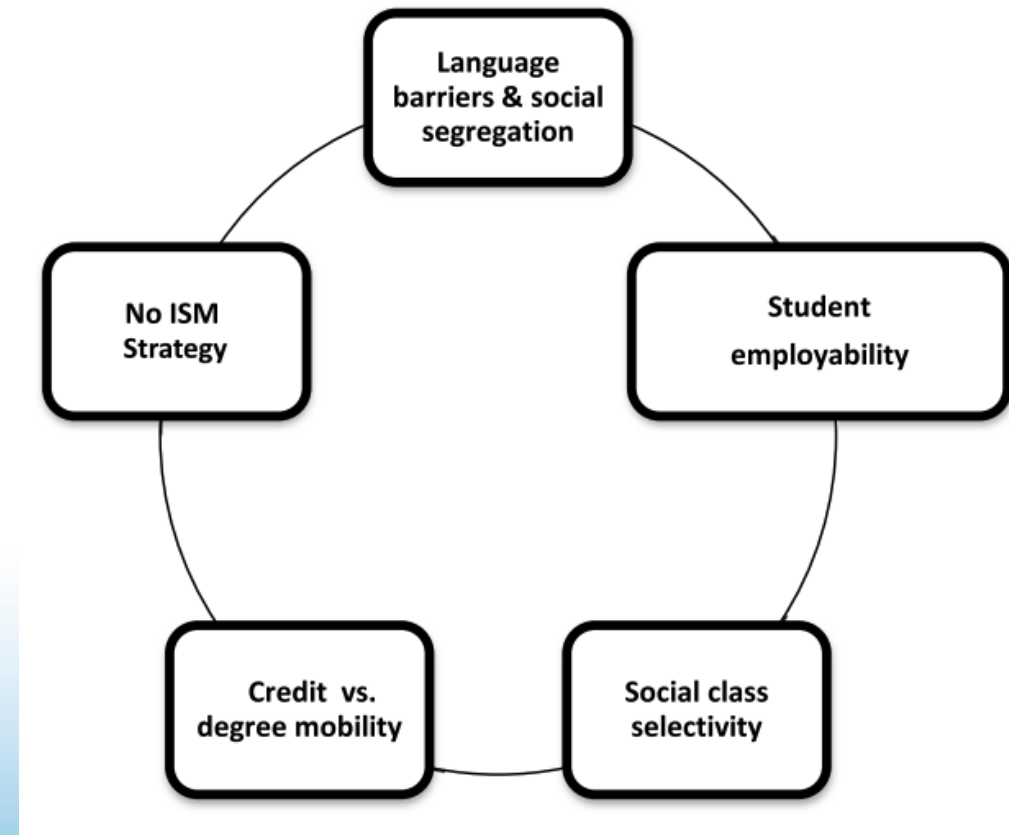
Reasons for not completing tertiary education, EU

% of population aged 20-34 with a medium educational attainment, not in formal education who started but never completed tertiary education



The Challenges of International Student Mobility in the Europe

- different countries show diverse paths, speeds and commitment to ISM
- promoting HE students from lower socio-economic classes engaging in ISM
- the need to cultivate the linkage and build stronger collaborations between HE and industry
- a scarce 10% of the EHEA countries encompass HE institutions that include compulsory mobility periods as part of some study programs.
- the strategies and policies between European HE systems (including those related to ISM) bear vast differences.



Duarte et al. 2021, <https://doi.org/10.1007/s11192-021-04155-y>

Challenges in social inclusion is first **“addressing the issue that students who do participate in ERASMUS appear to have limited awareness of their relatively privileged position”** (Cairns, 2019, 145).



DIVERSITY

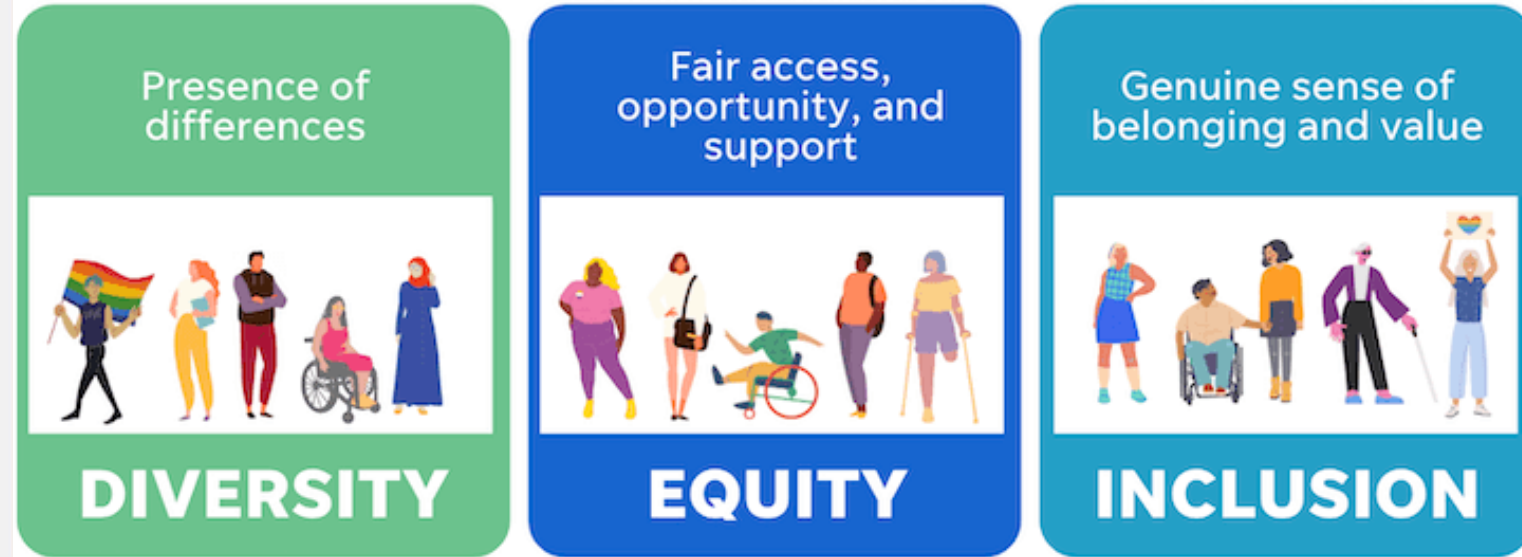
The presence of **differences**, along various dimensions, both visible and invisible.

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

Diversity is about **each of us** and the variety of unique experiences, qualities, and characteristics we all possess.

Equity is about **promoting fairness** in the procedures, processes, and distribution of resources and may involve treating people differently based on need with an intent of removing barriers to success.

Inclusion is about **all of us**—creating a culture that strives for equity and embraces, respects, and values differences for all our people. Inclusion demands we see beyond our differences to create a culture which unlocks the power of diversity and creates a sense of belonging.



WordStream
by LOCALiQ

<https://www.wordstream.com/blog/ws/2022/05/31/diversity-equity-inclusion-resources>

<https://attainpartners.com/blog/diversity-equity-and-inclusion/>

“INCLUSION could be read as a **technology of governance**: not only as a way of bringing those who have been recognized as strangers into the nation, but also of **making strangers into subjects**, those who in being included are also **willing to consent** to the terms of inclusion.”

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(Sara Ahmed, *On Being Included*)

Why Diversity is Good? Diverse Teams Foster Creativity and Forge Stronger, Well-Founded Arguments

PNAS RESEARCH ARTICLE | SOCIAL SCIENCES OPEN ACCESS Check for updates

Gender-diverse teams produce more novel and higher-impact scientific ideas

Yang Yang^{a,b,c}, Tanya Y. Tian^d, Teresa K. Woodruff^e, Benjamin F. Jones^{f,g}, and Brian Uzzi^{b,f,h,1}

Edited by Susan Fiske, Princeton University, Princeton, NJ; received January 16, 2022; accepted July 24, 2022

Science teams made up of men and women produce papers that are more novel and highly cited than those of all-men or all-women teams.

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POLICY

How Diversity Makes Us Smarter

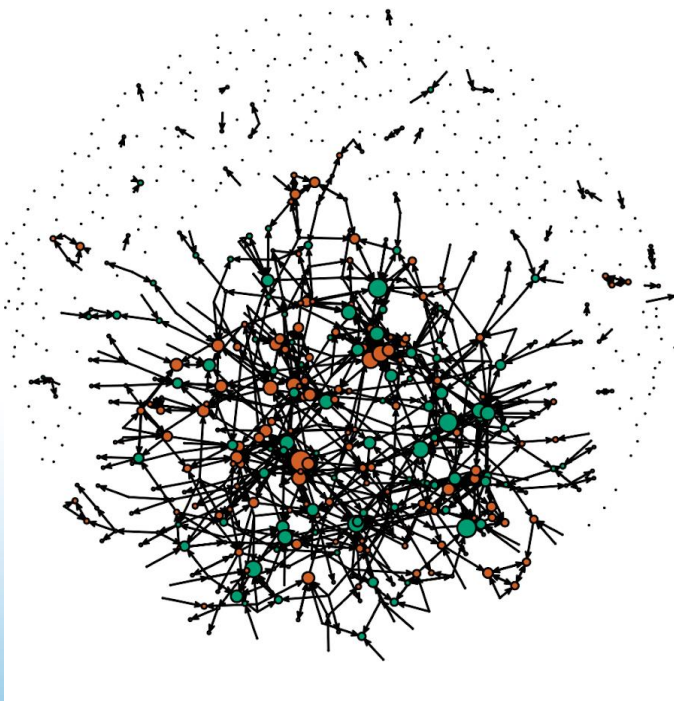
Being around people who are different from us makes us more creative, more diligent and harder-working

By Katherine W. Phillips on October 1, 2014 عرض هذا باللغة العربية

Internationally diverse teams are more innovative in different scenarios
(Nathan & Lee, 2013; Perry-Smith & Shalley, 2014)

EXAMPLE: The Effect of Gender Diversity in the Classroom

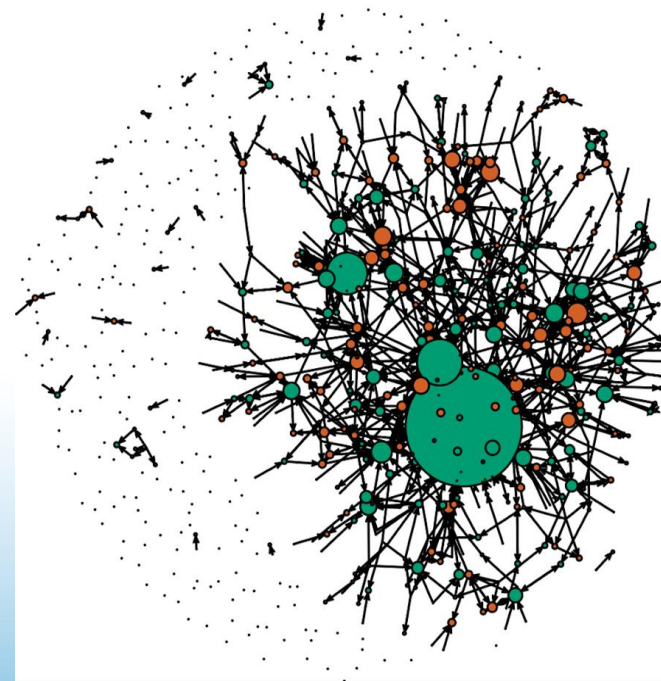
Class B, Week 1 (S1)



6 weeks later

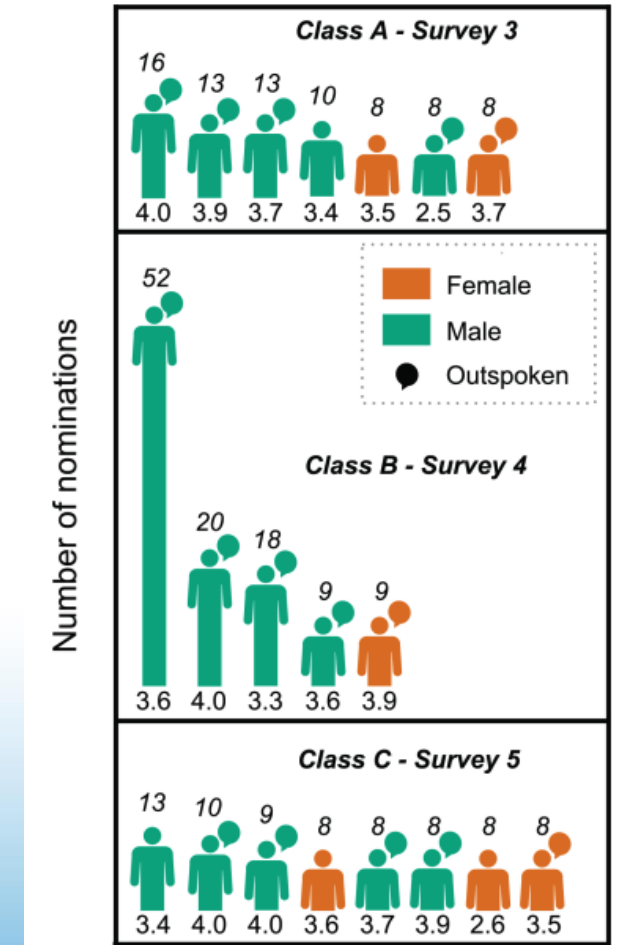
Female students
 Male students

Class B, Week 7 (S4)



What happen after 6 weeks?

Peer perception of mastery of content in STEM discipline (Biology class, undergraduate level)



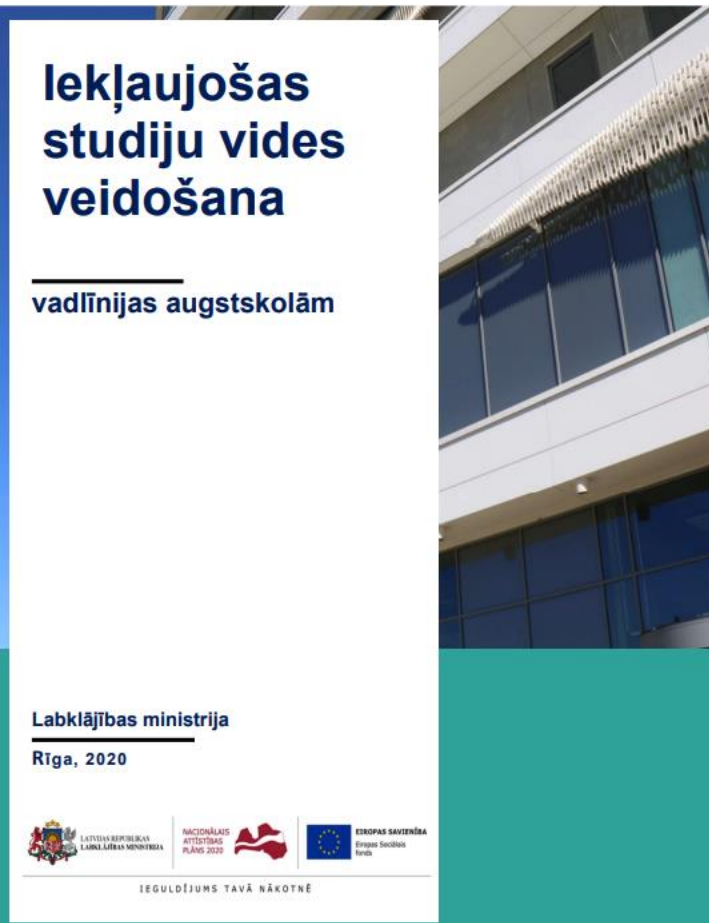
National and International Examples



european university
continuing education network



eua
EUROPEAN
UNIVERSITY
ASSOCIATION



**Iekļaujošas
studiju vides
veidošana**

vadlīnijas augstskolām

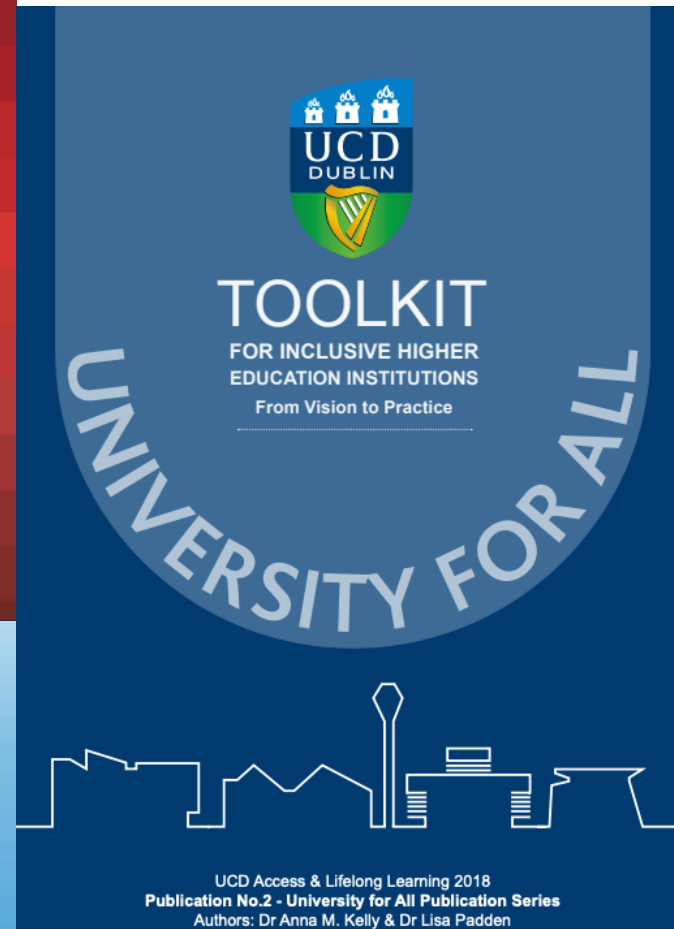
Labklājības ministrija
Rīga, 2020

Latvian Republic
National Development Plan 2020
European Union
Erasmus+ programme

INVESTĪJUMS TAVĀ NĀKOTNĒ



**INCLUSIVE
HIGHER
EDUCATION**
Edited by Zuzana Cerešňová

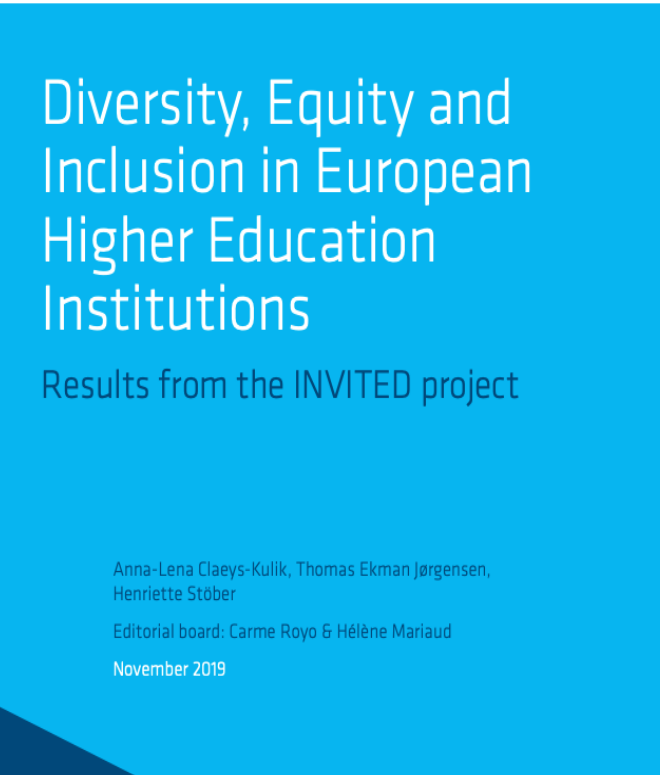


**UCD
DUBLIN**

TOOLKIT
FOR INCLUSIVE HIGHER
EDUCATION INSTITUTIONS
From Vision to Practice

UNIVERSITY FOR ALL

UCD Access & Lifelong Learning 2018
Publication No.2 - University for All Publication Series
Authors: Dr Anna M. Kelly & Dr Lisa Padden



**Diversity, Equity and
Inclusion in European
Higher Education
Institutions**

Results from the INVITED project

Anna-Lena Claeys-Kulik, Thomas Ekman Jørgensen,
Henriette Stöber

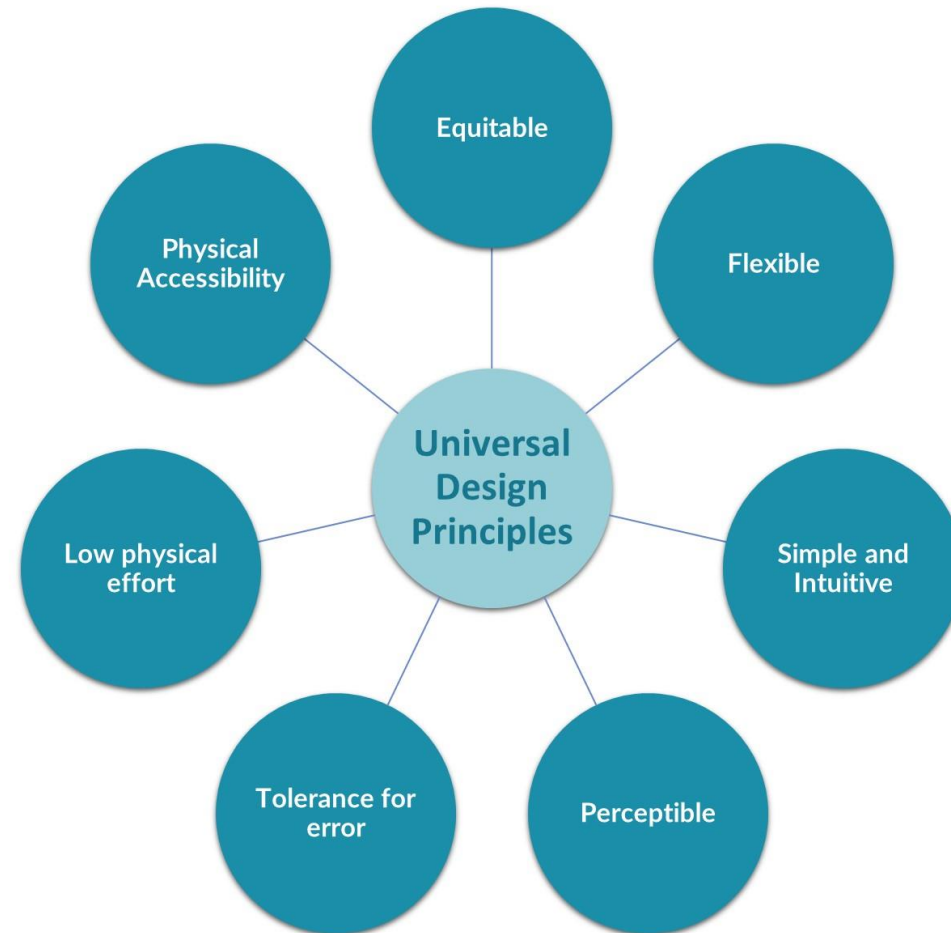
Editorial board: Carme Royo & Héléne Mariaud

November 2019

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SLOVAKIA

- The seven principles of **Universal Design**, set up by Mace and his colleagues (Froyen, 2012, p. 124), should be applied according to the following recommendations.





Environmental adaptations

Instructional adaptations

	Special needs		
	[1] extended time	[2] study assistant	[3] pedagogical assistant
[A1] Screen user			
[A2] Braille / speech output user			
[B1] Spoken language user			
[B2] Sign language user			
[C1] Person with lower body impairment			
[C2] Person with upper body impairment			
[D] Person with specific learning disability			
[E] Person with autistic spectrum disorder			
[F] Person with other disability			
	Time compensation	Study assistance	Individual instruction

Access audit checklist

	Requirements	Clue	Conclusion	Notes
E1	Learning spaces are accessible to persons using a wheelchair.	<input type="checkbox"/> lecture halls <input type="checkbox"/> classrooms <input type="checkbox"/> laboratories <input type="checkbox"/> others	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> partially	
E2	In classrooms with fixed built-in furniture, a place for a student on a wheelchair is reserved (e.g. lecture hall, laboratory).	<input type="checkbox"/> table height 75 cm <input type="checkbox"/> maneuvering space in front of the table Ø 150 cm	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> partially	
E2	The space for the lecturer is also accessible for the person using a wheelchair.	<input type="checkbox"/> entrance from other floor <input type="checkbox"/> access using a ramp <input type="checkbox"/> access using a platform lift	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> partially	
E3	The passages between furniture are at least 90 cm wide or there is movable furniture in the classroom.		<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> partially	
E4	The door to the classrooms is well designed and equipped.	<input type="checkbox"/> width of the wing is min. 80 cm <input type="checkbox"/> threshold height is max. 2 cm <input type="checkbox"/> the handle is placed from the corner min. 40 cm <input type="checkbox"/> easy opening of fire doors <input type="checkbox"/> room signage with embossed lettering	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> partially	
E5	The classroom is equipped with a sound amplification system for persons with hearing impairment.	<input type="checkbox"/> built-in induction loop <input type="checkbox"/> portable induction loop <input type="checkbox"/> FM system or others	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> partially	

Table 2.1 Access Audit Checklist – table examples E – Classrooms

LATVIA

- <https://www.turiba.lv/lv/vides-pieejamiba>

Biznesa augstskolas *Turība* vidē ikviens persona var ērti pārvietoties un izmantot telpas atbilstoši tās lietošanas veidam.

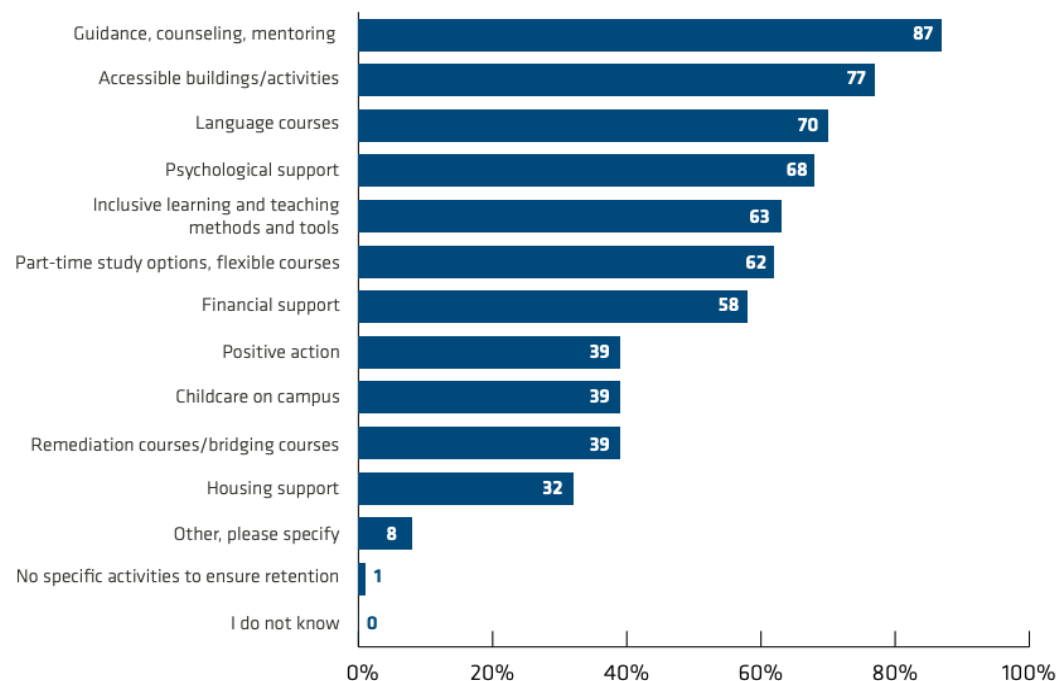


Need assistance?!

Biznesa augstskolas *Turība* ēkā, kurā notiek lekcijas, ir iespējams patstāvīgi iekļūt ar ratiņkrēslu. Ēkas durvju platums ir atbilstošs iekļūšanai ar ratiņkrēslu. *Turības* lekciju telpās, tostarp mācību telpās, tiesas sēdes izspēlei tiesību zinātņu studentiem, ir nodrošinātas ērtas iekļūšanas iespējas, kā arī pielāgotas labierīcības. Iekļūšanai lekciju telpās ir pieejams panduss. Ēdnīca atrodas centrālās ēkas pirmajā stāvā, tās durvju platums ir pielāgots ratiņkrēsla izmēriem un pieļauj brīvu iekļūšanu. Durvju platums minētajās telpās ir lielāks par 0,9 m.

Results from the INVITED project

How do you support students during their studies to ensure diversity equity and inclusion?

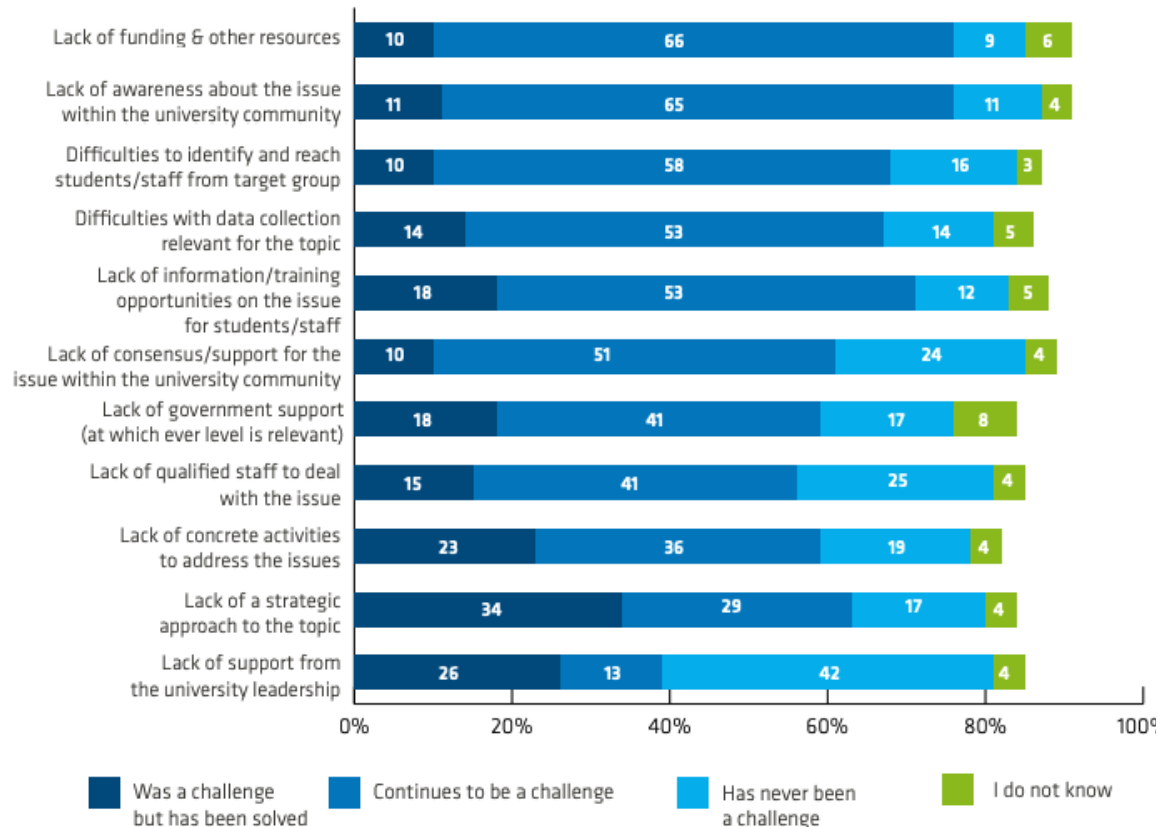


What activities, and measures do you have in place at your university to ensure diversity, equity and inclusion for university staff?

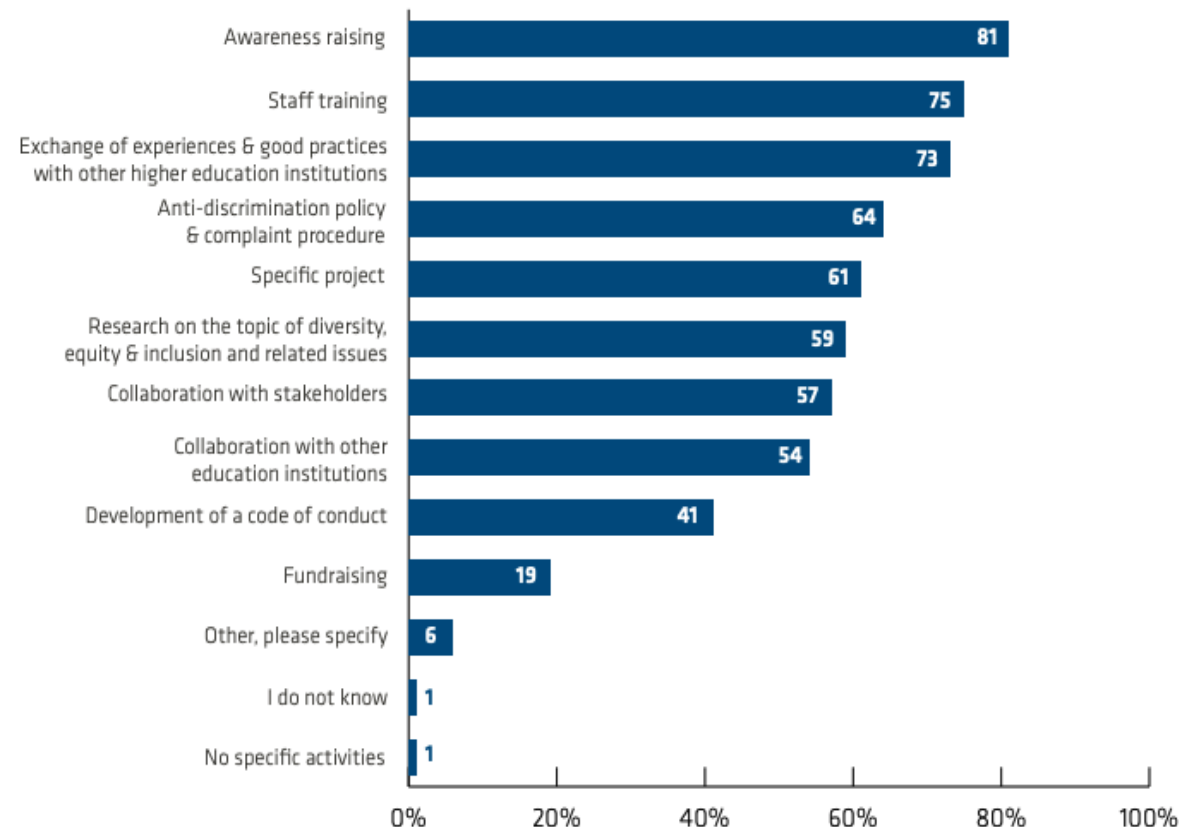
	Academic staff	Non-academic staff
Awareness raising among university community	81%	73%
Accessible infrastructure	75%	70%
Training for teaching staff on inclusive teaching methods and tools	68%	22%
Code of conduct/non-discrimination policy	68%	66%
Language courses	58%	52%
Measures for staff with caring responsibilities	51%	48%
Intercultural communication training	43%	35%
Tailored support/personal coaching	40%	34%
Positive action	39%	28%
Anti-bias training	35%	30%
Positive discrimination	27%	19%
Other	4%	3%

Results from the INVITED project (cont.)

What are the barriers to diversity equity and inclusion that you face at your university?



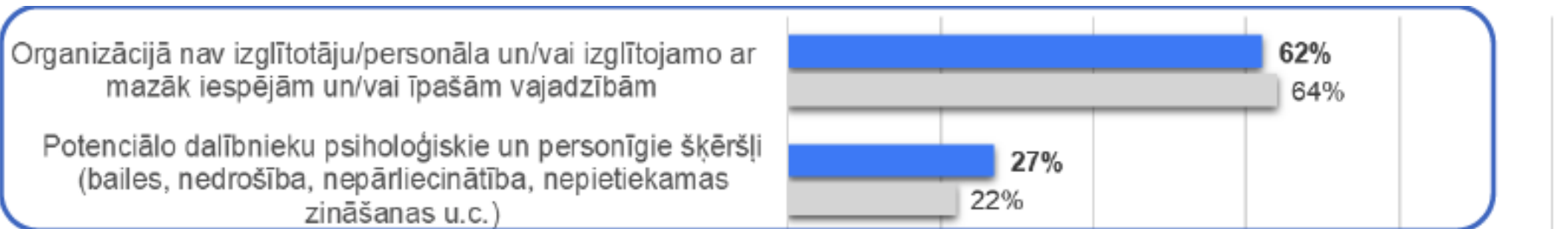
What are you doing to address these barriers?



Survey Outcomes On Obstacles For Participants With Limited Opportunities In Erasmus + Programs (2022-2023)

- **Involved participants represented:**

- Financial limitations (57%)
- Geographical challenges (40%)
- Health problems (38%)



- ***There are no learners/ or personnel with special needs or limited abilities in the institution***
- ***Psychological and personal (fear, insecurity, uncertainty, lack of knowledge)***

Shared Experience

"In order to support outgoing students with limited opportunities (due to health, social circumstances), the organization initially had a challenge to develop more specific criteria and the justification expected from students for the request for support - what documents are reasonable to ask for, so that they are not too personal or humiliating. The experience of colleagues helped a lot (especially University of Latvia with a very specific criteria form)"

"We weren't informed that the lecturer has a mild disability. The lecturer participated in studies in Turkey, everything was fine. We provide all information, insurance etc. While there was little time left before the plane departure, the gate was changed. Exhaustion, stress, it's hard to react so quickly and even run physically. Everything ended well, but worse scenario could happened. It was good that there were two lecturers together, and the one could support the other colleague."

Shared Experience (cont.)

- **More shared experiences are needed:**

«About the financial support that can be provided to the participant (in addition to individual support - to be used for travel for the purchase of a suitcase, clothes, and work clothes?).»

- **Suggestions:**

Invite representatives with limited opportunities who have participated in the projects to share their experience, for example in reel format or photos, organize an exhibition about "experiences" of participants and offer it to the public, could be also a mobile exhibition in cooperation with municipalities or regional libraries»

Discussion Topics Proposed in Work groups:

Let's Connect the Listed Challenges

International Student Mobility Challenges

- **attracting non-European students** to whole degree programs
- the need for actual and further **convergence in programs** and systems to ensure real compatibility
- the impact of HE ISM on the promotion of the **European citizenship and consciousness**
- the sharp **imbalance between credit and degree mobility**
- the need to strengthen the link between **ISM and employability**
- the existing **social selectivity** in European ISM
- the frequent **social segregation problems** faced by international students

Barriers That Prevent Some People's Access To Opportunities Erasmus

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

Questions guiding the group discussions

- There are many reasons why a university might not be equitable and inclusive? What are the main reasons at your university?
- How can you make your university equitable and inclusive?
- What strategies and practice you can implement to help develop a culture of equity and inclusiveness in the learning environments at your university?

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Enriching lives, opening minds