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**E**uropean  
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# Bridging the gap: Inclusion and Higher Education in Global 2030 Agenda. The role of European University Initiatives across Europe and beyond

**EUTOPIA – EXPERT SEMINAR: BRIDGING THE GAP**

**Designing Higher Education Policies through Inclusion Narratives**

**17 June 2022**



# HELLO EVERYONE! IT'S NICE TO MEET YOU! 😊



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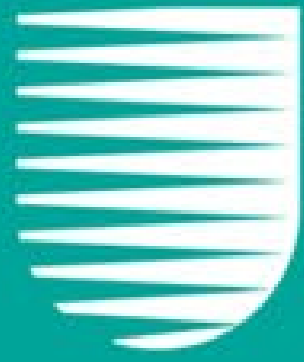
LinkedIn: <https://t.co/9FOaE58z4D>

**CHARM-EU** (**C**hallenge-driven, **A**ccessible, **R**esearch-based, **M**obile **E**uropean **U**niversity)

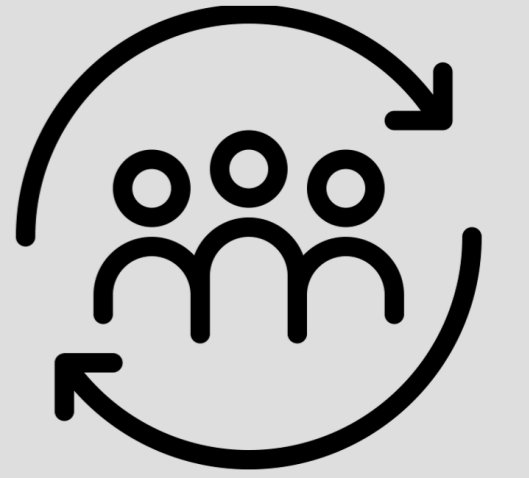
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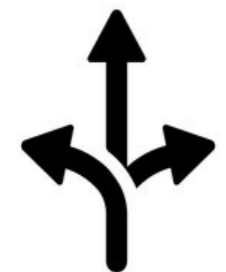
**#CHARMEU #ACCESS #INCLUSION, #DIVERSITY #HIGHERED**



# SESSION ATMOSPHERE & WAYS OF COLLABORATIONS



**Input & active participation with the support of conversation starter questions, co-building knowledge, sharing experiences**



FLEXIBILITY

**Session environment with flexibility**



**During conversation starter questions feel free to share your thoughts, questions and your experiences**



# SESSION STRUCTURE & TIMING



## 1. Input



PART 1

20 minutes

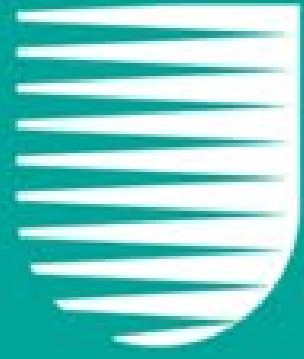
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## 2. Conversation Starter Questions



PART 2

10 minutes



# SESSION OVERVIEW



## I. THE STATE OF THE ART

A brief overview of the current higher education landscape and examples of some of the equalizing and disenfranchising effects

## II. CHALLENGES, STRUCTURAL BARRIERS

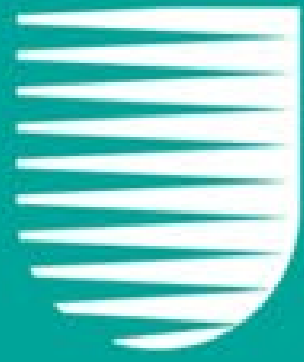
Exploring structural barriers regarding exclusion and inclusion experiences

## III. SOLUTIONS: BRIDGING THE GAP

„The antechamber of the future“

Inclusion and Higher Education in Global 2030 Agenda. Role of European University Initiatives across Europe and beyond

## IV. CONVERSATION STARTER QUESTIONS



# STATE OF THE ART



- Fazekas, Á. S. (2018), Analysis of access and participation of students with disabilities in higher education Eötvös Loránd University. Faculty of Social Science. Faculty of Social Sciences, Doctoral School of Sociology Social Policy Programme. Retrieved from: <https://edit.elte.hu/xmlui/handle/10831/44521>
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- Silcock, L. (2016). Unpacking UDL, differentiation and adaptation. Core Education. Retrieved from: <http://blog.core-ed.org/blog/2016/07/unpacking-udl-differentiation-and-adaptation.html>
- Retrospective Approach VS. Inclusive Design from the beginning
- Approaches the inclusion & diversity agenda - Models, paradigm shifts

## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

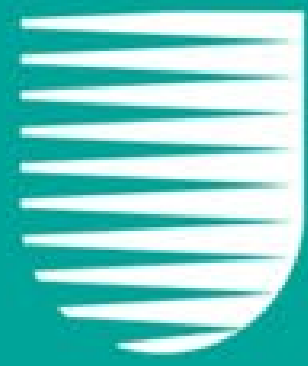


In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



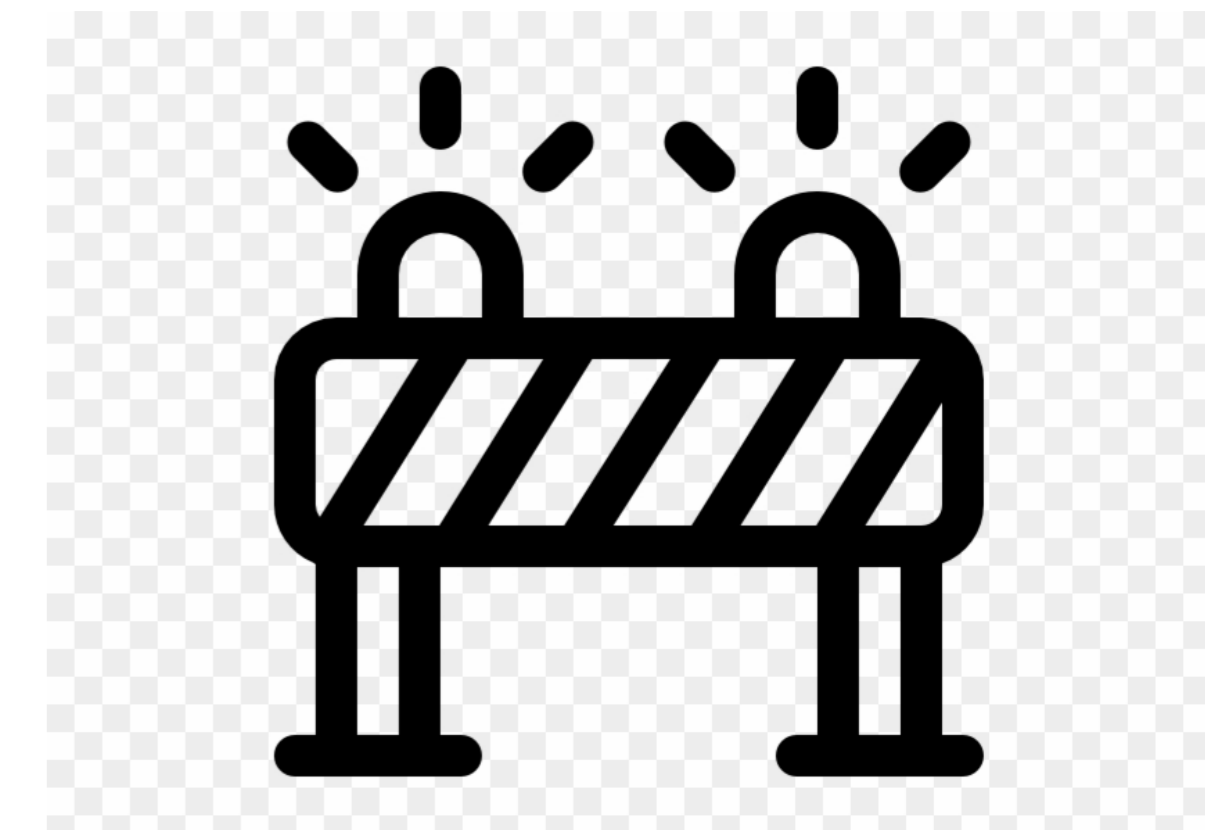
In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

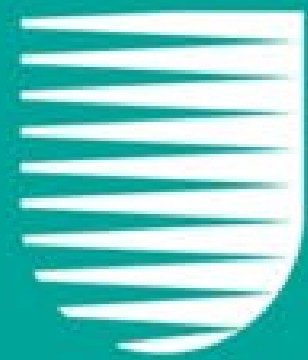
Silcock, 2016, p.1



# CHALLENGES, STRUCTURAL BARRIERS (examples within the thematic areas)

- ❖ Governance
- ❖ Financial Aspects, Resource Allocation
- ❖ Professional development
- ❖ Social Affairs, Higher Education, across EU Member States & beyond
- ❖ The legislative space
- ❖ Approaches (see: [Gender Equality in H2020 Horizon Europe Guidance on GEP en.pdf \(gender-spear.eu\)](#))
- ❖ Education – HRE in Higher Education





# SOLUTIONS – BRIDGING THE GAP

## The antechamber of the future

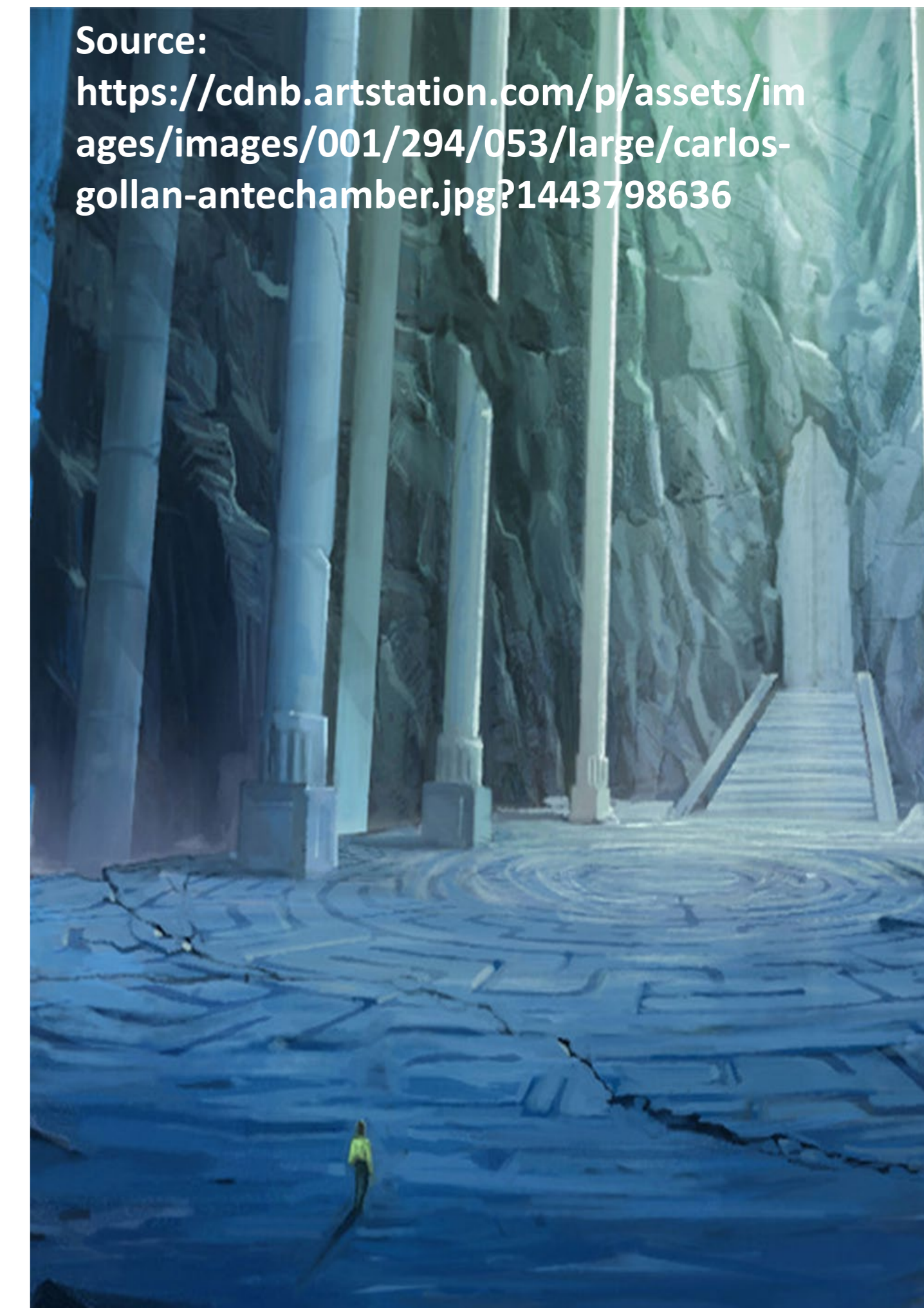
**Joining efforts** - to realise Inclusion in Action: Identifying areas of action & recommendations for & with relevant stakeholders (within and cross-sectors) (EU/higher education/civil society/youth).

Areas:

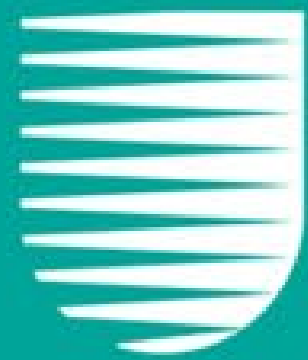
- ❖ Inclusive Governance and Pathways to Leadership
- ❖ Financial aids
- ❖ Inclusion, Diversity and Human Rights are woven into Professional Development & Awareness Raising
- ❖ Collaboration is solid between Higher Education and Social Affairs, across EU Member States & beyond
- ❖ Legislative space – joint efforts between social policies, (social affairs) & higher education policies
- ❖ intersectional approach is applied
- ❖ Education – inclusion, diversity and human rights are interwoven to tackle global challenges (see: [OHCHR | Second phase \(2010-2014\) of the World Programme for Human Rights Education](#))

Source:

<https://cdnb.artstation.com/p/assets/images/images/001/294/053/large/carlos-gollan-antechamber.jpg?1443798636>







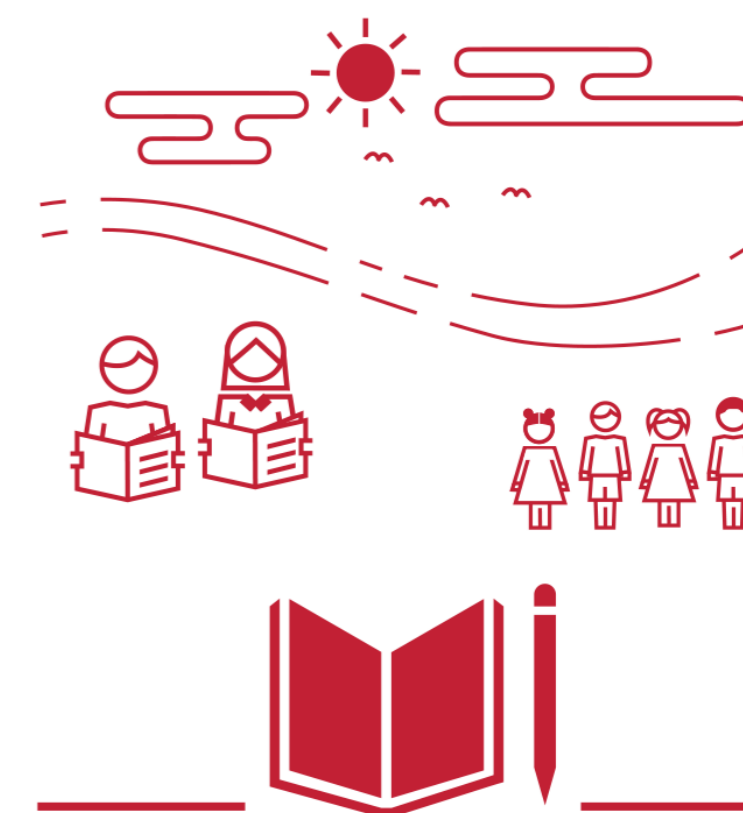
# INCLUSION & HIGHER EDUCATION IN THE GLOBAL 2030 AGENDA

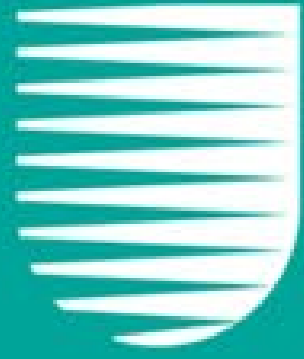
- Collaboration among various stakeholders
- Cross-sectoral approach to tackle global challenges, w/ meaningful co-creation
- Intersectional approach
- Empowerment
- Exclusion & facing multiple and intersectional forms of discrimination
- Strengthening social and human rights so no one is left behind
- Global perspectives - [Sustainable Development Goals \(SDGs\)](#)
  - ❖ Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
  - ❖ Goal 5: Achieve gender equality and empower all women and girls
  - ❖ Goal 10: Reduce inequality within and among countries
  - ❖ Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
  - ❖ Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development



## Central to our work in Higher Education Goal 4

**4** QUALITY  
EDUCATION



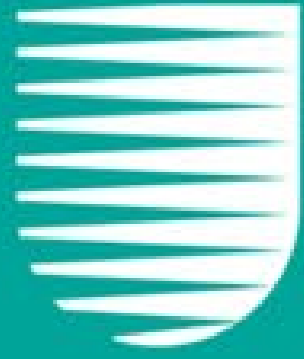


# CONVERSATION STARTER QUESTIONS



1. How do you see 'diversity as an asset in higher education and as a driver for innovation'?
2. What are the barriers that hinder or prevent access to & participation in your universities by *,non-majority'*\* groups? (\*note: I have deliberately used this word)
3. Why do institutions see the demands for DEI (diversity, equity and inclusion) as a **burden**?
4. What outside factors are pushing universities to embrace DEI?
5. How can institutions diversify their sources of funding?
6. Does Diversity Equity, and Inclusion plays a role in your universities' overall strategic planning?
7. Are your universities taking steps to meet SGD goals 4, 10, and 16 specifically with regards to underrepresented groups and do you know what they are?
8. How do your universities approach excellence and inclusion?

(Connecting research and projects, i.e.: Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). Toward a model of inclusive excellence and change in postsecondary institutions. Washington, DC: Association of American Colleges and Universities.



# RESOURCES & FURTHER READINGS



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**THANK YOU**

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MUCHAS GRACIAS  
FÒRÇA GRÀCIAS  
MANY THANKS  
GO RAIBH MAITH AGAT  
HEEL ERG BEDANKT  
MERCI BEAUCOUP  
NAGYON KÖSZÖNÖM  
DANKE SCHÖN!**

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