



Institute for the
Development of Education

DEVELOPMENT OF INCLUSIVE HIGHER EDUCATION

TAM Kazakhstan

12-13 June 2025, Astana



WELCOME SPEECHES

Serik Omirbayev, First Vice-Rector of Astana IT University,
Chair of the HERE

H.E. Aleska Simkic, Ambassador of the European Union to the
Republic of Kazakhstan

Gulzhan Jarassova, Deputy Chair of the Committee for Higher
and Postgraduate Education of the Ministry of Science and
Higher Education of the Republic of Kazakhstan



Development of inclusive higher education: TAM Kazakhstan

Institute for the Development of Education, Croatia

Nino Schmidt, Executive Director

Ana Skledar Matijevic, Higher Education Policy Expert

12-13 June 2025, Astana IT University, Kazakhstan

About us

Institute for the Development of Education, Croatia

- **European think-tank** committed to advancing policies in higher education.

Our focus areas include:

- **Equity and inclusion** in higher education:
Driving the development of the European Framework for Social Dimension
 - **Community engagement** in higher education:
Establishing the European Platform for Community Engagement
 - **Quality assurance** in higher education:
Linking quality with inclusion and engagement with society.
- Providing **consultancy services** in key focus areas to public authorities and higher education institutions worldwide.
 - Collaborating with public authorities and higher education institutions worldwide on impactful **projects to advance higher education reforms**. More at www.iro.hr



About us

Nino Schmidt, Executive Director

- 1999 - 2024: Founder and Executive Director of IDE
- 2018 - 2024: Former **Co-Chair** of the Working Group on **Social Dimension** within the **Bologna Follow-Up Group** (BFUG)
 - Successfully led the creation of the **first EHEA Framework for the Social Dimension**, establishing principles, guidelines, and indicators to **help 47 EHEA countries** improve social dimension policies in higher education.
- 2023 - now: Member of the **Council of Europe's** CDEDU Sub-Group on **Higher Education Policy**
- 2015 – 2021: Member of the **Croatian National Committee** for Enhancing the **Social Dimension** of Higher Education



About us

Ana Skledar Matijevic, Higher Education Policy Expert

- **2001-2019:** College professor, Vice-Dean and Acting Dean in several terms of office at a Croatian university of applied sciences, in charge of creating and implementing various educational policies at institutional level
- **2020-2025:** Member of European Network of Experts on the Social Dimension of Education and Training (NESET, ENESET)
- **2020-2024:** Participating in EU projects on equity and inclusion in education
 - *National Lifelong Learning for All Network*

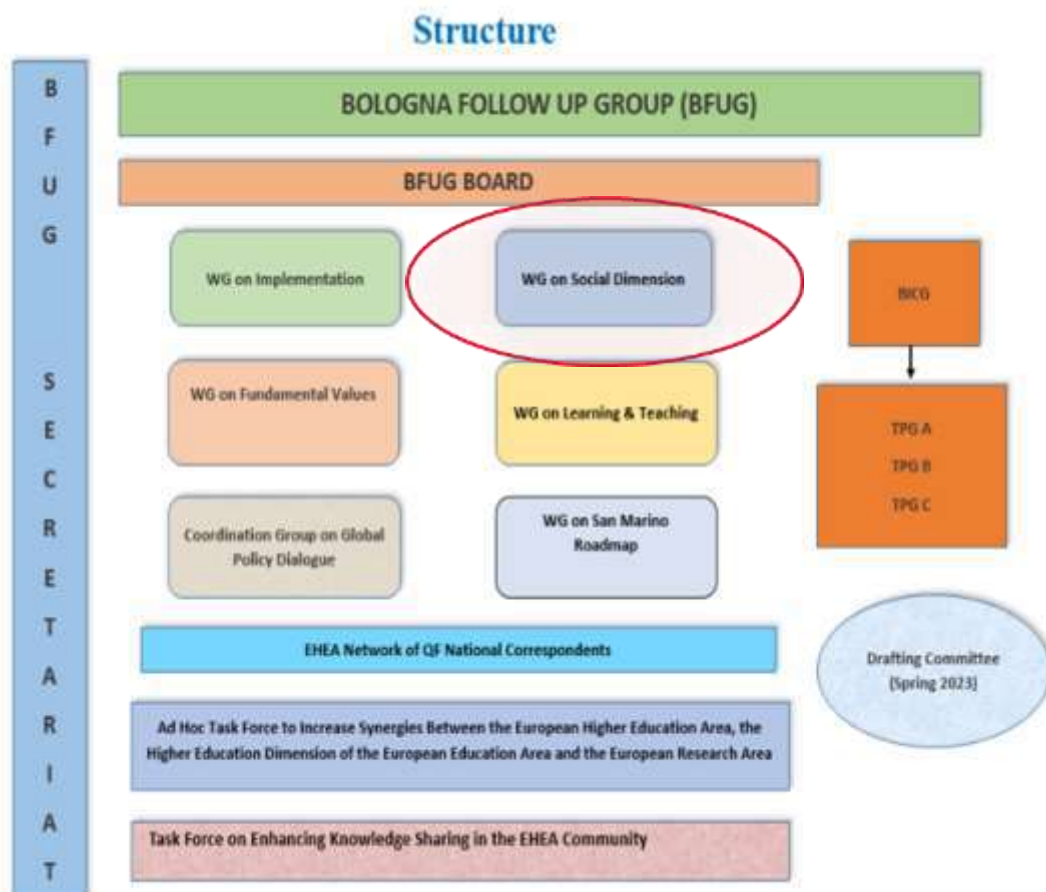


Bologna Process

- The Bologna Process, launched with the Bologna Declaration of **1999**: the main voluntary **intergovernmental cooperation** at **European level** in the field of higher education.
 - Nowadays implemented in **47 states**, which define the European Higher Education Area (EHEA).
- It guides the **collective effort of public authorities and the European Commission** on how to build more inclusive, innovative and interconnected EHEA.
- **Kazakhstan** has been a **full member** of the Bologna Process and EHEA since **2010**




Bologna Process and European Higher Education Area (2021-2024)



- Implementation of the steps upon which the higher education ministers have decided > the Bologna Process makes use of several **support structures**:
 - **Bologna Follow-Up Group – BFUG**: the executive structure supporting the Bologna Process in-between the ministerial Conferences.
 - **Working Groups > Working Group on Social Dimension**

Workshop objectives:

1. To **raise awareness of the importance** of ensuring equity and inclusion in higher education and to identify existing challenges in the Kazakh and European Higher Education Area (EHEA) context.
2. To **gain an in-depth understanding of existing EHEA policies, frameworks and good practices** that can support equity and inclusion in higher education.
3. To prepare the **foundation for designing a roadmap** to address key equity and inclusion priorities in Kazakh higher education



Technical Assistance Mission Seminar
"Development of Inclusive Higher Education"
June 12-13, 2025

Venue: Astana IT University, Astana, Mangilik El Avenue, 55/11, EXPO Business Center, block C1, 2nd floor, Room C1.2.237L.

Format: offline

Registration link for the seminar:
https://docs.google.com/forms/d/1FAIpQLSoVYMcMmLmng79YrQDK06-bC-WcyPhlDzpt7Ksu1_jpDdGk8/viewform

Working languages of the event: Kazakh, Russian, English.

Organizers:

- Higher Education Reform Experts of Kazakhstan (HERE)
- National Erasmus+ Office in Kazakhstan
- Committee for Higher and Postgraduate Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan

Participants:
Vice-Rectors for Academic Affairs, Vice-Rectors for Social and Educational Work, Representatives of the Centers for Inclusion of Higher Education Institutions, researchers, experts, policymakers.

Invited EHEA experts:

- Ninoslav Šćekaneć Schmidt, Higher Education Policy Expert, Institute for the Development of Education (Croatia);
- Ana Skledar Matijević, Higher Education Policy Expert, Institute for the Development of Education (Croatia).

Objectives:

- To raise awareness of the importance of ensuring equity and inclusion in higher education and to identify existing challenges in the Kazakh and European Higher Education Area (EHEA) context.
- To gain an in-depth understanding of existing EHEA policies, frameworks and good practices that can support equity and inclusion in higher education.
- To prepare the foundation for designing a roadmap to address key equity and inclusion priorities in Kazakh higher education.

Moderator: Ainash Kudysheva, Member of the Board, Vice-Rector for Academic Affairs, South Kazakhstan Pedagogical University after O.Zhasbekov, HERE member.

Workshop agenda: DAY 1 - 12 June 2025 from 10-16,30h

- **TOPIC 1 > Concepts and context**
 - Presentation and group discussion
- **TOPIC 2 > Challenges**
 - Presentation and case studies
 - Coffee break
- **TOPIC 3 > Policy responses**
 - Presentation, case studies and group discussion
 - Lunch
- **TOPIC 4 > Planning for new actions**
 - Presentations
 - Wrap-up of Day 1

  	
AGENDA	
Day 1, Thursday, 12.06.2025	
WELCOME REMARKS AND INTRODUCTIONS	
09:30 - 10:00	Registration
10:00 - 10:15	Welcome speeches <ul style="list-style-type: none"> • Serik Omabayev, First Vice-Rector of Astana IT University, Chair of the HERE • H.E. Aleska Smukic, Ambassador of the European Union to the Republic of Kazakhstan • Gulzhan Jussanova, Deputy Chair of the Committee for Higher and Postgraduate Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan
10:15 - 10:30	Introductory remarks by EHEA experts Presentation of experts' background, experience and impact on equity and inclusion in higher education (HE) at EHEA and national level
10:30 - 10:40	Tour de table: introductions of local participants The Moderator provides a brief overview of participants, including their institutional background, position, and region.
TOPIC 1: CONCEPTS AND CONTEXT	
10:40 - 11:00	Equity, inclusion, diversity and the social dimension of higher education: key terms and policies in the EHEA context Presentation by EHEA experts
11:00 - 11:30	Group discussion Moderated by EHEA experts Questions relevant for the discussion: Priority Level: <ul style="list-style-type: none"> • How would you assess the current priority level of equity and inclusion in Kazakh higher education? • What are the key challenges in making equity and inclusion a higher policy priority in Kazakhstan? Focus Areas (Dimensions): <ul style="list-style-type: none"> • In your opinion, is the primary focus on availability, access, or completion of higher education in Kazakhstan? Why? • How can policymakers in Kazakhstan broaden the focus to include wellbeing and completion alongside access? Approaches to Equity and Inclusion: <ul style="list-style-type: none"> • Which type of student support—merit-based, equal support for all, or targeted support for disadvantaged students—do you think is most effective for promoting equity in Kazakhstan? Why? • What kind of support mechanisms are currently lacking in Kazakhstan's higher education system to ensure equity and inclusion?

Workshop agenda: DAY 2 - 13 June 2025 from 10-13,30h

• TOPIC 5 > Focus on inclusive higher education institutions

- Support for students and teaching staff
- Implementing universal design for teaching
- Well-being in higher education
- Community engagement in higher education that supports equity and inclusion

- ✓ Presentations
- ✓ Group discussions
- ✓ Wrap-up of Day 1 and Day 2
- ✓ Participants feedback
- ✓ Awarding certificates



Funded by the European Union

ASTANA IT UNIVERSITY

AGENDA

Day 2, Thursday, 12.06.2025

WELCOME REMARKS AND INTRODUCTIONS	
09:30 - 10:00	Registration
10:00 - 10:15	<p>Welcome speeches</p> <ul style="list-style-type: none"> • Serik Omurbayev, First Vice-Rector of Astana IT University, Chair of the HERE • H.E. Aleska Smukic, Ambassador of the European Union to the Republic of Kazakhstan • Gulzhan Jussanova, Deputy Chair of the Committee for Higher and Postgraduate Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan
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10:30 - 10:40	<p>Tour de table: introductions of local participants</p> <p>The Moderator provides a brief overview of participants, including their institutional background, position, and region.</p>
TOPIC 1: CONCEPTS AND CONTEXT	
10:40 - 11:00	<p>Equity, inclusion, diversity and the social dimension of higher education: key terms and policies in the EHEA context</p> <p>Presentation by EHEA experts</p>
11:00 - 11:30	<p>Group discussion</p> <p>Moderated by EHEA experts</p> <p>Questions relevant for the discussion:</p> <p>Priority Level:</p> <ul style="list-style-type: none"> • How would you assess the current priority level of equity and inclusion in Kazakh higher education? • What are the key challenges in making equity and inclusion a higher policy priority in Kazakhstan? <p>Focus Areas (Dimensions):</p> <ul style="list-style-type: none"> • In your opinion, is the primary focus on availability, access, or completion of higher education in Kazakhstan? Why? • How can policymakers in Kazakhstan broaden the focus to include wellbeing and completion alongside access? <p>Approaches to Equity and Inclusion:</p> <ul style="list-style-type: none"> • Which type of student support—merit-based, equal support for all, or targeted support for disadvantaged students—do you think is most effective for promoting equity in Kazakhstan? Why? • What kind of support mechanisms are currently lacking in Kazakhstan's higher education system to ensure equity and inclusion?

An abstract geometric composition featuring a central vertical stack of four semi-circular arcs in shades of green and blue. Below this stack is a blue, stylized, open book-like shape. The background is white and decorated with various geometric elements: a large blue triangle in the top left, a light blue circle in the top right, a small light blue circle on the left, a dark blue circle in the bottom left, and a blue square in the bottom right. Several black dashed lines are scattered around the bottom and right edges.

An abstract geometric composition featuring a central stack of four semi-circular arcs in shades of green and blue. Below this stack is a dark blue, stylized open book. The background is white and decorated with various geometric elements: a large dark blue triangle in the top left, a light blue circle in the top right, a small light blue circle on the left, a dark blue circle in the bottom left, and a dark blue square in the bottom right. Several black dashed lines are scattered around the bottom and right edges.



TOPIC 1: Understanding Equity and Inclusion in the EHEA

CONCEPTS AND CONTEXT

Presentation:

**Equity, inclusion, diversity and the social dimension
of higher education**

Key terms and policies in the EHEA context



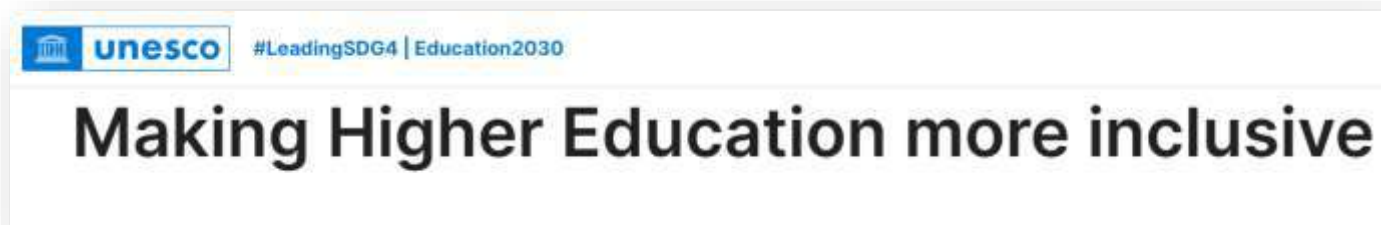
Why are equity and inclusion important?

- **Broad societal benefits of higher education:**
 - *Individuals: fulfilling one's potential; better financial, health and social outcomes;*
 - *Society as whole: sustainable economic growth; fulfills societal needs; social cohesion*
- **Inequality in higher education participation:** At a global level, major challenges in participation of certain social groups in higher education.
- **Additional emerging factors:** COVID-19 pandemic, wars, economic crisis, AI/digital gap



Created by gravisio
from Noun Project

A global policy agenda



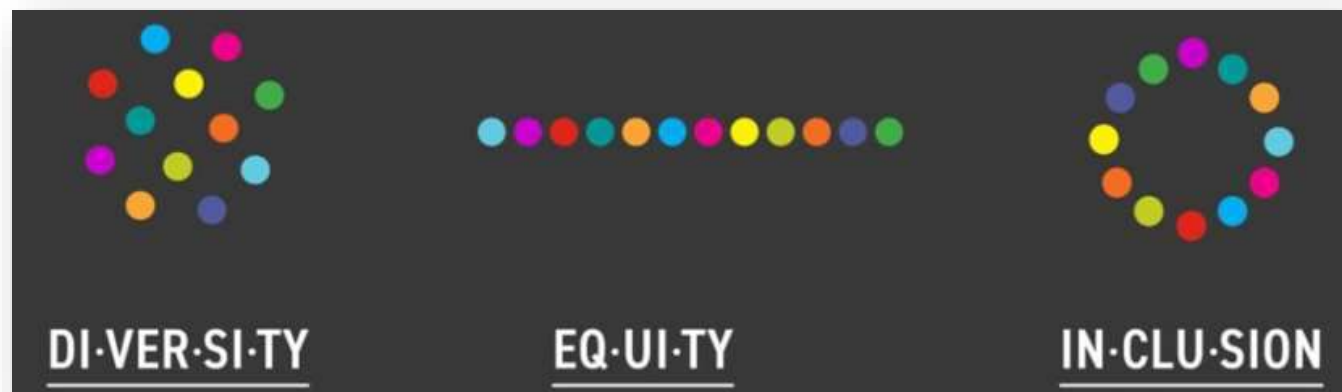
European Higher Education Area: The social dimension of higher education

- One of the three key **objectives for the EHEA by 2030** is to build an **inclusive EHEA** by implementing the social dimension principles across 47 member states.
- (More on this later!)



Key concepts: what is your understanding?

- Diversity?
- Equity?
- Inclusion?
- Social Dimension?



Source: *Inclusion by Design: Insights from Design Week Portland*; Gensler

Key concepts



Source: Inclusion by Design: Insights from Design Week Portland; Gensler

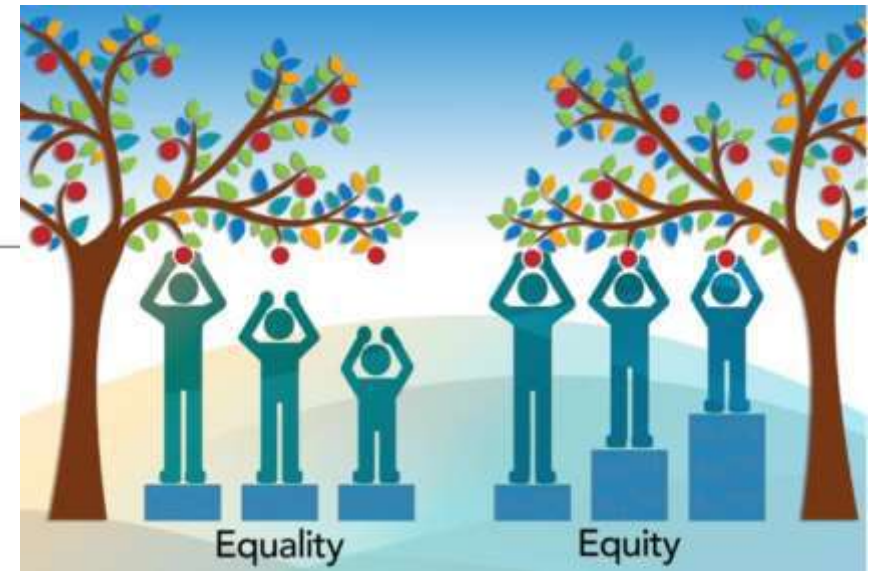
Diversity: a fact

- Diversity among learners is a characteristic shared by all education systems, referring to **variations in population characteristics** such as race, ethnicity, age, gender, sexual orientation, language, culture, religion, mental and physical ability, socioeconomic status, class, or immigration status
- These differences should not be viewed as challenges but as opportunities to enrich learning and foster innovation that benefits all learners.

Source: definitions of equity and inclusion based on UNESCO (2017)

Key concepts

Equity: a principle



- While diversity reflects the reality of differences among learners, equity is a **principle of social justice** based on **fairness**.
- It means **treating all learners as equally important** while recognising that some face greater challenges due to their individual circumstances.
- Achieving equity goes beyond offering the same rights to everyone > It requires **targeted measures tailored to the specific needs** of those at greater risk of exclusion.
 - *Equality of treatment* is not the same as equity. While *equality implies uniformity*, equity focuses on creating fair opportunities tailored to individual needs.

Source: definitions of equity and inclusion based on UNESCO (2017)

Key concepts

Inclusion: a process



Source: Inclusion by Design: Insights from Design Week Portland; Gensler

- While equity is the guiding principle, **inclusion is the *process*** through which it is realised.
- Involves **removing barriers** > all students should **access, participate in and complete** higher education **based on their abilities**, regardless of factors beyond their control.
- This requires measures both at the **level of individual higher education institutions** and across the **higher education system** to support learners according to their needs.
- An inclusive system not only **advances equity** but also **ensures that diversity is reflected as a desired and equitable outcome**.

Source: definitions of equity and inclusion based on UNESCO (2017)

Three dimensions of equity and inclusion



Access

Ensuring the conditions and **removing barriers for individuals to access educational institutions or programmes** that match their needs or educational objectives



Well-being

Ensuring an optimal experience for all learners in the educational system, leading to a comprehensive and balanced development of each individual's potential

(feel safe, respected, engage in edu/social activities; supportive relationships with other learners and teachers; feel they belong to their edu community)



Achievement

Reducing differences in educational achievements among different groups of learners, **preventing dropout** and **securing completion**; stimulating further education or successful transition to job market.

Overview of policy development in the Bologna Process: Social dimension in higher education in the period 2001 - 2024



2001 – 2020: the notion of a social dimension has been **embedded** into the policy objectives of the **Bologna Process**

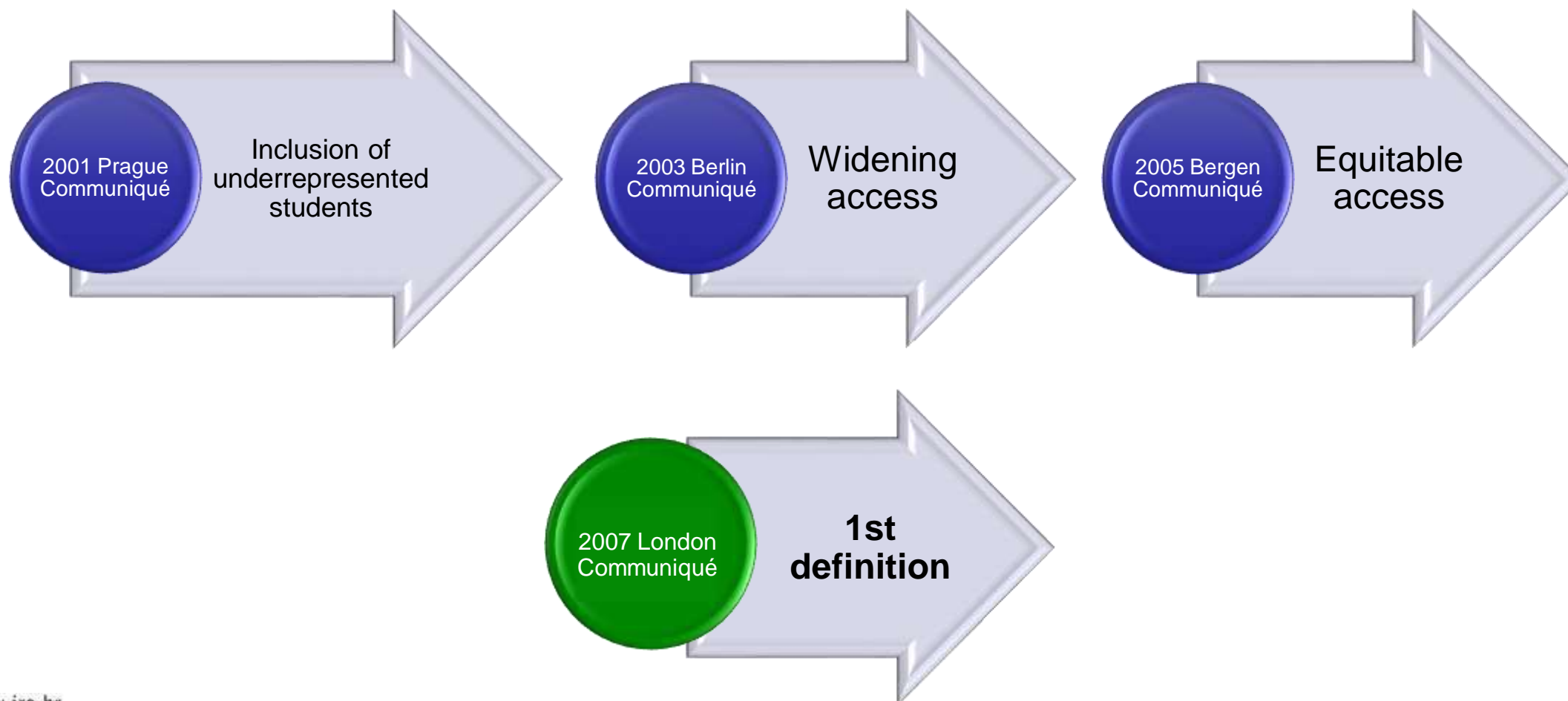


rather than being derived from the research that informed these policy objectives

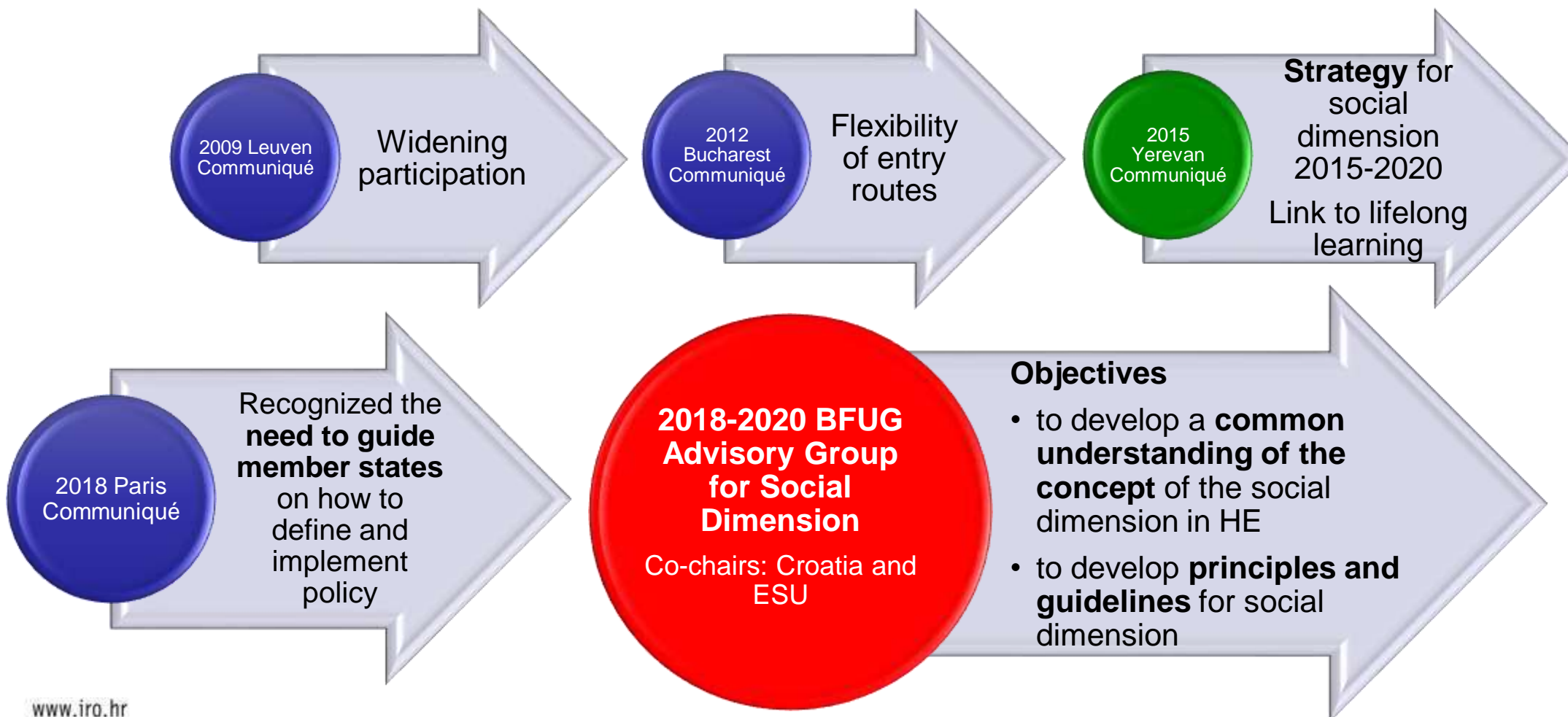


definitional anarchy

Historical background: Bologna Process and social dimension of higher education



Historical background: Bologna Process and social dimension of higher education



New definition of the social dimension in the Bologna Process and EHEA (adopted in 2020)



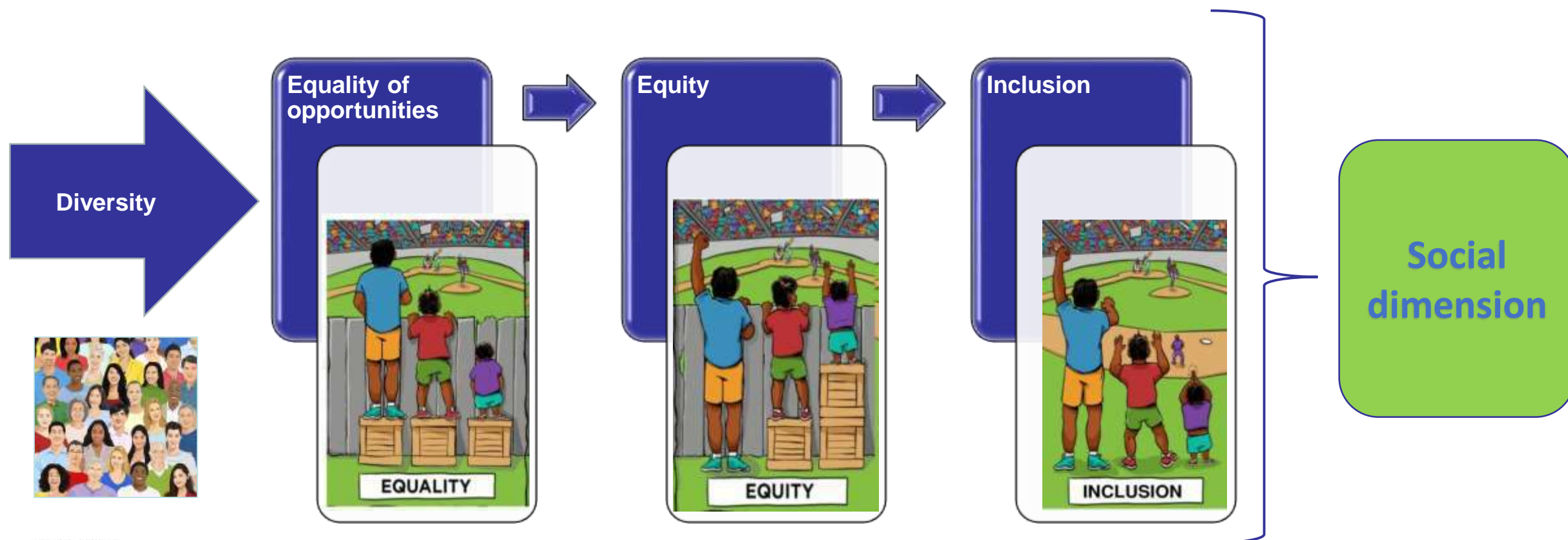
Social dimension in higher education is

- **a process** aimed at creating an inclusive environment in higher education
- in which the **composition of the student body** entering, participating in and completing higher education
- **at all levels** corresponds to the **heterogeneous social profile of society at large** in the EHEA countries.

This definition of the social dimension encompasses also

- the desired **inclusive environment** in higher education that
- fosters **diversity, equity**, and is responsive to the **needs of local communities**.

Bologna Process: new definition of the social dimension (2020)





Group discussion: Policies for Equity and Inclusion in Kazakhstan

	Scenario 1	Scenario 2	Scenario 3	Other
Priority level	Equity and inclusion are not yet a policy priority	Equity and inclusion are an emerging policy priority	Equity and inclusion are a high priority	?
Focus areas (dimensions)	Policy and discussions mainly focus on increasing availability of study programmes	Policy and discussions mainly focus on access	Policy and discussions focus on access, well-being and completion of HE.	?
Approaches to equity and inclusion	Financial and/or other support for students is predominantly provided based on merit / excellence	Financial and/or other support for students is predominantly provided to all students equally	Financial and/or other support for students is predominantly provided to students in need / disadvantaged students	?

TOPIC 2: Understanding Equity and Inclusion in the EHEA

CHALLENGES

Presentation:

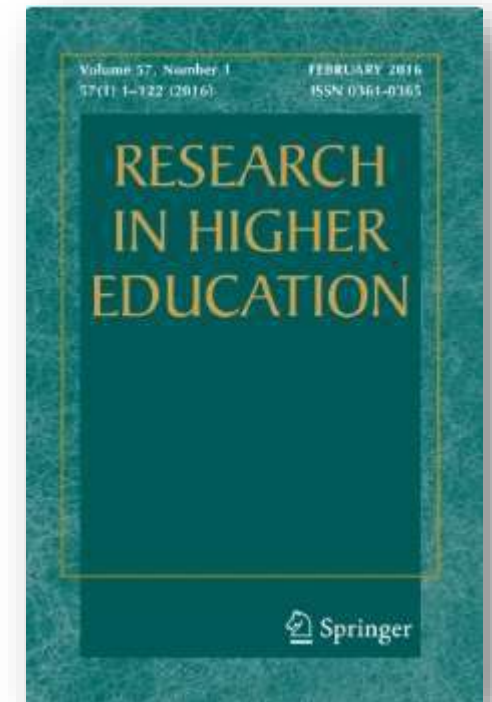
Equity and inclusion challenges in EHEA and key factors that lead to inequalities



Educational inequality in HE: European trends

Recent research findings (Palmisano et al., 2022):

- **Heterogeneity among Europe states, but clear patterns:** Northern European countries show low levels of inequality of opportunity; and Mediterranean and Eastern European countries show significant degrees of educational inequalities.
- **Common factors:** Parental education and occupation are the most relevant circumstances linked to inequality in the great majority of the countries considered.
- **Other identified links (...not proven as causes though!):** Higher equality of opportunity in tertiary education linked with level of GDP, with students/teacher ratio and public spending in tertiary education.



Key source of data: EUROSTUDENT survey

The EUROSTUDENT survey - provides a comprehensive analysis of the **social and economic conditions of student life** across 25 European countries.

Focuses on various aspects of student demographics, study conditions, and the socio-economic backgrounds of students.

eurostudent.eu
★★★★★★



Inequality in HE: European trends

1. Characteristics of national student populations:

- Majority of **female students** in most countries, but **gender imbalance** in fields like Engineering and ICT.
- Around **24%** of students have a **migration background**.
- Around **19%** of students having a **disability** that affects their studies.

eurostudent.eu
★★★★★★



Inequality in HE: European trends

2. Socioeconomic background of students:

- Students from **disadvantaged socioeconomic backgrounds** are **underrepresented** in HE.
- The share of **students without a tertiary-educated parent** is higher in **professional higher education** than in university programmes.
- **Financial difficulties** are more prevalent among students from **lower socioeconomic backgrounds**, leading to greater **reliance on part-time work**.

eurostudent.eu
★★★★★★



Inequality in HE: European trends

3. Transition into and within higher education:

- The pathways into higher education vary significantly, but increasingly there are **alternative access routes**, especially for older students or those from lower socioeconomic backgrounds.
- **Delayed transitions** (students entering higher education later) are common in several countries, particularly for students with non-tertiary-educated parents or those working more than 20 hours per week.

eurostudent.eu
★★★★★★



Inequality in HE: European trends

4. Types and modes of study:

- Most students are enrolled in **full-time study**.
- **Part-time and distance learning options** are increasingly available, especially for **older** students or those balancing **employment** and **family responsibilities**.
- Integration of **digital learning**, particularly post-COVID, has expanded, though access and effectiveness vary across countries.

eurostudent.eu
★★★★★★



Inequality in HE: European trends

5. Students' time budget:

- Time spent on studies varies significantly, with students from **professional study programmes** or **older students** often **spending less time** on academic work due to employment or family obligations.
- Many students, particularly those working more than 20 hours per week, face challenges in **balancing work and study**.

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Inequality in HE: European trends

6. Students' employment and internships:

- **Student employment is widespread**, with many students working part-time to support themselves financially.
- Employment rates are particularly **high among students from lower socio-economic backgrounds**.
- **Internships are common but often unpaid**, limiting access for students who cannot afford to work without pay.

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Inequality in HE: European trends

7. Students' resources:

- Students rely on **a mix of family support, self-earned income, and public financial aid.**
- Students from **lower socio-economic backgrounds are more dependent on self-earned income and financial aid**, while students from **higher socio-economic backgrounds** receive **more family support.**

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Inequality in HE: European trends

8. Students' expenses:

- **Housing** represents the **largest expense** for most students, particularly those living away from home.
- Students from **lower socio-economic backgrounds** are more likely to **live with their parents** to save on housing costs.
- There are significant variations in living costs across countries, with students in northern and western Europe typically facing higher expenses.

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Inequality in HE: European trends

9. Students' housing situation:

- A majority of students live in **rental accommodation**, though a significant proportion, particularly in southern and eastern Europe, **live with their parents**.
- **Access to affordable student housing** is a key issue in many countries, with shortages in urban areas driving up costs.

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★★★★★★



Inequality in HE: European trends

10. International student mobility:

- Participation in international mobility **remains low for students from lower socio-economic backgrounds** or those with disabilities.
- **Financial constraints, lack of information, and personal obligations** are common barriers.
- While mobility is encouraged, many students report **limited support for international experiences**, both financially and academically.

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Reminder: Dimensions of equity and inclusion



Access

Ensuring the conditions and removing barriers for individuals to access educational institutions or programmes that match their needs or educational objectives



Well-being

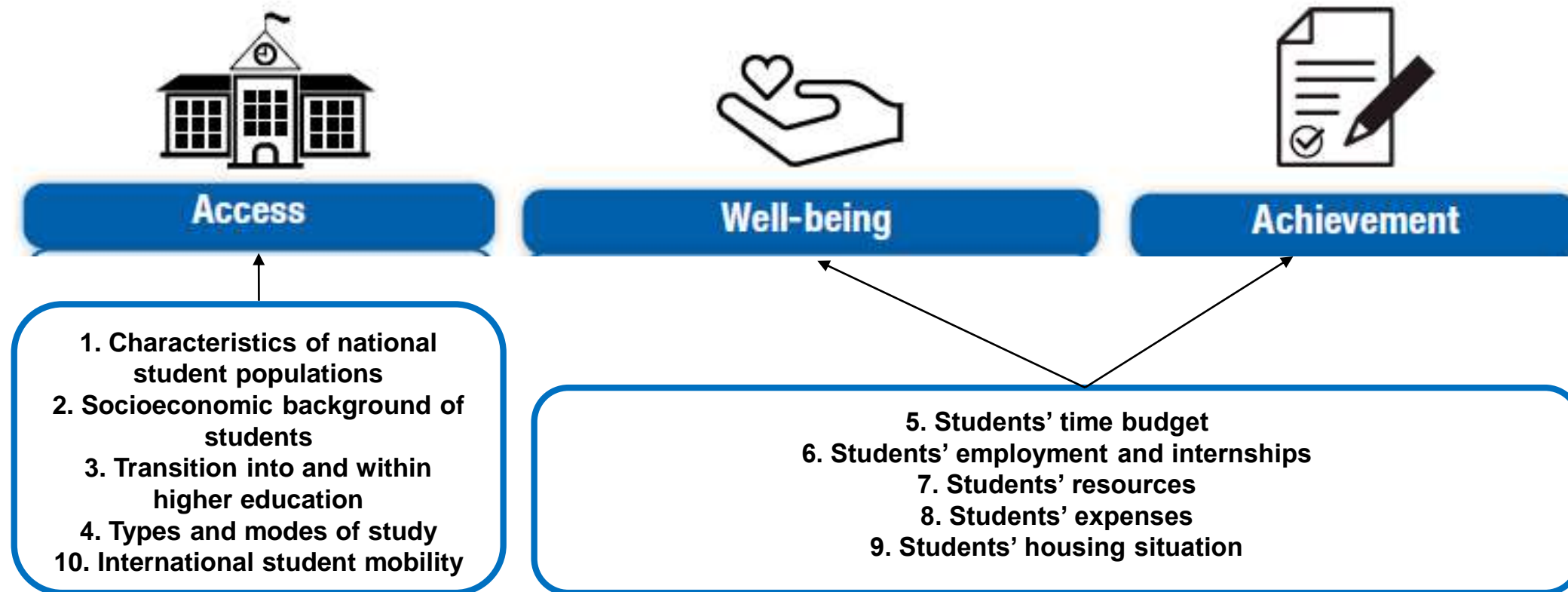
Ensuring an optimal experience for all learners in the educational system, leading to a comprehensive and balanced development of each individual's potential



Achievement

Reducing differences in educational achievements among different groups of learners, preventing dropout and stimulating further education after completing a programme.

Synthesis – linking EUROSTUDENT & dimensions



Case study - Croatia

Country

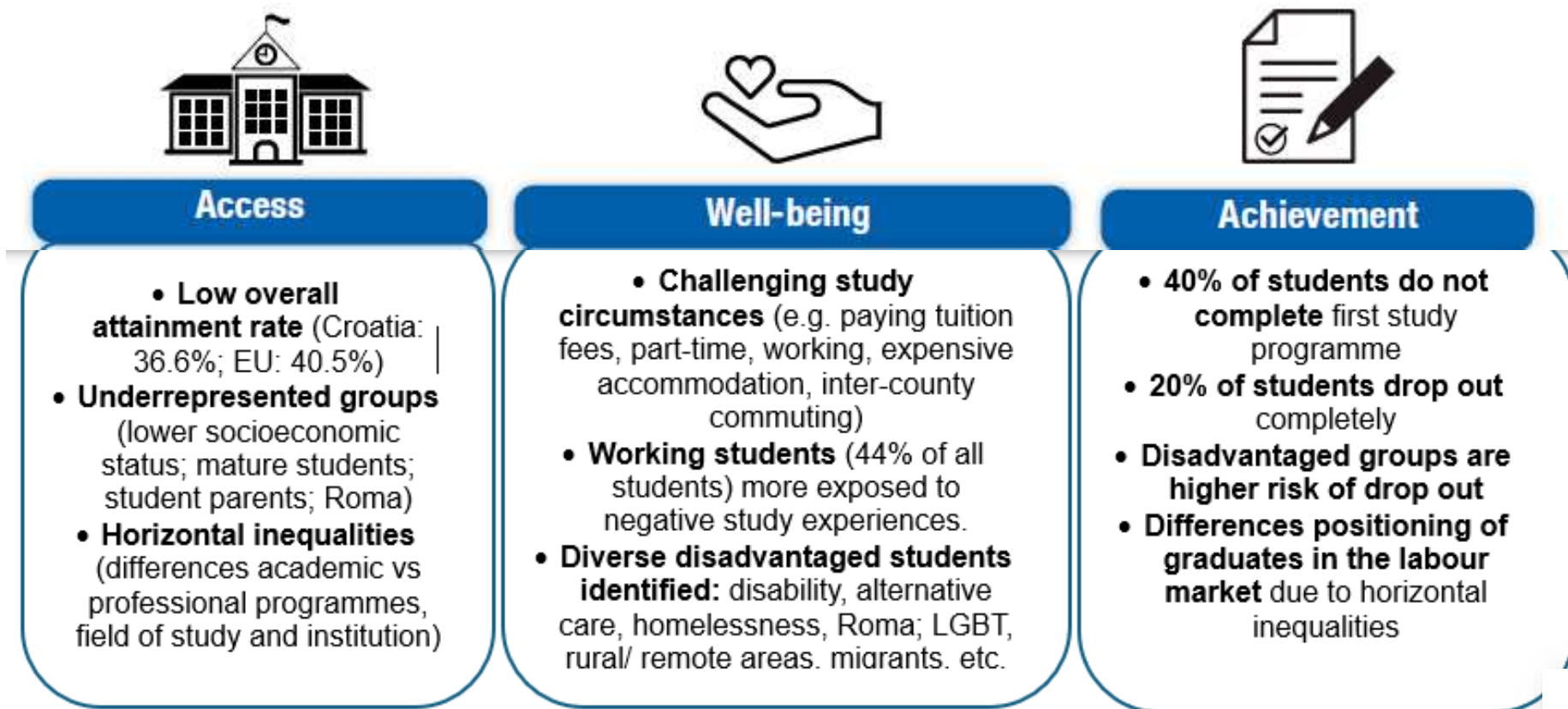
- Population: 3.8 million
- Capital: Zagreb (767.131 population)
- EU Member State since 2013

Higher education system

- Binary system (university and professional studies)
- 62 HE institutions: 10 universities, 15 universities of applied science, 27 schools of professional HE
- 151.827 students



Case study: Croatia – classification of problem indicators



Factors of disadvantage / vulnerability

*‘Those at **greater risk of unequal access, lower well-being and lower achievements** due to circumstances or characteristics beyond their control’:*

Social and family circumstances:	Individual characteristics:
<ul style="list-style-type: none"> • Lower socioeconomic status and poverty • Place of residence (in rural, remote and isolated areas) • Membership of ethnic, linguistic, and/or religious minority • Status of refugee, migrant, or asylum-seeker • Former beneficiaries of alternative care • Exposure to exceptional circumstances such as natural disasters, wars, pandemics, etc. 	<ul style="list-style-type: none"> • Gender (which can result in unequal outcomes due to stereotypical gender roles) • Developmental difficulties and disabilities (e.g. sensory impairments, intellectual disabilities, motor disorders, autism) • Behavioural and/or mental health problems • Specific learning difficulties (e.g. dyslexia, dysgraphia, ADHD) • Chronic illnesses • Traumatic experiences (e.g. the death of a parent) • LGBTIQ+ identity

Students with fewer opportunities

- **Underrepresented students:** groups of students whose share among students is lower than the share of a comparable group in the total population.
 - It may relate to characteristics such as gender, disabilities, socio-economic status, migration experience, or ethnicity, and often results from the combined effect of multiple disadvantages.
 - It can manifest at various levels of higher education - within study programmes, departments, institutions, or entire higher education systems - and at various stages of admission, progression, or graduation.
- **Disadvantaged students** face specific challenges compared to their peers, stemming from factors such as disability, low income, lack of family support, orphanhood, frequent school changes, mental health issues, pregnancy or responsibilities related to work or caregiving.
 - These disadvantages may be long-term, temporary, or intermittent.
 - While some disadvantaged students are underrepresented, the two categories are not synonymous.

Students with fewer opportunities

- **Vulnerable students:** students who are not only at risk of disadvantage but also in need of special support.
 - Their vulnerability may result from serious illness, mental health issues, disability, being a minor, or having insecure residence status dependent on academic success.
 - They are more exposed to risks that threaten their well-being and may require additional support to prevent harm, discrimination or exploitation
- **Students with fewer opportunities:** encompasses underrepresented, disadvantaged, and vulnerable students.
 - The Erasmus+ Programme Guide (EC, 2025) defines students with fewer opportunities as individuals who face obstacles that hinder their full participation in education, mobility, or training programmes.

Students with fewer opportunities - examples

Illustration based on groups identified in EUROSTUDENT survey:

Students groups (non-exhaustive list)	Under-represented	Vulnerable	Disadvantaged
.Students without a tertiary-educated parent	x	x	x
.Students from migrant backgrounds	x	x	x
.Students from vocational education pathways	x		
.Students with disabilities		x	x
.Students facing financial difficulties		x	x
.Student parents			x
.Mature students / students delaying entry into higher education			x

Source: Author's own table, based on EUROSTUDENT findings

COFFEE BREAK

20 minutes



CASE STUDIES

Equity and inclusion challenges in Kazakh higher education

Olga Andrushchenko, Vice-Rector for Academic Affairs, Pavlodar Pedagogical University after Margulan

Amangeldi Zhumadilov, President of Salymbekov University, HERE member, Kyrgyzstan

Astana IT University



Group discussion: Equity challenges in Kazakhstan

	1. Access	2. Well-being	3. Achievement
Indicators of problem (examples)	E.g. <ul style="list-style-type: none"> • Underrepresentation of certain groups? • Disadvantaged/vulnerable groups? • Challenges with meeting costs of higher education? 	E.g. <ul style="list-style-type: none"> • Challenges with mental health and wellbeing? • Challenges with accommodation? 	E.g. <ul style="list-style-type: none"> • Drop-out rate? • Different labour market outcomes?
	Groups recognised in the Kazakh policies		Groups not yet recognised in the Kazakh policies
4. Underrepresented/ Vulnerable /Disadvantaged	E.g. <ul style="list-style-type: none"> • Students from low-income families • Students with physical disabilities 		E.g. <ul style="list-style-type: none"> • Students from rural areas • Students with non-physical disabilities

TOPIC 3: Crafting Policy Responses for Equity and Inclusion

Policy design and implementation in the EHEA

Presentation:

How to define policy responses to equity and inclusion in higher education: presentation of proposed methodology



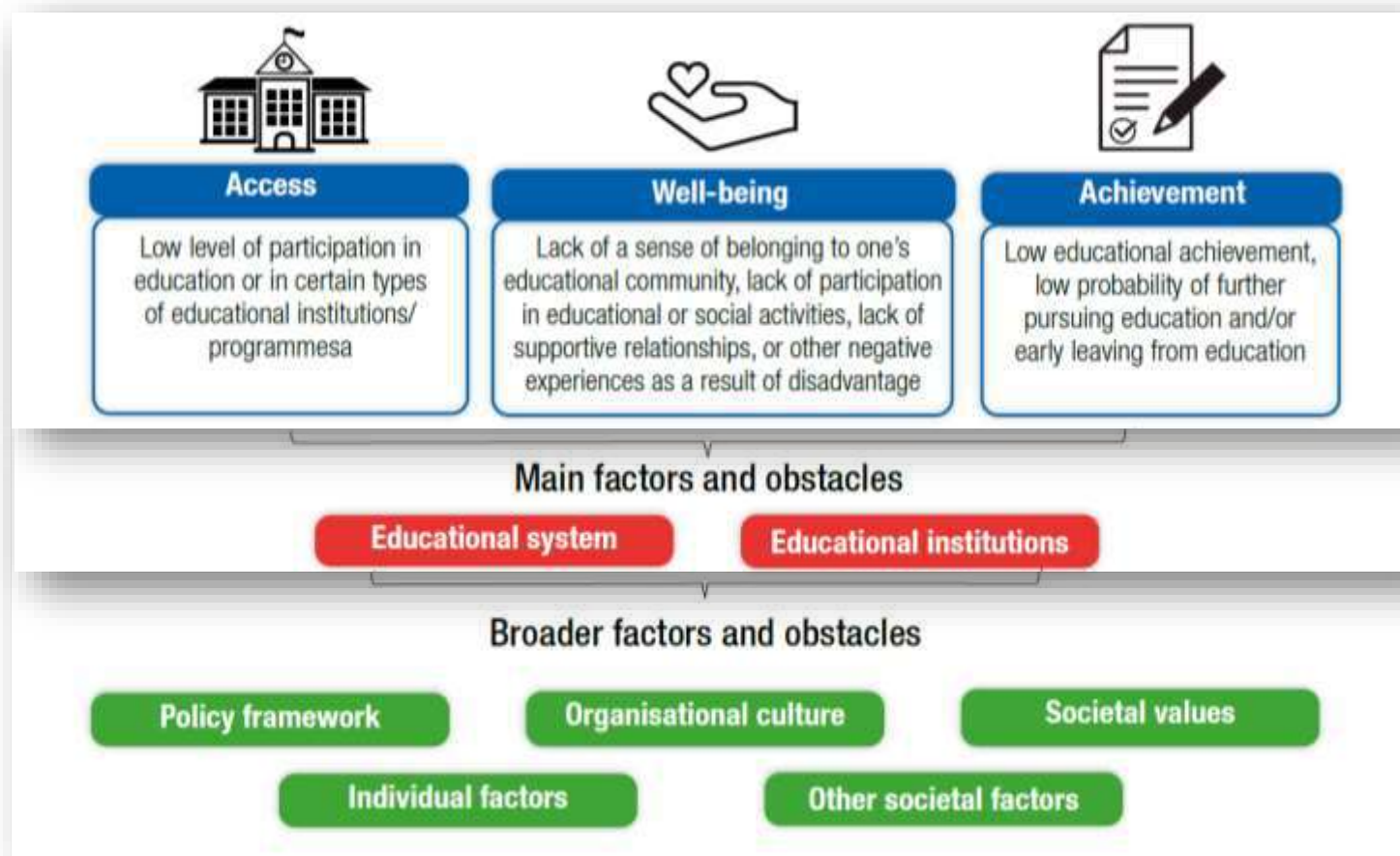


Disclaimer about educational inequality and policy

- Educational inequalities **change very slowly**... e.g. 'persistent inequality' (Shavit & Blossfeld, 1995; Breen, 2022)
- New forms of inequality are emerging: '**horizontal inequalities**' according to status/prestige of institution or study programme (Lucas, 2001; Shavit et al., 2007; Koucký et al., 2010; McCowan, 2015)
- The **factors and obstacles that lead to inequality are complex and intertwined**. There are no easy policy solutions...



Educational inequality: factors and obstacles



Broader factors and obstacles

Factors	Examples	Research evidence
Policy framework	<i>E.g. tracking systems in primary or secondary education; inequalities in access/quality of early childhood education</i>	<i>E.g. Clancy & Goastellec (2007); Coleman et al. (1966)</i>
Organisational culture	<i>E.g. institutional 'habitus' of prestigious institutions; non-university institutions become 'lower tier' institutions</i>	<i>E.g. Bourdieu (1977); Shavit et al. (2007)</i>
Societal values	<i>E.g. dominance of discourses of meritocracy, excellence and competition; perceived privilege of certain disciplines or institutions</i>	<i>E.g. Lynch & O'Riordan (1998); Boliver (2011)</i>
Individual factors	<i>E.g. rational choices to avoid high HE costs, compounded by internalised limitations or low expectations ('self exclusion')</i>	<i>E.g. Boudon (1974)</i>
Other societal factors	<i>E.g. persistent influence of lower socioeconomic status; regional disparities in resources; lack of cultural resources in home environments.</i>	<i>E.g. Bourdieu & Passeron (1990); Coleman et al. (1966)</i>

Policy instruments

Four types of instruments to achieve policy objectives:

Policy instrument	Description
1. Regulation	Laws, regulations that allow, obligate or forbid certain activities.
2. Funding	Financial rules and financial incentives to influence behaviour.
3. Organisation	Ways of organising and carrying out activities within an organisation
4. Information	Collection and use of data; providing and disseminating information

Sources: de Boer, H., van Vught, F. (2018), based on Hood (1983), Hood and Margetts (2007).

Policy instruments for equity: European trends (1)

Types of policy levers	Typical social inclusion policies	Number of countries using policy
Regulations	➤ Including measures to widen participation in accreditation criteria	
	➤ Change in admission rules for specific groups of students	
	➤ Rules for the recognition of prior learning	

Legend

*only 1 country known

10 countries or less identified

around half of the countries or more identified

all countries

Source: Kottmann et al. (2019)

Policy instruments for equity: European trends (2)

Types of policy levers	Typical social inclusion policies	Number of countries using policy
Funding	➤ Merit-based grants	
	➤ Need-based grants	
	➤ Family allowances	
	➤ Tax-benefits for parents	
	➤ Student welfare benefits/support	
	➤ Incentives to higher education institutions	

Legend

*only 1 country known

10 countries or less identified

around half of the countries or more identified

all countries

Source: Kottmann et al. (2019)

Policy instruments for equity: European trends (3)

Types of policy levers	Typical social inclusion policies	Number of countries using policy
Organisation	➤ Organisational services to better prepare students from disadvantaged groups in terms of academic competencies	
	➤ Differentiation/Introduction of (new/shorter) study programmes	
	➤ More flexible provision of education	

Legend

*only 1 country known

10 countries or less identified

around half of the countries or more identified

all countries

Source: Kottmann et al. (2019)

Policy instruments for equity: European trends (4)

Types of policy levers	Typical social inclusion policies	Number of countries using policy
Information	➤ Special support for specific groups for study choice	
	➤ Special regulations and programmes for refugees	
	➤ Monitoring of students - access, progress and retention	
	➤ Dissemination of knowledge from research on barriers to access HE for disadvantaged students	no data

Legend

*only 1 country known

10 countries or less identified

around half of the countries or more identified

all countries

Source: Kottmann et al. (2019)



European Higher Education Area approach to equity and inclusion

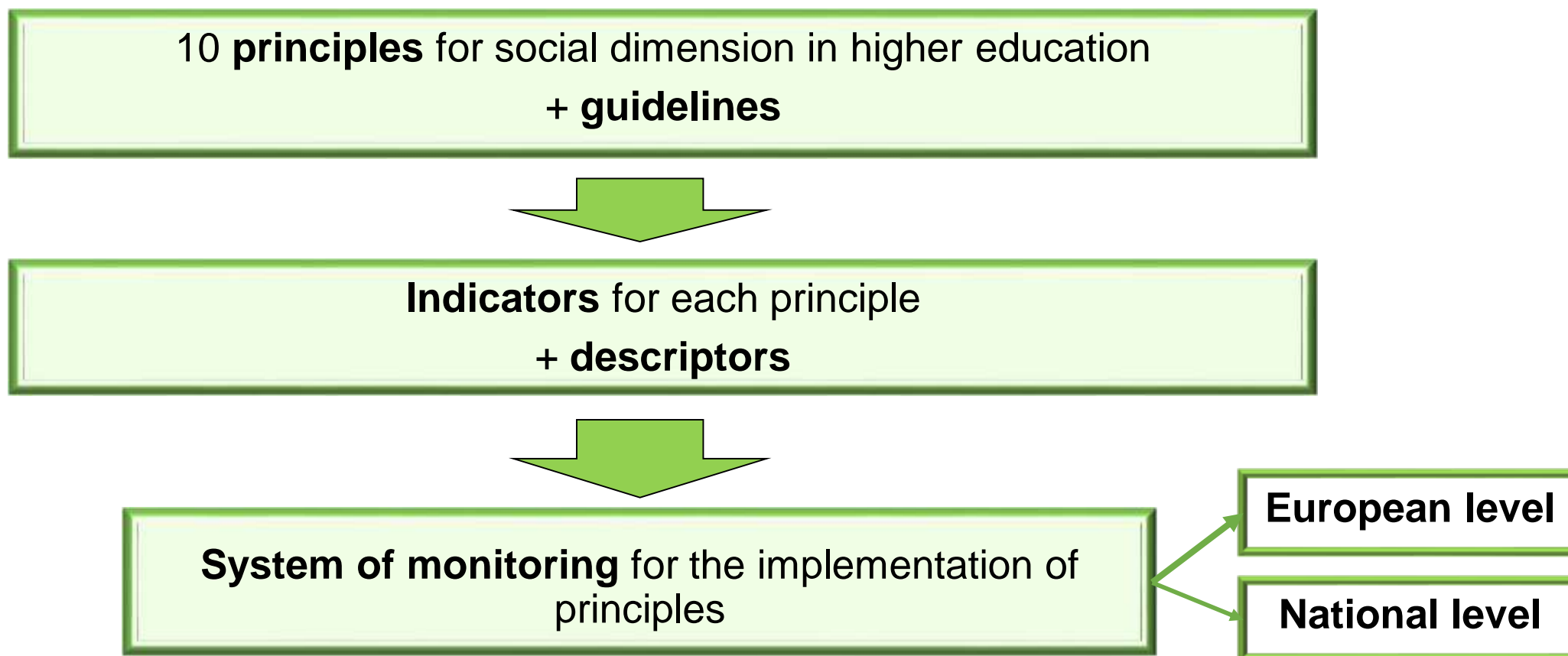


Overview of policy development in the Bologna Process: Social dimension in higher education in the period 2020 - 2024



- 2020 Rome Communiqué: the **first official definition** of the social dimension and the **formulation of 'Principles and Guidelines** to Strengthen the Social Dimension of Higher Education in the EHEA'
 - **'Game-changer'** for the further development of social dimension in the EHEA
- 2024 Tirana Communique: **'Indicators and descriptors** for the Principles of the Social Dimension in the EHEA'
 - Principles and guidelines + indicators and descriptors = new **EHEA framework for the social dimension** in higher education

EHEA policy framework for the social dimension in higher education adopted in 2024:





Principles and Guidelines – adopted in 2020

10 principles for the social dimension for the upcoming decade:



- **Principles** = should be understood as high-level statements that serve as **political commitments** and as a **basis for the conceptualization of different policies** for social dimension enhancement.
- **Guidelines** = recommendations intended to advise policy makers on how the principles should be implemented in practice.

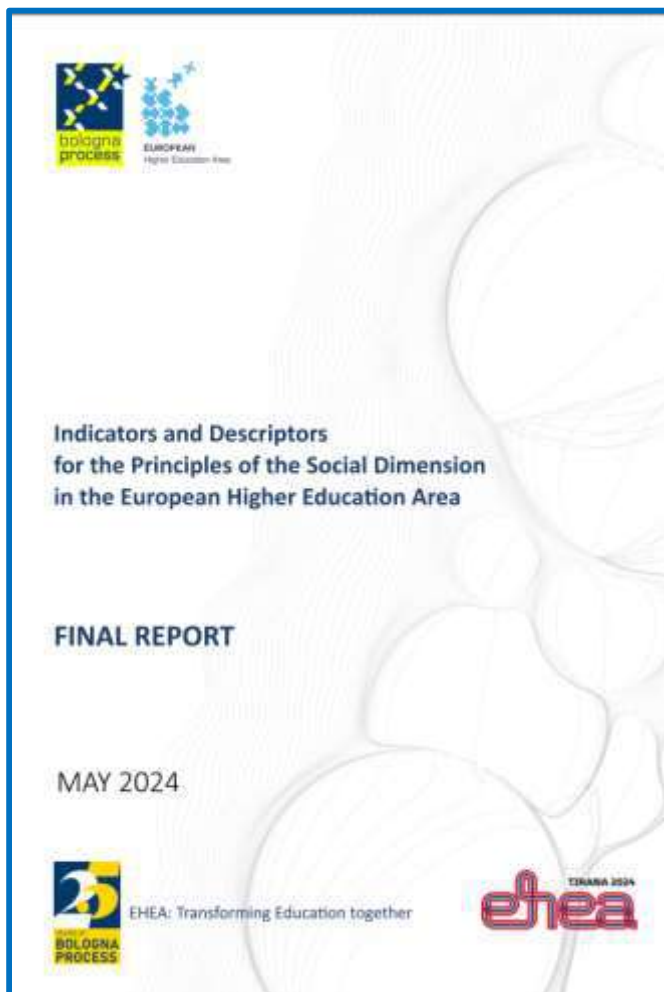


Principles and Guidelines

10 principles for the social dimension **for the upcoming decade:**

1. Principle on **strategic approach** to the social dimension
2. Principle on **flexibility** of higher education systems
3. Principle on the **inclusiveness of the entire education system**
4. Principle on monitoring and **data collection**
5. Principle on **counselling** and guidance
6. Principle on **funding**
7. Principle on **inclusive** institutional **culture**
8. Principle on **international mobility**
9. Principle on **community engagement**
10. Principle on **policy dialogue**





Indicators = tools for measuring progress in implementing the principles of the social dimension in higher education.



Descriptors = each indicator has its descriptor, which outlines characteristics of the indicators in more detail providing a better understanding of the indicators and how they can be implemented.



- **Not prescriptive – toolbox approach!** > enable the EHEA countries to implement the indicators in a way that suits their national higher education systems
- Important for creating **European-level** and **national-level SYSTEMS OF MONITORING and evaluating** the progress in the implementation of the principles for the social dimension.

Figure 11.1: Results of the 10 scoreboard indicators on Principles & Guidelines, 2020/2021

	P&Gs 1	P&Gs 2	P&Gs 3	P&Gs 4	P&Gs 5	P&Gs 6	P&Gs 7	P&Gs 8	P&Gs 9	P&Gs 10	Points per country
Belgium (BE fr)											20
Belgium (BE de)											6
Belgium (BE nl)											18
Bulgaria											11
Czechia											23
Denmark											16
Germany											14
Estonia											25
Ireland											14
Greece											15
Spain											25
France											25
Croatia											18
Italy											28
Cyprus											15
Latvia											8
Lithuania											17
Luxembourg											11
Hungary											14
Malta											25
Netherlands											18
Austria											21
Poland											20
Portugal											19
Romania											24
Slovenia											20
Slovakia											9
Finland											27
Sweden											25
Albania											7
Bosnia and Herzegovina											3
Switzerland											19
Liechtenstein											6
Montenegro											5
North Macedonia											13
Norway											24
Serbia											12
Turkey											15
Points per P&Gs	91	65	62	97	76	73	51	68	27	24	635

■ All criteria are met (4 pts)
 ■ Most criteria are met (3 pts)
 ■ Some criteria are met (2 pts)
■ Few criteria are met (1 pt)
 ■ No criteria are met (0 pts)

There is still much to be improved in the EHEA in addressing the social dimension!

➡ Eurydice report (2022) shows that the **total number of points achieved** by the countries covered by this report is **635**.

➡ If all the education systems had been in the dark green category, **the total number would have been 1 520** (38 education systems × 40 points).

➡ The result indicates that **EHEA systems have put in place policies for nearly 42% of the interventions** required to meet the commitments.



European Commission/EACEA/Eurydice. (2022). Towards equity and inclusion in higher education in Europe. Eurydice report. Luxembourg: Publications Office of the European Union.

Overview of policy development: Social dimension in higher education in the period 2020 - 2024



- Significant development of the **policy architecture** in the period **2020 – 2024**
- **Long term policy landscape** for the implementation of the EHEA framework for the social dimension is **yet to be developed**

CASE STUDY

Presentation:

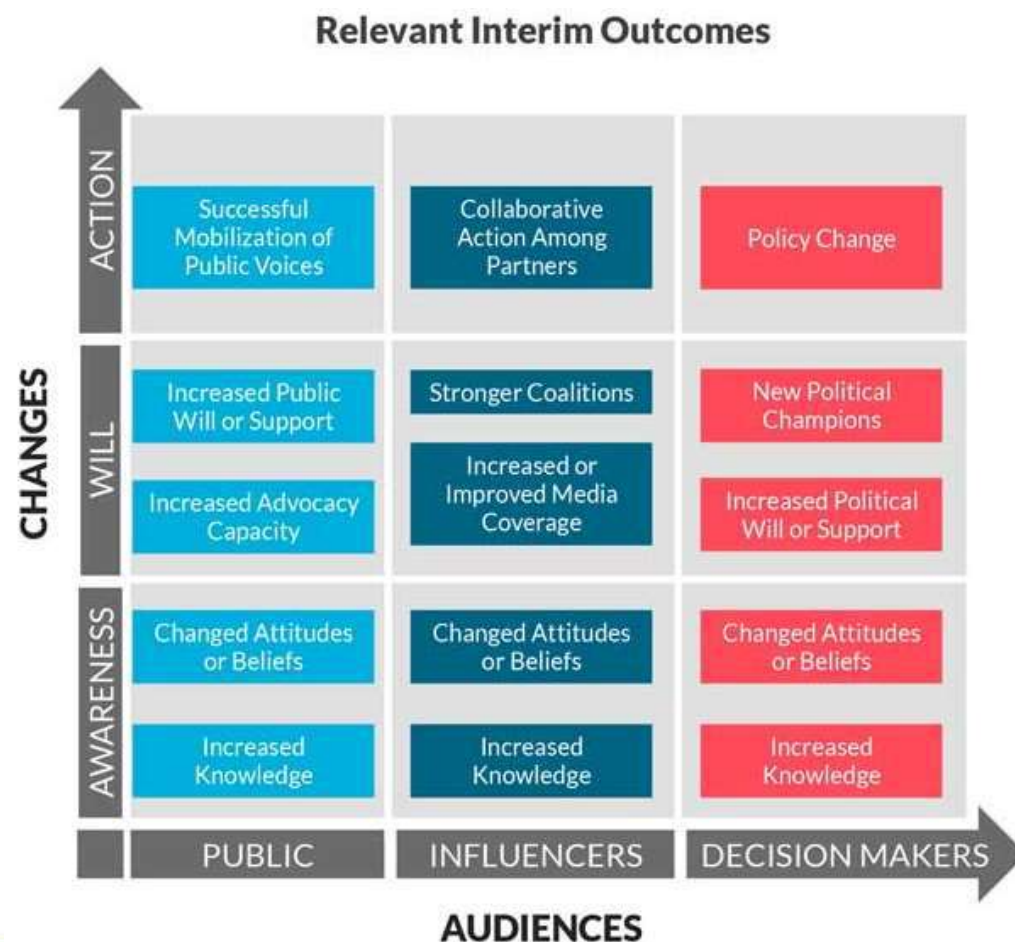
**National level approach to equity and inclusion in
Croatian higher education**



Case study Croatia: from project to policy impact

Background:

How to advocate and foster policy change as experts and/or as the higher education community?



Inclusion in policy-making process

Participation in the writing of the Strategy for Education, Science and Technology (2013-2014)

- Chapter entitled "The Social Dimension of Higher Education" – most of it written by IDE. Included recommendations from ACCESS project for needs-based support and for formulating a national action plan for the social dimension
- Chapter entitled "Financing of higher education" included ACCESS recommendation for supporting equity/inclusion through performance-based funding.



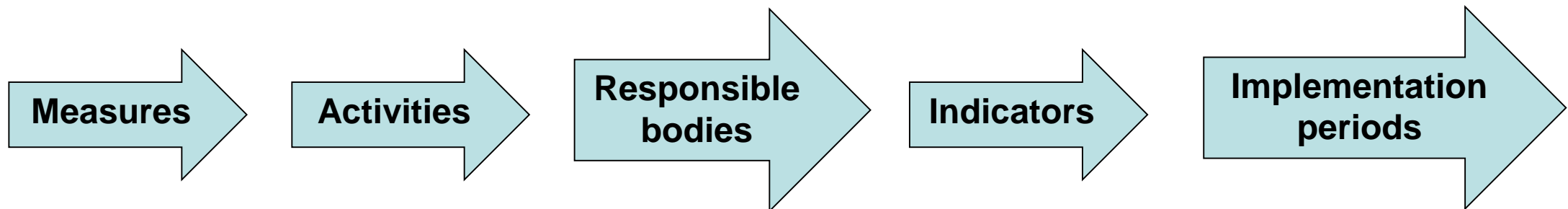


Croatia: National system level approach to equity and inclusion (1st cycle)

- 2015 – 2021: Established the 1st ***National Committee for Enhancing the Social Dimension of Higher Education***
 - Cross-sectoral representation
- 2019: Government adopted the ***National plan for enhancing the social dimension of higher education*** for the period 2019 – 2021
 - Includes identification of underrepresented and vulnerable groups in higher education
 - Objectives for (1) data collection and monitoring, (2) access, (3) participation, (4) completion and transfer to labor market, (5) student financial support system, (6) links between quality assurance and social dimension
- 2021 – 2025: Established the 2nd ***National Committee for Enhancing the Social Dimension of Higher Education***
- 2022: **Evaluation of the implementation** of the National plan 2019 – 2021

Croatia: National system level approach to equity and inclusion (2nd cycle)

- 2023: Ministry adopted the new ***Action Plan for Enhancing the Social Dimension of Higher Education for the Period 2023 – 2025***
 - Aligned with the EHEA Principles and Guidelines for the social dimension > covers 10 policy areas
 - Structure for each principle:



Policy impacts

Croatia

- Equity/inclusion included in the Education Strategy 2014 and special National Plan for Social Dimension 2019-2021 adopted; policy sustained in 2023-2025 policy framework
- Collection and analysis of national equity/inclusion data through EUROSTUDENT since 2008 ; additional research on equity/inclusion funded by Ministry
- Equity/inclusion included as a criterion for performance-based funding
- Government scholarships fundamentally changed through new Socio-economic Scholarships and STEM Scholarships scheme (total: 12.500 students per year)

International

- Croatia co-chairing BFUG Working Group on Social Dimension 2018-2020 and 2021-2024



Higher education institution level approach to equity and inclusion: Croatia

Croatia – University of Rijeka: Higher education institution level approach to equity and inclusion

- Diversity, equity and inclusion **embedded** into the **university strategy 2021-2025**
- **Gender Equality Plan (2021–2025):**
 - First Croatian university with an institutional gender equality plan.
 - Integrates gender perspectives into curricula, research and outreach activities and supports inclusive academic culture.
 - Establishes organizational unit: diversity and inclusion office + officer
- **2021: University Gender Equality Council:**
 - A university-level representative body established to monitor and support implementation of the Gender Equality Plan
 - Adopted *Guidelines for Prevention and Response to Cases of Sexual Harassment*

Croatia – University of Rijeka: Higher education institution level approach to equity and inclusion

- 2023: Regulation on **awards for promoting gender equality**
 - Annual financial awards to students and university staff for impactful projects, initiatives, and gender-sensitive actions that improve gender equality within the university and the broader community.
- Important role for the **University Counselling Center**:
 - Provides psychological counselling for students and staff
 - Provides academic adjustment services:
 - Supports students facing ongoing or occasional challenges in academic activities due to illness, impairment, or disorders.
 - Assists teachers by offering guidance on adapting the academic environment to accommodate students with disabilities.
 - Provides career guidance



LUNCH

13:25 -14:25

Next at 14:25h:

Policy responses in Kazakh higher education:
Case studies presented by Kazakh participants



CASE STUDIES

Policy responses in Kazakh higher education:
Case studies presented by Kazakh participants

Banu Narbekova, Vice-Rector for Academic Affairs, Kazakh National Pedagogical University after Abai, HERE member

Askhat Chukurov, Vice-Rector for Academic Affairs, Atyrau University after Dosmukhamedov

Aigul Nurpeissova, Member of the Board for Academic Affairs, North Kazakhstan University after Kozybayev



Group discussion

Focus on **national and/or university-level** policies and practices in Kazakhstan

Policies/practices in place	Strengths	Weaknesses
E.g. Grant and scholarships	E.g. Large grant	E.g. Only for _% of students
E.g. Tuition waivers	E.g. Helps reduce cost	E.g. Criteria too strict
...		

Policies/practices that could/should be adopted	How feasible?
E.g. Student support offices	E.g. Feasible. Trained staff in previous project.
E.g. More flexible university admissions	E.g. Difficult – controversial topic for universities

TOPIC 4: Planning for new action

Presentation:

Overview of frameworks and instruments to support action planning for equity and inclusion in higher education



How to plan policy changes in higher education?

Overview of presentation

1. Policy process

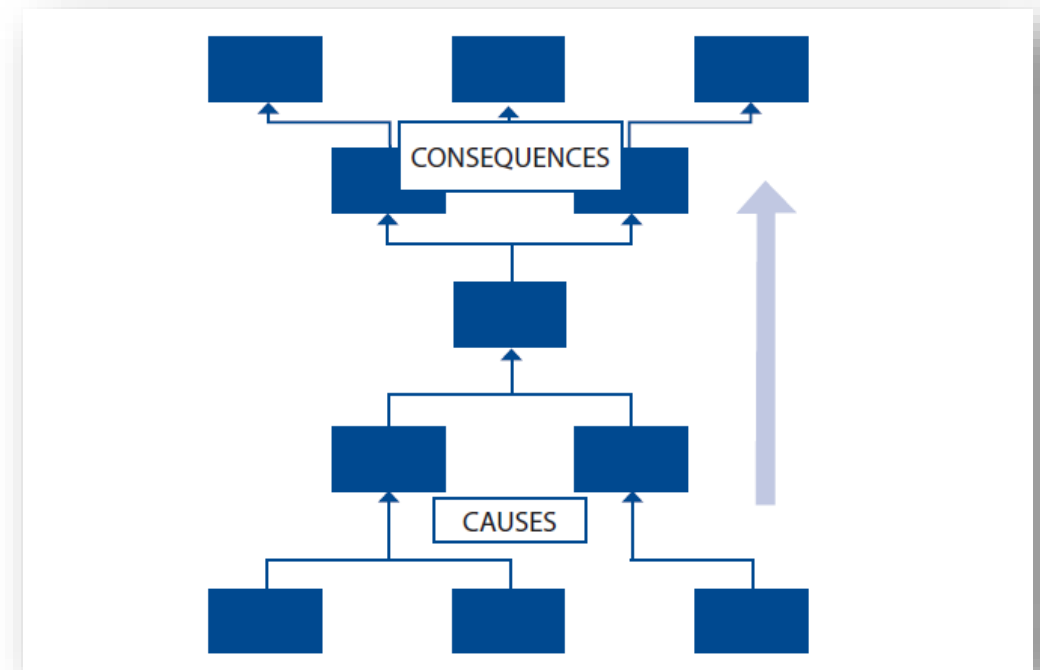
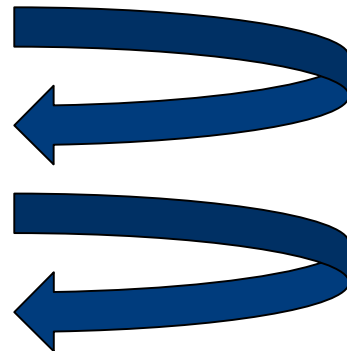
2. Policy problems

3. Policy objectives

4. Policy instruments

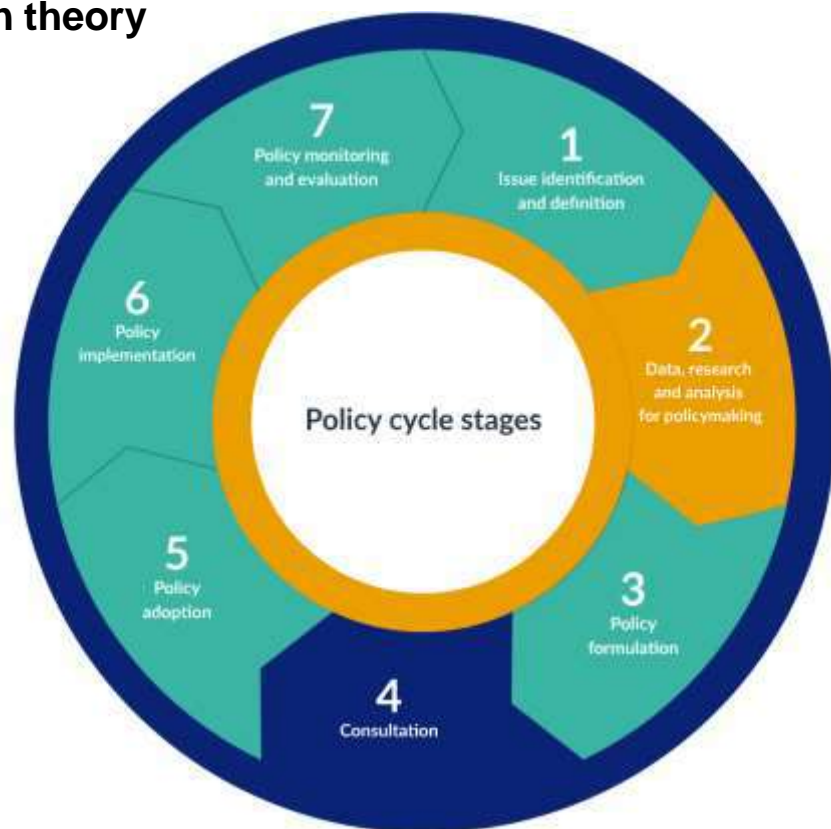
5. How EHEA and EU
resources can help

6. Example from Croatia



Policy process

In theory



Source: International Organization for Migration (2024)

In reality

Not a linear process at all! E.g. policymaking in the UK:

"As one interviewee put it:

You don't start from scratch, surveying the evidence and so on and building up from there and arriving at some policies. Someone comes in with an idea and our job so often is to sort of retro fit the evidence and rationale to support the policy that ministers have already decided they want to pursue.

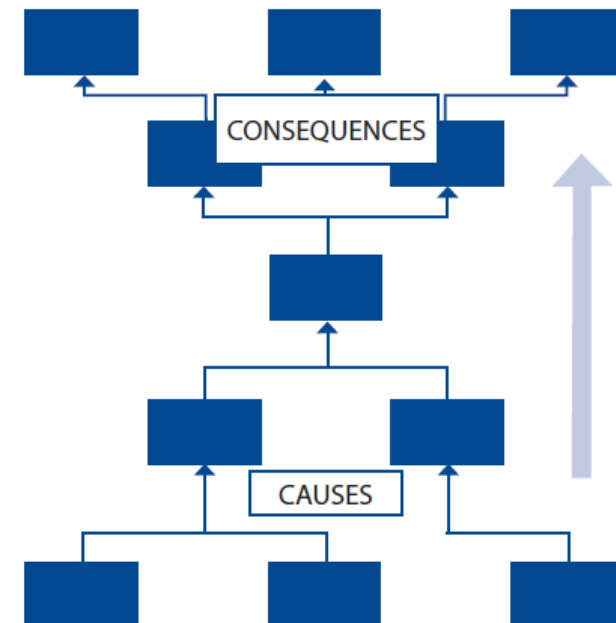
*This is the situation civil servants often find themselves in. Therefore, we need better ways of ensuring that **the policy problem has been fully considered**, and to enable civil servants to help politicians formulate their **strategic policy goals**."*

Source: Rutter et al. (2021)

Step 1: Policy problems

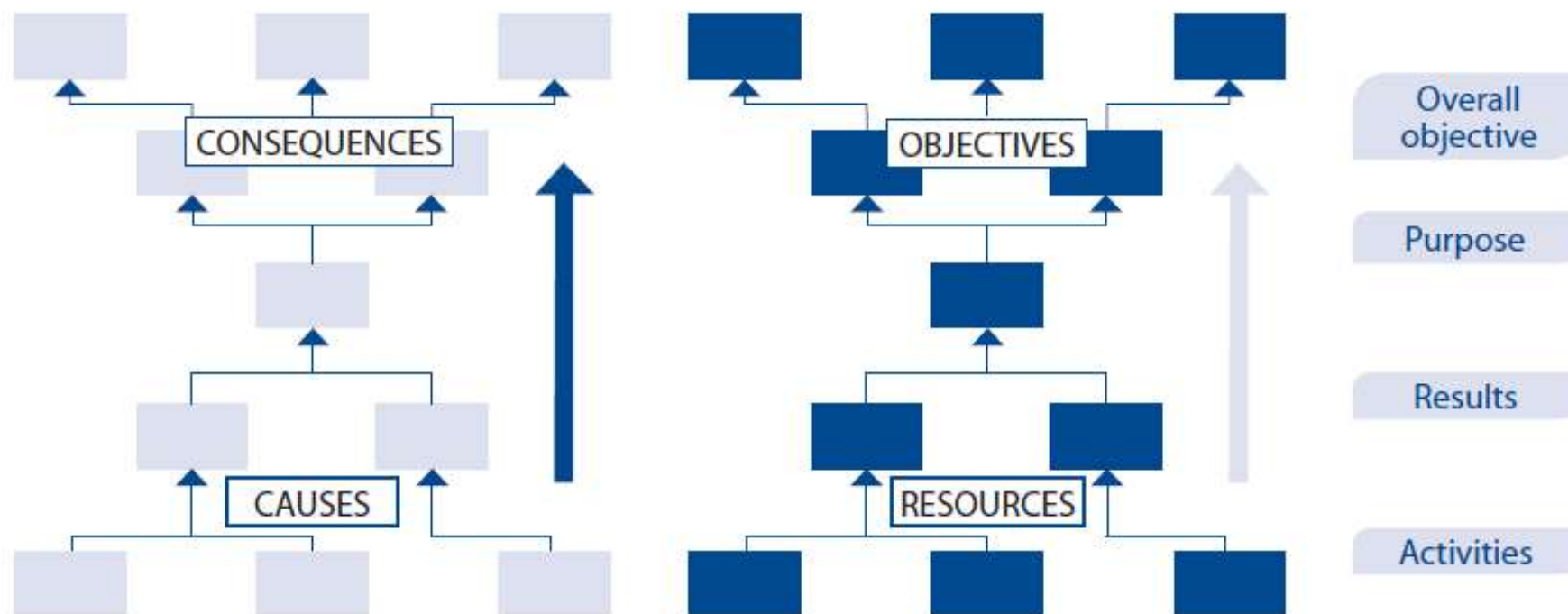
Based on **evidence / data**. Tools to identify problems:

- **PESTL(E)**: analysis of key factors (political, economic, social, technological, legal and environmental) of the external environment.
- **SWOT**: analysis the external and internal environment of a policy - S (strengths) and W (weaknesses), O (opportunities) and T (threats).
- **PROBLEM TREE METHOD**: identifying and categorising problems in a hierarchy of cause-and-effect relations




Step 2: Policy objectives

Inverting a problem tree to an 'objectives' tree



Step 2: Policy objectives

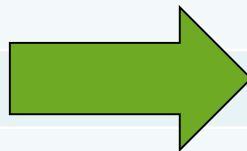
Illustrative examples

Policy problems		Policy objectives
<i>'Little awareness of opportunities...'</i>		<i>'Raise awareness of opportunities'</i>
<i>'Financial obstacles to access...'</i>		<i>'Remove financial obstacles to access...'</i>
<i>'Lower academic achievement ...'</i>		-
<i>'Challenges with mental health...'</i>		<i>'Improve mental health...'</i>
Etc.		

Step 3: Policy instruments

Illustrative examples

Policy objectives	Policy instruments
<i>'Raise awareness of opportunities'</i>	<i>E.g. <u>Information</u>: Media campaign</i>
<i>'Remove financial obstacles to access...'</i>	<i>E.g. <u>Funding</u>: Change criteria for financial aid</i>
-	-
<i>'Improve mental health...'</i>	<i>'E.g. <u>Organisation</u>: Set up counselling offices/services;</i>
Etc.	



Wrap-up of key steps

Policy problem definition

1. In-depth mapping of range of equity and inclusion **challenges**
2. In-depth mapping of **factors and obstacles** that lead to those challenges
3. Acknowledgement and acceptance that **broader factors** are hard to change in the short term

Policy objective definition

1. Formulate objectives based on identified problems
2. Selection of objectives; acknowledgement that not all problems can realistically be addressed.

Policy instruments

1. Gain inspiration from existing frameworks of policy instruments for equity/inclusion
2. Select policy instruments based on priorities and on feasibility

An abstract geometric composition featuring a central stack of four semi-circular arcs in shades of green and blue. Below this stack is a dark blue, stylized open book. The background is white and scattered with various geometric elements: a large dark blue triangle in the top left, a light blue circle in the top right, a small light blue circle on the left, a dark blue circle in the bottom left, and several black curved lines and segments. A dark blue square is partially visible in the bottom right corner.

Overview of indicators and tools at EHEA and institutional levels



European Higher Education Area (EHEA) level monitoring



2020

Cooperation:
survey 1

2022

Cooperation:
survey 2

2024



2024 Bologna
Implementation
Report

Chapter 4:
Social
Dimension

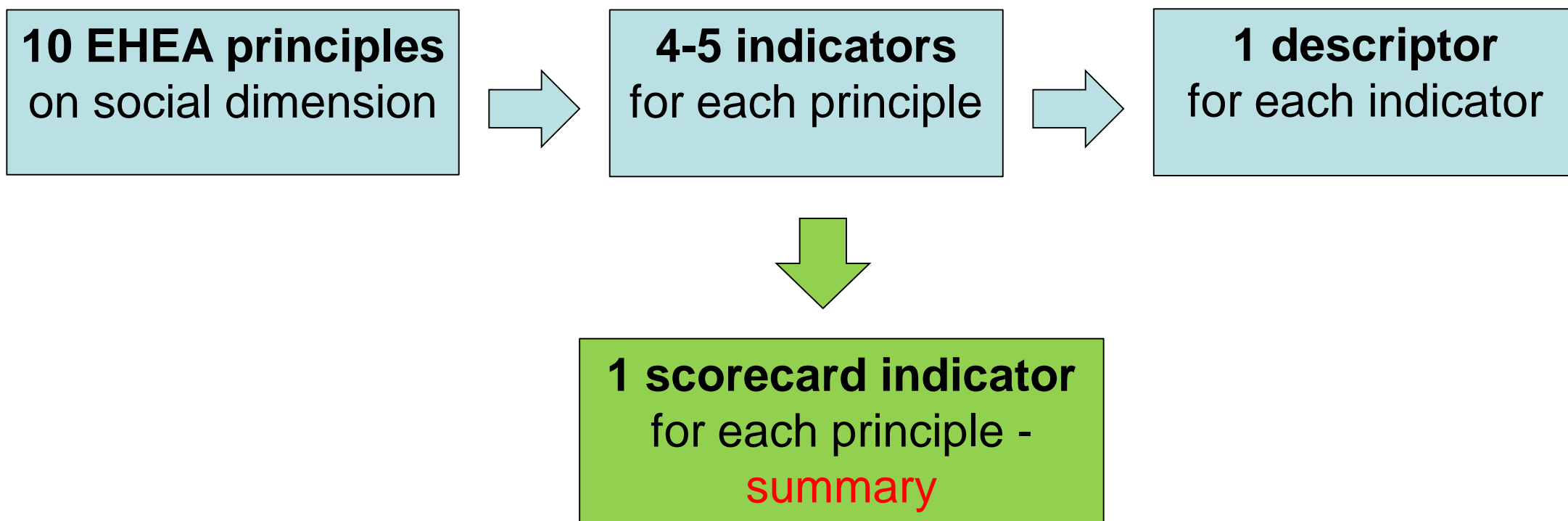


EHEA Monitoring

Bologna Process Implementation report

- Data collection **every 3 years** from the Bologna Process country members (47 incl. Kazakhstan) - **comparative reports** published every 3 years
- **Chapter on Social Dimension** – 1/3 key Bologna process objectives until 2030
- Chapter divided into 10 subchapters that correspond to the **10 EHEA Principles for the social dimension** adopted in 2020 Rome Communiqué

EHEA monitoring: main elements



EHEA monitoring: example

PRINCIPLE: Monitoring and data collection

INDICATOR: Public authorities regularly collect data on student characteristics [...] at entry in higher education, during studies and upon graduation.

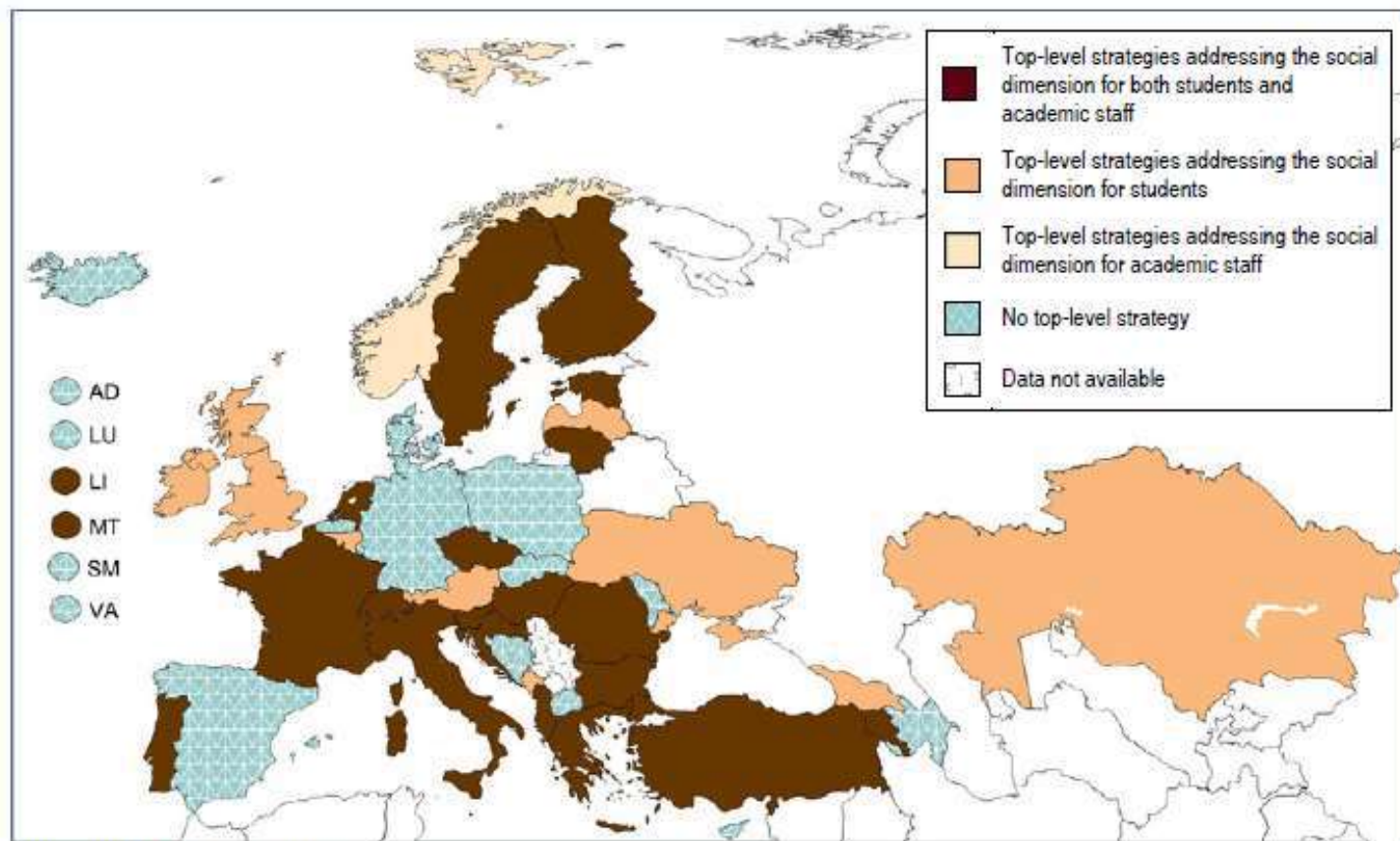
DESCRIPTOR: There should be regular administrative data collection on student characteristics of students entering higher education and students participating in higher education, that includes data on underrepresented, disadvantaged and vulnerable students. Also, there should be regular national surveys or administrative data collection on student dropout. Completion rate data at the end of the first year of the first cycle should be available to top level policy makers [...]



Monitoring: Principle 1 on strategic approach to the social dimension



Figure 4.1: Strategic commitment to the social dimension of higher education: top-level targeted strategies, action plans and measures, 2022/2023



Source: BFUG data collection.

Principle 1:

“The social dimension should be central to higher education strategies **at system and institutional level**, as well as at the EHEA level.”

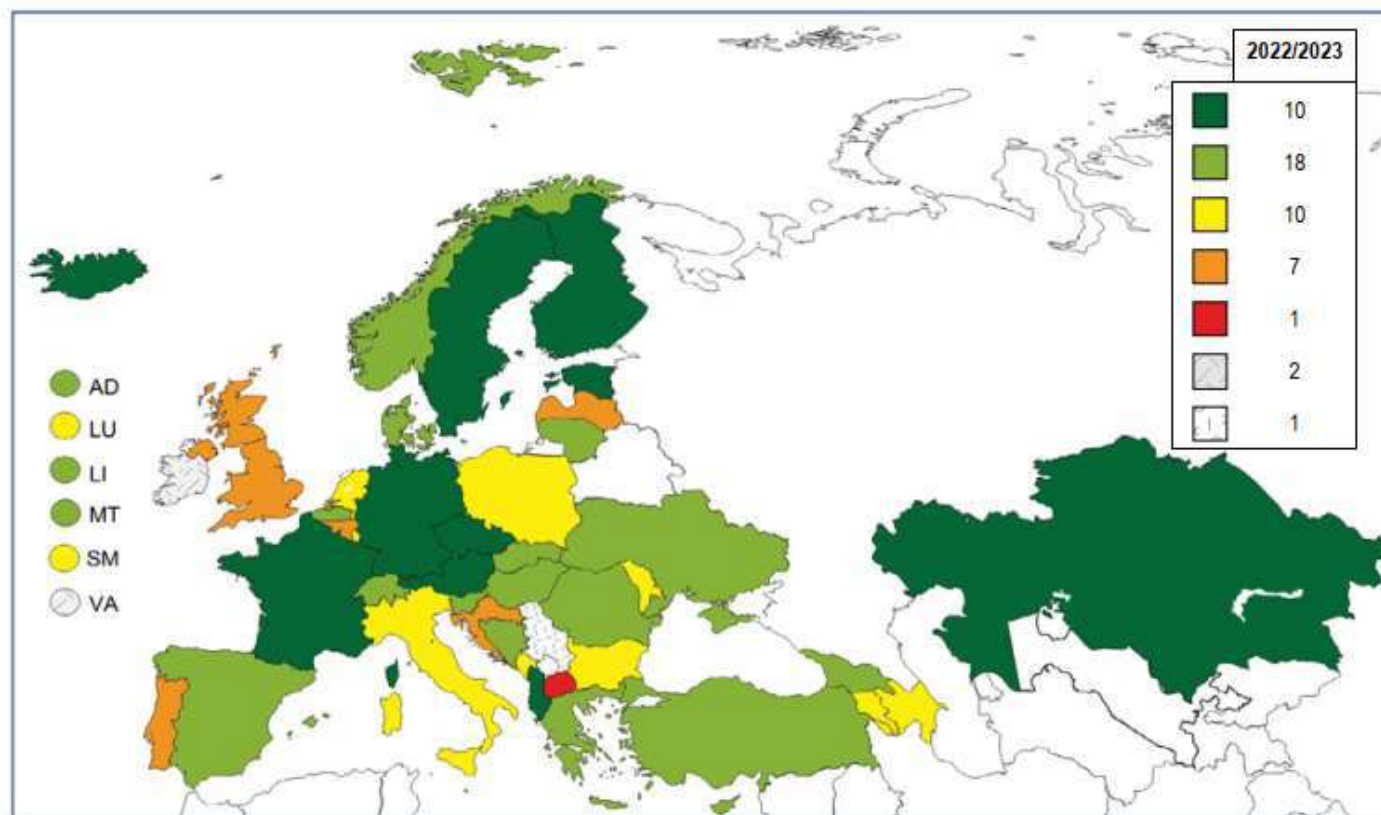
European Commission/EACEA/Eurydice [EC]. (2024). The EHEA in 2024: Bologna Process Implementation Report. Luxembourg: Publications Office of the European Union.



Monitoring: Principle 5 on counselling and guidance



Figure 4.10: Scorecard indicator n°13: P&G 5: Effective guidance and counselling services, 2022/2023



Source: BFUG data collection.

“Public authorities should have policies that enable higher education institutions

to **ensure effective counselling and guidance** for potential and enrolled students [...]”

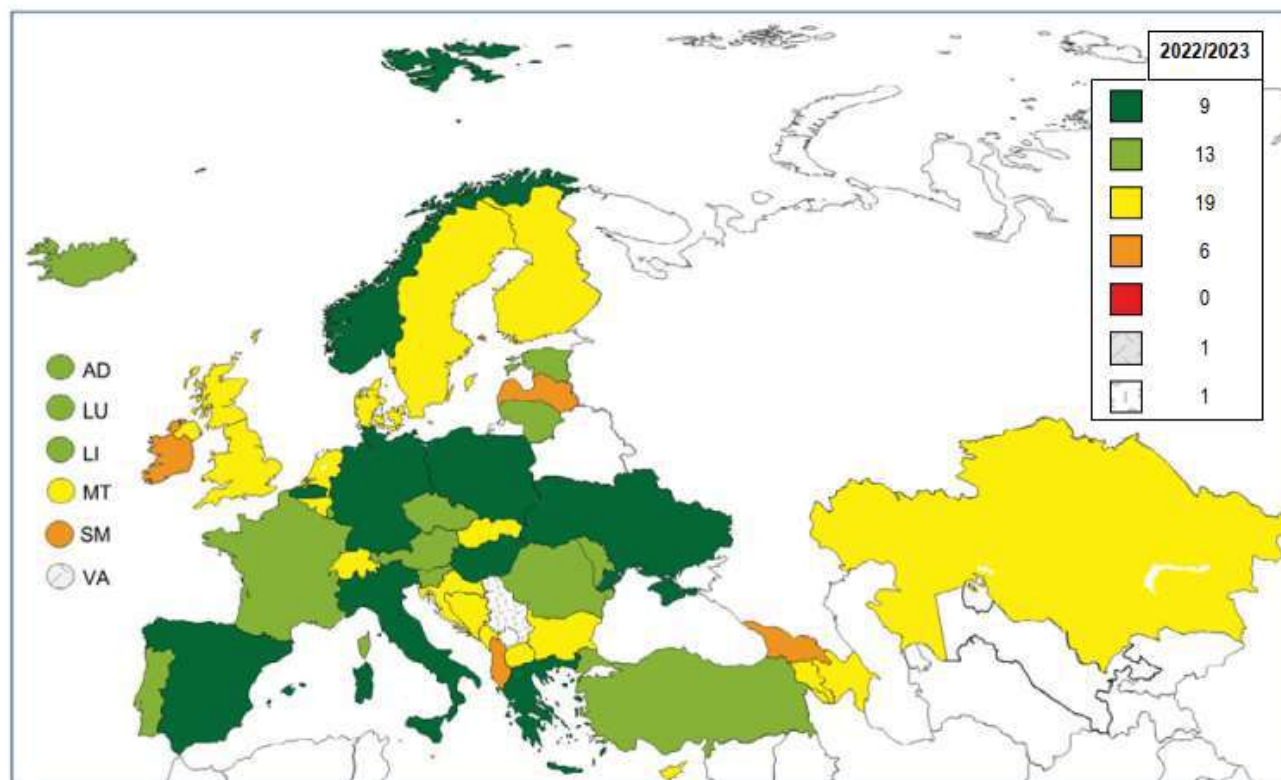
European Commission/EACEA/Eurydice [EC]. (2024). The EHEA in 2024: Bologna Process Implementation Report. Luxembourg: Publications Office of the European Union.



Monitoring: Principle 6 on funding



Figure 4.12: Scorecard indicator n°14: P & G 6: Sustainable funding for equity, inclusion and diversity in higher education, 2022/2023



Source: BFUG data collection.

“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”

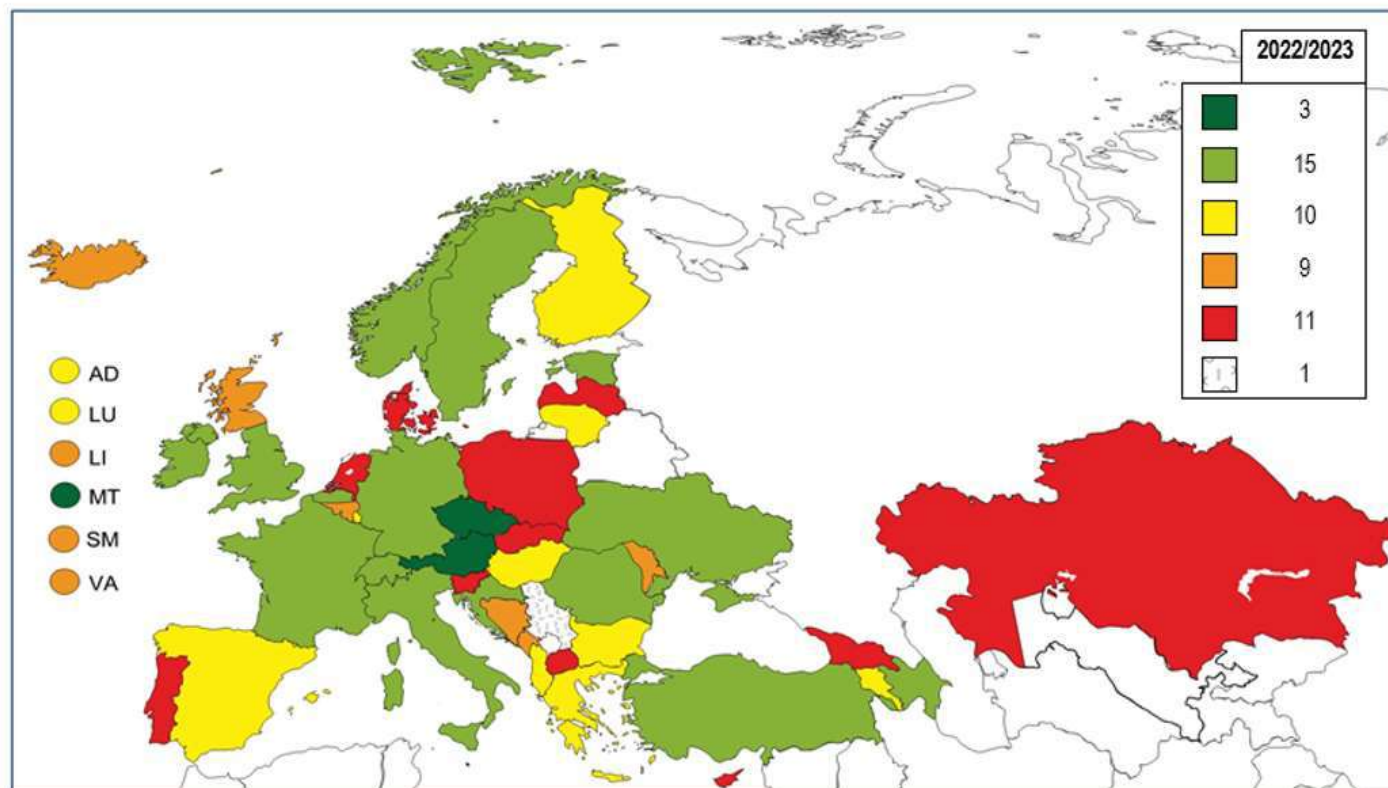
European Commission/EACEA/Eurydice [EC]. (2024). The EHEA in 2024: Bologna Process Implementation Report. Luxembourg: Publications Office of the European Union.



Monitoring: Principle 7 on inclusive institutional culture



Figure 4.14: Scorecard indicator n°15: P&G 7: Inclusive learning environment and institutional culture, 2022/2023



Source: BFUG data collection.

“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.”

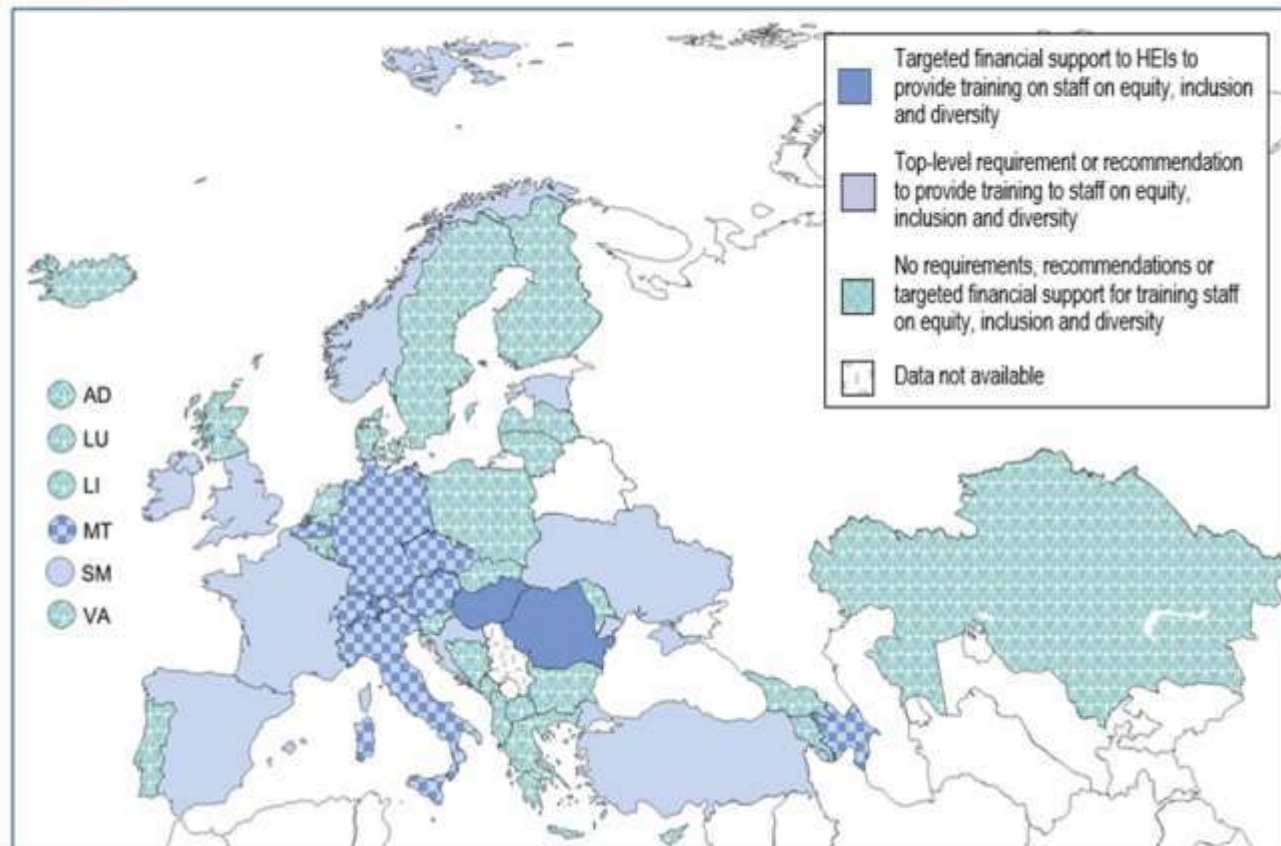
European Commission/EACEA/Eurydice [EC]. (2024). The EHEA in 2024: Bologna Process Implementation Report. Luxembourg: Publications Office of the European Union.



Monitoring: Principle 7 on inclusive institutional culture



Figure 4.13: Support to higher education institutions (HEIs) for staff training on equity, inclusion and diversity, 2022/2023



Source: BFUG data collection.

European Commission/EACEA/Eurydice [EC]. (2024). The EHEA in 2024: Bologna Process Implementation Report. Luxembourg: Publications Office of the European Union.

P-7 Practices:

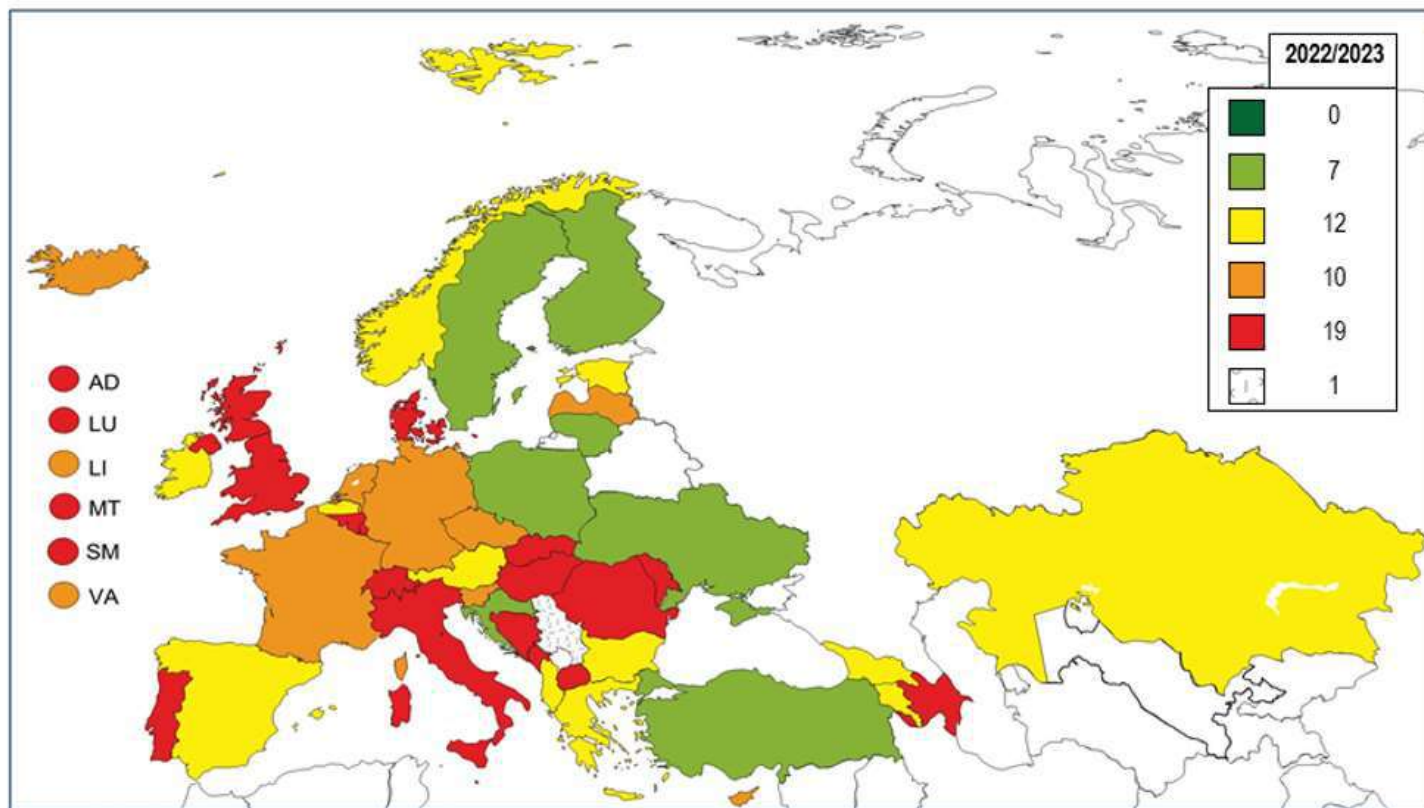
- **Ireland's fourth National Access Plan (2022-2028)** > supplemented by **targeted funding opportunities** that promote **teaching and learning** enhancements, especially in **universal design**.
- **Belgium, Flemish Community** > in 2023 **financial support** was given through SIHO to develop and organize **training on student mental health** issues.



Monitoring: Principle 10 on Policy dialogue



Figure 4.20: Scorecard indicator n°17: P & G 10: Policy dialogue on implementation of principles and guidelines, 2022/2023



Source: BFUG data collection.

European Commission/EACEA/Eurydice [EC]. (2024). The EHEA in 2024: Bologna Process Implementation Report. Luxembourg: Publications Office of the European Union.

Principle 10:

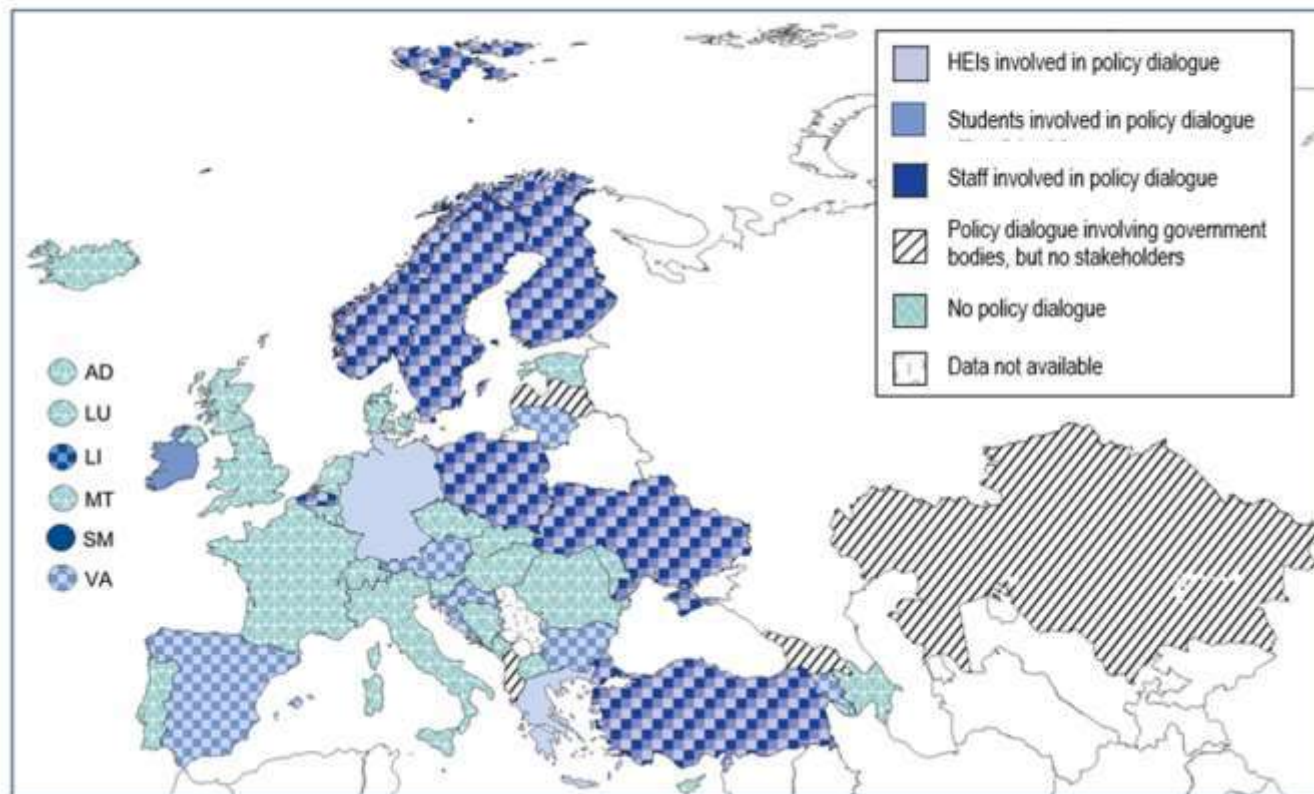
“Public authorities should engage in a **policy dialogue** with **higher education institutions** and other **relevant stakeholders**

about how the above principles and guidelines can be translated and implemented

both at **national system** and **institutional level**.”



Figure 4.19: Participants in policy dialogue to implement the principles and guidelines on the social dimension, 2022/2023



Source: BFUG data collection.

P-10 Practices:

Austria's approach > involves **annual networking conferences** that bring together a wide array of stakeholders from the higher education sector.

- conferences are crucial for presenting and **discussing interim evaluations of the national strategy on the social dimension**, ensuring continuous **stakeholder engagement** and feedback.



National level monitoring

National level monitoring

- **National strategic document:** a national plan, a national strategy, part of another law regulating higher education...
 - indicators, targets
- **Context specific:** national educational system, target groups, national indicators
- **Different approaches:** quantitative, qualitative, mixed method
- **No one-size-fits-all approach!**

National level monitoring: example of Croatia

- **National strategic document:**
[Plan of Measures for Enhancing the Social Dimension of Higher Education for the Period 2023 – 2025.](#)
 - in line with the 10 EHEA principles
 - **indicators for each principle**
- **Monitoring approach:** monitoring completion



National level monitoring: example of Austria

- **National strategic document:**
 - [National Strategy for the Social Dimension in Higher Education \(2017-2025\)](#)
 - not in line with the 10 EHEA principles
 - **9 quantitative goals** to document progress toward achieving broader strategic objectives
- **Monitoring approach:**
 - interim evaluation in 2021
 - quantitative monitoring and qualitative evaluation of the implementation of measures at universities and other stakeholder institutions (document analysis, survey, expert interviews, feedback from students...)



National level monitoring: example of Ireland

- **National strategic document:**
 - **NATIONAL ACCESS PLAN: A strategic action plan for equity of access, participation and success in higher education 2022-2028**
 - not in line with the 10 EHEA principles
 - 6 core goals (5 student-centred and 1 overarching principle)
objectives, actions, **quantitative key performance indicators**
- **Monitoring approach – previous NAP (2018)**
 - a multi-stage evaluation methodology
(review of documents and statistical data,
stakeholder consultation, a review of progress in relation
to objectives and national targets)





Higher Education Institutions

level monitoring

Institutional level monitoring

- **Institutional strategic document:**
 - action plan, strategy, policy...
 - indicators, targets
- **Context specific:** national educational system, target groups, national indicators
- **Different approaches:**
 - internal quality assurance
 - external quality assurance
 - institutional reports

Institutional level monitoring: example of Croatia

- QUALITY STANDARDS FOR EVALUATIONS IN THE PROCEDURE OF RE-ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

III. Student-centred learning and teaching – the teaching process and student support

- 3.1. Learning and teaching are student-centred and ensure that all the intended learning outcomes are achieved

The methods of teaching delivery are adjusted to a diverse student population (non-traditional student population, part-time students, senior students, students from under-represented and vulnerable groups, etc.).

- 3.2. The assessment and evaluation are objective and consistent, and they ensure that all the intended learning outcomes are achieved.

Procedures of assessment consider the specific circumstances of studying for particular groups of students (adaptation of test procedures, e.g. for students with disabilities), while ensuring that the intended learning outcomes are being achieved.

Institutional level monitoring: example of Croatia

- 3.3. The requirements for student enrolment and progress, recognition and certification are clear, publicly available, and consistently applied.

The enrolment policy and the strategy to attract students are sensitive to the needs and difficulties of students from vulnerable and under-represented groups, and they both promote inclusion.

- 3.4. The higher education institution provides sufficient and easily accessible resources to support students.

Student support is tailored to a diverse student population (part-time students, senior students, foreign students, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.).

Requirement: institutional self-analysis

Institutional level monitoring: example of Ireland

- **Institutional Diversity, equity and inclusion annual reports**
 - Based on institutional policies and strategic goals/ targets/indicators
- **Examples**
 - **University College Dublin** [EDI Annual Report 2022-2023](#)
 - **University of Limerick** [Equality Diversity and Inclusion. Annual report 2024](#)
 - **University College Cork** [Equality Diversity and Inclusion. Annual report 2024](#)



Further reading and EHEA level support for equity and inclusion



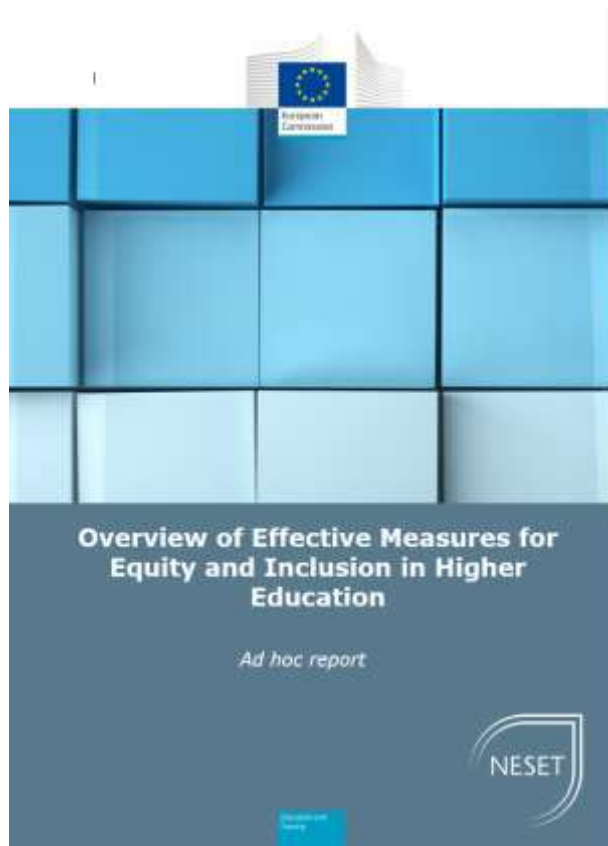
EHEA publications that support equity and inclusion in higher education



Šćukanec Schmidt, N., Skledar Matijević, A., & Anić, Z. (2023). **Linking Quality Assurance and the Social Dimension of Higher Education**, NESET report. Luxembourg: Publications Office of the European Union.

- provides an overview of the development of equity and inclusion policy in higher education within the EU and European Higher Education Area (EHEA)
- includes an analysis of links between equity and inclusion (or social dimension) and quality assurance in higher education
- here you can find the full report, summaries in 3 languages: [link](#)

EHEA publications that support equity and inclusion in higher education – forthcoming



▣ Šćukanec Schmidt, N., Skledar Matijević, A., & Farnell, T. (2025). **Overview of effective measures for equity and inclusion in higher education**, NESET report. Luxembourg: Publications Office of the European Union.

How can the Bologna Process support the future development of equity and inclusion?

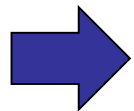
Bologna Follow-up Group (BFUG) 2024-2027: **Thematic Working Group D on Social Dimension**

- EHEA public authorities can participate **as members of the TPG D**: they can nominate other stakeholder representatives to take part in the TPG D activities
- Plan: **peer-learning activities and exchange of good-practices** among EHEA member states to support the implementation of the Principles and Guidelines for the social dimension
- Plan: **EHEA level monitoring and data collection** related to the implementation of the Principles and Guidelines for the social dimension
- Plan: Erasmus+ project that will financially support the participation in the TPG D activities

How can the Bologna Process support the future development of equity and inclusion?

Future Erasmus+ call for proposals that support Bologna objectives

- **Funding for Equity and Inclusion Initiatives:** Grants for projects that promote inclusive practices within higher education institutions (HEIs).
- **Capacity Building:** Supports HEIs in developing strategies to address equity challenges.
- **Training and Resources:** Provides resources and training for staff on inclusive teaching practices and equity-focused policies.
- **Cross-Border Partnerships:** Encourages collaboration between HEIs across EHEA to share best practices in fostering inclusive education.
- **Data Collection and Analysis:** Funding for data collection to monitor progress on equity and inclusion goals.



IDE is open for partnerships and joint projects with Kazakh HEIs


DAY 1

WRAP-UP





Workshop objectives:

1. To **raise awareness of the importance** of ensuring equity and inclusion in higher education and to identify existing challenges in the Kazakh and European Higher Education Area (EHEA) context.
2. To **gain an in-depth understanding of existing EHEA policies, frameworks and good practices** that can support equity and inclusion in higher education.
3. To prepare the **foundation for designing a roadmap** to address key equity and inclusion priorities in Kazakh higher education



Funded by
the European Union



Technical Assistance Mission Seminar
"Development of Inclusive Higher Education"
June 12-13, 2025

Venue: Astana IT University, Astana, Mangilik El Avenue, 55/11, EXPO Business Center, block C1, 2nd floor, Room C1.2.237L

Format: offline

Registration link for the seminar:
https://docs.google.com/forms/d/e/1FAIpQLSoVY-MonJong79YrQDK06-bC-WcyPhlDzpt7Ksu-1_jbDdGkQ/viewform

Working languages of the event: Kazakh, Russian, English.

Organizers:

- Higher Education Reform Experts of Kazakhstan (HERE)
- National Erasmus+ Office in Kazakhstan
- Committee for Higher and Postgraduate Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan

Participants:
Vice-Rectors for Academic Affairs, Vice-Rectors for Social and Educational Work, Representatives of the Centers for Inclusion of Higher Education Institutions, researchers, experts, policymakers.

Invited EHEA experts:

- Ninoslav Šćekaneć Schmidt, Higher Education Policy Expert, Institute for the Development of Education (Croatia);
- Ana Skledar Matijević, Higher Education Policy Expert, Institute for the Development of Education (Croatia).

Objectives:

- To raise awareness of the importance of ensuring equity and inclusion in higher education and to identify existing challenges in the Kazakh and European Higher Education Area (EHEA) context.
- To gain an in-depth understanding of existing EHEA policies, frameworks and good practices that can support equity and inclusion in higher education.
- To prepare the foundation for designing a roadmap to address key equity and inclusion priorities in Kazakh higher education.

Moderator: Ainash Kudysheva, Member of the Board, Vice-Rector for Academic Affairs, South Kazakhstan Pedagogical University after O.Zhasbekov, HERE member.

Workshop agenda: DAY 1 - 12 June 2025 from 10-16,30h

- TOPIC 1 > Concepts and context
- TOPIC 2 > Challenges
- TOPIC 3 > Policy responses
- TOPIC 4 > Planning for new actions

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AGENDA	
Day 1, Thursday, 12.06.2025	
WELCOME REMARKS AND INTRODUCTIONS	
09:30 - 10:00	Registration
10:00 - 10:15	Welcome speeches <ul style="list-style-type: none"> • Serik Omabayev, First Vice-Rector of Astana IT University, Chair of the HERE • H.E. Aleska Smukic, Ambassador of the European Union to the Republic of Kazakhstan • Gulzhan Jussanova, Deputy Chair of the Committee for Higher and Postgraduate Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan
10:15 - 10:30	Introductory remarks by EHEA experts Presentation of experts' background, experience and impact on equity and inclusion in higher education (HE) at EHEA and national level
10:30 - 10:40	Tour de table: Introductions of local participants The Moderator provides a brief overview of participants, including their institutional background, position, and region.
TOPIC 1: CONCEPTS AND CONTEXT	
10:40 - 11:00	Equity, inclusion, diversity and the social dimension of higher education: key terms and policies in the EHEA context Presentation by EHEA experts
11:00 - 11:30	Group discussion Moderated by EHEA experts Questions relevant for the discussion: Priority Level: <ul style="list-style-type: none"> • How would you assess the current priority level of equity and inclusion in Kazakh higher education? • What are the key challenges in making equity and inclusion a higher policy priority in Kazakhstan? Focus Areas (Dimensions): <ul style="list-style-type: none"> • In your opinion, is the primary focus on availability, access, or completion of higher education in Kazakhstan? Why? • How can policymakers in Kazakhstan broaden the focus to include wellbeing and completion alongside access? Approaches to Equity and Inclusion: <ul style="list-style-type: none"> • Which type of student support—merit-based, equal support for all, or targeted support for disadvantaged students—do you think is most effective for promoting equity in Kazakhstan? Why? • What kind of support mechanisms are currently lacking in Kazakhstan's higher education system to ensure equity and inclusion?

Workshop agenda: DAY 2 - 13 June 2025 from 10-13,30h

• TOPIC 5 > Focus on inclusive higher education institutions

- Support for students and teaching staff
- Implementing universal design for teaching
- Well-being in higher education
- Community engagement in higher education that supports equity and inclusion

- ✓ Presentations
- ✓ Group discussions
- ✓ Wrap-up of Day 1 and Day 2
- ✓ Participants feedback
- ✓ Awarding certificates

  	
AGENDA	
Day 1, Thursday, 12.06.2025	
WELCOME REMARKS AND INTRODUCTIONS	
09:30 - 10:00	Registration
10:00 - 10:15	Welcome speeches <ul style="list-style-type: none"> • Serik Omachayev, First Vice-Rector of Astana IT University, Chair of the HERE • H.E. Aleska Smukic, Ambassador of the European Union to the Republic of Kazakhstan • Gulzhan Jussanova, Deputy Chair of the Committee for Higher and Postgraduate Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan
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Thank you for your attention!

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Ana Skledar Matijević

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Web sites:

- Institute for the Development of Education: www.iro.hr
- European Higher Education Area – social dimension: <https://ehea.info/page-social-dimension>