



Institute for the  
Development of Education

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# 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, Kazakhstan

# Workshop: agenda

**Day 2: 13 June 2025, 10:00 – 13:30h**

- **TOPIC 5: FOCUS ON INCLUSIVE HIGHER EDUCATION INSTITUTIONS:** Presentations and group discussions.
  - **Creating an institutional framework for inclusive higher education:** Support for students and teaching staff
  - **Fostering an inclusive teaching environment:** implementing universal design for learning (UDL) principles to support diverse learners



**Day 2, Friday, 13.06.2025**

TOPIC 5: FOCUS ON INCLUSIVE HIGHER EDUCATION INSTITUTIONS	
09:00 - 10:00	Registration
10:00 - 10:25	<b>Creating an Institutional Framework for Inclusive Higher Education: Support for Students and Teaching Staff</b> Presentation by EHEA experts
10:25 - 11:00	<b>Fostering an inclusive teaching environment: Implementing Universal Design for Learning (UDL) principles to support diverse learners</b> Presentation by EHEA experts
11:00 - 11:30	<b>Group discussion: What works in the national context?</b> Moderated by EHEA experts  Questions relevant for the discussion: Which frameworks and practices seem most needed and feasible? What are the main institutional and systemic barriers?
11:30 - 11:40	<b>Coffee break</b>
11:40 - 12:10	<b>European trends, policies and practices to support well-being in HE</b> Presentation by EHEA experts
12:10 - 12:40	<b>Group discussion: Well-being in higher education - challenge in the national context</b> Moderated by EHEA experts  Questions relevant for the discussion: Which of the frameworks and practices presented by EU experts seem most needed and feasible in your national context? To what extent are these frameworks and practices already implemented in higher education institutions in your country? What are the key challenges in adapting and sustaining well-being initiatives in higher education?
12:40 - 13:00	<b>Final inspiration - community engagement for equity and inclusion: building collaboration with local communities to address joint challenges</b> Presentation by EHEA experts
13:00 - 13:15	<b>EHEA experts and Moderator wrap-up: lessons learnt and roadmap for next steps</b>  <i>EHEA experts wrap up the seminar The Moderator and EHEA experts provide their summaries of the seminar and explain how the work carried out during the event will contribute to the future enhancement of equity and inclusion in Education</i>
13:15 - 13:30	<b>Participant feedback and evaluation</b> Moderated by the moderator and EHEA experts Awarding certificates

# Workshop: agenda

**Day 2: 13 June 2025, 10:00 – 13:30h**

- European trends, policies and practices to support **well-being in higher education**: challenges in the national context
- Final inspiration - **community engagement for equity and inclusion**: building collaborations with local communities to address joint challenges.



**Day 2, Friday, 13.06.2025**

**TOPIC E: FOCUS ON INCLUSIVE HIGHER EDUCATION INSTITUTIONS**

Time	Activity
09:30 - 10:00	Registration
10:00 - 10:25	Creating an Institutional Framework for Inclusive Higher Education: Support for Students and Teaching Staff Presentation by EHEA expert
10:25 - 11:00	Ensuring an inclusive teaching environment: Implementing Universal Design for Learning (UDL) principles to support diverse learners Presentation by EHEA expert
11:00 - 11:30	Group discussion: What works in the national context? Moderated by EHEA expert  Questions relevant for the discussion: Which frameworks and practices seem most needed and feasible? What are the main institutional and systemic barriers?
11:30 - 11:50	Coffee break
11:50 - 12:10	European trends, policies and practices to support well-being in HE Presentation by EHEA experts
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# TOPIC 5: FOCUS ON INCLUSIVE HIGHER EDUCATION INSTITUTIONS

## Presentation:

**Creating an institutional framework for inclusive  
higher education: Support for students and  
teaching staff**

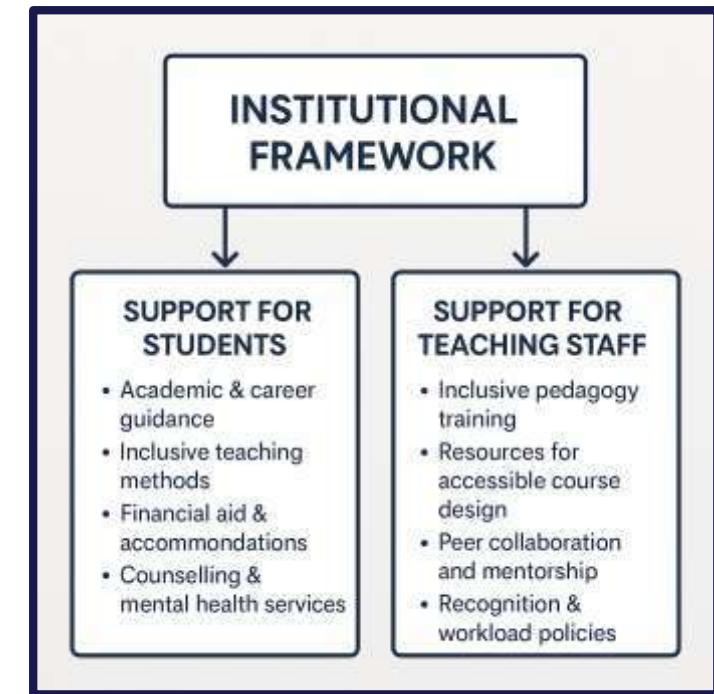
Presentation by EHEA experts



# An inclusive higher education institution (HEI)

## Institutional framework to support:

- **Students** (the diverse student body)
- **Staff** (academic and non-academic staff)



Source: authors

## How do the EHEA principles translate to the institutional level?

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## Strategic commitment and governance

- **Institutional framework:** strategies and action plans to create an inclusive HEI environment
  - **defining target groups:** e.g. students with disabilities, mature students, migrants and refugees etc.
  - **defining roles and tools:** e.g. introducing institutional policies, setting up specialised organisational units, establishing specialised roles etc.
- **Student and staff representation** and participation in governance: an open dialogue to hear all the voices

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## Support for students

- **Academic guidance:** learning skills, time and task management, specific support (special needs, learning disabilities, reasonable adjustments)
- **Well-being support:** psychological counselling, peer support groups, mental health awareness campaigns, promoting healthy habits, specific support for target groups
- **Early career development:** career counselling, skill development, alumni networks, specific support for target groups

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## Support for students

- **Financial support:** e.g. grants for both full-time and part-time students, specific support for target groups
- **Student ombudsperson:** advocating for fair and equitable application of procedures, explaining institutional policies and procedures, assisting in clarifying issues, providing information, specific support for target groups

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## Support for staff

- **Creating an inclusive teaching environment:** institutional commitment through institutional policies
- **Implementing universal design for learning (UDL):** incorporate inclusive teaching strategies for student engagement, action and expression, create inclusive teaching materials, inclusive assessment
- **Implementing UDL for assessment:** align assessment methods with the needs of the diverse student body, reasonable adjustments

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## Support for staff

- **Providing training:** for academic and administrative staff
- **Creating teaching and learning support centres:** for providing continuous support for implementing inclusive teaching and assessment methodologies and preparing inclusive teaching materials
- **Providing support:** improving the well-being of the diverse staff (academic and non-academic)

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## Data and monitoring

- **Monitoring target groups:** at entry, during and after completion, e.g. monitoring the numbers of target group students, cross-checking first-year drop-outs for target groups, student surveys etc.
- **Evidence-based institutional policies:** use the data to assess and adjust institutional policies

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## Mobility and internationalisation

- **Inclusive access** to international mobility options
- **Support participation from target groups:** informing and counselling, financial incentives etc.

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# Inclusive higher education institution

## Benefits for the HEI:

- **Improved access**
- **Improved academic success and educational outcomes:**  
higher student engagement, better academic performance, lower dropout
- **Improved career outlooks**
- **Improved well-being and a sense of belonging**
- **Improved HEI reputation**

# TOPIC 5: FOCUS ON INCLUSIVE HIGHER EDUCATION

## Presentation:

**Fostering an inclusive teaching environment:  
implementing universal design for learning  
(UDL) principles to support diverse learners**

Presentation by EHEA experts



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# Universal design for learning (UDL)

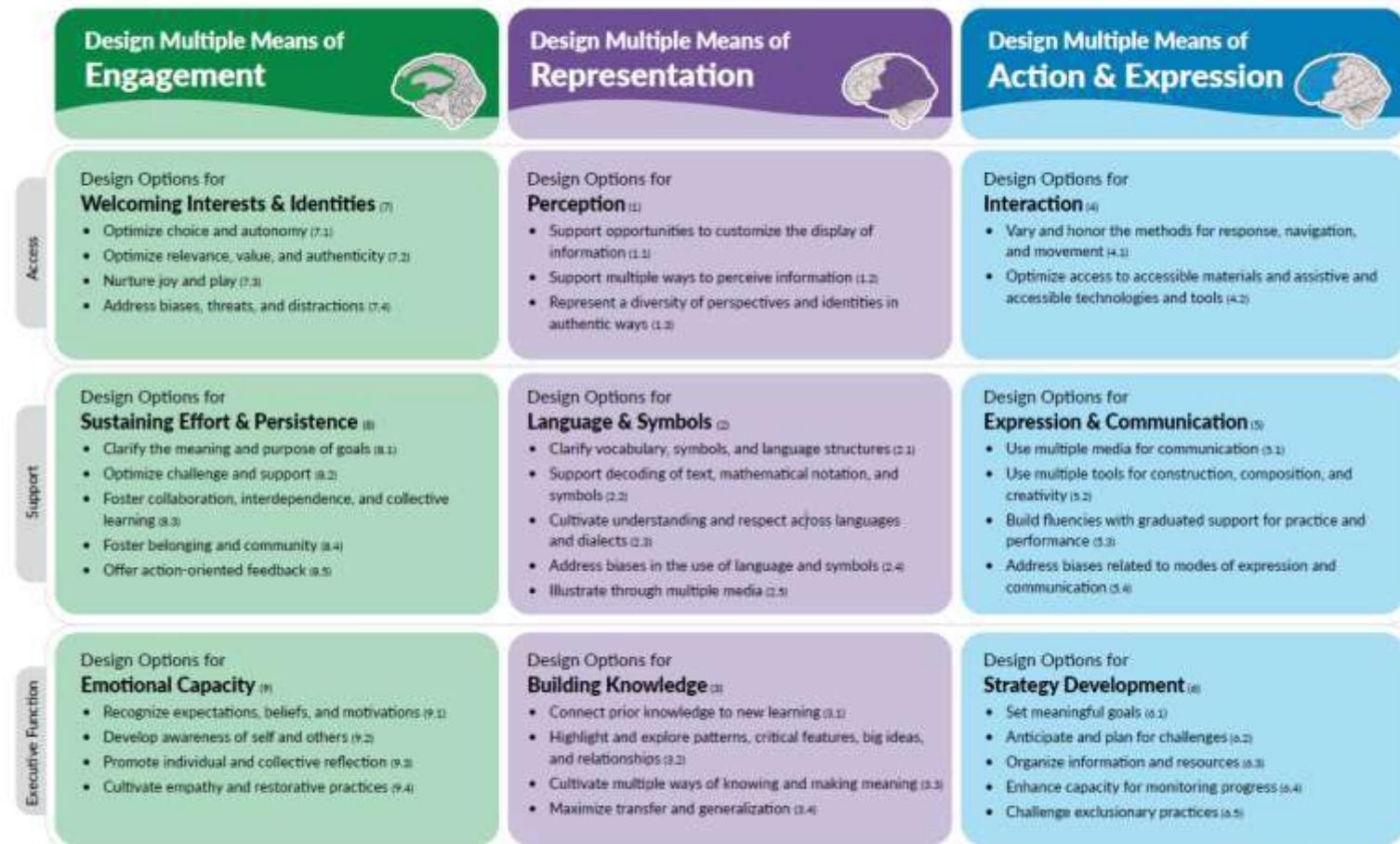
## What is UDL?

- **a framework** to guide the design of learning environments that are accessible, inclusive, and challenging for every learner
- **UDL's aim:** to improve and optimise teaching and learning for all students by changing the design of the environment rather than solving a problem perceived as a deficit within the learner.
- focus on **intentional design** to reduce barriers



## The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.





## Руководство по универсальному подходу к обучению

Цель UDL – самостоятельная деятельность учащегося, целенаправленная и рефлексивная, инициативная и аутентичная, стратегическая и ориентированная на действия.



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# Universal design for learning (UDL)

## Why UDL?

- **Current challenges:** diversity of learners, equity gaps
- **Need for response:** beyond reasonable adjustments and accommodations
- **Guidelines** for teachers for creating an inclusive learning environment

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# Universal design for learning (UDL)

## The goal of UDL

- **learner agency:** the capacity to actively participate in making choices in service of learning goals
- creating space for learners to make sense of content individually and collectively through interaction and reflection
- examining if there may be barriers to learners being able to fully exercise their agency



# Universal design for learning (UDL)

## The three main principles of UDL:

Design Multiple Means of  
**Engagement** →



Design Multiple Means of  
**Representation** →



Design Multiple Means of  
**Action & Expression** →



Source: CAST (2024). Universal Design for Learning Guidelines version 3.0 [graphic organizer]. Lynnfield, MA: Author.

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# Universal design for learning (UDL)

## The three principles of UDL:

- 1. Engagement:** the *why* of learning
- 2. Representation:** the *what* of learning
- 3. Action & Expression:** the *how* of learning

## The three levels of UDL:

- 1. Access**
- 2. Support**
- 3. Executive function**

# Principle 1 – Engagement

## Welcoming Interests & Identities

- Optimise choice and autonomy
- Connect learning to relevance, value, and authenticity
- Address biases, threats, and distractions

## Sustaining Effort & Persistence

- Clarify the meaning and purpose of learning goals
- Balance challenge with appropriate support
- Foster collaboration and collective learning,
- Build a sense of belonging and inclusive community
- Provide timely, actionable feedback

## Design Multiple Means of Engagement



## Emotional Capacity

- Recognise learners' expectations, beliefs, and motivations
- Encourage meaningful reflection
- Cultivate empathy and restorative practices



# Principle 1 – Engagement

Design Multiple Means of  
Engagement



## In HE practice

- Co-design of learning goals
- Safe, inclusive classroom discussions
- Use of real-world problems

# Principle 2 – Representation

## Perception

- Enable customisation of how information is displayed
- Provide multiple ways to access and perceive content
- Represent diverse perspectives and identities in authentic ways

## Language & Symbols

- Clarify vocabulary, symbols, and language structures
- Support understanding of text, mathematical notation, and symbols
- Cultivate understanding and respect across languages and dialects; identify and address biases in language use
- Illustrate through multiple media

Design Multiple Means of  
Representation



## Building Knowledge

- Connect new learning to what students already know
- Highlight patterns, key ideas, and relationships
- Cultivate multiple ways of knowing and making meaning
- Maximize transfer and generalization



## Principle 2 – Representation

Design Multiple Means of  
Representation



### In HE practice

- Providing audio, text, and visual formats
- Inclusive syllabi
- Diverse perspectives in case studies and examples

# Principle 3 – Action & Expression

## Interaction

- Offer varied ways for students to respond and navigate
- Ensure access to accessible materials and assistive technologies

## Expression & Communication

- Use multiple media for communication
- Use multiple tools for construction, composition, and creativity
- Build fluencies with graduated support for practice and performance
- Address biases related to modes of expression and communication



## Strategy Development

- Set meaningful goals
- Anticipate and plan for challenges
- Organise information and resources
- Enhance capacity for monitoring progress
- Challenge exclusionary practices



## Principle 3 – Action & Expression



### In HE practice

- Allow choice in assessment formats
- Use assistive technologies
- Encourage reflective journals and portfolios

## UDL in institutional practice

### How to embed UDL in a higher education institution?

- Include UDL principles in course design, teacher training, and quality assurance
- Link UDL with policies on diversity, inclusion, digital transformation, and academic support
- Start small: pilot projects, accessible syllabi, accessible teaching materials

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# UDL in institutional practice

## Challenges:

- resistance to change, lack of training, time constraints

## Enablers:

- leadership support, cross-unit collaboration, funding, data use

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## Why it works

- inclusion by design, not by exception
- makes teaching more responsive, less reactive
- encourages professional development: learning design, accessible teaching
- builds confidence for students and for staff working with diverse students

# GROUP DISCUSSION

**What works in the national context?**

Moderated by EHEA experts



## Group discussion: What works in the national context?

Discussion questions	
1	<b>Which frameworks and practices seem most needed and feasible?</b>  <i>e.g. Institutional framework to support students, teaching support centre...</i>
2	<b>What are the main institutional and systemic barriers?</b>  <i>e.g. Not enough employees, lack of training...</i>

**COFFEE BREAK**  
**20 minutes**



# TOPIC 5: FOCUS ON INCLUSIVE HIGHER EDUCATION INSTITUTIONS



## Presentation:

**European trends, policies and practices to  
support well-being in HE**

Presentation by EHEA experts

# Mental health challenges in higher education

## Global trends

- **A significant share of higher education students worldwide experience mental health challenges.**
  - WHO study\*: over a third (35%) of students from 8 countries reported mental health disorders
- **Students' access to mental health services is hindered by**
  - insufficient institutional capacity to provide mental healthcare
  - financial barriers
  - perceptions about mental health.

Source: UNESCO IESALC (2024)

Other sources: \* Auerbach et al. (2018)



# Mental health disorders in the global context

Most common disorders among university students  
(data for U.S. – but similar trends in Europe):

- **Anxiety disorders** (11.9 %)
- **Depression & mood disorders** (7 to 9 %)
- **Suicide risk** (6.7 % suicidal thoughts)
- **Eating disorders** (9.5%)
- **Attention-deficit/hyperactivity disorder (ADHD)** (2 - 8 %)
- **Psychotic disorders** (--)
- **Autism Spectrum Disorders (ASD)** (0.7 and 1.9 %)
- **Substance use & addiction** (e.g. 20.3 % alcohol use disorder)
- **Prescription drug misuse** (5–35 %)

Source: *Pedrelli et al. (2015)*

**College Students: Mental Health Problems and Treatment Considerations**

*Paula Pedrelli*<sup>1,2</sup>, *Macen Nyer*<sup>2</sup>, *Albert Yeung*<sup>3</sup>, *Courtney Zulaw*<sup>4</sup>, *Timothy Wilcox*<sup>3</sup>

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PMCID: PMC4527995 NIHMSID: NIHMS711742 PMID: 25142750

The publisher's version of this article is available at [Acad Psychiatry](#).

**Abstract**

Attending college can be a stressful time for many students. In addition to coping with academic pressure, some students have to deal with the stressful tasks of separation and individuation from their family of origin while some may have to attend to numerous work and family responsibilities. In this context, many college students experience the first onset of mental health and substance use problems or an exacerbation of their symptoms. Given the uniqueness of college students, there is a need to outline critical issues to consider when working with this population. In this commentary, first, the prevalence of psychiatric and substance use problems in college students and the significance of assessing age of onset of current psychopathology are described. Then, the concerning persistent nature of mental health problems among college students and its implications are summarized. Finally, important aspects of treatment to consider when treating college students with mental health problems are outlined, such as the importance of including parents in the treatment, communicating with other providers, and employing of technology to increase adherence. It is concluded that, by becoming familiar with the unique problems characteristic of the development better serve

**Keywords:** College students, mental health problems, treatment, college students, mental health problems, treatment

 National Library of Medicine  
National Center for Biotechnology Information

## Key concepts and definitions

- **Mental health:** “a state of mental well-being that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community.”

Key point: “Mental health is more than the absence of mental disorders.”



- **Mental well-being:** there is no internationally recognised definition ...  
Source: Baldwin et al. (2021)

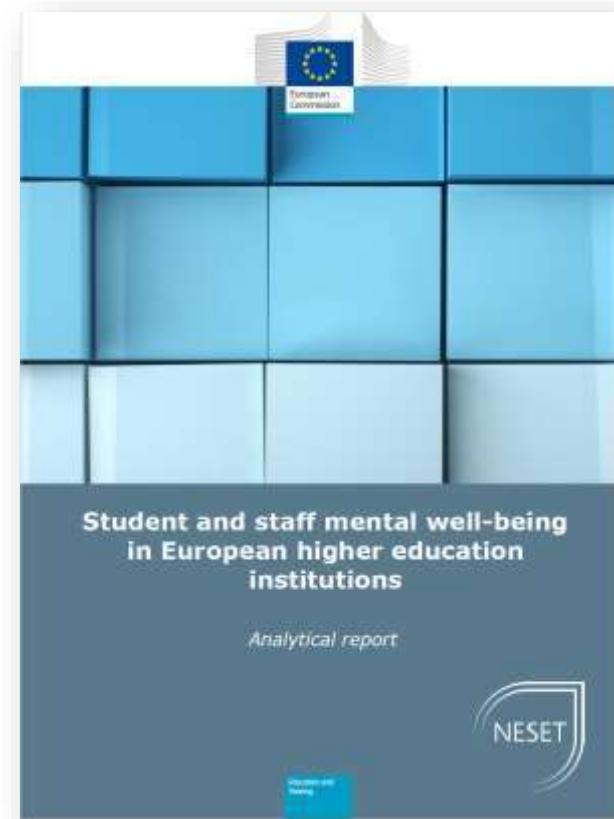
## Key concepts and definitions

- **Mental well-being:** Also no consensus on a single definition, however:
  - Definition 1: “*a multidimensional concept’ that is [equated] with the terms **quality of life, happiness, life satisfaction, and prosperity***”  
(Eger & Maridal, 2015)
  - Definition 2: “*an individual’s **ability to fully exercise their cognitive, emotional, physical and social powers**, leading to them flourishing and contributing positively to society*”.  
(Kraut, 2009)

Source: Riva et al. (2024)

Europe: 40% experience mental health issues; and around half of those experience mental disorders.

Source: Van Hees, Bruffaerts (2022)



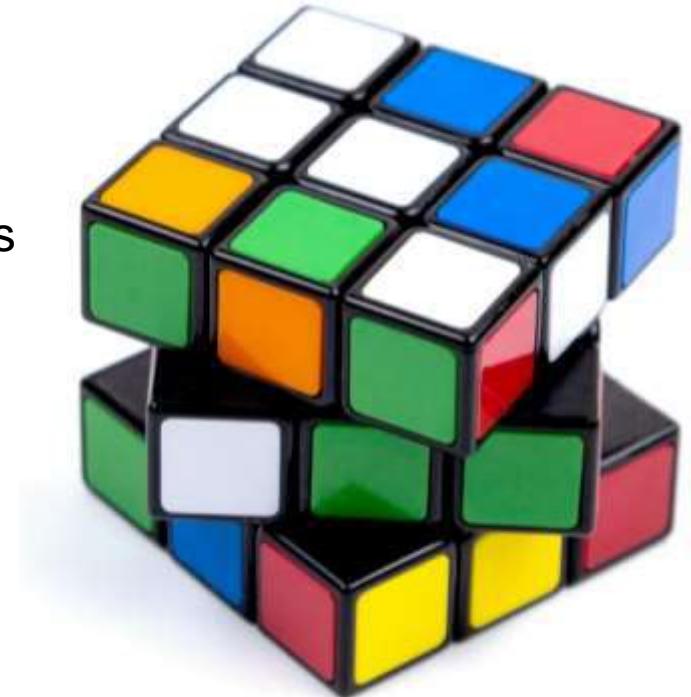
# Factors that lead to challenges

## Challenges faced by most students in HE

- Academic load
- Independence and new responsibilities
- New potentially stressful experiences (first time working, in relationships sharing living space, ...)

## Additional challenges faced by some students in HE

- Balancing study and work and/or family responsibilities
- Inequalities, discrimination and marginalisation for certain disadvantaged/vulnerable groups



Sources: *Pedrelli et al. (2015); Riva et al. (2024)*

Photo by [Volodymyr Hryshchenko](#) on [Unsplash](#)

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## Obstacles to addressing challenges in HE

- **Institutional policy:** Only 1 in 5 national HE plans address student well-being; insufficient mental healthcare services.
- **Low capacity for mental health services:** barriers include long wait times and limited specialists.
- **Low awareness:** lack of mental health literacy.
- **Reluctance to seek help:** stigma remains high in many cultures.

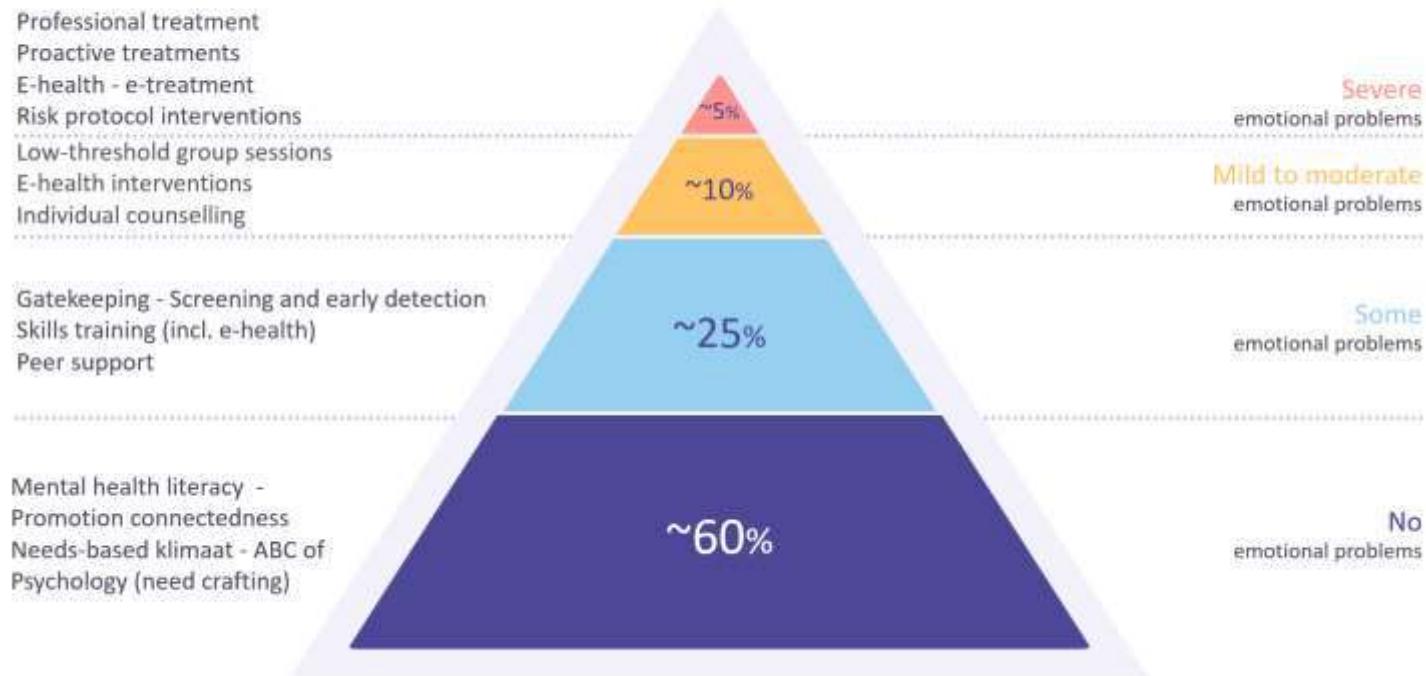
Source: UNESCO IESALC (2024)

# Good practices



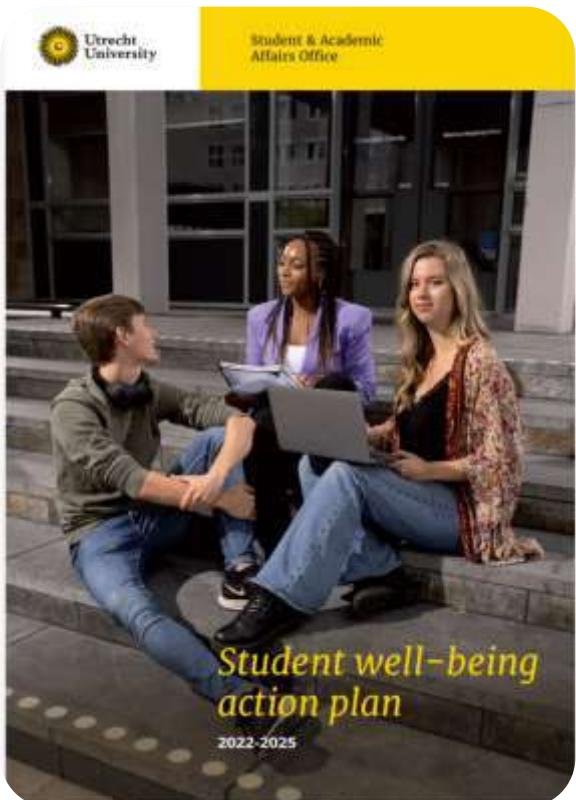
The Flemish Community (Belgium) has adopted a sustainable student mental health strategy which takes a **public mental health perspective** as its starting point, addressing both occurrence *and* prevention of mental health problems.

## Micro level: a diversified range of interventions



Source: Bruffaerts & Van Hees (2024)

# Good practice



## Pillar 1: Learn

give students the opportunity to learn more about well-being and inform them about this topic in various ways.

## Pillar 2: Focus

give students the opportunity to take action to improve their own well-being through various training and workshops.

## Pillar 3: Engage

stimulate an open and inclusive community in the university in which talking about well-being is encouraged.

## Pillar 4: Support

encourage students to talk about their mental well-being, health, personal and financial issues.

PILLAR	PROJECT
Learn	Extend online E-health with 3 extra modules
Learn	Caring Universities' mental health monitors
Learn	Organise initiatives close to students
Focus	Warm welcome for first year and international students
Focus	Continuous development of student well-being services
Focus	Increased awareness through Well-being Weeks
Focus	Involvement of staff with student well-being
Engage	Every first-year student has a mentor
Engage	Facilitate social engagement close to students
Support	Availability of online support
Support	Intensify Peer2Peer support



# Good practices

## Step 1 – University wide, public health preventative approach –

e.g. 6 Ways to Wellbeing, Wellbeing Wednesdays, Sporticipate, Buddy Scheme.

## Step 2 - Low intensity interventions –support in Schools and Residences, on-line resources e.g. Togetherall, psychoeducational workshops, Health Assured 24/7 helpline and app.

## Step 3 - University provided specialist support services e.g. Counselling and Mental Health Service, Disability Advisory and Support Service, Advice and Response: offering 1-1 advice, guidance, support, specialist interventions, packages of support.

## Step 4 – Specialist advice and response to crisis situations or urgent concerns provided by the Counselling & Mental Health Service and Advice & Response: Report and Support, Duty Practitioner, urgent mental health assessment, escalation process.

## Step 5 – GM Hub (Greater Manchester University Student Mental Health Service)



# Institutional policies and measures

1. Launch **awareness-raising campaigns** to combat stigma and promote mental health literacy
2. Promote **faculty training and academic adaptations**
3. Collect and monitor aggregate **data** on student mental health, respecting confidentiality
4. Provide **diversified modalities for mental healthcare**
5. Provide free on-campus **mental health services**
6. Ensure adequate **qualifications** for mental health professionals
7. Establish clear policies for **mental health leave**
8. Consider how **physical infrastructure** affects mental health (adequate studying conditions, green areas, social spaces)



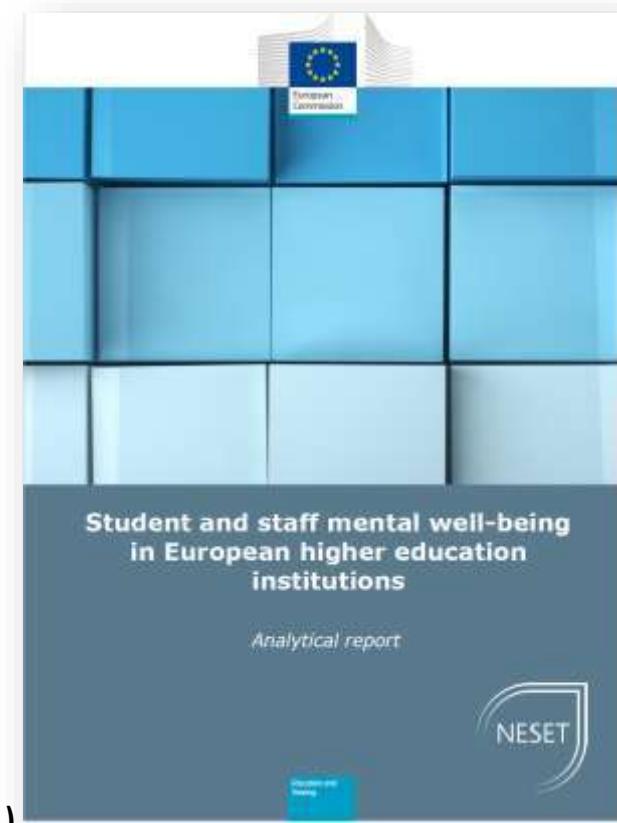
Source: UNESCO IESALC (2024)

# Additional perspectives: holistic approaches

In addition to UNESCO IESALC recommendations, this publication emphasises:

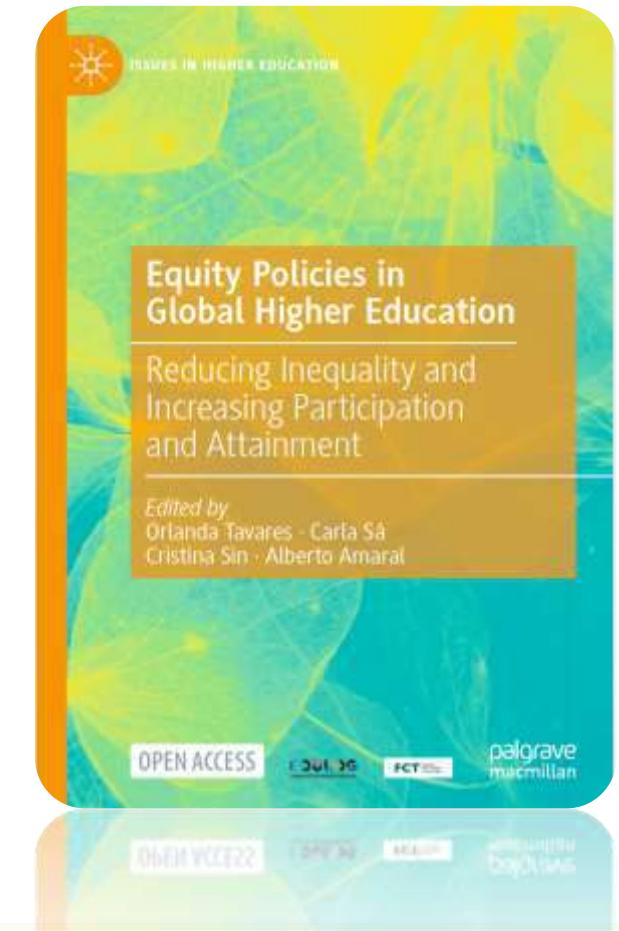
- 1. Implement holistic, whole-institution approaches** to well-being and mental health, in partnership with staff and students, with university leaders taking ownership of and accountability for ensuring well-being for all.
- 2. Embed well-being throughout curricula, assessment, pedagogy and practice**, with inclusive design becoming the standard.
- 3. Well-being of staff**: ensure focus on well-being in **staff recruitment, working conditions and promotion practices**.

*Source: Riva et al. (2024)*



# Additional perspectives: wellbeing and retention

- Staff-student relationships:** Accessible and approachable staff for guidance and feedback.
- Relevant curricular content:** Real-world learning aligned with future aspirations.
- Interactive learning & teaching:** Group-based activities and work placements enhance engagement.
- Clear assessment & feedback:** Transparent criteria build confidence and reduce dropout risk.
- Personal tutoring:** Support from a dedicated staff member for academic and personal growth.
- Peer relations & cohort identity:** Friendships and a strong cohort identity foster a positive experience.
- Sense of belonging:** Connection to specific university spaces (e.g., department, residence halls).



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# Conclusions

- **Mental health and wellbeing** are closely connected. But they are distinct: you could have good mental health, but low wellbeing in some cases...
- **A holistic approach** is needed to address these issues: '**public health models**' rather than '**clinical models**' should be adopted to address mental health challenges.
- Comprehensive solutions should include:
  - **national** policies and campaigns
  - **institutional** structures and practices
  - **individual** support (teaching staff, peers, family, community)

# GROUP DISCUSSION

**Well-being in higher education:  
challenges in the national context**

Moderated by EHEA experts



# Group discussion

**Consider whether these types of measures are important and feasible at your institutions**

- 1. Collect data on student wellbeing**
- 2. Institutional action plan for well-being**
- 3. Student **counselling** office/staff**
- 4. Staff training on mental health / well-being**
- 5. Awareness-raising campaigns on mental health / well-being**
- 6. Cooperation with other public health institutions / NGOs to support mental health / wellbeing**

How important is this measure	Already carried out at my university?	If not, how feasible to implement
<i>Very important / Important / Not important</i>	<i>Yes / Partially / No</i>	<i>Feasible / Difficult / Not possible now</i>

# FINAL INSPIRATION

Presentation:

**Community engagement for equity and inclusion: building collaborations with local communities to address joint challenges.**

Presentation by EHEA experts





## Monitoring of the Principles for the social dimension

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

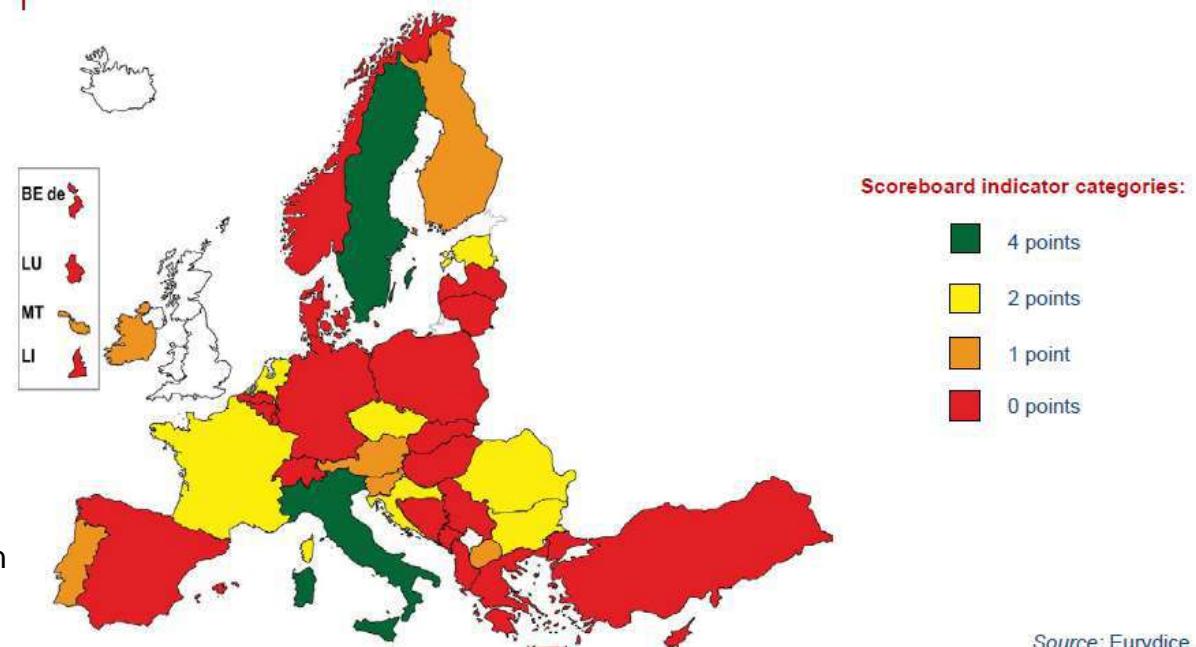
- **Public authority financial support** to community engagement activities focused on equity and inclusion.
- **Other public authority support** to community engagement activities focused on equity and inclusion.
- **External quality assurance agencies** required to evaluate community engagement activities.

**Score: 27 out of possible 152 points or 18%**  
(HE systems implement 18% of the interventions 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.



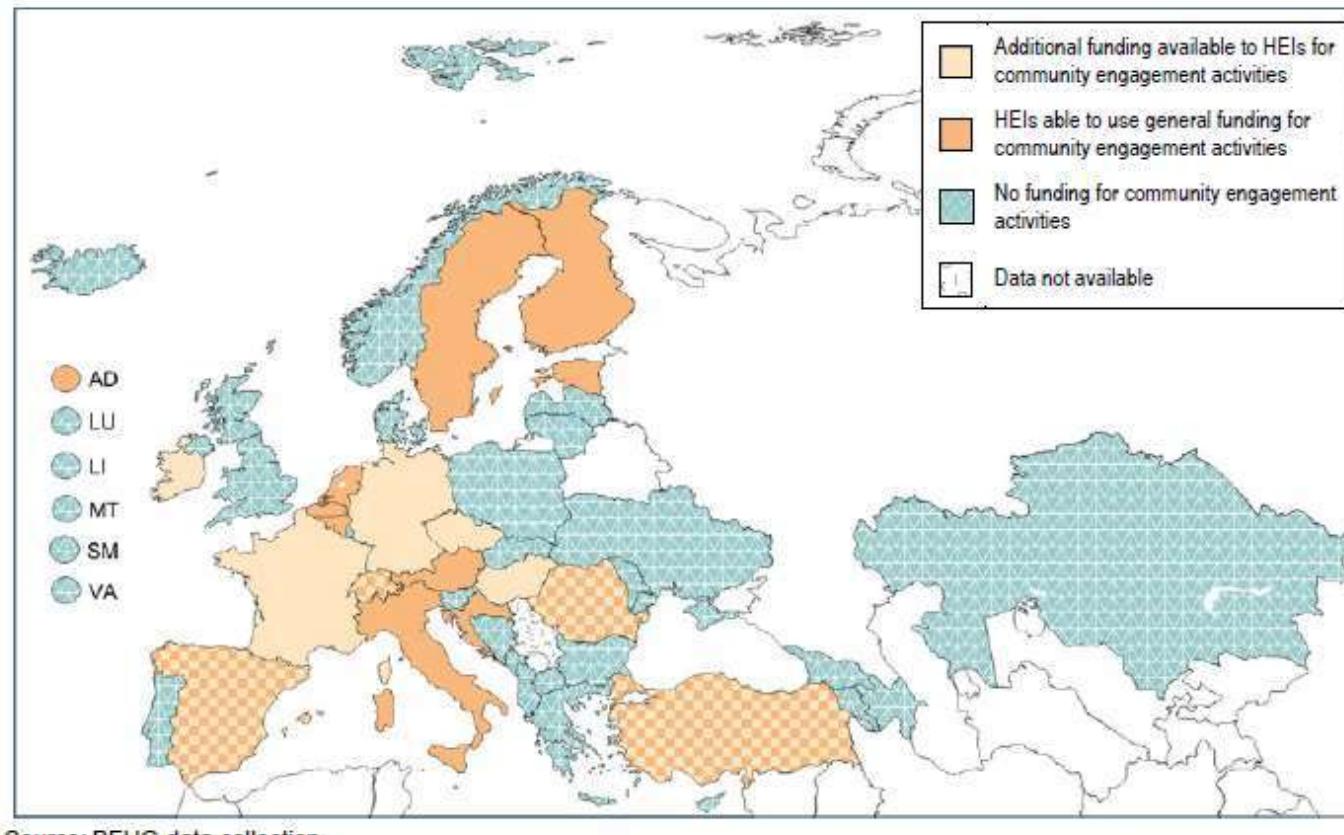
Figure 9.3: Scoreboard indicator 9: Public authority support to higher education institutional community engagement, 2020/2021





## Monitoring: Principle 9 on community engagement

Figure 4.17: Top-level funding of higher education institutions (HEIs) for community engagement activities, 2022/2023



Source: BFUG data collection.



### Principle 9:

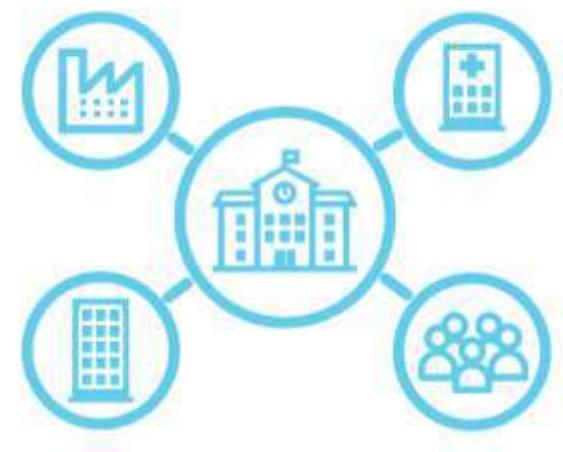
“Higher education institutions should ensure that **community engagement** in higher education promotes diversity, equity and inclusion.”

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

# Defining community engagement

**Community engagement is about how universities address societal needs in partnership with their external communities**

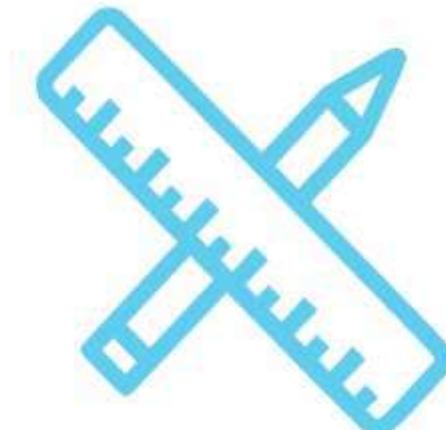
- Engagement: process whereby universities engage with community stakeholders to undertake joint activities that can be mutually beneficial (even if each side benefits in a different way).
- Community: refers to a broad range of external university stakeholders - social enterprises, cultural organizations, schools, hospitals, local governments, NGOs (with fewer resources) + government, businesses.
- Societal needs: political, economic, cultural, social, technological and environmental factors that can influence quality of life in society.



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# How to develop systematically community engagement in higher education?

- Allow universities to identify community engagement activities
- Help them understand how they perform (by demonstrating the value and mutual benefits generated by such activities)
- Assist them in eventual improvement



Could a tool for measuring community engagement at higher education institutions help?

# How to measure community engagement?

- There is **no ‘one-size-fits-all’** approach to community engagement – it is always context-specific
- Community engagement is notoriously **difficult to measure quantitatively**



# An alternative approach to ‘measuring’ engagement

- **Qualitative**: no metrics
- **Multifaceted** and context-specific: no comparison or ranking
- **Participative**: no desk-based checklists
- **Innovative**: inspired by, but going beyond, existing tools



[www.community-engagement.eu](http://www.community-engagement.eu)

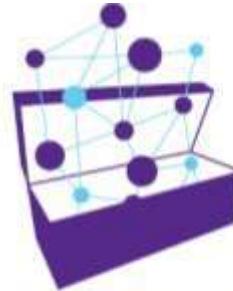
# Community engagement toolbox purpose

- To serve as a **reference tool for universities, communities and policymakers** to better understand the dimensions of community engagement in higher education
- To serve as a **practical tool for** universities to determine how well they perform, as well as where they can improve





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# Toolbox

An Institutional Self-Reflection Framework  
for Community Engagement in Higher Education



TOOL 1

DIMENSIONS OF ENGAGEMENT



TOOL 2

LEVELS OF ENGAGEMENT



TOOL 3

INSTITUTIONAL COMMUNITY-ENGAGEMENT HEATMAP

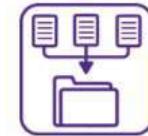


TOOL 4

SLIPDOT ANALYSIS



STAGE 1: QUICK SCAN



STAGE 2: EVIDENCE COLLECTION



STAGE 3: MAPPING REPORT



STAGE 4: PARTICIPATIVE DIALOGUE



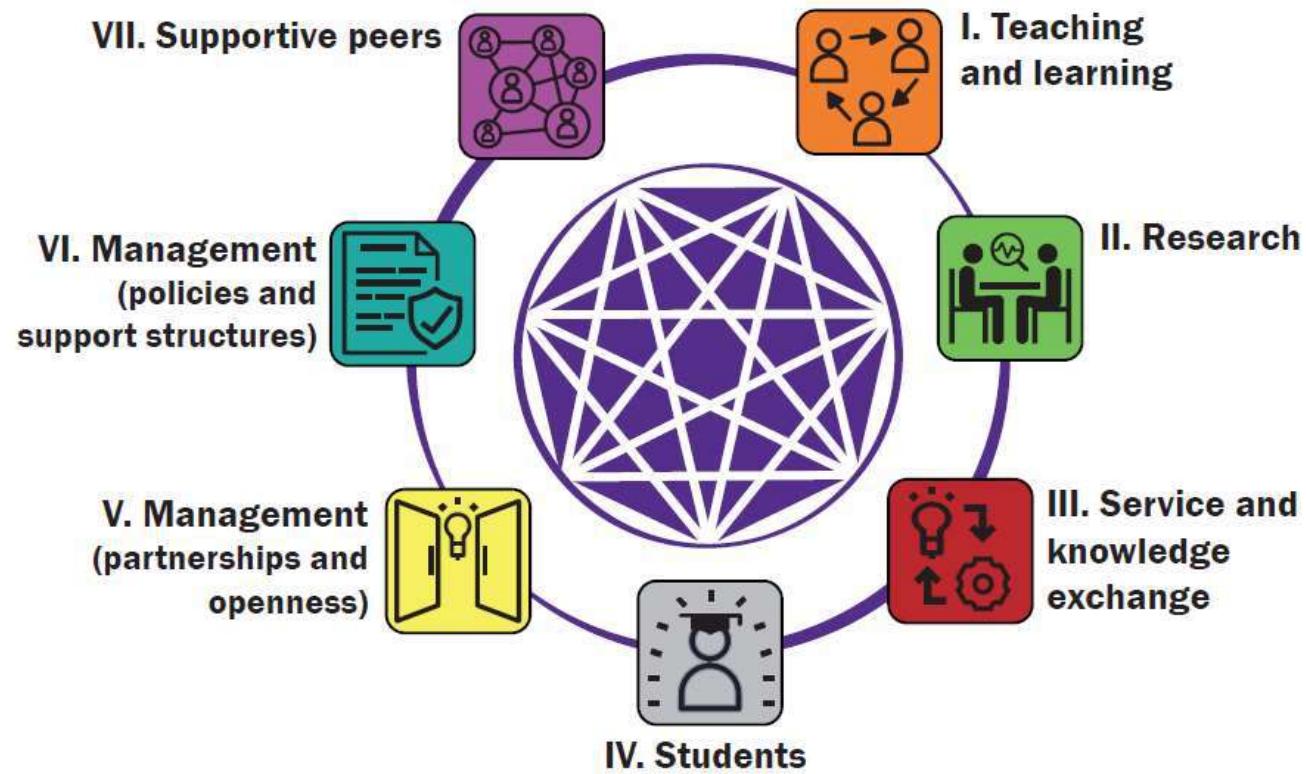
STAGE 5: INSTITUTIONAL REPORT



**TOOL 1**

**DIMENSIONS OF ENGAGEMENT**

Classification of community  
engagement activities





**TOOL 2**

**LEVELS OF ENGAGEMENT**

Each sub-dimension has different levels – indicating the level of authenticity of community engagement (from beginner to advanced)

*\*Example:*

**Community-based learning is included in relevant study programmes at the university and...**

**Level 1**

... benefits students to develop their knowledge and skills, although there is little evidence yet of their outcomes for the community.

**Level 2**

**Level 3**

... has demonstrated benefits for students and supports community partners in addressing a short-term problem or need.

**Level 4**

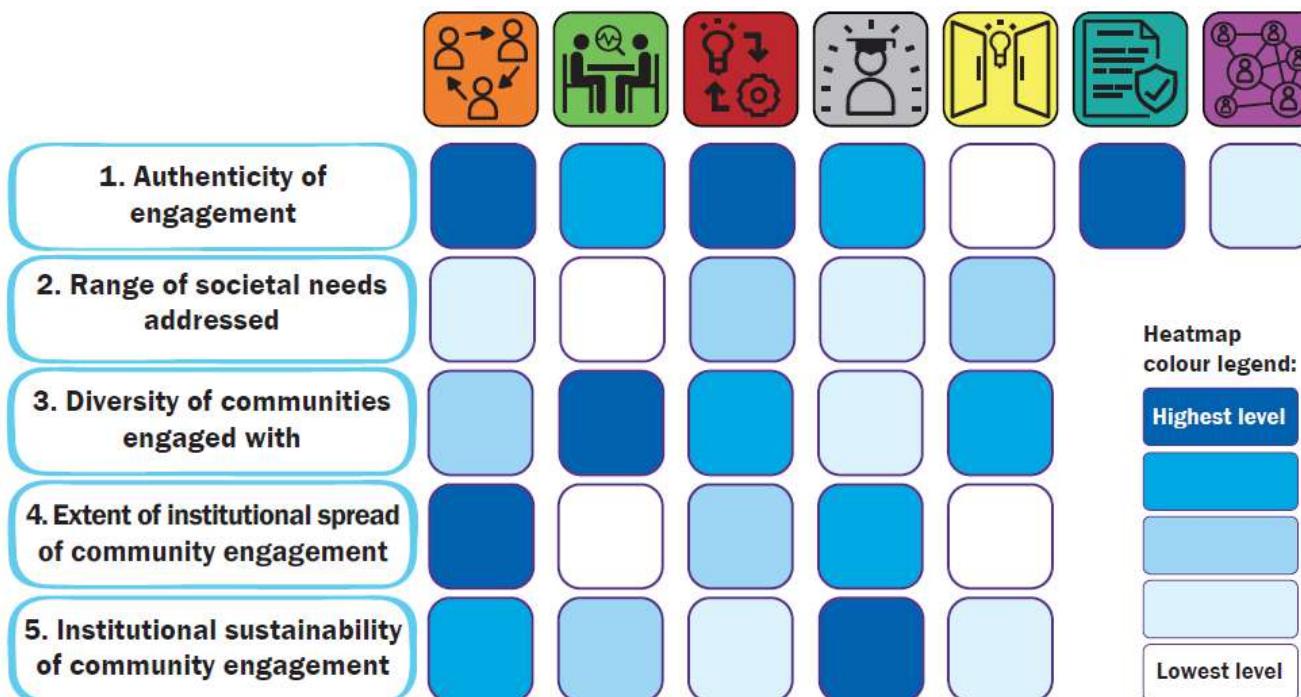
**Level 5**

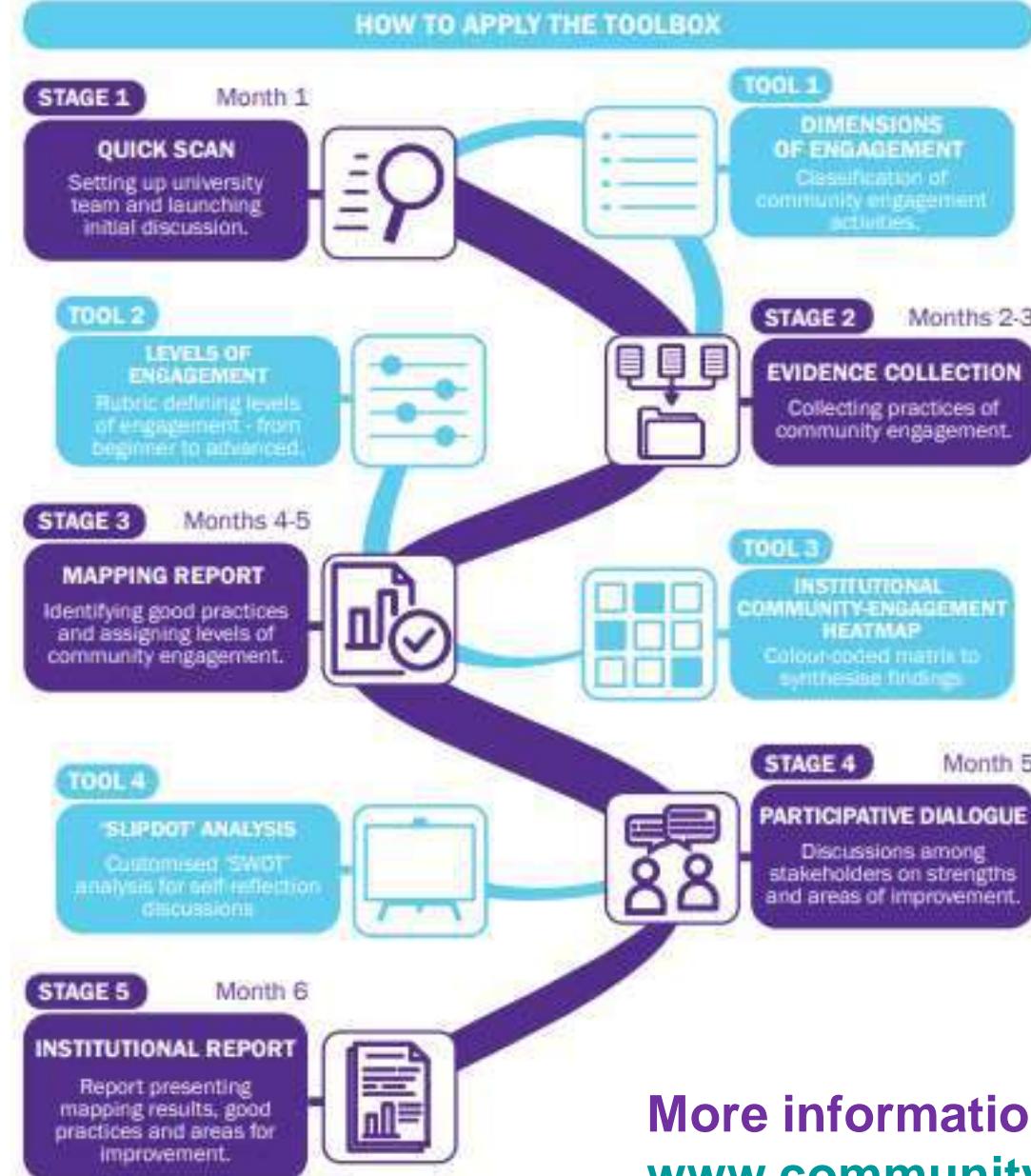
... builds capacities of community partners and bring equal benefits to the students, teaching staff and university as a whole.



## INSTITUTIONAL COMMUNITY-ENGAGEMENT HEATMAP

Synthesising results of entire process by indicating how developed is each dimension of community engagement according to 5 criteria – colour coded matrix to synthesise findings:





More information at  
[www.community-engagement.eu](http://www.community-engagement.eu)



## Toolbox piloting results



- Piloted at more than 30 universities worldwide
- Involved **more than 300 practitioners and experts**
- Results:
  - ✓ **comprehensive**
  - ✓ **context-specific**
  - ✓ **empowering** for participants
  - ✓ **uncovered** wealth of engagement activities
  - ✓ offered **insights** about potential for **improvement**
  - ✓ supported by **management**



# Fostering community engagement by using the toolbox



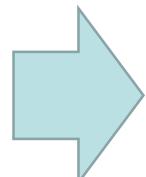
- **Raises the visibility** of the value the university brings to communities (& vice-versa)
- **Supports intrinsic motivation** of community-engaged staff, students and partners
- **Supports community-engaged learning and teaching**



# How can policy best support community engagement?

1. Funding agreements
2. External quality assurance with accreditation
3. External quality assurance without accreditation
4. Ranking
5. Awards
6. Quality labels
7. Benchmarking
8. Institutional reviews
9. Self-assessment

**Proposed approach**



focus on **building capacities of higher education institutions for engagement** and on facilitating a learning journey, rather than on compliance or competition

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## Top-down approach: recommendations

1. Allow to recognize community engagement as one of the **criteria for promotion and career progression** and as a part of the **designated workload** of either teaching or research.
2. **Learning tools:** organize programs for building capacity (e.g. targeted professional training on community engagement, expert advice) and peer learning (among practitioners).
3. Initiate a national or regional **award for deserving individuals** at higher education institutions and among community stakeholders for community engagement.

## Bottom-up approach: recommendations

1. **Build a network or alliance** of national, regional or global higher education institutions committed to community engagement
2. **Connect with existing national and international networks** and ensure discussions on community engagement within networks
3. Join European **Platform for Community Engagement** in Higher Education



### The platform allows users to:

- Explore how universities engage**  
With their communities, through institutional profiles or though featured practices.
- Apply the 'TEFCE Toolbox'**  
A self-reflection framework for community engagement in higher education, and begin an action-planning process at their institutions.
- Join our network**  
Follow our events and connect with our experts for support and future collaboration.
- Reports & Resources**  
Explore reports, resources and other networks to further support community engagement.

# DAY 1-2 WRAP-UP

Lessons learnt and roadmap for next steps



# Day 2: Focus on inclusive higher education institutions

- **TOPIC 5**
  - **Creating and institutional framework for inclusive higher education:** support for students and teaching staff
  - **Fostering and inclusive teaching environment:** implementing universal design for learning (UDL) principles to support diverse learners
  - **Well-being in HE:** challenges in the national context
- **Final inspiration - community engagement for equity and inclusion:** building collaborations with local communities to address joint challenges.



**Day 2, Friday, 11.06.2021**

**TOPIC 5: FOCUS ON INCLUSIVE HIGHER EDUCATION INSTITUTIONS**

Time	Event
09:30 - 10:00	Registration
10:00 - 10:25	Creating an Institutional Framework for Inclusive Higher Education: Support for Students and Teaching Staff Presentation by EHEA experts
10:25 - 11:00	Fostering an inclusive teaching environment: Implementing Universal Design for Learning (UDL) principles to support diverse learners Presentation by EHEA experts
11:00 - 11:30	Group discussion: What works in the national context? Moderated by EHEA experts  Questions relevant for the discussion: Which frameworks and practices seem most needed and feasible? What are the main institutional and systemic barriers?
11:30 - 11:50	Coffee break
11:50 - 12:10	European trends, policies and practices to support well-being in HE Presentation by EHEA experts
12:10 - 12:40	Group discussion: Well-being in higher education - challenges in the national context Moderated by EHEA experts  Questions relevant for the discussion: Which of the frameworks and practices presented by EU experts seem most needed and feasible in your national context? To what extent are these frameworks and practices already implemented in higher education institutions in your country? What are the key challenges in adapting and sustaining well-being initiatives in higher education?
12:40 - 13:00	Final inspiration - community engagement for equity and inclusion: building collaborations with local communities to address joint challenges Presentation by EHEA experts
13:00 - 13:15	EHEA experts and Moderator wrap-up: lessons learnt and roadmap for next steps  The Moderator and EHEA experts provide their summaries of the seminar and explain how the work carried out during the event will contribute to the future enhancement of equity and inclusion in KU Leuven.
13:15 - 13:30	Participant feedback and evaluation Moderated by the Moderator and EHEA experts Awarding certificates

## 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**



**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"> <li>▪ Serik Omabayev, First Vice-Rector of Astana IT University, Chair of the HREE</li> <li>▪ H.E. Aleksa Smilic, Ambassador of the European Union to the Republic of Kazakhstan</li> <li>▪ Gulzhan Jurassova, Deputy Chair of the Committee for Higher and Postgraduate Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan</li> </ul>
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"> <li>▪ How would you assess the current priority level of equity and inclusion in Kazakh higher education?</li> <li>▪ What are the key challenges in making equity and inclusion a higher policy priority in Kazakhstan?</li> </ul> Focus Areas (Dimensions): <ul style="list-style-type: none"> <li>▪ In your opinion, is the primary focus on availability, access, or completion of higher education in Kazakhstan? Why?</li> <li>▪ How can policymakers in Kazakhstan broaden the focus to include wellbeing and completion alongside access?</li> </ul> Approaches to Equity and Inclusion: <ul style="list-style-type: none"> <li>▪ 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?</li> <li>▪ What kind of support mechanisms are currently lacking in Kazakhstan's higher education system to ensure equity and inclusion?</li> </ul>

# 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, 2<sup>nd</sup> floor, Room C1.2.237L

Format: offline

Registration [link](https://docs.google.com/forms/d/1FAipGILSc-oXCMaLmzg-79YfUDR09-8cWv7Dzpp7_m1_hPO4Gk6g/viewform) for the seminar:  
[https://docs.google.com/forms/d/1FAipGILSc-oXCMaLmzg-79YfUDR09-8cWv7Dzpp7\\_m1\\_hPO4Gk6g/viewform](https://docs.google.com/forms/d/1FAipGILSc-oXCMaLmzg-79YfUDR09-8cWv7Dzpp7_m1_hPO4Gk6g/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:

- Ninošlav Šekulić Schmidt, Higher Education Policy Expert, Institute for the Development of Education (Croatia)
- Ana Škledar Matijević, Higher Education Policy Expert, Institute for the Development of Education (Croatia)

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

# Thank you for your attention!

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## **Web sites:**

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

# **Moderators and hosts wrap-up: lessons learnt and roadmap for next steps**



# DAY 1-2 WRAP-UP

Participants' feedback and evaluation



# Awarding certificates

