

SMILE Policy Roundtable

Policy Recommendations for a Diverse and Inclusive Higher Education

**Wednesday, 20 September
9:00 - 13:00**



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Round Table

Wednesday 20 September 2023

Info Hub – European Parliament

Introduction to SMILE

Carme ROYO

Project coordinator

Co-funded by the
Erasmus+ Programme
of the European Union



Erasmus+ KA3 Social inclusion and common values | 621433-EPP-1-2020-1-BE-EPPKA3-IPI-SOC-IN

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eucen in a nutshell



- **eucen** - European university continuing education network, is a not-for-profit Association legally established under Belgium law – founded in 1991 informally and officially registered in 1994
- **eucen** Secretariat is located in Barcelona (ES) since 2000
- **eucen** has currently 160 members (institutional membership) from 33 countries including 18 National/Regional ULLL Network (NNs)
- **eucen** is policy, research, projects, networking, conferences, consulting...
- **eucen's** mission:
 - to promote and advance LLL within HEIs in Europe and elsewhere
 - to foster universities' influence in the development of LLL knowledge and policies throughout Europe

<https://www.eucen.eu>



Social Meaning Impact through LLL Universities in Europe

- TOTAL GRANT: € 479 117,60
- 36 MONTHS (December 2020 – November 2023)
- ERASMUS+ KA3 Social inclusion and common values
- Consortium:
 - European university continuing education network - eucen (BE)
 - European Students Union - ESU (BE)
 - Johannes Gutenberg-Universität Mainz (DE)
 - University of Malta (MT)
 - Fundació Solidaritat UB (ES)
 - Maynooth University (IE)
 - Università degli Studi di Cagliari (IT)
 - NOTUS (ES)
 - University of Turku (FI)
 - Gheorghe Asachi Technical University of Iasi (RO)
 - SOLIDAR Foundation (ES)

Objectives

GENERAL:

- Developing and implementing innovative methods and practices to foster inclusive education and promote common values.

SPECIFIC:

- Promoting inclusive education and training and fostering the education of disadvantaged learners, including through supporting educational staff in addressing diversity and reinforcing diversity among education staff.

FINAL OBJECTIVE:

TO BUILDING A MORE INCLUSIVE EUROPE

<https://smile.eucen.eu/>



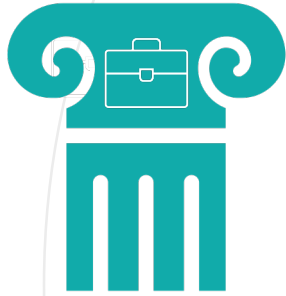
SMILE step by step

- 1 Initial research and work with civil society
- 2 Audit model on diversity in practice for HEIs
- 3 CPD courses for HE staff
- 4 Operational policy recommendation plan
- 5 Translation of all main outputs into 6 other languages
- 6 National colloquiums and European round table
- 7 Final symposium

Focus areas: the three pillars

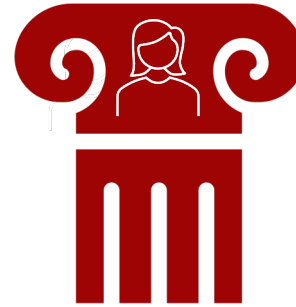
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Three main areas of inequality and disadvantage in higher education:



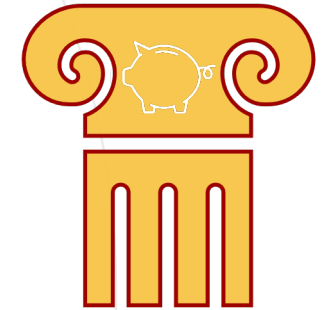
Learners with
migrant background

- ✓ Covers the problem of **lower access participation** and **attainment** of 1st or 2nd generation immigrants in HE
- ✓ Addresses the need to **train university staff** (both academic and non-academic) in relation to this dimension



Women in leadership in HE
with a focus on
diversity management

- ✓ Addresses the need to foster **equal access to leadership positions**
- ✓ It focusses on the need to **train university staff** (both academic and non-academic) but also on the need to address the topic with students and alumni



Learners with
low socio economic status

- ✓ Addresses the problem of **lower access participation** and **attainment** of learners with a lower socio-economic status
- ✓ Addresses the need to **train university staff** (both academic and non-academic) in relation to this dimension

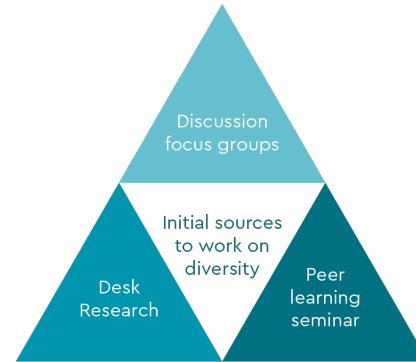
SMILE Tools

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Diversity audit tool

Focused to support universities' self-reflecting process and self-assessing their commitment to diversity and social inclusion



4 CPD courses

Addressed to university staff, developed and tested via a bottom up approach



Policy recommendations and action plan

Designed to support universities in fulfilling their commitment to diversity and social inclusion, and encouraging collaboration



Research Space

Online space with resources, including role models and examples on the three pillars – a way to learn from others

Policy Recommendations

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- SMILE has taken into account all the perspectives and experiences collected during the project when developing its Policy Recommendations and Action Plan
- This document has been discussed in an internal and an external consultation, and has been discussed also at different Regional/National Focus Groups.
- The document groups the objectives to achieve in 4 areas:



Understanding Diversity

Promotion of diversity and inclusion
Intersectionality understanding
Active engagement and advocacy

Collaborating towards Diversity

Collaboration between stakeholders
Support to stakeholders' actions

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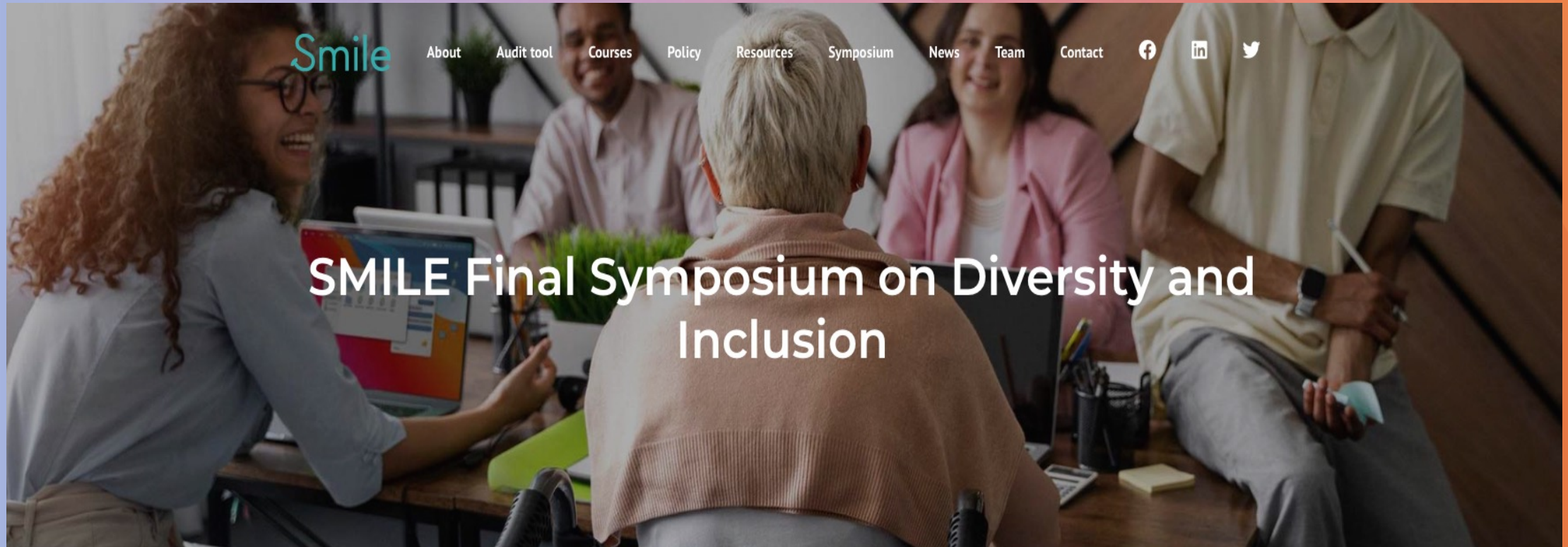
Embedding Diversity

Diversity-oriented HE programmes
Data collection and monitoring

Facilitating Diversity

Flexible pathways to HE
Teacher training
Funding to ensure inclusion

Interested? Join us in Barcelona in November!
<https://smile.eucen.eu/symposium/>



Barcelona (ES), Thursday 16 November 2023

Diversity in modern society – Making inclusion a central strategy in our universities

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✓ SMILE will be promoted via the 'Inclusive Europe' Social Media Channels.

Inclusive Europe: *'the social media approach for European projects with a common focus on diversity and inclusion that brings together worldwide experts.'*



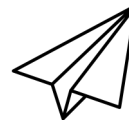
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- If you believe in what we do, send us your support letter!
- Contact us at smile@eucen.eu and we will send you a template. Thank you!

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THANK YOU!

For more information, please contact us at: smile@eucen.eu

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Round Table

**European Parliament
20 September 2023**

Social Meaning Impact through LLL Universities in Europe **Understanding Diversity**

Ester Cois

Vice-Rector for Gender Equality

University of Cagliari (Italy)

Department of Political and Social Sciences



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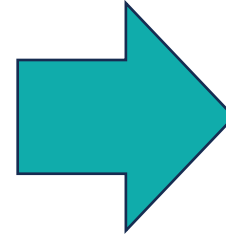
Erasmus+ KA3 Social inclusion and common values | 621433-EPP-1-2020-1-BE-EPPKA3-IP1-SOC-IN

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The Issues at Stake

- **WHY** are diversity and inclusion important in Europe?
- **WHAT** can we do to create a better society where minority groups are understood and supported?
- **WHO** should be involved in this process?
- **HOW** can we facilitate the implementation of necessary changes to make diversity and inclusion a reality transversally in Europe?



Migrant background



Women leadership



Low socio-economic status

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The **SMILE project** has explored these and other questions and established a set of **Principles and Recommended Actions** to be implemented at different levels in the short, medium and long term



The final aim is to encourage stakeholders to **work together towards a better society**

The ten SMILE principles

Understanding Diversity

Promotion of diversity and inclusion
Intersectionality understanding
Active engagement and advocacy

Collaborating towards Diversity

Collaboration between stakeholders
Support to stakeholders' actions

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Embedding Diversity

Diversity-oriented HE programmes
Data collection and monitoring

Facilitating Diversity

Flexible pathways to HE
Teacher training
Funding to ensure inclusion

Understanding Diversity

01



• WHAT

Promotion of Diversity and Inclusion as Added Values

• WHY

- This approach enable us to **learn from each other** and overcome the challenges we face towards achieving a **more equitable Europe**

• Diversity makes us **richer culturally**, helps us **understand societal problems** and challenges in a more holistic manner, and points us to **more creative and innovative solutions** to these problems

• WHO, WHEN, HOW

HEI top management	Policy makers at National and EU levels	Civil society
Short Design and promote an awareness campaign internally and externally Medium Review the current diversity and inclusion 'idearium' of the institution and embed an institutional diversity strategy plan Long Review all the activities and policies at institutional level to make them diversity and inclusion-oriented	Short Review the current policies and see if they are adequate to achieving equity and inclusion in higher education Medium Implement a policy and funding approach conditioned on diversity-oriented demands of committed entities requesting it Long Make sure that legislation is diversity and inclusion-oriented transversally	Short Inform policy makers about the needs of citizens and their requests in terms of diversity and inclusion Medium Flag diversity and inclusion as a key topic in relevant communications Long Promote diversity and inclusion in activities and involve citizens in shaping the agenda in this area

Understanding Diversity

01

PERSPECTIVES & CHALLENGES



- **1.** How can we counter the **prejudices and stereotypes** that are at the basis of strong and widespread **cultural resistance** to any action to promote diversity?
- **2.** How can we deconstruct the false assumption that **difference**, **diversity** and **inequality** are synonymous, in the **collective imagination** and in **practices**?
- **3.** How to highlight that **encouraging contamination** between different people, backgrounds and experiences is not only a matter of **justice**, but also of **necessity** and **convenience** for investing in a more **creative and innovative** society?

Understanding Diversity

02



• WHAT

Intersectionality Understanding

• WHY

- Marginalised individuals often belong to **multiple traditionally disadvantaged groups**, and as a result are discriminated against for **different reasons at different levels**
- The adoption of an **intersectionality analytical framework** to inclusion and diversity policymaking promotes **equity in education**

• WHO, WHEN, HOW

HEI top management	Policy makers at National and EU levels	Civil society
Short Institutionalise an intersectionality analytical framework in the way the HEI refers to diversity and inclusion in all its actions, promoting it as a means to achieve equity and not as an end in itself Medium Train staff to understand and identify intersectionality, and train staff on bias recognition and mediation Long Boost research and monitoring into how the different social and political identities can stack up instances of discrimination	Short Review the current categories of disadvantaged groups referred to by national policies and the way in which their interconnections are approached Medium Set up diversity working groups to evaluate the inclusion of intersectionality in policymaking Long Institutionalise an intersectionality analytical framework for any policymaking process related to inclusion and diversity	Short Give visibility to the term “intersectionality” as an approach to adequately refer to the challenges of disadvantaged people Medium Develop a designated intersectionality approach to the internal inclusion policies Long Streamline intersectionality in the development of advocacy strategies

Understanding Diversity

02



PERSPECTIVES & CHALLENGES

- **1.** How can we avoid that the actions and policies to combat the various **discrimination factors** are **perceived as competing** (also in terms of **resources** to be dedicated to each), rather than as **synergistic**? (Short Blanket Dilemma)
- **2.** How can we prevent the commitment to dismantle the **accumulation of vulnerability factors** from being dispersed in **episodic initiatives** (e.g. only on the occasion of the International Day for Women's Rights, or Migrants' Rights, etc.) and instead taking on a continuous and **systemic structure**?
- **3.** How to include **new and additional factors of discrimination** in inclusion policies, to keep pace with **social changes** (e.g. non-binary perspectives in gender coding, distinction between economic migrants and asylum seekers, etc.)?

Understanding Diversity

03



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• WHAT

Active Engagement & Advocacy

• WHY

- The promotion of **active engagement and advocacy** towards diversity and inclusion in society at **multiple scales** multiplies the chances to success

Only by **involving citizens** and giving **visibility** to the challenges of **less privileged groups** we can build the **empathy**, understanding and appreciation of diversity that is necessary to bring about **change**

• WHO, WHEN, HOW

HEI top management	Policy makers at National and EU levels	Civil society
Short Foster an environment in which disadvantaged groups are empowered in the HEI community Medium Create advisory groups which include representatives of disadvantaged groups in your institution to guarantee their rights to advocate for inclusion and diversity actions Long Allocate one representative of disadvantaged groups in all relevant committees as they have a right to lead discussions	Short Identify institutions and organisations actively engaged in diversity and inclusion Medium Create awards or rewards for organisations actively engaged in the promotion and advocacy of diversity and inclusion and give them visibility Long Allocate one representative of disadvantaged groups in all relevant local committees as they have a right to lead discussions and express their needs and worries	Short Support representatives of disadvantaged groups and promote multi-cultural participatory activities Medium Facilitate the exchange of knowledge and research between HEIs and CSOs for improved responses to the needs of disadvantaged groups Long Network and collaborate with other civil society organisations to promote bottom-up approaches and demonstrate that active participation is not only possible but useful

Understanding Diversity

03

PERSPECTIVES & CHALLENGES



- **1.** How can we guarantee that our participation techniques effectively **give voice and representation to everyone**, and especially to the most disadvantaged groups, and do not result in **a search for consensus** on decisions and strategic directions **already taken top-down**?
- **2.** How to ensure that the involvement of all voices accompanies **all phases of a process of social and cultural change**, both **ex ante** (identification of needs and expectations), **ongoing** (negotiation of policy actions) and **ex-post** (monitoring and evaluation of the effectiveness of the policies implemented)?
- **3.** How to combine the **need** for participatory processes with the **tight timing** of the functioning of any **organizational machine** even within the HEI?

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Round Table

**European Parliament
20 September 2023**

Social Meaning Impact through LLL Universities in Europe

Collaborating towards Diversity

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04

Collaborating towards Diversity



• WHAT

Collaboration between Education Stakeholders

• WHY

- The collaboration between all education stakeholders in the process of promoting diversity and inclusion promotes a stronger participation of regionally and/or locally specific disadvantaged groups
- When all education levels combine their efforts, diversity and inclusion will be transversally addressed and our society can change more cohesively and sustainably

• WHO, WHEN, HOW

HEI top management	Policy makers at National and EU levels	Civil society
<p>Short Involve the entire HE community in the process of auditing the inclusion strategy of education providers</p> <p>Medium Work jointly with secondary education and community learning providers to recruit and qualify local learners who face barriers to accessing HE</p> <p>Long Develop co-creation actions that would include learners and professionals at all levels of education to provide pre-degree level programmes/access and reviewed diversity and inclusion policies in HE</p>	<p>Short Promote shared or open resources on diversity and inclusion to give citizens access to knowledge and tools and share all available research and data with all other education stakeholders</p> <p>Medium Strengthen social and civil dialogue to ensure that matters of inclusion in HE policymaking can be discussed at these levels and promote programmes that enable this type of approach</p> <p>Long Institutionalise processes of inclusion for education professionals, learners and CSOs in education policymaking that go beyond simple consultations, and facilitate co-creation in policymaking with all education stakeholders</p>	<p>Short Promote the idea of co-creation of policies for inclusion</p> <p>Medium Build up partnerships with HEIs for the promotion of inclusion. Deliver additional programmes which aim to provide advice, information, or guidance and share own data and research with HEIs</p> <p>Long Establish long-term partnerships or franchises on HE progression routes and outreach programmes in relation to the needs of the local HEI community</p>

04

Collaborating towards Diversity

PERSPECTIVES & CHALLENGES

- **1.** How to combine the principle of **accessibility for all** at the highest levels of HE with that of **permeability and interaction** with respect to the social, political and cultural **context of reference**?
- **2.** How can we avoid **inclusion** measures from translating into strategies of **standardization and flattening** of the positions and requests of the different stakeholders?
- **3.** How can we avoid the HEI acting and being perceived as a sort of **ivory tower** detached from concrete reality, either because they are **anachronistic** (too far behind) or because they are **utopian** (too far forward)?



05

Collaborating towards Diversity



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• WHAT

Support to Stakeholders' Actions

• WHY

- The provision of adequate support for all education stakeholders' actions allows them to understand and navigate the complexities of inclusion and diversity
- The collaboration among key actors and an adequate allocation of resources can make the difference between a hostile, and a more committed and caring society

• WHO, WHEN, HOW

HEI top management	Policy makers at National and EU levels	Civil society
<p>Short Identify opportunities for senior individuals and junior staff to be part of inclusive approaches where they can learn from each other in a bi-directional learning process</p> <p>Medium Create a Champions/ Ambassadors programme for inclusion that promotes the SMILE Audit or other comparable audits in other institutions</p> <p>Long Develop an environment conducive to attending CPD courses on inclusion, ensuring that courses are offered to the education professionals during working hours and for free</p>	<p>Short Conduct a study about the opportunities for CPD for education professionals and the current environment for accessing such opportunities, considering whether the education professionals are prepared to adapt to the diverse student body</p> <p>Medium Develop policies to facilitate the use of the Audit Model as part of the national accreditation services and support a bottom-up approach</p> <p>Long Promote the Audit Model with ENQA and similar organisations and make them champions of these processes</p>	<p>Short Offer training to overcome language barriers. Network with other organisations to identify and address the needs of minority groups</p> <p>Medium Take an active role in the development of CPD courses in partnership with relevant authorities given their expertise in working with pedagogy in relation to inclusion and diversity</p> <p>Long Signal identified needs to policy makers and recommend possible ways to overcome these needs at local level</p>

05

Collaborating towards Diversity



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PERSPECTIVES & CHALLENGES

- **1.** How to guarantee the consonance between a **real awareness** of the relevance of inclusion and diversity promotion with an **effective institutional commitment**, according to three types of **resources**: **human** (expertise, qualified and paid work), **financial** (adequate and not one-off plans), **logistics** (expressly dedicated physical and virtual spaces)?
- **2.** How to avoid that the provision of training, mentoring and continuous professional development programs is reduced to **ticking the boxes** with respect to **obligations**, for example **required to be accredited for public funding** (e.g. the mandatory need of a Gender Equality Plan to access Horizon Europe and ERC funds)?
- **3.** How to resolve the dilemma of **voluntariness vs obligation** so that this type of training effectively reaches everyone?

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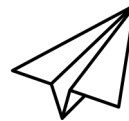
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<https://twitter.com/EuropeInclusive>



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Thanks a lot for your attention!

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Policy Recommendations for a Diverse and Inclusive Higher Education

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Facilitating diversity

Cati Jerez. Coordinator of UB Refugee Support
Programme

Roundtable. Policy Recommendations for a Diverse and Inclusive Higher
Education

Brussels, 20th September 2023



Facilitating Diversity

06

To enable flexible pathways in Higher Education for everyone

Less privileged groups have special needs, and offering them flexibility can give them a real chance to succeed and build a better life

07

To offer staff training at different levels

Training individuals (from administration to management) will help them to understand and then communicate better the challenges of diversity and inclusion to their peers and wider communities

08

To identify and use inclusion and diversity-oriented funding opportunities such as institutional funding and student funding

Only by making a proper provision for inclusion will institutions and organisations be able to promote, support and give visibility to diversity effectively

Enabling flexible pathways

HEI top management	Policy makers at National and EU levels	Civil society
<p>Short Offer flexible pathways such as VPL and offer support such as scholarships or accommodation or academic language aid</p> <p>Medium Put the challenges in the centre of your activity for example by facilitating the presentation of role model cases and engaging with representatives from disadvantaged groups</p> <p>Long Promote best practices through study visits or exchanges</p>	<p>Short Facilitate free entry to short HE tester courses to disadvantaged groups that make them believe "<i>HE is possible for me too</i>"</p> <p>Medium Articulate policies that allow HEIs to offer flexible pathways to disadvantaged groups in particular</p> <p>Long Enable an agile VPL system that recognises experiences and deals with possible lack of formal documentation</p>	<p>Short Involve disadvantaged minorities in developing and promoting short courses and activities organised at HE level to disadvantaged groups</p> <p>Medium Inform about VPL to disadvantaged groups</p> <p>Long Become an information point for HEIs so disadvantaged groups learn about possible short courses or ways to continue studying regardless of their situation</p>

Enabling flexible pathways

Challenges

- **Listen** and balancing expectations
- **Reach out** the target: high schools, associations, communities (including online)
- **Find the language** and meet the channels to reach out the target
- **Recognition** of Prior learning and Academic recognition for professional experience and non-university HE studies.
- **Micro-credentials??**
- **Scholarships.** At the center!! Budget, requirements, ...
- **Holistic support.** It's not only about the access.
- How to **avoid “targeting”?**

Staff training

HEI top management	Policy makers at National and EU levels	Civil society
<p>Short Creation of awareness and political consciousness amongst staff, so they can advocate for diversity</p> <p>Medium Embed in the institution's training strategic plan of staff on diversity and inclusion</p> <p>Long Run mandatory short courses on diversity and inclusion such as the SMILE CPD courses for all HEI staff and train them to become future trainers</p>	<p>Short Creation of mandatory training for policy makers on diversity and inclusion</p> <p>Medium Make diversity and inclusion training mandatory for all the staff in public institutions as a requirement for promotion or progression</p> <p>Long Rewarding institutions that develop better and more effective training approaches on diversity and inclusion for their staff</p>	<p>Short Creation of awareness amongst staff on diversity, intersectionality and assessment of state of play through the audits</p> <p>Medium Encourage diversity and inclusion training for staff in Civil Society Organizations¹ (CSO) as a tool for inclusion</p> <p>Long Achieve more diversity in staff composition across CSO.</p>

Staff training Challenges

- **Mandatory** vs **voluntary** training at Public HE
- **Diversity training**: introducing complexity, intersectionality, the debate on inequalities/status quo and their presence at the institutions
- **What happens after** the training? A **change**? What **type** of change? How to deal with the change and the **resistance**?
- How to **measure effectiveness** of training on diversity?

Funding opportunities

HEI top management	Policy makers at National and EU levels	Civil society
<p>Short Encourage staff to review and advocate for European and national funding incentives to provide inclusion and diversity-oriented courses or programmes for disadvantaged students</p> <p>Medium Use the SMILE Audit Model Principles of self-reflection to review if current institutional funding possibilities can be related to inclusive actions</p> <p>Long Integrate funding opportunities in the traditional institutional financial budgeting, make student funding subsidies transparent on the Student Centre Service websites</p>	<p>Short Review national HE policies in relation to widening participation / inclusion and diversity and ensure that they include funding performance agreements for institutions supporting disadvantaged students</p> <p>Medium Seek to elaborate better funding strategies with HE policy actors and integrate performance-based institutional funding models to develop inclusion and diversity-oriented curricula, establish loans or grant system for disadvantaged students, etc</p> <p>Long Integrate diversity and inclusion-oriented funding incentives permanently in HE legislation on a national level</p>	<p>Short Explore funding requirements that meet the needs of local disadvantaged students and their life-circumstances, see if national inclusion and diversity funding opportunities match local students' demands and share findings with HEIs</p> <p>Medium Establish and engage with guiding services to inform local disadvantaged students about opportunities in HE</p> <p>Long Contribute to improving the inclusion and diversity-based funding models of national policies while remaining in dialogue with local universities and HE policy makers at the national level</p>

Funding opportunities

Challenges

- How to involve and encourage staff to review and advocate for fundings? – Involvement of governing bodies
- How to deal with narratives that support the status quo (homogeneity)/ “we” first?
- Transparency
- Accountability
- Funding opportunities in worst scenarios (economic crisis, far right-wing parties ruling,...)

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Embedding diversity

Roundtable. Policy Recommendations for a Diverse
and Inclusive Higher Education
Brussels, 20th September 2023



Embedding Diversity

09

To establish diversity-oriented study programmes promoting Higher Education access in accordance with the students' needs. *If programmes are planned with the needs and challenges of less privileged groups in mind, their situations are taken into account by default, and they are more likely to be given the necessary support*

10

To monitor progress and needs at institutional level but also at national level through data collection and monitoring *Understanding the effects of previous actions taken, and knowing what works well and what does not, will help us to plan better approaches that make a real impact on society*

Access to HE

HEI top management	Policy makers at National and EU levels	Civil society
<p>Short Review institutional strategy to access programmes for disadvantaged students wanting to enter or already studying at HE levels</p> <p>Medium Develop alternative modes of HE access and delivery of programmes and counselling and/or guidance services to better accommodate the diverse needs of disadvantaged students, such as flexible course scheduling, study duration and modality of courses</p> <p>Long Integrate HE access programmes in the institutional curriculum permanently and provide study guidance activities for disadvantaged student groups</p>	<p>Short Review HE policies and legislation in relation to flexible HE access conditions, including prior learning recognition approaches and frameworks, quality assurance and accreditation, credit accumulation and transfer systems or visa renewal support</p> <p>Medium Provide a coherent policy strategy to establish an overarching framework that can support widely across the system the implementation of flexible HE access pathways and programmes to validate prior learning and facilitate entry to HE, involving all relevant educational stakeholders</p> <p>Long Integrate flexible HE access opportunities and prior learning recognition approaches in national HE frameworks and HE legislation as a central objective in HE</p>	<p>Short To establish the link between academia, students and activist groups to open the dialogue</p> <p>Medium Link access programmes to the wider communities with special attention to underserved groups and promote access to HEIs.</p> <p>Long Establish long term initiatives in collaboration with HEIs, research and civic educational partners on how to develop flexible HE access programmes in accordance with the needs of students within the communities</p>

Access to HE Challenges

- Sustainability and permanence of access programmes. How to move from pilots to institutionalized access programmes?
- Collaboration/Cooperation among HE, within states, at EU level?
- Participation and involvement of groups in disadvantaged situation (voices)
- Accountability
- Human rights approach

Monitoring

HEI top management	Policy makers at National and EU levels	Civil society
<p>Short Review the existing institutional policies for the collection of data about the impact of diversity management on disadvantaged student groups</p> <p>Medium Ensure that the data collection and monitoring process reflects the access and attainment of disadvantaged student groups, as well as their satisfaction in relation to the whole institutional approach towards inclusion and diversity and their transversal capacities</p> <p>Long Integrate the data collection, monitoring and evaluation into systemic and comprehensive periodical audit processes and reports</p>	<p>Short Review the current policies and processes in terms of data collection and monitoring at national and European level</p> <p>Medium Provide clear guidelines for data collection, monitoring and evaluation of needs, progress and success at national and European level</p> <p>Long Periodically review the systems of data collection, monitoring and evaluation, to ensure coherency and consistency between different institutions and between different countries</p>	<p>Short Raise awareness on the importance of adopting transparent and consistent data collection and monitoring processes of diversity and inclusion in HE</p> <p>Medium Contribute to improving the data collection, monitoring and evaluation processes of diversity and inclusion in HE</p> <p>Long Improve the accountability of the systems of data collection, monitoring and evaluation, as well as their responsible institutions</p>

Monitoring Challenges

- **Strike the balance** between data collection (needs of the institution) and needs of people. Avoid too much unhelpful and redundant data that may contribute to "re-labelling" students/potential students.
- Data collection and **privacy**
- **Accountability and feedback** to the institution, disadvantaged groups, public administrations involved, etc
- **Human rights approach/intersectionality and monitoring.**

Channels

✓ SMILE will be promoted via the 'Inclusive Europe' Social Media Channels.

Inclusive Europe: *'the social media approach for European projects with a common focus on diversity and inclusion that brings together worldwide experts.'*



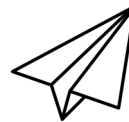
<https://www.facebook.com/inclusive.eu>



<https://twitter.com/EuropeInclusive>



<https://www.linkedin.com/groups/13929176/>



<https://mailchi.mp/26b889688d7b/inclusive-europe>

SMILE Policy Roundtable

Policy Recommendations for a Diverse and Inclusive Higher Education

**Wednesday, 20 September
9:00 - 13:00**



Svein HULLSTEIN, Policy Officer, DG EAC
Helene PETERBAUER, Policy Analyst, EUA
MEP Joao ALBUQUERQUE, S&D, European Parliament

Moderator: **Iris KIMIZOGLU**, Vice-President, European Students' Union

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