

Co-funded by the  
Erasmus+ Programme  
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# DARE Project

## EUROPEAN ACCESS NETWORK, UK



Developing Program for Access of  
*Disadvantaged Groups of People and Regions to Higher Education*

20 June 2018  
Haifa, Israel

# Erasmus+ DARE Project

## Diversity and Inclusion

**Inclusive Excellence  
Or  
Inclusive AND Excellent?**

*Widening Access & Participation in Europe*

# Erasmus+ DARE Project

## Diversity and Inclusion

**Diversity** = individual or group-social differences among persons – play a role in access and success in higher education

**Inclusiveness** = diverse backgrounds being valued – awareness about differences and privileges is a pre-requisite

**There can be no inclusiveness without diversity**

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## Diversity and Inclusion

### Three Questions:

- 1. Is your institution inclusive?**
- 2. Is your institution excellent?**
- 3. Has your institution achieved Inclusive Excellence?**

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Dr Samuel Johnson, poet, essayist, literary critic (1709-1784)

*I have read  
Your manuscript*

*It is both **GOOD**  
and  
**ORIGINAL***



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Dr Samuel Johnson, poet, essayist, literary critic (1709-1784)

*But,*  
*What is good*  
*Is **NOT** original*  
*And*  
*What is original*  
*Is **NOT** good*



# Erasmus+ DARE Project

## Diversity and Inclusion

**IS**

**What is Inclusive in your institution  
EXCELLENT?**

**IS**

**What is Excellent in your Institution  
INCLUSIVE?**

Student diversity, programme of study  
employment

# INCLUSIVE EXCELLENCE

## Pedagogy of Difference – the Cornerstone

**IE** is a recognition that an institution's success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents.

*(Association of American Colleges & Universities (AA&U) guiding principle, 2006)*

**Inclusiveness and Excellence are inter-dependent:  
Access, widening participation, student success,  
and high-quality learning**



# INCLUSIVE EXCELLENCE

## Framework for Inclusive Excellence

- 1. Intra-personal Awareness – ideas, assumptions & values and their impact on own pedagogical choices & practices**
- 2. Intra-personal Awareness – how to have constructive dialogue with students, create climate for shared experiences**
- 3. Curricular Transformation**
- 4. Inclusive Pedagogy - POD**
- 5. Inclusive Learning Environment**

*(de Carmen Salazar, M., Norton, A.S., & Tuitt, F.A. (2009))*

# INCLUSIVE EXCELLENCE

## Making It Work

- **Requires a fundamental transformation of institution by embedding and practicing IE.**
- **Integrate diversity, equity and educational quality efforts into institutional missions and operations.**
- **Make it a **HABIT** that is implemented and practiced consistently throughout an institution.**

# INCLUSIVE EXCELLENCE

## Embedding IE into the Institution

**DARE to**

**Change the culture of the institution?**

***“Society has problems.  
University has departments”***

# INCLUSIVE EXCELLENCE

Embedding IE into the Institution

**You may call it Academic Freedom**

**I call it**

**TYRANNY!**



# INCLUSIVE EXCELLENCE

## Embedding Diversity

**Changing the Culture of the Institution**

**is like:**

**Moving a cemetery  
You will not get any help  
From the INSIDE!**

# WIDENING ACCESS IN EUROPE

## Under-represented Groups

**In spite of its affluence the problem of equity and access remains in Europe. The 4 dominant under-represented groups in Europe:**

- **Low socio-economic**
- **Ethnic minorities**
- **Mature students**
- **Disability**

# ACCESS & PARTICIPATION IN EUROPE

## What is Widening Participation?

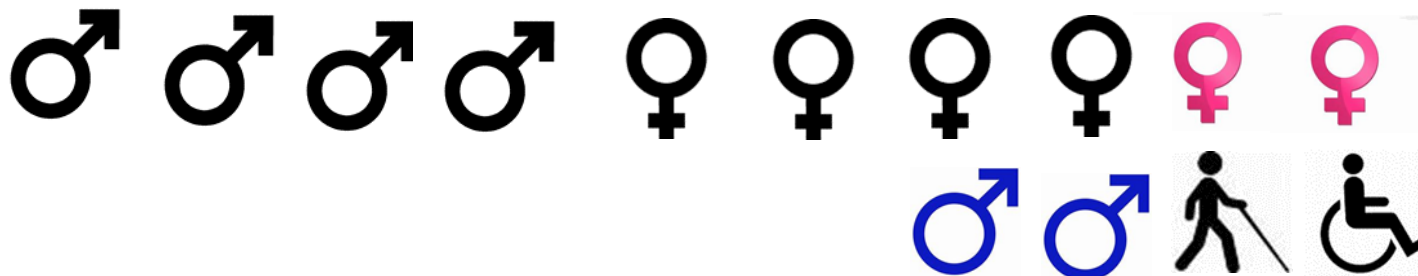
### Student Composition



### Increasing Participation



### Widening Participation





# WIDENING ACCESS IN EUROPE

From Sorbonne to Yerevan 1998-2015

## 1998 Sorbonne & 1999 Bologna Declarations

### **The Communiqués:**

2001 Prague – Social Dimension & LLL

2003 Berlin – Equal Access

2005 Bergen – reinforced SD

2007 London – national commitment to SD

2009 Leuven – targets for SD 2020

2012 Bucharest – Widening Access & Completion

2015 Yerevan – Social Inclusion

2018 Paris –

# WIDENING ACCESS IN EUROPE

## Improving Inclusiveness of HE Access

**Measures to support access of under-represented groups:**

- 1. Monitor the student body at entry**
- 2. Long-term quantitative policy objectives**
- 3. Support provided through different access routes**
- 4. Financial support**

# WIDENING ACCESS IN EUROPE

## Improving inclusiveness of HE access

- **4 countries undertaken ALL four measures:  
Austria, France & UK (S/E/W/NI)**
- **20 countries undertaken 3 out of 4 measures**
- **20 countries undertaken 2 out of 4 measures**
- **5 countries undertaken 1 out of 4 measures**

*(Scorecard indicator no.9)*

# WIDENING ACCESS IN EUROPE

## Retention and Completion

**Measures to support retention and completion of students from under-represented groups:**

- 1. Monitor composition of student body**
- 2. Longer term quantitative policy objectives for attainment/completion of SFURGs**
- 3. Top-level measures (including financial incentives) targeting retention/completion of students**
- 4. Top-level measures targeting completion of SFURGs**

# WIDENING ACCESS IN EUROPE

## Retention and Completion

- **No country undertaken all 4 measures**
- **11 countries undertaken 3 out of 4 measures**
- **26 countries undertaken 2 out of 4 measures**
- **10 countries undertaken 1 out of 4 measures**
- **2 countries undertaken none of the 4 measures**

*(Scorecard indicator no.11)*

# WIDENING ACCESS IN EUROPE

## Recognition of prior non-formal & informal learning

Important for facilitating access routes to higher education, and enabling non-formal and informal learning to be recognized and credited during studies.

**NO** education system has taken concrete action to introduce a new top-level framework for the recognition of prior learning since the 2015 Ministerial Conference.

In 19 countries, **no** procedures for recognition of prior learning are in place **EITHER** at the national **OR** at institutional/programme level

*(Scorecard no. 10)*



# From Cradle to Grave



**Equal opportunities through the concept of lifelong learning**

The Charter on Lifelong Learning, EUA

**European Commission definition of LLL:**

*All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective.*

# WIDENING ACCESS IN EUROPE

## Learning and Teaching

### **National strategy for higher education learning and teaching:**

- **60% To develop an institutional L&T strategy**
- **56% To meet quantitative goals/benchmarks for L&T**
- **47% To revise teaching methods and approaches**
- **46% To adopt a learning and teaching approach underpinned by this national strategy**
- **46% To reform curricula**
- **46% To introduce or increase teaching enhancement**

*(Trends VI)*



# WIDENING ACCESS IN EUROPE

## Learning and Teaching

### Elements included in institutional L&T strategy:

- Providing international opportunities
- Academic staff development
- Measures to improve teaching
- Curriculum design, approval and/or evaluation
- Student support services
- Learning environment
- Modes of delivery (e-learning, lectures, group work, flipped classrooms, etc.)
- Providing LLL opportunities
- Course design, approval and/or evaluation
- The role of students in their learning
- Quantitative goals/benchmarks to reach the strategy/policy
- An operational plan for implementing the strategy/policy

# WIDENING ACCESS IN EUROPE

## Learning and Teaching

### **Trends VI survey showed:**

**Despite the prestige of research, institutions and their staff are more focused on teaching than in the past, and consider that the importance of teaching is growing.**

**A significant number of institutions are adapting their physical space to meet the requirements of different teaching approaches.**

**Because L&T can be enhanced by increased social interaction, institutions have created common space to foster interaction between staff and students**

**Developing libraries and learning resource centres  
Investing in science labs, computers**

# WIDENING ACCESS IN EUROPE

All you want to know

**EURYDICE – an agency of the European Commission**

**“The EHEA in 2018: Bologna Process Implementation Report”, May 2018**

**EUA – European University Association (47)**

**Trends I (1999) – Trends VI (2015);**

**“Universities’ Strategies & Approaches towards Diversity, Equity and Inclusion”, May 2018**

**Council of Europe**

**European Qualifications Passport for Refugees, 2017**

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## DARE ACHIEVEMENTS

**Some examples of DARE progress, measured against the Bologna indicators:**

- **Achva College – “BE” Center – L&T in a high-tech environment**
- **Gordon College – Learning Centre creates open space interaction and collaboration**
- **Sapir College – English courses tailored to students with disabilities**
- **University of Haifa – the Pedagogy of Difference underpins its L&T strategy**

# Erasmus+ DARE Project

## DARE ACHIEVEMENTS

**Some examples of DARE progress, measured against the Bologna indicators:**

- **Ilia State University – Blended Learning course;**
- **Sokhumi State University – additional programme beyond the national 1+4 for non-Georgian speaking students; Psychological cabinet for student support;**
- **Telavi State University – programme for non-Georgian speakers and 3 blended courses developed;**
- **University of Zugdidi – embraces the LLL concept; Bridging Course for transition from Vocational to Degree study**

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## DARE ACHIEVEMENTS

**DARE partner institutions have also taken steps to:**

- **Adapt their physical environment for accessibility**
- **Provide training for academic and administrative staff**
- **Collect data on students with LD to identify their needs**
- **Develop online or blended learning courses**

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## LIFE AFTER DARE

Think **BIG**

Start **SMALL**

Scale **F-A-S-T**

**Replicate and Keep Going...**

# ERASMUS+ DARE Project

**Thank you for listening!**

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