

Inclusion as the Key to Build Back a Better Higher Education System

**2021-22 Sustainable Development
Transformation Forum**

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Why is it important to talk about inclusion in HE?



SDG 4 "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

**Diverse
Equitable
Inclusive**



**Creativity
Productivity**



Quality



**Covid-19
Pandemic**

ARC8 Outlook Report 2030

Report on the risks and opportunities for inclusion & equity in higher education, with recommendations for government officials and university leaders for the finale decade for the Agenda2030.

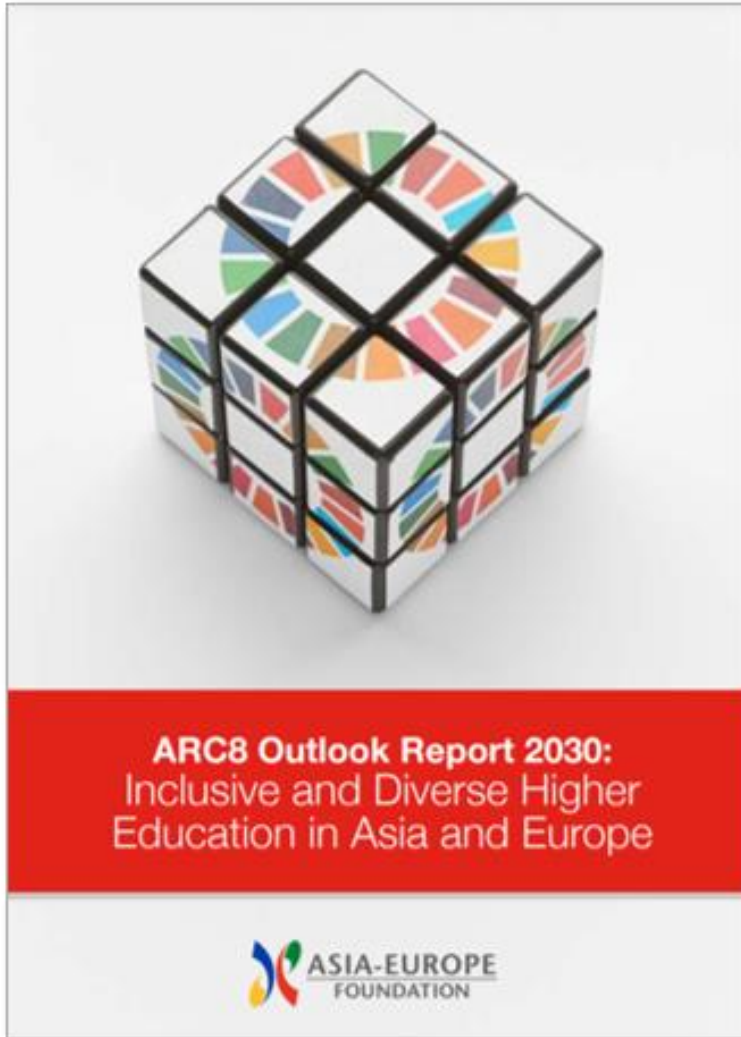
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<https://bit.ly/ARC8OutlookReport>



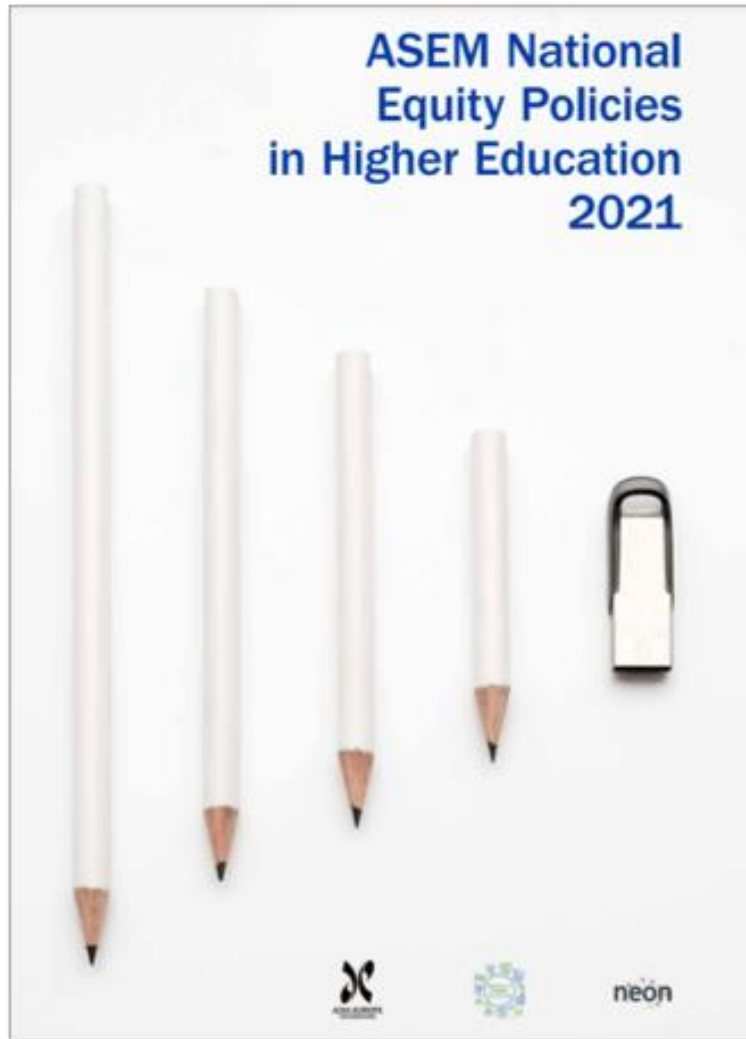
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ASEM National Equity Policies in Higher Education 2021

Report on the various approaches by **47 governments across Asia and Europe** to support students from all social backgrounds and circumstances to enter higher education.



Download here

https://bit.ly/ASEM_Equity_2021



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Key Areas to Build Back a More Inclusive Higher Education System

Spotlight 1:

Focus on Student Diversity

Spotlight 2:

Equitable Access and Success in Times of Disruption

Spotlight 3:

Collection of Data

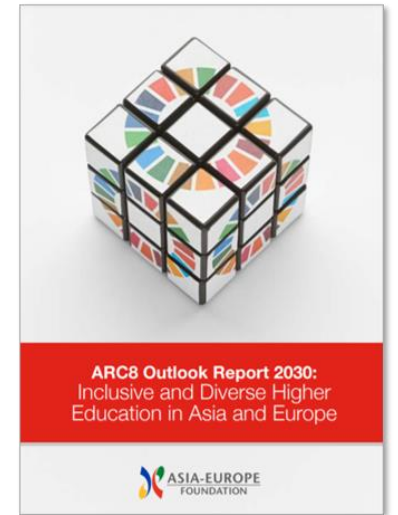
Spotlight 1: Focus on Student Diversity

Issue

Completion rates and achievement levels at secondary education are increasing, leading to **more qualified people from different social backgrounds entering HE.**

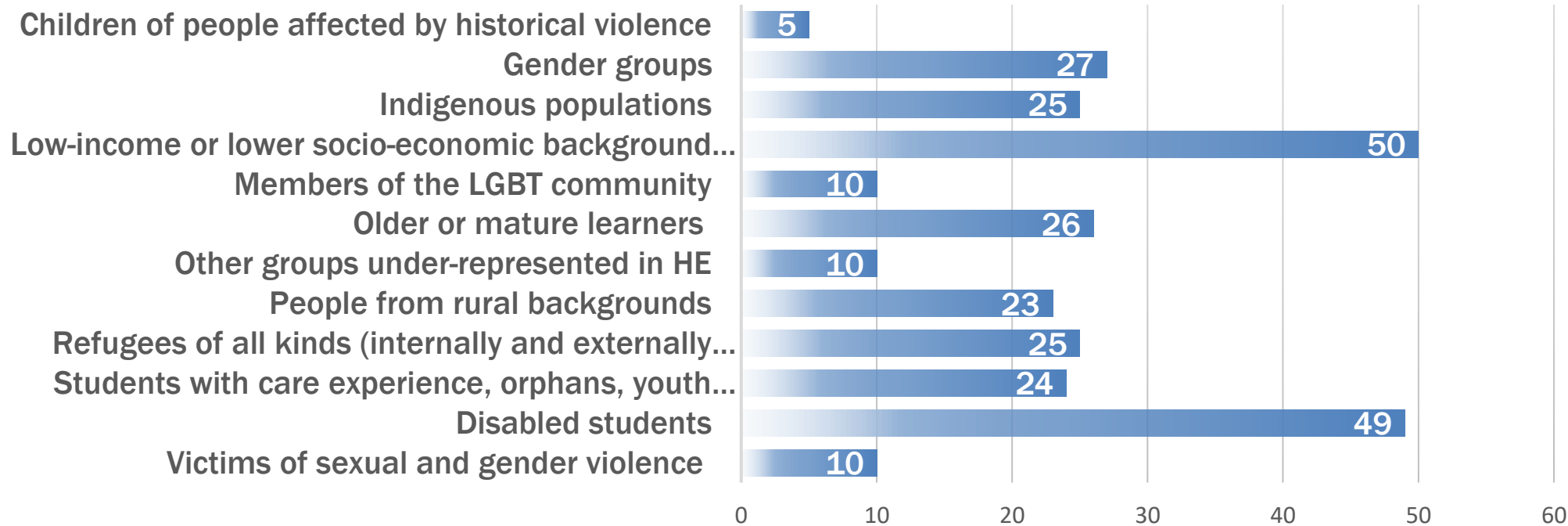
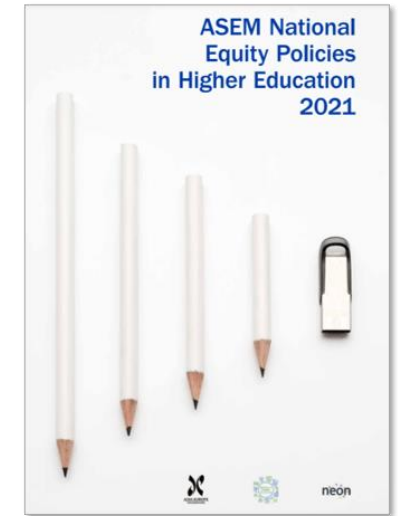
Risk

- Available evidence suggests that students from minority and disadvantaged majority backgrounds are on average in Europe **more likely to feel they do not belong in higher education** (Eurostudent VII, 2020).



Spotlight 1: Focus on Student Diversity

Most common equity target groups are lower income/socio-economic background students and students with disabilities



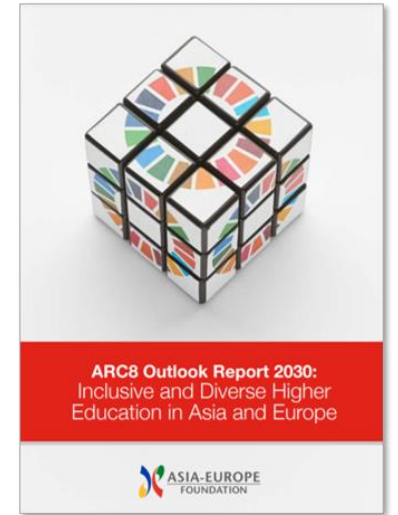
Spotlight 1: Focus on Student Diversity

Recommendation for Policymakers

- Introducing **performance agreements** between HEIs and the government **with targets for equitable access & success**

Recommendation for Universities

- **Recognise** that students from minority and disadvantaged majority backgrounds are a **distinct category** and provide opportunities **for students to shape** the institutional approach to equitable access and success
- **Supporting equitable access without addressing issues of success and quality - is not enough.**



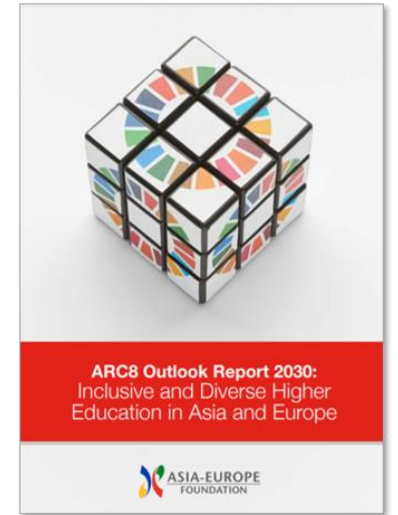
Spotlight 2: Equitable Access in Times of Disruption

Issue

The pandemic highlighted that the **progression into and through HE** for students coming from **minority or disadvantaged majority backgrounds** is **threatened most**.

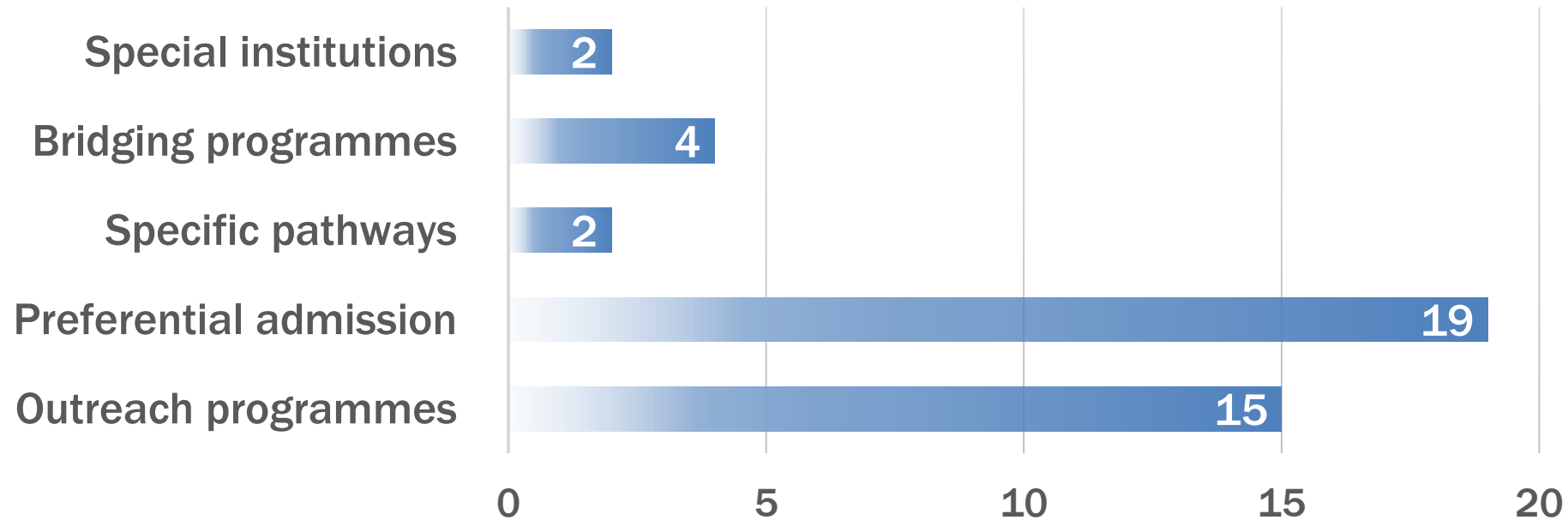
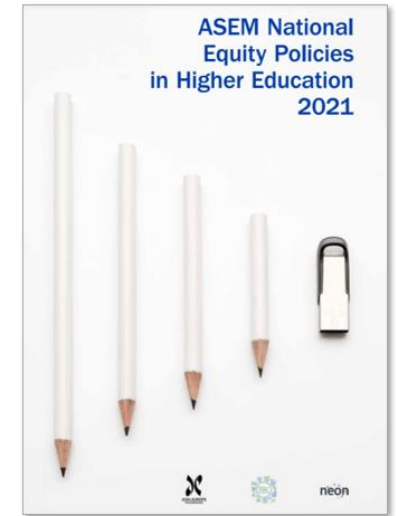
Risk

- Access to HE (80% of cases university admission was disrupted) (WAHED2020)
- Success in HE (digital access, loss of income, lack of supportive social networks, mental health problems)
- Long term effects on the “Covid-generation” (ESU 2021)



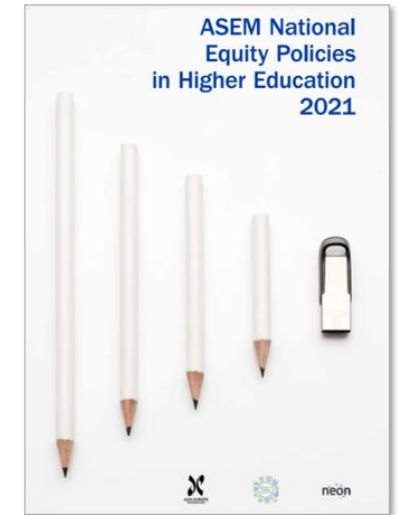
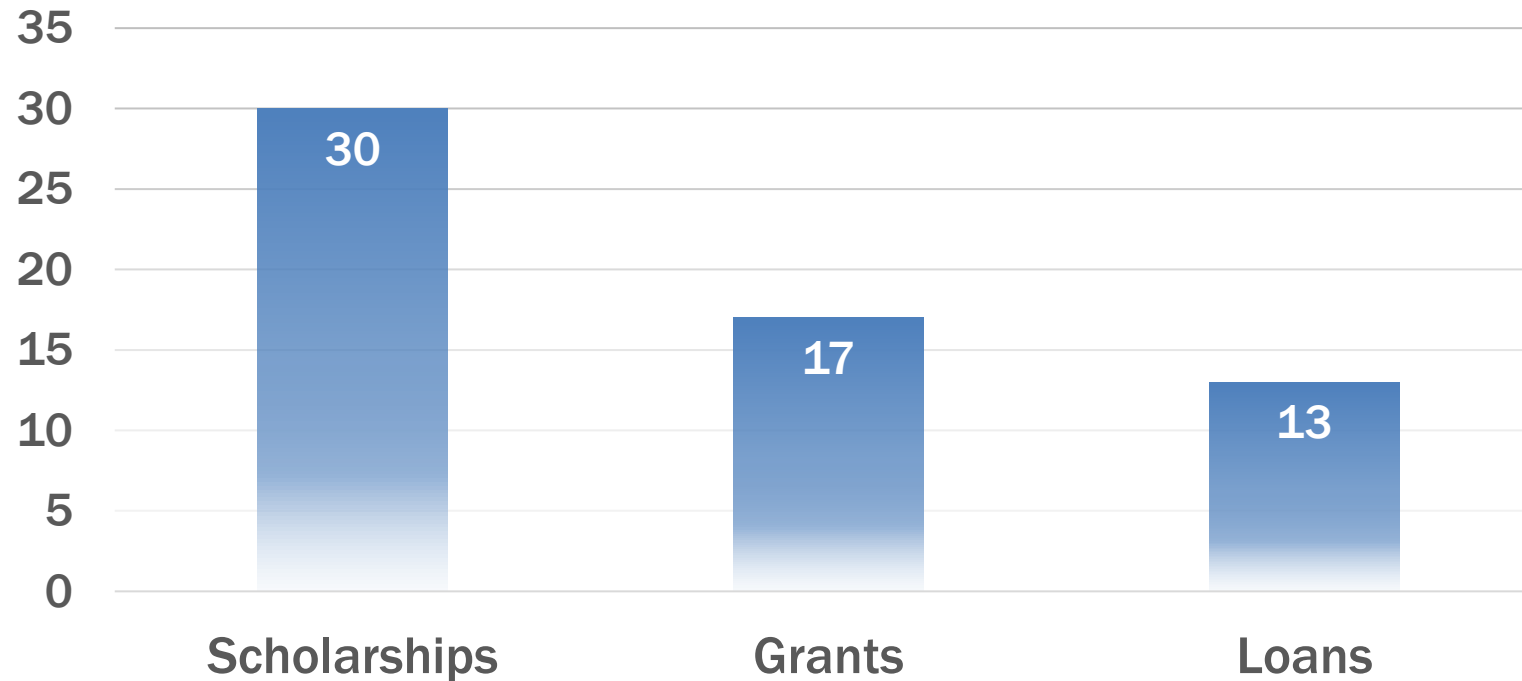
Spotlight 2: Equitable Access in Times of Disruption

Most common ‘non-monetary’ instruments are preferential admission arrangements followed by national outreach programmes

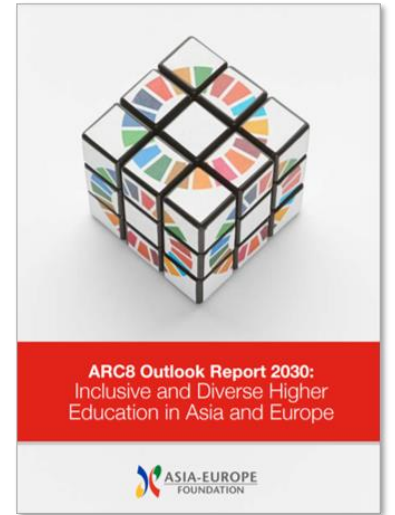


Spotlight 2: Equitable Access in Times of Disruption

Most common 'monetary' instruments are scholarships



Spotlight 2: Equitable Access in Times of Disruption



Recommendation for Policymakers

- Integration of **equitable access and success objectives** into post-COVID-19 policy planning
- Support of HE systems to develop and **build up resilience** to manage future external disruptive forces.

Recommendation for Universities

Consider potential disruptions, as seen during the COVID-19 pandemic, during institutional planning, and **attach relevant funding to ensure that progress made towards more equitable access and success is not hampered**

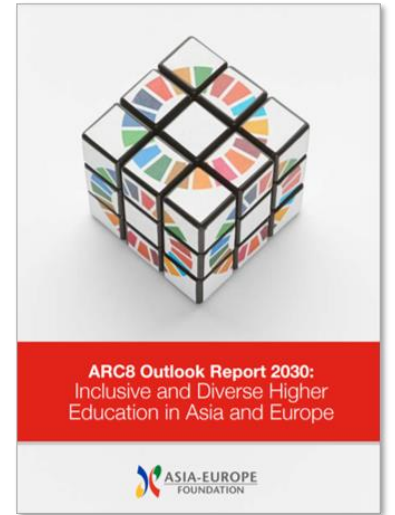
Spotlight 3: Collection of Data

Issue

Major **gaps in understanding** equitable access and success in Asia and Europe due to insufficient data on **participation and outcome by** background characteristic.

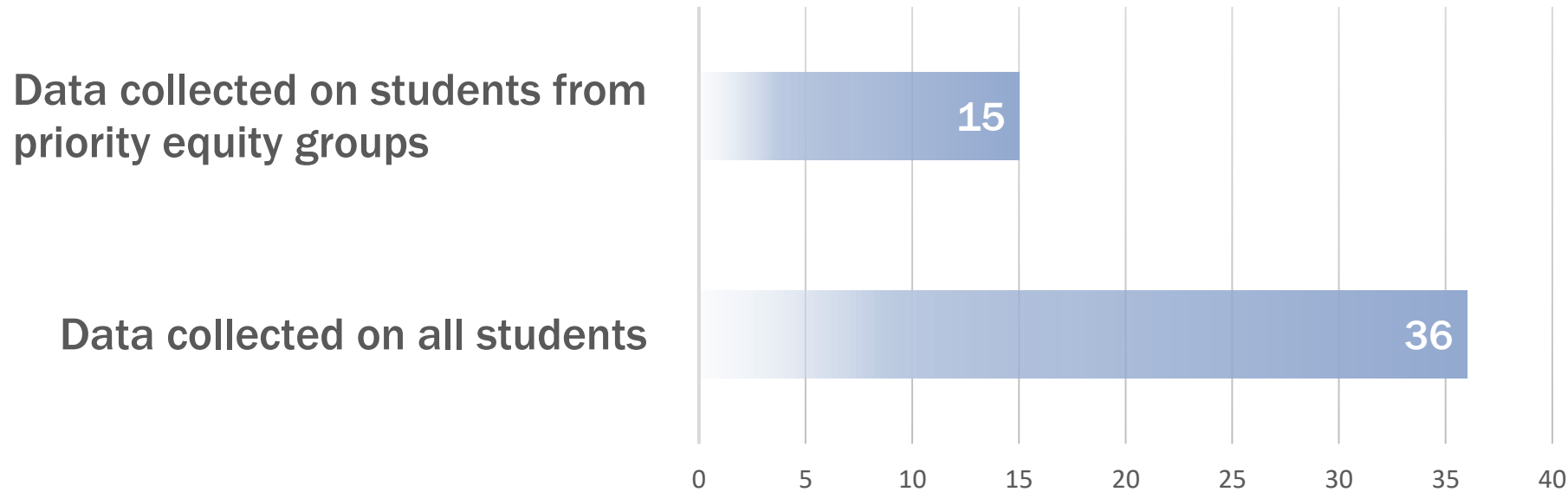
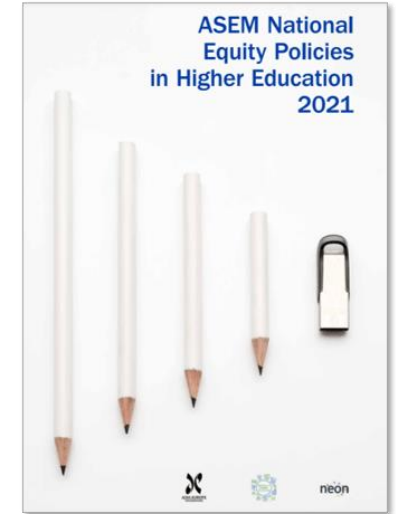
Risk

- Inequalities and injustice remains hidden
- Difficult to secure resources both within HEIs and from policymakers for equitable access and success work



Spotlight 3: Collection of Data

Less than a third of countries are collecting data on students from priority equity groups



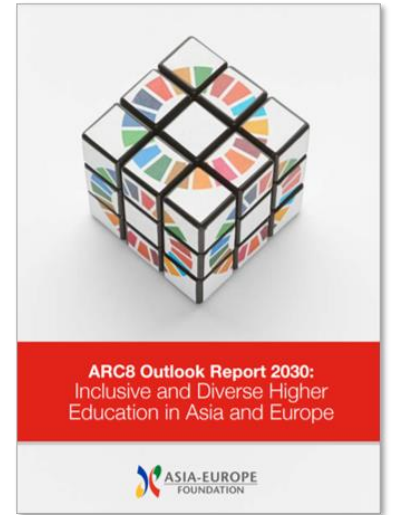
Spotlight 3: Collection of Data

Recommendation for Policymakers

Examine the potential for advancements in **information technology**, integration with national social surveys and incentivize HEIs to **improve data collection**.

Recommendation for Universities

Establish systems of data collection, that **are culturally and legally permissible** for the specific groups through the institution. country, which collects information on the background of students and their progression





Thank you for your attention

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How does this translate to national and institutional level in reality?

Dr Edizon Fermin

Vice President, National Teachers College, Philippines