

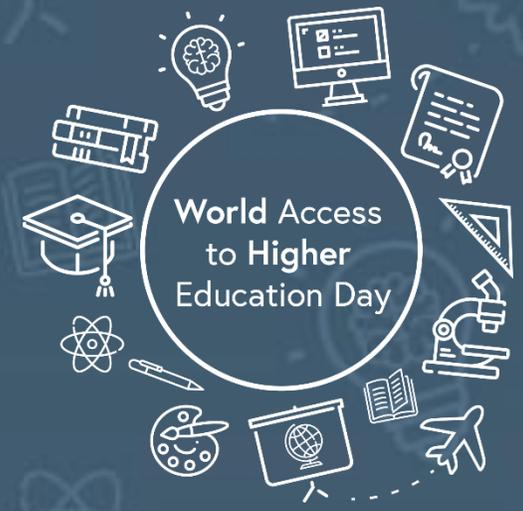


World Access to Higher Education Day
in association with University World News present:
WAHED24 - A Global Conference Series - European Conference
Tuesday 17th November 2020



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Speakers

- **Roberta Malee-Bassett**, Global Lead for Tertiary Education and Senior Education Specialist, World Bank
- **Joanna Newman**, Chief Executive and Secretary General, Association of Commonwealth Universities (ACU)
- **Dr Graeme Atherton**, Director, National Education Opportunities Network (NEON) UK

Join the conversation online using the hashtag #WAHED2020



ROBUST, RELEVANT, RESILIENT

TERTIARY EDUCATION DURING AND POST-COVID19

WORLD ACCESS AND SUCCESS IN HIGHER EDUCATION DAY 2020

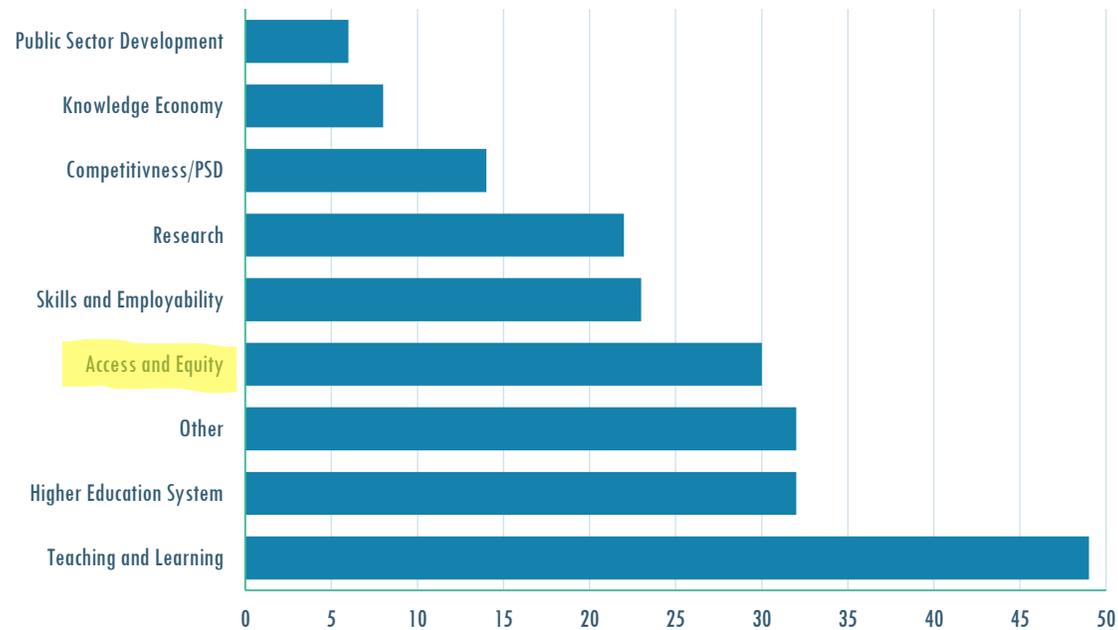


THE WORLD BANK
IBRD • IDA | WORLD BANK GROUP

Roberta Malee Bassett, PhD
Global Lead for Tertiary Education
The World Bank
rbassett@worldbank.org

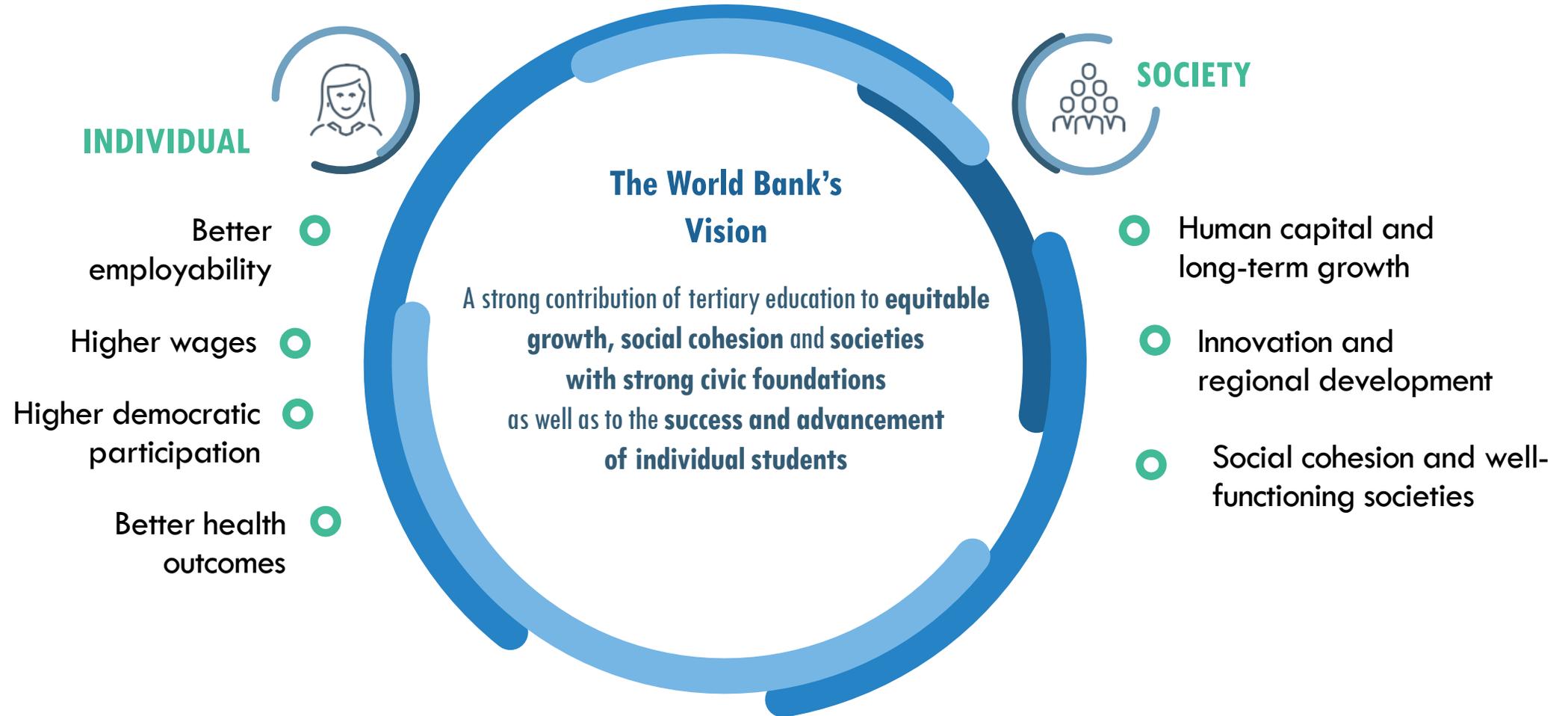
WORLD BANK SUPPORT FOR TERTIARY EDUCATION

Number of Tertiary Education Investment Projects by Objective Area



- Providing support for tertiary education **reforms and innovation** since 1963
- **More than 10 billion** in investment projects (2015-2020)
- **Collaboration with governments, tertiary education institutions and other stakeholders**

THE WORLD BANK'S VISION FOR TERTIARY EDUCATION



COUNTRIES, INSTITUTIONS, AND STUDENTS MAY NOT REACH THEIR FULL POTENTIAL BECAUSE...

- Access and equity insufficient
- Funding too low and lacks impact/effectiveness assessments
- Persistent issues around governance and quality assurance
- Outdated teaching modes, insufficient focus on learning science and research outputs
- Imbalanced systems (university vs. college sector, biases towards low-cost subjects, etc.)
- **The Covid-19 crisis has shown that systems and institutions lack resilience strategies and planning and are unequally digitally prepared**

MAKING EQUITY A PRIORITY

For all
At all stages in life
In access, area of study,
retention and
labor market transition

Close connections
Multiple pathways
Clear articulation
mechanisms

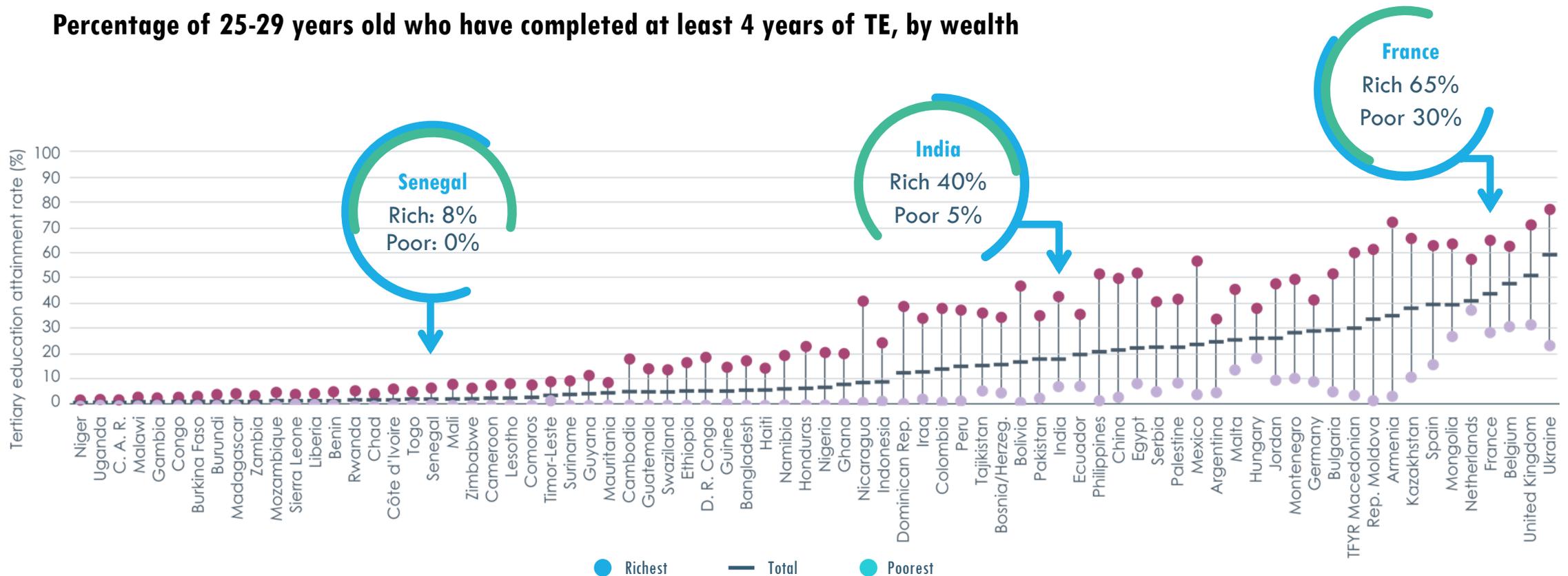


Employability
Skills
Innovation
Regional development

Different sub-sectors
Different streams
Equal value

ACCESS AND EQUITY REMAIN A CHALLENGE ...AND NEED TO BE TACKLED THROUGH VARIOUS INSTRUMENTS

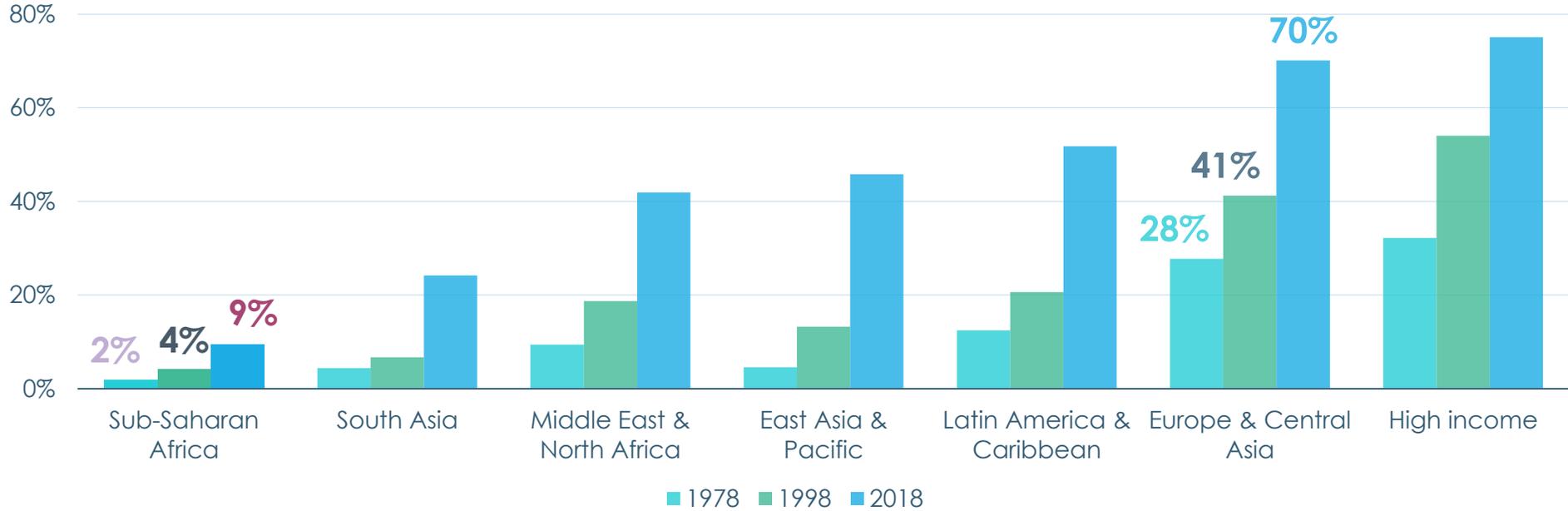
Percentage of 25-29 years old who have completed at least 4 years of TE, by wealth



Source: GEM Report.

SUB-SAHARAN AFRICA HAS FALLEN FURTHER BEHIND

Gross Tertiary Enrolment Rate (Percent)



Source: World Bank, World Development Indicators (2018); UNESCO, UIS

COVID-19 CONTEXT

Globally, every region has been impacted, and there is a notable, sustained effect on upper- and middle-income countries. In general, this distributed effect reflects the spread patterns of coronavirus from the upper-middle income countries of East Asia to Europe and the Americas. As the virus spreads into the Africa & South Asia regions, the numbers from lower-middle and low-income countries rose, though unevenly.

Disaggregated by Region and as proportion of total disrupted tertiary education students			
Region	Out-of-school tertiary ed students	Total tertiary ed students	Out-of-school %
East Asia and Pacific	72,391,442	73,538,139	98%
Europe and Central Asia	36,948,926	38,030,033	97%
Latin America and Caribbean	27,007,997	27,111,868	99%
Middle East and North Africa	14,282,666	14,282,666	100%
North America	20,640,820	20,640,820	100%
South Asia	40,468,782	40,468,782	100%
Sub-Saharan Africa	8,399,127	8,533,188	98%
Total	220,139,760	222,605,496	99%

Disaggregated by Income Level and as proportion of total disrupted tertiary education students			
Income Level	Out-of-school tertiary ed students	Total tertiary ed students	Out-of-school %
High	53,479,089	54,103,566	99%
Upper middle	97,493,490	97,934,594	96%
Lower middle	65,358,490	66,421,264	98%
Low	3,808,691	4,146,072	100%
Total	220,139,760	222,605,496	99%

3 KEY AREAS OF H.E. EQUITY CHALLENGES DURING/POST- COVID

- **Students' lives, not just their academic programs, have been disrupted**
- **Persistence rates are likely to diminish, disproportionate for at-risk and under-served groups**
- **The digital divide has exposed the socioeconomic inequity of distance learning**

TECHNOLOGY BOTTLENECKS



Inequality in
Connectivity

Students (and faculty) often do not have enough connectivity and devices at home, particularly in the most remote areas and among the poorest. Likewise, they often do not have the space and conditions to learn effectively when they can connect.



Academic staff
capacity to deliver
remote courses

Faculty are often underprepared to deploy content. While most faculty members are active online, most had not taught in online mode before this crisis. While there is a lot of material online, there is little 24/7 technical and pedagogical support available



Students' capacity
to adapt

Many, if not most, students are not experienced as online learners. While they may be quick to adapt, students face challenges that lead to dissatisfaction, disruption, disassociation with their academic experience



Mistakes

In emergencies, leaders learn by doing, but they also need to make sure they have capacity to minimize the impacts and correct mistakes as they are identified



Regulation

The regulatory environment is not (yet) aligned to online learning. A key issue is the competitiveness of the telecoms markets, which often favor monopolies and do not provide cheap options that work for the poor

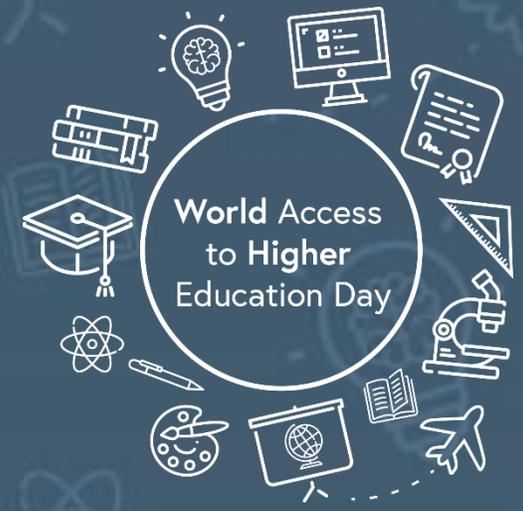
MAINTAINING CORE VALUES DURING AND AFTER THE CRISIS

“[...] healthy higher education communities matter enormously. They are engines of knowledge production, discovery, innovation, skills development, cultural preservation, and national progress. But to be healthy, higher education communities must be grounded in core values—*equitable access, accountability, academic freedom, institutional autonomy, and social responsibility*. Where these values are respected and flourish, higher education communities not only contribute necessary skills and services to society but also maximize the capacity of individuals to think for themselves and make informed, creative contributions to their own lives as well as to the lives of others.”

Scholars at Risk (2018). Promoting Higher Education Values: A Guide for Discussion

WB work on education and Covid19 can be found at:
<https://www.worldbank.org/en/topic/education/coronavirus>

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Joanna Newman
Chief Executive and Secretary General,
Association of Commonwealth Universities
(ACU)

Join the conversation online using the hashtag #WAHED2020



**JOANNA NEWMAN, CHIEF EXECUTIVE AND SECRETARY GENERAL, ASSOCIATION OF
COMMONWEALTH UNIVERSITIES (ACU)**

ACU SUMMER SCHOOL 2020



**The Association
of Commonwealth
Universities**

[ACU Summer School 2020](#) was delivered in partnership with University of Cape Coast in Ghana, with the theme of “The Migration Generation? Climate, Youth and Refugees.” Students gained insights into the demography of young African migrants and push-pull factors which influence migration, as well as the opportunities and challenges connected with forced and involuntary migration. They were also introduced to themes including the intersection of climate change, health and migration, and migration among marginalised communities.

The event was delivered over Zoom, with the use of a Facebook group for informal student interactions and intercultural discussions. 50 students from 15 countries participated. Students who faced challenges with digital access were provided with data grants to support their participation. [Read an interview with Baimba from Sierra Leone](#), one of the participants.



The Association of Commonwealth Universities

The event featured expert speakers drawn from academia, government and NGOs, from Bangladesh, Ghana, South Africa and the UK. Students participated in panels, Q&As, small group discussions and intercultural sessions. They also benefited from presentation skills training, a film screening, an introduction to Ghanaian history, and an 'In Conversation' event with a leading Ghanaian author. A key element of the event was students' participation in a challenging group project. Each group was supported by an expert mentor, drawn from among the participating speakers. [Learn about the work of the winning group](#), which focused on climate and migration.

Following the event, 95% of students surveyed indicated that the summer school experience helped them develop new friendships across borders, 92% agreed that the experience helped them better understand their own cultural values and biases and 87% agreed that the experience helped improve their global network within their field of study.

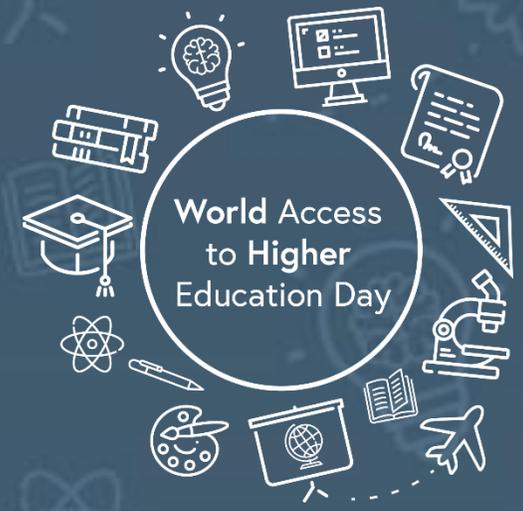
The Summer School formed part of the ACU's Digital Now strategy. The ACU will be offering future virtual mobility opportunities: opening on 30 November, the [Virtual Medical Student Mobility Project Grants](#) will fund medical schools in different countries to link up to deliver virtual mobility opportunities for their students. Applications for our [Global Grants](#), which support undergraduate students from UK member universities to attend a summer school overseas, will open in February 2021.

To find out more, please contact summerschool@acu.ac.uk

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Speakers

- **Martina Darmanin**, Vice President, European Students Union
- **Elmar Pichl**, Director General of Higher Education, Austrian Ministry of Education, Science and Research
- **Cathy McLoughlin**, Head of Access Service, Dublin City University

Join the conversation online using the hashtag #WAHED2020





The European Students' Union (ESU)

*“Representing students
since 1982”*

Martina Darmanin
Vice President

WAHED24: ‘Access and Success in
Higher Education in the Post-Pandemic
World’

17th November 2020



Agenda

1

About Us

2

Impact of COVID-19 on student life in Europe

3

What has changed for the social dimension?

4

What happens next?

1. About us (1)

The European Students Union (ESU) is the umbrella organisation of **46 National Unions of Students (NUS)** from **40 countries**.

The aim of ESU is to represent and promote the educational, social, economic and cultural interests of students at the European level towards all relevant bodies and in particular the **European Union, Bologna Follow Up Group, Council of Europe and UNESCO**. Through its members, ESU represents almost 20 million students in Europe.

3. About us (2)



Mobility and
Internationalisation



Quality of higher
education



Public responsibility
financing and
governance



Social Dimension

2. Impact of COVID-19 on student life in Europe

LEARNING AND TEACHING

- 31.9% students reported that they always have access to course study materials.
- only 41% reported they always have a good Internet connection.
- Students have frequently felt frustrated, anxious, and bored in their academic activities since on-site classes had been canceled.
- Students tended to report that they felt their academic performance had worsened since on- site classes were cancelled.

2. Impact of COVID-19 on student life in Europe

STUDENT SERVICES

- Only 1.5% of students would turn to institutional sources of support such as administrative staff to talk about the COVID-19 crisis.
- Only 5.8% of students would turn to administrative staff at their institution to about problems related to studying issues (lectures, seminars, practical work)
- Lower levels of general well-being were reported by students who do not have a supportive social network.

2. Impact of COVID-19 on student life in Europe

FUNDING

- 12.2% of working students lost their job permanently and 28.9% lost the job temporarily.
- for almost 10% of students, their scholarship payment had either been postponed (4.10%), cancelled (2.9%), or reduced (2.6%).
- For students paying tuition fees, the majority of students (75.3%) answered in this survey that their tuition fee payments have remained the same at their institution.

3. What has changed for the social dimension

EUROSTUDENT VII Survey (2020)

(Access here: https://www.eurostudent.eu/blog_detail?b_id=188)

- 60% of students in Eurostudent countries work along studies.
- 49% of students would not have been able to study at all if they did not have a paid job to finance their studies.
- National public student support accounts for just over a tenth of student income.
- 25% of students report to be currently experiencing either serious or very serious financial difficulties.

3. What has changed for the social dimension

ESU's Bologna With Students Eyes Survey 2020

- According to ESU's responding unions, there is a growing perception that positive developments are taking place all across Europe, with Social Dimension being considered a moderately to highly important subject on both the governmental and HEI levels in $\frac{2}{3}$ of the countries that participated in the survey, while being assigned no importance in only 10% of cases in relation to governmental prioritization and slightly less than 10% in relation to HEIs

3. What has changed for the social dimension

ESU's Bologna With Students Eyes Survey 2020

- Only 6 out of 39 countries have national targets in place to enhance participation of underrepresented groups in HE, with another 9 countries having targets in place which are not being followed.

3. What happens next?

European Higher Education Area

- **10 Principles and Guidelines** on the Social Dimension
- **Peer support** for competence building to reduce discrepancies in the level of policy development and implementation
- **European Qualification Passport for Refugees**

---> ESU

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The European Students' Union

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Erasmus+ Programme
of the European Union

ESU has received financial support from the European Commission through Erasmus+ Programme: KA3, Support for Policy Reform- Civil society cooperation in the field of education and training.

THANK YOU!

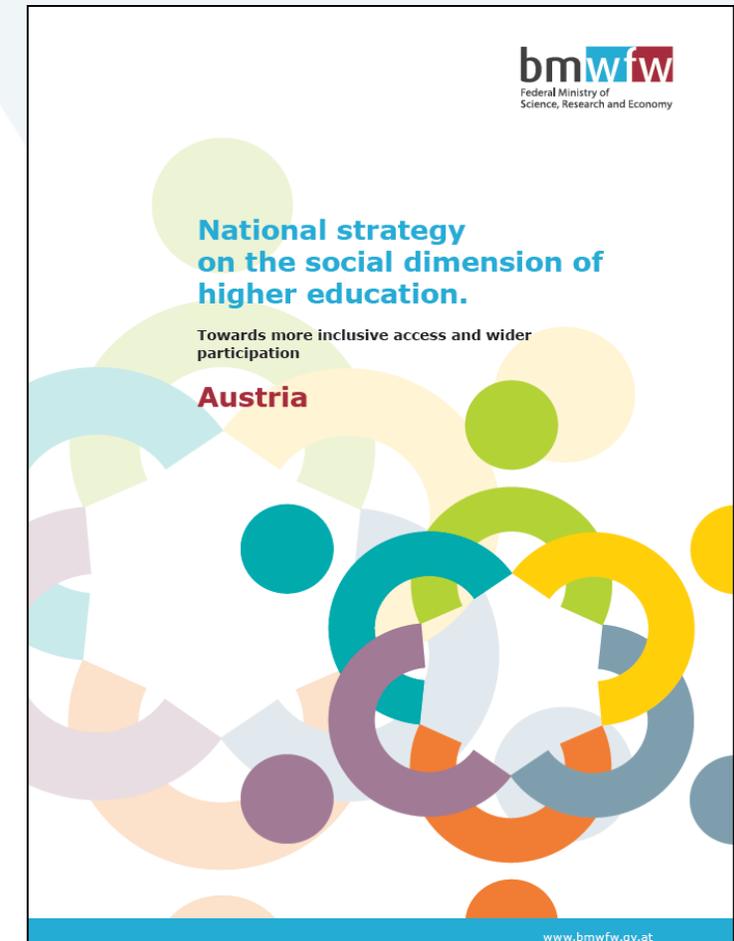
National Strategy on the Social Dimension of higher education

Towards more inclusive access and
wider participation

Elmar Pichl

General Director of Higher Education

Vienna, Nov. 17th 2020



Contents

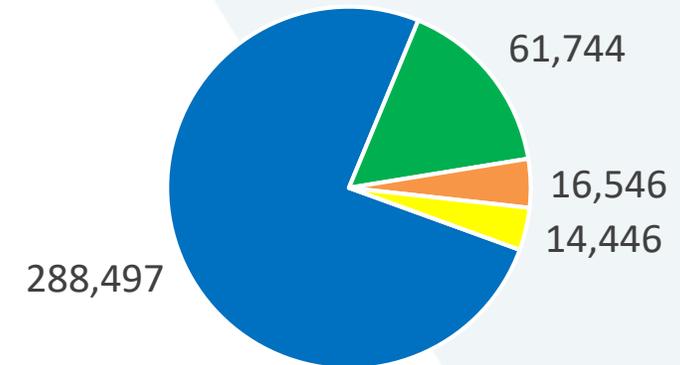
- The strategy development process: context, motivation and scope
- Data - Status quo and sources
- Underrepresented groups and groups with specific needs
- Target dimensions, action lines, quantitative goals
- Implementation and next steps

Strategy development, context: Austrian HE system

Types of HE institutions

- 22 public universities (new university funding, performance agreements)
- 21 universities of applied sciences (mix of funding based on the standard costing systems, 90% funded federally, fixed amount per study place)
- 14 university colleges of teacher education (9 public → direct funding, fixed educational budget; 5 private)
- 16 private universities (no federal public funding)

Students enrolled (winter term 2019)



Total: 381.233

- public universities
- universities of applied sciences
- university colleges of teacher education
- private universities

Strategy development: Bologna Ministerial Conferences (EHEA)

- **Yerevan (2015):** “[...] develop a coherent set of policy measures to address participation in higher education which identify underrepresented groups in higher education and outline specific, measurable actions to improve access, participation and completion for those groups [...] An effective way of doing this is through national access plans or strategies”
- The Austrian effort was fueled by results from **Bologna Ministerial Conferences** and the commitment that equal access to and participation in HE was crucial

Strategy development: context, motivation, scope

- A **top-down initiative** (the Minister announced the strategy development) was then implemented through a **bottom-up approach** in the strategy development process
- **Stakeholders** from all HE sectors, from social partners, from the Austrian Students' Union, from ministries etc. were **invited to bring in their expertise** in workshops and **give written feedback**
- **Data availability in Austria was very helpful:** administrative data in connection with data from the Student social survey, good basis for quantitative goals and evaluation

Data – status quo: Student Social Survey 2015

Administrative data:

age, gender, former
education, study programme
→ BA, MA, field of study,...

Survey data

all administrative information

+

migrant background, family situation,
state of health, alternative access
route, student support, ...

strategic process:

First time to use
results and
discussions about it
for full strategy
document

Survey data:

- problem areas can be identified (e.g. financial difficulties, compatibility issues)
- basis for political decisions in the past (e.g. student support reform)
- need for administrative data, HE statistics must display survey data

Contents: Insights into the Austrian National Strategy (2017)

Underrepresented groups – examples

- Students whose parents do not have a HE qualification
- Men/women in specific fields of study
- Students with migrant backgrounds (with an Austrian entrance qualification)
- Students with a disability and/or chronic illness
- Students from areas with lower entrance rates

Contents: Insights into the Austrian National Strategy (2017)

Groups with specific needs – examples

- Students in employment (in Austria: 65%)
- Students with care responsibilities
- Students with financial difficulties
- Foreign students whose first language is not German

Contents: Insights into the Austrian National Strategy (2017)

Target Dimension I: More inclusive access

Assess info and orientation materials in terms of comprehensibility, completeness, accessibility in terms of SD

Target Dimension II: Avoid drop-out and improve academic success

Develop & test ways to promote mobility that focus on the SD and guarantee recognition of credits accumulated abroad; Create an inclusive teaching and learning environment

Target Dimension III: Create basic parameters and optimize regulation of higher education policy

Increase funding for the Student Support Scheme; Initiate and maintain peer learning activities

Contents: Insights into the Austrian National Strategy (2017)

9 Quantitative goals

1. Increase the number of „educationally disadvantaged“ students in HE
2. Widen inclusive access (increase number of non-traditional access students)
3. Promote gender balance
4. Widen participation for students with migrant background
5. Strive for regional balance in HE access
6. Promote social dimension in mobility
7. Improve compatibility
8. Raise number of received student grants
9. Promote equal opportunity in medicine studies

Implementation in HE policy

Performance agreements = agreements between the Federal Ministry and each of the 22 public universities

new legal regulation on university financing: „[...] To ensure the implementation of measures for the SD [and the] inclusion of underrepresented groups into HE, the federal minister can retain up to 0,5% of the overall university budget“ (approx. 45 mio. euros)

→ Report from the universities in the **end of 2020** to present their institutional strategies/strategic measures towards implementing the *National Strategy on the SD of HE*.

The Development and Funding Plan for Universities of Applied Sciences (UAS) through to 2023/24 = Plan for further development/funding of the UAS sector (21 UAS)

contains references to the National strategy on the SD and plans for an expansion of the UAS sector.

Implementation in HE policy

Funds for student support raised

- The overall funds for student support („Studienförderung“) were raised by 39% between 2016 (191 million euros) and 2018 (265 million euros)
- The average amount of funding was raised by 24%
- There are improvements for older students, e.g. top-ups at the age of 24 and 27 for students who receive a maintenance grant (= for students who have worked for at least 4 years before beginning their studies).

National Mobility and Internationalisation Strategy for Higher Education 2020 – 2030: underrepresented groups included

The SD aspect in mobility is addressed in measures, e.g. expand the range of non-traditional mobility forms

Implementation

Dissemination and Awareness Raising

National and international exchange and discussion...

... is important to further develop and promote the topic of the social dimension
... shows that most countries face similar challenges

National

- Annual networking conferences
 - 12/2018: Networking conference: “Enabling study success”
 - 12/2019: Networking conference: “From school into Higher Education”
 - 10/2020: Webinar: “Equity of higher education in times of Covid-19”

International

- Eurostudent participation (=European Student Social Survey)
- Participation in international Peer Learning Activities
- Erasmus+ projects on e.g. inclusive mobility and institutional strategies

Monitoring and evaluation

- There is an **interim evaluation** planned for 2021 and a **final evaluation** for 2025
- One of the main data sources for monitoring is the current **Student Social Survey 2019**
- This allows a **complete monitoring**, as the source for the development of the strategy was the **Student Social Survey 2015**



Thank you for your attention, I am looking forward to questions and discussions!





Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University

A group of diverse young people, likely students, are walking along a paved path outdoors. They are dressed in casual attire like t-shirts, hoodies, and jeans. The background shows a brick building and lush green trees. A large, semi-transparent yellow banner is overlaid across the middle of the image, containing the text 'DCU Access Programme'.

DCU Access Programme

DCU by numbers

17,000+

students – Ireland's fastest
growing university

27%

students are from widening
participation groups
(socio-economic, disability,
mature, further education)

80,000+

alumni

92%

graduates in employment /
further study after 6 months

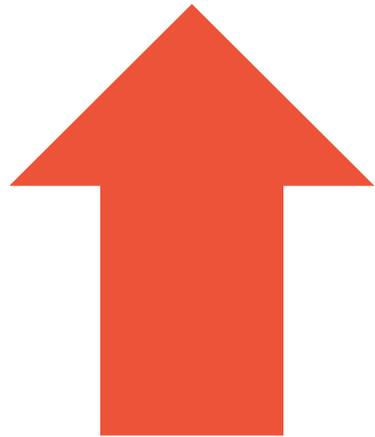
70%

students complete INTRA work
placement / study abroad

1,168

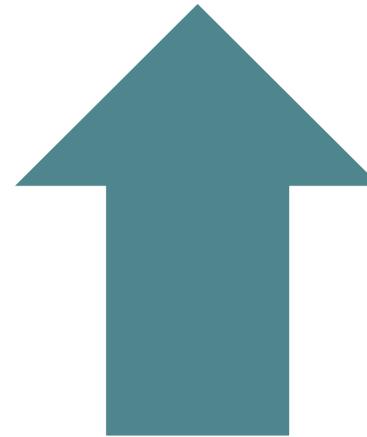
Access students

Working to address the educational divide



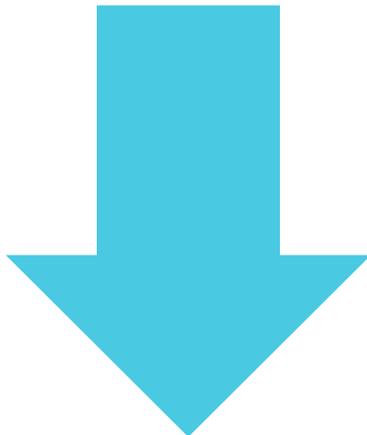
64%

of second level students transfer to higher education nationally



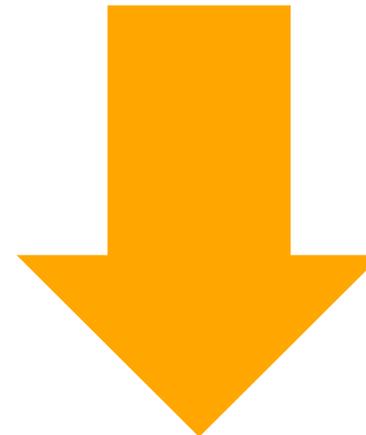
1 in 3

have a third level qualification nationally



26%

of lower socio- economic groups transfer to higher education



<8%

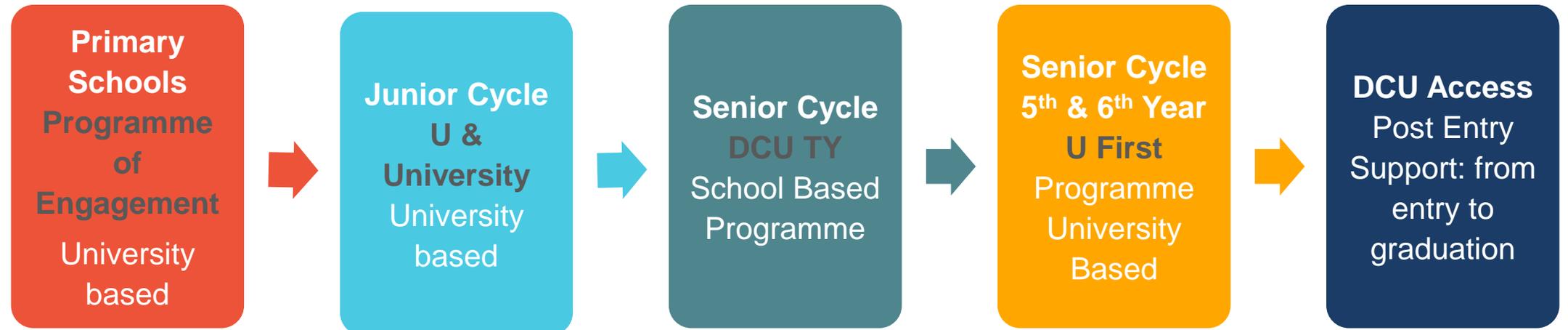
have a third level qualification in some North Dublin neighbourhoods close to DCU

Who we target

All students under the age of 23 who have completed a Leaving Certificate and are from one of the following target groups:

- Students from socio-economically disadvantaged backgrounds living in Ireland
- 1st generation students with no history of 3rd level education in the family
- Students residing in North Dublin in communities with lowest progression to third level education
- Students experiencing double disadvantage (disability and socio-economic disadvantage)
- Young people in the care of the State
- Members of the Irish Traveller community
- Those experiencing significant barriers to accessing education i.e. young carers

Life cycle of engagement



Advancing educational outcomes



Developing positive attitudes to education and helping young people to remain at school

- Primary outreach



Encouraging more students to consider third level education as a viable option

- U & University
- DCU TY
- U First



Supporting students who make it to third level to complete their course of study

- Post-entry support package
- Access to the Workplace



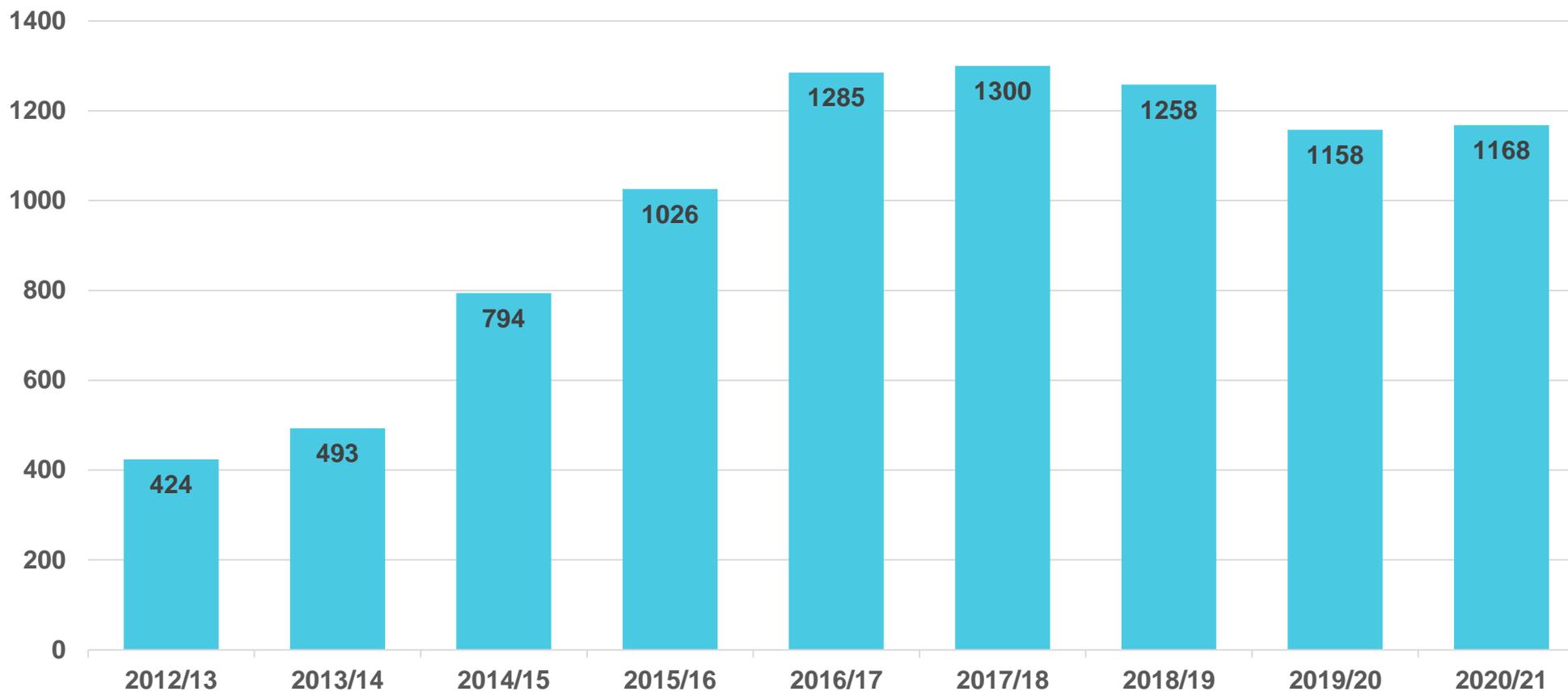
Entry routes for Leaving Certificate students

10% of first-year places on **all** undergraduate programmes allocated at reduced academic standards for students entering through the Access routes.

Almost 70% of new access student enter on reduced academic requirements

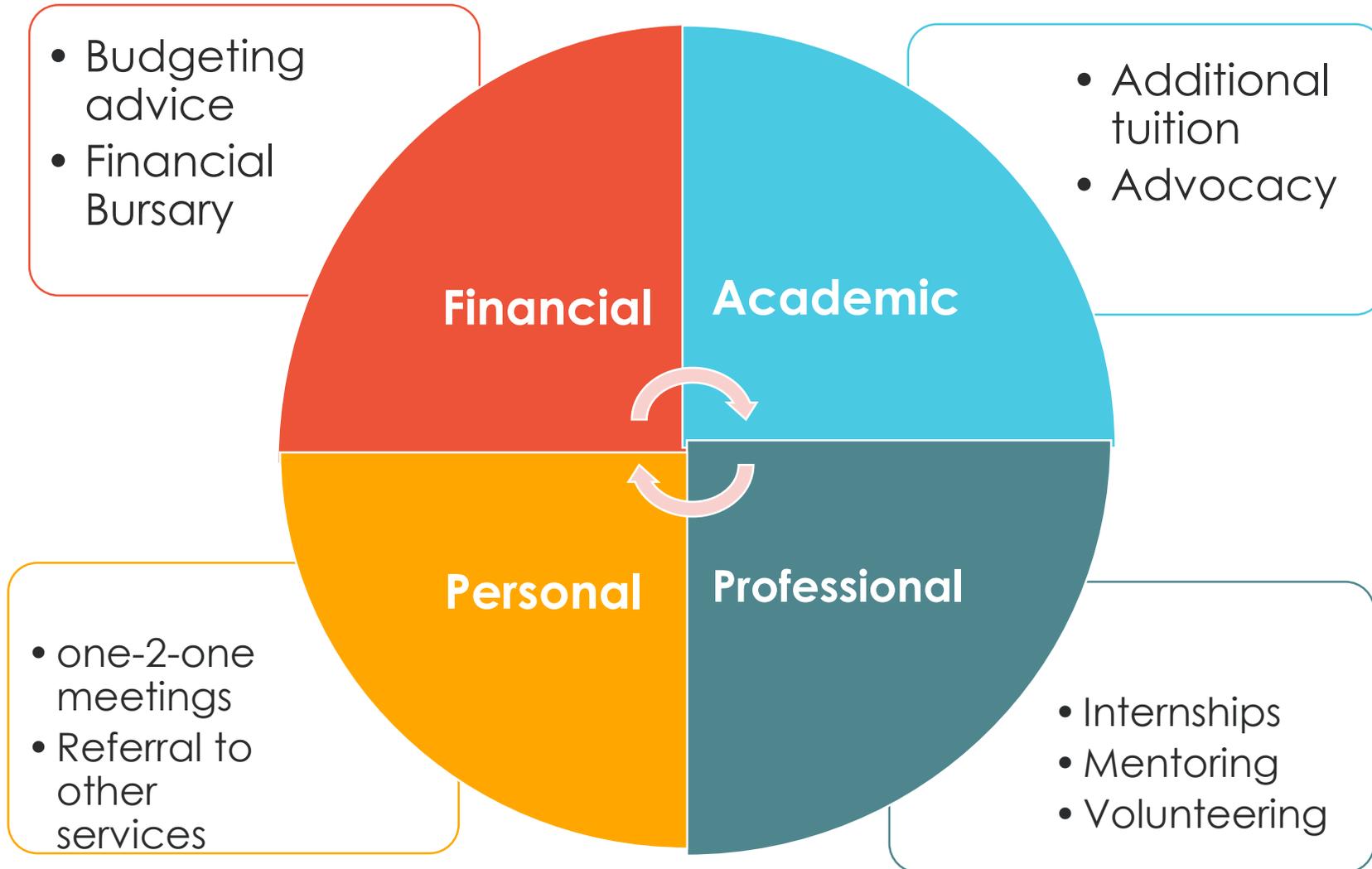


Supporting entry to third level education

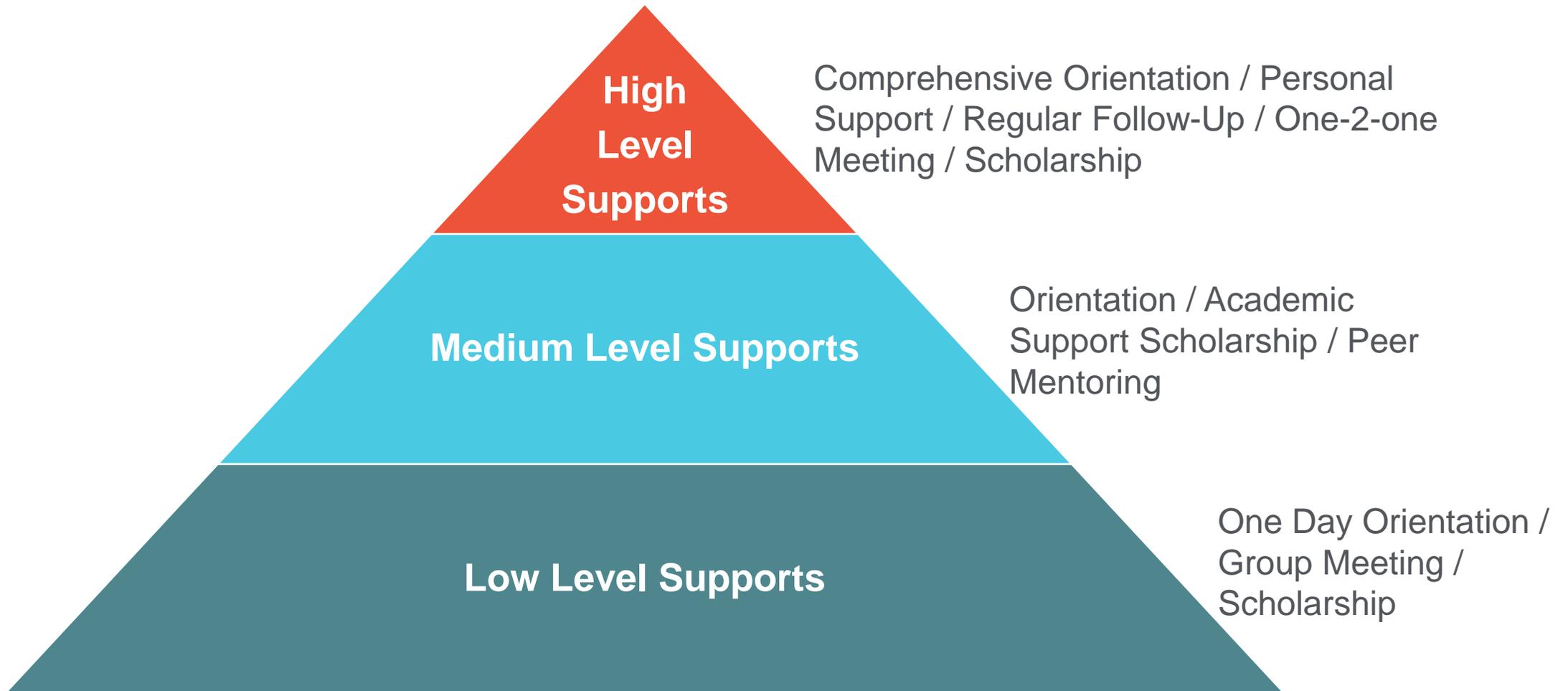


Over 4,000 students supported since 1990

Post-entry supports



Triage model of support



Post-Entry Supports



Holistic approach: In addition to academic and financial supports, access to mentoring, counselling, and professional support is essential to ensuring student success.

Additional Irish Government Support for Widening Participation due to Covid-19

- Large grants given to third-level institutions to purchase ICT equipment – primarily laptops to be given to financially disadvantaged students (central procurement)
- Doubling of the Student Financial Assistance Fund
- Grant to Access Departments to be used to support student retention
- Large increase in financial assistance to support student mental health services

Access to the Workplace

- New pilot programme in 2019
- Quality paid summer work placement for 2nd year Access students in established workplaces
- Series of “Work Readiness” modules provided by DCU Careers Service and external partners
- 50 students placed in 39 leading Irish companies in 2019
- Assists students without the social capital and connections of their peers, to compete on a level playing field in the job market.



Response to Covid-19

Secured funding to undertake research on:- **Navigating virtual internships: An evidenced based toolkit**

The project will be led by Professor David Collings of DCU's Leadership and Talent Institute.

The project's final output will be freely available as a 'virtual internship toolkit' for companies.

- Aim to level the playing field
- Support virtual placements for 2021
- Bring new knowledge to this under researched area



Our Access students excel

- 93% complete studies
- 53% go on to Master's level or higher
- 96% seeking employment find it
- 97% graduates achieved higher honours degree in 2020

