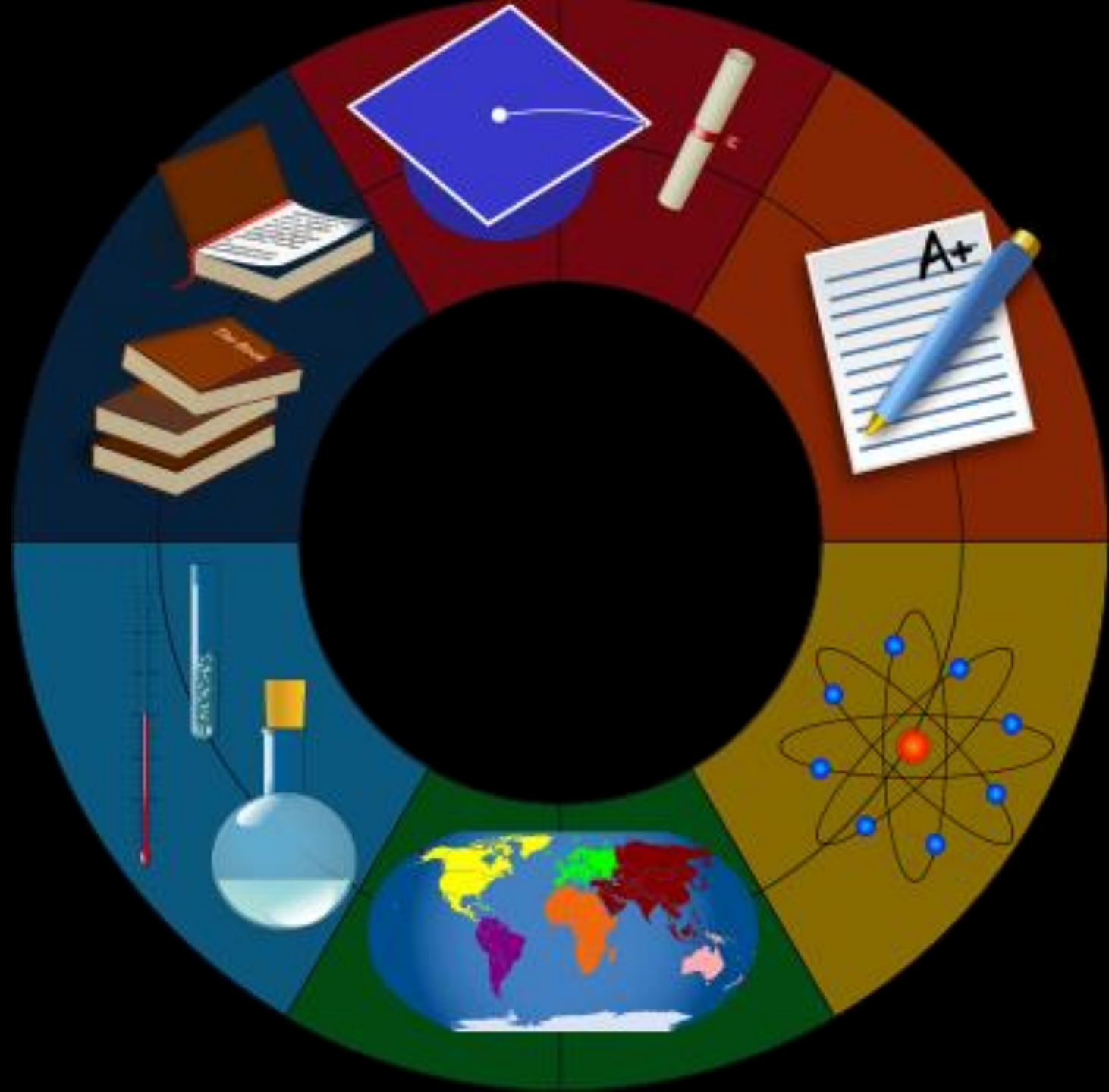


INDICATORS AND DESCRIPTORS FOR THE PRINCIPLES OF THE SOCIAL DIMENSION IN THE EUROPEAN HIGHER EDUCATION AREA

European Students' Union

INTRODUCTION TO THE SOCIAL DIMENSION IN HIGHER EDUCATION

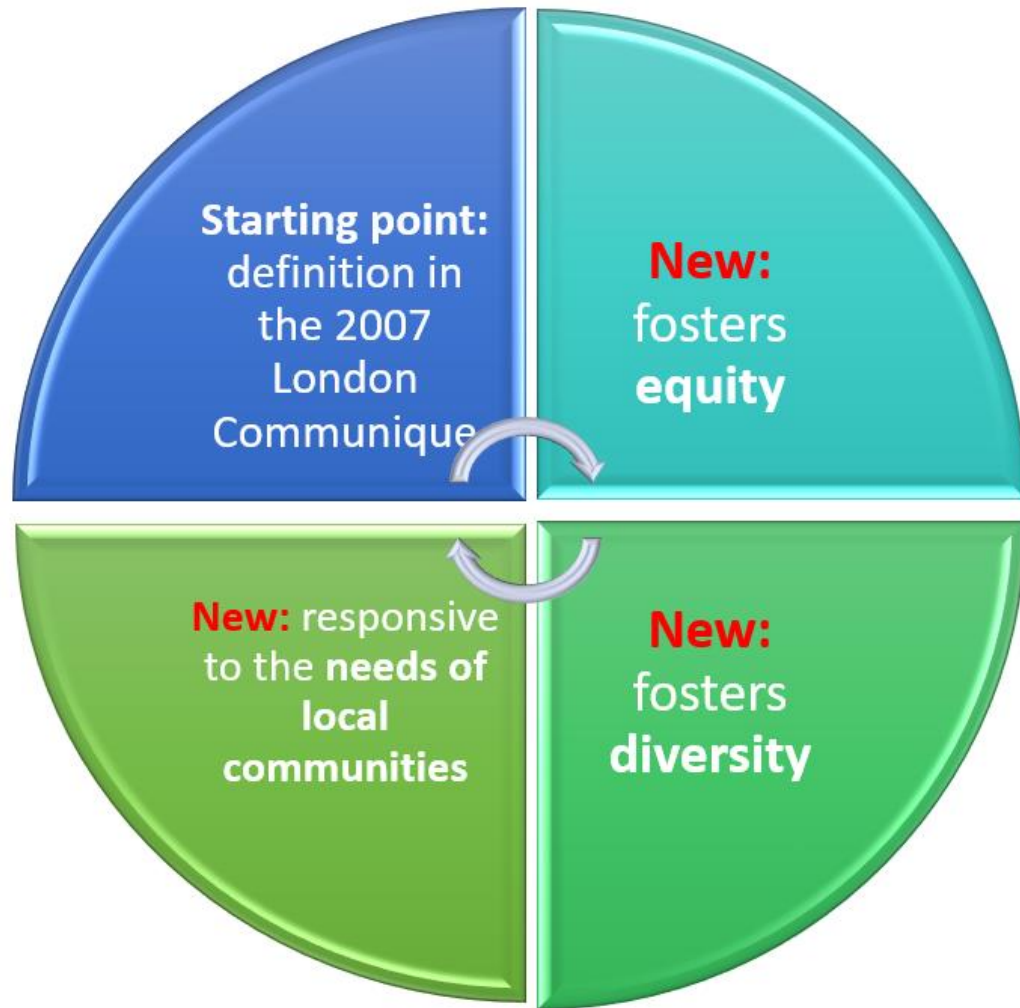
- The social dimension in higher education refers to the integration of policies and practices that ensure inclusive and equitable access, participation, and completion of higher education for all students. It is crucial for creating a fair society where education serves as a tool for social mobility and cohesion.





**SINCE 2007, EHEA HAS SIGNIFICANTLY
PROGRESSED IN ADVANCING POLICIES ON
SOCIAL DIMENSION...**

1. NEW DEFINITION OF THE SOCIAL DIMENSION – ADOPTED IN 2020



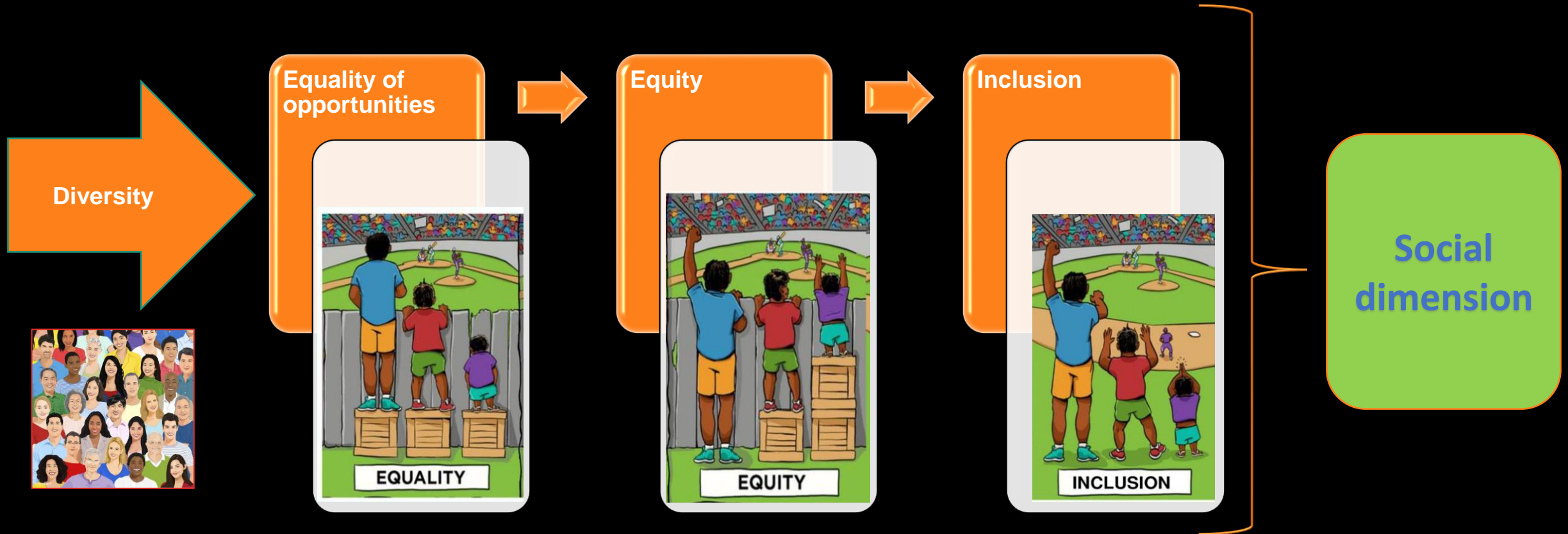
Social dimension in higher education is

- **a process** aimed at creating an inclusive environment in higher education
- in which the **composition of the student body** entering, participating in and completing higher education
- **at all levels** corresponds to the **heterogeneous social profile of society at large** in the EHEA countries.

This definition of the social dimension encompasses also

- the desired **inclusive environment** in higher education that
- fosters **equity, diversity**, and is responsive to the **needs of local communities**.

BOLOGNA PROCESS: NEW DEFINITION OF THE SOCIAL DIMENSION (2020)



FRAMEWORK COMPONENTS



PRINCIPLES: FUNDAMENTAL
VALUES AND GOALS FOR THE
SOCIAL DIMENSION.



GUIDELINES: RECOMMENDED
ACTIONS AND POLICIES TO
ACHIEVE THE PRINCIPLES.



INDICATORS AND DESCRIPTORS:
METRICS AND CRITERIA TO
MEASURE PROGRESS AND
IMPLEMENTATION.

EHEA POLICY FRAMEWORK FOR THE SOCIAL DIMENSION IN HIGHER EDUCATION

> A **COHERENT SYSTEM** THAT ENABLES PUBLIC AUTHORITIES TO INCORPORATE SOCIAL DIMENSION PRINCIPLES IN THE POLICIES AND STRATEGIES

10 **principles** for social dimension in higher education
+ **guidelines**



Indicators for each principle
+ **descriptors**



System of monitoring for the implementation of principles

European level

National level



**PRINCIPLE 1: PRINCIPLE ON STRATEGIC APPROACH TO THE SOCIAL DIMENSION.
THE SOCIAL DIMENSION SHOULD BE CENTRAL TO HIGHER EDUCATION STRATEGIES AT
SYSTEM AND INSTITUTIONAL LEVEL, AS WELL AS AT THE EHEA AND THE EU LEVEL**

Guidelines and Indicators:

Integrate the social dimension into national and institutional strategies.

Develop action plans with specific targets and timelines.

Regularly review and update strategies based on feedback and data.

2. PRINCIPLE ON FLEXIBILITY OF HIGHER EDUCATION SYSTEMS

Legal regulations or policy documents should allow and enable higher education institutions to develop their own strategies to fulfil their public responsibility towards widening access to, participation in and completion of higher education studies.

Guidelines and Indicators:



```
graph TD; A[Guidelines and Indicators:] --> B[Create flexible pathways and recognition of prior learning.]; B --> C[Ensure legal frameworks support diverse student needs.]; C --> D[Adapt policies to changing societal and economic contexts.];
```

Create flexible pathways
and recognition of prior
learning.

Ensure legal frameworks
support diverse student
needs.

Adapt policies to changing
societal and economic
contexts.

3. PRINCIPLE ON THE INCLUSIVENESS OF THE ENTIRE EDUCATION SYSTEM

The inclusiveness of the entire education system should be improved by developing coherent policies from early childhood education, through schooling to higher education and throughout lifelong learning.



4. PRINCIPLE ON MONITORING AND DATA COLLECTION

RELIABLE DATA IS A NECESSARY PRECONDITION FOR AN EVIDENCE-BASED IMPROVEMENT OF THE SOCIAL DIMENSION OF HIGHER EDUCATION.

- *Guidelines and Indicators:*
- Establish robust data collection systems.
- Use data to monitor progress and identify gaps.
- Share data transparently with stakeholders.

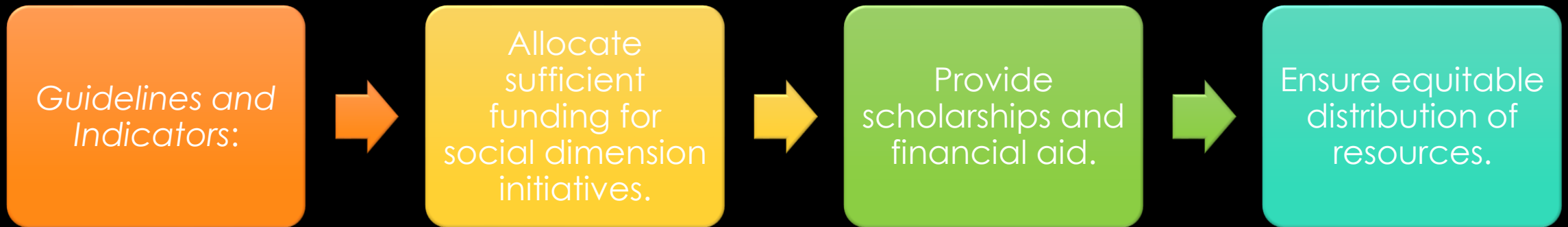


5. PRINCIPLE ON COUNSELLING AND GUIDANCE

- Public authorities should have policies that enable higher education institutions to ensure effective counselling and guidance for potential and enrolled students in order to widen their access to, participation in and completion of higher education studies.
- *Guidelines and Indicators:*
- Offer comprehensive counseling services.
- Provide career guidance and job placement support.
- Ensure accessibility of services for all students.

6.FUNDING

PUBLIC AUTHORITIES SHOULD PROVIDE SUFFICIENT AND SUSTAINABLE FUNDING AND FINANCIAL AUTONOMY TO HIGHER EDUCATION INSTITUTIONS ENABLING THEM TO BUILD ADEQUATE CAPACITY TO EMBRACE DIVERSITY AND CONTRIBUTE TO EQUITY AND INCLUSION IN HIGHER EDUCATION.





7. PRINCIPLE ON INCLUSIVE INSTITUTIONAL CULTURE.

PUBLIC AUTHORITIES SHOULD HELP HIGHER EDUCATION INSTITUTIONS TO STRENGTHEN THEIR CAPACITY IN RESPONDING TO THE NEEDS OF A MORE DIVERSE STUDENT AND STAFF BODY AND CREATE INCLUSIVE LEARNING ENVIRONMENTS AND INCLUSIVE INSTITUTIONAL CULTURES.



PRINCIPLE 8: ENHANCING INTERNATIONAL MOBILITY

International mobility programs in higher education should be structured and implemented in a way that foster diversity, equity and inclusion and should particularly foster participation of students and staff from vulnerable, disadvantaged or underrepresented backgrounds.

Guidelines and Indicators:

Support mobility programs and exchanges.

Ensure recognition of credits and qualifications.

Provide support services for international students.

PRINCIPLE 9: COMMUNITY ENGAGEMENT

- Higher education institutions should ensure that community engagement in higher education promotes diversity, equity and inclusion.
- *Guidelines and Indicators:*
- Develop partnerships with local communities.
- Encourage student participation in community projects.
- Promote the societal impact of higher education.



PRINCIPLE 10: POLICY DIALOGUE

- Public authorities should engage in a policy dialogue with higher education institutions and other relevant stakeholders about how the above principles and guidelines can be translated and implemented both at national system and institutional level.
- *Guidelines and Indicators:*
 - Facilitate dialogue between stakeholders.
 - Involve students in policy-making processes.
 - Share best practices and experiences.



CONCLUSIONS

The social dimension framework is essential for creating inclusive and equitable higher education systems. By adhering to these principles, guidelines, and indicators, we can ensure that higher education serves as a catalyst for social mobility and cohesion. Let's work together to implement these strategies and make higher education accessible and inclusive for all.



Call to Action

Encouraging stakeholders to prioritize and invest in the social dimension of higher education.