



Findings of the HE4u2 project

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Integrating cultural diversity in Higher Education - HE4u2

562237-EPP-1-2015-1-BE-EPPKA3-PI-FORWARD he4u2@eucen.eu | <http://he4u2.eucen.eu>

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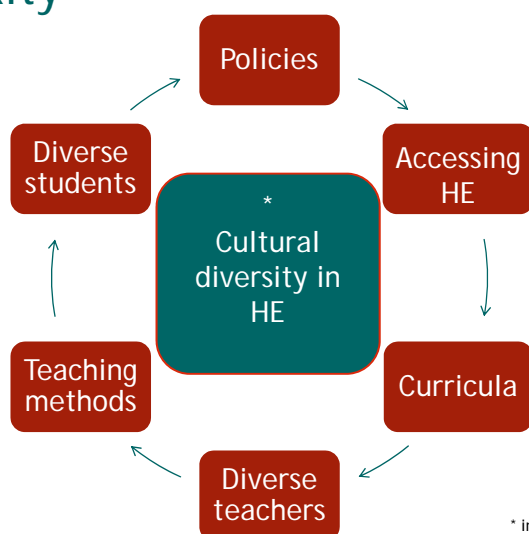
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Complexity



* interrelatedness of all aspects



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Key findings: Policies

POLICIES

- ▶ Policies address cultural diversity on different levels
 - ▶ Laws / Decrees
 - ▶ Mission statements, strategy papers ...
 - ▶ Administrative rules in HE
 - ▶ Guidelines, recommendation papers ...
- ▶ Rationale of policies differ: employability, talent pools; demographic change, migration; social inclusion, social justice ...
- ▶ Data about the level of implementation of these policies is often missing
- ▶ Diversity monitoring has to be enhanced at universities

- ▶ → see HE4u2 policy analysis



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Key findings: Accessing HE

ACCESS

- ▶ Recognition of prior qualifications (→ inclusion or exclusion)
- ▶ Key target group of HE4u2: migrant students
- ▶ Absence of data, which practices have made a difference for migrant students to access HE (lack of evaluation data, diversity monitoring, question of survey design)
- ▶ Already new challenges pressing into HE
 - ▶ Refugees who live in Europe need to access HE (AT, DE, SE especially)
 - ▶ More and more students without high school diploma access HE
 - ▶ More and more professionals (who work) access HE
 - ▶ More and more underage students access HE



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Key findings: Curricula

CURRICULA

- ▶ HE curricula prepare students of all fields of study for an international and diverse workplace experience.
- ▶ 2 possibilities:
 - ▶ **Within the curriculum:** Integrating country-specific examples or international examples from literature, stereotypes, multilingualism, diversity management, social inclusion ...
 - ▶ **Across the curriculum:** providing courses for students across the curriculum which deal with diversity
- ▶ → see HE4u2 curriculum adaptations in 21 curricula



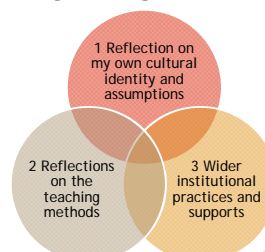
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Key findings: Diversity of teachers

HE TEACHERS

- ▶ Diversity skills cannot be viewed as add-on for HE teachers anymore but as a necessity for teaching (transversal skill)
- ▶ Diversity of teachers: motivation, contract, balance between research-teaching
- ▶ Culturally diverse role models are still rare
- ▶ Courses and services for teachers need to be provided producing learning outcomes such as:
 - ▶ Culture and identity
 - ▶ Accessible learning and inclusive teaching
 - ▶ Managing intercultural conflicts
 - ▶ Alternative teaching methods
- ▶ → see HE4u2 courses with more than 180 teachers



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Key findings: Diversity of students

STUDENTS

- ▶ Data collection – what do we actually know about the diversity of our students across the student lifecycle?
- ▶ Key dimensions: gender, age, migration, ...
- ▶ Other dimensions are gaining importance: surface learners, deep learners ..., part-time students

- ▶ Diversity as a complex student experience

„[...] There are a number of international students in the course „communicative skills – conflict management“ and each one was able to talk about their own cultural background. The teacher as well as the students were very open towards the cultural diversity of all participants. That made me feel welcome.“ (student from the HE4u2 survey)

- ▶ → see HE4u2 survey with more than 240 students



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Final remarks

- ▶ What we are interested in is a culturally diverse campus culture, not in special activities for diverse students.
- ▶ All students should have relevant and positive cultural experiences while they study.
- ▶ We need to find drivers and enablers for active institutional diversity management as well as incentives.
- ▶ HE teachers should be equipped with diversity skills and act as role models.
- ▶ HE should be open to all and promote diversity before studying (access - getting in) and during studying (achievement - getting through).

- ▶ We need: 1) evidence-based data what works for migrant students - 2) diversity skills trainings with teachers - 3) celebrate on-campus diversity



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