ideas

Effective Approaches to Enhancing the
Social Dimension of Higher Education

Acknowledgements

How to use this Publication

This publication is meant to be read in conjunction with the IDEAS case database which can be accessed at http://www.equityideas.eu/case.

More information about each of these cases can be accessed by entering their names in the search box on this page:

Figure 1: Searching for Cases on the IDEAS Website

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Introductory

The IDEAS Project

Despite all intentions in the course of the Bologna Process and decades of investment into improving the social dimension, results in many national and international studies show that inequity remains stubbornly persistent, and that inequity based on socio-economic status, parental education, gender, country-of-origin, rural background and more continues to prevail in our Higher Education systems and at the labour market. While improvement has been shown, extrapolation of the gains of the last 40 years in the field show that it could take over 100 years for disadvantaged groups to catch up with their more advantaged peers, should the current rate of improvement be maintained.

Many of the traditional approaches to improving equity have also necessitated large-scale public investments, in the form of direct support to underrepresented groups. In an age of austerity, many countries in Europe are finding it necessary to revisit and scale down these policies, so as to accommodate other priorities, such as balanced budgets or dealing with an aging population. An analysis[i] of the current situation indicates that the time is ripe for disruptive innovations to mobilise the cause forward by leaps and bounds, instead of through incrementalist approaches. Despite the list of programmes in this analysis there is very little evidence as to the causal link between programmes, methodologies for their use and increases/improvements in equity in institutions. This creates a significant information gap for institutions and public authorities seeking for indicators to allocate limited resources to equity-improving initiatives, without adequate evidence of effectiveness. The IDEAS project aimed at addressing and improving this information gap.

Aims & Objectives of IDEAS

The IDEAS project, of which this project is the final output aimed to:

- Create a database of initiatives (programmes/policies) at micro/meso level for enhancing equity in access, participation and completion of Higher Education from across Europe and on a global level.

- Screen the database for evidence of a causal link between the initiatives and improvements in equity for their target groups.

- Understand the environmental, social and political enabling factors which allow successful examples of practices to take root

- Select a number of good practices based on criteria of success, and disseminate these widely to promote the replication and dissemination of examples in institutions throughout Europe as well as on a global level.

Previous European projects, such as EQUNET, have analysed how minority groups entered and performed at universities and it became clear that all major efforts realised by the Member States did improve the persistence of inequity. However European Universities do not yet reflect the diversity of the European population as aimed at the European Higher Education Area and, there are big gaps in educational outcomes. Central, regional and local governments supported those large-scale programmes with the aim of promoting a social development including the reduction in social exclusion and diminishing ethnic minorities' isolation. Target groups of these programmes developed a better integration in the countries, regions or cities where they live, achieving a better feeling of belonging to a common European culture with values such

as democracy, social consciousness, respecting differences and diversity. The weight of immigrants in national populations of European countries rose significantly and is now estimated over 10% in 15 countries[ii].

Inequity does not result only from socio economic- and ethnic background. There are other constraints that prevent young people to aspire and apply to universities, such as:

- a different understanding of who is entitled to access university

- the ignorance of the importance of a certain social, cultural and educational capital

- the presumption that STEM is inaccessible

- gender disparities.

While states, regional and local administrations felt growing difficulties to fund, universities and students found other ways to promote greater equity in the universities. This project was conceived to elicit, promote and disseminate some of those ideas – good IDEAS - that were developed in different parts of the world, particularly in Europe. The goal is to contribute to the dissemination of good practices. The aim from the beginning was to identify ideas and proven practices that have the potential to be implemented with small investment and can be disseminated, replicated and scaled up. A specific focus was to look

particularly for evidence of success and for evidence of flexibility – ideas that can be translated and adapted in different contexts with small changes to the specific conditions of those new contexts. We are looking for alternatives for the large-scale public investments, revisiting and trying to find ways to scale down those policies. Project members used their networks to find some of the best practices.

The Social Dimension and the Connection with the aims and outcomes of IDEAS

The European Commission identified 5 targets for 2020. Two of these targets are related to the aims of the EU funded project IDEAS: IDentifying Effective Approaches to enhancing the Social dimension in Higher Education.

By identifying effective and efficient approaches to improve the social dimension in higher education, IDEAS presents examples of good practice with proven quantitative and qualitative successes. With IDEAS the partners provide the necessary data and frameworks of tested experience to inspire (higher) education institutions in particular, other stakeholders like governments (local & national) and foundations to translate, implement and replicate proven practices in their local context.

Replication with the purpose of:

- Finding better solutions for current

socio economic challenges: achieving equitable access, educational outcomes and career opportunities for all students;

- Finding better solutions for higher education to make educational excellence more inclusive[iii];

- Supporting the process of continuous improvement of current activities to achieve the replication objectives[iv] without affecting its effectiveness and ways of working.

The presented cases in the IDEAS database can have an impact on the EU targets on Education and to Fighting Poverty and social exclusion. On a longer term IDEAS can have an impact on improving the target on Employment and employability as well.

The IDEAS project is supportive for the EU targets on:

- Education

- Reducing the rates of early school drop outs below 10%

- at least 40% of 30-34–year-olds completing third level education

- Fighting poverty and social exclusion

- at least 20 million fewer people in or at risk of poverty and social exclusion

The targets on education give the impression widening access to higher education, for underrepresented groups, is not a target worth mentioning. Improving retention and successful completion on all levels of education are mentioned as important targets for 2020. The 2011 Communication on the modernisation agenda for Europe's higher education systems also stresses that to increase higher education attainment a dual focus is required on increasing access and participation in higher education (bringing more people into the system) and improving completion rates (ensuring the amount of students who drop out of their studies is as low as possible). One of the findings of the 2014 Communication on the modernisation agenda for Europe's higher education systems[v] mentions however: "Although European policy documents stress the priority of the social dimension of higher education, and countries have made commitments in the Bologna Process to develop strategies and define measurable targets, very few countries have actually defined participation and attainment targets for specified groups. At national levels, it appears that a number of issues that are a major part of the discussion of under- representation in higher education are not frequently monitored." Data on migrant status for instance is only collected in 13 member states and data on ethnicity of students and staff in only eight states. An important observation based on the country visits also stated that a good education system with excellent

institutional practices in general is not a guarantee for equally good outcomes on the participation and attainment of underrepresented groups. In this context the University of Ghent in Belgium was for instance mentioned.

Monitoring data on access and educational outcomes is equally important as analysing the effectiveness and efficiency of policy and practices on a national, regional and institutional level. Improving the social dimension, equity and inclusion in higher education can benefit from more sophisticated, evidence based, in depth knowledge to develop and implement new practices on one hand as well as to evaluate and improve current activities on the other hand.

Superdiversity

The Bologna Process set the goal that the "diversity of students accessing, participating and completing Higher Education, should reflect the diversity of our populations". This in itself is a bold and brave political ambition and anticipates the expectation that Europe will transform even more to a continent with pockets of super diverse societies. Societies with cities like Amsterdam, Antwerp, Berlin, London and Paris, reflect the changing demographics of the population in terms of ethnicity, gender and age but also show an increasing gap between the haves and have not. These super diverse cities transformed to majority–minority cities. "In a society where one group forms a clear majority, minorities are expected to adapt to the opinions and customs of the dominant group. If there is no longer an ethnic majority group, everyone will have to adapt to everyone else. Diversity will become the new norm. This will require one of the largest psychological shifts of our time. Some members of the old majority group will fiercely resist the loss of their dominant position. For others, however, the city's diversity will hold a powerful appeal."[vi]. Migration is one of these developments that had and still has a major influence in the process of the changing nations. The recent stream of refugees as newcomers in Europe is one of the current realities of a changing Europe.

Especially the process of acceptance of changes in society has its implications. With a growing diversity more members of the former minority groups participate in higher education and will in time transition to leadership positions in the private and public sector. At least this should be expected given the growing diversity in the above-mentioned urban cities. These cities already have a majority of different groups in society who migrated themselves or who's (grand) parents migrated to countries for economic, political or other reasons. Besides that, a growing part of society that lives in poverty is also still a reality of many urban cities.

How societies respond to these changes is often mirrored in their level of determination and type and aim of

strategic policy and practice, the level of in depth available data and research, the representation of the diversity in leadership positions in society in general and in education specifically. The change in mind-set of professionals in education and the willingness to discuss and change to an inclusive system with parameters and processes is crucial to motivate higher education institutions to prepare, educate and graduate new generations of students to become future leaders in society.

These transformations come with challenges and opportunities for countries, cities, education systems, institutions and individuals. How countries respond is very much related to the deeply rooted historical, political and societal context. Countries that we characterize as traditional migration countries like the United States, Canada and Australia respond different to these changes compared to countries with new waves of migration, since the history and 'DNA' of these traditional migration countries were is diverse in its origin. These countries also have struggles in their process of transformation but having a critical mass of diversity is an incentive to act and improve. Another angle related to diversity policy is whether countries have a strong tradition of social justice activism where citizens have the right to demonstrate, participate and speak up when injustices are visible and experienced. These countries will often have legislative procedures in place for citizens to influence policy and politics

using their constitutional rights as an important democratic value in society. Besides this there is a tradition of advocacy organisations on a national, regional and city level, aiming for instance at increasing educational opportunities for underrepresented groups.

Economic imperatives

Recently there is enough reason for companies to believe that a diverse workforce will increase the company's ability to be more productive, creative and innovative. From recent research of McKinsey[vii] "it becomes increasingly clear that companies with a more diverse workforce perform better financially. Gender-diverse companies are 15% more likely to outperform and Ethnically diverse companies are 35% more likely

to outperform. McKinsey has been examining diversity in the workplace for several years." For their latest report, "Diversity Matters", proprietary data sets for 366 public companies across a range of industries in Canada, Latin America, the United Kingdom and the United States were examined. In this research, they looked at metrics such as financial results and the composition of top management and boards.

Economic imperatives will become even more of an incentive for higher education institutions to invest in the success and diversity of their student population. Diversity policy in higher education will develop itself from a parameter of social dimension to a parameter of quality. Diversity as an economic imperative and incentive will still need more development in the area of data analytics especially quantitative and qualitative data on proven successes of institutional policy and practice as well as data on effective and efficient regional and national policy. The aim of IDEAS is to provide data on proven successes of European and global initiatives in higher education. In the meantime, technological developments create new economic challenges as well as opportunities. One of these challenges according to OECD Secretary General, Angel Gurria is the development of skills: "Skills have become the global currency of the 21st century. Without proper investment in skills, people languish on the margins of society, technological progress does not translate into economic growth,

and countries can no longer compete in an increasingly knowledge-based global society."[viii]

Technology on the other hand also initiated a whole new sector of online higher education providers that could play an important role in developing alternative pathways to acquire knowledge, skills and higher education qualifications. So far there is no real evidence that online providers are a successful alternative to increase access and success of underrepresented groups in higher education.

OECD data on enhancing the social dimension to HE

Participation and attainment in higher education in the last 30 years increased disproportionally among OECD countries. The OECD describes this higher education growth in attainment rates as a tsunami. In this context seen as a positive development:

"Once a privilege of the elites, higher education has faced a significant democratisation process over the past two generations, and even become a mass phenomenon in several OECD countries. Today, nearly twice as many young adults (aged 25-34) are tertiary-educated compared to their parents' generation 30 years ago (aged 55-64). If we were to look up at their grand-parents' generation, the wave of the higher education attainment growth would look like a tsunami."[ix]

■ Difference between the 25-34 and 55-64 year-old population with tertiary education (right axis)
▲ Proportion of the 25-34 yesr-old population with tertiary education (left axis)
■ Proportion of the 55-54 yesr-old population with tertiary education (left axis)
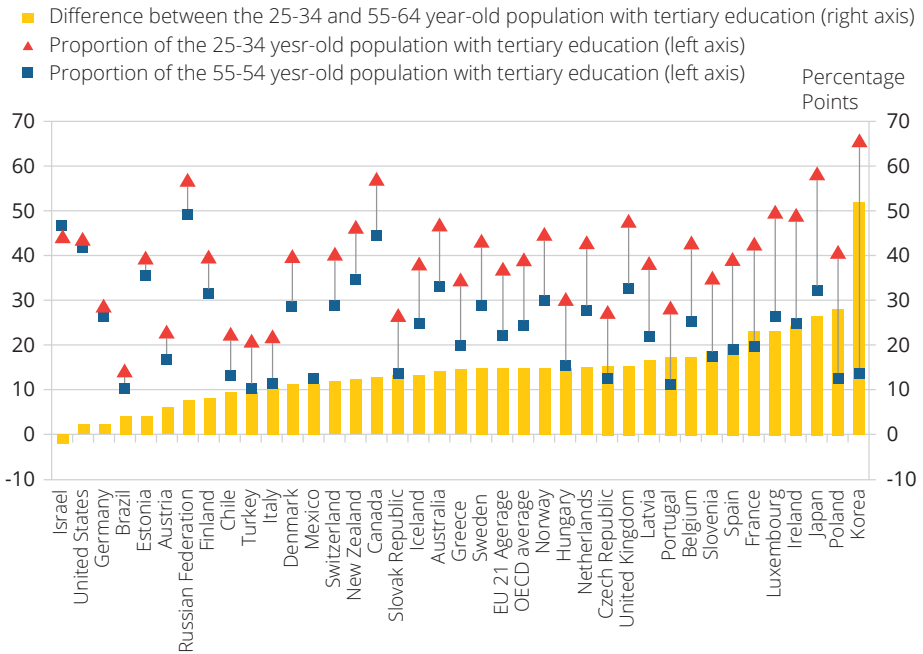
Source: Chart A1.3 Education at a Glance 2014, OECD Publishing

Figure 2: 25-24 and 55-64 year-olds with tertiary education, and percentage point difference between these groups (indicated by purple bars)

Many European countries have a significantly higher share of young adults with tertiary education compared to the generation of their parents. Countries with the highest share young adults with tertiary education though are from countries outside of Europe: Russian Federation, Canada, Japan and Korea. Figure 1 shows Korea as the country with the highest share of young adults with tertiary

education as well as the highest growth compared to the share of their parents. Countries acknowledge the importance of investing in higher education to increase economic growth in today's knowledge economies.

Having a higher education degree means more opportunities to work and higher earnings. "Adults with a tertiary degree earn 75% more compared to

workers who have only completed upper secondary education or post-secondary non-tertiary education, on average across the OECD. And while a higher education degree does not systematically translate into high-level skills (i.e. proficiency levels 4 or 5 out of the 5-point scale of the OECD Survey of Adult Skills), tertiary-educated adults are on average more likely to display those high-level skills, which pay off in terms of earnings." [ix]

The disproportional high increase of participation and attainment in tertiary education is in many ways a good development. The OECD however also values the distribution of opportunities as an important element of wellbeing. This part still needs more attention and progress in OECD countries. From the earlier mentioned high performing countries, Canada is in fact the only country with a long tradition of diversity policy and practice in many kinds. Especially the ethnic diversity of a population is often not taken into account in higher education policy for reasons of inexperience, for instance countries with a fairly young history in welcoming new migrants, as for political reasons. Apart from ethnic diversity, socio economic diversity and educational background of the family also create disparities in access and success in higher education. A youngster with at least one tertiary-educated parent is 4.5 times more likely to participate in tertiary education than one whose parents have attained below upper secondary education

only. PISA studies have shown that these students tend to achieve lower performance at the school level and may be less prepared for higher education studies. The cost of higher education – which includes not only tuition fees but also living costs and indirect costs such as foregone earnings – can also be a problem. [ix]

Programmes that acknowledge the needs of students with parents who didn't have a post-secondary education and no role models in their daily reality focus on the importance of increasing preparation, access, success and transition to the labour market of their students who are often underrepresented in education. Students who are the first in their families to go to higher education are so-called 1st generation students. In Europe there are many 1st generation students among all races and nationalities. Countries like the United States and Canada classify students based on ethnic background as well as being a 1st generation students with the aim to provide targeted and intentional programmes to increase opportunities to a successful pathway to higher education.

Rationale of IDEAS

Despite decades of investment into improving the social dimension, results in many national and international studies show that inequity remains stubbornly persistent, and that inequity based on socio-economic status, parental

education, gender, country-of-origin, rural background and more continues to prevail in our Higher Education systems and at the labour market[x]. While improvement has been shown, extrapolation of the gains of the last 40 years in the field show that it could take over 100 years for disadvantaged groups to catch up with their more advantaged peers, should the current rate of improvement be maintained.

Many of the traditional approaches to improving equity have also necessitated large-scale public investments, in the form of direct support to underrepresented groups. In an age of austerity, many countries in Europe are finding it necessary to revisit and scale down these policies, so as to accommodate other priorities, such as balanced budgets or dealing with an aging population.

An analysis of the current situation indicates that the time is ripe for disruptive innovations to mobilise the cause forward by leaps and bounds, instead of through incrementalist approaches. In particular, we can currently see:

- Failure of the current approach: current approaches to equity, while producing results, are too slow to have enough significant impact in the short-term.

- Incentive to change: the continued growth of the knowledge economy requires an ever-larger supply of HE graduates. Some areas, in particular in the Science and Technology fields, are already in great need of graduates. With traditional socio-economic groups already saturating the Higher Education field, increasing higher education graduates need to come from underrepresented groups, to keep up with potential economic growth.

- Vision for a Better Future: EQUNET[xi] quotes 10 different policy documents initiating a vision for a more equitable Higher Education system.

- Tools are available: a variety of programmes and strategies hold the promise of improving equity.
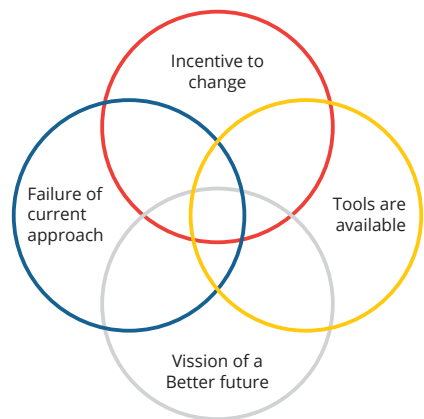
Figure 3: Drivers of Innovation

Despite the list of programmes there is very little evidence as to the causal link between programmes, methodologies for their use and increases/improvements in equity in institutions. This creates a significant information gap for institutions and public authorities seeking for indicators to allocate limited resources to equity-improving initiatives, without adequate evidence of effectiveness. The IDEAS project aimed at addressing and improving this information gap.

Previous European projects, such as EQUNET, have analysed how minority groups entered and performed at universities and it became clear that all major efforts realised by the Member States did improve the persistence of inequity – European Universities do not yet reflect the diversity of the European population as aimed at the Bologna Process.

Central, regional and local governments supported those large-scale programmes with the aim of promoting a social development including the reduction in social exclusion and diminishing ethnic minorities' isolation. Target groups of these programmes developed a better integration in the countries, regions or cities where they live, achieving a better feeling of belonging to a common European culture with values such as democracy, social consciousness, respecting differences and diversity.

The economic crisis of the last years demanded austerity to public finances.

The states' capacity for pursuing these programmes was reduced. And more recently, it initiated the rise of Extreme Right parties with anti-immigrant sentiments that contributes to the reduction of specific policy and funding to improve social participation of ethnic/migrant groups, as it is happening in France, UK and in the Netherlands. At the same time, the weight of immigrants in national population of European countries increased significantly and is now estimated over 10% in 15 countries: Luxembourg 42,1%; Switzerland 27,3%; Ireland 16,8; Austria 16,0%; Estonia 15,7%; Sweden 15,1%; Belgium 14,9%; Spain 14,6%; Germany 13,1%; Norway 12,4%; United Kingdom 12,0%; France 11,6%; The Netherlands 11,4%; Slovenia 11,2%; Iceland 10,9%. Italy (9%) and Denmark (7,9%) also have high rates of immigrant population[xii].

A part of the migration waves is of Europeans in Europe, but a growing part of it is related to the arrival of non-European citizens who came to Europe in the last decade. Their children are European citizens, but culture does not change due to the place of birth. In fact, the generous reception of foreigners by Europe was consequence of policy in recent decades, but neither old citizens nor the immigrants were really prepared for the new situation: mutual rejections and suspicions, a difficulty to create bridges and to accept others habits, the fear of losing their own identities were some of the reasons and the feeling of insecurity contributed to

the gradual reinforcement of a racist discourse in many European countries. Extreme Right parties emphasised an anti-immigrants and anti-ethnic minorities' discourse and gained the sympathy of a greater number of electors, and got the election of deputies in National Parliaments and could even get influence over the National governments. The Equnet study[xiii] showed that this new situation stimulated large sectors of society to defend more investment attracting the young members of ethnic minorities to university for a better integration of their communities and mutual better knowledge between them and other groups. The emergence of Extreme Right parties increased the pressure on governments to stop investing so much in supporting those minorities, but society is finding other ways to face this threat of social disruption through other actions led by volunteers. The analysis in the Equnet report showed that, despite public support for equity, the number of projects not funded by governmental entities is growing. Universities, NGO, local communities and student associations develop most of the latter programmes. Society has its own dynamics and is influenced by more parameters than policy and politics only. Especially for those societies to whom diversity is a given, a reality in terms of quantity.

Nevertheless, inequity does not result only from household's financial difficulties, and from cultural gaps. There are other constraints that prevent young people to aspire and apply to universities, such as:

- a different understanding of who is entitled to access university;

- the ignorance of the importance of a certain social, cultural and educational capital;

- the presumption that STEM is inaccessible;

- gender disparities.

While states, regional and local administrations felt growing difficulties to fund, universities and students found other ways to promote greater equity in the universities. This project was conceived to elicit, promote and disseminate some of those ideas – good IDEAS - that were developed in different parts of the world, in particular in Europe. The goal is to contribute to the dissemination of good practices.

The aim from the beginning was to identify ideas and proven practices that have the potential to be implemented with small investment and can be disseminated, replicated and scaled up. A specific focus was to look particularly for evidence of success and for evidence of flexibility – ideas that can be translated and adapted in different contexts with small changes to the specific conditions of those new contexts. We are looking for alternatives for the large-scale public investments, revisiting and trying to find ways to scale down those policies.

Project members used their networks to find some of the best practices. It was not a systematic research. It would take much more time to run a search through thousands of institutions. We depended on the readiness of selected institutions to report their own cases. This report presents a first analysis of the selected cases.

The 'good' of good practices

IDEAS presents a palette of 57 practices that can be considered effective and efficient. Proving what enables access and educational outcomes in diverse societies is challenging. There is not a one size fits all measure or programme to improve social and educational inequities. The IDEAS database is a reflection of the variety of interventions to enhance equity. There are many reasons why the cases in the database can be labelled as good practice. It is fair to say that all cases are promising practices and some of them are good practices for a variety of reasons.

Our working conceptualisation of good practice:

- Good practices that have proven their success in terms of time, in fact survived policy and political changes and are part of the mainstream services and programmes of institutions and regions. These examples can be seen as good practices because of the impact they created. These practices often

have intended and unintended outcomes and impact on a student and an institutional level;

- Good practices that have proven their success in terms of having measurable qualitative and quantitative outcomes';

- Good practices that are efficient apart from being effective because they can be replicated in a fairly short amount of time with a limited amount of resources;

- Good practices that have proven their success in a rather short timespan but have the potential to grow to a long term sustainable success;

- Good practices, which are innovative in their aims & way of implementation. Innovative because of content, political and regional context, funding mechanisms and innovative in terms of mission and vision. Practices that dare to challenge organisations by touching upon sensitive issues that are often part of initiatives to improve inequities in society.

- Good practices that support the visibility of and success of groups that not only have been underrepresented but were invisible in many ways because of a lack of acknowledgement and visibility. For instance indigenous groups in different parts of the

globe. In Europe these would be for instance initiatives to improve access and success of Roma students and for students with a refugee background.

Student impact versus Institutional impact

Proven success implies that programmes have made an impact and will therefore be either further disseminated, replicated and mainstreamed. This means programmes become part of the structure, system and policy of an institution, region, country etc. Paul Thayer, Associate Vice President for Student Affairs and Retention at Colorado State University makes the distinction between student impact versus institutional impact. It is important to look at the impact of interventions on the academic success of students as well as the impact of interventions on the organization: Thinking Systemically about Teaching, Learning, and Student Success.
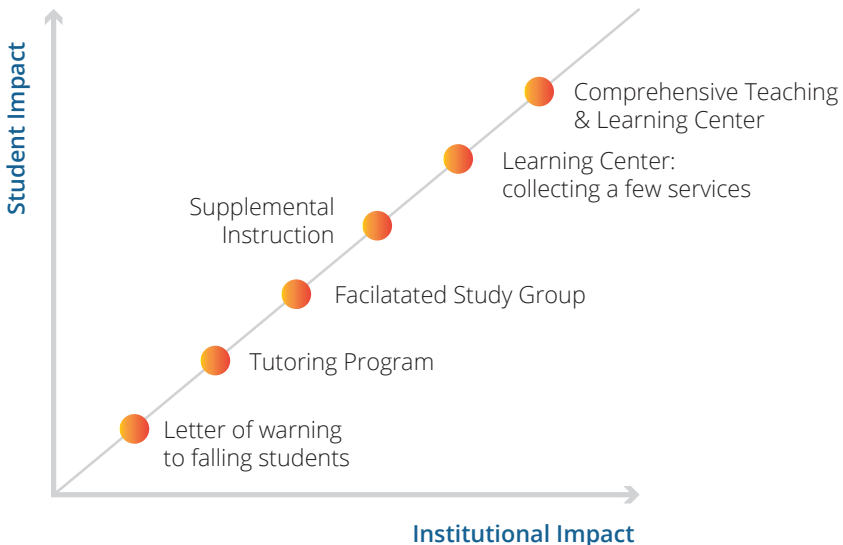
Figure 4: Student Impact and Institutional Impact of proven practices.
Source: Paul Thayer Colorado State University

Thayer stresses that interventions focusing only on the 'change of students' will have little or no impact if the institute doesn't simultaneously change as well. Both types of impact are complementary to each other. Figure 2 illustrates how some 'single' actions, for instance sending a letter of warning to students requires little of the organization itself and usually has little impact on the behaviour of students who receive these letters. The impact of an intervention like tutoring is slightly larger, but it still requires little change of the organization itself. Substantial impact on an institutional level asks for a more systemic and holistic approach of an institution. Colorado State University has achieved great success over the years with their retention strategy aimed at inclusive "teaching and learning". Students, faculty and staff are actively involved and work together in a comprehensive teaching and learning centre'. In this centre, faculty members are challenged to teach differently taking the diversity of the student population into account as well as being more engaging with the diverse student population and provide high levels of support. By engaging with students more intensively, personally and directly, faculty also get a better understanding of who students are and the 'world' they come from. This newly established centre also aims to develop educational innovation where faculty, teaching staff, undergraduate and graduate students are involved.

Thayer has been the architect and producer of this long-term retention strategy and is still involved in improving and innovating programmes to increase quantitative and qualitative results. Part of the process is also to constantly find new angles with research to support the process of continuous improvement of current activities to achieve the projected aims and objectives.

Definitions, Methodology and Evaluation Frameworks

Locally Defined Minorities

With the EU funded SiS Catalyst project the concept of Locally Defined Minorities (LDM) was introduced to get a better understanding of what underrepresentation means in a local context and to what extent this is related to the historical, cultural, political and geographical context of a region. ECHO was responsible for the development of this concept: to introduce and explain it to other partners, for partners to implement the concept in their local activities with children science education. To describe all different dimensions of LDM, we used a narrative to introduce the concept:

Khadija[xv] is a Moroccan-Dutch girl of 11 years old. Her father migrated to The Netherlands during the late 1970s when he was a young man to work at the docks in Rotterdam. While working and living in the Netherlands, he married a woman in Morocco when he was on holiday to visit his family in 1984. At the close of this decade, he was able to invite his wife and first-born children to come over and live with him in The Netherlands. Khadija is the last born in a family of six children, most of whom had moved out of the family home and settled in different cities in The Netherlands by the time she went to primary school. Khadija went to live with her oldest brother and his wife in Amsterdam when her father fell ill in 2010. In the summer of 2013, she was one of the thirty children who joined the ECHO Junior Academy (EJA). EJA is a children's university that is initiated by ECHO within the context of SiS Catalyst. The aim of EJA is to introduce a myriad of possibilities and opportunities of science education to children between the age of 8-12. It specifically targets those children who are expected to have less occasions to encounter such knowledge, aspirations and experiences in their everyday lives (owing to, for instance, an immanent lack of role models in HE and or with HE degrees in their immediate surroundings). Most importantly, it aims to encourage these children to discover their talents, build their self-esteem and sense of belonging to

society, and develop aspirations to pursuit a higher education in science later in life. Besides a lack of role models to show her the way, Khadija is ascribed different categories by Dutch society that negatively impact her ability to navigate the educational pipeline and access HE. For instance, she is structurally cast as a 'labour migrant' and as such as a 'guest' by society because of her family history, her name and the way she looks. This liminal category of not fully belonging to the Dutch society has great bearings on the way she is considered by other people, which in turn shapes the way she thinks about her self. What kind of social processes are at play here, and why and how is this related to access to education? Also, how can HE institutions and non-state actors such as NGOs play a role in diminishing social barriers for children like Khadija to access science education?

Social exclusion and locally defined minorities

The social processes at play in Khadija's young life are mechanisms of social in- and exclusion. Such mechanisms allude to the structural power relationships that determine who belong to time and space bound majority and minority groups. In this vein, numbers do not determine majority and minority groups per se, but by power relationships that determine access to resources such as educational opportunities. Accordingly, who is widely considered to belong to majority or minority groups shift per

temporally and spatially bound contexts. Locally defined minorities (LDMs) are thus situational and not static groups that are determined by time (historical period) and space (locality).

Hence, LDMs are those groups that, in a given society (a spatial context) and at a certain time in history (a temporal context), have less access to and are, subsequently, underrepresented in powerful institutions (be they, for example, education, governance and/or business). 'Locally defined' in the conceptualisation of LDM thus signifies the way groups are delineated by historical, social, political and economic contexts that are ever-changing and unfolding.

Also, who is considered to belong to an LDM group by social structures in society, and who is not, is determined by a set of divergent and constantly changing criteria. At present, the criteria, or better-said commonly held 'truths' that are affirmed by the category 'labour migrant' in The Netherlands include the second and even third generation. Accordingly, not just the initial migrants but also their offspring continue to be excluded from notions of citizenship and belonging. The relational position of this putative group (see also Brubaker 2004), however, can change overtime along with political, economic and other developments that unfold on local, regional and global levels. In times of economic boom, for instance, the position of labour migrants may change positively and gain more status

in society. From a policy perspective this means that one cannot simply determine and fix binaries between powerful and powerless groups for these divisions change over time and are context bound. Therefore, one has to incessantly reflect on current and historical evolvements to re-define LDMs and, as such, the fundamental conceptualisations that shape policies and their impact on social inclusion (efforts). Reflection in the form of frequent self-evaluations is thus key to policymaking and implementation geared towards social inclusion of LDMs.

Groups and categories

Majority and minority groups are not actual existing groups (that is: fixed entities with identifiable members). The term group here signifies dominant categories that are at play in society, and that describe ideas (or 'truths') allotted to individual people who are widely alleged to fit such labels. Suffice it to say that people never fully fit categories ascribed to them by power relationships, but categories function as powerful, though often unconscious, frame of references for people to construct a sense of self and perceive others (Willemse 2007). The categories that are ascribed to Khadija, among many others, are: child, female, labour migrant and poor. These other labels, besides being cast a labour migrant, also allude to categories of LDMs in Dutch society today. A child takes up a less powerful position socially than adults, girls or women are still

often perceived as less capable than men (resulting in lower pay-checks for female employers for instance) and poor people are also still widely taken as less adequate than wealthy people (as wealth is still popularly perceived in many European societies as an achievement that can be attained through hard work and not –also– as a structural position within power relationships). These dominant narratives constitute and affirm ostensible 'truths' (such as 'women are not good in math and other science related fields') that shape exclusion mechanisms in society thus indicating a social hierarchy of citizens (i.e. of who belongs, who belongs less and who does not belong to (certain domains in) society).

Positions and identifications

Children and youth from underrepresented groups rarely belong

to one LDM category, and are thus often hampered by being ascribed different categories. The intersectionality (Willemse 2007) between specific LDM positions allotted to children and youth is thus another important factor to take into account when developing and implementing policies to include these underrepresented groups in science education. Particular space and time bound intersections set in motion particular processes of social exclusion that can only be addressed by inclusion efforts that challenge their effects.

Individuals get allotted dominant categories by way of being positioned within the multiple frameworks of dominant power relationships in society, and, simultaneously, individuals may identify with some while rejecting others. The latter processes of identification and/or rejection thus shape the way individuals position themselves within the process of being positioned in society. Despite individual positioning, however, the power of dominant categories to a large extent determines the power individuals like Khadija have to access, for instance, educational opportunities. Khadija is, as said, predominantly identified, as a poor, young and female labour migrant of Moroccan descent, and is as such more likely to be excluded from powerful positions and institutions. Despite the fact that she may foreground completely different identifications (being a football fan for instance), she cannot escape the governing ideas associated with these

LDM categories. These ideas, often unconsciously and unintentionally, shape the way people (for instance teachers) relate to her as belonging to these LDMs, and this in turn impacts the way Khadija relates to herself. This may even result in an underestimation of her academic potential by teachers, which in turn may translate to lower performance rates and transfer possibilities. Concomitantly, all this may end in a lack of self-confidence, of belonging and of aspirations to pursue higher education in science later in life.

The above leads to the conclusion that Khadija has to overcome multiple social barriers to access higher education, barriers that are constituted by her intersected positions in the Dutch society anno 2014 that ascribes several LDM categories to her. She does not only have to overcome these barriers within herself, but also in others. Yet, her influence to change these structural barriers outside herself is limited to non-existent. This is where HE institutions and non-state actors such as NGOs come in."

Locally Defined Minorities and the cases in IDEAS

All cases in the IDEAS database were motivated and initiated by similar local conditions of youngsters like Khadija. Inequities in education are similar in different parts of the world often caused by similar developments. Different conditions though ask for different approaches.

Figure 3 presents the different target groups of the cases that are part of the IDEAS database. What is most striking is the diversity in target groups. A few observations on the target groups of the cases in the IDEAS database:

- Most of the cases focus on multiple target groups. One explanation is the concept of intersectionality, which is mentioned earlier. Certain groups of students have multi-layered facets in life that can cause multiple barriers for underrepresentation.

- Only a few cases focus on a single target group, specifically mentioned by the case providers. This doesn't mean that this is the only focus of the programme. It explains the level of intentionality

of the programme. In these cases the programme has the aim to improve educational outcomes of one group in particular.

- Of all cases not even a quarter of the cases is aimed at all students. This means that improving opportunities in education of specific groups cannot be achieved by generic practices focussing on all students.

- Most of the cases focus on a combination of low socio economic and ethnic/ indigenous background, regional underrepresentation, 1st generation, gender and secondary schools.
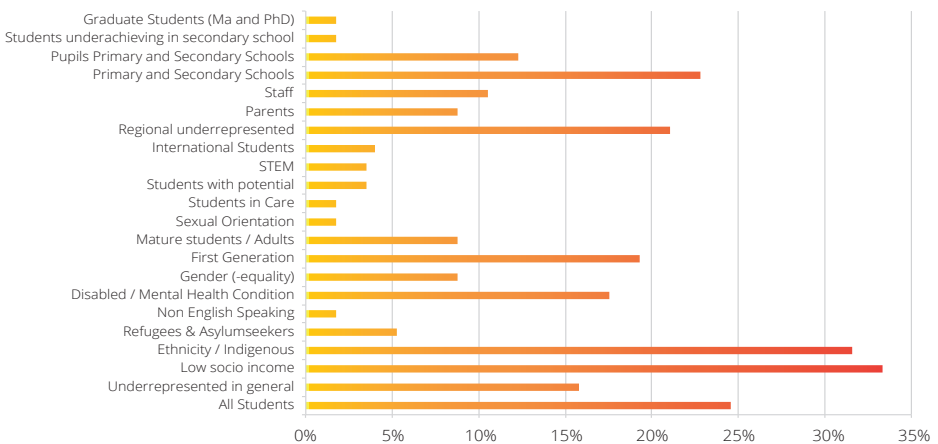
Figure 5: Diversity of target-groups in the IDEAS cases (N=57)

The following target groups were mentioned in all cases:

- All students: Some cases focus on all students but have specific groups as objective. In some parts of the world there is a fear to stigmatise. In other cases, the majority of students are diverse.

- Underrepresented in general: In this case no specific target groups were mentioned. This is not always favourable for reasons of monitoring and therefore not easy to prove success.

- Low socio economic background: This target group has different meanings in different countries. Some of the cases in the database provide services for students belonging to a certain income quartile.

- Migrant students/Students of colour/ Indigenous students: In general this target refers to students who are a cultural or ethnic group. In European cases these students are referred to as belonging to a migrant group. In North American cases student of colour is a way to classify the diversity of ethnic backgrounds. There are 2 cases focussing on indigenous groups, Roma students in Hungary and Maori students in New Zealand. Classifying ethnic or racial background is often a sensitive issue with different political connotations.

- Refugee students & Students who are in the process of seeking for asylum: These target groups are often seen as part of the groups of migrants but students see themselves as different because of their specific legal status. The cases in the database often focus specifically on this group of students.

- Non English speaking background: This target group classification is used in Australia and is one of the many ways to classify students with a different cultural or ethnic background in comparison with the majority in a country.

- Disabled students/ Students with mental health condition: This refers to students with physical or mental disabilities. Many of the cases in the IDEAS database which solely focus on these target groups are from Belgium and the UK.

- Gender (-equality): The cases often referred to improving participation of female students. Some cases mentioned gender equality specifically. There were no cases focussing on males as a specific target group. Although within some cases especially in North America programmes also take the situation of for instance males of colour into account.

- First generation students: In these cases students are mentioned who are the first in their family to enter

higher education. This is a very common way to classify students in North America. This classification is 'embraced' as well in Europe but there is often no quantitative data on these students. One case of Germany focuses solely on 1st generation students in Germany.

- Mature students / Adult students: Often referred to as older students, in one case students with children.

- Sexual Orientation: There is only one case where sexual orientation was mentioned. This was a case in North America. There is much more attention to LGBT (Lesbian Gay Bisexual Transgender) groups as a separate target groups in North American higher education than in for instance European higher education.

- Students in (foster)care: Only a few cases mention this group in particular. These are students who are in care for many reasons. Students as a separate target group were mentioned in the UK cases. Students in care are also a target group in East European countries although not in the IDEAS cases.

- Students with potential: There are a few cases that focus specifically on students in secondary education with academic potential to access higher education. These are often students who usually are not seen as having potential because of their socio-economic

or ethnic background.

- STEM (Science Technology Engineering Mathematics): A few cases focus specifically on improving participation of students in the so-called STEM areas

- International students: There was one case from Latvia that focussed specifically on international students.

- Regional underrepresented students: There are quite some cases in different parts of the world that have a regional focus and therefore target students often from secondary schools to access higher education. These are also cases that are part of a broad holistic and regional collaboration to improve pathways to higher education.

- Parents: A few cases see parents as a target-group as part of the process of introducing students without an academic family background into the 'world' of academia.

- Staff: Interestingly enough there are only a few cases focussing on staff development.

- Primary and Secondary Schools: There are a few cases focussing on collaboration with schools in the region to prepare and give access to underrepresented students to go to higher education. These cases were

often part of a regional pathway approach and in that sense a good sign of sustainable development and systematic improvement.

- Pupils of primary and secondary schools: Some cases target children from primary schools or youngsters from secondary schools to raise aspirations and/or prepare them for higher education. These are cases that communicate to have high expectations of children and support them to visualise their future educational goals.

- Students underachieving in secondary school: In one case the programme specifically focuses on underachieving students in secondary schools with the aim to gear them towards a career or to supporting them in graduating in high school.

- Graduate students (Ma and PhD): In another single case all university programs are focussed on adult students who want to pursue their Master or PhD.

The above shows that there is a big range of how students are classified in different cases but also in different parts of the world. Classification is often connected to the local historical and political context. It is for this reason that the concept of Locally Defined Minorities is more or less a neutral way to acknowledge that the local make up of the population is what is important

if institutions want to develop targeted activities. Understanding the needs of your locally defined minorities is the first step to a successful initiative. The more intentional and targeted initiatives are the easier it is to monitor progression and success as well as, improving activities based on results.

Methodology

The first part of the project was focused on identifying cases from the networks that all partners of the consortium represent. All cases submitted, are based on an elaborate grid which collected:

- basic data about the leaders of the initiative

- objectives of the intervention

- origins and rationale of the initiative

- target groups

- enabling political and socio-economic factors

- overall program design and methods used

- efforts for sustainability

- resources used

- evidence of success

We will present more information on key figures that were generated from

the database below. All information on the cases are part of the IDEAS database and can be viewed at www.equityideas.eu/case.

57 cases were collected and all cases were peer-reviewed by partners of the consortium to make sure that the information and data provided is sufficient and reliable in order to compare and eventually come to conclusions that have a level of significance. Based on the peer review, the data of cases were improved by getting more information from the case providers or more data was collected on the evidence of the outcomes of cases. The results of the peer-review process are that 57 cases were approved and these cases were taken into account for the analysis and for the development of other deliverables of the project.

For the analysis the cases were looked at from different vantage points. The aim of this exercise is to see if there are patterns that are compatible with existing analysis and frameworks of experience. These frameworks, developed in previous studies by partner organisations provide a source of knowledge, experience and inspiration in itself and in combination with the database. A few of these frameworks will be presented:

- key factors for inclusive institutional policy (ECHO);

- a replication theory (TIHR);

- a conceptual framework for an inclusive and an effective learning environment (ECHO);

With the data from the cases and the indicators that were generated, a number of featured cases will be highlighted to give readers a first introduction on a range of successful initiatives. Successful for different reasons as was mentioned
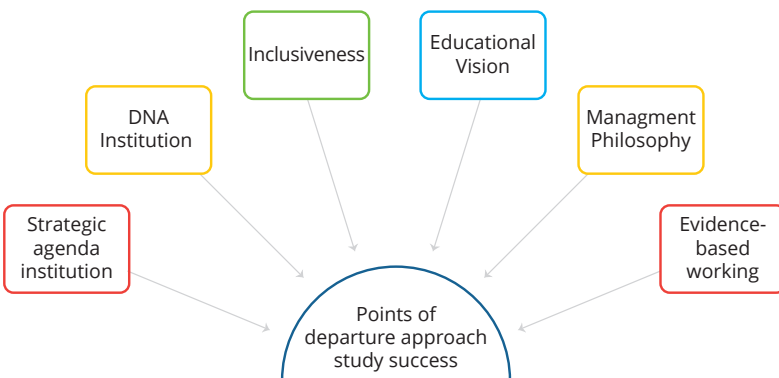
Figure 6: Points of departure to develop and enhance an inclusive institutional policy. Model developed by ECHO

in the paragraph on 'the good of good practices'. This analysis is not concluding with indicators of success. It is very difficult to predict success and to prove the direct causality between proven practices and the success rates whether quantitatively and qualitatively. What we do provide with the IDEAS database are data and inspiring narratives on cases that have proven success or have potential to be successful in the near future.

Theoretical and evaluation frameworks

Key factors for inclusive institutional policy

The key factors in figure 6 were the result of a quantitative and qualitative analysis of the performance of 10 urban higher education institutions[xvi]

in the Netherlands. The evaluation generated a set of factors for inclusive institutional policy that (may) have worked for improving academic success and factors that (may) have hampered academic success. These factors were presented as points of departure and are in fact basic conditions for institutions to take into account when focusing on improving educational outcomes (attainment) of a diverse student population and decreasing gaps in academic performance. All these institutions are situated in super diverse urban areas. The analysis was part of a government funded policy initiative. Specific focus was on students with a migrant background. This study led to the conclusion that there are many contributing factors important to enhancing an inclusive institutional policy.

Figure 7 provides success factors and challenges that were identified per key factor. These observations are also relevant to the provided cases in the IDEAS database.

	Success Factors	Challenges
Strategic agenda	Program embedded in plan institution Consistent strategy	Different dynamics agenda ministry & institutions Political instability
DNA institution	Scientific debate/discourse Emancipatory tradtion	Lack of diversity competences staff
Inclusiveness	Diversity is part of main strategy Engagement of academic staff in diversity issues Engagement of students and staff Generic policy translated specifically	Too much focus on generic approach No commitment discussion specific student groups Little knowledge about other cultures Implicit bias Diversity = deficiency
Educational vision	Interventions lead to academic confidence Involvemtn of students into policy development Structure, small groups and strong focus on individual academic success Individual support infrastructure	No commitment teachers/staff insufficient financial resources (outreach activities) Pedagogy is not well adapted to a diversified student population Interventions are not integrated in curriculum
Managment philosophy	Personal engagment of the board Continuity and consistence Ownership teachers/staff No pilot strategy	Responsibilities are unclear Policy competition central - decentralised Interventions too small and labor intensive
Evidence-based working	Audit 2010 Monitoring and evaluation on result and effects	Lack of clear framework Tension performance agreement and generic approach No quality criteria Interventions Lack of data Interventions are too small and fragmented. No impact.

Figure 7: Success factors and Challenges per key factor. Source - ECHO.

Key factors for replication through scaling up

One way of making progress faster is through replicating measures that have been shown to work, that is, adopting or implementing inclusion initiatives that have been developed in particular higher education institutions or country and shown to work through evaluative activities at a larger scale. This means time and resources do not need to be used to invent and experiment with new ways of improving access but can be used to implement measures that can be assumed to make a difference fast.

However, successfully adopting someone else's innovation is not necessarily straightforward. Indeed, the literature on innovation spread[xvii] shows that this depends on a range of interlocking factors / variables, most notably:

- An intervention that is: easy to understand; has shown to work; is based on a clear model and is nevertheless adaptable to local circumstances and is compatible with existing practices and values in the higher education institute, its past experiences and the needs of potential beneficiaries. This is important and helpful to foster the process of translating and implementing proven practices to a new context.

- An organization that: is supportive of the innovation, engages staff early and has a culture that values

(or at least doesn't punish) risk taking, uses staff with the right skills to implement the innovation. This is important because innovation is a process of intentional action and investigation with the aim to improve and transform. Having a focus on change is important.

- A local context that: is compatible with the innovative idea and where relationships with key stakeholders (gatekeepers, deliverers, stakeholders, potential partners) already exist or are created in the process of intervention design/adoption. This is important because higher education institutions are part of a broader local infrastructure with more stakeholders to take into account. Also knowing the context of locally defined minorities is important to prioritize.

- A supportive national and European policy context, evidenced by policies and strategies that tie in with the widening participation intervention. This is important because improving structural and sustainable change and success is only possible with sufficient resources, infrastructure and collaboration on different levels within institutions and with different stakeholders outside the institution. Having national and European policy support the targeted change and hold countries accountable are equally important.

Figure 8: Factors influencing innovation spread. Model developed by TIHR

The question is therefore whether effective practices to improve equity in HEIs can be identified that has the potential to be scaled up and replicated effectively. In the current database there is an example of a programme in the UK, which was replicated from the US (Upward Bound US and UK). The success of both programmes in both different systems, with different traditions, policy and different locally defined minorities shows that successful replication is possible. It is important though that enough effort and time is taken to understand both local contexts, strengths and challenges of students, aims and objectives and the variety of stakeholders and partners inside and outside the institutions to make sure that the innovating institutions understand why and how a promising practice was developed in the first place and how it became a successful practice.

Dilemmas in developing and implementing a strategy of change and inclusion in HE

Improving inclusive academic success and attainment is an important priority in national and institutional policy. Access to higher education only is not good enough. Successful programmes in the IDEAS database often present a holistic approach where different angles are taken into account. There is more awareness that interventions should not only be focused on 'changing' students but should also focus on changing institutions. ECHO took this notion as a starting point in developing strategies to improve attainment, which in fact was more aimed at improving an inclusive and effective learning environment. In this vision the following theoretical concept is important: 'the pedagogy of excellence'. This concept was inspired by existing practices of the Academic Advancement Program (AAP) of UCLA, which is one of the featured successful case studies within the IDEAS database.

In this conceptual framework for an effective and inclusive learning environment, four levels of intervention are taken into account as part of an institutional strategy to improve attainment:

- Organization & Management

- Students

- Faculty and Support Staff

- Curriculum

Figure 9: Creating an effective and inclusive learning environment. Source - ECHO.

All levels need interventions to enhance a stimulating and effective learning environment but are also related to each other. In reality an institution is not able to focus on all levels at the same time because of lack of commitment, funding or capacity. In that case an institution should prioritize what is necessary in the course and aims of the institutional strategy. The experience in the Netherlands is that institutions put a lot effort into the level of Organization & Management and Students. The aim is to embed all new interventions in the mainstream structure and processes. Getting commitment of the executive board of an institution is often a first step since management has to agree for reasons of mission, strategy and finance. For the sake of sustainability it is important to have the commitment on this level since the aim of changing the institution is a long-term process with funding commitments and organizational implications as well. The levels of intervention, which are often delayed or not taken into account, in the first place are the level of Curriculum and Faculty and Support Staff. Postponing interventions on the level of curriculum is often a matter of funding. Developing new curriculum and course content development is a costly process in terms of staff time and financing. The intervention level of Faculty and Support Staff is the most difficult and sensitive area to encounter. Working towards an inclusive climate is implicitly asking a change of attitude of professionals by raising awareness that the growing diversity of the student population is not a temporary situation but a reality of the institution. This process will be more effective if faculty can develop innovative and inclusive pedagogies and have time and 'space' for dialogue on what it means to represent the students' narrative in the curriculum and in pedagogy. Changes in the student population can be seen as opportunities for innovation.

The motivation to change institutions because of changing demographics is unfortunately not always seen as an incentive. Not even in the case of an increasing change in critical mass of the diversity. Even institutions in the urban area to whom, the diversity of the student population is a more structural phenomenon are not immediately inclined to change and renew. It takes a programmatic and evidence based approach in this process. Having support from the executive boards of institutions is a prerequisite. From a strategic perspective everyone agrees on the importance of diversity for an organization. The challenge is not what can be done but how this process will be implemented and who will be leading this process of change and innovation. It asks for a vision of having high expectations of all students, rather than focus on deficiencies (pedagogy of excellence). Quantitative results in the Netherlands showed that institutions that had a diversity policy in combination with an infrastructure of access and attainment programmes were more successful in improving retention and attainment. Investing in student support services, will improve academic outcomes and a sense of belonging of students if the daily reality and identity of all students are taken into account and if students are addressed on their strengths and not on their deficiencies. Having high expectations

of all students will positively influence student's academic self-confidence as well as their academic motivation and in the end lead to more attainment[xviii].

Dilemmas

In the Netherlands institutions encountered a number of dilemmas in the process of developing interventions and programmes to improve inclusion and academic outcomes:

a. The dilemma of generic versus specific

Specific policy and targeted aims often evokes resistance. But it appears that only generic measures are ineffective. Institutions need a combination of both types of policy and practice to be able to serve and accommodate all students.

b. The dilemma of commitment and support

Internal commitment and support is a key condition for successful change. The role and mandate that the project leader has within an organization will be more effective if important stakeholders in the organization support new developments. Often the interests of different stakeholders are conflicting. The commitment of the executive board is not sufficient but it is necessary for funding purposes and long-term strategy. It is more effective if there is a top down as well as a bottom up development at the same time.

c. The dilemma of the autonomy of the academic departments

There is great autonomy of academic staff especially at research universities in the Netherlands. Involving faculty from the departments and the leadership of a department is often as important as having commitment of the executive board.

d. The dilemma of priority

To what extent institutions see diversity policy as a priority is dependent of how diversity is vested within the organization. The more vested diversity is at multiple levels within institutions, the better interventions will be embedded in mainstream processes, the more successful institutions will be. In the case of limited funding it will be a difficult to prioritize. Whose interests are the first priority: students, faculty or management of an institution?

e. The dilemma of continuity

The continuity of the acquired knowledge and experience would ideally require another separate project period. Since continuation is most unlikely in a project culture it is important to include the long-term strategy in the design of the development to make sure that there will be commitment before as well as after a project is finished. Most of the projects should ideally be embedded in mainstream programmes and processes.

An Analysis of 57 Equity Interventions from around the globe

Overview of Case studies

Introduction

There are many ways to structure and classify the 57 case studies of the IDEAS database. It all relates to the question what the purpose is of a perceived classification.

An existing EU funded database that addresses interventions and (government) policy to improve the social dimension in European higher education is the PL4SD (Peer Learning for the Social Dimension) database[xix]. The more than 300 cases in this database are classified by:

a.   Target group
b.   Objective of the measure
c.   Type of measure
d.   Country

As mentioned in previous paragraphs, IDEAS' specific focus is to identify cases with proven success. This has implications for the classification of the cases as well as for the collected information of the different cases. The IDEAS database uses similar indicators as the PL4SD database as well as a description of qualitative information on different aspects. The qualitative information has the purpose to enable a broader and more in depth assessment of the context of the initiative as well as the level of success. The data collected by PL4SD and IDEAS show differences and commonalities. One important difference is the level of comparability and objectivity of the data. In PL4SD the questions b and c are more descriptive but still make comparison of different interventions possible. PL4SD has a stronger focus on (national) policy interventions and is therefore less bothered by regional, city and institutional specifics. Most of the measures will be on a conceptual and national level while for the IDEAS database national and regional policy and politics are shaping the conditions for institutional interventions, at least that is the assumption. The parameters and information collected for the IDEAS database are less comparable especially the information asked under e, g, h, i and k. The information gathered under these themes provide more in depth information on the conditions and evidence of practices. This case related data is relevant for those who are interested in learning from- and replicating good practices. The cases in PL4SD and IDEAS can complement each other.

IDEAS aims to collect the following indicators of all cases:

a. Geographical area (country, region, city)

b. Timeline, since when the intervention was initiated

c. Relevant learning sector (higher-, secondary-, primary-, distant-, vocational/professional education)

d. Objective(s) of the initiative

e. Origin and rationale of the initiative (who and why was this initiated)

f. Target group(s)

g. Political and socio economic context & Important enablers

h. Description of the programme design, methods and tools

i. Sustainability (ensured sustainability, replication of the initiative)

j. Resources

k. Achievements (proven success, unintended outcomes, evaluation/ monitoring, indicators of success)

The collected information based on the above indicators provides quantitative evidence as well as qualitative evidence. There are more ways to interpret the success of initiatives since achievements are very much dependent on different enabling factors related to the specific

policy, political-, historical- and cultural context of a country, region and institution. An initiative can be very innovative in one part of the world but not be innovative at all in another part of the world.

An example for instance is the financial arrangements to enhance affordability and therefore educational opportunities. A student scholarship programme can be innovative in a country where affordability is an obstacle for access for instance in North America or the UK but is not seen as innovative and necessary to enable access in countries where higher education is free or inexpensive for instance in Germany or in Scandinavian countries. Another example is the issue of registration of students' socio economic and ethnic background. To measure successes of initiatives aiming at improving access and success of underrepresented students based on their socio economic background, gender, first generation background and/or ethnic/migrant background, registration is an important condition for monitoring and evaluation. In Canada, the United States, Australia and the United Kingdom data of specific groups is collected for reasons of monitoring and accountability and therefore it is possible to measure the success of certain initiatives. This doesn't mean that indicators to classify specific groups are similar. In other countries it is possible to collect data on socio economic background and gender but not data on ethnic background or first generation (in education) background (Ireland, Belgium, Germany, France). In some countries data is collected

on ethnic background and gender for instance in the Netherlands but not on socio economic- and first generation background. And there are countries without a tradition and policy focus on underrepresentation and equity and therefore data is not collected with this purpose. Most countries though have data on students' gender.

Key figures of cases in the IDEAS database

Regional spreading

The project has identified 57 good practice cases from 20 countries, most of which from EU member states but also covering North America, Oceania and Africa, figure 7. Of the 57 cases, 48 are initiated and executed in 1 country, 2 cases are executed in 2 countries and 1 case is a global initiative. 40 cases are from Europe, 14 outside of Europe, 1 case in Europe & Africa, 1 in North America & Africa and 1 global. In Europe most of the cases are from West Europe (29) and the remaining from Central- (2), East- (1), North- (5) and South (3) of Europe.

The fact that most of the cases in Europe are from institutions in West-Europe: Austria (1), Belgium (7), France (1), Germany (3), Ireland (1), Netherlands (7) and United Kingdom (9) are not necessarily an indication for specific attention in policy and practice. From these countries Ireland, the Netherlands and the UK have a longer tradition with equity/diversity/ inclusion themes in national, regional and institutional policy regarding higher
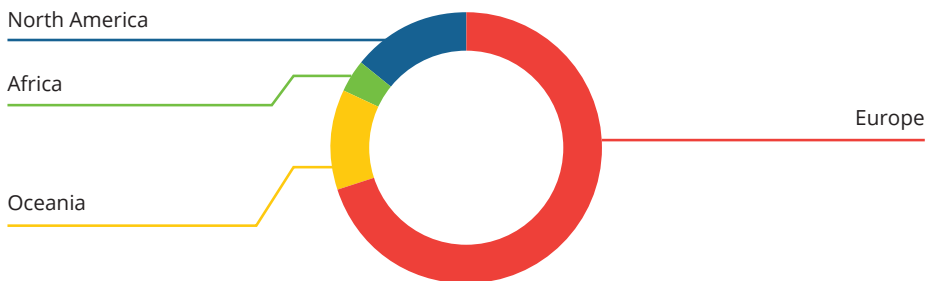
Figure 10: Global Spread of case studies

education. For many years qualitative and quantitative research has been conducted linked to national and institutional policy and there is a data analytics infrastructure on national, regional and institutional level and experience with classification of students' personal background. The Netherlands is one of the few countries in Europe that collect data on ethnic background in education and the labour market and is therefore also capable to develop specific policy. Having specific data in itself is however not a guarantee for specific policy. And having national policy is not a guarantee for specific policy on an institutional level as was already mentioned as a dilemma (under a. on page 21). The work done by PL4SD provides more interesting information regarding policy initiatives in different European countries.

Regional spreading alone is not an indication for the success of programs. Regional spreading in combination with the number of years that programmes have been in place are an indication for a continuity in funding. These long

existing programmes might have been embedded in systems and structural developments. Good examples of these are funding structures and scholarship programmes. These programmes are very important and necessary for certain students since otherwise access will still be impossible. An example of this is: Conseil Social (CS) / Social Council at Haute Ecole Louvain en Hainaut, Belgium. Examples of successful programmes which are in place for many years and have proven success and a continuity in funding for many years are: Hackney Community College East London and The Manchester Access Programme (MAP), both in the UK.

Measuring success

For the data collection there was a lot of emphasis on how success is measured in the different cases. The cases that have sophisticated monitoring processes (over time) are more successful than cases that do not have a data analytics infrastructure in place. The cases that

can show proven success over time are more successful. In these cases longitudinal data is used with the aim to learn and improve programmes and activities. Longitudinal data also provided the opportunity to develop interventions to solve new issues, since society has it's own dynamics. A solution that was needed yesterday can be less effective after a few years. An example of this is the many support programmes that have been developed to serve a certain aim or target group and have been tailor made or innovated for this reason. The focus in support programs for example expanded and intensified from support focussed on outreach and access activities to support focussed on retention and attainment in higher education.

Over time the diversity of students' populations in a region can change or new gaps in educational outcomes become more urgent because of demographic developments, new migration waves, new gender disparities (underachievement's of males for instance) and the impact of new technology. These can lead to new views on how student support can be done more effectively and efficiently. An example of this is: School Within A College (SWAC) at George Brown College Toronto, Canada. A fairly young programme initiated in October 2013 at a global conference[xx] where partners from Canadian institutions came together "to work on common issues and establish new national connections to effectively respond to shared challenges. The SWAC primary focus is on students facing challenges in graduating: students

who are disengaged and underachieving, but who have the potential to succeed in college." The programme continues on the collective strength and knowledge of the George Brown College and their partners. They focus primarily on underachieving students with the aim to support them to graduate. The methodology and utilisation of their theories is built around three pillars to work at the micro level in order to make an impact on the macro level: "1) Address systemic root causes, 2) Execute initiatives and 3) Establish those initiatives that have the highest impact." This last pillar requires a sophisticated research and evaluation infrastructure to measure success but also the knowledge and level of engagement to better understand and interpret systemic causes of a growing population of youngsters who systemically feel disengaged and lack a sense of belonging in school and their societal environment.

In programs where support is an important means to an end, support is provided as part of the process of preparation to access and success in higher education. Changes in politics and policy can lead to negative images and stereotypes of certain groups of students. In most countries in and outside Europe, policy and programmes to improve opportunities in education of underrepresented and groups are not always seen as a priority or are politically sensitive. This also explains why many of the practices within IDEAS started as grassroots initiatives and why having evidence of the success and impact

of practices is such an important part of the process of policy development. Organisations or responsible professionals within institutions who advocate for underrepresented students or advocate for more inclusive education are aware of the importance of having evidence based practices and knowledge in order to promote change. Ideally institutions have a Chief Diversity Officer. "In many instances, these individuals and their units are the "face" of diversity efforts and carry formal administrative titles like vice provost, vice chancellor, associate provost, vice president, assistant provost, dean, or special assistant to the president for multicultural, international, equity, diversity, and inclusion"[xxi].

Successful cases have shown a tradition of providing programmes to improve awareness of students and faculty on having implicit biases and becoming aware of using stereotypes. There are examples of programmes with proven success for many years by having different support structures in place, policy and practice on improving awareness on the issues mentioned and in some cases a mandated professional responsible for efforts of diversity and inclusion:

- Academic Advancement Program (AAP) and the Center for Community College Partnerships (CCCP) at UCLA, USA (30 years),

- Upward Bound USA at University Massachusetts Boston, USA (50

years) and

- Upward Bound Project UK at London Metropolitan University & Islington Council, UK (9 years).

Interesting to mention is that Upward Bound UK was replicated and inspired by Upward Bound USA at the University Massachusetts Boston.

For all these programmes developing indicators of success and measuring success in general is an important, but also challenging task. Apart from the changing context measuring developments in general is important, whether sophisticated or not. Monitoring performances should be a key condition and requirement for initiatives that aim on having societal impact. In the past too often initiatives have been developed to avoid difficult discussions or because governments provided funding based on policy or legislative decisions. Another often heard argument why monitoring is not developed is because of the sensitivity of data and information on students. There are nations that collect a lot of information but not always use the data sufficiently and efficiently. Measuring results is meant for purposes of learning, becoming aware whether aims have been achieved and if not, to raise questions why aims have not been achieved in order to find better solutions. Too often data collection and measuring success is confused with accountability connected to funding.
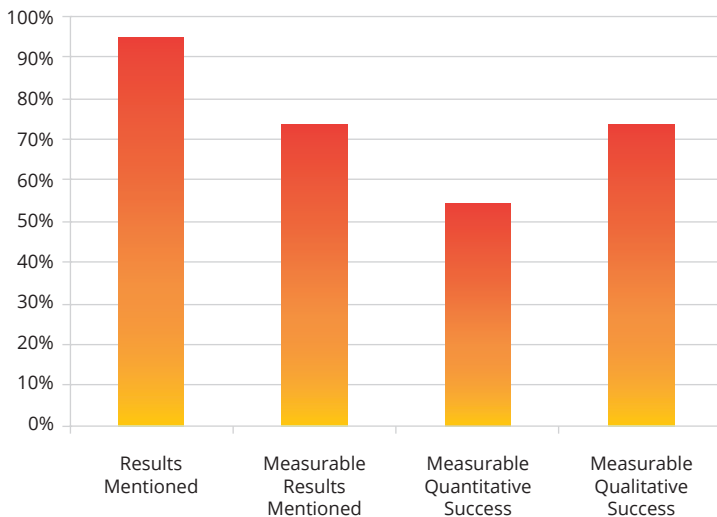
Figure 11: Evidence base and level of success of cases (N=57)

There were different understandings of what constitute evidence between the 57 cases. Figure 8 shows 4 ways of how measurable success can be interpreted. All 4 ways are related to each other but in itself also provide observations of the types of evidence base used in the IDEAS cases. This figure shows that:

- In 95% of the cases it is mentioned that the programmes lead to any type of result. For 3 cases (5%) there were no results mentioned. These were of two cases in Belgium and one case in Portugal.

- 74% of the cases mentioned that results were measured, whether quantitative or qualitative and not

necessarily led to success. This was for instance the case with some initiatives that just started and were still in a developing stage but definitely have potential to grow in the future. In this case data is used to learn and to improve with the aim of developing measurable success in the near future.

- In 11 cases almost (22%) caseproviders mentioned that their cases achieved results but they did not mention how results are measured;

- 54% of the cases are able to show quantitative measurable success. Often programmes that exist for at least 3 years or more.

- Of the successful cases most are able to show qualitative measurable success as well. This type of data is probably the most important part of the data collection because it is richer and contains exactly the kind of information, needed to learn from or for others to replicate. The qualitative measurable results provide information of processes within programmes.

- About 30 of the 57 cases show a sustainable impact based on qualitative or quantitative data or a combination of both. In most of the cases impact on a student level and in some of the cases also on an institutional level. The institutional impact though is hard to prove. Some of the successful programs certainly have added to the institutional impact of for instance an increase in access and attainment of underrepresented students. The cases that show sustainable impact were also cases that could prove measurable quantitative and qualitative success. The majority of these cases have been in place between 5 to 50 years. 11 of the 30 cases are from outside of Europe and exist for at least 10 years or more.

- 17 of the 57 cases show potential to grow and sustain in the near future. Most of them are innovative in content and approach. Most of them can rely on funding from different stakeholders. Multi stakeholder funding is often an indicator of success because it creates ownership among different regional stakeholders. There is more experience with a combination of public-private funding outside of Europe than in different European countries. 6 European cases can rely on public-private funding. Private funding from foundations or from the business sector.

Annexe A provides an overview of all the cases in the IDEAS database until March 2016, differentiated by title of case study, leading institutions responsible for the initiative, city and country where the cases are implemented and when initiatives started

Type of Activities

The 57 cases cover a range of interventions. This paragraph will classify the cases from different angles. Figure 10 shows the classification of cases based on Type of Activity and the Level of Intervention.

To develop an effective and inclusive learning environment interventions are ideally needed on 4 levels of intervention, namely students, staff, management & organization and curriculum. Almost all cases mentioned activities on the level of students in the first place, which is expected because most of the cases want to improve access and success

of students. Interestingly, almost half of all cases (49%) focus on curriculum development. Curriculum development is costly and time consuming and is therefore only initiated if changes will be sustainable. Apart from that it asks for institutional commitment and collaboration with faculty. This in itself is a sign of success and in this case also expected because most of the cases have proven to be successful. Of the 57 cases in the IDEAS database 95% of all activities are activities on the student level. Students are from primary, secondary and higher education. Generally, more activities focus on the level of management and organisation. But since many of the cases have been in place for years, because of their success, commitment of the leadership of an institution is less necessary. 21% of all cases mentioned a focus on the level of management and organization. This doesn't mean that other cases didn't take this level into account.

In most cases having the support of management and organization is a condition for reasons of funding and mandate unless programs are part of the mainstream. The most disappointing observation is that not even a third of all cases focus on the Staff level (32%). With the growing diversity of students, staff development and improving awareness on the diversity of students will become more important in the near future. Among the successful cases there are only a few that encourage staff to discuss issues around implicit biases and stereotype threat. In super diverse societies the need for more knowledge and practices on these themes will become necessary and hopefully part of requirements in staff competencies. This can be 'the elephant in the room'. If not acknowledged and discussed this will remain a barrier to lower current gaps in student performance.
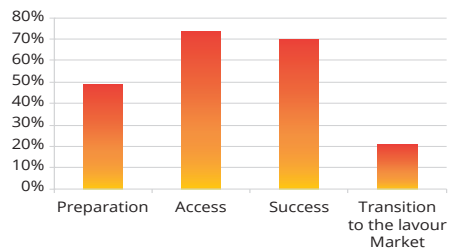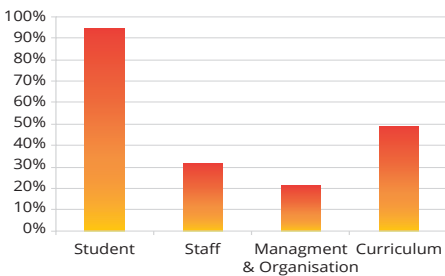
Figure 12: Cases differentiated by Type of Activity and Level of Intervention (N=57)

Looking at types of activities the majority of the cases represent activities aiming at improving access (74%) and success (70%). 49% of the activities focus on preparation to enter higher education and only 21% of all cases focus on the transition to the Labour market. This explains that access alone is not good enough. From an institutional point of view access and preparation are equally important. In many regional programs preparation on access, retention and success are strategic aims as well and are complementary to each other with the focus on creating successful educational outcomes. Acknowledging that every activity and programme has to be successful in itself, it is equally important that the combination of activities on a regional level has to make a collective impact.

Aims and activities

Figure 13 provides a more detailed look at the different activities and is in some ways also an answer to the question of the barriers that were identified in the cases. One conclusion is that many cases focus on support activities, whether academic support, social support, mental health support or mentoring and tutoring. Having support programmes in place obviously has a positive impact on success. Support though has different connotations in different parts of the world. In some countries support is seen as ways to deal with deficiencies of students. In Europe this is often a way of looking at support. Implicitly

assuming that excellent students don't need support. In North America support has a different connotation and is often more nuanced. Support in the first place is a service for students to finding their way within these institutions and making sure students feel they belong. Of course there are also support services that in essence deal with deficiencies but that doesn't mean that students have to be confronted with negative images related to these challenges, they are very aware of. It makes a difference if student support is positioned as an opportunity to progress or if the aim of support is to work on deficiencies.

Sometimes activities that support students' sense of belonging are hard to identify. Successful institutions that have high retention and attainment rates often have services that have high expectations of all students. These institutions implicitly or explicitly focus on aspiration development, sense of belonging, have programmes in place where students can reflect on their identity development and deal with improving awareness of negative stereotypes among students or staff. These programmes often also engage with the parents and communities students are coming from. The more students feel they belong the better they will perform[xxii].
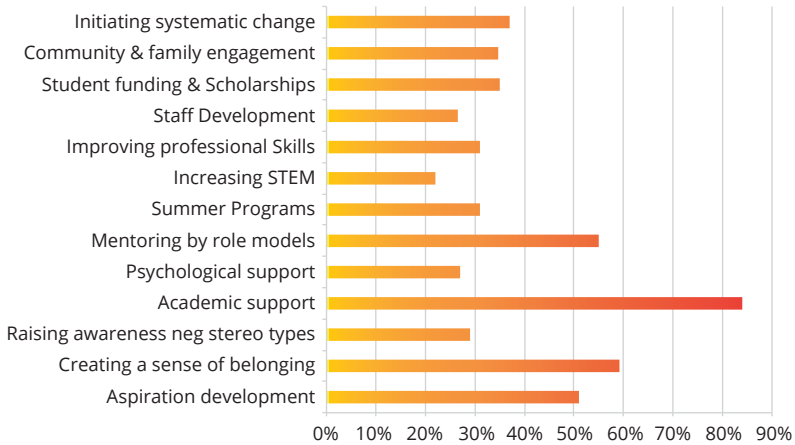
Figure 13: Variety of activities in the diversity of cases (N=57)

There are activities that focus on organizing Summer programmes, Autumn programmes and Residential programmes, which sometimes are part of a broader range of activities and sometimes a separate case. Student funding and providing scholarships are also important services dealing with affordability of higher education. Affordability will become a more important theme in the coming years when the cost of higher education increases all around the globe especially in those countries with a non-existing culture of scholarships. There are many countries with high tuition costs but in combination also a rich culture of foundations that provide scholarships for the best and brightest students. OECD countries that are high performing in the area of attainment and have a strong focus on supporting all talent to succeed often have a good infrastructure in place to fund talented students by either the government or by private and corporate foundations.

There are only a few cases that focus specifically on improving participation in STEM disciplines, improving professional skills and initiatives that aim implicitly or explicitly at systematic chance. An interesting conclusion here is that sometimes systems are exclusive in their design and therefore have inequities. By making small changes in the systems access of underrepresented students will be increased. One of the cases that is a good example is one of the Australian cases.

Other aspects of the analysis

In addition to statistical analysis, we have tried to answer the following questions:

- What kind of evidence was provided that prove interventions meeting their aims?

- Do the current political preferences and priorities support the success of interventions?

- Is there a local/national 'case' in favour of working differently?

- Do the cases understand the needs of the target groups?

- How rigid or flexible are interventions? Could interventions be adapted or do they depend on a set method and prescribed set of activities?

- What is the value system/ethos of organisations? Is there any evidence that this is an added value to the intervention or is it rather a barrier?

- What is the range of costs and resources involved in the interventions?

- What economic factors have been mentioned as drivers or barriers to the intervention?

- Do interventions have public support?

- How important are leaders of the institution in relation to the success of programmes and interventions?

- What barriers to the success of the intervention have been identified?

Evidence

What kind of evidence was provided that prove interventions meeting their aims?

In this analysis we look at 'the evidence base' from three angles:

a. By looking at how success is measured. Successful cases often collect quantitative as well as qualitative data. The data is used for reasons of accountability and to prove effectiveness. On a longer term the same data sets can be used to prove impact, sustainability but also to improve the programmes based on data of evaluations. Under the heading 'Measuring success' on page 23 a few examples of cases are mentioned that qualify as successful cases based on the quantitative and qualitative data.

b. By looking at success from the notion of the 'Good' of good practices. This is a broader less straight forward way to look at the success of programmes. Programmes developed to improve societal changes have to take more factors into account. Being successful is one of the

aims. Sometimes programmes by itself represent a political or policy statement. Getting the message across an audience with the aim to raise awareness is as important to improve the process of changes in society. Therefore item 5 of the questionnaire focuses on the political support and background of the programme. On page 9 (Chapter 1f) we mentioned 'the good of good practices'. These are different, multiple ways to look at the added value of a case but also challenging ourselves to look beyond the measurable results of a programme. Societal change is not a straightforward development. For societal developments to be sustainable it asks for more than just measurable success.

With the good of good practices we looked at:

- Good practices with proven success in terms of time, have survived policy and political changes, are part of the mainstream services and programmes of institutions and regions;

- Good practices with measurable results and successful qualitative outcomes;

- Good practices that are efficient apart from being effective and can be replicated in a fairly short amount of time with a limited amount of resources;

- Good practices with proven success in a short timespan and that have the potential to grow into a long term sustainable success;

- Good practices, which are innovative in their aims & way of implementation. Innovative in many ways: content, political and regional context, funding mechanisms, mission and vision. But also practices that dare to challenge organisations by touching upon sensitive issues, to improve inequities in society.

- Good practices that support the visibility and success of groups who have not only been underrepresented but were invisible in many ways because of a lack of acknowledgement and visibility. For instance indigenous groups in different parts of the globe.

c. By looking at impact. Running a programme with proven quantitative success is not necessarily a success if the target group aimed at was not reached. For instance support programmes to improve attainment for certain groups of students are not successful if the intended target group does not use them even though individual students from the intended target group do benefit. In this way the programme is not leading to more inclusive education. Institutional

impact needs more than only interventions with proven impact on an individual student level. See also page 9 (Chapter 1g).

These are three ways that provide information on evidence separately as well as information based on a combination of three sources as a whole. All three angles of information are complementary to each other and provide a more holistic interpretation of proven success and impact. Creating more inclusive systems and learning environments take time and are rather circular developments. It is difficult to only use linear evidence for circular developments and therefore needs different ways of fact-finding and building a base to prove evidence.

With mentioning different ways of looking at good practices under b, we want to stress the fact that evidence is necessary to prove the importance of programmes. Next to evidence is 'advocacy'. Advocating for inclusive education means being aware of the complexity of society and the power structures within society. These complexities ask for critical and inclusive pedagogies that dare to raise critical questions such as:

- Why are there fewer women in leadership positions in academia?

- Why are indigenous students all over the world severely underrepresented in higher education?

- Why are gender, socio-economic background, ethnic/racial background, educational family background, residence status and health condition indicators explaining inequities in higher education?

Case providers in IDEAS raised all these questions and there are many ways that case providers found effective and successful solutions. Having said this there remain certain issues that are more difficult to tackle such as good practice that dare to challenge organisations to touch on more sensitive issues. "Regardless of educational context or social location, the conversations about race that occur in the classroom are limited, if existent at all"[xxiii].

Political Preferences and priorities

Do the current political preferences and priorities support the success of interventions?

The data clearly speak of the dependency of success of interventions on the political preferences and priorities. Less data was available on disabling policy than on enabling policy. If there were such data available, it allows concluding that, very often, when policies are unfavourable, interventions struggle and scale down or have to compromise.

Below is a summary of 1) what types of policies play a role in the studied cases;

2) what other political preferences and priorities are involved, and 3) an outline of how the political context plays a role in the success of the interventions. Three major conclusions can be drawn:

- Current political preferences and priorities reported in the case studies include most notably policies that can be grouped in inclusion policy, widening participation in education related policy frameworks and specific new legislation.

- A large number of cases were not explicitly linked to political preferences and priorities in the sense of national or supra-national policies, but were interest driven at the ground, most notably by students and their supporters.

- When interventions were launched in direct response to policies, they had greater chances of success from

the start. Even though continuation in these cases was more likely to be expected, bottom up support played a major role in sustaining the efforts.

Policies

Inclusion policies

Some of the interventions were initiated in response to inclusion policies related to (higher) education. Below are three examples of how long term success was achieved by a combination of national inclusion policies linked to institutional commitment, supported by and in interaction with research. The first case study, "Professor Fluffy" was linked to the National Aim Higher Policy in the United Kingdom, which aimed to tap into students' potential, strengths and aspirations. Despite changes within the political framework, the rigour and methodology allowed the intervention to either adapt to the new context or to

sustain the developed programmes. This example is useful to compare with other examples that gained momentum with the more recent Widening Participation framework. These interventions with a long history on access and widening participation found renewed impetus through the current framework or were adjusted to serve the requirements of the new policies "The Manchester Access Programme, MAP" is an example of a case that illustrates this dynamics by presenting how the links operate with the wider social policy discourse around fair access and social mobility.

These cases present the interventions as holistic tools for inclusive education. Other interventions were supported by policies that approach education as tools in achieving specific related priorities although case providers did not explicitly link them to enabling frameworks, such as aiming at:

- Improving access to the labour market;

- Promoting the value of science and science education participation, "Science Academy 2006";

- Improving mental health, including in education, "The Mental Health Education and Employment Service";

- Roma inclusion in post-socialist countries, "Development of complex services for disadvantaged students at Wlislocki Henrik Student College";

- Integration of indigenous communities in the US, Australia, Canada and New Zealand, "Tu Kahika Programme Scholarship".

Policy Inclusion and Global Benchmarking

In this part we look at interventions that focus on promoting excellence. Good examples are the Australian cases in which explicit links were made with the aim of Australia to maintain its position as one of the most educated and skilled workforces in the world, the Bradley Review[xxiv]. In Europe, there is a similar framework for European Cooperation in Education and Training 2020, ET2020. "ET2020 emphasises that: Education and Training have a crucial role to play in meeting the many socioeconomic, demographic, environmental and technological challenges facing Europe and its citizens today and in the years ahead. Efficient investment in human capital through education and training systems is an essential component of Europe's strategy to deliver the high levels of sustainable, knowledge-based growth and jobs that lie at the heart of the Lisbon strategy, at the same time as promoting personal fulfilment, social cohesion and active citizenship."

Policy promoting excellence

The discourse on this theme is built around what one case study refers to as effective and inclusive learning environments and other cases – 'the pedagogy of excellence' by the

"Academic Advancement Program (AAP) and the Center for Community College Partnerships (CCCP) at UCLA" or 'making excellence inclusive' by the "Pre Academic Programme (PAP)". In this sense, it is important to note that, when equity interventions are implemented, they are based on the recognition that equity benefits excellence, not just the other way around.

Policy directly linked to changed legislation

Changed and new legislation, due to its binding force, is also important to note. The three examples below describe the dynamics involved in this:

- The 2007 Law of Gender Equality. The case "Gender mainstreaming in the university: Plan for Equal opportunities between women and men in the UOC (2011-2013)" of the Open University of Catalonia. This case has the objective to establish an institutional strategy in the UOC and aims at achieving equality between women and men at work, eliminating stereotypes, attitudes and obstacles which complicate women to access to particular professions and jobs in equal conditions to men and encouraging measures which support women's involvement, permanence and professional development.

- The University Act in Ireland. The case "Higher Education Access Route – HEAR" aims to increase the number of students from a disadvantaged background. The target group was 25% of the incoming population and fit in with national targets and access plans. This initiative was an outcome of the University Act in Ireland to increase the number of students from underrepresented groups. This initiative had political support and was part of a national objective.

- The Access Agenda in the UK. The government implemented plans to increase HE fees significantly in the UK since 2010. For universities who set up their fees above a certain threshold, it became mandatory to have Widening Participation Programmes.

Other types of (political) priorities and preferences

Other political enablers

A number of cases were not explicitly linked to political preferences and priorities in the sense of national or supra-national policies and revealed diversity of interests that can drive an intervention supporting equity in higher education. For instance, a law company and other businesses as enablers: "Emergency Fund for the payment of tuition fees" set up by the Student Union of the Law Faculty of Nova University of Lisbon. The key objective is to prevent students from giving up on higher education. The target group are those students who

don't have any kind of scholarship or other benefits to support their tuition fees. The main stakeholders of the initiative are the Students Union and a local private partner (a law office). Both stakeholders covered more than 95% of the financial needs of the initiative.

Bottom up grassroots initiatives

A large number of successful interventions did not start as a governmental initiative but were set up in response to needs of students or local communities. The drivers are a variety of stakeholders who identified flaws in policies or advocate for students who are underrepresented for many reasons. Students, young academics, leading professors, student unions, alumni, parents and other engaged individuals initiated projects that are research-based and set up as a response to precipitate events. The goals of these bottom up initiatives often focus on improving the student experience 'as a whole', presenting narratives of students' backgrounds, identities and the worlds they represent.

- First generation students and their parents as enablers. "ArbeiterKind. de" did not start as part of Government policy. Through social media ArbeiterKind.de got a response and followers and that created the encouragement for the initiators to continue. These are the foundations that support the work of ArbeiterKind.

de. They have been instrumental in providing funding, a network and knowledge. In order to widen access to higher education, Katja Urbatsch founded ArbeiterKind.de in 2009. The initiative grew quickly from a website to Germany´s Largest Community for First Generation University Students.

- Students as drivers. "Mental health counselling for students in Riga Stradiņš University" aims to provide affordable mental health counselling opportunities to the students of the University. The counselling support was not meant to deal with serious mental disorders, but much more to deal with psychological phenomena like stress and examination fears. The idea was initiated by the Students' Service of Riga Stradiņš University and was widely supported by the Student Council of Riga Stradiņš University and the entire student body. Although the program fits with national policies and guidelines on the mental health of youth there was no support from the national level.

- Young scientists as initiators. "Science Academy 2006". Paris Montagne Association was created in 2006 as a response to riots that broke out in November 2005 and spread rapidly throughout French suburbs, reaching unprecedented levels of violence. Researchers and university students decided to set

up a program that would open the doors of science and research to the disadvantaged youth. Paris Montagne runs annual science festivals. Students and researchers at the École Normale Supérieure share their passion for science by giving others, a diverse and younger generation in Paris, a chance to discover the world of research through a science festival. Paris Montagne works on a long-term basis with high school students, and with the students belonging to the "Science Académie" programme.

Specific case in favour

Is there a local/national 'case' in favour of working differently?

At this stage, with only 57 cases in the database this question is difficult to answer properly. But even if the database consists of a few hundred cases it would be wrong to imply that there is one 'silver bullet' to improve equity in higher education with the aim to create a more inclusive higher education.

There are a few ways to elaborate on this question. Working towards an inclusive higher education is a process that institutions have proven to be successful in, if they take certain conditions into account. This process can take years of developing interventions, monitoring and doing research, using data to improve programmes and policy. There are examples of successful cases in the

IDEAS database that can be seen as a successful case we can be in favour of. Most of these institutions are part of a broader often regional or local network where institutions collaborate with other stakeholders to improve economic and societal aims. These networks are often part of developments of (national/local) governmental and institutional policy as well as corporate strategies to for instance recruit more gender and ethnic diversity in graduates. These institutions are very much aware of the complexities and barriers students from diverse backgrounds deal with as well as the strengths they bring with them. For instance, students being flexible and experienced in 'negotiating' different social and cultural values and situations as well as being flexible in different language contexts, which applies to for instance migrant or refugee students. Institutions are also aware of how nowadays disruptive events in societies or cultural and historical developments have produced and reproduced nations and societies images and stereotypes of certain groups and individuals. Successful programmes are also aware of how this influences pedagogical strategies and value systems in general and therefore also focus on professional development for staff of institutions as well as the development of inclusive curriculums. In Chapter 3 we presented different theoretical and evaluation frameworks that not only provide a framework of reference. What these frameworks show is the complexity of what it takes to enhance successful changes in society.

Another factor, which makes it difficult to favour one local or national case is the concept of Locally Defined Minorities. Successful cases in the database were developed to meet a local challenge and to improve the educational, societal and economic positions of individuals who are part of an underrepresented community. In this chapter we have elaborated on the different target groups that are represented in the 57 cases. The notion that cases are in fact 'tailor-made' to a certain regional and local development is important to be aware of. On the other hand, institutions that see similar situations described by case providers in the database can certainly learn from the experiences and programmes that are part of the database.

Important for the process of replication and dissemination is not so much the question of what (programmes) institutions should develop. The focus should be more on the critical reflection in preparation of developing. It is important to focus on why certain programmes are necessary for which target groups and how institutions are planning to implement new initiatives. Being intentional and specific is an important factor that is part of the success of certain cases.

Understanding the need of target groups

Do the cases understand the needs of the target groups?

It is vital to understand the needs of the target groups and to use this information in designing the programmes. It is however not that simple as we think it is.

The database IDEAS presents a range of cases that are successful because of their close links with the needs of certain target groups. Four examples of these cases are:

- Tu Kahika Programme Scholarship of the University of Otago, New Zealand, which focuses on Maori students;

- Development of Complex services for disadvantaged students at Wislocki Henrik Student College of the University of Pecs, Hungary, which focuses on Roma students;

- Arbeiterkind DE Germany's Largest Community for First Generation University Students, of Arbeiterkind DE, Germany, which focuses on first generation students.

- Fielding University: providing access to graduate education of Fielding University in Santa Barbara, USA, which focuses on adult students from all over the world pursue graduate education (Master and PhD). "Fielding is based on distributed learning. This approach doesn't require a specific, physical location in order to facilitate learning".

Most of the cases focus on multiple target groups or students who represent more than one target group. This is the case with many students nowadays since societies are becoming more and more diverse. In Chapter 2a we presented "Kadhija's narrative" in which the target group is not so much the focus that is taken into account but more the richness of the diversity of dimensions of social identities that are like a tapestry, interwoven and connected. These dimensions of social identities shape individuals who represent a target group and are often seen as a representation of a whole community, a collective. In the case of Kadhija she is a Moroccan-Dutch girl, who is the first of her family to enter higher education and is a Muslim living in an urban context in the Netherlands. Are we aware of the fact that, girls who look like Khadija can also be Christian or even Jewish, since Morocco also has a large Jewish community. Are we aware of the fact that being the first one in the family to enter higher education also means not having many female and male role models in her community who went through the process of orientation to go into higher education? The three examples mentioned are examples of programmes, which are very aware of the challenges of students from the specific communities and therefore target groups and have taken these notions into account in the design and implementation of their programmes. Their success is partly based on the fact that they made the effort to integrate these subtle dimensions of understanding their community into the development of their programmes.

In conclusion of this paragraph it is necessary to mention that the concept of a target group is nothing more than a 'technical' way of identifying individuals without taken issues of representation or identity into account.

Interventions

How rigid or flexible are interventions? Could interventions be adapted or do they depend on a set method and prescribed set of activities?

The interventions in IDEAS represent diversity in context, themes,

target groups, aims and type of measurements. In general, we cannot say how rigid or flexible interventions are. Neither can we say that interventions can be adapted based on a set method and prescribed set of activities. The interventions in IDEAS respond to inequities in society and gaps in educational opportunities and educational outcomes. They are often based on policy and sometimes initiated because of a lack of policy. Most of the times, interventions are restricted by the available amount of funding and political or institutional mandate. The main message here is that interventions are bound to the context they represent. Successful programs are very much aware of the context they represent and still there are many known and unknown variables that influence the outcomes of interventions. The success of interventions in IDEAS is most of the time the result of a process of 'trial and error' based on monitoring and evaluating with the aim to respond to inequities in (higher) education and society, which became visible by gaps in educational opportunities and educational outcomes.

Ideally interventions like these are intentional, specific, holistic, tailor made to certain target groups and are taking the different worlds students represent into account. All with the aim to achieve intended aims with impact on a short and long term. The process from initiation to success is not a linear process but rather a circular one. What works in one context might need a different approach in another context.

What should be rigid and prescribed is the notion that interventions are meant to:

- Focus on sustainable change;

- Make an effort to develop a deep understanding of the worlds students come from in order to provide the support that is needed;

- And should therefore commit to develop a necessary infrastructure for data analytics in order to create a culture of evidence.

Improving Academic self-confidence

Many cases aim at improving retention and attainment. After all "Access without support is not opportunity"[xxv]. The work of Tinto focuses on two major concepts to improve retention and attainment: social- and academic integration. Improving students' study motivation and academic self-confidence are important enabling factors in this process. Successful cases provide a range of interventions that are part of a programme and strategy and all interventions individually and collectively have an impact on improving students' sense of belonging and eventually increase retention and attainment. Based on an earlier mentioned study by ECHO, institutions use a combination of measures with different aims and levels of flexibility. See figure 14.
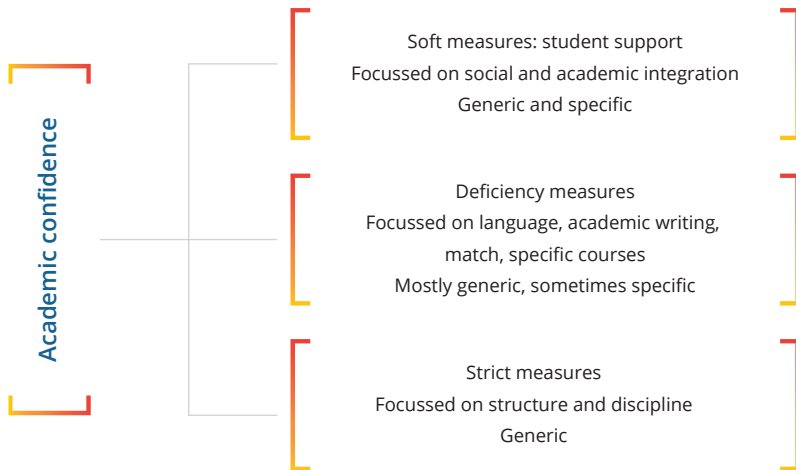
Figure 14: Building Academic Confidence. Source: ECHO

Value system/ethos/DNA of organisations

What is the value system/ethos of organisations? Is there any evidence that this is an added value to the intervention or is it rather a barrier?

It is difficult to distinguish between the organizational value system and the value system of the intervention. For the purpose of this question we have looked specifically at data on the organization as distinct from the intervention. There was some data in 16 case studies, but it was not much elaborated on in the responses. Value systems and culture are relatively specialized terms linked to a new and emergent field of organizational culture audit, so it is possible that the respondents had a different interpretation. It is also perhaps a question that requires a more complex approach than to expect a straightforward answer in the context of the case study.

The main conclusions from the limited data are that organizational ethos supports or motivates the initiation of the intervention, although the causality is not as direct as those with political priorities and preferences. We see this in organizations that are responsive to trends in the society like demographic changes or those that are founded with the mission to improve diversity

and inclusion. The UK cases for instance show that such ethos can be bureaucratically engineered by imposing widening participation as a part of corporate social responsibility programmes.

Do value systems of the organizations support the success of interventions?

Where there are data, value systems seem to support or motivate the launch of the intervention because most of those interventions were described as:

- A commitment to social justice and diversity, see the "Academic Advancement Program (AAP) at UCLA";

- Community engagement as one of the key values of the institution, "Fielding University: providing access to graduate education";

- Based on a recognised need for addressing educational gaps and disadvantages, see "Tu Kahika Programme Scholarship", "Mentors of Rotterdam", "VASVU – Foundation year international students VU", "Verikom Junge Vorbilder (Young Role Models)";

- It is reflected in statements such as 'the diversity of successful students should be a reflection of the diversity of the population' in the "Pre Academic Programme"

- And 'socially inclusive and diverse mission statement whose core

values are a commitment to equity and fairness' see "Higher Education Access Route – HEAR".

- Some cases like "POP-corner" and "Academic Success for All Programme" explain these in regards to certain developments – 'the culture of the department are both driven by demographic changes, i.e. a more and more diverse population, and by the basic premises of the social sciences, i.e. inclusion, social justice and development'.

- In other organisations this ethos was not a response but they were established with the mission to contribute to a more inclusive society "ECHO Junior Academy", "Opportunities for underrepresented Scholars, OURS", "Upward Bound Project UK" or to facilitate social mobility as part of their vision for instance "Development of complex services for disadvantaged students at Wlislocki Henrik Student College".

- Where interventions were run by student unions, this was linked to their constitutional purpose to represent the interests of all students "Nursery LUstabina at the University of Latvia".

- The case "PASS, Peer Assisted Study Support at Queen Mary" and generally all UK cases linked organizational cultures

to interventions via the Access Agenda, in which Widening Participation is located within the Corporate Social Responsibility aims of the institution.

- However, it is difficult to say if this is part of the value system because there is a legal obligation to do so[xxvi] – unlike "The Manchester Access Programme, MAP" where the organisational mission is not only to deliver an outstanding learning and student experience, but also to be socially responsible.

Costs involved

What is the range of costs and resources involved in the interventions?

All case providers were asked to give information on the type and amount of resources necessary to achieve the presented outcomes. An important conclusion is that targeted funding is inevitable and an important means to increase successful outcomes on access, retention and successful completion of underrepresented groups in higher education. This doesn't necessarily refer to the amount of funding that is involved but also to the type of funding and how funding can be a means to enhance the process of creating ownership and (regional) collaboration among stakeholders.

It is naïve to assume that successful emancipation of underrepresented, non-traditional groups in education

can be reached without the necessary financial commitment to targeted funding and without a sense of ownership. Financial contributions only cannot achieve the kind of innovation and change needed. It is the type of funding and the combination of different types of funding that are necessary to enhance successful outcomes. The provided information shows that cases can be successful with a budget of € 10.000,- or less as well as major programmes with a 5 million euro budget per year. In our search of successful cases in the IDEAS database we specifically looked for cases that proved to be successful with smaller budgets. We have to bear in mind that many well funded programmes that have been in place for many years also started with small amounts of targeted funding. Among the better-endowed programmes (more than 1 million euros per year) are programmes with successful outcomes in general as well as having proven to be successful and sustainable over the years. Among these programmes are three cases with budgets between one to five million euros for (equity) scholarships. These programmes basically provide financial means for students from underrepresented groups to enter higher education.

One of the cases "Borderless Higher Education for Refugees (BHER)" is a partnership between Canadian and Kenyan Universities and NGOS, to support refugees in Dadaab, Kenya into gender equitable teacher training

diplomas. The majority of the refugees in Kenya are from Somalia. The majority of the financial contribution comes from the Canadian Government (75%). The Kenyan Government and the UN Refugee Agency, UNHCR fund provide the remaining financial contribution as well as in-kind funding.

Figure 15 gives an overview of the amount of financial contributions involved in 49 of the 57 cases. 33 of the 49 cases (66%) can rely on a financial contribution between € 0 and € 500.000. 90% of all of these 33 cases are in Europe. 17 of the 49 cases can count on a financial contribution from € 500.000 to more than 5 million euros. Almost half of these 17 cases are from Europe. The cases in IDEAS from outside of Europe can apparently count on larger financial contributions. One way of looking at this is that there

is a longer tradition outside of Europe, especially in North America, the UK and Australia with funding of research, policy and practice to improve inequities in (higher) education. Another way of looking at it is that funding is not only provided by governments but also institutions as well as private funders like foundations and businesses who take ownership in funding programmes to impact societal change. In 8 of the 57 cases no information was provided.
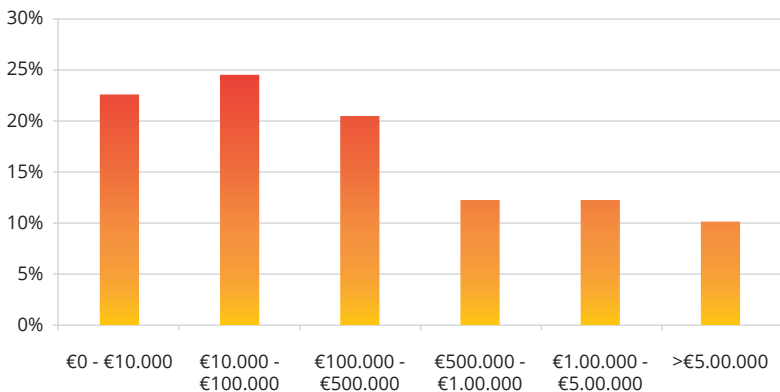
Figure 15: Range of financial contributions (N=57)

Figure 16 gives an overview of the different types of resources involved to develop, implement and sustain the interventions. We looked at three categories of funding:

- Student- or Programme funding

- Public-, Institutional- or Private funding

- Financial- or In-kind contribution and

- In-kind 'funding' based on the donation of time by volunteers

Student- or Programme funding

In 3 cases no information was provided on the type of funding neither on how the budget was spend. In most of the cases funding was provided for programme purposes. 46 of the 54 cases (85%) were used to develop and implement programmes with different aims. Student funding is the focus of 18 of the 54 cases (33%). These were often scholarships or bursaries and in some cases funding for transportation, books etc. In 10 cases funding was used for both students and programmes. In the case of student funding individual students benefited from the provisions.

In some of the cases programme funding only will not have the desired impact if there is no student funding to cover necessary costs like transportation. This is especially the case with programmes that focus on opportunities for low-income students.

We cannot expect students to be able to participate in a free summer course for instance if students don't have the means to buy tickets for transportation.

An interesting example is the case "U @ Uni" Summer School Program from the University of Technology Sydney. The UTS U @ Uni Schools Outreach program is a key component of the UTS Widening Participation Strategy with the aim to increase the number of students from underrepresented communities to successfully completing university study. The University of Technology in Sydney, the Commonwealth Government's Higher Education Participation and Partnerships Program (HEPPP) and the Bridges to Higher Education Initiative (www.bridges.nsw.edu.au/) fund this programme. Funding is used to provide student resources, staffing and support to students as they make their way through the three-year programme. Besides that, UTS recognises that there are travel expenses involved in attending activities in Sydney over the summer holidays and that students may lose income due to attending a Summer School. To assist in meeting these costs UTS provides:

- travel cards for transport while the student is attending Summer School in January,

- payment at the end of the Summer School if the student meets attendance and behavioural requirements,

- students receive all meals while at the event free of charge.
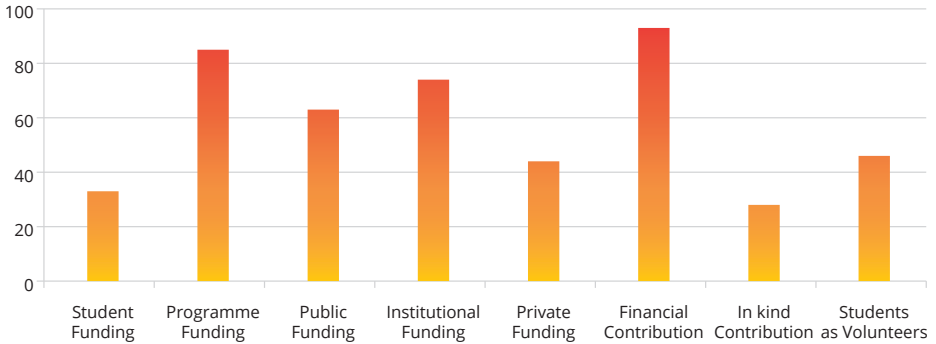
Figure 16: different types of funding (N=57)

Public-, Institutional- or Private funding

This type of funding is an indication to what extent stakeholders feel ownership. This type of funding is often an indication for policy from either a government body whether local, national or transnational for instance EU funding. In a few cases programmes can count on funding from all three sources. All these cases exist longer than 7 years. Three of them exist between 30 and 50 years. The more programmes have proof of their success the better they are able to build a case based on evidence that they are having the kind of impact funders like to see and are worth the financial commitment of for instance private funding and donations.

The case with the longest history and funding from these three sources is "Upward Bound USA" from the University of Massachusetts Boston. Upward Bound is a federally funded

programme in the US and is aimed at

- Improving academic performance measured by Grade Point Average (GPA) and standardised test scores;

- Secondary school retention, completion of rigorous programme of study and graduation;

- Post-secondary education enrolment and completion.

The intervention aims to annually cover 126 low-income, first generation high school students who are at high risk for academic failure. The project relies on significant in-kind investment from the university and a number of community partners. Overall, however, the programme depends entirely on federal funds.

Upward Bound US has been replicated in the UK and translated to the UK

context. This resulted in "Upward Bound UK" at London Metropolitan University & Islington Council, which is also one of the IDEAS cases. Upward Bound UK, exists for 9 years and aims at increasing attainment, building confidence, resilience and raising aspirations for young people attending Islington secondary schools who are:

- considered borderline pupils predicted C/D in their GCSEs;

- from backgrounds underrepresented in higher education; or

- with no family history of university attendance;

- lower socio/economic groups.

Both Upward Bound US and UK receive public, institutional (in-kind) and private funding.

Financial- or In-kind contribution

50 of the 54 cases (93%) received financial contributions to cover the costs of the programmes. 15 of the 54 cases (28%) mentioned in-kind funding in either staff time, technical support or the use of spaces and buildings for activities. It is very likely that more cases have been able to rely on any kind of in-kind funding but didn't specifically mention it. There is reason to believe this since 40 case providers mentioned institutional funding as one of the resources. The real costs of programmes are therefore higher and are not only covered by targeted financial contributions from different resources. In-kind funding is an indicator of institutions taking ownership. How programmes are funded proves how committed institutions are to create opportunities for underrepresented groups and should be seen as a key factor for

inclusive institutional policy as in figure 4. Figure 14 also shows that more cases got institutional funding than public or private funding. Case providers often mentioned the combination of these three types of funding. Sometimes institutional funding is part of the government policy. In some national policies institutional funding can be a requirement to get public funding. It is interesting to see that in many of the UK cases in-kind institutional funding was specifically mentioned for instance:

- Volunteers

  In 25 of the 54 cases (46%) programmes are executed in collaboration with volunteers. The time volunteers, mostly students 'donate' to the programme can be interpreted as an additional type of in-kind funding or is part of the civic engagement opportunities institutions provide to their students. Either way, working with volunteers as part of the programme is adding value for different reasons. In many of the cases students work as volunteers to support other students. Students volunteering in these programmes doesn't mean students are not paid at all. Students for instance get a stipend for their time.

- EU Funding

  It is important to notice that only 2 cases mentioned receiving EU funding. This is the Hungarian programme "Development of

complex services for disadvantaged students at Wlislocki Henrik Student College" of Pecs University focussing on Roma students and the case "RadioActive101" by the University of East London with many EU partners. "Junge Vorbilder ("Young Role Models") at verikom – Verbund für interkulturelle Kommunikation und Bildung e.v. in Hamburg mentioned the use of ESF funding. Looking at the funding resources of the cases in IDEAS we see that almost all cases with proven long-term success have been funded by a variety of sources. EU funding can ideally be a source at the initiation of a programme but has to be continued with other sources of funding. The question is whether EU funding is an option for institutions that are determined to make a change and take ownership by investing institutional funding and finding other sources. Another question is whether EU funding is sufficient to develop proven and sustainable success on a long term.

Economic factors

What economic factors have been mentioned as drivers or barriers to the intervention?

Not all cases referred to economic factors as drivers or barriers to the intervention. The most important economic factor mentioned is retention and attainment as well as nation's aims to maintain their position as one of the most educated and

skilled workforces in the world/region. 28 of the 57 cases were initiated as part of a retention strategy with the aim to increase student's academic success despite students' background. In 32 of the 57 cases (56%) access was mentioned in relation to either demographic changes or in relation to shortages of graduates in certain disciplines such as the STEM areas. Both Access and Retention & Attainment were often mentioned in combination with underrepresentation given demographic changes in society and therefore a shortage of graduates of all disciplines and certain disciplines like STEM in particular.

Government Policy and Institutional Policy

The cases that focus on improving the attainment gaps are often part of a national strategy or at least started in response to national policy. Several national/regional strategies were mentioned as context for the development of interventions, often in combination with institutional and regional aims to improve access, retention and attainment. A few of the national policies that were mentioned are:

- The Bradley Review in Australia

  Higher education will clearly be a major contributor to the development of a skilled Australian workforce but must address the rights of all citizens to share in its benefits. Aim: maintaining Australia's position as one of the most educated and skilled workforces in the world. Two key targets:

- ✓ Australian Graduate Profile; by 2025, 40% of 25 to 34-year-olds will hold a Bachelor Degree.

- ✓ Low SES (socio-economic status) Participation in Higher Education; by 2020, 20% of higher education enrolments at undergraduate level will comprise people from low SES backgrounds.

- The G5 Grant of the Ministry of Education Culture and Science in the Netherlands

  The aim was to increase attainment rates of non-western students (migrant-, refugee students), as well as reducing the attainment gap at 5 universities of applied sciences and 5 research universities in the Dutch urban region (Randstad) as well as minimizing the attainment gap. More than 70% of all non-western students in the Netherlands study at one of these 10 institutions. There were several elements that made this arrangement different: in the first place the urban focus and the funding arrangement was linked to an incentive program of performance indicators. This arrangement unfortunately didn't last very long due to a change in the political leadership in the Dutch Government. Most of the universities took responsibility and maintained the activities that were started with Government funding and institutional funding.

- Widening Participation in the United Kingdom and Scotland

  Widening Participation aims to address the discrepancies in the take-up of higher education opportunities between different social groups. Institutions work to raise aspirations and educational attainment among prospective students from underrepresented groups to:

  - ✓ Prepare them for higher education

  - ✓ Ensure success on their programme of study

  - ✓ Improve their employment prospects

  - ✓ Open possibilities for postgraduate study

  - ✓ Give them opportunities to return to learning throughout their lives

- National Inclusion Strategy in Hungary

  The Hungarian inclusion policy attempts to promote the integration, extension and management in a standard target system of the strategies of specific problem areas relevant to poverty (strategies concerning child poverty, the Roma and disadvantaged regions) in the interest of the more effective enforcement of inter-sectoral approaches. Accordingly, the Strategy integrates the approaches and objectives of the "Making things better for our Children" National Strategy and the Decade of Roma Integration Programme (DRIP) Strategic Plan. The strategy and the action plan are linked to the priorities of the Europe 2020 Strategy related to inclusion in employment and education, and social inclusion. The quantified Hungarian targets approved on the basis of these priorities – raising the employment rate of individuals aged between 20 and 64 to 75% by 2020, reducing the ratio of early school-dropouts to 10% and reducing the number of individuals living in poverty and social exclusion by half a million – can only be achieved if the interventions contemplated in the Strategy are duly followed and the objectives identified are attained.

- The Texas Higher Education Coordinating Board

  The Texas Higher Education Coordinating Board's mission is to promote access, affordability, quality, success, and cost efficiency in the state's institutions of higher education, through Closing the Gaps and its successor plan, resulting in a globally competent workforce that positions Texas as an international leader in an increasingly complex world economy.

- School/College/Work/Initiative (SCWI)

The School/College/Work/Initiative (SCWI) is a collaboration of the Council of Ontario Directors of Education (CODE), the Committee of College Presidents (COP) and is jointly funded by the Ministry of Education and the Ministry of Training, Colleges and Universities. The SCWI is a co-operative effort with a mandate to assist in creating a seamless transition for students from secondary school to college. In addition to a wide array of learning and awareness opportunities for students, teachers, parents and the broader community, projects have been developed to provide dual credit programs for secondary students through the partnership of secondary schools and colleges. SCWI implements approximately 450 dual credit programs designed to serve 10,000 secondary students across Ontario annually. However, the SCWI forums and activities grew to over 85,000 participants providing support for student success resulting from the collaboration of 24 colleges and 70 eligible school boards from across Ontario. These were all innovative projects to improve retention and graduation rates and support successful transition to college and apprenticeship based on the premises that there are extraordinary benefits for students when colleges and secondary schools work together.

Above, we already referred to the connection between political preferences and priorities and the success of cases. Many of the policies mentioned there were driven by economic and socio-economic factors. The more societies develop into diverse or 'super diverse' societies the more there is a shift from interventions driven by socio- economic factors to interventions that are aimed to have an economic impact. Institutions in very diverse urban regions automatically have a very diverse enrolment of students. Their concern however is to make sure all students are able to retain and graduate equally as well as having aspirations to pursue graduate and PhD studies. Unfortunately, these highly diverse areas also show gaps in attainment between different groups of students.

In the business sector there is more evidence of causality between diverse teams of professionals being more productive, creative and innovative. Research of McKinsey[xxvii] "Diversity matters" makes it increasingly clear that companies with more diverse workforces perform better financially. Ethnically diverse companies perform even better than gender-diverse companies.

There is one case worth mentioning here which is the "The Brilliant Club". The Brilliant Club is an award winning

non-profit organisation that exists to widen access to top universities for outstanding pupils from non-selective state schools. The organisation's primary activity is to recruit, train and place doctoral and postdoctoral researchers in non-selective state schools and sixth form colleges serving low participation communities. They deliver programmes of university-style tutorials to small groups of outstanding pupils, which develop the knowledge, skills and ambition that help those pupils to secure places at top universities. The Department for Business Innovation and Schools (BIS) have given statements of support to this initiative.

Public support and media coverage

Do interventions have public support and visibility in the media?

Media coverage

For the purposes of this analysis, public support means support from the wider community and from the media. Media coverage was mentioned only with "Upward Bound Project UK". This programme was nominated for the public benefit project of the year, in two consecutive years by the Guardian. Public support does not refer to funding or in-kind support from public bodies, support from the implementing organisation, from students and their parents who are beneficiaries, nor from others who have vested interests because they are political enablers.

Public support - Understanding missing data

Data on public support was missing in more than half of the cases. One case provider explicitly said that they had not the aim to generate political or public support "Study Ability (Opiskelukyky)" by the National Union of University Students in Finland. Eight case studies presented to some extent how the lack of public support affected them. The rest of the cases just mentioned that there was public support.

The lack of data is not because there was no public support or because public support did not contribute to the success of the interventions. Interventions seemed rather to underestimate the role of public support. Two case providers mentioned how they developed tools working with the public, such as leaflets and websites, which suggests that they do work with the public but did not measure or report the effects. Another case provider described how much the success is linked to dissemination and how it has benefited from word of mouth more than any other type of support but does not acknowledge public support explicitly. One case provider explicitly says: 'We believe there is broad public support for the programme nationally and locally but the programme has not fully exploited PR opportunities'. We can therefore deduce that missing data does not mean missing support.

Interventions with public support

There were only three case studies reporting in detail how public support was generated. The cases that describe how public support has played a role are useful in giving ideas how other projects can tap into the funds, energy and inspiration obtained this way.

- "Emergency Fund for the payment of tuition fees" by the Law Faculty of Nova University Lisbon is an intervention that's setting up a fund for students. The case provider describes how public support is very high and as a result a lot of people contributed to the project through a fundraising dinner. Although other actors were the main enablers, there seems to be a potential in using public support for fundraising.

- "Arbeiterkind.de" by Arbeiterkind. de is an intervention in Germany, which used social media to influence attitudes and change public opinion shifting it from deficit-based attitudes to strength-based attitudes. It thus built on existing public support to widen access to higher education. More importantly, through social media ArbeiterKind.de got major response and followers, which created the encouragement for the initiators (students and parents) to continue.

- "Peer counselling" by Johannes Gutenberg - University of Mainz.

The local student union is the executive body of the student representation structures at the university. The University of Mainz General Students' Committee have provided a financial support service to students in crisis for the past 15 years. This includes grants and scholarships, financial counselling and free legal advice. Another important and prominent supporter of the initiative is the Studentenwerk, a social service provider for e.g. housing and food.

There are not much data to make strong statements as to whether interventions have public support as a rule or not, but the main conclusions are:

- It is likely that interventions underestimate the role of public support and the need to work towards creating a more favourable environment for their target groups as well as for the success of their activities;

- If interventions achieve good public support, this can be mobilised with a view of recruitment and retention of beneficiaries, to provide additional funding and to provide additional impetus for the involved stakeholders;

- Due to negative attitudes, often linked to a lack of awareness on how exclusion works, interventions struggle in a negative public climate

or have to change and adapt in order to maintain practical and political support (often linked to funding).

Institutional leadership

How important are leaders of the institution in relation to the success of programmes and interventions?

Institutional leadership

Leaders of institutions are important in relation to the success of programmes and interventions. Without the commitment, support and vision in policy and strategy of management in institutions it is hard to generate funding and capacity to establish sustainable programmes.

Of the 57 cases 5 cases made reference to institutional leadership:

- "Academic Advancement Program (AAP) and the Center for Community College Partnerships (CCCP) at UCLA" in Los Angeles, USA

- "Arbeiterkind.de" by Arbeiterkind. de in Berlin, Germany

- "The Brilliant Club" by The Brilliant Club in London, UK

- "School Within A College (SWAC)" by George Brown College Toronto, Canada

- "Upward Bound Project UK" by London Metropolitan University & Islington Council in London, UK

- "Fielding University: providing access to graduate education" by Fielding University Santa Barbara, USA

In this stage it is fair to make a distinction between institutional leadership of large well-funded organisations and the leadership of initiatives that started as grass roots initiatives.

The previous paragraphs in this chapter show that many of the programs started as part of government policy, which is not a guarantee for success but it certainly helps that there is policy and basic funding to start with. The fact that the cases in IDEAS are successful can also be seen as a positive result of the leadership within the institution. Leadership can be interpreted on different levels within the institution (strategic, organisational and programmatic). A change in leadership can have an influence on the success of programmes. There are cases in IDEAS that have been in place for many years and remained successful despite the change in leadership. This refers to the fact that these programmes must have been part of the structure and have been embedded in the mainstream of services and programmes within the institutions. The Academic Advancement Program for instance referred to the changes in leadership. This programme started in 1971 and had a major conceptual change in 1985, which was initiated and successfully implemented by the leadership of the programme with support of the leadership of UCLA.

Since 1985 there have been changes in leadership but the success of the programme remained as successful because of a solid foundation in concept, commitment of staff and organisational embedment.

Many of the case providers are often the leaders that programmes needed to become successful. They are within institutions often the ones that negotiate between management, faculty and teaching staff and are advocating for the students in their programmes. It takes committed leadership to transform government or any policy into successful programmes. These leaders also understand that the only way to get more commitment on different levels within the institutions is by engagement and collaboration within the institution and by using data analytics to show that their programmes have impact. In countries where gathering data related to equity indicators is already collected this is relatively easier to organise. In Europe collecting data on equity indicators is often not part of accountability activities. Pursuing a culture of evidence related to equity programmes is obviously an aim and decision that takes vision and determination. hence, the kind of leadership that understands how data can play an important role in improving the success of programmes as well as developing an necessary data infrastructure to support a culture of evidence. Too often accountability is seen as a means to enhance a control mechanism instead of evidence being supportive to organisational learning.

The OECD already mentioned a lack of relevant and necessary data to understand barriers and success of underrepresented students in higher education as one of the findings of a comparative study of thematic country reviews in higher education in 2005. Equity was one of the themes. Based on the report of the OECD[xxviii] countries do not collect data systematically on indicators of equity although countries deal with major issues on this area.

Leadership of grassroots initiatives

Initiatives that started as grassroots initiatives would not have become successful quantitatively and qualitatively without the determination, belief and commitment of the persons who had a vision and started the initiative. In two cases: "Arbeiterkind.de" and "The Brilliant Club" the founders of the organisations were mentioned by name. Both these organisations are non-profit organisations that were not part of a policy. These leaders had a vision on change and were aware of a lack of policy for the target group they advocate for. Both initiatives are now successful programmes in respectively Germany and Britain with sustainable funding and can count on positive support from the public and attention in media. Arbeiterkind.de advocates for first generation students in Germany and The Brilliant Club advocates for underrepresented youth from non-selective state schools progress on to highly selective universities.

Leadership development as aim of interventions

From the 57 cases 7 cases have leadership development as one of the aims of the programme. In one case the programme "Opportunities for Underrepresented Scholars (OURS)" at the Chicago School of Professional Psychology in Washington DC in fact solely focused on leadership development. 'The OURS program is designed to prepare women (especially women of color) in the science, technology, engineering, and mathematics (STEM) disciplines at Historically Black Colleges and Universities (HBCUs) for academic leadership roles, either within their STEM disciplines or within institutional administrations. The program trains about 20 new academic leaders a year and works together with many different institutions, and ties in with other initiatives to promote academic careers among underrepresented students, particularly in STEM.'

The cases that mentioned leadership development of their target group as a focus of the programme are:

- "UQ Young Achievers Program (UQYAP)" at the The University of Queensland in St Lucia, Australia

- "Academic Advancement Program (AAP) and the Center for Community College Partnerships (CCCP) at UCLA" Los Angeles, USA

- "Pre Academic Programme", at the Erasmus University Rotterdam, Netherlands

- "Opportunities for underrepresented Scholars (OURS)" at the Chicago School of Professional Psychology in Washington DC, USA

- "Tū Kahika Programme Scholarship" at the University of Otago, Dunedin, New Zealand

- "Upward Bound USA", at the University of Massachusetts Boston, USA

- "Fielding University: providing access to graduate education" by Fielding University Santa Barbara, USA

Systematic, institutional and unidentified barriers

What barriers to the success of the intervention have they been identified?

Barriers are what drove these cases to be initiated, consolidated and sometimes led to be sustainable solutions to a diversity of barriers. Some cases responded to systematic barriers, most of the cases to institutional barriers and some touched on unidentified barriers.

Barriers

We can all relate to some extent to what is meant with barriers in education. The barriers described in the IDEAS cases often reflect the changes in societies that for many reasons have not led to changes in the education system. Or education systems that are not responsive to the diversity of communities and changes in society despite perceived inequities. There are many reasons for education systems not changing accordingly and they are very much context related. It can be a political choice, a lack of funding, lack of knowledge, lack of awareness or other reasons.

Driving forces to solve barriers whether systemic, institutional or unidentified have different backgrounds: social justice, socio economic, economic and educational. Solutions to respond to barriers are a combination of these different backgrounds. But we can confidently say that equity reasons were the foundation of many initiatives. Lately we have seen a shift in paradigm where equity reasons are not the most important reasons but socio economic reasons and economic reasons, for instance improving the attainment gap, are a dominant driving force. In the nineties access to higher education was a major barrier for students with a 'non-traditional' background within the context of a country and education system. The worry of many institutional leaders nowadays is not so much access but whether all students are able to attain within a certain number of years and to what extent students are well prepared for changing demands of the labour market. It requires a stronger focus on so-called (21st century) skills instead of qualifications only.

Systematic, institutional or unidentified barriers?

- Most of the cases in IDEAS responded to institutional barriers: 44 of the 57 cases (77%)

- Only 11 of the 57 cases responded to systematic barriers (19%)

- And 11 of the 57 cases responded to unidentified barriers (19%)

It is difficult to name systematic barriers as well as unidentified barriers. Responding to a systematic barrier is hopefully seldom necessary and it doesn't mean that cases responding to systematic barriers were developed as solutions for systemic change. Systemic change after all is rare because it's only systemic if all schools and universities are affected by the change. The Division of Systemic Change of the Association for Educational Communications and Technologies (AECT) describes systemic change as needed 'when the systemic environment undergoes big changes. When communities evolved from the agrarian age to the industrial age, big changes occurred in educational systems. When a system's "systemic environment" undergoes few and small changes, piecemeal change to a system is most appropriate.'

Systematic barriers

There are a few cases that exemplify systematic barriers, sometimes in combination with institutional barriers which lead to interventions focussing on institutional change. There are a few cases worth mentioning:

- "Schools Network Access Program (SNAP)" at the Royal Melbourne Institute of Technology (RMIT): SNAP recognises that a student's Equivalent National Tertiary Entrance Rank (ENTER) reflects a degree of educational and socio-economic privilege. For some students this can result in an ENTER that does not reflect their ability and capacity for future academic success. RMIT developed SNAP to ensure that educational disadvantage is not a barrier to access and opportunity by developing and maintaining systemic approaches to engagement, access, transition and success that ensure difference and diversity represented in RMIT's student body.

- "Conseil Social (CS / Social Council)" by Haute Ecole Louvain en Hainaut: this initiative is probably the most straightforward example. The target group is all students of the Haute Ecole. Through a Legal Decree a social council has been established that provides subsidies and information and guidance on housing, finance and health information for all students of Haute Ecoles in French speaking Belgium.

- "Cordées de la réussite "Climbing Ropes for Success" at Le Havre University Institute of Technology (IUT): this national programme is a

partnership between one or several higher education institutions and high schools [lycée, collège] aiming at promoting equity of access and completion of students in the first and second year of higher education. The programme targets all young people potentially, but emphasis is given to youngsters in underachieving school districts (among which the French banlieues). The initiative was based on an initial stock-taking of all projects concerned with increasing equity of access to higher education by the Ministry of Education. Public demand and strong political support was provided for this programme. The goals of the French government are based on the EU Strategic Framework - Education and Training 2020 goals,

specifically 'Promoting equity, social cohesion and active citizenship'.

- "Girls as engineers" by Perspektywy Education Foundation and the conference of Polish Rectors: The campaign's target is to get through to every young girl in Poland who is about to choose her studies. For now most of the women are choosing humanities, because they think that science is for men.

- "Mentors of Rotterdam" of Rotterdam University of Applied Sciences: the objective of Mentors of Rotterdam is to improve the educational outcome and future of children from areas with lower income/disadvantages through one-on-one mentoring, by matching every primary/high school student with a student mentor.

- "KinderUni Wien" of Vienna University Children's Office in Austria introduces children between the age of 7 to 12 to the university system in specific and the educational system in general. By interacting with real scientists and researchers who are active on a rigorous academic level, the children get an idea of learning, teaching and research at university levels and the relevance of a university for their own daily life. The "ECHO Junior Academy" of ECHO, Center for Diversity Policy in the Netherlands has a similar aim but focuses more specifically on attracting children

from highly diverse neighborhoods and therefore also spend time on identity developments next to academic skills and aspiration development.

Unidentified barriers

Unidentified barriers are even more context related because they relate to specific local issues which in many cases are interesting solutions that would resonate to a broader audience. The barriers that came up in the 11 cases are:

- Barriers for specific target groups that are not captured in mainstream or targeted policy and legislation. For instance the "I Belong Programme" of the Royal Melbourne Institute of Technology. This programme targets students from low socio economic backgrounds in line with the Federal Government's aims. In addition it targets indigenous students.

- Barriers that are related to specific costs for students that prevent them from participating in programmes offered by universities. For instance "'U @ Uni' Summer School Program" by the University of Technology Sydney. The university recognised that there are additional costs like travel expenses that otherwise prevent students from the target groups to attend the provided summer activities.

- Barriers related to the necessity of providing critical and inclusive pedagogies. In particular pedagogies that also include representations of students identities based on race and ethnicity. For instance "Academic Advancement Program (AAP) and the Center for Community College Partnerships (CCCP)" at UCLA. The student community is ethnically very diverse. Legislation prevents UCLA from targeting students based on race. Therefore students are recruited based on socio economic background and first generation background. The curriculum is based on the following theoretical frameworks: Critical Race Theory, Pedagogy of Excellence and Vincent Tinto's retention theory.

- Barriers dealing with implicit biases and stereotypes related to gender. For instance "Gender mainstreaming in the university: Plan for Equal opportunities between women and men in the UOC (2011-2013)" by the University of Catalonia. The objective is to establish an institutional strategy that aims at achieving real equality between women and men at work, eliminating stereotypes, attitudes and obstacles which complicate women to access particular professions and jobs in equal conditions compared to men and encouraging measures which support women's involvement, performance and professional development.

Elected Examples of Good Practice

From the 57 cases the partners identified the following initiatives represent the good of good practices as mentioned in paragraph 1f. These cases are a combination of cases that have proven successes and prove to be sustainable. There are also cases that are not only effective but also efficient and can be implemented and replicated with a fairly low amount of resources. Finally they also represent cases that have no proven success yet but provide innovative approaches or have developed initiatives with potential to grow by serving students that are not often taken into account or are almost invisible in higher education.

Schools Network Access Program (SNAP) and the I Belong Program, Australia

The Schools Network Access Program (SNAP) is an access scheme developed in 2001 to enhance access of students from designated Victorian secondary

schools to Technical and Further Education (TAFE) and to University programmes at the Royal Melbourne Institute of Technology (RMIT). SNAP is based on an evaluation by the secondary school of students' potential and capacity to succeed. it's also based on a student statement supported by a range of outreach activities, folio preparation scholarships and capability building at the school level.

The main target group are students from low socio-economic backgrounds. The scheme has shown good outcomes: in 2014, 1,415 students from over 100 SNAP partner schools started their programmes at RMIT through the SNAP priority access scheme and SNAP students are represented across 98% of RMIT programmes.

I Belong is a programme of on-campus experiences for SNAP secondary school students designed to encourage aspiration for tertiary education. I Belong offers an innovative approach to discipline exploration through applied workshops, presentations from industry experts and peer-delivered transition modules for students attending selected SNAP partnership schools.

RMIT's Equity and Social Inclusion Plan 2011-2015 foresaw the development of curriculum and programme modules for implementation between 2011 and 2015 that would reach 1000 middle-year students per annum on campus for 'taster' and city exploration activities aligned to pathways to and between programmes of RMIT's distinctive position as a University of technology and design. The programme appears to exceed these expectations, given that in 2013, over 2,000 students participated in I Belong programmes on RMIT campuses.

Academic Advancement Program (AAP) at UCLA, USA

The Academic Advancement Program (AAP) of the University of California Los Angeles (UCLA) has been evolving for over 40 years. The programme improves the academic achievement of historically underrepresented groups, which originally targeted particularly African Americans and Latinos but now extends to students from disadvantaged backgrounds of all races. AAP is holistic, targets students and staff and provides an array of services and programmes related to curriculum- and policy development, community- and parents engagement and professional development. One of the elements of success is the early outreach part of the programme through the Center of Community College Partnerships (CCCP) to prepare students for successful admission to selective universities like UCLA. Through CCCP, UCLA works with 21 community colleges from the LA area. Most of the colleges have a large share of underrepresented students. Another important part of the success is the holistic approach and vision on making excellence inclusive by, having high expectations of all students, creating a campus climate where students feel they belong as well as a high level of support.

The most impressive outcome seen from a European perspective is the major increase in retention and attainment rates that has been achieved over the years. The 6-year graduation rate of the programme in 1985 was about 45%. This number increased to 87% in 2005 and increased even more in the past years. The gap in performance of the AAP student population in comparison with the mainstream UCLA student population is a few percentage points. These results are very attractive to universities in urban areas in Europe with comparable student populations of underrepresented and underserved groups. The impressive results were reason for international collaboration through ECHO in 2002. In the past years, parts of AAP and CCCP activities have been replicated at Dutch universities from Dutch (urban) institutions. This led to a structural collaboration on Diversity related themes between UCLA with the VU University in Amsterdam and South African universities.

Science Academy 2006, France

Paris Montagne Association was created in 2006 and runs an annual science festival. Students and researchers at the École Normale Supérieure wished to share their passion for science by giving others, a diverse and younger generation in Paris, a chance to discover the world of research through a science festival. Paris Montagne works on a long-term basis with high school students, and with the students belonging to the "Science Académie" programme. The application forms are distributed in the Parisian suburbs. This case is highly inspiring and initiated by researchers and academic staff inspired by the Hungarian Kut Diak movement in order to address inequality exposed by the riots of 2005.

An overall increase was observed in enrolment since the programme began. After a very strong start between 2006 and 2008, probably due to the innovative nature of the programme, the registration numbers have stabilized for 2 years. This period corresponded to a restructuring of the functioning of the association and clarification of the objectives after three years. Since 2011, setting new goals, new target schools and new programme activities have led to a further increase in enrolment. This is a sign that Paris Montagne has been able to adapt, manage and strengthen their communication to young people. Increasing enrolment should not be the only objective and the association should be careful to remain responding to this growing demand.

Ensuring sustainability depends heavily on funding and commitment by the participating universities. The young researchers who started these programmes have proven to be successful and sustainable since they have been asked to develop similar activities in other areas of the world such as Kosovo, Egypt, Spain and other parts of France. Some of the founding members of PM started the organisation L'Atelier des Jours à Venir: http://www.

joursavenir.org. The human capital of volunteers working at the project is not a problem. But to sustain the continuity of the project, a dedicated partner like the Écoles normales supérieures and the Grandes Écoles are equally important as well as funding from the Government and foundations.

Tū Kahika Programme Scholarship, New Zealand

Tū Kahika is an award that supports young Māori students interested in a career in health, into and through the University of Otago's Foundation Year health sciences course and beyond. Tū Kahika prepares students for further study in health sciences (particularly Health Sciences First Year) by providing wrap-around academic, cultural, pastoral and financial support over the year. As with other indigenous groups, Māori are significantly underrepresented in the health workforce relative to the population size (Ministry of Health, 2006). This under-representation also occurs within a context of marked ethnic inequalities in education and health. Māori experience disproportionately greater health need, morbidity and mortality when compared with non-Māori in New Zealand. This project is implemented on the level of students, local communities and the management of institutions. Tū Kahika provides a very effective first year tertiary experience for Māori students, preparing them for a later health science study. The programme's success is founded on being culturally responsive, academically

robust and strengths based. Tū Kahika is successfully contributing to increasing the Māori health workforce in New Zealand.

Tū Kahika is a successful programme. The programme is meeting its objective of contributing to increasing the Māori health workforce in New Zealand. Tū Kahika has provided many students with the opportunity to gain University Entrance, to develop an understanding of the requisite science subjects and to become better academically prepared for HSFY. The success of the programme is seen in the high levels of retention and achievement in health science study and university education and in the number of students gaining places in 'difficult to enter' professional training in medicine and dentistry.

Otago University takes a strengths based approach that addresses systemic and organisational challenges and supports Māori students to navigate pathways that will result in their achievement and success in the Health profession. This is an example of provision of culturally appropriate education. The project is sustainable through support from both the government and the university. Elements have inspired projects in other regions of the world.

ArbeiterKind.de, Germany

Arbeiterkind.de is Germany's largest community for first generation university students. The programme

aims to give first generation students a strength-focused positive identity in relation to higher education, via 70 local groups run by centrally supported volunteers. This involves one to one and group peer learning and counselling. ArbeiterKind.de's vision is: every suitably qualified child from a non-academic family (first generation students) should have the opportunity for educational advancement.

A quantitative measurement of the effects of ArbeiterKind.de is a challenging task: positive changes in the proportion of first generation students in Germany are not only based on ArbeiterKind.de´s successful work, but also on the joint efforts of all stakeholders in the field. ArbeiterKind. de runs an internal monitoring system and regularly assesses local volunteer activities, case contacts of the hotline and support measures of the regional offices. Teams of renowned educational experts have regularly evaluated the social impact of ArbeiterKind.de. Signs of quantitative impact will be more visible in the coming years. For now the outcomes are very impressive given the fact that the organization is still so young. In 2013, ArbeiterKind.de operated with an annual budget of 763,910 Euro, almost 6.000 volunteers and 8.1 full-time staff. The staff and volunteers held personal meetings with about 30.000 school students, university students and parents. ArbeiterKind.de held 240 information sessions in schools and universities, all over Germany, and provided more than 2,500 persons

with email and telephone counselling. The website www.arbeiterkind.de has recorded 500,500 visits.

ArbeiterKind.de was founded in 2009. The programme quickly grew from a website to Germany´s Largest Community for First Generation University Students with presently about 6,000 volunteers in 70 local groups. The volunteers' commitment lies at the heart of ArbeiterKind.de´s successful growth and is the guarantee for sustainability. Arbeiterkind has not been replicated in other countries mainly because the context for establishing the organization is very much specific to the German context. The issues Arbeiterkind made visible though are very recognizable in other neighbouring countries.

Peer counselling, Germany

The University of Mainz General Students' Committee have provided a financial support service to students in crisis for the past 15 years. This includes grants and scholarships, financial counselling and free legal advice. Often students do not only face challenges and obstacles while enrolling in higher education, but also throughout their whole student life. The easy to access peer counselling offer is open for all students of the Johannes Gutenberg University and its future students. Legal and financial advisory hours are only open for students who are already enrolled at the university. The main group seeking for help and the main target group of this intervention are students from a

low socio economic status background. Since the beginning of the intervention it became clear, that there is a diversity of problems and not all of them are related to the socio economic status background of students. Counselling can include support for finding an affordable accommodation or to get working permission for a third country student. In short: all kinds of social affairs related problems are part of the peer-counselling programme. This programme is a student union led programme, funded by student membership fees and donations. It has been running for 15 years and exists in many German universities.

According to informal feedback and the budget figures the counselling achieved its goals. Every year this opportunity saves a lot of students from having to suspend their study because of financial challenges. Furthermore, the programme supports especially underprivileged students to manage everyday problems with taxes or insurance regulations and thus promotes social justice. The main indicator for the success, or better the need, of this activity is the number of students that seek guidance and come to the consulting hours every week.

The counselling offer became mandatory and as all political groups within the institution recognize the great value of it, it is unlikely that it will be abolished. Furthermore, the need for peer counselling will always be required as long as no one else is providing this kind of counselling. Similar activities are implemented in most of the local unions of students in German higher education.

KinderUni Wien, Austria

The objective of KinderuniWien is to introduce children between the age of 7 to 12 to the university system in specific and the educational system in general. By interacting with real scientists and researchers who are active on a rigorous academic level, the children get an idea of learning, teaching and research at university levels and the relevance of a university for their own daily life. In this process children explore their curiosity and are encouraged to think critically and exercise other skills that are needed in an academic environment. KinderuniWien offers children a learning experience in an academic environment that fits their way of living and expands their frame of reference in terms of educational pathways.

KinderuniWien reaches approximately 10.000 children on an annual basis. It hasn't set quantitative targets but focuses on the objective to make the university an institution that's more open and responsive to the public. In this sense the main target is to create a setting and atmosphere that fosters encounters between researchers and children and encourage them to explore each other's questions, way of living and interests. This open setting and atmosphere is important, because it affects the decision

making of parents in terms of whether or not they see university as a possibility for their children. KinderuniWien is a fixed element in a diverse landscape of educational opportunities and engagement relating to education, informal education and non- formal engagement in various environments. Because the organization has been active for so many years and has carried its message and mission with consistency and determination, the parents, children and researchers keep asking for continuation. They have come to realize they all benefit from the program and stay involved. This has also led to an increasing commitment by universities.

The programs and aims of KinderuniWien are part of a bigger strategy to promote social inclusion in higher education. The University of Vienna has included the Children's University as part of their diversity strategy to increase future students with a migrant background. This is also a response to the demands of the government to foster more sustainable relationships with families of future students. In this sense KinderuniWien is an instrument to reach diverse students and support them in the process of informed decision making in regards to educational pathways.

The Manchester Access Programme (MAP), United Kingdom

The Manchester Access Programme (MAP) is The University of Manchester's (TUM) social mobility programme for Y12/13 students in Greater Manchester. It is highly targeted at talented post-16 learners from backgrounds currently underrepresented in higher education and aims to support them into The University of Manchester and other research-intensive universities, thereby contributing to enhanced long-term employment prospects and social mobility. The programme targets groups that are less likely to proceed to higher education. MAP requires that students go to a state school and don't have a parental history of higher education. In addition to this, MAP examined whether the student received free school meals, are in receipt of the 16-19 bursary, and if they have ever been in local authority care. This is because these students are traditionally less likely to proceed to university. MAP recruits students who have the talent to succeed at The University of Manchester, and uses their GCSE grades (or equivalent) to measure this.

The quantitative and qualitative evidence suggests that MAP supports the progression of students under-represented in higher education to the University of Manchester, and also gives students the skills to succeed at university when they arrive. This shows the success of the programme. The quantitative evidence shows the number of students who have progressed from MAP to the University, and how MAP has contributed to these students' progression.

- To date, 886 MAP students have been successful in getting a place

at the University of Manchester, with many other MAP students progressing to other research-intensive universities including Oxford, Cambridge and UCL.

- Around one third of MAP applicants to Medicine at Manchester would not have been invited to interview if they had not made improvements to their application based on the advice and recommendations they receive from our admissions staff;

- Around half of the MAP students who progress to Manchester need some or all of the differential 40 UCAS points lower offer they gain as part of the Programme. MAP students all receive an offer of 40 UCAS points (two A-level grades) below the standard offer for a course at Manchester;

- Students who complete MAP are over twice as likely to be accepted into a course at Manchester compared to non-MAP applicants from their colleges. Quantitative and qualitative evidence also suggests the programme is successful in achieving its objective of preparing students for university study.

The Brilliant Club, United Kingdom

The Brilliant Club is a non-profit organisation that exists to widen access to top universities for outstanding pupils from non-selective state schools.

The primary activity is to recruit, train and place doctoral and postdoctoral researchers in non-selective schools and colleges to deliver programmes of university-style tutorials to small groups of outstanding pupils. The aim is to develop the knowledge, skills and ambition of these pupils and secure places at top universities. This case is innovative using funding for PhD students to gain workplace skills to provide inspiration and support to young people from socio economic backgrounds that face barriers to accessing Higher Education. The project also collaborates with the private sector.

Evidence of success can be seen in various ways: endorsements and awards received; growing partnerships and interest in being a Brilliant Club tutor as well as data on improvement of grades and access to highly selective universities. The programmes appear to have been increasingly successful: within six months of their development, the organisation had completed pilot programmes with year 9 and year 11 pupils at a North London school, as well as with year 12 participants on the Higher Education Access Programme for Schools (HEAPS). In each case they received excellent results and feedback. For instance: over the course of the year 11 programme, the number of pupils working towards 5 A*-A grades increased from 3/19 at the start to 12/19 at the end, with 15/19 going on to achieve at least 5 A*-As in their GCSE results. From

East and the Midlands, and placed over 150 PhD students to work with over 3000 school pupils. Since the pilot phase, the work is having a significant impact on students in London; however, they intend to work with schools and universities across the country to build a high-profile national movement committed to widening access to top universities.

The Brilliant Club is a registered charity and a non-profit organisation. They operate a sustainable model that ensures the long-term viability of the organisation and do ask schools to contribute to the cost, minimised through subsidies from fundraising activities, and never more than £160 per pupil. They employ PhD tutors on a part-time basis and pay them competitively for each programme that they deliver. To support these PhD tutor costs, and the costs associated with planning and delivering university trips, they ask the universities they have a formal partnership with to contribute financially over the long-term. The Brilliant Club facilitates sustained contact between outstanding pupils and doctoral and postdoctoral researchers from top universities. In doing so, they offer a simple and scalable solution that addresses the interrelated problems that affect access to education and at the same time benefits each of the key stakeholders. Pupils develop the skills, confidence and ambition that help them to secure places at top universities; schools develop a culture that champions excellence, hard work and progression to higher education; doctoral and

their first pilot group of 12 pupils who applied to university in 2012, eight were offered places at highly selective universities and two were offered places at Oxbridge. Following from the success of the pilots, the organisation had significant interest from many schools, including some of the most innovative and outstanding state schools in the country, and they ended up placing 54 PhD students into 35 schools between September 2011 and July 2012. Between September 2012 and July 2013 activities were expanded significantly, working with over 100 schools in London the South

postdoctoral researchers are paid for taking part in high quality development opportunities; and universities are given access to target schools and target students.

The Mental Health Education and Employment Service, United Kingdom

Thanks to this service which gives tailored support to students with mental-health issues, allowing them to gain access to, participate in and complete Higher Education, participating students are able to reach comparable outcomes as their peers. London Borough of Hackney has a high prevalence of mental health conditions in the population. There are also significant pockets of multiple deprivations. The aim of the service is to recruit and support students with mental health conditions through further education and beyond. The service advocates on behalf of students and is student led, the students set their own goals and support is tailored towards each on a case-by-case basis. This case is in Further Education but targets a group that is hard to engage in higher education and is a very good model strongly tied to local institutions addressing local need. The programme has good data and has a tool kit for replication. It is innovative in that it works with referrals from Mental Health services and raises awareness within the college amongst staff and pupils on mental health and wellbeing. This is felt to be an excellent model for HEIs.

Learners who were clients of the service in 2009-10 were surveyed about what they wanted to achieve from the education experience, and at the end of the course, whether they met their goals:

- 45 wanted to progress to the next level; 59 actually progressed

- 110 wanted to feel more confident; 112 reported feeling more confident

- 112 wanted to learn new skills; 119 reported having learnt new skills

- 96 wanted to meet new people; 105 were pleased to have met new people

- 5 wanted to progress to voluntary work; 4 actually progressed to voluntary work

- 18 wanted to progress to work; when surveyed, 12 had already found work.

Overall: 38% over-achieved their goals, 32% achieved their goals, 18% partly-achieved their goals, 11% didn't achieve their goals and 1% unknown.

The service is growing continually and there is an increasing focus on student knowledge with a Student Voice Forum coproducing elements of the service. The organisation commissioned the development of a tool kit 'recipe for success' to share their knowledge. A threat to the sustainability of the service is funding cuts in education and benefits generally.

Borderless Higher Education for Refugees (BHER), Canada and Kenya

A partnership between Canadian, Kenyan Universities and NGO's supports refugees in Dadaab, Kenya into gender equitable teacher training diplomas. The programme has 'stacked' discrete elements, which resulted in internationally recognised qualifications that can contribute to a full degree. Although this is not a grass roots case it was felt to be highly inspiring and innovative and demonstrates how HEIs can use online learning platforms to build capacity in very marginal communities through partnership working. The target group are first of all refugees. In the majority of cases, BHER is involving refugees from Somalia. Out of the overall amount of students attending the courses through BHER, 75% are refugees, while 25% are local students. At the same time, the target group of this project are young women – with a focus on gender equality. Usually women don't even attend secondary education and therefore hardly qualify for higher education. Thus, the project aims at involving them, in the first year group with 30% and in the second phase with 40%.

Taking into account that this is an ongoing project, the results are not possible to be measured. However, for now the project is working very well and one of the best indicators is the fact that the model used is being recognised as effective and eg UNHCR is monitoring it closely in order to take this model on board of their other activities.

Opportunities for underrepresented Scholars (OURS)

OURS at The Chicago School of Professional Psychology aims to empower women, especially women of colour to aim for higher positions in Higher Education. The programme is provided online therefore academic professionals can participate as well. A special focus lays on the STEM disciplines. This is a leadership programme targeting Black and ethnic minority women. The Chicago School initiated the idea for Professional Psychology in particular by Dr. Orlando Taylor who has dedicated his life to access and equity in higher education. He and other university leaders identified the lack of women and especially women of colour in leadership positions in academia as a whole, but in STEM in particular.

The first cohort of 20 women successfully finalized the programme. The second cohort has started with 15 women. The alumni of the programme and future alumni will positively impact the self-identification of young women from underrepresented groups at universities to continue after their undergraduate programmes. These future leaders will be role models for future students and scholars. Although this outcome cannot be proved with hard evidence yet, the qualitative

evidence is there already given the fact that the participants of the different Universities are celebrated and acknowledged within their institutions. The start of the programme and the substantial grant of the National Science Foundation of $1.8 million is in fact a success itself because it acknowledges the need for more leadership of underrepresented groups in the STEM areas and is a national recognition of the quality of the programme. The fact that additional money has already been given to the programme proves the success of the first cohort.

The aim and content of the programme itself is a sign of investing in the sustainability of a societal need. Especially because the programme is based on previous experiences, knowledge and data from research with programmes with similar aims like the McNair TRIO programmes. On July 1st 2014 the programme was mentioned at the global Gender Summit in Brussels as one of the promising and needed programmes to develop and enhance more female leaders within academia.

Development of complex services for disadvantaged students at Wlislocki Henrik Student College, Hungary

The programme builds links into the Gypsy Roma community through its existing students. Students are supported through mentoring and tailored modules of support during weekends and summer camps that build on learning, social engagement and communication competencies. Gypsy Roma students are supported into professional communities whilst building capacity in their own communities. Current students are organising their own programmes and applying for funding.

At the moment it is visible that the community building is successful, since our students organize programmes for and by themselves, apply for tenders, submit grants, do research from which we have already published a scientific journal. These results are all inserted in their portfolios. Doing language exams, accomplishing their university courses successfully and getting diplomas and degrees are counted as results also. Collecting results will happen as a project component. At the moment there is an ongoing summarization of defining the exact criteria, afterwards particular project component managers analyse their own subprojects and summarize results in November and December. The international attention might be mentioned as an unpredictable result as well, which was caused by the participation of the Department of Gipsy Studies in the SIS Catalyst MA programme. We did not plan such a dimensioned appearance at international level, but certainly this is such a result which pleases us a lot, and we do know that in the process of our further life and inclusion of the University the international scene and international projects are the ones which may help us.

The University of Pécs has undertaken the responsibility of the project for five more years. At the moment there are ongoing negotiations about available university resources as well as support from the Ministry of Human Resources. The Wlislocki Henrik Student College is the first organization in Hungarian higher education with a special mission, established in 2002. In other urban cities similar colleges were established in 2011. These colleges are basically maintained by the church and are based on religious views.

School Within A College (SWAC) at George Brown College Toronto, Canada

The focus of the programme is on motivating secondary students who are facing challenges in graduating or have left high school before graduating. The SWAC programme is intended to provide a model for the delivery of secondary credit courses by secondary school teachers and college dual credit courses taught by college professors within a collaborative learning community on a college campus.

The SWAC primary focus is on students facing challenges in graduating: students who are disengaged and underachieving, but who have the potential to succeed in college. The rationale behind the action was that nearly a third of students were not completing their high school education in 2003-04. An additional impetus is provided by the graduation goal set up by the government comprising of an 85 per cent graduation rate target. This means 25,000 more students per year will graduate when the target is achieved than in 2003-04.

The SWAC research and evaluation explored effective ways to increase long-term student outcomes, both academically and internally. This included a survey of student's perceptions and attitudes about the factors that they perceive as influencing their success (credit achievement) at school.

The programme impact is formulated in terms of:

- Better linkages between the college system and the secondary school system;

- Expanded and improved transitions by secondary students into post-secondary;

- Increase confidence in academic abilities in pursuit of post-secondary education;

- Provide greater access to post-secondary education for marginalized and first-generation students.

With continued funding of School/College/Work/Initiative (a collaboration of the Council of Ontario Directors of Education and the Committee of College Presidents), the college has been able to deliver the program since 2010. The SWAC program is offered across the province of Ontario in different iterations. George Brown College's model is unique in the number of

credits being offered in one semester, the success rates of the program and is considered a best practice site.

Mentors of Rotterdam (Mentoren op Zuid), Netherlands

The objective of Mentors of Rotterdam is to improve the educational outcome and future of children from lower-income areas in Rotterdam through one-on-one mentoring, by matching every primary or high school student with a student mentor. Mentors of Rotterdam focuses on two target groups: students of primary and secondary education (the mentees) in Rotterdam South and students of Rotterdam University of Applied Sciences (RUAS) (the mentors). There are about 70.000 children living in Rotterdam South and about 32.000 students enrolled at RUAS. Over 70% of the people in Rotterdam South have a migrant background, 32% of them are under the age of 23. There are so many different cultures and communities to distinguish; it's hard to set up specific policies for specific groups. In that sense Rotterdam South is truly superdiverse.

The project started out with the matching and cooperation of 110 student mentors and 110 primary/high school students. In 2015-2016 around 700 student mentors and 600 primary/high school students were trained, matched and had a mentor/mentee relationship. The target for 2019-2020 is to train, match and work with 2000 student mentors as a mentor/mentee. Mentors are students from the Rotterdam University of Applied

SciencesResearch and experience has shown that children of schools in Rotterdam South are inclined to view their student mentors as rolemodels. They are more willing to accept guidance, compliments and coaching and have a more open and beneficial relationship with their student mentor. Mentors of Rotterdam provide these children with a supportive network, personal attention and vision for the future. The program is implemented by a program team and cooperates with approximately 7 highschools, 7 primary schools, 18 professors of RUAS and 6 academies of RUAS. Uninented outcomes of the program are that it creates more qualified and motivated teachers in schools in Rotterdam South, improved preparation for the labour market and traineeships and increasing the social responsibility of RUAS students.

Mentors of Rotterdam is a data driven intervention and is monitored rigorously. Evaluation and improvement of the methodology and of the programs execution are deeply embedded in the structure of the program. Evaluation is done on various levels: On the level of the participating schools the evaluation focuses on execution, effectiveness, quality and impact. On the level of student mentors and mentees the evaluation focuses on efficiency, effectiveness and pleasure. On the level of faculty teachers the evaluation focuses on continuous improvement. Participants are asked to fill in an evaluation form after each mentor/mentee connection.

What Works – Effective Approaches to Equity

Interventions

In its collection of cases, the IDEAS project did not limit itself to interventions with specific methodologies. Rather, the only criterion for inclusion in our database of best-practice cases was for a case to be grass-roots and to have proven effectiveness in combating educational disadvantage. When conceptualising the project, we imagined that the initiatives we would be able to identify would share certain features, namely that:

- the overwhelming social good of education would lead to a collection of community-led initiatives to combat disadvantage, and enable access for underprivileged students

- developments in technology and digital education would increasingly act as an equaliser, leading to improved inclusion

- stretched public budgets would serve as a magnet for entrepreneurial social innovation.

Our research showed that each of these assumptions had its flaws. Rather than community-led initiatives for combating disadvantaged, we found that the main non-government actors in promoting access and participation to higher education were actually the universities and colleges themselves, shattering many a myth about 'ivory towers'. We were unable to find examples of technology itself driving inclusion – rather we found that policies around open content and open access (often technology-supported) were beginning show a potential for improving the diversity of student populations. Finally, while restricted budgets definitely made the case for equity more difficult, we found that universities in particular operated more sophisticated models of profit, embracing the concept of triple-bottom-line (i.e. financial, environmental and social reporting), whereby equity targets, despite financial cost, were still seen to contribute towards the overall performance of the institution.

Within this context, the IDEAS analysis and toolkit has tried to categorise successful interventions, and identify the success factors behind each category.

Typology of Approaches

Giving Under-Privileged Students a better Life-Map

Issue

Often, one of the greatest issues involving access to higher education is the fact that potential students don't see themselves as the type of persons who would follow HE, or the type of persons that would follow careers which would follow on from Higher Education.

What Works

The overall solution to the issue, is to work with communities to directly engage potential students, and persuade them that a life-plan involving Higher Education is feasible and realistic.

The IDEAS project has collected several examples of interventions by NGOs and by universities themselves which work towards changing these pre-conceptions and challenging students to consider that their life-map can realistically be enhanced through a higher education experience. Examples of successful interventions in this vein include:

- I Belong Program, Australia

- Science Academy, France

- Professor Fluffy Programme, United Kingdom

- Manchester Access Programme (MAP), United Kingdom

- The Brilliant Club, United Kingdom

- Mentors of Rotterdam, Netherlands

Building Confidence

In a large instance of cases, students will not have parents who have attended university education, meaning that the option seems completely out of their league. Building confidence therefore involves two steps:

- changing the overall aspirations of the students, by showing them the full spectrum of career options they have available to them.

- showing them what university is like, by giving them simulations of university life.

Examples from practice:

- All the cases referenced above organize university-style workshops and tutorials for students, as well as university-visits so as to make university seem less alien to them, while also better preparing them for the experience

- Having concluded that students from disadvantaged backgrounds are particularly unlikely to enrol in science-related subjects, the Science Academy in France organises science fairs and a host of linked activities specifically to raise the interest of this target group in sciences, and encourage them to take up science-related subjects at secondary and tertiary level.

- The I Belong Programme puts a particular emphasis on exploring the range of industries operating in the city, and exploring possible careers students might pursue, and then helps them in choosing appropriate academic pathways to pursue such careers.

Creating Role Models

Role models do not need to be celebrities, or powerful persons. They just need to be people who have been through the university experience, who have benefited from it, and who can empathise (ideally from experience) with the challenges being faced by the prospective students targeted.

Examples from practice:

- The 'I Belong' programme includes 'campus experience' activities for potential students, which are led by 'SNAP Ambassadors', i.e. tertiary students who were admitted through its priority access scheme for students from disadvantaged backgrounds.

- The Brilliant Club places exclusively PhD students and post-doctoral researchers directly in schools, to ensure their initiatives' staff can speak and teach directly from experience

Individual Support

Confidence cannot be built at an arm's length, or through a mass-media campaign – all the interventions considered involve individual coaching, small-group tutorials, and usually, extended periods of interaction with the potential students.

Examples from practice:

- The Brilliant Club includes a maximum of 6 students in each of its tutorials, while also providing individual support

- Mentors of Rotterdam pairs high-school pupils from disadvantaged backgrounds with student mentors from university. The student mentors give approximately 20 hours of one-on-one mentoring. They focus their mentoring on three roles: tutor (academic results), coach (self efficacy and self confidence) and talent development and career counselling

Reaching Out

Because of the social, cultural and economic barriers that prevents certain groups considering a university education, it is useless to set up a reactive service and 'let them come'. In each case, the organizations behind the initiative need to detect the groups who are likely to fall between the cracks, and reach out to them at school, in community centres or anywhere else they congregate with programmes and support.

Giving Students the Support they need to thrive in Higher Education

Issue

Higher Education, especially in cases where an institution has limited diversity, often entails the adoption of a series of social norms. Just to give a few examples, in Higher Education a student may be expected to:

- have certain pre-existing cultural/social knowledge which wasn't imparted by their background

- participate actively or challenge lecturers in lessons, but come from a top-down educational culture

Examples from practice:

- The Brilliant Club places its staff directly in schools, which must meet specific disadvantage criteria. Within these schools, students with potential to access but vulnerable to exclusion from selective research universities are actively sought out and invited to join the programme.

- The University of Liverpool runs its 'Professor Fluffy' Programme directly in 60 schools across the Greater Merseyside Area. In each school, teachers use a resource pack created by the university to introduce students to university-life.

- participate in social and sports activities to which they previously had no exposure

- adjust to environment where their own religious practices are not integrated into everyday life

- complete Higher Education, even without significant support from their family and/or community

These sort of difficulties often mean that students who overcome the barrier of accessing higher education, drop out early due to a feeling of lack of belonging or due to an inability to adapt to life in higher education.

What Works

Interventions designed around helping students adapt to life in Higher Education, including through information, counselling and support. The IDEAS project has collected several examples of interventions by NGOs and by universities which work with students to help them through the challenges of a university education:

- Academic Advancement Programme at UCLA

- Tu Kahika Programme in New Zealand

- Peer Counselling at the University of Mainz

- Mental Health & Employment Service in the UK

- POP-Corner at the University of Leiden

- Peer Assisted Study Support at Queen Mary (United Kingdom)

Our research indicates that the following good practices form an integral part of many of the successful interventions:

Providing safe spaces

Safe environments are usually a physical space where students can feel comfortable, interact with other students like themselves, engage in social activities which may not be shared by the rest of the campus and find mutual assistance and support. They can take the form of dorms, activity-centres, student-club premises etc. The logic behind the spaces is that while students should be expected to integrate with the overall culture of the institution, this should not be at the expense of ignoring their own unique characteristics and heritage. Safe-spaces are not supposed to be refuges, and in this sense they can only work within an overall safe environment, provided for by appropriate anti-discrimination policies.

Examples from practice:

- The Tu Kahika Programme includes a foundation year for Maori students who wish enrol in the health sciences. During the foundation year, the students are given guaranteed accommodation together in a residential college so as to foster whanaungatanga (a sense of family and belonging)

- The Academic Advancement Programme at UCLA aims to provide a 'safe haven' (Vincent Tinto) for students who come from a background where college is not the norm therefore the program and competencies of staff and peer students involved in the program are aware of the difference in social and cultural capital.

Holistic support

Successful interventions go to great efforts to mitigate all of the multiple deprivation factors which may affect students from disadvantaged backgrounds. Thus, they will usually provide support in the form of:

- Information, in particular to cultural norms predominant with university life

- Psychological counselling as necessary

- Support in obtaining any study-skills they may not have obtained in earlier education.

Examples from practice:

- Peer counselling at the university of Mainz combines a legal support service, financial advice and a grants service into one office, run by the student union

- The Mental Health and employment service in the London borough of Hackney advocates on behalf of students with mental disabilities and is student led, the students set their own goals and support is tailored towards each on a case by case basis. Examples of support include, referring students to the college's Additional Learning Support & Inclusion Team for in class support, the college's Student Welfare & Advice Team for benefit and housing related issues, and helping university or job applications. The service advocates and refers to appropriate services. It is not a mental health service, but an education service, there is no clinical role.

Easily accessible reference points

As an adjunct, to the above point, many interventions understand that, especially during early phases of Higher Education, support works best when it is administered by trusted reference points which are easily accessible. To this end, many interventions include a 'buddy' element whereby a new student is paired with another student, who acts as the former's friend, mentor and guide as well as the interface between the more formal support services the student's everyday campus life.

Bypassing structural barriers

Issue

Structural barriers can often completely exclude certain segments of society from Higher Education. Such structural barriers can include admission tests which have an inherent social bias, requirements to attend lectures at times and places the students cannot access due to other commitments, or barriers due to the cost (including ancillary costs such as housing, etc.) of Higher Education.

What Works

System-level structural barriers can be hard, expensive and time-consuming to dismantle completely, and often require policy change at governmental level. However, from a micro-innovation perspective it is often possible for actors much further down the line

Examples from practice:

- The POP Corner at the University of Leiden has been centrally located within the social sciences and humanities faculty as a place to offer various services to students. It is open 5 days a week so as to help students to find their way through the maze of buildings, navigate courses and curricula and (find the right places and methods to) further develop relevant skills-sets to improve their attainment and/or increase academic challenges. One of the services provided includes the ad-hoc mentoring of freshmen by older peers.

- PASS, at Queen Mary, is a course-based mentoring scheme where first-year (and sometimes second-year) students are given the opportunity to bring queries and topics to explore with higher-year students (mentors) in an informal and friendly environment, to help them settle into university life, the department and their studies. It runs as a voluntary, drop-in scheme.

to create solutions which bypass the structural barriers, by neutralising their effects or finding ways to avoid them entirely.

Examples of systems successfully mitigating structural barriers include:

- Special Entry Access Scheme at Monash University in Australia

- Borderless Higher Education for Refugees, Canada and Kenya

- Schools Network Access Program (SNAP), Australia

Successful implementation of interventions in this area often require:

Granular Information

To successfully design interventions which bypass barriers, an actor needs to specifically establish the causal link between the social factor, the barrier and the consequent educational disadvantage. For example, if an institution determined that students cannot attend certain lectures due to other commitments, they might address this issue in different ways if students:

- work during lecture times

- have childcare obligations

- provide support for relatives

- hold a leading position in the community

Designing appropriate interventions for each scenario requires collecting enough information to address it appropriately. Thus, in the first example above the barrier might be the timetable of the university in question, in the second and third it might be the lack of alternative support options for students' dependents and in the fourth it might be the inability to apply for a sabbatical from studies.

Examples from practice:

- VASVU organizes special admissions support for international students who would be able to gain access to Higher Education in their home countries, but are unable to do so in the Netherlands. Support may include administrative help, language lessons and other interventions. Properly targeting this support requires granular information about the students, which is collected through a detailed application process for the scheme including an enrolment examination.

Creating alternate pathways to access and participation in education

In many cases, the best way to dealing with structural barriers is to create additional or alternative options for students who may be affected by them. Some notional examples may include:

- if the admission system is known to discriminate students from certain backgrounds, create an alternative admission pathway for these students or mitigate the social bias by 'training' them for the exams

- if restrictive timetables form a structural barrier, expand the use of distance education to introduce some elements of flexibility.

Examples from practice:

- The OER University addresses students who are not able to enrol in traditional universities due to geographic and financial disadvantage. To get around this problem, it has created a network of global universities who offer freely available course modules online. Students may take these modules from home, completely without fees, and are awarded credit by the participating institutions for completing the modules, all without the need to enrol at the participating institutions.

- The Special Entry Access Scheme at Monash University augments the results of students' entry exams, based on factors of disadvantage. Thus, for example students with a disability, from a lower socio-economic background, from a rural area, etc. would have their entry-grades increased by set multiples, which would then be considered as their 'actual' grade for purposes of admission. Repeated surveys show that the students who enter thanks to these augmented grades consistently perform better in subsequent examinations, then their peers who had originally outperformed them.

Replicating Specific Initiatives

From the above mentioned initiatives some are truly ground breaking (disruptive) innovative practices that others can adopt or learn from. These best address equity challenges to HE access from different perspectives, but all possess one or more features of a replicable intervention, which are showcased in the text below.

Working with the specific needs of (hard to engage) local populations from a systems perspective

Some of the best examples of initiatives widening access to HEIs the IDEAS project has identified involve further and higher education institutions devising systems based interventions that are highly tailored to the (support and) needs of specific target groups and take a systems approach to addressing them.

One of these examples comes from the UK. Hackney Community College in East London (UK) is based in a part of the capital with a high prevalence of mental health conditions. To address the needs of this demographic, the college runs a mental health education and employment service which aims to recruit and support students with mental health conditions through further education and beyond whilst at the same time raising awareness amongst staff and students in the college of mental health and well-being. The intervention is delivered with the help of a partnership consisting of Hackney College, the local Mental Health Trust, and the Public Health Department of Hackney Local Authority. There is a toolkit, which allows educational institutions to introduce a similar intervention in their context.[xxix]

How this intervention can be replicated successfully

The chapter illustrates the model underpinning the intervention and provides those interested in adopting it with a number of processes and offers links to further resources for working with mental health and adult learning. However, working with hard to reach population groups locally is likely to require working with professionals / services who have access to these groups and are able to refer. Thus, the initiative is more likely to succeed if these relationships already exist, or if they are developed as part of the 'intervention' design. A strong partnership involving all key actors needed to make the intervention a success is a must.

A different approach to working with the specific needs of a 'hard to engage' target group comes from New Zealand. Here, Otago University has developed a scholarship programme for Māori students (Tu Kahika), which supports young Māori students interested in a career in health into and through the University's Foundation Year health sciences course and beyond. This programme, elements of which have inspired projects in other regions of the world, takes a strength-based approach to provide culturally sensitive education. It is guided by Māori values and world views which both allow Māori staff to relate and operate according to Māori values and norms, are responsive to the needs of a diversity of Māori students and involve the Māori students' family in the selection and ongoing relationship building process with the University. Activities include: a) a scholarship programme which includes: fees, financial contribution to accommodation, additional tutorials, a dedicated support person (Kaiarahi), activities that foster whanaungatanga (a sense of family and belonging), career development and health career exposure, professional and cultural development; b) service development and delivery components: leadership and management, marketing, stakeholder relationships, student recruitment and selection, provision of student services, outcome monitoring and evaluation. The project has achieved high levels of retention, achievement and in the number of Māori students gaining places in

'difficult to enter' professional training in medicine and dentistry. A key success factor for the Otago Project is its embedding in the Māori health Workforce Development Unit at the University which is responsible for student recruitment, retention and achievement. It is itself guided by Māori values and world views.

How this intervention can be replicated successfully

In the European context, replicating this intervention will be more about taking the idea of working with a student's family / support system to ease the transition to University. Implementing such a (radical / disruptive) innovation is more likely to succeed if it is compatible with existing practices and values in the implementing organisation, as well as past experiences and needs of potential beneficiaries and their social system.

Working with structural disadvantages

Other widening access best practices are looking to address structural disadvantages resulting from the design of the education system as a whole.

Monash University in Australia runs a Special Entry Admission Scheme that opens up access to higher education by assigning additional points to learners to take into account an array of disadvantages (financial, age, attending rural or isolated schools, indigenous status, non-English speaking background, difficult personal circumstances and disability, long-term medical conditions). The SEAS score is used to adjust the national score that determines higher education access (Australian Tertiary Admissions Rank). An online self-assessment tool allows (prospective) students to self-assess their eligibility for the scheme and models their adjusted ATAR (http://www.monash.edu/seas/). The scheme is well monitored, and these data prove that the number or applicants who receive SEAS bonus points increased and that these students on average are performing better in their first year than those students not eligible for SEAS consideration.

How this intervention can be replicated successfully

The simplicity and transparency of the tool should make this intervention in principle easy to adopt. HEIs can adapt the disadvantages catered for to meet their particular contexts, and good monitoring will be key to evidence whether the scheme is having the desired effect.

The Brilliant Club (UK) exists to widen access to top universities for outstanding pupils from non-selective state schools. It recruits, trains and places doctoral and postdoctoral researchers in non-selective state secondary schools serving low participation communities to deliver programmes of university-style tutorials to small groups of outstanding pupils. These pupils develop the knowledge, skills and ambition that help them secure places at top universities. Activities with pupils include: tutorials to develop critical thinking and communication skills, as well as building confidence; reading and writing assignments; a final assignment developing research and academic writing skills as well as independent learning; ongoing support to pupils throughout their school careers; information, advice and guidance relevant to subject and university choices; aspiration raising activities, including trips to highly selective universities. The intervention is underpinned by a clearly articulated delivery and funding model that is based on a partnership with Universities and participating schools which benefits each of these key stakeholders.

How this intervention can be replicated successfully

This intervention has a relatively low cost per pupil of £160 and based on a sustainable funding model where 85% the costs are covered by participating universities and schools and only 15% from grants. Successfully adopting it will therefore benefit from having strong partnerships and keeping the Brilliant Club's practice of always running pilot partnership programmes to establish that outcomes are mutually beneficial to all parties before committing to longer-term collaborations.

Addressing cultural barriers to HEI participation

A number of our best practice cases are working to address some of the 'cultural' barriers underrepresented groups are facing once they are at University and that can affect their retention.

POP-corner at the University of Leiden (Netherlands), for instance, provides academic support for all students, but especially for underrepresented students with migrant backgrounds during their first year and beyond. It is both a physical space in a central area of the department (thus easy to locate for students) and an infrastructure of multiple service provision. It helps students find their way through the maze of buildings, navigate courses and curricula and find the right places and methods to further develop relevant skill sets to improve attainment and / or increase academic challenges. One of the services includes ad hoc mentoring of freshmen by older peers. The intervention is embedded in a larger infrastructure of available student support systems and aims to reduce dropout rates and improve successful participation. POP-corner emerged from the needs expressed by (underrepresented) students and the desire from the institution to develop a service that was tailor made by and for them. It sits in a context where the institution's strategy and the culture of the department are both driven by demographic changes (more diverse populations) and principles of inclusion, social justice and development. Thus, the intervention is supported by the institution's management (which took up the responsibility of supporting the practice after initial Ministry of Education funding had expired), department leaders and students / student bodies.

How this intervention can be replicated successfully

Adopting this innovation is more likely to succeed if this fits with an already existing transformation strategy and if there is support from senior figures in the organisation for the change. If such a transformation strategy does not yet exist, introducing a radical / transformative / disruptive innovation will require an 'artful involvement' (Carneiro) of the different (key) bodies and individuals whose support / buy in is needed to make the intervention 'fly'. An intervention like POP-Corner that is easy to understand is more likely to gain buy-in and easier to implement.

The Chicago School of Professional Psychology has a different take on cultural challenges that some demographic groups can face at HEIs. Opportunities for underrepresented scholars (OURS) is a leadership programme designed to prepare these Black and ethnic minority women in the science, technology, engineering and mathematics (STEM) subjects for academic leadership roles, wether within their disciplines or within institutional administrations. Using an action-learning model, the programme creatively integrates the professional education of women in STEM with authentic leadership experiences to help participants respond effectively to the pedagogical issues and academic leadership challenges of the 21st century. This one-year certificated postgraduate programme is delivered online with face-to-face residencies and mandatory 'capstone' practical experiences in between taught modules which include personal coaching.

How this example can be replicated successfully

The clear model underpinning this intervention makes this intervention easy to understand but nevertheless appears to be able to accommodate some adaptations which may be necessary to ensure the course content reflects the realities of the European HE context(s). This means those interested in running this intervention can tailor it to their institution. Because the value of the intervention is the model and approach, this kind of content adaptation is unlikely to affect impact, but a good evaluation process should nevertheless be put in place to understand the effects of the (modified) programme in the different context.

The challenge for institutions is to create an inclusive educational environment that responds to the academic motivation and the perseverance of all students. A learning environment is effective when it responds to both cognitive and non-cognitive learning and professionals are aware of the fact that culture, social background and images influence how young people think, feel and do. Identifying and capitalizing the intrinsic motivation requires more than just believing in the talent and aspirations of students. The diversity of social background and educational level of parents brings differences in orientation and knowledge of higher education and the difference in social and cultural capital. Research by Peter Sacks shows that intrinsic motivation of young first generation students alone is insufficient to succeed in higher education. Students are aware of the differences between students and how faculty perceives these. Being intrinsically motivated does not mean that students are less confident. Because academic self-confidence is an important principle of academic achievement, the role of professionals in dealing with diversity and inclusion is probably one of the most important factors in increasing academic achievement. It's not just about what you do but how and by whom it is done is probably more important to inclusive students' success. The pursuit of a successful inclusive education is a journey of perseverance.

Enabling factors for successful practices

The cases in IDEAS are a good mirror of how equity is perceived in different parts of Europe and the world. They show the intentions and determination of national and local governments, institutions, programme coordinators, student unions, faculty, local businesses, foundations, ngo's and many students. All these cases in IDEAS reflect an African proverb: It takes a village to raise a child. All the cases in IDEAS were and still are successful because it is a collective success with a collective impact of proven success. These cases started with a vision and intention, and developed itself - through determination, ownership, accountability, collaboration, negotiation, representation and innovation, within a culture of evidence - to the success that they have become.

Understanding the context

The reference to context is one of the most important conclusions of this analysis based on the cases in IDEAS. There is no 'silver bullet' nor 'one size fits all' solution to the many issues that were presented as challenges for institutions who are determined to improving equity and inclusion for a diversity of students in their higher education institutions, schools, communities etc. All cases started with the intention to make a change for certain groups of students that are either underrepresented or for many reasons deal with barriers that are related to a specific political,

institutional, national, regional, local and personal context. It is this specific why initiators of these cases designed the programmes that have led to the success that it resulted in. The more the specific context is taken into account, and the more targeted an intervention is implemented and replicated the more successful the intervention will be. There are examples of policy where different groups[xxx] who face barriers in accessing or in being successful in higher education are mentioned as one target group without differentiating in interventions based on their specific needs. The fear for stigmatizing students is an often-mentioned reason, which can have deep rooted historical connotations. By not taking the different needs into account there is a risk that policy is too general and at the end of the day not reaching the target groups to whom the policy was meant to make a change. That's why monitoring, evaluating and measuring impact are important parts of a strategy of introducing policy to improve equity and inclusion. In the IDEAS database there are two cases, "Upward Bound USA" in Boston and "Upward Bound UK" in London. The UK programme was replicated based and inspired by the Boston programme. The Boston programme is also based on TRIO Upward Bound, which is a national federally funded programme implemented at many universities in the US. The Boston programme is tailor made to the community and education system of the Boston area, which is the same for the London programme. The barriers students encounter may be

the same as well as aims, programmes and methodologies of an institution but for the process of implementation the specific barriers, background etc. matter. Both programmes although being executed in different parts of the world have proven to be successful.

Ownership and leadership

Ownership and leadership on different levels are important elements to make a programme or intervention on equity and inclusion to be a success and generate the proof of the success. The individuals that have the vision to start these programmes were intrinsically motivated and/or had enough proof why certain changes are needed to build the (business) case. Even though the rationale is sometimes so clear it still takes a different set of skills to persuade or inspire others that these changes are needed. So often a transformation took place from taking ownership to being an advocate for change, innovation and sustainability. Programmes often started figuratively speaking in the margins of the institution and because of their success became part of the strategic aims of institutions.

Interventions which address structural barriers invariably require support and commitment from management of Higher Education Institutions. Successful interventions in this area are thus directly supported by the highest levels of management in HEIs, and are often promulgated by special groups working under their direction.

Culture of evidence

In time where funding is limited but challenges of institutions remain the same, accountability becomes more important. Pursuing a culture of evidence related to equity programmes is an aim and decision that takes vision and determination hence, the kind of leadership that understands how data can play an important role in improving the success of programmes that not always have the highest priority within institutions. It also asks additional effort to create an infrastructure to support a culture of evidence. Too often accountability is seen as a means to enhance a control mechanism instead of evidence being supportive to organisational learning and innovation. The cases in IDEAS show that investing in a culture of evidence benefits many stakeholders committed to the programmes: students, their communities, schools, institutions, funders and on a longer term will also have a benefit for regional development in the case attainment is improving, communities have better opportunities to learning etc. However, IDEAS also learnt to evaluate the value of projects through a wider lens than impact alone. Many of the projects were new, experimental, organic and flexible. In many cases proof of success was relative to how far into a Theory of Change an intervention was. IDEAS therefore promote a 'realist' approach to evaluation that considers context, mechanisms and outcomes and not just a linear approach of cause and effect.

'A Theory of Change is an ongoing process of reflection to explore change and how it happens – and what that means for the part we play in a particular context, sector and/or group of people.'[xxxi] This definition while rather broad makes clear that an 'analysis should be about both how change in a given context occurs and what ongoing role individuals and organisations can play. This definition helps tackle a recurrent problem with Theories of Change – that organisations imply that change in a society revolves around them and their programme, rather than around a range of interrelated contextual factors, of which their programme is part.'

Successful Partnerships

Successful partnerships of institutions within and outside of institutions are crucial to sustainable success of programmes. Within institutions there are many 'partnerships' with or without defined or mandated structures. The most common informal partnerships within institutions are with students who participate as volunteers in programmes. Institutions have partnerships with the outside world with governments, student unions, student communities, businesses, associations, foundations with different aims and different expectations. It is important to say that changing institutions towards more inclusive, more open and accessible institutions and more societal responsible institutions is a collective effort and has to benefit all stakeholders involved.

Practically all of the cases in our databases depend heavily upon the work of volunteers, backed up by small numbers of support staff, to reach their goals. We find that the most successful cases deploy a mix of strategies to ensuring appropriate scaling of the initiatives, including:

- documenting the core processes of the initiative in such a way as to allow for replication

- creating a value proposition for volunteers, usually in the form of volunteers working directly with the groups they are helping, and thus form personal connections

- investing in 'multipliers' or 'ambassadors' who in turn recruit more volunteers into the initiative

- drawing on persons who have benefited from an intervention to assist in subsequent cycles of the initiative

Across the cases, we were able to note a distinct correlation between sustainability and communications-ability. The most successful cases often employed communications officers, presented professionally designed web communications including multimedia materials, had persons dedicated to managing relations with funders and communicated with both their specific target groups and the public at large through multiple communication channels.

Where an initiative shows solid benefit and is properly executed, this additional communications-savvy seems to attract additional resources in terms of money, personnel and political support, all of which are essential in scaling up and spreading initiatives.

Policy

Many of the policies mentioned by case providers were driven by economic and socio-economic factors. The more countries develop into diverse or 'superdiverse' societies the more there is a shift from interventions driven by social justice arguments only to interventions that are driven by economic imperatives aimed to have an economic impact. Institutions in very diverse urban regions automatically have a very diverse enrolment of students. Their concern however is to make sure all students are able to retain and graduate equally as well as having aspirations to pursue graduate and doctoral degrees. Unfortunately, these highly diverse areas also show gaps in attainment between different groups of students. The most important economic factor mentioned is retention and attainment as well as nation's aims to maintain their position as one of the most educated and skilled workforces in the world/region. About half of the cases were initiated as part of a retention strategy with the aim to increase student's academic success despite students' background. Also half of the cases mentioned access in relation to either demographic changes or in relation to shortages of graduates in certain disciplines such as the STEM areas. Access, Retention and Attainment were often mentioned in combination with underrepresentation given demographic changes in society and therefore a shortage of graduates of all disciplines and certain disciplines like STEM in particular.

The cases that focus on improving the attainment gaps are often part of a national strategy or at least started in respond of national policy. Several national/regional strategies were mentioned as context for the development of interventions, often in combination with institutional and regional aims to improve access, retention and attainment. A few of these national policies with a focus on attainment are:

- The Bradley Review in Australia

- The G5 Grant of the Ministry of Education Culture and Science in the Netherlands

- Widening Participation in the United Kingdom and Scotland

- National Inclusion Strategy in Hungary

- The Texas Higher Education Coordinating Board in the United States

- School/College/Work/Initiative (SCWI) in Ontario Canada

Lack of Policy

Initiatives that started as grassroots initiatives would not have become successful quantitatively and qualitatively without the determination, belief and commitment of the persons who had a vision and started the initiative. The founders of "Arbeiterkind. de" and "The Briljant Club" are non-profit organisations that were not part of a policy. These leaders had a vision on change and were aware of a lack of policy for the target group they advocate for. Both initiatives are now successful programmes in respectively Germany and England with sustainable funding and can count on positive support from the public and attention in media. Arbeiterkind.de advocates for first generation students in Germany and The Briljant Club advocates for underrepresented youth from non-selective state schools that progress on to highly selective universities.

Funding

All case providers were asked to give information on the type and amount of resources necessary to achieve the presented outcomes. An important conclusion is that targeted funding is inevitable and an important means

to increase successful outcomes on access, retention and successful completion of underrepresented groups in higher education. This doesn't necessarily refer to the amount of funding that is involved but more the type of funding and how funding can be a means to enhance the process of creating ownership and (regional) collaboration among stakeholders.

It is naïve to assume that successful emancipation of underrepresented, non-traditional groups in education can be reached without the necessary financial commitment to targeted funding and without a sense of ownership.

Financial contributions only however cannot achieve the kind of innovation and change needed. It is the type of funding and the combination of different types of funding that are necessary to enhance successful outcomes. The provided information shows that cases can be successful with a budget of € 10.000,- or less as well as major programmes with a 5 million euro budget per year. In our search of including successful cases in the IDEAS database we specifically also looked for cases that proofed to be successful with smaller budgets, which were hardly found. We have to bear in mind that many well funded programmes that have been in place for many years also started with small amounts of targeted funding. This means that successful strategies to enhance a more equitable and inclusive higher education learning

environment are only possible with proper sustainable financial support. Among the financially well-supported programmes (more than 1 million euro's per year) are programmes with successful outcomes in general as well as having proven to be successful and sustainable over the years. Among these programmes are three cases with budgets between one to five million euro's for (equity) scholarships. These programmes basically provide financial means for students from underrepresented groups to enter higher education.

It has to be said that scholarship programmes alone are not sufficient to enhance a more inclusive higher education. Among European policy to enhance the social dimension, there are many scholarship programmes. These programmes are certainly important for students to get access to higher education but it does not necessarily expect institutions to change accordingly. How programmes are funded proof how committed institutions are to become more inclusive by creating opportunities for underrepresented groups.

EU Funding

It is important to notice that only 2 cases in IDEAS mentioned receiving EU funding. This is the Hungarian programme "Development of complex services for disadvantaged students at Wlislocki Henrik Student College" of Pecs University focussing on Roma students

and the case "RadioActive101" by the University of East London with many EU partners. "Junge Vorbilder ("Young Role Models") at verikom – Verbund für interkulturelle Kommunikation und Bildung e.v. in Hamburg mentioned the use of ESF funding. Looking at the funding resources of the cases in IDEAS we see that almost all cases with proven long-term success have been funded by a variety of sources. EU funding can ideally be a source at the initiation of a programme but has to be continued with other sources of funding.

The question is whether EU funding is an option for institutions that are determined to make a change and take ownership by investing institutional funding and finding other sources. Another question is whether EU funding is sufficient to develop proven and sustainable success on a longer term. A third question is whether EU funding is more a means for consortia to find ways to collaborate or to cover staff costs and in fact lack the intentionality and determination nor the knowledge, experience and ownership to aspire change, instead of a way to run projects. This last question might sounds harsh but without a real intention to change the social dimension in higher education, these types of initiatives won't be able to provide the kind of evidence and success we found within some of the cases in IDEAS.

Making Inclusion a Reality: Policy Paper on Creating an Inclusive Environment in Higher Education

1.   Introduction

This policy paper synthesizes the findings and analysis of the IDEAS consortium into policy recommendations. This paper cannot be seen separately from the analysis of 57 cases in the IDEAS database, since this policy paper is based on the findings of the analysis. Some of the findings are integrated in this policy paper. We hope that these policy recommendations will be of added value to the many conversations and debates representatives of the European Commission and institutions in European countries are likely to have on the direction of the future of higher education in relation to the civic role and responsibility of higher education institutions as well as how to inspire and aspire students through teaching and learning to become civic engaged global citizens.

There could not have been a better time to write policy recommendations on equity and inclusion in higher education in Europe. The foundation of the European Community is being tested since Europe as an economic and civic entity as well as the social dimension

in European countries is challenged with the flee of many refugees to Europe but also with recent attacks in major cities in Europe which has a big impact on the public opinion and the level of tolerance in different European countries towards certain groups in society[1]. The recent happenings will remain a major point of reference in Europe's history. 2015 was the year that the EU lead by a few countries showed leadership, took ownership and showed what being part of a European democracy means. It was also a year that Europe showed face to the rest of the world in their collective mourning. Meanwhile mobility of Europeans in Europe, which resembles patterns of classic economic migration, is full on as well. All these developments have impact on the changing demography of countries. Some countries are already diverse in many ways and will become even more diverse. This will increase diversity in all sectors of education and at the labour market and therefore ask for more deliberate action. Policy only is not good enough. There is a greater need for evidence-based practices from countries and institutions that have been successful in similar developments. The

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[1] Van Driel, B., Darmody, M., Kerzil, J., 'Education policies and practices to foster tolerance, respect for diversity and civic responsibility in children and young people in the EU', NESET II report, Luxembourg: Publications Office of the European Union, 2016. doi: 10.2766/46172

declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, which is the result of an informal meeting of European Union education ministers in Paris, Tuesday March 17 2015, needs to be implemented successfully.

There is no need to invent new wheels. There is an opportunity though to make informed choices on how policy and evidence based practices could enhance opportunities in education for all and achieve more access and success in higher education, by implementing inclusive programmes and inclusive pedagogies. For this it should not matter in which part of the world the wheel is invented. It matters how evidence based practices are successfully replicated and scaled up to similar communities of students in Europe.

The increasing diversity in education in particular in higher education and at the labour market can be seen as an opportunity for Europe's agenda for the knowledge economy and is only affirming the necessity of the European Strategy for the Development of the Social Dimension and Lifelong Learning in the European Higher Education Area to 2020. "The social dimension plays an important role in enhancing the attractiveness and competitiveness of the European Higher Education Area (EHEA). The EHEA aims to widen overall access and increase participation and completion of underrepresented groups in higher education, according to the diversity of the national populations. In its turn, widening access to quality higher education is viewed as a precondition for societal progress and economic development.[2]"

In the IDEAS analysis a reference was made to a statement of the OECD Secretary General, Angel Gurria on the development of skills: "Skills have become the global currency of the 21st century. Without proper investment in skills, people languish on the margins of society, technological progress does not translate into economic growth, and countries can no longer compete in an increasingly knowledge-based global society."[3] In conversations around the globe on the future of higher education there is a consensus on the changing parameters of the need for skills besides knowledge. Jamie Merisotis, President of the Lumina Foundation[4], and Special advisor to the Executive Committee of the European Access Network, recently published a book in which he presents a vision and strategy

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[2] *Report of the 2012-2015 BFUG working group on the Social Dimension and LLL to the BFUG, April 2015*
[3] *OECD, Better Skills Better Jobs Better Lives. Highlights of the OECD Skills Strategy, 2012*
[4] *Lumina Foundation is the largest private foundation in the US, focused solely on increasing Americans' success in higher education. Lumina's outcomes-based approach focuses on helping to design and build an equitable, accessible, responsive and accountable higher education system while fostering a national sense of urgency for action to achieve Goal 2025.*
[5] *Merisotis, Five Ways to Deploy a 21st Century Workforce, Blog in the Huff Post, 15 September 2015*

for Attracting, Educating and Deploying the 21st Century Workforce in the United States. In his book he addresses the quantitative and qualitative gap between labor demand and the pool of talent. He presents five critical efforts to be implemented on a macro and meso level[5]. From these five efforts two are interesting thoughts for the European debate:

- "**Developing a new immigration model built around the type of talent we need:** Immigration is a core part of the story of American success, but that narrative has languished in recent years because of our bureaucratic and dysfunctional immigration system. We must reshape this system around attracting the talent employers need and equipping immigrants already here with the skills and knowledge for success.

- **Reimagining our cities as hubs of talent:** Cities that thrive in the 21st Century will be those that not only attract talent from the outside in, but also build it from the ground up. By focusing on cultivating cities as hubs of talent, we could create places that entice and embrace newcomers while educating the homegrown workforce."

These are two thoughts that are worth

exploring in combination with current policy aims and strategies on the area of the social dimension for now and for future developments. The biggest challenge for the European Community and for individual nations however is a lack of hope on positives outcomes given the changes Europe is facing on a demographic level and the slow pace of developments on the area of the social dimension. It's therefore interesting to look for example at the success of Canada as a country that already in 1971 adopted a policy of multiculturalism. Pierre Trudeau, father of current Prime Minister Justin Trudeau, introduced this policy, which embraced the reality of a diverse society and provided space and acceptance for racial, ethnic, religious and language differences. Canadians "were allowed to keep their identity and take pride in their ancestry"[6] Canada now being one of the few nations where the cultural diversity in society apparently is not a barrier for gaps in educational outcomes, is an example of good practice in policy with proven success.

The economic angle of Merisotis in combination with the societal angle of Trudeau provide important elements for future policy in Europe on the area of the social dimension or even better, they form the foundation of future policy relevant to the context of culturally diverse cities in Europe.

6   Dhakiwal, Sarbjith, Justin Trudeau walks a multicultural path, The Tribune March 16, 2016
7   Crul, M.R.J, Schneider, J, & Lelie, F. (2013). Super-diversity. A new perspective on integration, CASA/VU University Press. Retrieved from http://hdl.handle.net/1765/50358

European cities like Amsterdam, Berlin, Brussels, London and Paris are centers of culture, history and economic activity. Cities are spaces for innovation, creativity, knowledge provision and -circulation because of the presence of major universities. And most of these cities are also majority-minority cities[7], meaning that there is no ethnic majority anymore. The former majority is one of the many minorities in these cities. The future population of these cities will be urban and cosmopolitan in the first place and an increasing richness of cultural diversity in many ways. Like Canada in the 70's, Europe needs to have a vision on what the ethnic and cultural diversity means and how this given fact can be an asset to

Europe as an economic entity as well as an entity embracing shared values on human rights, democracy, equality and other values[8]. This vision will be the foundation to create a European sense of belonging to all Europeans, whether roots are European from origin, whether being European is based on a history of economic migration waves, migration due to the colonial history of countries, by international mobility, having a background as a political refugee and for those who are members of indigenous communities in Europe. In an interview Jamie Merisotis makes the following statement: "Immigrants are not a nice to have for America -- they are a gotta have. Immigrants are nearly twice as likely as their native-

8   Standard Eurobarometer 77 / Spring 2012 – TNS Opinion & Social, The Values of Europeans, http://ec.europa.eu/public_opinion/archives/eb/eb77/eb77_value_en.pdf

born counterparts to start businesses, and while immigrants with college and graduate degrees now represent 6 percent of the U.S. labor force, their earnings represent 9 percent of all combined wages in the United States. Immigration should be viewed not as a problem to be dealt with, but a powerful opportunity to grow America's talent pipeline -- is something that should resonate for higher education."

These are thoughts that cannot be replicated one to one since Europe is not the United States or Canada. The economic, political, historical, linguistic, religious and social diversity of Europe itself is a fact that in many ways makes Europe an interesting 'laboratory of innovation' but it can also be a barrier to make real progress on the area of the social dimension. The intentionality and determination of these visions in combination with a message of hope for a better and inclusive future is what could be a source of inspiration to European countries and the European Commission. In Canada in the 70s there was undoubtedly also a conversation on shared values but there was also room to develop new-shared values that reflected the broad diversity of different cultural groups in society. This way new Canadians felt also represented and were therefore able to embrace the values of their new home country.

The cases in IDEAS are a mirror of how equity is perceived in different parts of Europe and in other parts of the world. They represent the sense of intentionality and determination of national and local governments, (higher) education institutions, programme coordinators, student unions, faculty, local businesses, foundations, ngo's and many students. All these cases in IDEAS reflect an African proverb: It takes a village to raise a child. All the cases in IDEAS were and still are successful because of a collective effort with a collective impact of proven success. These cases started with a vision and intention - and developed itself through determination, ownership, accountability, collaboration, negotiation, representation and innovation within a culture of evidence - to the success that they have become.

2.   IDEAS

The background and motivation to start IDEAS[9]

Despite all intentions in the course of the Bologna Process and decades of investment into improving the social dimension, results in many national and international studies show that inequity remains stubbornly persistent, and that inequity based on socio-economic status, parental education, gender, country-of-origin, rural background and more continues to prevail in our Higher Education systems and at the

[9] *Equnet, Evolving diversity. An overview of evolving equitable access to HE in Europe, Brussels 2010*

labour market. While improvement has been shown, extrapolation of the gains of the last 40 years in the field show that it could take over 100 years for disadvantaged groups to catch up with their more advantaged peers, should the current rate of improvement be maintained.

Many of the traditional approaches to improving equity have also necessitated large-scale public investments, in the form of direct support to underrepresented groups. In an age of austerity, many countries in Europe are finding it necessary to revisit and scale down these policies, so as to accommodate other priorities, such as balanced budgets or dealing with an aging population. An analysis[10] of the current situation indicates that the time is ripe for disruptive innovations to mobilise the cause forward by leaps and bounds, instead of through incrementalist approaches. Despite the list of programmes in this analysis there is very little evidence as to the causal link between programmes, methodologies for their use and increases/improvements in equity in institutions. This creates a significant information gap for institutions and public authorities seeking for indicators to allocate limited resources to equity-improving initiatives, without adequate evidence of effectiveness. The IDEAS project aimed at addressing and improving this information gap.

Aims & Objectives IDEAS

- Create a database of initiatives (programmes/policies) at micro/meso level for enhancing equity in access, participation and completion of Higher Education from across Europe and on a global level.

- Screen the database for evidence of a causal link between the initiatives and improvements in equity for their target groups.

- Understand the environmental, social and political enabling factors which allow successful examples of practices to take root

- Select a number of good practices based on criteria of success, and disseminate these widely to promote the replication and dissemination of examples in institutions throughout Europe as well as on a global level.

Previous European projects, such as EQUNET, have analysed how minority groups entered and performed at universities and it became clear that all major efforts realised by the Member States did improve the persistence of inequity. However European Universities do not yet reflect the diversity of the European population as aimed at the European Higher Education Area and, there are big gaps in educational outcomes. Central, regional and local

[10] Equnet, Evolving diversity. An overview of evolving equitable access to HE in Europe, Brussels 2010

governments supported those large-scale programmes with the aim of promoting a social development including the reduction in social exclusion and diminishing ethnic minorities' isolation. Target groups of these programmes developed a better integration in the countries, regions or cities where they live, achieving a better feeling of belonging to a common European culture with values such as democracy, social consciousness, respecting differences and diversity. The weight of immigrants in national populations of European countries rose significantly and is now estimated over 10% in 15 countries[11].

Inequity does not result only from socio economic- and ethnic background. There are other constraints that prevent young people to aspire and apply to universities, such as:

- a different understanding of who is entitled to access university

- the ignorance of the importance of a certain social, cultural and educational capital

- the presumption that STEM is inaccessible

- gender disparities.

[11] Source: http://www.jornaldenegocios.pt/economia/detalhe/mapa_o_peso_da_imigracao_na_europa.html

While states, regional and local administrations felt growing difficulties to fund, universities and students found other ways to promote greater equity in the universities. This project was conceived to elicit, promote and disseminate some of those ideas – good IDEAS - that were developed in different parts of the world, but in particularly in Europe. The goal is to contribute to the dissemination of good practices. The aim from the beginning was to identify ideas and proven practices that have the potential to be implemented with small investment and can be disseminated, replicated and scaled up. A specific focus was to look particularly for evidence of success and for evidence of flexibility – ideas that can be translated and adapted in different contexts with small changes to the specific conditions of those new contexts. We are looking for alternatives for the large-scale public investments, revisiting and trying to find ways to scale down those policies. Project members used their networks to find some of the best practices.

What we found

What we found were 57 practices from 20 countries, of which at least 70% are from Europe. All practices have proven to be successful in a quantitative or qualitative way and transformed from a promising practice to a shared best practice. Meaning that all programmes started as an intervention of promise and became a shared best practice after implementation by being tested, evaluated, monitored and in some cases replicated or scaled up.

Context

The reference to context is one of the most important conclusions of this analysis based on the cases in IDEAS. There is no 'silver bullet' nor a 'one size fits all' solution to the many issues that were presented as challenges for institutions who are determined to improving equity and inclusion for a diversity of students in their higher education institutions, schools, communities etc. All cases started with the intention to make a change for certain groups of students that are either underrepresented or for many reasons deal with barriers that are related to a specific political, institutional, national, regional, local and personal context. It is this specific why initiators of these cases designed the programmes that have led to the success that it resulted in. The more the specific context is taken into account, and the more targeted an intervention is implemented and replicated, the more successful the intervention will be. There are examples of policy where different groups[12] who face barriers in accessing or in being successful in higher education are mentioned as one target group without differentiating in

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[12] *Diversity by gender, ethnic background, socio-economic background, health condition, sexual orientation, indigenous or refugee background, age, rural/urban etc.*

interventions based on their specific needs. The fear for stigmatizing students is an often-mentioned reason, which can have deep rooted historical connotations. By not taking the different needs into account there is a risk that policy is too general and at the end of the day not reaching the target groups to whom the policy was meant to make a change. That is why monitoring, evaluating and measuring impact on equity and inclusion are important parts of a strategy and policy to improve equity and inclusion in education. Since many institutions already have systems in place for monitoring, evaluation and measuring impact, equity and inclusion should ideally be additional parameters in existing quality assurance processes.

In the IDEAS database there are two cases, Upward Bound USA in Boston and Upward Bound UK in London. The UK programme was replicated based and inspired by the Boston programme. The Boston programme is also based on TRIO Upward Bound, which is a national federally funded programme implemented at many universities in the US. The Boston programme is tailor made to the community and education system of the Boston area, which is the same for the London programme. The barriers students encounter may be the same as well as aims, programmes and methodologies of an institution but for the process of implementation the specific barriers, background etc.

matter. Both programmes although being executed in different parts of the world have proven to be successful. In chapter 3 of the analysis a paragraph is written on "Key factors for replication through scaling up".

Initiators

What we expected to find were more grassroots initiatives developed by others than only higher education institutions. What we got was that in most of the cases universities were involved in collaboration with schools, communities, student unions and other stakeholders. Only in a few cases initiatives were initiated and run by ngo's like Arbeiterkind.de in Germany, The Briljant Club in the UK and ECHO Center for Diversity Policy in the Netherlands. Initiatives started by Student Unions were also initiated and run within universities. We hoped to find more open resource initiatives where equity and inclusion is part of the mission and 'dna' of the organisations and therefore access should not be a barrier anymore. There were only a few cases that we identified. IDEAS has two cases of Technology Driven initiatives with proven success: OERu coordinated by the OER[13] Foundation in New Zealand and RadioActive101 coordinated by the University of East London in the UK. This last initiative started with EU Funding.

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[13] *Open Educational Resources*

Resources and policy as enabling factors

An interesting finding is that the success of programmes in institutions is related to the financial support programmes receive in combination with in-kind resources and in-kind capacity of students who work as volunteers in many of the programmes. Financial support is often embedded and part of long-term policy strategies. Many national enabling policy strategies were an important indicator or at least a catalyst for the start of these practices and during the development in time; institutional support, a growing ownership and intentional and committed leadership on different levels within the institution were critical to the success. These different reasons for the intentionality and commitment are either influenced by the determination to improve equity and inclusion, or driven by improving educational outcomes and diminishing performance gaps enhanced by barriers related to ethnicity, gender, socio economic background, health conditions, sexual preference, age, privilege etc. In many ways there is no either or between being social justice driven or economic driven. Institutions are often driven by policy aims and economic goals on educational performance but to make these programmes successful it takes more than an only an economic model and reason.

Culture of evidence

In time where funding is limited but challenges of institutions remain the same, accountability becomes more important. Pursuing a culture of evidence related to equity programmes is an aim and decision that takes vision and determination hence, the kind of leadership that understands how data can play an important role in improving the success of programmes that not always have the highest priority within institutions. It also asks additional effort to create an infrastructure to support a culture of evidence. Too often accountability is seen as a means to enhance a control mechanism instead of evidence being supportive to organisational learning and innovation. The cases in IDEAS show that investing in a culture of evidence benefits many stakeholders committed to the programmes: students, their communities, schools, institutions, funders and on a longer term will also have a benefit for regional development in the case attainment is improving, communities have better opportunities to learning etc. However, IDEAS also learnt to evaluate the value of projects through a wider lens than impact alone. Many of the projects were new, experimental, organic and flexible. In many cases proof of success was relative to how far into a Theory of Change an intervention was. IDEAS therefore promote a 'realist' approach to evaluation that considers context,

[14] James, C. (2011), 'Theory of Change Review: A Report Commissioned by Comic Relief'. London: Comic Relief

mechanisms and outcomes and not just a linear approach of cause and effect.

'A Theory of Change is an ongoing process of reflection to explore change and how it happens – and what that means for the part we play in a particular context, sector and/or group of people.'[14] This definition while rather broad makes clear that an 'analysis should be about both how change in a given context occurs and what ongoing role individuals and organisations can play. This definition helps tackle a recurrent problem with Theories of Change – that organisations imply that change in a society revolves around them and their programme, rather than around a range of interrelated contextual factors, of which their programme is part.'[15]

Policy

Many of the policies mentioned by case providers were driven by economic and socio-economic factors. The more countries develop into diverse or 'superdiverse' societies the more there is a shift from interventions driven by social justice arguments only to interventions that are driven by economic imperatives aimed to have an economic impact. Institutions in very diverse urban regions automatically have a very diverse enrolment of students. Their concern however is

to make sure all students are able to retain and graduate equally as well as having aspirations to pursue graduate and doctoral degrees. Unfortunately these highly diverse areas also show gaps in attainment between different groups of students. The most important economic factor mentioned is retention and attainment as well as nation's aims to maintain their position as one of the most educated and skilled workforces in the world/region. About half of the cases were initiated as part of a retention strategy with the aim to increase student's academic success despite students' background. Also half of the cases mentioned access in relation to either demographic changes or in relation to shortages of graduates in certain disciplines such as the STEM areas. Access, Retention and Attainment were often mentioned in combination with underrepresentation given demographic changes in society and therefore a shortage of graduates of all disciplines and certain disciplines like STEM in particular.

The cases that focus on improving the attainment gaps are often part of a national strategy or at least started in respond of national policy. Several national/regional strategies were mentioned as context for the development of interventions, often in combination with institutional and regional aims to improve access, retention and attainment. A few of

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[15] *Valthers, C, (2015) Theories of Change Time for a radical approach to learning in development, The Asia Foundation, London 2015*

these national policies with a focus on attainment are:

- The Bradley Review in Australia

- The G5 Grant of the Ministry of Education Culture and Science in the Netherlands

- Widening Participation in the United Kingdom and Scotland

- National Inclusion Strategy in Hungary

- The Texas Higher Education Coordinating Board in the United States

- School/College/Work/Initiative (SCWI) in Ontario Canada

Lack of Policy

Initiatives that started as grassroots initiatives would not have become successful quantitatively and qualitatively without the determination, belief and commitment of the persons who had a vision and started the initiative. The founders of "Arbeiterkind. de" and "The Briljant Club" are non-profit organisations that were not part of a policy. These leaders had a vision on change and were aware of a lack of policy for the target group they advocate for. Both initiatives are now successful programmes in respectively Germany and England with sustainable funding and can count on positive support from the public and attention in media. Arbeiterkind.de advocates for

first generation students in Germany and The Briljant Club advocates for underrepresented youth from non-selective state schools that progress on to highly selective universities.

Funding

All case providers were asked to give information on the type and amount of resources necessary to achieve the presented outcomes. An important conclusion is that targeted funding is inevitable and an important means to increase successful outcomes on access, retention and successful completion of underrepresented groups in higher education. This doesn't necessarily refer to the amount of funding that is involved but more the type of funding and how funding can be a means to enhance the process of creating ownership and (regional) collaboration among stakeholders.

It is naïve to assume that successful emancipation of underrepresented, non-traditional groups in education can be reached without the necessary financial commitment to targeted funding and without a sense of ownership.

Financial contributions only however cannot achieve the kind of innovation and change needed. It is the type of funding and the combination of different types of funding that are necessary to enhance successful outcomes. The provided information shows that cases can be successful with

a budget of € 10.000,- or less as well as major programmes with a 5 million euro budget per year. In our search of including successful cases in the IDEAS database we specifically also looked for cases that proofed to be successful with smaller budgets, which were hardly found. We have to bear in mind that many well funded programmes that have been in place for many years also started with small amounts of targeted funding. This means that successful strategies to enhance a more equitable and inclusive higher education learning environment are only possible with proper sustainable financial support. Among the financially well-supported programmes (more than 1 million euro's per year) are programmes with successful outcomes in general as well as having proven to be successful and sustainable over the years. Among these programmes are three cases with budgets between one to five million euro's for (equity) scholarships. These programmes basically provide financial means for students from underrepresented groups to enter higher education.

It has to be said that scholarship programmes alone are not sufficient to enhance a more inclusive higher education. Among European policy to enhance the social dimension, there are many scholarship programmes. These programmes are certainly important for students to get access to higher education but it does not necessarily expect institutions to change accordingly. How programmes are funded proof how committed institutions are to become more inclusive by creating opportunities for underrepresented groups.

EU Funding

It is important to notice that only 2 cases in IDEAS mentioned receiving EU funding. This is the Hungarian programme "Development of complex services for disadvantaged students at Wlislocki Henrik Student College" of Pecs University focussing on Roma students and the case "RadioActive101" by the University of East London with many EU partners. "Junge Vorbilder ("Young Role Models") at verikom – Verbund für interkulturelle Kommunikation und Bildung e.v. in Hamburg mentioned the use of ESF funding. Looking at the funding resources of the cases in IDEAS we see that almost all cases with proven long-term success have been funded by a variety of sources. EU funding can ideally be a source at the initiation of a programme but has to be continued with other sources of funding.

The question is whether EU funding is an option for institutions that are determined to make a change and take ownership by investing institutional funding and finding other sources. Another question is whether EU funding is sufficient to develop proven and sustainable success on a longer term. A third question is whether EU funding is more a means for consortia to find ways to collaborate or to cover staff costs and in fact lack the intentionality and determination nor the knowledge, experience and ownership to aspire change, instead of a way to run projects. This last question might sounds harsh but without a real intention to change the social dimension in higher education, these types of initiatives won't be able to provide the kind of evidence and success we found within some of the cases in IDEAS.

3. The Social Dimension and IDEAS

The European Higher Education Area and the Social Dimension

The concept of the social dimension is one of the overarching themes within the Bologna Process that has been on the agenda now for about 15 years. The main goal is to increase equity and inclusion in higher education by removing barriers in access to higher education. The goal of the social dimension, which was first mentioned in Prague Communiqué in 2001 has developed through the years in its level of ambition.

Work programme Social Dimension of the European Higher Education Area (EHEA)[16]

- The Social Dimension in the Prague Communiqué, 2001 where "...Ministers reaffirmed the need, recalled by students to take account of the social dimension in the Bologna process...". At the following ministerial conferences, the social dimension was described as an integral part of the EHEA and a necessary condition for enhancing the attractiveness and competitiveness of the EHEA (the Bergen Communiqué, 2005).

- With the London Communiqué of May 2007, Ministers responsible for higher education agreed on a common definition for the objective of the social dimension: "We share the societal aspiration that the student body entering, participating in and completing higher education at all levels should reflect the diversity of our populations". Further on, Ministers concurred in setting national strategies and policies, including action plans and reports on their progress at the next ministerial meeting. It was also

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[16] Bologna Process EHEA http://www.ehea.info/article-details.aspx?ArticleId=12

recommended to work towards defining comparable data and indicators for the social dimension of higher education".

- In Leuven/Louvain-La-Neuve, Ministers committed further on to "...set measureable targets to widen participation of underrepresented groups in higher education, to be reached by the end of the next decade..." (the Leuven and Louvain-la-Neuve Communiqué, 2009).

- In Bucharest, acknowledging that "...widening access to higher education is a precondition for societal progress and economic development..." the Ministers agreed "...to adopt national measures for widening overall access to quality higher education". The Ministers also committed to step up their efforts towards underrepresented groups through developing the social dimension of higher education, reducing inequalities and providing adequate student support services, counselling and guidance, flexible learning paths and alternative access routes, including recognition of prior learning (the Bucharest Communiqué, 2012).

As a result of the Bucharest Communiqué in 2012, PL4SD, Peer Learning for the Social Dimension was introduced which focussed on supporting the process of international exchange and learning of good practices on the area of the social dimension. "The objective of the PL4SD project is to address this need for "peer learning" and to provide policy-makers and practitioners with resources to develop effective measures for improving the social dimension of the European Higher Education Area[17]."

- The social dimension was an important part of the Yerevan Ministerial Conference, held in May 2015. The part on the social dimension in this communiqué was able to reflect on the progress made so far and looked forward to 2020[18]. The ministers committed themselves as follows: "to make our higher education more socially inclusive by implementing the EHEA social dimension strategy."

The ministers defined priorities in a renewed vision for the European Higher Education Area. These were the priorities related to the social dimension:

"Making our systems more inclusive is an essential aim for the EHEA as our populations become more and more

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[17] *PL4SD website http://www.pl4sd.eu*
[18] *Bologna Process EHEA, Yerevan Communiqué, May 2015, http://www.enqa.eu/wp-content/uploads/2015/06/Yerevan-Communique.pdf*

diversified, also due to immigration and demographic changes. We undertake to widen participation in higher education and support institutions that provide relevant learning activities in appropriate contexts for different types of learners, including lifelong learning. We will improve permeability and articulation between different education sectors.

We will enhance the social dimension of higher education, improve gender balance and widen opportunities for access and completion, including international mobility, for students from disadvantaged backgrounds. We will provide mobility opportunities for students and staff from conflict areas, while working to make it possible for them to return home once conditions allow. We also wish to promote the mobility of teacher education students in view of the important role they will play in educating future generations of Europeans."

Social Dimension and IDEAS

The different communiqués present a good understanding of what kind of barriers students are dealing with to improve educational success. Factors that are mentioned are: student ability; material and immaterial (e.g. social and cultural) resources and opportunity. There is also a common understanding that part of the barriers

is related to the 'social and cultural capital'[19] of students. The students who are seen as part of the target group to the social dimension policy are often so-called first generation students: these students' parents have not had a higher education experience. First generation students often lack relevant information about the system and requirements of higher education. They lack 'role models', a network and a 'support group' in their community to identify with. In addition to this first generation students lack the support and a support group to feel at home in higher education[20] and to develop a sense of belonging with and within academia.

The introduction and development of the Social Dimension were a true opportunity to work on improving equity and inclusion in higher education – to help individuals overcome barriers to access, participate and complete higher education. The results however have not reached the kind of level of intentions and commitments that was aimed at. With PL4SD the necessary first steps were reached in raising awareness, exchange in policy and practice by the conferences, meetings and country reviews. This especially for country's where these policies are either lacking or non-existent despite existing inequities. The question is whether the aims in the communiqués

[19] *Bordieu, The Forms of Capital, 1986*
[20] *Severiens, S., Wolff, R. & Rezai. S. (2006). Diversiteit in leergemeenschappen. Utrecht: Echo.*

between 2001 and 2012 were too ambitious to begin with? Was is realistic to expect countries that are different in many ways and in some cases have no tradition, policy and experience with the social dimension in higher education, to commit to the same targets?

The Yerevan renewed vision is much more realistic about challenges and expectations. The Ministers acknowledged that the development on the area of the social dimension still needs improvement. With committing to the Yerevan Communiqué 2015, the sense of urgency to the needed change is emphasized. This sense of urgency also refers to the current demographic changes of higher education in Europe into account.

Sense of urgency

The results that were achieved with the peer learning process of PL4SD are promising. It is encouraging to read that countries without tradition and policy on the area of the social dimension are developing awareness on what is needed in society. But the rapid demographic changes in European countries need achievements that have past the test of peer learning and have proven their success. The results of the past years are not good enough to face the coming years. Higher education institutions in countries that are facing these rapid changes in fact need 'out of the box' solutions, which are

based on sustainable, evidence-based programmes. The Ministers took the right conclusions in Yerevan but in fact need a strategy that is building on developed and successful experiences from programmes like the ones in the IDEAS database. Also building on the knowledge and expertise of organisations, individual experts and scholars who are working in the field of higher education, diversity and inclusion. With IDEAS we have seen that national policy on the area of the social dimension is one of the many enabling factors to achieve success. Institutions in countries where demographic developments are influenced by a disproportionate larger influx of refugees can certainly benefit from support with knowledge, expertise, proven practices and European funding to make sure that they can provide the same quality of higher education and make sure that newcomers in these countries are properly introduced to the values, culture, language of the receiving society.

This way the peer learning process like PL4SD can focus more on countries that have a different pace and process of raising awareness and can focus on national inequities related to the social dimension. Especially because a recent survey done by the European Students' Union generated worrying facts about the level of commitment of some European countries.

The Student Perspective

New ideas, creative incentives and successful solutions need to be developed and disseminated. The ministers adopted this strategy to widen participation for equity and growth and recognize that "there are still too many capable students who are excluded from higher education systems because of their socio-economic situation, educational background, insufficient systems of support and guidance and other obstacles."

The evaluation of the social dimension chapter in this recent survey of ESU[21] however shows, that inclusion is not a very high priority in most of the countries. Some of the ministers do not even have a clear definition on who their local minorities are. Most of the countries lack a concrete strategy of how to identify the groups that need specific support to access higher education and successful completion. In other countries only well known minority groups are receiving special support. These findings are not desirable at all. Even though there is a need for a more inclusive environment due to demographic changes and immigration, the urgency of actions is paralyzed. Also programmes are not being implemented as funding is cut down in some countries. Measures that are regarded not to be too financially beneficial are also cut down. The willingness and the

need to achieve outcome equality are there but the realization seems to be more complicated. In theory a lot of strategies and plans are in place but the actual implementation is lacking.

An article[22] written by (former) members of student unions mention that despite a large number of problems there are positive developments. "The progress made with regards to the affordability and portability of loans and grants, identification of some underrepresented groups and the commitment to improve access to higher education and completion rates, as well as the collection of data can be seen as a success." Problematic is the political follow up on the agreements in the many communiqué's, by countries in their local context. IDEAS is only confirming this. There is no silver bullet for the complexity of common issues in European countries. Institutions and regions who are serious about tackling issues of inequity without compromising on the quality of teaching and learning for all, are intentional and determined in policy and act upon it by implementing and constant evaluating best practices. In some cases systematic changes had to be made, legislation had to be adapted with the aim to be more inclusive. Countries ideally should commit to how they are going to initiate and implement transformative processes, realistic to the context of the country,

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[21] *ESU, Bologna with Student Eyes 2015, http://bwse2015.esu-online.org/Introduction*
[22] *Florian Kaiser, Aengus Ó. Maoláin and Līva Vikmane, No Future for the Social Dimension?*

instead of committing to 'big' common outcomes. The authors "assert that the social dimension is linked to nearly every action line of the Bologna Process, and many outside of its scope both on the European and local levels. But the problem area that remains at the end of this discussion is far more philosophical: What is the society we want to live in in the future, and what does higher education need to provide in order to create this society? This is a question that requires more debate than it has received to date."

PL4SD and IDEAS

Both PL4SD and IDEAS are databases with cases focussing on issues to improve equity and inclusion. The PL4SD database has more than 300 policy interventions to improve the social dimension in European higher education[23]. Four indicators classify these cases: Target group, Objective of the measure, Type of measure and Country.

The main focus of IDEAS is to identify cases with proven success through sharing good practices and learning of the success of others. Sharing good practices is one way to enhance mutual learning. But understanding why certain practices are successful and have impact require a more detailed level of (in-depth) context related data to get a better sense of the local and institutional situation. In policy there is often a strong focus on barriers on a student level, which is good but not sufficient if a systematic change on institutional level is aimed at. As elaborated in the analysis, working towards an inclusive learning environment ideally ask for developing interventions on four different levels: the level of students, (educational) staff, the curriculum and management & organisation. Successful programmes often had a combination of interventions on these four levels. The role of faculty and teaching staff is one of the most crucial ones since programmes can only be successful if implemented with (educational) staff that is able to engage with the diversity of students and understand the world (context) students come from.

The IDEAS database uses eleven indicators. The PL4SD indicators are also part of the IDEAS grid but in addition to that IDEAS also ask case providers for descriptions of qualitative developments on different others aspects. The qualitative information has the purpose to enable a broader and more in depth assessment of the context of the initiative as well as the level of success. The context of the initiative is a description of the target group, the barriers that are encountered and the enablers for instance policy on different levels and the resources. With IDEAS case providers were also asked to elaborate on how success has been achieved, what the results are, whether success is sustainable and how success

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[23] *http://www.pl4sd.eu/index.php/database/about-the-database*

was measured. PL4SD has a stronger focus on (national) policy interventions and does not capture regional, cultural, economic and institutional specifics. Most of the measures collected are on a conceptual and national level while for the IDEAS database national and regional policy and politics are described in depth in order to explore how the conditions for institutional interventions are shaped. The collected information on cases with IDEAS provides quantitative and qualitative evidence that are appropriate for the stage of development of the intervention or its resources. The IDEAS cases are all separately implemented cases. Each case presents a unique story of persistence and determination in combination with a rationality and empirical drive that is needed to develop a base of evidence and sustain success

throughout the years. Although they are comparable for key success factors that are described in the analysis they should be interpreted within the context of a system, policy, region, institution etc.

4. The impact of the Paris Declaration

Paris Declaration

With the Paris Declaration the EU Ministers responsible for Education and the Commissioner for Education, Culture, Youth and Sport, declared the following: "In response to the terrorist attacks in France and Denmark earlier this year, and recalling similar atrocities in Europe in the recent past, we reaffirm our determination to

stand shoulder to shoulder in support of fundamental values that lie at the heart of the European Union: respect for human dignity, freedom (including freedom of expression), democracy, equality, the rule of law and respect for human rights. These values are common to the Member States in a European society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail."

"Ministers wanted to boost EU-level cooperation on four overarching priorities[24]:

a. Ensuring young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship;

b. Enhancing critical thinking and media literacy, particularly in the use of the Internet and social media, so as to develop resistance to of discrimination and indoctrination;

c. Fostering the education of disadvantaged children and young people, by ensuring that our education and training systems address their needs; and

d. Promoting intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders."

Sense of belonging

The Paris declaration is in fact a way to create a European sense of belonging. Education can certainly play an important role in creating a European sense of belonging. Sense of belonging is a valuable concept, studied and implemented in policy and practice in higher education, especially in situations of highly diverse student populations, often with the aim to increase retention and attainment. There are references made in the IDEAS cases to creating a sense of belonging through the presented programmes. Improving student's sense of belonging will have a positive effect on their level of engagement in their study specifically their level of social- and academic integration[25]. Integration can be interpreted as engagement. The better the quality of engagement of students with other students is (social engagement) and the

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[24] EU news, Education and radicalisation - the Paris Declaration one year on, http://ec.europa.eu/education/news/2016/0316-paris-declaration-education_en.htm, March 16 2016

[25] Tinto, V. (1993). Leaving College: Rethinking the Causes and Cures of Student Attrition. (2nd ed.). Chicago: University of Chicago Press and Severiens, S., Wolff, R. & Rezai. S. (2006). Diversiteit in leergemeenschappen. Utrecht: Echo

[26] Wolff, R and Crul, M, Blijvers en uitvallers, ECHO, Utrecht 2002

quality of engagement with faculty or teaching staff (academic engagement), the better students will be motivated academically and the more their academic self confidence will grow[26]. In situations with existing inequities because of differences in gender, class, ethnicity, health condition, sexual orientation, privilege or other reasons developing a sense of belonging can empower young people in their process of engagement, identification and the process of feeling at home within a new learning environment.

Effective approaches to nurture belonging are[27]:

- Supportive peer relations (social integration);

- Meaningful interactions between staff and students (academic integration);

- Developing knowledge, confidence and identity as successful HE learners;

- A higher education experience that is relevant to interests and future goals.

Investing in the development of a sense belonging can perfectly be combined with programmes focussing on active citizenship, civic engagement and enhancing intercultural dialogue. It is important that countries and institutions support and enhance the process of identification with European and national values and invite 'others' to engage in intercultural dialogue but there has to be an awareness that this can only be successful if students who belong to migrant communities or other underrepresented communities feel represented as well in the staff and curriculum of higher education institutions. Most underrepresented communities have always been forced to negotiate their identity since they often belong to a minority in society. Therefore their cultural values have never been part of the mainstream context.

Creating a European sense of belonging can be successful if this process of transformation is truly inclusive, meaning the European or other national identity is a representation of the local diversity. A new report, the NESET II Report[28], which looked at education policies to foster tolerance in children and young people in the EU, gave a very good insight into the challenges but also opportunities. Challenging is certainly the growing feeling of intolerance towards specific

[27] Thomas, Building student engagement and belonging in Higher Education at a time of change: final report from theWhat Works? Student Retention & Success programme, UK 2012
[28] Van Driel, B., Darmody, M., Kerzil, J., 'Education policies and practices to foster tolerance, respect for diversity and civic responsibility in children and young people in the EU', NESET II report, Luxembourg: Publications Office of the European Union, 2016. doi: 10.2766/46172.

ethnic communities or representatives of these communities especially after the attacks in Paris, Kopenhagen and Brussels, in combination with a growing increase of newcomers. Europe and countries in Europe are changing, will change even more over the course of the coming months and years and will remain ethnically diverse. Therefore education systems have to transform accordingly including higher education institutions. Otherwise a growing part of current and new European citizens will not be able to identify with the content of the curriculum and staff in (higher) education. Superdiverse cities will become even more diverse. Differences in cultural, ethnic, socio economic background, in values, languages and religions should be acknowledged as a difference in identity but not as a weakness or deficiency.

It is not helpful for this policy paper to mention all fourteen conclusions and nineteen recommendations of the NESET II Report. These conclusions and recommendations though speak volume. "Growing diversity in Europe challenges the education sector to develop strategies for accepting and embracing difference. Within the educational landscape, the school is a critical institution for transmitting values and attitudes that honour openness and learning from difference. The educational sector, and in particular schools, can provide a place where young people learn the skills and competences that will help them resolve conflicts in a peaceful manner and learn to live with diversity on a daily basis." The study showed that "When addressing intolerance in educational settings and promoting respect for diversity, the evidence presented above all points to the importance of going beyond temporary and limited measures. Effective and sustainable change that will improve the atmosphere in schools and other educational institutions will involve all stakeholders on a continual basis: teachers, students, school principals, parents, social services, the community at large and policy-makers. High-level policy interventions can reinforce and help steer more grassroots initiatives to make schools more inclusive and better connected to local communities. The policy implications and recommendations reflect these considerations."

Paris Declaration and IDEAS

As mentioned earlier both the Yerevan Communiqué on the social dimension as well as the Paris Declaration acknowledge the urgency for improvement. The Paris Declaration is in fact increasing the level of urgency in particular to the ethnic and cultural component of the social dimension. The recent attacks in Brussels will certainly increase the urgency. At a panel discussion of the Higher Education Summit during the Dutch EU Presidency on March 9 2016 in Amsterdam, professor Maurice Crul from the VU University Amsterdam made the remark that the current

situation in Europe ask for creative and out of the box solutions. He referred specifically to the aim to accommodate the growing influx of refugees in higher education. For example: the requirement for newcomers in the Netherlands who have to learn Dutch before they can enter higher education. Since most of the refugees especially from Syria speak good English why not make exceptions and provide opportunities for potential students who are fluent in English to immediately enroll in studies where students are lectured in English. This way newcomers are able to integrate faster into higher education, are able to enter the labor market and one of their strengths, being fluent in two or more languages is acknowledged. Learning Dutch will still be an important means and condition to participate in Dutch society but doesn't prevent potential students who qualify for higher education to enroll in English speaking courses. This way the higher education experience will enhance the process of embedding in society for newcomers.

The NESET II report presents 27 good practices from different parts of Europe. The focus of this report is on educational approaches to promote tolerance and respect for diversity in primary and secondary schools. In some cases initiatives of informal education are also included but no initiatives in adult and higher education. The IDEAS database provide good practices with proven success in higher education as well as programmes in other education

sectors that are all developed with the aim to aspire, continue, and progress in higher education. The IDEAS database shows that there are already many programmes in Europe active and successful that focus on civic engagement of students. Many of the programmes in fact rely on responsible students who are active citizens in the many programmes in and outside Europe. One of the areas that do need to be developed and incentivized in European higher education is the aim to initiate and foster intercultural dialogue that goes beyond the dialogue between students or initiated by students. These are examples worth exploring.

5. Conclusions and recommendations

In conclusion we can say that the cases in the IDEAS database are an additional source of good practices that provide inspiration, vision and tested knowledge and experiences on different themes to support the policy aims of the EU related to the Social Dimension in the Bologna Process and the Paris Declaration.

Good practices, peer learning and funding though are not enough to achieve the goals and challenges Europe is facing right now.

We can come up with many recommendations that will more or less echo what already has been said

in many other papers and have been debated in the numerous ministerial meetings. There are only a few recommendations that matter now:

- The social dimension as a strategic aim is too general and too broad to deal with the current complexity and dynamics in Europe. Although it was meant to be inclusive, at the end of the day it is not enhancing the progress that was expected. At least not in the kind of proportions that was aimed at in the beginning. There is a need to differentiate how the social dimension will have to be effectuated with success in countries that have many newcomers entering the country and are already 'superdiverse'. And countries to whom the social dimension is a peer learning process. If there is no differentiation in policy, expected outcomes and funding no substantial changes will occur.

- Cultural diversity/ethnic diversity/ inclusion of newcomers has to be separately mentioned on the future agenda. The Elephant in the room has to be noticed, to be

29 Florian Kaiser, Aengus Ó. Maoláin and Līva Vikmane, No Future for the Social Dimension?

discussed and acted upon to the extend of what is achievable within the local and national context. Like earlier mentioned European countries should raise and discuss the question[29], "What is the society we want to live in in the future, and what does higher education need to provide in order to create this society?"

- Europe needs policy and practice on a short term to develop and create a European sense of belonging. Whether it is in society, education or at the labor market. Creating a European sense of belonging can be compared with designing a new home for Europeans of different walks of live who have to identify with the space, design and structure. Identifying with the spaces they will get in their new house. All of this is important for Europeans to feel at home.

- To achieve real progress on enhancing the social dimension in higher education it is important to also focus on institutional needs and what this means in terms of organizational change and critical reflection within organisations. A Theory of Change was already mentioned. As a recommendation it is important to emphasize this: 'A Theory of Change is an ongoing

process of reflection to explore change and how it happens – and what that means for the part we play in a particular context, sector and/or group of people.'[30] This means more development and experience have to be done on the question how all existing have to be 'translated to' and implemented in a new context. In this process there has to be space for critical reflection within institutions on what diversity and inclusion actually means to the role of professionals and critical reflection on teaching and learning strategies.

- The evaluation of IDEAS showed the importance of funding. Not just funding but the combination of different types of funding. Long term funding is necessary to support activities but also to enhance ownership and a support a continuation in progress. The aim of working from a culture of evidence has implications for funding as well. EU funding should ideally complement activities that are already happening with other resources. New initiatives in countries with less experience could be linked to experts, agencies and networks that have the necessary experience. This could be a requirement as part of funding policy. Or all partners of EU

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[30] James, C. (2011), 'Theory of Change Review: A Report Commissioned by Comic Relief'. London: Comic Relief and Valthers, C, (2015) Theories of Change Time for a radical approach to learning in development, The Asia Foundation, London 2015

funded projects need to participate in mandatory workshops organized by the Commission in collaboration with experts to discuss the progress of the work of partners. Experts will advise partners on different areas. Among the IDEAS partners for instance there are partners who could serve as experts based on their organisations' specific expertise.

Communities of practice and advocacy

There are existing networks on access and success on a country, European and Global level that focus on building communities of professionals from the higher education area to exchange best practices, inspire and discuss relevant topics, collaborate on research and develop new teaching and learning practices. These networks are communities of engaged and committed professionals who are part of and/or lead developments on access and success of underrepresented groups in society, advocate for equity and inclusion developments in higher education in their respective countries. They have done this for many years with success and are sources of inspiration, knowledge through research, policy and evidence based practices. Some of them have provided cases for the IDEAS database. Ofcourse there are a few national networks although not so many focus only on access and success of underrepresented groups, let alone

on diversity and inclusion. To mention a few in Europe and on a global level:

- EAN, European Access Network, based in London: http://www.ean-edu.org

- GAPS, Global Access to Postsecondary Education Initiative, based in Den Haag: http://www.gaps-education.org

- TIES Network, The Integration of the European Second Generation, based in Amsterdam and Hamburg: http://www.tiesproject.eu/content/view/25/40/

- IMISCOE, International Migration, Integration and Social Cohesion based in Rotterdam: https://www.imiscoe.org

Hopeful

It is important for the European Commission and countries in Europe to remain hopeful on the societal changes and challenges Europe is currently facing. The many communiqués of the Bologna Process as well as the Paris Declaration of EU ministers form the framework of policy intentions and commitments. Most of them focus on barriers that come with the diversification of societies and with them a changing landscape in higher education.

The cases in IDEAS show that there

is enough reason to be hopeful on how higher education can provide better and sustainable solutions for the future of higher education and to improve access, retention and success of all students. The cases in IDEAS provide examples of how collective effort can lead to collective impact whether interventions started as a grassroots initiative or as part of policy and institutional reform. The success of programmes of institutions in IDEAS is the accumulation of the determination and commitment of leaders on any level in the respective institutions that dare to challenge mainstream opposition, understand the need of the local student population as well as the strengths they bring with them, don't compromise on the quality of education, belief in a culture of evidence and understand the value of collaboration.

Overview of Case-Studies of Inclusion reviewed for this Publication

Overview of Cases

	Case Studies	Insitution(s)	
1	Schools Network Access Program (SNAP)	Royal Melbourne Institute of Technology	
2	UQ Young Achievers Program (UQYAP)	The University of Queensland	
3	Special Entry Admissions Scheme (SEAS)	Monash University	
4	'U @ Uni' Summer School Program	Univeristy of Technology Sydney	
5	I Belong Programme	Royal Melbourne Institute of Technology	
6	Emergency Fund for the payment of tuition fees	Law faculty of Nova University of Lisbon	
7	Generation TX	Texas Higher Education Coordination Board	
8	Borderless Higher Education for Refugees (BHER)	York University, Centre for Refugee Studies	
9	Conseil Social (CS / Social Council)	Haute Ecole Louvain en Hainaut	
10	Cordées de la réussite "Climbing Ropes for Success"	Le Havre Universite Institute of Technology	
11	Student Services / Studentenvoorzieningen STIP	VLHORA Flemish Council of University Colleges	
12	Psychotherapeutic help	University College Ghent	
13	Support for students with disabilities	VHLORA (Flemish Council of Univeristy Colleges) & SIHO (Support Centre for Inclusive HE)	
14	Improving the democratic character of higher education	Ghent University	
15	Student tutoring	University of Antwerp	

City	Country	Start
Melbourne	Australia	2001
St Lucia	Australia	2009
Melbourne	Australia	2011-2012
Sydney	Australia	2008
Melbourne	Australia	2012
Lisbon	Portugal	
San Antonio	USA Texas	2010
Toronto/Dadaab	Canada & Kenya	2013-2018
	Belgium Wa	1995
Le Havre	France	2008
Brussel	Belgium Fl	
Ghent	Belgium Fl	
Brussel	Belgium Fl	2008-2013
Ghent	Belgium Fl	
Antwerp	Belgium Fl	

	Case Studies	Insitution(s)	
16	Gender Equality in Egyptian Higher Education System	Freie Universitat Berin in collaboration with universities in Egypt	
17	Academic Advancement Program (AAP) and the Center for Community College Partnerships (CCCP) at UCLA	University of California Los Angeles	
18	Pre Academic Programme (PAP)	Erasmus University Rotterdam	
19	POP-corner	University of Leiden	
20	Studiesucces Voor Iedereen Programma (Academic Success for All Program)	Rotterdam University of Applied Sciences	
21	ECHO Junior Academy	ECHO, Center of Diversity Policy	
22	Science Academy 2006	Paris Montagne	
23	Opportunities for underrepresented Scholars (OURS)	Chicago School of Professional Psychology	
24	Tū Kahika Programme Scholarship	University of Otago	
25	ArbeiterKind.DE, Germany's Largest Community for First Generation University Students	Arbeiterkind.DE	
26	Development of complex services for disadvantaged students at Wlislocki Henrik Student College	University of Pécs	
27	Mental health counselling for students in Riga Stradiņš University	Student Council of Riga Stradiņš University	
28	Couple Learning Programme (former)/Culture Exchange Programme (current) – inter-universities' student councils' project	Student Council of the Univerisity of Latvia	
29	Young Physicists School of the University of Latvia	University of Latvia, Student Council of Faculty of Physics and Mathematics	
30	Nursery "LUstabiņa" at the University of Latvia	Student Council of the Univerisity of Latvia	

	City	Country	Start
	Berlin/Cairo	Germany & Egypt	2012
	Los Angeles	USA California	1985
	Rotterdam	Netherlands	2013
	Leiden	Netherlands	2008
	Rotterdam	Netherlands	2007
	Den Haag	Netherlands	2013
	Paris	France	2006
	Washington DC	USA DC	2012
	Dunedin	New Zealand	2009
	Berlin	Germany	2009
	Pécs	Hungaria	2012
	Riga	Latvia	2011-2013
	Riga	Latvia	2010
	Riga	Latvia	2011
	Riga	Latvia	2006

	Case Studies	Insitution(s)	
31	Study Ability (Opiskelukyky)	National Union of University Students in Finland	
32	Peer counselling	Johannes Gutenberg-University of Mainz	
33	LepszeStudia (Better Studies)	Parlament Studentów	
34	Raising Aspirations: University of Liverpool, Professor Fluffy Programme	University of Liverpool	
35	Girls as engineers	Perspektywy Education Foundation and the conference of Polish Rectors	
36	The Mental Health Education and Employment Service	Hackney Community College East London	
37	The Manchester Access Programme (MAP)	The University of Manchester	
38	PASS (Peer Assisted Study Support) at Queen Mary	Queen Mary Universty London	
39	Studiecoach	Dutch Open University	
40	The Briljant Club	The Briljant Club	
41	Università Telematica Internazionale –UTIU (International Telematic University) UNINETTUNO, Italy	Università Telematica Internazionale	
42	University of Brighton Compact Plus Programme	University of Brighton	
43	Gender mainstreaming in the university: Plan for Equal opportunities between women and men in the UOC (2011-2013)	Open University Catalonia	
44	Higher Education Access Route - HEAR	University College Dublin	
45	Counseling Programs in the Department of Counseling and School of Psychology (CPS) of the University of Long Islang	Long Island University	

	City	Country	Start
	Helsinki	Finland	2011-2014
	Mainz	Germany	2000
	Warsaw	Poland	2014
	Liverpool	UK	2001
	Warsaw	Poland	2007
	(East) London	UK	1997
	Manchester	UK	1997
	London	UK	2006
	Heerlen	Netherlands	2002
	London	UK	2011
	Rome	Italy	2005
	Brighton	UK	2013
	Barcelona	Spain	2011-2013
	Dublin	Ireland	1997
	Brooklyn	USA New York	

	Case Studies	Insitution(s)	
46	School Within A College (SWAC)	George Brown College Toronto	
47	Upward Bound USA	University of Massachusetts Boston	
48	Upward Bound Project UK	London Metropolitan University & Islington Council	
49	Pioniersdagen (Pioneering Days)	KU Leuven (Catholic University Leuven)	
50	RadioActive101	University of East London (coodinator EU LLL project)	
51	OER universitas (OERu)	OER Foundation	
52	VASVU - Foundation year International Students VU	VU University Amsterdam	
53	Mentors of Rotterdam	Rotterdam University of Applied Sciences	
54	Mina Scholarship	American University of Central Asia	
55	KinderUni Wien	Vienna University Children's Office	
56	Fielding University: providing access to graduate education	Fielding University	
57	Junge Vorbilder ("Young Role Models")	Verikom – Verbund für interkulturelle Kommunikation und Bildung e.v.	

	City	Country	Start
	Toronto	Canada	2010
	Boston	USA Boston	1965
	London	UK	2006
	Leuven	Belgium Fl	2014
	London	UK, Germany, Portugal, Romania, Malta and beyond	2013
	International	New Zealand	2011
	Amsterdam	Netherlands	1980
	Rotterdam	Netherlands	2013-2020
	Bishkek	Kyrgyz Republic	2011-2018
	Vienna	Austria	2003
	Santa Barbara	USA California	1974
	Hamburg	Germany	2004

Authors

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Melanie Fröhlich is studying Spanish and Chemistry to become a high school teacher at the Johannes Gutenberg-University in Mainz, Germany. She has been active in student movement for a while, amongst others in the German Union of Students in the women's and gender – committee and as a student representative in the executive committee of the German Academic Exchange Service (DAAD).

She is currently working for the European Students' Union (ESU) as equality coordinator. In this position she provides trainings in the area of (gender) stereotypes, inclusion and inclusive education and social mechanisms. Especially inclusive education is one of her focus points of her work on which she has focused since very in early in her work in the student movement.

Sadie King is a Principal Researcher/ Consultant from the Tavistock Institute of Human Relations. Sadie works primarily on evaluation projects and social policy research and leads the Tavistock Institute's work stream on Mental Health and Well-being which draws on a rich history and vibrant portfolio of projects in organisational development, evaluation and social research. Sadie approaches mental well-being as a topic that interfaces with all sectors and has worked with a broad range of contexts including Cultural Services, Crime Reduction, Adult and Children's Social Care, Mental Health, and Education. A common thread throughout her work is participation and equality and she brings to this a wider perspective from trade union and community activism. Sadie is particularly interested in supporting organisations to build capacity to evidence and monitor outcomes and to understand the cultural dynamics impacting on change and the success of projects. Her approach to evaluation and consultancy is that solutions should be co-created with organisations and target groups. Sadie's motivation to take up the coordinators role of the IDEAS project came from her own experience of accessing higher education through a non-traditional pathway and being supported through various grants and funding aimed at economically disadvantaged students.

Anthony F. Cavillers is a director and senior partner the Knowledge Innovation Centre, specialised in Quality Assurance, knowledge transfer and social entrepreneurship.

With respect to knowledge transfer, he has worked with several associations to better describe their research outcomes through their communication channels, included through improved and more targeted web presence, better social media handling and production of final publications, including most recently for HAPHE and PHExcel. He has also developed a methodology for improving impact measurement of dissemination and exploitation activities within EU projects.

On the topic of equity, Mr. Camilleri participated in both the Equnet and IDEAS project, and previously held a policy position with the European Students' Union dealing with the same topics. He also served as an editor to the two "Evolving Diversity" reports which were issued within EQUNet.

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