



# Social Dimension in the EHEA

Working document

Principles and Guidelines

Input from Luxembourg

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## P&Gs on Social Dimension

### **Principles**

high-level statements intended to guide the conceptualisation of a SD strategy

### **Guidelines**

intended to assist in determining how to enact the principles



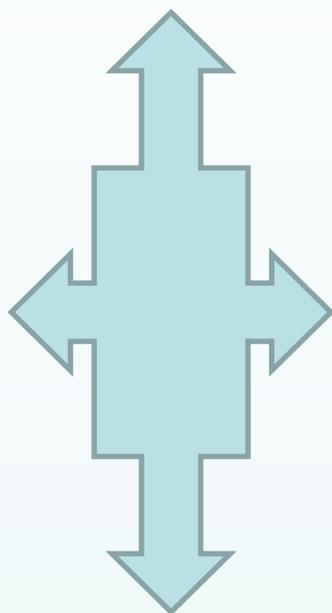
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We should consider the “learner” from a **holistic point of view** in order to assure his or her **full integration** into higher education.

We should establish these principles as guiding principles for the establishment of a national strategy and/or national policy in view of an **inclusive European Higher Education Area**.

Our P&Gs should become a document that shall be used as a basis for any step towards the fulfillment of the **principle** that higher education shall be **open/accessible to everyone**, **regardless** of an individual's **socio-economic background**, **ethnic and cultural origin**, **physical abilities** or **gender identity**.

**Open/equal access** to higher education is not all. **Admission, dropout rates and successful completion in all kinds of disciplines and degree levels** are as important as the actual entrance to tertiary education.



**Holistic picture** of the learner

Illustration in **3 phases**

from the point of view of **Higher Education**



## PRE-STUDIES PHASE

### **“towards a more inclusive access & a widened participation”**

Information

Orientation

Counselling

At primary and secondary school level: guidance and support for everyone equally

Open HE days for secondary students

Flexible programmes (part-time studies, evening classes, weekend programmes)

Recognition of former formal, non-formal and informal experience/qualifications

Procedure for recognition\* of qualifications despite missing documentation

### **Absence of discrimination**

\*Recognition in this case is only possible in academic areas that are actually being offered in Luxembourg.



## DURING STUDIES PHASE

**“towards a widened participation & lower dropout rates”**

Welcome office with flexible opening hours

Assistance

Counselling

Re-orientation (based on required or aimed at learning outcomes,  
competences, interests)

**Stable, transparent and fair funding scheme**

**Support – equally accessible for everyone**



## POST-STUDIES PHASE

**“underlining the importance of  
learning outcomes & employability”**

Diploma Supplement

Information

Support

Recognition of qualifications

Mobility / International education

**Orientation**



## 3 phases – 3 key common elements

Absence of discrimination

Equally accessible support for everyone

Orientation



## TARGET GROUPS

Pupils / Students with parents who do not have HE (entry) qualifications

Pupils / Students from a lower socio-economic background

(also note for pupils: teenagers living in a home, minors in prison)

Pupils / Students with migrant backgrounds

Pupils / Students: asylum seekers, refugees

Pupils / Students with a disability/mental health issues/chronic illness

Student parents

Students with care responsibilities/obligations

LGBTQI community

+ a more equal gender representation in "all" study programmes/areas

Students with delayed entry into HE (at least 2yrs since leaving school)

Students in employment



## INCLUSIVE HE:

about access, admission, participation and completion

3 phases → 3 categories of principles



## DURING STUDIES PHASE

**All students should be offered the same level of information concerning student life.**

Welcome offices should be accessible for all students regardless of their degree level, personal or professional obligations, physical ability, mental health and gender identity. Flexible/long opening hours of welcome offices should allow everyone to reach the information according to time schedule and needs.

**All students should be assisted, supported and guided equally according to their needs.**

Be it in terms of administrative procedures, learning difficulties, study ambitions or any other item related to student life, every student should be offered adequate assistance, support and guidance.

**The staff**, from rectorate over teachers to students' services, should be involved (training and/or active assistance) according to their responsibilities and areas of competence.



## POST-STUDIES PHASE

All students should be given the necessary documentation/tools to make their diploma readily understandable, in their country and abroad.

A diploma supplement in a widely spoken language, ideally in digital form and duly filled in, should be freely accessible to all students.

→ **Show students the value of their achievement!**

All students should be assisted in their projects, be it further studies, international experience or employment.

Information, support and orientation regarding international education and recognition of qualifications should be offered to all students equally. If students rely on special needs, these should be taken into consideration.

→ **Show students the usefulness of a/their qualification!**

The **competent services** should be adequately trained and should remain available to the entire academic community, students and staff.



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What about the time  
before  
deciding:  
Studying, *yes* or *no*?



## PRE-STUDIES PHASE

The Luxembourgish Ministry of Higher Education and Research agrees that the social dimension in HE reaches beyond HE.

However,

we have **2 separate ministries responsible for education,**

→ one for national education ranging from Early Childhood Education and Care to Adult Education  
**and**

→ one for Higher Education and Research.

**Political agendas are not the same, nor are the responsibilities and areas of competence.**

**Council recommendations exist for both.**



**How do you  
see this?**

**= fully concentrate on DURING AND POST-STUDIES PHASES?**

**If we were to include the PRE-STUDIES phase, then ...**



Why not **benefit** from what is available and make these opportunities even more visible ?

For example:

**Erasmus+ ! (KA1 + KA2)**  
**Mobility projects + Strategic Partnerships**  
(E+ programme countries and beyond)

→ **Possibility of cross-sectoral projects!!**

The programme covers **all stages of education** and offers opportunities for **both learners and staff**.

→ Encouraging through a recommendation, rather than mixing up areas of competence in a principle.



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**Whatever we put our focus on, we  
should consider that ...**



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Support in the form of **training** *should* be offered to **teachers and staff** in order to be able to fulfill the above-mentioned principles.

**Student involvement** *is required* at all levels.

At all stages, the **language** used  
– be it in **oral or written communication** –  
*must* be **free of any kind of discrimination**.



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**IMPORTANT as well:**

**CLARITY**



## From a LANGUAGE point of view

For example:

It will be important to talk about  
word choice.

**All** students

vs.

**Every** student

*community vs. individual*

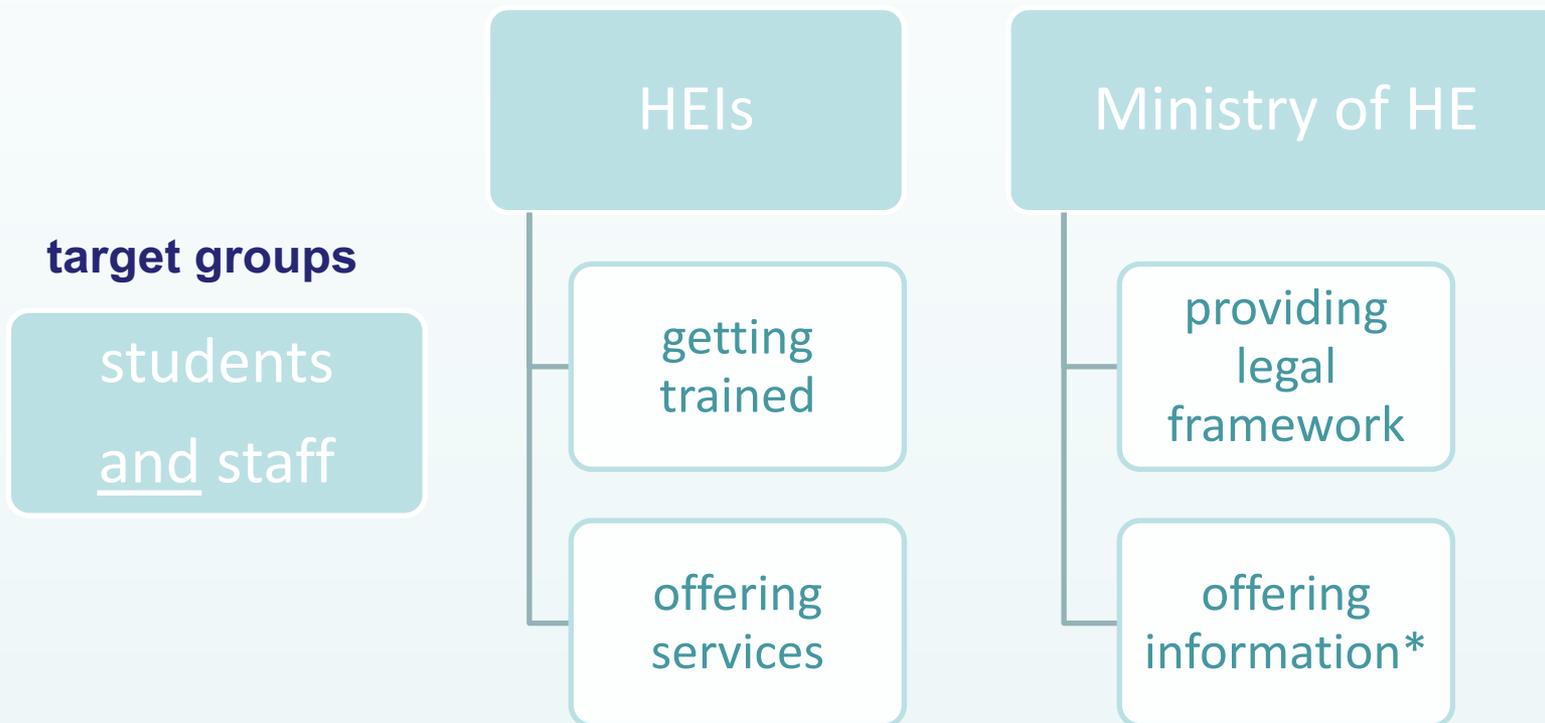


## From a POLITICAL point of view

For all phases and types of support,  
an official document has to **make**  
needs, requirements and responsibilities **clear**.



## main actors



\*together with others, such as student unions



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## Regarding the SCALES OF IMPLEMENTATION

Timeframe

Extent

Consequences (of non-implementation)



We see these principles as touching upon different areas of competence:  
**policy-making + institutional responsibility (vs. autonomy)**

Putting the document together, we had **all levels** in mind.

As a first step, we brainstormed and set up a **current state of play** – showing what is already being done and what could be missing.

Ex. open-doors events or trainings for different types of staff on different topics, etc.

We see these elements  
as potential **outputs**

of a possible “legal back-up document”  
(conscious choice of vague terminology)

as an ‘**outcome of the outcome**’ of this AG.



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**Thank you for your attention !**