Institute for the
Development of Education

Inclusivity, acceptance of student diversity and disadvantaged groups:
TAM Albania

Institute for the Development of Education, Croatia

Nino Schmidt, Executive Director

Ana Skledar Matijevic, Higher Education Policy Expert

3-4 December 2024, Albania

Workshop: agenda

Day 2: 10:00 – 13:30h

○ TOPIC 5: FOCUS ON NATIONAL PRIORITIES: Presentations and group discussions.

- **Refugees and equity and inclusion:** challenges in Albania and European trends, policies and practices
- **Well-being in HE:** challenges in Albania and European trends, policies and practices

○ **Final inspiration** - community engagement for equity and inclusion: building collaborations with local communities to address joint challenges.

TOPIC 5: FOCUS ON NATIONAL PRIORITIES

Presentation:
European trends, policies and practices to support displaced persons

Presentation by EHEA experts

Defining the terms

Refugee is an individual who:

- Has a **well-founded fear of persecution** due to race, religion, nationality, gender, sexual orientation, or political views.

- Is **outside of their home country** and cannot or **chooses not to seek protection from that country** because of this fear.

Defining the terms

Displaced person is an individual who:

- Has been **forced to flee or leave their home** or usual residence.

- This is often due to **armed conflict, widespread violence, human rights violations**, or natural or man-made **disasters**.

- Has **not crossed an internationally recognized state border.**

6

Defining the terms

Person in a refugee-like situation:

- an individual in a similar situation to refugees or displaced persons regardless of legal status

Inadequately documented qualification:

- a qualification that cannot be proven with necessary documents due to circumstances beyond the holder's control

Displacement in Europe

- In Europe in 2023 - **22.5 million forcibly displaced or stateless people**
    - 3% of European population (UNHCR)

- Worldwide, only **6% of refugees have access to higher education** (UNHCR)

Key barriers to integration of refugees

- lack of knowledge of the host country language

- the lengthy process for the recognition of qualifications

- Skills / job mismatch

- care responsibilities

(2024 Eurofound report)

Displacement in Europe

- Less than 45% of refugees in the EU were reported to have an advanced knowledge of the host-country language (ELFS)

- Tertiary educated refugees were three times more likely than native born residents to be in jobs below their formal qualification level - 60% versus 21% (European Labour Force Survey)

- Refugees have an overall average employment rate of 56%, but also it takes them up to 20 years to have a similar employment rate as native-born residents (ELFS)

Challenges in pursuing higher education

1. Missing documentation and recognition of qualifications

2. Institutional and legislative barriers

3. Language and cultural barriers

4. Limited access to financial and social support

5. Data portability and lack of standardization

Recognition of refugee qualifications

Lisbon Recognition Convention – Article VII

- The Convention on the Recognition of Qualifications Concerning Higher Education in the European Region

- **Main legal instrument on the recognition of qualifications in Europe** - ratified by more than 50 states.

- **Article VII** - relates to the recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation. The article specifies that each state should¸:

  - assess fairly and expeditiously whether refugees… fulfil the relevant requirements for <u>access</u> to higher education, to <u>further</u> higher education <u>programmes</u> or to employment activities.

  - this is even intended 'in cases in which the qualifications obtained <u>cannot be proven through documentary evidence</u>'

Addressing the challenges – national system level recommendations

Legal framework: amend legislation to allow the recognition of incomplete qualifications or study periods.

- National legislation should provide clear and **accessible legal routes** for refugees to have their existing qualifications and skills recognised.
- Recognise that refugees **may lack necessary documentation** to prove their qualifications.
- Legislative adjustments should allow for **alternative forms of evidence** and ensure that lack of traditional documentation does not prevent qualification recognition.

Addressing the challenges – national system level recommendations

Establish transparent recognition structure and procedures:

- Utilise **ENIC/NARIC centres as focal points** for promoting recognition tools and activities.
- Leverage the **European Qualifications Passport for Refugees (EQPR)** to measure and present refugees' educational backgrounds to external stakeholders:
  - Promote EQPR as a **complementary evaluation tool alongside national evaluations**
- Create a supportive environment for the recognition of refugees' qualifications by fostering **connections with relevant stakeholders**, such as higher education institutions, employers, nongovernment organisations (NGOs).
- Provide **Orientation and Information Programmes**: webinars and face-to-face seminars, to promote recognition tools for refugees and legislation to higher education institutions, NGOs and employers.

European Qualifications Passport for Refugees (EQPR)

- A special international tool developed by the Council of Europe to **assess refugee's qualifications** for which there is **insufficient or missing documentation.**

- A standardized document that **explains the qualifications a refugee is likely to have** based on the available evidence on the applicant's educational level, work experience and language proficiency.

- Does **not constitute a formal recognition act.**

- The evaluation methodology is a combination of an **assessment of available documentation** and the use of a **structured interview.**

- Provides credible information that can be relevant in connection with applications for admission to studies, internships and employment.

- Transparent instrument for the implementation of the Article VII of the Lisbon Recognition Convention.

European Qualifications Passport for Refugees (EQPR)

- **Centrally administred** scheme and **awarded by the Council of Europe.**

- An **IT platform has been developed** to administer the process. It is used by applicants to apply for an EQPR assessment:

  - applicants submit their documents (if any) and the self-assessment questionnaire through the portal.

- The cases are attributed to the **trained credential evaluators within the national ENIC-NARIC agencies** – they interview refugees (on-site or on-line) and generate the content for the assesment part of the EQPR.

- If the outcome is positive, the **EQPR is issued via the Platform** to the successful applicant. The EQPR platform stores the successful passports in **blockchain**, so that the document is an authentic one.

- By the end of 2023 - 943 EQPRs were issued (to 571 men and 372 women). The success rate for refugees undertaking the process is about 85%. **Participating countries: 22, including Albania!**

Addressing the challenges – national system level recommendations

Support admission despite inadequate documentation:

- Advocate for more **inclusive regulations in educational admissions**. Current rules related to language competence, specific grades, completion of particular courses and disciplines or documentary evidence can be barriers.
- Create more equitable and flexible regulations, which **allow higher education institutions greater autonomy in determining eligibility** for refugee students.
- Admission may be conditional on prior participation in **specific training courses designed to enable displaced people to begin**, continue or resume their studies.
- Provide staff working on admission processes with **training**.
- The EQPR can evidence these undocumented qualifications.

Addressing the challenges – national system level recommendations

Provide Adequate Language Support and Counselling Programmes:

- Ensure the provision of **adequate language support**, particularly where lack of linguistic proficiency may be a barrier.

- Using the resources developed by the Council of Europe, such as the 2024 Language Support for Migrants (LSM) Toolkit: designed to guide educators.

- Support the **mutual recognition of language courses completed under various providers**, including those conducted by volunteers in refugee camps and teachers in structured systems.

- Provide **academic and psychological counselling programmes** to facilitate the successful integration of refugees into the higher education and labour market.

Addressing the challenges – national system level recommendations

Enhance data collection and portability:

- Develop a **comprehensive set of data on refugees**,
  - Focusing on qualifications, skills or competences,
  - Including language proficiency, progression during studies and graduation rates, and work or study destinations after recognition.

- Enhance the **portability of refugee recognition statements** across member States.
  - Amend legislation or current recognition procedures to **ensure that EQPRs and refugee recognition statements** from other member States are **accepted in domestic processes**.

Addressing the challenges – recommendations for HEIs

Based on best practices implemented across universities in EHEA:

- Adapted admission processes
- Legal support
- Financial support (scholarships and fee waivers)
- Bridging and language courses
- Cultural competence programmes and integration events
- Engagement with the community, collaboration with local NGOs that provide support to diplaced persons and refugees
- Counselling, mentoring and coaching, career guidance

Addressing the challenges at HEIs – actors to be included

- Student residence centres
- Study and tuition services
- Psychological support services
- Language centres
- Staff and students
- Outreach and social services

GROUP DISCUSSION

TOPIC 5: FOCUS ON NATIONAL PRIORITIES

Presentation:

European trends, policies and practices to support well-being in HE

Presentation by EHEA experts

Mental health challenges in higher education

Global trends

- **A significant share of higher education students worldwide experience mental health challenges.**
  - <u>WHO study*</u>: over a third (35%) of students from 8 countries reported mental health disorders

- **Students' access to mental health services is hindered by**
  - insufficient institutional capacity to provide mental healthcare
  - financial barriers
  - perceptions about mental health.

Source: UNESCO IESALC (2024)

*Other sources: * Auerbach et al. (2018)*

SDG brief - Goal 3
Supporting the mental health
and well-being of higher education students

Mental health disorders in the global context

Most common disorders among university students
(data for U.S. – but similar trends in Europe):

- **Anxiety disorders** (11.9 %)
- **Depression & mood disorders** (7 to 9 %)
- **Suicide risk** (6.7 % suicidal thoughts)
- **Eating disorders (**9.5%)
- **Attention-deficit/hyperactivity disorder (ADHD)** (2 - 8 %)
- **Psychotic disorders** (--)
- **Autism Spectrum Disorders (ASD)** (0.7 and 1.9 %)
- **Substance use & addiction** (e.g. 20.3 % alcohol use disorder)
- **Prescription drug misuse** (5–35 %)

Source: Pedrelli et al. (2015)

College Students: Mental Health Problems and Treatment Considerations

Paola Pedrelli [1], Maren Nyer [2], Albert Yeung [3], Courtney Zulauf [4], Timothy Wilens [5]

▸ Author information   ▸ Article notes   ▸ Copyright and License information

PMCID: PMC4527955 NIHMSID: NIHMS711742 PMID: 25142250

The publisher's version of this article is available at Acad Psychiatry ☑

Abstract

Attending college can be a stressful time for many students. In addition to coping with academic pressure, some students have to deal with the stressful tasks of separation and individuation from their family of origin while some may have to attend to numerous work and family responsibilities. In this context, many college students experience the first onset of mental health and substance use problems or an exacerbation of their symptoms. Given the uniqueness of college students, there is a need to outline critical issues to consider when working with this population. In this commentary, first, the prevalence of psychiatric and substance use problems in college students and the significance of assessing age of onset of current psychopathology are described. Then, the concerning persistent nature of mental health problems among college students and its implications are summarized. Finally, important aspects of treatment to consider when treating college students with mental health problems are outlined, such as the importance of including parents in the treatment, communicating with other providers, and employing of technology to increase adherence. It is concluded that, by becoming familiar with the unique problems characteristic of the development...
better serve...

Keywords: C...

www.iro.hr

Key concepts and definitions

- **Mental health:** "*a state of <u>mental well-being </u>that enables people to <u>cope with the stresses </u>of life, <u>realise their abilities</u>, <u>learn well </u>and <u>work well</u>, and contribute to their community.*"
  <u>Key point</u>: "*Mental health is more than the absence of mental disorders.*"
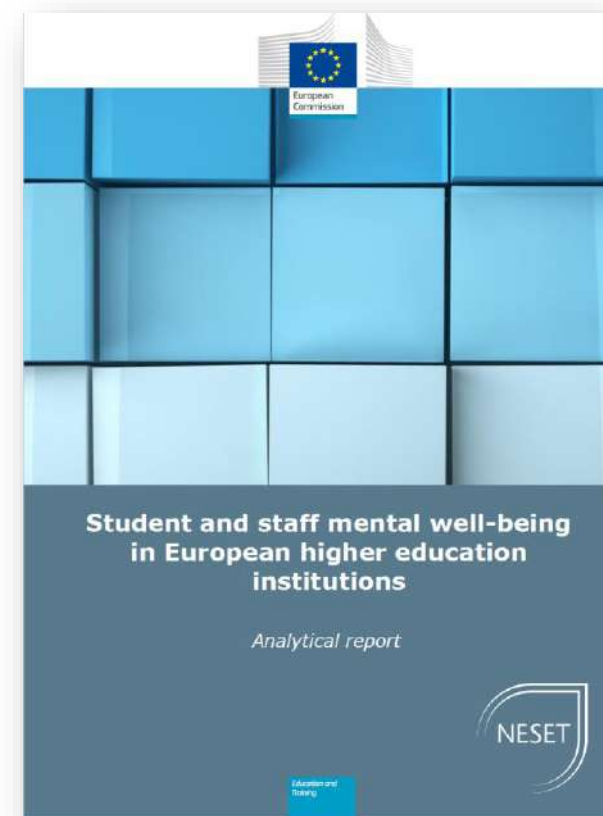
- **Mental well-being:** there is no internationally recognised definition …
  Source: Baldwin et al. (2021)

Key concepts and definitions

- **Mental well-being:** Also no consensus on a single definition, however:

  - Definition 1: *"a multidimensional concept' that is [equated]'with the terms **quality of life, happiness, life satisfaction, and prosperity***"
  (Eger & Maridal, 2015)

  - Definition 2: *"an individual's **ability to fully exercise their cognitive, emotional, physical and social powers**, leading to them flourishing and contributing positively to society"*.
  (Kraut, 2009)

  Source: Riva et al. (2024)

Europe: 40% experience <u>mental health issues</u>; and around half of those experience <u>mental disorders</u>.

Source: Van Hees, Bruffaerts (2022)

Student and staff mental well-being in European higher education institutions

Analytical report

NESET

Factors that lead to challenges

Challenges faced by most students in HE

- Academic load

- Independence and new responsibilities

- New potentially stressful experiences (first time working, in relationships, sharing living space, …)

Additional challenges faced by some students in HE

- Balancing study and work and/or family responsibilities

- Inequalities, discrimination and marginalisation for certain disadvantaged/vulnerable groups
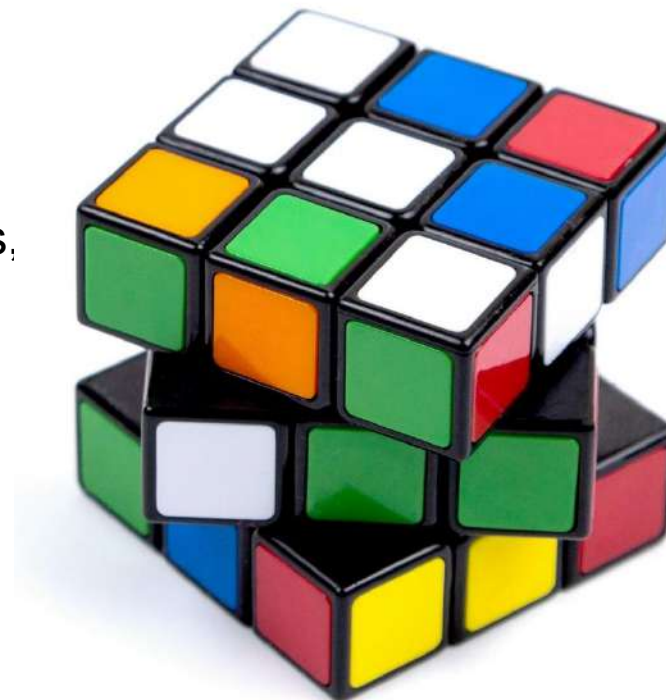
Sources: Pedrelli et al. (2015); Riva et al. (2024)

Photo by Volodymyr Hryshchenko on Unsplash

Obstacles to addressing challenges in HE

- **Institutional policy:** Only 1 in 5 national HE plans address student well-being; insufficient mental healthcare services.

- **Low capacity for mental health services:** barriers include long wait times and limited specialists.

- **Low awareness:** lack of mental health literacy.

- **Reluctance to seek help:** stigma remains high in many cultures.

Source: UNESCO IESALC (2024)

Good practices

KU LEUVEN

The Flemish Community (Belgium) has adopted a sustainable student mental health strategy which takes a **public mental health perspective** as its starting point, addressing both occurrence *and* prevention of mental health problems.

Source: Bruffaerts & Van Hees (2024)

Micro level: a diversified range of interventions

Professional treatment
Proactive treatments
E-health - e-treatment
Risk protocol interventions

~5%

Severe
emotional problems

Low-threshold group sessions
E-health interventions
Individual counselling

~10%

Mild to moderate
emotional problems

Gatekeeping - Screening and early detection
Skills training (incl. e-health)
Peer support

~25%

Some
emotional problems

Mental health literacy -
Promotion connectedness
Needs-based klimaat - ABC of
Psychology (need crafting)

~60%

No
emotional problems

Good practice

Student well-being action plan
2022-2025

Pillar 1: Learn

give students the opportunity to learn more about well-being and inform them about this topic in various ways.

Pillar 2: Focus

give students the opportunity to take action to improve their own well-being through various training and workshops.

Pillar 3: Engage

stimulate an open and inclusive community in the university in which talking about well-being is encouraged.

Pillar 4: Support

encourage students to talk about their mental well-being, health, personal and financial issues.

PILLAR	PROJECT
Learn	Extend online E-health with 3 extra modules
Learn	Caring Universities' mental health monitors
Learn	Organise initiatives close to students
Focus	Warm welcome for first year and international students
Focus	Continuous development of student well-being services
Focus	Increased awareness through Well-being Weeks
Focus	Involvement of staff with student well-being
Engage	Every first-year student has a mentor
Engage	Facilitate social engagement close to students
Support	Availability of online support
Support	Intensify Peer2Peer support

Good practices

Step 1 – University wide, public health preventative approach –
e.g. 6 Ways to Wellbeing, Wellbeing Wednesdays, Sporticipate, Buddy Scheme.

Step 2 - Low intensity interventions –support in Schools and Residences, on-line resources e.g. Togetherall, psychoeducational workshops, Health Assured 24/7 helpline and app.

Step 3 - University provided specialist support services e.g. Counselling and Mental Health Service, Disability Advisory and Support Service, Advice and Response: offering 1-1 advice, guidance, support, specialist interventions, packages of support.

Step 4 – Specialist advice and response to crisis situations or urgent concerns provided by the Counselling & Mental Health Service and Advice & Response: Report and Support, Duty Practitioner, urgent mental health assessment, escalation process.

Step 5 – GM Hub (Greater Manchester University Student Mental Health Service)
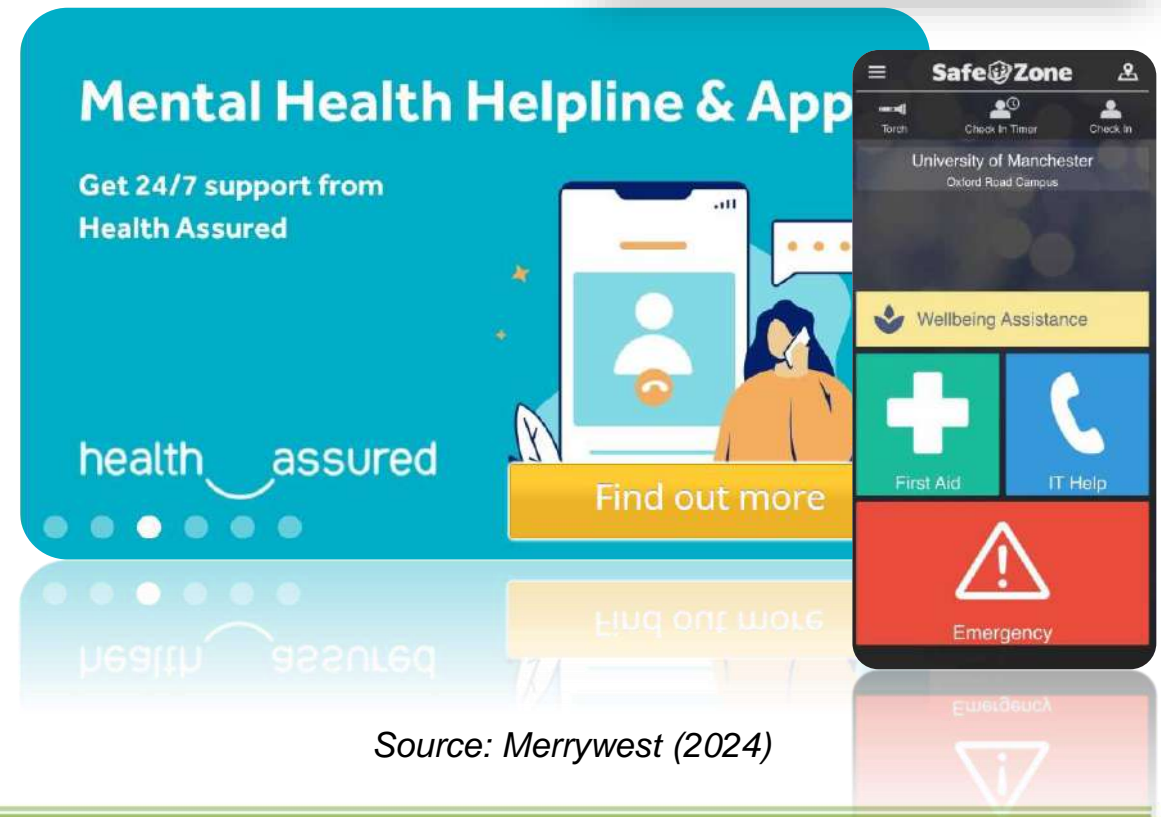
Source: Merrywest (2024)

Institutional policies and measures

1. Launch **awareness-raising campaigns** to combat stigma and promote mental health literacy
2. Promote **faculty training and academic adaptations**
3. Collect and monitor aggregate **data** on student mental health, respecting confidentiality
4. Provide **diversified modalities for mental healthcare**
5. Provide free on-campus **mental health services**
6. Ensure adequate **qualifications** for mental health professionals
7. Establish clear policies for **mental health leave**
8. Consider how **physical infrastructure** affects mental health (adequate studying conditions, green areas, social spaces)

SDG brief - Goal 3
Supporting the mental health and well-being of higher education students

Source: UNESCO IESALC (2024)

Additional perspectives: holistic approaches

In addition to UNESCO IESALC recomemndations, this publication emphasises:

1. **Implement holistic, whole-institution approaches** to well-being and mental health, in partnership with staff and students, with university leaders taking ownership of and accountability for ensuring well-being for all.

2. **Embed well-being throughout curricula, assessment, pedagogy and practice**, with inclusive design becoming the standard.

3. **Well-being of <u>staff</u>:** ensure focus on well-being in **staff recruitment, working conditions and promotion practices**.

Source: Riva et al. (2024)
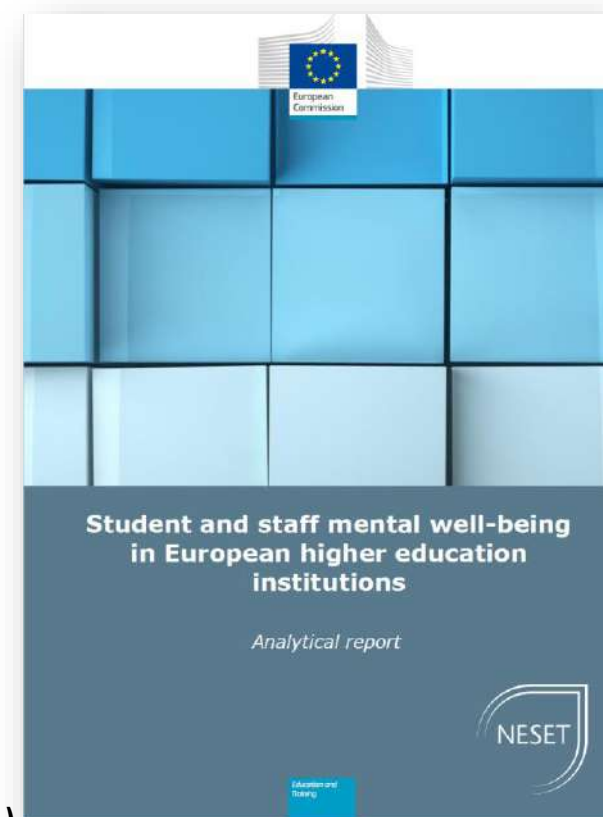
Additional perspectives: wellbeing and retention

1. **Staff-student relationships**: Accessible and approachable staff for guidance and feedback.

2. **Relevant curricular content**: Real-world learning aligned with future aspirations.

3. **Interactive learning & teaching**: Group-based activities and work placements enhance engagement.

4. **Clear assessment & feedback**: Transparent criteria build confidence and reduce dropout risk.

5. **Personal tutoring:** Support from a dedicated staff member for academic and personal growth.

6. **Peer relations & cohort identity**: Friendships and a strong cohort identity foster a positive experience.

7. **Sense of belonging**: Connection to specific university spaces (e.g., department, residence halls).

ISSUES IN HIGHER EDUCATION

Equity Policies in Global Higher Education

Reducing Inequality and Increasing Participation and Attainment

Edited by
Orlanda Tavares · Carla Sá
Cristina Sin · Alberto Amaral

OPEN ACCESS   EDULOG   FCT   palgrave macmillan
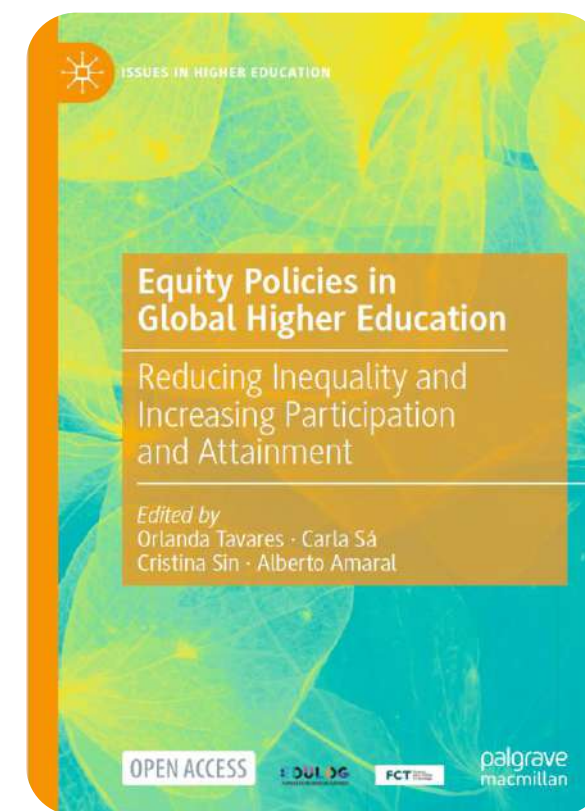
Conclusions

- **Mental health and wellbeing** are closely connected. But they are distinct: you could have good mental health, but low wellbeing in some cases...

- **A holistic approach** is needed to address these issues: **'public health models' rather than 'clinical models'** should be adopted to address mental health challenges.

- Comprehensive solutions should include:

  - **national** policies and campaigns

  - **institutional** structures and practices

  - **individual** support (teaching staff, peers, family, community)

COFFEE BREAK

20 minutes

GROUP DISCUSSION

Well-being in HE: challenges in Albania

Group discussion

Consider whether these types of measures are important and feasible at your institutions

1. **Collect data** on student wellbeing
2. **Institutional action plan** for well-being
3. Student **counselling** office/staff
4. **Staff training** on mental health / well-being
5. **Awareness-raising campaigns** on mental health / well-being
6. **Cooperation with other** public health institutions / NGOs to support mental health / wellbeing

How important is this measure	Already carried out at my university?	If not, how feasible to implement
Very important / Important / Not important	*Yes / Partially / No*	*Feasible / Difficult / Not possible now*

FINAL INSPIRATION

Presentation:

Community engagement for equity and inclusion: building collaborations with local communities to address joint challenges.

Presentation by EHEA experts

Monitoring of the Principles for the social dimension

Principle 9: Higher education institutions should ensure that **community engagement** in higher education **promotes diversity, equity and inclusion.**

- **Public authority financial support** to community engagement activities focused on equity and inclusion.
- **Other public authority support** to community engagement activities focused on equity and inclusion.
- **External quality assurance agencies** required to evaluate community engagement activities.

Score: 27 out of possible 152 points or **18%**
(HE systems implement 18% of the interventions to meet the commitments)

European Commission/EACEA/Eurydice. (2022). Towards equity and inclusion in higher education in Europe. Eurydice report. Luxembourg: Publications Office of the European Union.
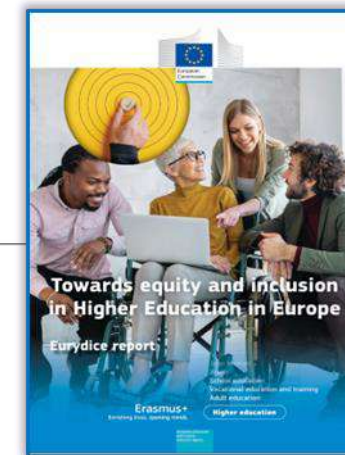
Figure 9.3: Scoreboard indicator 9: Public authority support to higher education institutional community engagement, 2020/2021

Scoreboard indicator categories:
- 4 points
- 2 points
- 1 point
- 0 points

Source: Eurydice.

The European
Higher Education Area
in 2024
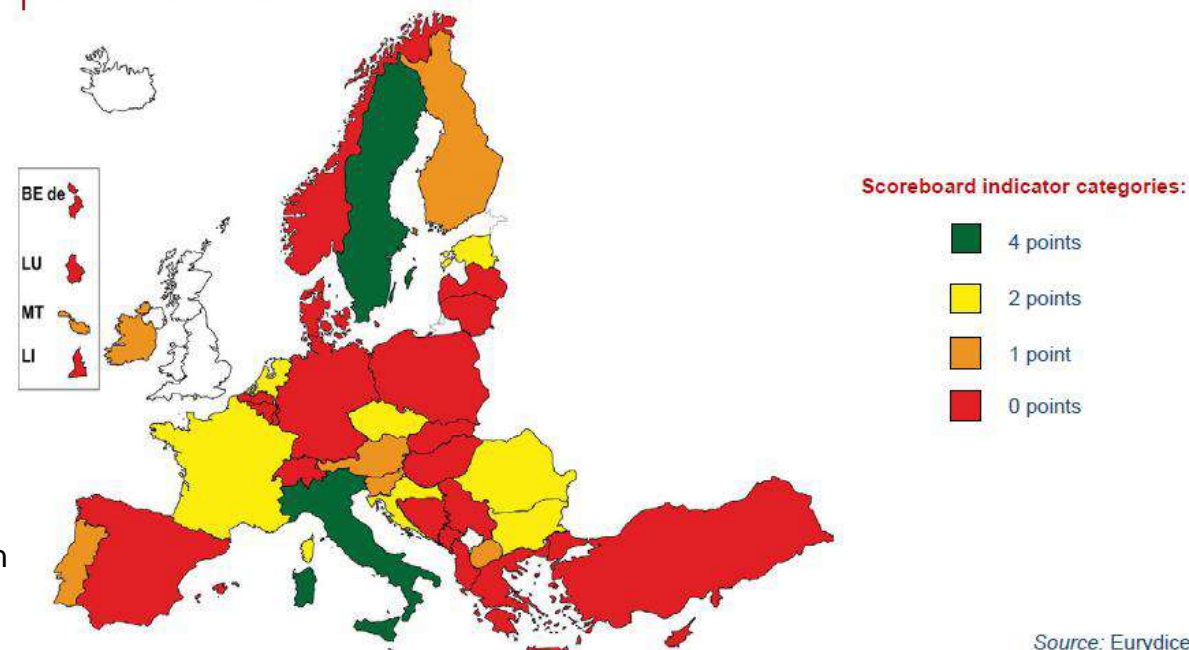
Bologna Process
Implementation Report

Figure 4.17: Top-level funding of higher education institutions (HEIs) for community engagement activities, 2022/2023
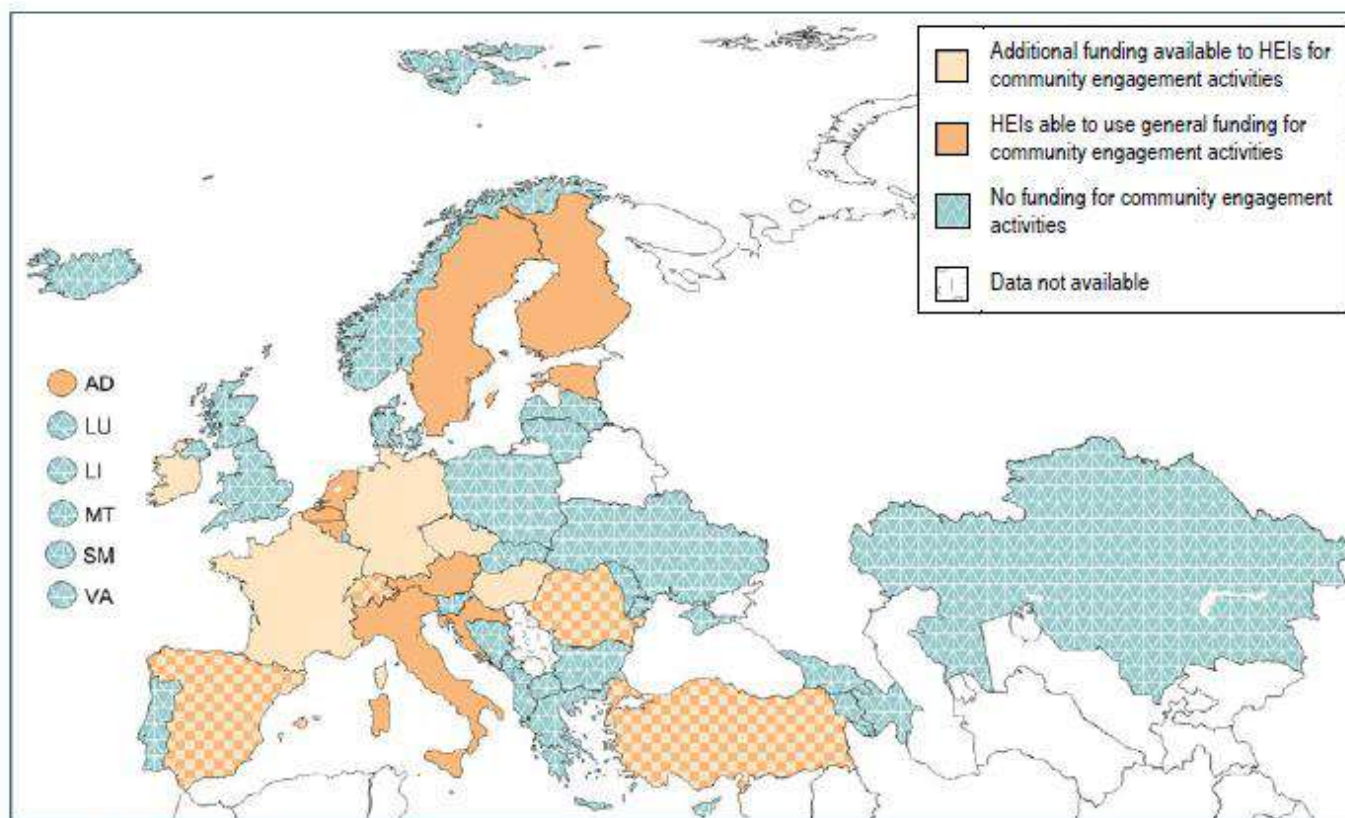
Source: BFUG data collection.

Principle 9:

"Higher education institutions should ensure that **community engagement** in higher education **promotes diversity, equity and inclusion**."

European Commission/EACEA/Eurydice [EC]. (2024). The EHEA in 2024: Bologna Process Implementation Report. Luxembourg: Publications Office of the European Union.

www.iro.hr

Community Engagement in Higher Education: Definition

DEFINING COMMUNITY ENGAGEMENT

Community engagement is about how universities address societal needs in partnership with their external communities

- Engagement: process whereby universities engage with community stakeholders to undertake joint activities that can be mutually beneficial (even if each side benefits in a different way).

- Community: refers to a broad range of external university stakeholders - social enterprises, cultural organizations, schools, hospitals, local governments, NGOs (with fewer resources) + government, businesses.

- Societal needs: political, economic, cultural, social, technological and environmental factors that can influence quality of life in society.

HOW TO DEVELOP SYSTEMATICALY COMMUNITY ENGAGEMENT IN HIGHER EDUCATION?

- Allow universities to **identify community engagement activities**

- Help them **understand how they perform** (by demonstrating the value and mutual benefits generated by such activities)

- Assist them in **eventual improvement**
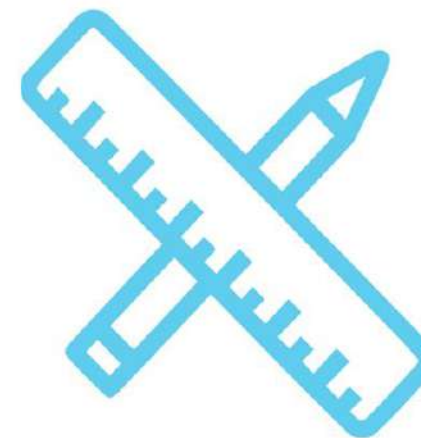
Could a tool for **measuring community engagement** at higher education institutions help?

HOW TO MEASURE COMMUNITY ENGAGEMENT?

- There is **no 'one-size-fits-all'** approach to community engagement – it is always context-specific

- Community engagement is notoriously **difficult to measure quantitatively**
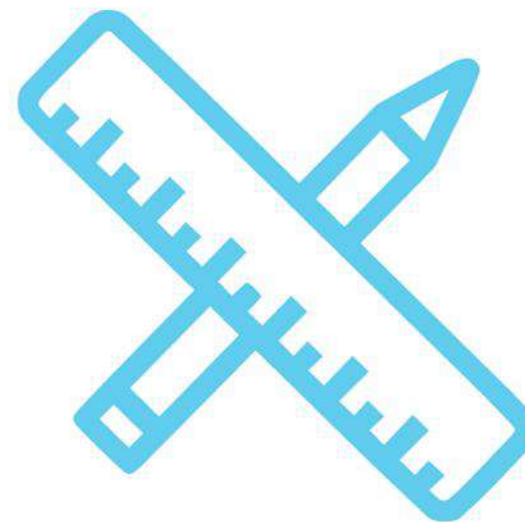
AN ALTERNATIVE APPROACH TO 'MEASURING' ENGAGEMENT

- **Qualitative:** no metrics
- **Multifaceted and context-specific:** no comparison or ranking
- **Participative:** no desk-based checklists
- **Innovative:** inspired by, but going beyond, existing tools

COMMUNITY ENGAGEMENT.EU

Toolbox

An Institutional Self-Reflection Framework for Community Engagement in Higher Education

www.community-engagement.eu

COMMUNITY ENGAGEMENT TOOLBOX PURPOSE

- To serve as a **reference tool** for **universities, communities and policymakers** to better understand the dimensions of community engagement in higher education

- To serve as a **practical tool for universities** to determine how well they perform, as well as where they can improve
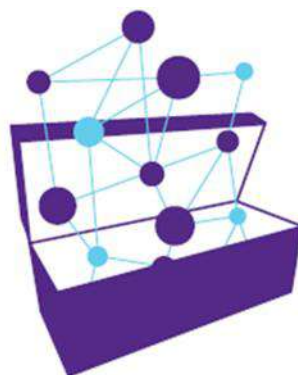
COMMUNITY
ENGAGEMENT.EU
Toolbox

An Institutional Self-Reflection Framework
for Community Engagement in Higher Education

Institute for the Development of Education
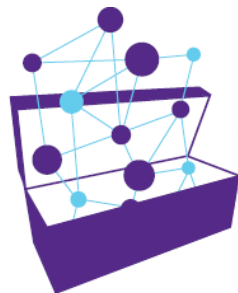
COMMUNITY ENGAGEMENT.EU

Toolbox

An Institutional Self-Reflection Framework
for Community Engagement in Higher Education

TOOL 1
DIMENSIONS OF ENGAGEMENT

TOOL 2
LEVELS OF ENGAGEMENT

TOOL 3
INSTITUTIONAL COMMUNITY-ENGAGEMENT HEATMAP

TOOL 4
SLIPDOT ANALYSIS

STAGE 1: QUICK SCAN
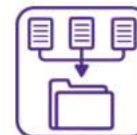
STAGE 2: EVIDENCE COLLECTION

STAGE 3: MAPPING REPORT

STAGE 4: PARTICIPATIVE DIALOGUE

STAGE 5: INSTITUTIONAL REPORT

www.iro.hr

TOOL 1

DIMENSIONS OF ENGAGEMENT

Classification of community engagement activities

VII. Supportive peers

VI. Management (policies and support structures)

V. Management (partnerships and openness)

IV. Students

III. Service and knowledge exchange

II. Research

I. Teaching and learning
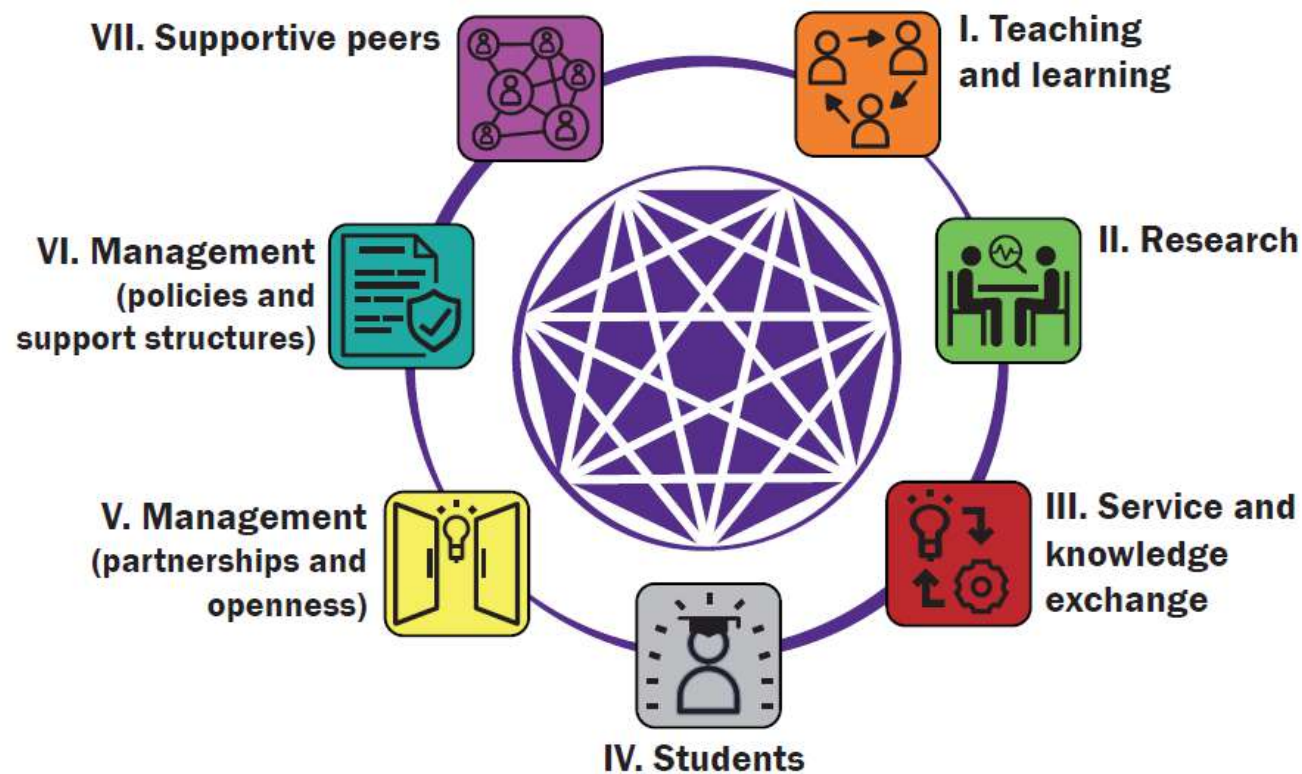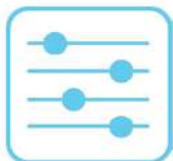
TOOL 2

LEVELS OF ENGAGEMENT

Each sub-dimension has different levels – indicating the level of authenticity of community engagement (from beginner to advanced)

Example:

Community-based learning is included in relevant study programmes at the university and...	
Level 1	... benefits students to develop their knowledge and skills, although there is little evidence yet of their outcomes for the community.
Level 2	
Level 3	... has demonstrated benefits for students and supports community partners in addressing a short-term problem or need.
Level 4	
Level 5	... builds capacities of community partners and bring equal benefits to the students, teaching staff and university as a whole.

Synthesising results of entire process by indicating how developed is each dimension of community engagement according to 5 criteria – colour coded matrix to synthesise findings:

1. Authenticity of engagement

2. Range of societal needs addressed

3. Diversity of communities engaged with

4. Extent of institutional spread of community engagement

5. Institutional sustainability of community engagement

Heatmap colour legend:

Highest level

Lowest level
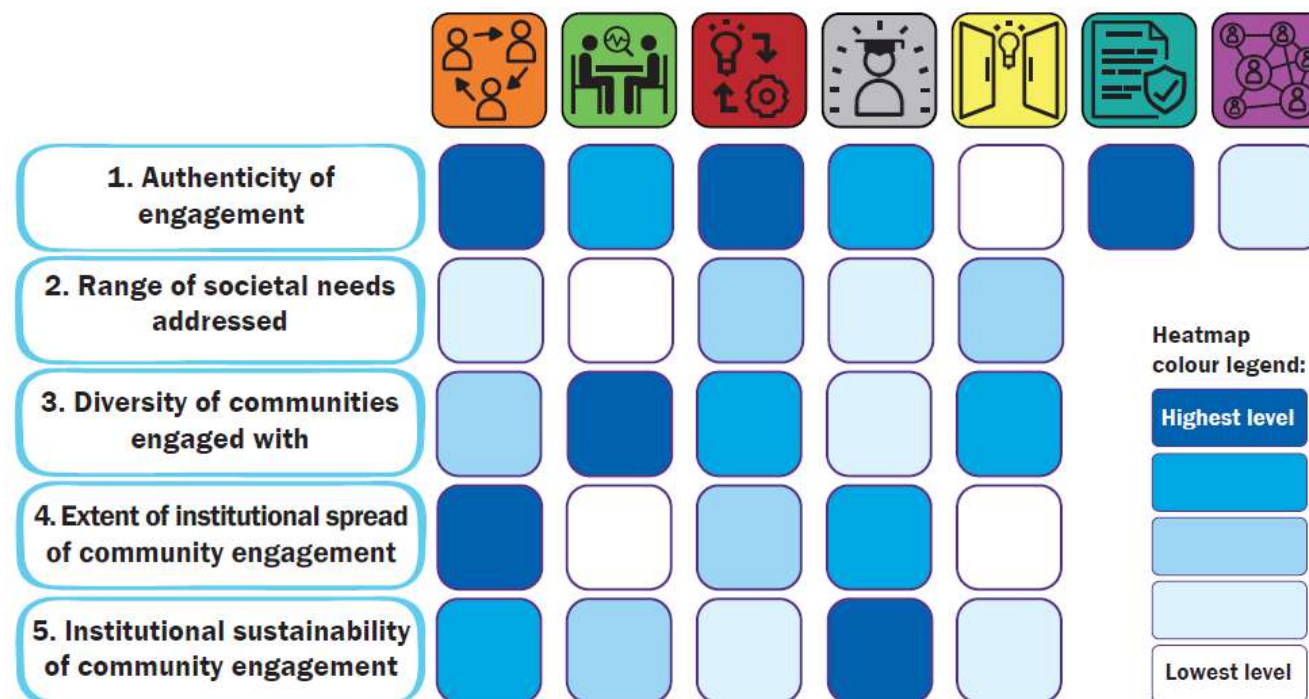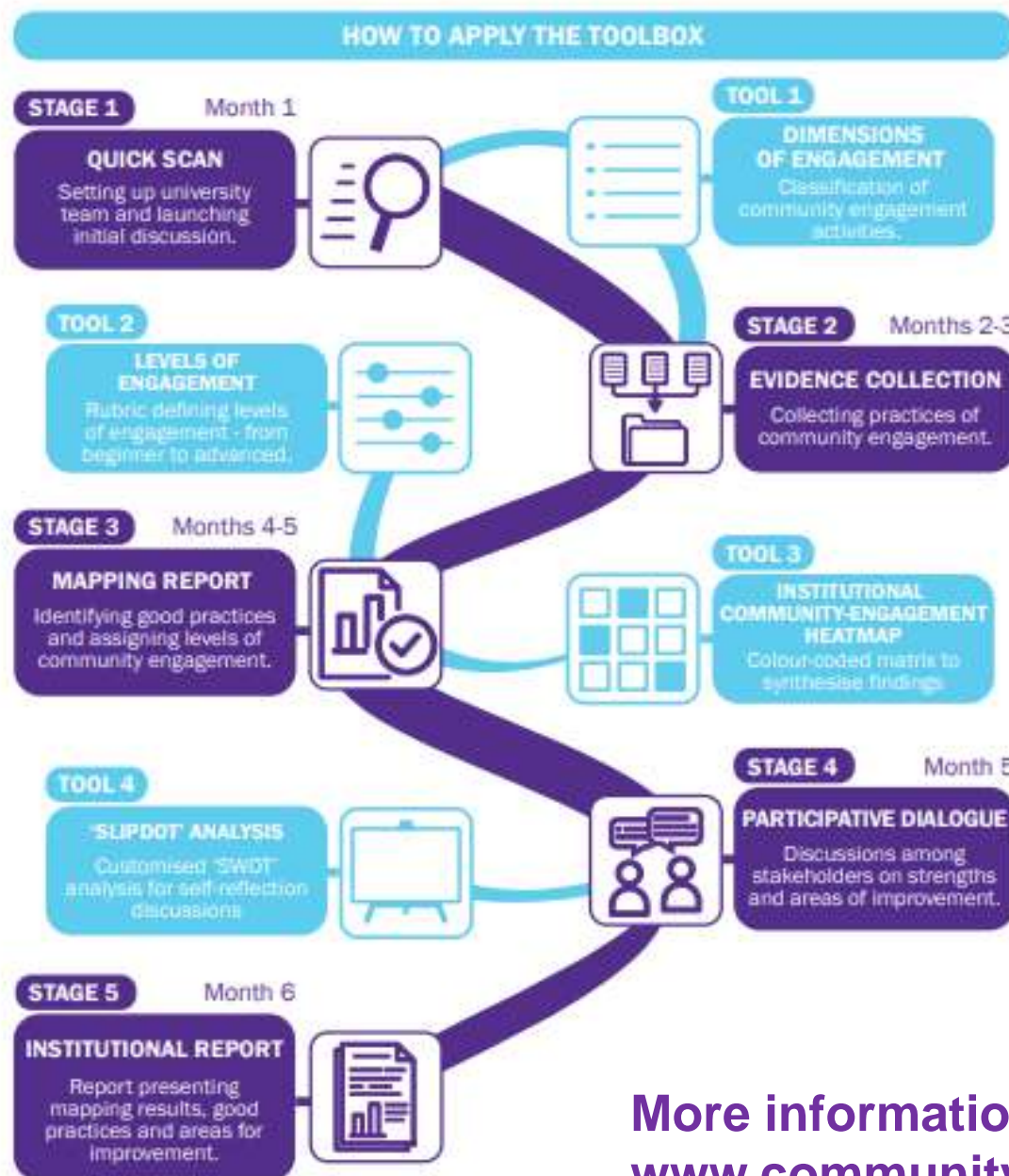
More information at www.community-engagement.eu

TOOLBOX PILOTING RESULTS

- Piloted at more that 30 universities worldwide
- Involved **more than 300 practitioners** and **experts**
- Results:
  - ✓ **comprehensive**
  - ✓ **context-specific**
  - ✓ **empowering** for participants
  - ✓ **uncovered** wealth of engagement activities
  - ✓ offered **insights** about potential **for improvement**
  - ✓ supported by **management**

Conclusion for community engagement

FOSTERING COMMUNITY ENGAGEMENT BY USING THE TOOLBOX

- **Raises the visibility** of the value the university brings to communities (& vice-versa)
- **Supports intrinsic motivation** of community-engaged staff, students and partners
- Supports **community-engaged learning and teaching**

HOW CAN POLICY BEST SUPPORT COMMUNITY ENGAGEMENT?

1. Funding agreements
2. External quality assurance with accreditation
3. External quality assurance without accreditation
4. Ranking
5. Awards
6. Quality labels
7. Benchmarking
8. Institutional reviews
9. Self-assessment

Proposed approach

focus on **building capacities of higher education institutions for engagement** and on facilitating a learning journey, rather than on compliance or competition

TOP-DOWN APPROACH: RECOMMENDATIONS

1. Allow to recognize community engagement as one of the **criteria for promotion and career progression** and as a part of the **designated workload** of either teaching or research.

2. **Learning tools:** organize programs for building capacity (e.g. targeted professional training on community engagement, expert advice) and peer learning (among practitioners).

3. Initiate a national or regional **award for deserving individuals** at higher education institutions and among community stakeholders for community engagement.

BOTTOM-UP APPROACH: RECOMMENDATIONS

1. **Build a network or alliance** of national, regional or global higher education institutions committed to community engagement

2. **Connect with existing national and international networks** and ensure discussions on community engagement within networks

3. Join European **Platform for Community Engagement** in Higher Education

COMMUNITY ENGAGEMENT.EU

The platform allows users to:

Explore how universities engage
With their communities, through institutional profiles or though featured practices.

Apply the 'TEFCE Toolbox'
A self-reflection framework for community engagement in higher education, and begin an action-planning process at their institutions.

Join our network
Follow our events and connect with our experts for support and future collaboration.

Reports & Resources
Explore reports, resources and other networks to further support community engagement.

DAY 2 WRAP-UP

Day 2: Focus on national priorities

○ TOPIC 5

- **Refugees and equity and inclusion:** challenges in Albania and European trends, policies and practices
- **Well-being in HE:** challenges in Albania and European trends, policies and practices

○ **Final inspiration** - community engagement for equity and inclusion: building collaborations with local communities to address joint challenges.

Workshop: expected outcomes

- **Increased awareness** of the importance of ensuring equity and inclusion in higher education and to identify existing challenges in the Albanian and European Higher Education Area (EHEA) context

- **In-depth understanding** of existing EHEA policies, frameworks and good practices that can support equity and inclusion in higher education

- **Foundation for designing a roadmap** to address key equity and inclusion priorities in Albanian higher education

Thank you for your attention!

Institute for the Development of Education, Croatia:

Nino S. Schmidt

- nscukanec@iro.hr

Ana Skledar Matijević

- askledar@iro.hr

Web sites:

- Institute for the Development of Education: www.iro.hr

- European Higher Education Area – social dimension: https://ehea.info/page-social-dimension