



Access, Equity, Diversity and Inclusion

RUMI for Inclusive Education

Promote access, equity, diversity, inclusion

= Widening participation (base)

≠ Increasing participation (numbers)

Ensuring equal opportunities ≠ Equity

Equity = Fairness

Access and Inclusion

The problem of access, inclusion (and retention) remains:

In Europe:

- in spite of its affluence**

In Africa:

- because of its poverty**

Under-represented Groups in Europe

The 4 dominant groups:

- **Low socio-economic backgrounds**
- **Ethnic minorities**
- **Mature students**
- **Disability**

Under-represented groups in Africa

The 4 dominant groups:

- **Low socio-economic backgrounds**
- **Geographical regions**
- **Female**
- **Disability**

RUMI Target Groups

- **Students with special (specific) needs**
- **International students (geographical)**
- **(Low) Socio-economic backgrounds**
- **Gender**

Important Concepts

- **Locally Defined Minorities (LDM)**
- **Minimum Quality Threshold (MQT)**
- **Inclusive Excellence (IE)**

These three concepts are being used in the FP7 SiS Catalyst: Children as Change Agents project for institutions to identify their local minority groups, measure the quality of their diversity & inclusion policy; and to ensure excellence can be inclusive

The Challenges

- **How to expand access while maintaining quality and excellence?**
- **How to widen access in times of financial hardship?**
- **How to prepare students fit to serve society?**

Influencing Policy

Arguments for widening participation:

The economic case: drives prosperity

(The OECD perspective)

The social case: enhances social cohesion

(The UNESCO perspective)

The individual case: enriches live

(The personal development perspective)

The Mechanisms for Equity

- **Individual capacity** – skills, knowledge, motivation of those involved in carrying out the process
- **Organisational capacity** – institution's capacity to contribute to the process in an organised way
- **Institutional capacity** – national regulations and institutional process of policy setting & evaluation, incentives, etc.

Incentives and Support are necessary to:
enable and **motivate** staff effectively

UNESCO Education for All

**Education is a basic human right, and yet:
72m children in the world are out of school
and an estimated 759m adults remain
illiterate, 2/3 of whom are women.**



From Cradle to Grave



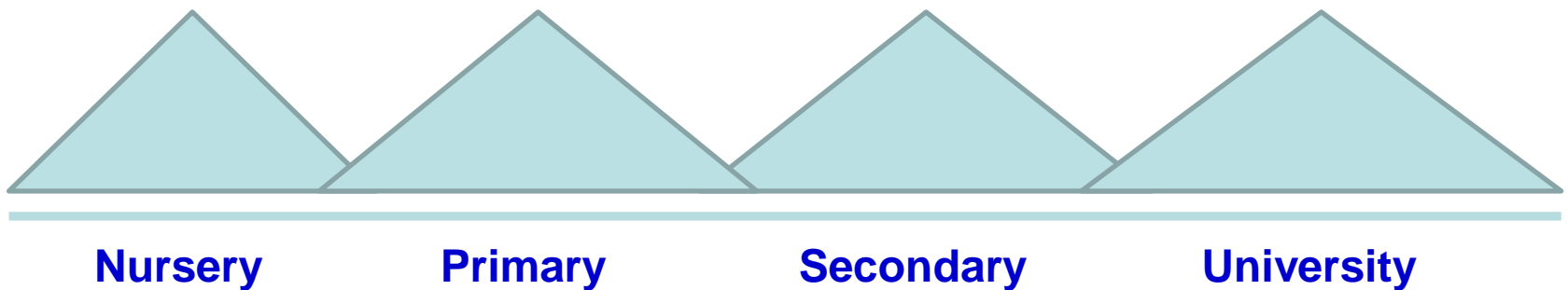
Introducing: The concept of Lifelong Learning

“All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective.”

(The European Commission’s definition of Lifelong Learning)

Education as a Continuum

- Need to recognise that for many, disadvantage starts early**
- Need to be aware of early stages of education deficiency**
- Need to work with schools to improve academic performance**
- Need to identify and fix the problems before entering university**
- Need to treat the education landscape as a continuum**
- Need to ensure that the education pipeline has no leakage**



Four Steps to Personal Capacity Building

Children's University/Junior Academy

- **Sowing the seeds – start young**
- **Aspiration and confidence building**
- **Raising awareness – building cultural capacity**
- **Personal development – building decision making capacity**

(The showing of the animation video produced by EUCU.NET illustrated what a 'Children's University' is)

***“We cannot always build the future for
our youth, but we can build our youth for
the future”***

(Franklin D. Roosevelt, 1882-1945)



Thank you for your attention!

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