

ASEF Capacity Building Workshop

Equitable Access and Success in Higher Education

15 November – 17 December 2021

PARTICIPANTS ACTION PLANS



Organised by



In Collaboration with:



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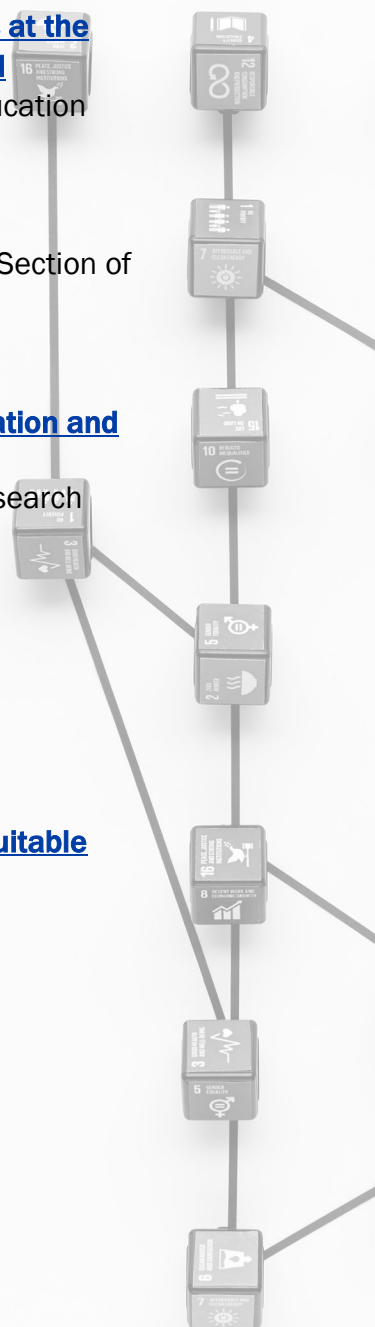
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INTRODUCTION

Background

The ASEF Capacity Building Workshop on Equitable Access and Success in Higher Education took place online, between 14 November–12 December 2021. The project is part of ASEF's continuous efforts to promote inclusion, equity and diversity in higher education in Asia and Europe. The project is also considered as a spin-off activity of the recent 8th ASEF Regional Conference on Higher Education (ARC8) that took place on 10 September 2021.

The workshop series was building on the findings of the ARC8 Outlook Report 2030: Inclusive and Diverse Higher Education in Asia and Europe, which provided a set of recommendations to policymakers, and a set of recommendations to higher education leaders to improve equity in their international activities. This workshop series served as a forum for practitioners to further explore the usefulness and feasibility of these recommendations and design actions to implement them at their home institutions.

About the Workshop Series

The focus of the capacity building workshops was the advancement of equitable access and success in higher education institutions. The workshop helped participants designing tailored action plans to address equity challenges at their universities, including:

- Widening access and admission for underrepresented groups
- Designing equity initiatives in teaching, policies and student services
- Ensuring successful completion of studies, preventing drop-out - Increasing student success and feeling of belonging

Learn more about the workshop design and outcome on [this webpage](#).

Participants of the Workshop

The workshop had 34 participants from [20 ASEM countries](#). Participants were higher

education managers who demonstrated exceptional dedication and motivation to promote equitable access and success in their home universities.

Learn more about the participants' profiles [here](#).

Action Plans Developed

Throughout the project, participants developed their action plans to advance inclusion in their work. Each week, speakers, experts and facilitators shared best practices specifically related to one segment of the future action plan:

- Week 1 | Target Group and Value Proposition
- Week 2 | Activities and Resources
- Week 3 | Stakeholders
- Week 4 | Measuring Outcomes and Impact

On Week 5, participants have pitched their individual action plans that they intend to implement in their home institutions to advance equity. **You can read the summary of these action plans in this booklet.**

We hope that they will be a source of inspiration for your work. In case you are interested in reaching out to any of the authors, do not hesitate to inquire at E: arc@asef.org and request the contact details of our participants.

Disclaimer

Please note that the action plans were designed by participants specifically to address challenges in their work environment. They are just the first step on the road to significant change and their progress of implementation depends on several factors.

The views and opinions expressed in the action plans are the sole responsibility of the authors and do not necessarily reflect the views of the Asia-Europe Foundation (ASEF).

Micro-credential Course

Practising Inclusion: Working and Teaching for Social Justice



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Australia

Introduction

The Australian higher education sector is becoming increasingly diverse across both student and staff cohorts. This diversification is rapidly changing the job expectations and requirements for both professional and academic staff at every level of the organisation. Equity and inclusion are concepts at the forefront of this change. But, questions arise, such what do these words mean for you in your own contexts? How can you adopt evidence-based inclusive practice in your role to positively influence the people and environments around you? The Action Plan aims to develop and offer a short course that answers these questions across a breadth of concepts and a depth of topic areas

Summary of the Action Plan

The short course will be delivered by skilled facilitators and content-area experts, good practice teaching and assessment approaches have been designed to engage your unique experiences and contextual examples to support your learning. The short course allows you to flexibly design your own learning pathway to suit your own interests and needs. Upon completion of course requirements, you will be recognised as a nationally accredited practitioner of inclusive practice in higher education.

This subject introduces inclusive practices in Higher Education in Australia. It focuses on concepts and principles of diversity and inclusion for social justice in various domains of Higher Education. It is designed to educate higher education academics and professionals about how to make inclusion core to their practices.

Participants will learn about institutional approaches to inclusion considering various groups and identifications and explore underlying structural reasons for exclusion and discrimination. Practitioners will reflect on their own practice, and understand how to integrate principles of inclusion and take action to ensure greater inclusion and wider participation of students and staff across various forms of difference.

The overall objectives are for learners to:

- Gain a deeper understanding and being able to confidently engage with concepts of inclusion, equity, and diversity in higher education to develop skills and practical strategies for the equitable inclusion of diversity within their own contexts both within and outside of higher education.
- Apply reflexivity as a foundation for your own ongoing personal and professional development as an inclusive practitioner in higher education.
- Connect, share, and support others in developing inclusive practices through a network and community of peers and allies.

Open Society University Network Inclusive Student Mobility Programme



Ms Ruth Verweijen
Graduate Mobility Program
Officer

Central European University

Austria

Introduction

The Open Society University Network (OSUN) is a global partnership of educational institutions that integrates learning and the advancement of knowledge across geographic and demographic boundaries, promotes civic engagement on behalf of open societies, and expands access to higher education for underserved communities.

Summary of the Action Plan

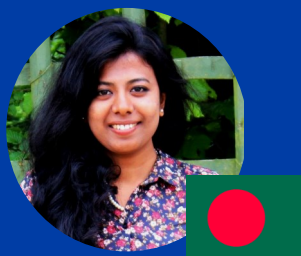
The proposed OSUN Student Mobility Program aims to make international mobility accessible to all students within the network with a focus on underrepresented students from the OSUN network who face barriers to higher education, and especially to international education opportunities due to socio-economic status, academic preparation, or cultural expectations.

The plan on establishing an annual system of calls for mobilities that is shared with all relevant stakeholders within the network, i.e. administrators, faculty members and students. One of the key challenges is tailoring the scholarship program in a way so that it allows for as many high-quality mobility experiences as possible for those who could not otherwise partake in such an experience. The intention is to award about 30 full or partial needs-based scholarships for all eligible (good academic standing, carefully laid out study or research plan) students per year.

The proposed solution to this challenge is close cooperation with the partners within the network to help establish individual need based on financial aid a candidate might receive at their home institution. Close collaboration with relevant stakeholders will take place in the Student Mobility Steering Committee which will also appoint a scholarship-recipient selection committee that represents member institutions from across the network and allows everyone an equal presence in the decision-making body.

Throughout the process all participating OSUN institutions will be participating in the governance project.

Fostering College Students' Aspiration and Preparation for Admission Test during Post- secondary Transition to Universities



Ms Nowreen Yasmin
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Technology University

Bangladesh

Introduction

There are challenges of inclusion and equity both at institutional level and at the individual level Noakhali Science and Technology university (NSTU). A number of challenges have been identified regarding equity and access. The first challenge is about the implementation of the existing inclusion policy and how this policy can be modified to accommodate more students from the marginalized group. Secondly, the students of the lower socioeconomic background in the rural areas of Bangladesh lag behind their counterpart in terms of their exposure to knowledge about admission process, availability of resources to prepare for admission process and many more.

This university can play a vital role to increase the equitable access status of higher education (HE) sector in Bangladesh by improving the access status of the people of remote areas of this southern region. Noakhali Science and Technology University is situated in a district in south-western region of Bangladesh with some islands nearby.

Summary of the Action Plan

The objective of this plan at the district level is to increase the enrolment of local students in universities within the vicinity. NSTU has been implementing one common inclusion policy particularly targeting students from different ethnic groups and students with freedom fighter parents. However, a number of enrolled students from the geographically isolated islands close to NSTU merely represent their community. In other words, the existing policy could not increase the enrollment of the students with lower socioeconomic background from those islands as it was expected.

Secondly, there is no policy for the students from lower socioeconomic background of rural areas or for geographically excluded areas (e.g., Hatiya island) nearby this university. In an ideal situation, this university should create more opportunities for the prospective students of this remote island regardless their background and geographical location. Therefore, the following action plan is proposed to reduce the challenges of the aspiring female students during admission process and increase their opportunity to get enrolled in public universities.

Thus, the goal of this action plan is to ensure equal opportunity for everyone participating in university admission processes with equal access to admission information and preparation facilities.

The specific objectives of this plan includes equipping those students with knowledge and skills useful for acquire information related, particularly information on admission processes in different public universities of Bangladesh.

Additionally, the plan aims to provide guidance to students in selecting Majors and Universities and help students in planning and preparing for the admission test. Lastly, the plan aims to increase the number of prospective applicants from the target group

Stakeholders and partners in this plan include local Non-Governmental Organisations working on education, college teachers, and prospective female students and their parents.

The outcomes and impact of this plan includes:

- Increase the knowledge and skill of the students in terms of managing university admission process and being strategic to

prepare for the admission test

- Enhance their aspiration, motivation and confidence for the admission process irrespective of their social, demographical and geographical challenges
- Increase in the number of successful applications by those students in comparison to previous years
- Increase in the enrollment rate of the equity group after completion of six months mentorship program

The project will be implemented in one college of that island and 100 female students will be

Objectives	Tasks	Success Criteria	Time Frame	Resources
Equip those students with knowledge and skills to obtain information related to admission process in different public universities of Bangladesh	Provide guidance for major and university selection, Help them in planning to prepare for admission test	Increase in their knowledge and understanding about the university admission process, Individual planning for each for admission based on their previous academic results and interest	Total six sessions starting from five months before admission test in public university	One session per month by the mentors (undergraduate students) to the mentee (grade XII students who aspire to join public university)
Enhance their aspiration and motivation level for HE participation	Ensure their participation and discussion in advocacy session	Completion of advocacy session by the target group and documentation of their plan for admission by each participant	Advocacy component in each of the six sessions and guide them to plan for admission test	Modules will be used for the session and the mentors will guide the mentee with other materials available online
Increase the number of university applicants among the equity group in comparison to previous year	Train them with necessary information and resources for completing the application for admission test	Increase the rate of successful application by the target group to the prospective universities	Application guidance during the sessions by the mentor and one to one guidance for each application	Guideline, necessary document preparations and application fees and schedule of application deadlines
Increase in the enrollment rate of those students in public universities	Monitor their progress from the admission preparation to enrollment	50% increase in enrollment rate after completion of one mentorship cycle	six months of mentorship program	Documents from university admission committee, College administration

Figure: Brief of the action plan by objectives, success criteria and timeframe

Equitable Access and Success of Disabled Students in UCTC



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Technology Chittagong

Bangladesh

Introduction

Bangladesh is one of the emerging economies in South Asia with a population of 160 million. There are an estimated 16 million people with disabilities in Bangladesh, or 10% of the country's population according to the Bangladesh Bureau of Statistics (BBS). The primary school enrolment rate in Bangladesh is 97 per cent while only 11 per cent of children with disabilities received any form of education.

Most initiatives for children with disabilities are specialized and separate rather than addressed within mainstream programs and services (Unicef). There is a total of 158 universities in Bangladesh. The number of Public universities is 50, and the number of private universities is 108. The total number of students in higher education is approximately 4.5 million. However, the number of students with disability in higher educational institutions is still meagre. For example, according to the latest Physically-challenged Development Foundation (PDF) statistics, the top five public universities in Bangladesh have the following number of disabled students.

It is very difficult to find reliable data on the number of disabled students in higher education in Bangladesh. The situation is even dire in private universities, and they don't maintain any separate statistics on the number of disabled students. Against this backdrop, the action plan was developed for equitable access and success of disabled students at the University of Creative Technology Chittagong (UCTC). UCTC is a new generation private university that started its academic journey in 2017 and currently there are 2000 students enrolled in various undergraduate and graduate programs.

Summary of the Action Plan

The target group of this plan is disabled students. There are 12 types of disability defined in the Persons with Disabilities Rights and Protection Act (2013). The objective of this plan is to increase enrollment of disabled students by 20% in the next five years:

- to establish disability-friendly campus
- to increase the retention rate of disabled students
- to ensure successful job placement after graduation

The people involved in this plan are university administrators, staff, faculty, alumni, local and international donors/funding agencies, and industry leaders. Resources needed are human and financial resources.

The information this plan seeks to find is on the socio-economic,

family, disability issue, career expectations, and positive impact on the target community.

The activities in this action plan include orientation, pathway program, seminars and symposiums, job/career fair, internship placement, and industry collaboration. And social media channels will be used, such as Facebook, YouTube etc., youth organization forums for disabled students, and various print and online media.

Stakeholders:

- Internal: Administrator, staff, faculty, student union, student affairs/welfare
- External: community leaders, industry

players, local governments, philanthropists, social workers, donor agencies, an international charity, and alumni

Performance measurement:

- Number of disabled students enrolled in various programs
- Number of students who successfully graduated from various programs
- Number of disabled students get employed/started new venture after graduation
- Individual success stories

Building a community of support for student teachers: An action plan for providing equity through the institution



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Assistant Professor

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Institute of Education,
Universiti Brunei Darussalam

Brunei Darussalam

Introduction

The impetus of the plan to build a community of support for student teachers came about when schools closed during the second wave of the COVID-19 pandemic in Brunei Darussalam. There was an immediate shift from formal, consistent in-person engagement with teachers to highly individualized learning via online and other remote learning options. With the at-home learning mode in place, teachers needed to very quickly adapt to different ways of reaching out to their learners and keeping them engaged in learning. This was especially challenging for pre-service teachers, given their very limited teaching experiences and rapport with their learners. What became evident was the immense amount of support needed by the pre-service teachers, both for themselves and for their learners, during school placement.

Summary of the Action Plan

The aim of the present proposed project is twofold:

- to provide a community of support for pre-service teachers; and
- to provide relevant learning support for the secondary school students through their teachers.

To this end, the project intends to create a platform for pre-service teachers to build a community where there is a safe space for emotional support and for learning. Within this community, they get to share and discuss their experiences, knowledge and reflections, not only with their peers, but also with invited alumni and senior student teachers. This is, however, not sufficient.

Pre-service teachers also need help in terms of providing relevant learning resources for their learners at the secondary school level, particularly those who do not have access or have limited access to online learning. Even for those learners who are able to attend online classes, they require appropriate learning support that matches their needs (e.g., different language proficiency levels).

To address this, the proposed project aims to conduct a needs analysis and build a platform specifically for student teachers to share relevant resources that cater for: (i) both synchronous and asynchronous learning; and (ii) various groups of secondary school students (e.g., different proficiency levels). In this way, the project intends to provide equitable access to quality educational support to school students through the higher education institution.

The key stakeholders of this project include:

- the faculty of education management team and academic staff;
- alumni (experienced teachers);
- senior student teachers; and
- the university.

There are three possible impacts of this project:

- improved teaching performance of pre-service teachers;
- improved learning performance of learners at school; and
- building a healthy ongoing community of support and learning.

One way to measure the impact of this proposed project is to examine the teaching performance of the pre-service teachers.

Quantitative analyses of students' learning performance at school can also provide an indication of the impact of the project.

Another metric for the impact of this proposed project is the participation rate of the pre-service teachers in the community of support and learning. At the same time, participants can be interviewed to determine their views on the quality of participation and the impact of the project on their teaching.

An Action Plan to Build an Inclusive International Branch Campus in China



Mr Hongqing Yang
Director of Student Affairs

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China

Introduction

International Branch Campus (IBC) is one form of internationalisation of higher education. China is one of the largest host countries of IBCs. Previous research has revealed that IBCs in China favour socioeconomically advantaged students. The tuition fees of IBCs are over ten times those of Chinese public higher education institutions (HEIs). Therefore, family income becomes a stronger and direct factor on the access of IBCs. Chinese middle- and upper-class utilise their capitals to obtain study opportunities on IBCs. Given Chinese HEIs have to admit students based on their *gaokao* (China's National College Entrance Examination) scores, equitable access is mainly dominated by national policies, while HEIs can contribute to the equitable success of current students.

Wenzhou-Kean University is an IBC of Kean University of the United States. It has over 3,500 students and about 150 faculty from about 35 countries. The tuition fee is 65,000 RMB per year, which is over ten times those of public HEIs. Therefore, most current students are from middle- and high-income families. The students from lower-income families are minority on campus. They are excluded from some events and activities, which require higher costs. For example, international volunteer activities, international conference, etc.

Summary of the Action Plan

In order to tackle the challenges faced by the current students, an action plan is designed to promote inclusion on campus. Firstly, professional development workshops regarding equity will be delivered to students, faculty, and staff to gain awareness of equity and further guide their behaviours and activities on campus. Secondly, a grant will be launched to support students to participate in activities and events that have high costs.

The action plan aims to promote inclusion on campus through educational programmes and allocation of resources. Firstly, through this action plan, all students should be aware of inclusion when they organize student activities and interact with students. Secondly, faculty should be knowledgeable of inclusion in their curriculum design. Thirdly, staff, particularly student support staff, should bear inclusion in mind in their daily work.

International Students Support Program



Ms Sara Ciabattoni
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China

Introduction

Life as an international student can be both rewarding and incredibly challenging. It is a unique learning journey that goes beyond the classroom and while it can be stimulating and empowering, it can easily turn into an isolating experience due, among others, to distance from home and loved ones, and language and cultural barriers.

The COVID-19 pandemic, and the countless border and travel restrictions that came with it, made international student mobility virtually impossible. Most international students are “international” on paper only: they attend class remotely, often battling with technical issues and the inconvenience of time differences. They might not be isolated as a result of distance from home and language barriers, but isolation and sense of disconnection are still very real.

Regardless of where they are, international students face challenges that hinder their success and well-being. For this reason, this action plan came into being.

Summary of the Action Plan

The scope of this action plan is to ensure all admitted international students of the school have the necessary support to succeed in their studies.

To better align the school's actions to the beneficiary's needs and aspirations, the project focuses on five key areas that were identified as critical in a three-year-long needs assessment that was conducted both before and during the COVID-19 pandemic. The five areas of intervention are:

- Career support
- Language support
- Financial support
- Thesis-writing support
- Emotional support

Career support will be fostered with monthly virtual meetings with alumni working in diverse fields. Furthermore, it is the school's objective to involve students in paid internships with the university's research institutes.

Language support will be provided by a language buddy program that will involve local students.

Financial support will come from two sources: first, the above-mentioned scheme of paid internships. Second, a partnership with ‘China Educators’, an external stakeholder that finds a host family for

students who will receive room, board and monthly allowance in exchange for language tutoring.

While students attend class remotely, thesis-writing support will be offered online by the school's early-career researchers during bi-weekly meetings during which students will be encouraged to report on their progress and share doubts and concerns.

The university's counselling centre will be involved in the expansion of their services to online counselling sessions so that even students who are unable to reach campus will feel heard and supported. Student unions will be further involved upon students' return to campus.

Involved Stakeholders



Expected Outcomes

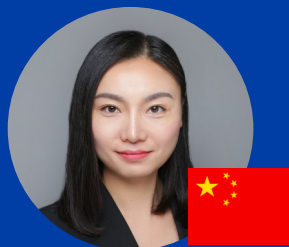
The university hopes to make this a long-term practice that will continue also once international students will return to campus. Outcomes will vary slightly depending on students' location, but will include:

- Increased student retention
- Improved student well-being within and beyond the classroom
- Reduced financial burden
- Increased networking/career opportunities
- Reduced impact of language barriers

Outcomes will be measured with the following metrics:

- Graduation rate
- Overall satisfaction as tracked in the end-of-semester survey
- Participation in virtual networking with alumni
- Participation in thesis-writing meetings
- Participation in the culture homestay program
- Participation in the language buddy program
- Number of internships conducted within the university
- Number of on-campus/online counselling sessions that will be booked

Levelling the Playground: Supporting International Students to Achieve the Standard Academic Excellence as Local Students



Ms Ruixue Chen
Associate Director
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Fudan University

China

Introduction

At the public university I work for, local students are given nearly equal opportunity to access the higher education institution after graduating from the senior high school, as long as the students meet the minimum entry requirements of the programme they apply for.

With the internationalization strategy implemented, the university is also open to students from other countries. But the international students often perform poorly in academic sense, compared to the local students, due to various reasons, e.g. cultural shock, different learning habits, language barriers, different curriculum from the previous education.

Against this background, I feel a need to develop a feasible plan to help the international students to achieve the same academic success as the local students, thus to graduate on time after 4 year's study at the university.

Summary of the Action Plan

To make this work, the plan requires joint efforts from several departments, stakeholders and funding support.

Considering cultural shock, each program coordinator may organize a 1-week long team activity during the student orientation period to involve both local and international students, administrative staff and teaching faculty. These activities could include ice-breaking games, cultural visits to historical places, teambuilding. During each semester, small-group meetings could be organized between selected international students and their supervisors to promote communication. If funding is adequate, monthly lunch parties can be arranged at the school level, inviting all students, staff, faculty to come together to enjoy buffet for 2 hours (the usual lunch break), mainly to provide opportunities for socializing.

In terms of the different learning habits, the school could add "international study or work experience" to the assessment criteria when recruiting faculty and staff. At the same time, the school should encourage staff and faculty to participate actively in exchange programs with foreign universities.

The other way round, the program coordinator could spend more time to chat with the international students to introduce the local pedagogy and the tradition, to help them to quickly adapt. For students who can not catch up with the local students academically,

the School could organize additional class sessions to international students free of charge. The instructors could be PhD students, academically outstanding local students, or the Teaching Assistant. For example having weekly sessions to explain the homework, assignments, quiz, has been proved an effective method in some universities. The cost of the instruction could be paid per the standard of the student worker, funded by the School.

The program coordinator should be responsible of tracking the progress of the international students and make necessary adjustments time to time.

All in all, the university should make the international students feel at home, and create an inclusive environment.

Engaging Students from Under-represented Groups for Inclusive Campus Placement



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Bahadur Khalsa College,
University of Delhi

India

Introduction

The main aims of the plan include the identification of students from under-represented groups in the college annual placement, inviting a few interested firms/companies interested in student placement, and making placement successful for at least fifty participants in the first year of the plan.

Summary of the Action Plan

The Main Principles include:

- Students' access will lead to their success
- Students' engagement and success will lead to their empowerment
- Students' happiness will contribute to society's happiness

Process:

The timeline of the plan will be spread initially for two years and after measuring its milestones the same will be continued for another two years at one time.

People Involved:

- The College Administration
- The various Government agencies
- Colleagues from the College
- Students Volunteers
- Charitable/donor agencies/NGOs

Performance Targets:

- The target for the first year is the successful placement of fifty students. It is to be increased by twenty percent in the next year and so on
- The plan is going to impact the lives of under-represented students positively
- It will make the process of placement inclusive.

Meaningful Partnerships for a Better Future



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Universitas Airlangga

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Introduction

As of December 2021, Universitas Airlangga (UNAIR) has 223 active agreements with universities and institutions around the world. However, these numbers are not equally distributed across the continent. In Asia, most agreements are centralized in East Asia with 86 agreements and in ASEAN with 52 agreements. Compared to these two regions, UNAIR has less agreements with universities and institutions from Central Asia, with only 3 active agreements currently. Currently, UNAIR does not have any agreement with universities in Northern Europe.

Summary of the Action Plan

Thus, the focus of the action plan is to expand the partnerships of the Universitas Airlangga, with a particular focus on establishing partnerships with universities in Northern Europe.

By establishing partnerships with universities in northern Europe, it is expected that the international students of UNAIR will be more diversified and UNAIR students will be exposed to variety of different cultures, perspectives, and knowledge through activities covered in agreement, including but not limited to student and staff exchange, joint research, and curriculum development.

Specifically, the plan aims to establish a total of six new partnerships: three additional international agreements with universities in the Central Asia Region and three international agreements with universities in Northern Europe Region. This plan will use its resources to engage with universities and will forward a Faculty Ambassador to promote UNAIR and establish communications with other faculties. It is intended to finalize and sign agreements by December 2022.

First Year Experience Programme



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Introduction

First year is one of the most crucial of four transformative university years, which shapes the overall university experience. The empirical evidence shows that it is during the first year when students need the most support from staff, faculty, and peers. Therefore, having a well-structured year-long program to support new students and help them navigate their university journey is crucial.

Summary of the Action Plan

The main aim of the action plan is to provide support to newly admitted students to succeed in their university journey. New incoming students representing diverse socio-economic, cultural, and academic backgrounds including increasing number of international students is the main target group. Currently the university runs short 1-2 weeks long orientation sessions which are useful but do not have capacity to provide on-going consistent support to students.

The proposed First-Year Experience Program is expected to cover the entire academic year and will contain structured programs that will:

- Ensure students' successful transition from high school to the University.
- Empower students to become active and engaged in achieving their personal goals.
- Provide students with information about campus resources and opportunities available on and off campus.
- Ensure students understand what the university expects them both in terms of academic and non-academic expectations.
- Optimize student involvement in extracurricular opportunities.
- Improve students' organizational, leadership, and wellness skills.

The entire university community going to be involved in the implementation of your plan, specifically the administrative and student support staff, faculty, students, alumni. The program is expected to have a big positive impact on first-year students in terms of:

- Fostering smooth and quick transition to university life
- Developing sense of belonging and connectedness to the university
- Increasing engagement in extracurricular activities
- Reducing drop-out rate after the 1st year at the university
- Increasing academic performance

The impact will be measured with the help of the following instruments:

- Student satisfaction survey (first-year entry and exit survey and comparison of survey data across the years of program functioning)
- Drop-out statistics from the Office of the Registrar (also comparison of drop-out

statistics of the previous years and the years when the program is in place)

- Academic performance statistics from the Office of the Registrar (also comparison of GPAs of first-year students of the previous years and the years when the program is in place)

Diversity, Equity, and Inclusion Action Plan For Success of All Students at the Latvian Academy of Sport Education During the Pandemic and Beyond



Dr Andra Fernate
Vice-Rector of Studies

Latvian Academy of
Sport Education

Latvia

Introduction

Latvian Academy of Sport Education (LASE) is an academic and professional public higher education and research institution, established on September 6, 1921. According to the Education Law of Latvia - everyone has the right to qualitative and inclusive education, as well as the right to acquire education regardless of the material and social status, race, nationality, ethnic origin, gender, religious and political affiliation, health condition, occupation, and place of residence.

The LASE vision is to become an internationally recognizable higher education and research institution with an inclusive culture that values, supports, and promotes equity, human rights, respect, and accountability among students, staff and community during the pandemic and beyond. The LASE mission is to build an inclusive living and learning environment for diverse student access and success as a cornerstone for providing studies of internationally recognized quality through developing innovative research in sports science and health care in sports, and integrating it into the study process.

Summary of the Action Plan

The COVID-19 crisis has led to increasing student/teacher ratios and the diminished student-targeted support might reduce the quality of instruction and learning in higher education, which could result in higher dropout rates, particularly among disadvantaged students (OECD, 2021). Dropout rates: only 48% of students earned a bachelor's degree on time (OECD, 2019). In Latvia, the stimulation of study success is merely starting to appear on the agenda of national authorities. According to the European Commission/EACEA/Eurydice (2014), Latvia does not have any incentives for students to complete their studies within a limited period, completion rates are not measured systematically, and they are not used as a criterion in external quality assurance. The importance the study success has on the national agenda for higher education policy and study success orientation has started to appear on the agenda at a national level and an institutional level: lowering dropout rates and facilitating graduate employment in high-demand occupations are the main priorities.

The main goal of the LASE action plan

The main goal of this action plan is to break down the main diversity, equity, and inclusion barriers, and to make the learning environment more accessible by building an inclusive learning and living environment that supports access and success for diverse students, and, by working with students, staff and community, to provide students the opportunity to pursue higher academic and higher professional education and training, as well as to develop innovation in sports science and research in health care in sports.

The main Diversity, Equity, and Inclusion Barriers will be broken down by identifying systemic barriers to full inclusion in LASE, thus building an inclusive learning and living environment that supports access and success for diverse students. The LASE Action Plan is guided by the following principles: diversity, equity, inclusion, human rights, equality, intersectionality, accessibility, respect, accountability, and transparency.

The LASE Action Plan is a six-year plan, with a specific main goal - and deliverables identified. Measuring success is used to assess progress towards the goals and outcomes. The objectives listed below are reflecting work that is already underway and identifying that other work will take time to develop:

Objectives

- Increase enrollment of diverse students
- Establish need- based student scholarships
- Expand resources to promote inclusive learning environment

Actions

- Identification of strengths and gaps in supports and services for diverse students;
- Assessment of equitable access to programs;

- Development of relationships with targeted groups
- Seeking of additional funds for need-based student scholarships or other need-based initiatives
- Creation of access to supports, services, and information for persons with disabilities;
- Development of diversity initiatives for inclusion in a more open and welcoming learning environment;
- Establishment of an inclusive learning environment awareness program and mentorship for staff.

Accountability

Human resources
Financial resources

Timeline

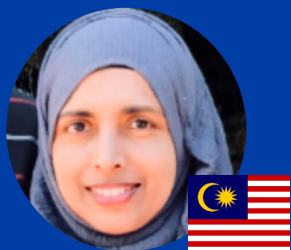
- Enrollment committee / ongoing /annually
- LASE administration/ annually
- LASE administration, staff, students, stakeholders/ annually

Measuring Success

- Increase in the representation of diverse students
- The number of new for need-based student scholarships or other need-based initiatives
- Provided resources, including supports, to address LASE climate
- Students'dropout decrease and the graduation on time increase, higher employability
- Number of staff completed the programme

The LASE Action Plan will positively impact the lives of students: it will promote an inclusive learning environment for all students which will be more supportive, lowering dropout rates, increasing graduating on time and facilitating graduate employment during the pandemic and beyond.

Diversity and Inclusion Plan in International Mobility



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Introduction

This action plan will be taking a step forward toward building an inclusive university by expanding the focus on international mobility. Moreover, considering the nature of universities in this 21st century are highly influenced by factors such as globalization, competitiveness, and the knowledge based economy, it would be increasingly relevant that internationalization can work as an intentional answer to these external challenges.

How to allow a more inclusive, more digital university and how can the level of inclusiveness of the university be measured? These are the questions that this action plan intends to address.

Summary of Action the Action Plan

The action plan attempts to establish and strengthen the network of universities participating in the mobility of students. Overall, international mobility can positively impact students' cultural awareness, intelligence, sensibility, empathy and adaptability and help them to develop intercultural competencies, cross-cultural communication skills, and global mindedness.

Thus, this the proposal is to develop a Diversity and Inclusion Plan – in creating a more diverse and inclusive campus that rely on many assets already present in its community: the diversity of schools, staff and students which act as a fundamental component of each of those principles. The diversity plan includes a vision and aspiration to achieve inclusivity and calls for university to serve as a leader.

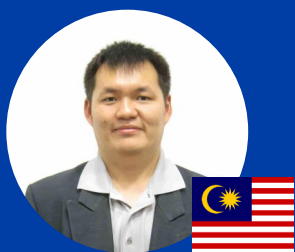
It will set forth the aspiration and determination to become a model diverse community of learning, exploration, and self-examination whose impact will be felt across the state and the nation. It will also ensure that inclusion of and accessibility for all members of its diverse community and in doing so will examine the dynamics of inclusion and exclusion for groups of people that may have experienced inequitable treatment over a long period of time. In this respect accessibility and inclusivity must be seen as a process and eventually, in the process it is anticipated that equality, diversity, accessibility and flexibility can be achieved.

The focus is on international mobility for students with respect to study abroad, student exchange, offshore programs and ways digital inclusion can be further promoted. The issues on equitable access to all student especially those marginalized groups (e.g. low socio-economic background, those from different ethnicity and different localities) will be given special consideration.

Various stakeholders are involved in this plan. The university will engage and collaborate with the private sector and industries, and with local communities and various higher education institutions.

This plan will increase access and inclusion for international higher education academic programs, expanding inclusion of students from marginalized groups, and equitable access to distance studies will be advanced with improved Online Distance Learning courses, and Dual Degree and Offshore Programs with partner universities.

Inclusivity and Accessibility, Mainstream Technical & Vocational Education and Training for Malaysia's People With Disabilities (PWDs)



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Malaysia

Introduction

According to the World Health Organization report in 2020, fifteen percent of the world's population or an estimated 1 billion people live with some form of disability. In the case of Malaysia, there was a total of 580,633 disabled people recorded by the Malaysia Social Welfare Department until June 2021. Of this number, there were approximately 325,115 (56%) people with disabilities (PWDs) who consisted of the productive workforce in the Malaysian labour market. This marginalized group of people fall into the working age category between 19-59 years. Lack of learning facilities, infrastructures, manpower and support systems in tertiary and Technical Vocational Education and Training (TVET) hinder the participation and productivity of PWDs in the Malaysian labour market.

Summary of the Action Plan

The value proposition of the plan is "Inclusivity and Accessibility, Mainstream Technical & Vocational Education and Training for PWDs". This innovation plan has the capability to increase employability and socio-economic advancement for the marginalized group. Increasing the earning power for this target group will directly increase their independent living capabilities during the Covid -19 post pandemic period in Malaysia. Hence, reducing public expenditure on disability benefits.

In order to ensure the success of the implementation of the action plan, a few principles were applied to this plan. The principles are ;

- Universal design and accessible learning material
- Equal access to TVET for PWDs; and
- Provide high demand job opportunities for PWD job seekers.

This action plan will directly benefit PWDs especially during an economic uncertainty after the pandemic. Besides that, parties that will benefit by this plan include the government, industry players, TVET policy-makers that specifically cater for the needs of PWDs, mainstream TVET policy makers and PWD families.

The plan is to have an alliance with stakeholders. The involving stakeholders are the Ministry of Human Resource, Ministry of Woman, Family and Community, Ministry of Higher Education, Ministry of Education, Non-Governmental Organizations (NGO) that serve PWDs, PWD Communities, PWD families, Non-Governmental Organizations that provide TVET for PWDs, private and public TVET providers and industry players.

Besides that, the stakeholders will further categorize in to three groups. There are policy-makers group, targets group and supports group. All ministries involving are considering in policy-makers group. Meanwhile, the targets group consist of PWDs Communities, industry players, private and public TVET providers in Malaysia. Remaining stakeholders are consider as supports group in this plan.

There are three stages in the implementation of the plan. The first stage is engagement with stakeholders. In the second stage the important activities will be small scale preliminary tests, policy reviews and evaluations. The final stage is the full scale implementation and policy evaluation of the plan.

The plan will impact the PWD communities, government and industries in Malaysia. TVET can enhance PWDs employment, productivity and earnings besides contributing to their well-being. For the government, PWD inclusion in TVET ensures more efficient use of overall human capacity and at the same time addresses PWDs unemployment and underemployment, thus, enhancing the country's economic competitiveness.

The inclusion of the disabled can also bring advantages to enterprises, employers have opportunities to access a larger pool of talent, greater employee engagement and retention that can translate to higher performance and productivity and enhanced company reputation. The PWDs socio-economic status, employer-employee satisfaction and public expenditure on disability benefits are the indicators to illustrate the impact of this plan.

The survey will apply to collect participants socio-economic information. Salary, accommodation, transportation, leisure and medical expenses are the important outcomes to figure out participants socio-economic status. Interviews will be conducted annually to determine job satisfaction for employees and employers in this inclusive program.

Lastly, public expenditure on disability benefits will be obtained from the welfare department's annual statistic report.

Development of Projects Focused on Accessibility and Inclusion



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Introduction

The Mongolia International University (MIU) is a small-size private university in Ulaanbaatar that was established in 2002. There are nearly 700 students that come from different countries, mostly from Mongolia, Russia, South Korea, China, Central Asian countries, the US, and even Latin American countries. More than 90% of the faculty body is also international. The school emphasizes students' wellbeing and academic success through providing various support from the faculty and staff.

To support inclusion and accessibility, the school provides various scholarship opportunities, financial aid, and assistance on an individual basis for students with financial needs that come from the school's budget, government, faculty fundraising, and various donations. In addition, the school provides mental support for students through counselling on campus.

The university also provides academic assistance to students through the Student Success Center which engages students to help each other in learning through tutoring. Despite the various opportunities that the school provides to assist students' needs, there are still students with special needs that are neglected. The school also lacks a comprehensive policy that would emphasize and address equity, accessibility, and inclusion on the university level. There seem to be many efforts done by the faculty and staff, however, due to the international nature of the university and, therefore, high labour turnover, many of the projects initiated are temporary and often are abandoned when the faculty or staff leaves the school. Moreover, the school doesn't provide the necessary infrastructure (such as elevators and proper stairways) for people with limited physical abilities.

Summary of the Action Plan

In order to establish a long-lasting project that would incorporate various needs of different student groups and be continuously carried on, it is necessary, to begin with, the foundation policy changes along with the creation of a department that would be responsible for the needs of the minorities.

The aims of the project:

- To embody the concepts of inclusion, equity, and accessibility into the university's policy and, thereafter, create a value shared by the leadership, faculty, staff, and the students.
- To raise awareness on the importance of inclusion of the minorities and encourage the admission of students with special needs.

- To create a new department, Student Support Center, that would engage in data collection and facilitation of the students with special needs as well as coordinate all the projects related to equity, inclusion, and accessibility. The role of the department would be to further design and carry on the projects (e.g., in the long run, it could be initiatives related to the reconstruction of the facilities that require a huge budget).
- To initiate proper and relevant data collection by the Admission and Student Affairs of the university to include the survey questions that would help the school to provide for the needs of the students if necessary.

People and Departments Involved include:

- University Leadership - to develop university-wide policy and promote the values throughout the campus.
- Admission and Student Affairs – to collect data and cooperate with other departments such as Student Success Center, MIU Counseling Center, Faculty, and then the newly created department, the Student Support Center.
- Faculty and Staff – to educate and train the faculty and staff on the issues of equity, accessibility, and inclusion, and engage them to work individually with each student that needs special attention.
- Student Union – to engage Student Union to promote the values among the student body through various events and activities that they organize as well as to ensure that minorities are included in the events fully and are able to participate.
- Student-led Clubs – initiate student clubs, such as buddy programs, through which students will be able to assist one another

when necessary and accommodate the needs of the students with special needs.

Impact on the Students includes:

- With the better and more specific data collected and the needs of the students addressed, there will be more chances for them to access higher education and complete the program successfully.
- With the new department created, there will be more opportunities to focus on the sustainability of projects as well as monitoring and evaluation of their effectiveness. Projects such as infrastructural changes or faculty and student training could be organized by the department, which will increase awareness on the issue and suggest approaches to the solution of the problems. Therefore, the impact on the students will be direct as the department's main responsibility will be to ensure students' inclusion and access to education.
- With the mentorship by the faculty and student buddies, there will be more possibility for success and achievement of the educational goals.
- With increased diversity of the student body, there will be a positive impact of the mindsets of the fellow students on people with special needs, which could lead to community changes and transformation.
- With the Student Union participation, there will be more engagements of the minorities in school events and activities and, therefore, more social interactions among various student groups.

Career Development Mentoring Program For The Higher Education Equitable Access



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Introduction

In Mongolia, a variety of mentoring courses are needed to increase the equitable access of university students. Success is achieved by correctly defining what one wants. In particular, it is important to improve the learning environment for professional orientation, to improve the capacity of teachers, and to improve the learning opportunities of students with disabilities.

Equitable access and success in Higher Educations' main key are many things such as

- what wants students
- what is their want to study?
- how is their studying environment?
- their living environment,
- who is their partners and friends?
- how is students' capacity,
- how are the teachers and professors' capacity, how are academic affairs?
- how is the university rank, etc?

A survey of the university graduates asked them to list the things they needed to know first during their studies and the results are listed: first, to choose a field of study, especially a career choice; second, to improve their foreign language skills; third, to improve their professional interviewing skills.

Summary of the Action Plan

When they start to study in a university in most cases, the students have little knowledge of their profession. It is very important to define professional orientation. Because in my case many students don't know or are not sure how to choose their career and profession. In this case, the intent is to help the student's career and professional choice.

In my opinion, if you can do what you want, you always get succeed. Therefore, equal access to higher education is one of the keys to success if the right professional orientation is defined. That's why a mentor is so important to help you choose a career.

This project goal is to do a planning mentoring program for a student's career and professional choices. As for the duration, one mentoring program and three-month internships.

Participants will be 1st and 2nd-year undergraduate students. If university around all people help and advise the students, they can choose the right decision. University all workers will always share

their knowledge practice, about the many kinds of profession special things, needs, requirements, and explain for the first and second courses students.

Also, the university will always study and explain the overall needs of employers, turnover of the labour market, graduate tracking study, which examines the skills of the universities' graduates and identifies the skills that need to be developed in the future.

The project action includes increasing their knowledge and skill in terms of professional choice and career development.

The university will organize online and onsite mentorship programs (one year). The university will organize two different short time internships (45 days and three months part-time job with salaries).

If students can choose the right choice they will be studying best and will increase students' many activities learning. This program will impact many good things for students. Such as:

- Students can correctly identify the learning environment.
- Students can choose the right subjects and teachers for their professional needs.

- Teachers will also work to increase their competencies to increase student motivation.
- Students with the same interests will be more motivated to learn and will develop as a result of competition.
- The ability to share knowledge will increase.
- Students will be participating in professional projects and other programs.
- Professional skills will increase and students will have the opportunity to participate in faculty projects and earn a living.
- Students will work part-time in their chosen profession to improve their skills.
- Students will get part-time job salary
- Students' and graduate's capacity building will increase.

Lastly, in terms of monitoring, the university will monitor and focus the project implementation on student's study on processes, during this project and evaluate its assessment on activity. It will take during the program and the end of the program.

Christian Youth Empowerment Center



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Introduction

The growth and progress of every field of life depend on effective communication and the use of technology. It not only empowers man but also opens new horizons for him. Since his creation, man has been evolving and learning new techniques and ideas for his survival and growth. For that purpose, several experiences have been made that taught him how to evolve, fit and grow in the society. History records, those who did not walk with the pace of world, were rejected and forsaken. The memory of the giants and world leaders is always celebrated and cherished because they took the responsibility to develop the youth and made the difference by their efforts.

Today, a large number of Christians dwelling in Pakistan are illiterate, vocationally not skilled and doing indentured labor. The trend of studying and equipping themselves with modern technology and knowledge has not been priority for Christians of Pakistan and the ratio is increasing day by day as well. Multiple factors are involved behind the less interest of Pakistani Christians in education, learning vocational skills, technology and languages. The first and most important factor is finance, because they are financially very low, under privileged and lack basic necessities of life. Having limited resources to feed their families, parents are unable to spend on the education of their children.

Therefore, after doing their Matriculation, children do not pursue for their higher education as they know there is no one who will be spending on their education. This thing makes them less responsible and vanishes their confidence. Second factor is lack of guidance and inspiration, the parents are mostly uneducated and do not guide their children that which field is comparatively good for them. The students make some wrong choices at the early years of their youth and when they meet failure, they give up studies and indulge themselves in non-productive activities. Third factor is absence of family support and care, parents have to work day and night for the livelihood, and so, the unsupervised children roam in the streets whole day and lose interest in studies and lean towards destructive activities. The other factors are, less opportunities to grow, company of failures and pessimists, lack of awareness regarding the role and importance of education, etc.

Summary of the Action Plan

This is two year plan with the following objectives

- Create an environment for Christian youth where they can experience and learn modern technology and English language within a minimum time span of 2 to 3 months (Time duration will

- be 2 to 3 months but can be exceeded for slow learners or difficult courses).
- The parents are dealing with financial crises and do not have enough resource for the educational growth of their children. This will be an institution where students can learn without facing any financial challenges (Free of cost).
- Primary focus is the youth members of society who have given up their studies and struggling with their future goals.
- Equip youth with modern technology and English Language, so they can earn livelihood in a respectful way instead of joining sanitation and janitor related works.
- Produce a confident and motivated youth who can handle and deal with bigger issues and play their part in the betterment of society.
- Lead Pakistani Christian youth technically so they can cause global change.

What the students will be studying?

Modern Technology

- * Word Press
- * Graphics Designing
- * Mobile Application Development
- * Microsoft Office
- * Other related and short course

English Language

- * Four Module (Listening, Speaking, Reading, Writing)
- * Basic communication skills required for free lancing
- * Task based teaching
- * Technical report writing and skill development
- * Other related tasks

Scope

The basic purpose of this empowerment center is to produce responsible, mature and honest people of society with professional skills that will help them to earn in a respectful way (not to become sweeper/janitor).

Suggested Class Time and Duration

The suggested time for all the participants is evening because most of the potential students are working somewhere to support themselves and their families. Therefore it will be tentatively as follow:

- * Time: In the evening, preferably after 5pm
- * Class Duration: Approximately 2:30 hour/session
- * Days: Five days a week

How this program will make difference?

Education is important for Christian youth in Pakistan. If we want to grow as minority, there is no shortcut but to equip our youth with modern technology and English language. This vision will make difference and urge our youth to move towards education. The decreasing ratio of educated Christians is very alarming and thought provoking that can only be dealt with by guiding our youth.

The role of parents is very important, there are ongoing efforts with parents, urging them to keep an eye on the activities of their children. Thus far, parents have a positive reponse to the plan when it was shared with them. Parents will be on same page with me, so the counselling, guidance and efforts can work and we can produce a useful Christian youth.

The main focus is to produce technically learned, skilled in language and professional graduates. The above list includes many potential students who could not continue their studies due to financial, social and psychological issues. If they are given a chance to learn something due to which they can grow financially, socially or religiously, they will make notable changes.

Equity and Success: University Support for Students



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Focal Person

Scholarships Program,
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Pakistan

Introduction

To maintain and develop an action plan of equity for university students, the following key points will be helpful to endeavour the students' career in the relevant field.

- Career Development
- Placement
- Counselling and Career Advisory
- Professional Development
- Students Affairs
- Industry-Academic Linkages
- University Policies

Summary of the Action Plan

1. Career Development

One of the most distinguishing attributes of career planning and placement services will be available for students in the University. Career Centre will provide career resources specifically for its students based on evolving Job Market trends. In addition to that career development office will be focused on new approaches for career planning through career development workshops in credited courses through trained professionals with industrial experience to fill the skill gap in line with industrial partner's demands. To provide an exclusive Mock Interview Program for final year students by conducting programs through experienced faculty and Market experts to attain requisite transitional skills for appropriate employment opportunities. Together, the university believes it can creatively address issues and look for innovative approaches to meet the needs of all stakeholders.

2. Placement

Placement Office aims to facilitate students and graduates in securing placements in the industries matching their specialization. To secure maximum placement opportunities for yearly summer internships, mandatory for final year students in the University. The University will focus on job placements and conduct the largest number of on-campus recruitment drives, arranges several industrial sessions, and conducts alumni talk series.

3. Counselling and Career Advisory

The core objective of Counselling and Career Advisory (C3A) is to provide professional counselling service, for educational, social, emotional, or psychological issues that may inhibit personal or professional performance and advancement. The purpose of these activities is to provide psychological support as well as to meet the growing need of the university to promote the wellbeing and

personal development of all associated. C3A consists of a professional staff of qualified psychologists/ counsellors who provide short-term individual and group therapy. The program will provide consultation, psychological testing, psycho-educational programs, training, and workshops.

4. Professional Development

The university will focus to let learning partners conquer the challenges they face in a rapidly changing environment. Professional Development Centre leverages the new technology base and faculty through its training workshops for creating industry-academia linkages and for playing the role of a catalyst to align coursework and Research and Development activities at university premises with industry requirements. The aim is to create an exceptional learning experience through the utilization of experienced industry trainers and learned faculty members of the university.

5. Students Affairs

To facilitate the student's activities, the following activities will be helpful for the student's development and professional growth in their education and career life.

Activities for this include orientations, webinars, clubs/societies

6. Industry-Academia Linkages include Research, Innovation and Commercialization and Advisory Centre

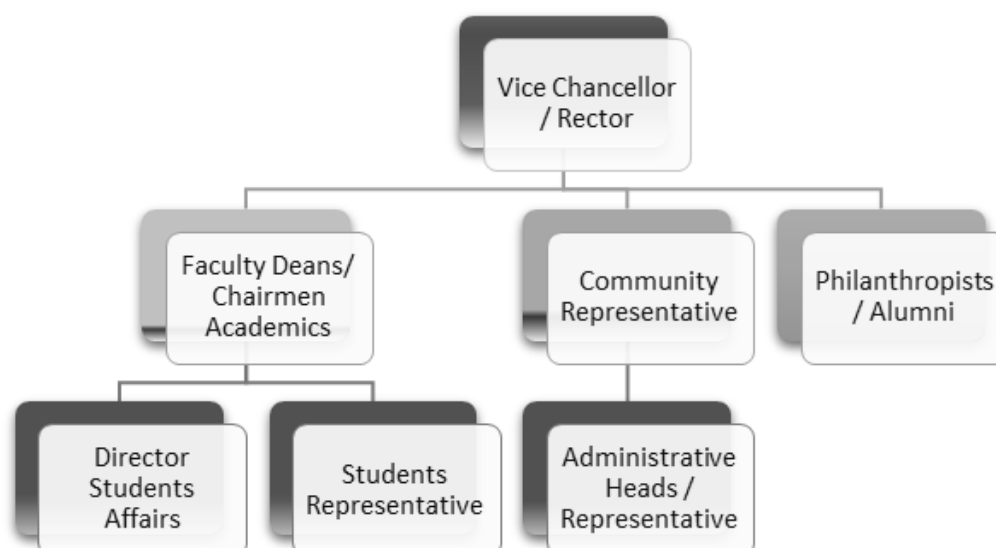
7. University Policies focus on Academics and Efficiency and Discipline

8. Partnerships

Who is involved in the implementation of the action plan?

This action plan will impact the lives of students:

- To provide a platform for organizing student activities and campus events.
- To facilitate students and to develop their leadership skills to contribute to the betterment of the global society.
- To enrich the relationship and collaboration within the university, other organizations, and stakeholders.
- To build a strong foundation through student regular activities physical, social and mental development.
- To involve students in voluntarism and charity programs.
- To build social entrepreneurship culture at the campus



Equity in Philippine Higher Education System



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Introduction

The Philippine education system has been in constant reform. Notably in 2013, the education system was overhauled by the introduction of additional 3 years of formal education, Kinder and 2 years in senior high school, known as the K-12 Programme. Conspicuously, most of the reforms, support, and advances that the government has been providing are all for the basic education. Less funds and attention are given to higher education.

In the Philippines only 2 out of 5 high school graduates (about 40%) are able to enroll in college. Moreover, of those who are able to enroll in college, only about 60% of them finish a 4-year degree course. Considering the over-all college education, regardless of number of years to complete, the completion rate in the Philippine higher education is only about 30%. The major factor contributing to the dwindling completion rate is the socioeconomic factor which primarily involves the financial viability of a family to support a college student until he/she graduates.

The problem of equity comes in when we talk about accessibility. These opportunities are more accessible to students living in highly urbanized cities and regions in the country, leaving those in the rural areas with no access to opportunities for higher education. Although equity in higher education is multi-dimensional, the focus of this action plan is on socioeconomic aspects including access to scholarship opportunities that are usually limited to the large urban cities.

Summary of the Action Plan

The goal of this project is to extend the reach of scholarship offerings to remote areas and provide opportunities for students currently pursuing their high school education to develop their skills.

The objective is to expand Siliman universities network of partners and stakeholders. Currently, the university has partnerships with the Commission on Higher Education (CHED), Tte Department of Science and Technology (DOST), Technical Education and Skills Development Authority (TESDA), Business Process Outsourcing (BPO). The university has high potential to expand opportunities by partnering the Department of Agriculture and corporations investing in agriculture, in order to offer more scholarships to students in the field of agriculture.

This action plan will also introduce the *Scholars Hour* to address a major challenge, identified is sustaining the academic performance of students. Here, students build a community which supports their completion and success in their academic programmes. The *Scholars Hour* is also an opportunity for values formation, instilling among students the values of giving, sharing, industry, and resilience.

(Enhanced) International Students Integration Program



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Director of
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**St. Paul University
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Philippines

Introduction

St. Paul University Philippines was adjudged 3rd Prize Winner in the 1st Philippine Higher Education Internationalization Award on May 19, 2021, organized by the Commission on Higher Education (CHED) in partnership with the University of the Philippines Open University (UPOU) in celebration of the 27th Founding Anniversary and 1st Higher Education Day Celebration of CHED along with 16 HEIs adjudged for having Best Internationalization Program among the Universities and Colleges in the country based on implementing internationalization initiatives that are INNOVATIVE, CREATIVE, INCLUSIVE, and SUSTAINABLE.

Notably, SPUP has been considered for having a strong and sustainable internationalization program for inbound and outbound students; SPUP has internationalization initiatives for student services and active international academic and cultural immersion programs abroad. SPUP has expanded on its international partnerships and online programs accomplishing the expected standards for Higher Education in the 21st-century learning environment.

Since 2016, SPUP has been conducting the International Students Integration Program which aims to foster deeper ties between and among the University's foreign and Filipino students and to deepen understanding about the various cultures now flourishing in the University. As the previous activities had good sides and points for improvement, this project is meant to enhance the former programs to make it sustainable and more inclusive.

During the pandemic, students (local and foreign) are studying from home and the lectures are delivered online with synchronous and asynchronous sessions. As such, St. Paul University Philippines through the Internationalization Office has come up with a mechanism to provide a cultural activity for the students called "Virtual/Online Intercultural Engagement (VOICE)" which aims to provide a platform for students to learn more about cultures of one another's countries and how students cope with the challenges brought about by the pandemic. As this is an online engagement, presentations must be lively and the lectures must be really short and engaging.

Summary of the Action Plan

There shall be pre-assigned performers of cultural numbers from various countries and regions (in each country). Assigning performers ahead of time will make the students really prepare for the event and not just listen to short lectures. The organizing

committee should make sure that all countries where SPUP students and partner HEIs are represented. Since food sharing and tasting cannot be done virtually (it was a component of the in-person ISIP), the most popular delicacy from each country/region may be presented by sharing the process of preparation. Song and dance presentations must be pre-recorded to ensure a good flow of the performance.

Participants will be those who have signed up after a massive invitation drive using various online platforms. Moreover, joiners will not just be students of SPUP but also those from the university's partner universities.

As an evaluation technique, apart from the number of participants as a measure of success, participants' filled-out feedback forms will also be considered.

Note:

St. Paul University Philippines, though a Catholic university, accepts students from all religious affiliations, cultures, races and nationalities.

Grow With DALTA Initiative



Ms Marianne dela Cruz
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Quality Management
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Technology, Education,
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System DALTA - Calamba
Campus

Philippines

Introduction

The University of Perpetual Help System DALTA – Calamba Campus is nestled in a 4-hectare pristine lot in the heart of Brgy. Paciano Rizal Calamba City, Laguna. Boasting three educational buildings, a swimming pool, a gymnasium, a track and field and football oval, and mini-parks and gardens for its students' educational and recreational use. The 25-year-old campus, the third and youngest in the DALTA system, offers Basic to Tertiary education and is made up of 3,169 students ranging from all levels coming from different walks of life, coupled with at least 200 strong and dynamic human resources to man its operations. The school is led by its president, Dr Anthony Jose M. Tamayo, the eldest son of Brig. Gen/Dr. Antonio Laperal Tamayo and Dr Daisy Moran Tamayo, the founder and co-founder of the UPHSD System DALTA.

The Calamba Campus, alongside its sister campuses located in Las Piñas City and Molino, steadfastly adheres to its Philosophy that promotes the belief in God and His divine guidance, the power to have a quality life through quality education, the commitment to the ideals of teaching, community service, and research, and inculcates the value of its guiding principle **“Helpers of God” and “Character Building is Nation Building”** to its students. It envisions itself to become a premier university in the country as it purposely aims to graduate dynamic students while developing a new breed of Filipino leaders with the highest social concern and responsibility.

Summary of the Action Plan

The growing and pressing concern of the campus that the management would want to fix and address in terms of equitable access and success in HEIs boils down to the following:

1. The ability of the student to sustain his/her education given that most of the students coming and enrolling in the University are from the lower socio-economic sector.
2. The other concern in the University is the ability of the students to keep up with the technological advancement in education that is being implemented in light of the Pandemic.
3. Donor/Sponsorship fatigue

SMEs nowadays are becoming more open to various research and development innovations to further improve the value of their products and services. Commissioned research and prototyping of system models and equipment to aid the research and development of industries within the area will be a good avenue for the University to gather additional funds for the institution.

After carefully reviewing the current scenarios, the idea took its form and shape. Given that students in the 3rd and 4th-year levels do have thesis and on the job training in their curriculum, the university can capitalize and strengthen this area to become a mechanism as an income-generating project to support scholarships, technology assistance, seed funding for the prototyping and thesis work and international mobility for the campus.

Giving much thought to sustaining education in a private institution, support while strengthening the employability of students through local and international exposures and affiliations will give students better opportunities and chances for employment.

This will be a win-win situation for everyone because

1. the students will find avenues to sustain their education and will have the ability to participate in foreign or international mobility programs and
2. the school is also gearing to ramp up on its research to gain more ranking and eventually become one of the top choices for foreign and local students.

Coupled with this will be a skill directed On the Job Training program to the partner industry to find out more about their specific needs. It will also effectively help the school come up with a more robust curriculum to ensure the employment of the university alumni.

By undergoing this program students/learners will be trained accordingly in all areas from leadership to skill development. The university hopes that through this initiative it would be able to raise sufficient funds to cover tuition, technological assistance and support, international mobility activities, seed money for research and innovation as it fulfils its Philosophy, Vision, and Mission.

Student Competencies In A Changing World



Prof Karina Milagros Lim
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Philippines

Introduction

Educators use the word equity to refer to an educational asset or right that students need to be successful in the university and outside the four walls of the university. Unfortunately, ideal rights are not honoured for all students. The curriculum delivered in each institution is designed for all types of students.

Summary of the Action Plan

The 21st century has spawned much analysis about the changing world that people live in today. While some hyperbolic and too sweeping commentaries, it is not an exaggeration to say people are living in a period of major transformation. Some changes are social, economic, and geopolitical (e.g., globalization, interdependencies among states, the demise of the traditional employment contract, and the capacities of people to interact online with others who are different or distant from themselves). Other changes involve physical or biological resources (e.g., sustainability, alternative energy sources, food security and resources, livelihood, health, and well-being). UEP is positioned to contribute important knowledge for the understanding of the issues that underlie these problems, given its capacity to connect fundamental knowledge with practical knowledge and applications.

What implications do this changing world and the nation have for higher education today?

One is that it is even more critical than in the past for democracies to have an educated citizenry that can assimilate and assess vast arrays of complex information.

Second, students need to have a sufficiently general knowledge of the world, as well as local and national to be adaptable, prepared for unexpected job or career changes, not to mention the pandemic, and able to understand and participate constructively in solutions to these problems.

Public institutions of higher education need to prepare their students for the complex and changing demands of careers in today's challenging global environment. Given such changes, this plan will initiate an effort to define the appropriate learning goals for students.

A key premise is that UEP should foster a range of abilities, some of which extend beyond formal classroom work. For example, students should learn:

- to embrace moral and ethical values
- to participate in community and civic affairs and engage with social problems
- to use knowledge in their own lives and pursue lifelong learning
- to develop leadership and teamwork skills
- to care for themselves and manage physical and emotional needs responsibly

These abilities have direct relevance to many of the changes in the world and in the nation noted above, thus It is reasonable to infer UEP students need preparation in these skills for successful lives, professionally and personally. This makes outside-of-the-classroom educational experiences increasingly important to the development of such abilities UPs tradition to serve the people provides many relevant opportunities. To conceptualize learning outcomes in broader terms, the university should develop a set of core competencies, distinguishing academe, and personal abilities along the lines of.

Working towards this vision to be a “globally competitive university producing graduates in pursuit of higher economic welfare of the people

and the community through inclusion and cooperation from the stakeholders”, and looking at the university’s primary stakeholders the students, it is the objective of this action plan to enrich student development through enhancing the academic programs. The university plans to implement several strategic initiatives such as developing new didactics or pedagogy. This step is used to encourage the development and use of blended learning approaches for students to develop the academic and personal competencies envisioned by the University. The plan mentioned earlier emphasizes the importance of a focus on what is termed “personal competencies” above, but it also implies that those mentioned personal competencies should be addressed in the context of academic work that will enhance students’ academic competencies. The plan hopes to deliver educational programs, projects and activities that intertwined academic and personal competencies to prepare students in the real and changing world.

Cross-Age Peer Mentoring Program



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Introduction

As a state university in the Philippines, tuition and other school fees are not collected from students. This was made possible through Republic Act 10931. This Act promotes universal access to quality tertiary education by providing free tuition and other school fees in state universities and colleges, local universities and colleges, and state-run technical-vocational institutions. Also, this Act promotes the establishment of the tertiary education subsidy and students loan program, and the strengthening of the unified student financial assistance system for tertiary education.

However, one of the concerns that the university still faces despite having free tuition and other school fees is student attrition or the reduction in the number of students before they finish their respective degree programs. While access and success are very much related, access does not always guarantee success as seen in this case.

Two exclusions are addressed: (1) exclusion from having the life prospects needed for learning as manifested by being in a condition that is inadequate for well-being and (2) exclusion from meaningful learning experiences as manifested by negative and discouraging experiences at school.

As earlier highlighted, even if access and success are very much related, access does not always guarantee success. There are intervening variables and one of these may be the absence of necessary support or scaffold. An example of a support program that can be provided among students is a Cross-Age Peer Mentoring Program where older students mentor younger students. Senior or junior students can mentor sophomore or freshmen students to improve student retention. This Cross-Age Peer Mentoring Program will not only benefit students at risk of not completing their respective degree programs (mentees) but will also benefit the mentors by providing them opportunities for self-reflection and personal satisfaction.

Summary of the Action Plan

Specifically, the Action Plan is intended to bridge the gap between access and success. The Program will hopefully make success not a distant dream but a reality. This can be done by

- (1) Creating scaffolds
- (2) Aiming for change
- (3) Removing barriers, and
- (4) Establishing mutually-beneficial relationships. These actions in the Program can be best remembered by the acrostic "CARE."

The main implementer of the Program will be the Guidance and Testing Center of the University. However, to ensure better and more holistic implementation, other offices/organizations in the University will be tapped. This will include the Office of Student Affairs and Services, the Gender and Development Office, and the University Student Council.

On the other hand, the target clientele will be students who are at risk of failing in their respective degree programs and students who are experiencing adjustment difficulties.

The Program will have the following objectives:

- (1) to analyze available data (e.g. *enrolment trends, student shiftees' data*) and gather additional data, if necessary,
- (2) to conduct an inception meeting with the Office of Student Affairs and Services, Gender and Development Office, and the University Student Council,
- (3) to identify mentors (student volunteers)/ other service providers,
- (4) to train identified mentors and other service providers,
- (5) to identify mentees,
- (6) to conduct needs assessments among identified mentees,
- (7) to create partnerships between volunteer mentors and mentees,
- (8) to implement the mentoring program, and
- (9) to evaluate the Program for possible adjustments based on quantitative and qualitative data gathered from both mentors and mentees.

The Program will initially be implemented for one whole year (January to December 2022) with its components having the following durations:

- (1) one month will be allotted for the analysis and gathering of needed data. Also, the conduct of the inception meeting will be conducted during the first month (January 2022),
- (2) one month will be allotted for the call, identification and training of mentors and other service providers (February 2022),
- (3) identification of mentees, needs assessments, and creation of partnerships will be done during the third month (March 2022),
- (4) the mentoring will be implemented from April to November 2022, and
- (5) evaluation of the Program will be done by December 2022.

On the other hand, the following will be the expected outputs of the Program:

- (1) analyzed big and thick data,
- (2) trained mentors and other service providers,
- (3) mentees' needs assessment results,
- (4) created partnerships between mentors and mentees, and
- (5) contextualized cross-age peer mentoring program.

Monitoring of the Program will be conducted by the Guidance and Testing Center, Office of Student Affairs and Services, Gender and Development Office, and the University Student Council while evaluation of the developed contextualized cross-age peer mentoring program will be done by both mentors and mentees. Both quantitative and qualitative data will be gathered. The Program hopes that 70% of mentees will be retained in their degree programs during the year of implementation.

Institutional Charter for Equity, Diversity and Inclusion



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Office for Inter-university
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University

Romania

Introduction

Babes-Bolyai University is considered to be the best ranked and oldest higher education institution in Romania. It aims to become a world-class university by promoting both academic competitiveness and the development of human and social capital, focusing on the principles of inclusiveness. It is multicultural (apart from the Romanian line of study, UBB provides higher education programmes for the main ethnic minorities of Transylvania - Hungarian and German) and inter-confessional (it has four theology faculties that represent the chief religious denominations of the region).

Alongside these endeavours, more and more emphasis is placed on sustainable development (with economic and environmental focus), and the development of the university's third mission by promoting diversity, equity and inclusion in higher education. The latter dimension gained even more importance since Babes-Bolyai University became a member of the EUTOPIA alliance - a challenged, student-centered, inclusive alliance of entrepreneurial, change-focused universities.

Summary of the Action Plan

This action plan is in response to a number of issues identified, such as:

- The priorities of the university highlighted in the Strategic Plan cover education, research development-innovation, community engagement, quality (competitiveness – excellence – ethics), human resources, administration and services. Inclusiveness is chiefly highlighted in relation to the development of human resources, along with competitiveness, trust and diversity.
- There are several strategies and guidelines promoting inclusiveness under each mission of the university (education, research and community engagement). In certain cases, they are the result of requirements for participation to financed programmes (e.g. the Gender equality plan for Horizon Europe) or can be too specific, focusing solely on the mission envisaged.
- Increasing need for a more concentrated engagement with equity, diversity, and inclusion and for a transformative tool that widens participation and diversifies the social background of its students and staff.

The actions in response to these issues include:

- To analyse the current strategies and their impact both on the student population but also the university staff,

- To integrate the provisions of the operational common framework for identifying disadvantaged student communities applicable in diverse European Universities adopted by EUTOPIA, as well as other working documents on the topic of inclusiveness adopted by the alliance,
- To establish a clear set of indicators for measuring the effectiveness and impact of the actions,
- To capitalize on the contingent of existing programmes dedicated to widened participation and academic success (e.g. national programmes providing access to education for disadvantaged categories; reducing student drop-out; the Student Mentor programme and the psychological counselling programme, etc.),
- To upscale EDI-related skills in the institution (e.g. introduction of a course on inclusiveness in the I@H programme dedicated to the administrative staff).

Coordination among a think tank dedicated to EDI (members of the governing bodies, academic

and administrative staff, and students) and a task force dedicated to implementing EDI activities (Office for Interuniversity Agreements of the Centre for International Cooperation) are needed. To finance this, sources will be generated from the university budget and externally financed projects (if necessary).

Partners and contributors include

- University leadership,
- University staff (including the EUTOPIA alliance coordinators),
- Students (both through their representatives but also on voluntary contribution basis),
- All actors from the business and public sectors, as well as civil society.

Measuring impact and effectiveness

- Balancing big and thick data, looking at sample sizes but also the depth of insights,
- A clear set of key performance indicators (qualitative and quantitative),
- Regular assessment of the impact and effectiveness (e.g. self-assessment, comparative analyses, surveys).

The Embry-Riddle Aeronautical University (ERAU) Asia Student Success Initiative



Ms Kim Chua
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Embry-Riddle Aeronautical
University Asia

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Introduction

At Embry Riddle Asia, student success is closely associated with one's sense of belonging, having a clear purpose, possessing overall well-being and confidence. The Office of Student Success at ERAU Asia is committed to advancing the student centric mission of ERAU Asia by fostering a university culture that values wellness, diversity, inclusiveness and its dedication to professionalism and equity to inform and shape university policies and practices.

Summary of the Action Plan

The ERAU Asia Student Success Initiative thus aims to build and foster collective campus health via a common first year experience. The target audience would be the incoming first year undergraduates and postgraduates. The desired outcomes of this common first year experience is to create a strong sense of community, increase engagement at all levels, enhance digital/data fluency and improve one's sense of holistic health through a common integrative curriculum, curated industry focused learning and specific community and industry research projects.

This aim will be accomplished by leveraging internal and external support and institutional commitment to advancing initiatives that promote access to global, local and regional university wide educational opportunities, impact student success outcomes, and increase equity in educational attainment.

ERAU Student Success initiatives seek to:

- Promote an understanding of the factors/conditions that impede access to higher education opportunities for personnel in the Aviation/Aerospace industry and work to design institutional policies and practices to mitigate those barriers.
- Enhance ERAU Asia student engagement, retention, and progress towards degree completion by fostering and supporting the development and use of peer mentoring/buddy systems, pastoral care and personal coaching frameworks
- Grow alumni mentoring and career support programs designed to promote professionalism, industry knowledge ,industry readiness and future employability
- Provide culturally appropriate practices that reflect our commitment to internationalisation, diversity and inclusion
- Create collaborative partnerships with external partners to develop, expand, and enhance student opportunities and comprehensive skills transfer models Several key stakeholders were identified in this initiative.

Internal stakeholders include school leadership and management, Student Services, faculty members, staff, Alumni members, Student clubs and the Student Government Association while external stakeholders include professional associations, youth organisations, non-profit organisations and government agencies that have an interest in youth development and the Aviation/Aerospace industries.

The metrics to measure the success and impact of the program include the following:

- Year 1 Promotion rate
- Year 2 Promotion rate
- Year 3 Graduation rate
- Number of sessions booked and attended on digital counseling app
- Number of personal coaching sessions booked and attended
- Number of library research consultations booked and attended
- Number of virtual writing lab sessions

booked and attended

- Number of virtual math lab sessions booked and attended
- Number of community projects initiated and completed
- Number of student clubs formed and maintained
- Number of scholarships awarded
- Participation rate in student leadership programs
- Participation rate in town hall meetings
- Participation rate in focus groups discussions
- Participation rate in industry hackathons and challenges
- Participation rate in university global wide student success initiatives
- Participation rate in university wide study abroad initiatives

Increasing Participation of Students With Disabilities in Erasmus+ Programmes



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Speciality Inclusion Projects,
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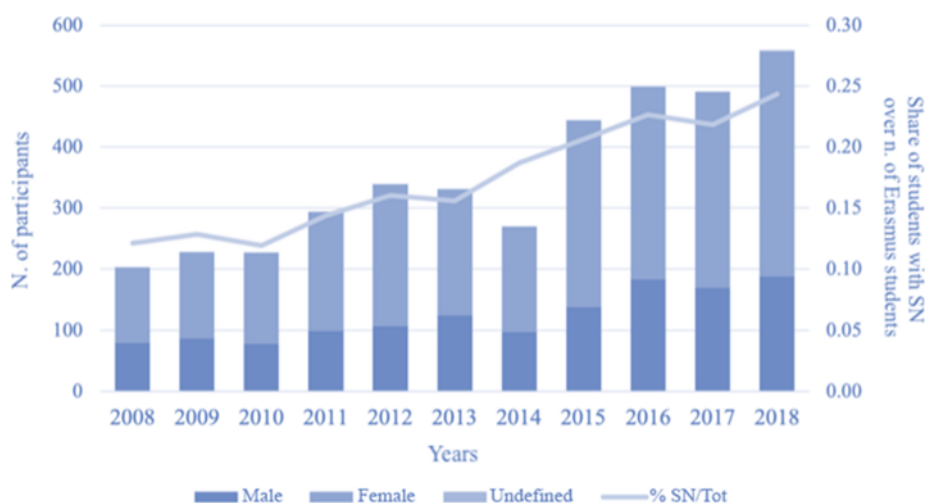
Spain

Introduction

The Erasmus+ Programme is an all-encompassing initiative of the European Union with an estimated budget of €26.2 billion that offers mobility and cooperation opportunities in higher education, vocational education and training, adult and school education (including early childhood education and care), youth and sport staff.

About 10 million individuals, including students, learners, professors, teachers and trainers in all sectors, are expected to participate in mobility activities abroad during the course of the programme. Despite the specific focus on inclusion, green and digital transition, latest available estimations determine that less 0.30% SWDs have undertaken international mobility programme during the last years.

Share of students with special Needs over total of
Erasmus + international mobility students



De Benedictis, L., Leoni, S. *Inclusive universities: evidence from the Erasmus program*. Appl Netw Sci 6, 83 (2021).

In fact, the “Implementation guidelines - Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy” were recently published with the aim to foster equitable opportunities of access for everyone to these programmes, but challenges and obstacles remain. Hence, some of the main barriers that SWDs experience on accessing Erasmus+ programme – International mobility are:

- Lack of specific information provision campaign and mobility promotion among SWDs.
- Significant barriers in the application process and the portability of grants and support services abroad.

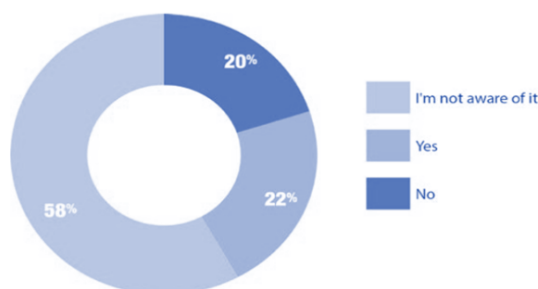
- Reluctance to disclosure disability and therefore to organise reasonable adjustments (accommodation, housing, educational support) and other support services in the incoming institutions.
- Lack of awareness, coordination and communication between involved stakeholders.

costs for SWDs

- Disability People's Organisations

Lack of information provision on mobility for SWDs

Figure 18 - Information provision on international mobility opportunities for students with disabilities - n = 1,014



Making mobility programmes more inclusive for students with disabilities Inclusive Mobility - Research Report, EPFIME, 2020

The plan will focus on the creation of the disability focal point within the International Mobility Office which will encompass the implementation of actions to generate concrete impact on SWDs in UA as follows:

ACTION: Comprehensive outreach & communication information campaign, raising awareness of the opportunities of the “Erasmus+ Special Needs Support” for international mobility
IMPACT: At least 500 SWDs contacted and informed.

ACTION: Streamline coordination between outgoing & institution
IMPACT: Mediation in all outgoing & incoming SWDs mobilities to UA.

ACTION: Engagement with SWDs' family and support network
IMPACT: Involvement of SWDs' family and support network in all mobility processes.

ACTION: Organise preparatory visit for all SWDs
IMPACT: Facilitation of visit organised at the future institution of destination before the actual mobility takes place, in order to visit the facilities, campus, city and get acquainted with all aspects of accessibility and support services available.

Summary of the Action Plan

The value proposition of this plan is to become enablers of inclusion and accessibility of students with disabilities (SWDs) within the Erasmus+ Programme, specifically the international mobility programmes.

The aim is to increase participation of SWDs in outgoing and incoming international mobility– Erasmus + programmes offered by the University of Alicante (UA), specifically over 0.25 % of total participants, surpassing SWDs' average participation across the EU.

The rationale behind this is the that, participation in international mobility programmes has comparable advantages for SWDs as with the general student population in terms of:

- higher academic achievement,
- increased language skills,
- personal development & confidence,
- more normalised self-perception and perception from student peers.

This plan seeks engagement across different stakeholders in order to mainstream inclusion and accessibility towards SWDs in UA. Therefore, the brand-new focal point for disability within International Mobility Office will design cooperative plan that involves the following stakeholders:

- Internal Stakeholders
 - Student with disabilities
 - Students
 - Academic staff
 - Administrative personnel
 - SWDs' family & personal network
- Outgoing & incoming institution
- Host institution
- External Stakeholders
 - National authorities – Ministries responsible for HE rasmus + regulators
 - National Agencies for Erasmus+ Potential complementary funders to cover extra-

Widening Access Programme: Impact, Evaluation and the Student Lifecycle



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Introduction

Lancaster University already has a well-established and deeply embedded Widening Access and Participation provision that spans the entire student lifecycle and benefits students from a diversity of backgrounds. Examples of this work include:

Pre-Arrival:

- Lancaster Access Programme (Widening Participation)
- Realising Opportunities (Widening Participation)
- Summer Schools and Open events (various teams)
- Outreach and Recruitment Activity (Student Recruitment and Widening Participation)

Post-Arrival:

- Lancaster Success Programme (Student Success)
- Well-being Programme (Disability)
- Mentoring and 1to1 support (various)
- Academic Tutor System (Academic Departments)

Progression:

- GROW Your Future programme (Careers)
- Internship Programmes (various)
- Placement Years (various)

Summary of the Action Plan

The aim of the action plan is to devise an evaluative framework that allows for the assessment of the impact of Widening Access and Participation initiatives on students throughout the student lifecycle.

To do this the following steps could be followed:

- 1. Engage:** work with colleagues involved in the delivery of WP programmes and initiatives (see further below)
- 2. Knowledge:** develop a database or calendar of existing evaluation taking place during the academic year.
- 3. Analyse:** use analytical methods to conduct a study of this provision; exploring patterns, trends and approaches over the course of the average year.
- 4. Communicate:** share the findings of these analyses with partners in an interactive and useful way (could include shared resources, participation in team meetings, workshops and so on).
- 5. Innovate:** with a better understanding of the evaluation landscape at Lancaster University the first steps toward developing a university-wide evaluative framework can begin.

The Stakeholders involved are:



A variety of teams are involved in the delivery of WP work at Lancaster University. It is crucial that all of them are engaged and feel part of the process of developing an evaluative framework of this kind. The benefits of the framework should also be shared across these different groups to ensure the insights and lessons arising can be implemented (where relevant) and WP students can be even better supported during their studies and beyond.

The benefits of a university-wide evaluative framework are potentially significant. Insights arising can help inform decision-making,

programme targeting, identify gaps in support, offer new areas for innovation, assess the effectiveness of current provision and integrate the support provided to students from pre-arrival through to progression and into their future careers.

The most important measure of success is the benefits such a framework could have on students' experiences and outcomes. These might include:

- Better informed support for students throughout their university journey
- Improved understanding of the experiences of WP category students and the challenges they face
- Better assessment of the effectiveness of existing and future initiatives
- Evidence-based policies and decision making
- Greater awareness of the work being done at different stages of the student lifecycle

Promoting Equity and Inclusion at RMIT University



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RMIT University Vietnam

Viet Nam

Introduction

RMIT University Vietnam, which was founded in 2000, is the Vietnamese branch of the Australian research university the Royal Melbourne Institute of Technology. With aims to provide accessible and inclusive education for students, the university so far has done many activities to increase equal access, opportunity, and support for all students in recent years. For RMIT, this means creating an environment and culture where staff and students can have a sense of belongings.

While creating and maintaining an inclusive culture is everybody's responsibility, there is an interest in enhancing the comprehension of prospective students regarding the values of our international education. Based on the experience as a Digital Marketer, this action plan was developed responsibilities are to ensure transparency at RMIT to raise the university brand awareness while increasing the feeling of belonging for different university members.

Summary of the Action Plan

Based on experience of working in the RMIT Saigon South Campus, it was determine that the current promotion plan focused too much on access (admission & number of enrolled students) and less on inclusion & diversity. In 2021, the published contents on our fanpage - a platform to communicate with prospective students, were mostly about program promotion, RMIT facilities, and students' achievements. In particular, our attention to the different aspects of equitable, inclusive education-related content was overlooked.

At the staff level, the promotion of the plan on the RMIT social media page would include new angles of student life as well as university equitable access and diversity. Thus, it will highlight relevant offices, clubs, and initiatives aimed at promoting equity and inclusion at RMIT University.

As each department has different duties and roles at RMIT Univeristy, the Marketing team will connect with relevant stakeholders to Promote a culture of inclusion and valuing diversity through communications and promotional events.

Therefore, the following divisions will be included in the action plan:

- Scholarship division
- Student Support (well-being, disabilities support)
- Communicatiton department
- Student Council, Clubs
- Academics: Faculty, Student Academic Success
- Student Recruitment & Admission department

Promoting equity, inclusion, and diversity is a huge topic. With limited background, knowledge, and resources, the hope is for the plan to contribute to basic steps of equitable access and success in terms of student engagement and explaining how RMIT offers inclusive education for those from different backgrounds. Prospective students, particularly underrepresented groups such as disadvantaged and provincial students, will have a better understanding of RMIT university. Through this, high school students would be better equipped with knowledge of equity and inclusion in higher education, while RMIT could promote instructional programs.

In the next 6 months, the plan aims to create 4 student testimonials to promote our value of inclusion. The testimonials will cover how RMIT's Well-being, student support, and other departments supported disadvantaged students and

how they have changed since joining the community. These testimonials will be featured on our fan pages and expected to reach at least 400,000 people per post (the average reach per post with similar content is about 300,000 people)

The plan will impact the lives of students. Having a chance to share their experience (i.e how to design the learning strategies, how to get fully involved in-class activities and understand the teaching materials), students will have a sense of belonging to RMIT. Moreover, this is how RMIT can improve accessibility through communication and student engagement activities.

For prospective students, the testimonials will drive aspiration and awareness about RMIT for high-school students. They can explore the initiatives and programs in place to ensure that anyone who has the desire, can join RMIT.