



Bologna with Stakeholders Eyes  
for an Innovative, Inclusive  
and Interconnected EHEA by 2030



Co-funded by  
the European Union

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# Towards an **inclusive** EHEA by 2030

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# **Diversity and Inclusion frameworks and concepts**

**by Mary Tupan-Wenno and  
Annejet Lont**

**Conditions to making *ALL* students' right  
to higher education more impactful and  
meaningful**

# *Equity & Social Justice*

*in the ECHO context*

What is necessary for minoritized communities of students and their families to exercise their opportunities in society and in education?

*Who are minoritized students in the Dutch context?*

Societal

-

context

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Political

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Superdiversity (Crul et al 2013)

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BAM, Becoming a minority (Crul et al, to be published end 2022)

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Social movements: #MeToo,  
#Blacklivesmatter  
#Asianlivesmatter etc.

# Integration or Inclusion?

## Diversity/Integration

- Expectation to adapt to the norm
- Expectation of minoritised students to change
- Focus on single identity
- **Focus on changing.** Students having to negotiate their identity

## Equity and Inclusion

- Being part of the norm
- Focus on schools/teachers to change (Tinto, 1988)
- Focus on intersectionality
- **Focus on belonging.** Students being acknowledged for who they are and their life journeys

# Persisting challenges

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**Students:** academic self confidence, often influenced by lower expectations of teachers and society

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**Lecturers and HEI's:** understanding the world and context of minoritized students and their families.

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**Systems:** understanding existing barriers in education.

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**Society and Policy:** understanding mechanisms of exclusion in society. Awareness on double standards by politics and policy.

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# Ideas for improvement

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**Support** providing support from a holistic point of view (education, mental, social, financial)

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**Awareness** Colorbrave instead of Colorblind

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**Curriculum** reflecting the diversity of heritage, history and perspectives of minoritized (migrant) communities

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**Representation** staff in schools being a representation of students with a migration background (rolemodels)

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**Agency** students' ability to speak up, reflect on their social worlds and act to improve and change their context.

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**Policy & Practice:** acting intentionally. No one size fits all policy and practice. Combination of generic and specific policy

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# Multiplying Evidence based Strategies for Inclusion in Education

## [#MultiInclude Analysis](#)

Rethinking Pathways towards Inclusion in Education (Tupan-Wenno, Van Marlen, Aumaj 2020)

## [#MultiInclude Policy Brief](#)

Rethinking Policy and moving towards Inclusion in Education (Tupan-Wenno, Van Marlen, Aumaj 2021)

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## [MultiInclude Inclusion Matrix](#)

#Multiinclude Inclusion Matrix Toolkit for School leaders (2021)



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What is necessary to enhance *agency* of minoritized students?

Acknowledge and accept *their* social and cultural capital,

in a supportive and *inclusive* learning environment,

in their *pathways* from education to the labor market.

**Two programmes funded and supported  
by the Dutch Ministry of Education  
Culture and Science**

***Students-4-Students Campaign  
ECHO Awards***

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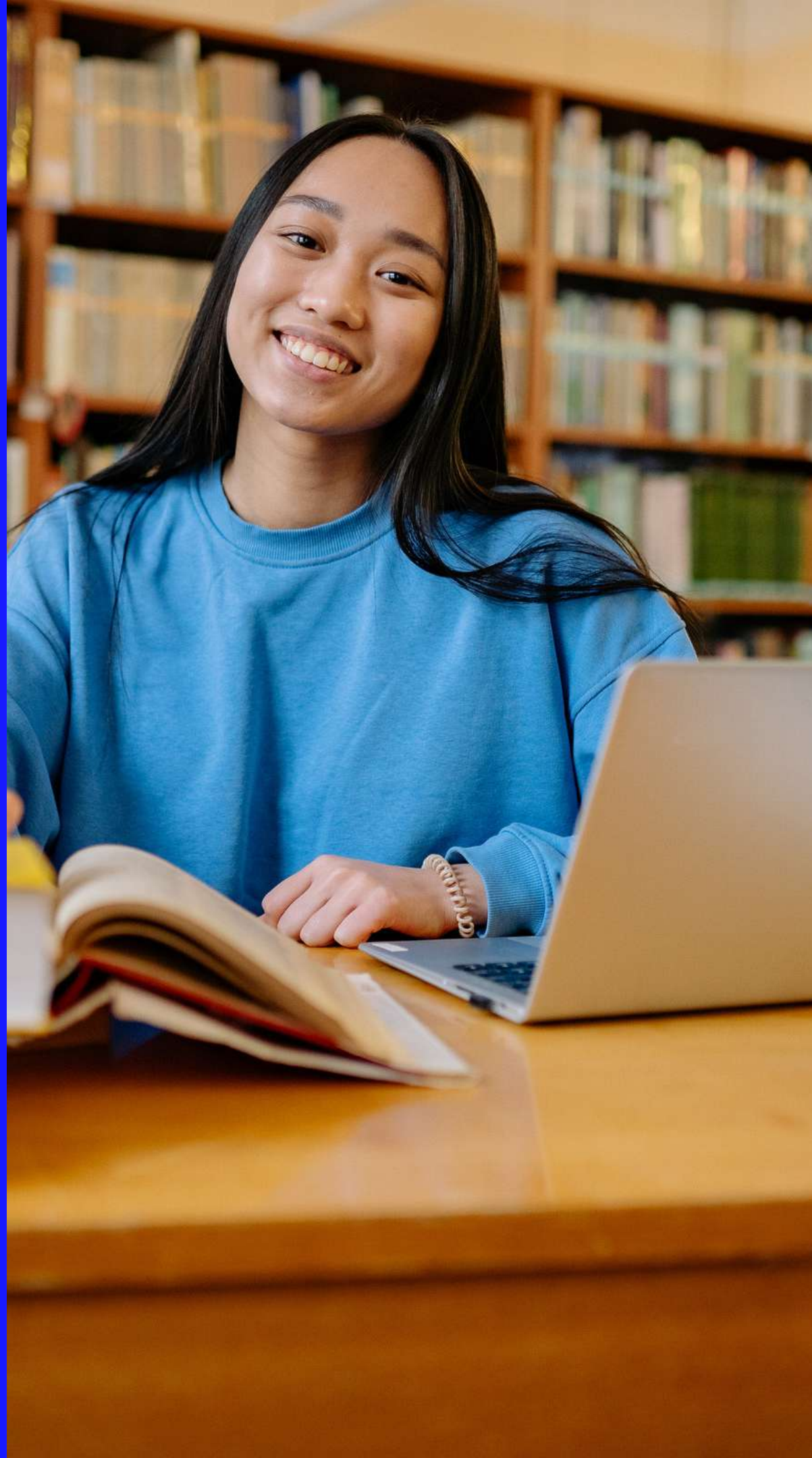
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# ECHO Awards

How empowerment of Agency of students with a migration background can have an impact on the long term





# Fishbowl Dialogue

by Annejet Lont and Mary Tupan-  
Wenno

Facilitating a dialogue to discuss the need to embed inclusion in education and intentionally inviting diverse perspectives into the conversation.



**Involving students in the development  
process leads to better outcomes**



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# Thank You