



NETWORKING FOR ACCESS

A HANDBOOK

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A HANDBOOK

RUMI – MOROCCAN UNIVERSITY NETWORK FOR INCLUSIVE EDUCATION



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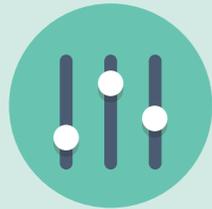
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*„Listen with ears of tolerance!
See through the eyes of compassion!
Speak with the language of love.“*

Jalal Eddine Ibn Rumi

FOREWORD



Social, economic and political factors in Morocco are driving stronger attention to issues of equity and inclusion in higher education. Progress has been made but even with the best intentions from universities and the government in wanting to achieve a more inclusive education system leading to a more equitable society, certain groups are still under-represented or disadvantaged, in particular students with disabilities or special needs; those from poor households or rural areas; female students facing unequal opportunities and discrimination; and international students struggling to integrate within the Moroccan student population and society.

Institutions with little or no diversity among their students (and staff) also miss out on knowledge, experience and viewpoints that can enrich teaching, learning, research and the social aspects of university life. By excluding certain segments of society from participating in higher education the country is deprived of the contributions they could make in fostering social harmony and economic growth. Efforts must therefore be made to ensure that no one is left behind in the pursuit of a quality education and a better life.

INTRODUCTION



This handbook has been prepared for the Tempus project: **“Moroccan University Network for Inclusive Education (RUMI)”**. It aims to provide partner Moroccan universities with a better understanding of the power and benefits of networking in addressing and overcoming issues of access and equity in higher education. Although the purpose of this handbook is to serve the needs of Moroccan universities in the RUMI project, it is just as useful to those embarking on the networking route to promote access, equity, diversity and inclusion.

The handbook begins with definition of the key concepts most often come across by policy makers and practitioners working in the field of widening access and participation. Chapters 3, 4 and 5 explain the meaning of a network, the reasons for networking and building alliances to connect the unconnected, but keeping it simple using graphics to illustrate the points made. Networking frequently asked questions are dealt with in chapter 6; and chapter 7 gives seven examples of networks. Further links to resources are included in the final chapter.

ACCESS

In education contexts **'Access'** usually refers to the provision of real opportunities to participate fairly and equally. This may involve the removal of the barriers that prevent some people from participating or completing their studies and the provision of additional supports to assist those who need it.

Occasionally, access is used more narrowly to refer to initial entry to higher education in general or to a specific course or programme. It is also used to refer to educational programmes specifically designed to prepare participants to enter higher education (e.g. 'access programmes').

In the context of higher education the term **'diversity'** is used often to refer to variations in the characteristics of institutions, staff and students.

Diversity implies respect for difference and action to include, rather than exclude.

When applied to people, diversity recognises that individuals come from many different social, economic and educational backgrounds, cultures and races and have a variety of personal characteristics (e.g. age, gender, physical ability). Action to promote student diversity in higher education seeks to ensure that the full diversity of people in the community is represented as far as possible in the community of students within individual institutions and across higher education systems.

DIVERSITY



EQUITY

'Equity' means fairness. In higher education 'student equity' implies that all students will be treated fairly, recognising that they have different characteristics, backgrounds, needs and goals. All will be given real opportunities to participate and will be provided with the support they need to succeed in their studies.

The term is also often used to refer to students from minority or under-represented groups, e.g. **'equity groups'** is used as a collective term referring to those groups selected as targets for special action to improve their participation and success in higher education systems or institutions.

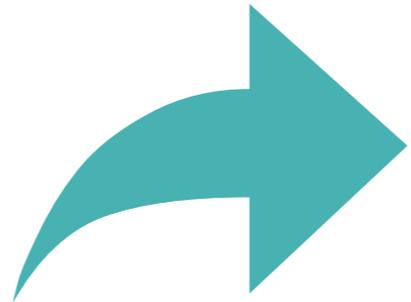


An institution seeking to **'embed equity'** strives to ensure that all staff share the responsibility to achieve student equity and diversity so that it becomes an integral element in the culture of the institution.

For example, all divisions within the institution (e.g. departments, faculties, schools, etc.) may be required to include student equity and diversity goals within their operational plans and to report regularly on progress toward the achievement of these goals.

This approach to student equity and diversity differs from one in which responsibility is primarily vested in a special unit such as an 'equity and diversity centre', but the two approaches are not incompatible and can be combined effectively.

EMBEDDING EQUITY



EQUALITY

The term **'equality'** denotes that all people have the same rights, regardless of differences in their backgrounds or characteristics. These rights must be respected and acted upon.

In higher education the term is used particularly in referring to the provision of opportunities to participate. These should be available to all groups in society and there should be no artificial barriers preventing some groups from taking up these opportunities or special privileges given to some groups at the expense of others.

It can similarly also apply to teaching, support and assessment.

INCLUSION

In higher education **'inclusion'** means ensuring that all staff and students are valued and their differences respected.

This understanding frames all the activities of the institution, including the development and delivery of curricula, teaching and assessment. For instance an **'inclusive curriculum'** is one which recognises the strengths and learning needs of all students. It will not assume that all students share the same educational background or culture and have the same needs and goals.

MAINSTREAMING

Mainstreaming is a similar concept to **'embedding equity'**, in which responsibility for student equity and diversity is shared throughout the institution and the goal of achieving student equity and diversity is integral to the culture of the institution.

Critics of mainstreaming have argued that it is not always effective because a dispersed approach can mean that there is no single individual or group in the institution driving forward action to achieve student equity and diversity and providing essential expertise to inform decision-making. To avoid this risk, many institutions **combine centralist and dispersed approaches** to student equity and diversity.

RETENTION

In higher education, **'retention'** refers to the proportion of students who continue at the institution from one year to the next, until they complete their studies. Institutions concerned about 'student retention' take action to ensure a high proportion of their students remain with the institution and continue with their studies.

Low retention can be an indicator of such things as poor teaching, inadequate student support, or even poor programme organisation preventing some students from participating.

The **social dimension** is a term used in Europe to refer to the goal of **removing inequalities** in access to higher education. It encompasses the measures needed and used to enable access to, participation in, and completion of higher education, especially for those who experience difficulties. See www.pl4sdu.eu/index.php

SOCIAL DIMENSION

Higher education institutions committed to student equity and diversity assume a responsibility to provide students with the support they need to succeed in their studies when they admit the student to a course or programme.

There are two main kinds of student support – **academic and personal**. Academic support specifically relates to their studies. Personal support is for those other matters that affect the student's welfare and progress and can include such things as financial aid, accommodation and counselling.

STUDENT SUPPORT



UNDER-REPRESENTATION

'**Under-representation**' is a measure used in higher education to indicate groups in the community which are not adequately represented among staff and students compared with their share of the population. For instance, if 10 percent of the population has a disability, but only five percent of students, then people with a disability are under-represented in the student community.

'**Under-represented groups**' are often the target of action to achieve student equity and diversity.

'**Widening participation**' means not only increasing the number of individuals participating in higher education, but striving for a **greater diversity** in the backgrounds and characteristics of these individuals so that the student community will be more representative of the external community from which it is drawn.

It is sometimes also referred to as '**broadening participation**'.

An important aspect of 'widening participation' is that a more diverse group of students is not merely admitted to the institution but is provided with the support needed to succeed and to have a satisfying '**student experience**'. Thus 'widening participation' may necessitate some **changes in institutional culture and action**, including in teaching and programme organisation.

WIDENING PARTICIPATION



WHAT IS A NETWORK?



IT HAS GOOD COMMUNICATION
AND TRUST AMONG MEMBERS



IT IS A COMMUNITY
OF LEARNING



IT IS A REPOSITORY FOR
GOOD PRACTICE



IT IS A DOMAIN OF
KNOWLEDGE



IT HAS A COMMON PURPOSE
AND SHARED GOALS

WHY NETWORK?



SUPPORTS INSTITUTIONAL
TRANSFORMATION IN ACCESS
POLICY AND PRACTICE



GIVES STRENGTH
AND VOICE



CREATES OPPORTUNITIES FOR
SHARING AND LEARNING



PROVIDES CREDIBILITY
AND LEGITIMACY



CONNECTS EFFORTS FOR
COLLECTIVE IMPACT



NETWORKING FAQs

HOW IMPORTANT IS IT TO SET AIMS AND OBJECTIVES?

It is very important that a network, like any other organisation, sets clear aims and objectives. Aims and objectives:

- Identify the outcomes that the network seeks to achieve
- Provide a shared sense of purpose and direction
- Provide a framework for developing strategies, plans and activities
- Ensure that participants in all areas and at all levels of the network work towards the same goals
- Can be broken down into smaller targets
- When disseminated outside the network can bring in new participants who share similar goals and who want to contribute to achieving them.

WHAT KIND OF STRUCTURE SHOULD THE NETWORK ADOPT?

A network is basically a community of people and/or organisations coming together to pursue common interests and goals.

Networks take many different forms, **from highly formalised** (detailed constitution, rules and regulations) **to very informal** (loose and flexible, with agreed rather than written rules or no rules).

The type of structure a new network chooses to adopt will depend on factors, including:



Its size and stage of development — a network starting out with only a few members might initially find an informal structure enables it to do what it wants to do, but as it grows and develops it might need to formalise aspects of its work. For instance, it may need a more formal governance (decision-making) structure, to establish stricter membership criteria and to adopt regulations on how funds are managed and spent.



Where the network is primarily located — there may be a need to comply with local laws and regulations governing the operation of associations. For example, the European Access Network was set up as an unincorporated association under English law.



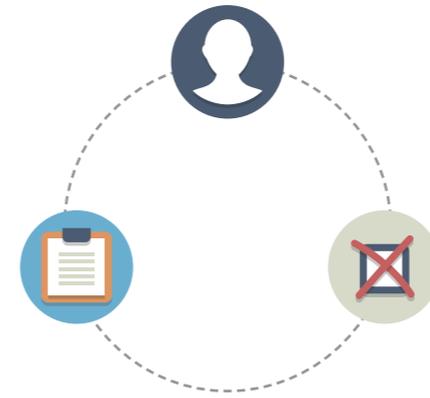
What it wants to achieve — the structure should enable the network to work efficiently and effectively towards its goals.



Sponsoring organisations — institutions or individuals setting up the network may have particular requirements for how the network should work in practice, e.g. how work should be done, decisions made and progress toward goals monitored and reported.



Short or long-term — networks set up to achieve a specific goal within a short period of time and that intend to disband afterwards may have less need for a highly formalised structure than those which intend to continue into the future.



Equity Networks in higher education are generally member associations, with a governing council or executive committee elected by the members which makes decisions on behalf of the members. Members may be individuals or institutions (in some cases both) and most associations have established an office or secretariat to administer their affairs and to carry out the decisions of the governing body.

WHAT SORT OF ACTIVITIES SHOULD WE DO?

The activities that a network chooses to do will be guided by its aims and objectives and help it to achieve its goals. With clearly defined aims and objectives the network can identify **short and long term goals** and devise plans to make progress toward them through appropriate activities.

For instance a **long-term** goal of the network may be to increase participation of girls and women in higher education Science and Engineering programmes by 10 percent over 5 years. **Short term** plans might seek to achieve small gains each year until the target is reached through a series of activities supporting informed change in member institutions. In the first year activities might include research to identify **'good ideas'** and activities to support the strengthening of relationships with those delivering and administering the programmes to ensure their **support and commitment**. In the second year, the network could support members to retrain their staff to work more inclusively, to revise information literature for prospective students and to devise outreach and taster programmes. In the third year the network might bring members together to discuss their progress and share stories about difficulties and successes ... and so on ...



DO WE NEED TO SET UP AN OFFICE AND EMPLOY STAFF?

Most networks that have been in existence for a number of years and are well-resourced have a **dedicated office or secretariat** and employ staff to carry out their business and act as a first point of contact. However, this is not essential and whether a network chooses this course of action will depend on its resources and the kind of arrangements that best meet its needs.

A new network may find that initially its business is small and can be carried out by volunteers so that a separate office and staff are unnecessary. Or it may be offered support by a sponsoring institution. For instance, a member institution may offer staff support and possibly also some office space where records and resources can be kept. However, as it grows its needs may change.

Whatever arrangements are made – and they may alter over time – it is important that those wishing to contact the network can do so easily, so **there should at least be an address and telephone number where mail can be sent and a representative reached.**

In addition, there are a range of **basic activities** that the network needs to do to **sustain** itself. These will include:

- Keeping financial and membership records
- Collecting membership subscriptions
- Communicating with members and providing them with support (e.g. newsletters, social media, advice)
- Arranging meeting and events
- Building external relationships
- Disseminating information about the aims of the network and its work.

HOW DO WE FUND THE NETWORK?

Funding is a crucial and ongoing issue for most networks, although in the initial setting up stage little may be required, especially if resources are donated. In the longer term though, most networks would agree that they could do more 'if only we had more resources...'

While **funding** is a crucial issue for networks, a wider issue is **resourcing** in general – how much is available of both financial resources and non-financial ones such as people skills, equipment, reputation and image. Many higher education networks would probably agree that they are richer in non-financial resources (e.g. skills and expertise) than financial ones. A major consideration is using the **mix** of resources they have available in the most effective way.

The resources that a network requires will depend on the scope of activities it wants to undertake. Networks that undertake only a limited range of activities may require few. Those that want to do more will usually need more.

Most networks obtain their basic funding from contributions by members as **membership fees** or **grants**. Depending on other resources available this may be enough to support a limited range of activities and **administrative** functions such as setting up a website and a database of members and meeting the costs of communicating with members and representing the network at meetings, events etc. Many networks also organise events such as **conferences** and **seminars** which give members and

non-members opportunities to meet and share ideas and experiences while also providing some **income** (through attendance fees) to support activities. Such events can also be useful in promoting the work and objectives of the network and **potentially increasing membership**. Some networks provide **professional development** or **training** in their area of expertise, which may be formally recognised toward a qualification.

Additional funds may be required from elsewhere if the network plans to widen the scope of its activities. For instance, many engage in **fund-raising activities** such as seeking sponsorships, charitable donations and bequests. Some engage in **commercial services** such as **publishing** and selling literature on topics and themes relevant to their goals; some provide **advice and guidance** services. Some engage in **consultant research** activities.

The types of activities that the network can undertake to earn additional funds will depend on the resources it has available — particularly **human resources**. It will need to consider questions such as: **who** is available to do the work? **What** skills and abilities do they have? **How** can these be used to assist the network? It will also need to consider whether the proposed activities (e.g. commercial services) are **consistent with its aims and objectives**.

Also, there will always be **costs involved** and the network will need to ensure that these are outweighed by earnings.

Networks can learn a lot from each other about what can be achieved with limited resources — and where additional sources might be obtained. Thus **networking with other networks** is a very worthwhile activity.

HOW DO WE ENGAGE WITH STAKEHOLDERS?

The first step in engaging with stakeholders is to **identify** who these stakeholders are.

Stakeholders are those people, groups, organisations who have an interest or concern in the work of the network, or who are affected by this work. Potentially they can be numerous, but some (**primary stakeholders**) will have a stronger stake than others (**secondary stakeholders**).

For networks in higher education, primary stakeholders will be their members (individuals and institutions), sponsors and funders, the students and academic staff who will be affected by their work and their employees. Depending on their aims and objectives there may be others. For instance, higher education policy makers in government could also have a strong stake. Other stakeholders could

include partner networks, parents and families, non-member institutions and those who use services provided by the network.

Having identified its stakeholders, the second step for the network is to **identify what it seeks from engagement with its stakeholders**. This will guide what objectives it should set for stakeholder engagement and what actions it should take.

For instance, does it seek **stakeholder participation** in the work of the network? Does it want stakeholders to **champion the network** and persuade others of the importance of its work? Does it want to engage stakeholders to **promote membership** of the network or **attendance** in its events? Does it want stakeholders to **be part of the public face** of the network?

Having identified its stakeholders and its objectives for engagement with different kinds of stakeholders the network will be ready to develop a strategy, or strategies, to achieve its engagement goals. These should have three main elements:

1

COMMUNICATION

Activities to communicate with stakeholders to let them know what the network is doing and the progress it is making. For instance, regular newsletters, briefings, a website, social media, etc.

2

CONSULTATION

Activities to enable stakeholders to give feedback to the network and to offer ideas for accelerating progress towards its goals. For instance, meeting regularly with stakeholder groups, holding discussions with external organisations, seeking stakeholder views and opinions (feedback forms, comment boxes etc.)

3

PARTICIPATION

Activities to encourage and enable stakeholders to become involved in the work of the network. For instance, becoming a member of, or adviser to, its governing body, volunteering, mentoring.

Depending on what it wants to achieve the network could develop specific activities within each of these categories for engagement with particular kinds of stakeholders. For instance, equity networks can have separate strategies for communicating with institutional leaders, for consulting with government policy makers or for involving students in their work.

Useful resource: The SIS Catalyst: Children as Change Agents initiative to increase and improve engagement between institutions and children (www.siscatalyst.eu) found that it was useful to identify and target 'key players' when trying to achieve change. It developed an e-learning course on '*capacity building for hands-on key players*' which can be accessed at www.siscatalyst.eu/e-learning



HOW DO WE ENERGISE THE NETWORK?

A network that is **energetic and enthusiastic** will be able to achieve much more than one which is tired and battle-worn.

Every new network starts out with high levels of energy and enthusiasm. Even founders with the most realistic of expectations will be cheered and encouraged by the 'shiny and new' possibilities that it offers.



It is very important in the early life of the network to **harness this energy and enthusiasm** to establish the network on a secure footing that will provide a **strong foundation for the future**. New networks should embrace those willing to give time and ideas, to do the work and to encourage others. They should develop and initiate strategies and work plans. Set up **monitoring systems** and **evaluation mechanisms**. Do as much as possible to ensure the network gets off ‘to a good start’.

However, it is important for the network to recognise that this **initial ‘buzz’ will not continue forever**, for it is unsustainable. Over time, many factors will inevitably lead to a decline — for instance as founding members move on to new challenges, as knockbacks create disappointments, as new challenges arise that will affect the achievement of goals, as resources shrink or limit what can be done.

This process may take a long while — perhaps years — or it might happen quite quickly if circumstances become especially difficult.

If unchallenged it could even threaten their survival.

It is important then that networks that wish to survive and to maintain their capacity to work toward their goals take action to ensure that even if they can’t keep their initial levels of energy and enthusiasm they have enough to sustain them and ensure their survival.

Although it will probably be impossible for them to retain — or recreate — the highs of their early years, networks can take steps to minimise the impact of the decline and to ensure they have enough to continue to work effectively.

Effective engagement with stakeholders — especially members — is crucial but a specific and targeted **‘sustain and renew’ strategy** could also be very useful. This would focus on the **long-term** health of the network and ensuring its capacity to bounce back if circumstances are tough. Such a strategy could, for instance include activities to:



SHARE

... news of progress, setbacks, successes and challenges with members



CELEBRATE

... even when achievements are small so that members and other stakeholders receive encouragement, praise and recognition for their involvement



INVOLVE

... engage members in the work of the network in whatever ways possible, including consulting them



RENEW

... continually seek to engage new people in the network with their ideas, energy and enthusiasm

WHAT IS NETWORKING?

Networking involves communicating and interacting with others, sharing and exchanging ideas and information, building mutually beneficial relationships, and developing professional or social contacts. To be able to contribute fully as part of a network it is essential that those engaged in the networking process have the **capacity** and the proper **mechanisms** to support its participation, especially in terms of:

- **Individual capacity** – the skills, knowledge, motivation of those involved in carrying out the process.
- **Organisational capacity** – the network's capacity to contribute to the process in an organised way.

WHAT IS CAPACITY BUILDING?

The United Nations has defined capacity as *'the ability of individuals, institutions, and societies to perform functions, solve problems and set and achieve objectives in a sustainable manner.'* And the term **'capacity building'** is used to describe a range of activities an organisation might use to expand, review or change direction. It is imperative that a strong organisational capacity is there to sustain the network's services and campaigns. There are many things a network could do to strengthen capacity. For instance, it could devise a set of quality tools for the **monitoring** and **evaluation** of its activities to help set, review or change its priorities. It could

audit the whole organisation from strategy to delivery to identify its strengths and weaknesses and pin-point successful factors to further current objectives or set new ones. It could train its staff to ensure that the organisation's services and activities are delivered, and its strategies implemented, efficiently and professionally. Staff development therefore should form a crucial part of an organisation's capacity building programme. In order to meet the challenges of an ever changing educational landscape the network should also be up-to-date on national laws or regulations, policies and strategies relating to equity, diversity and inclusion.



WHAT IS STAFF DEVELOPMENT?

Staff development is defined in the Cambridge Business English Dictionary as *‘Improvement of the knowledge and skills of employees within an organisation by providing them with training.’* In the field of networking it is important that the staff (and volunteers) employed or engaged by the organisation possess the skills that are necessary for operating effectively within a network. The ‘must-have’ skills for networking include, *inter alia*: good information literacy and technology skills; proficiency in both oral and written forms of communication; specific styles and behaviours required in bargaining and negotiation; an understanding of others as to their needs and differences; ability in team-building and possession of a team spirit for working in a group.

In addition to offering incentives and support (financial or otherwise) to motivate and enable staff to perform efficiently, it is essential that the organisation also puts in place a staff development programme to ensure that their networking skills are constantly honed and knowledge updated to keep abreast of new developments in equity, diversity and inclusion. Providing staff with training to develop their capacity and to fulfil their potential will be of mutual benefit. The staff will feel more appreciated and more likely to stay on with the organisation – thus avoiding the loss of talent and the time and energy for recruiting new people – and the organisation will retain properly trained staff for their vital services, hence help expand and bolster its organisational capacity and sustainability.



WHAT IS COLLECTIVE IMPACT?

‘Collective impact’ is an effective way to achieve results that are otherwise unattainable by organisations working alone and in isolation. The term is defined by the **Collective Impact Forum** www.collectiveimpactforum.org as *‘bringing people together, in a structured way, to achieve social change’*. It goes on to describe the conditions required to be successful:

“It starts with a **common agenda**. That means coming together to collectively define the problem and create a shared vision to solve it. It establishes **shared measurement**. That means agreeing to **track progress** in the same way, which allows for continuous improvement. It **fosters mutually reinforc-**

ing activities. That means **coordinating** collective efforts to maximise the end result. It **encourages continuous communication**. That means building trust and relationships among all participants. And it **has a strong backbone**. That means having a team dedicated to orchestrating the work of the group. All of these conditions together can produce extraordinary results. Collective impact takes us from common goals to uncommon results.”

‘Collective impact’ is a useful strategy for networks to adopt as networking is in essence a collective movement in joining forces to advance a particular cause or to achieve a certain goal.

EXAMPLES OF ACCESS NETWORKS

There are many educational networks set up to address inequality in education but not many have widening access and participation for under-represented groups as their core mission. Of the seven networks listed here the first four — **EAN, NEON, NCAN, AHEAD** — have in common a specific mission to champion for widening access and participation for disadvantaged groups currently under-represented in higher education. NCAN focuses on community college access for first generation students and students from low-income families. AHEAD's target group are those with disabilities. The ultimate goal for all networks is to achieve education reforms and open up higher education opportunities for a diverse student population more representative of the society from which they are drawn.

The fifth — **EUCEN** — is much focused on lifelong learning and continuing education opportunities for the personal or professional development of the individual.

The sixth — **UNICA** — while not set up specifically to promote access and equity does have a mission statement on equal opportunities (EO). It also has an EO working group to take forward initiatives in this area.

The seventh network — **CGU** — is an open and inclusive network, both in and beyond Europe, whose overarching goal is to facilitate and promote cooperation in the higher education sector.

The terminology used may be different but the organisational structures of all

seven networks are not dissimilar. They are membership-based, with individual or institutional members, or both. Their members meet once a year at the General Assembly or the Annual General Meeting to approve budgets and reports and elect representatives. They have a governing body served by elected members, led usually by the President or Chair. They have a Secretariat for the day-to-day functioning of the organisation, under the management of the Secretary General or Executive Secretary. In the UK it is normal for the Secretariat to have an Executive Director, as in EAN and NEON.

Their sources of funding come mainly from membership subscriptions, income generated from conferences, seminars, workshops or training, and research grants.

EUROPEAN ACCESS NETWORK (EAN) — EUROPE/INTERNATIONAL



The EAN is an independent, non-profit organisation organised for educational purposes. Based in Europe it has an international membership and a global agenda. The four pillars of the EAN are: Access, Equity, Diversity and Inclusion. EAN seeks to promote participation and success in post-secondary education for those who are currently under-represented, whether for reasons of gender, ethnic origin, nationality, age, disability, employment status, income level, family background, vocational training, geographical location or earlier educational disadvantage.

The EAN's main objectives are to effect policy change for education reforms; explore professional and political issues which promote wider participation; share good practice and provide support for practitioners; share pedagogical strategies and curriculum approaches to achieve an inclusive higher education; undertake collaborative research with national and international bodies for the further development of wider participation for integration and social inclusion.

www.ean-edu.org

NATIONAL EDUCATION OPPORTUNITIES NETWORK (NEON) – ENGLAND/UK



NEON is a professional organisation supporting those involved in widening access to higher education (HE) and social mobility. It aims to enable those working to widen access to HE at all levels and in all sectors to affect change in their own organisations and communities. At the heart of NEON is a cross-sector approach bringing together HE institutions, schools, colleges, the voluntary sector, professional bodies and employers.

NEON has four objectives:

- To increase the professionalization of widening access work through the development and accreditation of practice
- To be a research and advocacy resource for those working in access at the local, regional and national level
- To develop and enhance practice and quality in widening access work
- To offer input and support to policy-makers and government from the widening access community

www.educationopportunities.co.uk

NATIONAL COLLEGE ACCESS NETWORK (NCAN) – USA



NCAN is committed to the values of equity, diversity and inclusion as the cornerstone of its work to increase post-secondary education attainment. Through its four strategies – Capacity Building; Benchmarking; Collective Impact; Policy – NCAN helps states, non-profit organisations, schools, higher education institutions, philanthropists, and the business community provide better college access and persistence support to low-income under-represented students.

NCAN is also committed to ensuring diversity in its membership, staff, board of directors and partners. Furthermore, NCAN advances equity by providing resources to its members to identify and support students in their communities who face the greatest challenges in completing higher education. NCAN also speaks out at the national level about policies that will benefit these students, who are overwhelmingly of colour, low-income or from immigrant families.

www.collegeaccess.org

ASSOCIATION ON HIGHER EDUCATION AND DISABILITY (AHEAD) – USA/INTERNATIONAL



AHEAD is committed to full participation of persons with disabilities in post-secondary education. It is a professional membership organisation for individuals involved in the development of policy and in the provision of quality services to meet the needs of persons with disabilities in all areas of higher education. It has members throughout the United States, Canada, England, Australia, Ireland, Northern Ireland, New Zealand, South Africa, Sweden, Japan and Greece. AHEAD members represent a diverse network of professionals who actively address disability issues on their campuses and in the field of higher education. AHEAD is actively involved in all facets of promoting full and equal participation by individuals with disabilities in higher education; and supporting the systems, institutions, professions, and professionals to the fulfillment of this important mission.

www.ahead.org

EUROPEAN UNIVERSITY CONTINUING EDUCATION NETWORK (EUCEN) – EUROPE



EUCEN is the largest European multi-disciplinary association in University Lifelong Learning and continuing education. It aims to contribute to the economic and cultural life of Europe through the promotion and advancement of lifelong learning within higher education institutions in Europe and elsewhere; and to foster universities' influence in the development of lifelong learning knowledge and policies throughout Europe. It collaborates with National and Regional Networks on addressing the needs and current climate of lifelong learning and continuing education in their country. The EUCEN definition of University Lifelong Learning is:

“ULL is the provision by higher education institutions of learning opportunities, services and research for: the personal and professional development of a wide range of individuals – lifelong and life-wide; and the social, cultural and economic development of communities and the region. It is at university level and research-based; it focuses primarily on the needs of the learners; and it is often developed and/or provided in collaboration with stakeholders and external actors.”

www.eucen.eu

NETWORK OF UNIVERSITIES FROM THE CAPITALS OF EUROPE (UNICA) – EUROPE



UNICA is a network of 46 universities from 35 capital cities of Europe. Its role is to promote academic excellence, integration and co-operation between member universities throughout Europe. The main characteristic of its members' location in the capitals of Europe, facing not dissimilar political and social issues with which they are each confronted, present a shared platform for cooperation and implementation of common strategies. It also provides a forum in which universities can reflect on the demands of strategic change in university research, education and administration.

UNICA is committed to democratic values and pledges to implement policies, procedures and practices that do not discriminate on grounds of gender, marital status, age, disability, colour, ethnic origin, religious belief or sexual orientation. In all its activities UNICA aims to remove barriers to equality and to promote concepts of diversity and equality of opportunity.

www.unica-network.eu

COMPOSTELA GROUP OF UNIVERSITIES (CGU) – EUROPE/INTERNATIONAL



CGU is a large, open and inclusive network of universities, both in and beyond Europe, whose overarching goal is to facilitate and promote cooperation in the higher education sector, following the cultural heritage of the Way to Santiago, a phenomenon that has contributed decisively to the concept and the nature of Europe. CGU believes in the value of diversity and on its common journey, shares the path to knowledge and the goal of improving higher education for a better society. It actively facilitates mobility between university members, both academic and non-academic, as a basis for enhancing linguistic, cultural and scientific knowledge. It seeks to promote access and equity through collaboration with other organisations.

In 2014 it framed and adopted the Poznan Declaration: “Whole-of-University Promotion of Social Capital, Health and Development” aimed at mainstreaming ethics and anti-corruption in higher education.

www.gcompostela.org

RUMI PARTNERS

 <p>UNICA Network of Universities from the Capitals of Europe</p>	<p>NETWORK OF UNIVERSITIES FROM THE CAPITALS OF EUROPE</p>	 <p>UNIVERSITÉ ABDELMALEK ESSAADI</p>	<p>UNIVERSITÉ ABDELMALEK ESSAADI</p>	 <p>UNIVERSITÉ MOULAY ISMAIL</p>	<p>UNIVERSITÉ MOULAY ISMAIL</p>	 <p>UNIVERSITÉ INTERNATIONALE DE RABAT</p>	<p>UNIVERSITÉ INTERNATIONALE DE RABAT</p>
 <p>EUROPEAN ACCESS NETWORK</p>	<p>EUROPEAN ACCESS NETWORK</p>	 <p>ERASMUS HOGESCHOOL BRUSSEL</p>	<p>ERASMUS HOGESCHOOL BRUSSEL</p>	 <p>UNIVERSITÉ MOHAMMED V DE RABAT</p>	<p>UNIVERSITÉ MOHAMMED V DE RABAT</p>	 <p>UNIVERSITÉ SULTAN MOULAY SLIMANE - BENI MELLAL</p>	<p>UNIVERSITÉ SULTAN MOULAY SLIMANE - BENI MELLAL</p>
 <p>Fontys University of Applied Sciences</p>	<p>FONTYS OSO</p>	 <p>Vrije Universiteit Brussel</p>	<p>VRIJE UNIVERSITEIT BRUSSEL</p>	 <p>UNIVERSITÉ CADI AYYAD</p>	<p>UNIVERSITÉ CADI AYYAD</p>	 <p>UNIVERSITÉ IBN ZOHR</p>	<p>UNIVERSITÉ IBN ZOHR</p>
 <p>UNIVERSITÉ PAUL-VALÉRY MONTPELLIER 3</p>	<p>UNIVERSITÉ PAUL VALÉRY, MONTPELLIER 3</p>	 <p>GRUPO COMPOSTELA D'UNIVERSIDADES</p>	<p>GRUPO COMPOSTELA D'UNIVERSIDADES</p>	 <p>ROYAUME DU MAROC Ministère de l'Enseignement Supérieur, de la Recherche Scientifique et de la Formation des cadres.</p>	<p>MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR, DE LA RECHERCHE SCIENTIFIQUE ET DE LA FORMA- TION DES CADRES</p>	 <p>ROYAUME DU MAROC - MINISTÈRE DE LA SOLIDARITÉ, DE LA FEMME, DE LA FAMILLE ET DU DÉVELOPPEMENT SOCIAL</p>	<p>MINISTÈRE DE LA SOLIDARITÉ, DE LA FEMME, DE LA FAMILLE ET DU DÉVELOPPEMENT SOCIAL</p>
 <p>ROMA TRE UNIVERSITÀ DEGLI STUDI</p>	<p>UNIVERSITÀ DEGLI STUDI ROMA TRE</p>	 <p>ASSOCIATION DES ÉTUDIANTS ASSO BDE</p>	<p>ASSOCIATION DES ÉTUDIANTS ASSO BDE</p>	 <p>OBSERVATOIRE NATIONAL DU DÉVELOPPEMENT HUMAIN</p>	<p>OBSERVATOIRE NATIONAL DE DÉVELOPPEMENT HUMAIN</p>	 <p>RUMI</p>	<p>www.rumi-project.org</p>

OTHER RESOURCES

UNESCO Education for All

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/>

<http://en.unesco.org/gem-report/>

United Nations Convention on the Rights of Persons with Disabilities

<https://www.un.org/development/desa/disabilities/>

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

Equality and Human Rights Commission Guidance (Great Britain) on UN Disability Convention

<http://www.disabilityrightsuk.org/policy-campaigns/campaigns/equally-ours-campaign/guide-un-disability-convention>

Inclusive Excellence Framework

<https://www.rit.edu/diversity/inclusive-excellence-framework>



*“Either seem as you are
or be as you seem.”*

Jalal Eddine Ibn Rumis

