

**ANNEX C TO THE FINAL REPORT**

**RESTRICTED**

**Contract nr: HPSE-CT-2001-50011**

**Project nr: SETN-2000-00001**

**Title: Higher Education Reform Network (HERN)**

**Project coordinator: Roehampton University (ROEI.DSC)**

**Partners: Society for Research into Higher Education, UK (SRHE)  
Centre for Higher Education Studies (CHESCZ), Prague, Czech Republic  
Vytautas Magnus University (UMAGN.FSS.CVER), Kaunas, Lithuania  
Bureau for Educational Services (BESBG), Sofia, Bulgaria  
National and Kapodistrian University of Athens (UAT.PSY), Athens, Greece  
Kungliga Tekniska Hoegskolan (RIT.LL), Stockholm, Sweden  
Johannes Kepler Universitaet Linz (ULINZ.ISUSS), Linz, Austria  
Universiteit Leiden (RUL.SW.LO.ESREA), Leiden, Netherlands  
Continuing Education Development Foundation (CEDEF), Riga, Latvia  
Jagellonian University (UJAG.FC), Krakow, Poland**

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## ANNEX C - Deliverables submitted with the Final Report

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37	8	Guide to policy on 'Internal management, gender and staff development in HE in the context of reform & EU enlargement'	3
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**DELIVERABLE N° 37**

**RESTRICTED**

**Contract nr: HPSE-CT-2001-50011**

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## **Internal management, gender and staff development in the context of reform and EU enlargement**

**Tony Burden**

KTH, Stockholm

This policy guide addresses the questions of internal management and staff development from the point of view of gender inequalities in institutional decision-making procedures in higher education. These topics fall into the general area of equal opportunity and gender equity but focus on a particularly critical point, the participation of an underrepresented gender, nearly always women, in institutional decision-making procedures. The precise understanding and concrete interpretation of 'equal opportunity' and 'gender equity' will vary from one academic subject area to another, from institution to institution, and from one country or society to another. Progress towards gender equity will thus vary from institution to institution and in these guidelines it is envisaged that it will take place as an internal and collective learning and development process within each institution. Progress towards gender equality in decision procedures at any particular institution of higher education will thus depend on a range of factors which include staff development at the institutional level and the impact of simultaneous reform and enlargement of the European Union at the national level. In this context it is worth noting that the situation in which these guidelines have been formulated is a university of technology in Sweden, *i.e.* in a particularly masculine academic subject area in a country which can be said to lie in or near the forefront of the European Union's efforts towards equal opportunity and gender equity.

In a broad long-term perspective higher education has been developed 'by men for men'. This point is stressed by, *e.g.*, Noble (1992) but can be said to be an unavoidable conclusion of any simple historical analysis which includes the aspect of gender. The present-day consequences of the gendered history of higher education cannot be ignored. Masculine patterns of learning, knowing, leadership and social interaction in general are built into the culture and practices of higher education. See, *e.g.*, McAuley (1987), Heward (1996), Kettle (1996), Morley (2003) and Novacek (2003). The preservation of this masculine culture in higher education is closely intertwined with the preservation of 'academic quality' and is manifested in general by the proportion of women at decision-making levels in the academic hierarchy being significantly lower than the proportions of women at intermediate level and in undergraduate studies. In Sweden, for example, ca 12% of professors are women while twice as many, 25%, of lecturers are women and more than half, 60%, of undergraduate students are women. A very similar situation in the United Kingdom is described by Kettle (1996), ETAN (2000) and Morley (2003). McAuley (1987) pays particular attention to the underrepresentation of women in decision-making categories of staff at one particular institution in the U.K. At the fifth HERN seminar similar situations in the Czech Republic, Greece, Latvia and Poland were described

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by Novacek (2003), Sidiropoulou-Dimakakou & Katsi (2003), Rivza (2003), and Radkiewicz (2003). The exact proportion of women among 'professors' depends strongly on the precise definition of the category and ranges from 4% in Latvia to 25% in Poland. There are proportionately fewer women amongst 'full' professors than there are amongst assistant or associate professors. (See the comment on categories of staff in connection with statistical surveys below.) The proportion of women among undergraduate students lies between 50% and 60% in the countries considered at the fifth HERN seminar. Before enlargement of the European Union the proportion of women amongst 'full' professors ranged from 5% to 18% and the proportion of women amongst undergraduates ranged from 40% to 65% (ETAN, 2000). It is worth noting that enlargement appears to consolidate the middle ground without significantly extending the ranges.

Policy needs to be aimed at (1) making gender 'visible' and (2) changing not only formal procedures but also attitudes and culture. Increased awareness of the significance of gender is thus generally preferable as a long-term strategy to changes in formal procedures and may even be a necessary prerequisite. All formal decision-making procedures should be transparent and open. A concise summary of these guidelines is provided by the 'bulleted' lists in the following sections.

### **Institutional commitment**

Institutional commitment is essential for the effective implementation of policy aimed at true gender equality in decision-making procedures since the mechanisms which obstruct gender equity in higher education consist of much more than overt or deliberate discrimination. Policy needs to be aimed at changing not only formal procedures but also attitudes and culture. See Heward (1996) and Kettle (1996). Effective implementation may furthermore be perceived to be in conflict with the institution's principles of 'objectiveness', 'academic excellence' or 'fairness'. Such perceived conflicts should ideally be made the subject for systematic enquiry following the institution's own culture of research (though including a gender perspective).

Depending on the degree of gender awareness at the institution as a whole the following concrete measures can be adopted at institutional level:

- a statistical survey of the proportions of men and women in all categories of staff
- adoption of a policy and a plan for its implementation
- various forms of positive action

The first point is minimal and could be required by an external authority such as a national Ministry of Education or a source of funds within the European Union. The third point is on the verge of what could be considered to be acceptable at this point in time in many countries in the European Union.

The statistical survey should document the proportions of men and women in all categories of staff. The survey should distinguish between lecturers and professors; between short-term appointments and appointments with tenure; and between externally financed and internally financed research positions. Compare ETAN (2000). The details of the categories will necessarily vary from institution to institution but the survey should enable a discussion of gender participation in decision-making procedures. The survey should achieve the basic purpose of 'making gender visible'.

Compare Morley (2003). General progress towards equal opportunity and gender equity in the European Union as a whole would benefit from the development and adoption of a common system for categories of academic staff. See ETAN (2000).

The statistical survey should be updated regularly, e.g. annually, and careful attention should be paid to the academic progression from undergraduate student to postgraduate student, to post-doctoral researcher, to lecturer, to professor (as appropriate). The details of this progression will vary from institution to institution but the survey should enable a discussion of possible 'hidden mechanisms' or gender-differentiating checkpoints in an academic career. See Burden (2003) and Westberg (2003). In the Natural Sciences, for example, ETAN's Working Party for Women and Science has identified a 'leaky pipeline'; "the lack of women at top levels cannot be explained by a lack of women in the corresponding undergraduate classes" (ETAN, 2000, p. 13).

Each institution should adopt a policy for gender equity and develop a plan for its implementation. The policy and plan should be based on a statistical survey and the implementation of the policy should be regularly evaluated. Ideally the implementation of the policy should be developed by departments upwards as an integral part of institutional self-evaluation and quality assessment. This point is discussed by Morley (2003). The policy and its implementation should address imbalances in the statistics, particularly in the progression from one form of appointment to the next, and it should discuss staff development and the potential advantages and viability of various forms of positive action.

The viability of positive action depends on the degree of gender awareness at the particular institution as well as on the details of the national laws which regulate discrimination. Supportive positive action can consist of mentor programmes, child care on campus, extended maternity/paternity leave *etc.* and can be expected to be non-discriminating in a legal sense. Apart from internal mentor programmes the institution could also support national and international networks such as WHEN in the United Kingdom and WIPAN in engineering. See Radkiewicz (2003) and the anthology containing Heward (1996) and Kettle (1996). In general it is important to support both women and men in their attempts to combine academic work with family life in the progression from Ph.D. degree to tenure. See ETAN (2000), Radkiewicz (2003), Sidiropoulou-Dimakakou & Katsi (2003) and Westberg (2003).

With reference to the section on 'gender participation in decision making' below, it is likely that the few women who take part in decision making will be overloaded by committee work to the detriment of their research activities, which in turn will be to the detriment of progress towards gender equity in general. It is reasonable for the institution to provide compensatory support for their research groups and it should be possible to construct this support in a gender-neutral fashion.

More exclusive positive action may contravene the letter of the law but can range from appointments which are only open to women applicants, as has been the case in Germany and Sweden (ETAN, 2000), to partial support from the institution's central budget for departments which, e.g., appoint a woman as post-doctoral researcher in engineering. (See, e.g., Burden (2003).)

### **Staff development**

Just as in society as a whole the masculine culture of higher education is preserved by both men and women both subconsciously and by consciously maintaining that

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the culture is gender-neutral. Gender is made invisible or 'silenced' (Morley, 2003). As an undergraduate student has expressed it,

*We want to end up at a place where women and men are the same — except for whatever is inherently different. And so a lot of people sort of assume that we're already there. They ignore whatever factors have happened in the first 20 years of your life and say, 'Well, we all ought to be equal, so we'll just assume that we are.' But it doesn't work like that.* (Seymour & Hewitt, 1997, p 286).

Increased awareness of the significance of gender has to be included in staff development. Possible measures that can be taken include;

- gender perspective included in internal teacher training for tutors and lecturers
- gender perspective included in staff development for managers and committees responsible for recruitment, tenure and quality assessment.
- support for gender studies within the institution's subject area(s)

Morley (2003) points out that a gender perspective is often lacking in present-day efforts towards pedagogical development in higher education, despite, or perhaps due to, a strong focus on the individual's learning. In contrast, Novacek (2003) provides some examples of the importance of gender in teaching and learning. A gender perspective on teaching and learning should be included in internal teacher training for tutors, lecturers and professors, as well as in internal staff development courses for tutors of research students. See Nightingale & Sohler (1994) for a guide produced by a professional association of academic staff.

A gender perspective on leadership and management should be included in internal staff development courses for individuals in leading positions, such as, e.g., deans and managers. See Holgersson (2003). This can be particularly important for managers and committees who are responsible for institutional self-evaluation and quality assessment. Morley (2003) discusses this point in greater detail.

Recruitment, new appointments, promotion and tenure are critical for the progress towards equal opportunity and gender equity. See McCauley (1987), ETAN (2000), Burden (2003), Radkiewicz (2003), Sidiropoulou-Dimakakou & Katsi (2003) and the final section below. A gender perspective is essential in internal staff development courses for individuals and committees responsible for appointments and promotion.

Ideally the institution should provide particular support for gender studies within its own subject area or areas since such studies can be expected to provide a knowledge base for staff development and progress towards gender equity in general. See Novacek (2003) and Radkiewicz (2003). Overt institutional support for gender studies also serves the significant purpose of validating gender as an area of knowledge and field of research.

### **Participation in decision making**

For an individual member of staff participation in decision making is closely connected to progression through the academic hierarchy. Progress towards gender equity in decision making is thus closely connected to progress towards equal opportunities to pursue academic careers and the measures in the list below can be said to be aimed at both goals.

sub-committees, rather than individuals, should make short-term appointments.

both men and women should sit on committees responsible for appointments and promotion.

a survey of potential candidates should be carried out before the subject areas of new appointments are decided.

discussion of the significance of gender for evaluation of formal merits

In these guidelines it has been assumed that all formal decision-making procedures are transparent and open, e.g. 'made public' in the Swedish tradition. Lack of openness is an excellent tool for those who wish to ignore or obstruct progress towards gender equity. Compare ETAN (2000).

In general increased awareness of the significance of gender is preferable as a strategy to changes in formal procedures and may even be a necessary prerequisite. Changes in formal procedures do however provide a clear indication of institutional commitment and may stimulate a discussion of the significance of gender and initiate a process of change and development.

The progression from undergraduate student to tenure usually consists of a number of short-term research appointments with the result that these appointments play a significant rôle in the 'leaky pipeline' (ETAN, 2000; Burden, 2003). An individual researcher who receives an external research grant, which enables him or her to appoint a postgraduate research student or postdoctoral researcher, can be expected to choose an individual who to some extent resembles him- or herself. This may be an advantage for the success of the research project but will also tend to maintain the phenomenon 'men choose men'. In order to limit the effect of this on the progress towards equal opportunity sub-committees should make the formal decision to appoint postgraduate research students and postdoctoral researchers.

For similar reasons ('men choose men'), a survey of potential candidates, paying particular attention to the underrepresented gender, should be carried out before the academic subject areas of new appointments such as chairs, *i.e.* professorships, or other posts with tenure or management responsibilities are formally decided in detail.

Both men and women should sit on committees responsible for recruitment, new appointments, promotion and tenure. This somewhat heavy-handed measure appears to simplify the rôle of gender to the point where one woman can be assumed to represent the whole problem but the measure is unavoidable while the general awareness of the significance of gender is in its initial stage of development at the particular institution. A further disadvantage is the workload it implies for the few women who are considered more or less eligible to sit on the committees. See the discussion towards the end of the previous section.

The institution should stimulate and maintain an active and continuing discussion of the significance of gender for the definition and evaluation of formal merits. This is a fairly open question but there are a number of concrete examples. The relative values of teaching and research merits may be significant from the point of view of gender. An individual's research merits may be undervalued due to being based on a paradigm other than the dominant paradigm and gender may be significant for the choice of paradigm (McAuley, 1987). Research merits usually depend strongly on success in applications for research grants and the decisions of funding agencies

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may contain significant gender bias (Wennerås & Wold, 1997; ETAN, 2000). There may also be significant differences in the ways men and women choose to conduct 'careers' and thus accumulate merit (Heward, 1996; ETAN, 2000).

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**DELIVERABLE N° 41 & 44**

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## **The key policy recommendations “HE Reform, Teaching and Learning, Change and Quality: Student Diversity, Distance Learning and Guidance”**

### **E-DISCUSSION REPORT**

#### **Introduction**

The follow up discussions concerning policy recommendations took place in the period of 17 May, 2004, until 23 May, 2004. A draft policy document that had been produced at the seminar (see Appendix 1) was circulated to partners. Partners commented on different issues concerning the depth and quality of e-learning. The principal additional comments were:

1. Latvian colleagues have noticed that e-learning can be effective if the quality is high, also, they noted the need for cultural changes in academia, and the need to increase the role that e-publications have in scoring teachers' academic achievements. (see Appendix 2)
2. Austrian colleagues have noted the importance to provide opportunities for all people to benefit from e-learning, and the need to assist teacher in acquiring necessary competencies; (See Appendix 3)
3. Colleagues from the UK have noticed the need to provide people with opportunities to study completely virtually, as there is a group of students who prefer time and place flexible opportunities that virtual universities provide. (See Appendix 4)

All the remarks have been taken into consideration, and the full final version of Guidelines is suggested (see Appendix 5) but the policy recommendations are summarised below:

#### **Policy recommendations**

##### **1. The relationship between distance learning strategies and opportunities for inclusion in tomorrow's knowledge society:**

All students should be treated equally in terms of funding (full-time, part-time and e-students);

Higher Education has to be inclusive and Open Distance Education can help to achieve this objective;

Accessibility and flexibility of HE should give a possibility to the people with disabilities;

To make e-learning as a service which would be most available and accessible: enhancement of existing e-systems;

E-learning has a low barrier entrance into education, especially for people with disabilities, elderly, socially disadvantaged – almost anonymous, flexible in time and place, therefore it should be promoted for these groups.

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2. Exchanging conceptual frameworks for ODL case studies throughout Europe and lessons learned for the future:

ODL systems should be built as an addition or enhancement of the existing systems – should not be the replacement of existing systems;

Learning skills should be emphasised;

Studies in Distance Education should be applicable in vocational (formal, non-formal and informal) education;

Systems should be behind the technological cutting-edge – technology has to be the one what people have;

The development of pedagogy is slower than development of technology – emphasis on development of new educational methods before introducing new technologies is to be promoted;

Every teacher should master open learning models, be able to chose most appropriate technology and pedagogical methods, as well as be part of Course Team, and ; “Train the trainers” activities should be fostered at institutional and national levels.

Blended learning should be introduced as a term for governmental policy;

The development of e-courses should have similar academic value as writing of traditional books.

3. Market demands, needs, quality and resources for distance learning methods:

Markets are different and education is and should be different;

Access to the internet is limited – it is impossible to request that person would have a computer at home, therefore institutions should aim at providing facilities;

Strategy for needs analysis is needed;

More attention should be given to recognition of Distance Learning, e.g., records in Diploma Supplement;

Need to study organisational culture in context of e-learning development;

Quality assurance regulations, strategies must not be different from the traditional HE – same quality requirement should be applied for full-time and e-students;

Guidelines for the implementation of copyright in Open and Distance Education should be created.

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Appendix 1**The key policy recommendations “HE Reform, Teaching and Learning, Change and Quality: Student Diversity, Distance Learning and Guidance”****Introduction**

During the HERN project meeting, issues concerning the implementation, usage and development of Distance Education in all types of Higher Education establishments were discussed. The representatives from Universities, other Higher Education institutions, and Distance Education experts, also other Distance and Higher Education professionals have raised different questions. Discussion covered wide scope of topics, related to Distance Education in Higher Education institutions. It was agreed among the participants, that policy in this field should focus on six main issues:

- Students' approach;
- Teachers' approach;
- Institutions' approach;
- State policy;
- Technology;
- Quality assurance.

During the discussion it was tried not to duplicate already existing policy and benchmarks, rather recommendations are based on the existing experience and everyday activities of the institutions, working in the field of Distance Education.

**Rationale for policy recommendations**

Concerning **students' approach**, the main issue of learning skills “learn how to learn” and “how to learn using ICT” was identified. It should be discussed and suggestions provided how to take advantage of the fact that young people are eager to use new technologies and how to benefit from this eagerness in Higher Education. It was noted that the number of students, especially part-time, is increasing. These students are mainly working adults, and this requires HE institutions to be flexible. One of the solutions would be to introduce e-learning as the possibility to meet growing demand of the market. While doing so we need to treat equally both groups of students – having access to the PC and those who do not. Those who do not have access, have the right to be provided with the possibility to use PC in a special place in the Higher Education institution or in one of the supporting centres (public access points). This also raises the following questions: The capacity of the connection – is it high enough? Are students able to study without the Internet access points (ex. from homes only)? This is very important issue and has to be kept in mind while developing study programmes and the means for their implementation. And finally, Distance Education should be usable for ALL students / customers – it should serve as a tool, be user-friendly.

While speaking about the **teachers' approach** technical and pedagogical support to the teachers should be emphasised, as it is the crucial factor for the success. Only those institutions, which pay sufficient attention on this issue, may expect better results in the implementation and development of Distance Education. It was also pointed out, that there is a lack of highly qualified Distance Education and e-learning staff, and this fact might be the main reason for insufficient support of the teachers.

Having that in mind and the need to introduce new techniques, technologies, methodologies, and to adopt the changes of the educational market, learning theories/perceptions in Distance Education should be discussed between the educational and experts of the field and the recommendations should be drafted up for practitioners.

The discussion about the **institutions' approach** has raised the problem whether pure Virtual University would be successful, that it might fail as it happened in the UK in April 2004. One of the pure Virtual University's reasons for failure might be unwillingness of students to engage into such type of studies. Another reason could be the underestimation of role of context (academic tradition) and new challenges of learning culture. However, Distance Education gives the ability to operate at a huge scale; however it is related to changing functions *academia*, because only teams of authors would manage the task. Courses should be designed by the Course Teams, which should include course author, IT specialist, DE specialist, designer and etc. Distance Education is not cheap, but could be economically effective, if the quality is high. It was also remarked, that there is no real cooperation, mainly competition between Higher Education institutions in Distance Education field – even if one institution has already created a course on a specific topic, another institution will do it again – create its “own” course. Such problem exists and might be partially solved by introducing copyright roles, which would give the possibility for the institutions to allow using their courses without the fear that they might be copied by the user's institution. The discussion on corporate culture development during transfer to knowledge society could also support the movement towards better cooperation and more effective use of e-learning development resources.

**State policy** in the field of Distance Education was mentioned as one of the issues to which the attention should be paid. Participants raised the problem that in many countries there is a lack of strategic approach at governmental level; however, initiatives exist. Higher education institutions lack strategic direction in relation to e-learning and lack of funds for development of programmes. It should be kept in mind that e-learning might help to implement the strategy of wider participation in Higher Education – part of students could be e-students. The same might apply for older people wishing to return into education – they might use DE as a tool for their studies.

From the **technology** point of view Distance Education gives better possibility for equal opportunities and social inclusions. Disabled people feel more comfortable and this encourages them to learn. It opens up doors for Higher Education for those, living in rural area. HE becomes reachable from every geographical point of the country. While developing technology-based programmes and introducing Distance Education by using the possibilities of different technologies, it should be noted that technology is a servant, but not the master. New educational methods should be developed before introducing new technologies – methodology should go before technology. From the disability point of view, content in digital format is largely display-independent and this makes it more suitable for this particular target group.

**Quality assurance** is a very important issue while speaking about the Distance Education. The question “How to organise effective learning in DE?” is still on the agenda. It is still under the discussion how to achieve quality assurance in Distance Education, what should be the parameters that could help to measure quality in this

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field. A scientific research should be made here and the tool for measuring quality in DE should be created.

### **Policy recommendations**

As a result of discussions, presented above, the following policy recommendations, focussing on three main issues, are suggested:

#### 1. The relationship between distance learning strategies and opportunities for inclusion in tomorrow's knowledge society:

All students should be treated equally in terms of funding (full-time, part-time and e-students);

Higher Education has to be inclusive and Open Distance Education can help to achieve this objective;

Accessibility and flexibility of HE should give a possibility to the people with disabilities;

To make e-learning as a service which would be most available and accessible: enhancement of existing e-systems;

Low barrier entrance into education, especially people with disabilities – almost anonymous, flexible in time and place;

#### 2. Exchanging conceptual frameworks for ODL case studies throughout Europe and lessons learned for the future:

ODL systems should be built as an addition or enhancement of the existing systems – should not be the replacement of existing systems;

Learning skills should be emphasised;

Studies in Distance Education should be applicable in vocational (formal, non-formal and informal) education;

Systems should be behind the technological cutting-edge – technology has to be the one what people have;

The development of pedagogy is slower than development of technology – emphasis on development of new educational methods before introducing new technologies is to be promoted;

Every teacher should master open learning models, be able to chose most appropriate technology and pedagogical methods, as well as be part of Course Team;

Blended learning should be introduced as a term for governmental policy;

The development of e-courses should have similar academic value as writing of traditional books.

#### 3. Market demands, needs, quality and resources for distance learning methods:

Markets are different and education is and should be different;

Access to the internet is limited – it is impossible to request that person would have a computer at home;

Strategy for needs analysis is needed;

More attention should be given to recognition of Distance Learning, e.g., records in Diploma Supplement;

Need to study organisational culture in context of e-learning development;  
Quality assurance regulations, strategies must be different from the traditional HE – same rules can not be applied for full-time and e-students – different requirements should be acknowledged for DE;  
Guidelines for the implementation of copyright in Open and Distance Education should be created.

## Appendix 2

Thank you for the eMail and the excellent policy document!

I have just a little point which should be emphasized even more:

- The necessity for UNIVERSAL access to open/e-/distance - learning (which will, for sure, figure out as benefit for ALL: not only people with disability but also elderly, people with a weak social background, part time students which are not used to mainstream methods or people which were away from education for a time and must / want to start over again) and the lower costs of implementing this universality from the beginning.
- The crucial factor social and didactical competences concerning the teachers / tutors which will have to deal with a very inhomogenous group in a unfamiliar learning / teaching situation. Perhaps we should aim at a "train the trainers" (research & development) before implementing this ways of teaching & learning.

bye for now,

best regards,

AndreaPetz, University of Linz, Austria

## Appendix 3

Dear Vai va

Thank you for sending me this.

I am not a great believer in doing "copy all" so I will just reply to you and let you decide what action, if any, to take.

I have had a quick glance at the paper and could make one or two comments but at this stage I will stick with one. This relates to the penultimate bullet point on the last page.

I would emphasis that the same principles and the same regulations should be applied in respect of quality asurance to face to face, blended and distance education. I accept that in some respects different approaches might have to be used (but this is often not because of distance but because of

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the separation of function between the people responsible for producing the course and those responsible for supporting the students - a disaggregation that is sometimes found in face to face). Thus I do not think I would agree with the point that there should be different strategies, but that does depend on what is meant by strategies.

Now I have started perhaps I could make a few more points.

There is plenty of evidence that students are willing to study at a distance and increasingly using what has been called e-learning. The University of Phoenix provides a very good example, but since they only recruit as students those who are in full-time employment the social issues may be more important than the technical ones.

I thought that people were generally quite enthusiastic about encouraging institutions not to reinvent the wheel and to more prepared to buy in whole courses or parts of courses. I do not think that the enthusiasm came through in the report which seemed to focus too much on the issues of copyright.

Hope some of this helps.

Richard

#### Appendix 4

### **The key policy recommendations “HE Reform, Teaching and Learning, Change and Quality: Student Diversity, Distance Learning and Guidance”**

#### **Introduction**

During the HERN project meeting, issues concerning the implementation, usage and development of Distance Education in all types of Higher Education establishments were discussed. The representatives from Universities, other Higher Education institutions, and Distance Education experts, also other Distance and Higher Education professionals have raised different questions. Discussion covered wide scope of topics, related to Distance Education in Higher Education institutions. It was agreed among the participants, that policy in this field should focus on six main issues:

- Students' approach;
- Teachers' approach;
- Institutions' approach;
- State policy;
- Technology;
- Quality assurance.

During the discussion it was tried not to duplicate already existing policy and benchmarks, rather recommendations are based on the existing experience and everyday activities of the institutions, working in the field of Distance Education.

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**Rationale for policy recommendations**

Concerning **students' approach**, the main issue of learning skills “learn how to learn” and “how to learn using ICT” was identified. It should be discussed and suggestions provided how to take advantage of the fact that young people are eager to use new technologies and how to benefit from this eagerness in Higher Education. It was noted that the number of students, especially part-time, is increasing. These students are mainly working adults, and this requires HE institutions to be flexible. One of the solutions would be to introduce e-learning as the possibility to meet growing demand of the market. While doing so we need to treat equally both groups of students – having access to the PC and those who do not. Those who do not have access, have the right to be provided with the possibility to use PC in a special place in the Higher Education institution or in one of the supporting centres (public access points). This also raises the following questions: The capacity of the connection – is it high enough? Are students able to study without the Internet access points (ex. from homes only)? This is very important issue and has to be kept in mind while developing study programmes and the means for their implementation. And finally, Distance Education should be usable for ALL students / customers – it should serve as a tool, be user-friendly.

While speaking about the **teachers' approach** technical and pedagogical support to the teachers should be emphasised, as it is the crucial factor for the success. Only those institutions, which pay sufficient attention on this issue, may expect better results in the implementation and development of Distance Education. It was also pointed out, that there is a lack of highly qualified Distance Education and e-learning staff, and this fact might be the main reason for insufficient support of the teachers. Having that in mind and the need to introduce new techniques, technologies, methodologies, and to adopt the changes of the educational market, learning theories/perceptions in Distance Education should be discussed between the educational and experts of the field and the recommendations should be drafted up for practitioners.

The discussion about the **institutions' approach** has raised the problem whether pure Virtual University would be educationally promoted, as social and effective aspects of learning are important. However, Distance Education gives the ability to operate at a huge scale; however it is related to changing functions *academia*, because only teams of authors would manage the task. Courses should be designed by the Course Teams, which should include course author, IT specialist, DE specialist, designer and etc. Distance Education is not cheap, but could be economically effective, if the quality is high. It was also remarked, that there is no real cooperation, mainly competition between Higher Education institutions in Distance Education field – even if one institution has already created a course on a specific topic, another institution will do it again – create it's “own” course. Such problem exists and might be partially solved by introducing copyright roles, which would give the possibility for the institutions to allow using their courses without the fear that they might be copied by the user's institution. The discussion on corporate culture development during transfer to knowledge society could also support the movement towards better cooperation and more effective use of e-learning development resources.

**State policy** in the field of Distance Education was mentioned as one of the issues to which the attention should be paid. Participants raised the problem that in many

countries there is a lack of strategic approach at governmental level; however, initiatives exist. Higher education institutions lack strategic direction in relation to e-learning and lack of funds for development of programmes. It should be kept in mind that e-learning might help to implement the strategy of wider participation in Higher Education – part of students could be e-students. The same might apply for older people wishing to return into education – they might use DE as a tool for their studies.

From the **technology** point of view Distance Education gives better possibility for equal opportunities and social inclusions. Disabled people feel more comfortable and this encourages them to learn. It opens up doors for Higher Education for those, living in rural area. HE becomes reachable from every geographical point of the country. While developing technology-based programmes and introducing Distance Education by using the possibilities of different technologies, it should be noted that technology is a servant, but not the master. New educational methods should be developed before introducing new technologies – methodology should go before technology. From the disability point of view, content in digital format is largely display-independent and this makes it more suitable for this particular target group.

**Quality assurance** is a very important issue while speaking about the Distance Education. The question “How to organise effective learning in DE?” is still on the agenda. It is still under the discussion how to achieve quality assurance in Distance Education, what should be the parameters that could help to measure quality in this field. A scientific research should be made here and the tool for measuring quality in DE should be created.

### **Policy recommendations**

As a result of discussions, presented above, the following policy recommendations, focussing on three main issues, are suggested:

#### 1. The relationship between distance learning strategies and opportunities for inclusion in tomorrow's knowledge society:

All students should be treated equally in terms of funding (full-time, part-time and e-students);

Higher Education has to be inclusive and Open Distance Education can help to achieve this objective;

Accessibility and flexibility of HE should give a possibility to the people with disabilities;

To make e-learning as a service which would be most available and accessible: enhancement of existing e-systems;

E-learning has a low barrier entrance into education, especially for people with disabilities, elderly, socially disadvantaged – almost anonymous, flexible in time and place, therefore it should be promoted for these groups.

#### 2. Exchanging conceptual frameworks for ODL case studies throughout Europe and lessons learned for the future:

ODL systems should be built as an addition or enhancement of the existing systems – should not be the replacement of existing systems;

Learning skills should be emphasised;

Studies in Distance Education should be applicable in vocational (formal, non-formal and informal) education;

Systems should be behind the technological cutting-edge – technology has to be the one what people have;

The development of pedagogy is slower than development of technology – emphasis on development of new educational methods before introducing new technologies is to be promoted;

Every teacher should master open learning models, be able to chose most appropriate technology and pedagogical methods, as well as be part of Course Team, and ; “Train the trainers” activities should be fostered at institutional and national levels.

Blended learning should be introduced as a term for governmental policy;

The development of e-courses should have similar academic value as writing of traditional books.

### 3. Market demands, needs, quality and resources for distance learning methods:

Markets are different and education is and should be different;

Access to the internet is limited – it is impossible to request that person would have a computer at home, therefore institutions should aim at providing facilities;

Strategy for needs analysis is needed;

More attention should be given to recognition of Distance Learning, e.g., records in Diploma Supplement;

Need to study organisational culture in context of e-learning development;

Quality assurance regulations, strategies must not be different from the traditional HE – same quality requirement should be applied for full-time and e-students;

Guidelines for the implementation of copyright in Open and Distance Education should be created.

**DELIVERABLE N° 45**

**RESTRICTED**

**Contract nr: HPSE-CT-2001-50011**

**Title: Higher Education Reform Network (HERN)**

**Project coordinator: Roehampton University (ROEI.DSC)**

**Reference period: from 1 Nov 2001 to 31 Oct 2004**

**Starting date: 1 Nov 2001**

**Duration: 36 months**




**Date of issue of this report: 20 December 2004**

*Seminar 9*

**Guidance for employment  
and inclusion:  
THE DEVELOPMENT OF NEW COMPETENCIES**

PRAGUE

23 – 26 June 2004

 <b>CENTRE FOR HIGHER EDUCATION STUDIES</b> U Luzickeho seminaru 13 118 00 Praha 1 Czech Republic		
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**Program**

Venue of the seminar and lunch: CHES, Centrum pro studium vysokeho skolstvi, U Luzickeho seminaru 13, 118 00 Praha 1 Metro/Line C (green line) - station Malostranska & TRAM - line 18,22,23 - station Malostranska

**Wednesday, 23 June 2004**

Arrival during the day	Accommodation: JEROME HOUSE, V Jircharich 13, Prague 1, Tel./Fax: +420 224 933 207 Metro/Line C ( <u>green line</u> ) – station Mustek & TRAM- line 18,22,23
3:00 – 6:00pm In CHES	Disability Research Group meeting: Moderator: Barbara HENGSTBERGER (WP 4 and 5 Partners AT, GR, LV, PL, SE, UK)
6:00pm In CHES	<i>MEETING OF PARTICIPANTS AND WELCOME BUFFET</i> “ U seminaristy”, U luzickeho seminaru 13, Prague 1

**Thursday, 24 June 2004**

Session 1 – Individual Presentations	
09:30	Chair: Helena SEBKOVÁ Welcome and opening remarks –
9:50 – 10:10am	<i>Teachers as learning Facilitators –</i> Marek FRANKOWICZ (Jagiellonian University, Poland)
10:10 – 10:30am	<i>Work - related Skills in Greek Market: The Defining role of Gender and Academic Field -</i> Despina SIDIROPOULOU & Anna TOULOUMAKOU & Katerina ARGYROPOULOU (University of Athens, Greece)
10:30 – 10:50am	<i>Features and models of university and lifelong guidance and counselling services -</i> Zuzana FREIBERGOVA (NVF, Czech Republic)
10:50 – 11:20am	Coffee break
11:20 – 11:40am	Chair: Ilze BULIGINA <i>Key skills for undergraduates and graduates in the Labour Market –</i> Heather EGGINS (SRHE, UK)
11:40 – 12:00am	<i>New trends of preparing Latvian students for labour market (using possibilities of EU structural funds) –</i> Elina KONSTANTINOVA & Barbara Rivza (CEDeF, Latvia)
12:00 – 12:30am	<i>Questions and discussions - chair</i>
12:30	Lunch “ U seminaristy”
2:00 – 2:20pm	Chair: Louise MORLEY <i>Employability and HE -</i> Ramunas KUNCAITIS (VDU, Lithuania)
2:20 – 2:40pm	<i>Developing enterprising students: reflections on the Enterprise in Higher Education Programme at a UK university –</i> Ivan KENT & Myszka GUZKOWSKA (Roehampton University of Surrey, UK)
2:40 – 3:00pm	<i>Overcoming disability -</i> recommendations from the Disability Research Group – Barbara HENGSTBERGER (JKU, Austria)
3:00 – 3:30pm	Tea time
3:30 – 4:30pm	Questions and discussions - Chair: Bary HAKE
4:30pm	<i>End of day 1</i>
7:45pm Start from the hotel	Dinner Pivovar a Restaurace "U Fleku“, Kremencova 11, Prague 1

**Friday, 25 June 2004**

9:30 – 11:00am	Chair: Atis KAPENIEKS - <b><i>Guidance and counselling in higher education with special reference to ethnic minorities and refugees in particular</i></b> – Folke GLASTRA & Lonneke van PUTTEN (ESREA, the Netherlands)
11:00 – 11:30am	Coffee break
	CHAIR: MYSZKA Guzkowska - GROUP DISCUSSIONS and policy recommendations; Identifying the key policy drivers
11:30 – 12:30pm	<u>GROUP DISCUSSIONS – SEMINAR 9: OBJECTIVES 1 &amp; 2 &amp; 3</u> WORKSHOP 1: MODERATOR: HELENA Sebkova; REPORTER: VAIVA Zuzeviciute - <b>Members:</b> Nikolay Popov, Heather Eggins, Ivan Kent, Despina Sidropoulou, Genute Gedviliene, Atis Kapenieks, Agata Kozielska, Monika Krakowska, Libor Novacek,
	WORKSHOP 2: MODERATOR: ONDREJ Svaton; REPORTER: FOLKE GLASTRA - <b>Members:</b> Barbara Hengstberger, Kalina Popova, Zuzana Freibergova, Louise Morley, Myszka Guzkowska, Anna Touloumakou, Elina Konstantinova, Marta Wolos, Ilze Buligina
	WORKSHOP 3: MODERATOR: JAN Kohoutek; REPORTER : MARIA Slowey - Members: Andrea Petz, Betty Woesner, Martine Dempsey, Daiva Sernaite Katerina Argyropoulou, Ramunas Kunsaitis, Juris Dzelme, Lonneke van Putten, Barbara Kedzeirska
12:30pm	Lunch “ U seminaristy”
	Chair: Ivan KENT Developing Policy Recommendations
2:00 – 3:00pm	<i>Working groups gather to revise their conclusions from previous workshops and focus on producing firm guidance and advice based on analysis of the situation and the developing direction of EC policy.</i>
3:00 – 3:30pm	Final session to complete the policy recommendations
3:30 –4:00pm	Tea time
4:00 - 5:00	Final management meeting concerned with: Policy Deliverables Working Group End of project financial procedures Final Report – requirements and deadlines
5:00pm	End of Seminar
8:00pm Start from the hotel	<b>Dinner</b> Restaurace Stoleti, Praha 1, Karoliny Svetle 21

**DELIVERABLE N° 46**

**RESTRICTED**

**Contract nr: HPSE-CT-2001-50011**

**Title: Higher Education Reform Network (HERN)**

**Project coordinator: Roehampton University (ROEI.DSC)**

**Reference period: from 1 Nov 2001 to 31 Oct 2004**

**Starting date: 1 Nov 2001**

**Duration: 36 months**

**Date of issue of this report: 20 December 2004**

Conference paper:

**EVALUATING MANAGEMENT OF CHANGE STRATEGIES FOR ODL STUDY PROGRAMMES ACROSS CENTRAL AND EASTERN EUROPE****Margarita Tereseviciene, Ramunas Kuncaitis, Vaiva Zuzeviciute****Department of Education, Faculty of Social Sciences, Vytautas Magnus University,****Introduction**

The Seminar *Distance Education And The Use Of Technology For Tomorrow's Knowledge Society*, which was organised under the F5 project HERN (Higher Education Research Network) In Kaunas, Lithuania, on 22 – 24 April, 2004 was dedicated to questions directly related to expansion and promotion of the knowledge society.

Knowledge society seems to at focus of today, as it seems to be one of the few ways both to keep up with the global competition, and the fact that individuals have individual needs and more pressure to have individual routes of their careers and social lives. Distance education, or, as it was noted in the seminar, various e-learning forms, seems one of the available, relatively cheap measures in order to achieve that.

A number of issues, however, have still to be discussed as knowledge society is a complex phenomenon, with a number of actors, acting in number of changing contexts involved. Their interaction, interdependence, and influence for each other's development should be at the focus of those, who try both to analyse, and to sketch possible scenarios of development. It seems, discourse of knowledge society, higher education, and e-learning involves the need for systematic approach. Success of management of the complexity depends on a systematic approach.

**Evaluating Management of Change Strategies for ODL Study Programmes Across Central and Eastern Europe**

Participants (31) of the seminar, representing 6 countries: Austria, Latvia, Lithuania, The Netherlands, Poland, and the UK discussed along the lines of at least 7 themes, namely:

- Changing role of science;
- Changing students' approaches;
- Changing teachers approaches;
- Approach of institutions;
- State policy;
- Technology
- Quality assurance.

Each theme has been addressed in a great detail in presentations, developed by partners' experts. One of the first themes is **science** and its role in both today's and

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tomorrow's society's. As L. Pranevicius (Vytautas Magnus University, Lithuania) put it: " For about five hundred years the attention and resources devoted to the pursuit and application of science have increased almost geometrically with great profit to society's activities." Science becomes an integral part of our every day life-world; it both highlights horizon of progress and development, and is employed in order to evaluate the process. Science and studies have been interrelated for as long as university's tradition can be followed, and with the rapid change in socio-economic structures, more actors find themselves involved into process of innovation, and more actors have to be equipped with basic skills of studying. Higher education, therefore, becomes one of the major institutions of our societies.

Though science: research and development, has always been important, so have students; in contemporary world they become the main focus of universities, as they are both clients, and the actors, on whom the survival and development of our knowledge based economy depend.

In this seminar it was be noted that, even if technology shaped the discourse of discussions, **students** were the main concern of all presenters. The problem of discourse was addresses by Jan Kohoutek, (Check Republic) „Defining E-learning in Respect of Its Practical Implementation..” Therefore concept „*e-learning*” will be employed in this Conference paper as a working concept.

Seminar discussions enable to identify the following features of contemporary/future students:

Students have the right to be provided with qualitative educational services; and these involve provision with opportunities to acquire skills of „learn to learn”, „how to use ICT”, even if young people are very open to technologies.

Another aspect is changing profile of students – increasing number of part – time, students, representing traditional enrollment groups, pose certain challenges, as starting level of skills is quite different in very diverse group of participants; however all these students have to have possibility to gain needed skills. These issues were primarily at focus in Ilze Norvele's (Institute of Pedagogy, Latvia) presentation “Development of adult students as self directed ;learners in distance-learning courses –experience in Latvia” .

The increasing number of students, reflects the changes in society “ Society *is* changing, and individuals will be obliged continually to renew their cognitive state: in short, to go on learning<..” (italics, as in original) (Barnett, 1996; p. 182). However, the increased number of students is both to a benefits for society, and a challenge to higher education, as a greater number of students have to provided with opportunities, which this community – community of higher education - should provide. Kraujutaityt\_ (Kraujutaityt\_, 2002, p. 95) states that the “academic community differs from other communities, because measures and efforts of education and learning here are individualized for the promotion of self directed learning”. E-learning seems to be both an answer, and an additional challenge, because it provides opportunities to expand this special community, and a challenge, as it a demanding task to maintain the culture characteristic to this community. Special attention is needed in the field

Therefore the third aspect – flexibility of higher education becomes of extreme importance, and this is the way to provide a diverse group with appropriate services. E-learning has been identified as one of the important ways. However, here an

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aspect of appropriateness and flexibility should be at focus; as there is a number of technologies (both INTERNET, and CD based, facilities for videoconferencing, and other ever emerging technological decisions), they should be employed according to the needs of students, not *vice versa*. Moreover, development of e-learning technologies should be strategic – with emphasis on „usability” to all potential clients/students.

These aspects have been identified in seminar papers „Case studies from PHARE programmes (I and II)”: developed by dr. Arturas Mickus, Director of Distance Education studies at Vytautas Magnus University (Lithuania): „Towards Virtual University. VMU case” , who focused mainly on role of international co-operation and support in implementing innovations at University; and by dr. Danguole Rutkauskiene, Director of Kaunas Regional Distance Education Centre at Kaunas Technology University (Lithuania): „ICT aspects in the Modernisation of study process in Higher Education” , who emphasized the role of state’s involvement into the process.

The aspect of the need for co-operation, personal engagement and support at individual students’ level was emphasized by Damian Day (Surrey Roehampton University, The United Kingdom) „Tendencies: DE and Tertiary Education” , where he mentioned the relatively unsuccessful experience of entirely virtual-based universities.

Students’ diversity, especially factor of former underrepresented groups, becomes an important issue in contemporary organisation of Higher education. Disabled people do not have a barrier joining education, if e-learning means are employed: as everyone is equal, at least in first stages of learning process. No-one knows who is disabled, who is not. This enables students to take advantage of equal possibilities. These issues were addressed by Andrea Petz and Barbara Hengstberger (Linz University, Austria) „Distance learning and inclusion for Tomorrow’s Knowledge Society: E-online- and Distance Learning for People with Disabilities” .

Another main theme analysed in seminar was **teachers**. Presenters identified the importance of the need for both technical and pedagogical support for teachers, as this seems to be the crucial factor for success in implementing e-learning elements into higher education. Teachers need support in both overcoming their own learning barriers, and in assisting students to achieve that, therefore teachers’ competence and the support enabling them to build it up should be at focus at both institutional, and national, also, probably, international, levels. This theme was another focus of D. Rutkauskiene’s presentation, and the following discussions.

As Jarvis (Jarvis, 1992.) has noted, learning is the transformation of experiences into knowledge, attitudes and beliefs, i.e. learning takes place whether it is deliberately reflected on or has taken some other mode (non learning and not reflexive learning). Therefore, among all things that people learn, they acquire study skills; develop note-taking styles and create different strategies of coping with loads of information that is available in our complicated world. E-learning somehow emphasises materials, therefore this technology is to be complemented with andragogical models, methods that enable acquisition of „learning skills’, as learners AT AT distance may sometimes lack the social part of what a rewarding learning is.

Third theme of the seminar: **institutional changes**, as there should be a consensus concerning institutional policy in the sphere. E-learning is not cheap, however, it is

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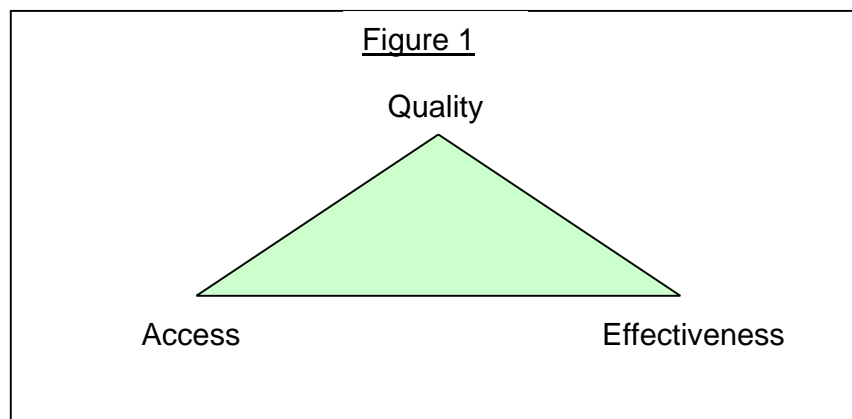
economically effective, especially, if objectives are so numerous and diverse (different target groups; limited possibilities; need for other kind of competencies). Therefore decisions for co-operation at institutional interdepartmental levels (work in Course Teams), between institutions (technological innovations) are crucial. However, if the main objective is academic growth, these challenges are to be solved systematically. These issues were addressed by several presenters: Damian Day, Richard Lewis (Open University, the United Kingdom). Adam Chmielewski (Polish Virtual University, Poland) illustrated the success of such approach by the case of „Polish Virtual Universities and centres of ODL”.

The fifth theme – **state policy** and the need for co-operative culture, efforts and coherent strategy were mentioned by D. Rutkauskiene, Ilmars Slaidins, Richard Lewis, and Damian Day. It seems that universities still lack strategies in relation to e-learning, and sometimes, lack of funds, in implementing these innovations. It also seems that there is no explicit strategy at the EU level, however, some coherent themes of discourse do exist. Gudaityt\_ (Gudaityt\_, 2000) notices that global and European tendencies have an impact on policies within states, even if there are no direct attempts to shape these policies. Discourse, issues, and examples of best experiences in certain countries shape a “hidden agenda”, even if inexplicit, though powerful impetus for changes towards certain directions. Therefore participation in international forums, co-operation at different levels, enable a more coherent policies, which in its own turn enable coherent actions.

**Technology** is one of the themes that are given a considerable attention at other than academic levels; economy and business seem to have a leading role here. However, *academia* should be very conscious and reflective about its position here. Discussions revealed the need of thinking models, in which andragogical perspectives are at focus with technology being means for achieving them, not *vice versa*. Additional investment into intellectual activities in the field of developing andragogical/teaching/learning models should be emphasized, as technologies develop due to efforts of other actors. Moreover, they develop more rapidly than models of organizing teaching/learning activities, and therefore the role of higher education in this field cannot be underestimated. Teaching/learning modes should not necessarily (though, of course, in instances of technology orientated programmes they are of extreme importance) rely on the cutting edge technologies, as these sometimes are not available for the majority of students; on the contrary, it should rely on technologies that are already available. As Vid\_i\_nas (Vid\_i\_nas *et al*, 1999; p. 4) state: “Information technologies have become as popular, as any household appliance”, and it is exactly the role it should play: enable people to use it in a variety of situations, in a user friendly way. In education technologies is more means, then ends.

Theme of quality assurance seems to be prevailing one: Lithuanian policy stated it to be one of the major pillars of education. S. Vaitkus (“Development of Lithuanian Education: Experience and Perspectives”, unpublished, “Possible Complementary between Leonardo da Vinci programme and European Structural funds: Conference paper) – see Fig 1. This seems also to be the case in other countries, as Richard Lewis (Open University, the United Kingdom) discussed in his presentation „Models of Distance Learning and their Quality Assurance”. Quality is most often associated with concerns about effective e-learning, as it both has to be effective, and meet individual students’ and teachers’ needs. Aspects of access were discussed

by Ilamrs Slaidins (Riga Technical University, Latvia), in presentation "Application of electronic technologies to improve accessibility of HE in Latvia" .



**As concluding statements** it should be noted that higher education becomes an institution that at some stage of lifespan becomes a reality of almost every adult individual. Content and quality of experiences there would both shape individual's professional and social life, and personal attitudes, and, therefore, influence socio-economic development of both individual nations, at European level, and globally.

Science has become an integral part of our societies.

Needs of students shape services provided by higher education, and e-learning is one of the flexible forms, most appropriate to meet those needs. Therefore, learning skills using ICT are essential.

Technical and pedagogical support are the crucial part of the success.

Institutions should be ready to support teachers in widening of academic functions, and provide infrastructure, and support co-operation both within and outside institutions.

Institutions should complement their strategies with strategies ant state level in order to create basis for effective actions.

Technology is a means, not and ends.

Quality of e-learning can be assured only if joint efforts at all levels are managed in a systematic way. Development of benchmarks for quality should be at focus today.

The seven themes that have been analysed in this conference paper, represent the complexity of the task, on the other hand, they help to sketch the framework and discourse of successful managerial strategies: strategies should consider systematically the challenges in the themes analysed.

### **References:**

#### Electronic references

All references in .ppt format, as well as INTERNET recordings are available until December, 2004: <http://distance.ktu.lt/vips/join.php?sr=94&l=en>

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**DELIVERABLE N° 47**

**RESTRICTED**

**Contract nr: HPSE-CT-2001-50011**

**Title: Higher Education Reform Network (HERN)**

**Project coordinator: Roehampton University (ROEI.DSC)**

**Reference period: from 1 Nov 2001 to 31 Oct 2004**

**Starting date: 1 Nov 2001**

**Duration: 36 months**

**Date of issue of this report: 20 December 2004**

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**Workpackage 12**

**„Linked eForum and report of website discussion”**

Helena Sebkova, Libor Novacek, Ondrej Svaton, Jan Kohoutek, Monika Krakowska

**Centre for Higher Education Studies**

Prague, Czech Republic

**E-Forum Report**

Date of e-forum: 19<sup>th</sup> July 2004

Number of Participants: 8

Geographical Distribution:

Latvia: ..... 1  
Lithuania: ..... 0  
Bulgaria: ..... 0  
Greece: ..... 0  
Czech Republic: ..... 3  
UK: ..... 1  
Netherlands: ..... 0  
Poland: ..... 3  
Sweden: ..... 0

Environment:

The Forum was conducted on virtual conference room using MediaLT software. Participants are invited to become members of the conference room under the given topic.

The Chat room was set up for the live online discussion during the e-forum. Participants needed a microphone in order to speak to it. In order to login for the discussion they need to go to the following web page:

<http://download.howudodat.com/cgibin/cblaunch.cgi?server=mltclass2.dns2go.com&room=HERN>

That took the partners to a download which they should reply yes and it took a few seconds they then saw a login screen where they needed to put in first name followed by @krakow ([loginname@krakow](mailto:loginname@krakow)) and they received the discussion screen. The only things they needed were speakers and a microphone attached to their computer. There was also the ability to type messages.

All necessary information and questions for the e-forum were circulated to lead partners from all countries that participate in HERN project and associates via e-mail. It was impossible to communicate with one partner from Netherlands.

All partners who had any technical problems with downloading the software or any problems with the software received the help.

Before the online discussion's date, the e-forum moderator received messages via email from only three partners that they were not be able to participate in online conference. They were representatives from Latvia and Greece.

Monika Krakowska moderated the e-forum.

Following partners participated in online discussion on 19<sup>th</sup> July 2004 at 10 a.m. UK time. :

Helena Sebkova, Libor Novacek and Ondrej Svaton from Czech Republic,  
Agata Kozielska, Marek Frankowicz and Monika Krakowska from Poland,  
Betty Woessner from United Kingdom,  
Ilze Buligina from Latvia.

There were some technical problems that had Latvian participant and that was why it was impossible to hear her point of view.

**QUESTIONS FOR THE E-FORUM WERE:**

- Do you take the view that the HE guidance & counselling system in your country fits the needs of HE stakeholders (institutions, students, employers)
- Do you think that your guidance and counselling system fits properly the needs both HE students and students of lifelong learning courses?
- Please, specify the way in which the HE guidance & counselling system in your country is currently developing.
- Does your guidance and counselling centres collaborate (are connected somehow) with the agency responsible for quality assurance of HE? Is there any kind of strategy to do so in the near future?
- Has the recent European Union enlargement in terms of greater students' mobility, labour market changes etc. had any significant impact upon the perception of guidance & counselling by HE institutions?
- Do you provide some kind of research regarding students' diversity? If yes, do guidance and counselling centres have the access to these data, do they use them?
- What are the possible areas for improvement of HE guidance & counselling in your country in view of mid-term development?
- How to conceptualise guidance provision that is driven by the learners' needs?
- How to deliver guidance services at a time and place that meets the learners' needs?

- How to prepare graduates within an academic environment for the challenge of an unpredictable career path within employments that may be unrelated to the subject studied?

The questions were based on the questionnaire that Czech partners had sent to all participants of HERN seminar in Prague.

There were some other questions during the e-forum asked by Czech partners.

It was very important to receive weak and strong points of Higher Education guidance & counselling received in all countries participate in project.

It was noticed that it should be strong counselling and guidance for secondary education students and transition from secondary to higher education guidance.

Participants discussed also if the accreditation and quality assurance policy is connected with guidance & counselling.

It was very important to receive all specific outcomes from the last HERN seminar in Prague held three week before. Unfortunately, there were representatives from only four countries and discussion was held within only representatives of three countries – Czech Republic, Poland and UK.

Czech partners received fulfilled questionnaire from most of partners.

After analysing the questionnaire it was pointed that:

The fitness of guidance & counselling systems to the needs of stakeholders is a problem in the new EU member countries and should be noticed and analysed carefully.

Lifelong learning courses are quite a new achievement in most countries so some difficulties connected with the new type of G & C were mentioned. New types of G & C systems based on progressive electronic communication technologies seem to be established to cover the needs of these students.

It was hardly possible to find general trends in development of HE G & C systems. It was pointed that the growing orientation on the labour market (stress on career guidance) that could be the main change in the new EU countries. Also it was pointed the new technologies in the G&C changing the procedures.

Czech partners offer a hypothesis that the geographical position may differentiate the development in various countries receiving the answers on question about impacts of EU enlargement on perception of G&C by HE institutions.

New EU countries seem to show more social homogeneity and less support for manifesting diversity-answering question about students' diversity research and G&C centres.

Czech partners analysing questionnaire present possible areas for improvement of HE guidance and counselling in view of mid-term development. These are:

Create special G&C units, introduce courses "How to learn" (at the 1st year of studies, like in some EU countries)

Introduce tutors (at higher years of studies)

Introduce faculty representatives of central university career services

Direct cooperation between HE guidance & counselling centres from different countries

Collaboration of centres with the agency responsible for quality of HE

Increasing of flexibility and international cooperation

Guide and counsel students which are already in employment and are studying

Introduce another kind of counselling (changing job or branches, skills, further education)

Women population

Ethnic minority groups / Multicultural population

Lifelong learning

Areas with big unemployment

Links with employers

Collaboration with other bodies

Reinforcement of strategic role and position Careers Services within HEI's institutions

Disabled students.

### **E-Forum Minutes**

19<sup>th</sup> July 2004

CZ – Helena Sebková's contributions:

Disinterest of Czech prestigious HE institutions to develop guidance and counselling services due to a constant high number of students and applicants

Greater attractiveness of Czech technical HE institutions should be promoted also by guidance and counselling services

HE guidance and counselling should bring the needs of HE first-year students into focus

In general, HE guidance and counselling does not provide enough information on adverse aspects of HE study, such information hard to get even by specialists of the field, students not mentioned

CZ – Jan Kohoutek's contributions:

Czech secondary school guidance and counselling services are rather diversified in quality according to the institution, a systematic cooperation between secondary schools and HEIs is still rather exceptional, however, at certain grammar schools, there are the so called 'education guides,' mapping out the developments in HE sector and study opportunities home and abroad

Focus and effectiveness of Czech HE guidance and counselling is further complicated by the fact that, thanks to the continuing greater demand than supply, many HE first-form students opt for an alternative area of studies, with the following transition to preferred areas of studies at different HEIs (e.g. the transition from technical to social studies)

PL – Marek Frankowicz's contributions:

HE guidance and counselling should be focused not only upon students on the verge on graduation but also upon first-year students to make their transition from secondary schools and adaptation to conditions of study at HEIs easier

Quality of activities of particular HE guidance and counselling centres largely vary depending on the size of institution and the amount of financial means available

Polish Accreditation Commission does not pay too much heed to Polish HE guidance and counselling services, however, on the grounds of the existing examples of good practice, it would be beneficial to initiate the integration of the issue of HE guidance and counselling into the ongoing debate on quality assurance on the international level

Activities of HE guidance and counselling centres:

Not only within a campus

Regional job centres and employers should develop closer contacts (possibly in the form of contracts) with local HEIs

Psychological counselling generally suffers from low funding

More attention should be paid in the future to the development of guidance and counselling for lifelong learning

Cooperation of HE guidance and counselling centres with secondary schools

Current rather adverse conditions can be improved by the implementation of a different form of secondary school leaving exams or by setting up special summer informative courses for students with the representation from HEIs as well

Possible ways of improving services of HE guidance and counselling centres

Focus upon guidance and counselling during the transition from secondary schools to HEIs and provide relevant examples of good practice

Focus upon psychological guidance and counselling

Target HE guidance and counselling more at first-year students

Gradually develop the cooperation among all involved stakeholders; HE guidance and counselling should be viewed as an important added value

Encourage students to pioneer new paths and strategies when searching for jobs

HE guidance and counselling & quality assurance

In Poland, no professional ranking monitoring HE graduates' success on labour market exists

Polish Accreditation Commission does not foster the cooperation with local job centres and does not take activities of HE guidance and counselling centres into account when deciding on accreditation

Greater interconnection between HE guidance and counselling and accreditation might be in Poland pursued through the so called *academic accreditation* representing another means of quality assurance

UK – Betty Woesner's contributions:

British guidance and counselling centres are united in the associations AGSCAS (Association of Graduate Careers Advisory Services) and CSU (The Higher Education Career Service Unit)

Still, the British system of HE guidance and counselling is not significantly better developed when compared to Czech or Polish one, as it is also a great deal fragmented and diversified given the size and structure of particular HEIs and the regions; the functional link between HE guidance and counselling centres and job centres is missing nationwide

No comprehensive information on study possibilities of British HE institutions is available, the reason lies in the variety of departments collecting the data, thus only students with a proactive approach are capable of getting the information required; in this respect the current British situation (a lack of information due to the unawareness where to find it) resembles the Czech Republic

British HE guidance and counselling does not give enough detailed information on study opportunities at HEIs to stakeholders

British HEIs present themselves almost only via their web pages, rarely in the form of presentations at secondary schools

Only some British secondary schools take an interest in a long-term cooperation with HEIs

British HE guidance and counselling centres in general do not collaborate with quality assurance agencies, as guidance and counselling and quality assurance are seen as disparate activities – that's why no integration of these two areas is under consideration right now

Main ranking-makers of British HEIs are the media with a great deal of power in this respect, as the information that they bring is strongly reflected by general public

**DELIVERABLE N° 48**

**RESTRICTED**

**Contract nr: HPSE-CT-2001-50011**

**Title: Higher Education Reform Network (HERN)**

**Project coordinator: Roehampton University (ROEI.DSC)**

**Reference period: from 1 Nov 2001 to 31 Oct 2004**

**Starting date: 1 Nov 2001**

**Duration: 36 months**

**Date of issue of this report: 20 December 2004**

## **HERN Disability Research Group**

### Workpackage 4

Conditions Which Affect Un/Employment for Graduates with Disabilities - Integration of People with Disabilities into the Labour Market

### Workpackage 5

New Research Collaboration on Teaching and Learning Strategies for Blind and Partially Sighted Students

## **POLICY GUIDE**

### Table of Contents

#### **Introduction**

Our research throughout the project has shown that the results of our findings and the development of our recommendations for the two workpackages (4 and 5), are interdependent in such a way that we have decided to publish a combined document which incorporates the results of both packages. Overall we have found that equal access to (higher) education is one of the critical factors of success for enabling people with disabilities to enter the labour market and for social inclusion with equal preconditions.

#### **Background**

It was only in the early seventies that disabled students began to study at university level. Since then we have had a number of major official reports on disabilities and seen great improvements in society at large in the way disabled and disability are viewed. Concepts such as equality and participation now also encompass disabled groups and the adaptation of the physical environment to the needs of people with disabilities is increasingly seen as an important and necessary measure. At the same time much is still unknown, much is left to be done. "A society for us all", the motto at the centre of today's disability policy, will not create itself – it requires knowledge, single-mindedness, commitment, and hard work.

Higher education is one area which is not sufficiently associated with people with disabilities. An investigation indicates that the education of people with disabilities is less extensive than the other groups in society. However, in the last few years, the situation has improved and since the millennium there has been a steady increase in the number of students with disabilities at universities and colleges.

At the same time societal tendencies are pointing in a different direction. The number of young people with disabilities and claiming a disability pension has increased sharply in the last few decades. Every year, many people with disabilities between the ages of 16-29 are claiming a disability pension. The majority of those would be

able to enter the labour market if only we created the necessary pre-requisites. This trend is not acceptable in the long run. The increasing costs of disability pension cannot be sustained in the long term in today's economic climate.

From an individual perspective, retiring with a disability pension also creates a situation which causes great suffering; the individual feeling forced into passivity where the declaration of incapacity constitutes a disgrace and makes the grandiose phrases of disability policy regarding the "to live like- and in fellowship with- their neighbours" seem yet another empty promise. If the objectives of that policy are to be realised then we must create the environment to give the individual – regardless of background, gender or other possible apparent or latent obstacles – the chance to lead an independent and active life, to develop and realise as an individual his or her personal goals.

To be able take part in the activities of one's community and to contribute to its quality confirms one's self esteem and is an important condition for the creation of the necessary environment for quality of life.

One way of setting about this may be to remove the barriers which are preventing people with disabilities from gaining access to higher education. But, oddly, while being seen as a necessity for other groups in society, higher education is rarely to be seen as a realistic and beneficial option for people with disabilities.

To acquire expertise and competence must be the best guarantee for success in the labour market. That the correlation between higher education and success in the labour market is a strong and positive one is an old truth which holds for the people with disabilities, too.

The ever faster changes in trade conditions and in the technical and structural situation of industry puts increasingly higher demands on the education and qualifications of the jobseekers. Deregulation and market oriented solutions within the welfare system further increase the risk to people with disabilities as a group being locked out from the regular job market unless their education matches the demands for qualifications. General measures, such as various labour market reforms, environmental adaptations and financial incentives are necessary but not sufficient. More space must be given to the individuals' development.

The place for people with disabilities in society is not just a question of how we, the "others", are going to look after them, or how we make them fit into our society, it is far more an issue about our showing respect for their integrity as individuals and as citizens, about refusing to use disability as an excuse to marginalize their inner resources and their right to a personal development. For those reasons it ought to be obvious that higher education should be seen as a realistic and necessary option for people with disabilities.

In spite of rising numbers of people with disabilities attending universities and colleges in Europe, they are clearly underrepresented. By stressing to an even greater extent than hitherto the option of higher education, new doors will be open for them in the future in the labour market. A combination of general and specific support solutions for the individual and for the employer will enable people with disabilities, through their own acquired competence to occupy even more qualified positions and will show that people with disabilities are able if only the right conditions are created.

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In one official disability report from Sweden (SOU, 1991, pp. 121-135), a number of quality criteria for initiatives was formulated to lead to improving conditions for people with disabilities. These so called leading principles comprise self-determination and influence, accessibility, participation, a comprehensive perspective and continuity.

*Self-determination and influence* mean “to have one’s wishes for support and service respected and to be able to decide for one’s self when help is required” (Carlberg, Karlsson & Larsson, 1992)

*Accessibility* is an umbrella term implying that people with disabilities should not come up against physio-technical, social, psychological, financial, or organisational obstacles in their efforts to participate equally and fully. By physio-technical accessibility is meant that people with disabilities are to find no impediments in their use of the physical environment, indoors or outdoors. Social and psychological accessibility mean, among other things, having individually adapted measures available. To achieve this level of accessibility, the general public’s perception and attitudes to disabilities and to people with disabilities must be actively worked upon. Their disabilities themselves must no longer be used to label people as “handicapped”, i.e. to define them solely by their disabilities.

*Participation*: The report states that this principle may be seen as expressing an active participation in the life of the community, a token of the fact that people with disabilities have the same rights and duties as all other citizens.

To use a *comprehensive perspective* is to plan and implement support measures so that all parts of the recipient’s life works – and to show respect for one’s personality and integrity whilst doing it.

### **Attitudes and Basic Values**

Experts in the disability field in higher education have noted that teachers, among others, are rationalising a view as to whether it is possible to educate students with disabilities in view of the available resources. They rationalize this based on, mildly speaking, doubtful assumptions that “the disabled” take resources away from other groups; that their disabilities make them unable to fulfil a future professional role; that to protect their feelings they should not be encouraged to study a subject that they will not manage to apply in a career.

These assumptions are doubtful because they build on a misconception of the facts. The information needed to disapprove these incorrect assumptions are close at hand, but have not reached the teachers. Why is this? Time is bound to be one important reason - quite simply, teachers do not have the time to look at the situation from a wider perspective, and in particular, examine their own attitudes towards various issues and in consequence the effects these might have on groups like students with disabilities. Another reason may be that the flow of information today is too fast and complex for us to take note and engage with it. But it is impossible to overlook the fact that this is above all, a manifestation of negative attitudes.

Our society is built on democratic ideals of everybody’s equal worth, of equality, of everybody’s right to participate fully in the life of society. In order to fully realise this potential, it is important to create an environment in which these ideals can be exercised. This can be helped by the development and implementation of national and European wide policies and guidelines coupled with a central support network for national compliance.

**Summary Analysis: Table of Results**

## 1) Societal Conditions for People with Disabilities Compared by Country

A survey was distributed among the HERN partner countries which were envisaged to help identify the main areas of concern in relation to the integration of disabled people into society and employment. The data received was placed in the table below.

One of the most significant parts of the empiric study places an emphasis on barriers and problems related to social inclusion. In order to evaluate influencing aspects on the situation for the transition of graduates with disabilities into the open labour market we listed 32 aspects which describe possible difficulties, problems and barriers. The respondents were asked to value the different aspects from 1 to 4 (1 = no influence, 2 = little influence, 3 = medium influence, 4 = high influence). We checked all three levels of influencing factors, the macro sociological factors (who can only be changed by the state / public / EU), the meso sociologic factors describing problems and barriers in the environment of the person / graduate with disabilities (opinions and settings of teachers, families, employers...) and the micro sociological factors based on the concepts and attitudes of the people / graduates themselves.

**The main issues and difficulties identified by the analysis on the topic of integration of graduates with disabilities into the labour market and social inclusion:**

Country	AT	GR	SE	PL	LV	UK
N=	33	29	11	9	20	9
Possible Aspects	Means					
1) Lack of guidance and counselling services for graduates with special needs	2,33	<b>3,18</b>	1,82	<b>3,22</b>	3,0	2,11
2) Lack of technological support, assistive technologies and assistance	2,12	3,11	n.m. <sup>1</sup>	2,67	<b>3,50</b>	2,11
3) Lack of contacts and cooperation between disability organisations and companies/potential employers	<b>3,27</b>	<b>3,11</b>	n.m.	<b>3,33</b>	<b>2,75</b>	<b>3,00</b>
4) Financial situation-lack of financial assistance	2,55	2,85	n.m.	<b>3,67</b>	<b>3,30</b>	3,11
5) Legal restrictions and legal conditions	3,18	2,57	n.m.	<b>3,78</b>	2,85	1,67
6) Lack of information of the social environment about disability issues	3,30	<b>3,68</b>	n.m.	<b>3,44</b>	2,70	2,67
7) Bureaucracy	<b>3,00</b>	2,93	n.m.	<b>3,11</b>	2,55	2,56
8) Attitudes (prejudices, discriminations) of potential employers concerning the abilities of PwD	<b>3,36</b>	<b>3,46</b>	n.m.	2,89	<b>3,55</b>	<b>3,11</b>

<sup>1</sup> "n.m." means „not mentioned“

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Country	AT	GR	SE	PL	LV	UK
N=	33	29	11	9	20	9
Possible Aspects	Means					
9) Lack of workplace access (Assistive Technologies)	3,12	3,04	n.m.	3,44	3,30	3,00
10) Lack of Accessibility concerning office buildings	2,91	3,19	n.m.	3,11	3,55	3,11
11) Qualification & education of GwD do not fit potential employers' demand	2,15	2,82	n.m.	3,33	2,70	1,22
12) Lack of public relation and marketing that promote the abilities of people with special needs	3,15	3,04	3,0	3,22	3,35	3,29
13) Lack of awareness raising events & disability awareness programmes	3,15	2,89	3,09	2,89	3,15	3,13
14) Fear of contact with people with disabilities by the general population	3,00	2,96	3,09	2,56	2,90	2,75
15) Fear people with disabilities with regard to interaction with the society	2,36	3,00	2,36	2,75	2,35	2,29
16) Health problems, medical problems PwD are confronted	2,48	2,43	3,18	3,0	2,80	2,57
17) Companies are afraid of disadvantages resulting from employing a person with special needs.	3,48	2,86	3,91	3,78	3,45	3,13
18) Firms are afraid of organisational / structural problems resulting from employing a person with special needs.	3,33	2,96	3,36	3,38	3,55	3,25
19) Critical situation of the labour market in general	3,36	3,14	3,45	3,44	3,65	2,25
20) Assumed lack of mobility / flexibility of PwD	3,27	3,00	2,36	3,33	3,40	3,25
21) Actual lack of mobility / flexibility of PwD	2,64	3,04	1,91	2,89	2,65	2,13
22) Social isolation and segregation of PwD	2,48	3,00	2,82	2,50	2,95	3,00
23) Assumed low self-esteem and lack of initiative of PwD	3,06	2,78	2,36	2,57	2,70	2,38
24) Actual low self-esteem and lack of initiative of PwD	2,52	3,19	1,73	3,0	2,60	2,38
25) The latent image of PwD in the society	3,03	2,82	3,09	3,22	3,00	3,38
26) Deficits in structure and impact of representation of interests of people with special needs	2,82	3,07	1,64	3,44	3,25	2,88
27) Proprietary labour market structures considered as "more adequate" for PwD than the open labour market	2,18	3,07	2,18	3,44	2,95	2,17
28) Achievement – oriented society	3,30	2,96	1,91	2,33	2,40	2,75
29) Prevalent political system and environment	2,97	2,86	2,45	2,56	3,39	2,57
30) Barriers gaining adequate education and qualification	2,88	2,96	2,45	3,67	3,40	2,71
31) Lack of occupational images for GwD	2,88	3,43	2,55	3,56	3,15	3,00
32) Employment Centers not competent for servicing GwD	2,73	3,29	3,09	3,56	3,25	2,71

**Table 1: The main problems / difficulties identified on the topic of integration of graduates with disabilities into the labour market and social inclusion**