

ANNEXE D TO THE FINAL REPORT

RESTRICTED

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Title: Higher Education Reform Network (HERN)

Project coordinator: Roehampton University (ROEI.DSC)

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Project's www: www.HEreform.Net

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ANNEX D TO THE FINAL REPORT

PUBLICATIONS RESULTING FROM THE PROJECT

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Scientific Reporting - Austria

Introduction

The Institute Integriert Studieren (Integrated Study) supports students with a disability in studying. The model on which the work is based consists of 3 main areas of interest:

- 1) Pre-study phase: Support in school, training for special teachers, planning of study activities and introductory study phase.
- 2) Study Phase: Preparation of study materials to enable the students with disabilities to study selfdependent and equally.
- 3) Post-study phase: Support at the transition from university to labour market, career counseling and planning, application training, involvement in the institute's research and development activities.

The task of the institute in this project was – due to the experiences in research and development in this subject area - to coordinate the research and development activities in work packages 4 and 5, dealing each with the situation of students and graduates with disabilities a) in higher education and b) at the labour market.

Due to the enlargement of the European community and the resulting chances and problems, the research activities in those two work packages were of significant importance.

The different structures in the national education systems, the differences in dealing with disability and the differences in funding and legal framework made this work not only important for the whole project but to rather big task, too.

The most prominent changes the institute realized during the project were:

New “markets” and clientele, new ideas for projects and cooperation

The need for a Europe wide harmonized definition of disability and for common basic standards concerning the support (and support structures) for people with disabilities in (higher) education and labour market integration.

The comprehensive “design for all” and responsible development of new teaching and learning techniques to assure the full accessibility and useability for as much people as possible (e.g. distance learning, e-learning, blended learning...).

The economic situation – as the competition at the labour market – got harder, pointing out that education and there especially higher education may be the only promising way for people with disabilities to get into the labour market and take part in society equally.

Reflections on the methodology

Due to the coordinating role in two work packages and the strong commitment in other workpackages (always bringing in the “disability” – perspective), the overall results of the project achieved are rather near the cutting edge of research and development in the field.

Despite or perhaps because of the great changes in European higher education and European enlargement, new perspectives on old themes were added, giving a

chance for a totally new evaluation of the “own” national situation apart bigger processes and declarations like Bologna or Madrid which could become a comfortable cul –de-sac if not seen in either a national / regional or transnational context and if not adapted and changed to the changing preconditions.

Reflections on the results

The understanding of the different cultural, legal and educational frameworks increased through cooperation, research activities and first of all through seminars and workshops with face to face interaction in different partner countries. At every seminar experts and other interested people from the hosting universities, associated institutions and policy makers were present and involved in discussions and seminar work.

Reflections on the policy implications

The Disability Research group recommends that a number of Europe wide initiatives would support and motivate member states to raise the standards of support to people with disabilities and create a stronger framework and guidelines for the integration of people with disabilities into society.

These recommendations include:

- 1. The Development of a European Action Plan** - which would provide a framework and benchmarks for the development of national policies
- 2. European Disability Act** - which would provide a standard code of practice Europe wide.
- 3. Europe - Wide Definition of Disability** - including medical and social implications and the impact on people with disabilities and their social inclusion. (currently, national definitions vary widely)
- 4. Appointment of a European Ombudsperson** - to oversee the process of implementation of the European Disability Act and Action Plan and to promote the principles of “self advocacy”
- 5. Network of experts - Europe-wide expert database** The project and first of all the problems of some nations in gaining the necessary number of experts sending back the questionnaire make clear that it would be of great importance to install a database of experts at European level in the subject area of disability and inclusion in Higher Education and concerning the labour market. Persons with disabilities have to be seen as experts and should therefore be involved. There is already a network of institutions facilitating integration, HEAG. It would be important to build up a new database or implement a strand there dealing with European expertise in this field for effective research & development activities, so that research and development on this important complex could be better organized and coordinated.
- 6. Europe - Wide communication platform and database** - to discuss problems and possible solutions, for networking and additionally provide a database for information and best practice.
- 7. Properly funded research on certain topics of interest should be instigated for individual countries** - to provide further information and contribute to strategy.

Dissemination and/or exploitation of results

Added value:

Enriched expert network

Experts database

New contacts and cooperations

New research ideas / possible follow up plans

Funded insight into the needs, problems and unique chances resulting of European enlargement

Well founded view of the situation of higher education outside Linz university & Austria

Funded view on even more comprehensive (holistic) research possibilities dealing with disability and (higher) education

Well founded knowledge of the practical implications of the Bologna/Madrid declaration

New research approaches / methodology (enhanced sociological questionnaire dealing with and measuring attitudes, appraisal and elusive cultural values)

New indicators measuring the impact and relevance of disability in a culture (evaluating the legal framework of a country; micro-, meso- and macrosociological attributions...)

Dissemination

Conferences, Papers, Workshops on which HERN has been presented:

9th International Conference on Computers Helping People with Special Needs - July 7-9 2004, Paris, France (Special Thematic Session)

5th International Conference on Higher Education and Disability, Scanning the Horizon: Global Perspectives on Higher Education and Disability - July 27-30 2004, Innsbruck, Austria (Full paper)

Excerpts in: Diploma Thesis of A. Petz, 2004, Linz University. "Disabled at University"

Bureau for Educational Services / Bulgaria (BESBG)

Introduction

The period of HERN project (November 2001 - October 2004) was the time of a very active process of European Commission - Bulgaria negotiations on Bulgaria's accession to the EU. In that respect, being a partner responsible for Workpackage 7: "Governance challenges for different nation institutions in managing change" (in the framework of Domain 2 "Governance") BES-BG was very much interested in identifying:

1. What can Central and Eastern European countries learn from HE governance in West European partners in HERN?

2. What are the main common features and differences among countries in HE governance exercised at the national, institutional and student level?
3. What are the bridges that could link political ambition to practical reality across the future landscape of higher education in Europe?

At the same time, the main issues with which BES-BG was concerned during the project were:

1. Different concepts used in the different HERN partners' national HE systems.
2. Different national and institutional approaches to governance, finance, accreditation.
3. Different levels of development of such sub-systems and sectors as life long learning, woman education, education of students with special needs.

Reflections on the methodology

HERN project was not a research project. HERN did not have the typical features and stages of a research project. HERN was purposefully planned and performed much more as an establishing network and mutual understanding package of activities than "research". Partners did not perform typical research. Looking at all persons' professional background it can be seen that a few of them are researcher, most of them are administrators. That is why HERN did not achieve any research results (as new methodology, strategies, innovations). However, the lack of research cannot be estimated as a negative feature of HERN.

Reflections on the results

There is no doubt that HERN project was able to achieve very good results in:

1. Showing common features, differences and peculiarities in national and institutional decision making systems.
2. Establishing a very good network of partners and keeping fruitful and efficient contacts. HERN is something like a small model of European community, where high level of mutual respect, permanent readiness for help, overcoming national differences and acting commonly, deep understanding and tolerance are fundamental principles.
3. Using workpackages's activities, seminars and web-site discussions to give analytical comparisons of problems of HE systems.

Particularly, BES-BG's reflections on the results were:

1. Examining and analyzing social, institutional and structural aspects of the HE system in Bulgaria, writing a case study and sending it to the project manager and all partners.
2. Collecting current HE acts adapted by national parliaments of some East-Central European countries.
3. Defining the main aspects on which these documents may be compared.

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4. Focusing on the following problems which had been proposed and accepted as a common structure of detailed discussions of Higher Education Governance:
 - Functions of the State in higher education governance
 - Structure of the higher education system
 - Academic autonomy
 - Organization of higher schools
 - Accreditation of higher schools
 - Finance of higher schools
 5. Examining the main challenges HE policies face at the national, institutional and student level of governance.

Reflections on the policy implementations

BES-BG was involved in HE governance. The latter was examined at three levels:

- 1) National (Parliament, Government, Ministry, some national councils)
- 2) Institutional (Central, Faculty, Department)
- 3) Self-governance of students

Papers presented by partners (Bulgaria, UK, Sweden, Latvia, Czech Republic) participated in the HE governance workpackage and BES-BG's "Brief guide to policy paper" clearly showed state-of-the art in different countries.

The main policy issues can be identified for future research effort at the European level:

1. Southeast European accession to the EU (Bulgaria, Romania, Turkey, Croatia, Macedonia, Serbia).
2. Toward an EU common framework of higher education national and institutional documentation.
3. Outflow of brains from East to West - Let's stop it.
4. Comparative study on impact of social factors on students' interests.
5. Pre-service training of teachers: institutions, forms and models of training, diplomas obtained, content of training, possibilities of mobility, exchange of credits, etc.

Dissemination and exploitation of results

1. Students from Sofia University in Education programs are advised to visit and use the HERN web-site (especially the papers presented at seminars) for their preparation on international and comparative education.
2. Nikolay Popov wrote a book: "The Contemporary Education System in Bulgaria" (published March 2004). There is a chapter on HE where some advises and recommendations are given for the future development of the

HE system in Bulgaria. Results of BES-BG participation in HERN project were used in that chapter.

3. Next year, 2005, very active and large discussions in Bulgarian society on changes and amendments in secondary and higher education are expected. Some results in the field of HE governance obtained during the HERN project will be used by Bulgarian partner.

Centre for Higher Education Studies (CHES-CZ)

1. Introduction

During the project's three-year duration, CHES, as the representative institution from the Czech republic, was especially concerned, in line with the project guidelines, with the issue of quality assurance/accountability in lifelong learning and higher education in general, respectively with the issue of higher education guidance & counselling. A great deal of research work, done in collaboration with other HERN partnering institutions, was done in this respect, which helped to shed more light on the current state of affairs concerning the above mentioned issues also in the Czech republic. As far as quality assurance/accountability in respective areas are concerned, both are gaining more importance and recognition nationwide, however, their full development is hampered by institutional fragmentation (lifelong learning), respectively by a lack of innovative approach placing the emphasis traditionally mostly on study programmes (quality assurance). As regards the issue of guidance & counselling in higher education, this area has only relatively recently been addressed by ministerial/institutional representatives and suffers from the lack of specialists, relevant information as well as distinct policy. CHES hopes that the relevant outcomes of HERN project (see part four) may help to push the respective developments forward not only in the Czech republic.

2. Reflection on the methodology

Due to the aims of the HERN project and with the respect to the topics, which were focused at, the project stressed the qualitative methodological approach. It was necessary to harmonize various cultural attitudes to the research work on the field of higher education and to reflect the very different social and political situation in the countries involved in the research project.

That was why the general methodology of the project concentrated on the widely accepted technique of evaluating the seminar papers, which were prepared by the particular participants from all countries involved in the HERN project. The common procedure, which put the methodological structure to all prepared seminars, was the requirement of preparing **deliverables** from each seminar. Under the deliverables we can find all presented papers and other outputs from seminars (e.g. discussions, moderated interviews).

The normal methodological process of HERN seminars was:

Setting up the central theme of seminars. For every seminar a set of **objectives** was prepared where the main topics and questions for an in-depth discussion were arranged.

Preparing the key seminar papers by all members of seminars.

Performing moderated discussions (workshops) in separated working groups reflecting the main topics of the seminar.

Writing down the main ideas and results aroused during the workshop.

Initiating the follow-up discussion based on the results raised in the workshops.

Evaluating of all received information and preparing the **deliverables**. In deliverables all-important ideas and conclusions from the seminar papers and the following discussions were collected.

The appointed working team (usually from the country where the seminar was hold) prepared a **guide to policy** where the recommendations for the affecting the possible development in the particular field were given.

All conference materials were published in various ways (interactive CD-ROM, internet, printed materials).

A very special and innovative technique of dissemination the collected information and of provoking the resulting discussion was **e-forum**. Special topics were selected for a broad discussion using the modern electronic communication. Tele-conferences were actually performed with the use of special software. This technical innovation was at first based on some very special technical means. Perhaps that was the reason, why e-forum was widely used only at the end of the HERN project when technical requirements were minimized on the very common level (PC, basic software, internet connection, head-set with microphone).

3. Reflection on the results

CHES was involved during the HERN project in all seminars. CHES activity was involved in many work packages and based on its principal function, which is very closed to HERN Project topics, which initiated series of comparative studies, articles and contributions within CHES. After 1st May 2004, when Czech Republic entered EU, these studies are very valuable and appreciated not only by the Czech Ministry of Education, Youth and Sports. The results and policy recommendations will help to understand the process of changes in European higher education.

All materials published during the whole HERN Project period are accessible on web pages of CHES and several articles are published in the Quaterterly Review of Higher Education and Research Policy "AULA" published in the Czech Republic. Also Czech universities are informed about outgoing materials from seminars.

Within a growing European community, enlargement, definition of citizenship, mobility of universities, gender equity and support for lifelong learning and distance education all discussed and evaluated subjects helped to brake to the profundity of different parts of higher education and to compare with the deep experiences of HERN partners. Not only inputs from western countries but also new ideas and historical background as well as contexts in new EU members will certainly help to advance quality and changing role of HE. Especially the final policy recommendations should be of large use as a leading guideline for the new long-term strategy and plans 2006-2010 of the Czech Ministry of Education, Youth and Sports. According to our opinions the HERN project helps in quicker recognition of recent trends and structural changes of HE and developments in other countries. For

example, comparisons of different attitudes of Universities, HEI and countries toward various problems, (Bologna Declaration, Life-Long Learning, Adult Education, Citizenship and Enlargement of European Community) allowed comparing and seeing various attitudes. Also, it gives us important information about labour market, gender studies and citizenship.

4. Reflections on the Policy Implications

As suggested in the introductory part, the issues of HERN that CHES was especially concerned with i.e. quality assurance/accountability and guidance & counselling brought some results that should be of interest to European community. As regards the process of quality assurance, due attention must be paid to the between accreditation and quality assessment and the responsible bodies must decide on the degree of synergy (or difference) between these two processes and the corresponding distribution (shift) of European /national/institutional responsibility. Correspondingly, speaking of accreditation, more importance should be given to the promotion of the importance of qualitative data (graduates' profiles and competencies, assessment of teachers, institutional collaboration with regional partners etc.) which bears some connection to the area of guidance & counselling which is another, for the time being, area playing a marginal role in the accreditation process (proper networking of guidance and counselling centres with networks of quality assurance agencies would help to improve the services in the field of quality). As regards the area of guidance & counselling, the relevant HERN project outputs can be summarized as follows:

In order to make guidance & counselling generally more user-friendly and accessible:

- Both bottom-up and top-down action/initiatives should be encouraged; bottom-up approach (preferably national level), top-down approach (international level),

- More precise picture of student diversity in EU should be created (incl. mapping of various ways of guidance delivery),

- More intensive cooperation of guidance & counselling centres with regional stakeholders esp. employers (distinction has to be made between large and small enterprises, as the former ones are generally more willing to invest into graduates' professional development) and representatives of regional governance bodies (incl. job centres),

- More attention paid to the development of soft skills esp. in case of technical study programmes,

- Preparation of new ways of guidance and counselling for more diverse groups of students i.e. older and employed students and, in this respect, inventing new methodology of guidance and counselling for these diverse groups (incl. new theoretical inputs in the field is necessary),

- Introduction of 3-level professional guidance at pre-entry, academic, and post-entry level,

- Measures should be taken by state authorities to encourage graduate employment in terms of grants and taxation (tax reduction/exemption)

CHES recommends the abovementioned findings resulting from HERN project be voiced to European authorities and be the subject of corresponding further research as well.

5. Dissemination and/or exploitation of results

Use of the project to our organisation in wider context: The CHES is preferably focused on research about higher education. The themes of particular project's work packages were closely connected with regularly planned topics of CHES research. Thus, the results of both theoretical and applied research of CHES has created the complementary knowledge to those results gain in the project and vice versa, there was the excellent possibility to share examples of good practice found in the framework of the project as well as within the research provided by the whole CHES research team. To illustrate the above mentioned with concrete examples we can mention two CHES national projects:

CHES long term activity dealing with the investigation of Czech students affairs benefited from the HERN findings in the field of gender studies, civic society and social cohesion as well as the institutional management, which is highly influenced by students in the Czech Republic.

CHES was invited to prepare the project on evaluation of quality in higher education with the aim to elaborate the complex methodology approved in the pilot stage of quality evaluation of selected institutions. The shared responsibility with Polish colleagues of the work package focused on quality evaluation brought the number of ideas that has been used (in different modifications) for the project purposes.

All other CHES research projects dealing with monitoring of collaboration of higher education institutions with industry, financing of higher education, monitoring of the effects of students mobility, problems of demographic development related to higher education or new forms of education using ICT could find the number of ideas, interesting data and experience in the results of all work packages and use them for their purposes.

Use of the project on national level:

One of the CHES tasks is to participate at the preparation of the strategic and conceptual documents at the national level. The created project network, the possibility to use the project outcomes (results of seminars, HERN partners publications) and last but not least the possibility of personal debate on various problems regarding similar documents of HERN countries has been the significant help in this field.

Another important task of CHES is the support of Bologna process ideas implementation, the participation in the Bologna promoters group and preparation of documents in the framework of the Bologna follow-up activities. The project's network and possible discussion of similar activities in the HERN countries is the extremely important example of the wider project context and its additional value.

Use of the project in the international activities of our organisation CHES researchers participate in the number of international conferences organised for example by CHER, EAIR, OECD, UNESCO. Presentations prepared for such conferences benefited strongly from possible comparative views on selected topics. Besides that, the personal contacts among HERN partners were improved through meetings/conferences outside the project network.

Dissemination of project results CHES pays the continual attention to its web site. The possibility to include contacts on all HERN partners and to open the access to all HERN results through the web site was considered as the important improvement of human and knowledge resources.

CHES is the editor of the review AULA, which is the exclusive journal in the CR devoted to higher education and research. The experience gained during the various HERN events and common work with foreign partners was used for the AULA quality improvement. On the other side AULA was the platform where the information about HERN were published.

General benefits from the project

One of the most important impacts of the project on the work of CHES in general were the high number of contacts with colleagues of institutions of all participated countries, new partnerships and small friendly teams, which can stay in some kind of temporary collaboration for ever, teams, which would easily come together again to work on further projects, the possibility to organise sabbatical positions each organisation for another one etc. Joint seminars enabled to know the working places in various countries, involved more colleagues of hosted institutions than only those participating in the project, gave the opportunity to compare situation in old and new (formerly assessing) EU countries.

Selected list of publications

Just as an example the selected list of publications would illustrate the additional value of HERN used by the authors preparing the presentations for different conferences or other national or international events.

Svaton, O., Vlk. A., *Academic staff in the Czech Republic: the extraordinary species homo academicus*, international comparative study "The International Attractiveness of the Academic Workplace in Europe" CHEPS, Enschede, 2003

Svaton, O., *Changing the traditional picture of academic community*, 16th annual CHER conference, Porto 4-6. September 2003

Menclová, L., *Vysoko_kolsk_ student v České republice roku 2002 (Higher Education Student in Czech Republik 2002)*, Brno : VUTIUM, 2003

Sebková, H., *Changes and innovations of the governance in higher education system in the Czech Republic*, OECD-IMHE General Conference, OECD : Paris, 2002

Sebková, H., *Kvalita vzd_lávání v mechanismech financování (Quality of education in financing mechanism)* , conference paper, Ústí nad Labem : UJEP, 2004

Kohoutek, J. *Funding of Higher Education in CR*, conference paper, Higher Education Policy Workshop Series, Tallin, 2004

Nováček L., *Strategies in consulting in the career services in the Hei. Guide in career consulting*, NUOV, October 2003, Czech Republic

Final scientific reporting: Psychology Department, University of Athens (GR)

Introduction

HERN project in Higher Education covers a wide range of issues including the policy contexts, quality assurance, gender and equity implications, performativity, workloads and the long-term effects. The partners of the project tried to develop the above issues rather than to implement positive action's proposals, which aim at the elimination of the difficulties in the universities, at the achievement of better balance of sex differences in Higher Education, and at the linkage between university and labour market. The participation of Greece in the project was focused to four main themes: a) *The role of Higher Education in fostering gender equity and employment* (Athens 19-21 April 2002), b) *Addressing inequalities of Gender Participation in Institutional Decision making Systems* (Stockholm 13-15 March 2003), c) *Guidance for employment and inclusion: The Development of New Competencies* (Prague 23-26 June 2004) and d) *Disability issues: WP4 – Higher Education concerning Disability and Labour Market, and WP5 – Blind and VIP in Higher Education*.

The research and the collaboration with all the partners of the project had substantial contribution to the academic objectives of the Department of Psychology of the University of Athens but also to the processes of European enlargement within the framework of the transportation of knowledge, the transmission of "know-how", the give-and-take and the production of outcomes.

2. Reflections on the methodology

Greece was involved in three main themes: a) Women issues, b) Guidance for employment, and c) Disability issues. I think that all three areas were approached by partners in a scientific way; we have achieved a high level of research, we have done an in depth critical analysis of relevant bibliography and my feeling is that we did not miss any opportunity.

3. Reflections on the results

Greek's participation in the elements of the project was involved concerning gender equity and employment, inequalities of gender in career decision-making, development of new competencies and policy guide for disabled students. The produced outcomes that contributed to the understanding of the processes of change in European higher education were:

Emphasis to the concept of entrepreneurship in education and on "Improving women's access to the Labour Market"

Increase the quantity of women in high education among the leading staff.

Eliminate gender barriers in science and models of academic career.

Develop a gendered pedagogy within higher education in order to attract more women.

Support the research on gender and its impacts on social and cultural system

Characterization of Greek professorship: by sex, by age and by field of science group

Increase representation of women in academics fields and on positions.

Develop or adopt common guidelines concerning the issues that relate to developing the skills required by the European Market.

Provide the active role of University Career Centers.

Improve the career counseling methods and techniques provided to the disabled university students.

Facilitate the academic and career integration of the disabled students/graduates

4. Reflections on the policy implications

The main duty of universities is to organize higher education based on a scientific orientation and on proven experience and research, and other development work. These institutions are required to collaborate with the surroundings community and disseminate information regarding their activities. Equality between the sexes should be observed in their activities at all times, and an understanding of other countries and international conditions should be promoted. In addition to imparting skills, the objective of higher education is to teach certain skills as part of its curricula and introduce a direct interconnection and collaboration with labour market. In addition to these basic goals, job assistance for academics with disabilities and the sensitization of firms and potential employers for disabled students would enable these students to live equal and independent. All the aforementioned could offer new employment opportunities, new managerialism in higher education, creative and oppressive potential for gender equality. The employability could be interpreted as an exercise of "core-skills", thereby providing and producing the type of knowledge and understanding that is required maintaining dominant cultural and political arrangements. The implication is that the education process should also extend to employers. They need to be more sensitised to issues pertaining to differences of gender, race, social class and disability. Finally, we have realized that higher education needs to prepare the young people for a more flexible and complex working world which means that not only the structure but also the curriculum need to be rethought.

5. Exploitation of results

The project has been useful in the Department of Psychology of the University of Athens on the following wider context. The University of Athens could be further contribute to the major issue of gender equality by: 1) Supporting the research on gender developing support programmes for women during their university or postgraduate studies, especially in male-dominated faculties, and 2) developing postgraduate courses on gender equality issues. Great emphasis must be given to the role of Career Offices in linking the universities with the labour market and facilitating the women graduates' incorporation into job. Furthermore, equality between sexes in academics fields and on positions could help the University of Athens to promote: a) equal rights, obligations and opportunities to all the academic professors, b) the position of the professor not be an exclusive domain of male academics, c) incentives to increase the number of women in higher academic positions. The project has been useful also in to a more practical level by advising the active role of University Career Centers in Greece. We propose that Career Centers in to our university schools should be enriched, while their role should be advanced. University schools should train people to work in those Centers and introduce the use of researched and both reliable and valid instruments that would help the students to develop professionally. The need of real assessment of a

number of interests, abilities, beliefs etc. is real and poses the demand of focusing in to a solid assessment procedure. The aforementioned actions introduce a direct interconnection and collaboration between Greek university schools and Greek market. Finally, our contribution in the policy guide concerning disabled students pointed out the main barriers and problems for these students, proposed interventions for integration and suggestions for policy makers, which promote the cooperation between our university and potential employers and government and create positive incentives in order to employ graduates with disabilities.

6. Dissemination of results

We organized a Pan-hellenic Congress titled: ***Counselling on Women issues: New perspectives***. The Congress took place on 27-29 November 2003 in Athens. Despina was the President of the Organizing Committee. Prof. Erica Burman from the Manchester Metropolitan University was one of the invited key-note speakers.

We contacted a research on ***Women academics in Greece*** (Master's degree thesis under Despina's supervision)

Our involvement in WPs 4/5 has been a motive for us to make more research on disability. We have already completed the following studies:

The vocational integration of people suffering from Thalassaemia Major in Northern Greece.

This is an interdisciplinary research carried out by career counsellors and medical doctors. The results of this study were presented in the International Association for Vocational and Educational Counselling annual international Congress in Bern, 3-6/9/2003. A summary of the presentation was published in the Congress proceedings (authors: D. Sidiropoulou-Dimakakou, D. Margaritis, & K. Kedraka).

The study was also published in NEA PAIDEIA scientific journal, No 107, October 2003 (in Greek).

The Greek employers' attitudes against the blind and partially sighted employees in Greece (Master's degree thesis under Despina's supervision).

The vocational integration of people suffering from diabetes (Master's degree thesis under Despina's supervision)

4. The Counselling Centre for Students of the University of Athens organized a Seminar titled: *Academic inclusion of students with disabilities: Experience and Proposals* (2/12/2003). Despina presented a paper based on WP4

RD, titled: ***Employment perspectives of the disabled students: University liaison services for their transition to the world of work.***

ANNUAL REPORT: Vytautas Magnus University, Kaunas, Lithuania (UMANG.FSS.CVER)

Activities in relation with Workpackage 10

In relation to Workpackage 10: *"Key features of teaching and learning in the university of tomorrow"* several activities were undertaken:

1) A meta-study of existing studies has been completed and an input for the Seminar paper was developed. It was sent to co/co-ordinators (UK, SRHE) of the Workpackage 10 in October, 2003.

Workpackage 10: Input to Conference paper on Key theoretical issues and strategies for changing pedagogical practice: Key Features Of Teaching And Learning In The University Of Tomorrow: Report: Situation Analysis and Tendencies (Margarita Tereseviciene, habil.dr, professor, Vaiva Zuzeviciute, PhD student in Education, Department of Education Science, Vytautas Magnus University, Donelaicio str. 58, Kaunas, LT -44244).

Whole text is available of an input is available at the VMU project page: www.vdu.lt

2) Margarita Tereseviciene and Vaiva Zuzeviciute participated in the seminar, organized by SRHE, Glasgow, UK, on 23 – 24 January, 2004. They made presentation, and organized group work.

3) A questionnaire was designed and a study completed in order to clarify issued agreed in a partnership. A report is published: www.vdu.lt

4) An ongoing discussion in a process of developing recommendations was carried out via e-forum in spring 2004, also, materials of discussions are published there.

5) Also, there was a co-operation with responsible partners (UK/SRHE), in a process of developing Conference paper and Key policy recommendations.

Activities in relation to Workpackage 11

In relation to Workpackage 11 “*Distance education and the use of technology for tomorrow’s knowledge society*” a number of activities were undertaken, as it was foreseen in Project activities plan.

1) 22- 24 April, 2004 a two days seminar “*Distance education and the use of technology for tomorrow’s knowledge society*” was organised at Vytautas Magnus University, Faculty of Social Sciences, Department of Education (Kaunas, Lithuania). Agenda of seminar – Annex. 1.

33 participants from 7 countries participated in the event. 9 presentations were developed. Event has been broadcasted as an INTERNET conference, also, all materials are stored until 30 December, 2004:
<http://distance.ktu.lt/vips/join.php?sr=94&l=en>.

2) Conference Paper was developed: Conference paper: Evaluating management of change strategies for odl study programmes across central and eastern Europe Department of Education, Faculty of Social Sciences, Vytautas Magnus University, Margarita Teresevicienc, Ramunas Kuncaitis, Vaiva Zuzeviciute.

3) After consultations with participating partners Key policy recommendations were developed, as it is foreseen in a work plan: 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:

1. Students' approach;
2. Teachers' approach;
3. Institutions' approach;
4. State policy;
5. Technology;
6. 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 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 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 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, focusing on three main issues, are suggested:

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.

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.

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.

- 4) A short article about seminar ideas was published at the University newspaper.
- 5) All documents developed for seminar and afterwards are published: VMU project page www.vdu.lt.

3. Activities in relation with Workpackage 12

In relation to Workpackage 12: *“Guidance for employment and inclusion: the development of competencies”* several activities were undertaken:

A report for seminar was developed: “Higher Education and Employability: Relations and Trends” Vytautas Magnus University, Departments of Education PhD student Ramunas Kuncaitis.

2) Genute Gedviliene, Ramunas Kuncaitis, Daiva Cernaite, and Vaiva Zuzeviciute participated in the seminar, organized by Centre For Higher Education Studies (Praha, Czech Republic), on 23 – 25 June, 2004. Team presented report, participated in group work, and development of recommendations.

3) In summer 2004 e-forum was used to develop further seminar ideas, materials (questionnaire) is available at e-forum, project's site.

4. Activities in relation with overall project activities

1. In order to develop further project's objective of informing and advising a number of measures have been taken:

an International Conference **Adult Learning – for Civil Society** will be organized by the Department of Education, at the Faculty of Social Sciences Vytautas Magnus University (together with IIZ/DVV, Lithuanian Adult Education Association, and Lithuanian Ministry of Education and Science) on 11 - 14 November, 2004. Participants from 12 countries (Denmark, Germany, Romania, Great Britain, Latvia, Estonia, Sweden, Poland, Byelorussia, Bulgaria, Armenia, and Lithuania) will discuss the ways of implementing LifeLong Learning ideas. A special attention will be given to their implementation via development of Higher Education and via development of modern educational technologies.. Work group **Project activities: drafts, plans** was designed for discussions about effectiveness of research associations, and networks in Baltic region in the field of adult learning in higher education. It is planned to discuss the establishment of BARAE (Baltic Association for Research in Adult Education) among universities in Baltic region with the consideration of this project's (HERN) experiences.

publishing of research finding on HE reform in order to inform a wider community better, and to enable informed decisions, and with reference to HERN experience; e.g.:

- 1) Tereseviciene M., Kaminskiene L., Zuzeviciute V. (2004). Adult Education as a Prerequisite for Social Initiatives. Journal of Adult and Continuing Education. ISSN 1343-3210. Vol.6. (Japan). p. 37-56;
- 2) Zuzeviciute V. (2004) Approaches to Learning as Prerequisites for Lifelong Learning (Case study: Situation in Lithuanian Institutions of Higher Education)//Theory and Practice in Teacher Training II. International Conference, Latvia, Riga, 2004 ISBN 9984-689-29-8; p.326-335.

3) Zuzeviciute V. (2004) Andragogical Elements of Learning and Approaches to Teaching//Learning in Lithuanian Institutions of Higher Education.//Tiltai. Nr. 19; p. 155-163.

4) Bizys N., Eviniene V., Zuzeviciute V. (2004) Students' Applications of Digital Technologies to Tertiary Studies in the Context of Lifelong Learning. Conference Proceedings. Kaunas. ISBN 9955-586-30-3; p. 38-46.

Also, in a number of contexts (both national and international conferences, presentations were developed and delivered), e.g.:

Presentation at an International Conference „Theory and Practice in Teacher Training II“: Zuzeviciute V. (2004) Approaches to Learning as Prerequisites for Lifelong Learning (Case study: Situation in Lithuanian Institutions of Higher Education). Latvia, Riga, 4 – 6 April 2004,.

Presentation at an International Conference “Sustainable Development. Education. Culture. II”: Zuzeviciute V. (2004). Adult Learner: Challenges for their Teachers. Estonia, Tallinn 13 – 16 April, 2004.

3. Presentation at an International Conference „Languages, technologies, and diversity, III” Zuzeviciute V. (2004). DT and Students' Application to Tertiary Studies and Implementation for LLL. Lithuania, Kaunas, 18 – 20 June, 2004.

and others

2. In order to further develop project's objective of networking a number of measures have been taken:

a) visits and contacts with representatives of ministries (Ministry of Education and Science, Ministry to Foreign Affairs), other organizations working in the field initiating and managing change in education (Central Project Management Agency; Agency for International Science and Technology Development Programme in Lithuania) and others;

b) development of new project proposals that take into consideration this project's (HERN) experiences at both national (e.g., co-coordinators - Structural funds, measure 2.5 Development of Human resources: “Establishment of Inter-university Consortia in a process of developing Interdisciplinary Programme for PhD students in Education Science” (Nr. ESF-EDU-1), submitted on 22/09/2004, and at international levels (e.g., partners in Socrates, Grundtvig 1: “TEACH” Teaching adult educators in continuing and higher education” (114093-CP-1-2004-1-PL-GRUNDTVIG-G1), approved in autumn 2004; 3. WWW project's home page was enriched (it functions on the basis of VMU server FirstClass); it is available in En and Lt Languages; address: <http://www.vdu.lt>.

3. Ramunas Kuncaitis and Vaiva Zuzeviciute participated in meeting (Linz, Austria, 4 – 7 September, 2004) for finalization/summarization of ideas for the reporting period of the project HERN.

4. Information about progress and activities was provided for the compendium, compiled by IIZ/DVV office in Warsaw, Poland (publishing – in progress).

Continuing Education Development Foundation (CEDeF) Riga, Latvia

Introduction

The Continuing Education Development Foundation (CEDeF) as a networking organisation is working in close co-operation with its networking partners – universities, umbrella organisations, associations, public authorities at national and regional level. For this reason it has been possible for CEDeF to operate at a larger scale beyond the limits of one organization. The following organizations have been involved in the implementation of the HERN project and in dissemination the results of the project:

- University of Latvia
- Riga Technical University
- Most schools of higher education of Latvia
- Ministry of Education and Science
- Higher Education Council of Latvia
- Higher Education Quality Evaluation Centre
- Latvian Adult Education Association
- Academic Programmes Agency
- Distance Education Centre of Latvia

In the context of European enlargement and the knowledge society, it has been especially important for Latvian higher education to be aware of new trends and developments – citizenship, employability, cultural and linguistic diversity, mobility and common education space.

Since CEDeF has been partner in all work packages of the HERN project, and due to the broad competences and authority of the CEDeF network, it has been possible for our organization to a great extent benefit from the HERN project and to create a certain impact on higher education developments.

It is especially important to mention that the results of the HERN project have been disseminated to all higher education institutions in Latvia – by participation in seminars and conferences on higher education issues organised by the Ministry of education where HERN reports and conference papers have been disseminated, by access to the HERN web page and by acquisition of HERN CD-ROM with presentations, reports and policy documents from all HERN work packages.

The above mentioned developments have greatly contributed to the current higher education developments in Latvia and managing change regarding the issues of quality, equity, access, citizenship, employability, application of information technologies in the education process.

Methodology

The basic methodological approaches used by CEDeF were:

- analysis of existing data and research findings
- development of innovative approaches in the given fields

review the national responses to the existing European policies

A constant dialogue has been held both, face to face and electronic, with the project partnership and with the key policy makers at national level in Latvia. This has enabled CEDeF to benefit from the HERN project to a great extent.

Results

A major result of HERN has been the broad and varied perspective that each particular issue has been viewed from during the HERN seminars and other communication. The theoretical work and practical approaches of each partner had been integrated in the seminar presentations and discussions, producing maximum involvement of all partners in compliance with their key competences. Thus, the issues of quality, equity of gender and access, governance, teaching, citizenship, ICT applications have been viewed from various angles, as a result of it broadening the understanding of each partner country and increasing their capacity for more comprehensive policy approaches.

It has been especially beneficial for the Latvian partner to work on the project CD-ROM, since not only all the key reports and research data have been repeatedly processed and included in the CD, but also the video interviews with the key partners who are outstanding academics, policy makers and administrative workers in their own countries have been carefully planned and recorded for maximum benefit for all project partners and wider European audience. In these interviews the speakers reflect on the results of the HERN project both, in the context of their own institution and country, as well as in broader European context. Thus, the HERN project results have been represented also in a form of reflection of participants which gives an additional dimension to the results and more possibility for dissemination.

It has to be mentioned that work on the Policy document, with emphasis on Baltic states and Latvia in particular, has enabled the stakeholders in higher education in Latvia to repeatedly review and discuss the higher education policy priorities and to specify the tasks that need to be fulfilled in order to meet our objectives. Work on the policy document has also enabled the stakeholders in Latvia to repeatedly view the processes in Latvian higher education in a wider European context.

Policy implications

The HERN project has especially contributed to the following **policy issues in Latvia:**

- Better access of graduates to (European) labour market
- Opening up of universities to the society and the issues of lifelong learning
- Equal access to higher education
- Efficient use of human and material resources

Further research on the above issues would be needed given the fact that the development of knowledge economy is setting new demands to the actual students and the graduates.

Dissemination

The results of the HERN project have been presented to most universities and higher education establishments of Latvia, to the key policy making bodies in higher education – Department of Higher Education and Science of the Ministry of Education and Science and to the Higher Education Council of Latvia.

Especially regarding the issues of continuing education and lifelong learning, as well as gender equity, equal access, quality and citizenship, ICT applications, the opportunities provided by the HERN project contributed to the better and more comprehensive understanding of these issues. E.g. the results of the HERN project regarding gender equity have been reported to the Higher Education Council of Latvia by Professor Baiba Rivza who acts as Chairperson of the Higher Education Council and who herself has actively been involved in the HERN project regarding the issues of gender equity. The issues of continuing education and lifelong learning have broadly been presented and discussed in seminars and conferences organized by the Ministry of Education and Science of Latvia, the issues on citizenship have been disseminated to the network of the Latvian Adult Education Association which is an umbrella organization in the field. The research data of the Work packages 4 and 5 have been widely disseminated to the organisations supporting disabled people, since the Latvian network counterpart – School of Social Pedagogics and Social Work “Attistiba” is closely involved with the given target group. The issues of quality have been adequately disseminated through the broad network of the Higher Education Quality Evaluation Centre of Latvia (the Director of the Centre Dr Juris Dzelme took an active part in several work packages) – all universities and schools of higher education have this link. The Director of the Distance Education Centre of Latvia Dr Ineta Kristovska herself presented in the HERN symposium in Glasgow, as well as was among the key organisers of an international conference “Lifelong learning – a Challenge for all” where HERN conference paper “The development of Latvian continuing Education and training in the context of higher education reform” was delivered and included in the conference proceedings.

The CD-ROM that has been developed within the HERN project provides more opportunity for a broad dissemination of the project in each national country and also in broader European context.

The scientific report of Leiden University/ESREA consortium

1. Introduction

The following full-time members of staff of the Centre for Learning in Organizations, Leiden University participated in HERN on behalf of ESREA:

Dr Barry J. Hake, lead-researcher; **Dr Folke Glastra**, researcher; **Dr Petra Schedler**, researcher.

Their participation in HERN was based upon their long-term programme of research into the development of higher education with special reference to the effects of globalization and individualization upon citizenship, migration, ethnic minorities and gender. In this regard, their participation as active partners was limited to only three of the HERN work packages in year 1 and year 3:

Work package 3: The role of tomorrow's HE in fostering gender equity and employment, as partner;

Work package 6: European enlargement and citizenship: the role of HE, as lead partner;

Work package: 12: Guidance for employment and inclusion: the development of new competencies.

While being actively involved in only three of the 12 HERN work-packages, one or more of the Leiden-based researchers attended and participated in the seminars organized within the other work packages, with the exception of work package 10: Key features of teaching and learning in the university of tomorrow. This facilitated a degree of continuity and building-up of contacts with other partners. Dr Barry J. Hake was responsible for attending the HERN management meetings.

Given the relatively specialized area of participation, there was a significant degree of coherence and continuity in the contribution of the Leiden researchers. Our understandings of **globalization** and **individualization** as the major social driving forces of the **knowledge society** were predominantly focused upon the analysis of issues surrounding the dynamics of European enlargement, **citizenship** and ethnic minorities in higher education. Despite the over-arching policies dynamics associated with the **Bologna process**, it was significant that there were notable differences in the developmental processes in different countries and regions with particular reference to understandings of higher education and **lifelong learning**.

2. Reflections on the HERN-methodology

As indicated previously, the Leiden University/Esrea consortium has played a relatively small role in HERN as a whole. We were the lead partner for work package 6, and we were involved as co-partners in the work packages 3 and 12. Compared to most other HERN partners this provided a limited basis for the continuity of our participation throughout the three years of the project. This resulted from the late accession of Leiden/ESREA as a participant in HERN. By attending all but one seminar we were able to make a continuing intellectual contribution to the discussions between the participants.

In the second place, we would like to express our sincere thanks for the opportunity to participate in HERN in the period when the enlargement of the EU to candidate states was concluded with their status as acceding members. Their status as member states of the EU became a fact in early 2004. We welcome the opportunity presented by HERN to be able to talk with, exchange ideas and discuss developments in the systems of higher education throughout Europe. The participation of colleagues from Central, South-Eastern Europe and the Baltic countries has expanded our understanding of the dynamics of higher education throughout Europe and the often very different patterns to be observed.

We ask ourselves, thirdly, whether these often subtle differences have been adequately addressed by HERN. The HERN-methodology did not provide an overarching theoretical framework which would have made it possible to address the very real differences in the historical, social, political and cultural dynamics of the development of higher education in Western, Central and South-Eastern Europe not to mention the Baltic countries. The focus upon institutional change by way of case studies of innovations at the local level was limiting in this regard. Little attention was paid to the implications of developments in the EU such as the Bologna strategy, the Lisbon strategy for the knowledge society, the idea of a European space for higher education, and the current emphasis upon lifelong learning. This points to the

absence in HERN of a systematic comparative approach to the dynamics of higher education in the different areas covered by the work packages whether at the European, national or institutional levels.

As such, this points, fourthly to a serious short-coming of HERN in the absence of a serious intellectual leadership of the project. We can have no criticisms whatsoever with regard to the project management in administrative/financial respects. This was quite excellent and efficient!!!

But HERN did miss a hard-core of intellectual leadership. A contributing factor to this may be explained in terms of the transfer of the project management and effective leadership from Surrey University to the University of Surrey at Roehampton just before the start of the HERN project.

Finally, we would like to congratulate the other participants, our colleagues, for working very hard in often difficult circumstances to produce what was required of them. Despite our criticism voiced earlier in this section, we remain convinced that HERN has produced much that is meaningful particularly for the participants from Central, South-eastern Europe and the Baltic countries. Many of them participated for the first time in a major large-scale European project and this was a major learning process for all of the participants involved.

3. Reflections on the results

It was apparent to us that our analysis of citizenship as a key concept at the European, national and sub-national levels enabled us to address many of the core policy issues and debates within the European Union and the member states.

At the European level we focused upon policies to promote **mobility** of students within the EU and the issues of mobility in the context of enlargement. At the national level we focused upon consequences of global and European migration for the emergence of issues of citizenship and **social cohesion** in relation to the accessibility of universities for (ethnic) minorities. Our analysis of the sub-national level pointed to the recovery of regional identities throughout the European University and that this is a challenge for institutions of HE to make a dynamic contribution to strategic regional and local **partnerships**. Such issues are central to EU's current post-**Lisbon** policies for education and training and the European Commission's 2002 resolution on **lifelong learning** as the core strategy for policies in the member states. We ourselves would have welcomed more attention for lifelong learning and higher education in the HERN project than was the case. This is an issue that has now moved to the centre of the EU's policy strategies for building of a **knowledge economy** in what is an **ageing** (or greying) **Europe**. Our own ongoing research into the emergence of more flexible and variable patterns of **life-work balance** in the knowledge economy is based upon the development of the notion of **transitional labour markets** into a theory of **transitional learning** and more **flexible learning trajectories** that combine **formal, non-formal and informal learning**. A report on research into transitional learning and the learning trajectories of political refugees in Dutch higher education provided the focus of our contribution to HERN work package 12 in year 3.

4. Reflections on the policy implications

On the basis of our contributions to work packages 4, 6 and 12, we would to take this opportunity to summarize our own major findings with regard to policy implications.

Higher education, mobility and citizenship

The Commission and the Member States should urgently conduct an evaluation of the effectiveness of current mobility programmes in the area of higher education. In the course of 2002, the Commission rightly celebrated the achievement of one million students who have participated in the ERASMUS mobility programme since 1988. The Commission and the member states should recognise that the current level of student mobility comprises no more than 1% of all students involved in higher education in the Member States. In order to create a European Higher Education Area, the Commission and the Member States should now urgently establish a range of far more ambitious targets for participation in mobility programmes. We recommend that the Commission and the Member States should now develop specific initiatives and the appropriate funding that will ensure the participation of 10% of all students in higher education in one or other form of European mobility programme. The Commission and the Member States should investigate the barriers to mobility in higher education which are caused by differences in social legislation and student funding arrangements. In the terms of the Commission's Mobility Action Plan, such an investigation should include: a) to define and democratise mobility; b) appropriate forms of funding; c) increase mobility and improve conditions; and, d) the development of multi-lingual policies.

Higher education and cultural diversity

The Commission and the Member States should initiate specific activities to investigate the contribution of higher education institutions to the development of the European Higher Education Area as a multi-cultural community. In the context of future policies for higher education, it is also appropriate to call for comparative empirical research on questions as to whether policies are in place at the level of the EU, the member and remaining candidate states that address the issues of higher education and the social inclusion of minorities. We propose that the EC should take the initiative in including the role of higher education and minorities in the National Actions Plans in Social Inclusion which member states have to submit to the EC every two years. Such a sub-section of these National Action Plans should report on policy initiatives and institutional performance with regard to: how are minorities defined in the different EU member states, and which are the historical grounds for such definitions?; how are these specific minority groups to be understood and explained in terms of the socio-historical development of the respective member and accession states?; which specific minority groups and priorities are designated with regard to access to higher education?; how is specific attention devoted to ethnic, cultural and linguistic minorities, etc., in terms of their access to higher education?; which specific policy instruments have been put in place to enhance the use made of higher education institutions by such minority communities?; are there benchmarks for levels of participation to be achieved by higher education institutions?

Higher education and lifelong learning

The Commission, the Member States and institutions of higher education should build upon the powerful arguments for higher education institutions to play a central role in lifelong learning at the regional level. They are close to the regional and local labour market and often have extensive contact with social partners and other stakeholders. This is an area in which higher education institutions need to renew their long-standing expertise in the continuing professional development sector,

where they face increasing competition from commercial providers in the education and training marketplace for post-initial higher education.

The Commission, the Member States and institutions of higher education should commit themselves to support the significant contribution that regional partnerships between higher education and stakeholders can make to the transition towards knowledge economies. Such issues were specifically recognised by the Commission and the Member States at the Lisbon conference that placed lifelong learning on the European agenda as a vital force in creating knowledge societies. The Member States now need to take the appropriate measures to the end and that they should insure that 3% of the gross national product is invested in higher education. This will require in many member states a significant increase in expenditure on higher education.

The Commission and member states should seek to develop common approaches to the development of higher education institutions as sites for the generation of active citizenship at the European, national and regional levels. This should become an integral element of the key policy objective of establishing a European Higher Education Area based upon lifelong learning in the knowledge society. The contribution of higher education institutions to the development of the competencies of active European citizens should be approached in comprehensive and inclusive strategy of development by the appropriate authorities at the European, national and regional levels.

Our own particular contribution to HERN has demonstrated, however, that issues of citizenship and identity – at the European, national and sub-regional levels – have to be seriously addressed in terms of the access to higher education for (ethnic) minorities. The multi-cultural Europe – the all-too-often denied reality – calls not only for the (re-) creation of intellectually equipped pan-European, national and regional élites; it also demands the development of a class of ‘the other’ intellectuals who can voice the experiences, frustrations and aspirations of the minorities. Higher education has always been a ground of struggle in the public sphere between those who assume the right to speak and those who dare to express an often unwelcome voice of challenge. ‘The expression of a voice by (ethnic) minorities’ – the Roma were not mentioned once by any of the participating countries in HERN with significant Roma minorities – should constitute the next phase of development in European higher education in the context of European enlargement. ‘There is much to be said and to be done in this regard’. Stories about ‘good practices’ – do not contribute to the reflective practice of deconstructing of ‘tacit knowledge’ – better understood as ‘un-reflected’ or ‘assumed’ routines – and its reconstruction in the form of ‘expertise’ acquired through formal, non-formal and informal learning. In short, it can be argued that higher education institutions have a lot to learn about learning in regard to the construction of personal identities whether with regard to citizenship or employability, or both.

5. Dissemination and/exploitation of results

As university-based researchers, we are called to account for the dissemination of the results of our research in the context of the HERN project. In our own specific research context, this requires that we look for both the short-term and long-term publication of research results from the HERN-project. We make reference to the following forms of scientific dissemination of the results of our research activities in the following publications as spin-offs from activities in HERN:

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- Hake, B.J.**, 'European Union Enlargement and citizenship: the role of higher education', currently in peer-review by *Studies in Higher Education*.
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N.B. Our own contribution to the HERN project has been made available to the international, European and national academic fora in the form of dedicated articles. As the spin-off of participation in the HERN project, we are able to report that our HERN-related publications are now leading to further requests to contribute to edited volumes of papers in publications in our field of research, and that we have received invitations to participate in new international and in particular European projects. Both the (UNESCO) International Institute for Educational Planning and CEDEFOP have recently made requests for further contributions and in particular with regard to higher education and lifelong learning.

We have indicated in this final report that lifelong learning is a major policy issue in the EU and was not given adequate attention in the HERN project. This should become a priority in any future research projects devoted to higher education within Framework 6 and indeed in all other EU policy lines such as National Action Plans on employment, mobility and social cohesion. The recent proposal by the EC – in its 2004 report on progress made following the 2002 resolution on lifelong learning – to call for the submission by member and candidate states of National Action Plans on Lifelong Learning is welcome. This reinstates the degree to which lifelong learning and higher education have increasingly acquired priority within the education and training policies of the EU and the member states.

At the national level our research has recently attracted the interest of a number of members of the Dutch parliament, and we are currently investigating sources of funding for the continuation of our research on the transitional learning trajectories of political refugees in Dutch higher education. It must be at the same time be indicated that such facilitating measures are at the same time regarded as controversial in the current Dutch political context.

Final report, Royal Institute of Technology, Stockholm, Sweden

Introduction

Apart from the over all participation in the HERN –project the Swedish partnership has been substantially engaged in work packages dealing with gender and disability issues. Besides, contributions have been made within the fields of academic governance and innovative educational development.

At the 2nd HERN seminar in Athens April 19-20 2002, Ass.prof. Hanna Westberg National Institute for Working Life and University of Stockholm contributed with a paper "*Hidden mechanisms in society and education and impact on working life*" (Deliverable No 13, Periodic progress report, 12 Months date of issue November 30, 2002) and a speech *Consequences of the new labour market in Sweden*.

A paper contribution "*On the governance of Higher Education in Sweden*" (see Enclosure x2) was presented by Prof. Helge Strömdahl at the 4th HERN seminar on the Workpackage 7 on "Governance challenges for different nation institutions in managing change hosted by BESBG, Sofia, Bulgaria 23-25 January 2003.

Royal Institute of Technology, KTH Learning lab, Stockholm, Sweden hosted the 5th HERN seminar on work package 8, March 13-15, 2003 . A full report of this meeting is delivered by Ass.prof. Hanna Westberg, under the title "*Addressing inequalities of gender participation in institutional decision making systems*" and published in the 2nd (year 2) report of the HERN – project (Proj. nr SETN-200-00001, Contr. nr HPSE-CT-2001-50011).

At the 6th seminar on " Legitimacy, quality and accountability for lifelong learning and higher education at Jagellonian University, Krakow, Polen, prof. Helge Strömdahl presented the paper "*A notice of gender as a quality indicator in Swedish higher education*".

The Swedish engagement in the HERN Disability group has been directed and conducted by Tina Teljstedt, Karolinska Institute, Stockholm Sweden

Reflections on the methodology

Gender (reflections; achievements):

We took a very active role in this part of the HERN project. The 5th HERN seminar work package 8 was one of the main sources to the contributions and achievements. We contracted Ass. Prof Hanna Westberg to lead the process. She was leading the process and she also compiled and delivered the results in a good way.

Disability (reflections; achievements):

This part of the project was lead by the Austrian team. One part of the work package included a questionnaire. We had some problems, in the beginning, to motivate our target group to fill in the questionnaire. The workshop meetings were very important for the final result from the HERN Disability group.

Academic governance:

Most of the work in Work package 7 was to find, structure and present sources of information. We are very happy with the outcome from the Swedish side.

Reflections on the results

According to the academic governance the changes taken place in Sweden about the greater autonomy of the universities enacted through changes in the Higher Educational act and ordinance have been an essential input in the understanding of this issue on the general European level.

Reflections on the policy implications

We hope that the policy implications on the Gender (advancement, awareness, and implications for further research) and Disability (advancement, awareness, implications for further research) will be the two most important ones. We think that these two areas are the ones that are hard to prioritise when the resources in Higher Educations are so limited.

Dissemination and/or exploitation of results

The main channel for dissemination and exploitation of results will be through the publications and the conference papers.

Annexes

In the attached Appendix you will find some papers produced within the Swedish partnership of the HERN- project.

Enclosure x1

Contribution to the HERN meeting in Glasgow**Some websites concerning innovative learning and teaching in Higher education**

Helge Strömdahl, KTH Learning lab, Royal Institute of Technology, Stockholm, Sweden

The following websites are of main interest:

SWELL Swedish Learning Lab <http://www.swedishlearninglab.org/>

The Swedish Learning Lab (SweLL) was established in 1999 in order to initiate and co-ordinate projects that contribute to the advancement of computer supported learning in higher education

SweLL is a project in itself, funded by the Knut andKnut and Alice Wallenberg Foundation (KAW)

SweLL is a joint venture between Uppsala University, Karolinska Institutet, and the Royal Institute of Technology (KTH) in Sweden, each of which has its own local learning lab.

The goals of SweLL are to:

- develop new knowledge about computer supported learning processes and practices
- develop teaching and learning strategies and models
- promote the exchange of people, ideas, experience, and expertise in higher education within the WGLN.

WGLN - Wallenberg Global Learning Network <http://www.wgln.org>

The WGLN is a targeted grant-giving organization supporting projects within an international network of university communities in the U.S., Sweden, and Germany. These communities represent faculty and researchers who are committed to the development of new Information and Communication Tools (ICT) to improve the teaching and learning process. The WGLN provides grants for faculty collaborations within the networks' member laboratories, providing leading edge pedagogic and technical solutions that are suitable for use in a variety of university and school settings.

CDIO - Conceiving — Designing — Implementing — Operating real-world systems and products <http://www.cdio.org/>

CDIO is an innovative educational framework for producing the next generation of engineers. It provides students with an education stressing engineering fundamentals set in the context of **Conceiving — Designing — Implementing — Operating** real-world systems and products. CDIO was developed with input from academics, industry, engineers and students. It's universally adaptable for all engineering schools. **CDIO Initiative** collaborators— engineering schools throughout the world — are adopting CDIO as the framework of their curricular planning and outcome-based assessment.

The Swedish Net University <http://www.netuniversity.se/Default.asp?c=63>

The Swedish Net University mainly aims at widening the distance education market in Sweden. The Swedish government recently decided to set up the Swedish Net University as a dual or multi-modal university based upon the courses and education already given by the Swedish universities and university colleges. As an initial incentive, these institutes of higher education will be given an extra disbursement (totally 160 million SEK for year 2003) from the government, for courses given within the Swedish Net University. The disbursement was 211 million SEK last year. Participation within the Net University is voluntary for the universities and university colleges.

Engineer of tomorrow (Royal Academy of Engineering) <http://www.iva.se/mi>

Most texts are in Swedish but read the speakers manuscript at the RTF - Royal Technology Forum that was held at October 23, 2003.

Council for the renewal of higher education (in Sweden) <http://www.hgur.se>

The Council for the Renewal of Higher Education was established by the Swedish Parliament in 1990, to support the development of teaching and learning in undergraduate education. Later the mission was broadened to include postgraduate education.

The present ordinance states that the Council shall

1. support pedagogical development at universities and colleges
2. decide about and distribute grants for the quality development and renewal of undergraduate or postgraduate education
3. monitor the results of the development supported by the Council
4. document and disseminate information about research and development of higher education

Enclosure x2

2002-12-20/HS

On the governance of Higher Education in Sweden

Some issues compiled from documents publicly available

Helge Strömdahl

KTH Learning Lab

Stockholm

Sweden

The general system of governance in Sweden for public institutions

The governing system in Swedish public institutions is based on objectives and results, meaning that the politicians formulate long-term goals as well as objectives for a certain budget period, and the public authorities report back the results of their activities to the Government. These principles were developed during the eighties by the Ministry of Public Administration and the National Audit Bureau and were decided on by Parliament in 1988.

The impact of this general governing system is evident in the comparison between the governing systems of the 1977 and 1993 governance reforms in higher education

The 1977 governing system	The 1993 governing system
Governing by legal framework	Governing by Goals and Objectives
Detailed decisions by Government	Decision-making at each higher education institution
Resources to the various educational sectors & the different faculties	Resources to each university & university college
Resources depended on input	Resources depend on output
One system with state institutions	Competition between institutions
very few private institutions (not regulated)	new foundation institutions as well as rules for institutions transparent and distinct were introduced

The demands for efficiency led to deregulation, decentralization, and more incentives. One reason for the reform work that started in 1990 was the realization that resources for higher education and research had to be used more efficiently. This is reflected in the governing system in the following two ways:

1. By *decentralizing more decisions* from the Government to the institutions. decisions would be better adapted to the local situations, which was expected to bring about better use of the resources.

2. By introducing different types of *incentives* to make institutions use their resources more efficiently.

The decentralization of decision-making had two effects: first the legal framework had been abolished or simplified, e.g. concerning internal organization and the organizing of studies, second other types of decisions had been decentralized from the Government to the institutions, e.g. with regard to the provision of programs and courses, the establishing of chairs, and the appointment of professors.

In the Higher Education Act and Ordinance the Government gives a framework for the local legal decisions. The reasons for the *remaining* central legal framework were as follows:

- basic guarantees for critical thinking and for independent research
- legal security for individual students and academic teachers
- functioning processes for quality assurance
- functioning forms for decision-making and distinct leadership
- exceptions from other legal acts in order to allow institutions to work more smoothly (often concerning labour laws)
- distinct, basic goals and objectives for higher education and research

Shared responsibility between Government and Parliament

Government and Parliament share responsibility for the overall governing of the Swedish institutions for higher education and research. This involves:

1. The design of the governing system, i.e. the rules and principles forming the framework for the higher education institutions in Sweden
2. The current application of the governing system.

The Swedish Parliament with 349 elected members decides on the annual budgets and also on legislation. The Government presents the budget proposals to Parliament in a Budget Bill in the middle of September each year, except for election years when it is presented in October. Before that, in April, the Government has presented the guidelines for the 27 different areas of

expenditure in a bill to Parliament. Education and research constitute one of these areas of expenditure. Drafts for new laws or guidelines to be approved by Parliament can be presented in bills at any time of the year.

Before Parliament decides on the proposals of a bill, the proposals are sent to a standing committee (or sometimes several committees) for preparation. The Standing Committee on Education prepares all issues on higher education and research.

Organisational structures at institutions of higher education. The responsibilities of universities and university colleges

Given that the Parliament and Government decide on the goals and the objectives as well as the legal and economic framework of higher education and research the universities and the university colleges can make their own decisions. *The most important* issues institutions are responsible for are:

- The internal organization – the division into departments etc, the decision-making bodies, and their composition
- The principles for the internal allocation of resources, the annual budget, and the budget follow-ups
- The quality of teaching and research – quality assurance and quality enhancement
- The organizing of undergraduate education, the design of study programs, and the contents of courses
- The provision of and the dimensioning of study programs and courses
- Principles of admissions procedures and admission decisions for undergraduate education
- Postgraduate education – subjects, admissions, and organisation of courses
- The establishing of chairs and appointments of professors (with a few exceptions)
- Methods used in research and focus of research
- Volume and focus of contract teaching and research
- Premises and investment in furniture and equipment
- Salaries for everybody except the vice-chancellor (the president)

Governance at the local university level

Each institution of higher education has a *board of governors*. The Government appoints the Chair of the board who is not employed at the institution of higher education in question. The board is composed of the Chair, the Vice-Chancellor (President) and not more than thirteen other members. The Government appoints the majority of the members of the board of governors. The representatives of the teaching staff are chosen by election within the institution of higher education. The students have the right to be represented by three members. Employee representatives have the right to attend and to speak at board meetings.

The Vice-Chancellor is nominated by the board and employed by Government decision for not more than six years. Other board members are appointed for a period of not more than three years. A Pro-Vice-Chancellor is the Vice-Chancellor's deputy. More than one Pro-Vice-Chancellor may be appointed. An institution of higher education may also appoint Pro-Vice-Chancellors with responsibility for parts of its operations.

Faculty board

Institutions of higher education, which have been given the right to award doctoral degrees shall have at least one faculty board. If an institution of higher education should not create specific decision-making bodies for undergraduate education, the faculty boards are also to be responsible for the undergraduate education carried out in their area of study. The Dean of Faculty is the Chair of the faculty board. In decision-making bodies created for matters of research and undergraduate education, the teaching staff is always to have the majority. The

students have the right to be represented by at least two members on the faculty board and on other bodies dealing with educational matters.

Institutions decided the internal organisation themselves

With the exception of the above-mentioned rules concerning governing bodies, faculty boards and other bodies, Swedish institutions of higher education may themselves determine their internal organisational structure and the decision-making bodies and boards required for their purposes.

Educational level

All undergraduate education is provided in the form of courses. These may be combined by the institution providing them to create programmes of education with a varying element of individual choice. Students themselves are also able to combine different courses into a degree.

The extent of a programme of education or a course is measured in credits. One credit corresponds to one week's full-time study. An academic year normally consists of 40 credits, and is usually divided into an autumn term and a spring term. In addition, certain institutions of higher education give courses during the summer. One credit corresponds to 1.5 ECTS (the European Credit Transfer System).

In the Degree Ordinance, the Government lays down which degrees may be awarded and the objectives for these degrees. Every course and programme of education has a plan decided by the institution of higher education in question. Degrees in undergraduate education are divided into general degrees and professional degrees.

The government has set objectives of 50 per cent of a year group of young people attending institutions of higher education and providing more study places in higher education for the natural sciences and engineering. A more general objective is to increase the social and ethnic diversity of higher education, by such means as revising the rules governing eligibility and admission.

Public (state) institutions for follow-up, evaluation and legal appeals

The National Agency for Higher Education

The National Agency for Higher Education is a central agency responsible for matters relating to institutions of higher education (www.hsv.se). Its tasks include quality assessments, supervision, reviews, development of higher education, research and analysis, evaluations of foreign education and provision of study information. The Agency provides material that can be used to modify, improve and renew activities carried out within the higher education sector.

The Agency is responsible for monitoring and analysing the development of higher education and research, as well as changes in society as a whole. This is achieved by monitoring developments and by means of situation analysis.

The Agency is responsible for the official statistics on universities and university colleges. These are based, inter alia, on the data collected by the universities' and university colleges' study documentation systems and on the operational reports that they are required to present. After quality assurance procedures and processing, the statistics are published in Statistics Sweden's publication series and in the Agency's National Monitoring database (NU).

The statistics, computer data and analyses are also published in the Annual Report for Universities and University Colleges. A short version of the annual report is available in English.

Organization of the National Agency for Higher Education

The Agency is governed by the University Chancellor and a board headed by an external chair. The University Chancellor also serves as Director-General. The University Chancellor is an ex-officio member of the board, while the other members are appointed by the Government and represent both the higher education sector and other sectors.

The Agency has about 130 employees. The general level of education and qualifications among the employees is high. The majority of them are graduates, and about one in ten have taken a licentiate degree or PhD. In addition, the Agency frequently engages experts from universities and university colleges for various projects.

The National Agency for Higher Education exercises supervision over universities and university colleges either on behalf of the Government, on its own initiative or on the initiative of individuals. It also checks whether the rules adopted by universities and university colleges themselves appear clear and consistent to the individual and are compatible with legislation and administrative rules.

The aim of the Agency's supervisory activities is to ensure that the rules are obeyed and the needs of the public and private individuals – mainly the students at universities and university colleges – are met.

The Agency supervises, promotes and assesses the quality of institutions of higher education in various ways.

The aim of assessments of the right to award degrees - Masters and Bachelors degrees, as well as vocational qualifications - is to assess an institution's quality and its standard of education and research. Such assessments are made in response to requests from the institutions of higher education themselves.

The Agency runs a management-training program designed to facilitate management in higher education. The aim is to find appropriate ways and means of supporting and developing management and leadership at institutions of higher education.

The main target group is heads of institutions of higher education. Activities are also organized for other groups of people with central management positions at these institutions. Certain activities are run for the governing boards and particularly for the chairmen.

Projects are mainly run as seminars or series of seminars concerning specific themes. The three main sub-programmes focus on strategic management, formal responsibility and the role of leadership.

The comparative perspective is a basic principle organizing programme projects. Workshops and seminars are to a high degree run in cooperation with other countries and consequently the programme is being developed in an international network context.

One example of the Agency's initiatives is the follow-up and evaluation of the 1998 new order on appointing an external chairperson of the Boards of Universities and Colleges. This new order was initiated to strengthen the leadership for making judgements and priorities about difficult economical decisions. The main results were as follows:

The new order with external chairpersons has not given Universities and Colleges any stronger position, according to most replies.

The Vice-Chancellor is the most prominent representative of the university or college – a large majority of the Chairpersons and Vice-Chancellors agree on that.

There is no clear answer to the question from whom the Vice-Chancellor has his or her mandate.

The Chairpersons and the Vice-Chancellors cooperate very well.

There are strong differences of opinion regarding how a conflict between a Chairperson and a Vice-Chancellor should be resolved.

The importance of a good dialogue between the Ministry of Education and the leadership of Universities and Colleges is emphasized.

There are few female Vice-Chancellors, 6 out of 36 (Year 2000).

The Council for Renewal of Higher Education

The Council for the Renewal of Higher Education (www.hgur.se) was established by the Swedish Parliament in 1990, to support the development of teaching and learning in undergraduate education. Later the mission was broadened to include postgraduate education.

The Council's main activity is to award grants for teacher initiated development activities concerning innovation in teaching and learning. There is a strong emphasis on students participating as partners in the projects. Projects especially focussing the gender perspective in academic teaching are supported during 2003.

The council is located together with The National Agency for Higher Education.

The Higher Education Suspensions Board and The Board of Appeals for Higher Education

The Higher Education Suspensions Board, which deals with cases relating to the suspension of students from higher studies, and the Higher Education Board of Appeals, are both independent authorities with offices in the Legal Department.

The Board of Appeals for Higher Education is a central government agency charged with assessing appeals against certain decisions made by Swedish institutions of higher education. The Board is also empowered to assess certain decisions made within the advanced vocational training sector.

The following decisions are among those, which may be taken to the Board of Appeals:

decisions concerning appointments at state-run institutions of higher education;

decisions to reject an application for promotion to professor or senior lecturer;

- decisions that an applicant fails to satisfy the eligibility requirements for admittance to basic higher education;
- decisions concerning accreditation for a given course;
- decisions against requests for exemption from compulsory course components;
- decisions to discontinue the resources for a postgraduate student's studies, and decisions not to reinstate such resources to a graduate student;
- decisions demanding the return of a graduate student's study allowance;
- decisions rejecting a request for a degree or programme certificate.

There is no appeal against a decision of the Board of Appeals.

The Board of Appeals comprises a Chair and seven other members. There is also a Deputy Chair. The Chair and the Deputy Chair are to be active or former full judges. At least three of the other members are to be lawyers. The Swedish Government appoints the Chair and the other members of the Board.

The Board of Appeals meets at least once a month. Furthermore, the Chair has the right to decide certain matters by delegation. In 2001 the Board dealt with rather more than 900 matters.

The offices of the Board of Appeals are located at the National Agency for Higher Education.

Finance

All public higher education in Sweden is free of charge for students.

The appropriations allocated directly to state universities and institutions of higher education for undergraduate education and for research and postgraduate studies represent about 65% of the resources of these institutions. The remainder consists of external funding for research and commissioned assignments. The external funding of research may be divided into two groups. Firstly, there are *external grants* for research controlled by the universities. Secondly, there is *contract research*, where the customer expects results in return and therefore has the right to exert influence on the focus, methods used, and the application of the results. The most important external funding sources for research at Swedish higher education institutions are:

- Swedish Research Council (www.vr.se)
- The sectoral research bodies
- The research foundations
- The research programmes of the European Union
- The structural funds of the European Union
- The county administrative boards, whose government grants for regional development are particularly important to the university colleges
- The county councils
- Private enterprises and organisations

As can be understood from the list above, external funding in Sweden also includes funding from other public authorities, i.e. funding not allocated *directly* to the higher education institutions.

In principle, half the cost of research projects funded by the European Union has to be financed by Swedish sources.

According to the 1993 reform the allocation of resources for undergraduate education is based on the number of enrolled students and what they have achieved and not on the basis of plans and forecasts as used to be the case.

The idea behind the new system was to encourage institutions of higher education to tailor the courses they offer to student demand. By linking the allocation of funds to results, higher education institutions are also given an incentive to make the most effective use of their resources. Each institution receives an annual 'educational assignment' for undergraduate education. The assignment also sets out the financial planning framework for the remaining 2 years of a 3-year period.

Universities and university colleges receive provisional funds at the beginning of each budget year and the finalized amount is determined at the end of the year taking into account student numbers and accomplishments presented in the annual report for that budget year.

The Association of Swedish Higher Education

The Association of Swedish Higher Education was founded in 1995 to represent the universities as well as the small and medium sized university colleges. Two years later the art colleges in Stockholm also became members.

Thus, all state and private universities and university colleges decided on a common forum for safe-guarding their interests in relation to the political and administrative levels and for promoting co-ordination within themselves. It works through investigations, internal discussions, lobbying, public conferences, etc. At the same time a body was established which the Government can use for consultations on and implementation of current issues among Swedish higher education institutions.

Some web sources:

Swedish National Agency for Higher Education

www.hsv.se

World declaration for higher ed. In the 21st century

http://www.unesco.org/education/educprog/wche/declaration_eng.htm

Description of higher educ. in European countries

http://www.eurydice.org/Doc_intermediaires/descriptions/en/thematic%20reports/ref20/frameset_ref20_en.html

Research institute on higher education in Sweden

<http://www.sister.nu>

Vocabulary terms in higher education

<http://www.hsv.se/sv/CollectionServlet/38/347.html>

Att leda universitet och högskolor – uppföljning av 1998 reformen (“Governance of Universities and University Colleges – a follow-up of the 1998 reform”)

http://www.hsv.se/sv/CollectionServlet?view=0&page_id=75

The Current Swedish Model of University Governance Background and Description. National Agency for Higher Education (Högskoleverket), Stockholm, November 1998
Högskoleverket Studies 1998:10 S (Högskoleverkets skriftserie) ISSN 1400-9498.
See: http://www.hsv.se/sv/CollectionServlet?page_id=563&select_tree=322&view

Enclosure x3

2003-06-19/HS

A notice of gender as a quality indicator in
Swedish higher education

A brief compilation of some available sources

Helge Strömdahl

Royal Institute of Education (KTH), Stockholm, Sweden

Quality is a multidimensional concept and cannot be taken for granted, but must be defined every time it is used in investigations. How is this accounted for in the evaluation and audit system in Sweden, and particular, is *gender* included as a parameter in quality assurance and audits?

The governmental institution that supervises, promotes and assesses the quality of institutions of higher education in Sweden is The National Agency for Higher Education (www.hsv.se).

The aim of assessments of the right to award degrees – Masters and Bachelors degrees, as well as vocational qualifications – is to assess an institution’s quality and its standard of education and research.

Special attention has been paid to gender equality in quality assessment of higher education in Sweden since gender issues are regulated in the Act for Higher Education, 1.Chapter, 5§ “ In the activities within higher education shall always equality between men and women be considered and promoted”¹

Thus the National Agency for Higher education reported in year 2000 an investigation (HSV Report 2000:89) in order to provide perspectives on the efforts of higher education institutions to develop their activities regarding gender equality, and additionally including student influence and social and ethnic diversity. The investigation also comprises examples of promoting good practice (see HSV, Report 2000:9 R). The assessment is based on material provided by the institutions and on discussions at site visits to all of them.

Some general results reported by the National Agency for Higher Education

Even if the top management level at Swedish universities most often has an awareness of gender equality and are formulating action plans, distribution of responsibility at all levels are less common.

¹ This is my own free translation, not approved by official authorities.

Some levels in the organisation sometimes lack a vision of how to tackle the problems.

According to law and regulations all institutions should have overall plans for the development of equal opportunities at the institutional level. However, more effective ways are needed to convey the importance of the goals of establishing gender equality as an aspect of quality in education.

Many institutions are in the process of reorganisation their efforts to promote equal opportunities. Often certain key persons, whose presence is essential to its further development, are responsible for this work. It is important that continuity should be assured.

In year 2000 about 57 % of the student population were women. There are a growing proportion of women in attractive programmes with keen competition for admission. Men do not apply to the same extent to programmes in which women are in majority. At the same time, there are a diminishing proportion of women in academic ranks from doctoral student to professor.

Engineering universities and programmes make the most ambitious efforts to promote recruitment of the under-represented gender both among students and staff. Furthermore, much is done to support women in these programmes through mentor systems, the introduction of new educational methods and active career planning for doctoral students and teachers. However, more needs to be done in the area of recruitment and promotion of women to higher academic posts.

Certain efforts are being made to encourage men to embark on and finish programmes in which women are in majority. However, as you can see from the diagram below the distribution of men and women are traditional among the students completing their higher education 1998/99.

The gender perspective in teaching and research is slowly gaining acceptance in universities and colleges. The integration of such a perspective works best in the social sciences and humanities. The teachers' knowledge and awareness is crucial for success.

Some examples of quality audits

The Agency makes quality audits at all university colleges and universities including the parameter 'gender equality'. As an example here is an excerpt from a quality audit of the University College of Kalmar (HSV Report 1997:25R):

“Gender equality Women are underrepresented in the majority of governing bodies and boards, despite the high level of competence of many women at the College, such as the extremely able Pro-Vice-Chancellor/former Accountable Officer for Research and Quality Coordinator respectively. At student level this imbalance was not to be found. If the experience of women is ignored, then the College will be failing to take advantage of an important quality-enhancement factor.

To achieve gender equality, the College is recommended:

to prepare a more operational gender equality plan and ensure that it is made very clear throughout the organization;

to highlight the gender perspective in basic higher education, research and supplementary higher education;

to take active measures to increase the representation of women in top academic positions, boards and governing bodies. “

In a book from The National Agency for Higher Education 2001 (HSV, 2001) it is said:

“Gender inequality still prevails and little is being done to improve the situation in the subjects traditionally dominated by men such as theology and economics. The opposite applies to Swedish and Scandinavian languages, where women dominate at both undergraduate and postgraduate level and to some extent among teaching staff.”

A follow-up audit of the quality assurance procedures at Luleå University of Technology (LUT) (HSV report 2002:23) was conducted during the spring of 2002 by a panel of external assessors and this report presents the panel’s impressions and recommendations. During 2001 Luleå University of Technology has been engaged in producing a new strategy for the entire university. The Agency’s conclusion is “There are areas to which the panel feels little attention has been paid, such as gender equality and diversity.”

Thus, even if the National Agency in their quality audits is repeatedly focussing on gender as a quality variable and call attention to this, there is much more that could be done at the Swedish universities to reach a true acceptable level.

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HSV Report 1997:25R Quality audit of the University College of Kalmar.

HSV Report 2000:8 R The Efforts of Higher Education Institutions to Develop Gender Equality, Student Influence and Social and Ethnic Diversity

HSV Report 2000:9 R Examples of good practice to promote gender equality, student influence and social and ethnic diversity in higher education institutions

HSV (2001) *How did things turn out? The National Agency’s Quality Audits and Evaluations* 2001. ISBN 91-88874-84-2

HSV Report 2002:23 R Renewed audit and appraisal of quality assurance procedures at Luleå University of Technology

