Appendix 9

DELIVERABLE N° 24

RESTRICTED

Contract nr: HPSE-CT-2001-50011

Title: Higher Education Reform Network (HERN)

Project coordinator: University of Surrey Roehampton

Reference period (see technical annex): from 1 Nov 02 to 31 Oct 03

Date of issue of this report: 31 October 2003

Workpackage 8

Seminar 5 eForum Report

"Addressing inequalities of gender participation in institutional decision making systems"

KTH Learning Lab,
Royal Institute of Technology, Stockholm, Sweden
jointly with SRHE, UK

The purpose of seminar 5 was to explore some of the tensions between institutional change, the position of women in HE and to integrate different theoretical frameworks in relation to gender and institutional change in different national contexts with a view to identifying the implications of different institutional behaviours on staff development for women in HE.

The seminar itself was lively and interactive with papers exploring the differing situations in Greece, Latvia, Poland, Sweden, Lithuania and the UK. It was noted that the representation of women in HE follows similar trends in most countries. The main differences in gender balance were between science and engineering and arts, humanities and the caring professions with a decline in the numbers of females as seniority increased across all fields. There appeared to be a general geographical difference in the former Soviet-dominated parts of Europe where female representation in all areas and at all levels of HE appeared to be greater.

It was decided to use the eForum following the seminar to develop the discussions into a conference paper on ***"The position of women in HE and implications for wider society"*** and a contribution to a brief guide to policy on ***"Internal management, gender and staff development in HE in the context of reform and EU enlargement."***

Despite several attempts to start the eForum discussions as planned, none of the expected interaction happened. It was known that, with the exception of the Bulgarian partner, there were no longer any technical obstacles. KTH, and especially the Learning Lab, is possibly one of the better equipped facilities for computer mediated communications in Europe. It has both the equipment and the expertise to make such electronic discussion spaces work (indeed, we had seensuch systems demonstrated while there) and so the problem was clearly something other than the technology.

Ray Ozzie (the creator of Groove and Lotus Notes) has long been a leading exponent of "collaborative workspaces" has written ***"...People who use Groove today, and people who used Notes in its early years (before most enterprises locked down the creation of databases), understand the personally-empowering***

feeling of doing work in "collaborative workspaces". ... In Groove, for example, once you start experiencing the swarming aspects of work within its workspaces, you're hooked..." (Ray Ozzie's Weblog Wednesday, October 01, 2003 at www.ozzie.net/blog/). This may be his experience, but it is not reflected in the HERN experiment with eForums. The intriguing question is "but why not?"

One reason that was offered was to do with Groove itself. It offers both asynchronous (users access the site whenever it suits them) and synchronous (all users are on-line and communicatig at the same time) modes. Originally documents were posted in asynchronous mode while the discussions took place synchronously at set times communicated to participants by the co-ordinator of the discussion session (SRHE). This required considerable amounts of time from the co-ordinator to set up and to moderate with very little interactive communication resulting. SRHE was of the view that the synchronous mode provided a focal point for the discussants, a real reference point that people could put into their diaries, and it was decided to continue with real-time discussion sessions for the seminar 5 eForum.

Access to Groove is by invitation from the co-ordinator (this 'invitation into the workspace' follows the metaphor of the way a real work-group would come together in a room to which non-invited/uninvolved persons were denied access). At first a separate work-space was set up for each eForum, because they were intended to be time-limited. This created more problems because by the time of the Bulgaria eForum four separate Groove spaces had been created and it was observed that this was confusing and unnecessary. Therefore, for the seminar 5 eForum, SRHE amalgamated all the spaces into a single 'HERN eForum discusssion space' with the intended benefits of simplified access and continuing access to previous discussions.

The resulting eForum was even less successful than those that had preceded it. Since the seminar itself showed that there was no lack of interest in the subject among the partners and since they had all agreed to continue the discussion in the groove space it must be assumed that a commitment to participate did exist – so, why did nothing materialise?

An internet search revealed little in the literature that is directly relevant to this situation. Most studies on Computer Mediated Conferencing (CMC) and similar technologies have been concerned with either distance learning in education or the operation of virtual teams in business. The Journal of Computer-Mediated Communication (JCMC) has an online presence (www.ascusc.org/jcmc/) going back to 1995 and it has many relevant articles, but none are concerned with exactly the HERN situation. One paper on "Communication Patterns as Determinants of Organizational Identification in a Virtual Organization" (Wiesenfeld, Raghuram and Garud; 1999[1]) draws attention to the role that electronic communication plays in many organisations. Among other things the authors say ***"...our findings suggest that ... face-to-face contact is more critical in creating organizational identification (in accordance with information richness theory), which may then be maintained through other, less rich communication media (following the social definition***

[1] www.ascusc.org/jcmc/vol3/issue4/wiesenfeld.html

model)..” Other writers have made similar observations about the development of relationships in distance education settings.

The current HERN model of a face-to-face seminar followed by an electronic conference would appear to be using both forms of communication but the results suggest something is wrong. The article refers to earlier work by Lee suggesting that communication richness emerges through the interaction of the [electronic] system with its organisational context. Since the context was then a conventional (business) organisation but in HERN the ‘organisation’ is itself divided. On the one had there is ‘HERN”, a sort of virtual organisation; on the other, the organisations to which the researchers actually belong. There may even be other levels of organisational complexity since universities exist both as institutions and departments each of which produces different networks of communication and loyalty.

The context of the physical organisation (whether institution or department or something else) may be clear to all those involved in HERN and the holding of each seminar would tend to create and deepen the bonds forming the meta-organisation HERN. But HERN is only, at best, a meta-organisation and is, more realistically, closer to being a virtual organisation. Electronic communication was used from the inception of HERN as an administrative tool, and as such it has been both efficient and effective: it could be argued that electronic communication for administrative purposes together with the administrative meetings of HERN have worked as the theory would predict.

That electronic communication has not worked to facilitate the working purposes of HERN is, on the basis of the theory’s applicability to network administration, paradoxical. The only difference between the ‘academic’ and ‘administrative’ functions would appear to be the software medium.

Accordingly, the project manager established and administrative site, similar to Groove but using a simpler, web-based package called eProject (www.eproject.com). All partners were contacted, invited to access and use the site, which contained all the project management information such as descriptions of workpackages, deadlines, deliverables and so on. Only half the partners ever took up the invitation to access the site and of those that did, they made only cursory curiosity visits. Even though such a site could easily have been a much more efficient site for bi-directional administrative interaction the net response was equivalent to a vote to continue using conventional request-answer email methods.

This observation suggests that there may be an inherent resistance to the use of ‘shared work-spaces’ or it could be that the presentation and/or use of the shared work-spaces was insufficiently attractive to engage the attention of potential users. Since SRHE put in an enormous effort to encourage people to use Groove and provided training and manuals for them to do so and everyone who could did access it at least once, it would appear that the shared medium was not sufficiently attractive to engage users.

Since both Groove and eProject are well designed professional products offering easy, customisable and appropriate functionality that allows collaborative working easily and transparently it seems reasonable to conclude that the lack of

engagement is more to do with the content and purpose of the eForum than it is with the technological means of its operation.

Following a review meeting at seminar 6 in Krakow it was decided to transfer the eForum onto WebCT running on the SRHE website for HERN. This is a much simpler, bulletin-board style application that still allows a degree of interaction and document sharing. The future of the eForums will be reviewed after the seminar 6 eForum.

Appendix 10

DELIVERABLE N° 25

RESTRICTED

Contract nr: HPSE-CT-2001-50011

Title: Higher Education Reform Network (HERN)

Project coordinator: University of Surrey Roehampton

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Workpackage 4

Conference Paper

HIGHER EDUCATION CONCERNING DISABILITY AND LABOUR MARKET

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This conference paper refers to a) the higher education systems of the countries which are members of the HERN Disability Group, b) the higher education disabled students in each country, and c) the countries policies for the transition of the disabled students from higher education to the labour market.

Higher Education systems of the HERN Disability Group countries in general[2]

Austria

In Austria Higher Education is offered at:

- University and university of art and music
- Institute of technical/ vocational higher education
- University center for continuing education private university (after accreditation)
- Teacher training college
- Non-university College for social work
- Colleges for paramedical staff.

There are general tuition fees for university and institute of technical/ vocational higher education programmes for students from Austria and for other foreign students. The University Studies Act provides for two types of studies: a) degree programmes and b) higher education courses. Institute of technical/ vocational higher education programmes end with a diploma degree and give the opportunity to their students to attend doctoral programmes at universities. Students at non-university college for social work (three years) take a diploma exam and are awarded a professional title.

[2] The countries are presented in alphabetical order

Greece

Higher Education in Greece is offered by 18 publicly funded and monitored universities, the Greek Open University, 13 technical educational institutes (equivalent to universities since May 2001) and the Schools for Higher Education, which constitute the non-university sector. A great range of private institutes also offers higher Education. However, higher education and degrees offered by non-state colleges and universities located in Greece are not officially validated as university degrees. The Higher Education grade consists of two parallel sectors: a) the University Sector, including the Universities, the Polytechnics, and the Higher School of Fine Arts, and b) the Technological Sector, including the Technological Education Institutes.

- University studies cannot be less than four academic years, while the polytechnic schools course of studies is 5 years and the medical faculties 6 years. Universities offer graduate and post-graduate study programmes. University education is provided exclusively by institutes, which are fully self-administered legal entities of public law. These institutes are under the supervision of the state and are financed of it. The Minister of national Education and Religious Affairs exercises state supervision.
- The Technological Education Institutes belong to third grade education and provide theoretical knowledge aiming at the immediate integration of the degree-holders into the production procedure. The TEIs lays emphasis on equipping future experts in the field of application with updated theoretical and practical knowledge. The TEIs also combine theory-based studies with high-standard workshop and on-the-job training, developing at the same time the necessary know-how and innovation, in the corresponding vocational fields. The duration of studies is 7 or 8 semesters, including a six-month on-the-job practice period.

Latvia

The System of Higher Education in Latvia is private high schools, colleges, institutes and universities. The professional education is managed at two levels:

a) Professional education establishments are Colleges with 2 –3 years studies

b) b) Higher education with 4 – 5 year studies for bachelor's degree. The studies for scientific degree will be continued: 1 –2 years for Master degree and 3 – 4 years for Doctors.

Poland

In Poland there is two kinds of institutions in higher education: public and non-public schools. The number of public schools is 85 and non-public 257. The studies for scientific degree are: bachelor, master, doctor. Higher education in public schools is free of charge for full time students, however they must pay for any other types of studies. They also pay for all types of studies in non-public schools.

Sweden

In Sweden today there are 50 institutions of higher education. Ten universities offer a broad range of courses and programmes. The university colleges vary in size and educational profile offering programmes and courses in a wide range of fields. Most of the institutions of higher education are run by the state; some by local government and a few are privately organized. A credit system is used to indicate the scope of a course programme. One week of full time studies corresponds to one credit. One term is 20 weeks. The length of the courses can vary greatly, but most are organized as single-subject courses lasting one semester (20 credits each). One subject is studied at a time and different subjects may be combined quite freely in general degrees. But in-depth studies in a major subject are always required for a degree.

The general degrees ***in Sweden*** are:

a. ***University Diploma***, may be granted after studies of at least 80 credits

b. ***Master's degree*** has two types of degrees, one academic and one professional. The ***academic Master's degree*** is awarded after studies of at least 160 credits. The ***professional Master's degree*** is awarded after studies after at least 40 credits with a special orientation – decided by the university or University College – to students with a bachelor's degree or the equivalent.

c. ***Postgraduate education*** is offered at the universities and the specialised institutions of higher education. Research and postgraduate training is also conducted at some university colleges, with links to a university or a specialised institution of higher education. The graduate degrees are ***Licentiate degree***, and ***Doctorate/ PHD.*** The Licentiate degree leads on to the Doctorate degree. Scientific research after the Doctoral degree may lead to the title docent, a title which does not, however, correspond to a specific position in the higher education system.

United Kingdom

The UK higher education system encompasses England, Scotland, Wales and Northern Ireland. Higher Education is defined as all post-school courses above GCE Advanced level ("A-Level") or Scottish Highers standard. The recent White Paper is likely to make possible a large expansion in the number of institutions, including commercial and industrial companies who will be granted university status. Courses are available at universities, colleges and institutions of higher education. Funds from central government are allocated to institutions against a funding formula, which is primarily based on the number of students studying at a given institution. Some funds are also allocated according to the quality of research within institution. Additional sources of funding are: tuition fees paid by students or Local Education Authorities; grants from research councils for specific research projects and postgraduate training; and private sources such as charities which fund specific research initiatives.

- In Northern Ireland two universities and two monotechnic teacher-training institutions provide higher education. In addition, higher education courses are available at most colleges of further education. The universities and

colleges of education are funded directly by the Department of Education for Northern Ireland (DENI). Unlike the rest of the UK, Northern Ireland does not have a higher education funding council.

- UK offers also further education, which is considered as full part-time education out side the higher education sector for persons over compulsory school age and provides continued general education for people of all ages. Further education courses lead to nationally recognized qualifications whether academic or vocational and many courses provide qualifications, which are accepted for entry into UK universities.

Students with disabilities in higher education

The term disability is used to refer to a permanent physical, mental or intellectual limitation of functional capacity as a consequence of an injury or an illness that existed at birth has arisen thereafter or which may be expected to arise.

a. Statistics

Austria:

The number of students with disabilities in higher education in ***Austria*** is not exactly known because it is not included and registered in Austrian Higher Education Statistic. They have to self evaluated if they are affected by disability, chronic illness or an impairment of health. The findings are that 11,9% of all students are affected by an impairment of health. 1% of all students in Austria characterize themselves as disabled, 7,6% call themselves chronically ill and 3,3 % say that they have other impairments of health.

	Rate of all students in Austria	Rate of all health impaired students in Austria
Disability	1,0%	8,3%
Chronic illness	7,6%	63,8%
Other impairments of health	3,3%	27,9%
No impairments of health	88,1%	
Total	100%	100%

In Austria there are 616 students with disabilities. The percentages of blind and visually impaired students are 14,4% - that means that in Austria there are about 88 blind and visually impaired students.[3]

Greece

There is not any current census of the higher education disabled students in Greece due to the fact that the university Administrative Service does not report

[3] Klaus Miesenberger: Informatik für Sehgeschädigte; Soziale Aufgabenstellung einer technischen Disziplin, Dissertation, Universität Linz.

students personal data. According to a former census (1993) there are 387 disabled students in the University of Athens.

Table: Disabled students at the University of Athens (1993)

Disabilities	Males	Females	Total
Thalassaemia	108	181	289
Deafness	20	17	37
Blindness	20	17	37
Motor disabilities	8	2	10
Other cases	13	1	14

Source: University of Athens, The Counselling Centre for Students, “Activities Report”, 1994

Latvia

In Latvia, according to the data from Ministry of Welfare, there is 5% of all population with special needs. 25% of them are at the age of 16-39 years. There are 28 students with special needs at 9 researched higher education institutions of Latvia, or only 0.8% of all amount of students .

Sweden

In Sweden there is today 3 500 students with disabilities in higher education. This number is based on those students who were admitted on the grounds of medical priority and those receiving any form of support. Statistics concerning the largest groups of students with disabilities. The numbers only include students and postgraduate students who have been in contact with the co-ordinator for students with disabilities at one of the institutions of higher education in Sweden.

	2001			2002		
	Women	Men	Total	Women	Men	Total
specific learning difficulties, dyslexia	452	289	741	665	411	1076
visual impairment	77	57	134	86	67	153
mobility impairment	132	72	204	201	93	294
deaf students - with interpreter	84	32	116	79	30	109
deaf students - teacher knows sign language	7	1	8	12	7	19
neuro psychiatric disabilities	16	26	42	32	43	75
mental illness	24	30	54	34	43	77
hard of hearing students (without interpreter)	64	31	95	83	36	119
others	75	59	134	104	46	150
postgraduate students	7	10	17	8	10	18
Total	938	607	1545	1304	786	2090
Students who have been in contact with the coordinator for planning of the studies, without applying for other forms of support	408	331	734	538	380	918
Total	1346	938	2279	1842	1166	3008

	93/94	94/95	95/96	97	98	99	00
specific learning difficulties/dyslexia	55	99	182	243	322	395	548
visual impairment	85	105	105	101	128	123	144
mobility impairment	91	105	100	95	143	175	207
deaf students - with interpreter	48	53	87	55	57	68	78
deaf students - teacher knows sign language	-	-	-	75	60	20	50
hard of hearing students - without interpreter	30	64	92	92	63	81	100
others	15	38	86	70	110	82	193
postgraduate students	-	-	-	17	18	17	12
Total	324	464	652	731	883	944	1332
Students who have been in contact with the coordinator for planning of the studies, without applying for other forms of support	159	254	395	390	431	575	769
Total	483	718	1047	1121	1341	1519	2101

(statistics from the website: www.studeramedfunktionshinder.nu)

United Kingdom

Known disabled Students by level of study, type of institution and country of institution in the UK

	Pre-1992 Universities	Post-1992 Universities	Other HEIs
Undergraduates			
England	19579 (4.4%)	22597 (4.4%)	6768 (6.1%)
Scotland	3532 (4.2%)	1580 (3.8%)	464 (5.3%)
Wales	Not available	Not available	Not available

Percentage of known disabled students with different impairments by type of institution and country (Undergraduates only)

	England			Scotland		
	University		Other HEI	University		Other HEI
	Pre-1992	Post-1992		Pre-1992	Post-1992	
	N=19579	N=22597	N=6768	N=3532	N=1580	N=464
	%	%	%	%	%	&
Dyslexia	27.8	33.1	40.1	29	25.7	29.7
Blind, Partially sighted	3.9	3.2	2.4	2.8	3	
Deaf, hard of hearing	6.3	5.3	3.9	5.3	4.9	
Wheelchair user, mobility difficulty	4.3	4	3.1	3.2	3.2	
Personal Care support	0.2	0.3	-	-	-	-
Mental Health Difficulties	2.2	1.9	1.6	2.5	-	-
Unseen eg diabetes, epilepsy, asthma	40.5	36.5	36.2	42.7	50.8	47.6
Multiple disabilities	3.1	4.4	3.4	2.1	2.7	-
Other Disability	11.6	11.3	9.3	12.1	8.6	9.3

(Tinklen, Ridell, and Wilson, June 2002)

Poland

There are for about 3000 students with disabilities participating in higher education sector ***in Poland***. This number is refers to those students who receive some form of assistance or who are registered in Disability Support Services provided by some form of assistance or who numbers of students come from universities which offer a wide range of activities addressed to this group. For example: a number of students with disabilities at the Warsaw University are 300, at Jagiellonian University are 200 and at Silesia University it is also 200.

b. Pre-entry stage

In Austria the positive aspect is that integration at school level is beginning to take effect, so more and more people with disabilities are now able to start their studies immediately after finishing the 8th year of a secondary academic school (12th grade). Students with a disability studying at a university, which takes a positive attitude towards the integration of disabled people, can count on receiving satisfactory degree of assistance. However, legal regulations concerning the right equal access to studies at Austrian universities or institute of technical/ vocational higher education exist only in the area of examinations.

In general, preparation for the transition from high school to university is poor in Greece. Teachers are not well trained and skilled in careers guidance practice and techniques. As a result most of the students do not succeed in acquiring self-knowledge and careers information, intellectual capacities, interests, and motives in order to explore the academic field on the basis of the nature and severity of student's disability, like student's gender, their parents attitude about specific academic fields, students' opinions about study conditions, job finding opportunities, and social status of specific fields.

The legislation in Latvia provide all necessary legal basis for individual to participate at the learning process, but there are inadequate financing and teachers often are unfamiliar with methodology for the work with disabled from other side. People with special needs can participate at learning process only at special schools for them. To study or no at the University or College a student with special needs it is up to: 1) secondary education, 2) higher educational institutions located in a big cities, disabled has no possibilities to travel – it is expensive to have a private car.

In Poland some universities have disability support teams in order to assist students with disabilities. It is not a result of legal regulations, but just the initiative of university rectors interested in the development in this area and education of persons with all kinds of disabilities at the university level.

In Sweden essential factors to attend University students with disabilities are: 1) the accessibility of the physical surroundings, 2) the psychological and psychosocial climate, 3) the possibility to plan the total study environment individually, 4) the possibility to modify the course of study, 5) the availability of special information on the conditions of students with disabilities in relation to finance, accommodation, travel, technical and practical support, healthcare, the co operation and information exchange between different providers of education, handicap organizations, and other public authorities.

Finally, in UK according to its legislation: 1) institutions should ensure that disabled students can have access to the physical environment in which they will study, learn, live and take part in the social life of their institution, 2) institutions should ensure that facilities and equipment are accessible as possible to disabled students.

c. Academic issues

In ***Austria*** some universities have experts whom act as contacts for students with disabilities and to counsel them in all matters concerning the subject of "studying with a disability". These experts also act as intermediaries between students and teachers. The representatives explain the needs of disabled students regarding equal access to universities to the heads of staff and advise the latter on how they should react to these needs. Another institution responds to the students' requirements in their daily university life. Experts accompany students to lectures, take notes for them or adapt study materials to their special needs. For that purpose, there are special PC-workstations available at most universities, which are mainly used by blind or partially sighted students. They are, however, also available to students whose disabilities prevent them from handling written material. Furthermore, social departments counsel students in all matters pertaining to financial aspects and the contents of their particular courses of study.

One of the most important offers of assistance to disabled students is the ***support at institute level***. This particular kind of support which offers planning and development of technical assistance for individual students and supports those students in the technical aspects of their everyday university life. With the support for students with disabilities at institute level and the ensuing inclusion of the subject of disabilities in the areas of teaching and research as well as the appointment of representatives for students with disabilities as university employees, the integration of disabled people at higher educational levels in Austria has taken a remarkable step forward.

Greek higher education institutes accept persons with disabilities in a percentage of 3% above and beyond the total number of accepted students every year. This applies to the Greek Open University as well. There are not any designated advisers for disabled students in Greek higher education institutes. Students with disabilities should contact the Secretariats of the university departments and discuss the necessary special arrangements in advance. Attending the classes is not very easy for the university-disabled students due to the lack of:

- Suitable study methods and study aids
- Interpreters for the deaf students
- Transcribed books and adapted libraries for the blind students

Adequate careers counselling services, study orientation and careers information. As a result ***visually impaired students*** cannot read the syllabuses and reference books or use the university libraries. They usually ask for help from their fellow students to have the books recorded on to cassettes. ***Deaf or hard of hearing students*** do not attend the classes or the seminars due to lack of sign language interpreters at the university. So they miss a significant part of the learning process and the related knowledge. ***Students with physical disabilities*** –especially

wheelchair users- have serious problems travelling round the campus and getting access to the buildings most of which are not adapted to their needs.

Latvia has special educational programmes for the target group people with special needs. It gives them possibility for special environment for learning according their health, development level and individual possibilities, and at the same time providing the physical and mental corrections and preparing for the job and integration at society. But there are only individual schools with all necessary environments for disabled to participate at active learning process. Educational establishments have not financial resources for necessary building reconstruction works. And teachers are not educated enough for pedagogical work with disabled. Latvia for solving these problems the state and local authorities would develop unites strategy according to the international conventions accepted by Latvian Parliament.

Students wishing to enter the public university ***in Poland*** are obliged to take an entrance exam. In most cases it is a trouble for students with disabilities, because of limitations relating to disability. It depends on a kind of disability, but usually a written exam can be changed to the oral one and vice versa. Students with visual impairments can get a test in large print. Some students need additional assistance such us orientation training for the blind or assistance for students with mobility difficulties. They can ask about it at the Disability Student Service. The Jagiellonian University prepares more professional services for these two groups of students. One of the most difficult problems at the university is mentality. Compensation of specific needs is a big step towards achieving the goal of equal opportunities in the higher education sector. The Team of the Disability Student Service arranges meetings and discussions at the university in order to raise awareness regarding prerequisites necessary to achieve equal opportunities. It is important at this stage and very helpful in the fight against discrimination attitudes, which can be observed from time to time.

In ***Sweden*** students with disabilities who have enrolled for higher education at undergraduate or postgraduate level shall according to need receive such forms of support as are directly related to their education. Among the forms of support which may be considered for students with disabilities, are: sign language interpreting, reading help, note-taking help, proof-reading, transport help within the university campus, extra teaching and tuition, personal assistants, certain technical aids for examples in rooms specially equipped for visually impaired and students with dyslexia, extended time for exams, oral rather than written exams (or vice versa), mentors, individually tailored syllabuses or other needed individualised support measures***. Blind or visually impaired*** students are integrated or included in the curriculum. Most universities has equipments like Braille displays and printers or text enlargement / magnifying software and computers with speech synthesizers if needed. Many blind students also bring their own laptops to seminars. Furthermore, If a course or part of a course contains elements such that the student with disabilities is judged not to be able to follow or assimilate the course or part of course because of his disability, then this fact should be made clear to the student by the director of studies in a meeting when the student is starting his studies. Based on this meeting, the director of studies, or equivalent, should in consultation with the counsellor and or disability coordinator decide if the curriculum should be modified for the student.

If the disability prevents the student from being examined in the manner stated in the curriculum, then the student should be given the opportunity to be individually examined in some other form. In some cases the disability requires a slower rate of study than the norm. It is assumed that the director of studies and disability coordinator and the student together create an individually modified course study to enable the student to complete the education.

In ***UK*** HEFCE issued a good practice guide on "Successful Student Diversity". It was aimed at providing examples of practice to improve planning in widening participation (including disability). The guide shows the varied approaches of institutions with respect to developing a strategy for supporting the issues related to disabled students. Currently most institutions now have a disability officer who acts as a coordinator for the activities. Some examples of how institutions are dealing with disability issues are:

i. A disability committee to consider strategic issues and monitor plans and provision for disabled students

ii. A disability forum to generate new ideas to improve procedures and provision for disabled students

iii. A disability forum to generate new ideas to improve and provision for disabled students; and departmental academic disability tutors

iv. Training is designed partly to encourage staff to generate ideas for supporting students with difficulties in accessing facilities, such as websites

v. MSc in Inclusive Design being piloted which provides departments with practical ideas on how to plan and operate distance on-line courses suitable for people with a range of disabilities.

Labour Market and Disability

Making a career decision is not an easy task for anyone. In the case of students with disabilities career decision-making becomes an even more complicated matter due to the limitations imposed by the disability itself. When planning their academic and career course, the disabled who find themselves in the decision-making phase, have to co-evaluate parameters of employment and of individual with his/her personality, experiences, principles, opinions and attitude towards life, interests, skills, dispositions, activities and expectations in order to make the right decisions. The procedure of gathering and taking advantage of information about themselves, the various careers and the labour market is the main problem that disabled people face with in connection with the issue of career guidance. The employers' prejudice and ignorance on the matter is another important issue. Therefore, any career guidance approach concerning the management of their academic and career development, has to be based on three parameters:[4]

· the disabled self-awareness and awareness of their potential

4 Bailey, D. (1997). Career counselling and guidance. _n: S. Palmer & G. McMahon (_ds.), ***Handbook of Counselling*** (2nd ed.). London: Routledge.

- information on and awareness of the various academic and career opportunities available
- planning and realizing an action-plan for the future, including information-gathering, decision-making and change techniques.

People with disabilities

- need to co-evaluate in their plans, and in their lives as well, an additional factor; their disability or chronic disease, which requires a specific and constant treatment,
- often feel highly insecure as they have minimal work experiences due to their long-standing stay within a well-protected or family context,
- fail to be equally and satisfactorily integrated into the labour force and the labour market, despite the fact that they may have considerable professional skills,
- are faced with prejudice and exclusion by the employers and society as a whole[5].

Thus it is imperative to provide **proper career guidance** so that people with disabilities be able to pursuit those careers allowing them to combine their skills, interests, and aptitudes with the necessary facilities in order to meet the demands of their disability.

As a model for the transition from school to the labour market, the institution of ***Arbeitsassistenz*** has been available ***in Austria*** since 1992[6]**.** People with disabilities often need special support for vocational integration. Arbeitsassistenz stands for a set of measures of Counselling as well as promoting or even rendering personal and financial help designed to further the integration of disabled people into work. Arbeitsassistenz is offered to people with disabilities, their relatives, their employers and colleagues. The service is rendered free of charge. The service is voluntary, anonymous by request and generally accessible. Arbeitsassistenz aims at 1) acquiring jobs in the open labour market for unemployed people with disabilities, 2) securing jobs at risk by means of mediation between employers, disabled employees and their colleagues. The service is provided by non-profit organisations and specially qualified social workers, psychologists or other specialists. It is paid for by rehabilitation authorities (including the European Social Fund). Arbeitsassistenz is rendered by

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[5] Sidiropoulou-Dimakakou, D. (1998a). ***Career Counselling and Guidance for people with disabilities: Workable Centre Network.*** Presentation in the 1st educational seminar for career counsellors, Chalkidiki, Greece, 14-19 September 1998 ***(in Greek).***

(1998b). Disabled university students in Greece. In A. Hurst (ed). ***Higher Education and Disabilities: International Approaches*** (p.p. 91-99). Aldershot: Ashgate

(1999a). Career Counselling and Guidance services for students with disabilities. ***Pedagogiko Vima Aegeou***, ***31***, 22-32 ***(in Greek)***.

(1999_). Career Counselling and Guidance for students with special needs: A theoretical approach. ***Nea Paideia***, ***90,*** 104-114 ***(in Greek).***

[6] www.arbeitsassistenz/info/bmsg 04.06.03

small independent organisations responsible for a certain region within Austria. They sometimes specialize in a specific group of people with disabilities. Counselors who can use and understand sign language are for example required for the work with people with hearing disabilities. Mentally ill clients, on the other hand, need counsellors who can professionally handle their crises. The tasks of Arbeitsassistenz involve

- Developing profiles of skills of unemployed people with disabilities
- Identifying and minimising obstacles on the way to employment
- Finding the right job in close co-operation with the Labour Market Service
- Introduction of employees with disabilities at their new workplace
- Psychological and social assistance at their new place of work
- Developing personal working methods and organisational structures as well as the installation/use of working aids
- Establishing communication and fostering the exchange of information among persons with disabilities, their colleagues and supervisors, especially in connection with the kind of disability concerned.
- Conflict management in case of problems arising within a working group
- Crisis management in case of a pending dismissal.

Another model for supporting students with disabilities in their transition from their academic studies to the workplace is the job hunting program ABAk, which was established in 1999. ABAk works along the same lines as ***Arbeitsassistenz***, but with one essential difference: it is based on the "peer principle". The staff are themselves disabled and so, in addition to their professional expertise, they use their own experiences as disabled people as part of their counselling activities. ABAk was the first project of its kind in Austria which worked on the principle of self-representation. The important point is not only the peer principle in the counselling of clients, but also the way the people concerned interact with the world around them. People with disabilities speak for themselves, they take their affairs into their own hands. Before this project was initiated, this particular aspect had existed ***in Austria*** only in the context of self-help groups, not in state-funded projects concerned with labour market politics.

Uniability[7], the umbrella organization of the representatives for disabled and chronically ill students, was founded in 1997. As a first step towards guaranteeing professional counselling even after the end of a disabled person's academic studies, the WORKABLE pilot project was initiated. The pilot project showed how difficult it was for disabled and/or chronically ill people with university degrees to find a job matching their qualifications, and it demonstrated the need for a permanent and competent advice centre. With financial support from the ESF and the BSB of Vienna, Lower Austria and Burgenland, Uniability went on to initiate the

[7] www.tuwien.ac.at/uniability 04.06.2003

ABAk project, which has been in place and working successfully since 1999. The project's aim is to help people with disabilities find adequate jobs on the general labour market. At the core of their work is intensive and individual counselling both for employees and employers. The applicant's qualification is to be the decisive criterion for hiring a person, not the employer's degree of social commitment. The services offered go beyond the mere finding of jobs in the direction of comprehensive job coaching. The project's success is based on the fact that the people concerned run it and that everybody involved contributes actively to the process of job-hunting.

Up2business is a new intensive-coaching project of the ***Jungakademiker-Service*** in Graz for highly qualified people with special needs. Its goal is the integration of the project's participants into the labour market. This goal is to be achieved by means of measures designed to raise the employers' awareness of the problems involved as well as by specific measures aimed at providing general support, raising the clients' qualification and establishing a network of contacts. Another aim is to promote the stability and sustainability of employment relationships. In addition, clients can make immediate use of the organization's infrastructure (fax, copier, PC, Internet, video camera, newspapers, journals, job service, company information, library).

Other contents :[8]

- Promoting self-reliance ·
- Promoting social competence ·
- Self-management ·
- Working with resources ·
- Analysis of the labour market ·
- Defining a goal ·
- Career planning ·
- Strategies of applying for a job ·
- Advice for further education

Specific subjects for work in small groups :

- Personality training ·
- Dealing with stress ·
- Motivational training ·
- Presentation techniques ·
- Video analysis ·
- Job-hunting on the Internet·

[8] www.jas-graz.at 04.06.2003

The Counselling Centre for students of the ***University of Athens, Greece*** was founded in 1990 and is supervised by the Psychology Department. It is the only university agent that provides services for the disabled students. The main objective of the Centre is to help the university students deal more effectively with educational, personal and interpersonal issues. In this context the Centre has completed three projects for the academic integration of the disabled students. The first one -duration of two years (1992-94), partially financed by the EU programme HORIZON- concerned the integration of the deaf students. The objective was the training of 15 university students on the issues of counselling the deaf. The experienced gained of this project helped the personnel of the Counselling Centre to form a network of supporting the blind students and the students with motor disabilities as well. A few students of the Psychology Department worked as fellow counsellors under the supervision and guidance of two doctoral candidates of the department.

The third project gave emphasis to the **occupational problems** of the disabled students and graduates. The Counselling Centre participated in Workable Centre Network, Europe (Leonardo Da Vinci programme, EU Directorate General XXII, 1995-1999) to provide disabled university students and graduates with a center dedicated to job search and work experience. The reason for this was and still is, that disabled people are four to six times less likely to be successful in the job market than their non disabled peers which means that there are a growing number of disabled graduates without employment[9]. Centres were established in U.K (main partner), Austria, Germany, Greece, and The Netherlands and acted as service providers for three groups –the disabled students and graduates, the universities and the employers, each group having specific requirements.

- For disabled students and graduates there was job hunting skills training, career counselling, and work experience placements, tailor made to their requirements.
- For universities there was a support service for university staff and for their disabled students, access to training programmes, and to employers network.
- For employers there was access to awareness raising and other support services.

The University Career Offices of the University of Athens provide guidance services to the disabled students in order to

- Help them understand the particular characteristics of various types of businesses,
- Acquire entrepreneurial skills,
- Transit from the university to the labour market

There is not expected to design special educational programmes for the people with special needs at the higher education level, in ***Latvia***. Only for

[9] Hawks, J. (1999). *WCN Europe Handbook*, London

craftsmen at middle level are possible to manage the education with the special programmes. There are not developed new education materials and books – the need for new books are for blind people. Developed programmes for university studies are not prepared for the people with special needs. The union of disabled "Apeirons"did several surveys about the situation in country and the surveys showed, that after passing the adult education courses, only 7% of participants - the people with special needs, can be successful. At 2002 the Sate employment service organized courses for 39 people with special needs. Course finished 38. They were from Riga and Liepaja. Mentioned programmes were developed by private vocational training institutions SIA "BUTS", SIA SDSPA "Att_st_ba", Riga Works Craftsmen School, BOVAS SIA "State Rehabilitation Centre".

The EU project THINK BALTIC – Towards Handicap Integration Negotiating Knowledge, is providing special training for the people with special needs and seeking job places at different organizations. The Latvian Republican Social Care and Rehabilitation Centre for Visually Impaired will provide job and in-service training for the persons with special needs.

To study at Latvian higher education institutions for the people with special needs it is necessary:

- Suitable physical and social environment;
- Development of the special educational programmes;
- Individual study timetable;
- Social worker at the higher education institution;
- Solved the transport and all environment problems;
- Information;
- Harmonization of legislation.

To solve the problems with the person with special needs, Latvia proposes to:

- Organize the explanatory company for society to introduce them about the persons with special needs;
- Think about how to motivate the managers to employ the persons with special needs;
- Work out the programme for solving the problem by the State and local governments;
- Find possibilities for reduction of the tax payments for organizations, which employ the persons with special needs.

In Poland there is just 6,4% of society with higher education, but the percentage among persons with disabilities is much lower, because access to education is limited. At the Jagiellonian University twenty to thirty graduates from special schools annually and most of them cannot pass entrance exams. It might be another evidence for poor quality of learning in special goods. People with disabilities can compete on the open market and should not be limited to protected sectors. Real integration leads through education in regular schools, open universities and work on the open market among others.

Sweden has chosen different strategies to improve the situation of disabled persons on the labour market.

The first strategy involves measures to strengthen the individual and to improve his or her employability and competitiveness. This mean vocational rehabilitation measures, training, work placement and other work experience. Special efforts are also made to help young persons with disabilities to move from school into working life. One major problem is that many people with disabilities have lower levels of education than the population at large. Therefore it is important that more people are given the opportunity to get a higher education.

The second strategy gives persons with disabilities more equitable conditions at work. For example technical aids at work can compensate for a disability and help a person with a disability to perform a normal job. The principle should be that aids are provided according to need, not income.

Other kinds of compensatory measures include giving persons with a disability access to a helper, personal assistant or a support person at work. The system of support persons – so-called supported employment – has proved favourable. It opens new opportunities for, among others, persons with intellectual handicap. The support person studies the job seeker's qualifications and wishes and then seeks out suitable workplaces. The support person also takes part in the introduction to the workplace and the training provided.

A third strategy concerns measures to create employment. Like the other Nordic countries, Sweden does not allocate quotas but wage subsidies to employers are used. Another method is to arrange special job openings, in certain contexts – which we call sheltered employment. The social insurance system is also designed to allow persons with reduced work capacity to have a disability pension when trying a job. Unemployed persons with disabilities may also obtain grants to start their own businesses.

REFERENCES:

- Austrian Research Document on Workpackage 4
- Greek Research Document on Workpackage 4
- Latvian Research Document on Workpackage 4
- Polish Research Document on Workpackage 4
- Swedish Research Document on Workpackage 4
- UK Research Document on Workpackages 4 and 5

Appendix 11

DELIVERABLE N° 26

RESTRICTED

Contract nr: HPSE-CT-2001-50011

Title: Higher Education Reform Network (HERN)

Project coordinator: University of Surrey Roehampton

Reference period (see technical annex): from 1 Nov 02 to 31 Oct 03

Date of issue of this report: 31 October 2003

Workpackage 7

CONFERENCE PAPER

on

The impact of higher education reform on governance systems in Central and East European Countries

Professor Nikolay Popov

University of Sofia, Bulgaria

Sources

Three main sources were used:

Papers presented at HERN Seminar 4

HERN Seminar 4, Workpackage 7 on "Governance challenges for different nation institutions in managing change" was hosted by BESBG in Sofia, Bulgaria, on 23-25 January 2003.

The following partners attended the seminar: UK 1; UK 2; CZ; LV; BG; S; PL. Four of them - CZ, LV, BG and PL are of Central and Eastern Europe.

BG, CZ and LV presented the following written papers (UK and S also presented their written papers but they are not used here because they are not about CEE countries):

- Nikolay Popov. ***Higher Education Governance in Bulgaria***.
- Libor Novacek. ***Changes, Innovations and the White Book on the Education in the Czech Republic***.
- Atis Kapenieks, Bruno Zuga, Ilmars Slaidins, Ilze Buligina. ***Higher Education Governance in the Knowledge Society.***

Publications on Web-sites

Many on-line publications of organizations specialized in providing information on educational reforms in CEE are available at the following addresses:

- Research Support Scheme: E-Library. http://e-lib.rss.cz/diglib
- Discussion Series, Civic Education Project. http://www.cep.org.hu/discussion
- South East European Educational Cooperation Network. www.see-educoop.net

State documents

- Higher Education Acts and Amendment Acts adopted by National Parliaments in 1990-2002

- White Papers created by national managing bodies (mainly Ministries of Education and HE) and commissions
- HE data provided by national institutes of statistics

About HERN Seminar 4

Ivan Kent, the HERN project manager identified that:
"The seminar aims to identify forms of institutional adaptation and innovation that address the need for effective and equitable policy making in HEIs through exploration and analysis of the implications of existing governance change projects on HEIs in Bulgaria and other Central and Eastern European countries."

The seminar tried to answer some questions as:

- What can Central and Eastern European countries learn from HE governance in UK and Sweden?
- What are the main common features and differences among countries in HE governance exercised at the national, institutional and student level?
- What are the bridges that could link political ambition to practical reality across the future landscape of higher education in Europe?

The following problems were proposed and accepted as a common structure of detailed discussions of Higher Education Governance:

1) Functions of the State in higher education governance
2) Structure of the higher education system
3) Academic autonomy
4) Organization of higher schools
5) Accreditation of higher schools
6) Conclusions and prognoses
7) Statistical data

At a vertical scale HE governance was examined at three levels:

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

At a horizontal scale HE governance was examined at three levels:

1) Social needs
2) Economic and financial concerns
3) Academic environment
4) Managing styles
5) Instruments of control, monitoring and restrictions

BESBG Deliverables

In addition to the present conference paper BESBG has until now produced as well:

- A paper on "The System of Higher Education in Bulgaria" available on HERN website.
- A paper entitled "Higher Education Governance in Bulgaria" (Seminar 4).

- A deliverable of all papers presented at Seminar 4 (copies laminated together).
- Figures on "Data on Women in Higher Education in Bulgaria 2002/2003" (Seminar 5).

Materials that are still in the process of preparation:

- A paper entitled "Higher Education Governance in East Central Europe" is being prepared and to be presented at the 2nd European Cultural and Educational Forum on the cultural and educational impacts of the enlargement of the European Union (to be held on 18-21 December 2003, in Bruges, Belgium).
- A large publication on Education Governance with a special focus on HE governance is being prepared now and is expected to appear in 2004.

Some considerations

Adapting and implementing Higher Education Acts

Higher education governance is directly determined by higher education acts adopted by Parliament. That is why these acts are among the main sources of Workpackage 7.

Looking at the past 13 years in Eastern and Central Europe it would be said that two main approaches to higher education acts have been applied. The first one can be called “forestall-approach”. That is when a higher education act appears before the new practice. The second one can be called “go-after-approach”. That is when a higher education act appears after the new practice in the field. Bulgaria is a typical example in this respect. I would say that this is the Bulgarian model of higher education reform: the State first leaves all higher schools to do everything they want and can and then legalises the established situation.

Functions of the State in higher education governance

The role of the State generally comprises the following functions:

1. Developing and implementing the national policy for the promotion of higher education and safeguarding academic autonomy of higher schools.
2. Taking care of the quality of the training process and research, and specifying the conditions for the state recognition of the diplomas issued by higher schools in the home country and abroad.
3. Financing the training of students and postgraduates in public higher schools and providing, under certain conditions, scholarships, places at hostels, food, transport and accommodation.
4. Providing, under certain conditions, loans and social benefits to students.
5. Providing property to the public higher schools and ensuring tax and other concessions for the performance of the schools’ activities.
6. Financing higher schools by funds of the state budget.
7. Enlargement of the access of the native born citizens to higher education.

8. Providing tax preferences to higher schools as well to those organizations which invest funds for development of higher education.
9. Establishing conditions for equal access to higher education.

The State exercises its functions in managing higher education through Parliament, Government, and Ministry of Education/HE.

While Parliaments of CEE countries have almost the same functions (as: establishing, transforming and closing higher state and non-state schools; adopting the state budget for higher education and allocating in some cases the state subsidies for each higher school, etc), the functions of Governments and Ministries of Education/HE vary from country to country.

In some countries (Russia, Hungary, Poland) the Governments do not concentrate many functions in the field of HE governance but the Ministries of Ed/HE have much managing power in HE.

In other countries (Bulgaria, Romania, Croatia) the governments play the main role in managing HE at the national level while the Ministries of Ed/HE act mostly as coordinators and mediators between HEIs and the Government.

General features of the structures of the higher education systems

It could be said that the structures of the higher education systems in CEE have the following general features:

1. They are systems in which the university sector has the dominant role that finds expression in: quality of education, admission requirements, employment possibilities after graduation.
2. They are still elitist system. The admission procedures, systems of exams and requirements to applicants give an elitist character to the systems. Although many attempts have been made, the higher education system has so far continued to be elitist. The increasing number of students enrolled in higher schools in almost all countries of Eastern and Central Europe is not a result of elimination of the elitist character.
3. They are complicated systems - the structures consist of many types of higher schools.

Approaches to the academic autonomy

There are two main approaches to the academic autonomy.

The first one can be called “active” approach. The autonomy is considered as a dynamic matter of permanent development and improvement. Rules are obligatory needed but they may be amended with many new things according to the changing social realities and academic requirements. In the Czech Republic, Poland, Croatia, Baltic countries and Russia this approach is mostly applied.

The second one can be called “passive” approach. The autonomy is considered as a very important but constant matter that must be described, explained and put on with a legal framework of rules. Then these rules must be followed in any case despite of new realities and circumstances that may appear. In Bulgaria, Hungary, Romania this approach is used.

Some prognoses and recommendations

Participants in Workpackage 7 / Seminar 4 have expressed many prognoses and recommendations. Some of the most important are:

- In some countries (Bulgaria, Hungary) increasing the functions of the Government in the process of higher education governance is expected. In other countries (the Czech Republic, Slovakia, Latvia) the governance will become more and more decentralized.
- States and institutions will have to think deeper of employment/unemployment of HE graduates - but this is directly connected with the trends mentioned above.
- Attempts to reducing the number of higher schools through transforming some of them are expected in almost all CEE countries.
- In some countries (typically in Bulgaria) colleges will gradually disappear from the system of higher education. In other countries (Hungary, Baltic countries) colleges will increase their role and prestige.
- Understanding of HE as a life-long learning process will be accepted in all CEE countries.
- Because of the large variety of schools and programs more efficient systems of monitoring and assessment of quality and effectiveness of HE will be tested and implemented.
- The e-learning development approach will be used more actively and its functions will be enlarged.
- "The Knowledge Society" is still just a title and idea in most of CEE countries. However, the competition with the West European countries will require this idea to be put into practice and to be fulfilled with concrete acts.

Appendix 12

DELIVERABLE N° 27

RESTRICTED

Contract nr: HPSE-CT-2001-50011

Title: Higher Education Reform Network (HERN)

Project coordinator: University of Surrey Roehampton

Reference period (see technical annex): from 1 Nov 02 to 31 Oct 03

Date of issue of this report: 31 October 2003

Workpackage 8

"Addressing Inequalities of gender participation in institutional decision making systems"

Editor: Hanna Westberg

National Institute for Working Life and University of Stockholm

The aim is to enhance policy formulations in relation to gender participation in institutional decision making systems and one way to do so is to contribute to end of year policy briefing paper for the influence of future policies for HE governance and internal management.

In the guide for seminars the seminar-papers for the fifth seminar asked for was about Women in HE Institutional adaptation and innovation for equitable policy making. In the second seminar in Athens many of the seminar papers were dealing with women in HE and therefore we will put more focus on the institutional level in this report.

We planned to have three workshops where all seminar participants would have the possibility to contribute. The topics were:

- The impact of the fundamental goals for HE on the roles of women in wider society.
- Objectives and obstacles for the practical efforts towards gender equality in HE
- Should gender sensitivity be an integral part of Leadership in HE

The seminar had the aim to produce a conference paper about "The position of women in HE and implications for wider society". At least one participant made an introduction into each workshop and after the introduction there were open discussions with contribution from each participating country.

Objectives and Obstacles for the efforts towards gender equity in HE

There is a need to make recommendations about what Universities can do to improve their policies on gender. This includes looking at the power structures within universities which do not seem to be changing in terms of gender. If this is the case, what can be done to cascade the intended changes throughout the institution?

Change presupposes - consciousness, knowledge and the action for change. Working for change means problematization of dominant ways of thinking and making.

The situation is that women are forced to make personal choices about whether they pursue a career or focus on family life while men continue to focus on their career rather than their family. It seems therefore important to introduce and to

implement policies which apply to both men and women so that both have more equal opportunities to focus on both career and family life.

Women appear to be disadvantaged in the workplace because they have to adapt to a male culture which appears to be continually working against equal opportunities in the workplace for women especially but not exclusively, if the University environment is predominantly Science, Engineering and Technology oriented. There are issues around the ability of women to survive and to develop in a man's world. This is true for undergraduates, especially in Science and Technology. However, it is also true throughout Universities as organisations.

What is the 'women and science' issue? First, there is horizontal segregation, with women and men being concentrated in different scientific fields, both in education and in employment. This is not in itself necessarily a problem, unless it can be shown that the areas in which women are concentrated are low paid, lack employment prospects or are otherwise disadvantageous. Nevertheless, a numerical majority or parity is not a guarantee of equal opportunities – and here the examples of law and medicine are instructive, since there are now large numbers of women in both of these professions. However, there is not equal pay and women and men tend to work in different areas of these professions; in other words, they are territorially segregated, to use Rossiter's (1982, 1995) term. These different areas are of different status and prestige and are differently paid. Second, there is vertical segregation, where women and men tend to be concentrated at different hierarchical points. Here, women are concentrated in low level jobs, with poor pay and employment prospects. Third, the result of all of these different kinds of segregation is that there is a pay gap between women and men in scientific professions (Glover).

The low take-up by women of professional scientific employment could be explained by the experience that women have had of university science. This would imply that men had experienced university science in a rather more positive way. It is possible that women, as rational decision-makers, do not enter gender atypical occupations in the anticipation that there are considerable social and personal costs involved (Carter and Kirkup 1990; Cockburn 1987; Robinson and McIlwee 1991) (Glover).

Many of those who persist in scientific employment in some European countries appear to show particular demographic characteristics, such as being child-free. This suggests that the structures and institutions of science may have developed in such a way that the male model of continuous, full-time, long-hours working is seen as the norm. To make it possible to both have a career and a family is sometimes suggested to be through the setting up of a part-time/job-sharing scheme, where employers would be offered incentives such as tax breaks if they made such forms of work available. What such schemes may ignore, however, is the possibility that if such forms of working are largely the domain of one sex (women), they will leave untouched the norm of continuous, full-time, long-hours working.

As stated women get less support than men within the University system and they are usually paid less than men for equivalent grades and work. One way to give women more support is through mentors and role models within Universities. This suggests that there are sufficient women to take on these roles and that, when

they do so, that women are in positions of power and influence to provide appropriate advice and role models.

There is evidence that suggests that a glass ceiling still exists and that when women do get through, that the few women involved in mentoring, role modelling and representing the female part of the organisation are wrung dry because there are so few women available for these roles.

There is also the problem of tokenism. Rosabeth Moss Kanter's classic study (1977) is discussing this problem. What are the consequences of being in a minority position? The presence of women can emphasize contrast. The new woman in a group is subjected to loyalty tests; sexist jokes etc. Kanter argues that to go beyond tokenism effects there needs to be a 65/35 ratio. We can refer to this as the 'critical mass perspective'. In UK referring to the Greenfield Report (2002), much of the UK's past policy and rhetoric on women and science was underpinned by the view that the 'problem' will be resolved if more women enter scientific education and employment. In order to cast light on this, it is relevant to examine for the academic world, those sciences where women are well represented (in relative terms) in order to see whether vertical sex segregation is any better than in those sciences where women are less well represented. There is not a clear relationship between the overall numerical representation of women in a particular field and the chances of them advancing to the top job of Professor. For example, the biosciences are considerably more feminised in numerical terms than chemistry, yet the ratio of women professors to the total of professors, senior lecturers and readers and lecturers is very similar in the two fields (1:12 and 1:13 respectively) (Glover).

The concept of leadership is gendered in all types of organizations. Management is connected with masculinity. This leads to an opposition between management and femininity and works against women in higher positions in HE. 'Is this woman manager really a woman?' This leads to questions about women's family life, appearance etc. Men are not questioned about their families (Holgersson).

In all industrialised countries, there is attrition at successive phases of the academic pipeline. Whilst women account for a steadily growing percentage of undergraduate science in most scientific fields (although not in physics, see Glover 2000), there is a marked drop-off in their representation at the doctoral and especially post-doctoral levels, the point at which the academic career track begins. This process is remarkably similar across Europe, as displayed in the so-called 'scissors diagram' (European Commission 2000), although Greenfield (2002) points out that the shape of the diagram varies considerably by scientific field. Interestingly the fall-off is greatest in the biosciences, a field that has the highest representation of women at undergraduate level in Europe as a whole. This is further evidence that a critical mass of women does not solve problems of persistence or advancement (Glover).

In a comparison between Sweden, Latvia, Czechoslovakia and Bulgaria about HE-statistics it is confirmed that there is a high number of female undergraduates in all countries, but fewer postgraduates and few female professors, e.g. 12% in Sweden and 18% in Bulgaria. Women are represented in higher levels in more

junior positions, e.g. lecturers/docent and men dominate in senior positions - particularly in elite universities in Latvia[10] (Rivza).

Women are better represented in senior positions in the humanities than in science and engineering.

In Greece the patterns are the same. There are still major differences in employment patterns between women and men. University professors are predominantly male and women and men are segregated in Greek academia. 30% of total teaching staff is women, but only 10 of professors.

Women and men often start with the same qualifications etc in academia but then men advance more rapidly.

Women's responsibilities in the domestic sphere impede career development.

The Greek family can be a structure for discrimination against women and regulating them (Katsi, Sidiropoulou-Dimakakou).

35% of the student population is women but there are no women rectors.

The recent White Paper in UK 'The Future of Higher Education ' (DFES, 2003) does not include gender as a category of analysis in strategies to enhance participation, or the graduate earnings premium. It is assumed that gender is no longer an issue as undergraduate representation of women is now approximately 52 per cent. However, Only 33 per cent of postgraduate research students in the UK are women. Women are also under-represented in senior academic and managerial positions in the academy (Morely)[11]..

In the UK, there is currently a lot of emphasis and investment on enhanced access to HE for under-represented groups. Access tends to favour female students. A consequence of this development is that the elite institutions will become more elite.

The statistics show that the more elite institutions favour white males throughout the system, from students through to senior management. And the less-elite

[10] 1. Presentation of statistics for Sweden, Latvia, Czech Republic and Bulgaria in %

Country	Sweden	Latvia	Czech	Bulgaria
Undergraduates	60	61	52	50
Postgraduates	45	39	35	
Lectures	25	69	64	70
Professors	12	11	17	18

[11] Representation of full-time women personnel in Higher Education, by field of employment, 1999/00; UK

	SET (see footnote 1 for definition)	Humanities and other arts	Administrative; Business and Social Studies	Language based studies	Education
Total % women	15.5	29.5	30.7	43.0	44.2

Source: Higher Education Statistics Agency Individualised Staff Record 1999/2000; calculated from www.set4women.gov.uk, Table 5.10.3

institutions will tend to favour women students, though not necessarily female staff at senior levels (Morely).

The research in UK shows that non-elite institutions have much higher drop-out rates than other institutions and it shows that women do not get promoted through the system to higher levels. Moreover, the figures show that female staff is disadvantaged in terms of earnings for a similar work period e.g. the average female academic gets 40% lower salary than equivalent males for the same period in work.

Women are 55% more likely than men to get short term contract type appointments, and 155% less likely than men to be promoted to Professors.

Summary

Neo-liberalism and new managerialism have had contradictory and complex effects on gendered participation in higher education. Women are entering the academy in large numbers as students, but their representation in senior positions is still proble-matic. Furthermore, elite organisations are continuing to favour white, middle class students and male senior postholders. When women are promoted, there are questions about incorporation into the evaluative state and audit society that might work against women's interests. Innovation, change and policy development in higher education ignores gender as a category of analysis. The discourse of social inclusion often fails to recognise or redistribute gendered opportunities. While there is still a long way to go in terms of how expansion of higher education impacts on expansion of rights and material benefits for women, some demographic shifts are occurring (Morely).

Monitoring of the take-up of policies of making it easier to have both career and family is essential, since it is possible that policies that lead to the retention of women scientists (part-time working/job-sharing) do not lead to their advancement. Women could 'stay on' in larger numbers, but fail to 'get on'. This could only lead to an increase in vertical sex segregation and a persistence (and possibly increase) of the pay gap.

In policy terms, it is understandable that individual-centred approaches as organizing campaigns and similar approaches that seek to enthuse women has held more sway, since it is relatively unproblematic to. It is much more problematic to address the culture, structures and institutions of science themselves, embedded as they are in traditional power relations. Nevertheless, a sign that the latter approach is gaining credence can be seen in the very recent. The role for social scientists is to conduct research, probably of an ethnographic nature, that examines the concept of 'institutionalised sexism' (Greenfield 2002), and thus yields insight into the culture, structures and institutions of the scientific workplace, lecture room, laboratory and classroom. In such a way, the 'women and science' debate can be moved on beyond the individualist, rather 'blaming', approach that has been the hallmark of some research and policy-making in the past.

The impact of fundamental goals for HE on the roles of women in wider society

Three main roles of HE in UK were identified and the point was made that there are gender issues in each of these 3 areas. The same areas can be quite generalized to other European countries.

Research.

The numbers of women engaged in research are lower than men. The culture favours men and presents real issues for women at all levels in the system. Women undergraduate drop-out is especially high in Science, Engineering & Technology. The numbers of female Professors are generally lower than for men of equivalent grade and experience, but this problem is particularly acute in Science, Engineering & Technology. Salaries for same grades and experience are also lower for women than for men.

The academic career at KTH as a postgraduate research student can illustrate the problem.

A Swedish postgraduate 'studentship' is an appointment, as opposed to a grant, which apart from its limited term (four or five years) affords all the rights and benefits, including e.g. parental leave, of all other appointments in Sweden. The proportion of women amongst newly enrolled postgraduate students is slightly lower than the proportion of women amongst students who have taken a master's degree in the same year. KTH's preliminary goal for 2006 is to increase the proportion of women amongst graduates who commence postgraduate education to 30%.

Postdoctoral positions (fo.ass.) are limited-term appointments with the same terms of employment as postgraduate 'studentships'. The holder of such an appointment is called a research assistent. During the second half of the 1990's KTH created 25 postdoctoral positions which were reserved for women and the proportion of women amongst the research assistants increased from 21% in 1997 to 30% in 2002. KTH's preliminary goal for 2006 is to increase the proportion of women amongst research assistants to 33%.

The normal form of employment in Sweden is for an indefinite period of time and gives the employee more security of employment than a limited-term appointment so 'tenure' can be said to be standard in Sweden. In principle there are three academic positions with tenure at Swedish universities; assistant lecturers, lecturers and professors.

There are relatively few assistant lecturers. The position can be held without a Ph.D. degree and is intended to be an exception when positions are created. Since in practice academic careers are based on achievements in research and assistant lecturers work primarily with teaching the position tends to be a dead-end in a career.

The goal of a research assistant who is trying to pursue an academic career is to be appointed as a lecturer. The proportion of women amongst lecturers at KTH has increased from 6% in 1997 to 8% in 2002. The preliminary goal is to increase this proportion to 15% in 2006, or at least so that 15% of the lecturers who are appointed between 2003 and 2006 are women.

The proportion of women amongst professors at KTH has increased from 3% in 1997 to 6% in 2002. The preliminary goal is to increase this proportion to 15% in 2006. During the last few years it has been possible to be promoted from lecturer to professor as opposed to competing for a permament 'chair'. KTH has chosen to interpret and apply the letter of the new law more restrictively than all the other universities in Sweden. There appears to be cause for concern that KTH's stricter

procedure leads to proportionately more men than women being promoted. Perhaps this is an example of the deep masculine bias of apparently objective norms and evaluation which exists in the whole society.

There are a number of thresholds and checkpoints in an academic career at KTH. From a standpoint at which engineering has a masculine culture, as described by Wajcman (1991), and the universites themselves also have a masculine culture, as proposed e.g. by Noble (1992), one can expect the various thresholds and checkpoints to favour men rather than women.

There appears to be a tendency for women to question their choice of engineering more readily than men. (Men tend to persist 'to the bitter end'.) This tendency, and the perception that engineering at university is for men and not for women, has been well documented by interviews carried out with American students by Seymour & Hewitt (1997). Interviews with women undergraduates at KTH carried out by Törnkvist & Roman (1998) confirm the view that KTH, in common with other universities of technology, is a place where men belong but women don't (Burden).

Teaching & Learning.

Universities should look at the issue of gendering of the curriculum and take steps to avoid it.

The HE experience and obtaining degrees may shape women's opportunities, but actually getting a degree does not necessarily lead to any actual change in society in itself. There is a need to build bridges between HE and employment. There is also a need to study the outcomes of HE in terms of employment for women; this requires collecting comparative statistical data across countries on a longitudinal basis.

With a constantly rising demand from the market forces for education and highly educated and competent people, the consequences will be an educational system more and more adjusted to the occupational needs of the market. The educational system is an institutionalised system created to ensure the members of the society their right to education on equal terms. However, due to its relation to the market and its occupational requirements, it often works as an instrument for social and gender stratification, among other things because education is discussed in terms of input and output with stress on outflow to the labour market (Ve 1999) (Westberg).

Learning leading to change can take place by transference of theoretical understanding to practical activity or the opposite. Learning is an active process of reflection and of testing new knowledge in practice. The aim of this learning process is to provide tools and methods for the person learning so that she herself/he himself will be able to produce her/his knowledge.

In most learning situations, there is both an intentional and an unintentional learning and an intentional and unintentional teaching. The intentional learning/teaching is planned, while the unintentional is, of course, unplanned. Intentional messages are part of an open transference of knowledge, but there are also more or less hidden messages and transference processes. Often we are not aware of the deeply rooted ideas and attitudes, as well as ways of organizing and selecting knowledge, that also are part of the learning process. The optimal learning situation is prevented by unconscious social norms and cultural codes which are

internalised both in the sender and in the receiver of knowledge. Thus, both conscious and unconscious learning processes are going on in the different social contexts where people are found (Westberg 1998, Wilhelmson 1998). In a report Greenfield 2002 mentions that 'unintentional practices', 'can create a culture that does not favour women' (p 26). Institutionalised sexism is defined partly as the combination of structural factors (such as traditional family roles, responsibilities and expectations and unequal pay) with 'intangible cultural factors' that appear to exclude women from positions of influence and prestige (p 28). The report notes that research (presumably of an ethnographic nature) is required to throw light on these cultural aspects. The magnitude of carrying out such research is illustrated by Morley's description of gendered power in the context of science and higher education: she refers to a range of informal practices ranging from rumour, gossip, sarcasm, humour, denial, throw-away remarks and alliance-building. The 'gender hierarchy', argues Morley, becomes encoded in the organisational culture as images, metaphors, artefacts, beliefs, values, norms, rituals, language, legends, myths and other symbolic gestures (Morley 1999, cited in Greenfield 2002).

Businesses and Community Outreach

The Universities also have a role in HE Outreach to Business and the Community so that women graduates can engage in Continuing Professional Development (CPD) opportunities or be encouraged to develop entrepreneurial opportunities with underpinning educational and training support which comes from HE. The Community Outreach role is also an area whereby the University can support the public sector and not-for-profit sector. The Business Outreach role is an area whereby the University can support and encourage hi-tec, hi-growth areas which contribute to economic development of the surrounding region and further a field.

Examples from different countries

Post-feminist, rather than feminist theory now shapes UK higher education policy. The success of earlier access programmes to attract mature women students into higher education means that the female market has been saturated. A persistently under-represented group is working class students. Students, in higher education policy, are now classified in socio-economic groups which remain ungendered.

The justification for introducing graduate tax is the argument that, on average, graduates will earn an average of £400K more over their lifetime if they are HE graduates. However, this does not take into account the fact that females will earn much less than this if they take time out of their careers to raise a family. In addition, it does not take into account research evidence which shows that working classes, ethnic minorities and women are more afraid of debt than the rest of the population so they may decide not to enter HE if they incur debt.

There has been a growth in borderless education eg. offshore and distance delivery of HE as well as in private HE provision and there is a total absence of any discussion of gender issues arising out of this area.

The UK's HE system is the most highly audited HE system in the world. Gender equality is not included in any of the audits, so we have no idea whether there are any gender issues embedded within the educational system itself which need to be addressed

The elite organisations favour white males throughout. It is the senior management within those organisations who have the influence and power base and who are producing and validating the knowledge; they are constructing the way in which the knowledge is constructed and represented (Morely).

The situation in Latvia following tertiary education women tend to go back into rural communities and do not necessarily deploy their HE education thereafter. Going into HE in itself does not necessarily lead to more equal opportunities for women either within the Universities or within society and the workplace in general.

The Universities in Latvia have carved out a very strong role in Community Outreach in relation to gender. Hence, the University has an educational role in helping to develop graduate women as entrepreneurs in rural areas, in facilitating the process of encouraging micro-credit systems to encourage loans for female-run businesses to underpin new business ventures, and in linking into international women's networks so as to find development opportunities which will support this reach-out work.

In addition, the Universities are involved at the access end of HE too, most especially in the area of educating young women in secondary schools to be more aware of human trafficking and other threats to their human rights and encouraging them instead, to go on to HE (Rivza).

Statistics for Poland on attitudes & behaviours associated with gender gives a good picture on the Polish attitudes towards gender in general, which is reflected in other European countries. Changes in attitudes and behaviours tend to be very deeply rooted but these are, in general, more liberal in the Northern countries and much more traditional in Southern countries, rather than being associated with whether partner countries were part of the EC or not. Polish Universities also recognise the importance of HE's role in reaching out to the community, but with a slightly different emphasis to Latvia. In Poland, it seems that there is more emphasis on the Universities to network and raise awareness about social issues in society which are related to gender than to provide the more direct practical help which Latvia provides to entrepreneurial female graduates in the community (Radkiewicz).

Discussion – key points

There is a need for research in Universities to raise awareness about gender issues in Society as a whole, without criticising society of which it is part. The research on gender should underpin public debate and policy development. Research should be ongoing in key areas to support change in society.

The increasingly higher share of women with high education is looked upon as a problem rather than as a resource, as women are considered to make wrong choices. Attention is paid to women as problems instead of paying attention to the problematic processes that define women as problems. Elgqvist-Saltzman (1998) turns the problem upside down. By means of a lifeline methodology, the reproductive obligations are made visible, showing that women's choice of, and way through, education is based on complex and rational decisions although the road is not straight but rather winding.

A component which is important in the discussion of women in scientific education and employment is that of agency. Do women, as agents, **wish** to increase their experience of the scientific education and employment? This is a perspective, primarily coming from the UK from the writing of Cynthia Cockburn, which says that women correctly gauge that entry to gender-atypical occupations, such as scientific and technological occupations, can have considerable social, personal and financial costs; therefore women are far-sighted in their avoidance of such occupations (Cockburn 1987). This standpoint puts emphasis on the culture of science, its institutions (in the sense of formal and informal rules) and its structures. From this point of view, women are marginalising themselves, but not necessarily to their disadvantage. It strongly asserts that women are not victims, rather they are agents in charge of their own destiny, a destiny that does not include trying to become qualified in order to earn a living in a hostile climate where they could feel literally out of place.

What this perspective is doing is to turn the conventional perspective on exclusion on its head, by, in a sense, coming out in favour of self-exclusion. The implication of what Cockburn is saying is that inclusion is not necessarily desirable. It can be argued, therefore, that the women and science issue is conceptualised as a 'problem' by some and less so by others. Further, there is a strong message here for the members of the scientific 'habitus': if more women are needed in science, for social, economic or cultural reasons, then the institutions of science need to change. Women should not be pathologised for lacking enthusiasm, qualifications, skills and so on. The institutions of science should, by contrast, be pathologised and thus become the object of concern and hence enquiry (Etzkowitz, Kemelgor & Uzzi, 2000). From this perspective, it is possible to argue that it is fruitless to encourage more young (and less young) women to enter science, since they are unlikely to persist in scientific employment, once they have experienced what Webster (1996:9) refers to as a 'perceived trespass into an alien territory' (Glover).

The Business and Community Outreach role of HE raises some very serious gender issues. At one end of the spectrum there is the contribution which HE can make to Business which tends to focus on hi-tec, hi-growth, Science, Engineering and Technology sectors of the economy which are associated with significant amounts of income generation. This area is already dominated by males because of the discipline area and is highly valued because of its income generating capacity.

At the other end of the spectrum there is Community outreach which focuses on volunteering and on activities associated with the not-for-profit and public sector. Usually, these activities are not high income generators and are not highly valued by HE because they lead to widening participation which costs the University more in terms of support for non-traditional students. Women tend to dominate in these activities.

Key-points

Men tend to be associated much more with the private sector whereas women tend to dominate in the public sector. However, not so many women hold key positions of power and influence even within the public sector. Hence, the Reach-

out role of Universities is already gendered. This phenomenon needs to be explored.

1. It is important that Universities develop policies and systems which encourage both men and women to have equal opportunities to spend time with both the family and the workplace. e.g. paternity leave which takes men out of the workplace for the same time as women go on maternity leave.
2. You need a very clear increase of awareness for women on higher education difficulties. Women are better educated but they have less influence. With even more women which possibilities occur for women to get more influence?

With more women we may get other questions to research on and other experience will be put in place. Technology used in the homes (white) are not valued as high as the (brown) technology. Women will contribute to the liberation of informal and formal structures.

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Appendix 13

DELIVERABLE N° 28

RESTRICTED

Contract nr: HPSE-CT-2001-50011

Title: Higher Education Reform Network (HERN)

Project coordinator: University of Surrey Roehampton

Reference period (see technical annex): from 1 Nov 02 to 31 Oct 03

Date of issue of this report: 31 October 2003

Workpackage 9

HERN Seminar 6

3 – 5 July 2003, Krakow, Poland

"Legitimacy, Quality and Accountability for Lifelong Learning and Higher Education"

Programme:

Thursday 3 July

- Arrival of participants
- Meeting of Disability Research Group
- Meeting of HERN Steering Group
- Welcome reception

Friday 4 July: Bobrzynski Hall, Collegium Maius, Jagiellonska Street

09:00 - 09.30	Opening session	
	About HERN	Myszka Guzkowska
	HERN in Poland	Marek Frankowicz
09:30 - 10:30	Session "Quality and Accountability"	Chair: Myszka Guzkowska
	State accreditation: Czech case	Helena Sebkova:
	Academic accreditation: Polish case	Ewa Chmielecka:
10:30 - 11:00	***Coffee break***	
11:00 – 12:00	Session "Quality and Accountability"	Chair: Helena Sebkova
	QA - German experiences	Achim Hopbach
	QA in Lifelong Learning in Latvia	Atis Kapenieks, Juris Dzelme
12:00 - 12:30	Discussion	
12:30 - 14:00	***Lunch break***	
14:00 - 16:00	Panel discussion "Hidden Variables in QA"	
	Moderator:	Maria Slowey
	Panelists:	Ewa Chmielecka
		Malgorzata Radkiewicz
		Helge Stromdahl
		Louise Morley
19:00	***Dinner***	

Saturday 5 July

09:00 - 10:30 Workshops: "The role of State and responsibilities of HEIs in QA"

10:30 - 11:00 ***Coffee break***

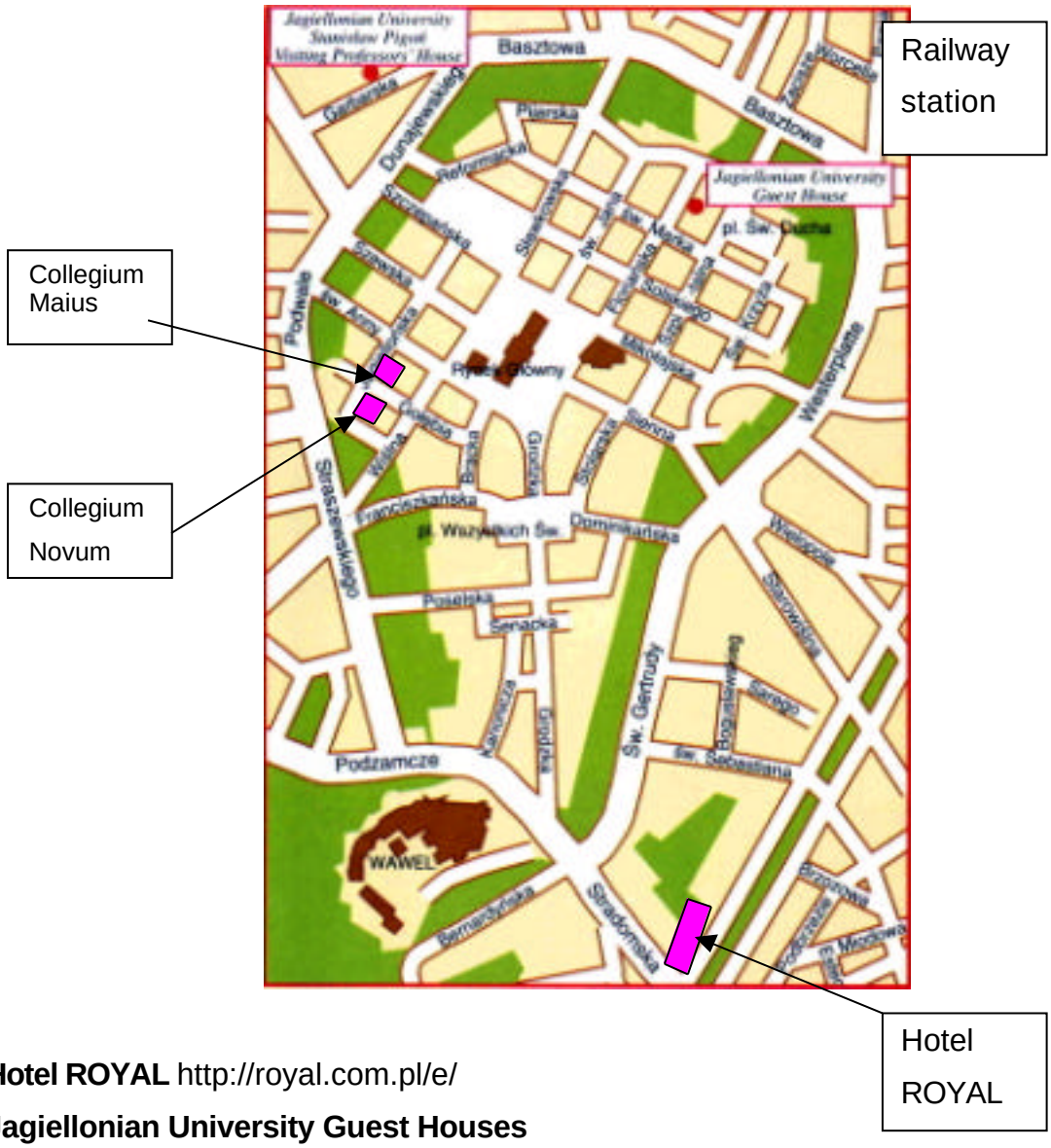
11:00 - 12:30 Closing session

Outcomes of workshops Moderators of QA workshops

Outcomes of disability meeting Representative of WP4&WP5

12:30 Closing remarks Myszka Guzkowska:

KRAKOW - OLD TOWN



Hotel ROYAL http://royal.com.pl/e/

Jagiellonian University Guest Houses

Jagiellonian University Guest House , ul. Florianska 49,

Stanis_aw Pigo_ Visiting Professors' House , ul.Garbarska 7a

http://www.adm.uj.edu.pl/wwwpubl/hotele/start/start.htm

Information about Krakow: http://www.krakow.pl/en/

Key discussion points to come out of Czech presentation
State Accreditation : Czech case

- **Power of Ministry to over-ride the decision of expert panel evidence**

Is the Accreditation Committee truly independent? Might the Ministry not take the recommendation of the AC. In fact, it would probably be difficult for the Ministry to act without taking account of the recommendations of the expert's evidence.

- **Funding link between HE Funding Councils and Quality Accreditation decisions**

Should there be a financial link between. In theory, AC is not directly linked to money, but in fact, state funding is distributed through formula funding; formala funding is linked to student numbers, which in turn is linked to quality. (Poles)

- **How useful are the key networks eg. INQUA to deal with "illlegal" education from other sources such as commercial sources**

How do we ensure quality assurance of commercial courses and provision offered by unknown providers? (Marek & Poles)

- **Quality assurance is more then just accreditation of programmes .**

The debate needs to be enlarged to include other aspects of HE provision; for example, what about research? What about evaluation of HE system in general? (Barry Hake)

- **To what extent could or should the responsibility for QA be devolved to individual institutions?** (Maria Slowey)

Key discussion points to come out of Polish presentation
Academic Accreditation : Polish case

- **Methodology**

Can we use the internal evaluation, the external evaluation and public report methodology together to achieve quality and enhancement (control and improvement)

- **Co-ordination of 2 systems**

Are there real difficulties for the HEIs being quality assured? Are HEIs being overloaded which can lead to negative outcomes rather than the positive outcomes which are desirable.

- **How important is it for HEIs to have the "quality mark"?**

All HEIs need the PKA quality assurance so as to ensure survival. The second method of KRASP is optional but is actually the method which will ensure true quality at a deep level of analysis because it based on voluntary self reflection and evaluation.

- **Do we need 2 systems ie. PKA to survive and KRASP for self assessment?**

The 2 systems work in slightly different ways, but are actually complimentary and synergistic.

Key discussion points to come out of German presentation
QA : German experiences

- **Why will a common system produce an advantage in picking up all quality issues given the differences between HEIs?**

Germany has standardised framework and procedures, but the implementation is well-developed to take account of specific needs of HEIs at local level.

- **Evaluation and accreditation are both important?**
- **The private Universities are accredited by a different Council.**

They are accredited on an institutional basis rather than on a programme level. The system is unlikely to change while the number and size of the private Universities are still so small.

- **Germany has many agencies involved.**

Should there be an umbrella organisation for these agencies?

- **How does Germany evaluate other aspects of HE provision eg. research, institutional processes etc.**

Germany should have brought these procedures together from the start and is still very important work which needs to be done by the German Rektors

Key discussion points to come out of Latvian presentation
QA in lifelong learning

1. Challenges for QA to support learners in a more flexible HE system which takes account of increasing internationalisation and part-time learners (Maria Slowey)

Ways of studying are becoming more and more differentiated and we need to create QA measures to check these different outcomes. This presents a huge challenge if we are to become more flexible in this way.

We need to place more emphasis on competences which students will have when they leave HE; this requires a more outcome driven focus.

The ECTS scheme is key to these developments. Mobility is key and depends on an outcome driven approach.

2. Developing the methodology for moving towards a more outcome oriented approach is very important.

Germany and Sweden are just beginning to think about this approach. Turin and Netherlands are developing an approach which may have potential. Must avoid a heavily-bureaucratic approach which is at odds with the Bologna process.

3. ECTS and what do we expect from quality.

Different aims may be likely depending on subjects and HEIs.

Internally the significance of ETSC are reduced in important.

ECTS is a useful international currency system which allows for comparability between students from different national systems.

4. What is the impact of developing an outcome-driven approach on access. A A move towards a more outcome-driven approach is likely to improve access, APL and APEL. Access for non-traditional learners who have come through non-traditional routes in Germany is not yet highly developed for example, whereas it is relatively well-developed in the UK.

Key points to come out of panel discussion on "Hidden Variables in QA"

- We can probably evaluate knowledge and skills, but maybe not attitudes and behaviours. How do we evaluate hidden values such as the development of ethics, philosophy and humanism. Maybe the new value to develop amongst students and maybe it should be a stronger sense of responsibility (Ewa – Poland)
- Gender issues in HE. Even where there are no gender imbalances evident in the student body in Sweden, there are still major gender imbalances at all levels of staff, especially at higher levels. This is despite all of the government guidelines which encourage gender equality. Gender is a quality issue even in the Swedish system; the quality guidelines are there, but achieving gender equality at all levels of staff in Swedish HEIs is very difficult to achieve.

What is the focus of the evaluation – is it on the quality of the process or on the standard of the outcome? Is it the process, the environment or the standards? Lee Harvey's matrix for standards might be useful for looking at quality in relation to hidden variables. (Helge- Sweden)

- Quality assurance is associated with success or failure in the UK which in itself is problematic. Some feel that quality assurance is used to legitimate major state intervention in HE. QA is underpinned about significant values and norms associated with HE – it is about changing HE's relationship with the State. Getting new forms of governance, new moralities and new norms about HE – some see this as interference from Government, while others see the intervention as a welcome change which needs to happen.

At the level of student engagement in the classroom there are whole areas of HE which cannot be QA'd eg. how do hidden values translate into very mechanistic QA measures.

There is a whole new language of quality; people have had to learn how to represent themselves. Those in favour welcome the reflective practice approach, whereas others argue that this is actually part of the marketing quality culture in which HE has to present itself in a very positive light despite the very very real problems – ie. we have to pretend that everything is getting better and that it is in hand.

Critics argue that knowledge and content is ignored in favour of skills and competences.

A hidden variable in the UK is a strong sense of stress and alienation. The impact of over-regulation has already impacted on schools; now it is beginning to impact on HE.

Quality is a very difficult discourse to resist or to criticise.

For many it is about challenging the elite organisations.

One of the hidden impacts of QA is the development of an enormously wasteful bureaucratic culture which is frankly, a waste of academic time

Discussion.

- CE has an ongoing debate within Universities in terms of quality and its relationship to the rest of the academic programmes being undertaken at Universities. This debate is very similar to the issues facing gender studies and gender balance in HE. The same debate is happening in relation to widening participation despite where new curriculums are being inhibited by traditionalists despite the current relevance of the subject area to the world of work and despite the truly analytical academic work.
- The whole QA debate is potentially undermining the role and core values of the academic in the pursuit of knowledge. Also, what about academic freedom – one way of looking at QA systems that this is a game which has to be played. It is a useful game because it enables academics to show how good they are. Whatever, the academic must be allowed to continue to be creative and to operate in an environment of academic freedom.
- The aim of HE is intended to be for the public good, yet the QA system is encouraging the development of the individual good rather than the public good. The values associated with individual pursuit are linked to values associated with market values, selfish attitudes and individual commercial gain at the expense of society, the team, the common good.
- Why is evaluation taken on such a huge importance in our time. Is it because massification of HE has made governments more aware of the need to evaluate the impact of HE on society. The trouble is that we may have lost sight of the role of the academic and of the values which we are encouraging in the curriculum and in the student body.

HERN Workshops (Magda Jaroszewska)

State:

- Promotion of the education as the public goods in agreement with Bolonia process,
- Learning of the languages,
- Security of the finances (for example - grants for students),
- Creation of the network in the teaching,
- Support the units - centrum of the excellence of teaching,
- Generally, increase finances on the research and teaching,
- State accreditation should be improved, not only „safety mark”
- Consultation of the minimum of the programs/standards with the HEI,
- Take into account national contexts (emigrants – too), region context etc.

HEI:

- Connection of the research and the teaching,
- Engaged of the students in the research process,
- Accreditation : institution?, program? course?
- Definition of the terminology of the quality assurance, accreditation,
- Academic freedom ? when one is reached and the second not necessary reach
- Good interpretation of the Bolonia process,
- By the way of Bolonia activities – we should present also dark sides of the education, Increase :
- knowledge of the groups of the people at the university (staff development units),
- motivation of the activities of the people,
- ownership (for example – disseminate responsibilities; consultations,
- discussions, seminars...).
- Gender problems.
- Disability problems.

Group 2 (Marek Frankowicz)

1. If we discuss any national developments (relations State-Academia, various accreditation schemes), they should be placed in international context (because of the Bologna process).

2. There were many meetings after Bologna Declaration concerning QA. Four steps:

1st step: platform for exchanging information (ENQA)

2nd step: mutual recognition of national accreditation systems (again ENQA)

3rd step: metaevaluation at European level

4th step: European accreditation commission??? (academic community is against)

3. QA for LLL

- How university deals with non-formal education? How to accredit experiential learning? Are HEIs able to cope with the problem of LLL which fulfills needs of state and society?
- How to facilitate access to HE for persons with work experience and age > 25?
- QA mechanisms should motivate students and motivate HEIs

4. HE systems: middle-class, eurocentric. There is no willingness to accredit experiential learning. Necessity of better understanding of accreditation among academic staff.

QUESTIONS

List of questions for further discussion in the eForum

- In principle - do ideas of the Berlin Communiqué fit (at least to some extent) to the situation in the field of quality evaluation and accreditation in your country? If not, what are the main problems? What is the view of your institution?
- Has the mechanism of accreditation been implemented in your country already or are you currently in the stage of preparation to implement it? As regards your institution, are you satisfied with this process and with its progress?
- Are the results of external quality evaluation in your country public? If not, why? If not, do you intend to follow Berlin Communiqué and to change the current situation? If not, why?
- Are the authorities in your country responsible for quality evaluation/accreditation members of ENQA? If yes, do they consider the membership as useful? In what aspects preferably? If not, do they intend to ask for membership?
- Are students in your country involved into quality evaluation/accreditation processes? If not, do you intend to change the situation? If yes, do they (their national representation) work actively in ESIB? As regards your institution, are you satisfied with the activities (their type and content) of students?
- What about the common characteristics for QA procedures agreed in Graze? /They must promote cultural, academic and organisational quality; they must respect institutional autonomy; they must develop internal quality culture; they must be cost effective; they must include an evaluation of the QA agencies; they must minimise bureaucracy and avoid over regulation/ Has your process followed them already? Are there some of them very difficult to be taken into consideration in your country? Have you implemented the evaluation of QA Agency already? If yes, describe, please, the mechanism briefly.
- Have you implemented any type of training of external evaluators? If yes, describe please the mechanism briefly.

Appendix 14

DELIVERABLE N° 29

RESTRICTED

Contract nr: HPSE-CT-2001-50011

Title: Higher Education Reform Network (HERN)

Project coordinator: University of Surrey Roehampton

Reference period (see technical annex): from 1 Nov 02 to 31 Oct 03

Date of issue of this report: 31 October 2003

Work-package 5

Disability research Group

Conference Paper

Disability Perspectives for Society, Teaching, Learning and Employment

Abstract

Workpackage 5 of the EU-funded project HERN (Higher Education Reform Network) aims at examining the situation of blind and partially sighted persons in higher education. This paper gives an overview on findings concerning society, teaching, learning and employment. It describes the overall situation in higher education for people with disabilities, shows best practice examples, presents the work done so far and asks for further steps.

Introduction

An open and democratic society cannot and must not neglect the challenges of integration of people with disabilities. Consequently, integration has been acknowledged as a social concern. On July 9th 1997, the Austrian Federal Parliament unanimously passed an addendum to Article 7 (1) of the Federal Constitution. It reads:

"Nobody may be discriminated because of his/her disability. The republic (federation, federal countries, and communities) confesses to ensuring equal treatment of people with disabilities in all areas of daily life."

Hereby, education, in particular advanced and higher education, has a special mission: Obstacles in access to education, by which possibilities and chances of life are selected, intensify exclusion. Enabling of and integration into education may, since it is socially acknowledged, help overcome prejudices. Every university is bound to follow this principle. In Austria, the Law of Studies Organisation obliges the lecturers to enable everyone who has both the qualification for and the inclination to completing university studies to do so in a form adequate to the student's needs.

At all (for example) Austrian universities, (small groups) of students with disability can be found. This implies that:

- know-how in dealing with this target group is (in most cases) lacking,
- efficient service is considered too expensive.

The following subject areas are of importance:

- Creation of formal legal structures and working on existing legal structures to open HE for people with disabilities

- Implementation of the legal basis (for example the addendum to Article 7 in Austria) into the mission statements of the universities
- Service for students with disabilities
- Research and Development concerning
    - Design for all (especially in ICT)
    - Assistive technologies
    - The aspects on disability and inclusion for the «non disabled» society
- Creation of awareness in the society by changing the view from deficits to a realistic view of Chances and possibilities by
    - Lectures
    - Conferences
    - Publications
    - Presentations
    - scientific work by people with disabilities and for people with disabilities)

Disability and Society respective Disability and Employment

In Society in general you often find two diametrically opposed views on people with disabilities:

- People with disabilities lacking education, lacking jobs and desperately needing help
- People with disabilities – "fit for the Olympic games" - who reach everything they want with (apparently) no effort.

Boths views are dangerous for people with disabilities – and both are wrong seen out of their contexts.

The primary aim of "The European Year of People with Disabilities 2003" is to drive progress towards achieving equal rights for people with disabilities. Across Europe attention will be focused on the many areas of European society where barriers and discrimination still exist for the one in ten Europeans with a disability. Or, how Yannis Vardakastanis, president of the EDF, the European disability forum, emphasized[12]: ***"2003 Is not about "doing something for disabled people". It's about working together with disabled people and the organisations that represent them to bring about societal change… …Employment is central to the inclusion of disabled people in society… It is important to provide employers with practical information on how to facilitate the employment of people with disabilities within their organisations. By raising awareness of disability issues, and work-related disability issues in particular, we can pave the way for effective change. And it's only by bringing about this change that disabled people will be able to take their rightful place in a truly inclusive society — a "Society for All"."***

[12] http://www.eypd2003.org/eypd/resources/item.jsp?id=291

Contrary to the myths and stereotypical attitudes many employers hold about people with disabilities, their integration into mainstream employment is not only feasible but also commercially attractive and, above all, strategically desirable.

The commercial justification for employing people with disabilities is focused on the following factors:[13]

- Access to a largely untapped and valuable productive resource that is highly motivated to achieve excellent performance.
- Access to a pool of talent, which in many respects outperforms its non-disabled counterpart.
- Research shows that disabled employees often achieve higher levels of job performance, have better attendance records and higher levels of loyalty — thus achieving increased levels of efficiency and savings on recruitment and training costs.
- The employment of people with disabilities enhances a company's reputation as a "good employer" in the community and improves its attractiveness to both customers and potential employees. On the other hand, employers seen as discriminatory can earn a reputation for not being socially responsible and will become the "last choice" among potential candidates.
- Research shows that overall there is a pronounced rise in staff morale when people with disabilities are integrated into the workforce. In addition, many organizations recognize that employing people with disabilities makes good business sense because it enables them to mirror more closely the social make-up of the communities within which they are operating.
- Flexible working arrangements are often the only adaptation required when employing people with disabilities.
- Modifications to work equipment or premises tend to be minor and are only required by a small percentage of disabled people.
- And, if all this is not reason enough, then the threat of discrimination claims, heavy fines and damaging adverse publicity as a result of non-compliance with the legislation, should be.

Looking at disability it becomes very clear that there is no "European standard" or definition of disability – even Blindness is not defined the same way among the European partners. And unemployment depends very much on the knowledge and definition, the "common sense " a society has about disability.

It is rather remarkable that in turbulently growing economies no one asks for disabilities, problems and/or deficits resulting out of disabilities – there is a crying need for employees and everyone who could do the job is welcome – and has to go when the wind changes. This effect is called "being on the reserve list" and

[13] ibid.

describes the way women, migrant laborers, people with disabilities and other socially challenged persons in general are treated in traditional western societies.

Some facts to close up this subject area:[14]

Best estimates indicate that nearly 40 million people are classified as disabled in the EU. In each EU member state, one person in every ten is affected by some form of disability, which may include physical, visual, hearing, mental and verbal impairment. Of this number, some people will be affected by more than one type of disablement. All available data shows clearly that in terms of employment people with disabilities are at a severe disadvantage compared to people without disabilities.

- Unemployment rates are substantially higher, with approximately 50% of working age people with disabilities being “inactive”, compared to only 28% of working age people without disabilities.
- The type of disability can also further limit the chances of employment. There is a 20-30% higher level of unemployment for people with mental health problems or learning disabilities compared to those with physical impairments.
- People with disabilities who share the same socio-demographic group and the same job characteristics as people without disabilities, earn up to 25% less.
- Unemployed people with disabilities are at greater risk of prolonged periods of unemployment than unemployed people without disabilities. This can be up to twice as long.

Therefore, in November 1999, the EU commission adopted a proposal for a Directive to establish a general framework for equal treatment in employment. The Directive would, amongst other things, prohibit discrimination on the grounds of disability, particularly in relation to:

- The conditions of access to employment (for example, modification of work premises to enable access by people with disabilities)
- The access to all types and levels of vocational guidance and training (for example, provision of training courses that can be accessed by people with disabilities)
- The employment environment and working conditions (for example, making provision for flexible working hours, modifying instruction and reference manuals for people with disabilities)
- The membership of or involvement in an organization of workers or employers.

[14] http://www.eypd2003.org/eypd/resources/item.jsp?id=291

The approach to disability is changing significantly as a result of the new legislation; moving away from traditional "protective welfare" to "rights based" equal opportunities.

The Directive comes into effect in December 2003. Member states can be granted additional time of up to three years to implement the Directive. The Directive will:

- Apply to all business enterprises irrespective of size.
- Lay down the need for compliance with the principle of "equal treatment", meaning that "reasonable access" (including the removal of architectural and design barriers) will have to be provided to enable a person with a disability to access and participate in employment.
- Cover public procurement policies meaning that companies violating labour legislation could be excluded from tendering for contracts.

In essence, the EU has embarked on a major and powerful programme designed to combat discrimination and significantly enhance the position of disabled people and employment. A target has been set to create 3.5 million new jobs in the EU for disabled people over the next 20 years.

Education (especially higher education) has been denominated as one of the main access points to future labour markets.

Disability and (Higher) Education – Teaching & Learning

Specific Regulations for People with Disabilities (exemplary for Austria)

Higher education is offered at:

- universities and universities of art and music;
- ***Fachhochschule*** (college for higher education);
- university centre for continuing education (Danube University Krems);
- private institutions (after accreditation);
- (***Berufs)Pädagogische Akademie*** (teachers training colleges);
- ***Akademie für Sozialarbeit*** (non-universitary college for social work);
- ***Akademien für medizinische Berufe*** (non-universitary college for paramedical staff).

Applicants to universities (and to ***academiae***) must have the general qualification for university entrance (or a ***Reife-und Diplomprüfungszeugnis***, a ***Berufsreifeprüfungszeugnis*** or a ***Studienberechtigungsprüfungszeugnis***. Candidates for a ***Fachhochschule***, which normally requires an entrance exam, may either have a ***Reifeprüfungszeugnis*** or equivalent, or relevant vocational qualifications. There are general tuition fees for university and ***Fachhochschule***

programmes: these amount to ATS 5.000 (EUR 363) per term for students from Austria and other EU and EEA countries, and to ATS 10.000 (EUR 727) for other foreign students (with extensive exemption and reimbursement regulations for students from developing countries and reform countries of Central and Eastern Europe).

Students with a disability studying at a university which takes a positive attitude towards the integration of disabled people can count on receiving a satisfactory degree of assistance. However, legal regulations concerning the right to equal access to studies at Austrian universities or ***Fachhochschulen*** exist only in the area of examinations. The legal basis for this is the ***Universitätsstudiengesetz*** (UniSTG), §54(2). When registering for an examination, students with a health impairment lasting longer than 3 months are entitled to apply for this examination to be performed in a special way. A verbal application is also possible. For example, this could be an application for an extension of the time allotted for the examination.

Although all universities have included statements in favour of the integration of disabled people in their declarations of principles, the way they enact these principles, or whether they do so at all, is left to their own decision.

Accessibility Issues & Design for All

Accessibility issues shall not be confined on architectural measures (ramps, elevators, automated doors…) but shall include ideas in all thinkable subject areas. If one wants to show the possible impacts of accessibility and Design for All in IT (education and daily life), the US “Section 508” gives excellent examples on what to think about:

Section 508 requires that Federal agencies' electronic and information technology is accessible to people with disabilities. The Center for Information Technology Accommodation (CITA), in the U.S. General Services Administration's Office of Governmentwide Policy, has been charged with the task of educating Federal employees and building the infrastructure necessary to support Section 508 implementation. On the next 6 pages, we present some examples out of a quick reference guide: [15]

[15] http://www.accessibilityforum.org

Software applications and Operating Systems

Clause 1194.21	Provision	Description	User Stakeholders	Product/Vendor Stakeholders
a	When software is designed to run on a system that has a keyboard, product functions shall be executable from a keyboard where the function itself or the result of performing a function can be discerned textually.	Paragraph (a) requires that when software is designed to run on a system that has a keyboard, the software shall provide a way to control features which are identifiable by text, from the keyboard. For example, if a computer program included a "print" command or a "save" command (both can be readily discerned textually), the program must provide a means of invoking these commands from the keyboard. For people who cannot accurately control a mouse, having access to the software's controls through keyboard alternatives is essential. For example, rather than pointing to a particular selection on the screen, a user may move through the choices in a dialogue box by pressing the tab key.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
e	When bitmap images are used to identify controls, status indicators, or other programmatic elements, the meaning assigned to those images shall be consistent throughout an application's performance.	Paragraph (e) requires that when bitmap images are used by a program to identify programmatic features, such as controls, the meaning of that image shall not change during the operation of a program. "Bitmap images" refer to a type of computer image commonly used in "icons" (e.g., a small picture of a printer to activate the print command). Most screen reading programs allow users to assign text names to bitmap images. If the bitmap image changes meaning during a program's execution, the assigned identifier is no longer valid and is confusing to the user.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
F	Textual information shall be provided through operating system functions for displaying text. The minimum information that shall be made available is text content, text input caret location, and text attributes.	Paragraph (f) provides that software programs use the functions provided by an operating system when displaying text. The operating system is the "core" computer software that controls basic functions, such as receiving information from the keyboard, displaying information on the computer screen, and storing data on the hard disk. Other software programs use the standard protocols dictated by the operating system for displaying their own information or processing the output of other computer programs. When programs are written using unique schemes for writing text on the screen or use graphics, other programs such as software for assistive technology may not be able to interpret the information. This provision does not prohibit or limit an application programmer from developing unique display techniques. It requires that when a unique method is used, the text be consistently written throughout the operating system.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	

Web based intranet and Internet information and applications

Clause 1194.22	Provision	Description	User Stakeholders	Product/Vendor Stakeholders
a	A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).	Paragraph (a) requires that a text equivalent for every non-text element shall be provided. As the Internet has developed, the use of photographs, images, and other multimedia has increased greatly. Most web pages are created using HTML, or "HyperText Markup Language." A "page" in HTML is actually a computer file that includes the actual text of the web page and a series of "tags" that control layout, display images (which are actually separate computer files), and essentially provide all content other than text. The tags are merely signals to the browser that tell it how to display information and many tags allow web designers to include a textual description of the non-textual content arranged by the tag. The provision is necessary because assistive technology cannot describe pictures, but can convey the text information to the user. Currently, most web page authoring programs already provide a method for web designers to associate words with an image and associating text with non-textual content is easy for anyone familiar with HTML. This provision requires that when an image indicates a navigational action such as "move to the next screen" or "go back to the top of the page," the image must be accompanied by actual text that states the purpose of the image, in other words, what the image is telling you to do. This provision also requires that when an image is used to represent page content, the image must have a text description accompanying it that explains the meaning of the image. Associating text with these images makes it possible, for someone who cannot see the screen to understand the content and navigate a web page.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
b	Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.	Paragraph (b) provides that equivalent alternatives for any multimedia presentation shall be synchronized with the presentation. This would require, for example, that if an audio portion of a multi-media production was captioned as required in paragraph (a), the captioning must be synchronized with the audio.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	

Telecommunication products

Clause 1194.23	Provision	Description	User Stakeholders	Product/Vendor Stakeholders
a	Telecommunications products or systems which provide a function allowing voice communication and which do not themselves provide a TTY functionality shall provide a standard non-acoustic connection point for TTYs. Microphones shall be capable of being turned on and off to allow the user to intermix speech with TTY use.	Paragraph (a) requires that telephone equipment shall provide a standard non-acoustic connection point for TTYs. A TTY is a device that includes a keyboard and display that is used to transmit and receive text over a telephone line using sound. Originally, TTY's used acoustic connections and the user placed the telephone handset on the TTY to transfer the sound signals between the TTY and the telephone. Handsets on many modern telephones do not fit well with many TTY acoustic couplers, allowing interference from outside noise. Individuals who use TTYs to communicate must have a non-acoustic way to connect TTYs to telephones in order to obtain clear TTY connections, such as through a direct RJ-11 connector, a 2.5 mm audio jack, or other direct connection.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
b	Telecommunications products which include voice communication functionality shall support all commonly used cross-manufacturer non-proprietary standard TTY signal protocols.	Paragraph (b) requires that products providing voice communication functionality be able to support use of all commonly used cross-manufacturer, non-proprietary, standard signals used by TTYs. Some products compress or alter the audio signal in such a manner that standard signals used by TTYs are not transmitted properly, preventing successful TTY communication.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
c	Voice mail, auto-attendant, and interactive voice response telecommunications systems shall be usable by TTY users with their TTYs	Paragraph (c) provides that TTY users be able to utilize voice mail, auto-attendant, and interactive voice response telecommunications systems. Voice mail systems are available which allow TTY users to retrieve and leave TTY messages. This provision does not require that phone systems have voice to text conversion capabilities. It requires that TTY users can retrieve and leave TTY messages and utilize interactive systems.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
d	Voice mail, messaging, auto-attendant, and interactive voice response telecommunications systems that require a response from a user within a time interval, shall give an alert when the time interval is about to run out, and shall provide sufficient time for the user to indicate more time is required.	Paragraph (d) addresses access problems that can arise when telecommunications systems require a response from a user within a certain time. Due to the nature of the equipment, users of TTYs may need additional time to read and respond to menus and messages.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	

Video and multimedia products

Clause 1194.24	Provision	Description	User Stakeholders	Product/Vendor Stakeholders
a	All analog television displays 13 inches and larger, and computer equipment that includes analog television receiver or display circuitry, shall be equipped with caption decoder circuitry which appropriately receives, decodes, and displays closed captions from broadcast, cable, videotape, and DVD signals. As soon as practicable, but not later than July 1, 2002, widescreen digital television (DTV) displays measuring at least 7.8 inches vertically, DTV sets with conventional displays measuring at least 13 inches vertically, and stand-alone DTV tuners, whether or not they are marketed with display screens, and computer equipment that includes DTV receiver or display circuitry, shall be equipped with caption decoder circuitry which appropriately receives, decodes, and displays closed captions from broadcast, cable, videotape, and DVD signals.	Paragraph (a) requires that television displays 13 inches and larger, and computer equipment that includes television receiver or display circuitry be equipped with the capacity to decode and display captioning for audio material	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
b	Television tuners, including tuner cards for use in computers, shall be equipped with secondary audio program playback circuitry.	Paragraph (b) requires that television tuners, including tuner cards for use in computers, have the ability to handle a secondary audio track used for audio description of visual material. The secondary audio channel is commonly used for audio description. An "audio description" is a verbal description of the visual content of a presentation. Audio descriptions are important for persons who are blind or who have low vision because they provide a description of the visual content of a presentation synchronized with verbal information.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
c	All training and informational video and multimedia productions which support the agency's mission, regardless of format, that contain speech or other audio information necessary for the comprehension of the content, shall be open or closed captioned.	Paragraph (c) requires the captioning of audio material in certain multimedia presentations.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	

Self contained, closed products

Clause 1194.25	Provision	Description	User Stakeholders	Product/Vendor Stakeholders
a	Self contained products shall be usable by people with disabilities without requiring an end-user to attach assistive technology to the product. Personal headsets for private listening are not assistive technology.	Paragraph (a) provides that access features must be built-into a self contained, closed product rather than requiring users to attach an assistive device to the product. Personal headsets are not considered assistive technology and may be required to use the product.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
b	When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.	Paragraph (b) addresses access problems that can arise when self contained, closed products require a response from a user within a certain time and is identical to §1194.22 (p) and §1194.23 (d) which are discussed in detail above. (See §1194.21(d) in the NPRM.) The final rule requires only that a user be notified if a process is about to time-out and be given an opportunity to answer a prompt asking whether additional time is needed.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
c	Where a product utilizes touchscreens or contact-sensitive controls, an input method shall be provided that complies with §1194.23 (k) (1) through (4).	Paragraph (c) requires that when a product utilizes touchscreens or contact-sensitive controls, a method of operating the product be provided that complies with the provisions for controls in §1194.23 (k) (1) through (4).	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
d	When biometric forms of user identification or control are used, an alternative form of identification or activation, which does not require the user to possess particular biological characteristics, shall also be provided.	Paragraph (d) addresses the use of biometric controls. Biometric controls refer to controls that are activated only if particular biological features (e.g., fingerprint, retina pattern, etc.) of the user matches specific criteria. Using retinal scans or fingerprint identification may become a common practice as a method of allowing an individual to gain access to personal data from an information transaction type of machine.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
e	When products provide auditory output, the audio signal shall be provided at a standard signal level through an industry standard connector that will allow for private listening. The product must provide the ability to interrupt, pause, and restart the audio at anytime.	Paragraph (e) requires that when products use audio as a way to communicate information, the auditory signal will be available through an industry standard connector at a standard signal level. Individuals using personal headphones, amplifiers, audio couplers, and other audio processing devices need a place to plug these devices into the product in a standard fashion. This gives the user the ability to listen privately to the information. The product must also provide a method to pause, restart, and interrupt the flow of information.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	

Functional Performance Criteria

Clause 1194.31	Provision	User Stakeholders	Product/Vendor Stakeholders
a	At least one mode of operation and information retrieval that does not require user vision shall be provided, or support for assistive technology used by people who are blind or visually impaired shall be provided.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
b	At least one mode of operation and information retrieval that does not require visual acuity greater than 20/70 shall be provided in audio and enlarged print output working together or independently, or support for assistive technology used by people who are visually impaired shall be provided.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
c	At least one mode of operation and information retrieval that does not require user hearing shall be provided, or support for assistive technology used by people who are deaf or hard of hearing shall be provided.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
d	Where audio information is important for the use of a product, at least one mode of operation and information retrieval shall be provided in an enhanced auditory fashion, or support for assistive hearing devices shall be provided.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
e	At least one mode of operation and information retrieval that does not require user speech shall be provided, or support for assistive technology used by people with disabilities shall be provided.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	
f	At least one mode of operation and information retrieval that does not require fine motor control or simultaneous actions and that is operable with limited reach and strength shall be provided.	☐ Cognitive ☐ Hearing ☐ Mobility ☐ Speech ☐ Visual	

Best Practice Examples for service provision in HE (exemplary for Austria)

Presentation of i^3s^3 – institute "integrated study"

i^3s^3 is the follow up organization of a model project for comprehensive service provision for blind and visually handicapped students established in 1991. Based on and pushed by assistive technologies, ***i^3s^3*** originally was part of the Institute for Applied Computer Science of the University of Linz.

i^3s^3 is at the moment an Austrian wide institute where 4 universities co-operate in a network of distributed competences; each center develops its special areas of services, research and teaching and provides them for the whole network. It is planned that all Austrian universities join the institute, contribute to and benefit from the network. All print disabled students in Austria should get access to this comprehensive service for developing the skills needed for studying and doing research.

The history of ***i^3s^3*** began at the first ICCHP (International Conference on Computers for Handicapped Persons), held in Vienna in 1989. At this conference, disabled people demanded to take concrete measures to improve their chances to get academic qualifications. As a response, Prof. Dr. Wagner (University of Linz) decided to institute the "Educational Endeavor Computer Science for the Blind" following the University of Karlsruhe, Germany, where special support for blind students exists since 1987. The scope of activity was very limited: First it supported only blind students, second it was confined to students of computer science and mathematics, and third its duration was limited to one year. Neither the clients nor the founders of the Endeavor were satisfied with these restrictions: In a first step, the project was prolonged to 1995. Then, blind students of all disciplines available in Linz were supported. From 1995, the Endeavor became a regular department of the Institute for Applied Computer Science at the University of Linz.

The need to extend the support to students outside Linz as well as the necessity to lift the restriction to blind and partially sighted students caused the last step of extension: in 2000, the department changed to an institute which operates as an inter university network. The clientship now embraces all Austrian print disabled students.

Arguments and Reasons for the Installation of an IU Network

Establishing such a network asks for an enormous effort in awareness raising, negotiations and discussions with the board of universities, political and administrative staff and teaching staff at university. The following comprehensive overview to the most important arguments used to push the idea should be seen as an input for the exchange of ideas and practice for learning from each other and improving service provision:

Integration – A Task for the Universities

An open and democratic society cannot and must not neglect the challenges of integration of people with disabilities. Consequently, integration has been acknowledged as a social concern. On July 9th 1997, the Federal Parliament

unanimously passed an addendum to Article 7 (1) of the Federal Constitution. It reads:

"Nobody may be discriminated because of his/her disability. The republic (federation, federal countries, and communities) confesses to ensuring equal treatment of people with disabilities in all areas of daily life."

Hereby, education, in particular advanced and higher education, has a special mission:

- Obstacles in access to education, by which possibilities and chances of life are selected, intensify exclusion.
- Enabling of and integration into education may, since it is socially acknowledged, help overcome prejudices.

Every university is bound to follow this principle. ***i³s³*** offers the possibility to follow this mission for the print disabled efficiently and with effective exploitation of existing resources.

Integration – A Task for the Lecturers:

The Law of Studies Organisation obliges the lecturers to enable everyone who has both the qualification for and the inclination to completing university studies to do so in a form adequate to the student's needs.

Hence ***i³s³*** is primarily an institution that supports the lecturers in fulfilling this responsibility. Print disabled students shall be able to find comparable chances for success in their studies, independent of the discipline or the place of their studies.

High Expenditure for a Small Group:

At all Austrian universities, print disabled students can be found. This implies that:

- know-how in dealing with this target group is lacking,
- Because of the small target groups at each university, efficient service is considered too expensive.

i³s³, as an inter-universitary institution, grants to the participating universities the possibility to offer effective service to the target group, including counselling, support, and integration into the labour market, imposing minimal load on the universities involved. Available resources are exploited wherever print disabled need them, independent of the location of studies.

Being an inter universitary institution, ***i³s³*** brings forward budget applications for resources directly to the Federal Ministry of Education, Research and Culture, such that the budgets of the universities involved are not charged. So, joining the ***i³s³*** does not cause any further costs for a university.

Socio-political Responsibilities at a Socio-political Level:

An inter - universitary institute is imputed to the Ministry, which is the instance that is bound to the socio-political mission. Universities and their senates are to act according to strict economic criteria. Supporting the concerns of a minority is

difficult: It leads to misunderstandings, and, since the university committees change rapidly, it is constantly in peril and needs to be often re-motivated.

By the ***i³s³***, that concern will be long-term established at the right level. This is also valid for the financial point of view (see above).

Acquittal of the Legal Obligation to Employ Disabled Co-workers:

All companies and institutions in Austria are obliged to fulfil a quota for the employment of co-workers with a disability. The ***i³s³*** supports this, because at least one half of the employees belong to the group of favoured disabled people, and this will remain so in the future.

No Experiments

i³s³ is not an inexperienced pilot project. Rather, it is based upon nine years of experience in service, research, development, and teaching.

It is integrated into the international community of institutions supporting print disabled people, as well as into the host of research organisations dedicated to the area. This guarantees that the work is always up to date.

Combination of Service, Research, and Teaching:

The ***i³s³*** intends to long-term support the integration of print disabled students through efficient utilisation of new information technologies. By combining services with research in the field of applied computer science, the demands of teachware and didactics of the various subjects can be constantly reflected, such that ways of communicating complex interrelations to the target group may be developed.

By courses offered all over Austria, print disabled students acquire IT skills that are above average. Paramountly, print disabled students become experts in the use of hard- and software systems especially developed for them. For this target group, IT is a cultivation, such as paper and pencil are for the fully sighted.

Co-operation with Publishers – Virtual Library:

The most important aspect of service is access to studying materials, especially to literature. Contacts to publishers and authors are of conclusive importance. Confidence-building measures, reliability and exoneration from the organisation of distribution of electronic versions of literature and from getting the rights for digitisation should be undertaken as coordinated as possible.

Since its early years, ***i³s³*** is an institution committed to digitisation and to the utilisation of the Internet for providing teaching and learning materials. The existing virtual library of electronic documents shall be optimised and extended. It may be used by all institutions involved.

Projects in Research and Application:

"Design for All", "Usability Engineering", and "Social Inclusion" are not only slogans: Rather, they are of importance in the announcements and in the evaluation criteria for projects in research and in application on a regional, national and international level. The ***i³s³*** can, in this still quite new area, already cast back to profound experience from more than 20 projects. For example, the ***i³s³*** acts as an evaluator and as a reviewer, but is also represented in expert committees for the

European Communities and for ministries. For university institutions that participate in the ***i³s³***, this implies the possibility for co-operation and for the utilisation of that know-how and that competence.

Administration:

The administrative tasks concerning the ***i³s³*** are taken over by the University of Linz, thus charging the other universities only to a minimal extent. Via the inter universitary commission that takes over the responsibilities of the senate, every participating university may influence the work of ***i³s³***.

Concept of Service Provision, Research, Development and Teaching

The main part of the support activities is the digital preparation of all studying materials such as books, lecture notes, overhead sheets, exercises, contents of the blackboard and so forth for print disabled students. Beside digitization and meta-data enrichment, the co-operation with publishers, authors and lecturers is most important to optimize the document delivery process.

The research and development work is based on practical experiences made in service provision. Research, project and development activities focus on issues related to the service provision system.

i³s³ also offers teaching and training in IT, social skills, preparing for university, job integration and other fields.

The organizational overview in the appendix should clarify the structure of this all over Austria operating institution.

The IT Infrastructure Needed for a Nation - Wide Co-Operation

- workflow management system
- electronic catalogue
- virtual library
- access to wireless campus
- personal equipment of students and public work stations

Important Partners

Publishing Industry

It is of vital importance to co-operate with the publishing industry and to get integrated in the process of decision finding. There are several estimations summarizing the need for more efforts in the field of services for print disabled people:

- Only 1-3 % of all teaching and learning materials are made available to print disabled people
- Most documents, which are transcribed into accessible formats, are used 0 - 3 times.

- An important number of publications and documents is transcribed two or more times at different locations (by private persons or professional organisations).
- Most of the time only text is made available; pictures, figures and complex structures in documents are not made accessible or usable.
- A mark-up of documents with well defined and long lasting metadata to make documents hardware and software independent as well as accessible and usable for many user groups in many different circumstances is still not used.

These estimations show that:

- more documents have to be made available,
- information on available documents should be distributed in a better way,
- better co-operation and co-ordination of the production is necessary,
- more efforts should go into access to non-textual parts of documents and
- service providers should use well defined metadata for long lasting usability and multimedia presentations.

This summarises the most obvious challenges for future service provisions for print disabled people.

It also becomes more and more obvious that all these efforts converge with the needs of the publishing industry. Service provision for print disabled people are those parts in the publishing world which concentrated most on future technologies. As one librarian expressed it: working in the field of service provision for print disabled people introduces to the emerging future technologies that will be used in some years.

Assistive Technology

In the 80s PCs and digitization of documents became the key issue in offering better and faster access to documents to print disabled people. Today digitization is a key issue in all areas of society, be it business, administration, culture or leisure. A similar development can be seen in areas like electronic cataloguing, digital document management, copyright issues, meta-data enrichment of documents, virtual libraries, e-books and e-publishing. Therefore a strong convergence of interests can be found in fields and in the service provision for print disabled people.

Other Players in the Field

All these technology driven developments of the last years do not make services for print disabled people obsolete. Still only a small percentage of documents is available in accessible formats.

Still print disabled people have to overcome a lot of hurdles and to spend cumbersome efforts to get hold of accessible documents. Still most digital documents do not contain the meta-data and the information making them really usable for print disabled people. We also must not forget that services for the print

disabled should offer more than a simple document delivery system. A number of other activities and services are integrated into or combined with these activities. Although not recognized at a first glance, these more comprehensive services allow integrated studying and enable the development of academic skills among print disabled students. This shows that one of the future challenges in a comprehensive service provision system is the networking between different aspects and players in the field.

Conclusion and next steps

This paper showed the raising importance of:

- Knowing the Clientel (Classification of Disability, Europe-wide standardized definitions and terms, reliable statistical data with temporal, regional and objective delimitation of the target groups, evaluation of efforts / specific measures)
- Networking (at national / bilateral / international level) to gain best practice examples and to open the world of internatonal students exchange and further qualification to all students
- Creation and shaping of opinions / political awareness for the possibilities and chances of people with disabilities AND the society in general – even though the European Year of People with Disabilities ends in December 2003.

Appendix 15

DELIVERABLE N° 31

RESTRICTED

Contract nr: HPSE-CT-2001-50011

Title: Higher Education Reform Network (HERN)

Project coordinator: University of Surrey Roehampton

Reference period (see technical annex): from 1 Nov 02 to 31 Oct 03

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Work-package 5

Training Manual on Applicability of Print Disabled Student Support in Different HE Contexts in Europe

HERN Disability Research Group

Abstract

Workpackage 5 of the EU-funded project HERN (Higher Education Reform Network) aims at examining the situation of blind and partially sighted persons in higher education. This paper gives an overview on support efforts for print disabled students - with a focus on best practice examples in Austria – which could make up as comprehensive training manual on applicability of Print Disabled Student Support.

Introduction

An open and democratic society cannot and must not neglect the challenges of integration of people with disabilities. Consequently, integration has been acknowledged as a social concern.

On July 9th 1997, the Austrian Federal Parliament unanimously passed an addendum to Article 7 (1) of the Federal Constitution. It reads:

"Nobody may be discriminated because of his/her disability. The republic (federation, federal countries, and communities) confesses to ensuring equal treatment of people with disabilities in all areas of daily life."

Hereby, education, in particular advanced and higher education, has a special mission: Obstacles in access to education, by which possibilities and chances of life are selected, intensify exclusion. Enabling of and integration into education may, since it is socially acknowledged, help overcome prejudices. Every university is bound to follow this principle.

In Austria, the Law of Studies Organisation obliges the lecturers to enable everyone who has both the qualification for and the inclination to completing university studies to do so in a form adequate to the student's needs. At all (for example) Austrian universities, (small groups) of students with disability can be found. This implies that:

I. know-how in dealing with this target group is (in most cases) lacking,
II. efficient service is considered too expensive.

The following subject areas are of importance:

I. Creation of formal legal structures and working on existing legal structures to open HE for people with disabilities
II. Implementation of the legal basis (for example the addendum to Article 7 in Austria) into the mission statements of the universities

III. Service for students with disabilities

IV. Research and Development concerning

   A. Design for all (especially in ICT)
   B. Assistive technologies
   C. The aspects on disability and inclusion for the «non disabled» society

V. Creation of awareness in the society by changing the view from deficits to a realistic view of Chances and possibilities by

   A. Lectures
   B. Conferences
   C. Publications
   D. Presentations
   E. scientific work by people with disabilities and for people with disabilities)

A training manual on applicability of print disabled students support will have to focus on Accompanying structures at universitary level as does this paper:

1. Comprehensive checklist for the support of print disabled people
2. “Every-day” – services for people with disabilities
3. Services for effective studying
4. Service for students

Checklist

Introduction

To ensure that persons with disabilities don´t see computers as threats instead of an aid to their successful students life, institutions need to plan for and implement accessibility measures. Since staff members may also have disabilities, it is important to remember that aspects shown up in this document are valid for all.

Since about 10% of the general population has a form of disability, a reasonable goal would be to have about 10% of computer equipment and resources earmarked for accessibility.

Potential Access Problems for Print Disabled People

Print disabled people may have access needs in one or more of the following categories:

INPUT

Issues affect people who have trouble with the devices used to input characters or commands into the computer.

OUTPUT

Issues affect people who cannot access the computer's output. This includes:

I. people who have difficulties reading the screen

II. people who have difficulties handling a standard computer printout.

ENVIRONMENT

Includes a variety of non-computer related components.

Examples of potential problems include whether a print disabled person can reach and easily find appropriate signage indicating how to find designated computers.

DOCUMENTATION/SUPPORT/TRAINING

Perhaps the most important category, affects the user's ability to find help in using equipment. This handbook covers alternatives to having to read and handle printed documentation. Support ensures that staff will have the knowledge to provide guidance on equipment use and the sensitivity to work effectively with print disabled persons. Training components provide new users of adaptive equipment with basic information and strategies for equipment use, which should both increase user success in equipment use and reduce the staff resources required for support.

All staff likely to come in contact with print disabled people should be trained in sensitivity to the needs of persons with disabilities, and should be readily available to provide services as needed. This might entail asking a blind person exactly which parts of the screen he/she wishes to have read off. These services should be announced as publicly available, and should be able to be requested with a minimum of embarrassment to the user.

GENERIC ACCESS STRATEGIES

For many users, solutions shall not be complicated nor expensive. For example, Braille labels placed over certain keys on the keyboard may do wonders for blind users.

Many persons will have already found strategies to cover some or all of their needs, and may be willing to share these strategies.

The Checklist

This handbook provides two checklists covering generic systems. Each checklist includes an outline with items to be checked as they are implemented, followed by explanatory comments on each checklist item. The first checklist covers team preparation measures, while the other covers different levels of implementation.

The items in Checklists 2 are meant as indicators rather than anything hard and fast; depending on the library's situation, one or more steps may be implemented at different levels. In addition, not all solutions are available for all types of computerized systems.

CHECKLIST 1--TEAM PREPARATION

This list is not meant to be exhaustive.

Initiate contact between staff and interested people

The initial impetus for the process of establishing adaptive computing is likely to come from representatives of one of these two groups; certainly both groups are affected by the process.

Develop team of consultants on adaptive computing.

To be effective, most plans for the implementation of adaptive computing require awareness of:

I. Needs and demographic data of people with disabilities (both in general and among current and projected clientel),

II. Types of adaptive computing equipment and its compatibility with standard equipment,

III. The existing ICT structure and

IV. Related issues such as funding.

Since one individual or group may not be versed in all these areas, a team of experts drawn from the staff and the community should be assembled to evaluate and discuss issues, share information and represent their particular concerns. This group may initially be fairly large during planning phases and may become smaller as goals are met, but will need to continue to exist on a long-term basis.

The Team should include persons (usually more than one in each area) with expertise in the following areas:

Equipment currently being used.

The type of standard equipment that print disabled will need to access will influence purchasing decisions of adaptive equipment, since the standard and adaptive equipment will need to work together.

Adaptive computer equipment and peripherals.

This team member will need some level of familiarity with equipment and strategies for access to input, output, environmental, and documentation/training/support eg. for blind & partially sighted.

Current and projected demographic data of users with disabilities. This information facilitates the process of determining the order of priority in which equipment should be acquired.

Funding.

The way in which the institution chooses to fund acquisition, maintenance of computers and training on the equipment in general is likely to influence, if not dictate, the ways that these considerations are budgeted for adaptive technology.

Computer use policy.

Issues such as copyright of materials, alternative formats and policies for fair use of computer workstations when needed by both disabled and non-disabled persons need to be developed in accordance with existing policies.

Team members should ideally be drawn from the following groups of people:

Administrative staff

These persons will know about issues such as funding, policies, and plans for future developments in the institutions infrastructure.

Computing staff

This group will know about day-to-day operations of and problems in the computing areas.

Potential users.

These persons are not only the most likely to know about potential barriers to effective computer use, they are also the most likely to have had actual user experience with adaptive technology.

External experts

This may involve members of local disability-related groups, vocational rehabilitation counselors, etc.

Professionals with clinical expertise in disability-related areas

Rehabilitation technologists/engineers

These are persons with a thorough knowledge of disability and rehabilitation, coupled with a background in the use of technology by persons with disabilities.

Representatives of the institutions parent organization (company, university, etc.)

These persons may have a broad overview on ways that technology in general, and adaptive technology in particular, is being implemented throughout the organization.

Other groups as appropriate

Depending on the institutions individual situation, it may seem evident that representatives of other groups need to be involved. For example, if adaptive technology is being implemented over a multi-branch system, representatives of all branches will need to be involved.

Team walk-through of existing facilities to determine accessibility accommodations/problems.

A variety of accommodations are likely to already exist in the computer labs, particularly since some computer manufacturers are building in accessibility features as part of their standard hardware or system software (check the manuals for further information) and since the buildings may already fully or partially comply with architectural accessibility laws. One or more members of the consultant team may also be aware of equipment purchased for the benefit of a few students but never publicized or made generally available.

Survey on print disabled people to determine existing accommodations/problems.

The survey should not only serve as a way to gather information; it should also be a means of notifying people with specific needs of what is being planned, and of giving them as early as possible an opportunity to express their opinion. The survey may also pique interest among patrons experienced with adaptive computer use, who are likely to have useful suggestions and may make excellent new members of the consultant team. The survey should be administered anonymously.

Placement of article(s) in standard information sources about the implementation of computer accessibility.

It would be difficult to over-publicize the implementation (and later, the availability) of accessible computers. The survey discussed above may only reach persons have identified themselves as having a disability, articles may reach more persons.

Identification of personnel to implement accessibility measures.

Responsibility will need to be assigned so that it is clear who will be executing the implementation measures at every step and for every item. A follow-up procedure should be instituted to ensure that measures are implemented in a timely, efficient, and thorough manner.

CHECKLIST 2 IMPLEMENTATION MEASURES

Input

Software allowing control of keyboard delay and repeat rate

Software allowing cursor control from keyboard instead of mouse

An illuminated magnifying lamp that can be swung over the keyboard

Output

Earphones for speech synthesizer users and people who need to set the auditory output to a loud level. Speech synthesizer users and persons who require that the auditory output be at a high level will require headphones so as not to disturb other users. These headphones are supplied with many speech synthesizer packages. People should be warned, however, against the prolonged use of headphones with high levels of auditory output.

Environment

Heavy earphones (such as those worn by jackhammer operators).

Heavy earphones should be provided so that an appropriate environment can be created for people who require a very quiet atmosphere to work effectively.

Position terminals to best take advantage of lighting source.

PC's should be positioned in such a way that glare on the screen is minimized. If the main lighting is provided by sunlight, position monitors at right angles to windows with adjustable blinds or curtains. (If this is not possible, polarizing lenses that fit over the screen are available inexpensively). Overhead lighting should be provided by 75-watt fluorescent lights; a higher-wattage bulb may be needed for labs with unusually high ceilings.

Internal telephone should be placed next to the PC of the workstation for the print disabled person to contact staff members for help.

Plan strategies for removing existing architectural barriers

Any architectural barriers found during the team walk-through described in Checklist 1 and should be discussed with the person or department responsible

for building operations. A follow-up should be done to ensure that existing problems are recognized and fixed in a timely manner.

Braille text should be placed next to the buttons of the elevators

indicating the floors and the services in each floor. Also, a spoken announcement should be installed at the elevators.

Permanent signage near entrances

Indicating location of computer area(s) and route(s). Permanent signage near all entrances should indicate the location of the computer lab and the most accessible route from that entrance. The signs should have text in both large raised letters and Braille, and a visual/tactile map of the route. This can often be done quickly and is relatively cheap.

Embossed guides on the floor

To indicate the route from the entrance to the working (computer) area.

Documentation/Support/Training

Indicate accessible equipment/entrances in any general brochure of your institution.

Folders and general information brochures are an excellent place to list information on types of available accessible equipment.

Post large-print signs on your institutions doors

Indicating that adaptive equipment is available. Signs on computer lab doors indicating that adaptive equipment is available should be large enough for people with low vision. The signs should briefly indicate what types of equipment are available, what the procedure is for accessing the equipment (e.g., "Feel free to ask the staff members for assistance"), and where additional help can be obtained.

Label computers and workstations designated as accessible.

Establish a priority system so that non-disabled persons may use the equipment with the understanding that they should yield use of the computer to a disabled person as soon as another workstation becomes available.

Identify personnel to construct and install simple modifications

Simple modifications to standard equipment in accessible workstations may frequently need to be made to accommodate users. A small budget should be allocated for construction materials.

Train staff on sensitivity to people with disabilities, equipment and procedures.

All staff members should be trained in sensitivity to the needs of people with disabilities, general information on adaptive equipment, and procedures for obtaining help if a person requires training or if equipment malfunctions. At least one full-time long-term staff member should be trained in operation of adaptive equipment. New employees should be told who the trained staff members are and how they can be contacted for assistance.

Produce information materials in alternative (accessible) formats

Including information about opening hours, sources of help, basic computer operation procedures. This information could perhaps be spoken on tape, saved on diskette or CD-Rom, sent by email… handed out as braille print, be prepared "easy to read". Think about the needs of your clientel.

If your institution has a general goal statement, prepare a goal item on accessibility.

This statement should be consistent with the findings and actions of the consultant team, and should be reviewed regularly.

Obtain documentation on disk

If documentation is available on disk, it may be searched directly by users or printed out in large type or Braille. Contact product manufacturers to see if documentation is available on disk. If not, try to create an own version.

Recruit volunteers on a short-term basis to train users and library staff in adaptive equipment use.

These volunteers should be carefully screened for their ability to work comfortably with print disabled and staff, and their technical ability. They should be given the same training as mentioned above for staff members.

Design and implement a training program for users of complex equipment.

The training program should include provisions for alternative formats of printed materials (such as Braille). The program should be offered regularly, and should be listed with other training courses given by the institution / organization. On demand, "mainstream" courses should be adapted so they can be offered also in alternative formats.

"Every Day" – Services for all forms of disability

Most institutions don´t have contact to print disabled persons. Therefore we suggest arranging a workshop for awareness raising before the "first contact".

General hints for helping users with specific needs:

- Let language empower. "Wheelchair user" and "Braille reader" are active and positive; they imply ability rather than disability. By contrast "Wheelchair bound" or "can't read" emphasize what people cannot do.
- Allow the user (as far as is reasonable) to be at the same height as the member of staff: eg. Both seated.
- Focus on intellectual needs.
- Offer assistance in a way which allows the person to say how they can best be helped.
- Address the disabled person, not their carer.

For people with motor disabilities:

A. Move at their pace.
B. If helping a wheelchair user, allow them to see where they are going.
C. Do not lift a wheelchair user up or down steps unless properly trained.
D. Do not move someone's walking aid.

For deaf and hard of hearing

A. Look directly at them when you speak.
B. Do not speak louder than normal.
C. Do not speak too quickly (but not too slowly either).
D. Remember to use non-verbal indicators to show understanding etc.

For blind and partially sighted people:

A. Say who you are and what your job is.
B. Do not grab hold of someone's arm. Let them take yours or put a hand on your shoulder.
C. When guiding stand slightly ahead and parallel to the person.
D. Tell them about hazards, doors, changes of floor surface, steps, slopes up or down, where handrails are etc.
E. Smile as if the person were sighted - it affects your voice.
F. Do not pat or distract someone's working guide dog.
G. Do not move someone's white cane.

Services for effective studying (exemplary for print disabled persons)

Main task supporting blind and partially sighted students is the ***transcription of study materials***. To guarantee efficiency of budget and time, to guarantee high quality and to avoid double work at different universities the forthcoming strategies are chosen:

Contact to students, survey on:

I. Who will join what lectures
II. Who will be the lecturer
III. What study materials will be used
IV. When and how will these materials be available

Experiences show that the procedures connected with transcription should start at least two months in advance. High responsibility of students is needed as well as support from the staff of Joint Institutes.

Contact to teachers

I. Discussion of visual and non-visual methods
II. Research and development of alternative methods
III. Discussion about the methods for exams

If the problem of appropriate access to information in special disciplines or lectures cannot be solved, staff members of the Joint Institute should contact the responsible persons to discuss alternatives or even organizational details of the curriculum. If possible generic solutions should be attained.

Analysis of study materials

I. Books
II. Scripts / papers
III. Slides
IV. Blackboard concepts
V. Computer programs
VI. Electronic information media
VII. Video and other

Size and quality of adapted study material must guarantee that the blind and partially sighted students are enabled to pass examinations successfully. On the long term the quality of materials, provided for print disabled students, must be improved.

Co-operation with authors and publishers

I. Contact with authors of books and papers
II. Skeleton agreements
III. Copyright agreements with authors and publishers
IV. Coordinated information system

Co-operation with authors and publishers can give access to a version of papers or books that is the more easy to transcribe than others. Co-ordination and confidence can establish long term agreements.

Transcription of materials

I. Producing materials
II. Typewriting materials
III. Scanning, OCR processing
IV. Conversion of digital sources
V. Re-structuring of generic and complex structures
VI. Textual description of nonconvertible information
VII. Re-coding of nonconvertible methods
VIII.Results in Braille, large print or digital

The digital version is the favorite, because the others are to heavy and voluminous. The more intellectual work can be done by students, working and being paid as tutors. Ideally they themselves have already successfully finished the concrete course and have special knowledge about the content. For problems like mathematics, chemistry, statistics, wiring diagrams, music, tabular bookkeeping, cost accounting solutions must be looked for worldwide or new codes must be developed.

A possible workflow scheme could look like the following:

I. Contact to students (schedule, plans for the semester…)
II. Contact to lecturers (announcing a person with a disability and what this could mean to his/her lecture)
III. Contact to publishers (to get evtly some literature digitally without transcription)
IV. Organization of transcription
V. Study materials for internal use
VI. Study materials for external use
VII. Control and cataloguing
VIII. Secure document delivery
IX. Overall information system
X. Evaluation of quality and accessibility

Specialized staff (eg. Librarians) is needed to catalogue and store the adapted study material for other users. Worldwide interlibrary loan will be the future of digital libraries for the blind.

Services for students with disability

Preparatory support:

Information days for pupils, study guidance and psychological support for newcomers have proved to be very helpful.

Opening and accompanying support:

Organization of mobility trainings, support to overcome bureaucracy, search for accommodation, network installation of private electronic equipment, organization of meetings between teachers and students etc.

Transitional Support:

Practices in firms, possibility to study abroad, building up of networks with firms, other students with / without disability (need of self dependent students)

Organization and administration

I. Coordination of the works done during transcription of study materials
II. Control of study material
III. Coordination of time schedules
IV. Coordination meetings
V. Technical support of computers
VI. Finances & Budgets
VII. Initializing, organizing and making partner of projects

More details on alternative formats:

Characteristics of large print

Typographically, large print is primarily distinguished by its point size. But as a format offering access to reading for print disabled people other characteristics apply which affect legibility. These include, the weight and thickness of each letter, the space between letters (body size), space between line (leading) and contrast between the print and its background.

As a general rule a sans serif typeface (Arial, Century Gothic or Helvetica) with a medium or bold weight is recommended. The recommended minimum point size is 14pt. Use of contrast varies but a matt surface is preferred and a black print-out on white or yellow background are common preferences.

It is important to note that the above is a generalization and large print preferences such as size and typeface can vary according to the sight impairment of the reader. For example, some people prefer serif rather than sans serif or might have a particular preference for type size. It is therefore important to identify the individual reader's personal preferences when these can be taken into consideration.

Magnified print

Distinctions need to be made between large print and magnified print. Enlargement of print by magnification retains the attributes of the original copy which may not necessarily match the legibility features of large print. Although extending access to publications which would otherwise not be available, enlargement by this means may not always be suitable for individual large print readers.

Electronically generated large print

The production of large print and magnified print via the use of equipment such as enlarging photocopiers, CCTVs and computerized systems considerably extends access to reading and information which would otherwise only be available in standard print. Although copyright restrictions are a difficulty currently, this offers a valuable option for students requiring texts for course work within a realistic timescale.

Digital (computerized) systems have the added advantage of attaining acceptable standards of legibility via the use of scaleable fonts and laser quality printout for hard copy. The use of scanners provides an opportunity to produce better standards of print than available in the original. Print and screen outputs can also be customized to meet personal preferences in terms of font size and colour contrast.

Large print books

These represent the main source for general and recreational reading, most of which are published commercially. Even so, the number of titles produced each year, 2000, is small compared with the annual output of publications in standard format. The range of titles is also limited, mainly confined to popular fiction and

non-fiction which is deemed commercially viable and with little or no representation of minority interests nor of minority groups. Type size is usually 16pt-20pt.

Audio cassette

For those with very little or no vision, audio cassette is the most commonly used medium for reading and information. It therefore extends the range of people who can access reading and information to those who are unable or find it difficult to read large print or Braille.

As well as being available for blind and partially sighted people, audio formats can be used by anyone with has difficulty reading the printed word i.e. people who are dyslexic, have difficulty in holding books or turning pages, etc. For some people, viz. those who have other disabilities, speech can be less easy to assimilate. This applies to people with learning or literacy difficulties and for people who have difficulty in hearing. For the latter, since visual impairment is generally age-related, it constitutes a significant proportion of the client group.

Synthesized speech

Irrespective of format, the quality of speech and the design factors are equally important. These include clarity and pace of speech and the absence of background intrusion ie. extraneous noise.

For this reason, synthesized speech is not favored by many for general reading. Although the quality of synthesized voice has improved in recent years the level of acceptability by users varies. Even so, for many blind and partially sighted people there is a strong dependency on its use for non-recreational reading. This extends to any text that can be scanned and digitized, as well as text that originates as digitized data. Synthesized voice therefore has an important part to play in library provision since it provides access to information which would otherwise not be available.

Tactile (Relief) maps/plans/diagrams

These are diagrams produced by either photocopying or printing onto heat sensitive 'swell' paper. When the paper is passed through a 'Tactile Image Enhancer' the dark lines absorb the heat more quickly and swell up. Tactile images need careful storage to ensure that the raised surfaces are not damaged or flattened.

Appendix 16

DELIVERABLE N° 32

RESTRICTED

Contract nr: HPSE-CT-2001-50011

Title: Higher Education Reform Network (HERN)

Project coordinator: University of Surrey Roehampton

Reference period (see technical annex): from 1 Nov 02 to 31 Oct 03

Date of issue of this report: 31 October 2003

Work-package 5

HERN Disability Research Group

Formal request to defer the final due date of Deliverable 32, a "Scientific publication on new perspectives for social integration of visually impaired students in Higher Education society".

1. An explanation of the reasons for the delay:

The delay of the deliverable is due to the delay of the creation, collection and analysis of the questionnaire. (Deliverable 32 depends on the results and the analysis of the questionnaire) The questionnaire is rather detailed, extensive and scientific. As a consequence of this the disability experts and persons with disabilities who filled it in have to be contacted a lot of times and it took them longer than expected for them to respond to it. In addition to that we have had to wait for responses from all the six partner countries before the analysis could be started.

2. Review of the purpose of the deliverable

The intended purpose of the deliverable is to present the results of the scientific empirical research. The research has been done in form of a questionnaire which has been sent out to disability experts. Disability experts are on the one hand people who work with persons with disability in practice and people who do research in this field and on the other hand disabled people themselves. The questionnaire focuses on perspectives, strategies, methods and measures for the integration of disabled people in higher education, labour market and society.

The analysis of the questionnairesis proceeding and will provide the scientific basis for the publication "New perspectives for social integration of visually impaired students in Higher Education society". This publication will provide:

- presentation of significant results
- work out new perspectives for social integration of visually impaired students in higher education
- show cases of best practice for integration into higher education, labour market and society
- to point out fields of problems which prohibit integration or which arise during the process of integration (barriers, prejudices, legislative framework, policies..)
- present measures in order to support and promote integration of disabled graduates into higher education society and labour market (What can be done in order to change the situation and gain influence in promotion and support of the integration process?)
- results under consideration of the special target group of blind and partially sighted students and graduates

- a comparison of the situation between the different partner countries
- advice for policy makers, universities, organisations in economy

3. What has been done so far:

In order to produce deliverable 32 the questionnaire has been created in respect of the deliverable and sent out to experts in the field of disability in all partner countries.In the moment the questionnaire is going to be collected again and after that the detailed analysis will start. This scientific empiric research is the basis for deliverable 32. The filled in questionnaires of all partners include the perspectives for social integration of visually impaired students in higher education society.

4. What remains to be done:

The analysis has to be done in the next three months so that the results can be reported in deliverable 32. It is possible that all parts of the deliverable can be prepared.

5. Impact Assessment

Since the outcomes of the research form the research basis for the paper to be presented at Seminar 7 in Glasgow (21 to 24 January 2004) it can be said with confidence that there will be no negative impact on the outcomes of the project.

6. Request to defer delivery date.

It is hereby requested that the due date for Deliverable 32 be deferred to **January 21, 2004.**

Appendix 17

DELIVERABLE N° 33

RESTRICTED

Contract nr: HPSE-CT-2001-50011

Title: Higher Education Reform Network (HERN)

Project coordinator: University of Surrey Roehampton

Reference period (see technical annex): from 1 Nov 02 to 31 Oct 03

Date of issue of this report: 31 October 2003

Workpackage 9

Seminar 6 eForum Report

"Legitimacy, quality and accountability for lifelong learning and higher edication"

Jagiellonian University, Krakow, Poland
and
Centre for Higher Education Studies, Prague, Czech Republic

The purpose of seminar 6 was to compare issues and forms of quality assessment, evaluation and control across EU countries with particular reference to lifelong learning and to diversity. The seminar was a successful event and a broad range of questions was identified for discussion during the following eForum. At a meeting during the seminar in Krakow it was decided to transfer the eForum onto WebCT running on the SRHE website. WebCT is a much simpler, bulletin-board style application that still allows a degree of interaction and document sharing. SRHE accordingly put in place the necessary software and access arrangements and notified all partners.

The questions agreed at the seminar were posted on HERN website and access was provided for the 46 seminar participants, each having their own personal login and password. Invitations to participate were sent out with instructions on how to access and use the discussion facility. Despite repeated efforts to encourage discussion only the two principle partners in the seminar ever responded to the questions. A live web discussion, which would have enabled the participants to interact via audio link, could not proceed because of a lack of participants

The general view of those who did access the site was that the new system seemed very simple and easy to learn and use. In that respect it was judged to be an improvement on Groove. The main observation of those who used the system, however, was once again the almost impossible task of getting people to engage in discussion in the collaborative workspace provided.

The effort expended by the Czech and Polish partners in initiating the discussion and SRHE in providing the technical support ensured that there was a very limited exchange of views. But, there was no actual contribution from anyone other than the two principles and the same outcome could, therefore, have been achieved much more efficiently through an email dialogue.

At a technical level this eForum worked, but as a collaborative tool it was no more successful than its predecessors.

The eForum did, however, generate some answers to the questions it posed and both the questions and their answers follow.

eForum Questions and Answers.

- In principle - do ideas of the Berlin Communiqué fit (at least to some extent) to the situation in the field of quality evaluation and accreditation in your country? If not, what are the main problems? What is the view of your institution?

CZ Answer: The development in the field of quality evaluation and accreditation follows the ideas of the Berlin Communiqué to quite large extent in the Czech Republic. We can estimate that till 2005 we would be able to cover what was suggested and articulated in the Communiqué paragraph devoted to quality assurance and to prepared required report for our minister. To main mission of our institution is to provide research about higher education (we are not higher education institution) and so we will not be subject of quality evaluation neither accreditation by the Czech Accreditation Commission (AC). We will focus our effort to the investigation and monitoring of the development in the field of quality assurance and we will provide the AC with the results and consultation.

PL Answer: To some extent:

(+) Responsibilities of bodies and institutions involved in state accreditation are determined

(+) some elements of proper QA existing (evaluation of programmes & institutions, external review, publication of results ('yes-no' basis, without details)

(-) no professionalism (lack of training of evaluators, "amateurish" design of quality standards etc.)

(-) not determined "modus vivendi" between state and academic accreditation (for now, they are totally independent)

(-) practically no international participation and co-operation

- Has the mechanism of accreditation been implemented in your country already or are you currently in the stage of preparation to implement it? As regards your institution, are you satisfied with this process and with its progress?

CZ Answer: The mechanism of accreditation was implemented just partly in the year 1990 when the first higher education act after political changes in 1989 came into power (this was related to doctoral study programmes and to some extend to the procedures of habilitation of associated professors and procedures of the appointment of professors). The complex accreditation mechanism regarding all provided study programmes at all higher education institutions (public, private and several state - military and police ones), the above mentioned procedures regarding professors and associated professors and mechanism of the awarding of the state licence for private higher education institutions (considered as specific kind of accreditation/certification) was implemented in 1998 by the act coming into power at that year.

PL Answer:

STATE ACCREDITATION (PKA) Mechanism implemented (started in 2002)

ACADEMIC ACCREDITATION (UKA) Mechanism implemented (started in 1998)

- Are the results of external quality evaluation in your country public? If not, why? If not, do you intend to follow Berlin Communiqué and to change the current situation? If not, why?

CZ Answer: Yes, the results of external quality evaluation, which is the responsibility of AC, are public. Obviously there are public also results of accreditation which is based on the certain procedure of quality evaluation as this is necessary to publish which study programmes are accredited and which not (quite exceptional cases).

PL Answer:

STATE ACCREDITATION (PKA) Yes. On the web page of the Ministry of National Education there is a list of evaluated studies with mentions: "accredited", "conditionally accredited" or "not accredited"

ACADEMIC ACCREDITATION (UKA) Yes. On the web page of the University Accreditation Commission there is a list of evaluated studies with mentions: "accredited for 5 years or "accredited for 2 years"

- Are the authorities in your country responsible for quality evaluation/accreditation members of ENQA? If yes, do they consider the membership as useful? In what aspects preferably? If not, do they intend to ask for membership?

CZ Answer: Yes, the AC is the member of ENQA. After some time of some hesitation to take part at the majority of events organised by ENQA the AC is relatively active member. It seems that the benefit of the membership is more and more felt not only by some of the AC members but the received knowledge is gradually used for the improvement of the AC functioning.

PL Answer:

STATE ACCREDITATION (PKA) Yes (CEE Network) As far as I can guess, they declare that the membership is useful, but in fact there is no impact of this fact on the Polish reality

ACADEMIC ACCREDITATION (UKA) Yes (CEE Network) As far as I can guess, they declare that the membership is useful, but in fact there is no impact of this fact on the Polish reality

- Are students in your country involved into quality evaluation/accreditation processes? If not, do you intend to change the situation? If yes, do they (their national representation) work actively in ESIB? As regards your institution, are you satisfied with the activities (their type and content) of students?

CZ Answer: In the Czech Republic students are usually invited to evaluate study programme or study course. This type of evaluation is very often an internal matter of a faculty and it is hard to say what effects they cause.

Another type of evaluation was performed by the CHES recently. In spring 2003 we published results of a survey carried out in 46 faculties in various HEIs in the CR (the sample of 1349 students). We at present know both the students' judgements about the organisation of study courses in various study programmes and about other study conditions important for students. The detailed results from this survey were forwarded to the national QA agency (the Accreditation Commission). CHES is expected to continue this type of research in the future.

International self-evaluation is the obligation of a higher education institution. The act provisions are very free requiring only providing it while the details are left on the institutions themselves. In majority of them the students are involved (somehow, in very different ways) into these processes.

There are no students among AC members and so they are not involved into the process of external evaluation neither into process of accreditation.

PL Answer:

STATE ACCREDITATION (PKA) Not institutionally. There are meetings with students during visits of evaluation teams and opinions of students are taken into account, but students' organisations are not officially involved in accreditation

ACADEMIC ACCREDITATION (UKA) Not institutionally. There are meetings with students during visits of evaluation teams and opinions of students are taken into account, but students' organisations are not officially involved in accreditation

- What about the common characteristics for QA procedures agreed in Graz? (They must promote cultural, academic and organisational quality; they must respect institutional autonomy; they must develop internal quality culture; they must be cost effective; they must include an evaluation of the QA agencies; they must minimise bureaucracy and avoid over regulation). Has your process followed them already? Are there some of them very difficult to be taken into consideration in your country? Have you implemented the evaluation of QA Agency already? If yes, describe, please, the mechanism briefly.

CZ Answer: There is the need to permit that not all to the characteristics of QA procedures agreed in Graz has been implemented already. Our procedure fully and without any doubt respects institutional autonomy and tries to develop overall quality culture (which is not easy and it requires enough time). This is not absolutely clear that it is effective (cost effective) taking into consideration the high load not only of the AC and the institutions as well. The doubts may come from the fact that there is not paid too much effort to the interrelation of quality evaluation of institutions,

accreditation of study programmes (based on evaluation) and the internal self-evaluation of institutions. This may lead to unnecessary workload of all actors in the process. The way of the improvement should be found very carefully as there may be danger of the other extreme - the possibility of over regulation and so this may cause difficulties. Another difficulty may be the evaluation of AC at least due to the fact that there is definitely no experience with that.

PL Answer:

STATE ACCREDITATION (PKA) Up to now state evaluation is highly bureaucratic, it is not improvement oriented, does not promote cultural, academic and organisational quality. There are usually very bad feelings of the academic community after having passed state accreditation

ACADEMIC ACCREDITATION (UKA) Academic accreditation (at least theoretically) already fulfils some Graz features (such as promotion of cultural, academic and organisational quality; respecting institutional autonomy; developing internal quality culture; cost effectiveness, minimisation of bureaucracy and avoiding over regulation)

- Have you implemented any type of training of external evaluators? If yes, describe please the mechanism briefly.

CZ Answer: We have not implemented any type of training of external evaluators yet. The reason can be described similarly as in the item above: there is no experience with that and moreover - there are no those experts (or rather almost non of them) who would be able to do so. We expect to study foreign experience and we perhaps will rely on ENQA and the shared examples of good practice at this forum.

PL Answer:

STATE ACCREDITATION (PKA) No training, no preparation, no professionalism

ACADEMIC ACCREDITATION (UKA) Some (superficial) training - few hours

Appendix 18

DELIVERABLE N° 34

RESTRICTED

Contract nr: HPSE-CT-2001-50011

Title: Higher Education Reform Network (HERN)

Project coordinator: University of Surrey Roehampton

Reference period (see technical annex): from 1 Nov 02 to 31 Oct 03

Date of issue of this report: 31 October 2003

Work-package 5

HERN Disability Research Group

Formal request to defer the final due date of Deliverable 34, the establishment of relevant higher education strand to WCN Europe Network

(1) What has been done so far:

Our team has been in contact with Jenny Hawks, who is responsible for the Workable Center Network.

(2) What remains to be done:

Deliverable 34 depends on the re-installation of the Workable Center Network otherwise it is not possible and useful to produce it.

(3) An explanation of the reasons for the delay:

The WCN has been deactivated because of financial problems. Now there is the attempt to activate the network again. The WNC is obsolete at the moment.

Deliverable 34 is a declaration of intent to integrate the results of the Disability Research Group of HERN into the WCN Network. Because of the fact that the WCN is obsolete it is not possible and not useful to prepare the deliverable.

(4) The proposed new **completion date** can not be fixed at the moment. As soon as the WCN is activated again the deliverable can be prepared.

Appendix 19

DELIVERABLE N° 35

RESTRICTED

Contract nr: HPSE-CT-2001-50011

Title: Higher Education Reform Network (HERN)

Project coordinator: University of Surrey Roehampton

Reference period (see technical annex): from 1 Nov 02 to 31 Oct 03

Date of issue of this report: 31 October 2003

Steering Change in HE

Management Implications and Quality Assurance

1. Bologna process and European national policies.

Centre for Higher Education Studies, Czech Republic

European official policy in education is not to intervene significantly from the "centre", to look for joint principles and to implement them. It is declared that the diversity of European education systems is the great culture and wealth, which should be preserved and further cultivated. On the other hand the diversity is considered as the barrier of clear understanding each other and as the difficulty in the field of free movement of students and academic workers, which is ambitious goal for Europe of the near future. This situation is confusing and for years there has been generally felt the need to take it seriously into consideration and try to find convenient solutions.

The described circumstance caused perhaps the background idea of the four ministers responsible for higher education that met in Sorbonne in 1998 and formulated so called Sorbonne Declaration. The main idea of this document can be expressed as the call for harmonisation of the European higher education systems but at the same time to respect the high diversity of national cultures. This is, of course, highly positive and acceptable idea but not easy to implement into reality.

Sorbonne Declaration does not formulate ideas regarding quality in higher education directly but it quotes the Lisbon Convention (1997), which requires that each country should supply with clear and reliable information about its education system including quality all who ask for it.

It could be stated that Sorbonne Declaration was considered with hesitation in almost all European countries. Its idea to implement new, two level structure of higher education studies, common only in UK and Ireland but very strange for all others systems was at least surprising and makes policy makers fear of proposed changes.

But relatively very short time of debates and careful thinking about "new Europe" contributes positively to the vision of harmonisation. Just one year later the ministers met again in Bologna. This time there were 29 of them who signed Declaration agreed during their meeting, which confirmed all ideas of Sorbonne Declaration and extended them to more details.

Quality of higher education was regarded as the necessary condition of students' and teachers' mobility in the form of a free movement throughout the region. It is expressed as follows:

"Promotion of mobility by overcoming obstacles to the effective exercise of free movement with particular attention to … Promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies"

The wording of the last sentence was quite strict and the requirement of the establishment of comparable criteria and methodologies seemed to many experts in quality assurance only hardly acceptable. The consequence was the number of very interesting and important activities during the period of the next two years that included very serious debates on quality assurance. Let's mention here the Salamanca Convention, students' conference organised by their international organisation ESIB in Sweden (Göteborg) and the project "Towards Accreditation Schemes for Higher Education in Europe", organised by the Association of European Universities (CRE) and sponsored from the educational EU programme SOCRATES.

All ideas and results of mentioned activities served as the background of the Prague Communiqué (2001). In this document the idea of the building of the **European Higher Education Area** attractive for the students from the whole world was confirmed and further emphasised. The quality in higher education was mentioned there as one of very important priorities and tackled in connection with several other issues as follows:

"Establishment of a system of credits

Together with mutually recognized quality assurance systems such arrangements will facilitate students' access to the European labour market and enhance the compatibility, attractiveness and competitiveness of European higher education

Promotion of European co-operation in quality assurance
Ministers recognized the vital role that quality assurance systems play in ensuring high quality standards and in facilitating the comparability of qualifications throughout Europe. They also encouraged closer co-operation between recognition and quality assurance networks. They emphasized the necessity of close European co-operation and mutual trust in and acceptance of national quality assurance systems. Further they encouraged universities and other higher education institutions to disseminate examples of best practice and to design scenarios for mutual acceptance of evaluation and accreditation/certification mechanisms. Ministers called upon the universities and other higher education institutions, national agencies and the European Network of Quality Assurance in Higher Education (ENQA), in co-operation with corresponding bodies from countries, which are not members of ENQA, to collaborate in establishing a common framework of reference and to disseminate best practice.

Higher education institutions and students

Ministers also pointed out that quality is the basic underlying condition for trust, relevance, mobility, compatibility and attractiveness in the European Higher Education Area.

Promoting the attractiveness of the European Higher Education Area

The readability and comparability of European higher education degrees worldwide should be enhanced by the development of a common framework of qualifications, as well as by coherent quality assurance and accreditation/certification mechanisms and by increased information efforts.

Ministers particularly stressed that the quality of higher education and research is and should be an important determinant of Europe's international attractiveness and competitiveness…"

In comparison with the Bologna Declaration the issues regarding quality are described in more details and in different contexts but the recommendations to the future joint approach are freer. The main idea is focused on the support of harmonization, which can be explained as the call for mutual trust, openness and understanding, with the aim to reach the mutual recognition of quality evaluation and accreditation activities provided by individual countries. Instead of seeking for joint criteria the Communiqué ask for the establishment of the joint platform open for the share of different points of view, common exchange of information and the examples of the good practice and suggests to use the International Network of Quality Assurance (ENQA, established already in 2000) as the proper base for it.

This approach is perhaps in agreement with the wide spread thought that convergence, which is undoubtedly needed would not come from the central position of the European structures but would be gradually established by means of "bottom up" process in which all countries will take part.

It is fair to note that the form how quality was treated in the Prague Communiqué was not only highly accepted but also criticised by some of distinguished experts in this field who thought that nothing was done towards harmonisation in comparison with the situation two years ago and sometimes even considered this document as the step back in the development.

What about the real response among the European countries?

Quality evaluation or accreditation?

In accordance with the statement about the diversified Europe with respect to its educational systems it is possible to say the same about quality evaluation and accreditation processes in different countries. In western European countries the debate about quality of higher education started sometimes in 80th of the last century and there were gradually implemented systems of quality evaluation. They were mostly considered as mechanisms resulting in recommendations how to limit or remove found weak points and leading to the continuous improvement.

The similar development started in countries of Central and Eastern Europe after the political changes in the beginning of 90th, which means at least ten years later. In contrary to the west countries they mostly focused themselves on accreditation. The most important reason was quite clear - they tried to find a possibility how to ensure quality under conditions of tremendous excess-demand for higher education and accordingly to that fast increase of students in higher education sector. The space in most of these countries was open for private initiatives and the establishment of the number of private higher education institutions. To check quality and to ensure its level the models of quality assurance tend to the process of accreditation. It was expected that they would substitute the central state governance being in power for previous decades. It is necessary to admit that in some of these countries (may be even majority of them) the accreditation was

assumed to keep some kind of central control within radically decentralised systems.

These different paths of development of both part of Europe were significantly changed by the movement to the harmonisation started in Sorbonne. From that time there are visible gradually more and more significant trends to the implementation of accreditation schemes in Western Europe. It seems to be an effort to find solution of relatively easy confirmation of quality of each individual higher education system and so to contribute to the attractiveness of the country for foreign students.

So while in 1998 some kind of accreditation scheme (or similar procedure) was introduced in many CEE countries like Hungary, Poland, Latvia, Lithuania, Czech Republic, in majority of western countries (Norway, Sweden, Finland, Denmark, Spain, Portugal, Greece, Germany, Austria, France, Belgium, the Netherlands, Switzerland) there existed different types of state approval (with the exception of the United Kingdom and Ireland). In 2003 we can see a very different picture: there is the only one country - Denmark, which do not intend to change from well developed quality evaluation system combined with state approval to an accreditation based on evaluation activities. All others are implementing or intend to implement some kind of accreditation.

Are there common characteristics of accreditation schemes?

The comparative study showed that evaluation activities have at least some common characteristics in all European countries. This is not alike in the case of accreditation, which differs significantly from one country to another one and there is not possible to find any general approach.

Accreditation procedures are focused in some countries on the approval of degree programmes, which might involve all kinds of higher education institutions (Czech Republic) but sometimes not (Austria). Another system we can find for example in Hungary, where accreditation scheme includes all institutions and all study programmes.

There are very different types of bodies responsible for the accreditation and (sometimes) also connected evaluation activities. These agencies may function at supra-institutional level (again we can quote the Czech Republic), in other cases they are focused only on some type of institutions - in Austria there is agency responsible for professional higher education institutions. Another scheme can be characterised by the collaboration of state (ministry) with quality assurance agency like in Finland.

In some countries there exist more accreditation agencies, sometimes without any connection each to anther one. This is characteristic for countries with agencies focused on professional accreditation.

Last but not least the evaluation schemes, which supports the accreditation are also significantly different.

From this point of view it seems that the European platform, which would enable to gain as much information as possible and at the same time, it would support collaboration and gradual convergence seems to be the urgent need.

One or more joint platforms? For what purposes?

Prague Communiqué called for ENQA to play the role as really joint platform, which means one place for mutual debates and finding ways how to proceed further. This was approved in the Berlin Communiqué. But the recent development showed that the agreement at the European level on such a platform, which will really play the role mentioned above, would not be easy task. While after Prague it seemed that ENQA will be acceptable body for all countries the activities during the time between Prague and Berlin did not approve it. There were established two other international bodies - Joint Quality Initiative and European Consortium for Accreditation. They declared their own mission and goals. Even if the goals of both of them are not in contradiction with the Bologna process ideas regarding quality assurance, the situation, which has been developing at the supra-national level, is slightly unclear now. It may be confusing first of all for those who really need some guidance because they would hesitate where they would reach it. It may be confusing also for most of CEE countries because they have stayed more or less outside of these activities.

State accreditation and institutional autonomy?

First it is important to point out that the new "quality" of the ministerial meetings was initiated in Prague. The ministerial debate was accompanied by the meeting of representation of academic community, which showed the significant level of trust between both levels of higher education sectors. In theory it might guarantee that the ideas formulated in the Communiqué were not acceptable only for the state authorities but for the academia as well. This idea was kept also in Berlin and not only ministers but also academic representatives met together there.

Similarly as for Prague also materials for Berlin were discussed at the broad meeting (Convention of European Higher Education Institutions in Graz) of the academic community organised several moths beforehand. They included the number of important topics for the discussion. The autonomy of universities was presented as the precondition for quality and as one of common characteristics for quality assurance procedures in the contribution “Consolidating a Quality Culture in Europe’s Universities” prepared for the Convention by the EUA.

The importance of autonomy was stressed in both Bologna Declaration -

" Fundamental principles laid down in the Bologna Magna Charta Universitatum of 1988. This is of the highest importance, given that Universities' independence and autonomy ensure that higher education and research systems continuously adapt to changing needs, society's demands and advances in scientific knowledge"

and in different words but of similar meaning also in Prague Communiqué –

"***Ministers stressed that the involvement of universities and other higher education institutions and of students as competent, active and constructive partners in the establishment and shaping of a European Higher Education Area is needed and welcomed.. ".***

It means that there is still the reason why to emphasize new position of higher education institutions with the national education systems. It is well understandable in all CEE countries, especially in some them where the autonomy and academic freedoms are declared in theory but the real situation

shows some discrepancies. In some of them these important matters for the academia still are not the first and basic priority.

In the context of quality assurance it is necessary to see that the quality culture can be developed in such a way that accreditation will not substitute the former central control of the state power. It is perhaps very clear statement in theory, which does not work full in practice. It can be documented for instance by the Polish case where two systems were developed and has been used. On the other side in the Czech system there are emphasized the autonomy and academic freedoms and they are protected by the higher education act. Similarly the involvement of the state to the accreditation scheme is strongly limited by the act, which may be considered as the approval that former state control would not be gradually implemented into the system.

We might learn from the UK view expressed at the seminar: Quality assurance is about changing relationships of higher education institutions and the state. It is connected with the wide spectrum of problems and different views, quality and its evaluation is strongly supported by some while by others it is seriously criticised. Anyway, changes initiated by the decentralisation of the state power are the reality, which should be taken into consideration. And the presentation how quality is treated will obviously play significant role.

Is there convenient balance between the need of quality evaluation and the relevant workload on both sides - evaluators and evaluating bodies/activities?

First of all it would be useful to mention the terminology.

The basic and the most important thing are to "define" quality of higher education. There may be used numbers of various definitions as many experts in this field have tried to describe and to explain in their research studies. At the same time this is not satisfactory fact that nor at the national levels neither at the supra-national level there has not been reached an agreement in this topic. This may be, that we would not be able to agree on just one "definition" due to the different experience and systems that were already implemented. But we urgently need the clear information of any evaluation and accreditation system what it consider as quality of higher education. Otherwise we would come to very confusing and problematic results (if any), because it is very difficult to evaluate "something" without clear idea what it is.

Another important element was stresses and agreed at many meeting devoted to quality during last several years: ***An accreditation should be based on evaluation of quality.***

If we will build on that we can easily come to the conclusion that both schemes, evaluation of quality and accreditation are needed. From this point of view it would be extremely useful to use the terminology as suggested in the comparative study prepared for the Berlin Summit: quality assurance = quality evaluation + (some kind of) accreditation.

This may be documented by the Dutch idea expressed at the seminar: Quality assurance is more than just accreditation of study programmes. We shall see what is the quality of the whole institution, of its different activities, of its management and governance, etc.

We can discuss now, what is the benefit of both processes for the state, for academia and for other stakeholders. This is the topic of the next section explained on the case study from the Czech Republic.

We can also try to know about the co-ordination of both activities and about the workload-required form all actors in these processes, which is very closely connected with their good management and co-ordination.

Let's take the Czech Republic into consideration once again. There are functioning both schemes, evaluation of quality and accreditation and they are relatively well organised and supported with needed rules. There is also obligation given by the act and valid for each higher education institution to provide internal self-evaluation regularly. The weak point of the overall scheme is very unsatisfactory concept of collaboration, of sharing elaborated needed data, etc. It may lead to such overload of all actors that the process as regards its main purpose will be underestimated and the all effort will be paid to the administration. This would further lead to the overall burden, objection to contribute and even to the collapse of the system.

Maybe Polish case would serve as another, very different example of possible problems. To manage and to keep both systems in power would not be easy. And without good collaboration and possibility to share data, reports etc. it may come to similar problems as mentioned above.

Another question comes from Germany. The system based in fact on meta-evaluation where there are evaluated the different agencies and functioning differently in different states is quite complicated. There was open the question at the seminar if an umbrella organisation is needed (will be useful). To find the proper answer and solution will not be simple, because both the benefits and danger difficulties should be taken into consideration and to estimate which of them would prevail.

Transnational education

The transnational education is phenomenon, which has not been yet considered very seriously in many European countries. The first note on this issue brought Prague Communiqué:

" Ministers recognized the need to cooperate to address the challenges brought about by transnational education ... They called for increased collaboration between the European countries concerning the possible implications and perspectives of transnational education…"

In spite what was mentioned above this showed that European countries were aware of this kind of development in higher education connected with the new type of competition. This will require to show quality publicly and very clearly and the accreditation may support this need.

News from Berlin

Berlin Summit (2003) and the Communiqué, which is its results, shifted the quality assurance into the first priority. Ministers emphasised the responsibility of higher education institutions themselves as well as national systems and they suggested

the concrete tasks that should be covered till the year 2005: ***"Therefore, they agree that by 2005 national quality assurance systems should include:***

- ***A definition of the responsibilities of the bodies and institutions involved.***
- ***Evaluation of programmes or institutions, including internal assessment, external review, participation of students and the publication of results.***
- ***A system of accreditation, certification or comparable procedures.***
- ***International participation, co-operation and networking."***

As the first feeling we may say that the Communiqué is quite concrete as regards tasks for national systems. It articulates very clearly that quality was shifted into the position of the first priority and so the mid term "report" elaborated to the year 2005 would be very helpful inside to the meanings and possible progress in all countries.

Czech Case

Quality assurance system in the Czech Republic has been developed from 1990 and so currently there is almost 13-year experience.

The Czech mechanism fits quite well to the ideas and tasks of all documents agreed in the framework of Bologna process. It includes both quality evaluation and accreditation, which may be covered, be the term national quality assurance system.

The basic issues of the mechanism and all actors of it are stipulated by the higher education act. The responsible body for both processes is the Accreditation Commission. The external evaluation of quality is the improvement oriented process focused on institutions or their parts (faculties) and it is fully under competency of the Accreditation Commission. The accreditation regards all degree study programmes and two specific procedures - the habilitation procedure and procedure of the appointment of professors. The Accreditation Commission is required to issue the expert statement on quality of the activity in question, which is elaborated on the basis of quality evaluation results (fully in accordance with the intended harmonised development in Europe). The ministry is the responsible body for the award of accreditation but it is strongly limited by the act's provision in its activity. In the case of negative expert statement of the Accreditation Commission it is not allowed to award accreditation and in the case of positive statement it may differ in its opinion only in several specific cases strictly stipulated by the act.

The Accreditation Commission itself is composed of outstanding personalities including several of those from foreign countries. Its independence on both the state authority and evaluated subjects is guaranteed again by the act rules regarding the appointment of the members. The rules of the Commission's work are given by its statute, which should be approved by the Czech Government.

Last but not least - the act requires that a higher education institution provides internal self-evaluation and makes its results public. The act provisions in this matter are very free and leave to an institution the decision on details of this process and to include them into its internal regulations. It is expected that this activity will contribute to the building of quality culture in the whole system and, of

course, that the results of these procedures will be used for the external evaluation activities of the Accreditation Commission.

In theory it seems that Czech system fits fully to the development at the European level. In practice there are many shortcomings like very "academic" composition of the Accreditation Commission, problems coming from diversified higher education system, which is not properly taken into consideration in the mechanism of evaluation, not satisfactory co-ordination of all activities of quality assurance and some others.

The experience, which has been gain during relatively long time of Accreditation Commission activities, gives the opportunity to improve gradually the used mechanism. The membership of the Commission in ENQA and the number of other kinds of collaboration with foreign partners give the hope that mentioned weaknesses will be improved.

2. State accreditation, development and consequences.

Centre for Higher Education Studies, Czech Republic

There are several well-known reasons why quality assurance has come into existence (increased numbers of students in higher education sector, diversification, lack of the state support for higher education and the need of effectiveness, internationalisation and others). Among them the decentralisation of the state power and the shift of competencies and responsibilities to the institutions themselves is considered perhaps as the most important one.

The development of accreditation mechanisms in Europe is the response on the ideas of Bologna process and its ambitious goal to establish the understandable and attractive European common higher education area. It is expected that accreditation will approve quality of individual institutions and activities, which they provide within national higher education systems. The most acceptable idea at supra-national level leads to the strategy of mutual recognition of national accreditation systems. As it was mentioned above, this is no possible to find almost no common characteristic of the national systems currently functioning in different European countries and so it would need both time and willingness to collaborate to reach the situation in which the mutual recognition would come into reality.

In many countries the accreditation schemes were originated by governments and there can be found different levels of and different willingness to co-operate among the state and academic community. The state and the academia are very often the dominant players in the accreditation schemes. Only quite rarely there are involved the other actors like employers, students or representatives from foreign countries. Another exception, not very common, are the professional bodies with the responsibility to award accreditation as it is the case in UK.

For many countries, mainly those of CEE, it is very important that the accreditation body is independent to both state and higher education institutions (as for example in the Czech Republic).

The accreditation result, which is the simple statement - yes or no, is public and in most cases together with the more or less detailed review report. This decision, which gives the status of certain type of higher education institution of the right to

offer a study programme leading to a certain academic degree is very important for all actors of the process: state, higher education institution, students, employers, society in general. It has different consequences at different levels of the higher education sector with different impact on individual stakeholders.

Some concrete details of one from the number of specific cases can be explained as the

Czech case:

The higher education act established the Accreditation Commission and entails it to general care for the quality of higher education, which consists of the comprehensive evaluation of all accredited activities and the publication of the results. It also entails it to elaborate a professional standpoint on further matters concerning higher education, which are presented to it by the Minister for consideration.

The act further requires that the Accreditation Commission issues its expert view in the following cases: application for accreditation of study programmes; application for the right to perform habilitation procedures and procedures for the appointment of professors; application of a legal entity for awarding state permission to operate as a private higher education institution; establishment, merger, amalgamation, splitting or dissolution of a faculty of a public higher education institution; determination of the type (university or non-university) of a higher education institution.

The ministry is responsible to award the accreditation, however, the rights to diverge form the Commission statement are written limitatively limited into the act.

The consequence of accreditation for higher education institutions, departments and scholars

From 1990 till 1998 a state higher education institutions were accredited "implicitly" by the fact that they were established by the act. The consequence was that an institution was fully responsible for the study programme content, teaching and research capacity related to that, needed facilities etc. as well as for all changes.

From 1998 the situation has been changed. A public higher education institution continues to be fully responsible for everything concerning all provided study programmes - starting from the idea of a programme establishment to the elaboration of its concrete form. The difference in comparison to the past is that before the programme is publicly announced and really provided the institution has to apply for the accreditation.

The consequence for an institution is that it should very carefully think about all requirements of the Accreditation Commission and the additional demand of the ministry listed by the act. It should prepare clear evidence that all requirements are met.

The unpleasant consequence in comparison with the previous time is the additional working load, which has to be paid to the application otherwise the accreditation may be in danger.

In the case that the real weaknesses exist an institution should devote the necessary effort to remove them. It is very important difference from the time before 1998 as the weaknesses could be taken more easily. There were perhaps no programmes of the poor quality offered to students at that time (or at least not frequently) but nevertheless; there was no need to be really reliable and to hurry with improvements.

The step by step developing evaluation scheme (from 1990) required more responsible behaviour of faculties as they had to approve general quality including study programmes.

In fact the psychological effect of accreditation is the most important. Loss of reputation and potential decrease of money/* may be highly influential.

/*Explanatory note: Without accreditation it is not allowed to admit students into the study programme. As the significant part of the state budget is allocated on the basis of formula using the input parameters, i.e. the number of students, the relevant part of the budget is not allocated.

The consequences of the accreditation of quite demanding procedures of habilitation and procedures for the appointment of professors influence the carrier of academic people of an institution. The accreditation allows to an institution to recruit either own candidates or candidates from other institutions for the professors´ (associate professors) appointment. It helps to improve the academic staff qualification and to increase good institutional reputation.

As regards private sector of higher education systems of almost all CEE countries its fast development and significant increase of the number of institutions is characteristic and may be very dangerous from the point of view of quality.

It is too soon to judge the real consequences of the obligation to receive the state permission in the CR. The requirements of the AC towards private legal entities are rigorous and objectively comparable with those concerning the accreditation in the field of public sector. Also the ministerial evaluation of data pertaining to provision of financial, material, personnel and information sources, the long-term plan and all formal duties required by the act is demanding. So rightful hope exists that this procedure will help not to follow the negative experience of some other countries.

Consequences of accreditation scheme for students.

It is believed that the accreditation will prevent students from the offer of programmes of the low quality.

The worry comes from the still unsatisfied demand of applicants which might very naturally result in creation of programmes in the attractive study fields (economics, business, law, arts, computer sciences etc.) without careful assurance of their content and other needs - highly qualified staff, facilities etc. The accreditation does not allow such behaviour and so the consequence for students should be fairly positive.

The question if students will be served better cannot be answered definitely. Better service to students is not too explicit and can include the number of issues.

The accreditation cannot ensure the good care of students from the side of all teachers, the development of the new approaches to learning-teaching process, enough effort paid to the decrease of the classroom lessons substituted by the use of modern teaching materials, more types of modern possibilities of communication among students and their teachers and so on. It does not mean also, that students will be offered by the acceptable social conditions and that the number of connected issues will be solved properly.

On the other side, the evaluation seems to be very important tool, which may contribute to students´ satisfaction. Students are quite active in this respect and so the space given to them within the evaluation scheme and the attention paid to the students´ recommendations may improve a lot.

Consequences of the set-up of the accreditation system for other stakeholders

The accreditation of study programmes is the general assurance of quality announced to all stakeholders.

It is assurance for parents that studies of their children in each of higher education institutions no matter if it is very old and prestigious one located in Prague or other "university city" or elsewhere in the region are of a good quality. It is also the assurance that the tuition fee, sometimes considerably high, required by a private higher education institution will be paid for the acceptable quality of the relevant studies.

It is assurance for the employers that the graduates will be provided by the good knowledge from the academic point of view. It does not mean, however, that the content of the study programme will meet at least partly their requirements. This is the weak point of our accreditation scheme up to now as the composition of the Accreditation Commission is too academic and so the evaluation of study programmes from the point of view of possible employers is almost missing. It is very difficult to come to the consensus how to improve this weak point and even to solve it partly will take time.

For the state the accreditation of a study programme means the obligation to allocate money form the state budget. On the other side, it is the tool in hands of the state not to pay for the bad programmes. The accreditation is also assurance for the state that the money devoted to the particular institution is used properly.

3. Academic accreditation In POLAND

3.1 Introduction

(by M. Frankowicz, Jagiellonian University, Krakow, Poland)

In the document "Higher Education in Poland. Implementing the Assumptions of the Bologna Declaration in 2000-2002" prepared by the Ministry of National Education and Sport in co-operation with SOCRATES National Agency in December 2002, the following chapter was devoted to the problem of quality assurance:

Education quality

The most important task faced by academic circles and the Ministry of National Education and Sport already at the beginning of the political and social transition period, was to secure proper education quality. Liberated from the centrally planned system of enrolment, state higher education institutions introduced a policy of keeping their doors wide open and started controlling the number of first-year students themselves. Moreover, 1992 saw the beginning of a dynamic growth in the sector of non-state institutions. The outcome of these changes was a rise in the enrolment rates from 12% to 40,8%. This in turn called for an urgent need to introduce internal systems of education quality supervision and profile-related accreditation systems. Higher education institutions were free from any legal sanctions and could chose the scope of their operations autonomously.

According to the 1990 Act on Higher Education, certain functions in education quality assessment were fulfilled by the Supreme Council of Higher Education (Rada Główna Szkolnictwa Wy_szego), an independently elected academic body. Among others, the Council had the authority to define staff requirements necessary for an institution to organise studies in a given educational profile, to settle the profile directory, to specify minimal curricula, and finally to describe conditions for issuing certificates of higher education. In addition to that, the Council could approve or reject applications to establish new higher education institutions. In case of non-state institutions, it considered applications to set up a new educational profile and to shift the education level from vocational to Master's. Apart from the activities listed above, the Council carried out pilot assessments of education quality in a few selected departments.

The process of quality assessment is threefold. It comprises the stage of the self-assessment, the stage of onsite visit by a group of experts and the stage of final reporting.

The acts on higher education and higher vocational schools that were in force so far, were changed by the Polish Parliament (Sejm) in July 2001. In accordance with the new act, the National Accreditation Commission (Panstwowa Komisja Akredytacyjna) initiated its operation on the 1st of January 2002. The Commission controls the entire civil educational system, both state and non-state, including higher vocational schools.

The Commission is made up of 70 members appointed by the Minister of National Education and Sport and selected from candidates presented by the Supreme Council of Higher Education and senates of higher education institutions. Candidates for members of the Commission can also be named by scientific, vocational and artistic associations as well as organisations of employers.

The National Accreditation Commission proclaims opinions, which at a later stage serve as the basis for the Minister's final decisions to grant, suspend or withdraw authorisation for managing higher education institutions. Other tasks of the Commission include passing judgements on applications to set up a new institution, an affiliated institution or a department located away from the main seat. (source: http://www.menis.gov.pl/english/bologna/bologna_4.htm)

One can easily remark the discrepancy between the statement "The most important task faced by academic circles and the Ministry of National Education

and Sport already at the beginning of the political and social transition period, was to secure proper education quality" and "the National Accreditation Commission (Pa_stwowa Komisja Akredytacyjna) initiated its operation on the 1st of January 2002". Poland was the first country from the Eastern block which started political and social transformations, the 1990 Act on Higher Education was the first important legal act of the non-Communist parliament and government. On the other hand, Polish state accreditation system emerged later than in the most of other CEE countries. Undoubtedly one of reasons for such discrepancy was the political climate in Poland (10 ministers of national education representing different political options in 12-year period).

According to Aristotle, "***Natura abhorret vacuum***"; the insufficient state regulations resulted in the unique (in European scale) development of academic bodies dealing with quality control. These "communitarian" accreditation commissions created by the academic community itself, although not incorporated in the legal system of Polish education, have played and still play very important role in the shaping of Polish higher education landscape. Accreditation awarded by these institutions is a kind of a "quality mark" (certifying that given study program is of high quality), thus differs from the state accreditation (which is determining if giver study program and its realisation fulfill minimal requirements set by law).

There are many open questions concerning the future of Polish "dual" QA system and its possible implications for the future development of European quality landscape. Some of them are:

Impact of "multiple" accreditation on HEIs: Are HEIs being overloaded with multiple accreditations, which can lead to negative outcomes rather than the positive outcomes which are desirable.

How important is it for HEIs to have the “quality mark”? All HEIs need the state accreditation to ensure survival. The second kond of accreditation is optional but is actually the method which will ensure true quality at a deep level of analysis because it based on voluntary self reflection and evaluation.

Do Polish HEIs need 2 systems ie. State Accreditation Commission to survive and academic accreditation commissions for self assessment and improvement?

The 2 systems work in slightly different ways, but are actually complementary and synergic.

The detailed overview of Polish academic accreditation is presented in Section 3.2. Annexes 1-3 contain reference materials on Polish academic accreditation.

3.2 Academic accreditation - the Polish case[16]

Ewa Chmielecka, Foundation for Promotion and Accreditation of Economic Studies, Warsaw, Poland

There are two fundamental accreditation schemes in Poland:

- National (state-owned) – represented by the State Accreditation Committee (Panstwowa Komisja Akredytacyjna – PKA) in operation since January 2002.
- "Environmental" – represented by accreditation committees formed by the academic communities willing to accredit certain groups of programs (fields of study) delivered by HEI's (usually of a certain type). The environmental committees of the universities represented in the Conference of Rectors of Polish Universities (KRASP) co-operate within the framework of the Accreditation Committee by KRASP (SEM F working separately). The above committees had been created usually earlier than PKA.

Since these two schemes are of very different character they will be described below separately [WOJC 2001a, WOEC 2001, WOJC 2001b].

The State Accreditation Committee - (Panstwowa Komisja Akredytacyjna - PKA)

From January 1st 2002 - the only one unit is the part of the scheme: the State Accreditation Committee offering a program oriented accreditation compulsory for all degree programs (fields of study) for both levels (licencjat and magister degree) delivered by any higher education institution - as well public as private on the national level. PKA evaluation covers teaching (in all of its aspects) as well as scientific research. These issues consist of the main part of the PKA accreditation standards. All of the fields of study (and also fundamental disciplines of research and teaching) conducted by higher educatoin institutions or their faculties are subject to a compulsory evaluation. There are the following groups of fields-of-study teams within the Committee: human science, natural sciences, mathematics – physics – chemistry, agriculture, forestry and veterinary, medical sciences, physical education, technical science, economics, social and law issues, art. [AAHEd 2001, KRASP 1998].

PKA was established in virtue of an amendment of the Act on Higher Education, which set the PKA fundamental obligations, competencies and procedures. The academic community, the Main Council for Higher Education and Ministry of National Education (MEN) have requested the creation of the PKA since 1994 [KAWE 1996, CHWI 1998, AKA 1997, WNUK 1995]. A few projects of the Committee have been created and the final one (proposed by MEN and accepted by the Parliament) is a resultant of the elaborated suggestions. PKA consists of 65 members nominated by the Minister of the National Education and Sport. The Minister based on the PKA candidates' list, which had been created by mean of a survey addressed to the Senates of the universities.

[16] The paper is an abbreviated version of the report "Accreditation in the Framework of Evaluation Activities. Country Report - Poland" prepared in the framework of the project conducted by Stephanie Schwarz and Don Westerheijden in 2002/2003.

PKA is a state institution. The Committee Office forms a part of The Ministry of the National Education and Sport. The projects of The Committee Office are supervised by the Director of the Office in the rank of a Vice-Director of the department of the Ministry. MENiS launched PKA and is the main receiver of the results of its operation. The minister appoints and repeals the Chairman and the Secretary of the Committee from within the Committee members. The Committee is controlled and reviewed by the Ministry [http://www.buwiwm.edu.pl/]. .

PKA submits (at the Ministry) opinions and conclusions referring to: 1) creation of the university, 2) awarding the university with the rights to conduct higher studies on the definite field and level of education, 3) creating by the university a subsidiary or an exterior faculty, 4) evaluation of quality of given field of study (program), 5) evaluation of the teachers' education quality, 6) respecting the requirements for delivery of higher education.

The evaluation of the conducted field of study is carried in case of: 1) a newly created field, not later than within 3 years since its launching or since enhancing the level of professional education (licence, engineer) to master's degree, 2) applying for setting master's degree studies, 3) pointing certain field or university by the Presidium, 4) the Minister's request.

The Act on Higher Education (of July 20th 2001) encloses the fundamental competencies of PKA. The Committee itself sets the statute regulating its basic activities and the competencies of its bodies and organs. The statute conforms to the Act. PKA has a legal right to co-operate with other accrediting institutions in Poland and abroad.

The PKA accreditation is free - its activity is financed by the state budget. Financial means (necessary for the Committee's activity) come from the MENiS' part of the budget. The Minister defines (through an order) the way the projects of the Committee are being administrated and financed, the remuneration of its members and the conditions of cost refund (concerning the business trips of the members and reviewers) referring to the fact that the remuneration of the Committee members will be evaluated in relation to the minimal basic wage of an ordinary professor.

The formal stages of the procedure are as follows: the evaluating team is appointed in order to carry on the proceedings of the-fields-of education evaluation at a certain university unit. The Secretary of the Committee in accordance with the Chairman of the Team appoints the evaluating team consisting of five persons. The chairman of the team is the Committee member. The experts might also be the team members. The evaluation proceedings cover: the self-evaluation, visitation by the evaluation team, preparation of the report, considering the application for the accreditation and the resolution of the PKA Presidium which might be: distinguishing, positive, conditional, negative. The grades: "distinguishing" and "positive" are given for the period of five years. The resolution concerning the conditional grade encloses the recommendations and the terms of their realisation.

Generally, the entire PKA's activity is transparent and the resolutions of the PKA Presidium are published on PKA's webside. It refers to the lists of fields of education (universities) appointed to accreditation proceedings over a given period

of time as well as to the results of the accreditation. The Committee's resolution is passed on to the Minister and to the university. In case of a negative evaluation, the Minister (having considered the type and range of the stated violations) withdraws or suspends the approval to run a given field of study at a given level of education.

The "environmental" accreditation scheme

The unites "going into" the "environmental" accreditation scheme are as follows:

- Association of Management Education "Forum"
- KRASP Accreditation Committee collected together:
  - University Accreditation Committee (UKA)
  - Accreditation Committee for Medical Universities (KAUM)
  - Accreditation Committee for Technical Universities (KAUT)
  - Foundation for Promotion and Accreditation of Economic Studies (FPAKE)
  - The others

Rectors' Conference of Academic Schools of Poland (KRASP) considers assuring the quality of higher education as one of the core directions of its activity. In August 2000 KRASP communicated the support for the activities of the environmental accreditation committees. The Accreditation Committee was established by the Resolution of KRASP Plenary Assembly on the 7th of June 2001. According to the Resolution, KRASP Accreditation Committee is a forum of co-operation of the accreditation committees appointed by the conferences of rectors of particular university types, existing within the limits of KRASP. The Committee itself does not undertake any accreditation activities. These activities remain in the competence of the environmental committees.

Among the KRASP Committee tasks there are:

- caring about the correctness of accreditation standards and procedures applied by the environmental committees;
- coordinating the activities of the operating environmental accreditation committees; especially adjusting the accreditation principles and proceedings mode for the fields of education led in different types of universities;
- representing the accreditation committees operating within the KRASP framework on the international forum;
- inspiring the activities of the KRASP organs within education quality;
- conducting information and educational activities in the field of accreditation.

[WOZN 2001, KRAS 2001, http://forumakad.pl/archiwum/2001/02/artyku_y/05-z_prac_krasp.htm]

The Committee activity is financed by the KRASP. However, it does not refer to accreditation procedures – their costs are borne by the environmental committees. Since the most of private business school - founders of SEM F - do not have an "academic" status there are not involved into framework of KA KRASP. Nevertheless the SEM F institutional character, accreditation standards and procedures are typical for "environmental" accreditation schemes and it will

described together with committees functioning together in limits of KA KRASP.
All the environmental accreditation schemes listed above offer accreditation for "fields of study" respectively to their profiles at both levels: licencjat and magister at the national level. The standards set the teaching quality at a higher level than requirements controlled by the PKA.
As to the disciplines accredited in the scheme they are as follows:
SEM F by the end of 2002 conducted the accreditation for the following fields of study (only full-time): Management and Marketing, Finance and Banking, Economics, Informatics and Econometrics, Informatics and the accreditation for the Master of Business Administration (MBA) programs and 1-year Managerial Study [BIEL 2002, KWIA 2001, SEMF 2002, www.semforum.com.pl].
UKA: all fields of studies that are conducted by the universities in accordance with the MENiS listing. The Guide-book of UKA, published annually, contains the list of these fields and names of the university units which offer them [UKA 2002, CHWI 2001, CHWI 2002, http://main.amu.edu.pl/ects/uka/uka.html].
KAUM: the medical fields of study offered in Poland: Medical studies (conducted by the doctors faculties), Medical analyses, Pharmacy, Dentistry [GEMB 2002, MIRE 2001].
KAUT: all fields of study offered by the technical universities may obtain the accreditation for the Committee. In 2002 KAUT launched the first accreditation for the selected fields of study [KONC 2002, KAUT 2002, www.kaut@uci.agh.edu.pl].
FPAKE by the end of 2002 prepared the standards and launched the accreditation for the following fields of study: Management and Marketing, Finance and Banking, Economics, International Relations, Informatics and Econometrics. The works on standards for "Commodities science" and MBA programs have been commenced. The accreditation procedure covers the field of study in its full-time form and all others e.g. extramural, part-time [www.fundacja.edu.pl , CHMI 2001, STRA 2002].
The Accreditation Committees were established (UKA 1998, KAUM 1997, KAUT 2001, FPAKE 2000) by the Conferences of Rectors of respective universities mainly as a consequence of the resolutions of universities, which aims at enhancing the quality of education. The Committees represent all state universities of respective type existing in Poland. The group of founders – mainly representatives of the non-public business schools - established SEM F in 1993. In 1994 twelve SEM F members signed Agreement of Business Schools on Quality of Education and implemented (for the first time in Poland) accreditation system for educational programmes and managerial staff training. Their accreditation is voluntary, given to 3-5 years and payable (appr. 2500-4000 EU).
The accreditation procedures adopted by all committees are very similar (they can differ in some details) and consists of the following steps:
Forming the experts groups for specific standards for assessing the quality of education for specific fields of studies (on the base of general standards adopted earlier).
Application of an university unit delivering given field of studies for its accreditation

Preparing the self-assessment by the school (in case of KAUM these documents' volume amounts to 1500 pages!)
Establishing an evaluation team that is in charge to:
conduct a comprehensive review and assessment of an field of studies offered at a specified institution of higher learning. The evaluation is to be conducted with

respect to the general and specific standards defined including a mandatory visit on site at the school;
prepare a written report on the review and assessment conducted and to present it to the committee together with a recommendation to award the accreditation, to defer it until specified conditions are met, or to refuse accreditation.
The committees get acquainted with the report during a plenary session and makes a decision concerning allowing, adjourning or refusing the accreditation.
Following are the preconditions, which must be met before the accreditation procedure may begin:
An administrative unit of the school (a faculty, an institute, a chair) which applies for accreditation for a given area of studies applies internal methods of stimulating and evaluating the quality of education offered;
There exists (has been adopted) for this area a system of assigning credit points which is congruent with the European system (ECTS);
The area of studies and the quality of education meet the staff quality requirements set by the committee.
Formal duration of the stages of the procedures is about 6-10 months. Key and specific criteria of the committees accreditation can differ each other, but usually they include areas as follow: mission and strategy, students, teaching staff, facilities and administration, teaching process, scientific research, social and corporate environment.
The documentation, the process and the conclusions of this accreditation procedure are generally confidential. The principle of confidentiality is waived with respect to the school, which is subject to the accreditation procedure. The decision about awarding the accreditation to an area of study is made public usually at the websites and by publishing annual reports showing the results of the accreditation procedures completed successfully.
The system logic.
The fundamental reason for creation and development of the accreditation system in Poland was care about quality of education, which was threatened (between others) by the fact that higher education in Poland had become mass. The past decade saw in Poland the creation of more than 250 non-state institutions and more than 20 state vocational institutions of higher education, while the state academic institutions greatly increased enrolment on all levels of study. In this period the total number of students increased approximately 4-fold, which means that we are definitely seeing higher education on a mass scale in Poland. The below tables can give an illustration to the size and structure of higher education system in Poland [CHMI 2000, HSaF 2002, www.stat.gov.pl]:
Students number:
Academic year2001/20022000/20011999/20001990/91Student numbers1 718 7001 584 8001 431 900408 800
Participation of age cohort
Academic year2001/20022000/20011999/20001990/91Age index
Brutto: 43,6 Brutto: 40,7 Brutto 36,9 Brutto: 12,9
The quantitative growth had been necessary (the index referring to the population with a university degree still remains below 10%) and is the justified pride and achievement of the Polish society, however:
The mentioned growth was not followed by any suitable endowments for higher learning from the state budget. The donation per one student decreased

dramatically.
The law enabled charging students for studies in non-public higher schools and for studies (different than full-time) in public universities.
These two factors enabled payable studies growth (extramural in public universities and private sector as well) unfortunately - inefficaciously controlled by state organs as far as their quality was concerned. The state policy passed the education costs on to the students and their parents. The growth caused additional threats for the quality, due to:
insufficient teaching staff; (whereas the number of students quadrupled, the academic teachers number grew by 20-25 %)
and thereafter: the teachers hold many regular posts, which worsens the quality of teaching and research. It is additionally reinforced by low payments for academic teachers set centrally for public universities.
It was accompanied by insufficient quality control (exclusively by “approval” based on the Act on Higher Education and the Main Council and MEN activities). There has not existed any state-owned central system of accreditation acting on behalf of the State until January 2002. The existing developments raised anxiety within academic environment (or at least its part) and provoked the following activities:
continuous (since mid 90s) demands for creating the state system of accreditation; there is not any excuse for the ten-year delay of the law amendment, which finally appointed the PKA;
creating the agencies of environmental accreditation;
focusing on the most significant threats to the quality (within the accreditation standards): students’ attitude towards the staff, minimal programme requirements, etc.
creating fields-of-study directed accreditation schemes as the fields of study are the elementary higher education units.
The accreditation schemes are expected to allow following aims:
Securing at least minimal quality requirements for higher learning, removing (from within the market) those units, who do not comply with it. It equals the approval of mass high education, but with the quality control, adjusting higher education services market in Poland.
Publishing PKA’s results in media should draw attention of the public to the stage of the threats to higher education and to its reasons (including the necessity of rising the budget endowment). The problem: is it going to transpose to the healing activities or else only to the atmosphere of university condemnation.
Marking the centres distinguished by quality of education and setting competition mechanisms between them.
Implementing quality-enhancing mechanisms in universities.
The change of teaching staff’s attitude (towards quality directed).
It is far too early to state whether the success of accomplishing these goals has been achieved, as the state accreditation system is only crawling. In UKA’s, KAUM and SEM F’s cases (which have been in operation for a few years) it is possible to confirm their positive influence within at least three last points.
The interdependency of PKA and the environmental institutions constitutes the fundamental problem. The discussion over a model of their co-operation had preceded the Act amendment and the creation of PKA and has been continued up till now. However, none decisions were made.
The institutions gathered within KA KRASP suggest the following arrangements.

As the accreditation conducted by committees within KRASP is voluntary and is strictly connected with the required education quality for a field of study under evaluation, and as PKA's task (in accordance with the Act) constitutes, first of all, verifying whether the university fulfils the imposed minimal requirements and secondly, forming applications for approval – it then seems clear that both schemes complete each other. There is a question arising: whether the field of study, which had already achieved the environmental accreditation in keeping with the required standards, should be awarded easily (after small supplements) with PKA accreditation? Such propositions were declared by the environmental committees. They make accessible the documentary concerning the already accomplished accreditations, but PKA has not reacted positively for this till now. The environmental committees are afraid that the creation of PKA (with its compulsory accreditation on a basic level and with a possibility of achieving the „distinguished" grade) will decrease the mobilisation of the academic community to put themselves under the voluntary environmental accreditation and thereafter, that the attainments of their activity will be wasted. However, they wish that they will be able to convince PKA to take advantage of the environmental committees attainments, having considered the enormousness of PKA's projects and its budget restraints. PKA acts under very strong pressure and responsibility for the state of higher education system. Its resistance towards joining the offered co-operation is justified – taking advantage of their attainments must be confirmed by an absolute credibility of their evaluations. That is why there is a need for a "cap" institution (like KA KRASP), which enables the rectors' conferences to confirm the integrity of the environmental accreditation.

It is too early, at the moment, to make decisions on how the co-operation model will be arranged, as the whole system is gathering the experiences and is evolving.

The second, important relation type is a co-operation between the environmental institutions. These are the "bottom-up" formed institutions. They hold institutional independence and substantial autonomy. The following is what they have in common:

self-reliant formation of an accrediting institution, setting its tasks
voluntary, payable, periodical accreditations
self-reliant elaborating of the standards (always for the „fields of study")
almost identical procedure of accreditation: application submitting, appointing the peer review team, self-evaluation, peer review team visit, the report, the decision about the accreditation issued by the Accreditation Committee.

What differs them– it is - beyond some organisational differences - in particular the nature and the level of accreditation criteria requirements. These institutions are willing strongly to co-operate and are clearly striving after creation of a "common currency" for their accreditations and maybe after mutual acceptance of their accreditations or issuing common accreditations for related fields of study offered by universities of different types, in future. So far their co-operation takes the following forms:

systematic sessions of the chairmen of the environmental committees within KA KRASP; the exchange of information, setting the possibilities of co-operation
joint conferences, training, seminars, publications
consulting, mutual opinion issuing referring to standards and accreditation criteria
forming mixed peer review teams (the members of the universities of different

types) – e.g. FPAKE and UKA in case of economic fields accreditation
joint accreditation for some fields of study: e.g. UKA and KAUT accredited together "chemistry" and some other fields of study.
the participation of the representatives of various universities' types in the activities of accreditation committees proper for other universities' types (FPAKE committee consists of representatives of universities, technical universities, agricultural universities, which all offer economic fields of study.
The current situation – there is a variety of accreditation by the efforts leading to "common currency". For example: fields concerning management may receive in Poland (apart from PKA's accreditation) accreditation of SEM F, FPAKE and UKA. Each of them has a slightly different nature. It is being talked over whether we should strive after standards and criteria unification or rather keep the variety, which allows the universities to achieve several separated evaluations. So far the option for the variety of accreditation has more supporters.
However, KA KRASP is to represent committees gathered under its auspices, e.g. as far as the negotiations with PKA and on the international forums are concerned, so the committees must care about high and comparable standard of conducted accreditations.

The summarising remark: we should remember that the whole national system of quality assurance, finally created in 2002, is still crawling and will certainly evolve and change. It is difficult to predict the directions of its evolution having based on so fresh experiences, such a short time. The discussions are in progress; and there is a will to keep the variety of evaluations.

Conclusions

There is no Europe-wide general model or pattern of quality assurance and accreditation scheme in higher education. Recent developments show that in spite of policy declarations stressing the necessity of harmonisation of national QA systems there is still a lot of divergence in approaching quality issue by individual European countries. We are witnessing a variety of approaches - let us only compare German meta-accreditation, Polish experiences in academic accreditation and Czech example of state accreditation.

If we look at the European quality space at its present shape, we can distinguish three dimensions:

- State dimension, including legal regulations, national needs (such as labour market pressures), relationships of academic institutions with the "outer world". Weak points of State-driven QA systems: bureaucracy, attachment to standards and regulations (even if they are outdated).
- Academic dimension, including the community of students and academic staff. Academic community as such is interested in quality enhancement, but on its own terms ("I am university professor and it means that I do know how to teach!"). Weak points of Academia-driven QA systems: too academic and often too "amateurish", too much focused on internal matters (closed system) without no contact to the needs of the "external world".
- European dimension, being a consequence of emerging European higher education area and European labour market and driven by the Bologna process. The European dimension can become a platform for the dialogue

between State and Academia (it is driven by EC, being a “European Government”, and EUA, being an umbrella for European academic community).

Recommendations

The following recommendations based on the analysis of present situation and emerging trends can be formulated:

- Evaluation and accreditation processes should not be too "academic"; they shall involve all actors, in particular students and employers. At the national level, they shall also include international components (to ensure harmonisation at the European scale)
- The QA and evaluation methodology shall move towards a more outcome-oriented approach. Study programs shall be evaluated also from the point of view of potential employers.
- Accreditation and evaluation bodies shall be independent (or at least autonomous) vs. both State and Academia
- Psychological aspects of evaluation and accreditation shall be taken into account.

There are "hidden variables" of education quality, such as ensuring equal opportunities, stimulating development of positive attitudes etc. Most of the stakeholders are aware of them, but those quality aspects are very difficult to be quantified and evaluated. Future development of quality culture shall include taking into account broader spectrum of quality factors and performance indicators and thus support promotion of citizenship values and "human face" of post-industrial knowledge society.

Accreditation from the point of view of the European level: The platform for the broad debate should be used (ENQA), the examples of good practice should be widely distributed and the goal should be seen in mutual recognition of the national accreditation systems.

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ANNEX 1

Resolution
of the Conference of Rectors of Polish Universities (CRPU)

adopted on January 31, 1998

concerning the principles of accreditation procedures.

Amended on October 11, 1999.

On the basis of Agreement of Polish Universities for the Quality of Education adopted on October 18, 1997, the parties to the Agreement decide as follows:

I. The University Accreditation Commission

§1

1. The University Accreditation Commission (UAC) is established as a consequence of the Resolution of Polish Universities which aims at enhancing the quality of education.
2. UAC is created in order to equalize the standards of education quality at universities, contribute to the upgrading of the quality and to create a system of accreditation of courses of studies at universities.
3. UAC's proper area of activity are all Polish universities. It may be expanded to cover also other Polish institutions of higher learning if they apply for accreditation of their courses of study.

§2

1. UAC is established by the Conference of Rectors of Polish Universities (CRPU).
2. UAC consists of sixteen Vice-Rectors or representatives of the schools-signatories of the Agreement appointed by the Rectors of their schools and one person designated by CRPU.
3. The tenure of UAC elective officers is three years.
4. The UAC term begins and ends not later than on November 1 of the first year in office of the newly-elected rectors.
5. Upon the election of rectors for a new term the current members of UAC continue to serve until November 1.

§3

1. UAC meets at plenary sessions which are convened at least six times a year.
2. During its first session UAC elects from among its members its two vice-Chairmen. The ballot is secret and simple majority determines the winners.
3. UAC's plenary sessions are convened by UAC's Chairman.

§4 UAC's Chairman presides over the activities of the Commission, represents it, and oversees the functioning of the UAC Office which is defined in §5.

§5

1. A permanent UAC Office is created to serve the Commission and its groups of experts and evaluation teams defined in Chapter II.
2. The Commission Office consists of a Secretary to the Commission and the Office staff.
3. The Secretary to the Committee is nominated and recalled by UAC upon the motion from the Chairman.
4. The Secretary and other employees of the Office are employed upon a motion from the Commission Chairman by the Rector of the University at which the Commission has its offices.

§6

1. The Presidium of UAC consists of the UAC Chairman and his Vice-Chairmen.
2. CPRU must approve the Vice-Chairmen.
3. The Rights of the Presidium are defined in §15 point 3, and §18 point 2.
4. The Secretary to the Commission participates in the meetings of the UAC Presidium.

§7

1. At its plenary sessions UAC:
   a. determines, on the basis of recommendations from the expert group, the standards for assessing the quality of education for specific areas of studies;
   b. determines what documents are necessary in the accreditation process for each area of studies;
   c. passes resolution concerning the commencement of the accreditation procedure for the study area at a school which asks for it;
   d. oversees the actual process of each specific accreditation;
   e. nominates experts to expert groups and their chairmen and members of evaluation teams for study areas;
   f. accepts reports of evaluation teams;
   g. prepares requests to CRPU to award, refuse or defer accreditation for specific study areas at specified school;
   h. performs all other activities necessary to fulfill its mission.
2. UAC resolutions are adopted by a simple majority of votes at sessions at which at least eight members of UAC are present, including its Chairman or one of the Vice-Chairmen.
3. The Chairman may call for a secret ballot on his own motion or at the request of a UAC member, except in cases provided for in §18 point 4.

§8 UAC Secretary:

1. manages day-to-day affairs of the Commission;
2. maintains contacts with institutions of higher learning interested in accreditation;
3. provides technical and organizational support for UAC, its expert groups and its evaluation teams;

4. manages the UAC Office;
5. performs other tasks delegated to him by the UAC Chairman.

§9 UAC and its Office is located in Poznan; (Adam Mickiewicz University).

II. Expert Group and the Evaluation Team

§10

1. The University which asks for accreditation of its study area sends in a list of candidates for the expert group, the evaluation teams and appellate teams.
2. The list of candidate should consists of two senior scholars employed at the school asking for the accreditation and three senior scholars from other schools. To the list should be attached concise information about the candidates' scholarly achievements and their written consent to participate in the bodies for which they are nominated.

§11 UAC selects from among all the candidates nominated an expert group consisting of six to twelve persons, including its chairman, and an evaluation team (or several such teams) consisting of three to five members.

§12

1. The task of the expert group is to prepare, within two months of its nomination, of specific standards for assessing the quality of education for specific area of studies. The specific standards are subject to acceptance by UAC.
2. The expert group periodically reviews the standards for assessing the quality of education and sends to UAC a report on the reviews conducted at least once every two years.

§13

1. The evaluation team is to:

   a. conduct a comprehensive review and assessment of an area of studies offered at a specified institution of higher learning. The evaluation is to be conducted with respect to the general standards defined in chapter IV and specific standards defined in §12 point 1, including a mandatory visit on site at the school;
   b. prepare a written report on the review and assessment conducted and to present it to UAC together with a recommendation to award the accreditation, to defer it until specified conditions are met, or to refuse accreditation.
2. The members of the evaluation team select from among its number their chairman, who manages the activities of the team.
3. The period from the selection of the evaluation team to the presentation of their report must not exceed six months.

§14

1. Expert groups and the evaluation teams are nominated for four-year terms.
2. The group of experts and the evaluation teams for a given area of studies commence their activities when not less than five universities send in requests for accreditation.

III. The Accreditation Procedure

§15 The Chairman of the first UAC will send to the Rectors-Signatories of the Agreement forms of the accreditation documents not later than on July 31, 1998. The list of the accreditation documents required is provided in the Appendix attached to this resolution.

§16

1. Applications for accreditation should be sent to the Chairman of UAC.
2. After at least five universities announce their wish to have a given area of studies accredited and send in required documentation, the Chairman convenes a meeting of UAC to begin the accreditation procedure.
3. Before calling the meeting the Chairman of UAC checks the application documents with respect to their formal correctness and in case of lack of any documents sets the deadline for providing them.

§17

1. UAC commences the accreditation procedure at their plenary session.
2. The principles of selection and the tasks of expert group and the evaluation team are described in Chapter II of the present resolution.

§18

1. After the expert group and the evaluation team has finished their tasks, UAC at its plenary session adopts a resolution to apply to CRPU for it to adopt a resolution to:

   a. award accreditation, or

   b. to defer accreditation until such time when specified conditions are met, or

   c. refuse accreditation.

2. In the case of recommending the course of action spelled in point 1b and c, the Presidium of UAC, before sending its recommendation to CRPU, provides its report to the school which had asked for accreditation so that it may comment upon it and enter its reservation as to its conclusions within 30 days of the report's delivery. After this deadline and if there is no response from the university, UAC sends the whole documentation with its recommendation attached to CRPU.
3. If UAC receives a response from the university which questions the findings and conclusions of the report, UAC nominates an appellate team. The appellate team consists of three to five persons selected from among the candidates recommended by the universities according to procedures spelled out in §10 of this resolution, who have not as yet participated in the accreditation procedure. Among the members of the team there may be representatives of related areas of studies. The appellate team may change the conclusions of the evaluation team and formulate their own. In such a case UAC may also change its resolution (see point 1 of this paragraph) and then send the complete documentation together with its recommendation to CRPU.

4. UAC's resolution defined in points 1 and 3 are adopted in open ballot.

§19 Upon receiving a fully documented recommendation CRPU at its nearest meeting adopts an appropriate resolution and issues a certificate.

§20 The documentation, the process and the conclusions of this accreditation procedure are confidential. The principle of confidentiality is waived with respect to the school which is subject to the accreditation procedure. The decision about awarding the accreditation to an area of study is made public.

IV. Standards for awarding accreditation to areas of studies.

§21

1. Following are the preconditions which must be met before the accreditation procedure may begin:

   a. An administrative unit of the school (a faculty, an institute, a chair) which applies for accreditation for a given area of studies applies internal methods of stimulating and evaluating the quality of education offered;

   b. There exists (has been adopted) for this area a system of assigning credit points which is congruent with the European system (ECTS);

   c. The area of studies and the quality of education meet the staff quality requirements set by UAC.

   The evaluation results are determined by the following standards:

   a. compatibility of classes (lectures, seminars, discussion groups, lab classes, etc.) with the specialization and publications of academic teachers teaching those classes who are full-time employees of the school;

   b. proportion of professors participating in the realisation of the curriculum;

   c. the number of students per one senior scholar teaching in the given department who is a full-time employee of the school applying for accreditation. The acceptable ratio will be set by the expert group;

   d. compatibility of the curriculum offered in the course of studies in this area and level of studies with the type of knowledge required for compatibility with European standards for this type of education;

   e. possession by the organizational unit of the school which offers education in a given area of a profile of graduate;

   f. possession of a system of gathering student opinions about the classes offered;

   g. facilities used for educational purposes, especially:

      - accessibility of reading material recommended for students at the school's library,
      - modernity of techniques of instruction and appropriate for the given number of students equipment of laboratories and other facilities used in the process of education;

h. documented co-operation with significant scientific or scholarly centres which offer education in analogous areas of studies, including - in the case of foreign schools - exchange of teachers and students.

V. Financing of the accreditation procedure

§22

1. The Universities-Signatories of the Agreement will finance the costs of functioning of UAC.
2. There is a fee to cover the expenses of the accreditation procedure. The accreditation fee is payable at the time of applying for accreditation.

§23 The particulars of financing of UAC and its services are subject to a separate agreement between all signatories of the Agreement.

VI. Final regulations

§24 This Resolution must be approved by the Senates of respective Universities.

§25 The principles of the accreditation procedure spelled out in this resolution may be changed only by a decision of CRPU either upon its own initiative or upon a recommendation by UAC.

Appendix

List of accreditation documentation:

- • accreditation application addressed to the Chairman of UAC,
- • notification for the institution under the process of accreditation about a visit of the evaluation team and its work on site,
- • form of the report of the evaluation team,
- • notification sent by the Secretary about the conclusion of the accrediting procedure and the recommendation sent to the Chairman of CRPU,
- • CRPU certificate of accreditation.

Bialystok, Jan. 31, 1998

Poznan, Oct. 11, 1999

Signatures of Rectors-Signatories of the Agreement of Polish Universities for the Quality of Education.

Source: http://main.amu.edu.pl/~ects/uka/uka-br.html

ANNEX 2

Accreditation Commission of The Conference of Rectors of Academic Schools of Poland (AC CRASP)

The Conference of Rectors of Academic Schools of Poland (CRASP) established Accreditation Commission of CRASP (AC CRASP) on 27 June 2001 as a forum of co-operation for accreditation commissions of conferences of rectors of different types of higher education institutions. On 1 December 2001 The Executive Committee of CRASP nominated Prof. Stefan Jurga, the Rector of the Adam Mickiewicz University, as President of AC CRASP.

The Commission consists of Presidents of the academic accreditation commissions of:

Academies of Physical Education	prof. dr hab. Stanislaw Socha
Foundation for Promotion and Accreditation of Economic Studies	prof. dr hab. Danuta Strahl
Art Schools	prof. dr hab. Grzegorz Kurzynski
Medical Universities	prof. dr hab. Maciej Gembicki
Pedagogical Schools	prof. dr hab. Janusz Król
Schools of Agriculture	prof. dr hab. Tomasz Borecki
Technical Universities	prof. dr hab. Alicja Konczakowska
University Accreditation Commission	prof. dr hab. Stanislaw Chwirot.

MISSION

Co-ordination of activities of academic accreditation commissions, in particular:

a) taking care of correctness and comparability of accreditation standards and procedures

b) determination of accreditation rules for study fields present in different types of higher education institutions ***(Some studies (chemistry, management etc.) are offered by different types of higher education institutions (universities, technical universities, schools of agriculture etc.). Then one academic accreditation commission can accredit given type of studies realised in all HEIs. For example: University Accreditation Commission accredited chemistry studies in universities, technical universities and pedagogical universities; this accreditattion was recognised by accreditation commission of technical universities)***.

Representing academic accreditation commissions vs. State Accreditation Commission and international accreditation organisations

Information and educational activities concerning accreditation and ranking of higher education institutions

Source: http://main.amu.edu.pl/~ects/krasp/komisja.html (Polish version - translated by M. Frankowicz)

ANNEX 3

Accreditation at Polish Universities

prof. dr hab. Stanislaw Chwirot
Chairman
University Accreditation Commission

Talk presented during the conference: "Quality Assurance at Polish Universities", Kraków, 27.03.1999

Polish universities have always been seen as a special part of the Polish higher education sector. The university education has traditionally been strongly related to research, and academic excellence was the most important factor for assessment of both the faculty and the students. For many years, due to a limited enrolment and the system of entry examinations, the university students represented the top group of the school leavers and were additionally subject to a strong selection during the first two years of their university career. The graduates were often better educated than those leaving other European universities but at the same time in terms of a number of students per total population, Poland was located far behind other developed European countries.

This situation started to change quite dramatically in the last decade. Despite a decrease in funding of the higher education sector there has been an explosive increase of the number of students, which has, since then, at least tripled. A growing demand for higher education was accompanied by a development of the private education sector and by a rapid expansion of the system of fee based extramural studies at state-supported and private schools. Such revolutionary changes have put the Polish higher education system into a qualitatively new situation which can be briefly characterised by the following points:

- massification of education, which resulted in a generally lower level of knowledge presented by people enrolling in higher education institutions,
- a general shortage of qualified faculty forcing many academics to teach in two, three or even more schools with all the negative consequences inevitably resulting from such a situation,
- continuous underfunding, lack of investment and an increase in sheer numbers of students leading to a deterioration of physical plant and equipment,
- one can observe a change in students' attitudes, from "knowledge seekers" to business oriented fee paying customers, who often look for a formal certificate of their education rather than education as such,
- schools are often subject to pressures from the potential employers to teach practical skills rather than more comprehensive courses,

- private schools, typically teaching only to a level of Bachelor's degree constitute a 20% share of the higher education market and while generally are left without supervision in terms of quality and the content of their curricula, they produce graduates who then enter state schools in order to continue their education towards receiving Master's degree.

The above list could easily be extended. Therefore, a growing concern has been observed with the ways of keeping the quality standards among many of the academics. Rada Główna Szkolnictwa Wy_szego - the Higher Education Council has long ago pointed out that the Polish higher education needed a new approach to quality assurance and started feasibility studies on implementing an accreditation system. The need to create an accreditation agency able to continuously control quality standards has also been noticed by authors of all legislative projects concerned with Polish higher education. The first step in this direction was made by introducing Komisja Akredytacyjna Wy_szych Szkó_ Zawodowych - the Accreditation Commission of Comprehensive Colleges. However, the lack of funding, a proper logistic support, and the fact that it is mainly focused on issuing licences to open new colleges and courses resulted in its incapability to begin a proper accreditation procedure. Also, the progress of preparatory works on a new legislation covering the whole of higher education sector has been rather slow and even if a new project is ready in the near future we are still far away from having an acting governmental accreditation body like Akademicka Komisja Akredytacyjna - The Academic Accreditation Commission.

Universities still hold their special position among all higher education institutions in Poland. There is only 13 of them, perhaps 15 in the near future and they provide education for more than 30% of all students in our country. Although subject to pressures resulting from the economic situation and increasing number of students, universities still cultivate the old academic culture and try to evolve in order to respond to challenges of the new socio-economic situation, needs of the society, and more generally, of their external environment.

Always willing to extend co-operation with foreign schools, universities were enthusiastic to make the most of the opportunity given by the Socrates programme. However, while preparing to introduce the ECTS points, universities realised that what was really needed was a more general solution ensuring compatible and agreed quality standards, thus allowing for the mobility of students, and for a general solution to assurance and management of quality of higher education.

Very soon it became clear that the only way to achieve those goals was to create a system of accreditation. The problem was urgent and since neither the Ministry of Higher Education nor the Higher Education Council were capable of delivering a solution in the foreseeable future it was decided to found an organisation that, at least for the time being, would help familiarise academic communities with the idea of accreditation.

A formal decision was made during the meeting of Konferencja Rektorów Uniwersytetów Polskich - the Conference of Rectors of Polish Universities - in January last year after an intensive preparatory work of the task committee formed by a group of member vice-rectors from all universities and other academic schools.

That decision established four basic principles of the university accreditation:

- accreditation would be voluntary,
- evaluation would involve fields of studies rather than the whole institutions or their departments,
- evaluation criteria should be developed by representatives of the faculty from the units involved - separately for different fields of studies,
- the final outcome of evaluation should be of a yes-no character rather than a multi-grade classification.

It was also agreed that necessary conditions for applying for accreditation would be the implementation of an internal system of the quality management and the ECTS. The establishment of the above mentioned four basic principles of the university accreditation was the result of a few meetings and thorough discussions. They are the essence of the whole idea of accreditation and as such they surely deserve a few words of explanation.

Why voluntary?

Accreditation is a relatively new phenomenon in Poland and if one is to look into a dictionary the only meaning assigned to "akredytacja" is the accreditation of diplomats by foreign governments. Additionally, universities have for years been defending their autonomy. Moreover, academic communities are not so much in favour of having any external bodies influencing their policies. Last, but not least, Polish universities, similarly to other universities around the world are not necessarily fond of rapid changes - in other words - they prefer evolutions to revolutions. Therefore, it was assumed that the introduction of the university accreditation might be successful only if the faculty members accept a need for it and decide to join in voluntarily. If so happens accreditation will result in a creation of a kind of a "good quality club" and as such it will attract new members seeking recognition of their qualities. One of the basic principles of accreditation - voluntary accreditation - adds to it a positive feature. Obtaining the certificate of accreditation is a mark of distinction while the decision whether to apply for it or not depends on individual departments.

Why "fields of studies" rather than institutions?

All higher education institutions in Poland are noticeably differentiated and this is true also for Polish universities. They differ in terms of size and structure. Also, within each university one finds outstanding departments of which a given institution can be proud and such units which, so to say, deviated from their path to excellence. Therefore, accreditation of the whole of the universities or faculties would not create an atmosphere of a serious self-assessment and improvement but would rather stimulate protective behaviour with a final result of having all universities accredited without inducing real changes. Moreover, such unspecific accreditation would have to be based on very general criteria and it is well known that using macroscopic parameters one often gets a false picture of events on a microscopic level. Finally, there are several areas of education subject to intensive and sometimes even revolutionary changes: librarianship is evolving towards information management and services, environment protection has nearly as many meanings as there are schools teaching it, also there is a general trend for

introducing all kinds of interdisciplinary studies, new curricula etc. One can expect that at least in some fields of studies evaluations will have to be based on flexible and changing standards. This is yet another reason for having assessment criteria designed by representatives of a given faculty from units involved - separately for different fields of studies. Without an agreement on compatibility of curricula and harmonised standards, an increase of students' mobility both within a university and also between different schools would be unimaginable. Such an agreement is an indispensable necessity for opening channels of continuous education and especially for switching students from one level of the university education to another.

Two-grade scale of evaluations

The creation of an objective, quantitative assessment of the quality of education is simply inconceivable. Moreover, even if it were possible, the process of "measurement" would take a prohibitively long time, probably about ten years. Thus, the period between data collection and its future assessment in a subsequent situation would make collected information unreliable because the data would simply become void and therefore of little use. Up until now, the only tested method is peer review - a practice most commonly used in evaluations of scientific projects and publications. Such evaluation, however, by its nature is of a qualitative rather than quantitative nature. Therefore, the natural outcome of such an assessment should be "good enough" or "not good enough". Moreover, multigrading would unavoidably create the atmosphere of competition instead of collaboration. At the present stage it is exactly collaboration that is most needed for the success of the idea of accreditation.

Serving the universities but opening for other schools

As it follows from the above discussion UKA - the University Accreditation Commission has been founded to help universities sustain the quality of education, support the development of new courses, help universities solve problems of student mobility (on a national and international scale), finally - organise continuous education and in the long run - ensure international recognition of Polish degrees and certificates. However, it was clear form the very beginning that university accreditation should be extended also to other schools, especially for collegiate schools and higher education institutions offering the same courses as those taught at the universities. The majority of colleges offer their students the Bachelor's degree and therefore many of the graduates want to continue education at the universities. Secondly, there are majors taught mostly at schools other than the universities and in such cases it would only be natural to think of creating joint accreditation paths instead of doubling efforts and creating independent accreditation systems.

The future?

For the time being, university accreditation seems to be the most successful of all accreditation initiatives in Poland. In an institutional sense it involves 15 universities having a 30% share of the educational market and enjoys strong support of KRUP - the Conference of Rectors of Polish Universities and a friendly concern of the Ministry of Education. The idea has been gaining momentum all this time and seems to be accepted by a growing part of our community. We are very

close to issuing first accreditation certificates for archaeology and the works are well advanced for Polish, English and German philologies, sociology, psychology and physics. We are also close to signing an agreement on mutual recognition of certificates with another accreditation body: The Association of Management Education "Forum".

There is, of course, a problem of a possible conflict between our initiative and that of Rada G_ówna - the General Council in terms of relations with the future state-sponsored AKA - the Academic Accreditation Commission. Although the value of the feasibility studies carried out by the General Council should not be underestimated - it seems worthwhile to state that they were the first accreditation initiatives in Poland and our feeling is that we are making our ways in different and non-conflicting directions. The General Council has to aspire to a system capable of involving all schools and therefore has to focus on minimum standards. On the other hand, our idea is to found a club of a higher than average quality. For instance, in the case of archaeology, standards concerning staffing levels are higher than those required by the General Council for issuing a permission to teach in that field. AKA - the Academic Accreditation Commission, contrarily, is still more of an idea than an institution in itself. Its form and organisation will be defined in a new bill on higher education but up until now the bill is more of a virtual being than a realised project. If the Academic Accreditation Commission is created similarly to KAWSZ - the Accreditation Commission of Comprehensive Colleges then, university accreditation certificates should easily be accepted by the Academic Accreditation Commission and there should be no conflict between the two bodies. One, however, can imagine yet another solution: UKA - the University Accreditation Commission having been recognised by legislators, incorporated into AKA - the Academic Accreditation Commission as an element of its organisational structure.

ANNEX 4

Accreditation in the Czech Republic

(extract from the Higher Education Act)

PART VIII
ACCREDITATION

Accreditation of a Study Programme

Article 78

(1) Study programmes are subject to accreditation awarded by the Ministry.

(2) In case of non-accredited study programmes, it is impossible to admit any applicants, hold lectures, examinations or award academic degrees.

(3) Within the framework of accreditation of master study programmes, a decision is also made upon the right to award academic degrees as per Article 46, subsection 5.

Article 79

(1) A written application of a higher education institution for study programme accreditation includes the following:

a) Designation of the higher education institution or its part in charge of providing the study programme;

b) Components of the study programme as per Article 44, subsection 2;

c) Evidence of staff, financial, material, technical and information provisions pertaining to the study programme for at least the standard length of study;

d) Objectives of the study programme, its motivations and expected number of admitted applicants;

e) In case of study programmes in the field of health services, it is necessary to acquire the standpoint of the Ministry of Health concerning possible employment of graduates in this field[19)].

[19)] Article 53 of the Act No. 20/1966 on People's Health Welfare, in the wording of Czech National Council (_NR) Act No. 548/1991.

(2) The Ministry is to convey the application immediately to the Accreditation Commission that shall make its judgement no later than 120 days from the date of receipt.

(3) Should it be possible to eliminate any insufficiencies that may occur in the Application, the Accreditation Commission shall call upon the higher education institution to eliminate these in due term and at the same time it shall interrupt its reviewing procedure. Should the higher education institution fail to eliminate the insufficiencies in due term, the Accreditation Commission shall issue its standpoint based on original documentation.

(4) No later than thirty (30) days upon receiving the standpoint of the Accreditation Commission, the Ministry shall make its decision upon awarding the accreditation. While doing so, it must pay regard to the general conception of educational, scholarly, research, developmental, artistic or other creative activity of the higher education institution as well as assessment of its activities.

(5) The Ministry shall not award the accreditation in the following cases:

a) The study programme does not comply with requirements listed in Part 4 of this Act;

b) Sufficient staff, equipment and information provisions are not granted for the study programme;

c) Implementation of the study programme is not backed up by sufficient financial, material or technical resources;

d) The higher education institution is not deemed capable of providing sufficient guarantees for lecturing;

e) The Application contains incorrect data deemed crucial for awarding the accreditation;

f) The Accreditation Commission has issued a negative standpoint.

(6) On the ground of reasons listed in subsection 5 letters a) and b), the Accreditation Commission shall not issue an affirmative standpoint to the Application for study programme accreditation.

(7) Upon agreement with the Accreditation Commission, the Ministry shall issue a decree detailing the contents of the written application for study programme accreditation.

Article 80

(1) An accreditation of a study programme is awarded for at most double of the standard length of study. The period of accreditation shall not exceed ten years in case of doctoral study programmes starting the date the resolution comes into effect.

(2) Validity of an accreditation can be extended repeatedly. Proceedings on the extension of accreditation's validity are subject to stipulations in Article 79.

(3) While providing an accredited study programme, the higher education institution may request an accreditation of its extension.

(4) An accreditation of a study programme expires upon higher education institution's declaring cancellation of the study programme. An accredited study programme can be cancelled only if a higher education institution provides students with an option to continue their studies in the same or a similar study programme at the same or another higher education institution.

Article 81

(1) An accreditation of a study programme may be requested by legal entities with domicile in the Czech Republic undertaking educational, scholarly, research, developmental, artistic or other creative activity. Such a request is made together with a higher education institution.

(2) The legal entity shall present a request for accreditation as well as a contract on mutual co-operation while providing a study programme made with a higher education institution. This higher education institution admits applicants for studies in study programmes and awards appurtenant academic degrees to the graduates of these study programmes. The location of study programme implementation is also designated on the higher education diploma.

(3) A legal entity as per subsection 1 may request an accreditation of a study programme independently. Should the Accreditation Commission express its affirmative standpoint, the Ministry shall invite the higher education institution to make a contract as per subsection 2 and grant the accreditation upon making this contract. Should the higher education institution refuse to make such a contract, it shall declare its resolution together with substantiation to the Ministry and Accreditation Commission within thirty (30) days.

(4) The request for accreditation of a study programme as per subsections 1 through 3 is subject to stipulations in Article 79 appropriately.

(5) In case of joint implementation of a doctoral study programme, the contract also stipulates representation of the legal entity and the higher education institution in the Specialist Board.

Article 82

**Accreditation of Habilitation Procedures
And Procedures for the Appointment of Professors**

(1) Authority of a higher education institution or its part to perform habilitation procedures or procedures for the appointment of professors in the pertinent field is subject to accreditation awarded by the Ministry.

(2) A written request of a higher education institution for accreditation comprises of the following:

a) Designation of the higher education institution or its part that is to perform the procedure;
b) Field of habilitation or appointment;
c) Information on educational, scholarly, research, developmental, artistic or other creative activity of the higher education institution or its part in the pertinent field;
d) Information on professors and other academic staff lecturing and pursuing this field or a similar field at the higher education institution or its part;
e) A list of members of the Scientific Board at the higher education institution or its part.

(3) The accreditation of habilitation procedures and procedures for the appointment of professors is subject to stipulations in Article 79, subsections 2 and 3 by analogy.
(4) The Accreditation Commission shall assess whether or not the facts documented as per subsection 2, letters c) through e) constitute sufficient pre-requisites for an objective assessment of pedagogical, scholarly or artistic qualifications of an applicant for the appointment of a professor or an associate professor. The Accreditation Commission shall then express its standpoint over the request.

(5) The Ministry shall make its resolution upon awarding accreditation within thirty (30) days upon receiving the standpoint of the Accreditation Commission. The Ministry takes account of long-term intentions of a public higher education institution or long-term intentions of a private higher education institution as well as assessment of activities performed by the higher education institution.

(6) The Ministry shall not award the accreditation in the following cases:

a) The higher education institution does not provide sufficient guarantees for performing habilitation procedures or procedures for the appointment of professors;
b) No accreditation has been awarded for a doctoral study programme within the framework of which the field of habilitation / appointment or its substantial portion is lectured at the higher education institution or its part;
c) The request contains incorrect data deemed crucial for awarding the accreditation;
d) The Accreditation Commission has issued a negative standpoint.

(7) An exception from stipulations in subsection 6, letter b) can be made by the Ministry in case of newly established branches.

(8) The accreditation for habilitation procedures or procedures for the appointment of professors may be awarded for a fixed period.

The Accreditation Commission

Article 83

(1) The Accreditation Commission consists of 21 members. The Chair, vice-chair and members of the Accreditation Commission are appointed by the Government upon a nomination of the Minister. Prior to making a nomination, the Minister shall request references from the representation of higher education institutions, the Governmental Board of the Czech Republic for Research and Development and the Academy of Sciences of the Czech Republic and discuss the nomination with these institutions.

(2) Members of the Accreditation Commission are appointed for a six-year term; they can be appointed for the maximum of two terms of office. Upon the first appointment of the members of the Accreditation Commission, the Government is to specify the names of one third of members whose term of office shall expire in two-year time and one third of members whose term of office shall expire in four-year time.

(3) Members of the Accreditation Commission represent irreproachable persons enjoying general authority as experts.

(4) The membership in the Accreditation Commission is incompatible with the duties of the Rector, vice-rectors and deans.

(5) A member of the Accreditation Commission may be dismissed only in case of losing one's integrity, long-term non-participation in the work of the Accreditation Commission, or upon his/her own request.

(6) Members of the Accreditation Commission perform their duties independently.

(7) In order to perform specialist preparatory work for its proceedings, the Accreditation Commission may establish work groups the composition of which must correspond to the type of the study programme, its form and objectives of studies.

(8) The mode of action of the Accreditation Commission as well as its work groups is stipulated in the Statute of the Accreditation Commission approved by the Government. Upon approving the Statute by the Government, the Ministry shall make it public in an appropriate manner.

(9) Material and financial means for the activities of the Accreditation Commission are provided by the Ministry.

(10) Submissions to the Accreditation Commission are made via the Ministry.

(11) Activity of the Accreditation Commission members and their work groups is deemed an act in the interests of the public[4]. These persons are provided with reimbursement of travel expenses as per special regulations[5] and may be provided with a recompense.

Article 84

(1) The Accreditation Commission takes heed to the quality of higher education and performs comprehensive evaluation of educational, scholarly, research, developmental, artistic or other creative activity of higher education institutions. In order to achieve these objectives, it must perform the following:

a) Evaluate activities pursued by higher education institutions and the quality of accredited activities; publish the results of such evaluations;
b) Assess other issues pertaining to the system of higher education presented to it by the Minister and express its standpoint over these issues.

(2) The Accreditation Commission issues its standpoint over the following:

a) Requests for accreditation of study programmes;
b) Requests for authorisation to perform habilitation procedures and procedures for the appointment of professors;
c) Establishment, merger, amalgamation, splitting or dissolution of a faculty of a public higher education institution;
d) Granting the State Permission for a legal entity desiring to operate as a private higher education institution;
e) Determining the type of a higher education institution.

Article 85

(1) Should the Accreditation Commission discover any deficiencies occurring while implementing accredited activities, it shall invite the higher education institution or the co-operating legal entity to make a remedy in due term.

(2) In the event of serious deficiencies occurring while implementing a study programme, the Accreditation Commission shall make the following proposal to the Ministry depending on the nature of the matter:

a) Restriction of accreditation consisting in a ban on admitting new applicants to the studies in the pertinent study programme; or

[4] Article No. 124, subsections 1 and 2 of the Work Code.

[5] Act No.119/1992 on Reimbursement of Travel Expenses, in the wording of the Act No. 44/1994.

b) Temporary termination of accreditation consisting in a ban on performing state examinations and awarding academic degrees; or
c) Withdrawal of accreditation.

(3) In case of serious deficiencies in habilitation procedures or procedures for the appointment of professors, the Accreditation Commission shall invite the Ministry to withdraw or temporarily terminate the accreditation, depending on the nature of the matter.

(4) The Accreditation Commission shall invite the Ministry to withdraw the accreditation in case of circumstances occurring at the higher education institution, its part, or at the co-operating legal entity, substantiating rejection of the request for accreditation.

(5) Should the reasons for taking measures as per subsection 2, letter a) or b) or subsection 3 cease, the Accreditation Commission shall invite the Ministry to cancel the measures taken.

(6) The Ministry shall make its resolution as per subsections 2 through 5 within 120 days upon receiving a proposal from the Accreditation Commission.

Article 86

(1) In the event of temporary termination or withdrawal of accreditation of a study programme, the higher education institution is bound to provide students with the possibility to continue their studies in the same or a similar study programme at the same or another higher education institution.

(2) The Ministry shall stipulate adequate term for fulfilling duties as per subsection 1.

ANNEX5

Tertiary Education in the Czech Republic

White Paper on Education in CR - Part III

(National programme for the development of education)

Edited by: Centre for Higher Education Studies, Prague

Translation: Miloslav Husek

Tertiary Education

A. General Questions

1. The formation of the tertiary sector of education

Tertiary education comprises all types of citizen's education acknowledged by the state as a follow up to the completed general secondary education or completed general secondary technical education ended by final secondary school leaving examination (maturita).

In spite of large diversity of forms the tertiary sector of education has some general characteristics, which make it different from other sectors and which allow to consider it in one entity. In this sector of education *adult* people are educated, with full legal responsibility, independence in decision making and strong motivation and responsible approach towards education. The relation between the teachers and students makes it possible to use other forms of education and adequate influence of students on functioning of educational institutions. Unprecedented acceleration in the scientific and technical development has its greatest impact on the tertiary sector in particular, which cannot function without permanent active research and other creative activities of teachers and students according to the type of educational institution.

In the tertiary sector the highest stages of education can be achieved, its level has much influence on the quality of life of the society itself. Its level has crucial influence on the whole educational system, since all teachers for all grades of schools are educated in this particular sector. Institutions of tertiary education representing some of the basic elements of infrastructure of the region and state provide services to other citizens. It means that they offer inter alia educational opportunities in the form of specialised, innovative, re-qualification, language and other courses in the framework of life-long learning. An effective co-operation with the region is indispensable from the point of view of development of both partners involved – educational institutions and self-administered institutions in the region.

The shaping of the tertiary sector of education in the Czech education system has been based on the following goals:

- the main aim is to create a distinctly diversified sector of tertiary education, with the sufficient capacity, utmost transferable, facilitating change or continuation in study – at any age and time. It will enable to use specific preoccupations, requirements and

needs of the applicants for study and shape the profile of the graduates in such a way to be adaptable to the demands of labour market;

- in accordance with one of the main goals of the educational policy of the Czech government it is necessary to make possible for the half of the population group of 19 years age to participate in one of the existing types of tertiary education before the year 2005;
- an equal and up to maximum level open access to education will be safeguarded by elimination any reason for any kind of discrimination;
- in accordance with the overall trend in the world the concept of the lifelong learning will be stressed, the development of which will be possible only in the diversified and transferable structure of not only tertiary sector but the educational system as a whole, providing modern forms of study using information and communication technologies;
- our vision will be the same as the ambitious goal of the European Union countries, which is also part of the Bologna Declaration and anticipates that every student in the tertiary sector of education will spend in the future part of their study outside their own school, if possible abroad. The mobility of academic people will get the same support;
- the quality evaluation of education will be considered as a complex process, which is directed primarily to elimination of shortcomings and permanent perfection on the basis of self-evaluation and opinions of relevant experts;
- a long- term goal is to make use and promote the development of human resources in the following way: a) to take care of personality and professional development of the staff in the tertiary sector of education through the system of lifelong learning, b) to assist students in orientation in study opportunities, in finding the optimum study course and orientation in the labour market by development of advisory centres providing study, psychological and professional guidance.

The increase of number of educated people belongs to the priorities of every country and gives evidence about its culture, maturity and economic development. *The population has shown a steady increase of interest in education.*

The rising number of young people, who enter the institutions of tertiary education manifests that the spectrum of not only abilities and skills has widened in comparison with the similar age group ten years ago, but also shows a broader spectrum of ideas about future career building. The applicants for study come from far more versatile spectrum of social background, which represent different motivation for study and gives them a range of economic opportunities including the possible length of study. To meet the demands and abilities of future students, to saturate the needs of society and at the same time *prevent the quality of education from slipping, is possible only through broader diversification of study opportunities* in the tertiary sector of education.

The final state should satisfy different needs and requirements of the applicants for study, to offer alternative ways of study, it should be readable and transparent, generally compatible with a high level of mutual transferability and it should respect the trends in Europe.

The main task of the education system, especially that of tertiary education, is to prepare the students for a successful entry into the labour market and become employable. *It does not mean that the sphere of education as a whole should be subordinated to the world of labour. More than that these two areas - education and labour market - are in relation of mutual influencing. Both are to a certain extent autonomous, but still affecting each other.*

The needs of economy and society have been rapidly developing. The graduates from higher education institutions and other institutions of tertiary education have to acquire such knowledge and skills, which enable them to assert themselves even in the changing requirements of the labour market. The development of education and culture can have vice versa a strong effect on the dynamics of the economy development.

The long-term goal is to harmonise the outputs of the tertiary sector of education with the needs and requirements of employers and providing sufficient and reliable information both in the area of job opportunities and in the sphere of study opportunities. The institutions of the tertiary sector of education have to develop contacts with employers as well as their graduates. They will get relevant information and the possibility to co-operate on contents and layout of study and existing offer in the lifelong system of education.

2. Goals and structure of tertiary education

The scientific, research, development or any other creative activity will become a an attribute for the definition of tertiary education. The interconnection of study with such activity, its type and quantity, will differ various kinds of higher education study programmes from higher professional study and other opportunities for study in this sector of education.

Study programmes in the sector of tertiary education will concentrate on future placement of graduates in society and adaptation to the rapidly changing structure of the labour market. It will focus on education for critical and creative thinking, awareness of the necessity of permanent education and accommodation to new opportunities and needs.

All students of the sector of tertiary education should have chance *to be actively involved in a creative activity* combined with the course study, which creates *a stimulating setting* and has a strong *motivation effect* on them.

2.1 Structure of levels of education

The institutional structure of tertiary education will react to the new challenges by changes, which will concern the redistribution of capacities and clear definition of goals concerning all its parts.

- *Post secondary specialised study following the maturita* examination and finished with a certificate and practised in a form of short, study cycles on a modular basis (with the length of study of one or two years) will enable to get specialised knowledge on higher than secondary level. The modular structure of this post-*maturita* study will allow those who successfully finish it and will decide to continue in their study, to use these modules in higher professional study and reach an appropriate level of qualification.
- *Higher professional study* will remain as a type of short study, providing special qualification to the graduates of secondary schools. It will exist as a three year study leading to a complete qualification with a description „diploma specialist in a subject of……“ (abbr. DiS). It is necessary to open the possibility of transferability between

the programmes of higher professional study and Bachelor study programmes. Three year programmes, which will be capable to go through accreditation procedure successfully, will be transformed into Bachelor programmes.

- *Bachelor study*, which is defined as a study using contemporary specialised knowledge and methods together with essential theoretical base and creative activity, will represent in accordance with the Bologna Declaration a diversified set of programmes with more or less applicable orientation with regard to the favourable chance to be successful in the labour market, but also a further study in Master programmes.
- *Master study* is oriented to acquiring theoretical and practical knowledge based on scientific, research and other creative activities, which is an inseparable part of it. It will be designed, in line with the development of Bachelor study programmes, primarily as a continuation study to these programmes. Similarly to other previous cases its structure will be modular in order to enable as large as possible transferability of the tertiary sector of education.
- *Doctoral study* as the highest level of tertiary education is primarily concerned with research and development and independent creative activity.
- *Other types of study acknowledged by the state* provided by the state and public institutions within the lifelong learning are usually short term forms of study oriented to special professions or interests.

2.2 Institutional Structure of Tertiary Education Sector

- *Higher education institution of university type* - offer all types of higher education study programmes and different types of study in the frame of lifelong learning. Master and especially Doctoral programmes of study demand that the courses of instruction make effective use of existing research capacities not only of these institutions but also utilise the capacities of other research and development institutions. This applies foremost to the Academy of Sciences of the Czech Republic, which has an irreplaceable scientific potential for preparation of young scientists in Doctoral study programmes. The strategy of research and development in higher education institutions is based on the National Policy of Research and Development from the year 1999.
- *Higher education institutions of non-university type* - offer mainly Bachelor programmes and courses of further education. Their future role is envisaged in as multidisciplinary educational institutions, which are expected to saturate the educational needs of the specific region. Broad range of study branches, their combinations, availability and variability together with sufficient number of students, are inevitable for maintaining the quality and efficient use of finances. The integral part of their activities are the joint projects with firms, consultancy and training activities, projects of applied research, international co-operation.
- *Higher professional schools* - provide higher professional three year study and post secondary study. These schools can provide also Bachelor study programmes but only in co-operation with a higher education institution. It is possible for higher professional schools to apply for the change in status and become a higher education

institution of non-university type provided their study programmes are accredited as Bachelor programmes. In certain regions higher professional schools may find their main role in provision of further education.

- *Institutions with specialised post-maturita study* are mostly those secondary schools, which offer their services to the tertiary sector, mainly in similar subjects, which are taught in their entire secondary programmes of study.
- *Other educational institutions* of tertiary sector provide a number of different study courses acknowledged by the state. As a rule there are courses of several months duration leading to new qualifications (lifelong learning programmes) or courses of non-formal schooling for interest groups, which could become under certain circumstances in a spirit of Bologna Declaration a part of integrated formal education system.

3. Participation in the tertiary education - a quantitative prognosis

One of the main tasks of the educational policy of the Czech government is to enable before the 2005 half of the population group of 19 years old to participate in one of the forms of tertiary education.

The corresponding goal is that two thirds or three fourths of the young people will pass the secondary school final examination (*maturita*) at general secondary or technical secondary education.

The capacity of the tertiary sector of education has to take into account the growing interest of the older population groups in study which they can feel as necessary for completion of formal study at certain stage, but also have interest in the courses of lifelong learning. Possibly only a small part of this group would apply for a face to face form of study, the other will be offered new forms of study using information and communication technology (distance and combined form of learning). The number of foreign students will be compensated by Czech students studying at higher education institutions abroad.

To achieve the aforementioned goal the following conditions are to be fulfilled:

- we anticipate *substantial restructuring* in numbers of students enrolled in available study programmes of higher education. At present the structure of higher education students comprise nearly 15 % students who have been finishing their Bachelor study programme (they do not immediately continue in their study), about 80 % of Master study programmes and little more than 5 % students in Doctoral study programmes. It is necessary to stress that if a number of young people of relevant age group entering higher education study would increase, it will not be possible to satisfy such a large number of students in Master programmes of study without the loss of the quality in graduate level. Model calculations were based on the target that about *half of the students will finish the Bachelor study programmes or get the level of diploma specialist at higher professional schools. In such a case, when 60 000 students enter the first year and by current drop out rate, the overall number of students in Bachelor and Master programmes would reach 195 000;*
- the improved situation in general transferability should lead to the reduction of number of higher education students, who fail and would not finish their study. *It is*

estimated that the reduction of drop out students could result in total increase of student numbers by approximately 5000;

- approximately 5000 students are expected to enter Doctoral programmes every year (which means in relation to the graduates in Master programmes about 25 %). It is necessary to increase the effectiveness of this study and reduce overall failure rate in absolute numbers. *The total number of students in these programmes can be estimated at 15 000;*
- higher professional schools expect admission of approximately 5 000 new students yearly, 10 000 will enter post-*maturita* study. *The total number of students in both types of study will be practically the same as now, i.e. about 30 000;*
- the number of students who will be admitted for study at new private higher education institutions will reach about 10 000.

The total number of students in the tertiary education sector will reach 250 000 (about 195 000 in Bachelor and Master programmes, 15 000 students in Doctoral programmes, 30 000 students in higher professional schools and 10 000 students in private higher education institutions) contrary to the present number of 223 000, which represents the increase of 12 % compared with the present state).

The capacity for admission is essential for admission policy in the tertiary sector of education. Theoretically, according to long term plans of the existing higher education institutions including the private institutions, aforementioned model calculations and estimates of higher professional schools, all these educational institutions will have at disposal every year about 75 000 places for new applicants. The total increase in offering places in higher education institutions and higher professional schools in the framework of lifelong learning and the capacity of other educational institutions, which is not precisely defined, could be estimated very roughly and thus it is reasonable to make a realistic presumption of about further 10 000 study places in the sector of tertiary education. The total capacity for admission will then be approximately 85 000 study opportunities.

If the offer of higher education institutions and higher professional schools (75 000 places) could be utilised just by the 19 year old applicants (who just passed the final leaving examination from secondary schools) in 2005 about 57 % of this age group (130 907) could start their study, which represents more than 80 % of those who passed their *maturita* examination. It is expected that part of the admission capacity will be filled by older applicants rather than new secondary school leavers and on the other hand, part of new secondary school leavers will take advantage of various courses provided by other educational institutions. The applicants from the group of adult population will show interest not only in the regular study programmes leading to academic degrees but also in a number of courses within the framework of lifelong learning, in both cases primarily in distance or combined forms of learning. Current statistics show that about 25 % applicants are older than 19 years, but it must be taken into account that there is a number of those who try second or third chance for admission after finishing their secondary schools. The increase in number of really adult applicants is so far not obvious, but with a view to the trends elsewhere in the world it is necessary to take it into account.

In estimating the demand we have to consider 50 % of the age group of secondary school leavers plus about one third of this number of those, who can be described as applicants from group of adults. We arrive at the number of roughly 85 500 potential applicants.

If these estimates prove to be real then the total offer of study in the tertiary sector of education would roughly correspond to places demanded by the applicants. One cannot *expect that the overall saturation of demand would eliminate its disproportion in terms of subject and fields of study offered.* Since the needs of the state have to be considered, manifested by the demands for specific professions and special branches that are signalled by the labour market, it is necessary to inform the applicants about current situation. A special support and motivation is needed in case of technical subjects and their choice by applicants, since this study is sometimes regarded as less valuable by the secondary school leavers. In case of teacher training programmes, such study should be chosen by those who have a serious interest and dedication to do such a profession.

Note: In model calculations and estimates students of military schools and police academy, whose number is about 5 000, are not included. It is estimated that their number will not differ much either.

4. **Access to education and care for students**

The access to education is based on equity and is utmost open, eliminating discrimination for whatever reason.

The equity in access to education in higher education institutions and higher professional schools is manifested by the fact that everybody who fulfilled the conditions for admission to study given by the law has the right to study in the framework of one or more study programmes. At most of higher education institutions and higher professional schools, especially at those with study subjects which are highly demanded, the entrance examinations are introduced as a part of the admission procedure. The results of these examinations are used for making the lists of successful applicants, whereas at subjects of art it is common to undergo a talent examination.

The principal change will be the introduction of „*state maturita*" (the common part of *maturita*) and the comparability of its result at the national level, which in relatively near future would facilitate the admission procedure, even if it would not substitute it in all of the study programmes.

The simplest and also the most equitable and from the point of view of applicant the most appropriate way of disclosing their abilities for study would be *the free admission* of secondary school *leavers into the tertiary sector of education without admission procedure*, which is a long-term goal. The precondition is the creation of sufficient number of education opportunities in diversified tertiary sector. However, completely free access to study will always be complicated by the uneven interest in different study branches on the one hand and the offer in the labour market, or the menace of unemployment on the other hand.

There is no discrimination in this country on the basis of race, sex, religion or political opinion. It is necessary to avoid any problems that could arise for any reason in case of applicants with health problems or applicants coming from socially and economically weak groups of population.

A long term goal is a maximum support and use of human resource development. It means to assist students in orientation in study opportunities, in finding the best possible way of study, orientation in the labour market through establishing the consultancy centres providing study, psychological and professional guidance.

The precondition for the choice of the best educational path or its change is to get enough information on educational opportunities at schools in the home country and abroad as well. In spite of the existing system, which enables access to regularly innovated information through publications, web pages etc, the consultation with a specialist is still irreplaceable. It is necessary to continue in building consultancy centres at institutions, which provide students apart from above mentioned services also with assistance to master all needed skills and competencies and improve their own study abilities.

It is also necessary to safeguard the possibility to upgrade knowledge needed for studies for groups of applicants who come from „non-traditional setting" (from areas, which are remote from the study centres, from families with low level of education of parents or social background, which puts them into unfavourable position in relation to other colleagues etc.) and to prevent deepening of social differences among different groups of society. The solution is in organising a range of educational courses and training programmes, which give them chance to apply for further studies and be on equal terms with others. The system *of advisory centres for applicants* together with consultancy services plays a growing role in the secondary education sector.

To take care of students means to fulfil other tasks to prepare them to be as much flexible as possible in terms of high professional level, to have such abilities as creativeness, culture and communication skills and other moral values. The successful study is underpinned *by a good relation between students and teachers*. Teachers have to build such relations with students, which is based on partnership and human approach, they have to show interest in their study results and problems, to give them advice and real help when they need it. Using the knowledge and abilities of students as an important feed-back for their own teaching practice, giving students the possibility and using their co-operation for creative work enable to build together a real academic community.

5. Transferability and modular structure of study and training programmes

Transferable, module structured study programmes, using credit system, make it possible to continue the study throughout the whole life according to the needs of an individual at the same or different educational institution in the home country or abroad. It is under the condition, that the requirements of the subsequent study programme (module), which are to be agreed upon by the respective educational institutions, are fulfilled.

The important feature of transferability and modular system consists of the possibility to spend a part of the study at a different education institution from student´s own one including the study abroad. It is also important to have a possibility to change or make correction in choice of study in case, that the original decision was not suitable, the life conditions have changed, inability to meet increased demands and so on. The transferability of the tertiary sector of education will be accomplished in accordance with the principles of the Bologna Declaration primarily in *the vertical* direction. Higher education students will have chance after finishing Bachelor study to continue in subsequent Master programme at their

home or other institution of higher education. Similar option will be available by a linkage between higher professional education and follow up higher education study. It is also necessary to enable *the horizontal transferability,* it means the transition between individual study programmes. Transferability –cannot be considered as a self-acting mechanism, the agreement between appropriate educational institutions and special consideration of individual cases will also play an important role.

A serious problem, that up to now has not yet been solved, is *transferability from the higher grade of study to lower level*. It concerns mainly the possibility to make a transfer from higher education study programme to higher professional study in case of inadequate original choice of study or failure to meet the demands. It will lead to *reduction of premature drop outs from study,* which are especially in some of the study branches disproportionately high, without obtaining academic, professional title or certificate for a finished part of study (module).

The transferability will be facilitated by *the modular structure of study*. *A module* is defined as integrated part of the study programme, which is structured in such a way, allows individual modules arrange into higher educational structures. Modules can be relatively easy innovated, substituted, left out or included into study programme and thus response to current and future demands of practical life or study preconditions and interests of students. Modular structure of study makes appropriate choice of educational path or change more easily in the whole system of higher education, it facilitates mobility of students (in line with the goals of Bologna declaration) and *encourages the concept of lifelong education* properly.

The transferability of study is simplified by using the credit system. *The credit system* means that the completion of a part of study programme is evaluated by standardised units of study - credits. Higher education institutions introduce credit systems on basis of European Credit Transfer System (ECTS), which is used in the countries of European Union and upheld by the educational programmes of European Union. This European trend will be encouraged in higher professional schools, too.

Building of as transferable system of tertiary education as possible can be done in a gradual way only and primarily on the basis of broad enlightenment campaign. The existing and proposed legal norms, which promote such strategy, have to be used to full extent. The Higher Education Act has no objections to the above mentioned principles, the draft of the proposed Education Act takes into account the modular system for post-*maturita* education as well, which thus becomes a potential part of further study in higher professional school.

6. New forms of study

High number of students and their diversified interests result into the rise of demands for provision of new forms of study alongside the currently offered form of face to face learning. Strategy for development of these forms of education is described in more details in the Concept of the State Information Policy in Education. New forms of study, which are presented in the terminology of the Higher Education Act as *distance learning or combined learning,* make advantage of information and communication technologies, enable students to choose their own study path and volume of study according to their own possibilities and contribute substantially to such vision of tertiary education system, which makes it possible to enter the study process during the whole life.

New forms of study contribute to diversification of study opportunities by the fact that they:

- can offer the study to greater number of applicants without massive demand for increase of number of teachers and space facilities;
- facilitate the individualisation of study programmes, which means a very flexible approach to the contents of study and a choice of one´s own study path and pace according to current needs (with regard to the offer of study modules and compulsory contents of accredited study programme);
- makes it possible for many economically active persons to enter the study without necessity to interrupt their jobs, if they cannot or do not want to, but they feel the necessity to complete their education or get new information and knowledge in the field of their specialisation or in another fields.

The development of distance learning centres network in the higher education institutions in the Czech Republic will make it possible to have an access to foreign educational subjects and distance study programmes and courses presented e.g. in the European Network of Distance Education. The essential question is, of course, *the increased demand for financial means* for information technology equipment, preparation of multi-media teaching materials, possibility to have access to funded international programmes and so on, as well as for organisation of study *in stage of its implementation.* Other substantial requirement is concerned with *the new type of training of teachers-tutors in distance or combined form of learning*.

Effective management and usage of new forms of learning and demand for teachers with new qualifications can be materialised only in broad and well organised co-operation of institutions in tertiary sector. At present the most effective way is the co-operation, which is built from bottom up, using the centres of distance education established in higher education institutions in the framework of Phare project. The existing capacity of these centres needs to be further developed and supported and *extend their activity also towards higher professional schools*. The extension of the system of these centres should result in properly distributed network and their co-ordinated activities should create the study opportunities similar to those, which are in some countries offered by open universities. And further on, to enable all applicants the best possible way to modern form of education.

B. Specific problems of the components of the tertiary education sector

7. Education in higher education institutions

The essential part of tertiary education sector is comprised of higher education institutions. They are the highest component of the educational system and top-level centres of knowledge. The principal activity of a higher education institution is teaching, inseparably connected with research and development and other creative or art activities. They have a great importance for social and economic development of society. Higher education institution must fulfil that function and it must present itself to the society in this sense and use for such purpose all available instruments – internal and external evaluation and publicising its results, long-term development plan of the institution and annual reports about its activities. An important role played by the higher education institution in its effort to open itself to the

society should be enhanced by perspective offer of study opportunities in the framework of lifelong learning, which could also modify the approach towards education.

7.1 Quantitative development and structure of study programmes

In the area of higher education institutions the structure according to aforementioned scheme started to be formed as early as in the year 1999 in connection with implementation of the Higher Education Act. At present the capacities of higher education institutions in relation to current demographic developments roughly correspond to anticipated demands for numbers of students. *A remarkable extensive development is not expected, especially with higher education institutions of university type, but it is necessary to focus them on quality.* The rise in capacities will be supported through development programmes in such study branches, where the demand for study is not saturated in the long run.

The only one newly established higher education institution of university type - Tomás Bata University in Zlín, which will incorporate two existing faculties of Brno University of Technology, located in Zlín, has come into effect in the year 2001.

The development of higher education institutions of non-university type will continue on the one hand through *the establishment of new private schools*, some of them will probably evolve from private higher professional schools of good quality, on the other hand as *new public higher education institutions* of non-university type established by law out of selected state higher professional schools.

Private higher education institutions are quite a new component in the system and their foundation is stipulated by the Higher Education Act starting on January 1, 1999. Before the end of the year 2000 some tens of applications have been submitted by legal entities to obtain a state approval to function as a private higher education institution. The majority of applications presupposed the establishment of the higher education institution of non-university type, a number of them made this request on the basis that they are regarded as a prosperous higher professional school. Until current time (April 2001) altogether state approval has been given to 14 schools to enable them to become private higher education institutions.

The development of study opportunities and programmes will be oriented to the aim to the expected fact that about one half of graduates will enter labour market after finishing Bachelor or higher professional study. The precondition to this development is the necessity to create conditions for finding good jobs and to increase their social status through effective enlightenment campaigns.

The offer of higher education study opportunities does not yet reflect the requirement for suitable quantitative structure in relation to the number of admitted students in Bachelor and Master study programmes. In accordance with Bologna declaration *the increase in number of students* in higher education institutions will take place *in Bachelor study programmes only*, the contents of which will permit the graduates to get the qualification suitable for the open labour market of EU. At the same it must not exclude the possibility of continuation in the study either immediately or after some period of time and fulfilling necessary conditions. It is supposed that conditions will be created for availability of more generally oriented Bachelor study programmes, which facilitate better jobs opportunities, but also more concrete study specialisation during further study.

The concept of the Bachelor study programmes is gradually under change and in many cases meets demands for availability of broad range of study programmes and the requirement of full qualification. *Restructuring, which leads to properly balanced numbers in Bachelor, Master and Doctoral programmes, will be gradual and facilitate the offer integral Master programmes in such study branch, which will be recommended by the Accreditation Commission.*

A suitable combination of a certain type of study programme with appropriate scientific and further creative activity will apparently lead *in the future towards set up of three characteristic groups of higher education institutions:*

- higher education institutions, in which the majority of study programmes (Master and Doctoral) will be featured by a distinctly top level scientific research and preparation for a scientific career;
- higher education institutions, in which the scientific research will go alongside with scientific training in one or only a few study programmes, the rest of study programmes will have primarily practical professional orientation combined with applied research and other forms of creative activity;
- higher education institutions oriented mainly towards Bachelor study programmes with a component of creative activity (higher education institutions of non-university type).

It is necessary to respect these naturally differentiated groups of higher education institutions and take for granted the disparities in their character. It is also needed to stress that because of these dissimilarities in concept of study and activities one group cannot be regarded as better or worse than the other two.

The system of multi-level classification –of higher education institutions (see above) influenced also by targeted funding of research and development, is definitely more appropriate than possible division between so-called „research universities“ and „teaching universities“, as it is used in some countries. It is not far from truth that also in this country some higher education institutions could in the future get the character of research oriented ones.

7.2 Academicians and students

The development of higher education system is closely related to qualification rise of academicians. The quality of instruction, research and other creative activities of the institution definitely coincides with the quality of these specialists.

The shortage of higher ranking academicians and their age structure is the greatest problem of the most newly founded higher education institution. The institutions therefore introduce academic programmes for the preparation of young academic staff, especially in Doctoral programmes with the aim to reduce unfavourable age structure. Higher education institutions set as a priority the creation of better conditions for scientific activity of young academic staff members and work hard for their support in the framework of development programmes. The crucial problem is nowadays social and economic situation of academicians, especially the young ones. The perspective increase in funding will enable the higher

education institution to decide effectively about the number of academic staff and related financial remuneration.

In addition to the support of young academicians other academic staff members will get support for their qualification rise especially in the field of information science, languages, scientific disciplines and professional management of the institution. It is anticipated that for these purposes short-term courses, short-term and medium-term study visits abroad, Doctoral study and modular course designed as a management training, prepared in the framework of Phare programme will be utilised.

The rise in number of students *in Bachelor study programmes* asks for *a corresponding structure of academic staff.* For teachers in Bachelor study programmes the competencies in pedagogical disciplines will gain importance. The qualification rise of young teachers should therefore focus on acquiring the pedagogical competencies provided by the courses in lifelong learning including those that are accredited on international level. Higher education institutions should also make use of the specialists from outside the academic world, who should form a balanced counterpart to the entire staff of the respective institution. Different requirements as to the qualification structure of the teaching staff for Bachelor programmes will be subject of more general discussions and part of the agenda of Accreditation Commission.

Another important part of the activity of higher education institutions is the building of social support for students. It concerns not only the provision of sufficient number of places in accommodation facilities and meal provision as well as improvement in the quality of these services in view of increased international student exchanges, but also extension of consultancy and assistance services so that all students could be integrated into the life of the higher education institution without delay and could devote their time to their main activity - the study.

In connection with the prolongation of the average length of study in all grades of schooling it is necessary with regard to higher education students in higher years of study to adjust the age limits and other conditions for indirect support of education in social and tax legislation acts.

7.3 Internationalisation and international co-operation

The Czech Republic is prepared to contribute to building of open European education area through development of international co-operation and realising international agreements and declarations (Lisbon convention, Sorbonne and Bologna Declarations) with preserving the specific Czech cultural and educational traditions.

The international co-operation, which is primarily based on academic mobility of students and teachers, makes easier the transferability of study and gradual harmonisation of organisation of study. Signing of *joint declaration of ministers of education of European states at the meeting in Bologna in the year 1999 (the Bologna declaration)* has been an important step towards the promotion of the idea to create an open European higher education area. The Czech Republic is one of 1 signatories (29 states) of this document.

The principal idea of the Bologna declaration is *the gradual transition (in the time frame of 10 years) towards three level higher education study*, in which the first (pre-graduate) level will be Bachelor study followed by a postgraduate study level. This level could be either short, leading to Master academic title, or long, finished by conferring the Doctorate (Ph.D.) degree.

The declaration stresses three year *Bachelor programme, which enables to gain qualifications suitable for the open labour market in Europe.* At the same time it appeals for the transferability of the whole tertiary sector of education with a possibility to continue with the study based on the acknowledgement acquired in the framework of lifelong learning.

The Czech system of tertiary education, the idea of its transferability, as described above, and three level structure of higher education confirmed by the Higher Education Act is in compliance with the aforementioned document to a large extent, and therefore it will be developed in that sense. The admission to the Doctoral study programmes right after the finishing the Bachelor study is not allowed by the Higher Education Act.

The state as the guarantor of the quality of education can substantially facilitate the international mobility of students and graduates. To this effect the Convention on the Recognition of Qualifications Concerning Higher Education in the European Region (so called Lisbon Convention from the year 1997) has been signed, together with the conclusion of bilateral agreements on recognition of achieved education. Lisbon Convention, to which the Czech Republic acceded in February 2000, can be regarded as an appropriate instrument for the implementation of the Bologna Declaration. Its main idea, which means a change for all signatory countries, is the recognition of higher education diploma or period of study primarily on the basis of passed study load (expressed in number of credits gained), general contents of study programme and the quality of the respective higher education institution, contrary to the previously used system of judging real equivalence of the study.

Our vision is the same as the ambitious goal of the countries of European Union, which anticipates that every student of higher education will spend in the future a part of their study at another institution, preferably abroad. The same support will be provided to academic mobility of teachers.

The international co-operation demands improvement and extension of *language training,* which will facilitate mobility of students and teachers. The crucial instruments of mobility and co-operation, which *creates necessary material, technical and political conditions,* are the educational programmes of European Union, as well as other intergovernmental bilateral and multilateral programmes (such as joint programme of Canada with the countries of Central and Eastern Europe, which is under preparation). It is necessary to promote *the mobility of teachers in higher education,* which brings not only further education and experience to teachers themselves but also consequently to their students and enables to participate in the preparation of joint study programmes, which a besides its own improvement facilitate and make simpler student mobility as such.

7.4 Quality Evaluation

The evaluation of the quality of education will be regarded as a complex process, which is aimed at elimination of weaknesses and seeks for permanent improvement based on recommendations of evaluation experts. The activities of the internal evaluation will be co-ordinated with the external evaluation in such a way to achieve maximum effect from the work devoted to it.

The quality of education depends on the level of fulfilment of certain conditions, which are set as goals of educational institution with regard to efficient spending of financial means. The immediate user, who is judging the quality of education and who feels its impact, is the

student in the first place, also his employers, parents, teachers (academic staff), users of research and development, representatives of the state and other users of educational services. It is obvious that the opinion of each of the named subjects how the educational goals should be realised, has a specific bias and can differ a lot one from another. Such concept gives testimony about the fact that it is not possible to seek for just one, *exclusive quality of education (tertiary), but it must be understood as a multidimensional notion.*

The quality evaluation in higher education is connected with *high level of autonomy and self-governance* of higher education institutions accompanied by the requirement concerning accountability for quality of activities rendered, effective management of funds allocated by the state to education and demand for accessible information not only for the specialists.

Development plans are prepared by individual higher education institutions and they have not only the opportunity but *legal obligation* to plan their goals in compliance with the requirements of all users of provided services and requirements of the state. In the valuation fulfilling of these set goals can be reflected and judged to what extent the proclaimed goals have been achieved.The institutions and study programmes are subject to *internal* as well as *external quality evaluation.* The internal evaluation means that the respective subject undergoes self evaluation procedure. The way and use of internal evaluation is according to the law within the discretion of the institution itself. *The external evaluation of the quality* is according to the Higher Education Act within the responsibility of the Accreditation Commission, which represents an independent expert body named by the government.

From the technical point of view it is purposeful to *co-ordinate* the external evaluation with the internal evaluation activity in such a way to make advantage in both cases of similar background data. In the opposite case the process of evaluation would become an excessive burden for the academic staff and the evaluation would become a task for its own sake.

The expected goal is to develop gradually a *structured system* of external quality evaluation, in which the prevailing, but not the exclusive, role will take the evaluation demanded by the Higher Education Act, carried out mainly by academic staff members and specialists in respective subjects. It is desirable to invite in the process of evaluation also the potential employers of future graduates, professional chambers, regional administration bodies, as well as other subjects with the aim to monitor for example how the attitudes towards environmental protection or sustainable development are formed and thus give the public enough information about the educational institution concerned.

The external evaluation carried out by an *international organisation* or foreign institution of higher education, will play more and more important role, which can mean a rise in prestige of our institutions in the international competition and enhance the chances of our graduates in the international labour market.

The results of the quality evaluation will not have direct influence on allocation of financial means. There will be always reasonable time for remedial measures. The evaluation results shall not be primarily used for mutual comparing of individual institutions for the purpose of ranking, because the aim of the evaluation will be the level of success in achieving certain goals.

The evaluation in the tertiary sector of education should be oriented towards elimination or limitation of identified *shortcomings* on the basis of approved recommendations in the time

frame, which is necessary for it. The way in which the evaluation results will be used must be clearly defined in advance and possible penalisation can be applied only after repeated negative results of evaluation. Frequent and long experience with using different systems of quality evaluation and the way the results are utilised, in many countries testify that it *is not appropriate to have direct conjunction between the quality evaluation and allocation of finances.* The principal instrument for positive usage of evaluation results is to publicise these results. Motivation for getting additional financial means is to be found in development programmes, success of which can favourably influence the quality evaluation.

Multidimensional contents of the notion of quality of education makes us believe that it is not appropriate to *compare* different kinds of educational institutions of the tertiary sector for the purpose of ranking. The reason for existence and the tasks of individual institutions are generally very diverse, in case of higher education institutions the main orientation is given by their strategic development plans, which can differ very distinctly one from another, and therefore it is necessary to judge them according to their success to fulfil them. The comparison can be appropriate and motivating in case of evaluating very similar activities.

7.5 Lifelong learning

In compliance with the world trends an accent is laid on the general concept of lifelong learning, the development of which can be achieved through diversified and transferable structure of not only tertiary sector, but the whole educational system offering modern forms of study and using information and communication technology. Such system enables the users the access to education and the possibility of their own choice of educational path corresponding to their interests and abilities in case of necessity to change it and continue in education throughout the whole life.

It is the overall world trend to stress the general concept of lifelong learning, which has a correlation with formation of diversified and transferable structures not only in the tertiary sector but in the whole education system.

Higher education institutions take part in the development of lifelong learning by way of organising programmes and courses in this framework and there is an expectation that such provision will *be extended largely in course of time.* Such activities must not end in the offer of study of individual subjects, courses and integrated modules in this framework, which would in practice be a copy of the contents of accredited study programmes. Such development would result very quickly in creation of two, in principle different groups of students in higher education institutions: those who would study in regular accredited study programmes free of charge, whereas the second group of students would be charged for the same kind of study. Such situation is not acceptable.

On the other hand it is highly desirable to recognise such education on the basis of relevant evidence when entering accredited study programmes, again, in compliance with the idea of the Bologna Declaration. Information and enlightenment activities will be oriented to the fact that the decisive factor is the achieved level of education, testified by a relevant certificate, not by an academic title. The offer should be regulated not only by the declared interest of potential participants, but also by the demand from the part of state (ministries, labour offices etc.).

The leading role in lifelong learning will be played by new forms of study, based especially on using new information and communication technologies, which will influence the development of the whole tertiary system by decisive way. It is necessary to offer education opportunities within the system of lifelong learning for non-traditional groups of students, who for various reasons did not enter the tertiary sector of education or who have not finished such education, for employed people who have to extend their education because of demands of their profession.

8. Education at higher professional schools

Higher professional education and the institutions which provide it are relatively *new components of the Czech education system* and therefore it is quite natural that there are more specific problems which are to be solved than it is in the case of higher education sector. The new situation has developed following the reform of public administration and take-over of the responsibility for this part of educational system by regional authorities, which should result in closer conjunction between educational system and local needs.

8.1 Restructuring of the network of higher professional schools and their educational programmes

The provision of the Education Act draft about standard length of educational programmes of higher professional schools for three years and introduction of post-*maturita* specialised study at the length of one or two years give a basis for necessary *restructuring of the network of higher professional schools and their educational programmes.*

Their aim is as follows:

- on the basis of individual evaluation to transfer shorter programmes, especially those at higher professional schools co-existing with secondary vocational schools, into the category of post-*maturita* study;
- to retain in the school register those higher professional schools which have educational programmes of good quality with experienced teaching staff and equipment with the aim to complement the educational provision of higher education sector or located in regional centres or areas with under-developed opportunities of tertiary education;
- to reduce the atomisation of higher professional schools e.g. by way of integration of higher professional school with existing similar programmes at one place, or possibly with different programmes, into well organised and economically efficient units,; to transform higher professional schools the programmes of which will be accredited as the Bachelor ones into higher education institutions of non-university type.

To achieve these objections is facilitated by several conditions. The majority of higher professional schools which co-exist with secondary vocational schools have been established because there was not an opportunity to realise post-*maturita* study. If this reason is eliminated, *it will not be necessary to maintain more or less formal existence of respective higher professional school.* There is enough information about the quality of educational programmes of some higher professional schools, which makes it easier to reduce the demand for complicated and time-consuming evaluation. It is absolutely necessary to sort out and evaluate all available information. The publishing of general educational programmes and

termination of validity of existing educational documentation on September 1, 2005, proposed by the draft of Education Act, will make it necessary to evaluate the existing educational programmes of higher professional schools generally.

Educational programmes of higher professional schools will represent in the sector of diversified tertiary education an original study opportunity, respected and accepted by social partners and labour market, which will appropriately and flexibly complement educational opportunity presented by Bachelor programmes of higher education institutions. Modular structure of these programmes should allow for study of individual modules also separately and to certify their successful completion and also to accept modules of study obtained elsewhere (for instance in post-*maturita* study).

Owing to the absence of short forms of education for secondary school leavers *re-establishment of post-maturita vocational education is needed and timely*. It will enable to gain basic specialised education with a certificate and will be carried out in a form of short study cycles. Re-introduction of such study in line with the provisions of proposed Education Act will enhance dissemination and flexibility of diversified and coherent study opportunities in the sector of tertiary education.

Modular structure of study and envisaged introduction of credit system will facilitate the transferability of the whole tertiary system of education according to aforementioned goals. It is necessary to stress the assumption that modules of post-*maturita* study finished by a certificate will be accepted by higher professional schools and enable their holders to continue in the study leading to a self-contained degree of education and title DiS. The openness of the educational programmes of higher professional schools and post-*maturita* study for students of higher education, who make decision to change their educational path, will contribute to eliminate high percentage of students, who fail to get higher qualifications.

A necessary pre-condition for further development of higher professional schools is their greater involvement in international co-operation and support to the mobility of students and teachers. It is an intention to promote their participation in educational programmes of European Union and gradually include large independent higher professional schools together with higher education institutions in sub-programme SOCRATES/ERASMUS.

8.2 The foundation of higher education institutions of non-university type

Several private higher education institutions of non-university type have been founded without larger technical problems even in such cases when the original higher professional school after the foundation of a higher education institution of non-university type has not ceased to exist and continues in practising its educational programmes, which have not been accredited as Bachelor ones. In case of state higher professional schools the transformation has not yet been carried out as the only way how to establish a public higher education institution of non-university type would be possible by means of adopting a special law. Since the year 2001 the regions will be empowered to found higher professional schools, which on the one hand makes it possible for the region (as a legal entity) to become a founder of “private” higher education institution of non-university type, on the other hand it may cause complications to establish public higher education institution of non-university type when settling the uncertainties about the property questions. At any case the possibility to found a public higher education institution of non-university type from a chosen state higher

professional school and more such institutions in the future will be enhanced depending on the development of their study programmes. The option to realise accredited Bachelor programme in co-operation with any of the existing higher education institutions remains, as well as the possibility to be integrated in a higher education institution, which will be especially welcomed by those higher professional schools, which plan to undergo accreditation procedure just for one or a small number of study programmes, and by those schools, the capacity of which is too small to become an independent institution of higher education in the future. Owing to the fact that these potential public higher education institutions of non-university type, or jointly provided higher education study programmes, represent an increase in number of higher education students, it is necessary to declare clearly also the rise in funding process for higher education sector, which would cover the demand for financial support according to the law.

8.3 Teachers at higher professional schools

The quality of higher professional schools representing an important component of the tertiary sector derives from the quality of teachers. The requirements laid on teachers at higher professional schools are different from other secondary schools in the same way as the contents and organisation of study in higher professional school differ from that one at secondary schools:

- the entire teaching staff has the main responsibility for the teaching at higher professional schools, although the involvement of teachers from higher education sector and specialists from the field is very important;
- stressing the need of practical character of education must be reflected in the qualification requirements and career development. Professionally oriented education programmes require from teachers to update their knowledge and follow the development in their branch, which can be achieved by their involvement in a creative activity;
- it is necessary to enable in-service *training and qualification development of teachers* in co-operation with *higher education institutions* and to get *practical training* at firms and enterprises;
- the precondition for this is *a lesser rate of direct teaching load* than it is so at secondary schools.

8.4 The evaluation of higher professional education

In the area of higher professional schools there is no such body corresponding to the Accreditation Commission for higher education. The evaluation of higher professional education is done by the Czech School Inspection and on the voluntary basis by non-state programme EVOS (organised by the Association of Schools of Professional Education), which makes advantage of international experience from non-university sector of education and also makes use of self-evaluation of schools. Owing to the voluntary basis and relatively high costs, such evaluation does not cover all higher professional schools.

The position of higher professional schools in the tertiary sector of education requires adoption of such mechanism of quality evaluation of provided education, which would be similar to that one used in higher education institutions. The evaluation of educational programmes of higher professional schools can be done within the discretion of the Ministry

of Education, Youth and Sports, which can authorise a group of representatives of the ministry, Czech School Inspection, National Institute of Technical and Vocational Education and other field experts to carry out such activity. *The external specialists* should *primarily consist of the representatives of employers,* who can contribute with their specific insight in the process of evaluation and can endorse their requirements in relation to higher professional study. In view of the way how higher professional schools are established and managed the commission at the ministry´s level could be a suitable body, which can systematically and continuously evaluate educational programmes and have the authority to ask for all needed information, the source of which can be the result of internal evaluation of the school itself. The used evaluation criteria must comply with given level of tertiary education and its sets of goals.

Recommendations

· The extension of research culture and creative activity will become a definition attribute of tertiary education. The linkage of study with concurrent scientific and other creative activity, the type and quantity of which will differentiate diverse types of higher education study programmes and higher professional study and respective institutions.

· The increase in study programmes opportunities will lead to the situation, in which approximately one half of graduates will finish their Bachelor study or higher professional study before they start work. For successful placement of graduates it is necessary to create concrete conditions to this effect and through enlightenment activity increase their social status and recognition.

· Transferable, module structured, system of study will enable to continue gradually in the study immediately or later at the same or different educational institution at home or abroad. It should be under the condition that all requirements of the subsequent study programme (module) could be met subject to mutual agreement between the educational institutions involved.

· In such system the applicants will have chance to choose their own educational path suitable to their interests and abilities, in case of necessity to change it and continue in education in the course of their whole life.

· The Czech Republic will support the building of open European educational area through development of international co-operation and implementation of international agreements and declarations (Lisbon Convention, Sorbonne and Bologna Declarations) alongside with preservation of specific Czech cultural and educational traditions.

· In the system of external evaluation of quality different goals and tasks of individual educational institutions of the tertiary education sector will be taken into account. The results of the quality evaluation will not be used for their mutual comparing. The object of evaluation will be the level of fulfilment their goals. Activities of the internal evaluation will be co-ordinated with external evaluation in such a way to achieve utmost effectiveness of work expended to such purpose. The evaluation results will not have direct correlation to the allocation of financial means. A reasonable time will be devoted to the remedial measures.

· Students will be oriented towards higher level of professional flexibility, creative abilities, cultural and communication competencies and moral values. In the sector of tertiary education it is necessary to develop purposeful education for democratic citizenship, multiculturalism, tolerance and moral values.