

# **Diversity in neighbouring countries of Germany**

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**Working paper No. 121  
June 2009**

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# 1 Context

Demographic change has very different faces in the various European countries. The term usually describes the shift of age structures through changes in birth rates, migration phenomena and the increased life expectation of the respective population. These more quantitative developments also reveal implications of a qualitative and structural nature in so far as they contribute to a shift between and within socio-economic and socio-cultural groups, fostering heterogeneity in these dimensions. An example of this development is the increased percentage of people with a migration background in certain age groups and regional districts. The described developments therefore also concern the European higher education systems and their institutions; to an increasingly greater extent, the higher education institutions' (HEIs) role will be to manage the growing diversity and heterogeneity of their various stakeholders productively, or at least in such a way that agent or stakeholder groups experience the least possible amount of detriments irrespective of their diverging preconditions.

Therefore, it is of paramount importance that HEIs develop structured diversity policies and strategies leading to concise systems of diversity management. Moreover, a system of programmes by actors on different social and political levels is needed, which provides incentives to the HEI to evolve strategic approaches. In this context, normative entrepreneurs, who deliver a reliable data base on diversity indicators in specific stakeholder groups and thereby sharpen the HEI's attention on diversity issues, have to play a crucial role while foundations, statistic offices and governmental institutions might emerge as key actors. In Germany, various universities are in the middle of developing such strategies and policies (De Ridder et al. 2008), some even having established the first diversity management approaches (e.g. the University of Duisburg-Essen with a special pro-rectorate for diversity management)<sup>1</sup> related to the better known gender concepts in German HEI. Advanced models can be found especially in Anglo-Saxon countries and aimed at the inclusion of students from abroad, but also at ethnic minorities and students from low income families and other non-traditional stakeholders. Most Australian HEIs<sup>2</sup> as well as HEIs in New Zealand<sup>3</sup> have developed policies to increase the number of students of aboriginal descent. In the USA, there are HEIs called Minority Serving Institutions<sup>4</sup> which are devoted solely to one ethnic minority such as Native Americans, Latinos or African-Americans. At the same

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<sup>1</sup> For further information see: [http://www.uni-duisburg-essen.de/de/organisation/leitung\\_klammer.php](http://www.uni-duisburg-essen.de/de/organisation/leitung_klammer.php)

<sup>2</sup> See Technical University of Sydney as an example: <http://www.uts.edu.au/>

<sup>3</sup> For an overview of research see [http://cad.auckland.ac.nz/index.php?p=maori\\_he](http://cad.auckland.ac.nz/index.php?p=maori_he)

<sup>4</sup> There are three associations in the field of Minority Serving Institutions: The American Indian Higher Education Consortium (<http://www.aihec.org/>), the Hispanic Association of Colleges and Universities (<http://www.hacu.net/>) and the National Association for Equal Opportunity in Higher Education (<http://www.nafeo.org/>) for historically black HEIs.

time, most American HEIs take part in federal programmes or develop their own programmes to support students from low income families. In 1999-2000 almost 75% of students at American HEIs were in some way non-traditional students, i.e. persons who study at the age of 25 and above, have a family, or study only part time because of a job (NCES 2002). In Great Britain, there are several national programmes to further the inclusion of minorities as well as first generation students (i.e. persons to be the first to study in their family) and students from low income families. For example, in England there is a programme called Widening Participation with a yearly budget of £ 350 million, which helps HEIs to establish activities reaching out to and supporting low income, first generation students (HEFCE 2008). To give a résumé with regard to the general rationales of diversity oriented institutional strategies, three main dimensions must be taken into account. Firstly, diversity policies and diversity management approaches for HEIs derive from the general socio-political objective to widen and deepen access to the Higher Education System and therefore to achieve equal opportunities and social inclusion. Secondly, the rapid evolvement of knowledge-based economies has provided a main economic rationale and a main reason for including Life Long Learning processes in order to improve a society's human capital by accessing new (student) markets. Thirdly, an institutional reason to foster diversity amongst HEI stakeholders is based on the perception that scientific output improves in relation to the diversity and complementarities of methodological approaches.

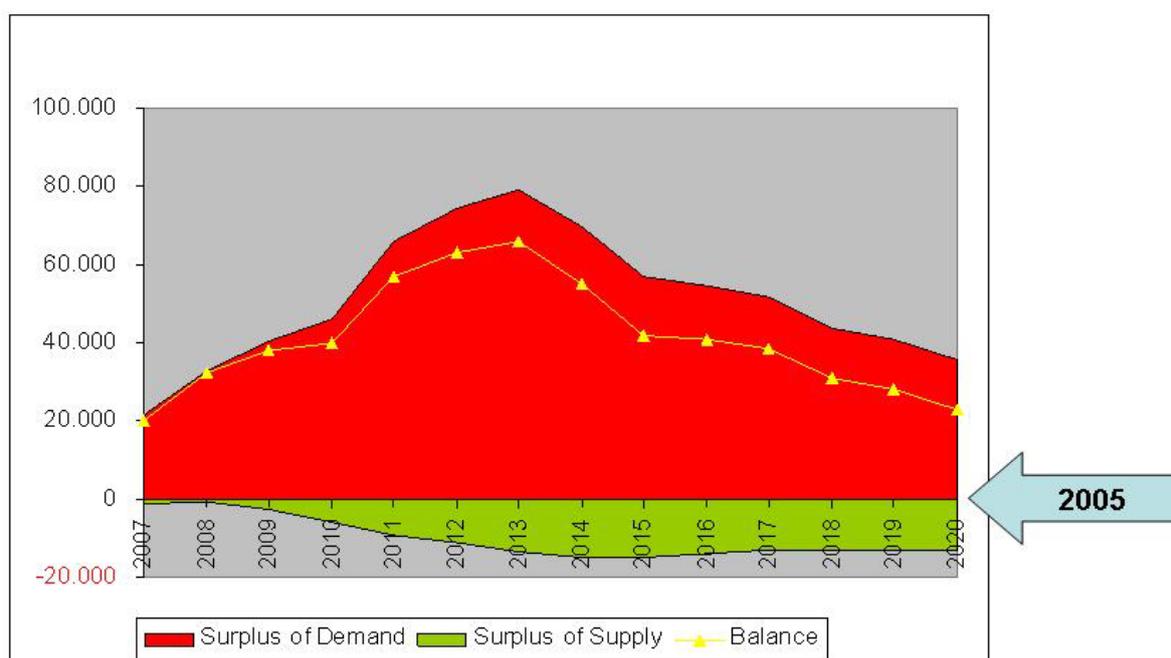
However, with respect to Germany, the emergence of diversity oriented programmes and strategies in HEIs are driven by very specific German problems, of which some are directly related to the overarching demographic change issue mentioned above. Among the various aspects concerned, the issue of a large number of high school graduates confronted with a very limited number of study places is one of the more dramatic and urgent ones. As the following graph shows, these numbers will climb continuously until 2013 and will show a surplus far beyond 2020. In other words, for the next decades Germany will have far more high school graduates than university places. However, this general development, which is essentially induced by the reduction of school years to achieve a HE entrance qualification in most of the German *Bundesländer*, is countered by a rapid demographic decline in especially most of the eastern regions in Germany. Hence, the German Higher Education Systems will experience an inconsistent situation of demand for HE until the end of the 2020s, despite regional divergences, causing a considerable surplus of young people looking for higher education. Although various programmes<sup>5</sup> have been initiated to compensate for this

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<sup>5</sup> With most notably the *Hochschulpakt 2020* by which the German Federal Government and the 16 *Länder* agreed on allocating capacities for more than 91,000 additional first-year students over a first period of four years (2007 to 2010). In addition, many of the *Länder* who will reduce the number of

deficiency of opportunities, this situation creates an excellent basis for recruitment by HEIs from neighbouring countries. In addition, some of the neighbouring countries, in particular Poland and the Czech Republic, show a dramatic demographic change in the study-relevant age group in the upcoming decades (see Brandenburg et al. 2008a) and therefore must have an increased interest in entering the “next-door” market of Germany. This means that among the categories of analysis is the question whether these countries implemented or implement a specific recruitment strategy for German students in their diversity policies.

**Figure 1: Predicted demand for HE enrolments in Germany, 2007 - 2020**



This study pursues various goals, with the main and basic aim to construct an empirically resilient framework of orientation for programmes and policies concentrating on diversity in selected neighbouring countries.<sup>6</sup> Therefore, the study is interested in collecting different approaches and interpretations of heterogeneity or diversity and to draw some conclusions from them concerning lessons learnt for German HEIs and possibly the German system as a whole. To this end, diversity-oriented policies in the neighbouring countries of Germany are analysed according to their causally determined context (e.g. economic, socio-political, etc.) and to their main target groups (which again are directly connected with the particular notions and approaches to diversity and heterogeneity in the neighbouring countries). This implies the analysis of diversity-focused documents (such as policies, strategies, working papers and

school years needed to acquire a HE entrance qualification elaborated specific programmes to sustainably increase the number of study places in the particular Higher Education Systems.

<sup>6</sup> Due to its extensive competencies and influence, the European Union is analysed additionally.

alike) on the supranational (i.e. EU), national, intermediary (e.g. foundations) and institutional levels.

The third goal is to identify the specific targets and target groups of diversity policies in the different countries, always referring to HE. Thus, the goals of the diversity policies are analysed to unearth what the decision-makers want to achieve with the identified programmes and strategies both qualitatively and quantitatively. It is also interesting to try to find evidence regarding implementation approaches, as well as regarding the level of realisation of these goals. Evidence for implementation approaches can be formal-structural (e.g. process parameters or incentive systems); for the latter, the evidence has to derive from the individual perspective. While the formal-structural evidence can be extracted from desk research, extensive interviews with stakeholders in the respective countries are needed to construct the individual perspective. This study does not intend to provide a quantitative success evaluation of the policies under scrutiny, but rather it follows the Thomas theorem “if men define situations as real, they are real in their consequences” (Thomas 1928). Translated into the context of this study, this means that the realisation level is very much a question of the individual perception of what this level might be.

On the institutional level, the research group abstained from intensive in-depth searches for decentralised diversity strategies and programmes, but instead focused on examples of good practice that are mostly related to suggestions from the national experts and gave a short overview about the main specific policies concerning diversity management. In this context, the main goal of the study is to find examples that can help to define HEI-specific strategic approaches that can help to integrate diversity or heterogeneity into the structures and processes of the overall institutional management system, probably as part of the quality management system or HEI steering based on diversity-related indicators.

In order to achieve its main objective, i.e. to draw a framework of orientation for diversity related programmes in selected neighbouring countries, this study consists of country reports that shortly present the particular Higher Education Systems and shed a light on the main rationales, the formal-structural aspects and the primary target groups of diversity policies and programmes on different institutional levels.

Each country report is divided into four parts. Firstly, the national Higher Education System will be broadly outlined. The second parts deals with diversity related topics in the general context, sorted by the concerned target groups. Thereby a distinction is made between policies on the national, intermediary and university level and the measures are assessed as

being strategic, operational or tactical. The same template is applied to the third part that describes diversity and diversity management policies related to the Higher Education Sector. The reports do not focus on an overarching description of all diversity issues, but rather attempt to spotlight the main findings. Finally, a conclusion is drawn to summarise the main findings for the target groups addressed and the measures taken by the respective country.

## 2 Profiles

### 2.1 European Union

#### 2.1.1 A Higher Education Systems Synopsis

There are approximately 5,000 higher education institutions in the European Union with an intake of over 18.5 million students (in 2006)<sup>7</sup>.

Although similar patterns are emerging in the organisation of and participation in tertiary education (mainly due to the Bologna Process), the higher education institutions in the European Union still differ in aspects such as their organisation, governance, operating conditions and the student population (e.g. demographic profile). Nearly all countries limit the number of students entering tertiary education, albeit to different degrees and through various models. Participation rates of young people peak in all countries between the ages of 20 and 24, but there are considerable differences between the age profiles of part-time and full-time students.<sup>8</sup> Whilst the fields of social sciences, business and law produce the highest number of graduates in almost every country, the percentage of graduates in agriculture, veterinary sciences, and services is considerably lower. Methods of public funding are similar: tertiary education is largely organised and financed by the public sector while both the level of expenditure and its allocation show marked differences. (Eurydice 2007).

European education policy aims at developing a European Higher Education Area (objective of the Bologna process) to create a comparable, compatible and coherent system of higher education in Europe. In acknowledgement of the social and economic role of education and training, co-operation within national authorities is fundamental in the creation of a knowledge-based economy. Therefore, in order to establish a barrier-free education area, the European Union aims at implementing reference tools for the recognition of qualifications.

#### 2.1.2 Diversity-Related Topics in the General Context

Throughout the European Union, diversity-related issues are part of national legislations and programmes. In particular, anti-discrimination is one important target within the work of the European Union. Article 13 of the Treaty establishing the European Community states

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<sup>7</sup> Total number of persons who are enrolled in tertiary education (including university and non-university studies) in the regular education system – information from Eurostat.

<sup>8</sup> Part-time students are 6 years older on average and finish their studies much later than full-time students.

“... the Council, [...] may take appropriate action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.”

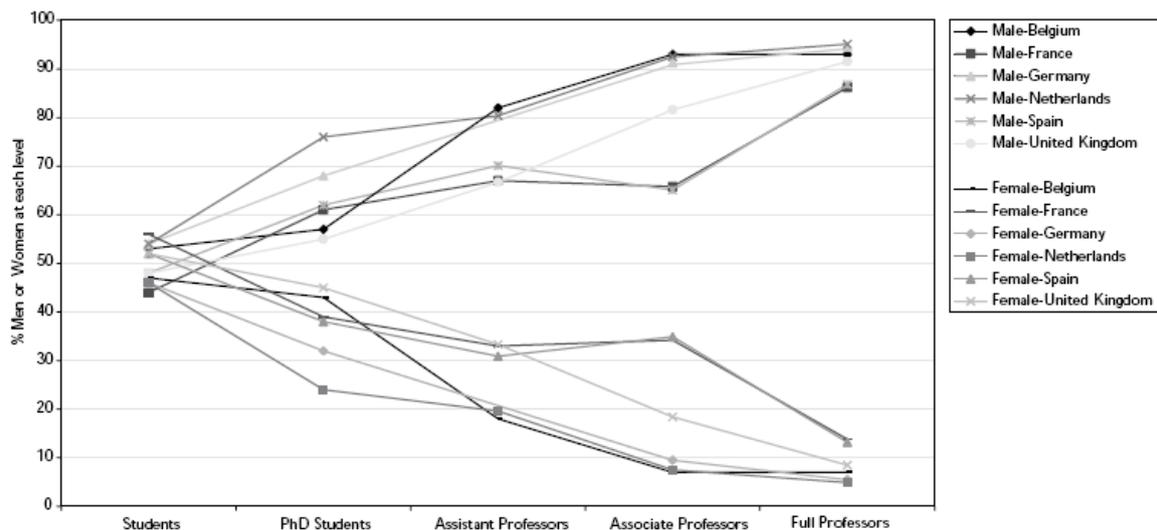
European Union 2006

### 2.1.2.1 Gender

More women than men participate in tertiary education, but they remain a minority in the fields of science and technology, whereas the opposite occurs in the subject areas of the humanities, arts, education, health, and social work. Also, a vertical segregation can be observed: the number of female graduates at the doctoral level is very low (and even lower at the professorship level) and women are under-represented in the higher grades of scientific enterprises.<sup>9</sup>

**Figure 2: Women and men in academia in six Member States (1997)**

Figure 2.4: Women and men in academia in six Member States (1997)



Source: ETAN (2000)

Gender equality is especially focused upon in the European Commission's policies. The Commission's ideas are defined in the "Communication towards a community framework strategy on gender equality" (European Commission 2000b). It stresses the importance of operationalising the Gender Mainstreaming approach by promoting equality between men

<sup>9</sup> Further Information available at [http://epp.eurostat.ec.europa.eu/cache/ITY\\_OFFPUB/KS-80-07-135/EN/KS-80-07-135-EN.PDF](http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-80-07-135/EN/KS-80-07-135-EN.PDF)

and women in all activities and policies at all levels and mobilising all general policies and measures for this purpose.<sup>10</sup>

*“The key objective is to eliminate inequalities and promote gender equality throughout the European Community in accordance with Articles 2 and 3 of the EC Treaty (gender mainstreaming) as well as Article 141 (equality between women and men in matters of employment and occupation) and Article 13 (sex discrimination within and outside the work place).”*

European Commission 2008

In parallel to this Communication, specific actions in favour of women should be implemented to remove persistent inequalities.

Most of the dissemination and mainstreaming activities take place at the national level. As an example, EQUAL is a Community Initiative<sup>11</sup> that aims at combating discrimination and inequalities in the labour market. This aim is meant to be achieved through innovative approaches and transnational co-operation. EQUAL is funded by the European Social Fund and co-finances activities in all member states (two calls for proposals have taken place so far, in 2001 and 2004), while the national authorities are responsible for implementation.<sup>12</sup> The Development Partnerships established in EQUAL cover, amongst others, retaining workers (age management) and lifelong learning strategies and are therefore closely related to the issue of Higher Education.<sup>13</sup>

#### 2.1.2.2 Anti-discrimination

Besides the more dated laws on gender and nationality, in 2000, the anti-discrimination legislative was launched to ensure equal treatment irrespective of racial or ethnic origin, religion and belief, disability, sexual orientation or age. After concentrating on discrimination on the grounds of nationality and sex, the focus of EU actions with regard to diversity policies has turned to preventing discrimination on the aforementioned six grounds. Other examples

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<sup>10</sup> Gender Mainstreaming had already been mentioned in 1996 in a Communication of the Commission as an important policy instrument – underneath equal treatment and positive action (European Commission 1996).

<sup>11</sup> Its guidelines are established by the Communication from the Commission to the Member states of 14.04.2000

<sup>12</sup> Further information available here:

[http://ec.europa.eu/employment\\_social/equal/about/index\\_en.cfm](http://ec.europa.eu/employment_social/equal/about/index_en.cfm)

<sup>13</sup> For more information see [http://europa.eu/eur-lex/en/com/cnc/2003/com2003\\_0840en01.pdf](http://europa.eu/eur-lex/en/com/cnc/2003/com2003_0840en01.pdf) or visit the Initiative's website [http://ec.europa.eu/employment\\_social/equal/index\\_en.cfm](http://ec.europa.eu/employment_social/equal/index_en.cfm)

of directives concerning equality and diversity are the racial equality directive (2000/43/EC) or the employment equality directive (2000/78/EC).<sup>14</sup>

As detailed by the “Decision on the European Year of Equal Opportunities for All”<sup>15</sup>, the European Parliament and the European Council decided to designate 2007 as the European Year of Equal Opportunities for All. It

*“sought to make people in the European Union more aware of their rights to equal treatment and to a life free of discrimination. These are two of the basic principles underpinning the EU. The Year also launched a major debate on the benefits of diversity both for European societies and individuals”*

European Commission 2007

During the year, numerous activities and events along with an extensive pan-European information campaign were carried out to inform Europe’s citizens of their rights to non-discrimination.

### **2.1.3 Diversity in the Higher Education Sector**

Different institutions of the European Union are concerned with aspects of diversity in Higher Education systems, e.g. the Directorate-General Education and Training, the Committee in Culture and Education of the European Parliament, and the Council on Education, Youth and Culture. With regard to education policy, the European Commission focuses on two aspects. Firstly, the development of funding programmes (lifelong learning programmes supporting exchange, co-operation and mobility) and secondly, policy co-operation (e.g. the Lisbon Strategy, supported by the Education and Training 2010 work programme as a policy framework). While the Education and Training programmes cover a wide range of different aspects<sup>16</sup>, the lifelong learning programmes are implemented mainly through the SOCRATES and LEONARDO DA VINCI Programmes.

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<sup>14</sup> Further information available at the European Commission's website on anti-discrimination <http://www.stop-discrimination.info/index.php?id=99>

<sup>15</sup> Decision No 771/2006/EC of the European Parliament and of the Council of 17 May 2006 [http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l\\_146/l\\_14620060531en00010007.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_146/l_14620060531en00010007.pdf)

<sup>16</sup> It led to a number of initiatives supporting lifelong learning and frameworks, e.g. the European Qualification Framework. Further, it includes cooperation in the field of vocational education (Copenhagen process) and supports the Bologna Process.

### 2.1.3.1 *Lisbon Strategy*

Within the field of policy co-operation, the Lisbon Strategy aims at making the EU "the most competitive and dynamic knowledge-driven economy by 2010". As part of that strategy, European universities shall be modernised to better benefit from their great potential: The aim of the Lisbon strategy is also to increase European universities' contribution to greater growth and more and better jobs. The European Commission accentuated that Europe's nearly 5,000 universities have enormous scope and resources, much of which unfortunately goes untapped because of various rigidities and hindrances. For this reason, the Commission is urging Member States to free up the EU's substantial reservoir of knowledge, talent and energy with immediate, in-depth and coordinated change from the way in which higher education systems are regulated and managed, to the ways in which universities are governed.

*"Knowledge and innovation are the engines of sustainable growth in Europe today, and universities are crucial for achieving the goals set out by the [...] European Council. However, [...] there are important weaknesses in the performance of European higher education institutions compared to those of our main competitors, notably the USA. Although the average quality of European universities is rather good, they are not in a position to deliver their full potential to boost economic growth, social cohesion and more and better jobs. The Commission invites national decision makers to set out measures that would enable universities to play a full role in the Lisbon strategy."*

Figel 2006

### 2.1.3.2 *Education and Training 2010 Work Programme*

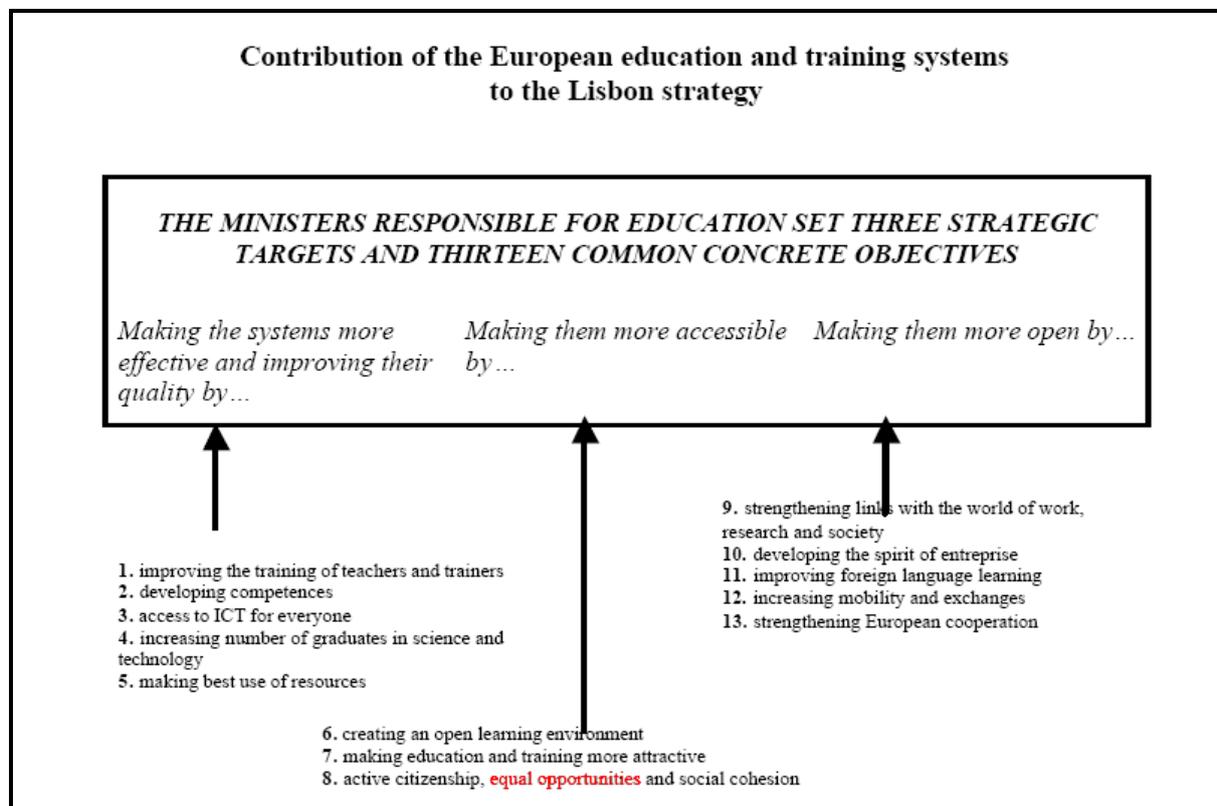
To achieve this goal, the Lisbon Strategy is supported by the Education and Training 2010 work programme, a policy framework which is composed of a specific set of objectives, a separate reporting mechanism, peer learning and the development of EU reference tools supporting national reforms. The education ministers agreed on three main strategic objectives: quality and effectiveness, accessibility for everyone as part of the lifelong learning approach, and openness to society and the rest of the world. Diversity-related issues primarily concern equal opportunities. The main objectives include a minimum increase of 15% in the number of graduates in mathematics, science and technology in the Union by 2010 and a reduction in the gender imbalance (Council of the European Union 2003).<sup>17</sup>

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<sup>17</sup> EU-27 (2006): 55.1 percentage of women among all students are in tertiary education, but only 37.2% female students are enrolled in science, mathematics and the computing fields and 24.4%

Furthermore, full access to transnational mobility for people who are disadvantaged or have specific needs, as well as positive discrimination, is made a primary goal.<sup>18</sup>

**Figure 3: Contribution of the European education and training systems to the Lisbon strategy**



Source: European Commission 2003b

### 2.1.3.3 Bologna Process and EHEA

The Bologna Process and the project of the European Higher Education Area (EHEA) by 2010 features among the main political movements in the realm of diversity in Europe. It is intended that the European Higher Education Area shall offer equal opportunities for all individuals, advance gender equality, and be accessible to all without obstacles related to social and economic background. The Bologna Process features three main priorities: the introduction of the three-cycle-system for comparable degrees, quality assurance, and the recognition of foreign qualifications and periods of study. One specified objective is the elimination of remaining obstacles to the free mobility of students and teachers. This process does not only foster diversity within the student body, but also requires a simple and fair

enrolled in engineering, manufacturing and the construction fields. Relatively fewer women choose careers in research.

<sup>18</sup> Information about Education and Training 2010 available here [http://ec.europa.eu/education/policies/2010/et\\_2010\\_en.html](http://ec.europa.eu/education/policies/2010/et_2010_en.html)

transfer system and recognition reflecting the underlying diversity of qualification (e.g. ECTS, Learning Agreement).

The starting point of a series of reforms was the Bologna Declaration, adopted by the education ministers and signed in 1999. As well as the following Communiqués, it covers a number of aspects of diversity and diversity policy implementations.

To realise these aims, a number of mobility and lifelong learning instruments have been established.

Moreover, the Bologna Working Group defined key areas of activities in its 2007 report. They point out that there are three main rationales behind the social dimension of higher education which they stress. On the one hand, as we move to a knowledge society equal opportunities are of prime interest. This directly relates to the diversity management aspect of access equity, lifelong learning and widening participation. The second aspect refers to the impact an increasing quality awareness in HE can have on the overall development of society – socially, culturally and economically. This is to some extent tackling questions of community outreach, community services, service learning, and university-enterprise or university – public institution partnerships. Thirdly, the group sees a feedback function of the social dimension. By interacting with the society at large, feedback loops will enhance the inner-institutional quality. The group particularly stresses the importance of considering students as full partners in a modern HE governance scheme. Interestingly, the group also addresses the social dimension of mobility. Socio-economic backgrounds pre-determining the chance of participation in classical mobility schemes have to be counterbalanced by more transferability and portability of loans and grants and recognition of academic merits has to be further improved (Bologna Group 2007).

The Bologna Working Group also suggested actions to support the implementation of the social dimension. This covers anti-discrimination legislation in higher education, transparent and simple admission rules, so-called outreach programs for underrepresented groups, new and flexible modes of HE delivery as well as learning paths into and within higher education, more transparency of qualifications and recognition of prior learning, and incentives for higher education institutions to take action to widen access and participation. They also see potential in enhancing the quality of the student experience through the enhancement of the study environment. Feasible actions would include services such as guidance (both concerning academic aspects and career questions) and tutoring, retention measures (such as modification of curricula, flexibility of delivery, tracking academic success, etc.), better

working tools and environment (this refers mainly to libraries, lecture halls and seminar rooms, internet access, access to scientific data bases, etc.). But the group also sheds light on social services that are needed to a greater extent than currently provided. This embraces counseling, targeted support for students with special needs and students with children, appropriate housing conditions for all students, provision of (possibly even free) healthcare, as well as provision of transportation, student canteens etc. In the field of widening participation, the Bologna Working Group sees some activities which are quite commonly used in member states. These comprise: Financial support measures; grants and loans for students to cover living costs and/or tuition fees; scholarships based on merit or the need for financial assistance, provided by the state, higher education institutions or private foundations; assistance with housing, meals, transportation etc.; tax exemptions for tuition fees or loans and full/partial exemption from fees; incentives for higher education institutions; monitoring by or reporting to state; premia for the inclusion of underrepresented groups, e.g. disabled students; publication of performance indicators; and targets set (by percentage of the total student cohort). But some actions seem to be less common and yet very useful, such as anti-discrimination laws, surveys and research on living or study conditions of students, mentoring and support programmes, increasing higher education provision including distance learning, flexible admissions criteria, as well as the recognition of prior learning and recognition of non-formal and informal learning (Bologna Group 2007).

Finally, the group also describes actions which are taken in many countries to help students succeed in their studies regardless of their socio-economic background. These include the provision and enhancement of guidance and counseling services in school and in higher education institutions, (possibly time-limited) financial support or incentives for student including scholarships based on merit or hardship funds, other welfare services including housing, mentoring, credits for modules, and in general increased access to and information about courses. The group highlights the importance of activities such as monitoring exercises, surveys and research, result dissemination and follow up events, and thus good practice identification, output based funding, shorter Bachelor courses to reduce dropout rates (Bologna Group 2007).

#### *2.1.3.4 Lifelong Learning Programmes*

The lifelong learning programme is a framework programme under which various education and training programmes are integrated. They aim at enabling individuals to pursue learning

opportunities across Europe. Four sub-programmes<sup>19</sup> exist that address individuals at different stages of education and training. The most common programme for higher education students is the so-called ERASMUS programme which encourages students and staff to study and work abroad and supports co-operation between higher education institutions across Europe. Its main focus is on mobility.

According to the programme description, the chance to participate should not be related to aspects of gender or social background. To date, more than half of the ERASMUS students are women and the European Commission intends to continue to support and monitor the ERASMUS mobility of women (European Commission 2005). The programme seeks to expand further, with the target of 3 million participants in mobility actions by 2012. This leads to a more diverse structure of students at higher education institutions and requires a fair and transparent system of recognition.

The lifelong learning approach is seen as a key topic for European universities and a guiding principle in the full continuum of learning contexts (European Commission 2000a). Lifelong learning is seen as follows

*“All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.”*

*“The principles which underpin lifelong learning and guide its effective implementation emphasise the centrality of the learner, the importance of equal opportunities and the quality and relevance of learning opportunities.”*

European Commission 2001

In cooperation with European higher education stakeholders, the European University Association has developed the European Universities Charter on lifelong learning (EUA 2008). It states that European citizens need “strong, autonomous, responsive and inclusive universities providing research-based education and learning in order to meet the many challenges ahead”, namely the process of globalisation, the demographic transformation into ageing societies and the rapid technological change. The concept of lifelong learning aims to widen the access to higher education by supporting all learners with the potential to benefit. This includes “initial education for disadvantaged groups, continuing education and training for well-qualified graduates, and post-retirement opportunities for cultural enrichment”. The key strategic issue, in other words, is to expand the range of learners.

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<sup>19</sup> Comenius for schools, ERASMUS for higher education, LEONARDO DA VINCI for vocational education and training and GRUNDTVIG for adult education

Therefore, universities need to commit themselves to embedding concepts of widening access into their institutional strategies and to addressing lifelong learning centrally. Further, they must establish a system of fair assessment and validation of all forms of prior learning and provide relevant educational programmes of high quality to a diversified student population. They should aim to develop partnerships at local, regional, national and international levels and to act in concert with governments, who provide the appropriate legal environments and funding. In turn, governments are expected to provide citizens with information on access to lifelong learning opportunities, support guidance, and counselling services. Legal obstacles that prevent potential learners from returning to higher education shall be removed. Further, governments should include issues of lifelong learning in quality assurance systems and ensure autonomy for lifelong learning universities.

#### 2.1.3.5 *Europass*

One special European tool for documentation and presentation is the so-called *europass*. Its Framework Concept was passed in the EU Council Resolution of December 15<sup>th</sup>, 2004. It consists of five documents which aim to assist European citizens in portraying their qualifications and competences in a transparent manner so as to enable them to better present themselves in their national labour markets as well as in the larger European labour market. *The europass language passport* in particular approaches the requirements of a European-wide recognition system as it is intended in the course of implementing a European Higher Education Area.

#### 2.1.4 **Conclusions**

In general, diversity in the European Union is mainly managed by providing equal opportunities (with focus on gender mainstreaming). The higher education policy pursues the harmonisation of the European higher education systems by creating a European Higher Education Area (closely connected to the European Research Area). It aims to achieve compatibility and comparability while paying full respect to the diversity of cultures, languages, national education systems and university autonomy. An increasing implementation of structural changes can be observed which creates an increasingly homogenous European system at the macro level, but on the other hand produces even greater diversity at the national levels, for which management is needed.

## 2.2 Austria

### 2.2.1 The Higher Education System

The Higher Education system of the Republic of Austria consists of different types of institutions. In Austria, there are 22 universities. Three of them are medical universities (in Vienna, Graz and Innsbruck). According to the Universities Act of 2002, the university system has been changed by numerous modernization measures. One of the central aims of these measures is the increase in autonomy of each university, which builds the basis for the “entrepreneurial” university. The Danube University for Continuing Education in Krems (DUK) only provides courses in postgraduate and continuing education and is covered by the Law on the University for Continuing Education Krems of 2004<sup>20</sup>. The universities unite under the voice of the Austrian Rector’s Conference.

Due to the University of Applied Science Studies Act of 1993, today 18 universities of applied sciences are part of the Austrian HEI sector. Since 2005, 9 public universities of teacher education exist which emanated from the Academies for Teacher Education. Further, 10 accredited private universities also exist. The Federal Ministry of Science and Research is responsible for the Austrian HEI system, except for the Universities of Teacher Education for which the Federal Ministry of Education, Arts and Culture is in charge. The Austrian states have no direct regularization authority (Naric Austria 2007, p. 11). Since 2006, all courses of study have been changed into the Bachelor, Master and Doctorate structure according to the Bologna Process. Exceptions include teacher education as well as human medicine and dentistry (Naric Austria 2007, p. 15).

The common entrance requirements for enrollment at a university or university of applied science are the general qualification for university entrance, an equivalent secondary school degree or an already completed postsecondary study degree. In Austria, there also exists the possibility to take further exams if the common entrance requirements are not achieved. For enrollment in the arts, music, human medicine and dentistry, the HEIs are authorized to enact special selection procedures (Naric Austria 2007, p. 28).

Since the beginning of 2009, the tuition fee system has changed. The obligatory tuition fees at universities and universities of teacher education are free for students from EU-countries. Students from other countries have to pay 363,63 €. The universities of applied sciences are authorized to charge tuition fees as well for all students (Austrian Students Union 2009). In

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<sup>20</sup> In German, available under: [http://www.donau-uni.ac.at/imperia/md/content/donau-uni/duk\\_gesetz\\_2004.pdf](http://www.donau-uni.ac.at/imperia/md/content/donau-uni/duk_gesetz_2004.pdf)

the academic year of 2007/2008, 272,003 students were enrolled in universities, universities of applied sciences, universities of teacher education, private universities and other institutions of the tertiary education sector (Statistik Austria 2008a).

## 2.2.2 Diversity-Related Topics in the General Context

The Austrian Federal Constitutional Law fixes equal treatment for all Austrian citizens (Art. 7):

*„(1)All nationals (Austrian citizens) are equal before the law. Privileges based upon birth, sex, estate, class or religion are excluded. No one shall be discriminated against because of his disability. The Republic (Federation, Laender and municipalities) commits itself to ensuring the equal treatment of disabled and non-disabled persons in all spheres of every-day life*

*(2)The Federation, Laender and municipalities subscribe to the de-facto equality of men and women. Measures to promote factual equality of women and men, particularly by eliminating actually existing inequalities, are admissible.”*

Further, other equal treatment and anti-discrimination laws<sup>21</sup> on the state level exist.

### 2.2.2.1 Disabled People

At present, 1.6 Million people with disabilities or chronic illnesses live in Austria (Bundesministerium für Arbeit, Soziales und Konsumentenschutz 2008, p. 5). The Austrian law contains a couple of legal texts which prohibit the discrimination of these minorities. The Bundesgesetz über die Gleichstellung von Menschen mit Behinderungen (Federal Equal Treatment Act for Disabled People) includes the prohibition of discrimination in work-day life, the Behinderteneinstellungsgesetz (Act on the Employment of Disabled People) in the working environment. Therefore, every employer is obliged to engage one disabled person per 25 employees. Further, the Behindertenanwaltschaft (Ombud for Disabled People) has been established. According to the Federal Equal Treatment Act for Disabled People, the Federation is committed to eliminating all spacious barriers in all buildings used by the Federal government. The same act obliges the public transportation services to abolish barriers in service vehicles, buildings and facilities (Bundesministerium für Arbeit, Soziales und Konsumentenschutz 2008, p. 7-9). Austria takes part in the European policies for

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<sup>21</sup> More information can be found under: <http://www.frauen.bka.gv.at/site/5571/default.aspx>

disabled people such as the European Action Plan 2004-2010<sup>22</sup> and the PROGRESS Programme<sup>23</sup>. The Austrian National Council of Disabled People (ÖAR) is the umbrella organization for all Austrian associations for disabled people.

### 2.2.2.2 Minorities

The population census of the Federal Statistical Office Austria of 2009 shows that at present, the population of Austria numbers 8,281,295. The population has increased 3.1%, in general, and 7.2% in the high density area of Vienna (Statistik Austria 2009a). In 2001, 1,003,399 (12.5%) of the people living in Austria had been born in other countries. More than a half of the national foreigners came neither from EU-27 countries nor from EFTA countries, but from other European countries (449,988), such as Serbia and Montenegro (132,975), Turkey (127,226), Bosnia and Herzegovina (108,047) and Croatia (60,650). 184,891 inhabitants came from EU-27 countries. The highest represented group of them was made up of Germans (72,218) (Statistik Austria 2009b). The rate of unemployment for Austrian citizens in 2008 was 3.3% and for national foreigners, 7.8% (Statistik Austria 2009c).

For EU citizens and citizens from Liechtenstein or Switzerland, no constrictions on the Austrian employment market exist. All other employees are covered by the *Ausländerbewilligungsgesetz* (Foreign Nationals Allowance Act) which regulates the allowance of foreign nationals in the Austrian employment market. Further, according to the act, the annual foreign national's employment rate is fixed at 8% of the Austrian workforce potential (Demokratiezentrum Wien 2009). The Federation is developing a National Action Plan for Integration which is coordinated by the Federal Ministry of Inner Affairs and the National Fund of the Republic of Austria. The action plan will be implemented on all political levels and will include non-governmental organizations. One aspect of the plan, e.g., is the extension of adult education programs for people with immigration backgrounds in order to enable them to obtain a compulsory school degree (Bundesministerium für Inneres 2009).

One of the milestones in Austrian integration policy is the implementation of the Integration Agreement (*Integrationsvereinbarung*<sup>24</sup>) of 2006. With the signing of the Integration Agreement, third state citizens obligate themselves to pass special alphabetization, German and integration courses within five years. The courses aim to support the acquirement of the German language and consequently on the participation in social and cultural life. After

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<sup>22</sup> More information can be found under: <http://europa.eu/scadplus/leg/en/cha/c11414.htm>

<sup>23</sup> More information can be found under: <http://ec.europa.eu/social/main.jsp?catId=327&langId=en>

<sup>24</sup> More information available under: <http://www.help.gv.at/Content.Node/12/Seite.120500.html>

having passed the courses successfully, the residence title for specific purposes can be renewed.

### 2.2.2.3 *Women and Gender*

The Bundesgesetz über die Gleichbehandlung<sup>25</sup> (Federal Equal Treatment Act) prohibits every type of discrimination relating to gender in employment and requires gender-neutral job advertisement as well as income equality for both genders doing the same work. In 2006, 64% of women between 15 and 64 years old were employed. This translates into a high increase: in 1951, only 35% of women living in Austria were employed (Statistik Österreich 2007, p. 18). Nevertheless, women working in the public sector still earn about 25% less and female employees in the private sector about 30% less than their male colleagues (Bundeskanzleramt 2009).

The highest Federal institution is the Federal Minister for Women and Public Service who is supported by the Ombud for Equal Treatment. On the state level, further centers for equal treatment exist, such as the Büro für Frauenfragen und Chancengleichheit (Bureau for Women's Issues and Equal Treatment) in Salzburg. The present Austrian government is going to develop an action plan for gender equal treatment. Another aim is the expansion of childcare services to ameliorate the compatibility between family and work (Regierung Österreich 2008, p. 155-157).

### 2.2.2.4 *Lifelong Learning*

In 2008, the rate of unemployment was about 3.8% (Statistik Austria 2009e). Firstly, young people (25 to 24 years old) were affected by unemployment: 9% of this age group was out of work in the fourth quarter. In comparison, 4% of the 25 to 34 year old people and about 3% of the 35 to 54 year old people were out of engagement (Statistik Austria 2008b, p. 50). Lifelong learning is a future relevant subject which is gaining in importance. In 2003, 12.5% of the people living in Austria took part in further education (Statistik Austria 2004). Participation in further education in Austria is above the European average. This data includes "formal learning" (regular education system) as well as "non-formal learning" (courses, trainings, instruction and seminars outside the regular education system) and „informal learning“ (private study).

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<sup>25</sup> In German, available under:

[http://www.bmsk.gv.at/cms/site/attachments/3/8/4/CH0650/CMS1233229938197/gleichbehandlungsge  
setz.pdf](http://www.bmsk.gv.at/cms/site/attachments/3/8/4/CH0650/CMS1233229938197/gleichbehandlungsge<br/>setz.pdf)

The Austrian legislation for further and adult education started in 1973 with the Bundesgesetz über die Förderung der Erwachsenenbildung und des Volksbüchereiwesens aus Bundesmitteln<sup>26</sup> (Federal Act for the Financial Support of Adult Education and Public Libraries from Federal Funds). At present, adult education is financed by the European Union, Federation, states, municipalities, denominations and enterprises. The highest institution on the Federal level is the Federal Ministry of education, arts and culture. In 1972, the Konferenz für Erwachsenenbildung in Österreich (Conference for Adult Education (KEBÖ)) was established, an independent forum for the collaboration of most of the Austrian adult education associations, such as the Association of Austrian Adult Education Centers. The Nationalagentur für Lebenslanges Lernen (National Agency for Lifelong Learning (OEAD)) was established in 1995 and acts as the contact center for EU Education Programs.

### **2.2.3 Diversity in the Higher Education Sector**

In all laws managing the different types of HEIs, the equal treatment of women and men, and disabled people is required, and equal opportunities are guaranteed for all people no matter where they are from or to which religion they belong. At this point, the University of Vienna should be mentioned. The University of Vienna has integrated Diversity Management into its development plan as a part of the university strategy with the aims of promotion and utilization of diversity.

#### *2.2.3.1 Minorities and International Students*

In the academic year 2007/2008, 233,046 students were enrolled in the universities of science and universities of arts. 49,799 of them were foreign nationals (Statistik Austria 2009f, p. 219). 90% of the foreign national students came from EU countries. Most of these students (13,006) were Germans (Statistik Austria 2009f, p. 223). More than half of the foreign national students enrolled in universities of applied sciences (3,163) came from Germany (1,783) (Statistik Austria 2009f, p. 291). The National Academic Recognition Information Center ENIC NARIC AUSTRIA is responsible for information about recognition of foreign nationals' degrees, but the HEIs are autonomous in the actual recognition (Naric Austria 2007, p. 39). The acceptance of foreign national students who are not EU or EEA citizens can be limited if the study conditions are unjustifiable (Naric Austria 2007, p. 17).

Austria takes part in ERASMUS and LEONARDO DA VINCI. Additionally, there exist further collaborations including several middle and eastern European countries, e.g., the Central

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<sup>26</sup> In German, available under:

[http://www.ris.bka.gv.at/Dokumente/BgblPdf/1973\\_171\\_0/1973\\_171\\_0.pdf](http://www.ris.bka.gv.at/Dokumente/BgblPdf/1973_171_0/1973_171_0.pdf)

European Exchange Program for University Studies (CEEPUS). Countries such as Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Serbia and Romania take part in CEEPUS. Other examples of collaborations are the Asian-European University Network (ASEA-UNINET) and the Eurasia-Pacific UNINET, with whom Austria cooperates for southeastern Asia, central Asia and China. Furthermore, there are agreements with Croatia and the Czech Republic<sup>27</sup> affirming collaboration in culture, education, science, youth and sports. One emphasis is the cooperation in Higher Education. In 1961, the Austrian Agency for International Cooperation in Education and Research was established which supports foreign national students during their study visit in Austria. Furthermore, other international offices exist at the specific HEIs.

### 2.2.3.2 Disabled Students

In 2007, 0.9% of the students enrolled in Austrian HEIs were disabled; 12.1% suffered from chronic illnesses and 8% from other health detractions (Institut für höhere Studien Wien 2007, p. 14). For disabled students in Austria, like in many other countries, studies are connected to many difficulties. At several Austrian universities, under the name "integriert studieren" (integrated study), there are specific departments for disabled students whose aims focus on the consultation and support of these students. At the University for Teacher Education, an agent responsible for disabled students and their inclusion<sup>28</sup> (Behinderten- und Inklusionsbeauftragte) exists. The mission of the agent includes not only the consultation of the students but also the enhancement of the contact between student and professors, tutors or lecturers. Additionally, the agent is responsible for the implementation of disabled accessible spacious conditions on the campus. Furthermore, there are numerous other initiatives such as the provision of workstations for visually impaired students in university libraries.<sup>29</sup>

For students with disabilities, there are different measures for financial support, e.g., better Federal student loan rates. Even the Austrian Students Union has established a specific fund for the financial support of disabled students (HELP 2009). The consortium „Uniability“, consisting of concerned disabled students, commissioners for the disabled, and other interested persons, engages in the continuing enhancement of the study conditions for disabled students. One of the projects furthered by „Uniability“ is ABAK<sup>30</sup>, an employment

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<sup>27</sup> More information available under:

[http://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA\\_2009\\_III\\_38/COO\\_2026\\_100\\_2\\_530765.html](http://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2009_III_38/COO_2026_100_2_530765.html)

<sup>28</sup> More information available under:

<http://www.phsalzburg.at/organisation/behindertenundinklusionsbeauftragte/index.html>

<sup>29</sup> More information can be found under:

<http://info.tuwien.ac.at/uniability/sowieso/03.htm#behindertenbeauftragte>

<sup>30</sup> More information can be found under: <http://www.abak.at/>

service for academics with disabilities and/or chronic illnesses. The project facilitates the career entry of those alumni.

### *2.2.3.3 Socio-Economically Challenged Students*

The Studienförderungsgesetz of 1992 (Federal Studies Scholarship Act) regulates the Federal governmental financial support of socio-economically challenged students. The scholarship depends on the student's social circumstances (own and parental income, family status) and study success. The Federal Studies Scholarship is the most important measure of the Austrian governmental financial support system, enabling dedicated and highly productive students to participate in the Austrian HE system. The highest governmental institution is the Studienbeihilfebehörde (Federal Agency for Student Financial Assistance).

The Federal financial support of students includes other sponsorship alternatives such as subsidies for travel expenses and tuition fees, or foreign exchange scholarships. Those students who either were employed for more than four years before they enrolled in an HEI or for more than three years half a day during their studies can apply for specific Federal scholarships. Those students with children may also apply for special financial assistance (all information taken from Studienbeihilfebehörde 2009). The HEIs are provided with public funds to sponsor very successful students, e.g., in the form of research scholarships. Foreign national students, postgraduate students and scientists can apply for financial support as well (Naric Austria 2007, p. 40). Additionally, foundations, enterprises and other institutions offer several sponsorship alternatives such as scholarships, competitions and research grants.<sup>31</sup>

### *2.2.3.4 Lifelong Learning*

Several Austrian universities offer courses for further professional education (Universitätslehrgänge), which can be accredited towards an international Master degree (Naric Austria 2007, p. 15). A decisive role in the Austrian further education system is played by the Danube University for Continuing Education in Krems (DUK). The DUK was established in 1995 and is at the forefront of providing extra occupational and postgraduate academic courses for further professional education throughout Europe. The offered courses concentrate on medical business, communication, IT, economics and management. The DUK is distinguished by practice-orientated courses and a distinct internationality of its

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<sup>31</sup> More information available under: <http://www.grants.at/>

teaching staff and student body. In the academic year of 2007/2008, 4,776 students from 77 countries were enrolled in the DUK. The average age was 40 years (DUK 2009).

Those students who are not able to enroll in an HEI because of occupational obligations, responsibility of assistance, health restrictions or other reasons can choose from different alternatives for distance learning, e.g., courses in distance learning at the Distance Teaching University of Hagen (Germany). Students enrolled at this German university are coached at the University of Linz and its branch offices in Bregenz, Vienna and Steyr. Since 2001, the University of Linz offers its own distance learning courses.<sup>32</sup> Another alternative for international distance learning courses is offered by the Open University (United Kingdom). In the context of the European Association of Distance Teaching Universities (EADTU), further alternatives of distance learning in HEIs exist.

#### 2.2.3.5 *Women and Gender*

In 2007, an analysis about the Austrian status of gender equal treatment was published, commissioned by the Federation. The data show the constantly increasing participation of women in the Austrian educational system. More than half of the students in HE are women; however, the higher the degree, the lower the percentage of women. Only 14% of professors are women (Statistik Austria 2007, p. 15). The women's section in the Federal Ministry of Science and Research acts as a consulting body in regard to the balanced participation of women and men in science and research. The Federal Ministry of Science and Research furthers several programs increasing equal opportunities of women and men in Austrian science, research and technology. One example is the „Zehn Punkte Programm zur Förderung von Frauen in Wissenschaft und Forschung“ (“Ten Points Program for Equal Opportunities for Women and Men in Science, Research and Technology”). The program includes general aims, such as the implementation of gender-mainstreaming, gender-budgeting or the promotion of elites. Via programmes such as “fForte Women in Research and Technology”<sup>33</sup> and “excellentia. A High Potentials Program for the Austrian Universities”<sup>34</sup>, the number of both female students in technical and natural scientific studies and of female scientists and researcher shall be increased. All universities have established working committees for equal opportunities of women and men.<sup>35</sup>

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<sup>32</sup> More information available under: <http://www.jku.at/content/e262/e247/e21501/e21362/>

<sup>33</sup> More information available under: <http://www.fforte.at/>

<sup>34</sup> More information available under: <http://www.bmwf.gv.at/wissenschaft/gender/excellentia/>

<sup>35</sup> More information available under: <http://www.frauen.bka.gv.at/site/5533/default.aspx#a4>

In 1994, the Coordination Centre for Women's Studies, Gender Research and Affirmative Action of Women was established at the University of Graz. One example of a good practice of university initiatives for equal opportunities of women and men is "Theano", the women's network at the DUK. Theano connects female graduates, students, and university staff, e.g., with women working in the economic system.

## 2.2.4 Conclusions

The research shows that Diversity Policies are becoming more and more important in the Austrian political system and that they are enjoying a relatively successful implementation. In the according national and state legal texts, the equal treatment of all human beings is required and guaranteed and the promotion of heterogeneity in the HE system is regulated in an abstract-formal way. One emphasis of the Austrian Diversity Policies focuses on the enhancement of equal opportunities for women and men. This fact is reflected by numerous Federal programs increasing the promotion of women in science, research and technology.

The general participation in the Austrian HE system is not yet in balance with the social stratum. The highest participation in HE is in the upper stratum (32.7%), not in the highest stratum. The participation of the lowest social stratum is 20.3% (Institut für höhere Studien Wien 2006, p. 32).

The Austrian Federal scholarship system for socio-economically challenged students is very extensive and includes specific alternatives of financial support for women, disabled students and foreign national students who come from all over the world (e.g., middle and central Asia) as well. In 2006, 18.5% of the students enrolled in Austrian HEIs profited from the Federal scholarship system (HIS, p. 132). Nevertheless, 41.9% of the students financed their studies by sideline jobs (HIS 2006, p. 110). The fact that 24.4% verify sideline jobs as the most delaying factor shows the further development necessary in the Austrian scholarship system. An important step was made with the change of the tuition fee system. At the universities, specific measures for disabled students exist, including consulting and spacious conditions.

## 2.3 Belgium

Belgium is separated into three official languages and four cultural Communities/Regions, namely the Flemish Community/Region, in which Flemish (a variety of Dutch) is spoken, the Walloon Community/Region where French is spoken, the Brussels-Capital Region as a bilingual region and the German Community/Region, where the German-speaking minority lives, but which is also a bilingual region (with French as an additional language).

Every Region has its own legislative (Council) and executive (Government) organs and bears the responsibility of their own territory for various matters, of which the most important are regional planning, natural resources, environmental protection, energy, economies, employment, transport, public works and the administrative supervision of local authorities. The powers of the Communities relate to education, culture, and other matters that involve direct services to individuals. All matters relating to education are the responsibility of the Communities - from nursery, primary and general education up to and including university and non-university further education. The Federal authority is responsible only for laying down the rules on compulsory schooling and on the awarding and approval of diplomas (Council of Europe 2001). The German-speaking minority (approximately 70,000 persons) has a broad range of specific rights. They form their own community and thus have sovereign power in the German speaking districts (e.g. concerning education and culture).

### 2.3.1 The Higher Education System

Since 1989, education has ceased to be a federal matter. Instead, there is a complete devolution of competences in education to the (linguistic) Communities. The Flemish Community is therefore responsible for education in the Dutch-speaking part of the country, whilst the Walloon Community is the competent authority for the French-speaking part of Belgium. German speakers typically enrol in institutions in the French Community or in Germany.

The Flemish higher education system consists of universities (offering academic education) and university colleges, the so-called “hogescholen” (offering professionally-oriented higher education). There also exist five official co-operations between universities and one or more university colleges, the so-called “associations.” Within an association, a university college can organise academic programmes. Universities and university colleges are integrated into one legal framework. Since the Decree on the Structure of Higher Education in 2003, privately funded institutions can apply for registration and accreditation, but privately funded

higher education is still rare in Belgium. In the Flemish Community, there are 31 publicly funded higher education institutions (6 universities, 1 transnational university in cooperation with the Netherlands, 22 hogescholen and 2 postgraduate university institutions) (Persoons 2004).

Higher education institutions are made up of officially registered institutions (recognised by the authorities prior to 2004 and supported by government funding for education and research) and registered institutions (non-officially registered institutions offering higher education).

Wallonia features 56 HEIs in total. Apart from the nine universities and three academies („Académies universitaires“), there are 26 non-universitarian higher education facilities („Hautes Écoles“) as well as Art and Architecture schools.<sup>36</sup>

In Belgium anybody with a qualifying diploma of secondary education (in Wallonia, called the “certificat d’études secondaires supérieures”; CESS) or a diploma of higher social-advancement education is free to enrol at any institute of higher education of their choosing (foreign diplomas are accepted if they are recognised as equivalent). However, some disciplines have an entrance examination. In the Flemish community, students wanting to pursue a degree in Medicine or Dentistry must take an entrance exam organised by the government; in Wallonia, this exam, which was introduced in the 1990, is dis-established; however, an access limitation based on grades is in action for the second year of studies. This access limitation is heavily discussed at the moment especially because it is not oriented towards actual grades but towards the study places at hand. Required for studies in the field of Art, mainly practical entrance exams are organised by the colleges individually. The Engineering Sciences (with Master of Science degrees, called “Burgerlijk Ingenieur” in Flanders, “Ingénieur Civil” in Wallonia) faculties had a long-standing tradition of requiring an entrance exam (mainly focused on mathematics). This exam has now been abolished in the Flemish Community but is still organised in the French Community. In the area of Management Sciences (Master’s degree or a Master in Business Administration degree), Management schools organise admission tests that focus on individual motivation and pre-knowledge of a specialised domain.

Prior to the adoption of the Bologna process, the Belgian higher education system had the following degrees: the graduate degree (in Flanders *gegraduateerde*, in Wallonia *gradué*: typically a 3 year long programme at a college with a vocational character, also called *short type* or *one cycle* higher education), the candidate degree (Flanders: *kandidaat*, Wallonia:

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<sup>36</sup>See:<http://www.studyinbelgium.be/start.php?lang=fr&rub=8&PHPSESSID=fdc3d32761604fd3a8e6be11b7213d88>

*candidat*, the first 2 years at a university (3 years for medicine studies) or at some colleges offering *long type* or *two cycle* programmes. This diploma had no finality than to give access to the licentiate studies) and the licentiate diploma (Flanders: *licentiaat*, Wallonia: *licencié*): the second cycle, leading to a degree after typically 2 years (3 years for civil engineers or lawyers, 4 years for medicine). Solely in the Wallonia community, the DEA (Wallonia: *diplôme d'études approfondies*) can be awarded; it is a 2-year postgraduate degree to which admission to the programme requires a Licentiate. The DEA is equivalent to the Master's degree in the American-English systems.

A university education was not considered finished until the licentiate diploma was obtained. Occasionally, it was possible to switch specialisations after obtaining the candidate diploma. For example, a student with a mathematics candidate diploma was often allowed to start in the third year of computer science classes. Sometimes, a graduate diploma was also accepted as an equivalent to a candidate diploma (with additional courses if necessary), allowing for 2 or 3 more years of education at a university.

Since the implementation of the Bologna Declaration (shaped by the "Higher Education Reform Act" (structuurdecreet) of April 4<sup>th</sup>, 2003, the "Decree on participation" (participatiedecreet) of March 19<sup>th</sup>, 2004 and the "Decree on flexibility" (flexibiliseringsdecreet) of April 30<sup>th</sup>, 2004), the higher education system in the Flemish Region follows the three-cycle system (Bachelor's, Master's and Doctorate degree). Distinction is to be made between the *professional bachelor*, which replaces the former undergraduate degree and which has finality, and the *academic bachelor* which replaces the candidate degree and which gives access to Master's studies. Both universities and colleges are allowed to teach Bachelor's and Master's classes, either professional or academic. After obtaining a Master's degree, talented students can pursue research projects leading to a doctorate degree. PhD's are only awarded by universities.

The Act "Décret définissant l'enseignement supérieur, favorisant son intégration à l'espace européen de l'enseignement supérieur et refinancant les universités" was established in Wallonia in 2004 as a form of adoption of the Bologna process.<sup>37</sup>

In the Flemish Community of Belgium, the Ministry of the Flemish Community is concerned with higher education. The responsible departments are the Education Department (in particular, the Administration of Higher Education and Scientific Research for all higher education matters and issues of institutionally driven research) and the Department of Science Innovation and Media (for broader research issues). In addition, there is an

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<sup>37</sup> Available at <http://www.ulb.ac.be/docs/bologne/docs/Bologne.pdf>

autonomous accreditation agency that works on a transnational basis together with the Netherlands.

The policy agenda contains, amongst others, the objectives of providing equal education opportunities and of widening education through the implementation of flexible learning pathways. The decree on flexibility of higher education allows for more flexible study itineraries (increasing the opportunities to switch between programmes and institutions) and more opportunities for lifelong learning. This decree also regulates tuition fees depending on whether the student qualifies for a grant, on the type of degree the student is seeking, and on EU-citizenship (Eurydice Flanders 2008).

In Wallonia, issues of higher education are responsibilities of the Ministry for Research, Technology and international Relationships („Ministre de la Recherche, des Technologies nouvelles et des Relations extérieures de la Région wallonne“).<sup>38</sup>

### **2.3.2 Diversity-Related Topics in the General Context**

At the federal level, the Federal Ministry of Employment and Labour (particularly the Equal Opportunities Division) is responsible for equal opportunity policy and implementation. The Equal Opportunity Council is a federal consultative body and an instrument for achieving de facto equality between men and women, as well as for ending (in)direct discrimination by providing information through reports, research, etc. (Bacelar 1999). The legislation on equal treatment and anti-discrimination (Federal Law of February 25<sup>th</sup>, 2003 in B.S. of March 17<sup>th</sup>, 2003) outlines the context for anti-discrimination in Belgium. The grounds of discrimination described in the law are the following: sex (gender), race, skin colour, descent or nationality or ethnicity, sexual preferences, civil status, birth, age, religion, current or future state of health, handicap or physical qualities. In 1995, the Flemish Government established its own ministry responsible for Equal Opportunity Policy in the Flemish Region. This Ministry's competences cover horizontal and vertical equal opportunity policy (with a focus on gender aspects, as the budget is mainly spent on specific action for women). Target groups for the Flemish Equal Opportunities Policy are women, homosexuals, disabled individuals, immigrants, and those affected by age discrimination (children and the elderly).

In Wallonia, the General Secretary- Department of Equality for Women and Men (“Direction de l'égalité des Chances“), which is directly connected to the general secretary of the Walloon Government, emphasises questions of education and sciences. Here, the focus is mostly put on gender equality, but in the last year, a stronger emphasis on the field of

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<sup>38</sup> <http://www.enseignement.be/>

diversity policies was implemented, e.g. through the installation of student idea competitions concerning this topic. In the Walloon Region, the Youth and Continuing Education Department promotes cultural activities by young people and adults, both with a Belgian or a foreign background. Its objectives are focussed on social and democratic developments and centre on adult education, cultural leisure, creativity and education for citizenship. The first aim is to give socially and culturally disadvantaged groups an access to culture, and enable them to articulate their own cultural ideas. With the strong focus on cultural democracy, the department has developed a more defined sensitivity to questions of cultural and social diversity. Lifelong learning and access to education is understood as a set of practices designed to give people “a new and critical awareness of the realities of society; an ability to analyse, choose, act and evaluate; attitudes based on responsibility and participation in social, economic and cultural life” (Decree of 1976, Art. 2).

Especially in the fields of the press and media, several policies have been brought into action, but the 2002-2006 management agreement between the public broadcasting network and the Flemish Community remained quite vague with regard to cultural assignments. The performance standard in question states that television programming must include a varied range of culture. A new management agreement between the public broadcasting network and the Flemish Community was established for the time span of 2007 to 2011 and includes several elements regarding cultural assignments. In addition, several measures have been taken in the Walloon Community to avoid the interferences of any unspecified public or private authority in the treatment of information, and thus to ensure the independence, autonomy and responsibility of broadcasters. The public utility broadcaster in the Belgian French Community must take particular care of the quality and the diversity of programmes, to rally the largest possible audiences while meeting the expectations of socio-cultural minorities. These programmes also have to reflect the different trends of society, without any form of discrimination, whether cultural, sexual, ideological, etc. The Belgian Broadcasting and Television Centre (BRF) is responsible for information, education and entertainment of the audience and has the task to spread knowledge about the German-speaking Community. Information broadcasts have to be transmitted in compliance with strict objectivity criteria and without previous censorship. The management board, which has supervisory responsibility for the Centre, strives for freedom of opinion for the various ideological and philosophical tendencies. Furthermore, they have to emphasise culture and artists from the German-speaking Community and the neighbouring regions.

### 2.3.2.1 *Disabled People*

All three language communities as well as the region of Bruxelles-Capitale consider people with handicaps in their diversity policies. The emphasis in relation to this group is mostly focused on the issues of education and vocational integration, habitation and technical assistance. The different language communities all provide specific funds, especially for family assistance and judicial questions, which are distributed through agencies of the community's administration.<sup>39</sup> In addition, fiscal changes for people with handicaps have been initialised. Barrier-free architecture has become obligatory for the planning of new public buildings and in the reconstruction of older ones. In the German-speaking community, an additional ambulant infantile remedial education programme was established for small children (ages between 0 and 6 years) with handicaps and their families.

### 2.3.2.2 *Minorities and International Students*

In the 20<sup>th</sup> century, Belgium slowly became a country of immigrants, mainly because of the need for a labour force until 1974, the official closure of immigration for work purposes. Many of these immigrants obtained Belgian nationality and participated in the creation of several communities consisting of people of foreign origin. The largest ethnic communities are of Italian, Turkish and Moroccan origin, which now comprise the third generation of immigrants since the Second World War. More recently, there are new influxes from Eastern Europe and black Africa. Among them exists an important percentage of foreigners legally living in Belgium (about 9 percent of the population). However, there are also refugees and illegal immigrants (Jamin 2003).

During the 1990s, the majority of migration was determined by asylum-seekers. More recently, the number of immigrants has been stagnating since the beginning of the 2000s. For a long time, Belgium applied a very determined naturalisation policy, but at the same time, the new citizens had little access to higher vocational positions. (Perin et al 2007). The structural and economic situation of the immigrants is also conditioned by the time and place of their arrival. As a religious minority, the Belgian Muslim Community should also be considered. Over 300,000 persons consisting of several nationalities, mostly Turkish and Moroccan, contribute to making Islam the second religion in Belgium. The Community grew in the sixties through work related immigration. The Flemish government recognises the Islamic religion by law, as well as the Catholic, Protestant, Jewish, Anglican and Orthodox faiths. The most important policy tool regarding the management of migration might be the

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<sup>39</sup> Flemish Region: <http://www.vaph.be/vlafo/view/nl/>; Walloon Region: <http://www.awiph.be/>; German speaking region: <http://www.dpb.be/welcome.html>; Brussels: <http://www.cocof.irisnet.be/site/fr/sbfph>

law of December 15<sup>th</sup>, 1980 (altered by the laws of July 10<sup>th</sup> and 15<sup>th</sup>, 1996) concerning the entry, stay, settling of and expulsion of foreigners. It guarantees the basic principles of the immigration policy in Belgium, like the ending of immigration for work purposes, strict control of the Schengen area, respect for family unity, reception of students, and refugee protection. Non-Discrimination of Minorities is guaranteed by the law. The Belgium Constitution (Article 11 Non-Discrimination, Minorities) states:

*Enjoyment of the rights and freedoms recognized for Belgians should be ensured without discrimination. To this end, laws and decrees guarantee notably the rights and freedoms of ideological and philosophical minorities.*

In the Walloon Region, the decree „Décret relatif à l'égalité de traitement en matière d'emploi et de formation professionnelle“ of May 2004 made discrimination in education and work chargeable. This includes all forms of discrimination, regardless of if it is based on gender, religion philosophical differences, sexual orientation, handicaps, appearance, health, age, family situation, nationality or ethnical background, or family and socio-economic background. Measures from the field of “positive actions” are expressively legalised.<sup>40</sup>

However, the difficulty of the question of diversity in Wallonia is shown by the “Décret mixité”, which was implemented by the Minister for Education Arena and her successor Christian Dupont. To secure a social intermixture, this legal draft includes the prohibition of a change of school beyond the city quarter. The government also fixes social quotas (at least 15% of students from ‘underprivileged’ schools) to guarantee a social mixture, which must be held up by the school administration in secondary schools. Further school places are allocated by lot. Meanwhile, Dupont has resigned from his ministerial position.<sup>41</sup>

In 1998, the Flemish Parliament approved a decree for a policy in this field of ethnic-cultural minorities (the whole of displaced people, refugees, caravan dwellers and groups of foreigners in Belgium without a legal residence permit, as well as those requesting relief or assistance due to their emergency situation). The minority policy is a three-track policy based on the emancipation focused on the integration of the target groups, reception and relief. The minority policy follows an inclusive approach with the strategic objectives of promoting the coexistence of diversity within the entire population, realising proportional participation, and facilitating emancipation of the established minority groups (Compendium a).

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<sup>40</sup> Available at [http://diversite.be/index.php?action=wetgeving\\_detail&id=40&select\\_page=12](http://diversite.be/index.php?action=wetgeving_detail&id=40&select_page=12)

<sup>41</sup> For further information see <http://www.levif.be/actualite/belgique/72-56-26624/christian-dupont---j-assume-cet-echec-.html>

Belgian policy on immigrants has developed in several stages. In the early 1990s, as a result of a reform of the institutions of government, several bodies were set up which played a role in managing the relationship between the state and its foreign communities. In the late 1980s, the setting-up of a Royal Commission on Immigrant Policy led to a survey about the situation of immigrants and also prompted policy-makers to raise a number of specific issues concerning their integration. The Commission existed only for four years, and the question of follow-up activities on its many proposals was raised almost immediately. The Government set up a centre for equal opportunity and anti-racist action to replace it in 1993. This was intended to conciliate between different immigrant communities, authorities and policymakers, acting both as a source of inspiration for other actors and a watchdog on protection of the social and political rights of immigrants. The most important of the 1993 reforms was undoubtedly the division of responsibilities between the Regions and the Walloon Community, with responsibility for the reception and integration of immigrants going to the Regions, and responsibility for education, culture, continuing education, youth, childhood policy and media going to the Community. The policy of regionalising responsibilities helped to redefine cultural production as one of the French Community's specific concerns. Today, it is no longer true that immigrant culture is approached essentially in terms of content and tradition, rather than artistic production. Immigrant art itself is mainly produced by individuals, who have certain difficulties in finding a place in traditional structures, in the balance between political groups, and in the legal structures established by the authorities.

### 2.3.2.3 *Women and Gender*

On the federal level as well as in the Walloon and the Flemish Communities, the equality between men and women is considered in various policies. On the superordinate level, there has been a minister for policy on equal opportunity between men and women since 1992. He is assisted by the autonomous Institute for Equality of Women and Men<sup>42</sup> that is purposed to oversee respect for equality of women and men, to struggle against all forms of discrimination based on sex, and to prepare instruments for an integrated approach to the gender dimension.

The Flemish Community has a minister for equal opportunities and the administration is supported by the "Equal Opportunity Unit in Flanders" ("Gelijke Kansen in Vlaanderen", GKV<sup>43</sup>). Its mission has been defined as "*to make visible de facto inequalities in society, initiate the public discussion about inequalities in order to raise awareness, and stimulate*

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<sup>42</sup> Established in June 2003, formerly the Equal Opportunity Directorate

<sup>43</sup> The GVK works with only two target groups, women and gays.

*cultural changes, and to eliminate discriminations*" (Franken 2002). It operates on three levels: preparation, implementation and evaluation. On all those levels, the focus is on gender mainstreaming. Recognizing that there are no longer any legal inequalities, the Flemish policy now concentrates on eliminating de facto inequalities. An important concept of the Flemish policy is the "velvet triangle," linking policymakers, researchers and women's organisations with each other to work in close cooperation (Beijing 2000).

The "Direction de l'égalité des Chances", of the General Secretary of the Walloon administration focuses on questions of vocational orientation, media, education, and research and also includes areas of sexualised violence against women (including the emphasis on the topic of forced marriages) and the question of sexual orientation. It references the Treaty of Amsterdam and, by now, concludes 13 decrees from it.<sup>44</sup> The basic situation for gender policy is a programme of activities for equal opportunities which came into action in February 2005 and includes the following issues: deconstruction of stereotypic gender roles, struggle against sexualised violence against women, support for gender diversity in school and higher education ("Mixité") as well as accompanying research interests, support of gender parity in political decisive processes and specific data surveys.

A specific equal opportunity policy for men and women is also in place to protect women's rights and to support projects working in this area in the Walloon Region. However, there is no particular provision for the tangible achievement of equal representation and equal access to the various forms of support. It should be emphasised that the sectors that are especially preoccupied by issues of cultural democracy, such as continuing education and youth, subsidise associations whose principal objectives include either equality between men and women or the enhancement of issues and interests of a particularly feminine or feminist nature. The Decree of May 3<sup>rd</sup>, 2004 to promote the balanced representation of men and women in consultative committees governs the relative numbers of each sex sitting on councils, commissions, committees and in other statutory bodies that are consulted by the government or its ministers in the German-speaking community. The Decree provides that for each actual position, a man and a woman must be nominated; no more than two-thirds of the voting members of a consultative committee may belong to the same sex; and the government must present a biannual report to the parliament of the German-speaking Community regarding implementation of the Decree.

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<sup>44</sup> Further information available at <http://www.egalite.cfwb.be/plaintes/>

#### 2.3.2.4 Lifelong Learning

In 2008, Belgium had 10.7 million inhabitants, of which 17.1% are older than 65 (2007), a figure that is slightly higher than the EU-27 average of 16.9% (Eurostat Belgium). As in other European countries, this shift in the demographic structure brings about a culture of lifelong learning. Lifelong learning policies are influenced by the demographic situation and are aimed at increasing the number and affecting the “shape” of employed people within the population, as well as to offer learning opportunities to older workers. Immigration policies are also an influence because of the obligation for immigrants to follow courses entailing the necessity of offering these courses (e.g. Dutch as a second language). Lifelong means that individuals are encouraged to start learning at the beginning of their lives and never finish that process. Alongside the lifelong dimension, Lifewide Learning is another important aspect in Flanders. The term Lifewide Learning reminds of the broad array of learning activities that do not only serve employability or economic reasons. However, the most important driving forces in lifelong learning are the employability of people (raising the employment rate) and personal development, which accompanies active citizenship<sup>45</sup>. Both are closely related to the targets of social integration and social inclusion. At risk for social exclusion are mainly socially disadvantaged people, displaced people, and disabled and elderly individuals. For them, education and training serves as a means for integration.

Lifelong learning is understood as

*“all possible learning activities, whether formal, non-formal or informal, whatever the aim (professional integration, personal development, social integration, active citizenship, to be independent, leisure, volunteer work, ...)”.*

Nicaise et al. 2007

In Flanders, different types of institutions provide lifelong learning opportunities. Centres for Adult Education (Centra voor Volwassenenonderwijs, CVO) are open to all interested adults and offer courses related to professional, leisure-related or other learning interests. At the Centres for Basic Education (Centra voor Basiseducatie, CBE), adults can take courses in basic education when this is necessary to function in the society or to be admitted to other forms of education. The focus is on basic competences (the level is primary education or lower secondary education) and guidance. At Guided Individual Learning (Begeleid Individueel Studeren, BIS), a distance learning programme is provided by the government.

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<sup>45</sup>Active citizenship is seen as focussing “on whether and how people participate in all spheres of social and economic life, the chances and risks they face in trying to do so, and the extent to which they therefore feel that they belong to and have a fair say in the society in which they live” (Commission of the European Communities 2000).

Lifelong learning policy is mainly driven by international and EU documents, but is also part of national legislations. On July 7<sup>th</sup>, 2000, the Flemish government approved the action plan 'lifelong learning in the right direction' (levenslang leren in goede banen<sup>46</sup>) to stimulate personal development, increase social cohesion and active citizenship, and to strengthen economic growth by increasing labour market participation. They translated the European policy framework and gave it a Flemish touch by emphasizing the personal development dimension. This action plan is elaborated upon by other documents like the Vilvoorde Treaty<sup>47</sup> (verdraag van Vilvoorde, 2001). Also, in a future project of the Flemish government, 'Colourful Flanders' (Kleurrijk Vlaanderen), the importance of 'lifelong' and 'lifewide' learning is repeatedly underlined (Nicaise et al. 2007).

The LLP for the Walloon community is managed by the "Agence francophone pour l'éducation et la formation tout au long de la vie", in the German-speaking Community, a pendant exists in the form of the "Agency for European Education Programmes VoG ("Agentur für europäische Bildungsprogramme"). This includes the different programmes COMENIUS, ERASMUS, LEONARDO DA VINCI, and GRUNDTVIG, which are allocated to different target groups. Since the European Parliament declared the year 2008 as the year for intercultural dialogue (agreement No. 1983/2006/EG), the efforts are concentrated on activities in this field of action in this year, supported by the funds of this agency.<sup>48</sup> To support these programmes, the Walloon regional administration offers credit tokens for education.<sup>49</sup>

### 2.3.3 Diversity in the Higher Education Sector

#### 2.3.3.1 Minorities and International Students

Flemish HEIs follow different internationalisation strategies, but most of them reflect the influence of the European Union's policies. In the course of the Bologna process, the three cycle system has been established, the existing credit system is compatible with ECTS, and there exists a compulsory Diploma Supplement. The EU Lifelong Learning Programmes are also implemented and they are a main driver for mobility. Outgoing students are encouraged

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<sup>46</sup> Available under

[http://www.werk.be/beleid/competentiebeleid/documenten/leren\\_actieplan.pdf?SMSESSION=NO](http://www.werk.be/beleid/competentiebeleid/documenten/leren_actieplan.pdf?SMSESSION=NO)

<sup>47</sup> Which states that Flanders should be a learning society by 2010: at least 10% of the people between 25 and 65 should participate in lifelong learning.

<sup>48</sup> For more information visit [http://www.aef-europe.be/documents/publi\\_AEF\\_brochure\\_40projets\\_def.pdf](http://www.aef-europe.be/documents/publi_AEF_brochure_40projets_def.pdf)

<sup>49</sup> Further information available under <http://issuu.com/ifapme/docs/ifapmeformationcontinue?mode=embed&documentId=080914044014-cab46f81fd9f477fb8757efc72bc3d5f&layout=grey>

by top-up financing for Flemish students participating in ERASMUS/SOCRATES and for incoming students, Dutch courses or a broad range of programmes in English are offered. With CUD (University Commission for Cooperation with Developing Countries), the Walloon universities have founded a commission for international relationships with cooperating developing countries. All other international relations are coordinated through the CIRI (Interuniversity Commission for International relationship). Both are in charge to define and to implement a common policy of academic Cooperation and to coordinate and manage public programmes of cooperation toward public services and other key actors for development. The main programme of the CUD is institutional cooperation (support and reinforcing partner institutions), support of research projects, scholarships for students or researchers, and the organisation of training courses. The Main partner countries are in Sub-Saharan Africa, the Maghreb, Latin America and the Caribbean, and Asia. Between 2003 and 2008, privileged partnerships existed between the Bologna countries as well as Mexico, Chile, Brazil, China, Canada (Québec), Vietnam and Lebanon.

Apart from the study supports given by the Walloon Community<sup>50</sup>, EU programmes such as SOCRATES/ERASMUS or LEONARDO can be accessed. Students from developing countries can gain additional support when they have already completed a first diploma study programme. In addition, the ALBAN programme offers further support for students from Latin America since 2002.<sup>51</sup> In Wallonia, the student organisation “Fédération des étudiants francophones” espouses for the exemption from study fees and demands for the expansion of study exchanges as well as financial aids for public transport and the often difficult habitation situation of students.<sup>52</sup>

### 2.3.3.2 *Lifelong Learning*

Programmes and policies concerning University Lifelong Learning are mainly implemented within the context of the Bologna Process. HEIs adapting their programmes to the needs of adult learners are offered financial incentives by the Flemish government. This has led to the setting-up of pilot projects for work-based learning in the framework of higher education and specific e-learning initiatives (Persoons 2004). In the context of lifelong learning, the recognition of acquired competencies and qualifications plays an important role. In the case of access to higher education and the shortening of the study duration, a legal framework has been created for the validation of prior learning and professional experience (Decree on

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<sup>50</sup> [www.wbri.be](http://www.wbri.be)

<sup>51</sup> For more information visit <http://www.programalban.org> or [http://ec.europa.eu/europeaid/projects/alban/information/ies\\_fr.htm](http://ec.europa.eu/europeaid/projects/alban/information/ies_fr.htm)

<sup>52</sup> [http://www.fef.be/index.php?page\\_name=aidesocial](http://www.fef.be/index.php?page_name=aidesocial)

Flexible Learning in Higher Education of April 21<sup>st</sup>, 2004). In each association (previously noted as an officially registered co-operation between a university and one or more hogescholen), an agency for the validation of prior learning has to be established.<sup>53</sup>

In Wallonia, the ERASMUS programme is recurrent in questions of LLL projects, whereby the emphasis is put on the mobility of students and the support for teaching personnel as well as the administrative staff in the European area. From 2006 to 2007, around 2,200 Walloon students and 260 teaching persons have made use of the programme. The Walloon community therefore uses the programme especially to finance stipends and study support measures.<sup>54</sup> Another important issue in Wallonia is access to university education without a final exam in secondary schools. With the “Examen d’admission”, the possibility of access to a BA study programme was established, with the exception of the “Ingenieur Civil” study programmes. The preparation for the examination, which is jury-based<sup>55</sup> can be prepared for through evening courses or by independent self-learning.

#### 2.3.3.3 *Socio-Economically Challenged Students*

The registration fee for any university or college is fixed by the government, and indexed yearly (“minerval”). Prices differ depending on whether the student is eligible and applies for financial aid (“bourse d’études”).<sup>56</sup> For bursary-students (a student who is eligible and has applied for financial aid) the registration fee is approximately 80 €. Almost-bursary students (not eligible for financial aid, but having a family income below 1,286 €) pay a registration fee of approximately 320 € and for a non-bursary student (anyone not eligible for financial aid with an income above 1,286 €), the registration fee goes up to approximately 540 €. The financial aid awarded by the community governments depends on the income of the student's family and other familial circumstances, but is never more than approximately 3,300 € per year.

#### 2.3.3.4 *Women and Gender*

The percentage of women in tertiary education was considerably high at 54.7%, but still below the EU-27 average of 55.1% in 2006. Nevertheless, a vertical segregation (low percentage of female professors; under-representation of women in the higher grades of the

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<sup>53</sup> The Procedure is as follows: applicants introduce a portfolio presenting prior learning experiences to the agency, which assesses them, taking into account the learning outcomes of the programme for which the individual applied. It then issues a competence certificate.

<sup>54</sup> Information available under <http://www.aef-europe.be/documents/AEFbrochure.pdf>

<sup>55</sup> For detailed information visit [www.jurys.cfwb.be/accueil.asp](http://www.jurys.cfwb.be/accueil.asp)

<sup>56</sup> Also see <http://www.enseignement.be/index.php?page=25371&navi=78>

scientific enterprise<sup>57</sup>) as well as horizontal segregation (proportion between the faculties; gender-based career path) can be observed (Eurostat Belgium). According to the statistic, the student population is apportioned by their heritage from the different provinces and their gender.<sup>58</sup> The conference of Higher Education Directors (“Conseil des Recteurs des Universités francophone de Belgique”) collects data in this regard as well.<sup>59</sup>

There are several legislations concerning equal opportunities of women and men with respect to HEIs in Flanders. One example might be the Decree of the Flemish Parliament of May 13<sup>th</sup>, 1997, which states that the Flemish administration has to report each year to the Flemish Parliament on the progress of the status of women in Flanders. Another example is the Decree of the Flemish Parliament of July 15<sup>th</sup>, 1997 that concerns all officially established advisory bodies in Flanders who advise the government or individual ministers. A maximum of two-thirds of the members of such a body may belong to the same sex (KLU 2004). Most of the legislations concerning equal opportunities focus on the topic of gender as a result of the impact of the European Commission and its strong promotion for gender mainstreaming. By now, research centres on gender studies have been set up at most universities, performing mostly voluntary work; informal networks among the university centres exist.

The Flemish government aims to promote the role of women in science in Flanders. Amongst others, practical steps have been the setting up of a Flemish steering group for women and science issues (members from universities, funding agencies for research, public research institutes, Royal Academy, the science and innovation administration and the higher education administration) and advisement to the Minister of Education on equal opportunities for women and men at the Flemish universities, published by the Flemish Research Policy Council (“VRWB-Advies 69”) (Verlaeckt 2002).

Another instrument of support is policy-oriented research: The Flemish government’s Impulse Programme for the Humanities resulted, for example, in a research project concerning the situation of women in academia. Since 2001 onwards, the financing of policy-oriented research is structured via “support-centres.” The Support Centre for Equal Opportunities concentrates on the target group of women and has received a budget of about 4.88 million € for a five year period (2001-06) (Verlaeckt 2002). Furthermore, there exist a number of intermediate institutions dealing with equal opportunities for women and men, such as information and research centres or networks. For example, amazone (conference and meeting centre, information, documentation and archive centre for equal

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<sup>57</sup> 2006/07 autonomous academic staff, 19.2% women

<sup>58</sup> [http://www.statistiques.cfwb.be/publications/pub0011/2006/documents/FR\\_Partie5\\_Section2.xls](http://www.statistiques.cfwb.be/publications/pub0011/2006/documents/FR_Partie5_Section2.xls)

<sup>59</sup> Data available under [http://www.cref.be/Stat\\_base.htm](http://www.cref.be/Stat_base.htm)

opportunities for men and women), WITEC (network for women in science, engineering and technology) and BeWiSe (Network Belgium Women in Science).

As an example of good practice, KU Leuven can be mentioned. A Diversity Plan has been implemented there. It provides for Equality Monitoring concerning aspects of equality between women and men (also for age and nationality, but mainly gender) through data collection, gathering statistics to identify problems, and offering inspiration of equal opportunity plans. Further gender-neutral and diversity-focused recruitment, more transparency in procedures for appointments and promotions, (especially PhD and professor positions), an action plan on equal opportunities (to tackle the horizontal gap), and reports and monitoring have also been implemented (KU Leuven 2004).

Within the framework of the research project “Newtonia – Les filles face aux études et aux carrières scientifiques et techniques” which was based on the assumption of a underrepresentation of young women and girls in the natural science sector, the reasons for the gender-based choice of study programmes was analysed (with a focus on the Université Libre de Belgique in Brussels)<sup>60</sup>. This project led to the recognition of three relevant factors for the choice of study programmes – gender, socio-cultural background and the choice of topics in the secondary school. The report was published in 2003.<sup>61</sup> In a second step of the research, the follow-up paths of studies and career choice were examined.

The administrative programme for the support of equal opportunities, interculturality and social integration, which was founded in February 2005, also supports programmes for gender researchers. The emphasis is put on the gender-related differences between men and women as well as between girls and boys in the educational system (especially in the areas of early pedagogies, elementary school and secondary school). Questions of vocational choices and failure in school education are considered to be especially relevant. In addition, the “Université des Femmes” has sponsored a prize for final papers in the field of women’s studies (both in Bachelor’s and Master’s programmes).<sup>62</sup>

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<sup>60</sup> Information available under [http://www.egalite.cfwb.be/fileadmin/sites/sdec/upload/sdec\\_super\\_editor/sdec\\_editor/documents/enseignement\\_et\\_recherche\\_scientifique/Revue\\_Faits\\_Gestes\\_n\\_12.pdf](http://www.egalite.cfwb.be/fileadmin/sites/sdec/upload/sdec_super_editor/sdec_editor/documents/enseignement_et_recherche_scientifique/Revue_Faits_Gestes_n_12.pdf)

<sup>61</sup> Report available under [http://www.egalite.cfwb.be/fileadmin/sites/sdec/upload/sdec\\_super\\_editor/sdec\\_editor/documents/enseignement\\_et\\_recherche\\_scientifique/Rapport\\_Newtonia\\_fevrier\\_2002.pdf](http://www.egalite.cfwb.be/fileadmin/sites/sdec/upload/sdec_super_editor/sdec_editor/documents/enseignement_et_recherche_scientifique/Rapport_Newtonia_fevrier_2002.pdf)

<sup>62</sup> See [http://www.universitedesfemmes.be/08\\_feminisme-belgique.php](http://www.universitedesfemmes.be/08_feminisme-belgique.php)

### 2.3.4 Conclusions

The analysis of the Belgian diversity policies shows that the term diversity is mostly defined through cultural and phonetic heterogeneity. This certainly depends on the difficult structure of the language communities and their federal structure, but also on the growing tendencies of increasing developments in autonomy, up to the recommendation of the abolishment of the existing federal system. The Flemings have links to Dutch culture, but still regard themselves as a separate cultural entity, while the Walloons have also profound ties with French culture, and possess their own identity within it.

The management of cultural diversity in Belgium accordingly faces three types of problems, which differ in many respects, but are also powerfully interconnected:

- Defence, development and recognition of cultural communities based on language – Flemish, Francophone and German-speaking;
- Respect for and participation of cultural communities based on belief-systems and
- Acceptance and recognition of immigrant communities and the finding of solutions to their specific cultural and integration related problems.

In Flanders, Diversity Management is a topic not only in general (equal opportunities, e.g., in the labour market) but is also related to HEIs. At both levels, mainly holistic approaches are pursued (covering different dimensions and fields of action like diversity plans). Concerning equal opportunities, a focus on gender mainstreaming can be observed. Lifelong learning is also a part of the policy agenda. Various activities undertaken in that field trace back to initiatives of the European Union.

In fact, as practised, the Belgian system wittingly or unwittingly helps to break the country's associations down into primary and secondary categories. Although everyone's right to articulate his or her specific culture is recognised, the fact remains that the various disciplines, languages and cultures do not all attract the same level of public interest and funding. This precisely is the focus of the Belgian debate on the democratic system in the contemporary society and on the way in which it proposes to meet the challenges of cultural diversity. Belgium's recognition of gender and diversity and funding policy towards is not individually tailored to the different groups and various cultures, origins and periods of residence. These groups themselves are taking root, and above all, are becoming a familiar and established part of the immigration scene and are starting to gear their cultural demands and projects according to the available aid and support.

## 2.4 Czech Republic

### 2.4.1 The Higher Education System<sup>63</sup>

As in Poland, institutions providing ISCED 5a and 6 are separated from those providing ISCED 5b. Higher education – and thus ISCED 5a and 6 – is provided at universities and colleges (*vysoké školy*) while professional tertiary education (ISCED 5b) is offered by professional schools *vyšší odborné školy*. The Bologna-style three-cycle structure has been rigidly implemented since 2001. The legal fundament for the HE system is mainly the 1998 Higher Education Act, lastly amended in December 2007 (Higher Education Act 2007).

Three main types of HEIs exist: public HEIs, private HEIs and state-run HEIs (very few, usually military or police academies). The system differentiates between university-type HEIs that also award Masters and PhD degrees and non-university type HEIs that usually only award Bachelors degrees. While the number of public and HEIs stayed fairly stable since 2000/01 (public: 2000/01 23 HEIs, 2007/08 25; state-run: 2000/01 4, 2007/08 2 HEIs), the number of private HEIs increased dramatically from 8 in 2000/01 to 43 in 2007/08, equivalent to an increase of 440%!

The basic entrance requirement is the high school certificate for upper secondary education (ISCED 3a), the *maturitní zkouška*. Although not every high school graduate might get a study place, the participation rate is extraordinarily high. From all high school graduates in 2007, 85.5% (2001 73.1%) get an ISCED 5a education and 76.1% become university students (2001 59.5%).

Currently, 344,180 students are enrolled with a female quota of 54% (from 289,838 and 52% in 2005/06). In all age groups there is a significant increase in the participation rate with the largest margins among the young students around 20 years of age (participation rates between 20 and 34%). Lifelong learning is still not a statistically recognisable factor with age group participation among the 30+ of less than 3% degreasing to less than 0.5% for the age group 40+. In total numbers, today 43,659 students are enrolled in so-called lifelong learning programmes. Compared to 38,393 in 2004/05, this is an increase of 12%. The percentage of women within this group remained more or less stable with approximately 65%. The percentage of international degree-seeking students increased only marginally from 6.7% in 2003/04 to 8.3% in 2007/08.

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<sup>63</sup> All information in this section is taken from: Eurydice Czech Republic 2008.

## 2.4.2 Diversity-Related Topics in the General Context

The notion of diversity is well-known in Czech society and finds numerous equivalents in the Czech language (diverzita, mnohotvárnost Vielfältigkeit, rovná příležitost (equal opportunities), pestrost (richness of diversion), různorodost (divergency)). It appears in a variety of contexts, which are not always societal or socio-economically related such as:

- kulturní diverzita – diversity in cultural aspects
- náboženská diverzita – diversity in religion
- mediální diverzita – diversity in media
- diverzita managementu – diversity management
- diverzita financování – financial diversity
- krajinná diverzita – diversity of the landscape
- diverzita vegetace – diversity of vegetation
- diverzita organismů – diversity of organisms

### 2.4.2.1 Minorities

For a better understanding of the current situation in the Czech Republic, it is helpful to turn a spotlight on the development of the population structure. Between 1918 and 1945, two nationalities were dominant in the Czech population: the Czechs and the Germans, who together comprised 98% of the overall population. After the Second World War, the percentage of Germans declined rapidly and dramatically and the Slovaks became the largest minority; however, after the separation of the Czech and the Slovakian Republic as a result of the reforms in Eastern Europe in the early 1990s, the numbers declined. Based on the last official counting in 2001, the Czech Republic hosted nearly 10 million Czechs, 193,000 Slovaks and approximately 120,000 people with other national or ethnic roots.<sup>64</sup> Since the early 1990s, new groups of immigrants have come to the Czech Republic, mainly from Vietnam, Ukraine, Russia and Mongolia. These are usually work migrants (CZSO 2008).

The integration of these migrant groups is a strong priority in Czech policy. The state even runs a special ministry for this purpose, the Ministry for Human Rights and Minorities (Ministerstvo pro lidská práva a menšiny).<sup>65</sup> Various operative instruments are applied to achieve this, e.g. language courses, computer courses or courses of orientation on the

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<sup>64</sup> About 380,000 people claimed to be „Mahrians“, but this was more a political statement in the political climate of those days than an empirically confirmable fact.

<sup>65</sup> For further information: [www.gov.cz/wps/portal](http://www.gov.cz/wps/portal)

labour market. An organisation that is specifically active in this field is “Most pro lidská práva”.<sup>66</sup>

On the strategic level, various EU-funded projects are supported which focus on diversity and anti-discrimination. A good example is the project called “Pro rozmanitost. Proti diskriminaci” (for diversity – against discrimination). The ethnic group of Roma is in the focus of an award, the “Journalist Award 2008” that decorates journalists if they specifically focus their work on the issue of Roma education, work, etc.<sup>67</sup> Another example is a project called POLIS Podpora sociálně integračních politik a služeb. This project focuses on those people who are threatened to be secluded from society (e.g. Roma or foreigners). It is currently restricted to the cities of Plzeň, Ústí nad Labem, and Bílina and supports institutions that keep contact with socially disadvantaged groups.<sup>68</sup>

#### 2.4.2.2 Workforce

A non-governmental organisation (Human Resources Development Interface) engages in workshops and programmes on promoting diversity and equal opportunities among the workforce. It focuses on the managerial level and also tries to find answers on how to successfully steer the flow of human resources (Diversity Management 2008).

### 2.4.3 Diversity in the Higher Education Sector

#### 2.4.3.1 Minorities and International Students

As a national level strategic instrument, the 1998 Higher Education Act determines equal access to higher education for all minorities and international students.

Moreover, a major topic in the context of diversity in the HE sector is internationalisation both concerning study abroad and international students. The report of Eurydice states:

*In all of the sets of policy recommendations concerning the OECD thematic review of tertiary education – on tertiary structure; institutional governance; resources; equity; research and innovation; the labour market; quality assurance; and internationalisation – strong emphasis is placed on the need to re-build the system to a more outward focus;[...] and openness to Europe and the world.*

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<sup>66</sup> More information under: <http://www.mostpl.org/view>

<sup>67</sup> Further information is available under: <http://www.stop-discrimination.info>

<sup>68</sup> More information is available under: <http://www.epolis.cz>

Eurydice Czech Republic 2008, p.149

This translates into strong emphasis on the internationalisation of study programmes.

The issue of minorities has been frequently addressed by the pedagogical faculty of the Jan Evangelista Purkyně in Ústí nad Labem.<sup>69</sup> The university also hosts a centre for intercultural education (Centrum interkulturního vzdělávání). This centre is based on the assumption that diversity in the society requires certain knowledge and competences of the teachers. It cooperates with other institutions such as the counselling centre for integration (Poradna pro integraci), the centre for the integration of minorities (Středisko pro integraci menšin), or the agency for the social integration of Roma (Agentura pro sociální začleňování v romských lokalitách).<sup>70</sup>

Another example is the pedagogical faculty at the Masaryk-University in Brno which established a cabinet for multicultural education (Kabinet multikulturní výchovy) in 2001. This cabinet coordinates the education programmes mainly oriented towards Roma that are financed by the Ministry of Education.<sup>71</sup>

However, contrary to our expectation, the Czech Republic does not pursue a clear recruitment strategy of German students.

#### 2.4.3.2 *Socio-Economically Challenged Students*

Some archetypical strategic-operative instruments are implemented to support students taking into account their socio-economic background. Financial support is available for students and their families (budget of the Ministry of Labour and Social Affairs and the Ministry of Education, Youth and Sports) and health care is gratuitous. If students are younger than 26, they themselves are eligible (depending on the family situation) for social benefits while their parents can claim tax allowances. In addition, students can use subsidised public transport tickets.

Students are also eligible for grants and food in student canteens is subsidised. If students are eligible for a so-called "increased child allowance", they are automatically eligible for a monthly grant of 65 € (1,620 CSK) for 10 months per academic year. PhD students can apply

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<sup>69</sup> Most recently in a conference called „Vzdělávání v sociokulturním kontextu. Diverzita a vzdělávací bariéry“ (Education in the socio-cultural context. Diversity and Education barriers) on May 6<sup>th</sup> and 7<sup>th</sup>, 2008.

<sup>70</sup> Further information is available under: <http://pfl.ujep.cz>

<sup>71</sup> The head coordinator is Prof. Lenka Gulová. More information is available under: <http://www.ped.muni.cz>

for grants of 200-400 € (5,000 to 10,000 CSK) per month. Other grant programmes by the Ministry of Education are available. A very interesting aspect is that each rector is free to decide whether a student is totally exempt from any tuition fees, can pay less, or can receive a deferment depending on his/her performance or social conditions (Eurydice Czech Republic 2008).

#### 2.4.3.3 *Lifelong Learning*

Many university-type institutions offer lifelong learning programmes (often non-degree) that are usually fee-based. The regulations for these programmes are purely internal, i.e. the strategic national framework is excellent (Eurydice Czech Republic 2008). The pedagogical faculty at UJEP in Ústí nad Labem runs a centre for lifelong learning (Celoživotní vzdělávání).<sup>72</sup> Another partner for universities active in this field is the German-Czech fund for the future (Cesko-nemecký fond budoucnosti) that organises symposia, conferences, and projects in this context and also grants stipends.<sup>73</sup>

A very special type of LLL is offered at Masaryk University. The faculty of economics and business studies (Ekonomicko-správní fakulta) offers a study programme for prison inmates. The programme was opened in 2004/05 with so far three inmates having finished their Bachelor's degree. As of October 2008, six inmates have started their studies. The study programme comprises regional development and tourism. Teaching is done in the prison for imprisonment on remand in Brno.<sup>74</sup>

A very comprehensive overview of lifelong learning policies, strategies and projects has been compiled by a team of researchers of the National Training Fund in Prague. The report states that two faculties are specifically focusing on issues of lifelong learning: the adult education departments at the Philosophical Faculty of Charles University and the Palacký University in Olomouc.<sup>75</sup> Various strategic documents have also been initiated which focus on the aspect

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<sup>72</sup> At the time research was undertaken, the websites were under reconstruction and not available.

<sup>73</sup> For more information you might contact the fund under: E-mail: [info@fb.cz](mailto:info@fb.cz); Website: <http://www.fondbudoucnosti.cz>

<sup>74</sup> For further information you may contact: Vazební veznice Brno, spokesperson PhDr. Sona Haluzová: <http://www.vscr.cz>.

<sup>75</sup> Examples stated by the research group are: Bartoňková Hana, Foucaltovo andragogické kyvadlo, Praha, MJF 2004; Beneš, M., Úvod do andragogiky, Praha, Karolinum 1997; Beneš, M., Andragogika – filozofie – věda, Praha, Eurolex Bohemia 2001; Kolektiv autorů, Lidský kapitál a vzdělávací marketing v andragogické pohledu, Praha, Eurolex Bohemia 2004; Kopecký, M., Sociální hnutí a vzdělávání dospělých, Praha Eurolex Bohemia 2004; Mužík, J., Didaktika dospělých, Praha, MJF 2002; Palán, Z., Výkladový slovník – lidské zdroje, Praha, Academia 2002; Palán, Z., Základy andragogiky, Praha, VŠJAK 2003; Prokopenko, J., Kubr, M., Vzdělávání a rozvoj manažerů, Praha, Gradua Publishing, 1996; Šerák, M., Zájmové vzdělávání dospělých, Praha, MJF 2005

of LLL.<sup>76</sup> Demographic development forces the state to reiterate the importance of human resource development, which is consequently also one of the five priorities of the Strategy for Economic Growth of the Czech Republic. However, the report also stresses the fact that the new strategies do not really comply with the former and that “the proposed measures do not reflect the real needs of Czech society in this field” (Jedličková et al. 2007). A considerable problem is the accreditation and certification of adult education. Although some 30 institutions have an ISO 9000 certification or a Q-FOR certificate, the attractiveness of these certifications is low, as no legal regulation enforces the implementation, e.g. “a law on further education as an established part of the education system does not exist and never has existed” (ibidem). The report is rather harsh in its assessment of the effectiveness of the governmental initiatives and documents:

*The problem is basically the same as with all other government documents, in that rather than a solution for their realisation, they seek a justification for not fulfilling them. Neither of these principal documents has ever been assessed.*

Jedličková et al. 2007

#### 2.4.3.4 Women and Gender

On the national strategic level, the Ministry for Labour and Social Affairs<sup>77</sup> provides guidelines concerning equal treatment, e.g. the principles on equal treatment of people irrespective of their racial or ethnic origin (Ministry of Labour 2000a) and the general framework for equal treatment in labour and profession (Ministry of Labour 2000b).

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<sup>76</sup> As examples, the report states: Conception of Education and Development of the Education System in the Czech Republic (April 1999), Human Resources in the Czech Republic (NVF, 1999), Action Plan of Employment for the year 2001 (March 2001), Vision of Development of the Czech Republic until the Year 2015 (December 2000), National Development Plan of the Czech Republic (January 2001), National Plan of Education Development in the Czech Republic – White Book (February 2001), Adult Education as Part of Lifelong Education – analytical study (November 2001), Long-term Intention of Development of Education in the Czech Republic (2002), Human Resource Development Strategy for the Czech Republic (March 2003), Long-term Intention of Educational, Scientific, Research, Development, Artistic and Other Creative Activities for Universities in the Czech Republic (2006-2010), National Action Plan for Employment for the years 2004-2006, National Action Plan for Social Inclusion 2004-2006, Operational Programme Human Resource Development – including amendments (February 2003), Single Programming Document for Objective 3 Prague (February 2003), National Programme of Reforms 2005-2008, Strategy for Economic Growth of the Czech Republic (November 2005), Programme for Implementation of the Human Resource Development Strategy (December 2005)

<sup>77</sup> [www.mpsv.cz](http://www.mpsv.cz)

Like in Poland,<sup>78</sup> L'Oréal has provided a stipend for women in science since 2005, focusing on young female scientists, no older than 35 years. The stipend is granted jointly by L'Oréal Czech Republic, the Czech Commission for the UNESCO and the Czech Academy of Science. Overall, up to three stipends of 200,000 Kč are available. Another new actor in the field is the centre ProEquality, which has offered an independent programme to further the equal opportunities for men and women since September 2008.<sup>79</sup>

#### 2.4.3.5 Disabled Students

Students with specific educational needs (Studenti se specifickými vzdělávacími potřebami) find specific programmes at some universities. The Masaryk University in Brno established its own framework, the guideline „Směrnice o studiu osob se specifickými nároky Nr. 4/03“ which regulates the study of disabled students at the pedagogical faculty. This guideline was ratified by the rector according to § 10 Abs.1 of the 1998 Higher Education Act. This guideline emphasises that all employees of the Masaryk University are obliged to consider all impairing factors for disabled students in a way that allows these students to study without the need of a personal assistant.<sup>80</sup> In addition, the institute for rehab sciences (katedra speciální pedagogiky) and the centre Teiresiás<sup>81</sup> provide special services. The centre, e.g., offers special technical equipment, literature in Braille, languages courses, computer courses and other services to and for disabled students.<sup>82</sup> Several other non-governmental institutions support students with disabilities, e.g. SONS, Tyfloservis o.p.s., TyfloCentrum o.p.s., LORM, Labyrinth Brno o.s., or the Czech Chamber of Interpreters (Česká komora tlumočnicků znakového jazyka).

### 2.4.4 Conclusions

Diversity is an important task in Czech higher education. Two foci seem to be prevalent: gender and disabled students. In both areas, it is possible to find interesting examples of activities both on the agenda-setting national level as well as on the more operative level of HEIs or on the intermediary level with various non-governmental institutions involved. A special institutional example seems to be the Masaryk University with a quite elaborated system of support for impaired or disabled students.

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<sup>78</sup> Poland: Chap. 2.9.

<sup>79</sup> More information under: <http://www.mužiaženy.cz>

<sup>80</sup> Further information under: <http://www.teiresias.muni.cz/smernice.html>

<sup>81</sup> <http://www.teiresias.muni.cz>

<sup>82</sup> The director of the institute is Prof. PhDr. Marie Vítková, CSc. E-mail: [vitkova@ped.muni.cz](mailto:vitkova@ped.muni.cz)

## 2.5 Denmark

### 2.5.1 The Higher Education System<sup>83</sup>

The legal basis for the higher education system is the “Act of the Universities” from 2006 (LBK nr. 280 af 21/03/2006 – Bekendtgørelse af lov om universiteter). The higher education system is separated into short, medium and long-cycle programmes. Short-cycle programmes are not taught at universities and usually comprise commercial or technical fields. The programmes are usually two years long and conclude with a three-month practical project.

Overall, you find four types of institutions: Academies of professional higher education that offer short-cycle programmes, university colleges that offer medium-cycle programmes, universities that offer long-cycle programmes, and art schools. The landscape of higher education has been reshaped considerably in the last years. As a result, there are now 8 universities (five of which are multi-disciplinary), 21 art schools, 7 university colleges, and 10 professional academies (Erhvervsakademier). The enrolment requirements have been under considerably change with the introduction of Bachelor’s and Master’s degrees. Usually, the basic requirement is the high school certificate (Højere Forberedelseseksamen), but individual additional requirements for the respective university can and usually do apply. The medium-cycle comprises the Bachelor’s programmes, which can vary from 3 to 4 years. The long-cycle (Master’s, PhD) is located at the universities that have a very pronounced mission of furthering research. Education is still free; no fees are charged. In 2005, 56,131 Bachelor’s students and 56,232 Master’s students were enrolled.

### 2.5.2 Diversity-Related Topics in the General Context

The Danish government launched a strategy called “Strategy for Denmark in a Global Economy”. A large part of the goals is related to education and in two aspects, diversity is also touched upon: internationalisation and lifelong learning. The strategy states that

*“All young people should complete an education programme with a global perspective. Many more young Danes should have the opportunity to pursue a study period abroad. And it should be made more attractive for highly qualified foreign students and teachers to come to Denmark.”*

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<sup>83</sup> All information in this section is taken from: Eurydice Denmark 2008.

*Everyone should engage in lifelong learning. In March 2006 the Government and the social partners agreed on the need to strengthen adult education and continuing training.*“

Danish Government 2006

The key players on the governmental level are the Ministry of Education (responsible for short and medium-cycle higher education) with foci on aspects such as framework of education, funding, structure, curricula, examinations, or staffing, and the Ministry of Science, Technology and Innovation, in charge of the long-cycle education. Another player is the Danish Disability Council, a body that is governmentally funded, yet independently working closely together with the Equal Opportunities Centre for Disabled Persons. Although the term “diversity” does not appear, the “Better Education – Action Plan” of the Danish Government in 2002 implicitly refers to many diversity-related issues, such as lifelong learning, prior learning and recognition, internationalisation in general and student mobility in particular (Danish Government 2002). Other general legal frameworks are the Act on Ethnic Equal Treatment<sup>84</sup> and the Equal Treatment agreements<sup>85</sup>.

Denmark is also making extensive use of the EU “EQUAL” programme. Denmark uses this programme to offer funding to projects in the fields of integration of refugees and immigrants, particularly referring to the educational system and labour market, the development of the inclusive labour market through social dialogue, diversity management, gender mainstreaming in the workplace, socially marginalised and disabled people, and integration of asylum seekers (Sozialfonden 2004).

### 2.5.2.1 Disabled People

With the labour market anti-discrimination law in 2005<sup>86</sup>, Parliament passed the first legislation prohibiting discrimination in Denmark. The law applies exclusively to the labour market insofar as it implements the Directive on Non-discrimination in respect to Employment and Business, 2000/78/EF (the Employment Directive). The Danske Handicaporganisationer is the umbrella BGO in Denmark for issues related to disabled people. They run seminars, publish on the issue and work as a lobby. According to the results of their “Seminar on the non-discrimination of the disabled in Denmark” (June 9-10<sup>th</sup>, 2006), the policy for the disabled today is based on four fundamental principles: non-discrimination and equal opportunity,

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<sup>84</sup> Available under [http://www.nyidanmark.dk/NR/ronlyres/E67D2D1B-5CAD-4036-AE73-36A3A23B87E5/0/act\\_ethnic\\_equal\\_treatment.pdf](http://www.nyidanmark.dk/NR/ronlyres/E67D2D1B-5CAD-4036-AE73-36A3A23B87E5/0/act_ethnic_equal_treatment.pdf)

<sup>85</sup> Available under <http://www.eurofound.europa.eu/pubdocs/1997/13/en/1/wp9713en.pdf>

<sup>86</sup> See <http://www.ams.dk/sw3354.asp?pub=pub0119&reqlid=120&show=chapter&chapter=4>

sector accountability, compensation, and economic solidarity. They also state a deficiency in terms of information about existing programmes rather than a lack of programmes (and thus a deficiency on the policy level) (DPOD 2008).

### 2.5.2.2 *Minorities and International Students*

Generally speaking, Denmark is not a traditional immigration country. First, labour force immigration started in the late 1960s, i.e. slightly after the first large waves in Germany. The main home countries of these work migrants were Turkey, the former Yugoslavia and Pakistan. As in most Western European countries, the oil crisis in 1973 and the first wave of serious unemployment as a consequence of the crisis led to the first immigration laws and even the first immigration stop, comparable to the German “Anwerbungsstopp”. Nevertheless, the number of immigrants has been constantly growing and the main resource countries stay the same. This reflects again a typical development in Western Europe in the 70s and 80s, as the main reasons for the increase were (a) the families following the work migrants and (b) the increasing number of refugees (such as the boat people, Chileans, Iraqians, Iranians, etc.). As a result, in 2001, 7.4% of the population were ethnic minorities, 40% of whom came from developing countries. 16% are children of these migrants. The prognosis until 2021 indicates a sharp increase of ethnic minorities, while at the same time, the overall population will see very moderate growth. This might indicate some future need for diversity management (Colding 2004).<sup>87</sup>

The issue of equal treatment of minorities and foreigners is pre-eminent in Danish policies. The Government of Denmark responded to a questionnaire in preparation of the Durban Review Conference (the Durban Conference in 2001 was the starting point of many equal treatment activities not only in Denmark). The government states that many policies have been launched to counter racist or xenophobic behaviour. The “Action Plan to Promote Equal Treatment and Diversity and Combat Racism” of November 2003 is considered to be a direct spin-off of the Durban conference. In 2007 alone, 1.35 million € have been allocated to projects to further equal treatment. A task force “Society of Opportunities” has been established by the government and constantly monitors developments. 3.1 million € have been allocated to the “Diversity Programme” aiming to increase employment as well as the skills of people with an ethnic minority background. A bill from December 2007 defines the establishment of a “Board on Equal Treatment”, which will come into being on January 1<sup>st</sup>, 2009. However, it is interesting that regarding the education system, initiatives and plans are mentioned for the primary and secondary sector, whereas nothing is said about higher

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<sup>87</sup> Unfortunately, Colding is working only on the secondary education level. Some of the comparisons would have been very useful for the HE sector.

education (Danish Government). A new trend is that work migrants from large neighbouring countries, e.g. Germany, are seeking better employment opportunities in Denmark.<sup>88</sup>

### 2.5.2.3 Women and Gender

The Minister for Gender Equality published a report in December 2006 which elaborately analyses the current situation of gender mainstreaming and equal treatment. Among the native Danish population, equality in terms of employment seems to be more or less a given (75.8% among men, 69.3% among women), which cannot be said for immigrants. Within this group, employment is generally lower (men app. 52%, women app. 39.5%) and female immigrants have only a 55-60% chance to be employed compared to female native Danes. Men earn about 2-6% more than women, a rather low difference. However, on the decision-making level, Denmark is doing worse with only 7% of CEOs being female (albeit this being an increase of nearly 100% from a mere 3.5% in 2002) (Minister of Gender 2006).

### 2.5.2.4 Lifelong learning

Denmark established a comprehensive strategy for lifelong learning which stretches across all fields of education and society (Jorgensen 2007). It also combines the different sectors of society (industry, business, education, etc.) and thus establishes a holistic lifelong learning strategy. It also explicitly refers to various EU programmes in general and the Lisbon strategy in particular. Lifelong learning is also put into the context of globalisation as it is seen as a major instrument to cope with the decreasing need of unskilled labour and the need for high-end labour. One of the main aims is to have 50% of an age group with a HE degree. To achieve this, LLL is seen as pivotal. The strategy states that

*There must be relevant, high quality adult education and continuing training for everyone in the labour market which matches the needs and puts particular emphasis on the need for lifelong skills upgrading for those with the lowest level of education. There is a shared responsibility to ensure that everyone in the labour market is engaged in lifelong learning.*

Jorgensen 2007

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<sup>88</sup> See: [http://www.focus.de/karriere/perspektiven/arbeiten-im-ausland/arbeiten-im-ausland\\_aid\\_228157.html](http://www.focus.de/karriere/perspektiven/arbeiten-im-ausland/arbeiten-im-ausland_aid_228157.html), <http://www.n-tv.de/838879.html>, <http://www.abendblatt.de/daten/2007/01/30/679316.html>,

## 2.5.3 Diversity in the Higher Education Sector

### 2.5.3.1 Minorities and International Students

Denmark is running a quite strong internationalisation policy. Within the Ministry of Science, Technology and Innovation, CIRIUS plays a major role in promoting diversity in the internationalisation context.<sup>89</sup> It thereby focuses on international exchange mobility and international student orientation in the Danish HE system. The University of Copenhagen is particularly active. Together with the other major Danish universities, it established the Sino-Danish Centre for Advanced Education and Research in China, which is also a stronghold for student recruitment. Moreover, the integration of international students in Danish society is considered pivotal (Danish Government).

### 2.5.3.2 Lifelong Learning

The ministerial report states, among others, three aspects which have special connotations for the HE system:

*All forms of education and learning should be based on and build on the knowledge, skills and competences of individuals. In adult education and continuing training new and improved opportunities shall be created promoting visibility and recognition of an individual's prior learning.*

*Coherent education paths and transparency in the education system are to contribute to targeted education and lifelong skills upgrading and facilitate the best possible use of public resources.*

*A global perspective must be included in all education programmes contributing to strengthening internationalisation and cooperation with the world around us.*

Jorgensen 2007

Pollak states in her report on university LLL, that the ULLL in Denmark includes continuing professional development, open, distance and e-learning as well as recognition and validation of prior (experiential) learning. Universities are broadly active in this field on all levels (from staff development to adult learning). This is often particularly in extension programmes focusing on the aspect of income generation (Pollak 2008). The extensive university activities have to be seen in a very special social setting:

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<sup>89</sup> Further information at: <http://www.ciriusonline.dk>

*This should be seen in the context of the high rate of participation in adult education in general in Denmark [...] for instance, 60% of the labour force took part in a learning activity in public, private or company programmes in 2004 and it is estimated that 600.000 individuals, i.e. over 20% of the population, took part in some form of public, general or vocational adult education and training in 2004.*

Pollak 2008

A long tradition of lifelong learning for adults exists involving general adult education, vocationally-oriented education and training for adults, and further education programmes at three advanced levels.<sup>90</sup> There is also special adult higher education, which is comparable to the short-cycle programmes; entrance requirements are usually relevant educational qualification and a minimum of 2 years of work experience. The general political and societal emphasis is clearly to provide as many people as possible with the highest possible level of education at any stage in life. The internal quality assurance systems for LLL do not seem to be very well established according to a report by Auditor General of Denmark. But improvements are planned (Pollak 2008).

### *2.5.3.3 Socio-Economically Challenged Students*

All Danish students receive 70 vouchers (each for one month of study) as a financial grant which they can spend over the time of studies. In 2005 (most recent data provided), more than 80% of the students received a grant, totalling 314,000 students with an overall budget of app. 1.37 billion € (10 billion DKK) (Eurydice Denmark 2008). Basically, this means that no student should be hindered from studying for financial reasons.

### *2.5.3.4 Women and Gender*

In the last years, women have overtaken men in terms of participation in higher education. Between 1995 and 2004, 25% more women entered HE compared to only 5% more men. While in 1995 men were outnumbering women in short cycles by nearly 100% (8,300 compared to 4,900), they were fairly even in numbers by 2004 (8,900 - 8,000). In the longer cycle, it was even more dramatic. Women turned the wheel with a ratio of 29,600 to 27,300 in favour of men in 1995, to a ratio of 30,700 to 27,700 in favour of women in 2004 (Minister of Gender 2006). However, this is only true for women as students. In science and research,

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<sup>90</sup> See: <http://www.ciriusonline.dk/Default.aspx?ID=3829>

they are still underrepresented. But changes have been made. Since 2000, e.g., the selection committees have the final say about candidates:

*The selection committees are requested to have a balanced number of men and women represented. Moreover, previously the selection committees were to prioritise the applicants for scientific positions at the universities, and the management would appoint the best qualified. In 2000 this has been changed. The selection committees are now to determine if the applicants are qualified for the position or not. The selection committee is no longer to give a priority. This permits the management of the research institutions to actively employ the candidate that fits into their actual needs. This includes a more equal balance of men and women.*

Helsinki Group 2004

Research fund allocation is constantly focusing on equal gender policies. In 2002, the ministry signed development contracts with 10 Danish universities to specifically commit themselves to equal opportunities. In 2005, the ministry stated in the report "Alle talenter i spil – flere kvinder i forskning" (All Talents In Play – More Women In Science), meaning that leading managers at universities should formulate goals for the advancement of women in science and research. However, thus far nothing seems to have been institutionalised (UPGEM). The "Understanding Puzzles in the Gendered European Map" (UPGEM) is a project at the Education Department of the University of Aarhus. This university also implemented a comprehensive strategy called "Strategy 2008-2012. Quality and Diversity" that comprises many aspects of diversity (gender, internationalisation, LLL, etc.) in all areas of university activities such as research, teaching/studying and administration. The strive towards excellence is combined with a strong focus on diversity (Aarhus 2008).

#### **2.5.4 Conclusions**

Denmark is certainly one of the most advanced countries in terms of diversity policies and their implementation. The gender aspect is specifically well developed in Denmark. It is often no longer mentioned *expressis verbis* in suggestions on reform of the educational system. This might be an indication that a mindset change has taken place. Ironic as it may sound, Denmark is so advanced in this field and the situation of women is that good in a European comparison that maybe only little incentives remain to go further ahead in this issue (Sjorup 2006).

Next to the typical gender issue which is very well tackled, internationalisation in higher education seems to play a strong role. Denmark seems to run a policy comparable to the Netherlands (recognition of academic merits, courses taught in English), which is certainly driven by (a) the same pressure of being a small country with a less-spoken language and (b) a traditional international orientation of the society.

Another strong factor is lifelong learning. It looks like Denmark is here considerably more advanced than Germany. The policies and strategies are very well developed and the notion of LLL as an integral part of the society seems to be part of the mindset.

Lastly, German students do not seem to play a specific role in Danish recruitment strategies. The large universities, such as Copenhagen with a strong international reputation, are recruiting in the same markets as top US or UK HEIs, i.e. China, Asia in general, and Latin America. As Denmark is also not likely to experience a demographic shock similar to Germany, it is less forced to diversify markets and to recruit more students from abroad. It can instead still focus on the qualitative aspects.

Overall, Denmark is among the very few countries which has managed to implement a mindset-changing attitude towards a holistic diversity policy which permeates the political level as well as the HEIs and the society at large. And where developments are still less than optimal (e.g. women in science), this is actively being addressed.

## 2.6 France

### 2.6.1 The Higher Education System

France has a long tradition in higher education, going back to medieval times. Especially since Napoleon, at the beginning of the 19<sup>th</sup> century, education has been highly centralised. Traditionally, universities concentrated on general and theoretical training. The Preamble of the French Constitution of 1946 sets out that “the Nation guarantees equal access for children and adults to education, vocational training and culture”. The Outline Act of April 23<sup>rd</sup>, 2005 for the future of French schools, the result of extensive national debates, revised the role of the education system on the basis of similar objectives to those lined out in the final declaration of the European Council Meeting in Lisbon in 2000. They entail ensuring equal opportunities and success for all students by establishing a common knowledge base (Ministère des Affaires Étrangères 2007).

However, with the increased autonomy of universities, the massive access of students to university studies, and the development of university exchanges in Europe, the higher education system in France has changed considerably over the last decade, drawing it closer to that of other countries (Cytermann 2007). The French educational system is divided into Grandes Écoles and universities, has public and private elements, and is highly centralised, organised and ramified. Three study levels are in use: the Licence degree as the first level (180 ECTS credits - Bac+3); secondly, the Master’s degree (120 ECTS credits - Bac+5); and lastly, the Doctorate degree (Bac+8).

A striking trait of French higher education, compared with other countries, is the small size and multiplicity of establishments, each specialised in a more or less broad spectrum of areas. A middle-sized French city may have 2 or 3 universities (focused each on science or sociological studies), and also a number of engineering and other specialised higher education establishments. In Paris and its suburbs, there are 13 universities (labelled Paris I to XIII), none of which is specialised in one area or another, and a large number of smaller, highly specialised institutions. In addition, most of the universities have taken a more informal name which is usually the one of a personality or a particular place.

In order to enter university, the baccalauréat (“bac”) is the end-of-*lycée* diploma and is comparable to the German “Abitur”. But it is not sufficient for entering the Grandes Écoles: These institutions are considered to be more prestigious than universities and their selection procedure is highly competitive. The admission to these institutions’ cycles is made through a very selective entrance examination, and requires at least two years of preparation after high

school in “Classes Préparatoires”. The general baccalauréat does not suffice for access to these higher education institutions. It is not uncommon for graduate teaching programmes (Master's degrees, the course part of PhD programmes, etc.) to be operated by several institutions in cooperation, allowing the institutions to present a larger variety of courses. In engineering schools, such as the École Polytechnique, a large share of the teaching staff is often made up of non-permanent professors. Instead, part-time professors are hired, generally from neighbouring universities, research institutes, or industries, to teach only one specific subject.

Another distinct feature of the French higher education system is the large share of scientific research that is not covered by universities, but by research establishments such as CNRS or INSERM. In many cases, the research institutions of those establishments are installed inside universities (or other higher education establishments), and jointly operated by the research establishment and the university.

The national education budget amounts to 65.96 billion € or 23.31% of the overall national budget and represents 3.91% of the GNP. In 2005-2006, there were 15 million students in the public and private sector of education combined; over 2 million of those were in higher education. The French government spends 6,970 € per student. Over 85% of education expenditures are financed by public sources (the central government: 62.7%, local government: 21.3%, other public administrations and family allowance funds: 2.1%). In 2005, domestic education spending totalled 117.9 billion €, which is equivalent to 6.9% of the GNP, the highest average out of all OECD countries.

## 2.6.2 Diversity Related Topics in the General Context

The EQUAL initiative is a tool set up by the European Commission as part of the European Employment Strategy, complementary to the 2001 directive on equal treatment, which will be discussed below. In use in other European countries as well, this programme aims to support equal opportunities and runs about 326 million € to achieve the objective; all branches of the programme were implemented<sup>91</sup> (EQUAL France 2008a). Among the transnational partners, Italy (27.4%), Spain (16.4%) and Portugal (12.8%) were represented most frequently (EQUAL France 2008b).

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<sup>91</sup> Namely, to enhance access of the most disadvantaged groups to the labour market, to struggle against ethnic discrimination and xenophobia in the labour market, to foster business creation for the most disadvantaged groups, to support the creation of local services of public interest in disadvantaged areas (rural or urban), to be concerned with age management and support for older workers, to create new opportunities for work in traditional industries, to improve the work-life balance for women and men, to provide assistance for asylum seekers, and to struggle against all forms of human trafficking or slavery.

### 2.6.2.1 *Disabled People*

Government action to foster the integration of disabled persons (a major national cause in 2003) gave rise to the Act 2005-102 of February 11<sup>th</sup>, 2005 on equal rights and opportunities, participation, and citizenship of disabled persons.

The law for the equal treatment of disabled people, le “Droit de l'égalité des droits et des chances, la participation et la citoyenneté des personnes handicapées”<sup>92</sup> was implemented in February 2005, supporting their equal rights and autonomy. It improved framework conditions and supported regulations decreeing that those discriminating against disabled people would be liable to prosecution. This law focuses on four areas, namely the right of education and vocational training within the frame of the public national system of education, including higher education careers, the development of a virtual platform for information regarding the application of new technologies, the improvement of obstacle-free architecture, and the right of employment (companies are required to employ a quota of 6% of people with handicaps). Additionally, the law includes regulations for the training of staff in public institutions for encounters with disabled people, including at universities (Racine 2003).

### 2.6.2.2 *Minorities*

France has been a migration target country since the beginning of the industrial revolution. Heavy industry, which developed in the mining regions in the Northwest of France in the 19<sup>th</sup> century, attracted labour migrants from neighbouring Belgium first. These migrants were followed by those from Italy, Poland, Armenia and Russia. The largest minority group currently in France is from North Africa, namely Morocco, Algeria, and Tunisia. Coming initially from former colonies as cheap labour, they settled in low-income, run-down housing complexes in poor suburbs.

The protection of minorities is not seen as important in France, which is caused by the hitherto integration policy which includes, according to the “Jus Solis” (literally, “right of the soil”), that every person born in France gains French nationality. Discrimination against minorities is particularly awkward in France because its model of integration does not recognise that such minorities exist. Some 40-50 years after emigrants from its North African colonies came to France, there is no hyphenated term for their French-born children or grandchildren.

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<sup>92</sup> Available at <http://legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000809647>

In contrast, organisations for the specific cultural protection of the Breton language and autonomy do exist (Union Democratique Bretonne/Unvaniezh Demokratel Breizh) (UBZ). In 2003, the “Charte Diversité” was founded in France, which specifically targeted the topic of integration and people with a background in migration. The charta was developed because of a report of a study that led to public furore. This report proofed that equal chances for people with migrant roots in France were virtually nonexistent, which had been previously contested. The report suggested implementing countermeasures to this trend. In the meantime, more than 3,000 enterprises in France have signed the “Charte Diversité” and obligated themselves to further activities in this area.<sup>93</sup>

Equal opportunities were incorporated into the Social Cohesion Plan<sup>94</sup> prepared by Jean-Louis Borloo, Minister for Employment, Social Cohesion and Housing, and amended on January 18<sup>th</sup>, 2005 (Ministère d’ éducation nationale 2006). For the first time, this plan combines different departments to deal with social problems such as long-term unemployment, youth unemployment, increasing numbers of socially excluded people, housing shortage, the descent of deprived quarters, discrimination, failure of the education system in underprivileged areas, etc. The plan’s objective is to set different means in motion simultaneously for a positive development towards success and social coherence. This is the reason for the 20 cross-department programmes with a focus on employment (reducing unemployment), housing (solving the housing crisis) and equal opportunities. This last track provides for measures to assist disadvantaged children, improve regional equality and combat discrimination. In this area, the act of December 1<sup>st</sup>, 2004 established the High Authority to Combat Discrimination and Promote Equality (HALDE) to address all forms of discrimination and make legislative and regulatory proposals. The authority submitted its first activity report to the government on May 5<sup>th</sup>, 2006.

The government has also set out to foster diversity in businesses with the Diversity Charter launched in 2004 to encourage businesses to employ staff representative of the diverse elements of French society. With Azouz Begag, the Prime Minister Dominique de Villepin named the first minister for the equal rights department who himself has a migratory background.

The law “Loi pour l’Egalité des Chances (loi n° 2006-396 du 31 mars 2006)”<sup>95</sup> regulates specific measures related to equal rights in the labour market and education. The most contended part of the law was the “Contrat Première Embauche” (CPE; contract of first

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<sup>93</sup> More Information available at <http://www.egalitedeschances.gouv.fr/>

<sup>94</sup> Further information available at <http://www.cohesionsociale.gouv.fr/>

<sup>95</sup> See <http://www.admi.net/jo/20060402/SOCX0500298L.html>

employment) that led to several demonstrations and protests from concerned youth employees (Ministère de l'emploi 2004).

Especially problematic and taking place simultaneously were the riots in the “Banlieues.” Second generation migrants participated, meaning those children of immigrants born in France and naturalised automatically through “jus soli.” Many in this group of youth have felt betrayed for their social advance from which they have gained a certified entitlement and for which alone is the basis for social assimilation. Because of the national axiom of “Égalité”, a strong political taboo to even officially recognise ethnic and religious bounds exists. For example, the compilation of pertinent statistics is explicitly prohibited. Therefore, it is quite difficult to make distinct and proofed declarations about the situation of minorities in the country – nobody can say for certain where the deficits of integration of minorities actually lie and how these can be dealt with through specified affirmative actions. Those kinds of efforts are strictly shunned as “positive discrimination”.

### 2.6.2.3 *Women and Gender*

Overall concepts of women in France have been shaped by republicanism. This includes the idea that France, like no other country in Europe, has developed a strongly laical mother picture. Three traits are notable regarding this image:

- The republican model is based on an abstract postulate of equality and a gender indifferent concept of universalism, banning gender difference in the private sector. When specific women's rights are implemented as in the family or as part of a social policy, these are justified by demographic development objectives. Maternal protection is an important topic, especially in public services; quotas, on the other hand, are declined and considered to be illegal (Veil 2008).
- A second influence is the inherent laicism of the republican model; therefore, the “politique familiale” acts outside of the boundaries of religious or bourgeois role models of women. Laical administration acts as a counterpart to the influence of the Catholic Church (Rosanvallon 2000), while family politics are concerned mostly with birth encouragement. This explains why the child care infrastructure in France is very well-developed and why women are integrated into the labour market as full-time personnel instead of half-time staff members (Veil 2008, p. 292).
- The demographic change has guided the so-called “policy of the third child”. Family allocations massively increase with the birth of a third child; in the public services,

women with three or more children can retire without a loss of pension allowances after 15 years of employment.

Nevertheless, equal rights between women and men on the vocational level still play a major role. Like in Germany, the portion of young women with the highest graduation of schooling is greater than the portion of young men; nonetheless, there is still a distribution of subjects according to traditional gender roles.

Despite several pieces of legislation, a gender pay discrepancy of around 25% still exists in France. Even though analyses of gender-related payment discrepancies have highlighted the various types of reasoning behind gender differentiation and segmentation, both in terms of jobs and education as well as training programmes, they have also stressed the existence (all else being equal) of a kind of *residue* or pay gap of between approximately 6% and 13% that cannot be explained by these factors.<sup>96</sup> Far from disappearing, the gender payment gap is still strong and even widening inter-generationally. This growth in the discrepancy over a 20-year period for new entrants into the labour market is mainly due to the status of the jobs held by women (especially part-time work). The income gap stigmatises all the jobs occupied by women, including managerial posts: 'a female senior manager earns one-third less than her male counterpart'. As for the Education Sector, a "Convention to promote the equality between girls and boys, women and men in education" was signed in February 2000 between different ministries: Employment; Education, Research and Technology; Women's Rights; Agriculture. This Convention was extended to three other ministries in 2002: Culture, Justice, Equipment. This convention aims to set up a policy concerted between these ministries, with three main objectives: to improve the educational and vocational guidance for girls and boys; to promote an education based on mutual respect for both sexes, and to strengthen tools for promoting equality and actor's training. Gender equality work led to the passing of Act 2006-340 on equal pay on March 23<sup>rd</sup>, 2006 (Ministère du travail 2008). Facing the strong family and labour policy accentuation in the French equal rights policy, it is not surprising that the resort of equal chances of women and men is anchored in the Ministry for employment, social issues, family and solidarity ("Ministère du travail, des relations sociales, de la famille et de la solidarité").

#### 2.6.2.4 *Lifelong Learning*

Successful implementation of an LLL approach requires not only agreement on a concept and a broad strategy for action, but also structures which allow for the implementation at

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<sup>96</sup> See [http://www.travail-solidarite.gouv.fr/IMG/pdf/20073\\_Chiffres\\_cles\\_07\\_BD-4.pdf](http://www.travail-solidarite.gouv.fr/IMG/pdf/20073_Chiffres_cles_07_BD-4.pdf)

regional, local, and institutional (school/company) levels and which, as several reports point out, make the individual the centre and driving force of the whole learning process. In France, individual rights of adults to learning (some provided by quite old legislation) are emphasised as a key element. In France, all workers and job seekers have the right to a review of acquired competencies as a tool to support their vocational progress. Additionally, since January 2002, each individual in France has the right to have his/her prior non-formal or informal learning validated. While the emphasis of these French measures is on identification of acquired competencies rather than new learning as such, they highlight the life-wide dimension of LLL and show how learning can be integrated into life outside of formal learning structures (European Commission 2003a). The growth of some coordination structures is explicitly linked to structural fund operations. An interesting concept is the development of *regional technology platforms* linking schools, university research institutions, local partners and enterprises in given industrial sectors. These structures are an important factor for the regional development and there are currently fifty in existence.

France has taken a number of measures in the last few years to facilitate the more active engagement of the traditional education system with regional stakeholders and to facilitate cooperation between teaching and/or training establishments in a sector-based or adult-education framework. These measures include the creation of *Lycées de métiers* in 2001, which create partnerships between education and training providers and economic and regional actors around specific technology branches, facilitating the integration of theoretical and practical learning. Since 2002, the creation of public-interest entities (Groupements d'intérêt public "formation continue et insertion professionnelle") facilitates cooperation by public regional bodies responsible for education and training with private operators. All school-based courses leading to vocational qualifications in that country must now include a period of workplace training.<sup>97</sup> France also provides figures on the amount of retraining of teachers and emphasises the use of distance learning techniques for teachers and trainers in connection to this, whether they are within the formal education system or not.

### **2.6.3 Diversity in the Higher Education Sector**

#### *2.6.3.1 Minorities and International Students*

Similar to other European countries, the French higher education institutions are interested in attracting students from abroad and in increasing the mobility of native students. With "Campus France", a communication platform with a comprehensive internet presentation,

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<sup>97</sup> Further information available at <http://www.education.gouv.fr/pid6/la-formation-tout-au-long-de-la-vie.html>

was therefore established. This platform includes topics such as information about the French higher education system, as well as about student life (student loans and allowances, university housing, jobs, mobility, religious and cultural differences, etc.) Additionally, Campus France offers a tight network of local counsel points in numerous European and non-European countries.<sup>98</sup> Especially the “*Grandes Écoles*” are earning merits for their social opening since their conference of rectors, “Conférence des Grandes Écoles (CGE)”, signed an allocation programme to increase the diversity among students. (CGE 2008) The CGE emphasises their elitist character and their entitlement for excellence, but does not want to be regarded as an anti-democratic institution (CGE 2007).

True to the motto of “Ouverture sociale”, these institutions offer numerous measures under the title “Une Grande École – Pourquoi pas moi?” to increase the interest of undecided student potentials for the *Grandes Écoles*.<sup>99</sup> Further, the number of new students and the accessibility to these institutions will increase, e.g., through the founding of introductory courses which prepare for the entrance examination. The programmes specifically target students from urban quarters with a high allotment of migrants. They are supported through the national distance learning course centre “Centre national d’enseignement à distance (CNED)”. This includes, e.g., tutorials for methods courses, culture, and the labour sciences, which are implemented through team teaching techniques (including one HEI professor and a teacher from the CNED). In addition, new programmes for university housing have been established.<sup>100</sup>

### 2.6.3.2 *Disabled Students*

The establishment of the “Charte Université/Handicap” was based on the mutual initiative of the conference of university presidents (CPU) and the “Direction Générale de l’Enseignement Supérieur” (DGES), as well as supported by the national ministry for employment and social issues. The Charta has three major objectives. In the university environment, the engagement of the university presidents shall be merited so that people with handicaps will face improved access possibilities, In addition, a systematic dialogue with the responsible resorts in the ministries shall be established, whereby especially financing questions are emphasised, and the responsibilities and competences of the specific actors must be determined.

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<sup>98</sup> More information available under <http://www.campusfrance.org/en/b-agence/map/map.htm>

<sup>99</sup> Further information available under <http://www.pourquoipasmoi.essec.fr/>

<sup>100</sup> More information available under <http://aphec.it-sudparis.eu/>

Thus, the universities are obligated to provide an appointee for disabled people, to increase the freedom from obstacles, and to offer specific pedagogic programmes for disabled students (copy service, materials in Braille, audiotape records of courses and seminars, etc.). Additionally, the procedures for studies and tests should account for the situation of disabled students. This is also valid for career services, which has the obligation to pointedly support the vocational intermediation of this specific group and to find according networks with enterprises.<sup>101</sup> The ministry of science and education offers an additional specific study support programme for students with handicaps.<sup>102</sup>

### 2.6.3.3 *Lifelong Learning*

The individual right of adults to learning (some provided by quite old legislations) is emphasised as a key element by many countries, including France.<sup>103</sup> Following the recent adoption of the new French university law (2007), Prime Minister François Fillon invited university leaders from the European University Association (EUA) to take part in a high-level debate on the future role of universities in society. The meeting was held on December 14<sup>th</sup>, 2007 at the Sorbonne, Paris and was intended to be used to help the French government develop its higher education priorities for its Presidency of the European Union in 2008. Outlining his vision for the role of universities in the European society and in the development of the European labour market, Prime Minister Fillon asked the EUA to establish a Lifelong Learning Charter for Europe's universities. The Charter was launched at the EUA conference on October 25<sup>th</sup> in Rotterdam. It contains commitments for universities, national governments and regional partners on how to address the development and implementation of lifelong learning strategies (EUA 2008).<sup>104</sup>

### 2.6.3.4 *Socio-Economically Challenged Students*

Since higher education is funded by the state, the fees are not very high; the tuition varies between 150 € and 700 €, depending on the university and the different levels of education. One can therefore obtain a Master's degree (in 5 years) for about 750 - 3,500 €. Additionally, students from low-income families can apply for scholarships, paying nominal sums for tuition or textbooks, and can get a monthly stipend of up to 450 €/month. The tuition in public engineering schools is comparable to universities, albeit a little higher (around 700 €).

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<sup>101</sup> For more information see <http://www.enseignementsup-recherche.gouv.fr/cid20230/accompagnement-aux-etudes.html>

<sup>102</sup> More information available at <http://www.enseignementsup-recherche.gouv.fr/cid20231/aides-et-financements.html>

<sup>103</sup> Further information available at <http://www.education.gouv.fr/cid4193/la-formation-continue-universitaire.html>

<sup>104</sup> See chapter 2.1.3.4

However, fees can reach 7,000 € a year for private engineering schools, and some business schools, which are all private or partially private, charge up to 12,000 € a year. Health insurance for students is free until the age of 25 (if they receive a scholarship). In comparison to the European average, the fees for a university education in France are comparatively low. At the beginning of the study semester 2008/2009, approximately 550,000 students will receive official financial support (“allocations et bourses”), which are allocated according to social criteria (95% of the fund allocation) or according to prizes for extraordinary study performance (“prêts d'honneurs”). In addition, private organisations can offer stipendiaries (Ministère de l'Enseignement supérieur 2007; p. 8).

To reduce the number of university dropouts, the French minister for science and education, Valérie Pécresse, has founded a “plan pluriannuel de réussite en Licence”. The objective of this programme is to halve the number of dropouts during the first year of studies and to support students accordingly for the whole time of their bachelor studies. The programme was established with 730,000,000 € to finance the individual accompaniment. This includes approximately five additional course hours of pedagogy, an increase in the number of teaching staff personnel, additional tutorials, study forums, internships and mentoring programmes. In addition, the first year of studies shall become more interdisciplinary. This is meant to take into account the increasing diversity of the student clientele.<sup>105</sup>

#### 2.6.3.5 *Women and Gender*

The equality of chances between men and women still plays a significant role on the professional level. Like in Germany, the part of young women with the highest graduation is higher than the part of young men, still the choice of study subjects are influenced by traditional gender roles (Racine 2004).

The results of gender gap analyses are also obvious in France: In the preparation courses of the Grandes Écoles, only one third of the students are female; in the engineering schools, women make up only one fourth of the students. A 2002 report from the French Ministry of Research gives a total figure of 66,000 academics, of which 49,500 are employed in the universities, with 30% being women.<sup>106</sup> In each of the two sectors, there are two grades: A (Full Professor/Researcher) and B (Associate Professor/Researcher). Women make up 30% of all French academics but, as elsewhere, they are underrepresented in higher grades.

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<sup>105</sup> More information available at <http://www.enseignementsup-recherche.gouv.fr/cid20651/plan-pour-la-reussite-en-licence-730-millions-d-euros-d-ici-2012.html>

<sup>106</sup> Ministère de la recherche, 2002: [http://www.travail-solidarite.gouv.fr/IMG/pdf/20073\\_Chiffres\\_cles\\_07\\_BD-4.pdf](http://www.travail-solidarite.gouv.fr/IMG/pdf/20073_Chiffres_cles_07_BD-4.pdf)

A "Mission for Equal opportunities" was set up at the Ministry's "Department of Higher Education" in 2002<sup>107</sup>; in 2006, another Charta for equality was signed between different ministries<sup>108</sup> and a committee "Comité pour l'égalité professionnelle entre les femmes et les hommes dans l'enseignement supérieur et la recherche"<sup>109</sup> was established. This title points to French authorities' position on reducing gender inequalities, which is oriented in means rather than outcomes. Policies are supposed to promote gender equality rather than favour or advantage women as a group. In that sense, the preferred tool is "mixité" (mixing of the sexes), i.e., the balanced representation of women and men everywhere (Daune-Richard 2004). The Mission's actions included collecting gendered statistics on universities (students, teachers, technicians, administrative staffs, boards...) and putting them on the website. Up to now, available data are limited because of the French system's complexity. Despite the fact that data collection<sup>107</sup> concerns universities, data concerning the "Grandes Écoles" are not yet available. Further, the Mission launched an enquiry on research and teaching in gender studies (the final report is expected shortly) and encourages young women to study natural and engineering sciences. These two actions required collaboration between different institutions and ministries, in line with a "mainstreaming" framework.

Another important action was to put the question of equal opportunities on the agenda for the negotiations between the Ministry and the universities. Since 1989, the relationship between the State and the universities has been contractual: every four years each university defines a project, which is covered by a contract with the Ministry when accepted. These projects have to fit with orientations given by the ministry, generally four or five lines. The last round of negotiations began in 2000 to elaborate contracts for 2001-2005. For this round, the line "promotion of gender equality" was added to the others. A document was sent to the universities giving examples of steps, procedures and actions.

The Department of Higher Education has funds from the EU at its disposal (Fonds social européen), which are dedicated to equal opportunities. It uses this possibility to give additional funds to universities setting up projects on equal opportunities. Five conventions were signed by the Department of Higher Education and universities (or "Grandes Écoles") in 2001 and eleven conventions in 2002 (Daune-Richard 2004). Also, the "Mission for women's place in the CNRS" (National Centre for Scientific Research) was created in 2001 and placed directly under the authority of the Head of the CNRS. It is aimed at educating and raising awareness on issues related to gender parity. It has carried out actions such as exhibitions,

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<sup>107</sup> More information available at <http://www.enseignementsup-recherche.gouv.fr/cid20598/la-mission-pour-la-parite-dans-l-enseignement-superieur-et-la-recherche.html>

<sup>108</sup> Available at <http://media.education.gouv.fr/file/88/9/3889.pdf>

<sup>109</sup> See <http://w3.portail-genre.univ-tlse2.fr/spip.php?article102>

films and workshops. Studies have been launched to identify and analyse the factors affecting women's careers in the CNRS. A book was published on "Women in CNRS' History".<sup>110</sup> The Mission is related to the Helsinki group on "Women and sciences" and to the EU unit on the same topic.

In 2004, a Master's degree "Égalité des chances entre les femmes et les hommes" was established at the Sorbonne Nouvelle/Paris III and the Université Pierre et Marie Curie/Paris VI.<sup>111</sup> In addition, the ministry for science and education ("Ministre de l'Enseignement supérieur et de la Recherche") offers the price "Prix Irène Joliot-Curie" for established female researchers as well as new female scientists.<sup>112</sup> Also, the L'Oréal Foundation is active in France and publishes the magazine "SciTechGirls" with portraits of female engineers, with the objective to increase the number of female students in engineering studies. (SciTechGirls 2008) Among others, the French association Femmes & Sciences (Women and Science) pursues similar objectives. The goals are to improve the position of women in science and technology, both in the public and private sectors; to promote a positive image of science and of women in science among women and to encourage more young people, particularly girls, to study science or technology and pursue careers in these disciplines.

The association "Femmes et Sciences" is a full member of the European Platform of Women Scientists (EPWS) and is represented on its present Board of Administration.<sup>113</sup> The major activities consist of numerous role model presentations in secondary schools, presentation stands at the Science Festival, Women's Day, conferences for teachers and for the general public, production of documents for teenagers and for teachers to advertise and amplify these actions ("*actions en milieu scolaire*"):

- Advising institutions and companies on policies concerning women
- Participation in several major national committees
- Organisation of a yearly colloquium and ongoing seminars ("*actions pour les femmes scientifiques*")
- Setting up contacts with similar European and international associations
- Participation in gender-related European projects ("*liens*").

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<sup>110</sup> CNRS 2004

<sup>111</sup> See [http://www.avecegalite.com/IMG/pdf/Plaqueette\\_DIU.pdf](http://www.avecegalite.com/IMG/pdf/Plaqueette_DIU.pdf)

<sup>112</sup> Further information available at <http://www.enseignementsup-recherche.gouv.fr/cid22724/ceremonie-de-remise-du-prix-irene-joliot-curie-2008.html>

<sup>113</sup> See also <http://www.femmesetsciences.fr/accueilgb.htm>

## 2.6.4 Conclusions

Academia and academics belong mainly to the public sector and it was not before the end of the 1990s that the governments actually started to deal with (gender) inequalities or diversity management in this sector. Whenever the term diversity is used, the concern is to develop more diverse and inclusive workplaces, through voluntary or obligatory processes. In France “discrimination” and “equality” concepts are more represented in the legal obligation vocabulary, while “diversity” is more illustrative of voluntary approaches.

Academia has been included in this concern, and measures and Boards aimed to enhance inequality have been set up in the Higher Education and Research area. Since the beginning of this decade, actions have been undertaken in this framework which are dedicated to information education and raising awareness of (gender) inequalities. They rely on the belief that equal representation in the different academic boards will lead to equality. In the competition for promotion within academia, men are much more likely to advance than women. Policies aimed to promote women's orientation towards academia and to reduce gender inequalities in academic careers are very recent and one can observe some outcomes. However, these outcomes and trends will need to be strengthened within the coming decade in order for them to successfully become deeply-rooted practices (Danowitz Sagaria 2007).

Whereas French universities in general include a diverse assortment of students due to the comparatively high number of graduates with a diploma which grants access to higher education institutions, this is not the case for all HEIs, such as the Grandes Écoles. However, the Grandes Écoles have recently begun to put more weight on the diversification of their student corpuses and have tried to attract more students from various social backgrounds to the preparatory courses. This has led to a rise in the number of students who formerly had had little or no chance for access to these highly reputed academies.

In 2005, the French administration launched a programme for the support of disabled people in all areas of life, including academic life. This included the development of a greater consciousness regarding the situation of disabled people as well as financial support measures for better integration into academic life.

In the field of lifelong learning, a new legislation was approved in 2007. This includes an individual right to LLL, though programmes and courses of studies in this area are still rare in the academic environment. This is probably caused by the recent legislative addendum. Future developments in this specific field are anticipated.

## 2.7 Luxembourg

The history of the post secondary education system in Luxembourg has been characterised by the absence of a full higher education structure. The University of Luxembourg, established in 2003 (by the law of August 12<sup>th</sup>, 2003<sup>114</sup>), integrated the former Centre Universitaire de Luxembourg (University Centre of Luxembourg), the Institut Supérieur de Technologie (Higher Technological Institute), the Institut Supérieur d'Études et de Recherches Pédagogiques (Institute for Higher Studies and Research in Teaching) and the Institut d'Études Éducatives et Sociales (Institute for Educational and Social Studies) (Eurydice Luxembourg 2005). To date, it constitutes the only university in Luxembourg,<sup>115</sup> offering a range of courses within its three faculties (Sciences, Technology and Communication; Law, Economics and Finance; Language and Literature, Humanities, Arts and Education) with the course structure in line with the three-cycled Bologna system.

Situated in an officially trilingual country<sup>116</sup>, the University of Luxembourg places particular emphasis in multilingualism. Knowledge of the three national languages is required for admission qualification, as well as a secondary or technical secondary school leaving diploma (or something recognised as equivalent). Until 1999, the Ministry of Education had been in charge of all questions concerning education. Since this time, the responsibility has been split between the Ministry of Culture, Higher Education and Research and the Ministry of Education and Vocational Training.

Due to a missing HE structure, we decided to not consider Luxembourg for further analysis. However, the multilingual environment and the international orientation of the University of Luxembourg encourage a diverse student body. Considering this fact, one might expect the University of Luxembourg to establish a system of diversity management policies. The short-term existence of the university may explain why measures have not been taken so far.

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<sup>114</sup> Available at <http://www.legilux.public.lu/leg/a/archives/2003/0149/a149.pdf>

<sup>115</sup> A 2-year higher vocational training can also be completed that leads to a Higher Technician's diploma (Brevet de technicien supérieur).

<sup>116</sup> The national language is Lëtzeburgesch (Luxembourgish), a Franconian/Moselle dialect which is the vernacular for the entire Luxembourg population. Legislation is drafted in French and administrative and legal affairs are dealt with in French, German and Lëtzeburgesch (Eurydice Luxembourg 2002)

## 2.8 The Netherlands

The Kingdom of the Netherlands, consisting of the Netherlands, Aruba and the Netherlands Antilles, is one of the most densely populated countries in the world (Ministry of Foreign Affairs 2009). Since several centuries, the Kingdom is characterized by broad and distinct cultural diversities. The official language is Dutch. In the Province of Friesland, Frisian is the native tongue for about 400,000 people.

### 2.8.1 The Higher Education System

The HE system contains two different types of institutions. Since 1968, higher professional education (hoger beroepsonderwijs (HBO)) is offered by 102 institutions of higher professional education (hogescholen). At present, 42 of these institutions are financed by the state government. Further, the HE system consists of 14 universities (universiteiten) including the distance teaching Open Universiteit Nederland. The universities of Delft, Eindhoven and Twente restrict their courses to technology and engineering, while the University of Wageningen concentrates on agriculture. The Ministry responsible for the University of Wageningen is not the Ministry of Education, Culture and Science, but rather the Ministry of Agriculture, Nature and Food Quality (Eurydice Netherlands 2007/08a). All private HEIs are not covered by the Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek<sup>117</sup> (Higher Education and Research Act). Since 2002, all study courses have been changed into the Bachelor, Master and Doctoral structure. However, with regard to the new degree structure, differences between universities and HBO institutions exist, e.g., an HBO bachelor's degree takes four years, whereas a university bachelor's degree takes three years. The duration of master study programs depends on the field of study. A human medical master's degree takes three years, while all other degrees take two years (Internationale Kooperation 2007, p. 29-30).

The allocation of study places at both universities and HBO institutions is done by the Central Applications and Placement Office (Centraal Bureau voor Aanmelding en Plaatsing (CBAP)) and depends on the "numerus fixus", but several institutions have their own admission requirements and selection processes as well. Furthermore, the enrolment without application is possible if the number of new students is not limited.

Applicants who do not have the required high school degree or who are older than 18 years old have the possibility to study at the Open Universiteit, which has neither formal entry requirements nor the obligation to pass a specific entrance examination ("colloquium

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<sup>117</sup> In Dutch, available under: <http://www.wetboek-online.nl/wet/Whoho.html>

doctum”) (Eurydice Netherlands 2007/08a, p. 94-95). The annual tuition fees are fixed by the state government. In the academic year of 2008/2009, the amount was 1,620 € (Studieren in Holland 2009a). The tuition fees are higher for students older than thirty. The tuition fees for HBO master’s degrees are not financed by the government. Due to this, HBO institutions are authorized to charge their own tuition fees that vary between 5,000 and 15,000 € (Eurydice Netherlands 2007/08a, p. 96). In the academic year of 2007/08, 374,377 students were enrolled in HBO institutions and 212,728 in universities (Statistics Netherlands 2009a).

## 2.8.2 Diversity-Related Topics in the General Context

Equal opportunities for all human individuals staying in the Netherlands are required and guaranteed in the Constitution of the Kingdom of the Netherlands:

*“All persons in the Netherlands shall be treated equally in equal circumstances. Discrimination on the grounds of religion, belief, political opinion, race or sex or on any other grounds whatsoever shall not be permitted.”(Art. 1)*

The General Equal Treatment Act of 1994 (Algemene wet gelijke behandeling) prohibits any type of discrimination.

### 2.8.2.1 Disabled People

At present, about 3 million people with disabilities or chronic illnesses are living in the Netherlands (15% of the population) (Ministry of Health, Welfare and Sport 2004, p. 1). These people are still confronted with several restrictions when participating in the education system or finding a job, for example. The Act on Equal Treatment of Disabled and Chronically Ill People of 2003 (Wet gelijke behandeling op grond van handicap of chronische ziekte<sup>118</sup>) prohibits any type of direct or indirect discrimination towards those human beings in all parts of life, e.g., in employment or public transport. In 2004, the Ministry for Health, Welfare and Sport published the „Equal Treatment in Practice. Vision and measures for people with disabilities, make it happen!“ According to this publication, participation of people with health conditions shall be heightened, including advancing corporation between the responsible institutions. Since 1999, the Algemene Nederlands Gehandicapten Organisatie is the central organisation engaging in the enhancement of the quality of life for people with disabilities or chronic illnesses. The Chronisch zieken en Gehandicapten Raad Nederland unites more than 150 organizations.

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<sup>118</sup> In Dutch, available under: <http://wetten.overheid.nl/BWBR0014915/>

### 2.8.2.2 Minorities

According to migration statistics, 19.3% (focus MIGRATION 2007) of the 16,514,069 people living in the Netherlands (Statistics Netherlands 2009b) are first or second generation immigrants. Every day, more people emigrate from the Netherlands than immigrate to the country, but the population is nevertheless constantly growing.

Since several centuries, foreign nationals have immigrated to the Netherlands. After the Second World War, most immigrants came from previous colonies, such as Indonesia. Mostly, people immigrated to escape or because of better perspectives in employment. The state government encouraged the foreign nationals to keep their cultural identities alive. However, recent policies have translated into a limitation on the number of immigrants. Due to the Foreign Nationals Act of 2001, reforms were outlined to make confinements on matrimonial immigration and combat unconsummated marriages. Non-EU citizens intending to immigrate to the Netherlands have to exhibit linguistic and basic social knowledge (German Federal Foreign Office 2009).

In comparison to the percentage of EU citizens, the percentage of non-EU citizens is relatively high. Almost 50% of the foreign nationals living in the Netherlands are from Turkey, Morocco, Suriname, the Netherlands Antilles or Aruba (Eurydice Netherlands 2007/08a, p. 5). Most of the European immigrants are from Germany, Belgium, England, Poland, or the former Yugoslavia (focus MIGRATION 2007). Particularly the Moroccans and Turks are hit by unemployment. In 2006, only 38.7% of the Moroccan and 43.9% of the Turkish populations between 15 and 64 years old had a job. The rate of unemployment for Moroccans was 17.2% and for Turks 15.1%. The rate of unemployment for the Dutch population was 4.3% (focus MIGRATION 2007).

### 2.8.2.3 Women and Gender

Since the 1970s, equal opportunities between women and men have been one of the emphases of Dutch internal policies. Apart from the Constitution of the Kingdom of the Netherlands, further legal texts exist, e.g., the Equal Treatment in Employment (men and women) Act of 1980 (*Wet gelijke behandeling mannen en vrouwen*<sup>119</sup>) and the Equal Treatment (working hours) Act of 1996 (*Wet verbod op onderscheid naar arbeidsduur*<sup>120</sup>).

During the first quarter of 2009, the rate of unemployment for women was 4.4%, whereas the rate for men was nearly the same (Statistics Netherlands 2009c, p. 5). Nevertheless, women

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<sup>119</sup> In Dutch, available under: <http://www.cgb.nl/cgb121.php>

<sup>120</sup> In Dutch, available under: <http://www.cgb.nl/cgb128.php>

still earn less. The chasm between female and male income is 44% and the situation has not changed since 2003 (Statistics Netherlands 2009d).

Dutch women's policies aim at the diffusion of equal rights, opportunities and liberties for women, and emphasize ending violence against women, economic independence and increases in the percentage of women in high-level management, politics and other academic professions (Emancipatieweb 2009a). The highest state government institution is the Department for the Co-ordination of Emancipation Policy residing in the Ministry of Social Affairs and Employment. In 2001, the department published the strategy of quality improvement "Gender Mainstreaming"<sup>121</sup> which contains the inclusion of gender mainstreaming in all governmental institutions. At present, gender mainstreaming is present in almost all Dutch Ministries. Annual reports show the current development and objectives. The state government collaborates with the Equal Treatment Commission (Commissie gelijke behandeling).

#### 2.8.2.4 Lifelong Learning

In the first quart of 2009, people between 25 and 44 years old were especially hit by unemployment (136,000 people). Furthermore, 89,000 young people between 15 and 24 years old were unemployed (Statistics Netherlands 2009c). In the Netherlands, lifelong learning includes operational learning as well as adult education and private education. Adult education is covered by the Wet educatie en beroepsonderwijs (Adult and Vocational Education Act) of 1996. The Centre for Innovation in Vocational, Adult and Continuing Education (CINOP) offers courses in adult and vocational education via 40 regional trainings centres (ROCs). Furthermore, about 100 volksuniversiteiten exist solely offering courses in adult education. About 200,000 people participate in these courses a year. Most attended courses are those addressing foreign languages (mainly Dutch as a second language).

Another possibility for further education for people older than 18 is enrollment in the distance teaching Open Universiteit Nederland. This state education institution was funded in 1984, enabling people without HEI qualifications to study on the academic level („second chance education“). With its head office in Heerlen, more than 20 study and support centers exist in the Netherlands and Flanders. Since 1997, the Open Universiteit additionally addresses those students who already have an HEI degree and who want to deepen their knowledge (Eurydice Netherlands 2007/08a, p. 106). The Netherlands takes part in the European

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<sup>121</sup> Available under:

[http://www.emancipatieweb.nl/uploads/ob/q8/obq8loSoWQGnISCBMYNVaA/mainstreaming\\_engels.pdf](http://www.emancipatieweb.nl/uploads/ob/q8/obq8loSoWQGnISCBMYNVaA/mainstreaming_engels.pdf),

Program for Lifelong Learning. In 2008, the state government published the “Strategic Agenda for Vocational and Adult Education 2008-2011” which aims at quality intensification in adult education and enhanced career entry (Eurydice Netherlands 2007/08b).

### **2.8.3 Diversity in the Higher Education Sector**

#### *2.8.3.1 Minorities and International Students*

In the academic year of 2007/08, 374,377 students were enrolled in HBO institutions and 212,728 students in universities (Nuffic 2007, p. 43). 70,000 of all students were national foreigners. 46,000 studied in the Netherlands, attaining a Dutch final degree, whereas 24,000 students came to the Netherlands in the context of credit mobility. The largest portion of international students is German (16,750), followed by Chinese (4,750), Belgian (2,450), Spanish (2,000), French (1,650) and Indonesian (1,450) (Nuffic 2007, p. 46-47). 58% of international students were enrolled in HBO institutions (Nuffic 2007, p. 56). The university most attended by foreign nationals was the University of Maastricht. Most international students studying in the Netherlands in the context of credit mobility are measured via ERASMUS und LEONARDO DA VINCI. In the academic year of 2005/06, most of these students came from Spain (1,221), France (893) and Germany (818) (Nuffic 2007, p. 85).

The Netherlands Organization for International Cooperation in Higher Education (Nuffic) in the name of the state government, administers the mobility and international cooperation programmes. Furthermore, Nuffic is the main source of information about the Netherlands HEI system and aims to create transparency between different national systems around the world, facilitating cooperation (Nuffic 2008). The Centre for International Recognition and Certification (CIRC), in collaboration with NARIC and ENIC, extends recommendations concerning the recognition of foreign national’s final degrees. The head office of Nuffic is in The Hague. Further, Education Support Offices (Nesos<sup>122</sup>) in countries important for the Netherlands exist (China, Indonesia, Vietnam, Mexico, Brazil, South Korea, Russia, Thailand, India). The Nesos act as contact points for both Dutch and international students interested in Dutch HE studies and help improve the corporation between the Dutch and the particular HE system.

The Association of Universities in the Netherlands (Vereniging van universiteiten (VSNU)) represents the interests of the 14 Dutch universities in research, science, education and knowledge transfer. Through the code of conduct with respect to international students in

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<sup>122</sup> A list of Nesos is available under: <http://www.nuffic.nl/home/nuffic-offices/about-nuffic-offices>

Dutch higher education, the universities obliged themselves to provide international students with the same rights as Dutch students:

*„Higher education institutions, in principle, give equal treatment to Dutch and international students, but that information to and care for international students require further regulation to some extent, which the higher education institutions aim to achieve with this code of conduct.”*

The Centre for Ethnic Minorities in Higher Education (ECHO) supports HEIs in the task of creating the best possible study conditions for ethnic minorities. One emphasis is on increasing the number of enrollments and on reducing the drop-out rate. The ECHO foundation annually presents the ECHO Award to two talented international students at an HBO and a university (ECHO 2009). The award includes summer courses at the University of California Los Angeles. Ethnic minorities are still underrepresented in Dutch research. For this reason, the Netherlands Organization for Scientific Research (NOW) and the Ministry of Education, Culture and Science initiated the „Mosaïek“ program. The program aims to support people from ethnic minorities because of the low percentage of research employees from Turkey, Morocco, Surinam and the Netherlands Antilles in comparison with the number of inhabitants from these countries (Netherlands Organization for Scientific Research 2009).

Furthermore, several HEIs have their own initiatives furthering the integration of ethnic minorities into the institutions. One example is the diversity policy at the Erasmus University of Rotterdam. Until 2010, in each department, at least one professor with an ethnic background is to be employed (Diversiteit Erasmus Universiteit Rotterdam 2009). Another example for the integration of ethnic minorities at the university level is the Institute for Migration and Ethnic Studies at the University of Amsterdam. The institute not only does research in international migration but also helps developing education programs. At the Dutch HEIs, numerous study courses are provided in English. Additionally, all universities offer Dutch language courses for international students<sup>123</sup>, preparing them for the Netherlands als vreemde taal II (NT2) examination. All students intending to enrol in an HBO institution or university have to pass the NT2. The costs vary from 250 to 2,500 € (Nuffic 2009). In 2005 and 2006, the Netherlands was the country most chosen by German students studying abroad. 16.8% of them studied in the Netherlands (Statistisches Bundesamt 2008, p. 10). In the Dutch-German border regions, special study courses for German students exist. Some of the courses start in German while others are completely in German. Examples are the

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<sup>123</sup> An overview of the Netherlands International Study Programs and Courses is available under: [http://www.nuffic.nl/international-students/dutch-higher-education/search-international-study-programmes/ispac\\_search\\_form](http://www.nuffic.nl/international-students/dutch-higher-education/search-international-study-programmes/ispac_search_form)

business administration program at the Hanzehogeschool Groningen<sup>124</sup> as well as the German study courses in social pedagogy at the HBO institution in Enschede<sup>125</sup>.

### 2.8.3.2 Disabled Students

In the Dutch HEIs, 8% of students suffer from disabilities or chronic illnesses (Eurostudent 2008a). Disabled students and those with chronic illnesses are covered by the *Wet op het hoger onderwijs en wetenschappelijk onderzoek* (Act on Higher Education and Research) as well as the *Wet op de studiefinanciering* (Student Finance Act) and the *Wet gelijke behandeling op grond van handicap of chronische ziekte* (Act on Equal Treatment of Disabled and Chronically Ill People). Therefore, Dutch HEIs are obliged to offer study courses available for all students. Those students not receiving appropriate treatment can contact the Dutch Equal Treatment Commission. In the *Wet op de (re)integratie arbeidsgehandicapten* (Law on (Re)integration of Disabled People), (Handicap + Studie 2009).

The national information centre for Dutch HEIs in the context of disabled students is „handicap + studie“. „Handicap + studie“ is financed by the Ministry of Education, Culture and Science and aims to increase participation and the improvement of study conditions for students with disabilities by, e.g., implementing several projects<sup>126</sup>. „Handicap + studie“, in corporation with HBO institutions (Christian University of Applied Sciences in Windesheim, the University of Applied Sciences in Enschede and the associations of universities of applied sciences INHOLLAND and Fontys), takes part in the European EQUAL program.

### 2.8.3.3 Socio-Economically Challenged Students

The Student Finance Act of 2000 (*Wet op de studiefinanciering*) manages the financial promotion of students younger than 34. Dutch pupils and students younger than 18 can apply for the basis scholarship „Prestatiebeurs“. The “Prestatiebeurs” does not depend on parental income and provided 259 € a month in 2009. The “Prestatiebeurs” can be heightened with the „Aanvullende beurs“ (231 € a month) which depends on the parental income. Furthermore, eligible students can get a state loan (maximum 284 € a month) (Studieren in Holland 2009b). The state can abdicate the repayment of the „Prestatiebeurs“ and the „Aanvullende beurs“ in the case of particular study success (Eurydice

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<sup>124</sup>More information available under:

<http://www.hanze.nl/home/International/Schools/International+Business+School/Programmes/Bachelor+Programmes/Internationale+Betriebswirtschaft+German+taught+programme/>

<sup>125</sup> More information available under: [http://de.saxion.edu/uebersichtstabelle\\_sprachkurse](http://de.saxion.edu/uebersichtstabelle_sprachkurse)

<sup>126</sup> A list of the projects is available under: <http://www.onderwijsnhandicap.nl/index.cfm?sid=72>

Netherlands 2007/2008a, p. 96). The average student expenditures are 845 € a month (Eurostudent 2008b).

Students from Switzerland, EU, and EEA countries younger than 30 can apply for the state loan covering the tuition fees of the Dutch HEI (“collegegeldkrediet”) (Informatie Beheer Groeß 2009). For other international students, further financial aid exists (Erasmus Mundus, HSP Huygens Programme, Netherlands Fellowship Programme (NFP), Royal Dutch/Shell Centenary Scholarship). Several HEIs offer specific scholarships for international students.<sup>127</sup> German students younger than 29 and working a minimum of 32 hours a month can apply for the same state financial promotion as Dutch students (see above) (Studieren in Holland 2009b).

#### 2.8.3.4 *Women and Gender*

In recent years, more female than male students were enrolled in Dutch HEIs. In the academic year of 2006/07, 160,097 of the 312,398 HBO students and 101,050 of the 199,626 university students were women (Statistics Netherlands 2009e). The percentage of female doctoral candidates has increased from 18% in 1990 to 41% in 2008 (OECD Netherlands 2008, p. 54), but balance is still not reached. In the Netherlands, women are underrepresented in higher science professions. 46% of the teaching staff at HBO institutions and 33% at universities are female (Eurydice Netherlands 2007/08a, p. 110-112). For this reason, several programs aim to increase the rate of female academics, and improvement of promotion prospects have been initiated. One example is the ASPASIA<sup>128</sup> program in collaboration with the Ministry of Education, Culture and Science, the VSNU and the NOW.

The Graduate Gender Programme at the University of Utrecht serves as both a study program and a national and international platform for gender studies. Furthermore, numerous universities have established Centres for Gender and Diversity, e.g., the University of Maastricht. This shows the increasing impact of equal opportunity policies for women and men in the HE system. The University of Rotterdam implemented a specific Diversity Program<sup>129</sup> to heighten equal opportunities in its own ambit. One measure is the increase of the female professor percentage.

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<sup>127</sup> A list of scholarships for international students is available under:  
[http://www.eurogates.nl/en\\_dutch\\_university\\_grants\\_scholarships\\_holland/](http://www.eurogates.nl/en_dutch_university_grants_scholarships_holland/), 16.05.2009

<sup>128</sup> More information can be found under:  
[http://www.nwo.nl/NWOhome.nsf/pages/NWOA\\_4YYAJV\\_Eng](http://www.nwo.nl/NWOhome.nsf/pages/NWOA_4YYAJV_Eng)

<sup>129</sup> More information available under:  
[http://www.eur.nl/fileadmin/ASSETS/diversiteit/Diversiteitsprogramma\\_EUR.pdf](http://www.eur.nl/fileadmin/ASSETS/diversiteit/Diversiteitsprogramma_EUR.pdf)

## 2.9 Poland

### 2.9.1 The Higher Education System

The Polish HE system comprises two types of institutions. The first type are teacher training colleges, foreign language teacher training colleges, and colleges of social work (altogether 76 according to Eurydice Poland 2006). They typically provide programmes on the level of ISCED 5b which is internationally recognised as part of the tertiary system but “are not recognised as HEIs in the national legislation” (Eurydice Poland 2006). The other group are the higher education institutions that include 130 public and 315 private, non-state institutions (e.g. parochial universities) and provide ISCED 5a and/or ISCED 6 degree programmes. In 2009, the names of all HEIs will be adjusted and categorised into one of three kinds: university, polytechnic university and academy (an HEI type established in 1997), and academies (BPB 2008).

The maturity certificate is the basic requirement for studies but does not provide the option of direct access. Most universities also require tests and examinations. However, this is intended to change with the introduction of a new maturity examination on the high school level. Currently, approximately 2 million students are enrolled in higher education. This translates into an enrolment rate of 48.9% in 2005/06 (compared to 12.9% in 1990) with women forming 56% of the student population (Eurydice 2008). Whereas the normal study programmes are tuition free, so-called further education or evening programmes often come with a considerable tuition fee. Many students therefore choose distance learning as an alternative, particularly for further education or a second degree (Brandenburg et al. 2007).

### 2.9.2 Diversity-Related Topics in the General Context

#### 2.9.2.1 Minorities

In general, the Polish population is still quite homogeneous (Siwinski 2008). This is also reflected in its ethnic composition, which in contrast to Western European countries, has not changed dramatically in the last 30 years. Poland differentiates between the “old” and the “new” immigrants. The former are immigrants which migrated to Poland until 1989, including political refugees. The latter comprise immigrants from Belarus, Russia, and Asian countries, particularly Vietnam. However, the main breaking point was the Second World War. Before 1939, Poland was estimated to have had 30-60% non-Polish inhabitants, whereas the current percentage is in the range of 3-4% (1.1-1.7 million). Since the preparation for the European Charter on regional and minority languages in 2003, Poland differentiates between three groups of minorities: nine national minorities (*mniejszości narodowe*), four ethnic

minorities (mniejszości etniczne), and minorities with a regional language group (społeczność posługująca się językiem regionalnym). The largest national minorities are Russians and Ruthenians (0.13%) and Roma (0.05%). The biggest ethnic minority are the Karamians. Among those with a language as their mother tongue other than Polish, the biggest groups are German-speaking (0.8-1.0%) and Belorussian-speaking (0.6-0.8%); the regional language group is Kashubian-speaking, making up 0.6-0.8% of the population (Euromosaic 2008). Inofficially, the largest minority are the Silesians (German-speaking) with approximately 170,000 members (BPB 2008). Legally, the minorities are considered under article 35 of the Polish Constitution and the law on the protection of national and ethnic minorities in which Poland guarantees each minority (ethnic and national) the freedom of preservation and development of their own language, traditions, and culture. Furthermore, the law on the Polish language (1999) prohibits the expansion of the Polish language at the expense of other languages (ibidem).

#### 2.9.2.2 *Urban versus Rural*

Rural areas still face more problems in terms of education chances than urban areas. Therefore, special support programmes via the European Social Fund have been established.<sup>130</sup>

#### 2.9.2.3 *Women, Sexual Orientation and Gender*

Equal opportunity and treatment of women is a pivotal issue in Poland. It is closely related to the aspect of religion and the strong influence of the Catholic church. A special women's party (partia kobiet) was founded in 2007 but did not manage to surmount the 5% hurdle needed to gain seats in the Sejm, gaining a mere 0.28%. Formally however, there is still no legal framework in place for equal rights. Since 2002, with the Declaration of Intent of the Polish Senate regarding an equal rights act (Uchwała Senatu Rzeczypospolitej z dnia 19 grudnia 2002 o ustawie o równym statusie kobiet i mężczyzn) (Senate 2002) and the draft of 2004 (Rowne traktowanie w zatrudnieniu – Equal labour rights) (Rowne 2004), drafts have been prepared and currently the 9<sup>th</sup> version is being written. Nevertheless, the Sejm (Polish parliament) constantly rejects these bills (Choluj 2008).

An interesting development can be observed concerning the procurator for equal opportunity questions. This position was established in 2001 and in 2002, its responsibility was broadened to include the abolishment of discrimination. However, in 2005, the Sejm rejected

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<sup>130</sup> For more details on the specific programmes and projects in Poland see: [http://ec.europa.eu/employment\\_social/esf/members/pl\\_de.htm](http://ec.europa.eu/employment_social/esf/members/pl_de.htm)

the draft of a law for an equal opportunity policy and for the abolishment of discrimination. Instead of the procurator, an administrative office was chosen to be in charge of these issues integrated into the ministry of labour and social policy. After strong protest mainly from NGOs and the womens' party, the position of procurator was re-established in 2007 (wprost 2008). The position is still lacking acting power and resources. This is also true for the group formed in the Ministry for Social Affairs which is currently working on a second draft of a report on equal opportunities in the labour world after the first draft was fiercely objected by NGOs in Poland. The feeling among experts is that all actions taken are mainly tactical reactions to the four European Commission directives which are based on Article 13 of the EU contract: 2000/43/EG, 2000/78/EG, 2002/73/EG, and 2004/113/EG often referred to as the "antidiscrimination directives". Directives have to be implemented in national law but are not, in contrast to an EU regulation, direct law. Poland, according to the experts, is running the above mentioned initiatives for tactical reasons in order to fulfil the requirement rather than as strategical approaches. As a substantial fine is looming if the directive is not transferred – and Poland even passed the extension deadline recently – the need to provide some results soon is therefore pivotal. The reasons for the reluctance towards equal opportunities in particular and the antidiscrimination directives in general seems to be that, on the one hand, the feeling is that these regulations will be very cost-intensive and that, on the other hand, they touch upon the power relation between Church and State, at the same time possibly bringing up the issue of homosexuality much stronger than before. The operative reaction was an initial meeting of the ministerial group with NGOs and civic experts in the ministry on November 4<sup>th</sup>, 2008 (Choluj 2008).

Other institutions for the advancement of equal opportunities are the Institution of the Polish government for the advancement of equal treatment of women and men (Pełnomocnik Rządu do Spraw Równego Statusu Kobiet i Mezczyzn, secretariate Pełnomocnika Rządu do Spraw Statusu Mezczyzn i Kobiet), the office of the rights of citizens (Rzecznik Praw Obywatelskich) and the Institution for Questions of Equal Treatment (Biuro Pełnomocnika Rządu do Spraw Równego Traktowania przy Rządzie Polskim). An active player is also UNDP Poland. It started the gender index for Poland in 2005 and published the report "The Good Practice Guide. A Company of Equal Opportunities"<sup>131</sup>. It recently also published a report on various diversity-related projects (UNDP 2008). UNDP also published a report on diversity policies called "Polityka równości płci Polska 2007 RAPORT" (UNDP 2007). The term "gender" is so far rather unknown and normally not directly understandable. If at all, it is usually defined as the "societal and cultural gender identity". The situation of homosexuals in the Polish society is still ambivalent. On the one hand, their freedom is legally protected by

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<sup>131</sup> For more information see: <http://www.genderindex.pl>

article 32 of the Polish Constitution stating that any discrimination regardless of the reason is prohibited in public, political, social or economic life. Yet according to the opinion of experts, the situation is in reality more difficult.<sup>132</sup>

#### 2.9.2.4 *Disabled People*

5,456,000 or 14.3% of the Polish population are considered disabled (Central Statistical Office 2005). Experts consider the life style of disabled people as insufficient. This refers to health aspects such as premedication or prevention, but also particularly to the provision of acceptable framework conditions (e.g., barrier-free access or education opportunities). Impoverishment of disabled people is another problem which also translates into lesser opportunities in education (Instytut Spraw Publicznych, Institute of Public Affairs) (Instytut 2008).

#### 2.9.2.5 *Lifelong Learning and Demographic Change*

Currently 6.5 million Poles and thus 17% of the entire population are older than 60 (Central Statistical Office 2008). For every 100 working people, Poland has 24 retired persons and this number is expected to grow to 46 in 2030. However, this ageing process is less influenced by an overall ageing of the population than by a very low birth rate, as the average life expectation of men is 69.8 years and for women 78. The employment index for the age group 55-65 years is, at 28%, considerably lower than the EU average of ca. 42% (Falk 2006). The participation rate in further education programmes in the age group 25-64 is, at 4.9%, nearly 50% lower than that of Germany (7.7%), with a European average of 9.7% (Eurofound 2006/07).<sup>133</sup>

#### 2.9.2.6 *Work-Life Balance*

Work-life balance is not yet a widely spread concept. If at all, it is mainly understood as a clear-cut balance between work life and private life, in favour of the second. Achieving a higher level of life quality is not a priority. Laws to support a better distribution of work and private life are not yet implemented (Personalwirtschaft 2008).

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<sup>132</sup> Some publications on the issue of attitude towards homosexuality are: Monika Baer, Marzena Lizurej (ed.): *Z odmiennej perspektywy. Studia queer w Polsce*. Wrocław 2007; Katarzyna Adamska: *Ludzi obok. Lesbijki i geje w Polsce*, Torun 1988; Marzena Chincz (ed.): *Lesbijki w życiu społeczno-politycznym* Płock 2006

<sup>133</sup> Sweden, as a comparison, sees a participation rate in further education of 34.7% (ibidem).

### 2.9.3 Diversity in the Higher Education Sector

In the higher education sector, we can observe that some of the issues that are of importance on the general national level are re-appearing while others do not seem to play any role.

#### 2.9.3.1 Minorities

In the HE sector, different faculties exist for the advancement of the languages spoken in Poland (e.g., at the University of Warsaw, Lublin, the faculty of the Ukrainian language; at the Jagiellon University of Krakow, the faculty of the Ukrainian and Lemkish language) (Euromosaic 2008). This however does not necessarily mean that they are dealing with these languages in the minority context.

#### 2.9.3.2 Women and Sexual Orientation

On the strategic and tactical level, according to desk research done by Dabrowski as well as an interview with Prof. Choluj from the Europa-Universität Viadrina, no regulations or enactments exist in general Polish higher education law that specifically deal with the advancement of women or other social groups (such as homosexuals), and the same holds true for the Polish Rectors' Conference (Konferencji Rektorów Akademickich Szkół Polskich, KRASP). According to the expert, there are also no equal opportunity officers established in HEIs in Poland. Overall, the experts agree that female representation is still too low and that government policies, laws and regulations are lacking to promote an increased percentage of women in higher education. In the HE sector, women represented 42.9% of the research positions outside HEIs while only 27.2% of the professors were female (2006 data of the Chancellery of the President of the Republic of Poland, Central Statistical Office 2006, p. 237). Nearly 50% of all doctoral degrees in 2006 were earned by women, compared to 33.2% in 1995 (Central Statistical Office 2006).

On the operative level, various stipends to support female students and scientists are in place. Examples are the stipend of L'Oréal Polska for female scientists in the fields of biology and medicine that supports scientific research with stipends of 405-487 € (1,500 to 1,800 zł) per month<sup>134</sup>. The Jane M. Klausman Women In Business Scholarship supports up to 5 women pursuing a business career with a grant of 3,225 € (US\$ 4,000) each, while the Stypendien Amelii Earhart support women graduates in the field of aeronautics with 4,839 €

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<sup>134</sup> For more information see: <http://www.lorealdlakobietinauki.pl/>

(6,000 \$) annually.<sup>135</sup> The case of the L'Oréal stipend is archetypical in that it came into being based on the networks of multinational companies, in this case L'Oréal, and national medium-sized companies that stem from small to micro businesses started by women. So basically, such initiatives can be traced back to certain lobbying and interest groups in Poland (Choluj 2008). The Perspektywy Foundation, which specialises in the internationalisation of studies and the diversity of the student body, has also started a project called "Girls go to technical Universities!" (Dziewczyny na Politechniki!). Since its establishment in April 2008, the intake of female students in technical universities has risen by 7% (Siwinski 2008).<sup>136</sup>

### 2.9.3.3 *International Students*

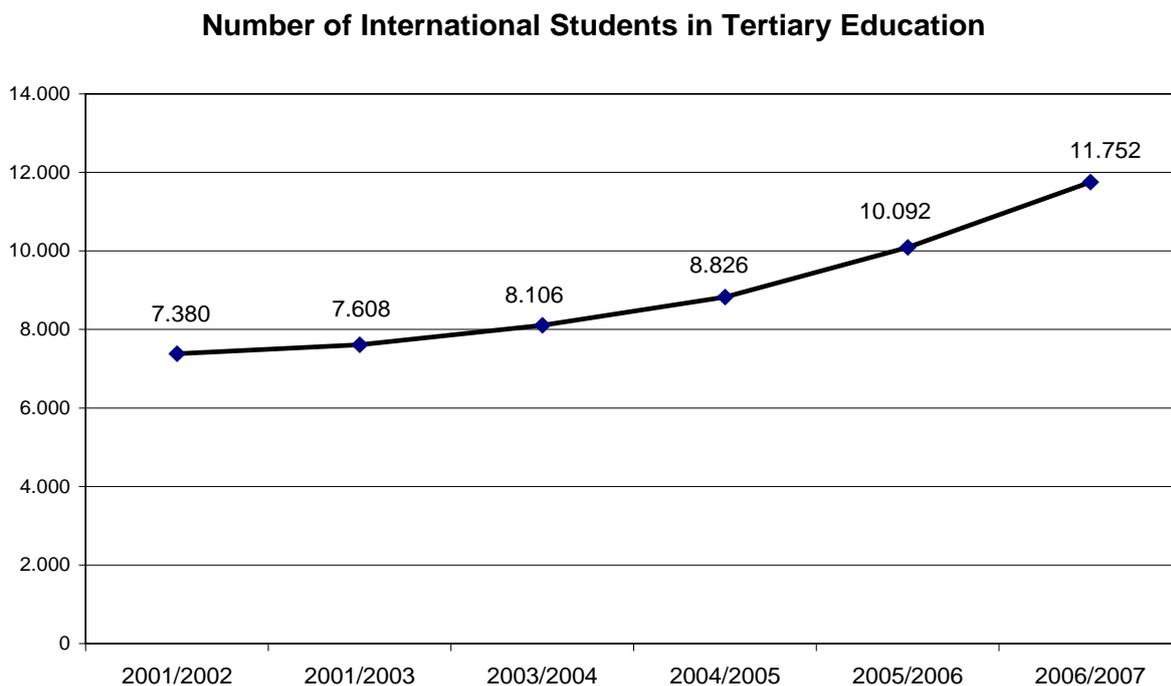
On the strategic national level, the higher education law (Prawo o szkolnictwie wyższym)<sup>137</sup>, article 43 from 2005 regulates who can register as an international student at a Polish university. On the institutional level, Polish universities generally show strong interest and an open approach to international students, albeit most universities have very low international enrolment rates. In 2005/06, 11,752 international students were enrolled in all 445 HEIs with approximately 78% enrolled in state institutions and 38% of them in universities (Eurydice Poland 2006). This translates into 0.43% of the entire student population being international (edukacja.wpolsce 2008). Most of them come from countries such as the Ukraine, Belarus or Lithuania, but also the United States. Recently, the number of German students has also increased, with numbers more than doubling between 2000 and 2005 (Wanzeck 2007).

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<sup>135</sup> For more information see: <http://www.zonta.org/site/PageServer>

<sup>136</sup> For special projects in the field of gender see: Podyplomowe studia z zakresu gender przy UJ – University of Kraków: <http://www.filmoznawcy.pl/studia/gender.html>; Interdyscyplinarna grupa gender studies UW. – inter-disciplinary study group at the University of Wrocław: <http://www.gender.uni.wroc.pl>; Strona koła naukowego gender studies "nic tak samo" – Scientific circle for gender studies at the University of Wrocław since 2001: <http://www.nts.uni.wroc.pl>; Master programme Gender Studies at the University of Warsaw: [http://www.isns.uw.edu.pl/studia\\_podyplomowe\\_gender.php](http://www.isns.uw.edu.pl/studia_podyplomowe_gender.php); Studia podyplomowe gender Uniwersytetu Szczecińskiego – University of Szczecin: [http://www.usz.zs.pl/sp\\_kulto?xml=load\\_page&st=8703](http://www.usz.zs.pl/sp_kulto?xml=load_page&st=8703); Scientific circle Gender Studies at the University of Łódź: <http://kologender.net>; Interdisciplinary student circle GENDER in Toruń: <http://www.gender.umk.pl>

<sup>137</sup> The full text can be seen at: <http://www.abc.com.pl/serwis/du/2005/1365.htm>

**Figure 4: Number of international students in tertiary education**

Source: Social Surveys Division (2008)

One university, however, is specifically designed as a Polish-German endeavour: the Europa-Universität Viadrina (<http://www.euv-frankfurt-o.de>). Currently, 40% of their students are international and nearly 1,000 are from Poland (Viadrina 2008). A special place is the Collegium Polonicum on the other side of the Oder in Slubice, which is a joint activity of Viadrina and the Adam-Mickiewicz-University in Poznan as well as other universities in Poland and Germany. Another good example is the Koźmiński Academy, which set a goal of 50% international students and tries to achieve this through aggressive marketing, scholarships, and unconventional forms of attracting international students (Siwinski 2008).

On the operative level, social circumstances as well as activities seem to be beneficial. According to experts, the social climate is very favourable for international students. Polish students, e.g., generally show a good command of the English language and are open to foreigners. Language courses at universities are run in small groups including language tandems (a Polish student teaches an international student Polish while learning the language of the other). Mentor programmes have also been implemented. The counselling in these groups as well as the general counselling and support by the international offices are usually considered to be very good. However, a main hindrance in recruiting larger numbers of students is the fact that the vast majority of courses are still taught in Polish (Choluj 2008).

The Polish state and foundations provide grants, e.g., the grant for international students of Polish origin who are facing financial problems<sup>138</sup>. According to StudyinPoland, these grants are also accessible for Belorussian students that are politically oppressed (studyinpoland 2008). Special programmes for German students are not in place, nor do any strategies exist at Polish universities (Siwinski 2008). One exception is the European College Natolin in Warsaw, the twin of the European College Brügge, which is in general very international and also focuses on German students (Choluj 2008).<sup>139</sup> As a side aspect, the number of international professors is also still very low. As an example, the German studies department at the University of Warsaw employs only one German professor (Choluj 2008). On the intermediary level, the Perspektywy Foundation runs the programme "Study in Poland". Since its start in 2005, the number of international students has increased from 10,000 to 14,000 (Siwinski 2008).

#### 2.9.3.4 Disabled Students<sup>140</sup>

On the institutional strategic level, 27% of all public and 13% of private HEIs claim that internal statutes are in place which relate to the situation of disabled students. In this group, various special programmes were mentioned including special examinations for the recruitment of blind and visually impaired students such as group interviews (28% of the public and 57% of the private HEIs), exclusively oral examinations (12% of the public, 15% of the private HEIs), enrolment without further examination (4% of the public, 13% of the private HEIs), as well as special entrance examinations (with auxiliary means and ancillary equipment) (10% of the public HEIs, no data for the private HEIs). However, in 2007 there was an extremely low number of disabled students enrolled in public HEIs (25) as well as an equally low number of disabled students enrolled in private HEIs (46). Most of these students even study at distance education HEIs where obviously practical problems such as accessibility and lectures do not play a decisive role. This indicates that on the operative level, there is still more to be desired to attract disabled students to Polish HEIs.

Another aspect regarding the strategic level concerns stipends. A specific stipend is provided on the national level and comprises grants of 32 € (120 zł), 64 € (240 zł), or 84 € (310 zł) per month, depending on the degree of the disability, for a period of 10 months independent of the personal financial situation (eduforum 2008). In general, the support for disabled students

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<sup>138</sup> For more details: Sekretariat Rzeszowskiego Oddziału Stowarzyszenia "WSPÓLNOTA POLSKA", ul. Rynek 19, I piętro (tel. +48 17 862-1451); [wsiz@wsiz.rzeszow.pl](mailto:wsiz@wsiz.rzeszow.pl)

<sup>139</sup> For further information see: <http://www.coleurop.be/>

<sup>140</sup> All data taken from: Rozwoju (2007)

in Polish HEIs is very low and there is virtually no infrastructure in place (such as specific access opportunities, hearing aids, etc.) (Choluj 2008).

#### *2.9.3.5 Socio-Economically Challenged Students*

A variety of stipends is provided for financially challenged students, including a social grant for students with a financial contribution of 95-155 € (351 zł and 572 zł) per month, a food stipend of 25-40 € (90 to 150 zł) per month, or stipends for housing.

#### *2.9.3.6 Lifelong Learning Related to Urban-Rural and Demographic Aspects*

On the national strategic level, the improvement of access equity and the advancement of lifelong learning for adults, especially in rural areas, are at the forefront of interest. Increased investment into lifelong learning is envisioned and the professional aptitude of teachers in this segment is aimed to be improved. In 2007, a legal initiative was launched within the HE sector that was intended to provide HEIs with the right to run “senior citizen universities” (Uniwersytet trzeciego wieku). However, the draft was rejected by the Polish government based on the argument that the HEIs could run these senior citizen universities within the framework of the existing legislation. In fact, some universities such as the University of Wrocław are running such projects (Wrocław 2008, Nauka w Polsce 2007).

#### *2.9.3.7 Gender Studies*

On the institutional strategic level, some universities have established gender studies since 2000; the gender studies programme in Warsaw has even existed since 1996. These are 2-year Master’s programmes that focus on the gender issue at large, as well as specific sub-topics. These study programmes are usually fee-based. The University of Kraków, e.g., charges approximately 690 € (2,550 zł) for two semesters of distance education in gender studies, a rather high fee considering the average income in Poland. The University of Kraków seems to try to activate funding resources in order to reduce these fees. Other universities active in this field are: the University of Łódź (since 2005, focusing more on women’s studies), the University of Wrocław (focusing on the aspect of knowledge, including a student circle in English studies, and more interdisciplinary), the University of Poznań (a programme consisting of facultative lectures offered by the department for feminist critique and the working group for border questions that started in 2008) and the University of Szczecin (also as a post-diploma study programme since 2008).

## 2.9.4 Conclusions

Diversity policy does not seem, thus far, to be of pivotal importance in Poland in terms of strategic and holistic approaches. If at all, diversity might be stressed in the future only because of EU policies creating a certain pressure (Siwinski 2008). Several reasons for this are conceivable, though it should be emphasised that these cannot be proved or disproved empirically at this point, but rather rest on the perception of several experts from Poland. Diversity policy in higher education, if considered at all, is perceived as a “luxury“ with little relevance to a still economically developing country. The strong and positive perception of masculinity in the Polish culture might be an obstacle in achieving a change of mindset in terms of a culture of diversity. The strong religious stream in the Polish culture might also pass down certain social paradigms and patterns (such as the role of the woman or attitudes towards sexual orientation) which are less open to diversity approaches. A strong national self-esteem as a Pole might overarch perceptions for the need to shelter socially disadvantaged groups in a society. The socialist regime did not explicitly support minority rights, nor did it create social awareness for the “weaker” groups. In addition, the strong rejection of the Sinti and Roma ethnic groups, dating back to the 19<sup>th</sup> century and still existing today, seems to stem from their seclusion and non-integration.

On the other hand, there are also reasons why diversity could be easily promoted. The two most striking ones are firstly, that a relatively large tolerance exists towards other national minorities (mainly fostered by the migration waves of the 19<sup>th</sup> and 20<sup>th</sup> centuries) and secondly, due to the waves of emigration by Polish citizens, many international links to other countries throughout the world have been created.

In the HE system, diversity policy has not yet arrived on the strategic, tactical, or the operative levels (with some few exceptions). Usually, no equal opportunity offices exist and no specific rules and laws are in place that could regulate diversity policies in higher education. Diversity in higher education is mainly understood as education with a tolerant attitude towards religion and ethnic origin in order to avoid conflicts, or as a means for teachers to receive tolerance-related education.

## 2.10 Switzerland

The Swiss population is characterized by a large degree of cultural and linguistic variety. In Switzerland, four official languages are spoken – German (main language, 63.7%), French (20.4%), Italian (6.5%) and Rhaeto Romanic (0.5%) (SFSO 2005a, p. 7). Because of a strongly developed federalism, each of the 26 cantons, or even a separate commune, can choose one of these languages as its official language. In most cases, the first taught foreign language in schools is French, followed by English as a second language.

Every canton has its own legislature and its own executive. The cantons are responsible for a wide range of duties which are not covered by the federal government in the Constitution of the Swiss Confederation, for example, culture (Art. 69.1) or nature conservancy (Art. 78.1). The educational responsibility for the Swiss Education system is, therefore, split. The federal government rules over the general school education system, vocational education and the two technical universities. According to this schema, the Swiss Higher Education System is coordinated by both the federal government and the cantons (Art. 63a).

### 2.10.1 The Higher Education System

The Swiss HE-System consists of three types of institutions. The two Technical Universities (ETH Zürich und EPFL Lausanne) are funded and controlled by the federation. In addition, there exist ten cantonal Universities which are ruled by the cantons and are part-financed by the federation, according to the Bundesgesetz über die Förderung der Universitäten und über die Zusammenarbeit im Hochschulbereich of 1999 (Law on the Promotion of Universities (also known as the Federal Act on Aid to Universities and Cooperation in Higher Education)). Further, the HE-system includes fourteen Universities of Teacher Education and eight Universities of Professional Education. The Universities of Professional Education focusing on economics, the technical sciences, or design are financed by the federation, whereas the other Universities of Professional Education are financed by the cantons. According to the Interkantonale Universitätsvereinbarung of 1997 (Intercantonal University Agreement), the cantons are obliged to pay dues to the cantons in which their students study. In return, the university cantons are committed to ensure the same entrance requirements to students from a foreign canton.

The corporate organ of the federation and cantons responsible for the collaboration on university policies is the Swiss University Conference, which also decreed the Bologna guidelines. The federation and the cantons are currently working on a new bill unifying

Technical Universities, Cantonal Universities and Universities of Professional Education. The bill supports quality assurance and enhancement and aims to increase the competitive environment in the Swiss HE sector, which at present is in flux.<sup>141</sup> The different types of HEIs are likewise engaged in greater unification regarding requirements and achievement levels. The intention is to ameliorate mobility opportunities among the cantons and on the international level. The Universities of Teacher Education, for instance, are aiming for new internationalization strategies to make their study courses more attractive to international students (COHEP 2008, p. 3). According to the above-named percentage allocation for the four official languages, six of the ten Cantonal Universities are located in the German-speaking part of Switzerland, four in the French-speaking part and one in the Italian-speaking part. In the Canton of Fribourg, which has two official languages (French and German), there exists one bilingual university.

The standard entrance requirement is the „Maturität“, the highest secondary school examination. A student who graduated at a vocational school (“Passerelle Berufsmatur”) has the opportunity to upgrade his school leaving certificate by passing a federal supplementary examination which enables the student to apply for a HEI. In cases of particular programs of study (e.g., programs in medicine, dentistry, etc.), each university is allowed to define its own entrance requirements. In regards to these special study areas, no Swiss HEI admits international students at present due to limited openings (CRUS 2009a). Every HEI is authorized to fix and charge tuition fees.

In 2008, 184,756 students were enrolled in Swiss HEIs. By comparison to the data from 1995 (88,243 students), Switzerland has more than doubled their number of students (SFSSO 2009a). This increase is linked to distinct diversity policies. Thus, university participation by international students currently constitutes 24.9% (SFSSO 2008/09a) of the total student population and the participation in Higher Professional Education Institutions, 15.8% of the total student population (SFSSO 2008/09b).

### **2.10.2 Diversity-Related Topics in the General Context**

The Swiss federation is aware of the numerous and multifarious diversities within the population. Equal treatment of all individuals is assured in the Constitution of the Swiss Confederation.

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<sup>141</sup> More Information available under:  
<http://www.bbt.admin.ch/themen/hochschulen/00213/00219/index.html?lang=de>

*„No one may be discriminated against, in particular on grounds of origin, race, gender, age, language, social position, way of life, religious, ideological or political convictions, or because of a physical, mental or psychological disability. Men and women shall have equal rights. The law shall ensure their equality, both in law and in practice, most particularly in the family, in education and in the workplace. Men and women shall have the right to equal pay work of equal value. The law shall provide for the elimination of inequalities that affect persons with disabilities.” (Art. 8, 2-4)*

### 2.10.2.1 Disabled people

According to the Swiss Federal Statistical Office (SFSO), 865,000 persons with disabilities live at present in Switzerland. These data equate to 14% of the Swiss population (SFSO 2007a). As a consequence of the Bundesgesetz über die Beseitigung von Benachteiligungen von Menschen mit Behinderungen<sup>142</sup> (Federal Act on the Elimination of Disadvantages for Disabled People from 2002), in 2004, the Bureau for Equality of People with Disabilities was set up, including operation in the range of education and collaboration with the Dachorganisationenkonferenz der privaten Behindertenhilfe (Umbrella Organization for the Private Care for the Disabled (DOK)).

Furthermore, on the cantonal level, there exist other institutions such as the Fachstelle für die Gleichstellung von Menschen mit einer Behinderung (Special Department for the Equal treatment of People with Disabilities) in the canton Basel-City. This department does not only engage in enhancing integration of disabled children and teenagers but also in creating more jobs and apprenticeship training positions for disabled people.

### 2.10.2.2 Minorities

Switzerland, along with Liechtenstein and Luxemburg, is among the European countries with the highest percentage of foreign nationals compared with the general number of inhabitants (SFSO 2008a, p. 8). In 2007, their numbers constituted 21.1% of the total population. About one third (60.1%) of people living in Switzerland originated either from the EU27 or from EFTA states. 19.7% came from countries such as Serbia, Montenegro, Bosnia and Herzegovina or Croatia. The percentage of non-European foreign nationals is accordingly low (14.6%) (SFSO 2008a, p. 7).

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<sup>142</sup> In German Available under: <http://www.admin.ch/ch/d/sr/1/151.3.de.pdf>

At the beginning of the 20<sup>th</sup> century, 96% of the foreign nationals came from Swiss neighbouring countries, especially from Germany and Italy. This percentage declined to 37.6% in 2007 (SFSO 2008b, p. 6). After the Second World War, the demand for manpower in Switzerland was very high. The duration of stays for foreign nationals was limited. It was not until the 1960s that this rotation policy was substituted for an integration policy, which is still a main focus of Swiss internal politics. In 2005, the new Bundesgesetz über die Ausländerinnen und Ausländer<sup>143</sup> (Federal Act on Foreign Nationals) was decreed.

The supreme federal institution responsible for the integration of national foreigners is the Federal Office for Migration. In 2009, the federation will provide the Federal Office for Migration with 16 million francs. The cantons will obtain 36 million francs, 6,000 francs for each refugee or interim admitted individual. The currencies will be mainly invested in vocational integration and in the learning of one of the official languages. In 2007, the federation developed a catalogue of countermeasures for the integration of foreign nationals, which at present is in implementation. The catalogue concentrates on education, work and social security (BfM 2008). Furthermore, there exist particular institutions on the cantonal level which engage in integration. Offered services include, for example, language courses, consulting in the acceptance of foreign certificates<sup>144</sup> and other integration actions<sup>145</sup>.

### 2.10.2.3 Women and Gender

Since 1981, the equality of women and men is ruled by law in the Swiss Constitution. In 1988, the Federal Office for Gender Equality (FOGE) was established which is engaged in gender equality in all areas of life and in the compatibility of family and career. Another milestone was achieved by the Federal Act on Gender Equality from 1995<sup>146</sup>. In spite of these pivotal gender policies, women partially still earn 20 to 30% less than men for the same work (SFSO 2007b, p. 7). Another institution is the Federal Commission for Women's Issues. In 2009, the federation will invest 4.1 million francs in projects advancing the equality of women and men. These projects concentrate on enhancing equality in employment and on creating more family-friendly basic parameters in working life.

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<sup>143</sup> In German available under: <http://www.admin.ch/ch/d/sr/1/142.20.de.pdf>

<sup>144</sup> More Information in German available under: <http://www.welcome-to-basel.bs.ch/>

<sup>145</sup> More Information in German available under:

<http://www.integration.zh.ch/internet/ji/integr/de/angebote.html>

<sup>146</sup> Available under: <http://www.admin.ch/ch/e/rs/1/151.1.en.pdf>

#### *2.10.2.4 Lifelong Learning*

In Switzerland, there are about 7.6 million people. 21.5% of the population is younger than 20 years old, while 26.4% are older than 65. This demographic aging process is caused by the continuously increasing lifespan on the one hand, and is also due to the declining birthrate, on the other hand. In 2008, the percentage of the unemployed population constituted 3.3%. First of all, young people (15 to 24 years) were hit by unemployment (6.8%). 3.1% of the middle-age population (25-39 years) were out of work and even 2.5% of the older generation (55-64) were unemployed. 6% of the foreign national population were also jobless (all information taken from SFSO 2009b).

Continuing and further education are vitally important in Swiss politics. Since 2006, the federation coordinates Swiss continuing and further education, with one of the focuses on heightening the participation in further education of underprivileged people and those without academic backgrounds (FFH 2009). Switzerland participates as an indirect partner in the European Education Programs (e.g., Lifelong Learning and Youth in Action). This means that Switzerland has to bear all the expenses for its own participation. The federation aims for transparency, mobility, quality assurance and social integration in the Swiss education sector.

Statistical analyses show that about 800,000 adult individuals living in Switzerland (16% of the 26 to 64 year old population) are confronted with insuperable difficulties in reading non-complex texts (illiteracy). Foreign nationals in particular refer to having these problems (SFSO 2006, p. 6). The federation and the cantons engage in reducing illiteracy by founding, planning and implementing courses which enhance adult reading and writing competences (SVEB 2006).

### **2.10.3 Diversity in the Higher Education Sector**

#### *2.10.3.1 Minorities and International Students*

The number of international students enrolled in Swiss HEIs is proportionally high. In the current academic year of 2008/09, almost 25% of the enrolled students are foreign nationals (SFSO 2008/09a). 78.8% of these students come from Europe (SFSO 2008/09c). Most of them are German (28.6%), French (10.5%) and Italian (9.9%). Obviously, this distribution is linked to the existing linguistic barriers. Internationality is an important aim in the Swiss HEI sector and, therefore, Switzerland is continuously concerned with ameliorating student and lecturer mobility.

The Rector's Conference of the Swiss Universities is not only one of the institutions responsible for the Bologna guidelines but is also charged with acceptance of foreign certificates and the accreditation of international student diplomas. Furthermore, the CRUS shelters the national Information and Coordination ERASMUS Switzerland Center (IKES) and implements the Scientific Exchange Program<sup>147</sup>.

All HEIs offer numerous additional alternatives for academic exchange. One example of international cooperation (Germany, Switzerland, France) is the Cross-border Confederation of Upper Rhine Universities (EUCOR). Members of the five EUCOR-universities have the opportunity for unhindered mobility, participating in courses and cross-border research projects (EUCOR 2009). Three of the four French-speaking universities offer special courses for international students helping them to learn the French culture and language.<sup>148</sup> Furthermore, a database is available which includes all actual course programs taught in English.<sup>149</sup> Every HEI is authorized to fix specific admission standards for international students.

### 2.10.3.2 Disabled Students

In 2004, 12% of the students enrolled in Swiss HEIs suffered from disabilities or chronic illnesses. 50% of them were not able to study regularly because of their health-related troubles. Restrictions for disabled students include, for example, inadequate consultation opportunities for disabled students, poor space conditions for wheelchair users and non-existing flexibility in planning timetables (Sozialstaat Schweiz 2004).

The Association of Swiss Students (VSS) in collaboration with the AGILE (Swiss Disabled Person Self-help) and the Conseil égalité handicap developed a catalogue of measures which cites examples of the disabled students' needs. Furthermore, there exist some initiatives on the HEIs level. The University of Teacher Education in Zurich, through the national funds project "Menschen mit Behinderungen an Schweizer Hochschulen 2001-2005" (People with disabilities in Swiss Universities 2001-2005) has examined the situation and obstacles of disabled students in Swiss HEIs (PHZ 2009). One of the resulting claims is the need to strengthen and create more advisory centers to improve the contact between students and lecturers (FAS 2009).

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<sup>147</sup> More information available under: <http://www.sciex.ch>

<sup>148</sup> More information available under: [http://www.unige.ch/international/progrete\\_ch.html](http://www.unige.ch/international/progrete_ch.html), [http://www.unil.ch/central/page43590\\_de.html](http://www.unil.ch/central/page43590_de.html), <http://www2.unine.ch/prospectivestudent/page22609.html>

<sup>149</sup> More information under: <http://www.crus.ch/information-programme/studieren-in-der-schweiz/study-programmes-in-english.html?L=0>

In 1997, the advisory center for disabled students at the University of Zurich established a university guidebook for disabled students, which, for example, contains specific information on space conditions.<sup>150</sup> The portal „Uniability“ provides interested students with information about services offered for disabled students.

### *2.10.3.3 Socio-Economically Challenged Students*

Tuition fees are fixed by the specific Swiss HEIs. Economically challenged students can petition for free tuition fees. On the national level, the CRUS provides Swiss students intending to study abroad and international students studying in Switzerland with governmental scholarships (SBF 2009). In addition, the cantons financially support economically challenged students in order to reach equality of opportunities in the Swiss HEI sector. The criterions include the student's own and parental income, the number of brothers and sisters in the family attending university or school, as well as the possible existence of a student's own children (Stipendienrechner 2009).

Furthermore, various foundations offer scholarships for Swiss students such as the Pestalozzi Foundation, which sponsors students from rural Swiss mountain regions<sup>151</sup>, or the Stiftung für Stipendien für Frauen, which concentrates on economically challenged Swiss and foreign national women who want or need to continue their education (EdBS AAbb 2007). The associations of Swiss students engage in strengthening the Swiss scholarship and loan system.

### *2.10.3.4 Women and Gender*

The Law on the Promotion of Universities provides for specific governmental actions to reach gender equality in all types of HEIs. The number of women enrolled in Swiss HEIs is continuously increasing. In 2008, 40.4% of the graduates of Universities and of Universities of Professional Education were female (SFSO 2009). In comparison with statistical surveys from 1998, Switzerland was able to double the percentage of female professors from 7% to 14%, but this percentage is still below the OECD average (15%).<sup>152</sup> The increase in the rise of female participation in Swiss HEIs was reached through different programs such as the Federal Program for Equal Opportunities for Women and Men in Swiss Universities 2000-2011 („Bundesprogramm Chancengleichheit von Frau und Mann an Schweizer Universitäten

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<sup>150</sup> More Information can be found under: <http://www.uniability.ch/history.html>

<sup>151</sup> More information available under: <http://www.pestalozzi-stiftung.ch/stipendien>

<sup>152</sup> More information available under: <http://www.crus.ch/information-programme/chancengleichheit.html?L=0>

2000-2011“), which contains three modules (more female professors; more female students, graduates and doctoral candidates; improvement of child care opportunities) (CRUS 2009b).

Thus, as participant of the program, the University of Zurich has developed a strategic concept for child care to improve the situation of young female mothers.<sup>153</sup> The initiative „Campus Kinderkrippe“ enables young mothers studying at one of the three HEIs in Lucerne to accommodate their pre-school children.<sup>154</sup> One of the significant institutions involved in the program is the Konferenz der Gleichstellungs- und Frauenbeauftragten (Conference of Equal Opportunity and Women’s Representatives (KOFRA)) founded in 1992. In the KOFRA, all gender equality organs of the Universities and Universities of Professional Education collaborate.

Furthermore, the project „Women in Research“, which is part of the Swiss National Science Foundation and other programs contribute to reaching gender equality in research. Through the Marie-Vögtlin program, those young female doctorate and post-doctorate candidates who have to cut back on their careers because of family duties are sponsored (FNSNF 2009). The Project “Gender Campus”, established by the Swiss University Conference, serves as an information and communication platform for both gender studies and gender equality in Swiss universities and universities of professional education. “Gender Campus” provides interested students and university staff with information on organizations, publications, gender course programs and current projects.<sup>155</sup>

#### **2.10.4 Conclusions**

In Switzerland, the equality of all people both on the national and on the university level is guaranteed by a number of laws. In the last years, with the supply of public and private funds, a certain amount of success has been reached. The high percentage of foreign nationals and the continuing increase of education participation, as well as the incoming international student numbers show the attractiveness of Switzerland.

The Swiss Higher Education System is in flux. The governmental measures include unifying the legal regulations of all HEIs as well as converting study programs according to the Bologna guidelines. In Switzerland, there exists a tightly structured governmental scholarship system. The student survey from 2005 shows that 79.1% of the surveyed students work to

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<sup>153</sup> More information can be found under: <http://www.kihz.ethz.ch/docs/strategiekonzept>

<sup>154</sup> More information available under: <http://www.kita-campus.ch>

<sup>155</sup> More information available under: <http://www.gendercampus.ch/en/htm>

finance their study (SFSO 2005b). Only 16% of the surveyed students were supported by a scholarship or loan coming mainly from the public purse (SFSO 2005b, p. 25).

Although a large number of governmental measures seem to be promising, such as the Nationalfondsproject for People with Disabilities, the very fact that 64% of the surveyed students have parents with no academic background (SFSO 2005b, p.11) gives an idea of additional potentials in the Swiss HE system.

### 3 Conclusions

The analysis of diversity policies in the neighbouring countries of Germany showed that the approach to diversity policy is highly diversified even within a small geographical region. Moreover, we can confirm the hypothesis that, in some cases, EU-wide policies, national policies and institutional approaches might differ considerably, producing substantial scatter effects.

We have seen that the general diversity policy of the European Union is still mainly occupied with issues of equal opportunity focusing on gender mainstreaming. This was slightly surprising as firstly, the gender issue has been high on the agenda for some decades now and secondly, the programmes of the EU that do focus on equal opportunity, tend to focus maybe even more strongly on other aspects of equity, such as lifelong learning, cultural diversity or mobility. One can fairly argue that the overall higher education policy aims at the harmonisation of the European higher education systems by creating a European Higher Education Area which is closely connected to the European Research Area, with the Bologna process as its most powerful instrument. In this context, compatibility and comparability within and between the HE systems is pursued, with a strong emphasis on the cultural aspect of diversity.

Considering the variety of facets of diversity policy and equal opportunity in higher education, a side effect can be observed: the strong political will towards harmonisation and homogeneity (Bologna) at the macro-level is at the same time producing a jungle of diversity at the micro-level in the sense that each institution tries to interpret the policies differently while adapting them to their inner policies. Thus, at the national level, with diversity with respect to students and staff in higher education being ever increasing, we often do not yet see proper management systems installed to deal with this challenge.

The countries in this tentative analysis show very different reactions towards the EU policies, on the one hand, and towards the overall issue of diversity on the other. Some consider diversity and the concept behind it as an important task both in society and in higher education.

Denmark is possibly one of the outstanding examples providing a broad, coherent and at the same time cross-level approach to diversity. Many issues of diversity are tackled with a certain preference for gender which is so deeply imbedded that it sometimes is no longer explicitly mentioned. The change of mindset seems to have taken place in Denmark. A

remarkable component of the Danish example is the focus on internationalisation, which might be driven by its demographic (size) and language context, but which nevertheless is quite unique in its design and scope. Lifelong learning is also well-addressed.

Good examples for partially implemented ideas of diversity in the society and with still more potential than realisation in the HE sector are the Czech Republic and France. In the Czech Republic the focus seems to be on gender and disabled students. These topics are to be found on all levels of policy making as well as in programmes on the institutional level. In this sense, it is a rather holistic and coherent approach. However, diversity in its true sense – i.e. the broad variety of issues involved – is not addressed. France focuses on equality and anti-discrimination with some new components such as policies regarding disabled people and lifelong learning. However, implementation is not very deeply rooted in the system and needs further attention, according to national experts. An interesting trend is the opening of the formerly very elite and rather exclusive Grandes Écoles to the broader public and particularly the recruitment of students from less favoured socio-economic backgrounds. The IEP Paris (Institut d'Études Politiques) is a very good example of a Grande École which even tries to address new student target groups through campuses in other regions of France. However, the notion of diversity does not seem to be well-implemented yet in the HE sector.

Switzerland is also an outstanding example, particularly regarding widening participation and the inclusion of non-traditional students. The vast stipend system is certainly the pillar of this unique selling point.

In the case of the Netherlands, historically developed societal structures influence the political agenda setting. The internal cultural diversities might have forced the government to take measures to foster integration of foreigners. In any case, the large number of international students combined with the state scholarship system show the successful implementation of policies and measures which helped widening and increasing the participation in the Dutch HE system.

Belgium emerged as a rather special case, defining diversity mostly through cultural and phonetic heterogeneity due to the historical development of basically two equally strong language communities. In Belgium, the problems reveal more about the diversity issue than the policies implemented. They concentrate around the defence of language communities, the mutual respect between these communities and the acceptance of immigrant groups. The latter being to some extent a result of the former two, one might say that Belgian diversity policy is much more self-referencing and historical than in other countries. However,

whereas this is true for Wallonia, Flanders shows a rather different picture with typical diversity issues such as gender or lifelong learning being prevalent in society and higher education.

In Austria, diversity policies become more and more important. As in other countries, the equal treatment of all human beings is fixed and obliged in a couple of legal texts covering everyday life, employment and the HE system. The Austrian diversity policies emphasize equal opportunities for women and men while the state scholarship system seems to have room for improvement.

On the other side of the spectrum are those countries that do not seem to consider diversity as a really important political issue. The striking example is Poland which, according to the analysis of national experts, is not only inactive concerning diversity issue but is even reluctant or averse to the very idea. Even the EU directives evoke only reluctant if any reaction. In the end, this leaves the HEIs in a rather difficult position with no real political or legal back-up. It does not surprise then if the experts and all documentation available suggests that diversity does not permeate the HE sector to any considerable degree so far.

Another aspect of clear importance is the role of non-governmental institutions. We see them as strong players in countries with a clear diversity strategy implementing policies at many levels (e.g. Czech Republic). We also see them in those countries which seem to lack any coherent diversity policy (Poland) where they seem to take over the role of governmental institutions to further the issue and set the agenda.

In this paper, we have endeavoured to briefly discuss the varying agents of diversity (on different political levels) as well as the engagement of selected countries regarding different aspects of diversity. It has been ascertained that if any diversity aspects are addressed in these countries, they most likely concern the gender issue and lifelong learning. Interestingly, diversity policies focusing on these issues are implemented with respect to different objectives: while gender policies emerge from an equity-centred approach, the lifelong learning strategies mainly stem from the European Union's aim to strengthen the knowledge economy. Others, such as disabled people or minorities, are not guaranteed to be included; whether they are addressed or not is directly related to the specific country's situation. And virtually no country has yet implemented an all-embracing notion of diversity in the frameworks of the national, intermediate or institutional levels. The only country seemingly coming close to this definition might be Denmark.

Among the different notions related to diversity, one aspect was of specific importance to us. We pointed out in the introduction to the study that the German student market is a quite considerable one in the upcoming decades and we deduced that because of the special situation in most of the selected neighbouring countries, the recruitment of German students would play an important role in the overall diversity strategies of governments. This is not the case. None of the analysed countries gives a preference for the recruitment of German students.

Overall, it can be stated that diversity has not yet fully arrived in most HE systems but most of the neighbouring countries show examples of special interest in certain areas. We assumed that German HEIs might learn a lot from examples in neighbouring countries, yet that has only been partially confirmed: while it is true for some countries, the various efforts made by German HEIs would often have a pioneering character in some other countries.

However, some countries do indeed offer new insights and it might be useful to establish more comparison measures (or even benchmarking) among European HEIs regarding diversity policy. CHE Consult intends to contribute to this discussion by developing – for the moment in Germany – a quality label for diversity.

## 4 Links

### 4.1 European Union

#### 4.1.1 EU Institutions

- European Commission – Directorate-General for Education and Culture:  
[http://ec.europa.eu/dgs/education\\_culture/index\\_en.html](http://ec.europa.eu/dgs/education_culture/index_en.html)
- The EU Commissioner Ján Figel, responsible for Education, Training, Culture and Youth:  
[http://ec.europa.eu/commission\\_barroso/figel/index\\_en.htm](http://ec.europa.eu/commission_barroso/figel/index_en.htm)
- European Parliament – Committee on Culture and Education:  
[http://www.europarl.europa.eu/committees/cult\\_home\\_en.htm](http://www.europarl.europa.eu/committees/cult_home_en.htm)
- Education, Youth and Culture Council:  
[http://www.consilium.europa.eu/cms3\\_fo/showPage.asp?id=416&lang=en](http://www.consilium.europa.eu/cms3_fo/showPage.asp?id=416&lang=en)
- Eurostat: the Statistical Office of the European Communities:  
<http://epp.eurostat.ec.europa.eu/>

#### 4.1.2 University Associations and non-governmental Institutions

- The European University Association:  
[http://www.consilium.europa.eu/cms3\\_fo/showPage.asp?id=416&lang=en](http://www.consilium.europa.eu/cms3_fo/showPage.asp?id=416&lang=en)
- Coimbra Group Universities: <http://www.coimbra-group.eu/>
- CLUSTER (European Consortium of Universities of Technology): <http://www.cluster.org/>
- CEMS (Community of European Management Schools and International Companies):  
<http://www.cems.org/general/index.php>
- EADTU (European Association of Distance Teaching Universities): <http://www.eadtu.nl/>
- ECIU (European Consortium of Innovative Universities): <http://eciu.web.ua.pt/>
- IDEA League: <http://www.idealeague.org/>
- LERU (League of European Research Universities): <http://www.leru.org/>
- Santander Group European Universities Network: <http://sgroup.be/glowna.html>
- UNICA – Network of Universities from the Capitals of Europe:  
<http://www.ulb.ac.be/unica/index.html>
- Utrecht Network: <http://www.utrecht-network.org/>

## 4.2 Austria

### 4.2.1 Governmental Institutions

- Austrian Integration Fonds: <http://www.integrationsfonds.at/en/>
- Behindertenanwaltschaft (Ombud for Disabled People):  
<http://www.bundessozialamt.gv.at/basb/Behindertengleichstellung/Behindertenanwalt>
- Bundesministerium für Frauen und Öffentlichen Dienst:  
<http://www.frauen.bka.gv.at/site/5480/default.aspx>
- Federal Ministry of Education, Arts and Culture: <http://www.bmukk.gv.at/enfr/index.xml>
- Federal Ministry of Science and Research: <http://www.bmwf.gv.at/submenu/english>
- Frauenpolitischer Beirat im Ministerium für Wissenschaft und Forschung:  
[http://www.bmwf.gv.at/wissenschaft/gender/frauenpol\\_beirat\\_im\\_bmwf/](http://www.bmwf.gv.at/wissenschaft/gender/frauenpol_beirat_im_bmwf/)
- National Academic Recognition Information Center ENIC NARIC AUSTRIA:  
[http://www.bmwf.gv.at/submenu/wissenschaft/international/enic\\_naric\\_austria/](http://www.bmwf.gv.at/submenu/wissenschaft/international/enic_naric_austria/)
- National Academic Recognition Information Center:  
[http://www.bmwf.gv.at/wissenschaft/international/enic\\_naric\\_austria/](http://www.bmwf.gv.at/wissenschaft/international/enic_naric_austria/)
- National Fund of the Republic of Austria: <http://www.en.nationalfonds.org/>
- Ombud for Equal Treatment:  
<http://www.gleichbehandlungsanwaltschaft.at/site/6427/Default.aspx>
- Studienbeihilfebehörde (Federal Agency for Student Financial Assistance):  
<http://www.stipendium.at/stbh/>

### 4.2.2 Rectors' Conferences

- Austrian Rectors' Conference: <http://www.reko.ac.at/index.php?lang=EN>
- Rectors' Conference of the Universities of Teacher Education:  
<http://www.paedagogischehochschulen.at/rektorenkonferenz/index.html>

### 4.2.3 Non-governmental Institutions

- Aktionsbündnis Österreich für Behindertenrechte:  
<http://www.bizeps.or.at/gleichstellung/aktion/>
- ARGE - Arbeitsgemeinschaft der Bildungshäuser Österreichs: <http://www.arge-bildungshaeuser.at/en/ueber-uns/>
- ASIA - UNINET - Asian-European University Network: <http://www.uibk.ac.at/asea-uninet/>
- Association of Austrian Adult Education: <http://www.vhs.or.at/en>

- Austrian Agency for International Cooperation in Education and Research:  
[http://www.oead.at/start/index\\_english.html](http://www.oead.at/start/index_english.html)
- Büro für Frauenfragen und Chancengleichheit (Bureau for Women's Issues and Equal Treatment) in Salzburg: <http://www.salzburg.gv.at/frauen>
- CEEPUS - Central European Exchange Program for University Studies:  
<http://www.ceepus.info>
- Center for Distance Learning at the University of Linz:  
<http://www.jku.at/content/e262/e247/>
- Coordination Centre for Women's Studies, Gender Research and Affirmative Action of Women at the University of Graz: <http://www.uni-graz.at/kffwww/engl.html>
- Diversity Management University of Vienna: <http://www.univie.ac.at/diversity/>
- DUK – Danube University Krems – University for Continuing Education:  
<http://www.donau-uni.ac.at/en/index.php>
- EADTU – European Association of Distance Teaching Universities: <http://www.eadtu.nl/>
- Eurasia-Pacific UNINET: <http://www.eurasiapacific.net/index.php>
- KEBÖ – Konferenz der Erwachsenenbildung in Österreich (Conference of Adult Education):  
[http://erwachsenenbildung.at/themen/eb\\_in\\_oesterreich/organisation/keboe.php](http://erwachsenenbildung.at/themen/eb_in_oesterreich/organisation/keboe.php)
- ÖAR – Austrian National Council of Disabled Persons: <http://www.oear.or.at/english>
- OEAD – Nationalagentur für Lebenslanges Lernen (National Agency for Lifelong Learning): <http://www.lebenslanges-lernen.at/article/articleview/29/1/6>
- OEH – Austrian Students Union: [http://www.oeh.ac.at/en/?no\\_cache=1](http://www.oeh.ac.at/en/?no_cache=1)
- Distance Teaching University of Hagen Centre at University of Linz:  
<http://www.jku.at/content/e262/e247/en>
- Theano – Das Frauennetzwerk at the Donau-Universität Krems: <http://www.donau-uni.ac.at/de/service/gender/theano/index.php>
- Uniability: <http://info.tuwien.ac.at/uniability/home.htm>

## 4.3 Belgium

### 4.3.1 Governmental Institutions

- Institute for the Equality of Women and Men: <http://www.iefh.fgov.be/>
- Flemish Ministry of Education and Training: <http://www.ond.vlaanderen.be/>
- Walloon Ministry of Higher Education and Research: <http://www.enseignement.be/>
- Walloon General Secretary – Department of Equality for Women and Men: <http://www.egalite.cfwb.be/>
- Walloon Ministry for International Relations: <http://www.wbi.be>
- Agencies for disabled people:
  - Flemish Region: <http://www.vaph.be/vlafo/view/nl/>
  - Walloon Region: <http://www.awiph.be/>
  - German speaking region: <http://www.dpb.be/welcome.html>
  - Brussels: <http://www.cocof.irisnet.be/site/fr/sbfph>
- Gelijke Kansen in Vlaanderen (GKV): <http://www.gelijkekansen.be/>
- NARIC-Flanders: Ministry of Education and Training – Agency for Higher and Adult Education (AHoVo): <http://www.ond.vlaanderen.be/hogeronderwijs/NARIC/>
- Agence francophone pour l'éducation et la formation tout au long de la vie <http://www2.cfwb.be/socrates/socrates.html>

### 4.3.2 Rectors' Conferences

- Rectors' Conference of the French Community: <http://www.cref.be/>
- Vlaamse Interuniversitaire Raad: <http://www.vlir.be/>
- Vlaamse Hogescholenraad: <http://www.vlhora.be/>
- Vlaamse Onderwijsraad: <http://www.vlor.be/>

### 4.3.3 Non-governmental Institutions

- RoSa (Rol en Samenleving) Information about gender and equal opportunities: [www.rosadoc.be](http://www.rosadoc.be)
- BeWiSe (Network Belgium Women in Science): <http://bewise.naturalsciences.be/>
- Walloon Students' federation: <http://www.fef.be/>
- University Commission for Cooperation with Developing Countries: <http://www.cud.be/>
- Interuniversity Commission for International relationship: <http://www.ciuf.be/cms/>

## 4.4 Czech Republic

### 4.4.1 Governmental Institutions

- Ministry for Human Rights and Minorities (Ministerstvo pro lidská práva a mensiny): [www.gov.cz/wps/portal](http://www.gov.cz/wps/portal)
- Ministry for labour and social affairs: [www.mpsv.cz](http://www.mpsv.cz)

### 4.4.2 Rectors' Conference

- Czech Rectors' Conference: <http://crc.muni.cz/index.en.shtml>

### 4.4.3 Non-governmental Institutions

- Human Resources Development Interface: <http://www.diversity-management.cz>
- L'Oréal Czech Republic: [http://www.atosorigin.com/en-us/Business\\_Insights/Case\\_Studies/Case\\_Studies\\_Container/cs\\_LOr%C3%A9al+Czech\\_Republic.htm](http://www.atosorigin.com/en-us/Business_Insights/Case_Studies/Case_Studies_Container/cs_LOr%C3%A9al+Czech_Republic.htm)
- Centre ProEquality: <http://www.muzaizeny.cz/>

## 4.5 Denmark

### 4.5.1 Governmental Institutions

- Ministry of Education: <http://eng.uvm.dk/>
- Ministry of Science, Technology and Innovation:  
<http://videnskabsministeriet.dk/site/frontpage/education>
- Ministry for Gender Equality: <http://ligeuk.itide.dk/Default.asp?Id=148>

### 4.5.2 Rectors' Conference

- Danish Rectors' Conference: [www.rektorkollegiet.dk](http://www.rektorkollegiet.dk)

### 4.5.3 Non-governmental Institutions

- Danish Disability Council: <http://www.dch.dk/english/index.htm>
- Equal Opportunities Centre for Disabled Persons: <http://www.clh.dk/index.php?id=760>

## 4.6 France

### 4.6.1 Governmental Institutions

- Ministry of Education: <http://www.education.gouv.fr/>
- Ministry of Higher Education and Research: <http://www.enseignementsup-recherche.gouv.fr/>
- Ministry for Labour, social relations, family and solidarity: <http://www.travail-solidarite.gouv.fr/>; see also: <http://www.travail-solidarite.gouv.fr/espaces/femmes-egalite/>

### 4.6.2 Rectors' Conferences

- French Rectors' Conference of the universities: <http://www.cpu.fr/>
- French Rectors' Conference of the "Grandes Écoles": <http://www.cge.asso.fr/>

### 4.6.3 Non-governmental Institutions

- European Platform of women scientists in France:  
[http://www.epws.org/index.php?option=com\\_content&task=view&id=291&Itemid=4652](http://www.epws.org/index.php?option=com_content&task=view&id=291&Itemid=4652)

## **4.7 Luxembourg**

### **4.7.1 Governmental Institutions**

- MENFP – Ministère de l'Éducation nationale et de la Formation professionnelle (Ministry of Education and Vocational Training) <http://www.men.public.lu/>
- MCESR – Ministère de la Culture, de l'Enseignement supérieur et de la Recherche (Ministry of Culture, Higher Education and Research): <http://www.mcesr.public.lu/>

### **4.7.2 Non-governmental Institutions**

- Uni.lu – Université du Luxembourg (University of Luxembourg): <http://www.uni.lu>

## 4.8 The Netherlands

### 4.8.1 Governmental Institutions

- Ministry of Foreign Affairs: <http://www.minbuza.nl/en/ministry>
- Ministry of Education, Culture and Science: <http://www.minocw.nl/english/index.html>
- Ministry of Agriculture, Nature and Food Quality:  
[http://www.minlnv.nl/portal/page?\\_pageid=116,1640354&\\_dad=portal&\\_schema=PORTAL](http://www.minlnv.nl/portal/page?_pageid=116,1640354&_dad=portal&_schema=PORTAL)
- Ministry of Health, Welfare and Sport: <http://www.minvws.nl/en/>
- Ministry of Social Affairs and Employment: <http://internationalezaken.szw.nl/>

### 4.8.2 Non-governmental Institutions

- Algemene Nederlands Gehandicapten Organisatie: [http://www.ango.nl/handicap\\_nl/](http://www.ango.nl/handicap_nl/)
- Centre for Gender and Diversity at the University of Maastricht:  
<http://www.genderdiversiteit.nl/>
- Chronisch zieken en Gehandicapten Raad Nederland: <http://www.cg-raad.nl/actueel/overzicht.html>
- CINOP – Centre for innovation in vocational, adult and continuing education:  
[http://cinop.brengtlerentotleven.nl/smartsite.dws?id=ENGLISH\\_HOMEPAGE&ch=ENG](http://cinop.brengtlerentotleven.nl/smartsite.dws?id=ENGLISH_HOMEPAGE&ch=ENG)
- Diversiteit Erasmus Universiteit Rotterdam: <http://www.eur.nl/diversiteit/>
- ECHO – Centre for Ethnic Minorities in Higher Education: <http://www.echo-net.nl/>
- Equal Treatment Commission (Commissie gelijke behandeling):  
<http://www.cgb.nl/index-en.php>
- Graduate Gender Programme: <http://www.genderstudies.nl/index.php?pageid=52>
- Handicap + Studie: <http://www.onderwijsnhandicap.nl/index.cfm?pid=309>
- IMES – Institute for Migration and Ethnic Studies (IMES): <http://www.imes.uva.nl/>
- NOW – Netherlands Organisation for Scientific Research:  
[http://www.nwo.nl/nwohome.nsf/pages/SPPD\\_5R2QE7\\_Eng](http://www.nwo.nl/nwohome.nsf/pages/SPPD_5R2QE7_Eng)
- Nuffic – Netherlands Organization for International Cooperation in Higher Education:  
<http://www.nuffic.nl/home>
- Open Universiteit Nederland: <http://www.ou.nl/eCache/DEF/36.html>
- University of Maastricht: <http://www.maastrichtuniversity.nl/web/Home.htm>
- VSNU – Association of Universities in the Netherlands: <http://www.vsnu.nl/Home-english.htm>

## 4.9 Poland

### 4.9.1 Governmental Institutions

- Ministerstwo Edukacji Narodowej: <http://www.men.gov.pl/>
- Ministerstwo Nauki i Szkolnictwa Wyższego: <http://www.mnisw.gov.pl/>
- Biuro Uznawalności Wykształcenia i Wymiany Międzynarodowej: <http://www.buwiwm.edu.pl/>
- Rada Główna Szkolnictwa Wyższego: <http://www.rgsw.edu.pl/>
- Państwowa Komisja Akredytacyjna: <http://www.pka.edu.pl/>
- Ministerstwo Kultury: <http://www.mk.gov.pl/>
- Państwowe Szkoły Wyższe podległe MENiS – wykaz: <http://www.menis.gov.pl/szk-wyz/wykaz/szkw-p.php>
- Wykaz uczelni niepublicznych na stronach MENiS: [http://www.menis.gov.pl/szk-wyz/wykaz/wykaz\\_niepan.php](http://www.menis.gov.pl/szk-wyz/wykaz/wykaz_niepan.php)
- Główny Urząd Statystyczny: <http://www.stat.gov.pl>
- Polska Akademia Nauk: <http://www.pan.pl/>
- Polska Akademia Umiejętności: <http://www.pau.krakow.pl/>
- Ośrodek Przetwarzania Informacji (bazy danych uczelni, projektów badawczych, prac doktorskich i habilitacyjnych, polskich naukowców etc.) przy MniSW: <http://www.opi.org.pl/>, <http://www.nauka-polska.pl/>
- Instytucje Państwowe: <http://www.menis.gov.pl/adresy-1.htm>

### 4.9.2 Rectors' Conferences

- KRUE - Konferencja Rektorów Uczelni Ekonomicznych: <http://www.krue.pl/>
- KRPUT - Konferencja Rektorów Polskich Uczelni Technicznych (Technical Universities): <http://www.krput.org.pl/>

### 4.9.3 Non-governmental Institutions

- Fundacja Rozwoju Systemu Edukacji – Program SOCRATES: <http://www.socrates.org.pl/>
- Fundacja Rozwoju Systemu Edukacji – Program SOCRATES – ERASMUS: <http://www.socrates.org.pl/erasmus/>
- Fundacja na Rzecz Nauki Polskiej: <http://www.fnp.org.pl/>
- Fundacja Rektorów Polskich: <http://www.frp.org.pl/>

- Krajowa Agencja Programu LEONARDO DA VINCI: <http://www.cofund.org.pl/cgi-bin/leonardo/idea.pl?id=glowna>
- Krajowy Punkt Kontaktowy Programów Badawczych UE: <http://www.6pr.pl>
- Instytut Adama Mickiewicza: <http://www.iam.pl/>
- Instytut Społeczeństwa Wiedzy: <http://www.frp.org.pl/ogolneisw.htm>
- Fundacja Promocji i Akredytacji Kierunków Ekonomicznych: <http://www.fundacja.edu.pl/>
- Panorama Fundacji (Przewodnik po fundacjach polskich i europejskich): <http://www.fundacje.ngo.pl/>
- Fundacja Im. Stefana Batorego: <http://www.batory.org.pl/>
- Polsko-Amerykańska Fundacja Wolności: <http://www.pafw.pl/>
- Fundacja Edukacyjna Przedsiębiorczości: <http://www.fep.lodz.pl/>
- Fundusz Współpracy: <http://www.cofund.org.pl/>

## 4.10 Switzerland

### 4.10.1 Governmental Institutions

- Bureau for Equality of People with Disabilities:  
<http://www.edi.admin.ch/ebgb/index.html?lang=en>
- Fachstelle für die Gleichstellung der Menschen mit Behinderung im Kanton Basel-Stadt (Special Department for the Equal treatment of People with Disabilities):  
<http://www.gleichstellung.bs.ch/behinderte.pdf>
- Federal Commission for Women's Issues:  
[http://www.frauenkommission.ch/home\\_e.htm](http://www.frauenkommission.ch/home_e.htm)
- Federal Office for Migration: <http://www.bfm.admin.ch/bfm/en/home.html>
- FOGE - Federal Office for Gender Equality:  
<http://www.ebg.admin.ch/index.html?lang=en>
- Swiss Federation for Adult Learning: [http://www.alice.ch/001alc\\_060100\\_en.htm](http://www.alice.ch/001alc_060100_en.htm)

### 4.10.2 Rectors' Conferences

- CRUS – Rector's Conference of the Swiss Universities: <http://www.crus.ch>
- Swiss Conference of Rectors of Universities of Teacher Education:  
<http://www.cohep.ch/en/>
- Swiss University Conference: <http://www.cus.ch/wDeutsch/index.php>

### 4.10.3 Non-governmental Institutions

- AGILE – Behindertenselbsthilfe Schweiz (Swiss Handicap Self-Help):  
<http://www.agile.ch>
- Conseil Égalité Handicap: <http://www.egalite-handicap.ch>
- DOK – Dachorganisationenkonferenz der Privaten Behindertenhilfe (Umbrella Organisation of the Private Disabled Aid): <http://www.selezione.ch/egalite-handicap/d/dok-d.htm>
- EUCOR – Cross-border Confederation of Upper Rhine Universities: <http://www.eucor-uni.org/site/Home-198.html>
- KOFRA – Konferenz der Gleichstellungs- und Frauenbeauftragten (Conference of Equal Opportunity and Women's Representatives):  
<http://www.unige.ch/rectorat/codefuhes/kofrah-index.htm>
- Swiss National Science Foundation: <http://www.snf.ch/E/Pages/default.aspx>

- Uniability: <http://www.uniability.ch>
- Verband der Schweizerischen Hochschulstudierendenschaften: <http://www.aes-vsh.ch>
- VSS-UNES-USU – Association of Swiss Students: <http://www.vss-unes.ch/typo3/index.php?id=1&L=3>

## 5 Questionnaire for international experts

1. Personal level:
  - a. Please give us your personal or your organisational notion of diversity.
  - b. In which ways are you personally involved with aspects of diversity?
  - c. Do you specialise in certain areas of diversity, and if so in which?
  
2. Opinion on different level strategies (differentiated by strategic, tactical, operative objectives):
  - a. National level:
    - In which areas of diversity relating to higher education and why is the state most engaged in and with how much success?
  - b. Intermediary level:
    - Which organisations or foundations are engaged in diversity in higher education? Why?
    - What are the main programmes and actions?
    - How do you judge the efficiency of these programmes and actions?
  - c. HEI level:
    - Do you know of good practice examples pertaining to diversity in HEIs in your country (or in another country)?
    - In which field(s)?
    - Why do you consider them outstanding?
  
3. Missing Aspects:
  - a. Can you identify areas of diversity that are not addressed sufficiently?
  - b. Which catalysing factors for diversity are considered crucial aspects in your country's HEIs, but that are not addressed properly?
  - c. Why do you think they are not addressed properly? What could be done to change this?
  
4. German students:
  - a. Does your institution (HEI, foundation, ministry; depending on interviewee) run special programmes to attract and maintain German degree students?
  - b. If so, is this related to diversity? If not, what are the main reasons for this strategy?
  - c. Do you consider the strategies efficient?

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