

INTERNATIONAL SEMINAR ON INNOVATION IN PUBLIC POLICY

"Equity in European Higher Education: State of the research, problems, ideas and perspectives"

7th of November 2011, Brussels

REPORT

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1. Introduction

The seminar "*Equity in European Higher Education: State of the research, problems, ideas and perspectives*" was organised by the MENON network in the frame of the EquNet project, with the support of the Lifelong Learning Programme of the European Commission.

The Seminar aimed to aggregate the main European networks and organisations active in the higher education field and in equity-related activities, to discuss the issue of equity in higher education in Europe. The theme is highly relevant since widening participation in higher education is a major component of the educational policy in many member states of the European Union and of the Bologna-Process and should consist of an attempt to increase not only the number of young people entering higher education, but also the proportion of "under-represented groups" (e.g. people from lower socioeconomic strata, ethnic minorities or people with disabilities). At the same time, social inclusion is important to HE as still too many capable students are excluded from the higher education system due to their background, insufficient study support systems or other barriers.



Picture 1. The Seminar participants.

The Workshop represented a genuine dialogue moment between Higher Education and social inclusion stakeholders, and reached a number of important objectives. First, it contributed, starting from the results of the EquNet research and of similar exercises, to refining the understanding of what would be needed in terms of EU and national policies in the field of Higher Education. Second, it fostered the exchange of research findings, working practices and ideas among relevant stakeholders and communities, in particular facilitating contact between the academic and the civil society communities. Third, it represented a step towards the materialisation of the idea of an *HE equity indicator*, as a way to actually "measure" equity in European higher education.

The workshop gathered 45 participants from European HE associations, universities, research actors, NGOs, associations¹.

The workshop coincided with the 2012 MENON Policy Seminar, aiming to reflect on innovation processes in Lifelong Learning public policy in Europe and on the role of these policies in building a real “Europe of Innovation”. Each seminar focuses on a particularly important policy theme and gathers policy makers in charge of the policy at stake, European Commission officers, representatives from European networks in the LLL field and experts in the specific field to discuss the impact and potential transferability of the initiative within Europe and to look at the implications of the policy for EU innovation at practice and research level.

2. The EquNet initiative in brief

The EquNet project was conceived as an independent research and networking initiative, with an aim to increase access to Higher Education for all marginalised and non-traditional groups based on a principle of equity. With the help of European Commission funding under the Lifelong Learning Programme, the project has brought together a consortium of renowned research organisations and stakeholder representatives to work on the project, ensuring a sound methodological base for the research presented here, and a wide audience to which to distribute the recommendations. The grand aim of the initiative is to aggregate energies from the main European networks and organisations that have experience in policy, strategy and implementation of both higher education and equity related activities around a “campaign” for equity in EU higher education.



The EquNet Consortium is led by the MENON Network (BE) and composed by SCIENTER (IT), the Centre for Education Policy Studies - University of Ljubljana (SI), HIS-Hochschul-Informationen-System (DE), the Zentrum für Soziale Innovation (AT), the European Students’ Union (BE), EURASHE - European Association of Institutions of Higher Education (BE) and EDEN - European Distance and E-Learning Network (UK).

Picture 2. The EquNet website.

¹ See the participants’ list in Annex 2.

The main achievements and results of EquNet are here presented:

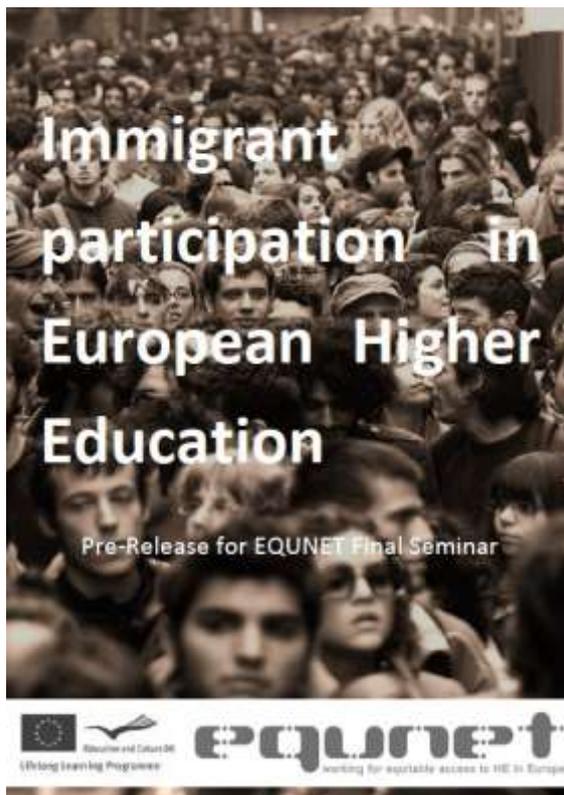
- The research report "Evolving Diversity", released in 2011, giving an overall look at access to Higher Education in Europe, with special focus on socioeconomic background, part-time studies and student income & expenditure.
- The research report "Immigrant participation in European higher education (working title)", focusing on equity in access to Higher Education in Europe for persons of immigrant origin. The report provides a theoretical framework for discussion of the topic, a statistical cross-country analysis of access-figures, as well as detailed country-studies for Germany, Norway and the United Kingdom.
- A research report on Equity in Lifelong Learning, which will be released towards the end of 2012.
- Two European Conferences on equity in higher education, one held in Tallinn in October 2010 together with EURASHE's 20th anniversary conference, and one in November 2011 connected to the European Students Union annual meeting. The events brought together more than 300 participants, including students, experts policy makers and higher education practitioners to discuss the conclusions of the EquNet reports and the situation of the 'social dimension' agenda in Europe.
- An International Symposium on equity in Higher Education, held in collaboration with CEPS in Ljubljana, bringing together 40 of Europe's leading experts in Equity in Education for a 2-day intensive seminar where they discussed issues surrounding equity in detail.
- A grassroots competition among higher education stakeholders, calling for ideas on how to improve access and equality in European universities.
- A policy campaign, run in collaboration with the European Network Against Racism, advocating for action on equity among European policy makers starting from the EquNet research findings.
- A website – www.EquNet.info - providing access to all project activities and products providing a space for dissemination and cross fertilisation among relevant stakeholders and communities.

3. The EquNet report on immigration and equity in HE

During the Workshop, the discussion focused specifically on the research findings from the report "Immigrant participation in European higher education" (working title), focusing on equity in access to Higher Education in Europe for persons of immigrant origin. The report, reflecting the work done by the EquNet research team in the second and third year of its lifecycle, provides a theoretical framework for discussion of the topic, a statistical cross-country analysis of access-figures, as well as detailed country-studies for Germany, Norway and the United Kingdom.

Following the first EquNet report, entitled "Evolving Equity," the projects' researchers found that high-quality data related to equity in conjunction with immigrant status was comparatively hard to come by when compared to other indicators such as socioeconomic status. Considering this, and the fact that a number of indicators in the same report as well as in substantial academic literature, suggested that an immigrant condition may play a significant role in discrimination in access across Europe, it was decided that the project could make a substantial contribution to the current body of knowledge by dedicating an entire report to the topic.

This report is divided into a number of sections to ensure a comprehensive treatment of the subject matter. First, a theoretical framework is provided, comparing and contrasting a number of different sociological approaches that serve to describe and explain the performance of immigrants in higher education systems. Second, the different sources of data on immigration in Europe are considered, as well as the plethora of differing definitions of the terms 'immigration' and 'immigrant' as found in the reference literature. Third, the report sets out a picture of access to higher education for immigrants across Europe using cross-country comparisons. Fourth, some of the specific conditions, situations, and policy responses in specific states (specifically Germany, Norway, and the UK) are presented to further illustrate the subject. Finally, some conclusions are presented, summarising the findings, setting out considerations for further research, and taking into account policy considerations for the future.



Picture 3. The second EquNet report.

Some policy considerations can be extracted from the EquNet report.²

The first consideration deals with the fact that chance to attain a higher education degree depends on the cultural, social, and material resources of a person on the one hand, and on the institutional setting within and beyond the higher education system on the other hand. As for the cultural (e.g., norms, values, or family), social (e.g., social embeddedness, or availability and quality of networks, ethnic capital), and material resources, the empirical analysis presented in this report and the review of existing research have hinted to several important differences between the group with an immigrant background and the group without an immigrant background. Moreover, it must be emphasised that the group with an immigrant background in itself is highly heterogeneous and, again, differs enormously in its resources. Thus, a key challenge to any policy activity is identifying the groups in need of support and their specific requirements.

Among the cultural resources, the research results confirm the crucial role of good command of the language of instruction for educational success. Thus, it seems advisable that programmes in higher education supporting persons with an immigrant background put a strong focus on improving command of the resident language. Moreover, it is important to strengthen language competences at earlier stages of education to not let language problems prevent persons from qualifying for higher education in the first place. In parallel, the mastery of a second language – the immigrant's mother language and culture – should be valued and strengthened, as it constitutes a major source of potential. Higher educational aspirations are a cultural asset of certain groups of persons with an immigrant background that could be picked up on by outreach initiatives of higher education.

It has been shown that persons with an immigrant background with one native parent have better chances to attain higher education than persons with both parents born abroad. Next to language competences and possibly a higher socioeconomic background, this could also be due to being more strongly embedded in the society of the resident country and the advantageous of a social network comprising persons with and without an immigrant background. Thus, any political actions furthering the segregation between immigrants and natives will presumably also negatively affect the chances of the former to attain higher education. In contrast, easy access to citizenship and a secure resident status are likely to add to the motivation of people to invest in their competences and education.

Attending higher education causes direct costs (e.g., fees, learning material, housing, and moving) and indirect costs (foregoing an earned income, at least partially). Depending on their socioeconomic background, students differ in their material resources and thus their ability and motivation to deal with these costs. As a consequence, in most countries, persons with a lower socioeconomic background are underrepresented in higher education. Other reasons for the smaller rates of higher educational attainment of persons with a lower socioeconomic background are the above-mentioned cultural resources (e.g., performance in school, knowledge of the educational system, and educational aspirations) and social resources (e.g., knowing people that have attained higher education, participation in active networks). Lower rates of participation of persons with an immigrant background are to a considerable

² This paragraph is taken from: Camilleri, A. F. and Mühleck, K. (editors) (2012). *Immigrant participation in European Higher Education - Pre-Release for EQUINET Final Seminar*. MENON Network, Brussels.

degree caused by a lower socioeconomic background. Political activities supporting higher education participation of socioeconomically disadvantaged persons help to support those groups with an immigrant background specifically in need of support. This refers to programs helping students to afford their living, grant programs, programs financing special activities such as international mobility, or other forms of material help. Generally, such programs should be open to all students with similar needs irrespective of having an immigrant background or not. This helps avoid unfair positive discrimination, exclusion of persons in need, and stigmatisation.

5. Discussions held during the Seminar

The EquNet Report represented the basis for the discussions held during the seminar. Specifically, in the second part of the event, two panels discussed the issue of equity in higher education in Europe by debating the following two questions:

- What did the Bologna process contribute to equity in higher education?
- Where is equity in the modern policymaking and policy priorities in the field of higher education?



Picture 4. Discussion from the second panel.

Panel Discussion 1: What did the Bologna process contribute to equity in higher education?

The main idea of the panel was to look at the reforms inspired by the Bologna Process through the prism of equality in higher education. New degree structure, increasing mobility, quality mechanisms, new and old transparency tools, public responsibility, public good, competitiveness are only a few of the elements mentioned throughout the Bologna process and marking the European higher education area.

Deriving from this the following questions represented the guideline to the panel discussion. How does this new higher education landscape affect the equality, access, chances of successful completion and opportunities in life? Is the Bologna based system opening new ways of selection, distinction and exclusivity? What are the most dangerous traps and what showed in practice as the most problematic aspect of the

Europeanisation of higher education in terms of equality? The concept of the panel relied mainly on the discussion and reflections, rather than on presentations. The initial statement was used by panellists for positioning their organization on the map of concerns for equality in higher education. Following that, the floor was open to the audience.

Rasmus Aberg from EUCIS-LLL presented his organisation and expressed the view on Bologna as the beneficial process – contributing to rising mobility and enhancing equal access to higher education. He explained the positive effects of comparability and transparency tools which in turn boosted the mobility of students across Europe.

Michael Gaebel from EUA presented the long path of the Bologna Process and the sideways it took while being implemented. His talk was concentrated on mobility and recognition, but stayed within the discussion on grants and other support to it.

Florian Kaiser from ESU was more critical to Bologna process. He presented the problem of viewing bologna as an economic process and thereby circumventing the serious addressing of the social dimension of higher education. He pointed at the governments as the actors that are numb to the issue of differentiation in possibilities of study between the social groups of different wealth background.

The discussion started around the question of the relevance of the reputation of the university for the status in society and employment. M. Gylfadottir answered that it is more important to master the skills and competences that make you find job than to be a beholder of an Ivy League university degree. A few comments addressed the issue of the value of the degree and the aspiration of young people. Young people aspire to money and fame, but often this is not achieved through education. With Bologna and massification as one of the main reasons for it the issue situation is rapidly evolving in this direction. A HE degree is not necessarily a ticket to a better status in society. There was an interesting issue on reproduction of social groups. Apparently in Germany there is indication of children of highly educated parents receiving lower highest level of education. This was explained with two hypotheses: first, younger generations chose more pragmatically the professional tracks and therefore figure less educated in the statistics, second, younger generations do not want to leave the overloaded working day of their ambitious parents (doctors, lawyers...).

Panel Discussion 2: Where is equity/equality in the modern policymaking and policy priorities in the field of higher education?

The panel set out to address the above question by revisiting the concept of equity in its relation to diversity (and corresponding policies), as well as by looking beyond European borders for equity policies in place. The four input statements laid the ground for the ensuing discussions on where equity/equality³ is, or rather *should be*, in education policies.

The input statement by Alison Woodward showed that diversity comprises many dimensions, such as gender, race, disability, sexual identity, age, religion, to name but a few. A long-term challenge is the data situation on these dimensions. Furthermore, intersectional thinking is needed as such dimensions are not mutually exclusive and identities can be shaped in many ways. Societies, and higher education in particular, must therefore become more sensitive for diversity.

³ The discussants manifested a clear preference for the wider concept of *equality* instead of *equity*.

Mary Tupan-Wenno recalled to the audience that when speaking about diversity and equity policies, we are talking about people. She gave a concrete example of Dutch diversity policy, which is based on the concept of ethnicity. Data on the category of so-called “Allochtone” students (“not from the Netherlands”), further divided into Non-Western and Western Allochtones, is used for diversity and equality policies in Dutch higher education. However, the use of these categories can have a stigmatising effect, and thus become detrimental to the set objectives of providing equal opportunities and equal treatment. The consideration of the effects of ascription and the need to focus on assets, rather than on problems of ethnic minorities, were identified as key challenges.

Michael Privot also called for a broader and sector-wide approach to fighting racism. He recurred to the dimensions of class, race/ethnicity and gender to highlight findings from ENAR’s “Shadow report on racism”. A key problem seems to be the tacit acceptance of systems as they are, with only corrective measures taken. A more holistic view should entail a reform of all levels of education, including pre-school and kindergarden. Equality policies should focus on the quality of outcomes.

Leon Cremonini provided examples of equality policies from non-European countries, such as Brazil, Vietnam, South Africa, Ukraine and Qatar. The context and thus the challenges are very different in these countries and might help Europeans to think outside the box. The example of Brazil, a country with a rapidly growing higher education sector, showed that free access to higher education might not be the key to more and to more equitable access. It is rather sector-encompassing *quality* education that makes a difference.

The open discussions revolved around the following lines:

1) *Inequalities are cumulative processes.* There is need for a holistic and sector-wide approach in understanding at what points they are generated and who – which groups - are affected. The question of what a *visible* minority is was brought up several times, both in terms of data and in higher education reality. It is therefore necessary to be aware that equity is also a matter of our understanding of diversity: who are we referring to as disadvantaged and why?

2) *We need to move towards a culture of awareness.* Higher education institutions, but also societies at large need to become more sensitive for diversity. At the same time, policies must strive to avoid stigmatisation. Otherwise we will find ourselves in a classical Catch 22 situation: Equity/Diversity policy must be based on data, but data itself should not be stigmatising, i.e. not generate effects of ascription.

3) *There is a gap between equity/diversity policy and institutional practice.* Institutions are often left alone in integrating the principles of equity and diversity in strategies and in practice. Therefore, leadership support and cooperation across all levels is needed.

4) *A number of challenges beyond higher education* will have a strong impact on future policy-making and practice. Foremost, the demographic changes will influence the way education - and access to it - is provided. New tools will be needed for solving new problems. This encompasses thinking creatively on how to address special groups (e.g. third-age learners) and to provide inclusive education; exploring and anticipating new forms of teaching and delivery (digital divide); and rethinking access in terms of recognition of prior learning.

In general, there is need to embed education in the broader concept of *lifelong learning*. The discussion was concluded by consensus on the fact that a lot has been done and yet a lot still needs to be done in equity policies and practice in (higher) education.

6. Conclusions

Prof. Roberto Carneiro (MENON) summarised the discussions of the day, first by presenting some lessons learnt through the EquNet work.

We still know very little on the issue of equity in higher education, where research is still scant and piecemeal. Further, we suffer from the lack of reliable data, especially in terms of micro-level databases: we should address the issue of accessibility to public databases, particularly by the research community.

However, we know enough to conclude that we face a very serious issue in Europe. Inequality is an issue that hits hard at the core of our European values and civilisational grounds. Therefore we need more and better evidence-based public policies in HE, especially today when the concerns on the viability of matching excellence with equity in a general context of decreasing public funding for Higher Education are increasingly framing the Higher Education landscape.

EquNet has shown that conducting research with rigour and robustness, using both quantitative and qualitative methods, pays off. We have a problem of comparability and we must start to improve background and supporting systems: EquNet represents a seminal research and has helped to make clear many shortcomings of existing data. We should further focus on migrants and descendants⁴, as a major challenge for Europe, asking ourselves if there is an effective policy on migrants.

Further, he pointed out some inputs for a “refreshed” European agenda on equity in higher education:

- Processes are as important as outcomes to understand fully the whole student’s reality and to welcome interdisciplinarity, including open research and methods based on narratives (story-telling).
- We should collect new knowledge on the proper functioning of education as an important social subsystem and inter/correlations with other social subsystems.
- We should revisit Bourdieu’s forms of capital, since Human (Economic) capital alone is insufficient. We need to further knowledge on the impact of cultural capital, i.e. follow up studies in the labour market and measuring returns of natives vs immigrants with same HE attainment.
- We should explore further longitudinal surveys over time.
- Further research is needed on the role of Accreditation and Recognition of Prior Learning (APL and RPL) in addressing inequalities in HE.
- Need to know more on *double* discrimination and to propose European policies addressing extreme, compounded exclusion, *recentering* the margins.
- We could explore the use of Lorenz Curves and Gini coefficients, finding out whether there are European, national or sub-national improvements on equity over time
- The determinants of inequality are evolving. Is there a dichotomy between social deprivation and ethnic origin? Is inequality the consequence of poverty? or race? or migrant status? or belonging to a minority? or religion? or gender?
- And at the end of the day we might conclude: *"It's poverty, stupid! Not race, creed, or colour of skin!"*

⁴ *Descendants* rather than *second generation migrants* is a much more rigorous taxonomy particularly when the subject has full access to nationality and citizenship rights from birth.

Annex 1. Agenda

8.30 Registration of participants

9.00 Welcome addresses

Maria Kristin Gylfadottir, European Commission
Nikitas Kastis, MENON Network

9.15 The issue of equity/equality in the policy framework of the HE Modernisation Agenda

Maria Kristin Gylfadottir, European Commission

9.30

The forgotten social dimension? The EquNet research findings

Moderator: Fabio Nascimbeni, MENON Network

- General view of research on equity in Higher Education, Karin Doolan, University of Zagreb
- Overview of equity in Higher Education in Europe: the EquNet results, Anthony Camilleri, Sciento and Kai Muehleck, HIS
- Challenges of research on equity in Higher Education, Klemen Miklavič, CEPS, University of Ljubljana and Andreas Bohonnek, Centre for Social Innovation

11.00 Coffee Break

11.15 The findings and thoughts from other researchers on equity/equality

- Constructing and maintaining privilege in a mass higher education system: strategies and practices of capital mobilisation amongst undergraduate students in England, Ann-Marie Bathmaker, University of Birmingham
- The EUROSTUDENT view on equity, Christoph Gwosc, EUROSTUDENT
- Mapping the shadow education system, Roger Dale, NESET
- Times are changing: do we need to reconsider equity in higher education? Pavel Zgaga, CEPS, University of Ljubljana

13.00 Lunch Break

14.00 Debate: What did the Bologna process contribute to equity/equality in higher education?

Moderator: Klemen Miklavič, CEPS, University of Ljubljana

- Rasmus Aberg, EUCIS-LLL and Erasmus Student Network
- Michael Gaebel, EUA - European University Association
- Karina Ufert, ESU - European Students Union
- Maria Kristin Gylfadottir, European Commission

15.30 Coffee Break

16.00 Debate: Where is equity/equality in the modern policymaking and policy priorities in the field of higher education?

Moderator: Chripa Schneller, UNESCO Institute for Lifelong Learning

- Alison Woodward, Vrije Universiteit Brussel and UNICA
- Michael Privot, European Network Against Racism
- Leon Cremonini, CHEPS - University of Twente
- Mary Tupan-Wenno, ECHO - Center for Diversity Policy

17.30 Lessons learnt from the EquNet experience and wrap-up

Roberto Carneiro, MENON Network

18.00 End of Seminar

Annex 2. List of participants

Name	Surname	Organisation
Rasmus	Aberg	EUCIS-LLL and Erasmus Student Network
Emanuel	Alfranseder	Erasmus Student Network
Jimena	Arango	MENON Network
Joao	Bacelar	European University Foundation
Ales	Bartusek	Charles University in Prague
Ann-Marie	Bathmaker	University of Birmingham
Rose	Beaugrand	European Commission
Marie	Bijnens	EFQUEL
Anthony	Camilleri	Scienter
Roberto	Carneiro	MENON Network
Leon	Cremonini	Center for Higher Education Policy Studies
Joe	Cullen	Menon- Arcola
Roger	Dale	NESET - University of Bristol
Karin	Doolan	University of Zagreb
Michael	Gaebel	EUA - European University Association
Christoph	Gwosc	HIS
Maria Kristin	Gylfadottir	European Commission
Manuela	Jungmann	University of Sussex, UK
Despina	Kanellopoulou	Penthesileia NGO
Nikitas	Kastis	MENON Network
Walter	Kugemann	MENON – NTL
Petraq	Marango	Polytechnic University
Klemen	Miklavič	CEPS, University of Ljubljana
Kai	Muehleck	HIS
Fabio	Nascimbeni	MENON Network
Beatrice	Niyibigira	MENON Network
Luisa	Panichi	Università di Pisa
Manuela	Poerio Piterà	Centro Europeo Risorse Umane
Alba	Prieto Gonzales	European Commission
Jyri	Sallinen	
Chripa	Schneller	UNESCO Institute for Lifelong Learning
Anne	Siltala	Centre for International Mobility CIMO
Marion	Stevens	Open University
Melinda	Szabo	BFUG Secretariat
Mary	Tupan-Wenno	ECHO, Center for Diversity Policy
Livia	Turzo	EDEN
Karina	Ufert	ESU - European Students Union

Peter	Van Der Hijden	European Commission
Ton	van Weel	Vlaams Verbond van Katholieke Hogescholen
Thijs	Verbeurgt	ExpandO project
Iva	Voldanova	EURASHE
Alison	Woodward	Vrije Universiteit Brussel and UNICA
Pavel	Zgaga	CEPS, University of Ljubljana
Watte	Zijlstra	ECHO, Center for Diversity Policy

Annex 3. Speakers' bios

Rasmus Åberg is Vice-President of the European Civil Society Platform for Lifelong Learning (EUCIS-LLL) and his main field of interest is European-level advocacy in the field of higher education. He has earlier been active in the Erasmus Student Network (ESN) on local, national and international level, especially within the International Committee on Education. He has also worked with secondary school education while representing European Educational Exchanges – Youth for Understanding (EEE-YFU).

Ann-Marie Bathmaker is Professor of Vocational and Higher Education at the University of Birmingham, UK. She directed the Bristol Research Centre in Lifelong Learning and Education at UWE Bristol in collaboration with Professor Jacky Brine and Professor David James, before moving to the University of Birmingham in 2012. Her research focuses on vocational education, new forms of higher education, and issues of equity and social justice in 14-19 education, higher education, and in the field of lifelong learning. Current and recent research projects include: The Paired Peers project: a longitudinal study of working-class and middle-class undergraduates' experience at Bristol's two universities, The FurtherHigher Project: a study of widening participation in new forms of higher education in 'dual sector' FE/HE institutions, Knowledge in vocational education: constructions of knowledge in general vocational qualifications in England, DISCO: the construction of a multi-lingual vocational thesaurus to support European mobility.

Andreas Bohonnek studied economics and sociology at the University of Vienna. He has a final degree in sociology. He worked as a tutor and project assistant at the Institute of Sociology at the University of Vienna. Since 1996, he is an empirical researcher in the field of health behaviour at the "Institute of Social- and Health Psychology" (Vienna). He worked as an empirical researcher in Styria at the "Education Centre Fohnsdorf" (SZF) in the field of qualification and education research and in other research institutions like "L&R social research" and "European Centre for Social Welfare Policy and Research" (EC) in the fields of health, youth, and family sociology and qualification, evaluation, and labour market research. At ZSI, he is participating since 2009 in the EquNet project and works also for other projects. He has special interest and experience with quantitative methods, development and testing of survey tools, sample construction, and descriptive and multivariate methods (factor, cluster, and regression analyses and structural equation modelling with LISREL, AMOS, and M+).

Anthony F. Camilleri studied law at the University of Malta, where he also chaired the national students' union KSU and served on the University Senate. He spent six years as a student representative, specialising in economic aspects of education, particularly student financing, alternative sourcing of funds, and entrepreneurship. He has also acted as a Quality Assurance reviewer on different occasions on behalf of ENQA, ESU, and EFQUEL. Since 2007, he has been actively involved in multi-national EU-funded research projects in the fields of social inclusion and innovation in educational pedagogies, and acts as project manager for EquNet on behalf of SCIENTER.

Roberto Carneiro is a former Portuguese Minister of Education (1987-91). Currently, he is a professor at the Portuguese Catholic University (School of Human Sciences), where he also chairs the Study Centre on Peoples and Cultures and is Dean of the Institute for Distance Learning. Among several public responsibilities Roberto Carneiro

runs the Observatory of Immigration and was responsible for the Information Society Observatory in Portugal. Roberto Carneiro was Vice-President of the Information Society Forum, Vice-President of the Study Group on Education and Training, Chairman of the 5-year assessment panel of ESPRIT, Chairman of the Interim Evaluation Panel of INFO 2000. He is a member of the UNESCO International Commission for Education in the 21st Century and of the UNESCO High Level Group on Knowledge Acquisition and Sharing. Roberto Carneiro is a graduate of the Lisbon Technical University, conducted his post-graduate studies in the UK (New University of Coleraine and London School of Economics) and is a Presentation Fellow / Honorary Doctor of King's College (University of London).

Leon Cremonini is a researcher at the Centre for Higher Education Policy Studies (CHEPS) since 2006. He graduated in International Political Science from the University of Bologna, Italy, in 2000. Over the last decade, Leon worked both in Europe and at the RAND Corporation in the United States. His interests concentrate on the internationalization of higher education, quality assessment at the institutional and programme level, and on the study of university and programme rankings. He presented papers and published on these topics and has been involved in a number of international projects concerned with the development of quality assurance and accreditation systems in several countries in Africa, the Middle East and South East Asia. Leon also looks into access and equity issues, particularly the Recognition of Prior Learning.

Karin Doolan is Assistant Professor at the Department of Sociology, University of Zadar in Croatia, lecturing in sociology of education, cultural theory and research design. Before taking up this position she worked at the Institute for Social Research in Zagreb as a researcher and consultant on various projects with a prominent social justice agenda (e.g. higher education participation, gender equity in compulsory schooling). She has also contributed as a policy analyst to developmental projects both in Croatia and the UK. She holds a PhD (2010) and MPhil (2003) in sociology of education from the University of Cambridge. Her academic interests include higher education policy research, theorisations of social reproduction across different political and economic contexts (with a particular interest in Bourdieu's conceptual tools), theorisations of social justice, as well as the ways in which societies and educational institutions can be organised to further it.

Michael Gaebel is the Head of the Higher Education Policy Unit, which focuses on the Bologna Process, lifelong learning, internationalisation and global dialogue. When he first joined the organisation in 2006, he was in charge of developing EUA's international strategy and global exchange and cooperation. Before joining EUA, Michael worked for more than a decade in higher education cooperation and development in the Middle East, the former Soviet Union and Asia. From 2002 to 2006, he was the European Co-Director of the ASEAN-EU University Network Programme (AUNP) in Bangkok. Michael graduated with a Masters in Middle Eastern Studies and German Literature and Linguistics from the Freie University Berlin, Germany.

Christoph Gwosć studied Public Finance and Economic Policy at the Gerhard-Mercator-University of Duisburg (DE), where he graduated with a Master of Economics in 1999. From 1999 to 2005 he worked as a research assistant at the Institute for European Economic and Social Policy at the University of Duisburg-Essen (DE). During this time he also had several research periods and teaching assignments at the University of Illinois at Urbana-Champaign (USA), the University of Applied Sciences Düsseldorf (DE) and the Warsaw School of Economics (PL). From 2005 to 2006 he had lectureships for International Business, Microeconomics and European Economic Policy

at Jacksonville University, Florida (USA) and the Carinthia University of Applied Sciences (AT). Since 2007 he is working as researcher at the HIS-Institute for Research on Higher Education in Hanover (DE).

Maria Kristin Gylfadottir is currently a policy officer in higher education and the Erasmus programme unit in the European Commission's Directorate-General for Education and Culture. In particular she is in charge of the social dimension of higher education, EQF and learning outcomes related matters and mobility policy but is also Erasmus Programme desk officer for six countries. Maria studied international relations and communications at Auburn University (USA), holds an MA in German and European studies from Georgetown University (USA) and an MBA degree from the University of Iceland. Prior to joining the European Commission as a National Expert, Mrs. Gylfadottir worked for the Ministry of Education, Culture and Science in Iceland on EU education programmes and before as a Programme Manager for the Leonardo da Vinci Programme in Iceland.

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