

# INTERNATIONAL CONFERENCE

1st & 2nd July 2009

Catholic University of Portugal · Porto, Portugal



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## Gender Policies and Practices across European HEI

**Selected comparative data**

**and the particular case of the Polish  
reality**

**Dr Ana Meireles,**  
External Consultant in E&D for the Project  
“Employability & Entrepreneurship: Tuning  
Universities & Enterprises”

**Dr Agnieszka Dziedziczak-Foltyn,**  
Sociology of Education Department  
University of Lodz

**PORTUGAL**

**POLAND**

<http://feg.porto.ucp.pt/eetue/>

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**PART I**

**PART II**

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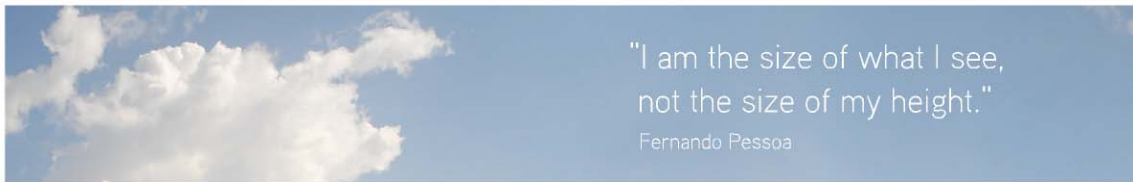


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# Employability & Entrepreneurship: Tuning Higher Education Institutions with Enterprises

aim:  
to develop students' employability and entrepreneurship in HEI



Integrated System of Competencies Development

Competencies Assessment Platform

Curricula Developmental Model

Coaching Model

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# Employability & Entrepreneurship: Tuning Higher Education Institutions with Enterprises

To foster the quality of HEI

To address firms' needs

Catholic Portuguese University [PT]

Audencia School of Management [FR]

University of Southern Denmark [DK]

University of Salford [UK]

Foundation for Promotion of Entrepreneurship | University of Lodz [PL]

Portuguese Business Association [PT]

EQUITY AND DIVERSITY EXTERNAL CONSULTANCY

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# ACTING UPON GENDER AND OTHER DISCRIMINATORY FACTORS IN HIGHER EDUCATION

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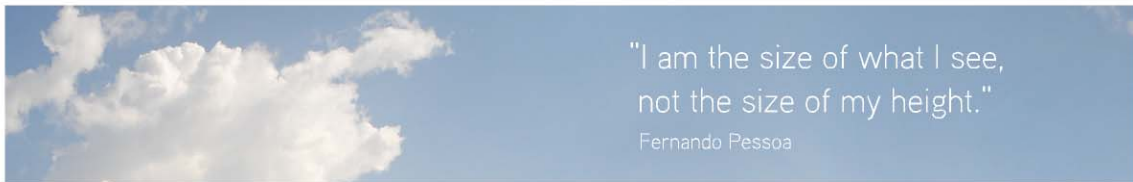


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# WHY?

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## When developing students' skills to increase their employability HEI face additional challenges.

More precisely,  
HEI should consider gender and other discriminatory factors, which affects  
specific groups' employability efforts.

*For example, it is well-recognized that economics and management female graduates are not  
equally represented in top-management levels,  
even if they are (as less) as qualified as their male counterparts.*

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## Employability & Entrepreneurship: Tuning Higher Education Institutions with Enterprises

### EQUITY AND DIVERSITY [E&D] EXTERNAL CONSULTANCY

To clear up international guidelines to be considered by the project in terms of E&D in HE in general (and in Econ & Manag. in particular)

To explore E&D practices within 5 HEI with their Management and Economics' students, with comparative purposes

To identify Best Practices among those and other HEI to inspire concrete strategies to be used.

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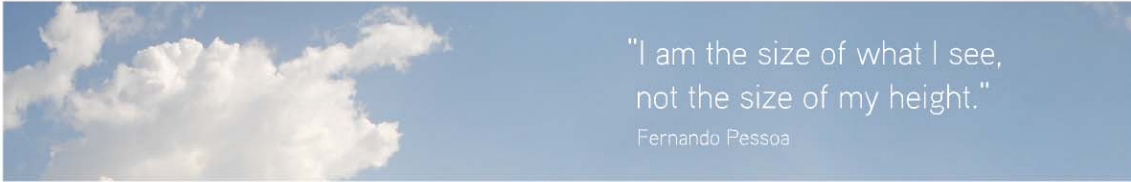


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# METHOD

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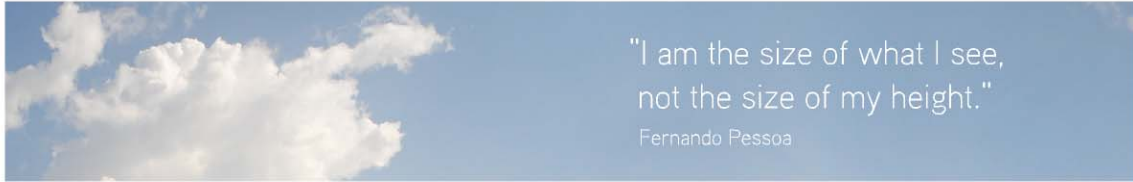


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1. Naming key-figures for equality issues in each HEI involved (FR, DN, PT, PL, UK)
2. Data gathering related to HEI challenges and practices
3. Analysing Data: Challenges, Best-Practices and Benchmarking results for HEI involved
4. Reporting Results and Recommendations

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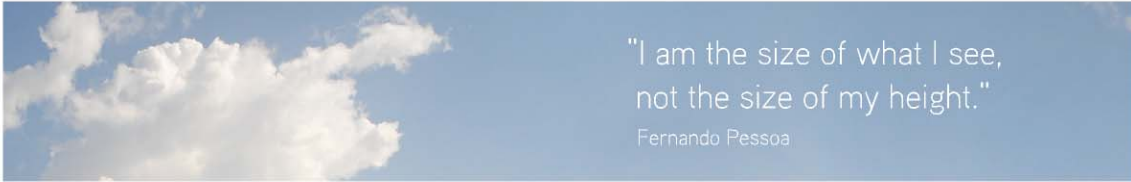


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# DATA COLLECTION

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participation rates  
academic achievement  
employability outcomes

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## A. To examine **Equality & Diversity** practices in HEI involved

*Is there...*

- ▶ **Comparative data considering gender and other discriminator factors**  
(is disaggregated data available in each HEI for the provided courses)
  - *Nº of undergraduate students?*
  - *Grades and abandon rates for undergraduate students?*
  - *Employability data (employability rates and professional activity indicators) for graduates?*

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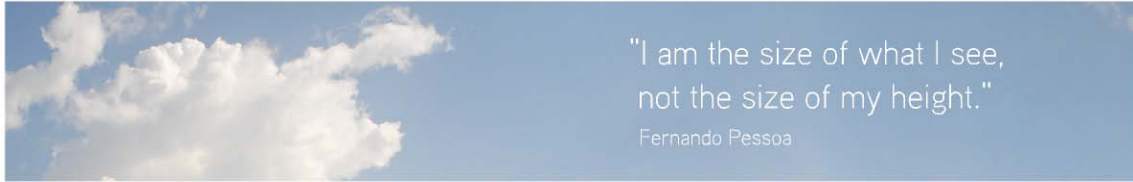


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B. To examine Equality & Diversity practices in HEI involved, identifying Best Practices and Benchmarks

Are there any Equality & Diversity policies in your HEI?

- Are equality issues considered in educational policy and documents (degrees and courses aims and objectives, pedagogical planning, tutorial materials, ...)
Does HEI monitoring and evaluation framework adequately measure equality-related outcome and expected results?

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B. To examine Equality & Diversity practices in HEI involved, identifying Best Practices and Benchmarks

Are there any Equality & Diversity policies in your HEI?

- Are there action and/or researching structures (departments, meetings, teams, ...) on E&D issues?
Are there specific resources allocated to data collection and research on gender and equality issues?
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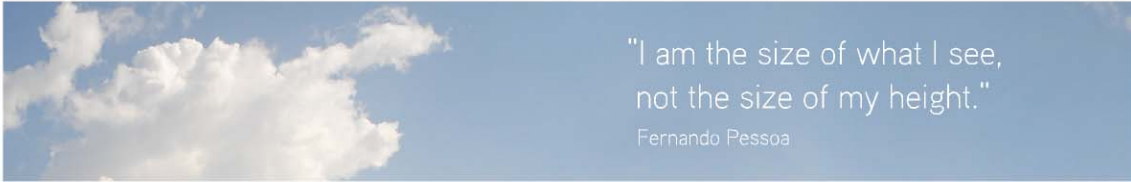
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Which actions exist to face specified needs related to Equality & Diversity challenges in your HEI?

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# FINDINGS

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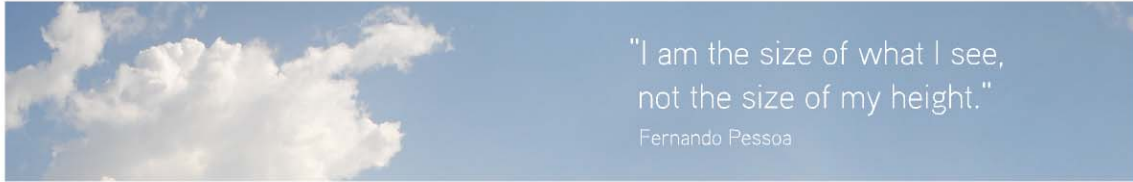


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disaggregated participation data by specific subgroups of students:

UK and Poland broadly measure E&D internal indicators (showing an institutional awareness for social cohesion)

British HEI addresses academic success and employability outcomes

Both Polish and French HEI refer to data collected on their graduates' employability.

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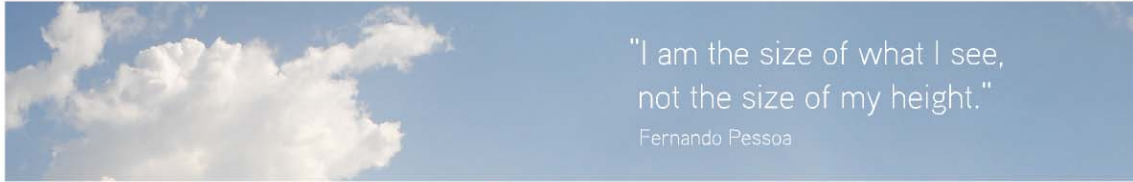


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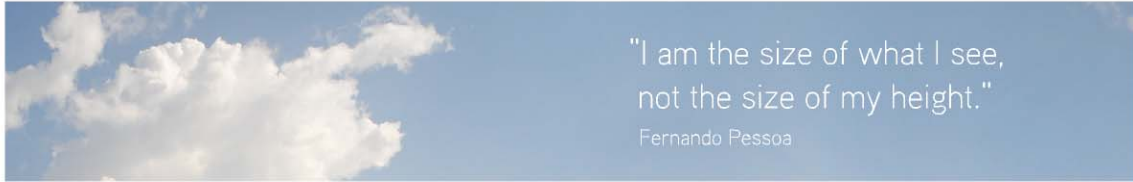


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## E & D in educational policies and documents: *institutional issues*

UK HEI shows the most structured institutional concern  
(E & D official statement)

Polish HEI refer to E&D issues in institutional discourses and documents

French HEI describes some E&D initiatives  
(diversify students' recruitment in local – disadvantaged – schools)

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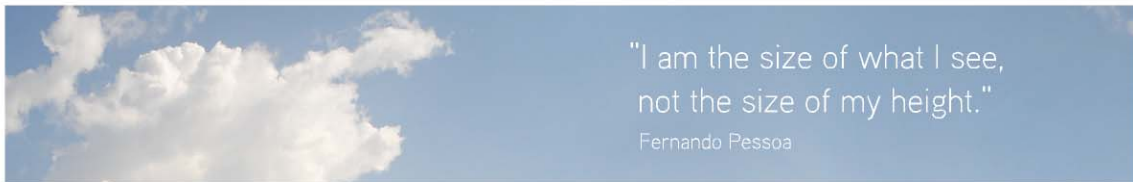


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## E & D in educational policies and documents: *pedagogical issues*

### Specific materials and subjects are dedicated to E&D by UK, PL and FR HEIs

Salford U. [UK] state that “all Programme and Module Specifications have statements of how E & D issues are addressed through the curriculum”

Audencia [FR] describes that “diversity management is included in the classes on human resources management and labour law”.

At U. Lodz [PL] “there are two special courses (B.A. and MA) about gender studies”.

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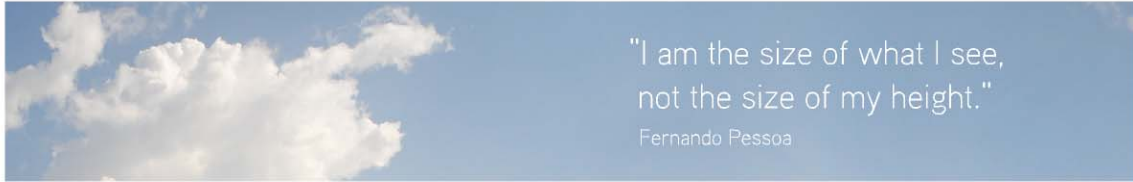


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# E & D monitoring and evaluation framework

Salford U. [UK] reported established procedures to collect, analyse and use data on the outcomes of E&D initiatives.

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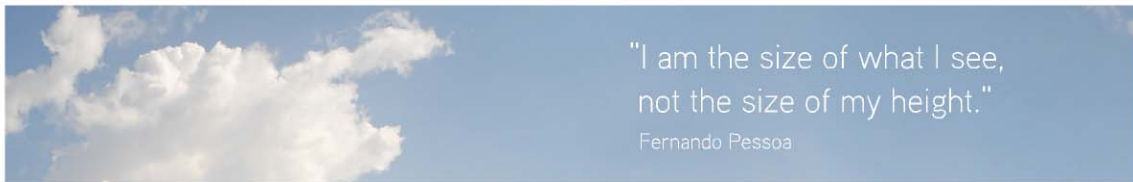
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## action and researching structures on E&D issues

UK reported institutional procedures to collect, analyse and use E&D data

PL and FR refer to autonomous research centres addressing E&D issues

PL and FR identify opportunities for students' own initiatives on gender issues (clearly indicate internal dynamics which empower students)

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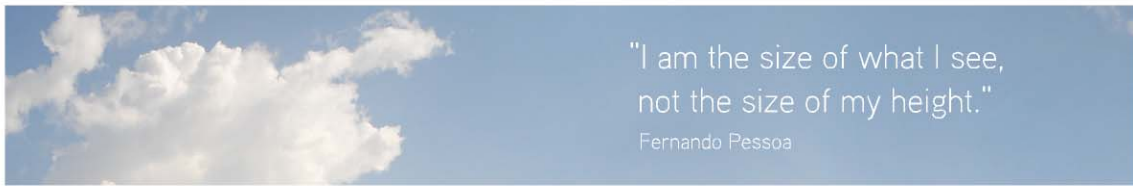


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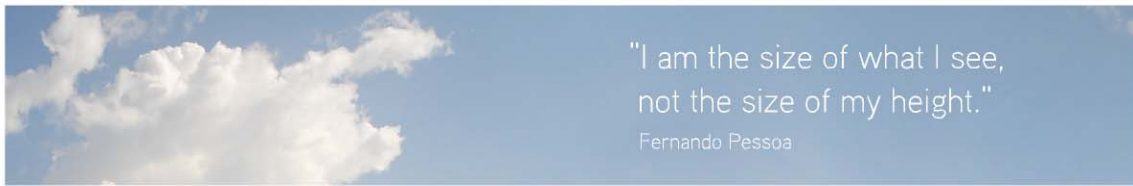
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students' supporting structures aiming to ensure E&D

UK reported institutional structures to support students on E&D issues

PT places a great importance on student support (differentiated scholarships, counselling services, integration programmes for disadvantaged students and systematic intervention on transition to work)

PL and FR referred limited supportive measures

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# CONCLUDING REMARKS

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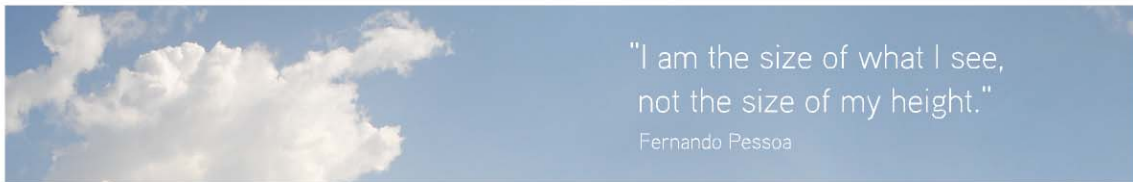


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HEIs need to promote the acknowledgement of existing discriminatory factors and mechanisms

Examining existing E&D practices from HEIs across Europe may enhance their strategies to act upon discriminatory factors and mechanisms within their students.

Comparative data in the context of this cross-cultural project highlighting existing differences in E&D practices is expected to enhance each HEIs acknowledgment of their specific needs, and on how to achieve them.

The practices of the UK University may be a reference point for development, although initiatives reported from all the HEIs involved are of value.

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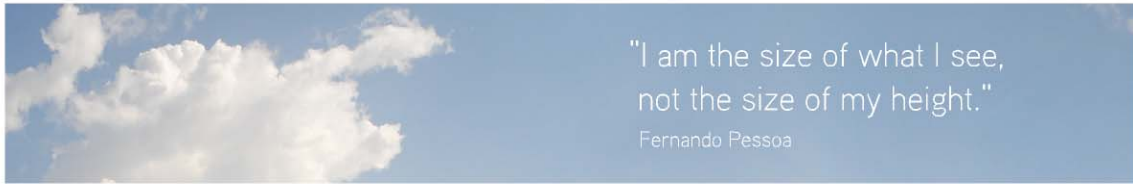


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# Thank you.

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