EQUALITY HANDBOOK

equality handbook

ESU - The European Students' Union

EQUALITY HANDBOOK

IMPRINT

Education and Culture DG

Lifelong Learning Programme

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FOREWORD

Dear Reader,

Tolerance is not enough, discrimination must be fought' is what we stated in our Seminar on Equality in London, last May. Following our seminar, we decided to provide our members with more practical tools to fight discrimination in higher education. This handbook aims at as part of that strategy. Focusing on several issues that are high on the political agendas of our governments today, we try to provide you with the argumentation and analyses to make a difference.

I strongly believe that promoting equality has always been one of the cornerstones of the student movement. And looking at the history of our organisation, I am happy to say we have done a lot. ESU has organised many seminars on equal opportunities, published a handbook on 'no means no', one on equality, and published surveys to follow the steps governments have taken to improve the situation. One of our major successes has been to integrate the social dimension as a fundamental pillar within the Bologna Process. Following this work, we are helping to mainstream equality into the work of all our member unions. During 2007, we have laid special emphasis on the topic of gender equality by developing a gender mainstreaming strategy and organising a major training seminar.

But although equality has been high on the agenda of the student movement, only so much has changed in our universities. Gender equality can be a good example to proof this point. While we can see that women are currently dominating the student population in terms of sheer numbers in the first and more recently in the second cycle, problems still exist. Inside and outside the university, we can still see structural discrimination of half our population. It materialises in a gender pay gap, an under-representation in student unions, male dominated doctoral programmes, a lack of career opportunities and a continuing frustration by those women who still campaign for their rights. We strongly believe that if there is one thing that our generation might be able to improve, it is gender equality.

But we must continuously realise that equality is not just a gender issue. This handbook therefore also covers problems experienced by black students, students with different sexual orientation and all other groups facing structural or increasing discrimination. Especially with the rise of extremist right wing parties focusing purely on hatred against gay people or immigrants, our efforts should increase. Extremist parties were a concern when the first handbook on equality was published, and remain to be so. Recent bans against demonstrations of gay people in Moscow, statements against 'gay propaganda' in education in Poland and the persistency of one parties winning elections by restricting immigration and limiting immigrant rights in for example France, Belgium and The Netherlands are showing that our values are under pressure. An internationalising student community should be aware of these developments and continue to campaign for an open university in which everyone is welcome, regardless of political conviction, religion, ethnical or cultural origin, sexual orientation or social standing.

Tolerance is not enough, discrimination must be fought' remains a central slogan of our organisation. I hope this book helps in our fights.

Koen Geven
ESU chairperson

PART I: INTRODUCTION
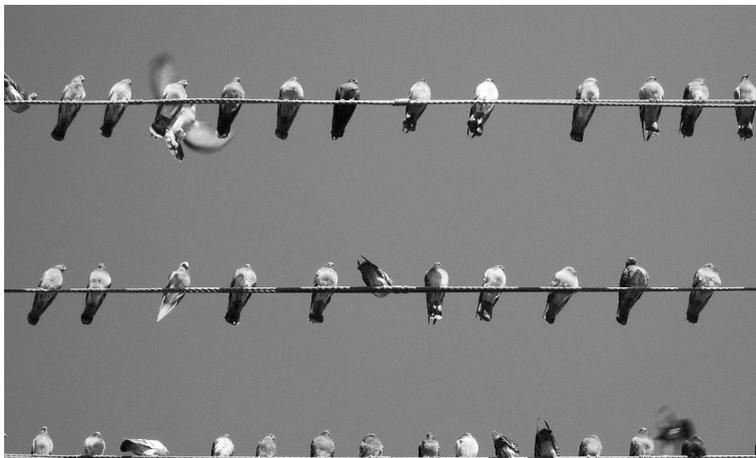
EQUALITY WITH STUDENT EYES – SELECTED RESULTS FROM THE EQUALITY QUESTIONNAIRE

by Maris Malzer, EUL (ex FESU) in the name of Equality Working Group

Introduction

Last spring European Students' Union (ESU) conducted equality survey among its members to map the situation concerning equality in higher education. The survey, which consisted of ten different questions about different groups in broader society and higher education which can be discriminated, was sent to all of ESU's full members and candidates. The groups which can be discriminated were identifies as next: people with disabilities, LGBT people, ethnic and/or cultural minorities, non-academic background and women. Answers came back from 29 different countries and 35 different national student unions (list of countries and members or map)

This article gives a little insight to the findings of the survey. It is crucial to mention that this survey does not relay on statistics but on opinions and understanding of student unions.

Discrimination in society and in higher education

More than half of NUS-es identified that people with disabilities, LGBT people, ethnic and/or cultural minorities and people with non-academic background are being discriminated daily basis in their society. Only one country was sure that people with disabilities are never the subject of discrimination – namely Romania and five other countries were sure that people non-academic background is treated equally in their country (Iceland, Romania, Georgia, Latvia, and Slovakia). Almost the same results were to the question about discrimination in higher education. Only difference was that

amount of countries that was sure that there is no discrimination of any of these groups was higher.

Higher education in its essence should be the place which represents democratic values and innovative environment. Higher education is no longer a benefit of elite but is considered but is considered to be a normal level of education to which the access must be free for anyone who has mental abilities and wish to study there. Access to higher education should not be denied to some groups. More than that, any obstacles which can become decisive weather or not person goes to study, should be removed. Providing everyone equal conditions to obtain education (including higher education) is widely accepted view in modern democratic societies. Taking this into account it is very sad that still majority of countries can not say that they have overcome all the problems with providing safe and non-exclusive environment to every citizen in society and student in higher education.

Some of very often occurring problems which were brought out in open responses:

Many of the LGBT are afraid to tell about their sexual orientation in public, because there is still many prejudices against them.   Women have approximately 20% lower salaries than men and they are rarely seen in the highest positions of the society, especially as the leaders of the big companies.
(Finland, SAMOK)

The survey that SUS conducted among the student population in 2004 showed that there is a high level of discrimination from students towards their peers if they are coming from a different environment/cultural background and with different beliefs (ie. Roma, disabled persons, homosexuals).
(Serbia, SUS)

Discrimination on the level of Student Unions
Tackling the issues concerning minority discrimination starts from the local level which in this case means national student unions. There are varieties of means that can be implemented to fight against discrimination in higher education but sometimes the easiest and often forgotten one is the idea of inclusiveness. It is very hard to even imagine different ways how people can be discriminated if you yourself do not belong to this group. That means that every organization which wants to deal with minority discrimination issues should include as many representatives from minority groups as possible.
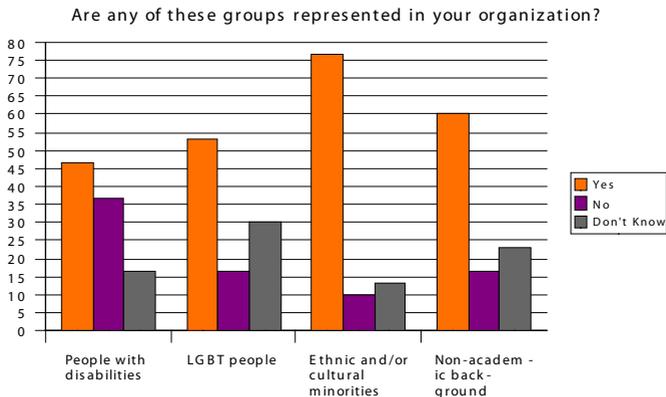
As it can be seen from the chart the situation with minority representation among ESU's members is in some cases quite satisfying. The most problematic situation seems to be with disabled persons. Disability is very wide concept and includes in itself variety of subgroups. That automatically creates the problem that there is no one and ultimate solution for this problem and tackling is a big the damage that challenge, especially if taking into consideration that sometimes the major problem is not even in the higher education but in previous levels of education and in society in general. But of course this does not give any excuse to just close eyes and ignore the problem with the rest of the society. As it was previously mentioned, higher education has always played and should play very important and innovative role in society and therefore including more disabled people in to work of student unions should be one of the biggest goals.

Which was also little bit surprising to find out was that there were many NUS-es (National Union of Students) that even did not know if some groups are represented in their organization or not (also taking into account that there were five questionnaires which had no answer in this question).

In answering question 6 we have looked at SFS in a broad perspective, including our local member associations. We have no percentages, but are well aware that all of the social groups mentioned, sometimes or more often, are not represented within SFS the same way as in society as a whole and we think that this is a problem.
Sweden SFS

I don't know the percentages. For sure they are represented but I'm not sure it is in the same proportion as they are present in the population.
Italy UdU

Solving the problem starts from standing up to it. But of course it is not the easiest thing to include discriminated groups into students' life because by the time they reach to higher education they have been denied of being full member of society. The roots of discrimination do not lie in higher education but in the attitude of society. And that

is the tragedy. Even though if there is no bad or exclusive opinion for example towards gays in student union, it might be the case that because they are so used to of being suppressed in basic school, on streets or anywhere they can not even imagine it could be somehow different.

Fighting discrimination
Legislative basis
Never the less – excuses are easy to find but taking actions to change something is different. If it was asked if student unions have taken any special measures to fight against inequality and discrimination in Higher Education and in country, 23 organizations out of 35 answered yes. This was not so bad but if the open responses were looked it did not seemed so nice any more. Keeping legislation up to date is one of the first means how to tackle discrimination. Most of the countries which answered to the questionnaire are recognize Human Rights in their National legislation but most of the cases there was not a separate law for higher education or even mentioning of equality issues in the law of higher education.

There are a few different pieces of legislation which protect students in HE but they are not HE specific bits of legislation. For example there is disability legislation, the Race Equality Duty and the Gender Duty, all of which apply to HE
United Kingdom NUS

Everybody has rights for education regardless of their political conviction, religion, ethnic or cultural origin, sexual orientation, social standing (Constitution of Ukraine)
Ukraine USC

These are two examples of most common answers to the question if there was any legislation which protected against discrimination in higher education. But there were some exceptions like Norway, Austria, Sweden, Serbia and Bosnia and Herzegovina, which had separate laws for higher education. Including anti discriminative clauses to laws that could show that country takes minority issues seriously on all levels of society.

Other actions
Nevertheless, making good laws is not the most complicated mission but changing values and attitudes is. The answers to the question if the participating organizations had taken any special measures to fight for the wellbeing of discriminated groups in higher education showed in a ways interesting and at the same time predictable data. The most "popular" discriminated group was people with disabilities. It had the highest percentage of Yes answers (60%) and lowest in No (17%). The most "unpopular" group was LGBT, which had the lowest Yes responses (30%) and highest No answers (40%). Ethnic and cultural minorities and Non-academic background were quite equal but it was especially nice that so many organizations have done something in the latter and quite difficult group.

Question: In which of the following spheres has your organization taken any special measures to fight against inequality and discrimination in HE?
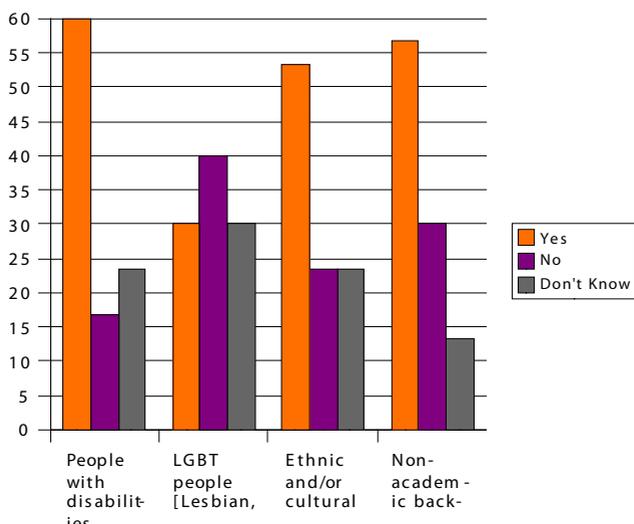
Although to the question, why has not the organization taken any action was most of the cases unanswered, it could be said that often the problems lie in lack of financial resources and staff or in lack of knowledge. It is a clear sign that equality issues still needs wider introduction and acknowledgment in societies. There were separate questions to see what NUS-es have already done.

Disability discrimination

15 NUS-es out of 35 have a policy paper about disability discrimination and 7 are planning it at the moment. There were also quite many organizations that have had or are planning to have trainings, workshops or seminars on given issue. Two thirds of answered organizations have or are going to include people with disabilities as experts to tackle this issue. Some of the examples what has already been done or how student unions deal with this issue are here:

We are planning to conduct a survey on the discrimination against disabled students. We tried to organize a training/seminar for the students in the local student unions, but almost no-one signed for it so it was canceled. We have an unofficial network with the student organizations and the organizations of the disabled to promote the interests and rights of the disabled students.
Finland SAMOK

We have made some campaigns on structural obstacles with the help of some disabled student representative. One of these campaign was meant to show through a stickers all the places where students on a wheelchair could not enter..(a sort of 'shame on the university campaign').
Italy UdU

We do projects together with an organization called 'Handicap en studie', the interest

organization of disabled students.
The Netherlands LSVb

LGBT discrimination
As it was already previously mentioned, this issue is not a subject of very wide discussions. Most of the organizations which answered have no plans to do anything in here (Making a statement on given issue; Organizing trainings for local HE officers on given issue; Organizing seminars, workshops on given issue; Organizing anti-discrimination events; Including LGTB students as experts in making a statement, organizing seminars, workshops etc; Creating a safe space where students can talk to other LGTB people; Providing students' union officers with LGB Equality Training ('Pink Training'); Having a LGTB officer (hired/elected) in your organization). But there are organizations which deal LGBT issues as a theme within all the equality issues.

We had a big anti-discriminatory policy making project in which we have set the directions and institutionalized developing of projects on this matter. However, our organization has some plans to work on this.
Serbia SUS

We have organized general work-shops concerning equality issues, also concentrating on LGBT students. Apart from what is mentioned here, we are also interested in collecting data about discriminated groups in HEI-s.
Estonia EÜL

We have a research officer hired, which currently deals with equality issues (including discrimination owing to sexual orientation and gender equality). We are also working on a handbook for local student unions wanting to work with equality issues.
Sweden SFS

Some of the measures are not taken by fzs, but by our member unions, like: creating a safe space, having a LGBT officer.
Germany FZS

Ethnic and/or cultural discrimination
This subject has average attention among organizations but at the same time there are quite many which are not planning to do anything in this field. Mostly it depends on the countries background and how "hot" is the topic on national level.

For students who come from families where their parents have no academic background, FAGE has been implementing a program called 'Dessine-moi un campus' (a reference to Saint Exupery's 'Le petit Prince). The aim of this program is to fight against the stereotypes and the cultural a priori that pupils in secondary school can have towards Higher Education by considering it as unreachable, too difficult … In this program, there are two parts : one with visits of academic places (universities, university libraries, university restaurants, etc.) and one with a student tutoring a pupil to discover new things, to go to some cultural events, to talk about Higher Education to make it a simple and reachable aim. This has been implemented in a few city organizations of FAGE like in Strasbourg, Reims, etc.

France FAGE

We have the full cooperation of the Commission for Human Rights, Cults and Minority Problems from the Deputy Chamber within Romanian Parliament in any problem that we may encounter. Strong cooperation with the minority's youth/student organizations.
Romania ANOSR

We hold Black Students Conference. We also have a black student's officer and committee. We run national campaigns on issues not directly related to education e.g. campaigning against the racist British National Party (BNP). There is a black student's rep on all other liberation committees.
United Kingdom NUS

The officer hired for this purpose is still getting in action, so everything will start very soon. Some things already have been done: we recently got a full page in a newspaper in Flanders where we complained about discrimination against ethnic and cultural minorities being forgotten in the new legislation. More than 20 people or organizations signed this declaration.
Belgium VVS

Conclusion
Equality among the members of society is widely recognized value in democratic countries but at the same time it is very delicate and mixed feelings bringing up issue. There are many problems in every country with providing equal access and study conditions for all the students in higher education but the level how they tackle these issues is different.

The ESU survey showed that there is still a big need for trainings in this subject. We can identify the existence of good will, but very few concrete actions being undertaken. Students and higher education should strive for a more open minded society and thus we should make more effort to make higher education better place for everyone. Hopefully this survey reminded to all the organizations that there are still some issues to consider and hopefully deal with in the nearest future.

BM52 SEMINAR "COMBATING DISCRIMINATION WITHIN HIGHER EDUCATION"

By European Students' Union

In London, from the 6th to the 9th May 2007, numerous student activists from all around Europe have gathered to discuss the issues of Equality and Discrimination within Higher Education. The aim of European Students' Union (ESU), in cooperation with National Union of Students of the United Kingdom – NUS UK, was to create an open forum for discussion on equality in the field of higher education and provide an opportunity for student unions to share their experiences and good practices in combating discrimination. We wished to bring fresh ideas on developing effective and democratic structures responsible for promoting equality and raise the issue of inclusiveness in higher education within European Higher Education Area. The most wanted outcome was to empower those same student activists to put the issue of equality on the top of their agendas, along with concrete tasks of publishing this very Handbook and updating ESU's Policy Paper on Equal Opportunities.

During those three days, the participants had an opportunity to participate in panels, a Knowledge Café, public presentations and workshops. The opening panel session, followed by a presentation of the All Different All Equal campaign, was on the topic of "Campaigning against discrimination". The importance of awareness raising and campaigning was emphasized by our panelists, Bettina Schwarzmayr, president of the European Youth Forum and Kat Start, National Woman's Officer of NUS UK. Presenting the best European wide examples, along with the strong experience from NUS UK in the field, inspired participants to further develop their campaigning skills and discuss possible concrete know how they could bring home. The second panel session has focused on the "Discrimination in South Eastern Europe" presented by the professor Pavel Zgaga, from the University of Ljubljana in Slovenia. This region was chosen for the focus due to its strong multicultural and multiethnic environment and it was further examined how the recent history and societal environment affect the discrimination issues, also within academia. It has been emphasized how much the overall societal conditions influence the academia, but also it has been pointed out that the students can be that social force which can ask for a change of the society's direction and build upon a new culture of understanding and mutual respect.

The interview panel, which was aiming at "Finding solutions to different forms of discrimination in Higher Education", presented 5 panel members - Milica Popovic, member of the Gender Equality Committee of ESU; Pelle Rodin, vice president of SFS, member of the Equality Working Group of ESU; Kay Hampton, head of the Commission for Racial Equality (CRE); Linda Elstadt, board of the Association of Nordic LGBT (ANSO) and Roger van der Wal, representative of the disabled students. After the presentations on the topics the panelists had special expertise in and on their own background and experience, participants split into small groups and had an opportunity to further discuss the issues risen during the panel with the panelists. The questions raised were mostly concerning institutional mechanisms for combating discrimination and which tools can student unions use to pressure their universities and governments to start putting into place such mechanisms.

The knowledge café, a successful educational method, consisted of 7 small working groups on different topics (gender, socio-economic background, racism, handicap, sexuality, minorities and ICT) in which participants interacted with each other and discussed their national situation/personal experiences regarding these forms of discrimination. Exchanging experiences is an essential part of ESU seminars and always brings out a lot of good and bad practices from which we can all learn.

The participants could chose one of the six workshops to discuss in detail each of the spheres of students rights – relation between students and national unions of students in relation to the access to higher education, duration and completion of studies, as well the relation, concerning those same three time frames of students' path through the university, between higher education institutions and legislation frameworks. The workshops were planned over three sessions, across three days: Obstacles, Methods and Implementation/Follow-up where the participants could, besides analyzing the situation, also come up with possible solutions and further actions. The workshops have proved that the issues of discrimination within higher education, unfortunately, do appear all over the European continent and do not differ significantly from country to country. Exactly that's why we need to build a stronger student movement which can lead the implementation of combating mechanisms on higher education institutions and create a different atmosphere on universities.

PART II: WHAT DOES INEQUALITY MEAN FOR EUROPEAN HIGHER EDUCATION AREA?

DISCRIMINATION ON THE BASIS OF SOCIO-ECONOMIC BACKGROUND

by Angelika Striedinger, Sociology Student and ESU Almumni

Tuition fees, entrance tests, interviews, assessment centers, knock-out-tests. The common factor of all those things is not only that they narrow the access to university and education, but they also select students on the basis of their social backgrounds. Social selection means a – conscious or unconscious – differentiation caused by the societal, social and financial situation of a person, it puts obstacles in the way towards education especially for those who, due to their background, already have a tough starting point.

Nothing determines education decisions and progression as strongly as the social background. Generally, one can say that students from lower socio-economic, non-academic backgrounds are clearly underrepresented in universities. The creation of equal chances in the education system was the grand idea of the 70ies, and in many countries, the abolishment of tuition fees marked the starting point for a massive increase in attainment of higher education. This opening of universities also had an impact on the composition of students: the over-representation of students from socially strong backgrounds decreased and especially women increasingly entered higher education. Still, the numbers didn't show the intended effect of a social mix. Politicians and education experts often conclude that the free and equal access to higher education failed – and

thus can be removed without consequences.

This argumentation ignores the fact that access to higher education that doesn't cost money is not per se free. Selection already happens far before the potential access to higher education; it starts from the birth and comes into effect in different forms and places. In countries, where school students decide at the ages of 10 and/ or 14 years, which education path they want to follow, studies show that those decisions are only seldom reversible – and that they are strongly determined by the social background of the individual. Social factors that are a major factor in the individual career path and chances are often not visible at first sight and thus get overseen, ignored or consciously denied.

In the knowledge society of the 21st century, one dogma seems to become ever stronger: "You can do it, if you want to!" Achievement is the point of focus, which should objectively make the individual find her/ his place in society. Despite this ideology, studies show that there is no objective concept of achievement – on the contrary, this concept is again a means of social reproduction: "It is not true that we're dealing with a meritocracy [...] but with the reproduction of power and class relations", explains education researcher Michael Hartmann. "The current social conflicts are about who will belong to the winners, and who will belong to the losers. Elite schools and universities have an important social function in this conflict. They provide a stronger isolation of the higher circles of society in the education system against the lower ones."

This kind of reproduction of social conditions takes place when the life and career chances basically stay the same over several generations within one social group. Education science analyses four factors that are relevant for keeping up existing social structures: socialisation, i.e. the integration in society and (unconscious) incorporation of its norms and values; qualification, meaning a transfer of knowledge and abilities; allocation, which means the attribution to a certain social group; and selection, for example at the access to education.

Cultural Capital
In this context, the French sociologist Pierre Bourdieu showed that social inequalities are dependent on more factors than just the economic capital, which includes all available financial means. One main factor is the so-called cultural capital, especially the incorporated cultural capital: knowledge holdings, internalised through processes of socialisation and education in the family and schools, abilities and personality traits, and furthermore the (unconscious) image of social order and hierarchy – in short, the internalised experience as a member of a social group. All those experiences become manifest in the personality and automatically and unconsciously steer the behaviour of a person. This habitus takes different shapes, depending on the social origin. Within a social group, due to similar socialisation experiences, the members develop a similar habitus, which is expressed in cognitions, attitudes, opinions, behaviours, language and form. If the habitus of a person is not "right" or "adequate" to the actual social environment (e.g. the academic environment "university"), a feeling of being out of place or not belonging here comes up. This appears through a certain feeling of being overburdened, insecurity at oral exams, and often results in a drop-out of students from lower social backgrounds. Retreat from the alien environment causes self-selection, added

with that kind of selection that comes into effect through those individuals who have the "right" habitus incorporated: distance or disrespect, cause by not seeing the other as one's own kind.

Children of families with an academic background already incorporate a lot of this cultural capital in their childhood, which makes it easier for them to use and expand it along their further education path. Children from less privileged social layers have a lot of catching up to do in order to comply with the norm. What can be observed at this point is that especially the habitus of social elites is rewarded, while people from lower socio-economic backgrounds are sanctioned for what is taken as their personal failure, but in fact caused by different socialisation. Studies show that the main point of judgement at oral exams and interviews is not knowledge, but self-presentation, communication skills and a certain "culture" – all of those being tightly conjoint with the habitus of social elites. If those expectations are not fulfilled, this is interpreted as a lack of qualification. Simply because of those facts, any kind of selection, even so-called "objective assessments of performance", are automatically selective on the basis of socio-economic backgrounds. Every obstacle increasingly pushes students from non-academic backgrounds out of the education system. The more elitist those systems are, the stronger is the effect of selection.

The habitus of a person is accompanied by the institutionalised cultural capital in the form of certificates, references, diplomas and international experience, which form differentiations that will determine an individual's future. Another factor is the duration of studies, where again students from disadvantaged financial and social backgrounds are discriminated, having to work in order to finance their study. Bourdieu calls this "postponed elimination" through "wrong" decisions in the education path and a lack of prestigious cultural capital: They don't always show immediately, but can come into effect later, e.g. at the access to powerful positions in society.

All those forms of capital are caused by – and further cause – the equipment with economic capital: With a lack of financial resources comes a lack of the necessary purchases (the so-called objectified cultural capital in the form of books, art collections, musical instruments etc.), and fewer possibilities for the individuals to incorporate cultural capital themselves, as well as a lack of necessary contacts and relations (social capital). The lower one stands on the ladder of social hierarchy, the smaller are the chances to climb further up.

Facts & Figures
Policy-making today is strongly influenced by facts and figures, partly gathered in serious research, partly drawn up to spare discussion in order to fulfil ideological purposes. Finding out and knowing those numbers therefore doesn't only make sense for an analysis of the situation, but also in order to be able to make a point in political discussions and lobbying.

In all European countries, the share of higher education students with working-class fathers is lower than the share of working-class families in society . Vice versa, the share of higher education students from families with an academic background is higher than the share of families with an academic background in the whole society . Those num-

bers show that higher education institutions are a point of accumulation of those young people who grew up in an environment where they could learn an academic habitus, while those who did not have the chance to do so are less represented there.

Once in the system of higher education, also the choice of the field of study depends to a certain extent on the social background of students. Reimer and Pollak propose four dimensions along which students from different classes take different decisions concerning their academic field: 1) perceived difficulty of a field of study, 2) typical study length, 3) perceived job security of a field, 4) opportunities to enter the upper service class and achieve high incomes. A high degree of (perceived) difficulty keeps risk-avoiding working class offspring from entering those subjects, just like a typically long duration of study due to higher costs and a longer time-span until money-earning starts. Perceived job security acts as an incentive for students from working-class backgrounds, while the opportunities provided by a field of study to enter the upper service class and achieve high incomes is mainly an incentive for upper service class offspring. Students with a higher socio-economic background thus tend to study fields such as law and medicine, while students from lower backgrounds especially choose teacher's education and engineering studies.

In recent years, students – especially the European Student Union – claimed social indicators as a central element of the regular stocktaking- and progress reports in the framework of on the one hand the Bologna Process, and on the other hand the EU Lisbon Strategy. So far, this approach started to show results on the European level, while not yet having trickled down to the national level, while at the same time expenses for studying and living costs are increasing. An analysis shows that only eight countries took action towards decreasing social barriers for students, while in the other countries either nothing happened, or governments introduced even more socially selective measures, such as tuition fees . The extent of discussion on this issue, which is an indicator for the importance assigned to it by politics, is lower than the discussions on other issues related to the Bologna Process. Only a quarter of the countries participating in this process seems to have any data available that could provide a qualified discussion on the social background of students . Within its Lisbon Strategy, the EU also follows aims concerning the access to higher education: "facilitating the access of all to education and training systems", yet without analysing the social backgrounds of the students and their attendance in higher education. Coming years will show whether the EU will fulfil its lip service to collect more data on the issue of social inclusion - and which priority it will assign to this issue.

GENDER DISCRIMINATION

by Karin Björklund and Anna-Clara Olsson, revised by Lotta Ljungquist and Pascal Hartmann

Introduction

We live in a society that treats women and men differently, on the basis of their sex. As being a part of a non-equal society, the Higher Education is not excluded of gender-inequalities.

One of the goals of the women's movement during the 19th century and the early 20th century has been to strive for women's access to education. Although it might seem that this goal has been achieved and that legislation and formal obstacles hindering women to get into the Higher Education have been abolished, representation of women in academia is still not at the rosiest point. On one side women are well represented on graduate and undergraduate levels in the European HE system, but when it comes to pursuing an academic career, women still face many obstacles and are highly under represented on the higher levels of hierarchy.

Even though society might have developed towards being more equal and democratic during the last centuries, a person's sex is still perceived as the main category we cluster people within. Research has shown that the first thing we think of when we see a person, is whether it a female or a male person. There is a difference between "gender" and "sex"; sex being the biological sex, into which a person was born (NB – doesn't only have to be a woman or a man), and gender into which a person socialises into behave as a female person or a male person. This is also what is called the gender-construction; society constructs and reconstructs different standards of how a person is supposed to behave just because "she" is a "she" and "he" is a "he". Women are not biologically worse drivers than men – this is only a perception. And how do we know this? A short answer: there were no cars in the beginning. This socialisation occurs, mostly unconsciously, everywhere in society and can also be shown throughout a persons' whole lifetime, from girls and boys being socialised into becoming a woman or a man already in the cradle, on the basis of gender roles and stereotypes. The fact that women still earn considerably less than their male colleagues, even though having the same qualifications, is an example of these gender-perceived stereotypes, as well at the common belief that women and men are not equally suited for specific activities and professions. The perception that male merits, efforts and skills are commonly perceived as being of a higher status than typical female ones is another one. This general construction of gender opposing male to female also makes the foundation to a society, where male are usually in a higher hierarchical position. This patriarchal perception of society is supported by linguistic constructions, as e.g. many Slavic, Roman and Germanic languages usually use a male plural form addressing a mixed group. Hereby women get diminished. Another characteristic of language holding up a gender structure on certain profession is the use of male forms for typically male professions and vice versa. Or have you ever thought of contacting a lawyeress for trial or asking your cleaning mister to come a little bit more early?

The persisting lack of equality is a problem not only affecting and shaping our daily lives as individuals, but also the society as a whole. Equality between women and men is a matter of justice and democracy and gender related discrimination is a violation of

the human rights of women. The distribution of political power, economic resources and social privileges and opportunities should not be subject to a gender bias in a democratic society. Nor should it be overseen that inequality between women and men has also influenced and is still influencing the quality of higher education. The beliefs and ideologies, which have been excluding women from participating in higher education, have resulted in a view of science and education, excluding the bodies, lives and experiences of women from being a suitable subject for research and education. The fact that the male body has been the primarily object within heart medicine, for example, has had to some severe consequences, when doctors actually haven not understood women's symptoms of heart attacks as being heart attacks, but being "only" tooth ache.

The development of theory and method is affected by the same mechanisms, resulting in scientific results that are inadequate when it comes to analysing issues of gender and power in our society. The education system is a key in changing attitudes and norms in society. The academic system has the potential to challenge norms and structures of power in the society, but unfortunately the academia reproduces them instead. The role of higher education in general, and even more so the role of the student movement, as a catalyst for social change cannot be ignored, and makes gender equality an important issue and responsibility for student organisations. Finally it should not be forgotten, that a gender perspective can be seen in every aspect of daily life, and can therefore also be seen in every aspect of and issue within the Higher Education.

Direct discrimination towards women
Women face gender-related violence and sexual abuse to a much higher extent than men and are much more commonly harassed in their working or studying environment. The direct discrimination in the form of sexual harassment can be defined as any unwelcome pressure for sexual favours, or any offensive emphasis on the gender or sexual orientation of another person. Such kind of behaviour creates an intimidating, hostile or offensive learning environment. Students, lecturers, university and college staff can be both the victims and perpetrators of sexual harassment. In the majority of cases of sexual harassment and sexual violence women are the ones who suffer. Persons in power are given a position to misuse the dependency of the suppressed by making the dependent invisible, withholding information, ridiculing, double punishing and creating a blame shame situation which creates uncertainty and weakness within the person experiencing them. These techniques, referred to as master suppression techniques or domination techniques are commonly used in male-female interaction. The name of the phenomenon is self-describing; one person uses different ways of action to dominate or suppress another person, consciously or unconsciously.

Often the borders of intimacy are not accepted. This includes unwanted sexual behaviour from harassment to violence, pressure, and abuse of power, disrespect and making the victim dependent. From a feminist point of view sexual harassment can be seen as an expression of male power. It is a way of denying female students and teachers their right to be met as professionals by making them sexual objects or ridiculing them in a way that is connected to their sex by commenting on their looks, their clothing or on the abilities or characteristics of women as a group. From this point of view, sexual harassment is part of a larger and structural issue of equality. Others see sexual harassment as an individual problem, and thus being an issue of single individuals lacking

ability to act in a professional way and respect the limits that are set by colleges and students.

Gender segregation in Higher Education
On the more societal perspective there can be seen a structural discrimination of women, when it comes to gender based segregation in higher education. This phenomenon is often referred to as the gender pyramid. In higher education there are a large number of female students at the bottom and a disproportionately small numbers of female professors and academic leaders at the top. Statistics show that women are under represented among the research staff and as receivers of research grants through the system of higher education.

The gender-based segregation in higher education works in three different ways. There is, as already mentioned, a vertical segregation, meaning that women are well represented on undergraduate levels and in many countries on graduate levels but then mysteriously disappear out of the academic system, making the share of women lower and lower higher up in the hierarchies. This phenomenon, with certain groups dropping out at certain levels during studies, is sometimes also referred to a leaking pipe-line. Statistics show that while female students came up to 54% of the students' population of the EU-25, their number is slightly dipping till the first possible academic post, where their proportion is of 42%. Though considering the single highest posts in which research is normally conducted women make only up 15%. There is also a horizontal segregation, meaning that female students and faculty members are found in different areas of the academy than the male, studying different disciplines. Within the disciplines of social science and liberal arts the share of women on higher positions is substantially higher, even though the female professors are still very much outnumbered by the male. The horizontal separation runs all the way down to different fields and subject within disciplines. Statistics show that for example in the EU as a whole, women contribute to 43% of PhD graduates. While approximately 51% of the graduates at this level are women in humanities, arts, health and welfare, only 43,1% of graduates in law, social sciences and business, 40% of those in science, mathematics and computing and finally only 21,9% of those in engineering are women. Considering researchers, 14% of male researchers would have to change their field in order to equalise the presence of women and men. There is also a "contractual" segregation, meaning that men are more often found on permanent research tenures while women more often have limited tenures and funding.

What are the reasons behind the divisions – nature or society?
There is a widely spread picture of the academy as the field for fair contest between brilliant minds, where no attention is being paid to things like the gender, ethnicity or physical abilities of the competing and where staff positions and grants for research is distributed on no other grounds than merits and scholarly achievements. From such a point of view, the lack of women on higher levels in the academic system might appear as the result of poorer performances or lacking ambitions, or even of poorer intelligence and talent. Are women less intelligent than men or are there other reasons for the lack of women on leading positions?

This is not the only picture of the academic system. It can also be seen within a context

where personal contacts and informal networks are essential to advance. Comparing it to the French sociologist Bourdieu's theory stating that every member of society occupies a position in a multidimensional social space considering the amount of the social, cultural and symbolical capital she or he possesses. In a society where most of the upper hierarchy is consisted of men it might be much harder for a women to acquire social capital, thus the right networks, acquaintances. The down side of the peer-review system becomes visible when men in influential positions act as so called gatekeepers, blocking the career paths of women and promoting the careers of other men. This creates barriers between levels of the pyramid, commonly termed "glass ceilings", that works as obstacles for female students to progress to and beyond postgraduate studies and into academic careers, eventually leading to positions as professors and academic leaders.

Discrimination of women in admission to PhD studies, in giving grants for research or in employment on higher levels of the educational system is often a result of unintentional undervaluing of the merits of women in comparison to the merits of men, rather than intentionally attempts to exclude them. Merits and skills are not things worn visibly, but something that must be seen and recognised, as are knowledge and achievements. If teachers, tutors and colleagues do not take the time to listen to what female students and staff members have to say and read what they have written they will not be able to notice if the work is good. And if female students and staff members are not taken seriously, expected to perform on the same level as their male colleges and given the same amount of encouragement and constructive criticism and feedback, they will not be able to perform as well as they could. The lack of women also includes the lack of role models, which leads to a negative spiral; if women don't see women in different areas of the higher education, they might (unconsciously) not feel welcome to even try to start working/studying within different fields or reach upper levels.

The construction of gender and science
The lack of women in higher positions in the academic system is not a coincident or a result of lacking ambitions or skills among women, but a result of structures of power and gender in society. An important part of this order or this construction of gender is the male norm, meaning that femininity and masculinity are not only constructed as opposite factors, but also that men and masculinity is constructed as the normal model for humanity, and women and femininity is constructed as something different and deviating from that. This influences the way we think and how we perceive the world and have consequences in a number of areas, including how we think about science and what we consider to define "the promising student" and the "talented researcher". Systematic, rational, logical and objective are adjectives often used when defining what science is about. These concepts are also connected with ideas of masculinity and constructed as male characteristics, and thereby as opposites from female characteristics.

Until the beginning of the 20th century a direct connection was made between the ideas about science and feminine and masculine characteristics and the actual abilities of individual women and men. Plato, Aristotle, Descartes, Kant and Freud all agreed that women were unable to perform the kind of independent and critical thinking required for philosophy or other academic disciplines. Today few people would claim that women are unable or unsuitable for studying, teaching and performing research within

the higher education system, but the connections between the construction of science and the construction of masculinity remains. The construction of femininity on the other hand is still in many ways connected with the concept of being a wife, mother or sex object rather than with the concept of being an independent professional and scholar. These constructions of gender affect our expectations and our perception in the every day interaction with other people. The same behaviour might very well be perceived in a different way, depending on the gender of the person acting. Women that behave in the way traditionally expected from a man, which is often necessary for a woman pursuing an academic career, might be considered dominant, unfriendly and difficult to co operate with. Women are also often expected to take more responsibility for the social climate in the working place, and to confirm and support their male colleges.

Changing the curriculum

A look at the core curriculum of higher education could easily give the impression that there have been very few women alive through history. Disciplines like history, philosophy, literature and political science focus on the lives and works of men and disciplines like medicine only recently started to pay attention to the living conditions and health problems of women as well as to the specific conditions and problems of men.

One explanation for the lack of women in the curriculum is that women through history haven't done, thought or written anything worth studying. Another explanation would be that the definition of areas suitable for scientific study has been made in a way that to a large extent exclude the lives and experiences of women in favour for those of men. The male norm previously discussed permeates the dominant meaning system that informs our curricula. This becomes visible in the false generalization that takes a few privileged men from a particular tradition to be the inclusive term, the norm, and the ideal for all. As philosopher Elizabeth Minnich exemplifies: "When we do not say "white men's literature" and do say "black women's literature", we are reflecting and perpetuating a kind of knowledge in which white men's literature is seen as literature itself". The fact that women, and large groups of men, are missing as objects of knowledge is not the result of a prolonged and unfortunate fit of academic absentmindedness, but of a dominant culture that have defined the lives and works of men of certain races and classes as the only ones relevant and important to study. Knowledge of women and women's lives doesn't easily fit into the curricula, theory and method that are developed on the basis of the male norm. To be compatible, new knowledge must build on the same presumption as the earlier works. Research that focuses on women, gender and power does not easily mix with theory or research that does not only focus on men, but also claims that men are the norm for humanity. To quote Charlotte Bunch on the issue of integrating knowledge about women in the mainstream curriculum: "You can't just add women and stir". To integrate research and knowledge about women and about issues of gender and power in mainstream education and research, it must be allowed to change and affect the rest of the curriculum.

Student organisations – progressive force and part of an unequal society

Student and student organisations have often taken an important role as promoters of equality in Higher Education. Student initiated projects fighting sexual harassment and discrimination and promoting equality are common on local as well as national level and many student representatives are devoted to working with equality issues.

As student unions and other student organisations are a part of society, they are affected by the norms and structures of power that are dominant. Whenever these norms and structures are not actively made visible and challenged they are reproduced. The pattern of women having less influence and political power than men is visible in most student organisations. The informal networks previously mentioned as important for career advancements in the academic system are often formed early on, and the student movement is no exception from the pattern of men promoting other men. Being a student often means taking part of social activities or at least spending time in a social environment connected to student organisations. Sexist attitudes and sexual harassment occurs in these environments as well as elsewhere. Student organisations working with gender equality therefore have a complex task, working to change attitudes and structures within the own organisation as well as in the institutions of Higher Education.

HIGHER EDUCATION, A PLACE OF OBJECTIVE SCIENCE?

By Linda Elstad, ANSO – the Association of Nordic LGBTQ Student Organizations

Today there is little debate, if any, on the consequences of normativity within higher education. There is a widely spread understanding, that universities are and should be free from ideological influences, political opinions or trends, and that they are places where science is produced, and that this science is objective. It is time to update this understanding.

Higher education is a norm. Norms, at first sight not obvious, are embedded within the educational system, norms about gender and gender expression, ethnicity, ability, sexual orientation, sometimes age or belief. The norms tell us what/who is normal or abnormal, what behavior is accepted, and which is not. Without the deviant, there would not be normality. Those abiding the norms are rewarded, those who do not, are punished for their disobedience, and punishments vary from erroneous assumptions about certain "groups", ignorance, invisibility and exclusion to psychological and physical violence. These norms help uphold discriminatory structures.

Universities are products of our societies, where the professionals of tomorrow are under construction. Future teachers, lawyers, psychologists, nurses, politicians, physicians, are educated, in structures that are claimed to be neutral. But there are no neutral structures, unless otherwise stated, the structures reinforce societal norms. Universities reflect the society, they are part of and reproduce the same norms. The assumption that science is objective is highly misleading since the science produced is colored by the society we live in, and it is full of norms, it is biased, it is subjective, it is gendered (male), it has a sexual orientation (straight), it has an ethnicity (white), and it is not disabled, it is probably middle or upper class.

One might ask oneself what sexual orientation has to do with higher education? Why is it important to talk about it, when it is "private"? And why do student unions need to know what heteronormativity is?

Heteronormativity
Firstly, everyone has a sexual orientation. But there is only one that is visible, recognized and rewarded. Some argue that sexuality is a private matter, but it is not. When we see a happy nuclear family in advertisements for chocolate, we usually do not see the sexual orientation that is also displayed, which we definitely would have, had the family portrayed consisted of two mothers and their children. Psychology students read theories about why you become homosexual, but no single question is asked about why you become heterosexual. These are two results of heteronormativity.

Heteronormativity limits who we are and who are we allowed to be. And it affects everyone, not only LGBT (lesbian, gay, bisexual and transgender) people, it sets up rules for how families should look, how to be a man or woman, how you love and whom. Heteronormativity teaches us that men and women are opposites that complete and

need each other. Heteronormativity also tells us that men have to be masculine and women feminine. If you break this pattern, there will be consequences to pay. Heteronormativity tells you what body language to use, what clothes to wear, what profession to choose, where hair is appropriate on your body, how high your heels are and the fragrance of your deodorant.

Heteronormativity is what provides space for homophobia, and the consequences are sometimes dire for LGBT people or people who are suspected to be LGBT. They can face violence, social exclusion, dropping out of educations, having difficulties finding jobs or keeping them. It means fear of being "outed", it means a higher suicidal rate and financial difficulties if you are thrown out of your home. It means invisibility in society. And it means invisibility in higher education.

Heteronormativity in higher education
There are at least two sides to heteronormativity in higher education, besides what was already mentioned: literature used during education and what the teaching staff say or do. Both of these highly influence the standard of the educational level.

Studies show that in a wide range of books in a number of scientific fields, the picture of LGBT people is either erroneous and prejudiced or simply invisible. Good examples of representation are very hard to find. For instance, in psychology literature , you would find a number of colorful theories about why someone becomes homosexual, only to also find that all theories have been dismissed, no evidence has ever been found. Why would you then state them? And why is there no question about how or why you become heterosexual?

Teacher students at the largest teacher institute in Sweden do not have any training dealing with questions about sexuality, even though later in their work they will encounter numerous young people who will need support in their search for themselves. They also have to be able to deal with bullying and prejudices in the classroom. If the Teacher Institutes do not provide the students with enough skills to make them inclusive for all students, who will?

"Teaching can never be a neutral activity. The ways we define our disciplines, the texts we teach, the ways in which we teach them, the ways we set up our classrooms, the methods by which we evaluate our students--all these choices (whether our own or not) embody specific ideological assumptions and have far-reaching effects both inside and outside the classroom. Any anti-homophobic pedagogy will impact all methodologies and epistemologies, both those explicitly concerned with homosexuality and those which seem to be ignorant of--or even hostile to--gay concerns. Whether we teach gay texts or not, whether in fact we have any say over the texts we teach or not, it is in the ways in which we read and teach all texts and the ways in which we organize our classrooms and construct our students that we must most relentlessly deploy anti-homophobic agendas."

Schools of Medicine teach students how to treat patients, but they are also taught stereotypes . There are "typical" patients used as examples, for instance "the HIV-infected African man", gay men can be referred to people with "risky lifestyles" and "the

oppressed young Muslim woman" is showing prejudice based on belief. The study also shows how LGBT people never are the everyday example, but only used to show difference, hence making heterosexuality normality.

When it comes to for instance Political Science, it is likely to contribute to methodology problems. What surveys don't ask for will of course not be accounted for, so LGBT-blind studies will reinforce the idea that there are no LGBT persons, families or children.

History is meant for putting the present in a larger context. We learn about conflicts, wars and developments but rarely LGBT people fit into it. Rumors about important historic personalities and their possible homosexuality are silenced and considered shameful. And did you know that the pink triangle that you sometimes can see as a symbol for the LGBT movement, was a symbol used in concentration camps during World War II? When Jews were labeled with a yellow star, gay men were labeled with pink triangles. Lesbians wore black triangles, meaning "Asocial". History today does not show the history for all.

Language classes often use examples for translation. When did you last see an exercise with a same-sex couple to translate? Biology teaches us about reproduction and sexuality, failing to acknowledge that not all fit the norms. If homo- or bisexuality is mentioned, it is usually a few lines in a separate paragraph, which reveals that the rest of the chapter or book is about heterosexuals.

All these examples may seem in isolation harmless enough, but what they do is reinforce structures from which homophobia feeds from. Heteronormativity is a quality problem, as are racism and sexism, and needs to be dealt with from an institutional level. Not only does a heteronormative educational system produce science of poor quality, it also continues to add to the exclusion of groups already marginalized. It does not provide the students with enough tools to be inclusive in their future professional life.

We believe that higher education is a key to changing the more inclusive society of tomorrow. Students of today will be decision and policy makers of tomorrow. They will take care of our children, meet us when we need medical care and write history. That history has to tell the history of the diverse society we are in.

Normativity in student unions

There are a number of ways in which excluding structures work. When looking at the study environment, it is important to assess how much is the university or the student union itself a friendly environment and welcoming. Are there any institutional measures being taken to prevent discrimination or harassment? Universities have to be places where students can be themselves without fear of discrimination. This means students should be able to be open about their sexual orientation, and that this does not only apply to heterosexual students. It also means that fellow students have a responsibility to help to create that kind of atmosphere. Furthermore, it means that student unions should be aware of their signals, about who is welcome and who is not. Is it a student union for ALL students regardless of sex, gender, sexual orientation, age,

ethnicity, ability or religious belief, socio-economic background? Are there structures which exclude groups of people? Are the union premises accessible by wheelchair? For a person visually impaired? Who is portrayed in the union promotion materials? Students of all colors? The union might organize a ball, is everyone welcome, regardless of the gender of their partner? Can a woman in head-scarf be elected president of the union? Does the union board or steering committee represent the student population regarding for instance gender? Are there any measures being taken to encourage underrepresented groups to enter higher education?

A question highly relevant is if there is any anti-discrimination legislation covering students in higher education. If there is, the student unions have a responsibility to know it and know how to support students who are victims of discrimination or harassment. If there is no such legislation, the National Union of Students should include lobbying for it in its work, to ensure a safe environment for all students.

Representation is one way of showing who is included, rewarded and welcome in the organization. Another way for student unions to work for equal opportunities for all students is to ask the very same questions as posed above when it comes to the university and the study environment provided there. A third very important part is to consider what is said and transmitted through different educational programs. The student union probably works with monitoring the quality of higher education. In that work, it is also important to realize in what ways normativity of this kind compromises the quality of the education and research. One specific form is heteronormativity, which influences everybody but is hardly talked about, especially its consequences in higher education.

Discrimination on different bases – disabilities, religion and ethnic and cultural identity
Discrimination in Higher Education, as much as in the whole society, can appear on different bases. The list presented in this Handbook is surely not comprehensive and exhaustive, and many different bases of discrimination appear on different occasions at different times. While providing references to further literature, we wanted to tickle your minds with two bases we have chosen out of the basket as the hottest issues within EHEA today – disability and religion and one case study of an emerging issue all throughout Europe and not only in the affected areas of the continent – ethnic and cultural identity.

ARE OUR UNIVERSITIES ACCESSIBLE FOR ALL?

By VSS-UNES-USU

Disability can be defined as a condition that limits, as a result of an illness, injury or physical handicap, persons one or more life activities. The term disability encapsulates a great number of different functional limitations: people may be disabled by physical, intellectual or sensory impairment, medical conditions or mental illness. Such impairments, conditions or illnesses may be permanent or temporary in nature. "It has been estimated that, on average 10% of the world population has some kind of form of disability. For the nearly 800 million populations of the 43 Council of Europe member states, that would mean some 80 million persons with disabilities. Despite the progress made in recent years in numerous areas, many people with disabilities in Europe today are still faced with barriers to equal opportunities and full participation in the life of the community, such as low levels of education and vocational training; high unemployment rates; low income; obstacles in the physical environments; social exclusion; intolerance, clichés and stereotypes; direct or indirect discrimination; violence, ill-treatment and abuse. According to a Euro barometer survey of 2001, 97% of the people interviewed think that something should be done to ensure better integration of people with disabilities into society."

Students with disabilities are one of the minority groups in higher education. Disability discrimination takes many forms, both overt, in the deliberate denial of access services because of disability, and covert, for example in speaking over the head of a wheelchair user. In the context of higher education, disability discrimination can arise at all levels, including the admissions process, assessment, didactic, and, in a wider sense, mobility. The situation with disabled students is best in the Scandinavian countries, followed by Germany but sadly in other European countries, there is still long way to go. Education is one of the basic human rights and it is aimed towards full personal development and to the strengthening of respect for human rights and fundamental freedoms. It also promotes the culture and understanding of active, critical and constructive participation in society. Everyone should have equal opportunities to fulfil their potential and therefore any kind of discrimination can not be tolerated in higher education and strong measures should be implemented to improve the situation.

The problems experienced are various. Many disabilities (especially visual and audio impairments) are not visible. Physical disabilities are visible and can therefore be accepted and recognised more easily. If we do not know that somebody has a disability, we usually do not take special care or adjust the way we communicate. Often if a disability is visible, we feel embarrassed to behave "normal" (meaning the way we behave towards people without disabilities). We do not know where to look at, because it might seem that we are starring; we do not talk about the disability although we have questions, because we might seem curious where we should not be; we might feel disgusted and think it is wrong, because of the way the disability shows. The main problem is that we have difficulties accepting that disabilities are a part of our society and that people with disabilities are an equal part of the society too. Whatever we do, think, ask – we feel that the person with a disability facing us is changing our own behaviour. This however can be changed through the contact to people with disabilities. Prejudges and attitudes always depend on our experiences, our information, our way of looking at

things.

Creating a welcoming atmosphere within Higher Education
There are many different ways how to fight against disability discrimination. Sometimes even the smallest things can result as a huge step. Infrastructural changes can depend on huge amounts of financial measures and therefore improvements can be waited for a long period of time. But there are lot of small things that can be done by student unions or other people that do not need so big investments. For example:

> • writing invitations for events also in Braille and creating web pages that are accessible for blind and visually impaired persons;
> • supplying information for students with disabilities over internet and in information pamphlets;
> • being flexible and open for trying out new ways of lecturing and supplying information;
> • accepting students with disabilities as an expert on their own situation and motivating them to participate in events;
> • being a good example - in order to help to change attitudes of others have an attitude of equality and live according to it;
> • when organising an event, searching for buildings/rooms that are accessible for students with physical disabilities;
> • providing personal support for students with disabilities if needed etc.

The Empowerment Strategies
One very big and important step for creating equal opportunities for people with disabilities is empowerment. The theory of empowerment says that this is a method for equipping a group of people with the knowledge, skills and resources they need in order to change and improve the quality of their own lives and their community. This initiative may come from within the group or it may be facilitated and supported through external agencies. Disabled students should be considered as the best experts when talking about obstacles in higher education and removing them. They should be granted opportunity to gather and discuss their problems among each other, to make suggestions for various developments.
It is obvious that accessibility plays a major role when talking about participation in higher education. Accessibility is not only understood as physical access to facilities of universities but also that success in higher education does not depend on physical and sensory abilities of a person but only on his/hers academic merit. Increasing disabled students voice about their problems and needs is certainly the most powerful method for solving their problems. Therefore Student Unions and universities should take every measure to support their chances for empowerment. Equally important is to raise awareness of other people because it is unthinkable that people without disabilities are not aware of certain difficulties and problems met by students with disabilities in our higher education institutions and schedules. Particularly important is this for those people who are in the position to represent other students.

In the European Human Rights Declaration, people with disabilities are not mentioned as such – however, the genuine right to education based on merit and no other category is mentioned in the United Nation Human Rights declaration and also included in

the European Declaration. Within the European Union, most organisations active in promoting the rights of people with disabilities are part of the European Disability Forum (EDF). Within the Council of Europe, actions and policies are coordinated by the Directorate General of Social Affairs. The International Day of Persons with Disabilities is the 3rd of December. As much as these facts may help you in hitting off with the fight against discrimination, we believe further reading might help as well:

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DISCRIMINATION ON THE BASIS OF RELIGION
By Maris Malzer, Gender Equality Committee, ESU

Although most of the world countries have ratified Universal Declaration of Human Rights (UDHR), which states among all the other things that "Everyone has the right to freedom of thought, conscience and religion" , the reality is far from this. Discrimination on the grounds of religion and ethnicity is a very delicate issue. Nowadays we live in a world where there is almost uncountable number of different religions, denominations and sects. Although in ideal world everyone should respect and honor the right to choose your own convictions, there are still very big problems. The truth is not pleasant – religious discrimination is not only a problem for underdeveloped or problematic countries but everywhere and we need to tackle it.

Discrimination in HE
Higher Education is considered to be very liberal environment and trendsetter for society where fighting against discrimination is taking place every day. In reality it could be said that there are still very many problems with equality and offering equal opportunities for studying in higher education. Religious discrimination is one of the fields which could be considered problematic. The situation can be illustrated solely by the fact that there have not been done very many studies on how religiosity and different religious views are treated in higher education, what are the main problems and how they can be solved.

People can be discriminated in universities on the grounds of their beliefs, one or more certain religions as much as on the basis of the being or not being religious itself. Although these two are slightly different, they do not exclude one or another. Cases where students who do not hide their religious convictions are not taken seriously by teachers or religious studies are not treated also as science, are quite common as in certain surrounding, atheist and agnostic students are not considered relevant.

There can also be non-direct or unconscious discrimination in higher education institutions. There are very many universities that have equal opportunities policies or at least there is legislation on national level. But policies and legislation solely do not guarantee that problems are automatically solved it is also important that policies will be implemented. Unfortunately one could still say that there have been only words and no action. How many universities have thought about building separate praying rooms for Jews, Muslims, Christians or Hindus? How many canteens offer halal meat or kosher food? How many exam plans are made taken into consideration different holy days in different religions? This list of questions is very long. Different religions have different rules and to know those rules is not only vital for the person who has to obey them but also to universities and other people who has to work with him/her.

Christianity is most widely practiced religion in Europe. Throughout the history this religion has shaped our culture and is basis of our traditions and sometimes even for legal system. This means that most of the Europe shares very similar calendar – we have same holidays at the same time. This can become a problematic issue in the context of foreign students or domestic students whose religion or cultural background is not Christianity, when they need to need to miss class to attend religious meetings. For

example, during certain holy days, Muslims may need to attend prayers at the mosque, or they may need to fast for a number of days. Fasting students may experience a time in which they are tired or drowsy during class and cannot participate equally. Problems can also be caused if exams are placed on a time where for instance Greek Orthodox students, who celebrate festivities according to the Julian calendar*, are going home.

Possible solutions

We live in a multicultural and multi-religious world where everyone has the right to choose their own beliefs according to their own conscience.

Although educating people about different religions is not sole responsibility of higher education and should be started long time before that, there is still things that can be done. First, teachers' education should include lectures about different religions and how to act and teach in this environment. It is also important to educate tutors and counseling personnel on these issues. Foreign students' tutors should have proper preparation on how to integrate students and explain their host countries cultural back-ground. As religious education in previous levels of education can be very different or there has been none, universities should consider giving students basic lectures about different religions and traditions. This could help to foster mutual understanding and lessen discrimination that is caused by unawareness.

Universities should have some agreed regulations how they react when any kind of discrimination takes place (including religious). It should be notified to everyone and there should be described actions that are going to be implemented if someone breaks these agreements.

Examination periods should be placed so that everyone could take part in them or at least there should be left possibility to change the dates if there are good reasons for doing this (for example holy days). University canteens should take into consideration to offer food which could suit for many religions.

These are only few practical solutions for lessening religious discrimination in higher education. Fight against religious discrimination is not only vital for people in it but also for institutions who can by doing this send out messages that they are welcoming places for everyone. Good science and innovative solutions can be made only in good environment, it is not to hard to provide it.

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ETHNIC AND CULTURAL BACKGROUND DIVERSITY – CASE STUDY OF THE REPUBLIC OF SERBIA

By Marko Stojanovic, Committee on Commodification of Education, ESU

Ethnic minorities are making up approximately one third of Serbian population. Most numerous minorities are Hungarians, Albanians, Romanians, Bulgarians, Roma, Slovaks, Croatians while there are also many others. Ethnic minorities mostly live in less urban areas of Serbia and near the borders with countries of their origin. The Hungarians are inhibited in the northern region Vojvodina, mostly near the border with Hungary, Albanians live in southern Serbia, on the border with Kosovo, and Romanians are population in Eastern Serbia. Roma population is spread all over Serbia. Other minorities are mostly inhibited in Vojvodina. But when we come to higher education issue, Serbia doesn't seem that much multi-ethnic – unfortunately, the ethnic minorities are very low represented, either among students either among the staff.

Opportunities and good practices

Among universities in Serbia, the University of Novi Sad is the most 'multi-ethnic'. Among approximately 50 000 students, 15% are ethnic minority students, mostly Hungarians, but also the Slovaks, Croats and Bunjevci. Within the University of Novi Sad there is the Faculty of Pedagogy in Subotica in Hungarian language. There are also several other faculties in Hungarian language while the others, like the Faculty of Economics, Faculty of Engineering and Faculty of Philology, are offering Hungarian students to take some courses in their native language. A proper literature in Hungarian language is also provided thanks to the effort of Hungarian professors and the National Council of Hungarians in Serbia. At those faculties where courses are organized only in Serbian language, there is a need for bi-lingual books and course materials which is a need not always met. Since 2004, students in Vojvodina can take the entrance test in both, Serbian and Hungarian language. Other minorities in Vojvodina, apart from the Hungarian, do not have the opportunity to take courses in their native language. For the Slovaks, Romanians and Croats, there are cathedras organized on numerous faculties, where they can take courses in their native language about their history, culture, arts and other areas.

Novi Pazar University was found in 2002 in the southern provincial town of Novi Pazar. This town is inhabited by the Serbs and Bosnjak Muslims. At this university, majority are the Bosnjak students. The courses are given bi-lingual, although the Serbian and Bosnjak language are very similar and have very much in common. University is fully managed by the Bosnjaks and professors are mostly coming from this ethnic group.

Albanian minority is second largest minority group in Serbia. They live in rural the least urbanized and least developed part of Serbia – the southern Serbia. Except elementary and several secondary schools, there are no other educational institutions adjusted to the needs of Albanians. If they want to study in Serbia, young Albanians must be fluent in Serbian, which is not always the case. Therefore young Albanians from southern Serbia are referred to Albanian universities in Kosovo, western Macedonia and Albania where they can study in their native language. There is no record on any serious attempt to meet the need of Albanians in Serbia to study in their native

language.

Institutional responses

The Law on Higher Education adopted in September 2005 is clearly forbidding any act of discrimination on ethnic, racial, sexual or any other basis. Additional regulation was enacted in 2006, when Belgrade and Novi Sad Universities adopted in their statutes anti-discriminatory clauses produced by the working group of Student Union of Serbia. These clauses are preventing from discrimination of minority groups in following areas:

- Enrollment
- Access to different levels of higher education
- Creation of curricula
- Availability of teaching staff and teaching materials
- Informing on services available to students
- Opening calls for student loans and grants and other benefits
- Availability of premises and equipment
- Opportunities for specializing and career building

Remaining problems

A lack of sufficient opportunities for studying in minority languages for ethnic minority students still remains the unsolved problem in Serbia. Most of the ethnic minority youth is coming from such areas where their native language is predominantly spoken language. An additional circumstance is elementary and secondary education accomplished in native language. After graduating from secondary school, most of them are discouraged to enroll studies in Serbian because they haven't learnt Serbian well enough to be capable of studying in Serbian language. They have poor choice of picking up one out of few programs that are offered in their native language, or to abandon idea of studying.

Serbian higher education is also meeting a problem of the lack of sufficient university staff fluent in minority languages. Even for those ethnic minority students intending to continue their education after graduation from first cycle of studies, there is an obstacle, because none of Serbian universities offers master or doctorial studies in ethnic minority languages.

During the last seven years many steps are made towards making better environment for education of ethnic minorities, particularly in the area of elementary and secondary education, but there is an overall impression that in a sphere of higher education, insufficient effort is made to meet the needs of ethnic minority students. Particular effort will have to be made with regard to Roma population and their inclusion to higher education.

MOBILITY AND EQUAL OPPORTUNITIES

By Christine Sholz, European Students' Union

Why be mobile at all?

Mobility is in the strong interest of students and academics as well as societies. The mobility of students and teachers encourages academic development, cultural experiences and individual growth.

This is based on the experience of a different academic environment with new and possibly different cultural, social and academic values. Such an experience might put in question one's existing value system and consequently trigger personal growth. Experience of cultural and academic diversity promotes tolerance and reduces discrimination. For this reason mobility plays an important role in developing and maintaining a democratic culture and creating the global society in a multicultural context.

Mobility however contributes not only to individual development, but is also valuable for the higher education institutions both sending and receiving mobile students and academics. It is valuable to the labour market and to society as a whole. It shapes a student into a European citizen with the enhanced possibility for employment on the international labour market. Mobile individuals contribute to an internationalised environment at the Higher Education Institution, which supports cooperation and networking between Higher Education Institution necessary for development of the quality higher education and research. This diversity is a source of enrichment for everyone and offers a fertile ground for innovation and the quest for quality.

Keeping in mind these benefits both to the individual, to higher education and research, to the labour market as well as to European societies, mobility opportunities need to accessible and increased to reach all individuals wishing to be mobile.

These very positive concepts however face a rather bleak reality, since in fact the mobility of students and academics in Europe is to this date still very limited. The Eurostudent's Survey of 2000 (Eurostudent 2000: 106) and 2005 (see Fig. 43, following page) show that international student mobility ranges from 8% in Portugal or Latvia to 21% in Spain (Eurostudent 2005: 144-145). That means that every fifth to every tenth student in Europe has been mobile in relation to his or her studies. But this does not necessarily mean, that they have also studied during this period and experienced a different educational system altogether. In fact less than half of these students do actually enrol in a Higher Education Institution while abroad, i.e. 2% of Portuguese students and 9% of Spanish students (see Fig. 43 cont.) (Eurostudent 2005: 146-147). So actually genuine student mobility, the experience of a different system of Higher Education is rather rare among students in Europe. For this reason it remains crucial to identify the obstacles to student mobility and ways to overcome them.

Fig. 43: International student mobility

All students
Foreign study-related experience, in %

AT	DE	ES	FI	FR	IE	IT	LV	NL	PT	UK (E/W)
13	17	21	16	15	8	nda	8	12	8	nda

Female students
Foreign study-related experience, in %

AT	DE	ES	FI	FR	IE	IT	LV	NL	PT	UK (E/W)
13	19	21	18	16	9	nda	9	13	7	nda

Data source: EUROSTUDENT 2005 - National Profiles

37
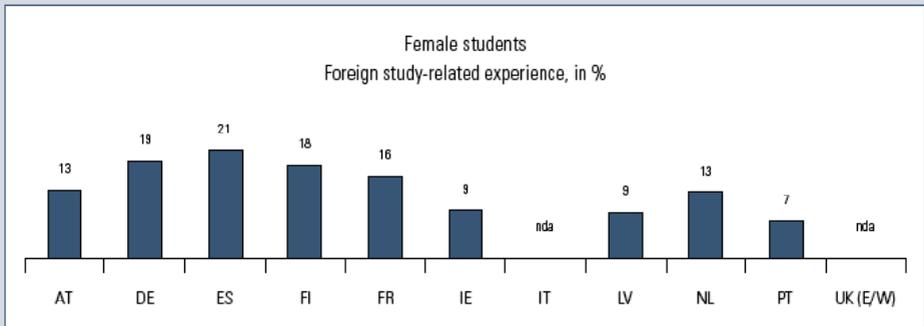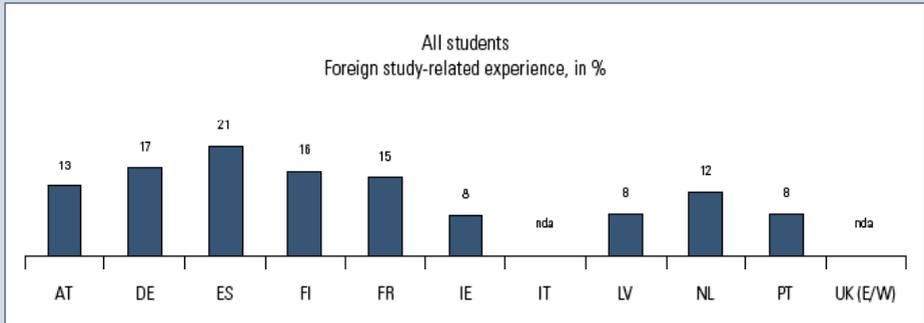
Fig. 43 cont.: International student mobility

All students
Foreign enrolment, in %

AT	DE	ES	FI	FR	IE	IT	LV	NL	PT	UK (E/W)
5	7	9	nda	4	3	nda	7	6	2	nda

All students
Certain plans for study-related stay abroad, in %

AT	DE	ES	FI	FR	IE	IT	LV	NL	PT	UK (E/W)
nda	24	12	11	nda	9	nda	11	51	18	nda
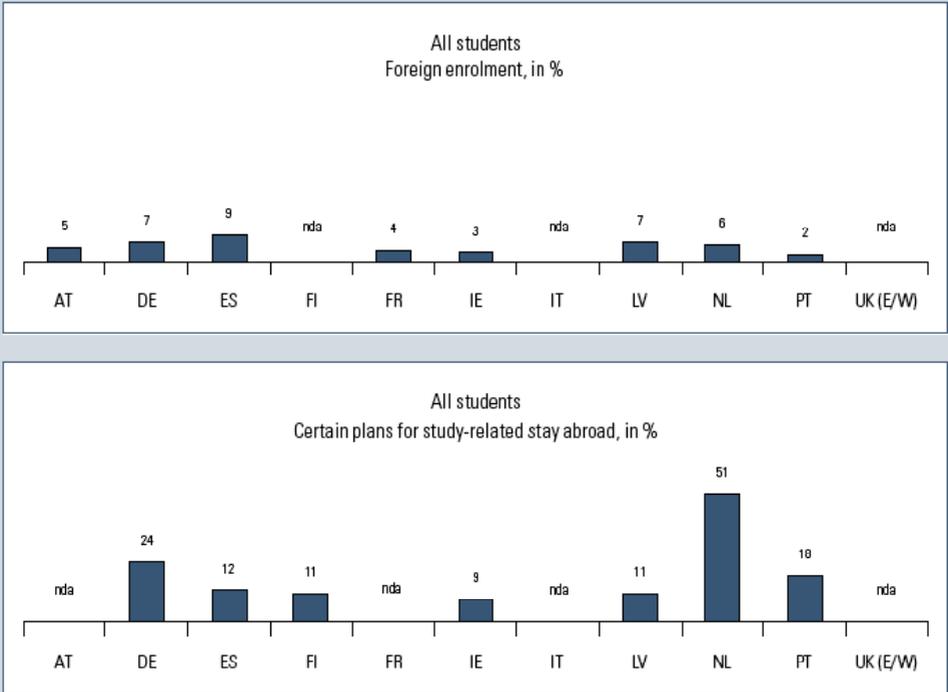
Data source: EUROSTUDENT 2005 - National Profiles

Who is staying at home?

The obstacles to student and academic mobility are numerous and complex and there is very little data available for the whole of Europe on the mobility of students and academics belonging to minorities or marginalized groups in their societies. This is especially true for the large number of students, which are going abroad outside the framework of organised mobility programmes—the so-called free-movers.

However one may safely say that it is effectively those students facing discrimination in the education system of their home country, who are also more likely to be excluded from mobility, such as students with disabilities and chronicle illnesses, students with children (Otero/McCoshan 2006: 6) or students from lower socio-cultural classes (Eurostudent 2005: 156-157; Otero/McCoshan 2006: 6) and socio-economic background (Eurostudent 2000: 115; Otero/McCoshan 2006: 6, 8).

Examples for their exclusion from mobility may be found in the „Survey of the Socio-Economic Background of Erasmus Students"commissioned by the European Commission in October 2005. The findings of this survey reveal that over 99% of Erasmus

students participating in the programme in 2004/2005 had for example no dependent children at the time of their mobility period (Otero/McCoshan 2006: 6). This figure is well above average of the general student population with children in Europe, which ranges between 3, 6% in Spain and 11,3% in Ireland (Eurostudent 2005: 32).

Fig. 15: Educational background – Students' fathers with higher education

Students' fathers compared to all men of corresponding age groups[*] with higher education, in %

Ratio of students' fathers to all men of corresponding age groups[*] with higher education
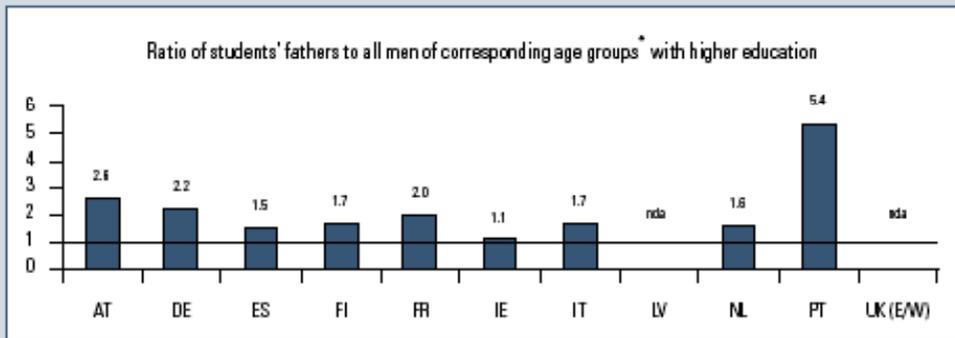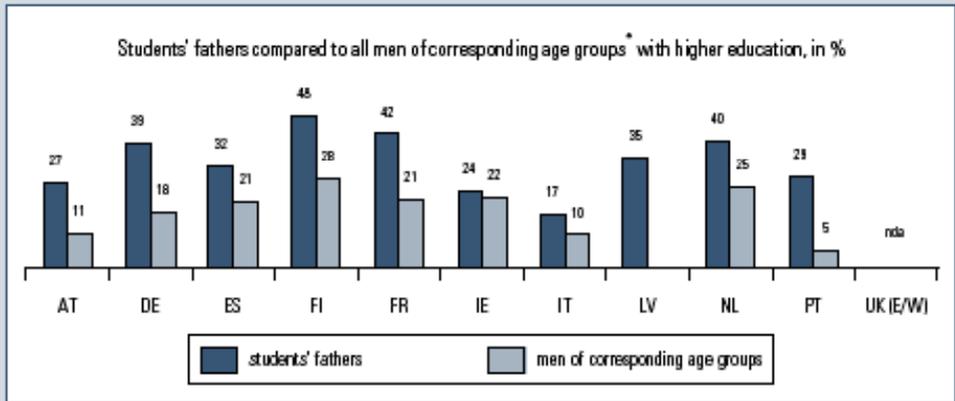
Interpretation aid: value < 1.0 = below-average
value >1.0 = above-average

[*] Men aged in AT, DE, ES, IE, FI, NL, FR, PT: 40 - 60; IT: 40 - 64.

Data source: EUROSTUDENT 2005 - National Profiles

In addition the survey pointed out that around 58% of Erasmus students had at least one parent who had experienced higher education. Eurostudent 2005 data shows that this group is already overrepresented in higher education (see Fig. 15). Students, which fathers' have a degree in higher education are 1, 1 times more likely to enrol in higher education in Ireland. In Portugal they are even 5, 4 times more likely to study (Eurostudent 2005: 64). So since these students, which have fathers with a higher education

degree, make up between 17% of the student population in Ireland and 48% in Finland, they are clearly overrepresented among mobile students with a share of 58% in the Erasmus programme in 2004/2005.

But what's keeping students and academics at home?

There may be five common obstacles identified to student mobility, which are largely shared throughout countries in Europe. It is important to note that these obstacles affect those students more intensely, which are going abroad outside organised mobility programmes such as Erasmus, Tempus or CEEPUS. They are also more problematic for students from Non-EU than from EU countries, keeping in mind the differences in living costs between EU and Non-EU countries. Furthermore there are additional problems connected to visa regulations and working permits as well as special regulations for Non-EU students wishing to study in EU countries.

Obstacles specific to Non-EU countries

With EU citizenship as well as citizenship of a candidate country to the EU mobile students from these countries receive a beneficial treatment in other EU countries compared to Non-EU citizens. Overall this is leading to an isolation of students and academics from Non-EU Bologna countries in the European Higher Education Area. This problem has been continuously pointed out by them towards the EU and has finally lead in a special visa regime for students and academics between Serbia, Montenegro, Albania, Bosnia and Herzegovina and Macedonia with the EU in September 2007. Keeping in mind that visa regimes are a strong hindrance for students and academics in Non-EU countries to fully participate in mobility in Europe this agreement is an important step forward to allow for more student and academic exchange throughout the whole European Higher Education Area. However this agreement should not only apply to Schengen countries, as is currently the case, but to all EU member states. It is also important that this agreement is extended not only to the 5 Balkan countries, but is used as an example for an agreement between the EU member states with all Non-EU Bologna countries.

The situation regarding working permits for 10 out of the 12 new EU member states remains similar to the situation of those to individuals from Non-EU countries. Exempted from this intermediate regulation are citizens from Malta and Cyprus. The regulation is that the old EU-member states shall apply national working regulation after 2 years of accession. However if serious doubts on the effects on the national labour market persist they may prolong this term twice - for 3 years and then further 2 years. After which date all citizens of the 10 new EU member states have to be treated according to national working regulations in the old EU member states. So in total the intermediate regulation may last a maximum duration of 7 years.

In addition most EU countries either already have tuition fees for Non-EU students in place or are currently discussing their implementation (see Fig. 13) (ESIB 2007b: 37). This amounts in a triple discrimination of Non-EU students. Apart from the differences in living expenses between Eastern and South-Eastern European countries compared to Northern and Western European countries (see Fig. 30), students from Non-EU countries are charged fees in many EU member states and face all the while major obstacles to gain access to the labour market in their host country in order to cover both living as well as fee expenses.

Fig. 13: proposed changes regarding the introduction of (higher) tuition fees for foreign students

No tuition fees and no debate/prop.

No fees at present, but some debate

Fees exist, but no changes proposed

Fees already exist, increase is proposed
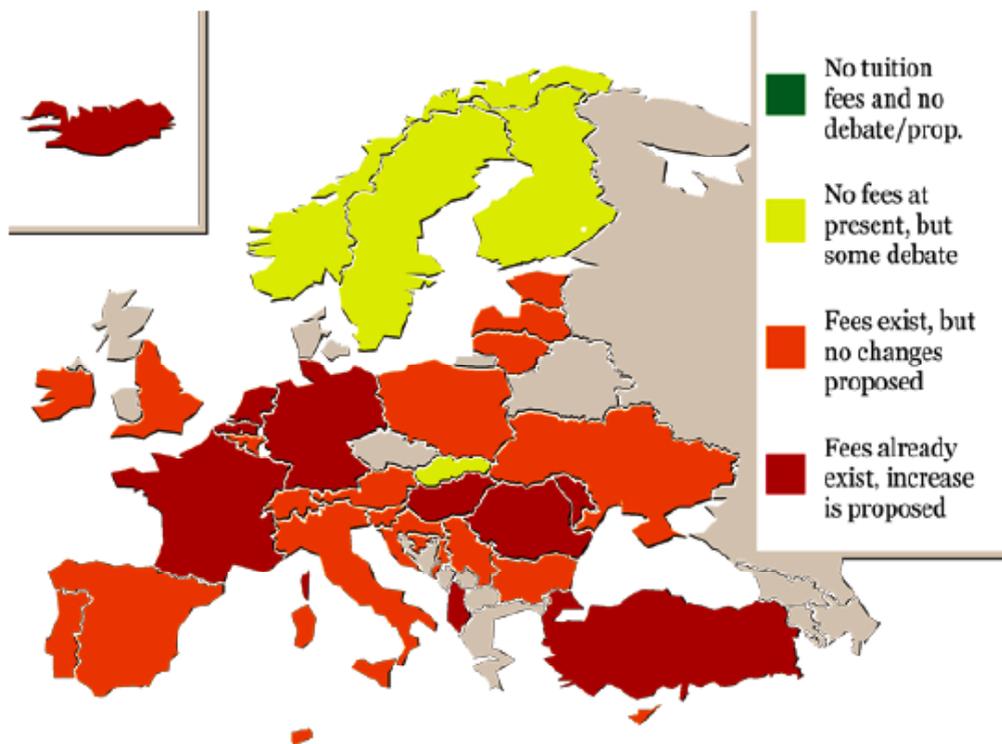
Fig. 30: Student expenditure by size of study location

Expenditure by size of study location, in € per month

AT: 848, 861
DE: nda
ES: 360, 434
FI: 706, 808
FR: 553, 546
IE: 701, 760
IT: nda
LV: 193, 267
NL: 520, 539
PT: 413, 473
UK (E/W): 1,030, 1,136

Legend: up to 100,000 inhabitants | > 500,000 inhabitants

Expenditure on accommodation by size of study location, in € per month

AT: 134, 154
DE: 235, 294
ES: 94, 104
FI: 286, 303
FR: 161, 162
IE: 195, 206
IT: nda
LV: 55, 89
NL: 126, 129
PT: 68, 60
UK (E/W): 266, 229

Legend: up to 100,000 inhabitants | > 500,000 inhabitants

Data source: EUROSTUDENT 2005 - National Profiles

General obstacles to student mobility

Common obstacles to student mobility are the lack of objective, transparent and up-to-date information in several widely spoken European languages, the lack in language proficiency, deficits in the recognition of study periods and degrees, insufficient funding during the study period abroad and problems in finding appropriate student housing. The lack of proper information on e.g. the Higher Education System, Higher Education Institutions, study programmes, admission criteria, recognition procedures, criteria and responsible institutions, the student life and so on in commonly spoken languages in Europe and provided at one place or properly linked undermines informed choices of students wishing to study abroad. This is especially true for those students organis-ing their mobility period abroad all by themselves, the so-called free movers, who do not benefit from recognition agreements, readily available information on the study

programme of the cooperation partners of their home institution or counselling and support by the responsible mobility departments of their host Higher Education Institution.

Apart from the fact that language learning in less widely spoken European languages is not always promoted or even free of charge at Higher Education Institutions, several European countries experience lower rates of incoming students due to lack of command of or difficulty of learning the language. Two main developments to react to this effect are on the one hand demanding the expansion or financial support of language learning in the home country or supporting it in the host country and on the other hand the provision of study programmes in widely spoken European languages as international bachelors or masters.

This issue of recognition of study periods and degrees has been dealt with since the signing of the so-called Lisbon Recognition Convention in Lisbon 1997. It has also been addressed in all official documents of the Bologna Process by developing instruments to improve comparability and compatibility of study periods and degrees, e.g. ECTS, 3 cycle degree system, Diploma Supplement, Qualifications Frameworks. However malimplementation of these instruments and failure to ratify the Lisbon Recognition Convention or properly implement its elements continue to provide obstacles in recognition. This obstacle is again more relevant for free movers as students participating in mobility programmes generally have the opportunity of drawing up a learning agreement between their home and host institution, guaranteeing for recognition of the courses passed at the host institution.

In a number of countries portability of grants and loans to the host country remains problematic, limiting the available financial resources of mobile students, especially again of free movers not funded by EU programmes. Also this issue is more relevant for students from Eastern and South-Eastern European countries studying in Western and also Northern European countries, as they either have no grants and loans scheme in place or face major obstacles to take them abroad (see Fig. 10). In addition, as pointed out above, the difference in living costs is especially great between Eastern and South-Eastern vis-à-vis Northern and Western European countries (see Fig. 30). Even portable grants or loans would not provide sufficient funding in this respect. Student representatives have pointed out this problem and called for measures to fund according to the living conditions in the host country or change mobility support to be provided not by the home, but the host country (e.g. CEEPUS Programme). The possibility to have access to the labour market in the host country in order to be able to cover the living expenses has also been pointed out as an important political initiative.

Fig.10: Portability of Loans and Grants for up to a Year
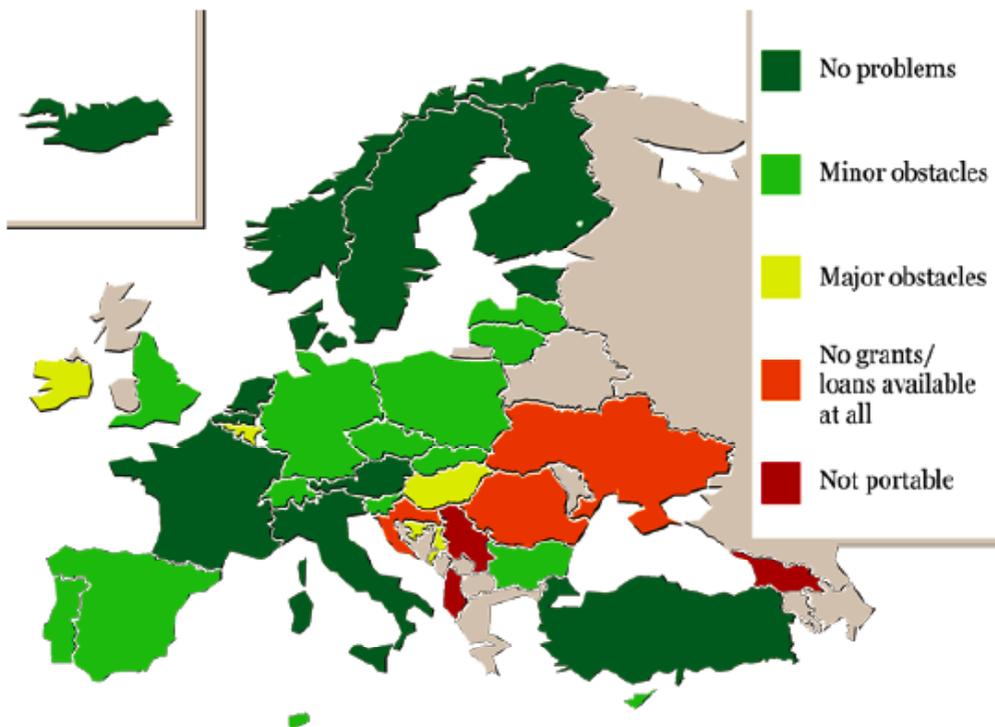
The access to reasonable accommodation during the period of studies in the host country from the home country is usually quite difficult as oftentimes the housing situation in cities with one or several Higher Education Institutions is quite tense and cheap and appropriate housing hard to find, especially for foreign students. Issues such as deposits, proof of regular income, duration of the housing contract and also racial discrimination from landlords/landladies are also problematic issues. However student housing provided by social services agencies sometimes also prove to be problematic in cases where foreign students are specifically placed in certain dormitories leading to separation and isolation from local students.

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http://ec.europa.eu/eures/main.jsp?acro=lw&lang=en&catId=2648&parentId=0 - Information regarding working and living conditions in the 25 EU member states, EEA and EFTA states

EQUITY AND QUALITY ASSURANCE
by Sanja Brus, ex BPC

Education and training policies can have a significant positive impact on economic and social outcomes, including sustainable development and social cohesion, but inequities in education and training also have huge hidden costs which are rarely shown in public accounting systems. In the US, the average gross cost over the lifetime of one 18-year-old who has dropped out of high school is an estimated 450,000 US dollars (350,000 euros). This includes income tax losses, increased demand for health-care and public assistance, and the costs of higher rates of crime and delinquency. In the UK if 1% more of the working population had A-levels rather than no qualifications, the benefit to the UK would be around £665 million per
year through reduced crime and increased earning potential.

Improving equity in education and training is today widely recognised as the prerequisite for development and maintenance of the "knowledge based society". Both major reform processes in Europe, the Bologna process and the Lisbon strategy, set the facilitation of equal access to higher education as one of the main goals. The Bologna process is putting more and more emphasis on strengthening the social dimension of higher education while in parallel the Lisbon strategy prioritises achieving equity in higher education. However when it comes to the strategies how to actually achieve these goals the "equity story" looses some of its shine mainly due to proposed introduction of tuition fees.

The other crucial element for development of higher education and also the centre of reforms is the quality assurance system. Quality assurance is intended to guaranty that the quality of education provision is being maintained and enhanced and through that the goals of higher education met. If one of the goals is equity in education, it should be included in quality assurance standards. But is it?

Achieving equity
As stated in the London communiqué the main goal in achieving equity is that "the student body entering, participating in and completing higher education at all levels should reflect the diversity of our populations" . Equity is viewed as the extent to which individuals can take advantage of education and training, in terms of opportunities, access, treatment and outcomes. Equitable systems ensure that the outcomes of education and training are independent of socio-economic background and other factors that lead to educational disadvantage and that treatment reflects individuals' specific learning needs. 1

There is a whole range of approaches proposed and sometimes already used to achieve that goal:

- measures to promote equal opportunities such as antidiscrimination legisla tion and transparent admission rules,
- measures to widen access to and participation in higher education such as outreach programmes, flexible learning paths,
- study environment that enhances the quality of the student experience,

- student participation in the governance and organisation of higher education,
- sufficient finances in order to start and complete studies. ,

Especially higher education institutions should develop comprehensive outreach and access policies and offer a more differentiated range of provision and incentives to meet increasingly diverse social and economic needs. Equity can especially be further improved by designing autonomy and accountability systems which avoid inequity. Beyond that a culture of evaluation is needed within education and training systems. If long-term policies are to be effective, they need to be based on solid evidence and mechanisms to assess progress as policies are implemented need to be put in place.
Equity in Quality Assurance
On one hand widening participation needs to be accompanied with quality assurance systems in place to guaranty the quality of education received by the increasing numbers of students.
High numbers of students without any improvement in provision of education may lead to reduced quality of education and in the end to some goals of higher education not being reached. However a high quality education and appropriate study conditions have a very positive impact on equity in education. Student centred education, flexible delivery of education, counselling, system of tutors are but a few elements which increase the numbers of students enrolling in higher education and reduce the dropout rates.

On the other hand increased equity, among other things, has an effect on the quality and attractiveness of higher education. With equal access opportunities and an active and questioning approach from the students the traditions and practices within the institutions are challenged. Different perspectives meet, challenge and develop the academic culture and approaches to teaching and research. It is only in these circumstances possible to maximize the potential of every individual in terms of their personal development and their contribution to a sustainable and democratic knowledge society, all leading to excellence of higher education.

It is quite clear that increased equity and quality assurance go hand in hand to enhance one another. Quality assurance standards which include criteria for evaluating the measures in place for enhancing equity should be set and generally used. However so far they are very limited and are rather a positive side effect of used criteria such as student / professor ratio and others. Measures which promote equity such as presence of anti-discriminatory legislation covering higher education, admission rules, outreach programmes, targeted support for students with children and disabled students and numerous other measures should find their place in quality assurance.

Increasing equity hasn't quite made it among the quality assurance criteria yet. However with the political attention increasingly focusing on the issue of equity and different higher education partners stating its importance, one may expect it is just a matter of time before these criteria are introduced to quality assurance standards and guidelines.

PART III – WHAT CAN WE DO?

STUDENT INVOLVEMENT IN COMBATING DISCRIMINATION

By Kat Stark, National Women's Officer, NUS UK

Introduction

There is no place in Europe that is free from discrimination. Most organisations throughout Europe split discrimination into some headline categories: Sexism, Homophobia, Disability and Racism. These are widely known as the 4 Liberation Groups. These 4 categories of oppression are recognised throughout the world and many Charities, Trades Unions, and NGO's campaign with these 4 categories in mind.

Students' Unions should be no different. Where these 4 categories of discrimination are prevalent in societies, as they are throughout Europe with no exceptions, it goes without saying that these discriminations will seep into our Educational Institutions too. It is important, as advocates of students, that Students' Unions across Europe build structures and campaigns that empower groups of oppressed students, and enable them to campaign for equality – both within the Education System and outside of it.

Some facts about discrimination

Many of our students face sexism, racism, homophobia, and disablism in every part of their lives – in education, work, politics, their personal lives, and economically.

For information and statistics about discrimination against our women, black, LGBT, and disabled students try the following weblinks:

A general overview from NUS UK:

http://resource.nusonline.co.uk/media/resource/2007_101_reasons_booklet.pdf

2007 – EU Year of Equal Opportunities for All

http://ec.europa.eu/employment_social/eyeq/index.cfm?cat_id=SPLASH

European Network Against Racism

http://www.enar-eu.org/en/
European Feminist Forum
http://test.europeanfeministforum.org/spip.php?rubrique17&lang=en
UN Women's Watch
http://www.un.org/womenwatch/
UN Enable
http://www.un.org/disabilities/
ILGA Europe (International Lesbian and Gay Association of Europe)
http://www.ilga-europe.org/

Effective Ways to Campaign for Equality

Almost all of the ESU members' campaigns for equality in some way, but not all, include this function formally in our structures. It is extremely important that we all make sure that equality issues are prioritised each year, and that we have structures which enable this to happen. Below are some ideas for how you can improve equality work in your Organisation.

Equality Representatives

The simplest way of making sure that equality issues are at the heart of your organisation is to include specific representatives on your National Executive Committees (NEC's). Some of us have one single Equal Opportunities representative – covering all four discrimination areas. Many organisations find that all four equality groups is too much work for one person to cover – and that each category is its' own specialist area.

Case Study:
Equality Issues Reps at SYL – National Union of University Students in Finland

SYL have 2 Officers on their NEC who deal with Equality Issues – the work is split into: Social affairs, equality issues, culture and Educational affairs, community relations, equality issues.

It is important to tackle wider inequality as well as Educational inequalities because the education inequalities will always be there if we don't eradicate wider discrimination!

Some of us have full time elected equality positions on our NEC's, and some of us have part time equality representatives. Either way, it is important to have separate positions for: Black and Minority Ethnic Students, Women Students, Lesbian, Gay, Bisexual and Trans Students and Disabled Students.

These are widely referred to as Liberation Officers/Representatives. This is the best way in which you can be certain that you don't leave out any group of oppressed student in your work. And it ensures that there is somebody on your NEC who has specialist knowledge of each Liberation Group's needs.

Equality Campaign Networks

With four separate Liberation positions on your NEC, your organisation can start to build four different equality campaign networks. These networks can function in many different ways. For example, your Anti-Racism (or Black Students Officer) might try to

set up Anti-Racism (or Black Students Officers) in each of your member institutions. When this happens, there is an easy communication route between all the Black Students in your membership and the NEC. Networks like this make campaigning easier and more effective. It is also part of a healthy democracy – whereby your NEC has close contact with students who can easily take part in the National Organisation.

Autonomy and the principle of self-organisation

If you are thinking about setting up Liberation/Equality Representatives, or an Equality Campaign Network, you need to think about how these positions are elected. Throughout all struggles for equality over the decades, self-organisation has been a key element. The idea is that the people who are best placed to lead the fight for their own liberation are the oppressed people themselves. E.g. only women can become Women's Officers, only Black and Minority Ethnic students can elect the Black Students Representative. This DOES NOT mean that the Representatives don't work with people outside of their group, it only means that the direction and the leadership of the campaigns is decided only by the oppressed people.

Some people try to argue that this is discriminatory in itself, but having spaces where oppressed people can get together, alone, and discuss issues important to them is extremely empowering. Self-Organisation and Liberation Representatives has the added benefit of producing non-traditional leaders – e.g. if there have been less women than men on your NEC over the years, then a Women's Representative is a way in which you can be sure that at least 1 woman is elected each year – who may go on to be the leader of your organisation.

Making a Difference: Campaigning

When you combine Liberation Representatives with self-organisation, your organisation is in a perfect position to campaign for equality each year. You are also in the best possible position to actually represent your oppressed students – because they have had their say in a closed environment. And you are in the best possible position to be campaigning on the issues that really matter to those students. Representation is not an end in itself, and it is important to empower your Liberation Representatives to get out there and campaign!

Case Study:
Disabled Students Campaign – NUS UK

Over the past few years, the NUS UK Disabled Students Campaign fought hard for better financial support for Disabled Students. They worked with Disabled Students Officers at UK Universities and Colleges, and convinced the UK Government to put additional money aside for the national Disabled Students Allowance!

They achieved this because Disabled Students voted at Disabled Students National Conference to campaign on this issue – because they knew that they needed more money to survive on.

Liberation In Practise!

If you are ready to start changing your structures, or you want to better campaign for equality, here's a diagram of how a self-organised Liberation structure might look like! I'm going to use the example of women's liberation for the purpose of the diagram:

1.1   Liberation Structure Sample

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┌─────────────────────────────────────────────┐
│              Women Students                   │
└─────────────────────────────────────────────┘
                      │
                      ▼
          ┌───────────────────────────────┐
          │  Women's Reps at individual    │
          │  Universities and Colleges     │
          └───────────────────────────────┘
                      │
                      ▼
          ╭───────────────────────────────╮
          │  Central National Forums,      │
          │  Conference, Networ            │
          ╰───────────────────────────────╯
                  ╱           ╲
                 ▼             ▼
    ┌──────────────────┐   ┌──────────────────┐
    │ Policy, decisions,│──▶│    National      │
    │      issues       │   │    Women's       │
    │                   │   │  Representative  │
    └──────────────────┘   └──────────────────┘
```
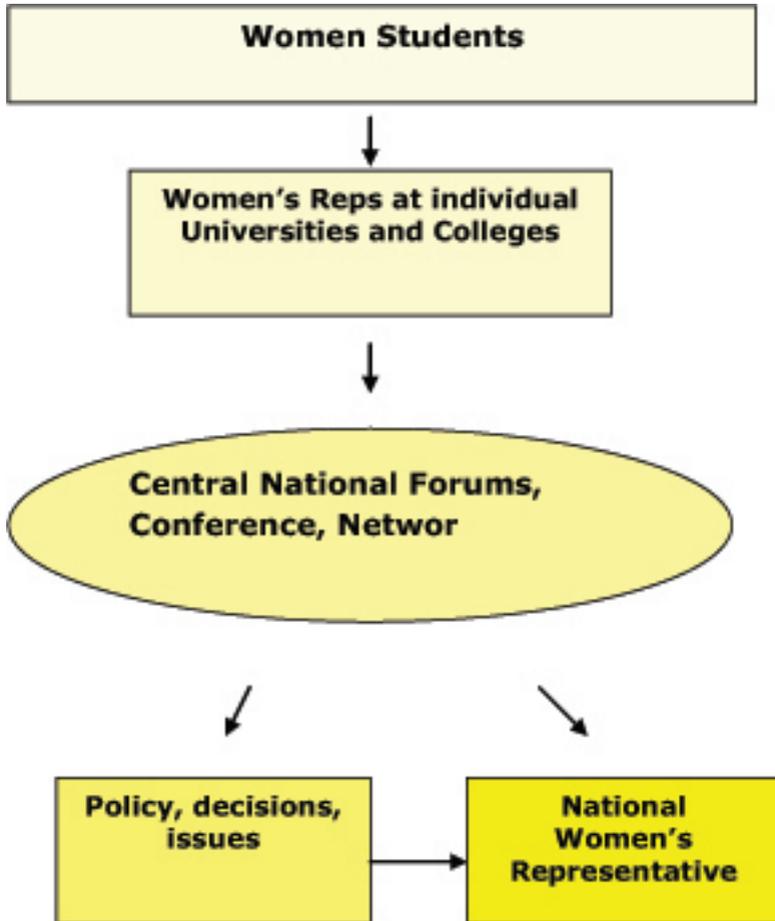
And here is what the structure as a whole could look like:

1.2   Complete National Structure Sample

Women's Representative Structures

General Members Structures

LGBT Representative Structures

Your National Union of Students Executive

Disabled Students Representative Structures

Black Students Representative Structures

All your campaigns and achievements!
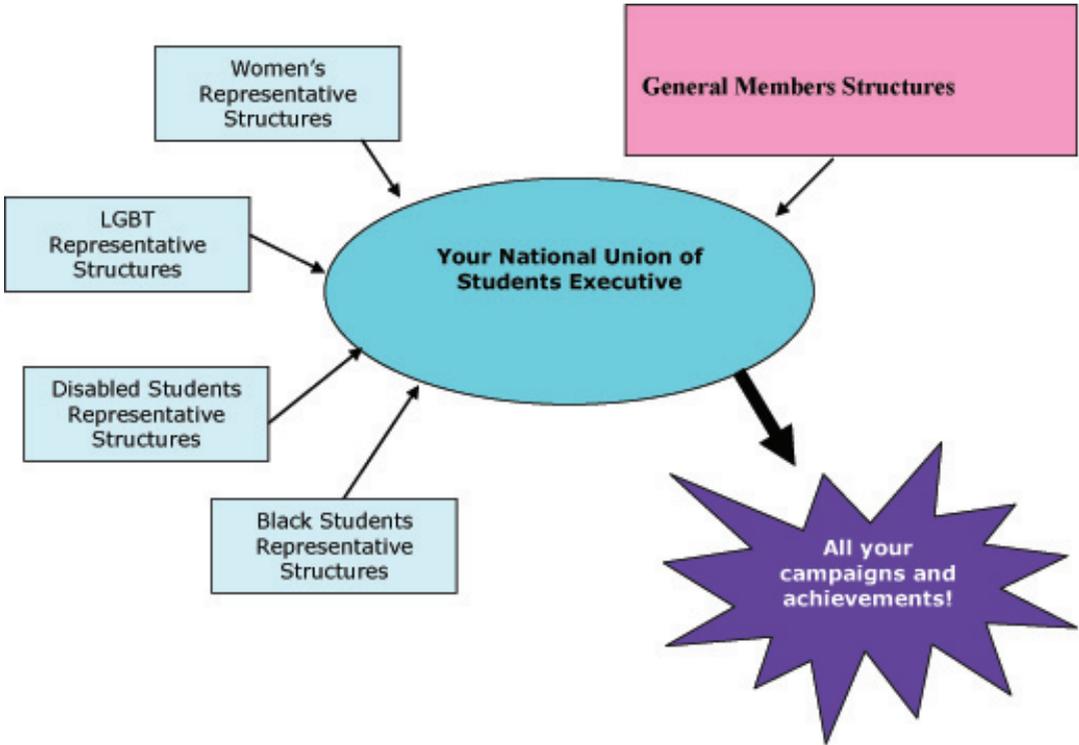
HOW TO START A CAMPAIGN – ASKING THE RIGHT QUESTIONS

Campaign: an organized series of actions intended to gain support for or build up opposition to a particular practice, group, etc.

This chapter is meant to give you practical hints on campaigning including dos and dont's and some common principles you should consider. On the other hand we also included some concrete examples to give you an idea of how it could look.

Importantly, you should try to avoid blind activism under any circumstances. Firstly, you have to know where you're going, what you want to achieve with your campaign - Defining the goals of your campaign. Secondly, you have to know whom you want to reach - Defining the target audience. Thirdly, you should think about how you want to do this - Choosing a strategy. If you have decided the above, you can start with the planning and implementing processes.

Defining the goals of your campaign

At the start of a campaign you have to ask yourself, what kind of goals you want to achieve. This is essential for the whole campaigning process, as the goals have an impact on all the other decisions in the process.

- Do you want to raise awareness for a specific issue?
- Do you want a debate about possible policy changes?
- Do you already have specific policy suggestions?

Define your S.M.A.R.T. goals:

1. Specific – can you write it down?
2. Measurable – when are you successful?
3. Ambitious – is it worth fighting for?
4. Realistic – is it realizable?
5. Timed – do you have deadlines?

It is helpful if you write down the goals at the very beginning, so that the whole campaigning team is aware of the campaigning intentions. List your goals but make sure that the list does not get too long. How many goals you define depends on the timeline, the financial budget and the scope of the campaign (local, national, etc.). For each goal, write down what you want to achieve by the end of the campaign, whether you meet it or not. Implementing the evaluation from the beginning helps you to avoid idling and to focus on what is really possible and realistic. Of course, the goals of the campaign might evolve over time. To ensure that your first goals are still adequate or to write down the possible precisions, it is necessary to take a step back from your project and repeatedly discuss your goals and whether your strategy and timetable still serve to meet them. This can also include modifying certain goals if you see that you cannot accomplish them. Don't forget: It's normally cleverer to adopt your goals early than to have to redefine your whole campaign later.

The message should be fully understood by you, but should also be understandable to outsiders. And keep in mind that a campaign is more about rounding people up and motivating them into action, than about educating them.

Defining the target audience
Once you have taken a decision about the goals of your campaign, you need to decide on which target audience should be addressed:

- Students – local, regional, national?
- University administration?
- Teaching staff?
- Politicians?
- Government?

Be especially careful with «addressing the public». The public is commonly indifferent about your problems. Try to be more specific about what you want by whom. Defining the target audience may seem to you as evident and negligible, but it is very important to formulate this before choosing your strategy.

Choosing a strategy
Obviously your strategy depends a lot on your goals and your target audience: If you want to raise awareness of equality issues with the local students, you presumably want to choose different means than if you want to address politicians about the insufficiency of financial means for student grants.

List of possible means:

- Organising an event (presentation, panel discussion, workshop, etc.)
- Organising a manifestation/protest
- Organising an exhibition
- Writing a publication
- Collecting signatures for official petitions
- Strike and civil disobedience
- Any other means specific to the campaign

Scheduling and Planning
The two most important things about planning a campaign are organising the task division and setting realistic deadlines for the accomplishment of the distributed tasks. At each meeting update the list of tasks that need to be done and their deadlines fixed. Try to fix early deadlines but take care that they are still realistic. Distribute the tasks amongst the members of the project group and be careful to achieve a balanced load for all members. At the next meeting, check which deadlines have already passed and what happened to the tasks. If a task has not been accomplished set another deadline and if necessary redistribute it to another member of the project group.
Ensure that there are always more people than needed, as people might have to drop out due to illness or other personal reasons. Provide transparent structures with clearly assigned duties and distribute them in written form among members of the group. Appoint somebody who is responsible for the controlling. Usually you have to schedule

more time than expected because people are often late. For the same reason friendly reminders are very advisable.

Try to address problems among members of the steering group as soon as they emerge, because you have to be sure to be able to rely on each other when you are engaged in the campaign. If you have to hand in a report due to the funding or the like, make sure to have a close look at the forms because you often have to fill them out during the campaign. Be assured to meet the deadlines and assign a responsible in time.

Example of a planning spreadsheet
Here is an example of a spreadsheet which was designed for a women's mentoring programme called womentoring. Note that it is of crucial importance that you additionally fix deadlines and responsible, which is not included in this instance.

Project Stage	2008										2009							
	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Advertisement	■	■																
Application of mentoring applicants, selection and matching			■	■	■	■												
Organisation of supporting programme					■	■	■	■	■	■	■	■	■	■	■			
Programme/ lunch							■	■	■	■	■	■	■	■	■			
Kick-off							■											
Interim result										■								
Closing session															■			
Evaluation																■	■	■

womentoring 3: Provisions Task List

Action	Scheduling	Short Explanation
Inititation	March 2008	Commencement of work by project management.
Public launch of womentoring	End Of April 2008	Advertisement and promotion.
Information Session	Mid April 2008	Presentation of womentoring.
Application	May 2008	Application of mentoring applicants via form.
Selection and matching	June-August 2008	Mentoring-pairing, based on the mentoring applicants. Announcement of participants.
Kick-off	September-October 2008	Official start for participants.
Interim Result	December 2008	Exchange of experiences. Retrospect and prospect of mentoring relationship and goals. Documentation for retrospect and prospect talk with the mentor as well as for adaptation.
Closing Session	End Of May 2009	Exchange of experiences und feedback meeting in groups and closing plenary session. Documentation for the feedback meeting. Official closure of the mentoring year for participants.
Lunches	October until December 2008 and February until May 2009 (3-4)	Horizontal networking and informal meetings.
Analysis/Review Phase	June until August 2009	Final report, evaluation/review of programme.

Transfer/Instututionalisation	Continuous	Establishing and expansion of contacts within university.

Implementation

When it comes to the implementation of your project, there are always a lot of things that it is best to keep in mind. Take them into consideration at an early stage and you will be able to focus on the content when it counts. If you have external speakers for an event, invite them early, brief them adequately, assign a responsible for their support during the event and make sure you have a plan B because of drop outs. Early booking of flights and hotels is advisable and you are often able to get a special discount. Never do forget the logistics such as PR adapted to the target group, organising rooms and catering, submitting applications for grants, inviting and briefing guests etc.

Further points to succeed with your campaign

Simplicity (K.I.S.S)
> • K.I.S.S stands for Keep It Simple & Short and is the keyword for all campaigners
> • You must give the very basic minimum information and offer people a structured plan of action. Think about campaigning as an «emergency situation».

Construct the campaign around action
> • Keep the arguing and debating to a minimum and work on constructively DOING – think of action verbs and see how many you are incorporating into your campaign: starting something, publishing, blocking, rescuing, occupying, marching, lobbying, designing etc...
> • Collecting information is important but cannot be the central occupation. Furthermore, the contacts you end up circulating this information to usually already agree with the cause. The aim is to make people sensitive to the cause and to motivate them to take action on their end.

Making news
> • Make a press release and be sure to send it out in a format friendly to the receiver: No longer than one page, all addressees on the top of the page, one or two sentences to outline the content, a phone number for call backs.
> • Campaigns attract attention when they create change, make a difference, or threaten to do so. For this you need a «conflict» which does not mean a violent clashing of arms but a strong concept of what you are trying to change – somebody's mind, a policy, the situation of potato farmers in Idaho... and stick to that concept.
> • Try to think about getting your message across before worrying about media coverage; if you are successful at the former, the latter will come naturally.

Best practices

This chapter will introduce you to a variety of different projects from all over Europe that were realised during 2006/2007 under the overall theme of equality. The kick-off for most of the following projects was a seminar that was taking place in Immensee, Switzerland in summer 2006. The presented projects serve as examples of projects with European, national and regional scope, dealing with LGBT, gender issues, disabilities and the right on education in general.

We hope that these examples will spark some new ideas for your projects.

1. From discussions to reality: Creating a human rights campaign

A seminar, with the European dimension

Time and Place:

13th - 20th of August 2006 in Immensee, Switzerland

Organisations/ organising team:

Swiss Students' Union (VSS-UNES-USU) and the Equality Working Group (EqWG) of the European Students' Union (ESU) (Franz-Dominik Imhof, Ulla Blume, Christian Bösch, Rahel Imobersteg, Lara Lena Tischler)

Aims of the project:

The goal of the project was to organize a seminar in the context of the „All Different - All Equal"campaign of the Council of Europe. This seminar was supposed to serve as a kick-off for up for 30 anti-discrimination projects. The participating members of Swiss and other European youth organisations have each planned one project which was supposed to be started during that week in Switzerland. At the end of the seminar, all participating groups have developed a concrete campaign or a concrete event and have made first steps to realise their projects.

Target group:

Participants came from the member unions of ESU and from umbrella youth organisations. Participants from Switzerland came from the member sections of VSS-UNES-USU and the Consortium of Swiss youth alliances (SAJV).

Implementation:

The seminar served as kick off for 30 projects, 15 Swiss and 15 international projects in the theme area of the "All different All Equal"campaign. Main aim was to provide the participants with the technical and theoretical know how for planning their own project and encourage their motivation. After the input part, where the participants learned about the "All different-all equal campaign", fundraising, project management and PR, the participants grouped up to work on their projects. The expert team, consisting of 15 young people from seven European countries, have been there to help the working groups whenever needed. Part of the project was also a website which was set up in order to inform about the projects but also to keep it updated and keep the people connected.

Results and conclusion:
All teams worked on their project and went back with quite far developed and concrete concepts, time lines etc. During this week many people met, who are working on the same issues. This lead to many connections amongst the participants and the experts and even some plans on future cooperation.

Follow up:
The follow-up of the projects did not work that well as we hoped. Most project teams needed to get reminded to fill in the website with updates of their project. Unfortunately, also some projects were not realised due to the lack of funding.

2. Gender discrimination amongst students and academics
Training and awareness raising seminar, round tables with national scope
Republic of Croatia

Organising team/organisation:
CSC (Croatian Students Council), Female network of Croatia, other female organisations

Aims of the project:
We want to discuss about stereotypes and discrimination among students and faculty/university members, on the base of gender and by awareness raising fight them.

Target group:
Students and faculty/university members

Preparatory work:
Setting up a working group, creating promotion material (flayers, posters, mails), contacting press, contacting other organisations, other logistics.

Implementation:
The project will be organized through panel discussion at the faculties/universities all around the country involving every member of the Students' Council of Croatia. The topics which will be tackled are as following: Quality of female life, Horizontal segregation in Higher Education, Women power and the academia, Discrimination of female students in Higher Education, Gender pyramid in Higher Education and The guys' side of the story.

Follow up:
After each one of those seminars we will have an summary which will contain statistic information about the current situation on gender issues at the universities in Croatia. Also, it would include the results and conclusions of the seminar. All reports will be gathered into one publication which will be published in four different languages: Croatian, English, German and French.

3. The Psychology Program from an LGBT-perspective
A review of literature used at the Department of Psychology, Uppsala University, Sweden with a presentation at a seminar

Organising team/organisation:
It was a joint venture between Uppsala Student Union, Uppsala University and the local LGBT(Lesbian, Gay, Bisexual, Transgender) student organization in Uppsala, FUGS, which is a member of The Federation of Swedish LGBT Student Organizations, SFG.

Aims of the project:
The aims of the project were to highlight the problems of heteronormativity in litera-ture used in higher education in general and at the psychology program at Uppsala University in specific.
The target group was first and foremost teachers and students at the Department of Psychology at Uppsala University, but also in a longer perspective all psychology de-partments in Sweden and other educational programs where students who are going to have a close contact with clients/patients/students in their working life are educated.

Preparatory work:
Part of the preparatory work before the project started was to get in contact with the Uppsala Student Union and with their help apply for financing from the Equal Oppor-tunity Committee at Uppsala University. This resulted in the three participants getting the amount of 350 euro each, which far from covered the actual time spent on the project, but could still be seen as an acknowledgment of the importance of the task.

Research:
The project itself consisted of two parts; a critical review of selected literature and a seminar to spread the results to the Department of Psychology and the public. The critical review of literature was made using discourse analysis especially focusing on the parts in the course books where LGBT people were explicitly mentioned and where family life, love etc was mentioned in general. The point was to see if, and how, LGBT persons were described and if the experiences of LGBT persons were made space for in texts on family life for example. The material and analysis were then made into a report that was published and distributed by the Uppsala Student Union.

Results of research:
The results of the analysis showed that the psychology literature was heteronormative in the following ways: causes of homosexuality were searched for but no attempts were made to explain heterosexuality; LGBT people weren't mentioned in general contexts about family life and love; research made on heterosexuals was presented as if it also applied to homo- and bisexuals and transgender people were only visible in the capac-ity of individuals with syndromes and never as a group. The review also showed that many obsolete and inaccurate explanations of homosexuality, often based on homo-phobic assumptions, were still represented in many of the books.

Implementation of results:
When the report was released, a seminar on heteronormativity was held at the Depart-ment of Psychology. During the seminar the writers of the report; Malin Dahlström, Sara Nilsson and Emma Wallin presented their results, a researcher gave a lecture on heteronormativity and a representative of the Swedish National Institute of Public

Health gave a lecture about mental health among LBGT people. The aim of the seminar was to show the connections between heteronormativity, health and education and by doing this, motivating the Department of Psychology to start implementing an LGBT perspective in their education.

Evaluation:
The seminar was a huge success with more than one hundred participants, mostly students from the Department of Psychology and other departments, but also a number of professors from the Department of Psychology. The seminar also attracted attention from both local and national media, and was reported on in both newspapers and on the radio. The review was printed in 400 copies and a second edition is now on its way. With the aid of The Federation of Swedish LGBT Student Organizations, SFG, the report has been distributed to all psychology departments in Sweden. The report has also been used as a blue-print for making similar reviews of literature in other fields of study. The students who wrote the report have been invited to give lectures on the subject of heteronormativity in higher education at a conference on LGBT issues and equal treatment of students in Lund in 2006, at Stockholm Pride in 2007 and at a seminar for publishers held in Stockholm in 2007. Both students and professors at the Department of Psychology in Uppsala have, thanks to this report, started realizing the importance of having an LGBT perspective in education.

Follow up:
The writers of the report have used the attention they got after publishing their report to influence their department to start working with questions of heteronormativity and the inclusion of an LGBT perspective in education. The results of this work so far have been good. All students aa aat the Department of Psychology in at Uppsala University are now given one lecture on LGBT and heteronormativity from an experienced psychologist invited as a guest lecturer. All students get to read some basic queer theory and the report is now part of the compulsory reading. Two of the writers of the report, Emma Wallin and Malin Dahlström, have also applied for financing from Uppsala University to continue their work. Supported by the Department of Psychology they have now been given the opportunity to implement an LGBT and gender perspective in a course covering the last two years of the educational program. They have also been given the assignment to rewrite some of the case examples to include LGBT persons, and not only heterosexuals, as used to be the case. What once started as a project focusing solely on a critical reading of literature has now expanded into a project involving the whole curriculum.

4. International students days 2006 – The right on education – a campaign week
17th - 22nd of November 2006 University of Berne, Switzerland

Organizing team/organization:
Amnesty International University group Berne (AIUB) and the Student Union of the University of Berne (SUB) and other organizations.

Aims of the project:
The main aim of the week was the awareness raising the topic „Right on education" and the fact that this right is not full entirely acknowledged and ideally implemented in

all parts of the world. Since this fact is primarily known in the context of the so called developing countries, it seemed important for us, to point out, that also in the OECD countries one cannot speak in any context of a self evidence of the right on education. There are considerable deficiencies in the implementation, also and in particular in Switzerland. Besides these content related aims, we asked for donations during the whole week. The goal was to grain a big amount of money for donating it to Columbian education projects.

Target group:
A broad audience, primarily students, but also university external persons. Especially those people, who were not aware of that topic and never attended events like that.

Preparatory work:
Setting up a working group, creating promotion material (flyers, posters, website, sets for the university cafeteria plates, mails), contacting press, contacting other organizations, checking with university on exhibition, asking for money from local student union, asking for money or in kind donations from sponsors, making a budget, organ sing equipment, etc ...

Methods used:
Exhibition - During the whole week there were exhibitions at five different locations shown, that dealt and informed about the topic of the week.
Vernissage - The vernissage was a very successful start in the campaigning week and has attracted around 40-60 people. After a short introduction people could take a look at the exhibition and talk while enjoying some finger food. Later in the evening a music band played and completed the great evening.
Movie evenings - The first movie evening was also a great success, especially since the movie theatre was filled with mainly unknown faces. It was organised on cooperation with the movie club of the University of Berne, which lead to the conclusion that the integration of our activity in a already existing program, the one of the movie club in this case, makes a lot of sense and attracts additional people. On the second evening a excellent choice of movies was shown. It were three movies that were each telling the story of a one woman from Burkina Faso, one from Columbia and one from Bosnia, fighting for more and better education.
Lectures - „Gender and Language", „Education in Columbia"and „Poverty and education"
Workshops - „Study with handicap"and „Financing your studies"
Tribute concert „Jamnesty" - The concert was quite a success. Three bands were on stage and playing in front of a 160 people crowd.
Panel discussion „Privatization of education"- It was a very interesting discussion about aspects of privatization and education in connection with the right on education.
Columbian food in the cafeteria - Great success, especially with the help of the very cooperative cafeteria.

Results and conclusion:
The campaigning week to the topic „Right on education"was a very intense week. It referred to a very up to date topic and could reach though different points of view of that topic a broad audience. Since the aim of making people really aware of the topic and

raise sensibility for problems with the right on education in Switzerland, was not really reached, the topic will appear in the future again. Something that was very obvious for the organizers all the time is not necessarily obvious to all the students and therefore more emphasis needs to be put on their level of knowledge in the education sector. The promotion was very successful and most of the events visited by many people. More emphasis shall be put on the cooperation with other organizations and at the same time of a clear definition what each group understands under this cooperation.

Altogether the campaign was a very successful, interesting, manifold, informative and fun week that enriched the universities day to day live a lot.

Evaluation:
With ten activities within one week, the working group ISD could recognize a real intense but also packed program. It was difficult to attend all events and in the end of the week the number of participants for each activity lowered down. This lead to the conclusion that less activities might be more successful. The time of the activities was always fixed on 8 pm, which was not very ideal. The average student is not at university until this time.

There was not much feedback on the exhibition, which makes a evaluation on this point a bit difficult. The fact of showing exhibition at different location as such got a good feedback, so next time the evaluation should focus on the content of it. Also did we notice that the places were not always very ideal due to fire exit contains etc from the side of the university. Also should be put more emphasis on the eye catching factor and less text but therefore bigger front size.

The amount of money we raised was to our full satisfaction, together with the income of the Jamnesty concert.

Follow up:
Next year we will plan longer ahead and try to get in contact with student unions and Amnesty student groups of other universities. So we could have all over Switzerland some actions during that week under one main topic. The donation to the Columbian education project there is also a long term influence of the week. Through the money, many children can be given the opportunity to go to school. And next to that, the motion concerning rights for disabled students, that developed out of a workshop, will hopefully have a long term influence on the politics of the university.

5. The power of difference – Disabled students in Higher Education: A Privilege or a Right?
Training and awareness raising seminar with national scope and an European dimension, since organisations from Lithuania, Slovenia, Italy, Spain, Belgium, German and Hungary participated.
18-25 May 2007 in Vilnius, Lithuania

Aims of the project:
To train people to work with disability issues in Higher Education Institutions, to share experience and to overcome prejudices.
Objectives:
- To improve the knowledge of the members of students' representative bodies and disabled students to work with disability issues in Higher Education Institutions (HEI).

- To prepare proposals for HEI concerning disability issues.
- To learn about disability etiquette and to try to use it in practice by working together.
- To prepare action plan for further activities concerning disabled students.
- To prepare the performances and exhibition using unconventional methods.
- To get acquainted with the situation of disabled students in other countries.
- To draught the attention of the bigger part of society towards disability issues.

Target group:
25 participants from Lithuania, Slovenia, Italy, Spain, Belgium, Germany, and Hungary.

Implementation:
 The training was separated into several thematic parts. The first part of the training was dedicated for the presentation of the campaign *"All Different – All Equal"* and the project itself, along with the group building. Also, the task *"Higher Education Accessibility for People with Disabilities in Home Countries"* was the introduction part to the main theme. Second part of the project was dedicated to get deeper into the topic about Higher Education and disability thus the following topics were discussed: *"Disabled Students in Higher Education: Privilege, Right or Social Demand"*; the impact of legislation, and Higher Education Institutions; disabled peoples' attitudes towards the *"others"* and how these factors interrelated with disabled people studies. The competences of the participants have been raising in special workshops *"Ability Park", "Technical Tools for Blind People", "Outdoor and Experiential Learning"*.
The middle part of the training was the presentation of the European funds, future actions and project planning. The last part of the training was the preparation for the social action. Participants were working in three different groups: Photo, Video and Forum Theatre. The group-work results were presented in the social action, which was held in the Teachers House yard in the downtown. There was special Photo exhibition, the movie *"Disability and Higher Education"* and Forum Theatre play. As well, there was the activity of the campaign *"All Different – All Equal"* named *"Living Library"*. Afterwards, there was an evaluation part.

Methods used:
Group building - For the group building different kind of methods were used. There was dedicated time for naming the expectations, which were prepared individually, and later on, the bus of the expectations was prepared to the group. It has started from the group-work in the smaller groups. The task was the game with the stick: all people had to hold the wooden stick with their fingers' inner side. The goal of this task was to get down the stick to the ground. Another task for the group was to start to listen to each other by counting till twenty-five with the eyes closed. Important thing to mention is that they had to count each after another and not at the same time. This task was followed by reflections about personal experiences and experiences as a group, also preparation of the proposals how the group-work could be improved. (different methods were further used)
Reflection groups - Reflection is about thinking, learning from your experience and making use of that learning in the Future. Moreover, reflections are related to emotions, feelings, senses and it increases the level of empathy. Reflection groups have been held three evenings in order to analyze deeper the experiences of the day, how

they affect previous thinking, what has touched people and how that made them think more about some issues. Reflection helps people to name themselves what they are experiencing and to accept it consciously.

Presentations - During the training there were made different kind of presentations. The preparation for the presentation *"Disabled people's situations in home countries"* started already before the training when participants from the home country had to meet and gather the information. During the training there were prepared the posters about the disabled people situation in home countries.

World Café - As a conversational process, the *World Café* is an innovative yet simple methodology for hosting conversations about questions that matters. These conversations links and builds on each other as people moves between groups, cross-pollinates ideas, and discovers new insights into the questions or issues that are most important in their life, work, or community. As a process, the World Café can evoke and make visible the collective intelligence of any group, thus increasing people's capacity for effective action in pursuit of common aims. The integrated design principles have been distilled over the years as a guide to intentionally harnessing the power of conversation for business and social value. When used in combination, they provide useful guidance for anyone seeking creative ways to foster authentic dialogue in which the goal is thinking together and creating actionable knowledge. The topics, which were discussed, are: *Legislative level, HE Institutional level, Disability as such in our realities, Disabled people attitudes towards the "Others".*

Actions and Future projects planning - It was done in a group-work. Firstly, people were discussing the main ideas, priorities in their National groups. Afterwards, there were presentations of the national plans and future collaborations. Finally, people gathered internationally, according to the thematic issues and were planning future projects.

Photo workgroup - Professional photographer led this workgroup. After the group discussions and coming to the main ideas they want to show with the pictures, participants directly went to the town and Higher Education Institutions. There they were taking the pictures separately and in groups, staging the situations.

Video workgroup - This workgroup was led by professional operator. After the group's discussions and coming to the main points they want to show in the movie, they went to the downtown, Higher Education Institutions where they were staging the scenes, taking interviews.

Forum theatre workgroup - Forum Theatre works from rehearsal improvisation to create a scene of a specific oppression. Using the Greek terms "protagonist" and "antagonist," Forum Theatre seeks to show a person (the protagonist) who is trying to deal with an oppression and failing because of the resistance of one or more obstacles (the antagonists). Forum scenes can be virtual one-act plays or more often short scenes. In either case, a full presentation is offered to the audience. The joker then says to the audience we will do this again, and if you would do something different than what the protagonist (not the antagonists) is doing, stand up and say "stop". The protagonist then will sit down and the audience member is invited forward to show his or her solution of the moment. Once the intervention is performed, the audience invariably

applauds, and the joker invites the audience to discuss the proposed solution, and to offer even more solutions.

Discussions - The discussion *"Disabled Students in Higher Education: Privilege, Right or Social Demand"* was held. Firstly, in the big groups, using a Mind Shower method (when people are saying all things what comes to the head which is connected to the topic) there were described privilege, right and social demand. Afterwards, the discussion was held in the small groups and finally the presentations of the workgroups were made.

Workshop: Ability park - This workshop was led by the partners from Hungary ("Ability Park"). The main purpose of this workshop is that people could look disabled people skills of possess, not only the lack of skills. Parts of the workshop:
Workshop: Wheelchair - There was furnished a wheelchair labyrinth in a room where the participants have to go through it by wheelchair. The purpose of this task is that people have to go through it as fast and smart as he/she can. The participants could get the possibility to stroll the surrounding by the hotel or they could try how it can be solved to do the shopping by wheelchair. Participants could learn the daily life of a disabled people.

Workshop: Sign language - Participants could learn the basic form of Hungarian sign language.

Game store – sensory games - Participants had to study the pattern odours with masks on the eyes and they have to name them.

Technical tools of blind people - This workshop was led by the partners from Germany *(The Study Centre for the Visually Impaired Students (SZS) Universitaet Karlsruhe Germany)*. There were presented Reading Strategies and Writing Capabilities of the Blind. There were a lot of tasks that presented the Basic Conditions for blind people studies'.

1. Reading with your fingers: tactile mode
- Introduction into the Braille system and different Braille codes.
- Outmoded technologies: Swell paper, German foil.
- Devices to display and print Braille: one-dimensional (serial) Braille displays, graphical Braille displays, Braille text printers, tactile graphics printers, exceptional devices (Virtouch)
- The screen reader as your window into the computer: console vs. graphical UIs.
- Mathematical notations for reading and writing: AMS, LaTeX, LiTeX, LAMBDA.
- Systems to work with math equations: LAMBDA, Maple, Audio Graphing Calculator.
- Experiences from students' exams.

2. Reading with your ears: audio mode
Transcription of the multidimensional master into a serial track (Verbalization, Math).
- Recording audio the old-fashioned way: Tapes.
- Recording audio the modern way: MP3 and CD.
- Recording of the future: DAISY books.

- Additional benefits of DAISY: visually handicapped, dyslectic or non-handicapped students, meta tags, archiving possibilities and search tools.
Outdoor and experiential learning - The goal of this workshop was the adaptation of the games and tasks that they would be accessible for people with disabilities. The participants were doing various icebreakers, group-building activities taking into consideration the main thing – inclusion of disabled people. In this workshop had participated people, who have different kind of disabilities and they were included into the activity during the process. Reflection and group sharing on the previous experiences followed each activity.

Living library - The *Living Library* is one such a simple idea: Meet your own prejudice! Instead of talking about it, simply meet it. The *Living Library* works exactly like a normal library – readers come and borrow a 'book' for a limited period of time. After reading it they return the Book to the library and – if they want – they can borrow another Book. There is only one difference: the Books in the *Living Library* are human beings, and the Books and readers enter into a personal dialogue. The Books in the *Living Library* are people representing groups frequently confronted with prejudices and stereotypes, and who are often victims of discrimination or social exclusion. The 'reader' of the library can be anybody who is ready to talk with his or her own prejudice and stereotype and wants to spend an hour of time on this experience. In the *Living Library*, Books cannot only speak, but they are able to reply to the readers' questions, and the Books can even ask questions and learn themselves. The innovative *Living Library* methodology aims to create constructive interpersonal dialogue between people who would normally not have the occasion to speak to each other. It is particularly suitable for large public events such as festivals and other large gatherings attended by hundreds or even thousands of people. Interactive methodologies are produced and reproduced in large quantities by creative and competent people, and they are constantly practiced, published, adapted, amended, developed and revised.

Results and conclusion:
Firstly, participants had a chance to deepen their knowledge in higher education accessibility for disabled students' field and to analyze it from different perspectives. Secondly, the theoretical things could be experienced practically during the special workshop tasks experiencing different kind of disabilities. They were acquainted with technical tools for blind and partially sighted people. Moreover, participants had a chance to work and collaborate with different kind of disabilities having participants and to improve their social skills. Participants were empowered to analyze the field of higher education and disability, using these criteria: legislative, institutional level and understanding disability as such. As well, participants were working with the aspect of adaptation of different tasks, involving the participation of disabled people. Participants have planned the future projects and had a chance to find the partners for coming collaboration. Therefore, participants have acquainted with the campaign *"All different – all equal"* and the specificity if the activities they are implementing. It is important to mention, that participants were learning with the atmosphere mentioning disabled people abilities instead of stopping in the victims position analysis. In the Social Action there were participating students from Students' Representatives organizations of disabled students and as well from youth organizations. Like this, they could acquaint with this topic and disabled students were encouraged to seek higher education. Moreover,

this target group through *Living library* could break their stereotypes about marginal society groups, such as ethnic, sexual minorities, refugees and others. The representatives from Higher Education Institutions administrations have participated in Social Action where they had acquainted with the topic of Higher Education and disability from different perspectives. The representatives from Ministries of Education and Science and of Social work and Social Security had assured that the topic of Higher Education and disability is a broad field to explore and to work on, as a feedback after the Social Action.

During the training the theme Higher Education and disability was analyzed from different perspectives. The situation of Higher Education accessibility in different countries was analyzed, taking as a criteria statistical data, special services for disabled students, non-governmental organizations power to impact the bettering of Higher Education accessibility. As well, the value discussion was taken whether the Higher Education for disabled students is privilege, right or social demand. Moreover, the main topic was analyzed comparing different countries situation and experiences about legislation, Higher Education Institutions level, disability as such understanding in our realities and disabled people attitudes towards the "others". More practically the theme was explored during the special workshops *"Ability Park", "Technical Tools for Disabled People", "Outdoor and Experiential Learning".* Moreover, the topic of Higher Education and disability was reflected during the workgroups: Photo, Video and Forum Theatre. The Photo exhibition focused mainly on the abilities of disabled people, pictured them as stylish people and presented them positively. The movie *"Disability and Higher Education"* was focusing on daily experiences disabled people are having outdoor. Those situations were presented with the sense of humour. Forum Theatre was about the stereotypes about disabled people and the pressure, which they are experiencing during the studies time. The played situation was about a wheelchair user in the library and the conflict he had with the rushing able - bodied guy.

Evaluation:

The reflections of Trainers - Trainers have gathered to evaluate the process after each training day and to plan the next day. There were special criteria to evaluate the working day. Firstly, it was the group process, whether all people are included in the work-programme, especially whether the tasks are accessible for disabled participants; how participants are collaborating with each other; whether the small workgroups consists of participants from different countries; whether and how the expectations of the group are met; how is group atmosphere in general. Secondly, whether the methods we use are good, appropriate; how particular methods help to achieve the main goals and objectives; whether the methods are good enough to include all participants in the tasks; what other methods could be used to achieve better results; how to adapt the method that it would be accessible for people having different kind of disabilities. The third criteria was how is the work of trainers going on: whether there is a mutual collaboration and understanding, equal responsibilities and tasks sharing; how the misunderstandings were solved; how increase the effectiveness of the trainers works; whether there is satisfaction of working together. The final point was the new insights the trainers are getting from the work in this training and what new things are bearing in the process, how we could learn from that, how does these things affect trainers personally and what kind of impact it does for the participants.

Reflection groups - The participants were divided into three groups with the criteria

that people would be from different countries. The exception was made only for participants from Spain because one of them did not talk and understand English fluently and was experiencing some problems due to language barrier. Those three groups have met three evenings for half an hour in order to evaluate the working day and to reflect on personal experiences. Participants had to reflect (but the level of openness was personal) on the process of the training, the usefulness of the tasks. More concentration was on personal experiences: what each person has learned from that day, how did those experiences have affected them, what new things he/she has found and how it can affect their future work. As well, the participants could comment on anything they felt they want to share with the group. The sharing was anonymous.

Group evaluation - There was held a group evaluation in the last day. Firstly, the participants were asked to evaluate the Training showing with one-hand fingers how many points they would give. Afterwards, participants were asked to explain why they gave particular points and to say the general comments about the Training, what they have learned from it as professionals and how this training has increased their competences and in which spheres especially. Afterwards, the participants were asked to evaluate the Social Action. Firstly, how did they like the work in their groups; did they find something new; what do they think how they managed and succeeded to reflect on disability and Higher Education with the different means; which of them were most successful? How they could evaluate the Social Action itself: the organization, the impact it has done for local community, the interest of visitors; their participation and responsibility they have taken. Whether expectations for Social Action were met? Finally, the participants were asked to share what they have learned during the training from emotional level and what kind of impact it does for them personally. Did they find something new in themselves and how it has happen, what were the particular tasks or things which have affected to think or to see the same things from different point? Whether this Training has met the expectations?

Evaluation forms - There were prepared the evaluation forms, which were filled up after the group evaluation. The evaluation form has consisted from 3 main parts: the usefulness of Program elements, the organizational side and the emotional side. The participants were asked precisely to evaluate each of the questions with the score from 1 to 6 (1- very bad; 2- bad; 3- so and so; 4- good; 5- very good; 6- excellent) and it was preferable to comment on choosing these scores or having some additional comments on the topic.

Bureau evaluation - After the Preparation meeting and Training were held, the bureau of Lithuanian National Union of Students have been evaluating the project, taking into consideration these points: meeting the goals and objectives of each event, logistics, the quality of the work, sharing the responsibilities and what we have learned from organizing such kind of event and what next time we could do better.

The project was better than the organizers and trainers have expected. There was very good group of the participants and fruitful work, regarding goals and objectives of the Training. The expectations of the group were met and the feedback was that *"learned a lot to see the person", "I learned a lot and now it is easier for me to live", "and I changed my opinion about physically disabled people. I could work with them all my life. Before this training I did not think like this", "I took the challenge to make accessible, in this Training it was good mix: to think out of the box".*

Follow up:

There were prepared future plans for collaboration of the partners. The Hungarian participants plan to adapt "Ability Park" method through finding organizations abroad who would be interested to establish "Ability Parks" in their countries; organizing youth exchange and the placement for the volunteer with the program "Youth in Action" – European Voluntary service.

The German participants planned to start the collaboration between the Universities of Ljubljana and Vilnius in order to organize the Erasmus students exchange in Karlsruhe university in Germany, where would be given the special services for blind and partially sighted students and to organize a project on the main topic of dyslexic students and the studying programs adaptations for them. The training of how to integrate disabled students into managing of EU-programs it is planned to be organized with the partners from Italy. Lithuanian National Union of Students representatives together with Slovenian Association for Disabled representatives has planned to organize a few seminars on these topics: seminars "Empowerment of disabled youth in Secondary and Higher education institutions", Disability awareness training for Tutors, Training "Creation of Students with Disabilities Representation Systems in Higher Education Institutions". Together with Italian partners representatives from organization "Altrestrade" it is foreseen to organize the seminar on the topic "The Qualifications of Organizers of Disability Events".

Lithuanian National Union of Students already have got the funding from the Ministry of Science and Education for follow-up of this project where it is intended to organize the exhibition and movie show "Disability and Higher education" in different Lithuanian regions with the idea to visit the biggest part of Higher Education Institutions in Lithuania and to split the idea of equal studying opportunities for disabled.

During the project the participants created the contact list in order to maintain future collaboration. Moreover, one of the participants has created a new web page (http://lithuanian-seminar.atspace.com) where people can share and develop their ideas, to take a look at the project idea and results. The further ideas were developed: the photo exhibition and movie shows in different Lithuanian Higher Education Institutions; visits to Higher Education Institutions and meetings with their administration persons in order to increase understanding about support for disabled students; special seminars for students' representatives about special services for disabled students and their representation system creation; research about disabled students empowerment possibilities; special seminars for disabled pupils and students about their empowerment; a conference, which will be organized with Ministry of Science and Education about Disability and Higher Education and the preparation of the methodology for Higher Education Institutions how to crate and implement equal studying policy for disabled students (it will be created together with the partners, contacting via email).

EQUALITY GLOSSARY
By Gender Equality Committee

This glossary is intended to give you an overview of the terminology used in the field of equality. Some of the terms used might also be interpreted differently in different countries and by different people. Mostly external references, but also existing ESU policies and statements have been used in the preparation of the glossary.

Adverse (harmful) impact
This signifies a significant difference in patterns of representation or outcomes between groups or individuals, with the difference amounting to a loss for one or more groups or individual.

Affirmative or positive action (sometimes also called positive discrimination)
Affirmative action is a means to achieve equality by a program of proactive measures, addressing a specific inequality experienced by individuals or groups in society, in a particular setting and an enforceable way. Specific actions are taken for the purpose of eliminating the present effects of past discrimination, or to prevent discrimination. See also discrimination and positive action.

Anti-discrimination
Refers to an approach that is taken which challenges unfair treatment of individuals or groups based on a specific characteristic of that group, e.g. colour, age, disability etc.

Assimilation's approach to gender equity
This relates to the emphasis on attaining the formal access of women to organisations, including higher education institutions. It implies that individual woman needs to adjust to prevailing conditions and social relations within the academy, which are regarded as fixed and unchanging. This has the effect of maintaining the status quo and the dominance of patriarchal practices. See also transformative approach to gender equity.

Autonomy
Autonomy is the right to identify, organise and take ownership of information, decision making and social, political and cultural activity.

Disability
Disability is explained as a physical or mental impairment which could have a substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities.

Discrimination – intentional/unintentional
Discrimination can be defined as treating people differently or less favourably, for any given reason. Discrimination is every legal or factual, direct or indirect differentiation and unequal conduct (giving privileges, excluding, imposing limitations) based on race, skin colour, social, national and ethnic background, descent, birth, language, class, religious or political beliefs, sex/gender, sexual orientation, disability, marital status

or any other basis; with the aim of or resulting in deprivation or limitation of human rights and freedoms.

Discrimination is intentional to the extent to which the person doing it consciously or knowingly or deliberately acts in a discriminatory way. What makes a person's or an organization's discrimination intentional is that they decide on the basis of an illegitimate attitude towards a group and is conscious of singling a person out for negative treatment because of his or her membership in a certain group. Discrimination which is not intentional is unintentional.

Discrimination is institutionalized if it is part of the systematic routine of an organization (such as a government, corporation, university, church, or club). Much discrimination in today's society, however, is institutionalized but not intentional, at least not in any obvious way. Discrimination which is not institutionalized is by definition isolated.

Direct (overt) discrimination
Direct discrimination is less favourable treatment on grounds of race or ethnic origin, age, disability, gender, sexual orientation, or religion or belief. For example harassment is a form of direct discrimination.

Indirect (covert) discrimination
This is treatment that appears to be fair and is applied to everybody equally, but has an unjustifiable adverse impact upon a particular group or person, with particular characteristics, attributes or circumstances. Indirect discrimination can also be a provision or practice that everyone has to conform to, but which some groups cannot meet so easily.

Discriminatory incident
An incident of discrimination is any incident which is perceived to be discriminatory by the victim or any other person.

Diversity
Diversity literally means "variety". Valuing diversity means valuing people and recognizing that everyone is unique/different but of equal worth. Diversity is a desirable characteristic in any community, whether a working environment, classroom, or an organisation. Diversity - whether in terms of ethnicity, political affiliation, religious conviction, etc - allows for a greater variety of approaches to solving common problems. Stakeholders have a responsibility to create the conditions necessary for fostering diverse communities.

Empowerment
Process of gaining control over the self, over ideology and the resources which determine power. The process of gaining access and developing one's capacities with a view to participating actively in shaping one's own life and that of one's community in economic, social and political terms. This is both an internal and an external process, where external refers to increasing different institutional possibilities to influence and using these possibilities. In the UN also the term gender empowerment measures (GEM) is used, which is developed to measure women's and men's relative influence/power in politics and economics.

Equal pay
Equal pay for work to which equal value is attributed without discrimination on grounds of sex or marital status with regard to all aspects of pay and conditions of remuneration.

Equality (synonyms parity, equal opportunity, fairness, impartiality)
Equality signifies the state of being equal. In an education context, this concept might offer students equal access and rights but might not take into consideration the additional steps required in order to enable better equality of outcome. Equality can be defined as parity (correspondence) of esteem, and access to opportunity, regardless of individual differences. It is the aspect of social justice that pertains to strict equality with regard to the application of the law and other procedures. In this respect, any differentiation on the grounds of sex, class, creed, etc would be regarded as unjust. See also Equity.

Equality of Opportunity
This means treating people fairly without bias or discrimination. Everyone should be entitled to the same opportunities regardless of race, gender, sexual orientation, religion/belief, disability, age, personal circumstances or any other basis. A descriptive term for an approach intended to give equal access to an environment or benefits or equal treatment for all. For example, access to education, employment, health care or social welfare to members of various social groups, some of which might otherwise suffer from discrimination.

Equity (synonyms fairness, impartiality, justice)
Equity is the quality of being impartial or fair. For treatment to be fair, issues of diversity need to be taken into account so that the different needs and requirements of individuals are met. An equitable approach in education is one that identifies and takes account of difference in fairly distributing time and resources, and impartially assessing outcomes. In equitable terms educational achievement should be an inclusive rather than an exclusive goal. Equity is an aspect of social justice which pertains to the recognition and redressing of discrimination, for example, through the mechanism of affirmative action. This is based on the principle of recognising that unequal power relations and obstacles to the advancement of marginalized groups embedded in social relations preclude the achievement of social justice. For this reason, the attainment of formal equality before the law is insufficient. Special measures to advance marginalized groups and to transform social practices are therefore preconditions for the attainment of social justice. See also Equality.

Equity of Access
The equity of access is the ultimate goal of attempts to widen access or to make use of affirmative action tools.

Family responsibilities
Family responsibilities cover the care of and support for dependent children and other members of the immediate family who need help. National policies should aim at creating effective equality of opportunity and treatment for female and male workers, and for workers without family responsibilities (…) they should be free from restrictions

based on family responsibilities when preparing for and entering, participating in or advancing in economic activity.

Feminist theories

Different feminist theories explain the oppression of women an construction of sex/gender in society, look for reasons and explanations for it, examines the consequences of the oppression and develop strategies for women's and men's freedom and reaching (gender) equality. A very crude distinction of feminist theory is to divide them into liberal, Marxist, radical, psychoanalytical, socialist, existentialist and post-modern theory. Within each theoretical framework you can find innumerable different emphasis and research subjects that divide feminists both with regard to theoretical framework as well as into different groups within these frameworks. What they generally have in common is an analysis of women's situation and a strive for change. Feminist theories and movements have developed at different stages in time and in different places to satisfy different needs/circumstances and the differences between them might indeed be very great. The feminist movement can be said to have begun from liberal feminism, which emphasised women's and men's alikeness and strove for an equality of rights. Feminism has evolved from a white, bourgeois hetero woman's freedom movement to theories of difference and diversity that take into account also ethnic and sexual differences as well as social status and class. The challenge for modern feminism is indeed how to find a common ground for the women's movement.

Gender

Gender as a term refers to socially/culturally constructed (not innate) differences or characteristics and relationship between men and women and the attributes, behaviour and activities each is expected to adhere to. The meaning of 'gender' is distinctly different from the term 'sex', which refers to the biological sex. Gender identity depends on the circumstances in which women and men live and include economic, cultural, historical, ideological, and religious factors. Gender relations also vary according to the economic and social conditions of the society and differ between social and ethnic groups.
See also Sex.

Gender and Sex

Sex refers to the biological differences between men and women, which are universal and do not change. Gender refers to social attributes that are learned or acquired during socialisation as a member of a given community. Because these attributes are learned behaviours, they can and do change over time and vary across cultures. Gender therefore refers to the socially given attributes, roles, activities, responsibilities and needs connected to being men (masculine) and women (feminine) in a given society at a given time, and as a member of a specific community within that society. Women and men's gender identity determines how they are perceived and how they are expected to think and act as men and women. Socialization means that the individual has to accept the roles and the gender system in society. This system and these roles determine e.g. the division of work between the sexes, the division of power and caring responsibility.
See also Sex.

Gender analysis
Gender analysis refers to the systematic process of identifying the differences in, and examining the related needs of, the roles, status, positions and privileges of women and men, and the way the planned activities/projects/policies/programmes can influence the lives of men and women.

Gender auditing/proofing
Means checking and assessing political suggestions, programmes and organs to ensure that the policies do not have gender discriminatory effects. This contributes towards gender equality. See also Mainstreaming.

Gender awareness
Refers to a state of knowledge of the differences in roles and relations of women and men, and how this results in differences in power relations, status, privileges and needs. See Gender Sensitivity.

Gender blindness
Ignoring or failing to address the gender dimension (as opposed to gender sensitive or gender neutral). Gender blindness (and also gender deafness and gender muteness) can come from a derogatory (putting down) attitude towards gender questions. This means the way in which people in the organisation refuse to see, hear and talk about gender and its meaning. To be able to do gender research and work towards equality means eliminating gender blindness as well as having gender sensitivity and the individual readiness to be a part of a learning process shared with other individuals.

Gender Equality
Gender equality entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices. Gender equality means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.
Gender equality or equality between women and men means the equal employment by men and women of socially valued goods, opportunities, resources and rewards. Because what is valued differs among societies, a crucial aspect of equality is the empowerment of women to influence what is valued and share in decision making about societal priorities. Gender equality entails that the underlying causes of discrimination are systematically identified and removed in order to give men and women equal opportunities. The concept of gender equality recognises women's subordinate position within social relations and aims at the restructuring of society so as to eradicate male domination. Therefore, equality is understood to include both formal equality and substantive equality, not merely simple equality. See also Gender equity.

Gender Equity
Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. In the

development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women. Technically equality before the law could and often does exist without those deemed to be "equal" really "having a stake in". See also Gender equality.

Gender issues
Are revealed when the relationships between men and women, their roles, privileges, status and positions, are identified and analysed. Gender issues arise where inequalities and inequities are shown to exist between people purely on the basis of their being female or male. The fact that gender and gender differences are socially constructed is itself a primary issue to deal with. See also Gender and Sex.

Gender mainstreaming
Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres, such that inequality between men and women is not perpetuated.

Gender neutral
Gender neutral characteristic entails having no positive or negative impact for gender relations or equality between women and men. Gender neutrality, which in reality often is gender blindness, is especially common where people live in the illusion of an already gender equal society. See Gender blindness.

Gender pay gap
Closing the gender pay gap is an investment in a productive factor. Not only does it address a major source of inequality between women and men, but also it improves motivation for women workers, which can lead to increase labour productivity. It also helps desegregate the labour market and change traditional roles. The reasons for gender pay gaps can be occupational and sectoral segregation (women and men doing different jobs in different sectors), education, age or factors such as discrimination, glass ceilings, or other. See Glass ceiling, leaking pipeline, discrimination, horizontal and vertical segregation.

Gender profiling
Gender profiling includes the practice of ascribing criteria or characteristics (usually discriminatory) to a person solely based on his or her membership of a particular class or category of people. Other forms of profiling (stereotyping) are equally discriminatory. See also Gender stereotypes.

Gender responsive
Refers to a planning process in which programmes and policy actions are developed to deal with and counteract problems, which arise if the needs arising out are socially constructed differences between women and men are not adequately met.

Gender segregation
Horizontal (gender) segregation
The horizontal segregation is different concentration of men and women in certain occupational sectors or disciplines. This is can be exemplified by, for instance, the very high percentage of women in the field of social and health care studies and work and the high percentage of men in technology studies and work, which is a fact in most European countries. See also Vertical gender segregation.

Vertical (gender) segregation
This refers to the differences in the positions of women and men within the hierarchies of a field. For example, if an organisation has an equal amount of women and men in the executive committee, but the presidency is completely male dominated, it is an example of vertical segregation. In the labour market this shows in women being over-represented at the lower levels of the hierarchy and men being overrepresented at the higher levels in the hierarchy.

Gender sensitive
Addressing and taking into account the gender dimension. Refers to the state of knowledge of the socially constructed differences between women and men, including their different needs, and use of such knowledge to identify and understand the problems arising from these differences and to act purposefully to address them.

Gender stereotypes
Stereotypes are a fixed idea that people/society have about what someone or something is like, ie. what kind of characteristics men as a group or women as a group share. Gender stereotypes are the patterns or mental templates for what we expect members of each sex to be. For instance, the stereotype for males frequently includes being tall, muscular, hairy, solitary, and unemotional. For females it might include being small, weak, social, sensitive, and emotional. See also Gender.

Gender studies
Gender studies are an academic, multidisciplinary approach to eg. women's situation and analysing the relation between the sexes as well as analysing the gender aspect of other disciplines and fields of study. Gender studies can be seen as an umbrella term, which also includes gender equality/equity research and critical men's studies. It usually entails acknowledging the state of inequality in different fields as well as measures to correct the situation by developing and implementing theories, strategies and methods.

Glass ceiling
Glass ceiling is a term referring to the invisible barrier that prevents women from rising to the top levels of organizations. This term is also often used about women in academia or higher education. See also Vertical segregation and Leaking pipeline.

Harassment
Unwanted behaviour that has the purpose or effect of violating a person's dignity or creates a degrading, humiliating, hostile, intimidating or offensive working environment. Harassment on grounds of race or ethnic or national origins are usually unlawful. Harassment on other grounds may involve less favourable treatment and may be

unlawful direct discrimination.

Heterocentrism
Heterocentrism is the assumption that everyone is heterosexual unless otherwise indicated.

Heterosexism
Heterosexism means the individual, group, or institutional norms and behaviours that result from the assumption that all people are heterosexual. This system of oppression, which assumes that heterosexuality is inherently normal and superior, negates LBGT peoples' lives and relationships.

Heterosexual
A heterosexual is a person who is primarily or exclusively emotionally, romantically, sexually, affectionately, and relationally attracted to people of the "opposite" sex.

Homophobia
This is the fear and hatred of or discomfort with people who love and sexually desire members of the same sex. Homophobic reactions often lead to intolerance, bigotry, and violence against anyone not acting within heterosexual norms. Because most LBGT people are raised in the same society as heterosexuals, they learn the same beliefs and stereotypes prevalent in the dominant society, leading to a phenomenon known as "internalized homophobia."

Homosexual
A homosexual is a person who is primarily or exclusively attracted to people of the same sex.

Implied consent
Implied consent involves dangerous assumptions, such as that someone's body language or clothing is sufficient to sanction a sexual overture or advance. Explicit, unequivocal consent is absolutely necessary. Implied consent is no defence against a charge of sexual assault.

Indirect or covert discrimination
See Discrimination.

Inclusion
The act of including or the state of being included. This has to go beyond physical inclusion to inclusion at social, cultural and institutional levels.

Individual discrimination
Refers to the behaviour of individual members of one race/ethnic/gender or other group that is intended to have a differential and/or harmful effect on the members of another group. See Discrimination.

Institutional Discrimination
A case where discrimination is carried out by the behaviour of individuals who control

the institutions and implement policies that are intended to have a differential and/or harmful effect on minority race/ethnic/gender/or other groups. See Discrimination.

Invisible barriers
Attitudes and traditional expectations that are hidden in them, such as norms and values that hinder, usually women's, increase in power and a full participation in society. See also Glass ceiling and Gender stereotypes.

Leaking pipeline
The gradual loss of women from the science career path, even if women and men go into higher education in equal numbers. This has come from the fact that in many, especially West, European countries, gender parity should already have been reached as women's proportion has been high for several decades. In many European countries women make up the majority of undergraduate students, but this is not reflected in PhD students or especially professorships. Strong horizontal segregation also persists.

LGBT - Lesbian, Gay, Bisexual and Transgender
LGBT is used as an acronym for referring collectively to Lesbian, Gay, Bisexual and Transgender. The acronym is an adaptation of the acronym LGB. Also GLBT is extensively used in the United States and commonly in Australia. Some variants to this also exists, like adding a Q for queer, an A for asexual, an I for intersexual, or a P for pansexual or polyamorous.

Liberation
Liberation is freedom from discrimination and oppression for all members of society, the right to be different but equal, both in law and social values.

Mainstreaming
It is a process of introducing a certain aspect of analysis (gender, minorities, human rights etc) into all possible programming, planning and policy making.

Mainstreaming (Transforming) Gender Equality (EU Context)
This refers to the long term strategy of the European Union to integrate gender equality into systems, structures, institutions, programmes, policies and practices. It is intended to transform higher education by tackling deeply rooted organizational cultures and practices within which inequalities are embedded. It calls for being able to see the ways in which current practices are gendered.

Men's violence against women
This is sometimes also called domestic violence or partner violence, but these terms have been criticised for obscuring the fact that the vast majority of the violence is committed by men (approximately 90%). The term men's violence against women also covers a broader phenomenon without constraining it to civil status or family. Violence against women is defined as physical or psychological violence that is directed at women precisely because they are women. It is a diverse term that can encompass such different things as a man beating or raping his wife, killing unwelcome girl children as well as sexual harassment. It is violence against women by breaking women's human rights. Violence against women is a hindrance to equality, development and peace.

Men's violence against women is a multifaceted problem which carries serious and broad consequences for both physical and mental well-being. The problem's social, health and economical effects are substantial both to society and the individual. This is not a private matter for the family nor is can it be invisible, but it concerns the whole of society.

The threat of violence and sexual harassment limits women's freedom and possibilities to take part fully in the society. According to the UN every third woman in the world is at some point the victim of physical, sexual or psychological abuse. The effects of violence against women have a negative impact on all of society.

Monitoring
Monitoring is a process that involves collecting, storing, analysing and evaluating information, to measure performance, progress or change. Monitoring racial equality involves collecting, storing, analysing and evaluating information about the racial groups to which people say they belong.

Occupational (job) segregation
This is the concentration of women and men in different types and levels of activity and employment, with women being confined to a narrower range of occupations (horizontal segregation) than men, and to the lower grades of work (vertical segregation).

Oppression
Oppression appears in the denial of rights and limiting access and/or opportunity using the projection of power as a means to achieve this.

Patriarchy
The patriarchy means that women as a group are subordinated men as a group, and patriarchy operates and sustains itself through physical and psychological violence, warfare and (conscious or unconscious) sexual discrimination. These gender power relations between women and men may take many forms and expressions and work to the disadvantage of women. The term patriarchy is seen to be based in the (material) needs of men, and patriarchy is seen to be reproduced in economy, education and culture.

Preferential treatment
Equal/unequal treatment implies treating an individual or a group in a way that will probably lead to more advantages, rights, opportunities or status that other individuals or a group of individuals have. It can be used positively (positive action) with an aim of to redress earlier disadvantages or discriminatory procedures or it can be used negatively, when the purpose is to maintain the differences or the privileges of an individual or group compared to others. See also Affirmative and Positive action.

Prejudice
Literally means "pre-judgment", i.e. forming a view about a person in advance. For example, racial prejudice is having a negative opinion or attitude about an individual or group based solely upon their ethnicity or skin colour.

Positive action
It refers to special actions to redress disadvantage. The approach is intended to create conditions more likely to result in equality of outcome than equal treatment by equalizing starting positions. See also affirmative action.

Positive Discrimination
It is considered a contradiction in term, see Affirmative action / Positive action.

Prejudice
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Queer
Queer is historically a negative term used against people who were perceived to be LGBT, but "queer" has more recently been reclaimed by some people as a positive term describing all those who do not conform to rigid notions of gender and sexuality. Queer is often used in a political context and in academic settings to challenge traditional ideas about identity ("queer theory"). Some use the word queer because they consider it the single most expansive and all encompassing term to mean LGBTQ.

Rainbow
The rainbow and the rainbow colours are the "official" pride symbol for LBGT people; six colours (red, orange, yellow, green, blue, and purple) represent diversity.

Racism
Racism in general terms consists of conduct or words or practices which disadvantage or advantage people because of their colour, culture or origin. In its more subtle form, it is as damaging as when in its overt form.

Safe spaces
Safe spaces provide an environment free from all forms of discrimination and can empower people with the same experiences. Safe spaces act as catalysts to reclaim public space, so that in an ideal situation there would be no need for them.

Self Definition
Self definition as the power of individuals to define themselves and amongst others have the possibility to say who they are and what they stand or without being bound by other people's constraints, labels or norms.

Segregation
A segregated society is one in which members of different races or social groups rarely, if ever, come into contact with one another as equals. All aspects of daily life are separated, and contact between the races is regulated so that one race is always in a superior position to the other. The most infamous examples are Apartheid of South Africa and the Caste system of India.

Sex
Sex refers to the biological characteristics which define humans as female or male. These sets of biological characteristics are not mutually exclusive as there are individuals who possess both, but these characteristics tend to differentiate humans as males and females. See also Gender.

Sex/gender system
This refers to a system of economics, social and political structures that upholds and produces different gender roles for men and women. It is a multilevel concept, where effects are at work simultaneously in the structures of society, in symbolic, in social networks and in the individual's identity. Women and men produce and uphold the system in and by themselves, in others and in the social and cultural structures. The sex system is tied to a specific time and place, culture and society and is changeable. The system is based on two principles: segregation, i.e. to keep separate (horizontal) and hierarchy (vertical). The horizontal principle divides women and men into two clearly distinct groups different from each other. The hierarchical norm sees men as the norm. On the system's combined hierarchy women's activities and areas are then considered less appreciated than men's. This can be seen in, for example, the both vertically and horizontally segregated labour market and can be made visible by sex disaggregated statistics.

Sex disaggregated statistics
The collection and separation of data and statistical information by sex to enable comparative analysis sometime referred to as gender disaggregated statistics.

Sexism
Sexism is a manifestation of stereotypical attitudes towards women. Inappropriate treatment based on sex constitutes sexism. Sexism is a form of discrimination.

Sexuality
Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical and religious and spiritual factors. A heterosexual is a person who is primarily or exclusively emotionally, romantically, sexually, affectionately, and relationally attracted to people of the "opposite" sex. A homosexual is a person who is primarily or exclusively emotionally, romantically, sexually, affectionately, and relationally attracted to people of the "same" sex. A bisexual is a person who is emotionally, romantically, sexually, affectionately, and relationally attracted to people of "both" sexes. A pansexual is a person who is emotionally, romantically, sexually, affectionately, and relationally attracted to people regardless of sex.

Sexual harassment
Unwanted conduct of a sexual nature or other conduct based on sex affecting the dignity of women and men at work including conduct of superiors and colleagues.

Stereotypes
Stereotypes are a fixed idea that people have about what someone or something is like, often wrong.

Structural Discrimination
This term refers to policies or practices that are discriminatory. In many cases the policies or practices might even look neutral but because of the different starting points are inherently discriminative.

Transformative approach to gender equity
This relates to the emphasis on highlighting covert (hidden) as well as overt (obvious) obstacles to the advancement of women and thus changing social relations within organizations and society. This has the effect of challenging the prevailing patriarchal dominance in organizations and of introducing a different way of doing things - different values, practices and knowledge which might not be fully recognised and accommodated in the organization.

Transgender
Refers to those whose gender expression at least sometimes runs contrary to what others in the same culture would normally expect. Transgender is a broad term that includes transsexuals, cross-dressers, drag queens/kings, and people who do not identify as either of the two sexes as currently defined.

Widening Access
This is an umbrella term for the efforts of higher education institutions, governments and others to increase the participation in higher education, especially for the underrepresented groups. This includes internal and curricular reform, affirmative action, promoting the use of qualifications framework, etc.

Xenophobia
It represents an irrational fear or hatred of foreigners or strangers or of their politics or culture.

Equality Handbook