

Interaktivní publikace je vám k dispozici na adrese:

<https://eurydice.eacea.ec.europa.eu/data-and-visuals/higher-education>

# Eurydice

Youth Wiki | Eurydice | Mobility Scoreboard

< Back to home

## Higher education

The system-level indicators on higher education explore two important aspects linked to the social dimension in higher education in Europe. On one hand, they examine tackling gender equity issues in higher education, and on the other, admission policies in the context of lifelong learning. The two indicators focus on key policies in these areas in 38 European education systems.

The scope of the indicators is publicly funded and government dependent private higher education institutions (ISCED 5, 6, 7 and 8).

These indicators support the analysis in the [Education and Training Monitor](#), which is the European Commission's annual report on EU education and training systems.

### 1 Composite indicator on policies for tackling gender equity issues in higher education, 2023/2024

This composite indicator examines whether gender issues are addressed in higher education. It comprises four elements:

The first element looks at whether a strategy for gender equality exists and is in place for all higher education institutions. A strategy can be specific document using the name 'strategy', but it may also be a document (or documents) that describe a major policy plan without, however, bearing the title 'strategy'.

The second element focuses on measurable targets. A strategy may reflect good intentions, but is most likely to be operationalised when specific targets are set. For a target to be measurable it must be quantitative in nature, and reference points for measurement need to be put in place. Thus, a target would typically take the form of a statement that, for example, the percentage of women in high-level academic posts would move from x % to y % by a certain date.

The third element considers to what extent stakeholder consultation has taken place, in order to ensure that a gender equality strategy is inclusive and responsive to the needs of communities in the higher education sector.

The final element of the scoreboard indicator concerns the role of external quality assurance agencies, and in particular whether they are required to monitor the implementation of the strategy within the higher education institutions. If quality assurance agencies are required to monitor implementation, this gives a strong sense of the importance of gender issues in the higher education sector.

#### Policies for tackling gender equity issues in higher education, 2023/2024

Number of policy elements

- 4
- 3
- 2
- 1
- 0

Country notes

#### Education system(s)

Belgium - French Community
Belgium - German-speaking Community
Belgium - Flemish Community
Bulgaria
Czechia
Denmark
Germany
Estonia
Ireland
Greece
Spain
France
Croatia
Italy

#### Number of education systems per category

Number of education systems per category

- 15
- 8
- 4
- 3
- 1