



WP5.1.3.1 - A toolkit of educational formats which facilitate inclusion

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1. Introduction

This deliverable comprises two main sections:

1. A draft of an online 'Inclusion Framework', providing a range of case studies of inclusive practices. This resource is based on data gathered by WP5 regarding the EUTOPIA universities' inclusion-related policies and practices. It reflects our agreed common approach to facilitating inclusion in Higher Education, as well as summarising some good practices identified in specific universities. See below for a link to the current version of this output, and a reproduction of the content on the website.
2. Summaries of students' insights, feedback, and suggestions regarding this framework, gathered via a series of focus groups and a 'EUTOPIA Inclusion Project' Discord space in early 2022. These focus groups are part of an ongoing collaborative project between WP5 and EUTOPIA students, described in more detail in Deliverable 2 of SWP5.1.3, the 'Roadmap for implementation'.

Although the present document represents the final version of this deliverable, it is also a dynamic work-in-progress, to be developed during the remaining months of the EUTOPIA-2050 pilot, and presented in a revised form as part of our final deliverables, the 'Take-up analysis report', 'Impact report', and 'Diversity Day'.

This deliverable, available for public dissemination, is informed not only by the deliverables of SWPs 5.1.1 and 5.1.2, but also by substantial background resources that will remain confidential to EUTOPIA partners and the students directly involved in this project:

- A document providing a detailed summary of key policies and practices at each of the partner universities, and exploring possibilities for designing and implementing joint policies (and other forms of collaboration) in the future. This resource is also in continual development, and will grow and adapt as the EUTOPIA partners' approaches to inclusion grow and adapt over time. It will enable us to share sensitive information and challenges with each other, and use these insights to inform our public outputs.
- A set of documents summarising our focus groups with students and the discussions they have posted on the Discord space. The content of these summaries has been approved by the students involved, for use in creating our deliverables. Portions of the summaries may also be included in our final deliverables, with the students' consent.

2. EUTOPIA Inclusion Framework

2.1. Introduction

The initial draft of the EUTOPIA Inclusion Framework was uploaded to a password-protected webpage that was made available only to members of WP5 and the students we consulted. This page has now been discontinued, but the present document is an accurate reproduction of that website at the time it was written (06.05.2022), and shows the framework as it was presented to the EUTOPIA students whose feedback is summarised in Section 2.

In consulting students about this framework, we have invited them to reflect on the following questions:

1. Do the 'core principles' reflect what you think should be the priorities of Higher Education institutions in Europe? Are there principles missing here that you think should be added?
2. Does the 'roadmap to inclusive practice' make sense to you? Do you think this is how universities should approach inclusion? Should the stages in the roadmap be in a different order, or should other stages be added here?
3. Do you find the case studies interesting, and would you like to see more of them? Do you see any practices here that you would like to re-create in your home institution? Do you recognise practices that already exist, perhaps in a different form, in your home institution? What else would you like to know about current inclusion practices in EUTOPIA?
4. Our future vision will be co-created with key stakeholders, including staff and students. What would you like to see EUTOPIA do in the future? What role would you like to play in the creation of a more inclusive Higher Education system?
5. Does this framework seem like a potentially useful resource? How might it be useful to you, or to your lecturers or other stakeholders? What would you like to change about it?

2.2. Homepage

Our core principles

The EUTOPIA Alliance sees inclusion as fundamental to the creation of excellent and socially relevant European Universities. We are committed to building an inclusive model of Higher Education, shaped by three core principles:

- European Universities themselves must be made accessible and inclusive, rather than focusing on 'disadvantaged groups' and assimilating them into university culture.
- European Universities of the future must be co-created with students, staff, and external stakeholders.

- Disadvantage and inclusion are complex, and can be defined differently or have different ramifications depending on context and perspective.

Our roadmap to inclusive practice

Our roadmap towards inclusive practice in HE is structured in four stages:

Stage 1: Legislation

National and institutional regulations are vital prerequisites to fostering inclusion. These should be visible, accessible, and continuously monitored. They can include official legislation as well as a range of less formalised measures, operations, and statements of principle.

Stage 2: Processes

The processes whereby such regulations (and other aspects of HE) are created must also be inclusive. Processes should be scrutinised in all areas of university activity, from teaching and research to knowledge transfer, HR, recruitment, and employment.

Stakeholders should be consistently involved in and informed about every stage of these processes, especially those stakeholders who have experienced disadvantage (experts by experience). There should be multiple mechanisms for input, with ample time for consultation and development.

Mechanisms can include conferences, open forums, discussion groups, surveys, and the activities of university bodies such as those described in the next stage.

Stage 3: University bodies

Dedicated teams should be set up to enable, implement, and maintain inclusion as an underlying principle in every aspect of university culture. These bodies, like the processes described above, should be visible and accessible. They can conduct research and monitoring activities, consult and advise on new measures, help to implement those measures and raise awareness of them, and provide avenues for dealing with reporting and complaints.

Stage 4: Actions

A university's inclusive infrastructure (Stage 1), designed through inclusive processes (Stage 2), and maintained by dedicated teams (Stage 3), should result in practical actions that create an inclusive environment (Stage 4).

Our current approach

The EUTOPIA universities are committed to sharing information about inclusion-related policies and practices, in order to learn from each other's experiences and identify common ground. Each university works within a specific context, with its own national and institutional policies, its own approach to defining inclusion, and its own unique stories to tell. We are proud to showcase a selection of stories from the individual universities of the alliance, and from the collective activities of EUTOPIA itself.

[Visit our showcase of Inclusion Case Studies.](#) [see below]

Our future ambitions

By getting to know each other through the work of the EUTOPIA alliance, we have begun to identify areas where we are working towards the same goals and addressing the same challenges. Building the inclusive European University of the future is a long-term project that will never be 'finished', and EUTOPIA is committed to pursuing this project as an integral part of all its activities. In the final section of our Inclusion Framework, we tell the ongoing story of how our alliance strives towards an inclusive university culture for all, and how we intend to pursue this goal in the future.

[This part of the framework is still to be built at the time of writing.]

2.3. Sub-page: Inclusion Case Studies

In this showcase, we present a selection of inclusive practices from across the EUTOPIA Alliance. Each showcase page focuses on a particular theme, and describes practices from two or more EUTOPIA universities. [At the time of writing, only the case studies for the Disability, Gender Equality, and Widening Participation categories have been written.]

General

Learn more about intersectional initiatives that set the tone for each institution's holistic approach to inclusion.

Anti-Racism

Universities tackle racism through a range of different methods, from Decolonisation projects to intercultural training programmes.

Disability

We are committed to making Higher Education accessible to students and staff with disabilities, and supporting the physical and mental wellbeing of all members of our community.

Gender Equality

European Universities are on a mission to combat gender inequality at all levels of Higher Education, from Teaching & Learning to Research, Administration, and Management.

LGBTQIA+

We celebrate initiatives to make universities more inclusive for LGBTQIA+ people, and to improve understanding in the classroom and wider university settings.

Refugees and Asylum Seekers

The EUTOPIA universities offer various forms of support to refugees and asylum seekers, and to increase understanding of the issues they face.

Sexual Harassment and Bullying

It is the responsibility of Higher Education Institutions to create environments where harassment and bullying are not tolerated, and where confidential support is available to those who experience or witness such behaviour.

Widening Participation

These practices enable students from a range of socioeconomic backgrounds to access Higher Education, and to thrive both during and after their time at university.

2.4. Sub-page: Case Studies: Disability

On this page, we showcase policies and practices at the universities of Ljubljana and Gothenburg, focusing on how their national and institutional legislation and strategies translate into specific provisions for students and staff with disabilities.

Please note that the following information is correct at the time of writing (January 2022), but is subject to change.

University of Ljubljana

Provisions for disability at the University of Ljubljana present a strong case study of how legislation and strategy can shape the processes, committees, and actions that affect the experiences of students and staff. Below, we begin by describing the national context for this issue in Slovenia, before describing the adaptations available to students and staff, and some of the associations – within and beyond the university – that can support those with disabilities.

Legislation and strategy

The Slovenian [Employment Relationships Act \(2013\)](#), [Protection Against Discrimination Act \(2016\)](#), and [Code of Conduct for Civil Servants \(2001\)](#) legislate against discrimination on the basis of disability (amongst other protected categories).

More specifically, the employment of people with disabilities is promoted by the [Public Scholarship, Development, Disability and Maintenance Fund of the Republic of Slovenia](#), which also monitors employers' compliance with applicable [regulations](#) on the rights of people with disabilities: for example, the University of Ljubljana needs to fulfil a 3% quota of employees with disabilities. The [Act Amending the Vocational Rehabilitation and Employment of Persons with Disabilities Act \(2021\)](#) states that employees with disabilities can request workplace adaptations on an individual basis.

One of the University of Ljubljana's development goals for 2021-2023, as stated in its most recent [Work Programme](#), concerns the development of solutions for the inclusion of 'non-traditional candidates' for higher education, for example through adaptations to study programmes. These actions are carried out in accordance with the definitions of disability provided in article 69a Slovenia's [Higher Education Act \(1993\)](#).

The university's work in this area is overseen by the Centre for Teaching Excellence, the Committee for Student Affairs, and the Committee for Students with Special Status (referred to in the next section).

Special needs status for students

Students at the University of Ljubljana can apply for special needs status upon enrolment or at any time during the academic year. They are informed about this opportunity before application and upon acceptance onto a course of study. Before applying for the status, they can talk to a designated member of staff about their needs, expectations, and concerns. The Committee for Students with Special Status assesses and makes decisions on all applications. Rules regarding special needs status are [published on the university website](#).

Students who obtain special needs status can receive various forms of support, such as tutoring, mediation services with instructors, sign-posting to central services (e.g. counselling, the medical centre, the Centre for Social Work), and information regarding relevant extra-curricular events.

Disabilities and health conditions are also taken into account in the financing and assignment of student housing.

There is a strong emphasis on providing 1-to-1 support for individual students and acting on their feedback regarding the services provided. Special support is available for first-year students who are new to university and encountering a range of problems or obstacles for the first time.

A set of [central webpages](#) outline the key information regarding special needs status, including a list of the designated staff, across all departments, who can support students with special needs. Students can also find guidance on the university's [career service website](#).

Specific adaptations for disabled students are implemented through dialogue with the students and their tutors, and can include flexible timing for classes and examinations, hearing induction loops in lecture rooms, and adjustments to PowerPoint presentations or other learning resources. The university library has invested in ergonomic tables, reading aids and magnifiers, e-readers, and other equipment to support student learning; they have also adapted their services to be more accessible, for example by offering longer borrowing times and distance-borrowing services.

The university's provision in this area is regularly monitored and reviewed through annual student surveys. During the Covid-19 pandemic, support services have moved online and worked hard to provide special adaptations relating to remote study, including referrals to qualified experts for those suffering mental health problems. A great deal of work has also been done to improve the accessibility of the university's [website](#), so that it is easier to engage with for disabled users.

The university has published numerous monographs and guides on teaching students with special needs and the self-advocacy of students with special needs.

It should be noted that the special needs status is also granted to students who are top athletes, recognised artists, participants in international competitions, or parents.

Slovenian Association of Disabled Students

The [Slovenian Association of Disabled Students \(DŠIS\)](#) was founded to promote the rights and interests of students with special needs in Further and Higher Education and to offer a range of support and activities for independent living, studying, employment and social life. Currently, the Association brings together 212 students and graduates with various types and degrees of disability or special needs.

The DŠIS offers:

- Non-formal learning courses and workshops
- Cultural, sporting and social activities at home and abroad
- Transportation services
- ICT support

- Facilities for printing, copying and enlarging study materials, or adapting printed materials into accessible electronic documents
- Personal assistance services
- Counselling and advice regarding studying, adjustments, student housing and other disability-related rights.

The Association also investigates the study and employment conditions of young people with special needs, and on this basis makes policy proposals and runs awareness-raising workshops and training.

Association of Vocational Rehabilitation Providers of the Republic of Slovenia (ZIZRS)

[ZIZRS](#) promotes the vocational rehabilitation and employment of people with disabilities. The Association contributes to the drafting of relevant legislation, ensuring that its members' interests are represented in these larger conversations. ZIZRS also contributes to expert materials prepared by the Development Centre for Vocational Rehabilitation at the [University Rehabilitation Institute Soča](#), which has enjoyed a [long and close relationship with the University of Ljubljana's medical faculty](#).

ZIZRS coordinates [Youth Transition](#) (2018-2021), an [EU-funded project](#) that promotes the social inclusion of young people with special needs, and aims to support their transition from school or university into the labour market. The project is led and coordinated by Maja Zovko Stele (who studied Special Education and Teaching at the University of Ljubljana), and includes 14 providers of employment rehabilitation programs.

University of Gothenburg

Disabled students and staff at the University of Gothenburg are supported by various regulations and provisions. Below, we summarise some relevant national legislation and initiatives, before showcasing specific policies and practices at Gothenburg.

Legislation and strategy

The [Swedish Discrimination Act \(2008\)](#) stipulates that employers must actively prevent discrimination on the basis of several protected characteristics, including disability. The university is obligated by this and the [Work Environment Act \(1977\)](#) to make its working conditions and environment accessible for people with disabilities. Sweden's [National goals and focus for disability policy \(2016\)](#) also emphasise that people's differing needs and conditions should not be a decisive factor in their participation in education or the labour market.

All Swedish universities are required to abide by the Swedish [Higher Education Act \(1992\)](#) and [Higher Education Ordinance \(1993\)](#), which give students the right to be involved in decisions that have a

bearing on them, and state that universities must ensure that all students (including those with disabilities) can participate actively in their study programmes. The [Swedish Library Act \(2013\)](#) regulates the operations of all Swedish libraries and stipulates that they should be accessible to all, including people with disabilities.

Compliance with these regulations is monitored by the [Swedish Higher Education Authority \(UKÄ\)](#) and the [Swedish Council for Higher Education \(UHR\)](#). The Swedish [Equality Ombudsman](#) operates on behalf of the Swedish government, and takes action against discrimination: for instance, a 2018 lawsuit led to a Swedish university being fined for having failed to make accessibility provisions for a hearing-impaired student.

The University of Gothenburg has developed several policies to implement national legislation. High-level guidelines regarding disability can be found in the rules and regulations for [first- and second-cycle](#) and [third-cycle](#) studies, and in the [Rules for Examinations \(2018\)](#) and [Rules for Syllabuses \(2019\)](#), which state that students with documented disabilities can apply for adaptations. These adaptations are implemented in accordance with the [Vice-Chancellor's Delegation of Authority Policy \(2020\)](#).

The Swedish Agency for Participation's accessibility guidelines (referred to above) underpin the University of Gothenburg's Accessibility Policy (available on the [Equal Opportunities policy webpage](#)) and accompanying action plan. These documents outline goals and measures in the following four areas: (i) norms and values, (ii) organisation and operations (e.g. support to staff with disabilities, recruitment, procurement), (iii) physical environment (e.g. buildings, service facilities), (iv) information and communication. The responsibility for upholding the policy and action plan lies with the vice-chancellor, the library director, the heads of departments, head of communications, and head of facilities and buildings. The Accessibility Policy was originally created in consultation with academics, administrative staff, and students.

National initiatives for students

The implementation of targeted study support for students with disabilities is funded by the Swedish government up to an amount equivalent to 0.3% of the university budget (for first- and second-cycle studies). The administration of these funds is overseen by a Coordinators' Network, led by Stockholm University. This network has produced a Coordinators' Guide (unpublished) that establishes common principles for the implementation of study support and accessibility in Swedish Higher Education. Stockholm also oversees a shared [National Student Disability Support](#) grant, available to all Swedish universities.

The [National Agency for Special Needs Education and Schools \(SPSM\)](#) offer free skills development and knowledge dissemination throughout Sweden, to ensure that education providers can meet the needs of all students. Since 2014, the [Swedish Agency for Participation \(MFD\)](#) has also disseminated knowledge and experience regarding disability and accessibility in all areas of society.

The [Swedish Agency for Accessible Media \(MTM\)](#) is a government agency under the Ministry of Culture. Their main mission is to make literature accessible to people with disabilities in collaboration with Swedish libraries, as well as inform and promote understanding on reading impairments. The

audio recordings of books (or ‘talking books’), which they make available to students with reading impairments, are protected by Copyright Law, and this provision is facilitated by the so-called [Swedish talking book model](#). Eligible students can borrow accessible literature from MTM via the digital library [Legimus](#). MTM also provides access to course texts in Braille or as e-texts.

University provisions for students

The University of Gothenburg’s Unit Educational Affairs employs study support coordinators who oversee provisions for students with disabilities. The provisions themselves are designed in consultation with teaching and administrative staff within the university, and information about them is communicated to existing students via a [central webpage](#), and also to prospective students and study counsellors at schools.

Upon enrolment, students can apply for support via the National Administration and Information System (NAIS), a portal used by all Swedish universities. The student is then contacted by a study support coordinator so that they can describe how their disability affects them and learn more about the support available. Students with documented disabilities receive a certificate of study support, and discuss the adaptations they need with their academic department and the study support coordinators. Students can also participate in peer support programmes where they act as mentors and note-takers for other students.

The university library has invested heavily in making their services more accessible, introducing sit/stand desks and desk-bikes, study support software and ‘talking books’, 1-to-1 consultations for individual students (via a range of in-person and digital communication methods), lectures to introduce students to helpful resources and techniques, and staff workshops about inclusive teaching methods. The library’s support team can provide some services to students who self-certify as disabled without the need for official documentation. All students can download free software to facilitate reading and writing, such as speech synthesis, spelling programs, magnification and screen reading programs as well as translation tools. These programs can be installed on the student’s own computer and be used throughout their studies.

The University of Gothenburg’s [PIL-unit](#) (unit for Pedagogical Development and Interactive Learning) provides mandatory teacher training to all university staff, including doctoral students. The first module (equivalent to 5 ECTS) introduces accessibility and inclusion, based on two course readings addressing ‘how to teach accessibly’, and pedagogical strategies to prevent disability from being a barrier in Higher Education. The PIL-unit also oversees the administration of joint university digital systems, platforms, and pedagogical tools. All digital systems must follow the [guidelines](#) (known as WCAG 2.0) set by the [Web Accessibility Initiative \(WAI\)](#), which is run by the World Wide Web Consortium (W3C).

The university is also working to make study support more accessible for visiting international students with disabilities, and for students who study part-time due to a disability and are therefore excluded from full-time exchange programmes.

University provisions for staff

Staff at the University of Gothenburg staff can consult Occupational Health Services, Human Resources, health and safety representatives, and their line manager to discuss concerns about and possible adaptations to their work environment. These conversations can be re-visited during annual development reviews.

Every department has at least one health and safety representative, nominated by members of the department and formally appointed by local employees' organisations. Health and safety representatives may request investigations of work environments to verify conditions, and represent employees' interests in other ways.

2.5. Sub-page: Case Studies: Gender Equality

Gender Equality is a focal point for some of the most exciting and innovative work currently taking place in EUTOPIA. On this page, we showcase practices from VUB and UPF.

Please note that the following information is correct at the time of writing (January 2022), but is subject to change.

Vrije Universiteit Brussel

Gender equality is promoted at VUB through a number of measures, both holistically through the [Equality Action Plan 2021-24](#), and through specific initiatives such as the annual Gender Week. Here, we showcase the activities of the RHEA Research Centre, which encompasses much of the gender-related work at VUB.

RHEA: Research Centre Gender, Diversity and Intersectionality

Overview: RHEA is an interdisciplinary, interfaculty and internationally networked research group committed to the development of scientific research and the valorisation of knowledge in education, external and internal policy-making and public debates.

RHEA evolved out of the Centrum voor Vrouwenstudies (Centre for Women's Studies), which was established at VUB in 1987 as the first academic centre for women's studies in Flanders. RHEA was relaunched as research centre on Gender, Diversity and Intersectionality in 2014.

By integrating intersectionality in its name and working, RHEA centralizes the importance of understanding gender inequalities always in interaction with other categories of differentiation based on ethnicity, sexuality, religion, class, ability and age. Intersectionality has therefore been integrated as a central theoretical framework in the centre's research, education and activities.

Education: For more than 20 years, RHEA has pioneered education on gender and diversity in Flanders. The centre provides specialised and integrated education on gender & diversity at bachelor, master and doctoral levels. Specific courses include:

- Elective courses at VUB, including [Introduction to Gender & Diversity Studies](#), [Gender, Diversity and Politics](#), [Islam and Gender](#), and [Philosophy and Ethics of Sexuality](#).
- The [Interuniversity Master's programme in Gender & Diversity](#) is a joint initiative between VUB and four other Flemish universities: KU Leuven, The University of Antwerp, Ghent University, and Hasselt University.
- The [Interuniversity Research Master in Philosophy](#), in which RHEA-members co-organise the research seminar [Philosophy & Ethics of Gender, Diversity and Sexuality](#).

Research: RHEA facilitates fundamental and applied research on gender, diversity & intersectionality in a variety of academic disciplines. The centre serves as a platform for researchers from different faculties and departments to collaborate and engage in dialogue. Thanks to the wide-ranging expertise of its members, RHEA is able to provide internal and external advice on equal opportunities and diversity policies.

RHEA members perform and collaborate on research in multiple disciplinary areas and on various topics that can be clustered around the following research lines:

- Harmful cultural practices and gender-based violence
- Equality policies and political representation
- Intersectionality and feminist theory
- Gender, religion and secularism
- Bio-ethics and sexual and reproductive rights
- Migration, anti-discrimination policies and citizenship
- Post-colonial theory, (de)coloniality and epistemic diversity
- Gender, diversity and education
- Agency, identity and subjectivity

Leadership and Membership: RHEA is led by director Gily Coene and co-director Karen Celis, and coordinated by Susan Dierickx. A central team is responsible for planning and follow-up of the overall goals, strategies and activities. The core team is composed of the directors, coordinator and a small group of RHEA-researchers and members.

RHEA members are VUB researchers from a variety of academic disciplines working on issues related to gender, diversity and intersectionality. RHEA offers these researchers a platform for exchange and

cooperation, spreads relevant information through an internal mailing-list and (co-)organises activities for both specialised and broader audiences.

RHEA membership is open for researchers/lecturers connected to VUB who work in the field of gender & diversity, from a variety of academic disciplines. Members engage with RHEA by attending events, presenting their research, and providing input for others' research projects and activities.

Universitat Pompeu Fabra

UPF promotes gender balance and gender mainstreaming through a range of curricular and extra-curricular initiatives, events, and resources. The importance of gender equality is enshrined in the UPF [Equality Plan](#), in bodies such as the [Centre for Gender Studies](#), and in regular awareness-raising events such as Equality Week.

Below, we showcase the BibTIC guide to gender mainstreaming in the classroom, the Viquidones project, the annual awards for gender research, and the international contest Wisibilízalas.

Gender mainstreaming

UPF's Equality Unit oversees an extensive set of tools and resources designed to support academics in reviewing and adjusting the gender balance in their courses, in various different ways. This can involve diversifying the set texts or illustrative examples used, the types of activities undertaken in the classroom, and the language used in teaching materials.

UPF provides over [150 guidance documents](#) (called BibTIC or 'Library and Computer' guides) on a range of topics, including one on [Gender Perspectives](#). This guide offers a searchable and accessible collection of publications, videos, research groups, and toolkits exploring issues to do with gender balance in research and teaching, and in relation to specific academic disciplines. Among other things, this website links to:

- A [framework](#) for the incorporation of gender perspectives in university teaching by AQU (the Catalan University Quality Assurance Agency)
- An extensive set of [discipline-specific guides](#) on this subject by the Xarxa Vives network of Catalan universities
- [Viquidones UPF](#), described in more detail below.

Viquidones

The name of this initiative is derived from 'Viquipèdia' (the Catalan version of Wikipedia) and 'dones' (meaning 'women'), and it was established in response to the fact that only 17% of Wikipedia

biographies are about women (or 18.56% of those in Catalan). The goal of Viquidones is to detect and reduce gender bias on Wikipedia, both in terms of the website's content and its content editors.

Members meet regularly during the academic year and work together to discuss the nature of the problem, explore possible solutions, and develop the knowledge, skills, and confidence required to contribute actively to Wikipedia and other collaborative websites. Members can also learn how to organise workshops or wikimarathons with their friends or colleagues.

Participation in Viquidones counts towards the [Program of social commitment activities \(PACS\)](#), which is open to the entire UPF community. Students participating in Viquidones can obtain an ECTS credit for attending eight sessions and adding one entry to Wikipedia.

Awards for research in gender

The UPF Equality Unit and the [Catalan Women's Institute \(ICD\)](#) co-finance [awards for gender-focused research](#). Three different prizes are available for final-year undergraduate projects (€1000), master's theses (€1000), and PhD theses (€1500). The awards have been running since 2015, and all prize-winning research is published via the UPF [e-repository](#). Awards are presented at the annual Conference of the [Centre for Gender Studies](#), which also oversees a range of activities and resources to promote gender perspectives in teaching and research.

Wisibilíзалas

This [international contest](#) aims to break gender stereotypes associated with STEM subjects and careers by 'visibilising' women who work in relevant areas. The contest is aimed at schools in Spain and Latin America, and participating students form 'Senior' or 'Junior' teams depending on their age-group. Each team creates a website containing Wikipedia-style profiles of at least three contemporary women working in STEM fields (at least two of whom must be engineers) in Spain or Latin America.

Teams are encouraged to profile women who are not yet included on Wikipedia, and are also judged on the social media impact of their profiles. Technical support and [guidance videos](#) are provided to help teams create their pages. Prizes are awarded to students in the top three teams of the 'Junior' and 'Senior' categories, and cash prizes (from €400 to €1000) to those teams' schools.

Participating students and teachers have praised the contest not only for promoting women in STEM but also for enabling students to develop important skills. As one of the testimonials on the [website](#) says, 'Participants have been very involved, improved their digital skills, worked cooperatively, and became feminist activists.' The first five editions of Wisibilíзалas have attracted 3700 participating students across five countries. The programme is regularly reviewed with the goal of measuring and increasing its impact, broadening its geographical scope, and further enhancing participants' development of soft skills.

Wisibilízalas was founded by Ana Freire, a lecturer from UPF's Engineering School and ICT Department. It is currently organised by UPF's School of Management, the Spanish Ministry of Science and Innovation, and the Spanish Foundation of Science and Technology ([FECYT](#)). The contest is funded entirely by contributions from various STEM companies. For more information, see the articles published in [2018](#) and [2020](#) by Freire and Verónica Moreno Oliver.

2.6. Sub-page: Case Studies: Widening Participation

The EUTOPIA universities are fighting to make Higher Education accessible to students from all socioeconomic backgrounds. Below, we showcase specific initiatives at CY Cergy and Warwick.

Please note that the following information is correct at the time of writing (January 2022), but is subject to change.

CY Cergy Paris Université

CY tackles educational inequality through a range of programmes, from participation in national initiatives like *PaRéO* and *Cordées de la réussite* to the unique annual *Cap Fac* event.

PaRéO (Passeport pour Réussir et s'Orienter)

The PaRéO is a one-year course offered to prospective students who have completed their baccalaureate but have not obtained the grades required by their chosen degree programme. The diploma enables students to re-cap and consolidate their final year of school, as well as helping them to develop important skills and map out their future study path.

All versions of the PaRéO include training in written and oral expression, digital skills, and engagement with the professional world: students can participate in internships and conferences in order to get a better sense of careers they may want to pursue. The diploma also provides specific opportunities tailored to the subject students are interested in, including a first-year module from the degree programme in question.

The PaRéO development board includes academics, students, and professional-services staff, who review the programmes each year to evaluate and adapt them.

Cordées de la réussite

The national programme [Cordées de la réussite](#) ('ropes of success') provides guidance to school pupils from the age of 13 onwards, helping them to overcome self-doubt and develop their academic ambitions. It is funded partly by the French government's [France Relaunch](#) plan, initiated in 2020 to support post-Covid recovery.

CY serves as a 'tête de cordée' supporting secondary and high school students from local priority areas, and has run [several successful projects](#) in recent years focused on STEM subjects. Students

receive individual support as well as participating in workshops with fellow students from a range of participating schools. These workshops are supported by volunteers from [Afev](#), an organisation dedicated to fighting social inequality and promoting education in working-class neighbourhoods.

Cap Fac

Cap Fac is an annual three-day programme that introduces pupils from local schools to various aspects of university life. CY have offered this programme to the nine high-schools of Cergy-Pontoise since 2011, and around a hundred school pupils participate every year. The name 'Cap Fac' is an abbreviation of the phrase 'mettre le cap sur la fac', which means 'to go to university', and the initiative aims to make higher education a viable option for a wider range of students.

On each of the three days, participants attend morning sessions with lecturers and students where they learn about the degree programmes on offer, including programmes not available at CY: attendees gain a broad understanding of their options, and are encouraged to consider pathways they might not have been aware of. The afternoons are spent on creative and recreational activities, such as treasure hunts that introduce students to the facilities available at CY. On the final evening there is a celebratory dinner, to which parents are also invited.

University of Warwick

Warwick's [Widening Participation and Outreach](#) team runs a wide range of activities, both at schools and on campus, to inspire young minds and maximise their potential. Here we highlight some key policy-level, nationwide, and on-the-ground initiatives that demonstrate Warwick's commitment to Widening Participation.

Access and Participation Plan

The [Office for Students \(OfS\)](#) (the independent regulator of Higher Education in England) requires universities to create Access and Participation Plans (APPs) describing their ambitions, targets, proposed implementation measures, and the investments they will make to deliver the plan. [Read Warwick's APP for 2020-25](#). The OfS provides [regulatory guidance on APPs](#) and monitors universities' implementation of them.

Advancing Access

[Advancing Access](#) is an initiative of 24 leading UK universities which provides free resources and training events for school teachers and careers advisers. The aim is to help students choose the right university and course for them, and understand and navigate the admissions process. Warwick is proud to contribute to this initiative, which is benefitting students across the UK.

Pathways to the Professions

Warwick offers two-year [Pathways programmes](#) that give students (aged 16 or above) practical advice about university and the workplace in relation to Law, Banking & Finance, or Engineering. Participants can access academic lectures, employer engagement activities, and CV-writing support. Besides the pathways, other programmes offered to pre-entry students include [Realising Opportunities](#), [A-Level Revision Bootcamps](#), and [Discover Warwick Day](#).

Warwick Scholars

The [Warwick Scholars programme](#) is the university's flagship access and participation programme. It supports students before, during, and after their studies over a (minimum) five-year period, promoting their academic, personal, and professional development. There are currently over 275 members of the Warwick Scholars community, including alumni who remain connected to the network. Scholars can access or apply for a range of experiences, such as the [upReach](#) employability programme, travel opportunities (such as the [2019 trip to Malaysia](#)), and a £2000-per-year bursary.

3. Student Feedback

3.1. Introduction

Below is a summary of the key insights to emerge from our initial consultations with EUTOPIA students regarding the Inclusion Framework.

As stated in the introduction to this document, this summary is based on a set of more detailed records of the focus groups that were conducted. Students have provided many other interesting comments, ideas, and accounts, which we are continuing to discuss and reflect upon with them. These will be reflected more fully in the final deliverables of SWP5.1.3, but the summary here is presented in order to indicate some of the ways in which the Inclusion Framework will be further developed through consultation with the students.

In the next phase of this project, we will revise the Framework according to students' feedback, and co-create with them the sections of the Framework that are currently incomplete.

3.2. Positive feedback

Students responded positively to several aspects of the Inclusion Framework:

- They found it clear and accessible, both in terms of how it is written and because it is presented online: this makes it easy to see, at a glance, how EUTOPIA approaches inclusion, and to navigate from general principles to more detailed case-studies.
- They noted that the Inclusion Framework should be useful in ensuring the transparency and accountability of EUTOPIA: if properly disseminated, it is a resource that anyone could find and use as a reference-point for how the alliance approaches (or is supposed to approach) inclusion.
- To some extent, they found the 'Core Principles' and 'Roadmap to Inclusion' appropriate and persuasive, especially because of:
 - The imperative to use co-creation as a central 'format to facilitate inclusion': one student singled out the use of the word 'must' in Core Principle 2 as a key mandate to employ co-creation in all aspects of Higher Education.
 - The emphasis on transparency and visibility of university processes and bodies in the Roadmap: several students noted that the lack of transparency and visibility is one of the key obstacles to achieving inclusion in the current HE landscape.
 - The sense, created by the Inclusion Framework as a whole, that EUTOPIA partners are looking for common ground while also paying attention to the differences between them: this balance of unity and individuality was seen by several students as a key aspect of inclusive educational culture.

- Students found the case-studies very interesting and look forward to seeing this section of the Inclusion Framework developed in future: they wished to get a better sense of the variety of initiatives at the different universities, beyond the three topics covered by the six case-studies currently available.

3.3. Areas for improvement

We encouraged the students to offer more critical responses to the Inclusion Framework, so that it could be revised to better reflect their wants and needs, and their conception of inclusion. Students made the following comments and suggestions regarding how the Framework could be improved:

- Many students found the Framework overly vague and ambiguous in places, and argued that it should be clarified in the following ways:
 - First and foremost, the Framework should define what inclusion means for EUTOPIA, and in Higher Education more generally. For example, students noted that key terms like ‘co-creation’, ‘gender’, and ‘racism’ can be conceived in different ways, and that it is hard to see how EUTOPIA will promote inclusion if it does not define these concepts clearly.
 - Several students found Core Principle 1 confusing in the way that it distinguishes between making universities accessible and inclusive, ‘rather than focusing on “disadvantaged groups” and assimilating them into university culture’. Some students said that they could understand the idea behind this, and liked the fact that it was included in the Framework, but felt that it should be articulated more clearly.
 - Similarly, students liked the way that Core Principle 3 foregrounds the complexity of inclusion, and its shifting nature in relation to different contexts, but still found the wording of the principle overly ambiguous. This was identified as a key challenge facing EUTOPIA in developing the Inclusion Framework: to allow for openness and individual interpretation, while balancing this with clear language that shows how the alliance will actually facilitate inclusion in Higher Education.
 - The purpose and function of the framework, especially the case-studies, should be presented more clearly: who are the imagined recipients, and for what purpose are they engaging with this?
- The students argued that the Framework should contain stronger strategic elements:
 - The core principles and roadmap should not only express general principles and statements of intent, but also show how these ideas can be implemented in practical terms. In the current draft, there is a lot of material about ‘what EUTOPIA would like to do’, but not ‘by whom’ and ‘how’.
 - For example, there needs to be a clearer statement about *how* co-creation and dialogue can be facilitated between students and staff, overcoming the barriers that currently prevent this happening. Several students discussed their experience of

trying to engage in dialogue with members of staff, but encountering various cultural or administrative obstacles.

- There should also be more specific references to the importance of staff training and curriculum revision, as no general principles regarding inclusive education will be effective without some provision for those who implement the principles. This reflects a point made by students at the outset of WP5's work, regarding the importance of including staff in discussions of inclusion, both as stakeholders who should benefit from inclusive policies and practices, and as the direct facilitators of educational activities.
- Students argued that the Framework should give far greater emphasis to the importance of follow-up and evaluation in the way the universities facilitate inclusion. In particular they suggested that the Roadmap needs a fifth stage, 'Evaluation', where actions are reviewed and revised through an ongoing reflective and co-creative process, in line with Core Principle 2's reference to co-creation, and Core Principle 3's reference to the dynamic and ever-changing nature of inclusion.
- The case-studies, in their current form, do not include direct testimonials regarding student experience. Such practices may appear inclusive in principle, but can be experienced very differently by individuals, as students made clear through vivid accounts of their own and others' experiences. The case-studies should reflect this kind of experience, and should offer more critical perspectives rather than simply being showcases of 'best practice'. These perspectives should also include the voices of those not currently attending university, as well as students who are by definition 'included' to some extent.

3.4. Conclusions

We will explore how we can revise the current content of the framework in order to:

- Provide more clarity and definition, to balance with the openness and flexibility currently emphasised.
- Give a stronger indication of how the principles and intentions expressed here can be implemented strategically.
- Emphasise the importance of follow-up and evaluation as a key stage in the Roadmap to Inclusion.
- Expand and develop the case-studies, both in terms of the topics covered and the perspectives represented.

We will continue to engage in dialogue with the students throughout this revision process, and incorporate their suggestions as and when appropriate.