



WP5.1.3.4 - Impact report on the implementation of pilot measures

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1. Introduction

This deliverable accompanies another 5.1.3 deliverable, 'Take-up analysis report of toolkits of educational formats facilitating inclusion'. That document explained how the 'Toolkit of inclusive educational formats' (re-named as the 'EUTOPIA Inclusion Framework') engaged with various types of stakeholder, and measured the extent of engagement.

The present deliverable focuses on the types of impact achieved by these stakeholder engagement activities.

2. Students

- As stated in previous 5.1.3 deliverables, students were deeply involved in re-shaping the Inclusion Framework. They have thus become integral members of the EUTOPIA inclusion team. By occupying this role in the pilot phase of the alliance, and hopefully by continuing to occupy it in the next phase, these students have the opportunity to develop important skills such as intercultural awareness, awareness and understanding of challenges surrounding social inclusion, engaging in dialogue with fellow students and university staff, and co-creating institutional strategies.
- Two of the students who participated in the workshops (to co-create the Inclusion Framework) gave direct feedback about this project on the Discord channel that was set up to facilitate communications:

‘Just wanted to say that I really appreciate getting the chance hearing all of your thoughts and experiences. That you are giving that part from your lives is really inspiring. After the session on teams today I really enjoyed getting to know ya’ll from a different perspective than the usual basic facts. Good job working on the framework and have a great weekend all!’

‘It’s been lovely reading all these introductions and views on inclusion. What a group to be a part of! I’ve always let this Marcus Garvey quote lead me in all my endeavours around DEI at the university and life in general: “Do not remove the kinks from your hair, remove them from your brain.” I feel as though this is exactly what we are doing in this project. By thinking critically, by deconstructing, by co-creating policy that will enable all students to feel included, and a celebrated part of Eutopia. I guess that’s my definition of inclusion: Being able to be, without having to question one’s self existence as such but constantly questioning the status quo surrounding us.’

This feedback indicates that students benefitted from:

- The opportunity to expand their social and professional network
 - The opportunity to hear others’ experiences of inclusion and exclusion in Higher Education
 - The opportunity to be involved in co-creating an innovative project such as EUTOPIA
 - The experience of critically deconstructing existing practices and policies in Higher Education
- 23 of the participating students chose to publish their [testimonials](#) as part of the Inclusion Framework. These testimonials present incisive reflections on the students’ own experiences, their knowledge of others’ experiences, and their universities’ policies and practices. Besides the benefits inherent in this kind of reflective practice, the publication of the students’ insights can help them to enhance their professional profiles, and show

evidence to future employers of their commitment to inclusion, and their active engagement in a prestigious initiative like EUTOPIA.

- As well as impacting the students who took part, this project will serve as a model for future students' engagement, incentivising their participation, giving a sense of how they can get involved, and illustrating the importance of student voices in EUTOPIA.

3. Staff

- In WP5, staff have enjoyed numerous benefits through involvement in this project:
 - The extensive data-sharing (of inclusion policies and practices), followed by the analysis and consolidation of this data in reports, deliverables, and case studies, has been a unique learning opportunity for staff in the partner institutions, broadening, deepening, and internationalising their understanding of inclusion issues in Higher Education.
 - Through regular meetings and co-creative activities, WP5 members have developed strong working relationships, enhancing their professional network, interpersonal skills, and project management skills. This is especially true in WP5 because each partner institution has been given a co-leading role in one of the three 5.1 sub-work-packages, and all six partners have provided crucial forms of input on all deliverables.
- In EUTOPIA, beyond the WP5 team, the process of creating the Inclusion Framework and Manifesto has raised awareness about inclusion-related work in the partner institutions, and about the importance of inclusion in the alliance more generally. At the EUTOPIA Weeks and MORE Kick-Off (listed in the *Event attendance* section of the 'Take-up analysis'), members of the WP5 team led discussions about the future of inclusion in EUTOPIA. These discussions involved colleagues from the four new partner universities, and explored how inclusion would be embedded transversally across the EUTOPIA-MORE work-packages (rather than being represented by a single work-package, as in EUTOPIA-2050). At EUTOPIA Week in UL, the Inclusion Manifesto was signed by the rectors of the 10 partner universities of MORE, showing that the work of WP5 has achieved impact at the most senior levels. The Manifesto was also distributed with welcome packs at this event, and a Q&A session was held to raise awareness and understanding about the content and purpose of the document.
- In the partner universities of EUTOPIA, beyond the alliance teams, the activities listed in the 'Take-up analysis' have helped to raise awareness about EUTOPIA, given opportunities for showcasing colleagues' good practices, and initiated dialogue and collaboration between different teams and initiatives. Colleagues who were consulted about the inclusion case studies have expressed interest in learning about similar projects in the other universities, and dialogue between EDI teams has been broadened beyond WP5 by events such as the VUB and UPF 'EDI officers, let's meet up' sessions, by meetings between VUB and UW inclusion staff at the 'EUTOPIA Innovation Conference', and by dialogue between WP5 and the GU 'Sustainable and Accessible Learning Environments Project'. The development of these cross-institutional networks will be essential for the effective implementation of the EUTOPIA-MORE project.

4. External stakeholders

The publication of the [Inclusion Framework](#) and [Inclusion Manifesto](#) on the EUTOPIA website, as part of the 'Diversity Day' deliverable, makes the outputs of this project available to the public. These resources will be promoted intensively in early 2023, in order to:

- Showcase EUTOPIA's achievements and plans for the future
- Continue the EUTOPIA co-creative dialogue in the public sphere
- Engage new stakeholders in this dialogue
- Explore various ways in which users can interact with EUTOPIA and its projects