



## WP5.1.3.5 - Diversity Day to disseminate the results of this sub work package to policy makers and stakeholders and launch as an annual EUTOPIA event

VIDEMŠEK, PETRA (UL) [LEAD WP5] ; CELIS, KAREN (VUB) [CO-LEAD WP5]; ALICHIAH, NADA (GU); AL MEHRAJ, CHEYMA (VUB); BEER, LEWIS (UW); GILLO NILSSON, CATHERINE (GU); GROS-DESORMEAUX, GLADYS (CY); HETZEL, MARION (CY); IVANIŠ, IRIS (UL); LÉON, PIERRE-YVES (CY); LLOBET, ANNA (UPF); MORELLET, MARIE (CY); MORENO, VERÓNICA (UPF); ROBERGE, PIERRICK (CY); SAND, JIMMY (GU); SHERGILL, KULBIR (UW); SOBOČAN, ANA MARIJA (UL); SVETLIK, IVAN (UL); VIGMO, SYLVI (GU) (2022)



## Table of contents

<b>1.</b>	<b>INTRODUCTION</b> .....	<b>3</b>
<b>2.</b>	<b>EUTOPIA INCLUSION FRAMEWORK</b> .....	<b>4</b>
<b>3.</b>	<b>EUTOPIA INCLUSION MANIFESTO</b> .....	<b>5</b>
<b>4.</b>	<b>EVENTS</b> .....	<b>6</b>
<b>5.</b>	<b>APPENDIX 1: EUTOPIA INCLUSION FRAMEWORK (FULL TEXT)</b> .....	<b>8</b>
5.1.	HOMEPAGE.....	8
5.2.	INCLUSION CASE STUDIES.....	10
5.2.1.	GENERAL.....	11
5.2.2.	ANTI-RACISM.....	17
5.2.3.	DISABILITY .....	21
5.2.4.	GENDER EQUALITY .....	28
5.2.5.	LGBTQIA+ .....	34
5.2.6.	REFUGEES AND ASYLUM SEEKERS .....	35
5.2.7.	SEXUAL HARASSMENT AND BULLYING .....	40
5.2.8.	WIDENING PARTICIPATION.....	42
5.3.	STUDENT PERSPECTIVES ON INCLUSION.....	43
5.3.1.	ARIADNA (UNIVERSITAT POMPEU FABRA) .....	44
5.3.2.	GLADYS GROS-DESORMEAUX (CY CERGY PARIS UNIVERSITÉ).....	45
5.3.3.	AMINA BAKHTAOUI VAN DEPUTTE (VRIJE UNIVERSITEIT BRUSSEL) .....	46
5.3.4.	PAUL-ADRIEN VIALA (CY CERGY PARIS UNIVERSITÉ) .....	48
5.3.5.	MALIN HJORT (UNIVERSITY OF GOTHENBURG).....	48
5.3.6.	JAN (UNIVERSITY OF LJUBLJANA).....	51
5.3.7.	MERCY OKUTUBO (UNIVERSITY OF WARWICK) .....	52
5.3.8.	ANONYMOUS.....	54
5.3.9.	SHELSIA DA COSTA (VRIJE UNIVERSITEIT BRUSSEL) .....	56
5.3.10.	RONGZHEN CHEN (UNIVERSITY OF GOTHENBURG).....	57
5.3.11.	IRENE GARCÍA ROJAS (UNIVERSITAT POMPEU FABRA) .....	58
5.3.12.	OMAR OTHMAN (VRIJE UNIVERSITEIT BRUSSEL).....	59
5.3.13.	SABINA ABDULLAJEVA (UNIVERSITY OF GOTHENBURG) .....	60
5.3.14.	RITA AFONSO (VRIJE UNIVERSITEIT BRUSSEL) .....	61
5.3.15.	AJDA CIMPERMAN (UNIVERSITY OF LJUBLJANA) .....	62
5.3.16.	ALBIN ALVERS (UNIVERSITY OF GOTHENBURG) .....	64
5.3.17.	WIKI JEGLINSKA (UNIVERSITY OF WARWICK) .....	65
5.3.18.	ANONYMOUS.....	67
5.3.19.	VICTOR (UNIVERSITAT POMPEU FABRA) .....	68
5.3.20.	CHAMALIE GUNAWARADANE (UNIVERSITY OF LJUBLJANA).....	69
5.3.21.	DÍDAC (UNIVERSITAT POMPEU FABRA).....	70
5.3.22.	NICK ŠPOLJAR (UNIVERSITY OF LJUBLJANA) .....	71
5.3.23.	LAURA (UNIVERSITY OF GOTHENBURG) .....	72
5.4.	CREATING THE EUTOPIA INCLUSION FRAMEWORK.....	73
<b>6.</b>	<b>APPENDIX 2: EUTOPIA INCLUSION MANIFESTO (FULL TEXT)</b> .....	<b>77</b>

## 1. Introduction

This document lists the outputs and events that constitute the ‘Diversity Day’ deliverable. Through these, WP5.1 fulfils its commitment to celebrate, showcase, and disseminate the work done by this group, as well as celebrating diversity more generally in the EUTOPIA universities.

Two of the key outputs that constitute this deliverable, the [Inclusion Framework](#) and [Inclusion Manifesto](#), are published online. They are also presented in this document as appendices.

## 2. EUTOPIA Inclusion Framework

The [EUTOPIA Inclusion Framework](#) is available on the central alliance website. It presents the key outputs of WP5.1's co-creative work with students and staff (including [Case Studies](#) and [Student Testimonials](#)), in a way that is intended to make these outputs accessible to broad audiences. It also explains [how the Framework was created](#), describing the co-creative activities and the nature of students' input.

For the full text of the Framework, correct as of 30 November 2022, please see Appendix 1.

### 3. EUTOPIA Inclusion Manifesto

The [EUTOPIA Inclusion Manifesto](#) is available on the central alliance website. It distils the key ideas from the Inclusion Framework, and has been used to present these findings to senior leaders of the EUTOPIA-MORE partners. The 10 presidents signed the manifesto at EUTOPIA Week UL on 21 November 2022, and the manifesto will also help to inform how inclusion is implemented in the MORE project going forward.

For the full text of the Manifesto, correct as of 30 November 2022, please see Appendix 2.

## 4. Events

From June 2022 onwards, a number of events were held as part of the 'Diversity Day' deliverable. These events are listed below, arranged by university. Where available, attendance figures (including specific numbers of student attendees) are also recorded.

[N.B. Two events are included below that were overseen by a different Work-Package or project: the EUTOPIA-MORE Kick-Off in UPF and the EUTOPIA Innovation Conference in UW. Staff and/or students from 2050-WP5 participated in these events, and the events were used to explore inclusion issues. Although not led by WP5 they are relevant to the 'take-up' of WP5's work.]

### *UL*

- Inclusion Manifesto signing ceremony (21 November 2022, 150 attendees)
- Inclusion Manifesto Q&A (21 November 2022, 35 attendees)
- Research ethics roundtable (25 November 2022, 20 attendees)
- Diversity Fresco (25 November 2022)

### *GU*

- Opening Seminar: Reframing the encounter. From repressed colonial pile to a collaborative decolonial counter-archive, and Broadening experiences through collaboration (14 November 2022, 16 attendees including 1 student)
- Workshop: A workshop for students and staff on Critical Thinking to explore challenges regarding schools, segregation and higher education (15 November 2022, 15 attendees, including 7 students)
- Seminar: Research collaboration between the University of Gothenburg and municipalities in the Gothenburg region (15 November 2022, 6 attendees)
- Seminar: Ocean Blues – interdisciplinary communication project connecting school pupils with university staff (16 November 2022, 3 attendees)
- Seminar: Inclusivity/Exclusivity of the workplace and labour market (17 November 2022, 20 attendees, including 4 students)
- Workshop: Coaching methodology for the empowerment of doctoral students (16 November 2022, 6 attendees)
- Workshop: Democracy and Inclusive Sustainable Education (17 November 2022, 58 attendees including 52 students)

- Workshop: International potluck - a diversity of flavours and experiences (17 November 2022, 56 attendees including 50 students)

*CY*

- Inclusion Workshop (17 June 2022)
- Diversity Fresco (14 November 2022)
- Online Conference: Gender Equality and Inclusion – From Theory to Practice (16 November 2022, 14 attendees)

*UPF*

- EUTOPIA-MORE Kick-Off (18-19 October 2022) [N.B. This event was overseen by the EUTOPIA-MORE consortium, but explored the role of inclusion in MORE and the ways in which 2050-WP5's work would continue in the new project.]
- Meeting of Equality, Inclusion, and Diversity Officers of EUTOPIA (29 November 2022)

*VUB*

- Cross-WP Workshop on Inclusion (28 June 2022, EUTOPIA Week)
- Student Forum on Inclusion (29 June 2022, EUTOPIA Week)
- Seminar: Decolonising Higher Education (30 June 2022, EUTOPIA Week)
- Meeting of Equality, Inclusion, and Diversity Officers of EUTOPIA (16 November 2022, 15 attendees)

*UW*

- Inclusion Conference (16 June 2022, 156 attendees, 10 student speakers)
- EUTOPIA Innovation Conference: Sustainable Development in European Universities (06-08 July 2022, 39 attendees including 22 students) [N.B. This event was overseen by WP4, but included students and staff from WP5, who discussed the future of inclusion work in EUTOPIA (in relation to Sustainable Development).]
- EUTOPIA Inclusion Workshop (17 November 2022; facilitated by 4 current students and 1 recent graduate, and attended by a further 16 students; 20 students in total; also attended by 4 staff)

## 5. Appendix 1: EUTOPIA Inclusion Framework (full text)

### 5.1. Homepage

Inclusion is integral to the EUTOPIA Alliance: it is what the ‘I’ in EUTOPIA stands for. This Inclusion Framework is intended to communicate the alliance’s approach to inclusion in a clear and accessible way. It also represents a set of commitments for which the alliance can be held accountable.

The framework has five sections:

- Defining inclusion
- Our core principles
- Our roadmap to inclusion in Higher Education
- Our current approach
- Our future ambitions

It will serve as a dynamic resource that evolves over time, reflecting the development of the EUTOPIA Alliance itself as it is co-created by students, staff, and external stakeholders.

#### Defining inclusion

The EUTOPIA Alliance embraces the diversity and fluidity of the term ‘inclusion’, which is always situated in a specific time and place. Inclusion can mean different things in different contexts and for different people. It can be defined positively in terms of empowering individuals and groups, or negatively in terms of reducing the factors that exclude those individuals and groups.

In the core principles below, and in the case studies and student testimonials presented in this framework, we celebrate the multiplicity of perspectives on inclusion in our cross-cultural alliance.

#### 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 five core principles:

##### *Core Principle 1: Transforming Universities*

European Universities must become accessible and inclusive. Inclusion is not about assimilating disadvantaged groups into the institution, but transforming the institution so that it includes and supports everyone.

##### *Core Principle 2: Co-creation*

European Universities of the future must be co-created with students, staff, and external stakeholders. Co-creation must encompass the beginning, middle, and end of the creative process, involving stakeholders at every stage.

##### *Core Principle 3: Flexibility*

European Universities must be flexible in their approach to inclusion, while also defining key concepts clearly. Disadvantage and inclusion can be defined differently or have different ramifications depending on context and perspective, and communications about inclusion should be comprehensible for a range of different audiences.

##### *Core Principle 4: Curriculum Review*



European Universities must review the inclusiveness of their curricula. The content of a module syllabus, and the teaching methods used inside (and outside) the classroom, are crucial to the creation of an inclusive educational environment.

#### *Core Principle 5: Staff Perspectives*

European Universities must pay special attention to staff, both as stakeholders who should benefit from inclusive policies and practices, and as the direct facilitators of educational (and other) activities. University staff must be included, and trained to be inclusive, if policies are to be implemented in a way that benefits students.

### **Our roadmap to inclusive practice**

Our roadmap towards inclusive practice in Higher Education is structured in five 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.

Legislation on inclusion should underline that universities are obliged to make adjustments to meet different people's needs. It should be understood by all stakeholders in Higher Education that such adjustments are rights, and are not to be considered as 'special treatment'. Effective communication processes (see next stage) are therefore vital to raise awareness about existing policies.

#### *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.

University bodies 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).

Inclusion policies should not only indicate what a university would like to do, but should also indicate how things should be done, and by whom. These proposed actions should take into

account the gap that often exists between inclusion policies and their implementation on the level of individual stakeholders.

#### *Stage 5: Evaluation*

Implemented measures should be reviewed and revised through an ongoing co-creative process. Evaluation must involve stakeholders in follow-up discussion about the impact of policies and practices, and must embrace the dynamic and ever-changing nature of inclusion.

#### **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 individual students who have contributed to this project.

[Visit our showcase of Inclusion Case Studies](#) [link]

[Hear what the students of EUTOPIA have to say about inclusion](#) [link]

[Read about how EUTOPIA's inclusion team created this framework](#) [link]

#### **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.

As the alliance enters an exciting new phase in 2023, with a larger number of universities and a wider range of stakeholders to engage with, the need for a coordinated and consistent approach to inclusion will be more urgent than ever. Inclusion will be embedded transversally throughout the alliance and its projects, informing how we approach our work in education, research, innovation, and external engagement.

This Inclusion Framework will continue to be a central, and evolving, resource in support of the alliance's work. It has been used as the basis for an [Inclusion Manifesto](#) [link], which distils key commitments and pledges for EUTOPIA to fulfil in the future.

## **5.2. Inclusion Case Studies**

In this showcase, we present a selection of inclusion-related case studies from across the EUTOPIA Alliance. The case studies are arranged according to the themes listed below.

However, it should be emphasised that the terms used on this page, and the meanings behind them, vary between different cultures, groups, and individuals. Part of the ongoing work of EUTOPIA will be to explore these complex variations and find ways of both representing them and facilitating dialogue between them.

We also wish to acknowledge that case studies such as these tend to focus on 'best practices', and sometimes exclude the more critical perspectives of students and other relevant stakeholders.

Elsewhere in this framework, we present those critical perspectives in the students' own words (see [Student Perspectives on Inclusion](#) [link]).

#### [General](#) [link]

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

#### [Anti-Racism](#) [link]

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

#### [Disability](#) [link]

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](#) [link]

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+](#) [link]

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](#) [link]

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](#) [link]

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](#) [link]

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.

### **5.2.1. General**

The case studies below relate to broad-ranging inclusion-related practices that are not focused on a specific theme or group.

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

#### **University of Ljubljana**

*Online portal: Higher Education in Slovenia*

Students apply for a place at university using the national online portal [eVŠ – Visoko šolstvo v Sloveniji](#) (or 'eHE – Higher Education in Slovenia'). The portal informs students about their [rights and benefits](#) provides information about various aspects of studying, including scholarships, food

subsidies, subsidised living, health insurance, etc., as well as information for international students. It includes step-by-step instructions and video guides

A specific number of places are reserved, at each university, for foreign students and Slovenian students living abroad (who do not hold Slovenian citizenship). Scholarships are available to support these students, as well as those studying 'deficit professions' (for which there is a gap between supply and demand in the labour market).

#### *Support for high-performing students or athletes*

In certain courses, such as computing, students with a higher level of base knowledge are able to work in a separate group and address more demanding topics. This enables them to fulfil their potential and develop at their own pace. With the agreement of the tutors and mentors, students can also undertake additional courses that involve professional or research work in laboratories, or with external organisations such as NGOs in need of computer assistance. These activities can contribute towards the students' course credits.

In the Faculty of Economics, the most able and ambitious students are able to join the TOPEF association (TOP meaning 'best' and EF standing for 'Faculty for Economics'). Activities focus on connecting students with businesses, to foster stronger relationships between the university and external stakeholders. The over-arching goal is to aid the development of the Slovenian economy through these networking activities, and by giving students more competitive value in the labour market. Activities are normally run once a month, and there is an annual hackathon, the [Innovative All-nighter](#), which connects 300 students and eight major companies.

Students at the University of Ljubljana can obtain a special status if they have a disability, or if they are athletes, artists, participants in international competitions, or parents. For example, students involved in sporting activities can receive certain accommodations, allowing them to engage with their studies remotely. The university arranges a yearly reception event for those who have achieved outstanding results in sport, and the Faculty of Economics (which places a great emphasis on health promotion) has received a certificate from the Olympic Committee of Slovenia in recognition of its sport-friendly provisions for students.

#### *INOVUP: Innovative Learning and Teaching in Higher Education*

The [INOVUP](#) project was co-funded by the European Union and the Republic of Slovenia, and led by the University of Ljubljana (with project partners from the University of Primorska, University of Maribor, and Faculty of Information Studies in Novo Mesto). It ran from October 2018 to September 2022

INOVUP aims to introduce more flexible, modern forms of learning and teaching in Slovenian universities. Through seminars, workshops and lectures, INOVUP helps to improve the teaching competencies of academics and other university staff, which in turn has a positive impact on the competencies of future graduates. In addition to this general aim regarding skills development, INOVUP also promotes lifelong learning, student and staff mobility, and equity, social cohesion, and active citizenship.

During the three years of the project, INOVUP delivered more than 300 training sessions on innovating teaching and learning, involving more than 7700 members of staff. In March 2022, the project was [recognised](#) by the OECD and the European Commission for its positive achievements in implementing new (and permanent) training and support for higher education staff, and especially for its inclusive use of digital support mechanisms during the Covid-19 pandemic. There is a strong impetus to continue developing these achievements beyond the end of the project.

**CY Cergy Paris Université**

*Diversity Fresco (ESSEC Business School)*

The [Diversity Fresco](#) is a serious game used to facilitate collective intelligence workshops. It was designed by ESSEC Business School in 2020, in collaboration with [Belugames](#). The programme is overseen by Chantal Dardelet, Director of the [Centre Égalité Diversité et Inclusion](#) and Executive Director of Sustainability at ESSEC. The programme content draws upon the latest research in cognitive sciences and social psychology, and has been developed based on the academic expertise of Professor Junko Takagi, who heads ESSEC’s [Leadership & Diversity Chair](#).

The Diversity Fresco workshops, which build on the pedagogy of the [Climate Fresco](#), take a step back from the unconscious cognitive mechanisms and biases at work when two ‘different’ people meet, and make it possible to understand the impact of these biases in terms of discrimination. By making us aware that our cognitive biases give all of us the potential to discriminate, or be discriminated against, the Fresco opens the way to the deconstruction of these stereotypes to invent another relation to otherness and diversity, and to create more inclusive practices. The Fresco trains future leaders to see diversity as a source of constructive conflict and new opportunities.

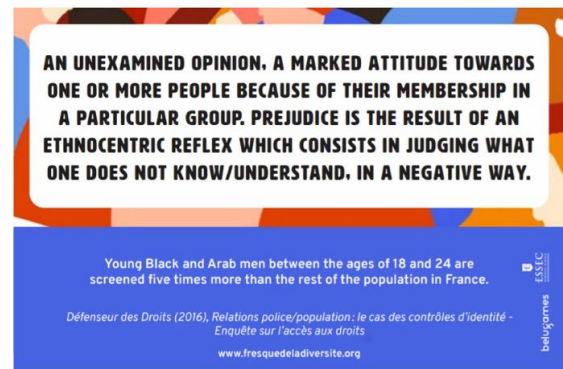
After the initial workshop, there are follow-up sessions on finding practical solutions to the challenges that have been explored. The Diversity Fresco’s impact is evaluated through user feedback on the richness of the debates, discoveries, change of gaze, understanding of cognitive biases, and the ability to question oneself.

**How a Diversity Fresco Workshop is conducted**



<p><b>3 hours</b></p>	<p><b>41 cards</b></p>	<p><b>1 facilitator</b></p>	<p><b>6 to 12 participants</b></p>
<p><b>Exchange and debate around concept cards</b></p>	<p><b>Build up collectively a logical process and share a common set of concepts</b></p>	<p><b>Generate awareness through activities</b></p>	<p><b>Take action or strengthen existing initiatives</b></p>

An example of a card used in the Diversity Fresco (front and back):



The Diversity Fresco has been implemented for more than 6500 users, including staff, students, and alumni of ESSEC, representatives from other Higher Education Institutions, and staff from non-academic companies who work in Human Resources or Corporate Social Responsibility. The programme will now be deployed more broadly, in France and internationally, among a wide range of institutions and across multiple sectors. The cards, and the accompanying activities and games, can be adapted for use in different cultural contexts, and organisations can arrange for their staff to become trained facilitators.

### *CY Sup*

[CY Sup](#) (short for 'Supérieur', or 'Higher' Education) oversees first-cycle undergraduate studies at CY Cergy. It has a strong emphasis on inclusion, nurturing the diversity of the student cohort, supporting the transition into second-cycle studies, and providing training and guidance regarding employability.

One major initiative is the [LyLi Network](#) (short for 'Lycée-Licence' or 'school-bachelor'), which focuses on the transition between the last years of high school and the entry into undergraduate studies. The network comprises members from various organisations across different sectors in the Paris region. LyLi and its partners are particularly focused on supporting high school students who find the transition to university challenging, or have difficulty accessing certain study programmes, because they have a disability, or they have dropped out of school, or they are hampered by gender stereotypes. The network provides students with advisory support and other resources depending on their needs: for instance it can help students to learn coding skills in order to give them access to technical professions. To date, LyLi comprises 17 institutional partners, collaborates with more than 100,000 students across 70 high schools, and aims to expand its coverage to every high school in the region.

The LyLi network is carried out jointly with the [Regional Orientation project for the Accompaniment of the High School-Student Continuum \(ORACCLE\)](#). This project is part of a government programme to invest in educational innovation, and is coordinated by the Ile-de-France Digital University (UNIF), supported by the Sorbonne Paris Nord University. It federates all the universities of Ile-de-France including CY Sup, the University of the Antilles, the three academies of Ile-de-France, the regional council of Ile-de-France, ONISEP, and guidance and employment partners in the Ile-de-France region.

CY Sup also works with the [Elles Bougent](#) network, founded in 2005 by industrial groups looking to recruit more female engineers. Today, the network comprises thousands of members and runs hundreds of events each year, enabling middle and high school girls to learn about technical professions and connect with inspiring mentors.

Universitat Pompeu Fabra

### *Equality Week*

Equality Week is a regular event at UPF, usually occurring in November, March, and May. During the week, [various activities](#) are available including talks, round-tables, and debates focused on a range of inclusion issues. These activities give visibility to the issues and to university and non-university experts or associations committed to tackling them.

Equality Weeks are often scheduled to coincide with worldwide events such as [International Women's Day](#), [International Day Against LGBTIphobia](#), and [International Day for the Elimination of Violence Against Women](#). As shown in the past schedules just linked to, awareness-raising events cover many different themes, are hosted using different in-person venues and online platforms, and often extend over more than one week.

### *Solidarity Fair*

The [Solidarity Fair \(Fira Solidària\)](#) is an annual event overseen by UPF's Solidarity Unit. The aim of the fair is to enable all members of the university community (and the general public) to connect with participating [social organisations](#).

Participating organisations represent various causes, with some offering opportunities to get involved in local projects in Catalonia and others facilitating global cooperation. Attendees can find out about current projects, become volunteers, and help to create a communication network between the organisations and the UPF community.

[Summaries of past editions](#) can be found online. The [2022 edition](#) featured over 30 visiting organisations and a round-table on the [Service Learning methodology](#), which is applied in a number of UPF activities on a curricular and extra-curricular level.

The Solidarity Unit also run a stand at the fair, informing people about the projects and activities they organise throughout the year, and how they can take part.

Every year, after the event, participating organisations complete an evaluation survey to consider how the next edition can be improved.

## **Vrije Universiteit Brussel**

### *Equality Action Plan*

In 2019-2021, VUB executed an Equality Action Plan with 10 key actions, focused on inclusive recruitment processes (especially for more senior positions), implementation of training programmes, a curriculum scan, and activities to raise awareness and bring about culture change.

This work was carried out by the newly formed [Equality Team](#), a central executive group overseen by two full-time staff and including academics and administrators from other departments, as well as ad-hoc project researchers or students carrying out internships. This team works co-creatively with the VUB community to ensure that equality-focused actions represent that community, and that they align with other institutional strategies.

The 2019-2021 Action Plan was submitted to [Actiris](#), the public employment service in Brussels, whose diversity consultants supported VUB in carrying out an internal audit. [Inter](#), a centre of expertise in accessibility and Universal Design, assessed the VUB campus to gauge how inclusive it is for disabled students. An expert group consisting of VUB staff and students (as well as external stakeholders) were also consulted in this process.

VUB successfully obtained the [Actiris Diversity Label](#), and several objectives of the initial Equality Plan were achieved: new bias education and training courses were implemented, a curriculum scan



was carried out (see the VUB case study in [Anti-Racism](#) [link]), and substantial progress was made in terms of awareness-raising and data-monitoring.

VUB is now implementing the [Equality Action Plan 2021-2024](#), with six strategic objectives:

1. A bias-proof recruitment policy and equal opportunities in career (development) with attention to a healthy work-life balance.
2. Anti-racism, decolonisation and diversity in the classroom and the curriculum, with a focus on themes and voices that are currently missing, and a critical reflection on the impact of colonialism on the university.
3. Support for students from under-represented groups in their pathway to academia and the employment market.
4. Inclusive campuses with accessible working and learning environments where everyone is treated with respect.
5. Community-building and participation within the VUB and cooperation with external partners around the VUB equality policy and the themes of equality, equivalence and inclusion.
6. To measure is to know. The monitoring of diversity parameters will be continued and expanded.

The Equality Action Plan further elaborates on each of these objectives, describing specific actions to be carried out and commitments made by university departments and services (including senior leadership). Students are also encouraged to develop and implement their own projects, and can apply for financial support to do so.

There are regular evaluation and review processes to determine the progress of the Action Plan. For example, faculties make an annual report to the Academic Council on their progress towards gender equality targets, and work with the HR advisor for equality to consider the causes of (and possible solutions for) under-representation.

Some actions are carried out in collaboration with the [Université Libre de Bruxelles \(ULB\)](#): for instance they [participate together](#) in [Belgian Pride](#), and recently initiated a [joint research initiative](#) focused on urban and sustainability issues.

#### *VUB Equality Network*

The [VUB Equality Network \(VEN\)](#) is a network of partners and actors – from inside and outside the university – who bring together expertise and highlight actions on inclusion and equality. At the same time, it is a safe place where people can find each other, exchange experiences, and talk about issues such as equality, inclusion, racism, and discrimination.

The overall aim of the VEN is to act as a megaphone for the problems and solutions that its members come up with, to connect and support them, and to co-create VUB's equality policy. The network connects the various groups, but above all ensures that their important work is seen and heard at the university and has an influence on policy.

The network began to grow in response to discussions about racism, when it became clear there was a need for more voices to have a say on VUB policy. The VEN identifies itself as a 'critical thorn in the side', a space in which the VUB community can contribute co-creatively to the inclusion-related work of the institution. By breaking down boundaries between the university and its members, the VEN also encourages intersectional collaboration between these stakeholders.

In the same way, the VEN aims to be an accessible contact-point for students and staff who wish to signal problems or simply access information about policies and support structures. The VEN can



work with these stakeholders to solve practical problems, get issues included in relevant agendas, or arrange connections with external organisations.

### 5.2.2. Anti-Racism

These case studies illustrate some of the ways in which EUTOPIA partners are combatting racism, decolonising their curricula, and improving the experience of international students.

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

#### Vrije Universiteit Brussel

##### *WeDecolonizeVUB*

[WeDecolonizeVUB](#) is a student-led project that seeks to decolonise the university through a range of different initiatives. WeDecolonizeVUB operates under the banner of the [University Centre for Development Cooperation \(UCOS\)](#), a Belgian NGO affiliated with VUB that works with all Flemish universities.

The project is run by [student volunteers](#), including members of student organisations that represent ethnic minorities. Activities aim to offer students of colour safe spaces in which to reflect on and discuss issues that affect their everyday lives. The project also provides all VUB students with the tools to learn more about the white, male, heteronormative, and colonialist foundations on which European universities are built, and to begin deconstructing their Eurocentric and Western-biased perspective.

The WeDecolonize Library was the first endeavour of the project, providing a range of fiction and non-fiction books by non-Western authors, to provide educational materials about decolonisation and anti-racism. As well as the physical library on the VUB campus, there is also a searchable [Online Library](#) which gives access to a large number of articles on various topics.

Numerous events are hosted in the library and elsewhere, including:

- Open Days to raise awareness about the project
- Expert talks by activists and artists, such as the ‘Racial Bias in Tech’ event in March 2022
- Table Talks (speed-networking events)
- Educational programmes such as the five-day [Braver Spaces Summer School](#) (organised in collaboration with Braver Spaces Antwerp and WITS University Fine Arts Department, Johannesburg)
- Musical performances

The project aims to develop more activities and support structures to benefit racialised students, and to further the goals of decolonisation throughout the university. WeDecolonizeVUB partners from time to time with the university’s Equality Team, and with institutional [decolonisation projects](#) such as the recent (ongoing) Curriculum Scan.

##### *Fatima Mernissi Chair*

The [Fatima Mernissi Chair](#) was founded in 2017, as an initiative of [RHEA](#) (see the case study in Gender Equality[link]), in collaboration with [Crosstalks](#). The Chair is part of the Faculty of [Social Sciences and Solvay Business School](#), and is currently held by Professor Dr. Iman Lechkar.

Fatima Mernissi was a prominent Moroccan sociologist who was of great importance in the development of feminism in the Muslim world. The Chair honours her legacy by promoting academic and social engagement, interdisciplinary research, and a socially binding programme of public lectures and workshops on power, gender, and Islam.

Overall, the Fatima Mernissi Chair challenges the dominance of Western knowledge, and aims to transform the structure of the university so that it can become a pluriversity, where underprivileged groups are not only a subject of study but can also act as producers of knowledge and theory, and as co-creators of academic spaces.

The Fatima Mernissi Chair has both an academic and socially oriented pillar:

#### Academic pillar

The Chair aims to foster research that focus on the following four topics:

- The so-called 'Muslim issue', more specifically the framing of power, gender and Islam in contemporary scientific and social debates. The main focus lies on innovative and critical voices.
- Identity (and perceptions about identity) among the Muslim populations in Europe, with special attention to young people. Here the focus is on new ideas and practices that are growing within the Muslim populations themselves, such as identity formation and the interpretation of 'masculinity' and 'femininity', or of 'feminism' and 'Islam'.
- Explore the possibilities and limitations of the current political structures and cultures of today's liberal democracies in light of the integration of Islam in Europe.
- Brussels and its diverse dynamics and communities.

#### Socially oriented pillar

Too often, research is limited to the confines of a university campus, and is not disclosed to the broader public. As well as supporting research in the above topics, the Chair aims to make this research accessible, enabling it have an impact on the surrounding society.

The second pillar therefore involves a dialogue between science and society (opinion-makers, socio-cultural organisations, artists, activists and other stakeholders) on the broad topics of power, gender and Islam.

With a programme of regular events, the Chair aims to create spaces where marginalised groups of the European metropolitan capital are able to express their aspirations and frustrations, and where they can compare their experiences to other struggles against dominant, colonial and imperial structures.

There are numerous initiatives from the social and cultural sectors that critically rethink Islam and that look for ways to positively shape how we coexist. By creating a platform for public debate, VUB plays an important and constructive role in the mutual exchange of knowledge. An important catalyst for this is the annual 'Academia Meets Society' event, a forum for innovative, critical voices to create activist, policy-oriented or artistic activities.

### **University of Ljubljana**

#### *Support for foreign students*

The University of Ljubljana provides [extra-curricular tutoring](#) to guide students through their studies, attending to both their personal and academic development as they transition from school to university, and from one year of study to another.

Students (as well as staff) can act as tutors, either as an elective during their programme of study, or as a paid role; in either case, the work is acknowledged on the student's degree transcript. For staff, tutoring is recognised in calculating their work-load. Student tutors are trained by the Career Centre, have regular meetings with the tutorship coordinator, and participate in a reporting process every half-year. Those being tutored also provide feedback about their experience via regular surveys.

The tutoring system enables more prompt and effective identification of any special needs that students may have (see also the Ljubljana case studies in [Disability](#) [link]). The tutoring is especially designed to foster the inclusion of students from outside Slovenia, helping to orient them in an unfamiliar country and academic environment.

Because the University of Ljubljana often receives students from the former republics of Yugoslavia, texts are provided in Croatian, Bosnian, or English, and subtitles are used in video materials. The tutoring system enables ongoing dialogue with these students to review and adjust the support they are receiving.

The School of Economics and Business (SEB) has its own dedicated tutoring system, [SEBuddies](#), in which local students help exchange students with documentation, accommodation, and other orientation issues on campus: see the [online guide](#) produced by student mentors. The SEBuddies also arrange regular social activities for exchange students to participate in throughout their time in Ljubljana. Every exchange student is offered a buddy, and is invited to attend an introductory virtual meeting two months before the start of the semester. A gala reception is held at the end of the academic year to recognise student tutors' work, and to award them with certificates.

The SEB itself has support staff who inform and advise foreign students regarding any challenges they are facing, in collaboration with the [International Office](#) of the university's student organisation, [ŠOU v Ljubljani](#).

During the Covid-19 pandemic, the above-mentioned support structures successfully transferred online, and a larger number of students began volunteering to work as tutors.

## **University of Gothenburg**

### *Anti-racism courses*

There are several curriculum-based opportunities to explore cultural differences, intercultural communication, and methods for combatting racism.

As well as a master's programme in [Language and Intercultural Communication](#), individual modules on intercultural communication are also available to students in various faculties. The aim of these interdisciplinary courses is primarily focused on equipping students to engage with a diverse and international labour market. Participants develop the skills needed to explore, interpret, and understand a range of linguistic and cultural expressions, and to draw conclusions about how discourses on culture and cultural difference can influence communication.

The [Segerstedt Institute](#) is a national resource centre whose mission is to contribute to increased knowledge about preventive work against violent ideologies, violent structures, antisemitism, and racist organisations. Among its many research- and education-related activities, the institute runs a 15-credit module on [Tolerance, Identity, and Extremism](#), in collaboration with the Department of Pedagogy, Communication, and Learning. The module, rooted in a narrative history of racism and right-wing extremism, aims to help children and young people develop awareness of these issues, and to help teachers, youth workers, and social workers develop didactic competence to address racism in their pedagogical work. Parts of the course involve excursions to Poland.

### *Programmes to supplement foreign qualifications*

In Sweden, professions in healthcare, teaching, and social work are strictly regulated, and a Swedish professional licence is required to be able to practise them. The Swedish Council for Higher Education has an [Ordinance on HE bridging programmes to supplement foreign qualifications](#), and since 2007 the University of Gothenburg has offered supplementary programmes for this purpose, supported by government funding.

Eight such programmes are currently offered at Gothenburg, with those focused on teaching attracting the largest numbers of students. The university is also the national coordinator for supplemental programmes for biomedical scientists and analysts.

These programmes are supported by strong relationships with relevant organisations in the surrounding regions: for example the Sahlgrenska Academy (the faculty for medicine and health sciences) has a close cooperation with regional healthcare and dental institutions.

The programmes emphasise the importance of good knowledge in the Swedish language, which is also a compulsory requirement to obtain a Swedish license. All the programmes are delivered in Swedish and some provide an extra semester in academic Swedish.

The University of Gothenburg has to submit annual reports to the government reporting data about student engagement, completion, and drop-outs, and about how programmes are evaluated internally.

These programmes enable the inclusion of people with degrees from outside the EU and EEA in the Swedish labour market. They also promote widening access and participation, lifelong learning, and diversity and inclusion in the university context.

### *Make Your Own Passport (MYOP)*

The University of Gothenburg's [Centre on Global Migration \(CGM\)](#) aims to promote and support research, education and utilisation of knowledge in global migration and integration. Since 2018, Dr. Tintin Wulia (a postdoctoral fellow and artist at CGM) has been expanding the centre's collaborative network through the participatory art project [Make Your Own Passport \(MYOP\)](#), a series of workshops conducted in public spaces to provide access to lifelong learning on citizenship.

The MYOP workshop focuses on the topic of migration and statelessness, and uses a material, participatory methodology. It actively engages participants, in public spaces, in an intimate discussion via a tangible process with an iconic object of the border: 'the passport'. Participants from diverse backgrounds gather to engage in dialogue and create a material output to take home with them, using the artistic tools provided.

The MYOP workshop itself has been running since 2014, four years before it was introduced in Gothenburg. When the workshop was conducted in Southside Chicago, USA, in the wake of Trump's election in 2016, one participant explained the unique learning opportunity: 'Talking about our views of the world drew each of us, all very different people, together organically.' The workshop is now conducted in public spaces in the Västra Götaland region and beyond, and participants' feedback indicates that it is an excellent opportunity to learn about citizenship, statelessness, and privilege.

Since being initiated at Gothenburg, the MYOP workshops have reached over 500 active participants (taking into account that many events were cancelled due to the pandemic). This has been achieved through collaboration between CGM, colleagues and staff at the university, and a wide range of external collaborators. It has been delivered at a local Intercultural Centre, at the

celebration of UN Arabic Day at the Gothenburg Museum of World Culture, and as an integrated part of the curriculum of a local high school.

#### *International Student Experience Workshop*

This online workshop was conducted in November 2020, during the Covid-19 pandemic, and was overseen by three different departments: Welcome Services, the International Centre, and the Section of Student & Educational Support. It was based on similar workshops that had been run in-person by the International Centre, before Covid.

The goal of the workshop was to bring together international students and enable them to share experiences and opportunities, and to discuss the challenges they were facing. During the pandemic, it became harder than ever for international students to find out what studying and living in Gothenburg entails, or for university staff to assess students' satisfaction and wellbeing.

The workshop explored students' reasons for choosing to study in Gothenburg, the support they received before and after their arrival, and the inclusiveness of the learning environment. Menti, Padlet, and Zoom breakout rooms were used to facilitate discussion.

Of the 63 students who signed up, only five were exchange students. This may indicate that international students taking a full degree are more in need of support and face more challenges.

Students appreciated the opportunity for dialogue. As one participant said: 'Today's workshop made me understand that some of the other international students are also going through the same challenges as I am right now. It was great to have a chance to talk to them.'

### **5.2.3. Disability**

On this page, we showcase policies and practices that show how 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 (November 2022), but is subject to change.

#### **CY Cergy Paris Université**

##### *Disability service*

CY's [Disability Service](#) operates in accordance with a [2005 law](#) on 'Equal rights and opportunities, participation and citizenship for disabled people', Higher Education Institutions in France must make necessary adjustments to enable students with disabilities to access all university services.

CY's Disability Centre and Reception Service for Students with Disabilities (SAEH) provides the following services:

- Welcome, advise and help students with disabilities in the pursuit of their education, and inform them of their rights
- Implement procedures and measures to optimise students' autonomy, facilitate their integration, and give them access to knowledge
- Organise and monitor the implementation of study arrangements identified by the [University Service of Preventive Medicine and Health Promotion \(SUMPPS\)](#)
- Coordinate all actions on the issue of disability, including awareness-raising
- Develop partnerships with external disability structures and institutions.

Over the last 10 years, the number of students with declared disabilities has tripled. In 2021/22, 467 students benefited from the above services.

Measures to be implemented are discussed and validated by a multidisciplinary team, comprising the Disability Project Manager, the Training Manager, the staff of the Disability Service, and other health staff. Students can book a personalised interview with this team to identify their needs before the start of the study programme, which is followed by medical consultations (where appropriate) and an annual review of the arrangements made. These arrangements can include [peer tutoring](#), part-time study, special equipment, alternative modes for providing course content, and adaptations for exams.

The disability webpages describe the [procedures](#), [available adjustments](#), [external organisations who provide advisory and financial support](#), and [awareness-raising events](#).

#### *Orientation resources*

Among the [events](#) run by the Disability Service is the Handifac Conference, an evening event to welcome prospective students, explain [Parcoursup](#) (the national Higher Education access service), present CY's disability policy, and outline the available adjustments. Attendees are encouraged to arrange follow-up meetings with the Disability Service, and the take-up rate is fairly high (usually over 70%). The conference also gives attendees a space in which to network and share experiences.

The financial services company [Société Générale](#), who since 2017 have run a [programme](#) to promote the employment of people with disabilities, have played an important role in supporting CY's Disability Service. In the 2018/19 academic year, they funded the creation of a [guidebook](#) to inform people about different types of disability, the different departments working on disability in the university, and the types of support available. The guide features comic-book vignettes to convey information in an accessible and entertaining way. As of 2022, the development of this resource will be supported by [Atos](#).

#### *Mental Health First Aid (PSSM)*

CY offers free training in [Mental Health First Aid \(PSSM\)](#), run by trainers from the University Service for Preventive Medicine and Health Promotion (SUMPPS), funded by the Val d'Oise Department Committee (CDVO) and also supported by the Regional Health Agency (ARS).

This training enables students to:

- Acquire basic knowledge about mental health disorders
- Better understand the different types of mental health crises
- Develop relational skills: listen without judgement, reassure the other person and give information
- Cope with aggressive behaviour
- Test and take ownership of an action plan that can be used to provide immediate support

Training groups of 15 participants are trained over two full days, or taught in several modules across a semester. To complete the training, students complete a questionnaire on the website of [PSSM France](#). Students can submit an additional reflective piece about how the PSSM training has helped them to manage their own mental health.

#### *Handicap & Talents Week*

The [Handicap & Talents Week](#) (part of ESSEC's [Mission Handi-Capacités](#) programme) has been organised by ESSEC Business School since 2015, but has recently been opened up to other schools in CY, and to staff as well as students. It is overseen by Elisabeth Forget, with academic support from Laurent Bibard and Junko Takagi.

The event focuses on how disabilities are managed within companies: through a series of accessible and enjoyable activities, it aims to raise awareness about the requirements and challenges of relevant legal frameworks, break down stereotypes, and empower students and staff to navigate these issues in their professional lives.

Participants can obtain a certificate at the end of the week, validating their knowledge of disability issues in companies and thus enhancing their employability. From 70 participants in the first iteration, the event now attracts around 200 attendees, and more than 840 people in total have been awarded the certificate. The training has been transferred online in recent years, which makes participation easier and has contributed to the boost in numbers.

#### *PHARES Programme: Beyond Disability, Advancing and Achieving in Higher Education*

The [PHARES Programme](#), overseen by the [Centre for Equality, Diversity, and Inclusion](#) at ESSEC, is a student tutoring system which promotes access to high-ranking Higher Education Institutions for middle and high school students with disabilities in the Val d'Oise region.

Participants engage in a series of Saturday classes and week-long vacation events, hosted on the CY Cergy campus or facilitated remotely (with screen-reader compatibility enabled). They participate in games, debates, theatre workshops, cultural visits, and team-work exercises to develop their cultural awareness, critical mindset, and rhetorical and organisational skills. Student volunteers from ESSEC contribute to the running of activities, as do members of external enterprises and professional actors.

The programme nurtures attendees' personal and professional development, helping them to understand the nature of Higher Education, the skills expected in university, and how they can make the most of their own unique attributes. This is also an opportunity for ESSEC students to understand issues relating to disability, and to develop new skills through a transformative human and civic experience: these skills are essential for future recruiters and managers. ESSEC itself benefits from the programme by developing better relations with local organisations.

## **University of 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 (although note that the University of Gothenburg funds this support to a level of 0.55% of the university budget). 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 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.

### **University of Ljubljana**

#### *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.

### **Universitat Pompeu Fabra**

The following examples illustrate the range of services UPF provides to students with special needs. Many of these are facilitated by the [University Community Assistance Service \(SACU\)](#), who also oversee various cultural and sporting activities, volunteering projects, and extra-curricular internships.

#### *Inclusió: customised support*

The [UPF Inclusió](#) programme offers [customised support](#) to students with special educational needs. The support process begins with an interview before the start of the course (made using an online scheduling system), to determine what support and resources the student needs. Students can also

contact this programme to declare their needs at any time during the academic year, up until fifteen days before the start of exams.

An individual support plan is devised, specifying adjustments to classes and exams based on the student's needs. The student can also make use of services and resources such as computers with adaptive programmes, enlargement of text font, digitisation of documents.

Teachers are duly informed about each case and have the opportunity to send any thoughts, doubts, or concerns to the support team.

Adaptations are reviewed every quarter, in dialogue with the individual student, to ensure they are still adequate, and the student also completes an evaluation form at the end of their course of study.

[Student volunteers](#) are trained to provide various kinds of assistance (and can receive ECTS credits for this work). There is also a training programme to improve the experiences of deaf or hearing-impaired students, by teaching them sign language and raising awareness about the challenges faced by deaf or hearing-impaired students.

#### *Online guidance*

An online [Care Guide](#) gives full information regarding available support structures and resources, not only to inform students but also to raise awareness among staff who are teaching students with special needs: tutors play a very important role here.

There are lists of [specific actions](#) and [resources](#), including campus orientation and curricular provisions. Students can also get [support with internships, grants, fee discounts, and job placements](#), including links to websites designed to help people with disabilities to find employment.

Additionally, students receive [information and guidance](#) regarding the accessibility of campus buildings.

#### *Psychological Support Service (SAP)*

UPF's free-of-charge [Psychological Support Service \(SAP\)](#) is aimed at supporting undergraduate and postgraduate students in adapting to the university lifestyle, facilitating personal stability and academic efficiency. It is especially intended to support students who are suffering an exceptional period of stress or lack of motivation. The service is run by professional therapists with a thorough awareness of university life.

The SAP conducts a survey of student users every semester, and its [yearly reports](#) are published online. It also undergoes a thorough review every four years before the contract (with the external provider) is renewed.

### **5.2.4. 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 some examples of that work.

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

### 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.

The incorporation of gender perspectives in all the university's policies works in tandem with the incorporation of LGBTI+ perspectives. These policies are implemented practically through awareness-raising training events and other central initiatives, run by the UPF Equality Unit and the vice-rector for Social Commitment and Sustainability:

- The university works with various public services, including the police and specialised associations, to [respond to inquiries and complaints](#) about gender-based violence and LGBTI+ phobia affecting any member of the university community. The Equality Unit's website provides links to various [support services](#), as well as [informative resources](#) on issues such as homophobia in sport and LGBTI+ perspectives in teaching.
- In 2017, [new measures were implemented](#) to enable any member of the UPF community to change their name and other personal or contact details on the university's systems. This process was implemented to guarantee the rights of transgender, transsexual, and intersex persons to be identified, at university, in accordance with their gender identity.
- The [Inclusive Spaces](#) initiative ensures the presence of non-gender-defined toilets in each of UPF's three campuses, as well as providing spaces for baby caring and breastfeeding, and toilets adapted to the use of the menstrual cup.
- The [#AmbPerspectiva Network](#) is a group of teaching and research staff who support other teachers in the incorporation of gender mainstreaming in teaching.

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.

#### *Wisibilízalas*

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 Wisibilízalas 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.

#### **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.

### **CY Cergy Paris Université**

#### *Gender Equality Project*

The Gender Equality Project at CY is managed by [Stefania Marcassa](#), and has produced several outputs over the last few years, including a Gender Equality Policy, a Charter for Inclusion, numerous awareness-raising events and research seminars, and partnerships with a range of organisations.

CY's creation and implementation of a [Gender Equality Plan](#) is financed by the Horizon 2020 project [LeTSGEPs](#) (Leading Towards Sustainable Gender Equality Plans in research organisations). The Plan is aligned with the UN Sustainable Development Goals, and operates through partnerships with EUTOPIA and other programmes such as:

- [E-WinS](#) (European Women in Sport), an Erasmus+ programme to promote and accelerate women's participation in sport in European cultures, through research and awareness-raising about women athletes and their role in sport governance.

The project is coordinated by CY Cergy, in collaboration with [partners](#) in Poland, Spain, Bulgaria, Finland, and the UK.

- [Women Safe](#), an institute in Saint-Germain-en-Laye dedicated to supporting women and children who are victims of violence. Working with experts in psychotraumatology, relevant areas of the law, and other partners, the institute is also dedicated to raising awareness on this topic, and training those who come into contact with victims of violence.

This partnership has enabled the creation, in CY, of a crisis unit with a dedicated phone-line and email account through which people can receive professional guidance. Women Safe is able to provide neutral mediation between students and/or staff in cases of harassment or other forms of misconduct.

- The [Women in Science competition](#), organised by the [CY Alliance](#) for a sixth consecutive year in 2022. Each year two women receive a prize of €1000 each, awarded by a jury of experts from various institutions (including Yale University, [CNRS](#), and the [Women & Sciences Association](#) in recent years, as well as schools of the CY Alliance).
- The [Women in Science congress](#), a project led by [National Federative Association of University Science Students \(AFNEUS\)](#), and hosted in Paris in 2022. The event aims to address the under-representation of women in scientific fields, through exhibitions, serious games, and thematic debates across three days. At the 2022 congress, CY was represented by Stefania Marcassa, who presented the activities of the Gender Equality Project so far.



- CY has also obtained the [HRS4R label \(Human Research Strategy for Researchers\)](#), which highlights the university's commitment to implementing fair and transparent recruitment and appraisal procedures for researchers.

## University of Ljubljana

### *Gender Equality Plan*

The University of Ljubljana's [Gender Equality Plan 2022-2027](#) (GEP UL) aims to provide a working and learning environment that is sensitive to gender and other discrimination or bias: the plan's intersectional focus recognises that disadvantages can accumulate when a person has multiple personal circumstances that may discriminate against them – for example, a disability in addition to their gender. The Plan is also sensitive to the complexity and plurality of gender, as a concept, in the modern world.

The GEP UL builds on the university's past work in this field, which has been carried out through various faculties' involvement in national and international projects: the Plan is founded on data-gathering and analysis regarding gender equality (and Gender Equality Plans) in Ljubljana, in Slovenia, and internationally. The GEP UL recognises the excellent work that has been done so far, while also addressing the need for a more holistic and comprehensive institutional action plan.

As well as setting top-down strategic goals, the GEP UL also affirms the need for individual faculties and members to develop bottom-up initiatives to promote gender equality and diversity. The document lists a wide range of issues to be addressed, describing specific objectives, actions, and target groups associated with each topic.

The project aligns with the goals of the European Commission's [2020-2025 Gender Equality Strategy](#), helping to facilitate the university's participation in Horizon Europe and the European Research Area more generally.

### *Association of Students of Business Sciences*

The Association of Students of Business Sciences helps to connect students in the Faculty of Economics, and to support them in getting the most from their education. Since its inception in 2016, the group has grown to include around 50 members who attend weekly meetings and monthly events.

Among the association's many activities, there is a particular focus on promoting gender equality. The group regularly facilitates round-tables on International Women's Day, inviting high-ranking guests from business and politics to discuss the representation of women in various fields.

The goal of supporting female students in Economics is also a key guiding principle in other initiatives, such as:

- Training workshops on project management, personal finance, marketing and business etiquette and communication
- A mentoring programme in which older members support newly arrived students in defining their goals and identifying ways of reaching them
- Regular evaluations to gather feedback from members about their experience in the association, and the benefits they feel they get from it

### 5.2.5. LGBTQIA+

The case studies below illustrate how EUTOPIA partners are working to promote queer pedagogies and perspectives, both in the classroom and beyond, and raise awareness about LGBTQIA+ issues among all members of the Higher Education community.

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

#### University of Warwick

##### *Queering University*

The [Queering University](#) project was launched in 2020/21, and is overseen by Sam Parr, Chair of the [Queer & Trans Pedagogies Learning Circle](#) within the Warwick International Higher Education Academy.

This project supports staff and students at Warwick to develop, implement, share and sustain queer pedagogies and perspectives. It encourages teaching & learning and pastoral practices that are inclusive of trans and LGBTQIA+ people, and improves understanding in the classroom and wider university settings.

The project hopes to embed and centre queer perspectives in the university's activities, with the goal of understanding and improving the student experience and dismantling barriers that hinder community, belonging, attainment, continuation, completion, and academic progression.

The Queering University project is continually evolving through [dialogue with the university community](#). A [collective vision of success for the programme](#) has been formulated, which lists 17 key objectives. This vision is now being implemented in the second phase of the programme, which will seek to:

- Explore [LGBTQIA+ student & staff experiences](#).
- Expand the existing [guidance, resources and support](#).
- Facilitate culture change more broadly at Warwick, for instance through initiatives such as the [Pronouns Pledge](#).

Other initiatives overseen by this programme include:

- A [Trans Community Support Group](#), which meets regularly in person and online (via Discord).
- A [network of staff in academic and professional services departments](#) who can act as points of contact with the programme, supporting other members of the community within and beyond their department.
- An [anonymous question-answering](#) service for any community member with questions about LGBTQIA+ inclusive and queer practice.

For those interested in learning more or exploring possible collaborations, the Queering University project can be contacted directly at [queeringuniversity@warwick.ac.uk](mailto:queeringuniversity@warwick.ac.uk).

#### Universitat Pompeu Fabra

##### *LGBTI+ Provisions*

UPF's [Equality Plan \(2018-2022\)](#) states that:

Society...imposes certain normative canons on gender identity and expression, as well as on sexuality itself, that generate specific forms of discrimination and violence towards LGBTI people. Thus, in addition to fighting gender inequality and gender-based violence, universities must fight any expression of LGBTI-phobia in order to enforce the principles of non-discrimination and respect and ensure that they are a place where everyone can live and pursue their development freely.

The incorporation of LGBTI+ perspectives in all the university's policies works in tandem with the incorporation of gender perspectives (see also the case-studies on Gender Equality). These policies are implemented practically through awareness-raising training events and other central initiatives, run by the UPF Equality Unit and the vice-rector for Social Commitment and Sustainability:

- The university works with various public services, including the police and specialised associations, to [respond to inquiries and complaints](#) about gender-based violence and LGBTI+ phobia affecting any member of the university community. The Equality Unit's website provides links to various [support services](#), as well as [informative resources](#) on issues such as homophobia in sport and LGBTI+ perspectives in teaching.
- In 2017, [new measures were implemented](#) to enable any member of the UPF community to change their name and other personal or contact details on the university's systems. This process was implemented to guarantee the rights of transgender, transsexual, and intersex persons to be identified, at university, in accordance with their gender identity.
- The [Inclusive Spaces](#) initiative ensures the presence of non-gender-defined toilets in each of UPF's three campuses, as well as providing spaces for baby caring and breastfeeding, and toilets adapted to the use of the menstrual cup.
- The [#AmbPerspectiva Network](#) is a group of teaching and research staff who support other teachers in the incorporation of gender mainstreaming in teaching.

Besides these central initiatives, students can also take the [LGBTI+ Studies](#) course, led by Dr. Arnau Roig-Mora. This course introduces students to gay, lesbian, bisexual, trans, intersex and queer studies, covering the history and development of this field since its creation. The course surveys the historical journey of these non-hegemonic identities from their criminalization and pathologisation to the current struggle for equal rights. LGBTI+ studies are contextualized within the legal and historical evolutions of these sexualities and identities, necessarily linking the academic side with activism.

In addition, the different positions of LGBTI+ studies are brought into dialogue with cultural production (cinema, literature, poetry, theatre, etc.), with the aim of reflecting on the implications of different groups' visibility, on the different representations of dissident sexualities and identities in the public sphere, on the supposed 'immobility' of biological sex, and on the meaning and use of different gender expressions. In short, the course will critically discuss the importance of (re)thinking our sexuality in a political and non-monolithic way.

The course is aimed primarily at students, but is open to the entire university community interested in LGBTI+ studies.

### *5.2.6. Refugees and Asylum Seekers*

Universities have a vital role to play in supporting refugees and asylum seekers, by helping them to access education and employment, but also by improving awareness and understanding amongst all members of the community (on campus and beyond).

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

### **University of Gothenburg**

#### *Mentoring programme: University Friend*

The mentoring programme Universitetsvän (University Friend) aims to introduce persons with a refugee background to Higher Education. In its first round, the programme received more applications than it had places for, and it is now offered on a permanent basis. (although it had to pause during the pandemic because the programme methodology relies on physical meetings and interactions).

During the mentorship program, students (up to PhD level) from the University of Gothenburg are matched with newly arrived persons in Sweden. Initially, people were matched based on similar academic interests, but over time it was found that both the mentor and the mentee could broaden their outlook by exchanging with someone who had a different educational background.

The mentors and the mentees receive an introductory course and subsequently meet during three group meetings (scheduled every other week) to discuss themes such as intercultural competences, leadership, decision-making processes, and more. The activities are based on principles and methods associated with the experiential learning cycle (Kolb and Fry, 1975) and the peer helper experiential training cycle (Carr and de Rosenroll, 1996). The programme is currently being developed to include activities with university study counsellors and student ambassadors from different faculties in the implementation.

When the planned thematic workshops have finished, the mentors and the mentees can decide for themselves if they want to go on meeting on their own. The programme is intended to be both fun and helpful, and to entail a mutual learning process for both the mentors and the mentees, where they share experiences and knowledge from different countries.

For the mentees, this programme enables them to:

- Get an insight into the university system, from the application and decision-making process to student life
- Improve their Swedish, as the workshops are held in Swedish
- Get a clearer sense of their educational goals and what steps they should take to reach them

As one mentee commented: 'I have learned more about how the university works with the help of people who have the same goals in life as I do. Now I want to work hard in order to begin studying as soon as possible.'

The programme also benefits the mentors, who develop their ability to work and relate appropriately in a variety of cultural contexts.

This programme involves collaboration between various units at the University of Gothenburg (e.g. Educational Affairs, Welcome Services) and some of Gothenburg's organisations/agencies, which provide guidance and support for newly arrived migrants/refugees.

In addition to this mentoring service, the University of Gothenburg invites prospective students to information meetings and offers individual study counselling services.

### *Centre on Global Migration*

The [Centre on Global Migration \(CGM\)](#) aims to promote and support research, education and utilisation of knowledge in global migration and integration (see also the Gothenburg case studies in [Anti-Racism](#) [link]).

The Centre facilitates a range of [Research projects](#) on these themes, including the programme [Refugee Migration and Cities \(SIPGI\)](#), which explores the social possibilities and limitations for urban integration in large cities in Sweden, Turkey, and Jordan. The selection of cities is based on their different political, economic and social preconditions in organizing immigration, as well as their shared experience of receiving large numbers of Syrian refugees since 2013. The programme involves close collaboration with the [Governance and Local Development Institute \(GLD\)](#) at Gothenburg's department of Political Science, the [Centre for Advanced Middle Eastern Studies \(CMES\)](#) at Lund University, and the [Migration Research Institute \(MiReKoc\)](#), which is the leading migration research centre in Turkey.

The Centre also hosts international expert-speaker events, such as the recent seminar [What is Home? Syrian Refugees and the Search for Belonging](#), by Professor Wendy Pearlman (Northwestern University).

### **Vrije Universiteit Brussel**

*University Staff For Refugees (UNISTAR)*

The [University Staff For Refugees \(UNISTAR\)](#) programme consists of a training course, delivered in a blended format (online and in person), aimed at guiding university staff on how to work with refugee students. UNISTAR is now an online learning platform available (free-of-charge) to university staff across Europe.

The programme works on the principle that Higher Education is one of the most important tools for supporting refugees, and that universities need to put support systems in place to make undergraduate, postgraduate, and research programmes more accessible for refugee students.

The pilot testing phase started in March 2021, with university staff both taking the course and contributing to its ongoing development.

The course lasts for four weeks and offers four modules, which participants can choose from depending on the nature of their work. The modules, and the topics they cover, are listed below:

#### Module 1: Becoming a refugee

- Words matter
- Facts and figures
- Refugee rights
- Experiences of displacement
- Stateless students

#### Module 2: Refugees on campus

- Challenges and Support for refugees entering Higher Education
- Challenges and Support for refugee students on campus
- Racism and Empowerment on campus

#### Module 3: Well-being on campus

- Awareness and Critical Thinking
- Stress and trauma among refugees

- Self-care for university staff

#### Module 4: Inclusive teaching and diversity

- Eurocentricity
- Diversity and intersectionality
- Inclusive teaching
- Inclusive counselling

Following the pilot phase, an [online conference](#) was held in April 2022, with an opening address by UNHCR Goodwill Ambassador and Syrian refugee [Maya Ghazal](#). The conference presented the programme and its modules, outlined how it would be made available more widely, and noted that participation levels had increased since the beginning of the war in Ukraine.

The development of UNISTAR was co-funded by Erasmus+. It was overseen by the VUB International Relations Office, in collaboration with Vilnius University (Lithuania), Alice Salomon University of Applied Sciences (Germany), Universidad Alcalá (Spain), University of Applied Sciences Utrecht (Netherlands), the [United Nations High Commissioner for Refugees \(UNHCR\)](#), and the [European University Foundation](#).

#### *Student Refugee Program*

The International Relations Office also oversees a wide-ranging [Student Refugee Programme](#) at VUB, providing various support structures and opportunities for students with refugee status, and for the student community more widely (for instance through the [buddy programme](#)). There is a strong emphasis on the importance of individual follow-up with students, taking into account the complexity of their situation.

More than 700 refugees have applied to study at VUB, often to study English-taught Master's programmes, especially in Social Sciences & Solvay Business School, Engineering, Languages and Humanities. The Student Refugee Programme aims to give prospective students a fair chance to start or continue their studies by providing them with the necessary guidance and support before and during their studies.

The [InCAMPUS Preparatory Track](#) is a one-year programme that enables prospective students to meet the requirements of their chosen course of study, through intensive English language preparation, study guidance, psychological counselling sessions (group and individual), and cultural orientation sessions with [Bon Brussel](#), the Brussels reception office for the integration of foreign nationals (and part of the [Agency for Integration and Civic Integration](#), which supports the Flemish integration policy).

In 2011, VUB joined the [Scholars at Risk \(SAR\)](#) network, dedicated to protecting threatened scholars and promoting academic freedom. As a member of this network, VUB commits to providing shelter and hosting threatened scholars, publicly taking a stand to protect Higher Education values, participating in advocacy campaigns, and organising awareness-raising events on campus. So far, VUB has hosted four scholars at risk, from diverse personal and academic backgrounds, in research groups in Engineering, Education Science, and Sciences.

#### **University of Warwick**

##### *University of Sanctuary*

Higher Education Institutions in the UK have a proud and radical tradition of supporting refugees and people in the asylum system. The [University of Sanctuary](#) award recognises commitment to creating a culture of safety, solidarity, and empowerment for people seeking sanctuary within, and

beyond, university campuses. Warwick has been [recognised as a University of Sanctuary](#) since 2017.

As the Vice-Chancellor, Stuart Croft, has said:

‘I am proud that Warwick holds the honour of being a University of Sanctuary and that I was able to reinforce our commitment to asylum seekers and refugees being able to access higher education by signing the City of Sanctuary and STAR pledge in 2019. Our students and staff are actively involved both in supporting sanctuary seekers, raising awareness of their experiences and the contribution that they make to student and city life.’

The Chair of the University of Sanctuary project group is Kulbir Shergill, Warwick’s Director of Social Inclusion. The main objectives of this project are to increase access to higher education for refugees by offering guidance, reviewing our admissions processes, and providing financial support, and to foster learning about sanctuary and increase awareness of the barriers and challenges faced by refugees and asylum seekers.

The project facilitates the following activities:

- Offering [Sanctuary Scholarships](#) for pre-university diplomas, undergraduate degrees, and postgraduate degrees, covering fees and living expenses
- Providing a named single point of contact for sanctuary students who will be available throughout their studies, to provide advocacy and liaison with services across the institution, including professional services, academics, accommodation, wellbeing, and any other relevant services
- Working with local councils to support our local community, as well as our Community Engagement work and student volunteering projects that include teaching English and raising funds for refugee and asylum seeker charities
- Annual [Refugee Week](#) in June (as part of a [UK-wide festival held every year around World Refugee Day on the 20 June](#)): this has included lectures, art exhibitions and fund-raising events such as music performances
- Outreach work with local refugee communities to promote awareness of scholarships and access to widening participation support
- Academic research, lectures, and other events on issues relating to refugees and asylum seekers

The project uses three-year action plans to help develop and embed the objectives described above. There is a regular review process to determine the renewal of the university’s Sanctuary status.

The University of Warwick is located in Coventry, which became a City of Sanctuary in 2011 to join a group of cities and towns that hold the vision that the UK will be a welcoming place of safety for all and proud to offer sanctuary to people fleeing violence and persecution. You can read more about [Coventry City of Sanctuary](#) on the City of Sanctuary UK website.

#### *Student-led projects*

[Warwick STAR \(Student Action for Refugees\)](#) is part of a [national network](#) of young people and university-based student groups aiming to raise awareness of refugee and asylum issues, campaign for the rights of refugees, and practically support refugees and asylum seekers through volunteering in the local community. The society runs two volunteer groups at Warwick:

- Conversation Club, helping to teach English to refugees living in the local area

- Youth Support Club, helping young people with their university applications and language skills

The society also works with the national STAR charity on campaigns such as:

- Lift the Ban, on asylum seekers not being able to work
- Families Together, reuniting families seeking humanitarian protection in the UK
- Equal Access to education for asylum seekers and refugees in the UK

[Enactus Warwick](#) (part of the national and global Enactus network) hosts a range of student-led social enterprises, including [The Gateway](#), which aims to empower refugees and asylum seekers in Coventry. By partnering with organisations like Coventry City Council and running workshops with local refugees, The Gateway aims to support their development of language and communication skills, and to help them find employment.

In the last few years, the Gateway has recruited over 150 student volunteers and developed partnerships with over 10 organisations. The project is currently expanding its activities by providing support in the areas of personal health and personal finance, through a combination of workshops and social events.

### ***5.2.7. Sexual Harassment and Bullying***

On this page, we showcase some of the support structures and research projects currently being developed to improve universities' provisions for those who experience or witness sexual misconduct, harassment, or bullying. These provisions also apply more broadly to misconduct that is motivated by sexism, racism, ableism, or LGBTQIA+ phobia.

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

#### **University of Gothenburg**

##### *Research-driven work on sexual harassment*

The [Swedish Secretariat for Gender Research](#) is a knowledge hub in the Nordic countries, producing research-driven knowledge on gender, power and sustainability to address global societal challenges.

Since 2018, the Secretariat has performed a number of [studies on sexual harassment](#) (listed and published on the page just linked to), in academia and in working life. This includes research reviews on prevalence as well as preventive actions, surveys on policies in EU member states' research funding agencies and research-performing organisations, and a [study on threats and harassment Swedish higher education institutions](#).

The Swedish Secretariat for Gender Research has become a central expert institution on sexual harassment, on the national and Nordic level. The studies performed have generated more demand from external partners for further studies and projects.

External partners and clients for recent projects include the Swedish Research Council, the Swedish Council for Higher Education, the Nordic Council of Ministers, Kantar Sifo, the Swedish Equality



Ombudsman, the European Commission Standing Working Group on Gender in Research and Innovation, Karolinska Institutet, and the KTH Royal Institute of Technology in Stockholm.

## University of Warwick

### *Report + Support*

The [Report + Support](#) platform allows students and staff to disclose incidents of bullying, harassment, discrimination, hate incidents/crimes, and sexual misconduct. It represents a trauma-informed and survivor-led institutional response to these issues. Following the Independent External Review in 2019, both disciplinary policies and processes were reviewed to support this trauma-informed approach through collaboration with the Students' Union, staff from across the institution in student-facing roles and external organisations.

The basic platform is provided by another external organisation, [Culture Shift](#), in exchange for an annual licence fee. The development of Warwick's Report + Support service was overseen by Jemma Ansell (a former Welfare & Campaigns Officer in the Warwick Students' Union), under the direction of Helen Knee (Director of Student Discipline and Resolution).

Through Report + Support, students and staff can either submit an anonymous disclosure (using a multi-stage online form that guides users through the choices open to them) or speak to an advisor about their experience. In either case, the platform and associated in-person support (provided by Liaison Officers) are designed to empower users decide on their next steps, and understand the processes entailed by those next steps.

An [introductory video](#) and [FAQ](#) help to orient first-time users of Report + Support. The [homepage](#) also provides resources to define key terms, offer guidance tailored to different circumstances, and link to other relevant initiatives. The latter include confidential support services run by the Students' Union, Wellbeing Support Services, Staff Wellbeing Hub, and the university's Health Centre, as well as self-help resources and external charities. There is also a webpage listing relevant [campaigns](#) on topics such as consent awareness, violence against women, LGBTQIA+ phobia, and being an active bystander.

In developing the above resources, the Report + Support team have worked hard to ensure that clear, appropriate, and emotionally supportive language is used at all times. An advisory group, initially made up of 52 people from across all departments, gave feedback on not only the Report + Support web content, but also the institution's overarching values, disciplinary and grievance policies and principles, and the preventative education strategy for the future. From the outset, Warwick have been clear that whilst Report + Support is available to intervene when harassment has taken place, a part of the team's core purpose is also to provide harm-reductive and preventative education to both students and staff.

However, the team also make it clear where their support ends and that of other services begins. One major objective of all these initiatives is not just to create brand new support systems, but also to enable existing systems to operate in a more integrated and sustainable way, with a single point of contact (Liaison Officer) available to individuals who have experienced trauma, to help navigate these existing services.

The University of Warwick's commitment to providing support in these areas is reflected in the five [Warwick Values](#), the [Sexual Misconduct Policy and Processes](#), and the [Dignity at Warwick Policy](#).

### 5.2.8. Widening Participation

The case studies below illustrate how EUTOPIA universities are fighting to make Higher Education accessible to students from all socioeconomic backgrounds.

Please note that the following information is correct at the time of writing (November 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.

## 5.3. Student Perspectives on Inclusion

We recruited 27 students from the six founding partners of the EUTOPIA Alliance, and held a series of online and in-person workshops to discuss their experiences of inclusion and exclusion in Higher Education. Twenty-three of these students chose to share their stories with us, anonymously in some cases: we are proud to present their work below.

[Ariadna \(Universitat Pompeu Fabra\)](#)

[Gladys Gros-Desormeaux \(CY Cergy Paris Université\)](#)

[Amina Bakhtaoui Van Deputte \(Vrije Universiteit Brussel\)](#)

Paul-Adrien Viala (CY Cergy Paris Université)

Malin Hjort (University of Gothenburg)

Jan (University of Ljubljana)

Mercy Okutubo (University of Warwick)

Anonymous

Shelsia Da Costa (Vrije Universiteit Brussel)

Rongzhen Chen (University of Gothenburg)

Irene García Rojas (Universitat Pompeu Fabra)

Omar Othman (Vrije Universiteit Brussel)

Sabina Abdullajeva (University of Gothenburg)

Rita Afonso (Vrije Universiteit Brussel)

Ajda Cimperman (University of Ljubljana)

Albin Alvers (University of Gothenburg)

Wiki Jeglinska (University of Warwick)

Anonymous

Victor (Universitat Pompeu Fabra)

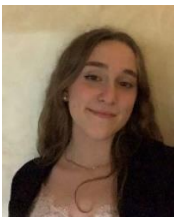
Chamalie Gunawaradane (University of Ljubljana)

Dídac (Universitat Pompeu Fabra)

Nick Špoljar (University of Ljubljana)

Laura (University of Gothenburg)

### *5.3.1. Ariadna (Universitat Pompeu Fabra)*



*How should students be involved as co-creators in Higher Education?*

The student voice, and student experiences, are the most important part of this conversation: you don't know what's happening until you talk to students and they describe the experiences they live every day. In any guidelines about inclusion in university, it's really important that you represent these specific experiences and inclusion practices, so it's not all generalised.

*Are there any inclusive practices at your university that you would like to highlight?*

The [Unitat d'Igualtat](#) oversees initiatives relating to changing the names of transsexuals, transgender, and intersex people, as well as offering provisions for victims of gender-based violence and LGBTQ+ phobia. These are incredibly important practices, and we think it's great that the university makes them visible from the first day when students arrive.

Also, in UPF, when you finish a course you can anonymously say anything about the teacher and rate them. So you can point out what the teacher is saying and doing. You can also go to the Unitat d'Igualtat and tell them if something happens, if someone abuses you. These are really good practices for enabling people to report problems in a safe, confidential way.

*What new or improved practices would you like to see?*

There is a project at UPF called Viquidones (Catalan for 'Wiki-women'), which aims to reduce gender bias on Wikipedia. This is a very important initiative that has been running for about 10 years. However, we think it could be improved by going beyond the focus on gender bias, and including other minorities and discriminated groups.

### **5.3.2. Gladys Gros-Desormeaux (CY Cergy Paris Université)**

*Are there any inclusive practices at your university that you would like to highlight?*

I would like to mention three practices linked to orientation and academic achievements.

The first is 'Les Rencontres Pour l'Orientation (RPO)', or 'Meetings For Orientation'. This is an Open Day which introduces ESSEC Business School to pupils from senior schools. It helps them to work on their professional career, set up objectives, and realise that they can enter a selective and prestigious school (known as a *grande école*) that is separate from the public university system. In 2022, R.P.O tried to gather 1400 pupils on the 2nd of April and in 2021, it proposed a set of videos, an application and a MOOC for future students about developing ambitions for their professional career.

'New Start' is a programme for students who haven't enjoyed their first semester at university and want to change course, and allows them to do this without waiting another year.

Finally, 'PaRéO (Passeport pour Réussir et s'Orienter)' is for students who didn't get their diploma to go to university, and gives them another option to get a new diploma.

So all these practices work to integrate minorities, students who have socioeconomic problems, those who have chosen the wrong course, don't know whether they want to go to university, or don't have a good level of studies so are looking for work.

*Are there aspects of life at university that you think are not inclusive?*

The university can be difficult to access. I live in the Southeast of Paris, and Cergy is totally opposite in the Northwest. By train, with normal Paris traffic, it takes 40 minutes to get to university, but it can take 60 or 80 minutes, especially with the strikes that are very typical in France. This is true even though there are several lines going to the university, and public transport is always very crowded.



So it's super complex to get to some of the classes, especially for students who can't afford to buy a car or move to another part of the region. The solution could be to establish a private bus service to pick up students in the large train stations like Châtelet or Saint-Lazare, even if only for the journey in. Students wouldn't be scared to arrive late and it could be a meeting-point that helps them socialise. Or maybe, when there are strikes, the university could postpone lessons or change the timing.

*What new or improved practices would you like to see?*

I would create a system for high-capacity students. A friend of mine, when she was very little, had the choice of going to a very selective secondary school or staying in her current school. Sometimes she was very bored at school, and this might be the case at university as well. Perhaps students like her could attend exams earlier, or there could be more programmes to develop their profile, enabling them to finish earlier and integrate in the labour market.

Also, Laura (one of the students from Gothenburg) said that during an exchange in the US they learnt sign-language. In my former university there were sign-language classes, but they filled up within minutes of registration opening, so I couldn't take them. But this would be a very good practice.

For me, the main focus should be on communication: creating and evolving these initiatives is great, but if no one knows about them...that's an issue!

### ***5.3.3. Amina Bakhtaoui Van Deputte (Vrije Universiteit Brussel)***

*What does inclusion mean to you?*

Often we focus too much on 'disadvantaged groups' and see inclusion as a privilege – as in 'Because they are disadvantaged they have this privilege'. Instead, it should be normalised that everyone has the same options and rights, but we consider everyone's personal situations and backgrounds.

*How should students be involved as co-creators in Higher Education?*

Sometimes there are focus groups – for example last month, there was one for the inclusion of transgender students. But it doesn't get a lot of reaction from the students: the project is launched, they say there will be a focus group and they want student opinions, but not a lot of students respond to it. Or when we organise Pride in May, we want input from LGBTQ+

organisations, and it's really difficult to get their input. So it's a good start to have these focus groups, but it's really important (as Irene and Victor said) for these people to be present in the whole decision-making process.

Sometimes I think they have the impression that the university just wants to listen to them, but then not do anything about it. I've heard this from some of my friends. It shouldn't just end with 'Give your opinion and we will listen to you'. In the Student Council, for example, there are mechanisms for all students to express their opinion (with votes etc.) but in practice people in the council can't always be heard.

For me, it's hard to get at the level of the professors: sometimes they are not open to these kinds of discussions. It feels like I need to navigate my language and be really careful with the words I'm using so they will accept something, so I give them the impression it was their idea, and then they will implement it and be more open. I think their attitude is, 'I'm giving my classes and I have my way of teaching, and it's the right way.' I don't want to give the impression that I'm doubting their teaching skills, but I want to tell them, 'You are trying to be inclusive but you're actually doing the opposite'. Like Irene said, having two slides about women's rights or the history of women is not enough; or having one class about the Belgian colonisation of Congo is not enough.

The key is to get support from staff. If it just comes from the students it's like 'Oh yeah, it's the students, and it's just for the disadvantaged groups, they're not the majority'. We should find a professor who is open to this – without their support it will be hard to make it happen.

*Are there aspects of life at university that you think are not inclusive?*

We have a place where you can go with complaints, but still people are very hesitant about what to do, they're not sure who to talk to, whether to send an email or go to the information desk. So they keep quiet and nothing will happen, or if they do try to make their complaint they get redirected to the office and have to make the complaint again, re-telling their story and going through the trauma over and over.

I like the idea of people being able to send emails anonymously, but also agree with Ajda that they can only do this if they know how: that's the issue with a lot of things at VUB, people lack knowledge, and we need to raise awareness among professors and students. The issue is that we don't know how to do it. People don't follow the relevant accounts or read their emails.

*What new or improved practices would you like to see?*

At VUB there are a lot of good projects about decolonisation, and about equality. In contrast with what Ariadna said, these projects are not visible, and when I talk to other students they don't know about them. It's sad because these projects are very good.

I think there should be a place where all students know they can go if they have questions or complaints. And I'd know that if I go there and I'm gaslighting myself, or neglecting my own experiences, the people here won't gaslight me as well: they won't say 'Are you sure? Did you misinterpret this person's behaviour? He's a nice professor...'

I agree with the other students that to improve education we need to educate teachers through training workshops. And although it is difficult to create safe spaces with different people from different backgrounds, that include students and professors, it's important that we try to do this so that we can have open discussions about these issues. That kind of process should be implemented on deeper level, and on a yearly basis, in a structured way.

It's very hard because students are so much more engaged in talking about these topics, and as I said before, professors are just focused on teaching a course and don't see this as part of their job.



So I'd want to make this a place where everyone is engaged, everyone is trying to make everyone else feel comfortable. Students just want to get their degree, but it's a shame that some have more obstacles because some people are not inclusive or welcoming.

#### **5.3.4. Paul-Adrien Viala (CY Cergy Paris Université)**

*Are there any inclusive practices at your university that you would like to highlight?*

The practice I want to highlight from CY is the provision of a disability advisor who helps students with disabilities to find the accommodations they need and access tools that can help their learning.

The study arrangements can be very diverse: you can have a secretary, expansion of courses, the loan of a laptop, a badge for access to car parks, loans from university libraries, and so on.

I think the university has a very important role in helping students with disabilities to succeed in their studies. As I am also a student ambassador in CY, when I work in the health centre I see a lot of students with disabilities coming for these arrangements.

*Are there aspects of life at university that you think are not inclusive?*

I would criticise the lack of visibility, especially long-term visibility, of inclusive practices. Sometimes I feel that practices have very good aims, but they are vague and unfocused: the means to arrive at the goal is not clearly defined, so it doesn't help very much.

*What new or improved practices would you like to see?*

There should be more attention paid to those who suffer from mental illness, and the provision of psychologists in all universities. For example, I have a mental health first-aid certificate, which I've done at CY and they've been paying for the certification. I think there is a lot more that can be done to help students with these issues.

I don't blame the universities for students' mental disorders, but the pressure on students can make these disorders worse. One of the biggest fears that students have is financial problems: in France, university is free, or you pay €100 or €200 for the year so it's not expensive. But studies are expensive anyway because you need to eat, live, and have a job. President Macron wants to increase the tuition fees for French universities, so that's a big fear for students who don't have rich parents.

I've found it very interesting to hear the other students talk about teachers and the way they take into consideration – or don't take into consideration – disability and other inclusion issues. In CY, we have a long way to go in educating teachers about these topics or holding them accountable for their actions.

#### **5.3.5. Malin Hjort (University of Gothenburg)**

*What does inclusion mean to you?*

Society is unjust. Different parts of society are not equally accessible for everyone – it differs due to how you are perceived as a person. To me, inclusion is every action made to lessen the effects of social injustice, unequal opportunities, and unequal access.



I connect inclusion with a feeling of being welcome in a room, just as welcome as the rest of the people in the room. It's a relational concept, something that happens in the space between people.

In practice, I think inclusion has a lot to do with being aware and critical of the norms that surround society as well as specific areas of society. Inclusion work is also to take action to change those norms. For example, if white males are overrepresented in a specific university programme, inclusion work could be making oneself aware of what creates this overrepresentation. After identifying what excludes groups of people, it's possible to take actions to make the space more inclusive.

Inclusion has to do with power structures. You cannot include yourself, only the people that already feel included can let you in. They have the power of inclusion/exclusion. As with most other norms, it's mostly invisible until you are excluded. Until you do not fit in. Until you are not there as an equal.

*How is inclusion discussed in your university?*

The interest in matters of inclusion varies depending on which faculty you're in: if you're in the faculty of social work, where you work with these issues, it's much more natural to have a deep analysis about it, because there are people that care about it to have it put into practice. One university consists of so many different faculties and different people, but it doesn't only depend on the subject – it's also about the culture and tradition. Not only students, but also staff experience this.

I think that the University of Gothenburg, at least at the faculty of social science, has come a long way with the way we treat each other. There are critical discussions of power structures ingrained in the courses, including the perspective of intersectionality. There is support available for those with disabilities or a different mother tongue. But I do think that we think we are better at this, than we actually are. The body of students is quite homogenous.

*Are there any inclusive practices at your university that you would like to highlight?*

There are several things that I think are good practices.

The University of Gothenburg is a state agency, and all our buildings have to be wheelchair-accessible. There are laws about the university having to meet the needs of people with different abilities, dyslexia, etc.

We have the Swedish Board of Student Finance (CSN), where you can take out a student loan with a low interest rate, to support you in going to university. That addresses the class aspect of access to university. We have workshops focusing on different kinds of inclusion and oppression.

I appreciate that the university participates in [West Pride](#), an LGBTQI-focused arts and culture festival in the local region. This is a way of showing that we want to be an inclusive environment for everyone.

We also have unisex bathrooms – I hadn't even thought about it before hearing other students discuss it, because it's taken for granted here in Sweden.

*Are there aspects of life at university that you think are not inclusive?*

We do have a lot of problems as well. Some have already been touched on: Emelie is definitely onto something when she says the university is quite homogenous. You see a lot of the same people, especially in Economics and Law – the same people are attracted to university. Even though 'on paper' everyone in Sweden can go, and there are a lot of chances – if you don't succeed in school there are other tests, other roads to access university – in reality lots of people don't feel

university is for them. It's connected to power structures to do with race, sexism, class, LGBTQ – the University of Gothenburg is very segregated.

I grew up in a poor area with lots of crime, and there people are not focused on going to university: it's not what is spoken about, not the story of who you are. To create real inclusion and widen participation, we need to get to those roots of the problem. We can have as many projects as we want in our own bubble, and they are important, but they don't go to the root of the problem if we don't participate in creating the society needed for inclusion. West Pride is a great example of how we can do that.

We also need to give voice to research regarding intersectionality, segregation, how schools are organised: the university can play an important role in heightening inclusion and creating actual change.

*What new or improved practices would you like to see?*

I have been working alongside my bachelor's and master's studies, and when you work in an organisation there are systems in place to make it clear how to handle situations. For instance, if I get sick I can do a phased return to work, doing 50% then 75% of working hours, increasing slowly. That's not possible at university, and this is very exclusive. I either have to be 100% sick or not at all. That's how it is at Gothenburg due to how programmes and courses are built. It's hard if you are worried about your financial situation – it's a risk to go into studies. If you have mental health problems and need to go at a slower pace, it's almost impossible to study.

I have been working alongside my bachelor's and master's studies, and when you work in an organisation there are systems in place to make it clear how to handle situations. For instance, if I get sick I can do a phased return to work, doing 50% then 75% of working hours, increasing slowly. That's not possible at university, and this is very exclusive. Since university revolves around terms, or 'läsåår' (the Swedish word for 'academic year'), you can't just take sick leave for a month. This makes it hard for people with health problems to attend university, without constantly risking their financial situation. You can't be on sick leave for longer than you need to be, but you can't just return to school if it doesn't fit with the course you need to take.

I would also like to see an improvement of how we use course evaluations. It differs a lot between institutions and courses: sometimes, there has been no evaluation. I think this should be a mandatory part of education, and include a broad spectrum of factors. Also, if there is negative feedback regarding how teachers treat students, there needs to be a plan of action. Now, it feels like evaluations amount to nothing, matter to no one, and are just a bonus. Evaluation is a fundamentally important part of organisations.

When you work in an organization, you often have a clear idea of how to report problems, injuries and such, at least in the places I've worked at in Sweden. I think this is very unclear when you are a student. I have no idea who to turn to if I'm harassed. I think it would be good if there were clear online systems for students as well, or if opportunities to meet the person you are supposed to contact. The student union is not something you interact with very much in your everyday school life, at least not at the faculty of social science. As a student, you are in a very clear hierarchy, and when these systems aren't in place you are very exposed, especially if you have bad experiences with teachers who might have something against you. Maybe these processes do exist, but if students don't know about them, and they're not accessible, then what's the point?

I think that a lot of the changes needed are on a larger scale than just the University of Gothenburg. Society needs to change. For example, due to the policy related to people seeking refuge in Sweden, the road to university is very long and hard. The long waits in the migration

process put lives on hold. Furthermore, the fact that we don't grant residence permits to youth living in Sweden, studying at high school level, hinders a large group from attending university.

It's the same with segregation. Gothenburg is a very segregated city, and it creates parallel societies where opportunity and success are seen in different lights. Equal opportunity is not a thing in today's Sweden. We need to create equal learning opportunities at all schools in our city. Only then can we recruit more youth from a variety of backgrounds. Today, a lot of responsibility lies on the individual, and it takes a lot more to end up at university for a person from Angered than Långedrag. I think that the university has a responsibility to analyse and impact society on a larger level. Otherwise, we are only scratching the surface and it's only 'for show'.

### 5.3.6. Jan (University of Ljubljana)

*Are there any inclusive practices at your university that you would like to highlight?*

In Ljubljana we recently got a Student Ombudsman: this is an office that operates to uphold equality and inclusion, the implementation of the gender equality plan, the prevention of violence, harassment, and bullying, handling complaints and requests, and providing a psycho-social counselling service. It's a good practice if it works, but I don't know exactly what the areas of activity are.

Another thing that is really important to me is the LGBT-friendly certificate. This is not connected to the university, but universities can choose to get certified: the practice operates under the municipality of Ljubljana, in collaboration with non-governmental organisations. If the university or another institution chooses to get certified, they participate in a short training programme where they are educated about these issues. The university is then committed to providing a safe and inclusive environment, and to promote more LGBT-oriented themes. So far, our faculties of Social Work and Maths & Physics are certified. I'm not sure if this is mainly on a symbolic level, or if it works practically, but at least it's a start that makes you feel more welcome.

Building on that, I also wanted to talk about our LGBT coordinator, a practice that is only in the Faculty of Maths & Physics. The professor has his office and you can come to him with issues. He is openly gay so has some experience and can give psychosocial support, inform you about your rights, and so on.

*Are there aspects of life at university that you think are not inclusive?*

In 2021, the Slovenian government implemented a law saying that foreign students have to ensure they have €5000 in their account before they can get a student visa. It's discriminatory, especially for students from the Balkan regions, where a lot of our students come from. No Slovenian students have that much in their account. So in this case the government laws are discriminatory, and the university can't do much about it. I think some people issued statements that they were against this law, but nothing happened.

*What new or improved practices would you like to see?*

In the end-of-course evaluations, you anonymously give feedback about whether you learnt what you wanted to learn, how satisfied you are with the professor, and so on. Even with these study-related issues, I'm not sure anything is addressed, because you can give a low score to a professor who is really bad but nothing will happen.

I was thinking we could take this one step further. Using this evaluation system that is already there, could we ask students different types of question about sexual abuse, discrimination, hate speech, and so on? Then maybe these things would have to be taken seriously.

Last year there was a grassroots feminist group called The Resistance, who created an online questionnaire about sexual abuse. They found that 17% of their respondents had experienced some form of sexual abuse. If you gave students a platform to say that these things are happening, we could see a lot more issues that are currently happening in the background.

But of course there would have to be a committee consisting, preferably, of students and professors from multiple faculties, who would actively and continuously monitor activity and consider sanctions. Now that the Student Ombudsman is being implemented, it could be done through them: if you experienced hate speech you could send a form directly to them, or to someone else, and they would take action.

I would also think about implementing coordinators – both students and staff – who could support students from LGBT or minority backgrounds for instance. They could build more trust over time. And the students involved could also be paid: people with marginalised identities are often also economically disadvantaged, so I see it as an opportunity to create jobs for students.

### **5.3.7. Mercy Okutubo (University of Warwick)**

*How would you describe yourself? What defines your identity?*

I would start with the cultural bit of my identity. I am originally from Nigeria, I've grown up around that culture; this is one of the main things that defines my identity as a person in the UK in 2022. The second aspect I think about is that I'm a twin: I spent many years growing up with my twin, and a lot of the time I just found myself doing what she did because we're very similar. It took a while to break out and find my own identity as an individual. Now my identity is shaped from other perspectives, for instance from a faith perspective as well.

*Do you feel that your unique attributes, experiences, and background are valued at your university?*

It depends on the people you're around. In my second year, I was on the exec for a society, Warwick Inspire, that focuses on education and inequality. There, they really focus on people's individual attributes and how these can positively influence your academic path and career path. Through this experience, I found there was a beauty in cultural differences and educational differences; these are not things that oppress us but things that allow us to flourish.

Doing an undergraduate degree in management, I encounter so many different cultures and places, and this opens up a space to talk about cultural differences and similarities. It's very interesting exploring this, and being able to say, 'You're from this country and this is how you do this', for instance while doing group-work, which we do a lot of in Warwick Business School (WBS). In my first year at Warwick, I joined the African & Caribbean Society (ACS), and we ran this big production called Afrofest, where there was drama and singing – it really opened up a space for you to learn and understand different people and different cultures.

These two examples show what you can make out of university in terms of being able to explore yourself culturally. For me, university is where I started to find myself again. I didn't go to the same secondary school as my twin, but we went to the same sixth form. It was easy to convince ourselves that because we'd had some time apart, we knew ourselves as individuals. But when we both came to the same university, we both realised that although we're similar we are also so different, and we started to see the beauty in those differences. That came from being in this university environment where you're constantly being asked who you are, what do you like, what don't you like. It's a new burst of independence, like a new birth, where you can do whatever you want. So I really believe university is what you make it to be.

*Do you feel comfortable being yourself at university?*

University is so unfamiliar – perhaps if you went to boarding school it would be more familiar – but for me, coming to a new city, it was all very unfamiliar. In my first year, I didn't focus on making friends on my course but made them elsewhere. Going to lectures and seminars on my course, I was surrounded by people but had no one to speak to, which was quite sad.

In my second year, I wanted to redeem myself – and then the pandemic came. Everything was online and it became very, very difficult. We had groupwork online, but there were few meaningful conversations outside of 'We need to get this done', and everyone was quite drained.

But now in my third year, I'm very open to having different conversations and seeing my education in a different way. My seminar tutors have helped with this: on one module, the tutor is so great, she creates an environment where we can feel comfortable and safe speaking to new people. So the lecturers, and the people you encounter, and whether you enjoy the module, are important to making you feel comfortable.

On one module recently, the tutor asked how everyone was feeling, since we hadn't had an in-person seminar in a long time. My immediate response was to say that I felt very shy, but as things have become more familiar, the shyness has gone away. I felt very contained during the pandemic, and now coming out of that I have to re-learn things and break out of that shyness again.

For me, what makes me want to stay, and pursue a friendship, is the environment people create: comfortable, peaceful, a safe space. And as weird as this sounds, it's about the things they bring out of me: the character development that comes with the things they show you about yourself. Like they might show me that I can be a loving person or a good friend, or they tell me I'm funny. It's about the things they allow you to reveal about yourself.

When I first started at university I was in a very competitive cohort on the 'finance' pathway, with students who have an end-goal they want to reach like banking or consulting. As I got to know myself better, I moved into the 'entrepreneurship' pathway on my course. The students in this cohort weren't necessarily competing with one another, they were very much trying to explore creativity, and how that links with entrepreneurship and the mind. People are calmer, they take more time to process ideas: they ask 'How does creativity influence this? Do I have an entrepreneurial mindset and how does that affect things?' So over time, as my interests have developed, I've found this group who are not necessarily competitive-minded.

*Do you mask or minimalise any aspect of yourself at university?*

For me, in terms of what I share about myself, it mainly depends on the time and place: whether it's an academic, social, or work setting. But over time, I've found that you don't need to limit areas of yourself, just because you're in a different setting. It's good to be self-aware, to be conscious of time and place, and what is expected of you, but don't let that lead to you pretending, or not being yourself. Sometimes I do find myself succumbing to society's standard, to something I've grown up seeing. But over time, as I've discovered myself, I've also discovered the freedom to be myself in different settings.

*How is inclusion discussed at your university?*

Sometimes the most difficult thing is starting these conversations. Environment is very important: are you in an environment that encourages these conversations to happen? There are a lot of different things that influence this, like social media. People don't want to say the wrong thing, so don't say anything. I've definitely observed this at university and in other spaces. There are a lot of things that people brush under the carpet, because they don't have the words to articulate it, or

don't know how to get the message across without offending people, and then things build up. That's definitely something that needs to be addressed.

The university definitely has a duty to teach you more. Yes, you can learn from experience, but it's hard to learn unless you're being educated. The university has a role in supporting you in completing your education, so you can leave university as someone who is growing in terms of how you understand these cultural issues. The university should educate students on the intricacies of things like racism and inclusion, on how to go deeper into these issues rather than taking them at face value, while also offering a holistic perspective.

To be honest, in my first year, it wasn't the university, it was students creating spaces where we could discuss inclusion. But since the pandemic started, the university have increased wellbeing support, and increased awareness of wellbeing support – that support was probably there in my first year, but I wasn't aware of it. Because of this global issue, there was a mutual understanding that it affected people in different ways, and the university provided spaces where issues that would normally be brushed under the carpet can be addressed. It's been a joint effort with students, and with the Students' Union.

*How should students be involved as co-creators in Higher Education?*

Co-creation has to happen from the beginning to the end, not just getting people involved in defining the problem, then asking what they think about the final product. It's everything in between that gets neglected.

From a co-creation perspective, it's also really important that university structures are visible and accessible – a lot of the time they're working behind the scenes, but are not necessarily open and transparent to other people, so students don't know they can engage with them.

*What new or improved practices would you like to see?*

We need to focus on interdisciplinary collaboration. For example, in the University of Warwick I know they're trying to integrate innovation in all the different departments. It's important to make an active effort to integrate inclusion into module discussions, and not let it be something that you only find if you study history or politics, but also something that students in business, life sciences, or engineering talk about.

### **5.3.8. Anonymous**

*What does inclusion mean to you?*

When I have reviewed how I wanted to be included in the past and now, it is like I want to be behind a screen and want people to listen to my voice that is neutral in some way. I know this is not possible. I really want to be heard for what I say and not only for the other attributes. I want to be on the same page and want that everyone who interacts with me also feels that they listen to what I have to say and understand me. It goes both ways, it bounces back: I need to include people into my life and my perspectives.

*Are there any inclusive practices at your university that you would like to highlight?*

I started studying my current programme in the aftermath of Covid, but there were some practices from the pandemic still being used. The teacher made videos of lectures but also converted them to MP4 so I could listen to them: I bike to school so this really suits me. It's nice because he stressed that students learn differently, with some wanting to listen to (or read or watch) materials repeatedly, and some preferring the classic way of learning of sitting in a lecture and asking questions. So that was a really good practice.

However, some teachers only showed slides to those who turned up to class, and wouldn't share them if you couldn't be there. There are numerous reasons why people sometimes can't attend a class – life happens, and as students we're not different from other people in this way. That was a really bad practice that excluded a lot of students, because they made it clear that the slides would show old exam questions that often came up again.

*What new or improved practices would you like to see?*

I would widen participation in the practice where you can adjust your studies if you are an elite gymnast, to include other kinds of activities for which you might need to leave for some time. For instance some students may go to do military service for a few days or weeks, and they need help in making adjustments to their studies. Students who are elite gymnasts can be away for a month at a competition, and adapt their exam schedules around this. They have that option but not students who are sick or have other reasons for being absent. This is something that could be improved.

I'm also a big fan of quick fixes and small changes. One small function that could be added is the ability to be anonymous when raising issues or giving feedback. The feedback forms in the library ask you to write your email address so they can contact you: maybe it would be better to be able to send criticism without needing to be contacted, especially if it's a difficult matter where you are afraid to face further actions. We use Canvas, and I'd like there to be a Canvas page where you can send in feedback anonymously, and if a lot of students are criticising a bad practice, this can be sent up to the correct part of the university.

Again we have to bear in mind what inclusion means for all of us. For me, it means being who I am without compromising; but at the same time I liked what they did for the musicians in a symphony orchestra, where they put up screens so the audience would only evaluate their playing and not their appearance. As a result, recruitment for women increased. I view inclusion in that way, and being able to file complaints anonymously, and have anonymous discussions, is part of that.

Another thing I'd like to implement: when we started to discuss this in Gothenburg, we agreed that we all have common ground, we are all on the same level, no one's experiences stand above someone else's, and we all need to listen. I've never had a teacher who started a discussion like this, and it's weird because without this common ground a lot of people can't have a good discussion, with a positive tone. So we should teach the teachers and give them these tools for creating an inclusive environment. Having said that, the biggest difficulty I have had is not with teachers, but with the male audience of my class: they tend to not listen to women.

There was one class where the teacher said 'You Taliban in the back, can you close the door?' It became a whole discussion, and the student had to be involved in the process of moving the issue forwards, pointing out what the teacher had said and why it was not okay. They felt pressured in a really bad way. Maybe if there were other ways to tell professors they are wrong, rather than having to stand there in your private self... After university you want a career, so you want to pick your fights. The university cannot work blindly towards a goal without knowing how things really are, and with anonymity you get a better view of that.

Also, we need short-term evaluation for each course, but we also need to see how the university is doing in the longer term. We need people from the outside to evaluate how we are doing in these policies and practices, not laying everything on the students who are in this position for maybe three years. And then we have this problem that a lot of students don't know who the student reps are: our names aren't listed anywhere, so how can you value these people who want to make a change for our fellow classmates?



### 5.3.9. Shelsia Da Costa (Vrije Universiteit Brussel)

*What does inclusion mean to you?*

I've always let this Marcus Garvey quote lead me in all my endeavours around inclusion at 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.

*Are there any inclusive practices at your university that you would like to highlight?*

The first good practice I wanted to highlight is the [RHEA Research Centre for Gender, Diversity, & Intersectionality](#). It's allied to VUB and does a lot of research on gender-based violence, the concept of equality and what it means in geopolitical and intersectional terms. From this research centre, we got a Curriculum Scan to see how Euro-centric and western-centric the lectures and courses are. Professors can opt into this, and it's important to see it as a choice rather than something forced on them.

I also wanted to mention the buddy project at VUB: all students can participate in this, and it joins up new students with those who have already studied here. It means new students get help with orientation and finding facilities, which is especially helpful for first-generation students. Not everyone can find their way around the university, not everyone has parents who can help with this.

I really like the DecoloniseVUB Library: this is not part of the VUB structure, but a student project in partnership with an NGO. They run events on creating safe spaces, inclusion, and create opportunities for all students to learn about the status quo and intersectionality.

There's also a student association that discusses 'free research': they talk about what it means to be free, in a free country, and you can talk about decolonisation, globalisation, and so on. It's a good way to teach students about free thinking and critical thinking.

*What new or improved practices would you like to see?*

I wanted to talk about the transversal equality plan I'd like to see across the whole university. At VUB we have an equality mandate: the equality team drafts advice and then faculties have to work it out on their own. But it's more important to have a clear transversal plan that's streamlined across the whole university. We're just students and we focus more on projects, but on a policy level the university can really make structural changes.

At the moment, because of certain rules and regulations, they say they can't make big changes. When there are cases at VUB of transgressive behaviour, students ask for an external committee to deal with the reports that come in, because if it's the university regulating the university that doesn't make sense. But because of certain rules that were implemented in the past they can't rely on an external committee right now.

So that's my main point of critique: they're not willing to make structural changes because of this codex of rules and regulations they already have. The codex can be accessed, but it's very big so I don't know the whole thing. There are some people who have a pretty good understanding of it.

To give one example of how the regulations prevent change: VUB has a lot of international students, including on the student council. Because we're a Flemish university there's a mandate that some things have to be handled in Flemish; and so the student council can only discuss international affairs because those issues can be handled in English.



Also, there's always a new stream of first-year students coming into the council, and they can't really take on the coordinatorship of the mandates because they're first-years. So a really simple solution for that would be to assign the coordinatorship to two people: one who's been on the council for a while could do this with a first-year international student. But there's a rule that states that on the advisory board you can have a maximum of 10% of students, meaning that two students can't be assigned the coordinatorship. And to change this small rule would take too many resources. That's just one small thing that can't be resolved, but obviously there are bigger issues too.

All suggested changes at the university have to go through the Student Council, so they do have a big voice, but they also need to be more diverse and inclusive. 48% of students have a migration background, so it's a very diverse university. We need to create more motivation for all students to be part of those groups that create change. At the moment, these roles exist but no one is taking them on: students don't know they exist or that they are paid roles, or they worry about joining a group where they wouldn't be respected. So there need to be more resources to focus on visibility, so that people know these groups exist and they can be a part of them.

### **5.3.10. Rongzhen Chen (University of Gothenburg)**

*How should students be involved as co-creators in Higher Education?*

Students, and others involved in the process, should be able to contribute to it and propose new ideas: both at the initial stage when the core principles are being developed, and later on at the stage when practices are evaluated. That stage of reflection and evaluation is really important as a follow-up to implementation: there will always be something wrong in the process, and there should always be space for reflection, for asking 'is it working?'

I really enjoy reflection, and I think students should be part of a structured process (as Amina was saying) for reflecting on policies and thinking about how they need to be evaluated and revised. Policies and regulations are hard to change, especially on a regular basis, but they are made for students, so students should be involved in evaluating them.

One idea to help people to communicate more easily and anonymously is to use digital tools to blur people's faces, or represent them with an avatar, so you can still talk to staff and they can talk back to you, but they don't know who you are. You could redact your identity and feel safe, and if you want to close the case you can just close it. It might increase the workload for those responsible, but it would be a good starting point for handling these things in a practical way. I think it would be good if we had the resources to do it – from an IT perspective it's not that hard.

*Are there any inclusive practices at your university that you would like to highlight?*

In my faculty, probably because it's an international programme, and all the teachers are from international backgrounds, they really push students to fill in the evaluation form. You can say anything anonymously, and you're not even allowed to leave private information. Later, the student representative will be called for a meeting at the end of the course, by the programme manager. The student represents the other students based on the comments in the evaluation form: there are statistics from the forms about how people felt about the course, but the student rep also comments on issues not reflected in the forms, like teachers who can't be heard from the back of the room, or a screen that doesn't work so the teacher is just talking and students don't understand the lecture.

So we have an effective teaching forum, but it does create an extra workload for students: it's good for gaining knowledge, but bad from the workload side. Also, this process covers academic issues, but there is a lack of attention to anything that isn't related to studies. So we should use this same process but include other perspectives.

At another Swedish university, if students are facing discrimination, the rule is you don't talk to the teaching staff about it, you go to the student office and talk to the administrators there. They are trained to handle this procedure anonymously so you will not share private information with anyone. Instead of trying to teach everyone, each faculty has this stable group you can reach out to. Those people, the administrators, are relatively isolated from teaching staff. They can help us, and they are based everywhere in the university rather than in an independent department.

### **5.3.11. Irene García Rojas (Universitat Pompeu Fabra)**

*How should students be involved as co-creators in Higher Education?*

It happens a lot in universities that there is a separation between the institution and the members of the university. Breaking these barriers is fundamental, in order to make everything work. It's what Victor was saying: the people living university 'in the first person' are the ones that can really say what's going wrong. The point of view of the institution is more cold and less direct.

Also, co-creation has to go forward, and it has to be something more than just listening. It's about feeling like you are being listened to, your point of view is valuable, and it can change something. It's important to create project groups, to make students participate in decisions and the process of making changes, not just having them expressing what they think.

For me, sometimes it's a problem with communication with the students. Sometimes the institutional process of changing things is a lot slower than we would like. Sometimes in this process, we receive a negative response – we want to change something and it's not possible – but we don't get an explanation. Sometimes it's assumed that students will not understand or agree with this, or with the processes. So there's a lack of communication which increases this prejudice and lack of confidence in the institution.

*Are there aspects of life at university that you think are not inclusive?*

It doesn't make sense that throughout a whole course you don't talk about women, then on a specific day you do. I have had so many classes that talk about how they are 'focusing on gender', but they are not really including it in the class. If I study the history of Europe, they do a specific class about women in history, but for me this is not inclusion. It's like 'Okay, now you're talking about women'. It's not included in a proper way.

*Are there any inclusive practices at your university that you would like to highlight?*

We want to highlight some new practices in UPF to do with inclusive toilets and menstrual equity, which began very recently: you can now find unisex toilets in every building, as well as dispensers of free menstrual pads and tampons. The [Unitat d'Igualtat](#) explains that 22% of women in Europe don't have adequate access to menstrual material. So we think the menstrual equity project is very important, and a great step for a public university. It's a very new project so we would love to mention it here.

These initiatives show something important: there are resources for what we need, and if you make it a priority you will find resources to make this happen. It's a structural thing. Yes it's expensive, but if the university wants to pay for this, they will find the money. With the menstrual

equity project, people are using the dispensers responsibly, they don't go and take twenty pads – so it's sustainable, and not wasteful.

*What new or improved practices would you like to see?*

As Victor said, there are some good opportunities that support career development, but I would like to see more of these opportunities for humanities students like me. A lot of degree programmes enable students to do internships with companies, but in humanities we don't have this option: it would be a good idea to implement more of this kind of thing in courses, so everyone has some credits that are specific to learning about the labour market.

### **5.3.12. Omar Othman (Vrije Universiteit Brussel)**

*What new or improved practices would you like to see?*

The media we have now just show us what they want us to listen to, and that's one of the causes of racism. Consider the crisis of Ukraine, and racist discourse in the past about the effect of refugees on the labour market. The media is controlled by un-elected people, and it brainwashes us. But the university has its own 'radio', and could provide different broadcasts about racism and diversity, a different source for students to learn from. We learn from our parents and the street and the classroom, so this is a very important thing for EUTOPIA to consider.

I would make investments regarding developing self-awareness. We are all on a journey of increasing awareness in life: the more awareness people have, the more they will be able to make good decisions regarding the inclusion issues we're discussing. So I would invest in media channels that talk about the importance of unity but also the importance of difference. A principle I would love to promote is that we were all created different so that we would have to get to know each other, because we have something to learn from each other. So I would invest in initiatives related to self-development and self-awareness.

*Are there aspects of life at university that you think are not inclusive?*

Something weird I've noticed at VUB is that there is not much consideration for the issue of asylum-seekers. They are considered as international students when they pay their fees, so they have to pay €5000. But when they apply for financial support, the university tells them they do not match the requirements for international students.

There must be more attention to this, because asylum-seekers are not only asking to escape war, they also want to educate themselves – and not just at the refugee centre. As an asylum-seeker, you're waiting to find out about your status, but these days you know that this could take a long time, and you don't want to just wait in the refugee centre.

But the universities don't have administrative laws regarding this category of student, and when you try to contact the refugee office about it they just give up and don't support you – just because you don't have the right status. Education is like healthcare, it's vital. So this is a really important issue to consider.

Before becoming a resident in Belgium I had to put, I think, €11,000 in my bank account. The fixed fees that I have to pay should be reconsidered: if an international student wants to extend their studies for a year, they have to pay €1450. Even if you don't have any courses these are fixed fees. It's too much because if you live here in Europe, you have more money than those in the second or the third world, so why should I pay more money than someone who could get a scholarship from the Flemish government?

### 5.3.13. Sabina Abdullajeva (University of Gothenburg)

What does inclusion mean to you?



Inclusion to me is whatever it is not to them.  
 Them that suppresses and underestimates the ones that don't have the money to buy a new table so our work environment will be better in the time of this pandemic.  
 This pandemic that showed us that if you don't have the right background of society class you will not be helped up on your ass.  
 Us.  
 That don't have the money to buy ourselves to the upper level at the pedestal.  
 Thus the power of us could conquer all of them connection made in this world of white.  
 Inclusion is us, together to conquer the problems we identify.  
 And identify us we will be doing by the strength in our mind.  
 Because, with all of our power found within, together we will make our breathing easier to fulfill.

*Are there any inclusive practices at your university that you would like to highlight?*

At the University of Gothenburg there is a mandatory follow-up process when someone has been treated in a discriminatory way. The information about this is really great because it also has a checklist for the situation, showing how to manage it step by step. This is the kind of thing you get in work environments when working for other organisations, but I haven't seen them before in a study context. I would love for students to learn more about this process.

*Are there aspects of life at university that you think are not inclusive?*

You can read about the student unions and the welcome activities when you start your studies at the university. But not all actually have a welcoming time at the beginning. All programmes differ of course, but from my own experience it was a very white-dominated space that was not very welcoming. I had a really bad experience and so have a lot of people I know.

When I was a new student here I was also new to the city. In the beginning, I went to all the planned activities, but it wasn't very inclusive. I saw some students who were saying hello to everyone, but they just walked right past me – there were many small things like that occurring in those activities. So my first semester wasn't that great. It was very hard to navigate the city, and that's something I would want to improve.

I think it would be good to have an inclusive 'new student' guide listing things you can do and maybe good places to eat. It could also contain tips from students with different backgrounds and experiences. I think a guide by the students, for the students, would be fun, interactive, and another alternative to the activities that are already available.

*What new or improved practices would you like to see?*

I think it's very important to implement a kind of perspective training for teachers. Even if you teach a subject about racism, you might still treat somebody in a racist way. The teachers should learn about internalised racism, and how it can look in terms of people's real experiences on a daily basis, and they should learn about this continuously in their role as teachers. You have this in some workplaces, where employees learn how to be good team-leaders. It would be good to have the same thing for teachers: how to be a good leader, leading the class towards something.

There should be a team of people (rather than just one) who can deal with questions about equality and inclusion, so this group can be used in the process more regularly and more frequently. That is something that can be used in the same way as the 'arbetsmiljökomitten' (work environment committee) – it would be the 'jämställdhetskomitten' (equality committee).

When surveys are carried out on inclusion issues, it's really important to follow up on them and try to actually solve a problem. Don't just do surveys because they are in the protocol: if there is no follow-up, you end up working with something that doesn't have a purpose. It's also important to follow up on cases where people have been discriminated against and treated unfairly: you need to concretise the follow-up process.

I am studying work science, and we study a lot of anti-racism and things like that. But in every course that includes issues of equality, inclusion and so on, the literature is not diverse. It's always white people who have written all the books, or who are talking at inclusion events – they're always white people, never non-white people.

I remember when the pandemic was new, and I was studying the topic of 'Work Environment', and all our teachers were telling us, 'If you want a good work environment you need to buy this, and this...' I and some other students were living in a really small student apartment, and we didn't have money to just travel around and buy things – some people do, but not everyone. I identify as working-class, and if you don't have the right background you're not included as much as if you do have the money to buy things. When we had this course named 'Work Environment', we learnt that you don't need the money to buy a good work environment: you just need to know how to make one with the tools you have at home. But we never got that kind of information, we were just told to buy things. I think it's really bad, actually.

#### **5.3.14. Rita Afonso (Vrije Universiteit Brussel)**

*What does inclusion mean to you?*

The terms 'diversity' and 'inclusion' are very broad, and EUTOPIA needs to define what they mean within this alliance – they will be implemented differently by different kinds of organisation.

To give a specific example, if you talk about gender equality, how are you defining gender? Because in the time we live in, gender is very broad, it is not just 'man or woman' anymore, it's also non-binary people. Are we closing the gender pay gap between men and women, or a broader spectrum of genders? And are we focusing primarily on European women, excluding Muslim women, black women, or disabled women? I also think we should shift the focus from why women are underrepresented to why men are overrepresented.

*What new or improved practices would you like to see?*

I think we need to shift the power dynamic, and shift the mentality within higher education away from professors being 'above students', towards more of a mentorship mentality where professors are mentoring and encouraging students. This could help to break down the barriers caused by hierarchies. Those barriers were a problem recently when there were complaints about sexual harassment by professors, and women were afraid to complain because the professors were above them. If you shift the power dynamic, there will be more space for people to speak up.

*Are there aspects of life at university that you think are not inclusive?*

Sometimes you have to prove things that you can't prove, but you know they are true. That can be very embarrassing and sometimes even impossible. There was a case at university of a person who was 'sans papier', she was homeless. In order for her to get funds from the university, she had to

prove she was homeless, but because she was homeless she didn't have the tools to prove it... So there are frameworks and regulations that need to be changed, to be more accessible to the people that need it.

*Are there any inclusive practices at your university that you would like to highlight?*

They recently set up the VUB Equality Network (VEN). I would've liked to have this sooner because it has helped me a lot. It's a network where we come together to talk about structural barriers in the university, and the person who leads the meeting then talks to policy-makers to see what can be implemented.

I'm a student with a migration background: my mom was a single mom with a disability, so she couldn't help us much and we needed to help her. We didn't have a lot of time to explore things or get to know the university culture like other students do, because we were so busy with our mom and school work.

Now, the VEN personally send us a weekly newsletter with opportunities, invitations, and information on how to get funding for different kinds of projects. I never got this information during my bachelor's degree: I wasn't aware of all the help I could get. It's really accessible, and I know if I need help I can write them an email and get an answer within two working days.

### 5.3.15. Ajda Cimperman (University of Ljubljana)



*How is inclusion discussed at your university?*

When I started at university, at undergraduate level I studied natural sciences, then I switched to social sciences. It changes the framework you're operating in: now we have a lot more political debates, and this is very much encouraged and cultivated, as opposed to the culture in natural sciences where there are lots of things you just don't talk about, and you don't express opinions on political or personal issues. That's not the kind of course where you address societal issues. So in some courses you're offered more opportunities to express things, and in others the issues are more undercover, implicit, not overtly stated.

From my experience, there is legislation in the University of Ljubljana about inclusion, but a lot of people don't know about it: these rules are not accessible because they are written in bureaucratic jargon, and people don't understand it. Also, sometimes these policies sound great on paper but don't translate into practice. Something that is missing for me is general knowledge, how informed people are about these issues, why these accommodations are in place. And also, they don't know the content of the policies. This kind of thing is very important to know, not just in general terms but in depth. Only then can we achieve something useful for everybody, both staff and students.

Amongst students there is a lot of peer pressure and discrimination; they don't understand why you get treated in a different way. They don't understand that it's not about making everything easier for you, or making everyone pity you – there is a reason for these things being in place. To get to this point, you have to understand why the policies are there, and to know them in depth rather than just on the surface.

*How should students be involved as co-creators in Higher Education?*

In co-creation, there should be constant feedback between the different parties, those who are being included and accommodated and all the different stakeholders. A constant back and forth, with a flexible structure – not rigid and unchanging – but where there is always this space for making something, improving something, a space to be able to say that something is lacking or not ideal, and then to do something about it. This aspect is very important.

It's very important to include the real-life experiences of students in this process: to understand how they experience the process of studying. In addition to these 'experts by experience', university policies should also be informed by 'experts by profession'. There are advantages and disadvantages to both kinds of experts, and it's necessary to have both of them.

As a member of the student council, I think there are not enough communications about what the council does and what we can do and should be obliged to do. Students have a right to approach members of the student council and demand things that perhaps the student representatives have more power over than normal students, and they can approach professors and address issues. So this exchange of information could probably be improved.

*Are there any inclusive practices at your university that you would like to highlight?*

In the last two months they have implemented a board of advisors at university level, and you can turn to them if you experience gender-, race-, or sexual orientation-based violence. You can send emails anonymously, if you know how to do it. This is not organised by students, although at individual faculties there are minor student organisations that fight to protect the rights of students. So it's good that students have the power to influence these issues, but there should be higher layers of oversight and control, and groups that can actually change things. Some people think that what we have is enough, that 'this is how things are', and that the current provisions represent all experiences. But I don't think that's true.

It's a good practice to have tutors for disabled students: sometimes other students can help me directly, but it's better when university employees do it. Students are young people with other obligations, and they can't spend all their time studying disability issues – so they're not well informed, understandably. Also, since the University of Ljubljana isn't that big, it's not possible to always make disabled students themselves the disabled student tutors. So these are good policies and practices, but there are always improvements that could be made.

*Are there aspects of life at university that you think are not inclusive?*

When I started studying there was this mess of structural problems and obstacles at the university level. I'm disabled, and also had serious mental health issues. There was no way for me to finish my studies because of how things were structured. I got lucky because I could borrow money from my family to be able to finish. You can postpone for two years and then if you don't complete your studies you're out, and you have to pay to enrol again. I was lucky to be able to continue and finish my bachelor degree, then go on to the master's course. This points to the fact that there are a lot of structural issues at the national and the university level, some of which have been improved in recent years.



Although there are regulations that say new buildings have to be accessible, in practice this isn't always the case. If I want to find a mentor for my master's thesis, I have to choose a professor whose office I can get to, so I can talk to them face to face.

As well as physical accessibility, in a perfect world it would be good to have more individual advisors, and to have more provision for psychological help and advice. When I started at university there was a lack of this, and sometimes when you're physically disabled, especially coming to a new environment like university, you can find you have mental health problems. This isn't just my experience but a lot of other people's too.

Also, extra-curricular activities like student clubs could be made more accessible: most of the time these are pretty segregated in a way that I can't access, and I'll be met with people who don't know how to approach me or talk to me. I want to say, 'Just talk to me like you would to an ordinary person.'

I also think that there is this focus on one issue, disability, and then other aspects get neglected. I don't think this is right, even though it benefits me personally. I would feel more comfortable if everyone was accommodated, not just me as disabled person. For example, foreign students: their situation became more problematic recently, at the institutional level in terms of how they are treated if and when they are able to enrol in university. It's not good to focus resources only on one or a few groups, at the expense of others.

### 5.3.16. Albin Alvers (University of Gothenburg)



*Are there any inclusive practices at your university that you would like to highlight?*

I want to highlight a practice at Gothenburg called the 'supplementary instructor': this is a study group led by an instructor, and all students get invited to it. What I like is that because everyone is invited, instead of having to seek it out and sign up to it, this makes it so much easier to participate. The consequence is that you get a much broader range of participation, and more diversity in the students who participate, which gives a stronger sense of inclusion as well as helping people with their studies. They've trialled this with some courses – I haven't tried it myself but have heard about it.

*Are there aspects of life at university that you think are not inclusive?*

In our group session at Gothenburg, we talked about professors and teaching methods. I feel like a lot of the practices they apply aren't inclusive. We all have different abilities and positions, but there are some teaching methods that don't work for anyone. For instance, this issue of teachers not giving out notes because they want students to come to the class, so that those who can't come have a hard time with the course. I feel like this is an easy problem to avoid: the professor just needs to have the intent of creating a more inclusive environment. They forget that we are different, and that there might be good reasons why someone isn't coming to the class.



*What new or improved practices would you like to see?*

Something I would like to implement is frequent evaluation groups with students and staff. I think there's a real lack of evaluation of what's working and what isn't, and I feel like not every voice is heard in these discussions. It can be hard for some to make criticisms. With frequent meetings, where everyone is welcome to participate in as many meetings as they want, it might be easier. This can't be the only solution to enable evaluation: there should always be an anonymous alternative. But it's important to have a chance to speak to the professors and other students about what's working and what isn't. If you have frequent meetings, you can talk about problems at one meeting and then evaluate progress at the next one, to see if anything has changed.

### **5.3.17. Wiki Jeglinska (University of Warwick)**

*How would you describe yourself? What defines your identity?*

The main thing that comes to mind is my dual cultural identity. I was born in Poland, moved to the UK when I was six, and was educated in the UK my whole life. So I grew up in the UK but with family in Poland; I speak Polish; and I'm always reflecting on which identity I identify with more.

*Do you feel that your unique attributes, experiences, and background are valued at your university?*

I do feel that my skills and background are valued. In my department, in Education Studies, we talk a lot about educational inequalities, how some people are disadvantaged because of their background, and because of their cultural identity. For my undergraduate dissertation and in my master's, my research has focused on Polish communities in England. So I've had the opportunity to bring my unique background to my research, and this has been really valued by my department because it's not an area that gets a lot of attention in educational research. So I feel lucky to be able to bring my identity into these educational spaces and feel valued.

The other thing, in terms of my background, is that I come from a working-class family. No one in my family had been to university before me. So Widening Participation in education is something I'm really interested in. There is so much activity around widening participation and outreach here at Warwick, and I've been able to get involved in these schemes.

But on the other hand, while I feel valued, and I've been able to bring myself to these spaces, I know that's partly because I have actively been looking for these opportunities, and that's not easy for everyone. Some people may not be able to take this active approach and seek out those opportunities.

*Do you feel comfortable being yourself at university?*

The simple answer is yes, but it has been a journey. As I mentioned before, I was the first person in my family to attend university, and therefore I had this idea in my head of what university would look like: I thought it would be very wealthy people from middle-class backgrounds, and I was afraid about whether I would fit in at first.

But I've been so lucky in the people I've met, and similarly to Mercy I feel like I've had a personal development journey whilst at university. When I first started I was very shy, I wouldn't put my hand up in a seminar, didn't like to stand out. But throughout university I've met so many wonderful people, and been part of a lot of different spaces like the ones I mentioned before: the Widening Participation work, or my department where we're encouraged to talk about so many issues and educational problems. It's been a really enabling environment to meet other people and learn about myself. So I do feel comfortable being myself at university, but it didn't happen as soon as I got here; it took some time getting used to.

In secondary school, you tend to study with people you've known for a long time, in the same town, at the same school. Then at university you meet so many new people; at Warwick especially we have such a diverse range of students from so many places. That's not a barrier, it's an amazing thing, because part of the 'getting to know you' process is learning about different cultures and countries; living with your flatmates in the first year you try food from different cultures. It really allows you to broaden your horizons, learn more about people, and come out of your shell if you are a little bit shy.

People at university are curious about you: you might not think that a specific thing about you is interesting, but when people ask about it, it makes you appreciate that part of you. When I say I was born in Poland, and moved to the UK when I was six, people say 'That's so cool, you speak Polish! Can you tell me about Poland?' To me it's normal, I'm Polish, I was born in Poland... But then someone asks about it and that makes me feel like it's interesting.

I also feel comfortable being myself in the academic context. Part of it is the course you're on and the tutors you have. In my course, we ask a lot of questions and do groupwork, which creates an enabling environment to be yourself. Doing A-levels prepared me a lot for the academic way of working and writing, so I have the skills and background to be comfortable being myself in this context. But I also know people on my course who didn't do A-levels, who perhaps struggled with academic writing in their first year, and in some cases needed more support.

*Do you mask or minimalise any aspect of yourself at university?*

That's quite a difficult question because I really do try to bring my whole self into the spaces I'm in. I try to embrace my experiences and my background. I enjoy connecting with people, and building relationships, and I'm very creative. So whenever I feel like I'm in a space where that isn't valued, I tend to step away from it.

One thing I have struggled with is my home background. My parents haven't been able to buy a house because of house prices, so they are currently renting, and since I came to university they've moved to a smaller place. That means there isn't much room for me to go back to. That's been hard to talk about with my peers: people say they're going home for the holidays, and ask how long I'm going for. And I just go home for a couple of days. I've moved permanently to Coventry, and when I finish my studies I know I'll need a job to pay rent because I don't have my parents' home to go back to. I see my peers going to do a gap year after their studies, or moving in with their parents, and I don't really have the option to do that. So I struggle to talk about this: it's not like I minimise it or try to hide it, I just feel like my peers aren't in this position so they don't understand.

*Have you faced or witnessed discrimination, bullying or harassment in an academic setting?*

Near the end of secondary school, especially, I did experience discrimination while the Brexit campaign was happening. There was this narrative of European migrants 'going back to their country'. It was a time, a few years ago now, when that kind of thing was common, and it was taken as 'banter'. You saw this kind of thing on social media, and I think a lot of people were repeating what they saw, or what their parents were saying. I'm not really sure whether they meant it as banter, or whether they meant it seriously. I obviously found it hurtful, but at the time all I really did was to laugh it off, because I didn't know how else to respond.

When things like Brexit are happening, we know it's going on and everyone's hearing about it on the news and social media, but schools just ignore it because it's an uncomfortable topic, it's very political. There are many sides to the debate, and schools don't create safe spaces for people to develop opinions and ask questions. But schools and universities have a responsibility to ask the hard questions and have discussions that can be uncomfortable and challenging – this is something I'm quite passionate about.

As I said before, in the Education Studies curriculum at Warwick, we ask a lot of questions and we're encouraged to reflect on these things, but there is room for even more of this: challenging perceptions, challenging where the curriculum comes from, and incorporating current issues that we hear about on the news into what we're learning.

### 5.3.18. *Anonymous*

*What does inclusion mean to you?*

Inclusion, to me, means constantly reviewing and questioning your views and how many perspectives you take in. Also try to get as many perspectives possible. No matter how long you try to think of every perspective, you can't get them all by yourself. Inclusion is a conscious act: not just saying 'accept everyone, everyone should have rights' (which are just nice words), but actually taking steps to implement these ideas. And not only based on what people 'need', but on what would make their lives better.

Here is a poem that represents how I see inclusion:

## Inclusion

A concept more easily described by what it isn't

*Not leaving anyone out  
Not leaving anyone forgotten*

Rather than what it is

Inclusion is a conscious act, not a passive state  
It's an invitation to a room, that's more than a  
"You can join our room, if you want"

Inclusion *creates*  
a path to the room, that anyone can follow  
Inclusion *ensures*  
Everyone fits without having to be reduced  
Inclusion *recognises*  
the different needs of different people  
Inclusion *considers everyone*,  
even when they're not there knocking on the door, asking to be let in

When so many people are locked out,  
by inequalities and inaccessibility,  
the key to inclusion is:

*Reflection*, to recognise who's inside and who's not  
*Courage*, to truly see, be honest, and ask why  
*Care*, to want change

*Are there any inclusive practices at your university that you would like to highlight?*

One good practice, which is described in the equality plan, is that staff at the University of Gothenburg are offered education in equality and equal treatment. I think this is important, in order to implement changes that improve inclusion. For example, in 2017, one unit of the

university became the first in Sweden to receive an LGBTQ+ ‘certification’ after completing a 20-hour training programme on the topic. I tried to find out how regularly similar education has been offered for staff since then, but could not find an answer. I think that regularity is important since these topics, as well as the staff members, change over time. It could also be offered to other people working with students, such as student ambassadors and mentors.

I would also highlight Gothenburg’s student mentorship programme: one student acts as a mentor for another student with a documented disability. It’s a good practice because it rewards both the student being mentored and the student mentor. Because the mentor is a student and they know the study climate, they can relate on another level than a member of staff could: they can take the social and academic parts of university into consideration.

The programme only deals with the academic side of university life, and it would be improved if mentors had more education about disabilities, and could deal with difficult situations in a more knowledgeable and understanding way, so the experience isn’t damaging for the student being mentored. When I’ve been in meetings with other mentors, there have been cases where students connect with their mentors on a more emotional level, and reach out for guidance on their diagnosis or their emotional life rather than their academics – it’s very easy to get drawn into that emotional connection. So it would be good if the mentors had more education on these issues so they don’t have a negative impact.

Another good practice I have seen, though unfortunately not very often, is a *clearly* structured outline for courses on the university learning platform. This makes it easier for students to organise their studies.

*What new or improved practices would you like to see?*

The main thing I’d like to highlight is the inclusion at facilities. Most university buildings in the city have bathroom areas with separate, single rooms (rather than booths) that can be locked, and they are not divided into men and women. I believe this is great from a gender identity perspective, since it includes non-binary as well as transgender people in general.

However, there’s a need to improve facilities outside the city when it comes to shower rooms – here, students usually stay over a period of time and they have to use common shower areas. The shower areas are divided only into men and women (no neutral options), and consist of booths with only a shower curtain and no door. In addition to this, the towel hangers are not accessible without having to walk some distance outside of the booth. This puts transgender people into a very exposed situation, which can be dangerous both socially and physically. I believe there should be a gender neutral option, which could be as simple as adding one separate shower area. This could be beneficial for other students as well, for example those who suffer from anxiety.

I would make sure that every study facility or research area is inclusive, by developing an assessment guide or protocol, and then use this to assess every university facility to make sure they fulfil the criteria. This could be quite difficult because inclusion is so hard to define, as we’ve discussed before, but it would be good to create some form of criteria for inclusion so that everyone can feel included in every space.

### **5.3.19. Victor (Universitat Pompeu Fabra)**

*How should students be involved as co-creators in Higher Education?*

I think in a lot of situations, organisations make decisions based on what *they* know about a problem. I think people who are suffering these problems have to sit at the same table as decision-

makers, so the decision-makers can hear their vibes and opinions about what is happening. And it's not just about asking them 'What do you think about this problem?', the students or people suffering these problems have to give some ideas and proposals about solving the problem.

I'm a student representative at my university. Sometimes, it is frustrating when we expose problematic issues that we want to change, and the university says they will do something but then never follow up. If they explained why it's difficult, or gave some justification, perhaps we could understand the problem, or we could offer another point of view about it.

*What new or improved practices would you like to see?*

We think that inclusion should be promoted at a base level, in the structure of the university, and not just through one-off activities. For example, anti-racist perspectives could be included in all degree programmes, not just in subjects like political sciences. It's difficult to implement across the whole university, because people often won't go voluntarily to this kind of thing. That's why professors are very important in this process: you have to start at the top of the educational structure, then go from the top down to the students and all the people in the organisation.

UPF should also do more to help students who have to work and study at the same time, and to help them get better kinds of work. It's very hard to do this at the moment: you can't afford the expenses of studying, so you need a job; but because of the timing of classes, you can't do the job. A lot of people can't study because of this. There is a department that guides students through the process of requesting government assistance, but more could be done in this area.

There is also a service called UPF Treball, which works with companies to recruit the best students. But the service doesn't tell you how to get into the labour market, how to write your CV or do an interview, or where to look for a job in the areas you want to look at. So the university could offer more opportunities for this kind of support.

### **5.3.20. Chamalie Gunawaradane (University of Ljubljana)**

*How should students be involved as co-creators in Higher Education?*

I think co-creation is about how you create solutions with all the parties included. It's how you define the problem as well as the solutions, through an all-party inclusive approach. This has to happen from the beginning, not with experts first deciding what the problem is and defining it, then presenting ideas about it.

I believe that case-studies give us the experiences of 'experts by experience'. Individuals know about these stories, and this is a good starting place for us to understand the exclusive and inclusive practices in universities. It's a good start because it gives a lot of space to understand the culture of the universities – and these case-studies need to include the stories of individual students as well.

*Are there aspects of life at university that you think are not inclusive? How would you like to improve them?*

For me, being an international student from a non-EU country, when you say that European universities should be open, my question is 'To whom?' To those who are in the EU, or to everyone?

I got the opportunity to do a PhD here because the faculty has a connection with my faculty in Sri Lanka. I come from a tiny island to this small country in Europe. Bureaucracy-wise, my faculty

handles PhD students by itself: they recruit the students, and then they have their own rules about how to handle them.

My issue is that since I am detached from the whole university, I have to depend on the limited resources of the faculty. My faculty doesn't know about visa issues, or procedures for third-country nationals. For the first four months I couldn't focus on my PhD studies because I had to struggle with getting a visa extension, getting information from the faculty, from the university, from the International Office... It was really hard for me.

If I had the agency to do so, I would change that: I wouldn't take away the bureaucratic independence of faculties, but create a bridge. You need to engage with the University of Ljubljana as an overall institution when you get foreign students. I'm the only Sri Lankan student in the university, and I don't know any other Sri Lankan people in Slovenia. So this is really hard for an individual student. The faculty and the whole university should have a plan, and a policy, to include people from non-European backgrounds without creating bureaucratic and technical issues.

Another issue I wanted to highlight: when I arrived at the University of Ljubljana and registered as an international student, I was promised that things would be delivered in English but all the notices come to me in Slovene. I have to use Google Translate, which is difficult and time-consuming. I still do it to get the information I need, but still, Ajda's point is right: inclusion for whom and with whom?

Whatever the language is, it's good that I'm getting the notices about relevant events, careers, etc. All students at all levels get this kind of information by email, and I'm happy about that. It's something I didn't see in my university back in Sri Lanka.

### 5.3.21. *Didac (Universitat Pompeu Fabra)*



*What does inclusion mean to you?*

I and the other students in the UPF team discussed what inclusion means for us, and we agreed on the following definition.

Inclusion is an approach, attitude or action which aims to make possible for groups or individuals in conditions of exclusion, segregation or marginalisation to have the same opportunities and possibilities to participate, be, live and coexist in society.

To explain our definition of inclusion we have chosen two types of roads with different shapes that represent two society models.

The first one, on the left side (below), represents a society without inclusion. You can see a damaged curved road. This one has less accessibility, it's more dangerous and therefore more difficult to drive. An exclusive road which limits your possibilities.



On the right side, we can see a straight road with more room and less complications. This represents our idea of inclusion, a way opened to everybody. Because it's easier, safer and flatter. In conclusion it's available to anyone who wants to go through.

With this comparison we try to explain that, for us, inclusion is to have all the facilities for everyone to do whatever they want to do.



*Are there any inclusive practices at your university that you would like to highlight?*

At UPF, there are lots of tools and provisions to help you deal with things like dyslexia and dyscalculia – and the professors do a lot to help you. I've seen this very often, and am really happy to have this kind of support.

It's good that there are a lot of extra-curricular activities at university, because you need these to help you figure out your own purpose in life. Students can also benefit from career-development organisations and opportunities outside the university – it would be good if the university could make these external things more accessible for students.

*What new or improved practices would you like to see?*

We saw that the University of Gothenburg runs mandatory workshops for academics about inclusion in teaching and education. This would be a great thing to implement at UPF and would make a real difference in our university. It is not easy to influence students on these issues, but if you see a very good teacher promoting good practices about gender equality, maybe you will follow them.

We would also like to see the university give more economic support to people who cannot go to university because of financial problems. We know this is difficult because of the other costs the university has, but it's always possible to provide some kind of support.

### **5.3.22. Nick Špoljar (University of Ljubljana)**

*What does inclusion mean to you?*

I am quadriplegic, and in my experience the University of Ljubljana has provided a lot of adaptations for disabled students, although this depends on the faculty you are in. Whenever I

have a problem with anything, I try to solve it by myself first, to come up with some sort of solution: then I can present this to professors, the dean, the student office, and with them work towards a workable solution. These provisions need to be tailored to each specific individual, so the individual needs to be empowered to find solutions: they know the problems they are facing.

*Are there any inclusive practices at your university that you would like to highlight?*

At the University of Ljubljana, we have a system where students enrolling at the university fill out a form and select the options that will help them, depending on if they are disabled, young parents, artists or working in professional sports. For instance if you are quadriplegic and cannot use your fingers, you have the option to use a computer during classes, or during exams someone can help you by writing for you, and there are other tools to help you. But I haven't seen anything similar for other groups, like the LGBTQ community, or minority communities.

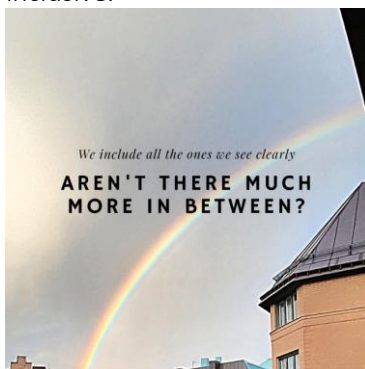
*How would you like to improve this practice?*

I would implement a system, a database, of all the students in these categories – disabled, LGBTQ, etc. – and keep them in this database for five years, so that all new students can ask these older students to help them, give them tips, help fill out forms, figure out how to ask for help, how to write emails correctly to reach the right people. A tutor would help you get information from someone who had lived through the process before. They could share their experiences with you, including the hardships.

### 5.3.23. Laura (University of Gothenburg)

*What does inclusion mean to you?*

The picture below represents my take on inclusion: while we're capturing the clear seven colours of the rainbow, real inclusion needs to also capture all the shades and mixtures of colours in between. Universities, companies, and politicians are using the word inclusion in their everyday strategies and have implemented policies to be more inclusive, but if you don't fit a specific group 100% (as for example a university defines it) you won't receive the benefits you might need. So, we're being inclusive but there's so many more parts we need to tackle to actually be able to call ourselves inclusive.



*Are there any inclusive practices at your university that you would like to highlight?*

Something I value highly at the university is the offer of free Swedish courses. Offering this is a good practice as it promotes including international students into the Swedish culture and making them more quickly feel at home and at ease.

The courses are not actually 100% free as you have to purchase the books – changing this could be better to really offer the course to everyone, no matter your budget. Moreover, the courses fill up very quickly, so if you were busy when the course registration opened you would have to wait months before trying again. The university could try to fill this gap: not making students wait



months to learn Swedish and potentially lose them as they get discouraged over time, but rather capturing their attention from the beginning by offering enough course spots.

*Are there aspects of life at university that you think are not inclusive?*

International students are fairly lost. Right now, the student unions do claim to be for all students, both Swedish and international students. However, when you look more closely their promotions are often only in Swedish. If they are in Swedish and English, then the English event description is kept very short and includes only the necessary details to attend, while the Swedish is written to sound fun and exciting.

Also, the student unions offer a very different range of activities for their students. I have to admit that I got lucky as my union ran quite a few events, especially when I arrived. My roommate, however, did not have any welcome events organized by her student union and, therefore, pretended to belong to my faculty just so she had the chance to come to some welcome events and meet new people.

Moreover, when attending the student union events, very often if there are any announcements they'll be done in Swedish and you need to ask around to find out what they mean. You'll be one of the two or three non-Swedish speakers at the event, and if you've just arrived you probably don't speak Swedish well enough to have full conversations. This makes you feel fairly left out and like you don't belong. Making sure to have welcome events offered for all students, regardless which student union or faculty you belong to, and promoting them more to international students so that more attend (and more feel comfortable to attend) would be a good start to improve this.

*What new or improved practices would you like to see?*

When I did my exchange semester in the US, what I loved was that sign language-courses were offered that you could take in exchange for credits of other courses. So this wouldn't be an 'extra' course that you would take on, and you wouldn't have to worry about increasing your workload.

About every third person I ran into knew the basics of sign language, some of them knowing it fluently. I believe that this would be a very impactful and important way to be more inclusive – breaking down the barriers between deaf, hard-of-hearing, and hearing students. Not only will this be impactful at university but also outside of classes in everyday life and in the future working life.

We also need to expand on our provision of CV and interview workshops: this is another thing that some faculties have more than others. It would be good to make students more aware of how discrimination can happen in recruitment processes, especially in interviews – it can be overwhelming when you're in that situation and you don't know how to deal with it.

## 5.4. Creating the EUTOPIA Inclusion Framework

This resource was made by the Inclusion team (known as Work-Package 5) in the EUTOPIA-2050 project, from December 2019 to November 2022. It represents extensive collaborations between the staff and students of the EUTOPIA Alliance.

### The Work of the Inclusion Team

Work-Package 5 of EUTOPIA-2050 carried out their work in six phases:

- Phase 1  
The six partners share, analyse, and reflect upon their inclusion policies. We agree on common definitions of inclusion and disadvantage, and explore ways of identifying best

practices. A set of alliance-wide **Core Principles** and a **Roadmap to Inclusive Practice in HE** are created.

- Phase 2  
The six partners share, analyse, and reflect upon their inclusion practices. We identify distinctive best practices across the universities, and potential areas to foster common ground and dialogue. A set of **Inclusion Case Studies** is created.
- Phase 3  
An **Inclusion Framework** is created, presenting the **Core Principles, Roadmap to Inclusive Practice in HE, and Inclusion Case Studies** in draft form. We agree on the content and structure of this Framework, and on the process for developing it during the rest of the project.
- Phase 4  
Twenty-seven students are recruited to participate in the **Inclusion Project**, a series of co-creative workshops. Students share their experiences of inclusion and exclusion, propose new ideas for inclusive practices in EUTOPIA, and suggest substantial revisions to the **Inclusion Framework** (see below).
- Phase 5  
A revised version of the **Inclusion Framework** is published online, featuring new and expanded versions of all the above outputs, as well as **Inclusion Testimonials** provided by the students themselves. An **Inclusion Manifesto** is created, distilling the key actions required of EUTOPIA in its next phase.
- Phase 6  
Inclusion is embedded transversally across the EUTOPIA-MORE work-packages. The alliance's inclusion team work with this new infrastructure to continue developing the outputs created so far, and to maintain ongoing co-creative dialogue with the students and staff of EUTOPIA.

### The Contribution of Students

As described in Phases 4 and 5 (above), students played an integral role in shaping the Inclusion Framework, as well as providing personal accounts of their own experience of inclusion and exclusion at university (see [Student Perspectives on Inclusion](#) [link]).

Below, we summarise the insights students provided when we discussed the first version of the Inclusion Framework with them.

#### *Positive feedback*

Students responded positively to several aspects of the 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 for the following reasons:

- Students appreciated 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. In response, we emphasised this in the Core Principles by beginning each one with the phrase ‘European Universities must...’.
- Several students liked the emphasis on the transparency and visibility of university processes and bodies in the Roadmap. They noted that the lack of transparency and visibility is one of the key obstacles to achieving inclusion in the current HE landscape.
- Students appreciated the sense, created by the Inclusion Framework as a whole, that EUTOPIA partners are looking for common ground while also paying attention to their differences. This balance of unity and individuality was seen by several students as a key aspect of inclusive educational culture.

Students found the first set of case studies very interesting and looked 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.

#### *Areas for improvement*

We also 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.

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 (as well as ensuring that the definitions promote an intersectional approach to inclusion). In response, we added a new section (‘What is inclusion?’) at the start of the Framework. We also added new text at the top of the case studies page to emphasise that categories of inclusion and exclusion can be defined and understood differently, or in different terms, across cultures – and that this is something the alliance needs to explore in the future.

Several students found the original wording of Core Principle 1 to be confusing (although they liked the idea behind it), and helped us to express the idea 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 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. Again, with the students’ help, we re-wrote Core Principle 3 to emphasise not only the importance of flexibility, but also the need to balance this with clarity.

While students felt that the Framework was an interesting and useful resource, they argued that more thought should be put into questions about its function: who are the imagined recipients, and for what purpose are they engaging with the Framework? These are key questions for the alliance to address as it takes this work forward in the EUTOPIA-MORE project.

The students also 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 initial draft, there was a lot of material about 'what EUTOPIA would like to do', but not 'by whom' and 'how'. This is another important issue for the alliance to address moving forward, and the comment is represented in Stage 4 of the 'Roadmap to inclusive practice'.

Specifically, the students wanted to see 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. These issues were represented in Core Principle 5, and in Stage 4 of the Roadmap.

Students felt 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 the EUTOPIA project, 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. In response, we added Core Principles 4 and 5 to the Framework.

Students argued that the Framework should give greater emphasis to the importance of follow-up and evaluation in the way the universities facilitate inclusion. In particular they suggested that the Roadmap needed 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. In response, we added a fifth stage to the Roadmap.

Students felt there should be more emphasis on how universities fulfil their obligation to adjust curricula to different students' needs: the framework should explicitly say that these adjustments are rights, and not 'special treatment'. In response, we added new text to Stage 1 of the Roadmap, representing this idea.

Students pointed out that the initial batch of case studies did 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 these perspectives, and should offer more critical points of view 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. Our students' critical voices are represented in their testimonials (see [Student Perspectives on Inclusion](#) [link]), and these are linked to from the 'case studies' page. We will also continue to discuss, as an alliance, how universities can represent such critical voices when presenting their inclusion-related initiatives: this is an important challenge for EUTOPIA to address.

## 6. Appendix 2: EUTOPIA Inclusion Manifesto (full text)

### EUTOPIA MORE INCLUSION MANIFESTO Putting the principle of Inclusion into practice

Eutopia MORE pledges to transform its structures, practices and culture to foster openness and inclusion, which it recognises as fundamental to the creation of a socially relevant university alliance, geared towards inclusive excellence.

To this end, its governance will be inclusive and it will build a model of higher education, shaped by five core practices.

#### **Practice 1: Co-creating the Alliance**

Eutopia MORE commits, from the outset and throughout, to co-create its structures, culture and practices with students, staff and external stakeholders who are representative of its communities.

#### **Practice 2: Building Inclusive Mindsets**

Eutopia MORE develops policies and practices to educate, engage and empower its community to promote inclusion, respect and dignity.

#### **Practice 3: Designing Inclusive Learning, Working and Research Environments**

Eutopia MORE reviews and ensures the inclusiveness of its curricula and research programmes, as well as its research culture, working and educational environments within and beyond the classroom.

#### **Practice 4: Adopting a Process-approach to Change**

Eutopia MORE builds in a process for it to systematically identify, reflect on and effectively address existing and arising barriers to inclusive access, participation and representation.

#### **Practice 5: Being Accountable and Transparent**

Eutopia MORE develops governance mechanisms to monitor and report on the effective implementation of the above practices. It is accountable to its community and stakeholders.

### THE MAKING OF THIS MANIFESTO

This Manifesto was developed in Gothenburg, Sweden on September 29-30th, 2022. It grew out of three years of work in the Workpackage 5 - Promoting Inclusion and Equal Societies of the EUTOPIA 2050 pilot project.

It was developed by Al Mehraj, Cheyma; Beer, Lewis; Borne, Katarina; Celis, Karen; Field, Lisa; Gillo Nilsson, Catherine; Nassar, Fasiha; Sand, Jimmy; Shergill, Kulbir; Sobočan, Ana M.; Videmšek, Petra and Vigmo, Sylvi.

## Defining inclusion

The EUTOPIA Alliance embraces the diversity and fluidity of the term 'inclusion', which is always situated in a specific time and place. Inclusion can mean different things in different contexts and for different people. It can be defined positively in terms of empowering individuals and groups and enhancing their sense of belonging, or negatively in terms of reducing the factors that exclude individuals and groups based on markers, and their intersections, such as gender identity, ethnicity, race nationality, culture, religion, mental and physical functionalities, sexual orientation, and socioeconomic status. Inclusion policies further empowerment and a sense of belonging, and reduce barriers and exclusion. The extent to which inclusion policies reach these goals, defines and measures their success.

## Eutopia 2050 - Promoting Inclusion and Equal societies

WP5 included six partners that shared, analysed, and reflected upon their inclusion policies. We agreed on common definitions of inclusion and disadvantage, and explored ways of identifying best practices. Staff in all partner institutions were surveyed to collect best practices inside and outside the curriculum. Twenty-seven students were recruited to participate in the **Inclusion Project**, a series of co-creative workshops, where students shared their experiences of inclusion and exclusion, proposed new ideas for inclusive practices in EUTOPIA, and suggested substantial revisions to the work of WP5. In the duration of the project, in WP5 we developed an **Inclusion Framework** presenting the **Core Principles**, a **Roadmap to Inclusive Practice in HE**, and **Inclusion Case Studies**, all published online to accommodate new and expanded versions of all the above outputs, as well as **Inclusion Testimonials** provided by the students themselves. The final output, the **Inclusion Manifesto**, distils the key actions required of EUTOPIA in its next phase.

Members of the WP5 team were: Videmšek, Petra (UL) lead of WP5 ; Celis, Karen (VUB)- co lead WP5; Svetlik, Ivan (UL) lead WP5.2.; Alichiah, Nada (GU); Al Mehraj, Cheyma (VUB); Beer, Lewis (WU); Borne, Katarina (GU); Gillo Nilsson, Catherine (GU); Gros-Desormeaux, Gladys (CY); Hetzel, Marion (CY); Ivaniš, Iris (UL); Léon, Pierre-Yves (CY); Llobet, Anna (UPF); Lunneblad, Johannes (GU); Marchand, Marie (CY); Morellet, Marie (CY); Moreno, Verónica (UPF); Nassar, Fasiha (GU); Roberge, Pierrick (CY); Sand, Jimmy (GU); Shergill, Kulbir (UW); Sobočan, Ana Marija (UL); Vigmo, Sylvi (GU).

## Further resources and information

Resources, information and outputs produced by WP5 can be found at: [bit.ly/eutopia-inclusion](https://bit.ly/eutopia-inclusion)