

**CHARM-EU (CHALLENGE-DRIVEN, ACCESSIBLE, RESEARCH-BASED AND MOBILE EUROPEAN UNIVERSITY)****DELIVERABLE 6.1. – CHARM-EU: FINAL REPORT: KEY FINDINGS OF THE CHARM-EU INCLUSIVENESS SURVEY**

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LIST OF CONTENT

EXECUTIVE SUMMARY 5

INCLUSION AND DIVERSITY AGENDA IN GLOBAL AND EUROPEAN HIGHER EDUCATION 6

CHARM-EU ALLIANCE: WHERE INCLUSION IS CENTRAL TO THE AGENDA 6

 Inclusiveness is one of CHARM-EU's core values..... 7

 About CHARM-EU WP6 Inclusiveness Team..... 7

CONTEXT OF THE SURVEY..... 8

 Background and rationale..... 8

 The main aim and specific objectives 8

 Target audience 9

 Who benefits from reading this report?..... 9

 Design and Methodology..... 10

 Question Repertoire 10

 Accessibility features 13

 Key terminologies 13

MAIN FINDINGS 20

 Higher education legislation at the national level..... 20

 Q1 Does your National Higher Education Act provide equal opportunities for students' life situations and backgrounds?..... 24

 Q2 Are there any National Agencies supporting access and inclusion of groups of students and/or staff in Higher Education? 26

 Q3 Does your Higher Education Institution have any policy document on equality/non-discrimination for students and or staff?..... 28

 Q4. Does Your Higher Education Institution have any Action Plan and or Strategy for safeguarding equity of access or specific support measures for groups of students and or staff? 30

 Q5. Does your Higher Education Institution have an Organisational and Operational Regulations safeguarding equality/non-discrimination or specific support measures for groups of students and or staff? 33



Q6. Does your Higher Education Institution have any Authority or Committee (specific or general) which is responsible for safeguarding equality/non-discrimination of groups of students and or staff?..... 34

Q7. Does your Higher Education Institution have any support offices/divisions for students and or staff? 38

Q8 What types of services or other mechanisms are offered by the support offices at your Higher Education Institution? 43

Q9 Select types of financial support(s) available at your Higher Education Institution to develop the activities/projects/programmes 50

CONCLUSION 52

LIST OF LITERATURE..... 53

LIST OF LEGISLATIONS 55



Final Report: Key findings of the CHARM-EU Inclusiveness Survey

EXECUTIVE SUMMARY

The higher education landscape has been rapidly changing in recent decades. The student population has grown, and its composition has been diversified. Many hidden and visible structural barriers hinder individuals' access to and participation in higher education. One of the most significant challenges of today's society is fostering inclusive and quality education for all. Providing access and safeguarding equality have become prominent in countries' higher education policies and practices (Fazekas, 2018). Participating in higher education offers individuals opportunities for self-development and enhances their future employability. It becomes even more critical when considering groups at risk of social exclusion.

CHARM-EU continuously aims to understand and determine what conditions, policies and support provisions contribute to an inclusive atmosphere across higher education institutions of the CHARM-EU Alliance. CHARM-EU Work Package 6 Inclusiveness developed the survey to map inclusion, diversity, and non-discrimination policies and practices across CHARM-EU partner higher education institutions. Key findings of the survey inform various stakeholders, policymakers, practitioners, and students about the enablers in improving and advocating for access and participation in higher education institutions across the CHARM-EU Alliance, the European Higher Education Area, and beyond. This report highlights measures and practices to inspire higher education institutions and relevant stakeholders to consider future steps to strengthen their inclusion and diversity agenda in various higher education spheres.

I am proud to see how CHARM-EU, step by step, has been contributing to shaping and continuing further to improve access to and participation in higher education.

Agnes Sarolta Fazekas, PhD

CHARM-EU Inclusiveness Work Package Leader



INCLUSION AND DIVERSITY AGENDA IN GLOBAL AND EUROPEAN HIGHER EDUCATION

The United Nations Sustainable Development Strategy Framework has set 17 global targets planned to be achieved by 2030. An essential feature of this framework is that inclusion aspects are reflected in all 17 areas. Objective 4 (quality education) specifically aims to: *"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* (UN, 2015, p.1)

It is in the European Union's and all EU Members States' shared interest to continuously advance higher education. The EU's central goals are equal access to quality education and enhancing the social dimension of higher education. Fostering access to quality education drives economic growth and social cohesion, creating awareness, safeguarding human rights, research, and innovation, and contributing to citizens' prospects. The principles of inclusiveness are part of the core values of the European Union and are enshrined in the EU Treaties and the Erasmus+ Programme.

CHARM-EU ALLIANCE: WHERE INCLUSION IS CENTRAL TO THE AGENDA

At the 2017 Gothenburg Summit, EU leaders outlined a vision for education and culture. In its December 2017 Conclusions, the European Council called on the Member States, the Council and the Commission to take forward the [European Universities Initiatives](#) that aim to stimulate the international competitiveness of higher education institutions. In January 2019, the CHARM European University (**C**hallenge-driven, **A**ccessible, **R**esearch-based, **M**obile **E**uropean **U**niversity) Alliance was born out of this vision, co-funded by Erasmus+. CHARM-EU is designed to strengthen the mobility of students and staff and – and critically for inclusivity – to foster quality, inclusiveness, and competitiveness across the European higher education sector. The Alliance consists of the University of Barcelona (coordinator), Trinity College Dublin, Utrecht University, Montpellier, and Eötvös Loránd University (ELTE).



Inclusiveness is one of CHARM-EU's core values

CHARM-EU represents an innovative model of 21st-century higher education where accessibility and inclusion are interwoven into its DNA. Inclusion by design means that inclusiveness is strategically mainstreamed into the culture, design, delivery, and monitoring of all areas of the Alliance and the CHARM-EU Master's in Global Challenges for Sustainability.

One of CHARM-EU's core values is [inclusiveness](#): *"We strongly believe in the power of diversity. Learning and growing in a diverse environment leads to personal development and cultural enrichment. We want you to know that in CHARM-EU, we believe in fostering an open, welcoming, safe atmosphere where all forms of diversity are recognised, respected, and seen as a source of strength and benefit to the CHARM-EU community and beyond."*¹

About CHARM-EU WP6 Inclusiveness Team

Work Package 6 is an organisational structure of the CHARM-EU initiative focusing on inclusivity. In line with the capacity and resources of CHARM-EU, it provides the appropriate structures and services that remove barriers to success and supports student and staff access and participation needs. Inclusion and diversity sit at the heart of the CHARM EU's culture, particularly in the CHARM-EU Master's in Global Challenges for Sustainability programme. During the Master's in Global Challenges for Sustainability Master's Programme, CHARM-EU WP6 Inclusiveness Team acts as an interim CHARM-EU Diversity Equality and Inclusion Office. It remains an expert group that continuously advises, supports, and collaborates with relevant organisational units, various student services and modules to safeguard that everyone is committed to creating an inclusive CHARM-EU experience.

¹ <https://www.charm-eu.eu/core-values>



CONTEXT OF THE SURVEY

Background and rationale

Higher education is more open to diverse student groups, although under-represented groups continue to face challenges. There are still socially constructed inequalities in higher education, which significantly impact individuals' success. Access to higher education means more than just *"getting through the door"*; inclusion and academic support are needed to complete the studies. CHARM-EU continuously aims to understand and determine what conditions, policies and support provisions contribute to an inclusive atmosphere across higher education institutions of the CHARM-EU Alliance. This final report summarised key findings of the critical analysis of the CHARM-EU Inclusiveness Survey. It was carried out between January – February 2020 by the CHARM-EU Work Package 6 Inclusiveness. Neither the results nor this document is exhaustive. It provides an overview of higher education institutions' operations, substantial efforts, and measures that enhance staff and student population access and participation.

The main aim and specific objectives

The primary purpose was for CHARM-EU to better understand and map inclusion, diversity, and non-discrimination policies and practices in Higher Education. It was aimed to explore the policies and practices of the five-member higher education institutions and identify policies, practices and tools that support the access and participation of students and staff with various backgrounds, lived experiences and access needs.

Specific objectives were to explore:

1. The legal context of inclusion, diversity, and non-discrimination in higher education among the five countries
2. Who are the target groups, whose non-discrimination, access, and participation are addressed explicitly at the five higher education institutions
3. what policies and structures are in place at the five higher education institutions that support the equal participation of students and staff with various backgrounds, life experiences, and access needs



Target audience

Equality Divisions, Access Offices, or any equivalent student support divisions/offices of the five CHARM-EU partner institutions have been the main target audience of the survey. These divisions/offices have been key stakeholders, as they have professional competencies, expertise, and experiences regarding national and university policy implementation. They have been acting as support services regarding non-discrimination, supporting students and staff access, and participation throughout their college experience.

Who benefits from reading this report?

In all processes and strategies permeating higher education, social inclusion and diversity are no longer seen as a service but as an element of Strategy. Higher education institutions must keep pace with international trends and changes to remain relevant and competitive. All this requires that diversity management be deeply and organically interwoven into the management and strategies of higher education institutions. It supports strengthening institutions' reputations as innovative and pioneering university models and role models for social inclusion in diverse and complex societies. The change in the strategic model must simultaneously strengthen the leadership role and commitment of the higher education institution and the work already underway in the institutions. CHARM-EU shares this report with the main stakeholders in higher education and non-discrimination, access, and participation fields. This report benefits EU stakeholders, higher education professionals and students to overview CHARM-EU member universities' national context and policy frameworks and practices and support provision mechanisms regarding non- non-discrimination, access, and participation. Specifically for relevant EU stakeholders, this report provides a specific overview of how the social dimension of the Bologna Process, equality and inclusion and non-discrimination have been implemented in higher education policies and practices. Various key policy measures and support provisions have been highlighted because they are like each other or unique among the universities within the CHARM-EU Alliance. These different measures and practices have been showcased throughout



the chapters to inspire higher education institutions and relevant stakeholders to consider future steps to strengthen their inclusion and diversity agenda in specific areas.

Design and Methodology

The design and unique structure CHARM-EU Survey itself were essential for the Alliance and beneficial for external stakeholders in Europe and beyond. According to the 2011 Eurydice report, although many countries across Europe set up national priorities to map the participation of various under-represented groups, it is different from the typical case everywhere in Europe. Measuring the impact of widening participation policies across Europe is challenging, as countries use different methodologies and investigate other student populations from different perspectives (Eurydice, 2011). The survey was designed for 45 minutes to complete the 12 questions, divided by thematic areas. The survey was designed to be as comprehensive as possible. It included a set of questions on a national level, including legislation and at the higher education institution's level policies, organisational structures and support provisions that support access and participation of underrepresented groups of students and staff.

Question Repertoire

The twelve questions covered different thematic areas regarding inclusion, diversity, and non-discrimination mapping. The questions encompassed higher education and equality, non-discrimination legislation at the national level, relevant organisations, and agencies safeguarding access and participation for groups risks at exclusion. At the Higher Education Institution's level, questions have been focused on policies, rules and regulations, organisation units and support structures, financial measures, and experiences. The survey encouraged the addressees to answer the questions as accurately and sincerely as possible and highlighted that there were no right or wrong answers. All information was treated in compliance with the GDPR. A GDPR Declaration was attached to the survey in PDF format. The survey was placed at <https://unipoll.neptun.elte.hu/>. The data collection period lasted from 23rd January 2020 to 10th February 2020. The survey was distributed by CHARM-EU Work Package Inclusiveness Members



representing each university. Where needed, the university project manager responsible for the CHARM-EU initiative to Equality Divisions and/or student support divisions/offices of the five CHARM-EU higher education institutions. Each partner higher education institution of the CHARM EU Alliance received one (1) online link to fill in the survey. For user-friendly purposes, it is possible to save and continue the survey. The survey was available in WORD Document & in editable PDF format. If the higher education institution has more related divisions/offices, it was suggested that each division fill in the survey via the WORD document and/or editable PDF and sends it to the charmeuwp6@elte.hu email address. The processing of all results was supported by CHARM-EU Work Package 6 Inclusiveness Team Members representing the given university.

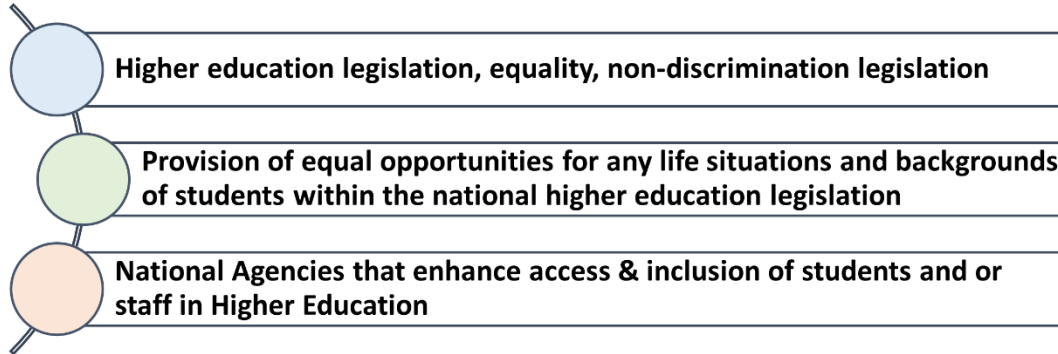
NATIONAL LEVEL

- Higher education legislation, equality, and non-discrimination legislation
- Provision of equal opportunities for any life situations and backgrounds of students within the national higher education legislation
- National Agencies that enhance access & inclusion of students and or staff in Higher Education

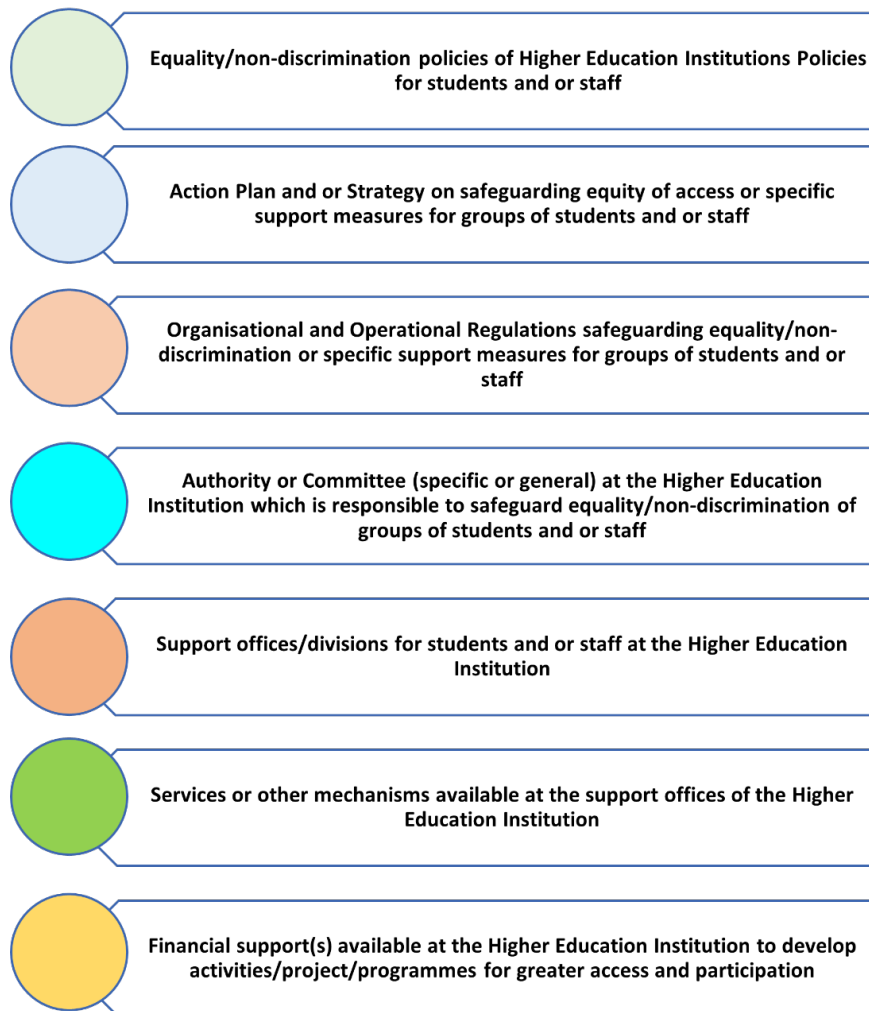
HIGHER EDUCATION INSTITUTION LEVEL

- Equality/non-discrimination policies of Higher Education Institutions Policies for students and or staff
- Action Plan and or Strategy on safeguarding equity of access or specific support measures for groups of students and or staff
- Organisational and Operational Regulations safeguarding equality/non-discrimination or specific support measures for groups of students and or staff
- Authority or Committee (specific or general) at the Higher Education Institution which is responsible for safeguarding equality/non-discrimination of groups of students and or staff
- Support offices/divisions for students and or staff at the Higher Education Institution
- Services or other mechanisms available at the support offices of the Higher Education Institution
- Financial support(s) available at the Higher Education Institution to develop activities/projects/programmes for greater access and participation

NATIONAL LEVEL



HIGHER EDUCATION INSTITUTION LEVEL





Accessibility features

Accessibility considerations were included in the CHARM-EU Inclusiveness Survey's planning and delivery phase to accommodate the access needs of individuals taking part in this survey. The following accessibility elements have been incorporated into the survey: the online platform of the survey was accessible for users using screen-reader software. The survey was pre-tested by individuals using screen reader software before the official launch. The survey was available in PDF format and accessibility WORD document with and without tables upon request, tested with Microsoft's built-in Accessibility Checker tool.

Key terminologies

Addressing key terms and finding broad definitions were central to the survey design. It is essential to understand that whether consciously or unconsciously, we use language, how we act, and how our attitude always impacts people. Key terminologies support the reader's understanding of society, changing history and how various individuals or groups have been treated. We hope it helps you use terminologies and language respectfully in any situation.

What is diversity?

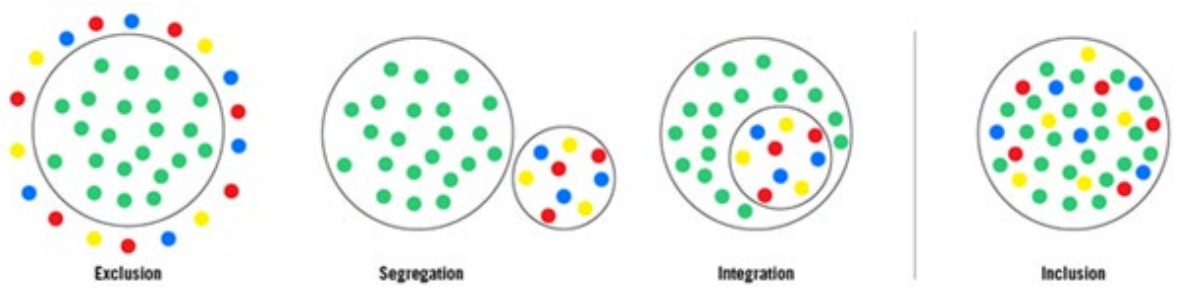
- It was understood as any dimension to different groups or individuals from each other.
- There is also a paradigm shift here: rather than looking at diversity as a burden, it is crucial to see it as a potential, embrace it and celebrate its rich dimensions.
- It is about empowering people by respecting and valuing what makes them different.
- Diversity is normal.

(Fazekas, Shparber, 2021)

What is inclusion?

- refers to the **practice** of acknowledging the uniqueness of each individual (talents, competencies) and, at the same time, making them feel welcomed and an intrinsic part of a team/organisation/group (sense of belonging)
- **It requires** a systematic change in structures, approaches, and strategies to dismantle visible and invisible barriers existing in the environment
- **It means** a shift in an organisational culture where different groups or individuals with diverse backgrounds, circumstances, and lived experiences feel a sense of belonging, feel respected and valued, socially accepted, welcomed, and treated without discrimination. (Fazekas & Shparber, 2021)

"Inclusion is creating an environment where people feel both welcomed and a true sense of belonging, while at the same time their uniqueness is acknowledged and valued. Inclusion means having an approach that understands and encourages people to be different. An inclusive approach values, respects, and celebrates people's differences and equal values. It enables people to participate fully in any mainstream activity. Being inclusive means listening to each other and being open to change. (Todd, 2014; Fazekas, 2017) "People's identities are shaped by the diversity of contexts which intersect within an individual's life. Intersectional identities of people should be valued, respected and celebrated for the richness and diversity they bring to society." (Fazekas, 2018, p. 17)." (Fazekas & Csalagovits, 2019, pp. 7-8)



Source: www.thinkinclusive.us/mix-applesauce-with-medicine-to-create-inclusive-classroom-communities/



Definition of under-represented groups

“Under-represented groups refer to students who belong to specific groups who are under-represented in tertiary education. Though the situation varies across countries, such groups may include indigenous groups, ethnic minorities, immigrants, students from low socio-economic backgrounds, students living in rural and/or remote areas, and students with disabilities.”

(Santiago, P. et al. 2008, p.45.)

There is no ultimate definition of the following key terms. Different terminologies can be found at the international and national levels. There might be differences in terminologies across national borders; therefore, readers should acknowledge that terminologies may be addressed differently in other publications. Definitions are collected from international documents and higher education resource centres, such as the Office for Students (OfS) an independent public body. Universities and Colleges Admissions Service² (United Kingdom) and other resource centres across CHARM-EU partner countries.

AGE (Mature students): Age is defined by being of a particular age or within a range of ages.

GENDER IDENTITY: One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from the sex assigned at birth.

GENDER-BASED VIOLENCE: Gender-based violence is defined as violence that is directed against a person based on their gender or sex, including acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty. It includes physical, sexual and psychological violence perpetrated or condoned within the family, the general community, or the State and its institutions. GBV is violence directed against a person because of that person's gender or violence that disproportionately affects persons of a particular gender. Violence against women is

² <https://www.ucas.com/>

understood as a violation of human rights and a form of discrimination against women. It shall mean all acts of gender-based violence that result in or are likely to result in physical harm, sexual harm, psychological or economic harm or suffering to women. It can include violence against women, domestic violence against women, men or children living in the same domestic unit. Although women and girls are the main victims of GBV, it also causes severe harm to families and communities.³

SEXUAL ORIENTATION: Sexual orientation is defined as whether a person's sexual attraction is towards their sex, the opposite sex, both sexes, or neither sex.

RACE: includes – (a) colour; (b) nationality; (c) national origins; (d) ethnic origins. Race can mean colour, natality (including your citizenship) or ethnic or national origins.

RELIGION OR BELIEF: Religion means any religion. Belief means any religious or philosophical belief, including lack of belief, e.g., Atheism. Generally, a belief should affect life choices or how someone lives for it to be included in the definition.

NON-DOMESTIC STATUS: People are considered international/non-domestic status; they are not a citizen or do not have permanent residence in each country. People who move from one higher education institution to another in the framework of mobility programmes inside and outside the EU, for example, EU International students and /or staff: non-EU international students and/or staff.

WITH CHILDREN/CARING: Caring includes people with responsibilities for caring for children and/or persons with disabilities.

DISABILITY: "Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others". (UNCPRD, 2006 Art 1)

³ https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-based-violence/what-gender-based-violence_en#gender-based-violence-gbv-by-definition

CHRONIC ILLNESSES: People who have a chronic illness may experience disability because of their condition. Unlike many other disabilities, however, the limitations that impact their academic success may come and go over time. It means they may begin the semester feeling relatively well and then experience a flare-up, relapse, or other health status changes.

MENTAL HEALTH AND WELL-BEING: Mental health has been defined as a state of well-being in which the individual recognises their own abilities and can cope with normal daily stresses in life. Mental health problems cover the full range of difficulties, from the psychological distress experienced by many people to serious mental disorders and illnesses that affect a smaller population (AHEAD Ireland, 2015, p. 8).

LOW-INCOME/LOW SOCIOECONOMIC BACKGROUND: Socio-economic background relates to the combination of an individual's income, occupation, and social background. Socio-economic background is a key determinant of success and future life chances.

ROMA AND TRAVELLER COMMUNITY: The term 'Gypsy, Roma and Traveller,' encompasses a wide range of individuals who may be defined in relation to their ethnicity, heritage, way of life and how they self-identify⁴

MIGRANTS OR PEOPLE WITH A MIGRANT BACKGROUND: People who are nationals of non-EU countries and legally in the EU.

REFUGEE/ASYLUM SEEKERS/REFUGEE-LIKE SITUATION: This category includes the UNHCR concept that defines a refugee as "someone who has been forced to flee their country because of persecution, war or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group." Therefore, these categories include people recognised as refugees by EU countries, asylum seekers, and refugee-like situations.

⁴ <https://www.coe.int/en/web/roma-and-travellers>



DEFINITIONS OF KEY TERMS



AGE (MATURE STUDENTS)

Age is defined by being of a particular age or by being within a range of ages.



SEXUAL ORIENTATION

Sexual orientation defined is whether a person's sexual attraction is towards their own sex, the opposite sex, both sexes, or neither sex.



GENDER-BASED VIOLENCE

«Gender-based violence is defined as violence that is directed against a person on the basis of their gender or sex, including acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty. It includes physical, sexual and psychological violence perpetrated or condoned within the family, the general community or by the State and its institutions.» (UNHCR, 2007, p.168) (additional to check: <https://www.coe.int/en/web/gender-matters/what-is-gender-based-violence>).



GENDER IDENTITY

One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.



RACE

Includes – (a) colour; (b) nationality; (c) national origins; (d) ethnic origins. Race can mean colour, or nationality (including your citizenship) or ethnic or national origins.



DISABILITY

«Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others». (UNCRPD, 2006 Art 1)



MENTAL HEALTH AND WELL-BEING

Mental health has been defined as a state of well-being in which the individual recognises their own abilities and can cope with normal daily stresses in life (WHO, 2005). Mental health problems cover the full range of difficulties, from the psychological distress experienced by many people to serious mental disorders and illnesses that affect a smaller population. (AHEAD Ireland, 2015, p.8)



MIGRANTS OR PEOPLE WITH A MIGRANT BACKGROUND

People that are nationals of non-EU countries and who are in the EU.



DEFINITIONS OF KEY TERMS



NON-DOMESTIC STATUS

People with an international/non-domestic status are not a citizen or do not have a permanent residence of a given country. People who move from one higher education institution to another in the framework of mobility programmes inside and outside of the EU, for example, EU International students and or staff; non-EU international students and or staff.



CAREGIVING RESPONSIBILITIES/WITH CHILDREN

Caregiving relates to people with responsibilities for caring for dependent others, such as children, persons with disabilities (including children), or older persons.



ROMA AND TRAVELLING COMMUNITY

The term 'Gypsy, Roma and Traveller' encompasses a wide range of individuals who may be defined in relation to their ethnicity, heritage, way of life and how they self-identify ([Office for students UK](#) and [Council of Europe](#)).



CHRONIC ILLNESSES

People who have a chronic illness may experience disability as a result of their condition. Unlike many other disabilities, however, the limitations that impact their academic success may come and go over time. This means that they may begin the semester feeling relatively well and then experience a flare-up, relapse, or other change in health status.



LOW-INCOME/LOW SOCIOECONOMIC BACKGROUND

Socio-economic background relates to the combination of an individual's income, occupation and social background.



RELIGION OR BELIEF

Religion means any religion. Belief means any religious or philosophical belief, including lack of belief, e.g. Atheism. Generally, a belief should affect life choices or the way someone lives for it to be included in the definition.



REFUGEE / ASYLUM SEEKERS / REFUGEE-LIKE SITUATION

This category includes the UNCHR concept that defines a refugee as «someone who has been forced to flee his or her country because of persecution, war or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group.» Therefore, these categories include people recognised as refugees by EU countries, asylum seekers, and refugee-like situations.



MAIN FINDINGS

At the European level, there have been various political commitments to strengthen inclusiveness and diversity in higher education. The concept of the social dimension of higher education has emerged in the context of the Bologna Process. The social dimension of higher education was already included in the scope of the Bologna Process at the Prague Ministerial Meeting in 2001. Its role has gradually strengthened in the years since. In Paris Ministerial Meeting in 2018, it was recognised that “[...] *further effort is required to strengthen the social dimension of higher education. To meet our commitment that the student body entering and graduating from European higher education institutions should reflect the diversity of Europe’s populations, we will improve access and completion by under-represented and vulnerable groups [...].*” (Paris Communiqué, 2018)

Specifically, in the context of EU policies, social inclusion in higher education has gained further importance over the last couple of years. Increasing social inclusion in higher education is one of the four key goals of the 2017 European Commission’s “*Renewed EU agenda for higher education*” (European Commission, 2017). The European Commission Communication confirms it on “*Strengthening European Identity through Education and Culture*” (European Commission, 2017a).

The “*Social Inclusion Policies in Higher Education: Evidence from the EU*” report reviews different policies that promote access to higher education, participation and completion by students from under-represented groups (Kottman et al., 2019).

Higher education legislation at the national level

The question aimed to map out relevant legislation on higher education in the national context. National higher education and related anti-discrimination legislation have been identified with the support of documents: “*A comparative analysis of non-discrimination law in Europe, 2017*” (European Commission 2017b) and “*A comparative analysis of non-discrimination law in Europe*



2018" (European Commission 2018). These studies provide a comparative analysis of non-discrimination legislation among the EU Members States. National legislations listed in the survey are in force in all five countries investigated.

Ireland

- Universities Act, 1997 [Universities Act, 1997 \(irishstatutebook. ie\)](http://irishstatutebook.ie);
- Qualifications and Quality Assurance (Education and Training) Act 2012 [Qualifications and Quality Assurance \(Education and Training\) Act 2012 \(irishstatutebook.ie\)](http://irishstatutebook.ie);
- Irish Human Rights and Equality Commission Act 2014 [Irish Human Rights and Equality Commission Act 2014 \(irishstatutebook.ie\)](http://irishstatutebook.ie);
- Technological Universities Act 2018 [Technological Universities Act of 2018](http://irishstatutebook.ie)
- The fourth National Access Plan: A Strategic Action Plan for Equity of Access, Participation and Success in Higher Education 2022-2028. [National Access Plan 2022-2028 | Policy | Higher Education Authority \(hea.ie\)](http://hea.ie) This Plan follows the [National Plan for Equity of Access to Higher Education 2015-2019](http://irishstatutebook.ie) and the [Progress Review of 2018](http://irishstatutebook.ie), which extended the objectives of the third Plan to 2021.

The Netherlands

- Equal Treatment [Act](#)
- Equal Treatment in Employment (Age Discrimination) [Act](#)
- Equal Treatment (Disabled and Chronically Ill People) [Act](#)
- Equal Treatment (Men and Women) [Act](#)
- Higher Education and Research Act ([WHW](#))

Hungary

- [Act CXXV of 2003](#) on Equal Treatment and the Promotion of the Equality of Opportunities (28th December 2003)



- [Act XXVI of 1998](#) on the Rights of Persons with Disabilities and the Guaranteeing of their Equal Opportunities of (1st April 1998)
- [Act XXXI. 1997](#) Act on Child Protection and Guardianship Administration (8th May 1997)
- [Act CCIV of 2011](#) on national higher education (11th Dec 2011)

Spain

- [Law 62/2003](#), on Fiscal, Administrative and Social measures
- [RDL 1/2013](#), General Law on the Rights of Persons with Disabilities and their Social Inclusion
- Ley Orgánica [6/2001](#), de 21 de diciembre, de Universidades.
- Ley Orgánica [4/2007](#), de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.
- Real Decreto [1791/2010](#), de 30 de diciembre, por el que se aprueba el Estatuto del Estudiante Universitario.
- Ley [1/2003](#), de 19 de febrero, de Universidades de Cataluña.
- [Llei 11/2014](#), del 10 d'octubre, per a garantir els drets de lesbianes, gais, bisexuals, transgèneres i intersexuals i per a eradicar l'homofòbia, la bifòbia i la transfòbia.
- Real Decreto [1393/2007](#), de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales which establishes the organisation and planning of official university education;
- Agreement on affirmative action to increase the access of Roma students to official degree studies in the Catalan public universities and the University of Vic-Central University of Catalonia (2018)
- Real Decreto [1721/2007](#), de 21 de diciembre, por el que se establece el régimen de las becas y ayudas al estudio personalizadas which establishes the regime of scholarships and supports personalising measures for the study;
- Real Decreto Legislativo [3/2011](#), de 14 de noviembre, por el que se aprueba el texto refundido de la Ley de Contratos del Sector Público about the application of the



reservation quota of the 2% in favour of people with disabilities in enterprises with 50 or more employees and exceptional alternative measures to comply with this law;

- Real Decreto [412/2014](#), de 6 de junio, por el que se establece la normativa básica de los procedimientos de admisión a las enseñanzas universitarias oficiales de Grado which establishes the basic regulation about the admission procedures on degree official university teaching;
- Ley Orgánica [8/2013](#), de 9 de diciembre, para la mejora de la calidad educativa. for the improvement of the quality of education.

France

- [Law No.2001-1066 of 16th November 2001](#) relating to the fight against discrimination of 16th November 2001, as last amended in 2016
- [Law no 2008-496 of 27th May 2008](#) relating to the adaptation of National Law to Community Law in matters of discrimination of 27th May 2012
- [Law no 2005-102 of 11th February 2005](#) for equal opportunities and integration of disabled persons of 11th February 2005, as last amended in 2014
- [Article D613-26 of the French Code of Education](#)



Q1 Does your National Higher Education Act provide equal opportunities for students' life situations and backgrounds?

The question aimed to map out the protected groups by the national higher education acts in the five countries. The following 11 dimensions were common, supported or protected by the national legislations, university policies or initiatives in the five countries investigated:

1. Age (mature students);
2. Gender identity;
3. Gender-based violence;
4. Sexual orientation;
5. Race;
6. Religion or belief;
7. With children/caring.
8. Disability;
9. Chronic illnesses;
10. Mental health and well-being;
11. Low-income/ low socio-economic background.



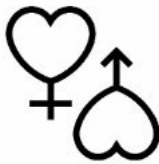
AGE
(MATURE STUDENTS)



GENDER IDENTITY



GENDER-BASED VIOLENCE



SEXUAL ORIENTATION



RACE



RELIGION OR BELIEF



**MENTAL HEALTH
AND WELL-BEING**



DISABILITY



CHRONIC ILLNESSES



**CAREGIVING RESPONSIBILITIES/
WITH CHILDREN**



**LOW-INCOME
LOW SOCIOECONOMIC BACKGROUND**



Q2 Are there any National Agencies supporting access and inclusion of groups of students and/or staff in Higher Education?

The question aimed to map out national agencies (or organisations), either governmental or non-governmental organisations, working on a specific issue at national or other administrative levels to support individuals with owned lived experiences, various stakeholders, and higher education professionals acting as expertise centres.

Ireland

In Ireland, the [Higher Education Authority \(hea.ie\)](http://hea.ie) leads the strategic development of the Irish higher education and research system. The HEA [National Plan for Equity of Access to Higher Education 2015-2019 \(hea.ie\)](#) plan set out five goals and more than thirty actions with the aim of supporting increased access and participation in higher education by six main target groups: entrants from socio-economic groups that have low participation in higher education; first-time mature students; students with disabilities; part-time/flexible learners; further education and training award holders; and Irish Travellers. Further, [Public Sector Equality and Human Rights Duty \(gov.ie\)](#), as set out in section 42 of the Irish Human Rights and Equality Commission Act 2014, is a statutory obligation on public bodies, including higher education institutions, in the performance of their functions, to have regard to the need to eliminate discrimination, promote equality of opportunity and protect human rights of staff and service users. Several agencies and organisations, including the [National Forum for the Enhancement of Teaching and Learning in Higher Education; AHEAD Ireland; The National Disability Authority \(NDA.ie\); Inclusive National Higher Education Forum \(inhf.ie\)](#), all provide support and expertise for individuals and institutions.

Netherlands

In the Netherlands, there is support for two grounds, including [disability & chronic illnesses, non-domestic students, migrants or people with migrant backgrounds](#).

Hungary

FETA is a [general platform for student and staff support](#). It is a Hungarian Association for Counselling in Higher Education) is a national umbrella organisation representing all higher education counselling centres working in Hungary. It has been committed to high-quality counselling in higher education since 1995 and has been a registered charity since 1998. Its vision is twofold: advocating for student-centred, tailored counselling services at universities nationwide and supporting professionals in fulfilling their roles daily. Their activities focus on 3 major fields: (1) Supporting higher education counselling professionals, (2) Poland's icy activities. (3) Research and publishing. The other initiative of the [FSZK](#) - Public Nonprofit Kft. (FSZK) for the Equality of Opportunities for Persons with Disabilities, explained here. At the request of the Ministry of Human Resources (EMMI), the Public Nonprofit Kft. (FSZK) for the Equality of Opportunities for Persons with Disabilities announced a tender on 30th December 2016, establishing a national network of disability coordinators operating in higher education institutions. The applicant for the tender was FSZK. The cooperation agreement established between the Ministry of Human Resources and the Equal Opportunities for Disabled Persons Közhasznú Nonprofit Kft. Provides the funds necessary for the implementation of the application—the application's target of disability coordinators working at higher education institutions. The project is implemented in cooperation with higher education institutions. The University of Debrecen undertook to coordinate the program. In the framework of the project, the disability coordinators working in domestic higher education institutions get to know each other's work and the support systems operating in the institutions. They can discuss opportunities and challenges and share their experiences (SZUMMA, 2018). the FSZK has created a public website (www.efiportal.hu) that contains information and disability knowledge related to the social participation of persons with disabilities. In the framework of the SZUMMA project, the goal was to create an internal electronic interface where the disability coordinators can more easily communicate with each other, share their experiences and questions, and maintain more direct contact on the interface with the relevant specialists of the Ministry of Human Resources.



In addition to creating the electronic interface, the coordinators discuss and collect their experiences in professional meetings at specific intervals. An informative publication in the program's framework will be prepared, containing recommendations for developing the support system (FSZK, 2016). In December 2017 and May 2018, several meetings took place on the SZUMMA project, which provided an opportunity to learn more about the work of disability coordinators (Fazekas, 2018).

France

In France, there are two grounds, including [disability, chronic illnesses](#) and a national platform supporting [all students](#).

Spain

There is support for three grounds in Spain, including [disability & chronic illnesses](#), [mental health and well-being](#).

Q3 Does your Higher Education Institution have any policy document on equality/non-discrimination for students and or staff?

The question aimed to explore if there is any policy documentation on equality/non-discrimination for students and/or staff at higher education institutions.

Trinity College Dublin

At Trinity College Dublin, both the [Equality Policy \(tcd.ie\)](#) and [Dignity and Respect Policy - Equality \(tcd.ie\)](#) lay down Trinity's commitment to non-discrimination for students, staff and service users about all of the nine grounds specified in the Irish equality legislation: gender, family status, civil status, age, disability, ethnicity, religion, sexual orientation, and membership in the Traveller community. The Equality Policy outlines Trinity's commitment to equality in employment, education and service provision. In contrast, the Dignity and Respect Policy lays out the roles and

responsibilities, sources of help and support, and informal and formal procedures for addressing any bullying or harassment issues that may arise.

Utrecht University

At Utrecht University, a [Code of Conduct for Preventing and Combating Undesirable Behaviour](#) (*Gedragcode ter voorkoming en bestrijding van ongewenst* protecting eight grounds) is additional protection implicitly with the sentence "*and any other ground*" of the same document.

Eötvös Loránd University (ELTE)

Eötvös Loránd University respects the principles of non-discrimination and equal treatment of students and staff. ELTE complies with Act CXXV. of 2003 on Equal Treatment and the Promotion of Equal Opportunities. The [Equal Opportunities Action Plan](#) contains the overall aims and principles and promotes equal opportunities and non-discrimination of students and employees.

The specific focus is on equal opportunities of:

- women,
- socially disadvantaged individuals
- individuals belonging to a nationality or ethnic minority,
- individuals with disabilities,
- individuals in adult education and employees in a legal relationship ¹,
- individuals belonging to other minority groups based on some protected characteristic,
- university citizens,
- individuals with chronic illnesses, university citizens who are particularly vulnerable in the epidemic situation,
- parents raising children under the age of 16,
- parents raising their children under the age of 18 alone,
 - parents raising three or more children,
- employees starting their careers,
- YES-those returning from GYED,
- employees who are about to retire



University of Barcelona

At the University of Barcelona, university statutes include protection against anti-discrimination, including gender identity, gender-based violence, sexual orientation, disability, chronic illnesses, mental health, and well-being. There is a [policy on equal opportunities between women and men](#).

University of Montpellier

The University of Montpellier has a rule of procedures safeguarding equality/anti-discrimination.

Q4. Does Your Higher Education Institution have any Action Plan and or Strategy for safeguarding equity of access or specific support measures for groups of students and or staff?

The question aimed to explore whether there are any Action Plans and/or Strategies to safeguard equity of access or specific support measures for groups of students and/or staff in place at higher education institutions.

Trinity College Dublin

Trinity College Dublin's overall [Strategy 2020—2025 \(tcd.ie\)](#), launched in 2020, asserts many commitments in improving equity of access, including, for example, that undergraduate students from non-traditional backgrounds will reach 25% of the total student population by 2025. Trinity's [Strategy for Diversity and Inclusion \(tcd.ie\)](#) outlines actions related to those aims and is currently being updated for 2022. Trinity has specific policies related to students from particular equality grounds, including [Policy on Supports for Student Parents, Student Carers and Students Experiencing Pregnancy \(tcd.ie\)](#); many [Disability and Accessibility-related Policies and Procedures \(tcd.ie\)](#); [Gender Identity and Expression Policy \(tcd.ie\)](#).

Utrecht University

Utrecht University has an [Equality, Diversity and Inclusion Strategy and Action Plan \(2021-2025\)](#).

The document focuses on all relevant dimensions of equality and inequality, such as age, LGBTQ+,

cultural, ethnic or religious background, gender and disability. The website of the university provides comprehensive [information on Diversity and Inclusion](#).

Eötvös Loránd University (ELTE)

Eötvös Loránd University (ELTE) complies with Act CXXV. of 2003 on Equal Treatment and the Promotion of Equal Opportunities. The [Equal Opportunities Action Plan](#) contains the overall aims and principles, promotes equal opportunities and non-discrimination of students and employees and highlights specific measures.

University of Barcelona

AT the University of Barcelona, there is a Plan for equal opportunities between women and men: [pla_igualtat_en.pdf \(ub.edu\)](#). Additionally, a new about the Equality Unit is available, which provides information about access to several services and gathers various features and resources. The website, [Inici - Unitat d'Igualtat - Vicerectorat d'Igualtat i Gènere - Universitat de Barcelona - Universitat de Barcelona \(ub.edu\)](#) is dedicated to the services against sexist violence, and it includes, among other elements, a mailbox for complaints and the contact form for the psychological services. Another section is dedicated to the services aimed at the LGBTIQ+ community in the UB, which gathers, for instance, the procedures for obtaining a name change for trans and non-binary people. Moreover, the portal provides information on gender perspective training, teaching and research resources. In these lines, it will soon include a bibliographic deposit of feminist critical literature with a gender perspective as gender documentary sources. It features the different prizes related to perspective the several fields. Last, it offers information about the Equality Unit 3rd UB Plan for Equal Opportunities and the contact forms for each centre's committee. The new web portal emerges in a particularly active moment at the University of Barcelona regarding equality policies. Several actions of the seven axes of the 3rd UB Plan for Equal Opportunities between Men and Women are being unfolded. Negotiations are underway for the approval of the axis regarding the work conditions of the Pan, and the Protocol of the University of Barcelona for the prevention, detection and action against



situations of sexual harassment and harassment based on sex, gender identity and sexual orientation and other sexist behaviours are being modified.

University of Montpellier

At the University of Montpellier, there are various strategies, including the [Disability Strategy 2020-2023](#) (Schema-directeur-pluriannuel-handicap-2020-2023), [non-domestic status](#) (international students), and a social grant programme (CROUS) for low-income/low socio-economic background.

As part of the gender equality plan and to fight against all forms of discrimination and violence, the University of Montpellier set up an internal system [Reporting violence, discrimination, harassment and gender-based violence - University of Montpellier \(umontpellier.fr\)](#) based on referral persons and a counselling unit made up of a network of support persons. This system is aimed at the entire university community, whether they are victims or witnesses of violence, discrimination, moral or sexual harassment or sexist behaviour. Whether you are a student or a UM staff member, the UM's listening unit is there to help you, receive your report, and support you in complete confidentiality. The listening unit is made up of the gender equality referent, the vice-president in charge of social responsibility, the head of the quality of life at work service, a representative of the preventive medicine service, the head of the student life service (for students), the human resources department and the UM's social service assistants (for staff). These people can welcome, advise, inform, and guide you without judgment and in complete confidentiality. Any civil servant who receives a report is bound by professional secrecy.

Q5. Does your Higher Education Institution have an Organisational and Operational Regulations safeguarding equality/non-discrimination or specific support measures for groups of students and or staff?

The question aimed to explore if any Organisational and Operational Regulations safeguard equality/non-discrimination or specific support measures for groups of students and/or staff at higher education institutions.

Trinity College Dublin

As discussed above, at Trinity College Dublin, the [Dignity and Respect Policy \(tcd.ie\)](https://www.tcd.ie/policies/dignity-and-respect-policy) state the university's commitment to supporting an environment free from discrimination on any of the previously mentioned nine grounds, bullying, sexual harassment and other forms of harassment, for its staff, students and other community members. The policy sets out a framework and operational guidelines for dealing with any issues or complaints relating to dignity and respect. The other specific policies noted above also safeguard measures. Relevant too is the [Policies and Guidelines for supporting staff who are breastfeeding.](#)

Utrecht University

At the University of Utrecht, there are organisational and operational regulations on children/caring, disability, chronic illnesses, and mental health and well-being.

Eötvös Loránd University (ELTE)

Eötvös Loránd University has specific [Organisational and Operational Regulations](#) regarding students and staff. There are measures to protect equality/non-discrimination of students and or staff groups.

University of Barcelona

At the University of Barcelona, on the ground of disability, there are regulations for reserving places, rules on the service of sign language, and rules governing the teaching plans.



University of Montpellier

The University of Montpellier applies the national regulations for public organisations and universities. There is a rule of procedures and a disciplinary commission monitoring and safeguarding anti-discrimination.

Q6. Does your Higher Education Institution have any Authority or Committee (specific or general) which is responsible for safeguarding equality/non-discrimination of groups of students and or staff?

The question aimed to map out authorities and/or committees (specific or general) at the Higher Education Institutions that aim to safeguard equality/non-discrimination and/or have the responsibility for advising the Higher Education institutions on all equality-related matters.

Trinity College Dublin

In 2020, Trinity College Dublin established an [Equality, Diversity and Inclusion Unit](#) with authority to safeguard equality and non-discrimination for students and staff on the protected grounds in Irish legislation. The [Associate Vice Provost for Equality, Diversity and Inclusion](#) leads the unit and reports directly to the Vice-Provost/Chief Academic Officer of the University. Working with the existing [Equality Committee](#) and other relevant staff and student working groups and committees across College, the EDI Unit is well integrated into decision-making structures. It has significant power to bring about change, advance equality and safeguard non-discrimination in Trinity.

Utrecht University



At Utrecht University, the Equality, Diversity, and Inclusion programme is organised as follows:

The diversity Dean has the final responsibility for the programme. The diversity Dean chairs the EDI Steering Committee, where all faculties, the two University Colleges and students are represented. The Steering Committee is responsible for executing and supporting the EDI programme at the faculty level. It also advises the Board of Governors about the Strategy and action plan and its implementation monitoring. It is also a

link between faculty EDI committees and the faculty board.

Furthermore, all faculties and the two university colleges have their EDI committees. The EDI Programme manager leads the EDI Office, which is responsible for policy development, organisation of activities, communication, and support of the EDI Steering Committee. Finally, Rector is a portfolio holder for Equality, Diversity, and Inclusion. Within the scope of this role, Diversity Dean and EDI Programme Manager discuss relevant developments in the EDI domain directly with the Rector every six weeks.

Eötvös Loránd University (ELTE)

At the Eötvös Loránd University, the [Equal Opportunity Committee](#), and the University Ombudsman ([Regulation about the University Ombudsman](#)), are responsible for safeguarding equality/non-discrimination on various grounds.

ELTE Equal Opportunity Committee

ELTE established an Equal Opportunities Committee in November 2006. Based on the Equality Plan adopted in 2013, the composition of the Equality Committee was as follows: 8 faculty representatives; a joint delegate of the Council of Public Employees and the representative trade union operating at the university; a representative of the Colleges; disability coordinator of ELTE; representative of EHÖK (EHÖK's equal opportunities representative); the representative delegated by EDÖK; a total of 13 members.

From 2019, the composition of the Equal Opportunities Committee will be as follows: – a representative of each organisational unit of ELTE with faculty rights, i.e. 10 faculty representatives, who are appointed by the Dean (director) of the given Faculty, – a joint delegate of the Council of Public Employees and the Trade Union, – the representative of the Colleges, – the disability coordinator of ELTE, – the representative of EHÖK (EHÖK's equal opportunities representative), – the member delegated by EDÖK, – the representative of ELTE's central offices. ELTE's Equal Opportunities Committee has 16 members.

The Rector invites the chair of the Equal Opportunities Committee from among the members based on the members' proposal.

ELTE Ombudsman

(1) The Senate of Eötvös Loránd University (ELTE), following the recommendations contained in the "Violence Prevention Concept" and concerning recognised international practices, to support the treatment of university citizens as persons of equal dignity, institutionalises a "University



Ombudsman" (hereinafter: ombudsman) in its organisational structure. (2) The ELTE Senate created these regulations to define the ombudsman's legal status and scope of duties.

(1) The general task of the ombudsman is to support the treatment of university citizens as persons of equal dignity in university relations.

(2) The ombudsman pays special attention to preventing and treating any violation of the requirement of equal treatment in any form for university citizens.

(3) Within this framework, the ombudsman:

a) receives complaints from university citizens,

b) analyses the institutional practices of the university and develops recommendations for them,

c) conducts active, general informational activities within the university in connection with his activities.

University of Barcelona

The University of Barcelona has an Equality Commission responsible for safeguarding equality/non-discrimination. There is a Vice-Rectorate of Students and a university Ombudsman coordinating TAP in some faculties.

The Ombudsman [Inici - Sindicatura de Greuges - Universitat de Barcelona \(ub.edu\)](http://ub.edu) is the body in charge of ensuring the rights and freedoms of students, teaching staff, research staff and administration and service staff about the actions of the various university bodies and services, and 'carry out a permanent informative activity about the operation of the university.

Its actions are always aimed at improving university quality in all its areas. They are not subject to the imperative mandate of any university body and are governed by the principles of independence and autonomy.

- Receive the complaints and observations that, on the operation of the university, are made by people with a legitimate interest in doing so.
- Submit resolution proposals, with a non-binding character, before the competent bodies of the matters submitted for their consideration, and be informed of the decisions that, if applicable, are adopted.



- Act as a mediator or arbitrator in conflicts between individuals or groups of the university community and propose binding conciliation or transaction formulas whenever the parties request it by mutual agreement.

University of Montpellier

At the University of Montpellier, there are various responsible personnel, including [Référénte égalité femmes/Hommes](#), Référent pour la laïcité, antisémitisme, racism, [Deputy Vice-president social responsibility \(disability\)](#), and there is a [Quality of Life Committee](#).

Q7. Does your Higher Education Institution have any support offices/divisions for students and or staff?

The question aimed to explore if there are any equality divisions or student support divisions/offices available to support students and/or staff through their studies.

Trinity College Dublin

At Trinity College Dublin, the [Equality Officer and Associate Vice Provost for EDI](#) share responsibility for responding and providing information and support to students and staff about equality issues. This function provides an essential means for individuals to raise concerns about equality grounds, from which issues can be identified and any necessary policy responses, for example, considered institutionally.

Utrecht University

At Utrecht University, there is a support office on the institutional level and a faculty level. There is a student advisor at the department level (one level under a faculty level). A student can seek support from the student advisor or the confidential adviser (institutional level), whereas staff can go directly to the confidential adviser (institutional level). Four types of [confidential advisors](#) are responsible for different areas, e.g., staff, inappropriate behaviour, research integrity, and whistle-blowers. A more detailed description of relevant complaint procedures is available [here](#).



Eötvös Loránd University (ELTE)

Key support offices are the Disability Support Centre and ELTE Counselling Centre.

Disability Support Centre

The [Disability Support Center](#) (SHÜTI) provides direct and indirect services to ELTE citizens, including international students and staff. The centre aims to ensure equal opportunity and accessibility and offer support to domestic and international students/teachers and staff across the university who have disabilities or chronic. At each faculty, disability coordinators support students during their studies and collaborate with the university Disability Support Centre.

According to the Hungarian Higher Education Act (2011), disability covers persons with:

- visual impairment (blindness, low vision, partial sight)
- hearing impairment (deafness, hard of hearing, cochlea implant)
- physical disability
- specific learning difficulties and neurodevelopmental disorders (dyslexia, dysgraphia, dyscalculia, ADHD)
- speech impairment or language disorders
- Autism-spectrum disorder

Any international students with a disability should [register](#) via [the faculty disability coordinator](#).

A Recommended Reasonable Adjustments (RRA) report will be written by the university disability coordinator detailing your disability, its effects on your academic performance and recommended support. The university is committed to supporting students with disabilities and follows the [UN Convention on the Rights of Persons with Disabilities](#). The regulations have been outlined in key policy documents of the university.



Life management support

Counselling Service

The Counselling Centre provides counselling. Further information is available at the following link:

[Counseling Center \(elte.hu\)](http://counselingcenter.elte.hu)

The Counselling Centre staff are professionally trained and widely experienced clinical and counselling psychologists and psychotherapists. All of them are accustomed to helping people from many different backgrounds and cultures with a wide range of issues. They are available to help students work through their difficulties, understand themselves better and find ways of managing their situation.

Peer Counselling

The Peer Counselling Group of Eötvös Loránd University is made up of psychology students who work under the supervision of the Counselling Center of the Faculty of Psychology and Education. Our various services aim to reach the same goal: making the lives of our fellow students easier and helping them have the university experience they were hoping for.

We invite students from all faculties of the university to apply for free counselling sessions if you would like to talk about the difficulties you face in your studies or any other field of life. We are psychology students, so you can confidently turn to us. Besides our professional knowledge, we have the advantage of being the same age as you, and we have a better understanding of your problems and dilemmas, as we have to face them as well.

You can find our counsellors and more information on our website:

<http://kortars.elte.hu/english/>

To apply for counselling sessions, email the kortars.segito@ppk.elte.hu

Further information:

<http://kortars.elte.hu/english/>

<https://www.facebook.com/eltেকortarssegitocsoport>



University of Barcelona

The University of Barcelona offers welfare services to students with special, temporary, or cross-cultural needs. The aim is to ensure fair treatment and equal opportunities for students in academic university life and raise awareness among other members of the university community and society.

Integration Programmes Office (OPI)

[Integration programmes - Universitat de Barcelona \(ub.edu\)](https://ub.edu)

FEM VIA Programme:

This programme is responsible for meeting the special requirements of students with any disability. The aim is to promote equal opportunities and fully include disabled students in academic life.

- Special reception programmes for new students to detect needs and to ensure their full inclusion in the UB.
- Advice and continuous support for disabled students during their course.
- Initiatives in which other students provide support for disabled students.
- Initiatives to improve access and offer technical assistance.
- Job bank and vocational integration.

Temporary support programme:

The programme temporarily supports students who need additional assistance to continue their courses because of personal or family events.

Diversity support programme:

This programme aims to facilitate the incorporation and social and educational inclusion of all students to foster a climate of co-existence and respect.



University of Montpellier

At the University of Montpellier, support provision is available for students with disabilities. More information is available here: [Students and disabilities - University of Montpellier \(umontpellier.fr\)](https://www.umontpellier.fr/en/students-and-disabilities)

The Preventive Medicine Service (SCMPPS) and the Disability Service work closely together to support students to succeed in their studies. Their missions are complementary, and they are responsible for evaluating students' situations, recommending reasonable accommodations and monitoring their implementation. There are disability focal points in each component, and they are in contact with the medical services and Handiversity. As soon as you receive your accommodation notification, inform the teaching and administrative staff of your component.

The Handiversity Service

- It welcomes the student informs and accompanies students in their courses.
- It coordinates the implementation and monitoring of study, examination, and/or competition arrangements.
- It participates in discussions on campus accessibility and digital tools.
- It contributes to raising awareness of disability and its specificities within the university community.

The preventive medicine service (SCMPPS)

- It welcomes and informs students and provides medical support.
- It assesses the disability during a diagnostic medical visit to define recommendations for adjustments to studies, examinations, and/or competitions.
- Its team is made up of doctors authorised by the Commission des Droits et de l'Autonomie des Personnes Handicapées (CDAPH), nurses, and psychologists.
- Examination/competition arrangements are the subject of a decision signed and notified by the President of the UM or his representative.



Q8 What types of services or other mechanisms are offered by the support offices at your Higher Education Institution?

Trinity College Dublin

Trinity has developed several policies relating to equality in compliance with its legal obligations and the spirit of its commitment to equality and diversity. Further information is available here:

[Equality - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/equality)

The dedication makes policies a reality for everyone in the Trinity community. The ongoing implementation of these policies in the day-to-day activities of the university - from the installation of accessible paths in Front Square to the respectful customer service provided by frontline staff - makes Trinity a welcoming place for staff, students, and visitors, in which everyone can achieve their full potential. All staff and students are encouraged to familiarise themselves with the contents of this Policy section and the full list of equality/diversity policies [Equality - Trinity College Dublin \(tcd. i.e.\)](https://www.tcd.ie/equality). The Equality Officer is happy to advise on the contents or implementation of any of these policies. Students' Union policy and mandates are available at [Constitution \(tcdsu.org\)](https://www.tcdsu.org). As the Students' Union is an independent body, they should be contacted directly with any queries.

Age

Staff and students of all ages are of equal value to the Trinity community, and the university promotes positive ageing and intergenerational learning in various ways. Visit the link for further information: [Age - Equality - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/equality)

Disability

Trinity strives to make its physical environment, information and activities as accessible as possible so that all students and staff can reach their full potential. Visit the link for further information: [Disability - Equality - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/equality)



Ethnicity / Nationality

Trinity welcomes the increasing cultural diversity of our community and is committed to equal treatment of all, regardless of race, ethnicity or nationality. Visit the link for further information:

[Ethnicity / Nationality - Equality - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/Equality/Ethnicity/Nationality)

Family and Relationships

All kinds of families are accommodated and celebrated in Trinity, and Trinity is committed to non-discrimination based on family or civil status. Visit the link for further information: [Family and Relationships - Equality - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/Equality/Family/Relationships)

[Relationships - Equality - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/Equality/Family/Relationships)

Gender

Trinity is committed to equality between women and men and the right of all members of our community to be treated equally regardless of gender identity or gender expression. Visit the link for further information: [Gender - Equality - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/Equality/Gender)

[Gender - Equality - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/Equality/Gender)

Religion

Diversity of religious belief and non-belief is welcomed in Trinity, and the university is committed to non-discrimination based on religion. Visit the link for further information: [Religion - Equality - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/Equality/Religion)

[- Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/Equality/Religion)

Sexual Orientation

Trinity is proud of its LGBTQ+-inclusive culture - if you come here as an LGBTQ+ student or staff member, you can expect a warm welcome and equal treatment. ("LGBTQ+" is used on this page as the most commonly understood acronym; this is not intended to conflate gender identity with sexual orientation or disrespect other sexual orientations). Visit the link for further information: [Sexual Orientation - Equality - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/Equality/SexualOrientation)

[Sexual Orientation - Equality - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/Equality/SexualOrientation)



Socio-economic Background

Trinity is open to all, regardless of socio-economic background, and seeks to widen access to students who have yet to realise their full academic potential. Visit the link for further information: [Socio-economic Background - Equality - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/socio-economic-background-equality)

Traveller Community

Trinity is committed to increasing the participation of members of the Traveller Community in our degree programmes and to the equal and respectful treatment of Travellers in our community. Visit the link for further information: [Traveller Community - Equality - Trinity College Dublin \(tcd.ie\)](https://www.tcd.ie/traveller-community-equality)

Utrecht University

Utrecht University believes that the diversity of students and employees enriches the academic debate and that everyone deserves equal opportunities. Utrecht University sees Equality, Diversity and Inclusion as a central starting point for the policy domains of education, research and impact. There is a focus on creating an open and inspiring community where everyone can feel at home, with opportunities for everyone, and with space for new forms of thinking, learning, and working. Further information about the work of the Equality, Diversity and Inclusion division can be found here: [Equality, Diversity & Inclusion - Utrecht University \(uu.nl\)](https://www.uu.nl/equality-diversity-inclusion)

Utrecht University supports access and participation of individuals with disabilities. Further information is available here: [Studying with a disability - Students UU - Students UU.](https://www.uu.nl/studying-with-a-disability)

Studying with a disability

Utrecht University ensures that all students feel welcome and receive the support they need to make the most of their studies. A person with a disability can apply for special facilities and support.



Utrecht University defines a disability as follows: a disability is a chronic disorder (diagnosed by a certified professional) that can hinder a student's ability to participate fully in (higher) education.

For example:

- Dyslexia
- AD(H)D
- A chronic illness
- A physical (visual, auditory, or motor) impairment
- Autism (ASD)
- Chronic mental health disorders.

Student Well-being

Utrecht University believes it is important that we make the conversation about this topic happen in different ways and at different times, so it always meets individuals' needs. Further information is available following this link: [Student well-being - Students UU - Students UU](#) Individuals can participate in activities, workshops or study groups, talk to a fellow student or coach or sign up for the Wellbeing Week organised twice a year.

For further information, please, contact studentwellbeing@uu.nl.

Eötvös Loránd University (ELTE)

The aim of the Disability Center ensuring equal opportunity and accessibility and offer support to domestic and international students/teachers and staff across the university who have a disability or chronic illness which impacts their ability to participate fully in university life. Further information is available by visiting the link: <https://www.elte.hu/en/equal/services>.

Services include:

- Forming the inclusive policy of the university
- Providing advice on universal design and accessibility
- Organising sensibility training for students and staff



- Providing support to and coordinating faculty disability coordinators
- Hiring and training of personal non-medical assistants, note-takers and volunteer students
- Personal guidance and counselling
- Assistance in negotiating with the academic staff (if applicable and where appropriate)
- Adaptation of any learning materials (e.g. digitalisation)
- Making tactile materials
- Making audio maps
- Teaching routes with a white cane or guide dogs
- Teaching accessible ICT techniques
- Counselling

Support is also provided by other key sections of the university and includes

- provision of accessible college accommodation (where available)
- welfare support via the Student Union (in Hungarian: HÖK) and ELTE ESN
- psychological counselling with professional psychologists and via the Life Management Counseling team and the Peer Counseling Group
- additional support from library staff

Counselling Service

Counsellors [Counseling Center \(elte.hu\)](http://counselingcenter.elte.hu) can help students with a wide range of difficulties:

Family problems and parental separations

- Relationship difficulties
- Work-related problems
- Academic difficulties
- Managing transitions
- Anxiety and stress
- Mood disorder
- Problems with establishing contacts



- Problems with self-esteem
- Lack of motivation, doubts about the career path you have chosen
- The loss of an important person

After scheduling an appointment, students can meet a psychologist on 1-6 occasions. The psychologist will help them to reconsider problems, provide support, and help manage change. Counselling sessions are held in complete confidence, per the instructions in the Psychological Ethical Code, and the obligation of confidentiality covers Counselling Centre employees. Please find our privacy notice [here](#). Appoints can be arranged via mail: counselling@ppk.elte.hu

University of Barcelona

At the University of Barcelona, several support programmes are available: [Integration programmes - Universitat de Barcelona \(ub.edu\)](#)

FEM VIA Programme:

This programme is responsible for meeting the special requirements of students with any disability. The aim is to promote equal opportunities and fully include disabled students in academic life.

- Special reception programmes for new students to detect needs and to ensure their full inclusion in the UB.
- Advice and continuous support for disabled students during their course.
- Initiatives in which other students provide support for disabled students.
- Initiatives to improve access and offer technical assistance.
- Job bank and vocational integration.

Temporary support programme:

The programme temporarily supports students who need additional assistance to continue their courses because of personal or family events.



Diversity support programme:

This programme aims to facilitate the incorporation and social and educational inclusion of all students to foster a climate of co-existence and respect.

University of Montpellier

More details about support for access and participation in higher education for students with disabilities are available in the practical guide. [A practical guide for students with disabilities - PDF to download.](#) Further support provisions such as [Training courses: requests for accommodation, and/or adaptations are available.](#)

To benefit from accommodations and/or adaptations of your workstation during your traineeship, you must meet one of the following conditions:

- Be recognised as a disabled worker (RQTH) by the Commission for the Rights and Independence of Disabled Persons (CDAPH).
- Be a holder of a disability card.
- Be a holder of the disabled adults' allowance (AAH) or the disabled child's education allowance (AEEH).

If individuals are doing their internship in a department or laboratory of the University of Montpellier, the Handiversity service can take care of the internship bonus.

It is up to the internship structure to contact the Handiversity service. More information on the [intranet](#).

Accommodation: some halls of residence and university residences have accommodation that meets accessibility standards to accommodate students with disabilities.

Apply for accessible accommodation [by clicking here](#).

Social services: located at the Crous and on the university sites (Montpellier, Nîmes, Perpignan), social service assistants welcome students, whatever their course. They listen, support, inform and advise students and direct them to the various existing social aid services.



Q9 Select types of financial support(s) available at your Higher Education Institution to develop the activities/projects/programmes

Three out of five universities have an identified need for further work to address equality, diversity, and inclusion, e.g., race, ethnicity, refugees, migrants or people with a migrant background. One of the examples to address these issues is the Stimulation Fund Diversity and Inclusion of Utrecht University. The Fund is open to all students and staff who can put forward a project that addresses a need that the university has not taken care of. Any groups may put forward a project and - if successful- receive financial support.

Trinity College Dublin

The Trinity College Dublin [Equality Fund \(tcd.ie\)](https://www.tcd.ie/equality-fund) is specially designed to facilitate innovative and creative equality projects by staff and students across the university. Other supports, such as [Asylum Seeker Access Provision Scholarships \(tcd.ie\)](https://www.tcd.ie/asylum-seeker-access-provision-scholarships) and funding for other equality and inclusion [projects \(tcd.ie\)](https://www.tcd.ie/projects), are in planning in early 2020.

Utrecht University

Due to the corona crisis, DUO has taken several measures. The Dutch government wants to change the student finance system ('studiefinanciering') as of the academic year 2023-2024. One of the plans is to reinstate the basic grant that was terminated in 2015. Please visit the [Measures coronavirus: Compensation for loss of grant - DUO](#).

Eötvös Loránd University (ELTE)

ELTE offers [degree programs](#) to international students with a wide variety of funding options. There are funding possibilities for fee-paying students from the [United States](#) and [Canada](#) and on the [Stipendium Hungaricum Program](#). The [Stipendium Hungaricum Program](#), funded by the Hungarian government, offers full scholarships for applicants from over 50 countries. Further information is available following the link: [Incoming mobility \(elte.hu\)](https://www.elte.hu/incoming-mobility)



Eötvös Loránd University supports students with specific eligibility criteria for social benefits.

Various social benefits are available. Further information is available following the link: [Szociális alapú ösztöndíjak \(elte.hu\)](https://www.elte.hu/szocialis-ajuto)

- Basic social support (Szociális Alaptámogatás)
- Regular social support (Rendszeres szociális támogatás)
- Extraordinary social support (Rendkívüli Szociális Támogatás)
- Bursa Hungarica Scholarship
- János Hunyadi scholarship for foreign students
- Support for participation in professional practice

University of Barcelona

The University of Barcelona offers various scholarships and grants. Further Information is available following the link: [Becas y ayudas - Universitat de Barcelona \(ub.edu\)](https://www.ub.edu/erasmus)

- [Degree study](#)
- [University master's degrees](#)
- [doctorates](#)
- [Master's and postgraduate courses](#)

University of Montpellier

Higher education grants: applications for grants and/or accommodation are made via the "Dossier Social Étudiant". There is no age limit for students with disabilities. They also benefit from three additional years of scholarship entitlement.



CONCLUSION

This report provided a snapshot of the measures underway in the CHARM-EU member universities in January-February 2020. The report's primary purpose was to understand better inclusion, diversity, and non-discrimination policies and practices in Higher Education in the CHARM-EU Alliance. The document presented a variety of policies, and practices, at different universities that support access and participation of students and staff with various backgrounds, lived experiences and access needs. Considering the rapid development of Diversity, Equity, and Inclusion within the Higher Education sector, these spaces are expected to continue to grow. These different measures and practices have been showcased throughout the chapters to inspire higher education institutions and relevant stakeholders to consider future steps to strengthen their inclusion and diversity agenda in specific areas. This report benefits EU stakeholders, higher education professionals, and students in a better understanding of CHARM-EU member universities' national context, university policy frameworks and practices, and support provision mechanisms regarding non-discrimination, access, and participation.



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- Qualifications and Quality Assurance (Education and Training) Act 2012 [Qualifications and Quality Assurance \(Education and Training\) Act 2012 \(irishstatutebook.ie\)](#);
- Irish Human Rights and Equality Commission Act 2014 [Irish Human Rights and Equality Commission Act 2014 \(irishstatutebook.ie\)](#);
- Technological Universities Act 2018 [Technological Universities Act of 2018](#)
- The fourth National Access Plan: A Strategic Action Plan for Equity of Access, Participation and Success in Higher Education 2022-2028. [National Access Plan 2022-2028 | Policy | Higher Education Authority \(hea.ie\)](#) This Plan follows the [National Plan for Equity of Access to Higher Education 2015-2019](#) and the [Progress Review of 2018](#), which extended the objectives of the third Plan to 2021.

The Netherlands



- Equal Treatment [Act](#)
- Equal Treatment in Employment (Age Discrimination) [Act](#)
- Equal Treatment (Disabled and Chronically Ill People) [Act](#)
- Equal Treatment (Men and Women) [Act](#)
- Higher Education and Research Act ([WHW](#))

Hungary

- [Act CXXV of 2003](#) on Equal Treatment and the Promotion of the Equality of Opportunities (28th December 2003)
- [Act XXVI of 1998](#) on the Rights of Persons with Disabilities and the Guaranteeing of their Equal Opportunities of (1st April 1998)
- [Act XXXI. 1997](#) Act on Child Protection and Guardianship Administration (8th May 1997)
- [Act CCIV of 2011](#) on national higher education (11th Dec 2011)

Spain

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- [Law no 2005-102 of 11th February 2005](#) for equal opportunities and integration of disabled persons of 11th February 2005, as last amended in 2014
- [Article D613-26 of the French Code of Education](#)