Deliverable 6.2 CHARM-EU Good Practices in the field of inclusion and diversity

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30/06/2020		Agnes Sarolta Fazekas & WP6 Team Members	First Draft of Good Practices
30/06/2021		Agnes Sarolta Fazekas	Registry of Good Practices and Pieces of Good Practices available in CHARM-EU Mid Term-Report.
30/11/2022		Agnes Sarolta Fazekas	Final Document

LIST OF CONTENT

CHARM-EU GOOD PRACTICES IN THE FIELD OF INCLUSION AND DIVERSITY

EXECUTIVE SUMMARY

CHARM-EU shares Good Practices in the field of inclusion and diversity with everyone in the higher education sector and beyond: students, academic staff and administrative and any support staff, higher education professionals, and any other stakeholders and policymakers interested in learning about the collection of practices and interested in testing and apply them within their environments. Various practices, projects and research are inspiring, but at the same time, working with them needs to be carefully considered. Adapting and tailoring international practices and results to the domestic social, economic, and cultural ecosystem needs to be be made with consciousness. At the same time, stepping out of comfort zone and testing new, innovative practices is important. This report collects practices from CHARM-EU partner universities. CHARM-EU Inclusiveness Team designed a practice catalogue form with a criteria system to gather the wealth of practices across the CHARM-EU Alliance. CHARM-EU partner universities were encouraged to present a wide and diverse range of practices, from institutional policies, strategic plans, protocols, inclusion programs, educational activities, or any programs that step forward on the inclusion of underrepresented groups to specific activities. Various practices such as processes, programs, and procedures have been collected. These practices are showcased to inspire higher education institutions, stakeholders and individuals to take a leap and further test them in their realities.

Agnes Sarolta Fazekas, PhD

CHARM-EU Inclusiveness Work Package Leader

CONTEXT OF THE CHARM-EU GOOD PRACTICES IN THE FIELD OF INCLUSION AND DIVERSITY

Background and rationale

Adapting and tailoring international practices and results to the domestic social, economic, and cultural ecosystem is necessary. Various practices, projects and research are inspiring, but at the same time, working with them needs to be carefully considered. At the same time, stepping out of comfort zone and testing new, innovative practices is important. This report collects practices from CHARM-EU partner universities.

The main aim and specific objectives

The main aim of the Good Practices Catalogue is to serve CHARM-EU and its partner universities and beyond with sources of practice and information and strengthen knowledge sharing, peer support, and academic partnership.

Specific objectives were:

- To collect and analyse practices of approaches and initiatives in a wide range of inclusion and diversity across the CHARM-EU partner universities.
- To provide a catalogue for practices across CHARM-EU partner universities
- To inspire universities to take an active stand and further test apply (if applicable) approaches and practices within their environments.

Target audience

- The primary target audiences have been Equality Divisions, Access Offices, or any equivalent student support divisions/offices of the five CHARM-EU partner institutions have been the main target audience or any equivalent organisational units responsible for addressing and catering to any issues under the scope of equality, non-discrimination, inclusion, and diversity.
- The secondary target audience was CHARM-EU partner university overall community, staff and students or any university communities and networks.

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Who benefits from reading this report?

CHARM-EU shares these Good Practices in the field of inclusion and diversity – hereafter referred to as Catalogue – with everyone in the higher education sector and beyond: students, academic staff and administrative and any support staff, higher education professionals, and any other stakeholders and policymakers interested in learning about the collection of practices and interested in testing and apply them within their environments.

Design and Methodology

CHARM-EU Inclusiveness Team designed a practice catalogue form with a criteria system to gather the wealth of practices across the CHARM-EU Alliance. CHARM-EU partner universities were encouraged to present a wide and diverse range of practices from institutional policies, strategic plans, protocols, inclusion programs, educational activities, or any programs that step forward on the inclusion of underrepresented groups to specific activities (ad hoc activities). Such activities could be coordinated by various bodies, i.e., university governance bodies, staff, student unions and organisations or any other relevant organisational unit. Beneficiaries of these good practices could be overall university communities, specific students, academic staff/researchers, or any other staff members. Various practices such as processes, programs, and procedures have been collected. These practices are showcased to inspire higher education institutions and stakeholders to take a leap and further test them in their realities.

Terminologies

Addressing key terms and finding broad definitions were central to the catalogue 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. Key terminologies addressed in this report are the same and in correspondence with Final Report: Key findings of the CHARM-EU Inclusiveness Survey.

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 Service[1] (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

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[1] 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.[2]

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 citizens 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 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". (UNCRPD, 2006 Art 1)

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2 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-identify[3]

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.

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[3] https://www.coe.int/en/web/roma-and-travellers

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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.

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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.

Chapter Structure

The document is divided into the following chapters.

1. *Context of the Good Practices* chapter orients the reader about the document's main aims and specific objectives and structure.
2. *Overview of the practice catalogue form with a criteria system* chapter supports understanding the thought process for the criteria system.
3. *The repertoire of Practices* displays practices from various CHARM-EU partner universities.

OVERVIEW OF THE PRACTICE CATALOGUE FORM WITH A CRITERIA SYSTEM

CHARM-EU partner universities were required to follow the submission form but could additionally submit the necessary documentation and choose channels if considered more appropriate to provide information. Certain questions were mandatory and voluntary, and there was space to elaborate on longer answers, details, and comments. The practice catalogue form with a criteria system was divided into two parts. One of the sections is the descriptive information block which informs the reader about the overview of the practice. The detailed information provision aimed to dive into the specificities of the practice. In total, nine (9) thematic blocs have been identified. Information was encouraged to be provided by the responsible personnel or team of the practice and/or by the personnel or team who has in-depth knowledge of the practice's design, implementation, results, and evaluation. The catalogue form encouraged the addressees to answer the questions as accurately and sincerely as possible. Where it was relevant, certain information was treated in compliance with the GDPR. The data collection period lasted from May to November 2020. The catalogue form was available in WORD Document and directly distributed by CHARM-EU Work Package Inclusiveness Members representing each university to Equality Divisions and student support divisions/offices of the five CHARM-EU higher education institutions. Where needed, the university project manager responsible for the CHARM-EU initiative supported the process. The completed catalogue must be submitted in a WORD document or editable PDF to the charmeuwp6@elte.hu email address. The processing of all data was supported by CHARM-EU Work Package 6 Inclusiveness Team Members representing the given university.

Descriptive Information Block

The following categories of information requests have been identified:

1. Name of the Higher Education Institution
2. Name of the practice
3. Type of practice
   - National policy
   - Institutional policy or strategy
   - Protocol
   - Program
   - Raising awareness campaign
   - Ad hoc activity (Please, describe what type)
   - Other
4. Target groups (multiple target groups could be identified)
5. Timeframe of the practice
6. Field of the area of the practice (non-exhaustive list, if relevant, to add)
   - Accommodation
   - Academic support
   - Mobility
   - Teaching and learning
   - Guidance and Counselling support
   - Economic support
   - Other:
7. Year of the start of the practice
8. Duration of the practice and identification if there is any follow-up (spin-offs)
9. Main aims and activities of the practice
10. Identification of three main values that are essential for the practice
11. A number of participants involved in the practice. Where possible, information provided about the circumstances of the participants
12. Area and/or department responsible for the practice
13. Internal stakeholders involved in the design/implementation/evaluation of the practice
14. External stakeholders involved in the design/implementation/evaluation of the practice
15. Website address
16. Information about the practice's last reports (i.e., via weblinks)
17. Contact details of the submitter (in case of any follow-up)

Detailed information block

This block included nine (9) thematic criteria areas. For all sections, a longer explanation was possible; where relevant, it was possible to measure on a Likert scale how much this dimension has been achieved.

1. EQUALITY AND NON-DISCRIMINATION

Thematic area 1 included two subsections.

Section 1.1. aimed to measure the extent to which the practice has considered in its design, implementation, communication, and evaluation the existence of a dominant university culture with stereotypes, languages, expectations, and non-visible barriers that hinder the access and participation of underrepresented groups and have sought ways to overcome it.

Section 1.2. aimed to measure the extent to which the practice was considered in its design, implementation, communication, and evaluation of the participants' cultural, social and knowledge systems.

2. PARTICIPATION AND EMPOWERMENT

Thematic area 2 included three subsections.

Subsection 2.1. aimed to measure the extent to which the practice promotes the participation of underrepresented groups in the different stages of the practice, including design, implementation, decision-making, and evaluation.

Subsection 2.2. aimed to measure the extent to which the practice promotes a sense of belonging and well-being among the participants. Types of strategies and activities were required to elaborate on to reach the feeling of belonging/well-being.

Subsection 2.3. aimed to measure the extent to which participants have been satisfied with their experience and the results of their participation in the practice. Relevant data were required to be submitted.

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3. ACCESSIBILITY

Thematic area 3 included three subsections. Subsection 3.1. aimed to measure the extent to which the practice foreseen and promoted the identification of the needs of the participants and sought their equitable access to proper physical, psychosocial, economic, social, cultural, academic and any other relevant support. Subsection 3.2. aimed to measure the extent to which the practice foreseen and promoted proper access to the information and support measures regarding language accessibility, cultural aspects, or any relevant aspects. Subsection 3.3., only for those practices that have mobility actions aimed to measure the extent to which the practice incorporated inclusiveness strategies in the mobility actions, strategies and minimum 2 weaknesses and 2 strengthens were required to be submitted.

4. TEACHING, LEARNING AND WORK ENVIRONMENT

Thematic area 3 included three subsections. This block was only mandatory for practices focused on teaching, learning or the work environment. If the practice has not focused on this matter, it was requested to submit an answer: "non-applicable". Subsection 4.1. aimed to measure the extent to which the practice has considered the diversity of participants and removed barriers that prevent participants from learning, teaching, and working that hinder their access and participation within the environment. Subsection 4.2. requested to indicate if the practice developed certain frameworks or models (i.e., Universal Design Approach) and considered and incorporated the human rights approach and the Sustainable Development Goals (UN SDGs) in the content and the teaching-learning and work strategies. Subsection 4.3. requested to identify if the practice has solved the existence of different learning languages and language barriers, i.e., non-local students in regular courses or transnational courses) and if yes, how.

5. RESOURCES

Section 5 aimed to measure the extent to which the practice provided or facilitated enough appropriate resources (human resources, economic/financial resources, knowledge and

specialisation, proper physical support, cultural, academic, and social support to ensure that participant fulfils their potential.

6. EVALUATION

Section 6 aimed to measure the extent to which the practice has been evaluated, and underrepresented groups have taken part in the evaluation.

7. TRANSFERABILITY

Section 7 aimed to measure the extent to which the practice (understanding as practices the main idea, the actions or some of them) may be implemented in other universities and/or other target groups.

8. SUSTAINABILITY

Section 8 aimed to measure the extent to which the practice has been socially, economically, and environmentally sustainable.

9. CHALLENGES

Thematic area 9 included two subsections. Subsection 9.1. requested to identify if the practice incorporated intersectionality in its actions. Why? If yes, how?. Subsection 9.2. requested to address the main challenges that the practice faced in the short, medium, and long term and how they have overcome them.

Eötvös Loránd University – ExchangeAbility

Name of the Higher Education Institution	Eötvös Loránd University
Name of the practice	ExchangeAbility
Type of practice:	programme
Main target group:	students
Category/circumstances the practice is focused on:	Persons with disabilities
Field of the area of the practice	Mobility, Teaching, and learning
When the practice takes place	Between 2010 and 2011
Year of the start of the practice:	Start: 2010 & End: 2011
Duration of the practice and identification if there is any follow-up (spin-offs)	Several international spin-offs happened of the original (ExchangeAbility) programme.

- ExchangeAbility 2010-2011, ELTE was part of the consortium members. The consortium leader was: UNICA http://www.unica-network.eu/
- ExchangeAbility & MapAbility 2013-2014 consortium leader was: Erasmus Student Network www.esn.org
- MappED! is a follow-up on the MapAbility project. As such, it will provide students with information on the accessibility of university facilities and many other places and services. It will do so via a platform with an improved interface that will be on this web portal and in the newly developed mobile application.
- Inclusive Mobility Alliance 2018- https://mapped.eu/inclusive-mobility-alliance

Detailed information about the project

ExchangeAbility aims to raise awareness of the barriers that prevent students with disabilities from taking part in exchange programmes. Mobility programmes are not fully adapted yet to the needs of disabled students. Sometimes coordinators of exchange programmes do not know how

to support these students. Many barriers could be avoided if universities were more aware of the needs of students with disabilities. Higher education institutions are very important in developing adequate perception and learning to encourage and manage diversity. There is a need to create an environment in which students with disabilities participate actively in their academic and social life. The interests and skills of disabled people should not be pre-judged. Thus, it is necessary to avoid the disability label. The project also supported the creation of independence, which should be the goal of any well-meaning legislation expected to generate a more inclusive environment for people with disabilities. The notion of empowerment is gaining weight – disabled students are becoming more involved with student organisations. The project itself has given young people with disabilities the opportunity of getting actively involved in the promotion and improvement of exchange programmes in terms of equal access. Volunteer students are key people in the creation of an inclusive atmosphere.

Specific attentions were made to the following areas:

- To increase the participation of students with special needs in mobility through the establishment of 'ExchangeAbility Ambassadors'.
- To raise awareness of disability issues and the need to promote inclusive policies and practices at universities involving all stakeholders, especially students with disabilities.
- To improve information provision schemes about mobility programmes for students with special needs.
- To provide networking space and promote citizenship and community engagement among young people, including disabled people.
- To establish a common dialogue and exchanging best practices.
- To multiply the effect and disseminate the outcomes of the project.

The partner organisations and students participating in the activities of this project believe that the comparison of different situations in different universities during the site visits has stimulated the exchange of good practices and uncovered the most common barriers to the different types of disabilities.

Main values that are the basis of the practice

The partnership and project approach considered the importance of mobility and multilingualism to encourage young graduates' personal development and employment opportunities, especially those on-going to the most disadvantaged groups. The consortium of ExchangeAbility shared the philosophy that two main principles had to be respected during the project duration. Done by students for students: young people with disabilities usually have more things in common with other young people than wider people with disabilities. Thus, the young approach had to be respected. Nothing about us without us: The insider's perspective of the student with a need for support is fundamental. People with disabilities are their best activists and advocates and therefore are responsible for their welfare. Talking with them and not about them. The idea behind this project was to stimulate the mobility of students with disabilities by organising site visits to the five European universities participating in the consortium. The partner universities have organised the visits with the cooperation and involvement of the 'ExchangeAbility Ambassadors', students with disabilities willing to promote mobility among other students. Regular cooperation of teachers, university staff, disabled students and other stakeholders can result in widespread social support and, consequently, in the successful participation of students with special needs in exchange programmes. Raising awareness of disabilities and effectively removing obstacles within our society can lead to a positive change and a progressive inclusion of students with disabilities in the international mobility flows. Through their participation and involvement in different project stages, a group of students with disabilities had the opportunity to enrich their international and intercultural understanding and me, 'ExchangeAbility Ambassadors,' at their university and among their peers. The project is extending its impact to a wider public. It multiplies effect on students with and without disabilities, universities, city representatives, national and international organisations, and other stakeholders. By increasing the involvement of students with disabilities in the community and fostering cooperation between universities and students, as well as between disabled students themselves and other stakeholders, it is possible to induce a considerable change of mindset. All parties involved have conducted an awareness-raising campaign composed of different activities and outcomes that

stress all the aspects of sending and welcoming disabled students at higher education institutions, the policy of universities on inclusive education, the accessibility of the university departments, as well as the social support and participation in the student life.

A number of participants involved in the practice, circumstances of participants

The site visits gathered 25-30 participants each (including the local and visiting working groups). The necessity of involving all the stakeholders and students with different types of disabilities has been stressed since the beginning. Guidelines were prepared before the events to help the hosting institution plan and organise the site visits. The guidelines paid particular attention to the special needs of the participants and, subsequently, to the accessibility of the venues. They also previewed accommodation requirements, transportation, and any other element to be considered to ensure the inclusive character of the events.

Minimum composition of the working groups for the site visits:

Local working group:
- 3-5 students with different types of disabilities 'ExchangeAbility Ambassadors'
- 2 university officers
- 2 ESN students from the local section
- 2-3 stakeholders

Visiting working group:
- 2-3 students with different types of disabilities 'ExchangeAbility Ambassadors'
- 1 university officer
- 1 Stakeholder representative
- 1 ESN student from the local section
- 1 UNICA coordinator
- 1 ESN international coordinator
- 2 Students of Audio-visual Arts from Erasmushogeschool Brussel

Area and/or department responsible for the practice

It is a project made by students for students and by disabled persons for disabled persons. Coordinator: UNICA - Network of Universities from the Capitals of Europe. Partners: Erasmus Student Network, Erasmushogeschool Brussel, University of Cyprus, Tallinn University of Technology, Eotvos Loránd University Budapest, Comenius University Bratislava. The partner organisations believe that comparing different situations in different universities during the site

visits stimulates the exchange of good practices and avoid the most common barriers to the different types of disabilities. Further information is available:

- https://www.elte.hu/en/equal/exchangeability
- http://www.unica-network.eu/project/exchangeability-fostering-mobility

Internal stakeholders involved in the design/implementation/evaluation of the practice

- Krisztina Kovacs – ELTE (her current role is institutional disability coordinator at ELTE SHÜTI)
- Student Ambassadors
- Sign-Language Interpreters
- Personal Assistants
- Further Students & Representatives of Student Union & ESN ELTE (Erasmus Student Network ELTE representatives)

External stakeholders involved in the design/implementation/evaluation of the practice

- UNICA
- Erasmus Student Network
- ELTE University Stakeholders

PARTICIPATION AND EMPOWERMENT

The main target of ExchangeAbility has been raising awareness about all aspects. It is a project made by students for students and by disabled persons for disabled persons. It was considered when sending and welcoming students with disabilities to universities. Only systematic cooperation of professors, university staff, students with and without disabilities and other stakeholders may result in comprehensive social support and an active engagement of students with disabilities in exchange programmes. Understanding the needs of these students will help remove physical and human barriers within our society. Therefore it will lead to the progressive inclusion of every student in the global mobility flows.

ACCESSIBILITY

There has been a holistic (accessibility) needs assessment during design & implementation. The practice foresees and promotes proper access to information and support measures regarding language accessibility and cultural aspects. The partnership has also created an accessible web, a blog connected to social media and a Facebook group to collect information, stories, experiences, or interesting observations of the 'ExchangeAbility Ambassadors' after their stay abroad. The postcard campaign aimed to raise awareness mainly among young people. The material highlights the project website, blog and Facebook group as main sources of information. The students who had already experienced mobility highlighted the importance of sharing mobility stories with other students to increase the number of students with disabilities participating in Erasmus. It was put into practice through the launch of a story competition. The winners of the story competition received an iPod. They saw some of their quotes published on the postcards prepared in the framework of the project, which also contained the information in Braille. Furthermore, notepads, leaflets, pens and t-shirts were produced as promotional material.

MOBILITY ACTIONS

As a result of the site visits, it appears that giving the opportunity of experiencing short-term visits for students with a disabilities before taking a decision is a very helpful initiative. It allows them to gather information on the study program as well as the accessibility of the universities and the accommodation/ transport facilities. As highlighted in the external evaluation, due to their specific needs in terms of accessibility/assistance, going abroad is an even more stressful experience for students with disabilities than for others. They, therefore, need to be adequately supported in that process.

RESOURCES

EU Grant covered project expenses. However, more accessibility-related costs have emerged during the programme – these are indicated in the final report.

EVALUATION

The number of evaluation forms received does not allow for a very meaningful statistical analysis, but it conveys good information for qualitative evaluation. Site visits have been an informative and enjoyable experience for participants. They seem to have reached their objective to make an experience abroad more "accessible" and to raise awareness about the issues faced by students with disabilities at university. According to the evaluations, participants with disabilities were enthusiastic, and most of them expressed their willingness to participate in the Erasmus programme in the future. The Slovakian delegation attended the site visit to ELTE University in Budapest. It was an excellent opportunity for visiting and hosting universities to exchange best practices and experiences. The presentations given by the local 'ExchangeAbility Ambassadors' illustrated very clearly the day-to-day of a disabled student at ELTE University. The participants also visited the Ability Park, which aims to shift the social attitude about disabilities and to offer a meaningful and pleasant experience through games led by people with disabilities. At the end of the visit, the students showed their satisfaction and highlighted the importance of meeting new friends and establishing contacts. Some of them expressed their interest in becoming mobility students.

TRANSFERABILITY

More universities should seek further collaboration (such as in the project) and work towards designing and implementing their mobility programmes more inclusive. The project is an excellent model and also ideas for further improvement. It is also excellent information for CHARM-EU WP5 Mobility Work Package.

SUSTAINABILITY

The financial resources were a combination of EU Grant & voluntary involvement without financial compensation. In terms of environmentally sustainable – it was not specifically measured.

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CHALLENGES

The Project Report highlighted discovered challenges & provided recommendations.
FinalReport.pdf (esn.org)

Website address & further information

- http://www.unica-network.eu/project/exchangeability-fostering-mobility
- https://www.elte.hu/en/equal/exchangeability
- Public Report for EU is attached & other report is available https://exchangeability.esn.org/sites/default/files/pages/FinalReport.pdf
- Fazekas, Á.S. (2017). ExchangeAbility – an inclusive practice within the youth field. Youth Knowledge book # 22 "Learning mobility, social inclusion and non-formal education. Access, processes, and outcomes. Strasbourg, France: Council of Europe Publishing. Retrieved from: https://pjp-eu.coe.int/documents/42128013/47261623/Learning-Mobility-2018+WEB.pdf/313c137e-d76c-241c-411c-7b3b7e9a4646

Contact details of the submitter (in case of any follow-up)

- Krisztina Kovacs ELTE Disability Coordinator, (ELTE SHÜTI)
- Agnes Sarolta Fazekas (ELTE BGGYK, CHARM-EU WP6 Inclusiveness Leader 2019-2022)

Eötvös Loránd University – Diversity Day

Name of the Higher Education Institution	Eötvös Loránd University, Faculty of Humanities
Name of the practice	Diversity Day
Type of practice:	Program
	Raising awareness campaign
	Community Practice
Main target group:	Students
	Teachers/researchers
	Administrative staff
	university community
Category/circumstances the practice is focused:	Gender identity
	Sexual orientation

	Race including colour, nationality, ethnic or national origin
	Religion or Belief
	Disability
	Lower-income/ lower socioeconomic background
	Roma and Traveller Community
	Migrants or people with a migrant background
	Refugee/asylum seekers/refugee-like situation
	Intersectionality
Field of the area of the practice	Teaching, and learning
When the practice takes place	Once per semester
Year of the start of the practice:	Start of the practice 2012
Duration of the practice and identification if there is any follow-up (spin-offs)	A two-hour event every semester since May 2012

Detailed information about the project

The Diversity Days aim to raise awareness of social, cultural, and intercultural issues related to professional English language communication. The events comprise workshops, lectures,and film screenings.

Main values that are the basis of the practice

Openness, acceptance, non-judgmental attitudes

A number of participants involved in the practice, circumstances of participants

Compositions of participants include 25 to 80 English majors (both Hungarian and international students) and 5 to 15 professors.

Area and/or department responsible for the practice

Department of English Language Pedagogy

Internal stakeholders involved in the design/implementation/evaluation of the practice

- Dorottya Holló,
- Cecilia Gall,
- Ildikó Lázár

EQUALITY AND NON-DISCRIMINATION

The aim of the program is to promote inclusion at university and beyond.

PARTICIPATION AND EMPOWERMENT

It is an event that the three of us voluntarily organise with great care to strengthen a sense of belonging in all our students. Representatives of underrepresented groups are often among our invited speakers. Only verbal feedback and occasional emails were expressing gratefulness for the experience.

TEACHING, LEARNING AND WORK ENVIRONMENT

Some of the topics that organisers have covered incorporated intersectionality, but they usually focus on the oppressions and privileges experienced of the particular underrepresented and underprivileged group.

RESOURCES:

No financial source allocation is dedicated to this event. The event is organised on a voluntary basis. Although the lack of financial supports, it does not prevent organisers to run this program on a voluntary basis.

CHALLENGES:

Due to lack of funding the only challenge is whether we can afford to continue running the program on a voluntary basis.

Website address

ELTE - DELP

Contact details of the submitter (in case of any follow-up)

- Ildikó Lázár

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Eötvös Loránd University – Equal Access of Students with Special Needs (ELTE SHÜTI)

Name of the Higher Education Institution	Eötvös Loránd University
Name of the practice	Equal Access of Students with Special Needs (ELTE SHÜTI)
Type of practice:	Institutional policy or strategy
	Protocol
	Program
Main target group:	Students
	Teachers/researchers
	Administrative staff
	university community
Category/circumstances the practice is focused:	Disability
	Chronic illnesses
	Mental Health and well-being
Field of the area of the practice	Accommodation
	Academic support
	Mobility
	Teaching and learning
	Psychosocial support
	sport, career management
When the practice takes place	Pre-entry period
	Recruitment process
	Retention
	Graduation
	Transition to work
Year of the start of the practice:	2015 of establishing SHÜTI but ELTE has disability coordinators in the faculties since 2004.
Duration of the practice and identification if there is any follow-up (spin-offs)	All year long. This is a continuous service. We make a survey of satisfaction each year among the students with special needs.

Detailed information about the project

Their services aim to ensure equal opportunity and accessibility and offer support to domestic and international students/teachers and staff across the University who have a disability or chronical illness which impacts their ability to participate fully in university life. They focus on improving awareness and facilitating the self-empowerment of students with special needs. The Office is responsible for forming the inclusive policy of the University. It provides information and support to universal design. They are committed to spreading knowledge of and changing attitudes towards disability affairs. Their goal is to give a platform to students with disability in all

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of the programs we organize for the university students, academic and administrative staff, the public, or the community of people with disability. They aim to reach full participation of the students with special needs with the motto: „Nothing about us without us!" To achieve objectives, they provide individual training and therapy to students with special needs. Social-communication skill development; route teaching; tactile and audio maps; accessible IT counselling; teaching everyday living activities; speech therapy; teaching-learning techniques; time management; etc.), group activities (e.g., Asperger group; English Speaking group; Game Club; Career management course; Goal ball course; Para-swimming course, etc.) are among the offers. One of the most popular services is the accessibility provision. It is an adaptation of the learning material; narration and capturing of video films; sign language interpretation; note-taking. We recruit, hire, train and supervise personal assistants who are students of ELTE to provide peer support to students with special needs. The utilization of this service is very high: we work with something like 50 personal assistants every semester. They regularly organize sensibility programs; disability awareness campaigns; open days; sports events, and workshops, and we give presentations at different national and international conferences. Their staffs also give lectures in the training program for disability coordinators. They work closely with faculty disability coordinators.

Main values that are the basis of the practice

Inclusive education; Equal access; Diversity

A number of participants involved in the practice, circumstances of participants

380-430 – growing tendency.

Main characteristics in 2019 academic year (n=433):

Gender: male: 245; female: 188

Nationality: national: 414 international: 14

Type of special needs:

- ADHD: 22

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- Autism-Spectrum Disorder: 62

- Hearing impairment: 33

- Learning disability: 190

- Physical disability: 58

- Speech impairment: 11

- Visual impairment: 57

Area and/or department responsible for the practice

ELTE University Service Directorate, Office for Supporting Students' Special Needs

Internal stakeholders involved in the design/implementation/evaluation of the practice

- Faculty disability coordinators;

- Students' Union;

- Library;

- Housing Office;

- Career Centre;

- Alumni Centre;

- all Faculties;

- Technical and Engineering Directorate;

- Life Management Counselling Centre

External stakeholders involved in the design/implementation/evaluation of the practice

- Unions and associations of persons with disabilities (e.g. MVGYOSZ; SINOSZ; MEOSZ; Demoszthenesz Egyesület; AOSZ)

- Foundations supporting people with disabilities (e.g. Kézenfogva; Munkában Maradásért; Salva Vita; NFSZK; etc.)

- Different firms, companies and their associations that provide labour market for our students (e.g. Hungarian Business Leaders' Forum; MOL; IBM Hungary; etc.)

- Other universities' disability coordinators (e.g. University of Debrecen, Szeged, Pécs, Miskolc, Nyíregyháza, Corvinus, SOTE, BME, etc.)
- Organizations providing rehabilitation (e.g. VGYKE; VÁI-VERCS; BULÁKE; MEREK; HÍD; etc.)
- Psycho-therapists (whom we have a contract to serve our students in need)

PARTICIPATION AND EMPOWERMENT

They provide psychotherapy through our contracted clinical psychologists for students with more profound mental health issues who cannot afford a private psychologist. Two of their staff members are persons with disability, and two others have chronic illnesses. They regularly meet representatives of the stakeholders – especially disability organizations. They organize forums, programs, and group activities among our special-needs students. They promote the services of ELTE Life Management Counselling. Every year they ask the student's opinions about the need for new forms of services and evaluate their satisfaction. They conduct a satisfaction survey every year, and all data - the satisfaction survey results- are regularly processed. The surveys prove more than 90% satisfaction. https://www.elte.hu/content/felmeresek.t.13765?m=657

ACCESSIBILITY:

They conduct individual need assessment with every newcomer. There are many questions in the form about the need for accessibility. They provide digital, adapted learning material to students who have difficulty reading printed materials. These adapted books are archived and sent to the Central Library of ELTE, where registered students can download them. They narrate (audio description) video films to blind students. They capture video films and text simplification for deaf students. They provide easy-to-understand texts with figures to students with Autism-Spectrum Disorder.

TEACHING, LEARNING AND WORK ENVIRONMENT

Many of our group activities and courses are inclusive (participants can be with or without special needs), like: The goal-ball course; English Speaking Club; Game Club; Literature Club. They provide activities which concern all kinds of barrier-free techniques and methods. The protocol of Universal design in learning is explored. They serve international students with special needs with English as a working language. Unfortunately, this is the only language they can provide services.

RESOURCES

More resource allocation is needed, especially more human resources. Many of their programs are taken from the initiatives of students with disabilities (e.g. English Speaking Club, Charity cake market, etc.), which are all sponsored by the Office.

EVALUATION

More than 90% satisfaction is proved by the surveys. More information is available at the following link: https://www.elte.hu/content/felmeresek.t.13765?m=657

TRANSFERABILITY

ELTE is the only university which has a comprehensive practice in supporting students with disability. Many other Hungarian and International Higher Education Institutions request further advice from ELTE SHÜTI.

SUSTAINABILITY

Sustainability largely depends on the numbers of students with special needs year by year. They can only provide the same quality of our services if the number of students with special needs is around or more than 300. The reason is in the financial resource system in Hungary which is based on per head.

CHALLENGES

They have contact in many sections inside the university and many external stakeholders: all faculties, library, BEAC Sport Club, Students union and many more. Some of their actions are run by together with one or more of these stakeholders. One of the biggest challenges is the financial dependency of the number of students with special needs. The other is the different quality of physical accessibility – many of our building are described as historical heritage and in these building it is really difficult to get a permission of accessibility reconstruction.

Website address:

- https://www.elte.hu/eselyegyenloseg
- https://www.elte.hu/en/equal
- https://www.elte.hu/eselyegyenloseg/archivum

Contact details of the submitter (in case of any follow-up)

- Krisztina Kovács Disability Coordinator, ELTE SHÜTI

Eötvös Loránd University – HELP

Name of the Higher Education Institution	Eötvös Loránd University, Faculty of Humanities
Name of the practice	HELP
Type of practice:	programme
Main target group:	Students
Category/circumstances the practice is focused:	Mental Health and well-being
Field of the area of the practice	Psychosocial support
When the practice takes place	during the academic year
Year of the start of the practice:	2019 -
Duration of the practice and identification if there is any follow-up (spin-offs)	

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Detailed information about the project

A learning support organization has been set up to work with existing (non-faculty) organizations in the services field (Life Support Counselling and Contemporary Support Group; Career Center; SHÜTI –Disability Support Centre; Student Government) to achieve the goals set at the start of HELP. Its Hungarian name is Hallgatói eredményességet elősegítő program. In English, Programme Aimed at Promoting Student Effectiveness. It is a scheme designed to provide you with information and a supportive environment to help you achieve your goals in your university studies. HELP is there to assist you by supporting your studies or providing individual counselling from the moment you enrol. The learning support scheme provides individual or group assistance with enhancing studies outside class. It can involve going deeper into the subject material, interactive processing, or helping you catch up with students' studies. Both instructors (academic mentors) and fellow students (peer mentors) can help students learn. The academic mentor or the head of the Student Body Representatives supports students' major of their intention to
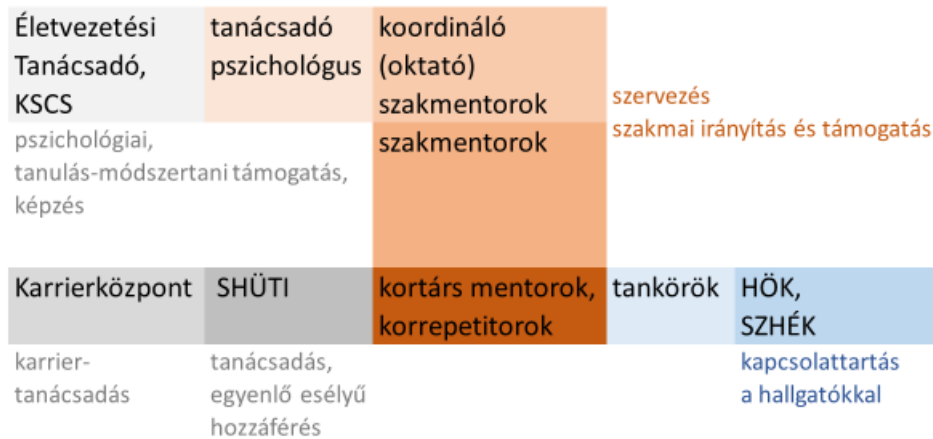
participate in the learning support scheme. With individual counselling, they aim to find the best methods with which individuals can be effective in their university studies or if needed, the right people to help them to get there. But individual counselling doesn't have to be limited to helping individuals with their studies; they also offer professional life counselling or help with tackling any other problems students may face. HELP is composed of Coordinating Dean's Representatives: Nóra Kugler and Uwe Pohl. institutional coordinating mentors and mentors and contemporary mentors. The operation is strengthened by the employment of a psychologist. The organization with its network of contacts is shown in the figure below:

The list of professional mentors is available on the HELP website, the table can be searched in Hungarian, and English based on the trainings.

Tasks of the specialist mentor:

- in the case of a coordinating professional mentor, liaising with other professional mentors, organizing the institute's learning support activities;
- selection of contemporary mentors and support and assessment/monitoring of their activities;
- in the case of large-scale training, support for the development of „*school circles*" (student groups for studying), student initiative, professional support for the activities of school leaders;
- participation in pieces of training and workshops organized under HELP; the information, knowledge sharing within the institute;
- admitting students applying for learning support and other issues related to student performance, encouraging applications.

Specialist mentors received training: in July 2019, there were two pieces of training.

The professional support for the professional mentors is provided by the monthly professional mentoring meetings. From February, mentoring colleagues have been able to turn to the HELP psychologist.

Contemporary mentors

The task of professional mentors is to select contemporary mentors and to support and monitor their activities, as well as a kind of supervision. Student helpers do not yet form a network similar to that of instructors, and in many cases, it is also a problem to be a candidate for the open call by the Student Union (HÖK). We need to develop in this area and find possible good forms of motivating students. Knowing the exact details of seventeen professional mentors, the number of contemporary mentors working with their supervision is 19.

Faculty (HELP) psychologist

Tasks of the HELP psychologist:

- development of a learning methodology module;

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- holding group meetings for students and ELTE employees;

- training, eg for teachers and students participating in learning support)

- giving a lecture related to the activities of the counselling;

- compilation of professional materials (information and prevention publications);

- professional cooperation with the dean's representative in the student performance promotion program, teaching mentors and contemporary mentors (tutors), as well as with other university actors and units, especially the Life Management Counselor;

- providing individual psychological counselling to university students and ELTE employees; performing administrative tasks related to counselling;

- development of services.

The above tasks need to be weighted. The provision of the last two areas (among others) is not realistic for the time being with the employment of a single psychologist, nor is it necessary, as individual counselling is the responsibility of the Life Counsellor and the Contemporary Support Group. Therefore, the psychologist who joins in February will hold office hours in which an individual inquiry is possible, but this will be counselling for HELP only (i.e. by no means the initiation of an individual therapeutic process or the like). The psychologist will fundamentally (in line with HELP's goals) initiate and develop system-wide improvements in student performance.

Services and facilities provided directly to students: Learning support opportunities are usually available in Hungarian, but in the case of language training, they are conducted in the target language. Training-specific learning support is open to students in a given training, regardless of nationality. However, it is also necessary to carry out activities that strengthen the international character of the Faculty by involving (regardless of nationality) all actors (students, lecturers, non-teaching and research staff).

Main values that are the basis of the practice

Wellbeing, sense of belonging, inclusiveness

A number of participants involved in the practice, circumstances of participants

In the faculty training, the targeted learning support is organized by 26 specialists in 17 institutes, including 14 institute coordinators. There are institutes where several professional mentors operate in a non-hierarchical or only partially hierarchical relationship to organize the activity.

PARTICIPATION AND EMPOWERMENT

Pieces of training: Catch-up courses have been/are being started at the courses most affected by drop-outs. With the help of professional mentors, they compile a faculty learning support map. It can already be seen from the received questionnaires that some courses have regular courses aimed at catching up on free credits. In other institutions, the result of the professional mentor's operation is that it starts like this. Intercultural training took place in the autumn, and there were two pieces of training organized by Uwe Pohl. More are expected in the spring semester. Uwe Pohl (in collaboration with Gaál Tekla, office manager) is also surveying international students to map students' perceptions of the faculty-university environment. They held two learning methodology pieces of training (November 27 and December 4). The interest was extremely high, and the sign-up / enrollment for the programme tripled within a week.

Funding came from the HELP framework. The trainers were psychologists from the Life Management Counsellor. Norbert Bencze, a doctoral student, held a three-way note-taking session organized by the Applied Linguistics Student Workshop (So Take Notes!). The instructor compiled a free-credit "HELP" course from the program (entitled Note-taking Technology in Higher Education). The Hungarian Institute of Linguistics and Finno-Ugric Studies announced the lesson and will continue to do so in the autumn semester of 2020. The "class circles" (student study groups) are organized and funded by the HÖK. Still, the goal is for the professional mentors to contribute as effectively as possible to the students initiating the start of a class circle where it is needed and being a suitable class leader. Professional mentors also organize individual and group tutoring—personal HELP consultation with online login.

The tool for quality assurance of HELP consultations is the anonymous online questionnaire. In the autumn of 2019, 61% of the consultations were received. On a five-point Likert scale, 62.5%

rated this service as five and 37.5% as four. An explanatory proposal has also been received, advising the transformation of learning methodology training into a full course. (The proposal meets HELP's ideas and plans.) The consultation acted as psychological counselling online in an emergency caused by the epidemic, conducted by psychologist Péter Cseke. Mentoring consultation and catching up: During the two-and-a-half-month periods, the professional mentors spent most of their time with individual learning support and organizing mentoring tasks, learning support, and self-education. This task is also related to the novelty of the role, and it is also fed by the practice that we typically try to remedy learning failure through individual occupation. The aim is to shift the ratio towards systemic forms of support (not excluding its nature, of course). The professional mentoring workshops: The monthly professional mentoring workshops provide the professional support of the professional mentors. Other recent developments: The organization of the Buddy stop and the development of the Buddy program for the students participating in the international training are related to the organizing activity of the dean's representative Uwe Pohl. They provide coaching services to students who remain in Hungary and participate in international full-degree programmes. It occurred online during the epidemic and will be personal again next week. Péter Cseke, a psychologist-consultant, started a blog during the epidemic with the title Bölcsész Lélekműhely: https://bolcsesz-lelekmuhely.blog.hu

Website and further information

https://btk.elte.hu/help
Construction and partly the content is the work of Barbara Mózs.
The website
- introduces HELP, offers a contact to cooperating organizations;
- inform (news, testimonials, lecture materials);
- allows online registration for a personal consultation.

Information material was prepared for first-year students (freshmen). Specialist mentors were present at the enrolment-related special briefings and drew attention to HELP.

Contact details of the submitter (in case of any follow-up)

- Nóra Kugler

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Trinity College Dublin – Pathways to Law

Name of the Higher Education Institution	Trinity Access, Trinity College Dublin
Name of the practice	Pathways to Law
Type of practice:	Institutional policy or strategy
	Program
Main target group:	Students
Category/circumstances the practice is focused:	Students
	Intersectionality
	students from socio-economic disadvantaged areas/under-represented groups.
Field of the area of the practice	Accommodation
	Academic support
	Teaching and learning
	Psychosocial support
	Economic support
When the practice takes place	Pre-entry period
	Recruitment process
	Retention
	Graduation
	Transition to work
Year of the start of the practice:	2010
Duration of the practice and identification if there is any follow-up (spin-offs)	Full year in duration (several years if students are with us for the full undergraduate course). Follow-up exists where students move from the secondary school programme into Trinity College Dublin as undergraduate students.

Detailed information about the project

Launched 10 years' ago, Pathways to Law (PTL) is an evidenced-based area for development within Trinity Access Programme's (TAP) suite of widening participation programmes. The annually increasing number of students and graduates of Trinity College Dublin from socio economically underrepresented groups are testament to the success of access initiatives in Trinity. It has been consistently evidenced that these students and alumni make a positive contribution to diversifying the student body, as well as the graduate labour market in Ireland. Research within an Irish and a UK context has highlighted that access to the established graduate professions continues to be dominated by students from higher social classes, with little social mobility in the areas of Law and Medicine from students from underrepresented groups.

Pathways to Law works in collaboration with relevant stakeholders to engage students from senior cycle second-level studies through to third-level participation. The programme enhances the student's knowledge of, and aspirations toward third-level participation with a view to considering entrance to Law as a long-term career objective.

To date, 378 students have benefited from participating in our 30+ annual activities. Over 310 legal professionals have given their time and expertise to the programme. Currently, 134 students have graduated from the PTL undergraduate programme.

Pathways is a collaborative effort between TAP, the TCD Law Department and legal profession as well as semi state bodies. The programme incorporates a number of 'persistence' activities designed to give the student participants and their families an insight to the study of law at third level, professional entry requirements as well as exposure to careers as solicitors, lawyers or barristers. The following information outlines the aims and objectives of Pathways to Law, a programme outline, the application process and criteria for inclusion, the roles and responsibilities of each stakeholder the evaluative and tracking process, as well as the next steps toward programme development.

Aims:

The *Pathways to Law* programme aims to:

1. Encourage and support the student's interest in studying Law at third level in Trinity College.
2. Enhance their understanding of the legal profession through engagement in a range of activities throughout the senior school cycle and undergraduate experience.
3. Work in collaboration with the legal profession and other key stakeholders to increase access to education for disadvantaged students.
4. Contribute toward greater diversity within the legal profession.

Objectives:

Depending on the stage at which the student is at in their educational experience, PTL has set objectives at each stage which incorporate an overall educational and professional theme, outlined as follows:

Senior Cycle 5th Year (second last year): Raising Aspirations

Throughout the students 5th year at second level PTL works to Raise Aspirations by:

- Working with students, their parent(s)/guardian(s), and other stakeholders to enhance the students understanding of the study of law at third level.
- Introduce students to the theoretical and practical application of Law.

Senior Cycle 6th Year (final year): Offering Guidance and Enhancing Learning

Throughout the students 6th year at second level PTL works to Offer Guidance and Enhance Learning by working in collaboration with relevant College and external stakeholders to:

- Provide students with information relevant to their progression into the study of law at third level.
- Introduce students to the social and cultural aspects of the Trinity experience.
- Acknowledge and celebrate students' educational achievements at this stage.

Undergraduate Level: Supporting Learners and Developing Community Links:

Throughout the students undergraduate experience PTL works to Support Learners and Develop Community Links by:

- Prioritizing admissions of Pathways students who successfully complete the senior cycle stage as well as meet TAP's matriculation requirements for entry to Law.
- Developing and implementing a multifaceted support system to assist student progression through undergraduate study as well as the successful completion of their course.
- Strengthening links with relevant stakeholders to enable students to develop their soft skills set as well as apply these skills in a professional environment.
- Enabling stakeholders to engage with, and learn from, a more socially diverse workforce.

Outline of Sessions:

Incorporating the aims and objectives of PTL, an outline for each session within the Programme is outlined below:

Senior Cycle Activities: 5th year

- Introductory Event for Parents/Students: aims of TAP, aims and objectives of programme, introduce students and representatives (TAP staff, Law Department, corporate partners, participating students and Liaison Officers).
- Law Sessions: Group work with students on legal scenario's, facilitated by a representative from the Law Department and TAP.
- Guest Speakers: Guest speaker to address students, staff and Law Department representatives.
- Summer School: One week long summer School for PTL Students. Mock Trial session: studentsattend a day of the TAP summer school/TAKE 5 model, which incorporates a mock trial.
- Corporate Events: Work shadowing, networking activities.

Senior Cycle Activities: 6th year:

- College Open Day: Tour of Law Department, legal debate by law society, focused career guidance/information session for PTL students.
- Law Sessions: Group work with students on legal scenario's, facilitated by a representative from the Law Department and TAP.
- Guest Speakers: Guest speaker to address students, staff and Law Department representatives.
- Corporate Events: work shadowing, networking activities.

Undergraduate Activities:

- Priority Admissions: Under-represented groups
- Law Bursary: varies per Student
- Buddying/mentoring: students and Law Company representatives and mentoring link (a firm or alumni)
- Careers Advice: CAS, Kings Inns and Law Department: CV development, interviewing techniques, LinkedIn, application for internships, summer placements.
- Final year recruitment cycle with linked firms.

Main values that are the basis of the practice

1. **Raise aspirations,** encourage and support the student's interest in studying Law at third level in Trinity College, thus contributing toward greater diversity within the legal profession.

2. **Enhance student understanding** of the legal profession through engagement in a range of activities throughout the senior school cycle and undergraduate experience.

3. **Develop the community** by working in collaboration with the legal profession and other key stakeholders, to increase access to education for under-represented students

A number of participants involved in the practice, circumstances of participants

- Secondary School Programme = 40 students per annum from socio-economic disadvantaged areas and partner schools. Students are in the age range of 15-19 years old, from numerous races and religions, asylum seekers, traveller communities, single parent households and so on.

- Undergraduate Programme = c.60-75 sudents per annum.

- To date, 378 students have benefiited from participating in our 30+ annual activities. Over 310 legal professionals have given their time and expertise to the programme. To date, 134 students have graduated from the PTL undergraduate programme.

Area and/or department responsible for the practice

Trinity Access Programme (TAP)

Internal stakeholders involved in the design/implementation/evaluation of the practice

- Outreach,
- Research and Development,
- Post-Entry and Progression,
- Academic Registry,
- Dept. of Teaching and Learning

External stakeholders involved in the design/implementation/evaluation of the practice

- Higher Education Authority,
- Department of Education

EQUALITY AND NON-DISCRIMINATION

To achieve equity at third level, our students are offered extra academic, social and financial supports before and during their time at Trinity. The following are ways in which we support disadvantaged students;

- Outreach programme offers an opportunity to tease out university life and get to know students, teachers, and study material on campus.

- Undergraduate programme holds a pre-uni programme which introduces students to the university, where they can socialise, learn about relevant supports and expectations can be set.

- R&D identifies and evaluates current needs and practices, so that the services offered are up to date and supportive of student wellbeing and success .

- Several bursaries exist to assist students throughout their time at Trinity.

All of the groups we target are minority groups (low-income, traveller/roma, racial, religios, asylum seekers and so on) and this impacts all PTL practices. Taking into account the previous answer above, practices have been put in place to combat cultural, social and knowledge systems.

PARTICIPATION AND EMPOWERMENT

The PTL programme is built to target these specific groups through:
- Outreach programme for secondary students

- Undergraduate programme for current students

- Bursaries, academic and social supports

- Mentor/budding programme with corporate partners

- R&D is completed every year to evaluate the effectiveness of supports and any requirements of students

Outreach: Secondary school students are brought on-campus and participate in activies with teachers and undergraduate students.

R&D: TA carries out research and evaluation on well-being and student development (e.g. recent studies include research on the impact of Covid-19 on learning and development and student experience).

Undergraduate: Pre-uni programme for students (prior to university orientation) to promote well-being and belonging in the Trinity community. Weekly meet-and-greets with students in TAP. Assignment of a personal TAP Advisor to each student. Corporate budding and mentoring to promote network and connections post-graduation. Promotion of financial and academic supports. Communication to all students on support services.

30+ annual activities throughout the year across outreach and undergraduate students (social, teaching and learning, corporate networking events).

R&D regularly carry out surveys and focus groups to target needs and requirements of students. This includes supports on a social, academic and financial level, as well as career and network supports.

Progression rates at undergraduate level are between 88-90% (2014-2017) or above per annum, which is in-line with overall progression data within Trinity College Dublin.

There is still some work to be completed to soley focus on students experience and satisfaction with services.

ACCESSIBILITY

R&D regularly carry out surveys and focus groups to target needs and requirements of students. This includes supports on a social, academic and financial level, as well as career and network support. In the current climate, surveys were carried out on the impact of Covid-19 to students learning, development and wellbeing. A recent campaign for students was the Tech2Students campaign which focused on providing laptops to students from partner schools so that they could study from home during exam periods. This was a TAP initiative and included PTL students. In total, over 1,000 laptops have been provided to date. While areas of language accessibility and

cultural obstacles are addressed, most of this is done on an individual basis. Students are encouraged to work with teachers and staff on any arising issues and this is promoted through the Advisory service and Trinity resources for students.

RESOURCES

PTL provides a huge amount of support to students;

Programme is run by 2 staff members (with contribution from 3 additional staff members). 1 legal professional manages PTL and teaches on the programme.

- 10+ corporate sponsors contribute to PTL
- Laptop and learning space provided for students
- Social space with food/beerages provided
- Weekly/bi-weekly social activities
- 30+ corporate and college activities per annum
- Bursaries are available for living costs, tutoring and technical supports
- TAP Advisor to support each student throughout their undergraduate course

The PTL outreach programme actively encourages students to attend our activities. Students are supported through bursaries and financial supports. An example of this is the option for extra tutoring, which the student will indepently seek and TAP will support financially. Other examples of this are internship and graduate opportunities, which TA facilitates through corporate training workshops, application buddying and mentoring.

EVALUATION

The programme is evaluated on an ongoing basis from numerous perspectives (all of which are from underrepresented groups):

- Student needs and requirements (secondary and post-secondary)
- Student progression to third level
- Student progression, retention and graduation within third level
- Currently, a project is underway to evaluate alumni and post-graduation

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TRANSFERABILITY

While the PTL programme is focussed in the field of law, other universities could use the programme as a blueprint for other areas (specific or non-specific). The practices in place for PTL have been tried and tested over the past decade and have proven effective in and Irish context. The overall Trinity Access Programme is one of the most successful initiatives in place today, which is why Oxford and Cambridge have chosen to model their access programmes off TCD's.

SUSTAINABILITY

As part of TCD's overall access policy and Strategic Plan (2020-2025), PTL is supported by senior stakeholders and is a high priority for the whole university. Furthermore, this feeds into the Irish National Strategy for Higher Education 2030 and is supported by the Department of Education and Higher Education Authority, PTL is sustainable on the basis of corporate donors/sponsors and public funding/grants. Student bursaries are a fundamental aspect of the programme, and it relies heavily on the commitment of corporate sponsors. Sponsors usually pledge a 3–4-year commitment, which ensures the longevity of bursaries for the duration of study for most students.

CHALLENGES

The practice does incorporate intersectionality in its actions.

Why?

In order to have equity in education, all groups must be represented at third level and given fair opportunity relevant to their social, cultural and economic circumstances. Many of these under-represented groups fall into the category of multiple minority groups, thus represented through PTL e.g. traveller and low income.

How?

PTL and TAP actively encourages these students to attend college through events and activites in outreach to secondary schools and supports in university. For example, the Asylum Seeker Access Provision (ASAP) scholarships https://www.tcd.ie/trinityaccess/students/current/

To date, 378 students from under-represented groups have benefited from participating in our 30+ annual activities. Over 310 legal professionals have given their time and expertise to the programme. Currently, 134 students have graduated from the PTL undergraduate programme.

Main challenges and how to overcome them

Short-term

Challenge:

The immediate short-term (potentially medium-to-long term) challenge revolves around Covid-19 restrictions and the ability to engage and positively impact students (i.e. student engagement, access to digital devices and internet, impact on learning and development, physical study space, home and familial situations, access to study materials, home/School/college supports, social development).

How to overcome it:

Outreach:

TAP introduced a Tech2Students campaign and, since the outbreak of Covid-19, has distributed over 1,000 laptops to Students from under-represented groups, including PTL Students.

TAP has provided online webinars to Students on studying and progressing through Covid-19.

The PTL Summer School was switched to a virtual event, with Students participating in daily webinars, workshops and social events with their peers, PTL teachers and TAP staff.

Undergraduate:

TAP adisors have been contacting and working with Students through Covid-19 changes around college.

Tech2Students plans to expand to include undergradute Students, to ensure they have Access to the technology they require.

TAP is reviewing the possibility of grants/bursaries for our Students to invest in internet and digital devices.

R&D:

Currently, TAP is carrying out research on the impact of Covid-19 and Student learnind and development, both at secondary and third level.

Medium-to-long term

Challenge

Financial contribution from donors/sponsors and state bursaries and grants. While income has been steady since PTL's launch in 2010, finance must be deemed as a challenge (as it is for all public and private initiatives).

How to overcome it:

TAP and PTL are constantly and consistently developing networks to ensure the development and growth of PTL. Since it's launch in 2010, donor and sponsor numbers have increased significantly, as have events and activities. State subsidies and grants are also a consideration in the continuation of PTL, as they feed into TAP and will continue to be an area of opportunity for growth.

While PTL does not directly incorporate Mature Students (MS), TAP has a separate Mature Students office which manages the recruitment, progression and retention of students. These students receive similar supports to PTL students, as well as other supports some MS require e.g. technical training and IT support.

Website and further information

- https://www.tcd.ie/trinityaccess/
- https://www.tcd.ie/teaching-learning/council/senior-lecturer-reports.php

Contact details of the submitter (in case of any follow-up)

- Lorraine Curham

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Trinity College Dublin - Trinity Ability Co-Op

Name of the Higher Education Institution	Trinity College Dublin
Name of the practice	Trinity Ability Co-Op
Type of practice:	Institutional policy or strategy
Main target group:	Students
	university community
Category/circumstances the practice is focused:	students with disabilities and the intersectionality with all other diverse groups – LBGT+ Race, gender, etc
Field of the area of the practice	Accommodation
	Academic support
	Mobility
	Teaching and learning
	Psychosocial support
	Economic support
	Other: co-operative development and philosophy
When the practice takes place	Pre-entry period
	Recruitment process
	Retention
	Graduation
	Transition to work
	Other: clubs and societies, advocacy etc
Year of the start of the practice:	2017
Duration of the practice and identification if there is any follow-up (spin-offs)	

Detailed information about the project

The Ability Co-op is a collaborative initiative between students and staff that aims to provide opportunities for members to work together towards a more inclusive Trinity. The Ability Co-Op is student-lead, and all projects and activities are mutually agreed by its members. From media campaigns to creative workshops, we can all contribute and work together towards inclusivity in Trinity.

The Ability Co-op & the Trinity Student Partnership Policy

The Ability Co-op is an example of student partnership under the Trinity College Dublin and TCD Students' Union Student Partnership Policy. This policy aims to ensure that 'students have the opportunity to engage at all appropriate levels of decision-making in teaching, learning and assessment and the overall student experience, thereby promoting an environment which

empowers the student voice'. The Ability Co-Op is a means of formally representing students' views, values and needs in the decisions and activities of the disAbility Hub. This empowers students to take ownership of disability supports and reasonable accommodations, and to work collaboratively to benefit students with disabilities and the university community as a whole.

Main values that are the basis of the practice

- Participation in Governance of the Student's Union & the University –ensuring that students views, values and needs are formally represented in the disAbilityHub decision-making process as well as encouraging and supporting student-led initiatives.
- Participation in Teaching & Learning –empowering students to take ownership of supports and reasonable accommodations that facilitate engagement with teaching and learning.
- Participation in the Wider Community –collaboratively working on projects and initiatives that benefit students with disabilities and the university community as a whole.

A number of participants involved in the practice, circumstances of participants

40 plus mix of gender 60/40 F/M, LGBT (10%) Race (10%)

Area and/or department responsible for the practice

Equality, Diversity and Inclusion Unit, Disability Service, Student Unions

Internal stakeholders involved in the design/implementation/evaluation of the practice

Wide-ranging stakeholders:
- Students primarily,
- Trinity Services, EDI practitioners,
- Deans,
- key senior decision-makers,
- representatives of different staff categories (academic/admin, senior/junior grades, male/female),
- social media and student papers

External stakeholders involved in the design/implementation/evaluation of the practice

- AHEAD Ireland
- Government

EQUALITY AND NON-DISCRIMINATION

The process specifically interrogates exclusion culture and the impact it has on the experiences of students with disabilities and sets out to raise awareness of inclusion needs from the lived disability experiences. Targeted use of video and multimedia use is helping raise issues that need to be considered. User led and inclusive in design – the principles are clearly stated in the web link.

PARTICIPATION AND EMPOWERMENT

This practice is using 'bottom-up' approach and user led. This is an important element of the work involved, user led, and all direction of activity is being co-produced with disabled people. Intersectional issues are helping disabled students to raise other diversity issues such as LGBT and race. It is recognised that this is an ongoing process that will be improved incrementally, and continual work is needed. Early days but lots of engagement.

ACCESSIBILITY

All happening virtually so high level of accessibility.

TEACHING, LEARNING AND WORK ENVIRONMENT

A core purpose of the practice is to overcome barriers to full and equal participation in the learning, assessment and social environment experienced on gender grounds. Radical inclusion is the sub-theme of the co-op, and they are user-led, so they answer their own issues and provide solutions.

TRANSVERSALITY

Coop model is transferable across all groups and is a good user led example.

CHALLENGES

Yes, the practice incorporates an intersectional approach to gender, particularly the intersection of gender and ethnicity, in some of its aspects. The main challenge is resourcing, as it is a practice that requires a considerable investment of user-led staff time as well as broad involvement of other stakeholders for whom it is not their primary work (e.g. academics). It is very important, therefore, that this work is designated as part of their workload and recognised accordingly to ensure that those involved are supported to do this work.

Website and further information

- https://www.tcd.ie/disability/ambass/index.php
- Ability Co-op on Facebook
- Ability Co-op Facebook Members Group
- Ability Co-op on Linkedin
- @abilitycoop on Twitter
- abilityco_op on Instagram
- https://www.tcd.ie/tcgel/assets/pdf/Trinity%20College%20Dublin%20Institutional%20Bronze%20Renewal%202018.pdf

Contact details of the submitter (in case of any follow-up)

- Courtney Mc Grath

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Trinity College Dublin – Institutional Gender Action Plan (Athena SWAN)

Name of the Higher Education Institution	Trinity College Dublin
Name of the practice	Institutional Gender Action Plan (Athena SWAN)
Type of practice:	Institutional policy or strategy
Main target group:	Students
	Teachers/researchers
	Administrative staff
	university community
Category/circumstances the practice is focused:	students with disabilities and the intersectionality with all other diverse groups – LBGT+ Race, gender, etc
Field of the area of the practice	Gender balance and career progression of academic, research and professional/managerial/support staff in the university as a whole and among decision-makers.
When the practice takes place	Pre-entry period
	Recruitment process
	Retention
	Graduation
	Transition to work
	Long-life learning
	Other: A comprehensive set of actions and initiatives covers most major aspects of working life in the University, from a gender perspective
Year of the start of the practice:	2015
Duration of the practice and identification if there is any follow-up (spin-offs)	

Detailed information about the project

A comprehensive self-assessment and review of gender-disaggregated data was conducted (and repeated at regular intervals) to determine the key gender issues and inequalities, following which actions were identified to overcome these. A high-level committee is in place to monitor implementation, and the process is further embedded throughout departments across Trinity.

Main values that are the basis of the practice

- Gender equality

- Improved working practices and environment for all staff

- Enhanced and more representative decision making

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Area and/or department responsible for the practice

Equality, Diversity and Inclusion Unit

Internal stakeholders involved in the design/implementation/evaluation of the practice

Wide-ranging stakeholders:

- EDI practitioners,
- Deans,
- key senior decision-makers,
- representatives of different staff categories (academic/admin, senior/junior grades, male/female)

External stakeholders involved in the design/implementation/evaluation of the practice

- Advance HE

EQUALITY AND NON-DISCRIMINATION

The process specifically interrogates gendered culture and its impact on staff experiences and sets out targeted interventions to mitigate the effects. A consultation process ensures staff experiences of this culture are captured and used to inform the action plan and are monitored regularly to assess the progress and impact of actions undertaken, as well as to measure culture change.

PARTICIPATION AND EMPOWERMENT

This practice specifically focuses on gender and necessitates full participation of the underrepresented gender (typically women) in all aspects and stages of the process, combining a 'top-down' and 'bottom-up' approach. The gender action plans include specific actions to improve the sense of belonging and well-being. It is an important element of the work involved, though its realisation may be harder to document. Still, it is recognised that this is an ongoing process that will be improved incrementally, and continual work is needed.

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ACCESSIBILITY

While the people and areas involved in action planning are encouraged to consider accessibility, it has not been a core part of the process to date.

TEACHING, LEARNING AND WORK ENVIRONMENT

The core purpose of the practice is to overcome barriers to full and equal participation in the work environment that are experienced on gender grounds. Gender mainstreaming; gender action planning.

TRANSVERSALITY

This practice employs the Athena SWAN model, which is widely implemented in universities across Ireland and the UK.

CHALLENGES

Yes, the practice incorporates an intersectional approach to gender, particularly the intersection of gender and ethnicity, in some of its aspects. The main challenge is resourcing, as it is a practice that requires a considerable investment of staff time as well as broad involvement of staff for whom it is not their primary work (e.g. academics). It is very important, therefore, that this work is designated as part of their workload and recognised accordingly to ensure that those involved are supported to do this work.

Website and further information:

- https://www.tcd.ie/tcgel/athena-swan/
- https://www.tcd.ie/tcgel/assets/pdf/Trinity%20College%20Dublin%20Institutional%20Bronze%20Renewal%202018.pdf

Contact details of the submitter (in case of any follow-up)

- To contact the EDI Unit at athenaswan@tcd.ie

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Utrecht University – Academic Buddy programme

Name of the Higher Education Institution	Utrecht University
Name of the practice	Academic Buddy programme
Type of practice:	Program
Main target group:	Students
Category/circumstances the practice is focused:	Non-domestic status
	Mental Health and well-being
Field of the area of the practice	Academic support
	Mobility
	Teaching and learning
	Warm welcome
When the practice takes place	Pre-entry period
	Graduation
	during study abroad period at Utrecht University
Year of the start of the practice:	
Duration of the practice and identification if there is any follow-up (spin-offs)	Each semester international students (degree) are matched with domestic student who will study abroad next semester.

Detailed information about the project

The programme is for international and local students. Each semester matches international students who come to study in Utrecht for a degree with students already studying at Utrecht University who will study abroad next semester.

Academic Buddies help each other by getting to know the new or prospective domicile abroad, the local (academic) traditions and habits, and work on/improve your language skills and intercultural competences.

- The programme is focused on the academic setting, instead of only the social;

- This programme offers workshops on intercultural communication and didactics in peer feedback with regards to language skills;

- The matching of Buddies is based on a shared (home or exchange) university, city or country, and/or language interests;

- The programme cooperates with the student organization BuddyGoDutch, which organizes a variety of social activities open to all Academic Buddies.

Main values that are the basis of the practice

- Integration, Intercultural competencies, Local support during study abroad

A number of participants involved in the practice, circumstances of participants

Approx. 180 students, i.c. 90 buddy matches

Area and/or department responsible for the practice

After a pilot at 3 Faculties, the programme is now part of and coordinated by the Utrecht University Warm Welcome programme, open for students from all Faculties.

Internal stakeholders involved in the design/implementation/evaluation of the practice

The Utrecht Education Incentive Fund funded and evaluated the project, now integrated with the Utrecht University Warm Welcome programme. https://www.uu.nl/en/education/centre-for-academic-teaching/utrecht-education-incentive-fund.

External stakeholders involved in the design/implementation/evaluation of the practice

Yes, 'student lead initiatives 'Buddy Go Dutch'.

EQUALITY AND NON-DISCRIMINATION

By design, the programme is about understanding and coping with different (academic) cultures The programme offers various elements to pay attention to, but it is up to the buddy teams to use/select them.

PARTICIPATION AND EMPOWERMENT

The programme does not explicitly focus on underrepresented groups. The activity focusses on inclusion and a warm welcome a warm stay. The students well value the programme and its intentions.

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ACCESSIBILITY

The programme does, and language training is one of the explicit options.

TEACHING, LEARNING AND WORK ENVIRONMENT

The programme intends to make students aware of intercultural differences and offers opportunities to study/live in a different context. This is the core of the programme.

RESOURCES

So far there are necessary resources.

EVALUATION

The project has been evaluated and upgraded to an activity in the Utrecht University Warm Welcome programme.

TRANSFERABILITY

The concept and setup will work for any university. The situations described need to be adapted to the local context.

SUSTAINABILITY

The programme team redesigned the programme into a university wide programme.

Website and further information

- www.uu.nl/academic-buddy
- https://cat-database.sites.uu.nl/project/peerfeedback-buddy/

Contact details of the submitter (in case of any follow-up)

- Olesya Bath

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Utrecht University – Dilemma Game (card game)

Name of the Higher Education Institution	Utrecht University
Name of the practice	Dilemma Game "I don't judge"(card game) The "All Inclusive" game has been replaced by the Dilemma Game starting as of 2022:
Type of practice:	Program Raising awareness campaign
Main target group:	Teachers/researchers Administrative staff
Category/circumstances the practice is focused:	Age (Mature students) Gender identity Gender-based violence Sexual orientation Race including colour, nationality, ethnic or national origin Religion or Belief Non-domestic status With children / Caring Disability Chronic illnesses Mental Health and well-being Lower income/ lower socioeconomic background Roma and Traveller Community Migrants or people with a migrant background Refugee/asylum seekers/refugee-like situation Intersectionality
Field of the area of the practice	all work-related topics in a university setting
When the practice takes place	at work in a university setting
Year of the start of the practice:	
Duration of the practice and identification if there is any follow-up (spin-offs)	It's a game all university staff can play for about 90 minutes on an ad hoc basis. It can have a follow up in more in-depth discussion about specific inclusion/diversity issues

Detailed information about the project

Dilemma Game "I don't judge" makes employees aware of the many different ways discrimination can occur. They discover how they react to situations that deal with exclusion. Sometimes it concerns a physical or mental disability that leads to exclusion. In other cases, this occurs based on heritage, religious beliefs, sex, age, or class. The game allows participants to discover how it feels to be excluded.

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Main values that are the basis of the practice

- Awareness raising, Open dialogues, Variety of perspectives

A number of participants involved in the practice, circumstances of participants

It was widely distributed at the university via HR departments—ongoing activity without reporting. It was played in groups of 2-7 and more people. University-wide information has yet to be available about the number of participants.

Area and/or department responsible for the practice

Can be any formal or informal group of colleagues. Game distributed via HR departments.

Internal stakeholders involved in the design/implementation/evaluation of the practice

Yes, university specific situations described and discussed by a diverse group of university staff.

External stakeholders involved in the design/implementation/evaluation of the practice

The game is based on the previous Dilemma Game "Diversity and Inclusion" made by the Nanophotonic Section of the Debye Institute for Nanomaterials Science, Utrecht University (2019). https://www.uu.nl/en/research/nanophotonics/diversity

EQUALITY AND NON-DISCRIMINATION

Equality and non-discrimination are the core elements of the game and the activity. It is considered in the game's development and the game rules. The game creates a 'safe environment 'for open and inclusive discussion. All participants are treated equally. The position or background of all is considered non-discriminatory by the design and rules of the game. The game creates a 'safe environment 'for open and inclusive discussion.

PARTICIPATION AND EMPOWERMENT

All university staff is invited to participate. Everyone will find situations familiar because a diverse group of university staff describes the situations on the cards. The activity is designed to stimulate an open discussion between all participants on various aspects of diversity and inclusion in the workplace. The game creates a 'safe environment 'for open and inclusive discussion. After each session, the game will be informally evaluated by the participants by the moderator. Up till now, the experiences are only positive. They value the fact the game invites to discuss a wide variety of situations, creates an open and safe atmosphere, raises awareness and offers personal options to deal with diversity and inclusion.

ACCESSIBILITY

All participants are treated equally. The position or background of all is considered non-discriminatory by the design and rules of the game. The game creates a 'safe environment 'for open and inclusive discussion. All participants are treated equally. The position or background of all is considered non-discriminatory by the design and rules of the game. The game is available in Dutch and English. In discussions, participants often can use different languages to understand each other.

TEACHING, LEARNING AND WORK ENVIRONMENT

The activity is designed to stimulate an open discussion between all participants on various aspects of diversity and inclusion at the work place. The game creates a 'safe environment 'for open and inclusive discussion. Not explicitly but it might/will come up in the conversations. n.a.: the activity doesn't focus on students.

RESOURCES

Not an element of the activity.

EVALUATION

After each session the game will be informally evaluated with the participants by the moderator.

TRANSFERABILITY

The concept and setup will work for any university. The situations described might need to be adapted to the local context.

SUSTAINABILITY

Once the game is there it can be played over and over, with new groups or groups of various composition.

CHALLENGES

The activity brings what the participants introduce, it is just a starter for a dialogue on any aspect of diversity and inclusion.

Website and further information
- https://www.uu.nl/en/dilemma-game (available in PDF too)

Contact details of the submitter (in case of any follow-up)

- Linas Cepinskas

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Utrecht University – Stimulation Fund Diversity and Inclusion

Name of the Higher Education Institution	Utrecht University
Name of the practice	Stimulation Fund Diversity and Inclusion
Type of practice:	Institutional policy or strategy
Main target group:	Students
	Teachers/researchers
	Administrative staff
	university community
Category/circumstances the practice is focused:	Age (Mature students)
	Gender identity
	Gender-based violence
	Sexual orientation
	Race including colour, nationality, ethnic or national origin
	Religion or Belief
	Non-domestic status
	With children / Caring
	Disability
	Chronic illnesses
	Mental Health and well-being
	Lower income/ lower socioeconomic background
	Roma and Traveller Community
	Migrants or people with a migrant background
	Refugee/asylum seekers/refugee-like situation
	Intersectionality
Field of the area of the practice	In theory all except accommodation. However, the fund is meant for an initiative that is implemented from beginning till end by those asking for the fund. If it would include, let's say, economic support it would be for the creation of an association or network that brings together one or more minorities working or studying at the UU to discuss barriers and possible
When the practice takes place	As it is for students and employees of the University, in every single stage as long as they are formally students or employees
Year of the start of the practice:	2018
Duration of the practice and identification if there is any follow-up (spin-offs)	Every year, the EDI Steering Committee of Utrecht University allocates €50,000 for projects and activities that improve diversity and inclusion among students and employees. From 2021 the yearly amount will be lower (25.000 euros). The other 25.000 euros is available for the existing UU Diversity Networks.

Detailed information about the project

Projects and activities are eligible for the stimulation fund if they:

- link up with the Strategic Plan of Utrecht University;

- are relevant to multiple faculties/management boards;

- contribute to diversity and inclusion of a broader demographic within Utrecht University;

- request a maximum of € 5,000 per application;

are not eligible for other funds/grants within Utrecht University.

Main values that are the basis of the practice

- Inclusion, diversity, equal participation

A number of participants involved in the practice, circumstances of participants

Since its inception, 19 projects have received funds from this fund. In the 3 years that it has been running 25 requests have been received.

Area and/or department responsible for the practice

The EDI Steering Committee is responsible. There is a separate jury that consist of 3 members, from which 2 have a migrant-background, which reviews the project proposals.

Internal stakeholders involved in the design/implementation/evaluation of the practice

- EDI Steering Committee

External stakeholders involved in the design/implementation/evaluation of the practice

- None.

EQUALITY AND NON-DISCRIMINATION

It does by clearly acknowledging and providing funds to bottom-up initiatives thought of and put forward by students and staff that see themselves as diverse or in need of support to be equally included. It does this by allowing the participants/ those who put forward their project to design

the project they need is required. There are no design barriers, except for the criteria that the project is relevant for more than one faculty or Department. There might be an acute need in one faculty or Department only, and this fund would not cover the project.

PARTICIPATION AND EMPOWERMENT

As mentioned before, the project is designed by those putting it forward. However, there is 1 factor that makes the participation of underrepresented groups less positive. The communication of this fund could be improved so that all staff and students know about it. It is only sometimes the case. The practice is a framework on which those needs can be clearly stated and formed into a project. It provides those participating with the idea of belonging or at least that something can be done to improve their sense of belonging and well-being. One of the projects that received funds was to create a network of students with disabilities. They wanted a place to come together and set up a buddy system. It was made possible through the fund. We only know that after receiving the funds, most projects take place. The person(s) responsible report, after the project has been implemented, in a written manner to the EDI Steering Committee.

ACCESSIBILITY

If those who put forward the practice see it as a requirement, it will be addressed. However, information about the website is only available on the EDI

website (Stimulation Fund Diversity and Inclusion - Equality, Diversity & Inclusion - Utrecht University (uu.nl), with no videos, subtitles or other resources for other impairments. The description of the practice is both in English and Dutch. The projects can be proposed in both languages as well. Three different Diversity Networks on accessibility have received funding to start.

RESOURCES

5000 euros can be used for different purposes according to the needs.

EVALUATION

There will be a midterm review on the EDI programme in 2023.

TRANSFERABILITY

Considering each university's different budgets and necessities, this practice can be adapted to fit well in other universities.

SUSTAINABILITY

The practice has the limitation that a project cannot be financed with ANY other budget from the university. It might limit the scope of the practice. However, the same project could, later on, ask for and receive funding from other university sources, for instance, if the university sees its practical use in the long term.

Website and further information

- https://www.uu.nl/en/organisation/diversity-and-inclusion-at-utrecht-university/stimulation-fund-diversity-and-inclusion
- https://www.uu.nl/organisatie/diversiteit-en-inclusie-bij-de-universiteit-utrecht/stimuleringsfonds/toegekende-aanvragen

Contact details of the submitter (in case of any follow-up)

- Brigitte Prieshof

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Utrecht University – Language Buddy

Name of the Higher Education Institution	Utrecht University
Name of the practice	Language Buddy for UU
Type of practice:	Ad hoc activity
Main target group:	Students
	Teachers/researchers
	Administrative staff
	university community
Category/circumstances the practice is focused:	nationality, or national origin
	International students, international employees (academic staff and support staff), international guests
Field of the area of the practice	Psychosocial support,
	It is social support and getting equipped to find your way around in Dutch society. And to share you sorrows about COVID19 in the Netherlands
When the practice takes place	Retention for employees and students
	During the onboarding phase of employees in the COVID-19 crisis to get to know Dutch society. Or for employees during COVID-19 who need someone to talk to about Dutch society.
Year of the start of the practice:	March 2020
Duration of the practice and identification if there is any follow-up (spin-offs)	Depends on the duration of the COVID-19 crisis. As long as they can find buddies, it will be continued.

Detailed information about the project

Language buddy project intended to fight loneliness during COVID-19 by expanding the network/community building. Many international employees, PhDs and students live by themselves in The Netherlands. They don't have their families here and are restricted from visiting them because of COVID-19. Moreover, they have smaller social networks than Dutch employees because they haven't had that long to build one in The Netherlands. Other employees or students have just arrived, and Dutch society and language are completely new to them. During the COVID-19 measures, it isn't easy to build a network. Learning a language is a reason to get in touch because it feels weird to tell a stranger about private matters. Still, if language is the reason to get together, one can wait until trust is established and choose to talk about topics other than language. The two buddies can stick to just learning the Dutch language. But because daily topics

are chosen, conversations will sometimes lead to exchanging thoughts about society, culture and sometimes private matters.

Language buddy project intended to fight loneliness during COVID-19 by expanding the network/community building. Due to popularity and success, it has been extended beyond the pandemic. Many international employees, PhDs and students live by themselves in The Netherlands. They do not have their families here and have smaller social networks than Dutch employees because they haven't had that long to build one in The Netherlands. On the other hand, this project helps Dutch natives understand their international colleagues better and hopefully enhances intercultural awareness. Building your network in an unfamiliar environment where you do not speak the language can be hard. Learning a language is a reason to get in touch because it might feel odd to open up to a stranger about private matters. Still, if language learning is the reason to get together, one can focus on learning the Dutch language. In this informal language learning, conversations about day-to-day topics will sometimes lead to exchanging thoughts about society, culture and sometimes private matters, thereby fostering their social network.

Set up:

- Request a buddy/or volunteer
- Get matched by HR
- Get instructions by HR
- Meet up once a week, 45 minutes, 1 month

Main values that are the basis of the practice

involvement, knowledge sharing/ social learning /informal learning, inclusiveness

A number of participants involved in the practice, circumstances of participants

160 (80 'couples'). 80 Dutch employees buddied up with 80 'internationals' (either employees, students, international guests and even a partner of an employee). All kinds of language backgrounds include Urdu, Mandarin, Ukrainian, Spanish, German and many more.

Area and/or department responsible for the practice

Human Resources, corporate offices

Internal stakeholders involved in the design/implementation/evaluation of the practice

The strength of this practice was its informal nature, as it could be launched easily and fast. At the same time, the support given was real and required. In many ways, this practice is an exception in a hierarchical organisation like our university. With support from the team leader and input from the Communication and Marketing office, the practice was launched and supported on Facebook.

External stakeholders involved in the design/implementation/evaluation of the practice

None.

EQUALITY AND NON-DISCRIMINATION

The communication (tone of voice and introduction of the 'problem') and set-up of the project university culture are considered. University culture and the tendency in Dutch society during COVID-19 (helping each other out) are why this works well now. It is a project set up within a week, so there is no time for real 'matching'. The first one on the list is your match. We prepare Dutch natives by explaining how to help each other. And we prepare international staff and students by explaining that the Dutch buddies are not real teachers and how they can 'help' the Dutch buddies to help them learn the language. I.e., how to get started and that it is ok to be assertive and explain what you want to learn (intercultural communication). They expect international or Dutch buddies to talk about the COVID-19 crisis in their countries to enhance cultural awareness on both sides.

PARTICIPATION AND EMPOWERMENT

We don't have data, but some send me emails telling me what they are discussing and wanting to prolong their buddy ship. The idea of the project is to contact people outside of your network.

And that if you do not understand what happens in society during COVID-19, your buddy can explain. Your buddy can try to explain culture related to COVID-19 as well.

ACCESSIBILITY

The project is used as an extra tool to monitor loneliness. It focuses on language accessibility And I would like to expand and focus more on cultural obstacles.

TEACHING, LEARNING AND WORK ENVIRONMENT

The project contributes to creating a better working environment and social environment. Intercultural communication (high/low context communication by Edward Hall). Yes, that's the aim of this language project, so hopefully, it has.

RESOURCES

- Human resources
- Cultural support
- Social support

EVALUATION

This project lasted 3 months, it was evaluated during the summer of 2020.

Website and further information

- https://www.facebook.com/groups/uu.international.support/

Contact details of the submitter (in case of any follow-up)

- Marleen Dermout

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University of Barcelona – Social Policy and Access to the University (PSAU)

Name of the Higher Education Institution	University of Barcelona
Name of the practice	Social Policy and Accés to the University (PSAU)
Type of practice:	Program
Main target group:	Students
Category/circumstances the practice is focused:	gender identity
	Race including color, nationality, ethnic or national origin.
	Religion or belief
	Lower income / lower socioeconomic background
	m) Rome and community of travellers
	Migrants or people with a migratory history
	intersectionality
Field of the area of the practice	Academic support
	Teaching and learning
	Psychosocial support
	Economical support
When the practice takes place	Pre-entry period
	Recruitment process
	Retention
	Graduation
	Transition to work
Year of the start of the practice:	2011
Duration of the practice and identification if there is any follow-up (spin-offs)	Since 2011, the program has been developed each academic year. Every year the activities with the best evaluations are monitored and consolidated.

Detailed information about the project

Incorporate young people belonging to vulnerable groups and university students to achieve social justice, introduce diversity at the university and specific training for excellence aimed at people from under-represented groups in higher education. The main activities consist of mentoring conducted by university students. The mentoring is conducted before students from underrepresented groups access the university and during the first course of the grade. The Students Service attends them until graduation and incorporation into the job market.

Main values that are the basis of the practice

Solidarity, social justice, human formation

A number of participants involved in the practice, circumstances of participants

Approximately 30 people have participated per academic year. Of these, about 12 were pre-university students, another 12 were university students, and the rest were teachers, administration, and administrative and service staff. Most of all are female.

Area and/or department responsible for the practice

Faculty of Education of the University of Barcelona

Internal stakeholders involved in the design/implementation/evaluation of the practice

- University students, faculty, administration and administrative and service staff, governing bodies of the university, Solidaritat UB Foundation, Student Service

External stakeholders involved in the design/implementation/evaluation of the practice

- Institutional entities (Barcelona City Council, Generalitat de Catalunya), other entities (P. i P. Pizarroso Foundation), other programs (Projecte Prometeus)

EQUALITY AND NON-DISCRIMINATION

The practice aims to ensure that underrepresented groups are present at the university and raise awareness among university students. Therefore, it considers the existence of a public university and the exercise of social responsibility. The practice considers all its participants' cultural, social and knowledge systems. It seeks to include all people who show desire and ability to study regardless of other limitations such as, for example, origin, culture, economy, or social group.

PARTICIPATION AND EMPOWERMENT

The practice is evaluated and followed up jointly with the participants and the university students who mentor them. Teaching staff and other university community members also participate in the evaluation. People from the university community feel an intense feeling of belonging. People who receive mentoring feel accompanied. The Project wants to close the university to groups that don't feel this way. Participants are satisfied with their participation. The results also depend on

the grades obtained and the possibilities of access to the university. There is data, but it is scattered.

ACCESSIBILITY

The practice promotes, as a priority, access to information for groups without resources. The Program develops intense work on the participants' needs, mainly language. In gender terms, the Program seeks to empower girls carefully and continuously. The practice is highly personalized and considers the needs of all the participants. The grants are mainly of a psychosocial, cultural and academic nature. It is intended to obtain financial aid, but they have only been obtained in the health branch.

TEACHING, LEARNING AND WORK ENVIRONMENT

The practice aims to balance study and work. The Program foresees actions to make university study plans more flexible. The practice considers human rights and the SDGs, mainly. The target group is the university community. The practice has worked on it but has yet to overcome language barriers.

RESOURCES

The practice needs a more institutional structure. The program works on a volunteering basis. However, some of the faculties have been involved in its development. The Faculty of Education of the University of Barcelona allocates a part of its budget to practice.

EVALUATION

The practice has been evaluated and the underrepresented groups have participated in its evaluation, confirming their satisfaction.

TRANSFERABILITY

The practice is fully transferable to other universities.

SUSTAINABILITY

Because it relies on volunteering, the practice is social, economic and environmentally sustainable.

CHALLENGES

The main challenge identified is to incorporate into the day-to-day actions and structure underrepresented groups alongside intersectionality. The practice incorporates intersectionality because it works with people in this situation. It must involve all the necessary services and resources, such as academic management, tutorial plans and many more.

The Program implements accompaniment/mentoring of high school students that want to study at the university. Mentors are university students with identical or similar degrees to those that high school students want to study. Faculties and their governing bodies (deaneries) are involved and help in the dissemination and selection of university students.

Website and further information

- https://www.ub.edu/portal/web/educacio/psau

Contact details of the submitter (in case of any follow-up)

- Josep Alsina Masmitjà

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University of Barcelona – Clara Campoamor Award and Rosalind Franklin Award

Name of the Higher Education Institution	University of Barcelona
Name of the practice	Clara Campoamor Award and Rosalind Franklin Award for the best tfg and tfm with a gender perspective
Type of practice:	Activity aimed at promoting integration of the gender perspective in research and teaching and make visible the gender research that the UB students are doing.
Main target group:	Students who have defended their TFG or TFM (final degree and final master's projects)
Category/circumstances the practice is focused:	gender identity gender violence Sexual orientation intersectionality
Field of the area of the practice	Gender perspective
When the practice takes place	Graduation
Year of the start of the practice:	2018-2019 academic year
Duration of the practice and identification if there is any follow-up (spin-offs)	Practice that is replicated every academic year.

Detailed information about the project

The Prize is aimed at promoting the integration of gender perspective in research and teaching through the research work conducted by students when presenting the final or master's degree final project.

Main values that are the basis of the practice

- Promote and develop a critical perspective that takes into account sexual difference and sexualities, violence against women and, in general, the gender impact of the subject under study in each field of knowledge

- Reflect and include in research the effects of gender inequality and discrimination on the production and dissemination of knowledge.

- Include social problems that intersect with gender and sex in the investigation

- Apply gender approach to theoretical and methodological fundaments

A number of participants involved in the practice, circumstances of participants

In the 2018-2019 award, 85 TFG (11 men, 74 women) and 54 TFM (12 men, 42 women) were presented.

Area and/or department responsible for the practice

Equality Unit and Equality Commission

Internal stakeholders involved in the design/implementation/evaluation of the practice

Equality Unit and Equality Commission

External stakeholders involved in the design/implementation/evaluation of the practice

Teaching staff member of the respective juries

EQUALITY AND NON-DISCRIMINATION

The practice is aimed at overcoming the existing barriers in the student perception of gender roles and promoting raising awareness and training on gender issues among future and current professionals. The practice is aimed at all UB students (degrees, masters, PhD) and is based on overcoming barriers in gender in research and teaching, training professionals in gender approach.

PARTICIPATION AND EMPOWERMENT

It was making visible and normalizing the gender perspective in any of the studies offered by this university. The activity is disseminated through the equality commissions of the faculties. Special emphasis has been placed on the undergraduate and master teaching of the respective faculties but in particular those with more gender bias in the composition of the student body, for instance, physics or engineering. The practice wants to spread the culture of diversity and to promote equality, applying the gender perspective in training as citizens committed to equality, along the lines of democracy, justice, equality and solidarity of the entire university community, following

the fourth article of the Statutes of the University of Barcelona. In addition, it contributes to publicizing the existence of a Unit dedicated to gender equality and a UB Equality Commission and its work and functions for gender mainstreaming. UB students have shown a high interest in the possibility of participating in a Prize.

ACCESSIBILITY

The Prize foresees that the language used in the workplace can be Catalan, Spanish or English, and, in this call, any language used in the respective teaching, also excluding works that make a sexist or androcentric use of the language. The works are also graded and rewarded considering the four branches of knowledge.

- Experimental Sciences and Engineering
- Health Sciences.
- Arts and Humanities.
- Social and Legal Sciences

This fact encourages overcoming the gender bias that certain branches of knowledge suffer.

TEACHING, LEARNING AND WORK ENVIRONMENT

Practice aligned with Sustainable Development Goal number 5 on gender equality. In addition to integrating the gender perspective, teachers have the incentive to incorporate it into their work. The Prize foresees that the language used in the workplace can be Catalan, Spanish or English, or the language used in the degree or master's.

RESOURCES

The practice facilitates academic support not only offered by the responsible teachers but also by the equality commissions and the equality unit itself. The jury that fails the award is made up of people of the highest specialization or those responsible for managing diversity in its affiliation centre or another university management body.

EVALUATION

The Prize has a jury or evaluating commission that guarantees that managers with training and competence will evaluate the works from a gender perspective from all the faculties. It makes up of the management of the Equality Unit and the Vice-Rector for Equality and Social Action.

TRANSFERABILITY

The call for an award for TFG and TFM with a gender perspective already exists in other universities. The UB has applied to the "Institut Català de las Dones" for a grant to finance it.

SUSTAINABILITY

The practice is not only sustainable, but essential, to promote the inclusion of the gender perspective in research and particularly in teaching.

CHALLENGES

It does incorporate the gender perspective necessarily needs to consider other situations that interact with gender to provoke a particularly discriminatory result.

Website and further information

- https://www.ub.edu/web/ub/ca/sites/genere/Detalls/premis-treball-tfg-tfm.html

Contact details of the submitter (in case of any follow-up)

- Pilar Rivas

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University of Barcelona – Reserve places for the Roma community

Name of the Higher Education Institution	University of Barcelona
Name of the practice	Reserve places for the Roma community
Type of practice:	Institutional policy or strategy
Main target group:	Students
Category/circumstances the practice is focused:	Race including colour, nationality, ethnic or national origin.
Field of the area of the practice	Teaching and learning
When the practice takes place	Pre-entry period
	Recruitment process
Year of the start of the practice:	2018
Duration of the practice and identification if there is any follow-up (spin-offs)	

Detailed information about the project

Reservation of 1% to 3% of places is in Catalan public universities for the Roma community. At least one place for each degree is reserved for members of the Roma community. This reserve helps those students who, despite having the university entrance exams in any of its modalities, need help to obtain enough grades to access the degree.

Main values that are the basis of the practice

Respect, Equity, Tolerance

A number of participants involved in the practice, circumstances of participants

- 2018 - 9 students in all Catalan public universities
- 2019- 13 students in all Catalan public universities

Area and/or department responsible for the practice

University Access Office of the Generalitat de Catalunya

External stakeholders involved in the design/implementation/evaluation of the practice

- Roma People and Social Innovation Program of the General Directorate for Civic and Community Action of the Department of Labor,
- Social Affairs and Families of the Generalitat de Catalunya

EQUALITY AND NON-DISCRIMINATION

Traditionally the Roma community are not among the groups that Access university. It is difficult to get students from this group at risk of social exclusion to continue their studies even if they have the potential to do so. The measure is conducted within the Comprehensive Plan of the Roma People, in collaboration with the Department of Labor, Social Affairs and Families of the Generalitat de Catalunya and with members of the Roma community. The measure reserves between 1 and 3% of the university places in the Catalan public system. For the group means one place for each degree.

PARTICIPATION AND EMPOWERMENT

A support group has been created inside the Comprehensive Plan for the Roma People in Catalonia (PIPG). This group prepares Roma students to face the University Entrance Test for those over 25 and 45 years old, the University Access Group (GAU). There is also a program to identify Roma students achieving good academic results in Compulsory Secondary Education (ESO). There is a prior support program for Roma students who try to access post-compulsory and/or university studies and subsequent follow-up.

ACCESSIBILITY

In addition to the actions in the field of preparing for access to university, another measure included in the Comprehensive Plan for the Roma People is to guarantee a system of public or private financial aid aimed at Roma and Roma's students studying post-compulsory and/or university studies, such as the Rom Scholarship program (through the Pere Closa Foundation) and others. The actions are carried out in collaboration with Roma entities.

RESOURCES

The support group that prepares Roma students to face the University Entrance Test for those over 25 and 45 years old has nine years of experience and has seen an increasing number of participants, both volunteers who support Roma students and Roma students who register to pass the tests.

TRANSFERABILITY

The measure responds to the situation of marginalization usually suffered by the Roma community but could be extended to migrant groups that have similar problems of social exclusion.

Website and further information

- http://universitats.gencat.cat/es/contacte/seus-territorials-de-loficina-dacces-a-la-universitat/

Contact details of the submitter (in case of any follow-up)

- Dèlia Monfort

Name of the Higher Education Institution	University of Barcelona
Name of the practice	Protocol for access and admission of students benefiting from international protection in the studies of the University of Barcelona
Type of practice:	(a) Protocol
Main target group:	Students
Category/circumstances the practice is focused:	Situation of refugees / asylum seekers / refugees
Field of the area of the practice	Teaching and learning
When the practice takes place	Recruitment process
Year of the start of the practice:	2018
Duration of the practice and identification if there is any follow-up (spin-offs)	The initial protocol is from 2018 and in 2019 a review was performed.

Detailed information about the project

The protocol includes a series of guidelines for evaluating the documentation submitted by those students applying to access the University of Barcelona studies. The measures refer to the documentation submitted by refugee students, displaced persons, asylum seekers and students of the Solidaritat UB Foundation Support Program. Usually, these groups can only submit the documentation with some of the established legal requirements. Depending on the type of documentation submitted, a series of specific actions are established to determine the documents' integrity.

Main values that are the basis of the practice

Respect, Collaboration

A number of participants involved in the practice, circumstances of participants

2018-2019 9 participants: 2 Syrian women; 5 Syrian men; 1 Afghan man; 1 Palestinian man

2019-2020 7 participants: 3 Colombian women; 1 sahraui woman; 1 Salvadoran woman; 2 Syrian men

Area and/or department responsible for the practice

Academic management and teaching secretaries and students of the faculties of the University of Barcelona.

Internal stakeholders involved in the design/implementation/evaluation of the practice

Administration and services staff of the faculty secretaries and research teaching staff of the faculties.

EQUALITY AND NON-DISCRIMINATION

The protocol promotes the incorporation of refugees, asylum seekers or international protection students into the university. Due to the circumstances in which they must leave their countries, they cannot always have their documents with all the legal requirements, but at the same time, they need to be able to resume their education. For this reason, attempts are being made to rebuild their previous records in alternative ways. Refugees or asylum seekers who go to the faculties of the University of Barcelona can be informed of the existence of these measures. They can submit their documentation to be assessed even if they still need to meet all the requirements.

PARTICIPATION AND EMPOWERMENT

Until now the protocol has been applied to students who come from or have been redirected through the UB Solidaritat Foundation (Refugee Support Program).

ACCESSIBILITY

The teaching and student secretaries of the faculties and the UB Solidaritat Foundation are the ones who provide properly information to students who have started studies in their countries of origin and who, having arrived in our country, want to continue with them.

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EVALUATION

By the given time, this measure has not been evaluated as a whole.

Website and further information

- N/A

Contact details of the submitter (in case of any follow-up)

- Dèlia Monfort

University of Barcelona – Support Programme for refugee and people from conflict zones

Name of the Higher Education Institution	University of Barcelona
Name of the practice	Support Programme of the University of Barcelona for refugee and people from conflict zones
Type of practice:	Institutional policy or strategy
	Protocol
	Program
	Raising awareness campaign
Main target group:	Students
	Teachers/researchers
	Administrative staff
	university community
Category/circumstances the practice is focused:	Refugee/asylum seekers/refugee-like situation
	Intersectionality
Field of the area of the practice	Accommodation
	Academic support
	Mobility
	Teaching and learning
	Psychosocial support
	Economic support
	Legal advice, health insurance, promotion
When the practice takes place	Pre-entry period
	Recruitment process
Year of the start of the practice:	2015
Duration of the practice and identification if there is any follow-up (spin-offs)	Academic Year

Detailed information about the project

The Support Programme of the University of Barcelona for Refugees and people from conflict areas aims to support these people so that they can continue their academic and vital paths. The programme aligns with what UNHCR and the OECD call "complementary and alternative pathways to resettlement" and

contributes, in particular, to goal 3 of SDG 4 (Quality Education), SGD 10 (Reduced inequalities) and, specifically, its goal 7. The UB Programme has a holistic approach that includes

- free tuition

- follow-up and personalized advice on the educational route of students;

- support for social integration (accommodation, language learning, language pairs, legal advice, psychosocial support and psychological assistance);

- information and support for labour integration; information, training

- awareness campaigns;

- networking/lobbying internally at the UB and externally (with public administrations and NGOs).

Likewise, the programme contemplates the participation of the UB in international cooperation projects (such as RESCUE, InHere, Uni(di)versity) that aim to promote access to higher education for refugees and contribute to the improvement of processes of integration and social cohesion in the host communities. Coordinated by the UB Solidarity Foundation, the programme was launched in September 2015. Its flagship is the university Course on Transition to Bachelor's Degrees and Training in Human Rights, with a full scholarship. This bridge course, co-financed by the UB and the Barcelona City Council, allows refugees to learn Catalan and Spanish languages and to land on the social, economic and educational realities. Once the course has been completed, and with the same scholarship coverage, students can access their university studies at the UB. Each academic year, the program welcomes 15 new students from war and conflict zones. By the end of 2019, 28 people were studying within the program's framework, and more than one hundred had benefited from measures related to accommodation, legal advice, and Spanish learning courses. The structure of this UB programme has been replicated by the Shelter

program for Lebanese refugee students of the Generalitat of Catalonia, demonstrating its scalability possibilities. Likewise, the programme has been included in the Good Practice Catalogue in Welcoming Refugees in Higher Education of the inHERE project.

Main values that are the basis of the practice

Solidarity, human rights' respect, dignity

A number of participants involved in the practice, circumstances of participants

The Program has different branches/lines of action. The total amount of participants per year is the following:

- 15 students within the Transition course to the University: full scholarship. 60% men 40% women. Until the moment, students come mainly from Syria, but also from other countries: Afganistan, Democratic Republic of Congo, etc

- From 8-10 students that are already in the national territory benefit from the exemption of tuition fees. 80% are women, and mainly from Latin American countries (Colombia, El Salvador

- More than 100 people (refugee and regular UB students) benefit from Spanish courses, academic advice, legal advice, accommodation, raising awareness campaign, language exchange, etc

Area and/or department responsible for the practice

University of Barcelona Solidarity Foundation

Internal stakeholders involved in the design/implementation/evaluation of the practice

At the level of the Vice Rectorate: the three more involved are the Vice-Rectorate of Social Action and equality, and in less measure: Academic Management and Internationalization. All the areas of the UB are deeply involved and committed to the project, specifically: Academic Affairs (a key piece in the admission and acceptance of students), Mobility Office (advise in legal terms),

Spanish Studies, Linguistic Services, the faculties that welcome our students (Law, Physics, Education, Mathematics, etc.), Sports UB, University residences (Ramon Llull and Penyafort)

External stakeholders involved in the design/implementation/evaluation of the practice

The Program has involved numerous NGOs (specialized in asylum and specific areas: legal advice, post-war or post-conflict trauma, medical advice and treatment), enterprises (Nestle) and municipalities (Barcelona city council, L'Hospitalet and Viladecans city councils). Likewise, the Program has been collaborating with the Generalitat de Catalunya and with the CRUE (Spanish Conference of University Rectors), and it's involved in European Projects (UniDIversity).

EQUALITY AND NON-DISCRIMINATION

The Program is designed upon solidarity and cooperation in terms of equity and equality, bearing in mind that respect for human rights and people's dignity is a priority. The Program is aware of the existence of the dominant university culture. It has been designed to overcome this culture through various activities (training, raising awareness campaigns, orientation, and guidance. Yes, for this reason, the Program incorporates people with deep experience and knowledge of participants' cultural and social spaces, even though we need to improve this area.

PARTICIPATION AND EMPOWERMENT

The Program promotes the participation of underrepresented groups, especially in the implementation and evaluation through constant personal follow-up. We try to gather all the qualitative information from meetings or interviews with the Program's participants to introduce improvements as far as possible. Once a student has been accepted as a participant in the Program, they automatically receive a UB student card: they are part of the university community. They receive holistic support (especially those who participate in the transition course to the University), which means that there is at least, one person dedicated to guiding, orientating, follow-up, the student trying to ensure their well-being (mental and physical). The fact that at least students from the transition course stay for 1 year at the university residence (dorms) ensure

a sense of belonging to a community. The Program also promotes a feeling of belonging through different activities (peer-to-peer, language exchange) that want to put in contact students from the Program with other UB students. Even though the difficulties that the students have to confront (related to their status as refugees, asylum seekers or refugee-like situations), students perceive their participation in the Program as an opportunity to recover and restart their lives and academic path in a safe place.

ACCESSIBILITY

During the selection period, the application for participating in the project incorporates a section to describe the different needs that the student can have. The preselection interview wants to confirm the needs identified by the student and identify other needs. Once the student is in Barcelona, the follow-up allows the Program to detect needs and cover them as far as possible. The expertise of the Program's work team allows us to take these elements.

TEACHING, LEARNING AND WORK ENVIRONMENT

In the case of the students of the transition course, the fact that the teacher has expertise in multicultural contexts alongside the constant follow-up allows us to identify different learning styles and adapt the classes and the training to the specificity of each student. The current transition course incorporates the human rights approach and SDGs. Yes, the personalized training each of the 15 students receives through the one-year transition course allows them to overcome language barriers. During the degrees or masters (after the transition course), students continue having the support of the Program in terms of improving language skills. The experience shows that teachers are very sensitive to the learning barriers of the Program's students, and it is common for teachers to offer part of their weekly tutorial time to support the students.

RESOURCES

The Program, especially the transition course to the University, offers a complete scholarship that includes accommodation, pocket money, and holistic support (physical and mental health support and assistance, legal advice, and academic guidance.

EVALUATION

Currently, the Program is being externally evaluated. The participation of participants in the evaluation is key to understanding their experience and how the Program can adapt quickly and properly to the daily situations that the university and students face.

TRANSFERABILITY

The Program's activities, especially the transition course to the university, are easily transferred. Currently, the proposal has been submitted to the CRUE to be adopted by the universities interested. On the other hand, the work structure (University-Municipality-NGO/enterprises) has a potential transferability.

SUSTAINABILITY

The Program seeks social, economic and environmental sustainability. Indeed the Program's work structure (involving the university community, NGOs, municipalities and enterprises) responds to the need of short, mid and long term sustainability. The Program wants to promote the alliance between public sphere, third sector, private sector and universities.

CHALLENGES

The challenges faced by the program are many and start with its definitive institutionalisation. Continuing support for program activities by governing bodies is vital. Other challenges are the consolidation of elements of the ordinary functioning of the program (activation of the Protocol for the recognition of previous studies and actions of psychosocial support, among others) as well as interrelation and joint work with other initiatives carried out within the University of Barcelona.

Consolidation and expansion of the support of local and state government bodies is a priority for the development of the program's activities. A critical element is the scalability of the programme to the Spanish state. After four years of implementing the programme and defining action strategies based on experiences, the University of Barcelona proposed in the Conference of Rectors of Spanish Universities (CRUE) scaling up the programme to the state level. The opportunity for inter-university cooperation in Spain and the optimisation of resources (for example, language courses could be shared by all universities). A common space for exchanging knowledge and action strategies is considered beneficial. It could be fostered in universities that want to establish their social responsibility and commitment to progress towards the SDGs. A penultimate set of challenges is related to the incorporation of new areas of intervention (unaccompanied minor refugees, for example) or collaboration with working or research groups to use the considerable amount of data collected since 2015 and contribute to research areas and dissemination. Finally, but no less important, is a major challenge: creating and developing coordinated actions to create safe spaces that enable refugees to access university education at the European level. On the other hand, economic sustainability is also an element to consider.

Website and further information

- http://www.solidaritat.ub.edu/refugees/?lang=en
- http://diposit.ub.edu/dspace/handle/2445/167960

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University of Barcelona – Study grants for students

Name of the Higher Education Institution	University of Barcelona
Name of the practice	Study grants for students with special financial difficulties or personal circumstances
Type of practice:	Institutional policy or strategy
	Program
Main target group:	Students
Category/circumstances the practice is focused:	Lower income / lower socioeconomic background
Field of the area of the practice	Psychosocial support
	Economical support
When the practice takes place	Continuous training (long life learning)
Year of the start of the practice:	The program started the academic year 2012/2013
Duration of the practice and identification if there is any follow-up (spin-offs)	Each academic year a call is opened, the call takes into account and considers the needs that were detected in the call of the previous year.
	They are all financial aid for tuition

Detailed information about the project

The initiative helps financially those economically vulnerable students who want to enrol in Degrees or master's and Bachelor's or Master's and cannot access the aid provided by other administrations. In the selection procedure, the accreditation of the situation produced is requested, and situations such as unemployment, death of the main breadwinners, reduction of income due to illness or other circumstances, etc., are assessed. If more information is needed, the procedure allows interviewing the applicant, who can also be referred to the UB Social Worker for guidance.

Main values that are the basis of the practice

- Socioeconomic inclusion. University studies must reach all groups and not make differences due to the economic situation.

- Solidarity with the students of the university itself

- co-financing with respect to other public administration aid.

A number of participants involved in the practice, circumstances of participants

The number of participants varies each academic year. It ranges from 250 requests to five hundred. They do not have exact statistical data, but most applicants are women, and a significant percentage are students with a migrant background.

Area and/or department responsible for the practice

scholarships and student aid & degree and master scholarships

Internal stakeholders involved in the design/implementation/evaluation of the practice

Academic Management department, director of the academic support area and the Vice-Rector for Students and Language Policy. Participating in the analysis, members who are part of the commission that evaluates the applications are the Vice-President of the conference of deans and a representative of the Student Council.

EQUALITY AND NON-DISCRIMINATION

At an economic level, changes implemented in scholarship calls from other administrations are evaluated each year, and an analysis is made to cover aspects that other administrations do not cover, for instance, support in the enrollment of repeated subjects.

PARTICIPATION AND EMPOWERMENT

The same staff that evaluates and resolves the calls and detects the different needs actively participate in designing the different annual calls. Financial aid to students in need makes them feel more integrated at the university where they are studying. People who meet the requirements will access financial aid, and those who are not beneficiaries will not be satisfied. The ratio number of applications/grants awarded is recorded in the annual reports provided to the Gabinet Tècnic del Rectorat.

ACCESSIBILITY

In the first year of the program's start, a macro meeting was held to detect the different needs of the students where both students and staff of secretaries, deans, etc. participated, but it has yet to be held again. The information on the call is well structured and published on the Scholarship website and the university's electronic headquarters. It is also disseminated on social networks.

EVALUATION

Management and political staff have evaluated the call, but not by the affected group. A meeting with the students would be necessary to brainstorm and to express the needs they detect

CHALLENGES

The main challenge is preventing students from dropping out of their studies for financial reasons. To give an opportunity in a course that may have been especially difficult so that the following year they can go back and be referred to other types of scholarships, such as the Equidad de la Generalitat or the General of the Ministry.

Website and further information
- http://www.ub.edu/beques/grausimasters/ajuts_espec_bkub/index.html
- http://www.ub.edu/beques/grausimasters/ajuts_espec_bkub/ajuts_estudi/05_resolucions.html

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University of Montpellier – SD Handicap

Name of the Higher Education Institution	University of Montpellier
Name of the practice	SD Handicap
Type of practice:	Program
Main target group:	Students
	Teachers/researchers
	Administrative staff
	university community
Category/circumstances the practice is focused:	disability
Field of the area of the practice	Academic support
	Mobility
	Teaching and learning
	Psychosocial support
When the practice takes place	at all stages
Year of the start of the practice:	2020-2024
Duration of the practice and identification if there is any follow-up (spin-offs)	Each academic year a call is opened, the call takes into account and considers the needs that were detected in the call of the previous year. They are all financial aid for tuition

Detailed information about the project

UM has developed a program of 45 actions for disabled persons.

Main values that are the basis of the practice

Inclusion, Success, Commitment

A number of participants involved in the practice, circumstances of participants

- 1100 students, 300 agents

Area and/or department responsible for the practice

- Handiversité - https://www.umontpellier.fr/campus/handicap

Website and further information

- https://www.umontpellier.fr/articles/45-mesures-pour-une-meilleure-inclusion-du-handicap?utm_medium=mail&utm_source=newsletter&utm_campaign=2

Contact details of the submitter (in case of any follow-up)

- To contact: https://www.umontpellier.fr/campus/handicap

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University of Montpellier – Awareness Weeks

Name of the Higher Education Institution	University of Montpellier
Name of the practice	Awereness Weeks
Type of practice:	Raising Awareness Campaign
Main target group:	Students
	Teachers/researchers
	Administrative staff
	university community
Category/circumstances the practice is focused:	Gender identity
	Gender-based violence
	Sexual orientation
	Race including colour, nationality, ethnic or national origin
	Religion or Belief
	With children / Caring
Field of the area of the practice	Academic support
	Teaching and learning
	Psychosocial support
When the practice takes place	Once a year
Year of the start of the practice:	2015
Duration of the practice and identification if there is any follow-up (spin-offs)	Each academic year a call is opened, the call takes into account and considers the needs that were detected in the call of the previous year. They are all financial aid for tuition

Detailed information about the project

- Awareness, shape attitudes and openness

Website and further information

- https://www.umontpellier.fr/etudiant

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- To contact: dvc-direction@umontpellier.fr

A WAY FORWARD

This collection showcased a rich repertoire. Nevertheless, many social barriers limit the full, effective, and equal participation of people with different backgrounds, life experiences and access needs. CHARM-EU has been continuously working to contribute to the development of a more inclusive higher education experience. We believe that we could inspire CHARM-EU partners and various stakeholders and individuals to explore more in details the practices put in the spotlight in this report.

LIST OF LITERATURE

Association for Higher Education Access and Disability (AHEAD Ireland) 2015. Mental Health Matters Mapping Best Practices in Higher Education. Dublin: AHEAD Educational Press. Retrieved from: https://ahead.ie/userfiles/files/shop/free/Mental-Health-Matters-%20Online.pdf

Santiago, P., Tremblay, K. Basri, E. and Arnal, E. (2008). Tertiary Education for the Knowledge Society, Volume 2. Special features: Equity, Innovation, Labour Market, internationalisation, Paris: OECD, Retrieved from: http://www.oecd.org/dataoecd/17/23/41266759.pdf