Higher Education Learning Community for Inclusion

MANUAL FOR NON-DISCRIMINATION AND INCLUSIVE UNIVERSITIES



Mykolas Romeris University

VNiVERSiDAD D SALAMANCA

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Mykolas Romeris University

Co-funded by the European Union

ABOUT THIS MANUAL AND ROADMAP

The Manual for Non-Discrimination and Inclusive Universities (hereinafter Manual and Roadmap) has been developed to support higher education institutions in ensuring inclusiveness at universities and addressing discrimination based on gender, ethnic origin, sexual orientation, etc. The Manual and Roadmap is primarily designed to support individuals who have a role within higher education institutions in addressing crucial problems of society that must be considered by the education system, such as the promotion of equality policies and the fight against discrimination. We encourage engagement from teaching staff, administrative staff, and students within higher education who are motivated to create an inclusive and safe environment and prevent discrimination based on gender, ethnic origin, sexual orientation, etc.

The Manual and Roadmap is based on a quantitative survey, focus groups with stakeholders of the three European universities, developed MOOCs (Massive Open Online Courses) teaching materials, best practices of other European and non-European universities, and meetings of Transnational Learning Communities held between May 2022 and December 2024 to gather input for the development of the Manual and Roadmap to address discrimination in higher education and develop cultures of inclusiveness within universities.

The structure of the Manual and Roadmap is composed on a four-step Plan, Do, Check, and Act model for carrying out change, which will help higher education institutions design comprehensive policies based on the needs of internal and external stakeholders, implement approved policies and measures, evaluate the effectiveness of actions and make improvements in ensuring inclusiveness at universities addressing discrimination based on gender, ethnic origin, sexual orientation, etc.

We hope this Manual and Roadmap will provide useful instruments and recommendations that guarantee the effective practice of Human Rights and European values at universities and will facilitate: the development of effective policies; the implementation of concrete measures, including the creation of new training content and services related to non-discrimination; and continuous improvement in higher education institutions, cementing a culture of inclusion and the management of diversity within the university community.

The Manual and Roadmap was authored by the international HELCI project team: Aurelija Pūraitė, Concha Anton Rubio, Helena Segarra, Inga Juknytė-Petreikienė, Jesús Migallón Sanz, José María Tomás Ponce, Laima Vaigė, Lisa Tackie, Nuria Lores Sánchez, and Ramunė Jakštienė.

ABOUT THE HELCI PROJECT

Despite the progress and development of the *acquis communautaire* on Equality and Non-discrimination by the European Union, unequal treatment, racism and xenophobia, as well as other serious forms of intolerance, have been spreading within European societies. Continuing crises (economic, migratory, and pandemic) have been exacerbating competition for public resources, elitism and hate speech, and intolerance. Several studies have concluded that universities are still places where discrimination (by gender, ethnic origin, sexual orientation, etc.) is unfortunately a regular phenomenon. For example, research conducted by the INVITED Project shows 'insufficient awareness among the university community about diversity and inclusion, so these issues continue to be a challenge, on top of the lack of funding and other resources, or the difficulty to identify target groups. A specific training of the administrative services, teaching and researching staff is needed, to raise the level of awareness and provide concrete tools and approaches for addressing diversity' (Diversity, Equity and Inclusion in European Higher Education Institutions Results from the INVITED project, November 2019). In this context, universities and the higher education community in general are in a unique position to defend and practice inclusion, and to promote the training of the entire community on the principles of non-discrimination and make them effective both in access to universities as in their daily activity. To achieve this goal, it is necessary to design and implement didactic and pedagogical instruments that improve the competences of both students and teachers, and not least of the service staff who work in these centres. These training needs are what the HELCI project intended to address, through its objectives and results. This commitment corresponds to the policy goals and obligations established in: the Charter of Fundamental Rights of the European Union (2016); the EU Action Plan on Human Rights and Democracy 2020–2027; the EU Anti-racism Action Plan 2020–2025; the EU Gender Equality Strategy (2020–2025); the Council of Europe Convention on preventing and combating violence against women and domestic violence, EU Directive 2024/1385; the EU Strategy on victims' rights (2020–2025); the EU Victims' Rights Directive 2012/29; LGBTIQ Equality Strategy 2020–2025; The Race Equality Directive 2000/43/EC, etc.

The main goal of the HELCI project is to promote non-discrimination principles and European common values in higher education, boosting connections among universities of different countries and the elaboration (in a co-productive way) of inclusive and innovative content that counteracts xenophobic and racist speech, as well as the other forms of intolerance that Europe is facing. The specific objectives of HELCI are as follows:

- To create a Higher Education Learning Community for Inclusion (HELCI) at the European level that reaches all university services and research groups that have an interest in the topic in order to discuss and elaborate on content that provides diversity-based skills for both administrative and teaching staff.
- To elaborate on, validate, and share innovative content through developing 4 MOOCs (massive online open courses) that target teachers, researchers, and

administrative staff, as well as graduate and postgraduate students, on the topics of non-discrimination, ethnicity and cultural diversity, affective and sexual diversity, and gender discrimination. The participation of the whole university community in the design of content with a high value of externalization to society will be promoted.

- To create a Manual and Roadmap for Non-Discrimination and Inclusive European Universities that disseminates experience, transfers the model, outlines MOOCs, and sets a roadmap to include European values-based university curricula in the European teaching network.

The HELCI project addresses issues that are top priorities for the Erasmus+ programme, both in the field of higher education and horizontally.

The project is implemented by:

- The University of Salamanca (USAL)
- The Spanish Observatory on Racism and Xenophobia (OBERAXE)
- Cidalia Consuloria en Diversidad
- The University of Vienna (UV)
- The Mykolas Romeris University (MRU)

For more information, visit the official HELCI website: https://helci.usal.es/en/



DEFINITIONS OF CONCEPTS

This glossary is intended to define important terms and provide guidance for readers. However, it is important to note that this is not an exhaustive list of all possible terms. Language and technical terminology are constantly changing, new terms may emerge, and the meaning of existing terms may change over time.

Agender: describes a person who does not identify as any gender (adapted from Ministerio de Sanidad, 2018).

Ally/Allyship: describes a person who actively and continuously fights against a system of discrimination from which the person themselves is privileged and therefore not negatively affected (Ogette, 2022, p. 14).

Anti-Asian racism: is directed against Asian people or those who are read as Asian. Many racialised attributions are gender-dependent, e.g., women are perceived as childlike and hypersexual, and men as desexualised and feminised (Choi, 2023, p. 33).

Anti-Black racism: is directed against Black people and has its origins in the enslavement and exploitation of the African continent and its population (Neue Deutsche Medienmacher, *innen, n.d.).

Anti-Muslim racism: is directed against Muslim people or those who are read as Muslim. It is therefore not only a criticism of religion or religious discrimination, as non-Muslims can also be affected by anti-Muslim racism (Bozkurt, 2023, p. 34).

Antisemitism: refers to all forms of hate, hostile attitudes, statements, actions, and prejudices that are directed against Jewish people or people who are perceived as Jewish (Neue Deutsche Medienmacher, n.d.). Among other things, Jews are constructed as a homogeneous collective and as part of an allegedly powerful conspiracy (Lamberty, 2023, p. 36).

Antiziganism: refers to discrimination directed against Roma and Sinti or those who are perceived as such. Alternative terms for antiziganism are anti-Romaism or Gadje racism (Neue Deutsche Medienmacher, *innen, n.d.).

Ashkenormativity: describes the dominance of Ashkenazi Jewish culture, practices, and identities within the Jewish community. The term is derived from Ashkenazim, the largest group in Judaism (Neue Deutsche Medienmacher, n.d.). Other Jewish groups and the realities of their lives are marginalised as a result.

BIPoC/BPoC: Black, Indigenous, and People of Colour; an extension of the term People of Colour (see People/Person of Colour) (Neue Deutsche Medienmacher, *innen, n.d.).

Black: is a self-description of people of African, Caribbean, and African-American descent. The letter 'B' is capitalised to make it clear that being Black does not mean the pigmentation of the skin, but is a social and political construct (Shiferaw, 2023, p. 195).

Cisgender: or simply cis, is an adjective that describes a person whose gender identity aligns with the sex they were assigned at birth (adapted from Ministerio de Sanidad, 2018).

Climate justice: makes us reflect on the inequality in the distribution of the burden of climate impacts on communities that live in greater poverty, vulnerability, or historical discrimination, such as indigenous peoples, who bear a disproportionate burden in relation to their almost non-existent contribution to the carbon footprint (Center for Climate

Justice, n.d.).

Colonialism: describes a relationship of domination. This goes hand-in-hand with the seizure of inhabited territories and the subjugation, expulsion, and/or murder of the local population. Colonialism was already a common practice worldwide in ancient times, but modern European colonialism, which we usually understand by this term today, began in 1492 (Arndt, 2020, p. 33).

Critical Whiteness Studies: is an interdisciplinary approach that deals with the critical analysis of power structures and privileges associated with *whiteness*. Its aim is to raise awareness of how racism operates in society and how associated privileges can be recognised and changed in order to promote a more just and inclusive society (Vielfalt. Redaktion, 2022).

Culture: The definition of the term culture is challenging, as it is complex and context-dependent. Culture encompasses not only art and traditions, but also the social norms, values, language, and lifestyles of a society. It is important to emphasise that culture is dynamic and changes over time. A static definition can therefore only be a snapshot, and should be considered in the context of the respective discussion (Nünning, 2023).

Decolonisation: refers to the process by which former colonies in Africa and Asia became independent and sovereign states in their own right (Demokratiezentrum Wien, 2021). Currently, however, this term is also used, for example, to refer to colonial continuities in knowledge production and the need to question them.

Direct discrimination: occurs when a person is treated less favourably than another person is, has been, or would be treated in a comparable situation (European Institute for Gender Equality, 2014).

Discrimination: encompasses the unequal treatment of people based on ethnicity, skin colour, origin, age, sex/gender, gender identity, physical and/or mental impairment, sexual orientation, religion, and/or belief. Discrimination includes any statements, actions, acts, or omissions that demean, disadvantage, harass, or threaten people. Discrimination is a structural phenomenon. This means it is based on the way society works through norms, routines, and patterns of attitudes. Discrimination can be direct or indirect when apparently neutral provisions exclude certain groups from accessing services or employment. Often it occurs in day-to-day experiences such as receiving poorer service or support in institutions, being treated with less courtesy and respect, or being treated as less intelligent or less trustworthy (Office of the Equal Opportunities Ombudsperson, n.d.).

Diversity: is a difficult term to define, and it is by no means sufficient to simply understand it as synonymous with variety, difference, or individuality within a group. For example, the concept of diversity has its origins in the civil rights movement in the USA, where it went hand-in-hand with hiring quotas for black US citizens, among other things. Today, there is growing awareness that diversity is not possible without anti-discrimination. Changes are needed in organisational culture, power relations, and working methods (Vassilou-Enz, 2023).

Empowerment: is to be understood both as a political term and as an emancipatory

concept and describes a process that aims to enable individuals to 'become self-determined and capable of acting as a political subject (again) and to actively help shape society' (Amadeu Antonio Stiftung, 2016, p. 7).

Ethnicity: describes an individually perceived affiliation to an ethnic group whose common characteristics can be, for example, language, religion, or shared traditions (Bundeszentrale für politische Bildung, 2021a).

Ethnocentrism: refers to the political attitude of regarding the values and characteristics of one's own culture as superior and the standard for all others (Bundeszentrale für politische Bildung, 2021b).

Eurocentrism: non-European cultures are viewed and evaluated according to European values, norms, and perspectives. Europe represents the centre of the world, of thought and action (Hasters, 2019, p. 2014).

Fundamental rights: those that are established in a legal norm from which, therefore, legal obligations derive for public authorities and citizens. Initially, these rights were enshrined in the internal rules of states, in particular in their constitutions. Later, however, these rights were also enshrined in certain international legal texts such as the Charter of Fundamental Rights of the European Union. Fundamental rights express the concept of human rights within a specific European Union (EU) context (Fundamental Rights Agency, 2012).

Gender bias: refers to actions or ideas based on the view that women are not equal in their rights and dignity to men (European Institute for Gender Equality, 2014).

Gender equality: means that people have the same rights, duties, and opportunities in all the main areas of life, regardless of their gender. So far, there are no countries in the world that have achieved substantive equality, but formal gender equality is gradually being provided (European Institute for Gender Equality, 2014).

Gender expression: how a person presents gender outwardly, through behaviour, clothing, voice, or other perceived characteristics. Society identifies these cues as masculine or feminine, although what is considered masculine or feminine changes over time and varies by culture (Center of Excellence on LGBTQ+ Behavioral Health Equity, n.d.)

Gender gap: means differences in opportunities, rights, and pay between women and men (European Institute for Gender Equality, 2014).

Gender identity: one's own internal sense of self and their gender, whether that is man, woman, neither, or both. Unlike gender expression, gender identity is not outwardly visible to others (adapted from Center of Excellence on LGBTQ+ Behavioral Health Equity, n.d.).

Gender: a social construct of norms, behaviours, and roles that varies between societies and over time. Gender is often categorized as male, female, or nonbinary (adapted from Ministerio de Sanidad, 2018).

Good practices: initiatives developed by universities with the aim of addressing some aspects of diversity, and which have been positively evaluated by the groups to which they are addressed, by university authorities, or by experts. The interventions may have been devised by the university itself, but also by university organisations, the research community,

or civil society (adapted from Global Compact on Refugees, n.d.).

Hate crime: an unlawful act that involves the intentional targeting of a victim based on the perpetrator's bias or prejudice against the victim's actual or perceived status (Craig, 2022)

Heteronormativity: the traditionally established social norms on how people have to act and express themselves based on their gender, which is considered to be something biologically assigned (adapted from Ministerio de Sanidad, 2018).

Human rights: the set of prerogatives that derive from and guarantee human dignity; they are those that we all possess by the mere fact of being human and are therefore inherent to all human beings, without distinction of any kind. Moreover, human rights are interrelated, interdependent, and indivisible. Therefore, human rights exist irrespective of whether they are recognised in legal texts or not, national or international. In the words of the Office of the United Nations High Commissioner for Human Rights (n.d.): 'Human Rights are the rights that we basically have because we exist as human beings'.

Inclusive education: is the process of reinforcing the capacity of education systems to welcome and reach out to all learners (UNESCO, 2017, p. 7). Inclusive education aims to eliminate those barriers that prevent people from accessing, participating, and learning due to whatever condition they may have.

Indirect discrimination: when an apparently neutral provision, criterion, or practice places a person at a particular disadvantage compared to other people, unless said provision, criterion or practice can be objectively justified by a legitimate aim and unless the means to achieve it are adequate and necessary (European Institute for Gender Equality, 2014).

Intersectional discrimination: designates situations in which two or more causes of discrimination are at work, giving rise to a more intense and specific discriminatory phenomenon than that which would result from the axes separately. This is a situation in which the different reasons for discrimination act simultaneously, and the reasons for their appearance cannot be differentiated. The combination of these factors creates a negative synergy, so that discrimination cannot be fully understood only as the sum of criteria. These discrimination systems have been found to be based on, among other dimensions of life, sexual orientation, gender identity, gender, race, ethnic origin, nationality, immigration status, age, disability, and minority status (European Institute for Gender Equality, 2014).

Intersectionality: is a theory in social sciences that seeks to shed light on specific situations of oppression that arise from the intersections of power relations based on race, gender, and class. The term *intersectionality* was coined by Kimberlé Crenshaw, an African-American lawyer, academic, and civil rights activist, and describes the interaction of different categories of oppression such as gender, class, race, etc. (Brah & Phoenix, 2004, p. 76). The individual systems of discrimination are not separate from each other, but rather are in constant interaction with each other (Gammage & Alameen-Shavers, 2019, p. 2).

Intersex: is an umbrella term used to describe people with differences in reproductive anatomy, chromosomes, or hormones that do not fit typical definitions of male and female

(adapted from Center of Excellence on LGBTQ+ Behavioral Health Equity, n.d.).

Islamophobia: describes negative attitudes towards Islam and its beliefs as well as towards Muslim people and their religious practices (Neue Deutsche Medienmacher, *innen, n.d.).

LGTBIQ+ activism: encompasses those people who, regardless of their sexual orientation or gender identity, mobilise for the improvement of the living conditions and rights of lesbian, gay, trans, bisexual, intersex, and queer people, as well as those of any other sexual orientation or gender identity. The acronym for this form of activism has evolved over the years. Initially referred to as the 'gai' (gay) movement, it later became the 'lesbian and gay' movement. As early as the 1980s, the 'B' for bisexual and 'T' for transgender began to be added. Later, references to queer and intersex people were added. Some even add an 'A', referring to asexual people. However, the '+' symbol, which is used to include other sexual orientations or gender identities (e.g., non-binary people), is not always included (Calvo Borovia, 2017).

Mental load: refers to the cognitive and emotional effort involved in managing and organizing tasks, responsibilities, and obligations in daily life. It is often described in the context of domestic and caregiving work, where one person – usually a woman in traditional households – carries the responsibility of not only performing tasks, but also thinking ahead about them, planning, and ensuring they are completed (adapted from Costil, 2024).

Meritocracy: is the idea that a person's place in power or in the social hierarchy is solely determined by abilities and achievements, regardless of class, race, gender, and other characteristics (adapted from Stanford Encyclopedia of Philosophy, 2023).

Micro-aggressions: are subtle verbal or non-verbal belittling and humiliating statements, actions, comments, or questions that, intentionally or not, have a negative impact on people from marginalised groups. They are based on stereotypical representations and reproduce them (Kamucote & Kandlbauer, 2022, p. 13).

Multiple discrimination: refers to situations in which the reasons for discrimination occur jointly or in isolation and successively over time (European Institute for Gender Equality, 2014).

Non-binary: people who do not describe themselves or their genders as fitting into the categories of man or woman. A range of terms, including nonbinary and genderqueer, are used to refer to these experiences (adapted from Ministerio de Sanidad, 2018).

N-Word: is a racist foreign term that was used by colonisers to designate the human races they invented (Kandlbauer, 2022, p. 62). As a result, this term cannot be understood independently of its history of origin and the associated dehumanisation of Black people (Ogette, 2022, 66).

Orientalism: this term became known in 1978 through Edward Said's work of the same name. Said used it to describe the West's view of the so-called Orient. This is associated with stereotypes and exoticisation. Orientalism is historically linked to the colonial expansion of the West, as it contributed to the conceptualisation of the 'other' as foreign, exotic, and inferior. This led to a hierarchisation of cultures and power structures that justified the

supremacy of the West (Afshar, 2008, p. 413f).

Othering: describes the process in which the abilities, characteristics, etc., of individuals or groups are labelled as special. Regardless of whether these labels are meant positively or negatively, the people concerned are ascribed a deviation from the norm (Ogette, 2022, p. 70). Othering thus also serves to maintain power structures and can help to legitimise prejudice and discrimination.

Person/People of Colour (PoC): the term PoC is a self-designation used by racialised people who have African, Asian, Latin American, Arab, Jewish, indigenous, or Pacific Islander origins or backgrounds (Nghi Ha, 2013). This is not about skin colour, but about the naming of racism and power relations in a white dominant society (Neue Deutsche Medienmacher, n.d.).

Racial profiling: describes the practice of policing people solely on the basis of racist or other discriminatory prejudices. Although racial profiling is prohibited by law, scientific studies show that it still takes place (Neue Deutsche Medienmacher, n.d.).

Racism: is an ideology that devalues people based on their appearance, name, (supposed) culture, origin, or religion. In Germany, this applies to non-white people – those who are seen as non-German, i.e. not really belonging. When people are not judged and valued according to their individual abilities and characteristics or what they do personally, but as part of a supposedly homogeneous group, then that is racism. This ideology is used to justify unequal social and economic living conditions, the exclusion of people, and even violence. Racism is not simple bullying, because it is based on a real difference in power in our society. The prerequisite for this is that people are categorised into 'us' and 'others according to external or (supposed) cultural characteristics. The 'others' are categorised as less valuable or less good than 'us' (Amadeu Antontio Stiftung, 2022).

Safer Space: refers to a space in which marginalised people are exposed to less discrimination or other forms of violence, and can therefore feel safer and empowered (Gang, 2023, p. 192).

Sex: is a person's biological status and is typically assigned at birth, usually on the basis of external anatomy. Sex is typically categorized as male, female, or intersex (adapted from Merriam-Webster, n.d.).

Sexism: means actions or attitudes that discriminate against people solely based on their sex/gender. Ambivalent sexism encompasses both hostile and benevolent sexism via punishment and rewards (European Institute for Gender Equality, 2014).

Sexual and Gender Diversity: is an Anglo-Saxon-inspired, inclusive, and consensual definition that would group together the set of pluralities of gender identities and expressions (LGBTIQA+) as well as relational diversities and non-conventional sexualities (adapted from Ministerio de Sanidad, 2018).

Sexual orientation: the emotional and sexual attraction that one feels for other people based on their sex (adapted from Ministerio de Sanidad, 2018).

Stalking: is a pattern of intentional, unwanted, repeat seeking of contact that is intrusive, harassing, intimidating, and might causing fear, stress, anxiety, and inconvenience for

a targeted person (European Institute for Gender Equality, 2014).

Stigmatization: the attribution of characteristics that discredit members of a human group. When stigma falls on a group, its members are socially devalued (adapted from Merriam-Webster, n.d.).

Sustainable Development Goals (SDGs): also known as the Global Goals, these were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity (United Nations Development Programme, n.d.).

The glass ceiling: this is a metaphor used to describe an invisible barrier that prevents certain individuals, particularly women and minorities, from advancing to higher levels of leadership, management, or other positions of power within organizations, despite having the qualifications, skills, and experience to do so. The term suggests that while there is a clear path for others (usually white males) to rise to the top, those facing the glass ceiling encounter hidden obstacles that limit their upward mobility (Kulik & Rae, 2019).

Tolerance: respect, acceptance, and appreciation of the rich diversity of the cultures of our world, our forms of expression, and our ways of being human (UNESCO, 1995, p. 2).

Transgender: or simply trans, is an adjective used to describe someone whose gender identity differs from the sex assigned at birth (adapted from Ministerio de Sanidad, 2018).

University Learning Community: is a space for knowledge generation and acquisition through training, research, and exchange, with the aim of turning universities into inclusive educational spaces. The University Learning Community can be defined as a university community made up of a group of people who share the goal of making universities inclusive educational spaces and who cooperate to promote the development of qualified university learning communities, respecting the variety of perspectives by actively promoting learning opportunities that enhance their potential for the creation of new knowledge on inclusion (Segarra & Anton, 2023).

Upstander: people who intervene to interrupt violent acts or to support the victim (Up4Diversity, 2021)

White supremacy: describes – similar to racism – the social, political, and economic dominance of people who are categorised as white over non-white people. This term also serves as a collective term for racist ideologies and social structures (Bundeszentrale für politische Bildung, 2022).

Whiteness: *white*, written in lower case and in italics, does not describe a skin colour, as is often assumed, but a socio-political norm and position of power. White stands opposite the terms people of colour and black people. White people, for example, do not have to perceive themselves as white and privileged (Neue Deutsche Medienmacher, *innen, n.d.).

Work-life balance: means maintaining a harmonious balance between paid work and personal life to ensure well-being (EU Directive 2019/1158).



RESEARCH-BASED FACTS & FIGURES FROM THE HELCI PROJECT

A key barrier in higher education can be discrimination on the grounds of sex, race, colour, ethnic or social origin, genetic features, language, religion or other belief, political opinion, membership of a national minority, property, birth, disability, age, or sexual orientation. Harassment and bullying by peers can also constitute such a barrier.

Each of the universities involved in the HELCI project carried out an analysis of the needs of the university community. In the HELCI project, MOOCs were mainly aimed at students, so their needs have received the most attention in terms of content. Students' training needs have been assessed through the survey and the focus groups, as well as the through the learning communities.

Online survey

The summary of the findings from the survey is focused on gender, migratory background, and sexual orientation, as these are the topics that the four MOOCs produced during the HELCI project dealt with.

For the online survey, a sample of 936 filled-in questionnaires was analysed, of which 670 (71.6%) were completed and 266 (28.4%) were incomplete: 18.3% (n = 171) came from the University of Vienna; 34.3% (n = 321) from the University of Salamanca; 44.3% (n = 415) from Mykolas Romeris University; and 3.1% (n = 29) of the participants did not specify their university.

Of the students who took part in the survey, 8.3% stated that they had personally faced some kind of discrimination during their studies; 12.7% acknowledged that they had observed discrimination in their environment but had not experienced it themselves; 41.3% had never faced such a situation; 24.7% did not want to answer the question; and 13% were not sure if they had faced any kind of discrimination (Fig. 1).

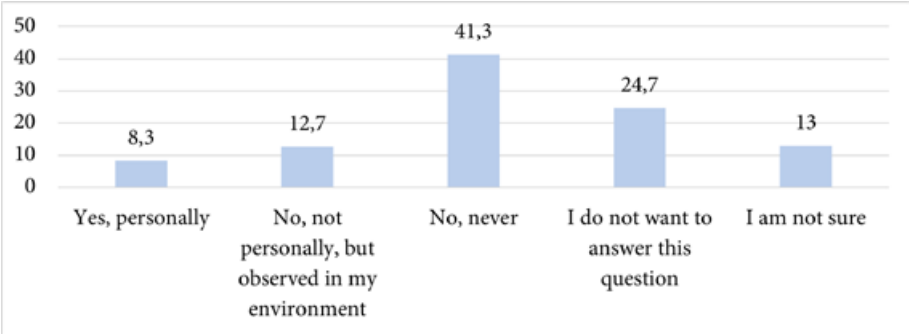


Fig. 1 Experiences with discrimination (%)

In terms of the reasons for discrimination, the largest proportion of respondents stated that they were discriminated against due to their nationality (31.2%), 27.3% of the respondents who personally faced discrimination during their studies at the university stated that it was because of their ethnicity and because of their origin (26%), while 23.4% suffered because of their gender identity. Respondents could select multiple options (Fig. 2).

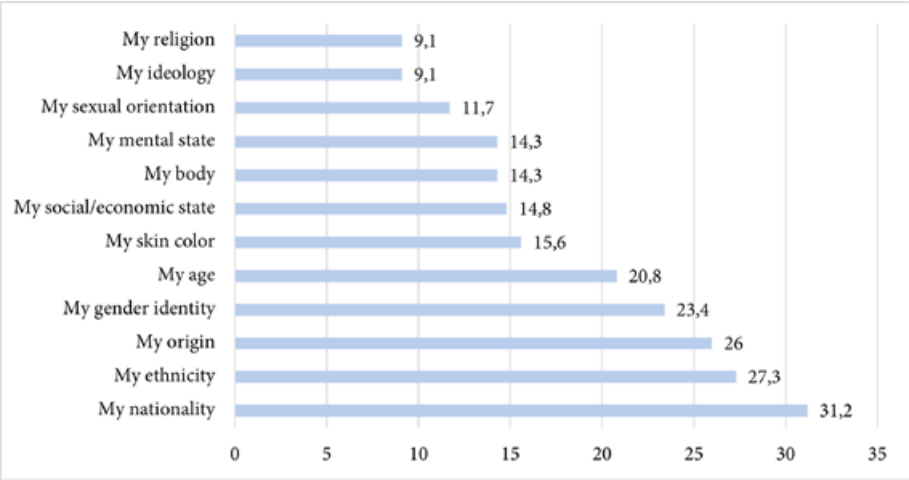


Fig. 2 Discrimination suffered personally according to cause (%)

In terms of the places where respondents personally experienced discriminatory treatment, 70.1% stated that it was during the classes, 50.6% stated that it was outside the classes, and 16.9% reported that it happened online. Similar responses were provided by those who observed discrimination (Fig. 3).

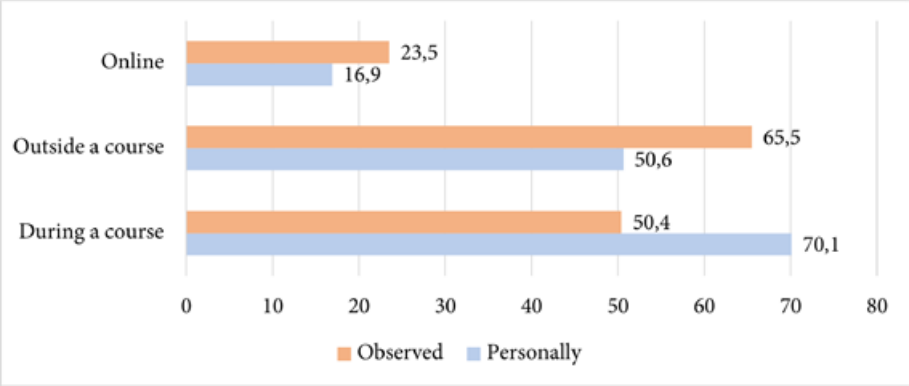


Fig. 3 Discrimination suffered according to place (%)

The findings of the survey show that 59.7% of students who had been personally discriminated against were mistreated by other students, 57.1% by teaching staff, 24.7% by administration staff, and 5.2% by technical staff. Those who observed discrimination also stated that in the majority of cases it came from other students, with teaching staff the second most common group. Respondents could select more than one place (Fig. 4).

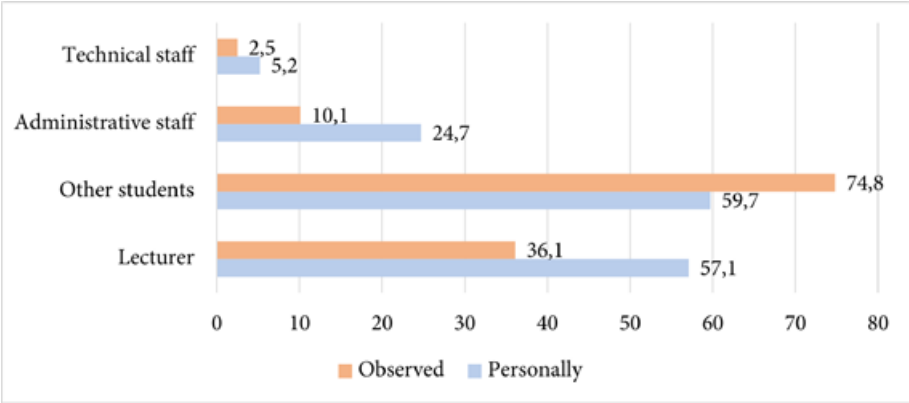


Fig. 4 Discrimination suffered from whom (%)

The most frequent form of discrimination suffered personally was insults (40.3%) and hate speech (35.1%), followed by sexual harassment (15.6%) and mobbing/bullying (15.6%). The findings of the survey also show that the most frequent form of discrimination suffered personally was poorer service at university (37.7%).

The data shows that those who observed discrimination also mostly witnessed hate speech and insults followed by mobbing/bullying and sexual harassment (Fig. 5).

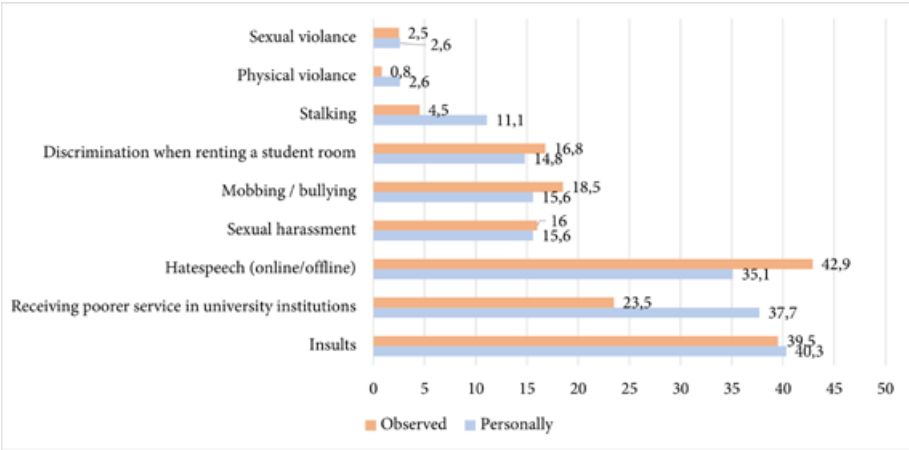


Fig. 5 Type of discrimination (%)

Around 30% of students indicated that they had some kind of impairment, with mental health standing out in 6.4% of respondents. Of these 30%, around half (52.9%) felt very or quite limited in their studies because of their impairment. In terms of reasons why respondents have difficulties in socializing, mental health stands out among the responses (10.6%) along with age (9.1%). In general, students see the need for the improvement of support especially in terms of mental health and the improvement of the work-life balance. Also, this study shows that many university services that support students are not known to students or are not used by them, as 42% of the students stated that they did not find anyone to turn to at the university when they needed help.

Discrimination experiences by gender

In terms of discrimination according to gender, people who self-identified as female reported most discrimination because of their nationality (32.1%). Among self-identified men, ethnicity (55.6%) and origin (44.4%) were the main factors for discrimination, and among people who self-identified as non-binary, the reasons for discrimination were their gender identity (100%) and sexual orientation (42,9%). Self-identified women and non-binary people experienced discrimination mainly in courses and with teachers and students, whereas self-identified male students did so outside classes and with other students. Non-binary students observed that diversity still needs more attention at the universities, especially the categories of ethnicity, gender identity, and physical and mental impairments.

Discrimination experiences by people with a migrant background

Amongst people with a migrant background, discrimination was mostly based on nationality (44.4%), ethnicity (33.3%), skin colour (27.8%), and gender identity (27.8%). Discrimination took place within and outside classes, and was mostly experienced from other students. The most prevalent types of discrimination were insults and receiving poorer service.

Discrimination experiences by sexual orientation

Most respondents belonging to the LGTBIQ community reported that they were discriminated against on the grounds of gender identity (41.4%). To a lesser extent, they also stated nationality (31%), body (27.6%), and sexual orientation (27.6%) as causes. Discrimination was mostly experienced in university courses and mainly came from teachers. They most frequently reported hate speech and insults, as well as receiving poorer services.

Focus Groups

Each university conducted three focus group discussions: one with students, one with teachers, and one with administrative staff. The focus groups were conducted by two researchers from the HELCI Project from each project partner university and lasted between 1 and 2 hours each, depending on the availability of the participants. The focus groups had 5 to 8 participants.

Student focus groups

In general, students see the university as a diverse space but acknowledge that they lack differential knowledge about what that entails. They see that there is a lack of acknowledgement of topics such as diversity and discrimination. Furthermore, students from Salamanca and Vienna perceive their degree programs as predominantly *white*. The absence of certain voices and perspectives is missing, which for them is a disadvantage.

> *In the seminars and where you notice that people have already worked or something, there are always very cool contributions from different realities of life. At the same time, you can clearly say that this is such a white degree. I have the feeling that certain voices are simply missing that would be really important for us. Especially when you look at the teachers.* (Student, UW).
>
> *That all that diversity, […] I don't see it, like, I was thinking about it one day and there's not a single Afro person, there's maybe three or four Latinos or one Latino and three Latino descendants and the rest is white. It's just that my class is white. (Student, USAL).*

As a result, there is a lot of talk about diversity, but very little practice. Talking about diversity, then, also means talking about others, starting from the viewpoint of the majority. In contrast, the interaction between different people is also perceived to bring more tolerance and acceptance.

> *I think I gain a lot of knowledge from interacting with a very diverse community. I'm becoming more tolerant just by interacting. It's an interesting process, because you hear what problems those students face, you see, especially if they get involved in extracurricular activities and open up to you about their difficulties. It builds a lot of empathy, tolerance, understanding, and I find it significant. (Student, MRU)*

Some students have difficulties defining discrimination, while others state that many students and teachers do not specifically engage with the topics of diversity, discrimination, and equality. Students identify different dimensions of discrimination: a structural dimension that pertains to the university as an institution and an individual dimension that pertains to individual acts of discrimination. Certain necessary changes at the university are also hindered by hierarchical university structures that make individuals reluctant to change.

> *So, in our attempts to encourage teachers to show a bit more awareness in terms of language use, some say well, we are already so precarious, that's why we don't we don't take orders. Others say we are so professional and critical that we don't need to be told what to do. (Student, UW).*

At the University of Vienna (UW) and the University of Salamanca (USAL), students identified a generational conflict. Students pointed out that older (and most often white male) teachers engage in discriminatory acts with students or are reluctant to adapt to the changing needs and requirements of students. In all three universities, students identified micro-aggressions and comments by other students as a big problem related to discrimination. At Mykolas Romeris University (MRU), students also discussed the difference between equality and equity. To what extent are all students equal and should they be treated equally, when in fact they have unequal starting positions? Students also do not know where to turn to when discrimination happened or was observed.

Teacher focus groups

In general, teachers try to accommodate diversity in the classroom in adjusting their teaching to the needs of students. This finding must be placed in the context of the participants of the focus groups, as we recruited teachers who specifically deal with diversity issues or are interested in them. However, this adjustment is not always easy – for example, in cases, where Russian and Ukrainian students come together, or when the content of the course deals with minority groups and one or two persons from this group are present.

> *Now, specifically in the religious topics that I teach, religious diversity is a topic that naturally becomes visible through young women who wear headscarves. And that is often interesting because many texts in religious studies deal with Islam and the politicisation of Islam, and I also notice myself that I have a certain caution about how to deal with it. When you are confronted with the feeling that okay, there is someone who could potentially be addressed by this. (Teacher, UW).*
>
> *I also have a completely international group, and of course we started talking about Christmas and I immediately realized that this is not normal for the most of them. And then we talked about their experiences in families meeting the end of the year. (Teacher, MRU)*

While at MRU teachers considered the classroom very diverse, teachers from USAL and UW perceived some classes as diverse, but many as homogeneous. Teachers at all three universities identified a lack of training for teachers to deal with diversity, and would welcome the acknowledgement by the university that dealing with diversity in the classroom is an additional effort and needs structural change to be successful. This includes an institutionalized restructuring of the curriculum which makes diversity a cross-cutting issue.

> *Second, I think we are very uncoordinated in general. That is, I have the feeling that everyone does what they think, what they can and what they believe based on their knowledge and mastery. (Teacher, USAL).*

Teachers demanded more (compulsory) training about diversity and how to deal with it. Teachers at USAL specifically identified mental health as an important area of intervention, whereas teachers from UW identified class as an important category to tackle. They also called for a low-threshold contact point for students and teachers to receive support with discriminatory experiences.

Focus Groups with Administrative Staff

Administrative staff at MRU related the risk of discrimination mostly to international students, but some had experienced discrimination by colleagues and older academic staff themselves. In the case of UW, administrative staff had not experienced discrimination, but noticed a harsher tone from students since the COVID-19 pandemic. Academic staff in all three universities agreed that the universities have made efforts in recent years to accommodate diversity through various legal procedures, instruments, and protocols to address diversity and avoid discrimination.

> *I think that the university is working in that direction since the time when [XX] was the rector, so that it becomes open and international. (Administrative Staff MRU)*

This has been most successful in terms of gender identity and equality between men and women, reflecting changes in society. However, in terms of ethnic, racial, and religious diversity, universities still lack acknowledgement and necessary tools. Administrative staff also agree that faculties lack training to deal with diversity in general, but also with specific cases of discrimination.

> *[...] In the end, the university does not stop reflecting society. Society is not changing either, yes, but in a very slow way. And there are not enough conditions for the university, which should be more inclusive from my point of view, much more so at all levels, to do so. I don't know if it's because of lack of resources, lack of time or lack of desire. (Administrative Staff, USAL).*
>
> *I think that at the University of Vienna it is generally difficult to address the issue of discrimination, especially when it comes to racism. The university management is very hesitant to even acknowledge that the problem exists. Sometimes you get the feeling that at other universities, which are more international, this is actively addressed, and at the University of Vienna it is always, well, we don't really have that, but I think this also results in many problems, because somehow, as you mentioned, it is assumed that everyone is treated equally and I think this means that people ignore the fact that not everyone is equal. And when someone experiences discrimination in everyday life and then comes to university and you assume that everyone is treated the same, it's difficult because not everyone is the same. (Administrative Staff, UW).*

Conclusion

To sum up the findings of the survey and the focus groups, one can state that different forms of discrimination are relevant at the university. Age, body, ethnicity, gender identity, and mental health are most often the grounds for discrimination. Mental health issues are make it difficult to socialize with other students. The survey findings also show that many categories of discrimination are overlapping, suggesting that racist and sexist discrimination intersect. Mental health issues that were present in the accounts of students and teachers may also be related to discrimination experiences, as the scientific literature already suggests (Weeks & Sullivan, 2019; Maleku et al., 2022). Another interesting finding is that self-identified women, non-binary persons, and people from the LGBTIQ community mostly experience discrimination in class and with teachers, whereas self-identified men and people with migrant backgrounds experience discrimination outside classes and with other students. This relates to the accounts of the focus groups, where students, teachers, and administrative staff stated that in general the university community needs more sensitivity to the topics of diversity and discrimination. Many forms of daily discrimination such as micro-aggressions are attributed to the general non-perception of the problem. Furthermore, all three groups acknowledged that universities have in the past engaged with the topic of diversity, but there are still some structural shortcomings that need to be tackled. First, to prevent discrimination, the curriculum and teaching organization need to be revised, making diversity a cross-cutting topic with teachers and administrative staff given more comprehensive training on matters of diversity. Second, to support students (and staff) in case of discrimination, universities need a (low-threshold) contact point where people can receive support.



HOW TO ADDRESS THE GUARANTEE OF THE EFFECTIVE EXERCISE OF FUNDAMENTAL RIGHTS AND EUROPEAN VALUES AT UNIVERSITIES IN PRACTICE

PDCA cycle (Plan, Do, Check, and Act)

PDCA has many applications, but mostly it is a powerful process improvement tool and structured approach to problem-solving.

The PDCA cycle was invented and developed for industrial production after World War II. With the development of management systems over time, it began to be applied not only in industrial production, but also in the field of service provision in the private as well as the public sector, including health care and education (Knight & Allen, 2012; Gu et al., 2021). The PDCA method is universal enough to apply and deal with principles which can refer to many organizations (Knop & Mielczarek, 2015).

The PDCA cycle is divided into four phases: Plan, Do, Check, and Act. PDCA performance involves the entire management system being in a four-stage cycle of constant improvement (Knop & Mielczarek, 2015; Gu et al., 2021), where: Planning means plan what you want to do; Doing means make, what you planned; Check means checking that what you made is it compatible with your intentions; and act means wide-scale application.

This approach is also known as the Deming Wheel or Deming Cycle, because PDCA was made popular by Dr. W. Edwards Deming (Moen & Norman, 2009; Knight & Allen, 2012). He suggested that PDCA should be a way of performing continuous improvement not only in business, but also in as all aspects of one's daily life. Deming presented PDCA as a tool for teams and organizations to increase confidence, acceptance, and prosper in competition (Knop & Mielczarek, 2015). Knight and Allen (2012) posited that the PDCA cycle requires a commitment and continuous conversations with as many stakeholders as possible. Some authors (Matsuo & Nakahara, 2012; Pietrzak & Paliszkiewicz, 2015) also discuss the PDCA cycle as a framework of the strategic learning process, including workplace learning.

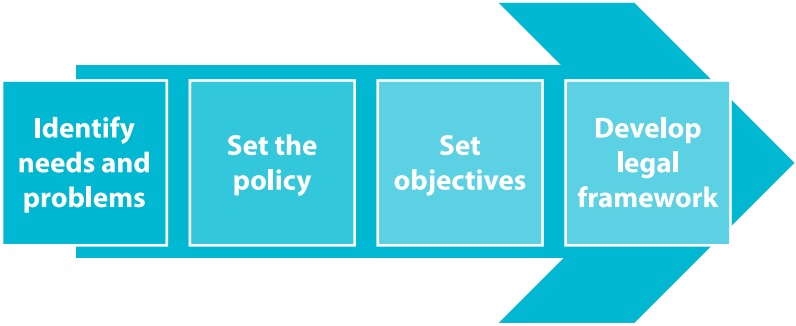
Different authors (Knop & Mielczarek, 2015; Isniah et al., 2020) emphasise the PDCA cycle as a four-stage repetitive problem-solving methodology. In accordance with Hasan and Hossain (2018), the PDCA cycle is a checklist of the four stages which one must go through to move from 'problem faced' to 'problem solved'. Deming's PDCA cycle incessantly repeats itself, and provides a systematic method to incrementally progress toward a goal (Knight & Allen, 2012).

Bearing in mind the problem that universities are still places where discrimination (by gender, ethnic origin, sexual orientation, etc.) is unfortunately a regular phenomenon, the Manual and Roadmap to promote non-discrimination principles and European common values in higher education and to develop cultures of inclusiveness within universities is based on the PDCA cycle as a philosophy of continuous improvement and learning, as well as a four-stage repetitive problem-solving method.


PLAN
DO
HELCI
ACT
CHECK


PLAN PHASE

Within this phase, each university (in case of huge, decentralised universities, this might mean faculties/academic departments) must set objectives and develop a plan to create an inclusive and safe environment within the higher education institution and prevent discrimination based on gender, ethnic origin, sexual orientation, etc. The first phase can be broken down into four sub-steps:



- **Identify needs and problems:** The aim of this sub-step is to identify the needs of internal and external stakeholders of the university and track down the root causes of problems. It is crucial to identify the factors underlying the problem to eliminate it. Surveys and focus groups with university community members are useful tools to collect data on perspectives and experiences of diversity, inclusion, and discrimination within the university. *Annex 1* contains guidance on the identification of the needs of university stakeholders and the root causes of problems in respect of diversity, inclusion, discrimination, and support; the online survey questionnaire is presented in *Annex 2*; and focus groups interview guidelines are included in *Annex 1*. Other data sources (e.g., administrative data, such as complaints and incident reports) should also be considered. *Annex 3* provides links to MOOC videos on the findings of international surveys and focus groups discussions on equality/discrimination at universities.
- **Set the policy:** Based on the previous sub-step, the higher education institution has to elaborate on and approve a policy on diversity and equal opportunities with the statement of commitment to support, develop, and promote diversity and equality in all of its practices and activities, aiming to establish an inclusive culture free from discrimination based on the values of fairness, dignity, and respect regardless of race, national or ethnic origin, disability, age, sex, gender, sexual orientation, gender identity, or religion/belief. The policy should be underpinned not only by needs and problems, but also by legislation, particularly human rights instruments, e.g., European Convention of Human Rights, the EU Charter of Fundamental Rights, the Convention on the Elimination of All Forms of Discrimination against Women, International Convention on the Elimination of All Forms of Racial Discrimination, Convention on the Rights of Persons with Disabilities, EU Gender Equality

Strategy (2020–2025), Council of Europe Convention on preventing and combating violence against women and domestic violence, EU Directive 2024/1385, EU Strategy on victims' rights (2020–2025), EU Victims' Rights Directive 2012/29, etc. *Annex 4* provides a list of international legal acts and conventions on equal accessibility to higher education. *Annex 5* provides examples of university policies on diversity and equal opportunities. The policy must be reviewed at regular intervals to ensure it remains in line with the needs of the university community and international as well as national legislation. *Annex 6* provides links to a MOOCS video on gender and equality, as well as on ethnic and cultural diversity that present university policies and units that deal with relevant policies and critically discuss them.

- **Set objectives:** The university's overall targets on diversity and equality should serve as a focus for short- and medium-term objectives. For example, a higher education institution might: indicate the target distribution of managers, employees in different job categories, and students by race, national or ethnic origin, disability, age, sex, gender, etc.; set the objective of reducing cases of discrimination by 50 percent within coming years; set the objective of establishing psychological and legal aid for victims of discrimination; or set the objective of integrating 10 percent more persons with disabilities into work and studies in comparison with the previous academic year. However, these objectives need to be SMART (specific, measurable, achievable, realistic, and timely) to see conclusive results. *Annex 7* provides links to MOOCS videos on future outlooks and what actions shall be taken at universities to ensure non-discrimination according to the findings of focus group discussions.
- **Develop legal framework**: Each university must have a documented obligation to guarantee fundamental rights and European values at universities; therefore, the next sub-step based on the declared commitment to diversity and equal opportunities should be the development of the legal framework, which should establish obligations and specify how to follow principles set out in the policy. The legal framework shall guarantee the incorporation of the policy's principles into all other university activities and procedures, along with a commitment to ensuring a culture of substantive diversity and equality at the university. The legal framework must specify responsibilities, resources, prevention and reaction measures, the reporting, assessment and examination of complaints, a victim support system, etc. Legal procedures must be accessible and transparent, and laws and policy documents must be open access. *Annex 8* provides examples of the legal framework of universities to ensure the proper implementation of the prevention and protection of university staff and students against discrimination, personal harassment, abuse of power, etc. *Annex 9* provides link to a MOOC video on legal duties, universities' commitments to employees, students, and society.



DO PHASE

The Do phase within the PDCA process should be used by higher education institution to transform policy and legal framework into concrete action with solutions to the initial problem: that universities are still places where discrimination by gender, ethnic origin, sexual orientation, etc., is a regular phenomenon. The Do phase sees the implementation of measures. This phase can be made up of four sub-steps:



- **Communicate the policy, set objectives and legal framework**: The first sub-step of the doing phase is sharing the policy, set objectives and legal framework with the whole university and its internal and external stakeholders. It is not enough to publish the policy, objectives, and legal framework on the website of university and/or on the social media; it is necessary to streamline communication and share information across tiers of management and the hierarchy of the university structure. Collaborating before, during, and after the setting of the policy, objectives, and legal framework with support groups is crucial in order to ensure that everyone understands their role and responsibilities in executing the PDCA cycle before its implementation in terms of continuing improvement, learning, and problem-solving to address the needs of university community for diversity and equality.
- **Allocate the necessary resources: The leadership of the university should allocate staff**, materials, equipment, and budget to ensure that the teams involved have time and adequate resources to meet the requirements of the policy and legal framework in respect of diversity and equality. It is necessary to: assign the heads of structural units of the university to ensure the proper implementation of all regulations and procedures; appoint the staff responsible for addressing discrimination cases, providing support for victims, organising training, data collection, and reporting on the implementation of the policy and the legal framework; and direct control of the transformation of the policy and legal framework into concrete action to the high management level personnel. *Annex 10* provides an example of the official provisions of the university advisor for sustainable development. A special body on the investigation of intolerance, discrimination, abuse, etc., might be formed, which should also include student representatives.
- **Involve internal and external stakeholders:** The staff appointed for the implementation of measures should raise awareness via the dissemination of information

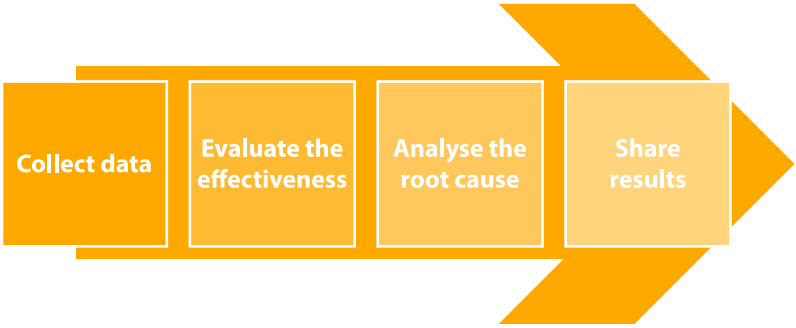
about the opportunities, tools, and support available at the university to create and implement an inclusive university that is safe for all members of the university community. It is important to include all internal and external stakeholders of the university, especially representatives from vulnerable groups, into formal (e.g., self-governing institutions (Senate, Council, Student Body, etc.), established by the regulations of the university) and into informal (e.g., researchers, university learning communities, established *ad hoc* based on the needs and interests of stakeholders of the higher education institution) groups dedicated to this topic and facilitate regular meetings and discussions on the topics of diversity and discrimination within universities. *Annex 11* provides the guidelines how to set up the University Learning Communities, consisting of teaching and research staff, administrative and service staff, students, alumni, experts, members of groups and communities affected by racism, xenophobia, LGTBIQ phobia, sexism and other key agents such as representatives from other educational levels, or from social services, that generates common knowledge to promote the development of inclusive and non-discrimination universities.

– **Train representatives of the university community:** Training enables people to acquire the skills to adapt to transformation, effectively use new opportunities, and contribute to successful implementation. Capacity-building of all university stakeholders is a crucial sub-step within the Do phase and the whole PDCA cycle, reflecting its philosophy of continuous learning. Training targeted at the teaching staff, administrative staff, and students may encompass a broad variety of topics on diversity and discrimination, e.g., on concepts of intolerance, discrimination, coercion, and hatred, regarding how to recognise these and how to respond. Topics about the diversity of society and equal opportunities must be included into the academic content of the subjects of study or through other study activities. Training for community members can be carried out in various forms, starting from traditional lectures, seminars, discussions, and debate clubs to short-term or long-term local, national or international projects on diversity and equal opportunities, involving internal and external stakeholders of the university. Considering today's digital technologies and especially the habits of the young generation, training on diversity and equality can also be carried out with the help of digital learning tools – for example, short videos combined with self-examination/self-reflection tasks and discussion forums. *Annex 12* provides links to the HELCI project MOOCs designed and developed as open access pedagogical self-learning tools to address the need for improvement in support for diversity and equality in higher education. The participation of students, teachers, and administrative staff in training on diversity, equality, and discrimination can be motivated and strengthened through the official recognition of such training as part of formal or informal education. Micro-credentials and digital badges may be awarded for training that is not part of a curriculum of the degree programme.



CHECK PHASE

Higher education institutions should always address the Check phase of the PDCA cycle in the promotion of non-discrimination principles and European common values in higher education. This is essential for judging the effectiveness of policy implementation and the legal framework. Gaps in organizational processes often become apparent at this stage. Unfortunately, many managers fail to return to measure progress at regular intervals. It is crucial to include the monitoring of ensuring inclusiveness at the university and addressing discrimination based on gender, ethnic origin, sexual orientation, etc., right from the outset of planning. Sub-steps may include:



- **Collect data: Within the phase of implementing the policy on diversity and equal opportunities, f**uture progress and permanent problem resolution depend on this sub-step. It is particularly important to constantly collect data on allocated resources, the number and nature of internal and external stakeholders involved, the content and amount of training, the registration of cases of discrimination and intolerance while protecting personal data, and the opinions of stakeholders (the tools mentioned in the *Identify needs and problems* Planning sub-step might also be used). *Annex 13* provides an example of the questionnaires used after each semester to evaluate the quality of subjects and teaching that include questions on tolerance and discrimination within the course. It might enable the in-depth performance analysis needed for the next sub-step of the Checking phase.
- **Evaluate the effectiveness**: The measures taken in the Do phase should be evaluated in terms of the implementation of the policy and its effectiveness at the university, including the assessment of progress. This evaluation helps to identify whether results are being obtained, the permanent observation of crucial processes, and whether together with applying solutions new problems do not appear. In case the objectives were set at the beginning of the PDCA cycle in the Planning phase, within this sub-step comparison with predefined objectives by determining whether the plan has achieved the desired results is essential. For example, assessments of training effectiveness by students, teaching and administrative staff, or the comparison of actual numbers of distribution of professors by gender with the numbers defined

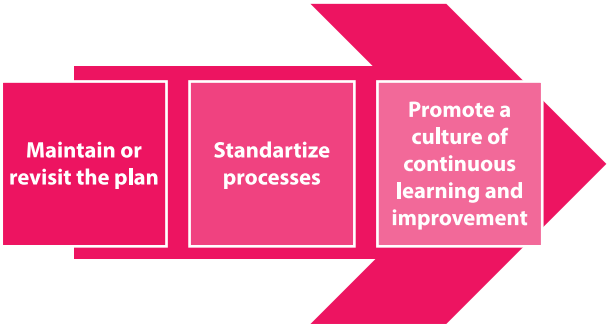
at the planning stage helps to determine whether the policy on diversity and equal opportunities is on target.

- **Analyse the root cause:** This is necessary in case of deviation from the policy on diversity and equal opportunities and objectives after the verification of the results achieved within Doing phase. When nonconformance occurs, it is essential to analyse the root causes of the problems that still appear at university in terms of diversity, equality, inclusion, and non-discrimination (the tools mentioned in the *Identify needs and problems* Planning sub-step and focus groups discussions might also be used).
- **Share results**: Sharing results with all university stakeholders, including Transnational/University Learning Communities, promotes a culture of transparency and safety at the university. It is crucial to involve all stakeholders of the higher education institution to discuss any issues that have arisen, as this enables the gathering of input from stakeholders. For example, students comment on the inclusion of topics on diversity and equality into the curriculum of the subject, and may indicate the need for further improvements.



ACT PHASE

The Act phase refers to process corrections and the adjustment of implementations. It is based on what lessons were learned in the Doing and Checking phases. University management should follow up on suggestions provided by internal and external stakeholders, align priorities, and make decisions necessary for the promotion of diversity and equality policy and the fight against direct and indirect discrimination in higher education. The Act phase is the improvement phase of the PDCA cycle and might involve the following essential sub-steps:



- **Maintain or revisit the plan:** After assessing the performance of a policy on diversity and equal opportunities and the legal framework, university management needs to decide whether to keep, adjust, or review the approach if the results do not meet expectations. If the policy on diversity and equal opportunities as well as the legal framework and measures did not work, the university should go through the PDCA cycle again with a different plan. If higher education institution made some progress, it is necessary to use what was learned to plan new improvements and begin the cycle again.
- **Standardize processes:** In case of progress and/or successful achievements in the Doing phase, measures for the promotion of diversity and inclusion can be standardized. Standardization ensures that achievements, good practices, and improvements are systematically integrated, and activities are carried out consistently. This process ensures operational stability, lasting success, and practical continuous improvement efforts. For example, when the training of university stakeholders or the integration of topics on diversity and equality into the subject's goals are met, the curriculum design and teaching methods are considered standardized. When the prevention, protection, and prosecution goals are met, the legal regulations and practice are considered standardized. In case the previously taken measures were implemented on a small scale, the higher education institution can apply them on a wider scale. For example, HELCI project MOOCs were produced in Lithuanian, German, Spanish, and subtitled in English, and uploaded on online platforms. Each university tested and validated 2 MOOCs with at least 20 participants each. In total, these pedagogical instruments were evaluated at least by 60 members of the

academic community. After validation, universities involved in the HELCI project will propose these MOOCs as university courses on a wide scale.

– **Promote a culture of continuous learning and improvement**: This means emphasizing the development of a culture where the higher education institution learns from experience, innovates, and makes progress constantly towards a culture of inclusion and management of diversity within the university community. To facilitate change, it is crucial to support student activism regarding diversity and equality, encourage them to include the dimension of diversity in their research, and discuss and reflect on aspects of race, national or ethnic origin, disability, age, sex, gender, sexual orientation, gender identity, or religion/belief during curriculum and extra-curriculum activities. *Annex 14* provides links to MOOCs on projects and other activities of MRU students to promote gender equality; students' research on gender equality; gender analysis in higher education and research; as well as MOOCs on projects and other activities of UV students to combat racism and reflect on power hierarchies in the context of higher education.

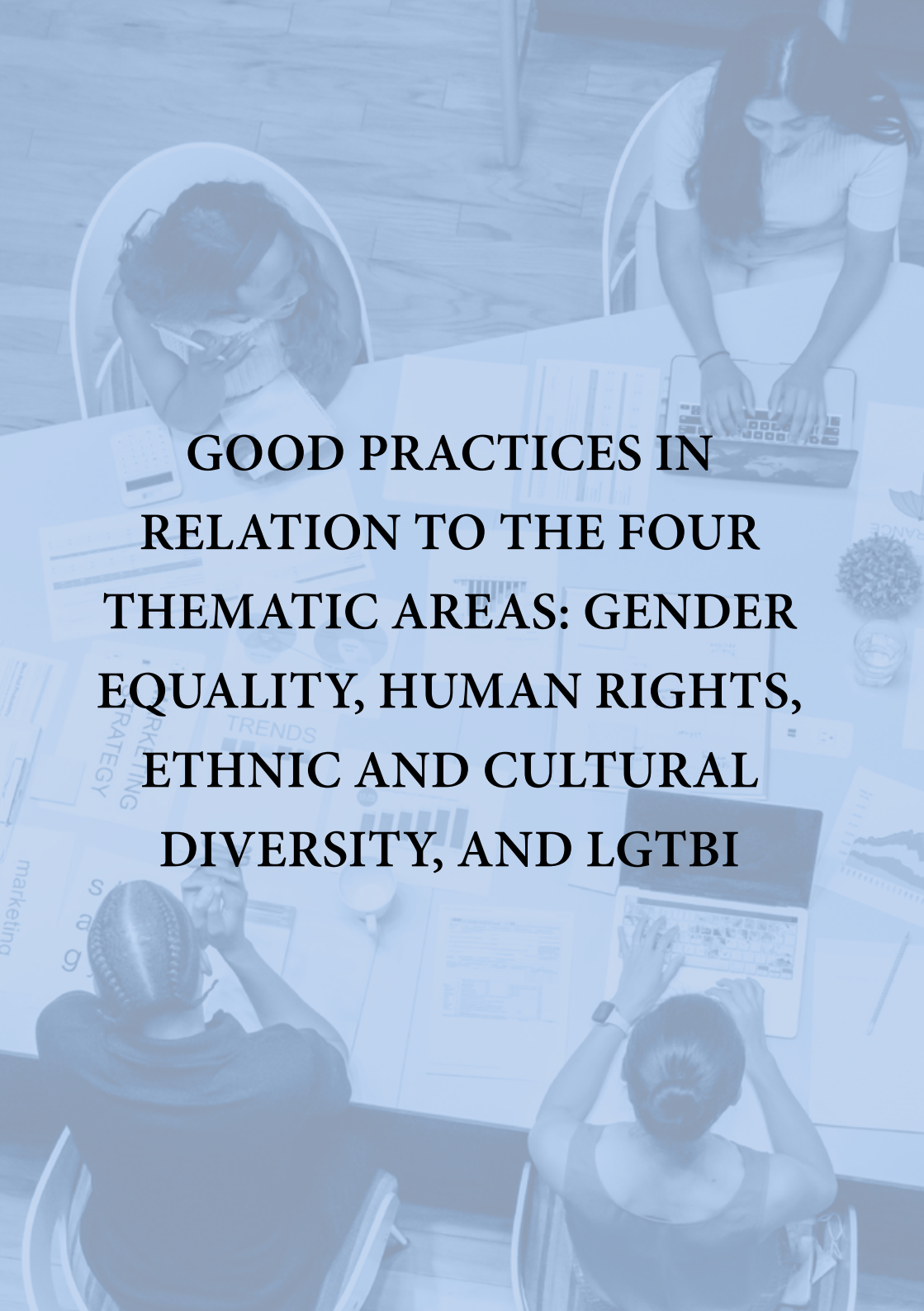
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GOOD PRACTICES IN RELATION TO THE FOUR THEMATIC AREAS: GENDER EQUALITY, HUMAN RIGHTS, ETHNIC AND CULTURAL DIVERSITY, AND LGTBI

In line with the aim and objectives of the HELCI project, this section presents the results of the selection of good practices identified in relation to the four thematic areas:

- gender equality;
- human rights;
- ethnic and cultural diversity;
- LGTBI.

The methodology used to identify good practices was based on documentary analysis using the following instruments.

TOOLS	INSTRUMENTS
DOCUMENTARY ANALYSIS	Main documents: • similar projects; • existing tools; • previous experiences; • academic and ongoing research articles; • platform analysis.

In order to obtain and systematize as much information as possible, a questionnaire was drawn up. The questionnaire sheet allowed systematic and homogeneous comparison between training experiences and their systematization, as shown in the following section.

The starting point was the definition of good practice within the framework of the HELCI project. In this sense, actions, methodologies, or tools developed in Europe in the field of non-discrimination, cultural, affective-sexual diversity, and gender discrimination were considered.

Specifically, the following aspects were assessed: the trajectory of the experience, that it has been implemented, and that it has obtained some kind of results in practice; the availability of evaluation mechanisms; the heterogeneity of the set of experiences in terms of the promoting agent and the beneficiaries of the experience (institutional, university, promoted by the third sector, etc.); and the presence of coordination mechanisms.

A total of 56 good practices were identified from 22 Member States. The table below shows the breakdown by thematic area and country.

Country	Gender Equality	Human Rights	Ethnic and Cultural Diversity	LGTBI
Austria	2			
Belgium				1
Bulgaria			1	
Croatia	1			
Denmark	1			
Estonia	1			

Finland			2	
France		2	2	
Germany	1			
Greece	2		2	1
Italy		1		
Ireland	2			1
Lithuania	3			
Luxembourg	1			1
Malta	1		2	3
Netherlands	1			2
Poland				1
Portugal	2		1	2
Romania				1
Slovakia	2			
Spain	3	4	3	3
Sweden	1			1
TOTAL	21	7	12	16

The set of good practices are presented below, identified and systematized by thematic area and in alphabetical order within each axis.

GENDER EQUALITY

Name of the initiative	**Decentral Initiatives**
COUNTRY	**AUSTRIA**
Web address – contact	https://personalwesen.univie.ac.at/en/culture-equality/decentral-initiatives/
Who promotes it	The Culture and Equality unit, formerly Gender Equality and Diversity, at the University of Vienna pursues the goal of an inclusive university with fair opportunities. Historically, the unit was founded for the career advancement of women in academia. Meanwhile, its tasks also include establishing an organisational culture that is sensitive to diversity and discrimination.
Who finances it	University of Vienna/faculties.
Brief description	The Decentral Initiatives page collects different grassroots initiatives at the level of institutes and faculties such as: *Research platform GAIN – Gender: Ambivalent In_Visibilities;* *Working Group Colonial Contexts in the University Library – Decolonize the library!;* *Vienna Doctoral School in Social Science Forum: Navigating Intersectionalities and Creating Opportunities in Academia;* *Gender and Diversity @ Faculty of Earth Sciences, Geography and Astronomy;* *Diversity Coordinator – Faculty of Physics;* *Anti-Racism Working Group – Department of Philosophy;* *Speak up! – Together against sexual harassment, discrimination and bullying at the Faculty of Catholic Theology;* *Women in Science;* *Ombudsteam – Faculty of Psychology.*
Trajectory	In an organisation with the size and heterogeneity of the University of Vienna, there are many different initiatives regarding equality, diversity, and the reconciliation of work, care, and well-being. On this page we collect **best practice examples from faculties, centres, and service units** that are essential for achieving the goal of a university free of discrimination.

To whom is it addressed	Students and staff from the University of Vienna.
Positive points	The positive thing about decentralised initiatives is that they are usually very close to the needs and problems of the members of the university. The university is very large and has different problem areas depending on the subject and specialisation. Decentralised initiatives capture this well.
General remarks	The information on the decentralised initiatives is part of the collected information on all initiatives of the University of Vienna in the area of diversity and inclusion.

Name of the initiative	**Schwarze Frauen Community**
COUNTRY	**AUSTRIA**
Web address – contact	https://www.schwarzefrauencommunity.at/
Who promotes it	Schwarze Frauen Community (Eng. The Black Women's Community) was founded by Black women in Austria and consists mainly of Black social workers, educators, and psychological counsellors.
Who finances it	This organisation is financed by various sources, such as Stadt Wien (Municipality of Vienna), LEA – Let's empower Austria, donations, etc.
Brief description	Schwarze Frauen Community is a counselling centre for Black women and girls and offers an empowerment programme for Black children and young people. The Black Women's Community also offers workshops for Austrian educational institutions, organisations, and companies to raise awareness of racism. The work of SFC concentrates on 3 major topics: **Home**: Home means belonging. The SFC wants to create a piece of home and identity and counteract the feeling of not belonging anywhere. The SFC thus creates a place where people can find strength to deal with the special stresses of everyday life and experiences of discrimination. The SFC takes care of black Austrians and supports Black women in particular with integration processes in order to strengthen them on their path. Support is offered to create a social network with other Black and *white* women.

	Identity: To support the 2nd and 3rd generation in finding their identity, children and youth of Black women are given the opportunity to have positive role models and thus positive opportunities to find their identity. Together, they work on current problems and develop responsible images for their future. There are regular discussions in a positive and constructive atmosphere, but also empowerment through art, movement, counselling, and encounters. **Freedom**: Stereotypical images in the minds of women, men, girls and boys should be recognised and changed. The women and girls actively shape their own self-image and thus also that of the society. Various activities are organised in such a way that they raise awareness and demonstrate a responsible and self-determined lifestyle in a practical way. These take place through public appearances such as in television discussions, panel discussions, readings and theatre plays. An additional focus is on the equality of girls and boys and the aim of demonstrating opportunities for development regardless of skin colour or gender.
Trajectory	SFC was founded in 2003.
To whom is it addressed	Black women, children and youth.
Positive points	Since SFC was founded, it has supported and empowered Black women, children, and youth alike navigating life within a *white* majority society.
General remarks	Black women and girls in Austria are still at risk of becoming victims of intersectional discrimination. The association counters this with a diverse, empowering programme.

Name of the initiative	**Centre for Women's Studies at the University of Rijeka's Faculty of Philosophy**
COUNTRY	**CROATIA**
Web address – contact	http://czs.uniri.hr/ czs@uniri.hr
Who promotes it	University of Rijeka.
Who finances it	University of Rijeka.

Brief description	The Center for Women's Studies in the Faculty of Humanities and Social Sciences at the University of Rijeka was established in March 2016 as a research platform for scientists, artists, and civil sector activists engaged with feminism, gender, critical theory, and sexuality. The Center seeks to strengthen scientific knowledge in the creation of a society of equal opportunities for all citizens and to spread awareness of the importance of gender equality, respect for women's human rights, and the rights of all vulnerable minorities. Furthermore, it promotes collaboration among scientists whose research interests are related to feminist theory, gender issues, and theories of sexuality and/or sex/gender identity, regardless of their starting point, scientific perspective, or discipline. The Center also organizes events that are socially relevant to the local milieu, as well as in broader contexts, including, first of all, regional contexts. The Center's planned activities at the moment seek both to open possibilities and to build infrastructure for (inter)national collaborations at the Faculty of Humanities and Social Sciences at the University of Rijeka.
Trajectory	Established in 26 March.
To whom is it addressed	Scientists, artists, and civil sector activists.
Positive points	The Centre for Women's Studies at the University of Rijeka's Faculty of Philosophy was founded in 2016 and is the only formally confirmed academic centre of study for gender and feminist topics. The Centre links the academic and civil sectors, and is a platform for interdisciplinary domestic and international research.
General remarks	Higher education curricula in Croatia do not systematically and strategically include gender education.

Name of the initiative	**GenderLAB**
COUNTRY	**DENMARK**
Web address – contact	https://kvinfo.dk/genderlab/?lang=en TLF: 33 13 50 88 E-mail: kvinfo@kvinfo.dk www.kvinfo.dk
Who promotes it	Copenhagen Business School (CBS) and KVINFO (Danish Center for Research on Women and Gender).

Who finances it	Copenhagen Business School (CBS) and KVINFO Copenhagen Business School (CBS) and KVINFO (Danish Center for Research on Women and Gender).
Brief description	GenderLAB: A digital guide to norm-critical work on gender that is a toolbox for facilitators to help organisations or groups develop innovative solutions to challenges to equality. GenderLAB combines the reflexive process of norm critique with elements from action-oriented design thinking. The GenderLAB concept builds on particular values and approaches to ground the LAB process: dialogue, community-building, creativity, action, and reflection that expands our frame of reference for what is possible. The LAB process, as well as the tangible tools and outcomes, aim to help facilitate greater collective equality and corresponding cultural changes.
Trajectory	
To whom is it addressed	Any facilitator who wants to implement a more diverse and equal working, teaching or researching environment.
Positive points	Provides easy-to-implement norm-critical work on gender equality in diverse environments.
General remarks	KVINFO's international work takes place in countries with a lack of gender justice and where work with gender and equality provides an important and effective focus area for creating a more free and equal society. We currently work in Morocco, Tunisia, Egypt, and Jordan in the so-called MENA region and in Ukraine and Georgia. The work takes different forms, ranging from preventing gender-based violence in collaboration with partners to advocating for law reform and challenging norms and traditions that limit people according to stereotypical gender norms. Common to all parts of the work is that it contributes to meeting the UN's Sustainable Development Goals by 2030, and that it is based on a Human Rights Based Approach (HRBA). This is an approach to international development cooperation that considers it a duty to respect, protect and fulfil rights, rather than, as in the past, seeing development work as charity. KVINFO always works closely with local organisations, both in the countries concerned and regionally. These partnerships ensure efficiency and sustainability in the work by using local knowledge of needs and context and by focusing on local ownership in all parts of a project or programme. Some projects also have Danish organisations as partners. These are Danner, the Women's Council Denmark, LGBT+ Danmark, and DFPA.

Name of the initiative	**SDU's Gender Equality Plan**
COUNTRY	**DENMARK**
Web address – contact	https://www.sdu.dk/en/om-sdu/sdus-profil/gender_equality/gep
Who promotes it	University of Southern Denmark.
Who finances it	University of Southern Denmark.
Brief description	SDU's Gender Equality Plan organises and monitors equality efforts across the entire organisation. For several years, even prior to SDU's GEP being launched in 2021, local and central committees and individuals have been engaged in important initiatives. The GEP framework will offer a way to gather and disseminate and thus optimize and further develop this work. A part of the SDU's Gender Equality Plan is the annual Gender Equality (GE-) Action Plans from the five faculties and the central administration; these Action Plans replace the annual reports to which the six local gender equality committees thus far have contributed. Similarly, SDU's overall annual GE Action Plan replaces the overall annual report that the Central Gender Equality Committee and GET have previously prepared, presented and obtained approval for by the Executive Board.
Trajectory	2021–2023
To whom is it addressed	The whole SDU structure and community.
Positive points	SDU's GEP provides the framework for SDU's equality work and ensures systematicity, coordination, direction and ongoing support and qualification of the initiatives that take place at all organizational levels.
General remarks	SDU's GEP consists of concrete reporting documents but also (and crucially) annual activities that, based on the implemented process plan, involve all aspects of SDU's management and equality organisation, locally and centrally. The core elements are consequently: An annual and publicly available GE Action Plan for SDU; An annual and internally available GE Action Plan for each main area (the faculties and central administration); The process plan for a GEP cycle. which covers a 2-year period for each of the main areas, involving all of SDU's equality organisation, including the local and central gender equality committee.

Name of the initiative	**Code of Conduct for Research Integrity of Estonian Universities**
COUNTRY	**ESTONIA**
Web address – contact	https://www.etag.ee/wp-content/uploads/2017/12/HEA-TEADUSTAVA_eng.pdf
Who promotes it	Rectors' Conference of Estonia.
Who finances it	Rectors' Conference of Estonia.
Brief description	This Code was launched in 2011 by the Rectors' Conference. It represents all universities in Estonia and specifies the duties and tasks to be undertaken by participating higher education institutions. Section 10 of the Agreement refers to the implementation of the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers (which includes gender equality principles). Universities recognise the main principles of the Charter and the Code, and commit to improving their human resources in line with the general principles, requirements, and values to develop research careers and an attractive, sustainable, and open labour market.
Trajectory	2011
To whom is it addressed	All Universities in Estonia.
Positive points	
General remarks	The practice has remained declarative and there are no tangible results as yet.

Name of the initiative	Toolbox Gender and Diversity in Teaching
COUNTRY	GERMANY
Web address – contact	https://www.genderdiversitylehre.fu-berlin.de/index.html
Who promotes it	The Margherita von Brentano Center for Gender Studies is a central facilities unit of Freie Universität Berlin with an interdisciplinary and international focus. The central tasks of the MvBZ are the development and implementation of innovative measures to promote, network and publicize gender studies at Freie Universität Berlin. In addition, the MvBZ promotes, supports and realizes gender and diversity-related teaching and research projects in gender studies. The MvBZ offers students and researchers the opportunity for academic exchange and cooperation in workshops and events.
Who finances it	Free University Berlin

Brief description	The FU Berlin's 'Toolbox Gender and Diversity in Teaching' is one of the most comprehensive and fundamental gender toolboxes in the German-speaking world. In the form of an online portal, it brings together handouts and information on gender- and diversity-conscious teaching. Guidelines for power-critical teaching are presented in detail. The Toolbox is a resource for all lecturers and staff members involved in teaching at Freie Universität Berlin and is available for anyone else who is interested. The Toolbox assists you with planning and designing classes and expanding your own gender and diversity competencies.
Trajectory	The toolbox was designed between 2014 and 2016 and is steadily growing.
To whom is it addressed	Lecturers (university) and teachers (schools).
Positive points	Teaching is a particularly important field in terms of diversity. This is where students meet teachers and where a lot is invested in the future. Diversity is a recurring theme in teaching in particular, both in terms of the diversity of the teaching staff and in terms of content, perspectives and reading material. Last but not least, student diversity is also an important topic for lecturers
General remarks	In the Toolbox, there are subject-specific approaches to STEM subjects in general, biology, chemistry, computer science and maths. There are possible interdisciplinary approaches such as career-related issues of gender and diversity, scientific criticism of the discipline and the application and utilisation of scientific results. Glossaries, legal frameworks and further training opportunities can be found, as well as a starter kit with tips for gender- and diversity-conscious language and information on the use of images, a quiz and literature references. A comprehensive collection of methods and best practice examples provide suggestions for teaching.

Name of the initiative	ProGender: A Digital Hub on Gender, the COVID-19 Crisis and Its Aftermath
COUNTRY	GREECE
Web address – contact	https://progender.panteion.gr
Who promotes it	The Centre for Gender Studies of Panteion University.
Who finances it	EEA Grants
Brief description	The Centre for Gender Studies of Panteion University created 'ProGender: A Digital Hub on Gender, the COVID-19 Crisis and Its Aftermath'. The project is based on a series of online and offline activities and deliverables that facilitate exchange of ideas, research findings and perspectives on the gender aspects of the COVID-19 pandemic. Funded by EEA funds, the project sees the exchange of know-how between Iceland, Norway and Greece. During lockdowns, when Greek universities were closed, it created a hub for academics, students, researchers, activists and policymakers to meet and debate different aspects of gender and the COVID-19 crisis.
Trajectory	The ProGender project had a duration of 18 months and was funded by the European Economic Area (EEA) Financial Mechanism 2014–2021.
To whom is it addressed	Academics, students, researchers, activists, and policymakers.
Positive points	ProGender aims to promote bilateral activities between Iceland, Greece and Norway by creating a digital hub devoted to gender perspectives on COVID-19 and its aftermath. The activities that will be carried out within the hub will be online and will promote gender perspectives, analyses of and policy responses to the COVID-19 crisis through a set of actions and initiatives that enhance cooperation and exchange between Greek, Icelandic and Norwegian institutions.
General remarks	The Hub addresses gender equality during the COVID-19 pandemic in several thematic areas: (1) gender, care and labour; (2) gender-based violence; (3) women and gender in science; (4) gender and communities; and (5) women in governance.

Name of the initiative	**National Action Plan for Gender Equality (NAPGE) 2021–2025**
COUNTRY	**GREECE**
Web address – contact	https://isotita.gr/wp-content/uploads/2023/04/National-Action-Plan-for-Gender-Equality–2021–2025.pdf
Who promotes it	Hellenic Republic, Ministry of Labour and social Affairs.
Who finances it	Hellenic Republic, Ministry of Labour and social Affairs.
Brief description	The National Action Plan for Gender Equality (NAPGE) 2021–2025, which was announced in December 2021, forms the core framework for Greece in this area, functioning as a roadmap for gender equality policy in the coming years. As a nationwide strategy, it covers all regions and is partially budgeted for the period covered by the Action Plan. The National Action Plan is organised around four priority axes (and sub-priorities), each of which focuses on a specific thematic dimension of gender equality policies, although there are no quantifiable targets to facilitate monitoring.
Trajectory	As regards the issue of gender-based and domestic violence, the year 2020 marked the beginning of the implementation of Law 4531/2018, which ratified the Istanbul Convention, followed by the assessment of the country in September 2021, with a three-month time frame, by the designated Independent Expert Body of the Council of Europe (GREVIO), as to the proper implementation of the Convention. The national GEP will run between 2021 and 2025.
To whom is it addressed	The whole citizenship of the Hellenic Republic.
Positive points	The NAPGE will provide a holistic program that will enable the implementation of gender-equality programs in all the regions that comprise the Hellenic Republic.
General remarks	The National Action Plan for Gender Equality (NAPGE) 2021–2025 Priority Axes: Prevention and fight against gender-based and domestic violence. Equal participation of women in the labour market. Equal participation of women in decision-making positions/ leadership roles. Gender mainstreaming in sectoral policies.

Name of the initiative	Gender Equality Matters (GEM)
COUNTRY	IRELAND
Web address – contact	https://www.genderequalitymatters.eu/
Who promotes it	The GEM project was initiated by the staff of Dublin City University (DCU), joined by four partners from Spain, Italy, Greece and the Netherlands.
Who finances it	The project received funding from the European Union's Rights, Equality and Citizenship Programme (REC) in 2018.
Brief description	The GEM programme aims to raise awareness, change attitudes and promote behavioural change in relation to gender-based violence in general, with specific reference to violence perpetrated against the LGBT+ community in and around schools.
Trajectory	2018–2022
To whom is it addressed	For parents and educators, it will be aimed at children up to the age of ten.
Positive points	Massive Open Online Course (MOOC) open to anyone interested in the topics covered.
General remarks	MOOC in Spanish https://www.genderequalitymatters.eu/course/mooc-la-igualdad-de-genero-importa/

Name of the initiative	Trinity Center for Gender Equality and Leadership
COUNTRY	IRELAND
Web address – contact	https://www.tcd.ie/tcgel/resources/multimedia.php
Who promotes it	Trinity College Dublin
Who finances it	Trinity College Dublin

Brief description	The Trinity Centre for Gender Equality and Leadership (TCGEL) was established in 2017 to deliver the University's strategic objectives to advance gender equality. Recognising the work done by WiSER (Centre for Women in Science and Engineering Research, TCD) to recruit, retain, return and advance women in academic science, engineering and technology, its remit was extended to all disciplines and support areas across the university through TCGEL. The Centre sought to deliver sustainable structural and cultural change, and a working environment which would exemplify good practice and equality throughout, building on the success of the Athena SWAN Bronze Institutional Award.
Trajectory	Formed in 2017.
To whom is it addressed	Women in academic science, engineering and technology.
Positive points	TCGEL pioneered innovative and inclusive actions to: Act as a centre of excellence in the promotion of gender equality and leadership; Redress gender imbalances at all levels; Create sustainable structural and cultural change; Enhance the careers of Trinity staff; Develop and advise on best practices regarding gender equality; Engage with international networks and projects to advance gender equality in academia globally.
General remarks	TCGEL supported the University in successfully delivering its strategic objectives to: Develop and implement exemplary gender equality practices; Advance a structural change process to incorporate gender-balanced representation at all stages and levels; Act as a national leader in driving the Athena SWAN Charter in Ireland; Pursue institutional-, school- and unit-level Athena SWAN Awards across all faculties/disciplines; Contribute to the development of international and national good practice, expertise and research on gender equality.

Name of the initiative	Charity and Support Fund FRIDA
COUNTRY	LITHUANIA
Web address – contact	https://www.frida.lt/
Who promotes it	A non-governmental organization working with women and youth, aiming to promote and implement actual gender equality in Lithuania, reduce discrimination against women, and combat violence against women, children, and young people. The organization also strives to foster respect and tolerance for vulnerable social groups, expand human rights protection, encourage the integration of socially marginalized individuals into society, and carry out advocacy, educational, and preventive activities. The fund's priority activity is the prevention of gender-based violence and assistance to victims. We are an accredited specialized centre providing comprehensive assistance to individuals who have experienced violence and abuse.
Who finances it	National and EU funding of the projects, donations.
Brief description	Implemented and ongoing activities: girls' group activities (12–18 years old), a day centre for adolescents experiencing crises, consultations, self-help groups for women experiencing violence and abuse, preventive lectures in educational institutions and other organizations, organization of educational events on current social issues, gender equality, identity, and stereotypes for the public, training/workshops for professionals (working with youth and individuals experiencing violence and/or social exclusion), organization of the White Ribbon festival, and advocacy on gender-based violence and women's rights at the local and national levels.
Trajectory	FRIDA was founded in 2010, the fund collaborates with mental health care representatives, child welfare services, social workers, the police, universities, and other educational, cultural, and social institutions.
To whom is it addressed	Women, children, and young people experiencing discrimination and violence.

Positive points	The White Ribbon festival example – helps systematically and comprehensively raise public awareness on issues of violence against women/domestic violence (types of violence, dynamics, consequences, ways and opportunities to avoid becoming victims of circumstances) and develops the prevention of violence against women.
General remarks	The vision promoted by the organization and aimed at for implementation: a free democratic society where women's rights are recognized as universal human rights, violence against women is considered gender-based violence, and its elimination and prevention are among the state's priorities.

Name of the initiative	**VšĮ Ribologija**
COUNTRY	**LITHUANIA**
Web address – contact	https://ribologija.lt/
Who promotes it	The organization was born out of the realization that the issue of sexual violence is invisible, ignored, and overshadowed by other forms of violence, with victims facing more blame than support. The founders took on prevention, believing that events can be prevented and that prevention starts with conversations about boundaries, sexuality, and relationships.
Who finances it	National and EU funding of the projects, donations.
Brief description	Areas of activity: Sexual violence prevention; Assistance for individuals affected by sexual violence; Reducing gender inequality; Social entrepreneurship; Gender-based violence prevention; Global world – cooperation with international organizations to adopt best practices in the field of sexual violence prevention.
Trajectory	VšĮ Ribologija was founded in 2022.
To whom is it addressed	Victims of sexual violence, people suffering from a toxic and violent relationship and their relatives.

Positive points	In 2023, Ribologija, together with its partners, established the National Sexual Violence Information Center, which became the first specialized support centre for individuals affected by sexual violence. For example, one of the projects started in 2024: creating cooperation between the Baltic States and Denmark to prevent exploitation (grooming) and provide support for victims. The project is implemented by: 35 Above (Latvia), Ribologija (Lithuania), Human Rights Center (Estonia). Financed by: Nordic Council of Ministers.
General remarks	Implements projects, conducts research and training in the area of sexual violence prevention.

Name of the initiative	**Vilnius University Gender Studies Centre**
COUNTRY	**LITHUANIA**
Web address – contact	https://www.lsc.vu.lt/en/
Who promotes it	The purpose of Vilnius University Gender Studies Centre is to carry out gender studies and to develop interdisciplinary research on gender for the achievement of gender equality and for the assertion of non-discrimination by applying social innovation and developing the welfare society.
Who finances it	Vilnius University, national and EU funding of projects.
Brief description	Vilnius University Gender Studies Centre delivers: The Gender Studies course, the aim of which is to introduce gender studies issues and research, including women's/feminist, men's/masculinist and LBTQ+ studies. This develops students' abilities to: a) recognize interactions between gender and other social categories (age, social class, disability, sexual orientation, etc.); b) understand gender stereotypes formed by culture, which influence the behaviour of women and men and their social choices; c) recognize and critically assess the manifestations, causes and consequences of gender inequality in society. Seminars, e.g.: What are the images of women with a disability that predominate in Lithuanian media; Women in politics; Gender, family policies and working life in a Nordic perspective; Women's Entrepreneurship; etc. Conferences, e.g.: **25 years Gender Studies in Lithuania; Women's Entrepreneurship in the OSCE Region: Trends and Good Practices; etc.**

	Publications, e.g.: **Leinarte, D.** *Adopting and Remembering Soviet Reality Life Stories of Lithuanian Women, 1945–1970.* Amsterdam/New York, NY 2010. VI, 234 p. ISBN: 978-90-420-3062-6; **Natalija Arlauskaitė,** *Key-Concepts of Feminist Film Theory.* [Gender Studies at Vilnius University #1]. Vilnius University Press, V. 2010, 115 p. ISBN 978-9955-33-529-0; **Women, Work, Family. Gender Roles in the Occupational Field: Sociocultural Aspect.** Vilnius University Gender Studies Centre, V. 2008, 231 p. ISBN 978-9955-33–262-6**; Ingrida Gečienė. Stereotypes of Gender Roles in the Occupational Field.** Vilnius University Gender Studies Centre, V. 2008. 39 p. ISBN 978-9955-33-179-7; etc. Projects, e.g.: **'Procreational Similarities of Young Men: Cultural Norms, Individual Desires and Experiences',** Project financed by the Lithuanian Council of Research; **Implementation of Gender Mainstreaming at Governmental Level in the EU Member States,** The project was funded by the Gender Equality Programme; **Children and Youth Experiencing Sexual and Gendered Violence,** DAPHNE II project; etc.
Trajectory	Vilnius University Gender Studies Centre was founded in 1992.
To whom is it addressed	Students, staff from the Vilnius University and other Lithuanian universities.
Positive points	During the various activities of Vilnius University Gender Studies Centre, such abilities as recognition of interactions between gender and other social categories (age, social class, disability, sexual orientation, etc.), awareness of culturally formed gender stereotypes that influence the behaviour of women and men and their social choices, recognition and critical assessment of manifestations, causes and consequences of inequality in society are developed for the members of university community. Vilnius University Gender Studies Centre activities cover topics such as: gender category; sexuality, sexual orientation; gender and social movements; gender theories and research; gender socialization; gender in the labour market; gender and culture; gender representations in popular culture; gender in family life; gender and violence; and gender equality policy in Lithuania, the European Union and globally.
General remarks	Teaching, learning, and researching the questions of equality, women and feminism, men and masculinity, and queer studies that deal with democracy and equity helps individuals to develop reasonable expectations associated with gender and gender identity.

Name of the initiative	Women's Information Center (WIC)
COUNTRY	**LITHUANIA**
Web address – contact	https://lygus.lt/
Who promotes it	It is one of the most experienced non-governmental organizations in Lithuania, officially established in 1996, although it began its public activities earlier. The WIC is a leading, internationally recognized NGO working in the fields of gender equality and domestic violence prevention, bringing together the strongest professionals in its field.
Who finances it	National and EU funding of projects, donations.
Brief description	To raise public awareness in the field of gender equality and equal opportunities: Educate and inform the public on gender equality issues; Develop the informational portal www.lygus.lt, collect a database of best practice examples and ensure their dissemination; Fight against gender stereotypes; Educate children and youth; Promote volunteerism and expand the network of ambassadors in the field of gender equality; Unite organizations working in the field of gender equality and equal opportunities and strengthen their network; Implement other necessary measures to achieve this goal.
Trajectory	The WIC was founded in 1996.
To whom is it addressed	It carries out activities in the areas of gender-based violence, domestic violence, gender equality, and women's empowerment.
Positive points	The WIC was acting as a specialized comprehensive assistance centre for providing support in 7 municipalities, accredited in 2023. The WIC, as a long-term associate member of the European Women's Lobby (EWL), initiated and invited women's organizations to establish the Lithuanian Women's Lobby Council, which became a full member of the European Women's Lobby in October 2004. This event led to changes in the strategic direction of the WIC – the centre gradually transferred the coordination and information functions for other women's NGOs to the Lithuanian Women's Lobby Council (now the Lithuanian Women's Lobby Organization, LMLO) and began implementing separate projects itself.

General remarks	Its general goals are: To raise public awareness in the field of gender equality and equal opportunities; To improve the status of women in public and private life; To influence the formation and implementation of gender equality policies; To promote equal opportunities for women and men in employment and the labour market; To represent the public by ensuring gender equality; To reduce gender-based violence and bullying.

Name of the initiative	**Gender-Aware Education and Teaching (Gender4STEM)**
COUNTRY	**LUXEMBOURG**
Web address – contact	https://wide.lu/gender4stem/
Who promotes it	Consulio (Croatia), VHTO (Netherlands), SMART VENICE (Italy), FUNDATIA PROFESSIONAL (Romania) and Women in Digital and led by LIST (Luxembourg).
Who finances it	Erasmus+.
Brief description	Gender4STEM seeks to spark greater interest in science, technology, engineering and mathematics (STEM) disciplines among girls by supporting teachers to step-up their gender-fair teaching practices. Although initially created for teachers, the Gender4STEM platform is also relevant for school psychologists and counsellors, as well as career guidance advisors. They are invited to use the self-assessment tool to determine whether their teaching practices are gender-fair, and can receive personalised recommendations for teaching materials. They can also take part in the Gender4STEM hands-on blended training, which raises awareness of conscious/unconscious gender bias in their teaching. In addition, they can apply any of the 100 teaching materials available on the Gender4STEM platform in their classroom. The project has been recognised as a good practice by Erasmus+.
Trajectory	Founded in 2017.
To whom is it addressed	Although initially created for teachers, the Gender4STEM platform is also relevant for school psychologists and counsellors, as well as career guidance advisors.
Positive points	Sparks interest among girls into hugely masculinized disciplines in order to bring equality.

General remarks	The Gender4STEM brought together six partners: LIST, Luxembourg; Women in Digital Initiatives Asbl, Luxembourg; VHTO, The Netherlands; Fundatia Prof, Romania; Smart Venise, Italy; Consulio, Croatia.

Name of the initiative	**Fusion Programme**
COUNTRY	**MALTA**
Web address – contact	https://humanrights.gov.mt/equality-for-all-in-malta/
Who promotes it	Government of Malta.
Who finances it	Rights, Equality and Citizenship (REC).
Brief description	Equality for All in Malta was a Rights, Equality and Citizenship (REC)-funded project aimed at tackling the issue of underreporting of cases of discrimination based on race and/or ethnic origin and religion or belief. This was a 2-year long project, led by the Ministry for Equality, Research and Innovation, targeting racial, ethnic and religious minority organisations and communities as well as the general public. The project was done in partnership with the Aditus Foundation and the European Network against Racism (ENAR).
Trajectory	The Project was officially launched by the Hon. Owen Bonnici, Minister for Equality, Research and Innovation on 29 September 2021.
To whom is it addressed	The citizenship of Malta.
Positive points	The Outreach model of the Equality for All in Malta project focused on a multi-disciplinary approach, with the aim of targeting the grassroots of Maltese society, through local councils, as well as NGOs, migrant communities and religious-belief organisations, to bring them on board in the fight against discrimination. The aim of outreach within the project was to establish and foster mutual understanding, promote the participation and involvement of minority groups, and influence behaviours, attitudes, and actions within Maltese society. The Outreach model established by the project team aided in enhancing community awareness, increasing the visibility of the project, as well as engaging new communities and organisations towards a truly equal society.

	Outreach to local councils was done with the aim of developing further non-discrimination tools for action at the local level already utilised in a migrant integration setting, who can in turn reach the general resident population. The Local Integration Charter & Action Plan with the added Addendum, which was signed by the Local Councils' Association on 6 October 2021, aims to respect and promote the principle of equality and non-discrimination, in particular race and/or ethnic origin and religion or belief. The Action plan will enable closer collaboration between the Human Rights Directorate and the Local Councils, and further strengthen relationships.
General remarks	The project encompassed the following initiatives: Development and delivery of training sessions. Raising awareness. Outreach.

Name of the initiative	**Irène Curie Fellowship Programme (Eindhoven University of Technology)**
COUNTRY	**NETHERLANDS**
Web address – contact	https://www.tue.nl/en/working-at-tue/scientific-staff/irene-curie-program
Who promotes it	Eindhoven University of Technology.
Who finances it	Eindhoven University of Technology.
Brief description	In the summer of 2019, the Eindhoven University of Technology (TU/e) began its Irène Curie Fellowship (ICF) Programme. The Programme opened up academic jobs exclusively to women applicants for 6 months in a bid to achieve a greater balance between women and men in academic positions. Although widely supported, the measure also met with some criticism. In May 2020, it was halted following a ruling by the Netherlands Institute for Human Rights (*Het College voor de Rechten van de Mens*, CRM), which stated that TU/e's approach of opening up jobs exclusively to women was disproportionate. Since the start of the ICF Programme, 57 women have been hired as permanent academic staff at TU/e: 4 full professors, 2 associate professors, and 51 assistant professors. In addition, 63 men were hired. This means that the growth in the number of women in academic positions at TU/e doubled, which was an unprecedented shift.

	The ICF Programme resumed on 1 May 2021, with the same goal of having women make up at least 30% of academic staff by 2024. Its new format has been endorsed by the CRM, going so far as to provide room for customisation in job groups where the numbers of women academics are far behind. Within the adjusted ICF Programme, 30%–50% of permanent academic jobs will be offered. For each position that becomes vacant, the existing gender ratio will be taken into account. If the percentage of women is less than 35%, the vacancy will be considered for inclusion in the ICF Programme. The Programme will run until at least 2024 and will be evaluated annually.
Trajectory	Since May 2021
To whom is it addressed	Women looking to develop a long-term position in academics.
Positive points	This program features: Development track position of 5 years or senior position; Substantial start-up package; Develop your own research line; Participate in curriculum of department; Dedicated mentoring program; Dual career opportunity for spouses.
General remarks	As an Irène Curie Fellow, women receive a 5-year tenure-track position as assistant professor. After a maximum of 4 years, a decision is made on tenure. If women already have a more senior profile, they can apply as associate or full professor. As an Irène Curie Fellow, women are offered the opportunity to establish an independent research programme in collaboration with colleagues at the university, and at national and international institutions. They are also expected to contribute to the curriculum of the department. Fellows receive a substantial start-up package to start their research and, for example, hire a PhD candidate.

Name of the initiative	**Universidade da Beira Interior GEP**
COUNTRY	**PORTUGAL**
Web address – contact	https://www.ubi.pt
Who promotes it	Universidade da Beira Interior (UBI).
Who finances it	Universidade da Beira Interior (UBI).
Brief description	University of Beira Interior (UBI) was the first university in Portugal to set up a gender equality plan as early as 2011. The pioneer work of UBI in this field is well-known in the country. A thorough initial assessment (2010–2011) of the gender equality state-of-play of the university preceded the development of the gender equality plan. UBI's plan established as a measure the elaboration of sex-disaggregated statistics about teaching and non-teaching staff and students. Since 2012, Gender Equality Reports have been prepared on an annual basis to monitor progress towards gender equality in the university. These reports are publicly accessible and build on the initial assessment carried out early in the process of setting up UBI's gender equality plan. The analysis provided in the reports considers the gender balance in terms of disciplines taught and decision-making and leadership positions, the gender pay gap, the use of measures to reconcile professional and personal life (like flexible working hours), a gender analysis of the utilisation of leave, and information about the number of students disaggregated by sex and faculty.
Trajectory	This GEP was fully established in 2012.
To whom is it addressed	UBI's teaching and non-teaching staff and students.
Positive points	UBI's GEP stablishes a pioneer GEP program that served as guide and template for the development of similar initiatives in the academia of Portugal.
General remarks	After 2016, more national higher education institutions participated in European consortia to support the implementation of GEPs. The monitoring process was extended to other universities, such as the University of Minho, which had already reported on the first year of GEP implementation. Although the University of Lisbon and the University of Coimbra planned annual reports to monitor GEP implementation, no reports are available as of September 2021.

Name of the initiative	Commission for Citizenship and Gender Equality
COUNTRY	PORTUGAL
Web address – contact	https://www.cig.gov.pt
Who promotes it	Ministry of Agriculture, Maritime Affairs, the Environment and Spatial Planning.
Who finances it	Ministry of Agriculture, Maritime Affairs, the Environment and Spatial Planning, EU initiatives, and donor countries: Norway, Iceland and Liechtenstein.
Brief description	The Commission for Citizenship and Gender Equality (CIG) aims to ensure the implementation of public policies in the field of citizenship and the promotion of equality between women and men by promoting actions aimed at civic awareness regarding the identification of discrimination situations and ways to eliminate them, and on the prevention and fight against domestic and gender-based violence and trafficking in human beings. CIG belongs to the public administration. Its head office is in Lisbon and it has an office in Oporto. It is part of the Presidency of the Council of Ministers and falls under the authority of the Secretary of State of Citizenship and Equality, pursuant to sub-delegation of powers ordinance no. 660/2016, 5 January of the Minister Assistant, published in Diário da República – II série, n.º 10, 5 January 2016. CIG succeeded the Commission for the Equality and Rights of Women (CIDM) and, in turn, the Commission on the Status of Women (CCF).
Trajectory	CIG was appointed Programme Operator of the Programme Area PT07 Mainstreaming Gender Equality and Promoting Work-Life Balance in the Memorandum of Understanding (MoU) between the Portuguese Government (represented by the Minister of Agriculture, Maritime Affairs, the Environment and Spatial Planning) and the Donor Countries (Norway, Iceland and Liechtenstein), which was signed in Sintra on 28 March 2012. The PT07 Programme Proposal was submitted on 21 November 2012, the Programme Agreement was signed on 12 November 2013, and the Programme Implementation Agreement on 29 November 2013.
To whom is it addressed	The whole citizenship of Portugal.

Positive points	CIG is a central service directly administered by the state. It has administrative and financial independence and it is restricted to the management of programmes funded by resources from the EU or similar international bodies. Its mission is to implement public policies on citizenship and the defence of gender equality.
General remarks	CIG main tasks are: Promotion of equality between women and men; Promotion of education for gender equality and citizenship; Protection of motherhood and fatherhood; Promotion of equality between women and men in various domains of life; Reconciliation of professional, personal and family life of women and men; Preventing and combating domestic and gender-based violence and trafficking in human beings and support for their victims; Develop legal information services and psychosocial support, especially in situations of discrimination and gender-based violence; Receive complaints relating to situations of discrimination or gender-based violence and address them, where appropriate, by issuing opinions and recommendations, with the competent authorities or entities involved; Cooperate with international organizations, and other international agencies and foreign counterparts, in order to participate at the international level in the main forums relating to citizenship and gender equality and promote their implementation at the national level.

Name of the initiative	**Gender Equality Plans of Universities**
COUNTRY	**SLOVAKIA**
Web address – contact	https://www.stuba.sk/english/university/gender-equality-strategy.html?page_id=14682
Who promotes it	Pavel Jozef Šafárik University, Žilina University, Univerzita Komenského, Slovak University of Technology.
Who finances it	Pavel Jozef Šafárik University, Žilina University, Univerzita Komenského, Slovak University of Technology, EU Horizon Funds.

Brief description	Pavel Jozef Šafárik University (UPJ) in Košice was the first Slovak university to voluntarily prepare a gender equality strategy. In 2017, a working group consisting of five people from several faculties was formed, on the initiative of top management. The group undertook a gender audit, analyses of numerous international documents, studies and reports and qualitative surveys before drafting the Gender Equality Strategy. The Rector subsequently restructured the group as an advisory body, the Advisory Board for Gender Equality. It built on the Gender Equality Strategy and prepared the Gender Equality Plan (GEP) for 2020–2022. The plan is connected to the Human Resources Excellence in Research Award, granted to the University by the European Commission in the framework of the Human Resources Strategy for Researchers (HRS4R) in 2021. At *Žilina* University, the ERA Chair project, ERAdiate, prompted consideration of a GEP. One of the initiatives discussed during the project was an opportunity to take part in the Horizon 2020 CHANGE project. That project saw the University organise a number of activities, such as an exhibition on women scientists and a series of workshops for research organisations and funding organisations. Comenius University (Univerzita Komenského, UK) is the oldest Slovak university and also the most complex, with 13 faculties. It has a Centre for Gender Studies in the Faculty of Arts, which has provided university education in Gender Studies since 2001 (the only one of its kind). Participation in the Horizon 2020 Equal4Europe project provided the Centre with an opportunity to influence the gender equality strategy at UK. It undertook quantitative and qualitative surveys, which will form the basis of its first gender equality strategy and GEP. The Faculty of Materials, Science and Technology at the Slovak University of Technology is another research organisation that developed a GEP (2021) within the EU-funded Horizon 2020 'Gender equality in STEM Research' (CALIPER) project.
Trajectory	Stated above.
To whom is it addressed	Organizational and executive structures of the Universities.

Positive points	Transversality and horizontal collaboration with numerous departments. The Scientific Board is very complete and has many reference professionals (https://www.stuba.sk/english/ects-label/ects-information-package/academic-authorities/scientific-board.html?page_id=5657)
General remarks	Example: Objectives of the UPJ's GEP: 1. Creating an ethical and fair milieu. 2. Creating a decent working milieu for each male and female employee of UPJŠ, for each male and female member of the University community. 3. Valuing the organizational culture and credibility of the University inwards and outwards. 4. Fulfilling the internationally recognized standards of responsible educational and research institutions. 5. Promoting the satisfaction of female and male employees, female and male students, and increasing their motivation and loyalty. 6. Creating a friendly and respectful internal milieu based on respect for fundamental rights and meeting the needs of the persons working at the University. 7. Making use of all the human resources that are provided to both sexes in order to increase the potential for top quality and excellence in research. 8. Effective use of human resources, the creative potential of scientifically educated women and men in equal measure that will prevent wasting their talents. 9. Transferring the care of the people who make up the University community into the research and creative potential, increasing the innovative capacity of the scientific institution and, ultimately, to increasing its economic prosperity.

Name of the initiative	Women and Science Committee in the CSIC
COUNTRY	SPAIN
Web address – contact	https://www.csic.es/es/el-csic/ciencia-en-igualdad/comision-de-mujeres-y-ciencia
Who promotes it	Consejo Superior de Investigaciones.
Who finances it	Ministry of Science, Innovation and Universities of Spain.
Brief description	The Committee advises the presidency of the CSIC on issues related to the recruitment and career promotion of women researchers, identifies problems, and analyses causes hindering women's access and career progression. It also analyses historical biases and gaps due to the deficit of women in scientific institutions and in their management bodies and proposes corrective measures where appropriate. The Committee produces the annual Report on Women Researchers, which monitors the situation of women scientists at the CSIC. The CSIC was Spain's first public or private research organisation to create a Committee for Women and Science. Since 2002, there has been rapid and transformative evolution in gender equality law and policy, prompting the creation of gender equality units and bodies in public and private research institutions. As a pioneer, the Committee supported these structures in the institutes attached to the CSIC and promoted networking and recognition through the annual call for its Gender Equality Certification. The Women and Science Committee has evolved to become a reference structure for the promotion of equality in Spain's science, research and innovation system.
Trajectory	In 2002, the CSIC Governing Board approved the Women and Science Committee.
To whom is it addressed	Women researchers at CSIC.
Positive points	Provides a governing body that assesses gender equality within a highly masculinized environment.

Name of the initiative	**Gender Coefficient in the Full Professor Programme**
COUNTRY	**SPAIN**
Web address – contact	https://serrahunter.gencat.cat/es/psh-general/proces-seleccio/index.html +34 93 401 62 00.
Who promotes it	Universitat Politècnica de Catalunya.
Who finances it	Universitat Politècnica de Catalunya.
Brief description	*Universitat Politècnica de Catalunya* (UPC) is a public research and higher education institution in engineering, architecture, science and technology. Gender stereotypes mean that UPC has a low percentage of women students (less than 30% of BSc and MSc students). This percentage is similarly low across all categories of academic career, falling to its lowest percentage in the full professor category. In 2010, UPC established a Promotion Plan, which internally evaluates all professors qualifying for full professorships according to ANECA. This evaluation is used to decide the departments in which full professor positions will be created. After several calls, a glass ceiling was identified in the highest category in 2016, with women accounting for only 8.6% of full professors. UPC approved an affirmative measure to correct the inequalities and structural obstacles that hinder the equal development of women's academic careers. The Full Professor Programme applies a gender coefficient, which is a correction coefficient in the final scores of women candidates. The gender coefficient is calculated based on the percentage of women professors in the lower category, and the goal is to reach the same percentage of women full professors (category A) as the percentage in category B.
Trajectory	In 2017, a coefficient of 1.15 was applied, which has since been maintained or increased. In addition, in 2021, 5% of the full professor positions opened were guaranteed to women candidates and the coefficient applied was 1.25. This measure immediately increased the numbers of women promoted to full professor, with 12.9% of women in this category in 2021.
To whom is it addressed	Female students and would-be professors at UPC.
Positive points	Provides a tool to help women researchers access higher positions in the teaching structure at UPC.

General remarks	The measure also promotes a greater presence of women in decision-making positions by having more women in the higher categories. Finally, it has an important impact on organisational culture, including acceptance of transformative and structural measures to promote gender equality.

Name of the initiative	**Protocol Against Gender-Based Violence UPV/EHU**
COUNTRY	**SPAIN**
Web address – contact	https://www.ehu.eus/eu/web/berdintasuna-direccionparalaigualdad/upv-ehu-protocol-to-prevent-gender-based-violence
Who promotes it	Basque Country University/Euskal Herriko Unibertsitatea (UPV/EHU).
Who finances it	Basque Country University/Euskal Herriko Unibertsitatea (UPV/EHU).
Brief description	The Basque Country University (UPV/EHU) undertook a one-year participatory process to design a protocol against gender-based violence that responds to the needs and reality of the university community, with the goal of promoting a safe environment for all in the university community.
Trajectory	The Protocol was approved in June 2018.
To whom is it addressed	University community of UPV/EHU.
Positive points	The protocol has several innovative aspects. Its broad definition of gender-based violence covers all sexist violence, including violence against LGBTIQ+ persons. The protocol can be activated when someone in the university community experiences gender-based violence, whether on or off campus. It can be initiated by a person other than the affected person or by university services (with the consent of the affected person), and a police or judicial report is not necessarily required. The protocol features a support process for victims to seek reparation and to ensure that they can continue their lives and academic or professional careers. A specially trained Gender Violence Advisor is dedicated full-time to both the protocol and preventive awareness-raising actions. A Commission on Gender-Based Violence has also been created, bringing together the Gender Equality Office, security, labour risk prevention service, and employees' legal representation.

General remarks	These innovations have successfully offset the key issue of under-reporting and the protocol has become an inspiring practice for other universities.

Name of the initiative	**Model for equal distribution of research funds at Kristianstad University (HKR)**
COUNTRY	**SWEDEN**
Web address – contact	https://www.hkr.se/en/
Who promotes it	Kristianstad University.
Who finances it	Kristianstad University.
Brief description	Since 2016, HKR has successfully worked with a model for equal distribution of internal research resources. The work started with a revision of the existing resource allocation model, as the old model was considered outdated. The earlier model resulted in an economical budget deficit for the university and allocated resources based on position (i.e., a fixed share of working hours allocated to 'research time'). As 70% of the university's professors were men, an assessment from a gender perspective found that about 70% of research resources were automatically distributed to men. An assessment of the earlier model concluded that it sustained a gendered pattern for women and men's research careers. In the new model, those deemed eligible for funding can apply for additional research resources on merit (assessment of research achievements and collaboration in previous years). Launched in 2018, the total distribution of research resources at the end of that year was 50% men and 50% women. In the second year (2019), the distribution corresponded to the gender distribution among teachers, i.e., 60% women and 40% men, which was also the case in 2020. At HKR, education and research in areas with a traditionally higher proportion of women (e.g., Health and Education Sciences) are emphasised, and the old model did not support the vision to attract and retain excellent researchers and teachers within these areas. By contrast, the new model creates financial leeway to make strategic investments in subject areas. The old model created a lock-in system for junior and aspiring researchers – especially those in teacher positions (often women) – who consequently had fewer opportunities to pursue their research interests. It benefited senior researchers – mainly men and those in subject areas linked to better external research funding possibilities. A consequence of the gender mainstreaming work is that HKR's distribution model for research resources rewards research achievements (resource allocation) in a more transparent and equal way.

Trajectory	Founded in 2016.
To whom is it addressed	Women researchers.
Positive points	This distribution system rewards achievement, substituting the previous, gender-biased model of automatic granting to male researchers in many cases.
General remarks	At HKR, the emphasis is on education and research in areas with a traditionally higher proportion of women (e.g., Health Sciences and Education), and the previous model did not support the vision of attracting and retaining excellent researchers and faculty within these areas. In contrast, the new model creates financial leeway for strategic investments in thematic areas.

HUMAN RIGHTS

Name of the initiative	**Action Plan Against Discriminations Sciences Po**
COUNTRY	**FRANCE**
Web address – contact	https://www.sciencespo.fr/fr/a-propos/universite-ouverte-tous/lutter-contre-les-discriminations/
Who promotes it	Université Sciences Po.
Who finances it	Université Sciences Po.
Brief description	The action plan is structured around 4 strategic areas, which give rise to 10 objectives and 39 concrete actions carried out at the institutional level, under the guidance of the Commitment Department but with the support of all Sciences Po departments and aimed at all our communities: 1. Make a commitment by defining an institutional dynamic to combat discrimination. 2. Promote and disseminate a culture of non-discrimination. 3. Respond to reports of discrimination. 4. Develop and disseminate the fight against discrimination in education and research. In order to deploy a dynamic and agile anti-discrimination policy, an integrated approach has been adopted, taking into account all 25 criteria prohibited by law. In light of the issues identified by the working group, this action plan will have to pay particular attention to disability issues, the fight against racism and anti-Semitism, sexism and LGBTphobia, social belonging, as well as criteria linked to political opinions and trade union activity.

Trajectory	In February 2023, a 26-member working group chaired by Jeanne Lazarus, professor of Sociology at Sciences Po, submitted a report on discrimination at Sciences Po to the director, Mathias Vicherat. Aimed at understanding the problems encountered within the institution, the report analyses study and working conditions from the perspective of inequality of treatment based on gender, origin, sexual orientation, disability and other factors. Following this analysis, the director of Sciences Po asked the Commitment Department to draw up an operational framework for preventing and dealing with discrimination, which is set out in the anti-discrimination action plan 2023–2026 voted on and unanimously adopted by Sciences Po's governing bodies in June 2023. The institution is therefore committed to implementing this action plan and providing support to anyone who feels they have been the victim of discriminatory comments, behaviour or actions, in accordance with Sciences Po's student life rules and the legal framework currently in force. This proactive policy includes actively combating racism, anti-Semitism and all other forms of hatred, such as homophobia, validism and sexism, in line with our gender equality policy.
To whom is it addressed	The whole educational community.
Positive points	The Plan's approval process makes it very solid, having been approved unanimously. Moreover, its recent development in 2023 means that it is very up to date.
General remarks	This university is strongly committed to a culture of equality and inclusion and has equipped itself with different means and tools to preserve a respectful, supportive and welcoming study and work environment. An action plan to combat discrimination 2023-2026 is an example to be transferred to other universities.

Name of the initiative	**Uinobo for Refugees**
COUNTRY	**FRANCE**
Web address – contact	https://www.unibo.it/it/studiare/borse-di-studio-e-agevolazioni/unibo-for-refugees

Who promotes it	Università di Bologna/Comune di Bologna
Who finances it	Università di Bologna / Comune di Bologna
Brief description	The path to obtaining political asylum can last several months while waiting for the Territorial Commissions to examine applications. It is at this stage that the Unibo for Refugees project focuses its attention, with the aim of making even the long wait for refugee status recognition worthwhile. In fact, the University's doors are open to political asylum seekers: the International Desk organises orientation interviews for students interested in enrolling at Unibo and examines their school and academic records. Students have the possibility of enrolling in individual courses and Italian courses on a tax-free basis: an opportunity to fill gaps or a get taste of what will be covered once enrolled in the courses. But that is not all: by enrolling, political asylum seekers become part of the student community, they begin to learn about the organisation of the university and its services, the range of courses on offer, the teaching methods and discover whether the university is the way to rebuild their future. Once they have obtained international protection, students can enrol in single-cycle degree courses and master's degree courses and use the credits they have already acquired to obtain their degree. Unibo for Refugees, thanks to its collaboration with ER.GO, also accompanies them during this phase, with dedicated support to carry out the admission process to study courses and to access ER.GO's economic benefits. Unibo also finances scholarships and related catering services, which are assigned through ER.GO calls for applications. Unibo for Refugees scholarships are awarded by ER.GO. Every year, Unibo funds 12 scholarships for students with international protection and the related catering services. The scholarships are awarded through ER.GO's general calls for scholarships. To obtain the scholarships it is therefore necessary to submit the application according to the regular procedures and within the deadlines set by ER.GO for scholarships. Unibo for Refugees study offers 10 study awards worth €2,500 gross each to deserving refugee student who has already won ER.GO, UNICORE or CRUI scholarships. As for requirements, you may participate in the selection process for the Unibo for Refugees study awards if: you hold a residence permit for international protection (political

	asylum, subsidiary protection, humanitarian reasons) or temporary protection for Ukrainian citizens; you are currently enrolled in a degree programme, master's degree, single-cycle degree at Unibo in the academic year 2024/25; you are a student who has already been awarded a scholarship for the ERG GO, UNICORE or CRUI scholarships 2024/25; you are the winner of an ER.GO, UNICORE or CRUI scholarship in 2024/25; or you meet the merit requirements for the balance of the ER.GO, UNICORE or CRUI scholarship for the 2024/25.
Trajectory	Programme information is shown for the years 2024 and 2025, but no further detail on the trajectory is provided.
To whom is it addressed	Refugee students at university level.
Positive points	The collaboration between the municipality and the University of Bologna. Each year, Unibo funds 12 scholarships for students with international protection and related food services. The scholarships are awarded through ER.GO's general calls for scholarships . To obtain the scholarships, it is therefore necessary to apply according to the regular procedures and within the deadlines set by ER.GO for scholarships.
General remarks	Unibo offers deserving refugee students, already winners of ER.GO, UNICORE or CRUI scholarships, 10 study awards valued at 2,500 euros gross each.

Name of the initiative	**Italian Section of the Project Scholar at Risk** **Bologna University/Trento University/Padova University**
COUNTRY	**ITALY**
Web address – contact	https://site.unibo.it/almaengage/it/news/scholars-at-risk-sar-presentata-la-sezione-italiana
Who promotes it	https://www.scholarsatrisk.org/
Who finances it	No information.

Brief description	Scholars at Risk (SAR) is an international network of universities founded in 1999 at the University of Chicago (USA) by academics and human rights defenders interested in promoting the principle of academic freedom and protecting academics whose lives are in danger or whose research and teaching work is severely compromised. SAR is currently based at New York University. The University of Bologna is one of the founding universities of SAR Italy, the national section of SAR – an international network that works to protect scholars whose freedom of research and teaching is precluded in their respective countries. The SAR Italy network includes fourteen signatory universities: the Universities of Padua and Trento, promoters of the initiative, the European University Institute, Magna Charta Observatory, the Scuola Normale Superiore of Pisa, the Universities of Bologna, Brescia, Cagliari, Macerata, Milan, Siena, Turin, Trieste and Verona.
Trajectory	SAR began at the University of Chicago in 1999. The network launched with a major international conference at the university in June 2000. (To read SAR's Bylaws, click here.) Since then, scores of universities have joined the Network and helped to defend thousands of scholars around the world. (To see if your institution is a SAR member, visit our membership directory.) This video illuminates the origins of our work and features a number of the courageous scholars we have been honoured to support over the past twenty years. In 2001, SAR joined with other international education and human rights organizations to launch the Network for Education and Academic Rights (NEAR). NEAR was a clearinghouse of information on academic freedom and education rights. When NEAR disbanded, SAR continued this work through its Academic Freedom Media Review, Scholars-in-Prison Project and Academic Freedom Monitoring Project. In 2002, SAR partnered with the Institute of International Education which was then establishing IIE's Scholar Rescue Fund. The Fund provides vital financial support to scholars facing grave threats so that they may escape dangerous conditions and continue their academic work in safety. SAR is delighted to partner with IIE in helping many scholars, and since the Fund's founding many SAR member universities have hosted scholars supported in part by fellowships from the Scholar Rescue Fund. In 2003, the network headquarters relocated from the University of Chicago to the New York City campus of New York University (NYU). In 2005, SAR and partners began organizing SAR sections and partner networks around the world, building

	a global community pledged to help scholars and promote academic freedom everywhere. SAR sections were established in Israel (2005, now dormant), the United Kingdom (2006, with CARA), the Netherlands (2009, with UAF), Ireland (2009, with Universities Ireland), Norway (2011), Canada (2012), Switzerland (2015), Sweden (2016), Germany (2016), Finland (2017), United States (2018), Denmark (2019), Italy (2019), and Slovakia (2019), while partner networks were formed with pre-existing higher education networks in Europe, the Middle East and Africa. From 2007 to 2010, SAR led a series of workshops to provide a safe, open forum for academics and advocates from around the world to discuss the regional dimensions of academic freedom and the challenges faced, and to develop joint responses. Workshops were held in Istanbul, Turkey; Accra, Ghana; Addis Ababa, Ethiopia; Vilnius, Lithuania; St. Petersburg, Russia; and Amman, Jordan. These led to the development of an academic freedom curriculum and in 2011 to the Academic Freedom Advocacy Team, which researched protection for academic freedom under international human rights law. Free to Think 2020 In 2012, SAR launched its Academic Freedom Monitoring Project, a collaboration of volunteer researchers who document attacks on higher education in specific countries or regions. The project tracks key types of attacks with the aims of protecting vulnerable individuals, promoting accountability and preventing future violations. In 2015, SAR released Free to Think, the first report of the monitoring project which analyses 333 attacks on higher education communities in 65 countries from January 2011 to May 2015, demonstrating the pressing need to raise awareness and document attacks on higher education. SAR has since published Free to Think annually, highlighting ongoing and emerging trends around the globe (find each edition here). In 2014, SAR formalized its Student Advocacy Seminar, through which SAR offers faculty researchers the chance to help students develop research and advocacy skills while investigating attacks on higher education communities, in cooperation with the SAR Academic Freedom Monitoring Project, or alleged cases of the unjust restriction, prosecution or imprisonment of scholars or students, in cooperation with the SAR Scholars-in-Prison Project. Since 2014, SAR has organized working groups from within and outside the network to shape the content and strategy for new projects including a project on promoting higher education

	values in international higher education partnerships, a project on protecting student expression, and an advocacy campaign against wrongful prosecutions of scholars based on their research, teaching or publications. 2020 Congress Report SAR also organizes numerous workshops and events each year and a biennial SAR Global Congress – an international gathering for SAR's global movement and prospective new partners to share experience, discuss critical issues, and shape SAR's research and advocacy strategies for the coming years – which has been held in Chicago, New York, San Francisco, Vilnius, Amsterdam, Montreal and Berlin. Throughout this history, SAR has seen continuous growth in the number of participating member institutions, sections, partner networks, faculty, students and other friends who help SAR to assist more scholars each year and to play a leading role in developing new, innovative strategies for responding to attacks on higher education communities. 20th Anniversary Report The 20th Anniversary Report marks SAR's first 20 years of protecting threatened scholars and promoting everyone's freedom to think, question, and share ideas. The report highlights the stories of SAR-assisted scholars and provides an overview of the work the SAR Network has accomplished in each of SAR's three program areas: protection, advocacy, and research and learning. It also highlights the continued growth of our international network which shares in our collective mission to protect scholars and promote academic freedom. A financial summary indicating increased demand for SAR's work and services is also included.
To whom is it addressed	Scholars at risk.
Positive points	Providing sanctuary and assistance to more than 300 threatened scholars worldwide, every year Scholars at Risk protects scholars suffering grave threats to their lives, liberty and well-being by arranging temporary research and teaching positions at institutions in our network as well as by providing advisory and referral services.
General remarks	Protecting academics and the freedom to think, question and share ideas. Scholars at Risk protects scholars facing serious threats to their lives, liberty and well-being by arranging temporary research and teaching positions at institutions in our network, as well as providing counselling and referral services.

Name of the initiative	**International Agreement on Human Rights** **University of León**
COUNTRY	**SPAIN & MEXICO**
Web address – contact	https://www.unileon.es/noticias/la-ule-suscribe-un-convenio-internacional-en-pro-de-los-derechos-humanos
Who promotes it	University of Leon and Inter-American Academy of Human Rights of the Autonomous University of Coahuila (Mexico).
Who finances it	University of Leon and Inter-American Academy of Human Rights of the Autonomous University of Coahuila (Mexico).
Brief description	The purpose of the agreement is to establish mutual cooperation between the two institutions, to develop academic, teaching and research activities, the dissemination of culture and the extension services in areas of common interest. The idea is to promote interdisciplinary and cooperative work between our professors and the professionals of the Academy. The agreement will focus on four lines of work: freedom of expression, non-forced disappeared persons, gender issues closely linked to femicide and migrant flows.
Trajectory	Founded in April 2023.
To whom is it addressed	Disappeared persons and migrants, focus on women.
Positive points	Exchange of research projects, academic stays and studies, carrying out academic activities such as courses, seminars, round tables, symposiums, diploma courses, workshops, congresses, talks, participation in degree and doctorate programmes, exchange of students, scholarship holders, research and teaching staff in activities, collaboration in periodical publications and facilitating the exchange of information and bibliographic and academic material with library loans between the two institutions.
General remarks	A pioneering and positive initiative.

Name of the initiative	**Seminar on International Legal Relations, Immigration and Human Rights** **University Of León**
COUNTRY	**SPAIN**
Web address – contact	https://extensionuniversitaria.unileon.es/curso.aspx?id=2586

Who promotes it	León City Council; Vice-Rectorate for International and Institutional Relations of the ULE.
Who finances it	León City Council; Vice-Rectorate for International and Institutional Relations of the ULE.
Brief description	The programme aims to provide a general overview of immigration and human rights. Therefore, European and Spanish migration policy will be addressed from a multidisciplinary perspective of a theoretical-practical nature. The current reality, the exodus of those fleeing Ukraine, the new governmental stance on the Sahara and the latest regrettable events in Melilla, together with the recent liberalisation following COVID-19, must be approached from a human rights perspective. It must also distinguish between truth and rumours by being aware of the different regulatory regimes depending on the group and the origin of the legal provisions to disseminate not only the norms, but also their interpretation by analysing the most relevant jurisprudence. The seminar aims to offer a multidisciplinary perspective on various aspects of migration policy. With a practical theoretical approach, it will raise debates on the management of migratory flows, addressing the latest reforms made by the Spanish legal system in the field of immigration and international protection. The rights and freedoms of foreigners and the integration of immigrants into Spanish society will be addressed regarding: education, housing and active participation in society. Special attention will be given to the last two reforms of the Regulation on Aliens; finally, the regime of Spanish citizenship abroad will be analysed. The Seminar will necessarily be interdisciplinary, in that it will involve the study of the issues mentioned in light of the policies and regulations approved for this purpose in the field of migration by the corresponding authorities. The proposed seminar aims to achieve several learning outcomes. On the one hand, to promote understanding and comprehension of the complexity of factors involved in the migration phenomenon. Secondly, to promote reflection on the need to reverse this tension in concrete instruments that allow us to reconcile the transformation of migration policy, especially the resolution of the refugee crisis, looking at temporary protection as a form of international protection. Thirdly, to focus general reflection on the vision or specific study of specific sectors, i.e., women and violence, whose protection must be projected independently of both legal status and place of residence.

Trajectory	Founded in 2012.
To whom is it addressed	This Seminar is of enormous social importance, so the spectrum of direct and potential recipients is very broad. The possible interested parties are, first and foremost, university students (undergraduate, postgraduate, and PhD) directly affected by several of the issues to be analysed. Also, of course, all employees and self-employed workers involved in migration issues, public administration staff with competencies in this sector and anyone who wants to start a productive activity linked to this field. Likewise, the unemployed, employers, as well as all legal operators working within the framework of the legislation on nationality and foreigners and the labour relations established therein (lawyers, social graduates, labour inspectors, judges, civil servants in the service of the competent administrations). The participation of the organisations in this sector, and the worker cooperatives or labour companies operating in this sector, is particularly relevant. Finally, any citizen is affected, as the course aims to create an open forum for debate and consultation, without denying participation to any interested group.
Positive points	Distinguish between truth and hearsay by understanding the different regulatory regimes depending on the group and the origin of the legal provisions. Disseminate not only the rules but also the interpretation of these rules by analysing the most relevant case law.
General remarks	Hybrid mode: online and face-to-face at Salón de Grados de la Facultad de Derecho. Vegazana Campus, University of León.

Name of the initiative	**Intergenerational Outreach Programme** **Universities of Salamanca, Valladolid, Burgos and León**
COUNTRY	**SPAIN**

Web address – contact	University of Leon: https://servicios.unileon.es/area-de-accesibilidad-y-apoyo-social/programa-de-acercamiento-intergeneracional/ University of Salamanca: https://sas.usal.es/apoyo-social/actividades-de-acercamiento-intergeneracional/ University of Valladolid: https://rsu.uva.es/programa-de-acercamiento-intergeneracional/ University of Burgos: https://www.ubu.es/servicio-de-estudiantes-y-extension-universitaria/servicios-unidad-de-extension-universitaria/programa-de-acercamiento-intergeneracional-personas-mayores-estudiantes-de-la
Who promotes it	Four universities: University of Leon, Salamanca, Valladolid and Burgos.
Who finances it	Four universities: University of Leon, Salamanca, Valladolid and Burgos. Additionally, Junta de Castilla y Leon.
Brief description	This initiative offers intergenerational spaces for the exchange of values, goals, expectations, desires and opinions, through actions for the exchange of experiences and knowledge, social participation and solidarity, bringing the university environment and the environments most closely related to the elderly closer together. These activities favour the participation of people linked to the university in spaces that are significant for older people and the participation of older people in the university environment, responding to the interests of both groups and sharing activities that contribute to personal enrichment and independent living.
Trajectory	The programme was launched in October 2006, through a collaboration agreement signed by the Social Services Management of the Junta de Castilla y León, the different town councils and universities involved.
To whom is it addressed	Seniors and students of the Universities of Leon, Salamanca, Valladolid and Burgos.
Positive points	Improve the quality of life of both groups, foster attitudes of intergenerational coexistence and encourage greater communication and exchange of experiences.
General remarks	Different activities for intergenerational encounters that bring older people and students closer together.

Name of the initiative	**Chair of Human Rights and Democratic Culture – Auschwitz Birkenau Institute** **University of Burgos**
COUNTRY	**SPAIN**
Web address – contact	https://www.ubu.es/sites/default/files/portal_page/files/memoria_de_creacion_de_la_catedra_de_ddhh_y_cultura_democratica_-inabe.pdf
Who promotes it	University of Burgos and the Auschwitz Birkenau Institute – Spain.
Who finances it	External sponsors.
Brief description	Jointly promote the development of exhibitions, conferences, international summer courses, university extension courses, conferences, symposiums and other activities related to the promotion of democratic memory and culture, and education for a critical and inclusive citizenship. 1. To develop educational activities, at different levels, stages, cycles, grades and modalities of university and non-university education, leading to the promotion and dissemination of awareness and remembrance of the Holocaust and the victims of Auschwitz Birkenau. These initiatives shall aim to advance in the eradication of intolerance and hatred in all its expressions, foster committed and socially responsible attitudes, and encourage research, knowledge and preservation of the tangible and intangible historical-cultural heritage in this field. 2. To promote action, debate and reflection on aspects related to European citizenship and democracy, shared values, and common history and culture, disseminating the values and achievements attained, preserving the memory of its past and projecting its future based on inclusion, plurality and tolerance. 3. To keep alive the memory of the victims of Nazism and Stalinism, and to increase knowledge and understanding, for present and future generations, of the causes, strategies and methodologies that led to the violation of the most basic human rights in concentration camps and other places of mass extermination. 4. To disseminate, through its own publishing and the publication of books and texts, those activities or projects that benefit the intended aims. 5. To co-organise or support cultural and educational projects and meetings (conferences, courses, seminars, scientific meetings, exhibitions, festivals and any other social or cultural activities), with the support of organisations operating in similar areas of activity.

Trajectory	This Chair was created on 21 July 2022, with an agreement between the University of Burgos and the Auschwitz Birkenau Institute – Spain.
To whom is it addressed	Educational community and society in general.
Positive points	The need to transfer historical knowledge to society, which is ultimately responsible for and the repository of this knowledge. The value of the concept of democratic memory and the defence of human rights.
General remarks	To highlight the concept of democratic memory and the defence of Human Rights from a public university in an adverse context.

ETHNIC AND CULTURAL DIVERSITY

Name of the initiative	**Bulgarian Diversity Charter**
COUNTRY	**BULGARIA**
Web address – contact	https://diverse-bg.eu/about-us/
Who promotes it	Center for the Study of Democracy and the Bulgarian Business Leaders Forum.
Who finances it	European Union's Rights, Equality and Citizenship Programme (2014–2020).
Brief description	The Bulgarian Diversity Charter is a joint initiative of the Center for the Study of Democracy (CSD) and the Bulgarian Business Leaders Forum (BBLF) aimed to promote diversity management in the workplace. The Diversity Charter encourages companies to set up and implement policies on diversity management, the prevention of discrimination and equal treatment. Launched in 2020 by CSD and BBLF and 12 founding members, today the Bulgarian Charter brings together over 60 signatories, mostly private companies but also civil organizations, and their more than 5,500 employees. By signing the Charter, an organization makes a public commitment to recognize and embrace diversity, equal opportunities, and social inclusion as part of their strategic policy and daily operations. As a party to the Charter, the organization gets access to a wide network of contacts, publications and tools for monitoring, assessment and targeting policies. The local Charter is part of the EU Platform that unites 26 Diversity Charters, and its signatories benefit from the exchange of ideas, good practice and resources between the national charters.
Trajectory	Launched in 2020.
To whom is it addressed	Companies and civil organizations.
Positive points	Provides a cohesive focal point between civil society and profit organizations and companies to develop safer workplaces together.

General remarks	The Bulgarian Diversity Charter joined the EU Platform of Diversity Charters Meeting, which took place in Brussels on 14–15 June 2023. This event, hosted by the European Commission, served as a valuable forum for 26 European Diversity Charters to exchange experiences and share best practices for effectively promoting diversity in both the private and public sectors. The EU Diversity Charters Platform was established in 2010 through the initiative and funding of the European Commission, providing a dedicated space for European Diversity Charters to easily collaborate, exchange ideas, and learn from one another through platform meetings, expert workshops, and annual high-level forums. At the meeting, Maria Stoyanova presented the Bulgarian Diversity Charter, highlighting its contributions and initiatives.

Name of the initiative	**Action Plan to Promote Diversity in the Arts and Culture**
COUNTRY	**FINLAND**
Web address – contact	https://julkaisut.valtioneuvosto.fi/handle/10024/165055
Who promotes it	Ministry of Education and Culture of Finland.
Who finances it	Ministry of Education and Culture of Finland.
Brief description	The Ministry of Education and Culture's action plan to promote diversity in the field of arts and culture is based on the final report of a working group appointed by the Ministry (2021). The action plan aims to take into account the increasing diversity of the Finnish population in the planning and decision-making procedures in arts and cultural policy. The action plan's cross-cutting principles are to promote the realisation of equity and equality, to recognise the diversity of cultural heritage and strengthen intercultural dialogue, and to provide everyone living in Finland with the opportunity to increase their knowledge and skills and to utilise them at work and in leisure activities. The action plan contains six sets of measures that promote cultural diversity, equity and integration in cultural policy work (strategies, financing, performance and target guidance), in the agencies of the Ministry's branch of government, in the national art institutions, and in the cooperation carried out with cultural communities. Strengthening the knowledge base and carrying out measures within the Government are important parts of the action plan. Indicators, studies and analyses are used to monitor the implementation of the action plan as part of the guidance and management processes in the Ministry's branch of government. The action plan will be updated based on needs arising from the Ministry's and the Government's strategy work and on the dialogues and development work with representatives of the cultural sector.

Trajectory	The Action Plan was first published in 2023.
To whom is it addressed	Governmental agencies, national art institutions and cultural communities. The institutions involved are: Ministry of Education and Culture. Arts Promotion Center Finland. Finnish Heritage Agency. National Audiovisual Institute. Accessibility Library Celia. Governing Body of Suomenlinna. Finnish national Agency for Education. Finnish National Opera and Ballet. Finnish National Gallery. Finnish National Theatre.
Positive points	The action plan aims to promote equity and gender equality, to recognise the diversity of cultural heritage, to strengthen inter-cultural dialogue, and to enable the development and utilisation of the knowledge and skills of everyone living in Finland, in work and leisure.
General remarks	The Action Plan covers the following areas: Government Resolution for the Cultural Heritage Strategy 2023–2030. Central government transfers to museum services and performing arts. Basic education in the arts. Increasing education in Finnish and Swedish at higher education institutions. Cultural and library services in municipalities. Discretionary government grants.

Name of the initiative	**Dialogue Cards**
COUNTRY	**FINLAND**
Web address – contact	https://www.taike.fi/en/dialogue-cards/dialogue-cards
Who promotes it	Arts Promotion Center Finland.
Who finances it	Ministry of Education and Culture of Finland.
Brief description	Dialogue cards are a tool developed by the Ministry of Education and Culture and the Arts Promotion Centre Finland. The cards enable organisations in the arts and cultural sector make their activities more equal and sustainable. The dialogue cards are available free of charge.
Trajectory	The initiative was founded in 2021.
To whom is it addressed	Organisations in the arts and cultural sector.
Positive points	The dialogue cards are a response to the Ministry's working group's proposal for a cultural policy measure and to An Equal Finland, the Government's action plan for combatting structural racism and promoting good relations between population groups through the tasks and objectives assigned to branches of government.
General remarks	The dialogue cards are used in 3-hour workshops to discuss how cultural diversity and sustainable development become visible in work communities and in the sector and how the organisation can take better account of them in its activities. The facilitator's manual that comes with the cards provides all the necessary information and materials for organising the workshops. A certified diversity agent can also be requested from the Culture for All Service to serve as a dialogue card facilitator. These facilitators have been trained by the Culture for All Service and Globe Art Point and can help plan a workshop tailored to your organisation, as well as lead the workshop in person. In the project's pilot year (2023), arts and culture organisations can order dialogue cards and request diversity agents as workshop facilitators free of charge.

Name of the initiative	**Equality, Diversity, Inclusion Mission** **Université de Lorraine**
COUNTRY	**FRANCE**
Web address – contact	https://factuel.univ-lorraine.fr/node/14646
Who promotes it	Université de Lorraine.
Who finances it	Université de Lorraine.
Brief description	Mission EDI works to reduce sexist and sexual violence (SGBV) and discrimination based primarily on sex, gender, sexual orientation, ethnic origin, disability and physical appearance. It has two networks, one for staff and one for students, to bring together people who are interested in these issues and want to get involved in setting up actions or events that Mission EDI can support. These networks are also a place for sharing information and incubating projects.
Trajectory	In December 2019, the Université de Lorraine reaffirmed its commitment to diversity and its determination to combat all forms of discrimination by signing the Diversity Charter with eight of its partners. Since January 2020, the mission has been strengthened with the recruitment of a project manager to carry out actions aimed at students, with the aim of raising their awareness and training them in preventing and combating discrimination. They are also in charge of setting up EDI units across the region, which will act as relays for the implementation of actions at the university's various sites. One of the university's main challenges is to promote a culture of living together and respect for everyone. To this end, a number of awareness-raising initiatives have been carried out in conjunction with several of the university's components. Year delegates from the Humanities and Social Sciences UFR – Metz, students from IUT in Epinal and from the Humanities campus in Nancy were able to take part in theatre-forum performances in February 2020 dealing with SGBV, racism and LGBTphobia. The Université de Lorraine has set up an **alert system** to deal with all forms of sexual harassment that may occur within the institution. From September 2019, the system has been extended to cover other forms of discrimination. It is aimed at staff, doctoral students and students who are victims or witnesses of sexual harassment or discrimination.
To whom is it addressed	Educational community of the University of Lorraine.

Positive points	This is a transversal initiative that includes all the grounds of discrimination provided for in French law and is promoted by the University itself.
General remarks	Is an opportunity for the equality-diversity-inclusion (EDI) mission of the University of Lorraine to be transferred to other universities.

Name of the initiative	Anti-Discrimination Unit Université Paris Nanterre
COUNTRY	FRANCE
Web address – contact	https://mission-egalite-f-h.parisnanterre.fr/lutter-contre-les-discriminations-1
Who promotes it	Université de Paris Nanterre.
Who finances it	Université de Paris Nanterre.
Brief description	The aim of the unit for listening to and supporting victims of discrimination is to help any member of the university community (students, lecturers, administrative staff) who is a victim or witness of discriminatory violence on or off the university campus. The anti-discrimination unit is part of the University's Equality Mission and aims to promote and disseminate the principles of equality and non-discrimination throughout the University of Paris Nanterre, among students, research professors and administrative staff. It carries out joint actions with all of the University's components, with particular emphasis on non-stereotypical communication, human resources, staff and student training, etc. The Anti-Discrimination Unit offers an anonymous reporting channel via email. Only the equality and non-discrimination project officers and members of the unit's medico-social department have access to this mailbox. They are all bound by professional secrecy. Once the matter has been referred to the unit, the staff who have access to the secure mailbox will offer you an interview, after which a report of the interview will be drawn up and forwarded to the members of the extended unit so that the matter can be dealt with. The Mission is developing an extensive programme of activities. Training and awareness-raising for students and University staff (such as a course on Diversity and anti-discrimination between 24 September and 25 August), an annual call for projects in the University community to fight against discrimination, etc. The Mission's homepage contains an updated calendar of activities throughout the University.

Trajectory	No information on the trajectory of the Mission and the Unit.
To whom is it addressed	The whole educational community.
Positive points	It is a very solid experience with an extensive programme of actions in different areas, including training, awareness-raising and the denunciation of any type of discrimination. Although it acts on the 25 grounds of discrimination provided for in French law, the most developed seem to be gender equality, LGBTI and racial origin.
General remarks	Strong political will on the part of the university to prevent and address situations of discrimination that members of the university community may encounter during their studies and in the context of their work.

Name of the initiative	**Permanent Conference of Commissioners for Equality and Diversity**
COUNTRY	**FRANCE**
Web address – contact	https://www.cped-egalite.fr/
Who promotes it	112 members: - 62 Universities; - 39 Grandes écoles; - 6 municipalities.
Who finances it	CPED partners include: Ministry of Higher Education and Research. Ministry for Equality between Men and Women and the Fight against Discrimination. French Universities. Le Centre national des oeuvres universitaires et scolaires. Conference of Grandes Écoles.

Brief description	The Conférence Permanente des Chargés de Mission Égalité Diversité (CPED) is dedicated to promoting equality and combating discrimination within higher education and research establishments. It brings together universities and public schools, represented by their equality and diversity officers, referents or vice-presidents. The CPED is a network and a forum for all the equality and diversity teams in the institutions. It supports and gives visibility to the development of policies related to equality, inclusion and the fight against all forms of discrimination implemented by higher education and research establishments. Its work concerns both staff and students. Actions: • Promote and foster equality and diversity in ESR. • Form a network to share good practice, feedback and resources. • Work on common issues and produce poolable resources. • Speak on behalf of equality missions to French and international institutions. • Create links between institutions in the field of equality. • Meet at CPED meetings twice a year. • Promote actions implemented by institutions. • Offer training and awareness-raising initiatives.

Trajectory	In 2023 and 2024, the CPED continued to help build the skills of those responsible for equality and combating violence, hatred and discrimination in higher education and research establishments. Supported by its VSS formation network, it has provided nearly a hundred training sessions for staff at public and private establishments, including sessions offered to establishments by the MESR, which has placed its trust in it, as part of its national action plan against sexist and sexual violence in higher education (2021–2025). It has organised working groups and webinars to answer questions from institutions on subjects as diverse as the management of sensitive data linked to listening devices, breastfeeding areas, LGBTI+ issues, painful periods and the return of people sanctioned for acts of gender-based and sexual violence in their institution. In conjunction with ONDES (Observatoire National des Discriminations et de l'Égalité dans le Supérieur – National Observatory on Discrimination and Equality in Higher Education) and with the support of France Universités, it has carried out the REMEDE survey, which provides a national overview of the organisation and operation of equality and diversity missions, the structuring of mechanisms for listening to and reporting cases of SGBV, harassment and discrimination, and actions to promote equality implemented by higher education establishments. It is firmly committed to the European and international arena. In 2024, its participation in the VOICES network will result in the co-organisation of two conferences (Tirana, February 2024; Lyon, November 2024) on gender-based violence in higher education and the institutional culture needed to combat it. Internationally, it is behind the creation of the Réseau international francophone de l'enseignement supérieur et de la Recherche pour l'égalité, la diversité et l'inclusion (REFEDI).
To whom is it addressed	The entire university community.

Positive points	Membership of the CPED enables you to: - join the network of equality-diversity missions and be able to exchange ideas with all the other establishments; - access the resource bank (hundreds of tools, guides and surveys to help build your equality-diversity policy); - take part in events, in particular the bi-annual meetings; - take part in working groups and webinars; - see their equality and diversity policy highlighted in maps and communications and receive the monthly newsletter (news, resources, press review on equality and diversity issues in higher education); - be put in touch with and supported by experienced establishments for any questions and take part in bringing the voice of equality and diversity missions to French and international institutions.
General remarks	To be composed of project managers, referents or vice-presidents for equality and diversity from French public higher education and research institutions, as well as members of their teams.

Name of the initiative	**National Action Plan Against Racism and Intolerance 2020–2023**
COUNTRY	**GREECE**
Web address – contact	https://moj.gov.gr/wp-content/uploads/2021/03/NAPRI-en.pdf
Who promotes it	Ministry of Justice of the Hellenic Republic-National Council against Racism and Intolerance.
Who finances it	Rights, Equality and Citizenship Programme 2014–2020 of the European Union.
Brief description	The protection and promotion of democracy, human rights and fundamental freedoms constitute the basic principles of the Constitution of Greece. Greece attaches the utmost importance to the safeguard of the human rights and fundamental freedoms of all persons located within the Greek territory, the protection of democratic institutions and respect for the rule of law. Racism and other ideologies of inequality are in conflict with these principles. Racism, intolerance and discrimination constitute a violation of fundamental rights and human dignity and jeopardize social cohesion and peace, while undermining the foundations of democracy and the rule of law. The development and implementation of the National Action Plan against Racism and Intolerance is paramount as it complements the national and European legislative framework with robust actions and commitments.

Trajectory	In 2015, the National Council against Racism and Intolerance (NCRI) was established as an advisory body in Greece, by Law 4356/2015. The council operated for 4 years until 2020, culminating in the creation of the first National action plan against racism and intolerance 2020–2023. In 2021, the NCRI produced a multilingual guide to the rights of hate crime victims within the framework of its 'Developing a comprehensive strategy against racism, intolerance and hate crime' project, which was funded by the EU's Rights, Equality and Citizenship 2014–2020 programme. The guide is a helpful tool aimed at informing victims of racism of their rights and reducing their reluctance to report incidents of racist violence to the relevant authorities. The creation of this guide was one of the communication, dissemination and visibility goals of the National Action Plan against Racism and intolerance.
To whom is it addressed	The Administration of the Hellenic Republic.
Positive points	This is the first iteration of such an initiative in Greece, and it provides an institutional framework against racism in 20 areas.
General remarks	The long-term objectives of the National Action Plan are: - To effectively address the phenomenon of racism, intolerance, racist violence and discrimination. - To ensure respect for human rights and fundamental freedoms in accordance with the Constitution and the international commitments of the State, providing the opportunity for people to live in a democratic society without discrimination, while effectively reinforcing the stage of prevention. - To raise awareness about respecting the principle of equality, equal treatment and dignity of all living in the Greek territory in a pluralistic society based on the rule of law.

Name of the initiative	**ANTIGONE Information and Documentation Centre**
COUNTRY	**GREECE**
Web address – contact	https://www.antigone.gr/en/angigone-ngo/
Who promotes it	Antigone Information and Documentation Centre.
Who finances it	Antigone Information and Documentation Centre.
Brief description	ANTIGONE Information and Documentation Centre on Racism, Ecology, Peace and Non-Violence is an independent social non-profit organization with its basis in Thessaloniki and offices in Athens. It was found with the initiative of Ecological Movement of Thessaloniki and since 1993 it has been active in issues concerning racism, discrimination, human rights, social ecology, peace and the non-violent resolution of conflicts. With the important participation of several members, volunteers and supporters, it has developed a large variety of activities, inspired by a collective and holistic vision for people, society and world. The purpose of ANTIGONE consists in the creation of a truly democratic, open society, which through the cultivation of global values such as freedom and human decency, equal opportunities for all will be ensured, without any discrimination on the grounds of sex, race, ethnic origin, social/economic/cultural level, disability, age, religion, etc. Through its action, based on solidarity and active participation, it also aims to inform and raise awareness of a great part of society in issues of non-discrimination, human rights, ecology, non-violence and interculturalism, by motivating the redefinition of social values and priorities towards a social, ecological and solidary direction. In this way we believe that people can live with a sense of equality and social responsibility, by contributing to a society that is capable of ensuring an adequate living standard and quality of life for all. Purposes: The guaranteeing of equal opportunities and equal treatment for all persons without any discrimination on the ground of sex, race, ethnic origin, social/economic/cultural level, disability, age, religion, sexual orientation, etc. The information and awareness-raising of citizens on issues of human rights, social ecology and non- violence, the combat against racism, xenophobia and every form of adverse discrimination against human beings.

	The change and improvement of the institutional, political and social framework for the integration and equal participation of all. The active participation of persons, collectives and social groups in activities for the promotion of solidarity and for the respect of diversity.
Trajectory	Since its establishment in 1993, it has participated as a coordinating body and as a partner in projects of national and international programs, and in thematic areas such as the smooth integration of refugees, the inclusion of diversity, the fight against prejudice, the social and solidarity economy, the restraint of hate rhetoric, etc.
To whom is it addressed	The general public of Greece, including public institutions.
Positive points	Antigone develops actions in collaboration with various social groups based on their own needs, which the organization constantly tries to listen to, coming into daily contact with them and responding with conscience and practical solidarity to its social work.
General remarks	Current projects: Tackling structural and institutional racism in 8 EU Member States. European Website on Integration (EWSI). Reduce-Reuse-Recycle-Compost in the Delta Municipality (K.A.M.E.). School communities protecting the climate.

Name of the initiative	**Higher Education Sector Centre of Excellence for Equality, Diversity and Inclusion**
COUNTRY	**IRELAND**
Web address – contact	https://hea.ie/policy/gender/race-equality/
Who promotes it	Government of Ireland.
Who finances it	European Social Fund.

Brief description	The HEA leads the strategic development of the Irish higher education and research system with the objective of creating a coherent system of diverse institutions with distinct missions, which is responsive to the social, cultural and economic development of Ireland and its people and supports the achievement of national objectives. The HEA has a statutory responsibility, at central government level, for the effective governance and regulation of higher education institutions and the higher education system. In 2021, the HEA Centre of Excellence for Equality, Diversity and Inclusion ran the first National Race Equality Survey of all higher education institutions, the findings of which were included in the Race Equality Report, published in October 2021. The aim of the survey was to capture the lived experience of higher education institution staff in relation to race equality. For the purpose of the survey, race equality was defined as: equal representation, equal experiences and equal outcomes of staff from minority ethnic groups. The HEA is committed to taking a proactive approach to tackling all forms of racial and ethnic discrimination in higher education. Now that we have an evidence base, the HEA can work with institutions to prevent rather than react to problems in this area and to keep pace with wider demographic changes in Irish society. In September 2022, following a period of consultation with stakeholders including the National Athena Swan Intersectionality Working Group, the Centre of Excellence for Equality, Diversity and Inclusion launched the Race Equality Implementation Plan 2022–2024. On 20 March 2023, the HEA launched the Anti-Racism Principles for Irish Higher Education Institutions which aim to harness the power that Irish higher education institutions have as leaders of positive change in society to challenge racism and race inequality. Irish colleges have seen a growth in the ethnic diversity of their staff and students reflective of the diversity in Ireland's population, and these Anti-Racism Principles seek to embed a culture of race equality across higher education. The Principles were launched at the first National Race Equality Conference, hosted by the University of Galway. The conference brought key stakeholders together to highlight the structural, institutional and historical dimensions of racism which have informed past and current practice in higher education institutions and the societies in which they are situated.

Trajectory	The HEA was established under the Higher Education Authority Act 1971.
To whom is it addressed	Higher education institutions: Atlantic Technological University. Dublin City University. Dun Laoghaire Institute of Art and Design & Technology. Dundalk Institute of Technology. Mary Immaculate College. Maynooth University. Munster Technological University. National College of Art & Design. RCSI University of Medicine and Health Sciences. Royal Irish Academy. South East Technological University. St Angela's College. Technological University Dublin. Technological University Shannon: Midlands Midwest. Trinity College Dublin. University College Cork. University College Dublin. University of Galway. University of Limerick.
Positive points	The aim of the HEA is to create a coherent system of diverse institutions with distinct missions which is responsive to the social, cultural and economic development of Ireland and its people and supports the achievement of national objectives.
General remarks	The HEA is committed to taking a proactive approach to addressing all forms of racial and ethnic discrimination in higher education. On March 20, 2023, the HEA launched the Anti-Racism Principles for Irish Higher Education Institutions, which aims to harness the power of Irish higher education institutions (HEIs) as leaders of positive change in society to challenge racism and racial inequality.

Name of the initiative	**End Racism**
COUNTRY	**MALTA**
Web address – contact	educ@um.edu.mt/ +356 2340 3058
Who promotes it	The Human Rights Directorate, within the Ministry for Home Affairs, Security, Reforms and Equality of Malta and six partners: the European Network against Racism (ENAR), Diversit, Kopin, L-Università ta' Malta and the National Commission for the Promotion of Equality (NCPE). The National Statistics Office (NSO) is an associated partner.
Who finances it	This project is partially funded by the Citizens, Equality, Rights and Values Programme 2021–2027.
Brief description	This project is aimed at improving Maltese public authorities' responses to multiple and intersectional discrimination, racism and xenophobia and at laying the foundations for the implementation of a future whole-of-society Anti-Racism Strategy (2021–2023). This project will bring change through: building trust between communities and public authorities by establishing a civil society-led Anti-Racism Platform; research aimed at deepening Government's understanding of the experience of members of minority groups in Malta; the creation of a policymaking tool and the adoption of intra-ministerial action plans to ensure anti-racism mainstreaming in Government; action and policy-making; training of public officers in all Government Ministries; fostering cooperation between stakeholders to improve data collection practices on hate speech and hate crime; adopting a national Anti-Rumours Strategy based on a thorough diagnosis and the training of Anti-Rumours agents; spreading a strong anti-discrimination message throughout the Maltese society. Based on this project, Malta will be able to issue a comprehensive and durable strategy against racism.
Trajectory	Started in 28 February 2022, ended in 30 September 2024.
To whom is it addressed	Authorities and general civil society.
Positive points	END RACISM-MT has brought together a multi-level team in the assessment of racism in the public bodies of Malta.
General remarks	Based on this project, Malta will be able to issue a comprehensive and durable strategy against racism. The consortium is made up of the coordinator, that is the Human Rights Directorate (HRD), and six partners: the European Network against Racism (ENAR), Diversit, Kopin, L-Università ta' Malta and the National Commission for the Promotion of Equality (NCPE). The National Statistics Office (NSO) will be an associated partner.

Name of the initiative	Committee on Race and Ethnic Affairs of the University of Malta
COUNTRY	MALTA
Web address – contact	https://www.um.edu.mt/about/governance/committees/crea/
Who promotes it	University of Malta.
Who finances it	University of Malta.
Brief description	The Committee on Race and Ethnic Affairs shall serve as the University's focal point for monitoring and addressing issues related to race and ethnic prejudice, with a special focus on developing comprehensive and effective action in the three areas indicated below, namely Awareness, Access and Integration, and Safeguarding and Enforcement. In pursuance of its mandate, the Committee shall liaise with the relevant University structures and stakeholders as necessary: (a) **Awareness** The Committee shall: (i) identify themes and areas requiring awareness-raising by means of adequate communication and/or information, so as to promote positive attitudes and behaviour; (ii) plan, develop and implement its own awareness-raising initiatives on issues concerning race and ethnic diversity among members of the University community; (iii) propose action to relevant organizational structures and stakeholders; (iv) promote and/or support awareness-raising initiatives by other University stakeholders on issues that fall within its remit. (b) **Access and Integration** The Committee shall: (i) evaluate current practices and procedures that have an impact on access to the University and/or its programmes and services by current or potential staff and students belonging to diverse racial and ethnic backgrounds; (ii) carry out an ongoing appraisal of the integration of staff and students from diverse racial and ethnic groups within the University community; (iii) make recommendations to the relevant University authorities and stakeholders for the development or improvement of current policies and practices concerning the access and integration of staff and students from diverse racial and ethnic backgrounds.

	(c) **Safeguarding and Enforcement** The Committee shall: (i) periodically and regularly (at intervals of five years or as required) appraise existing policies and procedures for safeguarding members of the University community against racial and ethnic harassment and discrimination, as well as review the current mechanisms for reporting and enforcing such policies and procedures (including disciplinary procedures). For the avoidance of doubt, this role is exclusively that of a policy advisory body and shall not imply an executive or decision-making role in any disciplinary procedures which in all cases will continue to be carried out in accordance with the procedures of the University; (ii) as and when appropriate, of its own initiative, propose to the relevant University authorities the establishment and development of new policies, structures and procedures to safeguard against racial and ethnic disparity, harassment and discrimination; (iii) when requested to do so, provide specialist advice about its domain of expertise to the Rector and/or other University authorities on any complaints formal or otherwise falling within its remit, referred to it in the manner prescribed or as may be permissible within the procedures of the University of Malta.
Trajectory	Term of Appointment: 1 January 2024 to 31 December 2024.
To whom is it addressed	University members, community and stakeholders.
Positive points	The Committee provides a monitoring organ to supervise and address ethnic diversity issues on a holistic level.
General remarks	**Chair:** Dr Omar N'Shea. **Members:** Ms Zachea Scicluna (Vice-Chair and Student Representative) – up to 30 September 2024. Dr Francois Mifsud. Mr Roderick Vassallo. Representatives of: Human Resources Management & Development Office – Ms Amanda Borg Ciantar; Office of the Academic Registrar – Ms Carmen Mangion; Marketing Communications and Alumni Office – Dr Mario L. Cassar; International Office – Ms Stefania Agius Fabri. Professor Frank Camilleri (appointed by Council).

Name of the initiative	Never Again Association
COUNTRY	POLAND
Web address – contact	https://www.nigdywiecej.org/en/
Who promotes it	Never Again Association.
Who finances it	Never Again Association.
Brief description	The NEVER AGAIN Association is an independent civil society organization founded in Warsaw in 1996. It has campaigned against racism, antisemitism, and xenophobia, for peace, inter-cultural dialogue and human rights across the world. The major objectives of the NEVER AGAIN Association include: breaking the silence and raising awareness of the problem of racism and xenophobia; building a broad and inclusive movement against racism and discrimination, for respect, inclusivity and diversity; eliminating or marginalizing racist, xenophobic and antisemitic tendencies in various spheres of life.
Trajectory	Founded in 1994 by Marcin Kornak.
To whom is it addressed	Civil society, collaborating with public and private institutions, national and international.
Positive points	It is a longstanding anti-racist NGO, with plenty of experience both at the national and international level.

General remarks	Since 1994, NEVER AGAIN has produced a regular publication in the form of the *NEVER AGAIN* (Pol. *NIGDY WIECEJ*) magazine (nowadays on-line), providing reliable information and in-depth analysis on hate crime and on extremist and racist groups. NEVER AGAIN closely monitors racism and discrimination on the ground. Through its network of voluntary correspondents and regular grass-roots contacts with various minority communities, NEVER AGAIN has built the most extensive register of racist incidents and other xenophobic crimes committed in Poland, the Brown Book. The NEVER AGAIN Association also provides information directly to journalists and researchers interested in the problem of racism and xenophobia. NEVER AGAIN has contributed to numerous programs on television (including on the BBC, CNN, Euronews, ARTE), as well as assisted in writing many press articles (including for *The Guardian*, *The New York Times*, *Le Monde*, *Die Tageszeitung*, *Gazeta Wyborcza*, and many more). NEVER AGAIN has provided expertise as well as consulted legislation on issues of racism and xenophobia. Among others, it successfully campaigned for a ban on racist and neo-nazi activities to be included in Poland's Constitution. NEVER AGAIN has cooperated with major international organizations, including the United Nations (UN), the European Union (EU), the Council of Europe (CoE), the Organization for Security and Cooperation in Europe (OSCE), and the International Holocaust Remembrance Alliance (IHRA). It has actively participated in international civil society networks, including the Alliance Against Genocide (AAG), the European Network for Countering Antisemitism through Education (ENCATE), Football Against Racism in Europe (FARE), the International Network Against Cyber Hate (INACH), the Global Alliance Against Digital Hate and Extremism (GADHE), and the European Network for Solidarity with Ukraine (ENSU). Since the early 2000s, NEVER AGAIN has run the Racism Delete campaign to combat racism and antisemitism on the Internet. The Association takes part in international projects to counteract online hate speech such as Get The Trolls Out and SafeNet. It has also conducted successful high-profile educational campaigns in the field of popular culture, such as Music Against Racism. Every year, during the biggest open-air free music festival in Europe, Pol'and'Rock, also known as Polish Woodstock, the NEVER AGAIN Association organizes a football tournament promoting the message of Let's Kick Racism Out of the Stadiums.

	It implemented the UEFA EURO 2012 Respect Diversity programme: major educational and awareness-raising activities that took place before and during the European Football Championships in Poland and Ukraine. Since the mid-1990s, the NEVER AGAIN Association as the first organization in Poland has offered non-material support to individuals who are getting out of the trap of far-right ideologies. NEVER AGAIN has offered them support and ethical guidelines on their path of deradicalization. Moreover, the NEVER AGAIN Association has conducted numerous actions promoting diversity and respect in cooperation with prison personnel and inmates.

Name of the initiative	**National Plan to Combat Racism and Discrimination 2021–2025**
COUNTRY	**PORTUGAL**
Web address – contact	https://www.portugal.gov.pt/en/gc22/communication/document?i=national-plan-combat-racism-and-discrimination–2021–2025
Who promotes it	Ministry of Presidency of the Portuguese Republic.
Who finances it	Ministry of Presidency of the Portuguese Republic.
Brief description	The resolution acknowledges that despite existing legal frameworks, there are still elements of racism and discrimination enshrined in the Constitution of the Portuguese Republic, which reflect the historical processes that gave rise to them – such as slavery and colonialism – and that perpetuate models of structural discrimination. The resolution also acknowledges the work of various civil society agencies on this important issue, and the contributions and recommendations of the Working Group for the Prevention and Combat of Racism and Discrimination (coordinated by ACM, the High Commission for Migration) and a related public consultation process.
Trajectory	The resolution approving the National plan to combat racism and discrimination (PNCRD) 2021–2025 – Portugal Against Racism was announced on 28 July in *Diário da República*, the Portuguese Republic's official gazette
To whom is it addressed	The Portuguese Republic Administration.

Positive points	This is the first national plan on racism and discrimination, and is the result of much inter-sectoral collaboration. It is organised into four main principles and ten specific lines of intervention, combining transversal and specific approaches.
General remarks	The four main principles are the following: deconstruction of stereotypes; coordination, integrated governance and territorialisation; integrated intervention in the fight against inequalities; intersectionality. The ten lines of intervention are as follows: a) Governance, information and knowledge for a non-discriminatory society; b) Education and culture; c) Higher education; d) Work and employment; e) Housing; f) Health and social action; g) Justice, security and rights; h) Participation and representation; i) Sport; j) Media and digital communications.

Name of the initiative	**Portugal: New Observatory on Racism and Xenophobia**
COUNTRY	**PORTUGAL**
Web address – contact	https://novalaw.unl.pt/observatorio-do-racismo-e-xenofobia-investigacao/
Who promotes it	Universidade Nova de Lisboa.
Who finances it	Ministry of Parliamentary Affairs.
Brief description	A new observatory on racism and xenophobia was opened on 17 March in Portugal. Its mission is to produce, collect, process and disseminate information and knowledge on racism, xenophobia and discrimination in the various areas and sectors covered by the national plan to combat racism and discrimination 2021–2025 – Portugal against Racism.

	Speaking at the launch of the initiative, Minister Ana Catarina Mendes highlighted the fact that the opening of the observatory represents a positive step against discrimination in Portugal. She pointed out that migration is a huge challenge for Portuguese society, and that racism around the presence of migrants must be studied by bodies such as the observatory in order to be better prevented. Relatedly, Professor Teresa Pizarro Beleza observed that there is structural racism in Portugal, which is closely linked to the country's long colonial history (which lasted until the mid-1970s).
Trajectory	The Observatory was opened on 17 March 2023.
To whom is it addressed	It collaborates with different public and private, national and international agents involved in the prevention and fight against racism and xenophobia.
Positive points	The Observatory provides a central public research organism from which to study the multiple facets of racism in Portugal.
General remarks	The Observatory was created with a view to producing, collecting, processing and disseminating information and knowledge in the various areas and sectors covered by the PNCRD 2021–2025, as well as training and stimulating research on preventing and combating racism and racial and ethnic discrimination, including multiple and intersectional discrimination.

Name of the initiative	**Permanent Seminar for Global Citizenship** **University of Burgos**
COUNTRY	**SPAIN**
Web address – contact	https://www.ubu.es/te-interesa/curso-para-la-ciudadania-global-retos-sociales-economicos-y-medioambientales-del-siglo-xxi-ii-edicion-ubuabierta
Who promotes it	University of Burgos.
Who finances it	University of Burgos.
Brief description	- To promote reflection on the implications of the concept of sustainable development for our ideas and models of social progress. - To familiarise the university community in general, and more specifically university students, with the global citizenship approach so that they can apply it to their respective research and areas of knowledge. - To provide university students in Castilla y León with tools to develop initiatives aligned with the goals and targets of the 2030 Agenda.

Trajectory	Founded in 2022.
To whom is it addressed	An interdisciplinary seminar aimed at all those students or interested people who, with their knowledge, want to contribute to the transformation of their environment and commit to a more sustainable and fairer planet.
Positive points	Free registration.
General remarks	Course director and speaker: Miguel Martín Blanco. Technician of Education for the Development of FABRE Foundation (2020-current). E-mail: miguel.martin@fundacionfabre.org

Name of the initiative	**Spanish Observatory on Racism and Xenophobia (OBERAXE)**
COUNTRY	**SPAIN**
Web address – contact	https://www.inclusion.gob.es/oberaxe/en/index.htm
Who promotes it	Ministry of Inclusion, Social Security and Migrations.
Who finances it	Ministry of Inclusion, Social Security and Migrations.
Brief description	The Spanish Observatory on Racism and Xenophobia (OBERAXE) gathers information on projects, surveys, resources, reports and research promoted by the Secretary of State for Migration and other ministerial departments, entities and organisations in order to serve as a platform offering information and analysis and spurring on work to combat racism, racial discrimination, xenophobia and other forms of intolerance as well as hate incidents and crimes. The work of the Observatory is performed in cooperation with various levels of governmental institutions and civil society organizations in Spain, with the European Union and other international institutions.
Trajectory	Article 71 of the Organic Law 4/2000, of 11 January, on the rights and freedoms of foreigners in Spain and their social integration provides for establishing the Spanish Observatory on Racism and Xenophobia to perform research and analysis and endows it with the power to raise proposals for action to combat racism and xenophobia.
To whom is it addressed	The work of the Observatory is performed in cooperation with various levels of governmental institutions and civil society organizations in Spain, the European Union and other international institutions.

Positive points	OBERAXE serves a focal point for public institutions to collect essential data about the different facets of racism in Spain.
General remarks	The Spanish Observatory on Racism and Xenophobia falls under the Ministry of Inclusion, Social Security and Migration's Secretary of State for migration, and specifically under the Directorate General of Humanitarian Attention and Social Inclusion of Immigration. Royal Decree. 903/2018 of 20 July and Royal Decree. 216/2022 of 19 March assign the following functions to the Observatory: To collect and analyse information on racism and xenophobia to gain knowledge regarding the situation and potential trends, by implementing an information network. To promote the principle of equal opportunities and non-discrimination and combating racism and xenophobia. To cooperate and coordinate with various public and private stakeholders, nationally and internationally, in order to prevent and combat racism and xenophobia.

Name of the initiative	**Council for the Elimination of Racial or Ethnic Discrimination**
COUNTRY	**SPAIN**
Web address – contact	https://igualdadynodiscriminacion.igualdad.gob.es/menuconsejo/el-consejo/
Who promotes it	Ministry of Equality.
Who finances it	Ministry of Equality.

Brief description	The Council is the Spanish Equality Body pursuant to Article 13 of Directive 43/2000/EC, and is administratively attached to the Ministry of Equality through the Directorate-General for Equal Treatment and Ethnic-Racial Diversity. It was set up by Law 62/2003, transposing into Spanish law Directives 2000/43/EC and 2000/78/EC, and is governed by Royal Decree 1262/2007, subsequently amended by Royal Decree 1044/2009. The Council is a collegiate body and includes representatives of the national, regional and local administrations, of social partners and of 10 NGOs working for the promotion of equal treatment and non-discrimination on grounds of racial or ethnic origin (ACCEM, CEAR, Spanish Red Cross, Fundación CEPAIM, Fundación Secretariado Gitano, Movimiento contra la Intolerancia, MPDL, Unión Romaní, Rumiñahui, Red Acoge). All its members, including the President, are appointed by the Minister of Equality for a renewable, 3-year term. In 2014, the Council changed its name from the Council for the Promotion and Non-Discrimination of People on Grounds of Their Racial or Ethnic Origin to the current, more user-friendly title. This change was implemented through Law 15/2014 on Rationalization of the Public sector and other administrative reform measures. The core function of the Council is to grant independent assistance to victims of racial or ethnic discrimination. This activity is carried out by the Assistance and Orientation Service to Victims of racial or ethnic Discrimination: http://asistenciavictimasdiscriminacion.org
Trajectory	In 2003, Law 62/2003 articulated the creation of a body for equality, treatment and non-discrimination of persons on the basis of racial or ethnic origin. In 2007, its mission, composition and functions were regulated.
To whom is it addressed	Victims of racist of xenophobic discrimination in Spain.
Positive points	The Council provides independent assistance to victims of racial or ethnic discrimination.

General remarks	This Service is based on a public contract and implemented through a network of 10 NGOs specialized in the field of the fight against discrimination and who are also members of the Council for the Elimination of Racial and Ethnic Discrimination (Fundación Secretariado Gitano, Comisión Española de Ayuda al Refugiado, Spanish Red Cross, Accem, MPDL, Fundación Cepaim, Movimiento contra la Intolerancia, Red Acoge y Rumiñahui). The contract has been awarded to the Fundación Secretariado Gitano (Roma Secretariat Foundation), an entity with a long history in the field of equality and non-discrimination, which acts as coordinator. The network has offices distributed all over Spain and a coordination office based in Madrid. The services offered range from general information, investigation and mediation to reporting to police and prosecutors and filing complaints with the ombudsperson, public authorities, inspection services and consumer organizations. The majority of the cases reported concern discrimination in access to employment, access to goods and services, including housing, discriminatory behaviour and harassment at schools, discrimination in public places and security, as well as discriminatory and hate speech in media and social media. The management structure is composed of the President, the first and second Vice-presidents and the members of the Council. The Council organizes its preparatory work through standing and ad hoc Working Groups. Currently, there are four standing Working Groups dealing with Assistance to Victims of Discrimination, Legislation, Surveys and Reports and Communication. In addition, there is a Permanent Committee which has the task of preparing the Plenary Sessions. The Deputy Director General for Equal Treatment and Ethnic-Racial Diversity and Non-Discrimination acts as Secretary of the Council and provides administrative assistance and technical support.

LGTBI

Name of the initiative	**Give a Sh*t: Intervene Against**
COUNTRY	**BELGIUM**
Web address – contact	https://www.cavaria.be/give-a-sht-grijp-in-tegen-haat
Who promotes it	Çavaria is the Flemish LGBTI+ ombudsperson and umbrella organisation for LGBTI+ organisations.
Who finances it	Call It Hate European project.
Brief description	This is a sticker campaign in Flanders calling on people to show solidarity and not to be bystanders when it comes to homophobic and transphobic violence. Most Belgians disapprove of the anti-LGBT activity and transphobia, but when they witness a hate crime, few intervene. Çavaria wants to encourage people to do so and help victims. Leisure areas are a high-risk context for hate crime. European research on attitudes to anti-LGBT and transphobic hate crimes in Belgium also shows that empathy for victims decreases when they alcohol is involved. It is important that young people can go out in a safe environment.
Trajectory	Founded in 2018.
To whom is it addressed	It is not targeted at a particular population group, although all Flemish youth centres received a pack of stickers.
Positive points	Results of Call It Hate: https://cavaria.be/sites/default/files/bijlagen/Onderzoeksresultaten%20Call%20It%20Hate%20voor%20België.pdf
General remarks	'Call It Hate' was a European project that raised awareness among the general population and within the LGBT community about LGBT and transphobic hate crimes.

Name of the initiative	FAROS Program
COUNTRY	GREECE
Web address – contact	https://www.faros2020.eu/en/contact/
Who promotes it	KMOP, Orlando LGTBQ, Color Youth Greece, Rainbow Families Greece.
Who finances it	Funded by the European Union's Rights, Equality and Citizenship Programme.
Brief description	The project aims to strengthen protection, monitoring and prevention mechanisms as well as combat hate crimes and homophobic, biphobic, transphobic and interphobic discrimination and violence against LGBTI+ people in Greece by expanding the knowledge and enhancing the skills of public servants to better understand the needs of LGBTI+ people and respond to cases of violence and discrimination against them, as well as by developing a network of stakeholders and interested parties which will serve as a safety net for LGBTI+.
Trajectory	Founded in 2020.
To whom is it addressed	Public servants.
Positive points	Provides a specific skillset to civil servants in order to properly asses LGTBI+ related hate crimes.
General remarks	Actions: Identification of gaps between norms and reality based on desk and field research (in-depth interviews with experts and professionals; focus groups with representatives of LGBTI+ communities and public servants). The research report will highlight the under-reporting of hate crimes and the barriers to access public services and protection, while the capacities of public servants that need to be built will be defined. Additionally, useful data on previously implemented actions will be recorded and personal stories of LGBTI+ victims of racist violence will be collected. Training seminars will take place mainly in Athens, but also at the reception sites of the Aegean islands and Evros. Thus, the capacities of public servants will be built, allowing them to ensure a respectful and welcoming environment for LGBTI+ Greek and non-Greek citizens. The capacity building programme will cover topics such as: definitions and awareness raising, identifying and dealing with barriers to accessing LGBTI+ protection and services, identifying ways to ensure a welcoming LGBTI+ environment, ways to encourage victims of racist/hate violence, crime and/or speech to report their cases, developing staff policies that ensure inclusion of LGBTI+ employees in the working place, etc.

	The guide for public servants will consist of two parts: part 1 – general information, basic definitions and relevant legislation (including hate/discrimination crime definitions and legislation); part 2 – specific guidelines per public service (i.e., different chapters will provide guidelines to different services: one chapter will provide guidelines tailored to the needs of educators; a separate chapter will cover issues related to the services provided by health professionals, etc.). A network of stakeholders and interested parties will be established, which will serve as a LGBTI+ safety net. Through participatory events (consultation workshops), a Memorandum of Understanding will be developed and co-signed. Representatives of key public services and stakeholders will have the opportunity to exchange views and common concerns, to identify gaps, to propose solutions and to recommend changes for policy reform. Furthermore, interested parties will have the opportunity to define joint actions and expand their network. Raising awareness will involve the organization of information days, aiming at promoting training seminars and participatory events, as well as encouraging their mainstreaming among public authorities and other relevant stakeholders. Furthermore, a final conference will be held in Athens to inform relevant stakeholders and wider audience about FAROS activities and their impact.

Name of the initiative	**University of Luxembourg Code of Conduct**
COUNTRY	**LUXEMBOURG**
Web address – contact	https://www.uni.lu/en/about/gender-equality/lgbt/#support-and-partnerships
Who promotes it	University of Luxembourg.
Who finances it	University of Luxembourg.

Brief description	The University of Luxembourg recognises and celebrates the richness that diversity brings to our student body and staff. As such, the University of Luxembourg is committed to providing a safe and welcoming environment for everyone, regardless of sexual orientation, gender identity or intersex status. The provision of our services, programs, and facilities does not discriminate against anyone. One of the fundamental values at the university is inclusivity and fairness. The university respects all gender identities and is committed to zero tolerance of any form of gender-based discrimination, as stated in our Code of Conduct. We do not tolerate any discriminatory behaviour driven by homophobia, biphobia, transphobia, queerphobia, or interphobia (i.e., irrational hatred to or aversion towards homosexual, gay or lesbian; bisexual; queer; or intersex individuals). Similarly, we have zero tolerance of discriminatory or offensive behaviour and attitudes of intolerance, ignorance, or disregard. In application to the Gender Equality policy, in the period 2021–2025, the university aims to: Promote awareness and visibility for the LGBTQ+ community on campus; Advise and support LGBTQ+-identifying students and staff; Provide networking and social opportunities for the LGBTQ+ in university campuses; Train staff about gender and sexual equity to foster a welcoming and inclusive environment; Advocate for change in policies, practices, and procedures across the campus to be more equitable to LGBT+ individuals.
Trajectory	The current Code of Conduct of the University of Luxembourg was approved on 28 May 2020.
To whom is it addressed	University community, staff and students.
Positive points	The Code of Conduct provides the guidelines to develop a fully safe space in the academic environment of the University of Luxembourg, both for students and staff.

General remarks	To protect the safety and well-being of LGBTQ+ students and staff, the University of Luxembourg strongly encourages reporting any discrimination by victims and witnesses. Reports of discrimination can be made directly to the Inclusion Office and/or to the Ombuds team. These contact points will act in accordance with the university policies and procedures. Confidentiality will be maintained throughout the process to protect the privacy of the individuals involved. The Gender Equality Officer (le délégué à l'égalité du genre) and Gender Equality Committee (la commission d'égalité du genre) assist the Rectorate in developing and implementing a university gender equality policy.

Name of the initiative	**VU Pride**
COUNTRY	**NETHERLANDS**
Web address – contact	https://vu.nl/en/about-vu/organisations/vu-pride
Who promotes it	Vrije Universiteit Amsterdam.
Who finances it	Vrije Universiteit Amsterdam.
Brief description	VU Pride is a rainbow network for students and staff at the Vrije Universiteit Amsterdam. VU Pride exists to make Vrije Universiteit Amsterdam more inclusive and equitable for lesbian, gay, bisexual, transgender, queer, intersex and asexual persons and other members within the rainbow community (LGBTQIA+). We want LGBTQIA+ individuals to feel at home, for the community to be visible on campus, and for their voices to be represented and amplified. In doing so, we express a core value and strategic spearhead of VU Amsterdam: diversity. VU Pride focuses primarily on the students and staff of VU Amsterdam and seeks collaborations outside the university to support the goals of VU Pride.
Trajectory	Since 2021.

To whom is it addressed	VU Amsterdam students, staff and internal and external partners.
Positive points	VU Pride builds a community and contributes to the anchoring of LGTBQIA+ inclusive goals in VU Amsterdam.

General remarks	To provide equal opportunities to LGBTQIA+ students and employees at VU Amsterdam, VU Pride is committed to an inclusive organization, community building, the visibility of LGBTQIA+ issues and the co-creation & transfer of knowledge about sexual and gender diversity. Inclusive organization. VU Pride, with other stakeholders, contributes to an inclusive working and learning climate. It is important that LGBTQIA+ students see themselves reflected in the curricula and that non-LGBTQIA+ students have more knowledge, understanding and skills about sexual and gender diversity. Therefore, VU Pride is committed to inclusive curricula and teaching methods. Facilities such IT services and sanitary facilities should be accessible to all VU Amsterdam students and staff. Where this is not the case, VU Pride engages with relevant parties and organizational units to bring in the interests and experiences of LGBTQIA+ students and staff. Community building. VU Pride organizes social events to give LGBTQIA+ students and employees of VU Amsterdam a sense of belonging: the feeling of being at home somewhere. Sometimes this is also done in cooperation with other higher education institutions. The aim is to create a safer learning and working climate at VU Amsterdam. Visibility. VU Pride increases visibility for LGBTQIA+ themes in order to create more awareness around this topic and to show students and staff that there is a point of contact at the university for all LGBTQIA+ matters. Co-creation & transfer of knowledge around LGBTQIA+ topics. More widespread knowledge on LGBTQIA+ topics contributes to the emancipation of the group. After decades in which research on LGBTQIA+ topics was taboo, VU Pride contributes to a 'catch-up' in which these topics, and the works of LGBTQIA+ scholars and writers, are given a place. VU Pride makes (scientific) literature on LGBTQIA+ subjects more accessible and visible. With our Pride Library we offer, together with the University Library, a platform for connecting personal experiences with scientific knowledge.

Name of the initiative	Gay & School (GSA)
COUNTRY	**NETHERLANDS**
Web address – contact	https://www.gayandschool.nl/kennisbank/gsa-docentenhandleiding/
Who promotes it	Gendi is an initiative of the School and Security Foundation.
Who finances it	Ministry of Education of the Netherlands.
Brief description	GSA is an initiative from the Netherlands, GSA stands for Gay & School. It consists of a group of students who believe that everyone in their school has the freedom to be who they are, without having to be ashamed or justified for it. Through many different materials, they offer guidance for teachers around the GSA 'standard' for schools around LGBT+: an LGBT+ friendly checklist, 'led' by students, supported by the Ministry of Education.
Trajectory	More than 12,500 subscribers already receive their monthly newsletter.
To whom is it addressed	GSA offers support to teachers through many materials on their website, as well as network support, so that they can support GSA.
Positive points	Numerous materials available on the web.
General remarks	School & Safety is a national platform for schools to get information and support through the website, our Advice Point and training. Our organisation is also a national knowledge partner with a unique position for policy formulation. As well as being interlocutors for schools, we are in continuous contact at other levels, and: -have contacts with the national government within the ministries of OCW, SZW, VenJ and VWS; -maintain contacts with national education representatives such as sector councils, trade unions, (trade) associations such as NVS-NVL, LOWAN, AVS and LBBO and interest groups such as COC Nederland. In this way we create broad support for social security; - as a knowledge centre, we work together with national research and knowledge institutes such as Kennisnet, Movisie, Knowledge Platform for Integration and Society, Rutgers, the Knowledge Centre on Sexuality and 113.nl. There is also a lot of mutual exchange of knowledge; - also act as interlocutors for (regional) organisations and services. We continuously explore with them how they can use our products, knowledge and information to support schools. In turn, we observe what signals and trends they see, which we can possibly expand or respond to in our services. In some cases, we enter into product development partnerships, for example with the Anne Frank Foundation.

Name of the initiative	**Malta Gay Rights Movement**
COUNTRY	**MALTA**
Web address – contact	https://maltagayrights.org
Who promotes it	Malta Gay Rights Movement.
Who finances it	Malta Gay Rights Movement.
Brief description	MGRM has established itself as a registered organization with a statute, a clear mission, core values, and goals. It is an active member of a number of European Networks including ILGA-Europe, Transgender Europe and IGLYO. Membership of these organisations and participation in training, conferences, study sessions and network meetings have developed the capacity of the organization to effectively address a range of LGBTIQ issues. Despite its limited resources it has contributed to putting LGBTIQ equality high on the political agenda, leading to significant legal advances. These include: the correct transposition of the EU's Employment Framework Directive ensuring that this important anti-discrimination legislation made specific reference to the ground of sexual orientation and, since 2014, the ground of gender identity; the correct transposition of the Freedom of Movement Directive; the inclusion of the grounds of sexual orientation and gender identity in hate crime legislation; the widening of the NCPE remit and the Civil Union Act, providing equal rights and recognition to marriage including parenting rights and anti-discrimination provisions in the Constitution, granting protection on the grounds of sexual orientation and gender identity. Awareness-raising was a core function of the organization, with MGRM enjoying high visibility in the media with numerous TV and radio appearances, countless articles and letters to editors in newspapers and magazines, talks delivered to various target groups and the publication of booklets addressed to LGBT youth and their parents. MGRM has carried out surveys, published position papers and conducted campaigns. In 2004 MGRM organized the first Pride March, an event which has taken place annually ever since and which is now developing into a joint event involving LGBTIQ NGOs, the government and private entities.
Trajectory	MGRM was set up in 2001.

To whom is it addressed	LGTBQ population of Malta.
Positive points	The National Gay Helpline responded to hundreds of calls over the past ten years and is now part of the much broader Rainbow Support Service, providing a weekly youth drop-in, counselling services, social work intervention, legal advice and training to those who need it. MGRM's work has ensured that parents are more informed about LGBTIQ issues and more likely to seek support and accept their LGBTIQ children.
General remarks	Goals & Objectives: -To achieve the legal equality of LGBTIQ people; -To have policies that refer to, and are inclusive of, sexual orientation, gender identity, gender expression and sexual characteristics; -To bring about positive societal attitudes towards and the social inclusion of LGBTIQ people; -To empower the LGBTIQ community to engage in social and political issues that are of direct concern; -To provide support, assistance and information on LGBTIQ issues to LGBTIQ persons and their families and to network with other organisations in achieving common goals; -To make MGRM a sustainable organisation.

Name of the initiative	**LGTBIQ+ Equality Strategy and Action Plan**
COUNTRY	**MALTA**
Web address – contact	https://humanrights.gov.mt/wp-content/uploads/2024/04/LGBTIQ-Equality-Strategy-and-Action-Plan-2023-–-2027-EN-1.pdf
Who promotes it	Human Rights directorate of Malta.

Who finances it	Human Rights directorate of Malta.
Brief description	The plan outlines a comprehensive approach to ensuring equality and includes measures to combat discrimination, provide support services, and promote awareness. Recent government initiatives, such as the restoration and renovation of a building in Valletta to serve as a community centre for LGBTIQ+ individuals and their families, are steps in the right direction. This centre will offer a range of services, including emotional and psychological support, counselling, and health services, all under one roof. Additionally, the government has launched psycho-social services for LGBTIQ+ individuals and their families, further demonstrating its commitment to supporting the community.
Trajectory	Following a period of significant reform between 2013 and 2018 in relation to Malta's legal and policy framework, the last 5 years were characterised largely by mainstreaming efforts in the fields of health, education, employment, asylum, policing and tourism among others. The Parliamentary Secretary for Reforms and Equality unveiled the **Strategy and Action Plan for LGBTIQ+ Equality** that covers 2023 to 2027 in May 2023.
To whom is it addressed	Maltese administration and citizenship.
Positive points	Over the past two decades, Malta has undergone a remarkable transformation, evolving from a country with limited protections for LGBTIQ+ individuals to a beacon of equality in Europe. This Plan, being the third of its kind, ensures the compromise of the Maltese Government with the defines of LGBTIQ+ population.
General remarks	The plan covers: Right to equality and freedom from discrimination; Right to education; Right to health; Equality in sport; Right to private and family life; Freedom from hatred; LGBTIQ civil society; Right to seek asylum; Promotion of LGBTIQ equality on an international level.

Name of the initiative	National Commission for the Promotion of Equality of Malta
COUNTRY	**MALTA**
Web address – contact	https://ncpe.gov.mt
Who promotes it	Government of Malta.
Who finances it	European Union's Rights, Equality and Citizenship Programme 2014–2020.
Brief description	The National Commission for the Promotion of Equality (NCPE) has also played a pivotal role in advancing LGBTIQ+ rights in Malta. Through its Empowerment for Diversity (E4D) research study, the NCPE has shed light on the experiences of LGBTIQ+ individuals, highlighting both the progress made and the challenges that remain. The study found that while many LGBTIQ+ people in Malta feel more accepted and safer in being open about their identity, stigma and prejudice are still prevalent in society. The NCPE's ongoing work is crucial in ensuring that Malta continues to lead by example in safeguarding LGBTIQ+ equality.
Trajectory	The National Commission for the Promotion of Equality (NCPE) is Malta's national equality body established in 2004 by Chapter 456 of the Laws of Malta, the Equality between Women and Men Act. The NCPE works for a Maltese society free from any form of discrimination.
To whom is it addressed	Every person residing in Malta suffering from any kind of discrimination.
Positive points	The NCPE investigates cases of alleged discrimination and complaints received from the general public. It promotes equality and non-discrimination through awareness-raising campaigns, training, reviewing of policies, research, monitoring for discriminatory social media and newspaper adverts.
General remarks	The NCPE also provides training related to equality and anti-discrimination to: Public service and sector; Private businesses; NGOs; Civil society groups; Schools.

Name of the initiative	**Doctoral Programme in Human Sexuality of the University of Porto**
COUNTRY	**PORTUGAL**
Web address – contact	https://sigarra.up.pt/fpceup/en/cur_geral.cur_view?pv_curso_id=15825
Who promotes it	Faculty of Psychology and Educational Sciences of the University of Porto.
Who finances it	University of Porto.
Brief description	The Doctoral Programme in Human Sexuality (PDSH) promotes advanced knowledge and research development in an area of central relevance to biopsychosocial well-being and health. The creation of this programme aims to fill the gaps resulting from the scarcity of specialised advanced training in this area. It is a partnership between the Faculty of Psychology and Education Sciences (FPCEUP), the Faculty of Medicine (FMUP) and the Institute of Biomedical Sciences Abel Salazar (ICBAS) of the University of Porto. It brings together researchers and teachers specialised in the area of sexuality from research centres (CPUP, CIIE, EPIUnit, UMIB). It promotes high quality advanced training with the establishment of strategic international partnerships, and with the ultimate goal of establishing an international centre of excellence in the field of sexuality. The programme integrates, besides the individual thesis, a curricular component strongly oriented towards the development of research skills and quality scientific production, integrating a set of Curricular Units that support the development work of the thesis and simultaneously contribute to promoting the scientific production of doctoral students with special emphasis on the publication of articles in peer-reviewed scientific journals of international circulation.
Trajectory	Course 2018/2019
To whom is it addressed	Holders of a bachelor's or master's degree or a curriculum vitae of social and behavioural sciences or human sciences, educational sciences, medicine or other health sciences or related areas, at school, scientific or professional level that is recognised by the scientific committee as attesting to the capacity to carry out the PDSH.

Positive points	It is the first doctorate of its nature in Europe and one of the few at an international level.
General remarks	Promoting the development of a set of knowledge and skills at the levels of theory, research and intervention in the field of human sexuality and gender and sexualities, as well as stimulating the development of original research of high quality and with potential international impact, the programme prepares its doctoral students for the development and/or optimisation of a professional career in various areas: scientific research, teaching in higher education; integration into NGO staff, educational and community intervention projects, sexual rights and gender diversity; service provision in the area of clinical sexology, sexual and reproductive health, or sexual medicine.

Name of the initiative	**ILGA Portugal**
COUNTRY	**PORTUGAL**
Web address – contact	https://ilga-portugal.pt/associacao/porque-existimos/
Who promotes it	ILGA.
Who finances it	ILGA.
Brief description	ILGA Portugal's main objective is the social integration of the lesbian, gay, bisexual, trans and intersex population and their families in Portugal through a wide-ranging social support programme that guarantees an improvement in their quality of life; through the fight against discrimination based on sexual orientation, gender expression and identity and sexual characteristics; and through the promotion of citizenship, human rights and gender equality. It is a national organisation, with its headquarters in Lisbon, and at the national level it is part of the Advisory Council of the Commission for Citizenship and Gender Equality and the PAIOEC Technical Monitoring Committee. At the European level, it was the first Portuguese organisation to join the Platform for Fundamental Rights of the European Union Agency for Fundamental Rights, as well as being a member of ILGA-Europe's Advocacy Network and a founding member of NELFA – the Network of European LGBT Families Association. At international level, it is a member of ILGA World – the International Lesbian, Gay, Bisexual, Trans and Intersex Association, TGEU – Transgender Europe, OII Europe – Organisation Intersex International Europe, InterPride, EPOA – European Pride Organisers Association and is a correspondent for IDAHOBIT – International Day Against Homophobia, Transphobia and Biphobia.
Trajectory	Founded in 1995, the ILGA Portugal Association – Lesbian, Gay, Bisexual, Trans and Intersex Intervention is the oldest association fighting for equality and against discrimination against LGBTI+ people and their families in Portugal.
To whom is it addressed	All LGTBQ people residing in Portugal.
Positive points	This NGO, as part of the wider ILGA organization, provides services supported by experience and international interconnectivity.

General remarks	National Services: LGBTI+ Victim Support Service; Psychological Support Service; Social Support Service; Legal Support Service; LGBTI+ Helpline.

Name of the initiative	**LGTBQ+ Community Fund**
COUNTRY	**ROMANIA**
Web address – contact	https://www.mozaiqlgbt.ro/en/about-mozaiq/
Who promotes it	MOZAIQ.
Who finances it	MOZAIQ.
Brief description	MozaiQ is a community organization for LGBTQIA+ people living in Romania. MozaiQ aims to develop the LGBTQIA+ community in Romania through solidarity and mutual trust resulting from social activities, presence on the alternative cultural scene, as well as paying extra attention to various groups in the community: Roma LGBTQIA+ people, trans people, HIV+ people, sex workers, LGBTQIA+ people finding themselves in a precarious socio-economic situation, people with different abilities, as well as seniors and young people.
Trajectory	In 2019, Mozaiq launched the LGBTQ+ Community Fund, the first fund dedicated to LGBTQ+ (lesbian, gay, bisexual, trans, queer, and intersex) community initiatives in Romania. The LGBTQ+ Community Fund supports the local initiatives of LGBTI communities and their allies to ensure the safety, visibility, and equality of all people in Romania, regardless of their sexual orientation, gender identity, or any other characteristics. During the first year, it offered 14 grants of RON 30 250 in total, through three calls for projects. The launch of this fund was made possible with support from the Embassy of the Netherlands in Romania, NDI – the National Democratic Institute, and the donations of LGBTQ community members and allies.

	The year 2020 was a challenging one, full of obstacles for LGBT communities from all over the country and all over the world. LGBT individuals needed to manage all sorts of issues: lack of treatment for people living with HIV, isolation and depression, a lack of counselling services, job loss, inability to pay rent and housing instability, fines from the police, lack of human rights in regards to their significant others, closing of schools and returning home to homophobic and transphobic environments, suicide, etc. LGBT organizations and groups encountered challenges of their own: lack of volunteers, lack of resources, reorganization of activities, etc. The LGBTI Community Fund represented a much-needed resource, both for LGBT groups as well as individual vulnerable people from the community. The funds available for this year came in the form of individual donations and through the financial support of the Embassy of the Netherlands in Romania, the Bucharest Community Foundation, Tides Foundation and the Bruxelles Circle of Donors.
To whom is it addressed	LGBT groups as well as vulnerable individual LGTBQ people.
Positive points	It is the first national fund of this kind in Romania, providing funds and expertise to local LGTBQ+ communities, NGOs and individuals.
General remarks	From the beginning of this project, MozaiQ offered grants and donations totalling RON 119 282: – 44 grants to LGBTQ+ organizations (RON 85 057); – 29 donations to vulnerable people (RON 24 522); – 11 professional (re)conversion courses (RON 7 136); – sponsorships (RON 2 567).

Name of the initiative	**Barcelona LGTBI Centre**
COUNTRY	**SPAIN**
Web address – contact	https://ajuntament.barcelona.cat/lgtbi/en/services/barcelona-lgbti-centre/the-centre/objectives
Who promotes it	Barcelona City Council.
Who finances it	Barcelona City Council.

Brief description	Barcelona LGBTI Centre is the city's reference space for issues concerning LGBTI (lesbian, gay, bisexual, transsexual and intersex) people. The Centre offers the LGBTI community and all other citizens a transversal public facility that provides a wide range of information, advisory and direct assistance services, all in coordination with the relevant associations and organisations and the competent authorities. The LGBTI Centre also presents a cultural, community action and awareness-raising programme that is open to all citizens and complements the activities organised by the various associations that use its facilities, whether permanently or occasionally. All of this makes the Barcelona LGBTI Centre a place for meeting, thinking and highlighting issues related to sexual and gender diversity. The LGBTI Centre is a municipal service provided by Barcelona City Council and managed by the Platform of LGBTI Organisations of Catalonia. The Platform is an umbrella group for most leading organisations in the fight for LGBTI rights, including long-standing Catalan associations that have been active for 40 years and more. Barcelona LGBTI Centre occupies municipal premises with a total area of 1,255 square metres in a building at 22 Carrer Borrell, in the heart of the city's Sant Antoni neighbourhood. Distributed around three floors, the space is notable for the openness and transparency that predominates in the different rooms. Moreover, this is a highly functional space that provides easy access for citizens and highlights the complementary nature of the services and activities provided by Barcelona LGBTI Centre and its member organisations.
Trajectory	The Centre was opened to the public on 19 January 2019.
To whom is it addressed	LGTBI Organisations of Catalonia

Positive points	Thanks to this innovative management model, the LGBTI Centre benefits from the expertise accumulated by these organisations in providing direct assistance to LGBTI people from different sectors of the population and in different areas of action. The management model also enables the involvement of the large volunteer base mobilised by the Platform.
General remarks	The Centre works to defend LGBTI rights and the provisions established in Law 11/2014, the Municipal Plan for Sexual and Gender Diversity 2016–2020 and other legislation relevant to the fight to eradicate discrimination against LGBTI people. The main governing body at the Centre is the Council. The Councillor's Office for Feminism and LGBTI, Example District Council, the Municipal LGBTI Council, the Centre's management team, people who work at the Centre and its users, both organisations and individuals, are all represented on this Council. The Centre's Monitoring Commission also meets periodically, while various sectorial working groups implement particular services or programmes.

Name of the initiative	**FELGTBI+**
COUNTRY	**SPAIN**
Web address – contact	https://felgtbi.org/
Who promotes it	FELGTBI+.
Who finances it	FELGTBI+.
Brief description	The Federación Estatal de Lesbianas, Gais, Trans, Bisexuales, Intersexuales y más (FELGTBI+) is a secular, feminist, non-partisan and non-unionist state NGO that brings together in a common project more than 55 LGTBI+ organizations throughout Spain and has become the most important reference of the associative movement for sexual, family and gender diversity in the country, as well as for the fight against HIV and aids.
Trajectory	The current FELGTBI+ was founded on 28 April 1992 under the name Federación Estatal de Gais y Lesbianas (FEGL) and was promoted by COGAM, the Comité Reivindicativo y Cultural de Lesbianas (CRECUL), the Barcelona-based Casal Lambda, the Asociación Nos, from Granada, and the Catalan Gais Cristians.

To whom is it addressed	For all LGTBI+ people interested in participating in the Federation
Positive points	The Federation provides a nationally organized platform of action for diverse NGOs to operate as a single entity, lending strength in unity to the comprising entities.
General remarks	The Federation is comprised of 57 LGTBQ+ organizations.

Name of the initiative	**Directorate General for the Real and Effective Equality of LGTBI+ Persons**
COUNTRY	**SPAIN**
Web address – contact	https://www.igualdad.gob.es/ministerio/dglgtbi/
Who promotes it	Ministry of equality of Spain.
Who finances it	Ministry of Equality of Spain.
Brief description	The General Directorate for the real and effective equality of LGTBI+ persons in Spain is the executive body of the Ministry of Equality, attached to the Secretary of State for Equality and for the Eradication of Violence against Women, responsible for proposing the promotion and development of measures to guarantee the right to equal treatment and non-discrimination of lesbian, gay, bisexual, transsexual, transgender and intersex persons, as well as other identities and orientations, ensuring full respect for their freedom. Among its specific functions is the development of regulations that contribute to removing persistent situations of discrimination. It is also responsible for the mainstreaming and coordination of LGTBI rights policies between the different ministerial departments. Another no less important function is the preparation of reports and studies on matters affecting the right to equal treatment and non-discrimination of people based on their sexual orientation, gender identity or expression, or sexual characteristics in any sphere of life (education, employment, the elderly, transsexual people, etc.).

Trajectory	Founded on 29 January 2020.
To whom is it addressed	LGTBQ+ persons residing in Spain.
Positive points	This is the first time that the Spanish Government has had a specific Directorate General for the protection of sexual diversity and the defence of the rights of lesbian, gay, bisexual, transsexual, transgender and intersex (LGTBI) people, which have historically been violated.
General remarks	The Ministry of Equality, through the General Directorate for the real and effective equality of LGTBI+ people, provides a telephone service for information, legal advice and immediate specialised psychosocial care for all forms of LGTBI-phobic violence, aimed at all LGTBI people or those close to them. The service is completely free of charge and is available 24 hours a day, 365 days a year. After the corresponding assessment, the call and/or attention is referred to the most appropriate services or organisations in the autonomous community from which the call is made, if they exist. The confidentiality of the consultations made by the service users is guaranteed. The service will guarantee attention in the following languages: Spanish, Catalan, Galician, Basque, English and French. Accessibility is also guaranteed for people with hearing and/or speech disabilities. The staff providing the service are professionals with specialised training in sexual, gender and family diversity and in forms of discrimination and violence against people based on sexual orientation, gender identity or expression or sexual characteristics. You can access the service through: Abbreviated dial-in telephone number 028. Email to the 028 online service: 028-online@igualdad.gob.es Online chat.

Name of the initiative	**RFSL**
COUNTRY	**SWEDEN**
Web address – contact	https://www.rfsl.se/en/about-us/our-work-at-rfsl/
Who promotes it	RFLS.
Who finances it	RFSL.
Brief description	RFSL (the Swedish Federation for Lesbian, Gay, Bisexual, Transgender, Queer and Intersex Rights) was founded in 1950. RFSL works locally, nationally and internationally. We are an ever-growing organisation with more than 7,000 members and 36 branches all over Sweden. The organisation runs many different activities and projects. For example, RFSL has a crime victim support unit, the Newcomers project (a support group for people who are newly arrived in Sweden) and a unit that works exclusively with HIV and health. Additionally, RFSL is the owner of RFSL AB, a company that educates companies and government agencies on LGBTQI issues. We also provide LGBTQI certification. The international department is currently the biggest unit at RFSL, and our work at RFSL with international issues is extensive. We cooperate with LGBTQI organisations in East Africa, Asia and Eastern Europe, and we organise training for LGBTQI activists from all over the globe. RFSL also works continually with political advocacy and opinion-making on several levels, all the way from the UN to the local level in Sweden.
Trajectory	The Swedish Federation for Lesbian, Gay, Bisexual, Transgender, Queer and Intersex Rights, is a non-profit organization founded in 1950.
To whom is it addressed	LGTBQ+ people and communities.
Positive points	The organisation is one of the oldest surviving LGBTQI rights organisations in the world.

General remarks	At branch level, RFSL is a social meeting place. Our branches are spaces where members can partake in different activities, such as lectures, café nights, pride celebrations and workshops. The congress is RFSL's highest decision-making body. It is made up of representatives from all the organisation's branches and the youth organisation. A Board of Trustees is elected at RFSL's congress and is in charge of implementing the operational plan that the congress determines. RFSL works to strengthen LGBTQ people's rights in the Global South and East. This work is done in cooperation with local LGBTQ organisations. RFSL does advocacy work at a high level in, for example, the UN, the European Council and the EU. Areas of work: To become and be a parent; Asylum and migration; Health, sexuality and HIV; Sports and leisure; Intersex; International; Materials; Support; Trans; Seniors.

LINKS TO OTHER GLOSSARIES WITH KEY TERMS AND DEFINITIONS

1. European Institute for Gender Equality's terms and definitions: https://eige.europa.eu/gender-mainstreaming/toolkits/gear/terms-and-definitions?language_content_entity=en
2. Neue Deutsche Medienmacher*innen (eng. New German Media Makers) glossary with phrases, explanations and alternative terms for reporting on immigration society (German): https://glossar.neuemedienmacher.de/

ANNEXES

Annex 1 – guidance on the identification of needs in respect of diversity, inclusion, discrimination and support.
Annex 2 – online survey questionnaire on needs in respect of diversity, inclusion, discrimination and support.
Annex 3 – links to the findings of international survey and focus groups discussions on equality/discrimination at universities.
Annex 4 – international legal acts and conventions on equal accessibility to higher education.
Annex 5 – links to universities' policies on diversity and equal opportunities.
Annex 6 – link to MOOCS on gender equality policy at MRU: measures, experience, challenges, future perspectives.
Annex 7 – link to MOOCS on future outlooks: gender equality plans at university.
Annex 8 – links to the universities' legal frameworks.
Annex 9 – link to a MOOC on legal duties, universities' commitments to employees, students, and society.
Annex 10 – an example of the official provisions of the university advisor for sustainable development.
Annex 11 – guidelines on how to set up University Learning Communities.
Annex 12 – link to the HELCI project website with links to MOOCS platforms.
Annex 13 – questionnaire used after each semester to evaluate the quality of subject and teaching that include the question on tolerance and discrimination within the course (MRU case).
Annex 14 – links to MOOCs on projects and other activities of MRU and UV students to promote diversity and equality.

Annex 1

GUIDANCE ON THE IDENTIFICATION OF NEEDS IN RESPECT OF DIVERSITY, INCLUSION, DISCRIMINATION AND SUPPORT

Needs Assessment

To assess the needs of students in the respective universities concerning diversity, inclusion and discrimination, a set of mixed methods might be used in order to gain an overview of the diversity of student bodies as well as in-depth knowledge on perspectives and experiences of diversity and discrimination within the university. For this endeavour, an online survey of students might first be used. In the next step, the preliminary findings of the survey might be used to engage with students, teachers and administrative staff through focus groups. These two methods are presented as follows.

Online Survey

Online surveys are a frequently used tool in higher education. Students are generally considered tech-savvy, have access to the internet, and are used to working with online tools. Online surveys are gaining popularity for several reasons: it is possible to collect a large amount of data quite efficiently without consuming too much time. Compared to traditional survey methods, they are also cost efficient (Park et al., 2018). Furthermore, research has shown that online surveys are an appealing method for students and in higher education contexts, and that response rates are relatively high (Park et al., 2018). Finally, while a significant challenge in online surveys is selection probability, this is not so relevant in the higher education context, because the university population is a defined group in itself. However, depending on the needs and specific target groups of the particular survey, it is important to ensure that the sample represents the student body.

However, it is also useful to consider other elements that affect online survey response rates. In an extensive literature review, Fan and Yan (2010) developed additional elements that can increase the participation rate: 1) the topic of the survey must be of interest to the participant; 2) the length of the survey should not exceed 15 minutes; 3) surveys that are sponsored by academic or governmental agencies have higher response rates, and similar surveys from researchers in higher positions generate a higher response rate; 4) elements such as simplicity, cultural independence, completeness, relevance, and neutrality are important for the presentation of the questionnaire – these principles apply to all survey tools (Kuckartz et al., 2009); 5) invitation design should pay attention to personal invitations and a statement to tell the participant why they were chosen to participate; and 6) in order to increase response rates, it is also useful to use pre-notifications and reminders.

Design of questions and questionnaire

While the basic guidelines of developing questions for an online survey do not fundamentally differ from other types of surveys, there are still some aspects that need special attention. Depending on the tools used to conduct the survey (e-mail, e-mail and questionnaire, or online-based survey), the design of the survey needs to be adapted accordingly (Bickman & Rog, 2009; Kuckartz et al., 2009) – especially if the survey wants to address underrepresented and disadvantaged groups.

To design an online survey, there are certain elements to consider.

- The size of the questionnaire should be narrow so that it fits one screen.
- Specific attention should be given to readability and clarity in presentation.
- Questions should be short and clear.
- It is recommended to use a progress bar in order to show the advancement of the participant in the survey.
- It is recommended not to have pre-set answers in the choice box.
- Be aware of language barriers and make sure that the language is easy to understand and the survey is accessible in all languages needed.
- Use concise language and formulations that include the group you want to study.
- Encourage the participation of underrepresented and disadvantaged groups in addressing them directly, and consider forms of stakeholder.

There are two types of questions that can be used in online surveys: open-ended and closed-ended. Depending on the information that should be gathered, it is important to think about the way the question is asked – most of the time, it makes sense to use a combination of both. Questions should be arranged in a logical order. It is recommended to start with easy, non-sensitive, closed-ended questions. Different topics in the main section should be grouped together. Questions in the main section can be more sensitive and open-ended. Recommended sections of the questionnaire are as follows:

- Easy warm-up questions.
- Introductory questions.
- The main section, with topic-groups.
- Social statistics.
- Closing text with acknowledgments and further information.

Focus Groups

Focus groups enjoy widespread use in social science. This method allows for the generation of a detailed and rich set of data about 'perceptions, thoughts, feelings and impressions of group members in the members' own words' (Bickman & Rog, 2009, p. 590). A focus group setting allows participants to reflect on their own experiences with discrimination and diversity. Due to the sensitivity of this topic, however, it is important to take

different aspects into account relating to each focus group (Swim & Stangor, 1998).

Focus groups have proven especially useful as a way to: 1) gain prior knowledge about a topic in order to establish an online survey; or 2) accompany quantitative data, because they facilitate interpretation and add in-depth perspectives to the quantitative analysis (Stewart, 2014). Focus groups can serve as a method to attain in-depth knowledge on the topic of diversity, equality, inclusion and non-discrimination in the university community. Fata from the focus group might be used to identify training needs, and forms the underlying empirical material to enrich the development of the content of the training. Focus groups usually have between five and eight participants (Hennink, 2007; Cyr, 2019). Because diversity and discrimination are all-encompassing topics that concern students, teachers, and administrative staff alike, focus groups should be held with all three groups of stakeholders. The following guidelines give an overview of important aspects.

Participant Selection

In order to obtain meaningful data and create a safe environment for participants, it is important to give particular care to the composition of the group. Groups can be heterogeneous or homogenous. Whether a group is heterogeneous or homogenous will influence the results and the dynamic in the focus group. A positive effect of heterogeneity is that many different perspectives can be represented in the discussion. A negative effect of heterogenous groups is that it might be difficult to find common ground to discuss discrimination, diversity and inequality (Stewart, 2014). This means that it is important to ensure at least enough common ground for a meaningful conversation.

This is of relevance when researching difficult topics such as discrimination. Particularly for people with experiences of discrimination or members of disadvantaged groups, it is necessary to create an environment where they can speak freely and securely about their experiences, without them being challenged (Ruppenthal et al., 2005).

Sampling is crucial in order to make sure that the material gathered is comparable. Additionally, it can make sense to go about the sampling in a strategic way. Following Barbour and Flick (2019), it makes more sense to sample in a way to reflect the diversity within a group or population rather than to recruit a representative sample. Sampling should be 'theoretical' and/or 'purposive' – the first pertains to the theoretical dimensions that are likely to be relevant in including different perspectives, while the latter makes sure that collected data can be compared purposefully (Barbour & Flick, 2018). To do so, it is necessary to consider the individual and demographic characteristics of participants, such as gender, socio-economic status, ethnic and cultural diversity, and history of migration. Gatekeepers (e.g., student associations) can be of importance to help recruit minority groups and hard-to-reach participants.

For recruitment, we recommend the following **strategies**:

Student participants	Through student unions, teachers, and courses; with information in courses, leaflets, e-mails, and social media.
Teaching Staff	Through existing newsletters, existing teaching and learning competence courses, direct contact via e-mail, and snowball strategies.
Administrative Staff	Interest groups (unions), snowball strategies, in cooperation with the service supervisor so that administrative staff (secretary of centres, library staff, central services) can participate during working hours, via direct contact or e-mail.

Focus Group Questions

The questions need to be large enough to reflect diversity needs as well as make sense in the national higher education context. The questions below can be refined in each specific context if necessary.

Group	Questions
Students	Block 1 (20 min) What significance does diversity have for you in your everyday student life? What do you see as the characteristics of diversity at your university? Block 2 (30 min) Have you observed or experienced discrimination, whether in teaching, administration, or among peers? How did you deal with it? Who did you turn to? Was there institutional or peer support? Block 3 (15 min) What should your university do to promote inclusion and act against discrimination?
Teaching Staff	Block 1 (25 min) How do you perceive diversity in your teaching? Does diversity play a role in teaching and, if so, what role does it play? How do you address diversity in teaching planning and practice? Block 2 (25 min) Where do you see discrimination risks in teaching? Where do you see anti-discrimination potential in teaching? Block 3 (25 min) What role do these risks play for you as a teacher? Could you reflect on your own role/position? What support would you need as a teacher?

Administrative and service staff	Block 1 (45 min) How do you experience working at the university? Have there been situations where you have experienced discrimination? What do you think this has to do with (intersectionality/race/class/gender)? Do you have contact points at the university in such cases? What is tolerated by the university? Block 2 (30 min) What terms are sensitive in contact with students? What do they find it difficult to deal with? Which situations are difficult for them? Do you notice discrimination against students in your everyday work? What does it look like? Which students are at an increased risk of discrimination and which characteristics is this due to, based on your practice? Support: What would you like to see? What would you need to make it easier to deal with students?

Practicalities

- Arrange an appropriate room that is accessible for all participants.
- Arrange for refreshments and make sure to consider all participants' individual needs.
- Verify that the recording tools are all working prior to starting the group discussion.
- Duration (1.5 to 2 hours):
  - Invite participants to arrive 10 minutes ahead of the start time for coffee/tea.
  - Allow at least **15 minutes** at the start to introduce the aim and research team.
  - Ensure participants understand consent and confidentiality rules.
  - Allow **5 minutes** for participants to introduce themselves.
  - Move into a 1.5-hour structured discussion. No more than 8 questions per hour-long session.
  - Allow 10 minutes for questions at the end and invite participants with any further questions to speak to you privately after the session.

Set out the role of the moderator/researcher

In the focus groups, one person should have the role of moderator, another person the role of researcher. It is important that the moderator and researcher clearly define their roles in advance and decide how present the researcher should be in the discussion (Stewart, 2014). Should the researcher be allowed to ask questions and sit at the same table, or should they occupy a different place in the room? It should also be clear who will welcome

the participants and introduce the aim of the research. Both the moderator and researchers should be practiced in conducting focus groups. If one of the two has never conducted a focus group before, it is recommended to practice this in a practice group or to acquire knowledge about conducting a focus group through methodological literature.

The role of the moderator:
- Before the start of the focus, group think about: how to deal with difficult situations during the discussion; how to create a relatively 'safe' environment; how to avoid certain terminologies that bias; how to deal with language barriers; and how to deal with sensitive issues.
- Try to give everyone the opportunity to speak, and pick up on gestures.

The role of the researcher:
- Keep a clear protocol, and write down the first utterances of each speech act (see Appendix II).
- If necessary, protocol specific gestures (indicate the moment that this happens) (see Appendix III).
- Keep an eye on the time and indicate it to the moderator.

Transcription

The focus group records must be faithfully transcribed, picking up incomplete sentences, half-finished thoughts, etc. The researcher and the moderator can add aspects of their own experience and of the observations they protocolled, but one must be able to recognise that this was added later as additional material. A common system of transcription should be selected or developed – for example, 'Jeffersonian transcription'[1] can be used to choose the important aspects of the speech acts that should be transcribed together with the content.

Legal and ethical considerations	
Informed consent (Appendix I)	People should have the possibility to consent to the study and have access to the contact information of the researcher and necessary information about the research. For the survey, participants need to be informed that it is not possible to opt out of sharing data once the data is anonymized.

1 https://ugc.futurelearn.com/uploads/files/47/8b/478b50f3-890e-4f15-9f6b-b30563b1229d/Jefferson_transcription_symbols.pdf

Online survey	Online tools should be able to administer privacy and confidentiality settings. The survey should also provide the possibility to erase or skip questions through a backtrack function or the option 'I don't want to answer this question'.
Focus Groups	Ethical considerations should be reflected at each stage of the focus group. Reflect carefully on the sample of participants in order to establish as safe a space as possible for participants. Be honest about the limits of this approach. Provide assurance for participants if they want to erase their contribution from the transcript, give participants the possibility to opt out at any stage of the research process.

Literature

1. Barbour, R. S., & Flick, U. (2018). *Doing focus groups* (2nd ed.). Sage Publications, Inc.
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4. Hennink, M. M. (2007). *International focus group research: A handbook for the health and social sciences*. Cambridge University Press.
5. Fan, W., & Yan, Z. (2010). Factors affecting response rates of the web survey: A systematic review. *Computers in Human Behavior*, *26*(2), 132–139. https://doi.org/10.1016/j.chb.2009.10.015.
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8. Ruppenthal, L., Tuck, J., & Gagnon, A. J. (2005). Enhancing research with migrant women through focus groups. *Western Journal of Nursing Research*, *27*(6), 735–754. https://doi.org/10.1177/0193945905277157
9. Stewart, D. W. (2014). *Focus groups: theory and practice* (3rd ed.). Sage Publications, Inc.
10. Swim, J. K., & Stangor, C. (eds.) (1998). *Prejudice: the target's perspective*. Academic Press.

APPENDIXES

Appendix I: Informed Consent

Participant information and consent

Dear potential focus group participant,

We are conducting xx focus groups with students, administrative/teaching staff, and experts on the topics of diversity, inclusion, and discrimination at our university. Our interest is in better understanding the needs and experiences of students at our university in relation to the above-mentioned themes. Your participation will help us to collect data that we will use to develop training for university stakeholders and guidelines for university administration to enhance non-discrimination principles across a number of universities.

All data will be recorded, anonymised, and stored following the relevant data protection law. The data will only be used by the research team for this research project.

Your participation in this research is voluntary. You may refuse your consent at any time, without stating your reasons, and without repercussion. As long as the data has not been anonymised, you can withdraw your participation at any time. If you wish to withdraw from the research or to have your data deleted, please contact me via email at xxx@xxx.com.

Please sign this declaration of consent only if:

- You agree that the data collected during this research will be recorded and analysed.
- You agree that the data will be stored anonymously. The data will be stored in a form that is accessible only to the researchers and protected in accordance with current legislation.
- You are willing to participate.

(date and signature of the participant)

.....

(date and signature of the researcher)

.....

Appendix II: Example protocol

Question	Answers, Utterances, Key Points

Appendix III: Observation Protocol

OBSERVATION PROTOCOL

The following are some suggested elements for a descriptive record of the development of the focus group (FG).

POINT	DESCRIPTION
Summarize the dynamics of the meeting (describe the group's participation. Explain dynamics: fluid, participative, reticent, hermetic, uncomfortable. Describe how people react to new topics – reticence, openness, awkwardness, normality, etc.).	
Identify interlocution (describe the intervention roles of participants).	
Summarize some of the points of convergence of the group (if any).	
Summarize some of the points of divergence of the group (if any).	
Describe the place where the focus group was held (small, large, luminous, comfortable, etc).	

Description of the order of placement of the group members. In a small visual map, indicate which places the participants occupied (see the example in the image below).

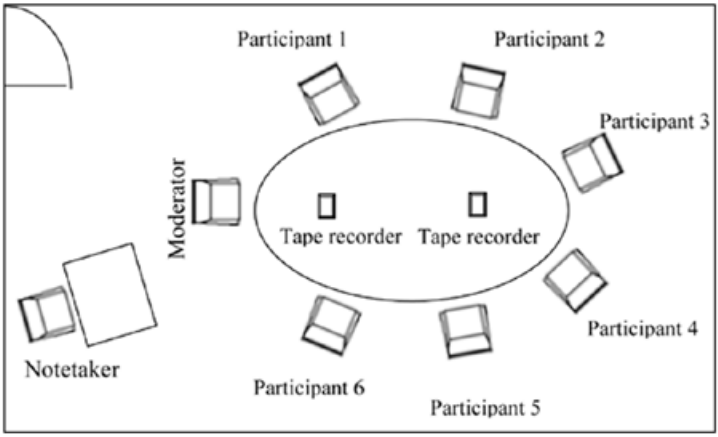


Fig. 1 Sketch of a focus group seating plan.

Source: Wong, L. P. (2008). Focus group discussion: a tool for health and medical research. *Singapore Medical Journal*, *49*(3), 256–260. (pw. 258).

Annex 2

ONLINE SURVEY QUESTIONNAIRE ON NEEDS IN RESPECT OF DIVERSITY, INCLUSION, DISCRIMINATION AND SUPPORT



helci → HELCI 22.06.2023, 11:55



Page 01
INTRO

Dear students,

The **Erasmus+ project Helci - Higher Education Learning Community for Inclusion** is conducting an **internal survey** on discrimination at the University of Vienna, together with the University of Salamanca (Spain) and Mikolas Romeris University (Lithuania).

The aim of the survey is to collect experiences and perceptions of discrimination in order to get to know concerns and needs of students and to develop teaching materials in relation to this. The results of the project are four MOOCs (Massive Open Online Courses) on the topics of diversity, inclusion and anti-discrimination.

The survey is **completely anonymous**. It is not possible to draw conclusions about individual persons who participated in the survey. The results of the survey will only be used within the framework of the project and for the implementation of the project goals. Filling out the questionnaire takes a **maximum of 20 minutes**. In some cases, sensitive issues are addressed and personal experiences of discrimination are asked for. It is not necessary to disclose personal details.

Your individual experiences are of central value for this project!

If you want to know more about the project please click here: https://helci.usal.es/en/

If you have any questions about the survey or are personally interested in the results of this study, please contact Helena Segarra at the Department of Political Science at the University of Vienna.

Thank you for your participation!

By clicking on the NEXT button you agree that your anonymised data may be used for this study.

Page 02
SA

1. At which university are you studying?

[Please choose]

2. What kind of degree are you aiming for with your current field of study?

If you are doing more than one degree programme, please choose the degree programme that you define as your major and always answer the following questions for that degree programme.

- ○ Bachelor
- ○ Master
- ○ PhD
- ○ Professional Training
- ○ Postgraduate qualification
- ○ Other

3. What is your main field of study?

- ○ Natural sciences (Mathematics; Physics; Chemistry; Biochemistry; Metabolism; Geology; Physical geography; Paleontology; Astronomy)
- ○ Engineering and Technology (Electronics and Electrical technology; Construction technology; Transport technology)
- ○ Medical sciences (General biomedical sciences; Biophysics; Medicine (human and vertebrates))
- ○ Agricultural sciences (Ecology; Botany; Zoology; Agronomics)
- ○ Social sciences (Law; Media; Political and administrative sciences; Economics and Business; Management; Sociology; Psychology; Pedagogy and didactics)
- ○ Humanities (Philosophy; Theology; History; Arts; Philology; Literature)
- ○ Other

4. How old are you?

☐ no answer

5. In which year are you currently in your degree?

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8
- ○ 9
- ○ 10
- ○ 10+
- ○ I don't know
- ○ I don't want to answer this question

Page 03
SE

6. What is your gender?

- female
- male
- non-binary
- other
- I don't want to answer this question

7. Do you have the sex you were assigned at birth?

- yes
- no
- I don't know
- I don't want to answer this question

8. Which sexual orientation is most likely to apply to you?

- asexual
- bisexual
- heterosexual
- homosexual
- pansexual
- other
- I don't know
- I don't want to answer this question

Page 04
RE

9. Are you religious?

- Yes, I am religious.
- No, I am not religious.
- I don't want to answer this question.

Page 05
R2

10. Which religious tradition do you feel you belong to?

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Other
- I don't want to answer this question

Page 06
ED

11. What is the highest level of education you have completed?

- Secondary education
- Vocational education
- Professional education
- Bachelor
- Master
- PhD

12. What is your parent 1 highest educational qualification?

- No educational qualification
- Compulsory Education
- Apprenticeship diploma
- Vocational Training
- Secondary Education
- Bachelor
- Master
- PhD

- I don't know

13. What is your parent 2 highest educational qualification?

- No educational qualification
- Compulsory Education
- Apprenticeship diploma
- Vocational Training
- Secondary Education
- Bachelor
- Master
- PhD

- I don't know

Page 07
BA

14. What is your citizenship? Please type and select.

Country: ☐ No answer

15. In which country was your parent 1 born? Please type and select.

Country: ☐ No answer

16. In which country was your parent 2 born? Please type and select.

Country: ☐ No answer

17. In which country were you born? Please type and select.

Country: ☐ No answer

18. In which country did you mainly grew up? Please type and select.

Country: ☐ No answer

Page 08
WO

19. Do you work during your studies?

- ○ Yes, (also) during the semester.
- ○ Yes, especially during the holidays.
- ○ No, I don't have a job at the moment, but I'm planning to do so in the near future.
- ○ No, I'm not working at the moment and don't plan to do so.

Page 09
W2

20. What is the time scope of the work?

- ○ Marginal (up to 10 hours per week)
- ○ Part-time (up to 20 hours per week)
- ○ Part-time (over 20 hours per week)
- ○ Full-time (from 36 hours onwards)
- ○ Only during holidays

Page 10
FU

21. How do you mainly finance your studies? (multiple answers possible)

- ☐ Subsidy from parents/family
- ☐ National study grant / state funded /state supported
- ☐ Scholarship
- ☐ Job
- ☐ Loan
- ☐ Funded by the employer
- ☐ Other income or assets

22. How do you assess your financial situation at the moment?

- ○ My situation is comfortable.
- ○ It could be better, but I manage.
- ○ I have financial problems.
- ○ I am afraid I will have to stop my studies in the near future for financial reasons.
- ○ I don't want to answer this question.

Page 11
CA

23. Do you have caring responsibilities of the following kind?

- ☐ I have my own child/children and /or take responsibility for a child/children of my partner.
- ☐ I directly or indirectly assume responsibility for the care or supervision of a relative in need of care (e.g. parents, grand-parents, partner, siblings, etc.).
- ☐ No, I have no obligations of this kind.

Page 12
C2

24. How is the care work mainly arranged during the day?

- ☐ I mainly do the care work during the day.
- ☐ A family member/partner/parent does the care work during the day.
- ☐ The care work is done by professionals at home, although I do not do the carework myself I organise and coordinate it.
- ☐ The care work is done through an institution (child care, kindergarden, retirement home, etc).
- ☐ Other

Page 13
IM

25. Do you have any impairments? (multiple answers possible)

- [ ] Sensory and communication impairment (ocular, hearing, speech and other sensory disturbances).
- [ ] Intellectual impairment (alterations in intellectual function, making it difficult to understand and/or respond to different situations in daily life).
- [ ] Mental health impairment (disturbances in adaptive behavior, with impairment of mental faculties and neurological structures).
- [ ] Physical impairment and chronic illnesses (bodily alterations that hinder movement and/or motor skills, restricting activity and participation in daily life activities).
- [ ] Other impairments.
- [ ] No, I do not have any impairment.

26. I am hindered in my studies by... (multiple answers possible)

- [ ] Allergies (which lead to restrictions during studies).
- [ ] Impairment(s) of the musculoskeletal system.
- [ ] Impairment(s) of acoustic perception.
- [ ] Impairment(s) of visual perception.
- [ ] Impairment(s) of speech.
- [ ] Reading and/or writing difficulties (dyslexia or dyscalculia).
- [ ] Frequent headaches, migraines.
- [ ] State of exhaustion, dejection.
- [ ] Burnout.
- [ ] Exam anxiety.
- [ ] Other anxiety states.
- [ ] Lack of attention and concentration.
- [ ] Autism.
- [ ] Chronic pain.
- [ ] Other physical impairment(s) :
- [ ] I do not feel hindered in my studies

Page 14
IS

27. Please indicate to what extent the following statements apply to your situation.

	certainly yes	rather yes	rather no	certainly no	don't know
I feel restricted in my studies by my impairments.	○	○	○	○	○
With my impairment I feel uncomfortable at the university.	○	○	○	○	○
Because of my impairment, I feel misunderstood by others.	○	○	○	○	○
Because of my impairment I find it difficult to make social contacts in my studies.	○	○	○	○	○
My teachers react to my situation with understanding.	○	○	○	○	○
I do not experience my impairment as a disadvantage in my studies.	○	○	○	○	○

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SS

28. Please rate the following statements in relation to your studies

	certainly yes	rather yes	rather no	certainly no	don't know
When I have a concern, I always find someone from the university that I can turn to.	○	○	○	○	○
The way my degree program is structured I can build up contacts with fellow students.	○	○	○	○	○
I feel comfortable participating actively in my studies.	○	○	○	○	○
I am satisfied with the way contact with my teachers is organized.	○	○	○	○	○
I receive sufficient feedback from my teachers.	○	○	○	○	○
The feedback I get from my teachers helps my studies.	○	○	○	○	○

29. How would you rate the following services offered by your university during your studies?

	used and efficient	used and inefficient	not used	don't know
Support with study organization and orientation	○	○	○	○
Support with financing your studies	○	○	○	○
Support from the career service	○	○	○	○
Support in finding accommodation	○	○	○	○
Support in reconciling family and studies	○	○	○	○
Support with part-time studies	○	○	○	○
Support with psychological health problems	○	○	○	○
Support with physical health problems	○	○	○	○
Support with other problems, please specify:	○	○	○	○



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DI

30. Discrimination

The term discrimination covers the unequal treatment of people on the basis of ethnicity, skin colour, origin, age, gender identity, physical and/or mental impairment, sexual orientation, religion and/or belief. Discrimination includes all statements, actions, omissions, rules and standards that humiliate, disadvantage, harass or threaten people.

Discrimination can be direct, e.g. when a hall of residence rejects a Muslim applicant because of his/her religious affiliation. Discrimination can also be indirect, for example when seemingly neutral regulations exclude certain groups from access to services or employment. It often occurs in everyday experiences, such as receiving inferior services or support in institutions, being treated less politely and respectfully, or as less intelligent or less trustworthy.

Have you ever been confronted with personal discrimination during your studies at the University?

- ○ Yes, personally.
- ○ No, not personally, but observed in my environment.
- ○ I am not sure.
- ○ No, never.
- ○ I do not want to answer this question.

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D2

31. Please indicate: I feel discriminated against because of... (multiple answers possible)

- ☐ my age.
- ☐ my body.
- ☐ my ethnicity.
- ☐ my gender identity.
- ☐ my ideology.
- ☐ my mental state.
- ☐ my nationality.
- ☐ my origin.
- ☐ my religion.
- ☐ my sexual orientation
- ☐ my skin color.
- ☐ my social / economic state.
- ☐ other.
- ☐ I don't want to answer this question.
- ☐ Other, that is:

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DR

32. Please indicate where you have made this experience (multiple answers possible).

- [ ] during a course
- [ ] outside a course
- [ ] online
- [ ] I don't want to answer this question
- [ ] elsewhere, that is:

33. Please indicate with whom you have made this experience (multiple answers possible).

- [ ] with a teacher
- [ ] with other students
- [ ] with administrative staff
- [ ] with technical staff
- [ ] I don't want to answer this question
- [ ] With someone else, that is:

34. What forms of discrimination have you experienced in the university context (multiple answers possible).

- [ ] hate speech (online/offline)
- [ ] insults
- [ ] harassment
- [ ] mobbing / bullying
- [ ] stalking
- [ ] physical violence
- [ ] sexual violence
- [ ] receiving poorer service in university institutions
- [ ] discrimination when renting a student room
- [ ] other
- [ ] I don't want to anwer this question
- [ ] Other, that is:

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SU

35. When you think about the incident that was most impactful for you. Did you ask for support at the university and did you get it?

	By fellow students	By the teacher	By a university institution	Other
I immediately received support.	○	○	○	○
I asked for support and received it.	○	○	○	○
I asked for support and received it only partially.	○	○	○	○
I asked for support and did not receive any.	○	○	○	○
I did not ask for support.	○	○	○	○
Other, that is:	○	○	○	○

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DO

36. What forms of discrimination have you observed in the university context (multiple answers possible).

- ☐ hate speech (online/offline)
- ☐ insults
- ☐ harassment
- ☐ bullying
- ☐ stalking
- ☐ physical violence
- ☐ sexual violence
- ☐ receiving poorer service in university institutions
- ☐ discrimination when renting a student room
- ☐ other
- ☐ I don't want to anwer this question

37. Please indicate where you have observed this experience (multiple answers possible).

- ☐ during a course
- ☐ outside a course
- ☐ online
- ☐ I don't want to answer this question

38. Please indicate with whom you have observed this experience (multiple answers possible).

- ☐ with a teacher
- ☐ with other students
- ☐ with administrative staff
- ☐ with technical staff
- ☐ I don't want to answer this question

39. How did you react in the situation that you witnessed? (multiple answers possible)

- ☐ I intervened in showing support for the victim.
- ☐ I intervened to point out the discriminatory attitude.
- ☐ I did not intervene immediately but offered support for the victim later on.
- ☐ I did not intervene immediately but I informed a responsible person afterwards.
- ☐ I did not intervene.
- ☐ I don't want to answer this question.

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AD

40. In your opinion, during your university life, have you been involved in any discriminatory behaviour towards any person?

	Yes	No	I don't know	I don't want to answer this question
Students	○	○	○	○
Teaching staff	○	○	○	○
Administrative staff/technical staff	○	○	○	○
Towards other staff members (cleaning staff, canteen, porter, etc.)	○	○	○	○
Others	○	○	○	○

41. Do you consider that you have difficulties in relating to other people due to any of the following characteristics (multiple answers possible)

- ☐ age
- ☐ body
- ☐ ethnicity
- ☐ gender identity
- ☐ mental state
- ☐ nationality
- ☐ origin
- ☐ religion
- ☐ sexual orientation
- ☐ skin color
- ☐ social / economic state
- ☐ none
- ☐ I don't want to answer this question

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IP

42. Diversity is a practice that wish to recognize, value and respect each community member's uniqueness and individuality. How do you assess the need for action at your University in dealing with the following diversity characteristics of students?

	Very big	big	small	very small	don't know
Age	○	○	○	○	○
Ethnicity	○	○	○	○	○
Gender Identity	○	○	○	○	○
Mental Impairment	○	○	○	○	○
Nationality	○	○	○	○	○
Physical Impairment	○	○	○	○	○
Religion	○	○	○	○	○
Sexual Orientation	○	○	○	○	○
Skin color	○	○	○	○	○
Reconciliation of study and work life (class)	○	○	○	○	○
Reconciliation of study and family life (parenthood)	○	○	○	○	○
Other, that is:	○	○	○	○	○
	○	○	○	○	○

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CO

43. Comment

If you have anything else to say on the subject, or if there is something that you think is important but you were not asked, we would be pleased if you leave us a comment here.

☐ I would like to participate in the **lottery**. I agree that my email address will be saved until the winner is drawn. My interview will continue to be anonymous and my email address will not be passed on to third parties.

☐ I am interested in **the results of this study**. Please send me an abstract by e-mail.



Last Page

Thank you for completing this questionnaire!

We would like to thank you very much for helping us. If you want to contact us for any reasons, please refer to helena.segarra@univie.ac.at

Your answers were transmitted, you may close the browser window or tab now.

M.A. Helena Segarra, Higher Education Learning Community for Inclusion, Department of Political Science, University of Vienna

Annex 3

Links to the findings of international surveys and focus groups discussions on equality/ discrimination at universities:



https://www.youtube.com/watch?v=mIomP3Y5-hk



https://www.youtube.com/watch?v=ZKX4zBV-KZQ

Annex 4

International legal acts and conventions on equal accessibility in higher education:

United Nations Convention on the Elimination of All Forms of Racial Discrimination (CERD) (1965):

Article 5 of the CERD affirms the right to education without discrimination based on race, colour, or national or ethnic origin. This includes ensuring access to higher education for all individuals.

Universal Declaration of Human Rights (UDHR) (1948):

Article 26 of the UDHR recognizes the right to education, including higher education, and emphasizes that it should be equally accessible based on merit, without discrimination.

International Covenant on Economic, Social, and Cultural Rights (ICESCR) (1966):

Article 13 of the ICESCR guarantees the right to education and requires that higher education should be made accessible to all by progressively introducing free higher education, with special consideration for the disadvantaged.

UNESCO Convention Against Discrimination in Education (1960):

This convention prohibits discrimination in education, promoting equal access to educational opportunities, including higher education, and ensuring that everyone, regardless of background, can participate in and benefit from education.

UN Convention on the Rights of Persons with Disabilities (CRPD) (2006):

Article 24 focuses on the right of persons with disabilities to access education, including higher education, on an equal basis with others. It requires countries to take appropriate measures to ensure accessibility, reasonable accommodation, and inclusive education.

EU Education and Training Strategy (ET 2020):

The EU's education strategy promotes equal access to high-quality education, including higher education. It stresses improving inclusivity, addressing inequalities, and fostering lifelong learning opportunities for all citizens.

European Accessibility Act (2019):

This directive aims to make the built environment, including educational institutions, more accessible to people with disabilities, ensuring that higher education institutions are physically and digitally accessible to all students, including those with special needs.

EU Anti-Discrimination Legislation:

Directive 2000/78/EC (Employment Equality Directive):

This directive prohibits discrimination on the grounds of religion, belief, disability, age, or sexual orientation. It applies to access to education and training, which includes higher education.

Directive 2000/43/EC (Racial Equality Directive):

Prohibits discrimination based on racial or ethnic origin in areas such as education, ensuring that access to higher education is open to all, irrespective of racial or ethnic background.

Charter of Fundamental Rights of the European Union (2000):

Article 14 of the Charter asserts that everyone has the right to education and access to vocational and continuing training. It also underlines that education should be provided without discrimination.

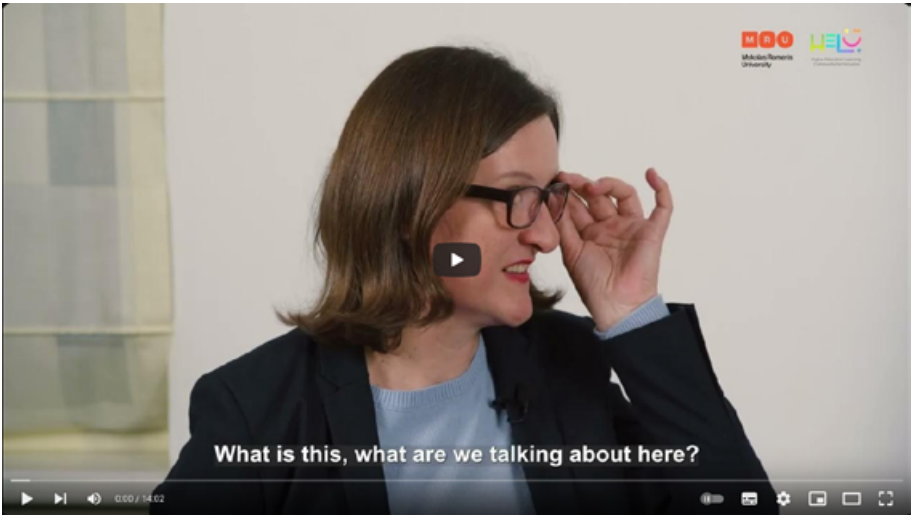
Annex 5

Links to universities' policies on diversity and equal opportunities:

1. https://www.mruni.eu/wp-content/uploads/2023/04/Equal-Opportunities-and-Diversity-Policy.pdf
2. https://gleichbehandlung.univie.ac.at/en/
3. https://gleichbehandlung.univie.ac.at/fileadmin/user_upload/p_gleichbehandlung/academic_careers_and_gender_bias.pdf
4. https://gleichbehandlung.univie.ac.at/fileadmin/user_upload/p_gleichbehandlung/20211125_Sexuelle_Belaestigung_final_EN.pdf
5. https://sas.usal.es/apoyo-social-2/estudiantes-extranjeros/
6. https://becas.usal.es/
7. https://sas.usal.es/bienestar-y-salud-para-estudiantes/
8. https://sas.usal.es/discapacidad/
9. https://sas.usal.es/diversidad-afectivo-sexual-y-de-identidad-de-genero/
10. https://sas.usal.es/psicologia/
11. https://igualdad.usal.es/wp-content/uploads/sites/62/2016/06/plan_igualdad_usal.pdf
12. https://igualdad.usal.es/plan-de-igualdad/
13. http://secretaria.usal.es/boletines/consulta/files/6219-P03_REGLAMENTO_UNIDAD_DE_IGUALDAD.pdf

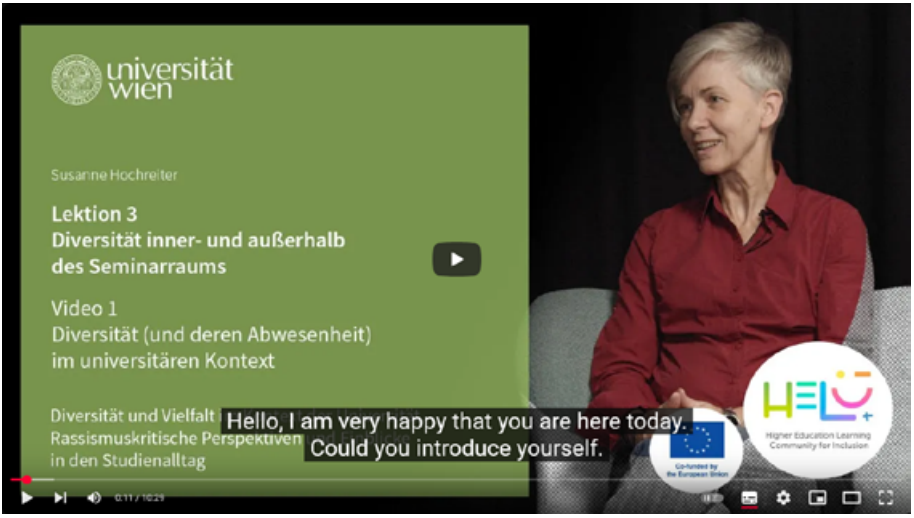
Annex 6

Link to the video on Policy of Gender Equality at MRU: measures, experience, challenges, future perspectives:



https://youtu.be/y19DgtolJXM

Link to the video on Diversity (and its absence) in the university context



https://www.youtube.com/watch?v=GzIVgZE5J94&t=11s

Annex 7

Links to the MOOC videos on future outlooks: gender equality plans at university:



https://youtu.be/2XJncZNxYHw



https://www.youtube.com/watch?v=3Y6-guW-A6k

Link to the MOOC video 'What else is needed':



https://www.youtube.com/watch?v=9Vn8IIHyZI0

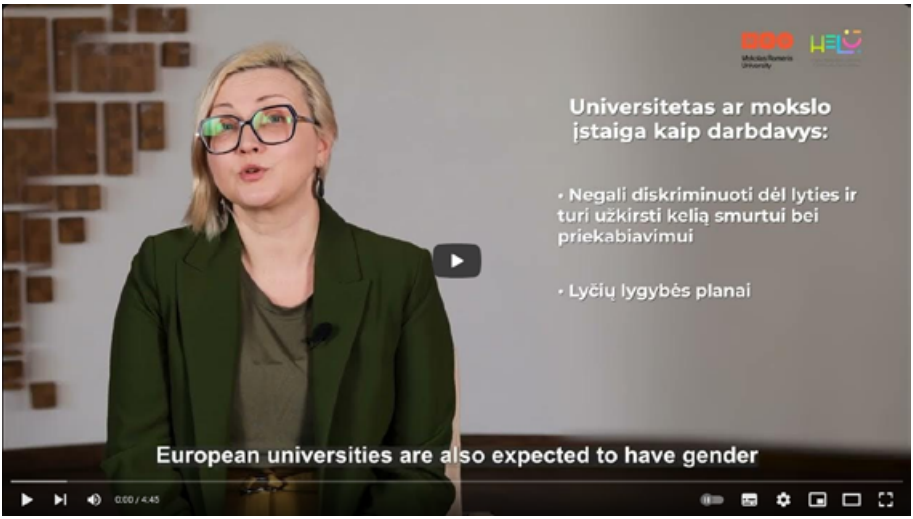
Annex 8

Links to the universities' legal frameworks:

1. https://www.mruni.eu/wp-content/uploads/2023/04/Personnel-Management-General-Principles.pdf
2. https://www.mruni.eu/wp-content/uploads/2023/04/MRU_Harassment-prevention_rules.pdf
3. https://www.mruni.eu/wp-content/uploads/2023/04/2Prevention-of-Psychological-Violence_EN.pdf
4. https://gleichbehandlung.univie.ac.at/en/affirmative-action-plan-for-the-advancement-of-women-and-gender-equality-laws/
5. https://gleichbehandlung.univie.ac.at/fileadmin/user_upload/p_gleichbehandlung/Code_of_Conduct_english.pdf
6. https://satzung.univie.ac.at/en/more-parts-of-the-statutes/affirmative-action-plan-for-the-advancement-of-women-and-gender-equality/
7. https://www.usal.es/files/bocyl_-codigo-etico.pdf
8. https://www.usal.es/files/Principios_Normativos_para_la_Igualdad_de_Oportunidades.pdf
9. https://www.boe.es/buscar/pdf/2022/BOE-A-2022-2978-consolidado.pdf
10. https://www.boe.es/buscar/pdf/2010/BOE-A-2010-20147-consolidado.pdf
11. http://bocyl.jcyl.es/boletines/1998/07/01/pdf/BOCYL-D-01071998-1.pdf
12. http://bocyl.jcyl.es/boletines/2010/04/09/pdf/BOCYL-D-09042010-11.pdf
13. https://www.usal.es/files/Reglamento%20de%20Prevenci%C3%B3n%20del%20acoso%20en%20el%20entorno%20laboral%20USAL.pdf
14. https://www.usal.es/files/reglamento-prevencion-acoso-estudiantes.pdf
15. https://sas.usal.es/wp-content/uploads/2014/12/Protocolo-Identidad-de-Genero.pdf

Annex 9

Link to a MOOC video on legal duties and universities' commitments to employees, students, and society:



https://youtu.be/DBcAPAU1xSY

Annex 10

An example of the official provisions of the university advisor for sustainable development:

ADVISOR TO THE VICE-RECTOR ON SUSTAINABLE DEVELOPMENT

OFFICIAL PROVISIONS

I. GENERAL PROVISIONS

1. The Advisor to the Vice-Rector of the Personnel Management Centre (hereinafter referred to as the Centre) of University (hereinafter referred to as the University) on sustainable development issues (hereinafter referred to as the Advisor) is a specialist with a higher university degree (preferably a Doctor of Science degree) who has: excellent knowledge of their native and the English language; experience in international cooperation, project preparation and implementation; document management experience; skills in working with databases and information retrieval; the ability to collect, accumulate, analyse and summarize information and effectively plan and organize their activities; knowledge of international strategic documents related to direct work, the laws of the Republic, resolutions of the Government, orders of the Rector of the University, and other legal acts; the ability to be diplomatic and independent; the skill to quickly orient themselves in situations, work in a team, and be honest, communicative and polite.

2. The Advisor must know:

2.1. international and national legislation and other documents regulating sustainable development;

2.2. the application of good practices for sustainable development in the higher education system;

2.3. official etiquette, rules of business communication, the structure of the University and the peculiarities of labour activity;

2.4. the procedure and rules of document management, language culture;

2.5. occupational, health and fire safety requirements.

3. An Advisor is a materially responsible person who is directly subordinate to the vice-rector.

4. The Advisor shall be appointed and dismissed from office by the Rector of the University on the recommendation of the Vice-Rector.

5. When an Advisor is on leave or absent from work for justifiable reasons, their duties shall be performed by another member of staff of the Centre.

6. In their activities, the Advisor shall follow the national legal acts, the Statute of the University, the Code of Academic Ethics, the resolutions of the Senate and the Council

of the University, the orders and instructions of the Rector, the rules for the preparation, management and accounting of documents and the management of electronic documents in force in the country, the rules of internal procedure, work, health and fire safety, and these regulations.

II. DUTIES

7. The Advisor:

7.1. assists the Vice-Rector in the performance of their duties related to sustainable development;

7.2. coordinates and initiates the creation of, implementation of, and compatibility with international and national strategic documents, university science and study programmes, the development of smart infrastructure of priority programmes and the activities of the University's sustainable development;

7.3. develops drafts, guidelines and mechanisms of regulatory acts for the harmonious development of the University and the mechanisms for their implementation, submits proposals and advises other structural units on the implementation of the University's sustainable activity strategy;

7.4. monitors the implementation of the University's sustainable activity strategy, evaluates changes and results, collects, systematizes and summarizes information about sustainable development activities carried out by the University community;

7.5. represents the University in international networks dedicated to sustainable development issues;

7.6. organizes the implementation of the University's sustainable development projects;

7.7. implements the policy of equal opportunities and diversity at the University;

7.8. within the scope of their competence, seeks opportunities for cooperation and maintains relations with national and foreign higher education and research institutions, international organizations, and social and business partners;

7.9. disseminates information about the integration of the University community into European and global initiatives for sustainable development, helps to find suitable partners, and promotes integration into international and national networks;

7.10. prepares reports to international and national sustainable development evaluation agencies on sustainable development products and services developed by the University community;

7.11. participates in international rating systems for sustainable development, develops strategies for improving indicators;

7.12. organizes the university community's professional development and other events related to sustainable development;

7.13. advises the University community on various issues of sustainable development;

7.14. analyses the possibilities of introducing advanced innovations at the University and initiates and actively participates in their implementation;

7.15. carries out other instructions of the Vice-Rector;
7.16. avoids any protectionism and corruption in the performance of their direct duties.

III. RIGHTS

8. The Advisor shall, in the performance of their duties, have the power to:
8.1. receive information from the structural units of the University;
8.2. improve qualification;
8.3. submit proposals for the optimization and quality improvement of work;
8.4. together with the structural units of the University, prepare and implement international and other university projects.

IV. LIABILITY

9. The Advisor shall be responsible for:
9.1. the performance of the duties provided for in these official provisions in a timely and high-quality manner;
9.2. work discipline, compliance with the rules of internal procedure and official ethics;
9.3. storage of confidential information that they become aware of in the course of their duties;
9.4. compliance with the rules of work, health and fire safety;
9.5. material damage on the grounds provided for in the Labour Code of the Republic.
10. For non-performance or improper performance of duties, the Advisor shall be liable in accordance with the procedure established by the Internal Rules of the University and the laws of the Republic.

Annex 11

The guidelines how to set up the University Learning Communities:

University Learning Community

The first method that we engaged in to develop new knowledge to realize this project was building University Learning Communities (ULC). Lenning et al. (2013) described a learning community as an 'intentionally developed community that exists to promote and maximize the individual and shared learning of its members. There is ongoing interaction, interplay, and collaboration among the community's members as they strive for specified common learning goals' (Lenning et al., 2013, p. 7). First conceived to engage students in their learning, they have further been developed to provide structures and spaces for people that share a common goal both in an aspirational and practical way. This encourages members to draw from knowledge within institutions, learn from each other and strengthen their ability to think critically and creatively (Senge, 2017).

Each partner university has developed a ULC that supports the work of the project team in the national context. Furthermore, the ULC concept was embedded in a Transnational Learning Community (TLC), where one or two members of each ULC attended regular meetings to discuss questions pertaining to the transnational aspects of the project. In the HELCI project, the ULC was planned to be held over the course of a year. Each university could adapt the sessions to its organizational specificities; however, it was recommended that the sessions be held at least monthly.

In the following section, we first introduce ULCs before further describing their composition and finally discussing three important principles for dialogical learning in our ULCs.

What is a Learning Community?

A ULC is a community that generates common knowledge to promote the development of inclusive universities. It constitutes a space for the generation and acquisition of knowledge through training, research, and exchange, aimed at training the university community. In the framework of the HELCI Project, the community works for the creation of MOOCs on human rights, LGBTI inclusion, gender equity, and ethnic and cultural inclusion.

The ULC works collaboratively and in a co-learning environment around a common concrete training project. Knowledge is primarily produced through interaction and participation. This form of knowledge production specifically connects university knowledge to practical knowledge of association and civil society. Interaction and collaboration with associations, institutions and people belonging to the university community will allow the

development of relevant competences, the improvement of mutual knowledge and the design and development of common strategies. It is, in short, a space for the social and cultural transformation of universities and the educational environment. The idea behind the ULC is that there is a sense of belonging engendered by being part of a community. This fosters motivation, respect and tolerance towards others and, in turn, one's own autonomy and assumption of responsibility.

Working with ULCs is useful in the context of a specific and concrete project on social and educational transformation. It is thus important that members of the ULC are engaged in the project and that they have common access to a shared repertoire of resources, including stories, concepts, and tools.

Who is part of a ULC?

The ULC is constituted of teaching and research staff, administrative and service staff, students, alumni, experts, members of groups and communities affected by racism, xenophobia, LGBTphobia, sexism and other key agents such as representatives from other educational levels or social services. The constitution of the ULC always depends on the topic one wants to address; however, it is important to invite people who can and want to share knowledge, projects, and purposes to make up a community.

In addition, ULCs should be nourished by the participation of experts who will attend some of their meetings as guests. These people, whom we will call allied experts, are essential in the learning and knowledge generation process and are selected for their mastery of the competencies that the community wishes to develop in the participants. It is important to select allied experts that agree to use participatory methodologies.

For the functioning of a ULC, it is essential that one or more participant takes on the role of a facilitator. The facilitator has the following role:

- Familiarize participants with the functioning of the ULC.
- Develop a timetable for the ULC's objectives, set meeting dates, design the sessions and take care of logistical aspects for the adequate holding of ULC meetings.
- Support participants in defining their role, within a framework of co-responsibility.
- Invite allied experts.
- Manage the ULCs, taking responsibility for the signature sheets, participation commitments and the preparation of all necessary documents.
- Collect consent for the use of name and image.
- Develop the communication actions of ULCs through the selection of information and photographs for the website, as well as communication campaigns in social networks, etc.
- Ensure a follow up in developing an evaluation of satisfaction and compliance with principles and objectives, in accordance with the TLC guidelines.
- Deliver the final product resulting from the training activity developed by the ULC.

Three Principles of ULCs: Dialogical Learning

Shared Goals Through Collective Identity

'The sense of shared community requires that the participants be sympathetic to the ideas around which the group is based; even if they disagree, there needs to be some fundamental common ground' (Donath, 1999, p. 31). Participants in the ULC can organize themselves into working groups that cooperate based on the rules of interaction and collaboration established by the community itself. The ULC should encourage the expression of the demands and needs of the participants to establish and pursue the common goals of the respective project.

To foster a sense of belonging, the symbolic development of collective identity should be reinforced. This can be done through developing a membership record that is signed by participants, maintaining a photographic history of the community, and visualizing the work of the community through the website, which can help participants to be recognized as members of the community inside and outside the ULC. This helps to build the history of the ULC, not only as a compilation of activities, but as a narration of its construction and operation.

Respectful Inclusion to Establish Safe and Supportive Conditions

To accommodate a variety of members, opinions and perspectives, along with the authentic expression of these perspectives, all contributions made in the ULCs should be considered in terms of the validity of the arguments and not in terms of positions of power. Interactions within the ULCs and with allied experts attending the ULCs will be a source of learning for everybody. Based on this, solidarity networks can be developed that go beyond the scope of the ULCs and favour the development of an inclusive university. The group should pay special attention to ensuring that differences of status in the university are not transferred to the ULC, that persons belonging to vulnerable, or minority groups are empowered, and that the discourses and narratives of women participants in the community are not subsumed by the discourses and narratives of men. Furthermore, it is important to encourage the evaluation of the dialogical learning process so that all aspects that hinder such learning are impeded.

Recognizing the existence of multiple intelligences and the axiom that 'nobody ignores everything, no one knows everything' underlines the possibility that people have to reach understandings in the cognitive, ethical, aesthetic and affective fields.

The facilitator can take an important role in assuring some common ground in the interaction between all members of the ULC by:

- Ensuring that all voices are heard and are considered equally.
- Distributing turns to speak.
- Ensuring the participation of those who participate the least.
- Preventing the dialogue from straying from the meeting's intentions.
- Avoiding sterile, two-sided dialogues.

- Stopping attempts to impose ideas.
- Asking for clarification when the intervention is not clear.
- Controlling the agreed times.
- Encouraging variation, in relation to the training, in the roles of the participants throughout the different moments and sessions – in all cases, their participation in the creation of knowledge must be guaranteed.

Progressive Discourse Towards Knowledge Building

Bereiter (1994) proposed the term *progressive discourse* to describe the process by which the sharing, questioning, and revising of opinions leads to 'a new understanding that everyone involved agrees is superior to their own previous understanding. Such discourse is based on four commitments that all participants make: a) to work toward common understanding; b) to frame questions and propositions in ways that allow evidence to be brought to bear on them; c) to expand the body of collectively valid propositions; and d) to allow any belief to be subjected to criticism if it will advance the discourse' (p. 6). Scardamalia and Bereiter (1994) further indicate that intentional learning is 'fundamentally a matter of goals rather than strategies. It is a matter of having knowledge as a goal' (p. 201)

This means that the focus of the group is oriented towards change and that the participants take responsibility for it, from an active position of agency. It is important that the group encourages the development of positive expectations about the ULC's ability to achieve its objectives and lays a focus on overcoming a 'culture of complaint' by reinforcing discourse oriented towards change.

Literature

1. Bereiter, C. (1994). Constructivism, Socioculturalism, and Popper's World 3. *Educational Researcher*, *23*, 21–23. https://doi.org/10.3102/0013189X023007021
2. Donath, J. (1999). Identity and deception in the virtual community. In P. Kollock & M. Smith (eds.), *Communities in Cyberspace* (1st ed., pp. 29–59). Taylor and Francis.
3. Lenning, O. T., Hill, D. M., Saunders, K. P., Stokes, A., & Solan, A. (2013). *Powerful Learning Communities: A Guide to Developing Student, Faculty, and Professional Learning Communities to Improve Student Success and Organizational Effectiveness*. Stylus Publishing.
4. Senge, P.M. (2017). *Die fünfte Disziplin: Kunst und Praxis der lernenden Organisation* [The fifth discipline: The art and practice of the learning organisation] (M. Klostermann & H. Freundl, Trans., 11th revised ed.). Schäffer-Poeschel Verlag.
5. Scardamalia, M., & Bereiter, C. (1994). Computer support for knowledge-building communities. *The Journal of the Learning Sciences*, *3*, 265–283. https://doi.org/10.1207/s15327809jls0303_3



Annex 12

Link to the HELCI project website with links to the MOOCs platforms:

1. https://helci.usal.es/en/

Annex 13

An example of the questionnaire used after each semester to evaluate the quality of subject and teaching that includes a question on tolerance and discrimination within the course (at MRU, in this case):

Questionnaire on the Quality of Teaching of the Course Unit

With this questionnaire, we aim to establish your opinion *about the quality of the course unit, its strengths, and areas for improvement.* **The survey is anonymous**.
The results of the survey will be used to improve the quality of your studies.

General information about you:
Faculty: (automatically formed)

Cycle of Study: (automatically formed)
First cycle (bachelor's studies)
Second cycle (master's studies)
Third cycle (doctoral studies)

Study programme: (automatically formed)

Place of study: (automatically formed)

Year of study: (automatically formed)

Group: (automatically formed)

Course unit: (automatically formed)

Lecturer (select from the list the tutor who taught this subject this semester):
Teaching *Methods:*
Lecture
Seminar
Exercises
Lecture/seminar
Internship

[Only one **answer option** can be selected in each row.]

Student's motivation – diagnostic block (this title is not to be seen by students)

Evaluate your attendance and engagement in your studies (on a scale from 100 to 0):
(please select only one answer option)

- 100–70: I consistently attended all lectures, seminars, and practical classes.
- 69–40: I consistently participated only in seminars, practical classes, and midterm assessments.
- 39–20: I missed a fair number of lectures, seminars, and practical classes.
- 19–0: I did not attend lectures and seminars (practical classes) and studied independently.

Please justify your answer in writing: _____
_____.

How was the course unit delivered?

- Some of the classes were held in the classroom and some were held remotely;
- Classes were held in the classrooms but streamed in real-time;
- All classes were held in the classrooms;
- Other:_____
_____.

Your opinion on the quality of teaching

Please select and mark the description (answer) that you consider most appropriate for each statement:

Teaching and learning methods	I completely agree	I partly agree	I tend to disagree	I completely disagree	I don't know/ Not applicable
The lecturer made me interested in their subject and presented the study material clearly.					
The assignments helped to link the theory with practice.					

The study methods allowed me to actively engage in classes rather than just being a bystander.					
During online classes, the lecturer used interactive digital tools that allowed me to take an active role.					
The lecturer showed interest in what was challenging for students and dedicated additional time to providing explanations.					
The teacher's English language skills were sufficient.					

Other observations on this topic:

Resources and equipment for the study of the course unit	I completely agree	I partly agree	I tend to disagree	I completely disagree	I don't know/ Not applicable
Study materials were available in the University's library and/or virtual environment.					
The Moodle environment for the course was adapted for blended/hybrid learning: it included the course overview and assessment strategy, links to broadcasts of classes, and information on what students needed to do and how to study independently.					
The necessary software was provided.					
The study facilities were appropriate.					
The technical tools and conditions for online classes were adequate.					

Other observations on this topic:

Assessment criteria	I completely agree	I partly agree	I tend to disagree	I completely disagree	I don't know/ Not applicable
The arrangements for the assessment of learning outcomes were clear from the start and were followed.					
A cumulative assessment system was applied to assess learning outcomes.					
I received feedback from the lecturer (in writing and/or verbally) explaining my grades for completed assignments.					
Academic integrity was observed during the course (no tolerance for cheating, fraud, data manipulation, buying assignments, etc.).					

Other observations on this topic:

Professional ethics	I completely agree	I partly agree	I tend to disagree	I completely disagree	I don't know/Not applicable
The lecturer was tolerant, non-discriminatory, and communicated in a constructive and respectful manner.					
The lecturer was punctual.					
All lectures and seminars were held during the course.					
The lecturer was accessible via email or other means and forms of communication.					

Other observations on this topic:

Overall assessment of the course unit	I completely agree	I partly agree	I tend to disagree	I completely disagree	I don't know/Not applicable
During this course, I gained valuable knowledge and skills.					
I am satisfied with the quality of the course.					
I would like this lecturer (or these lecturers) to teach me and/or other students again next year.					

Additional comments or observations *(what was the best, most effective, or weakest aspect of teaching on this course? did it meet your expectations? etc.):*

What did you like most about this course?	***What would you recommend changing in this course?***

Please answer a few of final questions:

Status in the labour market:

- Employed
- Unemployed

If employed, what do you do for work:

- I work in a job related to my field of study
- I work in a job partially related to my field of study
- I work in a job unrelated to my field of study

Thank you for your cooperation!

Annex 14

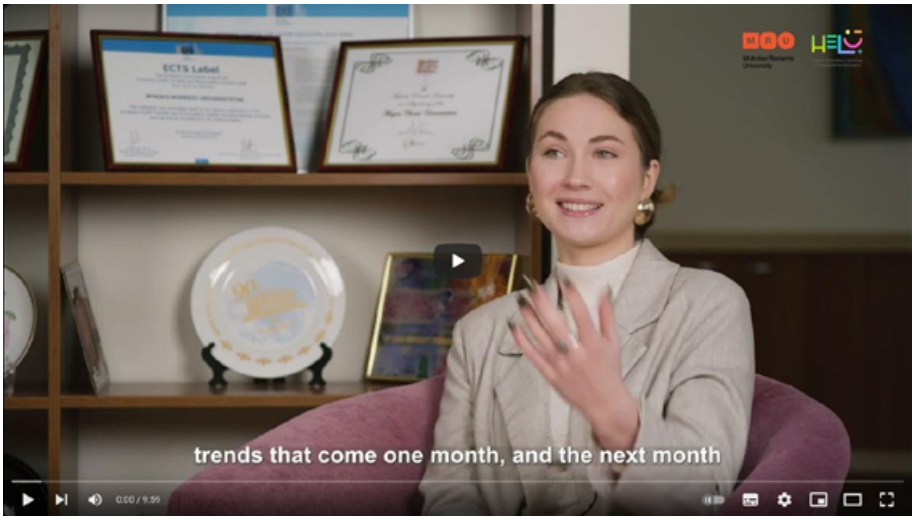
Links to MOOC videos on projects and other activities of MRU students to promote gender equality, students' research on gender equality, and the inclusion of gender analysis in higher education and research:



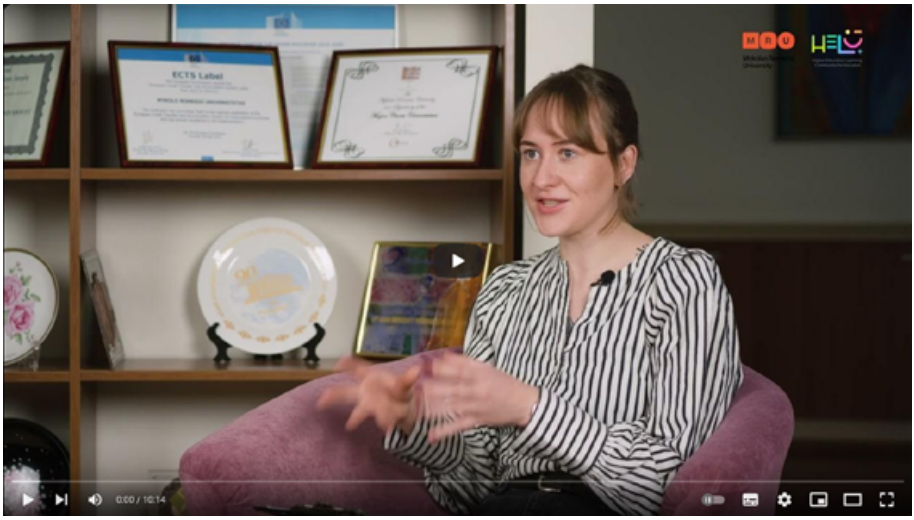
https://youtu.be/uOveUWg!_hAQ



https://youtu.be/AfxvTb4Qoxg



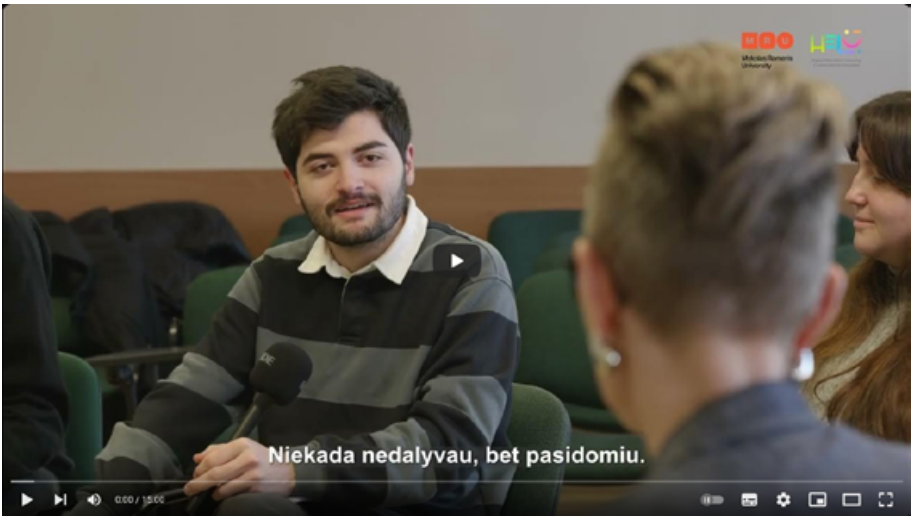
https://www.youtube.com/watch?v=o7v8sU6PLUw



https://www.youtube.com/watch?v=8bmf4ZD21_8



https://www.youtube.com/watch?v=MQvfsFjppsU



https://www.youtube.com/watch?v=mdECHCv6Zis



https://www.youtube.com/watch?v=06svX4NxR-k



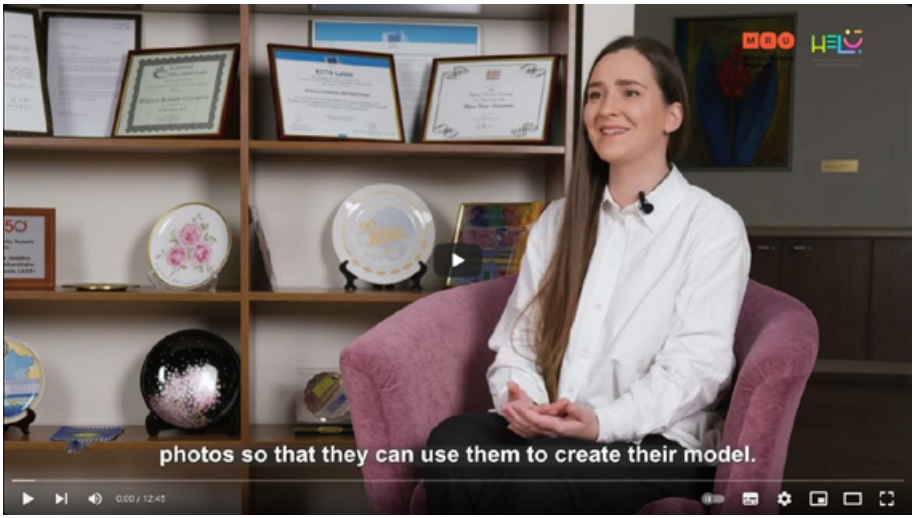
https://www.youtube.com/watch?v=zc31dRj1fdQ



https://www.youtube.com/watch?v=zuNhAnUR5jA

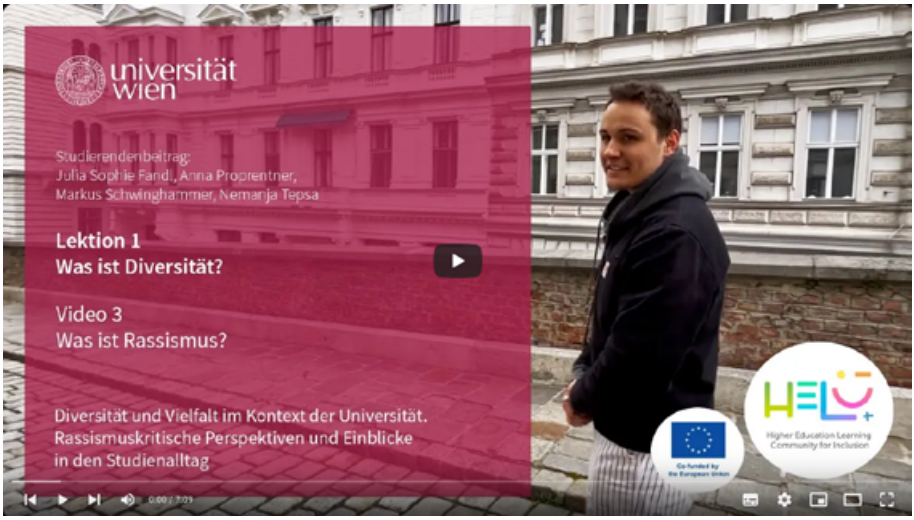


https://www.youtube.com/watch?v=NOsnmGbUzsg

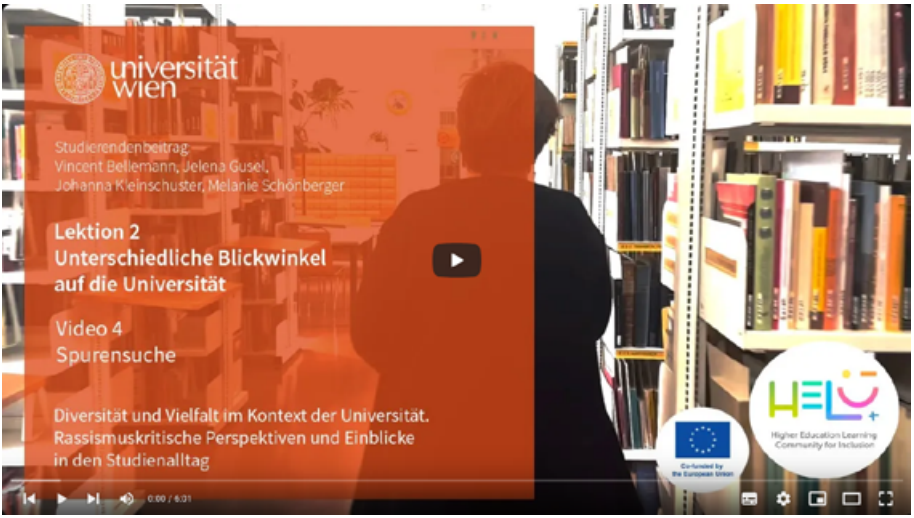


https://www.youtube.com/watch?v=--zexM8D1gs)

Links to MOOC videos on projects and other activities of UV students to combat racism and reflect on power hierarchies in the context of higher education:



https://www.youtube.com/watch?v=eXU9ofjY768&list=PLhy2nHJciTEBB7pgB_DxszCxxQfTD5-6j&index=5



https://www.youtube.com/watch?v=Q3QwTtimR7s&list=PLhy2nHJciTEBB7pgB_DxszCxxQfTD5-6j&index=12



https://www.youtube.com/watch?v=sXEyx9Ukssk&list=PLhy2nHJciTEBB7pgB_DxszCxxQfTD5-6j&index=22



https://www.youtube.com/watch?v=gQ8nLOtXu5U&list=PLhy2nHJciTEBB7pgB_Dx-szCxxQfTD5-6j&index=23

https://ksa.univie.ac.at/en/department/ag-anti-discrimination/

https://afrika.univie.ac.at/en/about-us/wg-against-racism/

MANUAL FOR NON-DISCRIMINATION
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