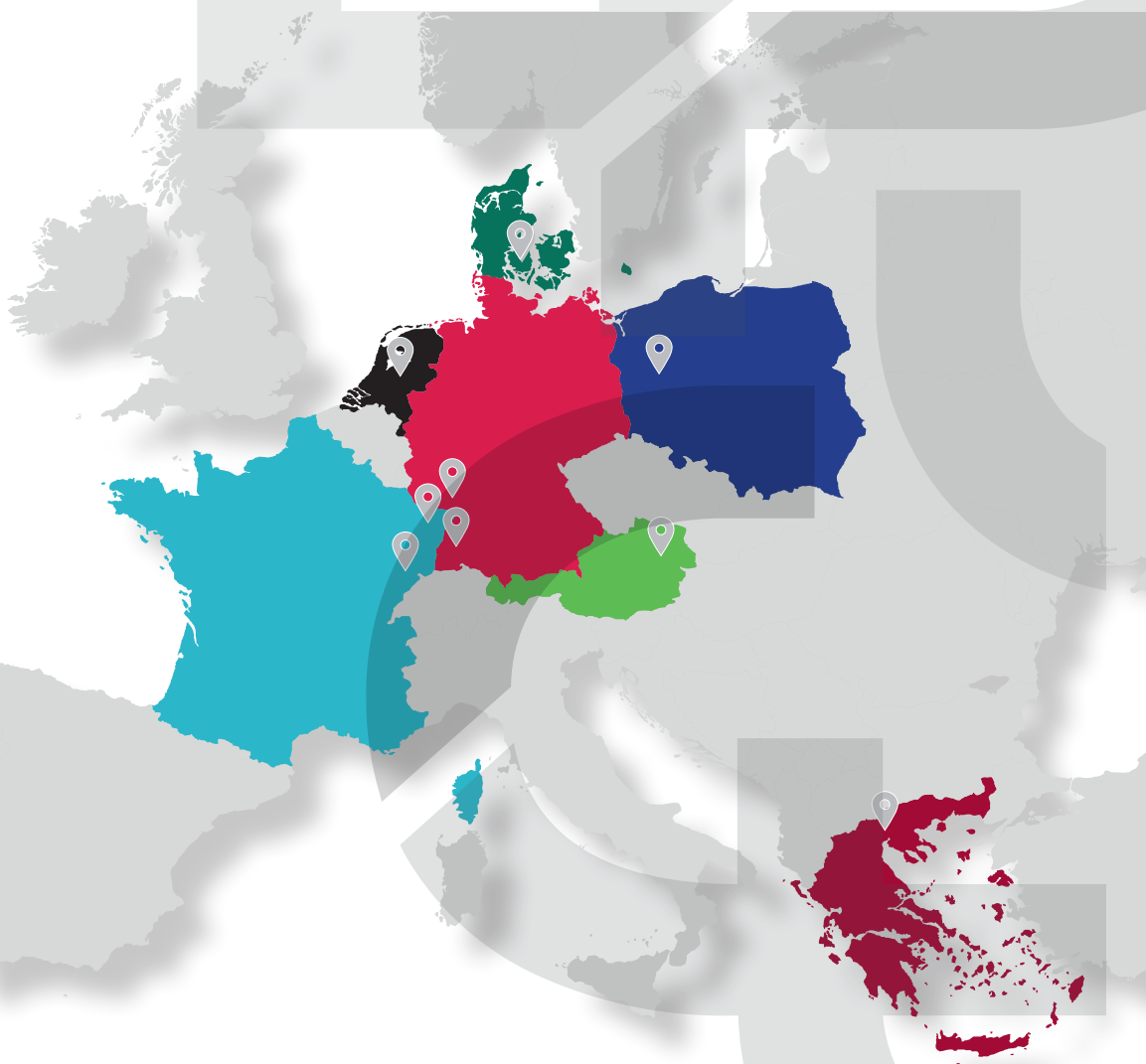


EPICUR
EUROPEAN UNIVERSITY



Overview of institutional practices on EDI
within EPICUR member universities and
recommendations for implementation

EPICUR
EDI Toolkit



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1. Introduction

At the European University EPICUR, people from a wide variety of backgrounds study and teach. They differ in many ways, such as the way they work, their language, culture, religion, gender, origin, biography, disability, attitudes and appearance.

EPICUR is an alliance dedicated to the values of equity, diversity, and inclusion and aims to provide a space that is welcoming and encouraging to all scholars, particularly those, which have been traditionally underrepresented in academic environments. All EPICUR members, therefore, welcome all suggestions and ideas that contribute to make EPICUR as inclusive and useful to the EPICURian community and stakeholders as possible.

This Toolkit is a document to bring together and highlight existing EDI measures within EPICUR, which can be taken as examples not only for encouraging universities to add new activities to their existing strategies, but also for serving as inputs for considering EDI measures which would be worth being implemented on an alliance level. This paper has to be seen in context with the EDI Fundamentals document, which is based on relevant EU Strategies that underline the importance of this topic for a European University Alliance. Both papers take good practices and examples of EDI-related strategies existing at EPICUR universities and use them as a basis for further work and actions towards consistently improved and self-reflective equality, diversity and inclusion within EPICUR from its staff to its practice.

Consequently, this Toolkit starts with definitions of Equity, Diversity and Inclusion, and thereafter describes concrete measures taking place at different EPICUR universities with regard to each of these three action lines. By defining the actors/target groups as well as the potential indicators to analyse the effect of EDI-related measures, the document provides suggestions on how to implement EDI aspects better in day-to-day activities and thus serves as model framework, so that every EPICUR member can then decide autonomously whether or not to implement some of the proposed activities within its own institution. At the same time, this model framework also suggests activities that could be taken up at EPICUR alliance level if the governing bodies decide to do so.



2. Joint Statement of Experts of the EDI Working group

A university is a place for the transmission of knowledge and research, where teachers, researchers, students and staff meet to carry out teaching and research missions, as well as to enhance its value. These places promote sharing, openness and train citizens. In this regard, they must set an example in the areas of equity, diversity and inclusion that are the foundations of a society that respects all its members and promotes integration and openness.

EPICUR, in all its components and at all levels, must put at the heart of its project the principles of equity, diversity and inclusion, as described in the EPICUR Mission statement. It should ensure that sex and/or gender, ethnicity class, age, ability, religion, sexual orientation are no longer discriminatory criteria in professional, educational, career and personal and family life. Moreover, they have to prevent and commit themselves that there will be zero tolerance against any type of violence, moral or sexual harassment and gender-based behavior, as well as discrimination and racism.

Promoting equity among EPICUR partners staff must be a driving force and a springboard for boosting gender equality and diversity among students and staff, therefore in the society. Thus, EPICUR engages itself through programs and partnerships to promote access to all our universities, to support the expression of the diversity of talent throughout the training and research paths.

Overall, EPICUR has to foster a culture of equity, diversity and inclusion among the partners and to contribute to shape a new open and respectful society.

3. EPICUR Definitions - explanation / aim

To develop the Concept of EDI fundamentals and this Toolkit, the EDI experts of the EPICUR EDI Working group used the following definitions of Equity, Diversity and Inclusion, which were developed in joint meetings on the basis of existing terminology and relevant theories.



3.1. E IS FOR EQUITY

How does equity differentiate from equality? As EPICUR sees it, not all people are treated, understood, perceived, supported and acknowledged or recognised equally. In a world full of preconceptions and discriminatory practices on various intersectional (the intersections of ethnicity, class, gender, age, ability (physical and mental), religion, 'gender', (a)sexual preference/orientation and much more) axes, we must consider that equity is a key criterion for understanding how to rectify that imbalance. EPICUR is

committed to EQUITY, and therefore defines it specifically for our consortium and area of work, as a key principle for understanding that imbalance has to be addressed by equity. By definition it differs from equality in that 'everyone is given the same' rather equity says "some need more than others" for equality to be reached, truly, fairly and sustainably.

When we talk of equity, we talk of listening to marginalised and underrepresented groups and addressing their specific concerns and needs with integrity and sensitivity, we talk of empowering those groups to be in a position of defining deciding for themselves what their needs, desires and aims are and finally we talk of including diverse groups in processes which aim to achieve equity.

3.2. D IS FOR DIVERSITY

Diversity has long been a topic within various kinds of institutions with differing intentions and goals. Within EPICUR, diversity is appreciated and considered as normal, since it is a reflection of our world and society and a natural occurring phenomenon from biodiversity to ideas of gender spectrums. When we refer to Diversity, we concretely mean the act of recognising differences of whatever aspect, discrimination and discriminatory practices, hiring methods, teaching curricula which do not include, address, acknowledge and accept a broad, diverse cross-section of our society. Following the concept of diversity, we aim at not creating labels and categories which lead to reproduce discriminatory practices but talk with diverse groups in order to include them in diversification processes.





In the context of educational institutions, we talk of diversity on 3 key levels:

- **Personnel and students** – for example (non-exhaustive list): how diverse the staff are: how the institution goes about hiring and including diverse staff in long term, well-paid, decision-making positions as well as with expertise on diverse parts of society; how accessible the workplace is to include diverse persons; how sensitive the institution to cultural diversity, how represented marginalised groups (i.e., hiring in ways which do not produce tokenism) are.
- **Programming** – for example (non-exhaustive list): how the curriculum reflects different parts and peoples from all over the world and includes all kinds of people and their ways of life; how do the institutions address forms of knowledge which are non-Eurocentric and which are not only scientific/technical/formally academic, i.e. how programming makes way for alternative forms of teaching, learning and ideas of knowledge.
- **Public** – for example (non-exhaustive list): how the institution considers and includes its prospective public/audience, if there are ways for them to engage with the institution and how they can offer insight and feedback as well as thinking of ways the public (perhaps locally but also internationally) can benefit from the institution.

Within those three areas we consider diversity to be a key foundation of our work and considerations as we strive towards a more diverse EPICUR via the diversity of its members.

3.3. I IS FOR INCLUSION

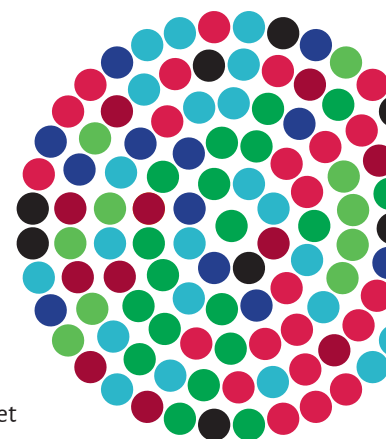
Inclusion is for EPICUR a **process** of increasing the participation of all people, students and staff, in education, work, and reducing their potential exclusion from higher education. The inclusive approach therefore goes beyond the question of access to education and working environment but (also) takes into account the differences of all people on a daily-basis during the educational process. Differences are based on ethnics, linguistics, cultural or religious background, gender, disability or particular abilities...

These differences define **diversity** and should be taken into account to allow EPICUR to better meet the needs of everyone. Diversity is therefore a great asset, but also a great challenge: that of **inclusion**.

Inclusive education is based on the principle of **equity**, which means giving everyone the resources they need to success.

- Adopting an inclusive approach means guaranteeing an education and working environment free of discriminatory behaviors or practices, allowing the expression of diversity and taking advantage of its richness.
- It means giving students and staff access to all the educational codes and expectations, adapting the studying and working environment for people with disability, removing barriers to learning (i.e. giving access to disciplinary English lexicon), favouring interactions between people of different educational and cultural backgrounds, questioning teaching and evaluation practices.
- For staff, it also means to address unconscious bias, questioning managerial practices and supporting underrepresented groups.

Taking inclusion into consideration benefits to everyone.



4. Actions

The measures mentioned in the chapters 4.1, 4.2. and 4.3. refer to the original WPs of the Pilot Phase project and they could serve as ideas for the next application and future EPICUR activities.

In general, it is necessary that all offers at EPICUR should follow the EDI fundamentals. As an example, when starting an EPICUR Academy, the examples on slides and in exercises should reflect the diversity of persons. In order to increase the awareness of the members of EPICUR for EDI topics, mandatory trainings with certificate for certain groups are also conceivable.

In the areas of equity, diversity and inclusion, the various EPICUR universities offer good practices that are exemplary and can be further developed within EPICUR. We first give an overview of the different actions. Then we describe the measures and last we introduce the implementation.

However, it has to be emphasized that the measures listed in this document do not represent a complete, fully exhaustive list of all activities taking place within EPICUR; it is just a spotlight on some examples, which could be taken up by other institutions or even be complemented by other activities from other universities.



4.1. ON EQUITY IN EPICUR

As already stated, the suggested activities mentioned could serve as ideas for future EPICUR activities.

→ **e.g., concerning Management of the project**

- Appointment of a governing body of the Action Plan
- Appointment of an external auditing team (2 experts) to assess application of the Action Plan - interim and final assessment according to the KPIs and milestones

→ **e.g., for Innovative learning & teaching formats for European Citizens of the future**

- Creation of an EDI EPICUR toolbox - resources and learnings to share amongst the consortium (based e.g. on the ALU-FR toolbox).

→ **e.g., for Dissemination and Sustainability**

- Increasing social awareness by means of organizing events that promote diversity, inclusion, and acceptance, using the best practices already followed by the consortium (based on AMU activities):
 - a. Anti-Discrimination Days
 - b. Language of Empowerment: International Week for Equality and Tolerance
 - c. Feminative forms in the Academic Discourse Conference
 - d. University without Discrimination Conference
 - e. Seminar: Women in Polish public space - appreciated or discriminated against?
 - f. training aimed at increasing the awareness of staff about transgender / inter and non-binary persons and their legal status

→ **e.g., for EPICUR-Research**

- Fostering increased consideration of gender / EDI dimensions in research questions and methods as well as in the composition of project teams to increase the quality and accuracy of research, innovation and teaching.
- Increased Research and reporting on equality in/on 'gender'
- Identifying potential issue by means of conducting quantitative survey research among the consortium.
- Students'/student led initiatives on EDI research (ALU-FR and ATh Phylis)
- Open science as a tool for inclusiveness

4.1.1. Overview

At the EPICUR universities, best practices were developed in the following fields:

- **Gender Equality**
 - Creation of gender equity committees/ monitoring teams
 - Audit and monitoring of equal treatment
 - Creation of policies and gender equality plans
 - Establishment of policies against sexual harassment
 - Installation of ombudspersons / units for a safe and confidential environment and support for students and staff
 - Promotion of equal participation of men and women at all levels
 - Language as tool of empowerment
 - Support research related to equity
 - Organizing awareness events on equity

- **Family responsibilities**
 - Installation of child care units
 - Support of students and staff with caregiving for family members



OVERVIEW

4.1.2. Measures

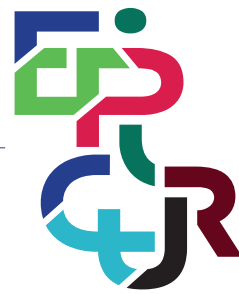
In the following, these best practices are described in more detail and how they can be transferred to other universities.

4.1.2.1. AUTH GENDER EQUALITY COMMITTEE ATUH

According to the provision of Article 33, Law 4589/2019 (Government Gazette 13 / A' / 29-2019) a Gender Equality Committee is established and constituted in each Greek University, by decision of the Senate. The non-remunerated Gender Equality Committee acts as Senate's and Faculties/Departments Administrations advisory body, with the aim to promote equality to all aspects of academic life.

This Committee is consisted of nine members in total, while six of them are T.R.S members (Teaching and Research Staff such as Professors, Associate Professors, Assistant Professors and Lecturers), one member is S.T.S (Scientific Teaching Staff) or L.T.P. (Laboratory Teaching Staff or Special Laboratory Teaching Staff) or T.T.S. (Technical Teaching Staff), one administrative officer and one student. The Gender Equality Committee has the following responsibilities:

- Preparing action plans to promote equality in teaching, research and administration and submitting an annual report to the Senate
- Making recommendations regarding measures to promote equality and combat sexism to competent bodies of the University
- Providing information and lifelong education to members of the academic community on issues related to gender and equality
- Providing mediation services in cases of complaints of discrimination or harassment



- Promoting graduate programs and organizing seminars and lectures focusing on the study of gender
- Promoting research on gender issues
- Providing assistance to victims of discrimination when they file a related complaint.

Although the Gender Equality Committee was officially established in 2019, it has been active since 2016 pursuing the following objectives:

- promoting equal participation of men and women at all levels within AUTH
- developing gender equality policies at AUTH and, in particular, developing support mechanisms for women teaching/working/studying at AUTH
- promoting discussions on gender-related issues
- supporting research related to the effects of gender ideology
- promoting gender mainstreaming in study program and courses at undergraduate and postgraduate level
- providing information and training focused on gender equality issues
- collaborating with gender equality committees at other universities within Greece.
- Submitting recommendations and proposals to AUTH Rectorate: pg toward establishing policies against sexual harassment at AUTH; toward the establishment of a “Gender Equality Office”; against sexist language within AUTH. The proposal against sexist language has been approved and is currently implemented by the Faculty of Philosophy

RESET

A Coordination and support action funded by the European Union under the Horizon2020 program, and the call “H2020-SwafS-2020-1”. 7 universities (University of Bordeaux, Aristotle University of Thessaloniki, University of Łódź, University of Porto, Ruhr-University Bochum, University of Oulu, Sciences Po Paris) join forces to co-design and implement Gender Equality Plans (GEPs) with the inclusion of all institutional ecosystems to inspire, empower and sustain gender balance at all academic and scientific career stages. All the while aiming to address challenges of Gender Equality in Research Institutions in a diversity perspective, with the objective to design and implement a human-centric, user-centered, impact-driven, inclusive vision of scientific excellence. Reset combines collective intelligence fostered and harvested through the co-design of the GEPs with an intersectional approach, with the co-design taking place through the participation and collaboration of institutional authorities, individual stakeholders, and operational entities. This way a local ecosystem with the aim of Gender Balance in the academic community and throughout society is created.

AUTH Students' Perceptions and experiences of sexual violence and harassment in the context of student life

A research project funded by the Research Committee of AUTH (Scientific Responsible: Christina Athanasiasides) under the auspices of the Gender Equality Committee & the Center for Social Research and Decision Making. The aim of the research is to record the perceptions and experiences of the student population of AUTH on harassment and other forms of sexual violence experienced in the context of student life and the processes involved therein, with the following factors being investigated: (a) the frequency and type of various forms of sexual violence and harassment, (b) the identity of the perpetrators, and (c) the efforts to address and manage these incidents by the victims, through university bodies and / or individually. This will then be studied in relation to their effects on the mental health of students. Data collection is anonymous and processed primarily for scientific/research purposes as well as for the formulation of a policy at AUTH against sexual harassment. For this project the entire student population is invited to participate, as the views and experiences of the student population are particularly useful in order to understand the nature of sexual violence and harassment and its effects. The information provided will assist in the design of an appropriate policy, with the aim of creating a healthy, safe and non-discriminatory university environment, which will support the mental health and resilience of students. The consequence of such a policy is the development of preventive programs and services

that will help reduce the incidence of sexual harassment on campus, as well as its effective treatment and support of those involved.

Phylis AUTH

A Student Association for Gender Equality at Aristotle University of Thessaloniki. Founded in October 2020 by a group of female students who share common sensitivities and concerns about gender issues, with a common vision of promoting gender equality. Its goal is to eliminate all forms of discrimination, to combat sexism and to promote the rights of the LGBTQI+ community, both inside and outside the university community. Phylis aspires to be a dynamic body of awareness and information on gender issues, with actions aimed not only at the student community, but also at all interested. Actions include but are not limited to the organization of open meetings-discussions, seminars and conferences and conducting academic research, with a general focus on gender and equality issues.

4.1.2.2. AMU

A number of initiatives taken by Adam Mickiewicz University (AMU) aimed at promoting and fostering equity, are coordinated by appointed university bodies, such as, for instance:

- Rector's Representative for Equal Treatment (as of 2022, University Ombudsperson, whose aim to ensure a safe, comfortable, and confidential environment AMU community to discuss their concerns)
- Audit and monitoring team for equality and diversity
- Anti-Discrimination Committee

As part of AMU activities, the university places a significant emphasis on gender equity and has launched projects, conferences and events, such as the following:



The project therefore strives to make AMU a better place to work for all researchers, irrespective of their gender, as well as to develop and improve solutions and mechanisms that facilitate this process.

RESEARCH CENTER FOR PUBLIC ENGAGEMENT OF WOMEN

As part of AMU activities, the university places a significant emphasis on gender equity. For example, in 2021, the Research Center for Public Engagement of Women was launched, whose tasks include initiating, supporting and conducting research cooperation with researchers from various disciplines. The activities undertaken by the Research Center for Public Engagement of Women are in line with the project When Science is a Woman (Gdy Nauka Jest Kobietą), which aims at promoting the following:

- activities for the policy of equal treatment at universities
- research and popularization of knowledge about the contemporary and past achievements of women at the university
- monitoring the needs of women working and studying at the university
- building solutions and sharing good practice in supporting women's research careers
- disseminating good work practices in accordance with the idea of Work-Life-Balance



Language of Empowerment: International Week for Equality and Acceptance

An annual seminar series organized by the Faculty of English AMU, as part of the International Week for Equality and Inclusion, providing a series of lectures with the aim to raise awareness of the dangers of discrimination and contribute to the global debate on values such as acceptance and equity. This goes hand in hand with the UNESCO Declaration of 1995 on the Principles of Tolerance. The lecture series Language of Empowerment features lectures in English as well as Polish and is open for perusal by the public on YouTube.

Further activities: Feminative forms in the Academic Discourse Conference , Women in Polish public space

Report on working conditions and equal treatment at AMU

A report published by AMU in 2022 with the aim of the survey research being the identification, mapping and description of the situation of male and female university staff in research, research-and-teaching and teaching-only positions at AMU in terms of social (in)equality. The survey has been conducted within the AMU community. The main dimensions of social (in)equality in the survey include gender, distribution of power and recognition, and family situation. The following aspects were taken into account: working conditions (recruitment and promotion), the biographies of respondents, the culture of the organization and of the working environment, manifestations of mobbing, microaggression, harassment, training, and reconciling professional and private life. Opinions expressed by staff at AMU were collected by means of a questionnaire, which provided the basis for drawing up conclusions and recommendations for the University authorities and faculties' heads. The ultimate objective was to promote a university where women and men, across the spectrum of diversity, will be free to pursue the academic path of their choice, have equal opportunities to develop and participate equally in the university community.

4.1.2.3. KIT

Guidelines - Gender-equitable and inclusive language and images of diversity at the Karlsruhe Institute of Technology (KIT)

In 2021, a new guideline was developed to sensitize the employees of KIT on the use of language and images. The guideline was created with the intention to contribute to the establishment of an open culture of welcome and feedback in order to live and further promote equal opportunities and diversity at KIT through lively and appreciative communication.

Language is dynamic and subject to a perpetual transformation. Not only does language pick up changes in society and reflects them but the usage of language also has an impact on perceptions and realities. It is therefore of great importance to continuously adapt the usage of language also in an academic setting to be able to serve as an inclusive, open-minded space for all people involved and connected to the university. The guideline does not only serve as a tool to support such processes but is also a commitment how people at KIT should speak

about and with each other. In more concrete details the guideline includes for example the recommendation to use gender-neutral personal designations, as the generic masculine form of address is not “with-the-times” and does not follow the spirit of what KIT stands for. The guide offers examples on how to implement gender-neutral personal designations in practice, such as unpersonal pronouns, substantive participles and adjectives and collective designations. Another focus is on inclusive language, which includes the avoidance of dehumanizing language and stereotypes. A disability is only part of a human’s story and should therefore also not be at the center of language use. At the forefront of all communication should be the human, nothing else.

Another area of interest of the guideline is the usage of images such as photos and videos. Using the right images can support the pathway towards a more inclusive, equal opportunity and open society. Next to gender-based/balanced and sensibility regarding diversity the thematic context of an image, the criteria of the right to one’s own image and data protection are areas to be looked at. Concrete examples include among others the avoidance of gender stereotyping in image use. Photos and videos that perpetuate gender stereotypes do not correspond to the zeitgeist and are not supportive of an inclusive environment that KIT wishes to foster.

Guidelines on Diversity and Inclusion

The Helmholtz Association developed guidelines on diversity and inclusion with the aim of actively shaping the organizational culture to include all people and give them equal opportunities for influence, participation and individual development. Successful inclusion is reflected in the fact that the people who work at the centers experience an atmosphere of respect and fairness, appreciation and belonging, security and openness, and are convinced that they can fully develop their talents and grow personally here.

4.1.2.4. UHA

- Equity Action Plan
- Gender and Sexual violence and Harassment Alert and support cell.

4.1.2.5. BOKU

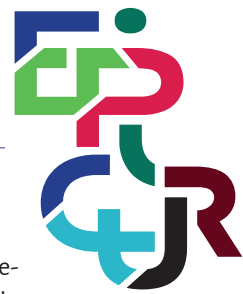
Coordination Office for Gender Equality, Diversity, and Accessibility

The Coordination Office for Gender Equality, Diversity, and Accessibility was founded in 2004 and is responsible for the promotion and implementation of BOKU measures in the field of gender equality, diversity, and accessibility and in the provision of information and advice to BOKU members on these topics, as well as the statistical proceedings of gender and diversity-specific BOKU data. The Coordination Center provides the biennial Gender Equality and Diversity Report and is also the contact and counselling point for BOKU members as well as for external persons and institutions.

KinderBOKU

BOKU has its own division called KinderBOKU that coordinates and develops services for children and parents at BOKU. The division informs and advises students and staff members with care responsibilities, develops and organizes both regular childcare and holiday care for children of students and staff as well as childcare during BOKU events. BOKU is also committed to the Charta “Family in Higher Education”, confirming support and better work-life-balance for students and staff with diverse family concepts and care responsibilities.

The KinderBOKU also develops and realizes projects for the transfer of knowledge to children and adolescents. BOKU is particularly well suited for such a task due to the closeness of its fields of knowledge and research to real life. With the participation of BOKU teachers and students as well as in cooperation with other educational institutions different forms of knowledge transfer take place. The colorful and diverse offerings arouse



children's interests and in turn involved scientists are challenged by the children's unbiased views and comprehensive questions to see their scientific work and teaching from a different perspective. One concrete example for such a transfer of knowledge is the Children's University BOKU (KinderuniBOKU), a cooperation with the Children's University Vienna.

UniKid-UniCare Austria

The University also promotes UniKid-UniCare Austria, a professional support network for combining family responsibilities (responsibilities for children, caregiving for family members) with studying and working at Austria's universities. This is in order to foster inclusion of different forms of parenting combined with studies or teaching. The Goal of UniKid-UniCare Austria is to support and foster a sustainable, long-term cultural change at Austria's universities through strategic and operative engagement.

GENDER EQUALITY PLAN



With the Gender Equality Plan embodied in the statutes, BOKU is committed to the promotion of equal opportunities for all BOKU members. This plan motivates all BOKU members to interact in an appreciative and resource-oriented manner. The gender equality work at BOKU is based on several legal foundations and international agreements. Through the implementation of the Gender Equality Plan BOKU strives to achieve the following strategic and operative goals:

- Ensuring equal opportunities for all university members and all admission applicants
- Avoiding disadvantages and discrimination based on gender, ethnicity, religion, belief, age and/or sexual orientation
- Implementation of diversity management and application of gender mainstreaming as well as anchoring diversity in all areas of BOKU
- Promotion of information and communication on the subject of equality, diversity and compatibility
- Maintaining and expanding the integration of women- and gender studies in research and teaching
- Promotion and integration of diversity processes with a focus on inclusion
- Ensuring a respectful/livable work and/or study environment taking into account the compatibility of study/work for university members with care responsibilities for children and relatives in need of care
- Ensuring an adequate infrastructure to achieve equality in all areas

Language and Image Gender Diversity

Language and Image Gender Diversity and implementing non binary gender categories in communication software systems is a key initiative of BOKU which has started following a governmental decree in Austria on inclusive language. The goal is to ensure that language is inclusive, violence-free and critical of discrimination

BOKU is about to implement a long-term process of Diversity Strategy to promote gender balance in all organizational units, create an environment free of discrimination and with equal opportunities for all students and staff members, and establish a diversity-oriented organizational culture.

4.1.2.6. UNISTRA

The University of Strasbourg (Unistra) has been institutionally committed to gender equality policies since 2009, setting in 2021 a vice-presidency for gender equality with the ambition to implement systemic institutional changes in the coming years. The aim is to guarantee a serene working and study environment for all staff and students. The Equality-Parity-Diversity unit is in charge of implementing dedicated actions. A network of Equality correspondents is being built to disseminate the equality-parity-diversity policy in each departments and central services of the university.

Since 2009, the comparative situation between men and women report provides information on gender-segregated data of the institution's staff and enables actions to be adapted to move towards greater equality. Specific measures have been taken with regard to recruitment committees: a proportion of at least 40% of members of the same sex must be respected. In addition, the University of Strasbourg has specific measures in place to support parenthood and offers female faculty the opportunity to spread their reduction in service due to maternity leave over two consecutive years.

Gender Equality Plan (2021-2023)

A Gender Equality Plan (GEP) has been established for 2021-2023. It covers the prevention of gender pay gaps, the guarantee of equal access for women and men to trades, jobs and promotions, the work-life balance issues, the sexual harassment and anti-discrimination policies and the equality actions towards students.



LISTENING AND SUPPORT UNIT FOR VICTIMS AND WITNESSES OF SEXIST, SEXUAL AND HOMOPHOBIC VIOLENCE

The fight against all forms of sexist, sexual and homophobic violence is a priority for the University. A mechanism has been deployed since 2018, including a listening and support unit for victims as well as a support and counseling unit for faculties. Awareness activities on this specific issue are offered each year to students as well as members of the university.

The staff training in professional equality between women and men

Continuous training on gender issues is organized for all staff members. Two levels are offered each year. Sessions are also organized for the awareness of unconscious bias among selection committee juries.

Awareness-raising events

- The equality week, each year in March
- International Day for the Elimination of Violence against Women, each year in November



4.1.2.7. ALU-FR

The University of Freiburg (ALU-FR) has several measures in place to support equity, diversity and inclusion. Although almost all of these measures support not only one dimension, below all measures are listed respective to their main target, starting with measures pertaining to Equity.

A Guide for Practice: Against Sexual Harassment, Violence and Stalking

A 4th updated Version of the Guide for Practice: Against Sexual Harassment, Violence and Stalking is available for all interested members of the university and beyond at the ALU-FR website. The guide includes examples of what sexual harassment, violence and stalking may look like and brings to attention support and recommended actions for affected persons. It furthermore shows measures and consequences and provides an oversight of the legal foundations and legal provisions the guide is based on.

Website on gender-sensitive language and image design

The Equal Opportunities Office of ALU-FR offers a website with information regarding rules, examples of usage and further information on the topic of gender-sensitive language and image design. The information provided includes:

- Gender-sensitive language and the third option
- Examples for gender-sensitive ways of speaking and writing
- Regulations and recommendations at the University of Freiburg
- Gender-sensitive language in English
- Non-discriminatory imagery
- Literature, guidelines and more

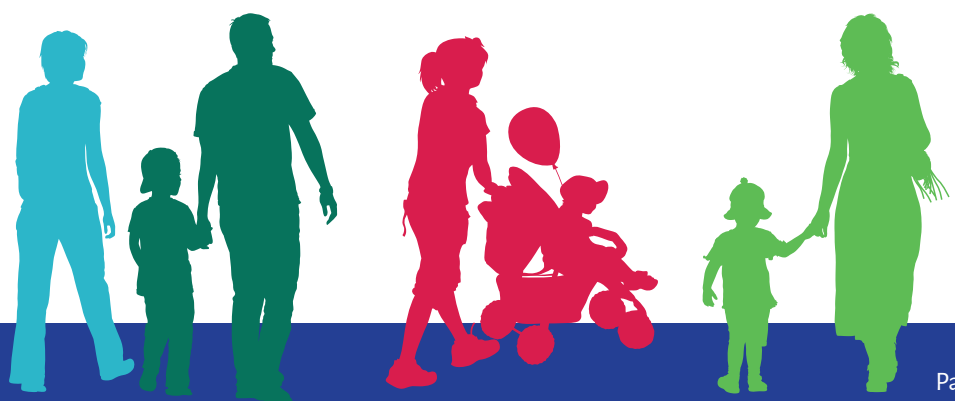
CORA Coaching Women for Research and Academia

The Cora Coaching Women for Research and Academia is a program intended for female researchers at ALU-FR who have submitted their thesis, female postdocs, assistant professors, and group leaders from all faculties. The number of participants per year is ten and the aim of the program is to support successful applicants professionally with coaching and workshops on strategic career planning. The content of the program is as follows:

- One-on-one coaching with a maximum of eight sessions
- Exclusive training sessions to complement the University's regular advanced training program
- Motivation through regular get-togethers of a peer group
- Development of a network of female researchers

Family Service

The Family Service has the aim to provide reliable structures to enable employees and doctoral students at ALU-FR to combine their professional and family lives. Family Service provides information on childcare offers and the framework conditions for family support. Childcare facilities at the University of Freiburg run by Familien-service GmbH are part of the Family Service. Procedures Governing Appointments to Professorships at the University of Freiburg => For further information please contact the colleagues at ALU-FR.



Staff Equal Opportunity Representative

According to the Equal Opportunity Act of the State of Baden-Württemberg (ChancenG) the Staff Equal Opportunity Representative is the contact person for all people working at the University of Freiburg in the fields of administration, services, cleaning service, technology/IT and in laboratories. Their aim is to ensure professional equality, especially for women, and the reduction of discrimination. The legal mandate for the Staff Equal Opportunity Representative includes the below mentioned points:

- Advice on equal opportunity issues
- Advice on compatibility
- Accompaniment of personnel recruitment
- Participation in University committees

Since the respective amendment to the law in 2016, the Equal Opportunity Representative has the right to participate in all hiring and promotion processes and can attend job and personnel selection interviews.



MENTORING PROGRAMS

ALU-FR also offers a range of mentoring programs on a variety of topics

- Kite Mentoring: A mentoring program for female doctoral candidates and postdoctoral researchers in the fields of physics, chemistry, pharmacy, mathematics, computer science, engineering, biology and medicine. The program is offered in English and is composed of three pillars: mentoring, training and networking
- Futura Mentoring: This program pursues the goal of promoting young women in academic professions and/or management positions as well as the promotion of women who already have managerial responsibility, run their own companies or aspire to such functions.
- EIRA Mentoring: Since the late 1990s, mentoring programs have emerged at numerous universities and colleges to increase the presence of women in all disciplines, including medicine, and in management positions. The EIRA mentoring program at the Freiburg Medical Faculty was launched in 2010 and has so far supported 116 mentees for a period of 1.5 years.
- Justitia Mentoring: The Justitia mentoring program was founded in 2003 with the purpose of offering female law students the best possible study conditions and optimal starting opportunities for an equal career. The individual mentoring of the students (mentees) is provided by lawyers (mentors) who are close to the university and studies. The female students are usually accompanied throughout the entirety of their studies.



4.1.2.8. SDU

At the University of Southern Denmark (SDU), a number of different initiatives is already in place, centered around SDU's GEP, SDU's GE vision statement as well as the SPEAR-Project.

Gender Equality Plan (GEP)

The GEP of the SDU organizes and monitors equality efforts across the University/entire organization. Launched in 2021 the GEP will support and path the way towards the gathering and dissemination of equality efforts, such as initiatives that have been launched by local and central committees and thus optimize and further develop such work.

SDU's GEP is made up of concrete reporting documents as well as annual activities that, based on the implemented process plan, involve all aspects of SDU's management and equality organisation (local and central). The core subjects of the GEP are as follows:

- 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 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

Included in the GEP are annual Gender Equality (GE-) Action Plans from six main fields (i.e. the five faculties and central administration). The Action Plans serve to replace the annual reports that have been provided by the six local gender equality committees in the past.

All heads of departments and heads of division at SDU carry the responsibility to work with one to two focus areas in their respective departments over a period of two+ years. The focus areas are identified based on the needs of each unit and tend to include the adoption of an equality and diversity perspective on other ongoing development tasks. All managers at SDU furthermore have access to close support and assistance from SDU's GE organization, including the local gender equality committees and GET.

GE vision statement

The GE vision statement serves to underline the determination of SDU and its commitment to informed, continuous and ambitious equality efforts.

The vision statement acknowledges that SDU is a diverse organisation, where inclusive and welcoming conduct is promoted and room as well as respect is given for differences. Equality efforts at SDU are closely aligned with strategic goals and the primary responsibilities of the University. The equality efforts undertaken at SDU include an attention to all diversity parameters including but not limited to working- and study environments.

SDU's strategic GE-focus includes all diversity parameters with a strong focus on gender equality and inclusion. Gender Equality is part of all endeavours undertaken by the University. The close coupling to specific challenges and considerations allows for GE efforts to support work, and study environments as well as the execution of the university's primary tasks.

SPEAR project

The SPEAR project supports the implementation of GEPs in Research Performing Organisations (including Universities) based on a distinct methodology committed to Compass (Creative, Open, Mitigative, Processual, Accountable, Smart, Sustainable) changes. This project has received funding from the European Union's H2020 research and innovation program under grant agreement No 824544.

The SPEAR project operates with four overall objectives, based on the European Research Area's central Gender Equality objectives, as follows:

- increasing the number of RPOs with implemented Gender Equality Plans (GEPs),
- removing barriers and improving career prospects for women in academia,
- improving the gender balance in decision-making bodies and
- strengthening the gender dimension in research content

To ensure a lasting impact of SPEAR's objectives is created a systematic approach, deep knowledge and adequate support structures are necessary. This is ensured with the below mentioned specific objectives:

- supporting GE-practitioners in GEP implementation
- collaboration through communities: Community of Learning (CoL) and Community of Practice (CoP)
- ensuring long-term sustainability

4.1.3. EDI Experts Recommendations for Implementation

- Share lectures and develop joint lectures on equity related topics
- Share and plan events related to intersectional feminism
- Install procedures for reference, e.g. an ombudsperson or confidential advisor who provides safe and anonymous support for victims or witnesses of gender related discrimination
- Provision of a budget for equity related measures
- Discuss the creation of an EPICUR wide GEP

4.1.3.1. EPICUR STUDENTS SUGGESTIONS

- conduct a survey on harassment in the Student and Scholar Services and Outreach (university's portal)
- actions promoting feminism, but also basic measures like e.g. menstruation hygiene dispensers in toilets on campus
- possibility of changes relating to the name on platforms such as MS Teams and MS Outlook





4.2. ON DIVERSITY IN EPICUR

→ e.g. for Fostering Multilingualism & Inclusive Governance

- Applying best practices from: Bilingualism Matters @Poznan (aimed to promote multilingualism and cultural diversity) http://bm.amu.edu.pl/index_en.html

→ e.g. for EPICUR Research

- AUTH - KIT - UniSTRA Scholars at Risk Support Actions

4.2.1. OVERVIEW

At the EPICUR universities, best practices were developed in the following fields:

- **Anti-discriminatory practices**
 - Anti-discrimination committee and mediation teams
 - Anti-discrimination strategies and policies
 - Workshops on unconscious bias and critical whiteness
 - Workshops in sensitive language
- **Ethnicity and nationality related measures**
 - Interculturality trainings
- **Gender related measures**
 - Trainings for gender competence, gender awareness and sensitization
 - Address gender pay gaps
 - Transgender activities – gender sensitive language
- **Disability related measures**
 - Accessibility services and management



4.2.2. Measures

In the following, these best practices are described in more detail and how they can be transferred to other universities.

4.2.2.1. AMU

Adam Mickiewicz University, Poznań, promotes and supports the idea of diversity within a number of appointed bodies as well as initiatives and events organized by the University.

Anti-discriminatory practices

AMU is engaged in a number of activities aimed at fighting against discrimination in all forms. To this end, a number of bodies are appointed with the aim to respond to any potential discriminatory behaviors and sensitize the community of AMU on this topic:

- Anti-Discrimination Committee, responsible for scrutinizing any potentially discriminatory practices
- Anti-Discrimination Strategy and Mediation Team, responsible for formulating anti-discriminatory policies and strategies

AMU also issues publications with the goal to raise awareness about discrimination and prejudice within higher education institutions. For instance, in 2021, it published “University without Discrimination: Counteracting mobbing and sexual harassment in the social environment of Adam Mickiewicz University, Poznań. A guide for employees, PhD candidates, and students”, which strives to raise awareness on these topics so as to try to eliminate such types of behaviors at AMU.

Also, in order to further develop measures and tools fostering equity, AMU conducts qualitative and quantitative survey research on various aspects of discrimination and harassment (e.g., survey research on sexual harassment in the AMU academic community, conducted in 2021-2022).

Crucially, a number of activities and initiatives towards mitigating discriminatory behaviors are regularly promoted by means of organizing conferences and events (e.g., Anti-Discrimination Days; University without Discrimination Conference).



University Social Responsibility

Since 2017, AMU has been one of the signatories of the Declaration of University Social Responsibility. The document emphasizes the role of universities as a place for creating and transferring knowledge about the reality that surrounds us, as well as the need to cultivate academic values. It also stresses the need to shape the social and civic attitudes of the future generations, which will foster community building, creativity, openness, communication, as well as social sensitivity and work culture.

AMU assumes university social responsibility to be one of the most important goals of higher education institutions, often referred to as their third mission (together with research and education). To this end, AMU emphasizes responsible research and education programs that meet the contemporary calls and expectations of various stakeholders. It also carries out a policy of social responsibility at the level of internal management and organization.



Furthermore the issues related to university social responsibility are also regularly discussed within the AMU Senate Committee for Communication and University Social Responsibility, which also organizes a regular series of lectures on “A Socially Responsible University: On the role of universities in shaping pro-social attitudes”, whose goal it is to contribute to the discussion on the importance of such values as academic freedom, diversity, and acceptance in the context of higher education. It also serves as an opportunity to present possible threats limiting these values.

4.2.2.2. KIT

Intercultural training for international students with and without refugee status

In cooperation with the Karlsruhe-based NGO „Freundeskreis Asyl“, the coordinating office for the integration of refugees at the International Students Office of KIT has regularly organised two-day-workshops for incoming international students with and without refugee status, as well as for prospective students with refugee status. Not only intercultural communication, values and heroes in different cultures, prejudices, cultural differences and commonalities were discussed, but also how to deal with homesickness and experiences of discrimination.

Workshop on unconscious bias

KIT offers an „Unconscious Bias“ training, which is intended to sensitize employees to this very phenomenon and serves as a platform for discussion and fosters the development of possible options for action. The goals of the training are to become aware of and question one’s own biases as well as to develop and discuss options for action to reduce „unconscious bias“ in the work context.

Critical Whiteness, discrimination-sensitive language and unconscious Biases

Some staff members of KIT’s International Office have organised (and will continue to do so) several workshops for their department in order to become more aware of their own hidden prejudices and biases and to become a discrimination-sensitive office.

Online training for the development of gender competence

Based on interviews with several management and executive staff as well as equal opportunity actors of KIT, further training needs on the topic of gender competence were identified and, among other things, an online training for the development of gender competence was developed. It contains the following 5 modules: (1) Introduction Gender and Gender Competence, (2) Unconscious (Gender) Biases, (3) Gender equitable communication, (4) Gender-equitable personnel selection, (5) Gender-equitable teaching, research & innovation

Empowerment for international students with experienced racism

Occasionally the coordinating office for the integration of refugees at International Students Office of KIT offers empowerment workshops for international students who have experienced racism. The workshops offer a safe space to share negative and violating experiences, to (re-)gain strength and to develop strategies in dealing with such experiences.

Diversity-Day

Once a year a diversity day is organized with various talks, information desks and other actions about Diversity at KIT.



Senate Commission on Equal Opportunity and Diversity

A commission at KIT meets regularly to discuss ED topics.

Workshop on gender awareness / gender sensitization

The Human Resources Development and Trainee Department at KIT (PEBA) offers, in addition to integrative events - especially coordinated research programs - its own thematic workshop on gender awareness. The participants learn different models that can be used to reflect on the competence to act in relation to the requirements in the respective professional context. This also extends individual competences.

Guideline Diversity in Teaching

Good teaching is also characterized by the fact that it keeps the potential of all students in mind and takes different learning approaches seriously. It is necessary to take this diversity into account, not least against the background of equal opportunities, demographic change and the „competition for the best minds“. The Guidelines provide guidance on how to appropriately address the diversity of all learners and how learning can take place in a fair setting.

4.2.2.3. UHA



ANTI-DISCRIMINATION ACTIVITIES

Universities institutions, as part of their social responsibility, must offer protection to all their users (employees and students) and must play an important role in the fight against discrimination by preventing, training, implementing mechanisms and by encouraging the dissemination of knowledge and research results about this subject.

Roughly speaking UHA understands discrimination to be the act of differentiating people based on distinguishing criteria. Discrimination leads to a break in equality between individuals or groups. Criteria/Factors that can be used and can lead to discrimination are gender, origin, belonging to an ethnic group, age, health status, disability, sexual orientation, gender identity, political or philosophical opinions, beliefs or belonging to a given religion and physical appearance. One may consider also the “intersectionality” concept which is a tool of thought that invites to look at what goes together at the intersection of discrimination.

Where gender, race, class but also age or disability produce specific dominations, unique experiences for some individuals. To understand what divides, from the point of view of discriminated persons, to better rethink the collective organization of societies and to promote real equality, lived and tested.

The fight against gender discrimination is one of the areas that provide successful steps forward/a movement in the right direction but there is still a lot of work to do to realize real gender equality. Actions within the EPICUR alliance must be addressed in the following directions:

- Assess, prevent and, where appropriate, address pay gaps between women and men
- Ensure that women and men have equal access to jobs and bodies
- Foster the link between professional activity and personal and family life
- Report and treat/deal with discrimination, violence, moral or sexual harassment, as well as sexist acts
- Promote mixing and institutionalizing gender studies



Next to gender, disability is a recent and widely regulated area of discrimination. Mainly in all countries laws on disability have contributed to the structuring of the mechanisms and actions to be implemented within institutions. In higher education, measures to promote disability are cross-cutting and concern HR resources, teaching, research and university life for students or digital services for accessibility and management. The EPICUR alliance should share best practices and make every effort to ensure greater accessibility and inclusion of persons with disabilities.

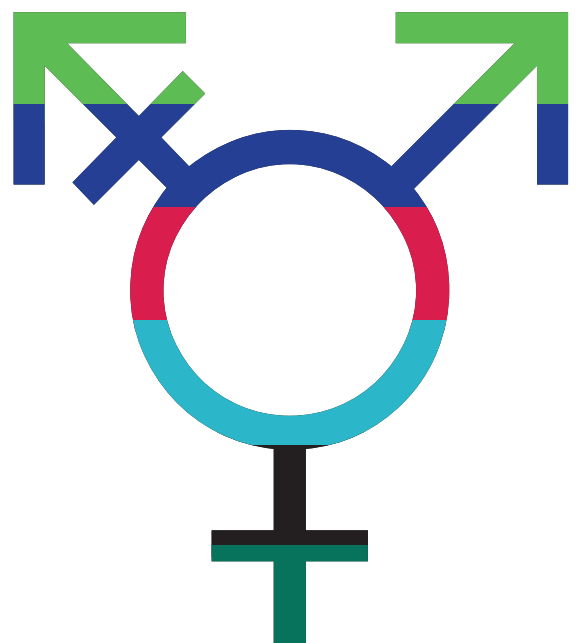
The criterion of origin is a central element in the field of nondiscrimination. Several criteria are directly or indirectly applicable: the origin, membership an ethnic group, physical appearance, the place of residence, nationality, name, religion. Promoting cultural diversity and encouraging research in this field is necessary and training will offer all students and staff the opportunity to deconstruct prejudices and bias related to the origin. Tools to avoid this discrimination are necessary and mechanisms to collect and treat complaints. Moreover, the international offices may play an important role in the reception of international staff and students. They can promote intercultural meetings and contribute to this cultural diversity.

Furthermore, the EPICUR alliance should display its commitment against hate and discrimination against LGBTQ+ people and put in place mechanisms for the prevention and treatment of discrimination based on sexual orientation or gender identity. It is recommended to organize different events and promote dialogue on these subjects, facilitate the deconstruction of stereotypes and encourage more inclusive communication. This includes the allowance of usage of the preferred/usual name on internal documents for transgender people, throughout their schooling and professional careers.

Transgender activities

Gender identity is the intimate and personal experience of gender experienced by everyone, regardless of their biological characteristics. Transgender people are people whose gender does not correspond to the sex assigned to them at birth. They can, at any time in their lives, decide to embark on a transition path or refuse the female/male binary.

The EPICUR alliance must guarantee the right to personal development and to the physical and moral integrity of transgender and transsexual persons, in line with the European Convention for the Protection of Human Rights and Fundamental Freedoms. To this aim, we recommend using as little as possible the gendered mentions in our individual and collective communications, by addressing the persons by their full name, and not by their civilities (First name, Last name, more than Madame, Mister). Moreover, all the partners should provide a process, when registering students, to include the given name and use the given name in the student's and staff internal administrative documents. This includes student card, school certificate, academic email, lists, internship agreement, mobility documents. Furthermore, one must provide in surveys an agender or non-binary option. The French HE ministry provides a package with tools to fight against discrimination.



4.2.2.4. ALU-FR

The University of Freiburg (ALU-FR) has several measures in place to support equity, diversity and inclusion. Although almost all of these measures support not only one dimension, below all measures are listed respective to their main target, starting with measures pertaining to Diversity.

Toolbox Diversity in Teaching

The aim of the Diversity in Teaching Toolbox is to give everyone involved in teaching at ALU-FR the opportunity to find, test and apply instruments for self-evaluation, specific teaching-learning methods, checklists, and learning units on central didactic fields of action for such diversity-sensitive teaching in their respective teaching settings.

Dealing with the contents of the toolbox does not require any specific prior knowledge. All that is needed is a certain degree of openness, an interest in trying new things as well as a little time. As always, when it comes to dealing with different people, there are no nostrums. All the topics, examples, and suggestions given should therefore be adapted to your particular (teaching) context, if necessary.

Tag der Vielfalt / Diversity Day

Called to live ten years ago (in 2012) by the Charta der Vielfalt the Diversity Day is a nationwide day of action celebrated every year under a different topic/theme out of the wide field of diversity.

Student representative office

The student representative office is made up of a variety of working groups working on a variety of topics. One of the working group has as a focus: anti-discrimination. The working group against discrimination, this working group works against racism at the University of Freiburg and is represented by two speakers. In the year 2018/19 a student reporting office for racist incidents at the University of Freiburg in cooperation with the BIPoC* group was set up. Future tasks will be to expand this campaign and thus create more awareness for everyday racism and other forms of discrimination.

Intercultural Mentoring

In the Intercultural Mentoring program (ICM), international newcomers (mentees) are matched by subject of study with experienced students from all university departments (mentors). Mentors help mentees in the process of integration into the German academic system and culture. To appreciate the efforts and commitment undertaken by the ICM mentors and mentees a certificate is handed over at the end of the mentoring relationship. So far, over a thousand students have benefited from the ICM program. During the course of the mentoring relationship intercultural competence trainings as well as a crash course on studying at ALU-FR are offered among other things.

International Club (SWFR)

The international club consists of students from around the world that are currently studying at one of Freiburg's universities. The goal of the club is to meet people from all across the globe, get to know different cultures, see the bigger picture and learn about what is happening in the world. The club hosts regular club events as well as an interactive language corner.

There are also organised tours (Studitours) around Freiburg.



Student Health Management

In the 2019 summer semester, the University of Freiburg established student health management (SGM) in cooperation with the AOK-Die Gesundheitskasse. The establishment of the SGM supports the creation of a holistic, healthy environment for students and facilitates the implementation of a healthy lifestyle throughout the entirety of the study period. To this end, existing actors who offer measures for students in the field of health promotion, are being connected. This includes counseling offers, workshops, seminars and exercise offers. A comprehensive needs analysis in the winter semester 2020/21 should show deficits in the range of offers so that new measures can be developed according to the wishes and needs of the students.

Advice on student finance

The most important topics in the consultation include the selection of a program that suits individual needs and the preparation of a promising application. To this end ALU-FR offers a variety of consultation offers:

- Scholarship advice for incoming students (exchange or short-term students)
- Scholarship advice for Freiburg students (domestic and abroad)
- Financial help

Furthermore, the student services also offer consultations for free, in order to provide support and attend to individual students' needs. Next to financial advice, advice on legal and social matters is also offered.

4.2.2.5. UNISTRA

Training courses

Training courses on discrimination and gender equality are offered to students, either as a mandatory course for undergraduates or as an optional course for master students. Similar gender awareness training will be organized at the doctoral school level over the next three years.

Discrimination: identification, understanding and means of action Class

A class for non-specialist undergraduate students. This course, taught by an interdisciplinary team, addresses discrimination based on disability, gender, sexual orientation, religion, physical appearance, age, and real or assumed membership in an ethnic group or nation. It is an opportunity to meet the actors of the society who fight daily against these discriminations (associations, researchers...) and to discover resources for action.

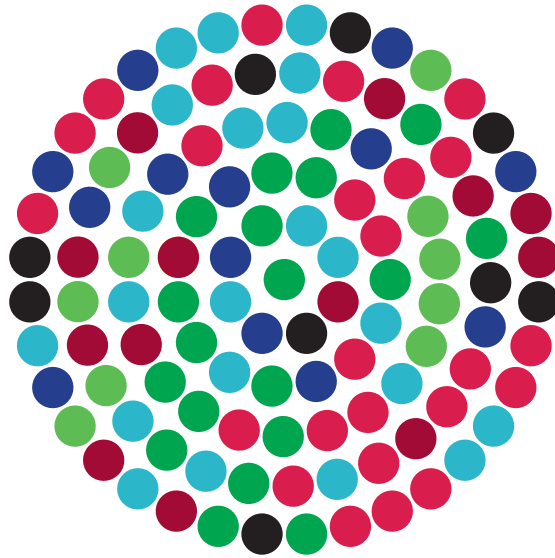
4.2.3. EDI Experts Recommendations for Implementation

- Install an ombudsperson for people who witness or are victims of discrimination, which offers safe and anonymous support
- Open university awareness days to all EPICUR members and create joint activities
- Include gender and discrimination sensitive language into EPICUR language policy
- Development and sharing of awareness and anti-discrimination workshops

4.2.3.1. EPICUR STUDENTS SUGGESTIONS

- Creating Community Association, eg. LGBTQA+ Community on campus
- Anti-discrimination Committee at university





4.3. ON INCLUSION IN EPICUR

- **e.g., for Management of the project**
 - Strategy for students and staff w/physical and psychological disabilities

- **e.g., for Innovative learning & teaching formats for European Citizens of the future**
 - Interdisciplinary Didactics via lecture series:
 - Explain EDI principles to the community of practice/EPICUR instructors

- **e.g., for Pave the way for an Inter-University Campus, using a student (+staff) centred approach**
 - Setting up and developing offers for children and parents within the consortium university: (in terms of mobility)
 - Training for digital skills for students and staff
 - Testing accessibility

- **e.g. for Dissemination and Sustainability**
 - Increasing social awareness by means of organizing events that promote diversity, inclusion, and acceptance, using the best practices already followed by the consortium:
 - Sensitizing for needs of students with disabilities
 - Talking and writing about people with disabilities (using gender sensitive and inclusive language)
 - Establishment of advisory structures for inclusive studying

- **e.g. for EPICUR-Research**
 - Identifying potential issue by means of conducting quantitative survey research among the consortium.

4.3.1. OVERVIEW

We address the groups that are aimed to be included in EPICUR that are underrepresented due to ethnics, language, cultural or religious background, gender, disability or particular abilities. Not all groups are addressed by the Best Practices yet.



At the EPICUR universities, best practices were developed in the following fields:

■ **Disabilities & chronic diseases**

- Support of students with disabilities during their studies, e.g. literature transfer, exams with compensation of disadvantages, training for improvement of working techniques
- Information event for students with visual impairments
- Application training for students with visual impairments
- Support for students with impairments and chronic diseases during research opportunities at a foreign university
- Lecture about accessibility
- Lending pool for assistive technologies
- Accessible Campus – database about accessibility of buildings

■ **Refugees**

- Scholar at risk, building local and regional networks
- MORE initiative for refugees

■ **Anti-Discrimination Activities**

Currently, there are no activities regarding the inclusion of underrepresented groups due to ethnics, language, culture or religion.

4.3.2. Measures

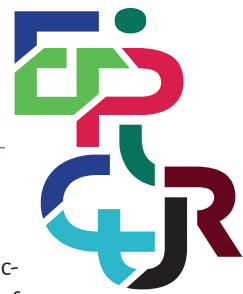
In the following, these best practices are described in more detail and how they can be transferred to other universities.

4.3.2.1. AUTH

Scholars at Risk (SAR)

An international network of over 540 higher education institutions working to protect threatened scholars, prevent attacks on higher education, and promote academic freedom and related values. By arranging temporary academic positions at member universities and colleges, Scholars at Risk offers safety to scholars facing grave threats, so scholars' ideas are not lost, and they can keep working until conditions improve and they are able to return to their home countries.

Scholars at Risk also provides advisory services for scholars and hosts, campaigns for scholars who are imprisoned or silenced in their home countries, monitoring of attacks on higher education communities worldwide, and leadership in deploying new tools and strategies for promoting academic freedom and improving respect for university values everywhere.



In Europe, SAR's network includes over 350 institutions in 26 European countries, including 12 national SAR sections and 10 major partner networks. By joining the network, members send a powerful message in support of these goals and advance the global conversation on the importance of academic freedom to higher education quality and to society. Members have a variety of opportunities to get involved in this important work and engage with SAR's global community. <https://www.scholarsatrisk.org/scholars-at-risk-europe/>

AUTH decided in 2018 to become a member of the Scholars at Risk Network, the first such Greek university partner of SAR. In 2019, AUTH joined forces with 9 other partners in Europe in the Inspireurope project. In June 2021, Greek higher education institutions established a Scholars at Risk Greece section to coordinate activities across Greece in support of scholars and to promote academic freedom, with a public launch planned for October 2021. Among other initiatives, AUTH prepared the Researchers at Risk Welcome Guide to Aristotle University of Thessaloniki where important information on the Aristotle University, the city of Thessaloniki, and also all the information needed for the first steps to arrival and settling down, visa, accommodation, health and family issues are given.

Student Support Office

Committed to supporting the development of a barrier-free learning environment and to providing students with disabilities with equal opportunities in their academic pursuits, AUTH provides care and support to students from Vulnerable Social Groups in order to enhance their participation in academic activities and life within the University through the Student Support Office. Among others, the Student Support Office records the needs of students with disabilities, coordinates their transfer inside and outside the university, assist students with the problems they might face, facilitate their attending in classes, their participation in the exams or their communication with teaching staff, informs them about educational activities taking place within the University, facilitates their access to audiovisual or other educational materials suitable for them or assist them with any other need that could emerge during their studies. The student support office organizes a network of student volunteers, offers psychological support as well as financial assistance and social care through "student gardening". The purpose of this action is to create an environment that promotes ecology, social contact, creative activity and contributes to the health and mental well-being of the participants.

Also, a network of Academic Advisors, teaching staff members from each school of AUTH, has been activated in order to provide substantial support to students belonging to the sensitive social groups (EKO). The purpose of this action is to offer responsible counseling to undergraduate students belonging to sensitive social groups as well as to strengthen personal communication between students and teachers.

Students of sensitive social groups can contact him/her for specific issues related to their studies. The Academic Advisor of each department is always available to support and manage any academic or personal difficulty by providing the student with counseling support and guidance, while ensuring that any issues that arise during his / her studies at the University are resolved.




4.3.2.2. AMU

As part of initiatives taken by Adam Mickiewicz University, Poznań, towards increasing inclusion, AMU is engaged in a number of activities aimed at promoting socially inclusive tools, services, and behavior towards the whole University community. These usually address minority groups or groups at risk of social exclusion.

To do that AMU is consistently developing its strategic activities and tools in order to support students with disabilities, which are represented by a Rector's Representative for Students with Disabilities. AMU also promotes socially responsible behavior towards potentially excluded social groups (such as, for instance, the Visible Hand initiative aimed at helping the elderly members of the AMU community during the COVID-19 pandemic). Importantly, when supporting minority groups within AMU, the university also focuses on transgender persons by, for example, developing new inclusive tools or running training aimed at increasing the awareness of AMU staff about transgender persons and their legal situation.

Furthermore, to respond to the increasing internationalization of AMU, Poznan, and of Poland in general, a number of bodies operate within Adam Mickiewicz University, Poznań:



BILINGUALISM MATTERS @Poznań

BILINGUALISM MATTERS @POZNAŃ

Bilingualism Matters (BM) @Poznań is a branch of Bilingualism Matters, an internationally recognized center at the University of Edinburgh. Within AMU BM @Poznań is affiliated with the Faculty of English and has the following aims:

- To increase general awareness concerning bi/multilingualism
- To encourage bi/multilingual schooling policies
- To make research findings accessible to general public
- To help make informed decisions on language learning and use
- To promote knowledge concerning linguistic diversity in Poland and beyond
- To encourage minority language maintenance
- To establish links with other BM branches

The importance of multilingualism and multiculturalism is emphasized within the mission and all activities organized by Bilingualism Matters @Poznań. BM @Poznań strives to promote linguistic and cultural diversity by means of organizing regular open lectures, workshops, and individual consultations – all aimed at promoting knowledge, increasing general awareness, and encouraging new schooling policies. BM @Poznań cooperates with parents, teachers, health professionals, policy makers, and employers.

Center for Migration Studies AMU

At the Center for Migration Studies (CeBaM) at AMU social and cultural anthropologists conduct research on international migration. The results of the conducted research are disseminated outside scientific communities and translated into policy and programmatic recommendations. There are three main activities that take place



in CeBaM: a) Research activities b) Educational activities c) Practical activities, which will be explained in more detail in the following paragraphs.



- a) Research activities: The center is a cooperation platform for scholars researching a wide range of migration phenomena and carries out interdisciplinary as well as international research project. The specialization of the Center for Migration Studies lies in conducting basic qualitative and participatory action research.
- b) To disseminate the acquired knowledge the Center offers public lectures on international and forced migration, refugee and immigrant integration, and cultural diversity. It also organizes didactic activities, including workshops and classes for students on the subject of international migration.
- c) Last but not least the center also collaborates with municipal governments, public officials and non-governmental organisations to apply its research findings to practical solutions. To that effect the first Migrant Info Point (MIP) was opened in 2013 by CeBaM, a first information clearing house and advisory point for immigrants in Poznań.

AMU WELCOME CENTER

AMU also runs a Welcome Center, which serves as a point of contact for foreign AMU guests and carries out the following tasks:

- providing foreign University guests (including students and PhD students) with information about the University (involving the University principles and organisation, course of study, or social and welfare issues), about the city, the region, as well as legal and formal issues (including safety and medical care) related with the legalisation of residence, getting around the city, the region, and the country,
- informing about accommodation in AMU students' dormitories in Poznań
- walking the international students through the process of choosing a research tutor/mentor
- providing help and assistance in solving issues related with visas, health insurance or residence legalisation
- gathering and sharing information about open events organised for students in the city and region
- organising guided tours of the University Faculties and their premises
- providing training courses and workshops on AMU activity, characteristics and specificity of Departments, Faculties, doctoral schools, research centres, as well as interfaculty and non-departmental units
- organizing meetings and events for and with participation of international students and workers, both periodic (like orientation day, culture week, the University holiday) and occasional (like events organised within the framework of Academic Poznan initiative)
- preparing and organising different activities both for AMU international students and workers, in cooperation with the students' council, ESN (Erasmus Student Network) and study groups



4.3.2.3. KIT



Center for Digital Accessibility and Assistive Technology (ACCESS@KIT) formerly Study Center for Visually Impaired Students

ACCESS@KIT supports and advises visually impaired students and prospective students in all study courses offered at KIT by transferring all learning material and exams to an accessible format, conduct exams with compensation of disadvantages and providing training to improve working techniques. Within the Accessibility Lab, innovative and individual solutions for accessible studies, especially in STEM (science, technologies, engineering and informatics) fields are developed. Thereby, students with blindness or low vision get the opportunity to study in a self-determined and inclusive way at KIT and to find access to professional life.

Annual Information Event for Students with Visual Impairments

Since 2020, ACCESS@KIT offers a virtual information event for prospective students from German-speaking countries once a year. The goal of this event is to address all topics of studying with visual impairment or blindness.

My Profile – a totally different application training. A seminar for visually impaired students

Interviews are stressful situations for many applicants. They often feel insecure when being asked what their strong and weak points are and why they are interested in this company. Students or job seekers with visual impairment have additionally to cope with the problem how to address their visual impairment. The professional planning procedure Life/Work Planning (LWP) offers practical and field-tested solutions which are presented in this seminar. The seminar is offered virtually in 2022 for the first time.

MINTernship inclusive

The pilot project MINTernship inclusive offers an inclusive approach to our international research opportunities program and is funded by the Baden-Württemberg Foundation. In cooperation with KIT's Representative for Students with Disabilities and Chronic Diseases, the International Scholars & Welcome Office of International Affairs (INTL) and the ACCESS@KIT – Center for Digital Accessibility and Assistive Technology. They offer a tailored three- to eight-month research opportunities to students with disabilities and chronic diseases in bilateral exchange with the University of North Carolina at Charlotte, USA (incoming and outgoing) and in the incoming programs with the University of Waterloo, Canada and Queensland University of Technology, Australia.

Lecture Digital Accessibility and Assistive Technology

The lecture provides an overview of IT-based Assistive Technologies (AT) for people with visual impairment and includes the following topics: (1) Basics of visual impairments, the causes and effects, (2) Existing assistive technologies for different fields of application, (3) AT for information access, (4) Accessible software development (5) Accessible design of websites (6) Use of AI-based methods for the development of new AT for mobility support, information access, and other applications for people with visual impairments.

Assistive technology lending pool for students with visual impairments

Many students have no or insufficient technical equipment when starting their studies. It also may happen that assistive technology breaks during studying on short notice. Students therefore need an alternative solution quickly. For this purpose, students can ask for a temporary solution from the lending pool at ACCESS@KIT. If needed aids can be borrowed. The pool comprises primarily mobile devices such as notebooks, magnifying software, screen readers, camera systems and mobile Braille displays.



Accessible SmartCampus

Information about the accessibility of the KIT campus for people with mobility, visual and hearing impairments was collected during the project. The database includes information about guidance systems, access to buildings (ramps, door openers, etc.), elevators, toilets for people using wheelchairs, facilities for orientation in the building and the equipment of lecture halls, etc.

Training on How to Make Documents Accessible

Providing teaching material that are accessible is the prerequisite that students with visual impairments can participate in the lectures. ACCESS@KIT provides training workshops on how to make documents accessible.

Scholars at Risk (SAR)

KIT's concept to support threatened scholars, primarily developed by the International Scholars and Welcome Office (IScO), has as its key objective the profound integration and participation of displaced researchers in the scientific community and their new surroundings and is being implemented through a comprehensive guidance adapted to the special and individual needs of each at-risk researcher by the scientific mentor and the hosting institute, IScO, and other departments and service providers at KIT. Apart from raising awareness of the special situation of at-risk researchers, the main focus is on the scientific potential of exiled researchers and the development on future perspectives."

- **2016:** Launch of the Philipp Schwartz-Initiative (PSI) by Alexander von Humboldt Foundation
- **2016:** Establishment of a coordinator for refugeeed students and prospective students at KIT, KIT joins the SAR Global Network
- **2016:** SAR Germany: KIT is founding member and since represented in the steering group
- **2016:** KIT starts hosting at-risk researchers in the frame of PSI. Currently, 7 researchers are in Karlsruhe, including two alumni
- **2021:** Launch of the DAAD Program "Hilde Domin" in support of students at risk in Germany

Support, promotion of awareness and local or regional Networks: Contributions

- **International Scholars & Welcome Office (IScO):** Establishing reliable structures and procedures, advice and guidance for fellows and hosts, e.g. on career perspectives, hosting at risk academics.
- **Lecture series** World Science Café - since 2016, in cooperation with ZAK, Center for Cultural and General Studies of KIT
- **International workshops** with researchers at risk and supportive researchers, representatives of SAR and cara to foster exchange, supportive networks and joint strategies
- **Founding of PSI PLUS:** Network of universities and research institutions in Baden-Württemberg and Alsace in 2020 and establishing a virtual platform for continuous exchange



Inclusion of children with educationally disadvantages

KIT organizes a mentoring program “Balun and you” for children from poorly educated households by students from KIT. The personal development and results at school of the children are improved by the mentoring and the extracurricular support of a primary school child. In parallel, the own social competency improves.

4.3.2.4. UHA

Disability Mission

Consisting of an office providing support to students with disability and playing the role of interface between them and education department and other offices at university.

Transgender / Given name

Transgender students have the right to register with their given name to facilitate their inclusion. The process includes the given name and use the given name in the student’s and staff internal administrative documents. This includes student card, school certificate, academic email, lists, internship agreement, mobility documents and more.

4.3.2.5. BOKU

MORE Initiative of the Austrian Universities for Refugees

Irrespective of basic needs such as shelter, food and medical care, refugees require spaces to develop opportunities for the future. This is especially true for the youth who have lost access to schooling and (higher) education by fleeing their country – without support they might grow up to be part of a lost generation. BOKU believes in the refugee’s knowledge, skills and talents and the contributions that they can make if successfully integrated in the receiving societies. Initially MORE started out as initiative of Universities Austria (uniko, the Austrian rector’s conference) in fall 2015. Now all public Austrian universities have joined. Companies or organisations that would like to support student applicants with a refugee background can also support MORE and pay into the MORE donation account, with no amount being too small. The MORE courses at the universities offer orientation in academic study fields as well as language trainings and assist in the decision to start a specific study programme.

At BOKU, MORE students are registered as non-degree students and can attend courses and complete exams. The students can attend individual courses, which they can decide on themselves, according to their interests or in preparation for a regular degree programme. Examinations that have been passed positively are then recognised for a regular degree programme if the applicants apply for it. Locally committed BOKU students and volunteers (Study Partners) support MORE students in tailored language learning settings in small groups and help with the orientation in the universities “everyday-life”. At the University, in collaboration with the Students’ Union, students from the same study fields will assist MORE students in choosing their courses and their participation.

Barrier free: Accessibility at BOKU + BOKUeasyaccess

Accessibility at the University of Natural Resources and Life Sciences, Vienna means offering all members of BOKU barrier-free access to buildings, media, research, education and, above all, people.

Library users with physical disabilities and/or visual impairments can access e.g.

Guided tours in the library in sign language (Austrian Sign Language) and/or the Workstation for visually-impaired or blind users („VIP-workstation“). The Workstation features special hardware (Braille-terminal with 80 Braille-cells, Braille-printer, 22“ monitor) as well as special software to meet the needs of blind or visually impaired persons.



The Coordination Office for Gender Equality, Diversity and Accessibility is a service and counselling point which provides:

- Support and information on all study-related questions in connection with disability and/or chronic illness
- Individual support in organizing the studies
- Advice on financial assistance and legal framework in Austria
- Offer of orientation assistance at the beginning of BOKU studies
- Organization of technical and/or personal assistance
- Cooperation with the rectorate, advocacy groups, teachers/lecturers and those concerned in order to improve learning, working and examination conditions for the target group

This counselling service addresses potential students, current BOKU students and all BOKU employees. Further important tasks are:

- Contributing to the implementation of barrier-free access to BOKU buildings
- Publicity events and Public relations
- Stimulating projects and seminars about disability-specific topics and issues

KINDERBOKU

setting up and developing offers for children and parents at the BOKU (also in terms of mobility):

- **UNIKID & UNICARE at BOKU:** The University of Natural Resources and Life Sciences, Vienna (BOKU) takes its social responsibility to support BOKU members with family care responsibilities (children and relatives in need of care) and to improve the compatibility with work and study seriously. This includes measures to promote compatibility and raising awareness of care work in the context of diverse life and family plans.
- **UNIKID:** The department KinderBOKU (Children's office at BOKU) develops and organizes offers for children and parents at BOKU. It supports the BOKU kindergarten, which offers 55 places for students' and employees' children and is open all year round.
 - **Further offers for parents** at BOKU (examples):
 - **Organization and implementation of summer care** for school children.
 - **Advice and support for students and scientists with children** who come to BOKU as part of an exchange program (incomings)
 - Organization and implementation of childcare during events at BOKU
- **UNICARE:** Many university members also provide care and support for adult and elderly relatives. This compatibility situation poses a completely different set of challenges for those affected and is moving this issue more and more into the focus of our society. Currently, offers in the UniCare area are being developed and elaborated for BOKU members.



BOKU is beyond that also active in the following networks:

- **UniKid-UniCare Austria:** network of collaborating universities in Austria
- **„Familie in der Hochschule“:** network of more than 129 universities and higher education institutions in German-speaking countries
- The participation in both networks enables a professional and constructive exchange with the partner universities as well as the possibility to develop and implement joint activities.
- **„Showing CAREsides“:** Example of a joint UniKid-UniCare Austria event series. Target group: all university members in Austria. Format: recurring online event: professional lecture and discussion on care topics, duration 90 min. Goal: Raising awareness for care topics and making them visible Organization: Network UniKid-UniCare Austria, the online event is hosted by the member universities on a rotating basis. Dates and topics: 23.11.2021 „Parents and Corona“; 17.02.2022 „What is the pandemic doing to our children?“; Aviso: May 2022 „Caregiving and Corona“



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4.3.2.6. UNISTRA

The EURAXESS Service Centre

The EURAXESS Service Centre facilitates the necessary steps for the arrival of foreign research guests, contractual doctoral candidates, post-doctoral fellows and teachers-researchers hosted at the University of Strasbourg, and their families. The center accompanies foreign researchers in the preparation of their stay and their settlement in Alsace. The partnership agreement with the Prefecture of Bas-Rhin allows an expedited procedure for the residence permit application.

People with disabilities

The Mission handicap is a reception and support system that enables students with disabilities to pursue their studies in the best possible conditions. It organizes the appropriate assistance or adaptations and provides the necessary advice to ensure the success of their study and professional projects. It has a network of 90 referral persons and offers awareness-raising events and meetings. Regarding the staff, there is a disability correspondent within the human resources department.

Request to change the user name

Since September 2020, students enrolling at UNISTRA can request to change their first name in use by filling out an online form. The ability to request the use of a customary first name is provided for transgender or gender-neutral students, students who have begun a process to change their first name (and/or civil status) at the registry office, students who have begun a procedure to have their first name changed to French, students whose first and last names may be combined in a way that is prejudicial or ridiculous.



The use of the customary first name is taken into account in the following documents:

- Registration, roll call and attendance lists
- The minutes of the deliberations
- The posting of examination results
- Electoral lists, attendance lists and lists of candidates in case of elections
- The Pass Campus card and the Unistra e-mail address

4.3.2.7. ALU-FR

The University of Freiburg (ALU-FR) has several measures in place to support equity, diversity and inclusion. Although almost all of these measures support not only one dimension, below all measures are listed respective to their main target, starting with measures pertaining to Inclusion.

Representative for Students with a Disability or Chronic Illness

Every new student faces challenges when they first enter a university environment. This includes topics such as the beginning of courses, navigating the university city, acquainting oneself with unfamiliar subjects, taking examinations. Students dealing with chronic illnesses or having a disability on top of the above-mentioned challenges have to put in a much greater effort and overcome additional barriers in the long-term, from the start of their studies all the way to the completion of their degree.

The services at ALU-FR cater to students with mobility, visual, or hearing impairments as well as to students with chronic physical and mental illnesses. And the website “Studying with a Disability or Chronic Illness” run by the Student Service Center at ALU-FR offers concrete information on the appropriate people to turn to for specific questions and problems, helpful tips, pertinent links and addresses, and advice on legal aspects.

Disabled representative

ALU-FR also has a representative for people with severe disabilities, whose tasks include:

- **Promoting** of the integration of severely disabled (and their equal) people in the company and office
- **Representing** the interests of severely disabled people in the company and office
- **Advising and helping** severely disabled people (e.g. with problems at work)
- **Providing information** about options related to severe disabilities (e.g. partial retirement, rehabilitation, early retirement)

Inclusion agreement of the ALU Freiburg (incl. inclusion team)

The UN Convention on the Rights of Persons with Disabilities, which came into force in Germany on March 26, 2009, lays down the basis for the participation of persons with disabilities. Inclusion (Latin for “absence”) means that all people participate in social life in a self-determined manner. This means that people with disabilities no longer have to integrate and adapt to the environment, instead the environment is equipped from the beginning in such a way that all people can live on an equal footing - no matter how different they are. The ideal of inclusion is that the distinction „disabled/non-disabled“ is no longer relevant.



Inclusion in society and the working world, equal opportunities and self-determined participation of severely disabled people in working life as well as respectful, appreciative interactions with each other are a special obligation of the ALU-FR. The university sees it as a matter of course to offer severely disabled people better opportunities in working and professional life and to promote their education, training and further education as well as employment.

The inclusion agreement specifies the legal regulations for the inclusion of severely disabled people, taking into account the circumstances of ALU-FR and sets up further rules and goals for the cooperation between the parties involved. At the same time, the inclusion agreement also contributes to raising the awareness of all employees of the university, especially of those who are responsible for personnel, for the needs of severely disabled people in all work processes. The inclusion agreement is intended to help achieve the statutory quota of 5% of severely disabled people in all jobs. In addition, ALU-FR is aware of its special role in education. It therefore particularly promotes the recruitment of severely disabled trainees.

To fulfill the goals set out in the inclusion agreement ALU-FR also has a so-called inclusion team. The person of trust for the severely disabled people/disabled representative along with a deputy, two inclusion officers, the officer for equal opportunities and one expert member each of the staff council, the Gender and Diversity staff unit, the university's personnel department, the company medical service, the equal opportunities office and the trainee representatives form an inclusion team.

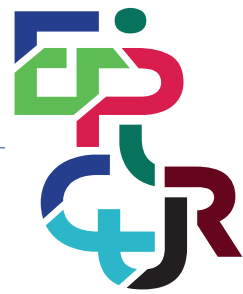
The primary task of the inclusion team is to work out strategies and to develop measures that serve to create a climate that does justice to the goal of inclusion laid down in the UN Convention on the Rights of Persons with Disabilities. An extensive distribution of information and communication on the subject of inclusion should be ensured. The inclusion team also approaches those affected and uses their experience, skills and knowledge to find the best possible solution to problems. The aim is, on the one hand, to motivate people with disabilities to exercise their rights and, on the other hand, to create understanding and acceptance in dealing with each other, taking into account the different existing strengths and weaknesses.

Working groups in the Chancellor's area of responsibility

<https://uni-freiburg.de/universitaet/organisation-und-verwaltung/rektorat/kanzlerin/>

4.3.3. EDI Experts Recommendations for Implementation

- **Install a contact person** for inclusion of people with disabilities at the EPICUR Mobility Office which offers advice especially for students and lecturers.
- **Development of a lecture** about Accessibility and Assistive Technology for students in STEM fields [KIT]
- **Development of a workshop** on how to make documents accessible [KIT]
- **Provision of a budget** for assistive technologies



5. Actors

5.1. EXPERTS IN THE EDI WORKING GROUP

The following section gives some information on the universities involved in the EDI Working group and the EDI-related activities at their institution (listed in alphabetical order):

5.1.1. Adam Mickiewicz University, Poznań, Poland



Adam Mickiewicz University, Poznań (AMU) was founded in 1919 and is one of the largest and oldest universities in Poland. AMU is a public university conducting research in 27 disciplines, and a prominent educational institution, as confirmed by numerous distinctions awarded by the Polish Accreditation Committee. Its 100-year-old reputation is founded on long tradition of higher education in the City of Poznań and the outstanding current achievements of its staff, students, and graduates.

AMU highly promotes and supports the idea of equity, diversity, and inclusion through various bodies as well as initiatives and events organized by the University. For instance, a number of appointed bodies are responsible for specific EDI-oriented matters (e.g., AMU Anti-Discrimination Committee or the office of University Ombudsperson). Furthermore, the importance of multilingualism and multiculturalism is emphasized within the mission and activities organized by Bilingualism Matters @Poznań, which operates at AMU. Crucially, the University also places a significant emphasis

on gender equity, by means of, for instance, the activities run by the AMU Research Center for Public Engagement of Women, or the When Science is a Woman project. Also, AMU conducts EDI-oriented research within the University community and publishes guides, whose goal is to both sensitize and raise awareness on EDI topics so as to try to eliminate discriminatory behaviors at the University. All of these activities and initiatives are regularly promoted by organizing EDI-oriented conferences and events.



Contact: epicur@amu.edu.pl

Websites:

- In Polish: <https://amu.edu.pl/>
- In English: <http://international.amu.edu.pl/>
- EPICUR website (in Polish): <http://epicur.amu.edu.pl/>

Social media:

- **Facebook:** <https://www.facebook.com/amupoznan/> / EPICUR-dedicated Facebook channel: <https://www.facebook.com/Epicur-AMU-551241275776025>
- **Twitter:** https://twitter.com/UAM_Poznan
- **Instagram:** <https://www.instagram.com/uam.poznan/>
- **Snapchat:** https://www.snapchat.com/add/uam_poznan
- **Youtube:** <https://www.youtube.com/user/UAMpoznan>
- **LinkedIn:** <https://www.linkedin.com>

5.1.2. Aristotle University of Thessaloniki, Greece



Aristotle University Thessaloniki (AUTH) accomplishes the highest level of its academic excellence, a century since its establishment, through the provision of premium quality programs of study, top rated innovative research and thus contributing to the improvement of the local society. Currently AUTH consists of 41 Faculties/Schools, providing a wide range of undergraduate, postgraduate, doctoral and research programs followed by over 70,000 students. AUTH is the largest and most multidisciplinary university at national level but further one of the greatest in Europe.

AUTH actively promotes interdisciplinarity, research and innovation, in a productive academic environment reinforcing, at the same time, its social impact. Its organizational structure is

focused on the enduring dedication to quality teaching and life-long learning. 2500 members of the teaching and administrative staff work cooperatively towards its goals for excellence and continuous improvement in all fields of its activities.

In the context of EDI, as it is declared in the newly published Code of Ethics, among others “Members of the academic community must treat all people in the same way, regardless of race, racial, ethnic or ethnic origin, religion or other belief, disability, age or sexual orientation and gender identity. Also, any form of violence, threat or sexual harassment is not tolerated. Nor is it permissible to take advantage of one’s capacity, in particular one’s rank or institutional role, to compel other members of the academic community to a particular act or omission that they should not owe or to influence them in judgment or vote”.

The Gender Equality Committee of AUTH has been active since 2016 promoting equal participation of men and women at all levels within the university, proposing gender equality policies, conducting research on gender-related issues as well as promoting gender mainstreaming in study programmes and courses at undergraduate and postgraduate level.

Committed to supporting the development of a barrier-free learning environment and to providing students with disabilities with equal opportunities in their academic pursuits, AUTH provides care and support to students from Vulnerable Social Groups in order to enhance their participation in academic activities and life within the University through the Student Support Office.



Contact: info-epicur@auth.gr

Website: <http://www.auth.gr/en>

Social media:

- **Facebook:** <http://www.facebook.com/Aristoteleio>
- **Twitter:** https://twitter.com/Auth_University
- **Instagram:** https://www.instagram.com/auth_university_thessaloniki/
- **Youtube:** <https://www.youtube.com/user/AristotleUniv>
- **Linkedin:** <https://www.linkedin.com/school/aristotle-university-of-thessaloniki-auth-/>

5.1.3. Karlsruhe Institute of Technology, Germany

KIT as “The Research University in the Helmholtz Association” creates and imparts knowledge for the society and the environment. It is the objective to make significant contributions to the global challenges in the fields of energy, mobility, and information. For this, about 9,300 employees cooperate in a broad range of disciplines in natural sciences, engineering sciences, economics, and the humanities and social sciences. KIT prepares its 24,400 students for responsible tasks in society, industry, and science by offering research-based study programs. Innovation efforts at KIT build a bridge between important scientific findings and their application for the benefit of society, economic prosperity, and the preservation of our natural basis of life. KIT is one of the German universities of excellence.

EDI topics are implemented in the structure of KIT. **Equal opportunity** serves as a guiding principle in all decisions and measures taken at KIT and is therefore an important management task. KIT and all its institutes executing research, teaching, and innovation are committed to a **culture of diversity** as mutual respect, recognition and appreciation, openness and transparency. Successful and sustainable realization of structural diversity is an inherent aim of their activities. In addition, KIT offers support and advice to students with visual impairments through the Center of digital Accessibility and Assistive Technologies, formerly Study Center for Visually Impaired Students, and for students with disabilities and chronic disease through the Representative for Students with Disabilities and Chronic Diseases to enable **inclusive study**.



Contact: zacherle@kit.edu

Website: <http://www.kit.edu>

KIT EPICUR Website: <https://www.intl.kit.edu/13692.php>

Social media:

- **Facebook:** <https://facebook.com/KIT.Karlsruhe.Official>
- **Twitter:** <https://twitter.com/KITKarlsruhe>
- **Instagram:** <https://www.instagram.com/kitkarlsruhe/>
- **YouTube:** <https://www.youtube.com/user/KITVideoclips>

5.1.4. University of Freiburg, Germany



Founded in 1457, the Albert-Ludwigs-University of Freiburg im Breisgau welcomes some 25,000 students from over 100 nations in 180 degree programs at 11 faculties. It is characterised by a diverse mix of traditional disciplines and modern fields of technology. Its comprehensive training offer extends from information technology to the humanities and social sciences, as well as natural sciences and medicine. This diversity also provides an ideal environment for innovative interdisciplinary studies. At the intersection of the German, the French and the Swiss educational landscape, the University of Freiburg is predestined to exemplify transnational networking in the sense of diversity in teaching and research not only on a tri-national level but also within Europe, and the world.

Contact: epicur@uni-freiburg.de

EPICUR Freiburg students: epicur-students@uni-freiburg.de

Website: <https://www.uni-freiburg.de/>

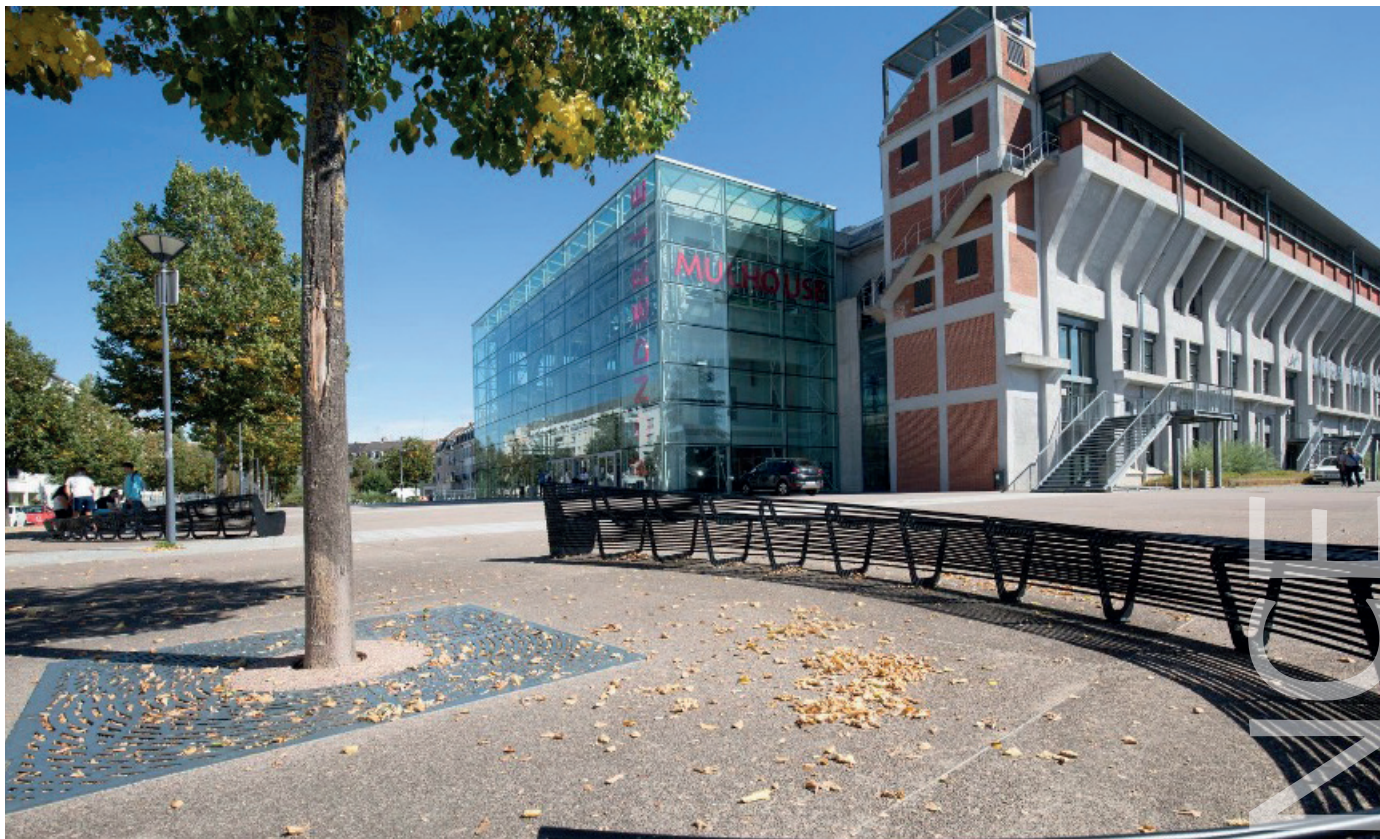
Social media:

- **Facebook:** <https://www.facebook.com/unifreiburg>
- **Twitter:** <https://twitter.com/UniFreiburg>
- **Instagram:** <https://www.instagram.com/unifreiburg/>
- **Xing:** <https://www.xing.com/companies/albert-ludwigs-universit%C3%A4tfreiburg/updates>
- **Linkedin:** <https://www.linkedin.com/school/albert-ludwigs-universit-t-freiburg-im-breisgau/>

5.1.5. University of Haute-Alsace, France

The University of Haute-Alsace has 11,000 students, enrolled in 170 courses from DUT level, Bachelor degree, engineering degree, master degree, up to PhD level, taught in 4 faculties, 2 IUTs and 2 engineering schools in Mulhouse and Colmar, France. The 5 campuses are spread across these two cities.

It also has 14 research laboratories carrying out fundamental to applied research. As a highly innovative multidisciplinary university, it is recognised for the quality of its vocational education (including more than 35 apprenticeship programmes) and crossborder training (with more than 20 bi- or tri-national) programmes.



Contact: epicur@uha.fr

Social media :

- **Facebook:** <https://www.facebook.com/UHA68>
- **Twitter:** <https://twitter.com/UHA68>
- **Instagram:** <https://instagram.com/UHA68>
- **YouTube:** Université de Haute-Alsace – <https://www.youtube.com/UnivHauteAlsace>

5.1.6. University of Natural Resources and Life Sciences, Vienna, Austria



The University of Natural Resources and Life Sciences Vienna (BOKU), founded in 1872, is guided by the principles of sustainable development and renewable resources management, and is therefore identifying the latest trends in research and education. BOKU covers technology, environmental, social and economic sciences, has currently 10 500 students and 2900 employees. The university offers 8 Bachelor and 27 Master programs (15 are taught in English, among which 5 ERASMUS MUNDUS Master's) and is one of the most student-friendly and popular universities in Europe. With over 400 industrial cooperation partners, BOKU exhibits its strong engagement in creating a green economy for a sustainable future.

The latest research insights are the benchmark of our teaching and the practical applicability of the trainings has a high priority. This combination results in excellent employability skills of our graduates.

The diversity of BOKU members and the plurality of the disciplines and fields of activity is a valuable asset for the University. As a place of diversity, BOKU wants to develop and design spaces in which everyone* can move and develop freely. Our aim is to support and promote equality, accessibility, social inclusion, equal opportunities and intergenerational justice. BOKU is about to implement a long-term process of Diversity Strategy to promote gender balance in all organizational units, create an environment free of discrimination and with equal opportunities for all students and staff members, and establish a diversity-oriented organizational culture.

The **integration** of students and employees with disabilities or chronic/mental illnesses is an important concern for the University of Natural Resources and Life Sciences. For this reason a special office was established in 2010 in order to ensure equal access to all services and offers of BOKU for the target group and to reduce possible „barriers“. It is important not to limit accessibility to a structural one within the academic environment. Accessibility at the University of Natural Resources and Life Sciences, Vienna means offering all members of BOKU barrier-free access to buildings, media, research, education and, above all, people. Since January 2021 a new **Coordination Office for Gender Equality, Diversity and Accessibility** was established.



Contact: epicur@boku.ac.at, kostelle@boku.ac.at

Website: <http://www.boku.ac.at/en/> and <https://short.boku.ac.at/kostelle>

Social media:

- **Facebook:** <https://www.facebook.com/bokuvienna>
- **Twitter:** <https://www.twitter.com/bokuvienna>
- **Instagram:** <https://www.instagram.com/boku.vienna>

5.1.7. University of Strasbourg, France

The University of Strasbourg welcomes 56,000 students, of which 20% are international students covering 150 nationalities. Moreover, 12% of its lecturers and researchers are coming from abroad. With its 35 components, 72 laboratories and research units, it is distinguished by the multidisciplinary and interdisciplinary nature of its training offer. It conducts a research of excellence provided by nearly 2,800 lecturer-researchers, including four active Nobel Prize winners.

Located at the heart of one of European capitals as home of (the first) key European institutions, blending French and German cultural influences, its history naturally ties it to the Upper Rhine region that concentrates a core academic potential in Europe.



The UNISTRA has a long-standing experience in coordinating networks. In addition to the EUCOR network – The European campus, the UNISTRA is also very involved in other major European partnerships such as the Franco-German University, the Utrecht Network, and other Erasmus networks holding more than 800 agreements. The university also benefits from over 1,500 agreements and conventions with more than 750 universities in 75 countries. The UNISTRA is involved in more than 60 European projects and coordinates 38 of them.

Unistra is the initiator and co-founder of the French Standing Conference of Gender Officers for Equality and Diversity in Higher Education and Research (CPED), chairing it from its creation in 2011 to 2016. This national network is a place of exchange of practices, ideas and information for universities gender political actions. Unistra is an actively member of the LERU's Equality, Diversity and Inclusion (EDI) policy group and of the EPI-CUR's EDI working group, which recently published the policy paper "Women, universities and research: excellence without gender biases".

Unistra participates in gender expert workshops, such as the H2020 EFFORTI (Evaluation Framework for Promoting Gender Equality in R&I) project, or the European study on national gender policy in education systems conducted by EIGE (European Institut for Gender Equality) and participated in genderSTE COST workshops.



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- **Facebook:** <https://facebook.com/unistra>
- **Twitter:** <https://twitter.com/unistra>
- **Instagram:** <https://www.instagram.com/unistraofficiel/>
- **Youtube:** <https://www.youtube.com/user/unistraofficielle>

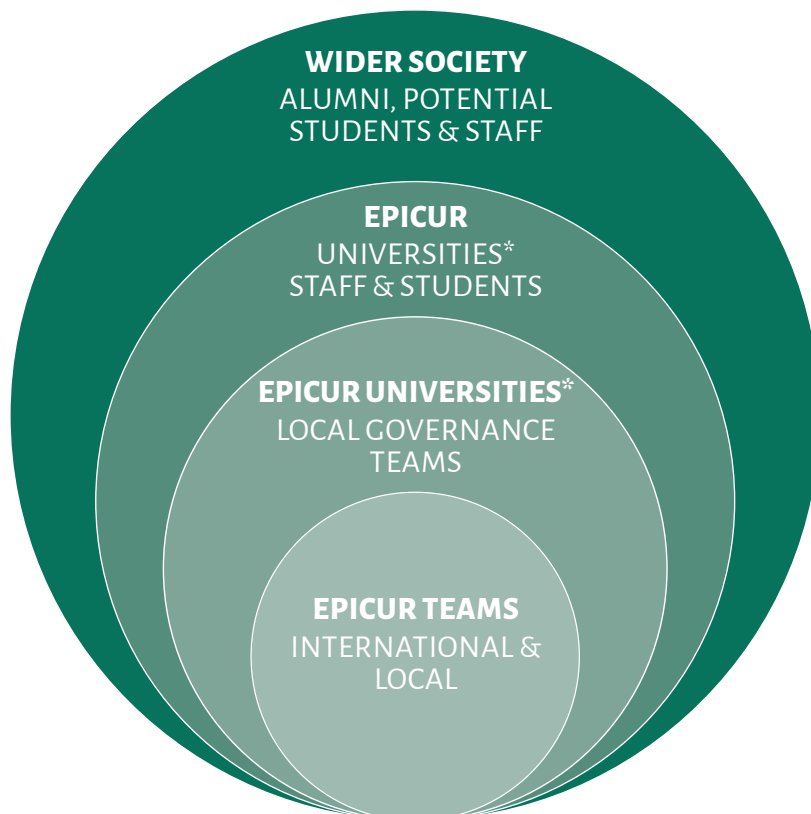
5.2. TARGET GROUPS - WHO IS INFLUENCED BY OR INFLUENCES THIS?

The target audience includes university communities of all EPICUR partner universities, irrespective of their status (i.e., administrative staff, students, PhD candidates, researchers, and teachers). Furthermore, within each partner institution, we aim to reach local university governance teams, who exert the greatest influence on how EDI activities can be implemented, developed, promoted, and monitored at each university. Also, since we strive to integrate EDI activities in all EPICUR tasks, we aim to closely collaborate with EPICUR teams (at both local and international levels).

These are the target groups which should use this toolkit as source of inspiration to further develop EDI activities within their university, to share good practice with other EPICUR partners, but also to bring good ideas up to EPICUR level for decision of the governing bodies.

The target groups have to be differentiated according to the time-line, for a more precise development of targeted measures.

It is planned to expand the circle of target groups and measures by time, as with more time more people will be reached and EPICUR gains more visibility. Hence also more impact is possible. It would be naïve to think that EPICUR can reach all staff at all EPICUR universities at once. It is therefore recommended to start with a smaller number of people and see the number rising by time.





5.2.1. Target group for short-term activities

In the short-term, the target group is the Core EPICUR project team which is also working on the implementation of the next project. The current EDI EPICUR Working group analysed the resources that each EPICUR institution has at its disposal.

The EDI Working group members address EPICUR team members and student representatives in order to raise awareness for principles of EDI and motivate them to further act as multipliers in the medium-term.

5.2.2. Target Group for the medium-term

In the medium term, the target group is broadened up to EPICUR university staff members and to EPICUR students. The staff in charge of discrimination in each university are made aware of the EPICUR EDI principles and the resources available in the other universities of the Alliance. It is planned that lecturers and teachers receive training on EDI / discrimination definition and mechanisms that can take place during their lecture, as well as training to encourage group work with cultural differences. Once trained, they act as multipliers for coming years and propagate the EDI values to their sphere of influence. Students who participate to the EPICUR labelled courses (all fields) as well as early career researchers participating in EPICamps or similar activities are also made aware of EDI and trained in EDI issues. EPICUR Administrative staff also gets continuing education related to EDI and acts as multipliers.

5.2.3. Target group in the long-term

On a longer perspective, it is planned that, the offices/departments responsible for EDI at each EPICUR university can pick single measures and adapt them to their governance plans and strategies.

Although the measures are separable from each other, integration or intertwining of measures obviously leads to a higher level of effectivity.

As the pace and degree of measures implemented varies between EPICUR universities, joint reflection and possible alignment of the implementation of measures should be regularly discussed within EPICUR (e.g. list of resources: to show the top level management how much resources are being provided for this topic, which particularities of our countries have to be taken into consideration with regard to data gaps, legal regulations for collecting data etc.).

In the long term, EPICUR EDI activities should impact not only all students and staff from all EPICUR universities, but also its potential students and staff as well as alumni and the wider society.

6. Monitoring - possible indicators to measure EDI aspects

EPICUR universities should do their best to acquire data to monitor and report their progress on EDI aspects on a regular basis. The list of indicators therefore includes possible indicators and must not to be seen as mandatory exercise – every EPICUR member university can decide whether or not this institution wants to use them, according to their local laws, and if they should be brought up for measuring EDI aspects at alliance level. Some indicators could be used in several categories of E-D-I, but are just listed once in the table below. The table below is therefore just an indicative list, based on indicators that are already in use within six EPICUR members, but it is of course expected that also new indicators can be provided by all EPICUR members based on indicators that are already in use or will be monitored in the future.

It is also important to emphasise that indicators only measure quantitative aspects, but qualitative measures are essential for all EDI activities and therefore should also be part of performance indicators and quality assurance.

INDICATORS

EQUITY



... graduates (Bachelor, Master, Doctoral level)
... students enrolments in different study programs and levels

... courses/lectures/events related to topics of EDI
... persons holding research/teaching/administrative/technical
... doctoral candidates

... persons holding a PhD/full professor title in given research area
... employees in university management related to commissions
... newly appointed professors
... outgoing exchange students
... incoming exchange students

... teaching staff as head of faculty
... teaching staff as head of the school
... teaching staff as head of the department
... laboratory teaching staff
... special technical laboratory staff
... scientific staff travelling for business
... enrolled applicants for study programs with limited places
... graduates that completed a study-abroad period
... gender pay gap in different categories of teaching staff
... employees with different pay grades depending on their type of jobs (permanent vs temporary)

... related to gender



INDICATORS

EQUITY



- ... language teaching staff
- ... habilitations
- ... persons in tenure track commissions
- ... graduates with minimum tolerable duration of studies
- ... applicants
- ... students in STEM subjects
- ... exam taking students
- ... number of parental leaves
- ... tenure track positions

... related to gender

- ... students (Bachelor, Master, PhD) of different nationalities
- ... incoming exchange students classified by home country
- ... outgoing exchange students (sorted by nationality / target)

DIVERSITY



- ... study programs (undergraduate, graduate) offered in languages other than official national language
- ... scientific staff travelling for business

... related to nationality/country

- ... guest lecturers
- ... scientists of different nationalities

- ... staff members

... related to age / years

INCLUSION



- ... day care places for children provided/funded by University
- ... administrative staff with children (under the age of 18 or who are studying in higher education)
- ... administrative staff with severe disability
- ... administrative staff with children or spouse with severe disability
- ... employees with severe disability
- ... tools/initiatives/events aimed at supporting students and staff members with disabilities
- ... number of undergraduate students with severe disability
- ... number of students from vulnerable social groups supported by the student support office
- ... first in line admin/scientific management
- ... employees with part-time jobs
- ... leave of absence + its reasons (family,others) depending on duration and academic vs admin. staff)
- ... staff participating in mentoring programs
- ... stipends & prices
- ... tenders explicitly for people with disabilities

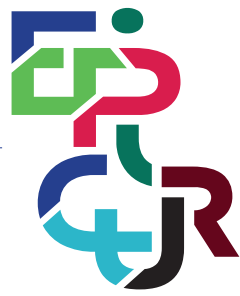


6.1. MONITORING OF THE ACTION PLAN

Based on the previously listed indicators, each university can decide on 3 - 5 Key Performance Indicators (KPIs) per priority area (Equity, Diversity, Inclusion) of the Action Plan, to regulate and measure progress (by year, or any time period which the university considers useful) in specified areas of work as per the table below. These KPIs are based on the indicators which are in use at the majority of EPICUR members, but of course, others can be developed if required/wished.

The KPIs indicated below could serve as basic guideline for EPICUR as a whole, but indicators of course depend on the legal regulations in place in the different countries and options available at each university. Therefore, this list (just as the whole document) should be seen as a basis for future activities taking place in the EPICUR -Shape-IT Phase (e.g. in the Impact Observatory) and beyond.

Again, it has to be repeated that indicators only measure quantitative aspects, but qualitative measures are essential for all EDI activities and therefore should also be part of performance indicators and quality assurance.



KPI	Target (to be defined by each university)	Reached Y/N	Comments
General indicator for EDI as a whole			
Budget spent per year on EDI measures			
FTEs spent per year on EDI measures			
Equity			
Number of graduates (Bachelor, Master, Doctoral level) (sorted by gender)			
Number of students enrolments in different study programs and levels (sorted by gender)			
Number of staff (sorted by gender)			
...			
...			
Diversity			
Number of students (Bachelor, Master, PhD) of different nationalities			
Number of incoming exchange students classified by home country			
Number of outgoing exchange students (by nationality/target country)			
...			
...			
Inclusion			
Number of day care places for children provided/funded by University			
...			
...			
...			
...			

7. Annex

For a glossary on EDI terms, please refer to the Glossary included in the EDI Fundamentals document

7.1. CASE STUDIES - EXAMPLES OF “PRINCIPLES” BEING PUT INTO PLACE

An overview of examples of activities putting these principles into place is listed on MS Teams (see https://teams.microsoft.com/_#/files/EDI?threadId=19%3Af38196e814554a7590306bb388c1e662%40thread.tacv2&ctx=channel&context=Best%2520Practice%2520Examples&rootfolder=%252Fsites%252FEPICUR%252FDocuments%2520partages%252FEDI%252FBest%2520Practice%2520Examples) e.g. the UHA-Gender equity plan (see MS Teams/EDI/Best practices/UHA Action Plan equality) and its implementation/monitoring

7.2. SUGGESTIONS OF EDI-RELATED DELIVERABLES / TASKS FOR THE FULL ROLL-OUT PHASE

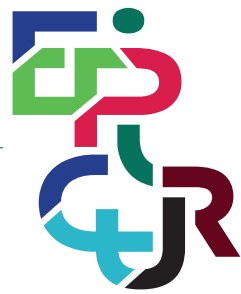
In January 2022, the EPICUR EDI working group has developed suggestions for activities / tasks / work packages which could be included in the Full Roll Out in case they are compatible with the Core Writing Team (CWT)/ Steering Committee ideas, and submitted them to the CWT.

These suggestions were based on the inventory of existing EDI activities or planned EDI projects at EPICUR members, which could be opened up to all EPICUReans in case that the Full Roll Out provides sufficient funding (including technical / human resources) to do so.

The main tasks suggested (which are enriched by ample further activities in the following text) comprise:

1. **general awareness campaign on EDI**, for all EPICUR members (students and staff (teaching and administrative) and accompanying supporting measures
2. **Develop and adopt an EPICUR hiring policy** which contributes to diversity
3. **Budget + (human/technical) resources for translation** (into all EPICUR national languages, but also adaptation for persons with disabilities)
4. **Educational offer** (open existing EDI courses up to EPICUR level)
5. **Open existing EDI projects up to EPICUR level** / develop new EDI projects

Each topic/task/WP describes possible activities, and -in case that these activities are especially proposed or already carried out by some EPICUR members – mentions these universities explicitly. In case of already existing activities, the suggestion is to “open them up” to EPICUR level, i.e. to apply in the Full Roll Out for sufficient financial and other resources to expand them to other EPICUR universities.



General awareness campaign on EDI, for all EPICUR members (students and staff (teaching and administrative) and accompanying supporting measures

- Install a **contact person for inclusion of people with disabilities within the EPICUR Mobility Office** which offers advice to students and staff. This person's name and role should be visible on all communication media.
- **Sensitization Workshops** (e.g. EDI, gender equality, intercultural trainings – link to current WP 5.4.interculturality)
- Workshops on the **inclusive, gender- and diversity-sensible use of language and pictures** in EPICUR communication
- Development of a workshop + disseminate information on **how to make documents accessible and barrier-free** (taking legal aspects of the different countries into account) (Target group: students + staff [KIT])
- **Diversity-Day:** Once a year a diversity day is organized with various talks, information desks and other actions about Diversity [KIT].
- **Equality week:** Throughout the week, training courses, conferences, exhibitions and artistic performances focused on equality and women's rights are offered. The agenda of the week is made up of institutional events as well as events proposed by the staff or students. [UNISTRA]
- Develop workshops and trainings in the field of antiracism, **antidiscrimination, equity and inclusion** which can be included in the EPICUR Academy, such as:
 - **Intercultural training for (prospective) international students with + without refugee status**, focusing on intercultural communication, values and heroes in different cultures, prejudices, cultural differences and commonalities, but also dealing with homesickness and experiences of discrimination. [KIT]
 - **Empowerment for international students who experienced racism:** The workshops offer a safe space to share negative / violating experiences, to (re-)gain strength and to develop strategies in dealing with such experiences. [KIT]
 - **Critical Whiteness, discrimination-sensitive language and unconscious Biases:** to sensitize employees to this very phenomenon; to discuss and develop possible options for action to reduce „unconscious bias“ in the work (study) context. [KIT]
 - Online training for the development of gender competence: It contains the following 5 modules: (1) Introduction Gender and Gender Competence, (2) Unconscious(Gender) Biases, (3) Gender equitable communication, (4) Gender-equitable personnel selection, (5) Gender-equitable teaching, research & innovation [KIT]
- **Forum theater [UNISTRA]**

In order to raise awareness among student associations, PhD students and staff about sexist and sexual violence, forum theater sessions are offered to dramatize situations that are most often internalized. This theater technique allows individual stories to be given a collective dimension and allows the spectator to become an actor on the stage, and then an actor in his or her own life. The sessions address the following issues: How to react to the banality of sexist behavior and/or sexual violence? How to position oneself as a witness of sexual violence? How to create solidarity? What is the responsibility of those directly surrounding a victim in the workplace?
- **Application form for the adoption of a customary name [UNISTRA]**

It allows the possibility of requesting the use of a customary first name via a form, in particular for transgender or gender-neutral students, students who have begun a procedure to change their first name (and/or civil status) at the civil registry office, students who have begun a procedure to have their first name recognized as French, and students whose name and surname may be prejudiced by being combined. The use of the customary first name is taken into account in the following documents: registration lists, roll call lists and attendance lists, minutes of deliberations, posting of exam results, electoral lists, attendance lists and lists of candidates in the case of elections, the Campus Pass card, and the e-mail address.

Develop and adopt an EPICUR hiring policy which contributes to diversity in governance

- Measures to overcome the recruitment bias in Research (focus on gender and persons with disabilities)

Budget + (human/technical) resources for translation (EPICUR languages, adaptation for persons with disabilities)

EPICUR documents should be translated into each local EPICUR member university language, taking cultural aspects into account; but also adapted for persons with disabilities – funding and resources need to be provided.

For the latter group, the following tasks should be planned:

- Analysis of the actually used tools regarding accessibility
- Increase usage of accessible tools (e.g. tools used at the EPICURAcademy).
- Provision of a budget for assistive technologies

educational offer (open existing EDI courses up to EPICUR level)

- **Introduction of a lecture** regarding Accessibility and Assistive Technologies (for students in STEM fields [KIT])
- **Stereotypes and issues of professional equality between women and men** [course at UNISTRA which could be opened up]
This teaching is mandatory for all first-year students at the School of Chemical Engineering (ECPM) and is offered as part of the Human, Social and Economic Sciences program. It aims to raise students' awareness of the stereotypes that surround us and that we convey without even being aware of it. It provides resources, legal or associative, that can be mobilized to fight the inequalities that result from the discrimination that these stereotypes can produce. The issue of professional equality between women and men is addressed as a result. By starting with their representations, the students end up questioning equality between women and men. This teaching has been awarded in 2015.
- **Discrimination: identification, understanding and means of action** [course at UNISTRA which could be opened up]
This course, taught by an interdisciplinary team, is intended for students who are not specialists in this field (like sociology or anthropology). It deals with discrimination related to disability, gender, sexual orientation, religion, physical appearance, age, and real or assumed membership in an ethnic group or nation. It provides an opportunity to meet the actors in the university as well as in society who fight against these discriminations on a daily basis (associations, researchers, etc.) and to discover resources for action.
This course addresses and provides answers to the following questions: What is discrimination? What are its definitions and issues? How to identify discrimination and how to distinguish it from related concepts (stereotypes, prejudices, inequalities)? What are the production processes of discrimination? What is our power to act as citizens in the fight against discrimination? How to resort to the law in case of discrimination? What is the impact of discrimination in our professional life and on our professional project?



open existing EDI projects up to EPICUR level / develop new

■ **The Noria project [UNISTRA]**

Too many students do not aim for higher education or do not complete their studies in higher education, for various reasons: lack of plans, poor knowledge of courses and university culture, self-censorship. The ambition of this project is to propose a new approach to accessing information and guidance systems for people who are far from studying in order to facilitate their orientation.

The main target is the public far from studies (rural territories, social and cultural dimension, handicap, etc.). The objective is to propose actions and devices that meet the particular needs of this target. Through its inclusive approach to guidance and preparation for higher education, the project benefits all potential study candidates and allows for more effective outreach to vulnerable groups.

■ **„UNICare made visible“ [BOKU – new project idea which needs funding]**

The aim of this project is to show and raise awareness of the care tasks of university staff.

In addition to their work and studies at the university, every student, teacher, scientist and university employee has to take responsibilities and cares, in different forms and to different extents.

→ We would like to portray exemplary university members and present and highlight this care side. For this purpose, 5-10 portraits of university members are to be created at each EPICUR university. The portraits will focus on the care work performed by the respective person. When creating the portraits, care will be taken to ensure that they are accessible both in analogue form (in the form of an exhibition) and digitally.

■ **„Children’s University” - „What is science and what do researchers do all day?” [BOKU – new project idea which needs funding]**

For about 15-20 years, most universities have had children’s university activities, which have been successfully taken up. In the past two years (COVID-19 pandemic), however, it has become apparent that there is a certain scepticism about science in our society.

→ We would like to counteract this and develop a project for more science awareness together with the partner universities. Under the title „What is science and what do researchers do all day?”, materials are being developed for children of primary school age. With the support of their teachers, the children can gain early access to science and research and learn what scientific work brings to our lives and our society. The materials will be available online.

■ **Integration program for students in exile [UNISTRA]**

Intensive training in French is provided and validated by a university diploma (DU RELIER: Return to study through language and integration of refugee students) of French as a foreign language (FLE). **The International University House** hosts the reception and integration program for students in exile. It is the first point of entry for exiled students wishing to resume their studies. It is the interface with the university’s services for any question related to this public on the one hand, and the university’s point of contact with external institutional and associative partners on the other hand.

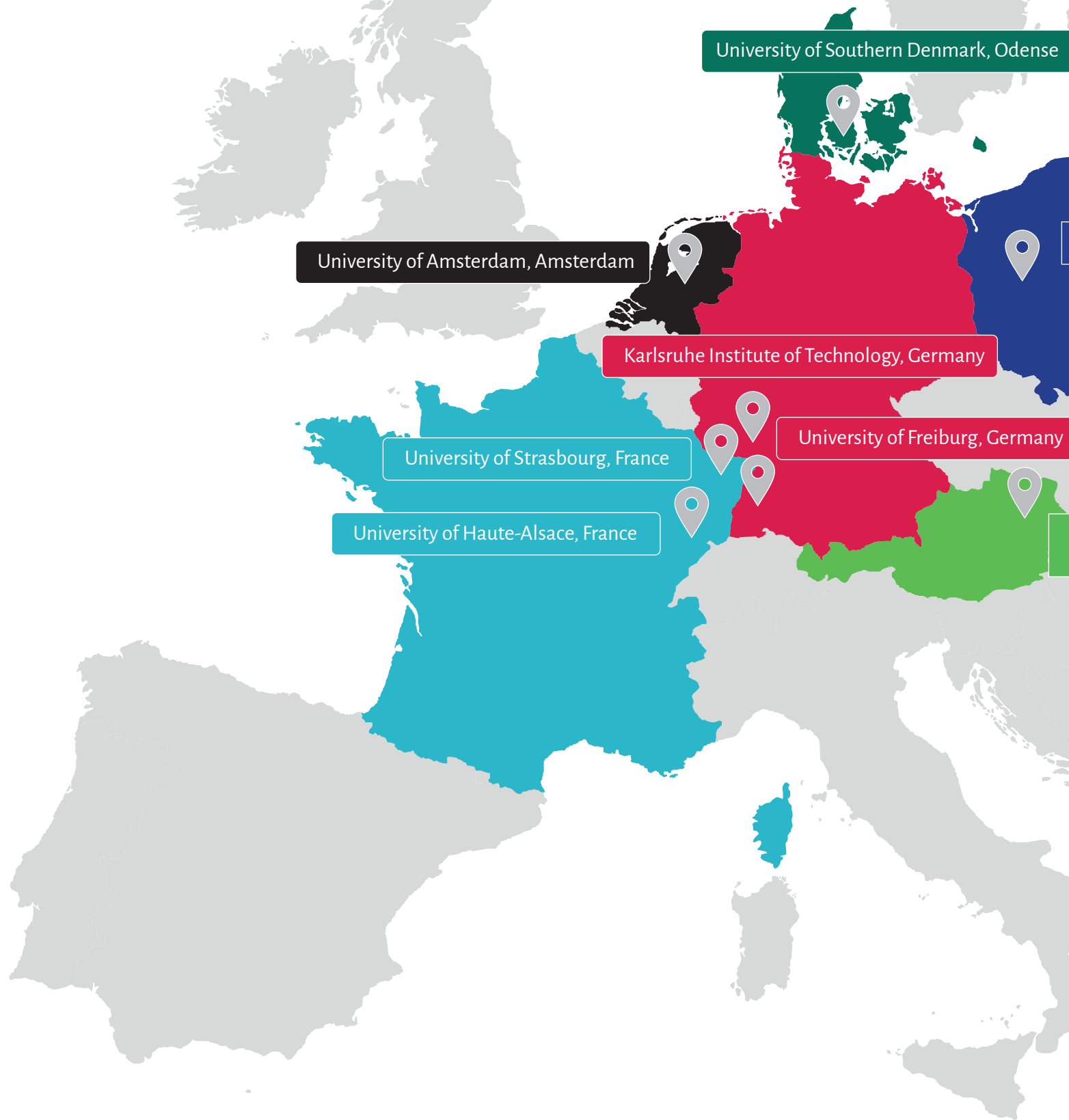
■ **The listening and support unit [UNISTRA]**

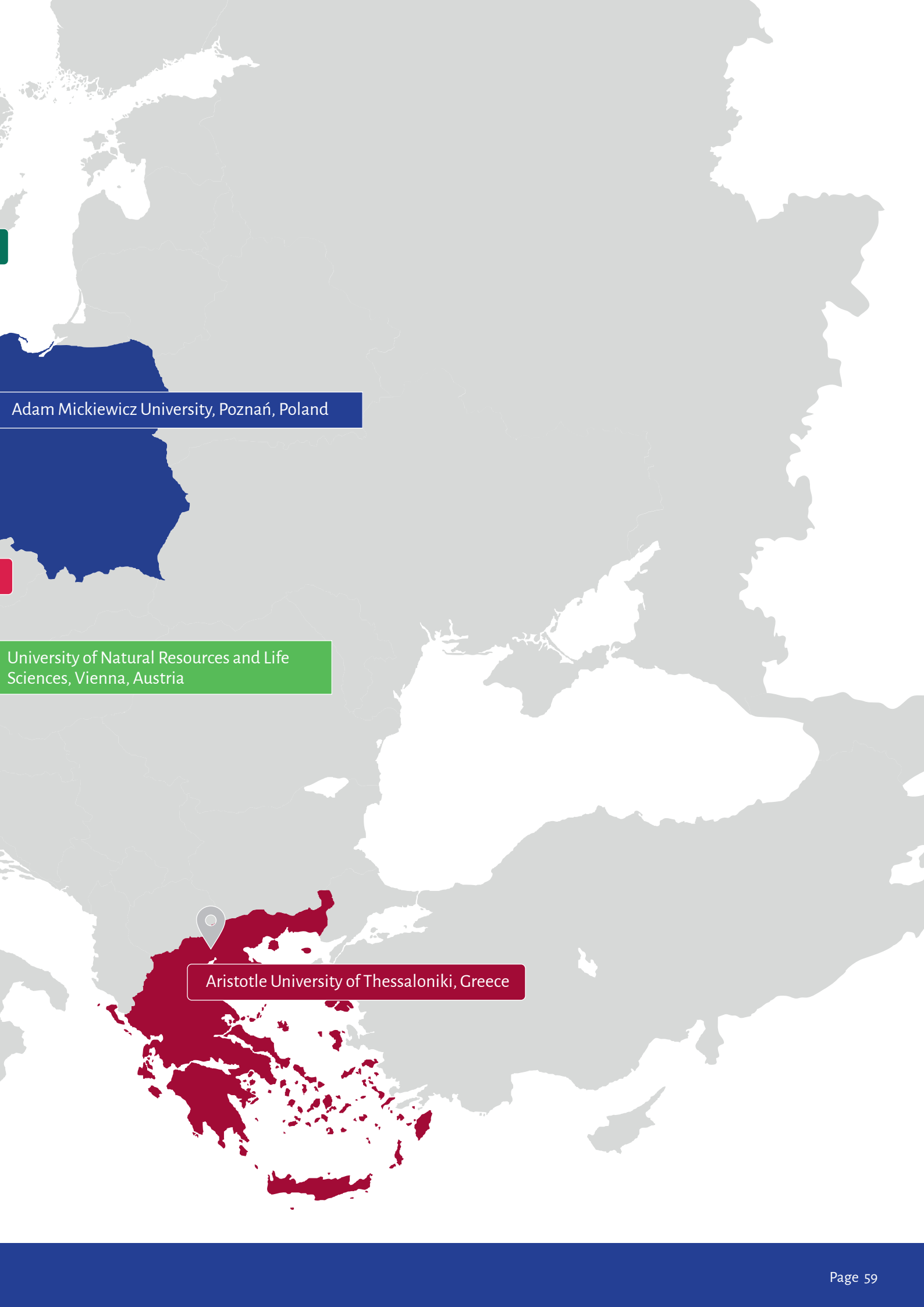
A listening and support unit has been set up at the University of Strasbourg to help victims and witnesses, and to assist them in making their situation known to the institution. The cell can be contacted by e-mail. Behind this address, doctors, psychologists and social workers answer within 48 hours. Unistra has also signed an agreement with a local association, approved by the Ministry of Justice, for people who wish to receive legal and psychological support from an outside source.



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