Arqus – An evolving approach: engaging the university community towards an inclusive European Alliance

Lucia Gennaro

University of Padua | Arqus European University Alliance
Arqus Inclusion & Diversity Hub

19 ottobre 2023, Bologna | Open Conference UnaEuropa
European Alliances: a hotbed of different approaches to diversity and inclusion

![arQus European University Alliance logo]

>300K students
>24K academics
>17K technical staff

ACTION LINES

- Engaged European Citizens
- Student-centred Frameworks for Quality Learning
- Multilingual & Multicultural University
- Widening Access, Inclusion and Diversity
- Entrepreneurial University and Regional Engagement
- Research Support and Early Stage Researcher Development
- Coordination, management & dissemination

BERGEN
VILNIUS
LEIPZIG
GRAZ
PADOVA
LYON
GRANADA
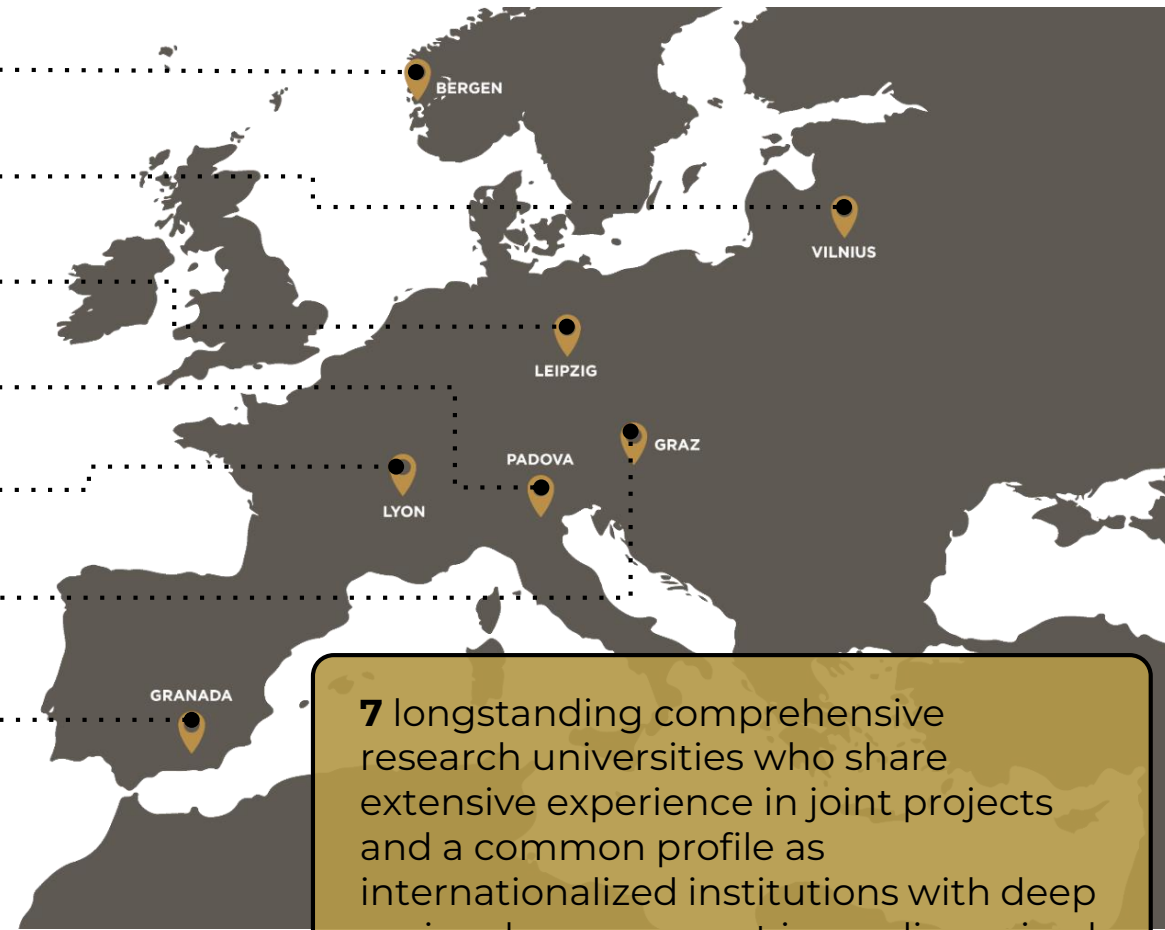
7 longstanding comprehensive research universities who share extensive experience in joint projects and a common profile as internationalized institutions with deep regional engagement in medium-sized cities

arqus-alliance.eu
@ArqusAlliance

AL2 Widening Access, Inclusion and Diversity

Pre-University

- Children's Universities
- Preventive Career Education
- Women in STEM

University

- Inclusive Peer Tutoring
- Staff Development for the diverse and inclusive classroom
- Fast tracks for gifted students

Post-University

- Job market transition for inclusive universities

Widening access

- Support networks for inclusion
- Recognition of prior learning
- Enabling refugees
- Re-thinking college
- Seniors' University

Common policy development

Common Charter on Gender Equality, Inclusion and Sustainability

arQus
European University Alliance

Building a fully fledged European University
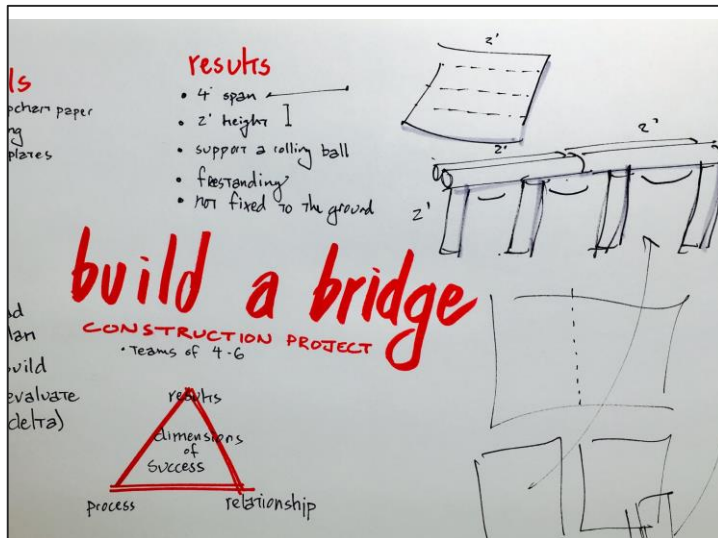
Phase #01
1st stone & laying foundations

Phase #02
Erecting the pillars & the walls

Phase #03
A true European University

9 full members

Università degli Studi di Padova

Universidad de Granada

Universität Leipzig

Lyon 1

UNI GRAZ

Uniwersytet Wrocławski

Universidade do Minho

Maynooth University — National University of Ireland Maynooth

Vilnius University

1 associated partner

National University of Kyiv-Mohyla Academy

Some key numbers

+300 000
Students

+28 000
Academic staff

+19 000
Admin. staff

+350
Arqus personnel

+350
Arqus mobilities a year

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European University Alliance

WP 01 - Management and Coordination

ENABLERS

TOOLS

WP 09 - Arqus on the Move

WP 12 - Digital Arqus

WP 06 - Arqus Learning Pathways

WP 03 - Arqus Communities of Practice

WP 05 - Arqus Teaching Innovation

WP 07 - Arqus PhD Pursuit

WP 02 - Arqus Living Lab

WP 04 - Arqus Student Agora

WP 10 – Arqus Inclusion & Diversity Hub

WP 13 - Arqus Talent & Innovation Fund

PEOPLE

WP 11 – Arqus Plurilingual & Intercultural Hub

WP 08 - Linking Local Ecosystems

WP 14 - Arqus Development

MISSIONS

WP 15 - Impact and Dissemination

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Arqus I&D Hub | Deliverables

Arqus Inclusion & Diversity Hub

D10.1 |Accessible digital repository

D10.2 | Arqus I&D Action Plan

D10.3 | Compilation of reports

D10.4 | Action plan to support students and scholars at risk

D10.5 | Professional development plan for Arqus Communities of Practice

D10.6 | Learning resources
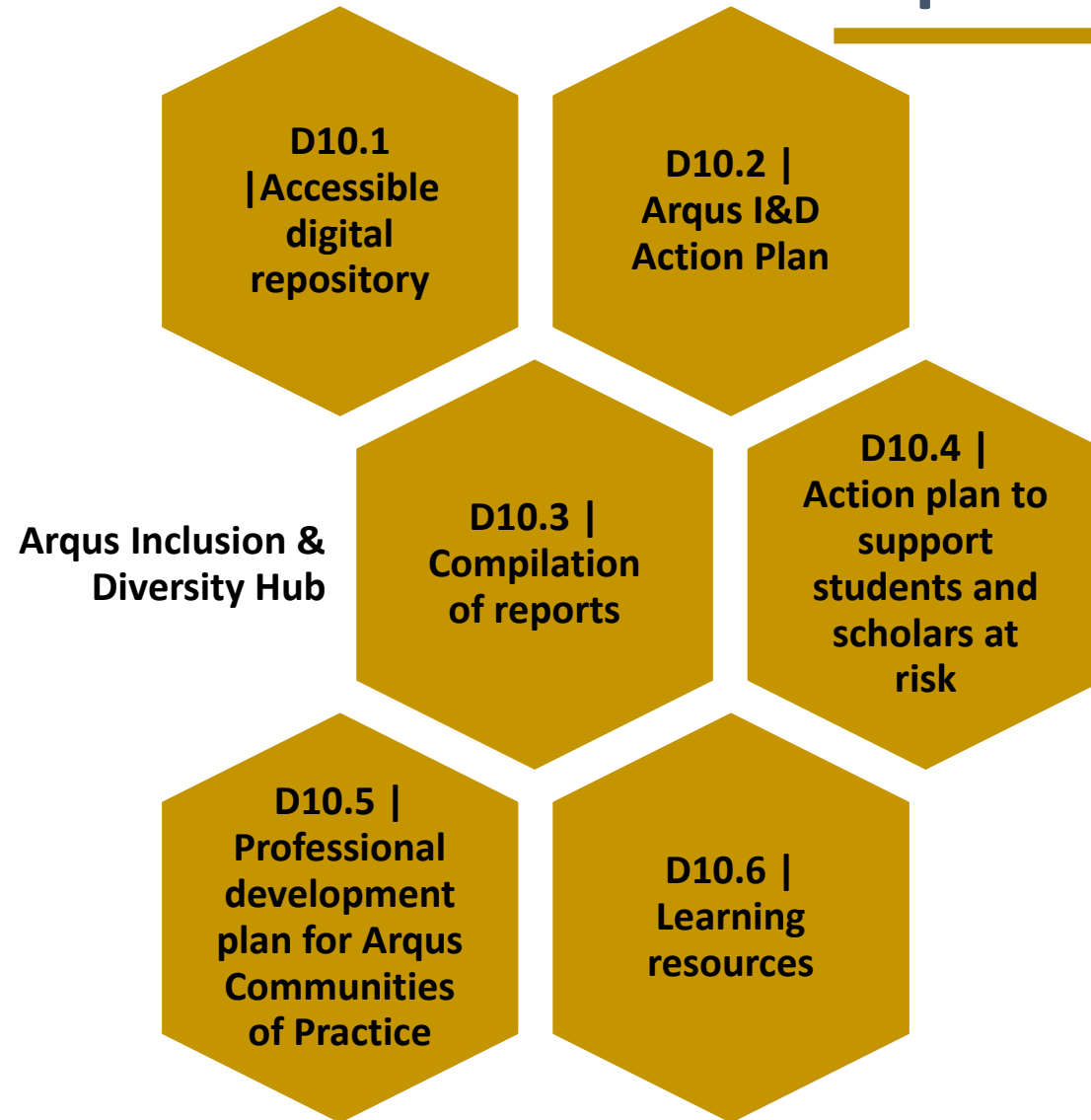
The Work Package intends to capitalise upon the results achieved within the Arqus Action Line 2 "Widening access, inclusion and diversity", to learn from the challenges encountered, and to go beyond "enabling people" (the leitmotif of the first Arqus mission statement) by **engaging the Arqus communities as actors of change** towards a more diverse, inclusive and excellent University Alliance.

The I&D Hub acts as a support structure coordinating, scaling up and institutionalising I&D practices and activities. The I&D Hub is a learning, dynamic and flexible structure, able to respond to the needs of the Arqus communities and to the challenges ahead.

Its subdivision into tasks mirrors the overall Arqus WP structure, in order to ensure that all I&D initiatives are deeply embedded in all activities. This layout has the objective of avoiding the risk of inclusion and diversity initiatives remain siloed and have a limited impact, ensuring that all activities are planned according to inclusion criteria from the very outset. Structural coordination between the Arqus I&D Hub and the other Work Packages as well as continuous monitoring is in place for a more pervasive engagement and a deeper impact.
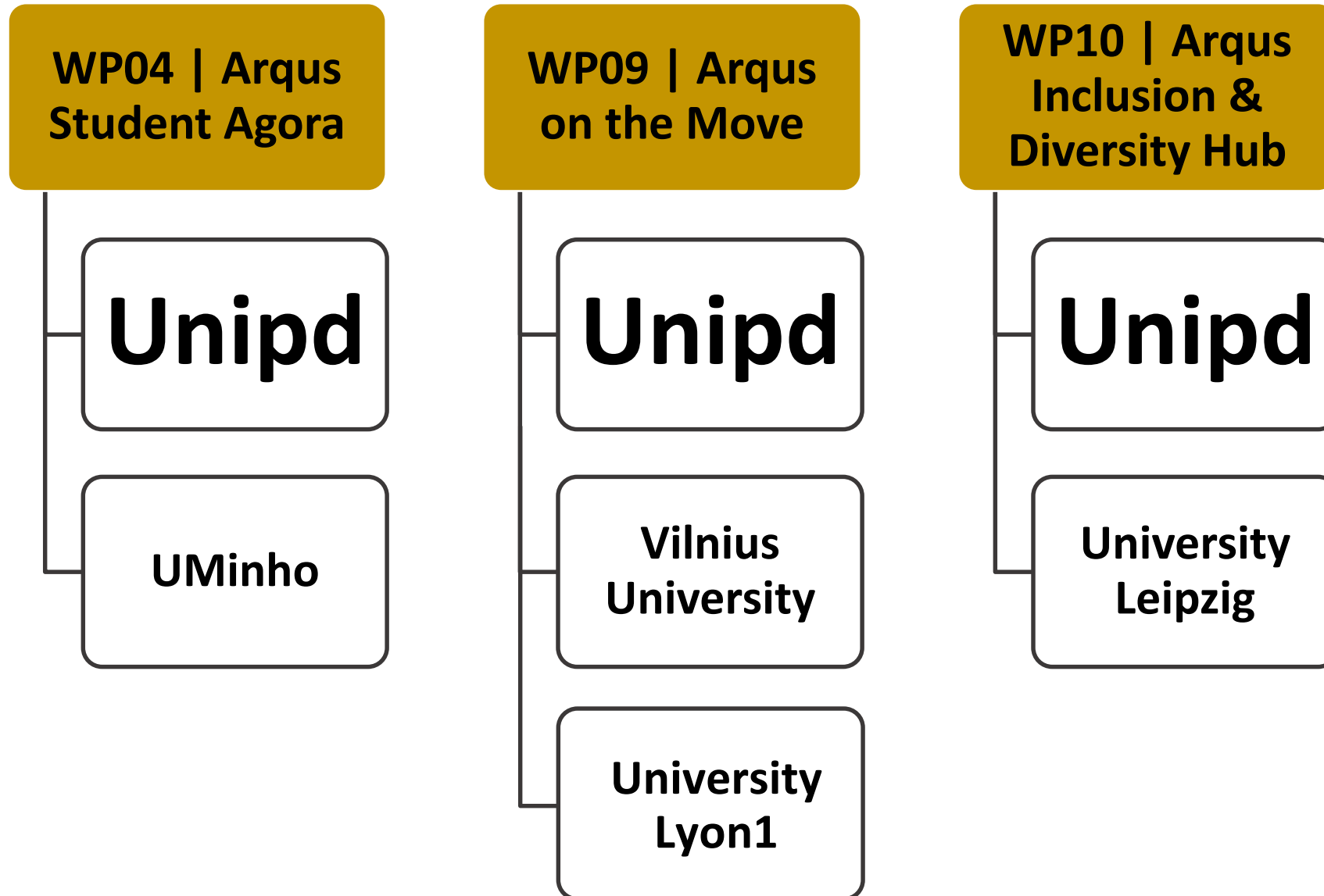
The above framework represents a profound **rethinking of the approach of Action Line 2** (Arqus 2019-2022). While the latter responded to the "narrative of addressing citizens over a timeline of their relationship with the university" – before access, at entry, during university, transition to the job market (*excerpt from the Arqus project description, 2019),* the current rests its foundations on an assessment of what would be the most efficient structure in supporting and enabling transformative change towards an inclusive and excellent Arqus Alliance.
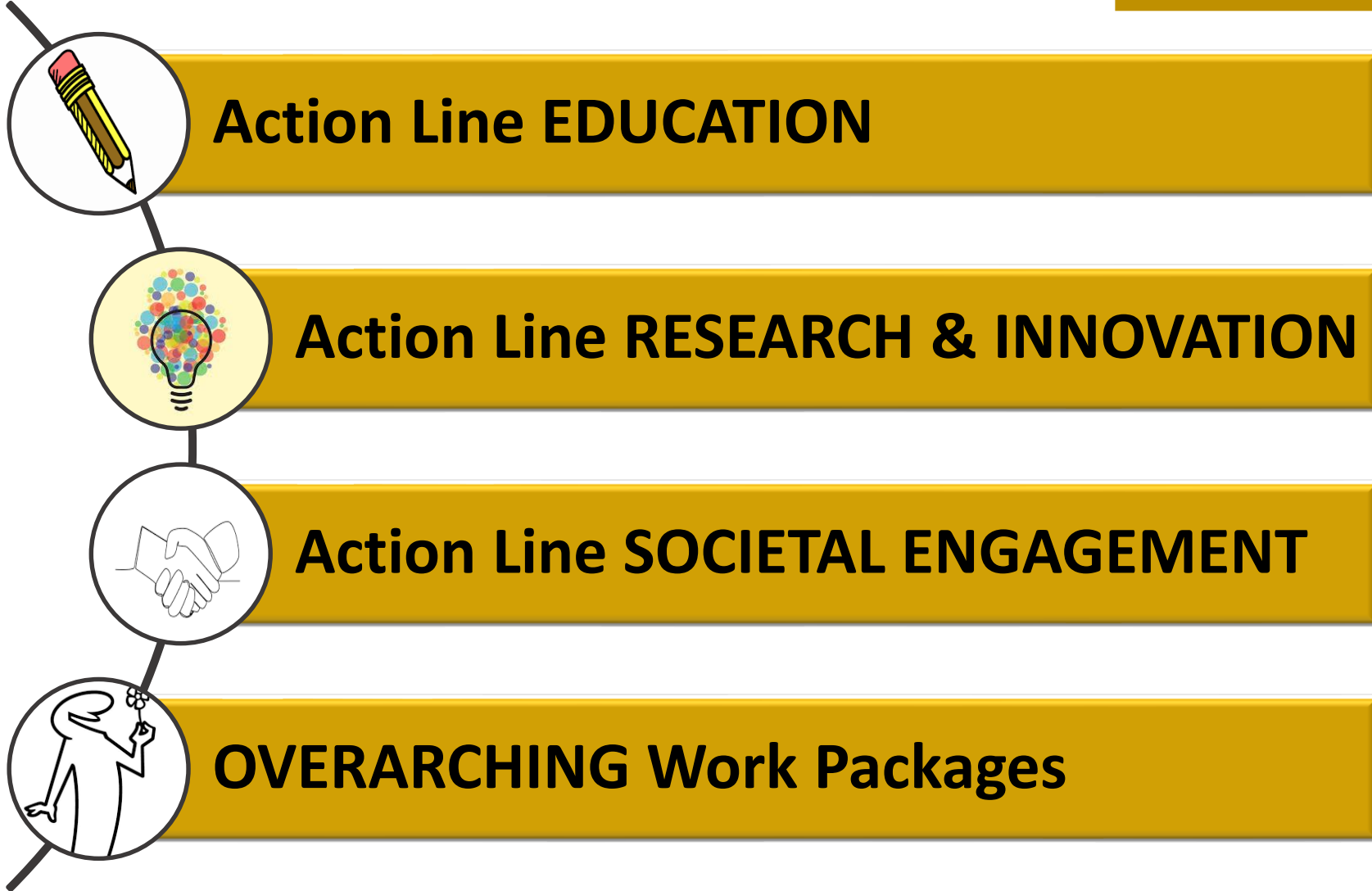
As much as the new structure retains strong links with the results of the previous phase, the Work Package is built around new and innovative activities, allowing for great creativity and flexibility.

WP04 | Arqus Student Agora

- **Unipd**
- UMinho

WP09 | Arqus on the Move

- **Unipd**
- Vilnius University
- University Lyon1

WP10 | Arqus Inclusion & Diversity Hub

- **Unipd**
- University Leipzig

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Arqus Action Lines

Action Line **EDUCATION**

Action Line **RESEARCH & INNOVATION**

Action Line **SOCIETAL ENGAGEMENT**

OVERARCHING Work Packages

WP10 | Arqus Inclusion & Diversity Hub

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➤ Extremely varied institutional commitment to inclusion –at the level of the individual university and at the Alliance level.

➤ Inclusion perceived as being detrimental to excellence.

➤ Resistance to the idea of promoting more inclusive calls, as sometimes the priority given to certain disadvantaged groups is perceived as a privilege rather than as a positive action to favour their participation in contexts where they are often excluded.

➤ Structural connections with other work packages.

➤ Being an "overarching" Work Package is conceptually right, but makes it hard to be truly incisive.

➤ The balance between considering inclusion as an extremely wide and dynamic concept and working on the basis of this idea, and on the contrary focusing on specific topics and being extremely effective in limited actions.

➢ All Universities are on board!

➢ Active engagement of our associated partner, the National University of Kyiv – Mohyla Academy.

➢ First version of the Action Plan to support students and scholars at risk with focus on Ukraine: finalised!

➢ Survey targeted to Ukrainian students – results to be analysed and presented soon in a dedicated webinar!

➢ Inclusive learning project starting with a preparatory visit to Maynooth University.

➢ Coordination with Arqus Student Agora and Arqus on the Move to include in an interactive map information on support services available for vulnerable and disadvantaged students in each partner university.

➢ Idea of the first Arqus Inclusion & Diversity Staff Week... greatly inspired by UnaEuropa!

Thank you!

lucia.gennaro@unipd.it
arqus@unipd.it

@ArqusAlliance

Our alliance

unite!

Unite! is a European University Alliance of innovation, technology and engineering. The alliance is made up of nine universities that connect entrepreneurial & innovative European regions. Unite! is a strategic, agile and dynamic alliance based on shared values, a common vision and mutual trust.

We'd like to create the kind of multilingual and multicultural trans-European campus where people feel welcome, safe and themselves.

A few numbers:

280.000 Students

77.300 Graduates (PhDs not included)

2.630 PhD graduates

799 Startups founded

Aalto University, Espoo/Helsinki
KTH Royal Institute of Technology, Stockholm

Wrocław Tech
Technical University of Darmstadt
Graz University of Technology
Grenoble INP-UGA
Politecnico di Torino
Universitat Politècnica de Catalunya · BarcelonaTech
Universidade de Lisboa
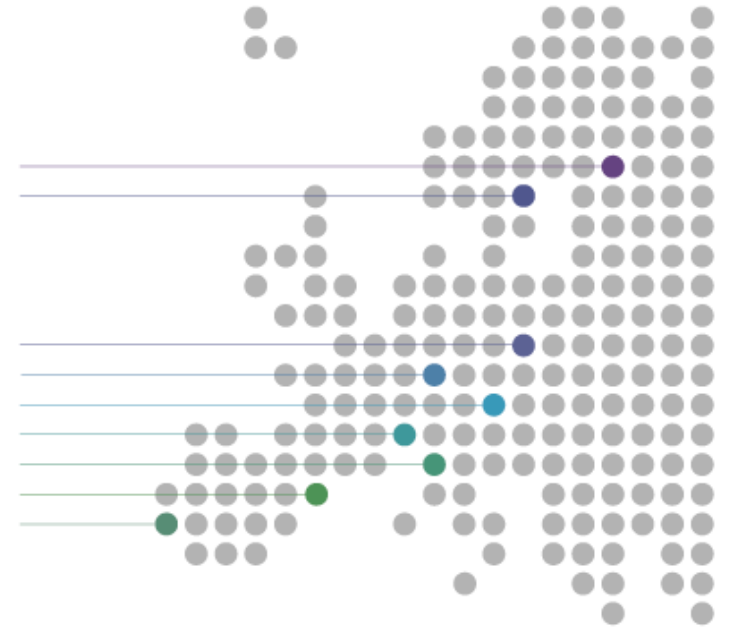
Diversity & Inclusion in Unite! from 2019 to 2022

unite!

➤ *From the* **Unite! Charter on Diversity and Inclusion**

"[…] Unite! is deeply committed to promoting Diversity and strengthening the process of Inclusion in all its operations.

Based on the respective strategies and regulations of the Unite! partner universities, this charter specifies their shared efforts to maintain a safe and unbiased environment for exchange, research, work and study. Each partner's own guidelines, measures and strategies remain unaffected by this charter and continue to apply in accordance with their respective directives".

➤ **IDEM – Inclusion, Diversity, Equity in Mobility** (https://www.idem-project.eu/)

Many students are challenged with structural barriers that make it difficult for them to participate in conventional physical mobility programs such as Erasmus+. Because of these experienced and expected challenges, many students do not even consider participating in mobility programs. When deciding to go abroad, these students often face limitations that diminish a fulfilling experience.

"Idem" is a Latin term meaning "the same" and that is the ultimate goal of this project: to give all students the same opportunities to enjoy a mobility program within Europe, while recognizing and acknowledging individual needs and differences.

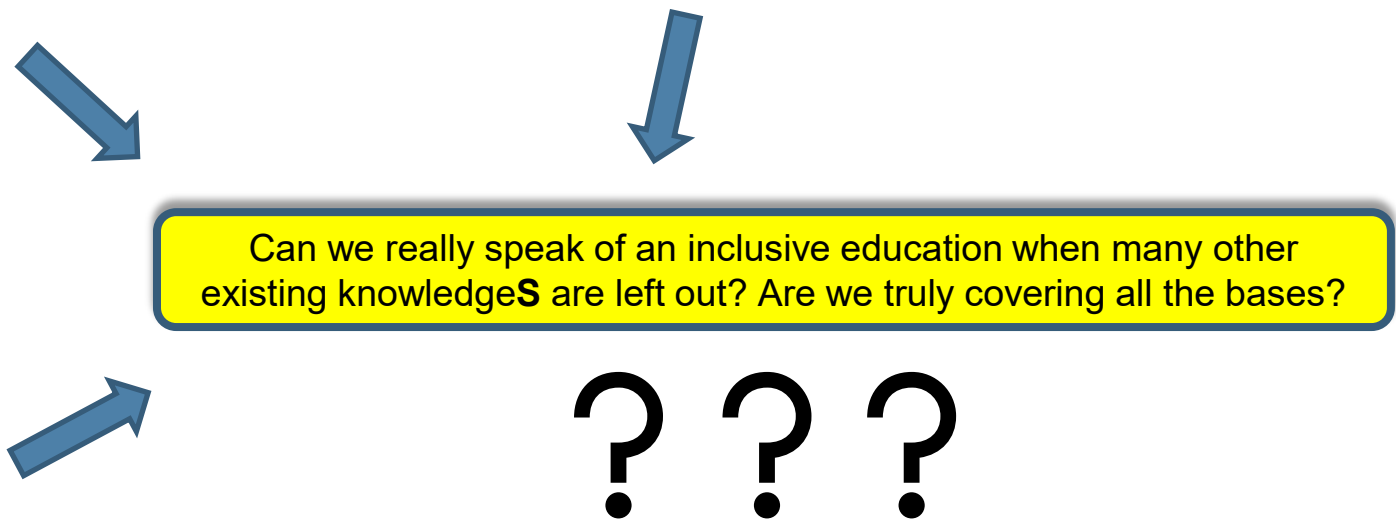➤ **UNITE.H2020 (2020-2023) – WP 5 – Strengthening human capital**

An expert team has been working on the assessment of each partner's Gender Equality Plan to carry out a SCOPE analysis in order to identify the most common pattern as well as partners' strength → Guidelines will then be produced.

Guidelines (draft) for the implementation of a Mentorship Program for young researchers based on Unite! best practices is already available (a pilot will be carried out @PoliTO).
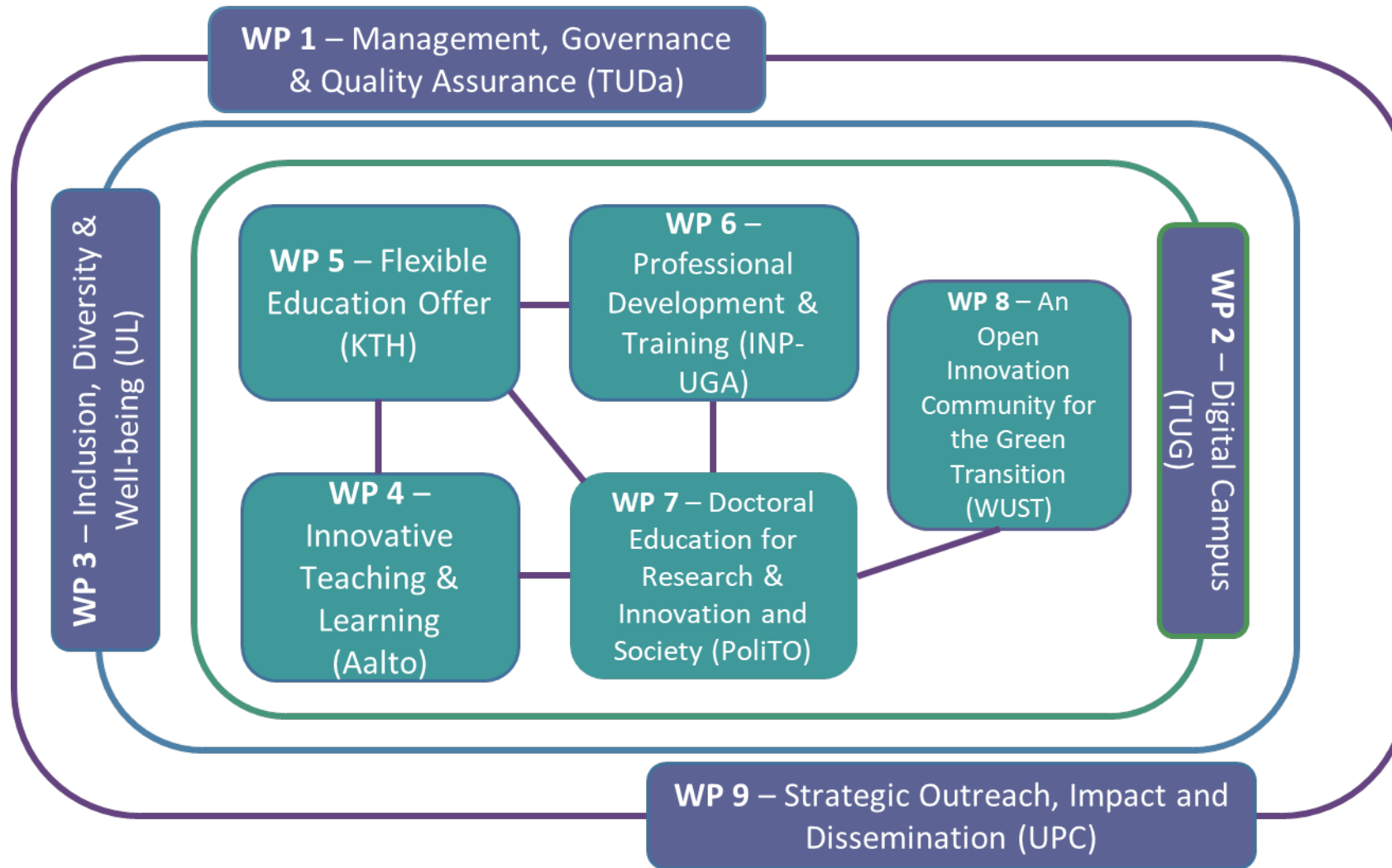
Can we really speak of an inclusive education when many other existing knowledge**S** are left out? Are we truly covering all the bases?

? ? ?

WP 3 – Inclusion, Diversity & Well-being (UL)

With the new Unite! (2022 - 26) it was decided to give greater importance and to devote an *ad-hoc* focus to the topics of **inclusion, diversity, well-being and welcome** with the Coordination, for this work package, of Universidade de Lisboa (ULisboa).

As Politecnico di Torino we have been called to participate in this WP starting from our activities within the Life service, a relatively recent service for the university, created in 2019 with the aim of monitoring, supporting and promoting the services of its staff and students, also outside their academic or work activities respectively.

The aim is, starting from the specificities of the individual universities participating in Unite!, to compare best practices and act with a common program.

What is Politecnico di Torino doing and has done so far for inclusion and diversity?

Inclusion & diversity @ Politecnico – policies and governance

With regard to the issues of inclusion and diversity, our university's efforts focus on two types of policies in particular:

➢ **Gender policies**
➢ **Inclusion policies**

The **GOVERNANCE** of the University, in order to harmonize gender and inclusion policies, includes:

▪ the **Gender Observatory** appointed in 2019, which is responsible for the gender balancing process, presented in its first version in October 2020. Starting from the complete analysis of the document published every 3 years, the process elaborates the policies and verifies their implementation.

▪ the **Diversity Manager** with the aim of promoting actions to enhance and respect all the diversities expressed within our organizational context, in order to **create an open and inclusive environment and encourage a shared growth of our organization.** This role promotes specific actions related to our **University's strategic programs in terms of recognition of gender differences** and of their value in **an employer branding perspective, identification and implementation** of services and solutions to support the autonomy of people with disabilities.

Inclusion & diversity @ PoliTO – from past to present

Starting from the early 2000s, it became evident to the national and international scientific community that **women's access to technical-scientific professions was limited** and that a career in these sectors was often purely a male prerogative.

Politecnico's commitment to this issue began in 2001 with the launch of the project **Donna: Professione Ingegnere**. A project funded by the Piedmont Region and the European Social Fund, which contributed significantly to increasing the percentage of female presence among freshmen in Engineering: if in the a.y. 2001/2002 it was around 15%, in the a.y. 2004/2005 it reached 19%, to arrive in 2010, the last year of activation of the project, at 23%, a percentage that has remained more or less stable in the following decade.

In 2019, also in the face of the changed work context in which technical-scientific skills have become increasingly necessary, the university has chosen to take up the theme by launching the new **WeAreHERe** project, which has seen **the percentage of female students enrolled in engineering increase to more than 27% to date.**

Inclusion & diversity @ PoliTO – WeAreHERe project

WeAreHERe is a project created by Poliwo, the open community of Politecnico faculty members who discuss and reflect on **issues of gender equality and diversity within the University**. WeAreHere means <u>We are Here, We are She</u>: a project with physical and communication actions aimed at **increasing the number of female students enrolled in courses in the Engineering area** through **the involvement of female engineering students themselves**.

Tools to achieve this ambitious goal are **events (online and live** in Turin secondary schools) and **actions to raise awareness** of the opportunities that Engineering offers to women and the importance of female engineers as a resource that the society of the future can no longer give up.

In addition to these, there are various activities of discussion and contact with Politecnico girl students through dedicated **communication channels on <u>social networks</u>** and moments of individual meetings and advice, such as **mentoring activities** e **live group meetings.**

Inclusion & diversity @ PoliTO – Gender Equality Report, GEP and GEAP

The analysis of disaggregated data according to the gender dimension is carried out comprehensively **every three years**, with the publication of the **Gender Equality Report** of the University.

The first gender report, covering the three-year period 2016-2019, was published in 2020 with the focus **Diversity is Excellence**; it collects and interprets gender data at the University level the **Gender Equality Report** with an analysis dedicated to faculty, technical-administrative staff and the student community. If the Gender Balance is triennial, an updated subset of particularly significant indicators is available annually in the **Gender Data Monitoring section**

The **Gender Equality Plan (GEP)** and the **Gender Equality Action Plan (GEAP)** are correlated and interconnected to the Gender Balance Sheet and are fundamental in the pursuit of the University's gender policies.

Inclusion & diversity @ PoliTO – LGBTQ+ inclusion policies

The overall goal of Politecnico di Torino remains **equality regardless of gender and special needs;** a high goal that can be pursued while respecting and **valuing the parameters of individuals such as religion, ethnicity, sexual orientation or politics.**

Fundamental to the pursuit of inclusion policies is the establishment and recognition of Alias Career (*Carriere Alias* i.e. creation of an alternative identity that replaces the personal data with the "elective" name", chosen by the person in a gender transition, within the computer system of the university) recognized to all staff, professors and students as resolved by the collegiate bodies.

As part of the policies to promote **the inclusion of the LGBTQI+ community of the University**, thus enhancing diversity, and in an attempt to give concrete follow-up to **Art. 6 of the ethical code of the University (Dignity and respect for others) in the last years, in the month of June** (month usually dedicate to LGBT+ campaigns) we have organized events for all the University community (students, staff and professor) speaking about **homophobia, transphobia and the fight against discrimination and gender violence.**

In the religious field, the project of a virtual platform of spiritual support is being finalized in order to allow the Politecnico community to meet the different religious and areligious confessions.

## Which are the main goals of WP3 - Diversity and Inclusion?

In particular, WP3 provides an opportunity to discuss **three main areas of action**, especially for inclusion and diversity:

- Developing a Diversity and Inclusion **common repository** to be used by all partners

- Designing a Unite! Diversity and Inclusion **Certification programme** for faculty, staff and students

- Developing, planning and executing **trainings** on inclusion, diversity, equity and accessibility

The general group was divided into **3 subgroups, one for each of the goals**, which were operationally in charge of managing and organizing the activities necessary for the individual goal, also through ad hoc meetings closer in time.

Where are we in reaching the 3 goals?

- Unite! Diversity and Inclusion **common repository**

80%

- Unite! Diversity and Inclusion **Certification programme**

30%

- **Trainings** on inclusion, diversity, equity and accessibility

30%
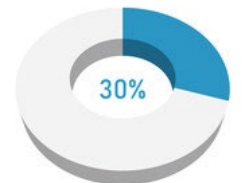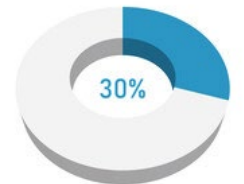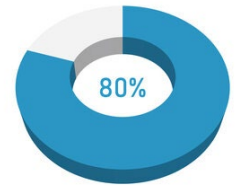
Where are we in reaching the 3 goals?

- Unite! Diversity and Inclusion **common repository**

  ➤ goal almost reached

  80%
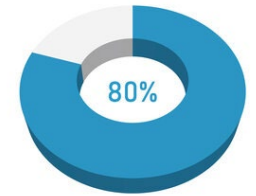
- Unite! Diversity and Inclusion **Certification programme**

  ➤ collecting data on the educational or training offerings of individual universities.
  a more complex and difficult task for non-generalist universities such as Politecnico di Torino where courses related to inclusion and diversity issues are less present

  30%
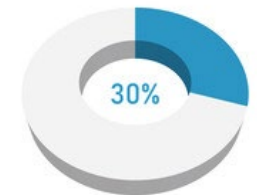
- **Trainings** on inclusion, diversity, equity and accessibility

  ➤ designing a **21-day challenge** to raise awareness of inclusion and diversity issues throughout the university community
  based on the age-old belief that it takes 21 days to fully form a new habit. According to research, it takes 21 days to fully form a new habit, as 21 days is the time required for new neuropathways to be fully formed in your brain. The 21-day challenge is very popular among the people in the Anglo-Saxon world and we decided to experiment with it in the various universities by exploring the different types of diversity
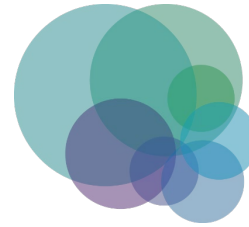
  30%
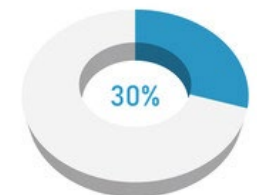
Thank you!

For further information, please contact:

carlos.castro@polito.it

giorgio.pugnetti@polito.it

Erasmus+
Arricchisce la vita, apre la mente.

The Erasmus+ Inclusion & Diversity Strategy

Open conference – UNA Lecture

EUROPEAN ALLIANCES: AN HOTBED OF DIFFERENT APPROACHES TO DIVERSITY AND INCLUSION

19.10.2023

Erasmus+ National Agency INDIRE

Claudia Peritore, Higher Education Head of Unit

c.peritore@indire.it

INDIRE
ISTITUTO
NAZIONALE
DOCUMENTAZIONE
INNOVAZIONE
RICERCA EDUCATIVA

Ministero dell'Istruzione
e del Merito

Ministero dell'Università
e della Ricerca

erasmusplus.it
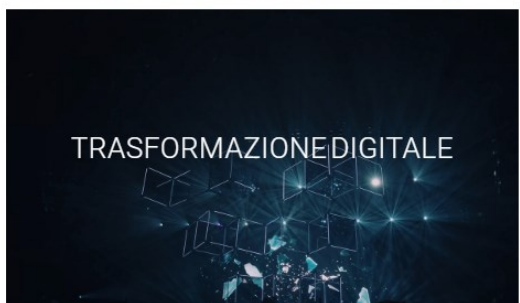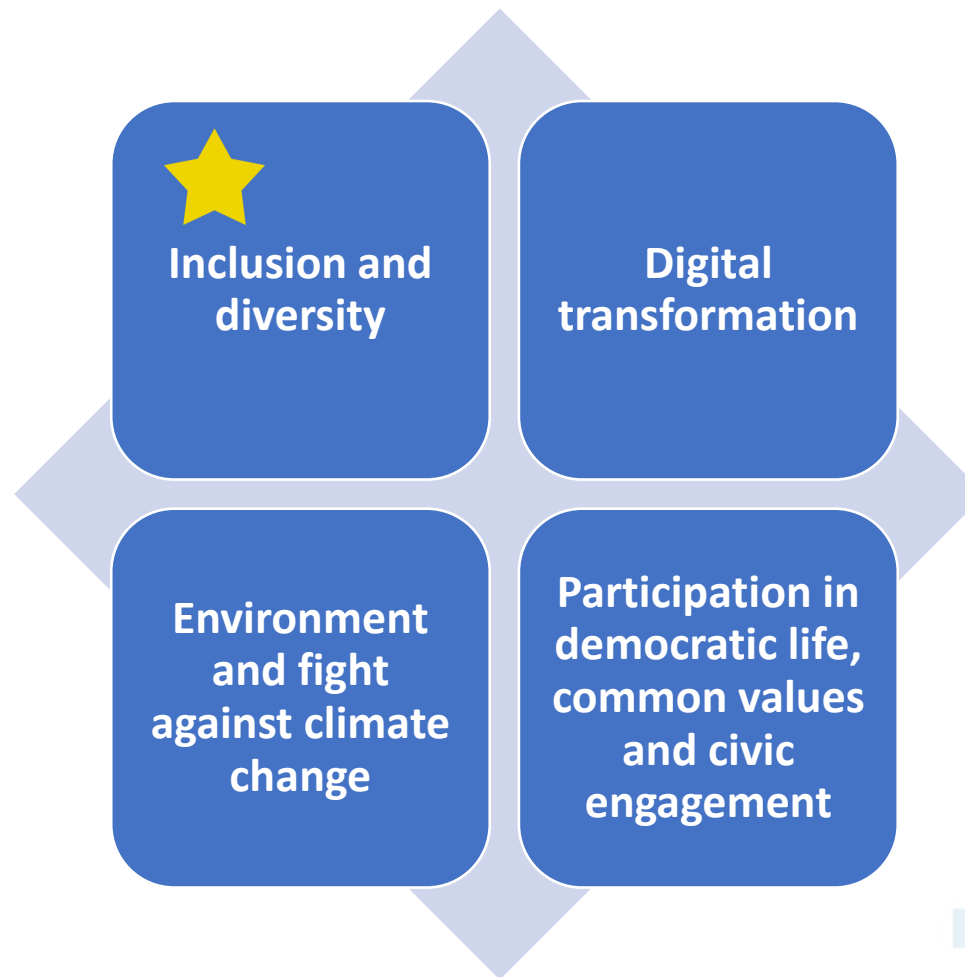
Inclusion & Diversity in Education & Training

Commission implementing decision adopted in October 2021

EUROPEAN COMMISSION

on the framework of inclusion measures of the Erasmus+ and European Solidarity Corps Programmes 2021-2027

facilitate access

Organisations → framework of inclusion measures ← Individuals

The framework of inclusion measures has **four specific objectives**:

(a) mainstreaming inclusion and diversity as a **cross-cutting priority** and guiding principle

(b) ensuring the offer of **inclusive features and mechanisms** within the design of the Programmes and the budget allocated to its actions, and that the focus on inclusion and diversity is taken into account at all stages of the Programmes ' management

(c) establishing a **common understanding** of those who may be considered people with fewer opportunities and fostering a positive approach to diversity

(d) **supporting beneficiary organisations** in establishing more high-quality projects that address inclusion and diversity, and in designing and implementing projects in a more inclusive and diverse manner.

Erasmus+ 2021-2027
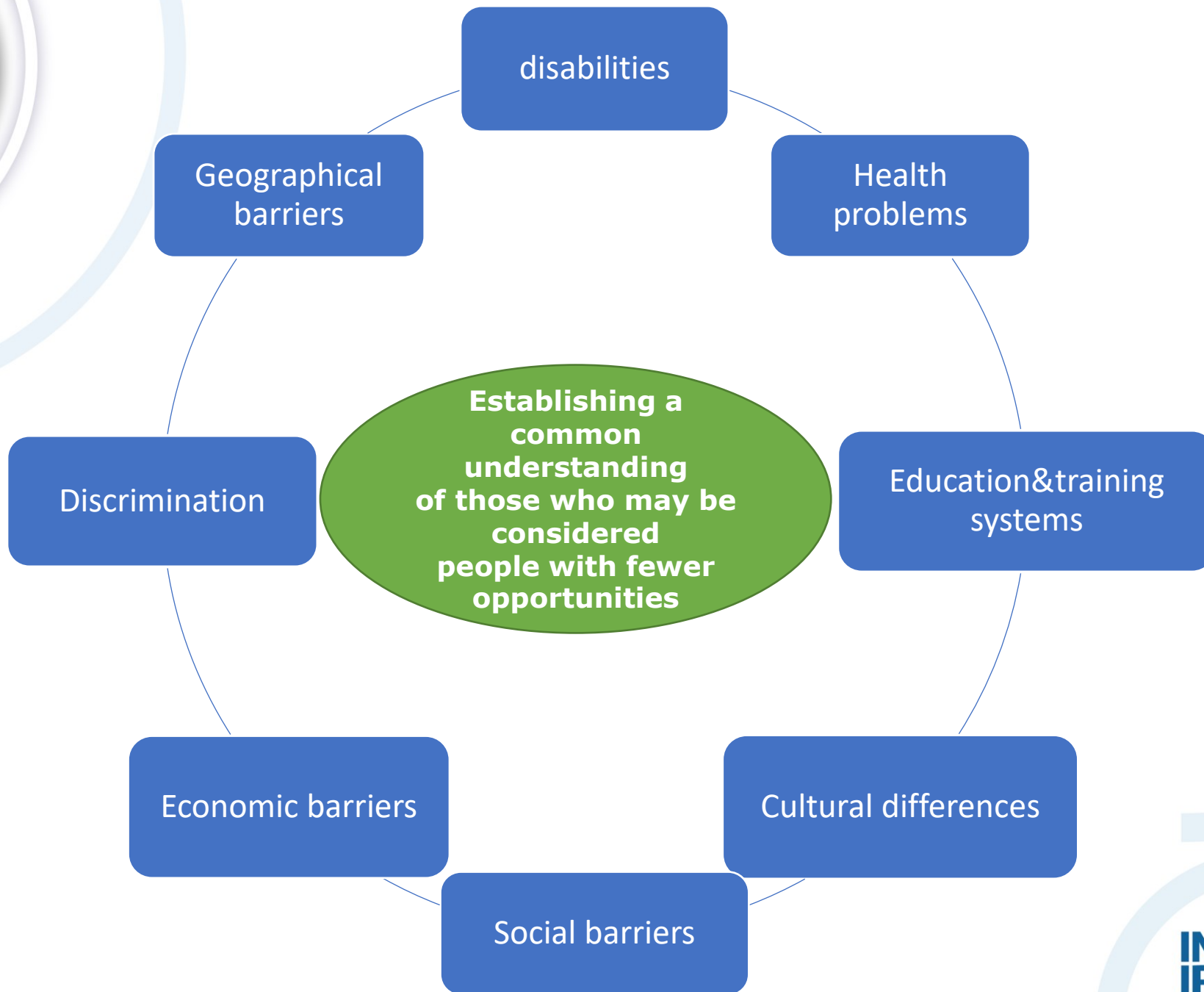
Inclusive features and mechanisms for HE

- Introducing more flexible mobility formats (blended mobility: short term physical mobility combined with "virtual mobility")

- Short term mobility

- Adapting student grant levels

- Preparatory Visits for fewer opportunities

- Specific additional budget

- Simplifying and digitalising administrative procedures through the European Student Card initiative

- Automatic recognition of periods of study and learning abroad

- Facilitating affordable housing

- Cross-sectoral Inclusion strategy

Inclusivemobility.eu

A strategy for inclusion and diversity
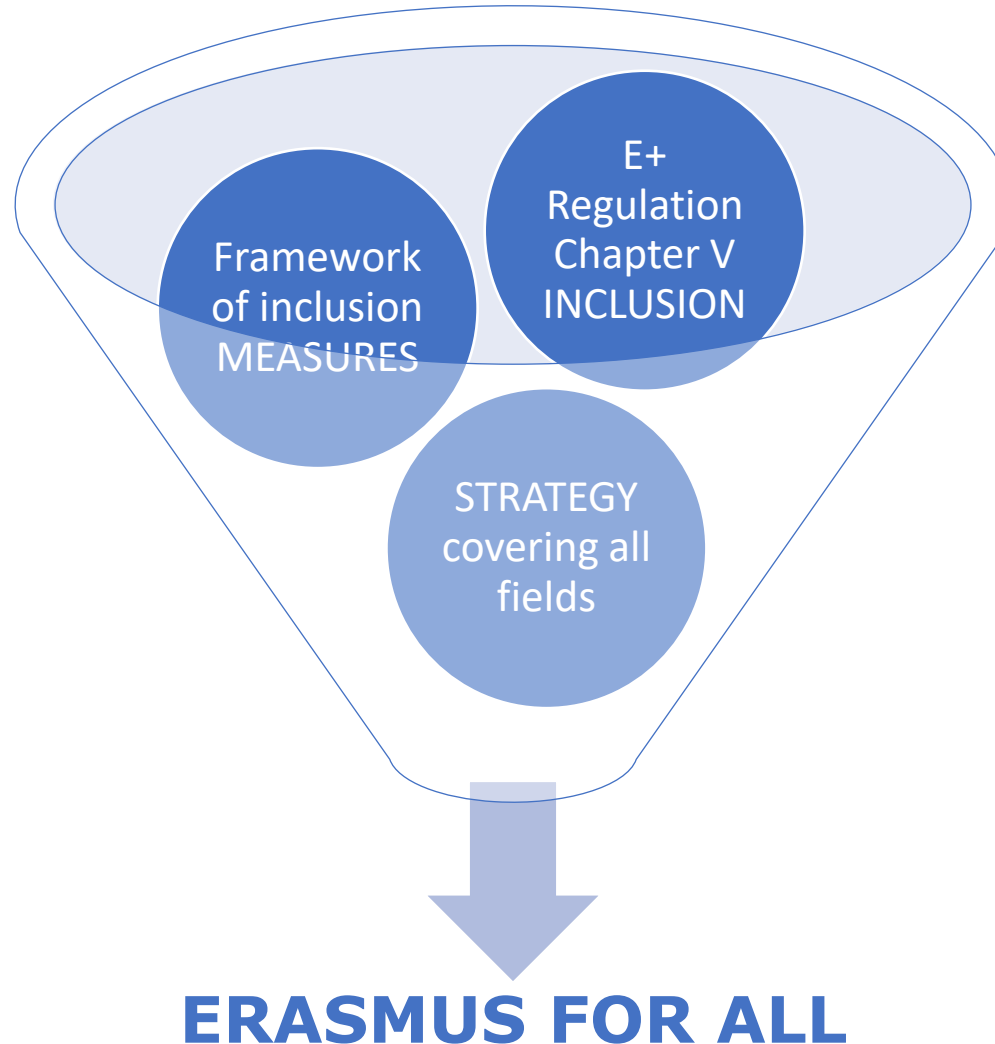
"Societies are increasingly diverse in many respects (cultures, abilities, social groups, sexualities, political opinions, identities, education, training, literacy levels etc.)"

Framework of inclusion MEASURES

E+ Regulation Chapter V INCLUSION

STRATEGY covering all fields

ERASMUS FOR ALL

Focus on inclusion and diversity

Erasmus+
Arricchisce la vita, apre la mente.

before PROMOTION → **during** IMPLEMENTATION → **after** RESULTS

- students' associations
- targeted promotion material
- dedicated offices/services

- Inclusive teaching methodologies
- staff member at hosting organization

- Involve after return
- evaluate
- Encourage future participation

IND IRE ISTITUTO NAZIONALE DOCUMENTAZIONE INNOVAZIONE RICERCA EDUCATIVA

Participant Survey Form

Learning Mobility of Individuals

Student mobility for studies
in higher education

4.4 Why did you decide to participate in a short-term physical mobility or blended intensive programme

rather than a long-term physical mobility?

- I was not able to go for a long-term mobility because of financial reasons;
- I was not able to go for a long-term mobility because of a disability or an illness
- I was not able to go for a long-term mobility because of caring responsibilities

4.9 Would you have participated in the mobility if you had not received the top-up grant?

10 Assessment of support received

Erasmus+
Arricchisce la vita, apre la mente.

IRE DOCUMENTAZIONE INNOVAZIONE RICERCA EDUCATIVA

Resources on inclusion and diversity

Provides knowledge, resources and support in all E&T fields

SALTO INCLUSION EDUCATION

- Report on Needs, Challenges and Practices of Erasmus+ National Agencies
- Inclusive Communication Manual (ESN)
- Guidelines on Development of Inclusion and Diversity Strategies

Tools:

- ID Temperature Check (SALTO YOU ID)
- Erasmus+ Grant Simulator (ESN)

Get inspired:

- Successful stories

Co-funded by the European Union

SALTO WEBSITE

https://saltoinclusion.eu/

Austria (AT01)

DAAD-GmbH - Agentur für Bildung und Internationalisierung

Nationaler Plan für Inklusion & Vielfalt für Erasmus+ und Europäisches Solidaritätskorps

Strategies

Erasmus+ | European Solidarity Corps | Horizon Europe

National Agency Inclusion Strategy

Erasmus 2021-2027 - The National Strategy for Inclusion and Diversity
https://www.erasmusplus.it/wp-content/uploads/2021/06/Strategia-Inclusione-e-Diversita_-Piano-dAzione-nazionale.pdf

Inclusion of institutions

Newcomer

Less attractive and less active institutions

Inclusion of people

Participants with **disabilities**

Participants with socio-economic disadvantage

Migrants

Inclusion of territories

Remote areas, rural areas, urban peripheries
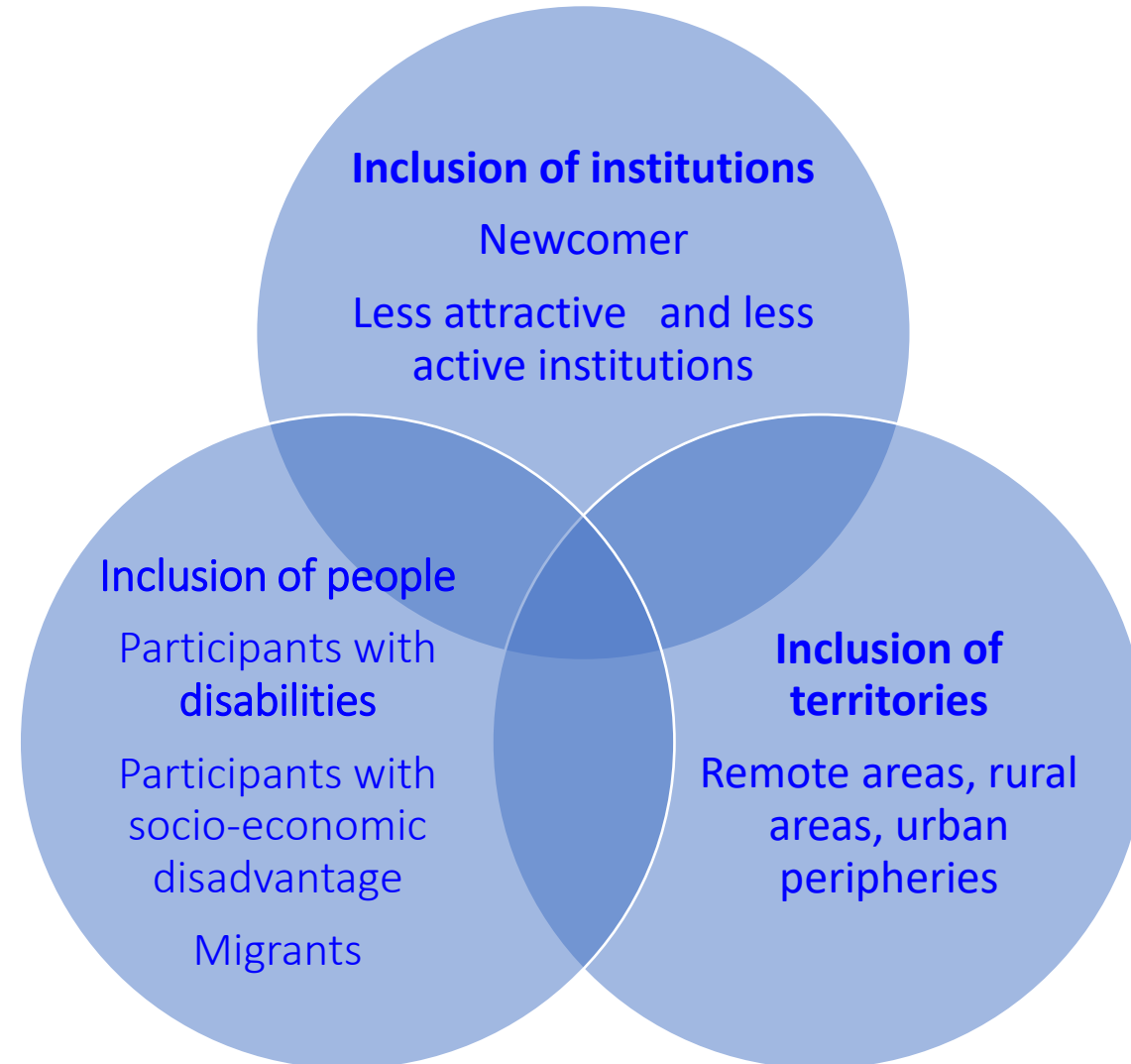
Main objectives of the Inclusion and diversity Strategy – Italian E+ NA

- Involve newcomers and institutions with more experience and compare them on the theme of inclusion and diversity.

- Motivate and involve teachers/educators/trainers and propose quality activities.

- Involvement of USRs to identify schools that have not participated in Erasmus to involve them in the events we intend to propose.

- Promote initiatives that support aggregation/collaboration in partnerships between small schools or schools in disadvantaged areas, with the support of Erasmus ambassadors or experienced teachers in the proposal processing phase.

- Adoption of already tested good inclusion practices.

- Encourage exchanges of experience both between projects and between different institutions.

- Mapping schools that have never participated as a basis for identifying their needs and involving them.

Resources: identify good practices

Erasmus+ projects results

Erasmus+
EU programme for education, training, youth and sport

Home | About Erasmus+ ▼ | Opportunities ▼ | Programme Guide | Resources and tools ▼ | What's new? ▼ | Projects ▼

You are here: Erasmus+ / Projects

Erasmus+ project results

Presenting the details and outcomes of projects funded under the Erasmus+ programme.

[Search for Erasmus+ funded projects]

- ❑ AI and virtual reality to support students learning
- ❑ Empower educators
- ❑ New professional profiles
- ❑ Universities solutions to societal challenges

EU Public Consultation on Erasmus+ evaluation

closes 8th December 2023

https://www.erasmusplus.it/news/programma/consultazione-pubblica-sulla-valutazione-di-erasmus/

The evaluation will assess the overall effectiveness and performance of the programme, including as regards new initiatives and the delivery of inclusion and simplification measures. The evaluation will also assess the results and long-term impact of the 2014-2020 Erasmus+ programme.

Thank you for your attention

Una Europa Diversity Council

Anna-Leena Riitaoja, Ph.D., Senior Lecturer
Chair of the Una Europa Diversity Council
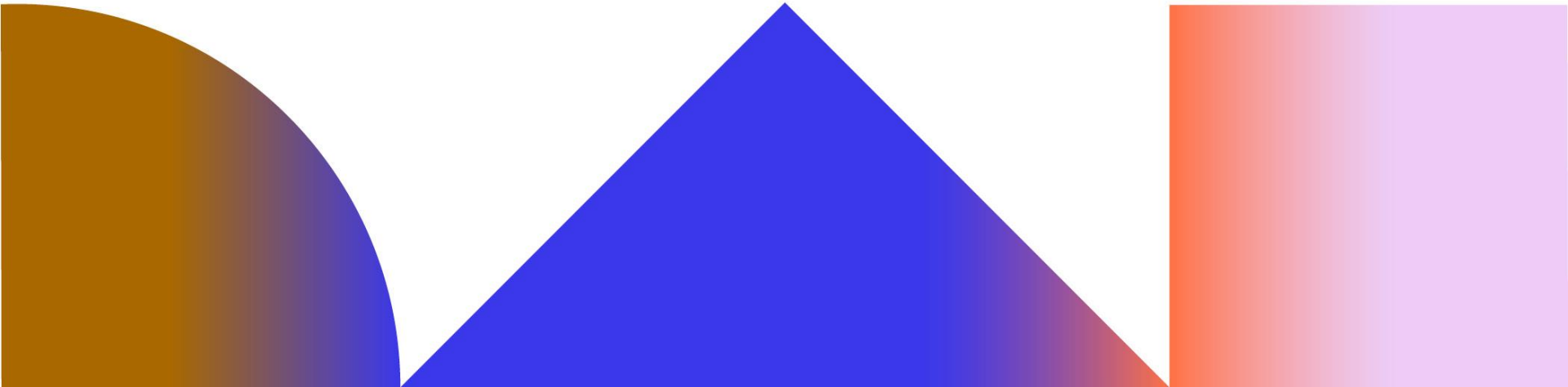
Diversity in Una Europa mission

Diversity is one of the key values in Una Europa (Strategy 2030)

- "Una Europa is driven by our shared values – diversity and human dignity, academic freedom, individual well-being."

➢ How do we interpret diversity and how is it made as a systemic part of planning and actions

   ➢ The role of the Diversity Council

Institutional Drivers

- Enhancing our values: Una Europa will design a plan to mainstream diversity across our activities and develop evidence-based actions to promote diversity for all.

- Increasing integration: Embracing the institutional and cultural diversity of its partner universities

- Acting globally: Una Europa will embed a global perspective in all our activities, including research and innovation, teaching and learning, and societal engagement

Diversity & Inclusion is one of the Una Europa Transversal Themes

Transversal themes crosscut all Una bodies and activities

- Diversity and Inclusion – driven by the Diversity Council

- International Dimension

- Mobility

- Research and Innovation

- Teaching and Learning

- Sustainability and Climate Protection

Diversity Council

- A permanent body to support Una Europa to achieve the goal of embedding diversity in all dimensions of Una Europa collaboration.

- The goal of the Diversity Council is to promote an equal and non-discriminating study and work-related environment for all members of the Una community.

    Equity and social justice for all disadvantaged groups.

Diversity Council

Members of the Diversity Council

- University of Helsinki: Anna-Leena Riitaoja (chair), Ameera Masoud, Karoliina Jylhä-Kuusela (secretary)
- Freie Universität Berlin: Rebekka Mak
- Universitá di Bologna: Fancesco Cattagni, Cristina de Maria
- University College Dublin: Marcellina Fogarty, Colin Scott
- University of Edinburgh: Caroline Wallace
- Uniwersytet Jagiellońsk: Michał Powszedniak
- Universiteit Leiden: Aya Ewaza
- KU Leuven: Heidi Mertens, Ishimwe Marie-Aimée Ntawukulityayo
- Universidad Complutense de Madrid: Ana Laura Rodríguez Redondo, Mercedes García García
- Université Paris Panthéon-Sorbonne: Marianne Blidon, Catherine Botoko
- University of Zurich: Karin Gilland Lutz
- Representation by Una Europa vzw and Una Europa Student Board
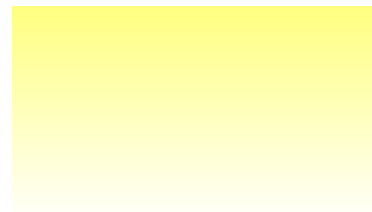
Mission and understanding of diversity

- We believe Una Europa is a value-based alliance where our actions are planned, conducted, and evaluated in light of diversity and inclusion.

Our understanding of diversity includes three core interlinked objectives:

- Difference: The acknowledgement of differences structured by social categories (such as race, ethnicity, gender, social class, ability, sexuality, religion, and age) and programmatic advocacy for those differences to be actively valued and promoted.
- Equity: Providing fair access to opportunities, resources and ultimately power. Implicit is the need to dismantle systemic barriers to access and thus the vision of social justice.
- Inclusion: An environment in which all individuals are visible, feel valued and connected and above all can actively and meaningfully participate, i.e., have agency within the organisation.

Previous actions by the Diversity Council

- Recommendations for strengthening diversity in European universities
- Four areas of recommendations
  - Strengthening diversity data
  - Foregrounding diversity in research and innovation
  - Education - Fostering a diverse and safe campus through equipping staff with diversity skills
  - Collecting good practices on diversity

  - Students and diversity
    - Affordably abroad
    - Una Student challenge focusing on diversity

Engaging with Diversity in European Universities

The Diversity Council of Una Europa

Edited by Mira Karjalainen

Co-funded by the Erasmus+ Programme of the European Union

Diversity Data Collection: Exploratory Mapping & Reflection

Una Europa Diversity Council Action Group Data Collection Final Report
2022

Gabriele Rosenstreich
Kurt De Wit
Tom Bekers
Catherine Botoko
Aki Hagelin
Päivi Kuuppelomäki
Stella Strzemecka
Caroline Wallace

Co-funded by the Erasmus+ Programme of the European Union

Co-funded by the European Union

Strengthening diversity data – key findings and recommendations

- Data collection
  - Why is (not) data collected
  - Focus on the gaps in areas that are significant in HE
  - Knowledge about privacy and data protection
- Contextual differences
  - Different contexts and practices for collecting, analysing and using diversity data
  - Various practices of making/not making data available
- Approach
  - A mix of indications of various kinds
  - Clarity of definitions
  - The focus is often on singular identity indicators
  - Involvement of minoritised groups
  - Data collection: DEI practitioners & experts in data analysis
  - Linkage between survey and administrative data, data collected from students and from staff

Diversity in research and innovation

- To make diversity real, it must be made a strategic priority, part of the roadmap of institution-building and thematic priority.

- Analysis of four Una Europa policy documents
  - Research & Innovation, Research Infra and Resources, HR strategies and priorities, Una 2030 strategy draft

- Result: Commitment to diversity but limited discussion about the dimensions of diversity
- Recommendations to four areas:
  - Governance
  - Management and HR
  - Community, culture and careers
  - Evaluation

Education

- Varying meanings of diversity may confuse shared goals and actions
- Investing in the development of educational resources that support (faculty and administrative) staff in gaining diversity competences
  > diversity on campus instead of individual responsibility.

Recommendations
- Recognising existing intersectional diversity within Una universities
- Create a diverse working group and include the target groups in the material preparation process.
- Mapping diversity trainings/education materials in Una
- Intersectional approach
- Organising a conference to discuss the limitations and opportunities of diversity in HEIs and Una Europa alliance.
- Enhancing the role and relevance of the work of the Council

Good practices

- Analysis of good practices in Una universities in five areas
  1. Diversity plans, policies, and strategies
  2. Diversity structures
  3. Diversity in human resource management (HRM)
  4. Diversity in students' affairs
  5. Diversity in communication and interactions

  Recommendations
  1) Involve the target groups in the design, implementation and monitoring of the actions
  2) Translate websites and information
  3) Develop strategies of communication with different recipients and structures
  4) Ensure constant financial support
  5) Recruiting dedicated and trained staff, strengthen mentoring and training of new and current staff
  6) Set up regular evaluation
  7) Develop additional practices

Ongoing actions

- Diversity & Inclusion: Vision and action plan by the Diversity Council, June 2023.

Visions and
Action Plans
on Transversal
Themes

europa

Deliverable 1.1.

Critical trends recognised in the Council's vision and action plan

- Awareness of the historical and social processes that have produced inequalities and exclusion globally & locally.
    - Normativities resulting in systemic institutional barriers
- How to transform elitist structures into more inclusive policies?
- Consequences of global ecological and social challenges to our universities, societies and the planet.
    - Historical role of inequalities that undergird current challenges.
- Dystopian global trends
    - The role of the universities to confront social upheavals.
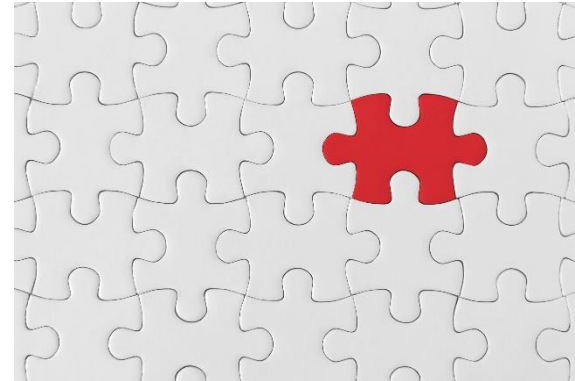
Current actions by the Diversity Council

Turning the recommendations in the report *Engaging with diversity* to practices.

Action plan

1. Bringing diversity in Una governance structures by strengthening the role of the Council.

2. Translating results and recommendations into tools

   - Diversity-related quality criteria for Una Europa activities.

   - Guidelines for working with diversity data

3. Diversity Plans among all Una Europa groups
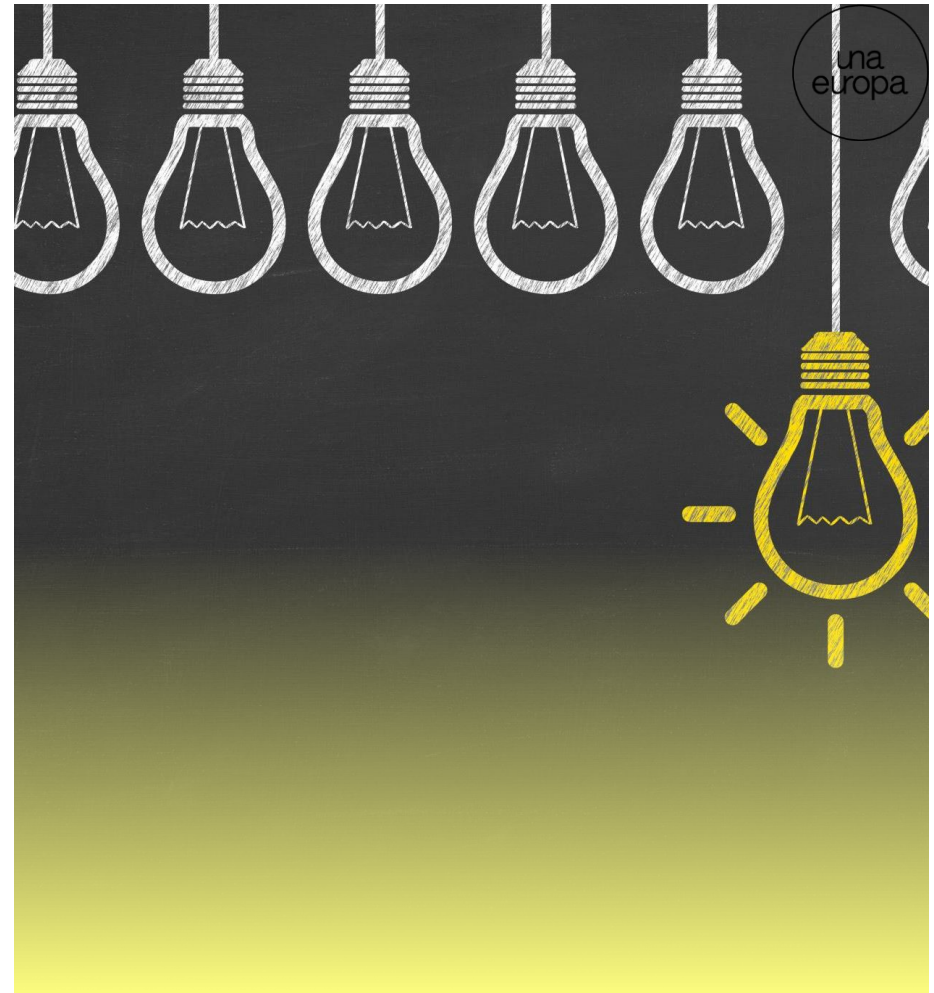
4. Communication

- Visibility of the DC

- contribution to Una staff week & Una talks

- Supporting reciprocal cycles of communication concerning students and minoritized groups

- Fostering processes that promote safe participation.

5. Expanding knowledge - Emerging societal debates and changing expectations of universities.

- Conference on decolonizing HE

- Contribution to summer schools etc.

una
europa

Alma Mater
Studiorum Universitá
di Bologna

The University
of Edinburgh

Universiteit
Leiden

KU Leuven

Université Paris 1
Panthéon-Sorbonne

Freie Universität
Berlin

University
College
Dublin

Helsingin
yliopisto

Uniwersytet
Jagielloński
w Krakowie

Universidad
Complutense
de Madrid

Universität
Zürich

Cos'è l'intercomprensione?
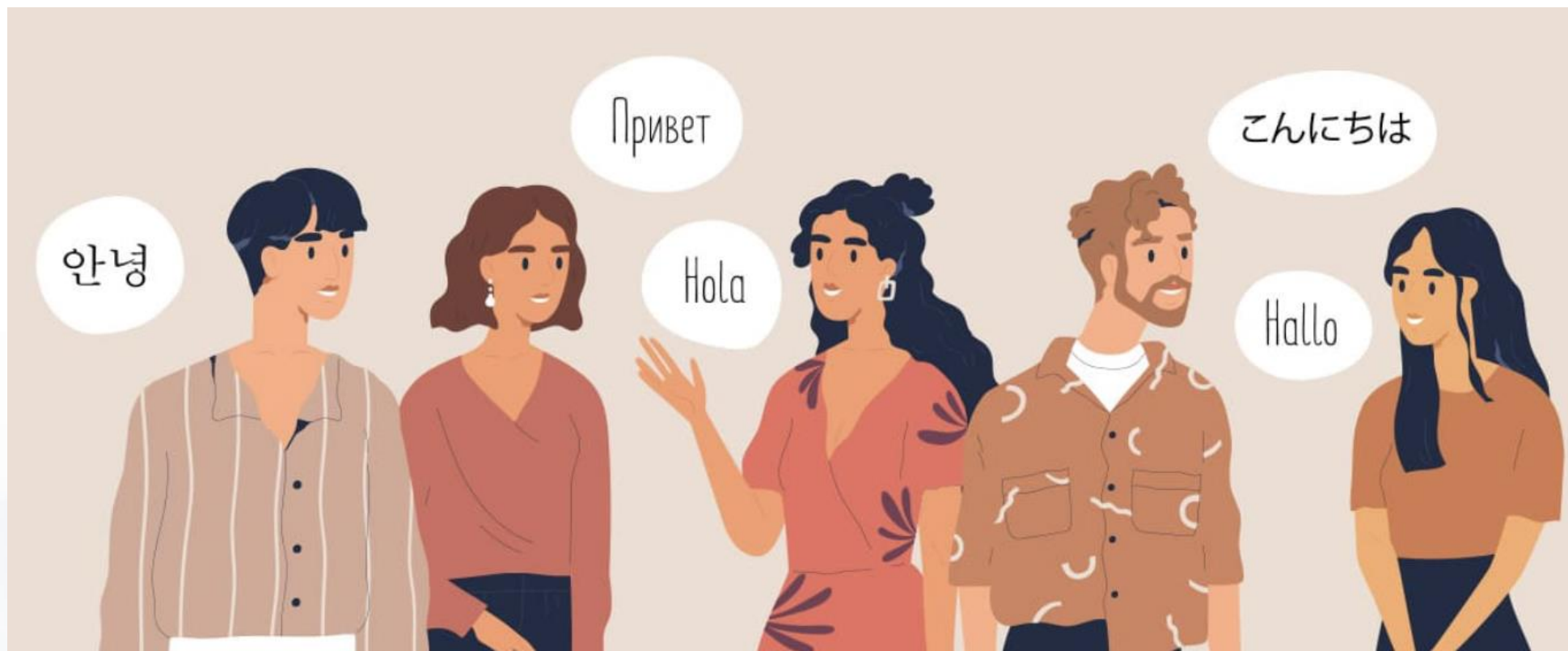
¿Porque l'IC? Tenemos l'inglés! (Meissner 2003)

«Una Europa di poliglotti non è una Europa di persone che parlano correntemente molte lingue, ma nel migliore dei casi di persone che possono incontrarsi parlando ciascuno la propria lingua, Intendendo quella dell'altro, è possibile intendere l'universo culturale che ciascuno esprime parlando la lingua della propria tradizione.»

(Eco, Umberto, La ricerca della lingua perfetta nella cultura europea. Roma/Bari: Laterza 1993, 355, semplificato MC)

Une politique naïve en faveur de la lingua franca met les citoyens de l'Union Européenne dans une position peu confortable. Une bonne politique crée donc des contre-poids. Elle facilitera un type de dialogue européen où les locuteurs hétéroglottes peuvent parler leurs langues natives tout en étant compris par leurs partenaires hétéroculturels. Le préalable d'une telle communication polyglotte est bien sûr l'intercompréhension.

"El uso de una sola lengua por parte de todos los europeos acabará con el batiburrillo multilingüe".

« Mais le passage par une langue tierce seule — bien que cela élargisse la portée quantitative de notre communication — ne respecte pas assez nos propres langues et cultures ; celles où nous vivons notre vie quotidienne et dans lesquelles naissent nos pensées et habitudes et où elles sont profondément enracinées. Cela crée en plus des inégalités aux niveaux économique et social. On préfère un type de communication interculturelle qui permet aux citoyens européens de se suivre dans leurs différentes cultures. »

La question de savoir si l'on doit apprendre la lingua franca ou plusieurs langues est donc mal posée.
Car l'alternative n'existe pas : les Européens doivent apprendre plusieurs langues vivantes dont l'anglais.
(Meissner 2003)

UN'EDUCAZIONE LINGUISTICA EFFICACE E DEMOCRATICA

"A livello europeo si è arrivati a un paradosso: si intende promuovere il multilinguismo, mentre di fatto si favorisce il sopravvento di una sola lingua sulle altre, e si trasforma l'inglese nel più potente mezzo di INCLUSIONE o di ESCLUSIONE"

(Bonvino, Elisabetta; Garbarino, Sandra, Intercomprensione. Caissa Italia S.c.a.r.l., Cesena/Bologna, 2022)

"In un'Europa sempre più multilingue e multiculturale, i cittadini devono avere pari opportunità di esercitare i propri diritti, ed è fondamentale che per farlo dispongano degli strumenti linguistici che permettano loro di comprendere le lingue degli altri e d farsi comprendere."

(Bonvino, Elisabetta; Garbarino, Sandra, Intercomprensione. Caissa Italia S.c.a.r.l., Cesena/Bologna, 2022)

"Nelle tesi GISCEL del 1975, l'obiettivo era quello di sottolineare la centralità e la trasversalità del linguaggio verbale (tesi1) , e la necessità di un'educazione linguistica efficace e democratica, intesa a promuovere l'uguaglianza dei cittadini, dando piena legittimità a ciascuna varietà linguistica (Tesi 4)"

(Bonvino, Elisabetta; Garbarino, Sandra, Intercomprensione. Caissa Italia S.c.a.r.l., Cesena/Bologna, 2022)

.

Comunicación entre hablantes de distintas lenguas

Diferentes terminologías para fenómenos similares

asymmetric discourse – bilingual discourse
compréhension croisée – comprénsion interlingual – mutual intelligibility - intercomprehension
receptive multilingualism – semibilingualism
Intercomunicazione – polyglot dialogue - semicommunication

Plural approaches

"We call "plural approaches of languages and cultures" teaching guidelines that bring more than one linguistic and cultural variety into play simultaneously
WHILE
in approaches that could be called 'singular', the objective is the learning of a particular language, considered in isolation."

Candelier, M. (a cura di) (2007). *CARAP – Cadre de référence pour les approches plurielles des langues et des cultures*. Strasbourg : Centre Européen pour les Langues Vivantes / Conseil de l'Europe, p. 7.

Dal dizionario

Secondo il dizionario Larousse l'intercomprensione è la...

« Capacité pour des sujets parlants de comprendre les énoncés émis par d'autres. »

La definizione degli studiosi:

« la capacité de comprendre une langue étrangère sur la base d'une autre langue sans l'avoir apprise »

Franz-Joseph Meißner (2003:31)

«El desarrollo de la capacidad de co-construcción de significados cuando entran en contacto diferentes lenguas. En otras palabras, la intercomprensión es también la capacidad de comprender una lengua (sin haberla estudiado necesariamente antes) en un contexto determinado, utilizando la competencia discursiva desarrolla-

L'intercomprensione può essere considerata da 3 diverse prospettive:

➡️ una modalità di dialogo praticata da secoli che si basa sulla comprensione reciproca, anche se i parlanti non parlano la medesima lingua;

➡️ un insieme di strategie di comunicazione che utilizzano la vicinanza delle lingue e le loro somiglianze;

➡️ un approccio didattico (apparso alla fine del XX secolo) il cui obiettivo è promuovere la comprensione tra i parlanti di lingue che appartengono alla stessa famiglia linguistica.

Diverse tipologie di IC

Intercomprensione tra lingue

appartenenti alla medesima famiglia

Intercomprensione tra lingue

appartenenti a famiglie diverse

Projecto EuroCom

«Les sections linguistiques d'EuroCom se proposent dans un premier temps de filtrer le matériau des familles linguistiques afin de séparer les bases de transfert de forme et de fonction des éléments non transférables. Le mot tamis (sieves, Siebe, sedassos, setacci, site…) se réfère à cet acte de filtrage.

A long terme, EuroCom ne veut pas se contenter de décrire les bases de transfert à l'intérieur des trois principales familles linguistiques européennes. Etant donné que toutes ces familles appartiennent à la koinê de notre continent, il y a aussi de nombreuses bases de transfert entre ces différentes familles.»

http://www.creatice.org/esprit/formation/f201/rubriques/MEISSNER_&_al.%282003%29,%20EuroComRom_les_7_tamis.pdf

Pronti a scoprire cos'è l'intercomprensione ?

Facciamo un esperimento!

¿Qué idioma es? ¿Qué reconocemos?

美国宾夕法尼亚大学和亚拉巴马大学的研究员进行研究调查发现·智力体操对年龄

大的人的记忆力有长期的积极效果。研究举行于美国宾夕法尼亚大学和亚拉巴马大

学的研究员进行研究调查发现，智力体操对年龄大的人的记忆力有长期的积极效果

。研究举行于1998年至2004年，有3000

个年龄65至95岁人参加调查。岁人参加调查。

¿Incomprensible?

Probemos con otro texto en otro idioma.

¿Qué reconocemos aquí?

Психические упражнения имеют благотворное влияние на долговременную память пожилых людей, является вывод исследования, проведенного американцами. Исследование было проведено в Университете Пенсильвании и Алабаме в период с 1998 до 2004 год, в нем приняли участие 3000 человек с возрастом от 65 до 95 лет.

Probemos con un lenguaje más familiar. ¿Mejor?

Die mentalen Übungen haben langfristig positive Auswirkungen auf das Gedächtnis älterer Menschen, so das Fazit einer von Amerikanern durchgeführten Studie. Die Studie, an der 3000 Personen zwischen 65 und 95 teilgenommen haben, wurde von Forschern der Universität von Pennsylvania und Alabama im Zeitraum von 1998 bis 2004 durchgeführt.

¿Y ahora qué?

Exercițiile mentale au efect benefic pe termen lung asupra memoriei persoanelor în vârstă, este concluzia unui studiu realizat de americani. Studiul, la care au participat 3.000 de persoane între 65 și 95 de ani, a fost realizat de cercetători de la Universități din Pennsylvania și Alabama, în perioada 1998-2004.

?Qué idioma es? ¿Qué palabras somos capaces de reconocer?

Verifichiamo con una lingua ancora più vicina alla nostra!

Gli esercizi mentali hanno sul lungo termine effetti positivi sulla memoria di persone in età avanzata, questo è quanto dimostra uno studio americano. Lo studio, a cui hanno partecipato persone fra i 65 e i 94 anni, è stato condotto da ricercatori delle Università della Pennsylvania e dell'Alabama fra il 1998 e il 2004.

Quali strategie abbiamo utilizzato?

Quali strategie abbiamo utilizzato?

Conocimientos previos?

Características comunes?

Otras strategìas?

Come funziona l'intercomprensione?

Come fare intercomprensione?

Si può comunicare sforzandosi di comprendere la lingua degli altri facendosi comprendere attraverso 3 fattori:

1. LE CONOSCENZE PRECEDENTI

I PARLANTI DI UNA QUALSIASI LINGUA POSSIEDONO GIÀ DELLE CONOSCENZE CHE RENDONO POSSIBILE LA CONVERSAZIONE E LA COMPRENSIONE. PRIME FRA TUTTE CI SONO:

La conoscenza degli

eventi del mondo

La conoscenza del funzionamento

di una lingua

2. IL CONTINUUM LINGUISTICO (PARENTELA)

Le lingue presentano spesso dei tratti comuni, dovuti a fattori come la loro vicinanza geografica o l'appartenenza alla stessa famiglia di lingue.

3. ESERCITANDO UN CERTO NUMERO DI STRATEGIE...

Le strategie sono dei ragionamenti che i parlanti sono in grado di fare in virtù delle conoscenze precedenti.

STRATEGIE TOP-DOWN E BOTTOM-UP

Cuando un individuo escucha un mensaje, intervienen varios procesos simultáneamente y en varios niveles.

El individuo que escucha un mensaje capta en primer lugar la información que le llega por el flujo del mensaje y las palabras que reconoce en él.

STRATEGIE BOTTOM - UP

Al mismo tiempo, reúne conocimientos extralingüísticos y generales útiles para categorizar esa misma información dentro de los esquemas mentales preexistentes en su memoria.

STRATEGIE TOP - DOWN

Strategie bottom-up
- Lettura parola per parola
- Decodifica
- Segmentazione (scomposizione)
- Corrispondenze

"Il gatto sta sul tavolo"

"Il"... Quindi anche in italiano esiste l'articolo

"gatto"... Dopo l'articolo di solito c'è un sostantivo

"sta"... Il soggetto è di solito seguito dal verbo

"sul"

"tavolo"

È importante sapere che...

L'intercomprensione si avvale del "diritto di approssimazione" per cui non esiste un uso corretto o sbagliato di una strategia.

Qualsiasi strategia messa in atto deve portare all'effettiva comprensione del testo.

Appliquons ces stratégies...

Quels mots reviennent dans les titres des journaux?

Comissão admite bloquear exportações de vacinas mesmo se as empresas estiverem a cumprir os contratos

Executivo avança proposta para "fortalecer" o mecanismo de transparência e autorização de exportações de vacinas contra a covid-19 em vigor desde Fevereiro, para assegurar reciprocidade e proporcionalidade no abastecimento de doses.

Guerra dei vaccini tra Bruxelles e Londra. L'Ue minaccia il blocco dell'export

Lo stop scatterebbe in caso di incongruenza dei contratti. Allarme di Londra: a rischio milioni di dosi. Intanto l'Ema dà il via libera ad AstraZeneca per la commercializzazione

Von der Leyen: Europa bloqueará exportaciones de AstraZeneca si no entrega las dosis acordadas

"Ese es el mensaje para AstraZeneca: primero cumples tu contrato con Europa y luego empiezas a proveer a otros países", dijo la presidente de la Comisión Europea como un "recordatorio formal" del mecanismo aprobado.

Covid-19 : l'Union européenne menace de bloquer les exportations du vaccin d'AstraZeneca

Les retards annoncés sur la livraison de doses ont fait vivement réagir au sein des institutions européennes. Dans plusieurs pays du continent, la vaccination a repris vendredi.

Tensiuni în Europa. Ursula von der Leyen amenință cu blocarea exporturilor de vaccin AstraZeneca

Tensiuni în Europa. Ursula von der Leyen amenință cu blocarea exporturilor de vaccin AstraZeneca dacă Uniunea Europeană nu va primi mai întâi livrările sale.

CIVIS and its African partnerships

Monica Fasciani (CIVIS Project manager Sapienza University of Rome)
monica.fasciani@uniroma1.it

*CIVIS is an alliance of 11 comprehensive, highly recognised, research-intensive, publicly funded universities offering cutting edge education rooted in local societies, serving society at large **and strategically linked to an array of African and Mediterranean university partners.***

CIVIS-2 application 2022

11 European Member Universities –
6 Strategic Partner Universities in Africa

CIVIS2: areas of activity

PRIORITIES

| CIVIC ENGAGEMENT | INNOVATIVE PEDAGOGIES | LOCAL & GLOBAL PARTNERSHIPS |

OPPORTUNITIES

| STUDENTS | ACADEMICS | STAFF |

STUDENTS
- Intercultural experience
- Creative courses
- Open online courses
- Micro-programmes
- CIVIS passport
- Language learning
- Summer schools
- Flexible mobility
- Student Council

ACADEMICS
- Challenge-based hubs
- Collaborative teaching
- Funding for new courses
- Open labs
- Paedagogy workshops
- Post-doc fellowships
- Research partnerships

STAFF
- Language cafés
- CIVIS Academy
- Best practice exchange

CIVIS3i   RIS4CIVIS

COLLABORATIVE SPACES

SAPIENZA
Università di Roma

CIVIS
Europe's Civic University Alliance

CIVIS Days

Open labs

CIVIS Ambassadors

Student Council

5 Hubs

Alumni Network

Global Consultative Council

Interuniversity Digital Campus

14 museums

Disciplinary meetings

Taskforces

CIVIS main features

SAPIENZA UNIVERSITÀ DI ROMA

CIVIS — Europe's Civic University Alliance

5 Hubs challenge-based
- Climate
- Health
- Society
- Cities
- Digital

10 Open Labs
Civic engagement
- Citizens
- Academics
- Students
- Public and private organisations

Digital Campus
- Mobility tool
- Communication
- Civis Learning platform
- Collaborative platform

Université Hassan II **Casablanca**
Université de Sfax **Sfax**
Université Cheikh Anta Diop **Dakar**
Makerere University **Kampala**
Eduardo Mondlane University **Maputo**
University of the Witwatersrand **Johannesburg**

Global CIVIS Days

20% of mobility

65 associated partners, incl.:

6 African partner universities
University of Lausanne (Switz.)
14 Museums
44 societal and economic organisations

Open Labs

- A bridge between the university and citizens
- Aims to generate innovative solutions to relevant local issues
- More than 200 stakeholders involved through 25 projects across the different home cities/regions of CIVIS universities
- External funding attracted
- NEXT: an international joint initiative on European Inclusion of Migrants and Refugees

- **OL structure:**

| Academic community members | City,/regional administration, other public bodies, entities and/or public corporations | Civil society organizations | Industry/representatives of the business environment |

CIVIS African Partnerships

Marseille, 12 March 2022

CIVIS Strategic Partner Universities

https://civis.eu/de/african-partner-universities
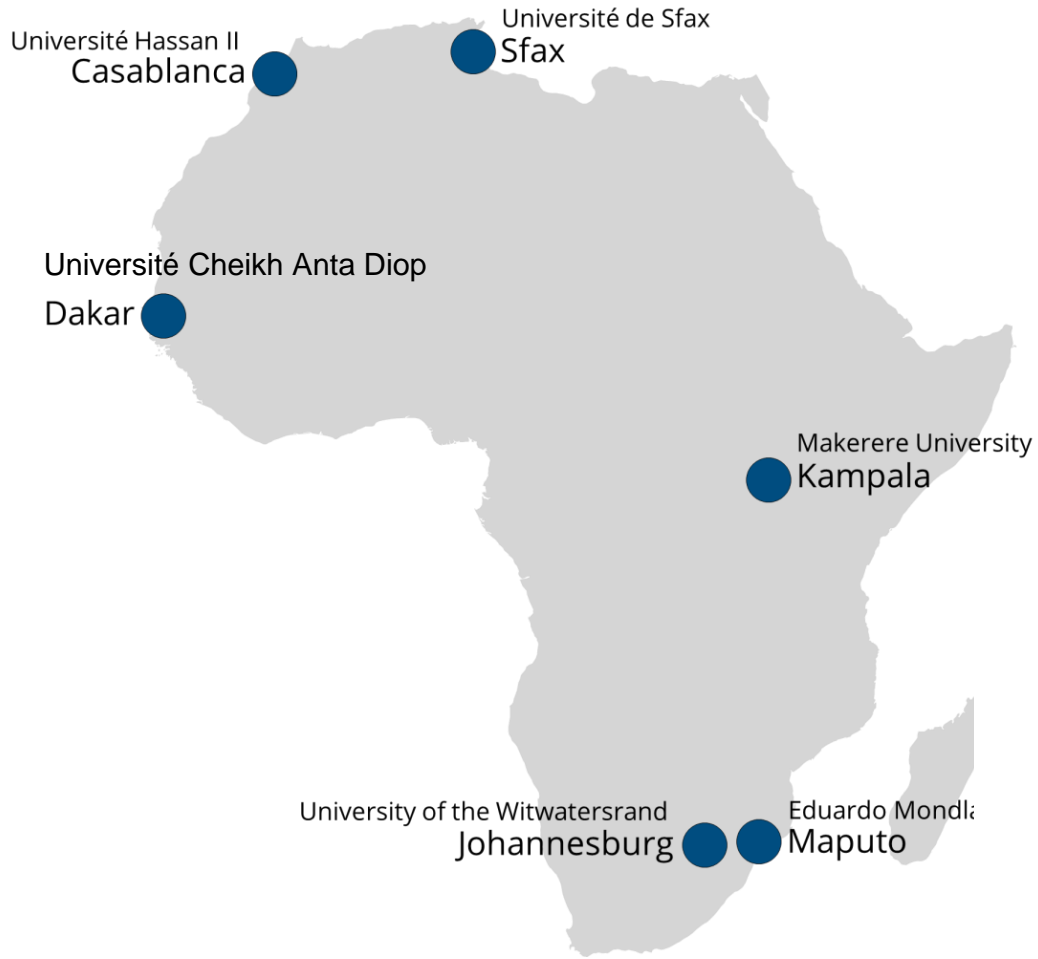
Why CIVIS focus on Africa?

- **Challenge-based approach** of CIVIS to education, research, innovation/societal engagement

- Accounting for the **global/inter-continental dimension** of societal challenges

- Focus on **neighbor regions of Europe**

- **Regional distribution of CIVIS** member institutions
  (4 of 11 in Mediterranean countries)

- Strong **existing partnership** profile of CIVIS member institutions in these regions
  - 600+ active cooperations
  - 250+ partner institutions in 43 countries (Africa + Med. countries)

Bilateral partners of CIVIS member universities in Africa/Mediterranean region

CIVIS Strategic Partner Universities
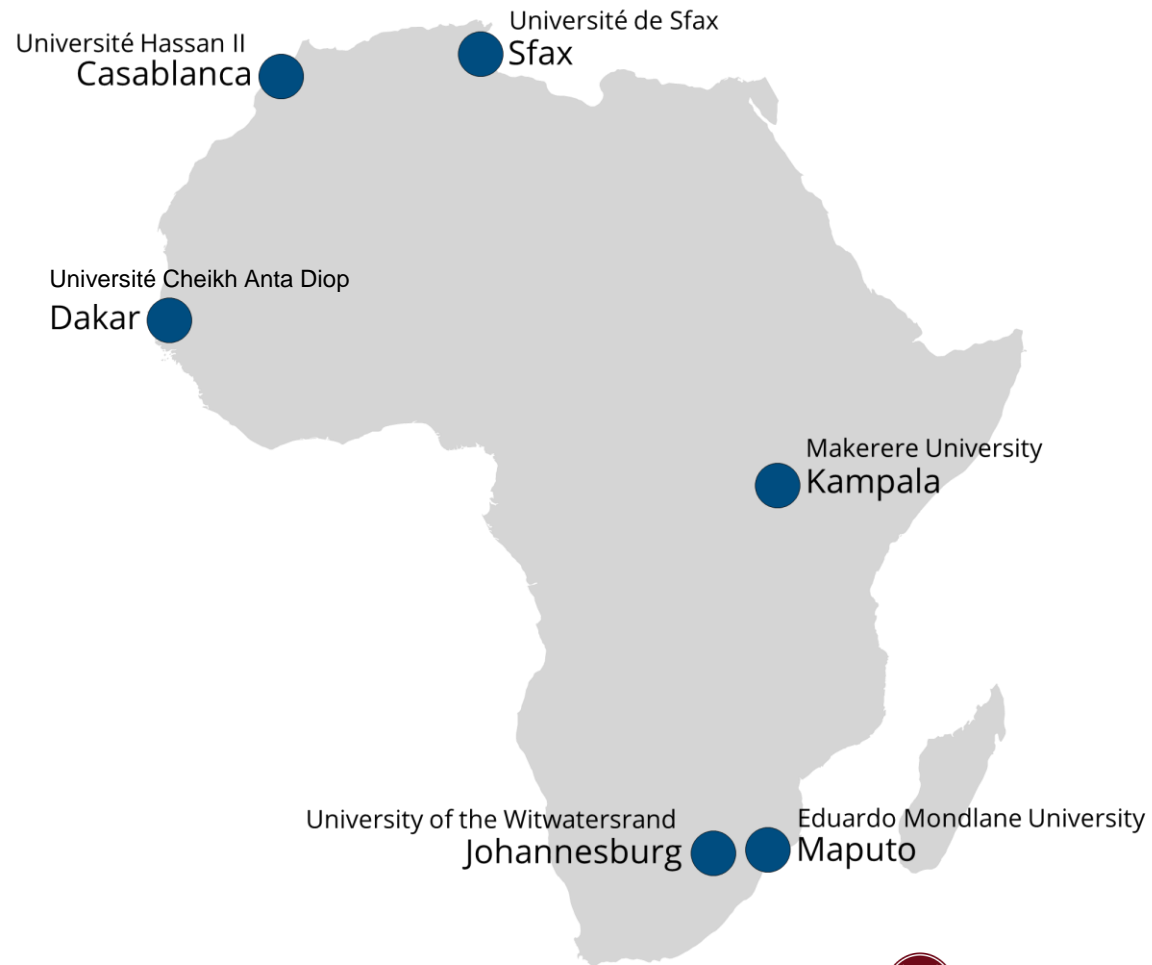
'We ... ambition to be the University Alliance of reference for European connections with Mediterranean and African regions' (CIVIS 2018: 39)

High-level meeting (Nov 2022): Action plan 2023

- Start developing ‚funding ecosystem'

- Explore, initiate, implement applications for key EU programmes

- Include partners in BIP

- Include partners in CIVIS Work Streams

- Include partners in CIVIS governance

- Define steps to includes partners in in the CIVIS Digital Campus

- Complete delegation visits

- Establish CIVIS Expert Group

General aims of partnerships: Marseille conference results

- Joint **research** projects
- Joint research-oriented **education / training**

- **Widening**/intensifying "what's already there", i.e., supporting, enlarging existing projects
- Developing joint (third-party) **funding** strategies, joint application for funding

- **Mobility** (students/staff/faculty) - "what is good for the students, is good for our partnerships"; special focus on **virtual mobility**

- Contribution to internationalization/**international visibility** of our institutions
- Sharing/**strengthening capacities**, know-how
- Contributing to/making a **societal impact**
- Being a "door-opener"/**connecting link** for each other to our regional networks (e.g., ARUA)

Strategic Partnerships between African Universities and CIVIS

Main achievements

Partnership organisation	Partnership contents
Work-level collaboration established	Joint public conference 'African-EU partnerships'
Partnership support measures implemented (e.g. contact/project database, funding information database, etc.)	2 joint policy actions on African-European science collaboration
Two high-level network meetings held	Consultation/inclusion of partners on CIVIS-2 project
Delegation visits to all partners completed	13 pilot activities completed (joint workshops, summer schools...)
First joint SC meeting (June 2023)	6 project funding applications for EU programmes submitted – jointly or in association (4 positive, 2 pending decisions)
Expert Group ‚Global Partnerships' established	Blended Intensive Programmes (BIP) opened to partners (pilot phase)
Hub (Council) integration of partners about to be completed, first in-person meetings planned	Mobility opportunities (Erasmus+ ICM) established (Coordinated Call for Applications, soon online)

Towards a 'funding ecosystem': measures for joint funding acquisition

- Funding database & networking platform

- Active provision of funding information
  - Newsletter
  - Approaching potential applicants

- Active support of applicants
  - Training
  - Active contribution
  - Organisational initiative and support

- Seed-funding provision to be explored

Inclusion in CIVIS BIP

https://civis.eu/en/activities/civis-calls/blended-intensive-programmes

*If you want to go fast, go alone;
if you want to go far, go together.*

African proverb