

EELISA Gender Equality, Diversity & Inclusion Initiatives and Programmes

EELISA Gender Equality & Diversity Workgroup

EELISA

The **European Engineering Learning Innovation and Science Alliance** (EELISA) is a consortium of ten higher education institutions from eight different countries in Europe that share the common ambition of defining and implementing a common model of European engineer rooted in society and of bridging engineering, sciences and humanities for inclusive, sustainable and digital societies.

ALLIANCE MEMBERS



IN ASSOCIATION WITH

Acknowledgement

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Disclaimer

EELISA is co-funded by the European Union, views and opinions expressed are however those of the authors only, and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the EACEA can be held responsible for them.

DISCLAIMER

The following document is based on the deliverable on the deliverable 4.6 “ **EELISA Inclusiveness Plan**” developed by the EELISA Gender Equality & Diversity Workgroup. The full plan is annexed from page 8 ahead.

The implementation of these deliverables may have evolved from initial proposals to execution.

INTRODUCTION

Fostering an environment that promotes equity, diversity, and inclusion is a key driver of innovation, creativity, and high-quality research. Universities that embrace inclusive practices create conditions in which **diverse perspectives** contribute to **scientific discovery and societal progress**.

To cultivate a more inclusive culture within EELISA academic institutions, a joint training offer has been proposed for both students and staff members. This initiative addresses topics such as gender imbalance, discrimination, and workplace inclusion – issues that are central to creating **supportive academic environments** for all community members.

In addition to the joint training offer, EELISA has developed complementary initiatives to further advance inclusiveness and equality. These include the **2026 EELISA Mentorship programme**, a pilot initiative to support PhD Candidates from underrepresented groups in navigating academic careers, and the **EELISA Inclusion Collage**, a participatory workshop designed to identify and address barriers to inclusion in STEAM fields. Together, these initiatives aim to foster equitable, diverse, and inclusive academic environments across all EELISA institutions.

EELISA INCLUSIVENESS PLAN

The EELISA 4.6 deliverable establishes guidelines to strengthen inclusiveness across EELISA institutions.

A key component of this initiative is the **EELISA Inclusion Collage**, a participatory workshop designed to encourage reflection on barriers to inclusion within STEM fields. The Inclusion Collage will bring together students, staff, and external partners to collaboratively explore the challenges faced by underrepresented groups in academia.

Through these activities, participants co-create solutions aimed at fostering more **inclusive academic environments**.

EELISA Gender Equality & Diversity Workgroup - Deliverable 4.6

Date: 30 April 2025

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EELISA Partners

Number	Role	Name in original language	Name in English	Short name	Country
1	COO	Universidad Politécnica de Madrid	Technical University of Madrid	UPM	Spain
2	BEN	Budapesti Műszaki és Gazdaságtudományi Egyetem	Budapest University of Technology and Economics	BME	Hungary
3	BEN	École Nationale des Ponts et Chaussées	National School of Civil Engineering	ENPC	France
4	BEN	Friedrich-Alexander-Universität Erlangen-Nürnberg	Friedrich-Alexander University Erlangen-Nürnberg	FAU	Germany
5	BEN	İstanbul Teknik Üniversitesi	Istanbul Technical University	ITU	Türkiye
6	BEN	Scuola Normale Superiore	Higher Normal School	SNS	Italy
7	BEN	Scuola Superiore di Studi Universitari e di Perfezionamento Sant'Anna	Sant'Anna School of Advanced Studies	SSSA	Italy
8	BEN	Universitatea Nationala de Stiinta si Tehnologie Politehnica Bucuresti	National University of Science and Technology Politehnica Bucharest	UNSTPB	Romania
9	BEN	Université Paris Sciences et Lettres	Université PSL	PSL	France
10	AE	Paris Sciences et Lettres	Paris Sciences et Lettres	FCS-PSL	France
11	AP	Zürcher Hochschule für Angewandte Wissenschaften	Zurich University of Applied Sciences	ZHAW	Switzerland
12	AP	European Network for Accreditation of Engineering Education	European Network for Accreditation of Engineering Education	ENAAEE	Belgium

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EELISA European University

The **European Engineering Learning Innovation and Science Alliance (EELISA)** is a consortium of ten higher education institutions (graduate engineering schools, technical and full-spectrum universities) from eight different countries in Europe with the common ambition of defining and implementing **a common model of European engineering rooted in society** and of **bridging engineering, sciences and humanities for inclusive, sustainable and digital societies**.

In the framework of the roll-out of the European Universities initiative and the broadened ambition of the [EELISA 2.0 Mission Statement](#), EELISA aims to transform European higher education by mobilising all university missions at the service of society by:

- Leveraging engineering, sciences, and technology, embracing social sciences and humanities in order to tackle the EU major challenges, particularly the ecological and digital transitions.
- Transforming education and training towards challenge-based learning and a strong education ecosystem built around research and innovation.
- Improving European competitiveness and well-being and contributing to a more resilient and inclusive Europe.
- Fostering excellence in research and contributing to the continuum of research-education-innovation.
- Strengthening the dynamic integration with industry and business organizations' needs following the future trends and perspectives of the global and European job market.

EELISA envisions a future where societies thrive and master global challenges with smart and sustainable solutions empowered by European engineering, sciences, and humanities. Where academic excellence and innovation are always linked to social responsibility and commitment and where academic and non-academic partners come together to solve real-world problems. To reflect the alliance's diversity and interdisciplinary educational approach, EELISA programmes will use the acronym STEAM (Science, Technology, Engineering, Arts, and Mathematics) instead of STEM. Promoting gender balance in STEAM careers, sustainable mobility between institutions, and cooperation between faculty, researchers, students, and civil society are the foundations of a new European Higher Education at the centre of the knowledge square.

STEM VS STEAM: mainstreaming inclusion in EELISA policies

The strategic shift from STEM to STEAM within EELISA was discussed with the Gender Equality and Diversity work group and represents a fundamental commitment to inclusive education that recognizes the inseparable relationship between scientific inquiry and creative expression. By integrating the Arts into our traditional Science, Technology, Engineering, and Mathematics framework, we acknowledge that innovation thrives at the intersection of analytical and creative thinking, and that the arbitrary separation of these disciplines has historically contributed to the exclusion of diverse perspectives and approaches to problem-solving. This transition to STEAM

reflects our alliance's understanding that the arts—encompassing design, humanities, social sciences, and creative practices—are not supplementary to technical education but essential components of comprehensive learning that prepares students to address complex, real-world challenges. The Gender Equality and Diversity work group's consensus on adopting STEAM across all EELISA programmes signals our recognition that educational pathways must honour the varied talents, interests, and cultural backgrounds of our student body, while dismantling the false dichotomy between "hard" and "soft" sciences that has perpetuated gender imbalances and limited access to careers for underrepresented groups. By mainstreaming STEAM in our policies, we create space for interdisciplinary collaboration, validate multiple forms of intelligence and expression, and ultimately build a more equitable educational environment where students from all backgrounds can see themselves as legitimate contributors to innovation and discovery, thus enriching our collective capacity to generate solutions that are not only technically sound but also culturally responsive, ethically informed, and socially sustainable. Such approach is already implemented in D4.5 deliverable since the PhD mentorship programme is opened to all disciplines instead of only STEM.

In short, EELISA uses this definition of STEAM education: “Approach to learning that uses Science, Technology, Engineering, the Arts, and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking, integrating these disciplines into a cohesive learning paradigm based on real-world applications.”¹

Executive Summary

The indication for this deliverable was the following: *“Develop guidelines to set up local programs to enhance inclusiveness. These guidelines will include a training under the format of an EELISA Inclusion Collage. This Collage shall be implanted by all EELISA institutions and will be designed to understand and break down barriers and misconceptions students may have on STEM careers and will be set up with local partnership (high schools, local institutions, associations) to involve them in the design of activities concerning inclusion in higher education.”*

This deliverable (D4.6) sets out EELISA’s Inclusiveness Plan, which builds directly on the initiatives described in Deliverable 4.5 (joint educational paths on inclusiveness and mentorship) and Deliverable 4.7 (guidelines to prevent gender-based and sexual violence). While D4.5 and D4.7 framed inclusiveness within the context of gender equality and safe environments, this deliverable goes further in proposing concrete, replicable activities that institutions can adopt to encourage inclusion.

¹ (Yakman, G. (2008). STEAM Education: An Overview of Creating a Model of Integrative Education.)



Three key initiatives are central to this plan:

1. Mapping of EELISA best inclusion practices and inclusion/diversity office contact points
2. **The EELISA Inclusion Collage** – a structured workshop and training format where participants (students, staff, high schools' students...) collaboratively examine barriers to inclusiveness in STEAM, share personal experiences, and translate them into collective creative outputs that highlight solutions and commitments. This workshop will first (Step 1) be tested at EELISA level, and in a second time will be tested with external stakeholders (Step 2). This way, the workshop will be used as a tool to build collaboration with local high schools, NGOs, and associations to introduce diverse audiences to STEAM pathways and build inclusive bridges into higher education.
3. **The “STEAM Has No ___” Campaign proposal** – a unifying communication campaign proposal to implement across EELISA institutions designed to challenge stereotypes, give visibility to diverse role models, and spread inclusiveness messages in both digital and physical formats.

Introduction

Presentation of the deliverable

“Develop guidelines to set up local programs to enhance inclusiveness. These guidelines will include a training under the format of an EELISA Inclusion Collage. This Collage shall be implanted by all EELISA institution and will be designed to understand and break down barriers and misconceptions students may have on STEM careers and will be set up with local partnership (high schools, local institutions, associations) to involve them in the design of activities concerning inclusion in higher education.”

Deliverable 4.6 aims to consolidate EELISA’s inclusiveness strategies into a clear, operational plan. Rather than introducing abstract guidelines, the deliverable provides practical approaches that can be implemented across institutions building on experience within the alliance.

Defining inclusion and discrimination

European and institutional context on inclusiveness

In Europe, inclusiveness has been a central concern of universities seeking to broaden access to higher education. Barriers related to gender stereotypes, socio-economic status, ethnicity, disability, and sexual orientation remain. The European Commission’s gender equality strategies, refugee integration initiatives, and diversity frameworks provide a strong backdrop for this deliverable.

Defining inclusion and discrimination

When developing this report, we considered the need to define potential discrimination across multiple dimensions of human identity and experience. According to the European Commission, “*Article 21 - Non-discrimination*

1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.
2. Within the scope of application of the Treaties and without prejudice to any of their specific provisions, any discrimination on grounds of nationality shall be prohibited.”

Criteria for discrimination vary from one country to another, based on their national policies. However, race, ethnicity, national origin, religion, age, sex, gender identity, gender expression, sexual orientation, disability (physical and mental), pregnancy and maternity status, marital status, veteran status, and genetic information form the foundation of anti-discrimination law in many jurisdictions. Socioeconomic status, educational background, disability and geographic origin (rural/urban) can also create systemic barriers. Physical appearance, body size, and language/accent

discrimination may also affect equity and should be considered. Finally, caste, tribal affiliation, immigration status and political beliefs represent significant discrimination vectors.

For example, today, the French law defines 26 criteria for discrimination:

- Physical appearance
- Age
- Health status
- Belonging or not belonging to a so-called race
- Belonging or not belonging to a nation
- Sex
- Gender identity
- Sexual orientation
- Pregnancy
- Disability
- Origin
- Religion
- Bank account location
- Political opinions
- Philosophical opinions
- Marital status
- Genetic characteristics
- Lifestyle
- Surname
- Trade union activities
- Place of residence
- Membership or non-membership of an ethnic group
- Loss of autonomy
- Ability to express oneself in a foreign language
- Vulnerability resulting from one's economic situation

For this report we chose to focus on the main ones: race, disability, origin/refugee status, economic status... while not limiting to it. We use a bottom-up approach and if our EELISA institutions have any kind of policy or request regarding any discrimination criteria we choose to shed light on it to continuously broaden our understanding of this umbrella term.

EELISA inclusion previous policies and deliverables

Within EELISA, inclusiveness has already been addressed in several ways: the **Gender Equality Plan** and the **Diversity Award** under InnoCORE, the mentoring schemes and educational paths developed in D4.5, and the prevention guidelines in D4.7. These initiatives collectively form the foundation upon which D4.6 is built.

Continuity with Deliverables 4.5 and 4.7

Deliverable 4.5 introduced joint educational paths and an inclusive mentorship programme to address gender imbalance, discrimination, and inclusivity in STEAM and academia at large while Deliverable 4.7 focused on preventing gender-based and sexual violence to secure safe academic environments. D4.6 continues this trajectory

by moving from protective and supportive frameworks to **active outreach and awareness-raising programmes** that empower students and staff to take leadership in inclusiveness.

1. Mapping of EELISA best inclusion practices and EDI office contact points

The following table offers a summary of activities carried out within the EELISA alliance and best practices from EELISA institutions. It is followed by a more thorough presentation of inclusion offices and practices

Topic	EELISA 1.0 / InnoCORE References	Best Practices / Activities / Initiatives
Gender equality in STEAM	<ul style="list-style-type: none"> - EELISA Gender Equality Plan (InnoCORE): includes data analysis, objectives, outreach, monitoring (resourcecorner.eelisa.eu) - Round-table events on Women in Science (e.g. 11 Feb, 2022) (eelisa.eu) 	<p>4th EELISA Roundtable on IDWGS, Feb 11, 2025</p> <p>ZHAW has a Gender Equality Management Concept 2025-2028 (Konzept Gender Equality Management 2025-2028 in German) and the Academic Mentoring Program 2026-2028 (Akademisches Mentoring-Programm 2026-2028 in German) and a Service Portal GEM (in German).</p> <p>ITU has established a roadmap on Gender Equality Plan 2021-2026 through comprehensive groundwork and recently developing relevant monitoring frameworks.</p>
Disability accessibility &	<p>Diversity report (Sept 2023): 100% partners address disability; accessible infrastructure in place. Collection of case studies including disability dimensions (eelisa.eu)</p>	<p>ZHAW offers guidelines and information for Barrier-free university - Studying and working with disabilities and chronic illnesses (in German) and Consulting services</p> <p>“Implementation of barrier-free teaching methods” in the LAIC Lab – Language Accessibility and Inclusive Communication and for</p>

		<p>the Staff a MOOC called Barrier-free teaching methods – fundamentals and skills development (Held in German Hindernisfreie Didaktik - Grundlagen und Kompetenzaufbau)</p> <p>ITU has an established protocol and directory on disability accessibility and inclusion of students to attain equal education opportunities Istanbul Technical University Directive on Equal Opportunities in Education for Students with Special Needs (in Turkish)</p>
<p>Cultural & linguistic diversity</p>	<p>Diversity report: ethnic/cultural background addressed by ~56% of partners</p>	<p>Romanian language courses for international students (POLITEHNICA Bucharest)</p> <p>Diverse Language courses are offered in the ZHAW and the Guide to inclusive language use is in use in German.</p>
<p>Socio-economic barriers</p>	<p>Diversity report: 88% partners support students from disadvantaged backgrounds</p>	<p>EDI Center Scholarships and fee reductions for students from disadvantaged backgrounds</p> <p>ITU has an established structure Scholarship and Dormitories Coordinatorship that provides and manages scholarships and residency for the students experiencing socioeconomic disadvantages</p> <p>The ZHAW runs counseling offices for financial issues and has a fund that provides</p>

		supplementary support to government or family assistance.
LGBTIQ+ inclusion	Diversity report: sexual identity addressed by 11% of partners	Erasmus+ blended intensive programs In recent years, ZHAW has taken various measures to promote the inclusion of the LGBTIQ community. There is also a peer-to-peer group representing students and staff. Together with the Diversity Office, they are pushing ahead with further measures.
Inclusive mobility opportunities		
Intersectionality		ZHAW has a Campaign for personal integrity of all students and employees called Präventionskampagne Respekt The DEI management of the ZHAW Diversity Unit pursues an intersectional approach.
Community engagement & civic participation		POLITEHNICA Local Community Research Initiative - Volunteering programs via POLITEHNICA student organizations - POLI Alumni Community
Digital inclusion & remote access		- POLITEHNICA Bucharest uses digital learning platforms (Moodle, Microsoft Teams) to ensure accessible, flexible, and inclusive education. - ROSE project (IT equipment for students) implemented in POLITEHNICA Bucharest

		<p>ZHAW enables digital learning on platforms such as Moodle, Articulate and Microsoft Teams to provide accessible, flexible, and inclusive education. Further, ZHAW digital campus project offers open access MOOCs (Massive Open Online Courses) on the platforms edX.org and OpenLearntivity.org, and enables accessible, sustainable and inclusive learning opportunities worldwide.</p>
<p>Training on inclusion for staff & students</p>	<p>Diversity report: training for inclusive teaching methods exists (11–44%)</p>	<p>-- The Webinars Program of the Career Counseling and Guidance Center of POLITEHNICA Bucharest for Student Support (e.g., New Student at UPB?, Communicating with a colleague, Overcoming Failure in Student Life, etc.)</p> <p>- International TAIEX Workshop – Education Reforms: Combating school segregation & Social-emotional learning and students’ well-being (POLITEHNICA Bucharest, September 2025)</p> <p>- Compulsory orientation trainings for undergraduate students on Prevention of Discrimination and Process Management in ITU (in Turkish)</p> <p>The ZHAW Diversity Unite regularly offers webinars and workshops on various diversity topics.</p>

Race & ethnic		- POLITEHNICA Bucharest offers reserved admission places and scholarships for students of Romanian origin from abroad (Romanians from everywhere program) and other underrepresented ethnic minorities (Roma students)
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Equity, Diversity, and Inclusion Center (EDI Center) National University of Science and Technology POLITEHNICA Bucharest



The Equity, Diversity, and Inclusion Center (EDI Center) at the National University of Science and Technology POLITEHNICA Bucharest is dedicated to fostering an inclusive academic culture rooted in equity, diversity, and equal opportunities. Aligned with European and international standards as well as national legislation, the EDI Center actively combats discrimination and ensures fair access to higher education for all students, including those with disabilities, special educational needs, or coming from underrepresented backgrounds, regardless of race, ethnicity, culture, religion, sexual orientation, or gender identity.

Main objectives

The main objectives of POLITEHNICA Bucharest EDI Center are:

Education for all – flexible learning methods, academic support, and personalized counseling.

Psychological support and career counseling – free sessions to strengthen emotional well-being and support labor market integration.

Accessibility for all – adapted materials, tutoring, assistive technologies, and accessible infrastructure for students with disabilities.

Fighting discrimination – dedicated support, awareness campaigns, and events promoting a united and open academic community.

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Inclusion at Paris Sciences Lettres University (PSL)

Supporting access to premium education

With rich diversity in individual backgrounds, the PSL community reaps a wealth of cross-pollinating ideas and approaches, rich in exchanges and source of inspiration. PSL is committed to offering equal access to premium education regardless of individual backgrounds, financial resources, and geographical location. This is our focus as we strive to marshal all of the necessary means in order to provide equal access to our schools and to support the advancement of a diverse pool of talent throughout full paths of education and research.

We implement this commitment through initiatives which inform future students of our education programs, provide the keys to achieving our demanding requirements, and support future applicants as they prepare to enter our education programs. Likewise, we forge partnerships with schools and put extensive thought into creating the best possible conditions for future students to join PSL.

[Les Cordées de la Réussite](#) (Roped together for success) is a program launched in 2008 by France's Ministry of Higher Education to promote academic success by encouraging partnerships between institutions of higher education and middle and secondary schools in high-priority areas. At PSL, our participation in these programs and daylong events highlights our commitment to expanding access to a top-quality education.

Every PSL school takes active measures to promote opportunities for student mobility, building bridges to excellence and fostering links that allow students to surpass social and cultural barriers throughout their full academic career. In 2018, the PSL University has implemented an **Equal Opportunity Committee** comprised of representatives from all our schools and institutes, to further deepen our commitments in this realm.

[Université Paris-Dauphine](#) - PSL has forged active partnerships with nearly 30 secondary schools in the Greater Paris region with a single aim: to recruit a more diverse pool of candidates for its first-year enrolment. More than [137 instructors have signed up](#) for booster classes in key academic subjects to assist secondary school students in meeting admissions requirements. One in ten students we accept is a product of that booster program, which continues with personalized support during the student's second year at university.

Moreover, in 2014 [IPJ Dauphine](#) became the first school of journalism to be awarded the Diversity Label by AFNOR, France's certification body, for its commitment to promoting equal opportunity.

Inclusion and diversity are mainstreamed in policies and goals of the equality office: For example, the survey about student and staff well-being and experience of sexual violence was largened to include other type of violences and cross-sectional oppressions. PSL also raises awareness through events: round tables on intersectional subjects such as decolonial ecology, struggles of the LGBTQI+ community, drag shows...

IDEA (Inclusion Diversity Equality Accessibility) office

The IDEA (Inclusivity, Diversity, Equality and Accessibility) office at PSL University was created in 2024. It adopts a cross-disciplinary approach towards social responsibility, discrimination and access to rights issues within the University, through four missions:

Social and Environmental Responsibility: coordinates and leads the university's social responsibility initiatives, raises awareness among communities and develops cross-cutting policies on these issues.

Disability: coordinates the university's disability policy with the network of disability advisors at each institution, through the implementation of a coordinated inter-institutional policy.

Gender equality and diversity: assists in the implementation of the gender equality and inclusion policies within PSL University and its European university EELISA and operates PSL's listening and monitoring unit.

The Access to Rights, Social Action and Student Financing Mission: develops cross-disciplinary tools for all university users to facilitate their access to social rights.

The IDEA office is designed to foster the emergence of a cross-disciplinary policy on issues of social responsibility at the university through coordinated handling of these topics. Throughout the academic year, the cluster organises cross-disciplinary events to raise awareness and encourage discussion, as well as specific events (workshops, training sessions) open to all PSL communities.

 Email: IDEA-PSL@psl.eu

 Address: 5A rue André Mazet, 75005, Paris

Inclusion at École nationale des ponts et chaussées (ENPC)

Building an inclusive and equitable community

ENPC is deeply committed to equality, diversity, and inclusion for all members of its community — students, researchers, faculty, and staff. In March 2025, the School adopted its new **Professional Equality Action Plan 2025–2027**, reaffirming its ambition to ensure equal opportunities and to foster a culture of respect and inclusion.

Building on the achievements of its first plan (2022–2024) — including a gender and diversity awareness program, a pay-equity barometer, training on preventing

harassment and sexism, and the establishment of a reporting and psychological support system — the new plan introduces key measures such as:

- A mentorship program in research, connecting senior and junior women researchers;
- Mandatory training for managers on equality in recruitment and promotion, gender awareness, and harassment prevention;
- The promotion of gender equality in research, including a special feature in the *Ingenius* journal;
- Specialized training for staff receiving disclosures of gender-based or sexual violence.

The plan is coordinated by the **Equality Officer**, supported by a network of representatives from each department, ensuring consistent implementation and monitoring of actions across the ENPC.

Social outreach and equal opportunity initiatives

ENPC is strongly engaged in several social inclusion initiatives aimed at widening access to higher education. Since 2009, the School has run the “Expérience Ouverture” tutoring program in partnership with local secondary schools. It also leads the **Gershwin Cordée de la Réussite**, a national program supported by France’s Ministry of Higher Education, which helps secondary school students from underrepresented backgrounds explore pathways to higher education. Each year, ENPC students guide and mentor pupils through workshops and discussions about academic and career opportunities.

At the initiative of the student association Dévelop’Ponts, ENPC launched the **Refugee Student Program** in 2016. This program welcomes and supports refugee and asylum-seeking students with prior scientific training, focusing on their academic and social integration and helping them prepare for further studies or professional reintegration in France.

Preventing and addressing gender-based and sexual violence

ENPC has a comprehensive policy to **prevent and address sexual and sexist violence (VSS)**. Awareness sessions are integrated into the student induction program, and all students receive training on recognizing inappropriate behaviour, consent, and psychosocial risks.

Victims and witnesses can reach the **Equality, Diversity and Student Life Office** (safe@enpc.fr) or use the **secure reporting platform** www.enpc.signalement.net. Confidential psychological and peer support are also available through **Qualisocial** and **Nightline France**.

Inclusion and accessibility

ENPC embraces disability inclusion as a core value. The School’s **medical service and disability officer** provides personalized support and follow-up for students with disabilities, ensuring accessibility and equal participation in all aspects of academic life.

 safe@enpc.fr

 www.enpc.signalement.net

 ENPC, 6–8 Avenue Blaise Pascal, 77455 Marne-la-Vallée Cedex 2, France

Inclusion at Istanbul Technical University (ITU)

Supporting access to education opportunities in equity

ITU Accessibility Unit is structured in accordance with the relevant provisions of the Higher Education Institutions Disability Student Advisory and Coordination Regulation, prepared and enacted by the Council of Higher Education. The Accessibility Unit plans and maintains its activities with a focus on identifying the disadvantages that arise from failure to plan for students' abilities in line with current standards and inclusive service and design, and on eliminating the obstacles to equal participation in education, such as temporary or permanent disability, that may arise.

As the unit aims to provide accommodations appropriate to students with disabilities at our university depends on ongoing communication and collaboration among faculty, research assistants, the Student Affairs Office, the ITU Accessible and Accessible University Commission, the Rectorate, and students.

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 Address: İTÜ Ayazağa Yerleşkesi Rektörlük Ek Blok Giriş Kat Oda No: 133 Maslak - Sarıyer / İstanbul

Avoiding discrimination and harassment

ITU Sexual Harassment and Discrimination Prevention Board is structured in accordance with the relevant provisions of the HEI relevant regulations, prepared and enacted by the Council of Higher Education. In collaboration with ITU KAUM-Women's Research Center and ITU Legal Counselling and Psychological Support Units, the Board evaluates the complaint in accordance with the relevant articles of the Higher Education Institutions Administrators, Faculty Members, and Officials Disciplinary Regulations and the Higher Education Institutions Student Disciplinary Regulations, prepares a report, and, if necessary, refers the complaint to the relevant boards for disciplinary investigation. The Board cooperates with the University's competent authorities to take urgent administrative measures regarding the complaint.

Besides, the Board also organizes training, promotional activities, and similar activities and publishes publications to raise awareness and sensitivity to sexual harassment and discrimination at the University.

 Email 1: itucitak@itu.edu.tr (for Sexual Harassment and Discrimination Prevention Board)

 Email 2: kaum@itu.edu.tr (for ITU KAUM Unit)

 Address: İTÜ Ayazağa Yerleşkesi Maden Fakültesi, No:E 322, Maslak - Sarıyer / İstanbul

UPM – Unidad de Igualdad y Diversidad – Equality & Diversity Office

The Universidad Politécnica de Madrid (UPM) is Spain's leading technical university, integrating education, research, and social responsibility. UPM actively promotes equality, diversity, and inclusion through the Vice-Rectorate for Equality, Diversity and Social Engagement, the Equality and Diversity Unit, and its forthcoming Observatory of Equality and Diversity. These structures ensure that inclusion is embedded across UPM's governance, teaching, and research, in full alignment with EELISA's Inclusiveness Strategy and the Gender Equality and Diversity Working Group.

- UPM leads as the beneficiary for Work Package 1 in the EELISA innoCORE project. eelisa.eu
- The document provides an updated annex focused on **phase 1: analysis** (collecting sex-disaggregated data, assessing processes and practices) and helps guide **monitoring and adjustment** of interventions. eelisa.eu
- It complements the original GEP (submitted November 2021) with updated data, reflections on difficulties in data collection, and refined indicators. eelisa.eu
- Within this annex, UPM documents the process of data gathering across EELISA partners and details challenges in measuring KPIs in innovation and communication activities. eelisa.eu

Inclusiveness Structures and Good Practices: Universidad Politécnica de Madrid (UPM)

Institutional Structures for Inclusiveness

Vice-Rectorate for Equality, Diversity and Social Engagement

UPM has a Vice-Rectorate specifically dedicated to equality, diversity, and social engagement. It coordinates institutional policies, supports the integration of equality and diversity goals across schools and faculties, and promotes an inclusive university culture. This Vice-Rectorate acts as the main governance body for inclusion and is responsible for implementing the university's Equality Plan and monitoring related KPIs.

Equality and Diversity Office

Each UPM faculty or school either has, or is establishing, its own Equality and Diversity contact points. These local offices provide advice, coordinate gender and inclusion actions, handle awareness campaigns, and act as liaison nodes with the central unit. They ensure that inclusion measures are implemented at the grassroots level.

Equality Committee / Gender Council

A university-wide Equality Committee—composed of representatives from academic staff, administrative personnel, and students—oversees the implementation of equality policies. It monitors progress, evaluates actions, and serves as a consultative body for the Vice-Rectorate and the Governing Council.

Thematic Working Groups

UPM fosters topic-specific working groups on accessibility, gender, cultural diversity, social inclusion, and well-being. These groups design tailored interventions and share best practices among different schools, fostering a transversal and intersectional approach to inclusion.

Equality and Diversity Observatory

UPM is developing an observatory and data-collection framework that provides sex-disaggregated and diversity-related indicators (gender, disability, socio-economic background, international origin). These indicators are aligned with EELISA's data-monitoring KPIs and support institutional reporting.

Student Networks and Associations

The university encourages student-led initiatives and associations promoting inclusion, gender equality, and accessibility. These groups help raise awareness and represent under-represented populations in decision-making spaces.

Contact Information – Universidad Politécnica de Madrid (UPM)

Institution:

Universidad Politécnica de Madrid (UPM)
Vice-Rectorate for Equality, Diversity and Social Engagement

Universidad Politécnica de Madrid (UPM)

Vice-Rectorate for Equality, Diversity and Social Engagement
Calle Ramiro de Maeztu 7, 28040 Madrid, Spain

 <https://www.upm.es>

Contact Person:

Dr. Óscar O. Santos-Sopena

Associate Vice-Rector for Inclusion and Social Engagement (UPM)
EELISA Inclusiveness & Gender Equality Representative

Email: oscar.santos@upm.es

Phone: +34 91 336 6000 (ext. 4600)

Address: Rectorado UPM – Calle Ramiro de Maeztu 7, 28040 Madrid, Spain

Website: <https://www.upm.es>

Additional Contacts:

- **Technical Officer (Equality and Diversity Unit):**
igualdad.diversidad@upm.es

Main responsibilities:

- Strategic coordination of equality, diversity, inclusion, and social commitment policies at UPM.

- Representation of UPM in the EELISA Inclusiveness and Gender Equality Working Group.
- Oversight of the university's institutional Equality and Diversity Plan (2022–2026).

Equality and Diversity Unit (Unidad de Igualdad y Diversidad)

 igualdad.diversidad@upm.es

 <https://www.upm.es/UPM/politicasiigualdad>

Functions:

- Implementation and monitoring of the **II UPM Equality Plan (2022–2026)**.
- Coordination of local equality contact points across schools and faculties.
- Design and delivery of awareness-raising, prevention, and training programmes on equality, diversity, and non-discrimination.
- Institutional liaison for EELISA gender and inclusiveness reporting.
-

Main policy reference:

 **II Plan de Igualdad entre Mujeres y Hombres de la UPM (2022-2026)**

Equality and Diversity Observatory (Observatorio de Igualdad y Diversidad UPM)

 observatorio.igualdad@upm.es

 <https://www.upm.es/observatorioigualdad> (*currently in development*)

Purpose and Actions:

- Collection, analysis, and publication of **sex-disaggregated and diversity data** aligned with EELISA monitoring KPIs.
- Annual reporting on gender balance, accessibility, inclusion of under-represented groups, and social engagement impact.
- Support to EELISA Work Package 1 (Data & Monitoring) for the **Gender Equality Plan (GEP)** and **Inclusiveness Plan**.
- Collaboration with the EELISA Gender Equality and Diversity Working Group on harmonized indicators.

Good practices and examples at UPM

A. EELISA communities and events

UPM has hosted seminars and workshops under EELISA Communities such as *Design for Care: Accessibility, Empathy and Empowerment*, connecting technical education with social responsibility. These initiatives encourage students and researchers to design inclusive engineering solutions.

B. EELISA Inclusiveness Forum and inter-university exchange

UPM organized and hosted the first in-person meeting of EELISA Gender Equality Units (2023), bringing together representatives from all partner universities to share data, indicators, and institutional policies on gender and diversity.

C. Mentoring and support for students in vulnerable situations

UPM coordinates mentoring and tutoring programs for students from low-income or disadvantaged backgrounds. The objective is to prevent dropout, enhance integration, and support equal opportunities in higher education.

D. Community engagement and service-learning initiatives

Through EELISA Communities, UPM collaborates with local organizations in socially vulnerable districts of Madrid (e.g., Villaverde) to deliver STEM tutoring and educational support to school students. These projects link engineering education with social impact.

E. Flexible and hybrid learning modes

UPM promotes flexible study formats (hybrid teaching, asynchronous learning, open education) to accommodate students with physical limitations, family responsibilities, or part-time employment.

F. Scholarships and inclusive funding

UPM provides specific grants for students with disabilities or socio-economic constraints. These include aid for accessible materials, mobility support, and mentoring.

G. Physical and digital accessibility

The university continuously improves accessibility in its buildings, digital platforms, and communication materials—installing ramps, elevators, accessible signage, and screen-reader-friendly websites, while adding captions and transcripts for online content.

H. Gender and diversity mainstreaming in research and teaching

UPM encourages research and innovation projects to include a gender and diversity dimension in design, data collection, and impact assessment. This approach is integrated into project calls and internal evaluation criteria.

I. Recognition of inclusive practices

Inclusion and diversity criteria are gradually being embedded in UPM's academic evaluation systems, teaching awards, and staff recognition programs to encourage inclusive leadership.

J. Awareness and visibility campaigns

UPM organizes annual campaigns to celebrate diversity days (e.g., International Women's Day, International Day of Persons with Disabilities). These campaigns highlight role models such as female scientists and inventors linked to UPM (e.g., Elena García Armada) and disseminate success stories across EELISA.

Inclusion at SCUOLA SUPERIORE SANT'ANNA PISA (IT) (SSSA)

Contact Information

Institution:

Scuola Superiore Sant'Anna Pisa- SSSA

Vice-rectorate for inclusion, disability, and gender equality policies

 <https://www.santannapisa.it/it/ateneo/pro-rettrice-vicaria-e-pro-rettori>

Contact Person: Prof.ssa Elena Vivaldi

Email: elena.vivaldi@santannapisa.it

Phone: +39 050881967

Address: Piazza Martiri della Libertà 33, Pisa, Italy.

Website: <https://www.santannapisa.it/it/ateneo/pro-rettrice-vicaria-e-pro-rettori>

The Sant'Anna School of Advanced Studies has appointed a Vice Rector for Inclusion, Disability, and Gender Equality Policies. To contribute to the dissemination of a culture of gender equality and sustainability, the School prepares the Gender Report, the Sustainability Report, and the Gender Equality Plan.

Furthermore, the Sant'Anna School of Advanced Studies adheres to the Manifesto for the Inclusive University promoted by UNHCR (the UN Refugee Agency) to facilitate refugees' access to university education and promote social integration and active participation in academic life.

The topic of inclusion cuts across the work of several offices. We currently don't have a single desk dedicated to this topic.

Good Practice

The “**STEM, girls get involved**” initiative aims to promote the choice of enrolling in STEM degree courses (acronym for "Science, Technology, Engineering, and Mathematics") by high-achieving female students, daughters of non-graduate parents, selected throughout Italy who completed their fourth year of high school in June.

Main policy reference

Gender Equality Plan 2025-2027: [GEP-Gender-Equality-Plan 25-27.pdf](#);

Equality, Diversity and Inclusion at FAU Erlangen-Nürnberg

Inclusiveness Structures and Good Practices

The topic of equal opportunities, diversity and inclusion is included in the portfolio of the **Vice President People** at the management level of the University. A central role in the development and implementation of diversity-oriented concepts and measures is also played by the **Commission for Equal Opportunities**, the **Office of Equality and Diversity**, the **Diversity Committee**, and discussions with the University and Faculty women's representatives. The standing Commission for Equal Opportunities chaired by the Vice President People presents the Executive Board with concepts and suggestions for action concerning the development and implementation of equality, diversity, inclusion and family measures at FAU.

The [Office of Equality and Diversity](#) is the central FAU institution dealing with everything to do with equality and diversity. It is involved in the initial strategic considerations, followed by the active implementation and evaluation of the many-faceted instruments and measures for encouraging equal opportunities.

Our [diversity concept](#) forms the basis for the conceptual and strategic orientation of FAU's diversity policy and brings together the wide range of projects and measures in the area of diversity.

Gender and diversity monitoring at FAU focuses particularly on evaluating and analyzing university statistics. As of 2017, an additional module has been developed in collaboration with the Office of Equality and Diversity and integrated into the **FAU-St, a survey targeting students**. This module includes questions on parents, previous education, and migration background and inclusion, with further questions of relevance to diversity being added every year.

An important goal is to promote inclusion by breaking down barriers and creating conditions that enable people with disabilities and chronic illnesses to study and work independently and on an equal footing.

Research and Teaching

In the field of research and teaching, various centers and networks promote visibility and understanding of diversity and advocate for diversity in research, teaching, and learning.

The **Center for Teacher Education (ZfL)** prepares tomorrow's Bavarian teachers for the diverse reality in schools and for dealing with students in a needs-oriented manner through diversity-sensitive training and continuing education programs, particularly through the Inclusion Working Group.

Since April 2024, it has also been supported by the **“Inclusive Education Bavaria” project**, in which **FAU is the first university in Bavaria to work with Access gmbH** to train six people with disabilities and special support needs to become so-called education specialists for university teaching in Bavaria. Since the 2024/25 winter semester, the education specialists have been involved in courses and have already reached numerous students in around 24 assignments. They share their ideas about inclusion in practice with students and raise awareness of the needs and skills of people with disabilities. Through low-threshold opportunities for exchange and getting to know each other, they break down prejudices and reservations.

The **Central Student Advisory Service** assists affected students and supports them in obtaining and enforcing the disadvantage compensation to which they are entitled.

Dealing with Discrimination, Harassment, and Sexual Harassment at FAU

Our FAU [guidelines](#) are an important contribution towards ensuring equal treatment and promoting a culture based on treating others with respect, where each and every individual is valued and ignoring discrimination is not tolerated. They ensure that cases of discrimination, harassment and sexual harassment are dealt with transparently at FAU and University Hospital (UKER), provide [information](#) on the rights and obligations of all parties, provide details of which initial points of contact and counselling services are available for those affected and stipulate a structured procedure for submitting official complaints. They also set out a catalogue of preventative measures and sanctions.

The guidelines are based on the General Equal Treatment Act (Allgemeines Gleichbehandlungsgesetz, AGG).

Awareness at Friedrich-Alexander-Universität

Handout for creating awareness concepts at FAU

This [handout](#) breaks down the main steps of raising awareness and implementing specific measures into five points. It explains how they fit into a university context, and categorizes them according to existing laws, concepts and tools (e.g. the General Equal Treatment Act (AGG), the Gender equality plan, the Diversity concept and the Guidelines on preventing and dealing with cases of discrimination, harassment and sexual harassment at FAU).

The overall goal of this handout is to provide all members of the University with information and specific options for taking action tailored to the needs of their particular area so that together we can make FAU a safer place characterized by mutual respect. The aim is to encourage all university members in their respective positions to take the initiative and work responsibly on our awareness culture in their own area of responsibility.

Toolkit for drawing up awareness concepts at FAU

In this [toolkit](#) FAU members find a number of options from which they can choose and implement the most suited for the selected area. The alphabetical [Awareness Glossary](#) gives important additional information on the various measures.

E-Mail: Dr. Magda Luthay, Head of the Office of Equality and Diversity
magda.luthay@fau.de

Diversity, Equity & Inclusion at Zurich University of Applied Sciences ZHAW

Diversity, inclusion and equity are to be anchored in the structures and culture of the ZHAW. In particular, ZHAW is committed to ensuring diversity-appropriate working and study conditions, actual equity for all genders and people with disabilities, and inclusive teaching.

Tasks

The Diversity Unit is responsible for institutional diversity and inclusion management at the ZHAW and is based centrally within the General Secretariat. The unit works closely with the Schools, in particular with their respective Diversity Officers, as well as with the various central organisational units.

The Diversity Unit performs a wide range of tasks:

Counselling and support

- Coordination of the ZHAW's counselling services
- Personal and professional advice on diversity aspects and topics
- Counselling on and intervention in connection with issues concerning discrimination, sexual harassment and bullying
- Counselling on and financial support services for reconciling private and work/study life
- Counselling on and management of academic accommodations

Training and raising awareness

Prevention, awareness-raising and skills development through campaigns, training courses and events.

Networking and anchoring

- Networking of the university's staff and students (peer-to-peer groups) and establishment of their concerns
- Initiation and implementation of projects and anchoring of procedural, structural and cultural changes

Main topics and dimensions

- [Personal Integrity](#)
- [Gender Equality Management](#)
- [Compatibility of study/work and private life](#)
- [Barrier-free university - studying and working with disabilities and chronic illnesses](#)
- [LGBTIQ+ at ZHAW](#)
- [Origin, race and religious affiliation](#)

2. The EELISA inclusion collage

Concept and objectives

The EELISA Inclusion Collage is a participatory workshop that engages students and staff in identifying and dismantling barriers to inclusiveness in STEAM careers. It aims to challenge unconscious biases and stereotypes while providing a creative, safe space for collective reflection.

Methodology and structure

The workshop is structured into four stages:

- **Discovery:** Participants are introduced to data and narratives about inclusiveness challenges in STEAM, drawing from EELISA's diversity reports and European studies.
- **Reflection:** Guided discussions allow students to share personal experiences and perceptions of exclusion or support in their education.
- **Creation:** Participants collaboratively build a visual or narrative collage using creative tools to express inclusiveness in STEAM.
- **Commitment:** Groups present their collages and formulate concrete actions that can be taken within their institutions.

Implementation across institutions

Each EELISA institution can adapt the format to its context, whether by embedding it into existing courses, hosting it during EELISA Days, or integrating it into orientation programmes or welcome days. Partnerships with local NGOs or inclusion experts can enrich facilitation.

This Collage could be included in the educational path of D4.5, as recognition through EELISA Credentials will incentivise participation.

Expected outcomes

The Collage will not only create awareness but also produce visible outputs that can be exhibited on campuses or shared online, amplifying inclusiveness messages. Success will be measured through pre- and post-surveys, number of collages created, and student testimonials.

Local partnership programmes

Rationale and design

To ensure that inclusiveness extends beyond the university environment, EELISA institutions will establish partnerships with local actors. These programmes will build

bridges to younger generations and underserved communities, enabling them to see STEAM as an open and welcoming field. This would be implemented after stabilizing the workshop within EELISA institutions first.

Partnership opportunities

- **High schools:** Co-designed workshops and lab visits showcasing diverse STEAM role models.
- **Associations and NGOs:** Collaboration with groups working on disability rights, migrant integration, and LGBTIQ+ inclusion, among others.
- **Local institutions:** Joint public events in cultural centres or municipal spaces to increase visibility of inclusiveness initiatives in STEAM.

Implementation roadmap

Programmes will start with partner mapping, followed by co-design workshops with stakeholders. Pilot activities will be launched during EELISA Days or international awareness days, with feedback mechanisms to refine future editions.

Case study templates

Annexes provide templates for institutions to document objectives, methodologies, and indicators. Suggested metrics include participation numbers, diversity representation, and qualitative feedback.

3. The “STEAM has no ___” communication campaign proposal

Origins and objectives

Building on the suggestion of students’ representatives from EELISA, this campaign would be an alliance-wide communication initiative to fight stereotypes in STEAM. Indeed, the idea was suggested in early 2025 for the first time during a meeting with the student representatives and EELISA communication team.

Its slogan “STEAM Has No ___” will be extended to various discrimination: gender, race, religion, sexual orientation... reflecting intersectional inclusiveness. This report presents a communication plan proposal to be further refined and developed in the coming year. A kit will be made available in the EELISA Resource Corner and shared with the institutions.

This report poses the foundation for a ready-to-use communication **toolkit** for EELISA institutions to implement the campaign. This kit will be developed in collaboration with EELISA Communication Network, the Work Package 3 and the Student council in the coming months. It will be further developed in the future by integrating results and verbatims from the Inclusion Collage workshops and mentorship programme into the campaign’s visual and narrative outputs, ensuring authentic student voices drive the messaging.

Campaign objectives and outcomes

This communication campaign aims to challenge stereotypes and misconceptions about STEAM careers, highlight diverse role models (gender, ethnicity, ability, social background, LGBTIQ+ identities) and foster a sense belonging across the EELISA community. Disseminating authentic student perspectives gathered during Inclusion Collages will strengthen this aspect as well. It should be launched around March 2026 for the equality month.

This campaign, apart from sending a strong message on inclusion in EELISA, will also display a QR code linking to EELISA’s work on inclusion and equality (workshops, guidelines against gender based and sexual violence, mentorship programme...), as a way to disseminate the work produced by the EELISA Gender Equality and Diversity Work Group. It also could be the third “Speak out ”campaign, focusing on inclusion and asking for student and staff feedback on the subject with a quick survey.

Campaign activities

The campaign may use a mix of digital and in-person tools:

- Social media posts highlighting role models of diverse gender identities, ethnicities, and backgrounds.
- A contest inviting students to submit their own creative contributions.
- A physical campaign with role models' posters in all EELISA institutions.

Key Messages and Slogans

The central slogan is “STEAM Has No Gender”, extended into variants such as:

- STEAM Has No Race
- STEAM Has No Age
- STEAM Has No Religion...

The exact variants will be chosen from the various range of discriminations people may experience but restricted in number in order to strengthen impact and clarity of the campaign.

In addition to this, EELISA may introduce a slogan or short explanation that would be replicated on all posters. This could be statistics or research showing how minorities experience discrimination in STEAM, for example.

These variants allow institutions to tailor campaigns to local contexts while maintaining unity across the alliance.

If the institutions lack student role models they may use:

- Famous scientists with diverse backgrounds (different gender, race, religion, health status...)
- Researchers from their own faculties who accept to pose as role models

Proposed campaign activities

Social media series: Regular posts featuring student collages, quotes, and role models. Hashtags: #STEAMHasNoGender and variants.

Contest: Annual EELISA-wide challenge for students to create new visuals or short films under the campaign theme with a prize for the winner(s).

Events: Integration into International Women in Science Day, Pride Month, and other days linked to inclusiveness (race, disability...) and EELISA Days.

Integration of the Inclusion Collage Results to the communication campaign

Each institution will be encouraged to:

- Collect **quotes and verbatims** from participants during the reflection and sharing phases of the collage.
- Photograph or digitise collages created by student groups.
- Share these testimonies on campaign visuals, social media posts, and exhibitions.
- Attribute content anonymously unless participants explicitly agree to be named.

Dissemination strategy

- Centralised content hub managed by the EELISA Central Office and communication team to collect and redistribute materials.
- Local adaptation: each institution translates content, adds local role models, and ensures accessibility.
- Potential partnerships with NGOs, municipalities, and media outlets to extend reach beyond academia in a second time.

Monitoring and evaluation

Indicators of success may include:

- Engagement metrics (likes, shares, comments, contest entries).
- Number of institutions contributing collage results.
- Diversity of role models represented.
- Qualitative feedback from students on the impact of the campaign.

Student contest proposal:

- Objective: Create a visual, video, or digital artwork under the theme “STEAM Has No ____.”
- Criteria: originality, inclusiveness message, visual impact.
- Prize: feature in alliance website and social media, 500 € cash prize.

Communication and monitoring

Materials will be co-created across institutions using platforms like Canva to ensure accessibility. Central EELISA communication channels will share campaign kits and amplify the campaign, while local institutions adapt visuals to their contexts. Partnerships with NGOs and professional associations will expand outreach in a second time. Impact will be monitored through engagement metrics (views, shares, participation in contests), survey feedback, and qualitative indicators such as testimonials.

Conclusion and next steps

This Inclusiveness Plan translates EELISA’s commitments into practical, replicable activities. The inclusion collage, including local partnerships, and the “STEAM Has No ___” campaign complement existing strategies by empowering students and staff as active agents of inclusiveness. Next steps will include implementing and piloting these initiatives in 2026 in EELISA institutions, followed by a network-wide rollout and continuous refinement based on evaluation.

This report, mostly based on raising awareness, is the basis for that will lead to more ambitious, inclusive European policies, such as an Inclusive mobility plan’s roadmap with a focus on disability. This future policy would include disability, precarity, nationality and health status in EELISA mobility framework. Indeed, Erasmus + has already made a focus on inclusive mobility for disability students, and some of our institutions (FAU...) have as well. Since mobility is the core of WP4 and of EELISA goals, the Gender Equality and Diversity Work group will further develop their reflexions around inclusion in mobility in the future.

Roadmap and next steps

By the end of 2026, EELISA should have implemented various pilot proposals and received feedback from those initiatives to adapt and better them for the 2027 round.

Design of the communication campaign with WP3 and EELISA Communication Office	December 2025 - February 2026
Launch of the mentorship programme	January 2026
Launch of the communication campaign kit	February - March 2026
Pilot inclusion collages at EELISA institutions	April - May 2026
End of the mentorship programme	May - June 2026
First round of feedback for the communication campaign, inclusion collage and mentorship programme	June - July 2026

Implementation roadmap for institutions

To ensure coherence across institutions, this deliverable includes the following recommended steps for each institution to execute:

- Adoption of the Inclusion Collage and implementation of a pilot workshop in 2026

- Establishment of one local partnership in 2027
- Participation and dissemination of the “STEAM Has No ____” campaign
- Annual reporting on relevant indicators to the EELISA Central Office and the Gender Equality and Diversity Work Group

ANNEXES

Annex I – Toolkit proposal for the Inclusion Collage

This annex provides a **facilitator's guide** for institutions to run the EELISA Inclusion Collage effectively. It contains step-by-step instructions, suggested exercises, materials required, and templates for evaluation.

1. Preparation phase

- **Target group:** Students (bachelor, master, PhD), with the possibility to extend to staff and high school students
- **Group size:** 15–20 participants are optimal.
- **Duration:** 2 or 2:30 hours.
- **Facilitators:** Ideally two, including one with expertise in diversity and inclusiveness.
- **Materials:** Flipcharts, markers, magazines/newspapers for collage material, glue, scissors, digital tools (e.g., Canva) for online adaptation.

Checklist for preparation:

- Reserve room with flexible seating and whiteboard.
- Prepare introductory slides on inclusiveness and diversity in STEAM (can reuse data from D4.5 and D4.7 and mentorship programme).
- Print evaluation forms or prepare online surveys.

2. Workshop structure

Step 1 – Discovery (15 minutes)

- Icebreaker exercise: “Draw your STEAM stereotype” – participants sketch what they imagine a ‘typical engineer/scientist/academic’ looks like.
- Short presentation: Key statistics on diversity in STEAM, highlighting gaps and success stories across EELISA institutions.

Step 2 – Reflection (30 minutes)

- Small-group discussions guided by questions:
 - *What barriers do you see in STEAM?*
 - *What personal experiences have shaped your view of inclusiveness?*
 - *What role models inspired or discouraged you?*
- Groups report back, facilitator synthesises key themes on a board.

Step 3 – Collage creation (30 minutes)

- Participants work in teams to create a **visual or narrative collage** representing inclusiveness in STEAM.
- Options: paper collage, digital collage (Canva, Padlet), or short video.
- Encourage creativity (slogans, drawings, magazine cut-outs, personal photos, metaphors).

Step 4 – Sharing and action (45 minutes)

- Each team presents its collage.
- Facilitator guides reflection: *What actions could we take to make this vision real?*
- Participants propose 2–3 concrete actions for their institution (e.g., mentorship, awareness events, inclusive facilities).

Follow-up and recognition

- Collages exhibited physically on campus or digitally on EELISA's platform.
- Participants receive an **EELISA Credential** for their engagement.
- Actions proposed are forwarded to the institutional inclusiveness officer and EELISA central office.

Evaluation tools

- **Pre/post questionnaire:** short survey on perceptions of inclusiveness in STEAM.
- **Feedback form:** ratings on facilitation, usefulness, and personal impact.
- **Indicators:** number of participants, diversity of participants, number of collages produced, follow-up actions implemented.

Templates

Template A – Tentative workshop agenda

- 0:00 – 0:15: Welcome & icebreaker
- 0:15 – 0:30: Introductory presentation
- 0:30 – 1:00: Reflection discussions
- 1:00 – 1:45: Collage creation
- 1:45 – 2:30: Presentations & action planning

Template B – Participant survey (sample questions)

1. Before this day, how would you describe STEAM careers in terms of inclusiveness? (scale 1–5)
2. How has your perception changed after this day?
3. What was the most valuable part of the workshop?
4. What action would you like your institution to take?

Template C – Action proposal sheet

- Title of proposed action
- Who should be involved?
- Resources needed
- Expected impact

This toolkit ensures that the Inclusion Collage is not just symbolic but results in tangible awareness, creative outputs, and concrete institutional commitments.

Integration of the Inclusion Collage Results to the communication campaign

Each institution will be encouraged to:

- Collect **quotes and verbatims** from participants during the reflection and sharing phases of the Collage.
- Photograph or digitise collages created by student groups.
- Share these testimonies on campaign visuals, social media posts, and exhibitions.
- Attribute content anonymously unless participants explicitly agree to be named.

This integration ensures the campaign remains rooted in lived experiences rather than abstract slogans.

Annex II. Practical strategies to promote inclusion in the classroom

Introduction

Inclusive classrooms stand at the heart of EELISA's vision for equitable and socially responsible education. While alliance-level initiatives such as the Inclusion Collage and the "STEAM Has No Gender" campaign provide structural direction, inclusion ultimately takes shape in the daily realities of teaching and learning.

An inclusive classroom is not only diverse but intentionally designed to ensure that every learner is respected, represented, and empowered to contribute. This approach complements EELISA's broader inclusiveness strategy by translating institutional values into concrete educational practice.

The following twelve strategies offer a roadmap for educators and institutions to embed inclusion across pedagogical practice, institutional culture, and continuous improvement within EELISA universities. These guidelines are inspired by the University of Illinois advice (see references).

I. Applying inclusive practices in daily teaching

1. Create and maintain a positive learning environment

A classroom grounded in respect, empathy, and collaboration enables all students to participate confidently. Recognizing individual contributions, encouraging teamwork, and promptly addressing any form of discrimination build a safe, motivating space for learning. These principles can be co-created with students to foster shared responsibility and ownership of classroom culture.

2. Encourage respectful and open dialogue

Structured and respectful discussions allow students to explore complex topics such as gender, identity, or culture without fear of judgment. Establishing clear guidelines for communication fosters empathy, active listening, and critical thinking.

3. Model inclusive and respectful language

Language has the power to include or exclude. Using correct names and pronouns, avoiding stereotypes, and applying gender-neutral or culturally sensitive expressions affirm each student's identity and foster belonging.

4. Provide flexible and accessible learning opportunities

Students learn in different ways. Offering varied formats for participation and assessment (written, oral, digital, or visual) ensures equal opportunity for engagement. Universal Design for Learning (UDL) principles should guide course planning to accommodate diverse needs.

5. Leverage technology for inclusion

When used intentionally, technology enhances accessibility. Captioned lectures, screen-reader-friendly materials, and hybrid or asynchronous learning modes support students with disabilities, those in different time zones, or balancing personal commitments. Aligned with EELISA's emphasis on digital inclusion, technology should be accessible, multilingual, and sustainable.

6. Anticipate and address sensitive issues

When identity or equity related tensions arise, educators should respond with empathy and openness. Providing safe spaces for dialogue and referring students to institutional support services fosters trust and psychological safety.

7. Encourage peer learning and mentorship

Peer networks help students learn from each other's experiences, reduce isolation, and strengthen intercultural competencies. Pairing students from different backgrounds in projects or mentoring schemes promotes inclusion and can be recognized through EELISA Credentials or participation in EELISA Communities focusing on inclusive education.

II. Building institutional and professional foundations

8. Invest in diversity, equity, and inclusion (DEI) training

Educators play a key role in shaping inclusive learning environments. Continuous professional development in DEI helps teachers reflect on biases, adopt inclusive

pedagogies, and design equitable learning experiences. Institutions should make DEI training a core component of staff development.

9. Adopt inclusive and diverse recruitment practices

Representation within faculty and administration demonstrates a genuine institutional commitment to inclusion. Hiring and promoting individuals from diverse backgrounds broadens perspectives, enriches teaching, and strengthens students' sense of belonging.

10. Integrate diverse perspectives into the curriculum

Curricula should reflect multiple worldviews, authors, and innovators. Including case studies, examples, and readings from varied cultural and gender perspectives fosters critical thinking and allows students to see themselves in the academic narrative. EELISA's interdisciplinary STEAM framework provides a natural foundation for embedding such perspectives.

11. Get to know your students

Understanding students' individual backgrounds, learning needs, and motivations enables educators to design meaningful and responsive teaching. Listening actively and incorporating feedback strengthens trust and engagement across diverse groups.

12. Evaluate and continuously improve inclusiveness

Inclusion must evolve alongside institutions. Regular evaluations through student surveys, focus groups, and inclusiveness indicators can allow educators and administrators to measure progress and refine their approaches. These evaluations should feed into the institutional reporting cycle and the annual inclusiveness indicators collected by the EELISA Central Office. Sharing outcomes within the EELISA network promotes collective learning and accountability.

These twelve strategies offer a comprehensive and actionable approach to inclusiveness in higher education. By prioritizing inclusive teaching practices, embedding diversity into institutional systems, and committing to continuous improvement, EELISA institutions can ensure that every student, educator, and staff member experiences a learning environment rooted in fairness, respect, and shared growth.

These strategies can serve as a reference for educators participating in the Inclusion Collage and subsequent EELISA Inclusiveness trainings, ensuring that awareness raised through alliance-wide initiatives translates into meaningful classroom action.

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[Welcome to Inclusive Mobility | Inclusive Mobility](#)

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