

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

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DISCLAIMER

The following document is based on the deliverable on the deliverable 4.5 “ **Joint Offer Related to Gender, Inclusiveness and Diversity**” 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.

JOINT OFFER RELATED TO GENDER EQUALITY, INCLUSIVENESS AND DIVERSITY

The EELISA joint offer on gender, inclusiveness, and diversity was developed by the **Gender Equality and Diversity Workgroup** to address the challenges faced by underrepresented groups in academic environments and to implement strategies that prevent discrimination and promote equality across EELISA institutions.

As part of this initiative, joint training paths accessible to both **students** and **staff** were developed and designed to foster a shared understanding of diversity, inclusion, and workplace equality within the EELISA community.

A key innovation of this initiative is the integration of the **joint training offer** into the EELISA Credentials system. By linking these activities to an official recognition framework, EELISA emphasizes the value of participation in these programmes, and encourages broader engagement among students and staff.

This represents a significant step toward institutionalizing diversity and **reinforcing the alliance's commitment to inclusive academic environments.**

MENTORSHIP PROGRAMMES

Mentorship initiatives provide safe spaces where participants can openly discuss career challenges, gain practical guidance, and expand their professional networks. These programmes are especially valuable for early-career researchers from underrepresented groups who encounter structural barriers in academia.

In this context, several EELISA institutions have developed their own mentorship programmes, aimed at supporting women and other underrepresented groups in academic research. These initiatives are designed to help participants navigate the challenges associated with academic careers by providing guidance from experienced professionals.

THE EELISA MENTORSHIP PROGRAMME

Building on the existing initiatives of its partners, EELISA Institutions have joined forces to develop a joint Mentorship programme that integrates best practices from across the alliance. The pilot programme, launched in February 2026, is designed to support PhD candidates from underrepresented groups who face structural barriers in academic careers.

Implementation

The programme combines one-on-one mentoring with collective training sessions addressing topics such as structural challenges in academia and post-PhD career pathways.

Each mentee is paired with an experienced academic mentor who provides personalised guidance on career development, research challenges, and professional opportunities.

The initiative will run as a pilot during the first half of 2026 and will conclude with an in-person event hosted by one of the EELISA institutions. This event will allow participants to reflect on their experiences, share insights, and strengthen professional connections across the alliance.

Feedback collected from mentors and mentees will be used to evaluate the programme's effectiveness, refine future editions, and potentially expand the initiative to additional academic levels.

JOINT OFFER RELATED TO GENDER, INCLUSIVENESS AND DIVERSITY

**EELISA Gender Equality & Diversity Workgroup -
Deliverable 4.5**

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12	AP	European Network for Accreditation of Engineering Education	European Network for Accreditation of Engineering Education	ENAAE	Belgium

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Executive Summary

Women and members of other underrepresented groups at various academic levels encounter unique challenges through their careers in research.

To address this issue and contribute to the development of potential solutions, this deliverable introduces three joint educational paths, based on the current training offer on inclusivity available at EELISA institutions, which are eligible for EELISA credentials. EELISA institutions have also developed separate mentorship programmes to prevent dropout rates of women and other under-represented groups.

This report examines these initiatives and proposes a joint mentorship programme for PhD specifically designed to support PhD students from minority groups, that include meetings with a mentor to foster safe dialogue and practical training sessions on relevant topics. These combined efforts aim to foster a more supportive academic environment for underrepresented groups.

Glossary – Abbreviations and definitions

Discrimination

The unjust or prejudicial treatment of individuals or groups based on characteristics such as race, gender, age, sexual orientation, religion, disability, or other personal attributes. Discrimination can manifest in various forms, including unequal treatment, exclusion, harassment, or denial of opportunities and rights.

EELISA

European Engineering Learning Innovation and Science Alliance **EELISA Credential** The EELISA Credential is the academic recognition of students' engagement in the innovative and transformative learning experiences offered by EELISA Communities. Learners accumulate digital badges that document their contributions to addressing societal challenges aligned with the United Nations Sustainable Development Goals (SDGs).

Each badge signifies participation in an activity targeting specific SDGs and reflects the level of impact achieved, categorized into five progressive levels:

- Discovery – initial exposure, such as attending a conference.
- Knowledge – acquiring understanding through lectures and exercises.
- Engagement – active involvement, like organizing public communications.
- Action – proposing and developing projects.
- Transformation – implementing impactful actions with measurable outcomes.

This structured approach enables students to progressively enrich their credentials, showcasing a trajectory of learning and societal impact. The EELISA Credential complements traditional academic achievements, providing a comprehensive view of a student's commitment to societal challenges and enhancing their profile for future academic and professional opportunities.

For more detailed information, you can visit the [EELISA Credential page](#).

EINP. EELISA InnoCORE Networking Platform

Networking tool designed as a place for researchers to register their research profile and interests. Users can also upload research projects or calls for proposals, based on which, by matching key words with the profiles through an intelligent algorithm, potential cooperation partners are brought together. The EELISA InnoCORE Networking Platform is connected to the already established EELISA Community Platform, activating a large potential of users to create research-oriented EELISA Clusters (<https://community.eelisa.eu/research-network/>).

GBSV

Gender Based Sexual Violence, refers to any act of sexual violence or harassment directed at someone because of their gender.

Intersectionality

A framework that examines how different forms of discrimination and oppression, such as those based on gender, race, disability or class, intersect and impact individuals.

Microaggression

A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.

Minorities

Any small group in society that is different from the rest because of their race, ethnicity, religion, sexual orientation, or disability, or a person who belongs to such a group.

Mobility

Physical, virtual or blended movement of learners and staff between different countries for the purpose of studying, training, teaching or working. **Racism** Discrimination or prejudice against people based on their race or ethnicity (real or supposed). **Religious discrimination** Unfair treatment or prejudice against individuals based on their religion or beliefs (real or supposed).

Sexual Harassment

Unwanted and inappropriate sexual remarks, advances, or actions that create a hostile or intimidating environment.

Sustainable Development Goals (SDGs) Also known as the Global Goals, a set of 17 interconnected goals adopted by all United Nations Member States in 2015 as part of the 2030 Agenda for Sustainable Development, addressing the world's most pressing challenges, including poverty, inequality, climate change, environmental degradation, peace, and justice, with specific targets to be achieved by 2030, with the overarching aim of creating a more sustainable and equitable world for present and future generations.

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 engineer rooted in society** and of **bridging engineering, sciences and humanities for inclusive, sustainable and digital societies**. The higher education institutions that constitute EELISA are the following:

- [Budapesti Műszaki és Gazdaságtudományi Egyetem / Budapest University of Technology and Economics \(BME\)](#)
- [École Nationale des Ponts et Chaussées \(ENPC\)](#)
- [Friedrich-Alexander-Universität Erlangen-Nürnberg \(FAU\)](#)
- [İstanbul Teknik Üniversitesi \(ITU\)](#)
- [Paris Sciences & Lettres \(PSL\)](#)
- [Scuola Normale Superiore \(SNS\)](#)
- [Scuola Superiore Sant'Anna \(SSSA\)](#)
- [Universitatea Națională de Știință și Tehnologie Politehnică București \(UNSTPB\)](#)
- [Universidad Politécnica de Madrid \(UPM\)](#)
- [Zürcher Hochschule für Angewandte Wissenschaften / Zurich University of Applied Sciences \(ZHAW\)](#)
- [Taras Shevchenko National University of Kyiv \(KNU, Associated Partner\)](#)

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, to tackle the EU grand 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 contribute to a more resilient and inclusive Europe.
- Fostering excellence in research and contribute to the continuum of research-education innovation.
- Strengthening the dynamic integration with industry and business organisations' needs following the current 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, where academic and non-academic partners come together to solve real-world problems, and a future where 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.

1. Introduction

In the rapidly evolving landscape of academia and research, fostering an environment that supports equity, and inclusion is not just a matter of fairness—it's a critical driver of innovation and excellence.

To cultivate a more inclusive culture within EELISA academic institutions, a joint training offer is proposed for students at various academic levels—Bachelor, Master, and Doctorate—as well as for staff. This initiative addresses essential topics such as gender imbalance, discrimination, and inclusion in the workplace, which are crucial for creating a supportive and equitable environment across all EELISA institutions.

Complementing this, the development of a coaching and mentorship programme specifically for PhD students is essential to addressing the unique challenges minorities face in these fields. Such a programme provides targeted support and empowers minorities to navigate the complexities of academic careers, which often include unconscious bias, gender imbalance, and limited access to leadership opportunities.

Collaboration with work packages (WP) 9 and 10 is envisaged for the implementation phase of this offer as this will allow to amplify the impact of the initiative. Indeed, it will allow to align the offer with broader organisational efforts, particularly related with research (WP9) and innovation (WP10), ensuring a comprehensive approach to career development and gender equality in STEM.

1.1. Presentation of the deliverable 4.5

Deliverable 4.5 presents the EELISA joint offer related to gender, inclusiveness and diversity elaborated by the alliance Gender and Diversity Working Group. The aim of this joint offer is to tackle the challenges faced by minorities in academic environments and to propose two complementary strategies to prevent them in EELISA. This deliverable is structured into three parts which present this common proposal and address key issues.

The **first part** of this deliverable provides an overview of the current context for women and other underrepresented groups in European academic research. This literary review highlights the issues faced by marginalized groups especially in the STEM field, by presenting key data points and showcasing why such a joint offer is of high relevance.

The **second part** of this proposition builds on the existing training offer on gender, inclusion and diversity at EELISA institutions. To establish a joint educational offer and ensure recognition amongst EELISA, this deliverable introduces three educational paths: two available for staff and students on gender and discrimination, and one available for staff on inclusion in the workplace. The two educational paths are available for students from all academic levels (Bachelor, Master, PhD), and are eligible for EELISA credentials when completed.

The **third part** of this deliverable introduces the proposal for a common EELISA Mentorship programme, specifically targeted towards marginalized groups. Its goal is to both foster a safe environment for discussion, and to provide PhD students from these groups with appropriate training to prevent drop out and promote career development. A timeline and training proposal for the pilot version of this programme is also proposed. Former Bachelor and Master students that have participated in either of the educational paths will be encouraged to participate in the EELISA mentorship PhD programme.

1.2. European context regarding gender and discrimination, and literary review

1.2.1. Some figures

Women in STEM (Science, Technology, Engineering, and Mathematics) in European universities face significant challenges, although there has been gradual progress in recent years. According to recent reports, women are underrepresented in STEM fields at all academic levels across Europe. Data from the European Commission's She Figures 2021 report indicates that women account for only about 33% of researchers in the EU. The representation is even lower in specific STEM fields, such as engineering and ICT (Information and Communication Technologies), where women make up just 17% and 19% of the workforce, respectively.

This underrepresentation is not only limited to participation rates; it extends to leadership roles within academia. Women are less likely to hold senior positions, such as full professorships, in STEM fields. For instance, only about 15% of heads of higher education institutions in the EU are women, and this percentage is even lower in STEM faculties. The disparity is often attributed to a combination of structural barriers, gender biases, and a lack of supportive policies for work-life balance, which disproportionately affect women.

Research has also shown that though parity has been achieved at the bachelor's and master's levels of study (45-55%) and is close to be achieved at the PhD level (44%), women still tend to abandon research and/or academia as they progress in their careers. Indeed, only 12% of members of national science academies are women. Women also tend to have shorter and less well-paying careers, in and out of academia. They also tend to have less mobility: in Europe for example, women and men tend to be equally mobile for their PhD (19% against 18%), but less mobile for their postdocs (25% against 29%).

Various initiatives and policies have been implemented at both national and EU levels to address these disparities. The European Commission has introduced programmes such as Horizon Europe, which includes specific measures to promote gender equality in research and innovation. Universities are also increasingly adopting gender equality plans, which are now a requirement for institutions seeking funding from the EU. These plans typically involve measures such as gender quotas, mentoring programmes, and efforts to address unconscious bias in recruitment and promotion processes.

Despite these efforts, the pace of change remains slow. The European Institute for Gender Equality (EIGE) reports that although the proportion of women in STEM education and careers is increasing, it is not enough to close the gender gap in the near future. Cultural and societal factors continue to play a significant role in discouraging women from pursuing STEM careers, starting from early education through to career progression. If 8% of European students report

discrimination based on their gender, 5% report discrimination because of nationality, 3% based on their religion, and 2% based on their race. Moreover, more than twice as many students with disabilities report discrimination experiences compared to their counterparts without disabilities (37% vs. 18%).

As an example of discrimination based on race and ethnicity, Black individuals with higher levels of education tend to experience more discrimination than Black individuals with lower levels of education (52% vs. 26%). Younger Black individuals also report more instances of discrimination than older Black individuals (41% vs. 16%). Discrimination targeted towards

Black individuals in an educational context has also increased in the past years, with 13% in 2018 against 18% in 2023. These numbers paint a somber picture: discrimination against young Black students is rising and they report feeling more unsafe in higher education.

Discrimination takes place in several insidious ways and can also prevent underrepresented groups of students from pursuing their studies. As evidence of discrimination on religious grounds, young Muslims in Europe for example are three times more likely to leave school early in comparison to the general population. This results in further gaps in employment, itself a challenge to integrate society confidently. Understanding the ways in which discrimination takes place in higher education settings and in academia is vital to prevent these perpetual issues.

In summary, while European universities have made progress in increasing the participation of women in STEM, significant challenges persist, particularly the underrepresentation of women and other minority groups, especially in leadership roles. This disparity highlights the ongoing need for targeted efforts to not only increase participation but also ensure the inclusion of these groups in decision-making and leadership positions, fostering a more equitable academic environment.

This literature review explores the challenges minorities face in academia, focusing on the factors contributing to their underrepresentation and the strategies proposed or implemented to effectively address and potentially resolve these issues.

1.2.2. Gender Stereotypes and Cultural Norms

One of the primary barriers to women's participation in STEM is the persistence of gender stereotypes and cultural norms. Studies have shown that from a young age, girls are often discouraged from pursuing interests in STEM due to societal expectations that align STEM careers more closely with masculine traits (EIGE, 2020). This cultural bias is reinforced through education systems, media representations, and family expectations, leading to a lack of confidence among women in their abilities in these fields (Charlesworth & Banaji, 2019).

1.2.3. Educational Barriers and Biases

The educational environment also plays a crucial role in shaping the career paths of women in STEM. Research indicates that implicit biases among educators and peers can influence the academic choices of girls, often steering them away from STEM subjects (Reuben et al., 2014). Moreover, the lack of female role models in STEM education further exacerbates this issue, making it difficult for young women to envision themselves in these roles (Ong et al., 2011).

Studies have also shown that racialized individuals consider STEM fields to have more barriers than other fields, with microaggressions being the key factor in establishing these barriers (Grossman & Porche, 2013). In Europe especially, racial/ethnic minorities tend to be disadvantaged in education because of these discriminatory behaviors, leading to higher dropping out rates (Heath et al., 2008).

1.2.4. Workplace Challenges

Even when women enter STEM careers, they often face significant workplace challenges, including gender discrimination, unequal pay, and a lack of career advancement opportunities. A European Commission report (2018) highlights that women in STEM are more likely to

encounter a "glass ceiling," preventing them from reaching leadership positions. Additionally, the "leaky pipeline" phenomenon describes how women are more likely than men to leave STEM careers due to an unwelcoming or hostile work environment (Sax & Newhouse, 2018).

LGBTQ+ individuals also report STEM workplaces to be hostile to their queer identities (Yoder & Mattheis, 2016). In terms of racial discrimination, Black men in Europe also face a "glass ceiling" effect in their career (Mohammadi, 2024). Discrimination persists in the workplace after graduation and goes beyond gender discrimination.

1.2.5. Balancing Work and Family Life

Another significant challenge for women in STEM is balancing professional responsibilities with family life. The demands of caregiving, particularly in societies where gender roles are strongly entrenched, disproportionately affect women, often leading them to take career breaks or opt for part-time work (European Institute for Gender Equality, 2019). This not only affects their career progression but also contributes to the gender pay gap within STEM fields.

1.2.6. Intersectionality and Diversity in STEM

The struggles of women in STEM are further compounded by intersectionality, where race, ethnicity, and socioeconomic background intersect with gender to create additional layers of disadvantage (Crenshaw, 1989). Women of color, in particular, face compounded discrimination that can severely limit their opportunities in STEM careers (McGee, 2020). This aspect of diversity is often overlooked in broader discussions about gender equity in STEM, leading to the underrepresentation of minority women in these fields.

1.2.7. Initiatives and Interventions

Various initiatives across Europe have been developed to address these challenges. For instance, the European Union's Horizon 2020 programme includes gender as a cross-cutting issue, promoting the inclusion of women in research and innovation (European Commission, 2020). Additionally, mentoring and networking programmes, such as those facilitated by the European Platform of Women Scientists, aim to provide support and guidance to women in STEM, helping them to overcome barriers and advance in their careers (EPWS, 2017).

The European Commission released an [Anti-Racism Plan for 2020-2025](#), emphasizing the participation of youth within the context of the European Year of Youth 2022. This plan promotes the implementation of policies against racism and racial discrimination. The [LGBTIQ Equality Strategy 2020-2025](#) also promote a safer environment and aim to ensure equal rights for all individuals, regardless of gender or sexual orientation.

1.2.8. Conclusion

The literature on women and minorities in STEM in Europe highlights significant challenges that persist despite ongoing efforts to promote equality and inclusion. Addressing these challenges requires a multifaceted approach that includes dismantling stereotypes, creating supportive educational and workplace environments, and recognizing the importance of intersectionality. Continued research, systemic and targeted interventions are essential to fostering a more inclusive and equitable STEM landscape in Europe and European University Alliances such as a EELISA have a key role to play in this endeavour.

1.3. EELISA 1.0, InnoCORE and women in STEM

The EELISA Alliance has undertaken several initiatives to support and promote women in science, particularly within STEM fields, reflecting its commitment to gender equality and diversity.

One of the key efforts is the creation of the EELISA Gender and Diversity Workgroup, which focuses on producing tangible outcomes related to gender inclusion across its member institutions. This group has been instrumental in organizing events like the International Women in Engineering Day (INWED) and the International Day of Women and Girls in Science, which are designed to raise awareness and celebrate the contributions of women in these fields. These events bring together women from various universities within the EELISA network to share experiences, discuss challenges, and highlight the achievements of female scientists and engineers.

Additionally, EELISA has developed educational resources and organized roundtables, such as “Women Who Make Science Happen”. These resources provide insights into the historical exclusion of women from STEM, the sociological mechanisms behind gender biases, and strategies to foster a more inclusive environment. The Alliance also supports various mentorship and networking initiatives, encouraging collaboration and support among women in STEM disciplines. For example, awareness campaigns were launched by EELISA Communication for International Women’s month (March), like the [EELISA Women Portrait Series](#) (2021), [Commemoration of the International Women’s Day](#) (2024), and the [“She Innovates” Campaign](#) (2025).

Moreover, EELISA's InnoCORE programme has actively gathered and disseminated best practices for promoting diversity within research teams, further emphasizing the Alliance's commitment to creating an inclusive academic environment where women can thrive. The [EELISA InnoCORE Diversity Award](#) for example rewards researchers and innovators committed to building a more inclusive and diverse environment inside the Alliance.

These efforts collectively contribute to narrowing the gender gap in STEM and supporting the professional growth of women in these critical fields across Europe. This proposed joint offer aims at further developing the involvement of EELISA members in gender equality in R&I, especially in STEM, and beyond.

2. Three joint educational paths to promote diversity and inclusion

Following a best practice sharing exercise, the EELISA Gender Equality and Diversity Working Group found out that EELISA institutions carry to a different extent trainings on gender, inclusion and diversity. Building on such trainings and to properly present a joint educational offer that is multilingual and promotes gender equality and inclusivity, the group decided to introduce three different educational paths, two for students and staff, and one specifically for staff. These educational paths operate on the 6th and 10th goals of the 17 Sustainable Development Goals introduced by the UNESCO, meaning the Gender Equality and Reduced Inequalities goals. These educational paths are meant to enact EELISA’s commitment to inclusion and diversity in training.

To establish this educational offer, EELISA institutions that are part of the Gender and Diversity working group filled out a spreadsheet compiling trainings targeted towards both staff and students they carried on gender, inclusion and diversity (see Annexe II). The group also realized that credentials and training certification rarely existed for such trainings. In an effort to encourage training recognition, it was decided to link such training offer to the [EELISA Credentials](#) system for students and staff following these educational paths. To give these EELISA Credentials, the Gender and Diversity Working Group considers creating its own EELISA Community. Each training present in these educational paths would therefore be eligible for an EELISA Credential. Currently, only students can receive EELISA Credentials. However, EELISA is currently discussing recognition the trainings followed by its staff.

A fully completed educational path would include the accomplishment of trainings related to impact levels 1 to 5:

1. **Discovery** (e.g. attending a conference)
2. **Knowledge** (e.g. attending a lecture with exercises and scenarios)
3. **Engagement** (e.g. organizing a public communication)
4. **Action** (e.g.: propose a project)
5. **Transformation** (e.g. implement a transforming action with KPIs)

The integration of gender, inclusion, and diversity trainings into the EELISA Credentials system marks a significant step towards the formal recognition of transformative learning experiences within EELISA institutions. By linking these educational paths to the EELISA Credentials, the Gender and Diversity Working Group aims to valorise both student and staff engagement in fostering a more inclusive academic environment. The creation of a dedicated EELISA Community for Gender and Diversity will enable each training to become eligible for credentialing, following a progressive framework from Discovery to Transformation. While credentials are currently awarded only to students, ongoing discussions within EELISA about extending recognition to staff signal a promising move toward inclusive and comprehensive lifelong learning acknowledgment across the alliance.

For this reason, to strengthen the impact and sustainability of this initiative, it is recommended that the EELISA alliance formalize the inclusion of staff within the EELISA Credential framework. Recognizing the commitment of educators and administrative personnel to gender, inclusion, and diversity training not only promotes a culture of continuous learning but also reinforces institutional alignment with EELISA's values. This would ensure that all members of the academic community are equally empowered and acknowledged for their contributions to transformative change.

2.1. Educational path on Gender Equality (staff and students)

This educational path is targeted towards EELISA students of all academic levels (Bachelor, Master, and PhD) as well as staff from EELISA institutions. Its goal is to provide participants with a comprehensive understanding of gender equality, addressing both theoretical frameworks and practical applications.

By following this path, EELISA students' and staff' awareness on the gender gap, gender role stereotypes and on systemic inequalities will be improved. Students and staff will develop critical thinking skills on practical situations involving these stereotypes. This path will also

help participants recognize situations of gender-based sexual violence and provide them with strategies and tools to both prevent and address them. Ultimately, this path aims to help students and staff foster practices that will contribute to gender equality, in the academic world and beyond.

Based on the current offer at EELISA institutions, impact levels 1 to 3 are represented for this educational path. These sections go through every available student and staff training at current EELISA institutions that falls into the various impact levels for the educational path on Gender Equality. All information regarding these trainings can be found in the spreadsheet in the Annexe II.

2.1.1. Discovery (impact level 1)

For staff

Université Paris-Sciences-et-Lettres (PSL)

- Inequalities between men and women in research (PSL-CNRS)
- Women leader in science (PSL)

Universidad Politécnica de Madrid (UPM)

- Gender equality policies at the UPM: Equality Plan. Harassment Protocol. Sexist Language Manual

Ecole Nationale des Ponts et Chaussées (ENPC)

- Fight against sexist and sexual harassment Gender equality:
- towards equality between men and women

Scuola Superiore di Studi Universitari e di Perfezionamento Sant'Anna (SSSA)

- RIForma Mentis

Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU)

- Online tutorial "Gender-sensitive appointment procedures and recruitment at FAU"
- Gender Equality at FAU

For students

Université Paris-Sciences-et-Lettres (PSL)

- Inequalities between men and women in research (PSL-CNRS)
- Women leader in science (PSL)

İstanbul Teknik Üniversitesi (ITU)

- Istanbul Technical University Sexual Harassment and Discrimination Prevention Directive Istanbul Technical University Prevention of Violence Perspective
- *Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU)*

2.1.2. Knowledge (impact level 2)

For staff

Ecole Nationale des Ponts et Chaussées (ENPC)

- Sexist and sexual violence at work: understanding, acting and preventing Raising awareness of the fight against sexist and sexual violence

Universidad Politécnica de Madrid (UPM)

- In-forming ourselves in affective-sexual diversity The gender perspective in teaching practice Gender budgeting and its practical application in universities

For students

Ecole Nationale des Ponts et Chaussées (ENPC)

- Gender-based and sexual violence and harassment: understanding, acting and preventing

2.1.3: Engagement (impact level 3)

For staff

Universidad Politécnica de Madrid (UPM)

- Sexual-gender harassment in the university environment: Tools for detection, action and resolution

Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU)

- ERASMUS+ BIP "Inclusion and Diversity – challenges for universities and in Erasmus+ mobilities"

Scuola Superiore di Studi Universitari e di Perfezionamento Sant'Anna (SSSA)

- FemGen - Gender Studies and Feminist Theory. A Multidisciplinary Perspective

For students

Ecole Nationale des Ponts et Chaussées (ENPC)

- Back-to-school lecture on alcohol consumption in festive settings

2.1.4. Action (impact level 4): Propose a project on Gender Equality

In the current offer of EELISA institutions, no training fits the requirements necessary for the impact level 4 (Action). Indeed, impact level 4 requires a project proposal, carried by participants in the educational path. In the case of the educational path on Gender Equality, one idea of training could be for students to present a project around the notion of Gender Equality and/or GBSV that they could implement in their institution and/or at the EELISA level. This project proposal would be the occasion for them to improve their project development and management skills.

To allow for a training to be part of impact level 4 (Action), the EELISA institution that chooses to carry it could implement group brainstorming sessions on the notion of Gender Equality and/or GBSV, and guide students and staff in answering the question: “How can we think about a project that will promote gender equality successfully?”. As this training does not exist yet in the EELISA institution trainings offer, institutions that currently don’t carry trainings on inclusion and diversity are encouraged to set one up in the future.

2.1.5. Transformation (impact level 5): Implement a transformative action on Gender Equality and/or GBSV

Similarly for impact level 5, EELISA institutions do not currently carry a training that would fit the Transformation requirements. Indeed, impact level 5 necessitates the implementation of a transformative action. In the case of the Gender Equality educational path, this action could take several forms: a workshop series on gender bias, a support network for victims of GBSV, a campaign emphasizing the diversity of womanhood for the International Women’s Day (March 8), a student newspaper that promotes intersectional feminist writings.

To allow for a training to be part of impact level 5 (Transformation), the EELISA institution that chooses to carry it could accompany students and staff in the elaboration of the transformative project.

2.2. Educational path Against Discrimination (staff and students)

This educational path is targeted towards EELISA staff and students. Its goal is to provide participants with a comprehensive understanding of the various forms of discrimination that individuals may face based on race, disability, religion, sexual orientation, and other markers of identity. This training will build on intersectional approaches, focusing on how these different dimensions of identity can interact and create unique experiences of discrimination.

This path will explore how harassment can perpetuate situations of discrimination but also provide students with practical contexts to understand microaggressions and day-to-day biases. By reflecting on their own unconscious stereotypes, students will ultimately be able to foster a more inclusive environment. For staff, this path is meant to prevent micro-aggressions by providing participants with an understanding of discriminatory behaviours.

Based on the current offer at EELISA institutions, impact levels 1 to 3 are represented for this educational path. These sections go through every available staff and student training at current EELISA institutions that falls into the various impact levels for the educational path on Against Discrimination. It is worth noting that most training available on these notions at

EELISA institutions are directed towards staff, researchers and professors. The current offer for students is very limited, though EELISA institutions are committed to expand it in the future.

All information regarding these trainings can be found in the spreadsheet in the Annexe II.

2.2.1. Discovery (impact level 1)

For staff

Ecole Nationale des Ponts-et-Chaussées (ENPC)

- Understanding and preventing discrimination
- Diversity and the fight against discrimination
- Raising awareness of the fight against discrimination and secularism

Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU)

- Diversity and Antidiscrimination policies at FAU

For students

Ecole Nationale des Ponts-et-Chaussées (ENPC)

- Back-to-school lecture on mental health, harassment, inclusion, hazing

İstanbul Teknik Üniversitesi (ITU)

- Prevention of Discrimination and Process Management in ITU

Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU)

- Diversity and Antidiscrimination policies at FAU

2.2.2. Knowledge (impact level 2)

For staff

Ecole Nationale des Ponts-et-Chaussées (ENPC)

- The fundamentals of secularism
- Recognizing LGBTIphobia at Work and Taking Action

Scuola Superiore di Studi Universitari e di Perfezionamento Sant'Anna (SSSA)

- A culture of respect

Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU)

- Be aware- working together for a culture of respect at FAU

For students

Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU)

- Be aware- working together for a culture of respect at FAU

2.2.3. Engagement (impact level 3)

For staff

Ecole Nationale des Ponts-et-Chaussées (ENPC)

- Know how to identify, thwart and denounce discriminatory behavior in the workplace

For students

Ecole Nationale des Ponts-et-Chaussées (ENPC)

- Training on psychosocial risks at work (PSR): Case studies in groups limited to 15 students

Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU)

- Workshop entitled “Heimliche Begleiter” for students who are first generation of academics

2.2.4. Action (impact level 4): Propose a project Against Discrimination

In the current offer of EELISA institutions, no training fits the requirements necessary for the impact level 4 (Action) for this educational path. Indeed, impact level 4 requires a project proposal, carried by participants. In the Against Discrimination educational path, students and staff should present a project surrounding the notion of discrimination, either in the general sense or in a more targeted way.

To allow for a training to be part of impact level 4 (Action), the EELISA institution that chooses to carry it could implement group brainstorming sessions on the notion of discrimination and/or harassment, and guide students and staff in answering the question: “How can we think about a project that will fight discrimination successfully?”. As this training does not exist yet in the EELISA institution trainings offer, institutions that currently don’t carry trainings on inclusion and diversity are encouraged to set one up in the future.

2.2.5. Transformation (impact level 5): Implement a transformative action against Discrimination

EELISA institutions don’t currently carry a training that would fit the Transformation (impact level 5) requirements. Indeed, impact level 5 necessitates the implementation of a transformative action. In the case of the Discrimination educational path, this action could take several forms: a workshop series on racial bias and awareness, a support network for victims of various forms of discrimination or harassment, a campaign against racial discrimination for the International Day for the Elimination against Racism (March 21), a student newspaper that promotes intersectional antiracist writings...

To allow for a training to be part of impact level 5 (Transformation), the EELISA institution that chooses to carry it could accompany the students in the elaboration of this transformative project.

2.3. Educational path on Inclusion at work (staff)

This educational path is targeted towards EELISA staff, to promote a more inclusive work environment. These trainings are in tune with EELISA's commitment to diversity, inclusion and social responsibility. The goal of this educational path is to foster a safe environment for EELISA staff from all backgrounds as well as with special needs.

Based on the current offer at EELISA institutions, impact levels 1 to 3 are represented for this educational path. These sections go through every available staff training at current EELISA institutions that falls into the various impact levels for the educational path on Inclusion at work. All information regarding these trainings can be found in the spreadsheet in the Annexe II.

2.3.1. Discovery (impact level 1)

Ecole Nationale des Ponts-et-Chaussées (ENPC)

- Raise awareness among your employees about disabilities to promote integration

2.3.2. Knowledge (impact level 2)

Ecole Nationale des Ponts-et-Chaussées (ENPC)

- Disability at work: issues and levers for action

Universidad Politécnica de Madrid (UPM)

- Communication and inclusive language

Zürcher Hochschule für Angewandte Wissenschaften (ZHAW)

- Barrier-free didactics - basics and competence building

2.3.3. Engagement (impact level 3)

Ecole Nationale des Ponts-et-Chaussées (ENPC)

- Welcoming and supporting an agent with a disability

Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU)

- The Inclusive Education Bavaria (IBB) Project

2.3.4. Action (impact level 4): Propose a project on Inclusivity at work

In the current offer of EELISA institutions, no training fits the requirements necessary for the impact level 4 (Action) for this educational path. Indeed, impact level 4 requires a project proposal, carried by staff. For the inclusivity at work educational path, staff should present a project surrounding the notion of inclusivity that could promote a safer environment for coworkers from all backgrounds.

To allow for a training to be part of impact level 4 (Action), the EELISA institution that chooses to carry it could implement group brainstorming sessions as well as questionnaires to ensure minorities are heard in this process.

2.3.5. Transformation (impact level 5): Implement a transformative action on Inclusivity at work

EELISA institutions don't currently carry a training that would fit the Transformation (impact level 5) requirements. Indeed, impact level 5 necessitates the implementation of a transformative action. In the case of the Inclusivity at work educational path, this action could take several forms: a workshop series on disability awareness, a support network for staff members with a disability, a visibility campaign for the International Day of Disabled Persons (December 3)

To allow for a training to be part of impact level 5 (Transformation), the EELISA institution that chooses to carry it could accompany the students in the elaboration of this transformative project. This last training could also be held commonly with the EELISA institution the staff member currently works at.

2.3. Grants and scholarships for gender inclusion and diversity

To complete these three educational paths, this joint offer also lists the current grants available at EELISA institutions that promote inclusion and diversity, providing students and staff with concrete resources to support their initiatives and research projects.

2.3.1. Excellence scholarship "Women and Science" (ENS-PSL)

Female winners of the "Concours Normalien" in mathematics, physics and computer science will be eligible for funding of 1,000 euros per month for the three years of their training at the ENS/PSL. The ENS/PSL hope to welcome up to 50 laureates over the next five years. This [excellence scholarship for "Women and Science"](#) is only one of the ways in which the ENS Foundation is engaged in helping women and girls. In fact, the ENS/PSL is committed to strengthen all its external information, support and inspiration systems for young people, especially girls.

2.3.2. Gender equality grant (ZHAW)

ZHAW encourages young women researchers to apply to the [Gender equality grant](#) offered of Swiss National Science Foundation (SNSF). This grant offers additional individualised and flexible support for their career development. An eligible person receives CHF 1000 per 12 months' approved project running time.

2.3.3. Gender Equality Awards (FAU)

The Renate Wittern Sterzel Prize of Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU) is awarded annually for an especially successful equality project at the University.

The prize can be awarded to members and/or organizational units of FAU. The prize money is 10,000 euros and must be used to continue existing or to develop new activities in equality

and diversity at FAU. Suggestions for prize winners can be made by all FAU members, including students. Direct applications are also possible.

Student activities and teaching projects that deal with and receive funding for the topic of equal opportunities and diversity can also be nominated for the award.

Faculty Awards

The Faculty of Sciences' Women's Prize The proportion of women in science remains unsatisfactorily low despite the high potential.

The Faculty of Sciences at FAU is therefore making an active contribution to significantly increasing the number of women in leading research positions and ensuring that women reach their full qualification potential. The Faculty Women's Prize not only honours the achievements of young female researchers, but also provides them with support during the course of their careers.

Every year, the Faculty of Natural Sciences awards a prize to up to two outstanding young female researchers for particularly worthy post-doctoral or post-doctoral projects by providing material or, alternatively, personnel funding to finance the establishment or expansion of a research group. The award is endowed with 15,000 euros. Funding is preferably provided for teaching units or qualification levels in which women are underrepresented.

PHD Award at the Faculty of Engineering

Annually 2,000 euros for the best thesis.

3. Develop a coaching and mentorship programme for PhD students from minority groups

To address the current gender gap in the STEM field and beyond, EELISA institutions have developed mentorship programmes. These programmes all have in common that they target women in science to improve their career prospects. They follow a mentorship model where participants are provided guidance through meetings with an established mentor, who provides them with advice relevant in their field. The goal of these programmes is to foster a safe environment for an open dialogue, and to allow for networking opportunities outside of the usual academic context.

3.1. Existing mentorship programmes in EELISA institutions

3.1.1. Mentorship programme for doctoral students PSL (PSL)

PSL mentorship system connects experienced female professionals and academics in STEM with PhD students. This system aims to provide guidance, professional development, and networking opportunities, helping mentees to build confidence, overcome barriers, and achieve their full potential in their academic and professional journeys. Together, these initiatives are a step forward in creating a more inclusive and supportive environment for women in STEM, driving progress toward greater gender balance in these critical fields.

3.1.2. Women for Leadership Positions (Mentoring fff) (ZHAW)

The Women for Leadership positions (Mentoring fff) (DE: Frauen für Führungspositionen (Mentoring fff)/ [Mentoring | ZHAW Zürcher Hochschule für Angewandte Wissenschaften](#). offers qualified women the opportunity to explore the perspective of a leadership role in various ways, and provides them with insights into leadership activities at various Zurich universities of applied sciences (PHZH, ZHdK, HWZ, HfH, ZHAW), and motivates them to take on a leadership role if necessary. Starting since 2010 the ZHAW and its partner universities consider a balanced gender representation in management positions to be an advantage for the universities. They strive for an appropriate representation of women in management positions and specifically promote the next generation of managers.

The programme is based on the original mentoring concept: an experienced, usually older person, the mentor, shares their knowledge and experience with a less experienced person, the mentee. The mentees work with two different mentors for one year, giving them insight into management activities at the University of Applied Sciences and different management cultures. In addition to the mentoring, the conference, networking event), Mentoring fff has proven to be a high-quality programme that indirectly promotes young talent.

3.1.3. The academic mentoring programme at the School of Management and Law (SLM)

The Scholl of Management and Law (SLM) offer an Academic Mentoring Programme (AMP) [Informationsveranstaltung: Akademisches Mentoring Programm \(AMP\) 2023/24 | ZHAW School of Management and Law](#) as part of the ZHAW-wide Gender Equality Management Plan (Gem Plan) 2021-2023. The Academic Mentoring Programme (AMP) is intended to contribute to a balanced gender ratio when filling open professorship positions at the SML. The AMP is primarily aimed at female academic staff and lecturers with a doctorate who want to explore their academic careers in various ways and apply for a future professorship.

The Academic Mentoring Programme (AMP) is intended to contribute to a balanced gender ratio when filling open professorship positions at the SML. The AMP is primarily aimed at female academics and lecturers with a doctorate who are considering an academic career in a variety of ways and would like to apply for a professorship.

3.1.4. SheroES She Rocks at Ingeneering and Science (ZHAW)

SheroES (She Rocks at Engineering and Science) supports female technical staff at the ZHAW School of Engineering (in DE [SheroES Deutsch | ZHAW Intranet](#)). Its main goal is to increase the number of women, especially in management roles, through data-driven improvements. The group also enhances women's visibility and networking by organizing seminars and events. Open to everyone, SheroES focuses on issues relevant to women in technical positions. It is led by a team of six volunteers and financially supported by department management.

3.1.5. Advance – Gender Equality in Business (ZHAW)

ZHAW is a member of [Advance – Gender Equality in Business](#) -Network in Switzerland. Membership includes one mentoring place per year. Female employees at senior level can apply for this. The selection is made by the Diversity Officers of the Dept.

3.1.5. ARIADNEtechnat mentoring programme (FAU)

A particularly valuable tool in the human resources toolkit for supporting female early career researchers is FAU's ARIADNE mentoring program, which offers program lines tailored to each of the faculties. ARIADNEtechnat [ARIADNEtechnat - ARIADNE](#) offers interdisciplinary mentoring as a supplement to scientific specialist support. It is not about expert mentorship. The various programs, which were launched in 2010 and have since been modified or even completely revised, contribute to easing the transition into the next qualification level for female researchers, at the same time as helping them to establish and nurture viable networks and taking steps to prevent them from leaving the system at an early stage. The concept behind the ARIADNE program combines individual mentoring advice with an excellent range of seminars on topics such as research funding, leadership skills or project management, as well as networking events. In addition to the guest lectures by female researchers stipulated in the target agreements, FAU now also offers career talks that give female researchers at an early stage in their career the chance to speak to established international female researchers about their career. After the lecture, the speakers are available to answer any questions the researchers may have about their own careers. The more relaxed atmosphere is conducive to boosting motivation and encouraging early career female researchers to start building a network.

Quality assurance

As a member of the nationwide professional association Forum Mentoring e.V. FAU's ARIADNE program has committed itself to complying with quality standards for mentoring programs required at universities set out in this framework. (<https://forum-mentoring.de/mentoring/qualitaetsstandards/>)

Target groups and programs

ARIADNEtechnat Master: Mentoring for female Master or Staatsexamen students who are interested in pursuing a doctorate. Duration 9 months.

ARIADNEtechnat Doc/Postdoc+: Mentoring for PhD candidates, postdocs and W1 professors who are pursuing an academic career. Duration 18 months.

In addition to one-to-one mentoring, ARIADNE offers tailor-made workshops and a platform for peer networking.

3.2. EELISA mentorship programme proposal and outline

Building on EELISA members existing mentorship programmes, we are proposing a new EELISA mentorship programme whose pilot should take place in between January and June 2026. This programme will bring together elements from EELISA institution's mentorship programmes, to bring in good practices and lessons learned into this joint offer. The joint mentorship programme also slightly differs in that it is more inclusive, and broadly targets minorities in research, including LGBT+ and POC minorities.

The contents and timeline of this pilot programme were decided during the monthly meetings of the EELISA Gender Equality and Diversity Group. For the pilot, only PhD students will be targeted, but the aim is to gradually include other academic levels in future cohorts.

3.2.1. Programme Overview

The programme includes:

- Four online group sessions per year, with topics such as “Introduction to Being a Minority Researcher in Academia”.
- Monthly or bi-monthly mentor-mentee meetings between January and June, resulting in either 3 or 6 meetings annually.
- Mentor recruitment, aiming to secure 3 to 5 mentors per EELISA institution.
- Creation of an EELISA Board Committee to pilot and oversee the programme’s implementation.
- One yearly in-person meeting, providing an opportunity for participants to connect, reflect, and strengthen the EELISA mentoring community.

About Mentees

The programme adopts an **intersectional approach**, welcoming mentees from diverse backgrounds. Participation is:

- Not limited to women, but inclusive of individuals who identify as BIPOC, LGBTQ+, disabled, or from other marginalized groups.
- Open exclusively to PhD students, providing them with tailored mentorship opportunities to support their academic and professional growth.
- Inclusive of all scientific disciplines, spanning STEM fields as well as social sciences and humanities, fostering interdisciplinary collaboration.

Regarding their workload and responsibilities, mentees are:

- Expected to attend the full four trainings of the programme (4h-8h).
- Expected to contact their mentors in a timely manner to coordinate their monthly or bi-monthly meetings, depending on their and their mentor’s availability (3h-6h).
- Strongly encouraged to participate in the yearly in-person event, to connect with other participants and exchange about their experiences (1-2 full days in addition to travel time to the destination of the event).

About Mentors

The programme focuses on selecting mentors who can provide support and guidance as academic coaches rather than strictly scientific supervisors. Mentors:

- Can be of any gender.
- Must hold a PhD and be well-established in academia.
- Are identified through personal or peer recommendations, rather than through a public call, ensuring their suitability and dedication.
- Offer coaching and emotional support, helping mentees navigate the challenges of academia.

- Come from a different discipline or institution than the mentee, to ensure diverse perspectives and avoid ethical conflicts.

Regarding their workload and responsibilities, mentors are:

- Expected to attend the mentors training, prior to the beginning of the programme (1h).
- Expected to answer their mentee's requests for meetings, and attend them monthly or bi-monthly, depending on their and their mentor's availability (3h-6h).
- Strongly encouraged to participate in the yearly in-person event, to connect with other mentors and participants, to further establish the mentoring community of the EELISA mentorship programme (1-2 full days in addition to travel time to the destination of the event).

About the Matching Process

For the pilot programme, we are aiming to mentor 15 to 20 students, and to have either 1 or 2 mentees per mentor maximum, in order to ensure a reasonable workload for mentors. The matching process will be overlooked by the Board Committee, who will establish that mentors and mentees possess these qualities:

- They can be from the same institution but not attached to the same research group or laboratory.
- They speak the same language.
- They don't work in the same academic field (ex: the mentee is not majoring in biology if the mentor is a biology researcher; however, the mentee can be a computer science major if the mentor is a biology researcher).

These precautions warrant an open dialogue, where the mentee is not worried about discussing difficulties with a colleague. It lessens a potential conflict of interest and fosters a safer environment for the mentee.

About the Board Committee

The Board Committee is organizing the EELISA mentorship, both coordinating it and making decisions regarding various aspects of the course of the programme. The Board Committee is responsible for:

- Deciding for the content of trainings.
- Choosing mentors and supervising their training.
- Establishing the "Call for mentees".
- Pairing mentors and mentees, according to the guidelines.
- Being a mentor themselves if they hold a PhD and are active in academia.
- Assisting the host institution in the organization of the in-person event.

The Board Committee for the pilot Mentorship programme is listed in the Annexe I of this document. It is currently composed of members of the Gender and Diversity Working Group.

3.2.2. Training proposal for the pilot programme

In addition to the guidance provided by mentors to mentees, the mentorship programme will include three training sessions designed to offer practical support to participating PhD

students. The programme will also feature a roundtable discussion, providing mentees with the opportunity to engage with and seek advice from minority researchers beyond their assigned mentors.

For the pilot programme, the trainings that will be offered are the following:

Understanding Barriers to Academia as a Minority

This introductory training will present various issues surrounding a career in academia as a minority, as well as key data points to understand them effectively. It will provide an overview of structural and systemic barriers that impact the career progression of minority researchers.

Goal of the training:

- Contextualize the mentorship programme and the specific issues of diversity, equality and inclusion (DEI) in academia.
- Give the mentees tangible data points and information to understand the potential barriers they will encounter.
- Provide the mentees with good habits and strategies to prevent and address discrimination, for themselves and others.

Public Speaking: Speaking Confidently

This training on public speaking and confidence is highly relevant in the context of academia, as public speaking is required at every step of one's PhD and later career. It will be conducted in two parts. The first part of the training will address the unique challenge of speaking confidently in public as a minority. The participants will be given advice on how to gain confidence in order to improve their public speaking; like identifying a support network to exercise their public speaking a safe environment and correcting negative self-talk to foster a healthier relationship with oneself.

The second part of the training will include a practical workshop with other mentees, where they will present a short talk about their PhD research in front of a supportive group. The goal of his workshop is to provide the participants with first safe feedback on their public speaking, as well as to build community within the group of mentees.

Goal of the training:

- Provide mentees with practical strategies to improve their confidence. Offer a first
- opportunity for mentees to practice public speaking in a safe, encouraging environment.
- Address the difficulty of speaking confidently in public as a minority.

Career after a PhD: Applying to Postdocs in STEM

This training is meant to accompany participants in the mentorship programme in their Postdoc research. Postdocs are indeed often the first career step young researchers take after their PhD defence. Ensuring they start this next step with confidence is necessary to break the glass ceiling, as PhD students who are minorities face specific challenges. In providing them with a chance to have their questions answered and in giving them insider knowledge on

Postdoc applications in the STEM field, this training is aiming to counter those challenges. Overcoming systemic barriers in academia indeed starts by understanding its operation.

The training will include a presentation on postdoc applications in the STEM field, advice from researchers, as well as a Q&A session for mentees.

Goal of the training:

- Provide mentees with appropriate knowledge and insider tips on applying to postdocs in the STEM field.
- Give the mentees a judgement-free place to have their questions on postdocs answered.

Roundtable: Testimonies from Minority Researchers

This roundtable will close the mentorship pilot programme by providing mentees with testimonies from minority researchers, who will go through the unique challenges they faced in academia. Themes that will be discussed in this roundtable include but are not limited to: work-life balance, switching from a PhD to a job in the private sector, decision making...

By giving the chance to mentees to learn about a variety of academic (and non-academic) backgrounds and career paths, this conclusive session will show them that unlike what is usually presented in academia, a multitude of potential paths are available to young PhDs. This conclusive session will also be a great chance at networking for mentees.

Goal of the training:

- Provide mentees with firsthand insights from minority researchers on the challenges and opportunities encountered in academia and beyond.
- Create a supportive space for mentees to engage in meaningful discussions and network.

3.2.3. Programme Timeline

2025: Planning and Preparation

- Programme Draft Report: A comprehensive programme draft report will be finalized by March/April 2025.
- Establishment of the Mentoring Board: A dedicated EELISA mentoring board will be formed, featuring 5–6 potential mentors from each participating institution.
- The Board Committee of the mentorship programme (see Annexe I) will establish this Mentoring Board.
- Selection of Hosting Institutions: Institutions hosting the annual in-person events for 2026 will be determined.
- Online Session Planning: The topics and speakers for four online group sessions, scheduled for 2026, will be identified.
- Mentor Recruitment and Training: Between September and December, mentors will be contacted and trained through online sessions.
- Call for Mentees: A call for mentees will be launched between September and December as well, followed by a matching process to pair mentors and mentees.

2026: Implementation of the Programme

- **January – June 2026:**
 - Programmekick-off: The mentoring programme officially begins with bi-monthly online group sessions.
 - Mentor-Mentee Interactions: Monthly one-on-one calls will take place between mentors and mentees to foster collaboration and support.
 - Peer Support Community: An online platform called the “EELISA Online Community Support Group” will provide space for mentors and mentees to share insights and build networks.
- **Closing Event, Summer 2026:** The programme will culminate with an in-person closing event hosted by one of the EELISA institutions, providing an opportunity to reflect, celebrate, and connect further.



3.3. EELISA Online Community Support Group

To further amplify the cohesion inside the EELISA Mentorship programme, the EELISA Gender and Diversity Group is excited to launch a dedicated EELISA discussion group for minority PhD students. Indeed, there is currently no support group for students from underrepresented groups at EELISA. Addressing this lack of a shared platform is essential, especially in the context of the Mentorship Programme which is aiming to help students network and build community.

This initiative would provide a platform for open dialogue, knowledge sharing, and mutual support among minorities navigating the challenges of advanced studies in STEAM fields.

Recognizing the unique obstacles that minorities often face in these disciplines, this group is designed to foster a sense of community, safe exchange, and empowerment. This group can help exchange tips, funding opportunities, struggles or scientific and technical advice among peers.

In the context of the EELISA mentorship pilot programme, this support group will at first be specifically targeted towards participants in the mentorship programme. However, just like the mentorship programme itself, we intend to expand it to students from other levels in the future. The pilot Online Community Support Group will take place at the same time as the Mentorship pilot programme to test its effectiveness in fostering peer support. Feedback gathered during this period will inform potential improvements before expanding the initiative to a broader student audience. In the future, the EELISA Gender and Diversity Group is hoping this group can evolve with a common communication group as well as several subgroups that could address the challenges faced by minorities. This division can be particularly helpful to a foster safe and open dialogue, as well as exchanging tips and support with other students facing similar challenges.

4. Summary of the joint offer related to gender, inclusiveness and diversity

4.1. Conclusion

In conclusion, the Gender and Diversity Working Group has established a joint offer for EELISA institutions that directly addresses the challenges faced by women and minorities in the STEM field. This joint offer outlines a proposal in two complementary parts that directly targets several mechanisms of discrimination.

The three educational paths presented addresses the lack of common comprehension on the topics of gender equality, discrimination and inclusivity in the workplace. Built on the existing offer of EELISA institutions, these paths crucially target issues of the STEM field, where women and minority groups remain underrepresented across all academic levels and face persistent structural barriers. By promoting awareness and understanding of these issues, educational initiatives can help foster more inclusive environments, lessen dropout rates among marginalized groups, and support equitable career progression. The EELISA credentials available when either path is completed provides participants with recognition and encourages them in the pursuit of their academic journey.

This joint offer includes the creation of the EELISA mentorship programme, targeted towards women and minorities doctoral students. By providing appropriate trainings, one-on-one meetings with a mentor established in academia, and peer support through the EELISA Online Community Support Group, this mentorship program addresses the lack of encouragement and open dialogue felt by minority researchers, while providing them with appropriate tools to navigate the academic sector. The in-person closing event is the culmination of the mentorship programme, a networking opportunity for mentees and a further occasion to create long-lasting community inside EELISA.

In the future, we aim for students who have participated in the educational paths at either the Bachelor or Master level to be encouraged to later join the EELISA mentorship programme for their PhD. Our goal is to provide minority students with a coherent training offer that will accompany them throughout their studies and beyond.

4.2. Next steps

By 2026, the pilot mentorship programme will have been established at EELISA institutions. This pilot programme will allow for tests and evaluations, both by feedback from the mentees and from the mentors. Our goal is to understand what can be improved in further versions of the programme, but also what was well received.

By 2027, in accordance with the EELISA guidelines to prevent GBSV and discrimination, EELISA institutions who don't currently carry trainings on inclusion and diversity are expected to implement them.

The incorporation of gender, inclusion, and diversity training into the EELISA Credential system represents more than a structural innovation—it signals a cultural shift. By embedding these themes into a recognized framework of learning and societal contribution, EELISA is not only validating the experiences of its students, but also laying the groundwork for deeper institutional transformation.

The potential creation of a dedicated Gender and Diversity EELISA Community offers a unique space where educational activities are no longer peripheral, but central to the mission of European engineering education. Each training becomes a building block in a learner's journey through five stages of impact, from awareness to actionable transformation. This model encourages participants to grow not only as professionals, but as socially conscious changemakers.

Looking ahead, the mentorship programme set for 2026 becomes a crucial vehicle for intergenerational dialogue and mutual learning, while the expectation for all institutions to implement inclusion training by 2027 ensures that EELISA's values are not aspirational, but enacted across all campuses.

Together, these steps are not isolated initiatives—they are interconnected pieces of a broader ecosystem of equity, recognition, and responsibility. To truly realize the vision, staff recognition must be part of this equation, acknowledging that the transformation of learning environments depends on the collective effort of everyone within them.

ANNEXES

Annex I - List of the members of the Board Committee

Board Committee of the EELISA Mentorship Pilot Programme		
Name	Institution	Potential mentor for the programme? (PhD and presence in academia)
Suzanne Robin-Radier	PSL	No (no PhD)
Inês Roquero	EELISA Central Office	No (no PhD)
Minna Koponen	ZHAW	Yes
Emine Görgül	ITU	Yes
Manuela-Roxana Dijmarescu	UNSTPB	Yes
Elena Mora	UPM	No (no PhD)
Charlotte Huber	ENPC	No (no PhD)
Òscar O. Santos-Sopena	UPM	Yes
Magda Luthay	FAU	Yes

Table 1 – List of the members of the Board Committee of the EELISA Mentorship pilot programme, and whether they can be a mentor, depending on their relation to academia.

Annex II - Mapping of training offers related to diversity and inclusion

Training offer spreadsheet											
Institution	Name of training	Name in English	Aimed public	Theme	Time to complete	Certification	Available language	Online Hybrid in person	Link to training	Contact person	Comments
PSL (CNRS)	Inégalités femmes-hommes dans la recherche	Inequalities between men and women in research	All public	gender inequalities in academia	45 minutes		French or English	Online	Link	laura-flore.jean-baptiste@cnrs.fr; suzanne.robin-radier@psl.eu	Need to pass a convention to access it
ZHAW	Führungspositionen (Mentoring fff)	Leadership positions (Mentoring fff)	Women	representation in management positions	9 months	yes	German	brid/in person	Link	kath.gra@zhaw.ch	
ZHAW	das SML Akademische Mentoring-Programm (AMP)	the SML Academic Mentoring Program (AMP)	Women	primarily aimed at female academic staff and lecturers with a doctorate	9 months	yes	German / English	Online/hybrid/in person	Link	daniela.frau@zhaw.ch	
ZHAW	SheroES (She Rocks at Engineering and Science) supports female technical staff at the ZHAW School of Engineering	SheroES (She Rocks at Engineering and Science) supports female technical staff at the ZHAW School of Engineering	Women	aims for all female staff in ZHAW School of Engineering	N/A	no	German / English	Hybrid/In person	Link	sheroes.engineering@zhaw.ch	
ZHAW	Mitglied bei Willkommen bei Advance – Gender Equality in Business.	Member of the Advance – Gender Equality in Business.	Female at Senior level.	A community and a Connect@Advance platform for learning and sharing with role models and peers from other companies.	N/A	yes	German / English	Online/hybrid/in person	Link	regula.kolar@zhaw.ch	
ZHAW	Hindernisfreie Didaktik - Grundlagen und Kompetenzaufbau	Barrier-free didactics - basics and competence building	Staff & professors	This course provides teaching materials and teaching methods for the design of accessible didactics that take into account the needs of disabled people and university students with disabilities on an equal basis.	45-180 min depending on learning path.	yes	German	Online	Link	regula.kolar@zhaw.ch	

POLITICA Bucharest	No training	-	-	-	-	-	-	-	-	-	-
UPM	POLITICAS DE IGUALDAD DE GÉNERO EN LA UPM: II Plan de Igualdad. II Protocolo Acosos, Guía de lenguaje inclusivo	GENDER EQUALITY POLICIES AT THE UPM: II Equality Plan. II Harassment Protocol, Inclusive Language Guide	Staff & professors	Protocols and tools available to develop gender equality policies in the UPM	10 hours	yes	Spanish	Hybrid/In person	Link		
UPM	IN-FORMÁNDONOS EN LA DIVERSIDAD AFECTIVOSEXUAL	IN-FORMING OURSELVES IN AFFECTIVE-SEXUAL DIVERSITY	Staff & professors	Basic concepts. Legislation. Procedure Changes of name in the UPM.	10 hours	yes	Spanish	Hybrid/In person	Link		
UPM	COMUNICACIÓN Y LENGUAJE INCLUSIVO	COMMUNICATION AND INCLUSIVE LANGUAGE	Staff & professors	Basic concepts: sexist and inclusive language; importance of language; language as an instrument of change. Use of language: what is not named does not exist; administrative language; graphic language. Inclusive linguistic tools: manual of good practices of inclusive language in the UPM.	10 hours	yes	Spanish	Hybrid/In person	Link	unidad.igualdad@upm.es	
UPM	EL ACOSO SEXO-GÉNERO EN EL ÁMBITO UNIVERSITARIO: Herramientas para su detección, actuación y resolución. Caso UPM	SEXUAL-GENDER HARASSMENT IN THE UNIVERSITY ENVIRONMENT: Tools for detection, action and resolution. UPM case	Staff & professors	Gender socialisation: roles, mandates and stereotypes. Gender violence: inequality as a cause of gender violence. The university environment. Legal framework and definitions. Consequences of harassment for the university and for the people involved. Prevention, identification and detection of harassment. Procedure for action at the UPM. II Protocol for the prevention of and action against sexual harassment, harassment based on sex, sexual cyberbullying and harassment based on sexual	20 hours	yes	Spanish	Hybrid/In person	Link	unidad.igualdad@upm.es	

				orientation and gender identity and/or expression.							
UPM	LA PERSPECTIVA DE GÉNERO EN LA PRÁCTICA DOCENTE	THE GENDER PERSPECTIVE IN TEACHING PRACTICE	Professors	Diagnosis: gender equality at university. Corrective mechanisms in the higher education system. Women and gender in the education system. Gender blindness. Methodological strategies for modifying teaching guides. Practical resources for incorporating equality in the classroom.	6 hours	yes	Spanish	Hybrid/In person	Link	unidad.igualdad@upm.es	
UPM	PRESUPUESTOS CON PERSPECTIVA DE GÉNERO Y SU APLICACIÓN PRÁCTICA EN LA UNIVERSIDAD	GENDER BUDGETING AND ITS PRACTICAL APPLICATION IN UNIVERSITIES	Staff & professors	Gender budgeting in public policies as an application of the gender mainstreaming strategy for the implementation of equality policies. How public budgets are elaborated and structured. Specific look at the budget of public universities. Main methodologies of analysis and evaluation applied in the experiences of gender mainstreaming in public budgets. Key questions for the analysis of expenditure by budget programmes. Key questions for the analysis by expenditure chapters. Structure and contents of the gender impact reports of the university budget.	12 hours	yes	In-person	In-person	Link	unidad.igualdad@upm.es	
ENPC	Violences sexistes et sexuelles au travail : comprendre, agir et prévenir – E-learning (Mentor)	Sexist and sexual violence at work: understanding, acting and preventing	Staff (admin, professors, researchers)		2 hours	no	French	Online		melanie.gaspar@enpc.fr	
ENPC	Lutte contre le harcèlement sexiste et sexuel	Fight against sexist and sexual harassment	Staff (admin, professors, researchers)		15 minutes	no	French	Online		melanie.gaspar@enpc.fr	

ENPC	Sensibilisation à la lutte contre les violences sexistes et sexuelles	Raising awareness of the fight against sexist and sexual violence	Staff (managers)		1 day	no	French	Online		melanie.gaspar@enpc.fr	
ENPC	Égalité femmes/hommes : vers l'égalité entre les hommes et les femmes	Gender equality: towards equality between men and women	Staff (admin, professors, researchers)		1 hour	no	French	Online		melanie.gaspar@enpc.fr	
ENPC	Comprendre et prévenir les discriminations	Understanding and preventing discrimination	Staff (admin, professors, researchers)		1h30	no	French	Online		melanie.gaspar@enpc.fr	
ENPC	Diversité et lutte contre les discriminations	Diversity and the fight against discrimination	Staff (admin, professors, researchers)		1h50	no	French	Online		melanie.gaspar@enpc.fr	
ENPC	Savoir identifier, déjouer et dénoncer les comportements discriminants en milieu professionnel	Know how to identify, thwart and denounce discriminatory behavior in the workplace	Staff (admin, professors, researchers)		1 day	no	French	Online		melanie.gaspar@enpc.fr	
ENPC	Sensibilisation à la lutte contre les discriminations et à la laïcité	Raising awareness of the fight against discrimination and secularism	Staff (admin, professors, researchers)		2 hours	no	French	Online		melanie.gaspar@enpc.fr	
ENPC	Les fondamentaux de la laïcité	The fundamentals of secularism	Staff (admin, professors, researchers)		2h15	no	French	Online		melanie.gaspar@enpc.fr	
ENPC	Reconnaître les LGBTIphobies au travail et agir	Recognizing LGBTIphobia at Work and Taking Action	Staff (admin, professors, researchers)		1h30	no	French	Online		melanie.gaspar@enpc.fr	

			researchers)								
ENPC	Le handicap au travail : enjeux et leviers d'action	Disability at work: issues and levers for action	Staff (admin, professors, researchers)		1 hour	no	French	Online			melanie.gaspar@enpc.fr
ENPC	Accueillir et accompagner un agent en situation de handicap	Welcoming and supporting an agent with a disability	Staff (admin, professors, researchers)		3 hours	no	French	Online/in person			melanie.gaspar@enpc.fr
ENPC	Sensibiliser vos collaborateurs au handicap pour favoriser l'intégration	Raise awareness among your employees about disabilities to promote integration	Staff (managers, HR, prevention advisors and staff representatives)		1 day	no	French	Online			melanie.gaspar@enpc.fr
ENPC	Amphi de rentrée sur la santé mentale, le harcèlement, l'inclusion, le bizutage : Format improvisation théâtrale et débats	Back-to-school lecture on mental health, harassment, inclusion, hazing: Improvisational theater format and debates	Students 1st year (mandatory)	Against discrimination (largely)	2h30		French	In person			elisabeth.beys@enpc.fr
ENPC	Amphi de rentrée sur la consommation d'alcool en milieu festif: Format improvisation théâtrale et débats	Back-to-school lecture on alcohol consumption in festive settings: Improvisational theater format and debates	Students 2nd year (mandatory)		2h30		French	In person			elisabeth.beys@enpc.fr
ENPC	Formations sur les violences sexistes et sexuelles (VSS) : Violences	Training on gender-based and sexual violence (GBV): Gender-based and sexual	Students 1st year (mandatory)		8h (2 x 4h)		French	In person			elisabeth.beys@enpc.fr

	sexistes et sexuelles et harcèlement : comprendre, agir et prévenir. Format en groupe de 15 élèves.	violence and harassment: understanding, acting and preventing. Group format of 15 students.									
ENPC	Formations sur les risques psycho-sociaux au travail (RPS) : Etudes de cas par groupe limité à 15 élèves. Formation intégrée au module Accompagnement et orientation professionnelle.	Training on psychosocial risks at work (PSR): Case studies in groups limited to 15 students. Training integrated into the Professional Support and Guidance module	Students		4h		French	In person		elisabeth.beys@enpc.fr	
SSSA	FemGen - Gender Studies and Feminist Theory. A Multidisciplinary Perspective	FemGen - Gender Studies and Feminist Theory. A Multidisciplinary Perspective	Undergraduate, postgraduate and PhD students	gender studies and feminist theory	38 h	yes	English / Italian	In person	Link	eelisa@santannapisa.it	Selection-based admissions
SSSA	RIFORMA Mentis	RIFORMA Mentis	Admin Staff (mandatory)	Develop the awareness of the different types of gender-based discrimination and harassment against workers, especially women	1 h	yes	Italian	Online	Link	eelisa@santannapisa.it	
SSSA	La cultura del rispetto	A culture of respect	Admin Staff	Increase the culture of respect for the individual and the appreciation of diversity of gender, role and profession	12 h	yes	Italian	Online	Link	eelisa@santannapisa.it	
FAU	ERASMUS+ BIP "Inclusion and Diversity – challenges for universities and in Erasmus+ mobilities"	ERASMUS+ BIP "Inclusion and Diversity – challenges for universities and in Erasmus+ mobilities"	Staff (esp. admin from partner Universities): International/Div	The purpose is to allow participants to learn from the experiences, know-how, and good practices of their international peers. The goal is to make the Erasmus + programme mobility more accessible to new applicant organization and people who	2 h online + 6 days in presence	yes	English	Online and in person (Erasmus+ Blended Intensive Program)	Link		

			clusion Officers)	have fewer opportunities for participation							
BME	No training	-	-	-	-	-	-	-	-	-	-
SNS	No training	-	-	-	-	-	-	-	-	-	-
ITU	İstanbul Teknik Üniversitesi Cinsel Taciz Ve Ayrımcılığı Önleme Yönergesi	Istanbul Technical University Sexual Harassment and Discrimination Prevention Directive	Students 1st year (mandat ory)	introduction of ITU directory for the freshmen in the orientation week	30 mins	no	Turkish	online	Link		
ITU	İstanbul Teknik Üniversitesi Şiddetin Önlenmesi Yaklaşımı	Istanbul Technical University Prevention of Violence Perspective	Students 1st year (mandat ory)	Information sessions on preventing violence in introductory engineering and ethics courses given by faculties and relevant departments throughout the university	1 hr	no	Turkish	in presence			
ITU	ITU'de Ayrımcılığın Önlenmesi ve Süreç Yönetimi	Prevention of Discrimination and Process Management in ITU	Students 3rd year (mandat ory)	Against discrimination (largely), introuction of ITU regulations and procedures on complain processes, review of complain, identifying the act, punishment procedures and extends	1 hr	no	Turkish	online			
FAU	FAUmentoring ARIADNE - ARIADNEtechnat	ARIADNEtechnat mentoring programme for female early career researchers	female academics in STEM	aimed at excellent female scientists in final phase of masters degree, PhD and habilitation	9 months - 16 months (depends on career stage)	yes	English	Online/hybrid/in person		Dr. Marion Kämmlin - ariadne-technat@fau.de	
FAU	Workshop "Heimliche Begleiter"	Workshop for first-generation students	first-generation students and students from non-academic households	entering university, getting along in academia can be overwhelming, especially for students who are first generation academics (or young people who have either come to the university after completing vocational training or work experience). The workshop aims at empowering students from diverse backgrounds making studies and university life a little bit easier	120 min.	no	German	in person	Social background and education - Office of Equality and Diversity		

FAU	Online-Tutorial „Gendersensible Berufungsverfahren und Personalauswahl an der FAU“	online tutorial “Gender-sensitive appointment procedures and recruitment at FAU	target group: members of appointment committees and managers at FAU, and all persons interested in the topic	Participants gain an overview of various aspects of gender-sensitive appointment procedures and recruitment. The tutorial is aimed at continuing to make recruitment procedures at FAU more professional, transparent and gender sensitive.	1 hour	no	German/English	online	Online Tutorial “Gender-sensitive appointment procedures and recruitment at FAU” - Office of Equality and Diversity	gender-und-diversity@fau.de	
FAU	ACCESS Inklusion im Arbeitsleben	The Inclusive Education Bavaria (IBB) Project	staff and students	The Program qualifies people with learning disabilities to teach at Bavarian universities over the course of three years. As educational specialists, they provide students with first-hand knowledge of the living environments, needs and skills of people with disabilities. Upon request members of the program introduce their work and the concept behind.	120min	no	German/English	in person	FAU bildet Bildungsfachkräfte aus FAU	gender-und-diversity@fau.de	members of this program present their work and the concept behind upon request. Goal: Raising awareness about disabilities and integration towards are more inclusive work environment
FAU	Diversität und Antidiskriminierung an der FAU	Diversity and Antidiscrimination policies at FAU	staff and students	The aim is to give a brief overview about the FAU Diversity Policy and strategic goals and projects. In addition we mention contact points and explain the internal procedure when it comes to harassment, discrimination or abuse of power.	1 hour	no	German/English	Online/hybrid/in person	Sexual Harassment and Discrimination - Office of Equality and Diversity, https://www.equality-and-diversity.fau.eu/diversity/	harriet.ziegler@fau.de	
FAU	Gleichstellung an der FAU	Gender Equality at FAU	staff and students	The aim is to give a brief overview about the FAU Gender	1 hour	no	German/English	Online/hybrid/in person	Equality Concept 2023 –	magda.luthay@fau.de	

				Equality Policy and strategic goals and projects.					2027 - Office of Equality and Diversity		
FAU	Awareness Handreichung und Handlungsempfehlungen	Be aware-working together for a culture of respect at FAU	staff and students	The overall goal of our toolkit 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 (e.g. teaching, events, creating safer places etc.)	1 hour	no	German/English	Online/hybrid/in person	Awareness Toolkit - Office of Equality and Diversity	harriet.ziegler@fau.de	

Table 2 – List of the trainings currently available at EELISA institutions on gender, diversity and inclusion.

Annex III - Sources of the literature review

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