D4.1 – Analysis of the EDI situation and draft of a joint EDI programme for students, staff, and researchers common to the consortium

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1. Executive summary

The analysis of the EDI situation and draft of a joint Equality, Diversity and Inclusion (EDI) programme for students, staff, and researchers common to the consortium was prepared through a survey on EDI-topics addressing the five InCITIES Higher Education Institutions (HEI). The key findings were summarized and the next steps discussed.

2. History of changes

Title of the document	Version number	Changes	Who	Date
D4.1 Analysis of the EDI situation and draft of a joint EDI programme for students, staff, and researchers common to the consortium	0.1	Initial version	Mirjam Heetkamp (THK), Karoliina Nikula (LAUREA)	March 2023
InCITIES deliverable D4.1 - Analysis of the EDI situation and draft of a joint EDI programme for students, staff, and researchers common to the consortium-25.05.2023-version-0.2	0.2	Input from all 5 HE institutions and key findings analysis	Mirjam Heetkamp (THK), Karoliina Nikula (LAUREA), Frank Linde (THK), Piia Tiilikallio (LAUREA), Louise Bourgoin (Uni Eiffel), Maria do Carmo Botelho (ISCTE); Maria das Dores Guerreiro (ISCTE), Nuno Nunes (ISCTE); Isabel Alexandre (ISCTE); Catarina Ferreira da Silva (ISCTE), Veronika Pirosik Meskova (UNIZA)	25.05.2023
InCITIES deliverable D4.1 - Analysis of the EDI situation and draft of a joint EDI programme for students, staff, and researchers common to	0.1	Final adjustments to the InCITIES	Mirjam Heetkamp (THK), Catarina	30.06.2023

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Revisions after periodic review 20.3.2024		Chapter 2.1	Karoliina Nikula (Laurea, Mirjam Heetkamp (THK)	3.4.2024

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1 Introduction

Equality, diversity and inclusion (EDI) are fundamental principles within the framework of democratic European societies and are increasingly transversal to all social spheres. Their impact on the promotion of more equitable societies where the rights of all are respected, without discrimination of any kind is acknowledged. However, this is not the reality we are still living. That is why the European Union has been issuing a set of guidelines to be adopted by the Member States in the different societal grounds, from the workplace to the institutions of education and training, in order to progressively encompass people of all ages and social conditions. Universities are being part of these initiatives and in recent years have been urged to make their EDI audits and to design policy measures to correct the inequalities and discriminations they may experience. The InCITIES project has also sought to draw up a portrait of the situation in each partner university, in a process of sharing and learning from the good practices identified at this level.

The InCITIES consortium consists of European institutions from five countries, located in different geographical and political-historical regions. Diverse is not just their general history but also the level of application of diversity principles into the practice. When looking at e.g. the Gender Equality Index 2022, Finland reached with 75.4 points the highest score from the consortium countries, followed by France (75.1). Germany has reached 68.7 points and Portugal 62.8. Slovakia reached with 56.0 points the lowest score.

Despite the observed differences, European legislation has an impact on all the member states. Recently, it has been the requirement of the European Commission on the Gender Equality Plans for the applicants of the Horizon Europe programme. In EU legislation, the Chapter 3 of the EU Charter of Fundamental Rights defines the equality rights as follows: equality before the law; non-discrimination; cultural, religious and linguistic diversity, equality between men and women; rights of children; rights of elderly people and people with disabilities. The charter is binding for the member states in the process of implementation of the European Union law.

The main goal of this deliverable is to understand the EDI situation in all five InCITIES Higher Education organisations as initial step towards the development of strategies for a joint EDI plan and programme for students, staff and researchers common to the consortium. For the assessment of the EDI situation, a survey was conducted in all InCITIES partners in order to understand what has been done, so far, in terms of equality, diversity and inclusion (Section 2). The findings of this survey are strategic for knowing the EDI situation, and they are presented in Section 3 of this deliverable. Each institution has its own national history, cultural background and institutional developments, and awareness of these facts is central for building an EDI plan which is explained in Section 4. In Section 5, the next steps and connections of this document with the other InCITIES Work-Packages are presented.

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2 Assessment of the EDI situation in all HE organizations

The InCITIES WP4 "Actions Towards Equality, Diversity & Inclusion" has the objective to establish guidelines supporting institutional change toward equality, diversity and inclusion (Equality, Diversity & Inclusion plan) among HE InCITIES partners. The first task in the WP was 4.1 "Assessment of the EDI situation". The task has been led by TH KÖLN, with the participation and co-operation of all partners.

In the survey done, the equality, diversity, and inclusion situation is assessed in each HE organization involved in the project. The data collection methods were jointly decided by all participants.

2.1 Survey design

The survey consisted of 81 questions in four areas – equality, diversity, inclusion and general information (see annex 1). The questions were generated together by the WP4 members. Each member had the chance to add questions of interest for the own institution to be able to learn from each other. The focus was given to qualitative questions in order to receive information about best practices regarding the EDI situation and actions at the institutions. The survey was designed to address institutions, so each institution was asked to provide one collaborative answer.

2.2 Timing and analysis of the results

The project partners were given four weeks to answer the questions in a group as a team of experts. Each HEI provided one collaborative, a grouped answer from its institution. The answers were provided by various experts at each institution, e.g. human resources chief officer, research support officer, equal opportunities officer, researchers in EDI context, vice rectors with responsibilities in this regard. Number of contributors are the following: Laurea 4 (1 male, 3 female), TH Koln 6 (2+4), Uni Eiffel 9 (8+1), ISCTE 5 (1 male, 4 female), and Uniza 5 (5+0). Geographical spread is the countries where the HEIs operate: Laurea / Finland, TH Koln / Germany, Uni Eiffel / France, ISCTE / Portugal and Uniza / Slovakia. The results were analysed via Excel, visualized in a Power Point presentation, and discussed during several WP4 meetings between the project partners. The key findings for each section are addressed in the next chapters.

3 Draft EDI Programme from the key findings of the survey

In the next sections, all the relevant information about practices, measures, or actions of all the five HE institutions is discussed in relation to equality, diversity and inclusion.

3.1 Equality

3.1.1 Equal Opportunities Officer/Formal positions

Four out of five project partners have an equal opportunities representative in charge of equality. The answers given show that the positions were established differently – in some

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cases as administrative functions, in others as roles held by university leaderships (e.g. vice president). The tasks of the representatives vary, but most importantly, the formally elected/selected officers are in charge of guidance regarding quality and raising awareness for equality.

3.1.2 Gender Balance - Gender Equality Plans and Gender Salary Gap

All partners have published a Gender Equality Plan (GEP) on their website. The most important aims and actions are addressed in the following five areas in all HEI partners':

- Work-Life balance and organizational culture
- Gender balance in leadership and decision-making
- Gender equality in recruitment and career progression
- Integration of the gender dimension into research and teaching content
- Measures against gender-based violence, including sexual harassment

In some cases, the Equality Plans are separate documents for students and staff, in some addressed as "Equality and Non-Discrimination Plan". The most important function of the plans is to summarize the aims and actions regarding the topics in official binding university documents.

Gender balance is analysed at all five HE institutions every 12 months. The institutions also analyse if there is a salary gap between genders. Applied practices to avoid/reduce salary gap between genders are:

- Transparent and clear regulations, monitoring the law application.
- Reducing the use of part-time work for women, by offering flexibility in the organization of work, so that part-time work is chosen and not forced (e.g. introduction of teleworking for staff (2 days) whose functions allow it, which facilitates a better work-life balance and a better articulation of life times

Gender equality is promoted though the following measures:

- Documents stating values (e.g. Statute, GEP, University Development Plan, ...)
- Career Start Mentoring for female students of the STEM course
- Mobility grant for female students with children
- Promotion of doctoral positions for women
- Coaching program for female doctoral researchers
- Academic coaching for women
- Family service office offering services for families like child care, babysitter pool, office places with playing materials for children, etc.
- Fight against sexist and sexual violence, the fight against discrimination,
- Trainings and awareness-raising for staff and students
- Establishment of a system allowing scholars with mandatory teaching to benefit from a period of exemption from teaching and administrative tasks in order to deepen, begin or finalize research projects

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- Intermittent part-time work according to the need to reconcile work and family life
- Incorporated gender dimension in teaching and research into the training for new teachers

3.1.3 Trainings on equality/non-discrimination

There are various ways to offer trainings on equality. From all HE partners, between 1% and 45% of the students, administrative staff and scholars have been trained at the institutions. The institutions have tried out the following measures:

Students:
- Students were offered information about sexual harassment in the orientation week / first week of studies
- Certificate of gender competence for students in teaching and studies
- Workshop on Critical Whiteness for students
- Participation in the university's open days by holding a stand: it reached out to potential future students of the University as well as their families, "equality game" to raise awareness.

Employees/Scholars:
- Information on sexual harassment given in the orientation material.
- Workshops for scholars (e.g. More safety in dealing with discrimination, ...)
- Workshop for executives on the implementation of the regulation on dealing with discrimination and violence (Representative for Cases of Sexualized Discrimination and Violence and personnel development team);
- Workshops on gender-sensitive language
- Workshops on unconscious bias in academia
- Workshops on unconscious bias (not only) in the academic practice
- Media training for researchers to help to promote especially research results of the women, including the utilization of the gender sensitive language
- Training on physical and psychological non-violence at the workplace

3.1.4 Sexualized discrimination and violence

All partners have regulations on dealing with sexualized discrimination and violence in place or in preparation. The regulations are realized differently, as code of conduct, binding guidelines for all university members. Most universities have contact persons defined and a reporting system in place. Except for one university, the institutions are aware of the number of cases.

One good practice exemplary reporting system at Uni Eiffel works as following: establishment of a functional email address guaranteeing confidentiality and traceability with messages received by members of the Equality Mission, directors of the Human Resources Department (in case of staff) and by members of the Equality Mission and the Administrative Officer of the Vice-Presidency for Training and Pedagogical Innovation and the Vice-President for

Student Life (in case of students). When the members of the listening unit receive an email reporting a case, they propose a listening appointment to the victim or the witness within a few days. Following this meeting, the listeners write a report of the listening session, which is then read and validated by the victim or witness. Depending on the needs, the listeners can offer guidance and a medical, psychological, social or legal support to the victim or the witness. Depending on the situation and the facts of violence reported, the listeners draw up recommendations which are forwarded to the President of the University (who then decide on any sanctions to be applied).

3.2 Diversity

3.2.1 Strategic documents and processes

More than half of the partners' HE institutions (3 out of 5) have a special representative in charge of diversity at their institution. In these institutions the role is devoted to the promotion of the diversity practices in the institution and the role's establishment date is between 2021 and 2022.

The five partners' HE institutions address diversity in their official documents (e.g. in the strategy paper, in the statues of the institutions, in inclusive culture and support of women in long-term plan document, recruitment guidelines, gender equality mission statement and equality plan).

To what concerns with having different hierarchical levels of expertise in decision bodies of the institutions four of the partners share the approach by including representatives of diverse stakeholders of the institution (internal members like scholars/researchers, staff and students and external members). Four of the partners have their students' union. They organize initiatives ruled by the equality, diversity, and inclusion principles. Some of those initiatives are public events that occur during the academic year.

3.2.2 Monitoring students and scholars' diversity

The diversity of students is analysed at different stages, in four out of five partners' HE institutions: students' application; students' enrolment; students' graduation and for a yearly report. In this analysis the institutions are specially investigating issues related with gender, disabilities, nationality, and social background.

The analysis of the scholars' diversity is taken in account by all the partners' HE institutions and occurs in different stages: application of scholars; selection of scholars and employed scholars. The analysed dimensions are usually: gender (common to all partners), nationality, disabilities and in one country the age is also analysed for HR planning purposes.

However, in some countries there are legal limitations that prevent the institutions to record or count the number of people with disabilities, therefore the available information is purely

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indicative since it is provided on voluntarily basis. The analysis must also comply with the national and institutional laws and the General Data Protection Regulation (GDPR) of the EU.

3.3 Inclusion

3.3.1 Representative in charge of inclusion/position

Three out of five HE institutions have a representative in charge of inclusion. At one institution, it is a person who advises and supports students, lecturers, and members of staff regarding any questions related to studying with disabilities, chronic or mental illness. At another institution, it is the Head of Welfare services and at a third institution, a vice-rector has the role of ambassador of equal opportunities, and is the responsible person for equality, diversity, and inclusion areas.

3.3.2 Students involvement in decision making bodies

The students of all five HE institutions are involved in decision making bodies. At one partner HE institution there is a special Student Parliament, chaired by an elected Vice-President which plays a central role in student life, university life and educational issues. This Parliament was designed by and for the students, and is composed solely of students from the campuses who are elected within the components and other university bodies.

3.3.3 Migrants and refugees

In order to integrate students and scholars' refugees, TH Köln has a specific refugees welcome programme, associated with the international office, where students can find information, help and advice about applications, financial options and working, live conditions, etc. Other institutions have several measures of support in place: personal, financial, and follow-up for student applicants, provided by the integration and orientation service, the international relations service or university's social workers. One institution (ISCTE) has established cooperative relations with official national policy bodies as well as partnerships with specialized NGO (*Plataforma Jorge Sampaio*; *Nexus*) and offers for free several preparatory courses for students coming from PALOP (African Countries Speaking Portuguese Language) and also for refugees.

Due to the war conflict in Ukraine, UNIZA has prepared a set of measures focused on Ukrainian students and their families, e.g. one-time financial contribution from the university budget; organized fundraising; offered possibility of accommodation for family members of Ukrainian students; psychological help for free; help with the job search, etc.

3.3.4 Specific needs and disabilities

All partners have specific measures to address students or scholars with specific needs or disabilities. The best practices are:

- Accessibility, e.g. for hard of hearing/hearing difficulties, digital accessibility guidelines, texts regulated by law, accessibility statement /evaluation done at each campus.
- Students with disabilities, chronic or mental illness can apply for compensation of disadvantages they might have during exams due to their disability or illness.

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- Scholars and staff can be advised and supported by the representative for severely disabled employees.
- Special online teaching since before the pandemics; special classroom places for wheelchair; ladders; extra time for exams or adaptive measures in the exam format, according to the needs of the student; psychological support, etc.
- Accessibility in the documents, and equipment support available at the university library, for example for blind people.
- Measures in accordance with the legislation: e.g. amended conditions of the admission test, individual approach of teachers, free parking in the campus, free printing and copying of the texts, special conditions related to the fulfilment of the study duties without lowering the requirements on the study performance, etc.
- Administrative agent, attached to the university health service, who is in charge of supporting students with disabilities. Many measures are offered to students according to their needs, adjustments to the timetable when possible, note-takers and exam secretaries, provision of computer equipment or other equipment.
- Raising awareness towards the university community on the issue of disability (meetings with course secretariats, organisation of events around this subject). The establishment is linked with high schools and families to prepare students' arrival in the institution.
- There is an accessibility referent for students, staff and scholars. There will be a disability referent for staff and scholars throughout the university from April 2023 (Gustave Eiffel).

3.3.5 Inclusive actions to embrace students' diversity
All partner HE institutions have measures in place to address the diversity of the student community, regarding religion, gender, origin, among others.

Measures include:

- Welcome day for foreign students
- Financial support for Ukrainian students, a one-time contribution (250 Eur) from the university budget, and accommodation paid through fundraising
- Free psychological support is available for these students
- Cooperation for searching part-time jobs
- Free accommodation for 1 month or the possibility of accommodation for family members of Ukrainian students
- Creation and implementation of campaigns like the discrimination free area
- Non-binary WC, all-gender toilets
- Possibility to change the first name for transgender and non-binary students (and members of staff), at the time or administrative administration, or any time during the year
- Regular meetings of LGBTQ* staff and advising services for LGBTQ* students are offered by the students' union and equal opportunities office
- University Pride Project organised by students

- Spreading the message against LGBTQIA phobia through posters placed on the walls of the university
- Open channel to attend needs and requests regarding LGBTQIA+ discrimination.

3.3.6 Selection processes

For the staff and scholars' selection and employment processes, some partners' HE institutions have a diverse jury or board involved in the selection process. At one institution, the quality of selection committees' members is strictly defined to ensure diversity. Half of the members must be external to the university and the committee must include at least 40% men and women. At others it depends on the selection process.

For researchers' selection process, the selection committees involve the following people:

- Person responsible for the programme
- Direct manager or other university employee (e.g. vice-rector for the particular area, vice-deans),
- Trade union representative,
- Person outside of the recruiting department
- Equal Opportunities Office,
- Staff representatives
- Representatives of the severely disabled

At Uni Eiffel, an ambitious training program about potential biases at the selection processes is set up. In concrete, for professor's selections, all committee's presidents are asked to broadcast videos about implicit biases in selection processes, at the beginning of the session: one realized by Lausane University ("Avoiding gender biases during professorial's selection processes" - https://www.youtube.com/watch?v=TQG7zySAyaE), another is a video realized by Sorbonne University and Le théâtre de la Ville ("implicit biases at work in selection committees" - https://www.youtube.com/watch?v=JzLhl16OenY). In addition, Uni-Eiffel mentioned that the Equality Mission raised awareness on the impact and consequences of Gender Bias in academic recruitment (especially during auditions), to the jury members of the Clear-Doc Program (presentation of 20 minutes).

All the institutions mentioned that each candidate has the same opportunity to represent herself/himself. For some position (director roles) an external recruitment company is used.

In none of the institutions, decision finding, in recruitment processes, is facilitated by a diversity expert (e.g. to reflect on potential biases). Regarding the documentation process and reflections against potential biases (e.g. diversity of applicants, experts involved in decision finding, justification of decisions, etc.), at one institution, for all civil service competitions (including researchers and professors selections, and some staff recruitments), the board involved have to explain his final choices, which must be written and based on professional requirements.

3.4 General information

Three HEI partners have had and have foreseen initiatives (besides InCITIES) to further develop institutions' EDI principles. TH Köln has launched a university-wide project with the goal to find excellent candidates for professorial careers at universities of applied sciences. It seeks to promote equal opportunities, diversity and reconciliation of family and work life.

UNIZA has made a Gender equality plan 2021-2025 with project CHANGE – CHAlleNging Gender (In)Equality in science and research having several initiatives formulated as Gender-Equal.

Uni-Eiffel has several initiatives: they support the creation of the National Observatory on Discrimination and Equality in Higher Education (ONDES; since 2022) conducting research on equality and discrimination in higher education, promoting this research work and co-constructing an anti-discrimination policy; a coordinated project in 2017 for the implementation of a disability plan; the Pioneer Project; offering courses to people in detention (Diploma of Access to University Studies; since 2013); The Foundation Université Gustave Eiffel offers scholarships for female students from the first year of study in the fields of maths, physics and engineering.

There are ongoing research projects and/or planned research projects on EDI at three institutions. One institution has a planned project with university-wide online survey on the subject sexualized discrimination and violence organized by the representative for cases of sexualized discrimination and violence. UNIZA has Project Belong: Better Education through Long-term Investment into Inclusiveness and Student and Staff Wellbeing. Uni-Eiffel has ongoing and planned projects as follows: ONDES; Project "City of Ladies" aims to better highlight women's contribution to the construction of a common culture by showing the presence of urban settings in written works of art and the presence of female creators in urban settings; ESRA3 project (E-Survey for Road Users 3) will make it possible to collect data on the attitudes, representations and behaviour of French road users and to conduct a detailed analysis of the effects of culture on gender differences in these attitudes, representations and behaviour.

Two institutions have a dedicated budget for EDI at their institution. Three institutions have other best practices on EDI, e.g. a digital platform on Diversity Management in cooperation with another university; a traversal skills laboratory (LCT) with specific programmes in languages, mathematics and computer science aimed at students with greater difficulties or coming from other nationalities with a view to their better integration and academic success; creative awareness training activities (photo exhibition, panel discussion, presentation of the research work of selected females, workshops) for stakeholders.

4 National and cultural differences

Equal rights should be, according to the constitutions, guaranteed in all the tracked five countries. However, the structures supporting their real implementation in HEIs differ significantly. Following up on the (Paris) "Declaration on the Promoting Citizenship and the Common Values of Freedom, Tolerance and Non-discrimination through Education", four of five consortium members countries developed some education policies focused on promoting intercultural dialogue, critical thinking and supporting intercultural competencies. The following section describes the specifics of particular countries.

4.1 Slovakia

Diversity and inclusion in Slovakia are driven mainly by the commercial sector and the third sector. Visible are especially the activities of the Diversity Charter, member of the European platform of Diversity Charters. Slovak Charter is managed by the Pontis foundation[1] and majority of its signatories are international companies operating in Slovakia, but also two Slovak ministries, The office of president of the Slovak republic and just one university.

There is no law on national level fostering higher education institutions to support gender equality, diversity or inclusion. The only legally binding act is the Anti-discrimination act (Law no. 365/2004 Coll.). The Act on Higher Education Institutions (Act No. 131/ 2002 Coll.) addresses the support of students and applicants with disabilities and the ministry of labour also published the "Action plan of the equality of women and men and opportunities' equality for the years 2021-2027".

From the EDI area, the gender equality is the topic causing most controversial reactions. It is perceived by conservatives to be against the traditional values of the society (e.g. traditional family) and sometimes described as unnatural, imported topic from the western Europe. This fact emphasises the need of sensitive and respectful communication. Paradoxically, specifically gender equality has been since year 2021 the most discussed EDI theme in academic environment. The reasons are the external motivators - Horizon Europe and HR Award.

University of Žilina (UNIZA), member of the InCITIES consortium, was the first STEM university, which started to implement the gender equality measures already in 2018 according to the plan drafted in the H2020 project CHANGE. University GEP fulfilling the eligibility criteria of the Horizon Europe programme was approved by the management in November 2021. UNIZA, the first Slovak university with the approved GEP, was shortly after its official approval followed by further universities (in december 2021: Slovak Technical University and Matej Bel University). During 2022, other universities drafted their GEPs in order to be able to compete in the Horizon Europe funding programme.

As stipulated in the Deliverable 5.3 of the CHANGE project: "*Further strategic action for the Ministry of Education should be an official commitment to gender equality.*"[2] Although the

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[1] https://www.nadaciapontis.sk/en/
[2] Report on Strategic Actions to Improve Gender – Inclusive Research Programmes and Funding (Himi et al. , 2022)

ministry of education endorsed the Ljubljana declaration at the end of year 2021, the document and its goals were practically not communicated to the public.

In fact, the diversity and gender equality policies, strategies cannot be formulated by the ministry as there is no person officially dedicated to this topic. In order to be able to provide support to institutions willing to draft GEPs, the Slovak Centre of Scientific and Technical Information - CVTI SR[3] (subsidiary organization of the ministry of education), introduced in autumn 2021 a consultancy support in GEP preparation.

4.2 Germany

There are several laws in Germany and the state of North Rhine Westfalia in place regarding Equality, Diversity and Inclusion in general and at the higher education institutions:

- Article 3 of the German Constitution; ("(1) All persons shall be equal before the law. (2) Men and women shall have equal rights.")
- German General Equal Treatment Act (Allgemeines Gleichstellungsgesetz (AGG));
- German Disabled Persons Act (Schwerbehindertengesetz);
- German Anti-Discrimination Act (Antidiskiminierungsgesetz);
- German Social Security Code (Sozialgesetzbuch (SGB));
- North Rhine-Westphalia Act on the Equal Treatment of Women and Men (Gesetz zur Gleichstellung von Frauen und Männern für das Land Nordrhein-Westfalen (LGG NRW)

The General Equal Treatment Act (Allgemeines Gleichbehandlungsgesetz - AGG) - also known as the Anti-Discrimination Act - is a German federal law in place since August 2006 designed to „prevent and eliminate discrimination on grounds of race or ethnic origin, sex, religion or belief, disability, age or sexual orientation". In carrying out their tasks, higher education institutions shall promote the effective implementation of equal rights for women and men in higher education and shall work towards eliminating the disadvantages existing for women. Gender-specific effects must be considered in all proposals and decisions (gender mainstreaming). The universities take due account of the diversity of their members (diversity management) and the legitimate interests of their staff in good employment conditions (Higher Education Act of the State of NRW).

TH Köln - as other German higher education institutions - has established the position of an "officer in charge of women" already in 1994.[4] In 1998, the university has set goals to develop plans for the advancement of women within the departments and administration. In 1999, the State Equal Opportunity Act made this a legal obligation.

In the German higher education system, women are under-represented at the higher qualification levels and in management positions. Although women make up half of the first-year students, undergraduates and graduates, a disproportionately high number of women leave science at the interfaces between graduation and doctorate and between doctorate

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[3] https://www.cvtisr.sk/en.html?page_id=58

[4] https://www.th-koeln.de/mam/downloads/deutsch/hochschule/profil/gleichstellung/th-koln-gleichstellung-chronik-web-03.pdf

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and post-doctorate. They hold around 26% of professorships and 25% of university management positions.[5]

4.3 Finland

The Act on Equality between Women and Men (609/1986) (later the Equality Act) entered into force in Finland at the beginning of 19876 (1.). The purpose of the Equality Act is to promote equality between women and men, prevent gender-based discrimination and improve the position of women, especially in working life. The purpose of the law is also to prevent discrimination based on gender identity or gender expression.

The Equality Act requires, among other things, that equal opportunities for education and professional development are arranged for men and women. Teaching, research and teaching materials must support the realization of the purpose of the law. Gender equality is promoted in upbringing, education and teaching, considering children's age and development. All children, pupils and students should be treated as individuals.

In Finland Non-Discrimination Act entered into force at the beginning of 2015, and its purpose is to promote equality, prevent discrimination and to enhance the protection provided by law to those who have been discriminated against[7]. The law obliges educational institutions to draw up a functional equality plan. The promotion obligations regarding early childhood education will come into force from June 1, 2023, both for early childhood education organizers and service providers.

A nationally representative study was conducted by KOTAMO-project and published in 2022. KOTAMO-report examined the state of equality, non-discrimination and diversity among teaching and research staff in Finnish higher education institutions and to propose recommendations for measures to address the problems identified. The study was funded by the Ministry of Education and Culture and focused on gender equality and ethnic diversity.

The KOTAMO study showed that Finnish higher education institutions still have a great deal of work to do in promoting gender equality and ethnic diversity and that they need support in this work. The main challenges are related to the inadequate implementation of equality and non-discrimination plans, the relatively low number of women and ethnic minorities at the highest career stages in universities, non-transparent recruitment processes, poorer career development among ethnic minorities (when compared to the majority population), discrimination experienced by these minorities, and a non-inclusive working culture.

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[5] https://www.hrk.de/themen/hochschulsystem/gleichstellung/
[6] Finnish National Agency for Education.
https://www.oph.fi/fi/koulutus-ja-tutkinnot/tasa-arvo-ja-yhdenvertaisuussuunnittelu
[7] Ministry of Justice (Finland) Department for Democracy and Public Law/ Unit for Autonomy and Equality. Non-Discrimination Act. (Quoted 22.10.2021) Available: https://yhden-vertaisuus.fi/documents/5232670/5376058/Yhdenvertaisuuslakiesite+englanti/7d8ea757-e1ec-495f-1b6d-bdd052b000f8/Yhdenvertaisuuslakiesite+englanti.pdf?t=1562587952000

4.4 France

<u>French historical context</u>

French universities, some of which were founded as early as the 13th century, originally banned non-Catholic women and men. Nowadays based on academic criteria, access to universities initially depended on social status [Goastellec 2020]. As a result, it took substantial societal changes for people of all genders and backgrounds to be able to enter higher education, both in law and in fact. It has been even more difficult for persons from marginalized groups to occupy positions in the governing boards of colleges and universities, and to participate in the elaboration and diffusion of information and knowledge.

However, universities are not only reflections of the societies of their time, they also generate hierarchies which they can help modify or reinforce. It is therefore necessary to examine higher education through the prism of equality, both diachronically and synchronically: through a transdisciplinary approach, academic institutions will be able to promote and further develop the values of equality and universality.

National and cultural context in France

Under French law (*Penal Code, Articles 225-1 à 225-4)*, discrimination is defined as unfavourable treatment that must meet two cumulative conditions: it must be based on a criterion defined by law (sex, age, disability, etc.) and it must be based on a situation covered by the law (access to jobs, services, housing, etc.). To date, French law recognises 25 criteria for discrimination, including gender, origin, health status, disability, age, sexual orientation, gender identity, nationality, religion, etc.

4.5 Portugal

The principles of Equality, Diversity and Inclusion are fully inscribed in the *Constitution of the Portuguese Republic*[8], in its article 13, which states that "no one may be privileged, favoured, deprived of any right or exempted from any duty on the basis of age, sex, race, language, territory of origin, religion, political or ideological beliefs, education, economic situation, social condition or sexual orientation". On the other hand, article 9 of this same Law assumes as fundamental tasks of the state to promote the well-being and quality of life of the people, and real equality among the Portuguese, as well as the completion of economic, social, cultural and environmental rights, through the modernization of economic and social structures" and "equality between women and men".

Historically, a gender mainstreaming perspective[9] was set up[10] in 1975 and then included in the Portuguese legal framework under the legal document that institutionalised the Commission on the Status of Women in 1977. Currently, the Commission for Citizenship and

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[8] https://www.parlamento.pt/sites/EN/Parliament/Documents/Constitution7th.pdf

[9] https://eige.europa.eu/gender-mainstreaming/countries/portugal

[10] https://eige.europa.eu/gender-mainstreaming/structures/portugal/cig-comissao-para-cidadania-e-igualdade-de-genero-commission-citizenship-and-gender-equality

Gender Equality (CIG)[11] is the Portuguese official mechanism responsible for the implementation of the public policies designed to promote gender equality in the country.

The Constitution of the Portuguese Republic also recognizes the rights and duties of citizens with physical or mental disabilities, obliging the state to develop policies of prevention, treatment, rehabilitation and integration of these citizens and to support their families and the civil society organizations that represent them (Art. 71). Under Portuguese law, refugees have the same rights and duties as any foreigner living in Portugal, namely having access to the labour market, the education and health systems. They are granted freedom of movement and a residence permit for a renewable period of five years (Law nº 15/98, of 26 March, art. 8).

In addition to this general framework, in the last few years, the production of legislation and the design of public policies in order to promote the principles of equality, diversity and inclusion of the resident population in Portugal should be highlighted. Thus, among the most recent policies we highlight: a) the *National Strategy for Equality and Non-Discrimination 2018-2030 - Portugal + Equal* (Resolution no. 61/2018, of 21 May)[12]; b) *the National Strategy for the Inclusion of People with Disabilities 2021-2025 (ENIPD 2021-2025)[13]*; c) The policies addressed to migrants and refugees.

The National Strategy for Equality and Non-Discrimination 2018-2030 includes three National Plans of Action[14]: 1. National Action Plan for equality between women and men (PNAIMH); 2. National Action Plan to prevent and combat violence against women and domestic violence (PNAVMVD); 3. National Action Plan to combat discrimination on grounds of sexual orientation, gender identity and sexual characteristics (PNAOIC). In the field of the labour market, the recently created Decent Work Agenda (April, 2023)[15] stands out, with a set of measures to support decent work that seeks to protect namely migrant workers, but also parenthood and work-family balance, focused on equalising the rights of working mothers and fathers and extending parental leave times, complying with the guidelines of Directive 2019/1158 of the European Parliament and of the Council of 21 June 2019 on the Reconciliation between Work and Family Life of Parents and Careers. It complements and updates several of the measures of the Agenda for Equality in the Labour Market and in Companies, in which the fight against the sexual segregation of professions, equal pay and the reconciliation of professional, family and personal life are promoted.

In turn, the National Centres for the Integration of Migrants and the Support Centres for the Integration of Refugees accompany and support migrants and refugees locally in their integration into Portuguese society. In 2022 the Portuguese Government created the *Portugal for Ukraine* platform[16] for humanitarian support and protection to displaced

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[11] https://www.cig.gov.pt/

[12] https://www.cig.gov.pt/estrategia-nacional-para-a-igualdade-e-a-nao-discriminacao-2018-2030-portugal-igual/

[13] https://www.portugal.gov.pt/pt/gc22/comunicacao/noticia?i=estrategia-nacional-da-inclusao-das-pessoas-com-deficiencia-2021-2025-em-consulta-publica

[14] https://www.portugal.gov.pt/pt/gc21/consulta-publica?i=231

[15] https://eportugal.gov.pt/en/noticias/agenda-do-trabalho-digno-novas-medidas-vao-alterar-leis-laborais

[16] www.portugalforukraine.gov.pt

persons. Students were given the same rights of national students, being entitled to receive support and their families enabled to get access to the labour market. This policy involves the High Commissioner for Migrations together with several Ministries (Presidency, Education, Higher Education, Social Welfare and Labour).

At the universities level[17], like in all workplaces in the public and private sector, legislation has been imposing a set of rules for the implementation of equality, diversity and inclusion policies, and also for the prevention and combat of sexual and moral harassment. At ISCTE, although there is a female majority in the governing board of the university and a strong presence of women in all positions, a reduced number of female students and teachers is still seen in the most technological areas, such as IT. There are campaigns like "Engineers for a day" to encourage girls to take this path of studies where they are still a sharp minority.

It must also be mentioned that ISCTE has an enduring tradition of developing research and teaching on gender equality issues since more than three decades, creating impact at national level. Many of the national gender equality policy measures were and still are formed by the contributions of several ISCTE scholars, from their research and networks participation.

5 Next steps toward EDI plan

The next task in the project is writing and adopting the EDI plan (led by LAUREA; all partners participating). This plan is a strategic document for the promotion of EDI at each institution involved.

5.1 Planning process, development and promotion of the EDI plan

For the plan there is a need for defining tangible measures to be included to enable the development of different issues and perspectives that were identified in the survey. Based on the survey, examples of the tangible measures are e.g. official functions (such as equal opportunities Officer, Diversity Officer and/or Inclusion Officer), training and awareness, media training) and EDI awareness (such as panel discussions, photo exhibitions, posters, podcasts).

Challenges and themes aroused from the survey and also from the general discussion in the communities (staff members, students, other stakeholders and experts). They will be discussed in a set of workshops. Each institution shall organize discussions and workshops to gather the viewpoints of the community.

Th workshops and EDI themes in general will be promoted by a communication campaign. Each partner HE institution shall collect data from the workshops in order to bring data for the consortium. The results of the discussion will be analysed by the project group and a preliminary document of the organizational EDI-plan (or a new version of the existing plan) will be drafted to be approved by the management of organizations. After the approval

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[17] https://eige.europa.eu/gender-mainstreaming/toolkits/gear/legislative-policy-backgrounds/portugal

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process the plan will be communicated in the community and new processes will be implemented.

5.2 Connections of the topic to other InCITIES Work packages

Actions toward EDI are a major objective of the InCITIES project, either on the research strand as well as on the educational one. In the InCITIES WP2 - Research and innovation InCITIES thematic HUBs – the EDI thematic is addressed in the HUB 4 - *Vulnerability, inclusion, and health in the city* and in the HUB 7 - *Sustainable and resilient cities*. As for HUB 4, research subjects such as *Vulnerability of people in their mobility*, *Place-based inequalities, Territorial inequalities, Understanding vulnerability (different types of vulnerability) and assessing the degree of vulnerability of the population (society) in the city, "How I Feel" - Europeans' perceptions of well-being, Mobility and disability situations, Services and their accessibility for vulnerable population, Access to city resources (health, housing, transportation…), and specifically for vulnerable populations, Ambient assisted living, Health issues and their economic and societal impact, Just and Inclusive city* are examples of relevant topics focused on equality, diversity and inclusion issues. As for HUB 7, *Social vulnerability and resilience*, *Spatial risk and rescue analyses*, *Adaptivity & Resilience*, *Sustainable policies*, provide research subjects that are in liaison with the WP4 focus.

In regards to the WP3 - Talent Scout and Career Opportunities Strategy – *the analysis of HRS4R (Human Resources Strategy for Researchers) guidelines, strategies, and practices* has been carried out for the InCITIES HEI institutions. This includes a variety of items closely connected with the EDI issues, such as Non-discrimination, Recruitment (Code), Selection (Code), Transparency (Code), Gender balance, Complains/ appeals, and Participation in decision-making bodies.

The WP3 action plan to strengthening the attractiveness of researchers' careers, towards a pipeline of talents crucial for an effective European Research Area, including reform in career assessment, also targets concrete action to ensure equality, diversity and inclusion in research careers.

Within WP6 – Capacity building Actions on Learning by Developing Pedagogical Model in ISR Cities – it is planned to reuse outputs of WP2, thus it is possible that research outcomes can support the learning course pilots scheduled in WP6 future tasks.

6 Conclusions

Equality, diversity, and inclusion are universal values and building blocks of an advanced and progressive Europe, which most of the time has led the world to better economic performance, well-being, and quality of life, and today knowledge societies and their institutions have the challenges of compromising these universal goals. A higher education that is fair and punctuates its action with values, norms, and procedures of equality, diversity, and inclusion, is better prepared for the 21st century. To achieve these challenges real meritocracy is needed, which encompasses equal opportunities for all regarding class, gender, nationality, ethnicity, disability, age, language, religion, sexual orientation, and

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cultural background. One of the pressing contemporary questions that could be posed is if the meritocracy that is currently built in university organizations justifies inequality. The solution to overcome several contemporary educational problems, brought precisely by this supposed meritocracy, is to invest in equality, diversity, and inclusion, and by putting HEI working for Europe to be at the forefront of these challenges.

The analysed HEI have several mechanisms to comply with the goals of equality, diversity, and inclusion. Their specific options and solutions are not homogeneous between them, but it is clear that a lot has been done already at each institution, yet a lot still needs to be done. What are the next steps? Different institutional contexts as described in the results of the EDI survey in section 3 in combination with the differences in the cultures and national policies (existing or not existing) related to the EDI signify that the drafting of a common EDI plan can be a challenging process. However, the consortium has set up regular WP4 meetings every month, what is a suitable platform for mutual discussions and sharing of experience to achieve those specifics of particular countries and institutions will be taken into consideration, that the common plan will reflect their particular needs and ultimately, that the document will be a practical tool for the implementation of further measures towards inclusion, diversity, and equality.

A series of strategies, events, and actions in all HEI partners are programmed, that will set the bases for a common EDI Plan. Tangible measures will be defined that will allow monitoring of the concrete steps that each institution should achieve, without forgetting that institutions have their historical paths and institutional specificities, and having this in mind would be the best way for all of them to share best practices, dilemmas, constraints and opportunities, and by learning with each other, at the same time in their own and in common trajectories of organizational and institutional development.

If some injustices and discriminations are well targeted, others are more absent, and the current digital society is creating new forms of inequality, domination, and exclusion, that HEI should investigate, teach, train, and not transpose into their organizational arrangements. HEI should never forget their leading and role model in changing societies, by dealing with these new risks that threatened our individual and collective well-being. A multidimensional perspective of these risks is the best way for dealing with them, and for establishing guidelines supporting institutional change through EDI plans. Decent work, teleworking, work-life balance, organizational cultures, sexual discrimination and violence, migrants and refugees, and mental health, among other very relevant problems, are imposing an agenda for Higher Education Institutions that will challenge their EDI plans: they will be more enriched by co-creatively incorporating the viewpoints of their communities, communicating well the knowledge produced, and creating resilient impacts at national and European levels.

7 Attachments

7.1 Additional resources on the topics

Name	Source	Relevant points
KOTAMO-project (Finland)	https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/164427/MMM_2022_40.pdf?sequence=1&isAllowed=y	"The report showed that Finnish higher education institutions still have a great deal of work to do in promoting gender equality and ethnic diversity and that they need support in this work. The main challenges are related to the inadequate implementation of equality and non-discrimination plans, the relatively low number of women and ethnic minorities at the highest career stages in universities, non-transparent recruitment processes, poorer career development among ethnic minorities (when compared to the majority population), discrimination experienced by these minorities, and a non-inclusive working culture. Promoting equality and diversity requires actions, support for higher education institutions and more research."
Restrepro et al 2021: Gender Diversity in Research and Innovation Projects: The Proportion of Women in the Context of Higher Education	https://www.mdpi.com/2071-1050/13/9/5111/htm	"Europe has gradually consolidated its integration of the gender dimension in the field of research and innovation. Institutional structures have shown that the development of gender diversity policies have improved the conditions of equality between women and men. However, the representation of women in the workforce is still an everyday and universal concern. This article analyses the position of women in academic research."
Nurturing Cultural Diversity in Higher Education: A Critical Review of Selected Models	https://eric.ed.gov/?id=EJ799706	"However, in our daily encounter with cultural diversity we still confront many challenges, such as the colourblind and the "difference as deficit" perspectives, partially resulting from a lack of

Guo, Shibao; Jamal, Zenobia Canadian Journal of Higher Education, v37 n3 p27-49 Sep 2007		knowledge and readiness to approach diversity. The goal of this article is to bridge this gap by examining three selected models commonly used to nurture cultural diversity in higher education: the intercultural education model, the multicultural education model, and the anti-racist education model.**"**
European Comission. 2021. She Figures 2021. Gender in Research and Innovations Statistics and Indicators. Luxembourg.	doi:10.2777/06090.	"Equality between women and men is one of the EU's founding values. Since the European Commission's ERA Communication of 2012, gender equality in research and innovation (R&I) as a priority has been strengthened progressively. The She Figures 2021 publication uses the latest available statistics to monitor the state of gender equality R&I across Europe and beyond, through providing comparable data and analysis for approximately 88 indicators. "
Brunila, Kristiina, ja Hanna Ylöstalo. 2013. "Challenging gender inequalities in education and in working life – a mission possible?" Journal of Education and Work, 1–18.	doi:10.1080/13639080. 2013.806788.	"This article deals with challenging the gender inequalities that exist in education and working life. It contemplates the kinds of discursive power relations that have led to gender equality work in Finland. In today's conditions where equality issues are being harnessed more strongly to serve the aims of economic efficiency and productivity, it is even more important to understand how people who actively seek change have succeeded in negotiating equality issues."
Hoffman, David M. 2007. "The career potential of migrant scholars: A multiple case study of long term academic mobility in Finnish universities". Higher Education	doi:10.1080/03797720 802066153.	"This multiple case study features interviews with forty-two migrant scholars, from twenty-seven countries, in five Finnish universities. In Finland, an aging, culturally homogeneous population is experiencing a rapidly transforming labour force and uncertainties about migration dynamics. This analysis illuminates a surprising degree of stratification, in a society normally

in Europe 32 (4): 317–331.		associated with the absence of stratification. The framework presented in this study draws on higher education theory to highlight tensions between societal expectations of equity, in an age of global academic capitalism. The implications for stakeholders center on assessing higher education's capacity for explaining change within higher education, as well as society."
Lahelma and Tainio. 2019. The long mission towards gender equality in teacher education: Reflections from a national project in Finland	https://www.idunn.no/doi/abs/10.18261/issn.1891-2019-01-06	"Since the 1970s, gender equality has been an aim in international educational politics and policies. Finland has also evidenced a history of hundreds of projects and reports that have repeated the same aims, ideas, and practical innovations for promoting equality; many of them have teacher education as one of the foci." "We suggest that the mission of gender awareness is difficult, but not an impossible mission."
Seelman, K L. 2014. "Recommendations of transgender students, staff, and faculty in the USA for improving college campuses". Gender and Education 26 (6): 618–635.	doi:10.1080/09540253.2014.935300.	"Research indicates that transgender individuals frequently experience marginalisation and interpersonal victimisation within college and university settings. Missing from the literature is a discussion of what can be done to address such patterns in higher education, based upon empirical data gathered from transgender and gender non-conforming students, staff, and faculty. The present study aimed to fill this gap by reporting on solutions offered by a sample of 30 individuals in one US state while integrating a lens of intersectionality."
Ylöstalo, Hanna, ja Kristiina Brunila. 2018. "Exploring the possibilities of gender equality pedagogy in an	doi:10.1080/09540253.2017.1376042.	"In this article, we research and revisit our own experiences of gender equality work to determine the societal and discursive power relations that have shaped gender equality. We conducted our study in Finland, a 'Nordic model of gender

era of marketization". Gender and Education 30 (7). Taylor & Francis: 917–933.		equality', but we argue that these results have worldwide relevance, especially since Nordic models of gender equality and education have been exported globally. By combining earlier research, our own extensive experience of conducting gender equality work, and previous literature on feminist pedagogy, we examine the possibilities of what we call 'gender equality pedagogy' in an era of marketization. To develop the concept of gender equality pedagogy, we ask how combining an analysis of gender equality work with feminist pedagogy can help to acknowledge and utilize power relations. We suggest that understanding gender equality work as a form of pedagogic practice might help overcome some of the barriers that gender equality work has encountered for decades."
Gordián-Vélez, Wisberty. (2022). Ensuring the Inclusion of People with Disabilities in STEM Education and Careers. Journal of Science Policy & Governance. 20. 10.38126/JSPG200 203.	http://dx.doi.org/10.38 126/JSPG200203	People with disabilities in STEM are underrepresented in postsecondary degrees and employment and they have higher unemployment rates and earn less. Inaction at the USA federal level has contributed to perpetuating these disparities. This publication promotes the inclusion of programs that ensure the inclusion and promotion of the success of people with disabilities in STEM.
Amâncio, L.; Santos, M.H., (2021), Gender Equality and Modernity in Portugal. An Analysis on the Obstacles to Gender Equality in Highly Qualified	https://doi.org/10.3390 /socsci10050162	In this review article, the authors argue that the transformations related to the modernisation of Portuguese society triggered by the implementation of democracy did not fully accommodate gender equality. The analysis illustrates several factors that hinder not only the recognition of women's competences and merit at work but also their career opportunities. Some of these factors are rooted in the type of gender ideology that

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Professions. Soc. Sci. 2021, 10, 162.		was central to the propaganda of the dictatorship.
França, T., (2022) 'No less of a woman': examining the (invisible) life of childfree women academics during the COVID-19 pandemic, Journal of Gender Studies, 31:8, 956-968	https://doi.org/10.1080 /09589236.2022.21258 63	Drawing on in-depth interviews with childfree women in academia about how they navigated the transformations brought about by the COVID-19 pandemic, the paper argues that the perception of childfree women as the ideal worker and a gendered conceptualization of work-life balance have rendered childfree academic women's hardships invisible. This article concludes that, contrary to the idea that childfree women academics were unencumbered during the COVID-19 pandemic, these women faced various struggles that significantly affected their emotional well-being and availability for work.
Silva, V.; Santos, M.H.; Rosa, (2021), M. Does She Deserve It? The Influence of Gender and Meritocracy in Reactions to Affirmative Action Legislation. Soc. Sci. 2021, 10, 386.	https://doi.org/10.339 0/socsci10100386	A study took place to examine the attitudes towards the justice of the Portuguese 2018 legislation concerning balance gender representation on the executive boards of listed and public sector organizations and the role of merit in these attitudes. This study (n = 129 women and 94 men) deployed an experimentally manipulative type of affirmative action program to consider the role of individual perceptions of the justice of the legislation coupled with the influence of beliefs in meritocracy and participant gender.
Santos, M. H., Rosa, M., Correia, R. B. & Xavier, E., (2022). Gender equality under siege: perceptions and satisfaction of telecommuting women workers with the	https://doi.org/10.2235 5/exaequo.2022.46.03	This study analyses the impact of the Covid-19 pandemic on the division of domestic work as regards women in opposite-gender relationships, telecommuting and living as a couple, during the first lockdown in Portugal. Quantitative and qualitative data was collected (N = 171) to understand women's perceptions of time spent on unpaid work, satisfaction, and main

		difficulties in this period. Results revealed women's dissatisfaction, especially mothers of underage children, who perceived an increase in caregiving tasks. Women's satisfaction also impacted their perception of the causes for these gender asymmetries.
distribution of unpaid work during the COVID-19 lockdown. Ex aequo, 46, 25-48		
Haji, R. & Fasoli, F., (2022) Predicting and Changing Attitudes toward Same-Gender Parenting: Informational Influence, Parasocial Contact, and Religious Fundamentalism, LGBTQ+ Family: An Interdisciplinary Journal, 18:2, 119-134	DOI: 10.1080/27703371.2021.2023375	Two studies examined the influence of 2 predictors of attitudes toward same-gender parenting. The first was informational influence, which was manipulated via a newspaper-style article dispelling misconceptions about gender identity of children reared by same-gender parents. The second was social influence via parasocial contact measured as prior exposure to a same-gender adoptive parents TV show. Religious fundamentalism (RF) was assessed as an individual difference moderator of informational or social influence.
Fernandes, M., Reis, E., & Moleiro, C. (2021). Conflict between religious/spiritual and LGB identities in Portugal: How is it related to coming out experiences, LGB identity dimensions and well-being? Psychology of Religion and Spirituality.	https://doi.org/10.1037/rel0000455	This article focused on investigating the relation between the conflict between religious/spiritual and LGB identities and subjective well-being, dimensions of LGB identity and outness, in a Portuguese sample. The participants were 126 LGB people, with 80 of them being female, from a mostly Catholic context in Southern Europe—Portugal. Conflict between religious and LGB identities was found to be significantly and negatively correlated with outness and positive affect.
Cañete, M., Reis, E., & Moleiro, C. (2022). The roles of culture, gender norms, and sexual	https://doi.org/10.1037/cfp0000227	With this study, the author aim to analyze the relationship between psychosocial variables and frequency of intimate partner violence (IPV) , in potential male and female victims in different-sex and

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orientation in intimate partner violence: Psychosocial variables associated with IPV in a Portuguese sample. Couple and Family Psychology: Research and Practice.		same-sex relationships. Three hundred four participants (232 women—76.3%; 72 men—23.7%) were recruited via an online survey, and inquired on sociodemographic data, suffered violence using the Conflict Tactics Scale-2 (CTS-2), and psychosocial variables (e.g., familiar isolation, self-esteem, self-blame, dependence). Overall, higher frequency of violence was associated with higher family and social isolation for both female and male participants.
Saleiro, S.M., (2021), (Trans)gender recognition in Portugal: From a 'void' to the right to gender self-determination, in Portuguese Journal of Social Science, Volume 20, Issue The Portuguese Rainbow: LGBTQI+ Rights and Experiences, Sep 2021, p. 153 – 170.	https://doi.org/10.1386/pjss_00039_1	This article reviews Portugal's path in addressing non-normative gender identities, focusing particularly on legal gender recognition. Using analysis of legislation and interviews of trans people and representatives of the LGBTQI+ movement conducted during two research projects spanning the last fifteen years, the authors analysed the macro-level transformations and how they are reflected, at the micro-level, in the trans people's inclusion in or exclusion from legal recognition, and in the extension of this basic condition of citizenship.
Gomes, A., Saleiro, S.P., Pegado, E. and Barroso, M. M., (2023), Social Representations of Sexual Orientation and Gender Identity Among Nurses in Portugal. Sex Res Soc Policy (2023).	https://doi.org/10.1007/s13178-023-00816-0	Although Portugal has made considerable progress in the acquisition of rights for LGBT people, there are still gaps in the training of health professionals. Among these, nurses are at the forefront of many of the close interactions with patients. This article aims to ascertain the social representations of sexual orientation and gender identity among nurses in Portugal from a sociological perspective.
Project SAGE: Systemic Action for Gender Equality	SAGE-Growing Equality | Home	The SAGE project main objectives were to work towards improved decision-making and enhanced research capacity by:

	https://www.sage-growingequality.eu/	incorporating gender-sensitive practices, processes and procedures in research, and: developing balanced representation of both woman and men in institutional decision-making. Through the design and implementation of Gender Equality plans, the SAGE partners institutions uncovered, assessed, and addressed the barriers to equal participation of woman and men in research and decision making.
National Portuguese Study on the needs of LGBTI+ Persons and the reasons for discrimination of grounds of sexual orientation, gender identity and expression, and sexual characteristics.	Project Details at Ciência-IUL - ISCTE-IUL https://ciencia.iscte-iul.pt/projects/estudo-nacional-sobre-as-necessidades-das-pessoas-lgbti-e-a-discriminacao-em-razao-da-orientacao/1640	The research project aims to developed a national study on the needs of lesbian, gay, bisexual, transgender and intersex people and people with other non-cisgender and non-heterosexual identities (LGBTI+) and on discrimination on the basis of sexual orientation, gender identity and expression, and sex characteristics (OIEC). The research project includes the formulation of the main conclusions and recommendations on the subjects covered, in order to support public policies directed at the LGBTI+ population
Project SAGE19: Scientific and Academic Gender (in) equality during Covid19	https://sage19.iscte-iul.pt/en/	The SAGE19 project aimed at analysing the consequences of the pandemic on gender inequality in academia and its aftermath, by drawing from a multi-method approach, combining qualitative and quantitative methods with data triangulation.
Project SEXRWA-INVIOL - Sexual and Reproductive Rights and gendered cultural resistances in Western Africa: inequality, violence and illegitimacy.	https://ciencia.iscte-iul.pt/projects/sexual-and-reproductive-rights-and-gendered-cultural-resistances-in-western-africa-inequality/946	This project analyses the intersection of human rights and gender in two west African countries, Guinea Bissau and Senegal, by looking into the local resistances to sexual and reproductive rights. This project builds upon a previous knowledge on sociocultural dynamics and cultural values to consider the obstacles to the social change coded in the promotion of sexual and reproductive rights.

Project JUSTA - Justice, equality, and migrant women's rights: narratives and artistic practices for inclusion	https://cria.org.pt/en/projects/justa-justice-equality-and-migrant-womens-rights-narratives-and-artistic-practices-for-inclusion	The JUSTA project aims at preparing an application for the European Citizens, Equality, Rights and Values programme. The thematic to be worked on will be gender relations and rights in migrant women's associations, thought through artistic practices. Initially, work will be done with the Association of Cape Verdean Women in the Diaspora.
Project TURNON_HELP - Intergroup factors and bystanders' helping behaviors on bias-based cyberbullying incidents	https://ciencia.iscte-iul.pt/projects/intergroup-factors-and-bystanders-helping-behaviors-on-bias-based-cyberbullying-incidents/1784	The project aims to explore intergroup factors that promote or inhibit bystanders' helping behaviours in cyberbullying incidents, in a Portuguese sample, and explore mediators.

7.2 Survey questions

InCities WP4 EDI Survey

Systematic Analysis of current EDI situation at InCITIES institutions addressing EDI experts at InCITIES institutions

Name of Institution: _____

Names and Functions of Persons involved in answering the survey: _____

Preface:

This survey aims for a systematic analysis of the current Equality-Diversity-Inclusion (EDI) situation at the institutions involved in the InCities project. The questions were collected from the members of the working group within the InCities project. Some questions refer to suggestions from the EDI toolkid (https://www.edi-toolkit.org/governance/).

Within this survey, **the following definitions are applied**:

1. **Equality** means that everyone should have the same chances and rights, independent from other factors such as socio-economic background, gender, ethnicity, disabilities, etc. (Source: EDI toolkit)

2. **Diversity** is defined as differences in the values, attitudes, cultural perspective, beliefs, ethnic background, sexual orientation, gender identity, skills, knowledge and life experiences of each individual in any group of people. (Source: https://eige.europa.eu/thesaurus/terms/1085)

3. **Inclusion** means that everyone should be included, i.e. to create an environment in which equal opportunities are ensured for diverse people to participate. (Source: EDI toolkit)

Section 1: Equality

1. Do you currently have a special representative in charge of equality at your institution?

   ◯ Yes   ◯ No

   If yes, please specify when was the position established at your institution and describe the functions and tasks:

2. Have you a published Gender Equality Plan on your website?

   ◯ Yes   ◯ No

   If yes, please provide the link:

   If yes, please describe who was involved in developing the plan:

3. Do you regularly analyze gender balance in leadership and decision-making positions?

   ◯ Yes   ◯ No

   If yes, please state the frequency (in months) in which the situation is analyzed:

4. How many men, women and non-binary people are included in the governing board (university leadership) of your institution? (number)

   Men:

   Women:

   Non-binary:

   Total:

5. Have you analyzed if there is a gender salary gap at your institution?

   ◯ Yes   ◯ No

   If yes, what where your conclusions of the analysis:

   Please describe measures/good practices which are in place to avoid gender salary gap at your institution:

6. Are special measures to promote equality in place at your institution?

   ◯ Yes   ◯ No

If yes, please specify:

7. Have you offered trainings on equality /discrimination for students, scholars and administrative staff at your institution?

⚪ Yes ⚪ No

If yes, please describe which kind of trainings are offered (lectures, workshops, who is involved:

If yes, how many of your students, staff and scholars have been trained in the academic year 2021/22?

Students: Total: Trained in 2021/22:

Staff: Total: Trained in 2021/22:

Scholars: Total: Trained in 2021/22:

8. Do you have guidelines to deal with (sexualized) discrimination and violence at your institutions?

⚪ Yes   ⚪ No

If yes, please specify:

9. Do you have an office/representative in charge for consultation for those affected by discrimination and/or violence?

⚪ Yes   ⚪ No

If yes, please specify:

10. Are you aware of the number of cases regarding discrimination and violence?

⚪ Yes   ⚪ No

If yes, how many cases have there been in the academic year 2021/22:

Please describe how the reporting of cases of (sexualized) discrimination and violence is organized at your institution, do you e.g. have a specific tool for the reporting:

Section 2: Diversity:

1. Do you currently have a special representative in charge of diversity at your institution?

⚪ Yes   ⚪ No

If yes, please specify when was the position established at your institution and describe the functions and tasks:

2. Do you regularly analyze the diversity of the students at your institution?

⃝ Yes   ⃝ No

Which dimensions of diversity are analyzed, please specify in the comment section, how and how often they are analyzed:

Gender: ⃝ Yes ⃝ No Comment:

Disabilities: ⃝ Yes ⃝ No Comment:

Social Background: ⃝ Yes ⃝ No Comment:

Religion: ⃝ Yes ⃝ No Comment:

Other, please specify: ⃝ Yes ⃝ No Comment:

Other, please specify: ⃝ Yes ⃝ No Comment:

Other, please specify: ⃝ Yes ⃝ No Comment:

Other, please specify: ⃝ Yes ⃝ No Comment:

3. Do you regularly analyze the diversity of scholars at your institution?

⃝ Yes   ⃝ No

Which dimensions of diversity are analyzed, please specify in the comment section, how and how often they are analyzed:

Gender: ⃝ Yes ⃝ No Comment:

Disabilities: ⃝ Yes ⃝ No Comment:

Social Background: ⃝ Yes ⃝ No Comment:

Religion: ⃝ Yes ⃝ No Comment:

Other, please specify: ⃝ Yes ⃝ No Comment:

Other, please specify: ⃝ Yes ⃝ No Comment:

Other, please specify: ⃝ Yes ⃝ No Comment:

Other, please specify: ⃝ Yes ⃝ No Comment:

4. Is diversity addressed in your institutions official documents, e. g. vision and mission statement, strategy papers, recruiting guidelines, …?

◯ Yes   ◯ No

If yes, which aspects of diversity are addressed:

5. Are decision finding bodies at your institution designed to include different hierarchical levels, expertise, and perceptions?

◯ Yes   ◯ No

If yes, please specify:

6. Is there a students union organized at your institution?

◯ Yes   ◯ No

If yes, please describe how it is active in EDI issues:

Section 3: Inclusion

1. Do you currently have a special representative in charge of inclusion at your institution?

◯ Yes   ◯ No

If yes, please specify when was the position established at your institution and describe the functions and tasks:

2. Do you involve students in decision making forums/boards at your institutions?

◯ Yes   ◯ No

If yes, please specify in which forum students are involved:

3. Are there specific measures to integrate students and scholar refugees at your institution?

◯ Yes   ◯ No

If yes, please specify the measures and describe since when they are in place:

4. Are there specific measures in place to address specifiy needs of disabled students and scholars at your institution?

◯ Yes   ◯ No

If yes, please specify the measures and describe since when they are in place:

5. Are there any other special measures to address student diversity in place in your institution?

   ◯ Yes   ◯ No

   If yes, please specify:

6. Are there special efforts in place to deal with LGBTQIA+ discrimination at your institution?

   ◯ Yes   ◯ No

   Comments (please describe why or why not):

7. Regarding staff and researchers selection processes: Is the jury or board involved in the selection processes diverse?

   ◯ Yes   ◯ No

   Please describe who is part of selection jurys/boards:

8. Are selection committees/ jury board members trained in how to counteract potential biases?

   ◯ Yes   ◯ No

   Comments:

9. Has each candidate the same opportunity to represent herself/himself? Is the recruitment process including the interview standardized?

   ◯ Yes   ◯ No

   Comments:

10. Is the process of decision finding facilitated by a diversity expert (if applicable, e.g. to reflection on potential biases, same questions for every candidate?)

   ◯ Yes   ◯ No

   Comments:

11. Is the process documented (diversity of applicants, experts involved in decision finding, justification of decisions, …) and reflected against potential biases?

○ Yes   ○ No

Comments:

Section 4: Additional Information

1. Are initiatives (besides InCITIES) forseen to further develop your institutions EDI principles?

○ Yes   ○ No

If yes, please specify:

2. Are there ongoing research projects/planned research projects on EDI at your institution?

○ Yes   ○ No

If yes, please specify:

3. Do you have a dedicated budget for EDI at your institution?

If yes, how much yearly?

Please describe how the budget is spend:

4. Are there other best practices on EDI at your institution which are not mentioned above?

○ Yes   ○ No

If yes, please specify:

5. Any further comments:

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