

D1.4

CHARM-EU HANDBOOK ON INCLUSION, DIVERSITY, AND NON-DISCRIMINATION

CHARM-EIGHT[∞] (CHARM-EU EXPANSION, INTER-INSTITUTIONAL CAMPUS, GOVERNANCE, HIGHER EDUCATION, TRANSFORMATION)

DELIVERABLE 1.4. CHARM-EU Handbook on Inclusion, diversity, and non-discrimination.

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EXECUTIVE SUMMARY

CHARM-EU is an Alliance born in 2019 as a response to the European University Initiative by the European Commission. Since 2023, it has grown to include nine universities, aiming to set a global benchmark for European education, research, and innovation. Its goal is to offer citizens a diverse, inclusive, flexible, and student-centric learning experience, becoming a pioneer in innovative higher education. CHARM-EU's commitment to diversity, equity, and inclusion aligns with its dedication to academic excellence. The first phase of CHARM-EU (2019-2022) ended on 31 December 2022. The CHARM-EU Alliance has fulfilled all its ambitious commitments in the past four years, including launching the CHARM-EU Master's Program and implementing inclusive policies and practices across the overall operation, laying the foundation for long-term cooperation and, step by step, mainstreaming inclusion and diversity. It is crucial to highlight that it is not an isolated work of experts in the field of inclusion and diversity but a result of the joint efforts and commitment of all organisational units and actors of every partner. The CHARM-EU Alliance's inclusion and diversity work has been continuing in the current phase (2023-2026) by deepening the central, strategic, and transversal role of inclusion and diversity testing and monitoring its responsible, accountable operation. CHARM-EU believes that its closer and wider community shall receive guidance in both strategy and service to effectively deliver on its commitment to embracing equality, diversity, inclusion and dismantling conscious and unconscious discrimination. The handbook has been developed to portray and address working methods, responsibilities, and requirements for incorporating diversity and inclusion meaningfully in the strategy and operation across CHARM-EU operation that it is both a plan and a pledge. It is a continuous commitment to assess CHARM-EU's progress, test new ideas and have difficult conversations about tough issues. It is all about listening and learning as CHARM-EU moves forward. The CHARM-EU Diversity, Equity and Inclusion Office Team want to highlight that this document was shaped with the Alliance's specific context, environment, and needs in mind. It is not a one-size-fits-all formula that can be adapted to a different context. Thank you for engaging in this work with us and your dedication to making the higher education experience a more just, diverse, and inclusive place for all.

PART 1. DIVERSITY, EQUITY AND INCLUSION HANDBOOK

1. CONTEXT

About CHARM-EU

At the 2017 Gothenburg Summit, EU leaders outlined a vision for education and culture. In its December 2017 Conclusions, the European Council called on the Member States, the Council, and the Commission (European Commission, 2017) to advance the European Universities Initiatives. That aims to stimulate the international competitiveness of higher education institutions. In January 2019, the CHARM European University (CHallenge-driven, Accessible, Research-based, Mobile European University) Alliance was born out of this vision, co-funded by Erasmus+ and selected for the co-funding Erasmus+ by the end of 2019. CHARM-EU is designed to strengthen the mobility of students and staff and – critically for inclusivity – to foster equality, inclusiveness, and competitiveness across the European higher education sector (Kottmann et al., 2019). Moreover, CHARM-EU strongly advocates for European and global values and goals, specifically the Sustainable Development Goals, and strives to become a hub of collaboration, good practice and innovation in Higher Education. Seventeen Alliances were selected during the first call in 2019, and more were funded in later years. After launching the Master's in Global Challenges for Sustainability, jointly delivered and accredited by five universities in September 2021, CHARM-EU is bringing further cooperation by capitalising on the opportunity and momentum started by adding the new partners. All universities work together unique learning experience to students, sharing the same mission and vision supported by the core values of CHARM-EU.

About CHARM-EU's core values

The CHARM-EU values align with European and global values and goals, specifically focusing on the Sustainable Development Goals. Throughout all its various actions, the Alliance strives to be socially responsible and is driven by the idea of impacting society by creating a sustainable and replicable model. Sustainability is applied within CHARM-EU in a transversal way. As a prerequisite for a global impact overall, it guides the actions conducted by the Alliance economically, socially, and environmentally. Aiming for a pioneering model also implies transparency. CHARM-EU is deeply committed to sharing the recipe for its success and the lessons learned from its failures, inviting everyone to be part of the learning process and to start global change. From the unique challenge-based approach to the one-of-a-kind pedagogical model and curricula design and freedom given to the students in selecting their educational path, CHARM-EU has innovation in mind, as the Alliance strongly believes that an innovative structure will result

in even more innovative students and community as a whole. CHARM-EU holds a strong belief in the power of diversity. Bringing together all partner universities with different profiles enriches everyone's working and learning experience. Mainstreaming inclusion and diversity are not just buzzwords but a commitment to make it a reality step by step at CHARM-EU. Together with students, educators, staff, and various stakeholders worldwide, many mobility opportunities have been embedded in the Alliance's model, and this mix of interaction and diversity contributes to an inclusive intercultural environment. It constitutes a unique chance to learn and benefit from each other. Diversity and inclusion are interwoven in CHARM-EU's DNA. The Alliance deeply values the power of diversity to enrich the learning experience, academic debate, and knowledge creation. CHARM-EU is committed to fostering an open, welcoming, and safe environment, ensuring that everyone feels secure and valued, and providing everyone with the same opportunities and chances for success, regardless of their background. More information about each core value is available on the [CHARM-EU website](#).

Philosophy: An inclusive ethos

CHARM-EU's mission is to pioneer and model in the European Higher Education Area, offering a plural, inclusive, flexible, student-centred learning experience. Inclusion represents one of CHARM-EU's core values. Embedding inclusion profoundly and systematically into the core strategic, governance and operational structures of CHARM-EU is critical to both realising this value and upholding CHARM-EU's reputation as an innovative and pioneering university model (Fazekas & Johnson, 2022). An inclusive university model recognises that the university's role not only lies in imparting knowledge but also in promoting equity, social justice and respect for diversity among future leaders with a shared aim of creating more just, inclusive societies.

CHARM-EU DEI: a brief chronological order

CHARM-EU Work Package 6 (Inclusiveness) — 2019-2022 phase

During the 2019-2022 period, the Inclusiveness Team functioned as Work Package 6 within the CHARM-EU. In the CHARM-EU Grant Proposal (2019), the proposed working method envisaged the inclusion of experts who will work in one team/work package, separate from other work packages and teams. By realising the risks of this working method, Work Package 6 proposed a new collaborative model initiated in 2020. The team proposed an *open-door policy*, meaning they would knock on every team's door, introduce themselves, and explain that inclusion and diversity matter and are everybody's business. The Inclusiveness Team is not an isolated group in the system; mainstreaming inclusion and diversity should happen organically with real and tangible

steps and effort by everyone across the overall operation. This model, designed to mainstream inclusion and diversity meaningfully, takes an initiative-taking approach. Key elements focused on co-creating the design, development, and implementation of inclusive procedures, documents, and education materials, together with various CHARM-EU units and Work Package Teams. The Team has also played a significant role in several policy reviews across overall operations, including the [Global Challenges for Sustainability](#) ensuring that inclusion and diversity are at the forefront of CHARM-EU's policies. When the Master's started, the team suggested inclusion measures in the admission, and with collaboration with the leadership and relevant colleagues, it has been developed and applied. During the 2021-2022, the CHARM-EU WP6 Inclusiveness Team acted as an interim CHARM-EU Diversity Equality and Inclusion Office (since 2023- its name is Diversity, Equity and Inclusion), advising, supporting and collaborating with relevant organisational units, student services, educationalists, and educators to safeguard an inclusive CHARM-EU experience and Mater's programme.

[CHARM-EU Diversity, Equity, and Inclusion Office — current phase](#)

The new governance model of CHARM-EU, drawing on the practices from 2019-2022 and adapted to the needs of the Alliance, is characterised by collaboration. The model allows for innovation within the Alliance, with various stakeholders and entities, including the Knowledge Creating Teams. All CHARM-EU organisational units and stakeholders can propose ideas and work closely with the CHARM-EU operational boards, fostering a culture of shared decision-making. The thematic offices, a key feature of the model, provide much-needed flexibility and promote inter-institutional and intercultural diversity by adapting needs. They ensure the visible representation of the Alliance in each member university and the continuous, comprehensive representation of each member university in the joint operation of the Alliance. Overall, this model ensures a multicultural, diverse, and inclusive environment and embeds the knowledge of the Alliance members. During the 2023-2026 phase, a more inclusive and innovative CHARM-EU is continuing its work by expanding and streamlining inclusiveness and diversities in all bodies and layers of the Alliance. It is the second phase of CHARM-EU, 2023-2026, where inclusion and diversity matters moved under the Governance of the CHARM-EU. Since 2023, the former Work Package 6 has been called the Diversity, Equity, and Inclusion Office (CHARM-EU DEI Office). Stakeholders and leadership of the Alliance and inclusion and diversity work are strategic and go beyond a service approach (Fazekas-Vinkovits, 2023).

2. BACKGROUND AND RATIONALE

Main aim & specific objectives

The main aim of the CHARM-EU Inclusion and Diversity Handbook is to provide a clear and tangible overview and protocols of what it means to mainstream inclusion and diversity in the overall strategy and operation of CHARM-EU and its educational programmes. This document, developed in close collaboration and agreement with CHARM-EU and its partner universities, relevant governing bodies and work package teams, builds upon the experiences from the 2019-2022 period and further streamlines procedures by establishing a clear and fine-tuned direction of actions and accountability measures for the current phase, providing a sense of guidance and confidence in the process. The unwavering commitment to fostering a more just and inclusive higher education is reflected in establishing inclusion, diversity, and non-discrimination protocols, measures, and tasks for the CHARM-EU overall operation and all work package teams' activities and outputs.

The commitment is further solidified by specific objectives:

- Setting up indicators and minimum standards regarding accessibility, equity, inclusion, and diversity of activities and outputs.
- A robust monitoring system is a formality and an essential tool to ensure accountability for CHARM-EU's operation. It will ensure that the operation applies its core values—inclusion and diversity, and complies with international, European, national, and local equality, equity, and non-discrimination legislation.

Target audience

This handbook, designed with the CHARM-EU community in mind, is a versatile tool that can be adapted to the unique needs of academic staff, educators, researchers, administrative and support staff, and students and to other higher education institutions. It also extends its benefits to other stakeholders, policymakers, and various stakeholders active in other higher education institutions. Alliances and partnerships of educational institutions can also find significant value in the handbook, as it guides them in reviewing their current practices and procedures to make them more inclusive.

Who benefits from reading this Handbook?

Various individuals and stakeholders, including university staff, line managers, students, educators, policymakers and other stakeholders, can benefit from this handbook. It serves multiple purposes, such as:

- **The primary goal of this handbook is to inspire** the CHARM-EU Alliance and other higher education institutions to help embed inclusion and diversity

measures. It means mainstreaming diversity and inclusion across CHARM-EU Alliance organisational culture and activities by incorporating inclusive techniques, processes, and structures into the working contexts or improving the existing ones.

- **Empowering** both new and present staff members and their line managers is a key focus. During staff onboarding and performance reviews, exploring ways to make daily practices and operations more inclusive could also be considered.
- **Providing** relevant information for students and staff on where to seek help on Diversity, Equity, and Inclusion (DEI) matters and how to engage on these topics within their institutions.
- **Broadening** perspectives and ideas for teachers/educators, making their practices and teaching more inclusive.

Design and Methodology

Due to the unique and evolving status of CHARM-EU, this document provides a unique, hybrid perspective and structure. It is crucial to underline that CHARM-EU, and its educational programmes have relevant policies, protocols, and procedures across various areas. CHARM-EU DEI Office Team highlighted — without the exhaustive list — key elements of operation, collaboration, activities, and achievements to engage various stakeholders and individuals who will read this document.

Document Accessibility

Being inclusive and making material accessible is essential to CHARM-EU, including this handbook. Every document produced in CHARM-EU should be designed to be inclusive and accessible, respecting inclusion and accessibility standards used and recognised worldwide. In the quest to reach a broader audience and cater to the needs of individuals to the greatest extent possible, CHARM-EU acknowledges that individuals may have different access needs that need to be considered when drafting this document or any other CHARM-EU material. Following accessibility standards supports greater access and participation. This handbook uses the following accessibility measures, which might differ from those in other publications. However, this document aims to set an example for greater accessibility, considering that not all accessibility measures could have been applied here.

- Use of APTOS font and font size 12 and 1,15 space.
- Regarding font accessibility find more information here: [What is an accessible font? | Accessibility Testing](#)

- For Aptos font find more information here: [From Calibri to Aptos: A Shift Towards Accessibility in Microsoft Word Fonts. - Centre For Accessibility Australia](#)
- Use of appropriate colours to ensure optimal readability.
- Appropriate structure and organisation of the document (titles, subtitles) to ensure easy navigation all across.
- Alternative text should be used for all images and figures.
- Make sure that screen readers recognise all parts of the document.
- Use of appropriate, gender-neutral, and non-discriminatory language.

3. ABOUT CHARM-EU DIVERSITY, EQUITY AND INCLUSION (DEI) OFFICE

The CHARM-EU Diversity, Equity and Inclusion (DEI) Office forms [part of the organisational structure](#) of the CHARM-EU Alliance. The DEI Office is made up of representatives from each of the CHARM-EU partner institutions, offering a range of DEI-related expertise and professional experience and together offering a holistic, intersectional and human rights-based approach. The CHARM-EU DEI Office acts as an expert group that continuously advises, supports and collaborates across the Alliance towards an inclusive CHARM-EU in which barriers to success are removed and all members of the CHARM-EU community can thrive.

Aims and Activities of the CHARM DEI Office:

- To support the CHARM-EU's mission in relation to accessibility and inclusivity across all governance and operational decision-making, through:
 - Representation on/and membership of key committees or boards.
 - The above-mentioned bodies are not exhaustive list, as representation on and membership may be broadened in accordance with the development of the CHARM-EU structure.
- To monitor, evaluate and advise on CHARM-EU's compliance with regards its international, EU and national equality, non-discrimination and equity legislative obligations and best practices, through:
 - Policy advice via the above boards and other consultations as requested by relevant CHARM-EU organisational units,
 - Implementation of a CHARM-EU DEI Indicators Monitoring and Evaluation process.
- To ensure that the values and principles of inclusion are interwoven into the culture, design, delivery and monitoring of all CHARM-EU structures, policies and activities, including the Education Programmes, through:

- To act as advisor and trainer on matters relating to accessibility and inclusivity for CHARM-EU staff and other CHARM-EU bodies and relevant organisational units,
- To continually offer proposals, recommendations for concrete actions, and steps to increase the inclusiveness of CHARM-EU
- To promote dialogue and an exchange of knowledge on inclusion and diversity related topics across the CHARM-EU Alliance and member institutions.
- To support and advocate for student-related inclusivity-related challenges and structural barriers, through
 - Acting as main contact point on access and inclusivity concerns and queries for both CHARM-EU students and staff,
 - Leading CHARM-EU inclusion measures of the admission process, grants assessments, and Individual Needs and Reasonable Accommodation assessments on the Education Programmes,
 - Liaising with relevant CHARM-EU and/or partner institutional units as appropriate to meet student legal entitlements and access needs including as identified by the above Needs Assessment and according to an ethos of inclusivity by design.

CHARM-EU DEI Office composition and management

- CHARM-EU DEI Office comprises one office Chair and at least one representative per CHARM-EU partner higher education institution offering different and complementary inclusion-related expertise and professional experience.
- Partner institutions must ensure that their representative can actively engage in the CHARM-EU DEI office through the dedication of a suitable number of work hours, of generally at least 0.5 days per week apart from the Office Chair who commits to 1 day per week. Workload will be reviewed and monitored by the Executive Board according to the amount of Education programmes organized by CHARM-EU.
- Members of the CHARM-EU DEI Office commit to meeting virtually or physically on a regular basis, depending on need of the tasks and activities underway, and will have regular exchanges to ensure the meeting of identified activities, delivery of all tasks
- Each CHARM-EU DEI Office Member must be able to follow the discussions in English as well as in the local language(s) of the university

Role of CHARM-EU DEI Office Members are twofold:

- To contribute to CHARM-EU DEI Office tasks and activities as fitting their expertise, as identified in collaboration between the individual member and the DEI Office Chair,
- To act as a contact point in their institution in relation to inclusion and diversity-related queries pertaining to CHARM-EU, including facilitating connections with relevant units and experts at the partner institution as necessary.

Role of the Chair of the CHARM-EU DEI Office

In addition to leading and actioning the general tasks and activities alongside fellow DEI Office members, the Chair of the Office role is also:

- To act as main reference contact point for the DEI expertise for the CHARM-EU Alliance.
- To continually advocate and champion for excellence of inclusion, access and diversity across the CHARM-EU Alliance and its activities,
- To coordinate and allocate the activities of the CHARM-EU DEI Office
- To call, prepare and lead meetings, identify actions and monitor progress,
- To oversee and ensure timeliness and quality of output by the DEI Office members,
- To work closely with the DEI portfolio holders on the Executive Board.

DEI portfolio holders on the Executive Board

- There will be at least one DEI portfolio holder on the Executive Board, both director and/or manager.
- The DEI portfolio holder should have an affinity with inclusion and diversity, and preferably with inclusion and diversity expertise and professional experience.
- Their role is to act as the liaison between the CHARM-EU DEI Office and the CHARM-EU Executive Board and other bodies from the CHARM governance structure.
- Their responsibility is to advise the CHARM-EU DEI Office on decision-making processes and deadlines relating to policies and other matters relevant to inclusion across CHARM-EU.
- They should also inform the CHARM-EU DEI Office about developments elsewhere within the Alliance relevant to the access, inclusion and diversity, but may be taking place outside of the direct vision of the CHARM-EU DEI Office and Office Chair.

Universities responsibilities

- All cooperating universities ensure the presence of adequate structures at the local level and at the CHARM-EU DEI Office.
- Each member of the CHARM-EU DEI adheres to their work contract and work conditions in their university.
- Each university must make best endeavours to ensure appropriate resources (financial, physical and human) for the completion of all CHARM-EU DEI Office tasks.
- CHARM-EU DEI Office Member can be assisted by other university employee(s), the work could be distributed in several offices or unit, or there could be students employed for local support activities.

The CHARM-EU DEI Office Terms of Reference will be available on the CHARM-EU website.

4. MEASURING IMPACT – INDICATORS SYSTEM

Rationale

The CHARM-EU DEI office has developed a comprehensive set of indicators to monitor and enhance the presence of inclusion across all aspects of CHARM-EU activities. The primary goal of these indicators is to establish a practical, effective and valuable mechanism for progressively monitoring and improving the conditions and implementation of inclusive organisational operation and culture and education in CHARM-EU. Developed by the DEI Office members, these indicators align with CHARM-EU values and address multiple potential inequalities. The ultimate aim is to foster inclusive education where individuals belonging to underrepresented groups can successfully access and master higher education programmes. Inclusion measures already had an impact during the 2019-2022 phase of CHARM-EU in several areas, mostly visible via the CHARM-EU's Master's programme, such as how many people applied for the inclusion measures at the admission, how many demonstrated eligibilities, applied for and received financial support with the CHARM-EU Grant and so on. A systematic approach was introduced in 2023; the CHARM-EU DEI Office Team started to consciously design monitoring tools for the overall CHARM-EU operation and Master's programme. Colleagues from the University of Barcelona and from Utrecht University worked on these tasks. Indicators include many quantitative and qualitative dimensions, such as observing changes in policy and processes, evolving mindsets and many more. The main purpose of the set of indicators is to establish a practical and useful mechanism to progressively monitor and improve the conditions and implementation of inclusive

education at CHARM-EU. The identification of the set of indicators should result from a common dialogue, led by the DEI Office, with key CHARM EU structures that will provide data and should implement the recommendations.

The set of indicators was designed to be:

- Consistent with CHARM-EU values
- Relevant
- Meaningful
- Comprehensive
- Informative

considerate of multiple inequalities.

Holistic approach

The set of indicators covers a wide range of topics, such as inclusive institutional framework, inclusive education, access, mobility, participation in decision-making processes, inclusive budget and more. The approach taken is holistic, consisting of various dimensions.

Time-saving process & meaningful data

To ensure ease of use and accessibility, a user-friendly online platform has been developed. This platform can be seamlessly integrated into the daily workflow of every WP. The DEI Office will be able to identify progress and achievements while actively contributing to the improvement of actions, policies, and strategies. To ensure regular monitoring, it is recommended to do data collection every six months, with work package leaders assuming responsibility for providing the required data.

Timeline

The CHARM-EU DEI Office Team created a timeline for the design, consultation, and review period.

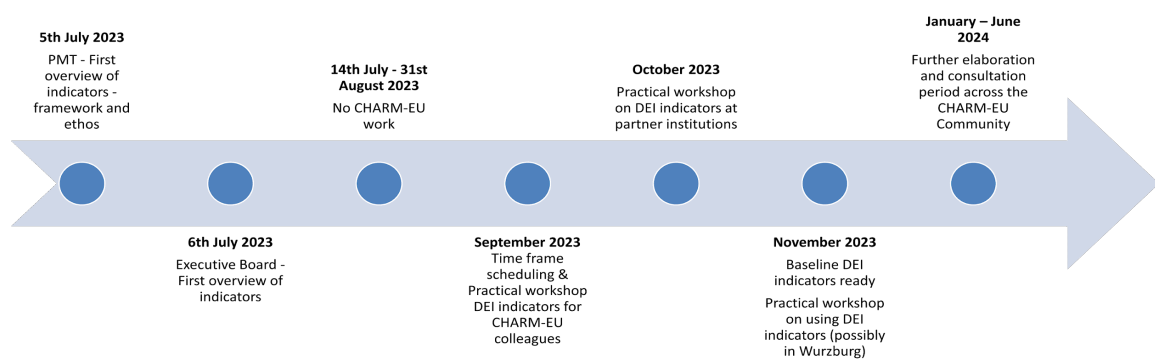


Figure 1 The picture explains visually the timeline how the design process of the indicator system has been created between 2023 and 2024.

The identification of indicators requires.

1. **Time:** for the analysis of different experiences.
2. **Discussion:** to establish a common space of understanding and aims
3. **Expertise:** in the elaboration of the indicators and the processes/protocols to obtain the data).

Design, Implementation, and monitoring of the indicators system

The monitoring system, to be agreed upon by the community (CHARM structure), is designed to be as simple as possible. It will be accurate, feasible, and integrated into the organisation's daily work. This system will contribute to identifying progress and achievements and improving actions, policies, and strategies. Its ultimate goal is to achieve educational inclusion in a social and economic environment where there are increasing inequalities and obstacles to accessing education and employment, particularly for those people (students and workers) who are risks of exclusion and self-identify themselves to an underrepresented group. With its potential impact, we can look forward to a more inclusive future.

The handbook foresees a methodology for collecting and analysing the information regarding the monitoring system. The monitoring system will also consider the fact how the final results will be discussed and finally disseminated to the main stakeholders and public.

Regarding the collection, analysis of the information, presentation of results and accountability, the structure is as follows:

- Design of a set of indicators with descriptions and measures
- Identification of sources of information and the diverse techniques that should be used to obtain the data, the identification of data collection responsible and a tentative timetable.
- Data collection
- Data processing and analysis of the information
- Elaboration of a first draft and discussion within DEI Office and DEI portfolio holders
- Elaboration of a final report that will introduce the context, methodology, results, degree of achievement of the different indicators and recommendations for improving the action of CHARM EU in terms of inclusion and diversity.
- Presentation and discussion of the final report within the CHARM-EU Community by identify relevant governance bodies who are involved in the process.
- CHARM-EU Institutional agreement on indicators for improvement in the short, medium, and long term and strategies for improvement.

- Incorporation of the agreements in the final report
- Dissemination of the final report among internal and external stakeholders
- Review of the set of indicators during the operational period and discuss and implementation of the methodology of identification of information, data collection and analysis, discussion, agreement, and dissemination among stakeholders.

Description of indicators

Inclusive education is crucial for creating equitable and supportive learning environments. It ensures that students and staff have access to high-quality education and work conditions regardless of their backgrounds or abilities. CHARM-EU's comprehensive approach to inclusive education involves addressing various aspects of institutional and educational practices through multiple dimensions and subdimensions. As CHARM EU has inclusivity as a core value, understanding and measuring these dimensions with appropriate indicators is key for sustained progress.

The agreed set of indicators is based on the identification of 6 dimensions of inclusion in education, accompanied by sub-dimensions that are monitored through indicators. The indicators proposed are mostly quantitative, although it is foreseen that they will be accompanied by comments or notes from the different areas or work packages developing CHARM-EU, thus providing an element of qualitative assessment that will be analysed and will be part of the monitoring system.

Creating a supportive and equitable educational environment starts with an inclusive institutional culture. This dimension includes several important subdimensions:

Table 1. Inclusive Institutional Culture

Dimension	Indicator	Description	Related delivery	Source/Owner
1.1 Inclusive Institutional Framework (Establishing how policies and institutional structures promote inclusivity at all institutional levels. The indicators will analyse the coherence between the mission, the values, and the governance and management model with equity and inclusion principles.)	(1) % of values and mission coherent with equity and inclusion principles	Identify if there is a match between values/mission and equity and inclusion principles. Who will monitor it?	<ul style="list-style-type: none"> • Governance model document. • D1.2. Strategic planning 2023-2030. • D1.4. Handbook on inclusion, diversity, and non-discrimination 	<ul style="list-style-type: none"> • Documents on values, mission, equity, and inclusion (CHARM-EU website) • CHARM-EU Governance (WP1-2 Governance and Management of The Alliance and The Project)
	(2) % of governance and management model coherent with equity and inclusion principles	The goal is to analyse how communications and decision-making match with equity and inclusion principles (e.g. representation/consultation of all stakeholders in decision-making; (1); how communication flows/whether it is	<ul style="list-style-type: none"> • Governance model document. • D1.1 Implementation of the Governance Phase 1 and review report (including the Diversity, Equity, and Inclusivity office) 	<ul style="list-style-type: none"> • WP1-2 Governance and management of the Alliance and the project, Secretary General/ PM

		transparent (2); decision-making process; (3) Who will monitor it?	<ul style="list-style-type: none"> • D1.2 Report on the review of the functioning of the Governance Phase 2. • D1.2 Strategic planning 2023-2030. • D1.3 Feasibility analysis report on legal entity. • D2.2 Report on the follow-up and review of strategic planning. • D1.4. Handbook on inclusion, diversity, and non-discrimination • D.2.4. Report on lessons learnt towards more inclusive higher education. 	
1.2 Participation in Decision-Making Process (staff): Identifying the adoption of decisions addressed	(3) Number of consultations/pieces of advice related to DEI (diversity, equity, and inclusion) taken into			CHARM-EU Governance (WP1-2 Governance and Management of The Alliance and The Project)

<p>to improve and boost inclusivity and diversity within CHARM EU and, on the other hand, identifying diverse representation and active participation of under-represented groups at staff members level in decision-making roles.</p>	<p>consideration in decision-making process.</p> <p>(4) % of representatives from underrepresented groups among all staff</p>	<p>Definition of staff and which positions CHARM-EU staff in both academic and non-academic positions holds.</p>	<p>D. 2.4. Report on lessons learnt towards more inclusive higher education.</p>	<p>WP1-2 Governance and management of the Alliance and the project</p>
<p>1.3 Anti-Discrimination and Anti-Bullying Policies: Establishing the number of protocols / policies to prevent discrimination and bullying, fostering a safe and respectful environment and</p>	<p>(5) Number of CHARM-EU protocols/rules for elimination of bullying and harassment within CHARM-EU and its Master's programme (category)</p>	<ul style="list-style-type: none"> • Is there a distinction between CHARM-EU and partner university policies? Do we monitor both? • This indicator wants to identify the number of tools that the institution has to prevent and eliminate bullying. 	<ul style="list-style-type: none"> • D1.4. Handbook on inclusion, diversity, and non-discrimination • D.2.4. Report on lessons learnt towards more inclusive higher education. 	<ul style="list-style-type: none"> • WP1-2 Governance and Management of the Alliance and the project • Quality Officer

<p>identifying a number of complaints in this area.</p>	<p>(6) Number of complaints received related to discrimination or bullying — specifically within the Master’s Programme (category)</p> <p>(6.1) Sub-indicator: Type of complaints, Number of actions carried out to identify, monitor and solve complaints.</p>	<p>How about filing a complaint by staff? The formal procedure to make a complaint</p>	<ul style="list-style-type: none"> • D2.3 Report on CHARM-EU Monitoring for Inclusion, Diversity and non-discrimination, including a CHARM-EU Excellence and inclusiveness Impact Index • D4.1. Evaluation report of scaled up iteration and • D4.2. Evaluation report of innovative team-based transdisciplinary CHARM EU 	<ul style="list-style-type: none"> • WP1-2 Governance and management of the Alliance and the project • JVAO
<p>1.4 Inclusive CHARM-ification Process: Addressed to measure how integrated inclusive and diversity perspectives are into institutional branding and image enhancement</p>	<p>(7) Number of CHARM-ification activities with an inclusive and diversity perspective</p> <p>(7.1) Sub-indicator: (1) Number of CHARM-ification activities; (2) degree of achievement in introducing inclusion and</p>	<p>What does CHARM-EU Community mean exactly by CHARM-ification? It relates both to organisational culture and inclusive educational framework.</p>	<ul style="list-style-type: none"> • D 2.4 Report on the lessons learned & the way forward towards more inclusive higher education – CHARM-EU Inclusion, Diversity Recommendations for European University Initiatives and the EU. 	<ul style="list-style-type: none"> • CHARM-EU Governance (WP1-2 Governance and Management of The Alliance and The Project) • WP 9-10. Internal Dissemination and Networking & CHARM-ifying Activities for Internal Transformation

<p>processes, internal institutional dissemination of the model.</p>	<p>diversity in CHARM-ification activities.</p>		<ul style="list-style-type: none"> • D3.2 Report listing existing non-CHARM Bachelor's and Master's modules for Exchange and potential CHARM-ification. • D3.3. CHARM Educational Strategy & Pathways design report. • D4.1. Evaluation report of scaled up iteration and • D4.2. Evaluation report of innovative team-based transdisciplinary CHARM EU. • D9.1 CHARM-EU internal Dissemination Portfolio. • D9.2 CHARM-EU Networking Methodology. • D10.1 CHARM-ification Service Portfolio. • D10.2 CHARM-ification campaign 	<ul style="list-style-type: none"> • WP 3-4. Advancing and broadening CHARM educational practice and implementation, piloting and evaluation of educational portfolio
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<p>1.5 Sense of Belonging and Well-Being: Aiming to identify institutional /project actions (support services, for instance) addressed to create and improve a sense of belonging and well-being among all institution members, crucial for their engagement and success.</p>	<p>(8) Number of Support services for staff and students (disaggregated) within the Master's (category)</p> <p>(8.1) Sub-indicator: Number of support services for staff and students; degree of use of support services for staff and students; degree of satisfaction of staff and students; % of knowledge of CHARM-EU inclusion and support mechanisms among staff; % of satisfaction with CHARM-EU inclusion and support mechanisms among staff</p>	<p>Questions should be divided between staff and students. Information is based on an annual survey. The importance of the survey, how students would feel it would be important to respond to it. Among questions It should include access to psychosocial and psychological support. Needs assessment for teachers regarding the use of learning platforms, methodologies etc.</p>	<ul style="list-style-type: none"> • D2.4 Report on the lessons learned & the way forward towards more inclusive higher education. • D4.1. Evaluation report of scaled up iteration. • D4.2. Evaluation report of innovative team-based transdisciplinary CHARM EU. • D11.1 Onboarding package • D11.2. Inter-institutional Professional Development in Teaching, learning, research and innovation toolkit part 1 	<ul style="list-style-type: none"> • WP1-2 Governance and management of the Alliance and the project • WP3-4. Advancing and broadening CHARM educational practice and implementation, piloting and evaluation of educational portfolio • WP11-12 Onboarding & Inter-Institutional Professional Development-and Inter-Institutional Professional Development & Educational Research
	<p>(9) % of satisfaction with work-life balance among</p>	<p>Based on annual surveys</p>	<p>D2.4 Report on the lessons learned the way</p>	<p>WP1-2 Governance and management of the Alliance and the project</p>

	staff within the Master's Programme (category)		forward towards more inclusive higher education	
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2. Inclusive Educational Framework

An inclusive educational framework embeds the principles of diversity, equity, and inclusion within the educational model, for this reason, the indicators will be analysed:

Table 2. Inclusive Educational Framework

Dimension	Indicator	Description	Related delivery	Source/Owner
2.1 Coherence Between Educational Model and Inclusive Principles	(10) % of CHARM EU educational model (e.g. syllabus, micro-credentials) coherent with equity and inclusion principles within the Master's Programme (category)	<ul style="list-style-type: none"> Identifying the alignment between the educational model and inclusive principles to benefit all students or the presence of multidimensional inequalities and diversity within syllabus It would be useful if we could clarify the practical application of how we can identify coherence. We could specifically identify the documents that will be used for this indicator 	<ul style="list-style-type: none"> D 3.2 A revised Curriculum design of the Master's Global Challenges for Sustainability. D3.3 CHARM Educational Strategy & Pathways design report. D4.1 Evaluation report of scaled-up iteration of the Master's Global Challenges for Sustainability. D4.2 Evaluation report of innovative team-based 	<ul style="list-style-type: none"> WP 3-4. WP 3-4. WP 3-4. Advancing and broadening CHARM educational practice and implementation, piloting and evaluation of educational portfolio: https://www.CHARM-eu.eu/sites/default/files/2023-03/D4.3%20Teaching%20and%20Learning%20Handbook%20%281%29.pdf

		<p>(e.g. module learning objectives, programme descriptor, reading lists and more on. (PLOs= Program Learning Outcomes)</p>	<p>transdisciplinary CHARM-EU Doctoral programme,</p> <ul style="list-style-type: none"> • CHARM-ified Doctoral training, CHARM Exemplar learning experiences for Dissemination of Practice and wider student engagement, Pilot Module(s) for Continuous Education 	
	<p>(11) % of syllabus visualising diversity and multidimensional inequalities within the Master's Programme (category)</p> <p>(11.1) Sub-indicator: (1) Degree of incorporation of diversity as a topic in the curriculum design of existing modules; (2) number of different</p>		<ul style="list-style-type: none"> • D3.1. A revised Curriculum design of the Master's Global Challenges for Sustainability • D4.1 Evaluation report of scaled up iteration of the Master's Global Challenges for Sustainability 	<ul style="list-style-type: none"> • WP 3-4. WP 3-4. WP 3-4. Advancing and broadening CHARM educational practice and implementation, piloting and evaluation of educational portfolio: https://www.CHARM-eu.eu/sites/default/files/2023-03/D4.1%20Pedagogical%20Guidelines.pdf

	perspectives and authors out of the entire bibliography			
	<p>(12) Incorporation in the curriculum of inclusive education strategies, for instance, universal design within the Master's (category)</p> <p>(12.1) Sub-indicator: Number of (learning/training material) developed using universal design.</p>	<ul style="list-style-type: none"> • WP11 training availability • Number of CHARM-EU teaching staff trained in universal design for learning techniques. • Number of CHARM-EU teaching staff knowledge of universal design for learning • Number of CHARM-EU teaching staff using universal design for learning. • Potentially do a pre- and post-survey of universal design for learning knowledge CHARM-EU Universal Design for Learning (Fazekas, 2018) 		WP 11

	<p>(13) % of syllabus matching accessibility criteria, including accessible content with technical support within the Master's Programme (category)</p> <p>(13.1) Sub-indicator: Percentage of (learning/training) materials evaluated by the DEI Office;</p> <p>(13.2) Sub-indicator: Percentage of material evaluated by the DEI Office that matches accessibility criteria.</p>	<ul style="list-style-type: none"> • Collate all PPTs for the end of each Phase. Then perform an accessibility check on PowerPoint. Ascertain what % are accessible. 	<ul style="list-style-type: none"> • D3.1. A revised Curriculum design of the Master's Global Challenges for Sustainability • D4.1 Evaluation report of scaled up iteration of the Master's Global Challenges for Sustainability 	<ul style="list-style-type: none"> • CHARM-EU Programme Board • WP 7-8 IT Strategies & IT Tools
	<p>(14) % of mainstreamed inclusive teaching, assessment and evaluation methodologies</p>	<p>Programmatic assessment is being reviewed and updated. As part of this update,</p>	<p>D3.1. A revised Curriculum design of the Master's Global Challenges for Sustainability</p>	<p>CHARM-EU Programme Board</p>

	within the Master's Programme (category).	inclusivity should be incorporated.		
2.2 Training on Diversity, Equity, and Inclusion	<p>(15) Number of training courses for students on diversity and inclusion within the Master's Programme (category)</p> <p>(15.1) Sub-indicator: Number of students who attended diversity, equity, inclusion courses.</p>	<ul style="list-style-type: none"> • Aiming at identifying strategies and actions that improve accessibility of contents, at identifying measures to improve and boost teaching staff knowledge and perspectives on diversity, equity, and inclusion to introduce in their subjects and classrooms. And last but not least, identify and quantify actions addressed to students related to training on diversity and inclusion. • Feedback survey: this implies designing an introductory DEI training/workshop for students in September in 	D.2.4. Report on lessons learnt towards more inclusive higher education.	<ul style="list-style-type: none"> • WP1-2 Governance and management of the Alliance and the project • CHARM-EU DEI Office • CHARM-EU Programme Board

		collaboration with CHARM-EU teachers.		
	<p>(16) Number of training courses for students on diversity and inclusion within the Master's Programme (category)</p> <p>(16.1) Sub-indicator: % of satisfaction with training courses by students; degree of knowledge among students of CHARM-EU inclusion and support mechanisms</p>	<p>It would be useful if we could check the change in perception/practice of inclusivity before the Master's and after due to the content of the Master's.</p>	<p>D.2.4. Report on lessons learnt towards more inclusive higher education.</p>	<ul style="list-style-type: none"> • WP1-2 Governance and management of the Alliance and the project • CHARM-EU DEI Office • WP 3-4. Advancing and broadening CHARM educational practice and implementation, piloting and evaluation of educational portfolio • WP 11-12 onboarding & inter-institutional professional development- and inter-institutional professional development & educational research

3. Promoting Access to CHARM-EU studies for Under-Represented Groups (Students)

With the aim of ensuring access to education for under-represented groups as a critical aspect of inclusivity. The sub dimensions and indicators taken into consideration are the following:

Table 3. Promoting Access to CHARM-EU studies for Under-Represented Groups (Students)

Dimension	Indicator	Description	Related delivery	Source/Owner
3.1 Access, in particular, reach out strategies	<p>(17) Number of networks/stakeholders reached out by CHARM EU to disseminate educational offer info within the Master's Programme (category)</p> <p>(17.1) Sub-indicator: Disaggregated percentage by type of under-represented group</p>	<ul style="list-style-type: none"> • In this area, the indicators will analyse the networks/organisations reached out by CHARM-EU to disseminate the academic offer. • The Communications office can play a key role in this CHARM-EU DEI Office Team has a list for stakeholders across Europe and global scale. i.e. The European Network on Roma Inclusion under EU Funds (EURoma Network) 		<ul style="list-style-type: none"> • WP 9-10. Internal Dissemination and Networking • WP 13-14-15. External Relations Strategy • WP16-17. Communication, Dissemination, and Impact (1) And (2)
3.2 Access. Financial Support	<p>(18) Number and coverage of scholarships offered by CHARM EU for under-represented groups (EU and Non-EU)</p>	<ul style="list-style-type: none"> • Analysing financial support (scholarships) provided by CHARM-EU to remove economic barriers to education. 		<ul style="list-style-type: none"> • WP 1-2 Governance and management of the Alliance and the project: Joint Virtual

	within the Master's Programme (category)			Administrative Office, CHARM-EU DEI Office
3.3 Access of Students to CHARM academic offer	<p>(19) General numbers on applications and acceptance within the Master's Programme (category) % of under-represented group students that applied to CHARM-EU; % of under-represented group students that were accepted.</p> <p>(19.1) Sub-indicator: Disaggregated percentage</p>	<ul style="list-style-type: none"> • Analysing the presence of under-represented groups in applications and acceptance with the idea to contribute to make application and acceptance processes more inclusive. • Refer to students who applied. 		<ul style="list-style-type: none"> • WP 1-2 Governance and management of the Alliance and the project: • JVAO • CHARM-EU Dei Office
3.4 Accessibility of Facilities	<p>(20) % of facilities meeting accessibility requirements according to national legal standards</p>	<ul style="list-style-type: none"> • This aspect is linked with the aim of ensuring that all students can access facilities. The indicator will evaluate at what level facilities meet the accessibility 	<ul style="list-style-type: none"> • D5.1 Comprehensive Catalogue of Transnational Learning. • D6.1 Mobility Portal 	<ul style="list-style-type: none"> • Partner universities, their campus departments/student services; also ask about facilities to students and staff in (annual) surveys.

		<p>requirements of students and staff members.</p> <ul style="list-style-type: none"> • Accessibility information can be used in the Student Guide for students as well at the CHARM-EU website for anybody who wishes to access and participate in the physical space of the partner universities of the CHARM-EU Alliance. 		<ul style="list-style-type: none"> • WP 1-2 Governance and management of the Alliance and the project: • JVAO • CHARM-EU DEI Office
3.5 Inclusive Education	(21) Number of support measures (tutoring, mentoring, peer-to-peer) within the Master's Programme (category)	<ul style="list-style-type: none"> • Where indicators will identify and measure how are integrated inclusive practices within educational programmes, in particular, in the area of supporting measures (tutoring, mentoring, etc). • Disaggregated percentage necessary? Effectiveness. 	<ul style="list-style-type: none"> • D5.2 Mobility Handbook. • D6.1 Mobility Portal. • D6.2 Extended Mobility Toolkit 	<ul style="list-style-type: none"> • WP 1-2 Governance and management of the Alliance and the project: • JVAO • CHARM-EU DEI Office • CHARM-EU Programme Board

	<p>(22) % of satisfaction with support measures (tutoring, mentoring, peer-to-peer) among students within the Master's Programme (category)</p>	<ul style="list-style-type: none"> • student satisfaction survey 	<ul style="list-style-type: none"> • D5.1 Comprehensive Catalogue of Transnational Learning. • D5.2 Mobility Handbook • D6.1 Mobility Portal. • D7.2 High level CHARM-EU architecture. • D7.3 CHARM-EU Hybrid Classroom Model 	<ul style="list-style-type: none"> • WP 1-2 Governance and management of the Alliance and the project: • JVAO, • CHARM-EU DEI Office • WP 3-4. Advancing and broadening CHARM educational practice and implementation, piloting and evaluation of educational portfolio
	<p>(23) % website content and virtual learning platforms meeting accessibility requirements according to <u>W3C standards</u> within the Master's Programme (category)</p>		<ul style="list-style-type: none"> • D5.1 Comprehensive Catalogue of Transnational Learning. • D5.2 Mobility Handbook. • D6.1 Mobility Portal. • D8.1 Description of an independent VLE and best of breed model. • D8.3 EdTech innovation network Community of Practice 	<ul style="list-style-type: none"> • WP 16 • WP 7-8 IT strategies & IT tools

<p>3.6 Participation in Decision-Making Process (Students)</p>	<p>(24) Number of students participating in decision-making processes (boards, committees) of students from under-represented groups participating in decision-making processes (boards, committees) within the Master's Programme (category)</p>	<ul style="list-style-type: none"> • The presence and participation of under-represented groups at student level in decision-making bodies as full members is key in terms of inclusion for that a specific indicator will measure this item. • Student participation in relevant work packages, or organisational units, i.e. CHARM-EU Executive Board. • Measuring the effectiveness, meaningful participation in decision-making processes 	<p>N/A</p>	<ul style="list-style-type: none"> • WP 1-2 Governance and management of the Alliance and the project
<p>3.7 Mobility: As mobility is key in CHARM, promoting inclusive and accessible mobility</p>	<p>(25) Number of inclusion topics in mobility strategies, mobility handbook, specific</p>	<ul style="list-style-type: none"> • Indicators addressing this item are developed in terms of measuring the presence of topics on inclusion on mobility 	<ul style="list-style-type: none"> • MS 5 Multilateral Inter-Institutional Agreement. • D5.1 Comprehensive Catalogue of Transnational Learning. 	<ul style="list-style-type: none"> • WP 5-6. Developing mobility schemes and extension and fine-tuned of the mobility scheme. • JVAO

<p>opportunities for students is a seminal element</p>	<p>support for those who need it.</p>	<p>handbooks, for instance, or the students with under-represented backgrounds that start and complete their mobilities.</p>	<ul style="list-style-type: none"> • D5.2 Mobility Handbook. • MS 6 Evaluation of mobility of Doctoral candidates. • D6.1 Mobility Portal. • D6.2 Extended Mobility Toolkit 	
	<p>(26) % of under-represented students taking part in CHARM-EU mobility programmes within the Master's Programme (category)</p>		<ul style="list-style-type: none"> • D5.1. Comprehensive catalogue of transnational learning. • D5.2. Mobility handbook. • D6.2 Extended Mobility Toolkit 	<ul style="list-style-type: none"> • WP 5-6. Developing mobility schemes and extension and fine-tuned of the mobility scheme. • JVAO
	<p>(27) % of under-represented students completing CHARM-EU mobility programmes within a specified time framework within the Master's Programme (category)</p>		<ul style="list-style-type: none"> • D5.1. Comprehensive catalogue of transnational learning • D5.2. Mobility handbook. • D6.2 Extended Mobility Toolkit 	<ul style="list-style-type: none"> • WP 5-6. Developing mobility schemes and extension and fine-tuned of the mobility scheme. • JVAO

3.8 Retention and Exit (Students)	(28) % of dropouts and reasons for that during specific periods within the Master's Programme (category).	<ul style="list-style-type: none"> • Another element that the indicators are addressed to is the one related to monitoring retention and exit rates to address barriers to student success, in particular, of those students that are part of under-represented groups. 	<ul style="list-style-type: none"> • D2.3 Report on CHARM-EU Monitoring for Inclusion, Diversity and non-discrimination, including a CHARM-EU Excellence and inclusiveness Impact Index • D2.4. Report on the lessons learned & the way forward towards more inclusive higher education – CHARM-EU Inclusion, Diversity Recommendations for European University Initiatives and the EU • D3.1. A revised Curriculum design of the Master's 	<ul style="list-style-type: none"> • WP 1-2 Governance and management of the Alliance and the project • JVAO • Quality Office
	(29) % of students finishing studies in foreseen period. % of	N/A	<ul style="list-style-type: none"> • D2.3 Report on CHARM-EU Monitoring for Inclusion, Diversity and 	<ul style="list-style-type: none"> • WP 1-2 Governance and management of the Alliance and the project

	students from under-represented groups finishing studies in foreseen period within the Master's Programme		<p>non-discrimination, including a CHARM-EU Excellence and inclusiveness Impact Index</p> <ul style="list-style-type: none"> • D2.4. Report on the lessons learned & the way forward towards more inclusive higher education – CHARM-EU Inclusion, Diversity Recommendations for European University Initiatives and the EU 	<ul style="list-style-type: none"> • CHARM-EU Programme Board • JVAO • Quality Office
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4. Internal and External Communications

Effective communication strategies are essential for promoting inclusivity; for this reason, the indicators have been designed to measure and support improvement in this area.

Table 4. Internal and External Communications

Dimension	Indicator	Description	Related delivery	Source/Owner
4.1 Inclusivity and Communications	(30) Number of inclusive internal and external communication	<ul style="list-style-type: none"> • Identifying communications strategies, content, and 	<ul style="list-style-type: none"> • D9.1 CHARM-EU internal Dissemination Portfolio. 	<ul style="list-style-type: none"> • WP 16-17. Communication,

	<p>strategies, content and representation related to underrepresented groups within the CHARM-EU overall operation and the Master's Programme.</p>	<p>representation of under-represented groups in the different communication channels (internal and external) to promote inclusivity.</p> <ul style="list-style-type: none"> • Accessibility of the CHARM-EU website, i.e., the Website Accessibility Statement, is available., e.g. available information about grants to under-represented groups. • Involve students in sharing their feedback on this aspect 	<ul style="list-style-type: none"> • D9.2 CHARM-EU Networking Methodology. • MS 10 Creation of the digital background of CHARM-ifying activities. • D10.1 CHARM-ification Service Portfolio. • D12.2 Educational Research Case Studies. • D16.1 Multi-level Communication and dissemination strategy • D16.2 Educational marketing strategy • D17.A. Review of the communication, dissemination and impact strategy 	<p>dissemination and impact (1) and (2)</p> <ul style="list-style-type: none"> • WP 9-10. Internal dissemination and networking • WP 13-14-15. External Relations Strategy & transferability
<p>4.2 Visibility of the CHARM-EU DEI Office's Actions</p>	<p>(31) Degree of performance and liaison between working groups and CHARM-EU DEI Office within the</p>	<ul style="list-style-type: none"> • Identifying the visibility of CHARM-EU Diversity, Equity, and Inclusion (DEI) office actions and initiatives internally and 	<ul style="list-style-type: none"> • D9.1. CHARM EU Internal dissemination portfolio. • D9.2. CHARM EU networking methodology. 	<ul style="list-style-type: none"> • WP 16-17. Communication, dissemination and impact (1) and (2)

	CHARM-EU overall operation and the Master's Programme (category)	externally. Likewise, the indicators also monitor the interconnection between the CHARM-EU DEI office and CHARM-EU relevant organisational units, and work packages.		<ul style="list-style-type: none"> • WP 9-10. Internal dissemination and networking
	(32) Number of sessions/activities dedicated to CHARM-EU DEI actions during CHARM-EU events within the CHARM-EU overall operation and the Master's Programme (category)	N/A	<ul style="list-style-type: none"> • D9.1 CHARM-EU internal Dissemination Portfolio. • D9.2 CHARM-EU Networking Methodology. • MS 10 Creation of the digital background of CHARM-ifying activities. • D10.1 CHARM-ification Service Portfolio. • D12.2 Educational Research Case Studies • D16.1 Multi-level Communication and dissemination strategy. 	<ul style="list-style-type: none"> • WP 16-17. Communication, dissemination and impact (1) and (2) • WP 9-10. Internal dissemination and networking • WP 13-14-15. External Relations Strategy & transferability

			<ul style="list-style-type: none"> • D16.2 Educational marketing strategy 	
	<p>(33) Degree of communication and dissemination of DEI office activities within the CHARM-EU overall operation and the Master's Programme (category)</p> <p>(33.1) Sub-indicator: Number of communication pieces on DEI actions (articles, newsletter, podcasts and so on) including the promotion of UN international days.</p> <p>(33.2) Sub-indicator: Number of visits to CHARM-EU DEI website section</p>	N/A	<ul style="list-style-type: none"> • D9.1 CHARM-EU internal Dissemination Portfolio. • D9.2 CHARM-EU Networking Methodology • MS 10 Creation of the digital background of CHARM-ifying activities. • D10.1 CHARM-ification Service Portfolio • D12.2 Educational Research Case Studies. • D16.1 Multi-level Communication and dissemination strategy • D16.2 Educational marketing strategy 	<p>WP 16-17.</p> <p>Communication, dissemination and impact (1) and (2)</p>

	(33.3) Sub-indicator: Number of DEI-related social media posts			
4.3 Inclusion and Strategic Documents	(34) Number of mentions of DEI in key CHARM-EU documents: i.e. Dissemination and Social media strategy, educational marketing strategy and so on within the CHARM-EU overall operation and within the Programme (category)	Measuring DEI office mentions, adoption of DEI initiatives and actions into key CHARM EU documents.	<ul style="list-style-type: none"> • D9.1 CHARM-EU internal Dissemination Portfolio. • D9.2 CHARM-EU Networking Methodology • MS 10 Creation of the digital background of CHARM-ifying activities. • D10.1 CHARM-ification Service Portfolio • D12.2 Educational Research Case Studies • D16.1 Multi-level Communication and dissemination strategy • D16.2 Educational marketing strategy 	<ul style="list-style-type: none"> • WP 16-17. Communication, dissemination and impact (1) and (2) • WP 9-10. Internal dissemination and networking • WP 13-14-15. External relations strategy & transferability
4.4 Accessibility and Events	(35) Number of accessible sessions delivered during CHARM-EU events, i.e. use of	Identifying the accessibility of CHARM-EU events.	<ul style="list-style-type: none"> • D9.1 CHARM-EU internal Dissemination Portfolio • D9.2 CHARM-EU Networking Methodology 	<ul style="list-style-type: none"> • WP 16-17. Communication, dissemination and impact (1) and (2).

	speech-to-text within the CHARM-EU overall operation and within the Master's Programme (category)		<ul style="list-style-type: none"> • MS 10 Creation of the digital background of CHARM-ifying activities • D10.1 CHARM-ification Service Portfolio • D12.2 Educational Research Case Studies • D16.1 Multi-level Communication and dissemination strategy • D16.2 Educational marketing strategy 	
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5. Financial and Human Resources

Inclusive management of financial and human resources sustains inclusive practices.

Table 5. Financial and Human Resources

Dimension	Indicator	Description	Related delivery	Source/Owner
5.1 Retention and Exit (Staff)	(36) Number of academic and non-academic staff participating in the project. Distribution of staff disaggregated by	<ul style="list-style-type: none"> • Addressing staff retention and exit rates to maintain a diverse and inclusive workforce is key for that reason the indicators on inclusion have a specific 	<ul style="list-style-type: none"> • D3.3. CHARM Educational Strategy Pathways design report. 	<ul style="list-style-type: none"> • WP 1-2 Governance and management of the Alliance and the project • JVAO

	<p>self-identifying to underrepresented groups who are at risks at exclusion within the CHARM-EU overall operation and within the Master's Programme (category)</p> <p>(36.1) Sub-indicator: % of those by self-identifying to underrepresented groups who are at risks at exclusion and specific focus to gender distribution among CHARM-EU staff.</p>	<p>approach on the presence of under-represented groups in the project, their satisfaction with the management model or the retention rate disaggregated by groups.</p> <ul style="list-style-type: none"> • Include challenges of protocol; how to make sure the student who is admitted gets the grant. some students who were initially selected for the Master's, did not get the grant (students) 	<ul style="list-style-type: none"> • D1.4. Handbook on inclusion, diversity and non-discrimination • D.2.4. Report on lessons learnt towards more inclusive higher education. 	
	<p>(37) % of staff satisfaction with management model within the CHARM-EU overall operation and within the Master's Programme (category)</p>	<p>N/A</p>	<ul style="list-style-type: none"> • D1.1. Implementation of the Governance Phase 1 and review report. • D1.4. Handbook on inclusion, diversity and non-discrimination 	<ul style="list-style-type: none"> • WP 1-2 Governance and management of the Alliance and the project • JVAO • Quality officer

			<ul style="list-style-type: none"> • D.2.4. Report on lessons learnt towards more inclusive higher education. 	
	<p>(38) Number of staff entering CHARM-EU and leaving each academic year within the CHARM-EU overall operation and the Master's Programme (category)</p>	N/A	<ul style="list-style-type: none"> • D1.1. Implementation of the Governance Phase 1 and review report • D1.4. Handbook on inclusion, diversity and non-discrimination • D.2.4. Report on lessons learnt towards more inclusive higher education. 	<ul style="list-style-type: none"> • WP 1-2 Governance and management of the Alliance and the project • JVAO
<p>5.2 Retention and Exit (Staff) Mobility</p>	<p>(39) Number of staff participating in mobilities, disaggregated by self-identifying to underrepresented groups who are at risks at exclusion within the Master's Programme (category)</p>	<ul style="list-style-type: none"> • If mobility is key in the educational programme, staff mobility is also an element to monitor. The indicators on inclusion consider this item and will monitor the participation of under-represented 	<ul style="list-style-type: none"> • D6.1. Mobility portal • D6.2. Extended Mobility Toolkit • D11. Inter-institutional Professional Development in Teaching, Learning, Research and Innovation Toolkit Part 1 and 2 	<ul style="list-style-type: none"> • WP 5-6. Developing mobility schemes and extension and fine-tuned of the mobility scheme

		groups (staff members) in mobility opportunities.		
5.3 Inclusive Budget	(40) Number of FTEs (Full Time Equivalent) in the DEI function within the CHARM-EU overall operation and within the Master's Programme (category)	The indicators will also identify and measure the allocation of budget for the DEI office and for those actions addressed to ensure the right of under-represented groups to study and work at CHARM EU.	<ul style="list-style-type: none"> • D1.1. Implementation of the Governance Phase 1 and review report • D1.4. Handbook on inclusion, diversity and non-discrimination • D.2.4. Report on lessons learnt towards more inclusive higher education. 	<ul style="list-style-type: none"> • WP 1-2 Governance and management of the Alliance and the project • CHARM-EU DEI office.
	(41) % of allocated overall CHARM-EU operational budget and budget within the Master's Programme within the CHARM-EU overall operation and within the Master's Programme (category) (41.1) Sub-dimension: % of allocated budget for	N/A	<ul style="list-style-type: none"> • D1.1. Implementation of the Governance Phase 1 and review report • D1.4. Handbook on inclusion, diversity and non-discrimination • D.2.4. Report on lessons learnt towards more inclusive higher education. 	<ul style="list-style-type: none"> • WP 1-2 Governance and management of the Alliance and the project • CHARM-EU DEI office.

	employing human resources dedicated to work on DEI related work at CHARM-EU.			
5.4 Professional Development	<p>(42) Number of implementations of professional development courses for staff on diversity and inclusion within the CHARM-EU overall operation and within the Master's Programme (category)</p> <p>(42.1) Sub-dimensions: Number of staff who attended DEI courses.</p> <p>(42.2) Type of courses (mandatory, non-mandatory)</p> <p>(42.3) Degree of encouragement and</p>	At this level, indicators will monitor training on Diversity and Inclusion addressed to teaching and administrative staff.	<ul style="list-style-type: none"> • D11.2 Inter-institutional Professional Development in Teaching, Learning, Research and Innovation Toolkit Part 1 & 2 • D12.1 Inter-institutional Professional Development in Teaching & Learning Toolkit Part 2 	<ul style="list-style-type: none"> • WP 11-12 Onboarding & inter-institutional professional development- and inter-institutional professional development & educational research

	<p>recognition of the participation in diversity and inclusion training</p> <p>(42.4) Percentage of leaders participating in DEI-specific events</p> <p>(42.5) Number of trainings that cover conscious and unconscious bias.</p>			
5.5 Onboarding	<p>(43) Number of documents or chapters on DEI-related aspects in relevant onboarding packages within the CHARM-EU overall operation and the Master's Programme (category)</p>	<p>Indicators will measure the incorporation of inclusion topics into the onboarding package and the presence of different modalities to meet learners' diverse needs.</p>	<ul style="list-style-type: none"> • D11.2 Inter-institutional Professional Development in Teaching, Learning, Research and Innovation Toolkit Part 1 & 2 • D12.1 Inter-institutional Professional Development in Teaching & Learning Toolkit Part 2 	<ul style="list-style-type: none"> • WP 11-12 Onboarding & inter-institutional professional development- and inter-institutional professional development & educational research

6. Inclusive Transferability, External Cooperation, and Partnerships

Building inclusive external networks and partnerships enhances the institution's inclusive practices and contributes to building up a more inclusive world.

Table 6. Inclusive Transferability, External Cooperation, and Partnerships

Dimension	Indicator	Description	Related delivery	Source/Owner
6.1 Identification of External Networks	(44) Number of external networks/partners from under-represented groups used in work packages within the CHARM-EU overall operation and the Master's Programme (category)	The inclusion indicators will identify and measure the presence of underrepresented group networks/partners in CHARM-EU work packages.	<ul style="list-style-type: none"> • D7.1 Structural collaboration with other alliances on digitalisation and IT strategy of HE in Europe. • D8.3 EdTech innovation network Community of Practice. • D13.1. Design of a needs collection and analysis framework to be developed first pilot iteration of a framework completed, analysis conducted, and outcomes presented. • D13. 2. CHARM EU external relation strategy 	<ul style="list-style-type: none"> • WP 6-7: communication • WP 16-17. Communication, dissemination and impact (1) and (2) • WP 9-10. Internal dissemination and networking • WP 13-14-15. External Relations Strategy & transferability

<p>6.2 Inclusion and Growth Strategies</p>	<p>(45) Degree of the importance of inclusion and diversity in the partnership growth strategy within the CHARM-EU overall operation and the Master's Programme (category)</p> <p>(45.1) Sub-indicators: Number of documents or chapters on DEI-related aspects in relevant documents, reports</p> <p>(45.2) How many times does DEI appear in their minutes?</p> <p>(45.3) How many times have tangible DEI-related actions been proposed?</p>	<ul style="list-style-type: none"> • Growth strategy – is this document available? • Proposal: Start with working groups and check their actions regarding diversity and inclusion, i.e., how often DEI appears in their minutes. How many times tangible actions are proposed? 	<ul style="list-style-type: none"> • MS 9 Creation of Inter-institutional Working Groups • D13.2. CHARM-EU external relations strategy. • D14.1. Roadmap for the integration of international strategic academic partners • D14.2. Charter for international partnerships • D14.3. Report on academic inter-alliance networks and collaboration established. • D15.1 Report on the establishment of CHARM-EU incubator hubs • D15.2 Report on the establishment of the CHARM-EU sustainability 	<ul style="list-style-type: none"> • WP 9-10. Internal dissemination and networking • WP 13-14-15. External Relations Strategy & transferability • WP 16-17. Communication, dissemination and impact (1) and (2)
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			<p>challenge platform as part of the Sustainability hub</p> <ul style="list-style-type: none"> • D15.3 Webpage with overview of external stakeholders, academics, KCT members engaged in CHARM-EU needs analysis. 	
<p>6.3 Inclusive External Cooperation and Partnership</p>	<p>(46) Degree of cooperation collaboration between CHARM-EU and civil society to promote and enhance strategies and policies for the promotion of inclusive and diverse societies and education within the CHARM-EU overall operation and the Master's Programme (category)</p> <p>(46.1) Sub-dimension: Number of new civil</p>	<ul style="list-style-type: none"> • Identify the degree of internal collaboration with the DEI office (or relevant organisational units), work package areas that work on inclusion, or identify the participation of inclusion organisations in CHARM-EU events. • Civil society: outside of CHARM-EU. Measure levels from high to low. Define formal and informal collaboration. Some partners are 	<ul style="list-style-type: none"> • D13.2. CHARM-EU external relations strategy. • D14.1. Roadmap for the integration of international strategic academic partners • D14.2. Charter for international partnerships • D14.3. Report on academic inter-alliance networks and collaboration set-up. • D15.1 Report on the establishment of 	<ul style="list-style-type: none"> • WP 1-2 Governance and management of the alliance and the project • CHARM-EU DEI office. • WP 9-10. Internal dissemination and networking • WP 13-14-15. External Relations Strategy & transferability

	<p>society organisations that collaborate/coordinate with CHARM EU with an inclusion approach.</p> <p>(46.2) Formal collaboration: Number of agreements, Memorandum of Understanding</p> <p>(46.3) Number of new civil society organisations that, informally, collaborate with CHARM with an inclusion approach.</p>	<p>associative (not linked to contracts).</p>	<p>CHARM-EU incubator hubs</p> <ul style="list-style-type: none"> • D15.2 Report on the establishment of the CHARM-EU sustainability challenge platform as part of the Sustainability hub • D15.3 Webpage with overview of external stakeholders, academics, KCT members engaged in CHARM-EU needs analysis. 	
	<p>(47) Number of Networks or Alliances work with inclusion and diversity issues within the CHARM-EU overall operation (category)</p> <p>Subdimension:</p>	<p>Key Networks and Alliances include (non-exhaustive list) as examples: EUTOPIA, EC2U, EDUC.</p>	<ul style="list-style-type: none"> • D9.1 CHARM-EU internal Dissemination Portfolio • D9.2 CHARM-EU Networking Methodology • MS 10 Creation of the digital background of CHARM-ifying activities 	<ul style="list-style-type: none"> • WP 1-2 Governance and management of the Alliance and the project • CHARM-EU DEI Office • WP 16-17. Communication, dissemination and impact (1) and (2)

	<p>(47.1) Number of proposals for collaboration offered by CHARM to other Alliances.</p> <p>(47.2) Number of proposals for collaboration received by CHARM from other Alliances.</p> <p>(47.3) Number of collaborations with DEI organisational units or any equivalent from other Alliances</p> <p>(47.4) Number and type of collaboration carried out, i.e. events, workshops, posts and many more.</p>		<ul style="list-style-type: none"> • D10.1 CHARM-ification Service Portfolio; D12.2 Educational Research Case Studies • D16.1 Multi-level Communication and dissemination strategy • D16.2 Educational marketing strategy 	
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	<p>(48) Number of inclusion and diversity profiled organisations participating in CHARM-EU events/conferences within the CHARM-EU overall operation and within the Master's Programme (category)</p> <p>(48.1) Sub-dimension: Number of inclusion and diversity profiled organisations participating in CHARM-EU events or other conferences.</p> <p>(48.2) Number of contributions, ideas, and feedback of inclusion organisations taken into consideration by CHARM-EU</p>	<p>Inclusion and diversity-profiled organisations are always welcome to participate in CHARM-EU events or any other events or conferences.</p>	<ul style="list-style-type: none"> • D9.1 CHARM-EU internal Dissemination Portfolio • D9.2 CHARM-EU Networking Methodology • MS 10 Creation of the digital background of CHARM-ifying activities • D10.1 CHARM-ification Service Portfolio • D12.2 Educational Research Case Studies • D16.1 Multi-level Communication and dissemination strategy • D16.2 Educational marketing strategy 	<ul style="list-style-type: none"> • WP 1-2 Governance and management of the Alliance and the project • CHARM-EU DEI office. • WP 16-17. communication, dissemination and impact (1) and (2) • WP 13-14-15. External Relations Strategy & transferability
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A total of 48 indicators have been proposed, with the understanding that they are preliminary and will be subject to further discussion. It is suggested that relevant organisational units and teams within the CHARM-EU operation could provide evidence and information to demonstrate how inclusion and diversity-related aspects might be meaningfully integrated into the overall strategy and operations. These units could also take accountability for implementing inclusion—one of CHARM-EU’s core values—which has the potential to become a cornerstone of its success. This approach could further strengthen trust in CHARM-EU among individuals and stakeholders engaged with it in various capacities.

Importance of Indicators

Measuring these dimensions with well-defined indicators is crucial. Indicators provide a framework for assessing the effectiveness of inclusive practices and showing strengths and areas for improvement. They also ensure transparency and accountability, showing the institution's commitment to inclusivity. Moreover, indicators enable continuous monitoring and evaluation, allowing for the adaptation and enhancement of strategies over time. In conclusion, the dimensions and subdimensions, and their corresponding indicators, are essential for creating a supportive and equitable learning and working environment. By proving and measuring relevant indicators, CHARM-EU assures its inclusive practices are effective, sustainable, and aligned with its core values.

PART 2. OVERVIEW OF ACTIVITIES AND REALISATION OF COLLABORATIONS WITH RELEVANT ORGANISATIONAL UNITS, ENTITIES, TEAMS

1. KEY DELIVERIES DURING THE CURRENT PHASE

In addition to the key areas outlined in the Terms of Reference, during the 2023-2026 period of CHARM-EU, there are specific deliveries to be completed:

- (1) CHARM-EU Handbook on Inclusion, diversity, and non-discrimination.
 - The Handbook is for all work package teams. It also includes a set of indicators and a monitoring system.
- (2) Report on CHARM-EU Monitoring for Inclusion, Diversity and non-discrimination, including a CHARM-EU Excellence and Inclusiveness Impact Index.
 - The report presents the main findings, challenges, and monitoring process for evaluating diversity, equity, and inclusion within organisational operations, which can be relevant to the public and other higher education institutions.
- (3) This is a report on the lessons learned and the way forward towards more inclusive higher education: CHARM-EU Inclusion, Diversity Recommendations for European University Initiatives and the EU.
 - a recommendation report for the European University Initiatives and the EU on implementing inclusiveness as one of the core values and principles and cross-cutting aspects of CHARM-EU.

Agile working method

The CHARM-EU DEI Office holds bi-weekly meetings. Public holidays are considered when planning these meetings to ensure inclusivity for all. Team members work together according to an earlier agreed timeline (sprints). In agile planning, a sprint is a short period wherein a team works to complete specific tasks, milestones, or deliverables. Sprints separate a project timeline into smaller, more manageable blocks, providing more transparency and efficiency in planning and implementing work. The timeline is available in a master Excel spreadsheet, along with a detailed overview of all tasks (backlog) related to the tasks in each academic year.

References to Inclusion, Diversity and related keywords

The CHARM-EU DEI Office completed an overview by assessing the Grant Proposal (2022) for the current period to determine how often other organisational units, entities, and work packages have referenced inclusion, diversity, equality, anti-discrimination, and related words and how their specific ideas/deliverables are connected to these terminologies (table 1). The most often mentioned words were related to inclusion, diversity, access, and equality. Usage of the indicator system will support a better understanding of how various actions and deliveries aim to be inclusive or accessible.

Table 7. DEI-related wordcount in the Grant Proposal

Word	Frequency
ACCESS	55
ACCESSIBILITY	11
INCLUS	188
INCLUSION	100
EQUITY	8
EQUALITY	28
NON-DISCRIMINATION	21
DIVERSITY	86
DIVERSE	27
DEI	12
MAINSTREAMING	21
MAINSTREAM	12
EQUAL	40
INCLUSIVITY	21
INCLUSIVE MOBILITY	1
MARGINALISED	6
NON-TRADITIONAL	1

2. KEY RESULTS OF MAINSTREAMING INCLUSION AND DIVERSITY IN CHARM-EU

Membership in the CHARM-EU External Relations Committee

The External Relations Committee plays an advisory role by:

- Conducting an annual review and suggesting updates to the Alliance's External Relations Strategy, including offering guidance and expertise on the composition of external stakeholders.
- Identifying potential external stakeholders for engagement.
- Recommending approaches for effective communication with external stakeholders in alignment with the Alliance's expansion plans.
- Assisting in introducing external stakeholders to the Alliance through a designated point of contact within the Alliance to support Alliance initiatives.
- Facilitating the introduction of external stakeholders who approach the Alliance to a designated point of contact within the Alliance.

The External Relations Committee consist of

- members, with at least one representative from each institution. This may include academic staff, administrative staff, alumni, student representatives, external stakeholders, and/or partners.
- Members identified and appointed locally through a confirmed process in each institution, ensuring a balanced representation across institutions, CHARM-EU missions, and genders.
- One external stakeholder is a member of the CHARM-EU DEI Office who can bring relevant lived experiences, expertise, and field-specific knowledge. Since January 2024, the CHARM-EU DEI Office has been participating in the Committee. Colleagues from Julius-Maximilians-Universität Würzburg have been representing and actively involved in the work of the Committee.

Membership of CHARM-EU Programme Boards

Each CHARM-EU Programme is supported by a Programme Board, which, with the support of the relevant Knowledge Creating Teams, is committed to the final design, day-to-day delivery, admissions, assessment, mobility, and implementation of a programme in line with the highest quality standards and procedures set by the Academic Council and resources allocated. Membership of a Programme Board includes the Local Academic Programme Coordinators, Module Coordinators, a representative of the Joint Virtual Administrative Office, one student per cohort from each active Programme and an “expert in inclusivity to ensure inclusivity by design”, which is filled by an appropriate CHARM-EU DEI Office Team member. The role of the CHARM-EU DEI Office Team member is to identify and advise on inclusivity-related issues about all aspects of the Programme and as raised by the Programme Board members. Since November 2023, the CHARM-EU DEI Office has been participating in the Master’s Programme Board. Between November 2023 and March 2024, a dedicated colleague from Trinity College Dublin represented and was actively involved in the work of the Programme Board, continued by a colleague from the University of Montpellier between March 2024 and August 2024 and another colleague from Utrecht University been representing and actively involved in the work of the Programme Board since September 2024.

CHARM-EU Master's in Global Challenges for Sustainability — Admissions Inclusivity Points Process

CHARM-EU welcomes applications from all candidates who fulfil the Master's specific requirements, regardless of their backgrounds, lived experiences, and access needs. During the application process, applicants can self-disclose whether they are a member of an underrepresented group to obtain specially designated inclusivity points during the admission assessment process. Under-representation can relate but is not limited to age, gender, family status, disability, sexual orientation, race and ethnic origin, religion, migration status, membership of the Roma and Traveller communities, and socio-economic background. This declaration is optional for the applicant. During 2021-2023, the CHARM-EU Inclusiveness Team (currently CHARM-EU DEI Office) has been working on these measures. Colleagues from Trinity College Dublin and from Eötvös Loránd University specifically has worked on these tasks from February 2021-March 2024. From April 2024-onwards colleagues from the University of Montpellier and Eötvös Loránd University continued working on these tasks.

Overview of the process:

1. An applicant checks the inclusivity points box at the time of their application.
 - Applicants who upload their required application documents by the deadline then proceed to the admissions process (which includes the inclusivity points process).
2. The JVAO provides the names of such applicants who have reached the admissions process stage and who have checked the inclusivity points box to the relevant members of the CHARM-EU DEI Office on the agreed date as per the Admissions Calendar, giving no less than 5 working days to complete the process.
3. The CHARM-EU DEI Office Team members contact applicants with an invitation to provide a rationale for requesting inclusion points and to provide documentation where relevant and appropriate. Applicants are offered to provide such rationale in text or oral form (via email) or in a short call with the CHARM-EU DEI Office Team member.
4. The CHARM-EU DEI Office Team members respond to the Joint Virtual Administrative Office, noting individual applicants' eligibility for the 10 inclusivity points by the agreed deadline. The details of individuals' circumstances are not disclosed; however, the CHARM-EU DEI Office Team will provide an anonymised overview of the range of diversity grounds to the relevant organisational unit—i.e., the Programme Board—for information purposes at the end of the full admissions process.

NB: Any documentation provided is handled solely by the CHARM-EU DEI Office Team for the application process only and deleted once the admissions process is complete (any Needs Assessment process is conducted separately after admission).

[CHARM-EU Master's in Global Challenges for Sustainability — CHARM-EU Grant](#)

The CHARM-EU Grant aimed to minimise barriers that hinder the access and participation of students who meet all the admission requirements and cannot access other grants and scholarships. Originally, a financial aid structure was not included in the design of the Master's Programme. The former CHARM-EU Work Package 6 Inclusiveness Team has proposed a financial aid measure in early 2021. Many consultations and collaborations took place with relevant work packages, including the Finance Team and CHARM-EU leadership. As a result, CHARM-EU established the CHARM-EU Grant in the spring of 2021. Since then, colleagues from Eötvös Loránd University specifically have been working on these tasks.

The financial aid model was designed and divided into two grant models: total (tuition fee or mobility cost) or partial. During the 2021 Application period for the CHARM-EU Master's in Global Challenges for Sustainability, 10 EU students were supported with the CHARM-EU Grant, and 1 non-EU tuition-fee waiver was granted. During the 2022 CHARM-EU Master's Application Period, CHARM-EU had to consider its limited capacity and resources. Therefore, the grant was limited to 5% of the total students enrolled in the 2022 edition of the Master's. Information about the CHARM-EU Grant and any further financial aid were available on the [CHARM-EU website](#).

[CHARM-EU Master's in Global Challenges for Sustainability — Capstone Needs Assessment Process](#)

A collaboration has been established between the CHARM-EU Inclusiveness Team and the Capstone Team of the Master's Programme since 2021. The Capstone Team organises information sessions for students and staff and oversees the logistical and content aspects of the overall Capstone projects. Part of the process is a form where students can submit relevant information. The form embeds questions about access, participation needs, and inclusivity. Students can inform - confidentially and in line with data protection - the Capstone team if they have any circumstances or needs to consider connected to inclusivity and diversity. The Capstone Team has a protocol agreed with the CHARM-EU DEI Office Team. Trinity College Dublin and Eötvös Loránd University colleagues have been working on these tasks. CHARM-EU DEI Office Team members consult on students' requests and share guidance and professional expertise in such student cases for the Capstone Team.

[CHARM-EU Master's in Global Challenges for Sustainability — Needs Assessment Process](#)

CHARM-EU prohibits discrimination on any grounds. Being inclusive at its core, in line with its capacity and resources, CHARM-EU is committed to providing the best learning experience and the appropriate structures and services that cater to students' access and participation. This commitment is a testament to the value we place on each student's unique learning journey. CHARM-EU also seeks to uphold its partner institutions' obligations per the International Convention on the Rights of Persons with Disabilities (UNCRPD), ratified by all nations of CHARM-EU partner institutions, which states that denying reasonable accommodations constitutes described nomination based on disability. The CHARM-EU DEI Office leads the Individual Needs and Reasonable Accommodations Process for the CHARM-EU Master's in Global Challenges for Sustainability.

During 2021-2022, the CHARM-EU Inclusiveness Team (currently CHARM-EU DEI Office) has been working on these measures. Colleagues from Trinity College Dublin and from Eötvös Loránd University specifically has worked on these tasks from September 2021 to March 2024. From March 2024 onwards, the colleagues from the University of Montpellier and from Eötvös Loránd University specifically working on these tasks. Students with disabilities enrolled in the Master's are encouraged to disclose their access needs early into their study program to implement appropriate support. To receive a Needs Assessment, a student contacts the CHARM-EU DEI Office. A CHARM-EU DEI Office Team member is then assigned to complete the needs assessment, arranging to meet the student at a suitable time. At this meeting, the CHARM-EU DEI Office Team member(s) and the student discuss their needs, identify reasonable supports from the list of Standard Reasonable Accommodations, and identify non-standard Reasonable Accommodations where required. Upon provision of any required documentation or evidence (in English), and once the details are agreed, the team member, student, and CHARM-EU DEI Office Team Lead sign the Individual Needs and Reasonable Accommodations Report. The CHARM-EU DEI Office Team Lead then submits the Report for endorsement by the Board of Examiners. Once endorsed, the CHARM-EU DEI Office Team Lead instructs the relevant JVAO to upload the report to the student's e-learning folder and informs the relevant CHARM-EU academic and examination staff, including the relevant Teaching Assistant. The student also retains the right to share the Report with other CHARM-EU teaching and staff as they see fit. The CHARM-EU DEI Office may occasionally request assistance from a specific service at our partner institutions (such as the Disability and Accessibility Service), ensuring a comprehensive support system. Although educational programmes are mentioned in the CHARM-EU DEI terms of reference, it is essential to highlight that with the expansion of the CHARM-EU operation, further resource allocation is needed to work on inclusion and diversity measures to be sustainable.

NOTE on non-disability related access needs:

While there is no current formal needs assessment process regarding other access needs faced by CHARM-EU students, e.g. relating to parenting and caregiving responsibilities, visa and immigration issues, the CHARM-EU DEI Office Team offers advice and guidance to CHARM-EU Programmes in line with the CHARM-EU value of inclusivity and flexibility. Staff and students are encouraged to contact the CHARM-EU DEI Office Team to discuss issues and identify viable solutions.

[Variety of Diversity, Equity, Inclusion related trainings and professional development sessions](#)

A variety of training and professional development sessions have been facilitated and hosted by CHARM-EU Diversity, Equity and Inclusion Office. Critically for the work of the Inclusiveness to succeed – meaning mainstreaming inclusion and diversity – it was essential to create spaces for dialogue and discussion on why diversity and inclusion matter and how structural barriers exist and manifest in the experience of individuals, especially students within the CHARM-EU overall operation and organisational culture.

The goal of designing and implementing a variety of trainings and professional development sessions with a variety of stakeholders from students to staff and leadership aimed to

- (1) RAISING AWARENESS & KNOWLEDGE: To increase participants' awareness and knowledge about the concepts, values of inclusion and diversity within the higher education environment and what it entails in practice.
- (2) APPLYING TOOLS: To familiarise participants with different tools and instruments to foster a more inclusive and diverse organisational operation and culture and teaching and learning environment within the CHARM-EU educational programmes
- (3) COLLABORATIONS: To enhance cooperation and leadership between individuals from all walks of life and to efficiently implement inclusion and diversity matter in various spheres of fields individuals are involved.

After having explored these concepts and discussed what they mean in practice, participants applied them through collaborative activities, and they have been encouraged to apply them in their current ongoing and future activities.

Target audience:

- CHARM-EU leadership and members of variety of organisational units, boards.
- Enrolled new student cohort for the CHARM-EU Master's Programme
- Educators and Support Staff (Knowledge Creation Teams) working with the CHARM-EU Master's Programme

Format & type of content:

- Interactive workshops with the combination with facilitators' input and group work and using accessible digital tools to enhance engagement.

Channels & tools used:

- Hybrid classroom environment with in-person presence and online engagement
- Online meetings

[Trainings, professional development sessions in 2023-2024](#)

01/02/2023 CHARM-EU Kick-Off Meeting – Working in an international context.

Specific objectives are:

- To raise awareness among attendees about the concepts related to intercultural competence.
- To support self-awareness around what cultural awareness entails.
- To strengthen respectful and effective intercultural communication within CHARM-EU.

01/09/2023: Orientation Days for newly admitted enrolled students – Information Session on Inclusion

Specific objectives are:

- To introduce the CHARM-EU DEI Office, its aims and main tasks

23/09/2023: A 60 min long CHARM-EU DEI Inclusivity Session for students

Specific objectives are:

- To provide Information provision about available support
- To provide space for student's voice & sharing experiences.
- To introduction of one of new partners (JMU)
- To enable time for closing & QA

19/03/2024: CHARM-EU Master's Programme Board Workshop / Focus Group - Diversity within CHARM-EU

Specific objectives are:

- CHARM-EU is looking at the scaling up of its Master's Programme - increasing the diversity among the student cohort is part of the scaling up.
- CHARM-EU needs to explore and identify what CHARM-EU truly means by diversity and inclusion. Members of the CHARM-EU Master's Programme Board are the most aware of the current diversity among the Master's student cohort, and with supporting challenges faced by students.
- We are seeking insights into your experience – not “facts and figures.”

18/07/2024: Part of the agenda of the Hackathon - “Inclusivity and global perspectives”

Specific objectives are:

- To introduce the concept and implementation of inclusivity and Universal Design for Learning (Fazekas, 2018)
- To put inclusion into action – Role of the Academic Staff - What do you do already regarding inclusivity in your teaching (CHARM Masters or other)?
- To put inclusion into action – Role of the Academic Staff - What could you do within the CHARM-EU Masters?

02/09/2024: Orientation Days for newly admitted enrolled students – Information Session on Inclusion

Specific objectives are:

- To introduce the CHARM-EU DEI Office, its aims and main tasks

25/09/2024: A 60 min long Students' session on inclusivity.

Specific objectives are:

- To introduce the CHARM-EU DEI Office, its aims and main tasks
- To explore meaning of inclusion and diversity with participants
- To listen to students and collect their ideas about improvements or actions to create a more inclusive and diverse CHARM-EU Master's Programme

Trainings and professional sessions are listed January 2023 - October 2024.

Impact of activities – changing hearts and minds

The variety of trainings and professional development sessions facilitated by the CHARM-EU DEI Office) have significantly increased the overall awareness about DEI matters among the variety of stakeholders from students, staff, educators and leadership across the CHARM-EU overall operation. The word ‘transforming’ or changing often starts with transforming mindsets to create the understanding that inclusiveness is everyone’s business – and within everyone’s power.

Role in realisation that inclusion is Everybody’s business

The role of diverse stakeholders specifically leadership and educators who have taken part in such events have been crucial as they have been responsible for development, agreement and oversight of the academic standards, regulations and quality of the Master’s Programme and student regulation. These stakeholders have been critical to the success of how (and if) CHARM-EU students (and staff) experience diversity, equity and inclusion within CHARM-EU. The mentioned relevant stakeholders can influence how the principles of diversity, equity and inclusion are mainstreamed into CHARM-EU’s culture, design, delivery, monitoring and accountability measures.

Showcasing mutual proactiveness in co-creation

Showcasing activities of the CHARM-EU DEI Office in this report could not be happen without the support and collaboration of Work Package 9-10. The group highlighted an excellent example for realisation of the reaching out and co-creation. Part of the success was the human-to-human collaboration and building trust with colleagues from Eötvös Loránd University. Key elements focused on co-creating the design, development, and implementation of inclusive procedures, documents, and education materials, together with various CHARM-EU units and Work Package Teams. The CHARM-EU DEI Office Team has also played a significant role in several policy reviews across overall operations, including the Master’s, ensuring that inclusion and diversity are at the forefront of CHARM-EU’s policies and practices.

Necessary Resources:

Human capacity and provision of a meaningful contribution and tangible tools to be easily applied:

- are the necessary needs and resources from the CHARM-EU DEI Office Team Members to design and facilitate the event in a meaningful way.

Engagement and time of participants:

- are the necessary needs and resources from variety of stakeholders and individuals to actively participate in such events. In many circumstances in variety of sectors individuals are feeling overwhelmed with DEI related trainings and professional developments

DEI aspects

- Diversity of Speakers and contributors: balanced representation of gender and other lived experiences
- Provide accessible font types, i.e., Calibri and font sizes, provide Accessibility of visuals: Provide ALT-TEXT
- Scan your PPT with an Accessibility Checker – built in Microsoft.
- Be aware of gender-neutral language.
- Break down acronyms to foster a better understanding of the context and to avoid risk of feeling excluded from the discussion.

[Shaping the Master's Programme – Human Rights, Inclusion and Diversity thematic sessions, workshops](#)

CHARM-EU has been focusing on the practical application of the values of inclusion and diversity, the framework of inclusive education, and universal design models in the dimensions of curriculum design, education, learning and the teaching and learning environment. The inclusion working group proactively contacted contributed to the preparation and review phases for the Master's Programme. Human Rights, Diversity and Inclusion course – a thematic workshop – has been part of the Master's Programme Preparatory Phase, Social Innovation Modul since 2021 to upskill students to work in an interconnected world and gain intersectional inclusive skills and knowledge. Both the Food and Water Tracks of the Master's Programme are committed to interlink Food and Human Rights and Water and Human Rights as thematic sessions, workshops, facilitated by colleagues from Eötvös Loránd University.

Championing for greater access, inclusion and diversity within and beyond CHARM-EU

Continuing the diversity and inclusion mainstreaming work and tradition within the current phase, many key initiatives have been taken to showcase the untapped potential of the diversity, equity and inclusion work of CHARM-EU and to strengthen the inclusion agenda of higher education within CHARM-EU and beyond on a European and global scale.

Collaboration between CHARM-EU and Alliances in the field of diversity, equity and inclusion

- Since February 2024, CHARM-EU's DEI Office has been invited to join the Diversity and Inclusion Hub, which currently brings together 22 European Alliances from FOREU1 and FOREU2 to share and develop ideas about Diversity and Inclusion topics.
- 07 May 2024 – CHARM-EU DEI Office Team Lead from Eötvös Loránd University was a speaker at the [Intra-Alliance the Diversity and Inclusion Hub](#) and highlighted key milestones of CHARM-EU's inclusion and diversity work and stressing the essence of creating collaborations to shape a more just inclusive higher education in Europe and beyond.
- 23-25 May 2023 - [EC2U Alliance: Forum Jena - European Universities- Placing Student and Staff Mental Health at the Center](#). CHARM-EU DEI Office Team Lead from Eötvös Loránd University was a speaker at the event highlighting key milestones of CHARM-EU's inclusion and diversity work and stressing the essence of mental health and well-being for everyone and higher education institutions' role in it.
- 06 November 2024 – [Argus Open Conference on Inclusion and Diversity: “An impact that matters”](#). CHARM-EU DEI Office Team Lead from Eötvös Loránd University and colleague from University of Montpellier have been among the speaker at the event highlighting key milestones of CHARM-EU's inclusion and diversity work and stressing the essence of Cross-Alliance collaboration in the field of inclusion and diversity.

Shaping Policy and Practice, Strengthen External Partnerships

- **14 May 2024** online seminar [“The Social Dimension in higher education: its context and its future”](#) organized by European University Association (EUA). CHARM-EU DEI Office Team Lead from Eötvös Loránd University was a speaker at the event highlighting key milestones of CHARM-EU’s inclusion and diversity work and stressing the essence of shape the European Higher Education Area, especially to support further development of the Social Dimension of the Bologna Process.
- **03 July 2024** A Master’s student, trainee at European University Association (EUA) interviewed CHARM-EU DEI Office Team Lead from Eötvös Loránd University about diversity, equity, and inclusion work – in the framework of Double master's degree | Project management for European cooperation University of Strasbourg and University of Passau.
- **12 July 2024** interviewing interview with CHARM-EU DEI Office Team Lead from Eötvös Loránd University. 4Front conducts a study on Social Inclusion in Higher Education to analyse initiatives in the area of inclusion and diversity in Higher Education, within the EU 27. 4Front has been analysing social inclusion activities carried out by European Universities Alliances. It was positively addressed that after reviewing the objectives and actions of CHARM-EU it highlighted how much valuable is CHARM-E’s inclusion and diversity work for the study.
- **In September 2024** A colleague from Utrecht University suggested an article piece on inclusion and diversity work of CHARM-EU in the [DUB magazine](#), it is independent news and opinions site with current news and background articles centered around the university community in Utrecht. It is a platform for information, insights, and debate. DUB is an essential source for students and employees who are involved with the UU.

Collaboration with the relevant organisational unit responsible for Communication

In alignment with the strategies of the Alliance, the relevant communication organisational unit/Team collaborates in both strategic and operational ways with the CHARM-EU Diversity, Equity and Inclusion Office Team, ensuring that all actions undertaken are in line with international standards related to inclusion and accessibility:

- **Linking communication and inclusion for events**
 - Accessibility of the venues and sessions, both on-site and online, diversity of speakers/panellists, and more. When possible, a representative of the CHARM-EU DEI Office will take part in the organisation committee or conferences and events.
- **Website and social media – accessibility**
 - CHARM-EU DEI Office Team Members provide review of the new CHARM-EU website regarding content and web accessibility connected to the European Union and the EU legislation, technical standards and W3C international best practice on web accessibility and international Web Content Accessibility Guidelines (WCAG) international standard compliance
 - CHARM-EU DEI Office Team Members recommend user experience testing with individuals with various lived experiences.
 - CHARM-EU DEI Office Team Members tell use of Alt text for images, use of proper font and font size, and
 - CHARM-EU DEI Office Team Members are involved more, frequency of the communication on inclusion topics and activities (including articles produced on international days)
- **Internal communication – dissemination of information**
 - Information provision to the widest range possible of CHARM-EU actors and frequent communication towards them about inclusive aspects of CHARM-EU. The DEI office might also produce some relevant documents for specific target groups (e.g. inclusive tips for educators) within the alliance and will rely on the support of the communication team for an efficient dissemination.

- **Other activities**

- like the podcast, the newsletter, CHARM-EU participation in international events and conferences related to inclusion, press releases, audiovisual materials and graphics and so on will also be monitored by the inclusion team when relevant.

Raising Awareness — International days

Continuing the Inclusiveness Team's tradition since 2020, there has been a more systematic and expanded awareness of relevant UN international days interlinked to CHARM-EU's values, vision, mission, and the Master's Programme and SDGs since 2023. During the 2019-2022 period, awareness has been raised. Still, more systematically, starting in 2023, the CHARM-EU DEI Office Team agreed on a list of international days addressed by the United Nations. The proposed list of international days has been shared with the relevant organisational units and Communication Team. Each article draft related to inclusion, diversity, human rights and SDGs was prepared by student volunteers from Eötvös Loránd University. Student volunteers from all CHARM-EU partner universities can support this task. Once the draft is ready, the CHARM-EU DEI Office Team Lead will send the document seven working days in advance to the relevant organisational unit responsible for Communication and Dissemination. An assigned Person of Contact from the relevant organisational unit responsible for the Communication is responsible for preparing the upload on the website and drafting posts for social media platforms. The further dissemination of International Days depends on the partner universities considering their communication strategies and policies. However, it is advised that you repost/share the International Days content whenever possible by organising a joint meeting. In the table 2, the readership can find the completed items from 2023.

Table 8. International Days content published by CHARM-EU

Month/Day	Link	CHARM-EU News
JANUARY	LINK	CHARM-EU NEWS
24 JAN	https://www.un.org/en/observances/education-day	https://www.charm-eu.eu/charm-eu-celebrates-international-day-education-2023
FEBRUARY	LINK	CHARM-EU NEWS
20 FEB	https://www.un.org/en/observances/social-justice-day	https://www.charm-eu.eu/charm-eu-celebrates-world-day-social-justice
MARCH	LINK	CHARM-EU NEWS
08 MARCH	https://www.un.org/en/observances/womens-day	https://www.charm-eu.eu/charm-eu-celebrates-international-womens-day-8th-march-2023
22 MARCH	https://www.un.org/en/observances/water-day	https://www.charm-eu.eu/charm-eu-joins-global-awareness-raising-water-day-22-march-2023
APRIL	LINK	CHARM-EU NEWS
21 APRIL	https://www.un.org/en/observances/creativity-and-innovation-day	https://www.charm-eu.eu/charm-eu-joins-celebration-world-creativity-and-innovation-day-21-april-2023
22 APRIL	https://www.un.org/en/observances/earth-day	https://www.charm-eu.eu/charm-eu-joins-global-awareness-raising-international-mother-earth-day-22-april-2023
27 APRIL	https://www.unwomen.org/en/news/in-focus/international-girls-in-ict-day	https://www.charm-eu.eu/charm-eu-celebrates-international-girls-ict-day-27-april-2023
MAY	LINK	CHARM-EU NEWS
03 MAY	https://www.unesco.org/en/days/press-freedom	https://www.charm-eu.eu/charm-eu-joins-global-awareness-raising-world-press-freedom-day
17 MAY	https://www.ohchr.org/en/statements/2022/05/international-day-against-homophobia-biphobia-and-transphobia	https://www.charm-eu.eu/charm-eu-joins-global-awareness-international-day-against-lgbtqia-discrimination-17th-may-2023

JUNE	LINK	CHARM-EU NEWS
07 JUNE	https://www.who.int/campaigns/world-food-safety-day	https://www.charm-eu.eu/charm-eu-joins-global-awareness-raising-world-food-safety-day
18 JUNE	https://www.un.org/en/observances/countering-hate-speech	https://www.charm-eu.eu/charm-eu-joins-global-awareness-raising-importance-countering-hate-speech
20 JUNE	https://www.unhcr.org/world-refugee-day.html	https://www.charm-eu.eu/charm-eu-joins-global-awareness-raising-world-refugee-day-20th-june-2023
AUGUST	LINK	CHARM-EU NEWS
12 AUG 2023	https://www.un.org/en/observances/youth-day	https://www.charm-eu.eu/international-youth-day-2023
SEPTEMBER	LINK	CHARM-EU NEWS
09 SEPT	https://www.un.org/en/observances/protect-education-day	https://www.charm-eu.eu/charm-eu-joins-awareness-raising-international-day-protect-education-attack-9th-september-2023
23 SEPT	https://www.un.org/en/observances/sign-languages-day	https://www.charm-eu.eu/charm-eu-joins-global-awareness-raising-international-day-sign-languages-23rd-september-2023
29 SEPT	https://www.un.org/en/observances/end-food-waste-day	https://www.charm-eu.eu/charm-eu-joins-global-awareness-raising-international-day-awareness-food-loss-and-waste-reduction
OCTOBER	LINK	CHARM-EU NEWS
10 OCT	https://www.who.int/campaigns/world-mental-health-day	https://www.charm-eu.eu/charm-eu-joins-awareness-raising-world-mental-health-day-2023

Podcasts

Continuing the tradition of DEI-related podcasts since 2021 in CHARM-EU, CHARM-EU Diversity, Equity, and Inclusion Office (DEI) members from Utrecht University and from the University of Montpellier, contributed with their expertise and thoughts to the episode of the CHARM-EU podcast, entitled [“Discussing Youth Skills Day with CHARM-EU DEI Office”](#) in July 2024.

Recognitions

CHARM-EU's inclusion and diversity work has been acknowledged twice already. In 2021, COFACE Families Europe, a European network of civil society associations representing the interests of families, [featured](#) CHARM-EU as a European best practice of inclusivity. Continuing the hard work, in 2024 CHARM-EU was awarded the Zero Project Award. The [Zero Project](#), a global initiative identifying and promoting innovative solutions for a more inclusive world acknowledged CHARM-EU's outstanding diversity, equity and inclusion related efforts in shaping the higher education landscape. CHARM-EU was selected as one of the 77 most innovative projects worldwide, where meaningful design, application, accountability, and monitoring was awarded beyond the innovative and scalability and other dimensions. Find more details here:

- <https://charm-eu.eu/charm-eu-zero-project-awardee-pioneering-inclusivity-higher-education/>
- <https://www.elte.hu/en/content/charm-eu-awarded-for-pioneering-inclusivity-in-higher-education.t.2986>
- <https://zeroproject.org/research/search-results/savedsearch/project/92>
- Read here the Interview with CHARM-EU DEI Office Team Lead from Eötvös Loránd University, about the Award (available in English and Hungarian):
- <https://www.elte.hu/en/content/charm-eu-awarded-for-pioneering-inclusivity-in-higher-education.t.2986>
- <https://www.elte.hu/content/az-inkluziv-felsooktatasert-vegzett-munkajaert-dijaztak-a-charm-eu-t.t.29780>

THE WAY FORWARD

Every higher education institution is in a particular geographic space, influenced by international, national, and local factors. They are mandated to be places of innovative research, progress and leadership, and this leadership occurs in specific spaces with specific historical challenges. Given human rights jurisprudence about how it has shaped Western society, it makes sense to ground diversity, equity, and inclusion deeply in the human rights tradition. Contemporary pushes for diversity, equity, and inclusion are institutional variants of the broader and more profound human rights project expressed internationally since 1948 in the United Nations Declaration of Human Rights and other international, national, and provincial human rights instruments. Implementing diversity, equity, and inclusion measures using a human rights-inspired, intersectional method is the most innovative, progressive, and effective method based on the research evidence. Framing social and political activities such as diversity, equity, and inclusion within a human rights context is *“particularly useful because they (human rights) are designed specifically to challenge and upend existing arrangements whenever those arrangements deny people’s freedom and equality”* (Goodhart, 2018, p. 406). Diversity, equity, and inclusion are less technocratic as they adapt existing structures, policies, and practices to purposeful human rights principles. Organisations are encouraged by the results and outcomes from a policy, practice, training, education, and conflict resolution perspective as organisations implement diversity, equity, and inclusion strategies. As a result, programs and concrete actions will vary from one institution to another, but the principles and foundations that underpin them must be universally shared. While the tradition of human rights jurisprudence nationally and internationally can provide institutional force to advance specific behaviour and support changes and practices, diversity, equity, and inclusion must be intensely local and deeply intra-active. This is to foster collaboration, support acculturation, and stem interdepartmental rivalry. An exclusive “top-down” practice must be symbiotically connected with the “grassroots” mobilisation of the university community through a participatory process, sometimes formal and sometimes ad-hoc. This emphasis on the participatory process ensures that every university community member feels engaged and involved in the diversity, equity, and inclusion initiatives. These two impulses, “top-down” and “grassroots”, can sometimes be in tension, but they need not necessarily be so.

Diversity, equity, and inclusion should not be seen as a different initiative, set apart and different from strategic, academic, or research plans; rather, they must be seen as complementary and integrated, forming a cohesive approach to institutional development. Still, there needs to be an office to champion, evaluate, research, and continue to advocate for diversity, equity, and inclusion on campus. Diversity, equity, and inclusion are as much a political and legal agenda as a programmatic one. Having an office in constant dialogue with university stakeholders ensures the eventual saturation of diversity, equity, and inclusion in the campus rhizomes.

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APPENDIX

Definition of underrepresented groups is available in delivery: *CHARM-EU Good Practices in the field of inclusion and diversity*. The text was inserted directly from that report. Access link: <https://www.charm-eu.eu/toolkit/charm-eu-good-practices-field-inclusion-and-diversity>

Definition of under-represented groups

“Under-represented groups refer to students who belong to specific groups under-represented in tertiary education. Though the situation varies across countries, such groups may include Indigenous groups, ethnic minorities, immigrants, students from low socio-economic backgrounds, students living in rural and/or remote areas, and students with disabilities. (Santiago, P. et al. 2008, pp. 45.)

There is no ultimate definition of the following key terms. Different terminologies can be found at the international and national levels. There might be differences in terminologies across national borders; therefore, readers should acknowledge that terminologies may be addressed differently in other publications. Definitions are collected from international documents and higher education resource centres, such as the Office for Students (OfS), an independent public body. Universities and Colleges Admissions Service (United Kingdom) and other resource centres across CHARM-EU partner countries.

AGE (Mature students): Age is defined by being of a particular age or within a range of ages.

GENDER IDENTITY: One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from the sex assigned at birth.

GENDER-BASED VIOLENCE: Gender-based violence is defined as violence that is directed against a person based on their gender or sex, including acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty. It includes physical, sexual and psychological violence perpetrated or condoned within the family, the general community, or the State and its institutions. GBV is violence directed against a person because of that person's gender or violence that disproportionately affects persons of a particular gender. Violence against women is understood as a violation of human rights and a form of discrimination against women. It shall mean all acts of gender-based violence that result in or are likely to result in physical harm, sexual harm, psychological or economic harm or suffering to women. It can include violence against women, domestic violence against women, men, or children living in the same domestic unit. Although women and girls are the main victims of GBV, it also causes severe harm to families and communities.

SEXUAL ORIENTATION: Sexual orientation is defined as whether a person's sexual attraction is towards their sex, a different sex, both sexes, or neither sex.

RACE: includes – (a) colour; (b) nationality; (c) national origins; (d) ethnic origins. Race can mean colour, natality (including your citizenship) or ethnic or national origins.

RELIGION OR BELIEF: Religion means any religion. Belief means any religious or philosophical belief, including lack of belief, e.g., Atheism. Generally, a belief should affect life choices or how someone lives for it to be included in the definition.

NON-DOMESTIC STATUS: People are considered international/non-domestic status; they are not citizens or do not have permanent residence in each country. People who move from one higher education institution to another in the framework of mobility programmes inside and outside the EU, for example, EU International students and staff: non-EU international students and/or staff.

WITH CHILDREN/CARING: Caring includes people with responsibilities for caring for children and/or persons with disabilities.

DISABILITY: *“Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”.* (UNCRPD, 2006 Art 1)

CHRONIC ILLNESSES: People who have a chronic illness may experience disability because of their condition. Unlike many other disabilities, however, the limitations that impact their academic success may come and go over time. It means they may begin the semester feeling relatively well and then experience a flare-up, relapse, or other health status changes.

MENTAL HEALTH AND WELL-BEING: Mental health has been defined as a state of well-being in which the individual recognises their own abilities and can cope with normal daily stresses in life. Mental health problems cover the full range of difficulties, from the psychological distress experienced by many people to serious mental disorders and illnesses that affect a smaller population (AHEAD Ireland, 2015, p. 8).

LOW-INCOME/LOW SOCIOECONOMIC BACKGROUND: Socio-economic background relates to the combination of an individual's income, occupation, and social background. Socio-economic background is a key determinant of success and future life chances.

ROMA AND TRAVELLER COMMUNITY: The [term 'Gypsy, Roma and Traveller'](#) encompasses a wide range of individuals who may be defined in relation to their ethnicity, heritage, way of life and how they self-identify.

MIGRANTS OR PEOPLE WITH A MIGRANT BACKGROUND: People who are nationals of non-EU countries and legally in the EU.

REFUGEE/ASYLUM SEEKERS/REFUGEE-LIKE SITUATION: This category includes the UNHCR concept that defines a refugee as “someone who has been forced to flee their country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for

reasons of race, religion, nationality, political opinion or membership in a particular social group.” Therefore, these categories include people recognised as refugees by EU countries, asylum seekers, and refugee-like situations.