

Strategic Action Plan for an Inclusive, International Campus Space

including a

Joint Code of Conduct



Deliverable 5.1

April 2026



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the European Union**

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About EUPeace

EUPeace is the European University for Peace, Justice, and Inclusive Societies.

Our mission is to provide tomorrow's citizens with the skills, knowledge, and experience to cultivate Peace, Justice, and Inclusive Societies. We explicitly address all sciences and fields, from the humanities and social sciences to the natural and life sciences as well as engineering, and are inspired by the rebuilt bridge of Mostar – the symbol in our logo – as a testament to how dialogue can overcome conflict.

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Çukurova Üniversitesi		Çukurova University
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Document information

Title	Strategic Action Plan for an Inclusive, International Campus Space including a Joint Code of Conduct
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Version	1.0
Publication date	April 2026
Contact	info@eupeace.eu
License	This work is licensed under CC BY-NC-SA 4.0. To view a copy of this license, visit http://creativecommons.org/licenses/by-nc-sa/4.0/
ISBN/ISSN	–
Project	EUPeace – European University for Peace, Justice, and Inclusive Societies
Project duration	2023-2027
Project number	101124223
Programme	Erasmus+ – European Universities initiative
Deliverable/Milestone	Deliverable 5.1, D5.1
Contractual date	October 2025
Linked to WP	Campus and Student Life (WP5)
Type	Report
Dissemination level	Public



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About EUPeace

Our Vision & Mission

Tragically, the values of peace, justice, and inclusive societies cannot simply be taken for granted. They must be continuously cultivated, studied, and shaped to define the road to an ambitious and challenging socio-political goal. In this, universities have a key role to play. They are at the heart of societies, providing the insights and techniques necessary to address the environmental, technical, political, and social challenges the next generation has to face. Through research and education, they connect people of all generations; they can be model places for protecting and strengthening the values of mutual respect, justice, and inclusion. As such, they are powerful instruments for building peaceful communities.

EUPeace's mission is to provide tomorrow's citizens with the skills, knowledge, and experience to cultivate Peace, Justice, and Inclusive Societies.

We explicitly address all sciences and fields, from the humanities and social sciences to the natural and life sciences as well as engineering, and are inspired by the rebuilt bridge of Mostar – the symbol in our logo – as a testament to how dialogue can overcome conflict.

Our Profile

The commitment to Peace, Justice, and Inclusive Societies is at the core of the European ideal and needs to be continuously cultivated. We argue that peace cannot flourish unless a set of enabling conditions are firmly in place: it goes hand in hand with a deep commitment to justice and inclusion.

EUPeace is comprised of nine institutions that are similar in size, location and mission within their respective national ecosystems. We are a synergetic mix of universities, characterised by our territorial embeddedness, concern for impact and deep attention to the quality of student life within and beyond our campuses. We have come together, based on long-standing cooperation experiences as well as newly formed ties within the EUPeace universities. We are Marburg University (Germany), Justus Liebig University Giessen (Germany), University of Limoges (France), University of Calabria (Italy), Comillas Pontifical University (Spain), University of West Bohemia in Pilsen (Czechia), University of Mostar (Bosnia and Herzegovina), Çukurova University (Türkiye), University of Sarajevo (Bosnia and Herzegovina) as well as our associated partners in Europe and beyond.

We are embracing and fostering our unique geographic distribution and the implications these geographic roots bring to EUPeace: our institutions are located in regions with a lot of internal diversity and sometimes a still recent history of conflict.

Our Approach

EUPeace is about strengthening the enabling conditions for peace: understanding them better through research, nurturing them actively through education, and fostering them broadly through societal outreach and innovative practices.

We develop joint and innovative teaching and learning experiences in which students learn to understand ultimate as well as proximate causes of conflict situations – including aspects of technological and environmental interdependencies – gain experience in how to manage conflicts effectively, and how to implement solutions to conflicts.

We bring our entire academic communities together to generate knowledge, competence and innovative approaches to fostering peace, justice, and inclusive societies. All fields and sciences are required to grasp the conditions of conflict prevention, forecasting and resolution, in a world where material, technical and socio-political arrangements are intimately connected.

We come together with our partners from our local communities and international networks to co-construct concrete practices and solutions to turn these competencies into impact beyond academia. To achieve this, the exploration of innovative leverage points for impact, such as our focus on teacher training, is key.



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Glossary & Abbreviations

EDIB	Equality, Diversity and Inclusion Board
SC	Steering Committee
WP	Work packages
EUTrack	European Track, an intercultural, interdisciplinary curriculum developed by EUPeace on peace, justice, and inclusive societies



VEEP	Virtual European Exchange Programme, online courses offered by the EUPeace partner universities
TSA	Teaching Staff Academy, cooperation framework driving innovative pedagogy across the Alliance
UMR	PHILIPPS UNIVERSITAET MARBURG, or Marburg University
JLU	JUSTUS-LIEBIG-UNIVERSITAET GIESSEN, or Justus Liebig University Giessen
UNILIM	UNIVERSITE DE LIMOGES, or University of Limoges
UNICAL	UNIVERSITA DELLA CALABRIA, or University of Calabria
COMILLAS	UNIVERSIDAD PONTIFICIA COMILLAS, or Comillas Pontifical University
UWB	ZAPADOCESKA UNIVERZITA V PLZNI, or University of West Bohemia in Pilsen
SUM	University of Mostar
CU	UNIVERSITY OF CUKUROVA, or Çukurova University
UNSA	UNIVERZITET U SARAJEVU, or University of Sarajevo



1. Introduction & Objectives

1.1. Inclusive International Campus to Build Peaceful, Just, Inclusive Societies

EUPeace acknowledges in its mission that “just as the **ideal for inclusion** fosters respect for the diversity of customs, viewpoints, societal approaches, and ways of life, it also **requires commitment and effort to develop its potential**”.

The Inclusive International Campus embodies this effort, under the understanding that “knowing how to deal constructively with the tension between respect for diversity and a common understanding of community is paramount for ideals of peace, justice, and inclusive societies to prevail”.

Indeed, the Campus serves as a microcosm within the diversity of our societies, where the daily experience of navigating cultural, linguistic, ideological and personal differences becomes a formative process for students, staff and faculty. The Alliance therefore conceives the Inclusive International Campus:

- as a lever to deeply internationalise partner institutions and
- as a means of empowering everyone, regardless of background, identity traits, status or worldview (including but not limited to: culture, race, gender, religion, disability, sexual orientation, socio-economic background, ethnicity) to develop to their full potential as future agents for change.

The Campus is manifested through the interface of collaboration and mobility of the Alliance, which takes place in the different local campuses. This space creates new dimensions tackled in this Plan:

1. the distinctive opportunities and challenges of the cross-border, intercultural space that the Alliance creates (tackled through Action Area 1);
2. the need for a coordinated responsibility between home and host institution to offer clear reporting and support processes to discrimination cases and conduct violations (tackled through Action Area 2);
3. the development of skills and competences for inclusive societies (tackled through Action Area 3);
4. and the opportunity for cross-institutional learning (tackled through Action Area 4).

Addressing these four dimensions is how EUPeace advances its mission to **build peaceful, just and inclusive societies**.

1.2. Purpose, Scope & Use of the Plan

The *Strategic Action Plan for an Inclusive, International Campus Space* aims to guide EUPeace into becoming a beacon of inclusiveness in the European Higher Education Area (EHEA).

It is conceived as an *umbrella* document that:

- gathers and connects the inclusion-related initiatives and efforts already made by the Alliance
- and establishes a minimum common understanding of what an *Inclusive International Campus* means in practice, setting joint commitments for mutual accountability and continuous improvement.

The Plan builds on existing foundations. As such, it remains intentionally light in the creation of new activities or standards and rather focuses on **leveraging, bridging and communicating the existing efforts** being made, as well as on **aligning high-level expectations of partners** in their evolution towards fulfilling the aspirations of the Inclusive International Campus. The Plan also seeks to enhance the sense of belonging to EUPeace of every member of the university community. Furthermore, all nine EUPeace partner universities already operate under relevant national and European legislation, including the Employment Equality Directive, the Gender Recast Directive, and the European Accessibility Act.

The Alliance is also aware that certain inclusion challenges of diversity and inclusion exceed the current reach of this Plan. These include, among others, the linguistic complexities faced by communities whose mother tongue falls outside the national languages of partner countries (such as refugee populations) and the structural barriers created by visa and administrative requirements for partners and participants from non-EU countries, which may limit their effective inclusion in Alliance activities. These challenges are acknowledged here as known gaps that will inform future iterations of the Plan.

The Plan stems from the team dedicated to ‘Campus and Student Life’ (within the Alliance’s EU-funded project under the European University initiative) and connects with the work of other teams, namely those focused on transforming curricula, internationalising teacher education, facilitating mobility, building Research Hubs and doctoral studies, and societal dialogue.

In terms of structure, this Strategic Action Plan opens with the **shared values and principles** that form the foundation of the EUPeace Inclusive International Campus. It reviews the different local realities and starting points on inclusion from each partner institution, and incorporates an explicit **statement of collective approach**. It then identifies the **action areas and practices** through which inclusion is experienced in daily campus life. Finally, the **Implementation Framework** translates these Alliance-level principles and commitments into each local context, presenting a Joint Code of Conduct, detailing expectations per action area, and incorporating a roadmap to guide partner universities in adapting the Plan to their own realities while learning from each other and evolving towards shared aspirations.

2. Shared Values & Principles

2.1. Common Ground, Different Expressions

Inclusion, in the context of the EUPeace Alliance, begins with a commitment to ensuring equal access, opportunities, and full participation for all members of the university community, with particular attention to those who face the greatest barriers. Following the European Commission's guidance framework, EUPeace understands people with fewer opportunities as those who may face barriers related to disability, health conditions, educational background, cultural differences, social circumstances, economic constraints, discrimination, or geographic distance. These categories are not exhaustive, nor are they mutually exclusive and serve rather as an orientation than a ceiling.

The Inclusive International Campuses are EUPeace's operational expression of this commitment. It designates both a physical space (bounded by the perimeter of each local campus) and a virtual space (bounded by EUPeace-related online activities) as environments where the values of the Alliance are actively projected, lived, and upheld. It is a space defined by the accessibility and inclusiveness it safeguards, but also by what it intentionally cultivates: openness to difference, inclusivity, intergroup and intercultural dialogue, and a promotion of understanding of worldviews for peaceful, just, and inclusive societies.

The nine partner universities of EUPeace span Germany, France, Italy, Spain, Czechia, Bosnia and Herzegovina, and Türkiye. This geographic breadth carries with it a remarkable diversity of national higher education systems, institutional histories, legal frameworks, and social contexts. The dimensions of diversity most prominently addressed vary across institutions: some have developed robust infrastructure around disability support; others have prioritised the integration of students with disadvantaged socioeconomic backgrounds; and others the navigation of post-conflict social legacies.

An initial work, based on a baseline survey, reveals a landscape of practices and aspirations and serves as a foundation for common ground and exchange (see Annex).

2.2. Shared Principles of Action

EUPeace recognises that the barriers to inclusion, and the communities most affected by them, differ across institutional contexts and types of activity. What constitutes an urgent priority in one campus may be a lesser concern in another; what feels natural to address in one national context may require careful framing in another. This Strategic Action Plan does not assume an even playfield and hence provides orientation to navigate it.

At the same time, EUPeace is firm in its conviction that acknowledging different ways of addressing inclusion cannot become a justification for inaction. The following shared principles provide a

common foundation for all partner universities, while remaining broad enough to accommodate different implementations:

1. **Protection of individual dignity.** Every person within the EUPeace community is to be treated with respect, regardless of their background, identity, or status. This is the primary foundation from which all other commitments follow.
2. **Intentional non-exclusion.** Inclusion requires conscious design. All activities, spaces, and processes within the Inclusive International Campus should be evaluated, and, where necessary and possible, adapted to ensure they do not inadvertently close the door to any member of the community.
3. **Context-adaptive inclusion.** Effective responses to exclusion must be grounded in the specific institutional, cultural, and social context in which they occur. Partners are encouraged and expected to exercise informed local judgment in translating shared principles into concrete action.
4. **Difference as a learning journey.** The EUPeace campus is a space where encountering difference is understood as an opportunity: for dialogue, for the exchange of worldviews, for developing the curiosity and adaptability needed to build peaceful and just societies. This principle calls for a disposition of open and well-intentioned engagement.
5. **Answerable accountability.** Each partner institution is accountable both to the individuals within its community who may experience discrimination or exclusion, and to the other institutions of the Alliance. This accountability is expressed through participation in shared monitoring, transparent reporting, and mutual support for continuous improvement.

2.3. A Shared Path Forward

The EUPeace Alliance does not prescribe a single model for the Inclusive International Campus. Each institution brings its own history, trajectory, and strengths to this shared endeavour. What this Strategic Action Plan does insist upon is that every partner moves intentionally and steadily in the same direction: towards campus environments where everyone can participate fully, feel a genuine sense of belonging, and trust that the institution stands behind them. Partners commit to establishing local mechanisms capable of responding when these principles are not upheld, to sharing their experiences openly across the Alliance, and to supporting one another in the ongoing work of improvement. It is in this combination of shared aspiration and locally grounded action that the EUPeace Inclusive International Campus finds its expression.

The implementation of this Strategic Action Plan will be the responsibility of the lead of the Alliance's work package 5 in the context of its EU-funded project, who will act as the point of connection between any actor and this Plan as well as land the shape and extent of certain commitments; and follow up on the prioritisation of implementation framework.

3. Action Areas & Practices

This section presents the four action areas that form the core of this Strategic Action Plan:

1. Inclusive design of cross-border experiences
2. Response, support and accountability in cross-border contexts
3. Skills and competences for Inclusive Societies
4. Institutional learning and mutual support.

The areas have been defined as result of a consultation process with local EUPeace coordinators, EDIB members, SC members and the Secretary General of the Alliance, to align objectives and scope of this Strategic Action Plan. They represent areas in which the Alliance sees need, interest and/or potential for mutual reinforcement and accountability. They help define the shared framework through which each EUPeace partner university commits to building and sustaining an Inclusive International Campus:

- The first two areas are operational, focusing on the lived experience of inclusion in everyday campus and cross-border spaces that EUPeace creates, and on the response, accountability and reporting mechanisms to address situations of misconduct.
- The second two areas are developmental and connected with the Alliance mission by building the capacities of individuals and institutions, enabling the Alliance to evolve and improve.

For each action area, the ongoing work at the Alliance level is described. Furthermore, an expected common minimum is outlined. **This minimum is not necessarily a final aspiration but rather the very next minimum compromise towards which the partner universities agree to work jointly.** Complementary to that, it is expected that each university develops specific priorities under the common logic of the Implementation Framework. More importantly, **this Plan should not be an end-point in itself but serve as a tool to the needs of inclusion and diversity that are identified as the Alliance develops new joint activities and mobilities.**

3.1. Inclusive Design of Cross-Border Experiences

The cross-border experiences that EUPeace creates are at the core of the Alliance. Joint courses, collaborative research, physical and blended mobility and shared events are examples of it. They are also areas where inclusion is lived and tested.

By nature, activities developed under EUPeace are designed to foster cross-cultural and international communication and cooperation, illustrated by our 5 flagship actions:

- The development of the European Track, a cross-Alliance certificate designed to educate our students as the engaged and informed European citizens and changemakers of tomorrow – with a strongly interdisciplinary focus on the European values of peace, justice, and inclusive societies.

- The development of Joint Programmes to foster cross-university collaboration, mobility, and interdisciplinary learning while addressing societal challenges across Europe.
- The creation of Living Peace Labs, creative hubs where universities, civil society, private sector, public institutions, and citizens co-create solutions for peace, justice, and inclusion, turning ideas into impact by fostering collaboration, dialogue, and practical innovation.
- The Internationalisation of Teacher Education by opening teacher training to a European scale. With mobility, intercultural skills, and a focus on inclusion, the Alliance equips future and practising teachers to foster democratic culture and diversity in classrooms across Europe.
- Strong student organisations and associations. Our students are involved in the Alliance governing bodies, have decision rights and are highly involved in projects. EUPeace students, along with other universities and university alliances across Europe signed the Students' Peace Declaration, an ambitious call for peace, democracy, and cooperation, marking 30 years since the Dayton Agreement and reaffirming youth as agents of change.

All bodies and working groups aim at developing joint activities, among which joint courses and events are the most represented. International mobility (physical or virtual) is at the heart of this cooperation. Concrete examples of cross-border situations and challenges are:

1. Joint courses are developed under several working groups. These courses are designed jointly by three or more partners, to create more content, and foster the skills of our students and lecturers. Joint courses are a powerful tool for internationalisation and innovation, but they require strong coordination, clear agreements and sustainable commitment by all universities to overcome administrative, academic and cultural differences. Joint courses can lead to physical, virtual or hybrid mobility of students and lecturers.
2. By nature, all events organised under EUPeace are joint events. These events are highly rewarding and contribute to strengthening the collaboration among the partners. But they require clear communication, strong coordination mechanisms and shared responsibility. The more partners involved, the greater the need for structured planning and mutual understanding. To ensure inclusion and maximum participation, all partners have committed to live stream major events. As joint events are closely linked to mobility, EUPeace partners commit to plan events well in advance, to allow everyone to plan their participation, and our non-EU partners to request visas, documents and funding for their travel and stay.

All partners agree to work jointly for the following minimum commitments:

- Plan events in advance, so that all partners can anticipate participation and allocate the resources needed.

- Design cross-border activities with accessibility in mind (physical, cognitive, linguistic) at all stages of the lifecycle of the participation (e.g. arrival, daily life, teaching and exams, life on campus). More importantly, EUPeace makes it explicit both the existence and the intentional removal of barriers at specific events, so participants can take them into account.
- Mitigate to the extent possible resource barriers (financial, administrative and logistical) to allow all members to participate equally.
- Provide a simple 'welcome sheet' outlining the most relevant conventions and expectations to navigate intercultural differences in the country and in the institution's particular context.

3.2. Response, Support & Accountability in Cross-Border Contexts

Even in well-designed inclusive environments, incidents of misconduct may arise. The cross-border dimension adds layers of complexity that institutional frameworks alone cannot address.

This action area addresses what happens when things go wrong: what are the reporting pathways, how responsibilities are assigned, how support reaches affected people. It does not seek to replace institutional or national procedures but to establish a shared framework to address them together.

All partners agree to work jointly for the following minimum commitments:

- Exchange on their protocol, reporting pathways and contact point for inclusion and diversity-related concerns for any cross-border activity. The WP5 team will facilitate the exchange of this information and make it available.
- Cross-examine and make available to relevant officers how the different Alliance partners offer a proportionate response when different sorts of infringement occur. This conversation should be held as part of the conversations of the EDIB for it to be able to fulfil its advisory role to the Alliance regarding this Plan.
- Ensure that the organiser of the joint activity makes information on reporting channels and support structures easily available to all participants, and conduct random checks to confirm it.
- Openness to cooperate with other partner universities if a cross-border incident requires it.
- Adhere to the Alliance's Joint Code of Conduct.



3.3. Skills & Competences for Inclusive Societies

Building peaceful, just and inclusive societies requires people who have developed knowledge and skills to engage constructively across differences. This action is central to the EUPeace mission “to provide tomorrow’s citizens with the skills, knowledge, and experience to cultivate Peace, Justice and Inclusive Societies”.

In order to do so, curricula that help develop strong competencies in relevant subjects for such societies are being jointly developed. For example, the Joint Master’s Programme ‘Peace, Conflict and Global Security’ and the programme on ‘Water Management, Treatment and Resources’ address topics deeply connected to matters of great relevance to peace and global stability.

Beyond the international opportunities these programmes will offer to students, the internationalisation of teacher education allows teacher students to undertake mobility and internships in the partner countries. The organisation of these internships led to a process of common understanding of all the academic and administrative specificities of each partner. But more importantly, it allows future teachers to experience international mobility, and experience inclusion first hand, both in their mobility experience and in the way their host institution defines and implements it.

Other activities are developed in the different working groups, and illustrate inclusion in different ways. Here are some examples:

- The EUPeace Teaching Staff Academy drives innovative pedagogy across the Alliance. Through its annual Teaching Europe Conference and Training Week, lecturers, administrative staff and students share methods, build digital and inclusive teaching skills, and strengthen Europe-wide networks for education. The events are designed to be locally and linguistically inclusive, through simultaneous translation and live-streaming.
- The EUPeace Student Festival, an event to foster dialogue, creativity and celebration dedicated to peace, justice and inclusion. Students from across Europe come together on campus and online for different activities, all designed by students for the EUPeace community.
- EUPeace is currently working on the development of curriculum offers (EUTrack, VEEP, soft skills courses) for students, staff, lecturers and researchers. These courses are divided into sub-themes, among which “Building Inclusive Societies”, “Democracy, Equitability, Justice”, “Dealing with Diversity”, “Mediation” and “Conflict Resolution”.
- The EUPeace research community is gathered in Research Hubs, all of which engage with questions of inclusion. This focus is particularly prominent in two hubs: “Migration and Human Rights” and “Inclusive Health and Well-Being”.
- A call for initiatives to foster diversity and inclusion to be published in the summer 2026 is currently being drafted. The objective is to fund projects and initiatives that support inclusion, especially in academic, social, and intercultural contexts. These projects are expected to support initiatives, and help foster institutional support.



All partners agree to work jointly for the following minimum commitments:

- Have a joint resource that documents existing relevant resources from each partner and jointly in connected fields (curricula, training opportunities, extracurricular, research fields).
- Identify those that could be open to students from other partner universities and establish potential pathways and requirements for adjustment.
- Intend to complement any joint curricular and/or extracurricular activity organised by the Alliance with add-on opportunities for engagement in dialogue and navigation of conflict (e.g. use a student event to organise a role play debate on a certain topic).

3.4. Institutional Learning & Mutual Support

This action area is grounded in the recognition that EUPeace partner universities are at different stages of their “inclusion journeys”. They depart from different starting points, operate within different institutional, national and legal contexts, and face different challenges and opportunities.

EUPeace has a dedicated consultative board: The Equality, Diversity and Inclusion Board (EDIB) that advises teams on fostering diversity and inclusion and promotes the development of safe, inclusive EUPeace campuses. This board embodies the intention behind this action area.

This action area contributes to Alliance-level knowledge sharing and learning by sharing effective practices and approaches and learning from each other. It is important to ensure that the exchange of knowledge is reciprocal, and that institutions with fewer resources or less developed inclusion infrastructures are supported. This action area connects directly to the EUPeace mission.

All partners agree to work jointly for the following minimum commitments:

- Participate in Alliance-level learning processes, including peer learning initiatives.
- Map the institution’s current inclusion structures, capacities and priorities, with the aim of identifying lessons learned and areas for development. The starting point of this exercise is already presented as part of this document (see Annex).
- Identify a contact person responsible for connecting the institution to Alliance-level learning.
- Explore cross-resource/mutualisation of support for universities for situations of common interest (e.g. evaluate the possibility of offering the lacking support/service of a specific partner, as EUPeace). This could be implemented in general or bilaterally through agreement on specific cases.



4. Implementation Framework

The implementation of this Plan operates on two levels.

1. Each partner university is expected to undertake an internal review process that leads to local priority settings within each action area.
2. In parallel, the Alliance pursues a set of joint milestones that either work a) to make existing efforts more visible and connected, or b) to move all partners towards a shared aspiration.

The following table addresses the first point, drawing a minimum baseline of expectations to be considered and reflected on by each university at the local level.



	ACTION AREA 1. Cross-border experiences	ACTION AREA 2. Response and accountability	ACTION AREA 3. Skills and competences	ACTION AREA 4. Institutional learning
Operational focus	Design decisions in joint courses, mobility, events and communications determine in practice who can participate and on what terms. Under the Intentional non-exclusion and Context-adaptive inclusion principles, the partners and specific responsible persons will work with the targeted communities to avoid gaps and support accessibility.	In case of an incident during a joint activity or mobility period, existing local procedures need to be able to provide adequate response and support to affected individuals following the principle of Protection of individual dignity , and, if necessary, assume institutional responsibility as stated in the principle of Answerable accountability .	EUPeace already produces content, curricula and experiences that build intercultural competence and belonging for Inclusive Societies, promoting the principle of Difference as a learning journey . The circumstances suggest that existing resources are not always known beyond the units that created them. This Action Area has the objective to amplify the impact of those initiatives.	Partner universities depart from substantially different starting points in equity, diversity and inclusion infrastructure, policy maturity and institutional culture. This area also embraces the principle of Difference as a learning journey to turn that diversity into an asset: institutions with developed practice in one area support those building capacity, and vice versa.
Structures involved & dimensions	<ul style="list-style-type: none"> – International offices – Local Diversity Offices – Local coordinators – Mobility officers – Officers for Persons with Disabilities – Targeted individuals – Course and programme coordinators – Dimensions: physical/cognitive/sensory accessibility, linguistic access, socioeconomic barriers, cultural norms 	<ul style="list-style-type: none"> – Ombudspersons, equality and/or antidiscrimination officers – Student affairs offices – EDIB – Dimensions: cross-border jurisdictional clarity (as far as possible), accessibility of reporting pathways, proportionality of response, cross-institutional coordination 	<ul style="list-style-type: none"> – Teacher Education contact points within EUPeace – Teaching staff – Curriculum coordinators (including EUTrack, VEEP, TSA, soft skills courses for community engagement) – Student bodies – Dimensions: intercultural competence, inclusive competence, belonging, constructive engagement across difference 	<ul style="list-style-type: none"> – EDIB (primary advisory body) – Local coordinators – SC – Specialists at the different offices or targeted communities – Dimensions: raising awareness, peer learning, needs mapping, training and capacity-building, shared monitoring
Individual diagnosis questions	<ol style="list-style-type: none"> 1. What is the most significant structural barrier to inclusive participation at your institution, does it require Alliance-level action? 2. Who is responsible for inclusion-related adaptations in a joint activity? Do they have guidance on a course of action for recurring situations that require <i>in situ</i> adaptation? 3. Have you identified the specific individuals you aim to support? Have you consulted their needs for support? 	<ol style="list-style-type: none"> 1. Do incoming students and visiting staff know who to contact if an incident occurs, in a language they can use? 2. Has your institution differentiated pathways (formal or informal) to respond to situations calling for informal support, formal internal process, or cross-institutional escalation? Are the terms of response clear? 3. Do you know who your counterpart is at every partner university? 	<ol style="list-style-type: none"> 1. What programmes or structured activities at your institution address diversity awareness, inclusiveness or constructive engagement in conflict and dialogue, whether or not framed as inclusion-related? 2. Which capstone support action would these activities require to reach their full potential/impact? 3. Who at your institution has expertise in inclusive competence or intercultural communication that is not yet being shared across the Alliance? 	<ol style="list-style-type: none"> 1. In the implementation of the individual inclusion-related policies, where does your institution feel relatively confident, and where does it identify a capacity gap (policy, infrastructure, expertise or resources)? 2. What practices, tools or expertise does your institution have that could be of use to other Alliance partners? 3. What form of support from the Alliance would be most useful to your institution at this point in its inclusion trajectory?



To address the second point, below is an initial list of low-friction joint milestones to be addressed over the next two academic years. The activities will be followed up by the WP5 lead and local EU-Peace coordinators for their prioritisation according to local priorities.

ACTION AREA 1. Cross-border experiences

- Short briefing document on inclusive design of cross-border activities for coordinators and mobility officers for specific disadvantaged groups.
- Cultural orientation notes for each partner country, contributed by local coordinators, distributed through existing onboarding channels in all relevant languages.
- Document targeted EUPeace mobility action of 2-3 students with disadvantages or disabilities. Strong dissemination action in local news to showcase role model cases and expand the horizon of possibility of these groups of individuals.
- Virtual joint roundtable series on mobility and inclusion barriers, involving students with related experience, coordinated by relevant internal officers of one or more universities, such as the Commissioners/Officers for Persons with Disabilities.

ACTION AREA 2. Response and accountability

- Agreement on a named cross-border contact point at each institution, communicated to all partners and included in pre-departure and pre-activity information for students and staff.
- Structured exchange process in which each institution maps existing reporting and response mechanisms and identifies its main cross-border gap. As part of it, partners should align on a certain stratification of incident cases to address and a scale of response.
- Synthesis document shared across the Alliance identifying common gaps and transferable solutions.

ACTION AREA 3. Skills and competences

- Dissemination actions portraying concrete EUTrack pilot examples and interviews with participants, to maximise visibility of curricula for Inclusive Societies.
- Disseminate the 'School for All' concept, a pioneering effort aimed at integrating these core values into the educational fabric of our societies, and continue training the trainers on inclusion.
- Continue the dissemination of the 'Handbook on Internationalising Teacher Education', to help lecturers integrate international perspectives into teacher education programmes.
- Establish and deploy the 'soft skills for community engagement' curriculum starting in the academic year 2026-27.

ACTION AREA 4. Institutional learning

- Launch of mobile specialist training offer ('EUPeace tours'): EDIB members or identified teaching specialists visit partner institutions for context-embedded sessions on diversity-sensitive teaching, intercultural facilitation or discrimination management.
- Strengths/needs map across the Alliance, identifying where peer support connections are most valuable. Select yearly topics of focus for exchange and/or action.
- Each university will self-evaluate its own diversity and inclusion activities in contrast with others and their local context. It is recommended that EDIB collaborate with the EUPeace Data Analyst in charge of processing the data gathered.
- One yearly meeting hosted by the WP5 lead to gather together the local coordinators and EDIB members and exchange on specific themes related to diversity and inclusion (see proposal in 'A Closing Note').



Joint Code of Conduct

Preamble

This Joint Code of Conduct establishes shared standards of behaviour for all members of the EUPeace community when engaging in Alliance activities and spaces. It also outlines unacceptable conduct, and establishes reporting and resolution procedures available when misconduct occurs.

This Code is grounded in European values and legal frameworks governing higher education cooperation and aligns with the Charter of Fundamental Rights of the European Union (2012/C 326/02).

Article 1 — Scope

This Code applies to all students, faculty, administrative and managerial staff, visitors and contractors of any EUPeace member institution while participating in Alliance activities or present in its spaces, regardless of whether they are acting as hosts or guests.

Article 2 — Rights

Every member of the EUPeace community is entitled to: (a) be treated with dignity and respect, irrespective of background, role or identity; (b) participate fully in Alliance activities in an environment free from discrimination, harassment and exclusion; (c) be informed of available support and reporting options in a language and format accessible to them; (d) a fair and timely process if a complaint is made under this Code.

Article 3 — Expected Conduct

The cross-border, cross-cultural nature of EUPeace activities creates specific responsibilities that extend beyond those of any single institutional setting. All community members are expected to:

- Approach cultural, linguistic and institutional differences with curiosity and openness, recognising that norms that feel natural in one context may carry different meanings in another.
- Communicate in ways that are respectful and accessible across linguistic and cultural differences, taking responsibility for the impact of their communication.
- Engage with controversial or challenging ideas through civil discourse and mutual respect, recognising that EUPeace activities are spaces where debatable questions are expected to arise and where the quality of the engagement matters as much as its outcome.
- Respect for academic freedom and freedom of expression, provided that it does not infringe on the rights and dignity of others.

- Recognise reporting as a constructive contribution to transparency and institutional learning. In this sense, members are encouraged to act as responsible bystanders, supporting others and, where appropriate, reporting harmful conduct.

Article 4 — Prohibited Conduct

The following conduct is incompatible with membership of the EUPeace community. The categories are not exhaustive; behaviour that causes harm but does not fall clearly within them may still be reported and will be handled with empathy and confidentiality. Where a person has been directly told that their behaviour is causing harm and that behaviour continues, this will be treated as an aggravating factor in any resolution process.

For the purposes of this Code, key terms such as harassment, discrimination, violence and so on should be interpreted in line with applicable EU and national legal frameworks.

- (a)** Harassment and discrimination — intimidation, bullying, harassment or discrimination based on race, gender, sexual orientation, disability, nationality, religion, social status, language or any other characteristic.
- (b)** Violence and threats — physical violence or threats in any form, whether verbal, written or symbolic.
- (c)** Gender-based violence — any violence directed at a person because of their gender, in any sphere.
- (d)** Abuse of authority — generate disproportionate pressure within the workplace, misuse of institutional or relational power, including academic favouritism, sexual coercion or exploitation of supervisory or grading relationships.
- (e)** Digital misconduct — use of digital platforms to harm others, including cyberbullying, privacy breaches or misuse of AI tools in ways that violate dignity or academic integrity.
- (f)** Retaliation — any adverse action against a person for making a good-faith report or participating in a resolution process.

Article 5 — Contact Points

Any member of the EUPeace community who has experienced or witnessed a potential violation of this Code should not have to navigate alone. The following contact points are available:

- Local — students, staff and academics: Ombudsperson, Equality, Diversity or Antidiscrimination Officer, Student Office or any other figure made available at each institution. First point of contact for any report; provides support, information and referral regardless of whether a formal complaint is made.

- Alliance-level — Steering Committee for severe cross-border or cross-institutional situations that cannot be resolved locally and that have implications for the corresponding institution.

Article 6 — Reporting, Resolution and Responsibilities

Responsibility for responding to incidents is distributed across levels. In all cases, the welfare of the person affected takes priority over procedural considerations. Confidentiality and the protection of personal data must be maintained at every stage of the process.

The pathway below is a guide, not a rigid sequence. Individuals may access the channel most appropriate to their situation at any time.

- Local Ombudsperson/Equality and/or Antidiscrimination Officer: provides main support and information; leads local resolution process, ideally including mediation and formalisation options; ensures the affected person knows their options and facilitates communication with partner institutions where relevant.
- EDIB: if requested by the case or the capacity of the local person of reference addressing these incidents, the EDIB may provide advisory support to evaluate the best path forward, analyse complicated cross-border cases, facilitate coordination between institutions; and suggest escalation if deemed fit.
- Steering Committee: final decision-making body for proposing sanctions; ensures due process is followed.

Article 7 — Sanctions

Confirmed violations will be addressed proportionately and consistently with the internal regulations of the relevant institution and applicable national frameworks. Sanctions may include warnings, restricted participation, suspension, or exclusion from Alliance activities. Suspension or exclusion from EUPeace activities may ultimately be decided by the Governing Board.



A Closing Note: Monitoring & Follow-up

This Strategic Action Plan is a shared point of departure, a framework expected to evolve as the Alliance learns, as cross-border activities grow, and as the communities it serves change.

For that purpose, a lightweight follow-up mechanism for taking stock of progress, sharing what is working, and identifying needs for the years ahead is recommended. Concretely, it is proposed that the WP5 lead takes responsibility to convene a yearly meeting with local coordinators for this purpose and collect the information exchanged. The EDIB members may be invited for an expert perspective. The notes from that meeting gathered by the WP5 lead will be added yearly as an annex to this Strategic Action Plan to ensure accessibility and follow up throughout the years and transfer information when roles and leads change. A facilitation template for that meeting follows:

Facilitation template for the meeting for the follow-up of the Strategic Action Plan for an Inclusive International Campus.

Before the meeting, each local coordinator consults relevant internal stakeholders to collect a brief update per action area. This may involve: the local EDIB representative, student officers, ombudspersons or equality/antidiscrimination officers, mobility and international offices, officers/commissioners of people with disabilities, and/or curriculum or programme coordinators.

The WP5 lead will moderate an exchange in which local coordinators will share their institution's update based on information pre-collected from the relevant internal contacts. The following questions apply:

- At university-level:
 - Per each action area, what has moved forward since last year at your university, whether as a result of this Plan or independently?
 - Which priority related to inclusion and diversity is not moving enough? Is there anything the Alliance could do or that another partner could offer that would make a difference?
- Jointly, as an Alliance:
 - Were there any situations that tested the principles or the Code of Conduct? What did they reveal about how well the framework is understood and applied?
 - Are there areas where the Alliance is falling short of its own expectations, and what is getting in the way?

For the upcoming year, does the Alliance want to reinforce any measure or line of action related to this Plan with specific resources/initiatives?

Furthermore, the commitments of this Plan are only meaningful in practice: the observation and documentation of success cases and practice itself will be the living measure of this Plan's impact. Therefore, **while this Plan does not prescribe mandatory measures, the Alliance and its member institutions are committed to promoting awareness, training, and capacity-building activities to support its implementation.** As an Alliance, EUPeace is working on the design of an "EUPeace label" grant that will select and fund initiatives in line with this Strategic Action Plan, and which provide a tangible basis for work.

In general, each partner university is encouraged to approach this Plan as a living commitment: one that reflects where each institution already stands and the direction it aspires to move towards. Progress will be monitored through the mechanism described above, and any future measures or initiatives will be designed to support, not override, the efforts already underway, in recognition of the different stages at which the EUPeace Campuses operate and the number of mobilities. In this sense, EUPeace invites each partner university to approach this Plan as a reflection of what it already aspires to create: an Inclusive International Campus built by everyone and for everyone.



Annex

Summary of survey findings on inclusive practices by partner university



University	Dimensions of diversity considered on campus	Practices and actions *[in bold, practices which the institution has particularly mastered]	Self-identified areas for improvement	Suggested path for action
Marburg University (Germany)	<ul style="list-style-type: none"> . Physical (motor) abilities . Sensory abilities . Cognitive abilities . Special learning needs . Social-economic status . Sex . Gender . Sexual orientation . Nationality . Body . Religion . Cultural background . Antisemitism . Family and Care . Racism 	<ul style="list-style-type: none"> . Gender Equality Office . Anti-discrimination Office . Service for Disabled Students . Tactile paving and braille signs . Progress flag raised during Pride season . Round tables for LGBTIQ+ Staff, for BiPoC Students and for female professors . Anonymous online complaint form for all kinds of discrimination . Student residence and transport service for severely disabled students . Free side-dish for children in the canteen . Associated childcare facility . Parent-child-rooms . Induction loops to borrow . Stickers with emergency numbers for harassment situations in every toilet cubicle . All gender toilets . Free menstruation products and webpage that shows their locations on campus . Wheelchair ramps and elevators . Digital form to report barriers . Several mentoring programmes for women in science . Several financial supports for female students and scientists . Counselling on Anti-Semitism . Anonymous counselling for students and staff in case of discrimination . Anti-bias trainings for staff and students . Awareness concept and training 	<ul style="list-style-type: none"> . Better “advertising” of all the sections . Some areas scarcely addressed, like socioeconomic status . Limited language courses and seminars (in English) 	<ul style="list-style-type: none"> . Onsite “Coordination Point” . Multimedia campaign that promotes all the actions . Lack of systematic dataset, as collecting data in the field of diversity is a special topic in Germany due to its Data Protection Regulation Act and German history (although Data on Discrimination would be very helpful in conducting effective actions) . Raising awareness among bystanders and first responders, enabling them to take action . Widely accepted Code of Conduct and training
Justus Liebig University Giessen (Germany)	<ul style="list-style-type: none"> . Physical (motor) abilities . Sensory abilities . Cognitive abilities . Special learning needs . Socio-economic status 	<ul style="list-style-type: none"> . Gender Equality Office . Women’s and Equal Opportunities Officer . Antidiscrimination Officer . Service for Disabled Students . Officer for Students with Disabilities and Chronic Diseases 	<ul style="list-style-type: none"> . Concepts and their implementation are work in progress (taking current and evolving needs of students and staff into account) 	<ul style="list-style-type: none"> . Raising awareness for respectful and inclusive behaviour



University	Dimensions of diversity considered on campus	Practices and actions *[in bold, practices which the institution has particularly mastered]	Self-identified areas for improvement	Suggested path for action
	<ul style="list-style-type: none"> . Sex . Gender . Sexual orientation . Nationality . Body . Religion . Cultural background . Native language . Family and care 	<ul style="list-style-type: none"> . Tactile paving and braille signs (in parts of the university) . Rainbow flag . Progress flag . Anti-discrimination directive . Anonymous online complaint form for all kinds of discrimination . Free side-dish for children in the canteen . Associated childcare facility . Parent-child rooms, nursing rooms and changing tables . Additional all gender toilets . Free menstruation products . Wheelchair ramps and elevators (in parts of the university) . Mentoring programmes for women in science . Disadvantage compensation in students' exams . Counselling for students and staff . Networking opportunities for first generation students . Equality Plan and Diversity Concept . Concept against antisemitism and antimuslim racism . Empowerment workshops and safe spaces . Language courses 	<ul style="list-style-type: none"> . Better visibility of services (social media) . Diversity trainings 	
<p>University of Limoges (France)</p>	<ul style="list-style-type: none"> . Physical (motor) abilities . Sensory abilities . Cognitive abilities . Special learning needs . Sex . Gender . Sexual orientation . Nationality . Cultural background 	<ul style="list-style-type: none"> . Office for students with disabilities (physical, cognitive, special learning needs) . Systems to facilitate access for students with disabilities (ramps, systems for blind people...) . Office for the international student . Awareness campaigns and workshops regularly organised (gender, disability, mental health, wellbeing, etc.) 	<ul style="list-style-type: none"> . Courses on diversity . Multi-media campaign . Implement an inclusion plan 	<ul style="list-style-type: none"> . Workshop for administrative staff and teachers to adapt their teaching to disabilities . Ideathon/hackathon to develop new ideas with students



University	Dimensions of diversity considered on campus	Practices and actions *[in bold, practices which the institution has particularly mastered]	Self-identified areas for improvement	Suggested path for action
University of Calabria (Italy)	<ul style="list-style-type: none"> . Physical (motor) abilities . Sensory abilities . Cognitive abilities . Special learning needs . Socio-economic status . Sex . Gender . Sexual orientation . Religion . Cultural background . Family and care 	<ul style="list-style-type: none"> . Reduced fees and tuition based on income and scholarships . Inclusion & Disability office . “Alias career” (for transgender students who are still transitioning and still have their original name) . University Programme in Correctional Facilities . Psychological counselling offered in a few European languages (Italian, English, Spanish, French) . Anti-(gender)violence support desk (partnership with local organisation) . Equal opportunities office . Trust Counsellor (prevention and contrast to sexual harassment and discrimination for students and staff) . Single Guarantee Committee for Equal Opportunities Workplace Well-being and Anti-Discrimination (CUG) (promotes equal opportunities in the workplace; supports employee well-being; prevents and combats discrimination and harassment; monitors workplace equality policies; advises the administration on inclusion and diversity issues) . Research centre on Gender equality . Anti-discrimination (LGBTQI+) Center (in progress; partnership with local organisations) . Transversal modules on: Gender-based violence; Gender and science (for students) . Antidiscrimination training for staff and student representatives (student organisations) (in progress) . Public engagements initiatives with middle and high school (teacher and students) on gender equality and STEM 	<ul style="list-style-type: none"> . Expanding financial aid opportunities and improving communication about available support could ensure broader access for students from diverse socio-economic backgrounds . Staff training, and more personalised services could further improve accessibility and inclusion . Increasing the number of available languages . Anti-Violence and Support Services: enhanced visibility, communication strategy tailored to different needs and target groups; tailored training for staff 	<ul style="list-style-type: none"> . Lessons in English . Promote clear and inclusive communication about all available services, ensuring that students and staff are fully aware of support mechanisms . Foster a safe and respectful environment by adopting zero-tolerance policies toward harassment, discrimination, and gender-based violence . Regularly collect feedback from students and staff to improve services and address emerging needs
Comillas Pontifical University (Spain)	<ul style="list-style-type: none"> . Disability and learning needs . Socio-economic status . Sex and gender 	<ul style="list-style-type: none"> . Integrated Support Model (Student Support Office named Comillas Contigo) combines Psycho-pedagogical Guidance, Psychological Counselling, and Social Support. Strong coordination with specialised areas working together . Psycho-pedagogical Guidance Area (supports students with disabilities and specific education support needs) . Psychological Counselling Support Area 	<ul style="list-style-type: none"> . No specific unified inclusion plan encompassing all diversity dimensions systematically 	<ul style="list-style-type: none"> . Explicit inclusion plan . Enhance accessibility of online students . Adopt preferred names for students and staff



University	Dimensions of diversity considered on campus	Practices and actions *[in bold, practices which the institution has particularly mastered]	Self-identified areas for improvement	Suggested path for action
		<ul style="list-style-type: none"> . Social Support Area (provides assistance to students facing economic hardship, housing difficulties, migration process or family crises) . Scholarship (“Padre Dimo” and others) to cover up to 100% tuition costs for students with financial needs . Accessible Inter-campus Bus: promotes mobility and equal access between both campus . Family and disability university Chair: Leads the DEMOS Programme, one of the pioneering initiatives promoting the integration and education of students with intellectual disabilities within the university context. It also includes a peer support scheme (“alumnos de enlace”), for the interaction between students with intellectual disabilities and undergraduate students . Buddy Programme: good practice for integration of international students, with the help of local students. . Comillas Equality Plan (measures to ensure gender equality) . Promotion of Inclusion and Mutual Care (awareness and training initiatives to foster inclusion, diversity, equality and respectful coexistence) . Support for Tutors (provides guidance for staff managing complex psychological, educational or social situations among students). 		<ul style="list-style-type: none"> . Formalise diversity procedures (e.g. clearer protocols for addressing discrimination, bias, and accommodations)
<p>University of West Bohemia in Pilsen (Czechia)</p>	<ul style="list-style-type: none"> . Physical (motor) abilities . Sensory abilities . Cognitive abilities . Special learning needs . Social-economic status . Nationality . Cultural background . Gender identity and sexual orientation (partially addressed, mostly within broader diversity and inclusion initiatives) 	<ul style="list-style-type: none"> . Ethics Committee . Code of Conduct . University Ombudsperson . Social Safety Coordinator . Social Safety Working group (representatives of faculties and various university departments) . Counselling Centre . Faculty Trusted Persons . Contact Person for Inclusion and Diversity . Targeted scholarships for students with disabilities (motor, visual, hearing or learning disabilities) . Training cycle for student advisors specifically focused on students with special needs, inclusion and diversity 	<ul style="list-style-type: none"> . Visibility of services . Overall promotion of equality, diversity, and inclusion (especially employees and top management) . Socio-economic diversity: no clear systematic progress supporting students from low-income families . Gender and sexual diversity, specific activities are about to start 	<ul style="list-style-type: none"> . Centralised Inclusion Coordination Point (physical and online) to link all support services . Diversity communication campaign . Mentoring programmes for: first-generation university students, students with learning disabilities, international students



University	Dimensions of diversity considered on campus	Practices and actions *[in bold, practices which the institution has particularly mastered]	Self-identified areas for improvement	Suggested path for action
		<ul style="list-style-type: none"> . International mobility programmes for students with disabilities (exchanges in Sweden, Germany, France, the Netherlands, Germany, Iceland) . Changing Our Story Project (2021-2024) (inclusion education through storytelling, targeting marginalised groups – disabled persons, ethnic/cultural minorities, LGBT+). One outcome is an extensive online course on inclusive educational environment (in Czech, English and Slovak) . Faculty of Education, focus on inclusion (research and training in intellectual disabilities, inclusive pedagogy, integration practices, barrier reduction in schools, course and publications on inclusive teaching methods) . PEDAL project (2022-2024): supports youth with intellectual disabilities during transitions to adulthood using creative and participatory methods . Inclusive educational materials and awareness videos used in schools to promote empathy for students with disabilities, mental health challenges, sensory impairments . Contact person for Inclusion and Diversity (new position since Sept. 2025) . Peer support environment (Peer to Peer Programme supported by Norwegian Grant) 	<ul style="list-style-type: none"> . Data collection: no comprehensive data system to track diversity, needs and barriers . Physical accessibility (older university facilities require modernisation) . Mental health support: psychological services are present but could be scaled up and better communicated (especially to marginalised or international students) . Better focus on staff (besides students) and services offered . Better implementation of inclusive language (within both internal and external communication) 	<ul style="list-style-type: none"> . Provide staff training on inclusive pedagogy and diverse student needs . Promote gender and LGBT+ inclusion through symbolic actions (e.g. pride flag on campus, gender-neutral restrooms), support groups . Improve mental health services: multilingual support, quick-access options, collaboration with faculties . Digitally map accessibility barriers and aids and allow students to submit feedback . Financial support or loan options for assistive technologies and study-related services . Include students with disabilities or from marginalised backgrounds in consultation boards on campus policies
<p>University of Mostar (Bosnia and Herzegovina)</p>	<ul style="list-style-type: none"> . Physical (motor) abilities . Sensory abilities . Cognitive abilities . Special learning needs . Social-economic status . Gender . Nationality . Body . Religion 	<ul style="list-style-type: none"> . Ethics Committee of the University of Mostar . Gender Equality Committee of the University of Mostar . Student Ombudsperson . Student Counselling Center . Office for Students with Disabilities (provides support and assistance to students with disabilities in accessing higher education) . Career Counselling Center . Fund for Socially Disadvantaged Students – SUM Foundation . Theological-Catechetical Institute of the University of Mostar 	<p>–</p>	<ul style="list-style-type: none"> . Cultural exchange programmes . Diversity training . Mentorship programmes . Wheelchair ramps . Teachers and educators for specific learning difficulties (dyslexia, dysgraphia, dyscalculia)



University	Dimensions of diversity considered on campus	Practices and actions *[in bold, practices which the institution has particularly mastered]	Self-identified areas for improvement	Suggested path for action
	<ul style="list-style-type: none"> . Cultural background . National language and/or internal varieties (dialects) 	<ul style="list-style-type: none"> . University Elective Course “Volunteering” . Rulebook on Studying for Students with Disabilities . Guide for Students with Disabilities at the University of Mostar . Inclusion Module and Gender Equality Module integrated into the Train+ Programme (a lifelong learning programme in the field of pedagogical education for academic staff in teaching and associate positions) . Braille signage installed at building entrances, as well as at the entrances to departments and deans’ offices 		<ul style="list-style-type: none"> . Give financial aid and organise workshops about diversity and inclusion
<p>Çukurova University (Türkiye)</p>	<ul style="list-style-type: none"> . Physical (motor) abilities . Sensory abilities . Socio-economic status . Sex . Gender . Nationality . Cultural background 	<ul style="list-style-type: none"> . Accessible University Coordination Office . Four buildings on campus are accredited as accessible for individuals with disabilities; continue to actively work on making the campus more accessible . Social responsibility project called Dilek Dükkanı (Wish Shop) (to support students from disadvantaged socio-economic backgrounds) . Directive on Student Scholarship and Social Assistance . Medico-Social Health Center (Students and staff receive general health services. The Center provides education on sexual health) . Women and Family Studies Application and Research Center (integrate gender equality perspective into admin units and educational programmes) . International Student Coordination Application and Research Center (supports international students) & International Student Club . Courses on diversity awareness are offered in the faculties . Research centres focusing on disability and gender equality . Actively working Student Clubs & Student Clubs Introduction event . Peer Student Service for incoming students . Code of Conduct . Kindergarten . Bicycle centre . Turkish Language Center . Disabled University Coordinator . Career Planning Center 	<ul style="list-style-type: none"> . Campus can be made more suitable for students with physical disabilities (working elevators, ramps, Braille...) . Recognition of diverse cognitive abilities and special learning needs . No formal student representation system . Lack of English signboards 	<ul style="list-style-type: none"> . Ensuring students and staff with disabilities are provided with adequate space and opportunities . Seeking ways for establishing a formal representation system



University	Dimensions of diversity considered on campus	Practices and actions *[in bold, practices which the institution has particularly mastered]	Self-identified areas for improvement	Suggested path for action
University of Sarajevo (Bosnia and Herzegovina)	<ul style="list-style-type: none"> . Physical (motor) abilities . Sensory abilities . Cognitive abilities . Special learning needs . Social-economic status . Gender . Nationality . Religion . Cultural background . Family and Care . National language and/or internal varieties (dialects) 	<ul style="list-style-type: none"> . UNSA Ethics Committee . UNSA Gender Equality Council . Student Support Office with its departments: Legal Aid Department, Department of Psychological Counselling, Department for students with disabilities, Career Counselling Department, Department of Assistive Technology, Volunteering Department . Student voluntary activities . Wheelchair ramps and elevators (in parts of the university) . Constant work on accessibility . Interdisciplinary professional study programme for the provision of administrative and gerontological services . Inclusion module included in the Train+ programme (lifelong learning program in the field of pedagogical education intended for academic staff in associate/teaching positions) . Modules for training of academic staff . Establishment of the Academic Staff Network for Student Support . You have the right to know – a brochure on student rights . Catalogue of assistive technology . Training and workshops for teaching and non-teaching staff . Workshops for students . Faculty of Catholic Theology, Faculty of Islamic Studies 	<p>While the University of Sarajevo already benefits from a centralised Student Support Office, further strategic development is needed to enhance its overall effectiveness and impact.</p> <p>The following priority areas are recommended:</p> <ul style="list-style-type: none"> . Strengthen coordination and strategic integration: Ensure consistent implementation of inclusion and diversity practices across all faculties through a unified, university-wide Inclusion & Diversity Strategy . Improve visibility and accessibility of services: Develop a centralised, user-friendly communication approach (digital platform, multilingual content, targeted campaigns) to ensure all students and staff are aware of and can easily access available support 	<ul style="list-style-type: none"> . Students and staff should demonstrate respectful and inclusive behaviour in everyday academic and social interactions, support equal participation for all members of the university community, and actively challenge discrimination, exclusion, and prejudice

