



*Approaches
and Practices*
on **Inclusiveness**
& Internationalisation



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Le réseau universitaire international **ANIME « Academic Network on Inclusiveness, Multilingualism and Excellence »** a été lancé en novembre 2020, sous l'impulsion de la Vice-présidence Europe et Relations Internationales de l'Université de Strasbourg, pour tenter de répondre d'une manière collective et innovante aux multiples défis que rencontre le secteur de la coopération universitaire internationale. Il illustre à la fois la priorité de la Vice-présidence d'aller au-delà des coopérations bilatérales et de développer les coopérations en réseau, mais aussi sa politique dynamique et fédératrice, visant à renforcer l'internationalité et la diversité linguistique et culturelle de l'Université de Strasbourg.

ANIME rassemble aujourd'hui 14 universités dans le monde, en Amérique latine, en Afrique, en Europe de l'est et au Proche-Orient. Ces établissements partagent tous des caractéristiques et des valeurs communes : universités pluridisciplinaires, dotées d'une forte stratégie d'internationalisation, attentives aux concepts de plurilinguisme, de diversité culturelle et d'excellence inclusive, avec une certaine ouverture à la langue et à la culture françaises.

Après deux ans de rencontres virtuelles (en raison de la pandémie de COVID), nous avons été très heureux d'accueillir à l'Université de Strasbourg, en juillet 2022, le premier événement en présentiel du réseau ANIME, intitulé « **Inclusiveness and Internationalisation** ». Le livret que vous avez en main rassemble les contributions présentées lors de cet événement d'été et traduit une volonté double : d'une part, partager à l'international nos pratiques respectives en matière d'inclusion, afin peut-être d'inspirer des actions semblables chez les autres membres du réseau ; d'autre part, questionner l'enjeu de l'inclusion dans le processus même d'internationalisation de chaque établissement. Les contributions suivantes font apparaître que l'inclusion, notion multidimensionnelle et valeur académique partagée, est, selon les acteurs, associée à la non-exclusion, l'intégration, l'ouverture, à travers notamment des stratégies et des engagements divers.

En quête d'inclusion, l'**Université hébraïque de Jérusalem** met en place des dispositifs qui permettent de lutter contre les discriminations, qu'elles soient sociales, de genre, ou liées à des handicaps. Dans le large éventail de groupes que constitue la société israélienne, l'Université hébraïque de Jérusalem s'efforce d'intégrer en particulier ceux sous-représentés aujourd'hui en son sein, en termes de population, de contenu, de présence et d'influence – Arabes palestiniens, Haredim, nouveaux immigrants, Éthiopiens autochtones, personnes pauvres, et tente ainsi d'atténuer la forte ségrégation sociale qui perdure dans la ville. À travers le « *Diversity Ambassadors Program* », qui rassemble 25 étudiants d'origines diverses, l'établissement promeut la cohésion et l'amitié au-delà des différences.

L'**Université de Sofia St-Kliment Ohridski** présente, pour sa part, les dispositifs développés par *Euraxess*, le programme européen d'accès à l'Université et au marché de

l'emploi pour les réfugiés et les migrants. Coordinatrice nationale de ce programme, l'université bulgare s'est largement investie dans les projets « *Science4Refugees* », « *Bridges* » et plus récemment « *ERA4Ukraine* ».

L'**Université du Ghana** nous partage ses innovations institutionnelles en matière de lutte contre les discriminations de genre, avec la création en particulier d'un *Centre d'études et de Plaidoyer sur le Genre (CEGENSA)*, service « parapluie » qui offre de l'information, produit des connaissances, diffuse les notions de bases sur le Genre au sein de la communauté universitaire.

Pour autant, l'inclusion se fait aussi par l'intermédiaire de la langue. Multilinguisme et inclusion sont deux notions intimement liées, comme le montre Bessie Dendrinis, Professeure Emerita de l'Université d'Athènes et Présidente de la **Plateforme européenne de la société civile pour le multilinguisme (ECSPM)**, dans sa contribution initiale. Le monolinguisme, notamment l'utilisation quasi exclusive de l'anglais dans les grandes publications internationales, écarte un certain nombre d'acteurs des circuits de production et diffusion de la connaissance, affaiblissant la Science dans son ensemble.

L'**Université de Stellenbosch** multiplie les opportunités de faire avancer le multilinguisme dans l'espace universitaire, afin de favoriser un accès équitable à l'enseignement supérieur, et une culture de campus inclusive. L'établissement a opté pour une reconnaissance officielle des trois langues majeures de la région du Cap occidental, l'afrikaans, l'anglais et le IsiXhosa – reflets de contextes sociolinguistiques et ethniques très différents, et développe en outre une prise en charge innovante des étudiants qui font usage de la langue des signes.

Être inclusif nécessite parfois de sortir de son espace traditionnel, pour toucher des territoires plus éloignés ou des publics non académiques, en proposant des activités « dé-localisées ». À cet égard, les projets portés par nos universités partenaires en Argentine ou en Colombie sont représentatifs. L'**Université Nationale de Cordoba** a mis en place dès 2018 des « *Folk Universities* » (universités populaires) qui délivrent des enseignements et des formations répondant aux besoins des territoires sur lesquels elles sont implantées, dans des domaines liés à l'environnement socio-productif.

UNIMINUTO, confrontée au faible taux de mobilité internationale de ses étudiants – pour un grand nombre d'entre eux vivant dans des zones reculées ou des milieux défavorisés, a lancé l'initiative « *Global Learning Program* » afin de générer des activités internationales innovantes, notamment la mise en œuvre d'un programme COIL (Collaborative Online International Learning).

L'espace numérique ou virtuel, à l'ère post covid19, peut être un outil formidable au

service de l'inclusion : le partenariat stratégique européen « Promoting social inclusion skills in a post-truth world: A gamified online platform and curriculum – PROMIS », auquel a participé l'**Université Babes-Bolyai** en Roumanie, a permis de développer et mettre en œuvre un programme d'études sur l'inclusion sociale, ludique et en ligne, qui lutte contre la désinformation et les contenus discriminatoires et racistes.

Une université engagée et participative, tant au niveau académique qu'institutionnel, telle pourrait être une autre stratégie d'inclusion réussie. L'**Université de Strasbourg** s'attache à la participation active des étudiants dans tous les processus institutionnels : celui de la décision, comme le démontre la présence d'un étudiant dans l'équipe de présidence de l'université ; celui de la réussite : les étudiants sont invités à améliorer les outils pédagogiques qui les accompagnent tout au long de leur parcours ; enfin, celui de l'accueil : avec le programme de parrainage international qui a pour objectif de faciliter l'intégration des étudiants internationaux au sein de l'Université de Strasbourg, en leur donnant l'opportunité de découvrir l'université, la ville de Strasbourg et l'Alsace en compagnie des étudiants de l'Université.

Ce livret témoigne de la capacité d'innovation de nos universités, et de la volonté commune de placer l'inclusion au cœur de nos politiques et de nos actions. Je remercie tous les collègues pour leurs contributions, ainsi que Mathilde Le Clainche et Pierre Spielewoy pour leur investissement dans ce projet. Bonne lecture de cette première publication du réseau ANIME.

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The «**Academic Network on Inclusiveness, Multilingualism and Excellence**» (**ANIME**) is an international university network launched in November 2020, under the impetus of the Vice-Presidency for Europe and International Relations of the University of Strasbourg. It illustrates both the priority of this Vice-Presidency to go beyond bilateral cooperation and develop network cooperation, and its dynamic and unifying policy aiming at strengthening the internationality and the linguistic and cultural diversity of the University of Strasbourg.

Today, this network brings together 14 universities around the world; in Latin America, Africa, Eastern Europe and the Middle East. These institutions all share common features and values. They are comprehensive universities, with a strong internationalisation strategy, attentive to the concepts of multilingualism, cultural diversity and inclusive excellence, with a certain openness to French language and culture.

After two years of virtual meetings (due to the COVID pandemic), we were very happy to host at the University of Strasbourg, in July 2022, the first face-to-face event of the network, entitled «Inclusiveness and Internationalisation». The present booklet gathers the contributions presented during this summer event. The idea is twofold: on the one hand, to share our respective practices in the field of inclusion, and inspire similar actions in other institutions of the network; on the other hand, to question the issue of inclusiveness in the very process of HEI internationalisation, in articulation with two other important topics: multilingualism and excellence. The following contributions show that inclusion, a multi-dimensional concept and a shared academic value, is associated, depending on the actors, with non-exclusion, integration and openness, through various strategies and commitments.

Within the wide range of groups that make up Israeli society, the **Hebrew University of Jerusalem (HUJI)** strives to include groups that are specifically under-represented in the University, in terms of population, content, presence and influence - Palestinian Arabs, Haredim, new immigrants, indigenous Ethiopians and poor people. HUJI thus tries to mitigate the strong social segregation that persists in Jerusalem. Through the *Diversity Ambassadors Program*, which brings together 25 students from diverse backgrounds, the institution promotes cohesion and friendship across differences.

Sofia University St. Kliment Ohridski (SUSKO) highlights some measures developed by *Euraxess*, a European programme which was designed to help refugees and migrants enter university and the job market. As national coordinator of this programme, **Sofia University St. Kliment Ohridski** has been heavily involved in the «*Science4Refugees*», «*Bridges*» and more recently «*ERA4Ukraine*» projects.

The **University of Ghana (UG)** shares its institutional innovations in the fight against gender discrimination, in particular thanks to the creation of a «*Centre for Gender Studies and*

Advocacy (CEGENSA), an «umbrella» office that offers information, produces knowledge and disseminates basic notions on gender within the university community.

However, inclusion may also be achieved through language. The contribution of Bessie Dendrinou, Emerita Professor of the University of Athens and President of the **European Civil Society Platform on Multilingualism (ECSPM)** reminds us that multilingualism and inclusion are closely linked. Conversely, the almost exclusive use of English in major international publications excludes a number of actors from the circuits of knowledge production and dissemination, weakening Science as a whole.

Stellenbosch University (SU) expands opportunities to advance multilingualism in the university space, in order to promote equitable access to higher education and an inclusive campus. The institution has opted for official recognition of the three major languages of the Western Cape, Afrikaans, English and IsiXhosa - reflecting very different sociolinguistic and ethnic contexts. It is also developing innovative support for students who use sign language.

Being inclusive sometimes requires going beyond one's traditional "campus space", and reaching out to more distant territories, or non-academic audiences. In this respect, the projects carried out by our partner universities in Argentina and Colombia are exemplary. In 2018, the **National University of Córdoba (UNC)** set up *Folk Universities*, which provide special teaching and training, designed in accordance with the socio-productive environment of the areas in which they are located.

UNIMINUTO is facing a low rate of international mobility among its students - many of whom live in remote areas or come from disadvantaged backgrounds. It has thus launched the «*Global Learning Program*» to generate new opportunities for international activities, such as COIL projects (Collaborative Online International Learning).

Digital or virtual spaces, especially in the post-Covid era, may also be great places to promote inclusion. Such was the aim of the European strategic partnership «*Promoting social inclusion skills in a post-truth world: A gamified online platform and curriculum - PROMIS*», in which **Babes-Bolyai University (UBB)** took part. *PROMIS* developed and implemented a gamified online social inclusion curriculum that combats misinformation and discriminatory and racist content.

Keeping a committed university, both at academic and institutional levels, might well be another successful inclusion strategy. At the **University of Strasbourg (Unistra)** for instance, active participation of students is required in all institutional processes: that of decision-making first, as demonstrated by the presence of a student in the university's presidency team; that of success: students are invited to improve the educational tools that

will help them throughout their course; finally, that of welcome: with the “*International Sponsorship Programme*” aiming to facilitate the integration of international students within the University of Strasbourg. This programme gives them the opportunity to discover the university, the city of Strasbourg, and more widely Alsace, alongside local students from the University.

This booklet testifies to the capacity for innovation of our universities, and the common desire to place inclusion at the heart of our policies and actions. I thank all my colleagues for their contributions, in particular Mathilde Le Clainche and Pierre Spielwoy for their investment in this project. I hope you enjoy reading this first publication of ANIME.

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Inclusiveness and Multilingualism in Higher Education in the Context of Internationalisation



Résumé :

Cet article affirme que l'internationalisation est de plus en plus liée à la consolidation de l'hégémonie de l'anglais dans le monde universitaire, privilégiant des formes particulières de connaissance et profitant en fin de compte aux pays anglophones ainsi qu'aux principaux paradigmes épistémiques et méthodologies de la pensée occidentale. En outre, il examine les résultats de l'anglicisation du monde universitaire, affirmant qu'elle a conduit à l'anglo-monolinquisme, à la construction mono-discursive de la connaissance et au rejet de la diversité discursive, entraînant l'exclusion épistémique. En conclusion, il affirme que le défi pour l'enseignement supérieur aujourd'hui est d'être ouvert à d'autres aspects de l'internationalisation tout en poursuivant des politiques linguistiques qui sont inclusives des langues, des étudiants et du personnel académique.

Abstract

The main point of this paper, based on the presentation at the first ANIME conference, is to argue that internationalisation, possibly linked to (Anglo)linguistic and epistemic domination, is a source of exclusion in Higher Education (HE), resulting in linguistic and cultural impoverishment, despite the EU's and the UN's agendas for inclusion.

It begins by discussing varied understandings and valuations of internationalisation policies and practices in different contexts – understandings which are often associated with the increasing privatisation of HE across continents. It continues by arguing that internationalisation is increasingly linked to cementing the hegemony of English in academia, privileging a particular form of knowledge, and ultimately privileging English-speaking countries that dominate HE rankings, as well as the prime epistemic paradigms and methodologies of Western thought. English in undergraduate and postgraduate programmes is repeatedly equated with the quality of studies in HE institutions that are, consequently, sought after by students from different linguistic and cultural backgrounds – the so-called 'international students', who unavoidably face adversities and even discrimination if they do not adapt fully to those linguistic and cultural norms which are in a power position.

With English language and thought having deeply penetrated HE institutions, where students and policymakers consent to partially deprive national tongues of their institutional functions, so as to succeed in internationalising, many established languages, which are already excluded from the international academic scene, may also be increasingly excluded from the local landscape. After defining the terms inclusion and exclusion, the paper proceeds to discuss how English Medium Instruction (EMI), especially in non-anglophone countries, becomes a channel for the exclusion of students and academic staff who do not have a high level of academic literacy in English, resulting in fewer material and human resources from which to teach and from which to create diverse forms of knowledge and research.

The last part of the paper further discusses the outcomes of the Englishisation (or anglicisation) of academia, maintaining that it has led to Anglo-monolingualism, whereas today's social multilingualism requires plurilingual learners and citizens. Englishisation has also led to the mono-discursive construction of knowledge, and the dismissal of discursive diversity, resulting to epistemic exclusion.

In conclusion, it is argued that the challenge for HE today is to be open to aspects of internationalisation such as academic mobility and human resource mobilization, transnational collaboration between universities, shared research initiatives as well as material resources, common academic programmes, but to do so through inclusive language policies – inclusive where languages, students, and academic staff are concerned.

1- Introduction

Up until the 19th century HE was considered a public good, designed to benefit society at large. Come the 20th century and perspectives shifted toward the notion of higher education as a private good that benefits individuals, and universities became commodified. Twenty years into the 21st century, with the world undergoing multiple crises, armed conflicts, climate catastrophe, deepening inequalities, democracy at risk, competitive imperialisms, and economic recession, HE is facing its own reckoning with intensifying struggles over the epistemic scaffolding that has sanctioned the marginalisation and exclusion of vast segments of global knowledge.

With privatisation tactics and decreased state funding, many universities regard 'internationalisation' as a way of attracting high-profile staff and fee-paying students from the international academic terrain, of developing links with institutions in other countries and increasing activity across research and teaching, thus increasing their institution's world ranking. Of course, in many contexts, internationalisation is not a choice that individual institutions make. It is national/governmental policy and a 'call' of the Europe 2020 Growth Strategy with its flagship initiatives, highlighting the importance of 'smart', 'sustainable' and 'inclusive' higher education, launched in 2010, in response to the economic crisis.

2- Internatinalisation in HE

Typically, internationalisation is advocated as a means to knowledge transference, the sharing of innovative ideas and pedagogies, material and human resource mobilisation, global research, and curriculum enactment with international content. It has been promoted in Europe, as the 2013 mandate of the European Commission called specifically for the development of more comprehensive internationalisation strategies "to promote mobility and cooperation between universities in EU and non-EU countries, with a view to enhancing the

overall quality of European education”¹. However, it has also been critiqued by scholars and political thinkers as a venture for commercial profit through the recruitment of international students and staff and the establishment of college and university extensions, annexes, branch campuses or franchises in several countries, the instrumentalisation of research and teaching for the benefit of private enterprises, knowledge colonisation, unequal brain-drain/gain.

Though it is a global trend today, it began and was driven by economically developed nations, especially to the United States, Australia, the United Kingdom, and other English-speaking countries. It has involved elite models for the provision of academic knowledge, most often delivered in English, thus linked to the Englishisation (or anglicisation) of European HE – a trend which began in the 1980s, when the first such programmes began to be offered in non-Anglophone institutions – Maastricht University being among the first non-Anglophone university to offer a degree in English (Wilkinson 2013). By the beginning of the last decade, the total number of MA programmes listed at MastersPortal by European universities (excluding British and Irish universities) and taught entirely or partly in English grew by 25% (Brenn-White and van Rest 2012).

Despite the mounting evidence regarding the drawbacks of the hegemony of English in HE – its domination in teaching, research, academic publishing, and networking – it is increasingly supported by national authorities and policy makers in Europe and beyond, because English is considered a means to economic development, modernisation, and global communication. And while there is no proof to substantiate that the use of English results in economic growth, of state-of-the-art organisation of social institutions, and of people being able to communicate with everyone in the world², there is evidence that the use of English in academic settings privileges anglicised ideas and values. Moreover, there are strong indications that educational systems of the peripheral countries are affected by the inclusion of English language literacy as a necessary competency, which places higher level learning out of reach for many. Without knowledge of English, high-level academic knowledge is largely inaccessible to vast portions of the world. This results in fewer resources from which to teach and from which to create local knowledge and research. Furthermore, it becomes difficult for non-English speaking academics to produce writing of the quality required to participate in some of the top journals across the globe. It also often requires researchers to adopt the predominant paradigms and methodologies of the Western world.

The hegemony of English in academia perpetuates English-speaking countries domination of the world HE rankings³, and popular belief is that English language use is synonymous with the quality of education in an institution. This dynamic further cements English

1 Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, European higher education in the world, COM(2013) 499 final, Brussels, 11.7.2013.

2 Only about 6% of the world’s population are native English speakers, and 75% of people don’t speak English at all.

3 According to the “Times Higher Education World University Rankings 2023” the top 10 worldwide are American and British universities.

language-speaking nations as the largest hosts to international students, who often face additional adversity and even discrimination due to their status and their language ability. This reinforces the power dynamic keeping native-English speakers in the power position.

3- English Medium Instruction (EMI) in HE

EMI, referring to the use of the English language to teach academic subjects in countries, jurisdictions, or communities where the first language of the majority population is not English, has had a snowball effect not only in territories of Asia and Africa which Britain had colonised, but also in countries that had not been British colonies and where English is a so-called 'foreign language'. Despite its popularity, however, its effectiveness has not actually been measured. Universities adopt EMI as competitive players in the global market, so as to access prominent international scholars, profit from fee-paying students, and receive high world rankings for quality assurance. Yet, it has become evident that EMI undermines other 'strong' and 'weak' languages in many contexts and causes them to be less and less valued. In many universities, funding support for language departments and programmes other than English is being dramatically decreased or dropped, resulting in them closing down. More importantly, EMI has an undermining effect on academic literacy in the home languages, and scholars such as Heller (2003) have rightly warned that the EMI agenda trumps concern over Europe's linguistic ecology.

The advantages and disadvantages of EMI have caused heated debates especially in environments where English is viewed as the language of emancipation or liberation. For example, in the Turkish context, those against EMI are considered backward nationalists, whereas those in favour are thought of as progressive liberals. In India, still struggling today with the effects of British colonialism, research consistently shows how what Mohanty (2013) calls "the double divide" between English, the regional dominant languages, and tribal minority languages – so characteristic of Indian multilingualism – leads to children's school failure. In European countries the debate is focused more on the politics of English in language education and concern is voiced about the fact there is no evidence which shows definitively that EMI results in either better language or content learning.

4- EMI and social inclusion/ exclusion

Social exclusion and inclusion (two sides of the same coin) figured prominently in the policy discourse of France in the 1970s. It was adopted in the 1980s by the EU as a key concept in social policy and it became enshrined in the 2030 UNESCO Agenda, as one of the 17 Sustainable Development Goals. In an indicative review of UNESCO's work on social inclusion, the concept is defined as "the process of improving the terms of participation in society for people who are disadvantaged on the basis of age, sex, disability, race, ethnicity, origin, religion, or economic or other status, through enhanced opportunities, access to resources, voice and respect for rights". Though inclusion and exclusion have come to be parts of the popular public discourse, the concept lacks universality in the way that it has

been defined, as it embraces almost anyone disadvantaged and discriminated against. Nevertheless, the term figures in the social policy discourse of the EU and its Member States, who have agreed to combat poverty, discrimination, and social exclusion by working towards inclusion; that is, allowing equal service access and opportunities for everyone⁴.

English is marketed as a commodity for securing a position in the job market, in the higher income social circles, the elite with knowledge, power and prestige; it promises to improve users' social relations, participation in social networks, their share of material resources, access to amenities, social-care services, and civic participation on a local or global level. Even though these claims are not based on evidence, and most people do not believe that English can secure a better future for them, they do shape linguistic ideologies and build mindsets about the value of English which has a certain glamour for the common folk.

For those responsible for educational policy in the EU, English is the language considered to be global cultural capital that everyone should have (cf. Grin 2014). Yet, the research evidence about EMI is insufficient as a factor for inclusion – even in the 'inner circle' of anglophones. EMI research itself is filled with survey questions relating to teacher and/or student beliefs, to perceptions and attitudes towards its use. There is scarcity of research with classroom, institutional or country data showing that EMI is beneficial to EFL (English as a foreign language) and valuable or detrimental to content learning.

Based on the findings of a number of studies available, we can draw some conclusions on the inclusionary or exclusionary role of EMI. Effect studies in India and in African countries, where English has a strong colonial impression, show that EMI benefits the privileged and discriminates against the disadvantaged (Mohanty 2021). Several Indian studies show that the gap between the disadvantaged and the privileged widens over the years of EMI schools that children from rural, semiurban, and urban slum areas go to – the poor-quality affordable EMI schools, where they neither learn English well nor develop academic literacy (Mohanty *ibid*). Still in multilingual India, Mohanty (*ibid*) informs us, there are 1.043 Universities, 42.343 Colleges and 11.779 standalone HE institutions which operate exclusively in English and have a low representation of Tribal students (only 5.6%) and elaborates on that the exclusion of youngsters that do not speak English extends to those that do not speak "good" English or at least as well as those who can afford to go to expensive private schools.

In multilingual Hong Kong, Sung (2022), who investigated international students in an EMI university, provides findings pointing to broader issues pertaining to social inclusion/exclusion, linguistic advantage/disadvantage and educational equality/inequality in the multilingual EMI university context.

Studies carried out in Europe (eg. Macaro et al. 2018, Lueg 2018) show that in EMI contexts the merit of professorial staff is often judged by how 'native-like' their English is, that foreign and home students experiencing linguistic limitations in comprehension or

⁴ European Parliament resolution of 22 October 2020 on the future of European education in the context of COVID-19 (2020/2760(RSP)), (2021/C 404/08)

production of academic content are often excluded from class participation and the process of learning due to ensuing loss of interest or lack of concentration – finally resulting in failure. They also show that students' differential EFL and EAP (English for Academic Purposes) proficiency leads to inequalities of opportunity especially in academic fields of high prestige, such as engineering and medicine. Furthermore, there is evidence that academic content seems to suffer when the proficiency levels in English (both colloquial but especially EAP) on the part of both teachers and students, is not particularly high. In some cases, students from different geo-linguistic areas (including English-dominant ones) are treated unequally. Finally, it should be noted that students are not accepted in EMI programmes in the first place if they have not passed language proficiency tests, most of which focus almost entirely on accurate usage of surface features of standard British or American English. As a matter of fact, these tests are used as gate-keeping devices. Based on the above, one could claim that English in academia functions as an exclusionary language because it dominates over all others, especially in scientific research and academic publishing. Rasmussen & Montgomery (2018), for example, have documented that studies published in languages other than English are often neglected when research teams conduct systematic reviews, and they point to the practical challenges of locating and assessing relevant non-English studies. On the other hand, one could also claim that English is an inclusionary language, helping create an anglicised coterie – a clique who use it as a medium of power, deploying its accumulated linguistic resources and (to paraphrase Bourdieu 1991), implicitly adapting their words to the demands of the social field or the market that is their audience – individuals who use it for networking on transnational projects and conference participation and other academic practices.

5- Mono-lingualism/ discursivity vs. pluri-lingualism & knowledging in HE

HE has traditionally been a monolingual topos – more so than primary and secondary education. That is, only one language at a time is used for lectures, seminars, project work, textbooks, etc., whether at under- or post-graduate level, be it the official home language or more recently English. During classes there is rarely code switching, cross-linguistic mediation or translanguaging and subject content is delivered mono-discursively whether the subject being taught is in the natural sciences, the social sciences, or the humanities. Monolingualism continues to be viewed as the necessary condition for the development of disciplinary knowledge which is, of course, constructed through language. Thus, it is obvious that language choice for the transmission of knowledge in HE has important bearing on the nature of knowledge that students acquire and the skills for knowledge management that they develop because it is through language that, as Berger and Luckmann (1966) have maintained, that forms of knowledge are constructed.

However, this knowledge may not be compatible with social and discursive practices in a particular society or certain social groups, in which case students may experience conflict which will result in failure and exclusion. Alternatively, according to Usunier (2010) students

are deliberately deculturated or acculturated by way of learning through the single legitimated language.

6- Globalisation, homogenisation, and elimination of discursive diversity

Globalisation is presently understood as the social process characterised by the existence of global economic, political, cultural, linguistic, and environmental interconnections and flows that make the many of the currently existing borders and boundaries irrelevant. The internationalisation of HE, in a globalised world, is linked to the process of elimination of discursive diversity in academia.

The disadvantages of monodiscursivity and monolingualism in university studies and scientific research have been discussed by Ammon (2014) and have recently also been pointed out by Berthoud (2022) and by Gajo and Yanaprasart (2022). Moreover, Grin (*ibid*: p. 113) has talked about “the mental impoverishment resulting from monolingual academic culture and approach to knowledge”, while Bhargava (2013) has argued that monolingualism leads to homogenising concepts and categories which prevent multiple perspectives and other epistemic possibilities, and Monceri (2014) that homogenisation of knowledge results in epistemic injustice, as one form of knowledge becomes the norm, marginalising all other forms. In discussing this process, Li (2016) has referred to academic hegemony which, according to Halvorsen (2018), involves epistemic expropriation; that is, procuring ideas from one epistemic community and valorising them in another (resulting in decontextualized knowledge). And, academic hegemony or epistemic domination, according to Okpanachi (2012), causes epistemic oppression which, according to Kubota (2019), is a kind of epistemological racism resulting in epistemic violence Spivak (1994).

7- Concluding thoughts

Perhaps it is time to think about a values-driven, non-market oriented HE again, to reimagine internationalisation and rebuild it on refined understandings of heterogeneity. In the current (but recently dramatically changing) geopolitical climate, it is crucial that we maintain the dialogue about if and how internationalisation can contribute to multilingualism and multi-knowledging, through holistic, inclusive and sustainable approaches, for both the mobile and the non-mobile majority of the HE community, with curriculum interventions, formal and informal curricular and dialogic experiences across a range of teaching, learning and research activities in culturally diverse settings. Our dialogue should perhaps include the design of a university ranking system that expedites multilingualism and multidiscursivity. At the moment, it does not. Privately produced systems, such as QS and WUR use incentives to promote monolingualism in HE (Gazzola 2022). Even beyond the issue of internationalisation, it is crucial for us to rethink the purpose of our universities and to reconsider their social function, their role in the production of ideologies, in practices of collaborative learning and creative thinking from multilingual and multidiscursive perspectives.

Internationalisation and Inclusiveness



Résumé :

Figurant parmi les plus anciennes universités roumaines, l'Université Babeş-Bolyai n'en est pas moins à la pointe des réflexions sur les usages du numérique. À travers la mise en place de PROMIS – outil transnational, transectoriel et interdisciplinaire, permettant de sensibiliser et de lutter contre les discours discriminatoires présents dans les contenus en ligne (site internet et réseaux sociaux), elle met sa capacité d'innovation digitale au service de l'inclusion sociale.

1- Brief introduction

With a history that can be traced back to 1581, Babeş-Bolyai University (UBB) has one of the oldest academic traditions in Romania. Babeş-Bolyai University is located in Cluj-Napoca, the most important city in Transylvania, Romania. The city of Cluj-Napoca has the oldest history among the current major/metropolitan cities of Romania. During the Roman Empire, it had the statute of colonia – the highest urban level in the Empire. Then, it evolved as a royal and imperial city during the Middle Age/Modern Period and nowadays is one of the largest and most dynamic cities of Romania, often holding the first position in the country concerning the quality and the standard of life. UBB hosts almost 45.000 students enrolled in different traditional and non-traditional academic programmes taught in one of the three official languages of the institution: Romanian, Hungarian and German.

The policy of UBB is driven by three major key-principles: tradition, multilingualism and excellence. In this spectrum, the university engages itself to become a model of good practices and an institution that promotes noble values such as unity, diversity and inclusion.

2- Inclusiveness and Internationalisation at UBB

Inclusion and inclusiveness are major topics of today's society. We live in a world full of challenges and all of us need to support each other and make an actual and positive change in the world. UBB supports its academic community, and encourages and develops projects in order to create an equitable academic environment for everyone. In 2003, CATA centre (Centre of Assistive Technology and Access) was created aiming to support the students with visual impairments and the academic staff that needs to provide an accessible format of courses for the students. In 2013, the OSD centre (The Office for Students with Disabilities) was founded in order to facilitate the inclusion of students with educational needs in the academic community and inform the academic personnel about the needs of those students. The activities organised until now by OSD managed to build a better and more efficient collaboration between the students and the academic staff¹. In 2019, a wonderful group of researchers from the Faculty of Psychology and Educational Sciences and other 6 organisations from different countries united and brought

¹ For more details, you can visit the official website of the Office for Students with Disabilities: <http://bsd.centre.ubbcluj.ro/en/>

together their expertise and visions in order to make a PROMIS for everyone.

3- PROMIS: A specific program

The Erasmus+ Strategic Partnership (No. 2019-1-RO01-KA203-063157) "Promoting social inclusion skills in a post-truth world: A gamified online platform and curriculum" (PROMIS) aimed to develop and implement an up-to-date, innovative curriculum on social inclusion, which was gamified and further developed as a modular online course implemented in an online learning platform. The project advanced its objectives through a comprehensive curriculum, a gamification manual, an interactive online course, and an array of resources accessible via the gamified online learning platform. This initiative employed progressive teaching methodologies tailored for digital natives, prominently featuring gamification. The primary focus lied in fostering essential proficiencies related to social inclusion, addressing issues such as discrimination, segregation, racism, gender inequality, and poverty.

We live in a "post-truth" world, where young people increasingly rely on information from unverified and often undocumented sources from different social media outlets. The European Union views online misinformation as one of the major global threats and, in 2018, has developed an Action Plan Against Disinformation. A core priority refers to the social inclusion of disadvantaged and marginalized groups, like immigrants, people with low socio-economic status or from poor communities, ethnic minorities, and women. These groups are often presented on social media in a polarized, highly negative manner, backed up by strong statements like "These people are...", followed by strong negative characteristics attributed to these disadvantaged groups, pointing out weaknesses, threats, or dangers. Against this background, the project partners, researchers and teachers from six European countries, social science experts on core topics related to social inclusion (identity, gender, socio-economic status, migration, rural/urban divide), have elaborated research-based instruments that help students to better understand what social inclusion is and how they can develop their competences when interacting with marginalized and discriminated groups. Hence, the outputs of the project were the product of a think-tank of experts on social inclusion and offer scientific information presented in an accessible language in order to counteract the online misinformation regarding social inclusion problems efficiently.

The objectives of the partnership were:

- To integrate up-to-date theoretical knowledge and research findings with practical case studies of social inclusion and applied research on social inclusion, to develop the course curriculum "Building inclusive societies: Promoting social inclusion and reducing discrimination" (BUILD), which will foster social, civic, and intercultural competences.

- To use innovative pedagogies in developing learning content to best meet the learning needs and characteristics of digital-native students by creating a gamification manual based on the gamification of the BUILD curriculum.
- To enable flexible and collaborative learning and the acquisition of digital competencies in students and teachers through the development of the gamified online e-learning platform <https://promis.education/>.
- To tackle discrimination and segregation issues and develop social inclusion skills by creating and implementing a dynamic and modular online course, “Building inclusive societies: Promoting social inclusion and reducing discrimination” (eBUILD).

The project used transnational, trans-sectoral, and interdisciplinary methods and it capitalized on up-to-date research findings from large-scale projects on discrimination and marginalization in different European countries, many conducted by the project partners. The project integrated research findings and social inclusion issues from Southern (Italy), Eastern (Romania, Poland, Lithuania), and Western (France, the Netherlands) Europe. Hence, it maximized its transnational on its transnational component in approaching topics and using case studies to help students understand the complexity of discrimination and social exclusion and the importance of social inclusion actions. The transnational component also facilitated the communication among partners from countries with different levels of multiculturalism, from sending and receiving migration contexts, from societies where social inclusion is integrated into public policies to societies still discussing whether to implement public policies to fight discrimination.

The project represented an innovative initiative for three main reasons. First, it brought together world-leading experts on social inclusion, creating a teaching and research think-tank that covered complex and diverse European cultures. Second, with the guidance of the e-learning partner company, it integrated gamification methodologies as innovative pedagogical strategies, helping digital native students to become more involved in the learning process. Third, it produced highly sustainable intellectual outputs that can be used in multiple ways: as traditional learning material (BUILD curriculum), a modular online learning course (eBUILD online course), and an online learning environment for everybody interested in social inclusion issues.

Building an Inclusive University through an Ethos of Partnership and Recognition of Values in the Context of Internationalisation

SOFIA UNIVERSITY
ST. KLIMENT OHRIDSKI



Résumé:

L'université de Sofia St. Kliment Ohridski collabore avec divers partenaires et parties prenantes – ONG, autres établissements d'enseignement supérieur, réseaux universitaires, autorités locales, instituts de recherche, entreprises, afin de créer une atmosphère d'acceptation et d'inclusion, propice à la réalisation du potentiel personnel et académique des étudiants et des membres du personnel. Par l'intermédiaire d'Euraxess, programme européen dédié à la mobilité des enseignants-chercheurs, l'Université de Sofia soutient également réfugiés et migrants.

1- Brief introduction

Sofia University St. Kliment Ohridski is the main national high academic, research, cultural and information center of excellent international reputation. Its establishment in 1888 marks the beginning of higher education in Bulgaria. Sofia University holds the top position in 23 out of 52 professional fields in the Rating of higher education institutions in Bulgaria for 2020. It is the only Bulgarian university included in the listing of the prestigious international ranking of the top research academic institutions in the ranking released by the Times Higher Education (THE) and over the past year, it has moved up in ranking.

Often referred to as 'The University', it now comprises 16 Faculties, 3 Departments, 2 Institutes, 3 Botanic Gardens, 28 Libraries, 5 Museums, a Student's Alma Mater TV and Radio, a Cultural Centre and a Theatre and its own Publishing House. Its teaching staff amount to 1591 members while its administrative staff to 1319. There are 118 Bachelor Programmes, 540 Master Programmes and 185 PhD programmes. Annually, 1600 people graduate the Professional courses delivered by the University.

Currently, more than 22,500 students study at Sofia University, about 13,300 of whom BA, 7700 MA students and about 1000 PhDs. Roughly 1,450 international students (Erasmus+, bilateral exchanges) are also enrolled. The University has signed over 435 international agreements with academic and research institutions from 70 countries all over the world. The Erasmus Programme has been one of the main internationalisation tools since Sofia University joined it in 1999. Among the 52 Bulgarian universities participating in the Erasmus+ Student Exchange Programme, Sofia University holds the top position in the number of students hosted and sent abroad and it has been awarded the Erasmus Programme Implementation Prize in competition with the other Bulgarian Universities for the period of 2007-2014.

Awarded the status of a research university, the institution has more than 1000 publications in the Web of Science per year. It also houses several Centres of Excellence and Institutes, which partner with some of the most prestigious institutes worldwide, in the areas of Artificial Intelligence, information and communication technologies, cultural heritage, chemistry and

environmental studies.

The University works with a variety of partners and stakeholders such as NGOs, other higher education establishments, academic networks, local authorities, municipalities, research institutes, businesses and chambers of commerce, etc. It aims to create an atmosphere of acceptance and inclusion, which is conducive to realising both students' and staff members' personal and academic potential.

2- Building inclusion through participating in the EURAXESS network – a case in point

The EURAXESS¹ network comprises 9 contact points on all continents, 43 EU and associated countries, more than 650 research organisations and 1500 contact points on both European and national levels. Sofia University St. Kliment Ohridski, which plays a very active role in it, is national coordinator of the network since its establishment in 2004 as a formal European Commission (EC) network for supporting career development and mobility of researchers. As such it also provides support to the national and European authorities in creating and implementing relevant policies like the Human Resource Strategy for Researchers (HRS4R), the Science4Refugees initiative, etc.

For the purposes of the current publication, we would like to focus more specifically on several EURAXESS initiatives aimed at inclusion, promoting mutual respect and values recognition and which have been actively implemented by Sofia University as the national EURAXESS coordinator.

2-1- Science4Refugees

The Science4Refugees initiative was launched by the European Commission during the first major wave of refugees arriving from the Middle East and Africa. It mainly aims at providing research refugee friendly internships, opportunities for part-time and full-time jobs and access to a European Research Community. This is accompanied by a full range of information and support services whose purpose is to ensure a smooth transition to working and living in Europe. Recently, the Science4Refugees has been followed by **ERA4Ukraine**. Sofia University actively participates in all related activities due to the country's geographical location and the traditionally strong connections with Ukrainian researchers and research organisations.

¹ Euraxess is a European network under the European Commission, which focuses on facilitating researcher mobility, promoting career development for researchers, informing researchers about their rights and making vacant research posts in Europe visible.

2-1-1- BRIDGE Projects

Sofia University took an active part in the Horizon 2020 BRIDGE projects which focused on refugees' Balkan route to Europe:

- BRIDGE – Bridge for Researchers in Danger Going to Europe, H2020 – GA No.: 788339
- BRIDGE – Bridge for Researchers in Danger Going to Europe – Step II, H2020 – GA No.: 824601

The University's main responsibility was training and integration of the refugee researchers in the European labour market. After the end of the projects, it continued its active communication with the EURAXESS community about solving specific refugee researchers' cases and continued spreading information among the refugee researchers about suitable network activities and events. Some best practice cases arising from this line of work which demonstrate the University's commitment to inclusion and a partnership ethos include:

- Arranging a paid internship in private companies for refugee researchers in cooperation with EURAXESS Sweden and Germany
- Creating online tools for academic and non-academic mentors of refugees [1]
- Attracting refugee researchers to the created by Sofia University EURAXESS Mentoring Programme "Shape the future of a Researcher coming to Europe" – many third country and refugee researchers joined it as mentors and mentees, others chose to benefit by the virtual training offered within the program [2]
- Supporting refugee researchers to apply under different national funding programs.

The BRIDGE projects have catalysed the ways partners collaborate in providing cross-border services and the follow-up activities for refugee researchers. An effective model of international cooperation for solving refugee researchers' cases has been established concerning response to each single case as a network by involving all network resources, internal and external partners, affiliates and connections. In fact, the idea and the concept of the first BRIDGE project were prompted by solving a real case of an Iranian researcher. Based on the EURAXESS network structure the model proved its sustainability, which led to the network establishing itself as a stable Hub for serving Refugee Researchers.

2-1-2- EURAXESS Science4Refugees (S4R) Hub

Sofia University has taken further its work in promoting inclusiveness. As leader of the *EURAXESS Science4Refugees (S4R) hub*, it is currently coordinating the network's efforts aimed at faster and better integration of Ukrainian researchers in the European Research Area (ERA). It leads the activities concerning researchers orientation in the recently funded project ERA Talent platform for career development of researchers in Europe (Call: HORIZON-WIDERA-2022-ERA-IBA, Ref. Ares (2022)6086833 - 02/09/2022). The EURAXESS S4R Hub led by Sofia University unites the efforts of the national EURAXESS coordinators in Greece, France, Estonia, Switzerland, Latvia, Poland, Austria, Slovakia, Armenia, Romania and Sweden.

Currently, the main focus of the Hub team is on dealing with the huge wave of displaced researchers coming from Ukraine and the region. In parallel, the hub team envisages activities to strengthen and enhance everyday services provided to refugee researchers and their families.

The S4R Hub activities interconnect with other EURAXESS hubs in order to reach the synergy in finding jobs and funding both within and outside academia.

3- Other initiatives focusing on refugees' and researchers' integration

At the institutional level, Sofia University is also very active in refugees' integration through a number of initiatives such as:

- Participation in the United Nations Refugee Agency (UNHCR) Bulgaria Working Group on Integration and in all related activities
- Organising activities for refugees' children in annual Researchers' Night events
- Joining the European Human Resources Strategy for Researchers (HRS4R) in 2016 (the University was awarded the HR Excellence in Research logo in 2019) [3].
- Joining the UNHCR Bulgaria initiative "Bulgarian Academia in Support for Refugee Integration" in 2019
- Becoming a member of Scholars at Risk Europe in 2022
- Becoming national coordinator of volunteer initiative Science4Ukraine in 2022
- Supporting MSCA4Ukraine applications of Ukrainian researchers in Bulgaria in 2022

As part of its activities aimed at implementing the principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, the University developed and adopted a Plan of Activities to Ensure Gender Equality at Sofia University St. Kliment Ohridski, 2021-2027 [4].

3-1- Master Degree programme in Social work with refugees and migrants

As demonstrated above, the University actively engages in collaborating with various stakeholders in the field of inclusion. An important example to focus on is the Master Degree program in Social work with refugees and migrants, which was established in 2018. The program, offered by the Faculty of Education, is implemented with the support of the Representation of the High Commissioner for Refugees to the United Nations in Bulgaria [5]. The programme aims to provide specialised theoretical training in the field of social work with refugees and migrants in its various dimensions and institutional forms, to create conditions for developing skills in and attitudes to working with refugees and migrants; to prepare graduates to implement the main support activities with foreigners, asylum seekers and refugees.

Within the training framework, the knowledge and skills necessary for successful professional activity are acquired through general theoretical, specialised and practical training which

focus on acquiring:

- Knowledge of the characteristics of social work with specific groups of refugees and migrants as clients of social services - children and adults, sick or disabled individuals, individuals of special educational needs
- Knowledge about the institutions involved in social protection, social assistance and social integration of refugees and migrants
- Knowledge of approaches and methods of social work with refugees and migrants
- Interviewing skills
- Skills in developing integration needs assessment and an integration plan, etc.

Most importantly, the programme reflects central approaches in social work – treating refugees and migrants with respect for who they are and supporting them in realising their capacities as individuals [6].

Conclusion

A university's value and relevance to current challenges can be estimated only through a complex lens. It is realised on a number of levels – the constantly developing institutional strategies, the academic and research aspects which then feeds into the various degree programmes offered by the institution and, last but not least, the active seeking for and establishing viable partnerships nationwide and internationally. The presentation above, although far from comprehensive, demonstrates the commitment of Sofia University St. Kliment Ohridski to implementing innovative approaches to and practices of inclusion, respect for basic human and European values and creation of an ethos of partnership conducive to activities which connect the academia with the wider community and a wide range of stakeholders.



Diversity and Inclusiveness



Résumé:

Avec le soutien de ses centres, tels que le Centre d'études et de plaidoyer sur le genre (CEGEN-SA) et le Service pour les étudiants ayant des besoins particuliers (OSSN), l'Université du Ghana s'efforce de garantir une prise en compte du genre et de la diversité dans tous les aspects de la vie institutionnelle, de manière à donner l'exemple à toutes les autres institutions académiques et non-académiques. Elle est pionnière en Afrique sur ces thématiques.

1- Brief introduction

The University of Ghana was founded in 1948 as the University College of the Gold Coast, affiliated with the University of London, to provide and promote university education, learning, and research. After independence in 1957, it became the University of Ghana. In 1961, it became an autonomous university, awarding its degrees. It is the premier and largest public university in Ghana.

The university's vision is to become a world-class research-intensive university. Its mission is to create an enabling environment that makes the University of Ghana increasingly relevant to national and global development through cutting-edge research and high-quality teaching and learning. Through its research institutes and other education and research centres, faculty members are involved in studies that support policymaking for national development, often in collaboration with other international institutions.

The University of Ghana is administered through a central administration that includes a collegiate system comprising the College of Basic and Applied Sciences, Education, Health Sciences, and Humanities; and strategic support units also comprising the School of Graduate Studies, the Office of Research, Innovation, and Development, and the International Programmes Office.

As a leader in tertiary education in Ghana, the University has established several link agreements with universities worldwide for student, faculty, and staff exchanges and collaborative research. The University has experienced a steady growth in the number of international students who come from over 70 countries to join either the regular undergraduate and graduate programmes or enrol on study abroad and other special programmes designed for international students. At the end of the 2021–2022 academic year, the university statistics recorded a student population of 67 914, with 51% male and 49% female. The staff population with full-time roles totals 1451. Over the years, the University of Ghana has built an image as one of the continent's reputable universities, making it the first choice for academics, researchers, and students.

To guide and advance the university's global engagement efforts, the university has an internationalisation strategy that seeks to make it the institution of choice in Africa for international partnerships to promote its global impact. Also, the university holds a decade-long strategic plan intended to consolidate the gains made from the review of the university's mission and practices and situate these within the context of a very dynamic higher education environment in Ghana and beyond. The strategic plan identifies nine strategic priorities, which can be best described as critical success factors essential to achieving the University's vision.

2- Inclusiveness and Internationalisation at UG: Gender and Diversity, a Key Strategic Priority

Create the best environment for equal opportunity in gender and diversity

The University of Ghana recognises the importance of gender and diversity, how it impacts the social processes of inclusion and exclusion, and their interrelated demographics, such as disability, religion, and ethnicity. With the support of our centres like the Centre for Gender Studies and Advocacy (CEGENSA) and the Office of Students with Special Needs (OSSN), the University seeks to ensure that gender and diversity are enshrined in all aspects of its institutional culture in a manner that sets the example for all other academic and non-academic institutions to follow:

2-1- Strategic Objectives

1. Review and implement Visitation Review Implementation Committee (VRIC) recommendations on Gender
2. Evaluate and effectively implement the University of Ghana Affirmative Action Policy
3. Develop and implement programmes and policies to promote gender equity and diversity at the University of Ghana
4. Develop policies and programmes to promote equal opportunities in employment in non-traditional areas
5. Develop policies to attract men/women to apply for non-traditional positions
6. Develop facilities to support nursing mothers and mothers with young children who are students/staff/faculty

3- Specific Program: the Center For Gender Studies and Advocacy (CEGENSA)

The Centre for Gender Studies and Advocacy was established in 2005 to ensure that gender

equity is enshrined in various aspects of the institutional culture of the University of Ghana and the Ghanaian society through quality research, teaching and learning, mentoring and advocacy. The functions of CEGENSA fall under the University of Ghana's strategic goal 4, Gender and Diversity, which aims to create the best environment for equal opportunity in gender and diversity. The Centre has a pool of highly qualified multidisciplinary gender experts and gender enthusiasts known as affiliates. Currently, eighty-five affiliates at various levels of their academic career are committed to the centre's work.

3-1- A Centre for Innovation and Change

CEGENSA moves beyond the academic sphere: Advocacy and Mentoring, Programmes and outreach to Non-Governmental Organisations (NGOs), public and private institutions, and interested individuals make CEGENSA a source of information, a site of knowledge production and competent advice in short – a centre for change. CEGENSA starts by addressing its immediate surroundings, the university community, which constitutes a microcosm of society. CEGENSA seeks to formulate gender policies that will mark the university as a pacesetter in creating an empowering and equitable working and living environment.

The mission of the Centre is to:

- Institutionalise gender as the legitimate business of the University
- Coordinate and plan the teaching of courses on gender across the University
- Promote the services and facilities for female staff and students to meet their needs
- Promote advocacy and initiate policies on gender in the University
- Generate linkages with and provide extension work on gender with critical stakeholders in the government, NGOs, civil society, and the donor community

3-2- Core Areas

As a centre which catalyses gender equality-related change at the University of Ghana, CEGENSA works through its four central committees to achieve its goals as follows:

3-2-1- Academic Planning and Curriculum development

It aims to strengthen existing courses and design university-wide foundation courses on gender. Two courses developed by CEGENSA (Gender Issues in Africa's Development and Gender and Culture in Africa) have been accepted as part of the new African Studies Program. CEGENSA remains responsible for teaching the courses and introducing the gender studies segment of the programme. Recently, the centre developed a short weekend course (Gender and Public Sector Administration) designed for the professional development of workers.

3-2-2- Research and documentation

CEGENSA has created a series of databases on faculty, courses, theses and long essays in the area of gender, as well as sex-disaggregated data on representation on boards and the committees and membership of associations. These will assist researchers, and university governance in establishing baselines, benchmarks, and research aims.

3-2-3- Policy Planning

As the university community has grown and become more diverse, some of its old statutes are no longer applicable, and neither can they deal with emerging concerns. CEGENSA reviews the university's policies, practices, and governance structures to ensure that they promote gender equity. The Centre developed a Gender Policy and submitted it to the University of Ghana Executive Committee. Following the University Council's approval of the sexual harassment policy, CEGENSA organises a series of programs to educate the university community on the policy. To commemorate the Day of Scientific Renaissance of Africa this year, CEGENSA engaged with the Centre for Democratic Development and held a roundtable discussion on Academy Meets Policy: The Role of Feminist Scholars.

3-2-4- The development of Mentoring programmes

This involves a needs assessment survey; the creation of a database of all female faculty members with an assessment of their skills and training needs; the development of training programmes, including writing workshops, teachings, seminars, and workshops for proposal writing; research collaboration; the development of independent study programmes and a series of sustained interactions, both formal and informal, designed to facilitate interaction between senior and junior faculty as well as faculty and students. In recent times, particular attention has been given to female academics in STEM.

This involves a needs assessment survey; the creation of a database of all female faculty members with an assessment of their skills and training needs; the development of training programmes, including writing workshops, teachings, seminars, and workshops for proposal writing; research collaboration; the development of independent study programmes and a series of sustained interactions, both formal and informal, designed to facilitate interaction between senior and junior faculty as well as faculty and students. In recent times, particular attention has been given to female academics in STEM.

3-2-5- Outreach and extension work

Our work in this area has focused on student outreach. We have sought to reach students on issues of gender, particularly as it relates to their unique situation as young people in

an academic environment. We have done this through film shows, participating in student orientation for first-year students, symposia, colloquia, etc.

3-3- Research & Advocacy

Together with the Ark Foundation, Ghana, and the Domestic Violence (DV) Coalition, the CEGENSA undertook a three-year United Nations Development Fund for Women (UNIFEM) sponsored project on HIV/AIDS entitled « Ameliorating the Effects of Violence and HIV/AIDS Infection among Selected Groups in Southern Ghana ».

International Development Research Centre supported the Centre's research project entitled «Formalising the Informal and Informalizing the Formal: Analysing Changes in Women's Work in Ghana».

This was a three-year research project on the changing character of women's work in Ghana and its implications for women's livelihood security as an aspect of their citizenship rights. The study examines women's position in banking and paid domestic work. These sectors, one in the formal and the other in the informal economy, are illustrative of some of the critical developments in the character of women's work. Both sectors have seen significant changes since the 1990s when economic liberalisation policies began to take hold. Domestic work is increasingly being procured through agents and agencies.

On the other hand, the banking sector, traditionally seen as the bastion of formality and long-term employment, is changing with the introduction of employment agencies. These changes are taking place in a general context of labour market liberalisation and the formalisation of work in both developed and developing countries. Policy interest in informalisation has tended to focus on enterprise formalisation and ignores the conditions of workers. And yet this is a critical issue in national development. This research and the policy interventions envisaged would contribute to correcting this policy bias and fulfil CEGENSA's core mandates of generating information and policy advocacy on critical matters of gender equity and building the capacity of staff and students for gender analysis.

The project's overall objective was to influence policy processes towards creating an employment regime that is gender equitable and promotes sustainable livelihoods. Also, the Project has as its specific objectives:

1. To produce knowledge about women's work in the banking and domestic sectors of the economy as a contribution to research on employment issues from a women's rights and economic citizenship perspective
2. To disseminate knowledge from the research to policymakers, primarily to women and workers; advocacy groups, to promote policy dialogue and policy change
3. To build the capacity of researchers and their assistants to conduct research into

employment from a gendered perspective and to develop the capacity of the recipient institution for managing and operating analysis of such nature.

Furthermore, CEGENSA was part of a multi-national consortium that included colleagues from Bangladesh (BRAC University), Brazil (the interdisciplinary Women's Studies Nucleus (NEIM) at the University of Brasilia), Egypt (the Social Research Centre at the American University in Cairo), the United Kingdom (the Institute for Development Studies, Sussex), as well as UNIFEM and CARE International. The primary purpose of the consortium was to discover how positive change has happened in women's lives and to communicate lessons from research on what has changed, how change has been brought about, and what people working to bring empowerment and equality for women might learn from this. This 3-year project was funded by the Department for International Development (DFID).

In 2019, CEGENSA embarked on a multidisciplinary project funded by World readers titled: « Empowering Women and Girls to Identify and Challenge Gender Biases and Stereotypes Through Digital Reading ».

3-3-1- Resource Centre

The *Resource Centre* is a facility for teachers, students, and the wider public to access a broader range of materials on gender theory and analysis. It also serves as a depository for diverse materials produced by faculty, students, and the NGO/CS community. We currently have about 1,000 books in our library, 60 films, and numerous technical and research reports and journals.

This is a unique collection of materials from all over the world. Difficult-to-come-by resources created on the African continent are found in this collection. Films are an essential innovation and have gone a long way to promote the use of film in teaching gender courses. It is hoped that the use of film will become more popular with teachers of other classes.



**Global Learning Program at UNIMINUTO:
Fostering intercultural and international skills
at home**

Office of Global Affairs-General Rectory



Résumé :

Présente dans toute la Colombie, UNIMINUTO rassemble près de 100 000 étudiants, aux situations socio-économiques très disparates. Dans le cadre de sa stratégie d'internationalisation, l'Université a utilisé l'outil - COIL (Collaborative Online International Learning) - permettant une internationalisation sans mobilité mais réellement impactante.

1- Brief introduction**1-1- Corporacion Universitaria Minuto de Dios-UNIMINUTO: Education for all**

Corporacion Universitaria Minuto de Dios-UNIMINUTO is a private university founded in 1992 by F. Rafael Garcia-Herreros (a renowned priest in Colombia for his service and work for the poorest population). As part of a broader organization named El Minuto de Dios, UNIMINUTO's mission is to offer quality higher education to vulnerable communities in Colombia, reaching remote areas in the country.

Currently, UNIMINUTO is the largest private university system with a student population that comprises more than 100.000 students across the country, 97% from lower-income backgrounds. Moreover, 70% of the student population are women, mainly in the regions where accessing higher education is difficult for women heads of household. To achieve this goal, the institution put into action different strategies during these 30 years, for instance: 1) through the diversification of the offer, consolidating face-to-face, distance, and virtual programs; 2) offering affordable tuition fees according to the modality, level, and context; 3) designing relevant programs aligned to the needs of the regional socio-economic realities; and 4) delivering new options for financing with more flexible requirements and interest rates for the students than the traditional financial system.

Social transformation and sustainable development are key points of the mission. UNIMINUTO is committed to promoting social mobility through education, not only in Colombia but also in other contexts with similar complexities. Its extensive presence in the country is part of this mission of training people even in remote areas without causing displacement to the urban areas. Social Responsibility is incorporated into the Ethos of the Institution, and in the educational model. Every student is equipped with the tools to develop awareness about the development concept from a Latin American perspective, and then, put into practice this knowledge in a specific project with communities through a mandatory social internship.

Additionally, a special unit was created to keep incorporating and promoting social innovation in the academic initiatives: the Social Innovation Science Park (PCIS in Spanish).

This unit, a pioneer in Colombia, promotes the search for solutions to social problems via co-creation between researchers, communities, and third parties. Applied and participative research is led by the PCIS, connecting the Sustainable Development Goals with each context for surpassing social challenges.



Graphic 1. UNIMINUTO's presence in Colombia. Planification Directorate. June 2022

2- Inclusiveness and Internationalisation at UNIMINUTO

With more than 100.000 students across the country, in a university system that has regional gaps and limited resources, the implementation of an internationalisation strategy is a great challenge. Traditional mobility is a dream for students, but still, almost unrealistic for most of them since traveling abroad is not affordable nor possible for familiar or working situations.

In 2017, a new strategy was designed looking for the implementation of a more *comprehensive model*¹, rethinking the inclusiveness of the actions. Mobility was mostly based on the traditional study abroad options (long-term stays), possible only for less than 0.2% of the students. The new roadmap conceived four strategic axes, interconnected, with different enablers, being the new technologies, a strategic bet for internationalisation.

This article will focus on one initiative, from the new strategy, called the *Global Learning Program*, an initiative created as part of the efforts for breaking paradigms at the institution regarding internationalisation and traditional mobility. In 2018, within the frame of participation in an

1 Comprehensive Internationalisation, a definition proposed by John Hudzik in 2011, NAFSA

international network, UNIMINUTO was a partner in an Erasmus Capacity Building Project that led to the development of the first Collaborative Online International Learning-COIL project between UNIMINUTO and the Tecnológico de Monterrey University in Mexico. This first experience, with a totally new methodology, was the first stone for the creation of the new initiative.

Created by Jon Rubin more than twenty years ago, COIL is considered as a tool for promoting internationalisation at home and for internationalisation of the curriculum at the same time, in which students and professors develop intercultural dialogue and digital skills. It reflects part of the impact of technology in Higher Education and, of course, in internationalisation.

3- Specific Programs

3-1- Innovation in the classroom

COIL is considered as a tool for promoting internationalisation at home and for internationalisation of the curriculum at the same time, in which students and professors develop intercultural dialogue and digital skills. It reflects part of the impact of technology in Higher Education and, of course, in internationalisation.

Amirault and Visser (2010) identify that online learning brought about significant changes in the role of the professor, but also of the student. Under a new facilitator premise (author's italics), these authors point to Visser's definition in which "the (university instructor) assists students in the development of cognitive and metacognitive competencies as they progress through instructional requirements." (p.16).

COIL exemplifies this paradigm shift in the teaching process, which is now focused on learning, and invites the use of information and communication technologies to generate collaborative spaces beyond the classroom and beyond borders. The convergence of face-to-face, distance, virtual or dual modalities has led to blurring the boundaries between them at the classroom level and opens up a range of opportunities for pedagogical innovation, capable of recognizing the benefits of multimodality, enhancing experience-based learning.

The first project implemented in 2018, between UNIMINUTO and Tec de Monterrey, showed how innovation can foster meaningful international and intercultural interactions in the classroom. COIL seemed a great opportunity for a more inclusive internationalisation, at no cost, promoting the development of intercultural skills thanks to the use of new technologies and open resources for online education.

Consequently, a pilot project started with a sensibilization phase together with the Teaching

and Learning Center, a relevant partner to ensure the sustainability of the project. The first online seminars caught the attention and curiosity of 60 professors. An accompaniment program was designed to support interested professors during the ideation and development phases. This support was possible thanks to the virtual orientation and guidance from the Teaching and Learning Center with an initial result of 5 projects implemented during 2019.

Recognizing these benefits and the opportunities for learning and collaboration for students and faculty staff, during a serious and uncertain global public health situation, the pilot phase was reimagined to develop an all-new program. This is how, since 2020, the *Global Learning Program* was born, led by the Office of Global Affairs, with the support of the Office of the Academic Vice-Rector.

After a transformation of the Teaching and Learning Center (the main partner of the project) just before the pandemic, it was necessary to reimagine the strategy, empowering the campuses in a decentralized perspective and delivering the necessary tools for them to continue implementing the Program.

The Global Learning Program included sequential phases, from a sensibilization process to the following up stages, to ensure adequate capacity building on the campuses. The first two phases involved: the articulation between internal stakeholders to disseminate the message about the new methodology; and the identification of teams and champions at the campuses to lead the Program and provide orientation to professors under a figure denominated “pedagogical advisors”. Then, the training phase consisted in equipping people involved with COIL and how to coach professors to help them from the ideation process up to the evaluation of results. Finally, a permanent follow-up and indicators assessment is done at a central level to consolidate data.



3-2- Global Affairs Office

As a result, between 2020 and 2022, more than 270 projects were developed, with more than 355 UNIMINUTO professors and national and international partners, in which more than 7,000 students participated, representing 7% of the student population versus the initial 0.2% involved

in traditional mobility five years ago. This comprehensive initiative generated new capacities at the regional level, increased decentralized partnerships with more than 12 countries, and let us reach more students of the UNIMINUTO System in international activities. The *Global Learning Program* has been recognised as one of the best internationalisation practices by the Organization of Ibero-American States, in the category “internationalisation of the curriculum-interculturality shared programs” and is part of the Ibero-American Manual of Good Practices in Internationalisation (MIBPI in Spanish).

The development of the COIL projects in the Institution has also meant a diversification of the collaborative work with both national and international partners and has also fostered participation in international networks.

4- Conclusion

The new strategy of internationalisation and the use of digital technologies, especially through the Global Learning Program, has allowed us to promote a more inclusive approach, with a broader impact not only for students but also for professors. It has enhanced the curiosity, innovation, critical thinking, and intercultural skills of the academic community. The world and the global challenges do not seem any farther away from the realities in Colombia. COIL is a powerful tool to create awareness about our role and how to live together in a common house. It equips students and professors at home, through the curriculum, with the competencies for becoming global citizens and contributing to a better society.



Inclusivity at Stellenbosch University



Résumé :

L'approche de l'inclusion développée par l'Université de Stellenbosch passe par la diversité linguistique. Dans un pays fortement imprégné de multilinguisme, l'enjeu d'intégrer différentes langues à l'enseignement universitaire est prioritaire. En outre, cela ne concerne pas que les langues oralisées. L'Université de Stellenbosch développe également une approche pour intégrer et valoriser la langue des signes dans ses processus institutionnels.

1- Brief introduction

Stellenbosch University (SU) is home to an academic community of 32 000 students (including 4 000 foreign students from 100 countries) as well as 3 400 permanent staff members (including 1 300 academics) on five campuses.

The historical oak-lined university town amongst the Boland Mountains in the Winelands of the Western Cape creates a unique campus atmosphere, which attracts local and foreign students alike. The University is amongst South Africa's leading tertiary institutions based on research output, student pass rates, and rated scientists, and is recognized internationally as an academic institution of excellence. It boasts the highest weighted research output per full-time academic staff member of all South African universities and the second-highest number of scientists in South Africa who have been rated by the National Research Foundation (NRF).

SU is known as a residential campus with an active residential life, which makes residence placement sought-after among students. Residences and private wards are grouped into clusters, each with its own cluster hub, where residence and day students are able to study, meet and socialize. With the construction of new buildings and the repurposing of existing buildings, student-centred facilities are created to enable students to conduct group work, study, and gain access to the University's electronic networks. Through this infra-structural commitment, SU is committed to include non-residential students into an integrated learning and teaching space to provide more access and a better future.

2- A multilingual mindset: Stellenbosch University's approach to language to provide more access and a better future

Stellenbosch University is situated in the Western Cape province of South Africa, where three languages out of the eleven official languages – Afrikaans, English and IsiXhosa – are widely spoken. As an institution, we are regarded as a national asset. Furthermore, we also attract thousands of international students. So, what are we to do? How do we approach language if we want to support and sustain a multilingual environment?

Student preferences

When the 2021 undergraduate distribution of students' home language is compared to 2017, both English and other official South African languages increased by two percentage points, whereas Afrikaans decreased by five percentage points.

The 2021 distribution is as follows:

- 48,7% (47,8% in 2017) identify English as their home language
- 37,4% (42,4% in 2017) Afrikaans and 6,8% (4,9% in 2017) other official South African languages, with the remaining 7,1% (4,9% in 2017) identifying an international language as their home language.

English as the preferred language of learning and teaching for undergraduate students increased from 68,2% in 2017 to 80,8% in 2021. In 2021, nearly 100% of undergraduates with a home language other than Afrikaans, as well as 49,5% of undergraduates with Afrikaans as home language, preferred English as their language of teaching and learning. In 2021, almost 100% of black African and Indian/Asian undergraduates preferred English as language of teaching and learning, as well as 80,7% of coloured and 73,8% of white undergraduates. In 2017, approximately a quarter of undergraduates and newcomer first-years with Afrikaans as home language preferred English as language of teaching and learning. By 2021, this proportion had increased to nearly half in both instances, namely 49,5% for undergraduates and 46,1% for newcomer first-years.

Last year (2021) the Faculties of AgriSciences, Education and Theology had the highest percentage of students who prefer Afrikaans as language of teaching and learning: between 35% and 39%. A total of 26,2% of undergraduates in the Faculty of Engineering prefer Afrikaans. In each of the remaining faculties, less than 20% of undergraduates prefer Afrikaans as language of teaching and learning.

So, if English preference for teaching and learning is so high, why not make Stellenbosch University English? Because we honestly believe multilingualism creates more access and opportunity for a better future.

How SU approaches language

At SU, multilingualism relates to institutional and individual multilingualism, but also includes multilingualism as a means to promote inclusivity and an appreciation of the value of diversity. It extends beyond creating spaces and structures for the use of multiple languages in academic, administrative and social contexts, or individuals' willingness to learn multiple languages.

Multilingualism also reflects an attitude, or mindset, that SU would like to foster within our campus community. This mindset is put into practice at ceremonial occasions, such as the welcoming event for first-year students and graduation ceremonies, where Afrikaans, English and IsiXhosa will be used at meetings and social gatherings where translanguaging will occur spontaneously with mutual respect and tolerance for varying language proficiencies

where an individual is eager to learn additional languages and in the lecture hall where lecturers, lecturing assistants, interpreters and students take co-responsibility for multilingualism by assisting others to understand the academic content. While it is important to create spaces for students to engage informally via translanguaging in the classroom, there are also pedagogical reasons for students to use the academic and technical terminology at a higher education institution.

What is Translanguaging?

Translanguaging is an umbrella term for a context in which multilingual persons use the linguistic resources at their disposal to engage with one another and with texts to create meaning. In a classroom context, the purpose is to deepen learning using a variety of strategies, including (but not limited to) code switching, translation practices, co-languaging and interpreting, without any attempt to limit communication or engagement with text to one language or variety of a language.

The Language Policy

We have a Language Policy that underwent an extensive review process in 2021, and the revised version has been implemented since the start of 2022. In short, it determines the following: “Without losing sight of the fact that SU serves continental and global communities, we commit ourselves to multilingualism by using the three official languages of the Western Cape, namely Afrikaans, English and IsiXhosa.”

Challenges on faculty and PASS level

Different faculties have different requirements when it comes to language. And here flexibility is key. We have often spoken about the significance of agile institutions, and how adaptability is necessary for universities to thrive. The actual circumstances of academic multilingualism should be in step with professional environments and expectations. In SU’s case, there is a clause in our Language Policy regarding Language Planning that states the following: “Every faculty reviews its use of language for learning and teaching and records the language arrangements in its Faculty Language Implementation Plan annually, at the least. This Plan is reported to Senate via the faculty board and Senate’s Academic Planning Committee. Senate has the power either to accept the faculty’s Language Implementation Plan or to refer it back to the faculty. Once accepted, the language arrangements for learning and teaching of a particular module are published in the relevant module frameworks.”

So, the implementation of a policy requires faculties and departments – and all other internal structure of a university – to interpret and use it accordingly.

Financial investment

SU makes a substantial investment in multilingualism with R45 million budgeted for the implementation of the current multilingual Language Policy in 2021, not taking into account the money

spent by faculties, and administrative and support environments for additional language support. This direct investment amounts to 0,7% of SU's total integrated budget.

An additional ±R90 million (professional and administrative support staff, as well as academic staff) is added to the institutional cost of multilingualism in the form of implicit staff related costs (e.g. translating lecture materials, exam papers, reports, presentations, e-mails etc.).

The discretionary part of SU's main budget, i.e. funds that are not committed to servicing obligatory expenses (e.g. salaries) and allocated on an annual basis, amounts to R318,5 million.

The 2021 language implementation budget constitutes 14% in relation to the total discretionary funds in the main budget.

If SU were a single-language English university, it would not have incurred these costs.

Multilingualism is a costly choice with known challenges and complexities but is a deliberate choice with specific institutional objectives and outcomes.

Conclusion

At Stellenbosch University, we embrace the diversity of our society and the intellectual wealth inherent in that diversity. Through the implementation of our Language Policy, Stellenbosch University creates opportunities for the advancement of multilingualism in academic and social spaces to increase equitable access to a university education, foster an inclusive campus culture, and support student success.

Our commitment to multilingualism includes all languages, with a focus on the three predominant languages used in the Western Cape. Through exposure to multilingualism and respect for each other's cultural heritage and language in our daily interactions on our campuses, our students develop graduate attributes. These mould them into engaged citizens with the skills and attitudes to co-create cohesive and tolerant communities in our diverse society.

2- The inclusion journey of two Deaf students at Stellenbosch University: A 3-part series

The journey of two Deaf students at SU was presented at ANIME Summer Event in 2022 against the backdrop of fostering the inclusion of South African Sign Language (SASL) as part of our multilingual and inclusivity endeavors at SU. We presented this as a three-part series. We looked into the journey of the two, first-ever, Deaf (linguistic and culturally) students at SU. Ground-breaking work was done before and during their university studies to foster diversity, inclusivity and provide quality education that adheres to the university and teacher education standards. This was necessary because very few qualified Deaf teachers exist in South Africa and the two students presented were the first to study in the Faculty of Education where professional teacher training takes place. The trials and tribulations of Deaf education in South Africa is well-documented Storbeck, Martin, Parkin & Magongwa (2010).

We outline the preparations, challenges, victories, lessons learned at SU as well as make recommendations. We frame their journey within the socio-ecological theory model of inclusion.

The systemic inclusion of the Deaf students

There was no language policy guiding the inclusion of SASL before 2016 at SU. Students who were Deaf who enquired about studies at SU (international or in South Africa) found this to be impossible prior to 2016. In 2017, SASL became part of SU language policy, which marked the start of a new era for Deaf education at the University. Existing facilities for deaf students could be Induction Loop Systems¹ which only exist in the newer facilities at SU or the use of Otter.ai² speech to text technologies. With the Language Policy revision, SASL was included as a medium of instruction even though it was not yet an official language in South Africa (Stellenbosch University, 2017). It had by then become a possibility to be taught via SASL in the school system in South Africa (Murungan, 2014), which meant that students were going to start coming to university who were proficient in learning via SASL.

Much advocacy around the inclusion of SASL for teaching and learning at SU took place with the SU Language Centre. The employment of SASL interpreters was put in place when we enrolled two Deaf students in the Faculty of Education to study B Ed (General Education) Foundation Phase in 2017. The two students and the inclusion of SASL interpretation in the interpretation services at the Language Centre was seminal in laying the foundations to start to teach Deaf students with the support of SASL interpreters. A short documentary was shown of the two students at the ANIME Summer Event in Strasbourg in July 2022. The students highlighted the value of having SASL interpreters that did educational interpreting in class. The importance of having their interpreters also accompany them to meeting with their lecturers and their tutors was invaluable. The interpreters were part of their assessments and they could raise any challenges and difficulties with them. The two students were also involved in the development of new courses that were needed in order to qualify as teachers themselves. Engaging in co-curricular activities were important too to foster academic success.

The second part of the presentation dealt with the various systems that had to be prepared to respond to the students in this ground-breaking work. The curriculum had to be adjusted in various ways to incorporate the student's way of learning and teaching. Lecturers were briefed about educational interpreting for Deaf students and the reason for the interpreters, which is to interpret their content as they convey it to all the students. A new module was developed in Linguistics that focused on Sign Language as a language and how to teach it at the Foundation Phase level in schools. If the students had challenges with the work, the interpreters would do further engagements with students and the lecturers to iron their difficulties. In co-curricular spaces, engaging in student support activities were important to foster their successful inclusion and

1 https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwi1wPbkio-D7AhVpiFwKHVZzAgQQEnoECAoQAQ&url=https%3A%2F%2Fcie-group.com%2Fhow-to-av%2Fvideos-and-blogs%2Finduction-loop-system-a-fils&usq=A0vVaw0_UdMJ8U9ibzidkddPm8IN

2 <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwi5i4v8ioD7AhX-ColwKHfIGD1gQEnoFCAoQAQ&url=https%3A%2F%2Fotter.ai%2F&usq=A0vVaw39s0jAwrrcoFRN8MDghHblE>

academic success. The role of the Disability Unit at SU was insurmountable in the preparation and advocacy for the Deaf students.

Conclusion

In the end, the success of the two students could only be realised and celebrated because of their active agency, together with the active allyship of all role-players at the University. Active allyship proposes to be an active and reflective driver of change.



University of Stellenbosch in the morning

Credits: Stellenbosch University, Division for Corporate Communication and Marketing

Approaching Diversity and Inclusion in Higher Education Unit for Diversity



Résumé :

Dans un environnement complexe, l'Université hébraïque de Jérusalem cherche ces dernières années à s'ouvrir et à diversifier son public étudiant. Portée par sa Vice-Présidente pour la Diversité, un bureau pour la diversité et des dispositifs spécifiques ont été mis en place pour donner corps à cette nouvelle politique. Le programme «Ambassadeurs pour la diversité» en est un programme phare.

1- Brief introduction

The Hebrew University of Jerusalem, founded in 1918 and opened officially in 1925, is Israel's premier university as well as its leading research institution. The Hebrew University is ranked internationally among the 100 leading universities in the world and first among Israeli universities.

The recognition the Hebrew University has attained confirms its reputation for excellence and its leading role in the scientific community. It stresses excellence and offers a wide array of study opportunities in the humanities, social sciences, exact sciences and medicine. The university encourages multi-disciplinary activities in Israel and overseas, and serves as a bridge between academic research and its social and industrial applications.

The Hebrew University has set as its goals the training of public, scientific, educational and professional leadership; the preservation of and research into Jewish, cultural, spiritual and intellectual traditions; and the expansion of the boundaries of knowledge for the benefit of all humanity. The Hebrew University is committed to ensuring that all qualified students, from across the wide mosaic of Israeli society, can study and find their academic home on its campuses.

2- Specific program: the diversity Ambassadors program

Diversity Ambassadors Program

In 2021, the Diversity Unit launched the *Diversity Ambassadors Program*, based on the understanding that the personal story of each student, particularly those from population underrepresented in academia, is the best way to encourage students from diverse population to acquire higher education in a quality academic institute.

The *Diversity Ambassadors Program* includes 25 students from all university campuses and disciplines, and from all the relevant populations: Arabs, ultra-Orthodox Jews, Jews of Ethiopian descent, first generation in higher education, Israel's socio-geographical periphery, students with disability, as well as students from the secular Jewish majority group.

Every ambassador receives a tuition scholarship of NIS 10,000 (approx. \$3,000) for 100 activity hours over the year. The ambassadors' work is in itself diverse, and each student can choose the diversity group or groups with which she would like to work. In the course of the year, the ambassadors undergo various trainings, such as a storytelling workshop, social media work, general information about the university, and marketing tools.

As part of the ambassadors' various activities, they meet with youngsters in various towns, guide visits by organizations and schools interested in getting to know the university, accompany candidates arriving for open days, and meet donors and delegations from abroad. Underrepresented populations are sometimes intimidated by a prestigious institute such as the Hebrew University – unfortunately, many simply do not believe that this is a place for them. Therefore, a key task of the ambassadors is to introduce them to the university, and express in the name of its administration how interested we are in diversity and in them in particular. This has nothing to do with charity. Rather, we firmly believe in their entitlement to study, and that diversity is the way to academic excellence.

Visiting our institute, our research labs and classrooms, is a significant step for youngsters keen on integrating in higher education. The very passage through the gate marks the beginning of the process, but what really makes the difference is meeting university students, lecturers and employees who have had or are still undergoing the same experiences. Meeting a student that has the same story, who shares the same difficulties, barriers, and challenges – as well as successes – using the very same language, generates the most significant affect for those youngsters.

Already during the first year of the program, we have been impressed by the impact of those students, as well as by the power of such a diverse group, a microcosmos of Israeli society, to serve as a beacon of hope, openness and tolerance. The friendships formed within the group are inspiring. The *Diversity Ambassadors Program* has become one of the unit's flagship programs, a model for other higher education institutes.

Many studies point to the relationship between diversity and excellence in both research and teaching. Our Diversity Ambassadors are a living proof of this excellence. This is true also for other projects of the Diversity Unit. Another flagship project is teaching in mixed classes, designed to bring students from different social groups together by joint submissions and other academic work in classrooms.

The Diversity Unit places great emphasis on evaluating its programs, constant learning, and reflection in order to adapt them to the needs of all university population and thereby promote the vision of a diverse, inclusive and excellent academic institution.



Pertinent Quality Education for Many More: Innovating in Inclusiveness at UNC



Résumé :

Une des ambitions principales de l'Université de Cordoba est de renforcer le lien entre université et société. De nombreux programmes ont été développés pour toucher des communautés élargies à travers le pays (Folk Universities), ou plus spécifiques comme les entreprises (Trades school programmes). L'Université mène ainsi une stratégie inclusive « hors les murs ».

1- Presentation



Established in 1613, Universidad Nacional de Córdoba in Argentina (UNC) has about 140 thousand students and is one of the oldest and most prestigious public universities in Latin America. Its colonial university buildings located downtown were declared World Heritage Site by UNESCO in 2000.

UNC has played a vital role both in the national and regional history. Its 15 faculties cover all areas of knowledge; besides, it has two high schools, over one hundred research centres, 25 libraries, 17 museums and two astronomy observatories: they are all a living proof of the thriving force of a university conceived as a combination of tradition, innovation and excellence.

In the area of communication, it counts with one multimedia centre: 2 TV channels, 2 radios (AM and FM) and a news portal.

The university campus buildings plus those located downtown and elsewhere total 4197925 ft². The UNC offers undergraduate courses in most areas of knowledge with programs ranging around five years on average. Additionally, it provides graduate diplomas and graduate programs at M.A.

and PhD. in diverse fields of knowledge with the purpose of qualifying professionals for teaching, research and scientific and technological development.

Fulfilling its commitment to the community, UNC develops interventions and fosters the links between university and society by implementing numerous community outreach programs.

2- Inclusiveness and International at UNC

Antecedents and principles behind the motor of change: the Widening of HE¹

In spite of the UNC's large student and academic population and great impact in the region, in 2017, at the turn of the first year of the UNC's new administration, Dr. Hugo Juri, the Rector, gave a new impulse to expand the UNC's reach to get to larger sectors of the population and to other places away from the city of Córdoba by fostering an important growth of the already existing Trades School Program and by opening up the Folk Universities.

A) The seeds for the latter were born with the UNC 1918 Students' Reform whose main demands were the following:

- A lay and progressive education—without constraints from the Church and the Conservative social orthodoxy of the early twentieth century in Córdoba
- Access to teaching positions through open competition of candidates
- Students' participation in the governing scheme of the UNC
- Wide and open access to UNC for students coming from all different social sectors

B) In 2018, the UNC hosted the most important Regional Conference on Higher Education, CRES 2018, which was co-organized with UNESCO's IESALC (Institute of Higher Education for Latin America and the Caribbean). This Conference is set every 10 years to analyse and discuss the principles which will guide the region's conception of HE and the roadmap for the following decade. In that Conference the fundamental proposition of "...Higher Education as a public good, a human and universal right and the State's duty" was once more declared and reaffirmed. The Declaration followed by stating: "These principles are founded on the deep understanding that the access, the use and democratization of knowledge is a social, collective and strategic good, essential for the guarantee of basic human rights which are fundamental for the "buen vivir" of our peoples, the construction of full citizenship, social emancipation and the integration of Latin America and the Caribbean with a spirit of solidarity²."

1 Higher Education

2 Accessed in: <http://www.cres2018.unc.edu.ar/uploads/Declaracion2018-Esp-CRES.pdf>

Such central proposition for Latin American and the Caribbean HE was endorsed by all education authorities and practitioners in the region, and UNC, especially. Since 2018 the latter has designed its policies and actions along these lines of education for everybody, that is to say, inclusiveness has been one of its main concerns.

C) The other significant scheme that has had an impact on the UNC's strategic planning has been the UN 2030 Agenda and the SDG's. Its guiding idea of constructing global and planetary wellbeing and designing a roadmap together with all of those who manage public policies as well as with committed and interested citizens who want to achieve these goals without "leaving no one behind", deeply coincide with Latin America and the Caribbean life and development urgencies and their principles regarding HE, the same as with the UNC's leading principles regarding the expansion of HE for as many as possible.

D) Finally, the present changes involved in contemporary new models of work and the variety of training demands brought about by the deep changes of the Revolution 4.0, have also led the UNC to rethink its traditional and exclusive offer of long established undergraduate and graduate courses with traditional contents, to set up instead new courses for different types of students and to resort to new technologies.

3- Specific programs

Getting Education outside UNC's campus

There are a lot of actions which could be included here to show the UNC's steps in its path towards a greater inclusion. Yet, here we will focus on only two of the programs, Folk Universities and the Trades School, as well as on the Virtual Campus activity to illustrate how these instruments have helped and are contributing to the provision of education to many more, and, especially, for those who need it badly.

Folk Universities

As it has already been mentioned, the Folk Universities were started in 2017 in the context of the intensification of the importance of the "Society of knowledge" and in the hope of sharing the knowledge and technology produced in the UNC to upgrade or reskill those located far from Córdoba, trained in particular fields of knowledge but with new demands at work. As stated in the UNC's Statute, the Folk Universities intend "To promote the UNC's insertion in the community in view of the local, regional and national problems in development".

Rector Hugo Juri explains his view of this project in this way:

"We embrace the Folk Universities in the certainty of the historical trajectory of the UNC but also of the potentiality of the said institutions for the promotion of bridges between the knowledge stored in Higher Education Institutions and the needs of the society that sustains and finances those academic and scientific centres but which may have never gone across the boundaries of the University."

The Folk Universities were built upon the small matrix of former informal bonds with communities outside UNC and Córdoba city: traditional Trades and Arts Schools, popular libraries, sports clubs. Taking advantage of previous informal interactions with those places, the UNC Outreach Office started to travel around the inner province of Córdoba and contacted them in order to get to know their needs. Next followed the agreements with the local authorities of those towns to count on their support for a multiplying effect, to work in accordance with the town people's needs and to provide solutions to the emerging problems of the people. The sustaining idea behind these organizations has been for them to work with cultural autonomy, universal and participative attendance and on the basis of necessary "life-long learning" models in the changing scenario of the labour world and revolutionary technology.

In order to promote popular education in practical and theoretical knowledge/s to the whole population, the teaching and training has been designed in direct relation to their requests on themes related to the socio productive environment such as tourism, foreign languages, entrepreneurship, cultural management, reskilling, upskilling in different trades, general knowledge to achieve Digital inclusion and relevant social concerns such as gender and diversity, health, environment and sustainability.

Apart from being important centres that attracted the local people in terms of their genuine interests and needs, another important objective has been fulfilled. They have become "Power stations of citizenship construction."

The figures obtained in the spread of Folk Universities are very successful. From 2017 till the beginning of 2022, there have been agreements with 210 Towns and Town Halls, 2336 courses have been offered, which have involved 864 trainers, and there have been 36 921 (certified participants) in the said courses.

Trades School Program

The Trades School program was created to reach the people who are more vulnerable. The aims it pursues are: to implement active policies of inclusion for people with social vulnerability and to enable workers to acquire knowledge and competences for their professional development regardless of their formal educational level.

The program updates knowledge within a free of charge, inclusive, equitable and quality education model. Another measure taken to focus on less protected citizens is to give priority of registration to people within the productive age, in charge of a family, without a formal job and/or within a personal vulnerable situation.

The Menu of courses which have been taught includes: technology, masonry and construction, gardening, gastronomy, carpentry, business management, communication, sanitary facilities and electricity, among others.

In the context of the pandemic COVID-19 computing, programming and activities related to the new technologies of communication were intensified.

Some interesting facts refer to the following details: 32% of the general courses' registration include the latter demands, and the COVID-19 pandemic context meant an increase of a 10% registration between 2019 and 2021. During the pandemic, online courses were offered to open up more possibilities. In line with this, it can be asserted that digital literacy for work is the most popular course.

Other figures show that more than 7 000 people were trained since 2014 to date. More than half of the registered people do not have a formal job (a 10% increase comparing with 2020). About 20% of the registered students do not count with secondary education. In 2020, there was a 7% increase of female registration. People aged between 18 and 35 constitute more than half of the registration.

International expansion: Life-long learning and Credit courses

Finally, the UNC has not only made an effort to cover its region of proximity by incorporating the educational and cultural demands of the inner towns of Córdoba province and the upskilling of our citizens who need technical training in different trades but it has also expanded to cover international demands. The development of its virtual campus and the design of courses with a local seal or in fields where the UNC excels has made it possible for students all over the world to access the UNC's online offer. With a varied menu, students can choose from life-long learning courses or classes they can take to put together a Micro Master program. Through the UNC access to Platform EdX since 2018 there have been more than 540,000 students from 106 countries in the 96 courses offered by UNC. In Open EdX the number of students has been more than 310.000 from 60 countries in the 61 courses offered by UNC. The Certificates delivered so far have been more than 220.000 (2018/2022).

As it can be seen, inclusiveness in education opportunities has been a strong, rising policy in the UNC and the efforts will not cease to "leave no one behind" or make the alterations needed to suit the changes that may arise and revert many people's marginal situation in our country, the region and globally.

UNIVERSIDAD NACIONAL DE CÓRDOBA



(View of UNC Virtual Campus site)



Inclusive Excellence seen from the University of Strasbourg



Résumé :

L'Université de Strasbourg dispose d'un texte stratégique qui fait de l'excellence inclusive une de ses priorités. L'excellence inclusive se manifeste à différents niveaux, notamment l'ouverture de l'Université à la société civile, ou la participation active de toutes les communautaires universitaires aux processus institutionnels et académiques.

1- Introduction to the University of Strasbourg

Founded in the 16th century, the University of Strasbourg has a long history of excellence in higher education, rooted in Renaissance humanism: it is home to world-class researchers, including 18 Nobel Prize winners since the inception of the award in 1901 – among which, for the most recent, Pr Jean-Pierre Sauvage (2016; Nobel Prize in Chemistry), Pr Martin Karplus (2013; Nobel Prize in Chemistry), Pr Jules Hoffmann (2011; Nobel Prize in Chemistry) and Pr Jean-Marie Lehn (1987; Nobel Prize in Chemistry).

Divided into three universities from 1971 to 2009 (Université Louis Pasteur, Université Marc Bloch, Université Robert Schuman), the University of Strasbourg has since then become a unique and pioneering example of merging universities in France, aiming to enhance international exposure and develop the multidisciplinary aspects of education and research. It now offers a broad range of degree programmes and trainings in the main academic disciplines:

- Arts, Literature, Languages
- Law, Economics, Management, Political and Social Sciences
- Social Sciences and Humanities
- Science and Technology
- Health

The University of Strasbourg has over 400 partner institutions in Europe and 175 worldwide. It is a founding member of « EUCOR, le campus européen », and the League of European Research Universities (LERU), a network of 23 leading European universities pushing the frontiers of innovative research. It also belongs to several other international academic consortia: the Franco-German University, Utrecht Network, AC21, EPICUR the European University Alliance, and ANIME.

2- Inclusive Excellence at the University of Strasbourg

At the Political level: a strategic roadmap

The University of Strasbourg takes a rather holistic approach to the concept of inclusive

excellence – seen as the involvement of all stakeholders in order to achieve collective growth: “Community engagement is a complex phenomenon that is at the same time a method (involving multiple partnerships and collaborative work), a principle (with mutual benefit at its core) and an objective (of contributing to societal development)”¹.

In its **strategic roadmap 2030**, the University of Strasbourg emphasizes that *“Our community is rich above all in the diversity of its members, and it must endeavour to make this an asset for the benefit of all, thus condemning all forms of racism and discrimination. It has a major role to play to promote diversity, particularly in terms of gender equality, social diversity, interculturality, but also disability awareness. Inclusiveness helps to develop a culture of dialogue and mutual learning as well as a sense of community. It must be a source of improvement for all, for example, in terms of innovation in our projects, mutual aid, shared campus life, and relations with our partners and alumni”*².

The implementation of this official policy, intended to be a “living strategy”, will involve our entire community, whether in the context of major institutional projects or the many initiatives launched by academic departments, research centers or support services. It will also involve the academic, institutional, socio-economic and cultural partners of the university and its network of former students. Finally, this strategic roadmap is intended to serve as a guideline for the development of the next five-year contract with the Ministry, to be updated regularly through ongoing dialogue between the university community and its authorities.

3- Specific Programs

At the institutional level: Open University

The Botanical Garden: giving access to all learners – the case of the living collection

The Botanical Garden of the University of Strasbourg is part of the Faculty of Life Sciences. The aim of the Botanical Garden is to draw the public’s attention to the dangers threatening biodiversity and to turn this awareness into sustainable action.

Bringing together a wide range of different plants and environments, the Botanical Garden is a perfect educational support for students and schoolchildren.

It also plays an important role in the conservation of endangered plants. By cultivating and exchanging them within a network of partner gardens and botanical institutes, it contributes to safeguarding biodiversity. It participates in various seed exchanges around the world.

The Botanical Garden offers educational activities to raise public awareness, particularly among the younger generation, of the importance of conserving plant heritage.

¹ Thomas Farnell (2020), in Community engagement in higher education: trends, practices and policies, NESET report, Luxembourg; Publications Office of the European Union. p.33

² Strategic roadmap 2030

At the academic level : Promoting student success***Initiatives targeting students:***

MoodleAIR is a platform with educational resources to train in the methodology of university work, to help students appropriate their study environment and train them in transversal skills useful to their professionalization process. These digital resources combine courses and exercises to enable them to master the skills necessary for a successful study course. These online courses are accessible to all throughout the year.

HackeTaFac allows students to be creative and to imagine solutions with a digital component that renovate, improve, simplify, transform, invent... tools or services for student success. These may be online services, mobile applications, digital devices or dematerialisation, connected objects, etc. To apply for the competition, students must formalise their idea in a video.

Training for newly hired assistant teachers

French law introduces compulsory training for trainee lecturers when they are appointed in their first year, along with a 32-hour teaching break. Lecturers appointed at the University of Strasbourg thus commit themselves during their first year to a 32-hour training course formalised by several activities: seminars, conferences, MOOC on university pedagogy, peer observations, collective analysis of teaching practices, etc.

Activating the Internationalisation Potential for Social Engagement: Internationalisation in Higher Education for Society (IHES Project)



Palacký University
Olomouc

Résumé :

Lauréate en 2019 du prix EAIE pour l'Excellence dans l'internationalisation, l'Université Palacký à Olomouc s'est fortement impliquée dès 2020 dans le partenariat stratégique européen « Internationalisation de l'enseignement supérieur pour la société (IHES) ». L'IHES vise à activer le potentiel d'internationalisation de l'engagement social, en veillant à promouvoir une approche inclusive à plusieurs niveaux tout en ciblant les établissements d'enseignement supérieur et leurs réseaux, les acteurs sociaux et leurs réseaux, et les gouvernements régionaux.

Palacky University Olomouc (UP) is a university with long-standing traditions, located in the historical City of Olomouc. Students constitute more than 20% of the city's population, which creates a unique atmosphere of a real "college town". Founded in 1573, the second oldest university in the Czech Republic is a leading university in the field of research, striving for a permanent position among the three most important universities in the Czech Republic and among the top Central European universities. The University actively supports internationalisation of educational and research environments, as well as the international mobility of students, academics and researchers. Particular attention is paid to the development of international strategic partnerships within its inspirationally diverse international collaboration academic framework. In 2022, it hosted more than 4500 international students from more than 110 countries. It is active in the Erasmus+ programme, both in mobility actions including Erasmus Mundus Joint Master Degrees and in the other actions including many international cooperation projects. In 2019, UP received the EAIE Award for Excellence in Internationalisation. Thanks to the award, the University's internationalisation activities received even more recognition and credit bringing in even more attention of national and international higher education institutions (HEIs), international association, institutes, bodies and also pragmatic proposals for joint projects, consortia and stronger global academic collaboration. Such a positive platform had also its share in the successful 2020 application of the project under the title Internationalisation in Higher Education for Society within the Erasmus+ Programme, Key Action 2: Strategic Partnerships Project (2020-1-CZ01-KA203-078288), briefly shortened to IHES.

This IHES project has aimed at building activities concerning the real needs of society, testing different approaches in two different regions, Catalonia in Spain and the Olomouc region in the Czech Republic, while using a quasi-experimental design. It has aimed to generate knowledge that can be easily transferred from the regions and partners involved in the project, i.e. eight partner institutions with Palacký University Olomouc, Universitat Rovira i Virgili, Departament D'Empresa i Coneixement, Generalitat de Catalunya and Grupo Santander in Spain, Academic Cooperation Association and Lifelong Learning Platform in Belgium, Global Impact Institute,s.r.o. and the Olomouc Region in the Czech Republic. IHES has focused on ensuring that the entire project is based on a multi-level inclusive approach while targeting HE institutions and their networks, social actors, their networks, and regional

governments¹.

As to the IHES project as such, it has included five intellectual outputs (IOs) and three multiplier events (ME) over the course of three years. Each of these has a specific leading organisation and focuses on a different output type. One of the intellectual outputs concentrates on reporting current good practices in IHES across Europe and elsewhere. It identifies existing IHES practices through a mapping survey among HEIs, further desk research and two focus groups with representatives from civil society and regional authorities. The IHES mapping report² compares the findings by using the IHES Matrix, which is looking into goals, target groups outside HEIs, international elements and HEI actors. Next to this, the IHES project team have inquired about the impact, level of involvement and movement between HEIs and society. It also outlines several recommendations for practitioners as it can be seen in its text and project web as well³.

The core activity of the intellectual activity IO3 was the creation and comparison of two regional IHES-Labs, one in Catalonia⁴ and one in the Olomouc region. After receiving an introductory training in IHES, the staff from the Universitat Rovira i Virgili and Palacký University Olomouc have introduced the internationalisation component in several of their social engagement activities. The following and very much related intellectual activity has concerned the guidelines for implementing IHES, forming the basis for allowing the sustainability and distribution of the project results beyond the consortium and the project timeline. These guidelines provide practical instructions on how to proceed if one wants to implement IHES projects successfully⁵.

Developing a regional model for implementing internationalisation in higher education for society is the elaboration of a general model focused on the regional implementation of IHES. It represents a sum of the intellectual outputs achieved during the first years of the project implementation while combining findings from previous reports, including guidelines, good practices and outcomes from the two experimental regions. It has also been a focal point for the conceptual activation of the internationalisation potential for social engagement.

Finally, the IHES project⁶ sets up an IHES resource centre in the form of an online platform. The IHES Online Repository⁷ is a collection of inspiring practice examples. It serves on the one hand as

1 More materials on the IHES approach are also available at the website of the 2020 IHES Conference: <https://www.ihes-conference.com/programme> or at <https://ihes.upol.cz/news/clanek/the-ihes-conference-2020/>

2 The report is available at https://ihes.upol.cz/fileadmin/userdata/cm/IHES/News/IHES_Mapping_Report.pdf

3 Please see the website <https://ihes.upol.cz/>

4 The article on the IHES lab in Catalonia is available at <https://www.eaie.org/our-resources/library/publication/Forum-Magazine/2022-winter-forum.html> or at <https://ihes.upol.cz/fileadmin/userdata/cm/IHES/2022-Winter-Forum-IHES-CataloniaLab.pdf>

5 Please see <https://ihes.upol.cz/results/ihes-guidelines/>

6 Also presented at the conference «European University Alliances and the future of universities – How to foster civic engagement?», organized by the French Presidency of the Council of the European Union, MSMT, DZS and the French Embassy in the Czech Republic. The event brought together important players in the field with a fruitful debate concerning the issues of civic engagement. The full recording of the event is available here: <https://www.youtube.com/watch?v=5zb-Dv2cWfQ>

7 Please see <https://ihes.upol.cz/results/ihes-online-repository/>

an inspiration for practitioners, and as a place to search for potential partners on the other. The activities can be browsed or searched based on their characteristics (goals, societal and HEI actors involved, international dimensions), type of HEI and country. Each activity has a short description, a link for further information and contact details of a responsible person. In addition, the IHES project set up the IHES Network of Organization⁸ that is open to new members from Europe and across the globe. By establishing IHES Network the project partners aim to ensure long-term sustainability by promoting IHES, changing the mind-set in favour of IHES, exchanging best practices through the interactive map, increasing number of IHES related projects, growing further IHES community, culture and many more. Activating the internationalisation potential for social engagement is truly a good track for the values which Universities and also other institutions, public or non-governmental, can bring to a city, region and their societies. Plurality of cultures helps create the intellectually stimulating environment, higher quality of life, science, research, teaching, services, et al. while contributing to the welcoming environment for all people, students, integrating international students, staff, and researchers into its social and cultural segments in a particular region and its communities.

⁸ Please see <https://ihes.upol.cz/results/ihes-network-of-organizations/>



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European Civil Society Platform for Multilingualism

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ANIME at a glance



The Academic Network on Inclusiveness, Multilingualism and Excellence (ANIME) was launched in November 2020 by the Vice-President for Europe and International Relations of the University of Strasbourg, Professor Irini Tsamadou-Jacoberger, to examine the relationship between the growing internationalisation of higher education and values of inclusiveness, multilingualism and excellence.

ANIME brings together **14 universities** in Europe, the Middle East, Africa and Latin America, which share similar goals and values: they are multidisciplinary universities with a strong internationalisation strategy, mindful of multilingualism and cultural diversity, inclusive excellence and community engagement. These universities are also open to French language and culture.

- University of Babeş-Bolyai (Romania)
- National University of Córdoba (Argentina)
- University of Ghana (Ghana)
- Hebrew University of Jerusalem (Israel)
- University of Lomé (Togo)
- University of Ngaoundéré (Cameroon)
- Palacký Olomouc University (Czech Republic)
- São Paulo University (Brazil)
- Sofia University of St. Kliment Ohridski (Bulgaria)
- Stellenbosch University (South Africa)
- University of Strasbourg (France)
- UNIMINUTO (Colombia)
- Bar Ilan University (Israel)
- Cadi Ayyad University (Morocco)

Funded by the IDEX («Initiative of Excellence»), a French-government Investment Programme dedicated to generating centres of excellence in higher education and research across the country, the objectives of the network are:

- to encourage the involvement of all university's publics (academics, administrative staff, students)
- to develop joint projects and/or the capacity for each institution to develop projects related to Anime topics
- to encourage inward and outward mobility between all Anime members

Split from the beginning into three working groups, ANIME members regularly held virtual meetings amidst the COVID crisis. In 2022, they decided to setup both a new three-year work schedule – allowing for a yearly in-depth exploration of the notions of inclusiveness (2022), multilingualism (2023) and excellence (2024), and a Steering Committee comprised of six members, to provide guidance, set strategic directions and assess the network's projects.



ANIME summer event 2022, University of Strasbourg – Credits: Catherine Schröder



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