

INTERSECTIONALITY IN HIGHER EDUCATION: PROMISING PRACTICES IN TEACHING

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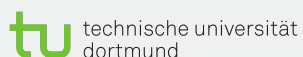
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This result is part of *InterHEd: Intersectionality in Higher Education*, an Erasmus+ project that aims to advance towards more inclusive and diverse higher education institutions by promoting intersectional mainstreaming in higher education teaching. This report responds to the first specific objective of InterHEd: to create and implement innovative and challenge-based methodologies that engage teaching staff and students from diverse backgrounds and disciplines to explore the relevance of intersectionality in their field of study.

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1. INTRODUCTION

The "Intersectionality in Higher Education: Promising Practices in Teaching" provides an analysis of how an intersectional perspective is integrated into Higher Education Institutions (HEIs), with a focus on four areas: Learning environment, Curricula, Assessment, and Pedagogy & teaching methodology. The collected practices are by no means exhaustive and representative, but they offer valuable insights into the ways intersectionality, diversity, inequality and inclusion are addressed and implemented within the learning process. The primary aim of this report is to examine whether and how social positioning is acknowledged in teaching process, identifying the stages and mechanisms through which intersectionality is applied. The collected practices map the current state of the inclusion of an intersectional approach in HEIs' teaching and provide inspiration for faculty members and students to further foster this perspective within their own institutions.

Integrating an intersectional perspective in higher education teaching and learning is a relatively recent development. However, understanding how social inequalities, oppression, and power relations operate across multiple dimensions – such as gender, race, ethnicity, social class, sexual orientation, and age - is essential. This framework goes beyond individual experiences, examining the broader structural and institutional factors that contribute to inequalities in higher education teaching. By recognizing and acknowledging these overlapping dimensions, intersectionality offers a critical lens for educators and students can better understand the complexities of privilege and marginalization, enhancing awareness of diverse experiences within higher education.

The report is divided into two main parts: the first part presents key findings from the analysis of identified promising practices, while the second part showcases selected practices within the four areas of HE teaching: Learning environment, Curricula, Assessment, and Pedagogy and teaching methodology. Following a brief introduction, the methodological approach used for gathering and analyzing practices is provided. The subsequent chapter offers an overview of collected practices, focusing on:

- * Objectives behind the development of promising practices;
- * Understanding of intersectionality, including intersecting axes;
- * The HEI sectors and academic disciplines in which these practices were implemented;
- * Specific areas of HE teaching where these practices were applied;
- * Target groups involved or affected by these practices.

Chapter 4 focuses on the practical implementation of promising practices, identifying the key factors that contribute to their success and highlighting barriers that may impede their effectiveness. The final chapter presents selected practices which were identified as particularly relevant and impactful in applying intersectionality in HE teaching.

2. METHODOLOGY¹

2.1 SETTING THE STAGE. RESEARCH SCOPE AND KEY BACKGROUND INFORMATION

The report presents an analysis of promising practices which were identified at both European/global and national level, with particular emphasis on practices implemented in Spain, Poland, and Germany. At the European level, the study focused on practices documented in English, while at the national level, sources in both in English and the respective national languages were considered. While the primary focus was on practices withing Higher Education Institutions (HEIs), a broad range of sources where these practices had been described and discussed was included. The search spanned throughout academic journals, NGOs reports, research and educational projects, as well as HEIs websites (e.g. systems containing curricula and course syllabuses). The research was time-bound, covering documents published between January 2019 and April 2024 and restricted to the academic disciplines represented by partners institutions (education, engineering, medical education, sociology, communication, physical education, management learning and higher education).

¹ This chapter is a result of collaborative work and was written by Gerard Coll-Planas, Gloria García-Romeral Moreno, Marina Garcia-Castillo, Lorena González-Ruiz, Katarzyna Jasikowska, Liudvika Leisyte, Ana Mattioli, Julia Michcik, Aleksandra Migalska, Maxim Motragh, Sude Peksen, Justyna Struzik, Agnieszka Sznajder, Marta Warat & Finn Tayfun Wieschermann.

The collection of materials was divided among project partners as follows:

- * Technische Universität in Dortmund, Germany – academic journals;
- * Uniwersytet Jagielloński w Krakowie, Poland – documents (toolkits, guidelines, webinars) published by the international institutions such as OECD or EU;
- * Universitat de Vic, Spain – projects (research and educational).

Each partner conducted searches, specific to their national context to examine practices contextually relevant and reflective of the national landscape. To maintain coherence of the gathered materials, each team was provided with the guidelines. They included inclusion and exclusion criteria for selecting relevant documents and a template outlining the main categories for the analysis of promising practice (Annex 1). All partners conducted searches for practices with descriptions that are publicly available on the Internet. The search was performed using the main keywords such as intersectionality, (in)equalities, multiple discrimination, diversity, higher education, and inclusive practices. At later stages, keywords addressing specific axes of discrimination (e.g., gender, race, age, social class, disability) were incorporated. The search was further expanded, particularly in the case of international institutions, to include practices not implemented in HEIs but holding potential for their adaptation in this context.

2.2 FINDING WHAT WORKS: STRATEGIES FOR IDENTIFYING PROMISING PRACTICES

The promising practices related to the topic of intersectionality in academic journals were identified by conducting a systematic search of eight academic journals across the project's selected disciplines, including: Journal of Engineering Education, Medical Education, Journal of Communication Pedagogy, Journal of Teaching in Physical Education, Journal of Management Learning, Teaching Sociology, and Neues Handbuch Hochschullehre (a German journal).

Once the initial search based on the above - mentioned keywords was conducted, the articles were filtered based on their relevance to the topic of considering intersectionality in higher education. Abstracts were reviewed to ensure that only those addressing significant aspects of the keywords were considered for further analysis. Articles that did not align closely with the development of promising practices were excluded.

After this filtering process, the remaining articles were read in detail. The focus was on identifying practical approaches that could be categorized as "promising practices". This thorough review resulted in the identification of four key articles that presented valuable and innovative strategies, providing evidence-based practices related to intersectionality. These practices have the potential to be used in developing practices and workshops within higher education, supporting more inclusive environment for students and academic staff.

The documents presenting promising practices published by international organizations were also identified using the selected keywords. The initial

search was preceded by mapping the institutions and promising practices to provide a broader overview. The key findings from this preliminary phase were used to refine the search. They indicated that numerous practices could be found, they were often only briefly mentioned without providing open access to detailed materials concerning their implementation. This lack of accessible content limited their utility in the analysis, as the specifics of these practices remained unclear. Many documents operated at the policy level and therefore were not directly related to HEIs. However, these policy-level documents were still considered valuable as potential sources of inspiration for HEIs. After careful consideration, the scope of the search was expanded to include practices not explicitly implemented to HEIs but with the potential for adaptation within these institutions. The same two-stage strategy was applied to identify practices relevant to the Polish context, where a comprehensive keyword search followed the initial mapping phase.

The initial search yielded 42 documents, from which 19 (5 at the national level, 14 at the international level) were selected for the final analysis based on their relevance to promising practices at both national and international levels. The selected documents primarily consist of handbooks and guidelines that describe actionable frameworks and scenario-based interventions to implement intersectional approaches in higher education. These documents were chosen because they provide practical, transferable strategies that can be directly applied within higher education institutions. The documents that treated intersectionality solely as a theoretical framework without offering practical applications and publications focused only on one factor of discrimination (e.g. gender alone) were not included

in the final selection, as the study aimed to explore comprehensive, multi-faceted, intersectional approaches to inclusivity and diversity.

The two-stage approach was also used in case of promising practices embedded in the research and educational projects. First, the work of universities and researchers with whom a team conducting the research had established connections or who was known through the ongoing work in intersectionality was reviewed. Additionally, contributions from individuals invited to participate in the InterHEd mutual-learning internal training sessions held in Vic as part of InterHEd were received, fostering a rich exchange of knowledge.

The second stage involved a systematic search of the European Union project database using specific keywords. The EU Funding & Tenders Portal and CORDIS databases were utilized, starting with the term "intersectionality." In CORDIS, this initial search yielded 38 results, none of which met the criteria for retention, while the EU Tenders Portal produced 80 results. To broaden the search, additional keywords such as "intersecting," "intersected," "inequalities," "multiple discrimination," and education-related terms like "higher education," "university," and "education" were included. The focus was on results in English and targeted CORDIS entries related to "fundamental research" and "society," without applying additional filters for the EU Funding and Tenders Portal, thereby encompassing all available programs and years.

Recognizing the importance of comprehensive analysis, keywords related to gender, such as "women," along with terms like "racism," "racial discrimination," "ethnic discrimination," and those pertaining to

discrimination against migrants, Muslims, and Roma were added. These axes of discrimination are frequently referenced in European policy documents related to intersectionality.

A substantial number of projects from all programs included in these portals was reviewed, notably Horizon, CERV, and Erasmus+. It is evident that intersectionality is a key focus within EU-funded research, particularly under programs like Horizon Europe. However, our findings revealed that while intersectionality is gaining traction, its emphasis in educational contexts remains more pronounced in primary and secondary education compared to higher education.

Ultimately, 30 relevant results were analyzed and categorized by degrees of education: higher education (the most relevant), primary and secondary education (least relevant for this study), and adult education, along with other categories that did not fit our framework. This structured approach enabled us to identify and analyze practices that could inform future intersectional initiatives in educational settings. Notably, some of these projects were discovered through both the prior knowledge and connections as well as our database searches.

3. PROMISING PRACTICES – GENERAL OVERVIEW

3.1 OBJECTIVE OF PROMISING PRACTICE

The identified practices integrating an intersectional perspective into teaching in HEIs highlight a diverse array of contexts and of objectives aimed at fostering inclusion, diversity and equality. Initially, the research exclusively targeted practices explicitly employing an intersectional framework. However, as the study progressed, the scope of the research expanded. In some cases, practices addressing a single axis of inequality were included, provided they demonstrated potential for an intersectional analysis. Yet, a significant overarching goal of most of these practices is to elucidate the concept of intersectionality. They aim to foster an understanding of this complex analytical framework and its real-world implications for inequality and privilege. These practices delve into the origin of intersectionality, distinguishing it from related concepts such as multiple discrimination and diversity perspectives, while emphasizing its potential to advance equity and systemic change within universities. Intersectionality is positioned as an analytical framework that illuminates how various forms of domination — particularly in relation to race, gender, and class — intersect to create distinct lived experiences that perpetuate inequality and marginalization. Additionally, some of these initiatives emphasize the role of language as a mechanism of both inclusion and exclusion. They provide strategies for HEIs to modify communication styles and institutional policies to better serve minority and underrepresented groups, thus promoting an academic culture that values diversity. The focus on language highlights the critical role of discourse in either perpetuating or dismantling systemic inequalities, encouraging

universities to adopt more inclusive practices at both structural and interpersonal levels.

The practices analyzed adopt participatory and student-centered approaches, fostering critical thinking and challenging existing assumptions. By creating spaces for privileged and marginalized students alike to reflect on and share personal experiences, they facilitate a deeper understanding of structural inequalities. In doing so, these practices encourage students and educators to move beyond individual experiences to recognize and examine the broader institutional and systemic factors that shape inequalities. They point to a need for an institutional reform within universities which would be embedded in a deep understanding of how these intersecting factors influence people's lives.

While many of the identified practices were developed at the national level, tailored to specific cultural and institutional contexts, they reflect broader objectives aligned with fostering inclusion, reducing disparities, and promoting diversity across European educational settings. This is evident in the practices developed within the framework of international projects and by non-governmental organizations. Those objectives are achieved through strategies observed in existing promising practices, which focused on the following key areas:

- ✱ **Inclusive pedagogy and teacher training**, which involves developing frameworks, guidelines, and tools for universities and schools to assess and enhance their inclusion policies. This often involves equipping staff with the knowledge and skills needed to provide support for students from diverse backgrounds, including

individuals with disabilities, migrant populations, and those experiencing intersecting inequalities;

- ✱ **Intersectional gender equality**, which promotes gender-sensitive approaches and raises awareness about structural inequalities within academic curricula. These initiatives are often implemented through international collaboration, such as projects or other frameworks;
- ✱ **Combating bias and discrimination** through the development of resources, toolkits, and training addressing unconscious biases, hate, extremism, homophobia, and transphobia within higher education institutions. By raising awareness about these phenomena, the practices aim at fostering more inclusive HEIs;
- ✱ **Integration of and support for migrants, particularly women** through educational and community programs designed to increase awareness, equity, and diversity in both higher education and society at large.

The identified practices collectively contribute to institutional transformation and a more nuanced understanding of intersecting inequalities within HEIs.

3.2 UNDERSTANDING OF INTERSECTIONALITY: INTERSECTING AXES

The promising practices address a range of intersecting identities, but gender frequently emerges as a primary focus, often serving as the initial lens through which other factors are considered. This underscores its centrality in discussions on intersectionality. The selected practices often intersect gender with social class, race and origin (including migration), making these dimensions especially prominent. Other critical axes addressed include (dis)abilities, sexuality, cultural heritage, age, educational attainment and religion. In some cases, additional axes such as mental and physical, pregnancy and maternity (or broader – presence of children), marital status, digital divide, and specific learning profiles, indicating how physical health and mental conditions, along with technological access and learning abilities are explored. These dimensions reveal how health conditions, technological access, and learning profiles intersect with traditional forms of discrimination. Migration status, particularly that of refugee women, emerges as a recurring theme, highlighting concerns around mobility and its contribution to social inequalities.

3.3 SECTOR OF HEIS

Not all practices in the reviewed documents are explicitly focused on teaching practices in higher education. Several address broader issues of education and institutional practices that extend beyond the specific context of universities.

For practices directly tied to HEIs, their implementation spans both private and public institutions. Most were implemented in social sciences and

humanities, particularly in disciplines such as sociology, educational sciences and linguistics. Additionally, some practices extend to arts and music and medicine. Certain initiatives have also been identified within more traditionally male-dominated fields, including science, technology, engineering and mathematics. This broad scope of disciplines demonstrates the adaptability of intersectionality as both an analytical framework and a practical tool for addressing inequalities.

3.4 AREAS OF HE TEACHING

The promising practices primarily focus on pedagogy and teaching methodology, curricula and learning environment. Notably, none of the identified practices directly addressed the topic of assessment, signaling a potential gap in the literature regarding the integration of intersectional principles into student evaluations or inclusive assessment methods. This omission highlights the need for further exploration of how assessment practices can better reflect intersectional principles in higher education.

Many of the practices identified through research and teaching projects are oriented toward broader institutional change, focusing on creating supportive environments for integrating intersectional perspectives into the learning process rather than directly incorporating this perspective into teaching content.

3.5 TARGET GROUPS

The target groups of the identified promising practices vary according to their scope and focus. While some practices lack explicitly defined target groups, others address diverse audiences, ranging from students to various professionals within educational institutions. However, certain target groups are consistently addressed across all types of documents:

- * Educational institutions as a whole, including HEIs, networks or consortia of HEIs;
- * Academic teachers and educators;
- * Researchers;
- * Administrative employees, particularly human resource officers, gender equality officers, and diversity officers, especially those involved in advancing institutional change;
- * Students, with a particular focus on marginalized or underrepresented groups.

Some practices are also useful for social workers, artists, special pedagogues, nurses and other professionals working in various educational settings. There are also practices targeting policymakers and government bodies, emphasizing the critical role of policy in promoting equity and advancing intersectionality approach within education systems. Experiential knowledge

4. SUPPORTIVE FACTORS AND BARRIERS FOR IMPLEMENTING PROMISING PRACTICES

The factors facilitating the implementation of intersectional approach in teaching, as outlined in the reviewed documents, vary in both scope and specificity. Nonetheless, the emphasis on raising awareness among facilitators and actively involving individuals from diverse backgrounds emerge as critical components in promoting the effective adoption of intersectional practices.

To support the implementation of the practices, particularly those focused on pedagogy and teaching methodology, they may be integrated into the curriculum as complementary elements alongside lectures and readings. This reinforces the connection between theoretical concepts, their applications and practical data, providing a more impactful and meaningful learning experience.

Encouraging students to contribute with their own materials, experiences, and perspectives fosters a co-created learning environment where diverse forms of knowledge as well as different social positions are recognized. Early feedback on student work further supports this engagement and allows instructors to understand students' perspectives more fully. Incentives, such as recognition or financial awards, were also identified as motivating factors for participants. However, it is worth noting that many documents describing promising practices do not explicitly mention supporting factors for implementation.

Challenges in implementing the reviewed practices are also identified. These include limited initial knowledge and awareness among participants,

entrenched power dynamics within the classroom, and the difficulty instructors may face in relinquishing their privileged position. Additionally, acknowledging and respecting participants' autonomy and choices introduces further complexity into the process of applying intersectional practices effectively.

5. COLLECTION OF PROMISING PRACTICES

5.1 LEARNING ENVIRONMENT

**"Who Is in The Classroom" - Teaching to Transgress Toolbox
Research and Study Programme**

http://ttttoolbox.net/Who_is_in_the_Classroom::index.xhtml#intro

Description

The guide "Who is in the Classroom?" was developed as part of the TTTToolbox - Teaching to Transgress Toolbox project (2019-22), a complex research and study programme on critical pedagogy in the arts, funded by the European Union and developed transnationally by three art schools: ERG (Brussels, BE), HDK-Valand (Gothenburg, SE) and ISBA (Besançon, FR). The project aim was to promote inclusive pedagogies by challenging the perceived neutrality and equality within systems of education, artistic production, and consumption. It sought to collaboratively explore how intersectional and decolonial approaches could activate and disseminate both theoretical and embodied knowledge. "Who is in the Classroom" is a set of tools aiming to foster a more inclusive and intersectional learning environment. It offers practical advice and best-practice examples for planning activities such as "go-rounds", helping individuals and institutions create more supportive spaces. Targeted at a broad audience — including students, teachers, administrators, and other staff — the guide is especially focused on addressing the needs of marginalized groups, particularly

trans* persons and individuals with mental health issues or disabilities. The project emphasizes critical pedagogy in the arts, aiming to equip educational communities with tools to address complex and structural challenges within institutions.

The guide focuses on two key aspects of diversity in the classroom: gender identity and accessibility. It elaborates on the practical application of tools that address the complexity of these areas, notably introducing the "go-round," a common practice in activist spaces aimed at creating safer environment. In educational settings, however, applying the "go-round" universally can be problematic due to the diverse backgrounds and goals of participants. The project stresses that tools like the "go-round" are only effective when used thoughtfully, taking into account the specific needs and dynamics of each group.

The go-rounds are presented as a means to avoid assumptions about others, particularly regarding pronouns, and to ensure that people's identities are respected in educational settings. While it is not a perfect solution, it aims to reduce the impact of societal projections and assumptions, especially those rooted in cis-heteronormative, ableist, and classist perspectives. The project offers practical guidance for implementing "go-rounds" and highlights the importance of continuous reflection and adjustment, as the effectiveness of these tools depends on how, when, and why they are used.

Additionally, the concept of care is central to the project. It is perceived as not limited to addressing immediate needs but also involves „creating an environment where everyone can flourish“. In classrooms, care often

involves emotional labour, which is frequently overlooked and undervalued in the academic context. The project advocates for incorporating an ethics of care that recognizes the relational and interdependent nature of interactions, rather than a one-way hierarchy of who gives and receives care.

The first type of recommended practice is "access go-round," which allows participants to express their needs related to physical, emotional, and mental accessibility. This can include needs like hearing difficulties, ADHD, or language barriers. By addressing these needs, the group can create a more accessible and supportive environment.

"Pronoun go-rounds", another key tool, allow participants to share their preferred pronouns, fostering inclusivity. However, these "go-rounds" must be properly introduced to avoid confusion or unintentionally reproducing oppression. The project emphasizes that pronoun go-rounds, while valuable, do not create safe spaces on their own. Safe spaces require mutual respect, collective agreements, and continuous effort.

Intersectional approach

In the TTTToolbox project, intersectionality is understood as the recognition that various forms of oppression — such as racism, sexism, homophobia, classism, and ableism — are interconnected and cannot be examined in isolation. The project underscores the importance of addressing these overlapping systems of inequality through a holistic approach, incorporating critical intersectional feminist pedagogies. These pedagogies provide both conceptual and practical tools for fostering inclusivity,

particularly in the field of art education, where there is a willingness to adopt new critical frameworks and creative practices. The "Who is in the Classroom" guide seeks to address a broad range of intersecting identities, with a particular focus on gender identity, mental health issues, and disabilities.

Why is it a promising practice?

The innovative aspect of the TTTToolbox project lies in its prioritization of process and context over tools themselves. Rather than focusing solely on predefined tools, the project emphasizes continuous reflection and adaptation to specific circumstances, recognizing that "tools are situated" within the environments in which they are used. This approach acknowledges that practical tools for fostering inclusivity should be shaped by the real-life context and ongoing reflection (of both the group per se, as well as the individuals themselves), rather than viewed as static solutions. The guide and resources developed within the project are grounded in hands-on experience, enriched by insights gained through their practical implementation. This allows the content to provide guidance for diverse scenarios that may arise in practice, emphasizing that the key lies in an iterative process of questioning, experimenting, and adapting to different educational contexts. By grounding the project in practical implementation, the guide helps educators navigate the complexities of learning environments and adapt their methods to the needs of diverse student populations, ensuring that inclusivity is not just an aspiration but a lived practice that evolves with context.

This approach, which rejects the idea of "recipes" or ready-made solutions, underscores the importance of praxis defined as the integration of practice and reflection. Tools can only be effective when they are used in a way that takes into account the shifting contexts, such as the rise of right-wing, racist, and patriarchal values, which could potentially distort the use of such tools for superficial purposes, like the "pinkwashing" of institutions. Therefore, the project encourages educators and institutions to continually assess the impact of these tools on inclusivity and to avoid the temptation of seeing any single activity, like a classroom exercise, as a definitive solution.

**CHECKIT HE – Countering Hate and Extremism on Campus –
Knowledge Innovation and Training in Higher Education**

<https://www.bcu.ac.uk/research/social-sciences/identities-and-inequalities/research-projects/checkit-he>

Description

The CHECKIT HE project addresses the issues of hate and extremism within European HEIs, with the goal of enhancing campus safety, promoting inclusivity, and fostering a more positive learning environment. To reach this aim, innovative strategies, training programs, and best practices were developed to effectively combat hate, discrimination, and extremist ideologies on campus.

The project was implemented to build the capacity, knowledge, and skills of various stakeholders within HEIs, including educators, administrative staff, policymakers, and student unions, by equipping them with tools to challenge and prevent hate and extremism. CHECKIT HE focuses on the development of comprehensive resources, including six toolkits, a comparative report on campus hate, abuse, and extremism, and a mobile app aimed at promoting best practices for addressing these issues.

The six toolkits target specific forms of discrimination:

- * Gender-Based Hatred and Extremism: provides strategies and training for tackling gender-based violence on campuses;
- * Sexual Identity-Based Hate and Abuse: focuses on combatting discrimination related to sexual identity;
- * Race, Ethnicity, and Heritage-Related Hate: offers guidance on addressing racism and promoting critical pedagogies;
- * Religion, Faith, and Belief-Based Hate: addresses religious discrimination on campuses;
- * Disability, Chronic Illness, and Mental Health Hate: focuses on promoting accessibility and combatting ableism;
- * Combatting Extremism, Radicalization, and Terrorism: provides resources to address these social issues.

The toolkits consist of following key sections:

- * **Key Concepts:** providing foundational knowledge and useful resources to help define and understand the specific form of hate or extremism being addressed;
- * **Common Forms of Hate Crimes:** offering an overview of the most frequently reported types of hate crimes or extremist actions related to the particular area (gender, sexual identity, race, religion, etc.) within the context of HEIs in the participating countries;
- * **Developments in Prevention and Best Practices:** highlighting important advancements in prevention strategies, along with the identified best practices and challenges faced by HEIs in each country involved in the CHECKIT HE project;
- * **Training Toolkit:** including a self-assessment framework for administrators and policymakers, as well as specific tools, activities, and exercises that can be used in educational and training sessions. These materials are designed to help raise awareness and challenge various forms of discrimination and hate on campus, targeting students, teaching staff, and administrative personnel.

From a practical standpoint, the final two sections of each toolkit are especially valuable, offering concrete resources for addressing hate and extremism across various educational contexts. They feature case studies and examples of effective practices from HEIs in Cyprus, Finland, Portugal, Serbia, Turkey, and the United Kingdom. These sections incorporate scenarios for specific exercises and educational activities, such as the adoption of critical pedagogies and the use of self-assessment scales, designed to enhance awareness of discrimination and exclusion based on

factors like gender, gender identity, sexual orientation, health status or disability, ethnic background, religion, and other social identities. The training toolkit emphasizes various forms of self-reflection and evaluation, offering expanded opportunities for organizational and programmatic development, while fostering empowerment and change in both group and individual interactions. Educators and students are encouraged to engage in self-assessment to explore potential limitations in their understanding and appreciation of diversity, as well as to identify and address any implicit biases.

Intersectional approach

CHECKIT HE addresses various axes of inequality, including gender, gender identity, sexual orientation, health status or disability, ethnic background, religion, and other intersecting social identities. Although the proposed tools focus on above mentioned grounds and axes of discrimination separately, an intersectional perspective emerges when the project is viewed as a whole. By applying the particular educational tools and implementing the recommended best practices, HEIs can achieve a synergy effect, stemming from the overlapping areas of discrimination and the shared underlying causes of campus-based hate, abuse, and extremism. This comprehensive approach enables HEIs to enhance campus safety, promote inclusivity, and foster a more positive learning environment through an intersectional lens.

Why is it a promising practice?

Although the activities carried out within the CHECKIT HE project do not directly address academic teaching, they play a crucial role in creating supportive institutional conditions for it. Practices that approach campus-based safety through the intersectional lens, transforming the organizational culture to be more inclusive and open to diversity, simultaneously enhance the anti-discrimination competencies of academic educators. Additionally, they contribute to creating a more comfortable and safe learning environment for students, enabling them to "flourish" in their educational experience.

The strength of the approach proposed in CHECKIT HE lies in its capacity to integrate single-axis analyses with an intersectional framework, enabling a more nuanced understanding of discrimination and inequality. By addressing individual forms of discrimination and recognizing their intersections, CHECKIT HE provides a comprehensive strategy for tackling complex, layered experiences of discrimination and exclusion within HEIs. This approach allows institutions to foster an inclusive educational environment that is responsive to the diverse realities of students and staff.

CHECKIT HE combines knowledge with practical training resources, encouraging self-assessment, reflection and awareness raising. These practical sections are impactful as they present the concrete examples of anti-discrimination strategies from diverse European context. These hands-on approach supports individual reflection on diversity but also offers scalable resources for HEIs seeking to promote systemic change through an intersectional framework.

**Training for Change: Practical Tools for Intersectional Workshops
(2010) Rainbow Health Network**

<https://www.rainbowhealthontario.ca/resource-library/training-for-change-practical-tools-for-intersectional-workshops/>

Description

This Toolkit was developed to help health and social service providers understand how stereotypes shape both individual identities and institutional behaviours and create barriers for different groups of people. The training aims to challenge stereotypes and enhance awareness of how power and privilege impact the LGBTQ community access to essential services. It was implemented to promote more equitable practices in service delivery and encourage a deeper understanding of the intersection of LGBTQ identities with other forms of discrimination. More specific aims include:

- ✱ Gaining an understanding of power dynamics and social privilege from an individual perspective;
- ✱ Raising awareness of the ways institutions exercise social power to marginalize specific groups, with a focus on how this impacts LGBTIQ individuals' access to essential services;
- ✱ Reflecting on how individual service providers use their influence and learning more equitable practices for working inclusively with all users;

- * Assessing the work environments for their degree of accessibility and inclusivity;
- * Developing an "Inclusive Workplace Toolkit" with practical strategies to foster a welcoming and equitable work culture.

Intersectional approach

The training focuses on sexual identity as the main area of intersection, while also addressing race, religion, ethnicity, and (dis)ability. Intersectionality is explored in the latter part of the workshop, where participants examine the impact of discrimination on multiple axes and how these intersect with LGBTQ identities.

Why is it a promising practice?

The toolkit highlights how individuals' social conditioning and professional experiences interact, often reinforcing stereotypes. The exercises encourage participants to reflect on their own power and privilege and how these dynamics influence their professional interactions with marginalized communities.

This practice is promising because it provides a well-structured, clear, and practical approach to understanding intersectionality in the context of LGBTQ people. The detailed exercises help participants move from understanding LGBTQ identities at an individual level to considering the broader institutional and systemic implications. Although originally designed for health and social service providers, the toolkit can be easily

adapted to higher education settings or other professional environments. Its strength lies in the community-based input that shaped its development, though there is no mention of formal testing. It offers a concrete method for fostering more inclusive, equitable practices in service delivery and education. In this way the toolkit emphasises the commitment to fostering a deeper comprehension of power structures, promoting self-awareness in service delivery.

Antidiscriminatory education. Trainers' Handbook (Edukacja antydyskryminacyjna. Podręcznik trenerski)

https://tea.org.pl/wp-content/uploads/2023/09/EdukacjaAntydyskryminacyjna_PodrecznikTrenerski_2023.pdf

Description

This Handbook is a resource designed to help facilitators raise awareness about social inequalities and different forms of discrimination. It includes practical exercises aimed at addressing stereotypes and micro-inequalities that shape people's lives. The handbook offers guidance on how to create antidiscrimination workshops, use inclusive language, and foster social change. It was implemented to provide educators and facilitators with tools to combat discrimination and promote more inclusive environments.

The target groups include facilitators, educators, and trainers who are involved in leading workshops or educational programs aimed at

addressing social inequalities and combating discrimination. These individuals may work in various sectors, including education, social work, community organizations, and NGOs. The Handbook is designed for those responsible for creating inclusive and equitable learning environments, providing them with tools to raise awareness and promote social change. Additionally, it could also be useful for trainers working with diverse groups and professionals involved in diversity, equity, and inclusion initiatives.

Intersectional approach

The handbook addresses intersectionality by focusing on various aspects of identity, including sex, gender, age, sexual orientation and (dis)abilities. It emphasizes how these intersecting factors contribute to individuals' experiences of discrimination and social inequality. The exercises are designed to help participants recognize how multiple identity factors overlap and influence one another, while also providing facilitators with techniques to create inclusive and empowering learning environments.

Why is it a promising practice?

This Handbook and its practices are promising, because it equips facilitators with comprehensive tools to design and lead antidiscrimination workshops. The inclusion of detailed exercises and strategies for addressing various forms of discrimination ensures that the training is both practical and effective. By focusing on intersectionality and inclusive language, the Handbook supports facilitators in fostering deeper awareness and understanding of the complexities of social inequality. The experiential

learning model used in the Handbook further enhances its impact by engaging participants directly in the learning process, making it adaptable to various contexts and educational settings.

Intersectionality resource guide and toolkit. An intersectional approach to leave no one behind

<https://www.unwomen.org/sites/default/files/2022-01/Intersectionality-resource-guide-and-toolkit-en.pdf>

Description

The Intersectionality resource guide and toolkit provides four practical tools to help users assess their own knowledge, attitudes, and practices:

- * Power Flower
- * Creating Safe Spaces
- * Intersectionality Context Analysis
- * Analysis to Adaptation

These tools can be applied at the program level, as supplements to design and assessment processes, or at the policy level to better understand the intersecting impacts of policies on marginalized groups. The toolkit was created to address the multiple factors that shape people's lives, promoting a deeper understanding of power relations and privileges and fostering

inclusivity in program and policy development. The target groups include policymakers, government officials, and program designers who are responsible for creating and implementing policies or programs aimed at marginalized communities. Additionally, it is useful for non-governmental organizations (NGOs), development practitioners, and advocates working on social inclusion, equality, and human rights. The toolkit is designed to help these professionals integrate an intersectional approach into their work, ensuring that the diverse and intersecting experiences of individuals are considered in policy and program design, adaptation, and evaluation. This toolkit not only equips users with practical strategies but also encourages a deeper self-reflection on biases and structural inequalities. By fostering awareness of intersectionality, it empowers professionals to create more inclusive programs and policies. Additionally, the toolkit's structured exercises support change in both individual perspectives and institutional practices.

Intersectionality approach

The toolkit approaches intersectionality by highlighting various intersecting identity factors, including gender, identity, sexual orientation, disability, country of origin, age, religion, poverty status, ethnicity, healthcare rights, socioeconomic status, and skin colour.

Why is it a promising practice?

This tool is unique in its comprehensive approach, as it thoughtfully includes a wide range of identity factors. By addressing such a diverse array

of factors, the toolkit not only enhances awareness of social inequalities but also promotes a more nuanced understanding of power dynamics and privileges. It encourages users to reflect on their own positions and the positions of others to better understand how power and privilege operate within different contexts. The tools guide users in identifying and addressing the ways in which these intersecting factors affect marginalized communities.

This practice is promising because it provides reflexive framework for understanding and addressing intersectionality in policy and program development. The toolkit is particularly valuable for policymakers and governments, as it offers tools to integrate an intersectional approach into their work, ensuring that policies and programs are more inclusive. By including case studies, further readings, and links, the toolkit also supports ongoing learning and practical application. Its emphasis on awareness and reflexivity encourages users to not only understand power dynamics but also actively work toward more equitable solutions, making it a key resource for those focused on inclusivity at both program and policy levels.

5.2 CURRICULA

Contemporary changes in the Polish Language: inclusive language and other lexical-grammatical phenomena (Współczesne zmiany w polszczyźnie: język inkluzywny i inne zjawiska leksykalno-gramatyczne)

https://informatorects.uw.edu.pl/pl/courses/view?prz_kod=3003-C353GO1

Description

The academic course "Contemporary changes in the Polish Language" is designed to explore the mechanisms behind language innovation, particularly focusing on inclusive language and lexical-grammatical changes. It was implemented to address the evolving nature of the Polish language in response to societal shifts, with a special emphasis on inclusive and simplifying innovations. By examining new forms and constructions, the course aims to foster an understanding of how language can both include and exclude minority groups, thereby promoting greater sensitivity in communication. The target group for this practice primarily includes students of linguistics and the humanities who are interested in deepening their understanding of contemporary language changes, especially in relation to inclusivity and new lexical-grammatical phenomena. It is also aimed at individuals interested in topics like gender, identity, and issues related to (dis)abilities, who want to explore how language shapes social discourses and represents minority groups.

Intersectional approach

The course approaches intersectionality by addressing how linguistic changes intersect with issues of gender, identity, and disabilities. It emphasizes the importance of inclusive language, particularly through the use of feminine and neutral forms, which reflect the diverse experiences of individuals in contemporary social discourse. By discussing both grammatical precision and stylistic innovation, students gain a nuanced understanding of how language categorizes and represents marginalized groups.

Why is it a promising practice?

This course is promising because it equips students with the tools to critically analyze language from a perspective of inclusivity and social awareness. By focusing on the linguistic representation of minority groups, students develop a deeper understanding of the power dynamics within language, gaining the skills to both identify and challenge exclusionary practices. This is particularly relevant in fields such as linguistics and humanities, where language plays a key role in shaping societal perceptions and inclusivity. More broadly, this course may appeal to researchers and professionals in the social sciences, as well as those involved in human rights advocacy, gender equality, and those who seek to understand the role of language in combating discrimination and exclusion.

Creating inclusive classrooms: Intersectionality in curriculum and classroom

<https://www.sec-ed.co.uk/content/best-practice/creating-inclusive-classrooms-intersectionality-in-curriculum-and-classroom/>

Description

This practice offers practical strategies for teachers to create a more intersectional classroom and curriculum, with a focus on inclusivity and addressing the diverse needs of students. The recommendations are designed to help educators foster an environment where all students feel a sense of belonging and identity. This practice is implemented to equip teachers with tools to acknowledge the varied backgrounds of their students and deliver education that is culturally aware and promotes social justice.

Intersectional approach

The approach to intersectionality in this practice addresses class, race, and gender within the classroom context. The recommendations, which are aimed at creating inclusive learning spaces, focus on using students' prior knowledge and experiences, becoming more culturally aware, and promoting social justice. Intersectionality is understood as the need to consider how various aspects of identity – such as socioeconomic background, ethnicity, and gender – intersect and affect students' experiences in education.

Why is it a promising practice?

This practice is promising because it provides clear and actionable guidelines for creating an intersectional and inclusive classroom. The six key recommendations are following:

- * Create an atmosphere of belonging and identity;
- * Centre and acknowledge all pupils;
- * Deliver high-quality education;
- * Become culturally aware;
- * Use students' prior knowledge such as their experiences and background;
- * Promote social justice and social change.

The practice highlights essential strategies for educators to support students from diverse backgrounds. Though the article is addressed to non-academic teachers, its recommendations can easily be adapted for academic environments. This practice strengthens pedagogy by ensuring that teachers are culturally responsive and that curricula are inclusive, thereby enhancing the educational experience for all students.

Learning for Justice<https://www.learningforjustice.org>**Description**

Learning for Justice is an initiative focused on providing educators with resources and training to improve their teaching skills, particularly through an intersectional lens. The program features a dedicated webinar on intersectionality and offers various articles that guide teachers in recognizing and addressing the diverse intersectional backgrounds of their students. One notable resource is the article titled "Viewing Student Data Through an Intersectional Lens", which emphasizes the importance of disaggregated data in understanding student experiences and identifying biases in teaching practices. This initiative aims to enhance teachers' awareness of how intersectional factors impact their students' educational experiences. By encouraging educators to analyze student data through an intersectional lens, it promotes a deeper understanding of the unique challenges faced by diverse students' groups. This analysis not only helps educators recognize their own biases but also informs more equitable teaching practices.

Intersectional approach

The initiative takes an intersectional approach by helping educators recognize and address the ways in which overlapping identities shape each

student's experience in unique ways. By encouraging disaggregated data analysis and offering resources that highlight these intersecting identities, Learning for Justice equips teachers to understand and respond to the distinct challenges faced by diverse student groups, fostering more inclusive and equitable learning environments.

Why is it a promising practice?

This practice is promising, because it provides teachers with practical tools, such as Tableau Public, a free data visualization tool that helps educators identify hidden bias patterns in their teaching. By accessing cross-tabulated and disaggregated students' data, educators can better understand the diverse needs of their students and plan more effective and inclusive teaching strategies. Additionally, the support from university and school staff enhances the implementation of these practices. By fostering awareness of intersectional biases, Learning for Justice empowers educators to create a more equitable learning environment, ultimately benefiting all students.

5.3 PEDAGOGY & TEACHING METHODOLOGY²

Journaling

Picca, L. H., Starks, B., & Gunderson, J. (2013). "It Opened My Eyes" Using Student Journal Writing to Make Visible Race, Class, and Gender in Everyday Life. *Teaching Sociology*, 41(1), 82-93.

Description

This practice describes a course designed to help students recognize how their own everyday lives reproduce larger social hierarchies. It further seeks to understand that these social hierarchies are contemporary issues of relevance, rather than merely remnants of the past.

In terms of specific learning outcomes, three objectives are developed. As a result of completing this assignment, students should be able to:

- * Articulate how race, gender and social class affect their everyday lives;
- * Explain how specific course concepts, readings and theories can be applied to everyday experiences;
- * Write field notes typical of sociological field research.

² This chapter provides only selected practices which were found promising due to their pedagogy or teaching methodology. The InterHEd project provides also a more detailed report on methodologies which can be used to explore intersectional perspective in HEI: "Innovative Teaching Methods Report: Pedagogical Tools for Integrating Intersectionality into Higher Education Teaching".

This pedagogical approach is based on student' individual work, namely a journal writing task, to gain a deeper understanding of structural inequalities and the intersectional impact of race, gender, and social class on their everyday lives. The process begins with a pre-activity assessment form that gauges students' initial awareness of these social hierarchies. It is focused on working with own biography to help students recognize how their own daily experiences contribute to and reflect broader social hierarchies, framing these inequalities as contemporary, rather than historical, issues. More specifically, the journaling approach provides students with theoretical understanding of the key concepts on intersecting inequalities, enabling them to further explore and critically evaluate how race, gender, and social class shape their everyday lives. After completing at least ten journal entries, students are required to write a two-page reflective essay. In this essay, they are expected to identify the axes of inequalities which have impact on their lives and reflect on their broader consequences for their environment.

Intersectional approach

The practice is easily adaptable, as it is based on a broad and comprehensive understanding of intersectionality that encompasses gender, social class, race, religion, ability status, or nationality.

Why is it a promising practice?

This promising pedagogical tool fosters a deeper critical understanding of intersectionality through self-reflection and participatory, experiential learning. Through journaling, students are encouraged to examine their own privileged or marginalized positions in relation to race, gender, social class, and other axes of inequality. The use of personal journal entries creates a safe and non-confrontational space for students to explore sensitive issues. This can be especially important for students from marginalized groups, such as women, men of colour, lower social class students, and LGBTQ+ individuals. These students often provide insightful, unique and emotionally resonant entries, sharing their emotions and daily challenges in a way that fosters deeper understanding of their lived experiences. By engaging in journal writing, students actively participate in the learning process, allowing them to reveal their personal narratives in a way that feels comfortable and appropriate for them. Additionally, if anonymity is respected, the journal narratives can be shared and discussed in class, as an example of stories, to recognize structural inequalities. This process provides a gradual development of knowledge and its cumulative character: while it starts with individual biography, it is clearly linked to structural inequalities which can be used to challenge the identity-based understanding and individualistic focus while discussing the inequalities. Through the self-reflecting process, students are encouraged to build their awareness.

This practice also offers a broad scope of potential applications to create a safe environment for discussing issues related to privilege, power and marginalisation. On the one hand, the anxiety related to face-to-face

discussion which requires sharing own experience and revealing own personal stories is mitigated by using the anonymous journal entries. On the other hand, this approach fosters a trusting environment that encourages students to share their stories, facilitating meaningful group discussions. Regardless of its application, this practice enables instructors/educators to connect with students on a more personal level by gaining insight into their unique experiences and perspectives in particular context. By placing students and their experiences in the centre of attention, and the approach facilitate valuable discussions about their realities. This demonstrates the effectiveness of the tool in developing a nuanced understanding of intersectionality and social inequalities across diverse educational settings.

Role-playing Game

Simpson, J. M., & Elias, V. L. (2011). Choices and chances: The sociology role-playing game — The sociological imagination in practice. *Teaching Sociology*, 39(1), 42-56

Description

Role-playing game is a teaching tool design to develop students' critical thinking and social imagination, with the aim to better understand the social forces, institutions and structures which influence inequalities. The game uses the real-world census data related to race, gender, age, marital status, presence of children and educational attainment to develop a

character that reflects a specific social position influenced by structural inequalities. Consequently, students explore the complexities of privilege and marginalization in society by assessing their character's situation, exploring career paths, financial decisions, and the consequences of these actions. This exercise helps students engage with the lived realities of different social groups, encouraging them to think critically about how various forms of privilege and oppression affect life trajectories.

The role-playing game is a starting point for discussions not only about individual experiences of privilege and disadvantage, but also about broader societal issues such as environmental justice, ageism, and social constructionism. By situating their characters within these larger frameworks, students gain insights into how systemic inequalities shape everyday life. In this way, the role-playing game encourages students to think creatively about how different social identities and positions interact with broader societal forces. It also provides a platform for discussing potential solutions to social inequities by imagining alternative societal structures.

Intersectional approach

Intersectionality is understood as a broad concept, covering various axes of oppression. They include race, age, gender, and educational attainment as well as marital status and presence of children.

Why is it a promising practice?

The workshop stands out as a promising teaching approach by effectively blending concept-driven and data-driven elements, making the learning experience highly relevant and contextually grounded for students. By engaging in hands-on exercises through the role-playing game, participants broaden their theoretical knowledge and academic understanding of key concepts and combine it with practical applications, exploring both individual and structural perspectives on inequality.

Additionally, the role-playing game fosters critical thinking and self-reflection, encouraging students to become more aware of existing inequalities as well as on their own privileges. The discussions extend beyond the individual level, emphasizing the influence of institutional and structural factors on inequality, making also the issue of power a subject of discussion. As workshop evaluations revealed, students reported increased awareness of the ways race, class, and gender impact wealth and opportunity, highlighting the workshop's effectiveness in cultivating critical analysis and social awareness.

Role-playing game is also an example of engaging, participatory approach. It provides a safe space for students to explore intersectional inequalities in a nuanced and complex, valuing their opinions and experiences.

5.4 ASSESSMENT

No promising practices identified.

6. ANNEXES

6.1 TEMPLATE FOR GATHERING DATA ON PROMISING PRACTICES

INFORMATION DOCUMENT

References	
Link to the document	
Type of the document	Journal article Guidelines / Scenario / Toolkit Report Other: (specify)
Level	EU / global National
Language	

INFORMATION ON PROMISING PRACTICE OR RESOURCE

Name of practice	
Timeframe (dates of implementation and/or development)	
Context for developing practice (problem detected / opportunities for its development)	
Objectives	

Brief description (including its implementation and synthesis of findings)	
Scope (individual case study / comparative) Geographical scope (where it was applied)	
Scientific discipline (where it was applied)	Social science / Humanities / STEM (Science, Technology, Engineering and Mathematics) etc. In each discipline, please specify: sociology, education, psychology, economy, sport, physics, mathematics etc. (provided list)
Areas of HE teaching	Curricula Pedagogy & teaching methodology Assessment Learning environment
Intersecting axes	Gender Social class Age Sexuality Race / ethnicity Religion Origin (native, migrant, refugee) (dis)Ability Family status Other
Target groups	
Methodological and theoretical approach (including design approach – who was involved in the process, if it was participatory, collaborative, and inclusive process)	

Results and impacts (as provided in the document)	
Supportive factors	
Barriers and challenges	
Resources needed (financial, human etc.)	
Further development / identified gaps	

6.2 LIST OF IDENTIFIED PROMISING PRACTICES

Articles

Foresheew, A., & Al-Jawad, M. (2022). An intersectional participatory action research approach to explore and address class elitism in medical education. *Medical Education*, 56(11), 1076-1085.

Gardner, J. A., & McKinzie, A. E. (2020). Embodying inequality: Using ethnographic data to teach intersectionality. *Teaching Sociology*, 48(3), 184-195.

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Simpson, J. M., & Elias, V. L. (2011). Choices and chances: The sociology role-playing game—The sociological imagination in practice. *Teaching Sociology*, 39(1), 42-56.

Handbooks, toolkits, guidelines

All means all, <https://all-means-all.education/>

Best Practices for Teaching Intersectionally. Teaching Intersectionally: How Race, Gender, and Sexuality Work in the Classroom, <https://womensstudies.colostate.edu/wp-content/uploads/sites/66/2021/06/Best-Practices-for-Teaching-Intersectionally.pdf>.

Edukacja antydyskryminacyjna. Podręcznik trenerski, Towarzystwo Edukacji Antydyskryminacyjnej, https://tea.org.pl/wp-content/uploads/2023/09/EdukacjaAntydyskryminacyjna_PodrecznikTrenerski_2023.pdf.

Inni to My, http://www.instytutdt.pl/images/pliki/publikacje/Inni_to_My_publicacja.compressed.pdf.

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Intersectionality resource guide and toolkit. An intersectional approach to leave no one behind, <https://www.unwomen.org/sites/default/files/2022-01/Intersectionality-resource-guide-and-toolkit-en.pdf>.

Poverty and Inequality Commission Intersectionality Strategy, <https://povertyinequality.scot/wp-content/uploads/2023/12/Poverty-and-Inequality-Commission-Intersectionality-Strategy.pdf>.

Teaching To Transgress Toolbox, <http://ttttoolbox.net/>

Training for Change: Practical Tools for Intersectional Workshops, Rainbow Health Network, <https://www.oaith.ca/assets/files/Publications/Intersectionality/Practical-tools-intersectional-workshops.pdf>.

Initiatives/websites, syllabuses

Campaign #IntersectionalityTransformsOurRealities, North-South Centre of the Council of Europe, <https://www.coe.int/en/web/north-south-centre/intersectionality>.

Centre for Intersectional Justice, www.intersectionaljustice.org.

Learning for Justice, <https://www.learningforjustice.org>.

Rasa i płeć w ujęciu (post)kolonialnym, https://usosweb.us.edu.pl/kontroler.php?_action=katalog2/przedmioty/pokazPrzedmiot&prz_kod=W1-FP-S1-MS.RP&callback=g_2033779b.

Rasa, klasa, gender i... Intersekcjonalność w teorii i praktyce, https://informatorects.uw.edu.pl/pl/courses/view?prz_kod=1600-SZD-RKG.

Współczesne zmiany w polszczyźnie: język inkluzywny i inne zjawiska leksykalno-gramatyczne, https://informatorects.uw.edu.pl/pl/courses/view?prz_kod=3003-C353GO1.

Projects

CHECKIT HE: Countering Hate and Extremism on Campus – Knowledge Innovation and Training in Higher Education, <https://www.bcu.ac.uk/research/social-sciences/identities-and-inequalities/research-projects/checkit-he>.

Citizen me! Raising the conscious citizens of tomorrow, <https://citizenme.gkge.de/>.

Creating inclusive classrooms: Intersectionality in curriculum and classroom, <https://www.sec-ed.co.uk/content/best-practice/creating-inclusive-classrooms-intersectionality-in-curriculum-and-classroom/>.

Crossroads: best practices to empower youngers to continue their post compulsory education from an intersectional perspective, <https://mon.uvic.ca/crossroads/>.

Divers-Cult: Promoting Cultural diversity in primary and lower-secondary schools, <https://divers-cult.eu/>.

EQUAL SPACE - innovative gender and diversity strategies in adult education, <https://erasmus-plus.ec.europa.eu/projects/search/details/2017-1-AT01-KA204-035040>.

FAIR SCHOOL: Building improved social environments in schools, <https://www.fair-school.org/>.

G-EPIC: Gender Empowerment through Politics In Classrooms, <https://cordis.europa.eu/project/id/101095000>.

eMERGE: e-media Education About Representations Of Gender, <https://project-emerge.eu/>.

Igma Femina: Shortening distance to education / labour market for migrant and refugee women through gender-sensitive counselling and local cooperation strategies, <https://erasmus-plus.ec.europa.eu/projects/search/details/2016-1-SE01-KA204-022119>.

Include Me, <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-HR01-KA101-077422>.

Inn2diversity - Innovative tools towards diversity in classroom context, <https://www.inn2diversity.org/>.

INSPIRE: Centre of Excellence on Inclusive Gender Equality in Research & Innovation: Creating Knowledge & Engaging in Collaborative Action, <https://www.inspirequality.eu/>.

INTERMAPS, <https://www.upf.edu/web/intermaps>.

Mind over Matter. Mental Health in Young People, <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-UK01-KA229-079092>.

MUSIC: Making Universities Ready for Social Inclusion and Cultural Diversity, <https://www.idd.uni-hannover.de/en/research/projekte/music>.

PRECIOUS: Promoting Pluralistic Education in European Universities to Combat Invisible Discrimination Related To LGBTQ+, <https://preciousproject.eu/>.

RESET: Redesigning Equality and Scientific Excellence Together, <https://wereset.eu/>.

SMARTS: Supporting Me About Rights To Sexuality, <https://smarts-project.com/>.

SOJUST: Social Justice Services for Low-Educated Adult Migrants, <http://sojustproject.com/>.

STEAM: Gender Equality in Science, Technology, Engineering, Art and Mathematics, <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-RO01-KA201-080189>.

TInGLE: Academia Through an Intersectional and Gendered Lens to Equality in Academia, <https://erasmus-plus.ec.europa.eu/projects/search/details/2023-1-IT02-KA220-HED-000165041>.

TRANSCA: Translating Socio-Cultural Anthropology into Education, <https://www.transca.net/en/>.

The school as a place of integration for people from diverse backgrounds: cultural, socio-economic aspects, age, gender, disability, specific learning profiles, migration, <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-BE01-KA104-074816>.

WISELIFE: Raising Awareness about Ageism, <https://wiselifeproject.com/en/about-project>.

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