DIVERSITY MATRIX

QUADRANT 1

- Counselling/support services, diverse profiles to cover different needs
- Collective, shared topic
- Open up, cooperate...

QUADRANT 2

- Surveys to identify "problems" and "solutions" (information, training, etc.)
- Follow-up evaluations of actions implemented
- Experiment, adjust...



EVALUATE



TRAIN

INFORM

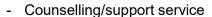
QUADRANT 4

- Conferences, modules, workshops (on campus and elsewhere), MOOCs and other training on social conventions/relationships, cultural/religious aspects, language learning, gender and identity, disability, racism, sexism, etc.
- Define, put into context...

QUADRANT 3

- "Strong" leadership from management
- Links between management, administrative staff, teaching staff and students
- Information and awarenessraising initiatives, events, etc.
- Lead, change...

GENDER DIVERSITY – EXAMPLES



- Safe place
- Psychological and legal support

 Organisation of surveys to inform, assess the current situation, and better target awareness-raising campaigns and projects (to be led by students rather than management, who should play a supporting role)



- Compulsory MOOC-style training sessions as part of degree courses
- Conferences, workshops

- Strong leadership from management
- Information on current legislation
- Awareness-raising through lectures and theatre
- Film screenings
- Posters, flyers
- "Learning to live together" handbook given out at the start of the academic year (safety, alcohol, behaviour, etc.)

DISABILITY DIVERSITY – EXAMPLES

- Identify individuals with disabilities (physical or mental, long-term or temporary) who are reluctant to ask for help
- Help students get out of vicious circles (absenteeism, depression)
- Designate contact people (organisations, academic staff) to support students during their studies

- General reflection on the learning environment and student well-being
- In-depth analysis of the educational environment and context, toxic factors within the system, acceptance of students with disabilities by their peers



EVALUATE

LISTEN

- Training based on the results of the reflections and analyses

- Responsibility of each school to create a safe, welcoming and supportive environment
- Priority: ensure students are better informed about disability
- Make disability visible

INTERNATIONAL DIVERSITY — EXAMPLES

- Mentoring, support during holidays
- Diversity on campus (housing)
- Help with administrative procedures
- Access to mental health support in English
- Meetings between representatives of the school and international students (breakfasts, lunches)
- Tutoring
- Help finding an internship

- Evaluation of French language skills before arrival
- One-to-one or group discussions/meetings throughout the year
- Surveys and questionnaires (wellbeing in the school environment)
- Survey about professional prospects



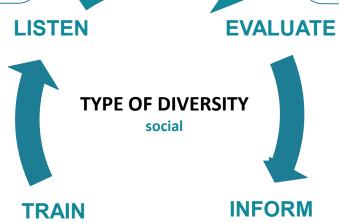
- Diversity in training
- Include off-campus activities in French language courses
- French language courses
- Intercultural training for staff and students
- English language courses for administrative personnel

- Make school websites available in English
- Prepare to welcome students (handbook, special event during induction week)
- Incorporate an international dimension into existing events run by the schools
- International club

SOCIAL DIVERSITY – EXAMPLES

- Monitoring of students that receive means-tested grants
- Management to pay close attention to internship application process and internships themselves
- Social diversity to be integrated in existing support services

 Well-being surveys to cover social diversity Actions to be implemented based on survey results (communication, awareness-raising, training)



- "Cordées de la réussite" initiative
- Training (open to everyone) on social conventions/relationships, cultural/religious differences
- Encourage off-campus activities (sports, design, creativity)

- Combat censorship and selfcensorship
- Talk to pupils as early as possible (primary/secondary school) about options for studying engineering
- Present role models from diverse social backgrounds that pupils can identify with
- Go out and meet young people in their environment, e.g. at football matches