



# Standard Descriptions of the EQUNI Learning Pathways

Work Package 3 - Activity 3.1

EQUNI project

# Standard Descriptions of the EQUINI Learning Pathways

Work Package 3 – Activity 3.1 EQUINI project

## Authors:

### **Lodz University of Technology, Poland:**

M. Jarczyńska, J. Kopańska, D. Piotrowska

## Contributors:

### **University of Algarve, Portugal:**

A. Gomes, J. Vieira dos Santos, L. S. Vieira

### **University of Groningen, the Netherlands:**

J. Riezebos, M.J.M. Schoevers, F. Wolthuis

### **Team Coaching, Poland:**

K. Buss-Nykiel, R. Nykiel

### **SumFuo, France:**

N. Schaeffer

## Project:

Title: Implementation of effective practices for the development of students' emotional intelligence with particular emphasis on anti-discrimination activities at European universities

Acronym: EQUUNI

No: 2022-1-PL01-KA220-HED-00089417

This work is openly licensed via [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/)



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the National Agency (NA). Neither the European Union nor NA can be held responsible for them.





## Table of Contents

1. INTRODUCTION .....	5
2. WHY TRANSVERSAL SKILLS MATTER .....	5
2.1.    Macro-Level Context: Future Competencies in Education and the Labour Market ..	6
2.2.    Emotional Intelligence as a Core Transversal Competence .....	7
3. PRACTICAL IMPLICATIONS FOR ACADEMIC AND PROFESSIONAL ENVIRONMENTS .....	7
4. MICRO-CREDENTIALS DEVELOPED IN THE PROJECT .....	9
4.1.    Development Methodology .....	9
4.2.    Descriptions of the 12 Learning Pathways .....	12
4.2.1. Learning Pathway 1 - Building Inclusive Awareness & Competence .....	12
4.2.2. Learning Pathway 2 – Leadership for Inclusive Academic Practice .....	16
4.2.3. Learning Pathway 3 – Ambassadors for Equality: Building Inclusive Change .....	20
4.2.4. Learning Pathway 4 – Smart Hearts, Open Minds: Navigating Emotions and Diversity in Education.....	25
4.2.5. Learning Pathway 5 – Improving Emotional Intelligence for Inclusive University Strategies.....	30
4.2.6. Learning Pathway 6 – Emotional Intelligence for Inclusion: Understanding, Empathy & Action .....	34
4.2.7. Learning Pathway 7 – Ctrl+Alt+Empathy: Rebooting the Classroom with Emotional Intelligence.....	38
4.2.8. Learning Pathway 8 – Courage to Connect: Developing Confidence to Be Seen and Heard, Breaking Down Prejudices .....	41
4.2.9. Learning Pathway 9 – Inclusive Mindsets: Challenging Stereotypes While Fostering Mindfulness, Empathy, and Growth .....	45
4.2.10. Learning Pathway 10 – Supportive Voices: Building Safe Spaces Where Trust and Communication Empower Inclusion .....	49
4.2.11. Learning Pathway 11 – Agents of Equality: Transforming Awareness Into Action Through Responsible Intervention .....	53
4.2.12. Learning Pathway 12 – Creative Empathy: Using Emotional Training and Creative Tools to Imagine Inclusive Futures .....	57
5. FINAL REMARKS.....	61
6. APPENDICES.....	62
Appendix 1 – Reference to ESCO Taxonomy.....	62



## 1. INTRODUCTION

The EQUNI project addresses the growing need for emotional intelligence (emotional quotient, EQ) and transversal skills within European higher education. Rapid technological change, increasing cultural diversity, and rising levels of emotional strain among students and staff highlight the urgency of strengthening competencies such as self-awareness, empathy, emotional regulation, collaboration, and intercultural communication. Drawing on evidence from Six Seconds, OECD and the World Economic Forum, the project provides a comprehensive, research-based response to these institutional and labour-market challenges.

EQUNI delivers twelve micro-credentials designed to build emotional, social and inclusive competencies among academic teachers, administrative staff, and students. Each micro-credential includes clearly defined learning outcomes, workload, assessment methods, and alignment with European micro-credential standards, ensuring transparency, recognisability, and transferability across institutions. Together, they form a coherent ecosystem that strengthens psychological resilience, supports inclusive academic culture, enhances anti-discrimination efforts, and improves the overall quality of interpersonal relations within universities.

By developing emotional intelligence as the foundation of transversal skills, the EQUNI project supports learners and employees in effectively navigating increasingly complex academic and professional environments. The micro-credentials contribute to reducing skills mismatch, improving well-being, and preparing students and staff for the demands of the future labour market. As such, EQUNI aligns directly with key EU priorities—lifelong learning, equality, diversity, inclusion, and institutional capacity-building within higher education.

## 2. WHY TRANSVERSAL SKILLS MATTER

The focus on transversal skills within the EQUNI project results from a needs analysis conducted during the proposal preparation stage and subsequently deepened throughout the implementation of project activities. The project team continuously monitored developments in the labour market and higher education, analysed current international reports, and reviewed research on future competencies, well-being, and inclusion in education.

Transversal skills are understood, in line with the European classification of skills, competencies, qualifications and occupations (ESCO), as universal competencies applicable across professions and sectors. These include interpersonal communication, collaboration and teamwork, creativity and problem-solving, adaptability, self-management and emotional regulation, empathy, psychological resilience, and emotional intelligence. They enable the effective application of knowledge and technical skills in dynamic, technology-driven, and multicultural environments.



The inclusion of transversal skills in the EQUINI training programmes and micro-credentials ensures alignment with European lifelong learning strategies and employment policies. Unlike technical skills, which may quickly become outdated due to technological progress, transversal competencies are transferable, durable, and resistant to rapid market change. They constitute a long-term competency capital supporting both professional effectiveness and social functioning.

## 2.1. Macro-Level Context: Future Competencies in Education and the Labour Market

International policy reports consistently emphasise the growing importance of social and emotional competencies.

The report *Skills that Matter for Success and Well-being in Adulthood: Evidence on Adults' Social and Emotional Skills*<sup>1</sup> published by the Organisation for Economic Co-operation and Development (OECD) demonstrates that social and emotional skills — such as emotional stability, conscientiousness, openness to experience, agreeableness, and extraversion — have an independent impact on employment outcomes, income levels, job satisfaction, and overall well-being. The findings confirm that these competencies complement cognitive skills and significantly influence professional and social success.

The OECD report *AI and the Future of Skills, Volume 1: Capabilities and Assessments*<sup>2</sup> further highlights that as automation and artificial intelligence transform labour markets, demand for non-technical competencies increases. Emotional regulation, collaboration, adaptability, and self-management are becoming strategically important in environments where routine tasks are increasingly automated.

Similarly, *The Future of Jobs Report 2025 (Skills outlook)*<sup>3</sup> published by the World Economic Forum (WEF) identifies analytical thinking, flexibility, leadership, motivation, empathy, and active listening among the key competencies required in the near future. Employers increasingly value social and emotional capabilities alongside — and often above — purely technical qualifications.

These analyses indicate that transversal skills are not supplementary attributes but central elements of preparedness for evolving academic and professional realities.

---

<sup>1</sup> See [https://www.oecd.org/en/publications/skills-that-matter-for-success-and-well-being-in-adulthood\\_6e318286-en.html](https://www.oecd.org/en/publications/skills-that-matter-for-success-and-well-being-in-adulthood_6e318286-en.html)

<sup>2</sup> See [https://www.oecd.org/en/publications/ai-and-the-future-of-skills-volume-1\\_5ee71f34-en.html](https://www.oecd.org/en/publications/ai-and-the-future-of-skills-volume-1_5ee71f34-en.html)

<sup>3</sup> See <https://www.weforum.org/publications/the-future-of-jobs-report-2025/in-full/3-skills-outlook>



## 2.2. Emotional Intelligence as a Core Transversal Competence

Within the broader framework of transversal skills, emotional intelligence constitutes a foundational competence. It underpins self-regulation, empathy, communication, collaboration, leadership, and resilience — capacities that enable the effective functioning of individuals and organisations.

During both the proposal preparation stage and the implementation of the EQUINI project, research published by Six Seconds, a global organisation specialising in emotional intelligence research and development, was taken into account in defining training priorities.

***State of the Heart 2024 Report***<sup>4</sup> published by Six Seconds identifies a global decline in average emotional intelligence scores, describing the phenomenon as an “emotional recession” characterised by reduced well-being, lower empathy levels, and diminished stress-management capacity. These findings point to the growing need for structured development of emotional competencies in both educational and professional contexts.

***The Business Case for Emotional Intelligence Report***<sup>5</sup> (by Six Seconds) presents evidence of strong correlations between higher levels of emotional intelligence and improved organisational outcomes, including stronger leadership, higher engagement, reduced turnover, and greater effectiveness. Emotional intelligence is thus linked not only to individual well-being but also to measurable performance indicators.

Furthermore, **Six Seconds Emotional Intelligence Model (Know Yourself – Choose Yourself – Give Yourself)**<sup>6</sup> conceptualises EQ as a set of learnable and developable competencies rather than a fixed personality trait. The model emphasises self-awareness, self-management, and relationship management as domains that can be strengthened through structured training and practice.

Together, these findings demonstrate that emotional intelligence is not an isolated competence but the psychological foundation of many transversal capacities highlighted in European and international policy frameworks.

## 3. PRACTICAL IMPLICATIONS FOR ACADEMIC AND PROFESSIONAL ENVIRONMENTS

The combined evidence from international policy reports and emotional intelligence research indicates a clear need to strengthen transversal competencies within higher education and organisational settings. The following factors appear particularly significant in this context:

---

<sup>4</sup> See <https://www.6seconds.org/emotional-intelligence/research>

<sup>5</sup> See <https://www.6seconds.org/business/case-for-emotional-intelligence>

<sup>6</sup> See <https://www.6seconds.org/2025/04/23/the-six-seconds-eq-model>



### **Declining emotional resources as a risk factor**

The observed decline in emotional intelligence indicators may result in reduced empathy, weaker stress-management abilities, and less effective teamwork. In academic environments, this can affect communication quality, collaboration between teaching and administrative staff, and the ability to adapt to dynamic conditions such as internationalisation and academic mobility. Structured development of emotional competencies can help counteract these risks and strengthen institutional resilience.

### **Transversal skills as a success factor**

Higher levels of emotional and social competencies are associated with greater engagement, stronger relationships, improved teamwork, and enhanced effectiveness. In higher education institutions, investment in transversal skills contributes to improved organisational culture, better cooperation, and higher quality of educational processes. In the broader labour market context, such competencies enhance employability and long-term career adaptability.

### **Inclusion, diversity, and multicultural environments**

Contemporary academic and professional environments are increasingly diverse in cultural, generational, and social terms. Transversal competencies — particularly emotional intelligence — support empathetic communication, conflict prevention, understanding of diverse perspectives, and the strengthening of inclusive practices. Competencies such as empathy and emotional regulation contribute directly to reducing discrimination, preventing exclusion, and fostering a sense of belonging within institutions.

### **Bridging education and labour market needs**

One of the major challenges identified in European analyses is the skills mismatch between graduates' competencies and labour market expectations. Training programmes that develop transversal skills — including communication, collaboration, adaptability, and emotional resilience — reduce this gap by equipping participants with practical, transferable competencies required in real professional contexts. Institutions that systematically integrate transversal skills into their educational offer are better positioned to prepare individuals for work in a knowledge-based, innovation-driven, and collaboration-oriented economy.



## 4. MICRO-CREDENTIALS DEVELOPED IN THE PROJECT

### 4.1. Development Methodology

This chapter presents a comprehensive collection of micro-credentials developed within the EQUINI project, designed to strengthen emotional intelligence, transversal skills, and inclusive practices in academic environments. The presented micro-credentials are short, practice-oriented training programmes that enable participants to develop competencies in emotional awareness, empathy, intercultural communication, mindfulness, active bystander intervention, and creative problem-solving. Each pathway has been carefully designed to enhance the ability to recognise and respond to stereotypes, prejudices, and undesirable behaviours in academic settings through experiential learning, reflection, and practical exercises.

Each learning pathway awards 1 or 2 ECTS credits, depending on its scope. The total workload ranges from 27 to 56 teaching hours (1 hour = 45 minutes), depending on the programme structure and depth of engagement. The workload includes contact hours, guided practical activities, individual reflection, collaborative tasks, and assessment components. This structure ensures that the micro-credentials are academically robust while remaining flexible and accessible, allowing integration into existing curricula or implementation as stand-alone training modules within higher education institutions.

The development of the twelve EQUINI learning pathways was carried out collaboratively by all project partners, following a structured and evidence-based process. The starting point was the needs analysis conducted during the preparation and early implementation phases of the project, which identified key emotional, social, and transversal competencies required in contemporary academic and professional environments. Based on this analysis, partners jointly defined thematic areas addressing both institutional challenges and emerging trends highlighted in OECD, WEF, and Six Seconds reports.

Each pathway was further refined through iterative consultations, during which partners exchanged expertise, compared existing training practices, and aligned the content with the realities of their institutions. The pathways were designed using common criteria, including clarity of learning outcomes, measurable skill development, practical applicability, inclusiveness, and alignment with the principles of anti-discrimination and emotional intelligence. Particular attention was given to ensuring that the learning outcomes correspond to transversal skills as defined in ESCO and relevant EU policy documents.



Appendix 1 presents the ESCO learning outcomes selected for the purposes of the project. In line with the needs identified and described above, partners selected twelve outcomes from the ESCO category **Transversal skills and competences**. This set was complemented by one outcome from the broader **Skills** category to ensure comprehensive coverage of practical application dimensions.

The selected outcomes include the ability to **exercise self-control, show empathy, and consider students' individual situations**, enabling participants to manage their own feelings while responding sensitively to others. Core interpersonal skills are represented by outcomes such as **relate empathetically, assess others' feelings, and use communication techniques**, fostering meaningful understanding and effective dialogue in academic contexts.

Intercultural competencies are addressed through outcomes like **demonstrate intercultural competence, build rapport with people from different cultural backgrounds, and show intercultural awareness**, which prepare participants to engage respectfully and constructively with diverse groups. Collaborative and leadership skills are represented by **teamwork principles** and **lead a team**, promoting effective cooperation and guidance within group settings. Finally, the project emphasizes inclusion and openness through **promote inclusion** and **keep an open mind**, equipping participants to actively support diversity, equality, and a psychologically safe academic environment.

Together, these outcomes provide a practical and coherent framework for the EQUINI micro-credentials, ensuring that each pathway develops competencies that are both relevant for contemporary academic and professional contexts and aligned with European standards for transversal skills.

Using ESCO as a reference framework ensured terminological consistency, transparency, and alignment with European standards, while also enabling partners to operationalise these outcomes into concrete training activities, exercises, and assessment criteria tailored to their institutional contexts.

The programmes included in this compendium integrate all essential elements of micro-credentials, including clearly defined learning outcomes, aligned activities, and assessment methods, thereby providing participants with tangible evidence of acquired skills. Collectively, the twelve pathways form a comprehensive training ecosystem, enabling participants not only to develop their own competencies but also to contribute actively to creating an atmosphere of trust, respect, and social inclusion within partner universities and the broader academic context.



This document serves both a practical and inspirational purpose, offering detailed descriptions of the programmes, as well as their structure, tools, and assessment methods. By consolidating these twelve pathways, it summarises the content and structure of the EQUUNI micro-credentials and provides a practical reference for implementing, recognising, and further disseminating short learning experiences that cultivate emotional intelligence, inclusivity, and transversal skills in higher education settings.

To guarantee consistency with the European micro-credential framework, all learning pathways included in this compendium contain mandatory metadata, including: title, issuing body, workload, learning outcomes, assessment methods, EQF/PQF level, and form of learning. The mandatory element “validity period” is not applicable in this context. Thanks to the inclusion of all other mandatory elements, this document can serve as a source reference for entering metadata into the Europass system, where all micro-credentials issued within the project are officially registered and recognised. The formal process of issuing and recognising micro-credentials within the institutional context is further detailed in the document developed within Activity 3.2 *Procedure for Issuing Micro- Credentials at Lodz University of Technology*, which provides the operational and administrative framework for certification.

Partners validated each pathway collectively to ensure comparability, transparency, and transferability across institutions. As a result, the twelve pathways form a coherent, quality-assured set of micro-credentials that can be implemented, recognised, and further developed within European higher education. Insights derived from the implementation process, including identified challenges, frequently asked questions, and practical recommendations for institutions facing similar organisational and procedural issues, are compiled in the document developed within Activity 4.2 *Practical Guide to Awarding Micro-credentials in Emotional Intelligence and Non-Discrimination Activities*.

## 4.2. Descriptions of the 12 Learning Pathways

### 4.2.1. Learning Pathway 1 - Building Inclusive Awareness & Competence

General information	
Title of the programme	Building Inclusive Awareness & Competence
Form of a short learning programme:	Training
Brief description	
<p>The programme supports participants in developing awareness, empathy, and interpersonal skills for diverse academic environments. Through interactive exercises and collaborative workshops, participants explore bias, differences in perception, and emotional intelligence. The programme emphasizes self-reflection, understanding others, and building inclusive communication skills.</p> <p>The pathway culminates in a practical group project, allowing students to apply insights from the workshops in real-world initiatives that promote inclusion and positive social interaction. Participants gain both confidence and competence to engage constructively in diverse settings. By the end of the training, participants are equipped with practical skills and strategies to foster inclusive, respectful, and collaborative academic environments.</p>	
University/Organisational unit responsible for the programme	University of Algarve, Portugal
Name of unit(s) (co-organisers)	Team Coaching, Poland SumFuo, France
Issuing body	Lodz University of Technology, Poland
Language of instruction	English
Total number of hours	30h
Total number of ECTS credits (if applicable)	1 ECTS
Form of instruction/ mode of delivery	On-site
Prerequisites for a short learning programme (if applicable)	
1.	Minimum B2 level of proficiency in English.
2.	It is recommended that participants have an account on the Europass platform: <a href="https://europass.europa.eu/en">https://europass.europa.eu/en</a>
Target group	
Recruitment open to first-cycle and second-cycle students, as well as academic and administrative staff from the project's partner universities: University of Groningen (the Netherlands), University of Algarve (Portugal), Lodz University of Technology (Poland).	



## Learning outcomes

List of learning outcomes and corresponding outcome in ESCO Taxonomy (optional)

1.	<p>Demonstrate a thorough understanding of the processes and theories behind discrimination, including categorization, emotional intelligence, and perception differences.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">demonstrate intercultural competence</a>: Understand and respect people who are perceived to have different cultural affinities, and respond effectively and respectfully to them.</p>
2.	<p>Apply emotional intelligence skills to recognize, regulate, and respond to emotions in ways that promote empathy and inclusivity.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">exercise self-control</a>: Manage own feelings, needs and wants appropriately for the benefit of participants, clients or co-workers.</p>
3.	<p>Reflect critically on personal biases and their impact on interactions and decision-making within academic contexts.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">show empathy</a>: Show empathy in order to prevent any kind of symbolic violence and isolation and to guarantee a considerate attention to everyone. It should include a capacity to understand various verbal and non-verbal communication of sentiment and feeling.</p>
4.	<p>Cultivate empathy and understanding for marginalized groups, including people with disabilities, through immersive and reflective activities.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">relate empathetically</a>: Recognise, understand and share emotions and insights experienced by another.</p>
5.	<p>Engage in collaborative efforts to build and sustain inclusive academic communities, using effective communication and teamwork strategies.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">teamwork principles</a>: The cooperation between people characterised by a unified commitment to achieving a given goal, participating equally, maintaining open communication, facilitating effective usage of ideas etc.</p>



Programme description		
List of activities with description of content		Number of hours
1.	<p><b>The Boxes in Our Minds</b></p> <p>This workshop invites participants to explore how the human mind naturally categorizes the world — and how these mental “boxes” shape the way we perceive others. While categorization helps us navigate complexity, it can also unconsciously reinforce stereotypes, bias, and exclusion. Through reflection, dialogue, and practical examples, participants examine how everyday assumptions influence attitudes and behaviour in academic and social environments.</p> <p>The session encourages critical self-awareness and intellectual humility. Participants learn to recognise their own cognitive shortcuts, question automatic judgments, and develop a more conscious and responsible approach to diversity. By understanding how discrimination begins at the level of perception, they lay the foundation for more inclusive thinking and interaction.</p>	4h
2.	<p><b>Emotional Intelligence (EQ) Workshop</b></p> <p>This experiential workshop develops emotional awareness as a cornerstone of inclusive behaviour. Participants explore what emotions are, how many emotions they experience daily, and why no emotion is inherently “negative.” Instead, emotions are understood as valuable signals pointing to fulfilled or unmet needs.</p> <p>Through guided exercises and reflection, participants deepen their understanding of how emotions influence perception, communication, and reactions to difference. The session highlights how unmanaged emotions may reinforce prejudice or defensive behaviour, while emotional awareness fosters empathy and psychological safety. Participants strengthen their ability to regulate emotions constructively and to respond to others with sensitivity and clarity.</p>	4h
3.	<p><b>Seeing Through Different Lenses: Understanding Perception Diversity</b></p> <p>This session explores the powerful idea that “the map is not the territory” — that each person interprets reality through their own experiences, culture, and internal frameworks. Participants reflect on how their background shapes what they notice, how they interpret behaviour, and how they assign meaning.</p> <p>Through discussion and experiential exercises, the workshop highlights how misunderstandings and conflict often arise not from facts, but from differing interpretations. By cultivating perspective-taking and openness, participants develop greater tolerance for ambiguity and difference. The session supports the development of respectful dialogue and mutual understanding in multicultural academic settings.</p>	4h
4.	<p><b>Building Inclusive Teams: Strategies for Effective Collaboration</b></p> <p>Group work is a central element of academic life, yet it often reproduces inequalities and hidden hierarchies. This workshop explores how different expectations, communication styles, and perceptions of roles can influence collaboration. Participants analyse how exclusion, dominance, silence, or bias may emerge in group processes.</p> <p>Through case discussions and reflection, the session examines each stage of group work — from assignment design and group formation to supervision and assessment. Participants develop strategies to foster equitable participation, psychological safety, and shared responsibility. The workshop promotes conscious group design as a tool for inclusion.</p>	4h
5.	<p><b>EQUNI Game Workshop: Experiencing Inclusion Through Play</b></p> <p>This interactive session introduces participants to the EQUNI educational game as a tool for experiential learning about discrimination and inclusion. Through gameplay and structured reflection, participants take on roles such as discriminator, victim, or witness, exploring emotional responses and power dynamics in simulated scenarios.</p> <p>The game format creates a safe yet challenging space to experiment, reflect, and learn. Participants also provide feedback on the game’s storyline, mechanics, and clarity, contributing to its further development. The session combines play, emotional insight, and critical reflection.</p>	4h
6.	<p><b>Designing Inclusive Projects: From Ideas to Implementation</b></p> <p>This applied module supports participants in transforming insight into action. Working in small, diverse teams, participants design an initiative that promotes diversity and inclusion in academic environments. The process includes identifying a relevant problem, developing a feasible solution, and creating an implementation and evaluation plan.</p> <p>The module encourages collaboration across perspectives and supports participants in integrating theory, emotional intelligence, and structural awareness into practical solutions. It fosters creativity, shared responsibility, and real-world applicability.</p>	8h



7.	<p><b>Communicating Your Inclusive Initiatives: Reflective Pitches</b></p> <p>The final session offers participants the opportunity to present their projects and reflect on their learning journey. Through structured group presentations, participants articulate the theoretical foundations, intended impact, and practical relevance of their initiatives.</p> <p>Beyond presentation skills, the session emphasises reflection, feedback exchange, and collective learning. Participants consolidate their understanding of inclusion, emotional intelligence, and diversity management while strengthening confidence in communicating complex ideas to an audience.</p>	2h
----	--	----

<b>Assessment</b>	
Mode of assessment	On-site
Type of assessment	Presentation, Implementation of the group task
Assessment description	
<p><b>Public Presentation</b></p> <p>Learners successfully complete the assessment by actively participating in the development and presentation of a group inclusion project, which represents the culmination of the pathway. During this process, learners must integrate and apply the emotional intelligence, empathy, and awareness competencies acquired throughout the programme. They are expected to collaboratively analyse a real or simulated academic scenario, identify biases or barriers, and propose inclusive strategies or solutions. Learners must demonstrate meaningful contribution to the group’s work and the public presentation of their proposed solutions. The final project must clearly and coherently address the identified scenario, promote inclusive practices, and reflect understanding of diverse perspectives. Learners are expected to communicate key ideas clearly, engage in reflective dialogue, and respond thoughtfully during the Q&amp;A session facilitated by trainers and peers.</p>	
Requirements for completion of a short learning programme	
<p>Successful completion of the short training programme requires:</p> <ul style="list-style-type: none"> <li>– 80% attendance,</li> <li>– correct completion of the exercises carried out during the training,</li> <li>– preparation and presentation of a group project on a topic indicated by the group mentor.</li> </ul>	

## 4.2.2. Learning Pathway 2 – Leadership for Inclusive Academic Practice

General information	
Title of the programme	Leadership for Inclusive Academic Practice
Form of a short learning programme:	Training
Brief description	
<p>The programme is designed for university staff and academic leaders who aim to drive systemic change within their institutions. Participants explore structural barriers, diversity management strategies, and inclusive leadership practices. They develop practical tools to implement policies and foster inclusive academic environments, ensuring equitable participation and support for all members of the university community.</p> <p>Through workshops, case studies, and group discussions, participants gain insight into effective leadership in diverse settings and learn to design strategies that can be applied institutionally. The pathway emphasizes critical thinking, strategic planning, and evidence-based approaches to promoting equality, diversity, and inclusion. By the end of the training, participants are equipped with actionable skills and strategies to create inclusive, equitable, and supportive academic environments.</p>	
University/Organisational unit responsible for the programme	University of Algarve, Portugal
Name of unit(s) (co-organisers)	Lodz University of Technology, Poland Team Coaching, Poland
Issuing body	Lodz University of Technology, Poland
Language of instruction	English
Total number of hours	28h
Total number of ECTS credits (if applicable)	1 ECTS
Form of instruction/ mode of delivery	On-site
Prerequisites for a short learning programme (if applicable)	
1.	Minimum B2 level of proficiency in English.
2.	It is recommended that participants have an account on the Europass platform: <a href="https://europass.europa.eu/en">https://europass.europa.eu/en</a>
Target group	
Recruitment is open to academic and administrative staff from the project's partner universities: University of Groningen (the Netherlands), University of Algarve (Portugal), and Lodz University of Technology (Poland).	



## Learning outcomes

List of learning outcomes and corresponding outcome in ESCO Taxonomy (optional)

1.	<p>Develop and implement inclusive strategies, initiatives, and institutional practices that foster equitable participation and support within academic environments.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>
2.	<p>Identify structural, cultural, and systemic barriers to inclusion in academic institutions and critically assess their impact on different groups.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">keep an open mind</a>: Be interested and open to the problems of others.</p>
3.	<p>Apply principles of inclusive leadership and diversity management to guide, supervise, and support student-led inclusion initiatives.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">lead a team</a>: Lead, supervise and motivate a group of people, in order to meet the expected results within a given timeline and with the foreseen resources in mind.</p>
4.	<p>Facilitate collaborative processes and provide structured, constructive feedback to ensure the quality, feasibility, and impact of inclusive projects.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">use communication techniques</a>: Apply techniques of communication which allow interlocutors to better understand each other and communicate accurately in the transmission of messages.</p>
5.	<p>Demonstrate intercultural awareness and sensitivity to gender, disability, and neurodiversity in academic decision-making and mentoring practices.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">show intercultural awareness</a>: Show sensibility towards cultural differences by taking actions which facilitate positive interaction between international organisations, between groups or individuals of different cultures, and to promote integration in a community.</p> <p><a href="#">demonstrate intercultural competence</a>: Understand and respect people who are perceived to have different cultural affinities, and respond effectively and respectfully to them.</p>
6.	<p>Integrate emotional intelligence, empathy, and bias awareness into leadership, mentoring, and institutional engagement practices.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">assess others feelings</a>: Assess, estimate and understand the feelings or temperament of others, showing empathy.</p> <p><a href="#">relate empathetically</a>: Recognise, understand and share emotions and insights experienced by another.</p>



Programme description		
List of activities with description of content	Number of hours	
1.	<p><b>Beyond the Boxes: From Bias Awareness to Empathy in Action</b></p> <p>This workshop invites participants to explore how the human mind naturally categorizes the world — and how these mental “boxes” shape perception, judgement, and interaction. While categorization helps us navigate complexity, it can also unconsciously reinforce stereotypes, bias, and exclusion. Through reflection, dialogue, and practical examples, participants examine how everyday assumptions influence attitudes and behaviour in academic and social environments. Building on this awareness, the session moves from recognising bias to developing the capacity to move beyond it. Drawing on emotional intelligence theory, participants strengthen their ability to understand what others may be thinking and feeling — especially across differences. Empathy is explored not as an abstract ideal, but as a practical competence developed through attention, curiosity, perspective-taking, and emotional awareness.</p> <p>Through interactive exercises, participants practise identifying cognitive shortcuts, questioning automatic judgements, interpreting emotional cues, and responding in ways that foster inclusive communication. The workshop supports the development of critical self-awareness, intellectual humility, and relational sensitivity, laying the foundation for more conscious, responsible, and inclusive engagement in academic and professional contexts.</p>	4h
2.	<p><b>Walking in Others’ Shoes: Disability and Neurodiversity Awareness</b></p> <p>This experiential workshop deepens awareness and empathy toward people with disabilities, mental health challenges, and neurodivergent conditions such as ADHD or autism spectrum differences. Participants are invited to step into different perspectives through simulations and guided reflection, gaining insight into both the challenges and strengths associated with disability and neurodiversity.</p> <p>The session addresses stigma, structural barriers, and everyday forms of exclusion. By connecting emotional understanding with practical inclusion strategies, participants learn how to create environments that support dignity, accessibility, and equal participation.</p>	4h
3.	<p><b>Leading Diversity: Strategies for Inclusive Academic Environments</b></p> <p>This workshop examines diversity as both a social reality and an organisational responsibility. Participants explore cultural, religious, political, economic, gender, and other dimensions of diversity, reflecting on how these differences influence collaboration and institutional life.</p> <p>Through case studies and group discussion, the session highlights how stereotypes and structural inequalities persist despite formal commitments to equality. Participants are introduced to diversity management strategies and practical tools that support inclusive leadership and policy development. The workshop encourages proactive engagement with diversity as a source of innovation and growth.</p>	4h
4.	<p><b>Gender Roles and Equity: Understanding Inequality in Academia</b></p> <p>This workshop explores how gender continues to shape access to power, resources, and recognition, despite formal legal equality. Participants critically examine the historical division between the private and public sphere and how it influences labour distribution, unpaid care work, and professional opportunities.</p> <p>Through discussion and case analysis, the session reveals how gender-neutral policies may mask structural inequalities. Participants reflect on how gender norms influence expectations, career trajectories, and everyday interactions. The workshop promotes awareness and responsibility in addressing gender-based disparities.</p>	4h
5.	<p><b>EQUNI Game Workshop: Experiencing Inclusion Through Play</b></p> <p>This interactive session introduces participants to the EQUNI educational game as a tool for experiential learning about discrimination and inclusion. Through gameplay and structured reflection, participants take on roles such as discriminator, victim, or witness, exploring emotional responses and power dynamics in simulated scenarios.</p> <p>The game format creates a safe yet challenging space to experiment, reflect, and learn. Participants also provide feedback on the game’s storyline, mechanics, and clarity, contributing to its further development. The session combines play, emotional insight, and critical reflection.</p>	4h



6.	<p><b>Designing Inclusive Projects: Mentoring Student Initiatives from Idea to Implementation</b></p> <p>This applied module prepares mentors to effectively guide student teams in transforming insight into action. Rather than designing projects themselves, participants develop the facilitation, supervision, and feedback skills needed to support students in creating initiatives that promote diversity and inclusion in academic environments.</p> <p>Mentors learn how to help students identify relevant problems, refine feasible solutions, and structure clear implementation and evaluation plans. The module provides tools for guiding collaborative processes, supporting inclusive teamwork, managing group dynamics, and encouraging critical reflection.</p> <p>The workshop emphasizes the mentor’s role in integrating theory, emotional intelligence, and structural awareness into student-led projects. Participants strengthen their ability to provide constructive feedback, monitor progress, ensure accountability, and maintain a supportive yet goal-oriented learning environment. The module fosters responsible mentorship, shared ownership of outcomes, and real-world applicability of student initiatives.</p>	4h
7.	<p><b>Communicating Inclusive Initiatives: Reflective Pitches (Mentor Role)</b></p> <p>This module focuses on the active role of mentors during students’ reflective pitch sessions. Mentors facilitate the presentation process by guiding discussion, asking critical and clarifying questions, and providing structured, constructive feedback that supports both project development and individual learning.</p> <p>During the session, mentors moderate the Q&amp;A dialogue, encourage deeper reflection on the theoretical foundations and practical relevance of the initiatives, and help students articulate the intended impact of their solutions. They support students in strengthening argumentation, refining implementation strategies, and considering potential challenges or unintended consequences.</p> <p>The module emphasises the mentor’s responsibility in creating a psychologically safe environment for feedback exchange while maintaining high academic and practical standards. Through purposeful questioning and reflective dialogue, mentors help students consolidate their understanding of inclusion, emotional intelligence, and diversity management, and guide them in translating ideas into coherent, actionable proposals.</p>	4h

<b>Assessment</b>	
Mode of assessment	On-site
Type of assessment	Presentation, Implementation of the group task
Assessment description	
<p><b>Mentor-Focused Evaluation</b></p> <p>Learners successfully complete the assessment by actively and responsibly fulfilling their mentoring role in the development and presentation of student-led inclusion initiatives. Rather than designing projects themselves, participants are evaluated on their ability to guide, supervise, and critically support student teams throughout the project development process.</p> <p>A key element of the assessment is the mentor’s performance during the Reflective Pitch sessions. Participants must demonstrate their ability to moderate discussion, ask critical and clarifying questions, stimulate deeper reflection, and maintain a psychologically safe yet academically rigorous feedback environment.</p> <p>Successful completion requires mentors to show that they can integrate emotional intelligence, diversity management principles, and inclusive leadership practices into their supervision approach. They are expected to communicate clearly, engage in reflective dialogue, and model inclusive behaviour in interactions with students and peers.</p>	
Requirements for completion of a short learning programme	
<p>Successful completion of the short training programme requires:</p> <ul style="list-style-type: none"> <li>– at least 80% attendance,</li> <li>– correct and active completion of the exercises carried out during the training,</li> <li>– effective mentoring and supervision of a student group project focused on equality, diversity, and inclusion,</li> <li>– active participation in the Reflective Pitch session, including moderating discussion, providing structured feedback, and supporting critical reflection.</li> </ul>	

### 4.2.3. Learning Pathway 3 – Ambassadors for Equality: Building Inclusive Change

General information	
Title of the programme	Ambassadors for Equality: Building Inclusive Change
Form of a short learning programme:	Training
Brief description	
<p>The programme prepares participants to take an active role as EQUINI project Ambassadors at their universities. They develop emotional intelligence, empathy, and practical skills to foster equality, diversity, and inclusion. Through interactive workshops, experiential exercises, and reflective activities, they learn to recognize biases, understand diverse perspectives, and apply inclusive practices.</p> <p>The programme culminates in a capstone strategic project, enabling participants to design actionable initiatives that address real challenges at the university, integrating insights from workshops into strategies for institutional change. Participants gain hands-on experience in developing solutions that promote an inclusive academic environment. By the end of the training, participants are equipped to lead initiatives that foster inclusion, respect, and equitable engagement across their academic communities.</p>	
University/Organisational unit responsible for the programme	University of Algarve, Portugal
Name of unit(s) (co-organisers)	Lodz University of Technology, Poland Team Coaching, Poland SumFuo, France University of Groningen, the Netherlands
Issuing body	Lodz University of Technology, Poland
Language of instruction	English
Total number of hours	56h
Total number of ECTS credits (if applicable)	2 ECTS
Form of instruction/ mode of delivery	On-site
Prerequisites for a short learning programme (if applicable)	
1.	Minimum B2 level of proficiency in English.
2.	It is recommended that participants have an account on the Europass platform: <a href="https://europass.europa.eu/en">https://europass.europa.eu/en</a>
Target group	
Recruitment open to first-cycle and second-cycle students from the project's partner universities: University of Groningen (the Netherlands), University of Algarve (Portugal), Lodz University of Technology (Poland).	



## Learning outcomes

List of learning outcomes and corresponding outcome in ESCO Taxonomy (optional)

1.	<p>Apply emotional intelligence to recognize, manage, and reflect on their own emotions and those of others in academic settings.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">exercise self-control</a>: Manage own feelings, needs and wants appropriately for the benefit of participants, clients or co-workers.</p>
2.	<p>Identify and address discriminatory behaviours and barriers to inclusion within university environments.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>
3.	<p>Collaborate effectively in diverse groups to design and implement inclusive projects.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">teamwork principles</a>: The cooperation between people characterised by a unified commitment to achieving a given goal, participating equally, maintaining open communication, facilitating effective usage of ideas, etc.</p>
4.	<p>Develop a strategic action plan for promoting equality, diversity, and inclusion at the institutional level.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>
5.	<p>Communicate proposed solutions clearly to multiple stakeholders, integrating feedback and ensuring feasibility.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">use communication techniques</a>: Apply techniques of communication which allow interlocutors to better understand each other and communicate accurately in the transmission of messages.</p>
6.	<p>Translate personal awareness and learning into practical initiatives that foster systemic change.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">show intercultural awareness</a>: Show sensibility towards cultural differences by taking actions which facilitate positive interaction between international organisations, between groups or individuals of different cultures, and to promote integration in a community.</p>
7.	<p>Recognize and address discriminatory behaviours, and unwelcome conduct to create a safe and inclusive academic environment.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>



Programme description		
List of activities with description of content		Number of hours
1.	<p><b>Emotional Intelligence Primer: Know What Makes Me Tick</b></p> <p>This workshop strengthens self-awareness and emotional regulation in situations involving difference, tension, or conflict. Participants explore how personal “hot buttons” — topics or behaviours that trigger strong reactions — influence communication and collaboration in academic and professional environments.</p> <p>Through guided reflection and peer exchange, they identify patterns shaped by formative life experiences and examine how these experiences affect their attitudes toward diversity. The session introduces practical tools such as reframing and the link between thoughts, emotions, actions, and results, helping participants understand that it is not situations themselves but the meaning we assign to them that drives emotional reactions.</p> <p>By connecting emotions to underlying needs, participants develop strategies for responding more consciously and constructively. The workshop concludes with personal action planning, supporting participants in managing triggers and strengthening emotionally intelligent behaviour in diverse settings.</p>	4h
2.	<p><b>Building Inclusive Teams: Strategies for Effective Collaboration</b></p> <p>Group work is a central element of academic life, yet it often reproduces inequalities and hidden hierarchies. This workshop explores how different expectations, communication styles, and perceptions of roles can influence collaboration. Participants analyse how exclusion, dominance, silence, or bias may emerge in group processes.</p> <p>Through case discussions and reflection, the session examines each stage of group work — from assignment design and group formation to supervision and assessment. Participants develop strategies to foster equitable participation, psychological safety, and shared responsibility. The workshop promotes conscious group design as a tool for inclusion.</p>	4h
3.	<p><b>Walking in Others’ Shoes: Disability and Neurodiversity Awareness</b></p> <p>This experiential workshop deepens awareness and empathy toward people with disabilities, mental health challenges, and neurodivergent conditions such as ADHD or autism spectrum differences. Participants are invited to step into different perspectives through simulations and guided reflection, gaining insight into both the challenges and strengths associated with disability and neurodiversity.</p> <p>The session addresses stigma, structural barriers, and everyday forms of exclusion. By connecting emotional understanding with practical inclusion strategies, participants learn how to create environments that support dignity, accessibility, and equal participation.</p>	4h
4.	<p><b>Thinking Outside the Box</b></p> <p>Building on emotional intelligence theory, this workshop strengthens participants’ ability to understand what others may be thinking and feeling — especially across differences. The session explores empathy not as a vague concept, but as a practical competence that can be developed through attention, curiosity, and emotional awareness.</p> <p>Participants examine how assumptions and limited perspectives restrict understanding. Through interactive exercises, they practice interpreting emotional cues, asking open questions, and responding in ways that foster inclusion. The workshop supports the development of inclusive communication and relational sensitivity in academic and professional contexts.</p>	4h
5.	<p><b>Seeing Through Different Lenses: Understanding Perception Diversity</b></p> <p>This session explores the powerful idea that “the map is not the territory” — that each person interprets reality through their own experiences, culture, and internal frameworks. Participants reflect on how their background shapes what they notice, how they interpret behaviour, and how they assign meaning.</p> <p>Through discussion and experiential exercises, the workshop highlights how misunderstandings and conflict often arise not from facts, but from differing interpretations. By cultivating perspective-taking and openness, participants develop greater tolerance for ambiguity and difference. The session supports the development of respectful dialogue and mutual understanding in multicultural academic settings.</p>	4h



6.	<p><b>EQUNI Game Workshop: Experiencing Inclusion Through Play</b></p> <p>This interactive session introduces participants to the EQUNI educational game as a tool for experiential learning about discrimination and inclusion. Through gameplay and structured reflection, participants take on roles such as discriminator, victim, or witness, exploring emotional responses and power dynamics in simulated scenarios.</p> <p>The game format creates a safe yet challenging space to experiment, reflect, and learn. Participants also provide feedback on the game’s storyline, mechanics, and clarity, contributing to its further development. The session combines play, emotional insight, and critical reflection.</p>	4h
7.	<p><b>Designing Inclusive Projects: From Ideas to Implementation</b></p> <p>This applied module supports participants in transforming insight into action. Working in small, diverse teams, participants design an initiative that promotes diversity and inclusion in academic environments. The process includes identifying a relevant problem, developing a feasible solution, and creating an implementation and evaluation plan.</p> <p>The module encourages collaboration across perspectives and supports participants in integrating theory, emotional intelligence, and structural awareness into practical solutions. It fosters creativity, shared responsibility, and real-world applicability.</p>	8h
8.	<p><b>Communicating Your Inclusive Initiatives: Reflective Pitches</b></p> <p>The final session offers participants the opportunity to present their projects and reflect on their learning journey. Through structured group presentations, participants articulate the theoretical foundations, intended impact, and practical relevance of their initiatives.</p> <p>Beyond presentation skills, the session emphasises reflection, feedback exchange, and collective learning. Participants consolidate their understanding of inclusion, emotional intelligence, and diversity management while strengthening confidence in communicating complex ideas to an audience.</p>	2h
9.	<p><b>Capstone Project: Creating Real Change in Your University</b></p> <p>This applied module empowers participants to design and implement a comprehensive strategy for promoting equality, diversity, and inclusion within their university. Building on insights from previous workshops and emotional intelligence development, participants work collaboratively to:</p> <ul style="list-style-type: none"> <li>• assess the current situation and diagnose challenges, needs, and opportunities;</li> <li>• identify internal allies and form a working team to drive initiatives;</li> <li>• develop actionable solutions and a detailed Action Plan, including timelines, responsibilities, resources, and monitoring strategies;</li> <li>• design communication and promotion approaches to share results and engage stakeholders;</li> <li>• integrate educational activities, peer-to-peer support, anti-discrimination policies, social campaigns, and collaboration with internal and external partners.</li> </ul> <p>This hands-on module emphasizes real-world impact and institutional change, enabling participants to translate their learning into practical initiatives that foster a more inclusive, equitable, and supportive university environment.</p>	16h
10.	<p><b>Let’s Facilitate EQUNI</b></p> <p>An interactive workshop in which students facilitate three “Let’s Play EQUNI” sessions. While leading the table debriefing after the game, students moderate discussions, developing skills in fostering reflection and deepening awareness of their own and others’ emotions and needs in the context of discriminatory situations.</p>	6h



<b>Assessment</b>	
Mode of assessment	On-site
Type of assessment	Presentation, Implementation of the group task
Assessment description	
<p><b>Public Presentation</b></p> <p>Learners successfully complete the assessment by actively participating in the development and presentation of a group inclusion project, which represents the culmination of the pathway. During this process, learners must integrate and apply the emotional intelligence, empathy, and awareness competencies acquired throughout the programme. They are expected to collaboratively analyse a real or simulated academic scenario, identify biases or barriers, and propose inclusive strategies or solutions. Learners must demonstrate meaningful contribution to the group's work and the public presentation of their proposed solutions. The final project must clearly and coherently address the identified scenario, promote inclusive practices, and reflect understanding of diverse perspectives. Learners are expected to communicate key ideas clearly, engage in reflective dialogue, and respond thoughtfully during the Q&amp;A session facilitated by trainers and peers.</p>	
<p><b>Capstone Project</b></p> <p>Learners successfully complete the assessment by designing and presenting their EQUNI Ambassador Capstone Project, which represents the culmination of the programme. During this process, learners must integrate and apply the emotional intelligence, empathy, and inclusion competencies acquired throughout the programme. They are expected to collaboratively analyse the current university context, identify challenges and opportunities, and develop a detailed Action Plan including timelines, responsibilities, resources, monitoring and evaluation strategies, and communication approaches. Learners must demonstrate meaningful contribution to the group's strategic planning and to the public presentation of their proposed solutions. The final capstone project must clearly and coherently address institutional challenges, promote equality and inclusion, and reflect practical, actionable strategies. Learners are expected to communicate key ideas clearly, engage in reflective dialogue, and respond thoughtfully during the Q&amp;A session facilitated by trainers and peers.</p>	
<p><b>EQUNI Game Facilitation</b></p> <p>As part of their role as Ambassadors, participants are also required to facilitate three EQUNI game sessions at their home universities, demonstrating their ability to apply inclusive facilitation skills in real academic settings.</p>	
Requirements for completion of a short learning programme	
<p>Successful completion of the short training programme requires:</p> <ul style="list-style-type: none"><li>– 80% attendance,</li><li>– correct completion of the exercises carried out during the training,</li><li>– preparation and presentation of a group project on a topic indicated by the group mentor,</li><li>– preparation and presentation of the capstone project,</li><li>– facilitation of three EQUNI game sessions at the participant's home institution.</li></ul>	

#### 4.2.4. Learning Pathway 4 – Smart Hearts, Open Minds: Navigating Emotions and Diversity in Education

General information	
Title of the programme	Smart Hearts, Open Minds - Navigating Emotions and Diversity in Education
Form of a short learning programme:	Training
Brief description	
<p>The programme focuses on emotional intelligence and undesirable behaviours within the academic environment. Participants develop self-awareness, empathy, and practical skills for managing difficult emotions and stress, as well as advanced communication competencies that enable them to build effective relationships with students and colleagues from diverse backgrounds. Through interactive workshops, participants become more sensitive to signs of discrimination and exclusion. Case studies, role-plays, and policy-building exercises allow them to practise assertiveness and apply anti-discrimination principles in realistic academic scenarios. The programme also provides in-depth knowledge on how to recognise, prevent, and address undesirable behaviours. By the end of the training, learners are equipped with practical competencies that help them foster safe, supportive, and inclusive academic communities.</p>	
University/Organisational unit responsible for the programme	Lodz University of Technology, Poland
Name of unit(s) (co-organisers)	Team Coaching, Poland
Issuing body	Lodz University of Technology, Poland
Language of instruction	English
Total number of hours	30h
Total number of ECTS credits (if applicable)	1 ECTS
Form of instruction/ mode of delivery	On-site
Prerequisites for a short learning programme (if applicable)	
1.	Minimum B2 level of proficiency in English.
2.	It is recommended that participants have an account on the Europass platform: <a href="https://europass.europa.eu/en">https://europass.europa.eu/en</a>
Target group	
<p>Recruitment is open to academic and administrative staff from the project's partner universities: University of Groningen (the Netherlands), University of Algarve (Portugal), and Lodz University of Technology (Poland).</p>	



## Learning outcomes

List of learning outcomes and corresponding outcome in ESCO Taxonomy (optional)

1.	<p>Develop and utilize effective communication strategies, including active listening, assertiveness, and empathy-driven dialogue, to connect with people from diverse backgrounds.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">build rapport with people from different cultural backgrounds</a>: Understand and create a link with people from different cultures, countries, and ideologies without judgements or preconceptions.</p>
2.	<p>Apply practical techniques for managing emotions and reducing stress to maintain well-being and professional effectiveness in academic environments.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">exercise self-control</a>: Manage own feelings, needs and wants appropriately for the benefit of participants, clients or co-workers.</p>
3.	<p>Understand and apply the principles of emotional intelligence to foster self-awareness, empathy, and effective interpersonal interactions in educational settings.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">relate empathetically</a>: Recognise, understand and share emotions and insights experienced by another.</p>
4.	<p>Recognize and address discriminatory behaviours, and unwelcome conduct to create a safe and inclusive academic environment.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>



Programme description		
	List of activities with description of content	Number of hours
1.	<p><b>Emotional Intelligence</b> This workshop focuses on an in-depth exploration of emotional intelligence, self-awareness, emotion regulation, empathy, inclusive communication practices, and stress management. Participants also learn practical techniques for managing difficult emotions. During the workshops, they discover how recognising personal needs helps them interpret and regulate their emotional responses. The training also examines how emotions shape our perception of others, offering tools to build more empathetic, respectful relationships.</p> <p><b>Session 1: Introduction to emotional intelligence</b></p> <ul style="list-style-type: none"> <li>– A brief overview of EQ and its importance in the educational process</li> <li>– Introduction to the five core competencies of EQ</li> <li>– Self-test – how high is your EQ?</li> <li>– Our convictions about emotions</li> </ul> <p><b>Session 2: Self-awareness of emotional states</b></p> <ul style="list-style-type: none"> <li>– Emotion matrix - what is the level of your awareness of what you feel when working with students?</li> <li>– What are emotions? - introduction to the topic</li> <li>– Methods of dealing with “difficult” emotions</li> <li>– How to take care of your mood on a daily basis</li> </ul> <p><b>Session 3: Regulating emotions when working with students</b></p> <ul style="list-style-type: none"> <li>– Do we have influence over our emotional states?</li> <li>– Methods of regulating emotions</li> <li>– The role of cognitive restructuring when influencing one's state</li> </ul> <p><b>Session 4: Empathy and social skills</b></p> <ul style="list-style-type: none"> <li>– The role of empathy in working with students</li> <li>– Understanding and sharing the emotions of others</li> <li>– Building and maintaining relationships</li> <li>– Empathy mapping</li> </ul> <p><b>Session 5: Effective communication when working with students</b></p> <ul style="list-style-type: none"> <li>– Communication at university - revision of basic information</li> <li>– What is effective questioning that helps development</li> <li>– Practicing active listening</li> </ul> <p><b>Session 6: Managing stress when working with students</b></p> <ul style="list-style-type: none"> <li>– How stress affects our effectiveness</li> <li>– Cognitive methods of working with stress</li> <li>– Relaxation methods of working with stress</li> </ul>	11h
2.	<p><b>Let's Play EQUINI</b> This interactive workshop raises participants' awareness of discriminatory situations and teaches effective responses. Attendees explore and play the EQUINI Game, developed as part of the project. While engaging with the EQUINI Game, participants gain deeper insight into their own needs and emotions, with a particular focus on empathy. They also take part in discrimination role-playing exercises, experiencing scenarios as a discriminator, victim, or witness. These activities enhance emotional awareness and understanding of the mechanisms behind discriminatory behaviour.</p>	4h
3.	<p><b>Preventing Discrimination and Mobbing</b> This module focuses on a comprehensive understanding of undesirable behaviours such as mobbing and discrimination, including their definitions, manifestations, and consequences. Participants learn to recognise warning signs, prevent misuse of power, and understand generational and cultural differences. They develop practical skills in assertiveness, stress management, and effective communication. The process is supported by interactive workshops and policy-building exercises, preparing participants to handle difficult situations in the academic environment effectively.</p> <p><b>Session 1: Introduction to Unwelcome Conduct</b></p> <ul style="list-style-type: none"> <li>– Definitions of unwelcome conduct: mobbing, discrimination, harassment, violation of personal rights.</li> <li>– Characteristics of mobbing: duration, repetition, humiliation, ridicule, isolation.</li> <li>– Mobbing behaviours according to Leymann's classification.</li> </ul>	15h



- Active and passive forms of mobbing.
  - Definition of discrimination according to labour law: direct and indirect discrimination.
  - Manifestations of discriminatory conduct in academic settings.
  - Key differences between mobbing and discrimination.
- Session 2: Recognising and Countering Mobbing and Discrimination**
- Symptoms and behavioural patterns of mobbing.
  - Characteristics and dynamics of the mobbing “victim” and the mobber.
  - Defence mechanisms against mobbing: available methods, tools, and employer responsibilities.
  - Effects of mobbing and discrimination: individual, organisational, and social consequences.
  - Workshop “Recognising Hidden Discrimination”: analysis of case studies to identify subtle forms of exclusion, particularly those linked to cultural and linguistic differences.
- Session 3: Mobbing, Discrimination, and Intergenerational Differences**
- Appropriate responses to mobbing and discrimination from the perspective of a witness, victim, and supervisor.
  - Key elements of prevention systems: diagnosis, training, and internal regulations.
  - Principles of constructive communication as a preventive factor against violent or exclusionary behaviour.
  - The impact of mobbing and discrimination on beliefs and self-esteem of victims.
  - Strategies for rebuilding confidence and strengthening personal resilience.
- Session 4: The Role of the Manager in Countering Mobbing and Discrimination**
- Decision-making simulation “Creating an Anti-Mobbing Policy”: development of a faculty-level anti-mobbing policy, taking into account cultural diversity and international teams.
  - Institutional responsibilities in ensuring safe and inclusive working environments.
  - Elements of intercultural communication training: conducting respectful and culturally sensitive conversations with employees of diverse backgrounds.
  - Leadership practices that model equality, transparency, and accountability.
- Session 5: Assertive Techniques and Coping with Stress**
- Assertive communication techniques, including refusal strategies and the use of “I” messages.
  - Psychological effects of mobbing and discrimination: fatigue, stress, depersonalisation, and loss of competence.
  - Perpetrator–victim dynamics and underlying causes of mobbing behaviour.
  - Assessment of a victim’s situation and selection of appropriate defence and intervention strategies.
- Session 6: Interactive Workshop – Stress Management in Academic Situations**
- This experiential workshop focuses on managing stress in realistic academic scenarios. Participants engage in simulations reflecting challenging situations such as conflicts with superiors, difficult interactions with students and colleagues, and pressure related to academic deadlines. Through guided analysis and reflection, participants evaluate their responses and develop practical cognitive and behavioural strategies for coping with stress effectively in the university environment.



<b>Assessment</b>	
Mode of assessment	On-site
Type of assessment	Presentation, Evaluation of work during classes
Assessment description	
<p><b>Applied Emotional Intelligence Assessment</b> The assessment refers to the “Emotional Intelligence” part of the training. Learners successfully complete the assessment by completing all required exercises and practical activities included in this component of the programme. During each session, they demonstrate the accurate application of emotional intelligence skills in line with the tasks assigned by the trainer.</p> <p><b>Workplace Behaviour Assessment</b> The assessment refers to the “Preventing Discrimination and Mobbing” part of the training. Learners pass the assessment by the successful delivery of a short presentation prepared in response to questions provided by the trainer. During the presentation, learners present their answers to the group and respond to follow-up questions from the trainer and other participants.</p>	
Requirements for completion of a short learning programme	
<p>Successful completion of the short training programme requires:</p> <ul style="list-style-type: none"><li>– 80% attendance,</li><li>– successful completion of the exercises conducted during the emotional intelligence sessions, with the accuracy of task performance confirmed by the course facilitators,</li><li>– preparation and presentation of a project assigned by the instructor.</li></ul>	

#### 4.2.5. Learning Pathway 5 – Improving Emotional Intelligence for Inclusive University Strategies

General information	
Title of the programme	Improving Emotional Intelligence for Inclusive University Strategies
Form of a short learning programme:	Training
Brief description	
<p>The programme focuses on developing emotional intelligence competencies and practical tools for identifying, preventing, and responding to discrimination. Through interactive workshops, case studies, role-playing exercises, and the EQUINI game, participants strengthen empathy, increase intercultural awareness, and learn to recognise verbal and non-verbal signals of exclusion. They also enhance their leadership skills by modelling inclusive behaviours and motivating academic communities to enact meaningful and lasting change. Participants collaboratively design anti-discrimination strategies tailored to their institutional contexts, preparing them to act as conscious, empathetic, and proactive leaders. By the end of the training, they are equipped with practical tools to foster respectful, psychologically safe, and inclusive academic environments.</p>	
University/Organisational unit responsible for the programme	SumFuo, France
Name of unit(s) (co-organisers)	-
Issuing body	Lodz University of Technology, Poland
Language of instruction	English
Total number of hours	30h
Total number of ECTS credits (if applicable)	1 ECTS
Form of instruction/ mode of delivery	On-site
Prerequisites for a short learning programme (if applicable)	
1.	Minimum B2 level of proficiency in English.
2.	It is recommended that participants have an account on the Europass platform: <a href="https://europass.europa.eu/en">https://europass.europa.eu/en</a>
Target group	
<p>Recruitment is open to academic and administrative staff from the project's partner universities: University of Groningen (the Netherlands), University of Algarve (Portugal), and Lodz University of Technology (Poland).</p>	



## Learning outcomes

List of learning outcomes and corresponding outcome in ESCO Taxonomy (optional)

1.	<p>Co-creates anti-discrimination solutions adaptable to different institutional contexts, guided by empathy and respect for diversity while integrating inclusive leadership principles.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>
2.	<p>Demonstrates inclusive leadership by motivating the academic community to undertake meaningful and lasting actions for positive change.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">lead a team</a>: Lead, supervise and motivate a group of people, in order to meet the expected results within a given timeline and with the foreseen resources in mind.</p>
3.	<p>Recognises emotions, needs, and non-verbal signals in themselves and others, and explains how these influence interactions within the academic environment.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">relate empathetically</a>: Recognise, understand and share emotions and insights experienced by another.</p> <p><a href="#">exercise self-control</a>: Manage own feelings, needs and wants appropriately for the benefit of participants, clients or co-workers.</p>
4.	<p>Demonstrates empathy in communication through active listening, asking clarifying questions, and responding to signs of discomfort, exclusion, or symbolic violence.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">show empathy</a>: Show empathy in order to prevent any kind of symbolic violence and isolation and to guarantee a considerate attention to everyone. It should include a capacity to understand various verbal and non-verbal communication of sentiment and feeling.</p>
5.	<p>Considers intercultural perspectives in their actions, interpreting behaviours, values, and communication styles without judgment and appropriately adapting their responses.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">build rapport with people from different cultural backgrounds</a>: Understand and create a link with people from different cultures, countries, and ideologies without judgements or preconceptions.</p>
6.	<p>Identifies subtle and overt forms of discrimination—including microaggressions, stereotypes, and symbolic violence—and analyses their impact on individuals and institutional structures.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>



Programme description		
List of activities with description of content		Number of hours
1.	<p><b>Understanding Discrimination and Building Group Cohesion</b></p> <p>This opening session focuses on establishing a safe and trusting environment for learning and reflection. Icebreaker activities are used to build rapport and encourage open communication among participants. The session explores both visible and subtle forms of discrimination and exclusion in higher education, helping participants map out challenges within their own institutions. Through structured group discussions, participants share experiences and identify common issues, while collaboratively selecting key topics for strategic work during the programme.</p>	4h
2.	<p><b>Developing Emotional Intelligence:</b></p> <p>This session provides participants with a practical understanding of emotional intelligence and its relevance in academic environments. Participants learn how emotional awareness, self-regulation, and empathy influence communication, teamwork, and conflict resolution. The session combines theoretical insights with hands-on exercises in managing emotions, coping with challenging situations, and responding constructively to conflict. Interactive activities include practicing active listening, perspective-taking, and self-regulation techniques, allowing participants to experiment with different approaches in a safe setting.</p>	4h
3.	<p><b>Available Tools and Good Practices</b></p> <p>This session introduces participants to a curated set of practical tools, methodologies, and examples of good practice aimed at counteracting discrimination and fostering inclusive academic environments. Participants review case studies from universities across Europe, examining how policies, workshops, mentoring, and peer support mechanisms have been successfully implemented. The session includes hands-on exercises where participants adapt these tools to the specific context of their own institutions, identifying feasible strategies and potential challenges. Group discussions focus on translating theoretical approaches into actionable interventions, promoting knowledge exchange, and co-creating innovative solutions.</p>	4h
4.	<p><b>Let's Play EQUINI</b></p> <p>This interactive workshop raises participants' awareness of discriminatory situations and teaches effective responses. Attendees explore and play the EQUINI Game, developed as part of the project. While engaging with the EQUINI Game, participants gain deeper insight into their own needs and emotions, with a particular focus on empathy. They also take part in discrimination role-playing exercises, experiencing scenarios as a discriminator, victim, or witness. These activities enhance emotional awareness and understanding of the mechanisms behind discriminatory behaviour.</p>	4h
5.	<p><b>Co-Creating Inter-University Solutions</b></p> <p>This session engages participants in collaborative development of solutions that can be adapted across different university contexts. Participants explore inclusive leadership practices, learning how administrative and academic staff can model empathy, equality, and respect within institutional processes. Through hands-on prototyping exercises, teams develop practical frameworks for initiatives that promote diversity, equal treatment, and psychological safety. The session emphasizes shared ownership, encouraging participants to co-design strategies that are both contextually relevant and transferable across partner institutions.</p>	6h
6.	<p><b>Developing University Strategies and Planning Implementation</b></p> <p>In this concluding session, participants focus on translating co-created solutions into actionable strategies for their own universities. Teams adapt the jointly developed approaches to institutional realities, defining clear objectives, timelines, responsible units, and progress indicators. The session also addresses potential implementation barriers, helping participants identify challenges and design support structures to ensure sustainability. Each team presents its tailored action plan, receiving feedback from peers and facilitator, thereby reinforcing accountability and providing practical guidance for implementing inclusive and emotionally intelligent practices institution-wide.</p>	8h



<b>Assessment</b>	
Mode of assessment	On-site
Type of assessment	Evaluation of work during classes, Implementation of the group task
Assessment description	
<b>Institutional Strategy and Action Planning</b> Learners successfully complete the assessment by developing and adapting institutional strategies, ensuring that each group tailors the strategies to the specific context of their university. They create actionable plans, defining objectives, timelines, responsible units, and progress indicators. They identify potential implementation barriers and design supporting structures to ensure the sustainability of their proposed actions. Learners also prepare and deliver final presentations of their plans, demonstrating the clarity, coherence, and feasibility of their strategies.	
Requirements for completion of a short learning programme	
Successful completion of the short training programme requires: <ul style="list-style-type: none"><li>– 80% attendance,</li><li>– correct completion of the exercises conducted during the training,</li><li>– completion of a group assignment involving the development of a strategy to support diversity, equal treatment, and psychological safety.</li></ul>	

#### 4.2.6. Learning Pathway 6 – Emotional Intelligence for Inclusion: Understanding, Empathy & Action

General information	
Title of the programme	Emotional Intelligence for Inclusion: Understanding, Empathy & Action
Form of a short learning programme:	Training
Brief description	
<p>The programme develops emotional intelligence and anti-discrimination competencies in academic contexts through experiential and reflective learning. Participants learn to recognise and articulate their emotions, understand how these influence behaviour, and apply strategies to manage strong emotional reactions. They practice empathy, constructive communication, and self-reflection to increase awareness of their own triggers and internal processes. The programme enhances the ability to identify and respond to discriminatory behaviours, understand mechanisms of exclusion, and foster inclusive interactions. Participants engage in activities that deepen understanding of diverse perspectives, promote respectful dialogue, and strengthen leadership and facilitation skills. By the end of the training, participants are prepared to act as conscious, empathetic, and proactive members of academic communities, equipped with practical tools to foster respect, psychological safety, and inclusion and to act proactively against discrimination.</p>	
University/Organisational unit responsible for the programme	University of Groningen, the Netherlands
Name of unit(s) (co-organisers)	-
Issuing body	Lodz University of Technology, Poland
Language of instruction	English
Total number of hours	30h
Total number of ECTS credits (if applicable)	1 ECTS
Form of instruction/ mode of delivery	On-site
Prerequisites for a short learning programme (if applicable)	
1.	Minimum B2 level of proficiency in English.
2.	It is recommended that participants have an account on the Europass platform: <a href="https://europass.europa.eu/en">https://europass.europa.eu/en</a>
Target group	
Recruitment open to first-cycle and second-cycle students from the project's partner universities: University of Groningen (the Netherlands), University of Algarve (Portugal), Lodz University of Technology (Poland).	



## Learning outcomes

List of learning outcomes and corresponding outcome in ESCO Taxonomy (optional)

1.	<p>Understands how discrimination manifests in the academic environment and is able to identify exclusionary situations, both as a witness and as a target of discrimination.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>
2.	<p>Facilitates discussions that promote emotional development and empathy within groups.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">teamwork principles</a>: The cooperation between people characterised by a unified commitment to achieving a given goal, participating equally, maintaining open communication, facilitating effective usage of ideas etc.</p>
3.	<p>Analyses personal experiences and observations, draws conclusions, and formulates recommendations for creating a safe and inclusive academic environment.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">build rapport with people from different cultural backgrounds</a>: Understand and create a link with people from different cultures, countries, and ideologies without judgements or preconceptions.</p> <p><a href="#">show intercultural awareness</a>: Show sensibility towards cultural differences by taking actions which facilitate positive interaction between international organisations, between groups or individuals of different cultures, and to promote integration in a community.</p>
4.	<p>Identifies and articulates their own emotions, understands their origins, and recognises how emotions influence reactions and behaviours.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">exercise self-control</a>: Manage own feelings, needs and wants appropriately for the benefit of participants, clients or co-workers.</p>
5.	<p>Recognises the emotions and needs of others and responds supportively to situations involving discrimination.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">relate empathetically</a>: Recognise, understand and share emotions and insights experienced by another.</p>
6.	<p>Applies strategies for managing difficult emotions.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">exercise self-control</a>: Manage own feelings, needs and wants appropriately for the benefit of participants, clients or co-workers.</p>



Programme description		
List of activities with description of content		Number of hours
1.	<p><b>Emotional intelligence</b></p> <p>This workshop develops participants' ability to identify and articulate their own emotions and understand how these shape interactions with others. Through guided exercises, participants explore the relationship between emotional intelligence (EQ) and discrimination, practise self-reflection to deepen awareness of internal processes, and identify personal "triggers" that evoke strong emotions or opinions. The session also introduces the ABC technique from Rational Emotive Coaching, enabling learners to manage anger and emotional responses constructively.</p>	8h
2.	<p><b>Nonviolent Communication (NVC)</b></p> <p>Participants engage in exercises applying the principles of Nonviolent Communication (Marshall Rosenberg), learning to express needs and emotions constructively in academic settings. Through role-play and reflective discussion, participants develop skills in empathetic dialogue and conflict prevention.</p>	4h
3.	<p><b>Let's Play EQUINI</b></p> <p>This interactive workshop raises participants' awareness of discriminatory situations and teaches effective responses. Attendees explore and play the EQUINI Game, developed as part of the project. While engaging with the EQUINI Game, participants gain deeper insight into their own needs and emotions, with a particular focus on empathy. They also take part in discrimination role-playing exercises, experiencing scenarios as a discriminator, victim, or witness. These activities enhance emotional awareness and understanding of the mechanisms behind discriminatory behaviour.</p>	4h
4.	<p><b>Let's Facilitate EQUINI</b></p> <p>An interactive workshop in which students facilitate a "Let's Play EQUINI" session. While leading the table debriefing after the game, students moderate discussions, developing skills in fostering reflection and deepening awareness of their own and others' emotions and needs in the context of discriminatory situations.</p>	4h
5.	<p><b>Poster Presentations</b></p> <p>Participants create and present posters on the themes of Inspiration, Interaction, and Impact in education. Through this activity, learners expand their knowledge about inclusive practices, emotional intelligence in education, and strategies to counteract discrimination. Public presentations enable participants to practice communication skills and share insights with peers.</p>	2h
6.	<p><b>Photo Voicing</b></p> <p>Participants capture and describe two photographs illustrating experiences or observations of discrimination in higher education. In the final assignment, they present two photographs demonstrating how emotional intelligence supports the creation of inclusive academic environments. A public exhibition of the works provides a reflective and interactive platform for discussion on inclusion and empathy.</p>	4h
7.	<p><b>Study visit to Westerbork camp</b></p> <p>An educational visit designed to illustrate the consequences of discrimination during World War II. The session includes a film screening on the persecution of Jews, a guided museum tour, and reflection activities on the emotional impact of the visit. Participants explore the historical context of exclusion and discrimination, and engage in discussions on how lessons from history inform inclusive practices in contemporary academic environments.</p>	4h



<b>Assessment</b>	
Mode of assessment	On-site
Type of assessment	Evaluation of work during classes, Presentation
Assessment description	
<b>Inclusive Academic Practice Assessment</b> Learners successfully complete the assessment by correctly performing all exercises conducted during the training, demonstrating the accurate application of emotional intelligence and anti-discrimination skills. They facilitate EQUINI Game workshop, guiding participants through scenarios that highlight discrimination and exclusion, and moderate debriefing discussions to support reflection and deepen awareness of their own and others' emotions and needs. Learners also prepare and present materials for a Photo Voicing exhibition, documenting experiences of discrimination in higher education and illustrating how emotional intelligence can foster inclusive academic environments.	
Requirements for completion of a short learning programme	
Successful completion of the short training programme requires: <ul style="list-style-type: none"><li>– 80% attendance,</li><li>– correct completion of the exercises conducted during the training,</li><li>– facilitation of a workshop using the EQUINI Game,</li><li>– presentation of materials prepared during the Photo Voicing session at the exhibition.</li></ul>	

#### 4.2.7. Learning Pathway 7 – Ctrl+Alt+Empathy: Rebooting the Classroom with Emotional Intelligence

General information	
Title of the programme	Ctrl+Alt+Empathy: Rebooting the Classroom with Emotional Intelligence
Form of a short learning programme:	Training
Brief description	
<p>The programme focuses on developing emotional intelligence and addressing undesirable behaviours in academic settings. Through immersive experiences, simulations, and practical exercises, participants enhance self-awareness, empathy, and the ability to manage difficult emotions and stress. They also develop advanced communication skills, enabling them to build effective relationships with students and colleagues from diverse backgrounds. Participants experience the everyday challenges faced by people with physical or sensory impairments, including visual disabilities, learning to trust their senses, navigate spaces, and cultivate empathy. Using Mixed Reality (MR) tools and practical simulators, they explore mobility limitations, analyse barriers, and practice designing universal solutions accessible to all users. By the end of the training, participants are equipped with practical tools and strategies to foster inclusive, supportive, and accessible academic environments.</p>	
University/Organisational unit responsible for the programme	Lodz University of Technology, Poland
Name of unit(s) (co-organisers)	Team Coaching, Poland
Issuing body	Lodz University of Technology, Poland
Language of instruction	English
Total number of hours	26h
Total number of ECTS credits (if applicable)	1 ECTS
Form of instruction/ mode of delivery	On-site
Prerequisites for a short learning programme (if applicable)	
1.	Minimum B2 level of proficiency in English.
2.	It is recommended that participants have an account on the Europass platform: <a href="https://europass.europa.eu/en">https://europass.europa.eu/en</a>
Target group	
<p>Recruitment is open to academic and administrative staff from the project's partner universities: University of Groningen (the Netherlands), University of Algarve (Portugal), and Lodz University of Technology (Poland).</p>	



## Learning outcomes

List of learning outcomes and corresponding outcome in ESCO Taxonomy (optional)

1.	<p>Develops and applies effective communication strategies, including active listening, assertiveness, and empathy-based dialogue, to connect with people from diverse backgrounds.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">build rapport with people from different cultural backgrounds</a>: Understand and create a link with people from different cultures, countries, and ideologies without judgements or preconceptions.</p> <p><a href="#">show consideration for student's situation</a>: Take students' personal backgrounds into consideration when teaching, showing empathy and respect.</p>
2.	<p>Understands and applies emotional intelligence principles to enhance self-awareness, empathy, and effective interpersonal interactions in educational settings.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">exercise self-control</a>: Manage own feelings, needs and wants appropriately for the benefit of participants, clients or co-workers.</p> <p><a href="#">relate empathetically</a>: Recognise, understand and share emotions and insights experienced by another.</p>
3.	<p>Utilises immersive experiences to develop empathy and a reflective approach to designing educational services and environments.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">relate empathetically</a>: Recognise, understand and share emotions and insights experienced by another.</p> <p><a href="#">show empathy</a>: Show empathy in order to prevent any kind of symbolic violence and isolation and to guarantee a considerate attention to everyone. It should include a capacity to understand various verbal and non-verbal communication of sentiment and feeling.</p>
4.	<p>Analyses barriers and challenges faced by people with disabilities and other functional limitations.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>
5.	<p>Uses practical techniques for managing emotions and reducing stress to maintain well-being and professional effectiveness in the academic environment.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">exercise self-control</a>: Manage own feelings, needs and wants appropriately for the benefit of participants, clients or co-workers.</p>
6.	<p>Recognises and responds to discriminatory behaviours and undesirable attitudes to create a safe and inclusive academic environment.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>



Programme description		
List of activities with description of content		Number of hours
1.	<p><b>Emotional Intelligence</b></p> <p>The workshop offers an in-depth exploration of emotional intelligence, self-awareness, emotion regulation, empathy, anti-discrimination strategies, and stress management. Participants learn practical techniques for managing difficult emotions and discover how recognising personal needs helps them interpret and regulate their emotional responses. The training examines how emotions shape our perception of others and provides tools for building more empathetic and respectful relationships. Interactive workshops are complemented by an experiential visit to the Dialogue Centre, where participants deepen their understanding of emotional patterns through reflective exercises. Additionally, the visit to Black World, conducted in complete darkness, helps them grasp the everyday challenges faced by people with visual impairments and strengthens empathy through direct experience of sensory barriers.</p>	16h
2.	<p><b>Let's Play EQUINI</b></p> <p>This interactive workshop raises participants' awareness of discriminatory situations and teaches effective responses. Attendees explore and play the EQUINI Game, developed as part of the project. While engaging with the EQUINI Game, participants gain deeper insight into their own needs and emotions, with a particular focus on empathy. They also take part in discrimination role-playing exercises, experiencing scenarios as a discriminator, victim, or witness. These activities enhance emotional awareness and understanding of the mechanisms behind discriminatory behaviour.</p>	4h
3.	<p><b>Feel to Understand – Empathy in the World of Mixed Reality</b></p> <p>During the workshops, participants analyse the everyday barriers encountered by people with diverse disabilities. They step into the roles of individuals with limited mobility or sensory capacities, using modern educational tools in a Mixed Reality (MR) environment. The training incorporates a geriatric suit simulating age-related mobility constraints, VR goggles that recreate various visual impairments, a pregnancy simulator, and a wheelchair that allows participants to experience physical limitations affecting movement. Through these immersive exercises, learners gain a deeper, embodied understanding of accessibility challenges and the importance of inclusive design.</p>	6h

Assessment	
Mode of assessment	On-site
Type of assessment	Evaluation of work during classes
Assessment description	
<p><b>Inclusive Academic Skills Demonstration</b></p> <p>Learners successfully complete the assessment by actively participating in and correctly performing exercises throughout the various training sessions. Each session is designed to develop specific skills, including emotional intelligence, empathy, stress management, and inclusive communication. Participants demonstrate their understanding by applying the techniques learned in immersive simulations, role-playing scenarios, and practical exercises that reflect real-life academic challenges. Assessment also involves reflecting on the experiences of individuals with physical or sensory impairments. Learners are expected to analyse barriers, propose practical solutions, and adapt their approach to different contexts and participants' needs.</p>	
Requirements for completion of a short learning programme	
<p>Successful completion of the short training programme requires:</p> <ul style="list-style-type: none"> <li>– 80% attendance,</li> <li>– successful completion of the exercises conducted during the sessions, with the accuracy of task performance confirmed by the course facilitators.</li> </ul>	

#### 4.2.8. Learning Pathway 8 – Courage to Connect: Developing Confidence to Be Seen and Heard, Breaking Down Prejudices

General information	
Title of the programme	Courage to Connect: Developing Confidence to Be Seen and Heard, Breaking Down Prejudices
Form of a short learning programme:	Training
Brief description	
<p>The programme focuses on developing an authentic voice and the confidence needed to be heard in diverse environments. Participants practice inclusive public speaking, learning to engage audiences with empathy and clarity. They explore how stereotypes and biases influence perceptions, develop strategies to challenge prejudice, and foster mutual respect across age groups and cultures. Through exercises in emotional intelligence, participants recognise emotional cues, respond supportively, and build authentic connections. Interactive sessions combine practice, reflection, and tools for inclusive communication, enabling participants to express themselves confidently, support others, and contribute to inclusive academic and professional settings. By the end of the training, participants are equipped to communicate clearly and empathetically, challenge exclusion and prejudice, and foster respectful and inclusive environments.</p>	
University/Organisational unit responsible for the programme	University of Algarve, Portugal
Name of unit(s) (co-organisers)	SumFuo, France Team Coaching, Poland
Issuing body	Lodz University of Technology, Poland
Language of instruction	English
Total number of hours	27h
Total number of ECTS credits (if applicable)	1 ECTS
Form of instruction/ mode of delivery	On-site
Prerequisites for a short learning programme (if applicable)	
1.	Minimum B2 level of proficiency in English.
2.	It is recommended that participants have an account on the Europass platform: <a href="https://europass.europa.eu/en">https://europass.europa.eu/en</a>
Target group	
<p>Recruitment open to first-cycle and second-cycle students from the project's partner universities: University of Groningen (the Netherlands), University of Algarve (Portugal), Lodz University of Technology (Poland).</p>	



## Learning outcomes

List of learning outcomes and corresponding outcome in ESCO Taxonomy (optional)

1.	<p>Identify and challenge stereotypes and prejudices, fostering empathy and mutual respect across age and cultural differences.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">demonstrate intercultural competence</a>: Understand and respect people who are perceived to have different cultural affinities, and respond effectively and respectfully to them.</p> <p><a href="#">show intercultural awareness</a>: Show sensibility towards cultural differences by taking actions which facilitate positive interaction between international organisations, between groups or individuals of different cultures, and to promote integration in a community.</p>
2.	<p>Deliver inclusive and authentic public speeches that engage diverse audiences with empathy and clarity.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">use communication techniques</a>: Apply techniques of communication which allow interlocutors to better understand each other and communicate accurately in the transmission of messages.</p>
3.	<p>Apply emotional intelligence to regulate self-expression, manage performance anxiety, and build authentic connections with others.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">relate empathetically</a>: Recognise, understand and share emotions and insights experienced by another.</p>
4.	<p>Recognize and address discriminatory behaviours, and unwelcome conduct to create a safe and inclusive academic environment.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>



Programme description		
List of activities with description of content		Number of hours
1.	<p><b>Emotional Intelligence for Inclusive Communication</b></p> <p>This workshop explores how emotional intelligence strengthens supportive communication, intercultural understanding, and the confidence needed to engage authentically with others. Participants learn to recognise emotional cues that signal when support is needed and how to respond in ways that foster psychological safety in diverse academic environments. The session also develops skills for managing public speaking anxiety and building genuine connections across cultural and generational differences. Participants are prepared to communicate clearly and empathetically in public settings and to respond with confidence in situations involving exclusion or prejudice.</p>	4h
2.	<p><b>Inclusive Public Speaking – the Courage to Be Seen</b></p> <p>This workshop supports participants in developing an authentic and inclusive approach to public speaking. Through practical exercises, group work, and reflection, they learn to create an environment where everyone feels seen and appreciated, while having the courage to express empathy and sensitivity. The workshop combines techniques for overcoming performance anxiety, tools for inclusive communication, and practices that encourage authentic self-expression.</p>	4h
3.	<p><b>Beyond Appearances – Breaking Down Prejudices and Stereotypes</b></p> <p>This workshop focuses on how stereotypes and biases shape our perception of others, with a special emphasis on ageism in academic and professional contexts. Participants explore the mechanisms behind snap judgments and learn strategies to create a more inclusive and respectful environment. They practice questioning stereotypes about older adults and applying actions that reduce prejudice and promote intergenerational inclusivity.</p>	4h
4.	<p><b>Let's Play EQUINI</b></p> <p>This interactive workshop raises participants' awareness of discriminatory situations and teaches effective responses. Attendees explore and play the EQUINI Game, developed as part of the project. While engaging with the EQUINI Game, participants gain deeper insight into their own needs and emotions, with a particular focus on empathy. They also take part in discrimination role-playing exercises, experiencing scenarios as a discriminator, victim, or witness. These activities enhance emotional awareness and understanding of the mechanisms behind discriminatory behaviour.</p>	4h
5.	<p><b>Final Session – Group Work &amp; Public Presentation</b></p> <p>During this session, participants integrate and apply all the competencies developed throughout the training. Working in groups aligned with their learning pathways, they critically analyse real cases of discrimination, exclusion, or prejudice occurring in academic settings and transform them into constructive, inclusive “Stand Up Actions.” They prepare messages, visual materials, or short performative formats that model behaviours fostering inclusion and a sense of safety on campus. Each group publicly presents, justifies, and discusses its proposal, followed by a brief reflection and a question-and-answer session. All group outputs are then compiled into a co-created EQUINI Manifesto for Inclusion, reflecting the participants’ shared commitment to building an equitable and open academic environment.</p>	11h



<b>Assessment</b>	
Mode of assessment	On-site
Type of assessment	Presentation, Implementation of the group task
Assessment description	
<p><b>Public Presentation</b></p> <p>Learners successfully complete the assessment by actively participating in the collaborative development of the group's "Stand Up Action", which represents the culmination of group work carried out throughout the entire training. During this process, learners must integrate and apply the emotional intelligence and inclusion competencies acquired during the programme while collectively analysing and addressing the real problem introduced on the first day of training. They are also expected to demonstrate meaningful contribution to the public presentation of the collaboratively developed solution. The final "Stand Up Action" must clearly and coherently address the initial problem. Learners are expected to communicate key ideas clearly, engage in reflective dialogue, and respond thoughtfully during the Q&amp;A session facilitated by trainers, and peers.</p>	
Requirements for completion of a short learning programme	
<p>Successful completion of the short training programme requires:</p> <ul style="list-style-type: none"><li>– 80% attendance,</li><li>– correct completion of the exercises carried out during the training,</li><li>– preparation and presentation of a group project on a topic indicated by the group mentor.</li></ul>	

#### 4.2.9. Learning Pathway 9 – Inclusive Mindsets: Challenging Stereotypes While Fostering Mindfulness, Empathy, and Growth

General information	
Title of the programme	Inclusive Mindsets: Challenging Stereotypes While Fostering Mindfulness, Empathy, and Growth
Form of a short learning programme:	Training
Brief description	
<p>The programme develops participants' self-awareness, emotional intelligence, and mindfulness as foundations for inclusive behaviour and well-being in academic and professional settings. Participants cultivate mindfulness by enhancing their awareness of the present moment, approaching experiences with curiosity and acceptance, and observing thoughts, feelings, and bodily sensations without judgment. They practice empathy to understand and share the experiences of others, strengthening relationships and fostering a more inclusive society. Through interactive activities, role-play, and reflection, participants recognize the impact of stereotypes, microaggressions, and exclusionary language, and apply strategies to transform attitudes and communication. Practical tools help them identify, respond to, and prevent exclusion, enhancing their ability to build respectful, supportive, and psychologically safe environments. By the end of the training, participants have the skills and practical tools to recognise and respond to exclusion, and foster supportive academic and professional environments.</p>	
University/Organisational unit responsible for the programme	University of Algarve, Portugal
Name of unit(s) (co-organisers)	Team Coaching, Poland
Issuing body	Lodz University of Technology, Poland
Language of instruction	English
Total number of hours	27h
Total number of ECTS credits (if applicable)	1 ECTS
Form of instruction/ mode of delivery	On-site
Prerequisites for a short learning programme (if applicable)	
1.	Minimum B2 level of proficiency in English.
2.	It is recommended that participants have an account on the Europass platform: <a href="https://europass.europa.eu/en">https://europass.europa.eu/en</a>
Target group	
Recruitment open to first-cycle and second-cycle students from the project's partner universities: University of Groningen (the Netherlands), University of Algarve (Portugal), Lodz University of Technology (Poland).	



## Learning outcomes

List of learning outcomes and corresponding outcome in ESCO Taxonomy (optional)

1.	<p>Recognize and challenge negative attitudes, stereotypes, and microaggressions by applying inclusive communication strategies.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>
2.	<p>Identify and regulate emotions to improve self-awareness and manage responses in diverse interpersonal situations.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">assess others feelings</a>: Assess, estimate and understand the feelings or temperament of others, showing empathy.</p> <p><a href="#">keep an open mind</a>: Be interested and open to the problems of others.</p> <p><a href="#">exercise self-control</a>: Manage own feelings, needs and wants appropriately for the benefit of participants, clients or co-workers.</p>
3.	<p>Demonstrate empathy, emotional intelligence, and mindfulness to improve interpersonal communication and relationships in multicultural and diverse teams.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">show empathy</a>: Show empathy in order to prevent any kind of symbolic violence and isolation and to guarantee a considerate attention to everyone. It should include a capacity to understand various verbal and non-verbal communication of sentiment and feeling.</p> <p><a href="#">relate empathetically</a>: Recognise, understand and share emotions and insights experienced by another.</p>
4.	<p>Recognize and address discriminatory behaviours, and unwelcome conduct to create a safe and inclusive academic environment.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>



Programme description		
List of activities with description of content		Number of hours
1.	<p><b>Fundamentals of Emotional Intelligence</b></p> <p>During the workshop, participants become aware of how many emotions we experience each day and which of them serve us, as well as which ones are worth regulating. They discover why there are no truly “negative” emotions, yet why not all of them feel “positive” to us. They develop an understanding that all emotions play an important role in our lives and gain the ability to recognize their needs and connect them to the feelings they are experiencing. Participants also learn how needs influence what they feel. The workshop additionally addresses the topic of discrimination in the context of emotional intelligence.</p>	4h
2.	<p><b>Practicing Mindfulness and Empathy</b></p> <p>Participants in the workshop develop mindfulness, which involves being aware of what is happening with curiosity, acceptance, and a non-judging attitude. They focus their attention on the present moment through meditation-based exercises that explore the contents of the mind, bodily sensations, feelings, and thoughts. During the session, participants also practice empathy to strengthen their skills and contribute to a more inclusive society. By exploring the social and emotional connections inherent in human experience, they recognize how the relationships they create influence their personal growth and support the process of healing.</p>	4h
3.	<p><b>Don't Give That Attitude – How Negative Attitudes Get in the Way of Inclusion</b></p> <p>This workshop shows participants how negative attitudes can harm inclusion and well-being in academic and professional settings. Participants recognize the impact of stereotypes, microaggressions, and exclusionary language, and practice strategies to transform attitudes and communication. They engage in interactive activities, role-play, and guided reflection to experience and reflect on the effects of both positive and negative remarks. The session introduces practical tools that help participants identify, respond to, and prevent exclusion, fostering empathy, self-awareness, and inclusive communication skills to create a more supportive and inclusive environment.</p>	4h
4.	<p><b>Let's Play EQUINI</b></p> <p>This interactive workshop raises participants' awareness of discriminatory situations and teaches effective responses. Attendees explore and play the EQUINI Game, developed as part of the project. While engaging with the EQUINI Game, participants gain deeper insight into their own needs and emotions, with a particular focus on empathy. They also take part in discrimination role-playing exercises, experiencing scenarios as a discriminator, victim, or witness. These activities enhance emotional awareness and understanding of the mechanisms behind discriminatory behaviour.</p>	4h
5.	<p><b>Final Session – Group Work &amp; Public Presentation</b></p> <p>During this session, participants integrate and apply all the competencies developed throughout the training. Working in groups aligned with their learning pathways, they critically analyse real cases of discrimination, exclusion, or prejudice occurring in academic settings and transform them into constructive, inclusive “Stand Up Actions.” They prepare messages, visual materials, or short performative formats that model behaviours fostering inclusion and a sense of safety on campus. Each group publicly presents, justifies, and discusses its proposal, followed by a brief reflection and a question-and-answer session. All group outputs are then compiled into a co-created EQUINI Manifesto for Inclusion, reflecting the participants’ shared commitment to building an equitable and open academic environment.</p>	11h



<b>Assessment</b>	
Mode of assessment	On-site
Type of assessment	Presentation, Implementation of the group task
Assessment description	
<b>Public Presentation</b> Learners successfully complete the assessment by actively participating in the collaborative development of the group's "Stand Up Action", which represents the culmination of group work carried out throughout the entire training. During this process, learners must integrate and apply the emotional intelligence and inclusion competencies acquired during the programme while collectively analysing and addressing the real problem introduced on the first day of training. They are also expected to demonstrate meaningful contribution to the public presentation of the collaboratively developed solution. The final "Stand Up Action" must clearly and coherently address the initial problem. Learners are expected to communicate key ideas clearly, engage in reflective dialogue, and respond thoughtfully during the Q&A session facilitated by trainers, and peers.	
Requirements for completion of a short learning programme	
Successful completion of the short training programme requires: <ul style="list-style-type: none"><li>– 80% attendance,</li><li>– correct completion of the exercises carried out during the training,</li><li>– preparation and presentation of a group project on a topic indicated by the group mentor.</li></ul>	

#### 4.2.10. Learning Pathway 10 – Supportive Voices: Building Safe Spaces Where Trust and Communication Empower Inclusion

General information	
Title of the programme	Supportive Voices – Building Safe Spaces Where Trust and Communication Empower Inclusion
Form of a short learning programme:	Training
Brief description	
<p>The programme develops participants' ability to recognise moments that require support and intervention, increase sensitivity to the needs of others, communicate effectively, and build a climate of psychological safety. It combines emotional awareness, cultural flexibility, and inclusive helping attitudes, enabling participants to strengthen emotional intelligence and transform misunderstandings into opportunities for constructive dialogue. Participants explore how the psychosocial safety climate, group norms, and contextual factors influence their behaviour. They learn to identify barriers to intervention and practise low-risk supportive responses. The programme also examines how emotional intelligence enhances supportive communication, confidence, and empathy in diverse academic settings, helping participants respond to exclusion or bias. By addressing cultural differences, communication styles, and hidden "cultural filters", participants develop strategies for building constructive dialogue across cultural and generational differences. By the end of the training, participants are equipped with tools to recognise when support and intervention are needed, communicate across cultures, and foster psychologically safe, inclusive, and supportive academic environments.</p>	
University/Organisational unit responsible for the programme	University of Algarve, Portugal
Name of unit(s) (co-organisers)	Team Coaching, Poland SumFuo, France
Issuing body	Lodz University of Technology, Poland
Language of instruction	English
Total number of hours	27h
Total number of ECTS credits (if applicable)	1 ECTS
Form of instruction/ mode of delivery	On-site
Prerequisites for a short learning programme (if applicable)	
1.	Minimum B2 level of proficiency in English.
2.	It is recommended that participants have an account on the Europass platform: <a href="https://europass.europa.eu/en">https://europass.europa.eu/en</a>
Target group	
Recruitment open to first-cycle and second-cycle students from the project's partner universities: University of Groningen (the Netherlands), University of Algarve (Portugal), Lodz University of Technology (Poland).	



## Learning outcomes

List of learning outcomes and corresponding outcome in ESCO Taxonomy (optional)

1.	<p>Identify factors that enable or prevent supportive action and bystander intervention within academic and organizational settings.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">show empathy</a>: Show empathy in order to prevent any kind of symbolic violence and isolation and to guarantee a considerate attention to everyone. It should include a capacity to understand various verbal and non-verbal communication of sentiment and feeling.</p> <p><a href="#">exercise self-control</a>: Manage own feelings, needs and wants appropriately for the benefit of participants, clients or co-workers.</p>
2.	<p>Apply intercultural communication strategies to adapt messages and reframe misunderstandings as opportunities for constructive dialogue.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">show intercultural awareness</a>: Show sensibility towards cultural differences by taking actions which facilitate positive interaction between international organisations, between groups or individuals of different cultures, and to promote integration in a community.</p> <p><a href="#">demonstrate intercultural competence</a>: Understand and respect people who are perceived to have different cultural affinities, and respond effectively and respectfully to them.</p>
3.	<p>Demonstrate emotional intelligence and awareness to promote a psychologically safe and inclusive team climate.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">relate empathetically</a>: Recognise, understand and share emotions and insights experienced by another.</p> <p><a href="#">exercise self-control</a>: Manage own feelings, needs and wants appropriately for the benefit of participants, clients or co-workers.</p> <p><a href="#">assess others feelings</a>: Assess, estimate and understand the feelings or temperament of others, showing empathy.</p>
4.	<p>Recognize and address discriminatory behaviours, and unwelcome conduct to create a safe and inclusive academic environment.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>



Programme description		
List of activities with description of content		Number of hours
1.	<p><b>Permission to Help — How Safety Climate Enables Supportive Action</b></p> <p>This workshop focuses on raising awareness of how psychosocial safety climate (PSC), group norms, and other contextual factors influence whether individuals remain passive bystanders or choose to step in and offer support. Through short, practical exercises, participants learn to recognise signals of PSC, identify barriers to intervention (such as ambiguity, fear of negative reactions, unclear roles, or time constraints), and practise simple, low-risk response strategies. The activities are linked to the concept of the bystander effect, enabling participants to map factors that facilitate or inhibit helping behaviours under different climate signals and situational contexts. The session is supported by a campus-ready “Helping Menu,” outlining a range of possible actions, from subtle supportive behaviours to more direct forms of intervention. The workshop concludes with a discussion of small, realistic changes that can make helping easier in everyday academic life.</p>	4h
2.	<p><b>Emotional Intelligence for Inclusive Communication</b></p> <p>This workshop explores how emotional intelligence strengthens supportive communication, intercultural understanding, and the confidence needed to engage authentically with others. Participants learn to recognise emotional cues that signal when support is needed and how to respond in ways that foster psychological safety in diverse academic environments. The session also develops skills for managing public speaking anxiety and building genuine connections across cultural and generational differences. Participants are prepared to communicate clearly and empathetically in public settings and to respond with confidence in situations involving exclusion or prejudice.</p>	4h
3.	<p><b>Culture and Communication – Adapting and Reframing</b></p> <p>This workshop explores how cultural differences influence communication and collaboration in academic and professional contexts. Through interactive activities, case studies, and role plays, participants practise adapting their messages to diverse cultural settings and learn how to shift perspectives and reframe misunderstandings as opportunities for learning and growth. Particular attention is given to decoding cultural filters, identifying common sources of miscommunication, and developing strategies for constructive, respectful dialogue in diverse environments. Participants gain a practical toolkit for intercultural communication and greater confidence in bridging cultural differences and fostering mutual understanding.</p>	4h
4.	<p><b>Let’s Play EQUINI</b></p> <p>This interactive workshop raises participants' awareness of discriminatory situations and teaches effective responses. Attendees explore and play the EQUINI Game, developed as part of the project. While engaging with the EQUINI Game, participants gain deeper insight into their own needs and emotions, with a particular focus on empathy. They also take part in discrimination role-playing exercises, experiencing scenarios as a discriminator, victim, or witness. These activities enhance emotional awareness and understanding of the mechanisms behind discriminatory behaviour.</p>	4h
5.	<p><b>Final Session – Group Work &amp; Public Presentation</b></p> <p>During this session, participants integrate and apply all the competencies developed throughout the training. Working in groups aligned with their learning pathways, they critically analyse real cases of discrimination, exclusion, or prejudice occurring in academic settings and transform them into constructive, inclusive “Stand Up Actions.” They prepare messages, visual materials, or short performative formats that model behaviours fostering inclusion and a sense of safety on campus. Each group publicly presents, justifies, and discusses its proposal, followed by a brief reflection and a question-and-answer session. All group outputs are then compiled into a co-created EQUINI Manifesto for Inclusion, reflecting the participants’ shared commitment to building an equitable and open academic environment.</p>	11h



<b>Assessment</b>	
Mode of assessment	On-site
Type of assessment	Presentation, Implementation of the group task
Assessment description	
<b>Public Presentation</b> Learners successfully complete the assessment by actively participating in the collaborative development of the group's "Stand Up Action", which represents the culmination of group work carried out throughout the entire training. During this process, learners must integrate and apply the emotional intelligence and inclusion competencies acquired during the programme while collectively analysing and addressing the real problem introduced on the first day of training. They are also expected to demonstrate meaningful contribution to the public presentation of the collaboratively developed solution. The final "Stand Up Action" must clearly and coherently address the initial problem. Learners are expected to communicate key ideas clearly, engage in reflective dialogue, and respond thoughtfully during the Q&A session facilitated by trainers, and peers.	
Requirements for completion of a short learning programme	
Successful completion of the short training programme requires: <ul style="list-style-type: none"><li>– 80% attendance,</li><li>– correct completion of the exercises carried out during the training,</li><li>– preparation and presentation of a group project on a topic indicated by the group mentor.</li></ul>	

#### 4.2.11. Learning Pathway 11 – Agents of Equality: Transforming Awareness Into Action Through Responsible Intervention

General information	
Title of the programme	Agents of Equality: Transforming Awareness Into Action Through Responsible Intervention
Form of a short learning programme:	Training
Brief description	
<p>The programme supports the development of skills needed to actively prevent discrimination and exclusion. Participants examine the influence of gender stereotypes on educational and career choices and consider how gender-related expectations affect autonomy, competence, and a sense of belonging. The training strengthens empathy, mindfulness, and self-confidence required to act effectively and responsibly in challenging situations. Through practical exercises and real-life scenarios, participants learn how to intervene as active bystanders, choose appropriate responses to undesirable behaviours, and support individuals affected by harassment or unequal treatment. The training strengthens self-confidence, ethical responsibility, and reflective decision-making, enabling participants to contribute to psychologically safe and supportive academic and professional environments. By the end of the training, participants are equipped to recognise discriminatory dynamics, intervene with confidence, and foster respectful and inclusive environments.</p>	
University/Organisational unit responsible for the programme	University of Algarve, Portugal
Name of unit(s) (co-organisers)	University of Groningen, the Netherlands
Issuing body	Lodz University of Technology, Poland
Language of instruction	English
Total number of hours	27h
Total number of ECTS credits (if applicable)	1 ECTS
Form of instruction/ mode of delivery	On-site
Prerequisites for a short learning programme (if applicable)	
1.	Minimum B2 level of proficiency in English.
2.	It is recommended that participants have an account on the Europass platform: <a href="https://europass.europa.eu/en">https://europass.europa.eu/en</a>
Target group	
Recruitment open to first-cycle and second-cycle students from the project's partner universities: University of Groningen (the Netherlands), University of Algarve (Portugal), Lodz University of Technology (Poland).	



## Learning outcomes

List of learning outcomes and corresponding outcome in ESCO Taxonomy (optional)

1.	<p>Demonstrate confidence and responsibility in responding to harassment or exclusion through active bystander intervention.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">keep an open mind</a>: Be interested and open to the problems of others.</p> <p><a href="#">show empathy</a>: Show empathy in order to prevent any kind of symbolic violence and isolation and to guarantee a considerate attention to everyone. It should include a capacity to understand various verbal and non-verbal communication of sentiment and feeling.</p>
2.	<p>Recognize and address discriminatory behaviours, and unwelcome conduct to create a safe and inclusive academic environment.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>
3.	<p>Identify how gender stereotypes shape academic and career decisions and propose strategies to foster equality and inclusion.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>
4.	<p>Apply mindfulness and empathy to promote respectful communication and emotional awareness in diverse teams.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">keep an open mind</a>: Be interested and open to the problems of others.</p> <p><a href="#">relate empathetically</a>: Recognise, understand and share emotions and insights experienced by another.</p>



Programme description		
List of activities with description of content		Number of hours
1.	<p><b>Active Bystander</b></p> <p>During the workshop, participants learn practical tools and clear decision-making strategies for responding to undesirable behaviours. They observe situations more accurately, interpret verbal and non-verbal cues, and choose appropriate responses that support individuals affected by such behaviours. By discussing real-life scenarios and various forms of intervention, participants strengthen their ability to act as active bystanders and contribute to creating a psychologically safe working environment.</p>	4h
2.	<p><b>From Hidden Barriers to Open Futures – Rethinking Gender Stereotypes and Career Choice</b></p> <p>This workshop focuses on how gender stereotypes shape educational and career pathways. The session integrates theoretical frameworks such as Social Cognitive Career Theory (SCCT) and Self-Determination Theory (SDT) to deepen reflection and connect scientific evidence with participants' lived experiences. Using real-life examples, participants analyse how autonomy, competence, and relatedness can be supported or undermined by gender-based expectations.</p>	4h
3.	<p><b>Practicing Mindfulness and Empathy</b></p> <p>Participants in the workshop develop mindfulness, which involves being aware of what is happening with curiosity, acceptance, and a non-judging attitude. They focus their attention on the present moment through meditation-based exercises that explore the contents of the mind, bodily sensations, feelings, and thoughts. During the session, participants also practice empathy to strengthen their skills and contribute to a more inclusive society. By exploring the social and emotional connections inherent in human experience, they recognize how the relationships they create influence their personal growth and support the process of healing.</p>	4h
4.	<p><b>Let's Play EQUINI</b></p> <p>This interactive workshop raises participants' awareness of discriminatory situations and teaches effective responses. Attendees explore and play the EQUINI Game, developed as part of the project. While engaging with the EQUINI Game, participants gain deeper insight into their own needs and emotions, with a particular focus on empathy. They also take part in discrimination role-playing exercises, experiencing scenarios as a discriminator, victim, or witness. These activities enhance emotional awareness and understanding of the mechanisms behind discriminatory behaviour.</p>	4h
5.	<p><b>Final Session – Group Work &amp; Public Presentation</b></p> <p>During this session, participants integrate and apply all the competencies developed throughout the training. Working in groups aligned with their learning pathways, they critically analyse real cases of discrimination, exclusion, or prejudice occurring in academic settings and transform them into constructive, inclusive "Stand Up Actions." They prepare messages, visual materials, or short performative formats that model behaviours fostering inclusion and a sense of safety on campus. Each group publicly presents, justifies, and discusses its proposal, followed by a brief reflection and a question-and-answer session. All group outputs are then compiled into a co-created EQUINI Manifesto for Inclusion, reflecting the participants' shared commitment to building an equitable and open academic environment.</p>	11h



<b>Assessment</b>	
Mode of assessment	On-site
Type of assessment	Presentation, Implementation of the group task
Assessment description	
<b>Public Presentation</b> Learners successfully complete the assessment by actively participating in the collaborative development of the group's "Stand Up Action", which represents the culmination of group work carried out throughout the entire training. During this process, learners must integrate and apply the emotional intelligence and inclusion competencies acquired during the programme while collectively analysing and addressing the real problem introduced on the first day of training. They are also expected to demonstrate meaningful contribution to the public presentation of the collaboratively developed solution. The final "Stand Up Action" must clearly and coherently address the initial problem. Learners are expected to communicate key ideas clearly, engage in reflective dialogue, and respond thoughtfully during the Q&A session facilitated by trainers, and peers.	
Requirements for completion of a short learning programme	
Successful completion of the short training programme requires: <ul style="list-style-type: none"><li>– 80% attendance,</li><li>– correct completion of the exercises carried out during the training,</li><li>– preparation and presentation of a group project on a topic indicated by the group mentor.</li></ul>	

## 4.2.12. Learning Pathway 12 – Creative Empathy: Using Emotional Training and Creative Tools to Imagine Inclusive Futures

General information	
Title of the programme	Creative Empathy: Using Emotional Training and Creative Tools to Imagine Inclusive Futures
Form of a short learning programme:	Training
Brief description	
<p>The training programme combines emotional intelligence with creative methods to help leaders, trainers, and academic staff design more inclusive and empathetic environments. Through experiential activities drawing on art, storytelling, projection techniques, and active bystander tools, participants deepen their understanding of emotions and learn to translate emotional insight into supportive, responsible action. They explore the full spectrum of everyday emotions, discover how needs influence emotional responses, and gain skills for recognising and regulating difficult feelings. Creative exercises help them express and interpret emotions, understand diverse perspectives, and foster inclusion with particular attention to neurodiversity. By analysing real scenarios and practising intervention strategies, participants strengthen their ability to respond constructively to exclusion and discrimination. By the end of the training, they are equipped with practical tools that enhance empathy, communication, and the capacity to co-create psychologically safe and inclusive academic futures.</p>	
University/Organisational unit responsible for the programme	University of Algarve, Portugal
Name of unit(s) (co-organisers)	University of Groningen, the Netherlands Team Coaching, Poland
Issuing body	Lodz University of Technology, Poland
Language of instruction	English
Total number of hours	27h
Total number of ECTS credits (if applicable)	1 ECTS
Form of instruction/ mode of delivery	On-site
Prerequisites for a short learning programme (if applicable)	
1.	Minimum B2 level of proficiency in English.
2.	It is recommended that participants have an account on the Europass platform: <a href="https://europass.europa.eu/en">https://europass.europa.eu/en</a>
Target group	
<p>Recruitment is open to academic and administrative staff from the project's partner universities: University of Groningen (the Netherlands), University of Algarve (Portugal), and Lodz University of Technology (Poland).</p>	



## Learning outcomes

List of learning outcomes and corresponding outcome in ESCO Taxonomy (optional)

1.	<p>Demonstrate confidence and responsibility when addressing discrimination or exclusion through active bystander strategies.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>
2.	<p>Apply creative expression techniques (drawing, storytelling, role play) to foster empathy and inclusion in diverse settings.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">relate empathetically</a>: Recognise, understand and share emotions and insights experienced by another.</p>
3.	<p>Recognise and regulate emotions to build self-awareness and understanding of how emotions influence perception and behaviour.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">exercise self-control</a>: Manage own feelings, needs and wants appropriately for the benefit of participants, clients or co-workers.</p>
4.	<p>Recognize and address discriminatory behaviours, and unwelcome conduct to create a safe and inclusive academic environment.</p> <p><b>Corresponding outcomes in ESCO Taxonomy</b></p> <p><a href="#">promote inclusion</a>: Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>



Programme description		
List of activities with description of content		Number of hours
1.	<p><b>Fundamentals of Emotional Intelligence</b></p> <p>During the workshop, participants become aware of how many emotions we experience each day and which of them serve us, as well as which ones are worth regulating. They discover why there are no truly “negative” emotions, yet why not all of them feel “positive” to us. They develop an understanding that all emotions play an important role in our lives and gain the ability to recognize their needs and connect them to the feelings they are experiencing. Participants also learn how needs influence what they feel. The workshop additionally addresses the topic of discrimination in the context of emotional intelligence.</p>	4h
2.	<p><b>Draw It, Feel It, Change It – Projection Techniques for Empathy and Inclusion</b></p> <p>This workshop invites participants to explore emotions and diversity through creative projection techniques. Through drawing, storytelling, and role play, participants engage in exercises that help them express difficult feelings, recognize emotions in others, and practice empathy in their interactions. The workshop encourages reflection on personal experiences and emotional responses, fostering greater self-awareness and emotional intelligence. Special attention is given to neurodiversity and anti-discrimination, providing practical insights into how participants can create more inclusive and supportive environments, particularly in academic settings.</p>	4h
3.	<p><b>Active Bystander</b></p> <p>During the workshop, participants learn practical tools and clear decision-making strategies for responding to undesirable behaviours. They observe situations more accurately, interpret verbal and non-verbal cues, and choose appropriate responses that support individuals affected by such behaviours. By discussing real-life scenarios and various forms of intervention, participants strengthen their ability to act as active bystanders and contribute to creating a psychologically safe working environment.</p>	4h
4.	<p><b>Let’s Play EQUINI</b></p> <p>This interactive workshop raises participants' awareness of discriminatory situations and teaches effective responses. Attendees explore and play the EQUINI Game, developed as part of the project. While engaging with the EQUINI Game, participants gain deeper insight into their own needs and emotions, with a particular focus on empathy. They also take part in discrimination role-playing exercises, experiencing scenarios as a discriminator, victim, or witness. These activities enhance emotional awareness and understanding of the mechanisms behind discriminatory behaviour.</p>	4h
5.	<p><b>Final Session – Group Work &amp; Public Presentation</b></p> <p>During this final session, teachers and trainers guide participants as they integrate and apply all the competencies developed throughout the EQUINI training pathway. Acting as facilitators, they monitor group work, inspire creative thinking, and provide targeted support as learners analyse real scenarios of discrimination, exclusion, or bias in academic environments. Educators help groups refine their ideas and transform them into constructive “Stand Up Actions” that model inclusive behaviour and promote social safety. During the public presentations, teachers and trainers encourage reflective dialogue, lead short Q&amp;A discussions, and support participants in articulating clear, impactful messages. All group outputs are then compiled - under the guidance of the trainer team - into the co-created EQUINI Manifesto for Inclusion, highlighting the collective commitment to fostering equitable, inclusive university communities.</p>	11h



<b>Assessment</b>	
Mode of assessment	On-site
Type of assessment	Presentation, Implementation of the group task
Assessment description	
<b>Public Presentation</b> Participants successfully complete the assessment by effectively facilitating and supervising the group's development of their "Stand Up Action." The final output must reflect sustained and meaningful group work carried out across the entire programme. During this process, participants must demonstrate their ability to guide learners in integrating emotional intelligence and inclusion competencies developed throughout the programme and in addressing the real problem or challenge introduced on the first day of training. They also support the group in preparing and delivering the final public presentation of their collaboratively developed solution, foster reflective dialogue, lead the Q&A process, and encourage learners to articulate their ideas with clarity and impact.	
Requirements for completion of a short learning programme	
Successful completion of the short training programme requires: <ul style="list-style-type: none"><li>– 80% attendance,</li><li>– correct completion of the exercises carried out during the training,</li><li>– preparation and presentation of a group project on a topic indicated by the group mentor.</li></ul>	



## 5. FINAL REMARKS

The contemporary labour market and higher education environment in Europe are characterised by increasing cultural, generational, and social diversity. With the growth of academic mobility, internationalisation of universities, and the importance of international cooperation, ensuring equal opportunities, preventing discrimination, and creating environments conducive to collaboration and well-being has become a critical challenge.

In this context, transversal skills—particularly emotional intelligence—enable effective functioning in dynamic and diverse work and educational environments. Emotional intelligence encompasses self-awareness, emotional regulation, empathy, interpersonal communication, collaboration, conflict resolution, and psychological resilience. High EQ supports effective teamwork, positive relationships, and the creation of supportive, safe academic and professional settings.

The trainings implemented within the EQUINI project respond to actual social and institutional needs, aligning with labour market trends and international research (OECD, WEF, Six Seconds). They focus on developing transversal skills, preventing discrimination and workplace bullying, and fostering attitudes that promote equality, diversity, and inclusion.

Training activities target academic staff, administrative personnel, and students, supporting the development of emotional and social competencies across all levels of academic life. Participants gain practical skills to operate effectively in multicultural environments, resolve conflicts constructively, and foster inclusive and psychologically safe academic communities.

By integrating these micro-credentials with the procedural and guidance documents developed in *Activity 3.2 Procedure for Issuing Micro Credentials at Lodz University of Technology* and *Activity 4.2 Practical Guide to Awarding Micro-credentials in Emotional Intelligence and Non-Discrimination Activities*, EQUINI provides a complete framework for implementing, recognising, and disseminating short learning experiences that strengthen emotional intelligence, inclusivity, and transversal skills in higher education.

## 6. APPENDICES

### Appendix 1 – Reference to ESCO Taxonomy

					LP1 - Building Inclusive Awareness & Competence	LP2 - Leadership for Inclusive Academic Practice	LP3 - Ambassadors for Equality	LP4 - Smart Hearts, Open Minds	LP5 - Improving EQ for Inclusive University Strategies	LP6 - EQ for Inclusion	LP7 - CfI+AI+Empathy	LP8 - Courage to Connect	LP9 - Inclusive Mindsets	LP10 - Supportive Voices	LP11 - Agents of Equality	LP12 - Creative Empathy
T - transversal skills and competences	T3 - self-management skills and competences	T3.3 - maintaining a positive attitude	exercise self-control	Manage own feelings, needs and wants appropriately for the benefit of participants, clients or co-workers.	X		X	X	X	X	X		X	X		X
T - transversal skills and competences	T4 - social and communication skills and competences	T4.2 - supporting others	show empathy	Show empathy in order to prevent any kind of symbolic violence and isolation and to guarantee a considerate attention to everyone. It should include a capacity to understand various verbal and non-verbal communication of sentiment and feeling.	X				X		X		X	X	X	
T - transversal skills and competences	T4 - social and communication skills and competences	T4.2 - supporting others	show consideration for student's situation	Take students' personal backgrounds into consideration when teaching, showing empathy and respect.							X					
T - transversal skills and competences	T4 - social and communication skills and competences	T4.2 - supporting others	relate empathetically	Recognise, understand and share emotions and insights experienced by another.	X	X		X	X	X	X	X	X	X	X	X
T - transversal skills and competences	T4 - social and communication skills and competences	T4.2 - supporting others	assess others feelings	Assess, estimate and understand the feelings or temperament of others, showing empathy.		X							X	X		
T - transversal skills and competences	T4 - social and communication skills and competences	T4.3 - collaborating in teams and networks	demonstrate intercultural competence	Understand and respect people who are perceived to have different cultural affinities, and respond effectively and respectfully to them.	X	X						X		X		
T - transversal skills and competences	T4 - social and communication skills and competences	T4.3 - collaborating in teams and networks	build rapport with people from different cultural backgrounds	Understand and create a link with people from different cultures, countries, and ideologies without judgements or preconceptions.				X	X	X	X					
T - transversal skills and competences	T4 - social and communication skills and competences	T4.3 - collaborating in teams and networks	show intercultural awareness	Show sensibility towards cultural differences by taking actions which facilitate positive interaction between international organisations, between groups or individuals of different cultures, and to promote integration in a community.		X	X			X		X		X		
T - transversal skills and competences	T4 - social and communication skills and competences	T4.3 - collaborating in teams and networks	teamwork principles	The cooperation between people characterised by a unified commitment to achieving a given goal, participating equally, maintaining open communication, facilitating effective usage of ideas etc.	X		X			X						
T - transversal skills and competences	T4 - social and communication skills and competences	T4.4 - leading others	lead a team	Lead, supervise and motivate a group of people, in order to meet the expected results within a given timeline and with the foreseen resources in mind.		X			X							
T - transversal skills and competences	T6 - life skills and competences	T6.3 - applying civic skills and competences	promote inclusion	Promote and respect diversity, and advocate for equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.		X	X	X	X	X	X	X	X	X	X	X
T - transversal skills and competences	T3 - self-management skills and competences	T3.4 - demonstrating willingness to learn	keep an open mind	Be interested and open to the problems of others.		X							X		X	
S - skills	S1 - communication, collaboration and creativity	S1.0 - communication, collaboration and creativity	use communication techniques	Apply techniques of communication which allow interlocutors to better understand each other and communicate accurately in the transmission of messages.		X	X					X				

