

PrEcIOUS ACTION PLAN FOR LGBTQIA+ INCLUSION AND ANTI-HOMOPHOBIA IN HIGHER EDUCATION INSTITUTIONS

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Project Name:	PRECIOUS – PROMOTING PLURALISTIC EDUCATION IN EUROPEAN UNIVERSITIES TO COMBAT INVISIBLE DISCRIMINATION RELATED TO LGBTQ+
WP	WP5 – HEIs' Guidelines - Vademecum on how to build HEI communities based on the concept of "plurality"
TASK	WP5.2 – Development of an Action Plans for the unbiased HE communities' sustainability

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PrEclIOUS Action Plan for LGBTQIA+ Inclusion and Anti-Homophobia in Higher Education Institutions, by Klaipėda University (LT)

1. Introduction and relevance for PrEclIOUS Project

The objective of this document is to guarantee the sustainability of the project results and their impact at national and international level, through the elaboration of action plans that include both activities, target groups and financial commitment of HEIs.

2. Our Institution:

Klaipėda University is a dynamic, growing multidisciplinary university founded on January 1, 1991, by a decree of the Lithuanian Parliament (Seimas) KuWikipedia. Located in Lithuania's major port city of Klaipėda along the Baltic Sea coast, the university sets itself an ambitious goal of becoming the leader of universities in the Baltic region Klaipėda University.

KU sets itself an ambitious goal of becoming the leader of universities in the Baltic region. In the world of science, the qualification and reputation of marine researchers working at KU is reflected in the Shanghai Ranking (Academic Ranking of World Universities): in accordance with it, KU is among 200 universities in the world best in the area of oceanographic sciences.

Every year, 3,000 bachelors, masters, and doctoral students study at KU. Over the three decades, close to 40,000 graduates have completed their studies here: teachers, business managers, politicians, and civil servants, scientists, nurses, radiologists, journalists, and others.

The university operates under the motto "HERE YOU ARE VISIBLE!" and is an internationally accredited state institution Klaipėda University - Study in Lithuania. With approximately 2,331 enrolled students and an acceptance rate of 67% Klaipėda University [Acceptance Rate + Statistics + Tuition], Klaipėda University has evolved from its original three faculties to three main faculties: Marine Technology and Natural Sciences, Social Sciences and Humanities, and Health Sciences Klaipėda University Admissions 2024: Application Fees, Deadlines, Acceptance Rate, Requirements.

The university offers a wide variety of study programmes in social sciences, humanities, engineering, and health sciences, and serves as a Baltic Region leader in marine sciences and studies Klaipėda University - Study in Lithuania. KU boasts two research institutes: the Institute of Baltic Region History and Archaeology and the Marine Research Institute Klaipėda University Admissions 2024: Application Fees, Deadlines, Acceptance Rate, Requirements.

As a member of the European University 'EU-CONEXUS' alliance, Klaipėda University collaborates with partner institutions to promote smart urban coastal sustainability at a European level Klaipėda University - Study in Lithuania. The university also participates in the Erasmus mobility programme, fostering international connections and diversity within its academic community.

This institutional profile positions Klaipėda University as a forward-thinking institution committed to growth, international collaboration, and regional leadership—qualities that align well with developing comprehensive LGBTQIA+ inclusion initiatives.

3. Mission of the Action Plan

The partner universities jointly affirm their enduring commitment to promoting inclusive, safe, and pluralistic academic environments, free from all forms of discrimination, including manifestations of invisible homophobia and transphobia.

Building on the values of European democratic societies and the principles of equal dignity, diversity, and active citizenship, this Action Plan serves as a long-term institutional pledge.

We recognize that Higher Education Institutions (HEIs) are not only centers of knowledge, but also key agents of cultural transformation. As such, they bear the responsibility to actively promote respect for gender and sexual diversity, to prevent bias and microaggressions, and to ensure that LGBTQIA+ individuals are not merely tolerated, but fully visible, acknowledged, and empowered within the academic community.

Through this plan, each university commits to:

- sustaining and disseminating the knowledge and methodologies to promote a pluralistic and equal academic environment;
- institutionalizing good practices that promote pluralistic education and combat invisible homophobia;
- engaging in constant dialogue with students, staff, and external stakeholders;
- fostering intersectional approaches that connect LGBTQIA+ rights to broader struggles against sexism, racism, and other forms of exclusion;
- embedding inclusive values into university governance, curricula, research, and outreach initiatives.

This mission reaffirms the Institution's dedication to cultivating environments where all individuals—regardless of sexual orientation, gender identity, or expression—can grow with dignity, actively contribute to university life, and become active citizens of European values, based on a perspective of equality and inclusion.

Klaipeda University proposes this Action Plan to its relevant bodies (i.e. Observatory on gender identity and sexual orientation) in order to enhance the existing structures and good practices to promote culture of inclusiveness and to strengthen the contrast to discrimination in campus.

4. Our Values

This Action Plan is grounded in the recognition of every individual's dignity and the conviction that diversity—of identity, perspective, and experience—is an essential strength of academic communities.

Inspired by the work carried out in the Erasmus+ PrEclIOUS project, the plan promotes values of equity, mutual respect, responsibility, and openness to dialogue. Its aim is not to impose ideological positions, but rather to support the development of inclusive university environments where subtle forms of exclusion—such as invisible homophobia or transphobia—are acknowledged and progressively addressed.

Through concrete and context-sensitive measures, often derived from practices already adopted by European universities and promoted within the Erasmus+ PrEclIOUS project, this Action Plan encourages the development of academic communities in which all students, academic staff, and employees can feel welcome, respected, and empowered.

5. Strategic priorities

In continuity with the aims of the PrEclIOUS project, this Action Plan outlines a set of strategic objectives that can guide universities in building more inclusive, aware, and pluralistic academic communities. These objectives are designed to be operational and adaptable to different institutional contexts, respecting each university's autonomy and will of change.

1. Raise Awareness of Invisible Homophobia and Transphobia

Promote a shared understanding within the academic community of the concept of invisible discrimination based on sexual orientation, gender identity, and gender expression. This could include integrating reflection moments, implicit bias testing, and educational opportunities into existing training and teaching frameworks.

2. Foster a Culture of Plurality and Mutual Respect

Move beyond the notion of "including others" to building a community based on shared responsibility and plurality. Encourage respectful interaction, recognition of diversity, and the adoption of open communication practices across teaching, administrative, and student activities.

3. Strengthen Competencies for an Unbiased Academic Environment

Support the development of transversal skills such as empathy, intercultural communication, and critical thinking, which are essential for countering prejudice and fostering active citizenship. These competences could be promoted through curricular and co-curricular activities, peer education, and collaborations inside and outside the academic context.

4. Support Structural and Institutional Change

Provide academic and administrative staff with practical tools and guidelines to make their institutional environment more accessible and gender-respectful. This could lead to promoting the use of gender-inclusive language, enabling support services for LGBTQIA+ students, and ensuring that university policies reflect the principles of non-discrimination and equal treatment.

5. Ensure Sustainability and Visibility of Actions Beyond the Project

Embed the outcomes and values of the PrEclIOUS project in the long-term strategies of the institution. This includes incorporating inclusive practices into university quality assurance processes, dedicating resources to ongoing training and student support, and fostering partnerships with local and national stakeholders.

6. Our Action Plan

Action Plans cover a long-term period of 5 years and the implementation plan for the first year. The Action Plan also includes funding and resources for the establishment of the responsible institutional body (enlarging responsibilities of an existing one or creating a new one).

This integrated 5-year action plan (2025-2030) combines Klaipėda University's Gender Equality Plan (GEP) with comprehensive LGBTQIA+ inclusion initiatives under the PrEclIOUS framework. The plan addresses intersectional approaches to gender equality, sexual orientation, and gender identity expression (SOGIE) to create a truly inclusive academic environment that reflects the university's motto "HERE YOU ARE VISIBLE!"

Integration Principles

- Intersectionality - Recognizing that gender, sexual orientation, and gender identity intersect with other identities
- Inclusive Excellence - Moving beyond binary gender approaches to embrace full spectrum diversity
- Evidence-Based - Using data and research to inform policy and practice
- Community Engagement - Involving all stakeholders in creating inclusive change
- Sustainability - Building lasting institutional transformation

Proposed structure of the Action Plan:

Institutional Policy and Governance	Establish comprehensive anti-discrimination policies that explicitly include SOGIE (Sexual Orientation and Gender Identity Expression) Create institutional governance structures for LGBTQIA+ inclusion Ensure legal compliance with EU anti-discrimination directives Achieve recognition as a leading inclusive university in the Baltic region Implement intersectional approaches to policy development	Policy Development Integrate SOGIE protections into existing Gender Equality Plan framework Develop comprehensive anti-discrimination policy covering all protected characteristics Create intersectional policy guidance addressing multiple identity experiences Establish clear reporting and resolution procedures for all forms of discrimination Governance Structures Expand Gender Equality Committee to include LGBTQIA+ representation and expertise Establish joint Gender Equality and LGBTQIA+ Advisory Committee Create Faculty-level equality representatives network Implement regular equality impact assessments for all university policies Legal Compliance Ensure full compliance with Lithuanian Law on Equal Opportunities for Women and Men Align with EU Horizon Europe GEP requirements Integrate with international best practices and standards	Policy integration completion: 100% by end of Year 1 Governance structure establishment: Fully operational by Month 6 Staff policy awareness: 90% by Year 2, 98% by Year 5 Discrimination incident resolution: 100% within 30 days External policy recognition: 2+ awards by Year 5 Legal compliance audit: 100% annually Intersectional policy coverage: 100% of university policies reviewed by Year 3	Lead: University Senate and Rectorate Implementation: Integrated Gender Equality and LGBTQIA+ Committee Support: Legal Affairs Office, Human Resources Department, Student Affairs Advisory: Student Union, Staff Representative s, External Experts	Year 1: Policy integration, governance establishment, legal framework alignment Year 2: Full implementation , training programs, first comprehensive review Year 3: Mid-term evaluation, advanced policy development, external engagement Year 4: Leadership positioning, policy advocacy, regional influence Year 5: Legacy documentation, sustainability planning, model replication
Work-Life Balance and Family Support	Provide comprehensive work-life balance support for all family structures Address specific needs of LGBTQIA+ families and diverse parenting arrangements Ensure equal career advancement	Policy Development Expand parental leave policies to include all family structures and caregiving roles Develop flexible working arrangements accessible to all staff and students Create inclusive childcare policies recognizing diverse family structures Implement dependent care support for elderly family members and chosen family	Policy coverage: 100% inclusive family policies by Year 2 Utilization rates: 25% increase in family support service usage by Year 3 Career progression: Equal advancement rates across all family structures Childcare availability: On-campus facilities operational by Year 3	Lead: Human Resources and Student Support Services Support: Facilities Management, Academic Affairs Partners: Local childcare providers, family support organizations	Year 1: Policy review and development, needs assessment, planning Year 2: Policy implementation , initial service development Year 3: Childcare facility establishment, service expansion

	<p>opportunities regardless of family status or structure</p> <p>Create inclusive childcare and family support services</p> <p>Eliminate career penalties for caregiving responsibilities</p>	<p>Infrastructure and Services</p> <p>Establish on-campus childcare facilities with inclusive programming</p> <p>Create family-friendly spaces and lactation rooms for all parents</p> <p>Develop emergency childcare and eldercare support services</p> <p>Implement flexible examination and coursework policies for caregivers</p> <p>Career Support</p> <p>Design career re-entry programs after parental/caring leave</p> <p>Create mentorship programs for parents and caregivers</p> <p>Establish career advancement protections during family transitions</p> <p>Provide professional development opportunities for part-time and flexible workers</p>	<p>Staff satisfaction: 90% positive rating on work-life balance by Year 5</p> <p>Flexible working uptake: 40% of eligible staff using flexible arrangements by Year 4</p> <p>Family leave equality: 100% equitable leave policies across all family types</p>	<p>Advisory: Staff and Student Parent Networks</p>	<p>Year 4: Advanced support programs, career development initiatives</p> <p>Year 5: Comprehensive evaluation, best practice documentation</p>
Gender Balance in Leadership and Decision-Making	<p>Achieve gender balance across all university leadership levels</p> <p>Ensure LGBTQIA+ representation in governance and decision-making bodies</p> <p>Address intersectional</p>	<p>Representation Targets</p> <p>Set progressive targets for gender balance in all leadership roles (50/50 by Year 4)</p> <p>Establish LGBTQIA+ representation goals in major committees and boards</p> <p>Implement intersectional diversity targets considering multiple identities</p>	<p>Gender balance in leadership: 45% minimum representation by Year 3, 50% by Year 5</p> <p>LGBTQIA+ leadership representation: 15% by Year 4, 20% by Year 5</p> <p>Selection process bias elimination: 100% committees trained by Year 2</p>	<p>Lead: University Administration and Senate</p> <p>Support: Human Resources</p> <p>Advisory: Diversity and Inclusion Committee</p> <p>Partners: External</p>	<p>Year 1: Target setting, process review, initial training programs</p> <p>Year 2: Leadership development launch, selection process improvements</p> <p>Year 3: Mid-term evaluation,</p>

	<p>barriers to leadership advancement</p> <p>Create inclusive leadership development and succession planning</p> <p>Eliminate gender and SOGIE bias in selection and promotion processes</p>	<p>Create transparent reporting on leadership demographics</p> <p>Development Programs Launch inclusive leadership development programs for underrepresented groups</p> <p>Establish mentorship networks for emerging leaders from diverse backgrounds</p> <p>Create succession planning processes emphasizing diversity and inclusion</p> <p>Provide unconscious bias training for all selection committees</p> <p>Process Improvements Review and revise recruitment processes for leadership positions</p> <p>Implement diverse selection panels for all leadership appointments</p> <p>Establish regular leadership effectiveness and inclusion assessments</p>	<p>Leadership development participation: 100+ participants annually from Year 3</p> <p>Advancement pipeline: 30% improvement in diverse candidate progression</p> <p>Committee diversity: All major committees meet diversity targets by Year 3</p> <p>Leadership satisfaction: 95% inclusive leadership effectiveness rating</p>	<p>leadership development organizations</p>	<p>advanced programming, succession planning</p> <p>Year 4: Target achievement focus, advanced mentorship programs</p> <p>Year 5: Sustainability planning, leadership legacy development</p>
<p>Gender Equality and LGBTQIA+ Inclusion in Recruitment and Career Progression</p>	<p>Eliminate gender and SOGIE discrimination in all recruitment processes</p> <p>Ensure equal career advancement opportunities for all staff and students</p> <p>Address pay equity across</p>	<p>Recruitment Excellence Implement bias-free recruitment processes with diverse selection panels</p> <p>Develop inclusive job descriptions and selection criteria</p> <p>Create targeted outreach strategies to attract diverse candidates</p> <p>Establish partnership networks with LGBTQIA+ professional organizations</p> <p>Career Development</p>	<p>Recruitment diversity: 40% increase in diverse candidate applications by Year 3</p> <p>Selection process equity: Zero discrimination complaints in recruitment</p> <p>Career advancement equality: Equal promotion rates across all groups</p> <p>Pay equity: 100% of</p>	<p>Lead: Human Resources Department</p> <p>Support: Faculty Administration , Professional Development Office</p> <p>Partners: Professional associations, diversity recruitment agencies</p>	<p>Year 1: Process audit, bias elimination, initial program development</p> <p>Year 2: Full program implementation , first pay equity audit</p> <p>Year 3: Advanced mentorship programs, mid-term evaluation</p>

	<p>all identity dimensions</p> <p>Create inclusive workplace culture supporting career development</p> <p>Attract and retain diverse talent from underrepresented groups</p>	<p>Design inclusive career pathway programs for all staff categories</p> <p>Create sponsorship and mentorship programs for underrepresented groups</p> <p>Provide professional development funding with equity considerations</p> <p>Compensation Equity Conduct annual pay equity audits across all identity dimensions</p> <p>Implement transparent salary scales and promotion criteria</p> <p>Address identified pay gaps through systematic correction processes</p> <p>Create performance evaluation systems free from bias</p>	<p>unexplained pay gaps by Year 4</p> <p>Retention improvement: 25% increase in diverse staff retention by Year 5</p> <p>Professional development access: Equal participation rates across all groups Workplace satisfaction: 90% positive rating on inclusive career support</p>	<p>Oversight: Employment Equity CommitteeCU G committee for dissemination and cooperation in selecting and acquiring the books</p>	<p>Year 4: Pay equity completion, advanced career development</p> <p>Year 5: Sustainability planning, best practice documentation</p>
<p>Integration of Gender and SOGIE Dimensions in Research and Curriculum</p>	<p>Integrate gender and SOGIE perspectives across all academic disciplines</p> <p>Support interdisciplinary research on gender equality and LGBTQIA+ issues</p> <p>Ensure inclusive pedagogical practices in all courses</p> <p>Establish Klaipėda</p>	<p>Curriculum Integration Review all degree programs for gender and SOGIE content integration</p> <p>Develop faculty training on inclusive curriculum design and delivery</p> <p>Create gender and SOGIE studies minor/certificate programs</p> <p>Research Excellence Establish dedicated research funding for gender equality and LGBTQIA+ studies</p> <p>Create interdisciplinary research centers and networks</p>	<p>Curriculum integration: 100% of programs reviewed and updated by Year 3</p> <p>Faculty training completion: 85% by Year 3, 100% by Year 5</p> <p>Research funding: €200,000+ annually for gender/SOGIE research by Year 3</p> <p>Academic publications: 50+ peer-reviewed articles by Year 5</p> <p>International collaborations: 10+ research partnerships by Year 4</p>	<p>Lead: Academic Affairs and Research Office</p> <p>Support: Faculty Development Center, Library Services</p> <p>Advisory: Gender and SOGIE Studies Academic Network</p> <p>Partners: International research institutions</p>	<p>Year 1: Curriculum review initiation, faculty training development</p> <p>Year 2: Training implementation, research program establishment</p> <p>Year 3: Certificate program launch, international partnership development</p> <p>Year 4: Research center establishment,</p>

	<p>University as a research hub for Baltic gender and SOGIE studies</p> <p>Create inclusive learning environments for all students</p>	<p>Support international research collaborations and exchanges</p> <p>Develop community-engaged research partnerships</p> <p>Learning Environment</p> <p>Train all faculty in inclusive teaching methods and bias recognition</p> <p>Create inclusive classroom policies and practices</p> <p>Develop diverse reading lists and learning materials</p> <p>Implement student feedback systems on inclusive education</p>	<p>Student satisfaction: 90% positive rating on inclusive learning environment</p> <p>Certificate program enrollment: 100+ students by Year 4</p>		<p>advanced programming</p> <p>Year 5: Impact assessment, legacy planning, model dissemination</p>
Campus Climate and Student Support Services	<p>Create inclusive campus environment free from discrimination and harassment</p> <p>Provide comprehensive support services for all students regardless of gender or SOGIE</p> <p>Address mental health and wellbeing needs with intersectional awareness</p> <p>Build community and belonging among diverse</p>	<p>Campus Climate</p> <p>Conduct comprehensive annual climate surveys with intersectional analysis</p> <p>Implement campus-wide education and awareness programs</p> <p>Create visible diversity and inclusion initiatives and celebrations</p> <p>Student Support Services</p> <p>Train all student support staff in gender and SOGIE affirmative practices</p> <p>Develop specialized counseling and support programs</p> <p>Create crisis intervention and safety protocols</p> <p>Establish safe spaces</p> <p>Violence Prevention</p>	<p>Climate survey participation: 40% by Year 3, 50% by Year 5</p> <p>Positive climate indicators: 30% improvement by Year 3, 60% by Year 5</p> <p>Service utilization: 25% increase annually in support service usage</p> <p>Staff training completion: 100% of relevant staff trained by Year 2</p> <p>Incident response: 100% of reports addressed within 48 hours</p> <p>Safety perceptions: 95% of students report feeling safe on campus</p> <p>Support satisfaction: 90% positive rating on support services</p>	<p>Lead: Student Affairs and Campus Safety</p> <p>Support: Counseling Services, Health Center, Residence Life</p> <p>Partners: Local support organizations, law enforcement</p> <p>Advisory: Student Safety and Inclusion Committee</p>	<p>Year 1: Staff training, service development, prevention program design</p> <p>Year 2: Full service implementation, resource center establishment</p> <p>Year 3: Advanced programming, peer support network expansion</p> <p>Year 4: Crisis response enhancement, community partnership strengthening</p> <p>Year 5: Comprehensive evaluation,</p>

	student populations Prevent and respond effectively to gender-based and SOGIE-based violence	Implement comprehensive prevention education programs Establish clear reporting and response procedures Create survivor support services and advocacy programs Train staff and students in bystander intervention			sustainability planning
Measures Against Gender-Based And SOGIE-Based Violence	Create zero-tolerance environment for all forms of harassment and violence Provide comprehensive prevention, response, and support services Ensure justice and accountability in addressing incidents Support survivors with trauma-informed, culturally competent services Address intersectional dimensions of violence and discrimination	Prevention Programs Implement mandatory education on consent, healthy relationships, and respect Create bystander intervention training for all community members Develop targeted prevention programs addressing intersectional vulnerabilities Establish campus-wide awareness campaigns and ongoing education Response Systems Train specialized response teams with intersectional competency Create survivor-centered investigation and resolution processes Implement restorative justice options where appropriate Support Services Provide comprehensive survivor support including counseling, advocacy, and safety planning	Prevention training completion: 100% of students and staff by Year 2 Incident reporting: Increased reporting indicating improved trust and awareness Response time: 100% of crisis situations addressed within 2 hours Survivor satisfaction: 95% positive rating on support services Resolution effectiveness: 90% of cases resolved satisfactorily for survivors Recidivism: Zero repeat offenses among those who complete intervention programs Community trust: 95% awareness and confidence in response systems	Lead: Title IX/Equality Office and Campus Safety Support: Counseling Services, Student Conduct, Legal Affairs Partners: Local law enforcement, community victim services Oversight: Violence Prevention and Response Committee	Year 1: System establishment, staff training, initial prevention programs Year 2: Full implementation, community education, service enhancement Year 3: Advanced support programs, specialized training, mid-term review Year 4: System refinement, community partnership strengthening Year 5: Impact evaluation, best practice documentation, sustainability planning

		<p>Create specialized support for LGBTQIA+ survivors</p> <p>Establish emergency financial assistance and housing support</p> <p>Develop long-term healing and recovery programs</p>			
Facilities and Physical Environment	<p>Ensure all campus facilities are accessible, safe, and inclusive for all genders and identities</p> <p>Provide appropriate facilities for diverse physical and identity needs</p> <p>Create welcoming visual environments that reflect community diversity</p> <p>Address safety and security concerns with intersectional awareness</p> <p>Establish model inclusive infrastructure for regional universities</p>	<p>Facility Improvements</p> <p>Conduct comprehensive accessibility and inclusion audits of all facilities</p> <p>Install gender-neutral and accessible restroom facilities throughout campus</p> <p>Update changing rooms, locker rooms, and recreational facilities for inclusivity</p> <p>Improve security, and safety features in all campus areas</p> <p>Housing and Residence Life</p> <p>Implement inclusive housing policies for all gender identities</p> <p>Create roommate matching systems that respect identity and preferences</p> <p>Train residence life staff in inclusive practices and crisis response</p> <p>Establish community programming promoting inclusion and safety</p> <p>Visual Environment</p> <p>Create dedicated spaces for cultural and identity-based programming</p> <p>Install appropriate signage using inclusive language</p>	<p>Facility audit completion: 100% of buildings assessed by Year 1</p> <p>Gender-neutral facilities: 40+ locations by Year 3, 60+ by Year 5</p> <p>Accessibility improvements: 95% of identified issues addressed by Year 3</p> <p>Housing satisfaction: 90% positive rating from diverse residents</p> <p>Safety perceptions: 98% of community members report feeling physically safe</p> <p>Visual inclusion: Inclusive imagery in 100% of public spaces by Year 2</p> <p>Facility utilization: Equal usage rates across all community groups</p>	<p>Lead: Facilities Management and Student Housing</p> <p>Support: Campus Planning, Environmental Health and Safety</p> <p>Advisory: Universal Design Committee, Student Representatives</p> <p>Partners: Disability services, architectural consultants</p>	<p>Year 1: Comprehensive audits, planning, initial safety improvements</p> <p>Year 2: Major facility installations, housing policy implementation</p> <p>Year 3: Visual environment updates, accessibility completion</p> <p>Year 4: Advanced features, specialized spaces, community programming</p> <p>Year 5: Final improvements, model documentation, future planning</p>

		Design spaces that welcome and affirm all community members			
External Partnerships and Regional Leadership	<p>Build comprehensive partnerships with gender equality and LGBTQIA+ organizations</p> <p>Lead Baltic region efforts in inclusive higher education</p> <p>Influence policy and practice at regional, national, and international levels</p> <p>Share expertise and best practices with other institutions</p> <p>Contribute to broader social change and justice movements</p>	<p>Partnership Development Establish partnerships with gender equality and LGBTQIA+ advocacy organizations</p> <p>Join regional and international networks for inclusive higher education</p> <p>Create collaboration agreements with other universities and research institutions</p> <p>Develop relationships with government agencies and policy makers</p> <p>Leadership and Influence Host regional conferences on gender equality and LGBTQIA+ inclusion</p> <p>Participate in policy development and advocacy initiatives</p> <p>Provide consultation and technical assistance to other institutions</p> <p>Contribute to academic and policy research and publications</p> <p>Community Engagement Engage with local community organizations and civil society</p> <p>Provide education and awareness programs for the broader community</p> <p>Support advocacy and activism efforts</p>	<p>Partnership agreements: 15+ formal partnerships by Year 3, 25+ by Year 5</p> <p>Conference hosting: 1 major regional conference annually from Year 3</p> <p>Policy influence: 5+ policy recommendations adopted regionally by Year 5</p> <p>Consultation services: Support 20+ institutions by Year 5</p> <p>Community engagement: 50+ community events and programs annually by Year 4</p> <p>Media coverage: Monthly positive coverage of initiatives</p> <p>Research dissemination: 100+ presentations and publications by Year 5</p>	<p>Lead: International Relations and Public Affairs</p> <p>Support: Research Office, Academic Affairs</p> <p>Partners: Regional universities, advocacy organizations</p> <p>Coordination: EU-CONEXUS Alliance Office</p>	<p>Year 1: Partnership identification, relationship building, network joining</p> <p>Year 2: Formal partnerships, initial collaboration projects</p> <p>Year 3: Conference hosting, policy engagement, consultation services launch</p> <p>Year 4: Leadership role expansion, advanced programming, influence growth</p> <p>Year 5: Legacy planning, sustainability, model replication support</p>

		Create pipeline programs connecting with schools and youth organizations			
Monitoring, Evaluation, and Sustainability	<p>Establish comprehensive monitoring and evaluation systems for all plan areas</p> <p>Ensure long-term sustainability of gender equality and inclusion initiatives</p> <p>Create accountability mechanisms with transparency and community engagement</p> <p>Support continuous improvement through data-driven decision making</p> <p>Develop replicable models for other institutions and contexts</p>	<p>Monitoring Systems Develop integrated data collection systems tracking all plan indicators</p> <p>Create regular reporting processes with community input and feedback</p> <p>Establish external evaluation partnerships for objectivity and credibility</p> <p>Implement real-time monitoring dashboards for key performance indicators</p> <p>Evaluation Processes Conduct annual comprehensive reviews with stakeholder engagement</p> <p>Commission external evaluations at mid-term and final points</p> <p>Create impact assessment frameworks measuring short and long-term outcomes</p> <p>Develop case studies and success stories for learning and replication</p> <p>Sustainability Planning Secure dedicated long-term funding for ongoing initiatives</p> <p>Create institutional policies ensuring continuation beyond plan period</p> <p>Develop succession planning for key leadership and coordination roles</p>	<p>Data collection compliance: 100% of indicators tracked monthly</p> <p>Reporting completion: Quarterly reports published on schedule</p> <p>Stakeholder engagement: 80% participation in evaluation processes by Year 2, 90% by Year 5</p> <p>External validation: Positive independent evaluation outcomes</p> <p>Funding security: 10-year funding commitments secured by Year 4</p> <p>Policy institutionalization: 100% of initiatives embedded in permanent policies</p> <p>Knowledge transfer: 25+ institutions supported with replication by Year 5</p>	<p>Lead: Planning and Institutional Research Office</p> <p>Support: All area coordinators and implementation teams</p> <p>Advisory: Community Advisory Board with diverse representation</p> <p>External: Independent evaluation consultants and peer reviewers</p>	<p>Year 1: System design, baseline establishment, initial monitoring</p> <p>Year 2: Full monitoring implementation, first comprehensive evaluation</p> <p>Year 3: Mid-term external evaluation, system refinement, sustainability planning</p> <p>Year 4: Advanced evaluation, long-term funding security, replication support</p> <p>Year 5: Final evaluation, legacy documentation, transition planning</p>

		Build community capacity for ongoing advocacy and implementation			
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7. Identification and Dissemination of Existing Good Practices within the Institution

As a foundational action within the first phase of this Action Plan, each university commits to the structured identification and internal dissemination of existing good practices that promote inclusion, respect for sexual and gender diversity, and the prevention of discrimination—including forms of invisible homophobia and transphobia. This activity aims to recognise and valorise ongoing efforts, often informal or marginalised, and to use them as a basis for reflection, replication, and future development.

The objectives are aimed to:

- Map and document concrete examples of inclusive actions already in place within the institution;
- Increase visibility and institutional awareness of grassroots or department-level initiatives;
- Foster a culture of peer learning and mutual recognition among faculties, services, and student groups.

7.1 Methodology

The collection of good practices shall be conducted through a light and participatory process, ensuring the involvement of both staff and students, and guided by the following principles:

- Transparency: the process is open to contributions from all parts of the university community, without restrictions based on department, role, or seniority;
- Voluntariness: participation is non-compulsory, and examples are collected on a self-declared basis;
- Descriptive focus: the goal is to collect experiences, not to evaluate or certify them;
- Recognition of diversity: practices may differ significantly across contexts, and diversity in approaches is considered an asset.

7.2 Possible Sources of Good Practices

Examples of practices to be collected may include:

- A faculty that integrates inclusive language into its communications or syllabus templates;
- A student group that organises peer support spaces or informal talks on rights and equality;
- A counselling office that has adopted inclusive intake forms (e.g. allowing for chosen names or pronouns);
- Participation in European projects that address themes of diversity, tolerance, or equity in education.

7.3 Tools and Instruments

Each university may adopt one or more of the following tools to carry out the collection:

- Online submission form: A simple institutional form (e.g. via Google Forms or Microsoft Forms) allowing individuals or departments to describe their practices. Suggested fields include: title, brief description, people involved, outcomes, challenges, and transferability.
- Call for contributions: An internal announcement or email invitation encouraging the university community to report any relevant practice. This may be accompanied by examples or guiding

questions such as “What have you done in your teaching, research, or services to promote respect and inclusion?”

- Structured interviews: Where appropriate, designated staff or trainees may conduct short interviews (in person or online) with stakeholders likely to have implemented inclusive actions. This approach is especially valuable where written reporting is less accessible or culturally less common.
- Focus group discussions: Small group meetings can be used to elicit examples and reflections, especially among students or early-career staff who may be more engaged in informal initiatives.
- Desk review of existing documents: Communications offices or equality units may scan internal documentation, such as project reports, annual activity summaries, or web pages, to identify initiatives that have not been labelled as “inclusion practices” but are nevertheless relevant.

7.4 Classification and Sharing

Collected practices should be briefly classified (e.g. by area: teaching, services, student engagement, research) and gathered in an internal compendium, available either digitally or in print. This resource is not intended for public dissemination at this stage, but rather to:

- Stimulate reflection and learning within the institution;
- Identify emerging needs or gaps in practice;
- Provide examples for possible pilot initiatives.

Where feasible, a brief internal event (e.g. a lunch seminar or roundtable) may be organised to present a selection of practices and to invite further contributions.

7.5 Alignment with EU Guidance

This action is directly aligned with the recommendations of the European Commission (2022)¹, which underline the importance of evidence-based planning and participatory assessment as building blocks for any LGBTIQ inclusion strategy. Specifically:

“Documenting and sharing good practices not only increase transparency but also strengthens internal ownership and accountability. It allows for peer-learning and identifies what already works in a given institutional or cultural context.” (Guidelines for Strategies and Action Plans to Enhance LGBTIQ Equality, p. 12)

8. Sources of funding

Each University will identify within its ordinary budget report a specific post dedicated to the contrast of discrimination and the promotion of inclusiveness culture within campus

9. Conclusion

¹ European Commission. (2022). Guidelines for strategies and action plans to enhance LGBTIQ equality. Directorate-General for Justice and Consumers.



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