

INCLUSION AND DIVERSITY STRATEGY WITHIN THE FRAMEWORK OF THE ERASMUS+ PROGRAM

PRIORITIES OF THE ERASMUS+ PROGRAM

The general objective of the program is to support, through lifelong learning, the educational, professional, and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship.

The European commission has set four main priorities for the program period 2021 – 2027:

- Inclusion and Diversity
- Digital Transformation
- Environment and fight against climate change
- Participation in democratic life, common values, and civic engagement

VISION AND MISSION OF ALMA MATER IN THE CONTEXT OF ERASMUS+ PROGRAM

Alma Mater seeks and creates development opportunities that support regional development and intercultural cooperation, and in this sense connects scientists, students, and other stakeholders, promoting and increasing the quality of student mobilities, lecturers and professional associates.

As an open academic community, it offers projects for economic and technological development, peace and democracy, sustainable development, and the development of ecological balance in the region with its partners, thereby contributing to the reintegration of Europe.

Alma Mater provides excellent mobility conditions to students and staff, cooperating with high-quality academic institutions in Europe and beyond. By putting special emphasis on the development of intercultural competences, it also contributes to the inclusion of all participants in the program.

The priorities of the Erasmus+ program are thus incorporated in mission and vision of Alma Mater, enabling it to follow and function according to European standards.

EQUITY AND INCLUSION STRATEGY

Alma Mater is committed to providing equal opportunities, access and inclusion for all students and staff in Erasmus+ mobility programs. Our goal is to create an environment where every student or staff, regardless personal, physical, geographic, or socioeconomic background, can participate in international educational activities.

We pay special attention to students with fewer opportunities, including students with special needs, students from socially and economically less favorable backgrounds.

According to Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy, Alma Mater is committed to recognizing opportunities for all participants, hereby identifying participants with fewer opportunities according to the following eight main categories:

1. Disabilities

Participants with special needs according to the Act on Guidance for Children with Special Needs (e.g. participants who have a decision of ZRSŠ/CSD/ZZZS, special companion, adjustment of lessons, disability, etc.). This includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone's full and effective participation in society on the same footing as others.

2. Health problems

Participants, whose health condition presents obstacles (chronic diseases, allergies, mental and other conditions that could make it difficult to participate in the program).

3. Barriers linked to education and training systems

Dropouts and low-skilled participants (adult learners who have not completed V. level).

4. Cultural differences

Participants from different cultural and linguistic backgrounds, such as representatives of the Roma community, asylum seekers, participants with foreigner status or newly-arrived immigrants, members of ethnic or national minorities, users of sign language).

5. Social barriers

Socially marginalized participants such as those with difficult socio-economic family conditions, long-term unemployed or single parents, children of single parents, children in foster families or institutional care, members of families where one of children or parents holds any decision from CSD/ZZZS/ZRSŠ, etc.

In addition, participants with limited social competences, anti-social or high-risk behaviors, (former) offenders, (former) drug or alcohol abusers. Other social barriers can stem from family circumstances, for instance being the first in the family to access higher education or being a parent (especially a single parent), a caregiver, a breadwinner, or an orphan, or having lived or currently living in institutional care.

6. Barriers linked to discrimination

Barriers can occur because of discriminations linked to gender, such as gender identity, gender expression, age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of one or several of the mentioned discrimination barriers).

7. Economic barriers

Participants with subsidized food or holders of the government scholarship, students with permanent residence in municipalities where average gross salary index per inhabitant is lower than 85 (source: [https:// pxweb.stat.si/SiStatData/pxweb/sl/Data/-/2640010S.px/table/tableViewLayout2/](https://pxweb.stat.si/SiStatData/pxweb/sl/Data/-/2640010S.px/table/tableViewLayout2/) , for data available for the last available year).

8. Geographical barriers

Geographical barriers of participants, such as long distance from crucial institutions, with limited public transport and poor infrastructure.

IMPLEMENTATION OF EQUITY AND INCLUSION STRATEGY

1. Informing students about inclusion:

- at informative events, planned at least twice a year,
- in the framework of individual interviews which take place in the process of planning the mobility, after a student submits the application for Erasmus+ mobility,
- after signing the mobility agreement or for the purpose and before preparing the financial agreement, in writing via email,
- testimonials of students who have attended the mobility on social media, webpage, in the framework of informative and dissemination events, and on individual level,
- dissemination events or reports after the mobility.

Students can find information about equity and inclusion, along with eligibility criteria on AMEU Erasmus+ webpage.

For incoming students AMEU has a system of tutors who provide students with academic and socio-cultural assistance, such as help with integration, social activities, individual support, etc.

2. Availability and consultations of the international office

The international office is committed to offer support students at any time:

- emails being answered within 24 hours,
 - students receive a phone number of the Erasmus+ coordinator for immediate assistance and advice,
 - focused group counseling before the mobility (depending on the type of mobility, time and students).
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