

Networking to Promote **Inclusion**
and Diversity in Erasmus+ VET
Mobility and Partnerships



Erasmus+
Arricchisce la vita, apre la mente.



“Networking to Promote Inclusion and Diversity in Erasmus+ VET Mobility and Partnerships”

Inclusion and Erasmus+

PAUL GUEST - ORIENTRA

June 24-26

Hotel Quirinale, Via Nazionale, 7 – Roma



Paul - Orientra

Why Me



Inclusion and Erasmus+

WHO WHY WHAT

WHEN HOW



Quick Question

Scan QR Code
or enter code at
[Slido.com \(#3586 860\)](https://www.slido.com/join/default.aspx?code=#3586860)

WELCOME
TO THE
FUTURE

A Car is Just a Car... Right?





Framework of Inclusion Measures for Erasmus and ESC (2021-2027)

Programmes should be accessible for all... leaving no one behind...
citing **FOUR** specific objectives:

[a] **mainstreaming inclusion and diversity** as a cross-cutting priority and guiding principle;

[b] ensuring the offer of **inclusive features and mechanisms** within the Erasmus+ programme design and budget and ensuring a focus on inclusion and diversity at all stages of programme management;

[c] establishing a **common understanding** of those who may be considered as persons with fewer opportunities and fostering a **positive approach** to diversity;

[d] **supporting beneficiary organisations** in establishing more high-quality projects that address inclusion and diversity, and in designing and implementing projects in a more inclusive and diverse manner.

The primary goal and purpose of this event.





Inclusion and Diversity Strategy for Erasmus and ESC

Highlights increasingly diverse societies - including cultures, abilities, social groups, sexualities, political opinions, identities and education, training and literacy levels - and a need to learn to navigate diversity and to create inclusive and cohesive societal systems and educational opportunities.

Defines persons with fewer opportunities, in Erasmus+ and ESC context, as:

“persons who for economic, social, cultural, geographical or health reasons, due to their migrant background, or for reasons such as disability or educational difficulties or for any other reason, including a reason that could give rise to discrimination under Article 21 of the Charter of Fundamental Rights of the European Union, face obstacles that prevent them from having effective access to opportunities”

Categorises potential barriers to accessibility and outreach, recognising that barriers can be stand-alone or be a combination of multiple factors.

BARRIERS TO ACCESSIBILITY AND OUTREACH

DISABILITIES

Includes physical, mental, intellectual or sensory impairments which might hinder full and effective participation in society on the same footing as others.

HEALTH PROBLEMS

Includes barriers that might result from health issues including severe illnesses, chronic diseases and/or other physical or mental health-related situations that prevent participation.

BARRIERS LINKED TO EDUCATION AND TRAINING SYSTEMS

Includes barriers which might emerge among those struggling to perform in education and training systems for one or more reasons, including early leavers from education and training, NEETs (people not in education, employment or training) and low-skilled adults. Although other factors can play a role, including personal circumstances, these barriers are mostly considered to be a result of educational systems where structural limitations exist or which do not fully take into account the needs of the individual, which can also include curricular structures which make learning mobility abroad difficult.

CULTURAL DIFFERENCES

Whilst cultural differences can present barriers for all people, they can particularly affect persons with fewer opportunities. For example, cultural differences might represent a more significant barrier to learning for people with a migrant or refugee background, especially newly-arrived migrants, as well as people belonging to a national or ethnic minority, sign language users, and/or people with linguistic adaptation and cultural inclusion difficulties. Being exposed to foreign languages and cultural differences when taking part in Erasmus+ programme activities might prevent potential participants from applying (entry barrier) and/or might limit the benefits of participation.

SOCIAL BARRIERS

Social adjustment difficulties such as limited social competences, anti-social or high-risk behaviours, (former) offenders, (former) drug or alcohol abusers, or social marginalisation can represent a barrier to participation. Other social barriers can stem from family circumstances or histories - for instance, being the first in the family to access higher education; being a parent, single parent, caregiver, breadwinner or orphan; or having lived (or currently living) in institutional care.

ECONOMIC BARRIERS

Economic disadvantages can also represent potential barriers, such as a low standard of living, low income, learners who need to work to support themselves, dependence on the social welfare system, long-term unemployment, financially-precarious situations or poverty, or being homeless.

BARRIERS LINKED TO DISCRIMINATION

Barriers can occur as a result of discrimination linked to gender (gender identity, gender expression, etc.), age, ethnicity, religion, beliefs, sexual orientation, disability, or can be intersectional (i.e. a combination of one or several of the aforementioned barriers).

GEOGRAPHICAL BARRIERS

Living in remote or rural areas, in small island communities, in peripheral or outermost regions, in urban suburbs, in less serviced areas (e.g. limited transport facilities) or less developed regions and countries might also constitute a barrier to participation.



Expanded Scope and Common Understanding





Bigger Picture for Europe

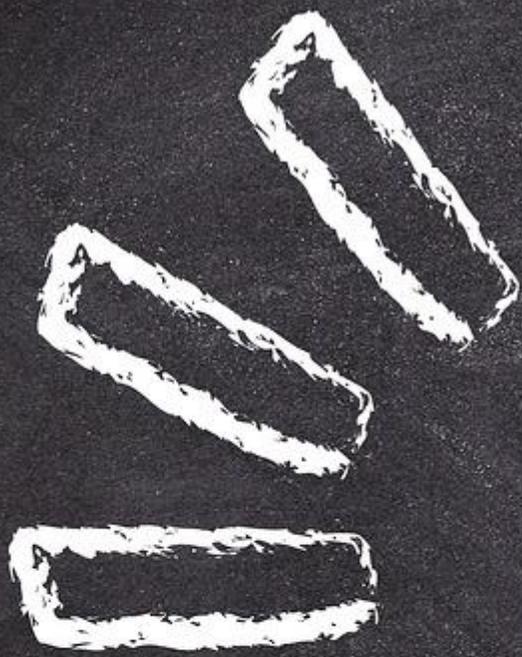
“It is the moment to show to the young generation that we can build a continent where you can be who you are, love who you want, and aim as high as you want”

Ursula von der Leyen, State of the Union Speech (2023)

- **LGBTIQ Equality Strategy 2020-2025**
- **Gender Equality Strategy 2020-2025**
- **Strategy for the Rights of Persons with Disabilities 2021-2030**
- **EU Anti-racism Action Plan 2020-2025**
- **EU Roma strategic framework for equality, inclusion, and participation 2020-2030**

2024

UPDATE



European Values

Human Dignity

Freedom

Democracy

Equality

Rule of Law

Human Rights

and Fighting Discrimination



UN Sustainable Development Goals

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



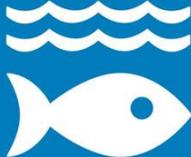
12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS



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Expanded Scope and Common Understanding

Erasmus+ Panoramic View





EUROPEAN UNION

Erasmus+

Enriching lives, opening minds.

General Objective

“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”

Contributes to the Achievement of Higher-level Policy Objectives and Priorities



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Horizontal Objectives

- Access and Inclusion
- Green Transition
- Digital Transformation
- Democratic Participation

- Resilience and Recovery
- Responsiveness 



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Three Key Actions

Key Action 1

- Learning Mobility of Individuals

Key Action 2

- Cooperation Among Organisations and Institutions

Key Action 3

- Support to Policy Development and Cooperation

Inclusion and Erasmus+

Key Action 1



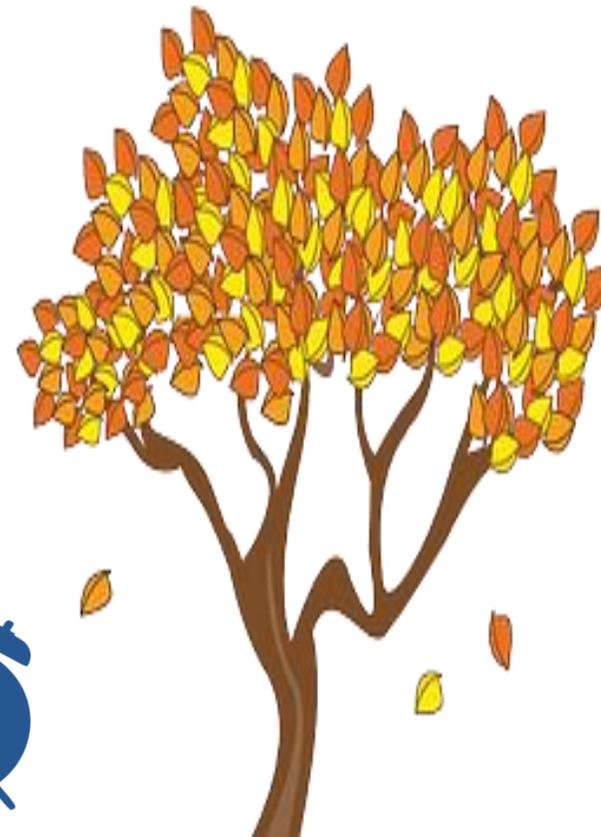
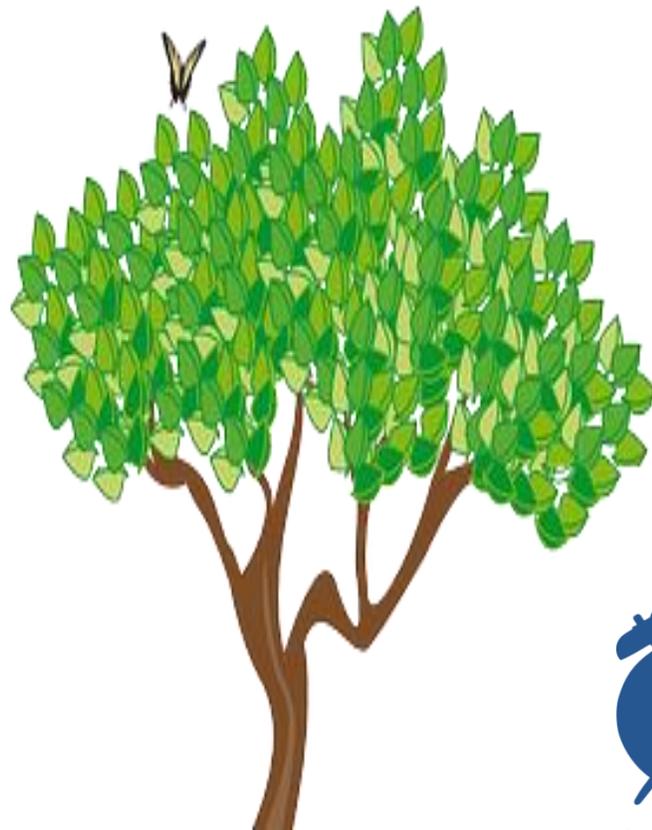
EUROPEAN UNION

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Inclusion Tree

Strong Roots and Growth Areas

Inclusion and
Diversity
STRENGTHS



Inclusion and
Diversity
GROWTH AREAS

BEFORE MOBILITY

- all-party/all **stakeholder engagement**;
- accessing inclusion financing;
- **shorter-mobility duration** - as needed;
- targeted promotion and awareness-raising;
- targeted selection and engagement;
- setting **targets for engagement** of PwFO or persons with specific or additional needs;
- use of **additional selection criteria** for PwFO;
- additional support for PwFO;
- engagement of internal/external APs;
- asking PwFO re; additional support needs;
- ensuring **suitability of host institutions** (school/institution; workplace; accommodation);
- use of preparatory visits (as needed);
- **adapting learning programme** (as needed);
- dedicated support services and staff;
- alignment of Erasmus+ mobility with school/institution inclusion strategy;
- targeted/additional risk assessments;
- **engaging families and responsible adults**;
- ensuring equal access to language and cultural preparation activities;
- additional support for reporting and documentation of learning achievement;
- **removing unnecessary participation barriers** (e.g. reciprocal mobility requirement);
- considering all aspects of possible disadvantage, including socio-economic.

DURING MOBILITY

- trained and informed mentors/hosts/APs;
- **accessible venues**;
- accessible, inclusive and thoughtful accommodation;
- continuous support/periodic reviews;
- inclusive extra-curricular activities;
- **inclusive induction and welcome events**;
- accessible and inclusive communications tools (i.e. not only smartphones);
- tailored learning activities;
- risk assessment in host country;
- **multicultural and inclusive host families**;
- active and responsive monitoring;
- embedding activities which highlight and promote inclusion and diversity in mobility.

AFTER MOBILITY

- support for re-integration after mobility period abroad (classroom and home life);
- **feedback from PwFO** to help to improve inclusion and diversity actions;
- analysing successes among PwFO specifically;
- **promoting engagement of PwFO** and highlighting specific successes (without branding or labelling participants);
- active and inclusive dissemination (focus; content; tools and platforms);
- evidencing and reporting costs related to facilitating inclusion;
- **inclusive evaluation tools and techniques**;
- inclusive and supportive mechanisms for documenting learning achievement;
- acknowledge all learning achievement, including soft/transversal skills;
- recognising the role and contribution of key support actors (host institutions; APs).

**Overall
Commitment**



**Insight and
Detail**

Get the Balance Right

Real Feedback Example



“Plans for recruitment and selection are outlined and it is positive to see targets set for engaging learners with fewer opportunities and additional needs”

“However, no real insight is given into specific actions that might be adopted as a means of supporting learners with fewer opportunities to engage with future mobility programmes, which is a definite shortcoming”



Assessors Know What to Look For



Tell Them What
They Need to Know

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Key Action 2



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Institutional Inclusion

KA210

Small Scale Partnerships

KA220

Cooperation Partnerships

Strategic Inclusion

HORIZONTAL PRIORITIES

Inclusion and Diversity
Digital and Green Transition
Active and Democratic
Participation

FIELD-SPECIFIC PRIORITIES

Flexible VET and Learning Accumulation
Quality and Innovation in VET
Attractiveness of VET
Response to War in Ukraine

KA2 Projects and Inclusion

Is it really
that different
from KA1?

PROBABLY

KA2 Projects and Inclusion

RELEVANCE

Who are the BENEFICIARIES, how do they align with your daily work and what development needs exist?

DESIGN

Which BENEFICIARY GROUPS will you engage, when, how, and with what overall purpose?

PARTNERSHIP

Are there clear pathways for partners to access and engage PRIMARY AND SECONDARY BENEFICIARIES?

IMPACT

What outcomes and impact are expected for PRIMARY AND SECONDARY BENEFICIARIES... and what measures are foreseen?

Many of the points raised are not limited to projects addressing INCLUSION AND DIVERSITY but are especially important to consider when working with beneficiaries with specific or additional needs.

Inclusion and Erasmus+

Three Specific Themes for this Event

KA1

VET Mobility for
Learners with
Cognitive, Sensory and
Physical Disabilities

KA2

Inclusion of Refugees in
VET Programmes and
Practices - Special Focus
on Ukraine

KA1-KA2

Making Digital Transition
Inclusive (confidence,
skills, connectivity and
accessibility)



Networking to Promote **Inclusion**
and Diversity in Erasmus+ VET
Mobility and Partnerships



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Thank you for listening



www.linkedin.com/in/orientra-guest