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

Inclusion and Erasmus+

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Why Me

30+ YEARS
Inclusion and Erasmus+

WHO

WHY

WHAT

WHEN

HOW
Quick Question

Scan QR Code or enter code at Slido.com (#3586 860)
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
European Values

Human Dignity
Freedom
Democracy
Equality
Rule of Law
Human Rights

and Fighting Discrimination
Expanded Scope and Common Understanding
“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
Access and Inclusion
Green Transition
Digital Transformation
Democratic Participation
Resilience and Recovery
Responsiveness
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
Inclusion Tree

Strong Roots and Growth Areas

Inclusion and Diversity
STRENGTHS

Inclusion and Diversity
GROWTH AREAS
## Digital Survey 2023

<table>
<thead>
<tr>
<th>Before Mobility</th>
<th>During Mobility</th>
<th>After Mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>• all-party/all stakeholder engagement;</td>
<td>• trained and informed mentors/hosts/APs;</td>
<td>• support for re-integration after mobility period abroad (classroom and home life);</td>
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<tr>
<td>• accessing inclusion financing;</td>
<td>• accessible venues;</td>
<td>• feedback from PwFO to help to improve inclusion and diversity actions;</td>
</tr>
<tr>
<td>• shorter-mobility duration - as needed;</td>
<td>• accessible, inclusive and thoughtful accommodation;</td>
<td>• analysing successes among PwFO specifically;</td>
</tr>
<tr>
<td>• targeted promotion and awareness-raising;</td>
<td>• continuous support/periodic reviews;</td>
<td>• promoting engagement of PwFO and highlighting specific successes (without branding or labelling participants);</td>
</tr>
<tr>
<td>• targeted selection and engagement;</td>
<td>• inclusive extra-curricular activities;</td>
<td>• active and inclusive dissemination (focus; content; tools and platforms);</td>
</tr>
<tr>
<td>• setting targets for engagement of PwFO or persons with specific or additional needs;</td>
<td>• inclusive induction and welcome events;</td>
<td>• evidencing and reporting costs related to facilitating inclusion;</td>
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<tr>
<td>• use of additional selection criteria for PwFO;</td>
<td>• accessible and inclusive communications tools (i.e. not only smartphones);</td>
<td>• inclusive evaluation tools and techniques;</td>
</tr>
<tr>
<td>• additional support for PwFO;</td>
<td>• tailored learning activities;</td>
<td>• inclusive and supportive mechanisms for documenting learning achievement;</td>
</tr>
<tr>
<td>• engagement of internal/external APs;</td>
<td>• risk assessment in host country;</td>
<td>• acknowledge all learning achievement, including soft/transversal skills;</td>
</tr>
<tr>
<td>• asking PwFO re; additional support needs;</td>
<td>• multicultural and inclusive host families;</td>
<td>• recognising the role and contribution of key support actors (host institutions; APs).</td>
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<tr>
<td>• ensuring suitability of host institutions (school/institution; workplace; accommodation);</td>
<td>• active and responsive monitoring;</td>
<td>• engaging families and responsible adults;</td>
</tr>
<tr>
<td>• use of preparatory visits (as needed);</td>
<td>• embedding activities which highlight and promote inclusion and diversity in mobility.</td>
<td>• alignment of Erasmus+ mobility with school/institution inclusion strategy;</td>
</tr>
<tr>
<td>• adapting learning programme (as needed);</td>
<td>• risk assessment in host country;</td>
<td>• targeted/additional risk assessments;</td>
</tr>
<tr>
<td>• dedicated support services and staff;</td>
<td>• multicultural and inclusive host families;</td>
<td>• ensuring equal access to language and cultural preparation activities;</td>
</tr>
<tr>
<td>• alignment of Erasmus+ mobility with school/institution inclusion strategy;</td>
<td>• active and responsive monitoring;</td>
<td>• additional support for reporting and documentation of learning achievement;</td>
</tr>
<tr>
<td>• targeted/additional risk assessments;</td>
<td>• embedding activities which highlight and promote inclusion and diversity in mobility.</td>
<td>• removing unnecessary participation barriers (e.g. reciprocal mobility requirement);</td>
</tr>
<tr>
<td>• engaging families and responsible adults;</td>
<td>• risk assessment in host country;</td>
<td>• considering all aspects of possible disadvantage, including socio-economic.</td>
</tr>
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</table>
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
Inclusion and Erasmus+
Key Action 2
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
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)
Thank you for listening