

Vključi (v)se v Erasmus+



SALTO ter druga
orodja in gradiva v
podporo
uresničevanju
prednostni nalogi
„VKLJUČEVANJE IN
RAZNOLIKOST“

CMEPIUS Zoom, 15. 5. 2025

Ivana Majcen

Erasmus+

Bogati življenja, širi obzorja.

Prečne prioritete programa Erasmus +

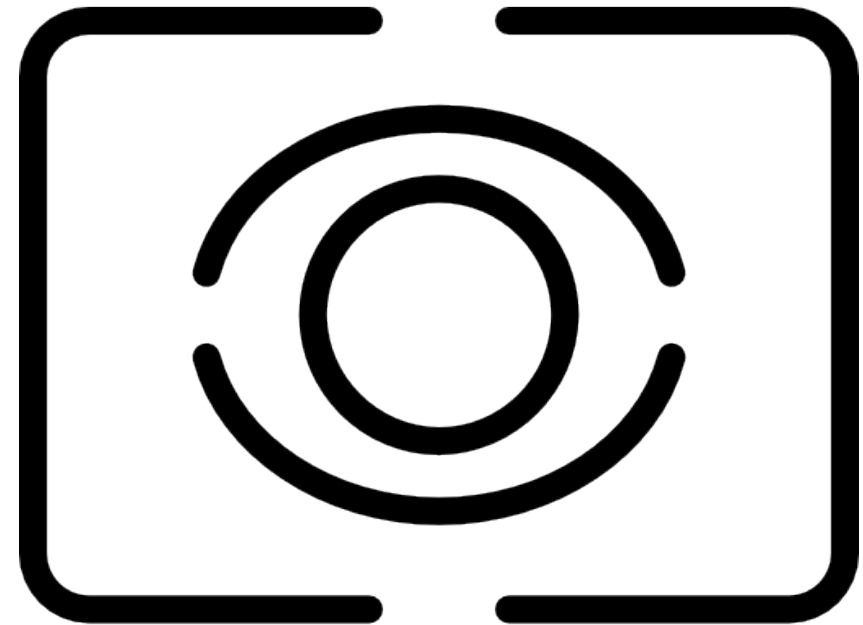
Okoljska trajnostnost

DIGITALNA RAZSEŽNOST

Participacija in aktivno državljanstvo

VKLJUČEVANJE IN RAZNOLIKOST (I&D)

(medsektorska delovna skupina s sedmimi članicami)



Vir: Freepik



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CILJI CENTRA (vezani na vključevanje in raznolikost)

- Zaposleni v Centru so informirani o prednostni nalogi in konceptih: pravičnosti, inkluzivnosti, predsodkih.
- Informiranje in spodbujanje prijaviteljev (in koordinatorjev) o možnostih vključitve udeležencev z manj priložnostmi v program ERASMUS+.

POVEČAN DELEŽ UDELEŽENCEV Z „MANJ PRILOŽNOSTMI“ V PROGRAMU ERASMUS+
(vsebinsko naslavljanje „manj priložnosti“;
kakovostnejše, bolj inkluzivno okolje za vse ...)



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EU Strategija vključevanja in raznolikosti (2021)

Strategija vključevanja in raznolikosti 2021, ki je del programa Erasmus+, izpostavlja več vrst ovir, s katerimi se soočajo posamezniki z manj priložnostmi pri vključevanju v izobraževalne in mladinske programe. Te ovire so razvrščene v naslednje kategorije:

1. **Invalidnost:** Vključuje mlade z motnjami v duševnem, telesnem, čutilnem ali drugem razvoju.
2. **Zdravstvene težave:** Mladi z dolgotrajnimi zdravstvenimi težavami, hudimi ali duševnimi boleznimi.
3. **Težave pri izobraževanju:** Mladi s težavami pri učenju, tisti, ki predčasno zapustijo izobraževanje, osebe z nizkimi kvalifikacijami ali slabim šolskim uspehom.
4. **Kulturne razlike:** Priseljenci, begunci ali potomci priseljenih ali begunskih družin, osebe, ki pripadajo narodnostni ali etnični manjšini, ter osebe s težavami pri jezikovnem prilagajanju ali kulturnem vključevanju.
5. **Ekonomske ovire:** Mladi z nizkim življenjskim standardom, nizkimi prihodki, prejemniki socialne pomoči, dolgotrajno brezposelni, revni, brezdomci ali tisti z dolgovnimi in finančnimi težavami.
6. **Družbene ovire:** Osebe, diskriminirane na podlagi spola, starosti, etnične pripadnosti, vere, spolne usmerjenosti, invalidnosti itd.; osebe z omejenimi družbenimi spretnostmi, asocialnim ali tveganim vedenjem; mladi v negotovem položaju; (nekdanji) storilci kaznivih dejanj, (nekdanji) uživalci drog ali alkohola; mladi starši in/ali samohranilci; sirote.
7. **Geografske ovire:** Mladi iz oddaljenih ali podeželskih območij, majhnih otokov, obrobni regij, problematičnih mestnih območij ali območij z manj storitvami (omejen javni prevoz, majhno število objektov).
8. **Ovire, povezane z diskriminacijo:** Diskriminacije zaradi spola, starosti, etnične pripadnosti, religije, prepričanj, spolne usmerjenosti, invalidnosti ali kombinacije teh dejavnikov.
9. **OTHER**



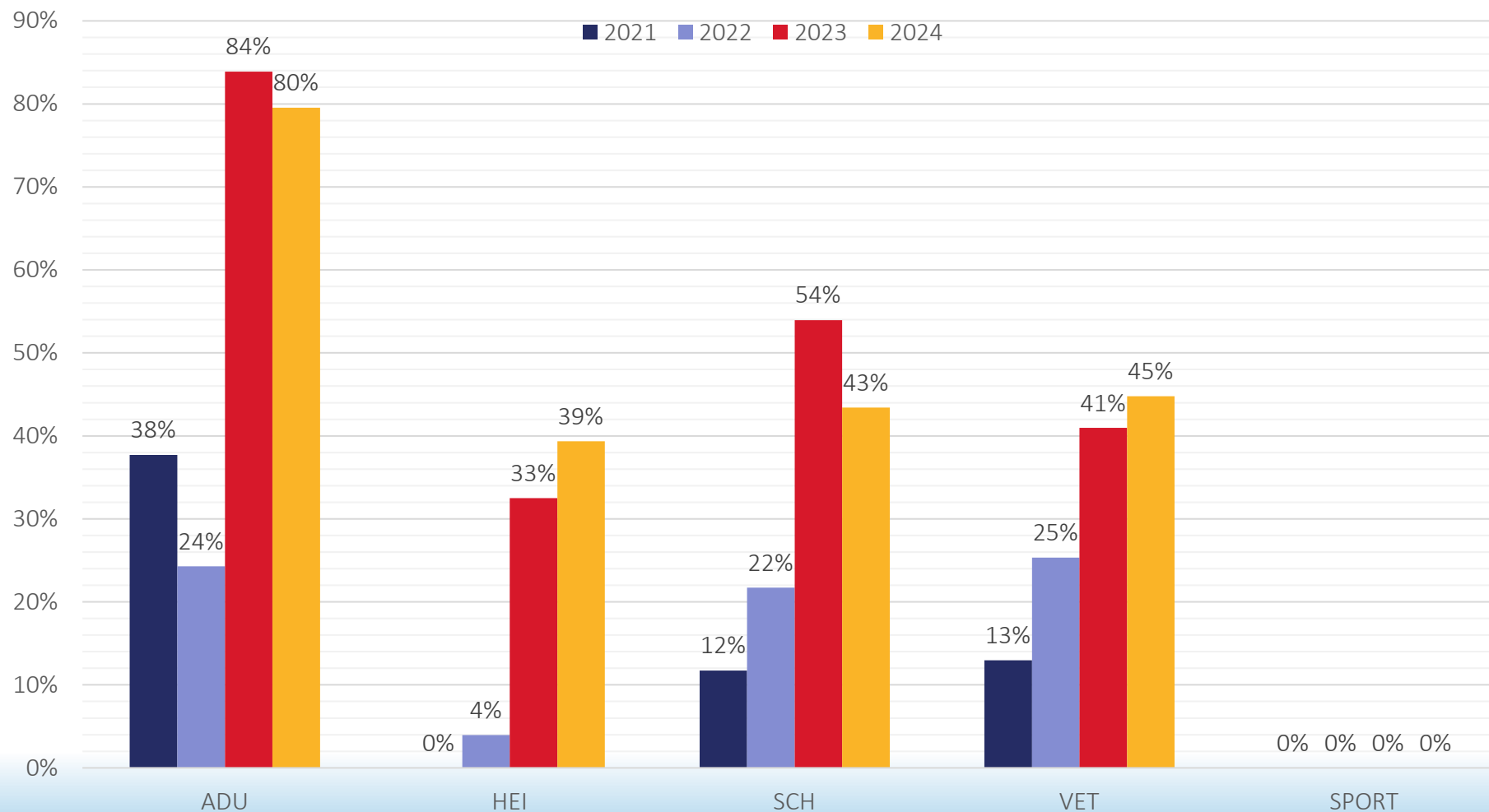
Strategija (Evropska komisija, 2021) poudarja pomen individualnega pristopa k udeležencem in razumevanje njihovega osebnega konteksta za učinkovito prepoznavanje in odpravljanje teh ovir.



spodbuja institucije k vključujočim/ inkluzivnim pristopom v vseh fazah projektov ter k oblikovanju internih strateških ciljev in pristopov za podporo vključevanju in raznolikosti.



Deleži učečih se z manj priložnostmi v akciji KA1



AKCIJSKI NAČRTI PO POSAMEZNIH SEKTORJIH

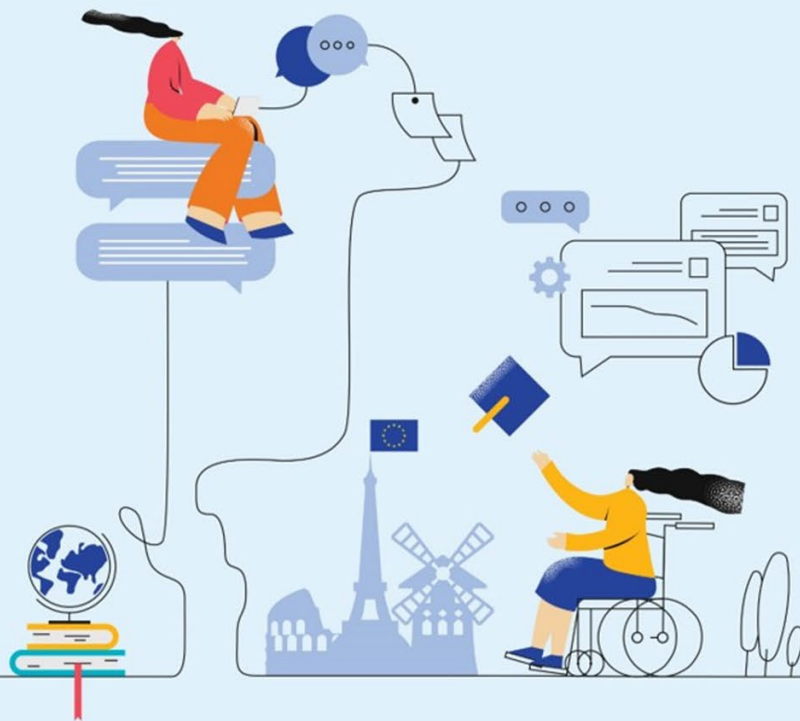
- Strategija z osrednjim ciljem: Erasmus+ za vse.
- Usposabljanja in izobraževanja za zaposlene na CMEPIUS.
- Spletni dogodki Vključi (v)se v Erasmus+.
- Delavnice na “kick-off” srečanjih za pogodbenike na vseh področjih (ADU, HEI, VET, SCH).
- Podpora pogodbenikom pri „kategorizaciji“ udeležencev z manj priložnostmi in **upravičevanju organizacijske podpore za udeležence z manj priložnostmi.**
- Ankete, fokusne skupine, spremljanja.
- Prevod Indeksa Inkluzivnosti (Booth in Ainschow, 2025).
- Ozaveščanje, informiranje preko strokovnih in znanstvenih prispevkov.
- Sodelovanje s SALTOM.



SALTO

=

Support, Advanced Learning and Training Opportunities



Podporna gradiva in orodja SALTO

- **CLUE+** CLUE - InCLUusive Erasmus+ tool! - SALTO Inclusion Education
 - **Erasmus+ Inclusion mobility scan:** <https://inclusiontool.nl/>
 - **Erasmus+ GRANT SIMULATOR** <https://erasmusgeneration.org/grant-simulator>
 - **Planning of inclusive events:** <https://saltoinclusion.eu/planning-of-inclusive-events/>
 - **ID Temperature check** [SALTO-YOUTH - ID Temperature Check Tool](#)
 - [SALTO - WATCH IT! - Web Accessibility Tool and Checklist: Implementation and Tips](#)
-
- **I care. Mantas story.** [Inclusion in my organisation: the present and a vision for the future.](#)
 - **Inclusion communication manual.** https://saltoinclusion.eu/wp-content/uploads/2023/05/ESN_Inclusive_Communication_Manual-1.pdf
 - **A foreign experience for everyone.** <https://saltoinclusion.eu/wp-content/uploads/2024/10/SALTO-How-to-include-participants.pdf>



Tools - SALTO Inclusion Education



[About](#) [Get Involved](#) [Resources](#) [Get Inspired](#) [News](#) [FAQ](#) [Contact](#)

RESOURCES

[Guidelines](#)

[Reports](#)

[Policy Documents](#)

[Tools](#)

[NA Corner](#)

Tools

Explore a number of useful resources that have been developed over the years to help improve the quality of Erasmus+ projects!



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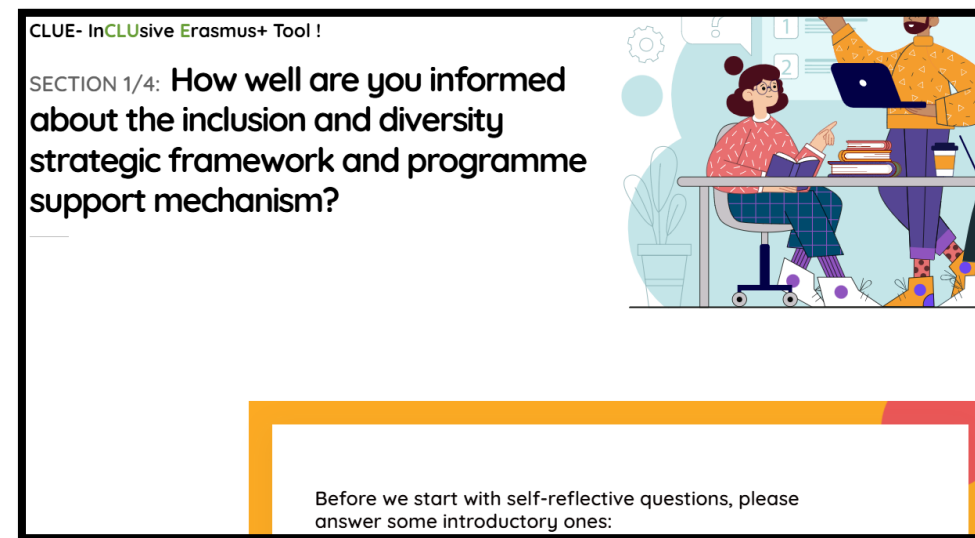
Erasmus+

Bogati življenja, širi obzorja.

CLUE - InCLUusive Erasmus+ tool! - SALTO Inclusion Education

Welcome to the CLUE- InCLUusive Erasmus+ tool !

This tool has been designed for schools within the fields of school education (SCH) and vocational education and training (VET) seeking to strengthen their inclusive pedagogical practices through Erasmus+ projects.



1. How well are you informed about the inclusion and diversity strategic framework and programme support mechanisms?
2. Is your Erasmus+ project welcoming?
3. Is your Erasmus+ project designed and implemented to support inclusion and diversity?
4. Are you an inclusive Erasmus+ coordinator?



Some progress is visible, but room for growth and enhancement remains. Please find some CLUES that aim to build on your existing practices while addressing areas that could benefit from further development to enhance inclusivity and effectiveness in your Erasmus+ projects:

- While you may be providing some opportunities for learners to express their uniqueness, consider broadening these opportunities to better align with project objectives and accommodate a wider range of strengths and perspectives.
- Review and update project materials to more comprehensively reflect the diverse backgrounds and experiences of staff and learners. This could involve gathering feedback from a wider range of participants.
- Strengthen efforts to promote collegiality and solidarity among project participants by incorporating more collaborative activities and creating spaces for shared experiences and support.
- Reassess your selection criteria for mobility participation to ensure they are inclusive of all learners. Consider including criteria that focus on diverse needs and potential contributions rather than just traditional measures like grades or behaviour. Enhance learner involvement in drafting selection criteria by creating structured opportunities for their input and feedback. This can help ensure that the criteria are fair and reflective of diverse needs.
- Build on current efforts by providing more avenues for learners to shape various aspects of the project, including planning, evaluation, and promotion. This helps increase their engagement and investment in the project.
- Evaluate and potentially increase the use of assistive technologies to better support learners with diverse needs. Consider providing additional training or resources to ensure these tools are effectively utilized.
- Continue to actively work on avoiding stereotypical roles in project implementation. Regularly review practices to ensure they align with principles of equality and respect for all individuals.
- Foster more frequent and effective collaboration among Erasmus+ coordinators, staff, and leadership to ensure a unified approach to addressing inclusion and diversity in mobilities.
- Look for opportunities to better utilize both internal and external resources to support and enhance inclusion and diversity efforts within the school or organisation.
- Explore additional specific measures to support staff and learners before, during, and after the project. This could include offering more comprehensive support services or resources to address any identified needs.

Thank you for your efforts!

SALTO ID ET & CMEPIUS

Krepi tudi zavedanje, da je inkluzivnost proces in ne dokončno stanje....



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The aim of this tool is to help schools implementing the Erasmus+ programme to:

- identify their inclusive culture and practices;
- recognise challenges and reduce barriers related to achieving inclusion and diversity;
- determine priorities for change and integrate them into their practices;
- enhance the inclusivity of their Erasmus+ projects.

The tool consists of four comprehensive sections. The first section helps organisations reflect on their knowledge of the strategic framework and Erasmus+ programme opportunities related to inclusion and diversity, while the remaining three sections offer a holistic perspective on the inclusivity of their organisation through self-reflective questions:

1. How well are you informed about the inclusion and diversity strategic framework and programme support mechanisms?
2. Is your Erasmus+ project welcoming?
3. Is your Erasmus+ project designed and implemented to support inclusion and diversity?
4. Are you an inclusive Erasmus+ coordinator?

When you complete the tool, you can generate the results that contain CLUES – recommendations designed to help you improve. Would you like to assess the inclusivity of your work in the Erasmus+ programme? Please respond to the following set of questions. Keep in mind that your answers will be ranked and can indicate:



<https://inclusiontool.nl/>

Erasmus+ Mobility Inclusion Scan

This tool, developed by the [Dutch National Agency of Erasmus+](#), serves as a self-evaluation instrument, designed to promote reflection on inclusion in Erasmus+ mobilities. It is specifically tailored for institutions and organisations implementing Erasmus+ programme in the field of Higher Education (HE).

If you're looking to **enhance inclusion in your mobilities by consulting an expert**, explore how you can get started through the link below!

Find out more about consultations!

Link to tool

Scan

The self-assessment consists of 15 sets of statements divided into five topics: strategy, information and education, selection and preparation, implementation of inclusion support measures, and evaluation and dissemination. Please read all statements carefully and select the one that best describes your institutional situation. All questions are mandatory. Each set of statements has a certain order, ranging from left to right (explanation follows below). There are no right or wrong answers. The scan serves as a tool to reflect on the state of affairs - and to start a conversation - within your organisation. Please complete the scan based on the level of the organisation that you are familiar with. Take this into account when discussing the results with other people from your organisation. You can easily edit previous choices.

Results

At the end your results will be visualised in a spider web chart. You will receive all the statements that you have chosen per topic. The added colours indicate the current state of affairs.

Baseline situation

There is no or negative attention to this topic within the organisation.

Output

There is initial response to policy decisions or project outputs.

Outcome

The organisation is committed to change and there are signs of learning processes.

Impact

The organisation serves as an example of active inclusion policy and is proud to share this with others.

Start →



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Extra resources

Make a selection:



Option 1

No extra resources such as time, financing and staff have been allocated to the promotion and implementation of inclusive mobilities.



Option 2

Some extra resources such as time, financing and staff have been allocated to the promotion and implementation of inclusive mobilities (to comply with external demands/requirements from Erasmus+).



Option 3

Extra resources such as time, financing and staff have been allocated to make inclusive mobilities possible on a structural basis. The organisation trains staff on inclusive mobilities.



Option 4

Resources for inclusive mobilities, such as time, financing and staff are allocated on a planned and yearly basis. These resources are shared and evaluated with other organisations and stakeholders at a national and international level.

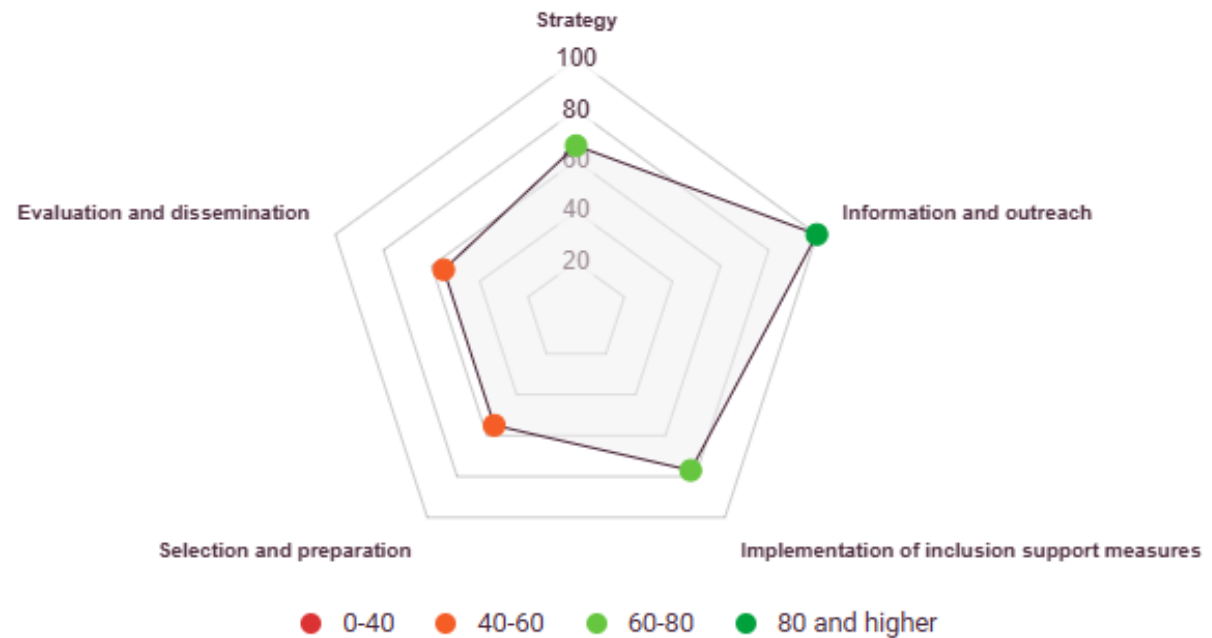


Your results

Ivana

CMEPIUS
coordinator

[Download results as PDF](#)



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Erasmus+ Grant Simulator

This tool simulates the potential grant that student or intern can receive. The estimate is based on the mobility type, duration and location of the mobility, person with fewer opportunities status and green travel. The tool is part of The Erasmus Generation Portal developed by the Erasmus Student Network (ESN) and it is based on Erasmus+ Programme Guide.

Link to tool

Erasmus Generation Portal

CountriesMobility programmesTestimonialsSimulate your grantTravel green

RESULTS

The estimated amount for your mobility is: 2329€.

Summary
You have selected to go on a long term mobility for **61 days**.
Your country of origin is **Slovenia**. Your country of destination is **Belgium (Flemish Community)**.
Your mobility dates are **01/10/2025 to 01/12/2025**.

	Base rate and frequency	Duration	Total
Grant from Slovenia to Belgium (Flemish Community)	606€ / month	2 months 1 days	1232€
Top-up for fewer opportunities	250€ / month	2 months 1 days	508€
Additional travel support days for green travel	29€ / day	6 days max.	171€
Top-up for travel support based on the distance (500 - 1999 km, green travel)	417€	One time only	417€
Total Simulated Erasmus+ Grant			2329€

Remarks
Please note that the rates for the academic year matching your period were not available. We have used the rates of the academic year 2024 instead.




This tool will allow you to make a simulation of your Erasmus+ Grant.

You will receive **an estimate based on your mobility type, duration and location**. We take it as closely as possible to reality.

The simulation will give you an estimate based on general European wide rules based on the E

Choose your mobility type: *

- ☐ I will study
- ☐ I will do an internship

 Find out more about an Eras

TOP UPS: INCLUSION

The Erasmus+ programme foresees top-ups for people to ensure inclusion of students with fewer opportunities.


Are you a student with fewer opportunities? to make mobility opportunities more accessible for all; students with fewer opportunities are eligible for a top-up of 250 EUR per month for long term mobilities and up to 100 or 150 EUR for short term mobilities.


Europe is a very diverse continent; each country has its own rules on which groups are considered young people with fewer opportunities - discuss with your university if you could be eligible for this top-up for young people with fewer opportunities and which documents you might need to provide as proof of your eligibility.

☐ I consider myself a young person with fewer opportunities

The criteria to be applied are defined at national level by the National Agencies in agreement with National Authorities.

Top-up applicable to mobilities on certain destinations only.

 Visit inclusivemobility.eu to double check which students are considered students with fewer opportunities according to your National Agency and/or University.

 The Erasmus+ National Agencies and Higher Education Institutions are responsible for the definition of the exact criteria, in line with the Erasmus+ Inclusion and Diversity strategy of Erasmus+.

Calculate your grant



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Planning of Inclusive Events

This tool provides guidelines on what to consider when organizing event that is open to everyone. The aim of the tool is also to raise awareness of diversity of people's needs in general, not only of the needs mentioned in the tool. Besides general guidelines, tool covers specific guidelines for people with different disabilities and challenges. It contains 3 parts: before, during and after the event.

[Link to tool](#)



Many barriers and difficulties are internal and may not be immediately noticeable. Some of them are not easily categorised, making it difficult to provide specific guidelines (e.g., specific health conditions or sound and light sensitivity). That's why it's important to individually check with each participant about their needs to ensure their comfort during the event!



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**Before
the Event**



**During
the Event**



**After
the Event**



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Registration

- use online registration forms that are accessible and compatible with assistive technologies (for example, Microsoft or Google Forms)
- include an open-answer field in the registration form for participants to communicate specific needs or difficulties (e.g., dietary needs, transportation requirements, interpretation services, accessible parking etc.)

Programme

- make sure breaks are at least 15 minutes long
- individual sessions should not last longer than 90 minutes
- if there is an evening programme, make sure that 8 hours of rest is still possible
- plan sufficient time for discussion, questions and interpretation

Materials and digital content

Venue

- ensure clear signage throughout the venue indicating the locations of toilets, doors, refreshments, exits and similar facilities (using text, symbols, Braille, etc.)
- signs should be written in accessible fonts, like font Arial, Tahoma, Calibri, Helvetica, Verdana, Times New Roman etc.
- provide seating during coffee breaks and lunches for individuals who cannot stand for an extended period
- whenever possible, go to the venue before the event and check if it is accessible

Venue

- ☐ Ensure clear signage throughout the venue indicating the locations of toilets, doors, refreshments, exits and similar facilities (using text, symbols, Braille, etc.)
- ☐ Signs should be written in accessible fonts, like font Arial, Tahoma, Calibri, Helvetica, Verdana, Times New Roman etc.
- ☐ Provide seating during coffee breaks and lunches for individuals who cannot stand for an extended period
- ☐ Whenever possible, go to the venue before the event and check if it is accessible



ID Temperature Check Tool

This tool help assess the inclusion and diversity efforts of your National Agency. It is accompanied by the profile and job description of the Inclusion & Diversity Officer. The tool was developed by SALTO Inclusion and Diversity (Youth).

Link to tool

Create Your Own Inclusion Strategy

We encourage NAs to develop their own national-level strategies to maximise the impact of their Inclusion work.

What is "strategy"? What is involved in developing a strategy specifically on inclusion? How do you know if your NA actually needs an inclusion strategy?

These and other questions are addressed in "Shaping Inclusion & Diversity", a practical booklet and podcast for NAs to approach inclusion in a strategic way, step-by-step. The booklet aims to make strategy development more attractive and accessible, not only in the field of inclusion but in almost any context.

- [Download the publication!](#)
- [Listen to the Shaping ID podcast on Spotify!](#)
- [Listen to the Shaping ID podcast on Apple!](#)
- [Listen to the Shaping ID podcast on Google!](#)



Further resources for successfully developing your own Inclusion strategy:

[Library of National/European ID Strategies](#) (NA user rights required)

[Shaping Inclusion & Diversity: Inclusion & Diversity Strategies for NAs](#) (Portugal, 2016)



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- [SALTO - WATCH IT! - Web Accessibility Tool and Checklist: Implementation and Tips](#)

Standardi dostopnosti

- Temelji na **smernicah WCAG 2.1 (Web Content Accessibility Guidelines)**.
- Tri ravni: **A (osnovna), AA (srednja), AAA (najvišja)**.
- Dokument se osredotoča na **raven AA**, ki je pogosto zakonsko zahtevana za javne spletne strani v EU.

Kontrolni seznam (checklist)

Seznam je razdeljen na **6 glavnih področij**:

1. Besedilo in vsebina
2. Struktura in navigacija
3. Slike in večpredstavnostne vsebine
4. Obrazci in interaktivnost
5. Oblikovanje in vizualna predstavitev
6. Tehnična skladnost in kompatibilnost



Za organizacije, ki želijo izboljšati svojo spletno prisotnost.
Za samooceno, brez potrebe po tehničnem predznanju.



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I care. Mantas story. Inclusion in my organisation: the present and a vision for the future

This publication reminds us that prioritising inclusion is not just an abstract goal, but also a practical action that we may take to contribute to the promotion of justice, solidarity and equality in our organisations, our work and our daily lives. This is a goal that anyone can achieve, following the recommendations and experiences shared in this publication made by the VET National Team from Lithuanian National Agency ([Education Exchanges Support Foundation](#)).

[Link to document](#)



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I care. Mantas story.

Inclusion in my organisation: the present and a vision for the future

Start →



- The number of pupils with individual learning needs participating in mobility project activities in vocational training institutions is low. **Encourage** these pupils to join mobility project activities and carry out mobility activities in foreign countries. You need to find trusted partners who already have experience of work with these pupils and together help them to overcome their fears and motivate them to develop a “yes, you can do it” attitude.

Olesia is a war refugee from Ukraine. She speaks only Ukrainian and Russian. Olesia learns Lithuanian and English, but still struggles to speak, read, write and understand these languages. To prevent this challenge from becoming a barrier to mobility, it is important to provide information in a language that is easy to understand and encourage the use of translation apps.



Marius needs to take his medication on time, but he often forgets. At home, his mother helps him to remember. To prevent this challenge as a barrier to mobility, reminders may be set on his phone or smartwatch to help him be independent during mobility. If it is too costly for Marius to purchase a smart device, funding may be available if the need is properly explained in the application.

Sandra does not orient herself with unfamiliar surroundings and is very scared of new places. But she learns quickly. Once she has walked a route once or twice, she can find her way around without help. To prevent this challenge from becoming a barrier to mobility, a targeted preparatory visit may be planned.

Rokas is learning programming. He is doing well. He would love to gain international mobility experience, but he doesn't expect to be able to do everything only with the help of a wheelchair. To ensure that this challenge does not become a barrier to mobility, it is possible to find a host organisation with a fully accessible environment. Also, if the need is properly explained in the application, there is a possibility to receive funding for a person who could accompany him on this mobility and for the transportation of the wheelchair.

Rasa lives in the countryside with her grandmother. The family is in dire need for money for even the most basic necessities. To ensure that this challenge does not become a barrier to mobility, with a proper explanation of the need in the application, funding is available to help Rasa to purchase travel essentials such as a suitcase, hygiene products, work clothes, etc.



Easy-to-understand language

Top tips for writing in easy-to-understand language:

- follow the principle “one paragraph, one thought”;
- choose easy-to-read fonts such as Arial, Tahoma, Verdana and at least 14 font size;
- choose one font and use it for the entire text in the document;
- it is not recommended to capitalise words;
- to highlight key information, such as chapter headings or individual words, bold them or use a larger font. Use the same highlighting technique for all parts of the text;
- various embellishments such as shadows, strikethroughs, colours, gradients, etc., are an additional load on the text and make it very difficult to read. They should be avoided;
- write numbers in figures, not in words;

Example of easy-to-understand language



Level 3 easy-to-understand language text



What is a vocational training mobility project?



It is learning in another country.



It is new knowledge, skills and experience.



This is an additional certificate of experience.



The project is open to:

- learners,
- teachers.



Duration of the project is from 6 to 8 months.



Travel and subsistence costs are covered by the project.



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Do your Traineeship in Finland with Erasmus+

Learners in initial and continuing vocational training programmes are invited to participate in the Erasmus+ KA1 mobility project. We also invite learners from the Gymnasium section who are studying a vocational module to join the activities.

Project costs are covered by the project No. 2023-1-LT01-KA121-VET-010101010101, it is possible to apply for inclusion funds.

The mobility visits will take place in May and June. The participants of mobility project will be accompanied on the visits by accompanying persons.

If you think you are brave enough to take part in an international project, please send your motivation letter and fill in the selection form, which you may obtain from the supervisor of your group. Do not forget to attach a copy of your identity document to the selection form.

PLEASE SUBMIT YOUR DOCUMENTS BY 12 APRIL.

For more information, please visit www.mokykla.lt or address by e-mail projektai@mokykla.lt

Try to use fewer technical terms to make the information more easily understandable for any student.

Consider whether it is truly necessary to include the project number. After all, this information doesn't mean much to students and only makes the content more complicated.

It's likely that students won't understand this term. It would be beneficial to provide more information.

Consider whether it's really necessary to require such a long list of documents. This can be intimidating for students, especially those with learning difficulties. Perhaps only a questionnaire might suffice. If documents are essential, they could be provided only by students who are selected to participate in the project, to make the process less daunting.

Don't forget the requirements for personal data protection!

Providing a phone number or office location would help in reaching more students.

Traineeship in Finland with Erasmus+



Who can participate?

Cook trainees in years 2-3 of the training programme.



How much does it cost?

All project costs are covered by the project funds:

- flight,
- insurance,
- accommodation,
- meals,
- cultural programme,
- work clothes.

If the learner's family experiences financial difficulties, for example if one parent is unemployed, the learner may receive an additional grant in the amount from EUR 100,00 to EUR 150,00.

When compiling texts for information dissemination, follow the recommendations for [easy-to-understand language](#).

The question-and-answer format is more easily understood by students.

Images and icons help to understand information more easily.

Present information in an easy-to-understand language, and include examples.

Inclusive Communication Manual

A practical guideline on how to
communicate inclusively with
international youth

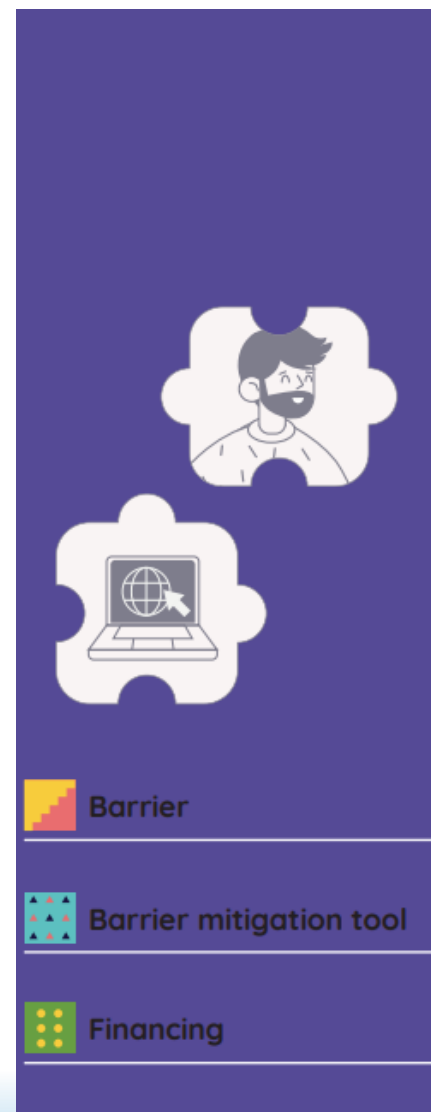
**"Minorities realize that media influence not only
how others view them, but even how they view
themselves."**

Carlos Cortes, Author

- Seznanjanje s spoštljivo komunikacijo;
- Soočanje s predsodki;
- Izzivi z GDPR;

**A child with disabilities
often spends hours being
taught how to interact
with others...**

**But why don't we spend
time teaching those
without disabilities how
to interact with them?**



Blended intensive programme

Josef is a Czech student, who studies at a technical university and at the same time works for a foreign private IT company based in Prague. He wouldn't want to lose his job, but he would love to go on Erasmus and experience studying abroad. However, going away for at least two months would mean losing his job at the IT company where he's currently working. A solution was found and he went on a two-week trip to a university in Berlin. He joined the students there, then completed the remaining part of the course and graduated online from the Czech Republic.

studying a specific field/studying and working at the same time/professional athletes, etc.

the possibility to go abroad for a shorter period and complete the rest of the activity online

Students receive standard grant according to the number of days spent abroad. Students are not entitled to financial support for online activity.



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Organizacijska podpora in TOP-UP

Organizacije iz področij SCH, VET, ADU za udeleženca z manj priložnostmi prejmejo:

A) Organizacijsko podporo 125 EUR/ udeleženca (učenca ali zaposlenega)

(ki jo lahko porabijo kakorkoli za namen premostitve ovir – glede na potrebe). Se napove ob prijavi. Ob višji realizaciji, so upravičeni do njih (v okviru odobrenih sredstev). Dokazil ne zbiramo, opredeljeni morajo biti notranji kriteriji na podlagi katerih posameznike kategorizirajo kot udeležence z manj priložnostmi.

B) Povračilo dejanskih stroškov (nakup posebne, specifične opreme, dodatna spremljevalna oseba – lahko tudi starš, pripomočki za gibalno ovirane osebe, povračilo stroškov ustrezne namestitve, prehranske prilagoditve, tolmači za znakovni jezik, prilagojeni lokalni prevozi). **Zaprosite ob oddaji prijave ali pa v prvih 12-ih mesecih izvajanja projekta.**



HED: TOP-UP in dejanski stroški

C) "TOP UP" (250 EUR/mesec) prejme študent za premostitev ovir.

D) Povračilo dejanskih stroškov.

Več informacij pri skrbnikih....



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