



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 EUROPAEA – ACADEMY OF DANCE IN THE CONTEXT OF THE ERASMUS+ PROGRAMME

Alma Mater Europaea – Academy of Dance is dedicated to advancing contemporary dance and performing arts through high-quality education, research, and creative practice. In alignment with the Erasmus+ programme, the Academy promotes intercultural dialogue, academic excellence, and international mobility by fostering collaboration among students, teachers, and professionals across Europe and beyond.

Through innovative pedagogical approaches, the Academy nurtures artistic individuality and critical thinking, enabling students to develop as independent, creative, and globally minded professionals. The Academy's commitment to student- and practice-oriented education directly supports the Erasmus+ priorities, including inclusion, sustainability, digitalization, and civic engagement.

As part of Alma Mater Europaea University, the Academy of Dance integrates mobility and international cooperation into its core mission, offering diverse opportunities for artistic exchange, co-creation, and professional development. By building bridges between education, culture, and society, it actively contributes to the European education area and the cultural reintegration of Europe.

The Academy thus functions as an open academic and artistic environment where knowledge, creativity, and intercultural competence grow in full accordance with the values and goals of the Erasmus+ programme.

EQUITY AND INCLUSION STRATEGY

Alma Mater Europaea – Academy of Dance 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, the Academy is committed to recognizing opportunities for all participants, hereby identifying participants with fewer opportunities according to the following eight main categories:

No.	Category	Description	Possible proof / supporting documentation
1	Disabilities	Participants with special needs according to the Act on Guidance for Children with Special Needs. This includes participants with physical, mental, intellectual or sensory impairments which, in interaction with barriers, may hinder their full and effective participation in society on an equal basis with others.	Decision or certificate from ZRSŠ, CSD, ZZZS, ZPIZ or another competent authority; decision granting special needs status; proof of disability; certificate confirming the need for a companion; decision on adapted lessons, adapted exams or other study adjustments; medical or specialist certificate confirming functional limitations relevant to participation in Erasmus+.
2	Health problems	Participants whose health condition creates obstacles to participation in the programme. This may include chronic diseases, allergies, mental health conditions or other health-related conditions that could make participation more difficult.	Medical certificate from a doctor or specialist; hospital or specialist report; certificate confirming chronic illness, severe allergy, mental health condition, long-term therapy, medication needs or other relevant condition; certificate from a psychologist, psychiatrist or occupational medicine doctor. The document should confirm the barrier, while detailed diagnosis may be redacted if not necessary.
3	Barriers linked to education and training systems	Participants facing obstacles connected to education or training systems, including low-skilled participants or participants with educational difficulties, interruptions or disadvantages.	Proof of low qualification level, where relevant; certificate or statement from the faculty, student affairs office, mentor, tutor or counsellor confirming educational barriers; other evidence showing educational delay, interruption, repetition or re-entry into education; university decision granting adjusted study conditions; proof of learning difficulties or other education-related disadvantages.
4	Cultural differences	Participants from different cultural and linguistic backgrounds, including representatives of the Roma community, asylum seekers, participants with foreigner status or newly arrived immigrants, members of ethnic or national minorities and users of sign language.	Proof of international protection, asylum seeker status, temporary protection, refugee or subsidiary protection status; residence permit or certificate confirming foreigner/newly arrived immigrant status; confirmation from a Roma community organisation, minority organisation or competent authority; proof of use of sign language or adapted communication; confirmation from an NGO, integration office, social worker,

			school/faculty counsellor or community organisation.
5	Social barriers	Socially marginalised participants, including those from difficult socio-economic family conditions, long-term unemployed persons or single parents, children of single parents, children in foster families or institutional care, and members of families where a child or parent holds a decision from CSD, ZZS, ZRSŠ or similar authority. This also includes participants with limited social competences, anti-social or high-risk behaviours, former offenders, former drug or alcohol abusers, first-generation higher education students, parents, caregivers, breadwinners, orphans and persons who have lived or currently live in institutional care.	CSD decision or certificate; proof of social assistance, child allowance, family support or other social welfare benefit; proof of single-parent family status; proof of foster care, guardianship, orphan status or institutional care; birth certificate of a child for student-parents; proof of caregiver or breadwinner status; unemployment certificate; certificate from a social worker, counsellor, probation service, addiction support service, NGO; signed student declaration where formal proof is not available.
6	Barriers linked to discrimination	Participants facing barriers due to discrimination linked to gender, gender identity, gender expression, age, ethnicity, religion, beliefs, sexual orientation, disability or intersectional factors, meaning a combination of one or more discrimination-related barriers.	Signed student declaration describing the barrier; confirmation from a counsellor, equality body, ombudsman, NGO, social worker, employer, school/faculty or other relevant institution; official complaint, report or decision, where available. Students should not be required to disclose sensitive personal characteristics unless they voluntarily choose to do so.
7	Economic barriers	Participants facing financial obstacles. This includes students with subsidised food, holders of a government scholarship and students with permanent residence in municipalities where the average gross salary index per inhabitant is lower than 85, according to the latest available official statistical data.	Decision on subsidised food; decision on government scholarship; proof of social assistance or other welfare benefit; CSD decision; income or tax statement for the student or household; proof of low household income; unemployment certificate; proof of long-term financial difficulty, debt, housing insecurity or dependence on welfare; certificate of permanent residence in a municipality where the average gross salary index per inhabitant is below 85 according to the latest available official data .
8	Geographical barriers	Participants facing geographical obstacles, such as long distance from crucial institutions, poor public transport, connections or infrastructure. This category also includes all international students and students who live outside the country where the home institution is located.	Proof of distance from the university, placement institution or transport hub; map or route calculation showing long travel time or distance;

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 the Alma Mater Europaea – Academy of Dance Erasmus+ webpage.

For incoming students, the university has developed 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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