

fstebner 10/25/2023

Inclusion and Diversity: Joint knowledge collection

Please share with us documents, links, websites, etc. you find useful and important

FSTEBNER 10/25/23 6:49AM

Register your institution on the website inclusive mobility

6 0



Welcome to Inclusive Mobility | Inclusive Mobility

STSALIARI 10/31/23 5:21PM

I would like to share this bibliography with you all with some of my most favourite readings.

1 0

Appleton, Nayantara. 2019. "Do Not 'Decolonize' . . . If You Are Not Decolonizing: Progressive Language and Planning Beyond a Hollow Academic Rebranding." *Critical Ethnic Studies*.

Bell, Christopher M. 2011. "Introduction: Doing Representational Detective Work." In Christopher M. Bell (ed.), *Blackness and Disability: Critical Examinations and Cultural Interventions*. Michigan: Michigan State University Press, pp. 1-7.

Combahee River Collective. (1977) 2015. "A Black Feminist Statement." In C. Moraga and G. Anzaldúa (eds.), *This Bridge Called My Back: Writings by Radical Women of Color*, 210-218. Albany: SUNY Press

Connell, Raewyn. 2011. "Southern Bodies and Disability: Re-Thinking Concepts." *Third World Quarterly* 32 (8), pp. 1369-1381.

Crenshaw, Kimberlé. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *University of Chicago Legal Forum* 1989(1), pp. 139-167.

De Sousa Santos, Boaventura. 2018. "What Is Struggle? What is Experience?" In *The End of Cognitive Empire: The Coming of Age of Epistemologies of the South*, 63-86. Durham and London: Duke University Press.

Dussel, Enrique. 1993. "Eurocentrism and Modernity. (Introduction to the Frankfurt Lectures)." *Boundary 2*, 20:3, pp. 65-76.

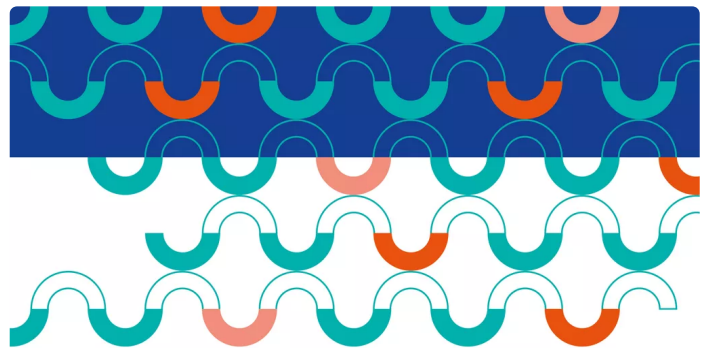
Erevelles, Nirmala. 2011. *Disability and Difference in Global Contexts: Enabling a Transformative Body Politic*. New York: Palgrave Macmillan.

Padlet Drive Bibliography.pdf

STSALIARI 11/6/23 7:28PM

An interesting collection of articles. I highly recommend this one: "Imagining internationalisation otherwise: A critical approach" by Santiago Castiello-Gutiérrez, Jhuliane Evelyn da Silva & Sharon Stein

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EAIE European Association for International Education

EAIE | ROTTERDAM 2023 26-29 SEPTEMBER

Padlet Drive Conversation_Starter_Rotterdam2023_1.pdf

⇒ ANONYMOUS 11/8/23 9:21AM

Intersectionality/ Wheel of power/privilege

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Intersectionality: what is it and why it matters

⇒ ANONYMOUS 11/8/23 12:38PM

IDEM - Inclusion, Diversity & Equity in Mobility

Check out our project on inclusive mobility!

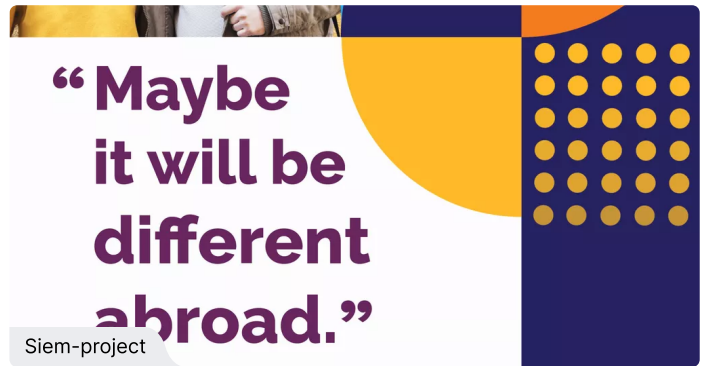
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⇒ ANONYMOUS 11/9/23 8:49AM

SIEM Project

The Erasmus Student Network has been continuously working with inclusive mobility. We are happy to share the resources from our most recent projects - SIEM, Social Inclusion Engagement in Mobility where you will find our final report on the project, but also technical recommendations and breakout reports.

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Social Inclusion and Engagement During Mobility

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How to proceed with "Long application" cases for outgoing SM and ST

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Mobility with Special Needs - Outgoing

Preparation in general - Search for and Provision of Information during the pre-application phase		
Student Or Staff Member	Home University	Host University
Research: <ul style="list-style-type: none"> Search of reports of experiences of other physically handicapped students or staff Collect basic info on the Erasmus-Programme Visit info sessions SM: Establish contact to student associations or representative for diversity in student parliament at home university Establish contact with student counsellor for handicapped students or the equivalent for staff: and/or Diversity Officers) of home university 	Fundamental: <ul style="list-style-type: none"> International Office: Inform all relevant stake holders such as Department Coordinators, Handicapped Student/ Staff Officers); Study counsellors, Student representative Council, etc. about the option of financial assistance for students and staff with special needs, providing them with basic online or written info (Email, Internet); Optional: <ul style="list-style-type: none"> ID: plan and carry out info sessions (in presence or online) especially for students and or staff with special needs, together with the handicapped Student Office/r or the Diversity Officers/ (if ST with the Handicapped Staff Office/r or Representative or Council) ID: include info on Special Needs-Financial availabilities. Incl general presentations on student or staff mobility abroad ID: use of social media for spreading basic info Compilation of a list of suitable partner institutions with excellent structures for handicapped students / staff, to be handed out upon request. Use of website: https://inclusionmobility.eu/institutions	<ul style="list-style-type: none"> Provide general information on available structures and support services and publish them (online or written) and make them available to all partner universities Establish an internal work group or task force, for networking

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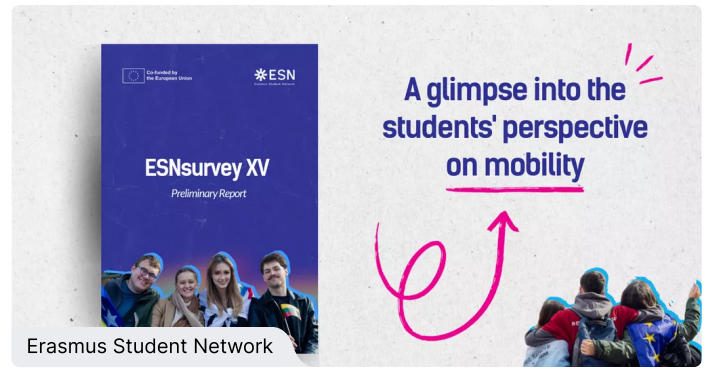
Procedure_Mobility Special Needs

⇒ ANONYMOUS 11/9/23 8:51AM

XV ESNsurvey - Preliminary Results

The XV ESNsurvey collected **17,855 answers from exchange students, 1,856 answers from full-degree students and 3,064 from non-mobile students.** Throughout this first report you can have a glimpse on students perspective on mobility and most importantly how can we make mobility more inclusive.

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Erasmus Student Network

Launch of the Preliminary Results of the XV ESNsurvey | ESN.org

⇒ ANONYMOUS 11/9/23 8:53AM

Contribution of ESN to the Council Recommendation on a new Learning Mobility for all

Three concepts constitute the bedrock of ESN's policy posture towards learning mobility, as described in the General Policies of the organisation: **more mobility, better mobility and more accessible mobility.**

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Erasmus Student Network

The Contribution of ESN to the Council Recommendation on a new Learning Mobility for all | ESN.org

⇒ ANONYMOUS 11/9/23 8:56AM

Inclusivemobility.eu

The InclusiveMobility.eu is the European platform about inclusion and support services offered by higher education institutions, national agencies, and ministries for education to international students.

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Inclusivemobility

Welcome to Inclusive Mobility | Inclusive Mobility

↩ ANONYMOUS 11/9/23 8:56AM

example of info email to incoming students with special needs during the application process

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various private and public housing complexes. Information on this can be found on the [website of the Student Union](#).

Further Information about FAU

- ❖ Compensation for disadvantages caused by disabilities is anchored in all examination regulations at FAU. Numerous measures have been taken at FAU to implement the UN Convention on the Rights of Persons with Disabilities: replacing written exams with oral exams, written supplements to oral exams for students with hearing or speech impairments, providing/allowing special work equipment, extending the processing time for written exams, limiting the duration of exams, technical aids, e.g. a workplace for students with visual impairments.
- ❖ Both the main library in Erlangen and the Economics and Social Sciences branch library in Nuremberg have a workplace for the visually impaired and the blind. Special applications are also made available via the FAU data center. There are FM transmission systems in lecture halls and seminar rooms as a technical supplement and amplification of individually tuned hearing aids for hearing-impaired students. Some lecture halls at FAU are equipped with induction systems for students with hearing impairments.
- ❖ In addition, the ZIWS (Central Institute for Scientific Reflection and Key Qualifications) offers special key qualifications and modules for students with visual impairments. Please contact [Mr. Wolfgang Krebs](#).

Other contact points at FAU

- ❖ As part of the "Inclusion at FAU" project (2019-2022), in addition to an inclusion concept, a digital format for accessibility is to be developed for FAU in order to enable independent mobility and independence for people with disabilities. For (initial) advice and networking please contact [Ms. Kathy in Sell](#).

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Infoemail_StudentswithSpecialNeeds_attachment_English

↩ ANONYMOUS 11/9/23 9:00AM

Example of self evaluation questionnaire for German Universities (in German, sorry)

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Was/welche Maßnahmen brauchen wir für mehr Inklusion in der neuen Erasmus-Programmgeneration?

Strategische Planung:

a) Wer sind die Stakeholder an meiner Hochschule?

- Miteinbeziehung von Stakeholdern an der eigenen Hochschule (Behindertenbeauftragte, Studierendenvertretung, Diversity Office o.ä.) auf Grundlage einer klaren Diversity Strategie der eigenen Hochschule
- Bei finanzieller Vorab-Unterstützung mobiler Personen muss was Abläufe und Abrechnungen angeht, die Finanzabteilung miteinbezogen werden

b) Was ist bisher meine Kommunikationsstrategie, um die potentiell zu fördernden bzw. überhaupt „benachteiligten“ Personen überhaupt zu erreichen? Wie adressiere ich diese dann, um eine „positive“ Diskriminierung zu vermeiden.

Strukturell – formale Umsetzung - Auswahl:

a) Auswahl

Welche Kriterien ziehe ich heran?

Welche Nachweise verlange ich (Vorgaben von NA, welche Nachweise zu erbringen sind)

b) Reihenfolge / Wertung

Machen wir auf die Sonderförderung nur diejenigen aufmerksam, die bereits von den Fachbereichen / Departments und im Falle von Ka171 der Partneruniversität

Padlet Drive wurden, und verteilen dann das TOP-Up in direkter Kommunikation mit ihnen, um so Datenschutz zu gewährleisten, oder versuchen wir pro-aktiv

Vorlage_Fragebogen fuer hochschulen zur Inklusion

↩ ANONYMOUS 11/9/23 9:11AM

Chair of Diversity Education and International Education at Friedrich-Alexander Universität Erlangen-Nürnberg

Maybe interesting for initiating joint projects!

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DAAD Deutscher Akademischer Austauschdienst German Academic Exchange Service

FAU FRIEDRICH-ALEXANDER UNIVERSITÄT ERLANGEN-NÜRNBERG PHILOSOPHISCHE FAKULTÄT UND FACHBEREICH THEOLOGIE

08 – 09 October 2021

Virtual Conference
“Teacher Education and Society
in the Kurdistan Region of Iraq:
Cooperation and Innovation”

Fau

Diversity Education and International Educational Research

⇒ ANONYMOUS 11/9/23 10:36AM

ESN - Position paper on mobility, virtual exchange and blended learning

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Erasmus Student Network

ESU and ESN launch a joint position paper on mobility, virtual exchange and blended learning | ESN.org

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Dear conference participants,

As mentioned during the Presentation this morning we would be glad to receive your comments on the developed guidelines in synergies. Above you find the link to the padlet

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Long Term Activity (LTA) "Social Inclusion in Higher Education"

GUIDELINES ON SYNERGIES REINFORCING INCLUSION IN ERASMUS+

By Ieva Serapinaite (HK-dir), Beate Koerner (DAAD), Christelle Coet-Amette (Agence Erasmus+ France), Matthijs Harmsen (Nuffic)

Outline

Introduction: What kind of document is this and what are we going to talk about

Chapters:

1. Synergies - definition, context and types
2. Synergies among Erasmus+ actions
3. Examples - synergies reinforcing inclusion within Erasmusplus

Conclusion: Overview of synergies within Erasmus+ programme

Introduction

Social inclusion is a horizontal priority in Erasmus+ programme, thus all key actions are instrumental to enhance and foster this topic. The rationale for the selection of inclusion as the top priority to be mainstreamed in all Erasmus+ actions and projects may be found in the ["Implementation Guidelines for Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy"](#) (further: Guidelines).

Guidelines also provide the definition, the suggested list of target groups (ref. definitions enclosed), the description of the programme's mechanisms to support inclusion and diversity, the explanation of roles National Agencies, Resource Centres and the European Education and Culture Executive Agency (EACEA) play in this context, as well as references to inspiration and resources on how to address the topic. Guidelines and Erasmus+ Programme Guide together provide a comprehensive overview of the topic inclusion in Erasmus+ programme.

Target groups: People with fewer opportunities who may experience barriers that can hinder their participation both as a stand-alone factor, and/or in combination. These factors can be various kinds of disabilities and health problems, barriers linked to education and training systems, cultural differences, social barriers, economic barriers, hindrances linked to discrimination and/or geographical boundaries.

Padlet

Inklusionstagung

⇒ ANONYMOUS 11/10/23 11:57AM

Remember to give your feedback on current Erasmus+ programme on interim feedback by 8 December, link here

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European Commission - Have your say

European Commission - Have your say

