

STRATEGY AND ACTION PLAN FOR THE INCLUSION OF PARTICIPANTS WITH FEWER OPPORTUNITIES IN THE ERASMUS+ PROGRAMME (EMUNI)

Introduction

As an international and multicultural institution at the heart of the Euro-Mediterranean region, EMUNI University recognizes inclusion, diversity, and equal opportunities as core values of its mission. Our goal is to create a supportive, open, and accessible academic environment for all students and staff—regardless of their personal background, nationality, language, economic status, or other circumstances.

Within the framework of international cooperation and the Erasmus+ programme, EMUNI is committed to actively supporting students with fewer opportunities and to removing barriers that may limit their access to mobility, knowledge, and experiences. We believe that diversity enriches our community and fosters intercultural dialogue and sustainable development across the wider region.

Our inclusion strategy is based on European guidelines, key documents, and best practices, while also taking into account the characteristics of the local environment in which we operate. Through this approach, we aim to ensure fair access to educational opportunities, strengthen social cohesion, and contribute to a more inclusive academic and social community.

Definition of the Target Group within the Inclusion and Diversity Strategy

As part of its inclusion and diversity strategy, EMUNI – within the Erasmus+ programme – places special emphasis on students who face barriers to accessing international mobility, education, and participation due to personal, social, economic, or systemic circumstances.

These are individuals who have fewer opportunities compared to their peers, which is why EMUNI is committed to developing support measures that ensure their equal access and active participation.

The target group includes those who are eligible for additional financial support under the Erasmus+ Programme.

The following table provides an overview of the categories of students with fewer opportunities who may apply for such support. It includes descriptions of each category and examples of documentation that students can submit to justify their eligibility.

Groups	List of Possible Supporting Documents
<i>Students with disabilities or special needs,</i> including physical, sensory, mental, or intellectual impairments.	Certificate/decision on disability or disability assessment issued by a competent authority. Certificate of blindness, visual impairment, deafness, hearing loss, or other physical, mental, intellectual, or sensory impairments issued by a doctor or specialist.
<i>Health-related obstacles:</i> Students with health issues, including chronic illnesses.	Medical documentation confirming a diagnosis of a chronic illness or other physical or mental health condition. Certificates or medical reports issued by healthcare institutions confirming the presence of health-related problems.
<i>Cultural differences:</i> ○ Students with a migrant or refugee background, including immigrants and individuals under international protection. ○ Students experiencing difficulties with language adaptation or cultural integration. ○ Members of ethnic, linguistic, cultural, religious, or other minority groups.	Certificate confirming migrant or refugee status. Certificate of belonging to a national or ethnic minority. Statement or certificate confirming difficulties with language or cultural integration.
<i>Discrimination-related obstacles:</i> Students facing discrimination based on gender, gender identity or sexual orientation, age, religion, or other personal circumstances.	Personal statement describing experiences of discrimination based on gender, age, ethnicity, religion or belief, sexual orientation, disability, etc.
<i>Economic obstacles:</i> Students with low socio-economic status, who rely on social assistance or live in poverty or financially unstable conditions.	Certificate confirming receipt of social assistance or other welfare benefits. Proof of unemployment or financial insecurity (e.g. statement of income or support from social services).
<i>Social obstacles:</i> ○ Students with special status, such as student parents or those in foster care. ○ Students with limited social skills, antisocial or high-risk behaviour.	Certificates issued by social services, centres for social work, or other competent institutions confirming the student's status as a parent, guardian, foster child, orphan, or a person living or having lived in institutional care.
<i>Geographical obstacles:</i>	Documents such as a population register extract or a certificate of permanent residence.

Students from rural, remote, or socially isolated areas with limited access to education and public services.	Proof of limited access to public transport, poor infrastructure, or lack of services in the student's area. This may include photos, reports, official documents, or statements from local authorities. <i>It is important that the submitted documentation and personal statements clearly describe how geographical barriers affect the student's ability to participate in the Erasmus+ programme or educational activities, and what challenges or limitations they present.</i>
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In addition to the listed supporting documents, students are also required to prepare a personal statement in which they describe their experiences, barriers or specific needs related to social obstacles.

Through targeted measures, EMUNI aims to ensure equal opportunities for all and to foster a more inclusive, equitable and accessible academic environment within an international context.

Vision and Key Objectives

Vision:

EMUNI aims to create an open, inclusive and diverse environment where all students have equal opportunities to access Erasmus+ programmes. Diversity is recognized as a valuable source of learning; therefore, the University is actively committed to reducing inequalities and removing barriers faced by individuals with fewer opportunities.

Key Objectives:

○ Identification and Support of Target Groups

To identify students with fewer opportunities and provide them with appropriate support and resources to ensure equal access to international mobility.

○ Increasing Inclusion

To increase the number of mobilities among students from the target group by the end of 2027, with a special focus on addressing financial, social, and structural barriers.

○ Awareness and Education

To promote awareness and educate both students and staff on the importance of inclusion, diversity, and equal opportunities as core values of international cooperation.

○ Establishment of a Support System

To develop and implement systemic and organizational measures that ensure equal access, individual support, and mentoring for students before, during, and after their mobility, while also enabling regular monitoring and evaluation of the strategy's effectiveness.

Monitoring and Evaluation Approach

The implementation of the strategy will be systematically monitored through annual reports. The purpose of this monitoring is to ensure the effectiveness of the measures, to identify potential challenges early on, and to adapt the strategy in a timely manner according to the needs of students with fewer opportunities.

Key Performance Indicators:

- Number of students with fewer opportunities who apply for and successfully complete Erasmus+ mobility;
- Quality and timeliness of the support provided (e.g. mentoring, counselling, adjustments);
- Adjustments to the strategy based on evaluation findings.

Evaluation Process:

- Annual data collection on the implementation of measures and achieved results;
- Analysis of feedback from students, mentors, and other key stakeholders;
- Preparation of evaluation reports with key findings and recommendations for improvement;
- Annual updates and revisions of the strategy, as needed, based on evaluation outcomes.

This approach will enable the strategy to be dynamically adapted to the actual needs of participants and will support the continuous improvement of the quality and accessibility of international mobility for all.

Conclusion

As an international institution with a strong focus on intercultural dialogue, sustainable development, and cooperation in the Euro-Mediterranean region, EMUNI remains firmly committed to promoting inclusion and diversity across all its programmes, particularly within the Erasmus+ mobility framework.

Through this strategy, we aim to ensure that every student—regardless of personal, social, or economic circumstances—has the opportunity to benefit from an international experience that enriches their academic, personal, and professional development. We see the inclusion of students with fewer opportunities not only as a matter of fairness, but as a key factor in the quality and sustainability of education.

Achieving these goals requires active collaboration at all levels of the University—from leadership to students—as well as the support of external partners, local communities, and international networks. Only through joint efforts can we create an open, inclusive, and supportive academic environment that reflects the core values of EMUNI and the Erasmus+ programme.

Piran, July 2025




Prof. dr. Rado Bohinc
President of EMUNI University