



PARTICIPATION ERASMUS ALUMNI
FOR CIVIC ENGAGEMENT

Workshop

Equality, diversity, and inclusion in international mobility



Moderators:
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3 themes:

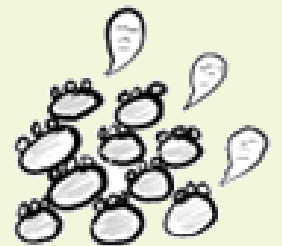
1) Gender inequality; 2) Europe and its colonial past, 3) East-West distinction

■ Introduction – reflections - statement (*moderators*)



■ Discussion of statement in roundtables

■ Sending keywords to Mentimeter (*facilitator*)





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Theme 1: Gender inequality

- gender-bias in Erasmus+
- male dominance in STEM
- few projects/little systematic knowledge on gender issues

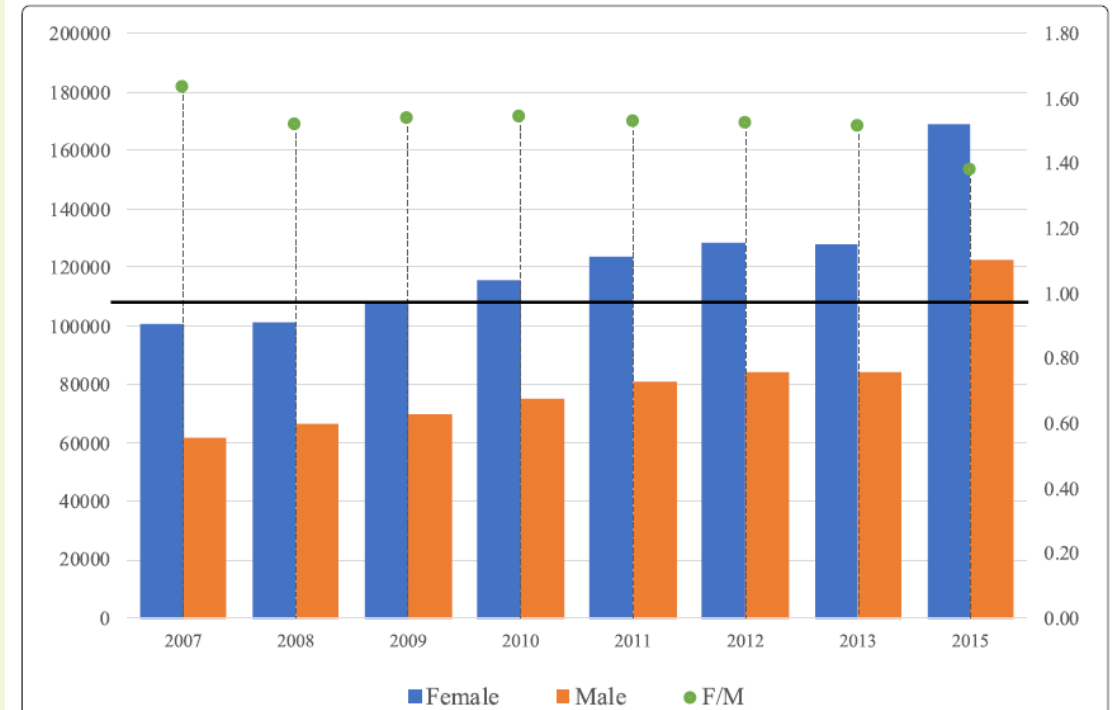


Fig. 2 Gender balance in the Erasmus mobility over selected years. The blue bars indicate the number of female Erasmus students, the orange bars indicate the number of male Erasmus students (both to be read on the left vertical axis). The green indicator represents the value of the female over male (F/M) ratio (right vertical axis). The horizontal line positioned at the ordinate value of 1 on the right vertical axis corresponds to $F/M = 1$. Information shown is based on the micro-data available on the EU Open Data Portal for the period 2008–2013 and on extrapolation from the Erasmus annual reports (European Commission 2000) for the other years represented (2007 and 2015). Information on gender participation in 2014 could not be retrieved



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Theme 1: Gender inequality

Reflections:

To what extent does the Erasmus programme contribute to *gender equality* through a) changes in mentality, b) enhanced access to labour markets?



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Theme 1: Gender inequality

Reflections:

What is the main “push factor” for female students to become mobile? To what extent is it because of *lack of opportunity* in their home countries? Are there *major differences* between countries? How should the Erasmus program respond to this?



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Theme 1: Gender inequality

Reflections:

In general, how does the Erasmus+ programme relate to *inclusion*, in relation to women (and their social mobility), but also regarding (non-Cis) men and people of other gender identities?



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Theme 1: Gender inequality

Discussion statement

“The Erasmus programme needs to actively stimulate attitudinal and structural change (access to the labour market, enhance social mobility) for women (but also for non (cis-) male persons).”

- Exchange your views in a dialogical fashion, following the dialogical guidelines.
- The chair moderates your exchange and takes notes.
- Summarize your discussion in keywords and share them via menti.com: **53 36 42 5**





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Theme 2: The Colonial past

- European integration was about safeguarding control over “Eurafrica”
- “Eurowhiteness” relates to an implicit core idea of the EU
- The colonial past is neglected





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Theme 2: The Colonial Past

Reflections:

What do we know about the participation of people with identities tied to the colonial past of Europe (or with a migration background generally) in international mobility?

What do we know about equality of opportunity? And what do we know about their experiences?



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Theme 2: The Colonial Past

Reflections:

To what extent should the Erasmus+ programme raise awareness of the colonial past, in particular as a part of the pan-European project?



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Theme 2: The Colonial Past

Reflections:

To what extent is this colonial past part of discussions about European identity? How could Erasmus+ contribute to a more inclusive European identity and the strengthening of sensibility around issues of decolonization and the evident political presence of Europe to this day beyond its own borders?



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Theme 2: The Colonial Past

Discussion statement

Erasmus projects should aim to bring awareness of Europe's colonial past, and its long-term effects that continue until today.

- Exchange your views in a dialogical fashion, following the dialogical guidelines.
- The chair moderates your exchange and takes notes.
- Summarize your discussion in keywords and share them via [menti.com](https://www.menti.com): **8903 3374**





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Theme 3: East-West distinction

- Major East-West distinctions persist
- Tensions between core and periphery of Europe
- Differences in relation to mobility between East and West





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Theme 3: East-West distinction

Reflections:

To what extent does the Erasmus+ programme emphasize and contribute to an overarching European identity that explicitly includes East and Central Europe?



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Theme 3: East-West distinction

Reflections:

Should participants from Western Europe be more actively encouraged to take exchanges in East and Central Europe? Should East and Central European institutions become more central to the programme?



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Theme 3: East-West distinction

Reflections:

What is the relation of the Erasmus+ programme to a youth “brain drain” within the EU?



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Theme 3: East-West distinction

Discussion statement

The Erasmus+ programme (unwillingly) contributes to imbalances between the West and East.

- Exchange your views in a dialogical fashion, following the dialogical guidelines.
- The chair moderates your exchange and takes notes.
- Summarize your discussion in keywords and share them via [menti.com](https://www.menti.com): **2245 4902**





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Thank you!



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