

CALL FOR APPLICATIONS
ERASMUS+ BLENDED INTENSIVE PROGRAMME (BIP)
FOR THE PARTICIPATION IN 4 BLENDED INTENSIVE PROGRAMMES
ORGANISED BY THE UNIVERSITY OF BABEȘ-BOLYAI (CLUJ-NAPOCA, ROMANIA)
A.Y. 2023/2024

(deadline 20th December 2023 – h 12:00 p.m)

ART. 1 – Presentation of the Blended Intensive Programme (BIP)

1. Mobilities selected through the present Call are disciplined by the provisions of the 2021-2027 Erasmus+ Programme, and financed with funds of the Erasmus+ for studies Call 2022.
2. The Erasmus+ programme 2021-2027 supports Blended Intensive Programmes (BIP), allowing for groups of higher education institutions to jointly develop short, intensive programmes that use innovative ways of learning and teaching. The BIP enables new and more flexible mobility formats that combine **a physical mobility abroad** with a **compulsory virtual component**. The virtual component must bring the learners together online to work collectively and simultaneously on specific assignments that are integrated in the blended intensive programme and count towards the overall learning outcomes. **BIPs are addressed in particular to students with fewer opportunities, who might have greater difficulties in carrying out a long-term mobility.**
3. The present Call aims at selecting **students for the following BIPs organized by Babes-Bolyai University (Cluj-Napoca, Romania), partner of Ca' Foscari in the frame of the European University EUTOPIA, which will be offered in English and are planned as follows:**

TITLE	CONTENTS	DATES	COURSES AT CA' FOSCARI THE BIP IS INTENDED FOR	STUDY CYCLES	N° OF AVAILAB LE PLACES
Empowered leadership: managing people and business skills	People management, human resource management (HRM) practices, and business skill,of empowered leadership in a multicultural setting	Online: 14th-15th March 2024 On-site at Cluj-Napoca, Romania:18th-22nd March 2024	-All BA and MA programmes from the Department of Management -Intercultural Development of Tourism Systems -Hospitality Innovation and e-Tourism -Language and Management to China	BA/MA	10

Conflict Resolution from Theory to Practice: an international and multidisciplinary approach blended intensive programme summer school	-Reconciliation after Violent and Protracted Armed Conflict -Crisis Communication Strategies: Navigating Unforeseen Challenges -Conflict Management as a Prerequisite for the EU Enlargement Policy	Online: 15th-16th April 2024 On-site at Cluj-Napoca, Romania: 22nd-26th April 2024	-International Comparative Relations - Philosophy, International and Economic Studies - Trans-Mediterranean Studies: Migration, Cooperation and Development	BA/MA	10
Mind your Business: Summer School on Strategic Business Thinking	-Strategic business thinking and efficient business administration -Financial analysis, business forecasting, neuroscience applied to business and strategic and operational decision-making.	Online: 20th-21st June 2024 On-site at Cluj-Napoca, Romania: 24th-28th June 2024	-All BA and MA programmes from the Department of Management -Intercultural Development of Tourism Systems	BA/MA	10
Developing Communications Skills, Implementing Inclusive Practices and Supporting Social Diversity in HEI	-Inclusion practices in HEI -Psychological safety in inclusive learning environments -Students with disabilities in higher education -Biases and barriers to social inclusion	Online: 19th-23rd February 2024 On-site at Cluj-Napoca, Romania: 26th February – 1st March 2024	All MA and PhD programmes, from any Department	MA/PhD	7

The detailed programme of each BIP can be found in Annex 1 to the present Call.

4. Each BIP consists of two types of mobilities, both mandatory for the participation and recognition of the activity:

a) **A virtual mobility**, which allows students to meet online with teachers, students and students of foreign universities and to work on a programme in order to achieve specific learning outcomes. It is a compulsory and complementary activity to the physical mobility that does not allocate any financial contribution.

b) **A short-term physical mobility** at the University of Babeş-Bolyai in Cluj-Napoca (Romania), which provides for the allocation of specific mobility grants for the duration of the activities carried out in person, in accordance with art. 4 of this Call for Application.

The University of Babeş-Bolyai offers the possibility to benefit from reduced fees for housing (see Annex 1).

5. Selected students will be exempted from corresponding tuition fees to take part in the BIP.
6. Selected students will be required to comply with all procedures that will be communicated by the International Office after the selection process.
7. During the BIP students cannot carry out the following activities at Ca' Foscari University of Venice:
 - Academic activities (courses and exams, even if provided remotely), including courses offered within the PF24CFU;
 - Tutoring activities, student collaborations, laboratory practice, internships and equivalent activities, even if carried out remotely;
 - All activities that might interfere with courses and all activities planned in the framework of the mobility period
8. Selected students who will not conclude all mobility procedures correctly, or who will graduate before the recognition of the activities carried out during the mobility period, will have their mobility cancelled and will be requested to reimburse the grant received. Ca' Foscari University of Venice reserves the right to decide whether to block the student's academic career.
9. It is each student's responsibility to consider possible health and security risks that they might incur during the mobility, and to frequently check the website www.viaggiasesicuri.it.
10. In case the mobility is interrupted due to documented causes of *force majeure*, the International Office (hereafter referred to as IRO) will submit the relevant documentation to the Italian Erasmus+ National Agency INDIRE, which will decide whether to approve the request of interruption and recognise the mobility period carried out.
11. Should selected students be subject to disciplinary action, or should they have failed to comply to the regulations of previous or ongoing mobilities, their mobility will be cancelled and, should their mobility have already started, the IRO will ask for the reimbursement of the grant received.

ART 2. – Admission criteria

1. The selection is open to students regularly enrolled at Ca' Foscari University of Venice for a.y. 2023/2024 in one of the courses specified in Art. 1, paragraph 3 at the time of application and for the entire duration of the BIP who:
 - a. were not selected or called as reserves in the frame of the a.y. 2023/2024 Erasmus+ for studies Call for Applications;
 - b. have at least a B2 level of proficiency in English;
 - c. have registered in their online *libretto* by the deadline of this Call a) at least 12 CFUs, if enrolled in the 1st year; b) at least 24 CFUs, if enrolled in the 2nd year; c) at least 42 CFUs, if enrolled in years following the second. Students enrolled in a Master's Degree Programme or in a PhD programme can apply even though they do not have any credit registered.
2. Applicants must take into consideration that, should they have already participated in other mobilities in the frame of the Erasmus+ programme, they cannot exceed the maximum duration allowed for physical mobility, that is 12 months per study cycle.

ART 3. – Recognition in the student’s career

1. Each BIP provides with the opportunity to obtain 3 credits, which will be required in the student’s career as extra credits. The recognition procedure is under the responsibility of the professors listed at this page:

[/https://www.unive.it/pag/fileadmin/user_upload/ateneo/internazionale/documenti/andare_estero/studio/erasmus_studio/erasmus_out_2023_2024/Specifics_on_accordi_generali_EUTOPIA_.pdf](https://www.unive.it/pag/fileadmin/user_upload/ateneo/internazionale/documenti/andare_estero/studio/erasmus_studio/erasmus_out_2023_2024/Specifics_on_accordi_generali_EUTOPIA_.pdf)

PhD students are exempted from the credit recognition process.

The credit recognition is allowed only in case of completion of the whole BIP and in case of compliance with procedures described in the present Call, at page www.unive.it/bip and communicated via email by bip@unive.it.

ART. 4 – Grant

1. Students who will be selected in the frame of this Call for Application can benefit from the following forms of funding for the period of short-term physical mobility under the BIP programme:

For everybody:

- Individual support for short-term physical mobility (70 Euros per day);

For students who, before December 19th at 11.59 pm, have requested a 2023 ISEE certificate valid to access all forms of university financial aid, with an indicator amounting to up to 24,000 Euros, or in one of the disadvantaged conditions described in Art. 6 under the heading “Other factors of potential socio-economic disadvantage” if positively evaluated by the Selection Committee:

- Additional contribution amounting to 100 Euros *una tantum*
- Travel contribution:
 - o 275 Euros in case of non-ecological means of transport ;
 - o 320 Euros in case of sustainable means of transport to travel both the outward and return journey (bus, train, car-sharing of a rental vehicle, bike).

For students without ISEE certificate or with an ISEE indicator amounting to more than 24,000 Euros, and who are not in one of the above-mentioned disadvantaged conditions:

- Travel contribution:
 - o In case of non-ecological means of transport, 70 Euros for the days of outward and return journey (max. 2 days, if additional to the days of activities);
 - o In case of sustainable means of transport to travel both the outward and return journey (bus, train, car-sharing of a rental vehicle, bike):
 - 50 Euros *una tantum*;
 - 70 Euros/per day for the days of outward and return journey (up to 3 days financed for the outward journey, and up to 3 days financed for the return).

The above-mentioned financial contribution will be paid to eligible students on their [CartaConto](#).

Requesting the ISEE certificate is not compulsory. However, it provides advantages in the selection process and the allocation of the financial contributions for the mobility. The 2023 ISEE certificate must be valid to access all forms of university financial aid, and must apply to the student requesting the financial contribution, whose fiscal code must be indicated in the document. The certificate must not show omissions/discrepancies. Selected students must have requested the ISEE for financial aid by compiling the DSU self-certification form concerning the composition of their household and the income and asset situation of each member of the household. This can be done either by students themselves by filling in the form in the “online services” section of the INPS website (www.inps.it) or with the help of a CAF centre or professional tax consultant. Should more than one student from the same household be applying for financial aid, the certification must contain a note specifying that the ISEE applies to financial aid for each student concerned, whose Fiscal Code must be indicated on the document. Students must NOT submit any hard copy of their 2023 ISEE certification to the International Office, which will access it directly from the INPS database.

Non-Italian students or Italian students residing abroad: according to Italian Law, the actual income and asset situation of foreign students or Italian students residing abroad is defined through the I.S.E.E. indicator, which is obtained by combining and assessing the total sum of the income earned abroad and the 20% of the asset possessed abroad. Non-Italian students or Italian students residing abroad income and asset situation is defined through the ISEE/ISPE partificato indicator. These students can upload their ISEE partificato certificate in the application form for this Call or send it by email to bip@unive.it before January 2nd, 2024.

2. The financial contributions described in paragraph 1 will be paid in two instalments the 70% of the estimated total grant before the mobility and the 30% final instalment following the conclusion of the mobility.
3. The financial contributions described in paragraph 1 can be revoked at any time, in case of non-compliance with procedures, or failure to complete the planned activities.

ART. 5 – How to apply

In order to apply, students must fill in the form available at <https://forms.gle/GQto7YEMz1cXIF3T9> , for one BIP programme only (multiple applications will be discarded), by 12:00 pm (noon) on 20th December 2023, penalty of exclusion.

Any reports, including reports on technical malfunctions in the online form, must be submitted to bip@unive.it by 12:00 pm (noon) on 20th December 2023.

ART 6 - Rankings

1. Applications will be evaluated by a Selection Committee composed of professors from Ca' Foscari University of Venice and staff from the International Office. The Selection Committee will draw up a ranking of the eligible students based on the following criteria:

ISEE indicator	Up to 12,000 Euros	10 points
	Higher than 12,000 and up to 24,000 Euros	8 points
	Higher than 24,000 Euros or not requested	5 points
Other factors of potential socio-economic disadvantage:	Up to 10 points	
<ul style="list-style-type: none"> • Disability/Learning disability/special physical and psychic conditions; • State of orphan • State of caregiver • Working student • Student athlete • Alias career • Refugee status <p>Other non-listed factors will be evaluated by the Committee.</p>		
Motivational Letter	Up to 20 points	

2. The rankings will be published in the Personal Area at www.unive.it (section “Mobilità Internazionale”) by 16th January 2024. Any postponements of the ranking list will be notified on the website at: <https://www.unive.it/data/12637/>.
3. Selected students will not need to formally accept the place. Their nominations will be submitted without further formalities to the host institution. In case a participant decides to withdraw from the mobility, they must promptly communicate their decision to bip@unive.it
4. The host university may at any time modify the planning of mobilities, in terms of actual realisation of the BIP programme, number of available places, duration and period of mobility.
5. Selected students must comply to all procedures communicated by the host institution and by Ca' Foscari University of Venice to their institutional e-mail account studentnumber@stud.unive.it.
6. Non-EU citizen selected students must make sure well in advance:
 - that they hold all the travel documents required to enter and stay in the country of their mobility, by contacting the host institution to receive information concerning the necessary documents for their stay in the country (immigration policies may vary from country to country);
 - to hold a valid Italian stay permit when they return to Italy.

The Immigration Team is available for support on the matter (immigrationteam@unive.it).

ART. 7 - Privacy policy

1. The applicant's personal data are processed in accordance with the applicable domestic and European Union laws and regulations (Legislative Decree n.196/2003 and EU Regulation 2016/679) and the processing is solely aimed at carrying out the selection process. For further details, please read the privacy policy attached to this Call.
2. The provision of personal data is mandatory. It is necessary to evaluate the qualifications requested to take part in the selection process.

ART. 8 – Annexes to the Call:

- 1- BIP programme
- 2- Privacy Policy

Venezia, November, 30th 2023

La Rettrice
Prof.ssa Tiziana Lippiello



ERASMUS+ Blended Intensive Program

EMPOWERED LEADERSHIP: MANAGING PEOPLE & BUSINESS SKILLS

I. Description and organizer

Empowered Leadership: Managing People and Business Skills is an intensive program designed to enrich students' business skills in Romania's landscapes. This program is addressed to international students, aiming to initiate them in the fundamentals of people management, HRM practices, and business skills.

In this program, participants will explore the topics of empowered leadership in a multicultural setting, strengthening their ability to inspire, guide, and nurture talent. This program emphasizes human resource management (HRM) practices, enabling participants to understand how to attract, develop, and retain a diverse workforce in a global business environment.

Participants will have the opportunity to interact with Romanian students and businesses, understanding the most recent HRM practices and approaches to leadership. Through workshops, case studies, practical projects, and guided discussions, students will gain an in-depth understanding of effective HRM strategies and how to apply leadership principles to drive organizational success.

By the end of this program, participants will emerge as confident leaders, ready to navigate the diverse challenges of global business landscapes and drive people-centric growth in their organizations.

The program will be organized by the Universitatea Babeş-Bolyai, Cluj-Napoca, Romania – Faculty of Economics and Business Administration and the Centre for International Cooperation

II. Topics included in this program:

- 1. Empowered Leadership Essentials:** Introduction to the key principles and practices of empowered leadership, with a focus on people management in a multicultural environment.
- 2. Global HRM Practices:** An overview of human resource management practices from a global perspective, discussing the role of culture and diversity.
- 3. Talent Acquisition and Management:** Understanding strategies for attracting, hiring, and retaining top talent in a competitive, global market.
- 4. Workforce Development and Training:** Learn about creating effective training and development programs that cater to a diverse workforce's unique needs.
- 5. Performance Management and Feedback:** Explore techniques to evaluate employee performance and provide constructive feedback to foster growth and development.
- 6. Diversity, Equity, and Inclusion:** Understand the significance of cultivating an inclusive work environment that values diversity and promotes equity.
- 7. Employee Engagement and Motivation:** Study the dynamics of employee engagement and motivation, and how to create a stimulating work environment.
- 8. Conflict Resolution and Negotiation:** Master conflict resolution techniques and negotiation strategies specific to HRM.
- 9. Legal and Ethical Considerations in HRM:** Understand the legal and ethical aspects that affect HRM in a global context.

10. Field Visits and Case Studies: Visit local businesses and engage in case studies to understand the practical application of HRM principles and leadership in Romania.

11. Capstone Project: Apply your learning to solve a real-world HRM challenge, demonstrating your understanding of people management and business skills.

III. Duration of the program

- 2 days online (March 14-15, 2024)
- 5 days on site in Cluj-Napoca, Romania (March 18-22, 2024)

IV. Financial support

- Mobility scholarships, funded by the Erasmus+ program (for details, please refer to your home university Erasmus+ Office)
- Coffee breaks, courses and cultural activities will be covered by Babeş-Bolyai University with the support of the EU – Erasmus+ program.

V. Reasons to attend the summer program

- financial support from the ERASMUS+ Program
- form friendships and connections
- get a glimpse at Romanian academic and cultural life
- learn new skills
- get a crash course in a subject you may want to study
- receive a grade and 3 ECTS credits
- on request, on-campus accommodation at a reasonable price (aprox. 7 EUR/night in triple room or 10 EUR/night in double rooms).

No participation fee.

Contact persons

Academic coordinator of the program:

Prof. dr. Monica Zaharie,
Faculty of Economics and Business
Administration
(e-mail: monica.zaharie@econ.ubbcluj.ro)

Administrative coordinator:

Dr. Carmen Țăgșorean,
Centre for International Cooperation
(e-mail: carmen.tagsorean@ubbcluj.ro)





Funded by
the European Union



UNIVERSITATEA
BABEŞ-BOLYAI

CONFLICT RESOLUTION FROM THEORY TO PRACTICE

AN INTERNATIONAL AND MULTIDISCIPLINARY APPROACH
BLENDED INTENSIVE PROGRAMME SUMMER SCHOOL



REASONS TO ATTEND THE PROGRAM

- no attendance fee
- innovative teaching methods
- courses held by faculty members from Babeş-Bolyai University, State University of New York at Cortland.
- financial support from the ERASMUS+ Program
- form friendships and connections
- get a glimpse at Romanian academic and cultural life
- learn new skills
- get a crash course in a subject you may want to study
- receive a grade and **3 ECTS credits** and a certificate of attendance
- on request, on-campus accommodation at a reasonable price (aprox. 7 EUR/night in triple room or 10 EUR/night in double rooms)
- explore Cluj-Napoca, ranked as the best student-friendly city in Romania

PROPOSED COURSES, OBJECTIVES AND COMPETENCIES ENVISAGED

VIRTUAL COURSES APRIL 15-16, 2024

Reconciliation after Violent and Protracted Armed Conflicts

(Assoc. prof. dr. Laura-Maria Herța)

Aims to equip participants with the necessary knowledge and skills to address the multifaceted challenges of healing and rebuilding societies that have endured prolonged periods of violence and conflict.

Crisis Communication Strategies: Navigating Unforeseen Challenges

(Assoc. prof. dr. Delia Pop-Flanja/ Lect. dr. Roxana-Maria Nistor)

This course is designed to equip participants with the essential knowledge and skills needed to effectively manage unforeseen challenges during times of crisis.

Conflict Management as a Prerequisite for the EU Enlargement Policy

(Assoc. prof. dr. Adrian-Gabriel Corpădean)

Aims to equip participants with a comprehensive understanding of the importance of effective conflict management in the context of the EU's enlargement policy

ONSITE COURSES APRIL 22-26, 2024

ADDITIONAL INFORMATIONS

Through this course, participants will gain valuable insights and practical tools to navigate crises with confidence, safeguard their organization's reputation, and maintain trust with stakeholders.

Other activities:

- Cluj-Napoca City tour
- Visit at the History of the University Museum
- Visit at the "Romulus Vuia" Ethnographic Park
- Other cultural activities

Language: English (B2 level recommended)

Level of study: Bachelor and Master students

Other participants: faculty members/administrative staff (staff training mobility within the Erasmus+ program)

The organization of the summer school (courses, cultural activities, promotional materials, coffee breaks) will be covered by Babeş-Bolyai University with the support of the EU – Erasmus+ program (BIP funds)

Students' travel and subsistence costs are supported by their home universities (from Erasmus+ funds)

CONTACT:

Academic coordinator: Assoc. Prof. dr. Delia Pop-Flanja, Faculty of European Studies (e-mail: delia.flanja@ubbcluj.ro)

Administrative coordinator: Dr. Carmen Țăgşorean, Centre for International Cooperation (e-mail: carmen.tagsorean@ubbcluj.ro)





WHY CHOOSE THE BIP PROGRAMME ORGANISED AT UBB?

- UBB is one of the most prestigious University in Eastern Europe and the best University in Romania according to international rankings
- 22 faculties and wide diversity of programmes: humanities, sciences, social sciences & engineering
- 5 teaching languages: EN, FR, RO, DE, HU
- High-quality education and research
- Innovative teaching methods
- Affordable on-campus accommodation
- Equality and respect for diversity
- Internationally recognised programmes and credits



Mind Your Business Summer School

OBJECTIVES

- Inform participants on the latest trends and advancements regarding strategic business thinking and efficient business administration in a global digital economy.
- Acquire theoretical knowledge and practical skills related to financial analysis, business forecasting, neuroscience applied to business and strategic and operational decision-making.

The summer school is built around hands-on activities, during which participants will work with data from top companies, apply quantitative tools and techniques, understand their as well as other business minds and sharpen their strategic business thinking.

WHEN?

online: June 20-21, 2024

onsite: June 24-28, 2024
Cluj-Napoca
Babeș-Bolyai University



**MIND YOUR BUSINESS:
SUMMER SCHOOL ON
STRATEGIC BUSINESS THINKING
JUNE 2024
2ND EDITION**



Funded by
the European Union

Reasons to participate:

1. Receive financial support from the ERASMUS+ Programme
2. Build friendships and connections
3. Get a glimpse of Romanian academic and cultural life
4. Learn new skills
5. Take a crash course in a subject you aim at studying
6. Benefit from high quality and innovative teaching methods
7. Enjoy on-campus accommodation at affordable prices (double or triple rooms)
8. Share insights from your country during the Multicultural Evening and take part in memorable sightseeing tours
9. Receive a grade and 3 ECTS credits
10. Win the Best Project Award

SYLLABUS

Academic coordinator
Assoc.Prof.Dr. Larissa Bătrâncea
Faculty of Business



Introduction into the summer school programme and objectives + meet & greet (online)



Crunching numbers across industries: Financial strategies for managing successful businesses (online + onsite)



Forecasting for business and management (online + onsite)



Making business sense of the human senses: Business decisions through the lens of Neuroscience (onsite)



Developing digital skills for a successful business management (onsite)



CONTACT US

Administrative coordinator:
Dr. Carmen Țăgșorean
(carmen.tagsorean@ubbcluj.ro)

Academic coordinator:
Assoc.Prof.Dr. Larissa Bătrâncea
Faculty of Business
(larissa.batrancea@ubbcluj.ro)



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»»» BLENDED INTENSIVE PROGRAM «««

DEVELOPING COMMUNICATIONS SKILLS, IMPLEMENTING INCLUSIVE PRACTICES AND SUPPORTING SOCIAL DIVERSITY IN HEI



**BABEȘ-BOLYAI UNIVERSITY,
CLUJ-NAPOCA, ROMANIA**

FACULTY OF PSYCHOLOGY AND SCIENCE FOR EDUCATION

WHERE?



**BABEŞ-BOLYAI UNIVERSITY
CLUJ-NAPOCA**

ENGLISH <<<
(B2 LEVEL RECOMMENDED)

LANGUAGE OF INSTRUCTION

WHEN?



ONLINE (10 HOURS)
FEBRUARY 19-FEBRUARY 23, 2024



ONSITE (40 HOURS)
FEBRUARY 26-MARCH 01, 2024



INDIVIDUAL STUDY (25 HOURS)

**BACHELOR/MASTER LEVEL
FACULTY MEMBERS (STAFF
TRAINING MOBILITY
ADMINISTRATIVE STAFF (STAFF
TRAINING MOBILITY)**



WHO CAN ATTEND

EXPENSES



**ERASMUS+ PROGRAM (BIP FUNDS)
FOR COURSES AND CULTURAL
ACTIVITIES**



**TRAVEL AND SUBSISTENCE COSTS
BY THE HOME UNIVERSITIES (FROM
ERASMUS+ FUNDS)**

REASONS TO ATTEND THE SUMMER PROGRAM

9 AWESOME REASONS

- RECEIVE 3 ECTS CREDITS
- RECEIVE A CERTIFICATE OF ATTENDANCE
- BENEFIT FROM THE FINANCIAL SUPPORT OF THE ERASMUS+ PROGRAM
- GET A CRASH COURSE IN A SUBJECT YOU MAY WANT TO STUDY
- NO ATTENDANCE FEE
- INNOVATIVE TEACHING METHODS
- FORM FRIENDSHIPS AND CONNECTIONS
- GET A GLIMPSE AT ROMANIAN ACADEMIC AND CULTURAL LIFE
- LEARN NEW SKILLS
- ON REQUEST, ON-CAMPUS ACCOMMODATION (APROX. 7 EUR/NIGHT IN TRIPLE ROOM OR 10 EUR/NIGHT IN DOUBLE ROOMS)



»»» BRIEF DESCRIPTION OF THE ACTIVITY

The workshop focuses on reflecting upon the institutional and individual actions that can be applied to promote diversity, equity and inclusion in the educational contexts within HEI. The support of students with diverse profiles, interests, needs and backgrounds represents a qualitative image of programs offered by universities, extending their programs and services, promoting an improved position and responsibility in the community, getting funds and projects that support implementation of inclusion, accessibility and development of competences of staff and students, assuring the mission of universities that relate to community-oriented services. Multicultural factors of diversity impact decisions regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners. Outcomes of the workshop acquisition include familiarization with self-development values, development of the capacity to solve personal and professional tasks in regard with diverse communication needs, opportunities and abilities of an individuals, authenticity, reflexivity and the ability to take responsibility, relations in the process of implementation (Korotkova, Rimskaya, 2015).

»»» OBJECTIVES

1. To define inclusion, diversity, educational and social support and programs, implications of vulnerability, importance of cultural competences
2. To respect and appreciate cultural diversity, cultural and linguistic identity
3. To define cultural and linguistic identity
4. To promote the development of culturally responsible and responsive curricula
5. To emphasize the importance of learning in multicultural educational environments.
6. To approach diversity in connection with social inclusion
7. To get familiarised with theoretical models of acceptance and belonging
8. To reflect upon various social contexts in relation with diversity

»»» COMPETENCES

1. Identification of the implications of various concepts on diversity and inclusion
2. Identification and description of characteristics of culturally competent systems and individuals
3. Identification of theoretical models of acceptance and belonging
4. Practical skills in approaching diversity.

EVALUATION

Exercises and activities to identify and implement instructional and management strategies in multicultural and diverse groups.

»»» BRIEF DESCRIPTION OF THE ACTIVITY

Psychological safety is a vital aspect in the optimal functioning of an organization, often a core value, and is lately one topic of big interest in various fields. An inclusive and resilient culture is impossible to accomplish without increasing the safety of the environment in an organization. Inclusive environments imply equity, engagement, fairness, regardless of the race, gender, sexual orientation, level of ability and disability of the members. Some of the features that need to be worked on in order to make inclusion a reality are: open communication about sensitive topics, a sense of belonging, authenticity, respect for diversity, for others' perspectives, trust, appreciation for the value of each member. It is about candor and it is a necessity in a complex world, full of uncertainty and ambiguity (VUCA), that can be volatile and thus difficult to manage. Psychological safety is strongly associated with performance in organizations and the increase of learning effectiveness.

»»» OBJECTIVES

1. To define psychological safety and its components
2. To emphasize the importance of psychological safety in a VUCA world, to build an inclusive culture
3. To discuss the link between performance in work and effectiveness of learning and psychological safety
4. To identify other strategies that can be added to psychological safety, to create an inclusive community within an organization.

»»» COMPETENCES

1. Identification of actions that promote psychological safety
2. Practice open, candid communication
3. Practice empathy and perspective taking
4. Identify means to increase the connection within a group
5. Giving and receiving constructive feedback

EVALUATION

Group task:
building a plan for an organization to increase psychological safety of its environment



»»» BRIEF DESCRIPTION OF THE ACTIVITY

Acceptance of diversity is a key factor in HEIs, where people of diverse ethnic backgrounds, races, sexual orientations, religions are learning together to fulfill their professional goals. Acceptance implies the authentic respect for other persons' differences and an openness to understand and learn from diverse experiences. Acceptance is a key factor in psychological flexibility, and is related to values, a sense of self-worth, the ability to mindfully connect with experiences, It also implies a non-judgmental, non-defensive manner to react and respond to circumstances. It is an essential component in the struggle to attain security when faced with diversity, equity and inclusion (DEI) in a learning environment. The goal of the activity is to practice psychological acceptance, to discover and acknowledge its benefits on learning and development within HEIs.

»»» OBJECTIVES

- 1.To define and operationalize acceptance towards diversity
- 2.To define and exemplify psychological acceptance
- 3.To relate acceptance and other components of psychological flexibility
- 4.To determine the importance of psychological acceptance in the effectiveness of learning
- 5.To discover other benefits of psychological acceptance, for own person and for others.

»»» COMPETENCES

1. Identification of actions that promote psychological acceptance
2. Practice psychological acceptance
3. Identify means to increase psychological acceptance
4. Practice self-awareness and connecting it with acceptance

EVALUATION

Reflection exercise on the benefits of personal practice of psychological acceptance.

PROMOTING FACTORS OF SOCIAL INCLUSION FOR STUDENTS WITH DISABILITIES IN HIGHER EDUCATION. PERSPECTIVES FROM STUDENTS AND PEERS WITHOUT DISABILITIES

LECTURER CRISTINA BĂLAȘ-BACONSCHI, PHD

»»» BRIEF DESCRIPTION OF THE ACTIVITY

The workshop is focused on different aspects related to the inclusion of students with different types of disabilities in higher education, on all the issues encountered during the educational process. The main topic is related to social inclusion, involving social interaction between students with and without disabilities, acceptance of students with disabilities in different groups created for academic purposes or for leisure activities. The aim of the workshop consists also in investigating all the main constructs included in social inclusion, by analysing the point of view of the students with disabilities and the one of their peers without disabilities.

The activity will focus therefore on participation, which is a multidimensional concept made up of three interdependent sub-dimensions. Firstly, it refers to feeling a sense of belonging or the perception of emotional well-being resulting from an established social and academic self-esteem. It also symbolizes being part of a peer group, where students are valued and recognized and where identities are constructed in a positive way. Finally, it means taking part in the formal and informal structures of the educational process (Fernandez-Batanero et al., 2022).

As many studies show, peer support would favour the participation of students with disabilities, as they value the support of their peers as a facilitator of their inclusion in the academic context (Perez Castro, 2019).

And last, but not least, we will try to find some aspects that could be addressed to facilitate the inclusion of students with disabilities in university education.

»»» OBJECTIVES

1. Understanding the main obstacles encountered by students with disabilities during the social and academic inclusion.
2. Associating each component of participation with some experiences of students with disabilities and of their peers in connection with them.
3. Finding the best ways to improve social inclusion of students with disabilities in higher education.

»»» COMPETENCES

1. Identification of all the aspects involved in social inclusion for students with disabilities.
2. The proposal of an action plan focused on the improvement of the inclusion of students with disabilities in higher education.

EVALUATION

A short questionnaire concerning the experiences of different situations in which students with disabilities are involved.



LECTURER CRISTINA BĂLAȘ-BACONȘCHI, PHD

»»» BRIEF DESCRIPTION OF THE ACTIVITY

The workshop is focused on the reluctance showed by many students with disabilities to contact fellow students, lecturers, or institutional support in case of study-related difficulties. As shown in different studies, one in four students with disabilities does not seek any assistance because of stigmatization fear. In the same time, it is also proved that students have limited knowledge of the support provided by their higher education institution (HEI). Most students with disabilities are simply not aware that help is available, while others question the benefit of such assistance or prefer to solve the problem on their own. Fear of stigmatization presents a significant barrier to help seeking. This is evident in all disability groups, especially among students with non-apparent disabilities such as mental health problems (Terzieva et al., 2016). A better understanding of the difficulties experienced by students with disabilities may enable HEIs to address and alleviate relevant issues or support students in tackling them (Zaussinger & Terzieva, 2018). Students with disabilities often struggle with fear of stigmatization and are reluctant to disclose their difficulties on campus in order to protect their privacy and avoid discrimination (Markoulakis and Kirsch, 2013). We will attempt to find the choices that students with non-apparent disabilities and those with apparent disabilities make regarding disclosure of their disability to faculty. Research shows that students with disabilities report that they do not “deserve” special consideration and do not want to disclose their disability to avoid being perceived as double-minded or as seeking unmerited privileges (Martin, 2010, Terzieva et al., 2016).

»»» OBJECTIVES

1. A better understanding of students in higher education and their perspectives about their disabilities.
2. Finding ways to reduce fear of stigmatization in students with disabilities by using support from all the enabled institutions and from their peers.

»»» COMPETENCES

1. Identification of the main struggles of students with disabilities and of their fear of stigmatization.
2. The proposal of an action-plan focused on the ways to determine students with disabilities to use their rights, to benefit from the support offered by institutions.

EVALUATION

A short questionnaire concerning from one part the main opportunities for students with disabilities and from the other, the way to reduce fear of stigmatization

»»» BRIEF DESCRIPTION OF THE ACTIVITY

The world we know it today is shaping constantly and an important role of our society is to promote social inclusion and respect for others and to ensure human and civic values and to prevent and tackle marginalization and radicalization. If we want to make an impact on our society, it is important to be aware of our own biases and try to make a real effort in understanding ourselves and the others. During this workshop we are going to take a deep look into our conscious and unconscious bias and try to understand where it comes from, but also how much harm it can cause to others. Using different exercises, we are learning different skills to help you to become more inclusive.

»»» OBJECTIVES

1. Understand what bias is and where it stems from.
2. Define diversity, equity, inclusion, and belonging.
3. Understand the difference between stereotypes, prejudice, and discrimination.

»»» COMPETENCES

1. Identification of biases in social contexts
2. Assessment of personal prejudices and stereotypes
4. Analysis of discriminatory behaviours and situations.

EVALUATION

Discuss various social situations that require inclusive actions, analyse implications and consequences in social contexts for each participant.



»»» BRIEF DESCRIPTION OF THE ACTIVITY

The workshop approaches the method on NVC founded by Marshal B. Rosenberg (1999). It presents an accessible and clear way to build relationships which enrich us, to develop cooperation, to find an acceptable exit from difficult or conflictual situations. The workshop will highlight through presentations and exercises different techniques that help people to overcome violence, conflicts, impasses, and tensions. The NVC method is aimed at supporting people understand and becoming able to empathize with another person when they say something shocking or difficult to listen to. It also allows participants to explore their own needs, actions, feelings and responsibilities in relation to others.

»»» OBJECTIVES

1. To emphasize the importance of maintaining or improving good relationships
2. To develop the ability of identifying unsatisfactory situations and transform them for the better for everybody involved.
3. To identify your own role of responsibility in a situation
4. To facilitate the transformation of conflict in a manner that promotes respect for everybody.
5. To define and assess personal needs of communication.
6. To emphasize our responsibility in talking and listening to others and in verifying if they appreciate the way we have talked and listened to them.
7. To identify the characteristics of NVC.

»»» COMPETENCES

1. Identification of the components of the NVC method.
2. Identification of self-responsibilities and roles in a functional relationship.
3. Assessment of personal needs of communication.
4. Sharing observations without judgement and exploring our needs, requests, actions and feelings.

EVALUATION

A questionnaire where participants will assess the possible impact of NVC techniques on their personal and professional life.

Be part of our journey!



Contact person

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PRIVACY POLICY
in accordance with article 13 of EU Regulation 2016/679

Ca' Foscari University of Venice, as part of its institutional aims and in fulfillment of the obligations set forth in article 13 of the EU Regulation 2016/679 ("Regulation"), gives you information regarding the processing of your personal data for the purpose of carrying out the selection process you wish to participate in.

1) THE DATA CONTROLLER

The data controller is Ca' Foscari University of Venice, with headquarters in Dorsoduro n. 3246, 30123 Venice (VE), in the person of the Rector.

2) DATA PROTECTION OFFICER

The University has appointed a "Data Protection Officer", who can be contacted by writing to the e-mail address dpo@unive.it or to the following address: Ca' Foscari University, Venice, Data Protection Officer, Dorsoduro n. 3246, 30123 Venice (VE).

3) PERSONAL DATA CATEGORIES, PURPOSES AND LEGAL BASIS OF DATA PROCESSING

The data processing involves the collection of personal data (such as name and surname), contact details and data relating to previous study and professional experience.

The processing of personal data is aimed solely at the completion of the selection process and will take place in a way and within the limits necessary to pursue the aforementioned purpose.

The legal basis for this processing activity is represented by art. 6.1.e) of the Regulation ("execution of a task of public interest or connected to the exercise of public powers").

The processing of personal data is based on the principles of fairness, lawfulness and transparency and the protection of the privacy and rights of the data subject, as well as the additional principles established by art. 5 of the Regulation.

4) MEANS OF DATA PROCESSING

The processing of personal data will be carried out by authorized parties (in compliance with the provisions of Article 29 of the Regulation), with the use of computerized procedures, adopting appropriate technical and organizational measures to protect them from unauthorized or illegal access, destruction, loss of integrity and confidentiality, even if accidental in nature.

5) DATA RETENTION

The data will be stored in accordance with the laws and regulations on the storage of administrative documentation.

6) RECIPIENTS AND CATEGORIES OF RECIPIENTS OF PERSONAL DATA

For the purposes set out above, in addition to specifically authorized employees and collaborators of the University, personal data may also be processed by individuals who execute outsourced activities on behalf of the Data Controller, in their capacity as External Data Processors.

The same data might be communicated to the University where you wish to spend your mobility period.

There are no further communications to third parties except to persons to whom the data must be transmitted in fulfillment of legal obligations or, on request, to judicial and supervisory authorities.

The results of any intermediate tests and final rankings will be published according to current legislation.



7) DATA COLLECTION

The collection of such data is necessary to evaluate the requirements for participation. The failure to indicate these data might preclude this assessment, with a consequent exclusion from the process.

8) DATA SUBJECTS RIGHTS AND HOW TO EXERCISE THEM

As a data subject, you have the right to obtain from the University, in the cases provided for by the Regulation, access to personal data, rectification, integration, their cancellation or processing limitation or to object to the data processing itself (articles 15 and following of the Regulation). The request can be submitted, without any particular formal procedures, by contacting the Data Protection Officer directly at dpo@unive.it or by sending a communication to the following address: Ca' Foscari University Venice - Data Protection Officer, Dorsoduro 3246, 30123 Venice. Alternatively, you can contact the Data Controller, by writing a PEC (certified email) to protocollo@pec.unive.it.

Data subjects, who believe that the processing of their personal data is in violation of the provisions of the Regulation, also have the right to file a complaint to the Data Protection Authority, as provided for by art. 77 of the Regulation itself, or to take appropriate legal action (Article 79 of the Regulation).