**Erasmus+ KA171 Region 2 Priority: Support students with fewer opportunities

TSC Questionnaire for students: based on ‘Implementation guidelines Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy (Version 1 – 29/04/2021)’
To be filled in alongside with preliminary application form**

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| **First Name / Last Name** | **Personal ID Number** | **Programme and Year** | **Contact Details(Email and Phone Number)** |
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 **Please tick the box if you consider yourself a student with fewer opportunieties because of following reasons:**

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 **Disabilities** *‘This includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone’s full and effective participation in society on the same footing as others.’*

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 **Health Problems** *‘Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents from participating in the programmes.’*

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 **Barriers linked to education and training systems** *‘Individuals struggling to perform in education and training systems for various reasons, early leavers from education and training, NEETs (people not in education, employment or training) and low-skilled adults may face barriers. Although other factors may play a role, these educational difficulties, while they may also be linked to personal circumstances, mostly result from an educational system which creates structural limitations and/or does not fully take into account the individual’s particular needs. Individuals can also face barriers to participation when the structure of curricula makes it difficult to undertake a learning or training mobility abroad as part of their studies.’*

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 **Cultural differences**
*‘Cultural differences may be perceived as barriers by people from any backgrounds, they can particularly affect people with fewer opportunities. Such differences may represent significant barriers to learning in general, all the more for people with a migrant or refugee background – especially newly-arrived migrants -, people belonging to a national or ethnic minority, sign language users, people with linguistic adaptation and cultural inclusion difficulties, etc. Being exposed to foreign languages and cultural differences when taking part in any kind of programme activities may put off individuals and somehow limit the benefits from their participation. Such cultural differences may even prevent potential participants from applying for support through the programmes, thereby representing an entry barrier altogether.’*

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 **Social barriers**
*‘Social adjustment difficulties such as limited social competences, anti-social or high-risk behaviours, (former) offenders, (former) drug or alcohol abusers, or social marginalisation may represent a barrier. Other social barriers can stem from family circumstances, for instance being the first in the family to access higher education or being a parent (especially a single parent), a caregiver, a breadwinner or an orphan, or having lived or currently living in institutional care.’*

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 **Economic barriers** *‘Economic disadvantage like a low standard of living, low income, learners who need to work to support themselves, dependence on the social welfare system, in long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, etc., may represent a barrier. Other difficulties may derive from the limited transferability of services (in particular support to people with fewer opportunities) that needs to be "mobile" together with the participants when going to a far place or, all the more, abroad.’*

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 **Barriers linked to discrimination Barriers can occur as a result of discriminations linked to gender**
*‘Gender identity, gender expression, etc.), age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of one or several of the mentioned discrimination barriers.’*

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 **Geographical barriers**
*‘Living in remote or rural areas, on small islands or in peripheral/outermost regions, in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries, etc., may constitute a barrier.’*

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**None of these above**

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