



ERASMUS POLICY STATEMENT

I.

The IEDC-Bled School of Management is internationally recognized as one of the most innovative international business schools and as a pioneer in providing a “creative environment for creative leadership”, an innovative approach which encourages business leaders to take on new, and more creative ways in meeting their challenges. The school is driven by a vision that successful management is not only affected by one’s own company and the business world it is part of, but also by the society that surrounds it, and aims to promote ethical, socially responsible and creative leadership. Significant emphasis is put on exposing the participants to experiences from broader human activities and in particular arts, science and philosophy. In 2009, it was named among 100 top business schools in the world concerning innovations for demonstrating significant leadership in integrating social, environmental and ethical issues into its programs according to the Aspen Institute's 2009-2010 edition of Beyond Grey Pinstripes, the only ranking that evaluates how well schools are preparing their students for the environmental, social and ethical complexities of modern-day business. IEDC was the only school from Central and Eastern Europe to receive this recognition.

In 2016, 2020, 2022, and 2024, IEDC was named as one of the PRME Champion schools – currently

Because IEDC is well known for its innovations in how management education is conceptualized, designed, and delivered and is very much engaged in achieving pedagogical excellence (through International Management Teachers Academy, provided by CEEMAN), IEDC also aims to continue and broaden its expertise in:

- management education,
- art and leadership,
- executive education,
- pedagogical excellence,
- digitalization and artificial intelligence,
- quality assurance of management education by emphasising relevance of management education to the needs of business and social environments,
- social responsibility.

With other partner institutions (in projects within Erasmus program) and eventually make even greater impact on national, regional, European and global level in the field of (management) higher education.

II.

With participation in the Erasmus+ Programme IEDC will not only deepen its expertise and broaden academic and development cooperation with institutions from program and partner countries, but it will also bring its own innovative approaches, knowledge and synthesis of different academic

disciplines closer to its partner institutions and eventually to the Erasmus+ Program itself. Following the IEDC's principle that management education should be responsive to the development needs of its society and it should provide relevant educational offerings to its students, IEDC will definitely bring rich experience and expertise into future consortiums and Erasmus projects which will eventually lead to improvement of the quality and relevance of higher education of all partner institutions which is one of the main priorities of the Modernization Agenda.

IEDC will continue its engagement in research and development area of "Management and Leadership development needs." Through cooperation with the broader CEEMAN network and other academic partner institutions, IEDC will continue with the analysis on what are the business challenges and development needs and how management education should respond to these needs.

The results will have significant impact on management education and IEDC and other institutions will continue gaining important insights and understandings on how to develop its educational programs and research agenda. This will lead to development of new or improved educational offerings through design and delivery of programmes, improving the quality and relevance of higher education.

Besides IEDC's strong expertise in management and executive education, art and leadership and strong cooperation with employers with intention to provide relevant education to its students, IEDC is also very much engaged in activities that lead to pedagogical excellence. In 1993, IEDC was the initiator and one of the founding members of the CEEMAN association which provides International Management Teachers Academy (IMTA). Main intention of IMTA is achieve pedagogical excellence on an individual level.

Participation in the Erasmus+ Programme will continue having a positive impact on strengthening the IEDC's cross-border cooperation and on knowledge triangle: linking higher education, research and business for excellence and regional development, which is again one of the priorities of Modernization Agenda.

In short, IEDC will (1) widen cooperation with other HEIs, (2) Improve its educational offerings, (3) have better trained staff, (4) engage in new research and development projects, and (5) increase student mobility.

III.

Beyond national legislation and EU guidelines, IEDC gives great importance to diversity and inclusion.

IEDC is the first educational institution to sign the Diversity Charter and is currently working on designing a Gender Equality Plan (GEP) as one of the first HEIs in Slovenia and one of the first business schools in EU. The GEP is set to be finalized by the end of 2021.

In line with this, we strive to form such work and educational environment which reflect the diversity of society and actively involve employees and students by avoiding any discrimination (direct or indirect) based on sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation.

All buildings, including classroom and study group facilities, are designed to meet the needs of students with disabilities.

Although IEDC has no facilities for pastoral care, it promotes freedom of expression of beliefs, including religious practice. Participants are referred to major religious congregations within walking or driving distance of the Campus.

IEDC actively strives to ensure that fair and equitable opportunities are provided to all potential participants, including those from groups with fewer opportunities for participation, including those with special needs, from lower socio-economic backgrounds, students with family responsibilities, and part-time jobs.

As all IEDC higher education programs are part-time programs, a vast majority of students are working full-time. A special attention is given to balancing work, family, and study obligations by providing additional support and flexibility.

With relatively high enrolment fees and ambition to actively support students from developing countries, IEDC provides heavily discounted fees and even full scholarships to several students every year.

IV.

Service to society is recognized as one of the key educational pillars by IEDC. Due to this, IEDC strives to take an active role in the local, national and broader regional environment and encourages its students and staff to do so as well.

Students and staff are encouraged to actively partake in various events, especially those involving non-governmental sector and civil society organizations.

To support dialogue, understanding and exchange of views, IEDC host several conferences each year where representatives of different sectors are invited both as speakers as well as participants. Special care is given to facilitating open dialogue between different sectors, especially those that may be seen to be in conflicting positions or views.

Dialogue and participation with public institutions is also encouraged.

IEDC gives out an award every two years for best cross-sectoral cooperation practices.

Special tours are organized for incoming students as well as staff, which not only includes presentations of the local environment and culture, but also familiarizing them with different social enterprises and civil society organizations through site visits which take place regularly.

In case of outgoing mobility, we also strive to organize such site visits in the host country with support of the receiving institution.

Active citizenship and democratic engagement are also taught in class as integral part of several courses, including Business in Society, Business Ethics and Arts and Leadership courses.