



INCLUSION EDUCATION



IDEA:
Inclusion and
Diversity in
Erasmus+
Assessments

A GUIDE FOR ASSESSORS ON
HOW TO RECOGNISE AND
REWARD BENEFICIARIES THAT
EFFECTIVELY ADDRESS
INCLUSION AND DIVERSITY IN
THEIR MOBILITY PROPOSALS



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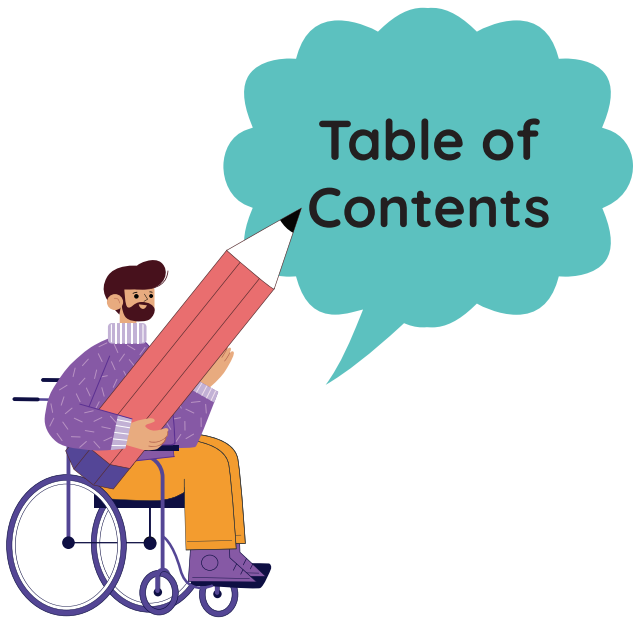
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1 PURPOSE AND FOCUS OF THIS RESOURCE

This resource has been developed by the **SALTO Resource Centre for Inclusion and Diversity in Education and Training** for use by assessors working on Erasmus+ Key Action 1 mobility, in the fields of **Adult Education, Higher Education, School Education** and **Vocational Education and Training**. The purpose of this resource is to help assessors to recognise and reward organisations which positively and effectively address inclusion and diversity in their funding and accreditation applications. In addition to addressing the key principles of inclusion and diversity, as detailed in the **Erasmus+ Programme Guide**, additional insights and expectations have been gathered from National Agencies working to promote and deliver the Erasmus+ programme at national level.

Throughout this resource, we use the term **learners** to represent pupils, students and learners of all ages that might participate in mobility programmes in the fields of Adult Education, Higher Education, School Education and Vocational Education and Training (VET). We use the term **assessors** to represent internal and external experts who are involved in the assessment of mobility-related funding and accreditation proposals. We use the term **non-traditional** to represent learners who might not normally engage with mobility programmes, including those facing one or more of the [known] barriers to accessibility and outreach in Erasmus+.



2 UNDERSTANDING INCLUSION AND DIVERSITY

Inclusion and diversity is very much at the heart of Erasmus+, confirmed as one of four horizontal priorities for the programme period 2021-2027 and having a strong footprint in predecessor funding programmes, albeit often relying on the use of different terms or descriptors (e.g. equity and inclusion; social inclusion and integration).

The **Erasmus+ Programme Guide** confirms the intentions of the programme to promote equal opportunities and access, inclusion, diversity and fairness across all its actions, and underlines the need for organisations to adopt an inclusive approach in the design of their projects and activities, ensuring that they are accessible to a diverse range of participants.

In the accompanying **Framework on Inclusion Measures**, reference is made to the underlying principle of the Erasmus+ programme being accessible for all, regardless of the barriers that people might face. The **Framework** also confirms programme ambitions for leaving no one behind, and for contributing to more inclusive societies, whilst listing four specific objectives, which centre on:

- a. mainstreaming inclusion and diversity as a cross-cutting priority and guiding principle;
- b. ensuring the offer of inclusive features and mechanisms within the Erasmus+ programme design and budget and ensuring a focus on inclusion and diversity at all stages of programme management;
- c. establishing a common understanding of those who may be considered as persons with fewer opportunities and fostering a positive approach to diversity;
- d. supporting beneficiary organisations in establishing more high-quality projects that address inclusion and diversity, and in designing and implementing projects in a more inclusive and diverse manner.

A dedicated **Inclusion and Diversity Strategy** (hereafter, **Strategy**) has also been developed to accompany Erasmus+ and the European Solidarity Corps, further underlining the importance of inclusion and diversity as a means of bringing these programmes within the reach of people with fewer opportunities. This **Strategy** highlights the fact that societies are increasingly diverse in many respects - including cultures, abilities, social groups, sexualities, political opinions, identities and education, training and literacy levels - the result of which is a need to learn to navigate diversity and to create inclusive and cohesive societal systems and educational opportunities.

In addition to confirming efforts to establish a common understanding of inclusion and diversity, the Strategy goes on to define persons with fewer opportunities, in the context of the Erasmus+ and ESC programmes, as:

“persons who for economic, social, cultural, geographical or health reasons, due to their migrant background, or for reasons such as disability or educational difficulties or for any other reason, including a reason that could give rise to discrimination under Article 21 of the Charter of Fundamental Rights of the European Union, face obstacles that prevent them from having effective access to opportunities”





Barriers to Accessibility and Outreach are then categorised, as detailed in the table below. This list of potential barriers is not exhaustive, however, and is meant to provide a reference for those looking to take action with a view to increasing accessibility and outreach. It is also recognised that barriers can be stand-alone or be a combination of multiple factors.



BARRIERS TO ACCESSIBILITY AND OUTREACH

DISABILITIES

Includes physical, mental, intellectual or sensory impairments which might hinder full and effective participation in society on the same footing as others.

HEALTH PROBLEMS

Includes barriers that might result from health issues including severe illnesses, chronic diseases and/or other physical or mental health-related situations that prevent participation.

BARRIERS LINKED TO EDUCATION AND TRAINING SYSTEMS

Includes barriers which might emerge among those struggling to perform in education and training systems for one or more reasons, including early leavers from education and training, NEETs (people not in education, employment or training) and low-skilled adults. Although other factors can play a role, including personal circumstances, these barriers are mostly considered to be a result of educational systems where structural limitations exist or which do not fully take into account the needs of the individual, which can also include curricular structures which make learning mobility abroad difficult.

CULTURAL DIFFERENCES

Whilst cultural differences can present barriers for all people, they can particularly affect persons with fewer opportunities. For example, cultural differences might represent a more significant barrier to learning for people with a migrant or refugee background, especially newly-arrived migrants, as well as people belonging to a national or ethnic minority, sign language users, and/or people with linguistic adaptation and cultural inclusion difficulties. Being exposed to foreign languages and cultural differences when taking part in Erasmus+ programme activities might prevent potential participants from applying (entry barrier) and/or might limit the benefits of participation.

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 can represent a barrier to participation. Other social barriers can stem from family circumstances or histories - for instance, being the first in the family to access higher education; being a parent, single parent, caregiver, breadwinner or orphan; or having lived (or currently living) in institutional care.

ECONOMIC BARRIERS

Economic disadvantages can also represent potential barriers, such as a low standard of living, low income, learners who need to work to support themselves, dependence on the social welfare system, long-term unemployment, financially-precarious situations or poverty, or being homeless.

BARRIERS LINKED TO DISCRIMINATION

Barriers can occur as a result of discrimination linked to gender (gender identity, gender expression, etc.), age, ethnicity, religion, beliefs, sexual orientation, disability, or can be intersectional (i.e. a combination of one or several of the aforementioned barriers).

GEOGRAPHICAL BARRIERS

Living in remote or rural areas, in small island communities, in peripheral or outermost regions, in urban suburbs, in less serviced areas (e.g. limited transport facilities) or less developed regions and countries might also constitute a barrier to participation.

The **Strategy** goes on to consider diversity in the context of the Erasmus+ and ESC programmes, helping users and beneficiaries to better understand diversity and ultimately defining this as a concept which embraces differences of all kinds.

“Some types of diversity are more obvious than others, such as ethnicity, religion, culture and language. But diversity expands beyond just these aspects. It also refers to different (dis)abilities, educational levels, social backgrounds, economic situations, health statuses, and places of origin. Erasmus+ aims to embrace and celebrate diversity so that difference becomes a positive source for learning, rather than the cause for negative competition and prejudice”.



It could be argued that inclusion and diversity are two halves of the same story. For example, it is easy to accept diversity as a fact which confirms that the world consists of many different people, things, ideas and opinions. Contrarily, we should recognise inclusion as a process of direct action which aims to engage and respond to the needs of people with fewer opportunities, or those who might be marginalised or excluded for one or more reasons, with a view to meeting their basic and universal human rights.





3 RECOGNISING INCLUSION AND DIVERSITY

As an assessor, you play a key role in recognising inclusion and diversity in Erasmus+ mobility. Whilst there are many demands on your time, including a need to consider the value, purpose and achievability of mobility programmes, and efforts to engage and prepare participants, it is additionally important that you consider Erasmus+ mobility applications through the lens of inclusion and diversity.

Whilst many proposals talk of ambitions for addressing inclusion and diversity, not all are sufficiently detailed in terms of what they will actually do to positively address this. Assessors must therefore know what to look for, in order to recognise and reward applicants who positively and effectively address inclusion and diversity in their mobility plans.

In this section, we consider organisational vision and commitment, confirming WHY inclusion and diversity might be important or specifically targeted. We also reflect on WHAT actions or approaches are to be delivered as part of the planning, implementation and follow-up of mobility programmes. In each case, we highlight what an assessor should look for and HOW this might be positively reflected in a written assessment. In all cases, however, these are presented purely as examples, and the exact nature of any written comments should reflect what you, as an assessor, have read and reviewed in an individual application, whilst also respecting the maximum character limitations for each assessment criterion. Finally, we consider WHERE to look in the different application forms for insights that might help you to make an informed opinion. In this final section, we include the Erasmus Charter for Higher Education (ECHE), Mobility of Higher Education Students and Staff via External Policy Funds (KA171), Erasmus Accreditation in Adult Education, School Education and VET (KA120) and Short-term Projects for Mobility of Learners and Staff in Adult Education, School Education and VET (KA122).

Organisational Vision and Commitment

What to look for...	Example of how this might be reflected in comments...
<ul style="list-style-type: none"> Alignment of mobility planning with existing organisational policy or strategy for inclusion and diversity. Specific motivation for inclusion and diversity that is clearly aligned with the mission of the organisation and their targeted learners. Dedicated vision or strategy for inclusion and diversity to support delivery of the targeted mobilities. Higher-level management commitment to tackling inclusion and diversity in mobility. Insight into specific skill sets among staff and volunteers that are to be involved in engaging persons with fewer opportunities. 	<ul style="list-style-type: none"> Positive to see mobility plans aligned with the inclusion and diversity policy of the applicant institution. Clear motivation for engaging persons with fewer opportunities, as a core target for the applicant institution, including [add target group examples]. Positive to see efforts made to define inclusion and diversity from the perspective of the targeted mobilities. Commendable management commitment to addressing inclusion and diversity in mobility. Valuable insights are provided into the skills and experiences of staff that can help to engage persons with fewer opportunities.

Where to look...
<ul style="list-style-type: none"> ECHE: Erasmus Policy Statement; Organisation and Management. KA171: Applicant Organisation and Regional Partnerships. KA120: Background; Profiles; Strategic Documents; Erasmus Plan Objectives; Erasmus Plan Management. KA122: Background; Participating Organisations; Project Objectives; Quality Standards; Follow-up.



Clearly-Defined Beneficiaries and Targets

What to look for...	Example of how this might be reflected in comments...
<ul style="list-style-type: none"> Detailed overview of learners and staff being targeted for participation in (future) mobility programmes, clearly defining participants with fewer opportunities and potential barriers that might need to be overcome to facilitate their engagement and participation. Clearly-defined goals for the engagement and participation of non-traditional participants and persons with fewer opportunities. 	<ul style="list-style-type: none"> Clear overview of the targeted learners and staff including participants with specific or additional needs, for which potential barriers to participation are positively recognised and credibly outlined, alongside means of directly addressing these. Credible and achievable goals are set for the engagement of persons with fewer opportunities in (future) mobility programmes.
Where to look...	
<ul style="list-style-type: none"> ECHE: Implementation of ECHE Charter Principles (Fundamental Principles; Mobility Activities). KA171: Project Description; Activities. KA120: Erasmus Plan Objectives; Erasmus Plan Activities. KA122: Project Objectives; Activities. 	





Before Mobility: Partnership, Planning and Preparation

What to look for...	Example of how this might be reflected in comments...
<ul style="list-style-type: none">● Inclusion of partners and key stakeholders with confirmed skill sets and experiences that can facilitate the engagement, participation and support of persons with fewer opportunities.● Specific budgetary provisions made to facilitate the engagement and participation of persons with fewer opportunities.● Mobility programmes (e.g. timing, duration, learning objectives) adapted to facilitate participation among learners and staff with specific or additional needs.● Promotion and awareness-raising actions tailored towards the involvement of traditional and non-traditional learner audiences, including those facing one or more barriers to participation.● Specific or additional selection criteria foreseen as a means of engaging persons with fewer opportunities in mobility programmes.● Dedicated or additional support measures anticipated to facilitate the application process for persons with fewer opportunities.● Clear risk assessment mechanisms and plans, including the use of preparatory visits, to ensure the suitability of receiving organisations for hosting and supporting persons with specific or additional needs.● Open and easily-accessible resources selected to support language and cultural preparation.● Removal of unnecessary barriers for those looking to participate in mobility (for example, removal of requirement for outgoing learners to reciprocally host incoming learners).	<ul style="list-style-type: none">● Convincing insight into the skills and experiences of staff and partners, that can facilitate the engagement, participation and support of persons with fewer opportunities.● Appropriate budget provisions are made to facilitate access and engagement among persons with fewer opportunities.● Positive to see plans for adapting the focus and duration of mobility programmes to facilitate the participation of learners with specific or additional needs.● Convincing insight provided into how promotional actions will be tailored and adapted to build interest among traditional and non-traditional learner audiences.● Credible vision for adapting selection processes to facilitate the engagement of persons with fewer opportunities.● Efforts to adapt the application process, to facilitate the engagement of learners with additional needs are especially positive.● Appropriate insight is provided into risk assessment planning and procedures, as a means of ensuring the suitability of receiving organisations for hosting and supporting persons with specific or additional needs.● Valid plans for the use of onsite and digital tools to aid language and cultural preparation.● Credible plans for strategic mobility planning to ensure that no unnecessary barriers to mobility exist.

Where to look...
<ul style="list-style-type: none">● ECHE: Implementation of ECHE Charter Principles (Fundamental Principles; Mobility Activities).● KA171: Project Description; Activities; Budget.● KA120: Erasmus Plan Objectives; Erasmus Plan Management; Quality Standards and Basic Principles.● KA122: Project Objectives; Activities; Budget; Quality Standards and Follow-up.



During Mobility: Programme Delivery and Support

What to look for...	Example of how this might be reflected in comments...
<ul style="list-style-type: none"> ● Hosts, mentors and accompanying persons receive the necessary insight and information on participants to ensure appropriate access, engagement and support, including for those with specific or additional needs. ● Accessible host venues assured. ● Accessible, inclusive and thoughtful host accommodation assured, including the use of host families. ● Active and more responsive monitoring in place to ensure initial and ongoing support to participants with specific or additional needs. ● Induction and extra-curricular events and activities meet the requirements of learners and staff with specific or additional needs. ● Communications tools are accessible to all participants, including those with limited access to digital technologies or smartphones. ● Learning objectives and activities, in an educational setting or in the workplace, are consistent with the needs and abilities of learner and staff participants. ● Learning and/or extra-curricular activities are embedded that specifically highlight or promote inclusion and diversity (for example, including a pre-departure activity that highlights the importance of respecting and appreciating diversity). 	<ul style="list-style-type: none"> ● Necessary provisions are in place to ensure that mentors and accompanying persons have the required insights to facilitate access, engagement and support among participants with specific or additional needs. ● Accessible host venues positively targeted. ● Accessible and inclusive host accommodation is positively targeted and should help to facilitate wider participation in mobility. ● Positive plans for weekly review meetings and for more regular reviews, where needed, for learners with specific or additional needs. ● Convincing insight into all aspects of mobility planning, including a review of extra-curricular activities to ensure access and inclusion for all. ● A sufficient range of communications tools and platforms in envisaged, including but not limited to smartphones. ● Valid ambitions exist for the tailoring of learning objectives and activities to be consistent with the needs and abilities of learner and staff participants. ● Positive ambitions exist for embedding activities that highlight and promote inclusion and diversity in Erasmus+ mobility.
Where to look...	
<ul style="list-style-type: none"> ● ECHE: Implementation of ECHE Charter Principles (Fundamental Principles; Mobility Activities). ● KA171: Project Description; Activities. ● KA120: Erasmus Plan Objectives; Erasmus Plan Activities; Erasmus Plan Management; Quality Standards and Basic Principles. ● KA122: Project Objectives; Activities; Budget; Quality Standards and Follow-up. 	



After Mobility: Evaluation, Documentation and Promotion

What to look for...	Example of how this might be reflected in comments...
<ul style="list-style-type: none"> ● Support for the re-integration of learners following a mobility period abroad: especially for learners with specific or additional needs or those undertaking long-term mobility; ● Feedback processes that engage non-traditional participants and those with specific or additional needs to reflect on the support provided, highlighting successes and identifying areas for improvement; ● Promotional actions that directly involve non-traditional participants and those with specific or additional needs, as a means of highlighting inclusion and diversity in Erasmus+ mobility; ● Inclusive and accessible dissemination plan including messages promoted, participants featured and tools adopted; ● Inclusive evaluation strategy, including targeted questions, accessible tools and additional support mechanisms, as needed; ● Inclusive and supportive mechanisms and tools are envisaged to allow for the successful documentation of technical and transversal skills acquired during mobility (for example, being open to different methods of documenting learning, which do not require that all users to have access to the latest digital tools and technologies); ● Strategic approach to evidencing and reporting inclusion-related costs (for example, mechanisms for reporting the participation of persons with specific or additional needs that avoid openly labelling these participants); ● Actions centred on recognising and rewarding the contribution of partners, staff and wider stakeholders in delivering mobility that is accessible and open for all (for example, specifically referencing inclusion and open access to mobility in certification and awards). 	<ul style="list-style-type: none"> ● Positive ambitions for supporting the re-integration of learners, including those with specific or additional needs and those on long-term mobility; ● Credible and valid plans exist for securing feedback from non-traditional participants and those with specific or additional needs to consider the adequacy of support and highlight possible areas for improvement; ● Marketing actions are sufficiently wide-reaching and should help to promote Erasmus+ mobility to a broad range of (future) participants including non-traditional learner audiences; ● Dissemination planning positively considers key messages and past participants that can help to promote inclusive Erasmus+ mobility; ● Evaluation plans are well designed and sufficiently accessible, including for participants with specific or additional needs. ● Mechanisms for supporting the documentation of learning achievement have been sufficiently considered, including for learners who might require additional support in these processes; ● Valid steps envisaged to allow for evidencing and reporting inclusion-related costs; ● Positive ambitions exist for recognising and rewarding the contribution of partners, staff and wider stakeholders in facilitating mobility that is accessible and open for all.



Where to look...

- ECHE: Organisation and Management; Implementation of ECHE Charter Principles (Mobility Activities; Cooperation Projects).
- KA171: Project Description; Activities.
- KA120: Erasmus Plan Objectives; Erasmus Plan Management; Quality Standards and Basic Principles.
- KA122: Project Objectives; Activities; Budget; Quality Standards and Follow-up.

4

REWARDING INCLUSION AND DIVERSITY

We often hear of the importance of inclusion and diversity for Erasmus+ yet there is a need for assessors to actively reward applicants that effectively address this important aspect of mobility in their funding or accreditation application. When looking at the selection criteria for the different Erasmus+ actions, references to inclusion and diversity are relatively few, yet it is simply about knowing where to look and when and how to reward through the use of (more) positive comments and scores.

In the Erasmus Charter for Higher Education (ECHE), each of the core selection criteria includes at least one aspect where inclusion and diversity might be effectively considered, as per the examples provided in section 3 of this guide and as listed below:

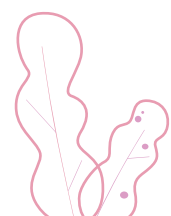
- RELEVANCE OF ERASMUS POLICY STATEMENT: impact targets and indicators;
- ADHERENCE TO ECHE PRINCIPLES AND PRACTICAL IMPLEMENTATION IN THE HIGHER EDUCATION INSTITUTION: adherence to ECHE principles including full and equitable access to persons with fewer opportunities and respect of the principles of non-discrimination, transparency and inclusion;
- QUALITY OF MANAGEMENT STRUCTURE: effective human resource engagement at all stages of mobility.

In Mobility Projects for Higher Education Students and Staff Supported by External Policy Funds (KA171), each of the core selection criteria equally includes at least one aspect where inclusion and diversity might be effectively considered, as per the examples in section 3 and as listed below:

- QUALITY OF PROJECT DESIGN AND COOPERATION ARRANGEMENTS: roles of staff; selection procedures (including a specific reference to alignment with the inclusion and diversity strategy of the Erasmus+ Programme and the applicant institution); learner support and recognition plans.
- RELEVANCE OF STRATEGY: reinforcing institution capacities; choice and volume of mobility activities;
- IMPACT AND DISSEMINATION: monitoring and evaluation strategy; dissemination plans.

In Erasmus Accreditation in the fields of Vocational Education and Training, School Education and Adult Education (KA120), each of the core selection criteria also includes at least one aspect where inclusion and diversity might be effectively considered, as per the examples in section 3 and as listed below:

- RELEVANCE: targeted learner participants.
- ERASMUS PLAN-OBJECTIVES: strategic alignment of objectives with Erasmus+ objectives, institutional development goals and the needs of participants; focus on measuring achievement;
- ERASMUS PLAN-ACTIVITIES: realistic mobility flows and relevant participant profiles; targeted efforts to engage learners with fewer opportunities;
- ERASMUS PLAN-MANAGEMENT: concrete means of addressing Erasmus+ quality standards (for example: active preparation of participants; monitoring and mentoring support) and basic principles (for example: inclusion, diversity and efforts to engage participants with fewer opportunities); appropriate levels of staffing and resourcing.





In Short-term Projects for the Mobility of Learners and Staff in Vocational Education and Training, School Education and Adult Education (KA122), each of the core selection criteria includes at least one aspect where inclusion and diversity might be effectively considered, as per the examples in section 3 and below:

- **RELEVANCE:** targeted learners, including efforts to involve participants with fewer opportunities.
- **QUALITY OF PROJECT DESIGN:** clear and concrete means of addressing the needs of participants; appropriate content to allow successful achievement of core objectives;
- **FOLLOW-UP ACTIONS:** clearly-defined tasks and responsibilities for staff; appropriate means of evaluating project outcomes; effective steps to make the results of the project known.

There is limited value in discussing actual scores, as scoring thresholds and ranges differ from action to action and there are different values given to individual assessment criteria depending on their importance. What most Erasmus+ actions have in common are the definitions that are used to determine whether an application is very good, good, fair or weak. The wording might change slightly, but the definitions can also be equally useful in applying the inclusion and diversity lens.

VERY GOOD

The application addresses all relevant aspects of the criterion in question convincingly and successfully. The answer provides all the information and evidence needed and there are no concerns or areas of weakness.

GOOD

The application addresses the criterion well, although some small improvements could be made. The answer gives clear information on all or nearly all of the evidence needed

FAIR

The application broadly addresses the criterion, but there are some weaknesses. The answer gives some relevant information, but there are several areas where detail is lacking or the information is unclear.

WEAK

The application fails to address the criterion or cannot be judged due to missing or incomplete information. The answer does not address the question asked, or gives very little relevant information.

For example, can an application really be considered as very good, if there is not a convincing level of insight and detail on inclusion and diversity plans, where inclusion is listed as one of four horizontal programme priorities (alongside digital and green transition and democratic life and civic engagement). Equally, when reflecting on whether a project might be good or fair, it can be helpful to consider how well the topic of inclusion and diversity is addressed, alongside other horizontal priorities, including the level of information and detail provided for the targeted actions.

In actions where a range of scores is provided, as per the table below, the level at which inclusion and diversity is addressed can also be helpful in determining a final score, adding weight to those projects who convincingly and effectively address this topic.

Maximum Score	Very Good	Good	Fair	Weak
40	34-40	28- 33	20-27	0-19
30	26-30	21-25	15-20	0-14
20	17-20	14-16	10-13	0-9

As well as rewarding applicants who effectively address inclusion and diversity in their application for funding or accreditation, there is also the potential to build capacity by providing feedback on the adequacy and sufficiency of the targeted actions. That said, assessors are often discouraged from providing recommendations, in order that we do not build unrealistic expectations for future financing or accreditation among applicants. Feedback on how inclusion and diversity is being addressed can be useful, however, irrespective of whether the proposal is expected to be financed or not, with some examples of possible written feedback presented below:

- whilst there having positive ambitions to engage learners with fewer opportunities, it is not clearly stated as to who will be targeted for engagement, what barriers to participation exist and what means of tackling or addressing these barriers are being proposed;
- whilst having valid plans to offer additional support during the recruitment phase, including for learners who might not normally participate, or those with specific or additional needs, the nature of this additional support is not fully or convincingly outlined;
- whilst targeting the participation of learners with fewer opportunities, specific engagement targets have not been defined at the point of application;
- ambitions for engaging learners with fewer opportunities in mobility programmes are encouraging yet limited insight is given into how this complements wider institutional development goals and strategies;
- whilst there are credible plans for supporting learners with fewer opportunities during recruitment and pre-departure phases, there is insufficient insight given into plans for onsite support and mentoring;
- whilst having clear ambitions for learning recognition for those taking part in mobility programmes, limited detail is provided on mechanisms for achieving this and on additional support measures that might be introduced with a view to ensuring that all participants are equally able to meet documentation and evidencing requirements;
- whilst having clear intentions to engage accompanying persons, to provide onsite support to learners, insufficient insight is given into how accompanying persons are to be selected, and what will be done to prepare them for this role.

In summary, whilst not every institution will be fully proficient in all aspects of inclusion and diversity, or in the delivery of mobility programmes, it is the role of the assessor to differentiate between those applications that are good or very good and those where additional work is needed. Assessors need to be proportional in their expectations, considering the size, scale and past experience of the applicant and recognising efforts to embed inclusion and diversity in even the smallest of projects. We anticipate that this resource will provide a solid baseline for inclusion and diversity in Erasmus+ mobility, and that it will help assessors to more effectively recognise and reward organisations which successfully address inclusion and diversity.





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