Inclusiveness in the new Erasmus+ programme 2021-2027

BFUG Social Dimension– 16.11.2021

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Empowering European Higher Education

A collective vision on all missions

European Education Area

European Strategy for Universities

Foreseen for Early 2022

European Research Area

Digital Education Action Plan

Skills Agenda

European Commission

Mobility records by higher education institutions

KA103 Student Mobilities
for Studies, 2014-2020

KA103 Student Mobilities for
Traineeships, 2014-2020

8.2% of the total number of student mobilities for studies came from **disadvantaged backgrounds**

4.3% of the total number of student mobilities for traineeships came from **disadvantaged backgrounds**

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KA103 Student Mobilities for Studies and Traineeships, 2014-2020

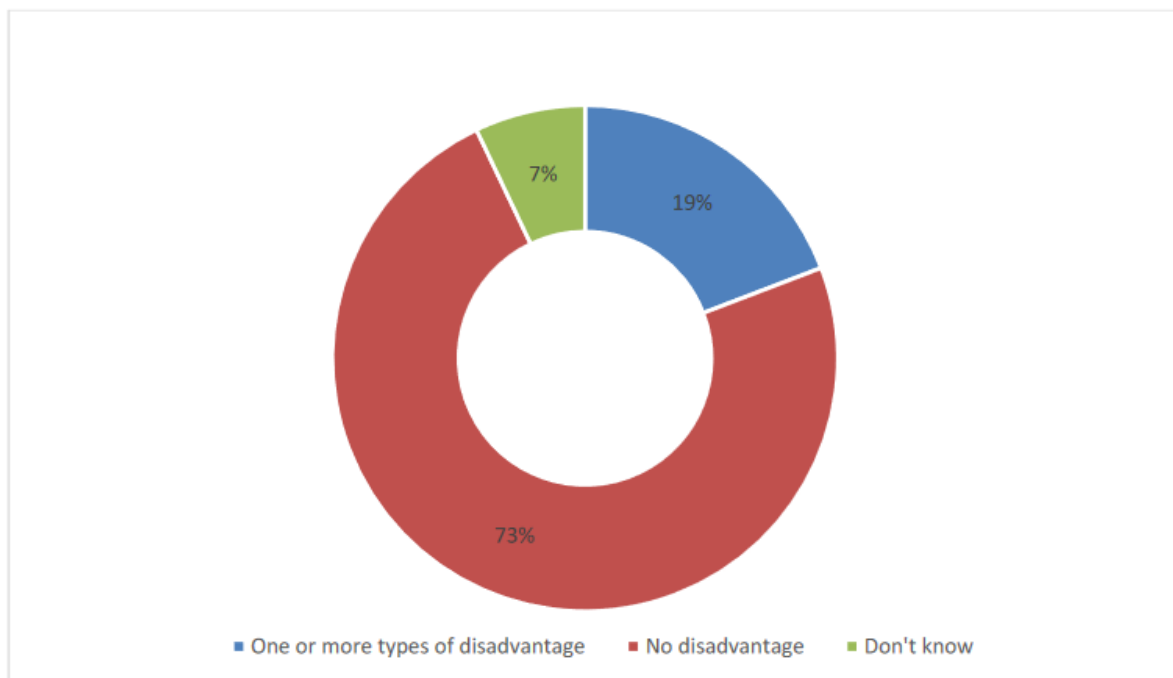0,1% of students received financial support for special needs

0,2% were flagged as students with special needs

61% female and 39% male

Erasmus+ Impact Study 2019

Erasmus+ Higher Education Impact Study

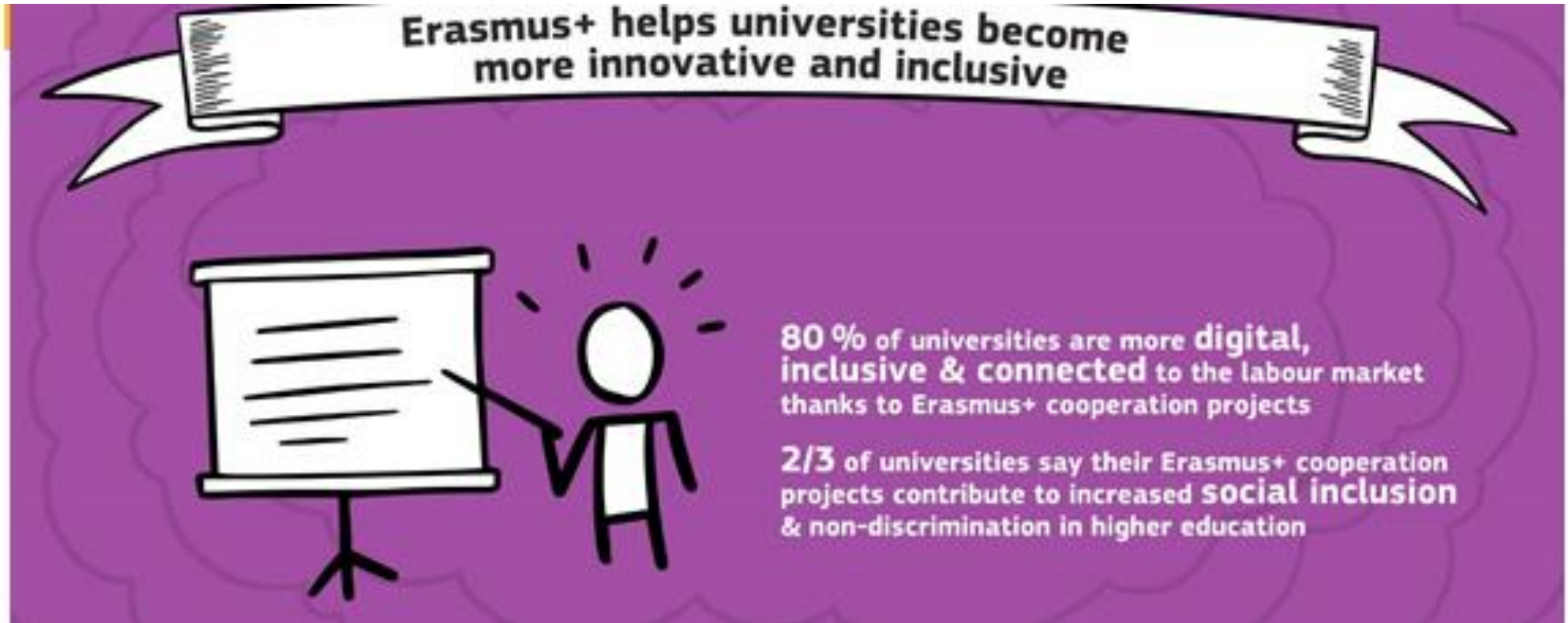Figure 8. EIS+ survey participants who had completed an Erasmus+ mobility period, by disadvantage status

- One or more types of disadvantage
- No disadvantage
- Don't know

Source: ICF/ CHE student survey, NE+POST= 22,254

Most common disadvantages:
- 9% economic obstacle
- 5% minority or refugee background,
- 4% social obstacles (typically related to discrimination)
- 3% geographical obstacles (coming from remote, deprived or underserved regions).
- 3% serious health problems
- 1% mental, physical, sensory or other disability

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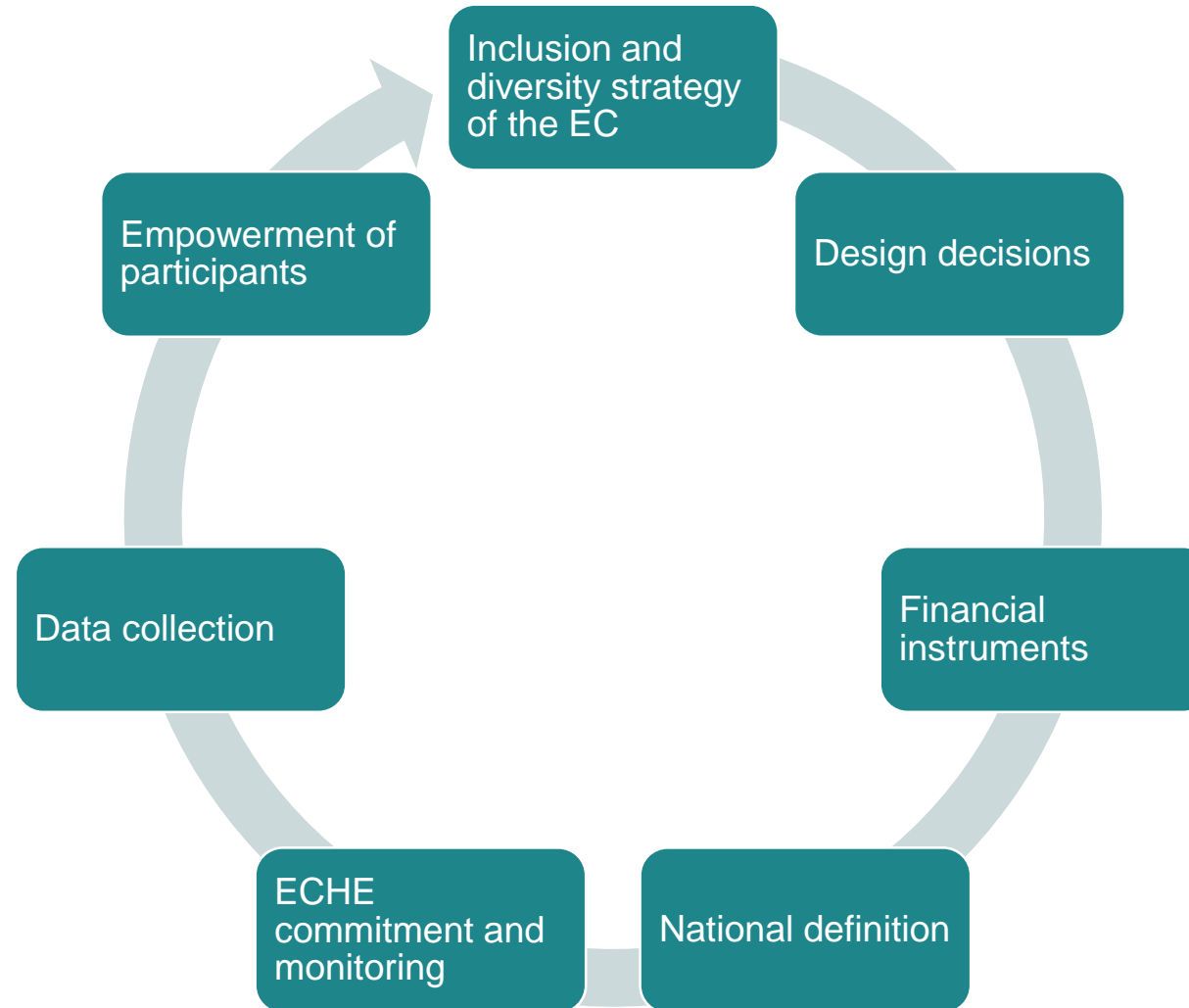
Erasmus+ Impact Study 2019

Erasmus+ 2021-2027 horizontal priorities

- **Horizontal priorities**

  - **Inclusion and Diversity**

  - **Digital transformation**

  - **Environment and fight against climate change**

  - **Participation in democratic life**

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Erasmus+ Framework for inclusion and diversity
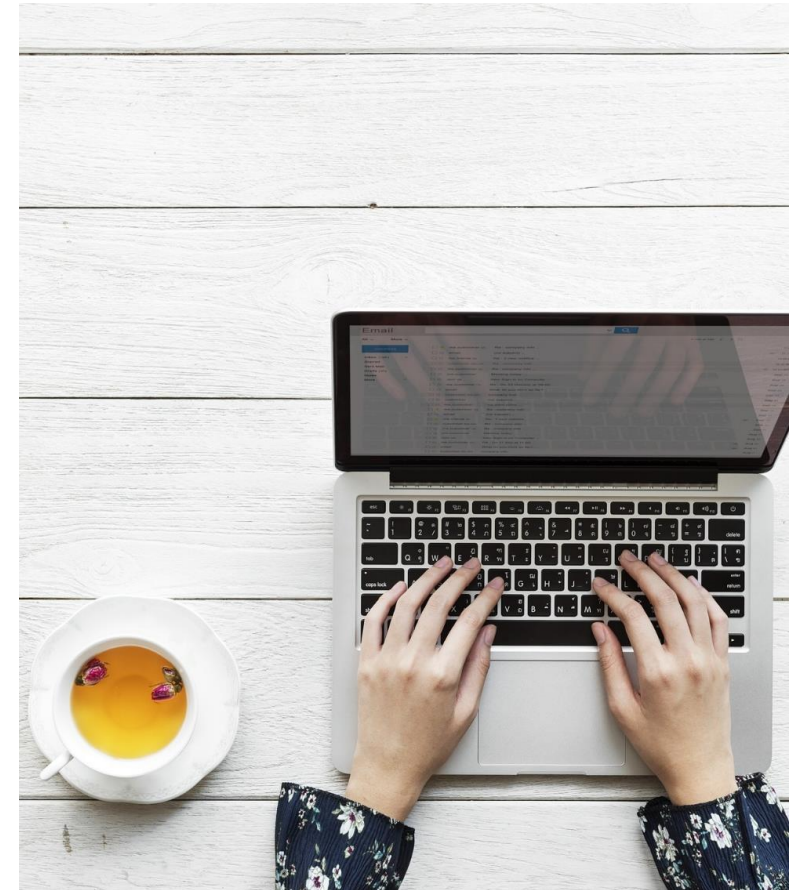
Role of European Commission

1. **Erasmus+ Regulation**
2. **Inclusion and Diversity Strategy**
3. **Framework of inclusion measures**
4. **Programme guide - Definition of barriers for students with fewer opportunities**

   - **Disabilities** (physical, mental, intellectual)

   - **Health problems** (illness, chronic disease)

   - **Barriers linked to education and training systems** (individuals struggling to perform in education and training, structure of curricula makes mobility difficult)

   - **Cultural differences** (migrant or refugee backgrounds, minorities, language difficulties)

   - **Social barriers** (limited social competences, social marginalization, first in family to access higher education, family circumstances)

   - **Economic barriers** (low income, learners who need to work to support themselves, dependence on the social welfare system)

   - **Barriers linked to discrimination** (gender, age, ethnicity, religion, beliefs, sexual orientation, disability)

   - **Geographical barriers** (living in remote or rural areas, less serviced/developed areas)

Role of Erasmus+ National Agencies

- Inclusion and Diversity Officer appointment

- Definition of national criteria for "fewer opportunities": **varied approaches**

- Integrate "National inclusion and diversity action plan" into the NA Annual Work Programmes

- Monitoring of **ECHE principles**:

  - Respect in full the principles of **non-discrimination**, transparency and inclusion set out in the Programme.

  - Ensure **equal and equitable access** and opportunities to current and prospective participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.

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Role of higher education institutions

- Implement the ECHE and be inspired by the guidelines

- Collaborate with the NA

- Promote the new programme and target students with fewer opportunities specifically

- Develop blended courses

- Encourage partners to develop blended courses

- Introduce mobility windows

- Offer support, specialised counselling, inclusion officers

- Submit online information (https://inclusivemobility.eu/)

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Support for higher education institutions to implement ECHE

- Financial support through organisational support funds and inclusion support for organisations

- Administrative staff mobility

- Blended intensive programmes

- ECHE self-assessment tool

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Design decisions to make the programme more inclusive

- Priority in project assessment

- Accessibility and user friendliness

- Flexible mobility formats

- Revised grant system (+15%)

- Improved Online Language Support

- Doctoral candidates' mobility

- Increasing trend of mobility consortia

Participants with fewer opportunities in HE

Aspects	Erasmus+ 2014-2020	Erasmus+ 2021-2027
Target population	Students of a disadvanted background	Students/recent graduates with fewer opportunities
Funding of costs (unit costs)	Top-up: 100-200€, national criteria	Top-up: fixed 250€, national criteria
Application of top-ups	Opt-out of top-up	All countries, no opt-out + traineeship top-up
Additional costs (real costs) Criteria	*Special needs support* *Students and staff* Physical, mental and health-related conditions	*Inclusion support* *Students and staff* With fewer opportunities, in particular physical, mental and health-related conditions
Cost coverage	Up to 100% of costs	100% of costs

Blended mobility - objectives

- New and more flexible mobility formats

- Stepping stone to long-term mobility

- Encourages collaborative online international learning

- Reach all types of students in all study fields and cycles (short cycle, bachelor, master and doctoral levels)

Flexible mobility formats

Blended intensive programmes

- Organised by at least 3 HEIs

- Short, intensive programmes that use innovative ways of learning and teaching, including the use of online cooperation

- 5-30 days of physical mobility, 3 ECTS

- Virtual component before, during or after

- Reach out to new groups of students

Blended mobility

- Mobilities that were previously only physical can now be blended

- Can be long-term (min. 2 months physical) or short-term (5-30 days physical)

- Open to all participants but for blended short-term mobilities HEIs should primarily target those who have reasons not to go on a fully physical long-term mobility

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Other opportunities
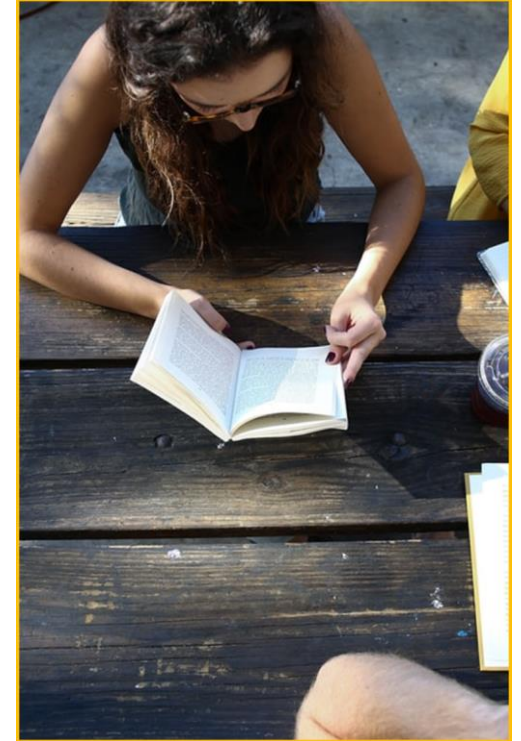
Doctoral mobility

- Help link the world of education and the world of research and innovation

- Short-term mobilities without the virtual component

- More equality – giving doctoral students the same opportunities no matter whether they are considered students or staff

Top-up amount to the individual support

- Students and recent graduates with fewer opportunities receive a top-up amount to the individual support

  - 250 EUR per month for long-term mobilities

  - 100/150 EUR for short-term mobilities

- **Criteria defined at national level by the National Agencies and National Authorities**

  - Based on the definitions in the Programme Guide/strategy

- Can be combined with traineeship top-up for long-term activities (150 EUR per month) and with inclusion support

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Inclusion support

- Inclusion support for the participant

  - Based on real costs – 100% of eligible costs

  - Similar to the old special needs support

  - Aimed at participants with physical, mental or health related conditions

  - Application must be justified and approved by the NA

- Inclusion support for the institution

  - Unit cost - 100 EUR per participant receiving inclusion support

  - Organisation of mobility activities

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Other funding to support inclusion

- Higher individual support for students from outermost regions and OCTs

- Travel support for students and recent graduates with fewer opportunities on short-term mobility

- Students with fewer opportunities must receive travel support for international mobilities (except regions 5 and 14)
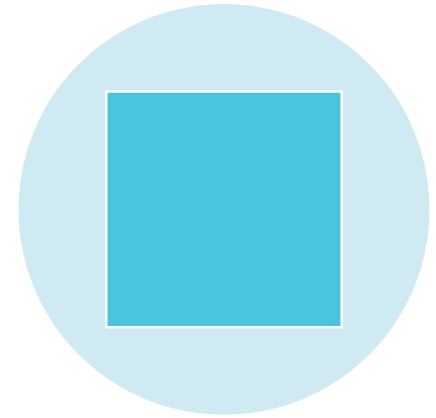
Data collection and monitoring

PARTICIPANTS REPORTS

ECHE MONITORING

NA INCLUSION PLAN MONITORING

Future monitoring plans

- Are flexible mobility formats used by participants who cannot go on long-term mobility?

- Is short-term mobility truly a stepping stone to long-term mobility?

- Is the fewer opportunities top up a sufficient financial incentive?

- Does the student feel supported by sending and receieving HEI when it comes to their disadvantage?

- Do participants find the Erasmus+ App to be of help?

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Empowering participants

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Experiences abroad at your fingertips

Your Erasmus+ in one App

- Mobility journey information in one place translated into all E+ languages

- Peer support (tips and events)

- BuddySystem integration

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Food for thought

- Fewer opportunities top up – a perverse incentive in time of reduced funds

- Monitoring issues – how to monitor ECHE?

- Evidence – what is the evidence that justifies the eligibility of students?

- Data privacy – how to know when not allowed to ask?

- Potential stigmatisation and "othering" - how to advertise?

- Risk of different classes of mobility

- Zero grants students – how to make sure its not disadvantaging students?