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# Inclusive and Accessible Erasmus+ KA1 Mobility Actions, Aligning National Agency Perspectives and Guidance for the Eastern Partnership Region

Online, 3rd July 2026

**Erasmus+** Educación Superior

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# Inclusion and Diversity within Erasmus +

# Inclusion Landscape

				
<p><b>REALITY</b></p>	<p><b>EQUALITY</b></p>	<p><b>EQUITY</b></p>	<p><b>INCLUSION</b></p>	<p><b>BELONGING</b></p>
<p><b>Reality:</b> One person is given more than they need, while another is given less than they need. As a result, significant inequalities arise.</p>	<p><b>Equality:</b> Everyone receives the same level of support. This is considered equal treatment.</p>	<p><b>Equity:</b> Each person receives the support they need to ensure they have equal opportunities.</p>	<p><b>Inclusion:</b> All three people can watch the game without additional support or accommodations because the structural barrier that created the inequality has been removed.</p>	<p><b>Belonging:</b> Everyone is part of the game. No one is left out or excluded. We not only remove barriers, but also ensure that every person feels valued and is able to participate fully.</p>

# Why I&D matters in Erasmus +?

Promoting inclusion and diversity is a cross-cutting priority of the current Program, 2021-2027, aiming at:

- promote equal opportunities
- remove participation barriers
- reach participants with fewer opportunities
- ensure accessibility throughout the project cycle
- create lasting organisational change



## Key message:

*Inclusion is not an additional activity—it should be embedded in every stage of an Erasmus+ project.*

## Legal EU Foundation

[Regulation \(EU\) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation \(EU\) No 1288/2013](#)

[COMMISSION IMPLEMENTING DECISION \(EU\) 2021/1877 of 22 October 2021 on the framework of inclusion measures of the Erasmus+ and European Solidarity Corps Programmes 2021-2027](#)

## EU Guidelines

Implementation guidelines Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy

## Persons with Fewer Opportunities in Erasmus +

“**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**”



## Participants with Fewer Opportunities in Erasmus+

- **Disabilities:** Physical, mental, sensory.
- **Health conditions:** Severe illnesses, chronic diseases.
- **Economic disadvantage:** low income, unemployment.
- **Geographical isolation:** remote, rural or peripheral areas.
- **Cultural Differences:** Migration background, linguistic barriers.
- **Discrimination:** Gender, age, ethnicity, religious belief.
- **Learning difficulties:** Early school leavers, NEET's.
- **Social Barriers:** Specific family circumstances, limited social skills.



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## Planning , assessment and evaluation of I&D measures

# Planning Inclusive Actions – Key Actions

Inclusive planning begins before writing the application.



# Practical Planning Framework

STAGE	INCLUSION QUESTIONS
Needs analysis	Who is excluded? Why?
Objectives	What barriers are we reducing?
Activities	Are activities accessible?
Mobility	What adaptations are needed?
Evaluation	How will we measure inclusion?

[The Inclusion Meter](#) is a practical self-assessment tool that helps Erasmus+ projects evaluate how inclusive their activities are and identify concrete steps to improve accessibility, participation and diversity. It supports organizations in creating welcoming environments where all participants feel valued.

[The Erasmus+ Mobility Inclusion Scan](#) is an instrument for self-evaluation in order to reflect in an informal way on the state of affairs regarding inclusive Erasmus+ mobilities at your institution, school or organisation.

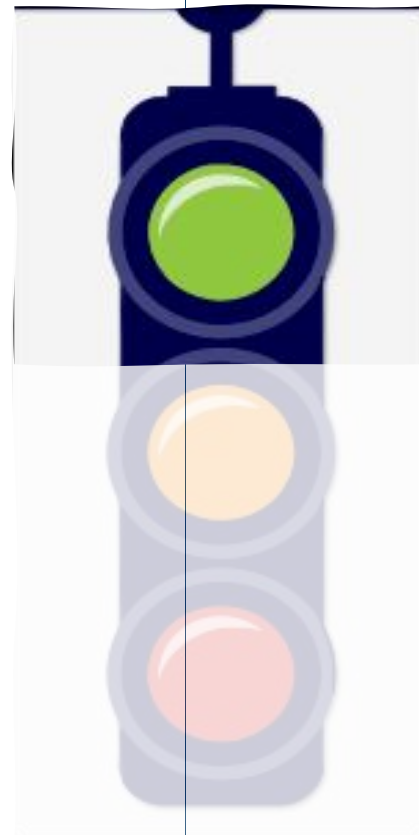
# Assessment of Inclusion Measures

Assesors look for evidence that inclusion is:

- intentional
- realistic
- participant-centred
- adequately resourced
- integrated into project management

Strong applications explain:

- identified barriers
- concrete solutions
- adapted activities
- appropriate budgeting
- expected impact



# Indicators for Measuring Inclusion

## Participation

- number of participants with fewer opportunities
- diversity of participant profile

## Accessibility

- adapted learning materials
- accessible venues
- transport arrangements

## Engagement

- participant satisfaction
- completion rate
- active participation

## Impact

- increased confidence
- new competences
- continued participation

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# Inclusive Support mechanisms

## Types of Support Mechanisms

- **Inclusion Support funding : Top- ups or real costs**
- **Preparatory Visits before the mobility**
- **Additional travel support**
- **Accompanying persons: for people with severe disabilities.**
- **Accessible accommodation**
- **Language preparation**
- **Mentoring and coaching**
- **Flexible mobility formats :Blended mobilities**

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## Good Practice examples

## Good Practice Examples I

**Co-design with Participants:** Rather than designing activities **for** participants, design activities **with** participants  
A vocational school invited learners with disabilities to help redesign mobility activities. **As result of this approach participants perceived** fewer barriers , improved their satisfaction and experienced a stronger feeling of ownership.

**Inclusive Communication:** An Erasmus+ consortium used within their call for proposals: simplified application forms ; Easy-to-Read language ;translated information ;offered videos with subtitles ;organised pre-departure meetings with families. **The outcome was** higher recruitment of participants with fewer opportunities.

**Flexible Mobilities,** accessible approach for single parents with young children, made worklife balance easier. A great example of this is a project by an Austrian higher education organization. More information available in: [Video](#)

## Good Practice Examples II

**Inclusion of Children with Special and Additional Needs:** National School in Ireland is committed to improving learning opportunities for pupils with special and additional learning needs, refugees, migrants, asylum seekers. In order for its teachers to gain more practical experience and improve their work with pupils from linguistically diverse backgrounds, the school organized **staff mobilities** to Slovenia, Malta, Croatia and Spain. More info available in :[Video](#)

### **Accessible communication: How to develop educational materials using easy-to-read language?**

Cooperation Association project following the motto "nothing about us without us" adopt a capability-based approach, rather than a disability-based approach, in order to address a wide range of participants. They created a platform Easy Access to Social Inclusion Training (EASIT) with educational videos and a website which was validated by persons with cognitive disabilities. More info available in: [Link](#)

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## Mobilities with Eastern Partnership Countries

# Inclusion mobilities in figures I

## Mobilities People with Fewer Opportunities

KEY ACTION	2021	2022	2023	2024	2025	Total Erasmus+ Countries	Eastern Partnership Countries	%
KA131	12533	14475	18407	19478	12019	76912	276	0,004
KA171	0	360	492	307	83	1242	598	0,481
<b>Total</b>	<b>12533</b>	<b>14835</b>	<b>18899</b>	<b>19785</b>	<b>12102</b>	<b>78154</b>	<b>874</b>	<b>0,011</b>

## Mobilities People with Fewer Opportunities

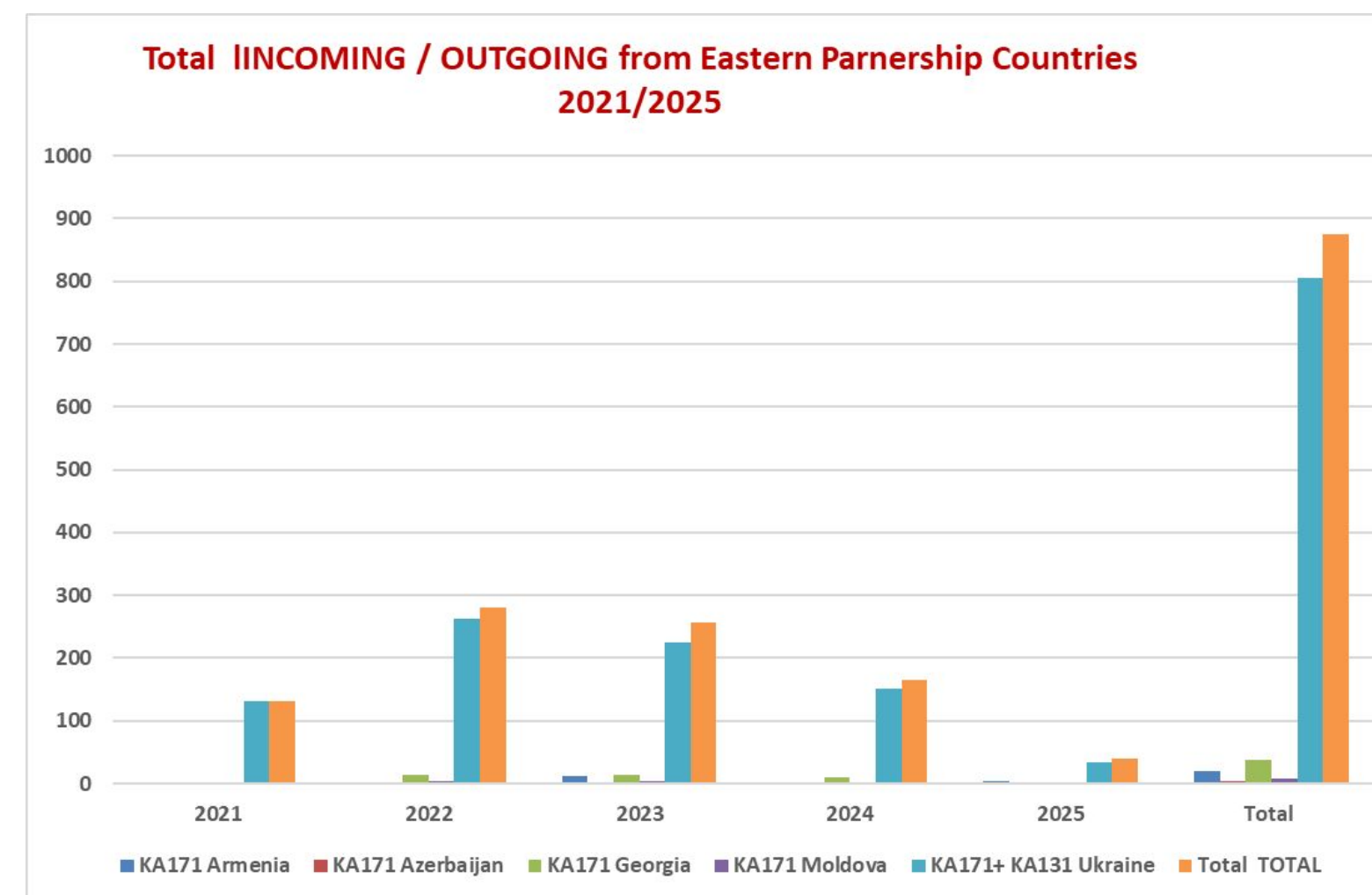
KEY ACTION	OUTGOING	2021	2022	2023	2024	2025	Total
KA131	Armenia		0		1	1	2
KA131	Azerbaijan		0	1			1
KA131	Georgia	0	0	1	2	0	3
KA131	Moldova	0	1	0	0		1
KA131	Ukraine			0			0
KA171	Armenia		0	0	0	0	0
KA171	Azerbaijan		0	0	0		0
KA171	Georgia		1	0	0	0	1
KA171	Moldova			0	0	0	0
KA171	Ukraine				0		0
<b>Total</b>		<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>8</b>

## Mobilities People with Fewer Opportunities

KEY ACTION	INCOMING	2021	2022	2023	2024	2025	Total
KA131	Ukraine	132	79	36	27	2	276
KA171	Armenia		1	12	1	3	17
KA171	Azerbaijan		1	1	0	0	2
KA171	Georgia		12	12	8	2	34
KA171	Moldova		2	4	1	0	7
KA171	Ukraine		184	189	125	32	530
<b>Total</b>		<b>132</b>	<b>279</b>	<b>254</b>	<b>162</b>	<b>39</b>	<b>866</b>

## Inclusion mobilities in figures II

Mobilities People with Fewer Oportunities							
ACCIÓN	INCOMING / OUTGOING	2021	2022	2023	2024	2025	Total
KA171	Armenia		1	12	2	4	19
KA171	Azerbaijan		1	2	0	0	3
KA171	Georgia		13	13	10	2	38
KA171	Moldova		3	4	1	0	8
KA171+ KA131	Ukraine	132	263	225	152	34	806
<b>Total</b>	<b>TOTAL</b>	132	281	256	165	40	<b>874</b>



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## Useful resources on Inclusion & Diversity

# Inclusion Tools and Resources



[About](#) | [Get Involved](#) | **[Resources](#)** | [Get Inspired](#) | [News](#) | [FAQ](#) | [Contact](#)

## RESOURCES

[Guidelines](#)

[Reports](#)

[Policy Documents](#)

[Tools](#)

[NA Corner](#)



OTHER RESOURCES

**Roadmap Towards Active Engagement: Inclusion and Diversity in Erasmus+**



SALTO RESOURCES

**IDEA: Inclusion and Diversity in Erasmus+ Assessments**



OTHER RESOURCES

**Outreach Recipes: Inclusion and Diversity in Erasmus+**



OTHER RESOURCES

**Erasmus+ Mobility Inclusion Scan**



SALTO RESOURCES

**CLUE- InCLUusive Erasmus+ Tool**

**More info in : [Salto Inclusion Web site](#)**



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# Thanks for your attention!

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