



EDUCATION EXCHANGES
SUPPORT FOUNDATION

How the Erasmus+ Priority "Inclusion and Diversity" Is Implemented in Lithuania

Education Exchanges Support Foundation
Project manager Inesa Lacuk
2026-07-03



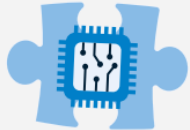
PRIORITIES OF THE ERASMUS+ PROGRAMME



Inclusion and diversity



Environment and fight against climate change



Digital transformation



Participation in democratic life

INCLUSION AND DIVERSITY

- **Erasmus+ promotes equal opportunities and access for all.** Projects are encouraged to support participants with fewer opportunities — for example, *people with disabilities, those from disadvantaged backgrounds or remote areas, or facing social, economic or educational barriers.*
- Inclusion is about recognising and valuing diversity, and ensuring that **Erasmus+ reaches** people from all walks of life.
- Fostering inclusion means **making learning environments more accessible, fair and welcoming.**
- Projects should consider how **to remove barriers** to participation and support meaningful ways to engage under-represented groups.
- When designing their projects and activities, **organisations should have an inclusive approach,** making them accessible to a diverse range of participants.



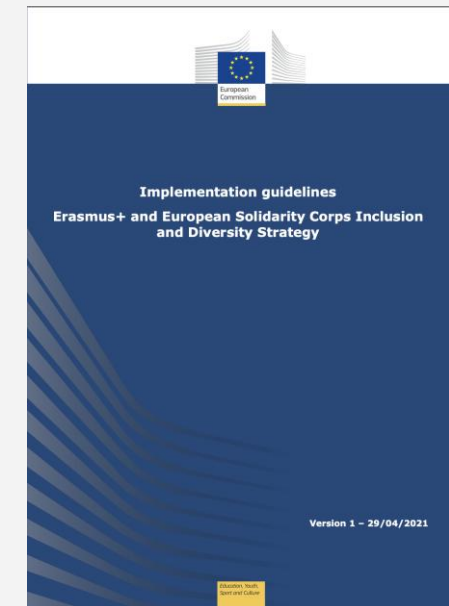
RELEVANT DOCUMENTS

Commission Implementing Decision -
framework of inclusion measures of
Erasmus+ and European Solidarity Corps
2021-27

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



<https://erasmus-plus.ec.europa.eu/document/commission-decision-framework-inclusion-2021-27>



https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity_en

SALTO

SALTO offers a range of resources and services to help individuals, organizations and institutions participate in Erasmus+ in an inclusive way. This includes guidance on how to design projects and information on best practices for promoting inclusion.

SALTO Resource Centre for Inclusion and diversity was established in 2022 and hosted by Croatian Agency for Mobility and EU programmes.

What HEIs can find in SALTO platform:

- **Resources – guidelines, reports, policy documents, tools**
- **Events and workshops**
- **Register for consultation**



SALTO

Success stories in Higher education sector:

Mobility can also be accessible *for parents with young children*. A great example of this is a project by an Austrian higher education organisation.

<https://saltoinclusion.eu/projects/mobility-of-higher-education-students-and-staff/>

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

<https://saltoinclusion.eu/projects/accessible-communication-how-to-develop-educational-materials-using-easy-to-read-language/>

Digital Innovation for a Positive Societal Impact. Jurica Babić, a university professor and inclusion and diversity ambassador striving to improve the quality of life of *people with disabilities*.

<https://saltoinclusion.eu/projects/digital-innovation-for-a-positive-societal-impact/>



ECHE

ERASMUS CHARTER FOR HIGHER EDUCATION 2021-2027

The Institution undertakes to:

- Respect in full the principles of non-discrimination, transparency and inclusion set out in the Erasmus+ 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;
- [...]
- Implement the priorities of the Erasmus+ Programme: by encouraging the participation of individuals with fewer opportunities in the Programme.



INCLUSION AND DIVERSITY PRIORITY IMPLEMENTATION IN HIGHER EDUCATION MOBILITY PROJECTS



ADDITIONAL FUNDING FOR INCOMING KA171 (ICM) PROJECTS' PARTICIPANTS

„TOP-UP“
[only for learners]

250 Eur
per month

Long-term
mobility

100 Eur
mobility
duration
5-14 days

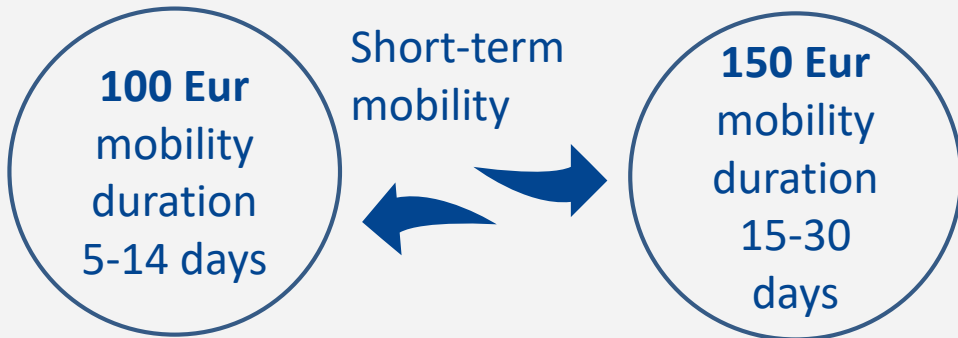
Short-term
mobility

150 Eur
mobility
duration
15-30 days

**Additional individual grant for
participants with fewer opportunities,
physical, intellectual or other disabilities
*[for learners and staff]***

**BASED ON
REAL COSTS**

1. „TOP-UP“



- ⊕ allocated to the defined specific **target groups of participants with fewer opportunities**;
- ⊕ required documents to be submitted and selection procedures are determined by each HEI;
- ⊕ only for students and recent graduates

It is not possible to flag a mobility activity both as Participant with fewer opportunities and as Zero grant.

Students and recent graduates with fewer opportunities participating in mobility should receive a top-up amount for fewer opportunities for individual support when they fulfil the eligibility criteria set at the national level. If the student is funded with a partial grant or zero grant then they are still eligible for a top-up for fewer opportunities for the physical mobility period.

Lithuania

National Agency's ID Strategy

Education Exchanges Support Foundation (EESF) (LT01)

The NA has issued a Procedure on Administrative and Financial Management of Erasmus+ Higher Education Mobility Projects for the Participants with Fewer Opportunities (hereafter – Procedure), **which empowers HEIs to define specific target groups of participants with fewer opportunities according to their own needs.** The approach and procedure have been approved by the Ministry of Education, Science and Sport. According to the Procedure, the HEIs have to set up the internal selection procedures, which would ensure equal opportunities and treatment for persons with fewer opportunities.



TARGET GROUPS of participants with fewer opportunities

The list of potential barriers:

[Erasmus+ programme guide 2026]

- Disabilities
- Health problems
- Barriers linked to education and training systems
- Cultural differences
- Social barriers
- Economic barriers
- Barriers linked to discrimination
- Geographical barriers

[THE DEVELOPMENT PRIORITIES FOR THE SOCIAL DIMENSION FOR 2023–2030]

- Individuals of low socio-economic status (this group of individuals faces financial, academic, and societal barriers related to access to information);
- Applicants over the age of 30.



2. Additional support for individual needs based on real costs

- Additional costs directly related to participants with fewer opportunities.
- In particular these costs **aim at covering the extra financial support** required for participants with physical, mental or health related conditions to allow their participation in the mobility as well as in preparatory visits and for accompanying persons.
- Higher education institutions submits applications for additional grant to the Education Exchanges Support Foundation **no later than 1 month before** the participant's study, traineeship, teaching or study visit.
- **Learners** and **staff** are eligible to receive an additional support based on real costs.



Expenses for which additional grant is allocated:

Expenses **not eligible** for additional funding:

- Daily expenses
- Standard travel expenses
- Standard living expenses
- Expenses covered by the top-up



Preparatory visits

Living and travel expenses of the accompanying person

For medical and rehabilitation services (doctor visits, medication price difference, etc.)

Additional living and transportation costs incurred due to price differences (adapted housing, more expensive travel)

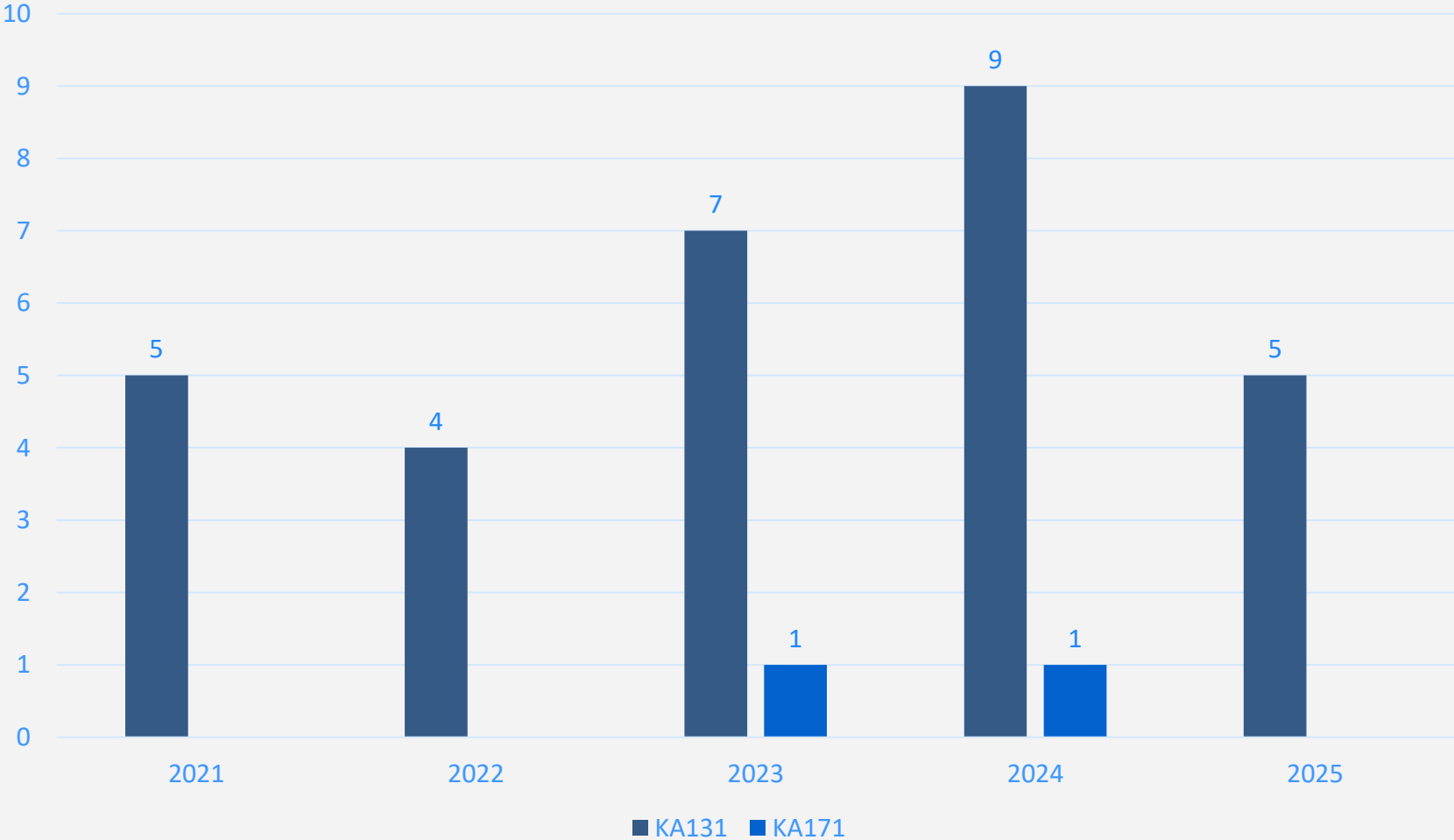
For additional services and facilities (sign language translator services, etc.)

FIGURES AND TRENDS



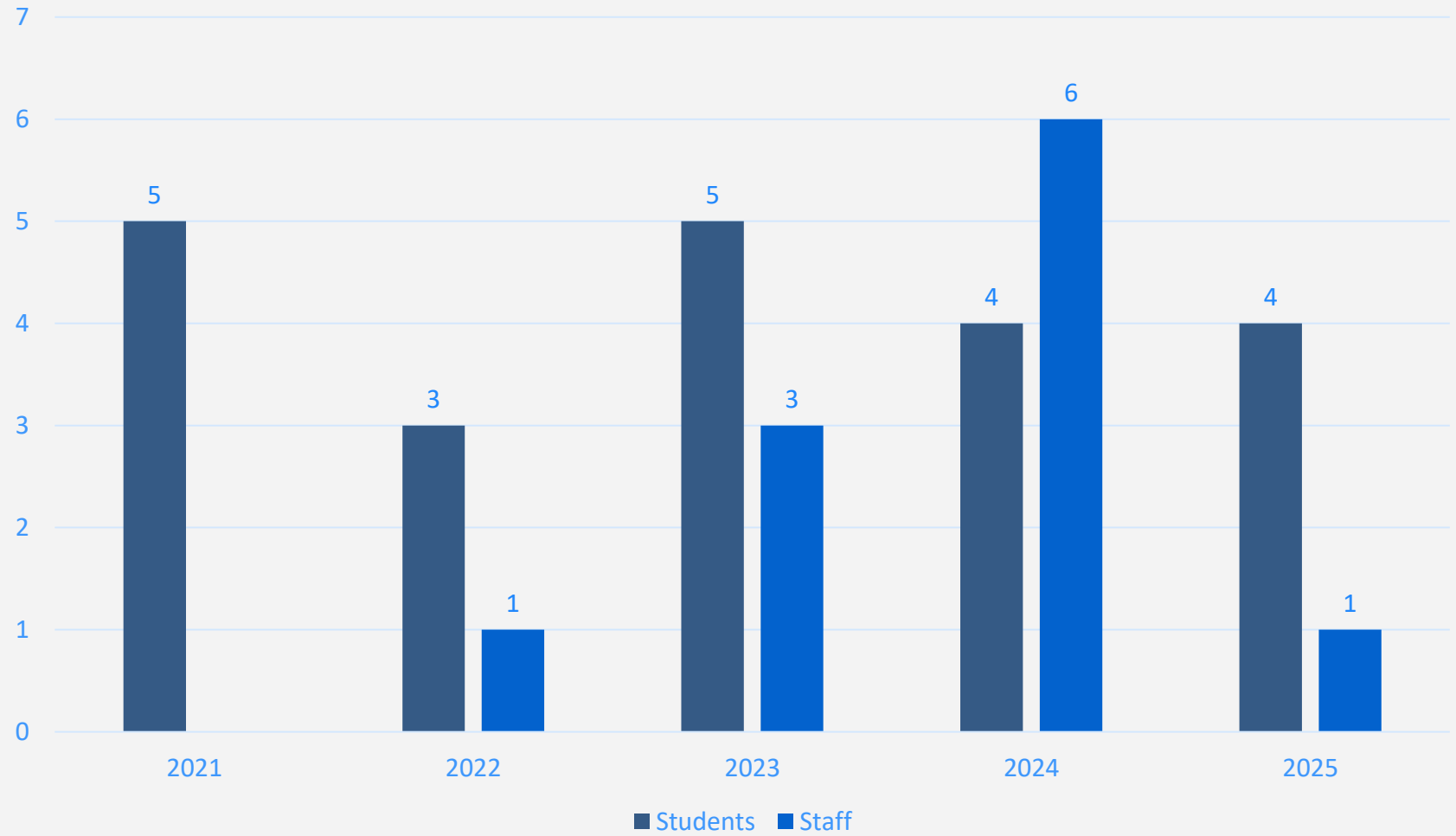
ADDITIONAL FUNDING FOR REAL COSTS IN 2021-2025 KA131/KA171(ICM) PROJECTS

REAL COSTS

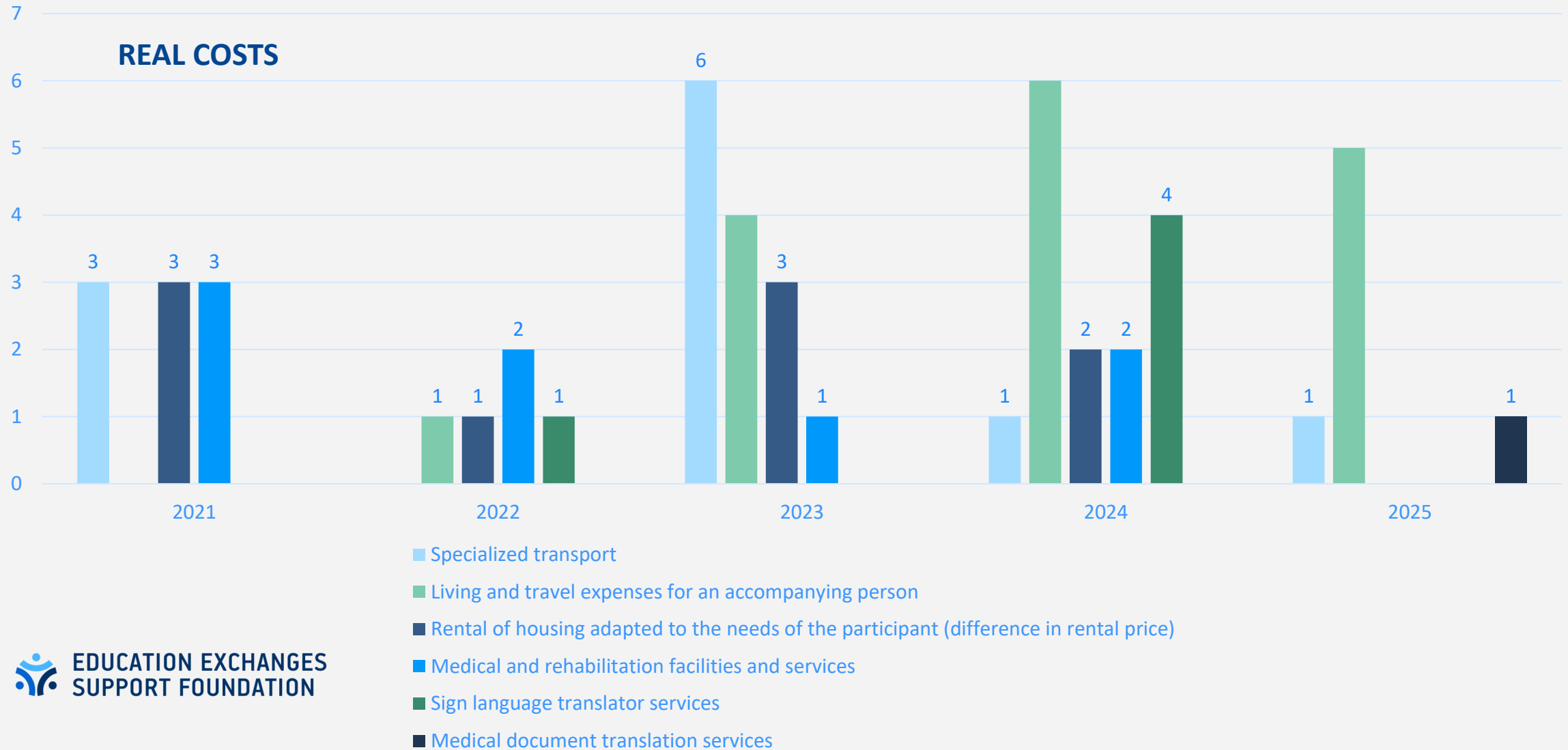


ADDITIONAL FUNDING FOR REAL COSTS IN 2021-2025 KA131/KA171 PROJECTS

REAL COSTS



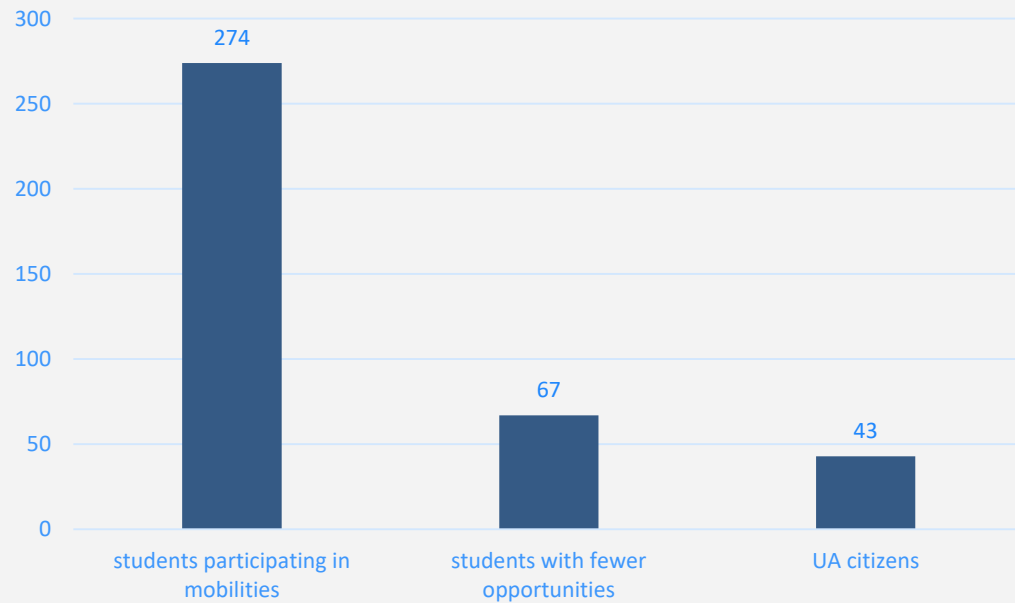
ADDITIONAL FUNDING FOR REAL COSTS IN 2021-2025 KA131/KA171 PROJECTS



PARTICIPANTS WITH FEWER OPPORTUNITIES

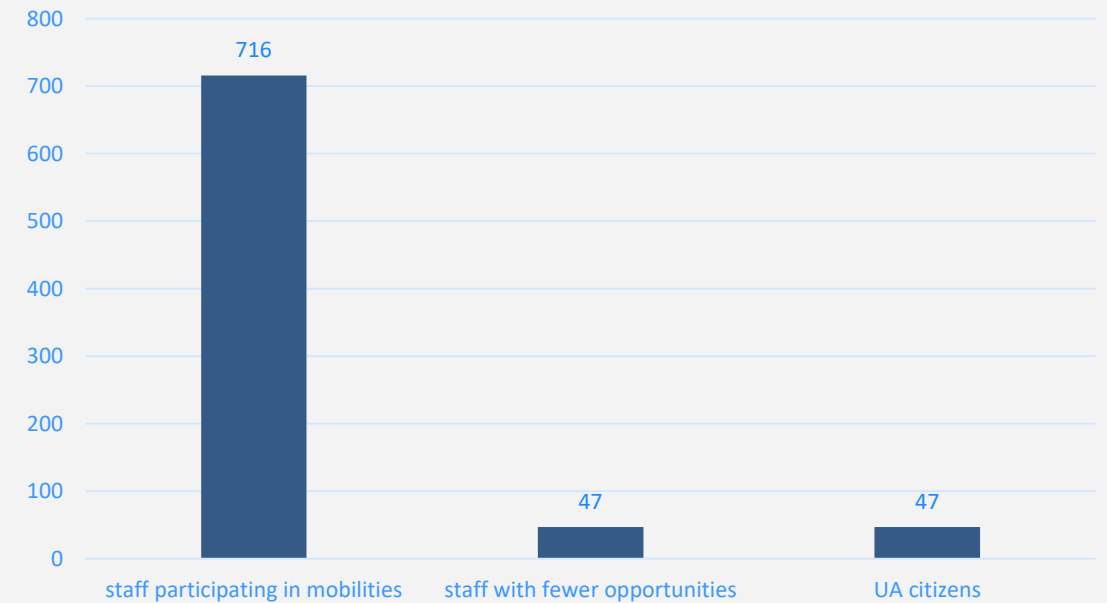
24,45 %

2022 KA171 STUDENTS

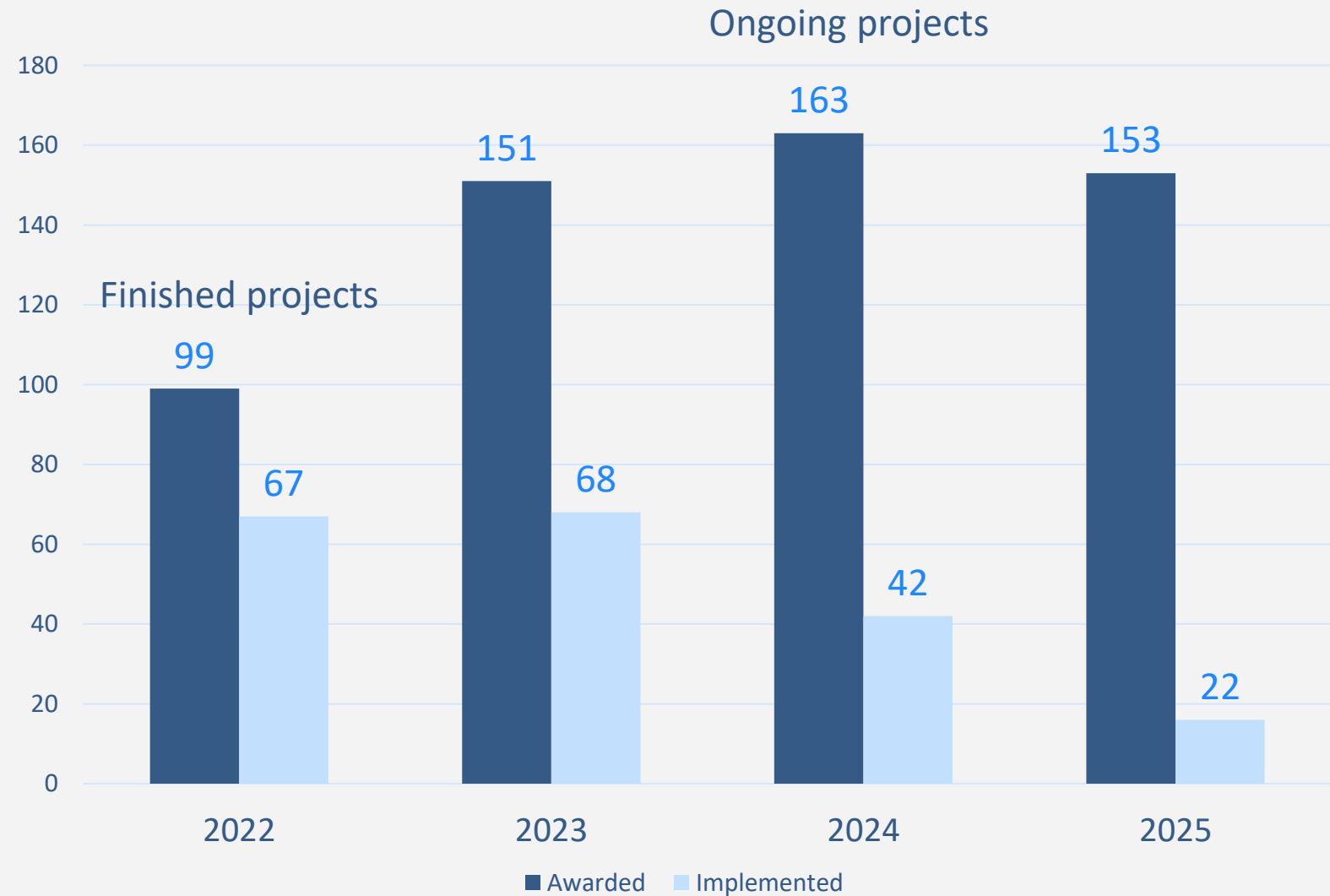


6,56 %

2022 KA171 STAFF



KA171: awarded and implemented *learner* mobilities



2022: 43 – UA;
2023: 1 – AZ, 2 – GE; 52 – UA;
2024: 1 – AM, 30 – UA;
2025: 2- GE, 43 – UA;

CONCLUSIONS OF STATISTICS

KA171

- The active involvement of Ukrainian citizens in project activities is very encouraging.
- There is little diversity in KA171 activities, and only a small portion of the target group is involved.
- The number of applications for actual expenses in KA171 activities is very low, only two applications were received for the 2021–2025 projects.

KA131

- We can be pleased that approximately 30% of higher education institutions in each KA131 project send 15 or more participants with fewer opportunities to mobility programs.
- One of the goals remains to increase the number of participating students with fewer opportunities.
- The number of higher education institutions that have not sent a single participant in KA131 projects ranges from 6 to 8.
- Higher education institutions, which were slow to engage in this priority from the start, have not made significant progress, the situation remains the same when evaluating projects from all three years regarding higher education mobility.

ACTIVITIES AND GOOD PRACTICES



EDUCATION EXCHANGES SUPPORT FOUNDATION (NA) ACTIVITIES IN THE FIELD OF INCLUSION

- Internal groups for each priority in NA
- Data collection and trend monitoring
- Organization of themed events
- Publications
- Communication on social media
- Regular updates of relevant information on the website



DEFINE INCLUSION MEASURES IN INTER-INSTITUTIONAL AGREEMENT



EUROPEAN UNION

Erasmus+
Enriching lives, opening minds.

2021-2027

Erasmus+ Programme
Inter-institutional agreement
Key Action 1
Mobility of higher education students and staff

between EU Member States and third countries associated to the Programme
and third countries not associated to the Programme

The table serves as a template - the partners are free to adjust it, e.g. to add more measures, to replicate per partner HEI etc.

Preparatory & support measures	Institution [Erasmus code or city]	Contact details (email, phone)	Website for information & arrangements
Accommodation			
Language Support			
Visa			
Insurance			
Inclusion of participants with fewer opportunities			e.g. available infrastructure for: Reduced mobility or hearing/visual impairments,

Academic and additional requirements

This table should contain a non-exhaustive list of academic and additional requirements. For KA171 partners are invited to agree on the specific inclusion measures./

Requirement	Details	Website for information (optional)
Academic requirements	Number of ECTS credits (or equivalent) already completed / current level of completion of studies Subject area (ISCED code) EQF level	
CV		
Motivation letter		
For KA171: Inclusion measures¹⁰	For KA171: Targeted categories of participants with fewer opportunities (see Erasmus+ Programme Guide) To further enhance the inclusion dimension of KA171, partners are encouraged to discuss indicative targets during selection process.	
Other		

DEFINE YOUR TARGET GROUPS OF PARTICIPANTS WITH FEWER OPPORTUNITIES AND SELECTION PROCEDURES

- Based on Programme Guide
- Use best practices from other countries
- Define internal selection procedures that ensure equal access and opportunities to current and prospective participants from all backgrounds

An example of target groups set by one Lithuanian HEI:

- *students from low-income families (up to 24 years old)*
- *students belonging to a group of disadvantaged persons*
- *orphans or students deprived of parental care (up to 24 years old)*
- *students with a minor child(ren) under 12 years old*
- *students from large families (up to 24 years old)*
- *employed students (working under employment contracts or self-employed for at least 365 calendar days prior to submitting an application for additional funding)*
- *students with refugee status*
- *students holding a residence permit in Lithuania for humanitarian reasons*

ESTABLISH THE ROLE OF INCLUSION OFFICER

An Inclusion Officer, or an Inclusion Office, plays a crucial role in fostering Inclusion & Diversity within HEIs.

Core Responsibilities and Key Functions:

- Policy Development and Institutional Strategy
- Assessing Accessibility of Services
- Supporting Inclusive Internationalisation
- Faculty and Staff Engagement
- Programme Development
- HE Community Engagement and Collaboration



DEFINE STRATEGIES FOR COMMUNICATION

- Spread information about the possibility of receiving an additional grant for students and staff who have an illness or disability and wish to participate in Erasmus+ mobility activities;
- Include a question about individual needs in the participant selection questionnaire and application;
- Share best practices by publishing articles about participants' experiences.



Thank you

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