

# Inclusion and Diversity in E+ Perspectives of the German National Agency

Inclusive Mobilities: Making international  
exchange accessible for everyone

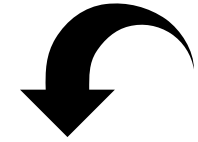
03.07.2026, online

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German Academic Exchange Service (DAAD)

**Erasmus+**  
Enriching lives, opening minds.

Hochschulsektor

# The 4 national Agencies in Germany



PAD

- Erasmus+ National Agency for School Education

NA BIBB

- Erasmus+ National Agency for Education for Europe

NA JFE

- Erasmus+ National Agency for Youth and Sport

NA DAAD

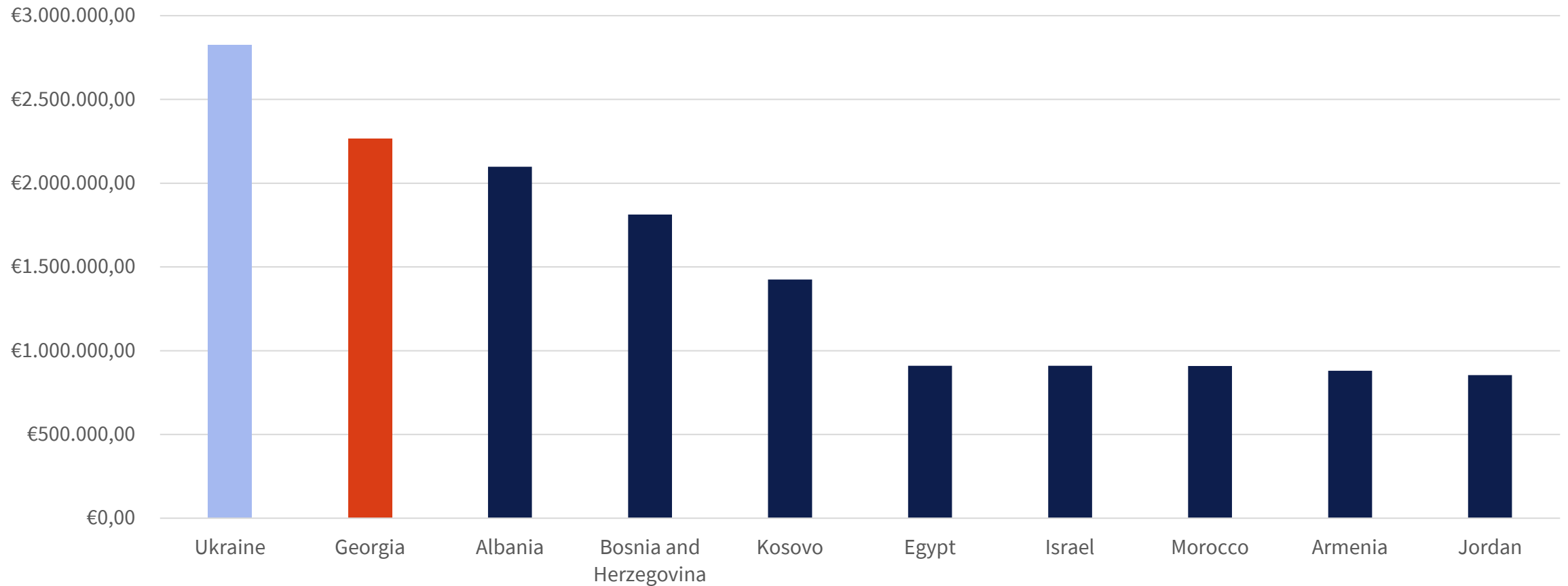
- Erasmus+ National Agency Higher Education

# NA DAAD – Funding Lines

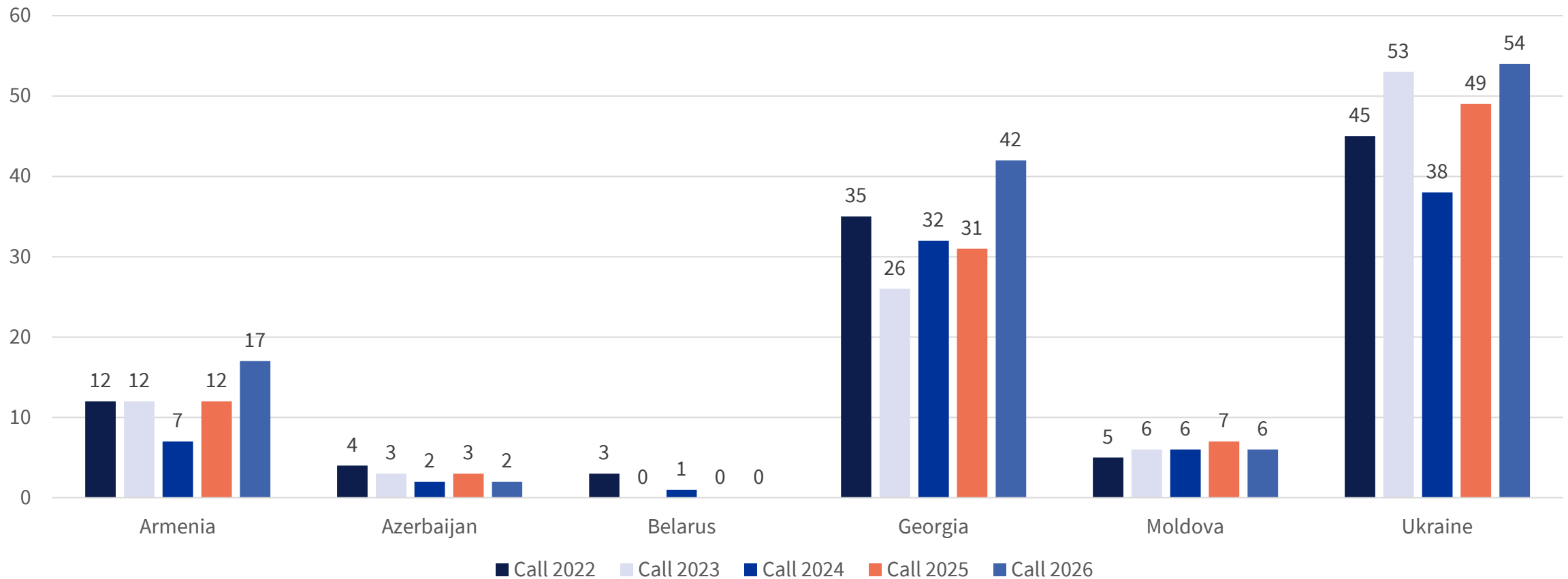
## Erasmus+ National Agency Higher Education (NA DAAD)

- **Key Action 1:** Individual mobility (KA131 & KA171)
- **Key Action 2:** Partnerships between organisations, institutions and initiatives to collaborate on and promote innovation and to exchange best practice
- **Key Action 3:** Policy Support

# Top 10 partner countries with Germany 2026 in KA171



# KA171 – Projects between Germany and Region 2 countries (Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine)





## **Inclusion and Diversity (I&D) measures in E+**

*“Diversity is something you count. Inclusion is something you feel.”*

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Desiree Adaway

# Inclusion measures in Erasmus+ Higher Education

## Increased flexibility

- Minimum length of long-term mobility shortened to 2 months
- Blended formats: Combination of physical mobility (5-30 days) with virtual phase
- Short term doctoral mobility (5-30 days)

## Additional financial support

- Monthly top-up amounts of 250 EUR for students with *fewer opportunities*
- Real cost support for preparatory visits and mobility for students and HEI staff with *fewer opportunities*

Target groups of participants with *fewer opportunities* are defined by each National Agency in consultation with the respective national authority according to national needs and conditions. Target groups are defined differently in the European context.

# Participants with *fewer opportunities*

International mobility of students in Germany is significantly influenced by the socio-economic background.

Participants with *fewer opportunities* in Germany are students who are less mobile due to financial constraints. In Erasmus+ these groups are defined on a national level.

## **Target groups *fewer opportunities* in Germany:**

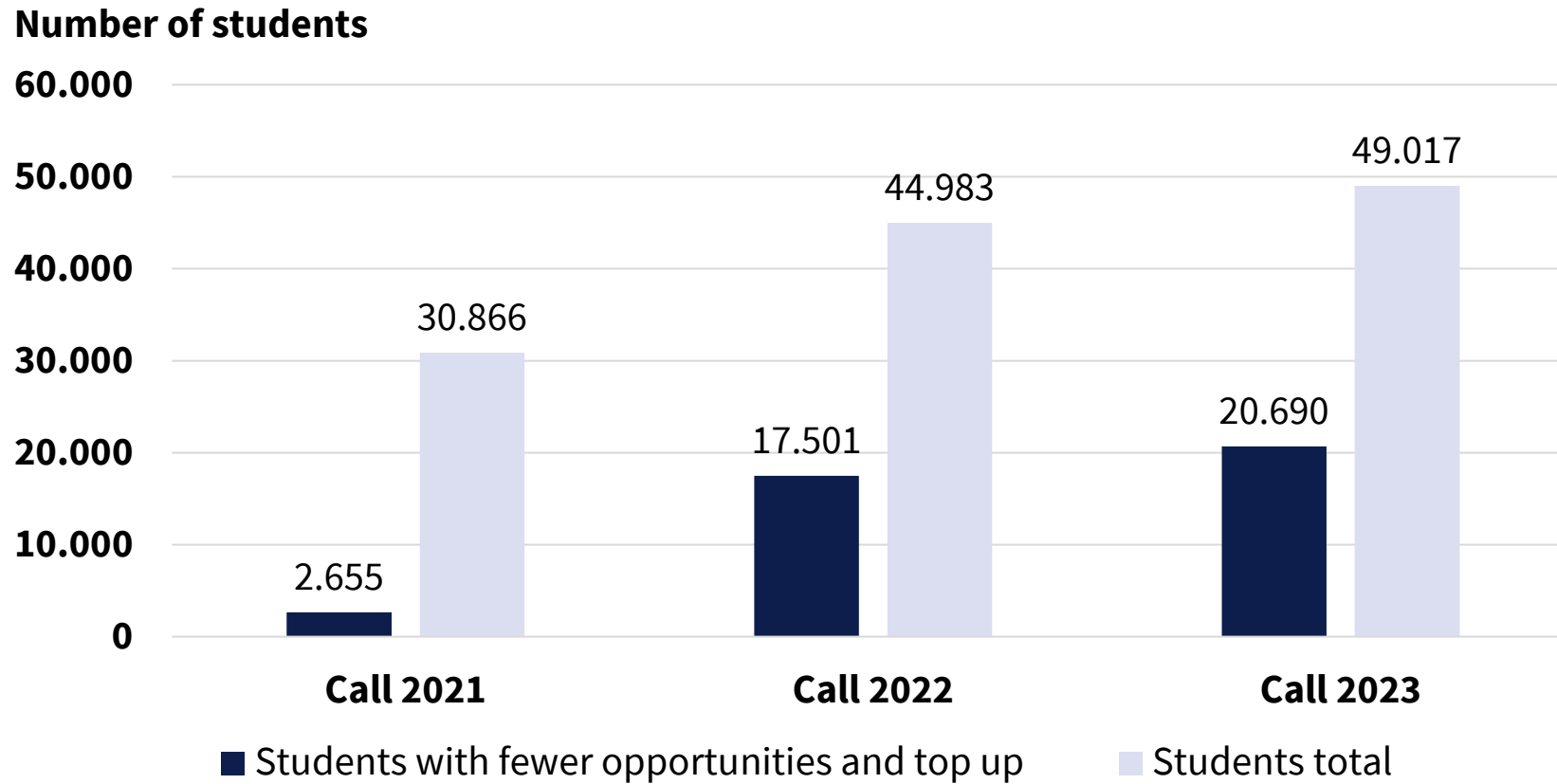
- Participants with a disability or chronic illness (mandatory): top-up or real cost support
- Participants with children (mandatory): top-up or real cost support
- First-generation students (mandatory): top-up
- Working students (optional): top-up
- Incoming students with economic barriers (optional): top up



HEIs decide at the beginning of the call if they are going to fund optional groups

Proof of eligibility for top ups: Self declaration of participants

# Top up funding per call – KA131



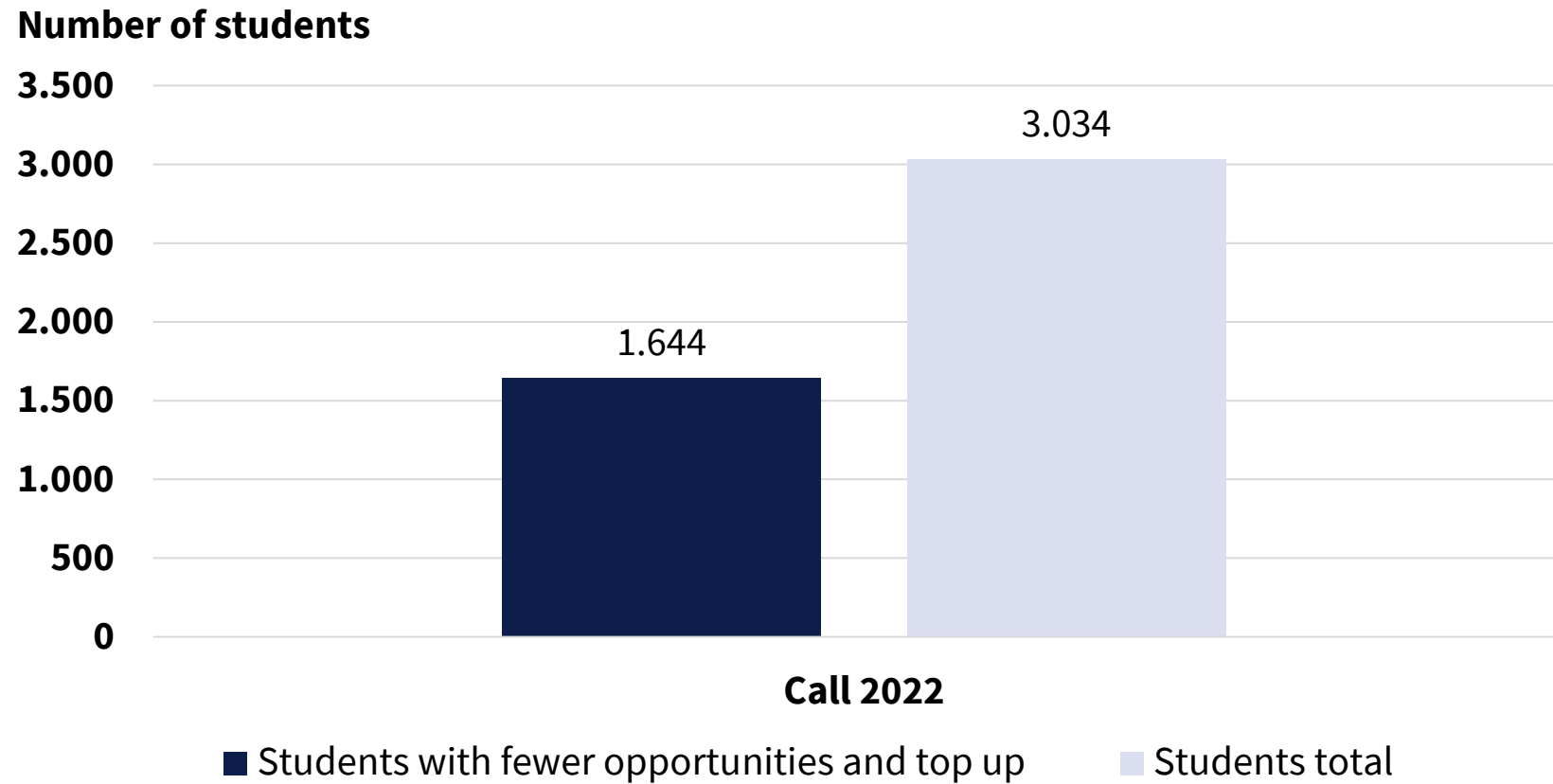
**Students with top up**

**2021 - approx. 8.6%**

**2022 - approx. 39%**

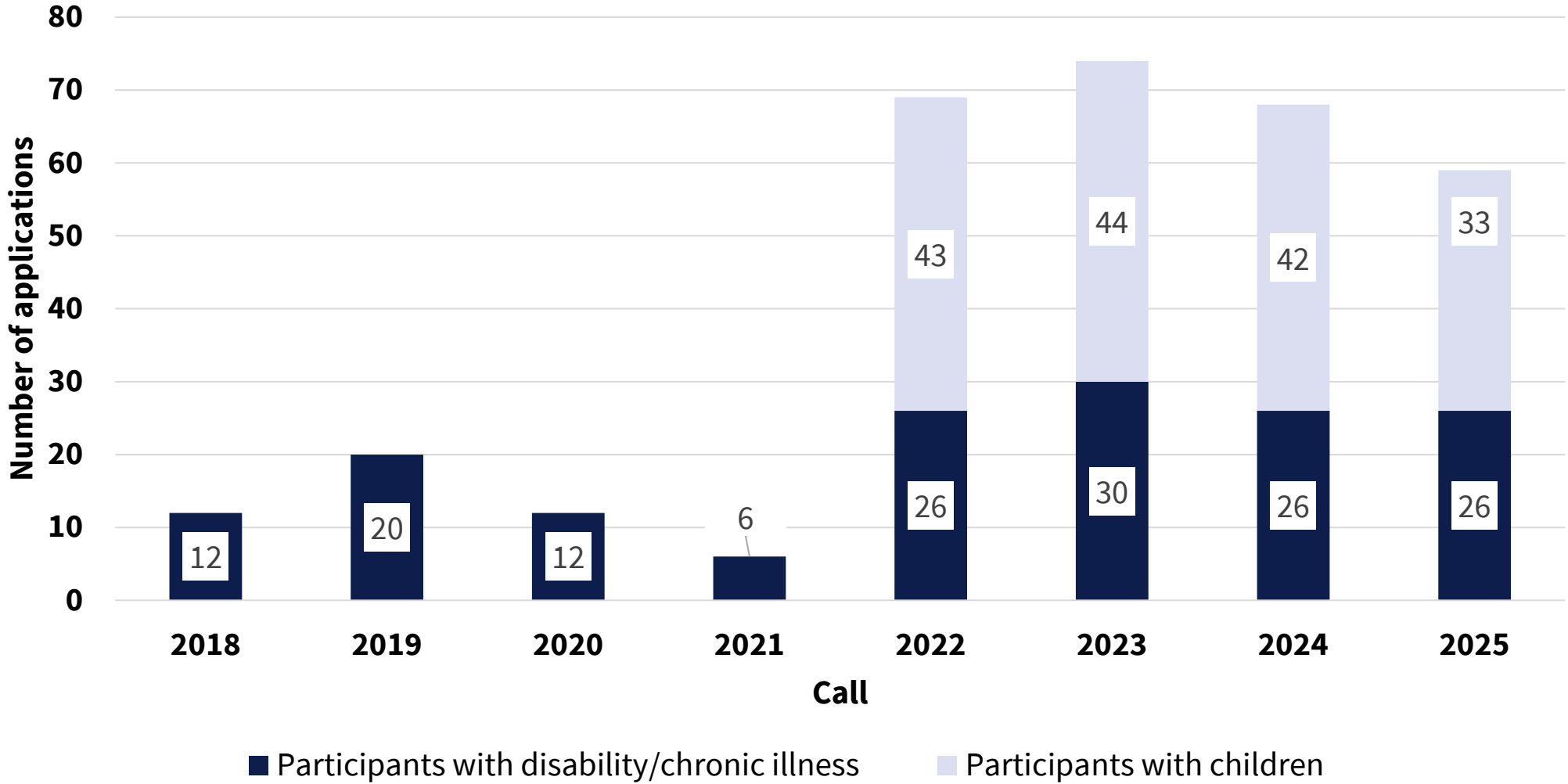
**2023 - approx. 42%**

# Top up funding per call – KA171

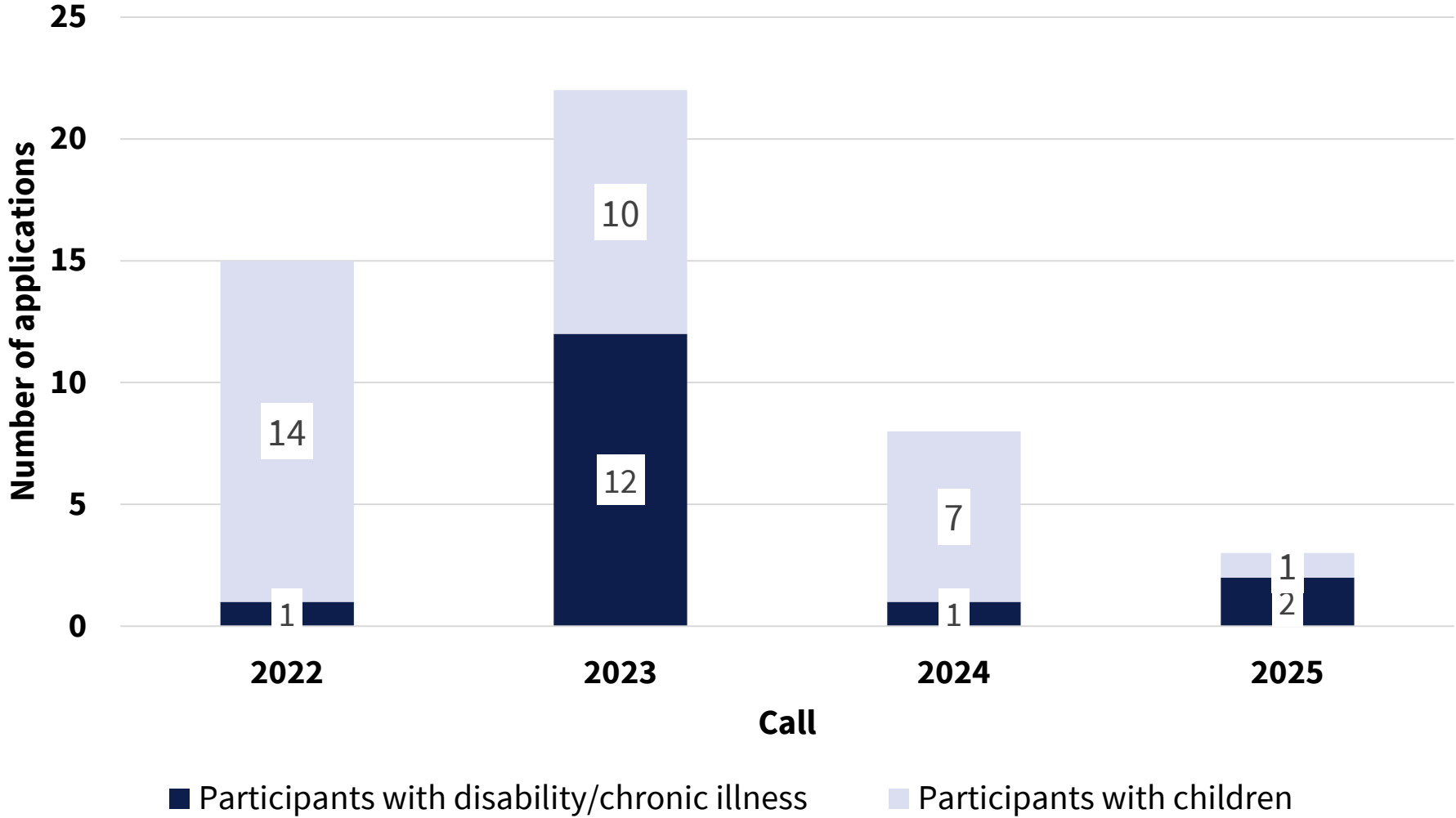


**Students with top up**  
**2022 - approx. 54,2%**

# Real cost support – applications per call – KA131 and KA171 (02.07.2026)



# Real cost support – applications per call – KA171 (02.07.2026)

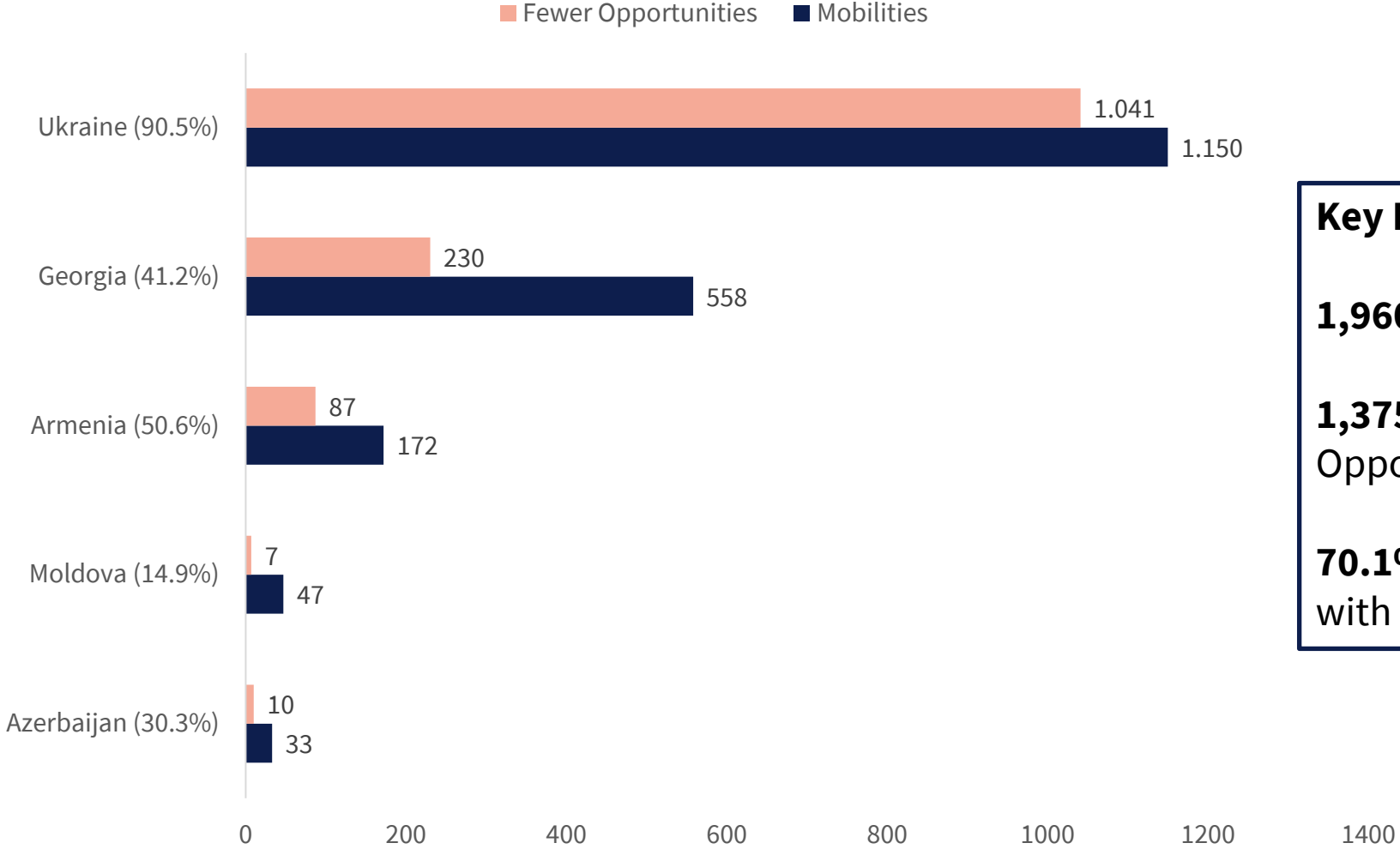


**!**

If you want to read how real cost support works in practice – read about it in the report:

[From India to Remagen for a guest lectureship with Erasmust+](#)

# Mobilities and Participants with Fewer Opportunities by Country



### Key Figures

**1,960** Total Mobilities

**1,375** Participants with Fewer Opportunities

**70.1%** Overall Share of Participants with Fewer Opportunities

# KA171 - good practice example

Supporting Students from Disadvantaged Backgrounds

**Project between Trier University (TU) and Ivane Javakhishvili Tbilisi State University (TSU)**

## **Key points:**

- Extensive discussions between partners on measures to support disadvantaged students
- Georgian context:
  - Most TSU students come from university-educated families
  - Constraint: Students generally cannot take officially documented paid employment
- Eligibility impact: Only a small group qualifies for top-up support
- **Newly defined priority groups:** Low-income students and internally displaced persons (IDPs) from conflict regions
- Active encouragement and outreach to these target groups



## Communication, Monitoring and Engagement

*“Nothing about us without us”*

# Student survey of NA DAAD

**Aim:** Evaluation about the impact of top ups on participants

**Implementation:** Winter 2025/2026

**Respondents:** 25.000 Erasmus+ participants went on mobility between June 2022 und September 2025 and received a top up for *fewer opportunities*. 6.986 students took part in the survey (26%).

## **Results:**

- > 60 percent of respondents stated that without the top up funding, they would not have been able to afford to go abroad.
- The majority of respondents stated that the additional funding helped them to focus on their studies or placement abroad.
- > 70 percent of respondents stated that the Erasmus+ coordinator was the most important source of information on inclusion funding.

# Higher Education survey and monitoring of NA DAAD

## Erasmus+ Higher Education Survey on inclusion 2026

**Aim:** HEIs perspective on target groups, structures within the Institutions and satisfaction with NA measures

**Implementation:** 2026 (also in 2022 & 2023)

**Respondents:** ~70 HEIs out of 400 HEIs (17,5%)

### Results:

~ 70% of respondents are funding Incoming students with economic barriers

## Quantitative monitoring

- Top up numbers at final report
- Real costs applications (every quarter year)

## Qualitative monitoring:

- Monitoring visits (for all topics also I&D)
- I&D Telephone monitoring
  - Question regarding KA171 –e.g. did you define the target group of Incoming students with economic barriers together with your partners and what was the result?



## NA DAAD events to support Higher Education Institutions and participants

TCA online training series [Diversity in Dialogue](#) - Sessions 2025/2026:

- Accessibility in practice
- Extremism in social media
- Concepts of internationalisation
- Anti-discrimination training
- Mobility with mental illness
- From Reluctance to Readiness - getting companies on board with inclusive internships

Scheduled for 2027: **International TCA in Frankfurt, Germany 'The Importance of I&D for Resilient Higher Education Systems'**

# NA DAAD publications to support Higher Education Institutions and participants



## Publications of NA DAAD



**Flyer and infosheet** for participants *with fewer opportunities* (Flyer also available in Braille)



Participants experience reports on [NA DAAD website](https://www.na-daad.de)



**Postcards**



**Infosheets for IO** for student counselling



**Brochure** Equality Across Borders



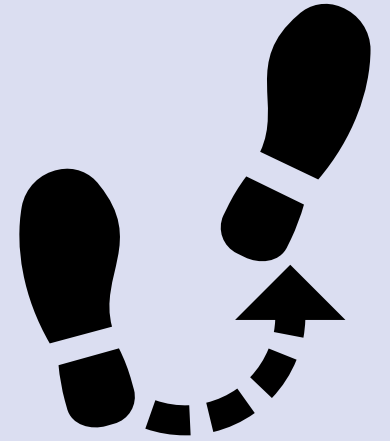
# Challenges for inclusive mobility

- **Outreach to self-excluding or unincluded individuals:** NA DAAD offers informational materials, but university coordinators are mainly responsible for engagement. Direct contact, Mentoring and peer-to-peer offers can help.
- **Growing workload for E+ coordinators:** Students with disabilities or children need more counselling; cooperation with other support centres is essential → Diversity is a strategic topic for universities that should be supported!
- **No baseline data:** We cannot measure increases in participation; we are trying to assess equity trends through available studies → more data / studies would be helpful.
- **Limited funding:** Universities are reducing aid periods, weakening financial support for disadvantaged students; more funding is needed. NA DAAD applied for ESF grants for the next PG process ongoing.



## Possible steps for more inclusivity and equality of opportunity

- **Communicate with your partners:** what are students needs and challenges, what solutions already exist or what is still needed
- **Try to inform about Erasmus+ measures for students with fewer opportunities whenever you can:** show that I&D is a priority and students from all backgrounds are welcome
- **Communicate inclusively:** [Get guided by the ESN Inclusive Communication Manual | Erasmus Student Network](#)
- **Get connected with support services at your HEI and form networks:** they can multiply information about possibilities to students, encourage and give advice
- **Register on [inclusivemobility.eu](https://www.inclusivemobility.eu) Website:** add information about infrastructure and services at your HEI so that students can see it and get informed
- **Support peer-to-peer support:** alumni can often help and motivate others the best, share good practice on websites and social media
- **Learn more about I&D:** e.g. on [SALTO-Inclusion](#)-Website





# Inclusion and Diversity in KA2 projects

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# Inclusion and Diversity in KA2 projects (1/3)

## General remarks

### **The KA2 approach to Inclusion is twofold**

1. As a topic: Social participation and integration
2. As a modality: Inclusive methods, accessible materials, team diversity

**Lump sum funding -> no special means for inclusion top ups provided**

**On EU level:** Programme Guide CP evaluation criteria 2 (“project design”)

**On national level: Consideration and promotion in NA DAAD’s information and consultancy work**

- Training for assessors
- Webinar for applicants

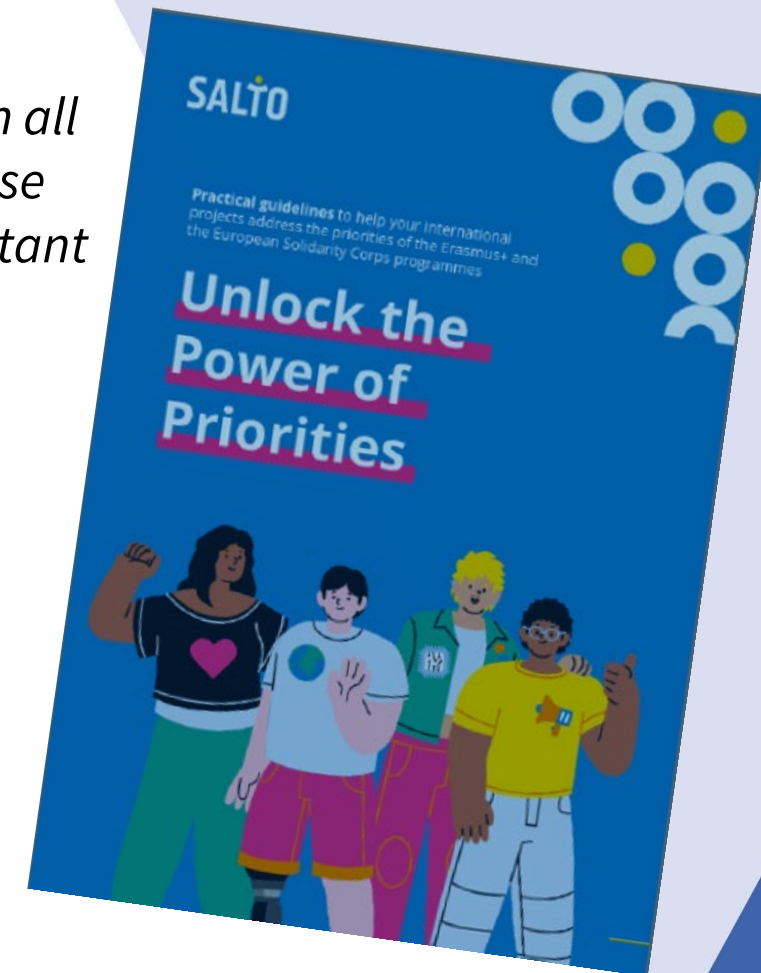
## Inclusion and Diversity in KA2 projects (2/3)

*“European projects should be inclusive, accessible and embrace diversity in all its forms. They should reach out to different people and recognise the diverse backgrounds of participants as a valuable learning opportunity. It is important to foster an equitable and respectful environment in all projects.”*

[Unlock the power of priorities.pdf](#)

**Statistics: Horizontal priorities <-> Sectoral priorities and CP topics**

**Currently 13 ongoing CP projects coordinated by German HEI with inclusion topic**



# Inclusion and Diversity in KA2 projects (3/3)

## Project examples:

### I. Educational Robotics to Support Inclusive Education in Primary Schools

[Robots4Inclusion – Educational Robotics to Support Inclusive Education in Primary Schools](#)  
[Child-Robot Interaction](#)

„The idea behind our project is to integrate self-built learning robots into social activities. By combining technology and social activities, we aim to promote an **inclusive educational process** in which psychosocial skills play a central role.“

(automatically translated from source (in German): <https://www.mustafa-bilgin.de/kind-roboter-interaction>)

### II. Migration Narratives in European Media (MigraMedia): Teaching, Learning, and Reflecting

[MigraMedia – Migramedia](#)

„The project links the analysis of the **representation of migration in visual media** to specific social and transnational contexts. The activities engender exchange within the consortium and study programs. The objective of the partnership is to promote inclusion and diversity in European societies by exposing students to migration films and other media representations of migration. The project aims to **strengthen intercultural learning, critical thinking, and media literacy.**“

(source: <https://www.uni-hildesheim.de/migramedia/>)

### III. IDEM(completed in 2025)

“**IDEM – Inclusion, Diversity, Equity in Mobility**” sought to enable student mobility in line with the recommendations included in the [Erasmus Charter](#), the [Commission Priorities](#) and the goal of reaching 50% mobility for European university alliances.“

(source: [idem-project.eu](https://idem-project.eu))

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