



INCLUSION EDUCATION



**GUIDELINES**

**ON DEVELOPMENT AND  
IMPLEMENTATION OF INCLUSION  
AND DIVERSITY STRATEGIES  
WITHIN THE FRAMEWORK OF THE  
ERASMUS+ AND EUROPEAN  
SOLIDARITY CORPS  
PROGRAMMES (2021 - 2027)**



## GUIDELINES

# ON DEVELOPMENT AND IMPLEMENTATION OF INCLUSION AND DIVERSITY STRATEGIES WITHIN THE FRAMEWORK OF THE ERASMUS+ AND EUROPEAN SOLIDARITY CORPS PROGRAMMES (2021 - 2027)

### STVG

Styrian Association for Education and Economics  
(Graz, Austria)

&

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**Editing and proofreading:** Josip Luša, Ljubica Petrović  
Baronica

**Authors:** Peter Härtel, Michaela Marterer

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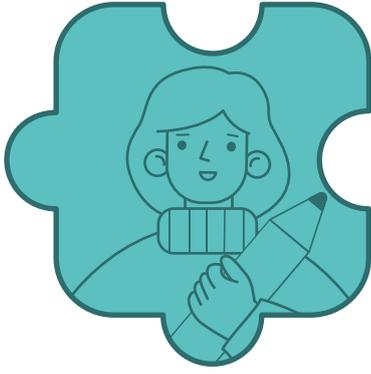


AGENCY FOR  
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Enriching lives, opening minds.





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# 1

# Rationale



The background to these guidelines are the documents of the European Council and the European Commission regarding the Erasmus+ and European Solidarity Corps programmes in the period between 2021 and 2027: **Regulation (EU) 2021/817 establishing Erasmus+: the EU programme for education and training, youth and sport, Implementation guidelines - Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy** and the **Erasmus+ Programme Guide**.

For the Erasmus+ programme period 2021 – 2027, the European Commission defined four horizontal priorities: inclusion and diversity; digital transformation; environment and fight against climate change; and participation in democratic life.

For the priority inclusion and diversity, National Agencies (NAs) were invited to develop strategies and action plans to achieve the goal of bringing Erasmus+ and European Solidarity Corps closer to as many people with fewer opportunities as possible.

This is not just about quantitative results. The aim is to recognise and meet the demands and requirements of people with fewer opportunities, as well as to recognise the variety of possible barriers. In the various programme fields of Erasmus+ and European Solidarity Corps, suitable approaches are to be found in order to support people with fewer opportunities and organisations that implement projects and activities.

Most of the NAs have now developed such strategies and action plans<sup>1</sup> and are in the process of implementing them in their practical work.

It is expressly noted that the Erasmus+ and European Solidarity Corps aim to offer learning mobility and cooperation opportunities to everyone. The priority inclusion and diversity includes the goal of paying special attention to ensuring that the opportunities offered by both programmes are also accessible to people with fewer opportunities. This also applies to organisations that advocate for the concerns of people with fewer opportunities.

<sup>1</sup> Strategies and action plans that have been made publicly available can be found here: <https://saltoinclusion.eu/resources/national-strategies/>.



However, this objective does not diminish the mission of both programmes to provide services for all. This basic attitude is also the basis for these guidelines. It is fundamental for all fields and must be taken into account, in addition to the specific questions and suggestions concerning inclusion and diversity.

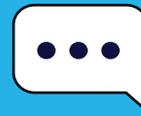
The authors of these guidelines were commissioned by OeAD, the Austrian NA, to develop the National Plan for Inclusion and Diversity for Erasmus+ and the European Solidarity Corps.<sup>2</sup> Furthermore, they were also commissioned by SALTO Inclusion and Diversity (Education and Training), hosted by the Agency for Mobility and EU Programmes, the Croatian NA, to deliver the mentorship service concerning the development of inclusion and diversity strategies and action plans to NAs across Europe.

These guidelines were developed from the diverse insights and experiences gained in numerous national and European interactions and discussions. It is a comprehensive approach addressed primarily to all NAs with regard to inclusion and diversity as a horizontal priority. However, countries participating in the programme have different political, legal, administrative and organisational frameworks, all of which are important for the development and implementation of inclusion and diversity strategies and action plans. These guidelines therefore do not provide one and the only direction on how inclusion and diversity strategies and action plans are to be developed and implemented, but they formulate questions and suggestions on how to achieve the common goal of offering people with fewer opportunities the best possible access to the opportunities offered by the Erasmus+ and European Solidarity Corps.

<sup>2</sup> | <https://oead.at/de/aktuelles/artikel/2021/12/nationaler-plan-fuer-inklusion-vielfalt-fuer-erasmus-und-europaeisches-solidaritaetskorps>

# 2

## Aim of the guidelines



The purpose of these guidelines is twofold:

(i) to summarise and present issues, questions and challenges that have arisen in the course of the preparation and implementation of national strategies and action plans;

(ii) to derive questions and suggestions that may be helpful for the further implementation of measures and activities on the priority inclusion and diversity.

On the one hand, consideration is given to the common, overarching goals and targets in the context of both programmes, but also taking into account documents such as the General Declaration of Human Rights of the United Nations<sup>3</sup> and the European Convention on Human Rights.<sup>4</sup>

On the other hand, reference is also made to the respective national framework conditions. This concerns legal regulations on inclusion and diversity, as well as national or sectoral strategies and action plans that are relevant for the programme fields in Erasmus+ and European Solidarity Corps.

The primary addressees of these guidelines are NAs, which bear responsibility for the effective implementation of the horizontal priority inclusion and diversity. Questions and suggestions in these guidelines should focus on all activities in all programme fields.

It is taken into account that there are four priorities, all of which must be considered. But the focus of these guidelines is on the priority inclusion and diversity. Any synergy and link with other priorities can create added value.

<sup>3</sup> | <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

<sup>4</sup> | <https://www.coe.int/en/web/conventions/full-list?module=treaty-detail&treaty-num=005>



Furthermore, these guidelines should also be able to provide benefits for additional stakeholder groups, such as:

**Institutions and organisations active in different programme fields covered by Erasmus+ and European Solidarity Corps**

**Erasmus+ and European Solidarity Corps beneficiaries and applicants**

**Organisations and individuals interested in Erasmus+ and European Solidarity Corps**

**Partner institutions**

**Other involved policy and administrative bodies**

The questions and suggestions in these guidelines are therefore not only meant for the NAs and their responsible programme and inclusion officers. They should also address concerns, challenges and opportunities in the field of inclusion and diversity visible to external partners and contribute to joint developments and solutions.

# 3 National and policy frameworks

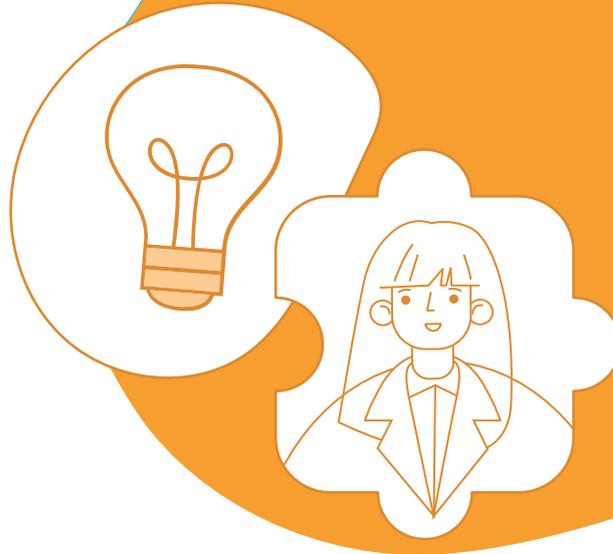


## THEME

The position of NAs responsible for the implementation of Erasmus+ and European Solidarity Corps and for the effectiveness of the priority inclusion and diversity is very different and designed according to the structures and policies in respective countries.

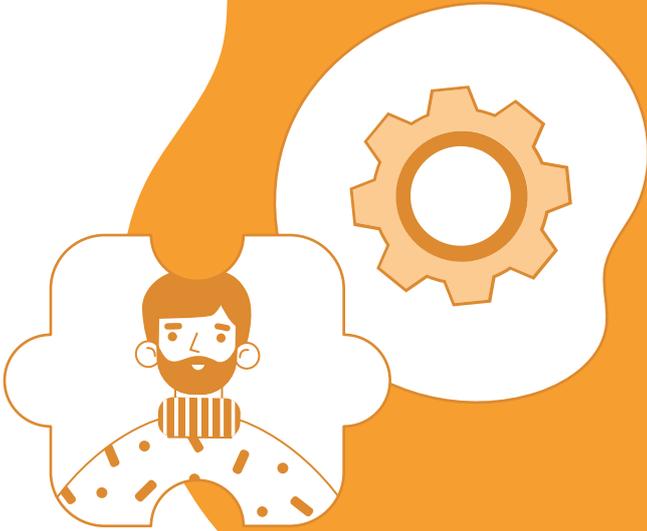
Therefore, every inclusion and diversity strategy or action plan must be based on the national framework conditions, but always with the observance of the overarching goals and results for inclusion and diversity in the sense of the European mandate, as described in the Erasmus+ Programme Guide.





## KEY QUESTIONS

- Who is primarily responsible for the preparation and implementation of the inclusion and diversity strategy or action plan at the NA?
- What are some of the framework conditions and requirements that the inclusion and diversity strategy or action plan is oriented toward?
- Are there national and sectorial documents in the field of inclusion and diversity that are relevant for the strategy or action plan and to which this strategy or action plan relates?
- Is the strategy or action plan developed by the NA alone or has it been prepared and further implemented in coordination with other authorities, such as government or ministry?
- Is the strategy or action plan an internal document of the NA or is it made public?
- Is the strategy or action plan divided into a public document, which is also discussed and implemented with other stakeholders, and into an internal part, which is intended exclusively for the NA?
- Who is responsible for the implementation of the strategy or action plan, the achievement of the objectives and results and reporting, both within the NA and other bodies involved in government or administration?



## SUGGESTIONS

Make the strategy or action plan visible, both within and outside the NA.

Ensure internal and external communication channels, depending on the positioning and embedding of the strategy or action plan in the national structure - see above.

Regularly reflect on the activities and measures of the strategy or action plan and their impact in Erasmus+ and European Solidarity Corps, taking into account overarching framework conditions and commitments (even if these are not always sufficiently implemented at national level).



# 4 Objectives and focus



## THEME

The overall objective of the horizontal priority inclusion and diversity in Erasmus+ and European Solidarity Corps is to enable all people, including those with fewer opportunities, to participate in and benefit from opportunities offered by the programmes.

It is crucial to develop a common picture of the obstacles and barriers that make it difficult for people with fewer opportunities to participate in Erasmus+ and European Solidarity Corps. Experience from the development of national strategies and action plans has shown that superficial ideas of disabilities are often in the foreground (metaphor: wheelchair). On the other hand, various obstacles and barriers with not only physical but also psychological, social and regional implications, are perceived only partially.

It is therefore important to reflect on the eight obstacles and barriers explicitly outlined in the Implementation guidelines – Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy and to interpret and weigh them with regard to national conditions and challenges.

These obstacles and barriers are listed here in an abridged version (for unabridged version, see original document<sup>5</sup>)

- I. **Disabilities.** These include physical, mental, or sensory impairments.
- II. **Health problems.** Obstacles arising from health problems and/or serious or chronic diseases.
- III. **Barriers linked to education and training systems.** Barriers due to both individual and systemic circumstances.
- IV. **Cultural differences.** Obstacles that arise for people from all backgrounds, but primarily for people with a migration or refugee background.
- V. **Social barriers.** Difficulties of adaptation resulting from limited social skills, delinquency, addictive behaviour, educational background etc.
- VI. **Economic barriers.** Low-income levels, dependency on social welfare systems, long-term unemployment, precarious situations, poverty, homelessness.
- VII. **Barriers linked to discrimination.** In terms of gender identity, age, ethnicity, religion, belief, sexual orientation, etc.
- VIII. **Geographical barriers.** Living in remote, rural peripheral areas, in structurally weak areas with difficult transport and communication links.

<sup>5</sup> | Implementation guidelines – Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy (<https://erasmus-plus.ec.europa.eu/document/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity-strategy>).

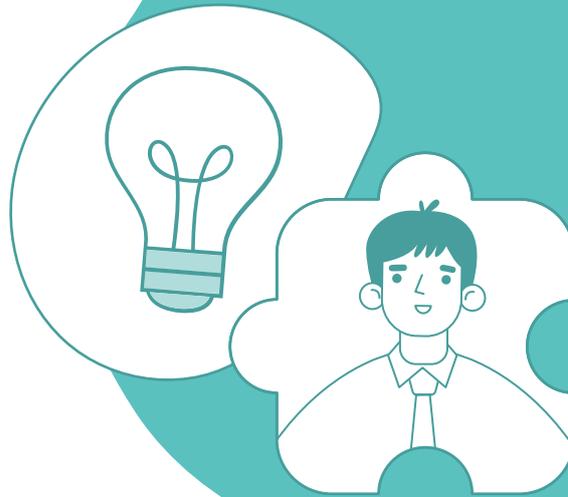


Not every barrier is equally important in every country participating in the programme. The regional barriers (e.g., "Small islands") are only relevant for some countries, but the geographical obstacles in some countries are often greater than generally perceived (a remote Alpine valley or peripheral area with limited transport options).

Also, barriers and obstacles in different educational sectors show up in different forms. In higher education, for example, some of the barriers are different from those in the field of youth or school education because of admission procedures. The same applies mutatis mutandis to vocational education and training and adult education.

The list of barriers is by no means exhaustive, but it provides an overview of potential actions that could be taken to improve outreach to persons facing various barriers that hinder their participation in the Erasmus+ and European Solidarity Corps programmes.

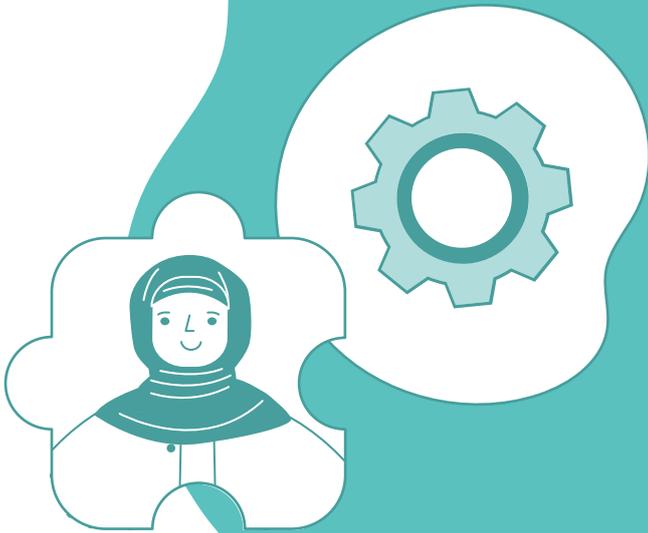




## KEY QUESTIONS

- Is there a common picture and understanding of the different forms of barriers, obstacles faced by people with fewer opportunities and objectives pursued by the horizontal priority inclusion and diversity within the NA?
- Is there a reflected understanding in the NA of possibly different manifestations of the barriers and obstacles in the different programme fields and resulting challenges for measures and offers?
- Are there any data, facts, studies or surveys at national or sectorial level that can provide concrete and verifiable indications of manifestations of barriers and obstacles in the programme fields?<sup>6</sup>
- Are there political, strategic or operational targets or priorities in the national or sectorial environment that are relevant for the implementation of the inclusion and diversity strategy or action plan?
- Is there a common picture and understanding with political, strategic and operational partners about the different forms of barriers and obstacles that make it difficult for people with fewer opportunities to participate in Erasmus+ and European Solidarity Corps?
- Is there an understanding of the multiple barriers and obstacles faced by people with fewer opportunities in the field of applicant organisations (both current and potential applicants)?
- Is there an exchange with organisations dealing with persons with fewer opportunities, in order to get to know and take into account the conditions and possibilities of their involvement in Erasmus+ and European Solidarity Corps?

<sup>6</sup> | Examples could be youth studies, social surveys of students or PIAAC studies



## SUGGESTIONS

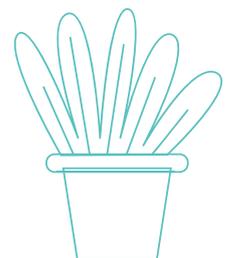
Collect and evaluate existing data, facts, studies and surveys on the characteristics of different barriers and obstacles faced by people with fewer opportunities in the individual programme fields.

Reflect on existing national or sectorial political, strategic or operational priorities and priorities with regard to inclusion and diversity.

Collect and review previous experience from the programme fields with regard to reaching people with fewer opportunities.

Evaluate and weigh barriers and obstacles with regard to national and sectorial circumstance, and prioritise with regard to requirements in the member country and in the programme fields.

Communicate with relevant strategic partners in government, administration, relevant organisations and applicant institutions regarding the objectives of inclusion and diversity in Erasmus+ and European Solidarity Corps.



# 5

# Awareness raising, communication and outreach



## THEME

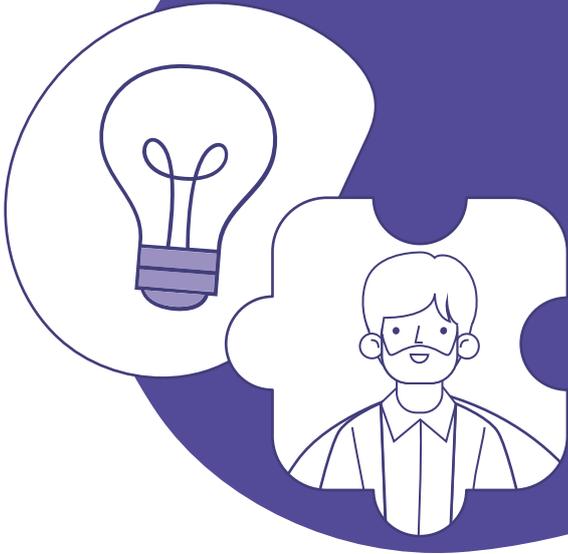
Depending on the answers to the questions in the previous chapter and the reflections on the suggestions given, challenges arise for raising awareness of the mission of Erasmus+ and European Solidarity Corps as a whole – to facilitate access to both programmes to as many people as possible. This applies both to NAs and contacts and relationships with all relevant stakeholders and partners at national levels – from government and administration to applicant organisations and organisations that are to be won over for proposals with which goals in the area of inclusion and diversity can be achieved.

Awareness raising begins with personal reflection on questions related to inclusion and diversity and natural consideration of the topic in all content-related organizational and communicative matters. This encompasses internal meetings, external appearances, events, Internet and social media communication, design of brochures and leaflets etc.

It must be noted again: inclusion and diversity is a horizontal priority, but there are also three other horizontal priorities. Where synergies between inclusion, digitalisation, green and democratic participation can be created, they should be actively pursued.

And just as important: Erasmus+ and European Solidarity Corps are programmes intended for everyone. Increasing the opportunities for people with fewer opportunities to participate is a priority goal, but must not lead to the detriment of opportunities for participation for all.





## KEY QUESTIONS

- Are all opportunities for internal communication on the priority inclusion and diversity in the NA used to reflect and follow up on the issue?
- Is there an agenda item on the priority inclusion and diversity at internal meetings?
- Is the topic of inclusion and diversity consistently articulated in the external appearances of the NA?
- Are communication channels designed taking into account the requirements of persons with fewer opportunities (website, social media, brochures, leaflets etc.)?
- Is the priority of inclusion and diversity considered in the public relations work of the NA?
- Will the topic of inclusion and diversity be discussed, considered and articulated in contacts with partners, applicants, interested parties etc.?
- When communicating with active and potential applicants, is the topic of inclusion and diversity communicated in such a way that is appropriate for the target group?



## SUGGESTIONS

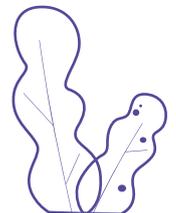
Take advantage of all opportunities (internal and external) to address the priority of inclusion and diversity.

Organise targeted events to deal with this topic internally and externally - thematically focused meetings, public events and conferences etc.

Review internal and external communication channels with focus on target-group-oriented language and mode of expression.

Ensure regular feedback with regard to questions concerning inclusion and diversity (content-related, organisational and legal) from all responsible persons and NA inclusion officers.

Engage relevant stakeholders (persons and organisations) in active communication and interaction through concepts such as "Voice of Users" or "Sounding Boards" to better understand their needs and receive their feedback.



# 6 Programme fields



## THEME

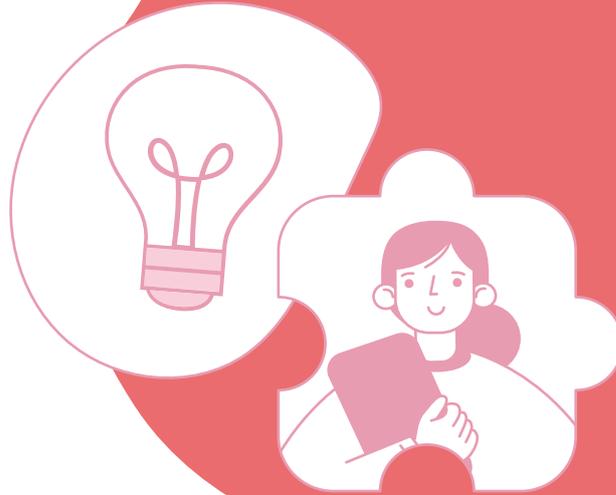
Depending on how the NAs in countries participating Erasmus+ and European Solidarity Corps are organised, the tasks of setting activities and measures arise in order to pursue and achieve the objectives of the horizontal priority inclusion and diversity.

Concerning NAs, the structures, responsibilities and organisational frameworks in countries participating in Erasmus+ and European Solidarity Corps are different. The challenges arising from circumstances in the national area with regard to values regarding inclusion and diversity, social situations, languages, digital literacy etc. are also different.

However, the tasks and responsibilities concerning implementation of priorities in Erasmus+ and European Solidarity Corps are the same for everyone, in all programme fields.

The following key questions therefore relate to all programme fields. The questions and suggestions are to be interpreted with regard to specific conditions of the programme fields in the respective countries and their supervision by NAs.





## KEY QUESTIONS

- What understanding of inclusion and diversity is given in this programme field?
- What are the priority challenges with regard to the eight barriers and obstacles in each programme field?
- What concrete activities and measures related to inclusion and diversity have already been implemented in this area so far?
- What experiences can be derived from this and how can they be used for further developments?
- What concrete activities and measures are planned in this area that concern inclusion and diversity?
- How are plans and timelines scheduled in the short, medium and long term?

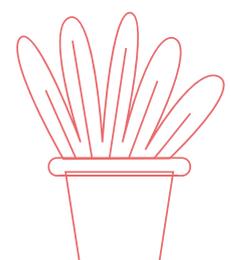


## SUGGESTIONS

Ensure strategic coordination in the NA regarding the basic and pragmatic approach to inclusion and diversity in Erasmus+ and European Solidarity Corps.

Combine pragmatic approaches from each programme field in order to gain an understanding of different conditions but common challenges.

List examples of concrete barriers and obstacles from the programme fields and ways in which they can be successfully overcome.



# 7

# Actions and measures



## THEME

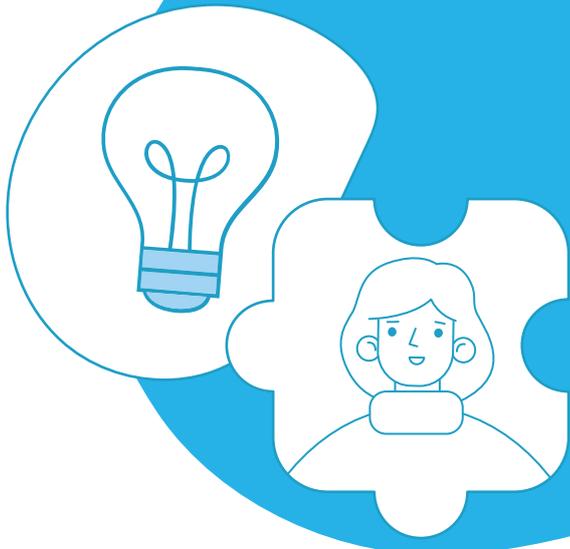
The questions and suggestions given in the previous chapters give rise to concrete measures and actions to be derived from them.

These measures and actions may take different forms depending on national contexts, strategic priorities and specific challenges in the individual programme fields. There is no uniform standard for this.

However, in all strategic and operational considerations, and in the planning and implementation of measures and actions, the overall objective should be to enable people with fewer opportunities to participate in Erasmus+ and European Solidarity Corps. This also requires taking into account the different conditions in the different programme fields of Erasmus+ and European Solidarity Corps.

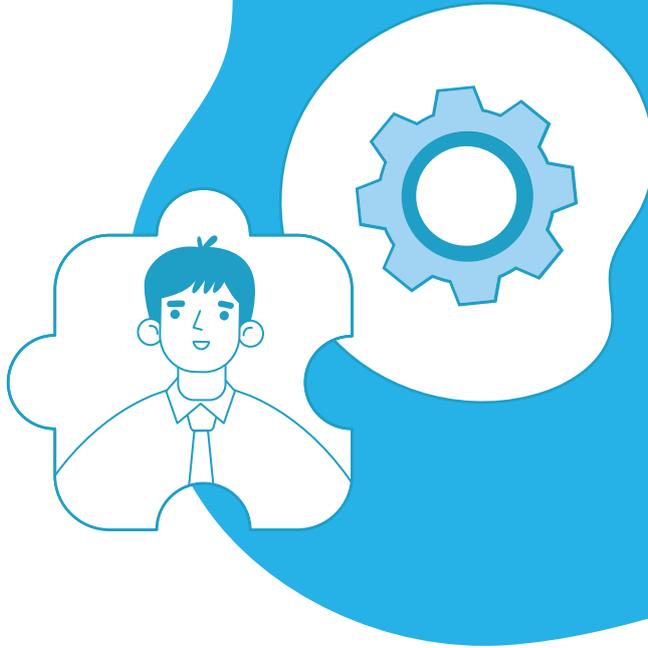
A number of questions that are listed below are generally relevant to all fields covered by both programmes. The list is not exhaustive. These are suggestions on how to deal with strengthening the consideration of inclusion and diversity in the national environment when implementing Erasmus+ and European Solidarity Corps offers and opportunities.





## KEY QUESTIONS

- Is the accessibility of the website guaranteed for different target groups?
- Is the information about new opportunities in the 2021 - 2027 programme period communicated in a target-group-oriented manner?
- Are different concepts and opportunities for inclusion and diversity used, for example through networks of Erasmus+ and European Solidarity Corps ambassadors and alumni?
- Is there a plan for annual conferences or regular meetings in which the topic of inclusion and diversity can be articulated?
- Is there communication with active or potential organisations or partners in Erasmus+ and European Solidarity Corps with the aim of fostering inclusion and diversity?
- Are European networking meetings and supporting bodies (e.g., SALTO) recognised and used to strengthen capacities and improve implementation?

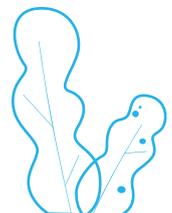


## SUGGESTIONS

**Regularly review internal and, above all, external communication channels for inclusive suitability.**

**Evaluate feedback received during the course of implementation of project activities in Erasmus+ and European Solidarity Corps with regard to inclusion and diversity.**

**Reflect and further develop quality management mechanisms at the NA.**



# 8 Data and indicators

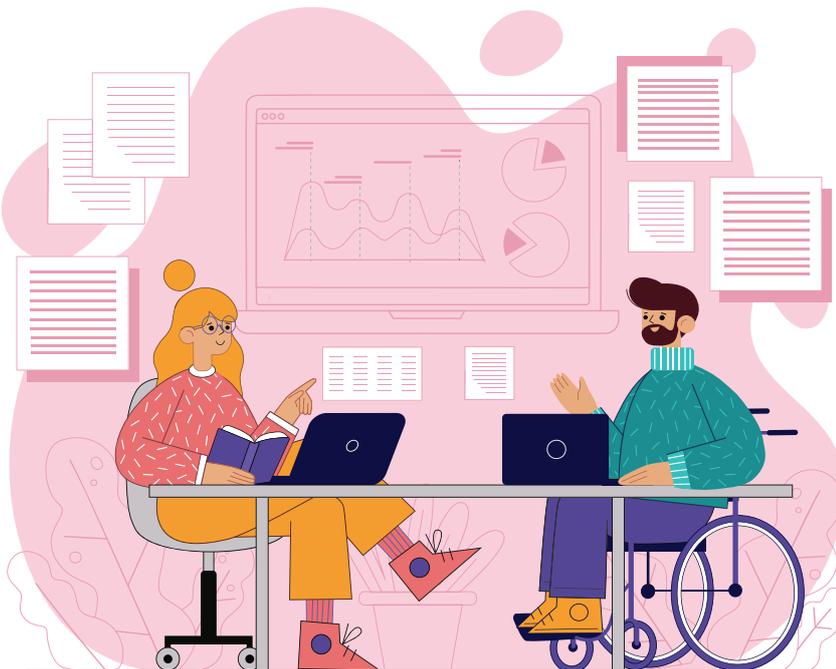


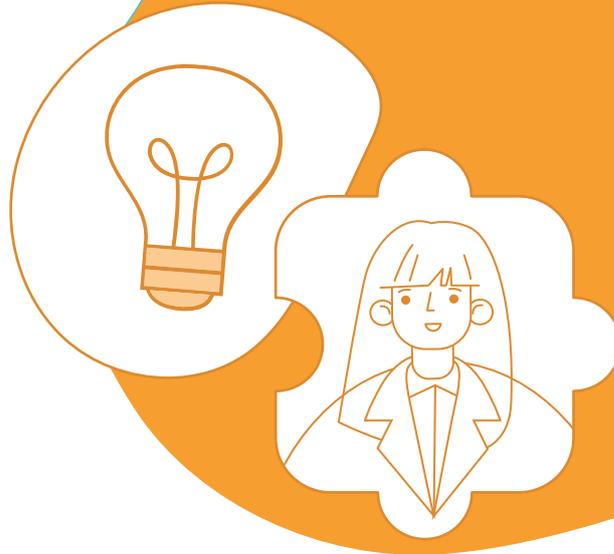
## THEME

The successes and effects of inclusion and diversity measures and activities should be present both quantitatively and qualitatively. This requires the availability of initial data, the ongoing collection of data and facts relevant for measurement and evaluation of activities, measures and their effects, as well as the comparison of initial data, target values and achieved effects.

This is a sensitive area. It is necessary to avoid that the "identification" and "visibility" of persons with fewer opportunities leads to discrimination. On the other hand, it is only possible to assess the effects of measures and activities aimed at improving the participation of people with fewer opportunities if appropriate indicators are defined. Data and facts need to be collected, analysed, evaluated and used for further development.

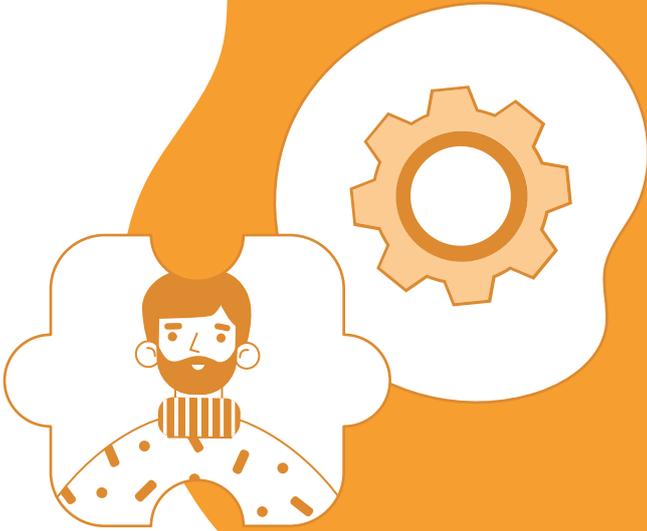
Apart from the European data protection regulations, this must be checked with regard to national circumstances and taken into account in detail.





## KEY QUESTIONS

- What data and facts on reaching and engaging people with fewer opportunities in Erasmus+ and European Solidarity Corps are available and can be used for evaluation?
- What data and facts on the achievements and participation of organisations and applicant institutions dealing with people with fewer opportunities in Erasmus+ and European Solidarity Corps are available and can be used for evaluation?
- What data and facts concerning the achievements and involvement of persons with fewer opportunities can be collected, documented and used by the NA during its activities, without discrimination against affected persons?
- Are there indirect qualitative ways of collecting data and facts concerning reaching and involving people with fewer opportunities, e.g., interviews, personal surveys or other formats for obtaining information?
- Is there demonstrable evidence of links between measures taken and concrete effects to increase the reach and involvement of people with fewer opportunities and organisations dealing with people with fewer opportunities?



## SUGGESTIONS

Use all data and facts made available by the NA, as well as other sources, statistical surveys, studies and documentation that may be relevant for assessing the involvement of people with fewer opportunities.

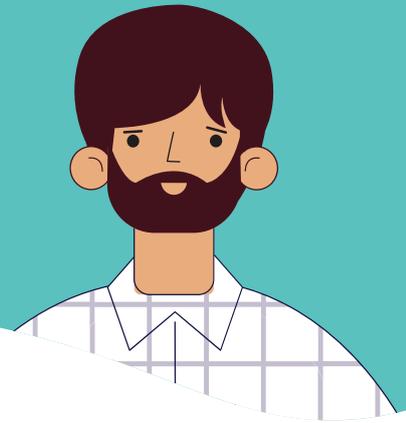
Generate data from the ongoing processes of the NA (from general communication to facts from the processes of submitting applications, evaluating applications, approving applications, managing projects, reporting etc.) which can be helpful in improving outreach and engagement of people with fewer opportunities.

Comply with data protection regulations. However, it is equally important that data collection, evaluation and utilisation never triggers discriminatory, exclusionary and adverse effects. This must be carefully taken into account.



# 9

# Involvement of relevant stakeholders



## THEME

In line with one of the fundamental aims of Erasmus+ and European Solidarity Corps (increase the opportunities offered to more participants and to a wider range of organisations), it is essential to maintain contact and communication with organisations and persons who use, wish to make use of or could make use of opportunities offered by both programmes.

This is basically to be understood in a comprehensive sense. Organisations and persons who by no means fall under the categories of barriers and obstacles identified in the Implementation guidelines may also be at a certain distance from the Erasmus+ and European Solidarity Corps opportunities. This can arise from technical challenges of the application, from dealing with language other than the first language, from a reluctance to deal with other countries and cultures etc.

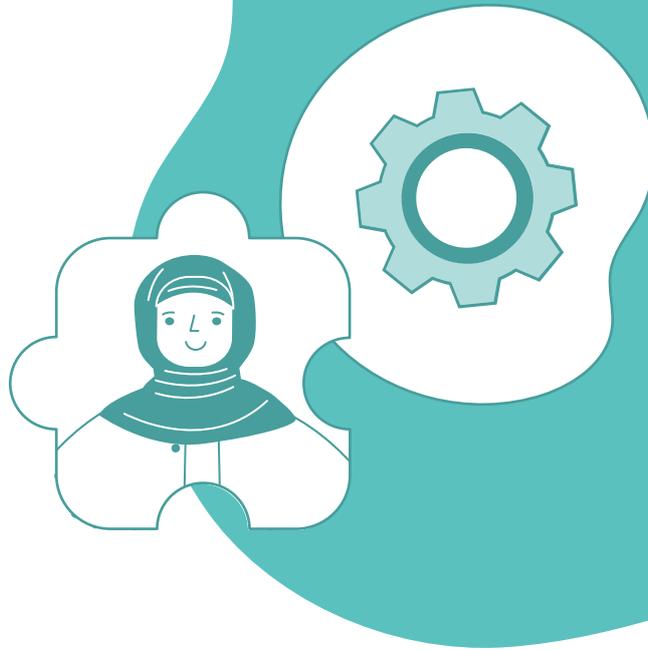
It is therefore a general challenge in the further dissemination and implementation of Erasmus+ and European Solidarity Corps to seek intensive, direct exchange and communication with the target groups in the individual programme fields. This refers to organisations and persons from the fields to be addressed by the programmes.





## KEY QUESTIONS

- Is there a structured exchange with organisations, applicants and those who could submit applications regarding conducive and inhibiting factors for participation in Erasmus+ and European Solidarity Corps?
- Does the NA have sufficient data concerning target groups who have used or want to use Erasmus+ and European Solidarity Corps? Does this data also refer to issues concerning people with fewer opportunities?
- What experiences and insights from previous applications and projects can be gained for further developments?
- What experiences and insights can be gained from experiments that have not been successful so far, but have potential?
- How can experiences and insights be gained from organisations and individuals who have not yet found access to Erasmus+ and European Solidarity Corps, but could benefit from it?
- What formats can the NA develop to involve existing and potential interested parties (organisations and individuals) more strongly in the motivating opinion-forming on the use of Erasmus+ and European Solidarity Corps?
- Which difficulties in the field of inclusion and diversity can the NA deal with in its own field of activity and for which does it require participation and support from other responsible and involved bodies, at national and European level?



## SUGGESTIONS

Examine the possibility of setting up "Sounding Boards" consisting of relevant organisations for strategic support, accompaniment, reflection and further development of offers and measures.

Examine the possibility of setting up "User Groups" that make the "Voice of Users" in Erasmus+ and European Solidarity Corps authentically visible and audible.

Examine the possibility of further formats of evaluation and feedback in order to identify and deal with barriers and obstacles in Erasmus+ and European Solidarity Corps.

Provide feedback to the European Commission when formal regulations, application procedures, digital tools etc. are not conducive to the objective of the priority inclusion and diversity, possibly also in coordination with NAs from other countries participating in Erasmus+ and European Solidarity Corps.

Reflect on difficulties in the field of inclusion and diversity that cannot be addressed within the NA's own sphere of activity and communication with decision makers at national level to address these difficulties.



# 10 Monitoring



## THEME

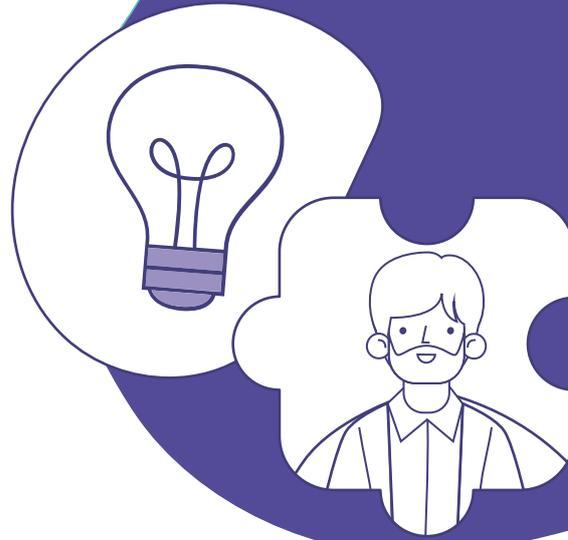
Every strategy or action plan can only be as good as it is executed and how its execution and implementation is managed and controlled.

Responsibility for this always lies with the decisive authority for the implementation of the strategy or action plan – this responsibility cannot be delegated. This is an essential point for any strategy or action plan, to establish this beyond doubt.

But it is also essential to set up structures and bodies that make it possible to live up to this responsibility. The Implementation guidelines of the European Commission designate at least one officer for inclusion and diversity, who coordinates inclusion and diversity related measures at the NA.

Whether this is one person responsible for all programme fields or whether the responsibility and function of inclusion officers is divided between several programme fields is a decision taken by the NA, possibly with bodies responsible for the provision of resources.





## KEY QUESTIONS

- Is there a common understanding of the need for continuous monitoring to implement the inclusion and diversity strategy or action plan?
- Are there appropriate prerequisites, structures and framework conditions for this?
- Is there an agreement between all parties involved that the appointment of inclusion officers is ensured for all programme fields?
- Are the inclusion officers equipped with time and content resources to enable them to perform their tasks in an efficient manner?
- Is there a written procedure on how the reports and feedback from the inclusion officers are incorporated into the further development and improvement of NA processes?
- Are relevant data, facts, experiences and findings that address the widest possible target groups in Erasmus+ and European Solidarity Corps, with particular regard to people with fewer opportunities, regularly collected and made available for further development?
- Are these data, facts, experiences and findings used and exploited internally and externally?

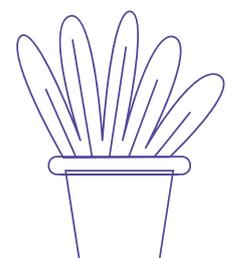


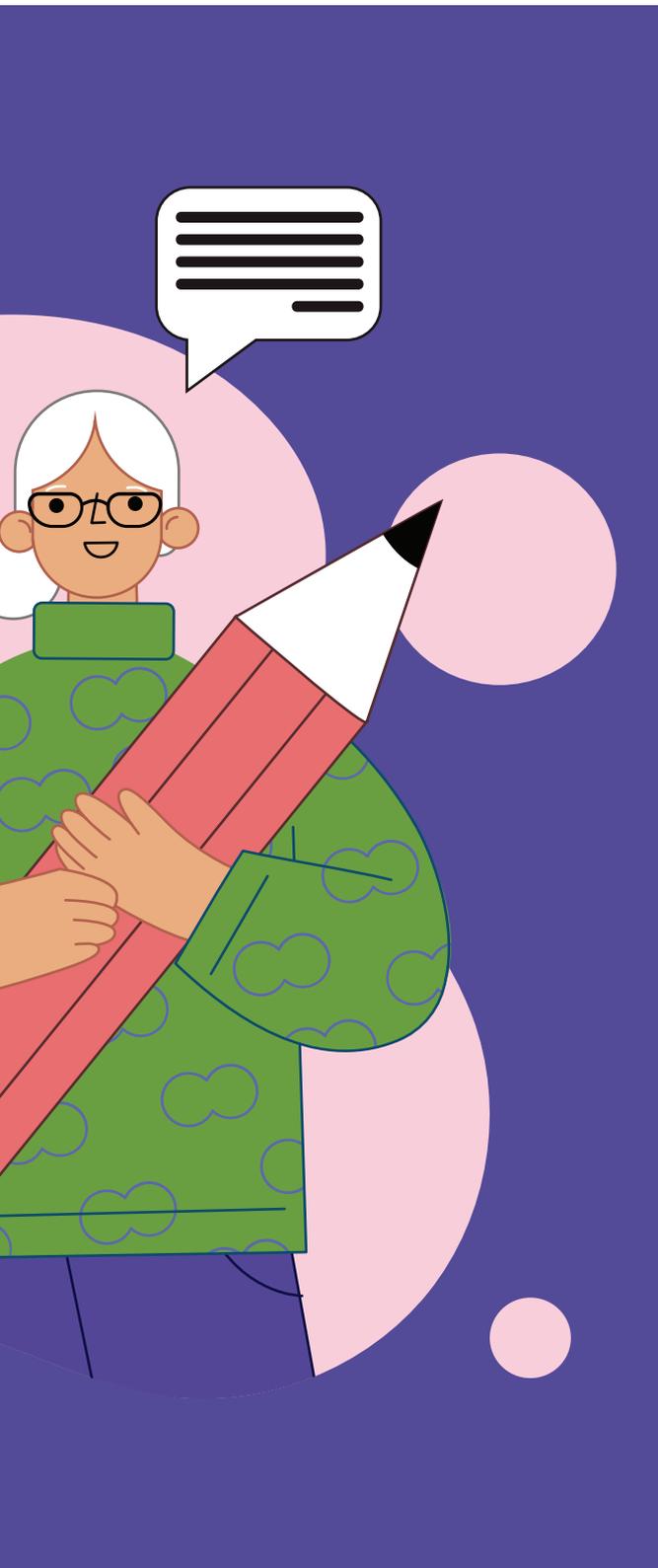
## SUGGESTIONS

Equip inclusion officers in all relevant programme fields with sufficient resources and expanded mandate.

Set up internal procedures for regular coordination with regard to goals, implemented measures, effects, experiences and conclusions for further development.

Collect suggestions on what can be improved in one's own sphere of activity and beyond (nationally and at European level) and pass them on to national and European responsible bodies, with the aim to bring incentives for improvement.





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