Roadmap towards active engagement: Inclusion and Diversity in Erasmus+

AGENCY FOR MOBILITY AND EU PROGRAMMES

Erasmus+
Enriching lives, opening minds.

EUROPEAN UNION

Roadmap towards active engagement: Inclusion and Diversity in Erasmus+

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INTRODUCTION

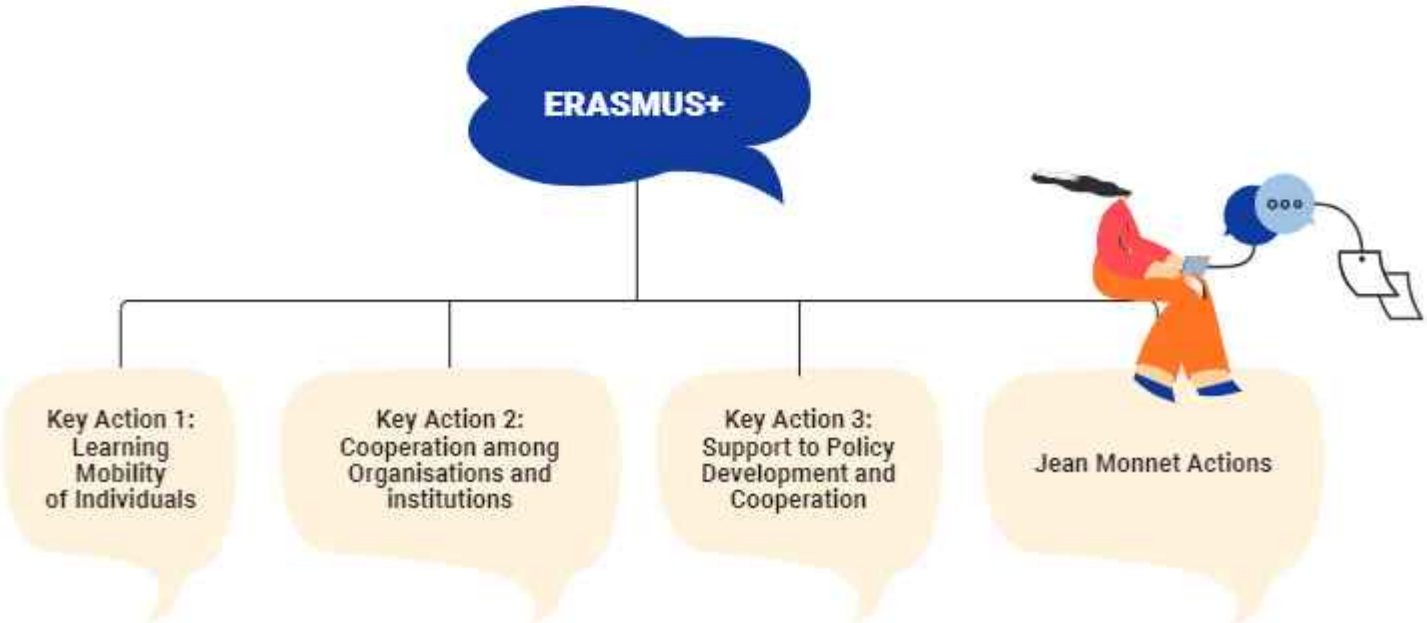
Welcome to the Roadmap towards active engagement – a guide for active involvement of people with fewer opportunities in all stages of Erasmus+ projects! In this publication, we'll explore how to make Erasmus+ projects more inclusive and diverse, ensuring that everyone can benefit from the opportunities offered by the programme. To be more precise, we will focus on exploring how to shift the project paradigm regarding involvement of people with fewer opportunities from "people with fewer opportunities are passive consumers" towards "people with fewer opportunities are active content creators."

Note: This publication is primarily focused on Erasmus+ projects in the field of education and training, but its content is applicable to projects in any other programme or field that want to become more inclusive.

Erasmus+

Erasmus+ is a European Union programme that supports education, training, youth and sport. Its main goal is to provide opportunities for people of all ages to learn, grow and experience new things through learning mobility and cooperation across different fields: school education, vocational education and training, higher education, adult education and youth initiatives. The programme is open to individuals of different ages and backgrounds – young people, pupils, students, graduates, adult learners, educators and administrative staff – as well as organisations engaged in education, training, youth initiatives and sport (educational institutions, NGOs, companies, cultural and sports organisations, local and regional entities and other public and private institutions).

The Erasmus+ programme is structured around key actions, which enable organisations to introduce innovative practices and initiatives at local, regional, national or European levels. Interested organisations seeking to participate in Erasmus+ can apply for funding through their national agencies (decentralised actions) or the European Education and Culture Executive Agency (centralised actions), which oversee the programme's implementation. Supported activities include study periods abroad, teaching and training periods abroad, courses, traineeships, exchanges, job shadowing, youth activities etc.



Erasmus+ aims to ensure that everyone, regardless of their background or circumstances, has equal opportunities to participate and benefit from its activities, which is why inclusion and diversity has been identified as a horizontal priority and integrated into all aspects of the programme. In order to put this priority into practice, the Erasmus+ Programme Guide (p. 229) states:

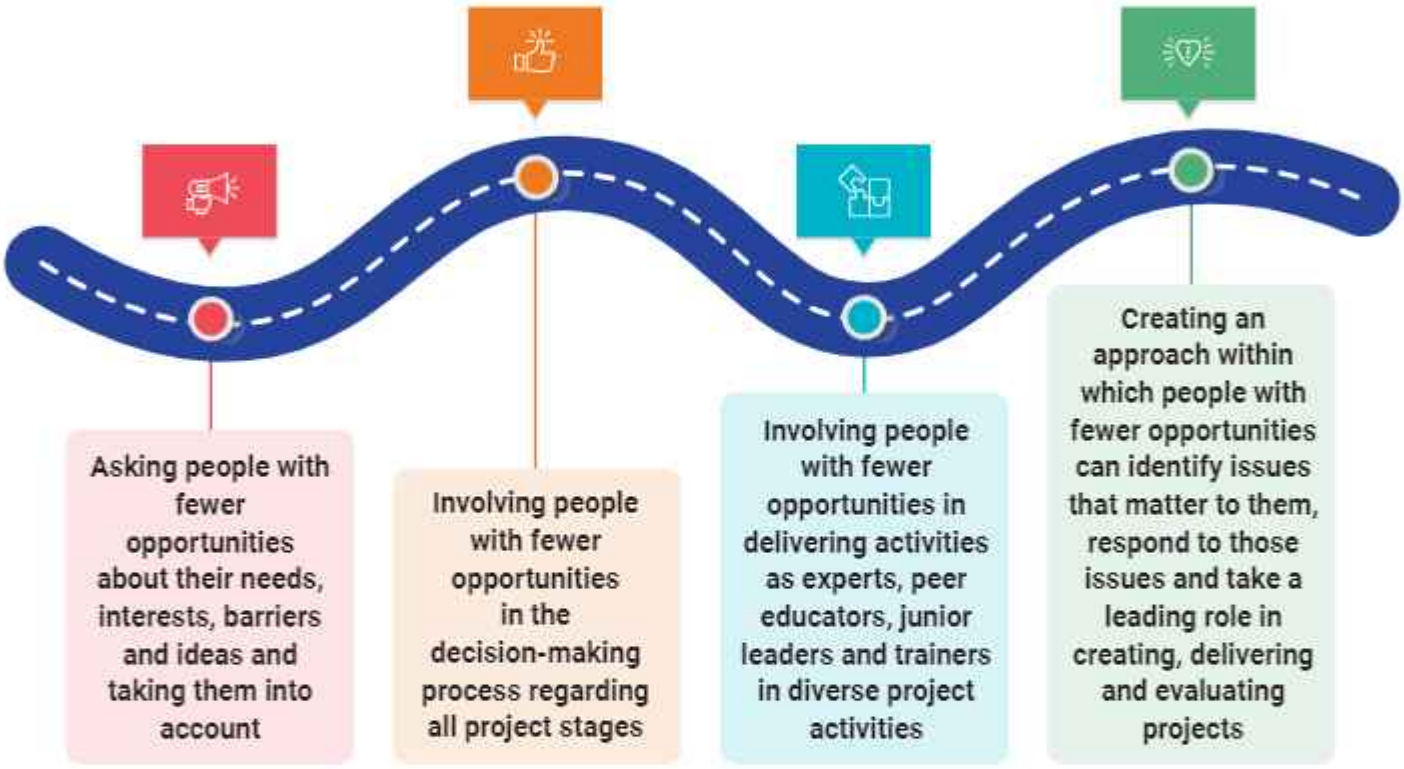
"(T)he Programme will support projects that promote social inclusion and aim at improving the outreach to people with fewer opportunities, including people with disabilities and people with a migrant background, as well as people living in rural and remote areas such as outermost regions, people facing gender inequalities, socio-economic difficulties or any other potential source of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation. These projects will help addressing the barriers faced by these groups in accessing the opportunities offered by the programme, as well as contributing to creating inclusive environments that foster equity and equality, and that are responsive to the needs of the wider community."

To facilitate involvement of these participants, Erasmus+ provides a variety of support mechanisms, such as additional financial support, preparatory visits, simpler project formats, online and hybrid activities etc. Erasmus+ also offers diverse opportunities for individuals and organisations to network and learn about the topic of inclusion and diversity through participation in training sessions, seminars, workshops and conferences.

Engagement of people with fewer opportunities in all project stages

The Erasmus+ Programme Guide (p. 7) states that organisations should adopt an inclusive approach when designing their projects and activities, thereby making their projects accessible to a diverse range of participants. It also emphasises that applicants should consider the views of participants with fewer opportunities and involve them in the decision-making process (p. 154). Furthermore, the Implementation guidelines - Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy (p. 16) states:

Simply put, the guide and the strategy talk about engagement of people with fewer opportunities. "Engagement happens when people participate in meaningful opportunities and roles that allow them to build on their strengths, take on responsibilities and contribute to decisions that affect themselves and others." (Act for Youth) The level of engagement of people with fewer opportunities and participants in general can differ and range from low levels of engagement to high levels of engagement:



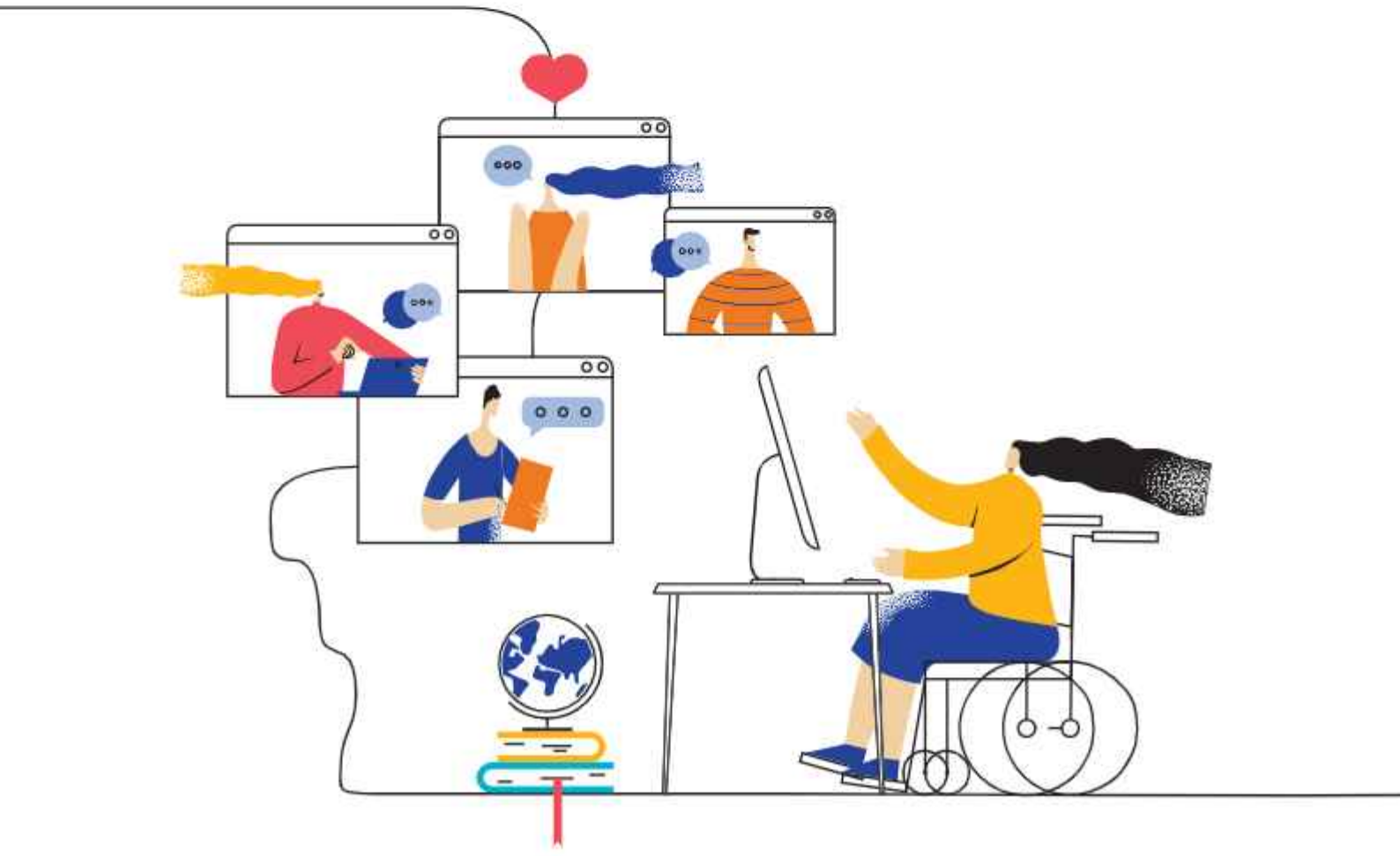
In order to use this kind of participatory approach that gives more power to participants, a great deal of self-reflection and honesty is needed. It is crucial that project coordinators self-reflect about the participatory approach they use, their own motivation to involve participants on a greater scale and that they are ready to change themselves and the organisation.

To put it in more practical terms, inclusion and diversity projects that truly involve people with fewer opportunities (not just nominally) are those projects that empower and treat people with fewer opportunities as equal partners. Therefore, people with fewer opportunities are co-designing, co-creating, co-piloting, co-managing and joining forces in order to reach a shared vision.

Creating the roadmap

This publication was developed under the umbrella of the LTA "Embrace Inclusion and Diversity in Erasmus+ Projects", coordinated by the Agency for Mobility and EU Programmes (AMEUP), the body responsible for implementation of the Erasmus+ programme in Croatia. As part of the LTA, a three-day seminar was held in Zagreb in November of 2023, welcoming a total of 54 participants from Croatia and partner countries (Austria, Belgium, Estonia, Finland, Malta and Romania). Inspired by the keynote speeches delivered by the experts (Judith Hollenweger Haskell and Kevin Kester) and guided through the process by the facilitators (Sunčana Kusturin and Petar Dukić), participants engaged in a series of group discussion that led to the creation of the first draft of the roadmap. After consulting publications such as "Engage in inclusion: Guide on disability-inclusive European youth projects", "Inclusion A- Z", "Access all areas: A Diversity Toolkit for the Youth Work Sector", "Outside in: Transforming hate in youth settings", the facilitators categorised the participants' work and adapted it to the Erasmus+ context. The edited version was then sent to participants for consultations, before being refined and edited by AMEUP.

This roadmap is not a one-way map and its content is not set in stone. This is more a guiding thread with many reflection stops (self-reflection questions) and many road signs that will direct you towards further readings, tools and inspiration for practice). Basically, this map asks that you navigate through it in a way that suits your context, experience and your specific starting point. Keep in mind that projects (especially inclusion and diversity projects) are living organisms that breathe, evolve and ask for flexibility, individual approach and open-mindedness. Therefore, before you is an interactive map that will allow you to choose your own path and that will not restrict, but spark your creativity. We hope it will serve you well.



HORIZONTAL CONSIDERATIONS

This roadmap is not just a list that you follow.
It is not just about what you do, but also how you do it.
Throughout windmill discussions, participants identified several elements that can be seen as horizontal considerations that address the question of 'how'. These elements should be embedded in your actions in all project stages.

Empower

Whatever you do, whatever approach you take within your projects, focus on what people with fewer opportunities can do and on their strengths. That will make their strengths visible to themselves, but also to others in the community. And that is a great starting point for empowerment of people with fewer opportunities and also for the change in how the environment perceives people with fewer opportunities.

In practical terms, there is an invitation to consider the following:

- Use the tools/methods that will allow all participants (both those with and without opportunities) to express themselves. For example, use photo, voice, music, theatre, drawing or other media in order to collect participants' perspectives, impressions and opinions. If participants agree, create a space where the public will be able to see everything created, get a glimpse of their reality and a ray of their strengths (magic).
- Bring together diverse groups (let everyone invite a friend from the community), engage them in joint activities (group building, environment protection action etc.) and guide the reflection process so that they themselves little by little discover (own) strengths, contributions and resources and that they explore identity capital.

Remove barriers

People with fewer opportunities might face a lot of barriers that hinder their participation in the project. It might be that the information about mobility is not understandable, it might be that there is a lack of support or a belief that a person can actually be selected or be part of the project. It might be that the environment is not supportive, that there are financial issues, that there is a lot of fear of discrimination and isolation from peers or simply fear of being away from the family. A lot of different things may prevent a person from joining your project. And even if a person joins a project, a lot of new barriers might appear, which can result in withdrawal or a passive approach to all activities. Barriers in accessibility and outreach are described in the Implementation guidelines - Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy (pp. 10-11) and the Erasmus+ Programme Guide (pp. 7-8):

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

Different people perceive different things as barriers and it is up to you to be curious and discover what they are (in different project stages). After that, be persistent and creative in finding a way to remove or reduce them.

In practical terms, there is an invitation to consider the following:

- Individually approach people with fewer opportunities who may not themselves seek to participate in the project. Try to understand how it is to walk in their shoes and then tackle each issue individually.
- Put on critical lenses and scan your own organisation and project. Try to identify barriers that hinder inclusion and diversity.
- Organise participatory research and let learners research barriers and potential solutions in their surroundings.
- Be patient and keep an open mind for solutions that are maybe a bit more complex or are just not the usual way you do things.
- Ask for additional funds in the local community if the project budget is not enough.
- Respect and support all participants. You never know if someone might be struggling. Not all barriers and difficulties are visible and not all are ready to reveal them. Having a support system for all, not just for people with fewer opportunities, is a better holistic approach to inclusion.

Bring positive and open attitude

Keep in mind that inclusion and change are processes and that it will take some time until you reach all that you set out to do. And as in any process, a lot can happen in an inclusion and diversity project. A lot of things we plan do not happen and a lot of things we do not expect surprise us – in a good and in a bad way. Project timelines cannot be fully predictable. And the fact that we need to handle whatever comes is scary. What can help us is for everyone involved (project managers, educators, learners, parents, partners etc.) to practice tolerance for ambiguity, flexibility and readiness to change. Someone said that being in a project is like a rollercoaster. At the beginning, you are excited and happy. Then you start to get worried and might even end up in a swamp of despair. Hopefully, you do reach the point when you start to notice the impact and say: "It was so hard but it was worth it." In order to join this rollercoaster ride, it is essential that you approach this process with a positive attitude and that you retain some positivity for challenging times. Being open to diversity (of opinions, working styles, values, ideas etc.) and approaching the issues and people with curiosity and empathy can help a lot, especially in long term projects that are organised in intercultural settings.

In practical terms, there is an invitation to consider:

Organise the needs assessment process and be critical, realistic and honest in assessment of your own practice. It might be challenging to hear how participants perceive your organisation's work. It might be even harder to admit that they are right. And in those moments, it is crucial that you remain open to participants' perspectives and to embrace change.

When you start your Erasmus+ project, various challenges will arise, both personal and professional. Participants and partners will rely on your positive attitude and trust that progress can be made. Think about how you can bring positivity into the process and maintain motivation in the long run. Maybe a party, an informal gathering or an honest sharing session can be just what you needed.

It might happen that you planned to create an important output, but in the process, participants come up with some innovative idea that would be more appropriate than the one that you had envisioned. The way you approach challenges and opinions of participants (especially those that face fewer opportunities and that have experienced that their opinions are often rejected) is crucial and sends a powerful message. Your openness to different solutions and willingness to change the course of action will have a powerful impact that will go beyond your Erasmus+ project.

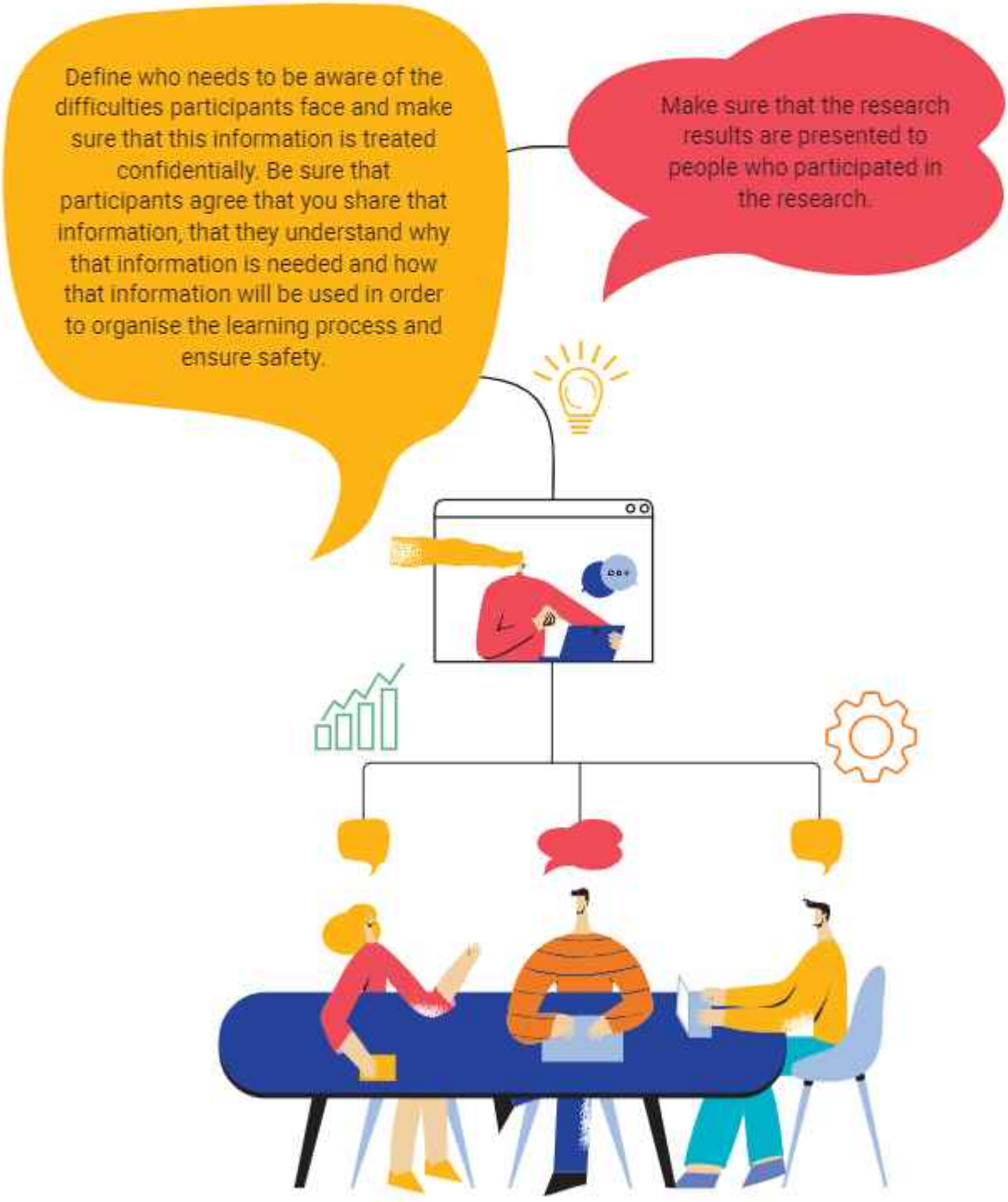
Be ready to change plans and always have in mind that sudden changes in the project are a natural part of the process.

Some projects may fail, but we can still learn from them.

Be ethical

Whatever you do within the project, look at it from the perspective of ethics. This includes questions about who we are (not) involving, how we are communicating, how we are safeguarding privileged information and adhering to privacy requirements, whether we are offering psychological support, how we are managing data and disseminating results etc.

In practical terms, there is an invitation to consider the following:



BEFORE THE PROJECT

3.1 Understanding the concept of inclusion and diversity

SELF-REFLECTION QUESTIONS

- Do I have an understanding of the concept and the benefits of inclusive and diversity-sensitive Erasmus+ projects?
- Do I know who are people with fewer opportunities in our organisation/community and what kind of barriers stop them from actively participating in all segments of life (especially education and Erasmus+)?
  - Do I know who is missing from my projects and which learners are under-represented? E.g., learners from minority ethnic backgrounds, including those who are asylum seekers, refugees and undocumented; learners of all gender identities; travellers; learners with disabilities; learners with mental health issues; learners who have been involved with the juvenile justice system; young parents; learners who have left school early; learners experiencing homelessness; learners who are geographically isolated etc.
  - Am I familiarised and willing to learn about the backgrounds (social, economic, cultural, ethnic etc.) of our educators and learners?
  - Am I informed about barriers our educators/learners face in different areas of their lives, especially regarding barriers in the educational process?
  - Am I reaching out to other experts in the community who can provide information about people with fewer opportunities?
- Am I involving the learners, educators, their environment (family, community), as well as organisations that are led by or working with people with fewer opportunities in the needs assessment process?
- Did I identify participation barriers in my projects and do I have ideas on how to reduce or remove them?

INSPIRATION FOR PRACTICE

- Broaden your knowledge by reading publications on inclusion and diversity. It can give you valuable guidelines and inspiration for your future projects. You can find many relevant publications in the Inclusion & diversity library created within this seminar.
- Get valuable insights for future projects by exploring research results on children and youth in Europe and your local community. The publication Finding a place in modern Europe: Mapping of Barriers to Social Inclusion of Young People in Vulnerable Situations analysed more than 160 documents (strategic documents, policy papers, recommendations, research findings and scientific papers), identified diverse barriers and proposed recommendations in different sectors (including education).
- Do the research about the needs, interests and barriers of educators/learners with fewer opportunities. You might empower students to be researchers themselves – in that way, you might obtain information that they will only share with their peers. The article Enabling students to participate in school improvement through a Students as Researchers programme by Amanda Roberts might also be of interest to you.
- Talk to class teachers and experts, parents, organisations that work with people with fewer opportunities, researchers etc. They all might provide interesting perspectives and points of view.
- Involve people with fewer opportunities to make the needs assessment more valuable and consistent. Do not assume that an expert knows best!
- Get input from key stakeholders/partners on the topic of inclusion and diversity and the needs/interests of people with fewer opportunities.
- Involve people with fewer opportunities in discussing common needs and visions throughout the entire process. In many cases, we may not know each other's backgrounds and stories and this will help establish the element of trust.

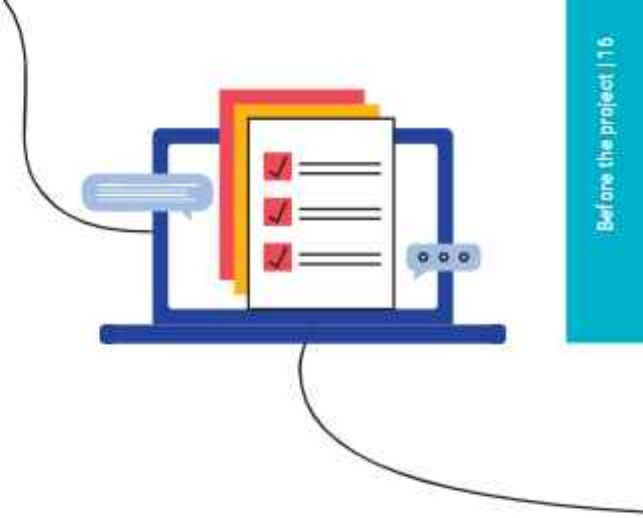
3.2 Reaching out to people with fewer opportunities

SELF-REFLECTION QUESTIONS

- Am I using diverse ways to connect to a broad range of educators/learners that are underrepresented in our projects? This includes getting to know each other; conducting research to identify needs, interests and barriers; and informing and inviting them to join our project/idea.
  - Is promotional and communication material (flyers, posters, news articles, newsletters, website etc.) about our inclusion and diversity project and our organisation accessible, easy to understand, appealing, written in inclusive language and representative of diversity?
  - Am I aware of the best ways to meet with people with fewer opportunities and willing to go out of my way in order accommodate their needs regarding location, timing and meeting format?
  - How do I motivate people with fewer opportunities to join the project and do I understand their motivation?
- Am I making an extra effort to engage with parents in our community in order to inform them about our organisation and address any concerns they may have regarding their children's/youth's involvement in inclusion and diversity projects?
- Am I clearly communicating associated costs and the types of support (financial, psychological, social etc.) available for participants of the Erasmus+ project?
- Am I seen as approachable and do learners/educators feel comfortable getting in touch with me in order to get additional information and discuss barriers?
- Are there multiple ways for individuals and groups we want to reach to contact me and my organisation (phone, text, email; drop-in, Facebook; Twitter, Messenger, WhatsApp etc.)?

INSPIRATION FOR PRACTICE

- Be aware of the fact that your role influences the communication process. At first, people might not feel very comfortable to speak their minds or to say something that is in opposition to your opinion. Addressing this issue and creating a safe atmosphere is crucial during first meetings.
- Empower and motivate people with fewer opportunities to take up the space.
- Get in touch with diverse groups of potential participants by:
  - Connecting and reaching out directly to your learners, educators, parents/alumni/students associations or reaching out to their peers.
  - Asking ex-participants and/or people with fewer opportunities to promote projects and motivate learners/educators.
  - Putting up notices in libraries and community spaces/centres.
  - Sharing information through local community venues and other civil society organisations led by or working with people with fewer opportunities.
- Consider using simple, easy-to-understand and gender-sensitive language when creating your promotional material.
- Clearly communicate your commitment to accessibility and inclusivity in your promotional materials, using visual elements to convey openness to diversity.
- Ensure accessibility of your website for participants with differing abilities (e.g., persons who are blind or with low vision, persons who are deaf or hard of hearing etc.).
- Ensure that different stakeholders are involved in the process of reaching out and creating promotional materials (e.g. website, diverse content etc.) to create a sense of togetherness.
- Choose familiar and comfortable locations for information sessions/meetings. The place and the setting can influence how open or close communication will be.
- Be willing to experiment with various communication methods (e.g., TikTok, movies, audio, clips etc.) to connect with your target audience effectively.
- Recognise that some individuals may not express their feelings or needs openly. To engage them in the process, utilise alternative approaches, such as writing, small group discussions, peer-to-peer approaches, music, photo, voice etc.
- Create opportunities for input from diverse stakeholders (people with fewer opportunities, researchers, stakeholders, peers etc.). Without listening to people with fewer opportunities, it is almost impossible to ensure participation, meet needs and achieve set goals. Organising non-formal meetings, workshops, discussions, surveys, qualitative research or interviews are just some of the ways you can open communication channels.



3.3 Planning and preparing inclusion and diversity projects

SELF-REFLECTION QUESTIONS

- Are my decisions about what I want to change in the community and who the target group will be grounded in the real needs of people with fewer opportunities and the community?
  - Are there any prior, similar or complementary projects in our organisation and/or community that we can build on or connect with to create synergy?
  - Am I overly focused on what I want to achieve? Does that make me blind to the opportunities that are right before my eyes?
- Who is in the core project team responsible for further development and co-creation of the project idea? Are people with fewer opportunities part of the team?
  - Did I establish international cross-sectoral partnerships that provide access to target groups in their respective countries?
- Did I make sure that the project proposal accurately reflects the real needs of all participants with fewer opportunities (e.g., needs related to culture, religion, mobility, literacy, family responsibilities, diverse abilities, education, health etc.)?
  - Did I identify the best way to reach the goals that will ensure meaningful and active participation of all involved?
  - Am I familiar with available support measures within the Erasmus+ programme and did I apply for the specific budget category intended for people with fewer opportunities (accompanying persons, inclusion support, exceptional costs, preparatory visits)?
- Is the team I work with up to the challenge of implementing inclusion and diversity projects and do we need guidance and/or additional training opportunities?
- Do I know what barriers were identified by people with fewer opportunities (regarding their active participation in the project) and what do they see as the best way to tackle them?
  - Have I considered a range of support measures to be implemented (e.g., language learning; financial support; workshops on communication, culture, self-confidence, stress management, money management etc.)?
  - How do I support development of positive relationships between teachers and participants that will participate in mobility (e.g., team building with pupils/students and teachers before the mobility)?
- Did I organise a preparatory meeting and implement preparation activities involving partners and people with fewer opportunities?

INSPIRATION FOR PRACTICE

- Ensure alignment between project goals and the needs of all stakeholders involved.
- Ensure inclusivity in project writing and utilise the competencies of every partner.
- Create partnerships with individuals, organisations, universities or professional networks focusing on underrepresented groups in your field. Building and maintaining a diverse team requires intentional effort in cultivating relationships throughout the project.
- Pay attention to the size of the project group: do not make it too big.
- Establish common ground and understanding of the process.
- Collect examples of best practices that may inspire all stakeholders.
- Choose the right partners so you have a shared vision.
- Ensure adequate time for the process to unfold. Create realistic timelines that accommodate the needs of individuals with fewer opportunities. Provide a clear Gantt chart indicating the months in which activities take place, their duration and the time of day they occur.
- Be mindful of power dynamics and strive to understand privileges and biases, fostering open communication about these issues to empower stakeholders.
- Treat people with fewer opportunities as colleagues and equally relevant and important stakeholders/partners in the project.
- Recognise co-creation as a process that requires preparation and relationship-building to create a safe and inviting space for collaboration.
- Provide training to staff and participants to increase awareness of diversity, equity and inclusion.
- Foster empathy and understanding of the challenges faced by people with fewer opportunities.
- Address language barriers early on, potentially through peer-to-peer language learning workshops and online learning. Consider involving volunteers and parents in language learning support.
- Develop a fair, feasible and transparent budget that responds to the needs of people with fewer opportunities.

DURING THE PROJECT

4.1 Implementing and managing projects

SELF-REFLECTION QUESTIONS

- Did I design the application process in an accessible way? Does the application include information about potential barriers to joining and actively participating, as well as an option to leave the question unanswered if a person does not feel comfortable answering?
- Did I organise the selection process in a transparent, inclusive and flexible way?
  - Did I consider involving people with fewer opportunities (e.g., ex-participants) in the selection process?
  - Did I make selection materials accessible and understandable to the whole team that is participating in the selection process?
- Did I organise task teams (e.g., coordination, administration, writing, education etc.) and ensure that people with fewer opportunities and their perspectives are represented in all of them?
- Did I create a strategy for ongoing monitoring? Are people with fewer opportunities actively participating in that process as participants or leaders?
  - Do I organise regular check-ins with all involved to facilitate discussions about active participation within the project and promote a sense of inclusion and diversity?
  - Do I periodically check with people with fewer opportunities and all participants to assess if their needs remain the same and to identify any new barriers?
- What kind of opportunities do I create for connection during the project? With whom do I create these opportunities and what methods do I use (e.g., music)?
- Do I ask about and take care of diverse needs and logistical elements that can support people with fewer opportunities?
- Do I consider various travel options and choose the best options for the participants with fewer opportunities?
- Do I choose the venue that meets the accessibility needs of all learners and provide participants with detailed information about accessibility during travel and project?
- Do I take care of all dietary needs?
- Who in the local community is interested in supporting inclusion and diversity and how can I involve them?
- What support measures that are not covered by the Erasmus+ project budget can be supported by community stakeholders?
- Do I need support from volunteers and could people with fewer opportunities serve as volunteers?
- What added value could involving diverse community members bring to different project aspects?

INSPIRATION FOR PRACTICE

- Consider reaching out to social businesses catering to migrant women, printing houses where persons with disabilities work, personalized gift providers, suppliers of goodie bags, and accommodation options.
- Send out information about the project to all eligible participants and inquire if they would like to apply. Additionally, at this stage, inquire about their motivation, intentions with their learnings, and plans for sharing them in the future. If the answer is NO, potentially inquire about possible reasons for not applying. These explanations are a great source of information for understanding how to remove some of the barriers so that more staff members/pupils/students would apply in the future.
- Facilitate regular meetings for task teams and involve strategic partners, the local community, and organisation volunteers in all phases of the project.
- Brainstorm ideas to enhance project effectiveness.
- Remember the programme rules and approach them in creative and innovative ways.
- Ensure the information is easy to understand and use.
- Be transparent.
- Ensure continuous feedback from the target group and experts.
- View the project plan as a lighthouse, guiding you to your destination/goal.
- Maintain enough flexibility in implementation without deviating from the objective, allowing everyone to participate.
- Try multiple ways to connect with everyone directly and indirectly affected by the project.
- Develop a contingency plan and crisis management steps that promptly address problems.
- Ensure predictability as it can be the source of safety.
- Ensure that all the resources are accessible, understandable and shared within the team and participants.

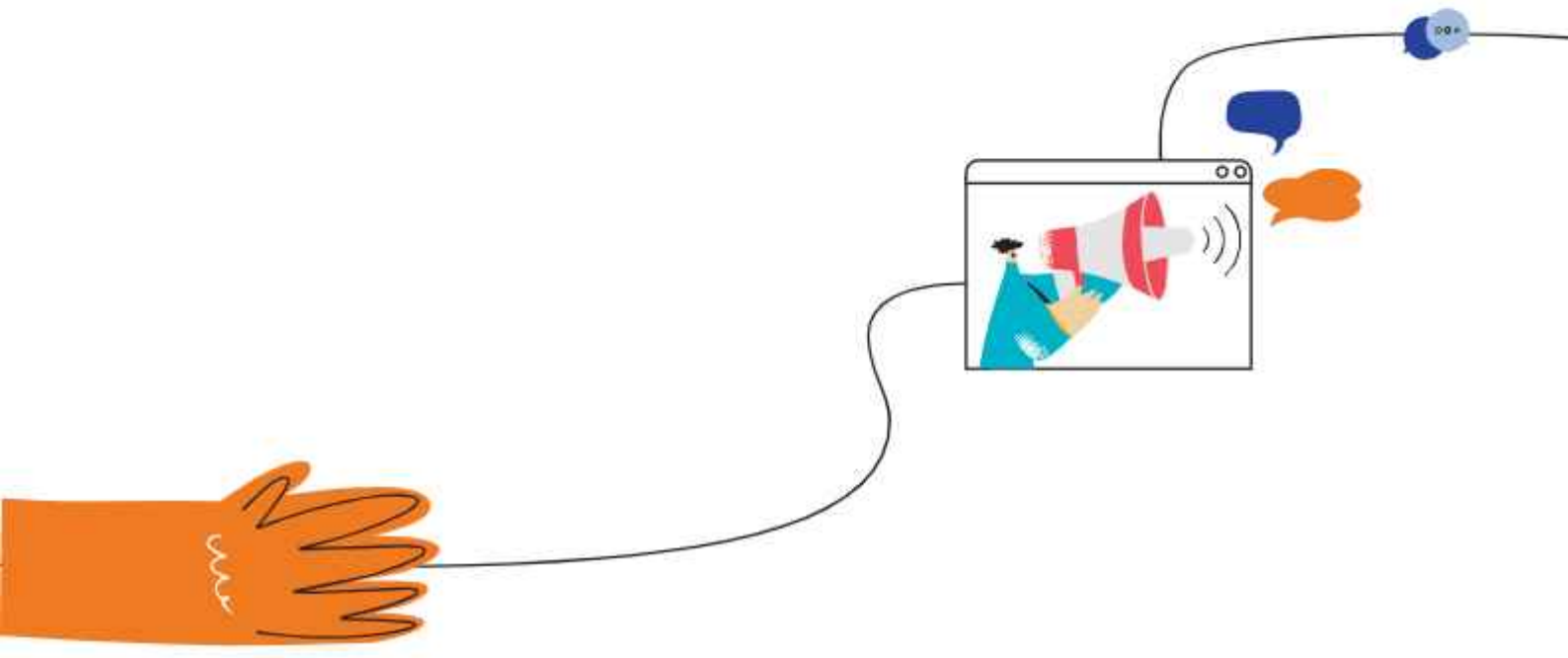
4.2 Creating a safe and inclusive environment for learning

SELF-REFLECTION QUESTIONS

- Are we (staff, volunteers etc.) a diverse group of educators and are we open, respectful, friendly and welcoming to all members of the community?
- Did I create a clear structure for meetings and brainstorming sessions where everyone knows their role/responsibility, is ready to learn from mistakes, can speak their mind, and generally feels good about the project process?
- Did I prepare the physical environment according to learners' needs, so that everybody feels invited, welcomed and encouraged to participate?
  - Are the buildings where we meet accessible to persons that use wheelchairs, persons who are blind or with low vision, persons who are deaf or hard of hearing and persons from remote areas/communities?
  - Did I display information and awareness-raising material (disability awareness, LGBTI+ information, anti-racism posters etc.) in visible places in our organisation?
- Did I consider all important aspects and elements in creating a welcoming, supportive, friendly, appreciative and safe psychological environment?
  - Did I open conversations with learners about what a safe(r) learning environment means to them and, make joint arrangements and share responsibility for creating it?
  - Did I consider the learners' needs, expectations and barriers and put adequate support systems into place (e.g., translators, doctors, counsellors etc.)?
- Did I identify risks and create a plan for risk prevention and management together with the partners, the team and the participants?
  - Did I brief all relevant people regarding responsibilities and safety procedures?
  - Did I prepare an accessible emergency contact list and share it with the relevant people?
  - Do participants and the team know whom to contact in an emergency, crisis or situation when they feel excluded, discriminated against or unsafe?
- Am I mindful about inclusive communication and did I use multiple and accessible communication methods/channels so that everyone can get the information and participate in communication?
- Did I create informal contexts where all participants, especially people with fewer opportunities, can participate and connect with the whole team?

INSPIRATION FOR PRACTICE

- Foster an environment where all involved can speak up and nurture active listening. This will enable a better understanding of each other's perspectives and help meet the actual needs of everyone involved.
- To reduce the language barrier, consider organizing language learning workshops before the mobility starts, providing interpreters on the spot, offering peer language support or utilising non-verbal methods. Develop leaflets in different languages with easy-to-understand information about Erasmus+, ways to join and its benefits.
- Ensure the existence of support systems, designated spaces and protocols for the team, as well as all others included in the project, so they know whom to contact and rely on when faced with difficulties.
- Recognise that when people feel supported, heard and affirmed, they work well. Therefore, invest energy in organising informal, enjoyable and meaningful gatherings.
- Develop a contingency plan and crisis management steps to promptly address problems.

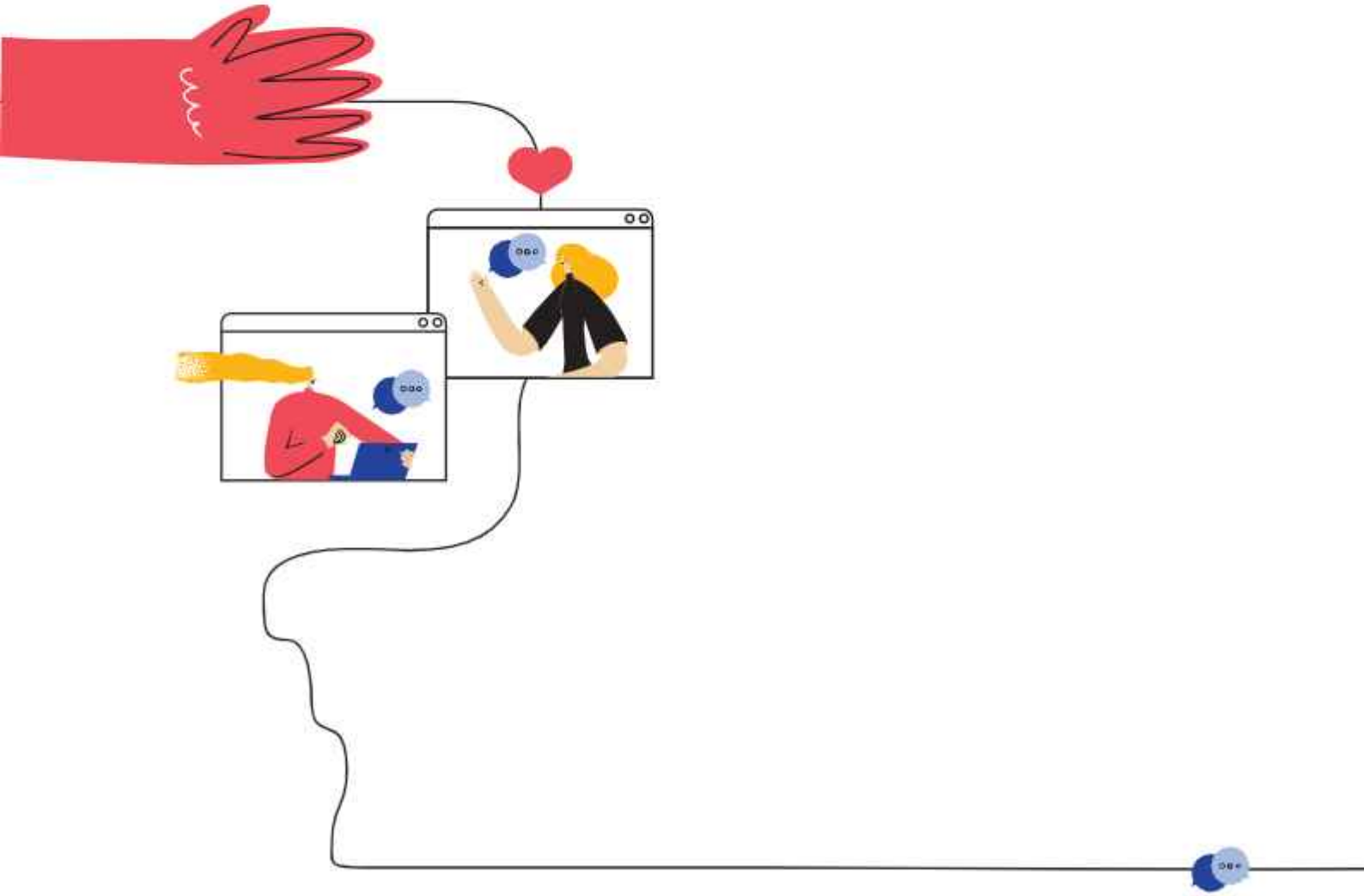


4.3 Inclusive design of the learning process

- Did I engage people with fewer opportunities in the development and design of the educational part of the project, so they can develop ownership and take on responsibilities?
  - When planning educational activities, did I consider the target group's learning needs and preferences (e.g., slower pace, more rest periods etc.)?
  - Did I make sure that the methods, approaches and activities are adapted and designed to be accessible for all learners and foster active participation?
  - Did I organise regular evaluation and reflection meetings with the team and participants to identify challenging situations and discuss solutions?
- Did I open space for exploration of inclusion and diversity attitudes and behaviours during our project activities?
  - Did I open discussion and prepare activities on preventing discrimination and exclusive behaviour and did I encourage inclusive communication among the participants?
- Did I apply principles of experiential learning and lead the learning process accordingly so that all learn from whatever happens in the learning process?
  - Did I apply participative methods and encourage active participation of all involved and did I make additional interventions so that people with fewer opportunities could participate on equal bases?
  - Did I encourage self-expression of all involved?
  - How did I support participants in documenting their learning and celebrating their success?
- Did I organise project activities in places, on days and at times that are accessible to all involved?
- Did I make sure that working materials are accessible for all involved?

INSPIRATION FOR PRACTICE

- Ensure continuous learning throughout the project together with the participants as this could be a crucial contribution to the project in terms of testing, consulting and improving.
- Ensure continuous feedback from the target groups, experts, team participants, funders and the community to make improvements (e.g., through surveys and interviews).
- Ask and listen to those involved in the project as they have the needed expertise.
- Accept and embrace new and unexpected outcomes that were not initially planned as a base for establishing and generating new ideas. Be aware that it might not always be relevant for this project, but it could be a good base for something new.
- Organise peer consultations and peer-learning contexts (e.g., students who have been involved in Erasmus+ can answer the questions of those interested in taking part in the future).



AFTER THE PROJECT

5.1 Evaluation

SELF-REFLECTION QUESTIONS

- Did I co-develop a broad evaluation process with all relevant stakeholders to document learning experiences and observations from the project for long-term quality development and capacity building?
- Did I identify who benefited from the project, in what ways and who needs to hear about it?
- Did I involve people with fewer opportunities in the creation and implementation of the evaluation process and in analysis of the results?

INSPIRATION FOR PRACTICE

- Be critical, realistic and honest in your assessment, but also allow yourself to research into the results/impact in the long run. Think of the effect on decision-makers and organisational culture, as well as the individuals and target groups involved.
- Ensure to gather feedback from people outside the project (e.g., external evaluators or experts) to improve the final results.
- Implement the suggestions that came from the feedback process during the project and use the evaluation results when creating and implementing a new project.
- Ensure to capture what was learned in this process, including mistakes made, and consider how it could be improved next time.
- Ensure to showcase the pride behind the diverse projects, teams and ideas implemented. Celebrate it.

5.2 Project sustainability

SELF-REFLECTION QUESTIONS

- Did I co-create a dissemination strategy to share the project's results and mainstream inclusion and diversity? How are people with fewer opportunities involved in that process?
- What kind of reports are needed, for what purpose and how can they support your inclusion and diversity goals?
- Did I put in place structures to support and guide learners after the project?
- Did I make sure that learners know whom to contact should they need support or guidance processing their experiences after the project?
- Did I continue to nurture connections with participants and do I support their ideas for future projects?
- How do I make sure that project outcomes are incorporated in the everyday work of the organisation and how can people with fewer opportunities help with that?

INSPIRATION FOR PRACTICE

- Develop detailed and high-quality reports, presentations and publications.
- Ensure accessibility of your outputs (fonts, colours, images, contrast etc.) for participants with fewer opportunities. Make sure that quality stories, case studies and other relevant material find their space in there.
- Ensure that your dissemination process is participatory-based and that it follows accessibility rules.
- Categorise, sum up and distribute all the outputs and outcomes to the people affected by the project.
- After the programme has ended, see how good practices could be incorporated in your daily work.
- Use outputs and outcomes as a soil to cultivate some new opportunities.
- Discuss sustainability potential with participants with fewer opportunities (e.g. can this project lead to another project, initiative, workshop or training).
- Make sure to create communities of alumni and hold annual meetings.

EUROPEAN UNION