Erasmus+

EUROPEAN SOLIDARITY CORPS

INCLUSION AND DIVERSITY STRATEGY

2021-2027

TEMPUS PUBLIC FOUNDATION

MINISTRY OF CULTURE AND INNOVATION

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Aim of the Strategy

Regulation (EU) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+, the Union Programme for education, training, youth, and sport not only defines its objectives and the opportunities for participation but also reinforces the core European values that are the heart of the Programme. One of these is ensuring equal opportunities, strengthening social inclusion, and promoting the cultural and linguistic diversity of the continent, which is of particular importance in the 2021-2027 Programme period. It aims to ensure that the widest possible range of people can benefit from EU-funded programmes.

In order to achieve the most effective implementation, National Agencies should develop a strategy as part of their work plan. These principles are supported by the „Implementation Guidelines for the Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy." The aim is to ensure that a wider range of organisations/institutions have access to funding opportunities and that the Programme reaches a greater proportion of participants with fewer opportunities more successfully. In addition, a framework will be developed for social inclusion and diversity projects supported through the Programme.

The present strategy aims to help overcome the barriers that different target groups may face when engaging with the programmes. To this end, a questionnaire survey has been carried out among those who are participating or are interested in participating in the Programme, as well as experts in the field of education in each sector. Other nationally available options were explored as part of the situation analysis during the strategy formulation process. Based on the responses to the research and supplemented by suggestions and guidelines from experts, an action plan was drawn up, setting shorter and longer-term objectives, both for the programmes as a whole and for each sector.

Glossary

Inclusion

All actors consider the specific needs of disadvantaged participants in their operations and systems. In this context, it respects and responds to specific needs by providing individual methods, personal and material conditions, and by adapting its activities to them as much as possible.

Diversity

In the context of the strategy, diversity refers to various differences. It takes into account aspects beyond Europe's cultural, linguistic, and religious diversity. It also refers to different disabilities/abilities, levels of education, social backgrounds, economic situations, health conditions or places of origin, as defined in the definition of ‚people with fewer opportunities'. Erasmus+ and European Solidarity Corps programmes recognize diversity in order to make difference more of a positive source of learning.

Integration

Integration is, in other words, admission. It is when society, institutions and organisations provide space, opportunities, and possibilities to disadvantaged people, but do not provide full support. They do not change their systems and operations to adapt them to specific needs.

Persons with fewer opportunities

Persons who, for economic, social, cultural, geographical or health reasons, because of their migrant background or for reasons such as disability or learning difficulties, for reasons such as disability or learning difficulties, or for any other reason, including grounds for discrimination within the meaning of Article 21 of the Charter of Fundamental Rights of the European Union, face barriers that prevent them from having effective access to opportunities under the Programme.

Target groups

The main target groups are people with fewer opportunities in life, who are therefore disadvantaged compared to their peers in terms of access to programmes and/or education and training systems.

Barriers

Barriers to accessibility and outreach, as identified by the European Commission include[1]:

- disabilities (physical, mental, sensory, etc.);
- health problems (serious or chronic illnesses, physical or mental challenges, etc.);
- barriers related to education and training systems (learning difficulties, early school leaving, NEETs, low-skilled adults, etc.);
- cultural differences (people belonging to ethnic groups);
- social barriers (low social skills, previous offense or substance abuse, specific family circumstances, etc.);
- economic barriers (low income, debt, unemployment, homelessness, etc.);
- barriers related to discrimination (groups at risk of discrimination on grounds of gender, origin, age, religion, beliefs, etc.);
- geographical barriers (deprived areas, inadequate infrastructure, less developed regions, etc.).

1 Source: Implementation guidelines - Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy | Erasmus+ (europa.eu)

European Commission recommendations[2]

The National Agencies have a key role to play in supporting project implementers and fostering an inclusive approach. It is important that, in addition to complying with the general guidelines, they are also flexible enough to adapt to their own national specificities. Their role is to raise awareness and communicate the opportunities available to groups with fewer opportunities, through organisations working with target groups and through messages tailored to the groups concerned. National Agencies are also recommended to review their own operations and activities in terms of accessibility and inclusion, e.g., by organizing accessible, barrier-free events, providing sign language interpretation or signage, creating accessible websites and information publications, and, where appropriate, involving experts by experience.

The role of the National Agency in promoting inclusion:

- **Informing and raising awareness**: National Agencies have a significant role to play in providing information. They should adapt their communication strategy to the target groups and their national specificities. It is recommended that they communicate publicly and transparently about their inclusion and diversity plans and the projects they support in this field. There is a need to create appropriate and accessible information publications and to reach out to organisations active in the field of social inclusion through various forms and channels. Regarding publications and information materials (eg.videos), it is important to use unambiguous language, including sign language, subtitles to present good practices and to provide networking opportunities.

- **Supportive approach:** Regular support from the National Agencies is needed for the implementers of projects on inclusion and diversity throughout the project. This is particularly important for new organisations and participants with fewer opportunities. The support can take different forms: consultations, project visits, social media, emails, etc. The National Agencies must allocate adequate human and financial resources to these objectives to ensure that the support is effective and long-term.

- **Strategy development:** The National Agencies need to develop an Inclusion and Diversity Strategy, based primarily on country specificities, but also in line with the European strategies. This will allow The National Agencies to define their own priorities and target groups, but without excluding other groups who wish to participate in the Programmes. The work plan should include activities that support the implementation of both national and European strategies. It is necessary to provide public information on the strategy and to ensure the most transparent criteria possible when it comes to funding projects on inclusion.

2 Source: Implementation guidelines - Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy | Erasmus+ (europa.eu)

- **Inclusion officers:** ach National Agency needs to designate at least one inclusion officer member to coordinate inclusion activities within the National Agency and liaise with the other National Agencies, the Commission, and the Resource Centres.

- **Organizing training and networking opportunities for organisations, the National Agency staff, and the evaluators:** the National Agencies and Resource Centres are required to organize training, networking, and presentation sessions for organisations active in the field of inclusion, both at international and transnational level. Maintaining a dialogue between project implementers and programme representatives will certainly be beneficial for both parties. The organisation of TCAs can be a valuable tool for capacity building and networking. In addition, there is a need for professional training of the National Agencies' staff and training of proposal evaluators to enable them to evaluate proposals and projects on inclusion in a more competent way. It may also be worthwhile to expand the pool of experts and the evaluation panel to include people with fewer opportunities.

- **Ongoing monitoring and reporting:** The National Agencies should provide information to the Commission on request to help monitor the implementation of the strategy. The National Agencies should ensure that the information held is as reliable as possible and that the inclusion projects promoted as ‚good practice' are of truly high quality.

- **Coherence with other programmes:** The National Agencies should support applicants in finding the most appropriate type of project proposals or complementary funding for their inclusion projects (e.g., European Social Fund+, Horizon Europe, Digital Europe, Creative Europe, etc.) For this purpose, National Agencies should provide information on the different types of project proposals available to applicants in order to ensure the transition between the different opportunities for groups with fewer opportunities.

Relevant national strategies for inclusion

When designing the Inclusion and Diversity strategy, it is of paramount importance that the steps and guidelines defined are aligned with the Hungarian legislative and strategic background of the different sectors, as well as with the challenges that may be more pronounced at the national level for specific target groups. The principles, directions and actions of the Strategy must therefore be designed in line with the Hungarian strategies and societal issues.

The equal treatment requirement is regulated at three levels in Hungary:

- the Fundamental Law states the prohibition of discrimination as a general principle;
- Act CXXV of 2003 on Equal Treatment and the Promotion of Equal Opportunities provides detailed definitions (e.g., harassment, unlawful segregation, retaliation) and names the protected social groups.

- several sectoral legislation laws (e.g., Labour Code, the Public Education, and the Higher Education Act, etc.) further interpret the provisions and lay down rules and measures in the field concerned.

The provisions and regulations on education and training (§§ 27-29), employment (§§ 21-23) and the so-called equal opportunities' plans may also be relevant to this Strategy.

To the different sectors, the following strategies and action plans may be relevant:

- Vocational Education and Training 4.0 Strategy (adopted by Government Decision 1168/2019 (March 28): The three pillars for the development of vocational training are: an attractive environment, career opportunities and up-to-date trainers. The ‚Inclusion and Diversity Strategy 2021-2027' can directly influence the latter two for students with fewer opportunities and the professionals who teach them.
- Hungarian National Social Inclusion Strategy 2030: the „Inclusion and Diversity Strategy 2021-2027" is linked to the intervention directions indicated by the Hungarian National Social Inclusion Strategy 2030 in several points (e.g., „intervention directions related to several educational levels", youth issues, Roma girls and women as priority target group, employment, territorial inequalities, etc.)
- National Disability Programme 2015-2025: the main principles of the National Disability Programme are: to promote the full and effective participation of people with disabilities in society, to channel the views of those concerned in all matters that affect them, and to prohibit discrimination. Vocational training and career development of young people with disabilities (including job placement, lifelong learning, and talent management) are areas of the National Disability Programme intervention. Women and girls with disabilities are identified as a priority target group.
- Framework strategy for lifelong learning policy for the 2014-2020 period.
- National Strategy for Promoting Social Equality between Women and Men - Directions and Objectives 2010-2021.
- OGY resolution 81/209(October 2.) on the National Strategy on Ageing.
- National Youth Strategy 2009-2024.

Situation analysis - results of our questionnaire survey

At the end of 2021, the Erasmus+ Programme Office carried out a questionnaire-based assessment to gain a more comprehensive knowledge of the project implementers' experiences on inclusion and its barriers, as well as the needs of the project implementers and target groups concerned. The responses received show where project implementers most often encounter resistance and where, with the right tools, progress can be made in including less advantaged participants in projects. A total of 230 responses were received to the survey, the results of which are presented below broken down by sector.

School education

A total of 82 responses were received from the school education sector. 39 responses were received from secondary education, 29 from primary education, 9 from other institutions (e.g., Unified Special Education Institutions, NGOs, associations, etc.), and 5 from nursery schools. A total of 16 counties completed the questionnaire, with a majority from Budapest and Pest counties (18 and 13 respectively). According to respondents, the most common disadvantages perceived by students with fewer opportunities are learning and behavioral difficulties (68), low household income (65) and low-skilled or unemployed parents (40). When writing an application and planning a project, 86% of the respondents plan to involve students with fewer opportunities in the project. The main barriers to involvement include lack of parental support, problematic family background (48), lack of motivation of the students concerned (43) and lack of foreign language skills (41). Regarding the type of help that the students concerned would need, there were many different responses. It can be particularly important to improve parents' attitudes, to shape their viewpoint since in many cases the participation of students in projects depends on them. Students with fewer opportunities lack vision and self-confidence, and developing their various skills (foreign language, social, communication, conflict management, etc.) could also help. Providing extra-curricular preparation, catching up and mentoring can help to boost their self-confidence and motivation. Their participation and extra preparation can generate extra expenses, which certainly requires the expansion of the forms of financial support, and the provision of scholarships and technical equipment for projects can also be a motivating factor. It is important that they have sufficient information and are able to learn from the experiences of other students involved in the project. With regard to supporting teachers, several different options have been raised. Increasing financial support was seen by the respondents as a way of helping to involve students with fewer opportunities, providing extra preparatory sessions. Learning different methodologies (e.g., methodological brainstorming), participating in training, and developing their various skills and foreign language knowledge could also help to increase their motivation. Closer cooperation with the students' parents can be a step forward in the design and implementation of projects. Good practices and learning from the experience of other institutions can enhance their methodology. Centralized information publications can help them to be better informed and provide parents with more comprehensive information on projects. It can be much easier if the school management is supportive and other professionals can be involved in the project implementation as well. (e.g., special education teacher, school psychologist).

Vocational education and training

A total of 57 responses were received in the VET sector. A significant percentage of the respondents, 51 institutions responded on behalf of vocational secondary schools, technical schools, or vocational training institutions, so the opinions from these schools appeared in a higher proportion. In terms of county distribution, a total of 17 counties completed the questionnaire. Most schools responded from Pest county, followed by Borsod-Abaúj-Zemplén and Zala county.

In terms of the most common barriers encountered by the target group, low household income (88%), learning and behavioral difficulties (70%) and low-skilled and unemployed parents (70%) were the most frequently mentioned.

96% of respondents plan to involve groups with fewer opportunities in projects during the application period.
When it comes to involving groups with fewer opportunities, respondents consider that the main barriers are insufficient foreign language skills of the students concerned, lack of parental support, problematic family background (67%) and lack of motivation. (63%).

There was a wide range of responses on the type of help that those with fewer opportunities would need to become active participants in projects. In many cases, the solution may be to extend the forms of financial support. Several respondents explained that it is also difficult to involve VET learners in mobility because they have to undertake student work to support their families, and participation in projects can result in financial losses. The extra costs associated with mobility can also act as a disincentive, so providing them with a scholarship can be a support. Often, they do not even have basic equipment and clothing, which also needs to be provided for them. The students concerned may need extra preparation, mentoring, and strengthening their motivation is also essential to make them open to participation. The lack of language skills is also a key issue: for students with SEN (with integration, learning and behavioral difficulties) and for students with special educational needs language learning is a particularly challenging task, which cannot necessarily be helped by language courses. Moreover, failing language tests can have a negative impact on their self-confidence.

Parents play a vital role in motivating students, and it is important to inform them in advance, to provide sufficient information at parents' meetings, and to emphasize the benefits of a placement abroad. Good practices, peer learning, and being informed at the appropriate level can all help.

As far as the needs of teachers are concerned, the responses are similar to those of students on several points. Strengthening language skills can also be an important aspect. Students tend to be more open to their homeroom teachers, but they do not necessarily participate in projects due to lack of foreign language skills. The extension of financial support is also an important aspect. The organisation of projects, the special preparation of students and the extra work involved all justify extra financial support. In addition, it may be appropriate to strengthen the methodological knowledge of teachers, to learn good practices and to participate in preparatory trainings and workshops. This could also boost their motivation, which respondents also consider necessary.

Adult education

A total of 14 responses were received in the adult education sector. 29% of the responses came from foundation-governed institutions, 21% from enterprises, 21% from associations, 14% from church institutions, and 14% from other institutions (public sector institutions, non-profit Ltds). A total of 7 counties completed the questionnaire. In terms of county distribution, Pest County was over-represented, with half of the responses coming from Budapest (7). The other counties that submitted responses were equally represented, in smaller proportions, but equally: Szabolcs-Szatmár, Fejér, Csongrád-Csanád, Békés, Baranya, Bács-Kiskun.

When asked which disadvantaged groups were most represented in the target group of the organisations, 9 respondents mentioned low-skilled adults, 6 respondents mentioned people with disabilities or the unemployed, and Roma persons and NEETs were nominated by 5-respondents each.

When writing the applications, 93% of respondents plan to involve people with fewer opportunities in the projects. There were different responses regarding the barriers to integration, but the most frequently identified barriers were lack of motivation, various funding problems, lack of language skills and problems in reaching the

target groups concerned. Other barriers mentioned include the difficulty of meeting people face-to-face due to COVID, the lack of digital skills or networking, the difficulties in taking the necessary leave for mobility and the lack of recognition of non-formal learning opportunities.

There were also a variety of suggestions as to how adult learners could be helped to become active participants in mobility and projects. The main needs identified were the provision of mentoring (accompanying individual personal assistants to develop an independent living and various skills), additional support and increased motivation. Improving language and digital skills, the appropriate information transfer and the recognition of non-formal learning opportunities were also suggested.

In terms of what could help project promoters to engage participants with fewer opportunities, additional financial support and more tools were the most frequently mentioned, but the need for methodological development, mentoring, learning about good practices and expanding the network of contacts were also mentioned (e.g., by creating a professional community).

Higher education

In the previous period of the Erasmus+ programme, which ended in 2020, the KA103 higher education mobility programme allowed socially disadvantaged students to apply for disadvantaged participants' monthly top-up, which was designed to provide students in need with additional support to participate in the Programme, on top their monthly scholarship.

Each project year, Tempus Public Foundation (TPF) allocated an amount from the available budget for this purpose. Over the last 7 project years (2014-2020), the Board of Trustees awarded a total of 4488 students disadvantaged participants monthly top-up worth a total of EUR 3 102 705. Observing the trends of the project years, the percentage of students applying for social support decreased.

In the new programme period, for the higher education sector, a new set of extended criteria has been developed, in line with the European Commission's guidelines, which greatly widens the range of eligible applicants, while taking into account national specificities. In the previous programme period, an average of 15% of outbound students received additional support, with the introduction of the new criteria, 25% of the participants would receive additional equal opportunities support.

In July 2021, the Tempus Public Foundation sent out an exploratory questionnaire to those 50 higher education institutions in Hungary that participated in the Erasmus+ KA131 programme 2021 to increase inclusiveness. A total of 36 responses were received from Erasmus+ coordinators.
The most frequently mentioned barriers by respondents were the following:

- Participation in mobility causes a significant loss of income (working students).
- Challenges of a social nature (e.g., participants with families and children).
- Sudden change in the applicant's economic situation, which has not yet allowed the applicant to claim the social allowances available: unexpected incapacity to work.
- Challenges related to education and training systems (e.g., evening course, correspondence course).

The Equal opportunities concept for a monthly top-up for disadvantaged participants in higher education mobility programmes, adopted by the Board of Trustees of the TPF in December 2021, was developed based on several national and international professional sources: criteria proposed in the Erasmus+ Guidelines for Applicants

2021 to identify the typical barriers for participants with fewer opportunities, the aforementioned questionnaire survey of domestic higher education institutions, the Eurostudent international higher education student questionnaire survey (Diversity of students and institutions in higher education) by the Educational Authority and the Guidelines for Inclusive Mobility Promotion Supporting in- and outbound student mobility published by the European Commission.

The equal opportunities support aims to provide equal opportunities for outbound students with health, cultural, social, economic or geographical barriers to participating in Erasmus+ higher education mobility through the additional support. The call for applications for equal opportunities based on the concept of equal opportunities was approved by the TPF Board of Trustees in early February 2022. Until the end of February, in addition to finalizing the technical background of the application system, the training of participants in higher education institutions will continue in order to disseminate the new equal opportunities concept to as many participants as possible. Media communication of the new concept started in the second half of February 2022. Based on national research, one of the main reasons for the decline in learning mobility is the lack of financial sources from applicants' side. Therefore, within the framework set by the European Commission, an increase in student funding rates is planned from the 2022/2023 academic year.

For the 2021/2022 academic year, the disadvantaged participants' monthly top-up is available to students in a renewed form: equal opportunities additional support. The outbound students concerned can apply from March 2022: the eligibility criteria have been significantly extended; the amount of support has been increased under the programme rules; the application procedure has been changed.

The 2021/2022 academic year was a pilot year, the lessons learned during the year have been processed and incorporated into the 2022/2023 calls for applications for supplementary support to be launched in early summer 2022. Depending on institutional suggestions, emerging needs and available resources, eligibility criteria may be expanded.

Youth

In the youth sector, 42 out of 289 enquiries were answered. The vast majority of respondents (34 respondents) chose the type of non-profit organisation, association, or NGO, a further 6 respondents answered as a group of young people, while 2 people completed the questionnaire on behalf of a public institution at local, regional, or national level. Half of the responses came from the Central Hungarian region (17 from Budapest, another 4 from Pest county), with Csongrád-Csanád county in second place with 6 respondents. Szabolcs-Szatmár-Bereg county was represented by 4 respondents, Hajdú-Bihar, and Baranya counties by 3-3 respondents each, Bács-Kiskun county by 2 respondents, while Békés, Heves and Fejér counties only had 1 respondent each.

When asked about the most common barriers faced by young people in the organisation's target group, the most frequently mentioned barriers were economic barriers (28), cultural and geographical barriers (25-25) and barriers related to education and training systems and discrimination (23-23). The least frequently mentioned barriers were disability (8) and barriers related to health problems (5). Almost all respondents (39 out of 42) typically plan to involve young people with fewer opportunities when writing applications and preparing projects.

The lack of foreign language skills of the young people concerned (26) was identified as the biggest barrier to involving young people with fewer opportunities in international mobility projects, while a significant number of respondents (24) also mentioned the lack of motivation among young people. However, it is important to note that motivation for a given activity is a complex phenomenon, influenced by factors both within and outside the individual. For the purposes of the Programme, it is only possible to focus on the shaping factors that the National Agency and the professionals and organisations/institutions working with young people can influence. Other barriers mentioned were difficulties in accessing young people with fewer opportunities (21 people), but lack of parental support, problematic family background (17 people) and difficult financial situation of young people (15 people) were also mentioned. The insufficient amount of funding available through the Erasmus+ Youth and European Solidarity Corps programmes was only the 6th most frequently mentioned of the barriers listed (14 respondents). Less frequently mentioned among the barriers listed were the lack of organisational capacity and/or competence (12 respondents) and the lack of information and methodology for successful inclusion (7 respondents). This is somewhat contradicted by the fact that many respondents see the solution in the training of youth workers and in having a sufficient number of youth workers with a sufficient level of preparation at a local level, which would allow for better outreach and involve the young people concerned more effectively. Linked to this, many highlighted the need for information, which can be provided by outreach youth work.

When asked about the support that organisations would need to involve young people with fewer opportunities successfully in their projects, respondents also made mainly methodological suggestions. The lack of expertise was also pointed out by some respondents, highlighting that the involvement of young people with disabilities depends as much on the attitude of the organisation as on the financial resources.

Proposals for specific sectors

School education sector:

- in addition to physical accessibility (e.g., during events), increase the accessibility of methods and communication tools (e.g., through webinars available online, active involvement of participants with fewer opportunities in the organisation of events, involvement of target groups in consultations during the creation of events, targeted representation of diversity in the communication materials of the National Agency);
- organizing events on inclusion for organisations and professionals to share experiences, networking, and collaboration;
- supporting networking between multisectoral organisations;
- organizing easily accessible international partner-finding seminars for Hungarian organisations organized in Hungary;
- targeted publicity of public events of ongoing finalised projects on inclusion, or strong projects in this field to other organisations and interested parties, and occasional job-shadowing opportunities for interested Hungarian parties in cooperation with the project promoter;
- recruiting „ambassadors" with fewer opportunities, inviting them to events, or even hiring them as experts in the future;
- translating the Programme's publications on inclusion into Hungarian;
- continuous information on inclusion, including targeted information to organisations working with the relevant target groups, highlighting the benefits of the Programme;
- emphasis on the need to inform applicants that participation is not conditional on the payment of an individual contribution, or spending money provided by the family;
- the application process for student participation should be designed in such a way as to ensure equal opportunities for those with poor or insufficient basic skills, foreign language skills or who are unaccustomed to similar procedures;
- having high-level digital competencies and having their own tools and internet connectivity is not a prerequisite for participation, and a variety of project formats should be chosen, offering multiple opportunities for involvement, and responding to the diverse needs of a variety of participants;
- do not make it compulsory for applicants to describe and substantiate the barriers to participation in more detail than necessary;
- present personal examples, involve the relevant target groups even in the planning of activities and in the selection of the themes and methods;
- where necessary, more intensive preparatory and language training;
- if necessary, more accompanying persons and interpreters, etc.;
- expanding the National Agency's network of experts in the field of social inclusion with relevant professionals with personal life experience who can add value and diversity to the various workshops and training sessions by providing their expertise and life experience

Vocational education and training sector:

- creating a case study or collection of good practices involving organisations with expertise in the field and promoting their knowledge at various events;
- increasing the international mobility of organisations and staff working with disadvantaged target groups;
- involving experts with personal life experience or relevant expertise;
- providing a comprehensive presentation of the target group to the applicants;
- promoting the possibility of using Erasmus+ funding in preparation for larger-scale professional development programmes in order to bring about structural changes to enable the involvement of disadvantaged target groups;
- promoting the forms of additional financial support available under the Programme.

Adult education sector:

- explaining, emphasizing, and promoting the positive short-term effects of trainings and participation in the Programme;
- promoting the forms of supplementary financial support available in the Programme;
- demonstrating digital and/or virtual implementation opportunities through good practices;
- continuous improvement of the various skills of applicants (application writing, foreign language skills), and the provision of training opportunities;
- organizing information sessions for applicants, producing publications, providing methodological advice on the involvement of participants with fewer opportunities;
- intensive support for organisations representing the target groups: project-idea generation opportunities at local level, assistance in the development of appropriate needs assessment, transfer of knowledge on social inclusion, more active involvement of organisations working with under-represented groups with fewer opportunities;
- targeted outreach to representative associations, NGOs, decision-makers, educational institutions, and a comprehensive presentation of the Programme;
- supporting and promoting the recognition of non-formal learning outcomes at the national level;
- promoting networking between inclusion projects;
- ensuring accessibility during events (including prior needs assessment) and using communication channels (transparent formats, larger fonts, color-coding, etc.);

Higher education sector:

- further development of the application interface: e.g., an accessible application system in English (calls and documents are currently available in English);
- ongoing contact with Erasmus+ higher education coordinators:
- regularly organized meetings (online and/or offline), answering questions about the application system and application interface, exchanging experiences, and sharing good practices in order to better engage the target groups;
- reaching as many students as possible through media campaigns and informing them about the additional funding available;

- producing online and offline materials specifically to promote inclusion;
- horizontal exchange of experience between sectors, international exchange of experience (ACA Inclusion Working Group);
- participation in the EUROSTUDENT international longitudinal research carried out by the Educational Authority and the incorporation of the results into the next project years;
- promoting short-term mobility, even by a communication campaign, for traditionally non-mobile groups;
- promoting blended mobility, even by a communication campaign, to traditionally non-mobile higher education stakeholders;
- the monthly top-up available for outbound students with disabilities or long-term illnesses provides an opportunity to support personal assistants, the call for applications currently allows for the mobility of individual assistants, but the opportunity should also be highlighted during the advertising process through informal channels;
- learning about the inclusion strategy of higher education institutions; whether the institutions have a dedicated colleague/organisation (equal opportunities/disability coordinator/organisation) to deal with the students concerned and to develop and monitor the institutional inclusion strategy;
- facilitate cooperation between the international mobility offices and the staff of the equal opportunities (disability) departments of higher education institutions, j
- further research into access to and participation in higher education, as well as support for the publication of existing professional material specifically addressing the aspect of international mobility is also advisable;
- the implementation of a workshop in the field of inclusion to raise awareness and support knowledge in the field of inclusion for staff of national agencies and higher education institutions, as well as for professionals evaluating applications, in the field of social inclusion and diversity.

Youth sector:

- Increasing the accessibility of events and seminars:
  - monitoring and responding to the diversity of access needs: in addition to accessibility for traditionally excluded people with mobility, visual and hearing impairment, this may include the choice of methods, formats, communication style, the organisation of conferences and webinars, online or offline, easily accessible from outside Budapest or from home;
  - consulting and cooperating with the representatives of the target audience to develop the themes of events, focusing on their needs and interests, and deliberately targeting invited speakers, panelists, facilitators, etc. always involving students with fewer opportunities
- Strengthening links between organisations across sectors:
  - organizing events and meetings on inclusion, which can provide an opportunity for organisations and professionals already experienced in the field of inclusion to meet and share experiences, and also provide an opportunity for learning and methodological development, and possibly for those who are only just interested to seek opportunities for cooperation;
  - by facilitating contacts and networking between sectors working with the same target group, in order to potentially support:
    - awareness-raising, information, recruitment and knowledge-sharing with education and training institutions by youth organisations that are usually more experienced in international projects;
    - the planning of possible collaborative projects;
    - learning from their peers with international experience about the opportunities offered by the programmes, seeing and hearing personal examples;
    - networking between school education and the youth sector can also support the tasks of organizing School Community Service from the teachers' and students' side and can even open the way to volunteering in the framework of the European Solidarity Corps;
  - developing the application capacity of organisations working with people with fewer opportunities but not yet having application expertise is a time-consuming process, and a more flexible approach could be for organizations with application expertise and organisations working with people with fewer opportunities to mutually share resources and expertise and apply jointly in partnership;
  - Organizing international partner-finding seminars in Hungary, easily accessible to Hungarian organisations;
- Identifying and presenting good examples:
  - identifying success factors; it is worth learning about the background and conditions for the success of organisations that are now strong in tendering, implementation, and in the field of inclusion and diversity, and use this knowledge in supporting other organisations;
  - presentation of successful practices and organisations in working with people with fewer opportunities and in the field of inclusion.
  - ambassadors and experienced experts: recruiting and/or targeting project participants and project implementers who themselves have fewer opportunities and have gained experience with different types of applications;
- Methodological support:
  - translation of publications into Hungarian;
  - ad hoc organisation of „level 0" online training/information sessions for completely novice organisations, and creation of a short, self-paced online course, highlighting the inclusion aspects;
  - organizing training on practical implementation of inclusion aspects, making recommendations to applicants and project designers on the involvement of participants with fewer opportunities.

Communication

- in addition to physical accessibility (e.g., during events), increasing the accessibility of methods and communication tools (e.g., through webinars available online active involvement of participants with fewer opportunities in the preparation and implementation of the event, if justified by the theme of the event;
- monitoring the advertising of additional funding;
- Ensuring that inclusive language is used in the drafting of communication and dissemination materials.

Action plan, monitoring possibilities

Definition of objective:

Potential applicants and project implementers, as well as those with fewer opportunities, should be better informed about the available supports and application opportunities.

INDICATOR:

- increase in the number of applications on inclusion themes (horizontal priority, themes);
- number of projects supported on inclusion themes (horizontal priority, themes)
- increase in the number of participants with fewer opportunities (self-declared, applying for inclusion support)

ACTIVITY:

- comprehensive information on available inclusion opportunities in magazine articles, newsletters, and social media (videos, interviews, project presentations);
- the creation of accessible publications (language, visual elements, font size, etc.);
- presentation of „role models": both stakeholders and successful projects on inclusion;
- targeted approaches: to the regions concerned or to organisations and professionals working with the target group;
- concrete tips on financial planning;
- selection of „ambassadors" with fewer opportunities, involvement in events;
- translation into Hungarian of technical publications on professional themes prepared by SALTO on inclusion;
- organizing regular (online) meetings with Erasmus+ higher education coordinators on inclusion;
- horizontal exchange of experience between sectors, international exchange of experience, involvement in TCAs on inclusion;
- supporting the development of a dissemination strategy: expanding the target audience;
- supporting institutions and organisations in the development of an equal opportunities' strategy for the implementation of Erasmus+ projects (non-mandatory, especially if a special target group is planned to be involved in the implementation)

DURATION/SCHEDULING:

- Ongoing (call information))
- Medium-term objective: feasible by the end of 2024;
- Ongoing (in case of the emergence of potential „candidates");
- Ongoing (as part of a call info campaign);
- Ongoing (application guides);
- Ongoing (if justified by the theme of the event);
- Ongoing (depending on international publications);
- Medium-term: regularity to be established by the end of 2024;

- Ongoing (organisation of knowledge-sharing sessions, policy events, providing participation in TCAs);
- Medium-term objective: feasible by the end of 2024;
- Medium-term objective: feasible by the end of 2024;

MONITORING, EVALUATION METHOD

- Statistical and professional analysis carried out at regular intervals: e.g., frequency and number of communication materials published; the feasibility elements of accessibility; the number of events, based on feedback from participants; quality and use of materials translated into Hungarian based on feedback from applicants

Definition of objective:

Applicants and project implementers become more motivated to involve participants with fewer opportunities.

INDICATOR:

- increase in the number of participants with fewer opportunities (self-declared)

ACTIVITY:

- methodological assistance: sharing good practices, ensuring participation in TCA training on inclusion, translation, accessibility, and promotion of professional documents on inclusion closely related to the Programme.
- promoting financial support schemes and supporting applicants in financial planning for inclusive projects.
- targeted outreach, support, networking and knowledge-sharing opportunities for organisations and applicants working with target groups;
- organizing regular (online) meetings with Erasmus+ higher education coordinators on the subject;
- promotion of blended and short-term mobility: in higher education, adult education, vocational education and training, school education

DURATION/SCHEDULING:

- Ongoing (subject to available materials, good practices);
- Ongoing (development of promotional materials, information to applicants);
- Ongoing (subject to partnering opportunities, subject to participation in TCA events);
- Medium-term objective: regularity by the end of 2024
- Ongoing (as part of applicant information, promotion)

MONITORING, EVALUATION METHOD

- Statistical and professional analysis carried out at regular intervals: e.g., frequency and number of communication materials published; number of events, based on feedback from participants; quality of materials translated into English, use of materials based on feedback from applicants
- Interim review for medium-term objectives.

Definition of objective:

Participants with fewer opportunities become more motivated to actively participate in projectsand mobility.

INDICATOR:

- increase in the number of participants with fewer opportunities in projects (self-declared)

ACTIVITY:

- presentation of good practices, role models with fewer opportunities, „ambassadors" (articles, events, news, thematic publications);
- easily accessible, targeted information on events.
- promotion of the additional financial support available in the Programme;
- making accessible information on the websites of the National Agency;
- promotion of blended and short-term mobility: higher education, adult education, vocational training, and school education;
- supporting and promoting the recognition of non-formal learning outcomes in Hungary

DURATION/SCHEDULING:

- Ongoing (subject to available materials, good practices);
- medium-term objective: feasible by the end of 2024;
- Ongoing (call information);
- Ongoing (as part of applicant information, promotion);
- medium-term objective: policy proposals ready by the end of 2024

MONITORING, EVALUATION METHOD

- Statistical and professional analysis carried out at regular intervals: e.g., frequency, number of communication materials published; the feasibility elements of accessibility, number of events, based on feedback from participants; quality of materials translated into English, use of materials based on feedback from applicants.
- Interim review for medium-term objectives.

Definition of objective:

Project implementers become more competent in terms of inclusion of groups with fewer opportunities and inclusive project implementation

INDICATOR:

- increase in the number of participants with fewer opportunities (by self-reporting);
- increase in the quality of projects on inclusion (final report score

ACTIVITY:

- provision of training, partnering opportunities, promoting networking during events;
- organisation of training sessions to provide practical advice and recommendations on inclusive projects;
- methodological assistance: sharing good practices,
- ensuring participation in
- TCA trainings on inclusion, translation, accessibility, and promotion of professional documents on inclusion themes that are closely related to the Programme;
- organisation of support events, sensitization methodological trainings;
- trainings supporting inclusion activities for colleagues

DURATION/SCHEDULING:

- Ongoing (depending on partnering opportunities, participation in TCA events);
- Ongoing (knowledge-sharing sessions, organisation of policy events, participation in TCA events);
- Ongoing (subject to participation in TCAs and to international publications);
- Ongoing (organizing knowledge-sharing sessions, policy events)

MONITORING, EVALUATION METHOD

- Statistical and professional analysis carried out at regular intervals: e.g., frequency and number of appearances of communication materials; the feasibility elements of accessibility; the number of events, based on feedback from participants; quality and use of materials translated into Hungarian based on feedback from applicants.
- Interim review for medium-term objectives.

Definition of objective:

The events, publications and practices of the National Agency become more inclusive and accessible. External experts and the National Agency staff are better informed about the inclusion of groups with fewer opportunities.

INDICATOR:

- number of internal trainings;
- feedback from staff (feedback questionnaire);
- proportion of people involved in events and organisation (self-report, event data)

ACTIVITY:

- targeted training of experts, including inclusion as a priority theme in expert training;
- implementation of accessible events and publications (including format, language, visual elements);
- involvement of participants with fewer opportunities in the preparation and implementation of events, if required by the profile of the event;
- support and conduct of research on inclusion issues, e.g., in the framework of LTA, TCA activities

DURATION/SCHEDULING:

- Ongoing (as part of expert preparation sessions);
- Medium-term objective: to ensure implementation elements by the end of 2024;
- Medium-term objective: if required by the theme of the event, feasible by the end of 2024;
- Long-term objective: participation in this type of LTA, TCA activity feasible until the end of 2027

MONITORING, EVALUATION METHOD:

- Statistical and professional analysis carried out at regular intervals: e.g., frequency and number of appearances of communication materials; the feasibility elements of accessibility, the number of events, based on the feedback from participants; quality and use of materials translated into Hungarian based on feedback from applicants.
- Interim review for medium-term objectives