Erasmus+
Inclusion und Diversity

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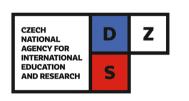
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Erasmus+
Enriching lives, opening minds.

Moving closer to inclusive internationalisation in Higher Education – Results and Recommendations

Training and Cooperation Activity from 8 – 10 November 2023, Berlin

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General Information

From November 8 to 10, 2023 the National Agency of Higher Education at DAAD (NA DAAD) organized a Training and Cooperation Activity (TCA) entitled "Moving closer to inclusive internationalisation in Higher Education". The event took place within the framework of the Long-Term Activity (LTA) "Social Inclusion in Higher Education", which is coordinated by the NA DAAD and consists of members from 12 other National Agencies, i.e. Belgium, Czech Republic, Estonia, Finland, France, Greece, Iceland, Ireland, the Netherlands, Norway, Serbia, and Slovakia as well as members from the Academic Cooperation Association (ACA) and the Erasmus Student Network (ESN).

In the TCA with around 120 participants from various Higher Education Institutions (HEI), National Agencies (NA) and expert organisations in the field of inclusion, the following three main themes stood in the foreground:

- Communication of inclusion measures and inclusive communication

- Exchange on inclusion and diversity and implementation of Erasmus+ in igher education in the European context

- Networking, exchange of results, and recommendations

Different workshops took place during the event and covered the following subtopics in the thematic field of inclusion and diversity in higher education and the implementation of the Erasmus+ programme:

- Erasmus+ as a tool for a strategic approach to Inclusion and diversity,

- Closing the communication gap between internal services at HEIs working towards an inclusive internationalisation

- Addressing target groups: Inclusive Communication for Target Groups with Fewer Opportunities

- Creating synergies in inclusion from Erasmus+ Policy Support to Cooperation Projects to Mobility

- Data collection to work on inclusion / Informing students about inclusion actions

With this document we would like to provide readers with the results and recommendations derived from the workshops and the overall event including its planning and coordination.

Table of Contents

1 Event organisation

1.1 Preparation of the event

Diversity of participant groups

Participant groups are often homogeneous, as target groups of (Erasmus+) events usually come from similar professional contexts. To promote diversity not only in the content of the event, but also actively among the participants we addressed this directly in the announcement of the event by stating:

"We would like to address a diverse group of participants for our event and explicitly welcome applications from a variety of backgrounds."

External Moderation

For the organisation and implementation of thematic events, we recommend consulting a moderator with thematic expertise and involving them in the creation and implementation of the event.

For our event, an external moderator was chosen for the following reasons:

- The moderator should have expertise on the current thematic discourse and knowledge of moderation methods as well as sensitive discussion skills in order to create a respectful and trusting atmosphere for discussion and work.

- The moderator should be able to concentrate on the course of the discussion and should not be distracted by thinking about their own professional contributions or organisational matters.

- The moderator should receive the necessary acceptance from the participants in the group and not already be assigned a role due to prevailing hierarchies.

Speakers and panel discussion

To reflect the diversity in our society and to give space to people with diverse backgrounds and different perspectives, we took this into account when selecting the speakers.

To ensure that everyone feels comfortable and to create a good atmosphere for discussion, we have arranged preparatory meetings with the speakers to get to know each other before the event and to plan the panel discussion together.

To inspire participants right at the beginning and encourage them to reflect, we decided to open our event with a keynote speech by an expert with a critical look at the topic of Diversity - Inclusion & Social Justice.

Needs Assesment

Besides a barrierfree event location was something that was taken care of in advance, a needs assesment when registering was extremly helpful to take into consideration special needs of individuals prior to the event. In this way participants who are facing certain barriers did not have to act themselves or ask for help but the organisors of the event took care of this in advance.

This also included sending a presentation to participants with visual impairment beforehand, in addition to sending useful information on how to reach the certain destinations.

Pronouns

To take gender diversity into account, we recommend either asking for the different pronouns during the application process or making them available to participants during the event, for example in the form of stickers. This is to ensure that all participants feel recognized and respected in their gender identity. During the TCA in Berlin stickers were made available indicating the pronouns of each attendee.

Code of Conduct

To guarantee respectful cooperation and to actively promote this among participants, we decided to publish a Code of Conduct (CoC) prior to the event. This way, participants were encouraged to engage with the content of the CoC and to commit to maintaining a culture based on respect, dignity, and equality. By creating a CoC participants were asked to reflect upon their own biases and adhere to a zero-tolerance policy towards any kind of discrimination or threatening behaviour.

The CoC that was created for the TCA can be found in the appendix and can serve as an example for future events.

1.2   During the event

Awareness Person

To give the participants a sense of security we appointed an awareness person - if possible, more than one person should be appointed. The reasons for that are twofold: Firstly, so they can support each other and secondly to allow attendees to choose between the person they feel more comfortable with. The role of an awareness person is to give participants the opportunity to share discriminatory behavior that they might experience during throughout all stages of the event and to receive support in addressing and tackling the issue in a protected and responsible way.

The awareness person could be contacted directly during the event and also by email. This was also communicated in advance. In this way participants were able to act and could find support whenever needed.

Template for Workshops

To make it easier for the workshop facilitators or rapporteurs to summarize the results of the workshops, we provided a template in advance on which the rapporteurs could record the key observations and learning outcomes during the workshops as well as concrete recommendations.

An example of a workshop template that was created for the TCA can be found in the appendix and can be used for future events.

1.3   After the event

Summaries of workshops and recommendations

While the workshop templates served as a practical tool during the event, the workshop facilitators were asked to write a summary of a maximum of two pages including the rapporteurs' recommendations and their own assessment/expertise after the event.

The workshop results can be found under chapter 2.1.- 2.5.

1.4   Useful Links/ further information on inclusive event organisation

Below important information on how to create inclusive events can be found:

- Inclusive Communication Manual, A practical guideline on how to communicate inclusively with international youth, Erasmus Student Network AISBL

- Making mobility programmes more inclusive for students with disabilities, Inclusive Mobility - Guidelines for higher education institutions, Establishing a thought-out Policy Framework for Inclusive Mobility across Europe (EPFIME)

- SALTO-YOUTH - SALTO, Inclusion & Diversity

- Resources - SALTO Inclusion Education

2 Workshop results and recommendations

2.1 Erasmus+ as a tool for a strategic approach to Inclusion and Diversity

Workshop facilitators: Elina Mavrogiorgou, IKY-Hellenic NA Erasmus+ National Agency; Martin Bogdan, ACA- Academic Cooperation Association

Rationale:

In the framework of the new Erasmus+ Programme period, HEIs are invited to adhere to the principles of the Inclusion and Diversity priority more strongly, ensuring that they offer fair and equal opportunities to all participants. The activities aimed at this direction should be in line with the two guiding documents: the Erasmus Charter for Higher Education (ECHE) and their national Inclusion and Diversity Strategy which should be based on the broader Inclusion and Diversity Strategy published by the European Commission. The participants have discussed how is their daily work corresponding to these documents.

Approach:

The moderators briefly presented the parts of the Erasmus Charter for Higher Education (ECHE) related to the Inclusion and Diversity horizontal priority of the programme and the Inclusion and Diversity Strategy for Erasmus+. The steps to take in order to set an Inclusion and Diversity strategy at HEI level were also briefly presented.

Following the structure of these documents, the participants were put into five groups to discuss how to provide support to students with fewer opportunities and engagement with non-traditional groups of students from several perspectives: students, academic staff, IR office staff, student welfare staff, ICT expert and university leaders.

Each group appointed a fictitious student who was facing a certain barrier before going on a mobility. The participants then discussed how to best support the student from their different positions and roles within the institution.

The results of the group discussions were presented to all participants and joint recommendations were put together for each of the presented cases.

Results from the workshop

Current Situation:

The lack of information about existing or potential support instruments remains a key obstacle for students to participate in an Erasmus+ exchange. Higher education staff is in many cases still

not aware of all the possibilities that could be provided by the Erasmus+ programme, depending on their countries and the approach of their respective national agency (NA).

Recommendations:

To address the lack of information towards the students, communication flows should be regularly assessed and updated. Also, the communication methods should be adjusted so that a wider group of students can identify with mobilities. This includes engaging the students and alumni from underrepresented communities together, by using inclusive language and creating a supportive environment. Communication among different HEI departments/services is also a key to support students with fewer opportunities.

This can potentially be done successfully by including different institutional stakeholders to identify the challenges that students are facing from different angles.

To do this strategically, procedures and workflows should be updated and continuously reflected upon to make sure that the respective departments within the institution are aware of the different students' needs and that a case-by-case approach can be utilised. This would create an environment where students feel safe, empowered and trusted to put forward their needs towards the students' support services and the international office.

For students with learning difficulties and visual or hearing impairments, AI tools could be used mindfully to help them in accessing study materials and important documents.

Gallery walk:

The workshop results were then discussed with other event participants in a gallery walk. There, two observations were put forward:

Existing data regulations are a big barrier for setting baseline indicators for mobilities for students and staff with fewer opportunities, which makes it difficult to track progress.

More guidance and training are needed for using the Erasmus+ programme as a tool for an institutional change, especially for interpreting the ECHE and reconsider its principles through the lens of Inclusion and Diversity.

2.2 Closing the communication gap between internal services at HEIs working towards an inclusive internationalisation

Workshop facilitators: AnneSophie Hokkanen, Finnish National Agency for Education (EDUFI), Erasmus+ for Higher Education; Sami Niemelä, Finnish National Agency for Education (EDUFI), Erasmus+ for Higher Education; Christina Bohle, Humboldt-Universität zu Berlin

The workshop focused on improving communication among internal services at higher education institutions to foster inclusive internationalisation. Participants mapped and discussed relevant stakeholders, identifying key issues such as lack of knowledge about services and

stakeholders, the need for leadership in inclusion, and the importance of engaging students and experts. The workshop highlighted the necessity of understanding roles, responsibilities, and goals, and fostering cooperation and competence among staff.

Key Questions that were presented to get the group started:

- Who are the relevant stakeholders at my institution?
- Do we have a common understanding of our roles & responsibilities?
- Do we have a common understanding of our goals?
- How can we generate engagement & cooperation?
- How can we ensure the relevant competences for staff?

Stakeholders of institutional dialogue on inclusive mobility as presented on the inclusive-mobility.eu website:

During the workshop, after going through the stakeholders received as a result of a pre-task that was given to the participants, a few additional stakeholders that had not come up yet were recognised. These included faculty members and faculties/departments, admissions office, and informal student groups. Participants voted to prioritise certain stakeholders due to time constraints, focusing the workshop's work on those with the most votes. However, it was emphasized that engaging all stakeholders is crucial. It is important to note that the relevance and tasks of specific stakeholders may vary between different institutions, highlighting the need for a tailored approach in each context. It is also important to remember that different target groups will need different ways of communication.

Key recommendations from the workshop:

- **Responsibility and Awareness:** Conduct thorough mapping of various stakeholders both within and outside of your organisation. Clearly define and communicate the responsibilities of different stakeholders. Increase awareness about the roles of other stakeholders and actively involve them in discussions. Include information about inclusion and related support services on institutional websites in an accessible manner, familiarise yourself with platforms such as the inclusivemobility.eu gathering information on inclusive internationalisation, and update institutions', agencies' and countries' information and support services on inclusive internationalisation on these platforms to offer potential participants with fewer opportunities an easy access to this information.

- **Engagement and Cooperation:** Facilitate engagement of students and experts in the process. Create working groups and ensure consistent communication and cooperation among all parties involved.

- **Continuous Training and Development:** Implement regular training programs for all stakeholders to enhance their understanding and skills in fostering inclusivity. This training should be dynamic, addressing new trends and challenges in social inclusion within higher education contexts.

2.3   Addressing target groups: Inclusive Communication for Target Groups with Fewer Opportunities

Workshop facilitators: Julia Duh, Estonian Agency for Erasmus+ and European Solidarity Corps, The Education and Youth Board; Svandís Ósk Símonardóttir, The Icelandic Erasmus+ National Agency, The Icelandic Centre for Research – RANNÍS

This document aims to provide comprehensive recommendations derived from insights gathered during the workshop on inclusive communication for students with fewer opportunities. The observations and findings discussed herein are aimed at improving accessibility, inclusivity, and support systems within European mobility programs.

Key Observations, Learnings and Outcomes of the Workshop

Challenges in Reaching Target Groups

It seems like most of HEIs/Erasmus+ coordinators are facing similar challenges when it comes to supporting students with fewer opportunities. This indicates that various individuals encounter alike difficulties in assisting this group. It shows that these obstacles are widespread, and it is important to find solutions that can help everyone to overcome these challenges.

Some participants mentioned difficulties in locating students with fewer opportunities. Finding and supporting students facing educational barriers is complex and sensitive. Students might hesitate to share their challenges and be reluctant to open up about their needs. Consequently, there is often a gap between the assistance available and the support that could be provided if needs were expressed more openly.

Also, those offering support might lack the right information or understanding of students' realities.

Against this background, it is crucial to approach students delicately, by respecting their privacy and avoiding labeling. Additionally, the diversity among this student group means that what works in one place might not apply elsewhere. Efforts to support students should consider their individual situations and needs, ensuring that support is tailored and inclusive across different contexts.

All participants expressed the desire to assist students with fewer opportunities to go abroad.

Moreover, information needs to be made more accessible. This includes documentation provided by the European Commission, which can often be complex and challenging for students to comprehend. Information is also sometimes spread over multiple documents, requiring a lot of work to form a holistic understanding. Simplifying and consolidating this information would significantly benefit students seeking guidance.

Possible solutions

Engaging Student Organisations and Guidance Counselors:

It is essential to actively involve student organisations and guidance counselors in open days, promotion and training activities, storytelling etc. Their participation could significantly contribute to an event's success by providing valuable insights, resources, and guidance to students considering opportunities abroad.

Organising Support:

There is a need for structured assistance in coordinating support for students with disabilities before, during and after mobility periods.

One suggestion towards offering assistance is organizing pre-visits to the respective HEIs to understand what support is needed on-site for the actual exchange period. These pre-visits could help tailor support systems to individual needs, ensuring a smoother experience during the actual exchange period.

During the mobility period support networks could be helpful. They could be part of the HEI (contact of supporting team) or outside of it, for example local disability networks. This could ensure ongoing support on-site by providing mentors, local guides, or regular check-ins to address any issues that might occur and to offer guidance.

After the mobility period it is important to share such experiences with the home university and its community. This could involve creating platforms or events where students can share their experiences, lessons learned, and through that support other students with disabilities who consider going abroad.

Additionally, including family members as a "target group" could help to incentivise students to go abroad. If families are informed about the benefits of student mobility, they are more likely to encourage and support their offsprings to go on a student mobility programme.

Comprehensive information:

Students require comprehensive information about their available options. Exchange programme accessibility can be enhanced by employing diverse communication methods such as videos, podcasts and interactive visuals as means towards reaching various student groups.

Materials that follow an inclusive communication such as this manual can ensure clarity, multilingual options, and representation.

Further, prioritising user feedback can guarantee information accessibility and relevance, fostering an inclusive environment for informed decision-making among all students, their families, and supporting persons. The participants suggested using multiple channels for information sharing (websites, videos, podcasts, info sessions, etc.) to reach as many students as possible. It needs to be ensured that information and documents used are accessible and that comprehensive language is used.

It needs to be ensured that students understand the support available to them.

Concrete Recommendations to further promote Inclusion and Diversity:

- Staff representatives/contact points should be designated for overall inclusion activities at the HEI. Additionally, if possible, HEIs should assign a designated person for each degree program as a contact point for students, providing info on E+ possibilities.

- To provide space for students with diverse needs to share experiences (before and after exchange).

- To be able to reach out to parents, one idea is to have Erasmus+ coordinators present at fairs and provide brochures for parents.

- ESN organisations could consider conducting pre-departure meetings for students to share experiences.

- As European Commission (EC) Documents are currently not barrier-free, we suggest that HEIs should write an open letter to their NAs to be forwarded to EC, asking to make all documents inclusive and accessible.

- INCLUSIVEMOBILITY.EU can be used to share information. As this website already exists and is being managed by ESN, this resource should be used more extensively by NAs and HEIs.

2.4 Creating synergies in inclusion from Erasmus+ Policy Support to Cooperation Projects to Mobility

Workshop facilitators: Beate Körner, Erasmus+ National Agency Higher Education, DAAD; Ieva Serapinaite, Norwegian Directorate for Higher Education and Skills

Description

As a horizontal priority, all key actions in Erasmus+ are instrumental to enhance social inclusion. The workshop aimed at giving guidance and good practice examples on how to make best use of Erasmus actions and use synergies between the different funding lines and beyond. Inclusive Mobility measures can result in Erasmus+ cooperation projects (centralised and decentralised) or even lead to policy measures on European level or vice versa. Alternatively, cooperation projects with specific attention to fewer opportunity groups may contain material to be used for an efficient implementation of social inclusion measures in mobility.

Key observations, learnings and results of the workshop

The workshop started with a presentation made by facilitators Beate Koerner and Ieva Serapinaite (enclosed). Dr. Benedetta Gennaro, presented an institutional example of the work on inclusion carried out by TU Darmstadt, coordinating partner of the European University Alliance "Unite!". During the dialogue with workshop participants on how to use synergies in Erasmus+ to reinforce inclusion, further steps (or "recommendations") were formulated:

- **Raising awareness:** Even though numerous projects on inclusion are carried out, there is an evident need for more information, consistency, and systematic approaches to inclusion. It is necessary to formulate steps and methods on how to move from ad hoc ideas to long-term projects, strategies, and policies in order to create more visibility and added value.

- **Inclusive language and communication** are important aspects of the inclusion work. Inclusive language should be easy to understand and preferably illustrated by visuals, which make it easy to grasp ideas and explain abstract concepts in understandable terms. In certain cases, it is necessary to revise the terminology used, as small rhetoric shifts may have huge consequences. For example, some target groups of students are often described as "underrepresented", implying that may be "too passive" or "not large enough" to be represented. However, using the word "underserved" instead of "underrepresented" implies that the needs of these target groups are overlooked, and the service for them should be improved. This linguistic change contains a change in responsibilities, i.e. removing responsibility from target groups and increasing responsibility for service providers.

- **Communication and outreach** are crucial, and it is important to further develop methods for better outreach and distribution of information. Underrepresented groups may be "invisible" in a sense that they may be small in scale, may face lack of information or various barriers; they may even be hard to communicate with or reach out due to possibility of feeling "stigmatised". Communication channels should constantly be developed, and messages refined in order to address underrepresented target groups.

- **Examples – from the project graveyard to a blooming garden:** Project coordinators, national agencies and other beneficiaries are well aware of the shared Projects - Erasmus+ (europa.eu), which is used to present the details and outcomes of projects funded under the Erasmus+ programme. Too often the results remain in the database underused, forming a "project graveyard", while they could be used as a basis for the development of new projects on inclusion. It is necessary to think which measures have to be taken in order to revitalise and reuse project results.

- **Administrative systems** may sometimes constitute hindrances, for example late payment of grants may become "sand in the machinery" which may cause disturbances and demotivation. It is important to put some efforts to secure the smooth flow to avoid such cases.

- **Synergies between administrative staff and researchers** should be reinforced, as many interesting inclusion projects may be developed by both researchers and administrators working together. It is necessary to explain how the horizontal priority of inclusion should be interpreted and integrated into the Erasmus+ projects. Further, it is important to mobilise researchers, provide good project examples, organise peer-to-peer learning, pitch good examples and/or find other forms and formats of communication in order to engage researchers in Erasmus+ inclusion projects.

- **Institutional projects** may be a helpful mechanism in order to raise awareness and reinforce the work with inclusion at higher education institutions. Blended Intensive Programme (BIP) projects could be instrumental in connecting KA1 and KA2 measures at HEIs. Another focus for such projects may be reintegration of students, who have carried out Erasmus+ mobility and must reintegrate at their home institutions after returning to their home country. Connecting KA1 and KA2 projects would open up for better inclusion and mobilisation of students. It may

be relevant to consider if small scale partnerships may be open for student organisations at HEIs.

- **Money, but also willingness** is important! The horizontal priority of inclusion in the Erasmus+ programme is accompanied by funding, yet even though money is important, so is the political willingness. It is important that the priorities of inclusion are also embedded in the inclusive leadership systems and strategies and are communicated in an adequate inclusive language. It is also crucial that inclusion work has clear goals, targets, underlined by accountability and a systematic follow up.

- In the context of the midterm evaluation of the Erasmus+ programme 2021-2027, it is important to consider which efforts should be made and which methods should be used in order to **cluster projects** on inclusion, analyse and systematise them as well as to elaborate long-term strategies on inclusion and make them sustainable in the next programme period.

2.5 Data collection to work on inclusion / Informing students about inclusion actions

Workshop facilitators: Babet Hoeberigs, Dutch National Agency Erasmus+ Education & Training; Katrin Winter, Erasmus+ National Agency Higher Education, DAAD; Rita Dias, President of Erasmus Student Network; Darwyn Bruelemans, Web Project Administrator, Erasmus Student Network

Workshop data collection & inclusivemobility.eu

The importance of collecting information/data in early stages to **understand the current situation:**

- Effective inclusion work is often suffering a lack of relevant data.

- Nevertheless, we have to know what the situation is.

- We have to get an idea of what people think and feel to address the right topics.

- And – subsequently - take actions (step by step) that make sense on the basis of the data.

It's essential to also note the importance of evidence-based research and to collect information from the ground, in this case, from the participants in mobility opportunities. Evidence-based research is crucial to better understand what needs to be adapted by the institutions managing the programme in terms of policy proposals.

There are different **forms of data collection**, amongst which:

- Quantitative

- Qualitative

- Anecdotal

There are challenges and opportunities at a national level in each programme country in relation to data collection. For example, in countries where there is an existing national grant database

for students with fewer opportunities/specific categories of participants with fewer opportunities, there is an existing framework for National Agencies and HEIs to draw on for administering and verifying top-ups. This is a challenge for National Agencies without access to this particular kind of data but also an opportunity to define inclusive and transparent, evidence-based approaches for administering top-ups.

With regards to numbers and figures, the question about **sharing of data** within Europe arose. It was discussed whether there was data and whether it could be shared in order to be able to **learn from each other**.

With regards to more in depth understanding, the **open and anecdotal methods** offer more insights and the possibility to verify the data or the interpretation of data.

This was exemplified by ESN and its survey. Precisely, participants of the LGBTQI+ community were having good Erasmus+ experiences with few hurdles. To further understand this, a focus group session was held during which LGBTQI+ participants shared they had chosen safe destinations. So, the choice of their destination was influenced by how safe it would be.

This has been also exemplified by the difficulty for persons with auditory impairments to go abroad. So, it would necessitate a person who speaks the local language and is able to translate this in the sign language of the participant - because even sign language is not universal.

Recommendations for the future:

- We need to know and understand the situation.

- What is the exact understanding of "fewer opportunities"?

- Awareness about inclusion needs to be raised at all levels of the participating organisations and progress should be continuously monitored.

- Use open questions/qualitative measures to get more insights when collecting data. Numbers do not always speak or explain the situation. Focus groups, sessions or interviews with people, can be used as a validation method.

- The importance of communicating with participants with fewer opportunities to understand the situation. (Not to speak about them but with them.)

- Use focus groups including respective participants! You can also work with the participants of the focus groups sessions thereafter to share the message, in other words: they could become ambassadors.

- More inclusive and accessible language at all levels within the organisation is required. Collect what is the current situation and learn from each other to achieve this.

- Call to EC to make information barrier-free: more accessible language and documentation grouped together.

- Technology should be leveraged to facilitate mobility for students with fewer opportunities.

- The inclusion strategy should be an ongoing discussion within the institution. It should not be a static document.

- Data protection and GDPR (General Data Protection Rules) can be seen as hurdles on the way.

- In order to learn from each other as much as possible, please use the tools offered, e.g. inclusivemobility.eu – please fill out.

3 Appendix

3.1   Example code of conduct

Main contributor: Stella Saliari

Code of Conduct – TCA "Moving closer to inclusive internationalization in Higher Education"

In this document we would like to share with you the code of conduct for our LTA meeting in Berlin. We would like to create a protected space in which everyone can share personal experiences and opinions. In order to make our encounter a success we would like to connect and interact with you all in a respectful manner to collectively develop and follow-up on strategies on social inclusion under the Erasmus+ programme.

In the following we would like to share with you the ethics on which our gathering will be based:

What we welcome:

- Reflecting on your own biases, norms, and assumptions when expressing yourself.
- Committing to listening and expressing your concerns in a constructive manner. This includes criticism as much as trying to understand the position of the other participant(s) during discussions. Learning is a process of mutual exchange that is both critical and affirmative.
- Staying open-minded to new ideas as well as to challenges of hegemonic concepts of societal and cultural power relations in which you may be embedded.
- Being aware of your privileges, biases and prejudices and acting accordingly.

What we don't welcome:

- No discriminatory behavior will be accepted. This includes inappropriate jokes, sarcasm and irony.
- No form of racism, sexism, homophobia, transphobia, ableism, ageism and other forms of discriminative and abusive behavior will be tolerated.
- No patronizing, condescending or humiliating behavior is accepted. Mansplaining, bullying and harassment is not welcomed.

Further social rules

- Please be on time (plan 5 minutes ahead) so we can start relaxed all together.
- Raise your hand before speaking.
- Support the group by actively listening and participating in the discussion.

- Please, let the other person finish talking and don't interrupt.

- Please, try to focus on the event to create a space of personal exchange and trust. This includes, closing distracting apps on your computer and putting your phone aside. This will make it a better experience for you and for everybody else.

- Everything personal that we say during our gatherings stays in the room. We do not share private information of people outside our spaces of coming together.

- We neither post anything specific about people of our group nor do we take their photos without consent nor share them on social media.

By participating in the event, we all agree on taking good care of our established rules and each other. In case something harmful happens, we intervene and if we need support we get in touch with the organizers and/or DAAD's awareness person XXX via e-mail: xxx@email.com.

Thanks for taking good care of each other – so, we can spend a great time together!

3.2 Example Workshop template and guidelines for rappoteurs

- Guidelines for rapporteurs

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- Workshop template

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3.3 Padlets definitions and knowledge collection

- Inclusion and Diversity: Joint knowledge collection

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- Share your definition of inclusion with us

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4 Imprint

Editor

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