

Strategy of the Danish Agency for Higher Education and Science for increased inclusion and diversity in Erasmus+ and the European Solidarity Corps

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1. Background

2021 saw the beginning of a new seven-year programme period for the Erasmus+ and European Solidarity Corps (ESC) education programmes. In the new programme period, strategic objectives for increased inclusion and diversity have been formulated with the aim of making the programmes more accessible to both new applicant organisations and people with fewer opportunities for participation. The aim is to create equal opportunities for participation in the programmes for all those who wish to participate, regardless of the barriers they may face.

The [Erasmus+](#) and [ESC](#) Regulations state that action plans must be drawn up at national level on how the Member States, taking into account the national context, will increase the inclusion and diversity of the programmes.

In order to support the strategic actions at national level, including the development of national strategies for increased inclusion, the European Commission presented [Implementation Guidelines](#) in April 2021.

The target group for the actions is defined broadly in the Regulations with "people with fewer opportunities" being limited to:

"people who, for economic, social, cultural, geographical or health reasons, due to their migrant background, or for reasons such as a disability or educational difficulties or for any other reason, including a reason that could give rise to discrimination under Article 21 of the Charter of Fundamental Rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the Programme."

Against this background, the Danish Agency for Higher Education and Science ("the Danish NA") presents in this document its strategy for making Erasmus+ and ESC more accessible to new organisations and participants.

The Danish NA's inclusion strategy is a cross-sectoral strategy that applies to all the fields over which the programmes span. The strategy is accompanied by a series of field action plans that present specific actions which are meant to contribute to more inclusion and diversity in the programmes. Both strategy and action plans are dynamic documents that may be revised on an ongoing basis in line with new needs, lessons learned and new knowledge.

2. National context

2.1 Support opportunities in the education system and the non-formal field

The Danish education system is well-developed, coherent and open to all.

The ordinary education system consists of primary and lower secondary, upper secondary and higher education. It also offers opportunities for young people who are not ready to complete an upper secondary education after primary and lower secondary school and a well-developed adult education and training system which, in addition to specially designed education for i.a. refugees and people with dyslexia, offers education at different levels similar to the rest of the education system. In addition, there are a number of non-formal learning opportunities for young people and adults aimed i.a. at developing general, social and democratic competences.

The education system offers a number of support measures. Primary and lower secondary school students whose development requires special attention or support can thus be recommended for special needs education, and parents and teachers of these students can receive special needs counselling. Furthermore, students with disabilities may receive special needs support to meet the challenges posed by their disability. Most upper secondary and adult education and training as well as higher education also offer special needs support, a key objective being to ensure equal access to education for all.

Education in the regular education system is free and the Danish State Educational Grant and Loan Scheme (SU) is provided to persons over the age of 18 in all approved education programmes. At the same time, however, there are a number of conditions for receiving SU, including that you are active in your education and do not earn too much alongside your SU. In addition, single parents and students with disabilities have the opportunity to apply for a top-up to their SU. Hence, the Danish education system is both inclusive and socially and financially supported.

Despite this well-developed education and support system, challenges remain. For example, children and young people with disabilities achieve lower academic results in Danish and mathematics, are more absent and thrive worse than children and young people without disabilities. The same applies to students with disabilities in higher education who thrive worse and are more absent than other students. At the same time, many young people are unrelated to education or the labour market, while a large part of the adult Danish population has limited literacy and numeracy and/or IT skills. Continuous efforts are being made at municipal, regional and state level to address such challenges.

2.2 The degree of inclusion in Danish projects under Erasmus+ and the European Solidarity Corps

In connection with the preparation of a strategy for increased inclusion and greater diversity in the Danish participation in Erasmus+ and ESC, it has been relevant to clarify the starting point for inclusion actions in the different fields. A key indicator directly mentioned in the Regulations for the two programmes is the share of people with fewer opportunities participating in mobility activities (KA1) under Erasmus+ and volunteer projects (ESC51) under ESC.

Each year in connection with the preparation of the work programme and yearly report to the European Commission, the Danish NA calculates the expected share of participants with fewer opportunities in each field.

Hence, the table below shows the expected share of registered participants with fewer opportunities in Danish projects in 2021, 2022 and 2023. For 2021 and 2022. The figures are based on the beneficiaries' expected share of participants with fewer opportunities in the funded projects, while for 2023, they are based on the Danish NA's forecast. The actual participation can only be established once the projects have been completed.

Expected share of participants with fewer opportunities in Erasmus+ and ESC 2021-2023 %

Field	2021	2022	Forecast 2023
School education	2.7	7.2	12.0
Vocational education and training	7.6	8.4	10.0
Higher education*	0.2	0.2	
Mobility mainly in Europe (KA131)			1.0
Mobility beyond Europe's borders (KA171)			3.0
Adult education	25.6	26.0	40.0
Youth			
Erasmus+	6.7	8.1**	9.0
European Solidarity Corps	19.6	30.1	30.0

* As applicants in higher education are not required to indicate an expected number of participants with fewer opportunities at the time of application, these are the Danish NA's own forecasts for all three years.

** The figure refers only to the first round of applications, since at the time of drawing up this strategy, there is no record of the share of participants with fewer opportunities in the second round.

As the table shows, the share of participants with fewer opportunities varies greatly from field to field. This is due to, among other things, differing definitions and methods of calculation between fields.

In adult education (adult learning) where, under the programme rules, organisations can only take students on mobility courses if they are participants with fewer opportunities, entire types of organisation have therefore been identified, the participants of which in Denmark by definition belong to this category.

In higher education, on the other hand, the definition of participants with fewer opportunities is rather narrow, as it only covers students who are eligible for a special financial top-up. The criteria for obtaining such a top-up are defined by the Danish NA itself, and in Denmark this group is currently defined very narrowly as students who are parents.

School education and vocational education and training have, just like adult education, special types of institutions in which the students will by definition all be participants with fewer opportunities, while other institutions in these fields will register individual participants.

The youth field also registers individual participants.

In addition to the wide variation between fields, there is also considerable uncertainty as to the extent to which the figures are representative of the actual share of participants with fewer opportunities in the individual fields. For all fields, it is up to the applicants themselves to indicate the number of participants with fewer opportunities but such registration is both new for many applicants and associated with uncertainty and lack of knowledge about the funding opportunities. In adult education which only offers mobility for participants with fewer opportunities, 92.3% of all mobility in 2021 was participant mobility whereas only 25% were registered as participants with fewer opportunities.

Furthermore, the well-developed Danish support system means that participants with fewer opportunities are not registered when they participate in mobility projects because there is no need for support from Erasmus+ and ESC as the participants are supported through national schemes.

Hence, the Danish NA has a well-founded presumption that there is underregistration in several fields. It is therefore assumed that the share of persons with fewer opportunities in Danish projects is significantly higher than reflected in the table above.

Furthermore, some participants with fewer opportunities also participate in other programme actions than the actions under which participants are registered as shown in the table. For example, this applies to participants in partnerships for cooperation (KA2) under Erasmus+ and in solidarity projects (ESC30) under ESC. In addition, both these actions include inclusion-themed projects as well as ESC volunteer projects where the volunteers' target group has fewer opportunities.

The above indicators therefore provide only a partial picture of the status of inclusion in the individual fields. To establish a broader and more comprehensive starting point for the definition of this strategy and to be able to determine the target groups for the actions, the Danish NA has conducted minor needs analyses in each field. These are briefly presented in the fourth section below and further elaborated in the action plans of each field which also present a more detailed background for the table's indicators.

3. Objectives

Building on the Erasmus+ and ESC Regulations, including the definition of people with fewer opportunities and the national context as presented in section 2 above, the Danish NA has set out the following objectives to increase inclusion and diversity in Erasmus+ and ESC during the current programme period.

Objectives:

1. To maintain or increase the share of participants with fewer opportunities in the programmes.
2. To strengthen the capacity of beneficiaries to work with inclusion, including the inclusion of participants with fewer opportunities.
3. To increase the diversity of applicant organisations by attracting more new applicants.
4. To ensure a broad geographical diversity in the field of applicants.
5. To increase the number of projects that work with inclusion as a theme or whose primary target group is people with fewer opportunities.

Section 4 below on strategic main areas of action and field action plans sets out the activities that will be undertaken to achieve these objectives.

4. Strategic main areas of action

4.1 Needs analysis

As a basis for the preparation of this strategy and the separate action plans, the Danish NA carried out a number of minor needs analyses in each of the fields covered by the programmes in the spring of 2022. Prior to these analyses, the Danish NA carried out an internal data collection within each field in order to identify relevant target groups for both the needs analyses and for the initial inclusion actions.

A common denominator for the needs analyses is that they are qualitative focus points and dialogue with the fields about the knowledge, needs and concerns of the organisations surveyed. The analyses have identified not only a number of needs in each field but also some cross-sectoral trends. In particular, internal factors such as lack of time and resources in one's own organisation are barriers to increased inclusion across all fields, just as a demand for increased and more targeted information about, among other things, the application process, programme rules and funding for participants with fewer opportunities is a cross-sectoral trend. Further results are broken down at field level in the individual action plans.

Based on the results of the analyses, the Danish NA has prepared a separate action plan for each field which describes actions to address the needs and barriers expressed by survey respondents. However, some of the issues raised such as the economic framework conditions of the field are inherently matters over which the Danish NA has no influence. The action plans thus reflect realistic priorities in the individual fields in relation to the available resources and competences.

4.2 Field initiatives

As can be seen from the quote on page 3, the European Commission's definition of people with fewer opportunities is very broad. To adapt the definition to not only a national but also a field-relevant context, the Danish NA has chosen different angles in each field in its work to increase inclusion and diversity in the programmes. The key elements of these angles are presented below and further specified in the field action plans:

- The school education field works to make Erasmus+ more accessible to accredited institutions as well as to potential new applicants. Focus is therefore on a number of main areas of action which together will contribute to increasing the number of participants with fewer opportunities, strengthen the capacity of the participants to work with more inclusion, increase the diversity among the applicant institutions and increase the number of projects that work with inclusion as a theme.
- In the field for vocational education and training, the ambition is to make the registration of these participants more accurate through ongoing dialogue with the field, including information on the programme's broad definition of people with fewer opportunities. In addition, there is a focus on, i.a. through contact seminars, supporting in particular the accredited vocational education and

training schools in being able to involve even more participants with fewer opportunities than the schools already do or have done so far. It is also the ambition through seminars and targeted information to increase the diversity among the applicant organisations by attracting more participants from the preparatory basic education and training (FGU) and later participants in the specially planned youth education (STU) as well as engaging more disciplines in the already active vocational education and training schools in both mobility projects and partnerships for cooperation. Finally, there is a main focus on increasing the geographical diversity of applicants by maintaining contact with vocational education and training schools in Greenland and Bornholm.

- In higher education, an analysis of Erasmus+ participants is carried out to identify underrepresented groups of students with a view to increasing the share of students and graduates with fewer opportunities in mobility. This objective is to be achieved by extending the criteria for receiving top-ups for students and graduates with fewer opportunities and by launching targeted actions to specific underrepresented groups. In addition, the Danish NA will map the last five years' applicants in partnerships for cooperation to identify and reach out to underrepresented institutions and then continuously monitor the participation of such institutions.
- In adult education, the actions are focused on obtaining increased inclusion in the parts of the field that has participants who meet the definition of participants with fewer opportunities. First of all, this means the formal parts of the field – adult education centres (VUC) and language centres. The reason for this focus is that formal adult education holds the greatest potential for further inclusion. In addition, actions to inform and guide new applicants will be stepped up to ensure that the threshold for participation in Erasmus+ is reduced or removed.
- In the field of youth, the main focus in some areas varies between the two programmes. Under Erasmus+, the main focus of the inclusion actions in mobility projects is to increase diversity in the applicant field through a special focus on municipal actors such as youth-oriented schools and clubs and on increasing the share of accredited organisations and through these in the longer term to increase the share of participants with fewer opportunities. For partnerships for cooperation, the primary focus is to increase the number of projects working with inclusion as a theme. In ESC, the main focus of volunteer projects is to maintain the high level of participants with fewer opportunities and to strengthen the capacity of Quality Label organisations to work with inclusion. For solidarity projects, special attention is paid to the creation of an increased and more varied applicant field. Common to the entire youth field is the objective to increase geographical diversity by striving to attract applicants from Greenland. Another common ambition is to increase the number of applicant organisations, the target group of which are young people with disabilities.
- Sports will be introduced in 2023 as a new decentralised action under Erasmus+. The Danish NA will prepare an inclusion action plan for sports when this field has been implemented in the national administration of the programme and the Danish NA has gained a closer knowledge of relevant target groups in the field.

4.3 Cross-sectoral actions

To coordinate cross-sectoral inclusion actions and ensure knowledge-sharing and cross-sectoral cooperation, the Danish NA has set up an internal working group consisting of programme staff from each field as well as a cross-sectoral inclusion coordinator.

In addition, three cross-sectoral central actions will be launched to increase inclusion and diversity in the programmes. The Danish NA will:

1. Strengthen information actions regarding inclusion. This applies both to the inclusion and registration of individual participants and to new and inexperienced organisations. Among other things, the Danish NA strives to offer information and advice targeted at specific types of institutions.
2. Incorporate inclusion into existing actions. This is done by, among other things, providing information about inclusion support at meetings with applicants and beneficiaries, organising physical events in premises with good wheelchair access, considering allergies and preferences when it comes to meeting services, organising online events at times that ensure that participants from Greenland have the opportunity to participate and subtitling video material so that it is also accessible to people with hearing impairments.
3. Participate actively in the European SALTO network, e.g. by sending participants to relevant TCA and NET activities (Training and Cooperation Activities under Erasmus+ and Networking Activities under ESC) regarding inclusion, participate in meetings and inclusion training for employees and use various guides and other material offered by SALTO.

The implementation of these cross-sectoral initiatives at field level is presented in the individual action plans.

5. Monitoring

Monitoring and evaluation of progress in relation to the five cross-sectoral objectives will be carried out in several phases over the programme period:

- As part of the preparation of the Danish NA work programmes and yearly reports to the European Commission, indicators are obtained each year for the share of participants with fewer opportunities in mobility projects (Erasmus+) and volunteer projects (ESC), respectively, as well as the number of new applicants.
- Midway through the programme period (2024) and at its end (2027), the Danish NA takes full stock of all objectives in its mid-term and final evaluations to the European Commission. Prior to this, the Danish NA will develop a monitoring program that can follow the progress regarding the goals that are not covered by the annual data obtained.
- Field action plans will be monitored on an ongoing basis with the inclusion working group and staff in the individual fields continuously evaluating activities undertaken, reviewing future activities and making necessary adjustments based on new needs and experience. Furthermore, some fields carry out separate analyses and measurements on the basis of specific field needs. This includes an analysis of underrepresented groups in higher education as well as supplementary data collection related to activities and knowledge of the programmes in the youth field.

6. Visibility and availability

It is a central focus point for the Danish NA that this inclusion strategy and the associated action plans are made available and usable for organisations in the individual fields. Therefore, and in order to involve the fields' own knowledge and experience, the Danish NA will enter into direct dialogue with representatives from the fields about the strategy itself, the specific action plan activities and general development and progress regarding inclusion in the programmes. This will be done, i.a., at field meetings with dedicated networks and reference groups, at meetings with beneficiaries and applicants and in 2022 at the annual conference on Erasmus+.

Strategy and action plans will also be made available via the Danish NA's website to ensure that all potential stakeholders have the opportunity to access them at all times. Furthermore, the European Commission will be informed of developments through the preparation of the Danish NA's work programmes and yearly reports to the European Commission.

7. Appendix: Field action plans

7.1 School education

Definition of the field and its participation in Erasmus+

In Denmark, this field, called "School Education" by the European Commission, covers the formal education institutions in daycare, primary and lower secondary education and general upper secondary education. Recent years have seen increasing participation in Erasmus+, and the 2022 application round saw an excess of applications.

Despite the increasing interest and participation in the programme, some areas of the field are underrepresented in the programme, and this action plan focuses in particular on these groups of potential new applicants.

Status of inclusion in the field

Each year, the Danish Agency for Higher Education and Science (the Danish NA) calculates the expected share of participants with fewer opportunities in funded but not yet completed projects. Similarly, each year, the Danish NA provides a forecast figure for the coming year's share of participants with fewer opportunities.

The share of expected participants with fewer opportunities in this field has increased from 5% in 2021 to 7.2% in 2022. However, the actual share is assumed to be higher, as the needs analysis below shows that more accredited schools have involved students with special needs in mobility without registering these students as having fewer opportunities.

The forecast figure of 12% for 2023 reflects an ambition in the Danish NA to work in a targeted manner to achieve a greater awareness in the field of the support opportunities for participants with fewer opportunities, while recognising, however, that such knowledge is not embedded in the existing practice of the institutions in just one year.

Needs analysis

In order to better understand the extent of the institutions' knowledge and use of Erasmus+, a needs analysis has been carried out, consisting of two parts:

1. A focus group interview with accredited beneficiaries. This gave the beneficiaries the opportunity to share their experience in terms of involving participants with fewer opportunities in their mobility activities. 18 institutions were invited and 5 participated (three primary and lower secondary schools, one upper secondary school and one 10th grade centre).

2. A questionnaire survey sent to 38 of the country's 10th grade centres that have not previously shown any interest in the programme. In the survey, they were asked about their knowledge of the programme, reasons for not applying for funding and possible needs for support. 17 institutions responded.

The focus group interview showed, i.e., that many institutions are not aware of the programme's support opportunities for participants with fewer opportunities and therefore do not make use of these. Thus, there is a reason to believe that beneficiaries include far more participants with fewer opportunities than registered. Many schools travel with entire classes and it is normal practice that all students are included in various activities. This is also reflected in the way schools approach Erasmus+ activities. Furthermore, the survey showed that there is a need among the beneficiaries to clarify the concept of "fewer opportunities" in order to better identify the participants that fall under this category.

The questionnaire survey showed that the low representation of 10th grade centres in the programme is mainly due to a lack of awareness of the programme's support opportunities. 69% of the respondent 10th grade centres responded that they have heard about Erasmus+, and 45% responded that they did not know that the programme also covers their institution. Finally, 55% responded that they need information and guidance if they are to apply for funding in the future.

Main areas of action

The school education field wants to make Erasmus+ more accessible to accredited institutions as well as to potential new applicants and thus meet the needs expressed in the needs analysis. Therefore, focus is on the below main areas of action formulated in accordance with the objectives of the inclusion strategy.

Objectives of the inclusion strategy	Main areas of action for schools
1. Maintain/increase the share of participants with fewer opportunities in the programmes	Maintain/increase the share of participants with fewer opportunities with beneficiaries from school education
2. Strengthen the capacity of beneficiaries to work with inclusion, including the inclusion of participants with fewer opportunities	Strengthen the capacity of accredited beneficiaries to work on inclusion and include participants with fewer opportunities
3. Increase the diversity of applicant organisations by attracting more new applicants	Increase diversity among the applicant institutions by engaging more 10th grade centres, special needs schools and daycare institutions
4. Ensure a broad geographical diversity in the field of applicants	Increase the geographical diversity of applicants by focusing in particular on Greenland and underrepresented regions in Denmark
5. Increase the number of projects that work with inclusion as a theme or whose primary target group is people with fewer opportunities	Increase the number of projects that work with inclusion as a theme by e.g. increasing the number of projects coordinated by organisations whose primary target group is people with fewer opportunities

Activity table

The Danish NA continuously plans and adjusts its activities in relation to the achievement of the above main areas of action. The activity table below thus shows the preliminary planned activities for more inclusion and greater diversity in Danish projects under Erasmus+ in school education. In the table, some activities will appear under several main areas of action. This is deliberate and is due to the fact that, in

some cases, a single activity is intended to achieve more than just one of the cross-sectoral objectives related to the main areas of action.

Main area of action 1: Increase the share of participants with fewer opportunities with beneficiaries from school education	
Activity	Timeframe
Cross-sectoral conference: <i>A larger and more diverse Erasmus+</i>	2022
Inclusion webinars for accredited beneficiaries on support opportunities for participants with fewer opportunities	Continuously 2022-2027
Information meeting with accredited municipalities	2023

Main area of action 2: Strengthen the capacity of accredited beneficiaries to work on inclusion and include participants with fewer opportunities	
Activity	Timeframe
Information meeting with external stakeholders, reference group, the National Association of Local Authorities in Denmark (KL), DACOB	2023

Main area of action 3: Increase diversity among the applicant institutions by engaging more 10th grade centres, special needs schools and daycare institutions	
Activity	Timeframe
Cross-sectoral contact seminar for new applicants for small-scale partnerships	2022
Information meeting for potential daycare beneficiaries in cooperation with the National Agency for Education and Quality and the network of accredited municipalities. The meeting will focus on support opportunities in both mobility projects and partnerships for cooperation.	2023
Webinar for 10th grade centres and special needs schools on the programme's funding opportunities. The meeting will focus on opportunities in both mobility and partnerships for cooperation.	Continuously 2023-2027

Main area of action 4: Increase the geographical diversity of applicants by focusing in particular on Greenland and underrepresented regions in Denmark	
Activity	Timeframe
One or more promotional events (e.g. writing seminars, information meetings or conferences) for institutions in underrepresented geographical areas	Continuously 2023-2027

Main area of action 5: Increase the number of projects that work with inclusion as a theme by e.g. increasing the number of projects coordinated by organisations whose primary target group is people with fewer opportunities	
Activity	Timeframe
Information meeting for potential daycare beneficiaries in cooperation with the National Agency for Education and Quality and the network of accredited municipalities. The meeting will focus on support opportunities in both mobility and partnership projects.	2023

Monitoring and evaluation

As mentioned in the monitoring section of the inclusion strategy, indicators on the share of participants with fewer opportunities in mobility projects as well as the number of new applicants will be obtained annually in connection with the preparation of the Danish NA's work programmes and yearly reports. In addition, mid-programme period (2024) and end-programme period (2027), the Danish NA will take full stock of progress in all main areas of action in connection with the preparation of the mid-term and final evaluations for the European Commission.

In the field of school education, the Danish NA will furthermore monitor and evaluate inclusion-promoting activities on an ongoing basis and in line with application deadlines. At the February and March 2023 application deadlines, it will thus be possible to measure the results of the earliest activities. It is expected that the accredited projects will have gained a greater familiarity with the definition of "fewer opportunities" as well as a greater knowledge of the programme's support opportunities and will thus register a significantly greater share of participants with fewer opportunities. Furthermore, it is expected that the number of 10th grade centres and special needs schools finding their way to the programme will gradually increase at the application deadlines in the coming years, either as applicants for individual mobility projects or small-scale partnerships. As mentioned, the Danish NA will adjust its activities if they should prove to have no effect on the registration of participants with fewer opportunities and/or the diversity of the organisation types applying to the programme.

Visibility

In reference group meetings, information and kick-off meetings and in the individual guide to potential and existing beneficiaries, the Danish NA will keep the field updated on whether this action plan is reflected in a more diverse applicant field, including in the registration of participants with fewer opportunities. The Danish NA is also happy to receive field feedback on Erasmus+ at any time.

7.2 Vocational education and training

Definition of the field and its participation in Erasmus+

In Denmark, "Vocational Education and Training" (VET), as the field is referred to in the EU, covers vocational education and training, including preparatory basic education and training (FGU) and specially planned youth education (STU). NGOs such as Skills Denmark and enterprises working with vocational education and training are also eligible applicants in this field.

In terms of mobility (KA1), the general vocational education and training schools dominate the applicant field. Of the 32 institutions that have obtained individual accreditation in the new programme period, 28 are general vocational education and training, i.e. agricultural schools, social and health care help education (SOSU), hotel and restaurant schools, commercial and technical colleges. In addition, eight vocational education and training schools have been accredited as coordinators for each of their mobility consortia consisting of a group of schools. For example, a number of agricultural schools have merged in a consortium.

So far, three out of a total of 27 nationwide FGU institutions have obtained (individual) accreditation, but a handful of other FGUs have previously implemented individual mobility projects, and in 2022, the Danish NA for the first time granted an individual mobility project to an STU institution.

In 2022, 7.1 million EUR was available for distribution in the area of mobility in the field. The accredited institutions requested a total of 11.6 million EUR, resulting in competition for the funds which were distributed in accordance with the announced budget allocation rules. In the partnerships for cooperation (KA2), the interest also exceeded the budget for distribution in 2022. The excess applications totalled 278.3%. The 1.4 million EUR comprising the budget for distribution for "partnerships for cooperation" (KA220) was distributed among five applicants, of which only two were vocational education and training institutions.

There is generally a good geographical spread of beneficiaries in the programme, with the exception of vocational education and training schools from Greenland and Bornholm, which are currently not active in the programme.

Status of inclusion in the field

Each year, the Danish Agency for Higher Education and Science (the Danish NA) calculates the expected share of participants with fewer opportunities in funded but not yet completed projects. Similarly, each year, the Danish NA provides a forecast figure for the coming year's share of participants with fewer opportunities.

In 2021, the expected share of participants with fewer opportunities in vocational education and training was 7.6%, while in 2022 it had risen to 8.4%. The reason for the relatively low percentage is the apparent underregistration in a field that has not been used to identifying students as more or less vulnerable as regards participation in mobility projects. For the calendar year 2023, the Danish NA adjusts its expectation for the registration of participants with fewer opportunities to 10%. This is mainly due to a stepping up of information actions on possibilities for financial support for inclusion in Erasmus+ prior to the application deadline in February 2023.

Needs analysis

To qualify the forecasts, including to gain a better understanding of the already programme-active vocational education and training schools' knowledge of the programme's inclusion objectives and what it takes for several of the country's FGU institutions (and later STU) to become aware of the programme's opportunities for a group of students like theirs, the Danish NA conducted the following two analyses in the field in the spring of 2022.

1. Two focus group interviews among accredited beneficiaries in order to understand to what extent, how and with what educational gain participants with fewer opportunities are involved in mobility activities under the individual vocational education and training schools' accreditation.
2. A questionnaire survey among 20 out of a total of 27 FGU institutions which do not use the Erasmus+ programme with a view to assessing the interest in international activities in this subfield, including understanding the barriers to participation that exist at an organisational level.

The focus group interviews were held online and involved a total of eight accredited vocational education and training schools. The interviews confirmed the Danish NA's assumption that students with fewer opportunities have to a wide extent also participated in mobility. At least as regards class mobility in the higher commercial examination (HHX) or higher technical examination (HTX) programme or in the vocational education and training (EUD) basic courses. However, special needs students have not been registered, as there has been no tradition of calculating students in this way. Nor was there before 2021 any financial incentive to register students with fewer opportunities.

The interviews also confirm the assumption that far from all the accredited vocational education and training schools are aware of how broad the European Commission's definition of "fewer opportunities" actually is. Nor is it clear to them what will trigger 100 EUR in organisational support or what specific inclusion costs will be fully covered. Hence, the focus groups express the need for clearer guidance on the programme's two types of "inclusion support".

The second part of the needs analysis, the questionnaire survey, was answered by 15 of the 20 FGU directors surveyed and clearly showed an interest in international activities in preparatory basic education and training. In management as well as among staff and students. However, lack of resources, competences and time is blamed for the fact that Erasmus+ funding has not yet been applied for. The FGU directors therefore demand individual advice in the application process (62%), sparring with former beneficiaries similar to FGU (54%) and support to find relevant partners abroad (38%).

Main areas of action

With the ambition of making Erasmus+ more available to more types of vocational education and training institutions, more subjects and to all types of students and to meet the needs of the analysis, focus is on the below main areas of action formulated in line with the objectives of the inclusion strategy.

Objectives of the inclusion strategy

1. Maintain/increase the share of participants with fewer opportunities in the programmes

Main areas of action for vocational education and training

Maintain/increase the share (registration) of participants with fewer opportunities in the "ordinary" vocational education and training mobility projects

Objectives of the inclusion strategy	Main areas of action for vocational education and training
2. Strengthen the capacity of beneficiaries to work with inclusion, including the inclusion of participants with fewer opportunities	Strengthen the capacity of beneficiaries (in particular accredited beneficiaries) to work with inclusion, including the involvement of participants with fewer opportunities in international activities
3. Increase the diversity of applicant organisations by attracting more new applicants	Increase diversity among the applicant types of educational institutions by attracting more FGUs and by engaging more professional groups in the already active vocational education and training schools
4. Ensure a broad geographical diversity in the field of applicants	Increase the geographical diversity of applicants by maintaining contact with vocational education and training schools in Greenland and Bornholm
5. Increase the number of projects that work with inclusion as a theme or whose primary target group is people with fewer opportunities	Increase the number of KA2 projects that work with inclusion as a theme and/or are coordinated by FGU or STU institutions whose primary target group is young people with fewer opportunities

Activity table

The Danish NA continuously plans and adjusts its activities in relation to the achievement of the above main areas of action. The activity table below thus shows the preliminary planned activities for more inclusion and greater diversity in Danish projects under Erasmus+ in vocational education and training. In the table, some activities will appear under several main areas of action. This is deliberate and is due to the fact that, in some cases, a single activity is intended to achieve more than just one of the cross-sectoral objectives related to the main areas of action.

Main area of action 1: Increase the share (registration) of participants with fewer opportunities in the general vocational education and training mobility projects	
Activity	Timeframe
Inclusion focus at information meetings	Continuously 2023-2027
Inclusion focus at kick-off meetings	Continuously 2023-2027
Main area of action 2: Strengthen the capacity of beneficiaries (in particular accredited beneficiaries) to work with inclusion, including the involvement of participants with fewer opportunities in international activities	
Activity	Timeframe
Promotion of other national agencies' contact seminars on inclusion	Continuously 2022-2027
Inclusion focus at kick-off meetings	Continuously 2023-2027
Restart of the reference group on international activities in vocational education and training	2023
Contact seminar in Denmark in 2024 with a focus on "partner-finding" for STU, FGU and EUD-like institutions working with participants with fewer opportunities	2024
Main area of action 3: Increase diversity among the applicant types of educational institutions by attracting more FGUs and by engaging more professional groups in the already active vocational education and training campuses	
Activity	Timeframe
Cross-sectoral conference: <i>A larger and more diverse Erasmus+</i>	2022

Cross-sectoral contact seminar for new applicants for small-scale partnerships	2022
FGU seminar at accredited FGU institution with a focus on and inspiration for both mobility projects and partnerships for cooperation	2022
Inspiration booklet in cooperation with Eurodesk targeted at FGU educators and students	2023
National VET teams working to promote the spread of Erasmus+ to more subjects in individual vocational education and training programmes	2023

Main area of action 4: Increase the geographical diversity of applicants by maintaining contact with vocational education and training schools in Bornholm and Greenland

Activity	Timeframe
Maintain contact with vocational education and training schools in Greenland that attended the information meeting in Nuuk in November 2021	2023-2027
Promotional visits to vocational education and training programmes in Bornholm, Campus Bornholm	2023

Main area of action 5: Increase the number of KA2 projects that work with inclusion as a theme and/or are coordinated by FGU or STU institutions whose primary target group is young people with fewer opportunities

Activity	Timeframe
Cross-sectoral KA2 contact seminar for new applicants on small-scale partnerships	2022
FGU seminar at accredited FGU institution with a focus on and inspiration for both mobility projects and partnerships for cooperation	2022
Inspiration booklet in cooperation with Eurodesk targeted at FGU educators and students	2023
Contact seminar in Denmark in 2024 with a focus on "partner-finding" for STU, FGU and EUD-like institutions working with participants with fewer opportunities	2024

Monitoring and evaluation

As mentioned in the monitoring section of the inclusion strategy, indicators on the share of participants with fewer opportunities in mobility projects as well as the number of new applicants will be obtained annually in connection with the preparation of the Danish NA's work programmes and yearly reports. In addition, mid-programme period (2024) and end-programme period (2027), the Danish NA will take full stock of progress in all main areas of action in connection with the preparation of the mid-term and final evaluations for the European Commission.

The Danish NA will further monitor and evaluate its inclusion-promoting activities in the field of vocational education and training on an ongoing basis and in line with the application rounds. The first natural status will follow the February and March 2023 application rounds where, as mentioned above, it is expected that the accredited beneficiaries in particular will be more familiar with the European Commission's broad definition of "fewer opportunities" and thus register a significantly higher share of participants with fewer opportunities than in the past when requesting new mobility. In addition, it is

expected that FGU institutions that have not previously been active in Erasmus+ will appear as applicants at same application deadlines in February and March 2023 and will continuously be found among applicants for either individual mobility projects (KA122), accredited beneficiaries (KA121) or small-scale partnerships (KA210). As mentioned, the Danish NA will adjust its activities if they should prove to have no effect on the registration of participants with fewer opportunities and/or the diversity of the organisation types applying to the programme.

Visibility

In reference group meetings, information and kick-off meetings and in the individual guide to potential and existing beneficiaries, the Danish NA will keep the field updated on how the action plan objectives on inclusion, including the registration of participants with fewer opportunities, develops. At any given time, the Danish NA will also be happy to receive feedback from the field on the programme's and this action plan's ambition to be inclusive.

7.3 Higher education

Definition of the field and its participation in Erasmus+

The higher education field consists of business academies, university colleges and universities as well as a number of smaller institutions offering short, medium and long-term higher education. Its participation in Erasmus+ has been stable in recent years and higher education generally has a wealth of experience with Erasmus+ from many years of work on the programme. However, despite this experience, some groups of participants are still underrepresented in the programme, which is the background to this action plan.

Status of inclusion in the field

Denmark has two national support systems, the Danish State Educational Grant and Loan Scheme (SU) (including SU disability top-up) and Special Education Support (SPS), which is provided to students with disabilities during their education. Within Erasmus+, higher education has two types of support for participants with disabilities or fewer opportunities.

- A top-up of 250 EUR per month for students and graduates with fewer opportunities in addition to the regular Erasmus+ scholarship
- Inclusion support for students with demonstrable additional costs related to mobility on the basis of e.g. illness or disability

At present, students and recent graduates with fewer opportunities are defined by the Danish Agency for Higher Education and Science (the Danish NA) as students with children, and in Erasmus+ this type of students is the only type of student that is measured in relation to inclusion. Participants with other challenges may receive inclusion support for mobility through Erasmus+, but this type of participant is not included in the European Commission's calculation.

In connection with the annual work programme, the Danish NA provides a forecast figure for the coming year's expected share of participants with fewer opportunities. However, the good Danish support opportunities and the narrow definition of students and graduates with fewer opportunities mean that the expected share of participants with fewer opportunities in higher education is very low, as it is likely that there is a hidden number of students receiving e.g. SU or SPS support which are not registered in Erasmus+ as having fewer opportunities. Hence, in both 2021 and 2022, the expectation was 0.2%.

The forecast for higher education for 2023 is that the share of participants with fewer opportunities will increase to 1% for outgoing mobility supported by internal policy funds (KA131) and 3% for international outgoing and incoming mobility supported by external policy funds (KA171). The forecast is based on the expectation that the share of participants with fewer opportunities will increase when the eligibility criteria for students and recent graduates with fewer opportunities as planned will be extended from autumn 2023 and again when the results of the analysis of underrepresented groups are available. It is furthermore expected that the opportunities for shorter mobility and mixed mobility will benefit the group of students and recent graduates with fewer opportunities.

Needs analysis

In order to have an overview of the work of higher education institutions on inclusion and their knowledge of barriers to participation in Erasmus+, two surveys were carried out in the spring of 2022:

1. A questionnaire survey was sent to international coordinators for mobility projects (KA131 and KA171) in which 23 out of 36 coordinators for KA1 projects responded. The aim of the survey was to gather knowledge from the coordinators who are expected to have knowledge of the participating students and of any obstacles to participation in mobility through Erasmus+. In addition, the survey included questions about specific groups of students and recent graduates who could benefit from a top-up of 250 EUR per month and about how the institutions work together on inclusion internally between different departments. The responses showed that the coordinators do not have a clear picture of which groups of students experience financial obstacles and that the institutions' international units and study and SPS advisers do not cooperate very much.
2. An e-mail survey among participants in an information meeting on partnerships for cooperation (KA2 projects) which have not since applied for KA2 funds. Questions were sent out to 11 participants and five of them responded which is relatively few and it can therefore be problematic to generalise based on the responses. However, it turned out that in relation to obstacles, the responses matched the responses received by the Danish NA in other fields; co-funding, complicated application and administration and too broad and generic information meetings. The limited amount of information obtained by the Danish NA via the e-mail survey will be supplemented continuously through the collection of knowledge and the actions will be adjusted according to such new knowledge.

In addition to the questionnaire survey, the Eurostudent VII survey and the Erasmus Student Network report "Maybe it will be different abroad" form the background for the KA1 action plans. Both reports conclude, i.e., that financial conditions are the main obstacles to participation in mobility through Erasmus+.

Main areas of action

Based on the needs analyses, focus is on the below main areas of action formulated in accordance with the objectives of the inclusion strategy.

Objectives of the inclusion strategy	Main areas of action higher education
1. Maintain/increase the share of participants with fewer opportunities in the programmes	Maintain/increase the share of participants with fewer opportunities in Erasmus+ compared to 2021
2. Strengthen the capacity of beneficiaries to work with inclusion, including the inclusion of participants with fewer opportunities	Strengthen the knowledge and capacity with ECHE organisations to work on inclusion and include participants with fewer opportunities
3. Increase the diversity of applicant organisations by attracting more new applicants	Increase diversity in the applicant field by focusing on underrepresented types of institutions
4. Ensure a broad geographical diversity in the field of applicants	Increase the geographical diversity of applicants by focusing on institutions in the outermost regions
5. Increase the number of projects that work with inclusion as a theme or whose primary target group is people with fewer opportunities	Not relevant for KA1 in higher education In KA2, the Danish NA has chosen to focus on new applicants instead of inclusion as a theme.

Activity table

Main area of action 1: Increase the share of participants with fewer opportunities in Erasmus+ compared to 2021	
Activity	Timeframe
KA1: Expand the Danish criteria for receiving funding for students and graduates with fewer opportunities	2022
KA1 and KA2: Cross-sectoral conference: <i>A larger and more diverse Erasmus+</i>	2022
KA1: Analysis of underrepresented groups in KA1 together with the Norwegian and Swedish national agency for Erasmus+	2022-2023
KA1: Cooperate with student organisations to use their knowledge of the challenges and barriers to participation in Erasmus+	Continuously 2022-2027
KA1: Recurrent focus on inclusion and diversity in higher education meetings	Continuously 2022-2027
KA1: Ongoing adjustments of criteria for receiving funding for students and graduates with fewer opportunities	Continuously 2023-2027
KA1: Work with selected underrepresented groups of students together with the institutions	Continuously 2024-2027
Main area of action 2: Strengthen the knowledge and capacity with ECHE organisations to work on inclusion and include participants with fewer opportunities	
Activity	Timeframe
KA1 and KA2: Promote TCAs on inclusion	Continuously 2022-2027
KA1: Support cooperation between international coordinators and study and SPS advisers	Continuously 2024-2027
Main area of action 3: Increase diversity in the applicant field by focusing on underrepresented types of institutions	
Activity	Timeframe
KA2: Mapping of the applicant field for the last five years	2022
KA2: Reach out to underrepresented institutions	Continuously 2023-2027
Main area of action 4: Increase the geographical diversity of applicants by focusing on institutions in the outermost regions	
Activity	Timeframe
KA1 and KA2: Focus on institutions in outermost regions	Continuously 2022-2027

Monitoring and evaluation

As mentioned in the monitoring section of the inclusion strategy, indicators on the share of participants with fewer opportunities in mobility projects as well as the number of new applicants will be obtained annually in connection with the preparation of the Danish NA's work programmes and yearly reports. Furthermore, the analysis of underrepresented groups in KA1 will form the basis for monitoring the participation of the identified groups. In addition, mid-programme period (2024) and end-programme period (2027), the Danish NA will take full stock of progress in all main areas of action in connection with the preparation of the mid-term and final evaluations for the European Commission.

In addition, the Danish NA will continuously monitor the number of recipients of top-ups for students and recent graduates with fewer opportunities via data from the Beneficiary Module. The total number of participants in KA1 will also be monitored. As regards KA2, the Danish NA will monitor the number of new applicants after each application round. The Danish NA will evaluate the efforts each year in connection with the preparation of the yearly report to the European Commission.

Visibility

The Danish NA will forward results to key actors in higher education; Erasmus+ project coordinators, international office staff, international managers and other relevant internationalisation and inclusion staff as well as student organisations.

7.4 Adult education

Definition of the field and its participation in Erasmus+

Adult education is characterised by a very broad definition. It covers both formal, informal and non-formal learning opportunities for adults. These learning opportunities can be found in many different places, both in the public education system, in NGOs or in private enterprises.

In recent years, the interest in Erasmus+ in adult education has generally increased. In the 2022 application round, application numbers were higher than ever, although it was still not possible to allocate the entire budget to mobility projects (KA1). On the other hand, there was an excess amount of applications for partnerships for cooperation (KA2).

It is expected that in the coming years there will be competition for the funds, including for the mobility projects, as the information effort is expected to attract more applicants.

However, there are still some types of institutions in the field that are not sufficiently represented in relation to their student base and central position in the field. This is not least true for the formal parts of the field – the adult education centres (VUCs) and the language centres. The adult education centres are the largest type of institution in formal adult education in Denmark and are generally directed at a group of adults who fall within the definition of adults with fewer opportunities. The language centres are a smaller part of Danish adult education than the adult education centres, but their students are equally, if not more, adults with fewer opportunities.

Three of the country's 30 adult education centres are accredited in Erasmus+. In addition, a small handful of adult education centres are active in either individual mobility projects or partnerships for cooperation. In the case of language centres, participation is very low. Some have been active in individual mobility projects and partnerships for cooperation, but there has not yet been a clear interest in being accredited among these types of institutions.

Adult education centres and language centres are therefore very much the focus of this action plan.

Status of inclusion in the field

Adult education is one of the fields where the focus on and potential for inclusion is very high. Hence, it is a specific requirement for student mobility in adult education that only students with fewer opportunities can participate. The Danish Agency for Higher Education and Science (the Danish NA) has, in cooperation with the Ministry of Children and Education, defined who in Denmark can be perceived as adults with fewer opportunities. The definition limits the group to 1. "Adults who have completed the 9th/10th grade as their highest level of education and/or who are enrolled in one of the following or similar courses: general adult education (AVU), preparatory adult education (FVU), basic integration training programme (IGU), education for adult dyslexics (OBU) and parts of higher preparatory single-subject courses (HF) and adult vocational training (AMU)." And 2. "Adults with physical or mental disabilities as well as vulnerable adults and adults with challenging basic skills who follow different types of educational activities in both formal and informal adult education." This means that student mobility is very much reserved for adult education centres and language centres, although other institutions can

of course also participate if they have individual students or entire classes falling under category two above.

Student mobility in adult education has only been possible during the programme period that started in January 2021. Therefore, there is still relatively little data, but it appears from the first two rounds of applications that there is great interest in the possibility of student mobility for adult students with fewer opportunities.

Each year, the Danish NA calculates the expected share of participants with fewer opportunities in funded but not yet completed projects. Similarly, each year, the Danish NA provides a forecast figure for the coming year's share of participants with fewer opportunities.

In 2021, registration of expected participants with fewer opportunities totalled 25.6%, although student mobility represented 92.3% of the mobility applied for. In 2022, registration totalled 25.9%, although student mobility represented 32.1% of the mobility applied for. Hence, the applicants underregister when they submit their activity applications.

Student mobility is expected to continue to form a large part of the mobility projects in the coming years. The forecast for 2023 is that 40% of mobility will be for participants with fewer opportunities. The forecast figure for 2023 reflects an expectation of continued increased search for staff mobility in relation to student mobility, but at the same time that more adult education centres become active and offer mobility activities to their students, as well as an overall increase in the number of mobility activities applied for.

Needs analysis

To get a better understanding of the needs of the field and the extent of the programme, an analysis has been carried out, consisting of four parts, aimed on the one hand at identifying the needs of the field in relation to its use and participation in the programme, and on the other hand at providing an overview of the parts of the field that are currently active.

1. All organisations that have participated in information meetings/webinars or otherwise expressed interest in the programme in 2020 and 2021 received a brief questionnaire with the following questions: 1) Why did you choose not to apply? and 2) What do you need from us as a NA if you are to apply in the future? The questions were submitted to 22 respondents. Seven responded.
2. Following a mapping of inclusion-relevant organisations, these were contacted to find out whether they know about the programme and if so why they are not using it. The questionnaire was sent to a total of 191 respondents. 45 responded.
3. In addition, the different parts of the field's participation in the programme in the period 2017-2021 were analysed. This created an overview of the number of adult education centres, museums, libraries, folk high schools (*højskoler*) etc. that have applied out of the total population.
4. Finally, it gave an overview of the geographical spread of the projects applied for.

Compared to partial analyses one and two it is found that the main reason why organisations that are familiar with the programme do not apply is lack of time or resources in their own organisation. This is described by 37% of the respondents. And then there are 32% who request guidance in programme rules and application process.

In connection with subanalysis three it was clarified that formal adult education, i.e. adult education centres, language centres and providers of adult vocational training (here mainly in the form of vocational education and training schools) together account for 21% of all applications in 2017-2021. Other adult education organisations such as folk high schools, evening schools and non-formal adult education (*folkeoplysning*) together account for 13%, which is a relatively low figure in relation to their extent and total number of participants.

Finally, subanalysis four showed that the distribution of the projects applied for is close to the geographical distribution of the population with some minor variations. However, Greenland is not represented at all in adult education in the period 2017-2021.

Main areas of action

With the ambition to make Erasmus+ more available to more types of organisations and all participants and to meet the needs expressed in the analysis just mentioned, focus is on the following main areas of action formulated in line with the objectives of the inclusion strategy.

Objectives of the inclusion strategy	Main areas of action for adult education
1. Maintain/increase the share of participants with fewer opportunities in the programmes	Maintain/increase the number of student mobilities and thereby the share of participants with fewer opportunities, among other things by focusing on the formal parts of the field that have students that fall under the definition – mainly adult education centres and language centres
2. Strengthen the capacity of beneficiaries to work with inclusion, including the inclusion of participants with fewer opportunities	Create a framework for increased exchange of experience both between the Danish NA and the field and between the field representatives
3. Increase the diversity of applicant organisations by attracting more new applicants	Strengthen information and guidance activities for new applicants with a particular focus on the types of institutions that are underrepresented in the programme in relation their size in the field
4. Ensure a broad geographical diversity in the field of applicants	The broad geographical representation should be maintained
5. Increase the number of projects that work with inclusion as a theme or whose primary target group is people with fewer opportunities	Increase the number of accredited adult education centres and language centres which mainly have students with fewer opportunities and strengthen knowledge of small-scale partnerships (KA210)

Activity table

The Danish NA continuously plans and adjusts its activities in relation to the achievement of the above main areas of action. The activity table below thus shows the preliminary planned activities for more inclusion and greater diversity in Danish projects under Erasmus+ in adult education. In the table, some activities will appear under several main areas of action. This is deliberate and is due to the fact that, in some cases, a single activity is intended to achieve more than just one of the cross-sectoral objectives related to the main areas of action.

Main area of action 1: Increase the number of student mobilities and thereby the share of participants with fewer opportunities, among other things by focusing on the formal parts of the field that have students that fall under the definition – mainly adult education centres and language centres

Activity

Timeframe

Increased specific communication actions aimed at the adult education centres – both in relation to the accreditation possibility, individual mobility projects and partnerships for cooperation 2023

Increased specific communication actions aimed at the language centres with a particular focus on accreditation 2023

Main area of action 2: Create a framework for increased exchange of experience both between the Danish NA and the field and between the field representatives

Activity	Timeframe
Launch experience networks for organisations making use of student mobility (possibly at kick-off meetings)	Autumn 2023

Main area of action 3: Strengthen information and guidance activities for new applicants with a particular focus on the types of institutions that are underrepresented in the programme in relation their size in the field

Activity	Timeframe
Cross-sectoral contact seminar for new applicants for small-scale partnerships	2022
Cross-sectoral conference: <i>A larger and more diverse Erasmus+</i>	November 2022
Increased specific communication actions aimed at the language centres with a particular focus on accreditation	2023
Make guidance opportunities in programme rules, application process and project lifecycle visible to new applicants	Continuously, starting up to the application rounds in 2023
Increased communication efforts in connection with participation in meetings and conferences in, i.a., libraries, folk high schools and non-formal adult education	Continuously, starting in 2023

Main area of action 4: The broad geographical representation should be maintained

Activity	Timeframe
Participation in possible information meetings aimed at institutions in Greenland	Continuously
Increased communication efforts in connection with participation in meetings and conferences in, i.a., libraries, folk high schools and non-formal adult education	Continuously, starting in 2023

Main area of action 5: Increase the number of accredited adult education centres and language centres which mainly have students with fewer opportunities and strengthen knowledge of small-scale partnerships (KA210)

Activity	Timeframe
Promote small-scale partnerships to new applicants with less organisational capacity	Continuously
Increased specific communication actions aimed at the adult education centres – both in relation to the accreditation possibility, individual mobility projects and partnerships for cooperation	2023
Increased specific communication actions aimed at the language centres with a particular focus on accreditation	2023

Monitoring and evaluation

As mentioned in the monitoring section of the inclusion strategy, indicators on the share of participants with fewer opportunities in mobility projects as well as the number of new applicants will be obtained annually in connection with the preparation of the Danish NA's work programmes and yearly reports. In addition, mid-programme period (2024) and end-programme period (2027), the Danish NA will take full stock of progress in all main areas of action in connection with the preparation of the mid-term and final evaluations for the European Commission.

The Danish NA will also monitor continuously in the KA1 and inclusion groups and in the general work on the programme and in connection with the application rounds.

For some of the activities/actions, questionnaire surveys will be conducted to the extent deemed appropriate – both in terms of resources and expected benefits. These are primarily activities aimed at increasing support for and attraction of new applicants.

As mentioned, the Danish NA will adjust its activities if they should prove to have no effect on the registration of participants with fewer opportunities and/or the diversity of the organisation types applying to the programme.

Visibility

In reference group meetings, information and kick-off meetings and in the individual guide to potential and existing beneficiaries, the Danish NA will keep the field updated on whether this action plan is reflected in a more diverse applicant field, including in the registration of participants with fewer opportunities. The Danish NA is also happy to receive field feedback on Erasmus+ at any time.

7.5 Youth organisations and institutions

Definition of the field and its participation in Erasmus+ and European Solidarity Corps

Youth organisations and institutions (youth) cover organisations eligible to apply for Erasmus+ Youth as well as the European Solidarity Corps (ESC). As regards Erasmus+, this field covers organisations working in the field of informal or non-formal learning for young people aged 13–30 years. The youth field is heterogeneous and covers both associations, NGOs, non-profit organisations and public institutions such as municipal actors like youth-oriented schools and clubs. Of these, the first three types of applicants represent the majority of the typical applicant field.

Under ESC, all organisations and institutions (public and private) can apply for projects targeting young people aged 18–30 years and contributing to solidarity and informal learning among young people. NGOs, associations, primary and lower secondary schools as well as folk high schools and private residential schools (*efterskoler*) but also tourist attractions, municipal actors and cultural services are particularly visible. In some Erasmus+ and ESC actions, informal groups of young people can apply for funding.

The common denominator for the youth field is thus projects where young people are given the opportunity to learn and develop through informal and non-formal learning processes. The geographical spread of beneficiaries in the youth field is good. Erasmus+ mainly sees applicants from major Danish cities. They also make up a large share at ESC, but ESC also includes a number of Quality Label organisations (QL organisations) outside the major Danish cities. Currently, none of the programmes have applicants or beneficiaries from Greenland.

In Erasmus+, there is great interest in partnerships for cooperation which have received an excess amount of applications in recent years. For mobility projects, not all funding was distributed in 2021, i.a. due to covid-19 and the increase in distribution funding. However, there is an increasing interest in mobility projects, especially in relation to the new possibilities for accreditation. It is therefore realistic to expect that all distribution funding will be used within a few years. As regards ESC, the Danish Agency for Higher Education and Science (the Danish NA) has experienced considerable interest in volunteering projects with competing for funding, while for solidarity projects it has proved more difficult to attract applicants.

Status of inclusion in the field

The youth field comprises various organisations, including in its work on inclusion. This field and its beneficiaries include both organisations with young people with fewer opportunities as the primary target group, e.g. young people not in education, employment or training (NEET) or young people with disabilities as well as a large number of organisations working to include young people with fewer opportunities in larger groups of participating young people who do not experience barriers to programme participation.

Each year, the Danish NA calculates the expected share of participants with fewer opportunities in funded but not yet completed projects. Similarly, each year, the Danish NA provides a forecast figure for the coming year's share of participants with fewer opportunities. The two programmes in the youth field record the expected share of participants with fewer opportunities in Erasmus+ mobility projects and in

ESC volunteering projects, respectively. Different images of the extent of participants with fewer opportunities emerge here. For Erasmus+, the share of young people with fewer opportunities in 2021 was 6.7%. As Erasmus+ Youth has two annual application rounds, the final 2022 figures for the preparation of this strategy have not yet been calculated, but for the first round in 2022, the share of participants with fewer opportunities is 8.1%. The forecast figure for 2023 is 9 % and is therefore roughly in line with the expected level for 2022. The share of participants with fewer opportunities is then expected to increase, especially as organisations are accredited, allowing for closer cooperation with the organisations in their work to include participants with fewer opportunities.

Within ESC, a relatively high proportion of the volunteers in the projects are covered by the definition of fewer opportunities. The share of expected participants in volunteer projects in 2022 was 30.1%. This figure reflects an increase over the past years with a level in 2020-2021 of around 17-19% and a somewhat lower level in 2019. Some beneficiaries mention that asking about a participant's possible fewer opportunities can be a delicate issue and experienced by participants as stigmatising. Hence, there may be reason to believe that not all participants with opportunities are registered. At the same time, the mentioned increase suggests that the Danish NA's efforts to disseminate knowledge about inclusion among the beneficiaries in ESC have had an effect. The fact that during the current ESC programme period (2021-2027), there has been a financial incentive to increase the number of participants with fewer opportunities in the projects must also be assumed to be a contributory factor. The forecast figure for 2023 of 30% for volunteering projects thus also reflects a desire to maintain the high level of participants with fewer opportunities in 2022.

The youth field has additional actions in which people with fewer opportunities participate but are not registered. These include partnerships for cooperation under Erasmus+ and solidarity projects under ESC. Both these actions also include projects dealing with the theme of inclusion. Similarly, there are a number of ESC volunteering projects which have people with fewer opportunities as their target group for the project itself. Overall, this indicates that inclusion in the programmes can be incorporated, understood and examined in a wide variety of ways, quantitatively as well as qualitatively. The main areas of action and activities set out below attempt to address this.

Needs analysis

To learn more about knowledge and needs related to inclusion in organisations in the youth field, the Danish NA has carried out a needs analysis consisting of three parts:

1. A questionnaire survey aimed at organisations that participated in an information meeting in 2020/2021 but subsequently did not apply for funding. The respondents were asked about the reasons for not having applied and support needs in any future application. 60 organisations received the questionnaire, of which 21 responded.
2. A questionnaire survey sent to 34 organisations whose target group is young people with disabilities and who have not previously shown interest in the programmes. The respondents were asked about programme knowledge, reasons for not having applied for funding and support needs in any future application. 12 of the organisations surveyed responded.
3. A questionnaire survey aimed at beneficiaries and QL organisations under Erasmus+ mobility projects and ESC volunteering projects. The 60 beneficiaries were asked about their experience with and knowledge of the field of inclusion in and outside the programmes. They were also asked

about barriers to increasing their own inclusion actions and how the Danish NA can support any inclusion actions. 25 organisations, mainly from ESC, responded.

The responses to these surveys provide a valuable insight into the field's concerns and challenges in relation to inclusion actions and participation in the programmes in general.

Significant results are, in particular, that several respondents in subsurvey 2 have no knowledge about Erasmus+ and ESC and several of those who have heard about the programmes are not aware that they also include organisations such as theirs.

The responses to subsurveys 1 and 2 indicate that for organisations with knowledge of the programmes, the main obstacle to applying for funding is internal factors in their own organisation such as lack of time and resources. They also mention obstacles such as too long response times for applications, the inability of the project budget to receive funding for operations and salaries and a perception of the application process as complex. Several respondents also emphasize challenges in finding international partners, and some request direct support from the Danish NA for this. In addition, the most general need is for increased and tailored information and guidance as well as individual advice from the Danish NA.

In subsurvey 3, it is positive to see that the majority of respondents already have experience of including young people with fewer opportunities in their projects and that the participants are young people with a wide range of barriers. As the main barriers for organisations to increase their inclusion actions, they emphasize lack of knowledge about the possibilities for inclusion in the programmes, lack of time, lack of resources, the right facilities and insufficient funds in the project budget to cover specific costs associated with the inclusion actions. As in the other surveys, the respondents mainly request individual advice and sparring with other organisations as well as guidance in recruiting young people with fewer opportunities.

In addition to the information provided by the questionnaire surveys, the youth team in the Danish NA maintains a continuous dialogue with the field through e.g. network meetings, individual advice and consultations with the youth reference group. Furthermore, information about the field is obtained on an ongoing basis from research analyses carried out under the auspices of RAY (research-based analysis of European youth programmes).

Main areas of action

To increase inclusion and diversity in the programmes, one of the main objectives of the Danish NA is to reach out to new organisations and to upskill beneficiaries to include (more) participants with fewer opportunities in their projects. A survey among participants in Erasmus+ youth exchanges indicates that young participants with fewer opportunities rate their learning outcomes moderately higher than young participants without fewer opportunities. This survey was carried out across 27 programme countries, but points of interest among participants in Danish projects indicate that the same trend is taking place among participants in Danish projects. The effect of Erasmus+ on participants with fewer opportunities is thus noticeable and provides a strong incentive to work for inclusion of even more participants with fewer opportunities. Therefore, focus is on the below main areas of action formulated in accordance with the objectives of the inclusion strategy.

Objectives of the inclusion strategy	Main areas of action for youth
1. Maintain/increase the share of participants with fewer opportunities in the programmes	Maintain/increase the proportion of participants with fewer opportunities in Erasmus+, and in ESC volunteering projects maintain the share of participants with fewer opportunities
2. Strengthen the capacity of beneficiaries to work with inclusion, including the inclusion of participants with fewer opportunities	Strengthen the knowledge and capacity in organisations with accreditation or Quality Label to work on inclusion and include participants with fewer opportunities
3. Increase the diversity of applicant organisations by attracting more new applicants	Increase diversity in the applicant field by focusing on increasing the number of organisations targeting young people with disabilities and municipal actors such as youth-oriented schools and clubs.
4. Ensure a broad geographical diversity in the field of applicants	Increase the geographical diversity of applicants by focusing on applicants from Greenland
5. Increase the number of projects that work with inclusion as a theme or whose primary target group is people with fewer opportunities	Increase the number of projects that work with inclusion as a theme by e.g. increasing the number of projects coordinated by organisations whose primary target group is people with fewer opportunities, in particular young people with disabilities, or an illness-related challenge

Activity table

Initiatives and activities to support inclusion objectives in the youth field are set out in the following activity table. In the table, some activities will appear under several main areas of action. This is due to the fact that, in some cases, a single activity is intended to achieve more than just one of the cross-sectoral objectives related to the main areas of action.

Main area of action 1: Increase the proportion of participants with fewer opportunities in Erasmus+, and in ESC volunteering projects maintain the share of participants with fewer opportunities	
Activity	Timeframe
Seminar on inclusion of participants with fewer opportunities for QL organisations (ESC)	2023
Contact seminar: Networking and partnership building for organisations working with or wishing to include young people with e.g. disabilities	2023
Translate the publication "Engage in Inclusion" from English into Danish	2023
Good practice videos on projects with fewer opportunities/inclusion as a theme	Continuously 2022-2027
Individual inspiration and clarification visits with non-participating organisations targeting young people with e.g. disabilities	Continuously 2023-2027
Main area of action 2: Strengthen the knowledge and capacity in organisations with accreditation or Quality Label to work on inclusion and include participants with fewer opportunities	
Activity	Timeframe
Seminar on inclusion of participants with fewer opportunities for QL organisations (ESC)	2023
Translate the publication "Engage in Inclusion" from English into Danish	2023

"Direct mail" promotion of relevant TCA/NET activities on inclusion or partnership building, including the setting up of mailing lists for interested organisations

Continuously 2022-2023

Main area of action 3: Increase diversity in the applicant field by focusing on increasing the number of organisations targeting young people with disabilities and municipal actors such as youth-oriented schools and clubs.

Activity	Timeframe
Cross-sectoral contact seminar for new applicants for small-scale partnerships	2022
Contact seminar: Networking and partnership building for organisations working with or wishing to include young people with e.g. disabilities	2023
Cross-sectoral conference: <i>A larger and more diverse Erasmus+</i>	2022
Youth meeting (<i>Ungdommens Folkemøde</i>) (incl. participation of invited youth from Greenland)	2022
Mini-conference on activism and youth communities	2022
Tailored meetings/seminars for youth-oriented schools and other municipal actors (Erasmus+)	Continuously 2022-2027
Organise field events on partnerships for cooperation in addition to cross-sectoral meetings (Erasmus+)	Continuously 2022-2027
Good practice videos on projects with fewer opportunities/inclusion as a theme	Continuously 2022-2027
"Direct mail" promotion of relevant TCA/NET activities on inclusion or partnership building, including the setting up of mailing lists for interested organisations	Continuously 2022-2023
Individual inspiration and clarification visits with non-participating organisations targeting young people with e.g. activity limitation	Continuously 2023-2027

Main area of action 4: Increase the geographical diversity of applicants by focusing on applicants from Greenland

Activity	Timeframe
One or more promotional events (e.g. writing seminars, information meetings or conferences) for organisations from Greenland	Continuously 2023-2027

Main area of action 5: Increase the number of projects that work with inclusion as a theme by e.g. increasing the number of projects coordinated by organisations whose primary target group is young people with fewer opportunities

Activity	Timeframe
Organise field events on partnerships for cooperation in addition to cross-sectoral meetings (Erasmus+)	Continuously 2022-2027
Individual inspiration and clarification visits with non-participating organisations targeting young people with e.g. disabilities	Continuously 2023-2027

In addition to the specific activities described in the table above, the Danish NA will launch a number of initiatives in the youth field aimed at ensuring that inclusion is integrated into the youth team's already existing actions. This includes increased integration of and focus on the theme of inclusion in activities

and events aimed at potential applicants as well as beneficiaries and in the field dialogue in general. It is also important to step up efforts to promote relevant events among the target groups of this action plan. The youth team will also ensure that activities are conducted in an inclusive manner, e.g. by ensuring accessible conditions for events and scheduling online meetings in the afternoon so that applicants from Greenland have the opportunity to participate despite the time difference.

Furthermore, the youth team will increase its support and counselling efforts for informal groups of young people who have been granted funding, as it may be particularly difficult for this group to meet the administrative requirements of implementing a project. Similarly, the youth team will continue to be involved in the pan-European network SPI (Strategic Partnership for Inclusion) which focuses on young people with disabilities, or illness-related challenges.

Monitoring and evaluation

As mentioned in the monitoring section of the inclusion strategy, indicators on the share of participants with fewer opportunities in mobility projects (Erasmus +) and volunteering projects (ESC) as well as the number of new applicants will be obtained annually in connection with the preparation of the Danish NA's work programmes and yearly reports. In addition, mid-programme period (2024) and end-programme period (2027), the Danish NA will take full stock of progress in all main areas of action in connection with the preparation of the mid-term and final evaluations for the European Commission. Among other things, at the end of the programme period, a questionnaire survey is planned among accreditation or Quality Label organisations in which the organisations are asked to assess their knowledge and capacity regarding inclusion under Erasmus+/ESC in relation to the start of the programme (main area of action 2).

In addition, the Danish NA will continuously evaluate the participants' benefits from specific inclusion initiatives, cf. the above activity table, and the Danish NA will continuously engage on a qualitative dialogue with beneficiaries and potential applicants on inclusion.

In addition to these measurements which all relate to the above main areas of action, the annual number of new organisations with young people with disabilities who are targeted for contact is calculated in connection with the Danish NA's participation in the SPI network, regardless of whether this contact results in Danish programme applications or not.

Visibility

The Danish NA will continuously ensure that progression in the inclusion work in the programmes reaches the relevant stakeholders. In addition to informing the European Commission about the status of the Danish inclusion actions in Erasmus+ and ESC, the Danish NA will focus on informing Danish stakeholders about the status and progress of the inclusion actions. To ensure knowledge-sharing as well as dialogue on any adjustments of the actions, the progress will thus be discussed at events with potential applicants and beneficiaries as well as in networks, for example in the reference group for the youth area and in networks for special target groups, including stakeholders from Greenland.

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Read more about Erasmus+: www.ufm.dk/erasmusplus

Read more about the European Solidarity Corps: www.ufm.dk/solidaritetskorp