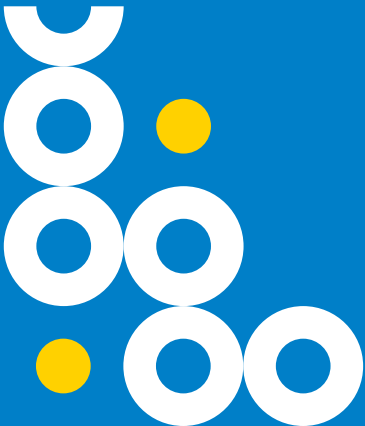


# SALTO

INCLUSION &  
DIVERSITY

# Let ID blossom!

How to favour Inclusion & Diversity in EU youth projects through supportive assessments



I&D TOOL FOR  
ASSESSORS OF  
ERASMUS+  
YOUTH AND  
THE EUROPEAN  
SOLIDARITY  
CORPS

## Ready to read between the lines?

The Erasmus+ Youth programme and the European Solidarity Corps both aim to be open for ALL young people. Projects and accreditations granted by these EU youth programmes are great ways to counter discrimination and exclusion and to challenge applicants to welcome 'young people with fewer opportunities' in their activities.

As an assessor, reading and assessing the Erasmus+ and ESC applications, you play a big role in opening applicants' eyes for (more) Inclusion & Diversity in their projects through a **supportive approach in your assessments**:

### ASSESSORS HOLD THE KEY

As an assessor, reading and assessing the Erasmus+ and ESC applications, you play a big role in opening applicants' eyes for (more) Inclusion & Diversity in their projects through a supportive approach in your assessments:

- Look for indications of Inclusion & Diversity in the application – however small they might be – to discover (potential) Inclusion & Diversity stories of the applicant and its partner organisations (see Part 1, p.3-17).
- Help to broaden and deepen these stories, by asking questions and adding comments in your assessment report that stimulate further reflection on Inclusion & Diversity.
- Give concrete recommendations in your assessment on how Inclusion & Diversity can become stronger in the project, the activities, the organisations (see Part 2, p.18-26).
- Value indications of Inclusion & Diversity by the points you give in the assessment. Take into account the principle of proportionality, meaning that you assess the quality of an application in relation to the expertise, experiences, size and profile of the organisations.

### WHY USE THIS I&D TOOL?

- The first cheat sheet (p.3) helps you look at a project through an I&D lens and think outside the box.
- The second cheat sheet (p.18) guides you to write supportive assessments for I&D.
- The pages in between explain the ideas behind the cheat sheets.

**This extra effort will make a world of difference because you, as an assessor, hold the key to more and better Inclusion & Diversity in EU youth projects.**

# 1 Reading an application through the I&D lens

Use the following questions as to discover the (potential) I&D story while reading the application

- WHY** ... is the organisation doing I&D?
- WHO** ... are they targeting/involving to make a difference?
- HOW** ... are they doing I&D?
- WHAT** ... are they planning to do to help realising I&D?

Are the answers to these questions coherent and authentic?

Do the partners have the capacity to translate their inclusion plans into reality?

## SCAN THE APPLICATION FOR I&D

Look for indications of Inclusion & Diversity in each section of the application form. On the next pages, you get more elaborate tips and 'red flags' to help you with this I&D assessment. Complete the unfinished sentences with concrete evidence of I&D indications. These will serve as basis for writing your supportive I&D assessment (see Part 2, p.18-26).

### VISION AND COMMITMENT OF THE ORGANISATION



Support for next steps



More inclusion & inclusiveness



Motivated for I&D

### YOUNG PEOPLE WITH FEWER OPPORTUNITIES



Active outreach



Explicit target group

### INCLUSION & DIVERSITY ISSUES



I&D focus



Understand I&D issues



Part of I&D networks

### RISK MANAGEMENT & PREVENTION



Concrete actions



Adapted to target group

### INCLUSION COSTS & EXCEPTIONAL COSTS



Budget for support



Realistic and justified

### STAFF SKILLS AND COMPETENCE



Available competences



Willingness to develop



Insourcing I&D skills

### LOWER BARRIERS FOR PARTICIPATION



Tackle barriers for YPFO



Active involvement YPFO



Activities match needs

## Vision and commitment of the organisation



There is a **motivation** of the organisations to engage with I&D because in the presentation of the organisations I read ...

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The project will contribute to the **inclusion** of participants with fewer opportunities in society and the **inclusiveness** of the organisations, because ...

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The organisations understand that the project is only one step in the pathway and that the participants with fewer opportunities need **support for next steps** in their live such as ...

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Other indications you found: ...

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### WHERE TO FIND IT IN THE APPLICATION FORM?

- PROJECT RATIONALE – STRATEGIC DEVELOPMENT (needs, objectives, aims/ target groups/ impact)
- PARTICIPATING ORGANISATIONS (applicant organisation and partner organisations)
- PROJECT MANAGEMENT (partnerships, evaluation, sustainability of results, dissemination of project results, follow-up)
- ORGANISATIONAL CAPACITY, MANAGEMENT, ORGANISATION

## WHAT TO LOOK FOR?

- Projects can either provide opportunities to young people with fewer opportunities to go abroad or to be involved, or they can address topics of Inclusion & Diversity in the project (without involving people with fewer opportunities). Both are valuable and deserve extra I&D scoring.
- Check the webpage/social media of the organisations: what is their mission, which activities are presented for which target groups... How 'open to all' are they? Do their I&D ambitions translate into actions for young people with fewer opportunities? Do you find evidence of their I&D mission in the application?
- Don't forget to value the first-time/newcomer applicants that present a plan and strategy for I&D in the future. Read between the lines to spot their sincere intentions.
- Organisations that are experienced in engaging participants with fewer opportunities or with developing projects to support I&D are easy to spot. They can be however further stimulated to demonstrate their growth in the area of I&D. Which lessons do they take on board from previous experiences and how do they integrate them in future plans?
- Look for results of previous projects mentioned in the application, that demonstrate commitment to I&D.

### BEWARE OF THESE RED FLAGS!

- Watch out for the 'buzz words'. Check if the buzz words get a concrete translation into practice in the application.
- Check if 'open to all' really means 'open to all': if a certain level of 'English' is demanded, then the project might maybe not so 'open to all' at all...
- Officially, you are only allowed to assess what's written in the application, but extra info (e.g. website, social media, experience with the organisation) can sharpen your I&D lens.



## Young people with fewer opportunities



'Young people with fewer opportunities' are an **explicit target group** of the organisations, and they are described as ....

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The organisations demonstrate active **efforts to actively reach out and engage** young people with fewer opportunities in the project, namely ...

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Other indications you found: ...

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### WHERE TO FIND IT IN THE APPLICATION FORM?

- PARTICIPATING ORGANISATIONS (applicant organisation and partner organisations)
- PROJECT DESIGN (preparation, support, follow-up/recognition of learning outcomes/ participants with fewer opportunities / environmentally friendly practices)

### WHAT TO LOOK FOR?

- The EU youth programmes have a broad definition of 'young people with fewer opportunities', so don't only look for the most obvious or difficult groups:
  - The target group of the organisation/of the project are at a disadvantage compared to their peers, because they face one or more exclusion factors and obstacles.<sup>1</sup>
  - People from diverse cultural, social and economic backgrounds, including people with disabilities and migrants, as well as European Union citizens living in remote areas or facing socio-economic difficulties.<sup>2</sup>

- Those who for economic, social, cultural, geographical or health reasons, a migrant background, or for reasons such as disability and educational difficulties or for any other reasons, including those that can 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.<sup>3</sup>
- Recognise the work of organisations that engage young people with the most challenging barriers to overcome.
- Some organisations on purpose do not want to label their participants as young people with fewer opportunities, but if from the application it is clear that they face disadvantage, you can still treat the application as if it were I&D.
- Does the applicant have a plan to cater for special needs (e.g. disability, no internet access, economic disadvantage...), from the recruitment through to follow-up.
- The whole group doesn't need to have the same disadvantaged profile. A few young people with fewer opportunities in a mainstream project is a great example of inclusion.



### BEWARE OF THESE RED FLAGS!

- Ticking the I&D box doesn't necessarily mean I&D is covered in the project. It should be clear from the application why the participants have fewer opportunities. Living in the countryside can be a barrier (e.g. less provisions, difficult to travel), but that isn't always the case.
- Be critical of general statements such as: 'we will involve youngsters with fewer opportunities'. If nowhere further you find any clue on who. I&D is not something that happens by chance or that you deal with if you might have a participant with fewer opportunities.
- Some participants go over the top and say they will mix young people with fewer opportunities to the max (e.g. mix persons with a disability, ex-offenders, LGBTIQ...). Unless they explicitly cater for this diversity in the project/programme, there is a risk that the applicant bites off more than it can chew.

1 European Solidarity Corps programme guide

2 Erasmus+ programme guide

3 Inclusion Strategy for Erasmus+ and European Solidarity Corps

## Inclusion & Diversity issues



The applicant & partner organisations are **focussing** on I&D issues, such as ...

---



They show that they **understand the issues** faced by young people with fewer opportunities in the following way: ...

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The organisation is **part of I&D networks** and cooperates with other organisations working with the same target group(s), for example ...

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Other indications you found: ...

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### WHERE TO FIND IT IN THE APPLICATION FORM?

- PARTICIPATING ORGANISATIONS (applicant organisation and partner organisations)

### WHAT TO LOOK FOR?

Check for potential barriers addressed in the application:

- **Disabilities:** physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone's full and effective participation in society on the same footing as others.
- **Health problems:** Barriers may result from health issues including severe illnesses, chronic diseases, or any other, physical or mental health-related situation that prevents from participating in the programme.
- **Barriers linked to education and training systems:** Individuals struggling to perform in education and training systems for various reasons, early school-leavers, NEETs (people not in education, employment or training) and low-skilled adults may face barriers. Individuals can also face barriers to participation when the structure of



curricula makes it difficult to undertake a learning or training mobility abroad as part of their studies.

- Cultural differences: While cultural differences may be perceived as barriers by people from any backgrounds, they can particularly affect people with fewer opportunities. Such differences may represent significant barriers to learning in general, all the more for people with a migrant or refugee background – especially newly-arrived migrants -, people belonging to a national or ethnic minority, sign language users, people with linguistic adaptation and cultural inclusion difficulties, etc.
- Social barriers: Social adjustment difficulties such as limited social competences, anti-social or high-risk behaviours, (former) offenders, (former) drug or alcohol abusers, or social marginalisation may represent a barrier. Other social barriers can stem from family circumstances.
- Economic barriers: Economic disadvantage like a low standard of living, low income, learners who need to work to support themselves, dependence on the social welfare system, in long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, etc., may represent a barrier.
- Barriers linked to discrimination: Barriers can occur as a result of discriminations linked to gender, age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of two or several of the mentioned discrimination barriers).
- Geographical barriers: Living in remote or rural areas, on small islands or in peripheral/outermost regions, in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries...<sup>4</sup>
- Look for indications that the organisations are part of I&D networks or whether they have a working relationship with like-minded organisations. Check if the organisations consciously pay attention to these barriers and try to overcome them

Look for indications that the organisations are part of I&D networks or whether they have a working relationship with like-minded organisations. Check if the organisations consciously pay attention to these barriers and try to overcome them.



### BEWARE OF THESE RED FLAGS!

- Just 'claiming' to work on I&D issues isn't enough. It should become clear throughout the whole of the application how the organisations make this concrete, in their vision, daily activities, projects, partner organisations...

## Risk management and prevention



The following actions are taken **to manage risk** in the context of working with young people with fewer opportunities: ...

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The organisations show that they **know their target group(s)** by adapting their risk management and prevention to the needs of young people with fewer opportunities as follows: ...

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Other indications you found: ...

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### WHERE TO FIND IT IN THE APPLICATION FORM?

- PROJECT DESIGN (preparation, support, follow-up/recognition of learning outcomes/ participants with fewer opportunities / environmentally friendly practices)

### WHAT TO LOOK FOR?

- Look for notions of risk management plans in the applications. What attention is given to prevent adverse situations with participants at extra risk. Look for indications that the organisations know what the specific risks are related to the target group, project and activities.
- Check if the risk prevention corresponds to what might be expected with specific target group.
- 'Mainstream organisations' do not necessarily have the expertise to work with specific target groups or risks, but they can work with a project leader or partner organisation that brings in this expertise. (See also Staff Skills, p.14)



## BEWARE OF THESE RED FLAGS!

- Risk prevention formulated in general terms, and not linked to specific needs of the target groups, might be an indication that the consequences of involvement of young people with fewer opportunities is not (yet) considered.
- Keep it realistic. Not everything will go wrong and organisations cannot foresee all possible problems. Check if the organisations have a realistic view of the most likely risks.



## Inclusion costs and exceptional costs



There are requests in the **budget for inclusion or exceptional costs** for additional support that may be needed related to the profile of the young people with fewer opportunities, namely ...

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The budget for support is **realistic** for the target group because it is explained as follows: ...

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Other indications you found: ...

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### WHERE TO FIND IT IN THE APPLICATION FORM?

- BUDGET

### WHAT TO LOOK FOR?

- Based on the description of the target group and the explanation why (some participants have fewer opportunities, you can estimate the level of support they may need. Look for any request for inclusion or exceptional costs that addresses additional support needs and whether they are justifiable in the context of the project.
- Look for indications that the organisations know the target group they are working with or that they will insource this knowledge from other involved experts (e.g. personal assistant etc).
- Often organisations know better than assessors what their specific target group needs. When in doubt about costs, ask specialised organisations if they are realistic. Inclusion is often more expensive than you'd think.



## BEWARE OF THESE RED FLAGS!

- A request for inclusion support or exceptional costs doesn't necessarily demonstrate that it is an inclusive project. The requested costs should be clearly explained and linked to the I&D-intentions of the applicant.
- An applicant of an I&D project doesn't need to ask for inclusion support or exceptional costs. However, if you think that the target group or project could have benefited from extra financial support for I&D, you can mention this in your assessment so they can take it into account for their next application.



## Staff skills and competences



The organisations' staff has **skills and competences** in the area of I&D, such as ...

.....

.....



Or the applicant demonstrates a **willingness to develop** those I&D skills to engage and support young people with fewer opportunities in the following way: ...

.....

.....



Or the applicant is aware of the competences needed and shows how it will **insource** these I&D skills in the following ways: ...

.....

.....

Other indications you found: ...

.....

.....

## WHERE TO FIND IT IN THE APPLICATION FORM?

- PARTICIPATING ORGANISATIONS (applicant organisation and partner organisations)

## WHAT TO LOOK FOR?

- The staff is trained on working with (specific) young people with fewer opportunities or this training will be provided. Or the project will insource the needed competences to work with the target group.
- The organisations acknowledge that maybe they need to upskill their project leaders in areas of Inclusion & Diversity and they demonstrate they want to make efforts in this direction.
- The composition of the staff also reflects diversity (e.g. project leaders from the target group) and the available skills and experience shows that they know how to work with young people with fewer opportunities in their organisations and project.

### BEWARE OF THESE RED FLAGS!



- A top-down approach towards young people with fewer opportunities indicates the lack of a participative, inclusive and emancipatory approach. The approach should not be to 'go help those poor people' (patronising).
- Theoretical 'out of the handbook' sentences demonstrate an approach that is rather 'about young people with fewer opportunities' than 'with young people with fewer opportunities'.
- Be aware that there is no specific question about specialised staff skills to work with young people with fewer opportunities, so the applicant doesn't necessarily mention it in the application.



## Lower/eliminate barriers for participation



The following efforts are made to **lower or to eliminate barriers** for young people with fewer opportunities who want to participate in the project: ....

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Participants with fewer opportunities are **actively involved** in all phases of the project (design, activities, evaluation, dissemination and follow-up) in the following ways: ...

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The proposed activities **match with and address the needs** of young people with fewer opportunities in the project, for example: ...

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Other indications you found: ...

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### WHERE TO FIND IT IN THE APPLICATION FORM?

- PROJECT RATIONALE – STRATEGIC DEVELOPMENT (needs, objectives, aims/ target groups/ impact)
- PROJECT DETAILS (for each activity in the project)
- PROJECT DESIGN (preparation, support, follow-up/recognition of learning outcomes/ participants with fewer opportunities / environmentally friendly practices)
- PROJECT MANAGEMENT (partnerships, evaluation, sustainability of results, dissemination of project results) – ORGANISATIONAL CAPACITY, MANAGEMENT, ORGANISATION



## WHAT TO LOOK FOR?

- The organisations make it easy for everyone to join their organisation and the EU youth project. Check for measures that are taken to overcome barriers, so that the activity is open to all (e.g. alternative forms of registration if no internet, flexibility with spoken languages, etc).
- The organisation takes additional measures so that young people with fewer opportunities can take part in the activities and in the organisation on equal footing.
- Extra attention is given to ensure adequate preparation and support for participants with fewer opportunities. The infrastructure and/or resources of the organisation can accommodate and support the participation of young people who face barriers.
- The applicant gives a description of the context (to show its understanding of the young people's needs) and the support provided for the different profiles of participants.



### BEWARE OF THESE RED FLAGS!

- Some organisations tend to cater for one specific target group (e.g. Somali women, deaf, gay men...). In your supportive assessment, you can suggest to attract more diverse profiles (e.g. persons with a disability in a migrant organisation, LGBT openness in a disability organisation...). The aim is not that an organisation shifts its focus, but that there is more awareness and attention for other barriers and intersectional issues. People are much more than only that one trait that the organisation focusses on.



## 2 Writing your supportive assessment for I&D



Take notes on the 7 elements of Inclusion & Diversity (see Part 1, p.3-17).



Give additional I&D points based on the evidence you read in the application.



Use a supportive approach: reward what is there, don't punish applicants for what is not there.



Apply the proportionality principle and equity to give beginning and smaller organisations a chance.



Help deepen and broaden I&D through questions, comments and recommendations to the applicant and the NA.



Don't forget to list great projects as best inclusion practices.

Be supportive rather than restrictive

⚠ Please consider this tool as a **RESOURCE** for you as assessor, to discover and support Inclusion & Diversity in youth projects and accreditations, **NOT** as a strict checklist of I&D indications that need to be fulfilled !

The aim is to have more inclusion & diversity, rather than excluding promising I&D projects.



Remember, you hold the key to more and better Inclusion & Diversity in the EU youth programmes!

## 2 Writing your assessment and supporting I&D in the project

The aim is to value and reinforce the I&D story with a supportive assessment.

Once you have finished reading the application and checked extra resources to find out more about the I&D potential in the project or accreditation, it is time to allocate points and write the assessment.

**Always keep a supportive approach in mind!** The concrete evidence of Inclusion & Diversity that you have found while reading the application (the notes you made in Part 1, p.3-17) is the foundation for your I&D assessment and validation.

### THE ASSESSMENT MODULE

The National Agency will have given you access to the assessment module for Erasmus+ and European Solidarity Corps projects

[HTTPS://WEBGATE.EC.EUROPA.EU/ERASMUS-ESC/HOME/](https://webgate.ec.europa.eu/erasmus-esc/home/)

In this assessment module, you will find the assessments forms for the different types of projects: Erasmus+, Accreditations, European Solidarity Corps and Quality Labels.

The assessment you write is divided into 3 sections:

**A. ASSESSMENT SCORING AND COMMENTS**  
(BASED ON THE AWARD CRITERIA)

**B. COMMENTS TO THE APPLICANT OR THE NA**  
(TO SUPPORT I&D NOW AND IN THE FUTURE)

**C. TYPOLOGY QUESTIONS**  
(ATTRIBUTING LABELS TO THE PROJECT)



## A. ASSESSMENT SCORING AND COMMENTS (AWARD CRITERIA)

⚠ Note! The subsections you have to score differ depending on the type of project. Always check the latest Programme Guide for the specific award criteria for each subsection.

	RELEVANCE	QUALITY	STRATEGIC	SPECIFIC
<b>E+ KA1 youth exchanges</b>	Relevance, rationale and impact	Quality of project design / Quality of project management		
<b>E+ KA1 mobility of youth workers</b>	Relevance, rationale and impact	Quality of project design & implementation / Quality of project management		
<b>E+ KA2</b>	Relevance of the project	Quality of project design & implementation / Quality of the partnership & cooperation	Impact	
<b>E+ KA3</b>	Relevance of the project	Quality of the partnership & cooperation	Impact	
<b>E+ Accreditation</b>	Relevance of organisation's profile and experience	Quality of management and coordination	Strategic Development	
<b>ESC Quality label</b>	Relevance of the project	Quality of measures		Project Management and coordination/ Organisational capacity
<b>ESC Solidarity Projects</b>	Relevance, rationale and impact	Quality of project design / Quality of project management		

## REWARDING INCLUSION & DIVERSITY EFFORTS

To support applicants in their I&D approach, it makes sense to score the I&D indications you have found (the notes you made in Part 1 of this I&D tool).

**Reward what is already present, don't punish what isn't there.**

Add **extra I&D points** to your general score for the different subsections. When there are no indications for I&D, or the I&D-intentions sounds more like buzzwords without any concrete content, then no extra I&D points have to be added to your general score.

**This I&D scale can be helpful to score the applications, including the indications for I&D:**

**VERY GOOD**  
(85-100):

This is an example of good practice. Very high quality and clear indications that the project partners have the capacity to deliver the intended results, also regarding I&D.

**GOOD**  
(70-84):

The intention and potential are present, but there is still some work to make the I&D approach more concrete.

**FAIR ENOUGH**  
(55-69):

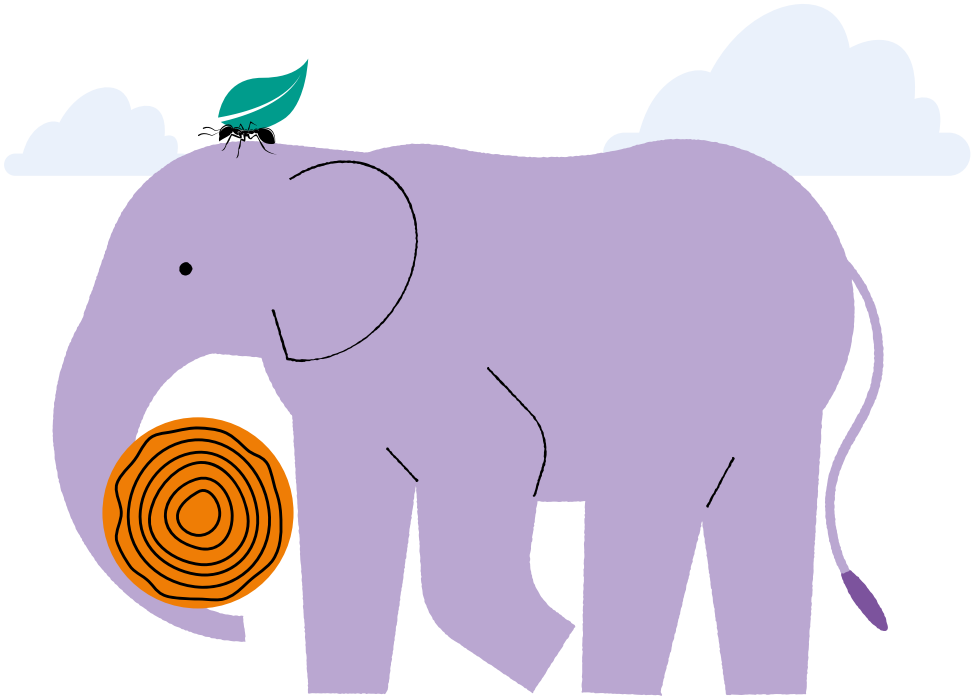
The project opens space for I&D but the applicant needs to be stimulated to take efforts in this area.

The sentences you completed in Part 1 serve as justification for adding I&D points to your assessment. You can use them to add I&D comments to each of the award criteria.

## APPLY PROPORTIONALITY AND EQUITY

While scoring applications, always take the **proportionality principle** into account: assess the quality of an application in relation to the expertise, experiences, size and profile of the organisations.

The same I&D indications or intentions might demand a major effort of a grassroots organisation, whereas it is daily business for a more experienced professional organisation.



An example: an ant carries a leaf 50 times its weight, an elephant carries a tree trunk that weighs 50 times less than itself. Even though the ant's leaf is a lot smaller than the elephants' tree trunk, compared to their capacity (body weight), the leaf is proportionally a bigger achievement for the ant.

Similarly, especially when it comes to Inclusion & Diversity, you can also reward small or beginning applicants for their inclusion efforts. That way, the newcomers stand a chance in competition with more experienced applicants, because proportionally they are doing a good job.

Another way to favour I&D projects is **equity**. Whereas 'equality' gives applicants the same treatment, equity recognises that each person (applicant) has a different starting point. Equity allocates the extra 'equitable' resources (points) needed to be able to enjoy opportunities (youth projects) on an equal footing.



This cartoon with 3 persons who want to see a sports match from behind a fence is a nice example of this. If everybody gets an equal treatment (one box to stand on), not everybody will be able to see over the fence (enjoy the opportunity). But if the persons get boxes according to their needs (length), everybody will be able to enjoy the opportunities equally. Equity goes a step further than equality.

As an assessor, you can justify higher scores for I&D projects with the proportionality and equity principles. Again, you hold the key to give newcomers and less experienced organisations a chance to European funding for their projects with young people with fewer opportunities.

## B. COMMENTS TO THE APPLICANT OR THE NA

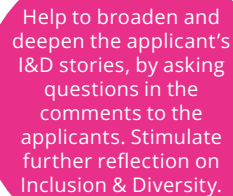
This part of the assessment is composed of three types of comments:

- Comments for the applicant
- Internal comments for the NA
- Recommendations on grant reduction for the NA

### HELP DEEPEN AND BROADEN I&D

The section 'Comments for the applicant' is your opportunity to help broaden and deepen the applicant's I&D stories. Ask some questions or give recommendations in the comments to stimulate the applicants to further reflect on their Inclusion & Diversity efforts. Formulate the strong points and weaknesses you discovered, and other opportunities you see:

**STRENGTHS:** give credit for the I&D indications you found while reading the application through the I&D lens. Use the notes you made in Part 1 (p.3-17) in line with the 'Award criteria'.



Help to broaden and deepen the applicant's I&D stories, by asking questions in the comments to the applicants. Stimulate further reflection on Inclusion & Diversity.

Some examples:

- The application shows that you know your target group and their situation very well. You cater for their needs throughout the project (from preparation to follow-up) and make it possible for them to participate fully without barriers.
- There is a coherent link between your target group, the aims of the project and how you will reach them together. The programme and methodology is adapted to the special needs in your group and you have applied for extra money to cover the exceptional costs to make participation of all participants possible on an equal footing.
- Your project is not only relevant for the participants with fewer opportunities, it also fits to the aims of the different partner organisation and will benefit the local community. This is a great example of how European youth projects can create change locally and address inclusion and diversity.



**WEAKNESSES:** point out the weaker points and give suggestions how to strengthen the potential for I&D in the project. Or ask questions that stimulate further reflection on I&D.

Some examples:

- Who are the young people with fewer opportunities in your organisation? Where is the potential?
- How and where will you recruit them?
- Your organisation says to be open to all profiles of volunteers, but the nature of the current tasks requires a solid profile. What kind of activities or tasks in your organisation might help to open up to (short-term) volunteers with less obvious profiles?
- Each partner in the project is required to send youth with fewer opportunities. How will you make sure to get the desired target group?
- How will you provide support to participants with social needs?
- Others issues that caught your attention while reading the application: ....



Give concrete recommendations in the assessment on how Inclusion & Diversity can become stronger in the project, the activities, the organisations.

**OPPORTUNITIES:** indicate where you see more opportunities for I&D in the project and give recommendations to broaden and deepen I&D. This can also help more experienced I&D applicants to develop their projects further and reach the next level.

Some examples:

- It looks like there is space in your organisation to reach a broader I&D audience: reflect upon who else you can reach, how they can benefit from this project and on how you will include those young people.
- It is nice that you applied for 1 short-term volunteer in the Quality label as a window to the future. Reflect upon how this volunteer might add value to your activities for instance by organising peer-to-peer experiences for youngsters with fewer opportunities.
- The programme of your exchange is very varied and fascinating with a nice mix of sports, culture, relaxation... On the other hand, it also looks very intense. Be sure to build in enough rest periods so that it remains feasible for the specific profile of your participants.
- You refer to a talent tool that you use for your target group 'young people with disabilities'. Why not link your own learning tool to Youthpass and share your experiences and tools with other organisations working with the same target group.
- Other recommendations that you want to give to the applicant in order to further stimulate and deepen their I&D stories: ...

In the section 'Internal comments for the NA', you can suggest the NA to further support the I&D plans of the applicant.

## C. TYPOLOGY QUESTIONS

This last part of the assessment asks you to categorise or label the application. When you feel that the application is a gem when it comes to I&D issues or approaches, don't forget to tick the 'inclusion' box in the typology questions!

**Inclusion:** the project/accreditation has a very strong thematic or practical inclusion dimension and could serve as a good example in promoting the programme's support to participants with fewer opportunities.

**Submit your assessment,  
and thank you for your contribution to Inclusion & Diversity in the EU youth  
programmes!**

**SALTO**

"The contents of this publication does not necessarily reflect the position or opinion of the European Commission or SALTO Inclusion & Diversity."



Erasmus+



EUROPEAN  
SOLIDARITY  
CORPS

## Where does this I&D tool come from?

The I&D tool has been developed in cooperation between SALTO Inclusion & Diversity, Erasmus+ Youth and Solidarity Corps national agencies and experienced assessors of EU youth projects. We welcome your comments and additions to make it stronger in terms of content and user-friendliness.

**Content contributions:** Eike Totter, Trisha Dalton, Jan Van Hove, Els Meersschaert

**Feedback from:** German, Cypriot, Romanian, Norwegian NA's and SALTO Solidarity Corps

**Editorial work:** Els Meersschaert, Tony Geudens

**Layout:** Stardust, [www.wearestardust.be](http://www.wearestardust.be)

**Coordination:** Tony Geudens, SALTO Inclusion & Diversity, [www.salto-youth.net/inclusion](http://www.salto-youth.net/inclusion)

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## **AN I&D DISCOVERY TOOL FOR ASSESSORS!**

This I&D tool for reading applications and writing assessments supports you in becoming more aware of Inclusion & Diversity (potential) in the Erasmus+ and European Solidarity Corps applications.

We have gathered practical tips from experienced assessors and National Agencies in an assessment tool that helps you analyse Inclusion & Diversity in EU youth projects and give them the priority attention they deserve.

- Part 1 (p.3-17) offers you an I&D lens for reading through the applications and space to take specific notes about I&D.
- Part 2 (p.18-26) gives concrete suggestions on how to turn your I&D findings into a supportive assessment for the project applicant.

Put the cheat sheets (p.3 and 18) next to you while doing your assessment as a reminder of your crucial role as gatekeeper to the programmes.

**YOU HOLD THE KEY TO MORE  
AND BETTER INCLUSION  
& DIVERSITY IN EU YOUTH  
PROJECTS!**

