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Report of an Exploration of Inclusion Top-Up at Institutions for Higher Education

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Background

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. The programme aims firstly, on individuals. Youngsters, students, teachers and professionals are offered possibilities to do (part of) their study, internship or job shadowing abroad, predominantly in Europe of (partly) outside Europe. Secondly, the programme supports organisations in international collaboration on Erasmus+ projects. The programme covers primary & secondary education (PE), vocational education and training (VET), higher education (HE) and adult education (AE). The overall purpose of the programme Erasmus+ is to enhance internationalisation in education.

The Dutch National Agency Erasmus+ is responsible for executing the programme Erasmus+ commissioned by the Dutch Ministry of Education, Culture and Science. The National Agency assesses applications for subsidizing from organisations and educational institutions. The National Agency awards projects by subsidizing and the National Agency also monitors the quality of projects by beneficiary organisations. Besides, through horizontal priorities by the European Commission, the National Agency offers possibilities to strengthen internationalisation within beneficiary organisations in education by stressing the urgency of progress on digitalisation, inclusion, participation and sustainability. The programme aims for impact on, amongst others, the development of international competences of pupils, students and adult learners, on the professionalisation of teachers and on the organisational strength.

The National Agency commissions research on impact of the programme Erasmus+. Furthermore, incidentally, small explorations are carried out by the National Agency. The report in point presents the results of a small exploration, carried out in order to gain insight in the progress of the inclusion top up in higher education.



1 Introduction

In the spring of 2022, the National Agency Erasmus+ decided to conduct an exploration in order to determine the state of affairs around the inclusion top-up in higher education. Early 2022 the top up was available for the second year, however the progress in implementation was unclear. The top-up is a supplementary funding for students experiencing obstacles falling into categories 1, 2 and 6 (disabilities, health issues, economic problems) as established in the national framework.

The purpose of the survey was twofold. Firstly, to collect information in order to facilitate the discussion on improving the implementation of the inclusion top-up through input from higher education. A second goal was to try out a questionnaire that in future could be further developed into a monitoring instrument allowing institutions and the NA to gain insight into the implementation of this top-up in the programme Erasmus+.

The questionnaire was sent out between 9 August and 30 September 2022 among 55 institutions for higher education. There were a few reminders. A total of 23 respondents filled in the questionnaire, amounting to 42% of the institutions for higher education.

The questionnaire can be divided into four types of questions. First off, a number of background questions, followed by several exploratory questions to determine the state of affairs. Next, the progress of the implementation is determined through so-called progress markers. Lastly, an overview is presented of the results of the qualitative questions which, according to the respondents, either limit or further the implementation of the top-ups.

A number of questions were not included in the report, partly with a view to the respondents' privacy. These are primarily background questions, such as the respondent's name (non-mandatory), the date of filling in and the institution's number (the brim code). Other background information, such as the respondent's position (non-mandatory) was used in this report. This anonymized report has an information function primarily within the National Agency, but also towards other organizations involved. The PowerPoint presentation made based on the result was specifically intended to initiate a discussion with the Erasmus+ contact persons of institutions for higher education and other stakeholders about where we stand and what the next steps could be with regard to the implementation of the inclusion top-up.



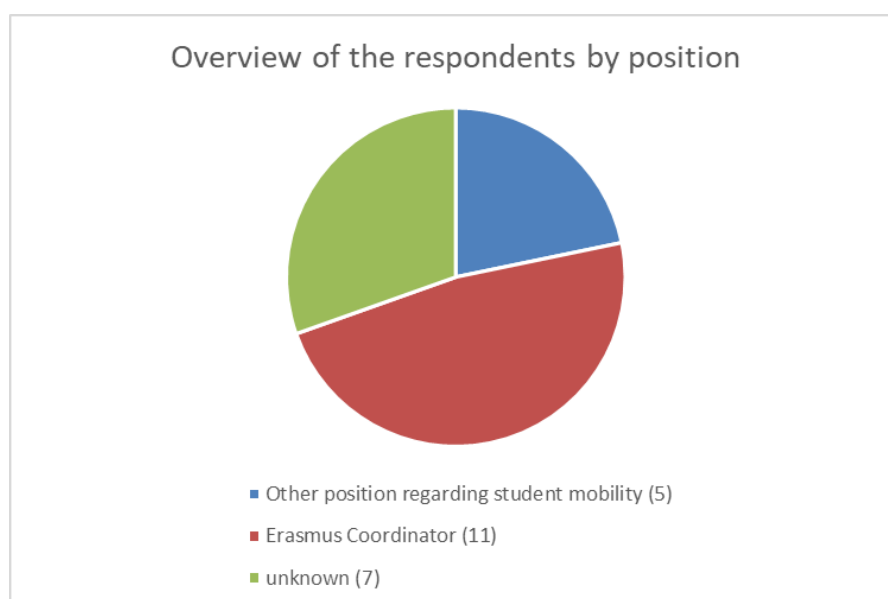
2 Report on the state of affairs with regard to exploratory and background questions (in future BM)

The results of this part of the questionnaire provide insight into the background information and the number of students who, according to the respondents, have made use of the Inclusion top-up. The data only give a rough indication, also because, due to the – as yet – lacking Beneficiary Module, all institutions have their own and different systems of registration. Also, the data are not in all cases complete. In a number of cases an estimation is requested, which is more likely to reflect the respondent's perception than the actual situation.

2.1 Types of respondents' functions

The results show that the majority of the respondents are working as Erasmus+ coordinators (with various titles). Another large part of the respondents had a different type of internationalisation position, often as part of the institution for higher education internationalisation policy. Due to privacy concerns, these functions have not been broken down further. Figure 2.1 provides sufficient information as far as the respondent's functions are concerned.

Figure 2.1 Overview of the respondents by position (N=23)



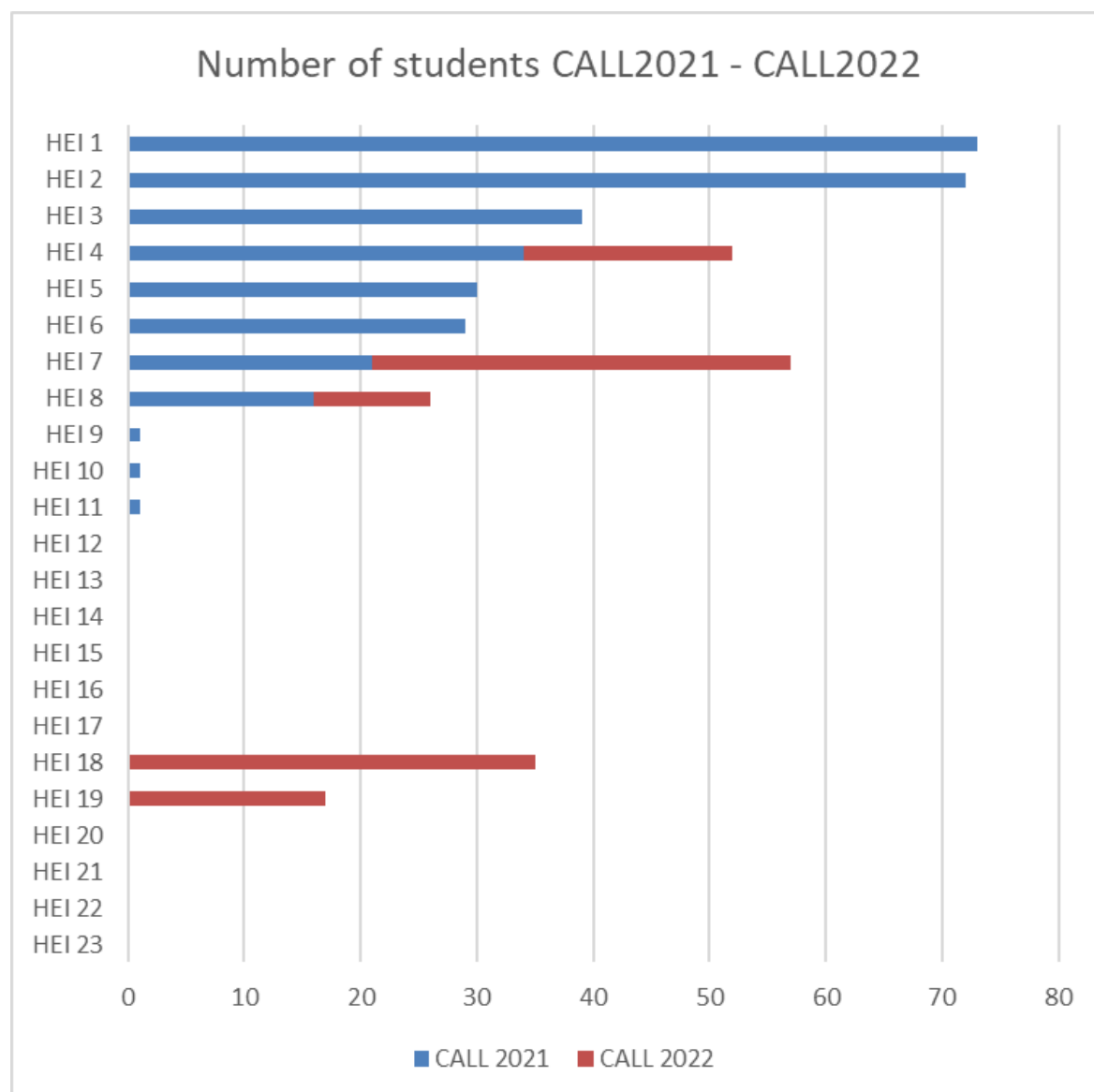
2.2 Awarded top-ups

As stated in the introduction, the results of this question do not have a high degree of reliability, however, the information obtained by means of this question does give an indication of the state of affairs where the implementation of the inclusion top-up by institutions of higher education is concerned. Figure 2.2 shows that in 2021 a number of institutions set the implementation process in motion. 2022 saw the addition of several institutions. Halfway through the year, the data for 2022 would not have been generally available and in any case been incomplete for 2022 as a whole. Many institutions are apparently still struggling with the inclusion top-up or respondents are unaware of the correct number of students with a top-up at their institution. It is possible that not



all respondents have the same level of direct access to the most recent figures on the top-up and Erasmus+ students at their institution. After all, figure 2.1 shows that the respondents have different backgrounds. In other words: the image presented in figure 2.2 is by no means complete and should be interpreted with some caution.

Figure 2.2 Awarded inclusion top-ups Call 2021 and 2022 per institute for higher education (N=23)



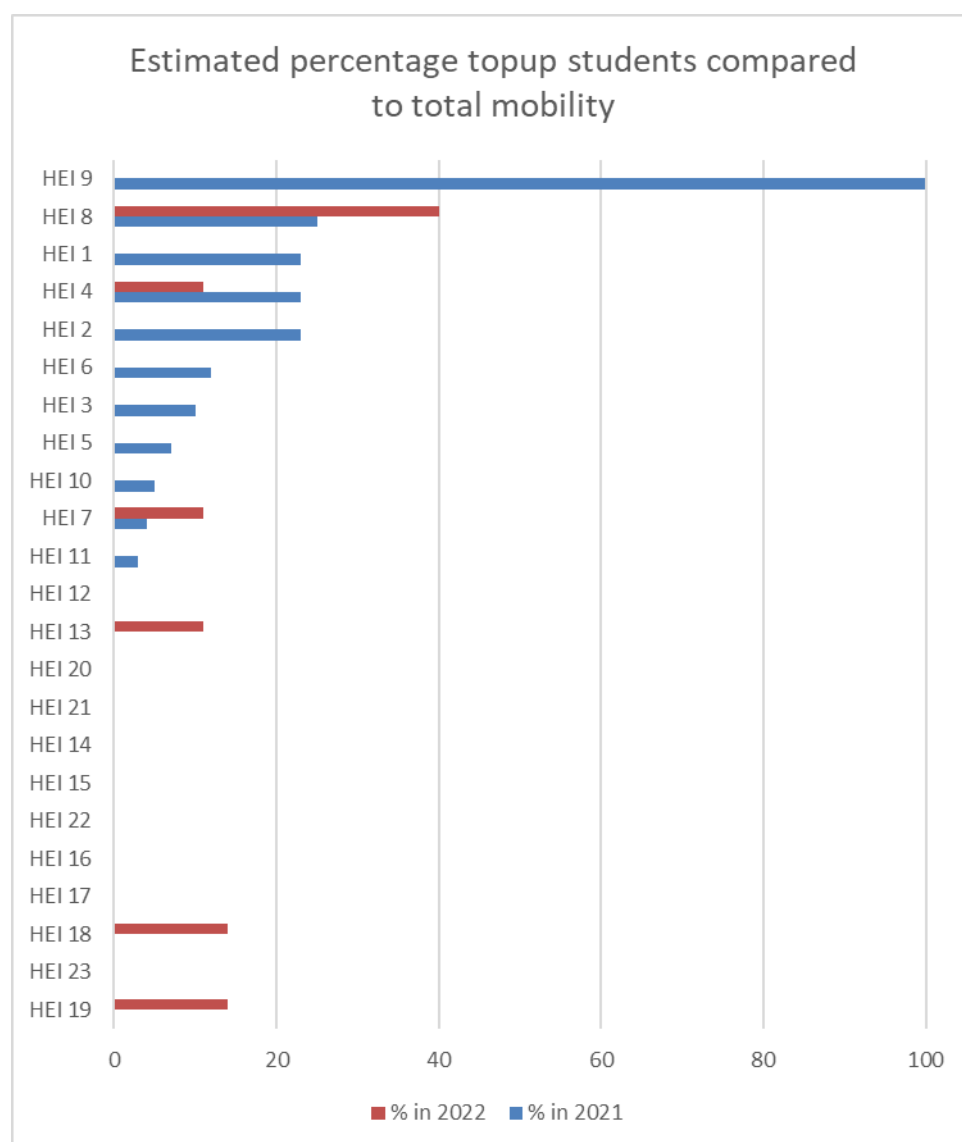
2.3 Estimated percentage of top-ups in comparison with total Erasmus mobility

The results as presented in figure 2.3 should be interpreted possibly with even greater caution than those in figure 2.2. This is because here, respondents are asked to make an estimate of the top-up students relative to the total Erasmus+ (KA1) mobility. There are institutions who know the exact percentage, but others who will make an estimate. In addition, the information in figure 2.3



presents a distorted image when compared to figure 2.2: a small institution, which has five students participating in an Erasmus mobility, all of them with a top-up, will score 100%, while larger institutions with many students and extensive Erasmus mobility, will see that the percentage of top-up students is at about 25% of the total number of students. It is therefore germane to view the results of figure 2.3 in relation to those in figure 2.2. The restrictions stated for figure 2.2 apply here as well, and also, the data for 2022 could not possibly be complete because the measurement was taken just halfway through the year. The image presented is therefore no more than a rough indication.

Figure 2.3 Estimated percentage of top-up students relative to the total Erasmus+ mobility (N=23)

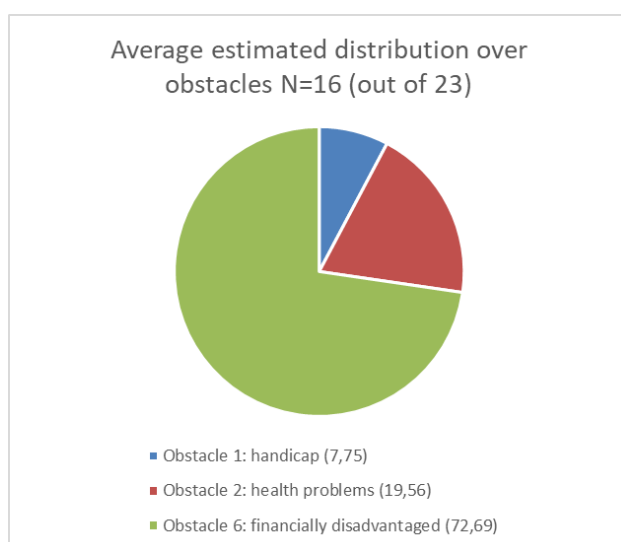




2.4 Distribution of the top-ups across the obstacles for accessibility and reach

The respondents were asked whether they could give an estimate of what percentage of their top-ups went to students with a disability, what percentage to students with health problems, and what percentage to economically disadvantaged students. This proved to be a difficult question which was answered by just 16 of the respondents. An additional problem in this respect was that some students fell into multiple categories. The results of the distribution of the top-ups across the obstacles is (with the necessary reservations) represented in figure 2.4.

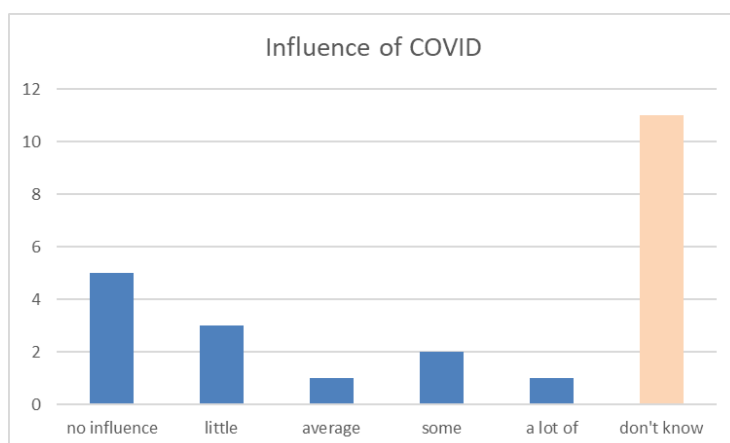
Figure 2.4 Distribution of the top-ups across the obstacles (NB, N=16)



2.5 Effect of the COVID-19 pandemic on the implementation of the top-ups

The results of the question pertaining to the effect of the COVID-19 pandemic on the implementation of the inclusion top-up in at institutions of higher education show that in the main no demonstrable effect can be determined (see figure 2.5).

Figure 2.5 Effect of the COVID-19 pandemic on the implementation of the Inclusion top-ups (N=23)





3 Report on progress markers (impact)

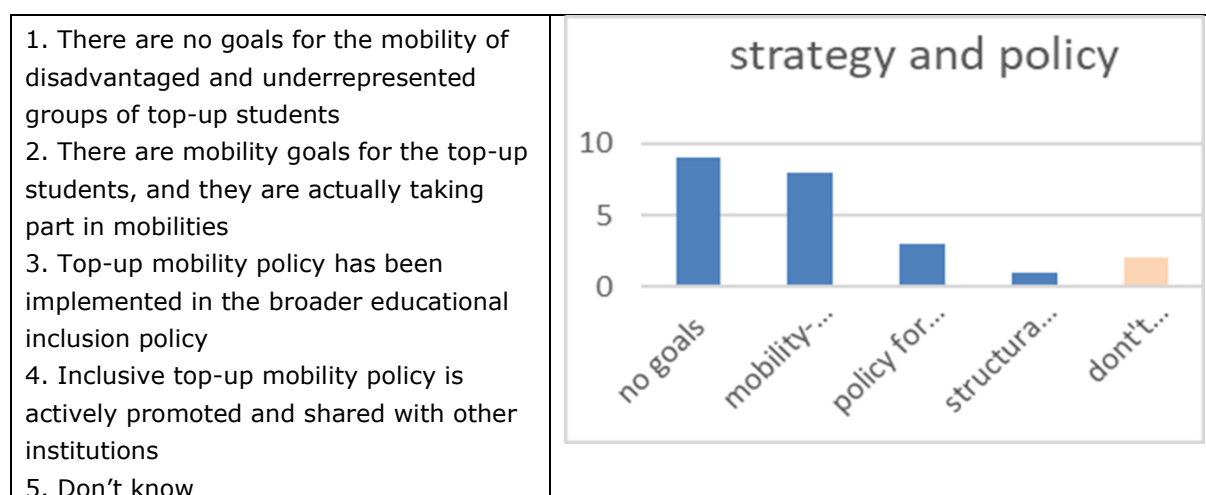
This zero measurement also made use of a measurement by means of progress markers. The progress marker system forms part of the systematics of outcome mapping which was developed for project and programme management in international cooperation. At the basis of Outcome Mapping lies the principle that complex changes within projects eventually depend on the interaction between stakeholders and on their behaviour. Progress markers were developed to provide insight into this complex process. Progress Markers are layered indicators providing insight into a changed attitude or behaviour by dividing the complex route to outcomes into smaller, observable sub-steps, based on 3 standard levels of change:

1. Change resulting from a direct intervention
2. Change resulting from developed insights or learning
3. Change resulting from the stakeholder utilizing their influence to persuade others of the need for change.

The main reason why progress markers were chosen in this zero measurement is because it provides both the researcher and the participating organisation with insight into where the organisation stands as to the implementation of the top-up, but also shows which desirable steps are yet to be taken. For more information on outcome mapping and the application of progress markers visit (www.outcomemapping.ca)

The questionnaire included six questions with which the institutions could classify themselves (on a rising scale) regarding different aspects of the implementation of the inclusion top-up.

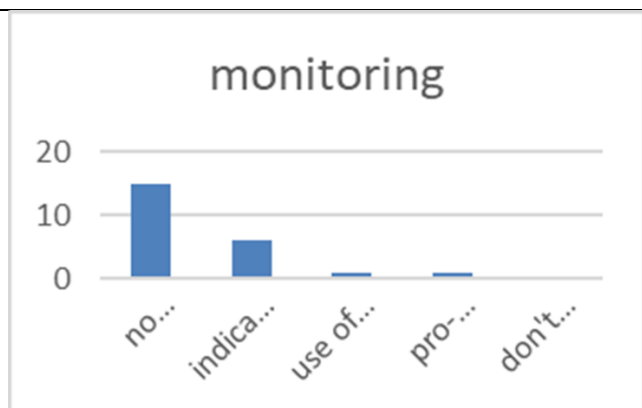
Progress Marker 1: Policy and Strategy (N=23)





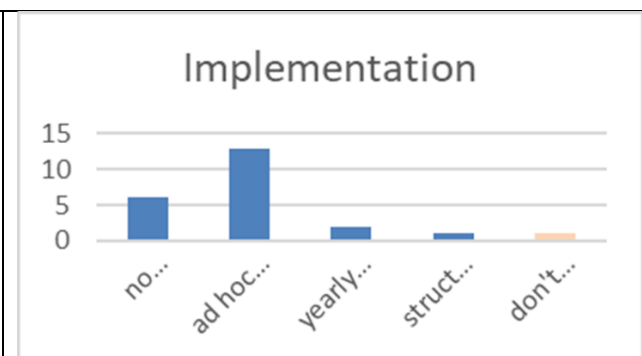
Progress Marker 2: Monitoring Policy (N=23)

1. No indicators have been determined, or not yet, to measure numbers of top-ups and expected outcomes
2. There are indicators to measure numbers of top-ups and expected outcomes and to generate data
3. Experience with and data on top-ups are regularly used to improve the implementation
4. Experience with and data on top-ups are pro-actively shared with other institutions and the wider public
5. Don't know



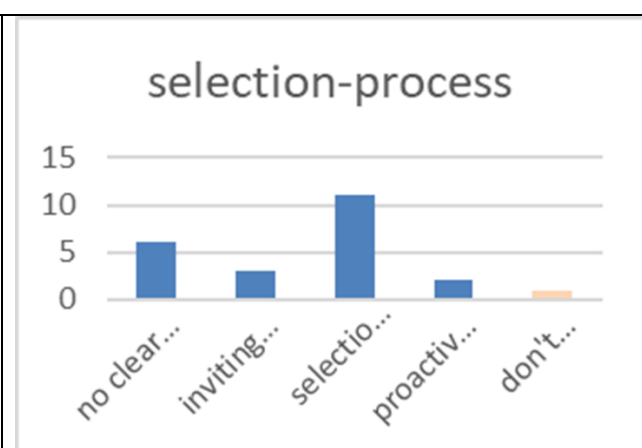
Progress Marker 3: Implementation (N=23)

1. No means available for the promotion and implementation of the top-up scholarships
2. Ad hoc means (time, funds, role models and FTEs) available to eligible students.
3. The annual budget includes a fixed post to facilitate top-ups for eligible students
4. Structural and extra means available to realize top-up inclusion goals
5. Don't know



Progress Marker 4: Selection Process (N=23)

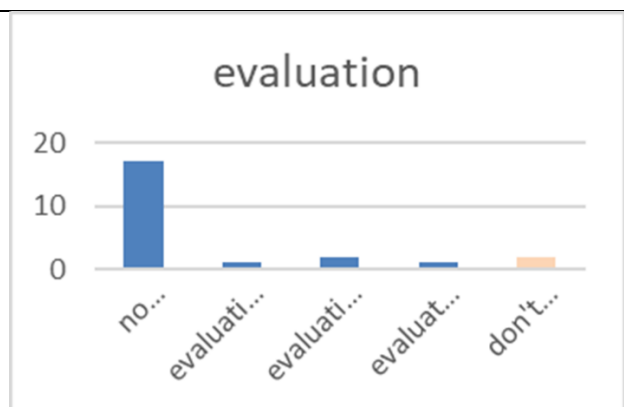
1. There is no or no clearly defined selection process in place, or not yet, for awarding top-ups
2. An appealing and transparent selection process has been drafted for awarding the top-ups
3. The selection process is implemented, enabling the participation of disadvantaged and top-up students
4. The selection process is effective and pro-active, involving those eligible for top-ups
5. Don't know





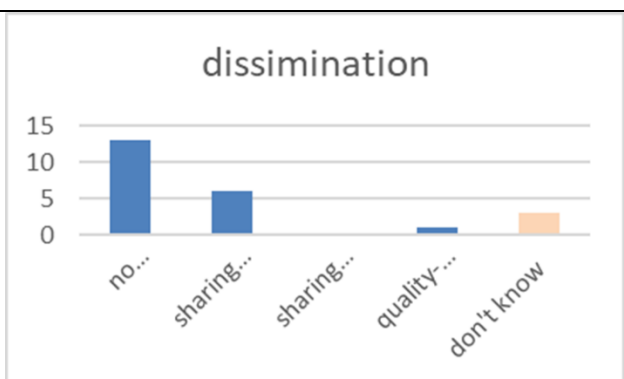
Progress Marker 5: Evaluation (N=23)

1. Inclusive mobilities with a top-up scholarship not evaluated separately
2. Inclusive top-up mobilities evaluated based on the intended individual learning outcomes
3. Top-up mobilities evaluated based on the intended outcomes of the top-up as a whole.
4. Top-up mobilities are evaluated in line with the institution's formulated inclusion policy
5. Don't know



Progress Marker 6: Dissemination (N=23)

1. There is no dissemination of good examples or experiences with the top-up scholarships
2. Good examples and experiences shared with the top-up target groups within the institution
3. Good examples and experiences shared with others, such as parents, businesses or the NA
4. The institution has a quality plan for evaluation and dissemination, and widely shares the outcomes
5. Don't know





4 Report on limiting and furthering factors

The respondents were asked, what, in their opinion, are the three main limiting factors to adequately deploying the inclusion top-up for students facing the following obstacles 1 (disability), 2 (health problems) and 6 (economic obstacles). This question was answered by 22 of the 23 respondents (N=22). The overview of the answers shows that budget insecurity, procedural problems, students not using/unfamiliarity with the scheme/communication about the scheme, and the furnishing of proof are experienced as major limiting factors (see table 4.1).

Table 4.1 Overview of the main obstacles experienced in the implementation of the inclusion top-up

<p>Budget insecurity</p> <ul style="list-style-type: none"> -The budget impedes the disbursement of top-ups for students. For instance, we were only able to apply for numbers (as we have to achieve these numbers, there is no point in applying for more in order to have additional budget for more top-ups), we don't see the added value in giving a dyslectic student an additional €250. This student needs more time, not more money. -Fear of a budget shortfall (if we were to actively promote the inclusion top-up among dyslectic or asthmatic students, we are never going to manage with the budget, and this could come at the expense of other students who might need it just as much but don't have a doctor's certificate. - It is difficult to estimate in advance how many students are eligible, which makes budgeting nearly impossible.
<p>Institution: problems with inadequate procedures/procedure-related complications</p> <ul style="list-style-type: none"> - In Call 2022, we didn't have any allocations yet on 1 July (also not normal), so this is not representative. We find it particularly difficult from an administrative perspective to re-design all processes and have noticed that students are facing many additional obstacles as a result. - Technical implementation in processes and (SIS) systems (not enough time during a pandemic, starting up a new programme with all the accompanying delays). - To many priorities to be started up simultaneously (i.e. workload for the institution). - It is strange that all students should get the same amount, while the normal individual support amount varies per country. As a result, for countries in group 3 (economic obstacles) the top-up is higher than the individual support. And that does not seem fair at all. - Much extra work for support services of the educational institution. - On our agenda are the implementation, selection procedure, promotion, policy & strategy, and the like of the various top-ups.
<p>Unfamiliarity with the scheme/communication by E+ and Nuffic</p> <ul style="list-style-type: none"> -The rules are too vague as well, because apparently everybody with a certificate can get a top-up. Nuffic did not provide any calculation models or examples of how to deploy this. A system that actually works would have been convenient too. -Slow provision of information on details (have been unable to do much promotion in the past year as a result). - We lack the NA frameworks for disabilities/health problems; now everybody gets the top-up based on a doctor's certificate. - Even clearer frameworks.
<p>Unfamiliarity with the scheme/institution's internal communication</p> <ul style="list-style-type: none"> - Communication/promotion/etc. still to be launched > are we actually reaching our target group?



Now: students who wanted to go abroad anyway are receiving a top-up.

- There is still not enough internal facilitation to properly implement the scheme.
- ignorance among colleagues/first-line student councillors
- (un)familiarity with the target groups

Not used by students/ (un)familiarity with the scheme/communication with students

- Reaching students at an early stage so they are already familiar with the scheme prior to their possible application.
- At the moment, we have not had any students availing themselves of the top-up.
- Ignorance/insufficient reach
- Shame
- The limiting and uncertain mobility possibilities due to Corona
- Being able to reach the relevant target groups with (many different forms of) information.
- Reaching the target group
- Will the additional subsidy actually make a difference, the educational institution's accessibility is actually more important
- communication
- Students often don't recognize themselves in the profile
- Shame
- Ignorance
- No support from the home front
- Communication, explaining the process and the steps the student must take in understandable terms
- Ignorance among students
- Target groups are hard to identify and stimulate
- More support needed in addition to financial contribution
- The unfamiliarity with the inclusion top-up, awkward to get labelled as a disabled person or someone with health problems, there are economically disadvantaged students who do not apply for a supplementary scholarship with the DUO (Education Ministry department responsible for student loans) because they are not used to doing this due to their cultural background. They would rather take a job on the side than apply for supplementary funding.

No opinion/no answer/other

- Haven't formed a definitive opinion
- (1x no answer)
- The disability theme has so far not played a role at *institution X*.
- We cannot determine this as yet. Budget from Call 2021 will not be used until 2022-2023.

Procedure/furnishing of proof

- Providing proof of the DUO supplementary scholarship among foreign students. Many German students with a Bofög should also be eligible.
- Arranging for medical certificates
- Economically disadvantaged international students unable to provide proof of their problems
- Obstacle 1 (disability): students must be informed about this at a very early stage (current students have already been selected and they should know there is additional budget available before they apply for an exchange in the first place) Quite often, money is not the solution for these students.
- Obstacle 2 (chronic illness): Lack of clarity on what is or is not covered.
- Obstacle 6 (economic problems) only for Dutch students, as it is nearly impossible for foreign students to get the supplementary DUO scholarship. We receive a lot of questions on this subject.



- Furnishing of proof according to Nuffic
- The majority of our students are international, rendering them ineligible for the 'economic obstacles' top-up. This is because they usually don't qualify for supplementary DUO scholarships.
- With the 'health problems' theme it can be difficult to get the appropriate doctor's certificate because no guidelines have been formulated.

Procedure/privacy issues with regard to furnishing of proof

- For obstacle 1, (disability) we don't ask for proof because this is banned under privacy law
- AVG (General Data Protection Regulation) related issues (proof includes private information).
- The proof demanded for the top-ups is not acceptable under the AVG, and it excludes students (in case of economic reasons).
- Furnishing of proof in connection with students' privacy and AVG data storage periods.

The respondents were also asked to name the three most important factors they believe would further the proper deployment of the inclusion top-up for students facing the obstacles 1 (disability), 2 (health problems) and 6 (economic problems). This question as well was answered by 22 respondents (N=22). Not completely unexpectedly, these factors are the mirror image of the impeding factors. The furthering factors mentioned most often are: improve communication with students, improve communication from NA Erasmus+ as well as factors connected to the internal organisation of the institute for higher education (see table 4.2).

Table 4.2 Overview of the main furthering factors experienced in the top-up implementation

Budget

- Amounts than can actually be divided by 30
- Not paying out one single bulk amount with the Call, but more targeted amounts for individual support and top-ups.
- Scrapping Top-ups and give all students a bigger scholarship. However, good information provision and role models within the institution must be provided in order to remove obstacles to mobility.

Improve communication from the NA Erasmus+

- Clear information provision with as to what we can and cannot accept so that we can set clear rules and quicker evaluate and process applications (this is particularly apparent for obstacle 6 (economic obstacles).
- Unequivocal policies for all Dutch HEIs
- NA support in resolving privacy issues (primarily medical data).
- Centralised application by students applying to the NA for inclusion top-ups (more targeted deployment of budget, surveyable budget management, and unambiguous procedure).
- Clarity from the National Agency about the top-up scheme.
- Possibly offering a more bespoke application process even though this is laborious, and the various Dutch institutions manage this process differently.

Improve institutions' internal communication

- Promotion (also/primarily among institution colleagues)
- Informing study coaches and deans

Institutions' internal organisation

- That we have a good team that has sorted this out.
- More preparation time (and more flexible prioritisation within programme/top-ups).
- The decision on whether or not to grant a top-up is best left with the deans rather than the International Office. Andon the basis of trust, instead of gathering evidence.
- Simplify the rules around travel expenses in case of a top-up.



- Create an institution-wide base of support.
- Help from deans/study councillors (although they are already very busy)
- On our agenda are the implementation, selection procedure, promotion, policy & strategy, and so on of the various top-ups.

Improve communication with at students

- Timely sharing of information about the possibilities (before the student submits the exchange application).
- For the future, we see as a furthering factor reaching the correct target groups through creating an inclusion process with an unambiguous approach and transparency at all the institution's departments.
- A furthering factor is the embedding of inclusive mobility in the regular diversity and inclusion policy
- Low-threshold application process.
- Clear information.
- Long-term clarity. Promotion often starts years before the mobility; we can now, at an early stage, sow the exchange seed among the underrepresented groups by making them aware of the inclusion top-up (mobility is an option for you as well! *Sense of belonging*)
- stacking of inclusion + internship + travel top-up (+special needs)
- The financial contribution encourages students to supply the required proof.
- Increase self-confidence among the target group
- Equal opportunities
- Making use of role models
- For group 1 (disability): when support would be available abroad on-site: for group 2 (health problems) quality health care; for group 3 (economic obstacles): financial support
- Counselling & Information (student and home front)
- Experience stories
- Mandatory completion of step (question on application form) about top-up
- Repeatedly explain that it exists
- Recruit ambassadors with experience stories to serve as examples and sources of inspiration
- Provide good information at surgery hours, websites, etc. so this possibility can land.
- Greater diversity in the inclusion policy

Improved furnishing of proof

- The existence of an inclusion top-up is really great, particularly for economically disadvantaged students. As we understand that proof should be furnished, it is good that an existing document can be requested.
- A split between what must be submitted to an Erasmus administration in order to obtain the top-up and providing the medical component (due to privacy considerations). For instance, a national location where students can, in a uniform way, apply for a certificate they can submit to the Erasmus office of their institution showing that they are eligible for a top-up on medical grounds.

Other

- Have not yet formed a definitive opinion
- (1x no answer)
- At the moment, we don't see any furthering factors in the ongoing cases.
- We don't really understand this question.
- It's too early to say. The budget from Call 2021 will not be used until 2022-2023.

5 Furthering and limiting factors: elaboration of prioritisation, Seminar November 1, 2022

On November 1, 2022, the around 30 participants from organisations in higher education were divided into three subgroups of about 10 participants each. They were given five stickers each to indicate what their priorities would be where the tackling, support, and the further elaboration of a number of furthering and limiting factors are concerned as stated by the 23 respondents in the on-line survey.

Image 5.1 a subgroup in action during the Seminar on November 1, 2022



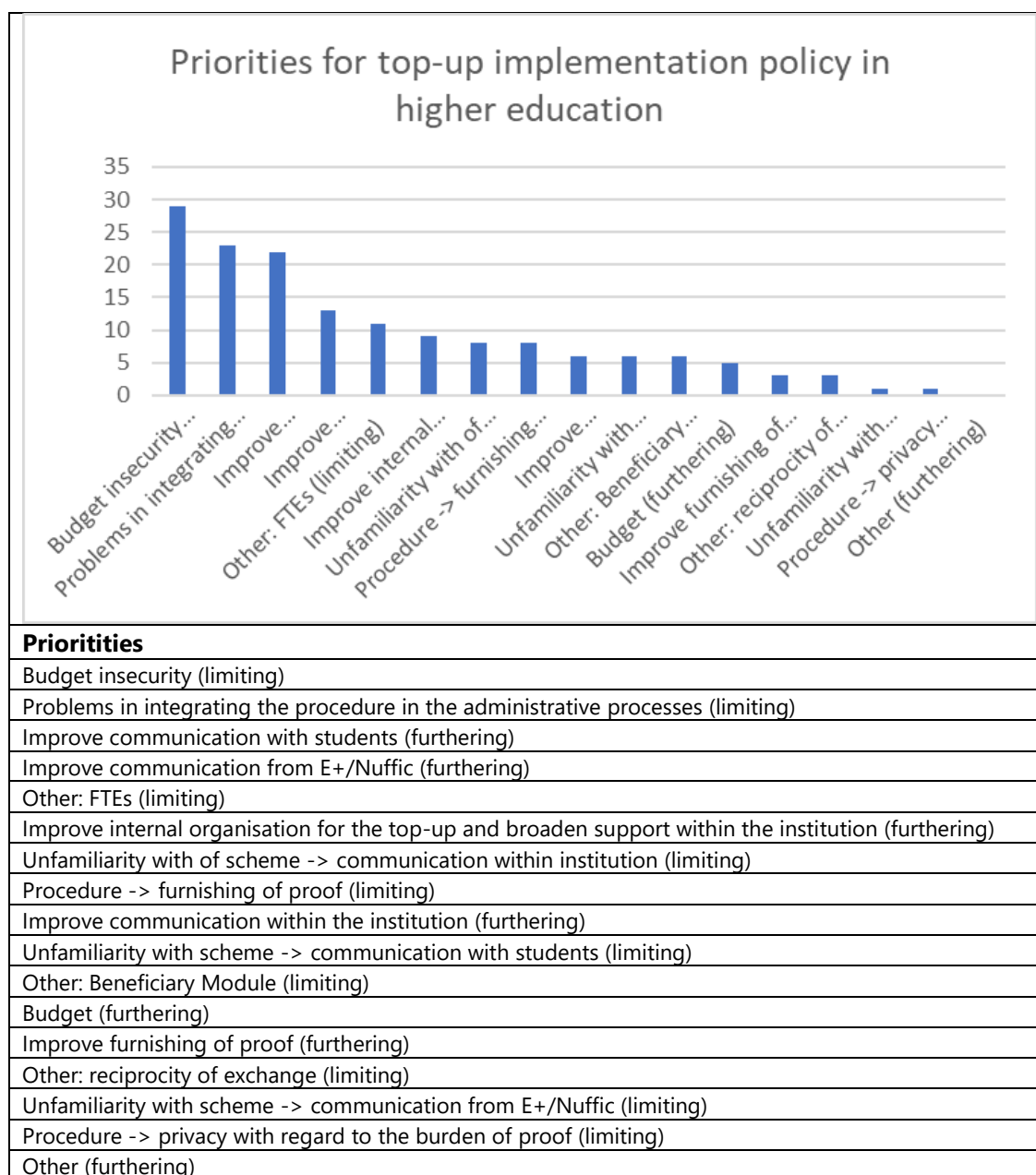
A total of 154 stickers were placed. Most of stickers were affixed to the limiting factors (96 stickers) and so the fewest on the furthering factors (58). Appendix 2 includes an overview of the scores of the furthering and limiting factors which emerged from the online survey (N=23).

It should be noted that the participants added a number of additional limiting factors, such as the Beneficiary Module not working, the lack of awareness of reciprocity between students and institutions where organising exchanges is concerned. Some institutions said that sometimes there is too much of a demanding 'consumer mentality' among the students, who are also asked for something in return for their exchange, for instance, in the form of an evaluation or the sharing of a good practice with other students. Finally, a major point of discussion, particularly in group 1, that the Erasmus top-up programme does ask for outreach to difficult-to-reach students, while the international offices often don't have the FTE capacity to do so. In addition, the cumbersome process of the administrative procedure and the missing Beneficiary Module are not helpful.

Notable about these results is that despite the completely randomly composed sub-groups (namely through assigning numbers 1, 2 and 3), these results show that the top 3 of priorities was also the top 3 in all sub-groups. This implies a broad consensus among the group of participants on the question of where to begin with simplifying the implementation.



Figure 5.1 insight in the policy priorities with regard to the implementation of the top-up





6 Conclusion, discussion, and recommendations

It would seem that the institutions are at the beginning of the process of implementing the inclusion top-up (n=23). The distribution of respondents (N=16) shows that the top-ups are primarily about economic obstacles. This was a tricky question, because some students fell into multiple categories, which was not taken into consideration while framing the questions. About half of the respondents are Erasmus coordinators or hold a similar position at their respective institutions (N=23). Covid has not had a discernible, major impact on the implementation (N=23). Hopefully, in future this part of the questionnaire can be more reliably inventoried via the Beneficiary Module. Considering the low numbers of respondents and the need to gain insight in the progress of inclusion top-up implementations, it is definitely preferable to obtain the absolute numbers of top-ups per institution, the distribution of the top-ups across the obstacles, and the share of the top-ups in the total number of Erasmus+ mobilities via the Beneficiary Module. This would also offer greater protection in terms of privacy, anonymity and the non-traceability of the collected data.

The progress markers confirm that most of the institutions of higher education are at the outset of the implementation of the inclusion top-up. Some progress is visible with regard to strategy and policy, the selection process, and the ad hoc implementation, whereas hardly any progress is discernible where monitoring, evaluation, and dissemination are concerned, which is somewhat logical. The progress markers provide insight into the programme's impact. They also make visible to the institutions the nearest step in the development of the implementation. A follow-up monitor can, through repetition of certain steps and in the long term their replacement with new ambitions at the high end of the rising scale, continue to show where institutions are currently at and how they should proceed. The scores on the progress markers open the door to discussion with peers about the possibilities for implementation of the inclusion top-up policy. In addition, the progress markers provide insight in the impact that can be achieved via implementation of the inclusion top-up through increasing participation by students from underrepresented groups in the Erasmus+ mobility programme.

From the survey results and the supplementary prioritisation of limiting and furthering factors in the implementation of the inclusion follow a number of conclusions that can serve as handles for the NA and the institutions for higher education to get to work with. The open questions show that limitations are being reported where communication, the internal organisation, financial insecurity and the furnishing of proof are concerned. On the latter point, policy has changed since November 2022, so this should be less of an issue. Furthering factors were reported with regard to improving communication, the internal organisation, the furnishing of proof and clarity about the budget.

The question about the progress markers and the questions about limiting and furthering factions could be pursued further in a two-yearly or three-yearly monitor to give form and substance to the support policy from the NA and the institutions.

Continued development of the zero measurement into a yearly, two-yearly, or three-yearly monitoring (the survey pressure on the institutions and the NA should not be needlessly high) helps the NA realise her support ambitions regarding the implementation of the inclusion top-up. The bespoke data provided to the NA and institutions via the progress markers and the priorities through the questions about limiting and furthering factors can also in the future help institutions to better bring their internal prioritisation in line with their ambitions.



The positive reactions to the 1 November 2022 seminar shows that there is a great need for knowledge, the mutual exchange of knowledge, and for room for sharing questions with regard to the implementation of the inclusion top-up. The participants would like to see the seminar repeated on a yearly basis to gain inspiration they can take home and put to use at their own institution. Through information and communication specifically aimed at the stated difficulties at the institutions, Erasmus+ can play a facilitating role in removing a number of uncertainties, the sharing of best practices, and in giving direction to a number of necessary developments. It would, for instance, be imaginable that support (by the NA and/or by one institution to another) was provided in order to reduce their budget insecurity. Think of administrative tools such as Excel sheets to gain insight in the costs (for as long as the Beneficiary Module is not yet available) or create room for manoeuvre by requesting an adequate budget and having a clear picture of who should or should not be granted a top-up.



7 Appendixes

7.1 Appendix Questionnaire



Zero Measurement Questionnaire on the Inclusion Top-Up in Higher Education

Questionnaire of the National Agency Erasmus+ Education and Training

We want to conduct a zero measurement in the summer of 2022. Our objective is to study the implementation of the inclusion top-up in higher education. It will provide us with a better image of what the top-up means in practice for the students entitled to receive one. These are students facing obstacles that fall into the categories 1, 2, and 6. (Disabilities, health issues, economic problems).

Could you please fill in this questionnaire asap but before 30 September at the latest? Filling it in will take about 10 minutes.

The results of this zero measurement will be discussed during the annual national meeting of institutions in higher education. This zero measurement is also intended as a first set-up for multi-annual monitoring and evaluation of the top-up implementation.

For reasons of data protection and confidentiality, the data from this questionnaire will be processed anonymously and non-traceable. The name of the institution will only be known to the researchers and not be shared or published, unless permission thereto is explicitly granted.

1. Name (non-mandatory)

2. Position (non-mandatory)

3. Name of institution

4. Date



Date

Date

5. Institution number (brim code)

6. How many inclusion top-ups were awarded by your institution in CALL 2021? Fill in the number here_(or 9999 in case of 'I don't know')

7. What's the percentage of the awarded inclusion top-ups in relation to the total number of awarded Erasmus+ subsidies for KA1 Mobilities in CALL 2021? Fill in the percentage here (or 'I don't know')

8. How many inclusion top-ups were awarded by your institution in CALL 2022 until 1 July 2022? Fill in the number here_(or 9999 in case of 'I don't know')

9. What's the percentage of the awarded inclusion top-ups in relation to the total number of awarded Erasmus+ subsidies for KA1 mobilities in CALL 2022, until 1 July? Fill in the percentage here (or 'I don't know')

10. What, to the extent that you are able to measure this or make an estimation, is the distribution of all awarded inclusion top-ups since CALL 2021 across the three types of obstacles determined by the government as a framework? Please provide percentages, adding up to 100%

Obstacle 1: disability

Obstacle 2: health issues

Obstacle 6: economic obstacles

Check: The total must be 100%

11. To what extent did the COVID19 pandemic adversely affect the awarding of inclusion top-ups?

Not

To a minor extent

To a moderate extent

Substantially

12. What are, to your mind, the main hampering factors to properly deploying the inclusion top-up for students facing the obstacles 1, 2 and 6? Preferably, mention three hampering factors.



13. What are, in your opinion, the main encouraging factors to properly deploy the inclusion top-up for students facing the obstacles 1, 2 and 6? Preferably, mention three encouraging factors.

14. Please use a thumbs up emoji to show which description best matches the state of affairs at your institution regarding policy and strategy for disadvantaged and underrepresented students who are entitled to an Erasmus+ top-up scholarship? Please note: This is a progressively rising scale.

Er zijn geen doelen voor mobiliteit van kansarme en onder-vertegenwoordigde groepen top-up studenten	Er zijn mobiliteitsdoelen voor de top-up studenten en zij nemen daadwerkelijk deel aan mobiliteiten	Beleid voor top-up mobiliteit is geïmplementeerd in het bredere educatieve inclusiebeleid	Inclusief top-up mobiliteitsbeleid wordt actief gepromoot en gedeeld met andere instellingen	weet niet

15. Please use a thumbs up emoji to show which description best matches the state of affairs at your institution regarding monitoring policy for disadvantaged and underrepresented students who are entitled to an Erasmus+ top-up scholarship? Please note: This is a progressively rising scale.

Er zijn (nog) geen indicatoren vastgesteld om aantallen top-ups en verwachte opbrengsten te meten	Er zijn indicatoren om aantallen top-ups en verwachte opbrengsten te meten en data te genereren	Ervaringen met en data over top-ups wordt regelmatig gebruikt om de implementatie te verbeteren	Ervaring met en data over top-ups wordt proactief gedeeld met andere instellingen en breder publiek	weet niet

16. Please use a thumbs up emoji to show which description best matches the state of affairs at your institution regarding implementation of the top-up possibilities for disadvantaged and underrepresented students who are entitled to an Erasmus+ top-up scholarship? Please note: This is a progressively rising scale.

Er zijn geen middelen beschikbaar voor de promotie en implementatie van de top-up beurzen	Er zijn ad hoc middelen (tijd, geld, rolmodellen en fte's) beschikbaar voor top-up rechthebbenden	In de jaarlijkse planning is een vaste post opgenomen om top-ups voor rechthebbenden te faciliteren	Er zijn structurele en extra middelen beschikbaar om top-up inclusiedoelstellingen te verwezenlijken	weet niet

17. Please use a thumbs up emoji to show which description best matches the state of affairs at your institution regarding selection process for disadvantaged and underrepresented students who are entitled to an Erasmus+ top-up scholarship? Please note: This is a



progressively rising scale.

Er is (nog) geen of geen
duidelijk selectieproces
gedefinieerd voor de
toekenning van top-ups



Er is een uitnodigend
transparant selectieproces
opgesteld voor toekenning
van de top-ups



Het selectieproces wordt
uitgevoerd en maakt
deelname van kansarme en
top-up studenten mogelijk



Het selectieproces is
effectief en proactief
waarbij top-up
rechthebbenden worden
betrokken



weet niet



18. Please use a thumbs up emoji to show which description best matches the state of affairs at your institution regarding the evaluation of the top-up possibilities for disadvantaged and underrepresented students who are entitled to an Erasmus+ top-up scholarship? Please note: This is a progressively rising scale.

Inclusieve mobiliteiten met
een top-up beurs worden
niet apart geëvalueerd



Inclusieve top-up mobiliteit
wordt geëvalueerd aan de
hand van beoogde
individuele leeropbrengsten



Top-up mobiliteit wordt
geëvalueerd langs de
beoogde uitkomsten van de
top-up als geheel



Top-up mobiliteit wordt
geëvalueerd in lijn met het
opgestelde inclusiebeleid
van de instelling



weet niet



19. Please use a thumbs up emoji to show which description best matches the state of affairs at your institution regarding the dissemination of the top-up possibilities for disadvantaged and underrepresented students who are entitled to an Erasmus+ top-up scholarship? Please note: This is a progressively rising scale.

Er vindt geen disseminatie
plaats van goede
voorbeelden of ervaringen
met de top-up beurzen



Goede voorbeelden en
ervaringen worden binnen
de instelling gedeeld met de
top-up doelgroepen



Goede voorbeelden en
ervaringen worden gedeeld
met anderen, zoals ouders
bedrijven of het NA



De instelling heeft een
kwaliteitsplan voor evaluatie
en disseminatie en deelt de
opbrengst breed



weet niet





7.2 Appendix Prioritisation of limiting and furthering factors in subgroups on 1 November 2022

Table 5.1 Furthering factors

Furthering factors	Group 1	Group 2	Group 3	Total
Budget	1	-	4	5
Improve communication from E+/Nuffic	5	2	6	13
Improve communication within the institution	2	2	2	6
Improve internal organisation for the top-up and broaden support within the institution	3	-	6	9
Improve communication with students	6	7	9	22
Improve furnishing of proof	1	1	1	3
Other:	-	-	-	0

Total number of stickers: 58

Table 5.2 Limiting factors

Limiting factors	Group 1	Group 2	Group 3	Total
Budget insecurity	8	14	7	29
Problems with integrating procedure in the administrative processes	9	7	7	23
Unfamiliarity with scheme -> communication from E+/Nuffic	-	1	-	1
Unfamiliarity with scheme -> communication within the institution	2	4	2	8
Unfamiliarity with scheme -> communication with students	1	5	-	6
Procedure -> furnishing of proof	1	5	2	8
Procedure -> privacy issues with regard to the furnishing of proof	-	1	-	1
Other:				
- Beneficiary Module (Group 1)	6	-	-	6
- Exchange reciprocity (Group 1)	3	-	-	3
- FTEs (Group 1 en Group 3)	10	-	1	11

Total number of stickers: 96

Table 5.3 Prioritisation of furthering and limiting factors

Prio	Items to be addressed	Total score
1	Budget insecurity (limiting)	29
2	Problems with integrating the procedure in the administrative processes (limiting)	23
3	Improve communication with students (furthering)	22
4	Improve communication from E+/Nuffic (furthering)	13



5	Other: FTEs (limiting)	11
6	Improve the organisation of top-ups internally and broaden support within the institution (furthering)	9
7a	Unfamiliarity with scheme -> communication within the institution (limiting)	8
7b	Procedure -> furnishing proof (limiting)	8
8a	Improve communication within the institution (furthering)	6
8b	Unfamiliarity with scheme -> communication with students (limiting)	6
8c	Other: Beneficiary Module (limiting)	6
9	Budget (furthering)	5
10a	Improve furnishing of proof (furthering)	3
10b	Other: reciprocity of exchange (limiting)	3
11a	Unfamiliarity with scheme -> communication from E+/Nuffic (limiting)	1
11b	Procedure -> privacy with regard to furnishing of proof (limiting)	1
12	Other (furthering)	0