

Erasmus GAP Guidelines for Training on Inclusive Mobility

Training Handbook for Institutions – general guidelines for training on inclusive mobility

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Introduction: Inclusive Mobility. Supporting institutions and staff in accessible mobility design for students

When designing their mobility activities, higher education institutions should adopt an inclusive approach, making student mobility accessible to a wide range of participants. As the demands posed in the administration of mobility programmes are increasingly complex, the need for clearly structured, comprehensive guidelines as well as on-hand toolkits for training and peer-group learning for staff members is adamant.

The “Erasmus GAP Guidelines for Training on Inclusive Mobility” will provide a framework for staff training that can support higher education staff working with student mobility to acquire the necessary competencies, as well as provide the necessary materials for staff to understand and improve said competencies.

1/ The Erasmus GAP Project

Ensuring equal access to opportunities is one of the core quality criteria of successful mobility strategies. The Erasmus GAP Project addresses the gap between students with realistic mobility opportunities and those without. A wide range of data and recommendations supports institutions and policymakers in adopting a more inclusive approach to reducing the existing gap and encouraging students to participate in student mobility. In identifying relevant policies, structures, and processes, HEI staff working with student mobility are offered a framework which defines requirements, success factors and quality criteria for institutional strategy as well as program design and outreach, and provide necessary instruments for staff to understand and implement said requirements.

2/ Training on Inclusive Mobility

1) Objectives of the Erasmus GAP Training on Inclusive Mobility



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Erasmus GAP

The Erasmus GAP Guidelines for Training on Inclusive Mobility present a training design which can help institutions to ensure that staff can be offered accessible, flexible, and resources-sensitive learning opportunities.

Based on the positive experience of the Blended Joint Training for Students & Staff realized in the Erasmus GAP Project, the Project Steering Committee decided to include, wherever possible, recommendations for the joined program design and information addressing the successful integration of student participants. The primary design however addresses HEI staff involved in student mobility management and advising.

2) Training on Institutional, National or International Level

The training can be designed for participants from one institution, as an internal staff development offer. If possible, the training can be adapted to internal requirements to integrate it into the existing staff development infrastructure of the institution, if possible in accordance with the responsible unit. This could offer ways for a more formalized recognition of the training for participants, and add to the status, visibility and accessibility of the offer.

Alternatively, the training can be designed as a staff training opportunity for participants from different institutions, either on a national or international level.

Offering the training on a national level can offer participants an open peer-group exchange. Participants would in all probability not face a language barrier. Even with a diversity of staff categories and individual variants, the group would be comparably homogenous. Some elements relating to the topic of HE structures, relevant data sets, and access to data, can be comparable, expecting quite homogenous legal and regulatory frameworks, e.g. as regards data protection, or accreditation in HE study programs.

In an international context, the diversity of contexts and perspectives can impact the agenda, e.g. as regards relevant data, access to data, and differing national regulations in HE, in data protection, in specific target groups with fewer opportunities, and in the roll-out of the Erasmus+ program. On a practical level, designing the training as an international event can allow for funding via the Erasmus+ KA1, Staff mobility for Training, improving accessibility for participants based on financial factors, and it can offer a formalized way to document the learning outcome for participants to open possible recognition opportunities for participants at their home institution.

3) Participants' Profiles

The training targets primarily staff involved in student advising & counseling, academic and administrative. Ideally the participants' profiles should represent a certain diversity of roles,



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experience, and expertise, to support a multitude of perspectives and knowledge relevant to the topic.

If you decide to do a joint training for students and staff, you should invite student representatives from groups with fewer opportunities; students with- and without prior mobility experience; and members of student unions.

4) Learning Outcomes

Learning Outcomes for Staff

For participating staff from Higher Education Institutions, learning outcomes should be clearly defined. We see the expected learning outcomes on two levels, general and specific.

1. GENERAL LEARNING OUTCOMES:

- a. Participants will gain a general understanding of the Erasmus+ Mobility Program Design for Student Mobility, with a focus on criteria for participation, outreach, and student support
- b. Participants will gain a general understanding of Inclusion, Diversity and Equity, with a focus on factors defining fewer opportunities, participation, and exclusion in HE
- c. Participants will learn how to initiate and support data-driven process design and change management, with a focus on student data, inclusivity data, and data gaps
- d. In an international setting, participants can improve their language and intercultural competences

2. SPECIFIC LEARNING OUTCOMES:

- a. As users of the Erasmus GAP Inclusivity Toolkit, participants will gain a better understanding of their home institution, with a focus on the student population and the diversity of specific sub-groups
- b. As users of the Erasmus GAP Inclusivity Toolkit, participants will learn how to read and communicate relevant data for the purpose of process management and change management in student mobility programs
- c. Participants will learn how to define action points for furthering inclusive mobility structures. They will learn how to design and pitch small-scale



projects, considering defining factors of scalability, sustainability, resources, and communication.

Learning Outcomes for students

For participating students from Higher Education Institutions, learning outcomes should be clearly defined. We divide the expected learning outcomes on two levels, general and specific.

1. GENERAL LEARNING OUTCOMES

- a. Participants will gain a general understanding of the Erasmus+ Mobility Program Design for Student Mobility, with a focus on criteria for participation, outreach, and student support
- b. Participants will gain a general understanding of Inclusion, Diversity and Equity in HE, with a focus on factors defining fewer opportunities, participation, and exclusion

2. SPECIFIC LEARNING OUTCOMES

- a. Participants will learn to work collaboratively with HE staff in a national or international setting
- b. Participants will learn to discuss the student life cycle and student experience in a professionalized, strategy-based work environment
- c. Participants will learn how to design and pitch small-scale projects, considering defining factors of scalability, sustainability, resources, and communication.

3/ The Erasmus GAP Training on Inclusive Mobility: Activity design

Format

The training is designed in a blended format, with the following components:



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Erasmus GAP

1. Virtual component I
2. On-site training event
3. Virtual component II (optional)

A blended format is recommended.

The detailed training session outlines are included in the Annex. Here, you will find a general description and recommendations on the training agenda, methodology, and organization.

The training Components

Ad 1. Virtual component I

Duration: 90 – 120 minutes

Timing: approx. 2-4 weeks before the physical training

Design: presentation; breakout rooms; online poll

The Virtual Component I serves the on-boarding of participants, and contains an introduction to the topic and an overview of the Erasmus GAP Inclusivity Toolkit.

Ideally, participants can be set the task to work with the toolkit and already prepare the data as preparation of the physical training phase. This offers a relevant common ground for the joint work on the topic during the two-day agenda and intensifies the participants' engagement with the program and the topic.

Ad. 2. Physical training

Duration: 1,5 days

Design: presentations; group work; panel discussion

1/ STAFF WORKSHOP ON INCLUSIVE STUDENT MOBILITY

The Erasmus GAP Training on Inclusive Mobility foremost addresses the more general discussion on inclusion and participation in student mobility, addressing hurdles to participation on different levels: national institutional and individual, as well as program-



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specific barriers. The results of the Erasmus GAP desk research, “Understanding and Addressing the Mobility Gap in Higher Education”, serve as a basis for this discussion, identifying and describing the mobility Gap on Micro-, Meso- and Macro level, i.e. on individual, institutional, and national/European level. The research report is available on the project website: [<https://www.erasmusgap.uvsq.fr/>]

This discussion can gain in relevance and depth in collaboration with student participants, if the organizers decide to offer a joint student- and staff training. See below for more details.

2/STAFF WORKSHOP ON THE ERASMUS GAP INCLUSIVITY TOOLKIT: PILOTING THE ERASMUS GAP SELF-ASSESSMENT TOOL

Total time: 1h 45min (includes 15-min break)

During the on-site training, the participants can continue working jointly on the Erasmus GAP Inclusivity Toolkit. This offers a platform for discussion, identifying and analyzing the GAP between mobile and non-mobile students, and at the same time discussing the data gap that exists in most institutions, due to limited or intransparent access, data protection issues, or other reasons, and that hinders targeted action.

Expected Learning Outcomes :

- Familiarise participants with the purpose, structure and use of the self-assessment tool
- Enable participants to test the tool with their own institutional perspective
- Gather user experience-based feedback on the tool's clarity, usability, and relevance
- Initiate a cross-institutional discussion on possible applications and follow-up use



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3/ STUDENT WORKSHOP ON INCLUSIVE STUDENT MOBILITY

The training session for students addressing the aspects of inclusion and exclusion in student mobility and the student life cycle is recommended parallel to the staff session on the Erasmus GAP Inclusivity Toolkit, as this addresses primarily HEI staff.

For the student Workshop, a stronger focus is put on creating a safe space for the discussion, as the ideal situation is the participation of several representatives from vulnerable groups, and discussions may address sensitive, personal topics for some participants.

The Workshop for students is structured in two parts. The outline of the session includes a discussion on terminology focusing on the concepts of “inclusion” and “diversity” to generate a shared understanding of the topic. Students can work in groups and then present the results to the group; some topics can be discussed with the whole group. An online poll can be used as well, to offer a safe space for responses.

In the second part of the session, participants will prepare flipcharts with project ideas and small-scale initiatives that can be pitched in the plenary, to start a co-creative process in the mixed group work with staff.



4/ JOINT STUDENT- AND STAFF WORKSHOP ON INCLUSIVE MOBILITY

In the joint student and staff workshop on the second day, participants will share their ideas. The overall goal is the creation of to-the-point short- or long-term action plans to conclude the training.

First, students should present their main ideas and recommendations about the workshop of the day before, so that students as the main stakeholders in the context can set the scene and define the priorities prior to the institutional feedback. In the next step, staff participants can reflect on the Input and share their ideas.

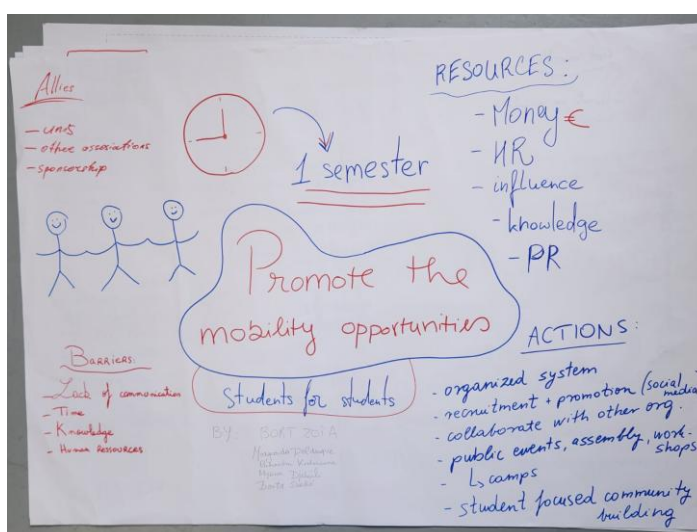
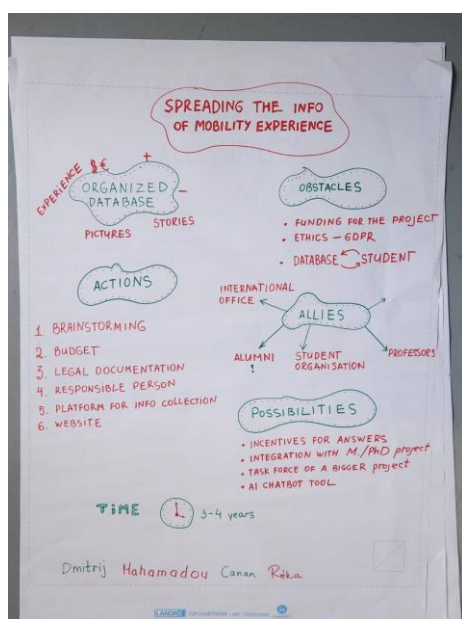


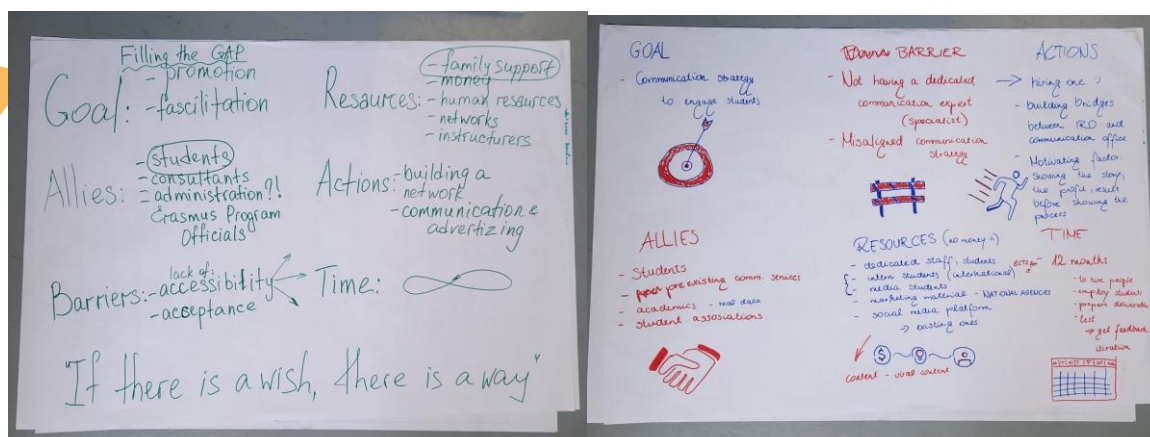
After pitching the different project ideas, with posters per project idea and short presentations focusing on the core objective, and relevant success indicators and requirements, participants can discuss the proposals and/or vote on the most promising ones. Criteria for evaluation and voting can be:

- Relevance of the objective
- Feasibility of the project idea
- Required resources
- Timeline for implementation
- Sustainability & potential impact
- Etc.

This session, potentially as a joint staff- and students session, can be seen as the finale of the training, as it offers participants a very concrete take-away for the training. With the small-scale projects identified as relevant and feasible, participants can take next steps back home as a possible pathway for action at their respective home institution, a concrete Call for action.

This can be linked to an optional follow-up online event, where the presentation of projects, or a setting-up of small-scale consortia for the joint project implementation, can be at the centre.





5/ ROUND TABLE DISCUSSION ON INCLUSIVE STUDENT MOBILITY

A panel discussion with panelists representing different stakeholder groups can be a dynamic element in the agenda. We recommend to include an online poll to keep participants engaged and support the sharing of ideas and experiences in an informal, anonymous manner.

Possible roles represented in the panel:

- Student (ESN; other student representation)
- Leadership International Affairs
- HEI IRO, Student Services or faculty
- OPEN CHAIR (optional)

A list of possible questions for the panelists as well as for the online poll is included in the Annex.



Ad. 3. Virtual Component II (optional)



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Duration: 90 minutes

Timing: 2-4 weeks after the physical training

The 2nd virtual component is optional, but relevant as it can support the sustainability and impact of the action. Participants can re-connect and re-consider topics and challenges addressed during the training. One element can be the identification and confirmation of selected project ideas, to possibly continue working on some of the results of the training in a collaborative, inter-institutional manner.

It is possible to offer a platform for future contact, e.g. via a chat or linkedIn group, to create a “community of practice” or “peer learning community” working on the topic of inclusive mobility, sharing ideas and good practice, and co-creating possible solutions and activities.

Conclusions: Designing a Blended Training on Inclusive Student Mobility

The core of the Staff training activity addressing the topic of inclusive mobility, is the physical training part at the organizing host institution. With different methodologies, participants gain knowledge and competence on topics of inclusion, mobility design, mobility management, communication and outreach, student support, counseling, as well as strategy – and change management.

In addition, they learn to work collaboratively, and to work with digital online tools on the topic, in this case using the Erasmus GAP Inclusivity Toolkit, to gain some practical insights as well as to gain practical experience in data-driven information management and decision making.

The training offers different methodological approaches, including

- Presentation
- Joint workshop staff/students
- Mixed Workshops Students & staff
- Round Table Discussions
- Online Polling

The training elements are applied online at the beginning of the learning process, in the preparatory Virtual Component I, and then further developed in the second, physical training phase of 1,5 days at the host institution. The open exchange of ideas and experience requires a setting of trust, which is proactively addressed and created on the first day.

An optional second virtual component following the physical training can strengthen the impact of the training and ensure some long-lasting impact and sustainability and relevant impact on the personal and institutional scope.

4/ Recognition

Recognition of participation is a relevant aspect that should be assessed in time before the Call for participation for the training is launched. Applicants should receive clear information about the training agenda, the learning outcomes, and the type of certificate or participation confirmation is to be expected. Ideally, participants will be able to receive a type of formal or informal recognition at their home institution.

Types of recognition for staff can include:

- Part of yearly work plan Included in the annual performance assessment
- Informal recognition by management (such as the head of department /unit, dean, rector)
- Salary increase
- Other

Recognition for students for participation in this training will in all probability not be for their degrees, as no ECTS can be acquired for participation. However, documented participation in an extra-curricular activity can be approved in a more informal manner as microcredentials.

As organizers, be sure to issue a certificate of participation in a timely manner, covering the relevant learning outcomes, to support participants in the recognition process.

5/ Follow-Up & Quality Assurance

To ensure a lasting impact of the training activity, a follow-up with all participants is a useful element in the quality cycle of the training activity. This can ensure ownership and involvement of the participants, and serves as an element of quality assurance.

Two elements can be implemented:

1) VIRTUAL MEETING AFTER THE PHYSICAL TRAINING



An additional virtual meeting after the physical training activity is not required. However, it can help participants to stay on the topic, reevaluate the program, and to re-connect with the group, ideally strengthening lasting connections among peers that work on the topic. This will help participants in transferring the competences gained from the training context to their regular routine.

2) FEEDBACK FORM

The Feedback Form helps you as an organizer to assess the satisfaction rate of the participants, evaluate the individual and overall program, and thus support the quality of the program. At the same time, filling in the Feedback form will help participants to reflect on their experience, re-focus on the topic, and thus strengthen the relevance and impact of the experience.

6/ Impact & Sustainability

INDIVIDUAL LEVEL

A relevant quality criterion is the long-term impact of the participation on the individual participant.

If participants are offered opportunities at their home institutions to share their learning outcomes in informal or formal settings, this can strengthen the impact for the individual. As multipliers, they can support the institution on the topic of inclusive mobility design and process management, disseminate the information and methodological approach, and engage colleagues and other stakeholders in the topic. This will support the participants in retaining and improving the competences, i.e. the knowledge, skills and attitude, acquired during the training.

Organizers should support this by ensuring that participants gain concrete results and action points as results of the training. This can be achieved via :

- The integration of the Erasmus GAP Inclusivity Toolkit as part of the training: this will generate a data set with relevant information on the home institution and its student population, which can be used for dissemination, Needs Analysis, and onboarding of interested stakeholders
- The design of project ideas with concrete action plans, timeline, Needs analysis, risk assessment, resource analysis, etc., to offer concrete and realistic follow-up activities for participants.



INSTITUTIONAL LEVEL

Institutions can decide to organize the training internally, or define structures to ensure an institutional impact of individual participation.

Organizing the training for the HEI's personnel as part of the staff development opportunities, or in the context of an Inclusion Strategy Action Plan, the impact of the action can be ensured based on the support by the HEI leadership, or by the integration of the training in the official portfolio for staff development. This can ensure continuity and visibility, and confirm the relevance of the topics of inclusion and inclusive mobility on an institutional level.

Individual participation of staff can be promoted and serve an institutional purpose as well, if the competences gained can be shared by the participant in a structured, standardized manner. With the help of these Guidelines, the training materials, and the participation experience, participants can themselves become mentors, or trainers offering sessions and Workshops on the topic, offering practical training on the Erasmus GAP Inclusivity Toolkit, or on the assessment and design management of the institution's mobility structures.

7/ Recommendations: How can institutions use this training approach to further inclusive mobility structures

Inclusive Mobility is one of the horizontal priorities of the Erasmus+ Program (2021-2027). In the research for the Erasmus GAP project, we identified numerous barriers hindering participation in student mobility, and tried to understand the GAP between mobile and non-mobile students better.

The training can offer a variety of approaches, methodologically as well as content-related, to address the different aspects of inclusive mobility, the hurdles identified for equal participation, the requirements defined to ensure equal access to international experience, and the information required to first define the GAP, and secondly close the Gap successfully by strategic development, process management, and concrete action.

It is recommended for institutions to offer relevant HEI staff, and ideally students, the opportunity to work on the topics of inclusion and inclusive mobility, to pro-actively address



the reality of HEI student population, and especially student opportunities. The Erasmus GAP Training on Inclusive Mobility offers a framework for training to establish a common base for staff, and to offer a framework of competence on the topic. Even for participants who cannot participate in an international training experience, the option to organize the training on a national or institutional level can offer a chance for competence development.

These Guidelines offer a layout of training activities that can address different aspects of student mobility, with a strong focus on inclusion and excluding factors in student participation. The guidelines present a number of approaches and methodologies to engage relevant staff categories as well as potentially students, to support institutions in their strategy development and process management, and individuals in their competence development, setting priorities confirmed by the horizontal priorities of in the Erasmus+ Programme.

ANNEX

I/ Training Materials & Templates

To support you in preparing for the Training for Students & Staff to address the factors influencing student mobility participation in Higher Education, the Guidelines include presentations for the different Workshops recommended for the training. The templates can be used in the training, or can inspire your own session design.

I.1 Welcome & Icebreaker

I.2 Joint Session “Exploring the GAP. Understanding the Micro-, Meso-, and Macro-level Factors Influencing Outbound Short-term Student Mobility”

I.3 Workshop for Staff “Reflection on the Functioning and Visualization. Defining action plans for HEI management”

I.4 Workshop for Students “Reflection & recommendations on Diversity, Inclusion and Equity in the Erasmus+ Programme”

II/ Case Study: Erasmus GAP Training on Inclusive Mobility, 09/2025, Berlin



With the short description of the student- and staff training implemented in the framework of the Erasmus GAP Project, readers can assess the real-life setting of the training described in the guidelines. This can support your own design & preparation.

Description of activity

In September 2025, a joint training for staff and students from the project consortium was organized in Berlin, hosted by Humboldt-Universität zu Berlin. Combining a blended training for staff and an on-site training for students, this activity joined the different stakeholders of the partner institutions relevant for an impactful discourse on mobility strategy and mobility design in HE.

A blended training for HEI staff from the consortium partner institutions was foreseen to offer participants a better understanding of the relevant factors impacting the design and accessibility of mobility opportunities for students at their institutions. A practical testing of the inclusivity toolkit could create a better understanding of the institutional context as well as the identification of hurdles and possible solutions to further inclusive access to mobility opportunities at the respective institutions.

For participating staff, the following learning outcomes were defined:

- Familiarize participants with the **purpose, structure and use of the self-assessment tool**
- Enable participants to **test the tool with their own institutional perspective**
- Gather **user experience-based feedback** on the tool's clarity, usability, and relevance
- Initiate a **cross-institutional discussion** on possible applications and follow-up use

For student participants, the goal of the training was to offer a platform for open exchange of ideas and good-practice, and to generate a co-creative process to design small-scale, bottom-up initiatives to improve the conditions defining international student mobility.

Design and implementation

The training addressed HEI staff from different sectors and students with diverse backgrounds. In more detail, the following target groups were invited to join the training:



Erasmus GAP

- staff involved in student advising & counseling, academic and administrative
- students from partner HEIs: members of student unions; representatives from groups with fewer opportunities; students with- and without prior mobility experience.

Every partner HEI in the project was asked to publish the Call internally for their members, and to select four staff and students each for participation in the training. In total, 41 participants joined the training

The staff had an online pre-meeting focusing on the Inclusivity Toolkit, all joined the physical two-day training in Berlin.

The agenda for the training foresaw joined activities for students and staff as well as work in parallel sessions separating staff and students. The joined sessions on the first day focused on the research results on the mobility GAP which had been implemented during the Erasmus GAP project and published in a consolidated report. This offered a common starting point for all participants to generate a shared understanding of the definition of core terms in the discussion, esp inclusion and inclusive mobility, and the existing barriers hindering mobility on Micro-, Meso- and Macro level. Participants could discuss the data and share their individual and institutional perspectives on the topic.

In a second phase of the training, students and staff were separated. In the session “Reflection & recommendations on Diversity, Inclusion and Equity in the Erasmus+ Programme”, students continued an in-depth, semi-structured discussion on inclusion and exclusion in HE, and in international mobility, and identified relevant factors and stakeholders for change. In the parallel session for staff, “Reflection on the Functioning and Visualization. Defining action plans for HEI management”, participants were presented the inclusivity Toolkit and had the opportunity to test it in more detail. This testing was done by institution, to exemplify how to create consolidated data sets from the different institutional perspectives.

On the second day, students had a debrief to prepare a presentation of their key ideas on EDI, while staff shared reflections on mobility management within HEIs. Mixed subgroups of students and staff then discussed solutions and developed concrete project ideas to bring inclusivity into action in HEIs and mobility management. Project ideas were then pitched and voted on.

Commentary on necessary changes or challenges faced during implementation



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In the original project plan, the trainings for students and staff were designed separately. A blended training for staff was foreseen as an instrument for testing and improvement of the inclusivity toolkit, while the students' training was to focus on the students' experience on HEI mobility design, and excluding factors to mobility, offering a data source for the project outcomes.

After long consideration, the Steering Committee decided to join the two activities to strengthen the impact for the participants and the project deliverables. The integration of staff and student perspectives, the sharing of expertise and ideas, promised to generate a co-creative process. One core argument was the intention to ensure that the students would be active partners in the development and re-assessment of the inclusivity discourse. In the training outcomes, the collaboratively developed ideas and initiatives were the central elements which promised a lasting impact on the participating institutions.

Relevant Outcomes & recommendations for the project Output

The foremost purpose of the training was the testing and re-assessment of the project output, the Inclusivity Toolkit. During the training, participants were able to test a live online Beta-version of the Toolkit to mirror the experience and functionalities of the final product. This proved a valuable experience and helped assess the usability, structural clarity, the quality of data visualization, and the dynamic Feedback design. At the same time, the groups sorted by institutional affiliation were able to test the categories of relevant data required, and give feedback on the variety and level of specialized expertise and knowledge required to establish a consolidated institutional profile via the Inclusivity Toolkit. The participants' feedback was essential to decide on the design, the categories of mandatory or optional information, and the minimal requirements to generate a valid institutional profile. The recommendations deriving from this user experience fed directly into the finalization of the Inclusivity Toolkit.

The second aspect of the training addressed the more general discourse on HEIs' international mobility strategies and the factors hindering participation esp. for students. Students used the opportunity to voice their challenges, Needs and wishes, and, in collaboration with the participating staff, turned this into concrete action points. For the participating staff as well as the project representatives, the insights and expertise offered by the participating students proved relevant for the assessment of existing structures, preconceived scenarios, and the identification of relevant measures and required means.



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