

Reaction to the Commission's Proposal on the Erasmus+ successor with focus on individual pupil mobility

On 30th May 2018, the European Commission published the "[Proposal for a Regulation of the European Parliament and of the Council establishing 'Erasmus'](#)", which represents the basis for the Erasmus+ successor after 2020.

Our organisations, which have carried out the campaign "[More Pupil Mobility](#)" over the past two years, welcome this initiative as an important step towards more pupil mobility in the future Erasmus+ Programme.

We appreciate the recognition of the under-used potential of pupil mobility and the clearly-expressed **political will to increase and facilitate mobility activities for school pupils**.

We welcome the **budget increase for the whole Erasmus+ Programme** (from 14.7 billion to 30 billion EUR). However, we are concerned the ambition of tripling the outreach (from 4 million to 12 million people), while only doubling the budget, will result in lower quality of learning mobility programmes and in a significant predominance of short term opportunities, which have a different impact on the learners and on the local communities than long-term mobility experiences.

In particular, we are pleased to see the notable **budget increase for "school education"** (3.790.000.000 EUR, corresponding to 15% of the whole budget in the field of education and training), even though it is not defined how financial resources will be distributed across this sector, between Key Action 1 "mobility of school pupils and staff" and Key Action 2 "school partnerships".

Therefore, **we call for more clarity** from the European Commission on how this ambitious plan will be achieved, through a breakdown of the number of estimated participants and of financial resources over the different actions and specific activities. We hope that details on the distribution of financial resources will be thoroughly tackled during negotiations with the Parliament and the Council, and not only within the Programming Committee responsible for the elaboration of the Programme Guide.

The **shift of individual pupil mobility from Key Action 2 to Key Action 1** represents an important step towards reinforced consistency of the Programme, by bringing all kinds of learners' mobility under the same Key Action. We believe that this shift also contributes to simplifying the application process and the management of EU-grants, thus making them more accessible also for first-time applicants and for applicants with fewer resources.

On the other hand, we recognise that **this measure alone does not ensure automatic outreach to all pupils**. Small schools, mostly in rural or deprived areas, would still encounter difficulties to allocate enough time and resources to the application and management of Erasmus+ projects. In addition to this, pupils from disadvantaged backgrounds face a number of social, psychological and cultural obstacles that prevent them from engaging in learning mobility experiences. In order to **make pupil mobility more inclusive, it is crucial to count on the support of non-profit organisations that are experts in mobility programmes**: via their local chapters, they can reach out to small schools in disadvantaged areas and they can inform, motivate, and prepare pupils who would not make use of these opportunities otherwise.

Therefore we call on launching a '**School Charter**', inspired by the VET and the Higher education charters, which would be accessible to schools and non-profit organisations expert in pupil mobility and would allow for a much easier access of new schools and disadvantaged pupils in the programme. In fact, the organisations holding the charter would target precisely this type of beneficiaries, also from VET schools, in

order to truly expand access and opportunities, while supporting schools in providing quality learning experiences and in developing their internationalisation strategies.

Moreover, we strongly support the proposal of stimulating **active participation of learners in the local community in the host country** (highlighted in the "[Commission Staff Working Document](#)"). The exchange experience is meaningful when it provides an immersion in the local community, which is beneficial both for the student, and the community itself. This is possible thanks to the placement of students in volunteer host families. Non-profit pupil exchange organisations are experts in recruiting and supporting host families, making the exchange a learning experience also for them. In addition to this, being non-profit and mission-driven, exchange organisations offer the opportunity to engage in volunteering activities, both during and after the exchange. Through cooperation between schools and exchange organisations, pupils can be part of this growing community and engage in concrete experiences of lifelong learning and active citizenship.

Therefore, we call for a future Erasmus+ Programme that facilitates and promotes **opportunities of partnership between formal and non-formal education providers**, in particular non-profit exchange organisations, in view of ensuring quality learning mobility, fostering participants' active engagement in society, and allowing them to experience cultural diversity.

Who we are



EFIL is the umbrella of 30 national organisations running AFS Intercultural programmes in Europe, providing intercultural learning opportunities for school pupils, schools and volunteers. With its experience of over one century in pupil exchanges, reaching 12.000 pupils and 40.000 volunteers worldwide, AFS is a non-profit world-class intercultural education organisation which has given a significant contribution to help the world learn to live together.



EEE-YFU is the umbrella organisation for national YFU organisations in Europe and currently has 28 member organisations. Youth For Understanding is a non-profit youth exchange organisation, providing exchange programmes for 15 to 18 year old students in more than 50 countries worldwide. EEE-YFU works to support its member organisations to grow as quality and sustainable organisations.



The Organising Bureau of European School Student Unions (OBESSU) is the platform for cooperation between the national school student unions active in general secondary and secondary vocational education in Europe. All Member Organisations are independent, national, representative and democratic school student organisations.



The European School Heads Association, is a professional organization for European School Heads. Members of ESHA are national organisations for school heads and deputy school heads within (pre-) primary, secondary and vocational education. Nearly all European countries are represented within ESHA by one or more organisations.



The Association for Teacher Education in Europe (ATEE) aims at enhancing the quality of Teacher Education in Europe and supporting the professional development of teachers and teacher educators at all levels. Its members are individuals and institutions involved in the research and practice of teacher education, both within and outside higher education.

