

# Joint Position Paper on the European Learning Mobility Framework in the school sector

Contribution to the EU Public consultation

April 2023

We welcome the initiative of the European Commission to work on a 'Learning Mobility Framework', an essential element for making the European Education Area (EEA) a reality.

The European Union's policy and programmes in the fields of education, youth, and sport have contributed invaluable to making learning mobility part of European culture - most notably through the various generations of the Erasmus+ programme, the European Quality Charter for mobility (2006), and the Youth on the Move initiative (2013). So much has already been achieved, and now we see the 'Learning Mobility Framework' as an opportunity for the European Union to review **all the learning mobility programmes for EU citizens and ensure their high quality, as well as smooth corresponding monitoring, coordination, and information**. Together, these initiatives have the potential to constitute a true EEA: one which supports the internationalisation of all education sectors.

As a collective of European civil society organisations in the **field of school education**, we call for:

- **Mapping all learning mobility programmes beyond Erasmus+ and adhering to the European Quality Charter for mobility**. Since most of the learning mobility programmes operating in line with the EU objectives in the education and youth sectors are run by non-profit organisations, cooperation with European civil society organisations in the field of education is essential for this mapping task. Mapping is particularly needed for what concerns mobility within school education as the sector is extremely scattered<sup>1</sup>. This mapping process can subsequently lead to member states and civil society organisations developing a monitoring system together - namely benchmarks, targets, and accreditation for organisations running mobilities, in order to ensure mobility quality and trustworthy public information.
- Supporting a **learning mobility culture** by:
  - ensuring **a whole school approach to internationalisation and including learning mobility in Initial Teacher Education (ITE)** curricula. Teachers need to experience mobility for themselves, in order to see mobility as a learning opportunity for everyone in terms of developing a wide set of competences, especially transversal competences (including intercultural competences).
  - supporting schoolheads to integrate learning mobility within the school pedagogical project, in line with a whole school approach, also in view of providing adequate information to teachers and students;
  - promoting **diverse host destinations**, including beyond Europe;
  - promoting **a welcoming culture** in hosting institutions and communities, conducive to learners' cultural immersion in the local community, and the creation of hosting infrastructure (e.g. accommodation);
  - supporting **partnerships between key mobility stakeholders (i.e. schools, youth information centres, school students unions, non-profit organisations running mobilities) to provide pupils and parents with information on learning mobility, especially through peer interventions**.

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<sup>1</sup> [Member states analysis](#), Expert Network on recognition of outcomes of learning periods abroad in general secondary education (2020-21).

- Supporting Individual Pupil Mobility (IPM) as a key tool for the internationalisation of schools and for developing European citizenship at a young age by:
  - Encouraging schools to **promote IPM in general** as means of bridging formal, non-formal, and informal learning, as well as to **conduct Erasmus+ IPM activities with support from non-profit organisations**. Schools, especially with students from disadvantaged backgrounds, are hesitant about: sending a minor abroad alone for a long period of time; providing support in complex situations, and recognising IPM learning outcomes. However, in 24 out of 27 EU countries non-profit and volunteer-led pupil exchange organisations, belonging to the AFS and YFU worldwide networks, have been running IPM programmes since the 1950s. These organisations aim at supporting schools on their internationalisation journeys, in terms of both formal and non-formal education, while ensuring pupil safety and IPM quality. An accreditation system for these organisations as 'supporting organisations' would be a useful way to reassure schools regarding the quality of the support they can and should receive.
  - Advancing support for the automatic recognition of learning periods abroad in general secondary education - i.e. the main barrier to IPM - via:
    - creating **national stakeholder groups, in the form of** advisory boards to ministries of education, for promoting and monitoring IPM and the automatic recognition of learning outcomes. The stakeholder groups should also include non-profit pupil exchange organisations, together with Erasmus+ NAs, Ministry of Education, Teachers and School Principal associations, as well as representatives of parents and students.
    - implementing **national frameworks on recognition of learning periods abroad in general secondary education**, based on the proposal made at European level by the Expert Network on recognition of outcomes of learning periods abroad in general secondary education (2020-21).
    - revising **Europass Mobility** to include also the Learning agreement and allow pupils and teachers to have an efficient digital tool to define learning outcomes, assess them and ensure recognition.



european federation for intercultural learning aisbl



**OBESSU**

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