



Evolution of pupil mobility activities in Erasmus+ and EU policy

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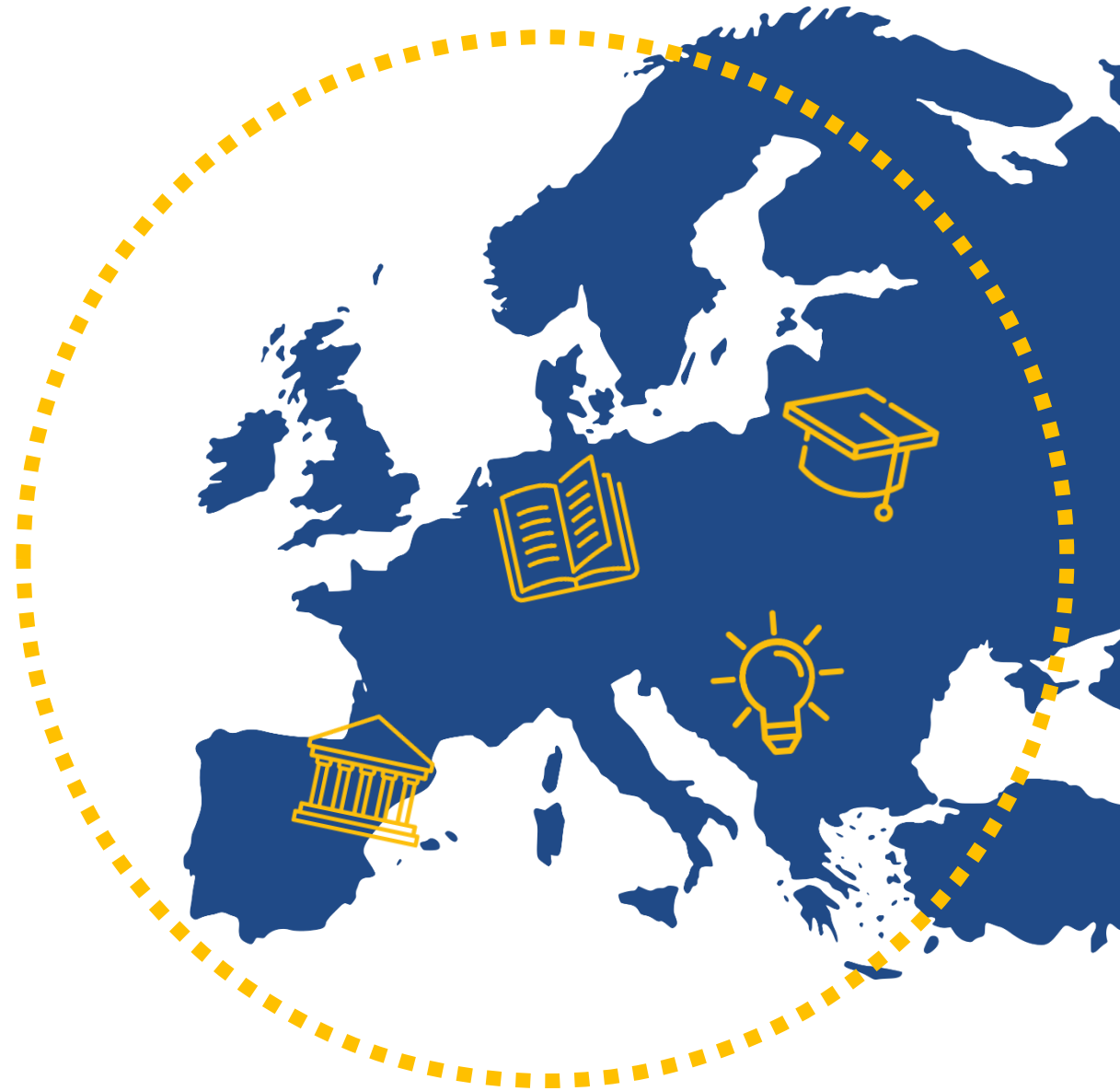
Our topics for today

- Context: Education policy in the European Union
- How did we arrive here? – A brief history of Erasmus+
- 2021 - 2024 – A few figures and main trends
- Long-term pupil mobility: impact and inclusion

Education policy in the European Union

European strategic framework for education

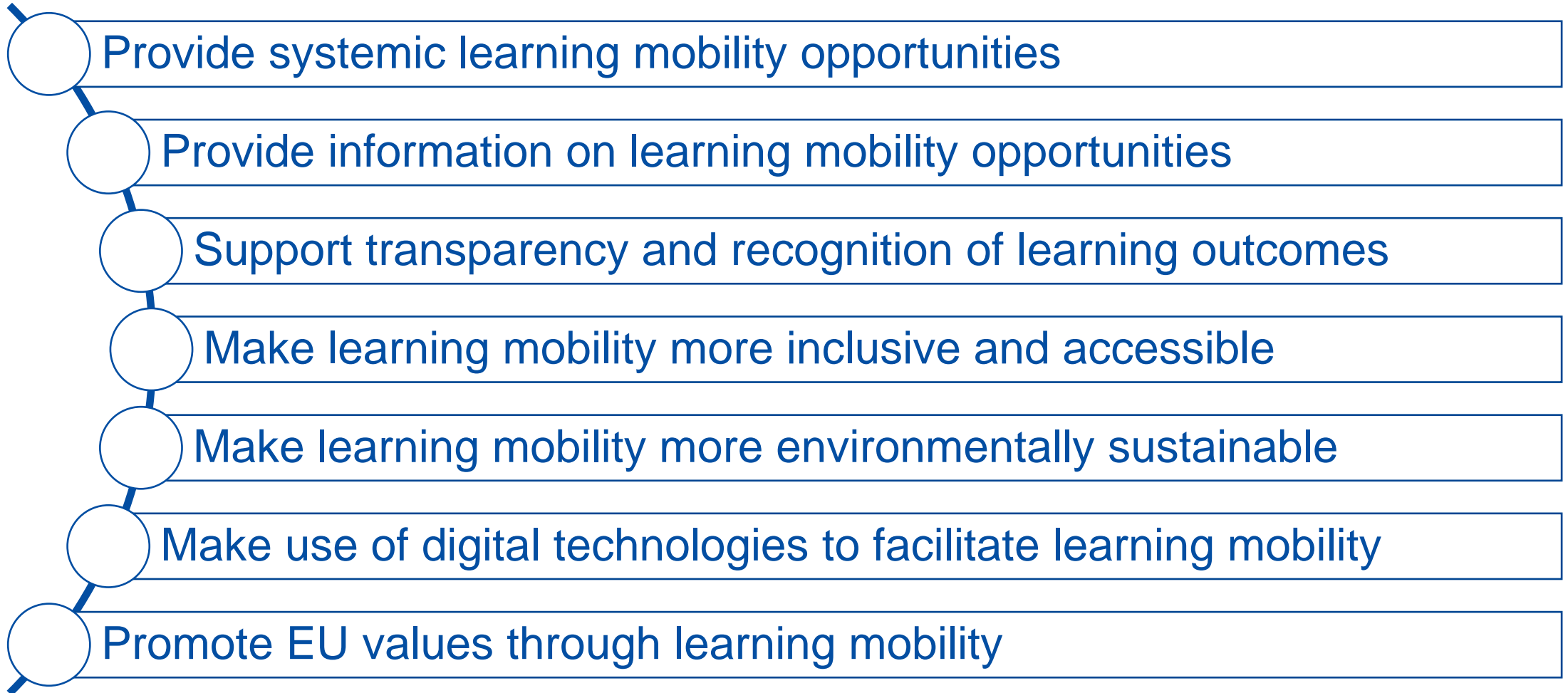
- **European education area**
- Recommendation on recognition of qualifications and learning periods abroad (2018)
- Europe on the Move (proposed)



What is the European vision for education?

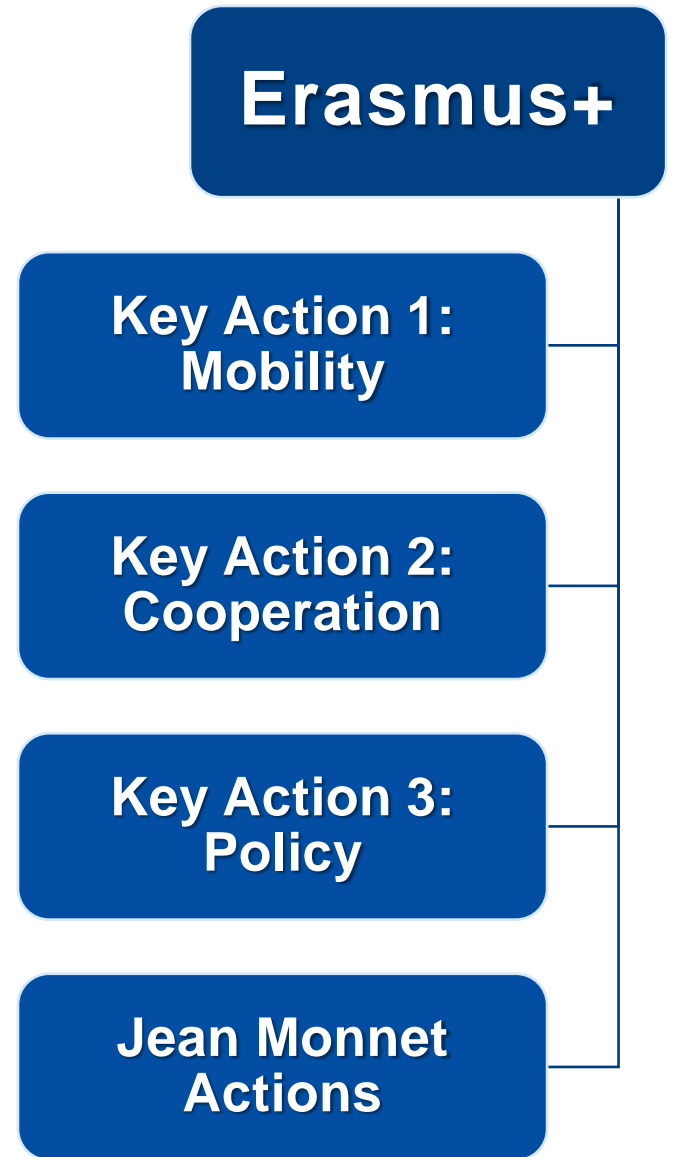
- A Europe where excellent education is a reality for all, independently from their socio-economic background
- ...where everyone speaks at least two foreign languages
- ...where Europeans are connected through common cultural heritage and appreciation for diversity
- ... where school and university diplomas are recognised automatically in the entire European Union
- ...where spending a learning period abroad is a standard part of education

Europe on the Move: proposals to Member States

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- Provide systemic learning mobility opportunities
 - Provide information on learning mobility opportunities
 - Support transparency and recognition of learning outcomes
 - Make learning mobility more inclusive and accessible
 - Make learning mobility more environmentally sustainable
 - Make use of digital technologies to facilitate learning mobility
 - Promote EU values through learning mobility

What is the role of Erasmus+ ?

- Erasmus+ is not a scholarship scheme
- Erasmus+ exists to improve schools, universities and all other education institutions: individually and collectively, at national and at European level
- Each Key Action works towards this goal in a different way
- It works by adding up **local actions that contribute to a bigger European vision**



How did we arrive here?

A brief history of Erasmus+

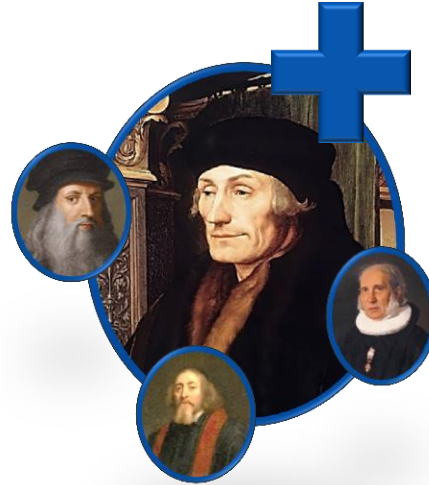
How did we arrive here?



1987 →
Erasmus
programme
for university
students



1995 →
Comenius
programme
for school
education



2014 - 2020
Erasmus+
Merge of EU
education and
youth
programmes



2021 - 2027
Second
Erasmus+
We are here!



2028 →
The next EU
funding period

Erasmus accreditations

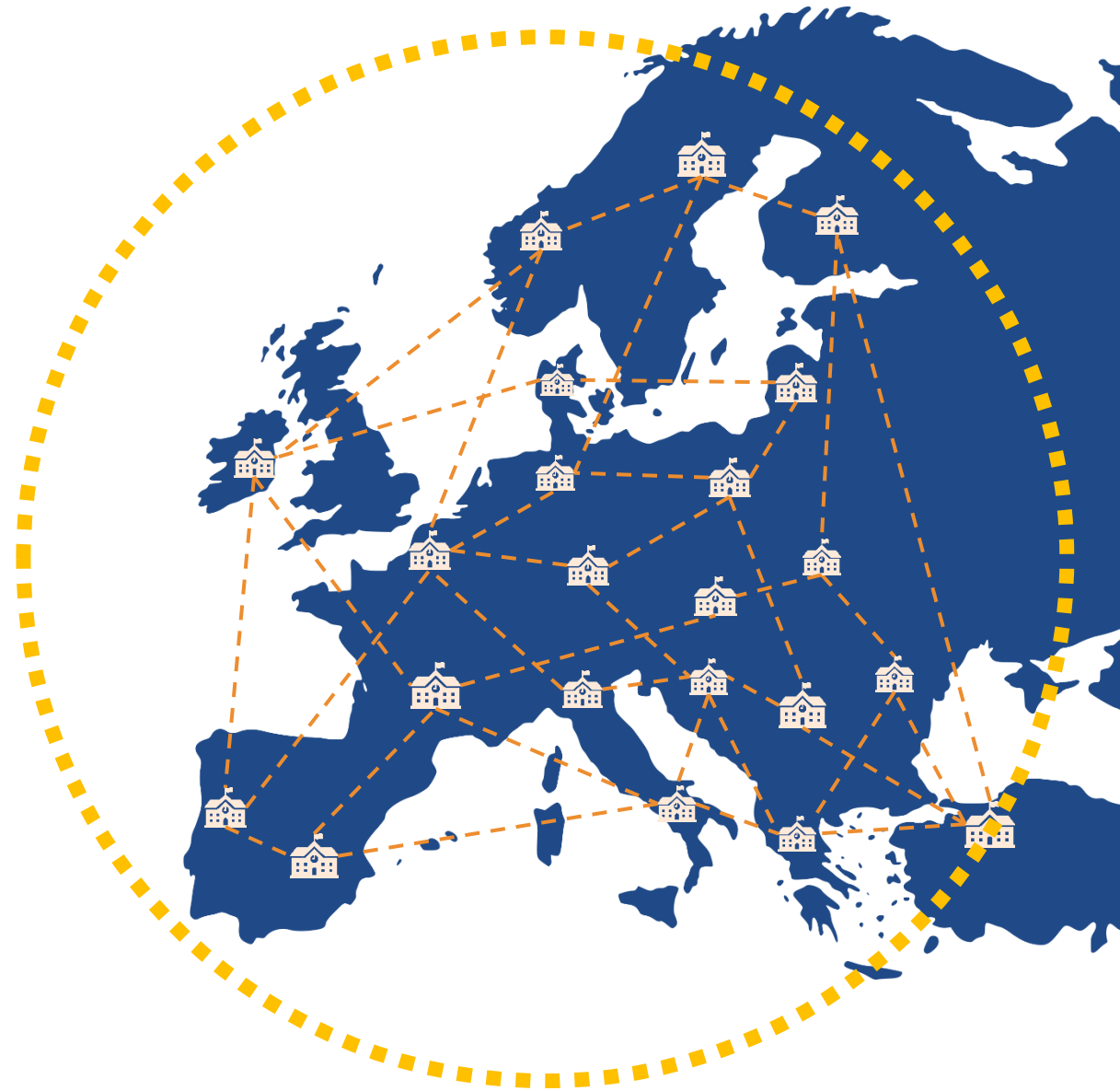
Purpose of accreditations is to provide schools with:

- Stable and reliable funding
- **Time:** to gain experience, create partnerships with schools abroad and learn at their own pace



A network of Erasmus+ schools

Erasmus+ Key Action 1 aims to build a **network of European schools** linked together through exchanges of pupils, teachers and staff, as well as knowledge, practices and ideas.



Learning mobility for pupils



Key Action 1 is dedicated to cross-border exchanges of individuals: students, apprentices, teachers, trainers...

...and since 2021: school pupils

Activities offered in Key Action 1 for schools

Staff mobility

- Job shadowing
- Teaching or training assignments
- Courses and training

Learner mobility

- Short-term group mobility
- Short-term individual mobility (10 - 29 days)
- Long-term individual mobility (30 - 365 days)

Other supported activities

- Invited experts
- Hosting teachers and educators in training

Dual purpose of learning mobility



Benefits for individual pupils

- New skills and knowledge
- Language learning
- Independence and self-confidence
- Social skills and connections
- Awareness of diversity and tolerance in practice

Benefits for schools



- New experience and skills for teachers and staff
- International partnerships
- European values as part of school culture
- Self-reflection and improvement
- Community recognition



A mobility grant for one pupil benefits one person. Improving a school benefits all of its present and future pupils.

**Erasmus+ handbook
for individual pupil mobility**

What is long-term mobility?

Defining features of the long-term mobility format are:



Duration: at least one month



Funding: reinforced support (organisational, linguistic, preparatory visits, pre-departure training)

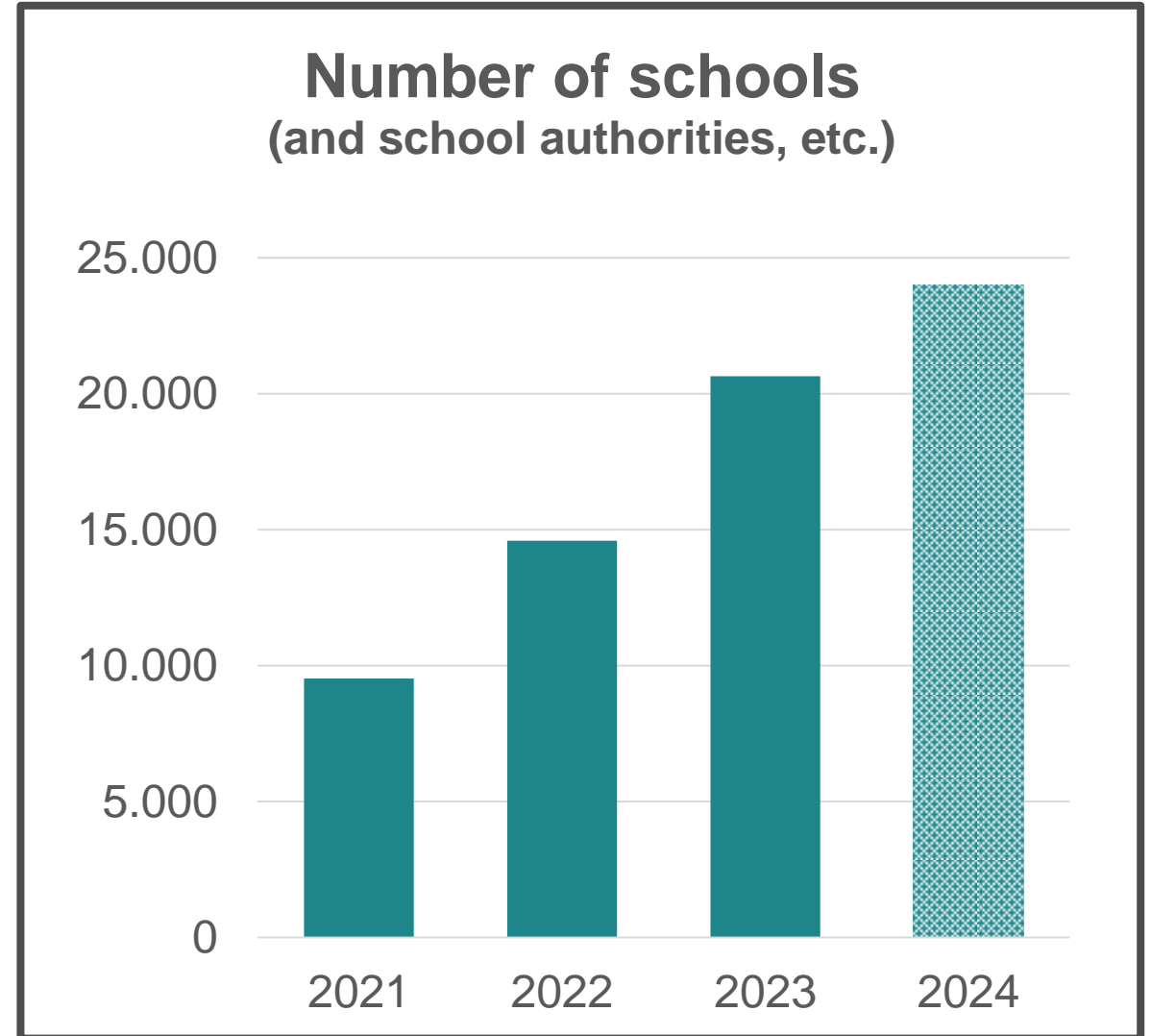
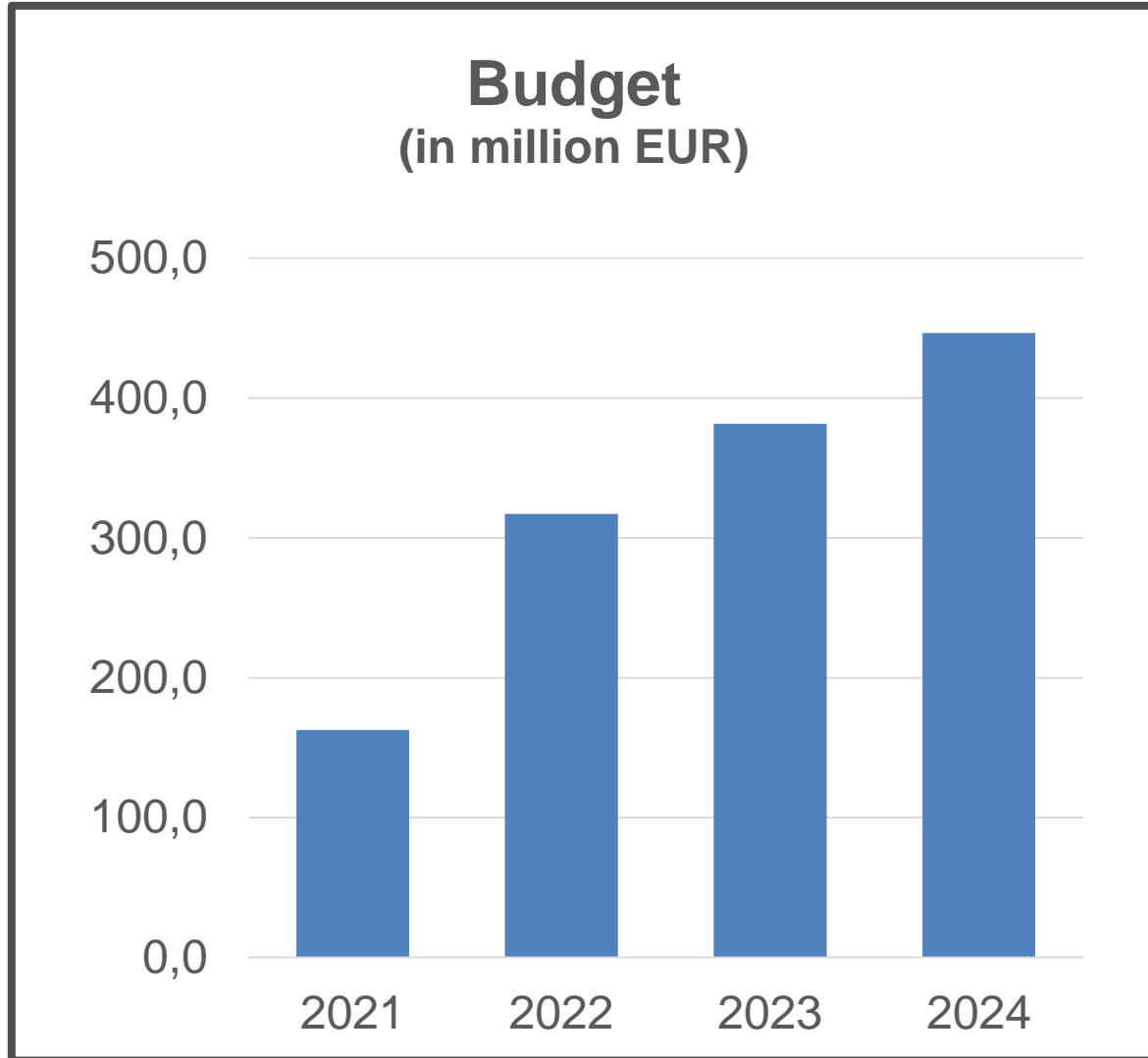


Impact: a unique experience for the school with potential for permanent improvement

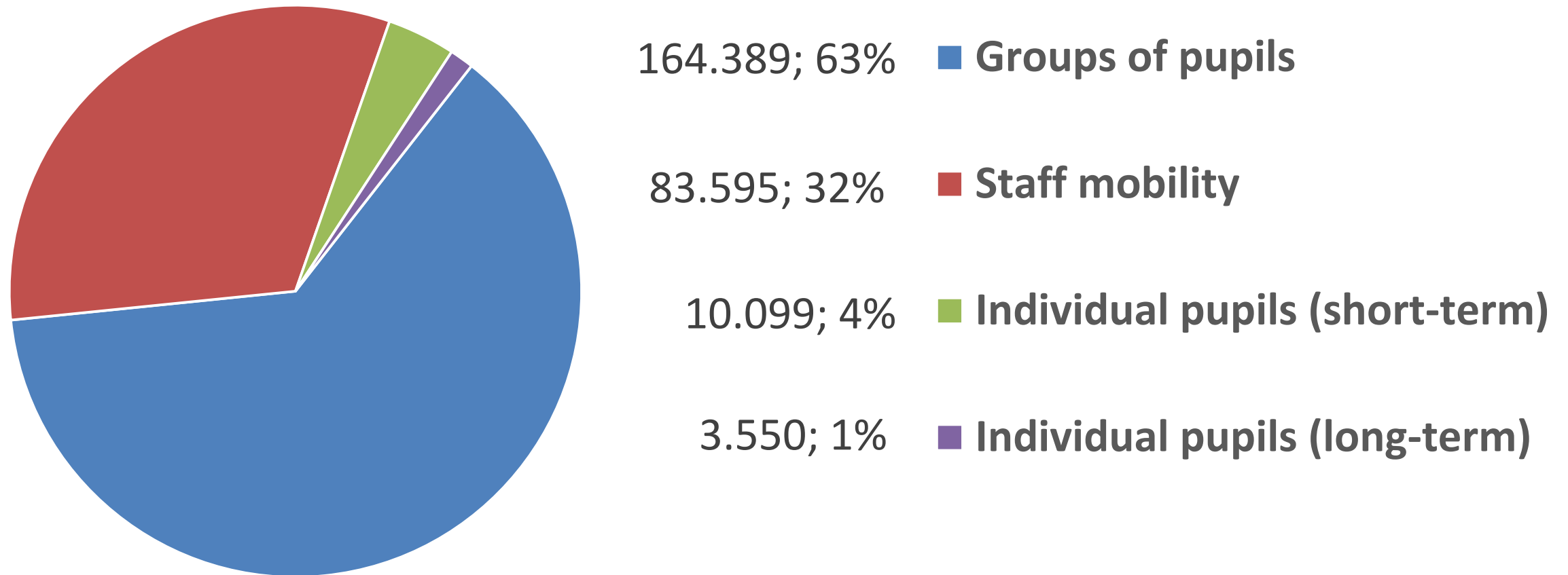
2021 – 2024

A few figures and main trends

Key Action 1 for school education - key figures



Key Action 1 for school education - key figures



Data from 2023 call for proposals – contracting stage

What has changed compared to 2014 - 2020?



Erasmus+ is **bigger**: there are more projects, more schools involved, more activities and more participants



Projects have more **autonomy and responsibility**



Details matter less, but **institutional approach** matters more

Long-term pupil mobility: impact and inclusion

A recipe for a good mobility project

Erasmus quality standards

**Basic
principles**

**Good
management**

**Support to
participants**

**Sharing
results**

Erasmus quality standards: inclusion



***Inclusion and diversity:** the beneficiary organisations must respect the principles of inclusion and diversity in all aspects of their activities. The beneficiary organisations must ensure fair and equal conditions for all participants.*

Whenever possible, the beneficiary organisations should actively engage and involve participants with fewer opportunities in their activities. The beneficiary organisations should make maximum use of the tools and funding provided by the Programme for this purpose.

Inclusion: practical tips from the E+ handbook

Do...

- Include pupils' needs and potential for growth in selection criteria and use the teachers' pedagogical expertise to assess them
- Reserve spots for inclusion or 'stratify' the selection
- Make funding options for inclusion well known to applicants and parents

Don't...

- Let one criterion (e.g. grades) overshadow all others
- Allow administrative requirements to become a barrier to inclusion

How does long-term pupil mobility generate institutional impact?

- Among the different activities offered in Erasmus+, long-term pupil mobility requires the most intense collaboration between schools
- Preparation, coordination, monitoring, recognition - every phase and every task includes mutual learning between partners and self-reflection on each side
- Key condition: to learn, you need to do your tasks yourself



Pupils learn and schools learn too...

Institutional and personal learning are similar:

- Errors and imperfections are a normal part of the process
- The more challenging the task, the bigger the impact
- Learning by doing and peer-learning work in both cases

In conclusion...

- Your project is part of a bigger picture of inclusive, multilingual, European and open education
- Your work is **individual and institutional**, **local and European** ... and truly important!





Thank you!

