

CO-CREATING ERASMUS+ AND THE EUROPEAN SOLIDARITY CORPS

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A8 - Erasmus comes to schools: mobility for pupils

Summary of the discussion

The next Erasmus programme is bringing new mobility opportunities to schools. From 2021, pupil mobility will become part of Key Action 1 for school education. This is expected to be a turning point for schools in the programme, making it easier to access funds for pupil mobility and supporting more participation.

Participants were asked to provide ideas in a brainstorming exercise on three main questions: what are the key benefits of pupil mobility for schools and pupils; what kind of content and activities should a good group mobility or class exchange include; and how to best tackle challenges linked to long-term mobility of pupils.

Main outcomes/operational conclusions

There was no doubt among the participants that both the schools organising the mobility (sending and hosting) and the participating pupils benefit from the activity. Pupils benefit in terms of formal learning and through personal growth. Personal growth and development of transversal skills were underlined as having high added value that goes beyond the formal curriculum. Pupils also improve their language, intercultural skills and social networks.

Moreover, mobility of pupils has an added value for the schools themselves, increasing their attractiveness as an excellent educational institution. Good mobility projects also generate the involvement of the whole community (teachers, parents, etc.) and enhances the feeling of European identity, especially in cases of two-way exchanges between schools. Mobility projects foster motivation for the pupils and staff involved and can contribute to the career development of teachers.

Good group mobility activities were identified as being focused and accompanied with extracurricular and cultural learning. This is a flexible format that can take many shapes, such as peer learning, workshops, immersion courses in companies, etc. Definition of clear learning outcomes and assessment methods are the most important success factors to be considered.

Long-term mobility of pupils is organisationally more demanding. Formal recognition of learning outcomes is a crucial challenge, but there are also practical issues such as finding partner schools, host families, integrating the mobility in different academic calendars, ensuring safety of the participants, etc. The programme should support this activity by promoting good practices and using all available expertise, giving more attention and support to hosting schools, building the capacity of schools, better using the online platforms and tools, reducing administration, and collecting mobility friendly practices that could be taken up by national legislators.