



European Citizens' Panel on Learning Mobility

Final Report

Manuscript completed in November 2023

This document should not be considered as representative of the European Commission's official position.

Luxembourg: Publications Office of the European Union, 2023



© European Union, 2023

The reuse policy of European Commission documents is implemented by Commission Decision 2011/833/EU of 12 December 2011 on the reuse of Commission documents (OJ L 330, 14.12.2011, p. 39). Unless otherwise noted, the reuse of this document is authorised under a Creative Commons Attribution 4.0 International (CC BY 4.0) licence (<https://creativecommons.org/licenses/by/4.0/>). This means that reuse is allowed provided appropriate credit is given and any changes are indicated.

All photos © European Union.

Print	ISBN 978-92-68-09221-7	doi:10.2775/968326	NA-09-23-534-EN-C
PDF	ISBN 978-92-68-09185-2	doi:10.2775/019728	NA-09-23-534-EN-N

CONTENTS

1. Introduction	2
2. Main features of the European Citizens' Panel on Learning Mobility.....	5
2.1 Random selection and demographic composition of the panel.....	6
2.2. Steering Committee.....	9
2.3. Knowledge Committee	10
2.4. Knowledge and Information Centre	11
2.5. Speakers.....	11
2.6. Main moderators.....	13
2.7. Facilitators.....	14
2.8. Observers.....	15
3. Methodological framework and individual sessions.....	18
3.1. Methodological framework.....	19
3.2. Session 1: process and outputs	20
3.3. Session 2: process and outputs	24
3.4. Session 3: process and outputs	26
4. Next steps	33
Annex: Full recommendations	36



1. Introduction

European Citizens Panel
**learning
mobility**
Have Your Say
Agenda

#LearningMobilityEU



The European Commission organised three European citizens' panels in 2023, one of which discussed the topic of 'learning mobility'. Each of the panels brought together up to 150 randomly selected citizens from all 27 EU Member States to deliberate and make recommendations ahead of certain key Commission proposals. The panels deliver on the commitment expressed by the communication of 17 June 2022 'Conference on the future of Europe: Putting vision into concrete action' ⁽¹⁾ and by President von der Leyen during the 2022 State of the Union address. The European Citizens' Panel on Learning Mobility was the third panel to be convened, with three sessions taking place on 3–5 March, 24–26 March and 28–30 April. The panel was convened against the backdrop of preparatory work for the proposal for a Council recommendation on learning mobility, to inform the Commission of the citizens' perspective and get their recommendations.

'Learning mobility' is the term used when one stays abroad for a certain amount of time for the purpose of learning, in an environment such as a university, a school or even a company or as part of a youth exchange. Today, learning mobility is an essential component of modern education and a crucial tool for promoting lifelong learning, personal development and intercultural understanding. However, there are still significant challenges to making learning mobility accessible, inclusive and effective for all learners in the European Union.

Recognising these challenges, the EU has taken an active role in promoting learning mobility and supporting Member States in their efforts to increase participation. The Commission's 2025 strategy for the European education area, for example, sets ambitious goals for making opportunities for learning mobility a reality for everyone, and for the automatic mutual recognition of learning outcomes acquired abroad. However, to achieve these goals, complex policy challenges relating to financing, language skills, recognition and social and cultural integration need to be addressed. The EU plays a critical role in facilitating cooperation and coordination among Member States and other stakeholders to address these challenges and develop workable solutions.

⁽¹⁾ European Commission (2022), Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions – Conference on the future of Europe: Putting vision into concrete action, COM(2022) 404 (<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52022DC0404>).



In 2023, the Commission decided to put forward a new policy proposal with the objective of promoting learning mobility for everyone in the European education area. In this context, the Commission convened a European citizens' panel, inviting participants to answer the following question: **'How can we make opportunities for learning mobility a reality for everyone?'** Citizens were invited to identify the main hurdles for learning mobility and what needs to be done to make it a reality for everyone.

Based on information materials, expert inputs and debates in working groups and plenaries, participants in the panel identified and prioritised issues relevant for the Commission's new policy proposal. The inputs and outputs of the panel are summarised in this report, including its annex. This report summarises the main features of the panel and lays out its methodological framework, the way the debates were facilitated, the outputs of the three sessions and the next steps. Finally, lessons and conclusions are drawn from the whole process.



2. Main features of the European Citizens' Panel on Learning Mobility

2.1 RANDOM SELECTION AND DEMOGRAPHIC COMPOSITION OF THE PANEL

The participants in the panel were recruited through random selection, as this is a fair, consistent and reliable approach for selecting individuals for such participatory processes. Properly applied, random se-

lection can increase diversity and representativeness. The recruitment was carried out by Kantar Public, with the support of 27 national recruitment agencies. In most countries, participants were recruited by telephone, using random digital dialling. In some other countries, face-to-face methods or random selection from a probabilistic online panel (only Luxembourg) were used. The average acceptance rate varied across Member States, with an overall average of 5.15 %.

Table 1: Demographic composition of the panel

COUNTRY	TARGET PARTICIPANTS	ACTUAL PARTICIPANTS		
		Session 1	Session 2	Session 3
Belgium	5	4	4	4
Bulgaria	4	4	4	4
Czechia	5	5	5	5
Denmark	3	3	3	3
Germany	19	19	15	14
Estonia	2	2	2	2
Ireland	3	3	3	3
Greece	5	5	5	5
Spain	12	12	12	11
France	15	15	15	14
Croatia	2	2	2	2
Italy	15	15	15	15
Cyprus	2	2	2	2
Latvia	2	3	3	3
Lithuania	2	2	2	2
Luxembourg	2	2	2	2
Hungary	5	5	5	5
Malta	2	2	1	1
Netherlands	6	4	4	4
Austria	4	4	3	4
Poland	10	10	10	10
Portugal	5	4	4	4
Romania	7	7	7	7
Slovenia	2	2	2	2
Slovakia	3	3	3	3
Finland	3	3	3	3
Sweden	5	4	3	3
Total	150	142	139	137

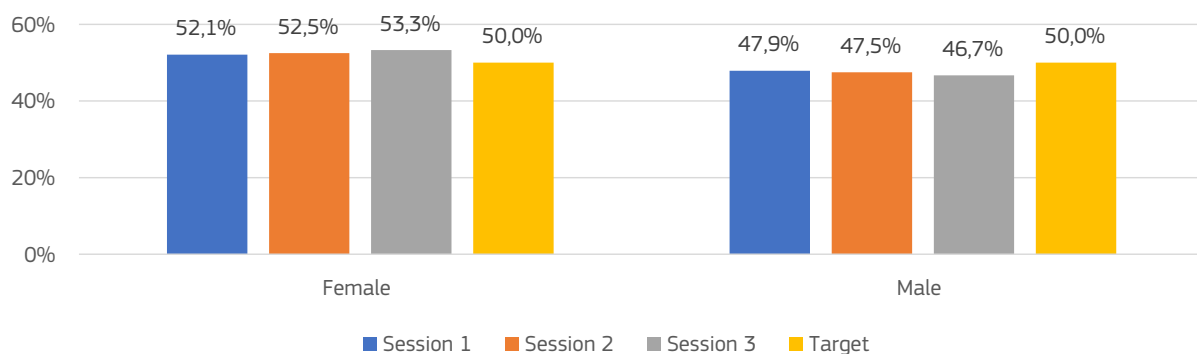
Table 1 provides an overview of the desired number of citizen panellists across Member States (country quotas) and the actual number and country ratio of participants per session. The aim was to reach a level of representation of Member States that is proportional to the size of their population, balanced by a minimum of two citizens per country ⁽²⁾. In other words, high targets were set for countries with a large population, such as Germany (19 citizens), while two citizens each from Luxembourg and Malta were invited. In general, there was a good level of attendance, which broadly reflected the set targets. For 22 out of the 27 Member States, the participation targets were achieved. Over-

all, out of the 150 targeted participants, 142 citizens took part in at least one of the sessions.

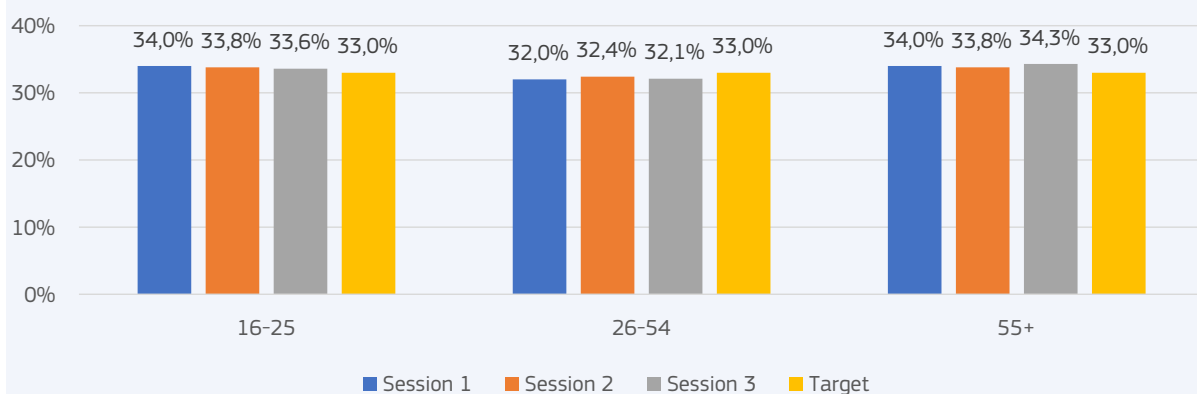
To ensure that the panel reflected the diversity of the EU population to the best possible extent, target quotas for participants were defined according to the socio-demographic characteristics presented in Figure 1 (the actual shares of participants refer to the 142 citizens who attended at least one of the sessions). One exception was the choice to over-represent youth by recruiting a third of the panel in the 16–25 age category, even if this category represents less than 33 % of the EU population ⁽³⁾.

Figure 1: Target numbers and actual participants per session over four socio-demographic criteria

Gender distribution across sessions



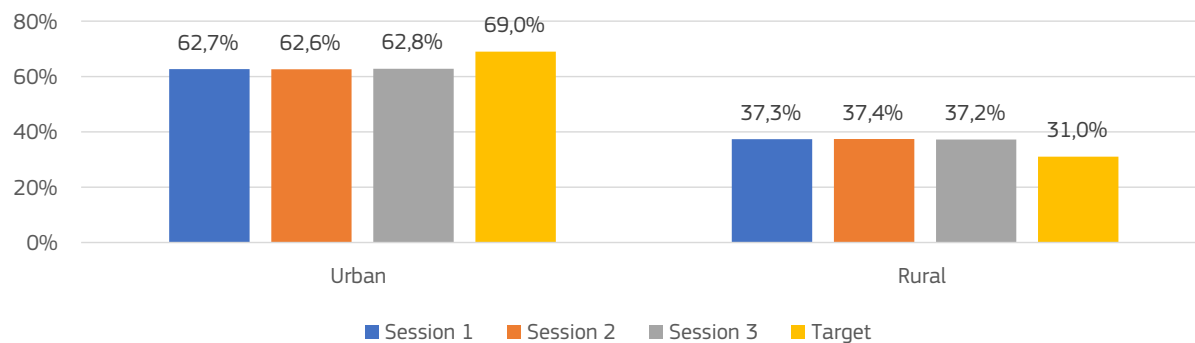
Age distribution across sessions



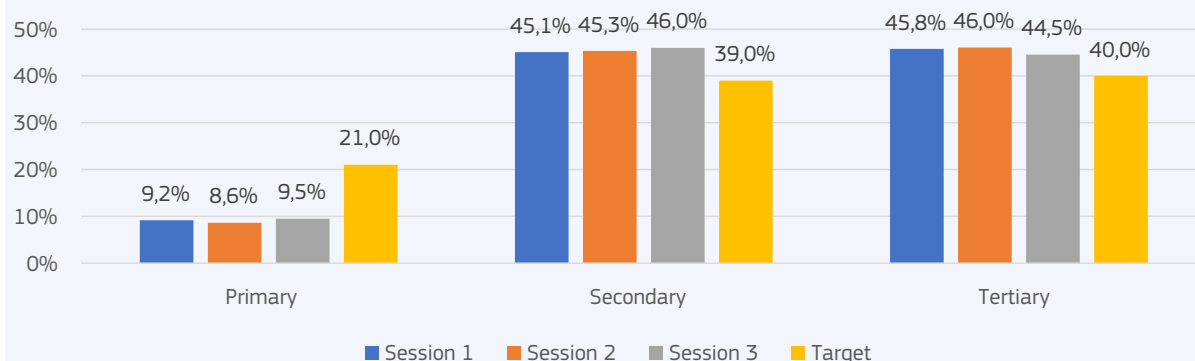
⁽²⁾ The country quotas were generated using the degressive proportionality system, which is also employed to calculate the number of seats per Member State in the European Parliament.

⁽³⁾ This age group represents 10.6 % of the EU population (Eurostat, 2022).

Distribution of participants according to where they live



Distribution of participants according to their level of education





2.2. STEERING COMMITTEE

The Steering Committee designed, organised and conducted the panel. It met once a week to decide on conceptual and organisational matters, including methodology, logistics and budget-related questions. The committee was composed of representatives of the Commission and contractors. On the side of the Commission, three Directorates-General (DG) contributed to the work of the Steering Committee: the Directorate-General for Communication, in charge of the new phase of citizens' engagement and, more particularly, responsible for the methodology and organisation of the panel; the Directorate-General for Employment, Social Affairs and Inclusion, in charge of the vocational education and training and adult education policy; and the Directorate-General for Education, Youth, Sport and Culture, responsible for learning mobility, including the upcoming Commission proposal for Council recommendations on the topic.

The contractors worked together to design and implement this new generation of European citizens' panels. The recruitment of citizens was conducted by Kantar Public. VO Europe and MCI were responsible for citizen

communication and assistance and for all organisational aspects of the three sessions. In addition, an international Deliberation Team composed of ifok (Germany), Missions Publiques (France), the Danish Board of Technology Foundation (Denmark) and deliberativa (Spain) brought together experts to design and facilitate the deliberative process. The Deliberation Team partners pooled their know-how to conceptualise the overall participatory process and the methodology for each session, together with DG Communication. The Deliberation Team was responsible for drafting a concept note outlining the panel's remit, together with the three DGs, and for setting up an advisory Knowledge Committee. Moreover, with the support of DG Employment, Social Affairs and Inclusion and DG Education, Youth, Sport and Culture, it recruited and briefed speakers who helped citizens understand the issue in all its complexity and address citizens' queries during the three sessions. It also coordinated communications with citizens and the support team onsite, conducted the main moderation and the group work facilitation, and oversaw the reporting on the results.



2.3. KNOWLEDGE COMMITTEE

The involvement of a Knowledge Committee composed of experts in the field of learning mobility enhanced the integrity of the deliberative process by guaranteeing the quality, objectivity, diversity and comprehensibility of the information provided to citizens. The Knowledge Committee's role was to produce and provide knowledge and expertise, in order to create a level playing field for all participants and facilitate discussions amongst them. This was done, inter alia, through the drafting of an information kit distributed to citizens prior to the first session. The factual policy input was elaborated in close collaboration with the Steering Committee.

The Knowledge Committee also helped the Deliberation Team identify weak signals (e.g. absence of debate), cross-cutting issues and blind spots within citizens' deliberations (for example, potential overlaps between ideas and existing EU initiatives and/or areas where proposed action was not necessarily supported by evidence). They also engaged in fact-checking and answered citizens' questions during and after the sessions, supported by a Knowledge and Information Centre also involving other experts from the Commission. Furthermore, they supported the Deliberation Team in its effort to cluster the citizens' outputs of the first session (on obstacles to inclusive learning mobility) into main categories of obstacles, informed by their knowledge and experience with learning mobility.

The Knowledge Committee was composed of five members selected by the Steering Committee, based on the following criteria: expertise covering a wide variety of knowledge fields; broad recognition of their know-how and experience in the field, both amongst stakeholders and peers; ability to understand, acknowledge and communicate diverse views on the topic, including possible trade-offs; and diversity in terms of gender, nationality and affiliations. In addition, two representatives from DG Education, Youth, Sport and Culture contributed EU policy insights.

The members of the Knowledge Committee were:

- Gina Ebner, European Association for the Education of Adults;
- Mantas Pupinis, Partner and Research Director, PPMI, Lithuania;
- Juan Rayón González, Erasmus Student Network (ESN);
- Mika Saarinen, National Agency for Erasmus+, Finland;
- Beatriz Tourón, National Agency for Erasmus+, Spain;
- Fabienne Metayer, Head of Sector, Erasmus+ Coordination Unit, DG Education, Youth, Sport and Culture (rotating member);
- Giedrius Sudikas, Erasmus+ Officer, DG Education, Youth, Sport and Culture (rotating member).

2.4. KNOWLEDGE AND INFORMATION CENTRE

A Knowledge and Information Centre (KIC) was set up to reply to questions and requests for clarification sent by citizens throughout their deliberations. The KIC included experts from DG Communication, DG Employment, Social Affairs and Inclusion and DG Education, Youth, Sport and Culture, who were asked to provide responses on their respective policy areas, along with

members of the Knowledge Committee and other experts. Throughout the three sessions of the panel, the KIC provided written answers to questions raised by citizens. In the third session, KIC members made short interventions in three working groups to clarify remaining issues before the citizens consolidated their final recommendations.

2.5. SPEAKERS

In addition to the members of the Knowledge Committee, several stakeholders and experts were invited to share their expertise and experiences regarding learning mobility and to answer citizens' questions. The speakers presented the different sectors of learning mobility (school mobility, youth mobility, student mobility, vocational education and training and adult mobility). They provided information about the existing mobility programmes at the EU and national levels, the challenges faced by different groups in accessing

learning mobility and possible measures to improve access to learning mobility, both at the Member State and EU levels. They also highlighted trade-offs between these measures and provided citizens with feedback on their work. The Knowledge Committee made sure that the knowledge presented to citizens was balanced, adequate and sufficiently representative of the main positions of policymakers and stakeholders in the EU. The speakers are shown below.



Table 2: List of speakers during the three sessions

SESSION 1	
European Commission	Mariya Gabriel , Commissioner for Innovation, Research, Culture, Education and Youth (until May 2023)
	Pia Ahrenkilde Hansen , Director-General, DG Communication
	Richard Kühnel , Director, Representation & Communication in Member States, DG Communication
	Ute Haller-Block , Head of Unit, DG Education, Youth, Sport and Culture
	Jutta König-Georgiades , Citizens' Dialogue Unit, DG Communication
External experts	Gina Ebner , Secretary General, European Association for the Education of Adults
	Ismael Páez Civico , European Youth Forum
	Juan Rayón González , President, Erasmus Student Network
	Mika Saarinen , Director, Finnish National Agency for Erasmus+ (EDUFI)
	Beatriz Tourón Torrado , Education Advisor, Spanish National Agency for Erasmus+ (SEPIE)
SESSION 2	
European Commission	Sophia Eriksson Waterschoot , Director for Youth, Education and Erasmus+, DG Education, Youth, Sport and Culture
	Ute Haller-Block , Head of Unit, DG Education, Youth, Sport and Culture
Transversal block	Mantas Pupinis , Research Director at PPMI and Project Manager of the ongoing 'Study on supporting learning mobility: progress, obstacles and the way forward'
	Mika Saarinen , Director, Finnish National Agency for Erasmus+ (EDUFI)
Topic block 1: Overcoming individual and attitudinal challenges, obstacles and dilemmas	Gregorio Blanco Martín , Head of English Department and Erasmus Coordinator, IES Gabriel Alonso de Herrera
	Irina Ferencz , Director, Academic Cooperation Association
	Wim Gabriels , Director and coordinator of the Social Inclusion and Engagement in Mobility, Erasmus Student Network
	Christoph van Mol , Assistant Professor, Tilburg University
Topic block 2: Overcoming contextual and environmental challenges, obstacles and dilemmas	Gina Ebner , Secretary General, European Association for the Education of Adults
	Ewa Krzaklewska , Assistant Professor, Jagiellonian University
	Ruben Sansom , Coordinator of Clean Mobility, Generation Climate Europe
	Brikena Xhomaqi , Director, Lifelong Learning Platform
Topic block 3: Overcoming institutional and policy-related challenges, obstacles and dilemmas	Vito Borelli , Team Leader, DG Education, Youth, Sport and Culture
	Audrey Frith , Director, Eurodesk Brussels Link
	Søren Kristensen , Consultant, Techne
	Chiara Riondino , Head of Unit, DG Employment, Social Affairs and Inclusion

SESSION 3	
European Commission	Nicolas Schmit , Commissioner for Jobs and Social Rights
	Sophia Eriksson Waterschoot , Director for Youth, Education and Erasmus+, DG Education, Youth, Sport and Culture
	Colin Scicluna , Head of Cabinet of Vice-President Dubravka Šuica
	Ute Haller-Block , Head of Unit, Erasmus+ Coordination Unit, DG Education, Youth, Sport and Culture
	Fabienne Metayer , Head of Sector, DG Education, Youth, Sport and Culture
External experts	Marta Gutierrez Benet , Head of Sector, DG Education, Youth, Sport and Culture
	Kostis Giannidis , former President, Erasmus Student Network
	Juliette Ibarrondo Lasa , European Federation for Intercultural Learning
	Davide Muraro , European Association for the Education of Adults
	Mantas Pupinis , Research Director at PPMI and Project Manager of the 'Study on supporting learning mobility: progress, obstacles and the way forward'
	Mika Saarinen , Director, Finnish National Agency for Erasmus+ (EDUFI)
	Beatriz Tourón Torrado , Education Advisor, Spanish National Agency for Erasmus+ (SEPIE)

2.6. MAIN MODERATORS

Two main moderators guided citizens through all three sessions and steered the discussions in the plenary. They provided information on the general goal of the panel and the methodology of the individual sessions, along with organisational aspects. The main moderators also facilitated debates between the expert speakers, ensured that knowledge was provided fairly and impartially during the discussions and facilitated

Q & A between experts and citizens. Furthermore, the main moderators brought together all results in the final plenaries of each session. The main moderators were:

- Camille Dobler (Missions Publiques),
- Malte Frøslee Ibsen (Danish Board of Technology Foundation)



2.7. FACILITATORS

Citizens worked in 12 working groups, each facilitated and assisted by two members from the Deliberation Team: one experienced facilitator and one assistant. The facilitators' job was to lead the discussions in the working groups and enable a smooth workflow by:

- setting a friendly and mutually respectful atmosphere to promote a balanced contribution from all participants;
- ensuring that all citizens were informed about the overall process and guiding citizens in the group work;
- making sure that the objectives of the working group sessions were reached, i.e. facilitating the identification of conflicts and disagreements between citizens and promoting the emergence of debate and consensus between citizens;
- timekeeping, note-taking and consolidating deliberation output in multilingual and interlinked working documents;

- linking requests made by the citizens in the working groups to the support team or the experts, for example by collecting pending remarks or questions;
- participating in debriefing sessions with the Deliberation Team.

The facilitators were employed by ifok, Missions Publiques or the Danish Board of Technology Foundation. During discussions in the working groups, they were supported by facilitation assistants, mostly consisting of Brussels-based students and trainees. All facilitators and assistants followed common instructions provided in a facilitation guide and a roll-out document (one per session). They engaged in two dedicated briefing and training meetings prior to each session.



2.8. OBSERVERS


A limited number of observers were allowed to follow the work of the panel. The aim was to provide transparency and visibility for this innovative democratic format whilst preserving a safe space for participating citizens, which is crucial for a trustworthy debate environment. Observers were permitted to attend and follow the discussions in the plenary sessions and working groups. The maximum number of observers permitted to each working group was three.

Internal observers also came from the organising partners and institutions (e.g. internal staff from the Secretariat-General, DG Communication, DG Employment, Social Affairs and Inclusion and DG Education, Youth, Sport and Culture). External observers included researchers (from universities or think tanks), civil society stakeholders, media representatives and other stakeholders. With the consent of the citizens concerned, external observers could conduct interviews with them for research purposes only, if it did not impede the proceedings of the panels.









3. Methodological framework and individual sessions

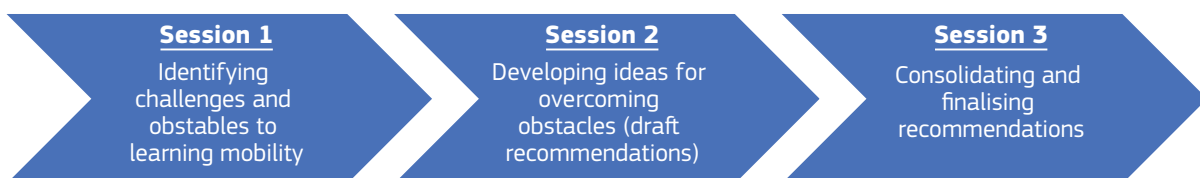


3.1. METHODOLOGICAL FRAMEWORK

The panel consisted of three sessions with different goals.

- In the first session (on-site in Brussels), participants were introduced to the issue at hand and were able to get to know each other and build a sense of community and trust amongst themselves. They received initial expert inputs and were then asked to identify target groups for learning mobility. Afterwards, they collected and prioritised challenges and obstacles to accessing learning mobility with the help of a persona development exercise, a common design thinking method. In other words, they were asked to 'step out of themselves' by creating and describing diverse fictional characters embodying typical or atypical EU citizens, and to think about the chances and hurdles they might face regarding learning mobility.
- The second session took place online and focused on a deeper understanding of the issue. The main goal of the session was to encourage the exchange of ideas and perspectives among participants, identify areas of consensus and disagreement and formulate the initial ideas for recommendations in three separate topic blocks.
- The third and final session (on-site in Brussels) was dedicated to shaping the recommendations based on the ideas and insights gained in the first two sessions, and was supported by further expert inputs. The third session ensured that the panel produced concrete recommendations that could be handed over to the Commission and shared with relevant stakeholders.

Figure 2: Overall methodological flow of the European Citizens' Panel on Learning Mobility



Throughout the panel, there was ample time for group-building and exchange, both during plenary sessions and group work. The structure of the sessions was designed to encourage interaction among participants and to ensure that all voices were heard. As the panel took place in a multilingual setting, citizens were always able to speak in their mother tongue, facilitat-

ed by interpretation. Working groups were composed in a way that allowed sufficient geographical diversity, with a combination of larger and smaller countries and a maximum of five different languages grouped together. Facilitators had the possibility to lead the discussion in their mother tongue or in English.

3.2. SESSION 1: PROCESS AND OUTPUTS

The first session took place during 3–5 March 2023 in Brussels and introduced the topic and the context of the panel. Citizens got to know each other and learned about the rules for constructive discussions. They then developed an understanding of the target groups for increased learning mobility in Europe and the challenges standing in the way of reaching this goal. Commission representatives and external speakers helped

citizens gain a better understanding of the existing programmes and some of the challenges to making learning mobility opportunities a reality for everyone. The aim of the first session was to share and map personal experiences with learning mobility, to define target groups and to identify obstacles for learning mobility activities which citizens found relevant for further discussions in the upcoming sessions.

Day 1 (Friday 3 March)

On the first day, citizens were welcomed by the main moderators and two Commission representatives: **Mariya Gabriel** (then Commissioner for Innovation, Research, Culture, Education and Youth) and **Pia Ahrenkilde Hansen** (Director-General, DG Communication). They highlighted the importance of the panel and presented the EU visions for the education and training sector. The main moderators subsequently walked citizens through the agenda of Session 1 and the next sessions. After some icebreaker games, **Jutta König-Georgiades** (DG Communication) shortly introduced the EU bodies and the decision-making and

legislative process. Then, **Ute Haller-Block** (DG Education, Youth, Sport and Culture) introduced the panel's topic in detail. Learning mobility was further explored from the perspective of citizens' own experiences with learning and training at home and abroad, along with their 'missed opportunities' of learning mobility. The Knowledge Committee members commented and expanded on individual experiences, while giving more general inputs on the different types of learning mobility: school mobility, youth mobility, vocational education and training abroad, adult mobility and student mobility.



Mariya Gabriel welcoming the citizens.

Day 2 (Saturday 4 March)

On the second day, citizens worked in 12 parallel working groups that were simultaneously interpreted and facilitated by experienced facilitators. The groups produced their content in multilingual spreadsheets that were interlinked with other groups. The citizens first shared past and current experiences of learning mobility and reflected on the definition and different types of learning mobility. The citizens then discussed target groups for learning mobility and developed personas, with a focus on characters that could benefit most from increased learning mobility. Each group developed 2–6 personas representing these target groups. The personas were used to define challenges

and obstacles for key target groups. The groups also talked about future trends and societal developments that might impact on learning mobility. Furthermore, they started discussing viable solutions and enablers. Throughout the day, citizens could ask questions to experts in the Knowledge and Information Centre. After the citizens finished their work on Saturday, members of the Knowledge Committee and other on-site experts, together with members of the Deliberation Team, clustered the total of 54 personas developed in the working groups, which resulted in the emergence of 12 separate clusters of personas.



Day 3 (Sunday 5 March)

On the third day, each group of participants received one cluster of personas (there were 2–7 personas per cluster). Each persona had a profile picture generated by the artificial intelligence (AI) program DALL-E, which was based on the demographic descriptions made by the groups. The last step in the working groups was to summarise and identify cross-cutting challenges and obstacles for the respective group of personas under observation. Citizens also prepared themselves for Session 2 and gathered questions and input needs for

the next session. During the closing plenary session, spokespersons from the 12 working groups presented the key obstacles to learning mobility, which were then clustered on a board by the spokesperson and the main moderators. Following the presentations, experts gave reactions and remarks to the work of the panel. Final remarks and a farewell were delivered by **Richard Kühnel** (Director for Representation & Communication in Member States, European Commission).



The formal agenda of the first session is shown below.

Friday (3.3)	PLENARY
14:30–15:00	Welcoming words and introductory speeches by: — Mariya Gabriel , Commissioner for Innovation, Research, Culture, Education and Youth, DG Education, Youth, Sport and Culture — Pia Ahrenkilde Hansen , Director-General, DG Communication
15:00–15:40	Introduction to the citizens' panel: why are we here?
15:40–15:55	Family photo
15:55–16:15	Introduction to the panel's topic I (reflecting on your own experiences)
16:15–16:45	Coffee break
16:45–18:30	Introduction to the panel's topic II (sharing experiences & panel discussion)
Saturday (4.3)	WORKING GROUPS
9:30–11:00	Getting to know each other: values and experiences of learning mobility
11:00–11:30	Coffee break
11:30–13:00	Learning mobility for everyone: identifying target groups
13:00–14:30	Lunch break
14:30–16:15	Identifying current challenges and obstacles
16:15–16:45	Coffee break
16:45–18:00	Exploring future trends
Sunday (5.3)	WORKING GROUPS AND PLENARY
9:30–11:00	Working groups: preparing for the plenary & gathering questions
11:00–12:00	Coffee break and transfer of the groups to meeting rooms
12:00–13:20	Plenary: Presentations from the groups, reactions and Q & A discussions
13:20–13:40	Wrap-up and information about next sessions

3.3. SESSION 2: PROCESS AND OUTPUTS

The second session of the panel was held online during 24–26 March 2023. The aim was for citizens to articulate solutions to overcome the challenges and barriers identified in Session 1 and to draft recommendations to make learning mobility more inclusive. To structure the work of the session, the 36 challenges and obstacles to learning mobility collected in the first session were clustered into three 'topic blocks' by the Knowledge Committee.

→ **Topic block 1.** Overcoming **individual and attitudinal** challenges, obstacles and dilemmas (personal, psychological and decision-making barriers).

→ **Topic block 2.** Overcoming **contextual and environmental** challenges, obstacles and dilemmas (cultural, social and language barriers).

→ **Topic block 3.** Overcoming **institutional and policy-related** challenges, obstacles and dilemmas (access to information, economic and financial barriers).

Commission officials and various external speakers gave citizens inputs on these obstacles and presented possible solutions to address them, with special attention to the dilemmas and trade-offs existing between them. Following an iterative 'peer review' process in which citizens in the 12 working groups reviewed each other's work, they put forward 45 draft recommendations.

Day 1 (Friday 24 March)

On day 1, the citizens were welcomed to the online session by the main moderators and **Sophia Eriksson Waterschoot** (DG Education, Youth, Sport and Culture). Thereafter, **Ute Haller-Block** (DG Education, Youth, Sport and Culture) reflected on the outputs of Session 1 and specified the Commission's expectations of the panel. **Mantas Pupinis** (PPMI) was then invited to explain how the Knowledge Committee clustered the citizens' results from Session 1 in three topic blocks. He gave an initial overview of dilemmas and trade-offs underlying these challenges, as identified by the Knowledge Committee. To complement this first input round, **Mika Saarinen** (EDUFI) provided citizens with information on the Erasmus+ programme and other existing learning mobility programmes to contextualise the panel's work. In three following panel discussions, four speakers elaborated on each of the topic blocks, providing different

perspectives and giving an overview of possible solutions, dilemmas and questions in their respective topic block. At the end of each panel discussion, citizens had the opportunity to ask questions. Finally, the main moderators outlined the weekend's agenda and recalled the overarching purpose of the panel.



Day 2 (Saturday 25 March)

On day 2, citizens worked in parallel in 12 working groups that were simultaneously interpreted and facilitated by experienced facilitators. Note-takers documented the process in multilingual spreadsheets, making it possible for participants to follow the content produced in their group in their native languages. All groups started the day by exploring the first topic block, overcoming psychological and attitudinal obstacles. They agreed on cross-cutting elements to keep in mind when drafting recommendations aimed at over-

coming contextual (Topic block 2) and institutional and policy-related challenges (Topic block 3). Each working group then produced up to two draft recommendations for each of the two topic blocks. In the afternoon, each group sent one ambassador to another working group to pitch their draft recommendations and receive their feedback. Throughout the day, citizens could ask questions to experts in the Knowledge and Information Centre. Answers were provided on Saturday afternoon or Sunday morning.

Day 3 (Sunday 26 March)

On Sunday morning, the citizens in the working groups integrated the feedback received from the other groups and, where applicable, the experts' answers. This resulted in 45 draft recommendations across the 12 working groups. For the following final plenary, each group selected one spokesperson. Each spokesperson then presented two of their group's recommendations to the whole panel. Following these presentations, citizens

received feedback on their ideas from **Mika Saarinen** (EDUFI) and **Ute Haller-Block** (DG Education, Youth, Sport and Culture). In turn, citizens were able to ask questions to these two speakers and to share their own feedback on the current session, also supported by three questions on Slido. Lastly, citizens received an overview of the last session and the next steps.

The full agenda for the session is shown below

Friday (24.3)	PLENARY
14:30–14:50	Welcome, presentation of outputs from Session 1 and agenda for Session 2
14:50–15:35	Moving from obstacles to solutions for learning mobility for all Speakers from the Commission and the Knowledge Committee
15:35–15:55	Break
15:55–16:40	Topic block 1: Overcoming personal and psychological barriers Interviews with experts and Q & A
16:40–17:20	Topic block 2: Overcoming cultural, social and language barriers Interviews with experts and Q & A
17:20–17:40	Break
17:40–18:20	Topic block 3: Overcoming barriers related to information, economy and finance Interviews with experts and Q & A
18:20–18:30	Next steps and closing remarks
Saturday (25.3)	WORKING GROUPS
9:30–9:45	Group building/icebreaker
9:45–11:00	Slot 1: Group work on draft recommendations (Topic block 1)
11:00–11:30	Break
11:30–13:00	Slot 2: Group work on draft recommendations (Topic blocks 2 and 3)
13:00–14:30	Lunch break
14:30–16:00	Slot 3: Group work on draft recommendations (Topic blocks 2 and 3)
16:00–16:30	Break
16:30–18:00	Slot 4: Feedback between groups
Sunday (26.3)	WORKING GROUPS AND PLENARY
9:30–11:15	Slot 5: Consolidating draft recommendations
11:15–11:30	Break
	Plenary
11:30–12:40	Presentations from groups and feedback
12:40–12:55	Break
12:55–13:20	Reactions from experts on work done in Session 2, interaction and Q & A
13:20–13:30	Wrap-up and closing remarks

3.4. SESSION 3: PROCESS AND OUTPUTS

Prior to the third session, the citizens' 45 draft recommendations were clustered around similar topics (e.g. language learning, information and awareness, encouraging companies and employees) and attributed to the 12 working groups. At the same time, written feedback by experts and resource persons was provided on each recommendation. During the third and final

session, the citizens integrated the feedback from experts and other working groups, merged similar ideas and finalised the recommendations. To conclude the session, citizens expressed their degree of agreement with each recommendation in a final assessment procedure in the plenary.



Day 1 (Friday 28 April)

On the first day of this final session, all citizens were welcomed back to the panel by the main moderators, **Nicolas Schmit** (Commissioner for Jobs and Social Rights) and **Sophia Eriksson Waterschoot** (DG Education, Youth, Sport and Culture). Following the welcoming speeches, **Mantas Pupinis** (PPMI) provided insights into the work of the Knowledge Committee between the second and third sessions. During the ensuing break, citizens were invited to prioritise sectors of learning mobility and policy topics discussed by the panel. They did so through a 'live bar charts' exercise, in which they distributed 'budget units' between 13 categories indicating the learning mobility areas that

should receive more funding. After the break, citizens were divided into two sub-plenaries. In each sub-plenary, the working groups received feedback from four experts on the draft recommendations that were attributed to them. In their contribution, experts highlighted avenues for improving citizens' draft recommendations and answered citizens' questions. At the end of the day, citizens gathered in the plenary again to summarise the main points that arose in the sub-plenaries and discuss the results of the live bar charts exercise, as a basis for group work on Saturday. The exercise clearly indicated the primordial importance of language promotion and adult mobility for citizens.

Day 2 (Saturday 29 April)

On day 2, citizens were divided into the same working groups as in the two previous sessions. Just like before, discussions in working groups were facilitated by experienced moderators and enabled by simultaneous interpretation. Throughout the day, each working group worked on several draft recommendations formulated in the second session and attributed to them. They were asked to merge similar recommendations and integrate expert feedback to elaborate relevant recommendations. To support this process, each group received the visit of other citizens to gain insights into the recommendations drafted by other groups. Additionally, during the afternoon, experts visited the working groups who deemed it necessary, to answer questions or resolve doubts hampering the finalisation of recommendations. Towards the end of the day, facilitators played a crucial role in ensuring that the recommendations were finalised and supported by a broad consensus in their group.



Day 3 (Sunday 30 April)



In the final plenary session, all **21 recommendations finalised on Saturday** were presented by the working group representatives and subsequently voted on by all citizens of the panel. The voting procedure was segmented in three phases, each following the same pattern. First, four group speakers read their recommendations aloud, justified their rele-

vance and answered other citizens' questions. Then, all citizens were asked to express their support for each recommendation on a scale of 1 ('I strongly oppose') to 6 ('I strongly support') on a paper ballot. Abstention was also an option. This procedure was repeated twice until all recommendations were presented and voted on. Once all the votes were counted



and the results revealed by the main moderators, **Pia Ahrenkilde-Hansen** (Director-General, DG Communication), **Colin Scicluna** (Head of Cabinet of Vice-President Dubravka Šuica) and **Ute Haller-Block** (Head of Unit, DG Education, Youth, Sport and Culture) were given the floor to explain how the Commission will engage with the citizens' recommendations. Finally, citizens were invited to share their feedback on the whole process.

The full agenda of the session is shown below.



Friday (28.4)		PLENARY
14:00–14:15	Welcoming words and presentation of the session	
14:15–14:35	Reflections by Nicolas Schmit , Commissioner for Jobs and Social Rights, and Sophia Eriksson Waterschoot (Director, DG Education, Youth, Sport and Culture)	
14:35–15:15	Introduction: From Session 2 to Session 3	
15:15–15:45	Coffee break, 'prioritisation' exercises and change of rooms	
15:45–17:50	Sub-plenaries: Q & A with experts on draft recommendations (separated in two 'working blocks')	
17:50–18:00	Change of rooms	
18:00–18:30	Key messages from sub-plenaries	
Saturday (29.4)		WORKING GROUPS
9:30–11:15	Session 1: Deliberation, drafting and review of recommendation 1	
11:15–11:45	Coffee break	
11:45–13:00	Session 2: Deliberation, drafting and review of recommendation 2	
13:00–14:30	Lunch break	
14:30–16:00	Session 3: Experts' inputs & integration of feedback	
16:00–16:30	Coffee break	
16:30–18:00	Session 4: Consolidation of recommendations	
Sunday (30.4)		PLENARY
09:30–09:40	Welcome back	
09:40–10:15	Presentation and assessment of recommendations I (groups 1–4)	
10:15–10:50	Presentation and assessment of recommendations II (groups 5–8)	
10:50–11:25	Presentation and assessment of recommendations III (groups 9–12)	
11:25–12:00	Coffee break	
12:00–12:15	Feedback survey	
12:15–12:30	Presentation of results	
12:30–13:10	Ceremonial moments and official speeches	
13:10–13:30	Farewell and family picture	

The panel formulated 21 final recommendations and assessed them with a rating scale (from 1 to 6), which yielded an arithmetic mean ('level of support') and an 'approval rate', i.e. the share of votes between 4 ('I somewhat support') and 6 ('I strongly support'), for each recommendation. In Table 3, the recommendations (with titles only) are ordered according to their level of support. The full recommendations, including the title, main text body, justification and further details, can be found in the Annex.



Table 3: Overview of the final recommendations and the assessment results

No	Title of the recommendation	Level of support	Approval rate	Votes
16	Information on worker mobility in Europe	5.11	95 %	132
12	Mentors for a better welcome in the destination country	4.99	93 %	132
17	Targeted information campaigns on learning mobility	4.99	92 %	132
21	Promotion of a targeted communication strategy for Erasmus+	4.98	89 %	132
1	A vehicular language (lingua franca) as a tool for learning mobility	4.97	86 %	133
8	Advertise and promote language programmes	4.92	92 %	131
11	Ambassadors for a more mobile Europe	4.92	88 %	131
9	Deployment and adaptation of Erasmus+ information centres and services	4.89	94 %	133
15	Financial support for the professional development of employees	4.87	89 %	131
3	Expansion of existing learning mobility programmes for people of all ages and socioeconomic layers	4.84	88 %	129
14	Recognise the role of educators in learning mobility	4.79	84 %	130
2	Living multilingually in Europe	4.78	90 %	133
4	Promoting deeper integration of the vocational training sector across the EU	4.76	89 %	132
6	EU programme to promote hybrid models of learning mobility for employees	4.75	84 %	134
20	Assessing the administrative barriers faced by employees and employers and how to overcome them	4.75	87 %	133
10	Assuring tailored financial support for all people going on learning mobility	4.69	82 %	131
19	Overcoming prejudices by encouraging a more balanced distribution of Erasmus+ placements	4.56	83 %	132
13	For greener learning mobility	4.46	76 %	131
18	Measures and activities to promote non-discrimination in learning mobility	4.42	75 %	130
7	Improving language learning through new technologies	4.37	74 %	133
5	Enabling learning mobility for families	3.87	60 %	134



Citizens shared their opinions regarding their experience in the panel in a feedback survey. From the participants' perspective, the panel represented a success. The recruitment process yielded a diverse sample of people from across Europe and from all sorts of societal backgrounds. According to the feedback survey, only 5 % of citizens had already taken part in a participation process. Moreover, 77 % believed that the panel 'totally' (23.5 %) or 'somewhat' (54 %) represented the whole of society, even though some peo-

ple remarked that some disadvantaged groups were missing. When asked to judge their overall experience, 93 % of the participants were either 'totally satisfied' (52 %) or 'somewhat satisfied' (41.5 %) with the panel. With similarly large majorities, citizens reported that their knowledge about learning mobility had increased (92 %), that their opinion towards learning mobility had changed (70 %) and that their view on the EU had become more positive (60 %).

'Please, make the most of these panels that are very interesting and create intercultural connections!'

Gesuele, 34, Italy





4. Next steps

Over the course of the three panel sessions, citizens showed a high level of commitment and engagement to develop recommendations on making learning mobility opportunities accessible to everyone. They raised dozens of questions, in order to better understand the workings of the existing learning mobility schemes, in particular the Erasmus+ programme, and about the key obstacles and enablers to learning mobility – which were addressed by experts. Between the sessions, many citizens further investigated the topic of learning mobility, including by reaching out to their local communities, schools and other educational institutions.

The 21 recommendations put forward by the panel – as listed in the Annex – take a comprehensive approach on the promotion of learning mobility by the Member States and the Commission. Five recommendations highlight the importance of inclusive education and training systems and the need for all stakeholders to play their part in ensuring that everyone can enjoy the benefits of a borderless Europe, regardless of their age, level of education, background and financial means. Dedicated inclusion measures are perceived as a key enabler for a more widespread and diverse participation in learning mobility programmes.

During the deliberations, the citizens stressed the lack of awareness, in particular amongst adult learners and disadvantaged learners, about the existing learning

mobility opportunities available to them. Therefore, the importance of reaching out and providing targeted information at the level closest to learners of all ages, including disadvantaged learners, was emphasised in five recommendations. Four recommendations also give significant importance to improving language learning, including with new technologies, as a key enabling factor for learning mobility.

Three recommendations concern the learning mobility of employees, and the remaining four recommendations address the recognition of the role of educators in organising learning mobility, deeper integration of vocational education and training sector across the EU, greener learning mobility and a more balanced distribution of learning mobility destinations.

The Commission's proposal for a Council recommendation takes account of the recommendations of the panel. The proposal aims to expand the scope of learning mobility opportunities to learners, educators and staff of all ages in school education, youth exchanges, vocational education and training, higher education and adult education, and support their transition to the labour market and work mobility. The proposal also has a strong focus on inclusive mobility. Therefore, the proposal is well aligned with the citizens' recommendations, in particular on expanding learning mobility opportunities for people of all ages and socio-economic backgrounds, promoting non-dis-





crimination and ensuring tailored financial support. While learning mobility opportunities for these groups and dedicated inclusion measures for people with fewer opportunities are already available under the Erasmus+ programme, the Commission's proposal aims to offer even more opportunities for all learners within a broad range of cross-border learning mobility schemes.

The importance of strengthening language learning at all stages of education and training to enable learning mobility opportunities is also emphasised in the Commission's proposal. This way, the panel's recommendation on living multilingually in Europe is addressed..

The Commission also wishes to emphasise the provision of targeted and timely information recommended by citizens, including by encouraging Member States to put in place learning mobility promoters. Therefore its proposal is well aligned with the citizens' recommendations on information centres and services, on ambassadors for a more mobile Europe and on mentors for welcoming people in the destination country.

In line with the panel's recommendation to recognise the role of educators in learning mobility, the Commission intends to promote recognition and rewarding the work of staff preparing and implementing learning mobility projects. The Commission's proposal also aims to make learning mobility more environmentally sustainable, including by encouraging Member States to make travelling with more sustainable means of transport from and to learning mobility destinations and during mobility periods an integral part of the learning mobility experience.

Part of the panel's recommendations are already partly addressed by the 2021–2027 Erasmus+ and other EU programmes. For example, as regards the recommendation on enabling learning mobility for families, some Erasmus+ National Agencies provide top-ups to individual support grants for students with children. Online language support is open to all participants in mobility activities in Erasmus+ and European Solidarity Corps programmes. 'Aim, Learn, Master, Achieve' (ALMA), financed by the European Social Fund Plus, provides a supervised work-related experience in another Member State for disadvantaged young people aged 18–29.

The Commission is planning to hold a feedback event to inform participants of the panel about the follow-up to their recommendations at the high-level Education Summit on 30 November.



Annex: Full recommendations

Recommendation 1

A vehicular language (lingua franca) as a tool for learning mobility

English is established as a vehicular language within the EU. English is an easy and common means of communication. The EU should therefore recommend that Member States teach English as a first foreign language. The EU should support Member States in setting up, subsidising, and funding programmes for those who want to learn English. These programmes should be supported both in schools and out of school. Low-cost English courses should be offered outside school for people of all ages. The programme needs to be well advertised and motivate people to learn English.

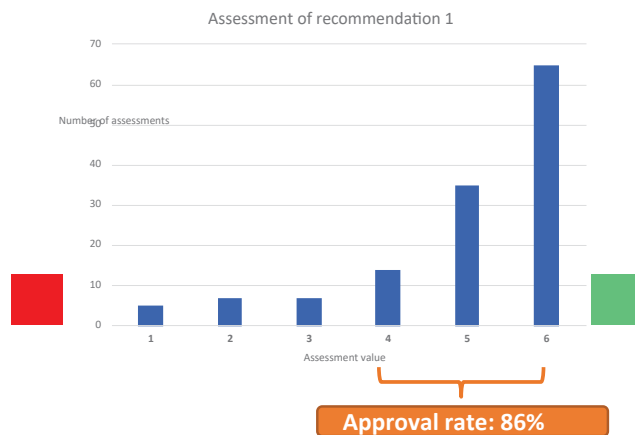
Justification

A common vehicular language facilitates exchanges between nations and cultures. This does not contradict a multilingual Europe. English is easy to learn and is already widely spoken, especially by young people.

Recommendation 1

A VEHICULAR LANGUAGE (LINGUA FRANCA) AS A TOOL FOR LEARNING MOBILITY

Strength of support
5,0



Recommendation 2

Living multilingually in Europe

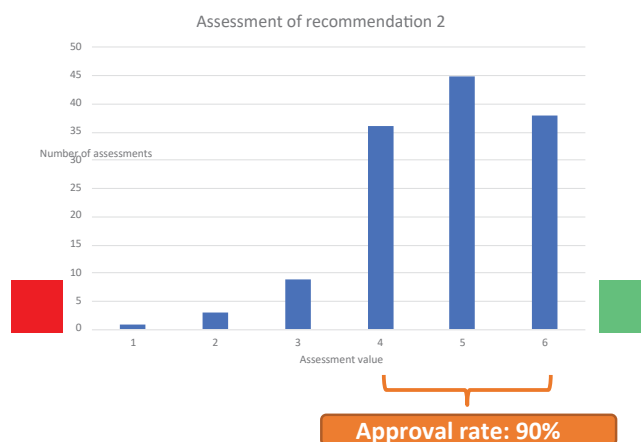
A great characteristic of the EU is its many languages. Learning languages broadens the mind. Therefore, we recommend supporting multinational and multilingual projects. Not only in schools but also outside of them. This can be implemented by supporting exchanges, especially of teachers and interns. People should be encouraged to go on learning mobility. These projects should target exchange participants, specifically teachers and interns who make use of learning mobility. One way of motivating people to learn more languages is by providing EU funding. Information on existing and possible projects needs to be better advertised and communicated.

Justification

Teachers should be able to broaden their horizons through learning mobility experience, and share these experiences once they return to their own schools. Participation in learning mobility creates a strong basis for language education. Knowing many languages makes it easier to get to know different countries and cultures. This makes it more likely that participants will experience Europe's diversity. Low-cost and easily accessible programmes can help support and motivate people of all age groups to learn more languages.

Recommendation 2

LIVING MULTILINGUALLY IN EUROPE



Recommendation 3

Expansion of existing learning mobility programs for people of all ages and socioeconomic layers

We recommend that the EU provides a framework for learning mobility schemes that includes people of all ages. This could be directed at people or groups who are interested in learning mobility but not part of a formal institution. This includes, for example, unemployed or job-seeking individuals, or people from lower socioeconomic backgrounds. However, the framework should not be limited to these groups.

Existing programs, for example the European Solidarity Corps or Discover EU, should be extended to people of all ages and promoted through a platform. Ideally, people going on learning mobility should get the opportunity to stay in private accommodation. This keeps costs low and achieves a closer connection and understanding of foreign cultures and languages. All EU citizens should be able to apply for this programme. They should be able to apply on a case-by-case basis, clearly stating their learning objectives.

Justification

In this way, the European identity and common norms and values are strengthened through all layers of society. Especially people who have received little family or social support due to their background can experience intercultural proximity and a better intercultural understanding through an extended programme.

Recommendation 3

EXPANSION OF EXISTING LEARNING
MOBILITY PROGRAMMES FOR PEOPLE OF
ALL AGES AND SOCIO-ECONOMIC LAYERS

Strength of
support
4,8



Recommendation 4

Promoting deeper integration of the vocational training sector across the EU

We recommend that the European Union provides a better incentive system for actors in the vocational training sector to promote knowledge of and access to existing opportunities. These actors include vocational schools, trainees, craft associations, and sectoral bodies such as national chambers of commerce and industry.

To establish a better incentive system, the existing Centres of Vocational Excellence should be more visible and promote learning mobility to a greater extent. The above-mentioned actors should create a more deeply integrated network to reduce barriers to access and improve the quality of vocational training.

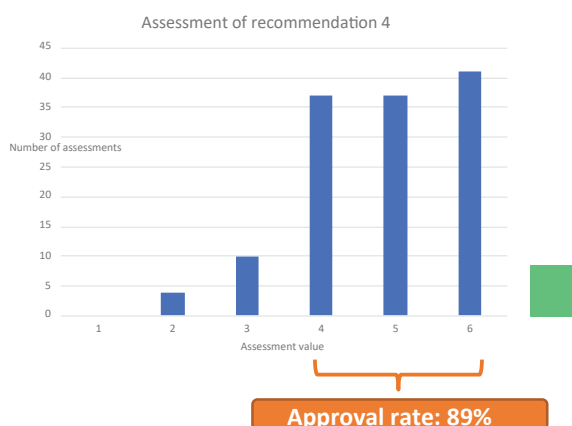
Justification

We would like to improve the quality of European vocational training, particularly in key priority areas such as the green transformation, IT security, utilities, and healthcare. Moreover, by establishing a fixed and more practical network, smaller businesses would also have better access to learning mobility. Moreover, it would uphold the quality of vocational training. Furthermore, the implementation of this recommendation would raise the general level of skill sets in the EU and create a form of brain gain within the Member States.

Recommendation 4

PROMOTING DEEPER INTEGRATION OF THE VOCATIONAL TRAINING SECTOR ACROSS THE EU

Strength of support
4,8



Recommendation 5

Enabling learning mobility for families

We recommend that the EU establishes a pilot programme for intergenerational learning mobility that allows several family members to go on mobility together, thereby addressing family constellations.

We recommend that a new pilot project be launched, possibly within the framework of an existing programme, in which persons with children are taken into account. The pilot project should be evaluated according to its cost-effectiveness to decide whether it should be expanded.

Justification

This measure encourages intergenerational dialogue across the EU as part of its mobility programmes. Additionally, it facilitates access to mobility for people with young children. This solution has the potential to involve school children and parents in mobility: Children could go to school and parents could participate in adult education.

Recommendation 5

ENABLING LEARNING MOBILITY FOR FAMILIES



Recommendation 6

EU programme to promote hybrid models of learning mobility for employees

We recommend the development of an EU programme to promote hybrid learning mobility models for employees.

Through the programme, employees can take courses in different areas of study. The courses of the programme should be completed in a maximum of six months. The courses could be specifically language-related, but also on subjects related to the employees' professions. Through such courses, employees can achieve a higher level of proficiency in their chosen profession, including hands-on experiences. Employees can complete part of the training online, and the other part abroad. To do this, they go to educational institutions abroad, for example, universities, community colleges or vocational training centres (depending on the institutions existing in the countries). The employer is obliged to release the employee for the period of the experience abroad, and for some time during the online course. In addition, the employee's job must be secured upon their return. However, the employer does not have to keep paying the employee's salary during this time. Instead, an EU fund must cover the cost of living abroad. Health and social security should also be covered.

Justification

When employees gain experience abroad, it benefits all parties: the employee can grow personally and professionally. The employer gets a more highly qualified employee upon their return. In addition, companies benefit from their employees' experiences abroad when they pass on their knowledge to colleagues, for example, in the form of training.

It is crucial to offer hybrid models. People in professional life or with children can often only go abroad for a limited time. They need the flexibility of hybrid models. Also, employers need to release their employees for a shorter period if they can do part of the learning experience online.

For the purpose of this specific programme, we would not recommend direct employee exchanges between EU companies because of the risk of headhunting and brain drain. We explicitly want to promote learning mobility through educational providers and not labour mobility. However, exchanges between companies can be valuable in some industries and can be facilitated through other learning mobility programmes.

Recommendation 6

**EU PROGRAMME TO PROMOTE HYBRID
MODELS OF LEARNING MOBILITY FOR
EMPLOYEES**

Strength of
support
4,8



Recommendation 7

Improving language learning through new technologies

The European Commission should invest in the use of technological tools (AI) in the framework of learning mobility to complement language learning. The EU should invest in digital technologies to support learning mobility alongside face-to-face learning. This recommendation applies to the preparation for learning mobility and to the mobility period itself.

Technological tools should be free of charge. New technologies should be used especially in the early stages of language learning. New technologies should be used in a way that it reaches all citizens undertaking learning mobility (e.g. students, pensioners,...).

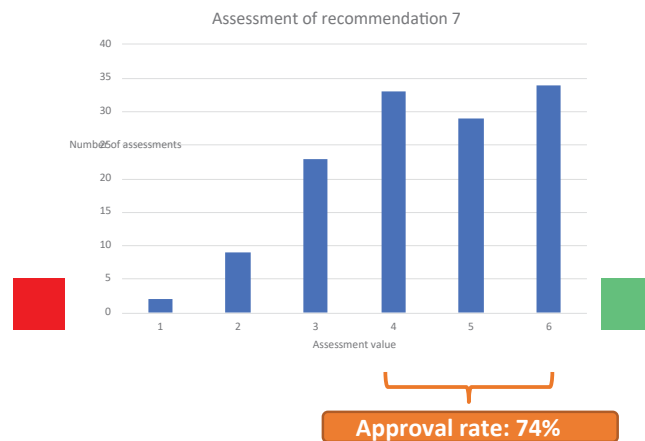
The European Commission should complement the existing EU Academy platform with the latest AI developments through an app. Specific uses of AI could include learning, vocabulary reinforcement, synchronised interpretation, and enabling communication between users on the app.

Justification

The European Commission should take advantage of the latest technologies to improve language learning in learning mobility. AI systems can analyse learning success and develop personalised learning programmes based on needs and skills more quickly.

Recommendation 7

IMPROVING LANGUAGE LEARNING THROUGH NEW TECHNOLOGIES



Recommendation 8

Advertise and promote language programmes

The European Commission should more intensively advertise their own existing language programmes and promote existing language programmes at national and regional levels.

The target group is all those people who wish to undertake learning mobility schemes, and to make use of existing language programs in their home and host countries at a national and regional level.

I. Before the stay:

The EU should advertise their linguistic programmes through email offers, targeted marketing in social media, and public relations.

A mentoring program should be developed. The mentor assigned should provide support on how to improve language skills prior to learning mobility stays.

An ambassador programme should also be developed with people who have already been involved in learning mobility. The ambassadors will inform and promote the learning mobility in schools, universities, and businesses, and share their experiences of language learning.

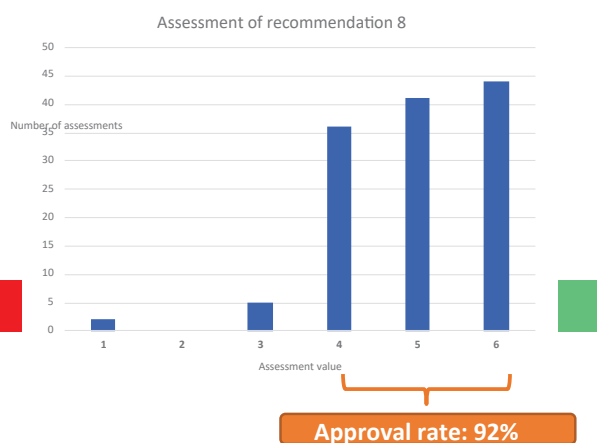
II. During the stay:

The mentor will provide local support when arriving at the destination. The mentoring programme will include cultural and language components to help the person on learning mobility.

Recommendation 8

ADVERTISE AND PROMOTE LANGUAGE PROGRAMMES

Strength of support
4,9



Recommendation 9

Deployment and adaptation of Erasmus+ information centres and services

We consider the accessibility and harmonisation of information on Erasmus+ as a key element. Through a proportional increase and repurposing of the Erasmus+ and Erasmus program budget for adult mobility, we propose to use existing infrastructures specific to the Member States to set up Erasmus+ offices. We refer to national and local infrastructures, specific to the target population: non-working population, working population, young people. We have a specific focus on targeting adults where they participate in learning programmes (employment center, post office, sports clubs, social programs, local associations, centres for people with reduced mobility for adults, etc.). To coordinate these offices, a national reference structure under the umbrella of the European body would be a point of reference for disseminating information on the offered services to local offices. To promote these local offices, we recommend the implementation of a structured European communication at the level of local offices, indicating the existence of these offices and the services provided, taking into account all communication channels.

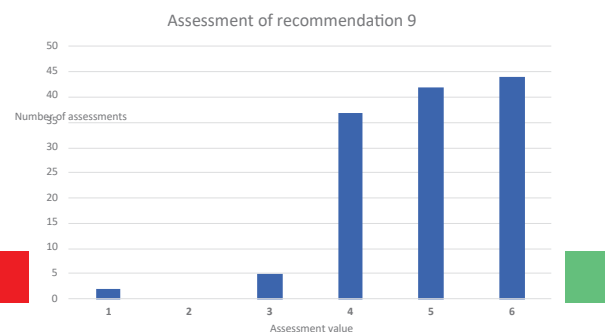
Justification

Given the European patchwork of programs (Eurodesk, Europe Direct, etc.), the issue of accessibility and harmonisation of information on Erasmus+ seems to us to be crucial. A wide range of services could be offered by these local offices (in coordination with the national framework):

- Connecting with a network of people available in the host country to provide a link from the moment of arrival (language support, administrative information, advice on transport, accommodation, healthcare, psychological support, etc.) and throughout the stay, according to their specific needs.
- Special focus on accommodation: a shared local database providing information about available, affordable, and recommended accommodation, with important focus on the accessibility of these housing options to all, including for people with disabilities.
- Specific financial support related to the specific needs of the person moving: healthcare (psychological and physical assistance), help with childcare, and transport.
- A language support system before and during the exchange
- Creation of a support and information platform on housing and transport accessibility for people with special needs to guide and advise them throughout their stay.

Recommendation 9

DEPLOYMENT AND ADAPTATION OF ERASMUS+ INFORMATION CENTRES AND SERVICES



Approval rate: 94%

Recommendation 10

Assuring tailored financial support for all people going on learning mobility

We recommend an increase in the global budget to allow for a more inclusive and larger distribution of resources to participants in learning mobility (including students, trainees, employees, and workers, but also companies and smaller businesses). All should be offered the opportunity to receive financial support, and the amount should depend on socioeconomic factors: cost of living in the host countries, financial capacities of the participants, and special needs for physical disabilities and diseases. This should be carried out by the development of common European awarding criteria that will focus on individual backgrounds and the socioeconomic needs of the individuals applying for learning mobility (without considering grades). Furthermore, financial support will be transferred to the individual participants throughout the whole process. With this increased budget, we also want to encourage the exchanges of employees between companies, based on the financial needs of employees, and according to the size of the companies. The staff who assess the people going on learning mobility should be financially rewarded for their work.

Justification

This will make the education mobility system more equal, inclusive, and accessible to all residents of the European Union and from all walks of life, who want to participate in learning mobility, and to break down the main financial barriers to participation.

Recommendation 10

ASSURING TAILORED FINANCIAL SUPPORT
FOR ALL PEOPLE GOING ON LEARNING
MOBILITY



Recommendation 11

Ambassadors for a more mobile Europe

We recommend creating a programme of ambassadors in each EU country. The ambassadors will be responsible for publicising and promoting existing learning mobility programmes. The ambassadors will promote mobility abroad for all types of target groups (children, students, learners, workers, seniors), and in all types of organisations (schools, universities, companies, associations, etc.). It will be a full-time job, and will be paid by the Erasmus National Agencies. The budget of these agencies will be reallocated to prioritise the work of the ambassadors. This budget will be adapted to the needs of the country (number of inhabitants, number of people who are already beneficiaries of mobility programmes, etc.).

The ambassador will already have experience with mobility to share. They should be an open-minded person with good communication skills. The ambassadors should reflect the diversity of profiles of people who can go abroad, so that each group can identify with them.

It is possible to be an ambassador for a long time. However, it is encouraged to regularly recruit new people who have recently experienced learning mobility. Good communication regarding the ambassadors programme will be implemented (social networks, publicity campaigns, etc.).

Justification

In many European countries, people are not even aware of the existing opportunities for learning mobility. People are often insecure. They are afraid of experiences abroad. It is important to create curiosity, and to take away the fear of going abroad. Erasmus+ is very targeted at specific groups like students. Students have a good understanding of how Erasmus+ works, but other groups (non-higher education students) are a bit excluded from learning mobility opportunities. There is a lot of information available, but it is not reaching people. The ambassadors could help connect people with what already exists. Having someone to talk to directly, to reassure you, and to answer your questions is more efficient than reading a document.

Recommendation 11

AMBASSADORS FOR A MORE MOBILE EUROPE



Recommendation 12

Mentors for a better welcome in the destination country

We recommend that people are welcomed in the destination country on mobility schemes, and their integration is facilitated by a network of tutors. A tutor is a person from the destination country, who has knowledge of the national culture, and is willing to help the newcomer during their stay. The tutor will be in charge of the person's pre-departure support (information on accommodation, transport, administrative procedures, etc.). The tutor will help the newcomer during the stay, especially with local procedures. The tutor will also support the person to develop his or her social life in the country. These tutors will work on a voluntary basis, but they will be reimbursed for some of their expenses. Networks to support integration already exist (ESN, Erasmus Mundus, Europeers, etc.), but only for students. We propose to strengthen them, to bundle them, and to extend them to other groups (children, workers, seniors, learners...). The creation of a platform could make it easier for tutors and newcomers to get in touch.

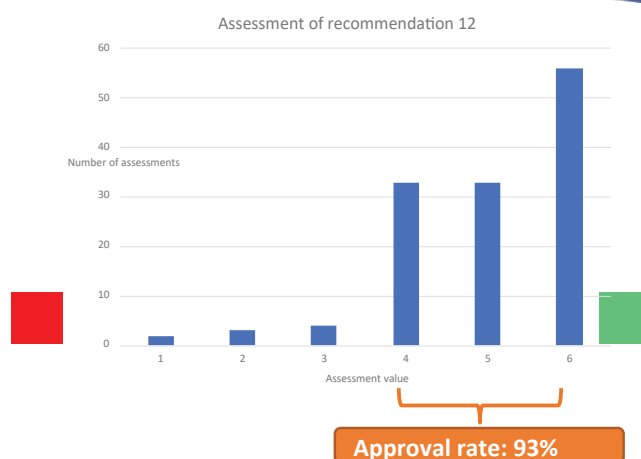
Justification

People can feel isolated during their mobility exchange. Tutors could make them feel more secure and comfortable. Having information before going abroad would be very useful, and could reduce the fear of going abroad. People would have all the information about the destination country, and they would know that someone is waiting for them when they arrive. It could reassure both the people going abroad and their relatives, especially their parents. Tutors would be particularly important for people who experience learning mobility in non-academic institutions or in rural areas.

Recommendation 12

MENTORS FOR A BETTER WELCOME IN DESTINATION COUNTRIES

Strength of
support
5,0



Recommendation 13

For greener learning mobility!

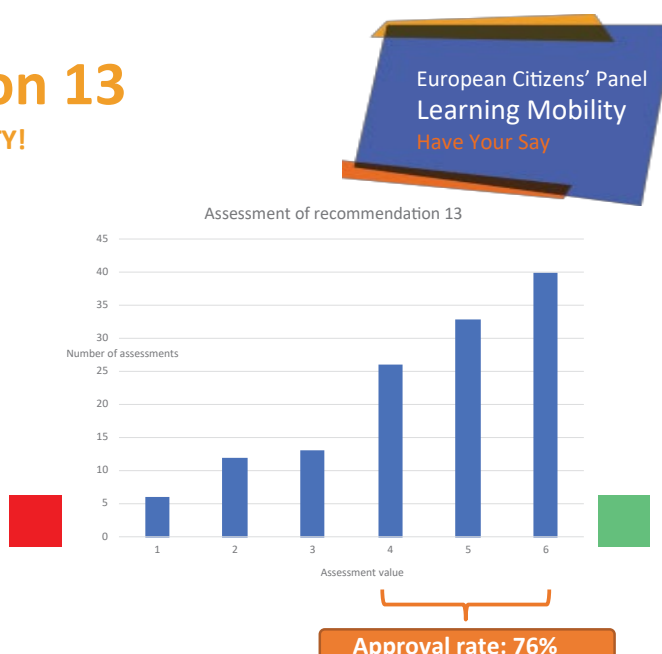
We recommend that incentives for cheaper access to green transport (while moving to and living in a host country) are offered to all participants of learning mobility. These options would also give the participants the possibility to have a cheaper eco-friendly lifestyle in the destination countries, using eco-friendly travelling options to work, staying in eco-friendly hotels, etc. These environmentally friendly options should be properly communicated by the European Commission before the participants leave for the destination country.

Justification

Because there is a need to encourage learning mobility participants, through the use of economic incentives, to use green modes of transportation while going to another country, but also once they are in this new country.

Recommendation 13

FOR GREENER LEARNING MOBILITY!



Recommendation 14**Recognise the role of educators in learning mobility!**

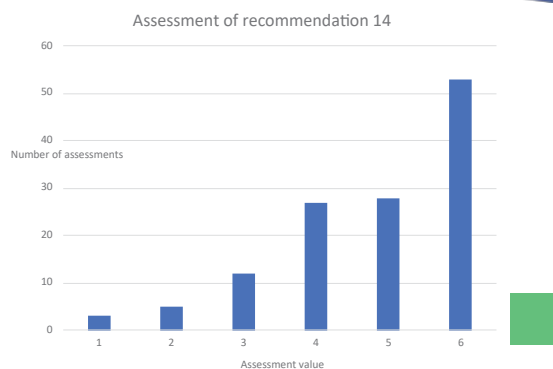
We recommend that educators who support students with learning mobility programmes should be officially recognised as 'international coordinators'. They should be compensated for the extra workload and time spent. They should be easily recognisable in their educational institution, receive training, and a certification. This should encourage them to advise and help students in learning mobility programmes, also with administrative procedures, while conveying European values and the European vision. These 'international coordinators' should be seen as trustworthy. They should organise activities promoting learning mobility throughout the year.

Justification

Educators should be valued and recognised for their extra work and providing better and more accessible information and guidance on the opportunities available.

Recommendation 14**RECOGNISE THE ROLE OF EDUCATORS IN
LEARNING MOBILITY**

Strength of
support
4,8



Approval rate: 84%

Recommendation 15

Financial support for the professional development of employees

We recommend that the EU provide financial incentives for:

- Small and medium-sized enterprises that wish to send their employees abroad to participate in training courses, and to bring the knowledge back home to their colleagues and partners.
- Workers (both unemployed or in insecure employment situations) who go on training mobility to a host company to update their skills and advance their careers. The host company also receives an official European logo for its website

The financial support would cover the fixed costs of the workers (e.g. accommodation, transport, etc.). The EU, companies, the worker or the job centre can co-finance the learning exchange, so that the worker or company takes it seriously. The level of co-financing depends on the type of learning mobility and beneficiaries. These learning exchanges also take place between the private sector (e.g. NGOs, companies, organisations) and the public sector (e.g. institutions, EU, etc.), as well as between other types of work areas. Trade unions and workers' associations can support the development of these programmes.

Justification

In this way, any company, regardless of its economic possibilities, can have its workers participate in exchange programmes to improve their skills. In addition, any company wishing to host a worker can do so without having to pay for the worker's stay or salary.

Recommendation 15

FINANCIAL SUPPORT FOR THE PROFESSIONAL DEVELOPMENT OF EMPLOYEES



Recommendation 16

Information on worker mobility in Europe

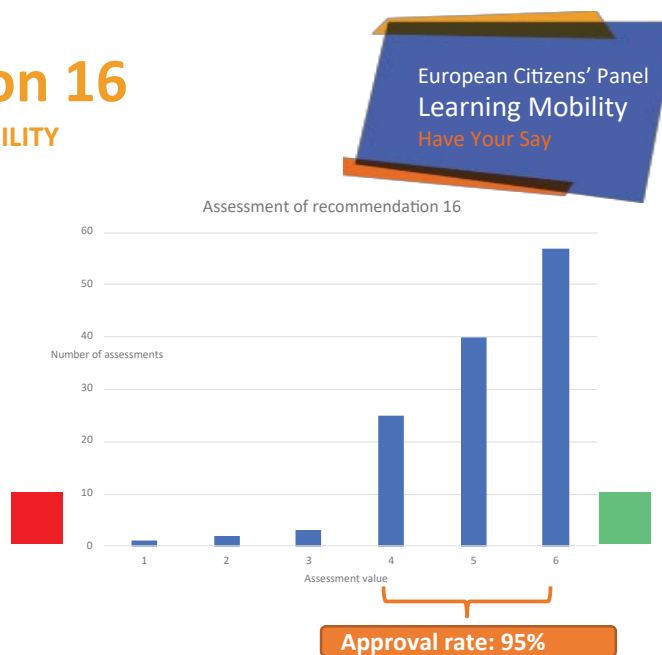
We recommend that the EU creates and manages an information platform dedicated to the learning mobility opportunities for workers in all types of sectors (private, public, etc). The aim of the platform is to connect companies and workers, and it should be universally accessible. Each participant registers their portfolio: companies that want to be a host provide information about what they offer – and workers present their contributions and objectives for a learning experience. The platform will also include information on the different types of funding available and link to other related sites. Workers who have participated in a learning mobility programme should share their experiences through a report. This platform would help to better coordinate the exchange of workers and to manage administrative procedures in a more streamlined and harmonised way.

Justification

This platform would allow employers to exchange information on opportunities and ways to implement these exchanges. In addition, it would be a common space for employees to understand what is available on the market regarding learning mobility opportunities.

Recommendation 16

INFORMATION ON WORKER MOBILITY IN EUROPE



Recommendation 17

Targeted information campaigns on learning mobility

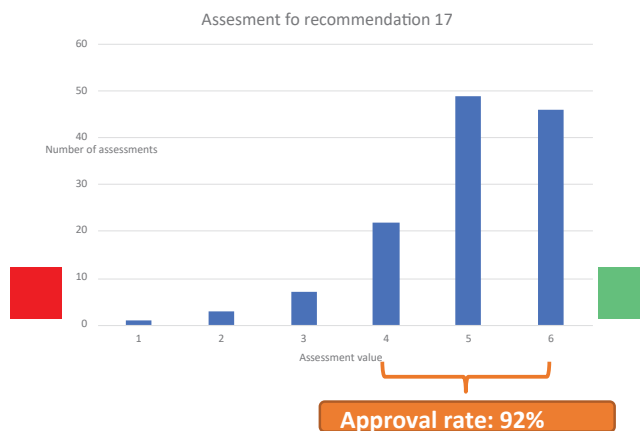
We recommend smaller, targeted information campaigns for two different target groups: a) teenagers/students and b) adults (professionals, workers etc.). Each group needs a distinct approach. The first instrument we could use is ambassadors with previous learning mobility experience, who promote it both to teenagers and adults/professionals by sharing their 'success stories'. This measure could also be effective for groups such as the elderly etc. These ambassadors could be stationed at desks in city halls and visit schools and other venues. A person specialised in the technical and practical matters of learning mobility should be included. The second instrument, focusing on students and young people, could be hybrid and creative ways of reaching them, for instance through social media (hashtags, online information etc.) and physical information kits on learning mobility. This type of campaign could lead to a wider circulation of information and a 'snowball effect'.

Justification

Lack of knowledge about learning mobility makes it impossible for people to get involved in it. Access to information will broaden participation.

Recommendation 17

TARGETED INFORMATION CAMPAIGNS ON LEARNING MOBILITY



Recommendation 18

Measures and activities to promote non-discrimination in learning mobility

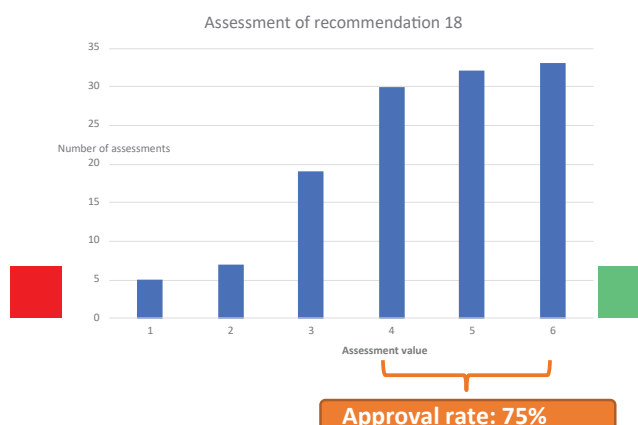
We distinguish between young people in schools and adults in workplaces, and we focus on tackling issues in each of these settings. We ensure that schools and workplaces are non-discriminatory spaces for teenagers and professionals with regard to various factors such as age, gender, health, sexual orientation, religion etc. In order to achieve this goal, the European Commission needs to allocate funds and resources to the different parties involved: host families for teenagers, and companies and NGOs for adults. The following activities are needed: host families and companies should be prepared for what it entails to host someone and should be trained by people specialised in intercultural matters (ombudspersons). This is particularly important for more vulnerable groups. These activities can help improve the mobility experience and minimise discrimination. In addition, incentives should be provided to families and companies to further support them.

Justification

It is important to ensure safety and 'unity in diversity' for mobile students and adults.

Recommendation 18

MEASURES AND ACTIVITIES TO PROMOTE NON-DISCRIMINATION IN LEARNING MOBILITY



Recommendation 19

Overcoming prejudices by encouraging a more balanced distribution of Erasmus+ placements

In order to encourage citizens to apply for a more diverse range of Erasmus+ destinations, we recommend actions at two levels:

1. At the EU institutional level: we recommend that the Commission formulates principles that the institutions participating in Erasmus+ should consider when deciding on and renewing partnership agreements with other educational institutions.

To complement this, the Commission could also develop an online platform where applicants can enter their interests, languages, preferences, etc., and then receive suggestions of destinations that would be a good match for them. This 'recommender' system could increase the diversity of locations by encouraging people to go to places that they wouldn't otherwise have considered.

2. At the Member State level: we recommend that Member States take action to increase the number of Erasmus+ participants they receive. Member States could encourage their national educational institutions to offer more courses in English.

Justification

This recommendation is important for two main reasons:

If certain Member States/destinations are considered less desirable, available places in the Erasmus+ programme may be wasted. Certain countries such as Spain are oversubscribed, but there would be more places available for people to take part in the Erasmus programme if people were encouraged to go to more diverse destinations.

Secondly, if people go to new places that they haven't had much information about, or if they discover new cultures, then it also increases their understanding of other cultures and helps to overcome biases and so on.

Recommendation 19

OVERCOMING PREJUDICES BY ENCOURAGING A MORE BALANCED DISTRIBUTION OF ERASMUS+ PLACEMENTS



Recommendation 20

Assessing the administrative barriers faced by employees and employers and how to overcome them

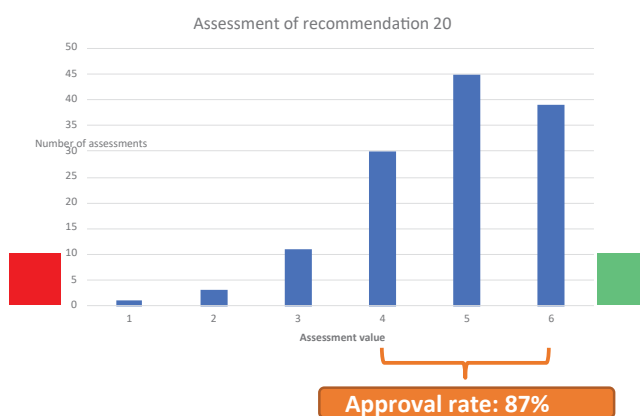
We recommend that the European Commission should carry out an assessment of the barriers faced by employees in participating in learning mobility programmes (for example social security contributions, pensions). In its assessment, the Commission should also consider the needs and motivations of employers to send their employees abroad. On the basis of this assessment, the Commission could propose further measures to overcome these barriers.

Justification

There is a risk, particularly for workers, that they will not be able to go abroad because there are too many administrative barriers, for example, related to social security or their pension. Can they easily transfer these benefits between Member States? Citizens need to be supported in facing these administrative challenges. This is why we recommend that the European Commission carries out a study of these challenges, so that they can be addressed effectively.

Recommendation 20

ASSESSING THE ADMINISTRATIVE BARRIERS FACED BY EMPLOYEES AND EMPLOYERS AND HOW TO OVERCOME THEM



Recommendation 21

Promotion of a targeted communication strategy for Erasmus+

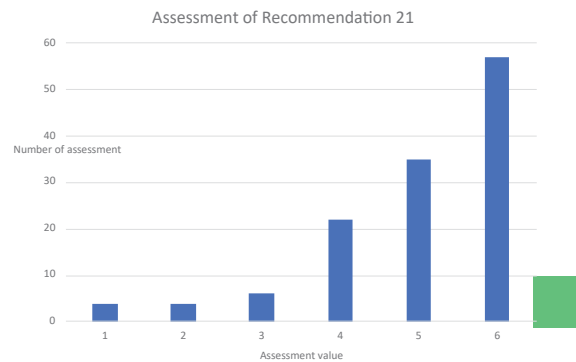
We recommend that all EU citizens should become aware of Erasmus+ within 3 years. This should be achieved through the creation of an effective communication strategy targeting specific groups that are not aware of and informed about Erasmus+ and the European Solidarity Corps. These groups include, but are not limited to, people with disabilities, workers, the unemployed, the financially disadvantaged, people living in rural areas, people without tertiary education, and people at risk of social exclusion.

Justification

There are many opportunities and programmes for learning mobility, such as the Erasmus+ and the European Solidarity Corps. In addition, information hubs such as the Erasmus+ platform and the Erasmus+ app have already been developed. However, this information is not easily accessible and does not reach all relevant groups. Therefore, we recommend setting the goal of reaching all EU citizens within 3 years by creating tailored campaigns to reach specific target groups who may not be able to access or benefit from the currently available information.

Recommendation 21

PROMOTION OF A TARGETED COMMUNICATION STRATEGY FOR ERASMUS+



Approval rate: 89%

GETTING IN TOUCH WITH THE EU

In person

All over the European Union there are hundreds of Europe Direct centres. You can find the address of the centre nearest you online (european-union.europa.eu/contact-eu/meet-us_en).

On the phone or in writing

Europe Direct is a service that answers your questions about the European Union. You can contact this service:

- by freephone: 00 800 6 7 8 9 10 11 (certain operators may charge for these calls),
- at the following standard number: +32 22999696,
- via the following form: european-union.europa.eu/contact-eu/write-us_en.

FINDING INFORMATION ABOUT THE EU

Online

Information about the European Union in all the official languages of the EU is available on the Europa website (european-union.europa.eu).

EU publications

You can view or order EU publications at op.europa.eu/en/publications. Multiple copies of free publications can be obtained by contacting Europe Direct or your local documentation centre (european-union.europa.eu/contact-eu/meet-us_en).

EU law and related documents

For access to legal information from the EU, including all EU law since 1951 in all the official language versions, go to EUR-Lex (eur-lex.europa.eu).

EU open data

The portal data.europa.eu provides access to open datasets from the EU institutions, bodies and agencies. These can be downloaded and reused for free, for both commercial and non-commercial purposes. The portal also provides access to a wealth of datasets from European countries.

