

1. EUROPEAN MOBILITY QUALITY CHARTER

Strengthened by the Mobility Action Plan of 2000¹ and the Recommendation of the European Parliament and the Council of 10 July 2001², mobility has always been of considerable interest to stakeholders. That Recommendation was broad in scope, addressed a whole range of important questions associated with mobility and was targeted at anyone who might benefit from a period of learning abroad (formal and non-formal); including students, teachers, trainers, volunteers and people undergoing training. The second Recommendation, of which this Charter constitutes an integral part, has the same scope but focuses on the quality aspects of mobility, as proposed by an expert group established following the first Recommendation³. It will help ensure that participants have a positive experience, both in the host country and in the country of origin once they return.

This Charter outlines a set of guidelines applicable to mobility undertaken by individual young people or adults, for the purposes of formal and non-formal learning and for their personal and professional development. It has been designed as a basic reference document; its content may be adapted to suit the duration of the mobility and the particularities of the various educational, training and youth activities as well as the needs of the participants. Although primarily addressing mobility for learning purposes, it is felt that these quality guidelines will also be useful for other types of mobility, such as mobility for work.

1. Guidance and information

Potential candidates for mobility should have access to reliable sources of guidance and information on opportunities for mobility and the conditions in which it can be taken up.

2. Learning plan

Before undertaking any kind of mobility for education or training purposes, a learning plan should be drawn up and agreed by everyone involved, including the sending and hosting organisations and the participants. The plan should outline the objectives and expected outcomes, as well as how these would be achieved.

3. Personalisation

Mobility undertaken for education or training purposes should fit in as much as possible with the personal learning pathways, skills and motivation of the participants, and be designed to develop or supplement them.

4. General preparation

Prior preparation of the participants is essential, and should be tailored to their specific needs. It should include linguistic, pedagogical, practical, administrative, legal, personal, cultural and financial aspects, as necessary.

5. Linguistic aspects

Language skills are essential for effective learning. Participants, and their sending and host institutions, should pay special attention to linguistic preparation. Mobility arrangements should include:

¹ Resolution of the Council and the Representatives of the Governments of the Member States, meeting within the Council, of 14 December 2000, concerning an action plan for mobility, OJ C 371, 23.12.2000.

² OJ L 215, 8.8.2001, p. 30.

³ COM(2004) 21.

- before departure, language assessment and the opportunity to follow courses in the language of the host country and in the language of instruction, if different;
- in the host country, linguistic support and advice.

6. Logistical support

Adequate logistical support should be provided to the participants. This could include information and assistance with travel arrangements, insurance, residence or work permits, social security, accommodation, and any other practical aspects, including safety issues relevant to their stay.

7. Mentoring

The hosting organisation (educational establishment, youth organisation, company, etc.) should provide a mentor who will be responsible for helping the participants with their effective integration into the host environment and will act as a contact person for obtaining further assistance.

8. Recognition

If a study or placement period abroad is an integral part of a formal study or training programme, this fact should be stated in the learning plan, and participants should be provided with assistance to ensure its adequate recognition and certification. The way in which the recognition will work should be set out in the learning plan. For other types of mobility, and particularly those in the context of non-formal education and training, a certificate should be issued so that the participant is able to demonstrate his or her active participation and learning outcomes in a satisfactory and credible way.

9. Reintegration and evaluation

On return to their home country, participants should be given guidance on how to make use of competences and skills acquired during the stay. Appropriate help with reintegration into the social, educational or professional environment of the home country should be available to people returning after long-term mobility. The experience gained should be properly evaluated by participants, together with the organisations responsible, to assess whether the aims of the learning plan have been met.

10. Commitments and responsibilities

The responsibilities arising from these quality criteria should be clearly defined and communicated to everyone involved, including participants. They should be confirmed in writing, so that responsibilities are clear to all concerned.