

## ANNEX

## EUROPEAN QUALITY CHARTER FOR MOBILITY

## INTRODUCTION

Strengthened by the Mobility Action Plan of 2000 <sup>(1)</sup> and by Recommendation 2001/613/EC of the European Parliament and the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers <sup>(2)</sup>, mobility has always been of considerable interest to stakeholders. That Recommendation was broad in scope, addressed a 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. Recommendation 2006/961/EC of the European Parliament and the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility <sup>(3)</sup>, 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 Recommendation. It should help to ensure that participants have a positive experience, both in the host country and in their country of origin once they return.

This Charter offers guidance for 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, which takes account of national situations and respects Member States' competences. Its scope and 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 this guidance could also be useful for other types of mobility, such as mobility for work.

**1. Information and guidance**

Potential candidates for mobility should have equal access, at all levels, to reliable sources of information and guidance for mobility and the conditions in which it can be taken up. Among other things, clear information should be provided on each of the points contained in this Charter, about the role and tasks of the sending and hosting organisations and about the various education and training systems.

**2. Learning plan**

Before undertaking mobility for education or training purposes, a learning plan, taking account of linguistic preparation, should be drawn up and agreed by the sending and hosting organisations and the participants. A learning plan is particularly important in the case of long-term mobility and may also be useful in the case of short-term mobility. The plan should outline the objectives and expected learning outcomes, as well as how these should be achieved and implemented. Any significant modification of the learning plan should be agreed by all parties. When drawing up the learning plan, the issues of reintegration into the home country and evaluation should be borne in mind.

**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 should develop or supplement them.

**4. General preparation**

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

<sup>(1)</sup> Resolution of the Council and of 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, p. 4).

<sup>(2)</sup> OJ L 215, 9.8.2001, p. 30.

<sup>(3)</sup> See page 5 of this Official Journal

#### 5. Linguistic aspects

Language skills are important for effective learning, intercultural communication and a better understanding of the host country's culture. Participants, and their sending and hosting organisations, should pay special attention to appropriate linguistic preparation. Wherever possible, mobility arrangements should include:

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

#### 6. Logistical support

Where necessary, adequate logistical support should be provided to the participants. This could include information and assistance concerning travel arrangements, insurance, residence or work permits, social security, the portability of government grants and loans from the country of origin to the host country, accommodation, and any other practical aspects, including safety issues relevant to their stay, as appropriate.

#### 7. Mentoring

The hosting organisation (educational establishment, youth organisation, company, etc.) should provide schemes such as mentoring to advise participants and help with their effective integration into the host environment, and should act as a contact point for obtaining ongoing 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 facilitate recognition and certification, where appropriate. In the learning plan, the sending organisation should undertake to recognise successful periods of mobility. For other types of mobility, and particularly those in the context of non-formal education and training, an appropriate document 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. In this context, the use of the Europass <sup>(1)</sup> should be encouraged.

#### 9. Reintegration and evaluation

On return to the home country, particularly after long-term mobility, participants should be given guidance on how to make use of competences and skills acquired during the stay. Where necessary, help with reintegration into the social, educational or professional environment of the home country should be made 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 agreed by the sending and hosting organisations and the participants. They should preferably be confirmed in writing, so that responsibilities are clear to all concerned.

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<sup>(1)</sup> Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass) (OJ L 390, 31.12.2004, p. 6).