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Mobility of Secondary School Pupils and Recognition of Study Periods Spent Abroad

A Survey

edited by Roberto Ruffino
Conference Proceedings edited by Elisabeth Hardt

the federation of organisations in Europe
The survey was co-ordinated by Roberto Ruffino with the assistance of Kris Mathay.

The survey would not have been possible without the assistance of 20 Member Organisations of the European Federation for Intercultural Learning who co-ordinated and conducted the survey at national level. Their contribution, as well as the financial support of the European Commission in the realisation of this survey is hereby thankfully acknowledged.
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Mobility survey
In today's Europe, the term "mobility" is used to describe many different notions. "Geographic mobility" may not be a goal in itself but it can be a means to pursue professional, educational or personal goals. "Occupational mobility" brings to mind the free movement of workers within a common economic market. "Academic mobility", "mobility in vocational training" and "mobility for volunteers" are also part of Europe's reality. The subject of this survey is "educational mobility", more specifically long-term individual mobility for upper-secondary school pupils in Europe, whether European pupils spend an exchange year abroad or whether European schools, families and communities host a foreign pupil.
1.1 Educational Mobility and the EU

In the mid 1990s, the success of the Erasmus programme spurred policy-makers’ interest in transnational collaboration and mobility within the educational field. By 1993, the Commission was reflecting on means to spread this successful programme to new target groups, notably secondary and primary schools. The criticism that emerged from the evaluation of the former programmes (the overriding focus on economic concerns) was addressed in the preamble to the new flagship programme of European integration: the Socrates programme, the European Community action programme in the field of education.

The new programme also meant to address the objectives enshrined in the EC Treaty (Articles 126 and 127). Because of its correlation with this survey, the Socrates programme will be briefly introduced below.

1.1.1 The Socrates Programme

In 1995, the European Commission launched the first phase of the Socrates programme in order to contribute to the development of quality education and training and to an open European area for education. The education programme comprised three areas of action - higher education, school education, and adult education - as well as horizontal activities in the areas of language learning, open and distance education and learning, and exchanges of information and experience. In 1999, upon the closing of the programme’s first phase, 500,000 students had undertaken a period of study in another European university, 10,000 schools had taken part in European partnerships, and thousands of projects had been developed to promote European languages.

The second phase of Socrates (2000-2006) pursues the same objectives but has also introduced two new features: the promotion of lifelong learning and the development of a Europe of knowledge.

All measures in Socrates focusing on school education are designed:

- to help to fulfil the basic tasks of school education, which include the contribution to equal opportunities for all; giving all young people a sense of responsibility in an interdependent society; developing their ability to work unsupervised; making it possible for them to fulfill their full potential in their personal and working lives; […]

- to motivate all those involved in the educational process to familiarise themselves with the socio-economic and cultural situation of the other Member States

From “Proposal for a Decision of the European Parliament and the Council establishing the Community Programme Socrates”
The aims of the current Socrates programme are the following:
- to strengthen the European dimension of education at all levels;
- to improve knowledge of European languages;
- to promote cooperation and mobility in the field of education;
- to encourage the use of new technologies in education;
- to promote equal opportunities in all sectors of education.

Socrates covers all types of learning - formal and informal - and all levels of education. The programme is relevant to all parties involved in education: teachers, education staff, administrative and management staff, pupils and students, along with civil servants and decision-makers. Socrates comprises eight actions.

In practice, Socrates offers grants for people to study, teach, undertake a placement, or follow a training course in one of the 31 eligible countries. It provides support for educational establishments to organise teaching projects and to exchange experiences. It helps associations and NGOs to undertake research projects or to organise activities on educational topics.

Opening up access to knowledge, irrespective of age or place, is important for a number of reasons. It makes it easier to get a job in a world in which it is necessary to adapt to increasingly relentless change. It is a way of obtaining recognised qualifications, acquiring a range of skills, including social skills, and it is a means of personal fulfilment. Lastly, it is a way of discovering cultures, broadening one’s horizon and preparing to exercise active citizenship.

From Gateway to Education

Based on Articles 126 and 127 of the Treaty, Socrates aims at promoting the quality of education and training systems and acts as a catalyst. It promotes the diversity of education systems and the voluntary cooperation of the different players. Socrates, therefore, does not aim at a harmonisation of education systems. It also addresses the aims enshrined in Article 128 of the Treaty, i.e. improved cooperation between the Member States in order to further the knowledge and dissemination of the culture and histories of the European peoples.

1.1.2 Tackling Obstacles to Mobility

Despite Socrates’ great achievements and the successes of other EU programmes like Leonardo da Vinci (vocational training programme) and Youth (mobility and non-formal education programme for young people between the ages of 15 and 25) many obstacles to educational mobility within Europe remain today. In 1995, the EU embarked on its first major review of obstacles to mobility for people undergoing training. Since then, many steps have been taken to list and tackle these obstacles. Below, an overview is given of the relevant documents, proposals and recommendations. First and foremost, attention is given to those aspects that concern educational mobility for secondary school pupils.

1.1.2.1 Green Paper of 2 October 1996: The Obstacles to Transnational Mobility

The Green Paper points out the importance of transnational mobility as it is enshrined in the EC Treaty: transnational mobility should be encouraged and should form an integral part of the Community policy in the fields of education, training and research. The Paper also acknowledges the existence of obstacles to genuine freedom of movement for persons undergoing training and those working in the field, despite the resolve to promote mobility and the numerous legal provisions adopted in connection with the Single Market. Important obstacles include:
The Council of Ministers of the EU sees the construction of a European area of knowledge as a priority for the European Community. Through education and more specifically through the exchange of knowledge and experience, Europeans will acquire the shared cultural references that are the basis of European citizenship and of a political Europe. It is therefore necessary to target young people, schoolchildren, students, researchers and all those being educated as well as their teachers in order to build a Europe of intelligence. In an internationalised economy that is increasingly built on knowledge, building a Europe of knowledge is also an economic necessity. By increasing the mobility of the target group, Europe hopes to attain this goal.

The Resolution of the Council and of the Representatives of the Governments of the Member States (14 December 2000) recognises the progress - in terms of promoting mobility - already made through Socrates, Leonardo da Vinci, and Youth. Yet, even if the number of people participating in educational mobility programmes is on the increase, the number is still small and substantial obstacles remain.

Steps need to be taken to remove the obstacles to mobility and to actively promote it, and the Resolution suggests specific initiatives, grouped in the Mobility Action Plan.

The Mobility Action Plan has three major objectives:
- to define and democratise mobility in Europe;
- to promote appropriate forms of funding;
- to increase mobility and improve the conditions for it.

It is conceived as a 'toolbox' of 42 measures divided into four main chapters, focusing on promoting, financing and improving mobility, and gaining more from periods thereof. For a detailed overview of the measures that concern long-term individual mobility for upper-secondary school pupils, see Annex 13.1

1.1.2.3 Recommendation of the European Parliament and the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, young volunteers, teachers and trainers

The EU Recommendation on mobility aims to:
- Remove all legal and administrative obstacles to the mobility of persons;
- Encourage the learning of at least two Community languages;
- Encourage linguistic and cultural preparation prior to any mobility measure;
- Promote the development of various forms of financial support for mobility (e.g. grants, scholarships, etc.);
- Recognise qualifications and experience gained abroad;
- Remove discrimination between persons who undertook a mobility scheme and those who did not;
- Facilitate the mobility of third-country nationals;
- Encourage students and pupils to undertake part of their studies in another Member State and to facilitate the recognition of studies undertaken;
- Facilitate the integration of hosted students (guidance, psychological support, etc.)
Furthermore, the Commission is asked to survey the procedures for introducing a pass for schoolchildren giving holders entitlement to various concessions during their period of mobility. The Commission set up a group of experts representing all Member States and comprising officials responsible for coordinating the implementation of these recommendations and those of the Mobility Action Plan.

1.1.2.4 Action Plan on Skills and Mobility

The High Level Task Force on Skills and Mobility set up by the EU Commission in July 2001 finished its analysis for geographic and occupational mobility on 14 December 2001. Their recommendations include the following:

- the Commission should take the initiative to strengthen the international exchange programmes and the related financial instruments to facilitate the exchange of educational, training and work experience for youth and adults abroad;
- more citizens, in particular young people up to 18 years, should be entitled to undertake part of their studies or training in another Member State. To that effect, school managers, teachers and educators should be informed and trained about the possibilities of the available programmes targeting young people;
- member States should introduce or develop further intercultural oriented education in the school system as a preparation for intra-European mobility;
- the Commission should initiate a framework for the accreditation of non-formal and informal learning;
- member States should provide for the early acquisition of language skills in pre-primary and primary schools and for the strengthening of these in secondary schools so that all pupils master two EU languages in addition to their own.

The Action Plan on Skills and Mobility builds on the conclusions of the Task Force’s recommendations to create opportunities for citizens to move around the Union for educational or professional purposes, and to make it easier for them to take advantage of the benefits of European integration, including the European Single Market.

1.2 Long-Term Individual Mobility for Upper-Secondary School Pupils

1.2.1 Maximising the Intercultural Awareness of Active European Citizens

In the past few years, the Socrates programme and more specifically Comenius has proved to be very successful in promoting the European dimension of school education and facilitating transnational cooperation between European schools. Within or outside Socrates, many classes throughout the EU have embarked on joint school or language projects that sometimes involve short-term (1 to 2 weeks) class exchanges with a partner school. These short-term group exchanges offer a first outlook on a country’s language, culture and school life, and are undoubtedly a great opportunity for pupils to increase their linguistic and academic knowledge. However, as has been suggested by Cornelius Grove in the 1980s¹, a very short period of contact between groups or individuals can actually reinforce prejudice and discrimination, and it may be that the quality of an exchange experience is directly related to the quantity of time involved. Therefore, those educational exchanges that lead upper-secondary school pupils to live individually and for a longer period in a Member State other than their own, should be promoted and facilitated on a larger scale. That way the intercultural potential of our youth can be maximized and they can be thoroughly prepared to exercise active European citizenship.
1.2.2 The Case of AFS Intercultural Programs, Inc.

AFS (formerly American Field Service) traces its roots back to volunteer ambulance drivers during the two World Wars. In 1947, these volunteers founded AFS Intercultural Programs to start youth exchanges. They acted from the belief that if future generations could understand their global neighbours – recognising and appreciating their differences – the world could experience greater stability. The AFS organisations are voluntary, non-governmental, non-profit organisations providing intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world. AFS Intercultural Programs has more than half a century of experience with long-term individual mobility for upper-secondary school pupils. Today, the AFS network covers more than 50 partner countries worldwide and more than 10,000 people yearly participate in AFS programmes.

In April 2002, AFS Intercultural Programs launched a study on the educational impact of its year-long secondary school exchange programme. The study involves some 1,400 AFS exchange pupils from nine countries, i.e. Austria, Brazil, Costa Rica, Ecuador, Germany, Hong Kong, Italy, Japan and the United States. The study is being conducted by Mitchell R. Hammer - Ph.D on this project and Professor of International Peace and Conflict Resolution in the School of International Service at the American University, Washington D.C. - in close cooperation with Bettina G. Hansel. Since the results of this study will only be available in late 2004, we will refer to the outcomes of the 1986 Impact Study.

The benefits to participants of an AFS programme were academically researched by Bettina Hansel and Cornelius Grove and accounted in the 1986 AFS Impact Study, which concerned a survey initiated in 1977 and completed in 1985. This survey was a careful attempt to document the changes in learning and personal development that are associated with an intercultural home stay. The survey identified several personal characteristics or "outcomes" in which AFS School Year Programme students show substantially greater learning and growth than that shown by a group of pupils who had expressed interest in an exchange experience but were unable to participate in a home stay abroad. Substantial differences were noticed in terms of:

- Intercultural knowledge and sensitivity
- Global issues awareness
- Interpersonal relationship building
- Personal values and skills

In the graph below we can see an overview of the 17 characteristics in which a group of participants in a year-long exchange programme to the US in 1982 and a group of non-participants differ. There are significant differences in terms of how pupils appreciate and understand other cultures, their foreign language ability, their awareness of international matters, the way they rate the importance of material comfort and their degree of adaptability.

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2 Participants to different AFS Programmes participated in the study, but here we refer to American upper-secondary school pupils who attend school in another country for the duration of one school year while living with a host family.

Considering the substantial impact of long-term individual mobility schemes for upper-secondary school pupils as pointed out above, more European pupils should be encouraged to participate in, and benefit from, such programmes. Ideally, active European citizens are able to appreciate and understand the culture of other Member States, they speak Community languages other than their own, they are highly adaptable to different circumstances and they benefit from a global awareness.

Therefore, it is essential that the conditions under which pupil mobility currently takes place be identified, in order to optimise the circumstances and promote the wider practice of long-term individual mobility for upper-secondary school pupils. To that effect, the European Federation for Intercultural Learning (EFIL) has undertaken this survey.

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**Table 1: 1986 AFS Impact Study - Characteristics and average change**

<table>
<thead>
<tr>
<th>AFS Impact Study</th>
<th>Average Change on 100 pt. Scale</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Programme Participant</td>
</tr>
<tr>
<td>Appreciation of host culture</td>
<td>16.9</td>
</tr>
<tr>
<td>Foreign language appreciation/ability</td>
<td>15.1</td>
</tr>
<tr>
<td>Awareness of international matters</td>
<td>5.7</td>
</tr>
<tr>
<td>Non-importance of material comfort</td>
<td>3.5</td>
</tr>
<tr>
<td>Adaptability</td>
<td>4.9</td>
</tr>
<tr>
<td>Understanding of other cultures</td>
<td>6.3</td>
</tr>
<tr>
<td>Appreciation of own (natural) family</td>
<td>4.7</td>
</tr>
<tr>
<td>Independence; responsibility for self</td>
<td>3.3</td>
</tr>
<tr>
<td>Appreciation of home culture</td>
<td>2.6</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>4.3</td>
</tr>
<tr>
<td>Exchange of ideas</td>
<td>5.2</td>
</tr>
<tr>
<td>Communication with others</td>
<td>4.9</td>
</tr>
<tr>
<td>Awareness of opportunities</td>
<td>5.2</td>
</tr>
<tr>
<td>Open-mindedness</td>
<td>2.8</td>
</tr>
<tr>
<td>Standards in personal relationships</td>
<td>2.4</td>
</tr>
<tr>
<td>Personal growth &amp; maturity</td>
<td>3.3</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>4.7</td>
</tr>
</tbody>
</table>

n = 323 n = 160

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*AFS Impact Study Average Change on 100 pt. Scale*  

*Programme Non- Participant*  

1 Appreciation of host culture  
2 Foreign language appreciation/ability  
3 Awareness of international matters  
4 Non-importance of material comfort  
5 Adaptability  
6 Understanding of other cultures  
7 Appreciation of own (natural) family  
8 Independence; responsibility for self  
9 Appreciation of home culture  
10 Critical thinking  
11 Exchange of ideas  
12 Communication with others  
13 Awareness of opportunities  
14 Open-mindedness  
15 Standards in personal relationships  
16 Personal growth & maturity  
17 Self-confidence

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4 A stay in another country and equivalent school system for a duration of minimum 10 months.
1.2.3 The European Federation for Intercultural Learning

The European Federation for Intercultural Learning (EFIL), based in Brussels, was founded in 1971. EFIL is the umbrella organisation of AFS organisations in Europe, which have more than 50 years of experience with exchanges for upper-secondary school pupils who spend one school year in another country while living with a host family, within and outside Europe. EFIL’s Member Organisations work closely with approximately 2,000 secondary schools. In the last 5 years, EFIL was contracted by the Council of Europe to coordinate the European Secondary School Student Exchange (ESSSE) Programme, the trimester exchange between Eastern and Western Europe. EFIL is a European organisation with a very long and broad experience in the field of exchanges for upper-secondary school pupils.

**Figure 1:** 1986 AFS Impact Study - Impact of a long-term individual mobility scheme

**Legend**
- Year Programme
- Non-Participant
Subject, Objectives and Methodology of this Survey

This survey presents a collection of information on how long-term mobility of pupils is perceived around Europe, especially among schools, among the agencies that work in this field and among the non-governmental organisations that are specialised in educational exchanges. In other words, the subject of this study is not a mere enumeration of the conditions under which mobility takes place but more an overview of how these conditions are perceived.

2.1 Subject

The subject of this survey is an analysis of the conditions under which long-term individual mobility for upper-secondary school pupils currently takes place at the national level in 19 European countries, and more specifically of:

- the knowledge about the regulatory framework (laws, administrative circulars, etc.);
- the conditions under which mobility is promoted by educational agencies, non-governmental organisations and schools themselves (focusing on the duration of exchanges, the format (bilateral or multilateral), the preparatory activities surrounding the exchange, and the cultural and linguistic aspects). Special attention has been paid to those initiatives that promote mobility through measures of certification and accreditation.
The methodology of the study implies that the majority of the responses given to the questions concern perceptions instead of facts. In other words, the subject of this study is not a mere enumeration of the conditions under which long-term mobility for upper-secondary pupils currently takes place in Europe, but more so an overview of how (head) teachers, educators and all those playing an important role in the field of educational mobility perceive those conditions.

This project was funded in part by the European Commission (Directorate-General for Education and Culture) within the framework of the action “Observation and analysis of the education systems” which is part of the Community’s Socrates programme.

2.2 Objectives

With this survey EFIL sought to:

- identify existing individual mobility schemes and practices at the upper-secondary school level in 19 European countries;
- identify those schemes and practices at the upper-secondary school level that are beneficial to the individual, to the school and to the community at large;
- develop a body of best practices under which individual mobility at the upper-secondary school level should take place to allow for an appropriate certification of the skills and knowledge acquired abroad;
- identify current barriers towards the expansion of mobility schemes for secondary school pupils and certification;
- identify pilot actions instrumental in furthering long-term mobility of secondary school pupils together with the main stakeholders from the public sector and the NGO sector, as well as representatives of the educational agencies and the EU Commission.

2.3 Methodology

The 19 countries involved in the survey were selected on the basis of the EFIL network and they include:

- 13 EU Member States: Austria, Belgium, Denmark, Finland, France, Germany, Ireland, Italy, the Netherlands, Portugal, Spain, Sweden, and the United Kingdom;
- 1 EFTA country: Norway;
- 4 then EU-accessing countries: the Czech Republic, Hungary, Latvia, and Slovakia;
- Turkey.

In the EFIL network, Belgium is represented by two partners, i.e. Belgium-Flanders and Belgium-Wallonia, so that in total 20 different partners have been involved. In order to conduct this survey, EFIL appointed a national coordinator in each of the 20 participating partners, whose task was the co-ordination of the survey at the national level. Among other things, the tasks of the national co-ordinators were to translate the questionnaires, to liaise with schools and public agencies, to hold interviews when necessary and to collect and interpret the national data. At the European level, the data from the 19 countries were processed and collated at the EFIL secretariat.

Throughout the survey, the following country-abbreviations are used in the charts displaying the statistical outcomes: AUT (Austria), BFL (Belgium-Flanders), BFR (Belgium-Wallonia), CZE (the Czech Republic), DEN (Denmark), ESP (Spain), FIN (Finland), FRA (France), GER (Germany), HUN (Hungary), IRE (Ireland), ITA (Italy), LAT (Latvia), NED (the Netherlands), NOR (Norway), POR (Portugal), SVK (Slovakia), SWE (Sweden), TUR (Turkey), and UK (the United Kingdom).

Four different interested parties in the field of long-term individual mobility for upper-secondary school pupils have been questioned in this survey.

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5 Our survey specifically asked the institutions to inform us about their status (public, private etc.) but the responses received do not allow us to be much more specific.
Teachers or head teachers from schools which are geographically spread throughout the 19 countries involved. The participating institutions included:
- schools that had already taken part in mobility schemes - either as a sending or hosting institution - and schools that hadn’t;
- public and private schools, as well as international schools;
- gymnasia or secondary grammar schools, general secondary schools, technical schools and professional schools.

Representatives of Public Agencies at national, regional, or local level, whose task was to promote, coordinate, and/or fund transnational pupil mobility. These Public Agencies include Ministries of Education, Boards of Education, City Councils etc.

Key Players in the field of mobility: profit- and non-profit mobility providers other than AFS; organisations, institutions, private agencies or companies furthering mobility through scholarships; foundations, etc.

The 20 European partners from the EFIL network.

The main instrument used in this survey was a set of questionnaires. EFIL provided four standard questionnaires in English, which were translated into the country’s national language.

Schools and Public Agencies were asked about the following topics, both in a sending and hosting perspective of upper-secondary school pupils taking part in a long-term educational mobility programme of minimum 10 months:
- Educational policies, guidelines, and legislation affecting the mobility of secondary school pupils;
- Educational programmes and funds promoting the mobility of secondary school pupils;
- Main reasons underlying the lack of appropriate recognition / Identification of aspects taken into account for recognition;
- National practices affecting the mobility of secondary school pupils;
- Trends indicating an opening of the education system or an internationalisation thereof.

The following main issues were addressed to Key Players:
- Assessing the existing structures supporting mobility;
- Identifying future trends in the market.

EFIL partners were asked about the landscape of mobility providers in their country.

Originally, the questionnaires were mailed to a selection of schools, public agencies, and key players in the field of mobility in the participating countries and they were asked for a written reply. If no reaction was given, they were contacted by telephone and in some instances a telephone interview took place. In other cases, people were personally interviewed, especially public administrators. The response rate was not as hoped for: 22 % for schools, 20 % for Public Agencies, and 31 % for Key Players.

It is important to point out that this mobility study intends to be a survey of a meaningful number of perceptions about long-term individual pupil mobility, rather than an academic research project, and that EFIL does not claim to be fully representative nor exhaustive in pointing out facts, opinions and perceptions by schools, public agencies and key players in the field of mobility.

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>PUBLIC AGENCIES</th>
<th>KEY PLAYERS</th>
</tr>
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<tbody>
<tr>
<td>Sent</td>
<td>Received</td>
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<td>182</td>
<td>57</td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Number of questionnaires sent and received.
Summary of Main Findings

While educational exchanges are valued for their learning experience, especially when it comes to learning foreign languages and developing a cultural understanding, teachers and headteachers generally stumble over accreditation problems while families fret over the cost of such an exchange. In Europe, full accreditation and funding support in several countries co-exist with the total absence thereof in many countries.

Lack of information or conflicting information is however what characterises the findings: not only are many decision-makers at all levels unaware of important aspects that concern the mobility of this target group, but conflicting information is also widespread.

Most (head)teachers in Europe have limited knowledge about long-term individual mobility schemes for upper-secondary pupils and most schools do not look at these mobility initiatives as a new trend in education, but rather as a marginal or isolated practice. This is the general impression from the results of this survey, and in particular when we look at the level of knowledge about legislation affecting mobility, the different education systems within the EU, and the recognition of study periods spent abroad. This is all the more relevant since in the last three years pupils from 63% of the responding schools had participated in long-term individual mobility schemes during their schooling, and 78% of the schools had hosted foreign pupils in the same time period. An important recommendation in this respect is that (head) teachers and educational leaders in Europe be better educated on mobility-related topics.

It is also regrettable that only few public agencies at national, regional, or local level were willing to participate in this study and that the majority of those public administrators whose task was to promote, coordinate, and/or fund transnational pupil mobility were only vaguely aware of the issues themselves. Therefore, it seems that there is yet a long way to go before pupil mobility within Europe will be considered as a priority, the way it is outlined in the Mobility Action Plan and the EU Recommendation on Mobility.

Among the majority of the (head) teachers interviewed we did not notice an opposition to long-term individual exchanges or a denial of their value. But complaints were heard about the lack of an “academic attitude” with regard to some exchange pupils. We believe that to a great extent this is due to the lack of accreditation for a study abroad in most countries, which makes
the pupil less inclined to take the academic aspect of this exchange experience very seriously. Only in Ireland, some schools suggested that exchanges at university level would be more worthwhile. Most schools, however, recognise that long-term individual exchanges for upper-secondary school pupils are a unique opportunity to get to know a different education system, master a foreign language and develop self-awareness, cultural understanding, and social skills which are all crucial competences and characteristics for today’s European citizens.

Yet, teachers generally stumble over the evaluation of those exchange experiences, since the achievements that reach beyond academic benchmarks are harder to assess and sometimes even difficult to appreciate at our schools of knowledge. The differences in curricula between European countries and the mentality of some (head)teachers are perceived as huge barriers to the general accreditation of limited periods of study abroad. An appropriate accreditation legislation as it is already developed in Austria and in Italy would therefore be a first important step to make for most European countries. Moreover, greater attention should be given to the training of teachers on the subject of education and evaluation systems within the European Union and the intercultural competences that pupils should be able to achieve at school in order to help them work and live in a multicultural society. Consequently, apart from the training in “hard” (factual) issues, teachers should also be trained in the “soft skills”, i.e. in how to integrate host students, how to re-integrate national pupils after their participation in a mobility programme, and how to evaluate their non-formal educational achievements.

In a Europe where education is usually provided free of charge, the cost of international exchanges is borne predominantly by parents of exchange pupils, a fact which is perceived by many as a tremendous obstacle. As only a small percentage of European pupils currently take part in mobility schemes, educational mobility is far from being democratised. The funding of long-term individual mobility schemes along the lines of the Danish and Norwegian governments or the German city state of Hamburg would be a great encouragement and incentive to many schools, pupils and their parents to participate on a much larger scale in those programmes.

It is also clear that NGOs have pioneered the idea and the practice of long-term individual pupil mobility. With over 50 years of experience they have accumulated a considerable amount of knowledge in managing exchanges (selection, preparation, counselling, and re-orientation of participants) which could benefit the European society if schools and governments would cooperate more closely in common projects with specialised NGOs.

A final consideration about this survey leads us back to the enormous inequality in competence and knowledge concerning pupil mobility among schools - even within the same country. The number of schools that did not return the questionnaire or refused an interview because they did not feel competent enough to reply, as well as the number of schools within the same country that gave totally opposite answers to the same factual questions, leads us to say that the main recommendation resulting from this study is that we should focus more than ever on the promotion of long-term individual mobility schemes in general, and the existing good practices in particular.

A complete lack of proper statistics reinforces the problem of policy vacuum.
Mobility Schemes - Sending

4.1 Schools

4.1.1 Legislation

In general European schools have limited knowledge of the specific legislation regulating the mobility of upper-secondary school pupils, especially regarding legislation. 45% of the schools claimed to be aware of national/regional regulations or policies affecting the mobility of secondary school pupils as for sending, 50% claimed to be unaware, and 5% did not respond. However, some of the schools that claimed to be aware were unable to give references to any regulations or policies, or provided irrelevant or contradictory information. Their perceptive knowledge is thus better than their factual knowledge.

Figure 2: Awareness of national/regional regulations regarding sending.

Are you aware of NATIONAL/REGIONAL regulations or policies affecting the mobility of secondary school pupils enrolled in your school (14-19 years old)? (n=368)
knowledge; in other words, schools tend to think they know more than they actually do. In practice, the number of respondents aware of any relevant mobility legislation is very low. This is in part due to the fact that many European countries might have regulations with regard to visas, legal residence, health and transfer of credits, but overall national laws concerning educational mobility are mostly nonexistent. In most instances, the few existing laws that were quoted by schools corresponded to those quoted by the public agencies. But even in countries where specific regulations or policies at the national level do exist (Austria and Italy), schools were not always aware of them or were not able to quote them. Regional governments, with the exception of Spain and Germany, have not issued substantial regulations in the field of mobility either.

4.1.2 Mobility References in the Curriculum

According to 62% of the respondents, the upper-secondary curriculum at their school does not contain any topics/modules referring to the mobility of pupils. If it does (22% positive replies), then it is usually addressed indirectly in subjects such as Foreign Languages, Social or Political Sciences, Psychology, History, Geography, Economics or Art. In some cases mobility issues are more directly part of the curriculum in International or European Studies, Civic or Global Education. Sweden is the only country where the majority of the respondents replied positively; most Swedish teachers said that mobility and internationalisation are part of the general curricula. According to an Austrian teacher, intercultural education is an instruction principle, meaning that it should be a way of teaching certain subjects, rather than the content of only one specific subject. An Irish respondent said that no topics/modules in the curriculum require mobility. 15% of all respondents did not answer the question or did not know.

4.1.3 Internationalisation of European Secondary Schools

67% of the schools involved in the study state that they enjoy autonomy in determining their own profile, including a more international profile. Especially in Austria, Denmark, Spain, Finland, Germany, Norway, Sweden and the U.K., schools claim almost unanimously that they can assume an international profile, although usually only within the framework of the national curricula. They also point out to the lack of financial resources which may keep them from implementing internationalisation policies. Slovakia and Turkey are the only countries which do not seem to enjoy autonomy in this respect, although the Slovak Public Agencies involved in the study contradict this.
When asked whether government encourages schools to devote resources to the internationalisation of their institution, 46% answer no, 27% answer positively, and 27% do not answer at all. Especially (head) teachers from Austria, Belgium-Wallonia, the Czech Republic, Spain, Finland, Portugal and Turkey hold the opinion that they are not encouraged by the government to do so. Norwegian teachers are the only ones who unanimously agree that their government encourages them sufficiently.

4.2 Public Agencies

The Ministries that are usually indicated as being in charge of mobility matters are the Ministry of Education or the Ministry of Youth. National, regional and local Agencies in some countries provided very precise legislative information (Austria, Belgium-Flanders, Spain, Germany, Norway, Portugal, and the U.K.). Other countries, like Finland and Hungary, were only able to give some very vague references. In Italy, a local City Council said “There are some Ministerial Circulars, but at the moment we are not able to indicate them”. From the Commission of Education and Culture of the Latvian Parliament we heard “No comment” to the question to give references to mobility laws and we were referred to the Ministry of Education and Science that, however, answered likewise. The Flemish Council of Education commented in a letter that we were asking for such specialised legislative information that they did not know what purpose such a ready knowledge could serve, and that for that kind of information we should contact the Department of Education.

For many countries (Belgium-Wallonia, the Czech Republic, Denmark, France, Ireland, the Netherlands, Sweden, Turkey) we were unable to collect any information at all. Even after continuous and persistent attempts, like in Belgium-Wallonia and Ireland, representatives of Public Agencies were not ready to cooperate. This by itself may give an indication of the general lack of interest in, and therefore, the lack of knowledge about, pupil mobility. Those Agencies that did give very precise information were all national, except in Germany where the competence lies at the regional level.

Most governments do not keep statistics on the secondary school pupils taking part in mobility schemes. Or if they do, the fact is not widely known, as in Spain, Hungary, and Latvia, where contradictory answers were given. In Germany some Länder, e.g. Hamburg, Bavaria and North Rhine-Westfalia do keep statistics, particularly in the case of publicly organised or supported/funded programmes such as term exchanges. Public funding always implies the demand for precise figures, while school centred or local initiatives are often not recorded.
Quality and Recognition Issues

In some countries, the law enshrines recognition, in others the school has some autonomy to validate studies that have taken place abroad, and in several others, accreditation bodies will validate. While legislation favouring mobility does not automatically imply full accreditation, it is still considered an important means to support the mobility of pupils and in most countries, accreditation is not possible at all.

When it comes to quality, few countries have regulations concerning the quality of exchanges, but exchange organisations in Finland, France and Germany have developed their own.

5.1 Quality
One of our survey questions concerned the existence of official criteria that would ensure the quality of long-term individual mobility schemes for upper-secondary school pupils. From the answers that we received, it would appear that no country has such quality criteria.

However, some countries do have regulations in this respect. In 1986, the Swedish Consumer Agency stated that if a participant does not have a host family three weeks prior to departure, natural families are entitled to step back from the programme without paying a cancellation fee. In Germany changes were made to the Travel Law in 2001 which had an impact on long-

Recognition

- The development of occupational and geographical mobility would be facilitated by improving the adaptation of the education and training systems to the labour-market needs, paying attention to the area of information and communication technologies, foreign languages and a framework for recognition and qualifications and competences obtained through education, training and experience.

- The development of geographical mobility in and between the Member States, would also be facilitated by removing obstacles that still exist, at different levels, such as administrative, cultural and legal obstacles [...]
term individual sending programmes. The government regulation states that if a participant does not have a host family address and the address of a contact person two weeks prior to departure, natural families are entitled to step back from the programme without paying a cancellation fee. In case of an early return (the participant has to return to his/her host country before the end of the programme due to behavioural reasons), it is now prescribed that a participant can only be sent home if s/he continues to misbehave after s/he has received a formal warning. But several Finnish exchange organisation adapted their own quality charter in 1992 (see annex 13.4.1) as did the German Association for Non-Profit Exchange Organisations in 2000 (see annex 13.4.2).

5.2 Recognition

A general awareness is emerging that by going on a long-term individual school exchange, pupils acquire a number of competences that make them better European and global citizens, such as the command of foreign languages, personal growth, global awareness and the ability to adapt to and benefit from a different education system and study approach. A problem seems to lie in the fact that there is a gap between what some educators see as the real learning that occurs in an exchange, and the majority of educators who still focus only on the academic achievement.

It is interesting to notice that in some European countries secondary schools do not seem to encourage spending a year abroad at all. It is sometimes said that there is a “cultural” opposition towards long-term individual pupil mobility and there is a general lack of tradition. In Ireland, for example, the schools see it as a problem for their pupils to go abroad in the last two years of secondary school because they need to take certain compulsory classes in order to obtain the “Leaving Certificate”. Before the “Leaving Certificate” cycle there is an optional year, the so-called “Transition Year”, during which an exchange would be possible, but most schools do not encourage even this. Likewise, in Belgium-Wallonia, Belgium-Flanders and the Netherlands pupils are advised not to take part in a mobility scheme before having finished their secondary education. The main reason pointed out is the “high” or “demanding” academic standard of the national school system that would not be present in other European countries. (However, the PISA-study has shown that even countries that take great pride in their education do not always meet the highest standards).

Obviously, the NGOs which promote long-term individual mobility are convinced that an exchange can help to broaden the (not only cultural) horizon of the participants before they go to university. Thus, there is a clear contrast between those who see exchange as a means to become a better individual and
European citizen, and those who only have an eye for the academic standard of the home country in sharp contrast with the one of any country abroad.

It is clear that not many schools take a common stand on what exactly they should recognise. This situation is made even more evident by the fact that schools within the same country gave contradictory responses to the question whether re-entry into the home school was difficult after having taken part in a long-term individual mobility scheme abroad. Even in countries where there is a clear policy that allows pupils to spend a semester or a year abroad (Austria, Italy, Norway), the majority of the responding teachers still felt that the re-entry dimension of an exchange experience had not been sufficiently researched. Austrian teachers pointed out that pupils have to catch up on the academic content, that the accreditation system is not transparent, that teachers might be inflexible and narrow-minded or that pupils might suffer from reverse culture shock upon return. In Italy teachers complained about a poor legislative knowledge, about the different curricula and evaluation systems, the poor documentation sometimes provided by the pupils, the insufficient communication with the host school abroad, and a “wrong” attitude of the teachers. In Norway, teachers said that pupils cannot automatically return to the school they leave; they have to re-apply. Also Denmark, Slovakia, and Turkey unanimously said to experience great difficulties with the re-entry of national exchange students who returned to the home school. Only in Finland and Germany teachers responded consistently that re-entry was not difficult upon return to the home school.

In Belgium-Flanders, Belgium-Wallonia, the Czech Republic, Spain, France, Hungary, Ireland, Latvia, the Netherlands, Portugal, Sweden, and the U.K. responses were somewhat contradictory. Schools stated that on the one hand it was possible to interrupt the course of studies at home, but cautioned at the same time that this may involve problems in terms of curriculum continuity and different teaching methods. Therefore, it is important to realise that despite the existence of a legal framework or the theoretical possibility for individual pupil mobility, if the school discourages the pupil to take part in a mobility scheme, then s/he will hardly be inclined to do so. The fear of not being able to catch up upon return or not being fully assisted by the teachers in the home institution might be enough of a reason for a pupil to drop the idea of going on an individual exchange.

Germany is the only country where the respondents answer unanimously that a governmental policy exists to facilitate the re-entry of pupils who participated in a mobility scheme. In all other countries the respondents say that such a policy does not exist, they do not know if it exists, or they are divided about it.

A recurrent barrier to accreditation in some countries is that only nationally earned grades count for the final “matriculation” exam or leaving certificate, or that certain national subjects are compulsory. This means that it becomes very difficult for pupils to undertake a mobility scheme in the last year or last two years of their secondary education if they want to get it recognised. This seems to be the case in Germany, Hungary, Latvia, and the Netherlands.

Especially in Germany, it might become more difficult in the future to get a year abroad accredited, as most of the Länder are considering reducing the number of school years up to the Abitur (the school leaving certificate that also serves as university entrance examination) from 13 to 12 years. Until now, German pupils have been going abroad in year 11 and most of them could get it accredited. Attendance of Grade 10 at a German school is required in order to obtain the intermediate school-leaving certificate, and the last two years of secondary schooling are considered to be one unit. If these rules will remain within a reduced schooling system, German secondary school pupils will have to go abroad between years 10 and 11 without the possibility of getting their year accredited.
Another point that was investigated was whether a year abroad during secondary school would have a negative impact on university entrance in the home country. Only Denmark, Germany, and Sweden seemed to be convinced that it does not have a negative impact. In France, Latvia, Portugal, Slovakia, and Turkey the majority of the teachers said that university entrance is made difficult by a study abroad during secondary school education. The main reasons given are the timing of university entry exams or the timing of registrations. A different reason given by Irish teachers is that the pupil usually misses compulsory parts of the programme at his home school and might not get sufficient points to enter university. In France and Finland some teachers mentioned that sometimes priority for enrolment is given to recent graduates of high school. Clearly, in all European countries it is possible to spend a year abroad between secondary school graduation and university entrance. In some countries, like in Finland and the U.K., it is said that some universities or specific university departments even prefer students with a broader experience.

Given this general framework, we will turn to the question of whether accreditation actually does or does not take place in the 19 countries concerned. We will first state what the actual reality is, and then continue with its perception by the teachers. The five different procedures or practices that exist in Europe are:

1. Accreditation is regulated by law or ruling by the Ministry of Education for all pupils;
2. There is no law but deals with accreditation but in practice it is left up to the school heads who decide whether or not accreditation is granted. Often it is necessary to take exams on mandatory subjects (e.g. the national language, Latin, etc.) that the pupil had not been able to follow abroad;
3. There is no law but in some cases accreditation might occur after equivalence is granted by the Ministry of Education or another national body concerned; sufficient proof (certificate of attendance, overview of courses followed, letter of success, etc.) needs to be submitted and it may be more difficult to obtain equivalence for a school year abroad depending on the host school or host country;
4. The full year is not accredited but credits may be given for individual courses, especially language courses;
5. Accreditation is not possible.

The teachers’ perception does not always coincide with reality. In Austria, Germany and Slovakia the respondents stated unanimously that periods of limited study abroad are recognised. In Denmark and The Netherlands it was said unanimously that they are not recognised. Once again, what is striking is that a large number of the countries provide contradictory information. In 15 out of 19

<table>
<thead>
<tr>
<th>Regulated by Law or Ruling by the Ministry of Education</th>
<th>Practiced by Schools</th>
<th>Recognition Possible by Official Body</th>
<th>Credits for Individual Courses</th>
<th>No Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria, Italy, Norway, Turkey</td>
<td>Czech Republic, Germany, Hungary, The Netherlands</td>
<td>Belgium-Flanders, Belgium-Wallonia, Portugal, Slovakia, Spain, United Kingdom</td>
<td>Denmark, Ireland</td>
<td>Finland, France, Latvia, Sweden</td>
</tr>
</tbody>
</table>

Table 3: Accreditation Reality
countries, teachers gave discrepant answers to the question whether accreditation is possible or not. Even in a country like Italy where accreditation is regulated by law or ruling by the Ministry of Education, 5% of the respondents are convinced that accreditation is not possible, and almost a third do not answer, which, we may assume, means that they do not know. From this we may want to draw the conclusion that even if national legislation exists, efforts need to be made for the information to trickle down so that those people concerned are informed at the appropriate level.

In general, we may say that the issue of accreditation is overall not considered as an important one, as schools give contradictory responses to the question about current accreditation laws or practices and they do not seem to be aware if in the past, attempts had been made to certify limited periods of study abroad (only 17% of the respondents were aware of past attempts).

49% of the responding teachers point out that the main reason for the lack of recognition of limited periods of study abroad is incompatibility of curricula, next to inappropriate assessment methods (17%), legal restrictions (16%), factual assessment by the government (3%), and 4% other reasons (which include lack of legislation, lack of experience, lack of information, different educational philosophy, lack of certification from host school, language difficulties among pupils, and behavioural or academic problems of the pupil upon return).

We are confronted with schools that see themselves as dispensers of an academic curriculum, rather than as a place to develop the personality of their pupils and to turn them into responsible European citizens. In this framework, the comparison between curricula becomes the main concern and the main obstacle to the recognition of studies undertaken in another European country. It is only by moving away from the curriculum-centred school to the learner-centred school that the value of secondary studies abroad will be recognised and that accreditation will occur more easily and widely throughout Europe.

However, public administrators also point out that incompatibility of curricula is the main reason for lack of accreditation. This means that not only schools are responsible for refusing to accredit a year (given that they have that responsibility), but also public agencies which in some countries are the only ones that can authorise accreditation.

Some important remarks made by the schools concerning the lack of accreditation include the following ones. One Italian school points out

According to you, what are the main reasons for the absence of a recognition of limited periods of study undertaken by secondary school pupils under a mobility scheme?

![Figure 3: Main reasons for absence of recognition](image-url)
that the specific laws are not clear enough and another that studies abroad are not accepted! A British school disturbingly remarks, "We are culturally resistant to such ideas". A Swedish teacher notices, "Too few students are affected by the problem for it to be given any attention". Of course, this is a vicious circle, as legislators may not be inclined to develop a set of laws which regulate pupil mobility if in practice only some pupils participate, or want to participate, in a mobility scheme. On the other hand, pupils may be discouraged from studying abroad precisely because they envision accreditation problems upon their return.

Another important remark comes from another Swedish teacher who claims to have "insufficient knowledge to be able to interpret curricula and grading from other countries" in order to evaluate a pupil’s academic performance abroad. Clearly, this question must be addressed: European educators should become more aware of the different education systems within the Union and sharing of information is quintessential. The majority of the respondents (84 %) recognise the (urgent) need for their governments to support the training of key educational staff in the different education systems in the Union and the rights of those opting for mobility. A Swedish teacher points out that the government could make an appeal to organisations like AFS to assist in information sessions which address this topic. A few Latvian teachers point out that for Latvia’s success in the enlargement process, it is important that mobility be promoted and supported by the government and that there is an urgent need to start working with the educational staff.

Despite the need for more information on the diverse European educational landscape, allowing teachers to evaluate the academic performance of their exchange pupils, it remains important to make teachers aware of the fact that, even if curricula may differ considerably, a study abroad experience will still be valuable. When asked about any recommendations for the future, 5% of the respondents recommend that school standards and curricula be comparable or even uniform within Europe.

The future of Europe can hardly lie in a harmonized education system. On the contrary, the differences in our national educations can be seen as an asset instead of an impediment. Diversity is a feature of our Europe and it can be an incentive to learn from each other and to cooperate on a transnational level. What is more, variety and differences - even more so with the enlargement of the Union - are a sine qua non for innovation, which will help to build and further strengthen our united Europe. Leading educators recognise that in Europe a shift from “schools of knowledge” to “schools of competence” is slowly taking place. A long-term intercultural study abroad can only be seen within this framework.
Good Practices

For a long time, long-term individual pupil mobility was neither a concern nor a priority for the governments of the EU Member States. In the recent past, however, some countries have started taking measures, which make it easier or more appealing for upper-secondary school pupils to participate in long-term individual mobility schemes. These measures include legislation, government-sponsored or funded programmes and teacher training.

6.1 On Legislation Regarding Accreditation

6.1.1 Austria

Austria was the first European country that adopted a decree on the accreditation of limited periods of study abroad undertaken by national pupils. At the same time, regulations were adopted concerning the status of foreign pupils and the certification of their study period at an Austrian school. The 1986 Schulunterrichtsgesetz (SchUG, School Instruction Act) was amended on 1 October 1998 with the articles found under 6.1.1.1 and 6.1.1.2.

Every year, the Bundesministerium für Bildung, Wissenschaft and Kultur (Ministry of Education, Science and Culture) sends out a letter to the schools in which it underlines the benefits of...
exchange programmes, explicitly welcomes pupils participating in mobility programmes and encourages the hosting of foreign pupils as an "enrichment" for Austrian schools. Together with the decree, the minister sends a letter to all regional school counsellors (Landeschulräte) and asks them to inform the schools about the new decree with the following message:

6.1.1.1 Pupil Mobility - Sending

The Federal Ministry of Education and Culture welcomes and supports the exchange activities of AFS as an active contribution to international political and democratic education, whose full effect can only take place with the active cooperation of the schools and the educational authorities of the Länder. The Ministry extends its appreciation and thanks to the latter for their full collaboration.

Ministry of Education, Science and Culture, Austria

SchUG §25 (9)
"The certified attendance of minimum 5 months and maximum one year in a foreign school equals successful school attendance in Austria." Pupils do not have to take exams to re-enter into the Austrian school system and can proceed to the next school grade. The visit abroad is acknowledged as "an important and valid reason for excused absence from school". Therefore, a pupil participating in a mobility programme does not have to sign out from his/her Austrian school.

6.1.1.2 Pupil Mobility - Hosting

SchUG § 4
Foreign pupils are accepted as "extraordinary pupils".

SchUG §24 (1)
Pupils who fall under "non-compulsory schooling" (after 9 years of school attendance) are to be issued a certificate of attendance upon request when they leave the school, or at the end of the school year. The certificate of attendance comprises minimally the length of school attendance and the subjects that the pupil participated in.

SchUG § 24 (2)
If a pupil who falls under non-compulsory schooling requests - within the first 2 months of his/her stay - that his/her performance in the attended subjects be graded/evaluated, §§ 17 to 21 and § 23 apply (these paragraphs refer to the grading of Austrian pupils) and the certificate of attendance will also include an evaluation of the pupil’s performance.

6.1.2 Italy

Circular Letter nr. 181 of 17 March 1997 "International Student Mobility"
Individual student exchanges abroad are recognised and foreign school reports are valid for the readmission into the Italian school system (without loss of school years) and must be evaluated on the basis of their compatibility with the educational goals of the Italian school system. It is the responsibility of the sending school to contact the hosting school and to obtain all useful information on the curriculum and on the performance of the Italian students, in order to decide on his/her readmission: if

6 Translation from German by the authors of this report.
necessary, the Italian school may require an interview or a test on one or more subjects. The stay abroad must not exceed one school year.

6.1.3 Turkey

In Turkey, the recognition of study periods abroad is regulated centrally by the Ministry of Education. Prior to departure, pupils take up contact with the Ministry of Education’s Directorate in their home town and they learn what courses they have to take and what documents they should be able to present upon return in order to get their period of study abroad accredited. Pupils usually need a letter of attendance and a letter of success listing the subjects studied abroad.

6.2 On Governmental Programmes

Most actions undertaken by national or regional governments concern short-term group exchanges through bilateral or multilateral agreements, or within the Socrates framework. However, in some countries the national or regional/local governments have set up specific programmes of a certain length for upper-secondary school pupils.

In 1983, the United States Congress and the Deutscher Bundestag agreed upon a fully funded exchange programme, the Parliamentary Partnership Programme (PPP). Each year, 400 upper-secondary school pupils and young professionals on each side spend 12 months in the respective host country. AFS Germany is one of the organisations assisting with its implementation.

In Germany, some Länder like North-Rhine Westfalia and Bavaria offer partial grants to individual pupils to participate in a 3 to 10 month exchange programme with the U.S.A., Canada, Australia, New Zealand, Ireland, Scotland, Switzerland and France.

The German and the French governments have charged the Franco German Youth Office (DFJW / OFAJ) and Pädagogischer Austauschdienst (PAD) with the organisation of an individual long-term pupil exchange programme called Voltaire. It is organised on the basis of a direct and reciprocal exchange of a German and French pupil from partner schools. The pupils spend half a year in the family and school of the partner, accompanied by a local teacher who serves as a tutor. The pupils receive a travel grant and a monthly allowance of 100 EUR. This grant is to be understood as a cultural portfolio e.g. for books, visits to the theatre, films and travel money to explore the partner country. The school time spent abroad is mutually recognised in both countries. NGOs are not involved in the Voltaire programme. Instead, the network of officials responsible for educational exchanges in the German Länder and the French Academies co-ordinate the exchanges, so that the administrative overhead is borne within the framework of the public administration, i.e. the tax payer. This is also true in the case of term exchanges organised by some German Länder mentioned above.

Furthermore, the Swedish International Programme Office supports a year-long study period abroad for upper-secondary school pupils to France, Germany and Spain. Norway has a cooperation with the Centre Culturel Français (France) which allows Norwegian pupils to study for one year at a French lycée. The Norwegian State also gives scholarships for national pupils from the northern part of the country to spend one year in Murmansk (northern Russia); this is part of a cooperation between the countries of the Barent region (northern part of Norway, Finland, Russia and Sweden). Exchanges between the Nordic countries are supported by the Nordic Council (Nordplus). Many programmes are funded by the Belgian international youth bureau (BIJ) to promote exchanges between French-speaking countries.
6.3 On Financial Support

6.3.1 Government Support to all Pupils

6.3.1.1 Denmark

Danish secondary school pupils who want to participate in a long-term individual mobility scheme have recently been given the opportunity to receive financial support from the government. The intention to support high school exchanges was written into the governmental declaration of January 2002. With the approval of the state budget in December 2002, 10,000,000 DKK (approximately € 1,350,000) were allocated to a grant system called "A School Year Abroad". The objective of the scheme is "to strengthen young people's professional, personal and intercultural competencies through an exchange year abroad". The text states that the following criteria should be followed:

- Any participant must be under 18 years when s/he starts the exchange;
- Only exchanges with governmentally approved organisations can be supported. The following exchange organisations have been approved: AFS, YFU, EF, STS High School Foundation, Eurostudy, Language Education Denmark and Rotary.
- Only school exchanges with a duration of minimum 10 months can be supported;
- The exchange student must attend a school level similar to his or her age group in the host country and the school must be acknowledged in the host country as a part of their educational curriculum;
- The exchange must include a host family stay and from the beginning only one host family should be planned;
- The support per person is set at 10,000 DKK (approximately € 1,345 ).

Additionally, a number of criteria related to the approval of the organisations have been established. Participants have to apply through CIRIUS, the Danish Centre for International Cooperation and Mobility in Education and Training - the agency that also handles EU-funded programmes such as Socrates and Leonardo. Before departure, the participants receive 75% of the grant; the remaining 25% is given upon return.

6.3.1.2 Norway

Lånekassen, the State Educational Loan Fund, provides grants and loans to pupils in upper-secondary schools, to university and to college students. Most Norwegian students finance their studies through grants and loans from this Fund. The loans are meant to cover the costs of studying in Norway, and the objective is to give everyone in Norway equal rights to education.

Since June 1999, secondary school pupils who participate in a long-term mobility scheme and get their year recognised as a valid one in Norway have been eligible for a government scholarship from the Lånekassen. The scholarship consists of two parts: a basic scholarship and a travel scholarship, i.e. a sum that covers the air fare back and forth between Norway and the country where the pupil will be studying. The basic sum is the same for all pupils, but the travel scholarship varies according to the country of destination. The total sum per participant is approximately 32,000 NOK to 35,000 NOK (approximately € 3,830 to € 4,190).

The pupils have to submit their application together with a letter from the organisation coordinating the exchange and a letter from the sending school stating that they will recognise the year abroad. Most schools find it easy to recognise a school year in Europe and the USA, but are more hesitant to recognise a school year in Latin America or Asia, mainly because of lack of knowledge about the school system.

Up until the school year 2003-2004 the government has been granting these scholarships, but every year it remains uncertain whether the necessary funds will be
allocated. In 2002, an evaluation report was made that assessed the scholarship very positively and that recommended it be a permanently enactment. The evaluation report stated that the scholarship has enabled new groups to take part in an exchange programme. The grant definitely had a large influence on pupils’ decision to take part in a mobility scheme, as 75% said that they would not have gone abroad without the grant. From 1999 to 2001, 834 pupils made use of this grant and it is clear that the numbers are rising (1999: 71 pupils, 2000: 314 pupils, 2001: 449 pupils).

The majority of beneficiaries continue their studies after their return to Norway and even get better grades than before their departure. Only 20% of the pupils were not able to get the year abroad accredited, due to ill-performance or lack of information from the hosting school.

Through this programme, the Norwegian government has managed to solve two major obstacles in international youth exchanges: financial means and recognition of studies undertaken abroad.

6.3.1.3 The City State of Hamburg

The German city state of Hamburg gives a grant to pupils participating in a long-term individual exchange. The grant ranges between € 2,800 and € 1,100 for the year, depending on the income of the pupil’s parents. The rationale behind the grant system is that the pupil will not be schooled in Hamburg and is thus saving state expenditure which would be much higher. School attendance abroad must be documented and the pupil must be able to continue school successfully after returning from the exchange.

6.3.2 Government Support to Specific Target Groups

In Austria, the government gives financial support to less affluent participants in exchange programmes. Provided that the organisation already provides a scholarship exchange to a certain pupil, the government may decide to give additional financial support.

In Latvia, the government offers special scholarships to talented pupils who want to undertake a mobility scheme.

6.3.3 Indirect Support

Although in most countries the government does not actively fund long-term individual mobility schemes, at least in most countries parents of pupils that take part in such a scheme do not forfeit any entitlement to social security benefits (e.g. family allowance). Some exceptions exist, however (see 8.2 on Financial Restrictions).

6.3.4 Foundations

In general, the financial help provided by governments to pupils going on an individual exchange is very limited. Most funds either come from the profit-world (private companies and banks) or from foundations.

The EFIL Member Organisations, i.e. the European AFS Organisations, have increasingly distinguished themselves by raising funds from private donors and local governments, especially in Germany and Italy.

The Rotary Foundation has a long tradition of funding youth exchanges. Rotary’s Youth Exchange programme has existed since 1927. While spending one school year abroad and living with three host families, participants in this long-term exchange programme are ambassadors from their countries. Both Rotarians and non-members are eligible to receive a scholarship.

The Secondary School Scholarship of the Soros Foundation provides secondary school pupils from Central and Eastern Europe with the opportunity to study for up to one year in the United Kingdom, the United States, or the Czech Republic. Among the opportunities
available are scholarships awarded directly by some of the top private schools in each country.

In 1987, Ronald S. Lauder, former United States Ambassador to Austria, established a Foundation named after him, with the purpose of organising educational exchanges between New York City and Vienna. In the meantime, the programme has expanded to include schools in Berlin, Budapest, Prague, Sofia, St. Petersburg and Warsaw. Participants are chosen on the basis of high academic achievement and on personal traits like leadership skills and eagerness to learn. The Ronald S. Lauder Foundation receives funds from the Soros Foundation, the United States Information Agency, and Chase Manhattan bank, as well as from other organisations and private donors.

6.4 On Training

In some countries, the government provides teacher training addressing guidance on mobility, although the majority of the schools state that they are unaware of this. “We think so, but our school has not been informed” was a remark made by an Italian teacher.

In Austria, every school has an “education counsellor” (Bildungsberater) whose training programme includes mobility issues. In Flanders, Ryckeveld Foundation and Landcommandery Alden-Biesen are contracted by the government to provide information on the internationalisation of the Flemish school system and guidance on how to find partner schools. Different Spanish communities organise seminars for teachers to promote exchanges and to give information on how to organise them. The Délégation Académique aux Relations Internationales et à la Coopération (DARIC) organises seminars and meetings on a regional French level. The Centre of International Mobility (CIMO) organises courses in Finland. The German Länder are in charge of providing guidance on mobility, but this does not figure prominently, if at all, in the catalogues on further teacher education and training institutions. In Italy, courses are provided by regional and local educational offices, e.g. by the Instituto Regionale di Ricerca Educativa (IRRE) and by the National Association of Head teachers (ANP) in cooperation with Intercultura. In Sweden, courses are given by the Swedish International Development Agency (SIDA).

In general, the launch of the Socrates programme has encouraged governments to train teachers on exchange possibilities, but primarily on short group exchanges. No European schools, with the exception of the German ones, indicate that teachers receive a special status with added responsibilities for mobility projects.
Impediments to Long-Term Individual Pupil Mobility

A long list of impediments appears in the perceptions of all schools. Fewer barriers are listed by public agencies. This may be due to two different realities. Either schools are not at ease yet with the idea of mobility schemes and they perceive problems where they do not really exist, or public administrators are not fully aware of the growing pains that exist at the local level. A combination of both might give us the full picture.

Below, an overview of impediments is given according to the frequency with which they have been mentioned.
7.1 Financial Limitations

On the sending side, the high costs of a long-term individual mobility scheme and the insufficient funding available - which is recognised not only by schools but also by some of the public administrators - make studying abroad for a vast majority of our pupils almost impossible. Funding is of course available for limited pupil mobility as part of EU Socrates-funded activities, but even here, schools in e.g. Spain and Sweden complain about the administrative paperwork to apply for a grant and the bureaucracy that has to be overcome in order to obtain it.

We have already pointed out that, in general, parents whose child studies abroad do not forfeit any social security benefits, although exceptions exist. In Austria, Belgium, and Sweden, parents can no longer apply for government scholarships (offering financial aid depending on the parents’ income) in case their child studies abroad for one year. A German public administrator points out that after grade 10, there is no family allowance, tax exemption, or Ortszuschlag (extra payment for civil servants living in certain areas) anymore. In some cases Hungarian authorities do not accept the legal residence status of a Hungarian pupil studying abroad, which means that the Hungarian family does not obtain family allowance during the study abroad period.

Obviously, finances become even more of a barrier in case the study abroad is not recognised, since this implies that parents have to fund an extra year of their child’s education. As proven by the evaluation report on the Norwegian government grant to pupils who get their year accredited, 75% of the pupils said that they would not have participated in the mobility scheme without the financial support. This is a good example of how financial support is a good incentive for the pupil to perform well academically during their study period abroad.

7.2 Lack of Recognition

Almost all schools point out the lack of recognition as the main barrier to mobility. We have mentioned earlier that the most important reason for this lack of recognition indicated by schools and public agencies is the incompatibility of curricula. Either certain subjects within the curriculum are compulsory in order to graduate, or the academic level of one’s own school is considered to be much higher than any other school’s (sometimes this attitude is even perceived at national level, let alone when it concerns the transnational one!). For detailed information, see chapter 5, “Quality and Recognition”.
7.3 Teachers’ Opposition

Regardless of the (non) existent legislative framework, it is primarily the schools that are responsible for the support to pupils that wish to participate in a long-term individual mobility scheme. Internal opposition is often observed among (head)teachers who only stress the difference between national and foreign curricula, while believing that theirs is superior to any other school’s/country’s.

“Headmasters are too worried about the academic performance of their pupils,” says an Austrian teacher. In Italy, barriers pointed out in this respect are the “difficult official acceptance of the whole year abroad“ and “difficult re-admission in the original class of the student by the Class Council”. Different Italian teachers testify that “the Class Council is interested only in the school marks of the pupil” and sometimes the Council has “peculiar requests”. Also in Denmark it is said, “a negative counsellor can be a barrier to the pupil’s choice to go on an exchange”. The lack of interest from the sending school in the pupil’s performance abroad, might result in a bad communication between the sending and hosting institutions which, in turn, might jeopardise the pupil’s chances to get his/her year accredited.

It is essential that (head)teachers are able to see beyond the academic aspect of a study experience abroad. Clearly, by no means should one underestimate the academic importance of a study experience abroad, on the contrary, but educators should not be blind to the added value of a study abroad in terms of cultural and personal enrichment. They should also try to take non-formal educational aspects into account when evaluating the achievement gained during a study period abroad.

A teacher’s attitude may not only be crucial with regard to the accreditation of the study abroad, but it may also influence the pupil’s choice regarding the hosting country. Many teachers seem to think that practicing a/the foreign language studied at school is the main objective to spend a longer period abroad within the framework of an exchange. They only encourage pupils to go to those countries of which the language is a part of their curriculum. It needs no further arguing that improving one’s linguistic skills should only be one of the pupil’s objectives to study a year abroad, instead of the determining element.

7.4 Lack of Legislation

Although in practice some European pupils seem to undertake a long-term individual mobility scheme successfully even without a clear legislative framework present, it is only understandable that (head)teachers are not inclined to encourage their pupils to study abroad if they do not feel guided or supported by any official guidelines or decrees. As illustrated by the Austrian and Italian examples, we have already noticed that legislation is not an assurance that a year does get accredited - only (head)teachers have the last word. Yet we have concluded from the teachers’ responses that at least the existence of some legislation would be an important supporting measure to achieve a larger practice of pupil mobility.

7.5 Lack of Information and Knowledge

Schools and pupils are not sufficiently informed about the different mobility programmes that exist, nor about the possible ways to receive funds. It seems that in most countries the government’s effort to promote mobility - if it exists - does not reach enough people. It is deplorable that while a mobility-minded government develops a legislative framework on mobility or makes funds available in order to encourage it, it does not inform the target groups sufficiently so that they can actually benefit from the regulations made. In Austria less than half of the respondents were aware of the relevant national legislation (10 out of 25 respondents), in Italy this number was higher (36 out of 45
respondents), but this still means that 20% of the responding schools were not aware.

Additionally, the lack of knowledge about the education systems, the evaluation systems and the curricula in other Member States, makes (head)teachers hesitant to accredit periods of study abroad. As pointed out above, the majority of the teachers questioned, stated that they saw the need for the government to organise trainings on education system within the Union and the rights of those opting for mobility.

It should be pointed out in this respect that Arion study visits can be door-openers for pupil mobility. Arion is one of the Socrates Actions and provides the opportunity for headteachers, teacher trainers, education officers, and inspectors to study particular aspects of education in another country. If headteachers and school administrators become more acquainted with different educational and evaluation systems, they might no longer see accreditation of periods of study spent abroad by their pupils as a tremendous problem. In general, we should make sure that the benefits of the different Socrates Actions become beneficial also to participants in other Actions. Bearing in mind that “cultivating our own garden” will not lead us very far in an integrated Europe, we should embrace the existing Socrates interface and make good use of it.

### 7.6 Visa Problems and Residence Permits

Some schools point out the difficulties involved in obtaining visas, registrations with the city government, health certificates/clearance and residence permits. There is an area of free movement of persons within Schengen, which comprises the 15 Member States of the European Union except the United Kingdom and Ireland. Norway has signed an agreement to cooperate with the States of the Schengen area. Thus, the countries with which there is no agreement and that participated in this survey are: the Czech Republic, Hungary, Ireland, Latvia, Slovakia, Turkey, and the U.K.

The cumbersome administrative paperwork that one needs to take care of in order to enter a country or to sojourn there, will usually not be the determining factor that prevents someone from spending a period of study abroad, but it is definitely yet another discouraging element.
Every “sending” of a participant by the home country, clearly involves a “hosting” of that same participant by the country abroad. Generally it appears that among both schools and public agencies there exists even less knowledge about mobility schemes from the perspective of the hosting side.

8.1 Legislation and Policies

8.1.1 Perception of Schools

Most schools in Europe, even if they have been involved in long-term individual mobility schemes, are not really able to point to specific regulations. Only 25% (compared to 45% with regard to sending) of the schools claimed to be aware of national/regional regulations or policies affecting the mobility of secondary school pupils as far as hosting is concerned, 54% claimed to be unaware, and 21% did not respond. Again, as seen with the legislation on sending programmes, even those 25% who claim to be aware are, most of the time, unable to refer to the actual legislation concerned (if it even exists). In most countries respondents mentioned regulations concerning visa and residence permits.

The remark of a Flemish teacher illustrates very well the situation in most European countries: “No, there are no guidelines. We register our foreign pupils, but it is in the twilight zone. This also means that there is no official money for the
extra hours that our teachers spend on the foreign pupils”. As a response to the question about regulations, one teacher from the French part of Belgium states, “Please turn to the Ministry [of Education] to obtain the references”.

In Italy, teachers seem to know that rather than contacting the Ministry, they may want to turn to specialised NGOs such as Intercultura: “Laws are the same ones as for Italian pupils. Usually we ask Intercultura for details”. Also in Austria, a teacher says the regulations are “not clear, but exchange organisations provide information” (whereas Austria does have very clear regulations concerning hosting, but the schools do not seem to be well-informed).

All German schools specify that regulations are issued by the Länder. Denmark, Spain, France, Hungary, and Italy refer to legislations that allow foreign pupils to attend a national school, although the laws were not specifically made for participants in exchange programmes. Overall, schools say that foreign pupils are considered the same as national pupils; this is the case in Denmark, Spain, Finland, France, Germany, Hungary, Latvia, and Sweden. They are considered as special pupils with specific regulations in Austria and as free pupils in Belgium-Flanders, Belgium-Wallonia, Norway, and Slovakia. In the Czech Republic, Ireland, Italy, The Netherlands, Portugal, Turkey, and the U.K. teachers give contradictory answers.

None of the schools were aware of government-organised, -run, or -funded long-term individual mobility programmes, except German schools, which mentioned the Parliamentary Partnership Programme (PPP).

8.1.2 Public Agencies

In most European countries, the Ministry of Education has a say on the hosting of foreign pupils at the national level. In Finland and Germany, the Ministry of Foreign Affairs might also have a say; in Hungary, Slovakia, and the U.K. the Ministry of Internal Affairs; in Sweden the Ministry of Social affairs, apart from the Ministry of Education. No Ministries seem to keep data on the hosting of foreign pupils. No European country seems to have a quality charter that applies to the organisation of mobility schemes at secondary school level.

Just like the schools, hardly any of the responding public agencies were able to give any references to mobility legislation on the hosting side. Only in Austria, Belgium-Flanders and Spain public administrators refer to specific notions concerning the hosting of foreign pupils.
8.2 Supporting and Restricting Measures by the Government

To the question whether the same kind of subsidies or allowances are available to foreign pupils as to natives, the responding public agencies either give contradictory answers or they simply reply negatively.

In general, central/local governments do not provide financial or other support to foreign pupils, although a few exceptions exist. Only in Slovakia all respondents say that there are subsidies for school-related costs. In all other countries, the respondents are divided or say that no such subsidies exist. The same counts for insurance fees for sports activities. In Turkey, private schools do not ask tuition fees and in Finland, Germany, Italy, or Sweden foreign pupils are not charged any school fees. As for language courses, they are sometimes subsidised by national/local governments in Denmark, Italy, Portugal and Sweden. In Latvia, a teacher claims that if the group of foreign pupils is up to 10, the school might find some subsidy from the money allocated for the special interest courses. A French teacher points out that foreign exchange pupils can make use of the language courses that the school organises for new immigrants. In Germany, there is free transport and school books for foreign pupils and a Finnish teacher mentions free lunches.

The overwhelming majority of respondents claim that governments do not provide the same kind of subsidies or allowances for foreign pupils as they do for natives. In Austria there is no support for schoolbooks or transportation, and no government study grants are given. The same is true for Sweden where there are no government study grants for foreign pupils. In Germany it is said that schools do not receive any money for hosting pupils from abroad and in the Czech Republic they say it depends on the foreign pupil’s status. In Spain and the U.K. schools state that it depends on the pupil’s country of origin, i.e. whether they are EU citizens or whether there exist bilateral agreements between the countries. Clearly, with the lack of a clear legislation regarding the hosting of foreign pupils and certification/accreditation of their performance, foreign pupils are not often registered as regular pupils, which will not only have academic repercussions but also financial ones for the pupil and the school.

8.3 Foreign Pupils in the Classroom

Special arrangements are made by many schools to accommodate the needs of foreign pupils who are often not familiar with the language of the host country. The pedagogical support offered by teachers should be highly valued, especially...
because of the extra time and effort they spend to meet the needs of the foreign pupil and which are not financially compensated. Teachers often commit to voluntarily teaching the national language to the foreign pupils in addition to, or instead of, language courses provided by the hosting schools. At about 12% of the responding schools it is also usual to designate a national pupil as tutor.

Foreign pupils may be exempted from studying certain subjects, usually language-related, i.e. Flemish in francophone Belgium, a regional language in Spain, Irish in Ireland, etc. Schools in several countries, such as Belgium-Wallonia, Spain, Hungary, Ireland, Italy, Latvia, Portugal, Turkey and the U.K., discuss the curriculum with the foreign pupil and offer her/him the possibility of selecting certain subjects according to interest and abilities.

8.4 Tutors

Our survey tried to investigate how many of the responding schools had an official person in charge of assisting the foreign pupil in his/her introduction to the school and with managing the academic requirements in the course of the year. Overall, 52% of the schools say they have a tutor for hosted pupils, 42% say they do not, and 6% did not respond. The chart below illustrates the fact that the situation may differ substantially from school to school within the same country.

Only 19% of the respondents said that teachers at their school had received special training in intercultural learning and/or mobility programmes. An Austrian teacher says, “Offers of training are limited. It does not seem to be an urgent topic at pedagogical institutes that - due to limited financial resources - concentrate on subject-specific training and school development measures. There are some private initiatives by non-governmental organisations”. Another comment by another Austrian teacher was “any training offer is useless if there is not a great personal interest from the side of the individual teacher”. Clearly, this statement may hold a lot of truth, but on the other hand teachers might only get fully interested once they have been exposed to the possibilities of pupil mobility and intercultural learning.

To the question whether the school would devote its own resources to offer teachers, tutors or head teachers special trainings in intercultural learning, only 41% answered positively.
8.5 Certification

With accreditation being such an important issue on the sending side, one might expect an easy supply of certificates for hosted pupils. Overall, foreign pupils receive a proof of school attendance, although in most cases the certificates do not have a legal value and are used only to prove that the pupil concerned did attend classes in that specific school. In some cases a progress report is given, a detailed course description or a transcript of grades, and in case the foreign pupil’s achievements equals those of his/her classmates, an official school certificate may also be given. The type of certificate(s) given depends very much on the hosted pupil’s needs. A German and an Irish teacher say that sometimes the pupil brings special forms for the purpose of accreditation back home and the teacher fills those in. Italian teachers point to the fact that sometimes a hosting organisation coordinating the exchange might provide a form.

Much also depends on the pupil’s attitude. Sometimes schools complain about the lack of an academic or serious attitude from foreign pupils. A remark from a Finnish teacher in this respect was that mobility programmes “smack of entertainment rather than serious study. Perhaps they had better be left unassessed”. Understandably, a pupil will be less inclined to adopt an academic attitude if he knows beforehand that there is no chance for him/her

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### Figure 7: Ways of hosting of foreign pupils

- **Made direct arrangements with the school:** 61%
- **Came through a non-profit or volunteer-based organisation:** 19%
- **Came through a commercial company:** 4%
- **Came through a public agency of the government:** 3%
- **Other:** 4%
- **No response:** 9%

### Figure 6: Training of teachers

Have teachers at your school received special training in intercultural learning and/or mobility programmes? 

(n=372)
of getting his/her study abroad accredited. Lack of accreditation thus does not favour the credibility of educational exchange programmes.

In an education system where usually only the achievement in certain subjects is evaluated, it is not likely that the foreign pupil’s growth in terms of intercultural knowledge and sensitivity, global awareness, interpersonal relationship building, and personal development will be taken into account when assessing his/her progress made during the exchange year.

Almost no schools are aware of any quality standards that should apply to hosting programmes for foreign pupils. It is said by one teacher that the French Ministry of Education has defined quality criteria and standards. Turkey mentions that the inspectors of the Ministry of Education are in charge of this evaluation.

8.6 Hosting Organisations

78% of the schools questioned in this survey have hosted foreign pupils in the past three years. For 61% of those hosting schools, the foreign pupils had come through a non-profit or volunteer-based organisation, 19% had made direct arrangements with the school, 9% had come through a commercial agency, 4% through a public agency of the government, and 3% in a different way, mainly via private contacts.

The majority of the schools that had hosted through more than one of those ways did not have a preference for either. When a preference was given, then most people preferred a non-profit or volunteer-based organisation. It seems that non-profit organisations are perceived as the more reliable ones. In this respect we also point back to the Danish government offering grants to upper-secondary schools participating in a long-term mobility scheme: one of the prerequisites is that the sending organisation be non-profit.

40% of the schools thought that host families play the most important role in integrating the foreign pupil in the ‘out-of-school’ community, followed by the hosting organisation (30%) and the school itself (22%). Other responses (3%) were “classmates”, “tutors”, “sports clubs”, and “language classes outside of the school”. 5% of the schools did not respond.

In determining their choice to work with an organisation that offers mobility programmes, schools generally point out the following characteristics in order of preference. The organisation should:

1. Offer guidance and support to the students;
2. make a thorough assessment of the suitability of the pupil for a school-based exchange programme;
3. be value-based;
4. be volunteer-based;
5. be community-based.

Countries that differ from this rank order are Hungary, Portugal, and Turkey who find a value-based organisation the top priority. Belgium-Wallonia, Ireland, the Netherlands, and Slovakia find it most important that academic suitability be tested, whereas Spain, Finland, and Sweden are the countries that pay the least importance to this characteristic. Schools also find it very important that the organisation maintains good communication with them and some schools expect not only support but also training from hosting organisations. Many schools also take an organisation’s reputation and reliability into account.
Even though exchange organisations have accumulated a vast experience in the specific pedagogical support an exchange for such an age group demands, not many governments actively involve them in supporting mobility schemes. It also appears that governments act differently viz. exchange organisations: some openly recommend non-profit educational organisations, while others are mute on the type of organisations they endorse. In several countries, platforms of specialised exchange organisations work together on issues of quality, immigration and residence problems or recognition issues.

9.1 Roles of Exchange Organisations

From our survey it appears that many schools in Europe are involved in short-term class exchanges, twinning projects or summer schemes for language learning. Very few schools seem to actively encourage their pupils to participate in a long-term individual mobility scheme. The role of promoting this type of exchange within Europe has mostly been taken up by private agencies, either profit or non-profit ones.

The distinction between profit and non-profit agencies does not appear to be seen in the same way in all European countries. In some countries, non-profit organisations receive more visibility in government publications or are
openly recommended. In Austria, the Federal Ministry of Education issues a list of mobility providers and it does not mention those organisations for which complaints regarding quality have been brought forward. Additionally, the Austrian Ministry of Education issues a statement (Erlass) that is forwarded to each Gymnasium at the beginning of the school year, recommending that AFS promotion materials and AFS activities be supported by (head)teachers. In Denmark, the government offers grants to upper-secondary school pupils who go on an intercultural exchange, but on the condition that their local sending organisation is of a non-profit nature. In most cases, when the government subsidizes mobility providers, only non-profit organisations are eligible to apply. Although many NGOs enjoy some sort of official recognition (in Austria, Belgium-Flanders, Belgium-Wallonia, Denmark, France, and Italy), there is little indication of programmes launched in partnerships between governments and NGOs. Good public-private partnership, however, is exemplified by the Parliamentary Partnership Programme (PPP) mentioned above, in which AFS (Germany) is one of the contracting NGOs of the German parliament.

To an extent it is worrisome that in several European countries, governments do not offer any guidance to the general public in making them aware of the differences between several mobility providers. The organisation of long-term pupil exchanges is left to the open market. Schools, pupils and their parents are confronted with a wide range of organisations and may not know what goes behind those many acronyms. It is also left to the market to provide guidance. In Germany, Aktion Bildungsinformation (ABI) and the Schill Recherchen Verlag publish information on individual mobility providers.

It seems that the majority of governments tend to work within their own structures and do not seek the cooperation of the NGOs that in most cases have developed a vast experience in organising long-term individual mobility schemes for upper-secondary school pupils. In that respect, some NGOs have distinguished themselves as experts in intercultural education. Sometimes this expertise is recognised by the government, like in Belgium-Flanders where JINT, the office that supports and co-ordinates international youth mobility, seeks AFS’s expertise to prepare some of the participants taking part in funded exchanges.

9.2 Platforms of NGOs

In some countries, non-governmental exchange organisations collaborate in platforms or networks. In France there are several of these platforms. UNSE (Union Nationale des Séjours de longue durée à l’Etranger) gathers several non-profit organisations offering long-term school exchanges to young people. UNSE promotes international school mobility, and guarantees quality services from its member organisations. Another similar organisation called UNOCEL promotes mobility at secondary school level, but
its members can be both non-profit and profit organisations. An important platform was created in 1998 and is called l’Office (Office national de garantie des séjours et stages linguistiques) and gathers most of the profit and non-profit organisations providing stays abroad (short or long-term, school-based or not), as well as representatives from different Ministries and consumer organisations. The idea is to make sure that all exchange organisations, for any kind of stay abroad, respect some basic quality standards. UNSE is a member of l’Office.

In Denmark, the platforms are the Danish Youth Council and Cirius/Eurodesk. In Germany, there is a national association (AJA) of non-profit exchange organisations performing lobby- and PR-activities and sharing/training of staff and volunteers. There is also an umbrella organisation for linguistic travel organisers (Fachverband der Sprachreiseveranstalter).

In some countries, like in Finland, informal ties exist and exchange organisations will collaborate on specific issues, such as a quality charter (see 13.4.1).

### 9.3 Exchange Organisations Participating in this Survey

In general, it was hard to motivate mobility providers to participate in this study, since they saw EFIL as a competitor and therefore they were not always willing to share information. In Germany, however, excellent results were obtained, in part thanks to the help of an outside expert and publishing company, Schill Recherchen Verlag in Hamburg, which put the questionnaire for mobility providers on their home page. In total, 57 mobility providers - not including the 20 EFIL partners - participated in this survey. For a detailed list of all participating organisations, see Annex (13.3).

The organisations participating in this survey have been active in the field for an average of 18.7 years. The organisations with the longest experience are the voluntary non-profit organisations AFS, YFU, and Rotary, which have been offering long-term individual exchanges for over 50 years. 50 of the 57 participating exchange organisations offer long-term individual mobility programmes for upper-secondary school pupils. Half of the participating organisations are part of an umbrella organisation and 26 of them provide scholarships.

### 9.4 Long-term individual Mobility for Upper-Secondary School Pupils

Providers of mobility schemes were asked to give an outlook on today’s reality concerning long-term exchanges.
9.4.1 Participants

9.4.1.1 Numbers

The exchange organisations were asked, according to their statistics, what percentage of secondary school pupils are already involved in long-term exchanges. The majority of the organisations (53%) said that only up to 10% of secondary school pupils participate in long-term exchanges and 9% - all German organisations - said that it is up to 20%. 5% of the organisations estimated it to be up to 30% (among the organisations making their assessment there are a German profit and non-profit organisation, and a Portuguese profit organisation that offers language courses from 2 weeks to 12 months). Two organisations thought that up to 50% of secondary school pupils are involved in exchanges (a Czech and a German profit agency whose biggest target group are participants in short-term mobility schemes). Based on our assessment, we may conclude that according to the majority of the European mobility providers, only up to 10% of upper-secondary school pupils participate in long-term mobility schemes, and the number may be up to 20% of ‘grade 11’ pupils in Germany. The most accurate figure we have is that for Germany, where 12,000 pupils participate yearly in international yearlong exchanges.

Above, an overview is given of the number of participants in YFU and AFS exchange programmes between 1992 and 2003.

9.4.1.2 Male/Female Distribution

Girls are in the majority when it comes to participating in long-term mobility schemes: 59% compared to 41% boys. The only organisations reporting a higher participation of boys were Czech, Hungarian or Latvian. However, this was not the case with all organisations from those countries, so there is no general tendency that can be pointed out in that respect. Neither did there seem to be a correlation with the length of programmes these organisations offered.
An explanation often given for this difference between male and female participation in long-term mobility schemes is that at the age of 14-19 years, girls may be more mature than boys and therefore more inclined or eager to spend a long period away from home.

It has also been suggested by some that the lack of accreditation would hold back boys from participating in a long-term mobility scheme, as boys are supposed to be more “career-oriented” and therefore less willing to “lose a year”. However, since in countries where accreditation is fairly generally practiced (e.g. Austria, Italy, Germany, and Norway) the percentage of participating boys remains smaller compared to that of girls, we cannot subscribe to this viewpoint.

9.4.1.3 Socio-Economic Background

It is difficult to assess the socio-economic background precisely, as different systems exist to assess it and no criteria were indicated in the study. The percentages provided may therefore not be entirely accurate, but in general we may say that the socio-economic status of the participants is rather high. 71% of the organisations say that participants come from middle, upper-middle or upper classes, 16% say they come from diverse backgrounds, and 13% did not respond. It is clear then, that lower-middle class and lower-class incomes are under-represented. This again points us to the fact that finances are still the largest barrier to the participation in a long-term mobility scheme and that financial aid in the form of grants and scholarship is needed to take away or lessen these uneven opportunities.

9.4.1.4 Expectations and Demands

According to the responding exchange organisations, the learning of a foreign language is the highest expectation of pupils and their parents. Next is that participants expect counselling and support when they are abroad. Participants and their parents demand that the exchange organisation be competent, professional and experienced. They also want a good preparation before departure and a safe, caring and financially stable host family. This way they expect to enjoy a rewarding (inter)cultural experience. According to the host agencies, academic achievement comes only after all of the previous expectations and demands. When the climate is not designed to encourage accreditation - neither by public authorities nor by schools, pupils will, understandably, not have high expectations in this respect.

9.4.2 Favourite Destinations

Favourite destinations can be linked to the participant’s highest expectation, i.e. the learning or mastering of a foreign language. In choosing their destination, most participants are thus lead by a country’s national language. A lot of times, language is seen not as a tool for better European communication and intercultural learning, but as an end in itself. All top-destinations are English-speaking countries with the USA as the top destination, followed by Australia, Canada, New-Zealand and the U.K. Next is France, followed by Germany and Latin-American destinations, and then Ireland and Spain. Too often, the mastering of so-called “useful” languages like English, French, Spanish and German is seen as the most important reason to participate in a mobility programme.

It is sad that most schools, pupils and their parents still see linguistic achievement as a first aim to go on an exchange. When destinations are not chosen because of the reason pointed out above, we observe that in general exchanges to the ‘West’ are a lot more popular than exchanges to the ‘East’.

9.4.3 Schools

The majority of exchange organisations indicate that exchanges are most frequently practised in comprehensive secondary schools or “gymnasia” (academically oriented schools) as opposed to technically oriented or vocational schools. The assumption seems to be that in vocational schools, pupils are even less motivated to participate in an exchange, and accreditation appears to be next to impossible.
9.4.4 Obstacles

Exchange organisations were asked what they saw as the main obstacles to a broader participation of young people in long-term individual mobility schemes. Like the schools, they pointed out financial restrictions as the main barrier (41%). Another barrier concerned schools (15%), which was a reference to either the education system, the limited capacity of the schools to support the sending or hosting of pupils or the minimal support and lack of interest in mobility schemes among educators. Next came the lack of accreditation (14%), the lack of promotion and information (7%), limited language skills of the participants (3%), and lack of host families (3%). Other reasons included political events (like the events of 9/11), negative stories appearing in the press, fear of participants and/or parents, lack of training of teachers as intercultural educators, lack of preparation and orientation of participants, and legislative obstacles.
Despite the considerable efforts that are being made, the lack of information about mobility schemes and about different education systems within the EU remain an important barrier to pupil mobility. This part of our survey attempts to highlight the preferred information channels through which young people find out about the possibility to spend part of their studies abroad.

Educational exchanges and their impact are becoming subjects of research and interest in the academic world and today, many universities offer courses in intercultural communication and education.

10.1 Information and Promotion

The Ministries of Education in different countries provide information on mobility schemes in their publications. This is the case in Austria, Finland, Hungary, Latvia, Slovakia, and Sweden. Resource centres that pupils and teachers can turn to are usually the Youth Information Offices, i.e. in Belgium-Flanders, Belgium-Wallonia, Spain, France, Italy, and Portugal. In Germany information can be
obtained at the Internationaler Jugendaustausch und Besucherdienst der Bundesrepublik Deutschland (IJAB), Pädagogischer Austauschdienst (PAD), Bayerischer Jugendring (BJR), Oberschulamt Stuttgart in Baden Württemberg and RP Düsseldorf in North Rhine Westphalia.

Exchange organisations also try to inform their public and promote mobility schemes as much as possible. Word of mouth and the internet (each 21%) are the organisations’ main strategies to reach young people. It is remarkable that the oldest and newest ways of communication seem to be the most effective ones and they probably complement each other well. The internet is becoming more and more the source of valuable information.

The next channel of information are former participants with 19%. Very popular are educational fairs (14%) which seem to be rather widely organised in most countries. The specialized press accounts for 10%, compared to only 1% of the information that is spread via the general press. Most organisations claim that the national media do not pay much attention to mobility programmes. It is usually easier to get an article about e.g. a foreign pupil published in
the local press. Some organisations complain that if the media are interested, they only seek sensational news, i.e. they are more interested in the negative stories. It is interesting that a Slovak exchange organisation says that the media attention is constantly increasing (probably as exchanges are becoming more widely practiced), while a Belgian one says that it is decreasing since exchanges are becoming less exceptional so they are no longer the “hot news” they used to be.

A fairly important source of information are schools (good for 6%), where either teachers spread the word about mobility schemes or where exchange organisations are invited to do a presentation on their programmes. Information sessions for the general public take up 2%. Little information and promotion seems to occur through the radio (2%) and TV (1%). A counterexample of good practice is the Italian national television that has a special space for voluntary organisations, where programmes about pupil mobility are broadcast three to four times a year.

Despite the considerable efforts that are being made by, firstly, exchange organisations and, to a lesser extent, by governments or government agencies, the lack of information about mobility schemes and about different education systems within the EU remains an important barrier to pupil mobility.

10.2 Research

Our survey has also investigated the research that exists in the field of educational mobility and intercultural learning, as it is known by NGOs. It seems that educational exchange programmes and their impact as well as intercultural learning are starting to become more and more subjects of research and interest in the academic world.

In Austria, there is general academic research on intercultural learning as well as academic research on the benefits of short-term exchanges conducted for example by the Pedagogical Institutes and the Socrates National Agency. In particular in the fields of business studies, social sciences, linguistics, educational sciences and also theology, an “intercultural perspective” has entered curricula and research agendas. For example, at the Vienna University of Economics and Business Administration, a business university, an “International Association of Cross-Cultural Competence and Management” (IACCM) has been set up that focuses on issues of intercultural research and training. Furthermore, the university requires all its students who participate in study-abroad programmes to complete a 1-day “intercultural day”.

In Hungary, some higher educational institutes focus on intercultural communication and cross-cultural management - the aim is to make young
people competitive in global economy. Two colleges offer an intercultural communication course in the field of economics.

Today in Italy, 25 universities offer courses on intercultural communication, intercultural education and intercultural studies at the level of a bachelor's, master's or doctoral degree. Also in the UK there is a range of universities, colleges and research centres dealing with Intercultural Education.

In Spain, many universities offer specialisation courses in intercultural learning to teachers or other educators (e.g. Universidad Antonio de Nebrija, Universidad de Barcelona, Universidad Nacional de Educación a Distancia, Universitat Jaume I, Universidad de Murcia). In addition, some universities offer PhDs in Intercultural Learning (e.g. Universidad Complutense de Madrid, Universidad de Granada, Universidad de Sevilla).

The Portuguese Centro de Estudos das Migrações e das Relações Interculturais (Centre for the Research into Migration and Intercultural Relations) is a research centre of the Universidade Aberta in Lisbon.

In Germany two recent studies focus on the impact of a long-term exchange programme, i.e. YFU's year programme. The study is called “Students of Four Decades” and was conducted by Bachner and Zeutschel (1990, 1993, 1994). A study published in 2001 is "Schüleraustausch auf dem Prüfstand" which was co-funded by the EU Commission under the Socrates programme.

In Belgium, it has been observed that for a few years there has been increased involvement of the main universities in the field of intercultural issues. Intercultural learning now exists as an optional topic in a lot of university curricula, which is the case in Turkey as well. There are research units dedicated to intercultural issues at some universities in Belgium and Finland. At the Catholic University of Leuven (Belgium), Department of Social and Cultural Anthropology the master programme "Culture and Development Studies" (CADES) is offered. In Belgium as well, the Centre for Intercultural Management and Intercultural Communication (CIMIC) offers a 2-year master programme in Intercultural Management and Education.

The French CIEP (Centre International d’Etudes Pédagogiques) is an office dependent from the Ministry of Education. It is designed to work and undertake research in the field of international academic exchanges. Among other activities, CIEP organises seminars and workshops on topics related to intercultural learning.

As already mentioned earlier in this report (see 1.2.2), AFS Intercultural Programs is currently undertaking a new study on the educational impact of its year-long secondary school exchange programme. The study is being conducted by Mitchell R. Hammer in close cooperation with Bettina Hansel and builds on the findings of the Impact Study conducted by Bettina Hansel and Cornelius Grove in the 1980s. The results of this study are expected to be available in 2004.

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8 Schüleraustausch auf dem Prüfstand, Der zwei- bis dreimonatige Schüleraustausch auf Gegenseitigkeit des Bayerischen Jugendrings, BJR, Böttcher/ Schulz/ Lohmeier (2001)
We would like to conclude this survey with a few observations on the perceptions of the Mobility Action Plan and the EU Recommendation on Mobility at the local level in different European countries.

### 11.1 Schools

It should be mentioned first and foremost that the EU educational mobility programmes are known to the majority of the schools interviewed and that they are highly valued and appreciated. Since the launch of the Socrates programme, many institutions and people have been involved, which has created a critical mass of people with an increased European awareness. EU-funded short-term group exchanges may provide the ideal background for pupils to embark on a long-term individual exchange.

As far as the Mobility Action Plan and the EU Recommendation are concerned, the majority of the interviewees were not informed. Only 35% of the schools participating in this survey replied that they were aware of a European recommendation proposing to support mobility opportunities for secondary school pupils. The only countries where the majority of respondents said to be aware are Finland, Germany, Italy, Slovakia, and Sweden.

When asked whether there are any planned reforms which address the internationalisation of
the school system, the majority of schools in most countries were not able to provide an answer. There was a slightly higher number of positive responses in Spain, France, Italy, Slovakia, and Sweden. The reforms in most countries concerned the increase in the number of foreign languages studied at school. In Slovakia it was said that after the country’s entry into the EU reforms a more internationalised school system was expected.

On the other hand, the majority of schools in most countries answered positively to the question whether it is an objective for the school to provide intercultural skills at school; this is the case in Austria, Belgium-Flanders, Spain, Finland, Germany, Hungary, Italy, Latvia, Norway, Sweden, and the U.K. Other countries seem more hesitant in this respect.

As already stated, the overwhelming majority of schools saw the need for the government to support the training of head teachers, teachers and administrators on the different education systems in the Union and on the rights of European pupils undertaking mobility (only 5% answered negatively).

When asked what steps had been taken in the last five years to favour individual exchange programmes, schools answered the following:

1. Grants from the national or regional governments in Belgium-Flanders, France, Germany, Italy, and Norway;
2. Better information in Austria, Spain, Finland, Germany, Italy, Latvia, Slovakia, and Sweden;
3. EU-funded programmes;
4. Initiatives from mobility providers;
5. National legislation in Austria and Italy;
6. Decrease in bureaucracy.

The majority of responses concern measures taken with regard to the sending as opposed to the hosting of foreign pupils. It is preoccupying to notice that the majority of schools claim that no measures have been taken at all, or they simply do not provide a response.

In order to actively promote long-term individual pupil mobility, the measures that schools indicate as most important to act on are, in order of preference:

1. Funding and grants;
2. Promotion and better information for teachers and pupils;
3. European standards for the evaluation and accreditation of a school year abroad;
4. Pedagogical support for schools and training for teachers.

Are you aware of a European-wide recommendation proposing to support mobility opportunities for secondary school pupils? (n=352)
11.2 Public Agencies

Few public authorities participating in this survey have shown good knowledge of the EU Recommendation on Mobility and the Mobility Action Plan. Regional and local authorities often refer to the national Ministry of Education who “should know about the EU Recommendation on Mobility and the Mobility Action Plan. Implementation is part of their responsibility.”

In addition, the replies have been so scarce that it is difficult to draw any conclusions, except that the two documents have not yet filtered down through the ranks of the authorities in charge of mobility at the national, regional and local levels, and that all too often these recommendations have not sufficiently been translated into concrete actions.
Conference
a. Opening Remarks

Elisabeth Hardt
Secretary General,
European Federation for Intercultural Learning (EFIL)

Welcome everyone. The European Federation for Intercultural Learning is very happy to open this conference to present the results of our survey on the status of individual mobility of school pupils in Europe. I would like to express special thanks to MEP Mr. Dehousse and his staff for the use the Parliament’s facilities.

I also would like to welcome and thank my colleagues in the 19 participating countries without whom this survey would not have been possible. I know it was quite a challenge and I feel privileged to have organised this conference in order to present your findings.

The European Federation for Intercultural Learning (EFIL)

A few words about EFIL. EFIL is the umbrella organisation of the European AFS organisations; non-profit, volunteer-based educational organisations. Our Members have a long historical presence at secondary schools in most parts of Europe. As such, AFS is an organisation that helps bridge the gap between formal and non-formal education.

EFIL’s role is to promote synergies and opportunities for its Members.

All organisations offer short and long-term intercultural stays for young people. Let me say a few words about these exchanges.

What kind of individual mobility are we talking about?

The kind of exchange we are talking about is a carefully planned educational experience, involving the participants as true members in the civilization of another country. During the exchange, the young person resides with a family and attends a local school as a full-time pupil.

The objective of the exchange is to promote an international education implying the study of and the interaction between national cultures.

The few points I want to make focus on what I call the tensions that play a role when it comes to defining the role and place of educational mobility:

- the growing together of Europe
- the forces that shape education not only in Europe but elsewhere
- the place of mobility
- the role of the institutions
Tension 1: A new Europe

The enlargement process and its prospects have made EUROPE an increasingly concrete and relevant reality for the Union and its citizens. The deepening of our relations with our new neighbours provide an even more important dimension to that reality.

The declarations of the Education Ministers in Bologna in 1999 and the more recent declarations of the same Ministers this summer, along with the political signals that have been given at several European Councils (starting with the Lisbon Council) show a growing awareness in both academia and in large parts of the political world and in public opinion for the need to establish a more complete and a more far-reaching Europe, in particular by building upon and strengthening its intellectual, cultural and social dimensions.

Education, and by extension, schools, play a big role in achieving all of these dimensions. This is also where we realise that education cannot be considered on its own.

Tension 2: A European higher education area is in the making

Between 2004 and 2005, all European universities will have started to propose transferable study cycles, which will allow all students to attend courses in various universities of their choice. How are secondary schools preparing our pupils?

Several Member States have already anticipated such moves: in Germany alone, 12,000 pupils between 15 and 16 years of age spend a year of schooling abroad without having to compromise on the progress of their regular academic schedule. Following the examples of the Norwegian and the Danish governments, one of the German federal states even offers scholarships to those that seek to discover new horizons.

Unfortunately, those experiences are still unavailable for the majority of European pupils: the recognition of academic credits obtained abroad is far from being common practice.

Tension 3: Education cannot be considered on its own

Education has become a very sensitive issue in European discussions: on the one hand, organisations and contents of education do not belong to the primary areas of the European Union. On the other hand however, education is seen as an important factor of employment and the labour market, which are both of great concern to the European Union. Therefore, education cannot be entirely neglected when questions of common policies are to be defined.
A case in point is the recent declaration of seven national employer federations. According to them, schools are not always learning organisations - too often their organisation is basically the same as it was decades ago. Already before have the employer’s federation called for young people not only to receive basic competencies, but also general social competencies such as communication skills, the skills to function in different environments and cultures not to mention the need to master foreign languages. Education in Europe can thus no longer be considered in a vacuum.

The new challenges that are being recognised as one of the results from globalisation and a knowledge-driven economy have also found an echo outside of Europe: the Education Ministers meeting of the G8 in Tokyo, in March 2000 specifically calls for nations to collaborate further in their quest for responses to emerging educational challenges.

A major obstacle: Recognition and Validation

In spite of three consecutive resolutions and recommendations taken by the Council of Ministers of the EU during the last 3 years, there is still a long way to go. The key objectives of these recent instruments is to facilitate the mobility of all learners and to open the education systems to the rest of the world. However, the validation and the recognition of skills acquired in the context of mobility is still seen as one of the major obstacles.

More than 1 million students have participated in ERASMUS exchanges since 1987. Nobody anticipated the enormous success of this academic exchange programme, which has become the leading educational programme of the European Union in the field of individual mobility.

According to Professor Fritz Dalichow, professor and former Dean of International Affairs at the University of Derby (England) and inventor of the European Credit Transfer System (ECTS) still in use today, this recognition and validation system only proved to be a success because of the principle of 'mutual trust and confidence' which presupposes acceptance of foreign qualifications even if it may differ more or less significantly from national qualifications.

What is the role of the European Union

In this rapidly evolving arena, the European Union is a forum for the exchange of ideas and good practice. It does not have a ‘common education policy’, nor a top-down approach.

Foremost, the European Commission plays a major role in raising awareness, in supporting European policy-making and creating the mechanisms to implement EU policies. While

Convinced that the construction of a genuine European area of knowledge is a priority for the European Community and that it is through education that Europeans will acquire the shared cultural references that are the basis of European citizenship and of a political Europe.

Sure that this belief is based on mutual discovery of our diversity and complementarity and involves increased personal contacts and exchange of knowledge and experience.

Convinced that this is therefore essential to target intelligible action, shared by all of the Member States, at young people, schoolchildren, students, researchers, all those being educated and their teachers; that is by building the Europe of intelligence that we will bring about the feeling of being part of Europe.

EU Council Resolution of 14 December 2000 concerning an action plan for mobility
each Member State remains responsible for the content and organisation of its education and training systems, the EU provides:

- funding for multinational education, training and youth partnerships;
- exchange schemes and opportunities to learn abroad;
- innovative teaching and learning projects;
- networks of academic and professional expertise;
- a framework to address across-the-board issues, such as new technologies in education and the international recognition of qualifications;
- a platform for consensus, comparisons, benchmarking and policy-making

**EU funding programmes** for education, training and youth have provided a great deal of practical experience in the past 15 years, providing a solid basis for extending their achievements through broader initiatives.

**Action plans** are designed to draw on a wider range of Commission services and resources, and **work programmes**, to follow up reports by European education experts requested at the political level. Examples of these more recent instruments include:

- the Mobility Action Plan, supported by EU government leaders in December 2000;
- the work programme to implement a report on the concrete future objectives of education and training systems, adopted in February 2002;
- the Action Plan on Skills and Mobility, presented by the Commission to the EU summit (European Council) in March 2002;

**The role of Mobility**

On the one side we have the EU Recommendation on Mobility adopted shortly after the Mobility Action Plan of December 2000. On the other side, we have all EU governments working jointly on three major priorities for education, one of which is increasing mobility and exchange opportunities and opening our education systems to the wider world, as part of the *Future Concrete Objectives of Education*, a system the EU Commission is using to force national governments to work together on certain issues in the absence of to a real power over their national policies.

Both of these priorities carry a deadline: the EU Commission and the Member Governments are supposed to provide a report which is to be presented at the so-called 'Spring' Council of the EU next year, one of the highest decision-making occasions for the EU.

I believe that this tension (the arrival of the European area for higher education, enlargement and the demands of employers and labour markets) gives us a great chance: mobility has **moved from the background** into the focus of political deliberations. It can benefit from this movement by getting conscious of its particular **role in policy, society and economy**; it can get a **stimulus** for improving its **quality** and it can give Europe the necessary, not only intellectual baggage, but also a pool of responsible citizens.

This converging political focus on mobility is also what provides us with the opportunity to present the findings of our survey.

Compared to the potential, mobility at secondary school level remains small. As our survey has shown, too many barriers of institutional, legislative and practical nature continue to exist.

It is our role to highlight opportunities to break down barriers, to transfer good practices and to each do our part in creating the necessary framework to provide a wider access to educational mobility for all.
b.1  *Mobility in Europe: developments, achievements and future EU Programmes*

by Domenico Lenarduzzi  
(EU Commission)

Good morning everyone. I am happy to be with you.

Last July, Roberto Ruffino asked me to open this conference about mobility although I was already retired. I agreed to do it because it reminded me certain things and took me 20 years back. I met Roberto in 1982 when I became Head of DG Education at the European Commission. Mobility was one of the first issues in which I took an immediate interest. However, I knew little of the subject and I invited experts to enlighten me. Roberto Ruffino was one of 5 experts in charge of identifying actions that could be realised in the field of mobility at European level. But, as you know, we did not really have the tools to act and, for a certain period, we only reflected on the possibilities.

The beginnings

In order to continue our reflection and to establish where we are heading, it is with pleasure that we will hear about the survey that you made.

To realise how far we have come, we have to start at the beginning. Sixty years ago, it was unimaginable to have this kind of meeting, with people in charge of mobility coming from different countries. At that time, we were enemies. Today we have become friends.

It is important to remember that at that time, people had to face the wars. It was only after World War II that a handful of extraordinary people decided that it was time to ensure peace among European countries and to start reconstructing.

b.2  *La mobilité en Europe: développements, succès et les futures programmes UE*

par Domenico Lenarduzzi  
(EU Commission)

Bonjour à tous les amis ! Cela me fait plaisir de me trouver parmi vous !

Au mois de juillet, Roberto Ruffino m’a téléphoné en me demandant si je pouvais lui rendre le service d’ouvrir le présent colloque sur la mobilité malgré que j’étais déjà pensionné. Je le fais non seulement avec plaisir parce que je suis content de me trouver parmi vous mais également parce que cela me rappelle certaines choses. Cela me fait retourner 20 ans en arrière, car j’ai connu Roberto en 1982 au moment de prendre la responsabilité du département éducation à la Commission. La mobilité est une des premières choses auxquelles je me suis directement intéressé. Je ne connaissais pas grand-chose à ce sujet, j’avais donc demandé à cinq experts de venir faire un brain storming pour voir ce que nous pouvions entreprendre au niveau européen. Parmi ces 5 personnes il y avait bien entendu Roberto Ruffino. Mais, comme vous le savez, nous n’avions pas les outils pour pouvoir réellement agir et pendant un certain moment nous nous sommes limités à de la réflexion.

Les débuts

Pour poursuivre le chemin d’où nous sommes partis et pour voir vers où on se projette, c’est avec plaisir que nous prendrons connaissance de l’enquête et de la belle étude que vous avez faite.

Pour voir d’où nous sommes partis à l’époque, il faut remonter à l’origine, il y a 60 ans. C’était inimaginable qu’on puisse avoir une réunion telle que nous l’avons aujourd’hui, avec des personnes qui s’occupent des problèmes de la mobilité provenant de différents pays. A ce moment là, nous étions des ennemis. Aujourd’hui – c’est extraordinaire - nous travaillons les uns à côté des autres.
For those among you working with young people, it is essential to help them to understand that the times of war are quite recent. Everyone should be made conscious of the road already traveled and the peace we enjoy today.

Of course, our construction of Europe did not stop there. We have rebuilt countries destroyed by the war but we have also achieved a higher standard of living for those that believed in keeping their identity while aiming for a common destiny. This, I believe, is fundamental.

European citizenship was not a priority

The founding fathers first tackled the two most important fields: coal and steel. After the success in these two sectors, the Community enlarged and the Common Market was created.

All this to tell you that, at the beginning of the European Union, there was no direct concern for the citizen. We didn’t worry about education, culture, health or the environment. Our goals at the time were mainly economical or commercial: above all, we wanted to abolish customs and create a customs union. Mobility as such was not directly touched upon - at least not the way we envision it today.

There was a so-called social chapter in the Treaty of Rome, but it was not mandatory: the Member States were encouraged to emulate those that were already more advanced in the field of social protection and equality. The set-up of the European Social Fund was supposed to assist Europe in the conversion from the heavier industries to lighter and new ones. Coalmines were being closed and the steel industry was in trouble. Consequently, the redevelopment and “re-qualification” of manpower became an important goal - albeit still an economical one.

Workers enjoyed free movement but citizens did not. The free movement we know today only appeared at the time the Treaty of Maastricht was signed.

Et il ne faut pas oublier que 60 années plus tôt, toutes les générations subissaient une guerre. Ce n’est qu’à la fin de la deuxième guerre mondiale, qu’une poignée d’hommes extraordinaires a décidé d’assurer la paix parmi les peuples de l’Europe et de reconstruire les pays. De nos jours, on ne peut même plus s’imaginer qu’on puisse prendre un jour des fusils les uns contre les autres. Et vous, qui vous occupez plus particulièrement des jeunes, il est important de faire comprendre que cela n’est pas de l’histoire lointaine mais que c’était encore hier. Tout le monde devrait prendre conscience du chemin qui a été fait et de cette paix durable qui s’est installée.

Bien entendu, on ne s’est pas arrêté là avec la construction européenne. On a non seulement reconstruit les pays détruits, mais nous avons aussi assuré un bien-être de loin supérieur à ce qu’on pouvait obtenir pour le compte de tous ceux qui avaient fait le pari de se donner un destin commun tout en conservant leur propre identité. Je crois que cela est fondamental.

La citoyenneté européenne n’était pas une priorité

Les pères fondateurs se sont attaqués directement aux deux domaines les plus importants : le charbon et l’acier. Après le succès dans ces deux secteurs, la Communauté s’est élargie avant de mettre sur pied ce qu’on appelle le Marché Commun.

Tout ceci pour vous dire qu’aux origines de l’Union Européenne, il n’y avait pas directement le souci du citoyen. On ne se préoccupait pas de l’éducation, de la culture, de la santé ou de l’environnement. On s’était fixé des objectifs économiques et commerciaux, y inclus l’abolition des taxes douanières. C’étaient nos préoccupations principales et la mobilité n’était pas directement concernée. Du moins pas la mobilité comme on la conçoit aujourd’hui.

Il y avait dans le Traité de Rome un chapitre social, mais il n’était pas contraignant: on incitait les États Membres à prendre des mesures leur permettant d’atteindre le niveau des pays
We took common measures in order to facilitate the free movement of workers mostly because of our social security regulations: we took into account the periods each person worked in one of the countries of the free-movement zone to calculate the entitlement to social security benefits.

The first mobility experience at European level

The main obstacle to the free movement was having a qualification. If you had any kind of professional qualification, it was not recognised in other countries. Consequently, unskilled workers were the only ones that truly enjoyed the freedom of their movements. That was the reality of mobility based on economical goals: the mobility of physical but not of mental power.

In the sixties, in this spirit of freedom of movement of workers, the first exchange programme of young unskilled workers took place. At that time, young people had the opportunity to go abroad for a traineeship during 3 or 6 months and 3,500 young workers participated. It was also a good experience in organising exchange programmes at Community level.

Education was taboo

Of course, we had a look at what Intercultura and EFIL were doing. They were active in the educational and training field, not in the economic one. Consequently, we had to wait that the Heads of State become aware of the importance of the citizens’ participation in the European integration process. Citizens were already benefiting indirectly from the European integration, but they were not directly involved. While ministries responsible for agriculture met and agreed regularly on matters at European level, the ministers responsible for education waited 17 years before they met.

plus avancées. C’était donc une convergence vers le haut, mais sur base volontaire et donc assez faible. Il y eut aussi la création du Fonds Social Européen, étant donné que nous étions en pleine reconversion des secteurs principaux: la fermeture des charbonnages et les problèmes dans la sidérurgie ont accéléré la demande pour une main-d’œuvre reconvertie et requalifiée. L’objectif en était toujours économique.

Il y avait également la libre circulation des travailleurs, mais pas des citoyens. La libre circulation comme on la connaît aujourd’hui, n’est venue qu’avec le Traité de Maastricht. À ce moment-là, ne pouvait bénéficier de cette libre circulation que ceux qui étaient actifs, qui avaient un statut de travailleur. Quelqu’un qui était étudiant ou qui n’était pas actif, n’y avait pas droit.

Pour faciliter la libre circulation des travailleurs, on a pris des mesures communes, surtout pour les besoins de la sécurité sociale: on a proposé de tenir compte de toutes les périodes qu’une personne a travaillé dans un des pays de la même zone de libre-circulation pour qu’elle puisse bénéficier d’une pension et d’une assurance maladie.

La première expérience européenne de la mobilité

Mais ce qui était étonnant à ce moment là, c’était que la formation était le principal obstacle à cette libre circulation. C’est-à-dire si vous aviez la moindre qualification, elle ne vous était pas reconnue par l’autre état dans lequel vous vous rendiez. La libre circulation d’une main-d’œuvre non qualifiée était possible, par contre, la main-d’œuvre qualifiée n’était pas reconnue. Les gens ne pouvaient pas exercer à l’étranger ce pour quoi ils étaient formés. C’était la réalité et c’étaient les premières conséquences d’une mobilité liée à des fins typiquement économiques - la mobilité des bras et non de la tête.

Et c’est dans cet esprit de libre circulation des travailleurs qu’il y a eu le premier programme d’échanges de jeunes travailleurs. Il y en a certainement parmi vous qui en ont entendu parler, mais cela remonte aux années 60. On
**Education was taboo.** There was no legal base for education in the Treaty of Rome because it was considered the responsibility of the Member States. Some members were afraid that education was going to be used for a European proselytism and they considered that it was not the role of the EEC.

**Mobility and European integration**

The first time that the European *human dimension* was taken into consideration was during The Hague summit in 1969. The ministers of Education gathered in 1974 and adopted a resolution in 1976. According to me, this non-binding resolution was extraordinary, since it contained all necessary steps needed to achieve a true integration, including its educational aspects, and in order to enhance young people's participation.

However, all that did not automatically lead to progress. For example, joining the EEC, Denmark declared that it would only apply the Treaty and did not wish to participate in anything referring to education since this field was not foreseen in the Treaty. It was afraid that Brussels, in its educational programme, would not respect the cultural and linguistic diversity of the Member States. It did not want a model of unique citizenship and did not want to risk losing its own identity entering the EU.

All these issues slowed down the process. Roberto Ruffino and I worked under these conditions from 1982 until 1984. Fortunately, in 1984, the Heads of States under Mitterrand's presidency in Fontainebleau realised that it was time to make a step forward and to take the citizens into consideration.

They gave a mandate in order to prepare a report for the following year entitled "The Europe of citizens". There were two mandates: one related to the citizens and the other to the institutions. At the same moment we were on the verge of another enlargement (in 1986 Portugal and Spain entered the European Union).
The report, adopted in 1985, gave us our first symbols: a hymn and a flag signifying that we were part of the same family.

This same report suggested the encounter of citizens and mobility as one of the primary motors in the European integration process. It was through mobility that young people were to open themselves to other cultures, to discover their neighbors and to learn new languages. The Chiefs of State consented to act in unison and the first programme in which there were elements of mobility was the COMETT programme, based on university-company collaborations.

contraignant). Je dois dire que le contenu de cette résolution est extraordinaire car déjà en 1976 on décrivait tout ce qu'il fallait faire pour arriver à une vraie intégration, y inclus l'aspect éducatif ainsi que comment faire participer tous les jeunes à cet effort.

Mais comme je vous le disais, tout cela n'a pas automatiquement généré du progrès. Le Danemark notamment était le pays qui avait le plus de courage pour manifester ses opinions. Le Danemark, entré dans la CEE en 1973, a tout de suite déclaré qu'il allait seulement appliquer le Traité. Il ne souhaitait pas participer à tout ce qui concernait l'éducation puisque ce n'était pas prévu dans le Traité. Il craignait que Bruxelles, dans son programme éducatif, n'allait pas respecter la diversité culturelle et linguistique de ces Etats Membres. Il ne voulait pas qu'on crée un modèle de citoyen unique, car tout au long de l'histoire, le pays avait dû se battre pour conserver sa propre identité contre des cultures dominantes. Le Danemark craignait la perte de sa propre identité.

Tout cela freinait le travail. C'est dans ces conditions là que Roberto et moi avons travaillé de 1982 à 1984. Heureusement, en 1984, il y a eu un pas en avant. Les chefs d'état, sous la présidence de François Mitterrand à Fontainebleau, se sont rendus compte qu'il faillait vraiment faire un pas en avant et se préoccuper des citoyens.

Ils se sont donné un mandat pour que l'année suivante nous puissions disposer d'un rapport qu'ils avaient intitulé « l'Europe des citoyens ». Il y avait deux mandats. L'un concernait les citoyens, l'autre les institutions. Car au même moment nous étions à la veille d'un élargissement (en 1986 le Portugal et l'Espagne ont adhéré). On était parti de 6 et nous allions vers une Europe de 12.

Ce rapport, adopté en 1985, nous a donné pour la première fois des symboles : un drapeau et une hymne. Ces symboles voulaient signifier que nous faisions partie d'une même famille.
The free movement of students thanks to a judgment of the European Court of Justice

At the same time, an important judgment by the European Court of Justice changed the European educational landscape. A young French student wishing to study in Belgium was assimilated to a foreigner when registering at university. Using article 128 (non-discrimination) of the Treaty of Rome, the young student argued her case and won. The European Court of Justice declared that attendance at university was primarily for the purpose of a training, including a professional training. There was thus no place for any kind of discrimination.

Gravier Judgment, 1985

At that time, only professional schools and companies were officially in charge of 'vocational' or 'professional' training. The combination of this judgment and the political will of the Commission allowed us to go ahead. The university rectors revolted.

Article 128 of the Treaty was the only article in the entire Treaty that foresaw a simple majority (in our case this meant 7 countries out of 12). At the time COMETT was launched, the Commission used the same article to propose the mobility of higher education students, the ERASMUS programme. It was 1986. The negotiations were very difficult. The budget was enormous and the Heads of governments proposed that we exchange university professors instead. The objective being pursued by ERASMUS was completely distorted.

Under Delors, the Commission courageously withdrew its proposal - it was the first time that this happened in the history of the Community.

Manuel Marin, Vice-President of the Commission stated, « If you think that a cow is more important than the mobility of 10 students, we withdraw the proposal ».

La rencontre des citoyens et la mobilité étaient considérées comme le moteur central de cette intégration européenne. L'objectif était de donner l'occasion aux jeunes de s'ouvrir aux autres cultures, de découvrir leurs voisins et d'apprendre de nouvelles langues. Les Chefs d’Etats avaient un consensus pour agir. Le premier programme dans lequel il y avait des éléments de mobilité était le programme COMETT, favorisant les contacts entre entreprises et universités.

La libre circulation des étudiants grâce à un arrêt de la Cour de Justice Européenne

En même temps, en 1985 donc, il y a eu un arrêt de la Cour de Justice Européenne qui a changé le paysage éducatif européen. Une jeune fille française voulant entreprendre des études en Belgique s’est vue considérée comme une étrangère au moment de l’inscription. Se basant sur l’article 128 du Traité de Rome, la jeune étudiante a intenté une action en justice. La Cour de Justice Européenne lui a donné raison, estimant qu’un parcours universitaire servait à obtenir une formation, notamment professionnelle. Il ne pouvait donc y avoir de discrimination.

Au même moment, la volonté politique et le levier de la jurisprudence ont permis à la Commission d’aller de l’avant. A l’époque c’étaient les écoles professionnelles et les entreprises qui s’occupaient de la formation dite ‘professionnelle’! Les recteurs se sont révoltés.

L’article 128 était le seul article de tout le Traité qui prévoyait une majorité simple (7 pays sur 12). Lorsque COMETT a été lancé, la Commission s’est basé sur le même article de non-discrimination pour proposer le programme ERASMUS, dont l’objectif fondamental était la libre circulation des étudiants. C’était en 1986. Les négociations ont été très rudes. Le budget nécessaire était énorme et on nous proposait de plutôt faire bouger les professeurs. Et finalement, sous la présidence britannique, une majorité d’Etats-membres s’est mis d’accord pour limiter la mobilité universitaire à celle des professeurs. L’objectif Erasmus était tout à fait faussé.
Delors returned to the Heads of Governments and they asked for the proposal to be tabled again. With difficulties, the Commission obtained a decision in 1987. But Germany, France and the United Kingdom sued the Commission for allegedly using the wrong legal basis (Article 235 and 128). This happened three times and the Court of Justice reconfirmed the legality of the Commission’s legal base four times. Even later, the smaller Member countries of the CEE adopted the COMETT programme against the larger Member States.

« Education » finally integrated in the Treaty

Around the same time, we were working on the completion of the so-called ‘internal market’ as well as an economic and monetary union. The Treaty of Rome needed to be revised. Seeing that the European Court of Justice did not change its position and that Article 128 continued to allow small Member States to adopt measures through the simple majority rule, the Member States opted for a specific article in the new treaty, allowing ‘education’ to take its place among the matters of common concern of the EEC, while at the same time changing the voting rules to qualified majority (or 75%-80% of representativity). At that time, the co-decision procedure was introduced.

When I speak about education, I primarily refer to ‘university education’ because ‘schools’ only became relevant in 1993 thanks to this new treaty. It stated that the EEC should contribute to the quality of education - without restricting it to ‘higher education’. EUREKA!

We did away with all the diverse programmes and set-up SOCRATES and LEONARDO DA VINCI. Within Socrates, we had a newborn: Comenius. The intercultural dimension was also victorious.

Today there are 1.2 million Erasmus students, and we are not counting those that undertake mobility without the support of grants - which would take us to 1.5 million.
The mobility of university professors is estimated at 200,000 and all universities participate. The Bologna declaration ensures a homogeneous programme structure and recently, Bologna was extended to 32 countries from the Atlantic Ocean to the Ural Mountains: all Member-countries of the Council of Europe have decided to join the process - it is a real revolution.

**The role of schools in the European integration**

Today, a school is not worthy of its name if it does not allow its pupils to prepare themselves for the new context in which we are to live by putting its own students in contact with pupils from other EU Member States.

Under Comenius, the partnerships among schools were launched to ensure a European dimension. But the 'European dimension' is not considered a priority. It is a problem of mentality because it is not sufficiently valued.

I believe that you must be much more political in the things that you do. You should not restrict yourself to technical assessments. The mentality of people needs to change, they need to understand that active citizenship happens through young people who are given the opportunity to be in contact and to open themselves to others. This is always true but particularly at the secondary school, at university and also at a professional level.

We have to push mobility to the forefront so that everyone has access to it, which does not mean that everybody needs to do it in reality. We cannot only see the economical aspect: an entirely different wealth can be found in a society characterised by interculturalism. Half a billion people will soon be living under the same

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On a laissé de côté tous les programmes disparates et on a mis sur pied SOCRATES et LEONARDO DA VINCI. Dans Socrates, il y avait le nouveau-né appelé Comenius. L’aspect interculturel a également connu une grande victoire à ce moment-là.

Aujourd'hui il y a 1.200.000 d'étudiants Erasmiens et on ne compte pas ceux qui font de la mobilité sans bourses - ce qui nous amène à 1.500.000.

La mobilité des professeurs est chiffrée à 200,000 et toutes les universités y participent. La déclaration de Bologne fera en sorte que toutes les universités auront une architecture de programmes qui sera homogène. La déclaration des Ministres d’il y a quelques semaines étend cette volonté de Bologne à 32 pays : de l’Atlantique à l’Oural - tous les pays qui font partie du Conseil de l’Europe se sont engagés, d’ici 2005, à se donner une structure d’enseignement supérieur équivalent : c’est une vraie révolution.

**Le rôle de l’école dans l’intégration européenne**

Aujourd'hui, une école n'est pas digne de s'appeler école si elle ne met pas ses propres élèves en contact avec des élèves des écoles d'autres Etats-Membres afin de se préparer à vivre dans un contexte nouveau.

La mobilité proposée par les organisations AFS/Intercultura est la Pierre d’achoppement de toute la construction européenne. Tous nos citoyens devraient avoir l’opportunité de vivre cette mobilité.

Les partenariats entre écoles ont été lancé pour assurer une dimension européenne. Mais la dimension européenne n’est pas considérée comme une priorité. C’est un problème de mentalité - la dimension européenne n’est pas suffisamment valorisée.

Je crois que vous devez, dans tout ce que vous faites, être beaucoup plus politique. Il ne faut pas se limiter à l’évaluation technique. Il faut que vous deveniez plus politique. Il faut que la
institutions, in the same entity. It would be absurd not to give our priority to mobility.

It is our responsibility, we who now want to build this Europe united in its diversity, to make certain the psychological, intellectual and affective foundations of a political Europe. It is up to each member state not only to create within its own frontiers a new state of mind that will make of our citizens, from their most tender age, European citizens, but also to deploy the means by which this identification may happen.

To answer the desire for Europe, we will continue to encourage exchanges, individual or collective, and to foster on a massive scale mixing and blending of ideas, and meetings at secondary and university levels.

Jack Lang
Education Programme of the French Presidency of the EU, July 2000

The new competencies: the European dimension

We have entered the age of the society of knowledge. A few years ago, one could always find work. Today, those that have not acquired a certain degree of know-how are marginalised, both at school and in society. Rather than being based on production, our society is almost exclusively based on knowledge. We run the risk of becoming a dual society - between those that know and those that don't.

The European dimension also risks becoming a factor of dualism. Those that will have had the chance to spend some time abroad have a more important baggage. Erasmus graduates find an employment within 3 months of their graduation and employers liken their Erasmus-year to an additional diploma.

mentalité des gens change, qu'ils comprennent que si l'on veut former un citoyen il faut donner la possibilité aux jeunes de s'ouvrir et d'entrer en contact. Ceci est toujours vrai mais tout particulièrement au secondaire, dans l'universitaire et également dans le professionnel. Il y a une société de massification mais c'est autre chose qu'une société démocratique, et l'élément mobilité il faut le pousser afin que tout le monde y ait accès sans que tout le monde doit réellement y participer. C'est une toute autre richesse qu'on trouve dans une société qui va être faite d'interculturalisme. Bientôt un demi milliard de personnes vont vivre sous les mêmes institutions, dans la même entité. Ce serait un non-sens de ne pas donner une priorité à la mobilité.

Les nouvelles compétences : la dimension européenne

Nous sommes entrés dans une société de la connaissance - jadis, on pouvait toujours trouver du travail. Aujourd'hui, celui qui n'a pas acquis un savoir est marginalisé non seulement dans l'école mais aussi dans la société. Au lieu d'être fondée sur la production, notre société est aujourd'hui presqu'exclusivement basée sur le savoir. Nous risquons d'aller vers une société duale entre ceux qui savent et ceux qui ne savent pas.

La dimension européenne risque de devenir un élément d'une société duale. Celui qui a eu la chance de partir a un bagage plus important. On remarque que les étudiants Erasmiens trouvent un emploi dans les 3 mois de la fin de leurs études et que les employeurs considèrent leur séjour éducatif comme un diplôme complémentaire.

Une des premières choses dont on s'est occupé, c'était la mobilité à l'université. Mais à l'université on est déjà formé. Si on veut faire des citoyens européens, il faut commencer à partir du préscolaire, du primaire et bien-entendu, du secondaire. Cela n'a aucun sens d'attendre 20 ans car dans beaucoup de pays, seulement 15 à 30 % des jeunes vont à l'université.

Nous sommes arrivés maintenant à ce que les compétences de base ne soient plus simplement l'écriture, le calcul et la lecture. Mais ce sont
One of the first things the EEC was involved in was the mobility at university. However, at university one is already trained. If we want to have European citizens, it is necessary to start from pre-school and secondary school. There is no sense in waiting for 20 years since in many countries hardly 15 to 30% of the young people go to university.

Nowadays, basic competencies are not limited to mastering spelling, mathematics or reading. If we want to communicate and to be open to other cultures, it is also necessary to be multilingual. It is necessary to learn two other languages in addition to our own. All this and being able to work together in the new digital culture are new competencies. In these new competencies, the two most important aspects are the European dimension and the opening of our pupils' minds towards this European dimension.

**Mobility and its key role in the European dimension**

If we have to open up to others, the fundamental component is mobility. This would mean that the European dimension would have to become compulsory. History is compulsory, geography and languages are compulsory. In my opinion the European dimension needs to become a compulsory course as well, which would have to be done transversally and not through a single course. It is a question of mentality that cannot be acquired at once.

We will soon reach 25 countries and 21 different languages, with enormous distances. Even when we were only 6 countries, there was always a lot of informal mobility between the countries. It was not educational, yet we knew about these countries.

Now, the 10 new members are countries that we do not know and that do not know us. It is not sufficient for us to have negotiated the economic and monetary sectors. It is, on the contrary, necessary that these people, separated from us during 50 years, have the également les langues. Il faut être plurilingue si on veut avoir une communication et si l’on ne veut pas que ce soit le monopole d’une seule langue car elle comporte aussi le monopole culturel. Or si c’est bien une chose à laquelle est liée notre propre identité, c’est de valoriser notre propre langue. C’est la raison pour laquelle outre la langue maternelle, on demande d’apprendre deux langues en plus.

Tout cela, et de travailler ensemble dans la nouvelle culture digitale, ce sont de nouvelles compétences. Et parmi ces nouvelles compétences, je pense que c’est la dimension européenne qui est importante. C’est également ouvrir l’esprit des nos élèves à cette dimension européenne, à vivre ensemble avec cette ouverture vis-à-vis des autres.

**La mobilité, clef de l’apprentissage de la dimension européenne**

Si on doit s’ouvrir, la composante fondamentale c’est la mobilité. Si c’est cela, il faudrait que la dimension européenne devienne obligatoire. L’histoire est obligatoire, la géographie est obligatoire, les langues sont obligatoires. A mon avis, la dimension européenne doit aussi devenir obligatoire. D’autant plus que nous sommes entrain de nous élargir. Bien entendu, cela se fait d’une façon transversale -pas à travers un cours. C’est une question de mentalité.

Nous arriverons bientôt à 25 pays et 21 langues différentes, avec des distances énormes. Quand nous étions à 6, nous prenions notre sac à dos et on passait de la France à l’Italie, de la Belgique aux Pays-Bas. Puis on s’est élargi et on passait la Manche. Ensuite se sont rajoutés l’Espagne le Portugal. Il y avait une certaine mobilité non organisée, non-éducative qui se faisait, mais nous étions familiarisés avec ces pays.

Aujourd’hui les 10 nouveaux pays qui vont adhérer sont des pays que nous ne connaissons pas et qui ne nous connaissent pas. Il n’est pas suffisant d’avoir négocié tous les secteurs économiques et monétaires. Il faut que ces peuples, séparés de nous pendant 50 ans, aient l’occasion de rentrer en contact les uns avec les autres : la mobilité va donc prendre plus que jamais de l’importance. Ces
opportunity to get in contact one with another and mobility will become more important than ever. Young people from acceding countries will become citizens of our new Europe since they will vote with us. They are part of the same institution, they have the same rights and they have the same duties. It is thus normal to give them the possibility of meeting.

Earlier, mobility was a privilege. Now it is essential.

It follows that, in order to become a school director, a person should have made a training course during at least three months in another school in order to open up to other cultures, other languages and the European dimension.

During and after these two days spent together, you should not only be convinced but also ready to gather all your efforts and go back to your policy makers from the highest level to the local level and make them understand the importance of mobility.

I could continue until tomorrow. I hope I have provided you with the dynamism and the conviction that you hold the elementary tool in the building of the Europe of tomorrow.
c.1 Future perspectives for mobility in Europe

by Francine Vaniscotte
President, European Institute for the Promotion of Innovation and Culture in Education (EPICE)

I would like to thank the people who organised this seminar for inviting me since I always enjoy speaking about European issues and in particular about problems related to mobility. I will try to tackle the following question: what is mobility going to look like in the school of tomorrow?

While trying to give an answer to this question, I will describe what, in my opinion, the school of tomorrow could look like. Of course, I know that this is a delicate exercise, since the school of tomorrow is not designed yet but rather needs to be slowly built up.

Furthermore I will elaborate more on mobility, and I am afraid that my intervention will not be very optimistic concerning this subject. I’m a true European, however I don’t always agree with what I see happening.

Finally, I would like to explore perspectives for mobility; on the one hand challenges that prevent mobility and on the other hand opportunities that support mobility.

What is the school of tomorrow like?

I think that our starting point should be the fact that educational systems are very rigid, with a tendency to resist all requests of adaptation coming from society. If we look at today’s teachers, we can see both differences and similarities between today’s teachers and the ones of the Eighties.

They are very different because since 1988 many things have changed, especially from a technological point of view. They are very similar, because the teachers of today are as the ones 20 years ago - strongly rooted in their local

c.2 Quelle mobilité dans l’école de demain ?

par Francine Vaniscotte
Présidente, Institut Européen pour la Promotion des Innovations et de la Culture dans l’Education (EPICE)

Je remercie les organisateurs de ce séminaire de m’avoir invitée car j’ai toujours plaisir à parler de sujets européens et plus spécialement des problèmes liés à la mobilité. Je vais tâcher de répondre à la question de savoir quelle sera la mobilité dans l’école de demain ?

Dans ce but, je vais, dans un premier temps, expliquer ce qui, à mon avis, pourrait être l’école de demain. Bien sûr, je suis consciente que c’est un exercice périlleux car l’école du futur n’est pas imaginée à l’avance mais bien à construire.

Dans un second temps, je dirai quelques mots à propos de la mobilité et mon discours ne sera pas, à ce sujet, forcément très optimiste. Je suis une européenne convaincue, cependant, je ne suis pas toujours contente de ce que je vois autour de moi.

Pour terminer, j’aimerais parler de ce qui pour moi seront les perspectives pour la mobilité. Ce qui peut l’entraver mais également ce qui peut la servir.

Quelle école pour demain ?

Je pense qu’il faut commencer par le constat que les systèmes éducatifs sont des systèmes rigides, qui ont tendance à résister aux demandes d’adaptation que leur fait la société. Si on regarde l’enseignant d’aujourd’hui, force est de constater qu’il est à la fois très différent de celui des années 80 mais qu’il présente également bon nombre de similitudes.

Il est très différent parce que, depuis 1988, bien des choses ont changé, notamment sur le plan technologique.

Il est très ressemblant parce que l’enseignant d’aujourd’hui, comme celui d’il y a 20 ans, est
society and culture and trying to adapt their pedagogical approach to ideas of their surrounding.

Today, as yesterday, the adaptation is riddled with delays when it comes to the expectation or to the needs of society, because the educational systems are very slow in adapting.

**Which characteristics will apply to a teacher in 2023?**

They are going to be in a very different school since the society will have changed by then: We can easily imagine kids going to school with an extra-flat backpack holding a computer with all necessary data. This change could modify the way of teaching, but not necessarily.

Two years ago, the OECD carried out a study in order to identify scenarios for the future. Amongst the different scenarios, two outline a ‘status quo’ trend. Two lean towards de-scolarisation and two favor re-scolarisation. The authors of the research think that the scenarios maintaining the status quo are the ones that are more likely to take place, even if they are not the most hoped for. Speaking about “rigid systems” and about “status quo” doesn’t necessarily mean that there will be no evolution at all. At the risk of being somehow unoriginal, I’m going to start from the first point, which is the context of globalisation.

Domenico Lenarduzzi, Francine Vaniscotte, Dietrich Gross
Today we have a school system that is part of a wider educational system resulting from the educational expansion that took place after the Second World War. It is based on the development of progress and of the internationalisation of communication and publications. The first consequence of this reorganisation of the world space is that the local context is influenced by events taking place far away. Very quick communication methods make transfers of capitals, products, services and knowledge possible. This also leads to a new attitude, which we can summarise in “Think globally, act locally”.

An analysis of the phenomenon of globalisation can lead to a very strong commitment within the local society.

And I also think that we have to recognise that the two movements of globalisation and localisation reveal a dialectic relation between each other. This dialectic relation creates real mobility, at least in the citizens’ mind. They start having agility in “thinking globally and acting locally”.

This globalised context is, in my opinion, linked to a sort of democratic crisis because democracy tends to remain inside national boundaries while markets act in a globalised fashion. And I also think that we’ll need more than one generation to build up institutions able to make regulations that are democratic and effective at global level. One of the conditions for this to happen is that schools start promoting a pluralistic idea of citizenship that goes beyond national and ethnic borders.

Currently there are many problems “without borders” which societies cannot handle on their own at national level. We can therefore not avoid referring to humanity as a whole nor forget that the European Union constitutes the legal and most elaborated form of a definition of post-national citizenship.

Within this context of globalisation, I think that the role of teachers is becoming more complex...

Au risque de paraître quelque peu banale, je vais commencer par le premier point, qui est le contexte de mondialisation.

Vous avez aujourd’hui des systèmes d’éducation qui s’inscrivent dans un système d’enseignement prenant appui sur l’expansion éducationnelle de l’après-guerre. Ce système d’éducation est basé sur le développement du progrès et l’internationalisation de la communication et des publications. Du fait de cette réorganisation de l’espace mondial, les faits locaux sont influencés par des événements qui ont lieu à très grande distance. L’instantanéité de la communication rend possible la circulation de capitaux, de produits et services et du savoir. Cela entraîne également une nouvelle attitude, qui peut être résumée par : « penser mondialement, agir localement ». Une analyse du phénomène de mondialisation peut conduire à un engagement très actif dans la société locale. Je crois qu’il faut bien avoir à l’esprit que les deux mouvements de globalisation/mondialisation et de localisation entretiennent une relation dialectique entre eux.

Cette relation dialectique produit chez le citoyen une véritable mobilité tout au moins dans la tête. Ils commencent à avoir à l’esprit qu’il faut « penser mondialement et agir localement ». Ce contexte de mondialisation est lié, selon moi, à une crise de la démocratie.

En effet, lorsque les marchés se globalisent, la démocratie, elle, reste à l’intérieur des frontières nationales. Je pense qu’il faudra certainement plus d’une génération pour construire, étape par étape, des institutions capables de faire des changements démocratiques et efficaces à l’échelle mondiale. Une des conditions pour que cela se produise réside dans la capacité de l’école à créer une idée pluraliste de la citoyenneté, en d’autres mots, une citoyenneté qui s’étend au-delà des barrières des ethnies et des États-nations.

À l’heure actuelle, il existe un très grand nombre de problèmes « sans frontières », que des sociétés au niveau national ne peuvent pas résoudre seules. On ne peut donc pas se passer de la référence à l’humanité et on ne peut pas
every day and can only become more complex in the years to come. Since the world’s situation is extremely complex, it is simply impossible to foresee the evolution of both the educational sector and other sectors. I often repeat that in the educational sector there are people who are prophets, who realise innovations and who do have prophetic views. Sometimes it comes to a stop and then it starts again; this is how evolution works.

Currently I am very concerned about the rise of violence inside schools.

I think that it is absolutely necessary to tackle this problem that is far from being easy to overcome. I have been very touched when I heard that a Headmaster of a French Lyceum was killed some days ago. I am worried that McLouan's prophecy could become reality, with students burning their schools down. I am also worried that this violence could evolve even further as long as we are not able to design a new role for schools and for teachers. This means that we have teachers that are the target of many critics and who remain in a very difficult job.

Enabling students and teachers to go abroad is a major incentive for language learning. Mobility plays the role of an eye-opener and develops other important skills and attitudes (such as self-confidence, social inclusion and communication skills) [...] Mobility activities are a key driver for language learning awareness and are therefore essential in achieving the linguistic objectives of the programmes.

*Evaluation of the Socrates Programme in relation to its linguistic objectives on behalf of the EU Commission Deloitte & Touche Management Solutions, December 2003*

Dans ce contexte de mondialisation, il me semble que le métier d’enseignant est en train de se complexifier et qu’il ne va faire que se complexifier d’avantage dans les années à venir. Etant donné la complexité du monde, l’évolution est difficilement prévisible aussi bien dans le domaine de l’éducation que dans les autres domaines. Je dis souvent que dans l’éducation il y a des prophètes, il y a des gens qui font des innovations et qui ont des vues prophétiques. Quelques fois, ça stagne puis, ça reprend ; l’évolution se déroule de cette manière.

Actuellement, je redoute un grave problème, qui est celui de la montée de la violence à l’école. Je pense qu’il faut le résoudre bien que ce ne soit pas facile.

J’ai été très frappée par le fait qu’en France, il y a quelques jours, un proviseur de Lycée a été assassiné. Je crains parfois que la prophétie de McLouan ne se réalise et que les jeunes brûlent leur école. Personnellement, je crains que cette violence ne fasse que s’accentuer tant qu’on ne parviendra pas à reconfigurer l’école et le rôle des enseignants. Certains enseignants sont la cible de critiques récurrentes leur métier devient un métier très difficile.

Contrairement à ce que l’on peut penser, la reconfiguration de l’école va demander du temps. Les enseignants qui sont en exercice actuellement dans l’ensemble des pays industrialisés vont vivre une période bien difficile. Une période où la violence va s’accentuer sous l’œil impuissant des politiciens et où certains enseignants se désengageront parce qu’ils seront livrés à eux-mêmes. Il y également, le problème de la pénurie d’enseignants, surtout dans les pays où ils n’ont pas le salaire suffisant pour jouir d’une reconnaissance sociale. Qui dit pénurie, dit recrutement de personnes moins formées et donc moins payées. On rentre donc dans une spirale de mécontentement inquiétante. Je suis convaincue qu’on en sortira mais certainement pas dans les deux ans à venir.
I think that the redesign of the school is going to take a long time and that the teachers who are now in charge in industrialised countries are going to face a very difficult moment. There is also the problem of a lack of teachers, especially in those countries in which the teachers’ salary is very low and there is, as a consequence, a lack of social recognition. After all, who speaks about lack of teachers, speaks about recruitment of less qualified and, therefore, less paid people. Thus we enter in a vicious circle and I’m sure we can get out of it but definitely not in the next two years.

The consequence of this might be an even bigger stress on the loss of values and of the duality of society. The ones who are excluded might as well become a sort of urban savage without anything to lose. In this new situation, institutions built-up in a different moment and with different aims have to rethink their effectiveness in order not to lose credibility.

I think that another very big problem in these times is that there are many students who have difficulties at school. These difficulties could lead them to an even bigger disadvantage. We have a society that is strongly dualistic. We find it absolutely normal to have rich and poor and we find it normal as well to have “winners” and “losers”. And we all think that it is fair and normal that everyone tries to make their own profit, protecting themselves and their children at any cost. But I do not like this.

I think that in a context like this, teachers run the risk of becoming fighters more worried about saving their own soul and their dignity than being a part of this new society of knowledge or trying to find answers to politician’s requests.

In practice, how can we avoid losing our souls and becoming part of an economic machine made of inequalities?

How to resist the messages coming from advertisements and media? How can we prepare ourselves to step into modern technology

La conséquence de tout ceci risque bien d’être une accentuation de la perte des repères et des valeurs, et de la dualité de la société : les exclus risquent bien de devenir pour un temps une espèce de sauvages urbains qui n’ont plus rien à perdre. Face à cette situation, des institutions qui ont été conçues dans d’autres temps, avec d’autres fins, doivent repenser leur efficacité pour ne pas perdre leur crédibilité.

Je pense qu’un autre problème assez grave est qu’aujourd’hui, un nombre important d’élèves sont en difficulté à l’école. Ces difficultés risquent d’entrainer ces élèves vers une dégradation encore plus grande. Nous vivons dans une société, hélas, très dualiste. On considère normal qu’il y ait des riches et des pauvres, on considère normal qu’il y ait des gagnants et des perdants. Et on considère aussi normal que chacun essaie de tirer son propre profit des situations, de se protéger, coûte que coûte. Cela ne me plaît pas.

Je pense que dans un tel contexte, les enseignants risquent d’être des combattants beaucoup plus préoccupés de sauver leur âme et leur dignité, plutôt que d’entrer dans la nouvelle société du savoir ou de chercher à répondre aux demandes des politiciens. Comment effectivement ne pas perdre son âme et ne pas s’intégrer dans une machine économique faite d’inégalités, comment résister à l’invasion des messages publicitaires et des medias ? Comment se préparer à entrer dans toute cette technologie moderne, en sachant qu’elle s’accompagne de la vulnérabilité et qu’elle ne sert pas nécessairement les plus pauvres. Ceci dit, il y a quand même des choses qui sont positives et qui vont, je pense, faire avancer la reconfiguration d’une société d’enseignement, d’une société de connaissances.

Vers de nouvelles valeurs

Je vais utiliser le mot «valeur» non pas dans le sens de «tout ce qui est bien», mais dans le sens de «ce que la société considère comme important, ce à quoi la société attache de l’importance».

Ma première question est: avance-t-on vers une
knowing that it is linked to vulnerability and that is not for the benefit of the poorest?

Nevertheless, there are positive things as well and in my opinion these are going to allow a reconstruction, a new design of a society of education, a society of knowledge.

Towards new values

I am not going to use the word “value” in the sense of “everything that is good” but in the sense of “what the society considers as important and relevant”.

The first question is: are we moving towards a common culture and do we have a consensus about the role of schools?

Today, we have a school that is a slave of statistics, of comparisons, of results. And behind all this, which is the worse thing, I guess, there is competition. We live in a society that needs to set standards, programmes and curricula, as part of a will to reach equality of opportunities and to provide everyone with the same knowledge.

But too many techniques might make the debate about education much poorer. This is what probably happened in many countries with the results coming from the PISA research, managed by OECD. Among these standards that we are trying to create, we also find again the two major traditional interpretations of education.

What is definitely encouraging within the Pisa study is that the educational systems with the best results are the ones empowering children through active methodologies: namely, Northern European countries.

A consensus on the mission of the school does exist. This mission is to pass knowledge, to develop personality and ethic values, to prepare for professional life, to give equal opportunities.

But a consensus on the mission does not imply culture commune et a-t-on un consensus sur les missions de l’école?

Aujourd’hui, on a une école esclave des statistiques, des échelles internationales, des comparaisons et des résultats. Derrière cela, ce qui est pire encore, il y a la compétition. On a une société qui a besoin de définir des standards, des programmes, des curriculums. Cela part d’une volonté très louable de parvenir à une véritable égalité des chances et de donner à chacun les mêmes connaissances.

Cependant, trop de techniques risquent d’appauvrir les débats sur l’éducation. C’est peut-être bien ce qui s’est passé dans certains pays avec les résultats de l’enquête Pisa qui a été orchestrée par l’OCDE. Parmi ces standards qu’on essaie de mettre en place, on retrouve cependant les deux conceptions traditionnelles de l’éducation. C’est-à-dire celle qui privilégie la transmission des savoirs dans un cadre contraignant, et celle qui privilégie l’épanouissement des enfants par des méthodes actives et plutôt libérales.

Ce qui est tout de même encourageant dans le programme Pisa, c’est que les systèmes éducatifs qui ont les meilleurs résultats sont ceux qui privilégient l’épanouissement de l’enfant et les méthodes actives, notamment dans les pays d’Europe du Nord.

Le consensus sur la mission de l’école, il existe. Cette mission est de transmettre des connaissances, développer la personnalité et les valeurs éthiques, préparer à la vie professionnelle, donner l’égalité des chances.

Toutefois, un consensus sur la mission n’implique pas nécessairement le consensus sur les moyens pour remplir cette mission. Ce qui est évident aujourd’hui, c’est que l’effort est qualitatif. Il n’est plus quantitatif.

Ce que nous recherchons c’est d’accroître le niveau général de la formation et de la population, dans la
consensus on the means to fulfill this mission. It is evident that the effort is more qualitative than quantitative.

We are trying to raise the general level of education while creating a lifelong learning process in order to face all the deficiencies that technical progress created and to overcome social inequality.

It is undeniable that today, educational policies are focusing on quality and efficiency and they do have the will to build scientific elites: this is a strategic priority.

Further to mobility, we should better understand the profile of the teachers and of the students going abroad. We should also explore more carefully innovative places that are open to mobility experiences.

The analysis of educational policies of the European Union is all but easy. On the one hand, we have an official discourse in Brussels and in the Member States saying that education is still one of the competencies of the Member States and that there is therefore no need for a harmonisation of legislation on this topic.

On the other hand, we receive help in the implementation of educational measures and community activities aiming at leveling differences and enhancing mobility: decisions, recommendations, resolutions and programmes - without legal value - but with a direct influence on educational affairs.

You have a pro-European rhetoric coming from political circles and from the scientific world that becomes the reference point for the community action concerning education. We also have educational systems in Europe that are subjected to all these influences and pushing them towards a larger role for mobility.

My optimistic point of view concerning the evolution of mobility is the deliberate policy of the Commission from 1976 and even earlier. This is a policy that is not demanding, very patient and able perspective d’une éducation tout au long de la vie, dans la perspective de répondre aux défis que pose l’accélération du progrès technique et à la nécessité de dépasser les inégalités sociales.

Il est indéniable qu’aujourd’hui les politiques d’éducation s’intéressent beaucoup plus à la qualité et à l’efficacité et ont la volonté de former des élites scientifiques. C’est une priorité stratégique.

Concernant la mobilité, il faudrait mieux connaître le profil des enseignants et des étudiants allant à l’étranger et il faudrait également mieux cerner les lieux d’innovation qui sont favorables aux expériences de mobilité.

L’analyse des politiques sur l’enseignement de l’Union Européenne n’est pas aisée. D’une part, vous avez un discours officiel à Bruxelles et dans les états membres qui dit que l’éducation continue à être un domaine de compétence des états membres. Cela exclut, d’emblée tout effort d’harmonisation des lois ou de mise en place de politiques communes.

D’autre part, on assiste de façon régulière à une série de mesures, d’actes communautaires, en faveur des rapprochements et notamment de la mobilité: des décisions, des recommandations, des résolutions, des programmes, sans valeur juridique contraignante, mais qui ont une influence directe sur les affaires liées à l’éducation.

Vous avez une rhétorique pro-européenne qui est produite dans les cercles de décision politique et dans les milieux scientifiques qui constitue une référence naturelle à l’action communautaire en matière d’éducation.

Et vous avez également des systèmes éducatifs européens qui subissent toutes ces influences, qui les poussent vers des évolutions possibles et qui font qu’il y a ce grand mouvement qui va vers le développement de la mobilité.

Ma principale note d’optimisme sur l’évolution de la mobilité est la politique volontariste de la Commission depuis 1976 et même avant. C’est une politique qui n’est pas exigeante, qui reste
to gain endorsement and commitment through small steps. It is not easily discouraged, it is able to overcome resistance and, finally, strong enough to impose itself.

And this is really the reason why we can be optimistic, because I think that this kind of policy is going to overcome in the end.

I think we have to bear in mind that teachers who are now at the end of their career paths are the ones who followed the construction of Europe, a construction that did not endanger their role. Teachers who are now retiring have only been slightly touched by the creation of Europe as far as the content of their teaching is concerned.

People who are part of the present generation are witnessing the emergence of a European identity that does not exist only from an economic point of view but that is now opening up - mainly through the enlargement - towards the rediscovered feeling of a European identity existing before the European Union.

In the years to come, teachers will need to promote progress in the social, economic and cultural sectors and to look for the answer to the following questions: how and how much can Europe become a cultural reference for the 21st century? A cultural reference able to respect individual cultures and able to include itself in the new context of globalization. The creation of a harmonious cohabitation of regional, national or European identities amongst young people, sustained by mobility and by teachers able to train their pupils for a new citizenship based on people and nations.

This could possibly be one of the major aspects of the learning of responsible attitudes that we are still lacking and a new basis for citizenship and equity ethics.

C’est vraiment pour cela qu’on peut être optimistes, parce que je crois que cette politique-là va perdurer et va gagner. Elle a déjà gagné. Je crois qu’il faut garder à l’esprit que les enseignants qui terminent actuellement leur carrière professionnelle, ont vu l’Europe se construire, sans que cette construction ait le plus souvent agi en profondeur sur leurs pratiques professionnelles.

Les enseignants qui viennent de prendre leur retraite ont à peine été touchés par les mesures communautaires sur l’enseignement. Certes, ça a pu être la grande histoire de leur vie, mais sur le plan de l’enseignement ça n’a pas forcément été sensible.

Ceux de la génération actuelle assistent à une prise de conscience de l’identité européenne, qui ne se situe pas au seul niveau économique, mais qui s’ouvre, notamment avec l’élargissement, vers le sentiment retrouvé d’une identité européenne existant déjà avant l’UE.

Une des tâches des enseignants dans les années à venir est de faire avancer le social, l’économique, le culturel et de chercher la réponse à ces questions : comment et dans quelle mesure l’Europe avec toutes ses composantes peut-elle constituer une référence culturelle pour le 21ème siècle ?

Une référence qui respecte les cultures individuelles, qui les cimente et les intègre au contexte de la mondialisation. La constitution d’une harmonieuse cohabitation des identités régionales, nationales et européennes chez les jeunes, aidée par la mobilité et par la compétence des enseignants à former leurs élèves à de nouvelles citoyennetés fondées sur la personne et sur la nation.

Ce sera peut être un des points majeurs de l’acquisition de comportements responsables qui nous font encore défaut et d’une nouvelle base de l’éthique de la citoyenneté et de l’équité.
Good morning everyone.

I speak in the name of the European Secondary Heads Association (ESHA), which is an association of heads of school, people who have the responsibility to guide the activity of the schools.

When we speak about the role that schools have in different European countries we have to bear in mind that this role changes according to different school models.

The centralised school system

One can distinguish two basic school models: in the past, there was a model based on an offer of programmes designed and decided by policy makers (the Ministry) or in general by authorities that are external to the school. These authorities design programmes according to their own priorities and leave little or no room for local autonomy in changing the contents of the teaching. Obviously, when the content of the teaching is decided by a central authority that is detached from the school, the content itself tends to become rigid and to accept changes with difficulty, including adaptations that concern the internal organisation of the school.

I have to stress the fact that this model is, in general, very selective and the countries that impose a curricula are the ones where schooling is quite competitive. On the other hand, these centralised and rigid study plans are relatively rich from a cultural point of view, and, while lacking flexibility, do contain many cultural and intercultural learning elements. This is not necessarily always the case, but it can be.
Aside from the rigidity, which prevents educational exchanges from easily taking root within pre-established study plans, these curricula are managed and designed by the ‘centre’ and thus by persons who are generally well educated, who have an interest in education and who have foresight. They are thus capable of reinforcing those cultural and intercultural elements more easily than others.

The decentralised school system

The other principal European model of formal school education is instead based on demand. These are school systems in which the demand from families, students or the local community have great importance. The contents of the school programmes can thus be conditioned by the end users rather than by the demands of a central authority.

This second model is of course much more flexible and it can open itself more easily to different and unforeseen experiences. There are also risks connected with this kind of model since the school programme is driven by demand. It can happen that communities that are not very open to the external world or to different cultures will not accept to open their schools to internationalisation because their culture is so strongly affected by localism.
A more flexible model does thus not necessarily embrace educational exchanges. I would even venture to say that, within certain communities, the sense of local identity is so strong that every step towards an international opening is considered a danger and therefore discouraged viz. steps designed to reinforce the local identity. It is thus a more flexible model but not necessarily a more open one.

The mixed model

We have to remind ourselves that in the last 15 years, all European models have undergone changes and are now evolving towards a sort of mixed model - partially based on the offer and partially based on the demand, up to a certain level which is still decided by central authorities. I’m thinking in particular about the United Kingdom. In the past, it was the European country with the most open school model, all school structures being decentralised. Since the 1988 reform, we have seen several centralised elements both in teaching and in schooling. By the same token, models that were strongly centralised, such as the French, the Spanish and the Italian are now opening up, to leave some room to the wishes of families, private companies and citizens.

This new model taking shape in Europe is a mixed model, which is more or less the one towards which all European school systems are evolving.

Advantages and risks of the mixed model

This new model still recognises a high degree of autonomy to the schools and is most likely the model of the future. The model has strong points in its favour as it is based on the principle that training needs may be different. There cannot be a unique answer, decided by the centre, which can address all learning needs of all pupils living in all parts of the country. It follows that, if training needs are different, we must allow the schools to change or enrich this model.
Since the capacity of learning is linked to the personal motivation of the student, it is thus easier to motivate pupils if we leave some space for their personal interests and the opportunity to enrich their curriculum with specific elements.

Moreover, we have to respect the principle of subsidiarity between national states and local communities, which foresees more and more autonomy in the organisation of the learning content to the schools. The risk I have mentioned before remains, and in the communities that are less open from a cultural point view, the possibility to enrich the content and the activities which take place at school will not be exploited for the benefit of a larger opening towards Europe and internationalism but will rather be used to underline local aspects and close the door to European initiatives.

**The school’s mission**

When we think of the mission of schools, we automatically think of several tasks. Even if we consider that the aim of schools is “to learn a job”, we know that the mission of a school is much broader than that. Its actual task is to train individuals and to accompany them in their education. During open and democratic times, we talk about accompanying the growing up i.e. to support the development of individuals without shaping them unduly.

Its second task is to **teach citizenship.** Even though everyone speaks about citizenship, not everyone gives the same meaning to this concept. It is well known that the term “citizen” has a plural meaning and it is therefore not easy to define the aim to be achieved in terms of citizenship education. Finally, in addition to allowing people to acquire skills, whether professional or others, it is just as important to train young persons for their future role in the world of tomorrow.

Once we agree on the plural mission of school, we have to establish the added value that the schools can bring to this mission.

du principe que les besoins de formation sont différents. Il ne peut y avoir de réponse unique décidée par le centre qui puisse répondre à tous les besoins de formation, de tous les élèves, et dans toutes les parties d’un même pays. Reconnaître que les besoins de formation sont différents, c’est reconnaître que les écoles ont besoin d’une marge de manœuvre, la possibilité de changer ou d’enrichir le modèle imposé.

La capacité d’apprendre est liée à la motivation personnelle de l’élève. Il est donc d’autant plus facile de motiver l’élève si on laisse de la place à ses intérêts personnels, à des enrichissement pointus dans son curriculum. Enfin, c’est aussi l’affirmation du principe de subsidiarité entre les états nationaux et les communautés locales qui veut que les écoles soient de plus en plus autonomes au niveau de l’aménagement du contenu de l’enseignement. Le risque est celui que j’ai évoqué précédemment, c’est-à-dire que, dans les communautés les moins ouvertes du point de vue culturel, cette possibilité d’enrichir le contenu ou les activités qui ont lieu dans les écoles ne soient pas exploités dans le sens d’une ouverture plus grande vers l’Europe, vers l’internationalisme, mais soit plutôt exploité pour souligner les aspects locaux et donc, en quelque sorte, fermer la porte aux initiatives européennes.

**La mission de l’école**

Quand on pense à la mission de l’école, on pense à une mission plurielle. Même si on pense que l’école est faite pour apprendre un métier, on sait très bien que la mission de l’école est plus complexe que cela. La mission est de former des individus ou du moins d’accompagner la formation d’individus. Dans des temps plus ouverts et démocratiques, on parle d’accompagner et de soutenir le développement individuel sans l’entraver.

Sa deuxième mission est de former à la citoyenneté. Même si tout le monde s’accorde à parler de la citoyenneté, tout le monde ne donne pas la même signification à ce terme.

Cerner ‘le’ citoyen n’est pas facile, car le concept renferme des significations plurielles.
The positive outcomes of school exchanges

From a personal learning viewpoint, it is obvious that living abroad in a different cultural and educational environment can only add to the skills, the experiences, the knowledge and, most important of all, to the breadth of emotions that one can accumulate. To teach someone who will have a greater, more dynamic, more diversified experience in comparison to someone who never moved away from home is thus a valid and important objective for schools. Therefore, referring to the first mission of school, which is to teach or to support the learning of individuals, the fact that schools encourage exchange activities within their school can only add value.

Nowadays, the concept of citizenship is already widened. One can no longer be a citizen of just one village or one region. We are already living in an environment that has become much larger. We have important immigrant communities, not only from the European Community, but also from outside. In the schools, there is a growing number of pupils who are not born in the country. It is thus necessary to propose a citizenship that goes beyond the traditional community. Embracing educational exchanges certainly helps the acquisition of an enlarged sense of citizenship. The second mission of our schools can only benefit from exchanges.

Finally, the fact of spending a significant time in another country with a different kind of education system certainly supports the future mobility of workers. It allows them to know the formative and productive system of different countries.

Challenges

Now that we have considered the different duties of the school, we can easily conclude that a favourable policy towards school exchanges represents an added value that we cannot neglect. It merits support and further development. However, there are obstacles in all countries, even if to a greater or a lesser degree.
I would say that the principal obstacle is that of cultural stereotypes. They are present in all the communities and in all European countries. Even though we are no longer living the times of 60 years ago, when we were at war, the stereotypes remain ingrained. They are often difficult to erase because they are not conscious. Although they do not form part of teaching, on the contrary, they are present and condition the reflexes, especially those of families for example. We have evoked the reserve of the families that is very often conditioned by cultural stereotypes.

At the level of the decision-makers, even in the schools and even in very autonomous schools, there are stereotypes or at least a major conviction, that exchanges only concern a minority of wealthy people. Because the latter are considered to be privileged, the reaction is to rather ignore them.

Another obstacle, it is the rigidity of the study plans. Teachers consider their courses as ‘an end onto itself’ and not just a teaching. In addition, the teaching staff often tends to privilege rules, because teaching - very often - is done through rules. The exception is therefore something of which one is wary. If school exchanges are perceived as exceptions compared to the life known as “normal” at school, they are automatically considered as something that disturbs the good working of the school and certainly not as something that enriches its mission. It is a problem that is necessary to overcome, but it is first of all necessary to become aware of it.

If most of the obstacles that we have just evoked have a cultural origin, there are also daily behaviours that highlight the schools’ reticence to give school exchanges more room. It is a passive resistance in which pupils are discouraged about participating in exchanges or the experience is discredited altogether. They are, in a way, considered as strictly private experiences not related to the orderly structure of the school. In general, the school experience abroad is considered as something that we can put in brackets, or worse, as something that damages or corrupts people: it is not recognised as an element with a formative value.

Finalement le fait de passer un temps significatif dans une situation différente de formation favorise certainement la future mobilité professionnelle, donnant la possibilité de connaître de l’intérieur le système formatif et productif de pays différents.

Obstacles à franchir

On peut donc conclure très rapidement, en considérant les différentes missions de l’école, que la politique des échanges scolaires représente une valeur ajoutée qu’on ne saurait pas négliger. Elle mérite donc d’être soutenue et développée. Mais ce qu’il faudrait faire n’est pas toujours ce qu’on fait en réalité. Il y a des obstacles plus ou moins importants à franchir, dont le poids est différent d’un pays à l’autre, mais qui sont plus ou moins présents dans tous les pays.

Je dirais que les obstacles principaux sont les stéréotypes culturels. Ils sont présents dans toutes les communautés et dans tous les pays d’Europe. Ils s’opposent encore dans l’opinion commune d’un pays à l’autre. On n’est plus à l’époque d’il y a 60 ans où on sortait d’une guerre meurtrière, où on était tous ennemis les uns des autres. Mais on est encore imprégnés de stéréotypes. Et ces stéréotypes sont parfois plus difficiles à franchir ou à effacer, de par le fait qu’ils ne sont pas conscients. Ils résident dans le fond de la culture des personnes. Malgré qu’ils ne font pas partie de l’enseignement, bien au contraire, ils sont présents et conditionnent les réflexes, surtout des familles par exemple. On a évoqué la réticence des familles - et bien souvent elle est conditionnée par des stéréotypes culturels.

Au niveau des décideurs, même dans les écoles et même dans des écoles très autonomes, il y a un stéréotype ou du moins une conviction très profonde que les échanges ne concernent qu’une minorité de fortunés. Il ne faut donc pas s’en occuper parce que ce sont des privilégiés de toute manière. Au contraire, on pense qu’il faut plutôt s’occuper des autres.

Un autre obstacle qui entrave souvent le développement des échanges scolaires, c’est la
The school open to intercultural education

It would be desirable on the other hand that intercultural education becomes automatic for all pupils, even in the absence of individual exchanges.

It is not essential that pupils come to a school or go abroad to have an intercultural education because today’s world is more and more intercultural and there are more and more individuals from different cultures everywhere. The pupils of today are the adults of tomorrow. The world in which they live will be an increasingly open world, mixed, and less and less linked to the local roots. If the school has the mission of training future adults, it should not forget that these people must, in their cultural heritage, have a European and an intercultural dimension. Even under the hypothesis that there will be less and less exchanges, the school will have the duty to insert elements of intercultural upbringing in its activities for all, and not only for some pupils.

Schools should develop a protocol to manage the departure and the return of their pupils who want to spend a period of studies abroad. The pupil who went abroad as well as other pupils in the same school must benefit as much as possible from this experience so that it becomes a resource for the entire school and not only for the one who have had an individual opportunity to benefit from it.

The pupil who comes from abroad also represents a resource during his stay. It is not a disturbance but an opportunity that should be seized and planned. The schools also need a working method to manage the exchanges of groups. It would also be necessary that the schools, in the exercise of their autonomy, have permanent agreements with other European schools for the cross exchange of groups of pupils for determined periods, coupled with full and mutual recognition of the results. This possibility is already in the statutes of most schools in Europe. But very little of them make use of it.

rigidité des plans d’études. Le fait de recentrer sur le contenu, comme il a déjà été évoqué, est en opposition avec la place et le temps qu’il faut pour insérer des expériences interculturelles internationales d’échanges scolaires dans les plans d’études. La perception qui est très répandue parmi les enseignants, est que leur discipline, leur cours est une fin en soi, et non seulement un enseignement. Cela est un problème d’autant plus difficile à cerner qu’il n’est pas perçu comme tel. C’est une chose très ancrée dans l’esprit des enseignants, mais la plupart du temps ils ne sont pas conscients de cela. Le corps professoral et en général les personnes qui fonctionnent en milieu scolaire ont tendance à privilégier les règles, parce que l’enseignement - très souvent - se fait à travers les règles. L’exception est donc souvent quelque chose dont on se méfie. Si les échanges scolaires sont perçus comme l’exception par rapport à la vie dite ‘normale’ dans l’école, ils sont considérés comme quelque chose qui perturbe le fonctionnement de l’école et certainement pas quelque chose qui enrichit la mission de l’école. C’est un problème qu’il faut surmonter, mais pour le surmonter il faut tout d’abord en prendre conscience.

Si les obstacles qu’on vient d’évoquer sont surtout d’origine culturelle, il y a aussi des comportements quotidiens qui concrétisent la réticence des écoles à donner plus de place aux échanges scolaires. Les établissements font de la résistance lorsqu’ils découragent les élèves à faire un échange. C’est une résistance passive. C’est considéré comme un élément perturbateur de la routine bien réglé. Quand on n’arrive pas à décourager, on essaie de discréditer. On considère alors cette expérience comme une expérience strictement privée qui ne concerne pas le fonctionnement structuré et ordonné de l’établissement. En général on ne sait pas quoi faire de l’expérience scolaire faite par quelqu’un à l’étranger, on préfère considérer cela comme une parenthèse, ou pire, on essaie de déterminer si la personne ne sera pas ou n’aura pas été trop endommagée ou corrompue par cette expérience. On ne reconnaît donc pas la valeur formative de l’expérience.
If that represents a medium-term objective that can appear ambitious, the school that wants to advance in a more realistic way, can also take small steps to allow a progressive evolution.

For example, schools can:
- direct the contents of the traditional disciplinary education towards the European international intercultural opening
- regularly plan activities directed towards the others and the outside world
- support the individual initiatives of the pupils and their family. To support doesn't necessarily mean to give money, but to encourage them instead of resisting
- support the hosting of pupils coming from another country, giving an important role to the experiences made by these pupils and validating them from the point of view of the studies and the personal experiences rather than isolating them
- set up a policy of internal communication.

If in a class there is a foreign pupil e.g. during one school year, this established fact is not necessarily known. Pupils from the class know it, but in the classes next door, the teachers do not know that a resource is present, that an opportunity exists.

It is in this way that one can create the proper climate to prepare a large place for school exchanges which is still lacking in our European schools. Of course, the situation is different...
from one country to another. But on the whole, and I believe that Mr Ruffino will confirm it this afternoon, we have done too little in this sector. We have the duty to get involved and to guide our schools.

I thank you.

Questions and Answers:

Q: My name is Anne Sokal, and I work for AFS in the French-speaking part of Belgium. A few minutes ago, you spoke about the reserves families have, about the increasing importance that we give to the content of the training and the knowledge. I think that the parents who decide on the curriculum of their child have a considerable impact on the school practices. This impact seems to become more and more important in an environment characterised by the insecurity of employment. Parents wish that their pupils follow a curriculum filled with as much knowledge as possible. I know that we tried to invite Parents Associations today but unfortunately they could not be present. In my opinion, any reflection about mobility and exchanges should include the utilitarian attitude of the parents that can become tyrannical for the school.

A: Yes, I share your point of view. I mentioned this fact when I pointed out that the systems, in which the presence of the families or the users is increased, are not necessarily the more open. You are completely right to mention this risk. Obviously I know this risk. I am the victim of my own occupational priorities, since I am primarily speaking to the principals/heads of school. It is obvious that the global solution of the problem must include the families. The school can obviously do something; it can act on the pupils, the children, and in an indirect way on the parents. This being, the problem is real and deserves consideration and action.

Q: Gilles Brougère. I represent the Franco-German Youth Office, which proposes an exchange programme that I will evoke tomorrow. Working with the Voltaire programme, a reciprocal individual exchange between France and Germany, we realised the importance of the
I believe that it is very complex because the parents are the best supporters of pupils and they are the ones that push them to go abroad. They want all: the stay abroad, the development of their children, they also want the success at school. These are very complex situations and I believe that the parents need the assistance of the institution. I think that the schools, the colleges, the secondary structures of education should provide this help to the parents without forgetting an essential distinction, the situation of the parents who host and the situation of those who send a child abroad. Both need to be supported.

Last point, parents’ reserves are not only linked to stereotypes. For example, the French families are reluctant to accommodate young Germans, knowing that young Germans of the same age are much freer and more independent. These are intercultural elements that justify not letting children make experiences that are contrary to their own expectations, defined within a particular cultural framework.

A : Yes, OK. This constitutes an extension of what was said. In complement I would like to add something regarding what I said a few moments ago. You are right when you say that the parents want all at the same time. In my opinion, it is another reason why the school must change its attitude. As long as the school will consider the intercultural exchange as a bracket, like a cut in the continuity of the studies, this attitude will be transmitted to the parents. They fear that at the beginning of the new term, the pupil will have lost something important and will remain handicapped by his experiment abroad. As soon as the school will consider this experience as an ordinary step, this attitude will be transmitted little by little to the families and to the parents. They will consider that it is an opportunity of education rather than a potentially dangerous brake for their children.

As for the stereotypes, you are right it would also be necessary to consider them and we need to be reminded that the educational freedom of the parents is obviously a starting point for any system. But it is necessary to remind the

- orienter le contenu du curricula traditionnel vers l’ouverture interculturelle internationale européenne. Ce n’est pas impossible, beaucoup le font déjà
- programmer régulièrement des activités orientées vers les “autres” et l’extérieur
- soutenir les initiatives individuelles des élèves et de leur famille. Soutenir ne veut pas forcement dire pécunièrement, mais les encourager au lieu de résister
- favoriser l’accueil de l’élève venant d’un autre pays, donner une place importante aux expériences faites par ces élèves au lieu de les ignorer, les valoriser au point de vue des études et des expériences personnelles plutôt que de les mettre dans un coin
- instaurer une politique de communication intérieure des expériences et des opportunités d’intégration dans un établissement. Si dans une classe il y a un élève étranger par ex. pendant une année scolaire, cet état de fait n’est pas nécessairement connu. On le sait dans la classe, mais dans les classes voisines, les enseignants ne savent pas qu’une ressource est présente, qu’une opportunité existe. C’est donc un problème de communication qui nous empêche de passer à l’acte.

C’est ainsi, qu’à petits pas, on peut créer le climat pour préparer une place plus importante aux échanges scolaires qui ont encore trop peu de place dans nos écoles d’Europe. Bien sûr, cela change d’un pays à l’autre, mais dans l’ensemble, et je crois que Monsieur Ruffino va nous le confirmer cet après-midi, on a fait trop peu dans ce rayon, je crois que l’engagement que nous avons tous; et je parle comme je l’ai dit au début, de personnes qui ont la responsabilité de guider l’activité des écoles; nous avons le devoir de s’engager sur ce chemin et de guider nos écoles toujours plus en avant dans les années à suivre. Je vous remercie.

Questions et Réponses :

Q : Mon nom est Anne Sokal, et je travaille pour AFS dans la partie francophone de Belgique. On a parlait tout à l’heure des réticences familiales, de l’importance croissante que l’on donne au
parents that the children of today are the men and the women of tomorrow who live in a world where different values will coexist, that we cannot keep, in the long-term, everyone safe from all that occurs everywhere else. Very often, people move to France, Italy, Germany, and they have not died from that. I have experience of that in my family, and we all are in good health.

Q: Mick Petersmann, AFS Germany. Is there a trend whereby more and more education systems propose a gap year, allowing students the freedom to travel abroad or do other types of experiences from which they would gain personal knowledge as well as an intercultural experience. Rather than being in opposition or in competition, such a system would build on the education system.

A: Yes, I sincerely hope so. But it should be said that in some countries the recognition of a one-year study abroad is already possible. Obviously there are limitations according to the country, but it is already possible in certain systems. What I wish, it is that this practice grows in all countries and all the systems and that we manage to consider this year as forming part of the learning process at any point, rather than a cut in the educational course. I hope so and I believe that it is possible to get there in a reasonable time.

Mobility activities are highly effective and beneficiaries are largely satisfied with their results. The European added value is significant, in terms of awareness of cultural diversity and greater understanding and tolerance of differences. There is a probable benefit in terms of employability and a definite one in terms of professional skills.

EU Commission Report
Interim Evaluation on the qualitative and quantitative aspects of Socrates II
March 2004

Q: Gilles Brougère. Je représente l’Office Franco-Allemand pour la jeunesse, qui a adopté un programme que j’évoquerais demain.

Dans les travaux que l’on a fait autour du programme Voltaire, on s’est rendu compte de l’importance des parents et je crois que c’est très complexe car je crois que les parents sont les meilleurs soutien des élèves et poussent au séjour à l’étranger, ils veulent tout : le séjour à l’étranger, l’épanouissement de leur enfant ils veulent aussi la réussite scolaire avec tous les freins que cela peut impliquer. Donc là, il y a des
situations de parents très complexes et je crois que les parents ont besoin d’aide de l’institution. Je pense donc que les écoles, les lycées, les structures d’enseignement secondaires devraient apporter cette aide aux parents sans oublier un élément essentiel des parents, la situation des parents qui accueillent et la situation de ceux qui envoient un enfant à l’étranger ont autant de soucis l’un que l’autre. Tous les deux ont besoin d’être soutenus.

Dernier point, les réticences des parents ne sont pas uniquement liées à des stéréotypes. Par exemple, les familles françaises sont réticentes d’accueillir des jeunes Allemands, sachant que les jeunes allemands du même âge sont beaucoup plus libres, ont plus de possibilités d’être autonome et indépendants. Et donc là on trouve aussi ces éléments interculturels qui parfois justifient de ne pas laisser les enfants faire des expériences qu’on estime non conformes aux attentes définies dans un cadre culturel particulier.

A : Oui d’accord, ceci forme une extension de ce qui a été dit tout l’heure. En complément je voudrais ajouter quelque chose par rapport à ce que j’ai dit tout à l’heure. Vous avez raison de dire que les parents veulent tout en même temps c’est-à-dire les échanges, l’épanouissement de leurs enfants, le succès scolaire, l’épanouissement des connaissances. Pour moi, c’est une raison de plus pour que l’école change son attitude. Aussi longtemps que l’école considère l’échange interculturel comme une parenthèse, comme une coupure dans la continuité des études, cette attitude va se transmettre aux parents qui craignent qu’à la rentrée, l’élève aura perdu quelque chose d’important et restera handicapé par son expérience à l’étranger. Dès que l’école considérera cette expérience comme un pas ordinaire du travail à faire, cette attitude va se transmettre peu à peu aux familles et aux parents qui considéreront que c’est une opportunité de formation plutôt qu’une parenthèse potentiellement dangereuse pour leurs enfants. Quant aux stéréotypes, vous avez raison il faudrait aussi considérer et il faudrait rappeler que la liberté éducative des parents évidemment est un point de départ pour tout système. Mais il faut rappeler aux parents que les enfants d’aujourd’hui sont les hommes et les femmes de demain qui vivent dans un monde où des valeurs différents vont co-exister, qu’on ne peut garder, à long-terme, tout le monde à l’abri de tout ce qui se passe ailleurs. Très souvent, de plus en plus vont vivre en France, Italie, Allemagne, et ils ne sont pas morts de cela. Moi-même j’ai l’expérience de cela dans ma famille, et nous sommes tous en bonne santé.

Q : Mick Petersmann, AFS Germany. Is there a trend whereby more and more education systems propose a gap year, allowing students the freedom to travel abroad or do other types of experiences from which they would gain personal knowledge as well as an intercultural experience. Rather than being in opposition or in competition, such a system would build on the education system.

A : je le souhaite vivement. Mais il faut dire que dans certains pays, sous une forme ou autre, la reconnaissance d’une année d’étude faite à l’étranger est déjà possible. Evidemment il y a des limitations selon les pays, mais c’est déjà possible dans certains systèmes. Ce que je souhaite, c’est que cette pratique s’étende à tous les pays et à tous les systèmes et que l’on arrive à considérer cette année comme faisant partie du parcours de formation à tout point, plutôt qu’une rupture du parcours de formation. Je l’espère et je crois qu’il est possible d’y arriver dans un temps raisonnable.
e. Long-term individual mobility of secondary school pupils

Summary Findings
by Roberto Ruffino
Secretary General (Intercultura)

Good afternoon, it is nice to be here with you. I do not think that you will hear many new things after the presentations of this morning. Our survey confirms many of the things we have heard from previous speakers.

This survey was effectively co-ordinated by me but most of the work was done by Kris Mathay. I am very grateful both to Kris for pulling all the information together and to my colleagues and the national co-ordinators for collecting the information that will be presented to you.

I would like to make it clear that this is the first draft of our survey. We will take into consideration the discussions that will take place during this conference and will include some of these discussions into a final report. You can thus still contribute to it and help us refine it.

Why do we call it a survey?

It is not a scientific research and it is not a study in the traditional sense. It is a collection of information on how the individual long-term mobility of pupils is perceived around Europe, especially among the schools, among the agencies that work in this field and among the non-governmental organisations that are specialised in educational exchanges. It is not, and it does not want to be, a series of statistical data. It is not a tool, a picture of measures and rules on pupils' mobility.

The originality of the study lies in the fact that it is a survey of perceptions: it is a picture of what goes on at the grass-root level, where the mobility actually takes place. Why did we get involved in 'perceptions'? Because, in our discussions with the European authorities, we had the impression that many times, here in Brussels, the Commission was overloaded with data, with statistics from the official channels, namely the Ministry of Education. We wanted to know, beyond the façade, beyond the formal truth that is being delivered through the official channels, how these exchanges were really perceived at the grass-root level, in the schools, i.e. in the places where they take place?

You might find yourself, as experts in this field, confronted with findings, where you will know for sure that “this is not what is happening, this is not true”. It doesn't matter. These are the answers that were given to us by public agencies, exchange organisations and schools around Europe. We should be concerned about what people really know, what people think and how people see our field of activities rather than collecting cold statistical data that remains theoretical.

The European Federation for Intercultural Learning

Three circumstances explain our interest in undertaking this survey.

We have been a network of exchange organisations in Europe, active for almost a century and currently we have 23 organisations around most of the European countries. We have done exchanges with these countries or a total of 108 countries both in Europe and in the other continents.

We always had a greater interest in the content of the programmes rather than in the logistics. It is not by chance that we call ourselves European Federation for Intercultural Learning and not European Federation for Student Exchange. To us, the learning, the intercultural content has always been more important than the actual mechanics of an exchange. Finally, because we have done a considerable amount of research in the field. I just quote one that was done by our international headquarters almost 20 years ago. Our Research Department did one
of the most thorough researches on the impact of educational exchanges on the participants. Taking a group that went on a year’s exchange abroad and another that stayed home, we studied the values and the behaviours before they went, during their exchange; when they came back and a year after they returned home. We analysed the most relevant differences at the end of the process between the group that went abroad and the group that didn’t. Aspects of the personality are perceived by an outside researcher much more than they are perceived by an internal evaluator such as a teacher in a secondary school.

The second one concerns the appreciation of foreign languages and the ability to speak a foreign language - obviously again there is a large difference.

The third one marks the awareness of international matters.

The fourth one the non-importance of material comfort - it seems that people that went on a programme abroad are more concerned with the spiritual aspects of life versus material concerns in comparison to people who stayed home.

The fifth one: adaptability - of course someone who goes abroad has to make a lot of efforts to adapt to a new situation compared to the people that stay home.

The ninth: appreciation of own family, of own culture: the persons staying home take their family and their culture for granted while someone who goes abroad acquires a greater understanding of their own family life and culture.
There are interesting differences. The problem is, as we will see in the course of our survey, that none of these are usually measured as part of an academic curriculum.

The survey

The survey involved:

- 1913 schools of all types (2/3 of these schools have been involved in sending or hosting a pupil on a long-term programme during the last 3 years)
- 275 public agencies that have something to do with educational exchanges, at national, regional or local level
- 182 key players of two types: exchange organisations and associations that deal with the educational matters (Headteachers or Teachers associations)
- 20 EFIL Partners in 19 European countries.

The survey was conducted through questionnaires and interviews. We usually started with the questionnaire and only followed-up with an interview if there was no answer. You may ask yourselves if our survey is really based on the perception of all these schools, but as you will see, we faced an enormous resistance.

We planned to assess the perceptions of the above institutions on a number of issues:

- Policy and legislation (do they know, are they aware of it?)
- Programmes and funds (for example, what do they know about funding opportunities?)
- Recognition (are they aware of anything being done in that area?)
- Are there any trends in the internationalisations of their schools (as Antonino Petrolino stated this morning, one does not need to exchange pupils in order to have a more international curriculum in school)
- Are there best practices they would like to recommend?

Before going into the results, I would like to have a look at the answers we received: It is reasonable to ask ourselves ‘Why?’ These statistics tell you a lot: why can we only rely on the answers of 3 schools out of 4 and 4 public agencies out of 5? We tried to investigate the resistance to answer. Our interpretation was that the schools for example, did not feel confident to talk about some of these issues and were afraid of giving wrong answers. They preferred not to give answers at all rather than be proven wrong. Some schools and agencies also had the reaction of ‘not another questionnaire from Brussels’. This is understandable: schools, and especially administrators, are overburdened with requests. In the case of key players the reasons were quite different: since we happen to be an exchange organisation ourselves, we perceived a resistance to providing information to a possible competitor. If the survey had been done by a third-party, we could probably have obtained more answers.

For the rest, it was more a question of not wanting to admit that they had not put much thought into the issue. For them, exchanging pupils is a fairly marginal matter, involving only very few persons. Some schools objected that the questionnaire was too long and the interview too detailed. This is a valid reason - we did explore many issues and the questionnaire was fairly long.

If you sum up everyone, we come to almost 600 answers. It is a relevant sample and we do have some overall conclusions.

**General Findings**

First, there is still a lot of information that does not filter down to the grass roots. There is a lack of knowledge and information, as Francine Vaniscotte was already pointing out this morning - we may be pleased with what we have already achieved, but many schools are still in a marginal situation when it comes to individual

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<td>Key players</td>
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<td>EFIL partners</td>
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long-term exchanges. We are just at the beginning of our work.

Not only is there a lack of information, but there is also a lot of wrong or conflicting information and wrong assumptions. It has happened for example that out of 30 schools in the same country, 12 say one thing and 18 say the contrary.

Indeed, most of the schools considered mobility as a marginal problem and most did not think that it was very relevant to spend time on it. Many of the institutions that answered were really focused on the bureaucratic, academic aspects of school life rather than on the larger issues of personal growth such as getting new social skills, acquiring a new sense of citizenship, etc. Their attention seems to be focused on travel, on insurance, on curricula, and not on the building of a new set of competencies. Most schools do not perceive yet, as was also highlighted by Antonino Petrolino this morning, that we are in a new world. In Europe at least, we are in a much bigger nation called European Union and schools have to adapt their curriculum to this new reality. It was Francine Vaniscotte who said that the purpose of the schools was to teach subject matters, to transfer knowledge, to help in the personal growth of students, to build a new sense of citizenship and a sense of equality. Well, our impression in talking to all these administrators, public agencies and teachers is that: yes! the curriculum is important but all the rest: the personal growth, the building of a new sense of citizenship and equality are matters that are not evaluated and so it is something that the school does not concern itself with.

When asked what were the positive learning outcomes from a long stay in another country, we received many positive remarks such as:

- Pupils learn a new language
- Pupils get to know another ‘system’
- Pupils seem to mature more compared to those that stay
- Pupils get a new cultural awareness
- Pupils gain social skills and an ability to relate to others

There are also some critical aspects and they fall into two categories:

- One focusing again on the recognition and accreditation of the curriculum: how to evaluate someone who has followed a year of Portuguese schooling and is coming back to Sweden? What is the relevance of a year of Portuguese in Sweden? These are the kind of concerns expressed by schools and they are directly related to the accreditation. Should I give credit for time spent in another country if the student has taken courses, which are substantially different from the ones he/she would have taken at home?
- The second area was lack of funding. Surely there are today quite a lot of scholarships that may help pupils - most schools and even agencies wrongly think that a long stay in another country is necessarily a costly adventure. But, because of the view that only a limited number of students can afford such an experience, “public” agencies are reluctant to support something that smacks of elitism.

The questionnaire was divided in two parts. On the one hand we evaluated the ‘sending’ of a pupil abroad and, on the other we concerned ourselves with ‘hosting’ a pupil from abroad. We will first look at the outcomes of the ‘sending’ aspect.

Sending pupils abroad

Our questionnaires were organised in 5 areas trying to find out what the schools knew about:

- the legislation in the field
- the internationalisation of the school
- who was in charge of mobility
- the recognition of studies abroad, as well as
- the hopes they had

Out of the schools that answered, 62% had sent pupils abroad.

While 45% stated that they were aware of norms and laws that existed, when asked what they knew, the answers conflicted each other (within the same country, schools stated both that there
was and that there was no legislation). This means that even if 45% of the respondents thought they did know, it is not clear that they really know what is right. 50% stated that there were not familiar with any kind of legislation. No answer was given by 5% of the schools.

The graph shows the substantial differences from one country to the other (except Austria and Italy, where there really is legislation on educational exchanges).

In terms of internationalisation, the question was whether, beyond international exchanges, the school was doing anything to promote a more international curriculum. For example, was there any subject area that was somehow linked to a mobility project? 62% of schools stated that there was no reference to mobility within the school curricula.

A mobility project was considered a parenthesis and not a continuation of something that happened in the classroom. Only 22% of the schools said that yes, mobility was linked to subjects: Sweden was the country where schools gave most affirmative answers. They also pointed out which areas could benefit from enrichment through a mobility project: foreign languages, social sciences, geography, history, economics and the arts.

Asked whether they were encouraged by their government to devote school resources to promoting internationalisation of their school curriculum - maybe the results are not true - but this is the way the schools perceived it: 46% answered 'no' and 27% 'yes'. 2/3 of the schools replied that they had the autonomy to decide for themselves if they wished to be more international.

How internationalisation of schools is perceived by schools:

- 62% of schools surveyed have no reference to 'mobility' in their curriculum
- 22% have (Sweden has the highest percentage)
- the government encourages such internationalisation (27%)
- the government does not encourage internationalisation (46%)
- 67% of the schools can determine their own profile, including being more internationally oriented if they so wish

In terms of recognition, we asked what the schools knew about recognising extended
periods of study in another part of the world. Here, as anticipated ten minutes ago, there is a strong conflict between those who see the school as curricula-centred - any discrepancy between curricula creates a major problem - and the schools who see themselves as learner-centred, where anything that develops the personality and provides a ‘growth’ experience for the person is being valued.

It was to our great surprise - without wanting to point the finger at anyone - that the majority of schools in Belgium, The Netherlands and in Ireland stated that they strongly discouraged interrupting schools. Even in Ireland, where there is a gap year. We expected more schools in Ireland to encourage their pupils to go on an exchange.

In the rest of the countries, there were rather conflicting answers between those that thought their government encouraged mobility and those who stated that it was a personal decision that was not recognised in any way. Even in Italy, where school periods spent abroad have been recognised for a long time, only 31 out of 46 schools thought it was possible to have a year of study abroad recognised; 3 stated it wasn’t possible, and the remaining 12 stated that they did not know. There is thus no guarantee that the information goes around.

In Germany, Austria, Norway and Italy, schools knew that there was a legal basis for recognition, but have some misgivings: “yes it is legally possible but it is difficult to come back”, “yes it is legally possible but it is difficult to process the foreign papers”.

Beyond recognition, we tried to see whether a year spent abroad creates problems for entry

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<th>Recognition of Studies Abroad</th>
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<td><strong>1. Regulated by Law or Ruling by the Ministry of Education</strong></td>
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<td><strong>3. Recognition Possible by Official Body</strong></td>
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<td><strong>4. Credits for Individual Courses</strong></td>
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<td><strong>5. No Accreditation</strong></td>
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Catherine Moreau, Roberto Ruffino, Anne Sokal
into university. The answers differed according to countries. No problems were to be encountered in Denmark, Germany and Sweden, while problems were expected in France, Latvia, Portugal, Slovakia and Turkey.

Here is an overview.

In some countries, recognition is enshrined by the law, in others the school has some autonomy, and in several others, accreditation bodies will validate. Denmark is the only country where individual courses can be validated.

In most countries, accreditation is not possible at all. The main reasons given for the absence of any kind of accreditation is the incompatibility of the curriculum and inappropriate assessment methods.

According to you, what are the main reasons for the absence of a recognition of limited periods of study undertaken by secondary school pupils under a mobility scheme?

The last question focused on the suggestions the schools would like to make to their own government and to the European level in order to support the sending of more pupils abroad.

- 84% asked for training on the European school system - teachers do not know how to interpret the grades and the curriculum of a student that has been abroad. Most teachers do not know at all how the school curricula and the system functions elsewhere in Europe, let alone further away.

- A large number would like more help to promote and support the exchanges

- A large number asks for clear rules on accreditation.

Hosting pupils from abroad

Let's take a look at the second part: the hosting. The same questions were used, except for one specific question on what happens in the classroom when a student is hosted. Of all the schools that participated in the survey, 78% had hosted pupils in the last 3 years.

In terms of awareness of existing legislation the results are even worse: 54% were not aware of existing legislation. As one school stated in Belgium-Flanders “we are in a twilight zone” - it is not clear what we can and what we cannot do. 21% gave no answer.

When asked whether they were aware of who was in charge of mobility in their country, almost all stated that it was the Ministry of Education and in some cases the Ministry of Foreign Affairs and/or Home Affairs. On the question of whether standards existed, only
Sweden and Finland mentioned the existence of quality standards. In some countries, there are inspectors of the Ministry of Education checking on the quality of exchanges (Turkey).

In terms of financial support to mobility, we asked whether schools or governments encouraged the hosting of foreign pupils by providing financial support. It appears that many schools and especially teachers, were not very familiar with the financial aspects of exchanges. Several countries do not charge any school fee (Finland, Germany, Italy, Sweden, Turkey) or offer free language courses (Denmark, Norway, Sweden, Portugal). In Italy, it is a contribution in kind by teachers who take time to teach the pupils. In France, pupils can attend free language courses for migrants. The rest of the financial support can be qualified as individual measures and not as a matter of policy.

In those cases where the government pays an allowance for every pupil registered in the school, such an allowance only applies to pupils coming from the European Union.

A topic with which teachers were more familiar was the question on what happens to the foreign pupil in the classroom. In many countries, schools stated that they were flexible: they discuss the curriculum beforehand and agree together with the foreign pupil. 12% of the schools answered that they provided them with a companion pupil and in half of the schools, a tutor is assigned to the foreign pupil. When asked whether these tutors were specifically trained for this job it turned out that 81% are not really prepared for this responsibility. Half of the schools would like to increase their competence in this field, but this half is not equally spread around Europe, as shown in the graph below.

We then focused on the flip side of the certification question trying to determine to what extent schools help pupils in receiving accreditation for the period of schooling they have spend as a hosted student? Most of the schools provide a proof of school attendance, but only some provide a detailed course description.

Asked why this was the case, most schools stated that the foreign pupils had a poor academic record. Since they are judged as 'native' students and their knowledge of the language not that good at the beginning, their...
performance is not at the same level. This leads many teachers to simply not grade them at all, starting a vicious circle: the teacher is not motivated because there are no grades to be given and the students, knowing that their year is not recognised, feel they should not make a special effort. This leads to low academic performance.

The role of exchange organisations

On the question of who was helping in the integration of the pupil in his/her foreign environment, most noted that this role falls primarily on the families.

As for the reasons, they stated that the organisations had selected the pupil, prepared him/her for the experience and provided support during the course of the year.

When asked what key functions such an organisation should have the schools replied counselling, by order of importance, support and the selection of pupils. In addition, they expressed a preference for organisations that were valued-based (non commercial), volunteer-based and present in the local community (as opposed to a national “telephone” presence).

Asked whether the schools thought it important to know whether an organisation to which they entrusted the pupils for an exchange should preferably be non-profit or commercial, most complained that the differences were not sufficiently clear and that the government provided no guidance on the matter. Only Austria and Denmark are positively discriminating non-profit organisation when recommending mobility programmes to schools. The agencies recognise an implicit recognition of the role of NGOs in Belgium, Finland, France and Italy, but there is no direct communication with schools on the matter. Almost nowhere are governments actively using the expertise of NGOs in the exchange field.

In several countries, exchange organisations have set-up interest platforms, notably in Denmark, France, Germany and Finland.
Total volume of individual school exchanges

The funniest outcome of the survey was answers we received on the number of upper secondary school pupils that enjoy long-term mobility in Europe. A large number of respondents thought the total number of long-term mobility varied from 10% to even 50% of the upper secondary school population! However, we know that we are way below the proposed numbers. Even in the most active countries, we can only count 5%-6% of the student body. In Germany, 1%-2% of secondary school pupils spend a year abroad. In many countries we are below 1%; taken together, the two largest non-profit networks in Europe exchange less than 10,000 pupils a year.

Profile of exchange pupils

Somebody asked this morning about the typical profile of an exchange student. In terms of socio-economic background, 71% are from middle and upper middle class, 16% mention all social classes, 13% keep no record. A trend, which has been happening for many years now shows up clearly in our survey: more girls (59%) than boys (41%) are interested in exchange programmes. Most of the exchange organisations work with comprehensive schools and gymnasia.

The exchange organisations were asked about the main expectations of students and their parents. By order of importance we find:
- learning a new language
- receiving support and counselling
- caring and financially stable host-families
- rewarding intercultural experiences
- academic achievements

Academic achievements appear lowest on the list for obvious reasons: the parents and the pupils, knowing all the restrictions we have heard about, don’t really have a high expectation in this matter! We are thus in a vicious circle, where low expectations reinforce the current status quo.

In terms of preferred destinations, we find mostly English-speaking countries, followed by France, Germany, Latin America, Ireland and Spain.

According to your own knowledge, what percentage of secondary school pupils are already involved in long-term-exchanges?

![Figure 6: Percentage of pupils involved in long-term exchanges](image)

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Reaching young pupils interested in mobility

In some countries, the Ministry provides direct information: Austria, Finland, Hungary, Latvia, Slovakia and Sweden. In other countries, youth information agencies do an excellent job. Apart from these institutional sources, most people hear about the programmes by word of mouth (20%) and internet (21%). That covers almost half of the participants. Only 14% say that they learned through student fairs, 10% from specialised press, and only 6% from the schools. What is really a pity, only 2% through general media sources.

Familiarity with the EU Action Plan on Mobility

The last question we asked was whether the schools and the public agencies were familiar with the EU Mobility Action Plan and the Recommendation on Mobility. Especially in some of the Scandinavian countries, Germany, Italy and Slovakia, the schools were aware of this European measure, 35% of the schools in total across Europe. In terms of any measures that would have been taken pursuant to the recommendations in the Mobility Action Plan, the schools could identify small funding efforts, increased promotion and some efforts towards accreditation. Pedagogical support or specific training for teachers was also mentioned. It was surprising that most public agencies who are responsible for the promotion of this plan and the implementation of further initiatives did not seem to be very aware of the content of this action plan. The following graph shows that the percentage is not flat across the board.

Best practices

At the end of our survey, we also asked whether the schools and the public agencies, in light of their analysis of the current situation, would recommend any practices in any of the following areas: legislation, governmental programmes, financial support or training.
We did not get a lot of results.

However, most of the Austrian schools thought that it was a progress for everyone to have the School Instruction Act of 1998, which made it much easier to recognise the studies of someone having spend some time abroad and to welcome foreign pupils in the Austrian schools. The same echo came from Italy, where a majority of schools showed appreciation for the concrete measures that were taken by the government in the area of academic exchanges. These were the only two concrete measures that were positively identified.

On the question of government-funded programmes, the following worthy initiatives were highlighted:
- The 1983 Germany-USA parliamentary partnership programme (400 pupils are exchanged every year)
- Norway’s agreements with France and Russia
- Sweden’s agreements with France, Germany and Spain
- The German-French Voltaire programme (co-ordinated by the Franco-German Youth Office, currently exchanging 350 pupils on a sequential semester exchange)

In terms of financial support we heard of some examples of good practices:
- Norway’s state educational loan fund (grants of approx. € 4,000/pupil awarded to 500 pupils a year, provided the pupil receives recognition of his study period abroad)
- Denmark’s state grant system (approx. € 1,350/pupil if they are under 18 and they spend a minimum of 10 months in an exchange organised by a non-profit organisation)
- Several German Länder and Italian regions allocating fairly large grants to local residents
- The governments of Austria and Latvia who provide partial scholarships
- NGOs and foundations, especially the Rotary and the Soros Foundation, both providing scholarships

Most schools are unaware of training opportunities about mobility. But we are seeing progress in this area. Some specific training is included in some of the teacher training modules given by teachers and/or counsellors in Austria, German Länder, Italy and regional governments in Spain. Several foundations were mentioned for Belgium as well as numerous NGOs: DARIC (France), Cimo (Finland), National Association of Headteachers (ANP) (Italy), SIDA (Sweden), although most of the training is still focused on short exchanges.
Recommendation: a three-month programme

When we finished our survey, we asked ourselves how we could all take this a step forward? We asked whether there was something that we could do in Europe to increase the volume of individual student exchanges. The programme that emerged, and which we had already run on an experimental basis, was the three-month exchanges.

They are short enough to be done within the limitation of the current policy environment without creating recognition problems. For example, pupils can undertake their exchange at the beginning of the school year (from September to November) and come back to continue their schooling at home. If these are done on a reciprocal basis, they establish links between families and between schools of different countries, helping the creation of networks throughout Europe. With the situation at hand, where only 1%-5% of young people participate in academic exchanges, the limited length of such a programme helps to break many of the psychological barriers that both parents and students may have. They will be less afraid to “lose” a year, they know that they will be supported by a structure, and they know that someone will be coming to their country at the same time.

This would be a first step in order to increase the volume of individual exchanges in Europe. I hope that during the rest of this conference we can elaborate this further.

If this can indeed be a crucial experience in developing the European citizens of tomorrow, as we have heard this morning, we definitely need to take bold steps to dramatically increase the number of citizens who are given this opportunity.
f. Impediments

Impediments and Challenges of long-Term Individual Pupil Mobility by Kris Mathay (EFIL)

A number of barriers still hinder the development of long-term individual exchanges, amongst which, by order of importance:

- Financial Means
- Lack of Recognition
- Teachers’ Opposition
- Lack of Legislation
- Lack of Information and Knowledge
- Visas and Residence Barriers

Financial Limitations

Most individual mobility is self-funded. While SOCRATES provides support for short-term group exchanges, there is only limited financial support from governments, NGOs and foundations for the funding of long-term individual exchanges.

Considering the fact that in most European countries, international educational experiences are not recognised, an exchange year abroad represents an additional year of study at extra costs.

A worthwhile example of government support is that of Austria, which provides both scholarships to outgoing pupils and free schoolbooks to incoming pupils. Several governments also provide support for families (Austria, Belgium and Sweden) whose son/daughter is abroad.

Lack of recognition

Schools judge the lack of recognition of the studies abroad as the main barrier to mobility. The underlying reasons are provided as follows:

- Incompatibility of curricula of hosting school vs. that of school at home
- Compulsory subjects in home curriculum that cannot be taken elsewhere
- Personal perceptions of academic level of host school

Teacher’s opposition

Schools judge the national curricula vs. the foreign curricula and often consider the national education system as superior. Non-formal educational aspects are not taken into account while linguistic arguments seem to be predominant in schools’ support for exchanges. Generally, a lack of interest of the home school in the pupil’s performance abroad, is responsible for an overall lack of communication between the schools and all chances of a proper accreditation.
Lack of legislation

Because of the lack of official guidelines and decrees, teachers are not inclined to encourage pupils to study abroad. While legislation favouring mobility does not automatically imply full accreditation, it is still considered as an important means to support the mobility of pupils.

Lack of information among teachers and pupils

Teachers and pupils not only lack appropriate information on mobility programmes and funding possibilities. More importantly, they lack understanding for other Member States’ education systems, evaluation systems and curricula.

Visas and residence permits

A last serious hurdle continues to exist, primarily due to a bureaucratic attitude towards visas, registration with the city government and residence permits.

Report from Working Groups:

Three working groups debated on ways and means to remove the obstacles hindering the mobility of secondary school pupils. Below is the summary of the recommendations made by the conference participants:

<table>
<thead>
<tr>
<th>KEY OBSTACLES TO THE INDIVIDUAL MOBILITY OF PUPILS</th>
<th>MEASURES TO BE TAKEN TO REMOVE OBSTACLES TO INDIVIDUAL MOBILITY OF PUPILS:</th>
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<tbody>
<tr>
<td>Financial obstacles (lack of funding, fear of losing benefits if pupils travel to another country)</td>
<td>Raise awareness of benefits for funders</td>
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<tr>
<td>Financial obstacles (lack of funding, fear of losing benefits if pupils travel to another country)</td>
<td>Raise awareness of the public savings that governments can make by sending pupils abroad</td>
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<td>Lack of recognition</td>
<td>Force recognition through European legislation</td>
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<td>Lack of recognition</td>
<td>Provide training for teachers in different education systems</td>
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<td>Lack of recognition</td>
<td>Encourage one-to-one communication between exchange organisations and teachers</td>
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<td>Lack of visibility or critical mass of exchanges</td>
<td>Provide specific training to teachers through exchange organisations themselves</td>
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<td>Lack of visibility or critical mass of exchanges</td>
<td>Make mobility part and parcel of the European curriculum; if the weight of pupil exchanges in the curriculum increases, the number of participants will increase as well</td>
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<td>Lack of visibility or critical mass of exchanges</td>
<td>European organisations active in exchanges should revise their communication strategy, become more visible and explicit in their demands</td>
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<td>Lack of visibility or critical mass of exchanges</td>
<td>Grow exchange programmes in order to create political interest in programmes</td>
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<td>Lack of visibility or critical mass of exchanges</td>
<td>Collect and publish statistics on exchanges</td>
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<td>Lack of visibility or critical mass of exchanges</td>
<td>Promote short-term programmes to raise the interest in long-term mobility</td>
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<td>Issue</td>
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<td>Parents’ opposition</td>
<td>Raise awareness for non-formal learning aspects of exchanges, especially regarding non-academic/non-vocational training</td>
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<td>Involve Parents Associations in trainings</td>
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<td>Teacher’s opposition</td>
<td>Provide specific training at teacher training institutions on the importance of mobility</td>
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<td>Argue why long-term mobility and an intercultural learning experience is desirable</td>
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<td>Promote only programmes of good quality</td>
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<td>Provide tools to schools that show why mobility is important</td>
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<td>Provide information on school systems abroad on a centralised website</td>
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<td>Inform and train teachers and guidance counsellors</td>
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<td>Lack of information and</td>
<td>Develop a European quality charter for exchanges (according to the example set by the Council of Europe). Such a quality charter can only be developed in a two-way process because both the sending and the hosting aspects need to be considered.</td>
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<td>knowledge (too little or too much)</td>
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<td>Confusing information and</td>
<td>Use the internet as a tool to develop information and knowledge for pupils</td>
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<td>difficulty to evaluate the information</td>
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<tr>
<td>Lack of ability of outsiders to judge on the quality of the information</td>
<td>Involve headteachers and collaborate with ESHA since headteachers play a leading role</td>
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<td>Use mass media (TV, radio) to promote mobility</td>
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<td>Residence and visa problems</td>
<td>Obtain support from government to assist with residence permits or visas (such as the initiative of the Austrian Ministry who provides an accompanying letter to the students in order to obtain visas).</td>
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g. Quality Aspects in Exchanges

by Sylvia Schill
(Recherchen - Verslag)

Our Recherchen-Verlag conducts research on pupil exchanges and publishes a new edition of its findings on a yearly basis. Our research provides a survey of all German exchange organisations and provides tricks and tips for a successful year abroad.

In Germany, organised pupil exchanges exist since 1948. They target pupils aged 16-18 years. Today, approximately 50 organisations propose pupil exchanges and 12,000 young Germans spend a year of schooling abroad.

Of the 50 existing promoters, more than half are commercial providers (29), 15 are non-profit and 5 are agents on behalf of promoters based elsewhere. Two operate on a strictly regional level. The 'non-profit' status of an organisation does have an appeal: some commercial organisations advertise that their U.S. counterpart is a non-profit or create 'non-profit clubs' to create a new image for themselves.

Assessment of organisations proposing pupil exchanges

The Recherchen-Verlag bases itself on the following elements to determine the quality of the pedagogical support. Any of the following will generate a negative rating:

- High gloss brochures
- Advertisements for drivers licenses to be acquired abroad
- Advertisements of a diploma to be obtained abroad
- Guaranteed placements in preferred areas, as decided by the pupil
- Incomplete pricing information (missing for example: insurance, complete travel or onward flights to final destination, extra-charges for preferential placements in specific areas, orientation and preparation costs)

Furthermore, the following improvements would further increase the quality of pupil exchanges:

1. standardised criteria applicable to all providers (see also the Finish and German Quality Charter in annex VI.d)
2. minimum requirements for all pupils in terms of preparation and debriefing or orientations
3. the media as a partner rather than as a provider of sensational information
4. avoidance of all 'late' or 'last-minute' applications
5. information to teachers and schools on how to help the pupils integrate
6. a reduction of all administrative obstacles
7. public support also in terms of finances.
8. a way for the government / ministry to make enquiries into organisations as well as spontaneous field visits.

For further information, please visit the website: http://www.schueleraustausch.de
Questions and answers:

1. Is there any kind of censorship regarding the web-forum offered by you?
   No, unless there is insulting or inappropriate content.

2. Regarding the need for organised preparation and a reflection after coming back? What would be the content of such meetings? How could those meetings be facilitated?
   Standards have to be set to give common guidelines to the different organisations and every organisation should offer such standards and ensure their implementation. There is definitely a demand for provable criteria. At the moment, the organisations do not show any interest in common criteria - every organisation works separately and joint projects on these issues do not exist.

3. Regarding the costs of an exchange programme: more than half of the money goes to the exchange organisation abroad. Are there any figures how much an exchange year would cost if it was privately organised?
   No figures are available.

   Dietrich Gross remarked that money matters to schools. A pupil enrolled in school costs around € 8,500 per year. A student abroad represents a saving for the public. This aspect should also be lobbied.

4. Is there any work that deals with results (emotional outcomes etc.)?
   That is seldom part of the institutional mission of exchange organisations but several do. This kind of quality assessment is left to the schools.

5. What is the role of the local school viz. the hosting schools or the pupils?
   The local schools only play a role when the pupils are coming back. Then their role differs depending on the individuals that return from abroad. According to Roberto Ruffino, the relations between the sending and the hosting school constitute a quality element that all exchange organisations should actively facilitate.

6. Why are some organisations (e.g. Action Bildungs - information e.v.) so badly evaluated by the consumer while others are not?
   There is no factual data. Perhaps because they only focus on the negative cases.

   According to Mick Petersmann, there is currently too much of a focus on the relationship with the sending schools. Not sufficient attention is being paid to the impact of hosting programmes (in a school) on sending programmes. This is definitely an aspect that should be covered in a quality assessment.

   Elisabeth Hardt concurred, stating that the largest hosting country worldwide, the USA, focused almost exclusively on the quality of the hosting of pupils as opposed to the sending of same. A large portion of the quality criteria concerns the hosting school.

7. Is it correct that the hosting organisations get the largest part of the participation fee?
   Hosting is the more expensive part of the exchange since placement procedures are very expensive.

   According to Jatta Erlund, hosting can also be very expensive because of transportation costs (e.g. internal flights to final destinations, school transportation, etc.).
h. **Best Practices**

**Government-funded Trimester Exchanges**  
by Catherine Moreau  
(Ministry of Education of the French-Speaking Community)

The french-speaking community has adopted an administrative circular aimed at fostering pupil exchanges at upper secondary school. The circular lays down the conditions for such exchanges to be recognised and funded by the Ministry. It is a new initiative of the government. A more detailed outline of the circular can be consulted under section VI.a.2. of this report.

**Questions and answers:**

1. **Is statistic of data already available?**  
   *Since the programme has just been introduced at the secondary level in Belgium (and not on a compulsory basis), statistical evidence will take some time. How such data will be used is also not decided, but it would definitely help to raise the awareness for such mobility.*

2. **How large is the number of participants you expect for trimester exchanges?**  
   *We expect that the programme will be very successful, although there are no certainties.*

3. **Is the funding limited? Is some sort of endorsement required for those not being funded? Does a media campaign exist that promotes this opportunity?**  
   *These issues will be decided during the next weeks depending on the number of schools to be targeted and the funding.*

4. **What is the typical demand the government expects?**  
   *The demand will mainly focus on English-speaking destinations, but also some German and Dutch projects. We have a great need to promote German, one of the national languages of Belgium. We expect that the programme will have a positive influence on the learning attitude of the participants.*

   At the moment, we have six schools that have participated in the pilot project and the positive results can be seen in all cases. According to me, you don't necessarily need to be a native speaker to learn - knowledge is much more important than the language and content can be introduced via another language.*

Catherine Moreau, Elisabeth Hardt, Domenico Lenarduzzi
The Austrian educational policy for an international dimension of education
by Dr Anna Steiner
(Federal Ministry of Education, Science and Culture of Austria)

In Austria, the mobility of secondary school pupils is enshrined in our education policy for an international dimension of education and addresses legal and technical aspects for both Austrian students going abroad and for foreign students coming to Austria.

The European context

In March 2000, the Lisbon Council set as a strategic goal for the European Union to become "the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion".

Moreover, three main objectives of the work programme of education and training systems in Europe are:

- increasing the quality and effectiveness of education and training systems in the European Union
- facilitating access of all to the education and training systems
- opening up education and training systems to the wider world

In view of achieving the above-mentioned goals, the European Commission has established a working group (the so-called "Working Group F" - Increasing Mobility and Strengthening European Cooperation) in order to address the challenges related to mobility. The working group focuses on 3 topics: access to mobility, quality of mobility and opening up Europe to the rest of the world.

The challenges of internationalisation in Austria and how they are addressed

The main challenges that Austria faces in terms of internationalisation of the school system are as follows:

- providing national education plans with an international orientation

In order to address these challenges, Austria has implemented a National Action Plan which deals both with the incoming and the outgoing pupils.

Through legal, financial and technical measures designed to help Austrian students going abroad, the Austrian government aims at ensuring the highest possible participation of Austrian pupils in exchanges by providing information, proper recognition, scholarships and specific visas.

In terms of motivation and information, the Ministry supports a strategy that encompasses not only information materials but also advice through school counsellors and specific trainings directed at teachers during in-service teacher trainings.

Through an appropriate change in the laws applying to the certification of academic achievements, a legal basis guarantees the recognition of academic achievements that Austrian pupils gain abroad.

A special visa and scholarships from the Ministry of Education for socially disadvantaged students complete the support provided to young Austrian pupils.

In terms of the legal, financial and technical measures designed to help foreign students coming to Austria, the Austrian government has instituted a number of measures specifically designed to facilitate the hosting of foreign pupils.

For example, incoming exchange students are exempted from immigration quotas. The Austrian government obliges exchange pupils to attend all subjects in their schools on a regular basis and guarantees a school report or a letter of attendance. Furthermore, school books are provided for free to foreign pupils studying in Austria.

For more information, please consult: http://www.bmbwk.gv.at
Questions and answers:

1. How many students jump the class?
   100 % (12-class system). Pupils go abroad during 10th and 11th grade (age 16-17)

2. Regarding the academic recognition of the year abroad: is there any assistance provided by teachers? Do teachers take the missing grade into account? Is there an extra payment provided for assisting teachers?
   No assistance is provided. Some of the students take the Austrian school books with them. About 30 % of the students have tremendous difficulties at school in the beginning but if you give them some time they catch up. Catching up usually (and strikingly) never has been a problem.

   Roberto Ruffino stated that the perception that missing one year means that pupils will not be able to follow the next year’s logic is a major methodological flaw in European education systems. A survey has shown that in 2/3 of the cases the pupils going abroad ended up with better grades than before going away due to new enthusiasm, a sense of responsibility for themselves and a renewed spirit of studying.

   Baudouin Duelz stated that often only the good students go abroad.

3. Regarding the point that students do not have to ‘unregister’ when going abroad: could that be a problem for funding?
   No, because Austrian schools are not funded on a per capita basis.

4. Regarding the obligation for foreign students to attend all subjects in Austria: is it really necessary? Aren’t there any better ways to integrate these students? This method might be a loss of time and motivation.
   Austria wants to fully integrate the students into the system with all the obligations put upon Austrian students.

5. Regarding the attendance certificate for the foreign students: Is it possible to accept that it comes from an exchange organisation or does it have to be directly from the schools?
   It can only be obtained directly from the schools. Learning another language is just one dimension of an intercultural learning experience.

   Anne Sokal stated that such regulations also contribute to an increase in the quality of school exchanges: the motivation of those participating and the teachers who get the participants back increases. The students’ responsibility to succeed also improves with the experience.
The Franco-German Voltaire Programme
by Prof. Gilles Brougère
(Université de Paris XIII)

The Franco-German Youth Office

The Franco-German Youth Office (OFAJ/DFJW) was established jointly by the French and German governments in 1963. It is funded equally by the two governments and maintains two offices: one in Paris and one in Berlin.

OFAJ/DFJW supports youth exchanges carried out by youth associations, schools, universities, town twinning schemes, training centres and sports clubs. OFAJ/DFJW has its own research department bringing together researchers from the two countries and from different disciplines. In addition, it works with external researchers such as myself.

The Voltaire programme

The Voltaire programme of OFAJ/DFJW is a bilateral and reciprocal exchange: 15 to 17 year old French and German secondary school pupils stay in each other’s family and attend each other’s schools for a total period of one year: French pupils stay in Germany for 6 months during the second semester of the “seconde”, from the beginning of March to the end of August and the Germans stay in France for the following 6 months.

Young persons participating in a Voltaire programme have to be prepared for the difficulties of the experience: they need to know how to manage the distance in the relationship with the correspondent (it is not in their culture of friendship to ‘receive’ a friend rather than ‘to make a friend’).

In France the experience of the young pupils is not recognised and the French schools lack understanding for what the pupil has learned during their stay in Germany.

<table>
<thead>
<tr>
<th>YEARS</th>
<th>EVOLUTION OF THE VOLTAIRE PROGRAMME (total number of French and German pupils)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002 - 2003</td>
<td>252</td>
</tr>
<tr>
<td>2003 - 2004</td>
<td>370</td>
</tr>
<tr>
<td>2004 - 2005 (planned)</td>
<td>600</td>
</tr>
<tr>
<td>2005 - 2006 (planned)</td>
<td>1000</td>
</tr>
</tbody>
</table>

Research findings about Voltaire

For Voltaire, OFAJ/DFJW has involved a team of researchers composed of 3 French and 3 German researchers from different disciplines (linguistic, psychology, sociology, pedagogy). They use both a quantitative and a qualitative approach, including interviews with students, teachers and parents.

The research shows that both the students and the parents have a need to speak about their experience. It also reveals the complexity of the exchange experience, which is underestimated by the adults.

<table>
<thead>
<tr>
<th>ROLE OF OFAJ/DFJW</th>
<th>ROLE OF THE SCHOOLS</th>
<th>THE ROLE OF THE PUPILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection and pairing of candidates</td>
<td>Recruit the candidates and host the correspondent</td>
<td>Provide a short evaluation report about their experience</td>
</tr>
<tr>
<td>Support to students and their families;</td>
<td>Provide a tutor for the foreign student (in general a French teacher in Germany and German teacher in France)</td>
<td></td>
</tr>
<tr>
<td>Provide trained mediators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covers travel costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide a scholarship of 500 Euro</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The pupils have to deal with the following complexities:

**1.** Managing a diversity of relationships in a foreign language: their own so-called correspondents, their host family, their foreign friends at school, their teachers. In addition, they are trying to maintain their relationships with the friends that stayed in their home country, their school back home and their own family

**2.** The complexity of the return and the hosting of a correspondent, especially because of the asymmetry between the French and the German experiences

**3.** Hosting someone is a unique experience: receiving a correspondent under the eye of the parents is not easy

**4.** The relationship with the correspondent (the exchangee) during one year presents its own challenges

**Major learning outcomes**

The Voltaire exchange represents a unique and important ‘rite of passage’:

**1.** it gives the pupil an opportunity to resolve problems of their own: having a fairly easy time during the exchange does not necessarily translate into a better experience - students facing big problems say that the experience was good

**2.** learning new competencies not limited to the development of linguistic competencies: autonomy, adaptation, analysis and interpretation, management of relationships, tolerance and diplomacy.

**Questions and answers:**

**1.** How do you match the correspondents?

*It is a complex process:*

*Applications are channelled through secondary schools to a central office located in Berlin. A team tries to match same sexes (which is difficult since more girls in Germany than in France apply for the programme). The matching takes place on the basis of a questionnaire.*

2. It is a good idea to carry out the research while the programme is still running and not just when it is finished already. How long will the research continue?

*2002/2003 is the current reporting period. The same questionnaire will be send out again later.*

3. Roberto Ruffino remarks that it is a surprising placement match, especially in light of OFAJ’s 40 years of experience. Intercultura runs the same programme between Italy and Australia and they face major host family problems including lots of host family changes after a while. It becomes difficult to decide who actually gets to be the exchange partner after the switch of the host family. The old or the new host brother/sister? How does the OFAJ programme deal with that problem?

*The normal solution is that the shorter programme of OFAJ is offered. Alternatively, the former host brother/sister will be place in a different family.*

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**i. Evaluation of the Council of Europe’s Secondary School Student Exchange (ESSSE)**

*by David Harris, Official Evaluator of the Council of Europe*

**Introduction**

ESSSE is a three-month east-west exchange programme with non-adjacent countries, allowing pupils aged 16-18 to study abroad while living as part of a family and returning to the home school without any gap in their school year. It was initiated by the Council of Europe (CoE) pursuant to a generous grant provided by the Norwegian government for the purpose. The co-ordination of the exchanges was entrusted to the European AFS Organisations in collaboration with several public agencies.

The programme was evaluated throughout its duration (from 1998 - 2003) by myself and a group of experts from the CoE.
Extrapolating the experience of 333 participants in the programme, the typical ESSSE student may be described as a 17-year old young woman, living in Eastern Europe and speaking two languages other than her own. She is involved because she wants to experience another culture and share hers with the host country. She expects the biggest benefit of this programme project to be an improved understanding between different cultures in Europe.

Research Methodology

As the official evaluator of ESSSE 1998 - 2003, I evaluated this programme through several methods:
1. Initial Student Questionnaire
2. Follow-up Student Questionnaire (2 types)
3. One-year-on & 2-year-on Questionnaires
4. Parent Questionnaire
5. School Questionnaire
6. Student Diary
7. Face to face interviews
8. Group activities
9. Informal methods

The evaluation aimed at assessing whether the programme accomplished any social or academic improvements in students. The evaluation also provided a reflection on how the programme could be improved and any long-term lessons.

Research Findings about ESSSE from the participants’ perspective

In terms of impact on the students’ performance at school and their likely performance at their school back home, the students themselves thought as follows:

<table>
<thead>
<tr>
<th>‘I have fallen behind in my studies’</th>
<th>‘My performance at exams will improve’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Yes</td>
</tr>
<tr>
<td>Neither a/d</td>
<td>No effect</td>
</tr>
<tr>
<td>Disagree</td>
<td>Lower success</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>75%</td>
</tr>
<tr>
<td>3%</td>
<td>25%</td>
</tr>
<tr>
<td>14%</td>
<td>25%</td>
</tr>
<tr>
<td>38%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The reasons provided by the pupils for their better performance at school was explained as follows:

- Students were more motivated for their studies
- They had acquired improved language skills and an improved knowledge of geography
- They became more independent and more hard working
- They had a more optimistic outlook and had increased their self- knowledge (“discovering a girl inside I did not know”)
- They had changed their working habits
- They had learned that they were responsible for themselves, their well-being and their happiness.
Findings about ESSSE from the schools’ perspective

IN YOUR PROFESSIONAL VIEW HOW HAS THE ESSSE PROJECT AFFECTED THE VISITING STUDENT ACADEMICALLY AND SocialLY?

- Improved their academic chances (86%)
- Did not alter academic chances (14%)
- Weakened academic chances (0%)
- Improved their social skills (100%)
- Did not alter social skills (0%)
- Weakened social skills (0%)

Moreover, the schools think that ESSSE:

- Helps expand the outlook pupils have
- Helps them discover their own personality
- Helps the pupils test themselves
- Helps them understand life better than their classmates
- Provides a chance to learn a foreign language
- Is a unique intercultural experience
- Improves the pupil’s motivation for academic performance

According to the schools, the following aspects could be improved:

- The formal support within school
- The external support to the pupils
- The communication between the schools
- The accreditation between schools and between countries

Findings about ESSSE from the parents’ perspective

ACCORDING TO THE PARENTS, THE STUDENTS GAINED AS FOLLOWS:

- Learning another culture
- Fitting into family life and fellowship
- Finding a different style of learning
- Gaining partial independence
- Making new friends
- Improving their English

ACCORDING TO THE HOSTFAMILIES, THEY GAINED FROM THE EXPERIENCE AND IN PARTICULAR THROUGH:

- Meeting a new and interesting person
- Learning a new culture
- Making their life richer - adding an extra dimension to their lives
  ‘We learned to be polite and tolerant’
  ‘They added so much colour to our life’

Recommendations from parents to other parents:

- Invest time
- Let the students be themselves
- Be yourselves
- Set family rules at the start
- Give a lot and you will get a lot back
- Don’t expect anything
- Even small things can be strange for a person from another country
- Treat the student the same as your own children
- Be tolerant
- Be open and speak of problems
Concerns and satisfaction expressed by ESSSE students

The following table shows the concerns and satisfaction expressed by pupils in relation to the different phases of the programme:

<table>
<thead>
<tr>
<th>The First few days of the exchange</th>
<th>BEST THINGS ABOUT THIS TIME</th>
<th>WORST THINGS ABOUT THIS TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wonderful excitement</td>
<td>Problems with the language</td>
<td></td>
</tr>
<tr>
<td>Not knowing what was happening next</td>
<td>Feeling of isolation</td>
<td></td>
</tr>
<tr>
<td>The AFS meeting</td>
<td>How will I get through this?</td>
<td></td>
</tr>
<tr>
<td>Loads of new impressions</td>
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|-----------------------------------|-----------------------------|-----------------------------|-----------------------------|
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| Not knowing what was happening next | Feeling of isolation        |
| The AFS meeting                   | How will I get through this?|
| Loads of new impressions          |                             |

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The ESSSE experience can be graphically illustrated as below:

Questions and answers:

1. Are there any academic requirements to participate in the ESSSE?  
   No, just a motivational essay is required. However, every country does it a little differently.

2. Are there any recommendations to the Council of Europe regarding the ESSSE?  
   If all the countries that had initially agreed to participate in ESSSE would have taken action, ESSSE could basically be a project run on a large scale by now.
j. Pilot project for a European Individual Exchange Programme for Pupils

by Marie-Aude Matignon et Guillaume Leterrien (Alliance Française)

The following proposal is based on a partnership between existing initiatives and is being proposed within the context of Europe’s enlargement, the need for multilingualism and for a European society based on knowledge as envisaged by the so-called Lisbon strategy.

The project of the Alliance Française targets 15-17 year old teenagers, pupils of upper secondary school (education and vocational training) and proposes an experimental exchange of three months for pupils enrolled in the first or second year of upper secondary education. The project is to be implemented through regional co-ordination centers that work under the guidance of a European Observatory on Mobility. The regional co-ordination centers would liaise with the schools, the families and the participants.

Aim of the programme

The aim of the project is to accelerate the process of recognition of periods of study abroad, one of the main barriers to exchanges, by providing a better visibility of individual exchanges viz. the public and our decision-makers, thereby increasing the opportunities for pupils and schools to be involved in exchanges.

Not only would such a programme allow the EU to better monitor the flow of pupils experiencing educational mobility, but it would also ensure a certain continuity based on partnerships. It would also help to balance the weight of the ‘old’ versus the ‘newer members’ of Europe.

The implementation phase could be envisaged both in the short- and the long-term. In the short term, mostly networking among existing networks would generate new initiatives in the field of educational mobility, generating a larger offer for pupils.

A European quality label

A ‘European label’ could be envisaged with the help of the EU. Such a label would provide visibility to exchanges fulfilling specific quality benchmarks and would allow a thorough assessment of experiences and sharing of same. It would also be hoped that research and development aspects of educational mobility would be encouraged and funded by the EU.

In the long-term, and after a progressive and pragmatic implementation combined with the feed-back of a European Observatory on Mobility, we would arrive at a European-wide mobility programme.
Questions and answers:

1. What is your interest in the project?
   *Alliance Française is not involved in student exchanges: but part of its mission is to encourage cultural exchange. Secondary schools are the appropriate forum for that mission. Erasmus Junior seems to be a feasible thing to do.*

2. Regarding lack of data about student exchanges in Europe
   *It is indeed a problem that the students don’t know that those opportunities exist. But there still are more applicants than places and a lack of money to realise such exchanges. The long-term vision would be to get outside finances that come from outside sources in addition to those from the European Commission. The final goal is to get the programme funded completely from the outside.*

k. Report from Working Groups II: Designing Programmes

Three working groups were asked to brainstorm about a possible programme that fosters the individual mobility of secondary school pupils. Each group was asked to specify the age range, specific requirements, the contents of the programme and possible funding sources. Below are the reports from the 3 working groups as well as a more detailed conclusion on a possible programme.

**Working Group I**

- A reciprocal three-months programme like ESSSE within the same age range
- Minimum competencies should be a requirement
- Preference: academic motivation
  - healthy in every sense (physically as well as mentally)
  - ability to adapt
- Finding potential/potential partners for funding: EU and:
  - parents
  - local/regional/national school (depends on the participating country)
  - voucher system
- Contents: make sure that it includes
  - some provision for language preparation and encouragement
  - promotion of the European dimension
Working Group II

- Age group: 15-18/19 (right after secondary school graduation)
- Flexible duration (see Group III)
- Requirements/selection criteria: social skills, personal skills and NOT necessarily academic skills
- Longer selection process (more like guidance process over a longer period of time): let the pupils select/deselect themselves at the end of that process
- One teacher in each school as a trained coordinator (ideally he/she has had an exchange experience himself/herself)
- Exchange should be integrated into the school process as an option
- Counted as a part of the school’s curriculum

Working Group III

- Age group: 15-17
- Three-months-programme to start with to be extended to a semester-/year-programme
- Reciprocal programmes (swap families) so that students are on an exchange at the same time
- BUT: make it flexible since not everybody wants to go/host
- Selection according to quality standards (AFS procedures)
- Funding: look for some kind of incentive for teachers in both schools (home + abroad)
  - suggestion A: money for the teachers (not possible in some countries)
  - suggestion B: offer them further training in the intercultural field
- already make use of current Comenius school programme
- extend already existing partnerships
- Funding for: travel, insurance, pocket money, preparation before leaving, school books, school transportation
  - people are often not interested in things that are completely for free
  - make parents pay a little
  - sliding scale for funding

- Potential partners: cultural institutes, sports and leisure centres to diversify, head teachers/ESHA
- Accreditation: transfer is too complicated. A certificate that also states the non-formal achievements is recommended.
Recommendations for Pilot Actions
In line with the Mobility Action Plan and the EU Recommendation on Mobility to promote mobility programmes, to democratise them, and to gain more from periods of mobility by recognising the experience abroad;

Considering the benefits of long-term individual mobility schemes as pointed out in this report;

Yet, also bearing in mind many teachers’ hesitations and reservations concerning the accreditation of a study period abroad whose academic focus does not completely coincide with the national curriculum;

And taking into account the general lack of experience among most schools with the long-term mobility programme that we ultimately envisage and wish to promote, i.e. a year-long exchange programme, we propose the following pilot action:

(RECIPROCAL) TRIMESTER EXCHANGES WITHIN EUROPE
The idea of exchanging upper-secondary school pupils in Europe for a shorter period is not a new one. For the past 5 years, the European Federation for Intercultural Learning (EFIL) was contracted by the Council of Europe (CoE) to coordinate a European Secondary School Student Exchange (ESSSE) which was based on an East-West-Exchange. The young people who participated in this programme went to school and lived with a host family for three months. The evaluation of this programme by the Council of Europe Committee of Experts was very positive. They deemed that the ESSSE programme is a valuable "educational laboratory". It is a learning tool for the education community of Europe that enables to test European integration in the reality of a classroom and the actual difficulties that arise when one passes from the declarations of intent to the actual moving of pupils from one school system to another. The committee of experts thought that the numbers of participants should grow, but without becoming a massive programme. The evaluation of the ESSSE project shows how much work needs to be done in the schools of Europe in order to go beyond a pure "class-room approach" to teaching and curricula, towards a more individualised approach to learning.

Apart from the CoE Committee of Experts, the programme was also assessed by an independent evaluator, Mr. David Harris. "All studies and evaluations show the full range of social development. Students become more mature and gain much greater independence. The students develop a much clearer perspective of their own position in the world and of the way in which they wish that position to develop in the future. (...) There is great evidence that students on their return do not simply pick up their original life without effect. Nearly all students return with a desire to inform others about their experience, many taking on an active role to encourage others to also become involved. For a cost of less than 10,000 FF the positive intercultural waves that can be caused are immense".

Anxious to promote those "positive intercultural waves" we think that as a first step towards pupils' wider participation in year-long mobility programmes and the accreditation of this experience, a 3 to 4 month exchange programme (in the true sense of the word) for upper-secondary school pupils would be very beneficial. It would hold many of the benefits of a year-long scheme and at the same time such a programme may circumvent possible difficulties that have to do with different curricula and certain compulsory subjects to be taken at the home institution.

In the trimester exchange programme that we envisage, a participating pupil would spend the
first trimester in a different European school while sojourning with a host family. The pupil would be ensured of accreditation before departure. It would be up to the sending school to communicate with the hosting school on the subjects that will be followed, as much as possible in accordance with the pupil’s curriculum at his/her home institution, and how they will be evaluated. The study abroad period would be certified by the host school and recognised by the sending school. Upon return to his/her home institution, the pupil will step in with his former classmates. If need be, the pupil would still be able to catch up on compulsory subjects during the remaining period of the school year.

Ideally, the following trimester, the exchange would be reciprocated with a pupil from the former hosting class, and preferably s/he would also be hosted by the sending family from the first trimester. That way, a pupil can enjoy a more or less extensive contact with another culture, while at the same time not jeopardizing his academic achievements at the home school. Considering the enlargement of the Union, exchanges between older and newer EU Members would be especially favoured.

If this kind of programme is to be accessible to all, it should be fully financed. Funds might come in part from national/regional governments, but ideally it would have to be incorporated in Socrates III as of 2007, and be EU-funded. National governments might want to make an appeal to NGOs with a great expertise in the preparation, orientation and re-integration of participants of mobility schemes and thus further public-private partnerships as well as cooperation in the field of formal and non-formal education.

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Proposal for (Reciprocal) Trimester Exchange within Europe

The European context
- Enlargement, the integration of new citizens and the appreciation of new cultures
- Multilingualism and the need to foster the use of less widely spoken languages
- Knowledge society

The institutional priorities
- Lisbon Strategic Goals
- Action Plan on language learning and linguistic diversity 2004-2006
- Socrates Programme 2007-onwards

The programme objectives
- Foster the development of European citizenship through intercultural learning encounters of citizens of the EU Member countries and neighbouring countries in Europe
- Foster understanding and appreciation for the socio-cultural diversity of the European continent
- Highlight the importance of learning less widely spoken languages in order to understand and appreciate our European neighbours
- Create awareness for the role of the EU in the shaping of a democratic and all-inclusive Europe
- Prepare young pupils for a European Higher Education Area

The Proposal
The EU and the Member Governments provide scholarships allowing young people to participate in school-based trimester exchanges:
- 15-17 year old pupils experience Europe first-hand, by living with a family in a different part of the continent;
- the programme is seamlessly integrated into the schooling of the pupil (arrival in hosting country 2 weeks before start of
school, language and orientation, attendance of school until early December, re-integration of the pupil in school back home)
- schools advertise the programme on behalf of the EU;
- schools use the opportunity of the foreign pupil’s presence to highlight the role of the EU in the development of a Europe of citizens.

The coordination of the programme
The EU co-ordinates the political campaign, the information about the programme and disseminates all findings about its success. It further uses it as a tool to arrive at a greater recognition of study periods abroad and equivalency in diplomas. The EU further encourages all dimensions of the programme (research, quality standards).

The coordination, supervision and counseling of exchange pupils, their families and their schools is to be entrusted to non-profit networks or partnerships of networks (depending on the expertise of several educational actors, one could for example foresee partnerships between exchange organisations and cultural or language institutes, local authorities, etc.). The networks would be responsible for all practical aspects of the programme such as finding host families, finding host schools, providing language lessons, getting visas and permits of stay, securing insurance, counselling students/families/schools, guaranteeing safety, etc. Long-term institutional framework agreements, such as the ones proposed under Erasmus, would be welcome.

The evaluation of the programme
The programme is to be evaluated by an outside evaluator.

The financing of the programme
The EU’s financing should be limited to:

- seed money (small mobility grants) for young persons wishing to participate in such an experience. Member Governments could provide additional funding based on their own priorities (twinning arrangements, specific destinations, specific target groups, etc.). A so-called ‘voucher system’, would allow more pupils to participate in general and a scholarship system would favor intercultural immersions in countries that are less known (Eastern, Central and South Eastern Europe);
- recognition issues
- research
- capacity-building (and supporting synergies) of the networks/partnerships co-ordinating the exchanges
- information campaigns
- development of didactic tools for schools, headteachers and teachers (on intercultural learning, European citizenship).
Examples of positive legislative initiatives
a. National level

a.1 Austria - recognition of school year abroad

*Austrian Law on school education, paragraph §25 (IdF BGB 1993/514, 1996/767 and 1998/22) (freely translated)*

“(9) The certified attendance of minimum 5 months and maximum one year in a foreign school equals successful school attendance in Austria”.

The students are furthermore requested to inform their school and are entitled to reintegrate their school after spending a year abroad.

a.2 Belgium (French-Speaking Community) - Government funding for individual trimester exchanges

*Belgian Administrative Circular Letter nr. 698 of December 2, 2003 ‘Organisation of individual and collective linguistic exchanges’*

Through this circular, the government of the French-Speaking community of Belgium supports individual exchanges of pupils aged 14-17. Individuals must apply via their school and a recognised exchange co-ordinating organisation has to be involved. The co-ordinating organisation is responsible for a pre- and post-orientation for the pupil as well as the hosting and logistical aspects of the exchange. The local sending school and the hosting schools abroad are encouraged to be in touch about the subjects to be followed. The hosting school is furthermore asked to provide subjects that are as close as possible to those required in Belgium. The exchange is only allowed during the first trimester of the school year and may last between 6 and 14 weeks. All requirements being respected, the government provides scholarships supporting these exchanges.

a.3 Denmark - National Grants for pupils wishing to study abroad

As part of the Danish Government’s effort to support youngsters attending an extra year in a private boarding school between lower secondary and upper secondary education (after 9th or 10th grade) (“Continuation Schools or Efterskoler”) a special budget of 10,000,000 Dkr. has been set aside to also support upper secondary exchanges abroad.

The following criteria has to be followed in order to be eligible for a grant (10,000 DKR):

1. participants must be under 18 years when they start the exchange
2. Only exchanges with governmentally approved organisations can be supported
3. Only school exchanges with a duration of minimum 10 months can be supported
4. The exchange student must attend a school level similar to his or her age group in the host country and the school must be acknowledged in the host country as a school that can be used by national residents in the host country as a part of their education curriculum.
5. The exchange must include a host family stay and from the beginning only one host family should be planned.

In addition, a number of criteria related to the approval of the co-ordinating organisations have been established:

1. The sending organisation must be non-profit
2. The sending organisation must be registered in Denmark either by statues as an organisation or as a company
3. The sending organisation must provide more than one hosting destination
4. Race, religion etc. should not be taken into consideration, neither in a negative nor in a positive way by the sending organisation.

5. The sending organisation must also be an hosting pupils organisation

The applicants, after approval, receive 75% of the grant. When he or she finishes the stay, the remaining 25% of the grant is paid out.

a.4 Italy - Recognition of school year abroad

*Italian Law Circular Letter nr. 181 of 17 March 1997 “International Student Mobility” (freely translated)*

“Individual student exchanges abroad are valid for the readmission into the Italian school system (without losses of school years) and must be evaluated on the basis of their compatibility with the educational goals of the Italian school system. It is the responsibility of the sending school to contact the hosting school abroad and to obtain all useful information on the curriculum, and on the performance of the Italian students, in order to decide on his/her readmission: if necessary, the Italian school may require an interview or a test on one or more subjects. The stay abroad must not exceed one school year.”

a.5 Norway - National grants for pupils wishing to study abroad

*Rule 2.2.6 set by the State Educational Loan Fund*

The State Educational and Loan Fund provides grants and loans to pupils in upper secondary schools, to university and to college students. Most Norwegian students finance their studies through grants and loans from this State Fund. The loans are meant to cover the costs of studying in Norway, and the objective is to give everyone in Norway an equal right to education. The Fund reports to the Ministry of Education.

As part of an experimental scheme in 2004-2005, support is provided to pupils that follow one year of their upper secondary school education in countries outside of the Nordic countries through an exchange programme.

Each applicant to the State Loan has to include a confirmation from his Norwegian sending school that the year will be validated so that the applicants can reintegrate their Norwegian school when they return to Norway. The main rule is that a year abroad should be recognised as equal to a year in a Norwegian upper secondary school.

Several other conditions apply:
1. The exchange has to happen with an exchange organisation that is approved by the Ministry of Education
2. The applicant has to document that the education is part of the Norwegian secondary school education that the applicant has already started in Norway.
3. The applicant has to be sure that he/she isn’t delayed in the Norwegian education
4. No support is given to pupils in their first year at upper secondary school

The average grant differs from year to year. The amount ranges approximately from 34.500 NOK to 50.000 NOK (1 NOK is approximately 7 Euro).

b. European level

b.1 Council Resolution on Human Capital Building in the knowledge society: learning, work, social cohesion and gender (2003)\(^{10}\)

The Council Resolution calls on the Member States to consider the social and human capital elements in the planning, development and implementation of their policies and initiatives, in particular as regards increased efforts in areas such as transparency, validation and recognition of non-formal and informal learning and certification of

\(^{10}\) OJ C 175, 24.07.2003
skills in order to boost mobility. It also underlines the importance of synergies between teachers, parents, local communities and NGOs for building both human and social capital through education and training.

b.2 Action Plan on Skills and Mobility (2002)\textsuperscript{11}

The Action Plan on Skills and Mobility is the culmination of the process launched in February 2001 by the Commission’s Communication on the New European Labour Markets, the conclusions of the Stockholm European Council of March 2001, and the work of the High Level Task Force on Skills and Mobility, which submitted its report to the Commission in December 2001.

The action plan puts forward a political vision to promote human resources in the Union in accordance with the Lisbon goals, primarily to create opportunities for citizens to move around the Union for educational or professional purposes, and make it easier for them to take advantage of the benefits of European integration, including the European Single Market.

Some recommendations from the task-force may be highlighted:

- The Commission should take the initiative to strengthen the international exchange programmes and the related financial instruments to facilitate the exchange of educational, training and work experience for youth and adults abroad;
- More citizens, in particular young people [up to 18 years], should be entitled to undertake part of their studies or training in another Member State. To that effect, school managers, teachers and educators should be informed and trained about the possibilities of the available programmes targeting young people;
- Member States should introduce or develop further intercultural-oriented education in the school system as a preparation for intra-European mobility;
- The Commission should initiate a framework for the accreditation of non-formal and informal learning;
- Member States should provide for the early acquisition of language skills in pre-primary and primary schools and for the strengthening of these in secondary schools so that all pupils master 2 EU languages in addition to their own.

b.3 The Mobility Action Plan (2000)\textsuperscript{12}

The 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 recognises the progress, in terms of promoting mobility, made through the Education Programmes of the EU, i.e. Socrates, Youth and Leonardo and outlines the need to work further to remove obstacles. It highlights the substantial obstacles that remain: unequal access to information, obstacles of a financial nature, administrative difficulties as regards tax and social benefits, complex residence procedures, disadvantages in terms of status and career.

The Mobility Action Plan was adopted as part of the below-mentioned Recommendation and it has three major objectives:

- To define and democratize mobility in Europe
- To promote appropriate forms of funding
- To increase mobility and improve the conditions of it

The action plan contains a “toolbox” of 42 measures divided into 4 main chapters. 80% of all proposed measures are of direct relevancy to mobility providers. Several key recommendations have been listed under point 13 of our survey.

\textsuperscript{12} OJ C 371, 23.12.2000
b.4 Recommendation of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers (2001)\(^\text{13}\)

The EU Recommendation aims to:

- Encourage students and pupils to undertake part of their studies in another member state and to facilitate the recognition of studies undertaken
- Remove all legal and administrative barriers to mobility
- Encourage the learning of at least 2 community languages
- Encourage linguistic and cultural preparation before any mobility scheme
- Promote the development of financial support (grants, scholarships, etc.)
- Recognize qualifications and experience gained abroad
- Remove discrimination between persons having taken advantage of mobility schemes and those that didn’t
- Facilitate the mobility of third-country nationals
- Facilitate the integration of hosted students (guidance, psychological support, etc.)

Furthermore, it asks the Commission to study the procedures for introducing a pass for schoolchildren giving holders entitlement to different concessions during their periods of mobility.

The Commission has set-up a group of experts who represent all Member States and comprise officials responsible for co-coordinating the implementation of these recommendations and those of the Mobility Action Plan (See High-level Task Force on Skills and Mobility below). By the end of 2003, the Member States are to report on the measures they have undertaken to comply with the Recommendation.

b.5. Green Paper - The obstacles to Transnational Mobility (1996)\(^\text{14}\)

In 1995, the EU Commission embarked on its first major review of obstacles to mobility. Despite the principles of free movement in the EU, in practice many obstacles in the way of students, researchers, trainees and young volunteers wanting to take up opportunities abroad exist. This Green paper looks at some of these problems and puts forward some ideas for solutions.

Various groups are addressed in the Green Paper and various issues are discussed that apply to some or all of these groups. These include:

- Trainees on placements
- Researchers
- Volunteers
- Third Country Nationals
- Social Security
- Rights of residence
- Transferability of grants
- Recognition of qualifications

The Green Paper on the obstacles to transnational mobility is closely associated with the Citizens First initiative, which provides information on everyone’s right to mobility within the European Union. Citizens First has its own website, which can be found at http://citizens.eu.int/


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\(^\text{13}\) OJ L 215, 09.08.2001

\(^\text{14}\) Commission Document COM (96) 462
a. The Mobility Action Plan

In the overview below, only measures that concern, or may directly or indirectly impact long-term individual mobility for upper-secondary school pupils, are mentioned.

<table>
<thead>
<tr>
<th>I. PROTECTING MOBILITY IN EUROPE</th>
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<tbody>
<tr>
<td><strong>Objective 11</strong></td>
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</table>

- **measure 111** Proper guidance: preparation of teachers and the relevant administrative staff to become mobility organisers, able to provide advice and guidance and draft mobility projects: training on the mobility circuits, the different education systems in the Union, the rights of those opting for mobility

- **measure 112** More exchanges: development of exchanges between mobility organisers from the countries taking part in Community programmes

- **measure 113** More resources: encouragement of educational establishments and universities to devote more resources to international relations in order to cope with the new demands of mobility

| **Objective 12** | Develop multilingualism |
|------------------|

- **measure 121** Specific training: promotion of training in the relevant foreign language and culture before and during the mobility period, making use of the public sector and of private initiatives

| **Objective 13** | Make it easier to find information on mobility |
|------------------|

- **measure 131** A 'mobility' portal site: creation of a portal site providing access to the various European sources of information on mobility

- **measure 132** Ad hoc forums: introduction in educational establishments and universities of electronic chat rooms for mobility organisers, students, trainees and young volunteers to exchange information
**I. PROMOTING MOBILITY IN EUROPE**

**Objective 14** Draw up a mobility chart

**measure 141** Identification on circuits: joint definition of a methodology enabling each Member State which so wishes gradually to compile reliable statistics on mobility and make as full as possible an inventory of the student, trainee and instructor exchange circuits

**measure 142** Programme awareness: creation of a database of all the bilateral or multilateral mobility programmes operating in Europe, perhaps limited to public programmes

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**II. PROMOTING THE FINANCING OF MOBILITY**

**Objective 21** Look into the financing of mobility: towards financial partnerships

**measure 211** A partnership framework: strengthening coordination between the various players, for example by means of a framework for partnerships: the European Union, the State, local authorities and universities, and making best use of financing

**measure 212** Bigger budgets: survey of possible ways of making better use of or increasing national and local mobility budgets

**measure 213** Encouragement of the public sector: examine the desirability and possibility of loans at preferential rates for those intending to take a period of mobility

**measure 214** Multiple partnerships: encouragement of the private sector, businesses, foundations and social partners to become involved in financing mobility (for example by means of establishing foundations, seals of approval for bank loans)

**measure 215** Looking ahead: survey of ways of redeploying the mobility appropriations in the Community budget and programmes when they come up for review

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**Objective 22** Democratise mobility by making it financially and socially accessible to all

**measure 221** An information campaign: launching of an information campaign on:
- the mobility assistance available and how to apply for it;
- the practical administrative aspects of mobility at the time of going abroad and during the period spent there

**measure 222** Retention of benefits: assure people who take mobility that they will continue to receive the benefits provided for by national and Community provisions in force; regularly review any problems that persist and take suitable steps to remedy them

**measure 223** Equal treatment: survey of the possibility of offering young people opting for mobility the same preferential tariffs as young people in the host country; regularly review any problems that persist and take suitable steps to remedy them
### III. INCREASING AND IMPROVING MOBILITY

<table>
<thead>
<tr>
<th>Objective</th>
<th>Introduce new forms of mobility</th>
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<tbody>
<tr>
<td>measure 313</td>
<td>Develop circuits: creation or strengthening of bilateral or multilateral exchange circuits (…)*</td>
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<table>
<thead>
<tr>
<th>Objective</th>
<th>Simplify the mobility calendar</th>
</tr>
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<tbody>
<tr>
<td>measure 331</td>
<td><strong>Clear dates</strong>: wide dissemination of information on university calendars and school years</td>
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<table>
<thead>
<tr>
<th>Objective</th>
<th>A proper status for people opting for mobility</th>
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</thead>
<tbody>
<tr>
<td>measure 341</td>
<td><strong>Mobility as priority</strong>: declaration by the relevant authorities that mobility is a priority which will ultimately become an important component of instruction given or received by students and trainees, by teachers right through from primary to higher education, and by instructors</td>
</tr>
<tr>
<td>measure 342</td>
<td><strong>A specific youth card</strong>: creation of a European card for young people opting for mobility</td>
</tr>
</tbody>
</table>

### IV. GAINING MORE FROM PERIODS OF MOBILITY

<table>
<thead>
<tr>
<th>Objective</th>
<th>Increase crossover opportunities by developing the system of recognition and equivalence of diplomas and training</th>
</tr>
</thead>
<tbody>
<tr>
<td>measure 411</td>
<td><strong>Equivalence</strong>: encouragement for all universities to generalise systems of diploma equivalence, the European Community Course Credit Transfer System (ECTS), the Sorbonne and Bologna process particularly via the European Network of National Information Centres on academic mobility and recognition (ENIC network) and the National Academic Recognition Information Centres (NARIC)</td>
</tr>
<tr>
<td>measure 412</td>
<td><strong>An addendum</strong>: generalisation of academic and vocational diploma supplements to make them recognisable in all Member States</td>
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<table>
<thead>
<tr>
<th>Objective</th>
<th>Recognise the experience acquired</th>
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<tbody>
<tr>
<td>measure 421</td>
<td><strong>Recognised experience</strong>: issue by the relevant authorities of the host State of a document certifying the skills acquired during the period of mobility, with particular reference to languages, and taking into account by the relevant authorities of the country of origin of periods of mobility or training successfully completed abroad</td>
</tr>
</tbody>
</table>
**b. Public Agencies which Participated in this Survey**

The following public agencies in the field of mobility contributed to this survey.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>AGENCY</th>
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<tbody>
<tr>
<td>Austria</td>
<td>Federal Ministry of Education, Science and Culture</td>
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<tr>
<td>Belgium-Flanders</td>
<td>Vlaams Verbond van het Katholiek Secundair Onderwijs (Flemish Association of the Catholic Secundary Education)</td>
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<tr>
<td>Denmark</td>
<td>Cirius - Governmental, Danish Centre for International Cooperation and Mobility in Education and Training</td>
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<tr>
<td>Finland</td>
<td>National Board of Education</td>
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<tr>
<td>Germany</td>
<td>Bundesministerium für Bildung und Forschung</td>
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<td>Kultusministerkonferenz der Länder, KMK</td>
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<td></td>
<td>Pädagogischer Austauschdienst, PAD</td>
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<td></td>
<td>Zentralstelle für Ausländisches Bildungwesen</td>
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<td></td>
<td>Abteilung Internationale Angelegenheiten</td>
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<td></td>
<td>Hamburg, Behörde für Schule, Jugend und Berufsbildung, Schulinformationszentrum</td>
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<td></td>
<td>Baden Württemberg Ministerium für Kultus, Jugend und Sport</td>
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<td></td>
<td>Oberschulamt Stuttgart, Stelle für den Internationalen Schüleraustausch, ISA</td>
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<td></td>
<td>Nordrhein Westfalen</td>
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<td></td>
<td>Bezirksregierung Düsseldorf, Internationaler Austausch für das Land</td>
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<td>Nordrhein- Westfalen</td>
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<td>Sachsen Anhalt, Staatliches Schulamt Gardelegen</td>
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<td></td>
<td>Schleswig Holstein, Ministerium für Bildung, Wissenschaft, Forschung und Kultur</td>
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<td>Freistatt Bayern, Bayerisches Staatsministerium für Unterricht und Kultus</td>
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<td>( Bayerischer Jugendring, BJR )</td>
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<td>COUNTRY</td>
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<td>Hungary</td>
<td>Ministry of Education</td>
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<td>Ministry of Children, Youth and Sports</td>
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<td>Kaposvár City Council</td>
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<td>Szolnok City Council</td>
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<tr>
<td>Ireland</td>
<td>Leargas (National Agency for the Management of Transnational Programmes in the areas of Youth Work, Primary and Secondary Education, Vocational Education and Training, and LifeLong Learning)</td>
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<tr>
<td>Italy</td>
<td>Terralba City Council</td>
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<td>Latvia</td>
<td>Commission of Education and Culture of the Parliament of Latvia</td>
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<td></td>
<td>Ministry of Education and Science</td>
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<td>Daugavpils Education Board</td>
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<td>Norway</td>
<td>Utdanningskontoret i Vest-Agder (County of Vest-Agder Education Authority)</td>
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<tr>
<td>Portugal</td>
<td>DES - Departamento do Ensino Secundário, Ministério da Educação</td>
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<td>ANPJ - Agência Nacional do Programa Juventude, Instituto Português da Juventude</td>
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<td>Slovakia</td>
<td>Iuventa (Organizacia Ministerstva skolstva SR)</td>
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<td>CKM 2000 Travel (Cestovna kancelaria mladych)</td>
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<td>COUNTRY</td>
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<td>Spain</td>
<td>Ministerio Nacional de Educación, Cultura y Deportes</td>
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<td>Consejo de la Juventud de España</td>
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<td></td>
<td>Consejería de Educación y Ciencia - Junta de Andalucía</td>
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<td>Sweden</td>
<td>Swedish Ministry of Education and Science</td>
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<td>Swedish National Agency for Education</td>
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<td>United Kingdom</td>
<td>County of Herefordshire Council - Local Education Authority (LEA), England</td>
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<td>London Borough of Hillingdon - LEA, England</td>
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<td>Redcar and Cleveland Borough Council - LEA, England</td>
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<td>Royal Borough of Windsor and Maidenhead - LEA, England</td>
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<td>East Dunbartonshire Council - LEA, Scotland</td>
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<td>Dumfries and Galloway Council - LEA, Scotland</td>
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<td>Aberdeen City Council - LEA, Scotland</td>
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</table>
The following key organisations, institutions, private agencies and companies in the field of mobility participated in this survey.

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<tr>
<th>ORGANISATION</th>
<th>COUNTRY/IES</th>
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<tr>
<td>Advised</td>
<td>Germany</td>
<td>Private, Profit</td>
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<tr>
<td>AFS</td>
<td>All countries participating in this study</td>
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<td>AIYSEP</td>
<td>Germany</td>
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<td>American Intercultural Student Exchange (AISE)</td>
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<td>Aspect</td>
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<td>Assist</td>
<td>Germany</td>
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<tr>
<td>Associação Portuguesa de Aprendizagem Intercultural (APAI)</td>
<td>Portugal</td>
<td>Private, Non-Profit</td>
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<td>Associazione Nazionale Presidi e Direttori Didattici (A.N.P.)</td>
<td>Italy</td>
<td>National Association of School Principals</td>
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<td>Auslandsgesellschaft</td>
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<td>CDC Privatschulen</td>
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<td>Colégios Europeus de Verão, S.A. (EF)</td>
<td>Portugal</td>
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<td>ORGANISATION</td>
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<td>Council</td>
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<td>National teachers association (primary and lower secondary)</td>
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<td>Into</td>
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<td>Into Austria</td>
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<td>Association of Foreign Language Teachers</td>
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<td>MAP</td>
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<td>France, Germany, Hungary, Latvia, the Netherlands</td>
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1. What is a student exchange?

1.1. Definition of the exchange programme

The exchange programme represents a carefully planned educational experience, involving the participants as true members in the civilization of another country. During the exchange, the young Finn abroad and the young alien in Finland will reside with a family in a foreign community, where he will attend a local school as a full-time student. Generally, the stay will last one scholastic year, but always a minimum of at least one school term. For the duration of the programme, the student and his host family have a local liaison person.

Student exchange programmes are reciprocal, non-profit and voluntary by nature.

1.2. Pedagogic objectives of the exchange programme

The objective of the student exchange programme is to promote the international education: the study of and interaction between national cultures. The objective of this interaction is to promote peace between nations and international understanding.

The objective of the exchange programme is further to give the participating young people the chance to develop in many ways and to acquire a new international dimension as a result of a profound personal learning experience. When acquiring this new dimension, they learn to relate with respect and tact, constructively and knowledgeably to other ethnic groups and cultures. At the same time, they become aware of their own unique personalities and their responsibilities as representatives of their own national cultures.

2. The participants

2.1. Admission

The organisation shall establish the suitability of the applicants for the programme. When admitting applicant, special attention shall be given to

- applicant’s maturity
- motivation
- success at school
- ability to adapt to the conditions that prevail in the host country (host family, school attendance etc.).

Admittance shall be based on the following considerations:

- a written application
- a detailed personal interview
- other background information; school report cards and recommendations.

The interviewer shall be an adult suited for the task as a result of his experience and the knowledge he has acquired in his work or earlier dealings with exchange students. A written report shall be submitted of the interview.

2.2. Training of exchange students

The objective of the training given by the organisation and the follow-up procedures is to convey information to the exchange student of the way of life and the conditions that prevail in the host country and how best to adapt to a different culture.
The training shall take place before the student’s departure and be continued in the host country for the duration of the visit.

The training shall convey information on the following matters to the exchange student:

- the culture and social life of the host country
- where information on the home country can be obtained
- the structure of the organisation at home and in the host country
- how the exchange student and his parents/guardian can get assistance from the organisation
- cultural differences and the adjustment difficulties that the exchange student may encounter
- the demands that the host family, the school and his new friends will make
- what the attitude of people in the host country is towards alcoholic beverages and narcotics and how to avoid these substances.

Further, the exchange student shall be given the rules of the organisation concerning the exchange programme in the student’s language.

The training programme shall contain written instructions. The organisation shall arrange the training of the student and his parents, preferably in small groups, in good time and no later than 46 weeks before the student’s departure.

The organisation shall, when necessary, give guidance and advice in solving problems of readaptation, when the student returns home.

2.3. Rules of participation

In the organisation’s rules of participation, the following considerations shall be included:

- the student shall, to the best of his ability, adapt to the conditions and way of life in his host country
- the student shall attend to his school work in accordance with the requirements of his host school
- the student must not travel on his own without the organisation’s consent
- the student must not hitch-hike
- the student must not be guilty of consuming spirits injudiciously or in a way that is in conflict with the laws of the host country
- the student shall inform his liaison officer of any problems, defects or failings during his visit in the host country
- the student must not be gainfully employed during his visit.

3. The host family

3.1. Choice of family

As host family the organisation shall choose a family that is suited for accommodating a foreign exchange student. The host family shall discharge their duties without monetary compensation.

The choice of family shall be based on:

- free volition
- a detailed written application
- a visit to the host family and interviews with all members of the family.
3.2. Training and follow-up procedures
The objective of the training and following-up procedures is to facilitate the stay of the exchange student with the host family.

The training shall give the host family
- information on the structure of the organisation and its activities in the recipient country
- precise information on the culture and social life in the home country of the exchange student
- information on the cultural differences and other information that will facilitate the adjustment of the exchange student.

The follow-up procedures are designed to help the host family to assess the programme and to give the organisation a sound basis for improving it.

3.3. The placement of the exchange student in a host family

3.3.1. A first consideration when placing the exchange student is the host family, not geographical location or preferences expressed by the student or his parents.

The placing of the student is decided by the organisation, that will base its choice on the information it has received from the student and of the host family. If the first location is not successful, the organisation shall, at first, discuss the matter with the student and the host family. If these discussions fail, the student shall be placed with another host family. If this second location too is unsuccessful, the student, as a rule, shall be given one more opportunity, unless he has proven himself unfit as an exchange student by his attitude and behaviour. The organisation shall see to it, that experienced persons that are well versed in the programme handle the placing and relocating of exchange students.

3.3.2. Demands to be made upon the host family

The organisation is responsible for the host family's being mentally and financially prepared to receive an exchange student. In one family there must be no more than two exchange students simultaneously. They shall also be of different ethnic and linguistic origins.

The organisation shall make sure that the student is located within a family, where
- he is allowed to attend school and have friends of his own
- he is able to take part in family life, have his meals with the family and partake in the family's other interests and hobbies
- he does not serve as an "au pair" student
- he has his own private space for doing his homework
- he has his own bed
- he will not have to share a room with a family member of the opposite sex or of a very much different age, when he cannot have a room of his own.

The consideration above shall be adopted, taking into account the cultural conditions of the host country.
4. The responsibilities of the organisation toward the participants in the exchange programme

4.1. The organisation and the liaison officer

The responsibilities of the organisation toward the exchange student and his host family:

There shall be a special organisation for the exchange programme in the sending as well as the hosting country. The organisation shall safeguard the exchange of reliable information, 24 hours a day, for the student and his parents as well as for the host family. The organisation shall establish contacts with the student's school and continually monitor his school attendance. The organisation shall also maintain contacts with the authorities.

Before departure to the host country, the participants shall be informed of the name, address and telephone number of the exchange organisation both in the home country and abroad. The organisation shall also see to it that the liaison officer resides close at hand in the student's host country. The exchange student shall be informed of the name of the liaison officer and how he can be contacted, before the student departs for the host country.

At its disposal, the organisation shall have a sufficient number of experienced personnel to assist the exchange student. The organisation shall, through its liaison officer, maintain regular contact with the exchange student and his host family during the exchange year and aid and support the student with any problems. The organisation shall also help the student in adjusting to the community, where he has been placed. To safeguard the welfare of the student, the organisation shall have the right to relocate the student or send him back home. The organisation shall guarantee an uninterrupted exchange of information between the sending and the hosting countries.

4.2. Insurance

The organisation shall ascertain that the exchange student is sufficiently covered by insurance during his exchange year.

The terms of the insurance policy shall be in the student's language as well as in the language of the host country or in English. A third-party liability insurance or a no upper limit insurance, covering all costs for sick care and transport home in case of sickness or death, is to be considered as sufficient coverage. The terms of the insurance policy shall be conveyed to the student's parents or guardian, the student himself and the host family before the programme commences.

4.3. Discontinuance of programme

A participant who for some reason wants to discontinue his stay shall be allowed to do so and return home without delay at the organisation's expense. The organisation is entitled to compensation for any additional costs, of which proof, however, shall be presented before payment.

4.4. Location schedule

No later than three weeks before his departure, the exchange student shall be informed of the name and address of his host family. Failing this, the exchange student has the right to cancel his participation in the exchange programme and have all his payments refunded.
5. Registration and travel arrangements

5.1. Term of application
The term of application must not end before ten months prior to the inception of the exchange year, but shall end 4 months, at the latest, prior to the date of departure.

5.2. Fee of interview
The fee for the interview, which must not exceed 1 per cent of the fee for participation in the programme, shall be paid when handing in the application and is not refundable.

5.2. Fee for participation in the programme
A binding contract exists between the student and the organisation once the student has registered for the organisation’s programme and paid the registration fee.

The registration fee, which must not exceed 10 per cent of the fee for participation, is payable as soon as the student has been accepted into the programme. The organisation shall make it possible for the student to pay the participation fee in several installments in accordance with a contract made with the organisation. Together with the last payment the insurance premium is also paid, unless, of course, it has already been included in the original price.

6. Alterations of the participation fee
The participation fee mentioned in the brochure must not be increased or potentially decreased by more than 15 per cent due to changes in the rates of exchange or in the costs of air travel that occur before the last date of payment. The increase is further permissible only, if the rise in price has been unforeseeable, and it can be applied only to such rates, as are to be considered as immediately contingent on the price advance.

The organisation shall inform the participant and his guardian of any price increase within two weeks (fourteen days) of the date, when it became necessary to raise the price. Any price increase must be relayed to the participant a minimum of 30 days before his intended date of departure. If the price increase exceeds the original price by more than 7.5 per cent, the participant has the right to cancel his contract and have the payments he has already made refunded, except for a service charge that must not, however, exceed 2 per cent of the participation fee. The cancellation of the contract must occur no later than one week (7 days) after the date that the participant has been informed of the price increase. Increases of price of less than 1 per cent are not collectable.

7. Cancellation before departure

7.1. Cancellation without valid reason
a) If cancellation is made after the signing of the contract, but prior to four months before the date of departure, the organisation may withhold for itself a minimum of 20 per cent of the participation fee.

b) If cancellation is made 91-120 days before the date of departure, the organisation may charge a cancellation fee that must not exceed 25 per cent of the participation fee.

c) If cancellation is made 61-90 days before the date of departure, the organisation may charge a cancellation fee that must not exceed 30 per cent of the participation fee.
d) If cancellation is made later than 30 days before the date of departure, the organisation may charge a cancellation fee that must not exceed 50 per cent of the participation fee.

7.2. Cancellation for a valid reason
If the participant or a member of his immediate family falls ill, meets with an accident or dies, the participant or his tutors have the right to cancel the trip. Written proof of the reason for the cancellation must be produced. Provided the insurance does not cover the costs, a maximum of 7 per cent of the participation fee may be withheld to cover any losses sustained by the organisation. The same applies when the family relations of the participant radically change as a result, for instance, of the divorce or illness, disemployment or any comparable financial difficulties of his parents/guardian, directly affecting the possibilities of the student to participate.

Participants that have not been informed of their host families a minimum of three weeks before the proposed date of departure, have the right to cancel their participation and reclaim the total amount paid. If the proposed location or other arrangements markedly differ from what has been promised in the brochure or in the student's contract, the participant has the right to cancel his trip and have all his payments refunded.

7.3. Written cancellation
Cancellation shall be made in writing.

8. Cancellation of programme before its inception
A programme may be canceled due to a force majeure situation (natural disaster, strike, state of war, etc.), of which the organisation shall immediately inform the participants. The payments made by the student up till then shall be reimbursed without delay to their full amount. When confronted with a force majeure situation, the organisation has the right to offer the participant some other comparable location in exchange.

9. Discontinuing the programme
The exchange student has the right to return home earlier than planned. When the discontinuance is made on the participant's own request and the organisation demonstrably has run the programme as originally agreed, the organisation is not legally bound to refund fees that have been paid by the participant.

The organisation has the right, without refunding participation fees, to discontinue the programme of a student that has violated the rules of the programme or that has proven himself not suited for the programme. The organisation must, however, demonstrate that the student has received due assistance and support from the organisation before the decision to discontinue the programme was made. In such instances, the organisation, however, has the responsibility of ascertaining, to the best of its ability, that the student returns home. The participant and his guardian have the right to be informed in writing of the reason for the decision.

The organisation shall observe the following, when discontinuing the student's exchange programme:
1. the organisation in the host country shall inform the office in the student's home country of its decision
the office in the home country shall inform the student’s parents/guardian of the decision

the organisation is responsible for arranging a safe return passage of the student and for informing the student’s parents/guardian well in advance of the exact date of the student’s arrival home.

10. Marketing and information

10.1. Presentation of the programme and application routines
The brochure shall give a truthful account of the conditions in the host country and contain information of the demands made on the participants. The presentation shall clearly state what is expected of the student in his exchange year abroad. The presentation must not give rise to unrealistic expectations or give the impression that the exchange programme is a tourist, vacation or language trip or language course by deceptively marketing, for instance, different parts of the recipient country at different rates.

10.2. Price of exchange programme
The price of the exchange programme shall cover:

- return trip from the student’s home country and back
- training courses at home and abroad
- compulsory school fees (if school fees are not included they shall be mentioned separately)
- administrative costs.

The brochure shall inform what exactly is included in the overall price. The price of the programme shall be given in the local currency.

The brochure shall also state how payments are made (date of payments and size of installments). The brochure shall further inform that additional money is needed for pocket money, vacation trips, hobby activities at school, membership dues in clubs etc.)

10.3. The trip to the location
The brochure shall inform how the trip will be made, the date of departure and the date of the return home.

10.4. Rules regulating stay abroad
The brochure shall also inform that the organisation has adopted certain rules for the stay abroad and that any student violating these rules may be sent back home.

11. Insurance coverage

The exchange student has to carry insurance. The brochure shall briefly outline the coverage required and what coverage, if any, is included in the total price.

12. Written contract

The contract shall include the following documents:

- an application written in English or some other foreign language
- a health certificate
- information on success at school
- a written recommendation of the school
- a written report on interview held with the student
- a written contract, also in the student’s vernacular, signed by the student and his parents/guardian
- the rules, in full, in the student’s language that the exchange student and his parents/guardian commit themselves in writing to observe
- a written payments agreement signed by the student’s parents/guardian.
Further, the exchange student shall, well in advance, be informed of the formalities involved, e.g. application for passport and/or visa, requisite inoculations etc. Candidates shall also be informed of the procedure in accepting or rejecting the programme.

The recommendation that has been jointly drawn by the National Board of Education and the student exchange organisations is available from the exchange organisations.

The recommendation is effective as from January 1st, 1993.

SIGNATORIES OF THE FINNISH RECOMMENDATION CONCERNING INTERNATIONAL EXCHANGE OF STUDENTS
Helsinki, January 9th, 1992

AFS Intercultural Programs
YFU Suomen Youth For Understanding ry
ASSE Finnish Educational Travel Oy
Koulumatkatilunlaitos
World Experience International Finland ry
Tjäreborg Kielimatkat Oy
ICYE Kansainvälisen kristillisen nuorisovaltuusto ry
EF Educational Foundation For Foreign Study
Aspect Foundation
STS Student Travel Schools
Rotary- nuorisovaltio
Famex Finland
Opetushallitus

d.2 Quality Charter of AJA\textsuperscript{15}, the German Association of Non-Profit Exchange Organisations (2000)

QUALITY CRITERIA FOR INTERNATIONAL YOUTH EXCHANGE

Die in der Arbeitskreis gemeinnütziger jugend- austauschorganisationen zusammengeschlos- senen gemeinnützigen Bildungsorganisationen AFS Interkulturelle Begegnungen e.V., Deutsches Youth For Understanding Komitee e.V. und Experiment e.V. organisieren internationalen Jugendaustausch mit dem Ziel, den Teilnehmern an den Programmen (Schüler und Gastfamilien) zu ermöglichen:

- The non-profit educational organisations joining forces in AJA - AFS Interkulturelle Begegnungen e.V., Deutsches Youth for Understanding Komitee e.V., Experiment e.V. and Partnership International e.V. organize international youth exchange aiming at enabling the participants in their programs (students and host families)
- to get to know and appreciate cultural diversity in our world,
- to become aware of their own cultural identity and history and the resulting character and responsibility,
- to learn attitudes and skills that make understanding possible across cultural boundaries,
- to lay a foundation that contributes to solving interpersonal and international problems in order to promote, in the long run, understanding between people and peace.

An international youth exchange pursuing these aims makes demands on organisations that run such exchange programs as well as on the attitudes and behaviour of participants, parents and host families.

International Exchange
International exchange through AJA organisations means an offer of exchange programs with a great number of countries around the world. In this respect, AJA organisations consider programs
AJA organisations are associated by contract with a network of partner-organisations in all respective countries and work on a basis of common standards. In addition, know-how and financial aid are provided for organisations in economically weak areas and for the foundation of partner-organisations in further countries.

**Non-Profit Status**

Youth exchange is organized by AJA organisations not with the aim of financial profit, but in the firm belief that exchange promotes skills that are an indispensable precondition of responsible behaviour in a world characterized by interdependence and increasing globalization.

AJA organisations are recognized in Germany as non-profit associations and supporters of independent youth welfare. For this reason they use an essential part of their financial means for educational programs, scholarships and program development and, at the same time, keep their expenses for publicity, personnel and logistics as low as possible. That is also why most of the work achieved by these organisations is done by volunteers. It is an important concern of all AJA organisations also to enable students with limited financial means to spend an exchange year abroad by providing them with scholarships either from AJA organisations themselves or outside sponsors.

**Volunteer work**

AJA organisations are sustained by the work and enthusiasm of their volunteers, who are, as a rule, former participants in exchange programs. Volunteer work is one of the essential foundations and strengths of our exchange work, enabling us to carry out on a large scale our demanding tasks, such as careful individual counseling of students and host families in Germany and holding seminars to prepare and evaluate exchange programs. Moreover, voluntary commitment gives program participants an opportunity to maintain their experience beyond the end of the program and to pass on to others what they have learnt.

AJA organisations thus provide their former program participants with an opportunity to assume social responsibility at an early age and to acquire the capacity for leadership and teamwork. Internal training sessions and measures to qualify volunteers are an important part of our work and guarantee its high standards and further development.

The following principles result from the fact that AJA organisations understand themselves as educational associations:

**Selection of Students**

As an exchange year makes great demands on the students and not every applicant is able to fulfill them, careful selection is a basic prerequisite of our work. Each AJA organisation complies with the documented guidelines for standards fulfilling the following criteria:

- The selection is based on written documents as well as on the personal impression that several volunteer workers of the respective organisation have had of the applicant concerned in individual and / or group interviews.
- The decision to accept a student is mainly determined by the assessment of the seriousness of the student’s interest in cultural exchange, his readiness and ability to meet new and unfamiliar situations and to put into perspective his own preconceptions, his ability to digest new impressions and experiences, by adequate behaviour within a group as well as personal maturity.
- A positive selection is only admissible if the organisation is convinced, on the basis of written documents and the personal impression, that the applicant is ready for the challenges of an exchange year. Aware of the fact that a correct assessment cannot be guaranteed for such a decision, the welfare and protection of the participants are given absolute priority by all AJA organisations so that doubts about the above-mentioned qualifications will automatically lead to the rejection of an applicant.
Preparation for and Evaluation of Programs and Counseling in the Host Country

AJA organisations attach special importance to seminars lasting several days that prepare and evaluate programs in the home country as well as to seminars counseling students in the host country. These seminars are based on a specific didactic conception and are meant to help students comprehend, digest and master situations and experiences during their exchange year.

Preparatory seminars in the home country focus on:

- an analysis of the participants’ perception and communication determined by their own culture,
- an approach to an attitude of adaptability in the host country and to an understanding of adaptability as a process during which communication and cooperation are learnt and practised in a concrete and exemplary way across cultural boundaries,
- an approach to realistic expectations during the exchange year,
- conveying rules and regulations in force in the host country and with the exchange organisation as well as offering help for further preparation,
- an introduction to specific cultural and historic facts of the host country, especially in respect of schools and family life,
- qualifying the exchange students to assume responsibility for representing their own country in the host country.

Counseling sessions in the host country focus on:

- an introduction to cultural characteristics from the perspective of the host country and an explanation of specific regulations,
- a reflection of personal experiences in the inter-cultural learning process at different stages during the exchange year,
- preparation for the student’s return to his own country.

Program evaluation focuses on:

- an appreciation of the student’s experiences in relation to the data of the preparatory seminars,
- helping the student to readjust to conditions in his home country,
- pointing out opportunities and responsibilities resulting from the exchange year for the future.

AJA organisations also offer parents whose children participate in an exchange specially developed written material and / or preparatory seminars. Advice and information on the objectives of educational exchange are provided, as well as an opportunity to meet volunteer workers of the organisations.

Selection of Host Families and Placing Students

Host families are selected on the basis of personal visits from a representative of the exchange organisation. Host families, too, are required to show a genuine interest in inter-cultural exchange and a readiness to consider the exchange student as a member of their family. For this reason, host families do not receive any financial compensation for hosting a student. They have to be in a position to host a student by reason of their family background and financial situation.

Aware of the fact that placing students in host families means establishing an interpersonal relationship, not supplying tourist accommodation. AJA organisations endeavour to select suitable host families with the utmost care. Though the decision about placing a student in a suitable family may take a considerable period of time, AJA organisations guarantee that all students and their parents receive the address of a host family prior to the beginning of the exchange.

Concerning the selection of host families, AJA organisations consider any discrimination on grounds of race, religion or social standing as inadmissible. For this reason, we think it incompatible with youth exchange to promise a student a particular host-family profile.

As non-tourist organisations, we also decline to give a guarantee for placing a student in a particular area.
Traveling to and from the Host Country

During the journey to their host country, exchange students are chaperoned or are met at their destination by a representative of the organisations. With regard to transportation to and in the host country, AJA organisations set great store by security within the framework of local standards. Every participant is given an emergency telephone number in the host country in order to assure that the organisation can also be contacted outside office hours.

Counseling Students and Host Families

AJA organisations assume that problems which may occur during an exchange year and their independent solution are an important part of the learning potential during an exchange. Counseling students and host families is therefore of great importance.

Host families and students are mostly counseled by volunteer workers of the organisation. The local counselor provides individual assistance with adjustment and with problems in the course of the exchange year. In particular, he will act as a mediator in case of any interpersonal problems. In case of problems, counseling is regularly assisted by consultation with the partner organisation in the home country. With regard to counseling, special value is attached to good cooperation with the host school.

If in spite of counseling the further stay of a student in his host family is impossible, AJA organisations or their partners in the host country guarantee that the student may change his host family.

If in an exceptional case it should become necessary for a student to end his exchange year prematurely, this will happen only in accordance with provisions laid down in the contract and accepted by the student and his parents prior to the beginning of the exchange program. In making such a decision, the student’s welfare and health are our top priority.

Considerations of Consumer Protection

- AJA organisations are non-profit associations with their headquarters in Germany. They make contracts directly with students or their parents respectively.
- This entails detailed and clear conditions of eligibility and contract with an explanation of rights and duties as well as conditions of liability, payment and withdrawal.
- A special written contract is made only after a student has finally been selected for an exchange.
- The services offered in return for the program price are clearly defined. In particular, the total price includes the travel expenses and health insurance.
- All participants receive a security certificate according to § 651 k section 3 BGD.
- AJA organisations do not make use of advertising in order to avoid nurturing false hopes and expectations with regard to exchange programs. Nor do they use inducements such as the possible acquisition of a driver’s license or high school graduation.
- The contractual networking of each AJA organisation with its partners in the host countries guarantees direct cooperation between the sending and the receiving organisation and the carrying through of the program on the basis of the above-mentioned criteria.

SIGNATORIES OF THE GERMAN RECOMMENDATION CONCERNING INTERNATIONAL EXCHANGE OF STUDENTS MEMBER OF ARBEITSGEREICH ZU GEMEINNÜTZIGER JUGENDAUSTAUSCHORGANISATIONEN (AJA)

March 2000

AFS Interkulturelle Begegnungen e.V.
Deutsches Youth for Understanding Komitee e.V.
Experiment e.V.
Partnership International e.V.
e. Glossary

**Long-term pupil mobility**: a stay in another country coupled with formal enrollment and attendance in the local school system for a duration of minimum 10 months.

**Certification**: a document enabling the recipient to report on experience acquired in the host country to the relevant authorities in its home country and in particular the academic and professional authorities. Certification will often be in the form of a diploma delivered by a competent authority showing that the holder of the diploma has successfully completed a course or training and that he has acquired the necessary qualifications required to pursue his studies or training.

**Equivalence** is usually understood to refer to a detailed comparison of the individual course elements, which constitute a study programme.

**Accreditation**: formal process of recognition of educationally or professionally obtained qualifications enabling one to study or work in another country.

**Recognition**: act of accepting and attributing equivalent value to a diploma or a certification obtained in a third country as to that obtained at home. Usually this is a degree or diploma, but it could also be a period of study that a student has completed. Recognition looks into the function and overall level of academic study for purposes of admission to further study or work. In these cases, degrees or study periods may be recognised even when the degree programmes are not equivalent. An example of academic recognition would be if a school pupil is granted a degree in another country on the basis of his/her studies in his/her home country, or if a pupil is admitted to further studies in another country without having to sit remedial or additional examinations.

**Initial Teacher Training**: formal educational training leading to teaching profession.

**Mobility schemes**: formalised programmes offered by private or public bodies with the purpose of providing persons with the opportunity to study or to volunteer abroad.

**Mobility practices**: non-formal, inconsistent or temporary procedures affecting the mobility of persons. Common practice for example, existing in many countries, is the recognition of foreign diplomas by individual headteachers in the absence of governmental legislation. Likewise, schools may have policies that foster the opening of the school towards other cultures and the mobility of pupils, without such practice being consistent and widespread in the country. Certain practices have developed without due regard to the effect they may have on long-term exchanges (entry requirements for universities, for example).
f. Co-ordinating organisations

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