



Co-funded by  
the European Union

# **COOPERATION MODEL**

## **SCHOOLS & PUPIL MOBILITY ORGANISATIONS**

**INDIVIDUAL PUPIL MOBILITY (IPM)  
WITHIN ERASMUS+**

## What is **Individual Pupil Mobility (IPM)**?

Individual Pupil Mobility is an educational programme for secondary school pupils between 14 and 18 years old which provides them with the opportunity to spend up to 10 months in a host school abroad, living with a host family.

The Erasmus+ programme in the school education field provides financial support for this activity.

## Cooperation with a Pupil Mobility Organisation in the context of Erasmus+ IPM

### Why?

Diving into Erasmus+ for schools can often feel like a daunting process to embark on. Managing logistics, the intercultural learning preparation of pupils and all stakeholders involved, and the development of the Learning Agreement to ensure the recognition of the learning outcomes of the period abroad can feel like an impossible task to take on alone.

Pupil Mobility Organisations have a long-standing experience in organising individual pupil mobility programmes to develop the competences needed for living in intercultural societies. These organisations are non-profit and volunteer-led, they are part of a European and/or worldwide network of similar organisations rooted in local communities, sharing procedures and quality standards. Within Erasmus+, accredited schools can choose a Pupil Mobility Organisation as 'supporting organisation' to help with the project implementation on the sending and host sides.

Cooperation between schools and pupil mobility organisations is the key to guaranteeing that the objectives of an IPM project are achieved and that the process goes easily and smoothly, generating the maximum positive impact for the young participants and the entire community of sending and host schools involved.

### What are the **benefits** of such a **cooperation**?

- Access to an existing network of schools and support networks on both the sending and host sides;
- Faster and easier communication/bridges with schools and organisations in other countries;
- Support for a systematic approach to the internationalisation of the school, thanks to the development of relationships with a variety of foreign schools and organisations;
- Support based on specialised knowledge of the logistical and administrative aspects of individual pupil mobility;
- Access to a wide range of educational resources to support pupils' and teachers' learning journey, based on well-tested methodologies and expertise in intercultural learning and non-formal education within pupil mobility contexts;
- Support with risk management, pupil well-being, Learning Agreement development, and extracurricular activities;
- Cost optimisation.

# How to make cooperation **successful**?

## Communication

- Defining clear communication channels and habits, ensuring honest and regular communication between stakeholders;
- Agreeing on a common calendar with planned meetings, clear deadlines, check-in points, etc.;
- Having clearly defined roles and responsibilities;
- Aligning goals and expectations;
- Having a shared decision-making process – both schools and pupil mobility organisations take full responsibility and ownership of the project;
- Emphasising knowledge of sending and host schools' specific community context.

## Whole-school approach

- Teachers are involved in and supported through the IPM project in its entirety (selection process, support of pupils, preparation of sending/host classes);
- The project is connected to essential and relevant issues for the school's community;
- Teachers are encouraged to develop intercultural learning and global competence in their classroom;
- All pupils, school staff, and families have knowledge of and are involved in the internationalisation of the school.



## How to factor in **inclusivity**?

Inclusivity is one of the objectives of the new Erasmus+ strategy. The inclusion of pupils considered underprivileged, who, for various reasons, are less likely to consider learning mobility, comes with an added set of challenges and considerations which require careful reflection. In these more fragile contexts, the need to resort to reliable and experienced models that guarantee quality mobility and attention to inclusion is even greater. Relying on support organisations provides the space to:

- Build and nurture closer contact between sending and host schools;
- Ensure support throughout all stages of the application process, mobility period, and support after return;
- Consider each pupil's particular needs and circumstances and adapt preparation, integration, and re-entry accordingly;
- Include support for pupils' natural families.

# What is the role of schools?

- Promote Erasmus+ IPM projects within the school community;
- Select pupils;
- Develop and evaluate the Learning Agreement\* in collaboration with the host school and the pupil;
- Recruit host families;
- Communicate with sending/host school and supporting organisation;
- Involve teachers in the preparation of sending pupils and host classes;
- Support teachers in participating in intercultural learning activities/training and in becoming more globally competent;
- Ease the process of recognition of outcomes of learning periods abroad by supporting the pupil's learning journey.

## \*Learning Agreement:

An agreement that defines, in collaboration between the sending and host schools, the expected learning outcomes to be developed by the pupil in the host school, and how to assess them to ensure recognition by the sending school. This is compulsory for any pupil going abroad with Erasmus+ , regardless of their length of stay.

# What is the role of supporting organisations?

- Provide the use of standardised functioning processes;
- Find host schools;
- Facilitate pre-departure, arrival, and return support activities and training;
- Support the school in pupil selection;
- Provide schools with intercultural learning opportunities and educational materials;
- Support with host family recruitment, including host family preparation;
- Promote the integration of pupils with other pupils involved in mobility programmes (both sending and hosting);
- Share best practices with schools (supporting materials, timelines, etc.);
- Support pupils and host families throughout the process (individual check-ins, mediation if needed);
- Provide risk management in close contact with the schools (24/7 emergency line, pre-defined risk management procedures);
- Organise travel and logistics in close contact with the school.

## What strengths make a supporting organisation the best partner for schools?

- Proven knowledge and experience with individual pupil mobility (sending and hosting);
- Access to a network of pupil mobility organisations in a variety of Erasmus+ programme countries;
- Human Resources 100% dedicated and specialised in intercultural learning and mobility projects;
- Knowledge and experience of Erasmus+ objectives, requirements, and processes.



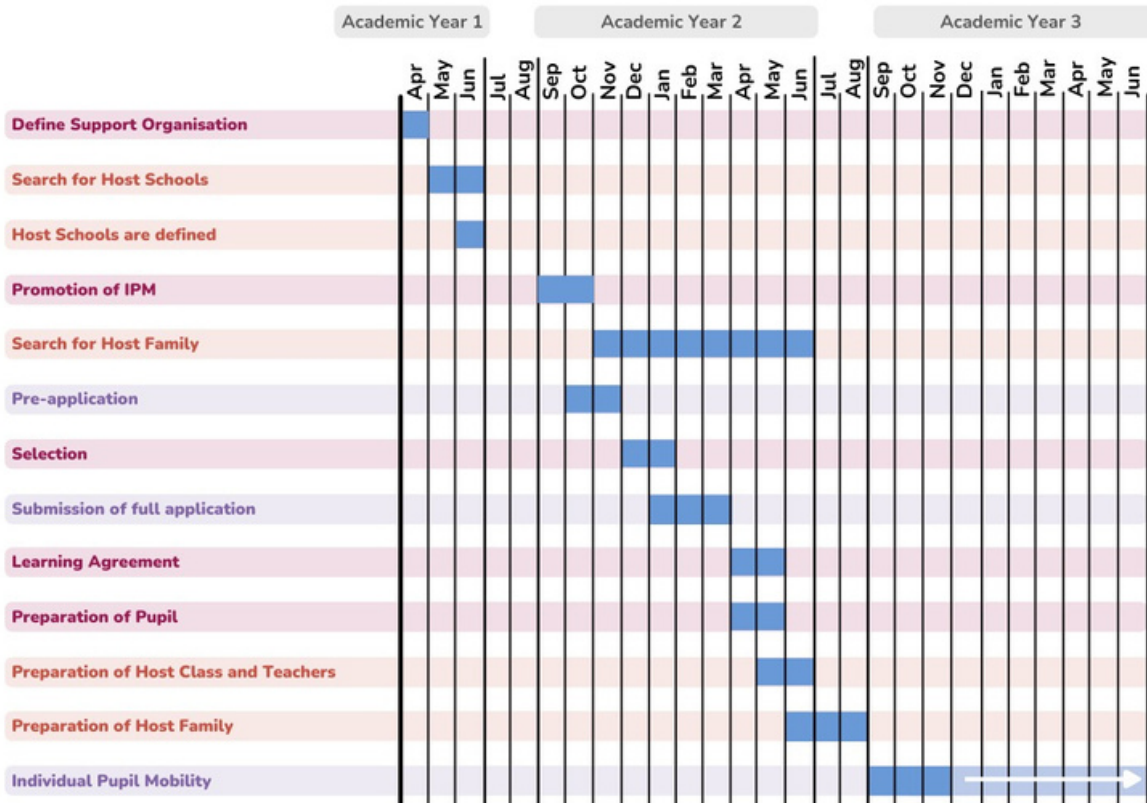
# What is the **timeline** of an IPM project?

IPM projects need to be planned well in advance so as to give both sending and host partners the time to review applications, put host schools and sending schools in contact for the elaboration of the Learning Agreement, and recruit host families. IPM projects cannot be rushed or improvised, and this is especially important in the context for which this guide was written.

## Mobility starting in **January**



## Mobility starting in **September**



\* Note that although a mobility period can range between 1 and 10 months, not all countries accept extended mobility in the second semester.

- Responsibility of the sending side (schools and supporting organisations together)
- Responsibility of the support organisation on the hosting side
- Responsibility of the pupil



Co-funded by  
the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

**Expanding learning mobility to new audiences through school-civil society partnerships**  
2020-1-BE01-KA201-074973

This guide is the result of the Erasmus+ project Expanding Learning Mobility (ELM) which has given 12 underprivileged pupils from four different countries the opportunity to experience a 2-month learning mobility programme abroad between February and March 2022. This guide aims at helping schools to cooperate with pupil mobility organisations to effectively promote, support, recognise and leverage this experience, in particular among less advantaged pupils.

For further information, contact [efil@afs.org](mailto:efil@afs.org)

### Project Partners:



AFS Intercultura España  
AFS Programmes Interculturels  
AFS Starpkultūru programmas  
AFS Vivre Sans Frontière

IES Pradolongo, Madrid, Spain  
Athénée Royal Du Sippelberg, Brussels, Belgium  
Rīgas 49. vidusskola, Riga, Latvia  
Lycée Fulbert, Chartres, France