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COMMISSION STAFF WORKING DOCUMENT

Citizens' Report

Accompanying the document

Proposal for a Council Recommendation

'Europe on the Move' – learning mobility opportunities for everyone

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1. INTRODUCTION

This Staff Working Document (SWD) accompanies the Commission proposal for a Council Recommendation "'Europe on the Move' – learning mobility opportunities for everyone" and includes the Citizens' Report from the European Commission's Citizens' panel on learning mobility. The annex provides the final 21 recommendations put forward by the citizens from the work of the citizens' panel.

2. CITIZENS' REPORT FROM THE EUROPEAN COMMISSION'S CITIZENS' PANEL ON LEARNING MOBILITY

Following up on the final recommendations of the Conference on the Future of Europe, in its Communication "Putting Vision into Concrete Action" (of 17 June 2022), the Commission committed to enabling citizens' panels to deliberate and make recommendations ahead of certain key policy proposals.

The third panel of this **new generation of citizens' panels**[1] was organised by the Directorate-General for Education, Youth, Sport and Culture together with the Director-General for Employment, Social Affairs and Inclusion, and the Directorate-General for Communication between 5 March 2023 and 30 April 2023 on the subject of **learning mobility**.

The panel was convened against the background of preparatory work for the **proposal for a Council Recommendation on learning mobility, to inform the Commission of the citizens' perspective** and get their recommendations.

2.1. The panel

The panel was **composed** of 142 randomly selected citizens reflecting the EU's diversity in terms of age, gender, socio-economic background, education and geography (nationality and urban/rural residency). Citizens met over three weekends to formulate recommendations on how the European Union can make opportunities for learning mobility a reality for everyone.

They were **aided** by professional moderators and facilitators, Commission experts and a Knowledge Committee including external experts.

The panel's deliberations focussed on identifying target groups for learning mobility as well as challenges and obstacles to access learning mobility. Citizens exchanged ideas and perspectives on how to overcome these obstacles which were consolidated into final recommendations.

2.2. The recommendations

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

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

[1] Two other citizens panels took place in 2023, respectively about food waste and virtual worlds.

During the deliberations, the citizens stressed the lack of awareness, in particular amongst adult learners and disadvantaged learners, about the existing learning mobility opportunities available to them. Therefore, the importance of **reaching out and providing targeted information** at the level closest to learners of all ages, including disadvantaged learners, was emphasised in five recommendations. Four recommendations also give significant importance to improving **language learning**, including through the use of new technologies, as a key enabling factor for learning mobility.

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

2.3. Next steps

The Commission's **proposal for a Council recommendation takes account of the recommendations** of the Citizens' Panel. The proposal aims to **expand the scope of learning mobility opportunities** to learners, educators and staff of all ages in school education, youth exchanges vocational education and training, higher education and adult education and support their transition to labour market and work mobility. The proposal also has a **strong focus on inclusive mobility**. Therefore, the proposal is well aligned with the citizens recommendations, in particular on expanding learning mobility opportunities for people of all ages and socio-economic backgrounds; on promoting non-discrimination and on assuring tailored financial support. While learning mobility opportunities for these groups and dedicated inclusion measures for people with fewer opportunities are already available under the Erasmus+ programme, the Commission's proposal aims to offer even more opportunities for all learners within a broad range of cross-border learning mobility schemes.

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

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

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

Part of the panel's recommendations are also at least already partly addressed **by the 2021-2027 Erasmus+ and other EU programmes**. For example, as regards the recommendation on enabling learning mobility for families, some Erasmus+ National Agencies provide a top-up to an individual support grant for students with children. **Online language support** is open to all participants in mobility activities in Erasmus+ and European Solidarity Corps Programmes.

ALMA, financed by the European Social Fund Plus, provides a supervised **work-related experience in another EU Member State** for disadvantaged young people aged 18-29.

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

ANNEX 1: FINAL RECOMMENDATIONS OF THE EUROPEAN CITIZENS' PANEL ON LEARNING MOBILITY

Disclaimer: The views presented in this report are not the views of the European Commission but of the citizens who participated in the panel. It cannot in any circumstances be regarded as the official position of the Commission or its services.

Recommendation 1 **A vehicular language (lingua franca) as a tool for learning mobility**
English is established as a vehicular language within the EU. English is an easy and common means of communication. The EU should therefore recommend that Member States teach English as a first foreign language. The EU should support Member States in setting up, subsidising, and funding programmes for those who want to learn English. These programmes should be supported both in schools and out of school. Low-cost English courses should be offered outside school for people of all ages. The programme needs to be well advertised and motivate people to learn English.
Justification A common vehicular language facilitates exchanges between nations and cultures. This does not contradict a multilingual Europe. English is easy to learn and is already widely spoken, especially by young people.

Recommendation 2

Living multilingually in Europe

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

Justification

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

Recommendation 3

Expansion of existing learning mobility programs for people of all ages and socio-economic layers

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

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

Justification

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

Recommendation 4

Promoting deeper integration of the vocational training sector across the EU

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

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

Justification

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

Recommendation 5 **Enabling learning mobility for families**
We recommend that the EU establishes a pilot programme for intergenerational learning mobility that allows several family members to go on mobility together, thereby addressing family constellations. We recommend that a new pilot project be launched, possibly within the framework of an existing programme, in which persons with children are taken into account. The pilot project should be evaluated according to its cost-effectiveness to decide whether it should be expanded.
Justification This measure encourages intergenerational dialogue across the EU as part of its mobility programmes. Additionally, it facilitates access to mobility for people with young children. This solution has the potential to involve school children and parents in mobility: Children could go to school and parents could participate in adult education.

Recommendation 6

EU programme to promote hybrid models of learning mobility for employees

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

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

Justification

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

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

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

Assessment value

Recommendation 7 **Improving language learning through new technologies**
The European Commission should invest in the use of technological tools (AI) in the framework of learning mobility to complement language learning. The EU should invest in digital technologies to support learning mobility alongside face-to-face learning. This recommendation applies to the preparation for learning mobility and to the mobility period itself. Technological tools should be free of charge. New technologies should be used especially in the early stages of language learning. New technologies should be used in a way that it reaches all citizens undertaking learning mobility (e.g. students, pensioners,...). The European Commission should complement the existing EU Academy platform with the latest AI developments through an app. Specific use of AI could include learning, vocabulary reinforcement, synchronised interpretation, and enabling communication between users on the app.
Justification The European Commission should take advantage of the latest technologies to improve language learning in learning mobility. AI systems can analyse learning success and develop personalised learning programmes based on needs and skills more quickly.

Recommendation 8

Advertise and promote language programmes

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

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

I) Before the stay:

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

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

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

II) During the stay:

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

Justification

According to statistics (Flashbarometer, 2020), language learning is one of the main barriers preventing people from participating in mobility schemes for learning purposes.

Assessment value

Recommendation 9

Deployment and adaptation of Erasmus+ information centres and services

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

Justification

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

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

Recommendation 10

Assuring tailored financial support for all people going on learning mobility

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

Justification

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

Recommendation 11

Ambassadors for a more mobile Europe

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

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

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

Justification

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

Recommendation 12

Mentors for a better welcome in the destination country

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

Justification

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

Recommendation 13

For greener learning mobility!
We recommend that incentives for cheaper access to green transport (while moving to and living in a host country) are offered to all participants of learning mobility. These options would also give the participants the possibility to have a cheaper eco-friendly lifestyle in the destination countries, using eco-friendly travelling options to work, staying in eco-friendly hotels, etc. These environmentally friendly options should be properly communicated by the European Commission before the participants leave for the destination country.
Justification Because there is a need to encourage learning mobility participants, through the use of economic incentives, to use green modes of transportation while going to another country, but also once they are in this new country.

Recommendation 14 **Recognise the role of educators in learning mobility!**
We recommend that educators who support students with learning mobility programmes should be officially recognised as 'international coordinators'. They should be compensated for the extra workload and time spent. They should be easily recognisable in their educational institution, receive training, and a certification. This should encourage them to advise and help students in learning mobility programmes, also with administrative procedures, while conveying European values and the European vision. These 'international coordinators' should be seen as trustworthy. They should organise activities promoting learning mobility throughout the year.
Justification Educators should be valued and recognised for their extra work and providing better and more accessible information and guidance on the opportunities available.

Recommendation 15

Financial support for the professional development of employees

We recommend that the EU provide financial incentives for:

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

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

Justification

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

Recommendation 16 **Information on worker mobility in Europe**
We recommend that the EU creates and manages an information platform dedicated to the learning mobility opportunities for workers in all types of sectors (private, public, etc). The aim of the platform is to connect companies and workers, and it should be universally accessible. Each participant registers their portfolio: companies that want to be a host provide information about what they offer - and workers present their contributions and objectives for a learning experience. The platform will also include information on the different types of funding available and link to other related sites. Workers who have participated in a learning mobility programme should share their experiences through a report. This platform would help to better coordinate the exchange of workers and to manage administrative procedures in a more streamlined and harmonised way.
Justification This platform would allow employers to exchange information on opportunities and ways to implement these exchanges. In addition, it would be a common space for employees to understand what is available on the market regarding learning mobility opportunities.

Recommendation 17

Targeted information campaigns on learning mobility

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

Justification

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

Recommendation 18

Measures and activities to promote non-discrimination in learning mobility

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

Justification

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

Recommendation 19

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

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

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

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

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

Justification

This recommendation is important for two main reasons:

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

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

Recommendation 20

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

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

Justification

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

Recommendation 21 **Promotion of a targeted communication strategy for Erasmus+**
We recommend that all EU citizens should become aware of Erasmus+ within 3 years. This should be achieved through the creation of an effective communication strategy targeting specific groups that are not aware of and informed about Erasmus+ and the European Solidarity Corps. These groups include, but are not limited to, people with disabilities, workers, the unemployed, the financially disadvantaged, people living in rural areas, people without tertiary education, and people at risk of social exclusion.
Justification There are many opportunities and programmes for learning mobility, such as the Erasmus+ and the European Solidarity Corps. In addition, information hubs such as the Erasmus+ platform and the Erasmus+ app have already been developed. However, this information is not easily accessible and does not reach all relevant groups. Therefore, we recommend setting the goal of reaching all EU citizens within 3 years by creating tailored campaigns to reach specific target groups who may not be able to access or benefit from the currently available information.

Assessment of recommendations

The citizens assessed all recommendations on a scale between 1 – 6. The value 1 meaning "I strongly oppose the recommendation" and 6 meaning "I strongly support the recommendation". Abstention was also an option.

nr.	Recommendation	Average
1.	A vehicular language (lingua franca) as a tool for learning mobility	5,0
2.	Living multilingually in Europe	4,8
3.	Expansion of existing learning mobility programs for people of all ages and socio-economic layers	4,8
4.	Promoting deeper integration of the vocational training sector across the EU	4,8
5.	Enabling learning mobility for families	3,9
6.	EU programme to promote hybrid models of learning mobility for employees	4,8
7.	Improving language learning through new technologies	4,4
8.	Advertise and promote language programmes	4,9
9.	Deployment and adaptation of Erasmus+ information centres and services	4,9
10.	Assuring tailored financial support for all people going on learning mobility	4,7
11.	Ambassadors for a more mobile Europe	4,9
12.	Mentors for a better welcome in the destination country	5,0
13.	For greener learning mobility!	4,5
14.	Recognise the role of educators in learning mobility!	4,8
15.	Financial support for the professional development of employees	4,9
16.	Information on worker mobility in Europe	5,1
17.	Targeted information campaigns on learning mobility	5,0
18.	Measures and activities to promote non-discrimination in learning mobility	4,4
19.	Overcoming prejudices by encouraging a more balanced distribution of Erasmus+ placements	4,6
20.	Assessing the administrative barriers faced by employees and employers and how to overcome them	4,8

21.	Promotion of a targeted communication strategy for Erasmus+	5,0