LEARNING MOBILITY IN THE YOUTH FIELD: TOWARDS OPPORTUNITIES FOR ALL. *Evidence, experience, discourse.*

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THE EPLM'S DEFINITION OF LEARNING MOBILITY

By learning mobility we mean *transnational mobility undertaken for a period of time, consciously organised for educational purposes or to acquire new competences[1] or knowledge. It covers a wide variety of projects and activities and can be implemented in formal or non-formal settings[2].*

DESCRIPTIONS OF THEME TRACKS

In addition to the transversal themes of learning mobility in the youth field and inclusion, a series of sub-themes has been developed. These sub-themes are not only based on the *EPLM's position paper* and on its related activities (conferences and thematic meetings) but also take into consideration the *Recommendations of the Council of the European Union on 'Youth on the Move' – promoting the learning mobility of young people* (28 June 2011) and the Erasmus+ Inclusion and Diversity Strategy in the field of Youth[3]

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[1] *Competences* are to be understood as an overall system of values, attitudes and beliefs as well as skills and knowledge, which can be put into practice to manage diverse complex situations and tasks successfully. Self-confidence, motivation and well being are important pre-requisites for a person to be able to act out his/her developed competences'. SALTO T&C RC (2013). *Competence framework for trainers*.
[2] ICON Institute for EU Commission, Education and Culture (June 2012). *Study on Mobility developments.*
[3] http://ec.europa.eu/youth/news/2015/0130-youth-inclusion-diversity-strategy_en.htm.

Title
Impact (evidence, experience, and testimonies)

Scope, aim and objectives

Learning mobility schemes and projects in the youth field aim at creating a unique learning experience accessible to all young people. These schemes should therefore provide equal opportunities although nowadays, too many young people remain excluded from taking part in any sort of learning mobility initiatives.

Hence, it is important to not only explore what hinders learning mobility or what influences its schemes and structures, but also to go a step further in looking and supporting opportunities and conditions that exist and that have proven to contribute to 'inclusive learning mobility schemes', especially by exploring how beneficiaries understand and use these schemes, with a specific focus on inclusion.

Related questions to tackle could be: how is inclusion understood in mobility schemes? What needs to be changed in current mobility schemes in order to make these more inclusive? What are the conditions for inclusion activities? Is inclusion considered as a tool or as a horizontal approach? What type of impact, and to what extent measurable, are we talking about in this context? How to make learning mobility more inclusive? Does it change whether we talk about national, regional and European levels or from an individual, collective, or political perspective?

The objectives are:
- To consider 'impact' of inclusive mobility schemes as both an objective and a tool, at an individual and at a collective level;
- To support the inclusive understanding of learning mobility in the youth field and look at the best conditions to fulfil the demand behind;
- To explore concepts and paradigms of inclusive learning mobility (?) observed in different European countries and at European level;
- To explore opportunities that have proven to effectively support young people traditionally underrepresented in learning mobility schemes and projects and identify the conditions behind to learn for mobility schemes or support structures behind;
- To provide a space for sharing experiences and testimonies;
- To explore possible next steps with regard to providing more and better-adjusted opportunities for learning mobility, based on thematic analysis, with targeted information and support tailored to specific needs.

Title
Recognition

Scope, aim and objectives

In the framework of the *Strasbourg process* and the related initiatives that have been developed at European level by different stakeholders, the four dimensions of recognition are more and more systematically taken into consideration: self, social, political, and formal recognition. Nevertheless and when looking at learning mobility and inclusion, a stronger focus might be put on social and political recognition for this means to look at the impact (of the learning outcomes) from a different perspective than the individual one, and therefore to give space to exploring recognition also from both an 'inclusion perspective' and 'from the outside'.

This sub-theme will tackle questions such as: is learning mobility in the youth field being recognised? How? What is the stage of recognition? What about self-recognition and self-esteem of young people and their learning outcomes or youth worker and related structures, also important when talking about inclusion? How to ensure a better use of support tools and mechanisms? How can social recognition measures support the specific target groups better? How can support tools and mechanisms be included in longer term processes? How to promote them and where for excluded target groups? How could this help – in connection to learning mobility?

The objectives are:

- To provide participants with an overview of developments in the field of recognition of youth work and non-formal education/learning, with a particular focus on learning mobility and inclusion;
- To draw the scope for future initiatives planned and needed (at all levels and including events, publications and political instruments such as legal texts);
- To support a reflection on the recognition of competence development processes and on assessment (self and external) from an inclusion perspective;
- To provide participants with an overview of good examples of inclusive practices and tools;
- To discuss promoting training projects and/or related initiatives as well as the use of existing instruments that facilitate the transfer and validation of the learning outcomes of mobility experience and ensure that those instruments are better publicised;
- To improve procedures and guidelines for the [validation and] recognition of

non-formal learning/education on voluntary basis, for example in voluntary activities and youth work and with a particular focus on specific target groups to support their access to next professional and personal steps in their life .

EUROPEAN PLATFORM ON LEARNING MOBILITY
in the youth field

Title
Motivation for learning mobility

Scope, aim and objectives

It is relatively acknowledged nowadays that youth work and non-formal learning/education actively support the acquisition of competences facilitating - amongst others - social integration, personal development, participation and active citizenship and more and more young people do see learning mobility as one of the tools supporting such acquisition process. Youth work also supports and promotes learning mobility in order to not only reinforce the quality of its projects, but also to support the development of specific competences that local youth work alone cannot do.

Moreover, young people and youth work make use of learning mobility schemes because of their proven ability to create and generate new forms and approaches facilitating 'learning for all'. What are the elements that attract young people to engage in learning mobility schemes? Are the existing ones open and accessible to all? If not, what needs to be done?

Finally, an ever-increasing number of young people have to leave their country to find jobs. This involuntary mobility generates new challenges for youth work in both, the home- and the host countries of these young people. Youth work needs to support them to turn this 'forced mobility' into a positive experience of learning mobility.

This sub-theme will tackle the motivation to participate in transnational learning mobility activities: what works? Who to motivate? How to motivate? It will also consider the need to make learning mobility something more 'usual' in the youth field and focus on the peer exchange between mobile and not yet mobile young people. It will call for sharing good examples of practices and policy developments, and consider the importance of making learning mobility something more 'traditional' in the youth field.

The objectives are:

- To analyse the needs and mechanisms to improve access for learning mobility opportunities for all young people, with specific attention to and specific measures for certain so-called 'excluded' target groups;
- To explore factors that push young people into mobility experiences and what is needed to turn those into beneficial and successful learning opportunities;

- To explore ways to promote the added value of learning mobility among young people, their social, professional and educational environment, in terms of self-fulfilment and the development of professional, linguistic, social and intercultural competences, amongst others;

- To encourage networking between relevant organisations, stakeholders and other actors, in order to foster tailor-made support and ensure a coordinated approach to motivating young people to engage in learning mobility schemes;

- To encourage peer exchange between mobile and not yet mobile young people in order to improve motivation;

- To support developing a 'mobility culture' into all learning contexts and by promoting greater social and formal recognition of the value of learning mobility.

Title
Information and guidance on opportunities for learning mobility
Scope, aim and objectives

Youth information and guidance consist of a wide range of services, activities, projects and frameworks that provide young people with necessary information, counselling and support for learning mobility opportunities. For each young person has different needs, learning objectives, and competences, it is crucial to provide better access to learning mobility projects and to support a better conscious match-making between activities and potential participants.

Youth information and guidance services should also gather efforts and strengthen their cooperation to overcome barriers to access of information, limited tools and channels, language barriers and, amongst others, visa obstacles, supporting and promoting existing successful guidance and information mechanisms. Hence, this sub-theme will tackle questions such as: how to reach young people? Do we need specific information schemes? What about information policies?

The objectives are:

- To improve the quality of information and guidance, targeting specific groups of young learners, partially through supporting widening the use of new, creative and interactive ways to disseminate information, communicate and exchange with young people and all other stakeholders;

- To support policy makers and institutions in implementing existing legal instruments that aim at supporting learning mobility for all through, amongst others, advocating the removal of existing obstacles and encouraging stakeholders to develop clear, coherent and simple flow of information;

- To aim at a stronger cooperation between youth information and guidance services with a specific attention to young people in vulnerable situations.

EUROPEAN PLATFORM ON LEARNING MOBILITY
in the youth field

Title
Quality of learning mobility
Scope, aim and objectives

Quality – when clearly understood in a learning mobility context - is a significant factor when considering how to tackle, reflect and apply non-formal education/learning principles in youth learning mobility schemes and projects. Thus, mainstreaming quality into learning mobility opportunities includes ensuring that the outcome is fit for purpose. Quality needs to be an integral part of the design, preparation, implementation, execution and monitoring & evaluation of a given learning mobility experience.

Linked not only to training and competences development, but also to dimensions such as training and professionalization of youth workers and the diversity of projects and their geographical scope, it seems essential to identify adequate strategies, frameworks, approaches, criteria, indicators and more generally, pertinent measures to properly evaluate existing learning mobility initiatives, especially those targeting young people in [more] vulnerable situations.

The objectives are:
- To continue reflecting upon the notion, understanding and developments of quality learning mobility projects in youth work and through non-formal education/learning;
- To explore existing quality [frameworks] for learning mobility projects and the links to discourses on learning mobility from a practice perspective and in an inclusion context;
- To encourage the development of partnerships and exchanges between non-formal and formal education providers in order to better prepare, implement, monitor and evaluate learning mobility schemes;
- To support the provision of guidance to young people engaged in learning mobility projects before, during, and after on how to best make use of their experience;
- To explore the link with competences and assessment and reflect upon the appropriateness/need to develop quality standards and/or labels;
- To work towards identifying existing quantitative and qualitative criteria and indicators that support measuring quality within non-formal education/learning mobility schemes, with a focus on the differentiated impact on young people in vulnerable situations, age, gender, cultural minorities, social background, etc.;

- To reflect upon how to best support policy makers and institutions in promoting and removing obstacles to learning mobility in the youth field within the framework of the existing reporting structures and mechanisms.

- To identify, design and implement professional training curricula for those responsible for the overall success and enhancement of mobility schemes, with a particular attention to training and professionalization of youth workers.

Title
Support structures

Scope, aim and objectives

Learning mobility schemes and projects in the youth field contribute to the [personal and professional] development of young people. Moreover and in line with more recent policy developments, actors in the field of learning mobility ought to also address the issue of more vulnerable groups which are too often kept apart learning mobility opportunities and initiatives.

Developing actions towards a reinforced and specific adjusted support and accompanying systems (including mentoring, peer support, training, etc.) for learning mobility projects will first require analysing and examining the financial, administrative, technical and training needs and approaches in adequately preparing learning mobility projects.

Hence, this sub-theme will tackle dimensions such as the **i**nstitutional, administrative, financial, technical, and human resources needed for quality learning mobility projects, especially when addressing vulnerable young people. In that context, it will also tackle specific and strategic partnerships and networking.

The objectives are:
- To support successful initiatives aiming at reinforcing the support provided to young people taking part in learning mobility schemes before, during and after their mobility experience;
- To exchange on existing national and European information and guidance mechanisms and services, how they reach young people and what type of young people do they reach;
- To reflect upon the needs and mechanisms required to better support and promote learning mobility activities and projects particularly aiming at involving young people in vulnerable situations, and of/for those working with them;
- To encourage researches aiming at supporting resolving, where possible, administrative issues that generate obstacles to taking part in a learning opportunity, with a particular focus on barriers that hinder the participation of young people traditionally underrepresented in learning mobility schemes and projects;
- To encourage mentoring and peer learning schemes to ensure the integration of young people taking part in a learning mobility scheme;

- To support institutions in defining clear systems for encouraging engaging in learning mobility projects through ensuring appropriate access to protection in terms of insurance, labour standards, health and safety requirements and tax, social security and pension arrangements. This also includes the portability of grants, loans and appropriate access to relevant benefits;

- To encourage learning mobility partnerships with both public and private actors operating at local, regional and European level (and build on existing successful ones).