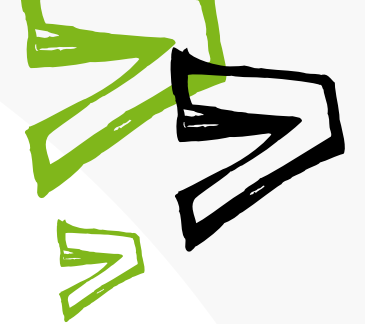
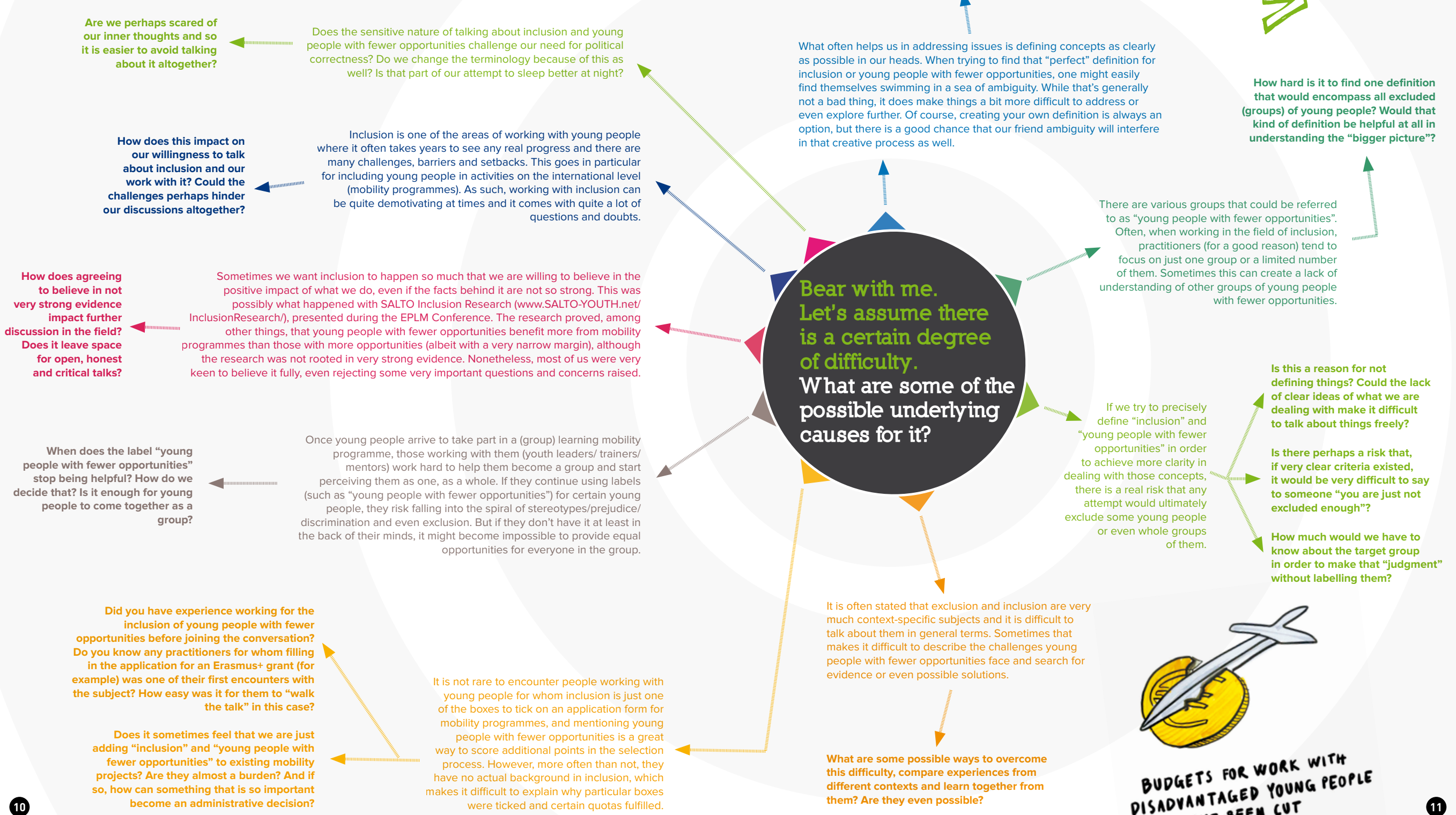


You might be wondering why I am asking this question and where it comes from! True, it could seem formulated and a bit odd. Even if it doesn't, you might not feel that there is any particular difficulty in addressing inclusion when talking about mobility. And that's fair enough. Perhaps if I tell you a little bit about the origin of the question, it will make some more sense. Perhaps...

Based on that, instead of blaming, shaming and pointing fingers (which would probably be pointed at me as well, anyway), I decided to take this feeling further, transform it into a question and see where it takes us. The question led to even more questions and those created further questions to be reflected upon. The maps in front of you are not attempts to provide answers, but rather to leave the questions with you and see what you think. And maybe, if we approached our next mobility discussions with these questions in mind, just maybe, we would get a little bit closer to gaining confidence in trying to deal with them.



Why is it so difficult to include "inclusion"?



BUDGETS FOR WORK WITH DISADVANTAGED YOUNG PEOPLE HAVE BEEN CUT

Illustration by Siiri Taimla

Why is it so difficult to include "inclusion"?

Why do I need to be talking about inclusion?
Is that something that comes as part of my role in the European youth work field? Or am I genuinely interested in talking about it?

Who benefits from my being involved in the conversation about inclusion? Am I contributing to some overall shift in the field? And do I benefit myself?

How can I focus on inclusion without feeling that I need to squeeze it into some boxes and add it to mobility programmes or any other existing activities?

If I am so interested in talking about it, but don't feel competent enough, how could I gain more confidence?
Should I go and try to do (some more) work in the field of inclusion of young people with fewer opportunities, in particular through mobility programmes? Or should I read more about it? Or perhaps something completely different?

Answers to these questions could potentially help us confront difficulty when including inclusion in our mobility conversations.

Do I know the reality of working with young people with fewer opportunities enough to be able to talk about it freely and provide evidence of what works and what doesn't?

Am I ready to admit defeat and reflect on potential failures in my attempts to work with the inclusion of young people with fewer opportunities in mobility programmes? In addition, am I ready to challenge existing practices and demand real proof that inclusion is happening as the organisers claim it is?



Illustration by Siiri Taimla



Is this the real life? Is this just fantasy?



By Özgehan Şenyuva

The added value of youth mobility, in particular the skill-developing benefits of international mobility, is well documented. Rigorous research – as conducted for instance by the RAY network (Research Based Analysis of Youth in Action) – provides sufficient evidence that young people develop various competences through their participation in learning mobility schemes.¹ After their mobility experience young people, in general, have acquired a more global mindset, stronger self-confidence, intercultural teamwork skills, and a higher degree of individual responsibility.



1. Research-based Analysis and Monitoring of Erasmus+ Youth in Action* (RAY), implemented by a network of Erasmus+ Youth in Action National Agencies and their research partners currently in 29 European countries <http://www.researchyouth.net/publications/>