



Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of Youth



Sustainability and Learning Mobility in the European Youth Field

Background Paper

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Edited by: Lana Pasic

February 2023

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Abbreviations

CoE	Council of Europe
EPLM	European Platform for Learning Mobility in the youth field
ESC	European Solidarity Corps
EES	Education for environmental sustainability
EU	European Union
JRC	Joint Research Council
NGO	Non-Governmental Organisation
SDG	Sustainable Development Goals of the United Nations

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WHAT IS THE CONNECTION BETWEEN LEARNING MOBILITY AND SUSTAINABILITY?

What is learning mobility?

The European Platform for Learning Mobility ([EPLM](#)) defines learning mobility in the youth field as *mobility of young people (transnationally, regionally or online) undertaken freely and voluntarily for a specific period of time, consciously organised for educational purposes, to impact on the local community or to acquire new competences (knowledge, skills, attitudes or values). It encompasses a wide variety of project formats and activities, and can be implemented in informal or non-formal education settings.*

There are many programmes, initiatives and networks within Europe that support young people with learning mobility activities. These include those of the European Union, the Council of Europe, as well as various bilateral and regional programmes. Many learning mobility activities aim to include more young people with fewer opportunities, using youth work and community action to build competence and provide opportunities for growth and positive change of individuals and communities.

All types of learning mobility projects and activities have sustainability choices within them – whether it's considering how to travel, which type of accommodation to use, where to source food and materials, where and how to spend a grant to do an activity, how much electricity is used, who is informed about the change – each choice has an impact on sustainability.

This paper aims to highlight a few of the elements related to learning mobility and sustainability and to encourage positive change in approaches, systems, and hopefully programmes, for learning mobility to be (more) sustainable. It consists of three parts:

- 1) **Part One: Introduction** - Explains the different elements of sustainability and its intersectionality with climate change, inclusion and human rights; it also includes a summary of policy frameworks on sustainability that link to learning mobility.
- 2) **Part Two: Learning mobility projects and sustainability** - Focuses on green choices in projects; explains how the social element of sustainability links to the strengths of youth work; provides some resources to build on, including research, mapping and an introduction to the Green Comp competence framework.
- 3) **Part Three: Concluding remarks.** A short summary of the next steps and needs of the field, relating learning mobility to sustainability.

PART 1: Sustainability and Learning Mobility: An Introduction

THE EPLM CONFERENCE ON SUSTAINABILITY, FEBRUARY 2023

As the effects of the climate crisis have become more apparent, the topic of sustainability is increasing in importance in many fields. In the area of youth learning mobility, the European Platform for Learning Mobility (EPLM), has started exploring the subject of sustainability within the context of its work since 2020. Youth work practitioners, researchers, policymakers, and young people have been working together to improve the quality of learning mobility activities, through the lens of sustainability, tackling the question: **how to ensure more environmentally, socio-culturally, and economically sustainable processes before, during, and after learning mobilities?**

During 2021, the EU-Council of Europe Youth Partnership, as a coordinating member of the EPLM, conducted various research activities, including an [exploratory study](#) of sustainability in learning mobility and the development of a [sustainability checklist](#) for projects. The EPLM highlighted several [examples of practice](#) during its autumn 2021 meeting, and further research is planned in 2023 to map practices across Europe. In February 2023, the fourth EPLM conference “Sustain-Mobility”, hosted by Jugend für Europa, the National Agency for the EU programmes Erasmus+ Youth and European Solidarity Corps in Germany, in co-operation with the Partnership between the European Commission and the Council of Europe in the field of youth and other EPLM members, will further build on this work.

The conference aims to **establish a common understanding** of sustainability in the area of youth learning mobility, with a holistic focus on the economic, sociocultural and environmental dimensions of sustainability; **map the main actors and practices** and give visibility to their work; **explore main dilemmas** related to sustainability in the context of learning mobility; **raise political awareness** of sustainability in non-formal education settings and in the youth policy area and **connect stakeholders and initiatives**.

As part of the preparation for the conference, a mapping and this background paper were compiled, to identify some key elements and areas to explore and develop together as the EPLM, and to gather in one place some of the practical resources, checklists, videos and podcasts related to the topic of sustainability and youth. This paper will hopefully provide inspiration for initial discussions and for future activities.

WHAT IS SUSTAINABILITY?

The Triple Bottom Line and more –
Sustainability is not just about ‘green’

*“Sustainability means different things to different groups of people at different times”
(Bianchi 2020)*

Over the years, the concept and our understanding of sustainability have evolved.

For most people, sustainability (or sustainable development) covers at least three angles:

1). **Environmental sustainability** relates to the use of resources and power, acting sustainably within environmental limits or boundaries¹; it is about making ‘Green’ or ‘Eco’ choices that have less negative impact on the planet, or even more than that, aiming for regeneration (redressing harm that has already been done and regenerating what has been lost). This angle of sustainability is often the most recognised element - although it is now widely accepted that it cannot exist alone, in a vacuum. There must be a balance with other elements.

“Environmental challenges are interconnected and interlinked to economic activities and societal lifestyles. The operation of our economy, contained within our society...depends on our planet which has limited resources and boundaries.” (Bianchi et al 2022)

2) **Social sustainability** relates to human rights and relationships between people and communities to ensure everyone’s well-being. It is strongly connected to the concept and practice of intergenerational equity - meeting the needs of the present without compromising the ability of future generations to meet their own needs. Sustainability is therefore intrinsically linked to issues such as social justice, equity, fairness, opportunities, accessibility, solidarity, human rights and inclusion.

3) **Economic sustainability** relates to the development of economic systems that work within environmental and social boundaries, not at their expense (Barta and Ples 2021). It connects to the prospering economic opportunities and the use of resources such as time, money, energy and human capacity in a responsible way, to limit the harmful impact of economic development.

This Triple Bottom Line model was developed as an economic progress model, for businesses to balance not just their profit, but also their impact and success in other areas. The original model places the economy as the central element on which other elements depend, even if the society and environment can be a consequence of economy. However, by adapting the thinking, so that each element interlinks equally with the others, the model becomes more relevant for youth learning mobility and the work of NGOs. Placing emphasis on the environmental and social elements of sustainability as the fundamental layers is more realistic for organisations, and within their sphere of influence. Organisations and projects could consider these interconnections in their planning and delivery of learning mobility projects.

¹ To see the current status of the agreed monitored 9 planetary boundaries, see the [European Environment Agency data here: https://www.eea.europa.eu/soer/2020/soer-2020-visuals/status-of-the-nine-planetary-boundaries/view](https://www.eea.europa.eu/soer/2020/soer-2020-visuals/status-of-the-nine-planetary-boundaries/view)

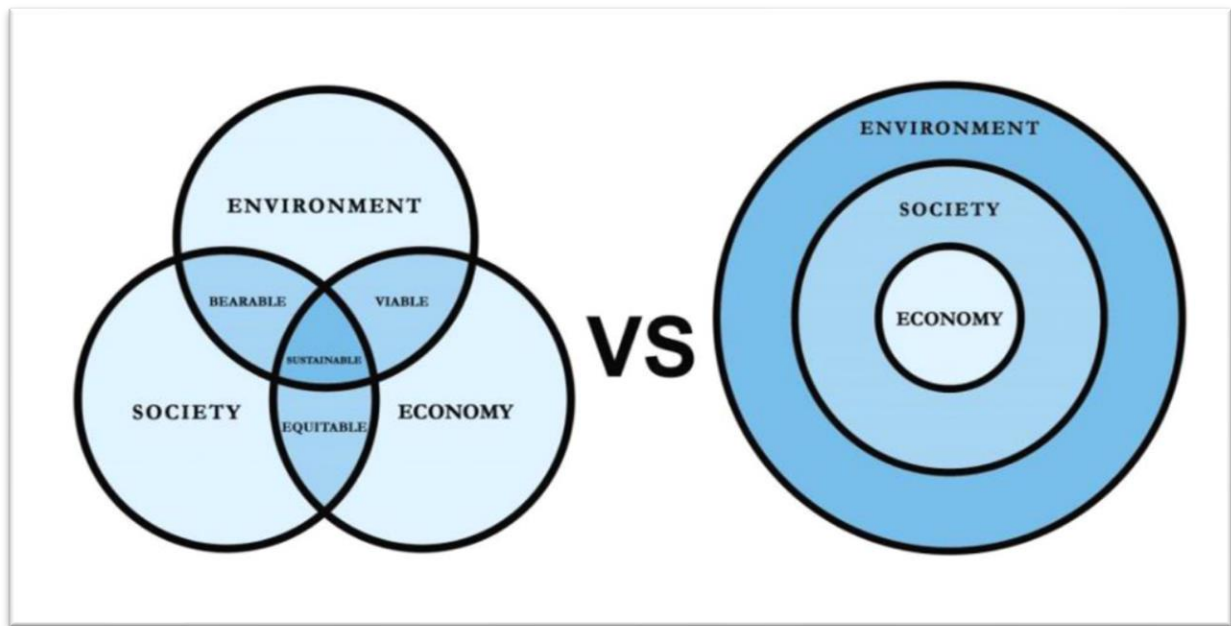


Figure 1: Visualisation of the Triple Bottom Line
 Source: Barta and Ples (2021)

Apart from these three elements, some theories also link other elements to the concept of sustainability, such as permanence, place, peace, partnership, prosperity, cultural impact, humanity, spiritual values, and more.

SUSTAINABILITY AND INTERSECTIONALITY

Sustainability is an intersectional issue which can connect to different spheres. It can be viewed in relation to climate change, inclusion, human rights, minority rights, locality, and many other issues. In this paper, we focus briefly on the first three of those elements as they can be most relevant to young people's lives.

Climate change

Young people have often been the [instigators of protest for system change](#) to address the impact of climate crisis (Gorman 2021). In 2022, the effects of climate change were more apparent everywhere in the world, particularly for the most vulnerable communities. In the area of youth learning mobility, this reality has raised a dilemma regarding the learning mobility projects and the negative impact that travelling can have on the environment, or the impact of larger groups of people on certain communities and their resources.

To respond to the reality of climate change, adjustments to learning mobility policies, programmes and priorities have been made in recent years, including funding for green travel in EU Programmes. The resilience and skills needed to navigate the challenges caused by climate change can often be well developed through youth work approaches.

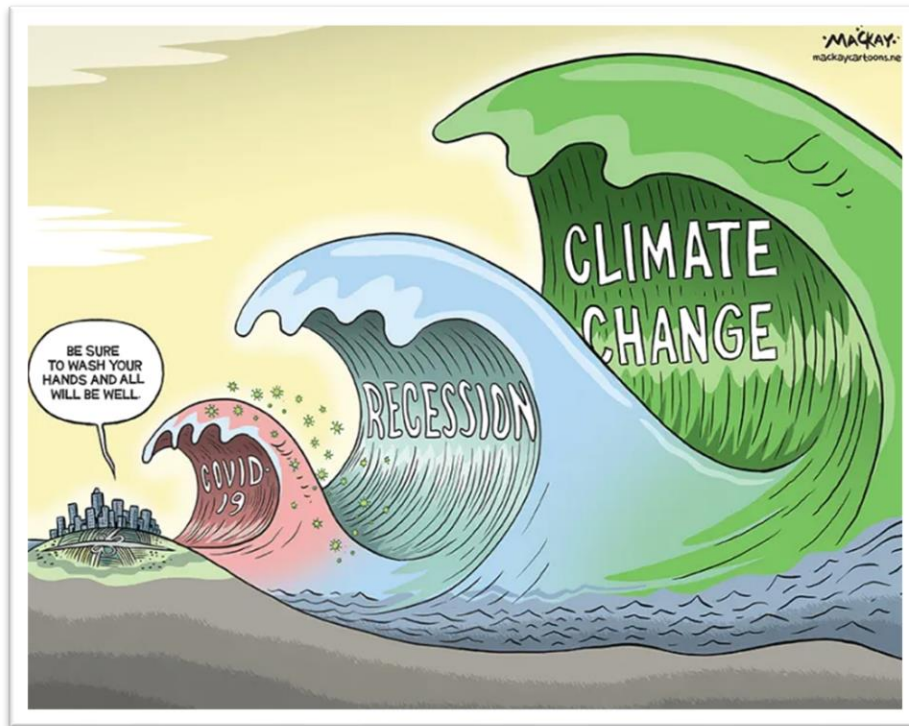


Figure 2: Cartoon depiction of global challenges seen in 2021, Graeme Mackay artist²
 Source: <http://mackaycartoons.net/tag/biodiversity-collapse/>

Learning mobility activities can also provide a platform for raising awareness about sustainability and for the development of many of the needed competences to respond to the crisis, such as: collaboration and cooperation with partners and stakeholders; sharing of resources and privileges; building on others' expertise; learning from others' experiences, including a diversity of needs and voices in the solution-finding; encouraging resilience; using nature-based learning to understand the interdependence of humans within a larger system, etc.

Inclusion: the most vulnerable

Sustainability, as intersectional issue, is strongly related to the concept of social inclusion. There are (at least) 4 essential elements which emphasise this connection. The most vulnerable young people:

- are most at risk of climate change (Bell 2020)
- are less likely to be involved in political participation, especially if they have lower education attainment and/or with parents with lower levels of education (Deželan, T. and Moxon, D. 2022)
- often have less access or opportunity to use mainstream solutions to fight climate change³;
- are less represented in current large climate protest movements⁴ (Gorman 2021).

² image free to use for educational and non-profit purposes

³ see SALTO Inclusion & Diversity, in the preparation for understanding the common ground between 'Green' and 'Inclusion'

⁴ "71.3% of 14–19-year-olds [participating in youth climate strikes] reported that at least one of their parents had a university degree" (Gorman 2021)

Those with fewer opportunities also get less chance to be involved - marginalised groups can be excluded from environmental action - even if they are the ones that are more directly and adversely affected by many of the environmental changes (Gorman 2021). In the same way that many learning mobility programmes and projects aim to include young people with fewer opportunities, their involvement in sustainability action and activities must also be encouraged.

Human rights and climate justice

Sustainability and climate change are closely connected to the question of human rights, as was highlighted by the inclusion of healthy environment within the human rights framework of the [Council of Europe](#) (PACE, 2021) and United Nations' [Framework Convention for Climate Change](#) adopted in 1994 (United Nations 2023).

"[Everyone] should be able to enjoy human rights in a way which does not jeopardise the rights of human beings in the future. These should include social and economic, civil and political, cultural and environmental rights"
*EU-Council of Europe Youth Partnership (2018),
T-Kit 13 Sustainability and Youth Work*

Since climate change and sustainability are considered a justice issue, the human rights dimension of sustainability is crucial. Learning mobility projects often do incorporate topics related to human rights, sustainability and climate justice. Young people's involvement and promotion of these issues through projects and activities, on a local level and internationally, can make an impact. However, it is important to note that the issues related to climate justice extend beyond the area of influence of youth field.

POLICY FRAMEWORKS ON SUSTAINABILITY

Sustainability, including its environmental and social elements, has gained much more political prominence in recent years. On an international level, there are the [Sustainable Development Goals](#) of the United Nations, based on the [2030 Agenda](#) for Sustainable Development, and their associated [UNESCO education toolbox](#). The UN has adopted its Framework Convention for Climate Change (UNFCCC) already in 1994, with the most recent Conference of the Parties ([COP27](#)) having taken place in Egypt, in November 2022 and the next to be hosted in UAE, in November 2023.

Building on the Paris Agreement (COP21 in 2015), with Action for Climate Empowerment, the European Union has agreed the [European Green deal](#) (2019-2024) aiming at turning the EU into the first climate neutral continent by 2050 with [8 strands of action](#). [The European Climate Law](#) (entered into force 29 July 2021) writes this target into law, aiming to ensure all EU policies contribute to this goal and that all sectors of the economy and society play their part. The Council [Recommendation](#) on learning for the green transition and sustainable development (adopted in June 2022) aims to improve the systemic approach of the topic through education, equipping learners with competences to act on sustainability, climate change and loss of biodiversity. The [Committee of the Regions](#) has contributed to the need of enhancing green skills and competences and [improving the social sustainability](#) angle of societies through education and training. The [European Education Area](#) initiative has green education as a [focus topic](#) until 2025. The [European Youth Strategy](#), especially with European [Youth goal no. 10](#), promotes opportunities offered by inclusive green and digital transitions. The Conference on the Future of Europe had [recommendations](#) related to sustainability. The

European mobility Programmes have specific priority for sustainability, with separate funding allocated for more sustainable travel choices⁵.

The Council of Europe has a strong focus on the social element of sustainability, especially the [human rights-based approach](#) to environmental protection. In May 2020, it adopted a [Joint Declaration](#) on human rights and the environment by the outgoing and incoming Presidencies of the Committee of Ministers, in addition to the existing standards such as the [European Convention on Human Rights](#), the [European Social Charter](#), the [Resolution on Climate Refugees](#), 2021) and PACE adopting a [resolution to a right to a healthy environment \(2021\)](#).

“Concerning young people, the [Parliamentary] Assembly [of the Council of Europe] stresses the absolute necessity to involve youth organisations and other young people in the design of any new legally binding framework for environmental rights, as a condition for success. Young people are acutely aware of the state in which previous generations are leaving the planet, are on the whole more respectful of the need to end wasteful and damaging practices and have shown their power to exert pressure on governments and decision makers.”

EU-Council of Europe Youth Partnership (2018), T-Kit 13 Sustainability and youth work

In September 2022, the Committee of Ministers adopted Recommendation CM/Rec(2022)20 addressed to member states on human rights and the protection of the environment which recognises that measures to address the triple planetary crisis of climate change, loss of biodiversity and pollution are essential to the better enjoyment of human rights (Council of Europe 2022).

In the youth sector, the Joint Council on Youth (CMJ) of the Council of Europe has been working on this subject through its [Task force](#) on greening the youth sector. In response to one of the conclusions of the Task force’s deliberations, the CMJ is currently working on a draft CM recommendation on the climate crisis and young people (working title) which will hopefully be submitted to the Committee of Ministers for adoption by the end of this year.

These standards and policies have provided a foundation for the development of practical resources to encourage both the EU and the Council of Europe Member States’ progress on environmental issues and guidance for various human rights monitoring bodies.

The EU-Council of Europe Youth Partnership has [gathered and developed](#) some of the practical resources, checklists, videos and podcasts related to the topic of sustainability and young people, in order to support the institutions and the youth sector in pursuing the work in this area.

⁵ Erasmus+ Programme Guide details the Green Travel exceptional costs, for example in youth exchanges: <https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/youth-exchanges>

PART 2: Learning mobility projects and sustainability

Keeping in mind the complexity and different angles of sustainability and the intersectionality of issues, as shown in Part 1, it is important to consider what the youth field can do to promote sustainable approaches to youth work and youth learning mobility.

YOUTH ORGANISATIONS AND SUSTAINABILITY

Most learning mobility projects in the youth field in Europe are prepared, delivered and followed-up through organisations. Different organisations connect to, promote and mainstream sustainability in different ways.

According to Barta and Ples (2021), once the preconditions for involvement in sustainability issues are met, learning mobility organisations have different levels at which they can connect to sustainability: their own processes internally; the content of their projects/education/awareness raising and activism to change systems and policies.

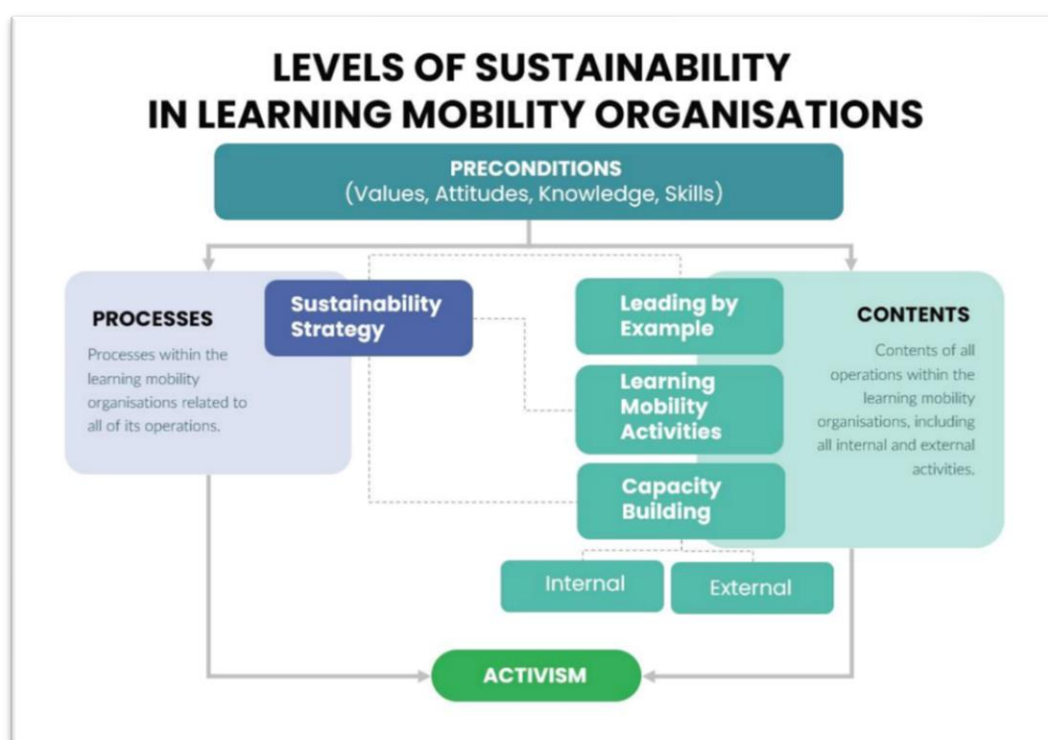


Figure 3: Levels of sustainability in learning mobility organisations
Source: Barta and Ples (2021)

With increased policy support, and the variety of tools and resources available to upskill those involved, learning mobility organisations should be able to assess the sustainability needs, increase their competence to deal with those needs and increase their impact.

Questions to consider:

How can learning mobility organisations measure their impact on sustainability (internally, in the project activities they do, and in any activism and lobbying for change, either locally, regionally, nationally or internationally)? What is the benchmark? What are the indicators to show improvement in sustainability? Are they shared between different countries and realities?

GREEN CHOICES IN PROJECTS

Youth organisations and youth workers have at their disposal many resources, including checklists, recommendations, and sustainability policies. These support learning mobility organisations in decreasing negative environmental impact of their activities.

Green resources

There are several available resources to support green choices in projects – here are the examples of three recent ones:

- 1) The EU-Council of Europe Youth Partnership’s [sustainability checklist](#) (Tumenaite 2021). It gathers many recommendations from other checklists in one place
- 2) [The Green Toolbox – International Young Naturefriends](#). It has sustainable tips for working practices and office management.
- 3) [Sustainable Event Guidelines](#) from JINT - NA BE FL for Erasmus+ and the European Solidarity Corps Programme.

[At this link](#) you can find a first mapping of some other available resources.

These resources include tips, tricks, information and science explained for project managers. They cover areas such as travel (especially by train), food, activities, and checklists how to ‘green’ up your project. Many of these resources have been developed by the organisations themselves, and in parallel to others. This shows that there is an increased need to focus on sustainability in the youth sector, but also a need to collaborate and avoid duplication of efforts and resources. A centralised online register for these resources and common phrasing would help make the sharing and their use much more efficient.

Some European Programmes have Environmental Sustainability as a horizontal dimension and now include Exceptional Costs / extra grants for choosing travel options which have less impact⁶, but there are fewer obvious support measures or resources for greener choices through bilateral or regional-level grants.

⁶ Erasmus+ Programme Guide details the Green Travel exceptional costs, for example in youth exchanges: <https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/youth-exchanges>

Questions to consider:

How can more learning mobility projects have a greener approach? What resources are needed for that? Is the 'green choice' always the best one? Does this green choice help at all levels, or can it sometimes have a negative impact? Which values are being prioritised when this green choice is made? Does the green choice help young people become more resilient, or not? Does the green choice contribute to policy change or not?

SOCIAL ELEMENTS OF SUSTAINABILITY – YOUTH WORK STRENGTHS

As described in introduction, sustainability is more than just 'green' – it also includes social elements. Youth work (and therefore learning mobility) embodies many of the values behind social sustainability and encourages community participation and an inclusive democratic approach. The strengths of youth work that link to social sustainability include, for example:

- **Community action-** encouraging responsibility to act for change in the local area (and wider), working together with others for positive effect related to diversity, inclusion, social justice, human rights, etc. This includes co-operation and collaboration with diverse stakeholders.
- **Inclusion and Diversity-** ensuring opportunities are fair and open, considering the involvement of all, adapting approaches so different needs can be respected, ensuring that minorities' requirements are included in any solutions and having an equitable approach.
- **Solidarity-** standing with and for others, working for the benefit of the community, having empathy with others (including those with different values), etc.
- The **well-being** of individuals and communities - including emotional, physical, spiritual, social, occupational and environmental aspects of wellbeing; adjusting the measure of progress to include elements beyond economic growth, such as the European Youth Forum's [Youth Progress Index](#).
- **Democratic participation-** empowering all young people to express their views and opinions; providing space and support for their active participation in formal decision-making structures and in every-day situations.
- **Active citizenship-** encouraging young people to get involved in the economic, social, cultural and political fields of life and be changemakers in their communities. In the youth field much emphasis is on learning the necessary competences through voluntary activities. The aim is not only to improve the knowledge, but also motivation, skills and practical experience to be an active citizen.
- **Human rights-approach-** maintaining fairness, reducing inequality in all spheres of life; ensuring social justice for all communities and rebalancing the haves and have nots.
-and many more.

RESEARCH AND RESOURCES

Some of the recent investigations, mappings and findings (a non-exhaustive list), relating sustainability to learning mobility in the youth field include:

- [Sustainability in learning mobility: an exploratory study \(Barta and Ples, 2021\)](#)
This study explores the concept of sustainability and its connection to learning mobility in the youth field in Europe, particularly in relation to the ways youth organisations apply sustainability in its work. The authors also map out the actors and practices related to sustainability in youth learning mobility.
- [Learning mobility in times of climate change research project \(LEMOCC\)](#)
The LEMOCC international project is co-ordinated by IJAB (International Youth Service of the Federal Republic of Germany). It looks at how to make international youth work more sustainable and environmentally friendly. It involves young people from 7 different countries to create a collection of good practices and recommendations for policy and practice for climate-sensitive/ecological international youth work.
- [Deliberations on sustainability and inclusion \(Bárta O. and Moxon D. 2022\)](#)
This report stems from the EU Youth Conference in Prague and the 9th cycle of the [EU Youth Dialogue process](#). It focuses on intergenerational dialogue, inclusion and cross-sectorial approaches to sustainability.
- [The European Solidarity Corps: Sustainability is also about Solidarity \(Ples 2023\)](#)
This analysis paper shows the links between the European Solidarity Corps (ESC) Programme and the concept of sustainability, with a strong focus on the social sustainability elements.
- [Education for environmental sustainability. Policies and approaches in European Union Member States: executive summary \(European Commission 2022\)](#) This study maps Member States' national and institutional practices, processes, tools and strategies in education for environmental sustainability (EES) at various levels and in different forms of education, with some connection to non-formal education. It looks at the role that education can play for competences needed to live responsibly, supporting citizens to change consumption models, design solution, transform society and shape a green economy.
- [A new SALTO Resource Centre for Sustainability and Green Transition.](#)
The new SALTO Resource Centre hosted by the Education & Training sector of the French National Agency in Bordeaux, France, will support all five education sectors of Erasmus+ in sustainability resources and training. Their three main aims are: reducing the carbon footprint of Erasmus+ mobility projects per capita; new skills to support the Green Transition in existing and new jobs; and embedding the EU research and resources for 'Education for Environmental Sustainability' in all sectors.

A useful resource: What Competences are needed for sustainability?

Sustainability is a large topic. Many areas of learning mobility could be more sustainable, and sustainable choices could be made more often by more people in learning mobility organisations and projects. Yet, to provide context, to shape a common educational approach, and to help embed the different topics of sustainability in projects and organisations, including for learning mobility reasons, a common sustainability framework was needed.

In spring 2022, the Joint Research Centre (JRC) of the European Commission [published Green COMP](#) – a new competence framework to support learning for environmental sustainability (Bianchi et al, 2022). It provides learners and educators a common grid on what sustainability entails as a competence, with links and references to the UN Sustainable Development Goals. It was developed over 2 years from evidence-based research and includes feedback from many stakeholders from different sectors.



Figure 4: Green Comp overview visual representation

Source: Green Comp – a new competence framework to support learning for environmental sustainability

This illustration above shows the four main sustainability areas, each with three related competences, which make up the building blocks of the framework:

1. Embodying sustainability values (*the honeycomb*)
 - a. Valuing sustainability (reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values)
 - b. Supporting fairness (support equity and justice for current and future generations and learn from previous generations for sustainability)
 - c. Promoting nature (acknowledge that humans as part of nature, and respect needs of other species to regenerate healthy resilient ecosystems).
2. Embracing complexity in sustainability (*the nectar*)
 - a. Systems Thinking (approach sustainability problems from all sides; consider time, space and context in order to understand how elements interact within and between systems)

- b. Critical Thinking (assess information and arguments, identify assumptions, reflect how different personal, social and cultural backgrounds influence thinking and conclusions – linked to [LifeComp](#) Framework)
 - c. Problem Framing (formulate current and potential sustainability challenges in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to prevent problems and adapt).
- 3. Envisioning sustainable futures (the flowers)
 - a. Futures literacy (envision alternative sustainable futures and alternative scenarios)
 - b. Adaptability (manage transitions and challenges and make decisions related to the future in the face of uncertainty, ambiguity and risk – linked to [EntreComp](#) framework)
 - c. Exploratory thinking (link different disciplines, using creativity and experimentation, with novel ideas or methods).
- 4. Acting for sustainability (*the bees*)
 - a. Political agency (navigate political system, identify political responsibility and accountability, demand effective policies for sustainability)
 - b. Collective action (act for change in collaboration with others)
 - c. Individual initiative (identify own potential for sustainability and actively contribute to improving prospects for the community and the planet).

Each of these 12 competences also has knowledge, skills and attitude statements to be found in Appendix 2 of the document (Bianchi et al, 2022). This is a resource that could frame the way forward for sustainability in learning mobility in the youth field.

Questions to consider:

How to raise awareness of the 'Green COMP' model and how it can be used in non-formal education and learning mobility projects? How to encourage its adoption and ownership by different actors, not just project managers? How can this competence model support and interconnect with other competence models currently used to support quality in learning mobility in Europe?

PART 3: Concluding remarks

UNDERSTANDING (AND MEASURING) SUSTAINABILITY

There is not (yet) one agreed definition of sustainability for the youth field or for learning mobility, nor an agreed system of measuring the impact of activities in the youth field on sustainability. A common language and understanding of the concept could help frame the shared concerns and give a collective direction for action by different stakeholders, including potentially a shared set of indicators. This should build on the work done already for the Green Comp.

SUSTAINABILITY IS MORE THAN 'GREEN'

Although environmental sustainability is one of the pillars of the Triple Bottom Line model, awareness and recognition by different actors that sustainability is not just about 'green' choices will be important in the coming years. Incorporation of the other elements of sustainability will give a wider and more appropriate picture of the needs, challenges and the possible solutions, aiming towards balance and regeneration.

RESEARCH ON SUSTAINABILITY AND LEARNING MOBILITY

Further research is needed to understand the potential of sustainability and learning mobility, including, but not limited to the mapping of the key actors in the field of sustainability and learning mobility, their strengths and resources.

LEARNING MOBILITY PROGRAMMES

Learning mobility programmes should be shaped around a sustainable approach from the beginning. Funding green travel is a good start, but many other aspects of learning mobility projects, programmes and organisations could be more sustainable. Programmes should set the frame for the improved sustainable societies.

THE IMPORTANCE OF YOUTH AND COMMUNITY WORK IN LEARNING MOBILITY

Civil society and youth work will be fundamental to support young people, especially the more vulnerable, through the coming challenges of climate change. The competences developed through quality learning mobility projects (including the values of inclusion, diversity, social justice and human rights), and the organisations that deliver those activities, will be an important asset helping to frame social sustainability in the coming years. There are many good practices in the field of learning mobility that should be shared across sectors. This can provide a route for other sectors to profit from decades of international civil society expertise to build a more sustainable future.

SHARING RESOURCES

Learning mobility organisations should share sustainability checklists, recommendations and sustainability policies and strategies with others. This would allow the sector to develop synergies, build on existing good practices, and be more effective, efficient and sustainable. International networking encourages this peer support and sharing of practice for learning mobility organisations.

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