Youth Partnership

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

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Sustainability in learning mobility:

Compendium of practices

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Summary

This Compendium continues the engagement of the European Platform on Learning Mobility (EPLM) and the partnership between the European Commission and the Council of Europe in the field of youth in the domains of sustainability, climate change and the environment. It focuses on the topic of sustainability in learning mobility, and closely follows up on the Exploratory Study (Bárta, Ples 2021) and SUSTAIN-MOBILITY Conference that took place in Germany in February–March 2023.

The Compendium presents a refined theoretical framework containing seven distinct aspects of sustainability in learning mobility. These key aspects are used as subchapters in which 15 good practices from 11 countries are presented. The key aspects look at (1) processes (i.e. how organisations work in order to become sustainable), but also explore the area of content, focusing on (2) leading by example (i.e. what strategies are utilised to make others aware of the sustainable approaches organisations engage in), (3) learning mobility activities (i.e. what content related to sustainability can be found in the context of learning mobility), and (4) capacity building (i.e. how organisations approach their own development in the domain of sustainability). Furthermore, it also explores practices that are (5) explicitly activist in nature (i.e. bring together all aforementioned aspects, and go beyond the learning mobility organisation into the domain of an activist actor in the field of learning mobility and sustainability) and (6) sustainability strategies used across organisations (i.e. internal policies ensuring sustainability is implemented, evaluated and pushed forward regularly), as well as (7) the domain of research that supports all other categories of sustainability in learning mobility listed above.

This analysis of practices emphasises the need to support the learning mobility field in peer learning exercises, for example through mentoring, round tables, conferences or other formats, recognising the expertise that already exists in the field. To that end, it is recommended to utilise the model of preconditions presented in the first chapter of the Compendium (Figure 1), which describes the key steps to be taken in order to prepare organisations for the implementation of sustainability mechanisms. It simplifies the topic while still emphasising the interconnections between key aspects, allowing readers to understand them and apply them together.

Lastly, an examination of the practices included in the Compendium also shows that there are signs of some organisations moving beyond sustainability into the domains of restoration and regeneration. The group of theories labelled "beyond growth" is duly presented, with links to learning mobility applications highlighted. This presents an opportunity to further explore the learning mobility field from an emerging perspective: how can learning mobility become not only a sustainable force but also a restorative and regenerative one?

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Introduction

The previous work of the European Platform on Learning Mobility (EPLM) and the Partnership between the European Commission and the Council of Europe in the field of youth in the domains of sustainability, climate change and the environment includes resource development such as the T-Kit on sustainability and youth work (Keen, Pinkeviciute, Hayes, Berecz, Akyüz 2018), analyses of the climate strike movement (Gorman 2021), the Sustainability Checklist (Tumėnaitė 2021) and the study on sustainability and learning mobility (Bárta, Ples 2021). In February 2023, the EPLM and the partnership between the European Commission and the Council of Europe in the field of youth also held the SUSTAIN-MOBILITY Conference at Schloss Hohenkammer, near Munich, Germany, where researchers, practitioners, policy makers and young people shared a variety of resources and debated practices and approaches to sustainability in the field of learning mobility. Building on the paper focusing on the domain of sustainability within the context of learning mobility (Bárta, Ples 2021; Ples undated), this Compendium of practices expands the theoretical framework, and presents examples to illustrate all the dimensions of the framework.

Sustainability is understood in line with contemporary theories as consisting of at least three main dimensions: environmental, social and economic. The environmental domain of sustainability refers to respecting planetary boundaries in order to preserve natural environments and life within them. The social domain of sustainability "spans a wide range of topics, from basic human needs, through quality of life, all the way to the political and social organisation of communities and societies" (Bárta, Ples 2021: 6). And finally, the economic domain of sustainability "refers to designing such economic systems which work within social and environmental boundaries, not at their expense" (ibid.). Hence, even practice examples outlined in this publication focus on one or more of the sustainability dimensions, following a wide range of topics from nature conservation to solidarity to creating networks sustainable in time and within financial constraints.

Learning mobility is defined in line with the view of the EPLM as follows:

> 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. (EU-Council of Europe Youth Partnership 2021)

Sustainability in learning mobility can therefore be defined as follows:

> Sustainability in learning mobility means aligning operations of a given learning mobility organization on the procedural level with environmental, social, and economic sustainability principles. In other words, sustainable learning mobility organizations need to ensure that processes within the organization, including implementation of learning mobility activities, are environmentally, socially, and economically sustainable. (Bárta, Ples 2021: 13-14)

The subsequent chapters dig deeper into this content. Firstly, the theoretical framework for sustainability in learning mobility is presented, and a new dimension of "research" is outlined. Subsequently, concrete practices are categorised into each of the key domains of the theoretical framework, and described in some detail to showcase concrete ways in which each of the key domains can be put into practice. The basic information provided always includes a website where the given practice can be explored in more detail. Unless stated otherwise, all information provided in the description of the practice is taken from the website and from the results of an online mapping exercise conducted in March and April 2023, where representatives of the organisations were able to share more details. Lastly, conclusions of importance to further work in the domain of sustainability in learning mobility are detailed.

Theoretical framework for sustainability in learning mobility

A theoretical framework for sustainability in learning mobility was developed by Bárta and Ples (2021) in a study commissioned by the partnership between the European Commission and the Council of Europe in the field of youth and the EPLM. This framework supports organisations in the field of learning mobility in identifying domains on which to focus in order to boost their own sustainability engagement. In other words, the framework provides learning mobility organisations with an opportunity to reflect on how sustainable they are in different key domains.

The theoretical framework for sustainability in learning mobility was updated and is used in this publication as a guiding principle by which practices collected in the domain of learning mobility are categorised. This provides readers with a clear opportunity to see good practice examples related to all key domains of sustainability in learning mobility, to be inspired, or to even get in touch with organisations that are implementing impressive initiatives or operating in outstanding ways.
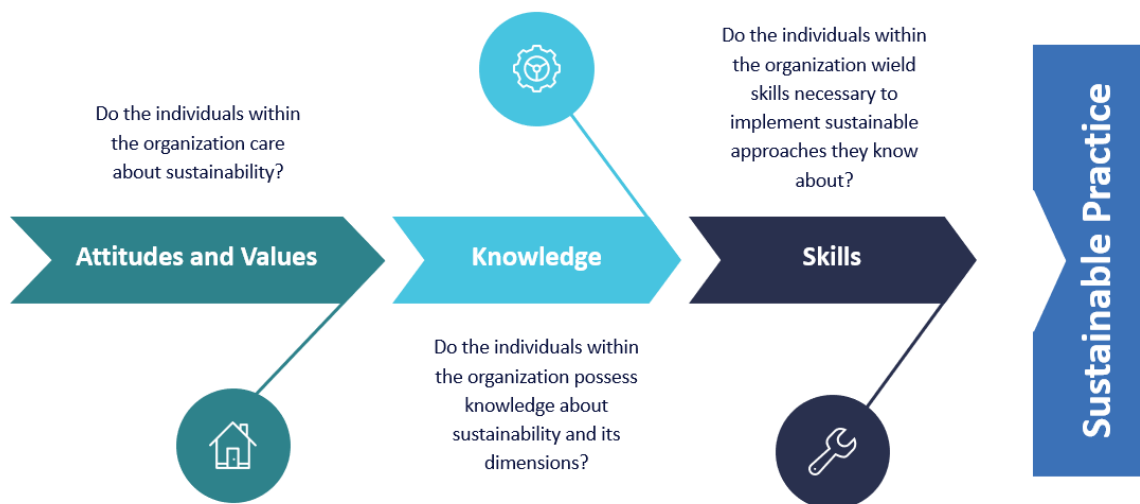
Figure 1: Preconditions to sustainable practice

It should be noted that the categories are not mutually exclusive in any way. An organisation that is listed as a good practice example of sustainable internal processes can also be very advanced in the domain of providing sustainability-related content, and vice versa. The good practice examples listed in this Compendium were chosen in order to best illustrate one of the given dimensions, while fully respecting the fact that often, the domains of the theoretical framework are intertwined and in practice occur side by side.

It needs to be noted that the framework itself is built on the premise that preconditions to sustainable practice are met, and this is apparently the case in each of the practice examples quoted in this Compendium. The preconditions to sustainable practice consist of the capacities of personnel within the given organisations to pursue sustainability in their tasks, namely: values and attitudes (caring about sustainability), knowledge (having information on sustainability), and skills (being able to implement sustainable solutions). These preconditions are clearly illustrated in Figure 1.

Once the preconditions are fulfilled, learning mobility organisations can approach sustainability in three key domains, as shown in Figure 2: in processes (i.e. how the organisation operates), in content (i.e. what content it tackles), and in the newly added domain of research (i.e. what research do organisations undertake or support). Once these three key domains are highly advanced, an organisation may decide to take up the role of an activist body and engage in active advocacy concerning different domains and aspects of sustainability.

DIMENSIONS OF SUSTAINABILITY IN LEARNING MOBILITY ORGANISATIONS

RESEARCH

PRECONDITIONS
(Values, Attitudes, Knowledge, Skills)

PROCESSES
Processes within the learning mobility organisations related to all of its operations.

Sustainability Strategy

Leading by Example

Learning Mobility Activities

Capacity Building

CONTENTS
Contents of all operations within the learning mobility organisations, including all internal and external activities.
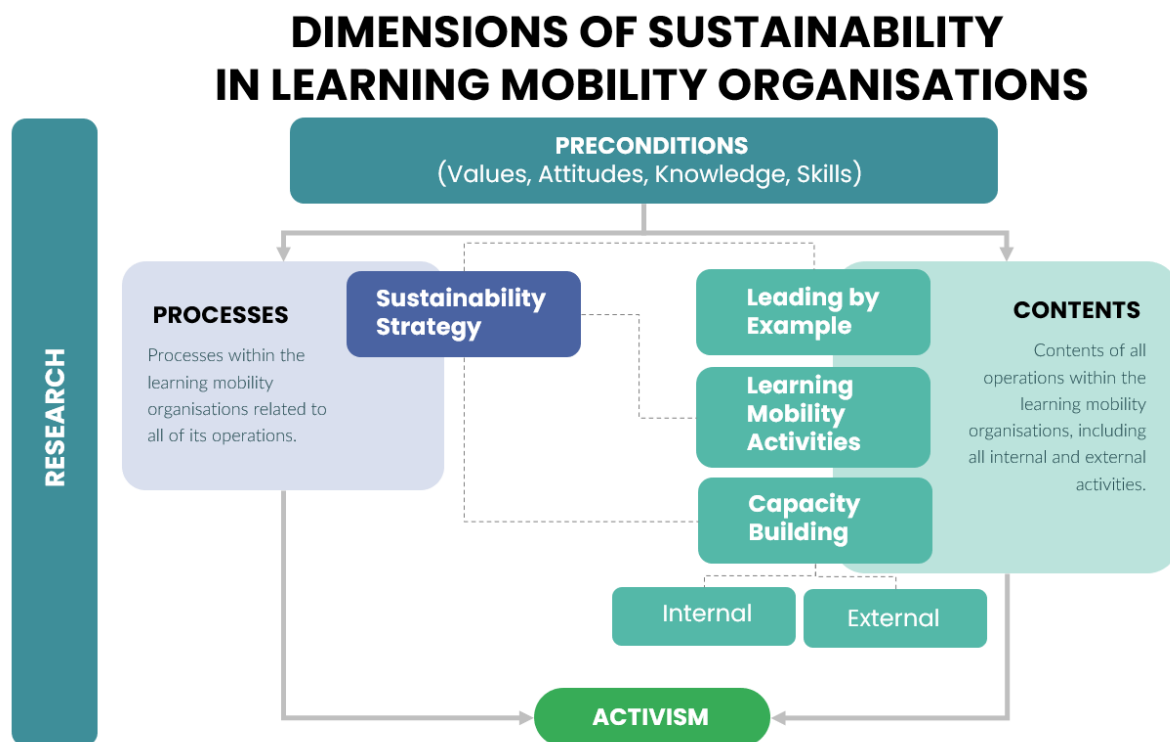
Internal
External

ACTIVISM

Figure 2: Dimensions of sustainability in learning mobility organisations

When it comes to the procedural domain, we refer to the capacity of organisations to operate in sustainable ways in their everyday work as well as when implementing learning mobility activities. When it comes to the domain of content, there are three distinct subdomains in which organisations can act sustainably: leading by example (i.e. sharing sustainable practices), learning mobility activities (i.e. sharing sustainability-related content) and capacity building (i.e. preparing educational activities for staff). Lastly, in the domain of research, organisations can either conduct their own research activities focusing on sustainability (e.g. good practice mapping, case studies, evaluations of their own activities), or contribute to those implemented by other actors (e.g. to give interviews, fill in surveys, contribute to mapping exercises). Unlike the domains of processes and content, the area of research is not directly linked to any of the other domains, as it can support them both via different research outcomes (e.g. reports, conferences), and it can also be supported by them both: for example, the procedural domain can contribute to the mapping of good practices, and the domain of content can be helpful in determining the levels of knowledge of young people on topics of sustainability.

1. Practices connected to sustainable processes

a. EU-Council of Europe Youth Partnership

Basic information	
Name of the institution/non-governmental (NGO)/group	Partnership between the European Commission and the Council of Europe in the field of youth (EU-Council of Europe Youth Partnership)
Website	https://pjp-eu.coe.int/en/web/youth-partnership/sustainability
Origin/residence/office	Strasbourg, France/Brussels, Belgium

The EU-Council of Europe Youth Partnership has the function of a think tank that gathers and produces knowledge and translates it for effective use in youth policy and practice, and it also develops and tests innovative approaches. The partnership plays a crucial role in the implementation of the EU Youth Strategy's goals of engagement, connection and empowerment, as well as the Council of Europe Youth Sector Strategy 2030's priorities of revitalising pluralistic democracy, facilitating young people's access to rights, fostering peaceful and inclusive societies, and promoting youth work.

"Greening the youth sector: Sustainability Checklist" (Tumėnaitė 2021) was developed by the EU-Council of Europe Youth Partnership in collaboration with the Joint Council on Youth (CMJ) task force on greening the youth sector. This resource is designed to be utilised by both youth organisations and policy makers and decision makers as a valuable tool for funding and implementing sustainable projects such as learning mobility initiatives. It is an intersectional guideline with a list of steps that should be considered to make projects more environmentally friendly. Its development involved an in-depth analysis of existing literature, guidelines and policy documents from the EU and the Council of Europe, as well as consultations with numerous youth organisations across Europe and the European Youth Foundation.

The Checklist consists of 81 sections on how to make a project greener, interesting facts and tips, as well as pieces of advice from various organisations on sustainability and background analysis on climate youth and human rights. It covers nine areas: teamwork, accommodation and venues, food and consumables, transport, printing and paper, welcome packs and promotional gifts, buying fair trade goods, reducing one's digital footprint and education. These can all be used as internal processes for organisations to implement learning mobility activities. The publication also points to the links between inequalities and climate change.

Currently, the Checklist is used by the European Youth Foundation to promote sustainable thinking among applicants for their grants.

Basic information	
Name of the institution/NGO/group	Yes to Sustainability (YTS)
Website	https://yestosustainability.org/
Origin/residence/office	n/a

Yes to Sustainability (YTS) is a youth-led international network that aims to bring together young people from different regions of Europe and sustainably create transformative learning opportunities. It convenes young people interested in experimenting with holistic sustainability and community life.

Mandala image by Gaia Education

Figure 3: Yes to sustainability (undated: 8)

YTS organises learning mobility projects, mainly youth exchanges, training courses and seminars within the Erasmus+ programme in ecovillages and sustainable farms. At the start of 2023, YTS had already successfully implemented 24 youth exchanges and 12 training courses with more than 600 young people and 250 youth workers. YTS aims at a "world in which young people are empowered to create resilient communities, contribute to regenerative cultures, and take care of the planet" (Yes to Sustainability undated). Its mission is based on sustainability, empowerment, learning and community building.

YTS has recently expanded its mentors' community of practice to support youth in organising youth exchanges concerned with sustainability topics. Sustainability is understood holistically and includes

ecology, economy, worldview and social aspects. All are interconnected and should be reflected in learning mobility activities.

"Sustainability in youth exchanges" (Yes to Sustainability undated) is a collection of processes that YTS uses to ensure projects are as sustainable as possible across all four dimensions. YTS suggests processes connected to sustainability in learning mobility activities related to choosing sustainable venues, green travel and using local, seasonal food. YTS adds a strong social aspect through its aim to build "meaningful communities and networks which will help us transition towards resilient social systems and a more liveable, sustainable future" and a worldview dimension that "addresses underlying values and raises consciousness about the impact of our actions and choices and the interconnectedness of all life on earth" (ibid.). The brochure provides specific tips on how to strengthen all four dimensions in youth exchanges. These focus not only on practical activities but also reflect on non-formal learning methodologies and how to incorporate them in the process of preparing, implementing, evaluating and disseminating the results of youth exchanges.

c. Pulse Transitienetwerk

Basic information	
Name of the institution/NGO/group	Pulse Transitienetwerk
Website	www.pulsenetwerk.be/
Origin/residence/office	Brussels, Belgium

Pulse, the Cultural Network for Transition, starts with the premise that culture has the potential to drive the transition towards a socially just and sustainable society. It fosters connections among cultural and youth work organisations that actively explore sustainable alternatives to the current societal model, placing self-sufficiency and cultural activism at the heart of its mission.

Pulse operates as a grassroots network, initiated by prominent figures within the cultural scene in Flanders who have been at the forefront of promoting sustainability in arts, culture, media and youth engagement.

Pulse facilitates exchanges of ideas and experiences by organising networking events and field visits and disseminating valuable practices through its website and newsletter. Collaborating with its extensive network, Pulse manages projects aimed at promoting sustainable cultural initiatives.

The organisation has extensive checklists and tools related to sustainability that, among other things, cover green transportation, vegetarian and local catering, use of sustainable banks, limiting the use of gadgets, energy-efficient culture infrastructure, art practice and flexible working hours. Organisational processes are also addressed, covering policy, energy use, paper use at institutional and individual levels, purchases, catering, waste, travel, water use and cleaning. By completing questionnaires, users gain insights into the current status of aspects of their sustainability practices, identify areas for improvement and discover opportunities for enhancing them.

Pulse also provides custom services to make organisations more sustainable. The programme looks at the needs of organisations and provides appropriate guidance. In an interactive way, organisations are guided from theory to practice and have the opportunity to draw inspiration from Pulse's experience and expertise.

2. Practices connected to sustainability content: leading by example

a. YouthLink Scotland

Basic information	
Name of the institution/NGO/group	YouthLink Scotland
Website	www.youthlink.scot/
Origin/residence/office	Edinburgh, United Kingdom

YouthLink Scotland is the national agency for youth work in Scotland. Its approach towards sustainability is two-fold: consideration of both internal practice, policies and procedures, and outward-facing delivery programmes and communications. Its aim is to be a model of how a sustainable youth work organisation should and can operate, leading the sector by example.

The organisation is building on the meaningful legacy of the Conference of the Parties 26 (COP26) summit hosted in Scotland by working alongside young people and youth workers through national programmes, policy work, communications and workforce development. YouthLink Scotland has an extensive resource library of activities, lesson plans, frameworks, case studies, guidance and toolkits themed around "learning for sustainability". Among other activities, YouthLink Scotland organises and facilitates learning mobility activities, events, members' networks and policy seminars based on the needs of the youth work sector. An important aim was furthering youth workers' understanding and capacity on learning for sustainability. Activities have included co-delivering Climate Emergency Training to Youth Workers, facilitating a network of local COP26 youth work champions and providing them with COP26 information, resources and collaboration space, and hosting a Climate Hot Seat event to ensure the climate and nature emergencies are at the forefront of policies.

An example of promoting sustainability in educational activities is Scotland's Young People's Forest Project, which partnered with Young Scot and the Woodland Trust and aimed to create the first forest in Scotland that will be governed, led and co-designed by young people. The mission of the youth leadership panel, a group of young people aged 11 to 25 from across Scotland, was to create and regenerate native Scottish forests that are accessible to all and utilised as an educational resource while combating the climate and nature emergencies.

The project focused on:

- land use: to manage and regenerate areas of land as forest sanctuaries for native Scottish wildlife;

- health and well-being: to create outdoor spaces for people to reconnect with nature, places to enjoy for their own health and well-being, or to share with others;

- equality and accessibility: to create welcoming forested places that are inviting and accessible to everyone;

- culture and innovation: to create inspiring natural spaces for people to explore the connectedness of natural and cultural heritage through arts and technology, both ancient and modern;

- young people: to enable and empower other young people to take action on issues of climate change and environmental concern.

The project will be vital for building the capacity of the youth work sector, supporting it to engage with youth groups in green skills, outdoor learning and climate social action. One of the outcomes of the project is "Scotland's young people's forest toolkit for the youth work sector" (2023), which provides a range of activity scenarios that youth workers can implement with young people to develop soft skills and disseminate knowledge about the Sustainable Development Goals. Furthermore, the toolkit seeks to build the confidence and awareness of youth workers in supporting youth groups to engage in climate action and develop green skills. Within the project, training courses were developed and delivered for the youth work sector on themes such as eco-anxiety, climate justice, green employability and creative outdoor learning. All of the aforementioned are highly relevant to the learning mobility field, and have the potential to inspire specific practices to be implemented by others: leading by example.

b. Active Youth

Basic information	
Name of the institution/NGO/group	Active Youth
Website	https://activeyouth.lt/
Origin/residence/office	Vilnius, Lithuania

Active Youth is an organisation that brings together young leaders, thinkers and individuals actively engaged in effecting change, whether by seeking transformation or implementing it. The organisation cultivates change-makers and fosters sustainable, inclusive development. It focuses on creating transformative opportunities and tools for youth, at-risk individuals and the wider public. The mission is centred on creating activities for youth while fostering sustainable and positive impact across dimensions. The organisation promotes the planet's well-being, ensuring individuals' health, supporting vulnerable youth and nurturing a thriving online community. It is dedicated to creating inclusive and sustainable lifestyles for communities and aims to establish environments that are supportive, diverse and environmentally conscious, thereby contributing to a better future for all.

The organisation's key initiatives encompass learning mobility projects, training courses, youth exchanges and capacity-building activities spread across Europe, Asia and South America. It uses non-formal learning approaches to tackle climate change awareness, sustainable lifestyle, and social cohesion.

Key projects include European Youth for Sustainability and Digitalisation (EYSAD), which integrates digital media to promote sustainable learning, and the Future Restoration Innovation Development Activism Youth (FRIDAY), which enhances environmental awareness and encourages European ecological processes. The Green Three Seas Initiative for Youth delves into the social and economic dimensions of the European Green Deal's environmental transformation.

Active Youth also strongly advocates sustainable fashion and develops tools and platforms to advance this topic. The organisation has developed a CO2 Check-in Tool, which monitors event-related carbon footprints and runs a platform that offers actionable advice for greener living. It has also created a Mobile Museum under the "Climate Change – see, feel, change" project (funded by the European Climate Initiative, EUKI), a testament to the organisation's commitment to climate action in the Baltic region.

3. Practices connected to sustainability content: learning mobility activities

a. Fundacja Edukacyjna Nausika

Basic information	
Name of the institution/NGO/group	Fundacja Edukacyjna Nausika
Website	www.nausika.eu/fortitude
Origin/residence/office	Kraków, Poland

Fundacja Edukacyjna Nausika implements international learning mobility activities, including training courses and seminars for youth workers. It specialises in educational games and Live Action Role Playing Games (LARPs).

The Fortitude is a climate-themed LARP that transports participants to the year 2050, in a scenario where climate catastrophe has already occurred, and where they assume the roles of diplomats engaged in international environmental negotiations. The game employs an innovative eduLarp methodology, incorporating modules that involve the distribution of votes and personal objectives. Designed to engage youth between the ages of 13 and 30, The Fortitude has a low-entry threshold and can be played both online and in person. Following gameplay, an extensive debriefing session aims to foster real-life collaborative goals towards a sustainable future. Participants not only gain access to an innovative open-source tool for addressing climate change, but also acquire practical knowledge about educational LARPs. This knowledge can be applied in their respective countries, allowing them to explore a research-based science fiction scenario involving climate catastrophe, and to understand the challenges involved in achieving positive environmental outcomes at the European and global levels.

Furthermore, there is an opportunity for active involvement in a participatory collaboration between professional educators and young activists from the Fridays For Future movement. These individuals co-created The Fortitude and are enthusiastic about its application.

By 2023, The Fortitude had been played over 40 times in 8 different countries in the course of international learning mobility activities. It is available as open source in Polish, English and Ukrainian. The game promotes open discussion on climate crises and develops climate literacy competence and knowledge about environmental situations worldwide. It also encourages participants to practise public speaking and debating.

b. Octop'us

Basic information	
Name of the institution/NGO/group	Octop'us
Website	https://octopus-ntw.com/erasmus-plus/
Origin/residence/office	Strasbourg, France

Octop'us is an environmental NGO that operates at both local and international levels. Its primary focus is on cleaning up, preserving and raising awareness about the environment, particularly aquatic ecosystems. The organisation's philosophy is centred around alleviating guilt, encouraging the public to take action in their own capacity. Octop'us organises educational activities, clean-ups and awareness-raising campaigns tackling the effects of daily consumption and the single-use plastic problem during musical festivals around Europe. Through partnerships, funders and the Octop'us network, the NGO has been able to evolve and continually expand the scope of its activities.

Octop'us facilitates knowledge exchange about good practices in reducing our daily environmental footprint, encompassing areas such as recycling, water protection and minimising cosmetic pollution. The scope of its outreach is wide, as citizens as young as six years old can develop an understanding of the environment due to their sensitivity, ability to make choices about food, and affinity for nature.

In addition, Octop'us offers training on low-tech machines that can transform waste into valuable resources, organises events to develop tools for ocean protection, and raises awareness about the impact of oil pollution spills.

Octop'us is active in the Erasmus+ Youth programme and organises learning mobility projects tackling chiefly the environmental and social dimensions of sustainability. An example of such an activity is "Exchange@Sea   , an Erasmus+ Youth Exchange. Sustainable voyages for young people   ", which took place   in July 2023 aboard two ships. The project implemented experiential learning through Sail Training, providing youth with hands-on experience in monitoring and evaluating plastic pollution. Its objectives were to raise awareness about plastic pollution, assess methods for reducing plastic consumption, promote sustainable travel, and enhance participants' personal, social, moral and cultural awareness. Participants from 8 EU countries spent 13 days exploring and cleaning the coasts of Norway, Denmark, Ireland and France. The project aimed at teaching youth how to conduct citizen research on microplastics.

4. Practices connected to sustainability content: capacity building

a. Finnish Youth Centres Association

Basic information	
Name of the institution/NGO/group	Finnish Youth Centres Association
Website	www.snk.fi
Origin/residence/office	Finland

The Youth Centres Association brings together nine youth centres that organise activities and learning mobility opportunities for young people and youth workers. They provide a secure and accountable setting for a wide range of camps, courses, training sessions and events all year round. The network is Finland's leading practitioner of experiential education and school camps, and hosts international youth events, training courses and seminars. The youth centres are purposefully designed for youth engagement and offer excellent opportunities for outdoor activities with full board and comfortable accommodation amidst natural surroundings. All centres run a Nuotta coaching programme that strengthens young people's social and life management skills and healthy living habits.

Finnish Youth Work Centres Association is a part of the organising team for the ULOS- UT-OUT - Outdoor learning conference in Finland, which convenes hundreds of educators, youth workers, teachers, researchers and policy makers to find paths to a more sustainable future. The event's objective is to cultivate enthusiasm among participants for outdoor learning. The event's central theme revolves around education within a dynamic and evolving world, encapsulated by the phrase "Building bridges – Together to our future". The event is organised every other year.

In 2023, the Finnish Youth Centres Association member Metsäkartano Youth Centre is hosting a European Institute for Outdoor Adventure Education and Experiential Learning event.

The 2023 conference "How to cope with the future? What outdoor and adventure education has to offer in this uncertain world?" brings together youth workers, teachers, educators, social workers, therapists and researchers to explore how outdoor and adventure education and experiential learning can help to build a sustainable future and, at the same time, increase well-being. The event will explore topics connected to the climate crisis and uncertainty while providing a space to reflect on holistic well-being and resilience. Metsäkartano Youth Centre is also actively involved in international youth work. It is a partner of the Be EnvironMental strategic partnership project, which develops youth work methodologies and interventions for working with nature and implements environmental initiatives that deliver real positive change in local communities.

b. European Network for Community-Led Initiatives on Climate Change and Sustainability

Basic information	
Name of the institution/NGO/group	ECOLISE – European Network for Community-Led Initiatives on Climate Change and Sustainability
Website	www.ecolise.eu/
Origin/residence/office	Brussels, Belgium

The European Network for Community-Led Initiatives on Climate Change and Sustainability (ECOLISE) has 46 member organisations from 18 different EU countries, Switzerland and Moldova. The values of co-creation, social justice and ecological integrity drive ECOLISE. Its mission is to actively engage, support, and facilitate rapid learning and collaboration among community-led initiatives to ignite profound systemic transformation within and beyond society. According to their website, ECOLISE has three strategic goals:

"1. Cultivating a cohesive, integrated network of change-making networks, organisations, groups and people that co-create and inspire a holistic culture of regeneration.
2. Expanding public and political awareness of the potential of empowered communities to positively transform societies and to help reach ambitious local to global level policy goals.
3. Developing a dynamic and inclusive framework for collaboration, sharing of knowledge, research, learning and capacity-building to support communities to engage in and spread transformative action on the ground."

ECOLISE's flagship project, Communities for Future, aims to foster the broad integration of regenerative and transformative community-driven efforts addressing climate change and sustainability. It consists of Policy Weeks, webinars, a European Day of Sustainable Communities, and other capacity-building and awareness-raising activities.

ECOLISE collaborates as a partner in the Erasmus+ project Community Climate Coaches. This initiative seeks to establish a comprehensive framework for training, supporting and empowering Community Climate Coaches across Europe. The project recognises the urgent requirement for a significant and transformative shift towards a sustainable, low-carbon future. It acknowledges that community-based climate action is vital in driving this necessary change.

The organisation was also a lead partner of the Erasmus+ strategic partnership BLAST – BLended Adult Learning for the Social-ecological Transition. Its purpose was to enable educators, trainers and others to deliver transformative learning opportunities to citizens, communities and professionals that engage as change-makers and game-changers in the social-ecological transition.

Furthermore, the organisation runs policy consultation processes and organises events to promote networking between policy stakeholders and community-led initiatives. All of these aspects are highly relevant to support further positive developments in the sustainability of the learning mobility field.

5. Practices connected to sustainability activism

a. Go Green

Basic information	
Name of the institution/NGO/group	Go Green
Website	www.bidizelen.org/en/home/
Origin/residence/office	Skopje, Republic of North Macedonia

Go Green is an association for sustainable development and environmental protection that aims to contribute to developing a peaceful and harmonious world through education as well as practical solutions. It was founded in 2010. The view of sustainability that Go Green is pursuing includes both environmental and social dimensions, as it also stresses socio-ecological transformation of communities. For the period 2020-23, Go Green had four strategic priorities:

- Youth eco-activism:

  o "Our strategic goal is to have young people who are motivated to protect and improve the environment, who actively learn about environment and climate change and participate in the creation of environmental and climate policies. Youth eco-activism consists of engagement and activating young people, aged 15 to 29, who have ideas and enthusiasm and are willing to act and contribute to solving environmental problems and improve the environment."

- Education on climate change and sustainable development:

  o "Our strategic goal is to influence formal and non-formal education in direction of integration of climate change related topics and sustainable development into the programs and curricula. Through non-formal education programs we develop youth eco-leaders and collectors of secondary raw materials, and together with schools and institutions we improve the formal educational process."

- Social inclusion for green economy:

  o "Our strategic goal is to provide support to vulnerable groups in terms of knowledge, skills, and jobs in the green economy. The green economy for us means preserving the environment while enabling social equality and justice."

- Organisational development:

  o "Our strategic goal is to establish a mechanism for communication and sharing of information between the international offices of the Go Green organizations, currently N. Macedonia, Belgium, and Croatia, and thus strengthen the knowledge

and capacity to implement international projects. This strategic goal also includes self-sustainability by development of products and services under the Go Green brand."

These priorities seem to build on the "Strategic Plan 2017-2019" (Go Green 2017), which also included concrete goals to be achieved under each of the aforementioned four strategic priorities. As an example, to contribute to the priority "youth eco-activism", Go Green planned to educate and mentor 15 young leaders, to establish 5 functional environmental working groups with 300 supporters, and to create a functional webpage featuring a blog and an online magazine (Go Green 2017).

To address these key priorities, Go Green (a) implements national and international projects, (b) runs initiatives, and (c) publishes research. Its activities cover learning mobility (e.g. youth exchanges) or volunteering opportunities funded by Erasmus+, the European Solidarity Corps or other programmes. They tackle sustainability-related topics such as climate change awareness, green skills development, youth empowerment, mental well-being, meditation, mindfulness, social inclusion, tree planting and eco-guerrilla action. Initiatives are local, national (e.g. clean-up actions, zero waste promotion) and international (e.g. conferences focusing on biking or awareness raising). These are often undertaken in collaboration with other stakeholders (e.g. the Scouts), and are aligned with wider national and international priorities (e.g. EU Waste Reduction Week, the Zero Waste movement, EU Mobility Week).

Publications in English and regional languages are another key pillar of Go Green operations. These consist of research papers (e.g. reviewing school curricula to determine to what extent they tackle climate change topics; well-being of youth workers), practical toolkits (e.g. the Climate Diplomacy Handbook, Youth Participation in Schools for Better Environment), or expert publications (e.g. White Paper on Youth Work, Youth Positions, Legislation Pinpointing for Youth Work). An interesting initiative is also the *Go Green – Ecology and Sustainable Development* magazine. All these contribute to the development of international youth work, positively influencing sustainability in learning mobility.

b. Global Ecovillage Network of Europe

Basic information	
Name of the institution/NGO/group	Global Ecovillage Network of Europe (GEN Europe)
Website	https://gen-europe.org/
Origin/residence/office	Artieda, Spain

Global Ecovillage Network of Europe (GEN Europe) is a non-profit organisation that has been in operation for several decades, serving as a "network of intentional communities, ecovillages and national ecovillage networks working together to create a regenerative world". GEN Europe brings together over 100 ecovillages, which may be defined as "a manifestation of conscious human innovation and creativity: groups of people living out their principles, regenerating their environment, and increasing their sense of belonging and purpose as a community." The network aims to support, connect and encourage ecovillages, but also to provide education and empowerment to local communities. GEN Europe itself claims to be governed by the sociocracy principle, that is taking decisions that are approved by all members, and including as many feedback loops as it takes to reach such a consensus. This governmental structure is highly inclusive and in line with social sustainability.

GEN Europe engages in projects funded by Erasmus+, European Solidarity Corps, Horizon2020 and other programmes. These projects focus on implementing research, networking, outreach and advocacy activities, on collecting good practice examples, on provision of training courses and seminars, on creation of peer-to-peer learning opportunities, and much more.

GEN Europe supports its member organisations via co-operation with other platforms, such as ECOLISE and YTS. It conducts an Ecovillage Obstacles Survey that collects information vital for advocacy activities, and also represents the ecovillage movement at policy events, such as the annual COP gatherings. It provides educational opportunities for its members, focusing on sociocracy, graphic facilitation and project creation, and supports its member organisations in the domain of information technology to enable networking and communication across the ecovillage network by helping them to set up websites, online communication tools, project management tools, forums and other useful applications. GEN Europe also provides a map of ecovillages across Europe, featuring links to relevant online resources connected to the ecovillages, and a library of resources such as toolkits or regularly updated factsheets and podcasts addressing sustainability-related topics.

6. Practices connected to sustainability strategies

a. National Agency for European Youth Programmes in Belgium-Flanders Sustainability Strategy

Basic information	
Name of the institution/NGO/group	National Agency for European youth programmes in Belgium-Flanders (JINT)
Website	www.jint.be/
Origin/residence/office	Brussels, Belgium

The National Agency for European youth programmes in Belgium-Flanders (JINT) focuses on supporting learning mobilities and international exchange and co-operation of young people and youth organisations. JINT implements sustainable policies by (a) creating its own guidelines, (b) sharing and disseminating useful publications by other stakeholders, and (c) publishing its own youth work journal.

JINT has introduced a yearly sustainability action plan developed by an internal working group. The plan is split into three parts:

1. internal, focusing on processes in the organisation that all members should follow. These apply to energy saving, travel modes, activities, purchases and services. For example, if it is possible to travel by train in less than eight hours, members of the organisation are obliged to choose this mode of transport;

- supporting beneficiaries by developing tools and providing training courses;

- a communication strategy, both internal and external, on what the organisation does to support more sustainable learning mobility projects. JINT shares practices at the national level with the Ministry of Youth and stakeholders in the youth field, and at the international level with other National Agencies of the Erasmus+ and European Solidarity Corps programmes, EPLM platform and other stakeholders.

The "Vision for an environmentally and socially sustainable JINT" (JINT 2022a) was created as a sustainability strategy, and sets environmental and social sustainability in the context of the European youth programmes, presenting links with initiatives such as the European Green Deal and the European Youth Goals, but also with national policies such as the Flemish Government document "Visie 2050". JINT uses a definition of "just sustainability" that includes environmental, financial and well-being domains: "The need to ensure a better quality of life for all, now and into the future, in a just and equitable manner, whilst living within the limits of supporting ecosystems".

The Vision clearly states that JINT should not only observe sustainable guidelines in its own operations, but also empower other organisations to follow its example – to be a role model that inspires others. This is supported by an explicit decision to work in English in order to be able to communicate with

the international community easily. Furthermore, the Vision also underlines the importance of JINT staff working together and with other experts in the field (e.g. SALTO Resource Centres, EPLM and the JINT pool of trainers).

The Vision asks that JINT push for the modernisation of its offices in order to be as sustainable as possible, and also sets out two very well-formulated and measurable objectives:

- "The objective is to have at least 30% of all projects have a focus on the topic of sustainability and/or implement projects in a more sustainable way over the 7-year period for the 2 EU Youth Programmes.";

- "The objective is to have 25% of all international travel by train and to continue to invest in CO_2 compensation for all travel."

The internal document "Guidelines for sustainable travel" assists staff in travelling sustainably. The Guidelines encourage staff to assess the necessity of travel (e.g. importance and length of the meeting, possibility of online attendance, combining meetings), and supports them in determining what type of travel to choose (e.g. clearly stating when flying is allowed, and providing links to other means of transportation), booking travel (e.g. using a travel company that keeps track of all travel and assists in offsetting emissions), and planning work-related matters (e.g. workdays during travel, overtime compensation). The document is in English, and can be shared on request by JINT.

The "Sustainable event guidelines" (JINT 2022b) support sustainable learning mobility events. This document provides a brief and clear introduction into the topic of sustainability, and takes the reader through the key steps in the planning of an international event to ensure it is as sustainable as possible, focusing on: the venue, accommodation, travel, information provision, promotion and decoration, food and beverages, waste management, energy saving, logistics, inclusion, communications on sustainability, and CO_2 compensation. The publication is also supported by a practical "Sustainable event checklist" (JINT undated) that outlines practical questions that event organisers should answer in order to make their event as sustainable as possible.

b. Sustainability strategy of the International Young Naturefriends

Basic information	
Name of the institution/NGO/group	International Young Naturefriends (IYNF)
Website	www.iynf.org/
Origin/residence/office	Prague, Czech Republic

International Young Naturefriends (IYNF) is an activist organisation that engages in a wide range of initiatives, from capacity-building activities (e.g. trainings of trainers, creation of content and methodical publications), through exchanges and learning mobility activities for young activists, to lobbying activities on the European level (e.g. information campaigns, representation and promotion of sustainability- and solidarity-based values, networking). The IYNF is an umbrella organisation that brings together many organisations comprising over 120 000 young members, and it focuses on different aspects of sustainability in its work.

With over a decade of practical experience, the IYNF explicitly states that sustainability is its primary working principle: "We love and care for nature by minimizing environmental impacts, maximising joy in nature, and disseminating the concept of sustainability." This key principle and appreciation of the work of others, respect for others, and appreciation of diversity form the pillars of the work the IYNF does. These pillars are mirrored in the Green Toolbox (IYNF 2012), which forms the basis of the organisation's Environmental Policy (internal document).

The Green Toolbox elaborates in great detail several key areas that are also mentioned in the Environmental Policy document. These include (a) office operations, (b) publications and gifts, (c) financial management, (d) mobility rules, (e) food implications, (f) waste management, (g) choosing venues, (h) rules on behaving outdoors in a sustainable fashion, and (i) teamwork well-being. The document puts together the scientific argumentation that builds the basis of any sustainable activity in a given area, and also presents concrete tips on how to implement sustainable approaches in the above-mentioned areas (IYNF 2012).

On the other hand, the Environmental Policy itself is a rather brief document that provides general guidance, building on a more detailed Green Toolbox, and sets out principles that are to be used within the organisation, such as only including meat as an optional meal, with vegetarian and vegan meals served as the default option, or choosing venues with a low environmental impact   that are as accessible by public transportation as possible. The Environmental Policy therefore applies to both IYNF personnel and participants   in its activities, with a specific subchapter also dedicated to negotiating common rules when an activity is co-hosted or co-organised by other organisations.

All implemented activities of the IYNF are evaluated during a reflection session of IYNF personnel (including office staff) and trainers, and for participants there is an option to submit feedback via surveys. While many of the more common rules are now taken for granted and implemented automatically (e.g. waste separation, avoiding resource waste), there are some that are more often

debated (e.g. means of travel, or fully vegan catering). No written evaluation reports are produced, and while dissemination of the Environmental Policy standards is one of the explicit aims of the IYNF, this is done through activities and trainings, rather than through publications. The policy is being updated, and the IYNF plans for a major policy overhaul in the coming years, taking into account the latest developments as well as the latest scientific knowledge, and possibly moving from sustainability to climate positivity, that is to approaches that not only balance environmental impacts, but also bring about positive changes in the environment (e.g. regeneration, negative emissions).

7. Practices connected to sustainability research

a. International Youth Service of the Federal Republic of Germany

Basic information	
Name of the institution/NGO/group	International Youth Service of the Federal Republic of Germany (IJAB)
Website	https://ijab.de/en/
Origin/residence/office	Bonn, Germany

The International Youth Service of the Federal Republic of Germany (IJAB) strengthens and shapes international youth work and international youth policy co-operation across Europe and around the world. It promotes international exchanges and programmes with the aim of creating greater mutual understanding, offering international learning opportunities on youth policy-related issues, enabling more participation, and combating xenophobia, racism and violence. IJAB informs and advises child and youth services providers, policy makers and administrators and offers training courses, expert exchanges, handbooks and manuals, and specialist publications. It also advises young people on going abroad and obtaining funding. As sustainability is a cross-cutting topic in learning mobility and youth work domains, IJAB also tackles this topic.

Learning Mobility in Times of Climate Change (LEMOCC) was an international project that sought to answer the vital question – How can international youth work be made more sustainable and environmentally friendly? LEMOCC focused on collecting data on the connection between youth, mobility and climate change, including youth as experts in the process, and developing recommendations for policy makers, good practice compendia and a toolbox. The project brought together 18 organisations from 7 partner countries.

A report of a non-representative study was published, comprising focus group as well as survey results that summarise the views of young people on sustainability in connection to their learning mobility choices (Bartels, Brahimi, Karic, Rück, Schröer 2022). The publication stresses the importance of travelling in general and learning mobilities in particular in the lives of young people, but also their awareness of acute environmental problems and their willingness to contribute to sustainable travelling: travelling in the least harmful ways ("slow travelling"), staying longer, and recognising the importance of being included in decision making and having their voice heard. An international mapping of policies, key actors and good practice examples was also conducted (Lorschiedter, Pfeifer, Piesche, Wondratschek 2022), focusing in particular on the situation in countries involved in the project: Estonia, Finland, France, Germany, Turkey and the UK. Examples of good practices provide basic information as well as contact information.

Furthermore, recommendations for practitioners and stakeholders in the learning mobility field are presented, together with practical tips for organisations engaged in learning mobilities, focusing on preparation for activities, activity programmes, food, transport, resource management and

accommodation (Mierzowski, Piesche, Reinholz-Asolli, Walker 2022). Finally, a toolbox is available that presents concrete ideas on workshops in which different aspects of sustainability are showcased to learning mobility participants (Riemann, Mierzowski 2022), for example by demonstrating how far a person can travel by different means of transport while producing the same amount of greenhouse gas emissions, or the impacts that different foods (e.g. vegetables, milk, meat) have in terms of greenhouse gas emissions.

b. European Platform on Learning Mobility

Basic information	
Name of the institution/NGO/group	European Platform on Learning Mobility (EPLM)
Website	https://pjp-eu.coe.int/en/web/youth-partnership/european-platform-on-learning-mobility
Origin/residence/office	Strasbourg, France/Brussels, Belgium

The EPLM is an open network, co-ordinated by the partnership between the European Commission and the Council of Europe in the field of youth. While the scope of the work undertaken by the EPLM is rather broad (e.g. connecting research, practice, youth and decision makers; quality and recognition; and digital learning mobility), sustainability is also one of the key areas of the platform's interest (European Platform on Learning Mobility undated).

Within the EPLM, the youth partnership conducts research in the area of sustainability to determine a sustainability framework useful in the learning mobility domain (Bárta, Ples 2021), and this framework has been used as the foundation of this compendium of good practices. These efforts serve as stepping stones for the learning mobility field, so that a common language can be created for sustainability in learning mobility. The EPLM seeks to utilise good practices that already exist, develop new practices, and further develop the learning mobility field via lobbying, advocacy and activism.

The EPLM also organises conferences at which research, policy and practice developments are presented, debated and shared. Peer-to-peer learning, networking and further research steps are all outcomes of the latest SUSTAIN-MOBILITY conference held in 2023 in Germany. Building on a background paper (Nicodemi 2023), a general framework for sustainability in learning mobility was presented (Bárta, Ples 2021), a Sustainability Checklist intended to provide practical support for learning mobility organisations in the sustainability domain was elaborated on (Tumėnaitė 2021), and a toolkit focusing on sustainability in youth work generally was also shared (Keen, Pinkeviciute, Hayes, Berecz, Akyüz 2018). GreenComp, a framework for sustainability competences, was also outlined (European Commission, Joint Research Centre 2022). Furthermore, ample space for practice sharing and networking was provided.

The EPLM also collaborates with members of the Pool of European Youth Researchers (PEYR), a body of research professionals co-ordinated by the EU-Council of Europe Youth Partnership. The EPLM and

PEYR collaboration provides opportunities not only to conduct original research, but also to capitalise on existing research undertaken by PEYR members or other members of the network (e.g. Kiilakoski, Piispa 2023).

Conclusions

This Compendium presents good practice examples related to the domains of sustainability in learning mobility. Firstly, it shows that many good practices already do exist in the field of learning mobility, and the field would greatly benefit from support for peer learning, organisation of sharing platforms, networking, and other capacity-building activities. This would allow for practices to spread and for practitioners to capitalise on existing expertise.

Some examples of successful initiatives focused on capacity building to support sustainable approaches in learning mobility already exist, as noted in this Compendium. Some organisations act as beacons of good practice (e.g. JINT, YouthLink Scotland), some are starting communities of practice to support mentoring and other ways of sharing know-how (e.g. YTS, ECOLISE), and yet others organise networking events (e.g. Pulse Transitienetwerk, Finnish Youth Centres Association). Supporting these existing capacity-building activities as well as the development of new ones, such as pan-European activities and regularly organised conferences, would support not only those organisations that are already active in the domain of sustainability, but newcomers as well.

For capacity-building purposes, the model of preconditions presented at the beginning of this Compendium as well as in the earlier Exploratory Study (Bárta, Ples 2021) could prove useful. Starting with raising awareness of sustainability as such, in terms of its dimensions and importance for today and for the future (developing attitudes and values), through provision of facts on domains of sustainability (knowledge building), to practical experiences with a range of approaches aimed at implementing sustainable models (skillset building), the expertise of youth workers as well as young people and volunteers would be built up. Such expertise would then support the creation, adjustment and implementation of concrete practices.

Secondly, this Compendium shows that the theoretical model presented in the introduction brings added value in two distinct areas: (a) compartmentalisation of the complex sustainability phenomenon in the context of learning mobility and (b) showcasing how different aspects intertwine. The Compendium presents good practices of aspects of sustainability in learning mobility, including environmental, social and economic aspects, allowing readers to see how it is possible to approach this complex topic by compartmentalising: probing smaller sections of sustainability instead of struggling to come to terms with all of its levels. On the other hand, it also demonstrates clearly that engaging with one aspect of the theoretical model on sustainability in learning mobility brings the reader naturally to many other aspects, as they are often intertwined in practice.

Lastly, reviewing the practices presented in this paper across all dimensions of sustainability, it becomes clear that sustainability is, to at least some of these organisations, merely a first step, or perhaps even an outdated concept. There are hints of approaches that go beyond sustainability, and into the areas of restoration and regeneration, and even an overall overhaul of the current economic system: from growth to degrowth. These can be seen in projects focusing on clean-ups by Octop'us, or even the creation of new green land and pristine forest areas by YouthLink Scotland, and of concrete structures going beyond social and environmental and economic sustainability, such as ecovillages in the case of GEN Europe.

It should be noted that the shift from sustainability to regeneration is not a new idea, mostly in the domain of environmental sustainability, but involves tackling social and economic aspects as well. A

coherent theory that describes moving from negative impacts, through sustainability, to regeneration was presented in the first decade of this century (Reed 2007) and is well illustrated in Figure 4. This theory illustrates the move away from such practices that critically harm the environment, through a phase of using "green" practices that still do harm but less so than conventional practices, to reaching an equilibrium embodied by the sustainability approach: stopping damage to the planet. But this theory also outlines possible further avenues: designing such practices that assist nature in restoration and regeneration.
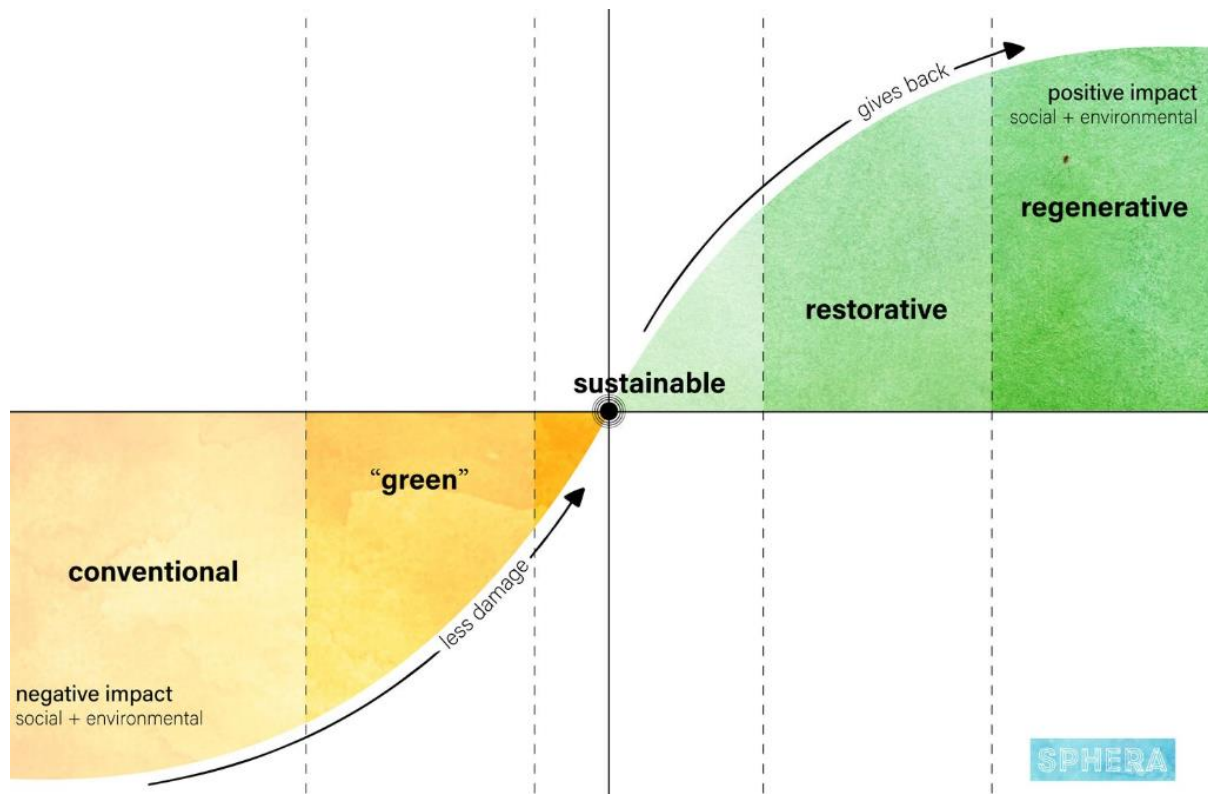

Figure 4: From sustainability to regeneration (SPHERA undated)

The concept of climate positivity is a concrete example of restorative approaches. Climate positivity aims to be carbon negative, that is to remove more carbon dioxide from the atmosphere than what one is producing. This can be done either by offsetting more than what one is producing, or by affecting partners and networks in such a way that they start reducing their carbon dioxide footprint beyond what they would normally do (Bernoville 2022; Go Climate Positive undated; UN undated). This approach can be highly relevant to the learning mobility field, which has already started to take carbon dioxide offsetting into account (e.g. JINT), and which often organises events and activities that include external partners (e.g. hotels, conference venues, catering companies). All of these areas can be utilised to make learning mobilities not only sustainable but even climate positive.

Theories grouped together as "beyond growth" approaches are another example of restorative or regenerative designs (Evroux, Spinaci, Widuto 2023; Likaj, Jacobs, Fricke 2022; European Parliament 2023). While current policies attempt to reach sustainability and at the same time keep up economic

growth (European Commission 2022), an approach called "inclusive green growth", there are other designs that suggest more radical evolution towards restoration and regeneration.

Degrowth is possibly the most radical of these novel designs, and it suggests that Gross Domestic Product (GDP) growth itself should not be the main aim of human activities (Evroux, Spinaci, Widuto 2023). Degrowth proponents propose the following policy instruments: common ownership business models, deepening of democratic practices, orientation towards the well-being and spirituality of an individual, reduction of working hours, and even universal income (Likaj, Jacobs, Fricke 2022).

Post-growth is yet another distinct approach that suggests that growth itself is not a useful indicator of any well-being, be it social or environmental, and hence should be excluded from debates on sustainable development (OECD 2020; Likaj, Jacobs, Fricke 2022; Evroux, Spinaci, Widuto 2023). Instead of growth, other aims are suggested as the priority of future development, such as environmental sustainability, rising well-being, falling inequality and system resilience (OECD 2020; Likaj, Jacobs, Fricke 2022).

The post-capitalism approach is also listed among "beyond growth" approaches. Based on the premise that a fundamental overhaul of the economic and political order is needed, this approach suggests that capitalism itself is a key source of hardship for current societies, and that replacing it with an alternative system that focuses on similar goals to those outlined by post-growth theorists is the way to better tomorrows (Likaj, Jacobs, Fricke 2022).

While these theories can seem to be too overarching to have any impact on the learning mobility domain, we do see some of them materialising in concrete activities that take place. Inclusive green growth is represented by such learning mobility activities that prepare future generations to engage in what is now referred to as the "green economy" and supported by policies such as the European Green Deal (European Commission undated) or the European Pillar of Social Rights (European Union 2021). Degrowth and post-growth approaches can be seen in numerous initiatives across the learning mobility field: slow travel (e.g. utilising the train network), community building (e.g. ecovillages), youth political participation learning mobility projects, volunteering camps, and even projects that focus on the mental well-being of young people, and on supporting them in finding niches in society within which they can find happiness and peace.

These approaches, which aim to be restorative and regenerative towards the environment as well as towards societies and communities, are worth further exploration. Such practices have the potential to create not only sustainable learning mobilities but practices that contribute to the restoration and regeneration of environments and societies.

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Appendix: Call for practices

Sustainability and learning mobility – Call for practices for the Compendium (March to April 2023)

Sustainability has become one of the key areas of consideration for learning mobility, encompassing environmental, sociocultural and economic dimensions. The topic has gained importance due to the increasing urgency of the climate crisis as well as young people's growing environmental concerns. It has been incorporated as one of four key priority areas of Erasmus+ and European Solidarity Corps. It has also been promoted through other policy instruments, such as the European Green Deal, Youth Goal #10, Sustainable Green Europe, and the work of the Council of Europe Youth Department on greening the youth sector.

To improve our understanding of sustainability in the youth learning mobility field, the European Platform on Learning Mobility, with the support of the EU-Council of Europe Youth Partnership, is building on its initial study and mapping inspiring practices on sustainability work in the organisations implementing learning mobility projects. The selected practices will be included in the Compendium. We are looking for case studies and inspiring examples highlighting mechanisms addressing sustainability in learning mobility projects at procedural, content and activism levels in Europe and neighbouring regions. For more information related to sustainability and learning mobility, check the EPLM resources.

All in all, sustainability is usually understood in at least three dimensions: environmental sustainability (i.e. ensuring activities are not overstepping environmental limits), social sustainability (i.e. ensuring good quality of life on the individual level and as a society, including accessible democratic structures) and economic sustainability (i.e. ensuring cost-effectiveness of activities). These dimensions constitute an interlinked system, so to be sustainable, we should not compromise on any one of these dimensions.

We would like to invite educators, youth workers, researchers, policy makers, and the representatives of various organisations (youth-led, non-governmental, governmental, private) and informal groups that implement learning mobility activities to share examples of good practices by 7 April 2023 via the following form.

1. Basic information about your practice and your organisation
   1. What is the name of the institution/NGO/group?
   2. Can we explicitly mention your organisation in the Compendium?
   3. If your organisation has a website, please share it with us here:
   4. Where is your organisation based? (country, city/town)
   5. What is the name of your good practice?
   6. When is/was the practice implemented?
   7. What is the target group of your practice?
   8. Please describe your practice briefly: purpose, objectives and activities (1-2 paragraphs)

9. If the practice itself can be found on a webpage, please share it with us here:

2. Addressing sustainability

1. Does your organisation have a sustainability strategy? If yes, please share with us a link to a webpage! (If there is no public link, please feel free to share a doc/pdf with us here). In case your organisation has no such strategy, please share a few sentences with us on what your understanding of sustainability id.

2. Please list processes applied in your organisation related to sustainability and learning mobility. If you are a solo/freelance/volunteer practitioner, please list processes that you apply yourself in connection to sustainability. By processes we mean internal operations of your organisation, such as a travel policy (standards for how participants and organisation members travel to meetings, etc.), anti-discrimination policy or financial transparency policy, and so on. They can also be little things, such as baby-friendly offices, preferring vegan meals at your events, choosing the most economic options, and so on.

3. Now we would like to ask you about topics that you cover in your organisation in different settings:

    1. What sustainability-related topics are you working with during learning mobility activities? Here we mean concrete areas that you tackle as content within your learning mobility events: Perhaps you hold simulations that showcase the importance of social inclusion in everyday life?

    2. What sustainability-related topics are you working with within your organisation? Here we mean concrete areas that you tackle within your organisation: Perhaps you hold internal debates on choosing the most economic options when organising events?

    3. What sustainability-related topics are you working with outside of your organisation? Here we mean concrete areas that you tackle in connection with your professional networks: Perhaps you publish on lobbying for greener approaches in learning mobility? Or you publish on the topic online? Or?

4. Do you consider your organisation to have an activist structure? If so, what field(s) do you try to influence? If you are a solo/freelance/volunteer practitioner, please let us know if you consider yourself an activist and in what field(s).

5. You can use this space to share links and/or additional information.

3. Basic information about the contributor: Please feel free to leave your contact details so we can get back to you in case we have further questions!