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## European Platform on Learning Mobility in the Youth Field

### BI-ANNUAL CONFERENCE

**Learning Mobility in the Youth Field: Towards Opportunities for all**  
*Evidence, experience, discourse.*

Istanbul, 7-9 October 2015

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## REPORT

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### Youth Partnership

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



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## Introduction to the report

The purpose of this report is to show the intentions of the European Platform for Learning Mobility in the field of youth (hereinafter the EPLM) in action.

It is hoped that by taking stock of the Platform's progress so far (up to Autumn 2015) including the main outputs and recommendations of the Istanbul Conference – Learning Mobility in the Youth Field: towards opportunity for all: evidence, experience, discourse – the EPLM can gather momentum to support its future direction and address the needs of the policy, practice and research sectors.

The Istanbul Conference brought together 102 experts representing researchers, practitioners, volunteers, policy makers, institutions and organisations in the youth field working on the topic of learning mobility, as well as representatives of the corporate sector, the European Youth Press, the Orange Magazine and the Coyote editorial team.

The focus of the exchanges was about opportunities for all, or to put it another way, inclusion of those with fewer opportunities in learning mobility projects. It was about mobility as a tool for inclusion, and to consider to what extent the mobility schemes are inclusive.

Keynote speeches from diverse contributors animated the plenary sessions and were an opportunity to establish constructive relations between research, practice and policy.

Through the six main theme tracks – which allowed participants from a variety of countries, experiences, backgrounds and sectors to share perspectives – many ideas were exchanged and suggestions were proposed for how the EPLM can move forward and make instrumental changes for young people with fewer opportunities in a learning mobility context.

The most emphasised concept that was discussed from many different angles was the assurance of quality of learning mobility projects by focusing on the before/during/after timeline. This can also be translated into the preparation, implementation and follow-up phases of a learning mobility project, and the importance of supporting the (extra) needs of young people to develop at each of those stages. It was suggested that the expertise and knowledge of each of the three sectors can be combined closer together to bring added value for both the supported process and for the learning development of the young person. Many practical suggestions and questions on this topic were raised, and these can be seen in Chapter 2 of this report, which focuses on the six main theme tracks.

As for the next steps and future directions of the European Platform for Learning Mobility, the possibility of strengthening existing links was promoted. Connecting closer, integrating approaches and working on specific projects – perhaps even by “co-elaborating” together – should be a course of action to take together. The research angle should be more comprehensively incorporated into what happens next. Several suggestions were made for tools that could be developed using the

prowess of representatives of the Platform in the learning mobility field. Another suggestion was to combine the strength of the existing triangle, with the involvement of young people, as a springboard to link with other sectors (such as the corporate world, or formal education). These next steps proposals are collated in Chapter 3 of this report.

Within the different chapters of this report, differences and common ground between the policy, practice and research sectors can be shown, and the indispensable collaboration between the EPLM members can be realised. Recognition of the value of the connection between the three sides of this triangle (and more if we consider the other sectors with whom we are starting to work) was given prominence and the equality of inclusion of each and every sector, as well as young people, was emphasised for opportunities for all in learning mobility in the youth field to be a sustainable reality.

What follows in this report is intended to provide both a record of the Istanbul Conference and, it is hoped, also a tool for the field.

# 1: The European Platform for Learning Mobility in the youth field and the Istanbul Conference

## What is the EPLM?

### Mission

The mission of the EPLM is to engage in the improvement, knowledge, visibility and recognition of learning mobility in the youth field.<sup>1</sup>

### Definition of learning mobility

By learning mobility the EPLM means “transnational mobility undertaken for a period of time, consciously organised for educational purposes or to acquire new competences<sup>2</sup> or knowledge. It covers a wide variety of projects and activities and can be implemented in formal or non-formal settings.”<sup>3</sup>

### Approach

The EPLM is an open participatory space for exchange and cooperation between practitioners, researchers and policy makers. By “practitioners” the Platform means programme staff, trainers and consultants, youth workers and other multipliers in the youth field and in youth work.<sup>4</sup>

### Scope

The bodies involved in the EPLM understand Europe as the region that includes the countries and actors represented in the Council of Europe and the European Union.<sup>5</sup>

The EPLM focuses on the learning mobility of young people and of practitioners in the youth field, and particularly in various forms of youth work, which, in the view of the EPLM, should be supported by European youth policy.

The EPLM focuses on non-formal learning with links to informal learning as well as to formal education. Learning mobility in this framework aims to increase participation, active citizenship, intercultural learning and dialogue, individual competency development and employability of young people. Mobility is also to be understood as a possible source of genuine and diverse learning experiences, and it therefore becomes important to critically investigate links between learning mobility (settings and contexts) and identity building. The EPLM, in its work, not only considers

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<sup>1</sup>. Paper No. 1: European Platform on Learning Mobility in the Youth Field – Programmatical Frame

<sup>2</sup>. “Competences are to be understood as an overall system of values, attitudes and beliefs as well as skills and knowledge, which can be put into practice to manage diverse complex situations and tasks successfully. Self-confidence, motivation and well being are important prerequisites for a person to be able to act out his/her developed competences.” SALTO T&C RC (2013), *Competence framework for trainers*.

<sup>3</sup>. ICON Institute for EU Commission, Education and Culture (June 2012), *Study on Mobility developments*.

<sup>4</sup>. The Platform defines youth work as stated in the Declaration of the 1st European Youth Work Convention.

<sup>5</sup>. Researchers, policy makers and practitioners active in the field of youth work at European level and/or in one of the 28 member states of the European Union and the 47 member states of the Council of Europe.

European youth mobility policies and programmes, but is also more generally interested in learning mobility as a set of complex social processes transforming the conditions of growing up in Europe.

Moreover, the EPLM focuses on physical and organised learning mobility but does not overlook the virtual mobility facilitating and supporting physical mobility experiences.

### **Actions of the EPLM**

- 1) It provides a network for the exchange and co-operation of researchers, policy makers and practitioners dealing with learning mobility in non-formal and informal learning as well as formal education.
- 2) It creates and maintains a collective, multi-professional voice from the youth field – and beyond if relevant – with the common concern of learning mobility.
- 3) It deepens knowledge and understanding and provides regular state-of-the-art on existing research linked to learning mobility.
- 4) It works on a number of themes, as described in the EPLM's position paper, regularly revised.
- 5) It implements projects such as conferences bringing together actors in the field of learning mobility, and develops publications.
- 6) It follows up and implements outcomes of conferences and links them to relevant policy discussions in Europe.

## Themes of the EPLM

In line with the policy developments at European level, and based on the outcomes of the conferences of 2011 in Budapest and 2013 in Berlin, the Platform has been working on a series of topics and related actions, as follows:

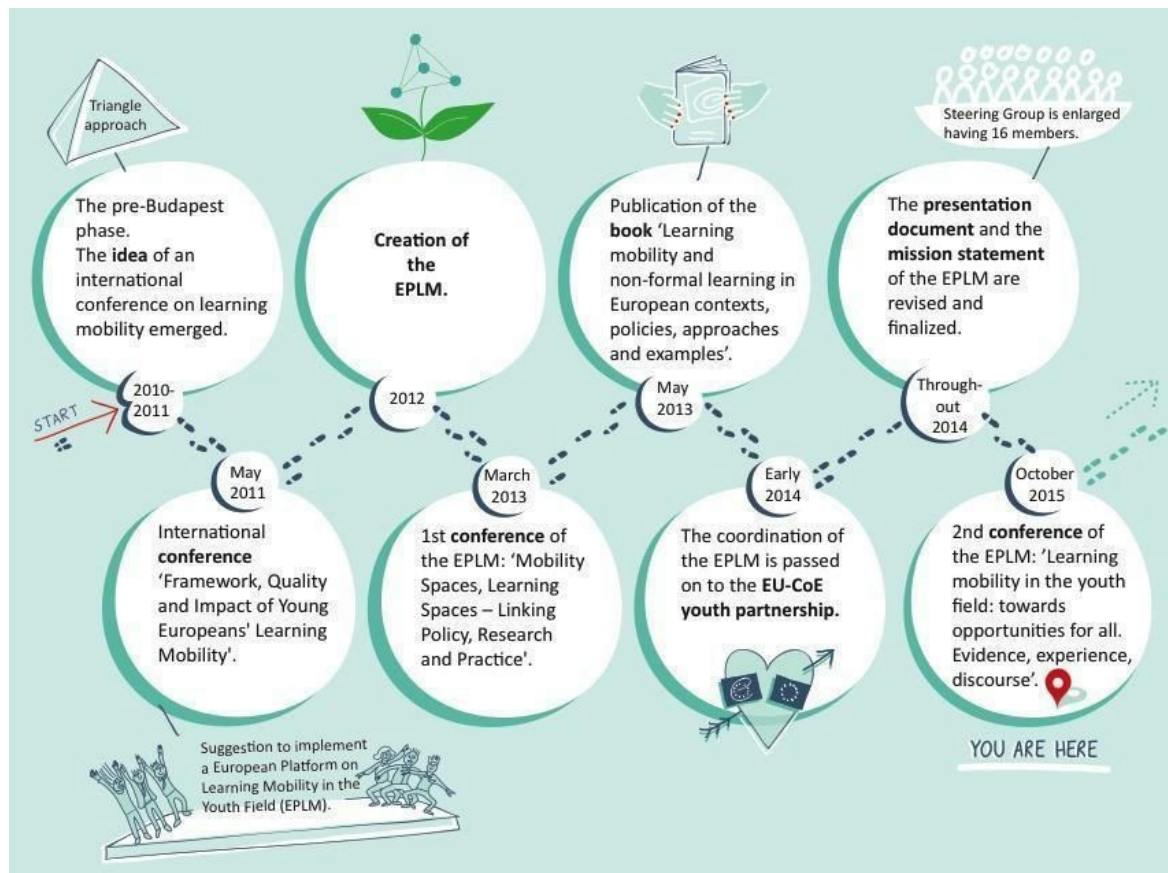
- linking youth work and learning mobility
- providing information and guidance
- ensuring quality and recognition
- facilitating learning mobility for all and in diversity
- competences and training
- evaluation, learning transfer and impact.

For more information please contact:

E-mail: [youth-partnership@partnership-eu.coe.int](mailto:youth-partnership@partnership-eu.coe.int)

Website: <http://pjp-eu.coe.int/web/youth-partnership/european-platform-on-learning-mobility>

## The development of the EPLM



### The pre-Budapest phase

In 2010 and 2011, the idea of a platform on learning mobility in the youth field wasn't even born – but there was a wish to have an international co-operation between sectors, articulated around common needs. The idea of an international conference on learning mobility, based on the triangle approach, emerged quite clearly. The initiative of what would become the Budapest conference in 2011 was partially rooted in a series of policy documents, recommendations, studies and reports from the Council of the European Union, the Council of Europe and the European Youth Forum, among others. Throughout the preparatory process, which involved a number of stakeholders such as National Agencies of the Youth in Action programme at that time (Hungary and Germany), a consortium of German institutions organising the long-standing "Research-Practice Dialogue on International Youth Work" and the EU-Council of Europe youth partnership, the six themes of the Budapest conference were defined:

*"The connection between practice, policy and research leads to much more sustainable projects." (Hans-Georg Wicke, Head of German NA for E+ Youth in Action)*

1. concepts and formats of young people's learning mobility
2. quality, standards and their implementation
3. quality aspects – approaching target groups
4. qualification for and through young people's learning mobility
5. comparative youth work
6. impact research and evaluation methods.

Other parallel initiatives such as the seminar “Young people and mobility, a luxury?” of the Bureau International Jeunesse were organised as well.

### **May 2011, Budapest – International Conference “Framework, Quality, and Impact of Young Europeans' Learning Mobility”**

*“Seeing the multidisciplinary and interdisciplinary network start to rise was a great thing.” (Ozgehan Senyuva, Researcher)*

The Budapest conference brought together 80 policy makers, researchers, practitioners and institutions and organisations in the youth field from 27 countries. The aim was to take stock of current debates

and research findings on educational youth mobility, exchange insights into quality factors and programme formats that will contribute to the desirable impact of learning mobility schemes for young Europeans and serve to identify common interests, resources and interfaces as a basis for collaboration projects, studies and further exchanges within a European network of experts. One of the main outcomes included that a sustainable co-operation platform should be created.

### **2012: Creation of the EPLM**

A network was drawn together of key actors representing the fields of practice, policy and research. Co-ordination was done by Transfer e.V. in co-operation with the German National Agency of the Youth in Action programme. That phase also saw the development of the logo, the website, the mission statement and the EPLM position paper (which have been revised since), as well as the publication of the first newsletters, among other things.

### **March 2013, Berlin: 1st Conference of the EPLM: “Mobility Spaces, Learning Spaces – Linking Policy, Research and Practice”**

The first conference of the EPLM brought together 85 invited experts from 26 countries. Participants included European policy makers, researchers, practitioners, institutions and organisations in the youth field working on the topic of learning mobility. The first conference tackled the six main themes as stated in the first version of the EPLM's mission:

*“In the Berlin conference each leg of the triangle was very strong and motivated, but we needed to talk with each other. We are talking now.”  
(Andreas Rosellen, Transfer eV)*

1. linking youth work and learning mobility
2. facilitating learning mobility for all and in diversity
3. providing information and guidance
4. competence and training
5. ensuring quality and recognition
6. impact, learning transfer and evaluation.

Several proposals resulted around the three sectors' needs, including:

#### For researchers

- An ongoing evaluation instrument for project organisers and National Agencies should be developed to concentrate much more on long-term effects of mobility experiences; to measure the before and after of the mobility experience; to look at youth work competences (international/citizenship), and to analyse who are the people that participate in learning mobility.

#### For policy

- There should be an enlargement of the Platform, and policy makers should be encouraged to join. It should cover municipal youth work, young people, and other fields of work with young people and non-EU countries. Also, the EU-Council of Europe youth partnership should become co-ordinator of the Platform.

#### For practice

- An analysis of target groups should be made, aims/definitions of learning mobility should be clarified, and an action plan or roadmap should be developed to reach the objectives of the steering group.

### May 2013: Knowledge Book

Taking much of the results of that conference, a Knowledge Book was published by the EU-Council of Europe youth partnership in May 2013. It focused on learning mobility and non-formal learning in a European context – policies, approaches and examples – and provides texts of an academic, scientific, political and practical nature for all stakeholders in the youth field.

## Early 2014

The co-ordination of the EPLM is passed on from Transfer eV in Germany, as the instigators of the Berlin conference, to the EU-Council of Europe youth partnership. In parallel with that process, a new website was developed.

## Throughout 2014

The position paper and mission statement of the EPLM were elaborated, revised and finalised during 2014. The steering group was enlarged to 16 members, including institutional representatives, youth organisations, information and counselling, trainers, researchers ... and remains today a network that isn't completely closed.

## October 2015

Organisation of the 2nd EPLM conference: "Learning mobility in the youth field: towards opportunities for all. Evidence, experience, discourse" with a focus on inclusion...

... and now we have a better map of who is talking to whom, and can see the results of the dialogue between different sectors getting stronger. The question for the future is how to create an impetus that reaches policy, and what the next steps for the European Platform for Learning Mobility should be.



## Background to the Istanbul Conference

As the co-ordination of the Platform continued in the hands of the EU-Council of Europe youth partnership, during the steering group meeting of May 2014 the decision was taken to host a second conference during 2015, with the aim of consolidating the foundations of the Platform and moving one step further.

The steering group decided on the title of the conference: “Learning mobility in the youth field: towards opportunities for all. Evidence, experience, discourse”.

It was decided to look at inclusion and mobility from two perspectives:

- mobility as a tool for inclusion
- to what extent the mobility schemes are inclusive.

The questions of the impact of learning mobility and its level of recognition were seen as important to tackle, also questions such as what the obstacles to learning mobility are, and the issue of information and guidance.

Under the main theme of “inclusion”, a series of six sub-themes were developed by the preparation team. It was also agreed to use as a main reference not only the position paper of the EPLM but also the Recommendations of the Council of the European Union on “Youth on the Move” – promoting the learning mobility of young people (28 June 2011).

The six theme tracks were decided, namely:

- Theme 1 – Impact (evidence, experience, and testimonies)
- Theme 2 – Recognition
- Theme 3 – Motivation for learning mobility
- Theme 4 – Information and guidance on opportunities for learning mobility
- Theme 5 – Quality of learning mobility
- Theme 6 – Support structures.

For each sub-theme, two perspectives should be addressed:

- learning mobility as a tool for inclusion
- the (level of) inclusiveness of learning mobility schemes.

The need was highlighted to not only create a space at the opening to “set the framework” of the conference (its rationale, the importance of the main theme and what lies behind the sub-themes) but also to highlight the path of the EPLM and where it stands today, and acknowledging the work done up until now.

The Platform is a neutral space for talking and connecting, beyond the current political discourse. It offers the possibility to focus on shared concerns relating to learning mobility. By creating a physical stage for that to happen, it was hoped the conference would galvanise the actors and provide impetus for future momentum for all three sectors of practice, policy and research. The conference would be an important moment to look to the future of the EPLM.

## The Istanbul Conference

### Programme

	6 October	7 October	8 October	9 October
09.00	Arrivals	.....		
09.30	Researcher seminar	Opening and welcome address	Keynote on research: Yörük Kurtaran	Keynote on policy: Uwe Finke-Tempe
10.00			Parallel thematic workshops:	Interactive plenary: next steps
10.30	Researcher seminar	Keynote by Daniel Briggs	<ul style="list-style-type: none"> <li>• impact</li> <li>• recognition</li> <li>• motivation</li> </ul>	
11.00				Break
11.30	Researcher seminar	Working tables – reflection and inspiration on learning mobility and inclusion		Concluding plenary
13.00		Lunch	Lunch	Lunch and end of the conference
14.30		Feedback from the working tables	Keynote on practice: Bob McDougall	
15.30	Researcher seminar	Panel: Evidence, experience, and testimonies – two years of the EPLM	Parallel thematic workshops: <ul style="list-style-type: none"> <li>• information</li> <li>• quality</li> <li>• support structures</li> </ul>	Departure
17.00		Meet the researchers session		
18.00		End of the daily working programme	End of the daily working programme	
19.30	Dinner	Dinner	Dinner and evening programme	

## Aims and expectations of the Istanbul Conference

This conference brought together people from the policy, practice and research fields to explore learning mobility from several perspectives and around two key questions:

- 1) Is learning mobility a tool for inclusion?
- 2) Are learning mobility schemes inclusive enough?

The aim was to maintain the approach of having researchers, policy makers and practitioners together “around the table” exchanging and debating on common issues, or “getting in each other’s shoes”; to bring people together who can identify challenges, discover synergies, explore co-operation possibilities afterwards, and to reinforce the strength and reliance of the three sectors through their triangular relationship. It was a physical place to take a standpoint and to bring a clear opinion from the participant’s own sides to debates.

Space was provided for different actors from different fields to work together and to improve learning mobility in a more systematic way; to have fresh and different perspectives on what can still be done to improve inclusion of young people in learning mobilities and to give opportunity for actors from different organisations and sectors to share their practices and create links.

Links can be reinforced by talking, exchanging views and sharing understanding of different perspectives. This can enrich our own vision of learning mobility and how it can be of a better quality. The conference provided many opportunities for this through the varied methodology, ably facilitated by Gisele Evrard Markovic and Laimonas Rasgauskas.

It was also a chance for the whole gamut of stakeholders to consider the EPLM’s position, and for them to ask themselves: *How can you contribute to the Platform? What should the Platform work on? What are the main challenges/directions that the Platform should work on later?*

The expectation is to **feed the outcomes** of the conference to **further the work** of the EPLM; to have outcomes of the conference as a **resource for the stakeholders involved in the Platform** to use for **achieving a higher level of inclusion** and ensuring a higher quality of international youth mobility projects (in terms of social inclusion); and to raise the profile and recognition of this work by broadening the reach, **sharing the ideas** and disseminating the outcomes of the conference for people “outside” to see what is being done.

## Who was behind the Istanbul Conference?

This conference was made possible through the co-operation and hard work of the Partnership between the Council of Europe and the European Commission and the funding National Agencies of the Erasmus+ Youth in Action Programme (Turkey, Germany, France).

### Head of the Turkish National Agency for Erasmus+: Mesut Kamiloğlu

“Mobility is not a goal by itself, but a means to acquire competences and knowledge. It helps to provide skills for the labour market, to improve young people’s employability, their integration to the labour market, as well as their social inclusion and participation.”

### Partnership between the Council of Europe and the European Commission in the field of youth: Davide Capecchi and Philipp Boetzelen

*“It has been not only a physical journey, but an intellectual one, to come here. In this room we have an incredible amount of competences and experiences that can be used by young people across Europe ... and then to improve mobility for young people.”*

Davide Capecchi, EU-Council of Europe youth partnership

*“This is a timely moment for a conference like this, when we look at developments at European level ... In January 2015 there was a [recommendation](#) of the Committee of Ministers [of the Council of Europe] extending social rights to all young people – specifically those coming from vulnerable neighbourhoods. The aim is to try to foster access for young people to education, housing ... and learning mobility is specifically mentioned. [There is also the] European Commission’s [Youth Report](#), published in September 2015. It has been interpreted by the Commission to foster the integration of all young people, to focus on citizenship and on intercultural learning. Hopefully the focus is less on purely employability, but looking at the development of young people and their integration into society. The automatic focus is inclusion and participation; working on recognition of youth work and better knowledge. All these issues will now be addressed in this conference.”*

Phillip Boetzelen, EU-Council of Europe youth partnership

The main content of the conference was based on sharing practices and experiences from the three sectors of policy, practice and research. Six different workshops were held on the content of the theme tracks, with inputs from each of the sectors in each workshop. There were also keynote speeches, designed to tackle related topics to the conference from different angles.

## Communication channels

Apart from the face-to-face opportunity to discuss and share, the conference profited from a variety of communication channels to support the learning and outputs, and to encourage a wider impact:

- [Facebook group](#) to link participants, share thoughts and resources
- Twitter and Instagram feed (#EPLM2015) collated through streama.org, with instant updates projected during the conference to encourage digital contributions
- Animoto videos to refresh participants on content (beginning, middle and end). Available on Facebook group
- graphic reportage by Siiri Taimla
- script reportage by Susie Nicodemi and Musa Akgül
- [Coyote magazine](#) support by editorial team, edition due out spring 2016.

## Keynote speeches

### A critical analysis of the “winners” and “losers” in learning mobility

Daniel Briggs

**Daniel Briggs** is a researcher, writer and interdisciplinary academic who studies social problems. Over the last 15 years, he has undertaken a significant amount of funded mixed methods and ethnographic research on various social issues from street drug users to terminally ill patients; from illegal immigrants to football hooligans; and from Gypsies to gangs and deviant youth behaviours. He has also been lecturing undergraduates and postgraduates across criminology, law, sociology and social policy for the last seven years.

A look at who is taking advantage of social mobility, and who isn't. And why aren't they? A critical analysis of current trends, from the neoliberal ideologies of today, class and capitalism; their effects on vulnerable young people and the impact on attitudes to learning.



The input by Daniel Briggs focused on formal education, and this gave a different perspective for many of the participants attending. It also raises the challenge for the sectors present – how can youth work be more proactive to try to address these same issues, and to re-balance the winners and losers?

*“Consumerus Maximus? Bonds have been loosened from culture and heritage and recalibrated around individualism and narcissism” (Daniel Briggs)*

## Keynote input on practice

### Bob McDougall

*"The biggest challenge isn't supporting the young people on their project ... but connecting with the young people in the first place." (Bob McDougall)*

Bob McDougall is a freelance trainer, project manager and EVS coordinator from Leeds in the United Kingdom. Having worked extensively with inclusion in the formal education sector, Bob's passion is for non-formal education to foster competences in young people who find themselves in a difficult situation. Bob is a key trainer on the European Voluntary Service training cycle in the UK as well as regularly co-ordinating his own EVS projects and mentoring volunteers. Bob is in the pool of trainers for the UK National Agency.

Bob's input consisted of an introduction to the real life of working with young people that have higher support needs. It tackled the hurdles and opportunities for the



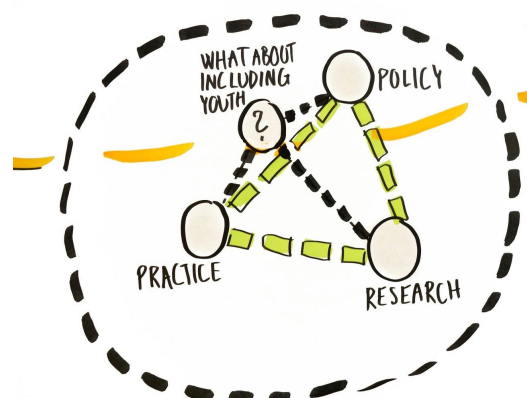
THERE'S MONEY BEEN  
CUT TO DEAL WITH  
YOUTH WITH FEWER  
OPPORTUNITIES

youth worker in practice, as well as the institutional barriers that require organisations to think creatively and to implement systems of their own to support the young people with whom they work, if they would like to support them on a learning mobility project.

Bob focused on the importance of time - spending time briefing the young person, but not too much time between the offer and the international mobility itself. Also on preparation – not so much about the place to which they are going, but more on where they are from and how to explain it to others.

*"Success is about constantly challenging attitudes that have been learned."*  
(Bob McDougall)

*"The main aim of international mobility is for them to recognise opportunity in themselves. To see outside their small existence. New, tangible skills are an extremely useful by-product."*  
(Bob McDougall)



## Keynote input on research

### Yörük Kurtaran

*"Is it a problem of the young people,  
or a problem of the system?"  
(Yörük Kurtaran)*

Yörük Kurtaran is the co-ordinator of the Social Incubation Centre (Centre for Civil Society Studies) at Istanbul Bilgi University. He previously was co-ordinator of the Youth Studies Unit (Centre for Civil Society Studies), also at Bilgi University of Istanbul.

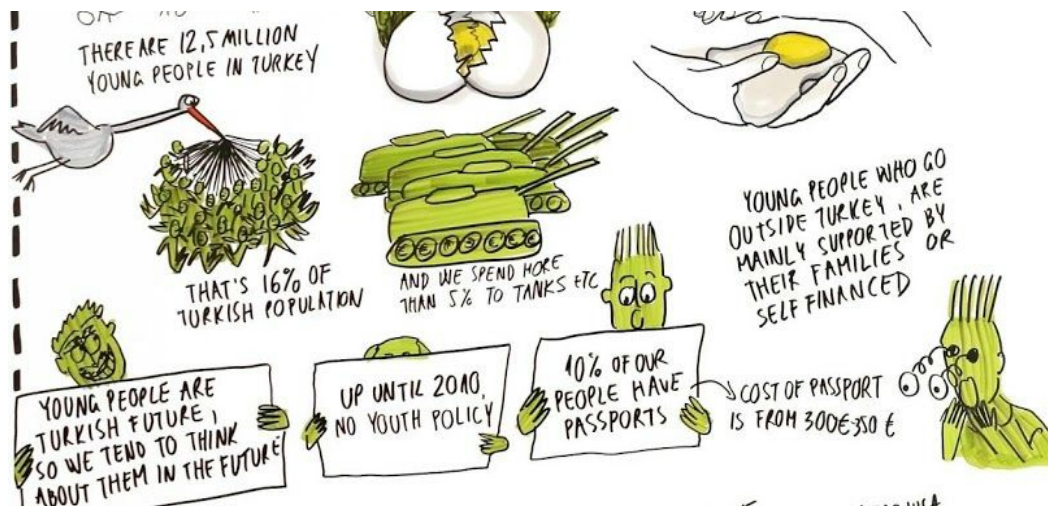
Yörük walked the audience through an overview of the situation of young people in Turkey today, adding data and contextual information so that people can start to map similarities and differences between their own countries.

For a country that has only recently established a youth ministry and youth

policy (5 years ago), it is a highly politicised and polarised environment which has one of the highest voting percentages in Europe. Young people make up 16% of the Turkish population, and the proportion is decreasing.

*"Mother education dramatically changes the lives of young people – in a good way. It is the most widespread educational method in Turkey." (Yörük Kurtaran)*

The input was an interesting look at who is mobile, and barriers to mobility for young Turkish people.



*"Young people are considered as the future of the country. This very often means they have no rights today." (Yörük Kurtaran)*

## Keynote input on policy

Uwe Finke-Timpe

*"We want to show the decision makers that international youth work is important and that this can be a strong tool for young people to work also on the local level."*

*Uwe Finke-Timpe*

Uwe Finke-Timpe is Head of the International and European Youth Policy Unit, Federal Ministry for Family Affairs, Senior Citizens, Women and Youth, Germany. He is also a lawyer, born in 1962. Since 1998 he has worked in the field of European and International Youth Policy. Since 2008 he has been head of the unit. Main area of work: co-operation with different countries in the field of youth on a bilateral level and in the European Union.

This keynote speech gave a picture of the priority that the German Ministry gives to mobility programmes. The national scheme focuses on increasing the exchange of young people, and therefore reducing mobility obstacles and strengthening recognition of non-formal education.

Practical guidelines should be provided, through cross-sectoral dialogue and discussions initiated with different sectors and enterprises that can help to develop skills. An alliance for youth is being set up.

*"We do not want to see non-formal education as separated from formal education. It should work together."*

*(Uwe Finke-Timpe)*

Training for staff members to ensure quality is also important. It's an exciting initiative valued by policy makers on a national level, which many participants at the conference found inspiring.



## Meet the researchers ...

The creation of the EPLM has provided an opportunity for researchers from a diversity of disciplines to meet, share and create connections. It is hoped that the sharing of practice and approach within this sector will contribute to the increase in quality of learning mobility projects and also provide a way towards future commonalities within research that will benefit those of other sectors too, and therefore by extension the mobility projects and young people themselves.

A meeting of researchers was held before the EPLM conference, to provide space for peer exchange on current developments and their own research priorities and interests, related to the topic of the conference. They started discussions about the future second Knowledge Book proposed by the EU-Council of Europe youth partnership, for which they are looking for contributions from research, practice and policy; the analytical paper on learning mobility and social inclusion (using discourses of mobility as a signposting system), as well as on suggestions for further steps for future conferences. A report of that meeting is available in Appendix I.

Meanwhile, the participants of that meeting also contributed to the EPLM Istanbul Conference through a session dedicated to present the outcomes of the researchers' seminar and to an exchange on research topics with the participants of the Conference, held during the first afternoon.

The main areas that the researchers offered to cover were then available as sub-groups that participants could opt to join. A question and answer session was held, with a sharing of ideas, challenging questions and support for other sectors about research for learning mobility projects, with a specific focus on young people with fewer opportunities. What follows is some of the discussion with participants, to highlight just a few areas that could be of use.



## Who takes part in learning mobility projects? The inclusion agenda

What is the profile of participants for learning mobility? Young people don't get involved in learning mobility randomly. According to some at the Istanbul Conference, there is a specific profile of participant, most of whom have social capital already. Are we reaching the right people through programmes? Do the more vulnerable have a way in?

In whose interest is it to include the most vulnerable young people? Perhaps it's not in the interest of politicians. If we look at the numbers and statistics we can see proportionally how few people profit from international projects, despite the good intentions of various programmes. It is true that inclusion is a priority of policy makers, but is it the highest priority? Should it be?

It is important to think about the inclusivity of a project before the application is even being written. Even getting a passport to be able to travel means parents looking for documents, paying for it, having the ability to complete application forms in the right way etc. Much support is needed not just to the individual young people directly, but perhaps within their environment at home, school or elsewhere in their lives. For some young people in particular communities, they are very involved and connected to their local lives, and it is hard for them to be mobile, or to leave behind their associations and be away from their support structures. Participation has to be based on their own voluntary decision. Equality of opportunity should be provided, and then it should be up to each individual to decide according to his or her own context. Any other approach for involvement can be patronising, and perhaps not appropriate.

Looking at the participants of learning mobility projects, a wider view of their reality needs to be taken into account. After the international experience, if they come back to the same (perhaps difficult) situation at home, how can the young person develop or change? Support is vital before, during and after the experience – a mobility project isn't just a one-off. It takes a lot of work, especially for those with fewer opportunities or the most vulnerable.

## Learning

The learning of young people in mobility projects was a passionate subject for the conference participants – especially with the underlying factor that many participants from disadvantaged backgrounds may have a lower level of formal education achievement, and the competences developed in these projects can sometimes make a bigger difference to this sector of society than to those who have a higher level of education or opportunity.

*"Is mobility always the answer? For some it might be the wrong thing." (Dominic Everett, practitioner)*

*"Crossing a border is not in itself a guarantee of positive learning." (Søren Kristensen, researcher)*

Measuring the impact of learning can be seen as a participant moving away from their starting point – either in a positive or a negative direction.

It was agreed that learning isn't always good and isn't always positive for mobility participants. Bad learning also exists. Among other aspects, there is the potential for reinforcing stereotypes and compounding existing bad behaviour. There is also the potential for youth workers not to capitalise on learning experiences in appropriate ways, leaving young people in a vulnerable position.

One aspect that learning depends on is the pedagogy applied by the youth worker, and the length of time over which it is given. It can take a long time for things like identity and personalities to change, unless a specific pedagogy is applied.

However, the question was raised whether there are certain factors or underlying principles in learning mobility projects that can help to make the learning more successful.

*"If a young person has a bad experience, how can we turn the situation to the positive?"*  
(Tony Geudens, SALTO Inclusion Resource Centre)

Why don't certain young people benefit from these mobility projects? What hindered them from learning? Would the young people with social capital, who fit the existing profile of participant for learning mobility, learn anyway? How can we reach young people who would learn more? How can the programmes change to enable them access?

## Impact

Much discussion was had about how to measure impact, and how to then transfer the research into practice. How do you prove that impact has taken place? And if you look at having a control group, or measuring the difference between young people that took part, and those that didn't, there are so many variant factors it can be difficult to provide exact evidence. Or even the opposite can be interesting – I did not participate or learn x because ... How do you prove that? This can be similar to peace-building work where the funding is based on proving your activities stopped the conflict happening. How do you prove that something didn't take place? How do you prove the negative of something?



There are many intangible aspects to learning in mobility projects, which can be very difficult to measure, or prove. The approach of self-assessment (such as that used in Youthpass) is one way for participants to directly reflect on their learning, and then transfer that learning onto a framework that can be understood and recognised by others. However, some aspects such as knowing about yourself can be very difficult to explain to others, especially when it's a sensitive or private matter.

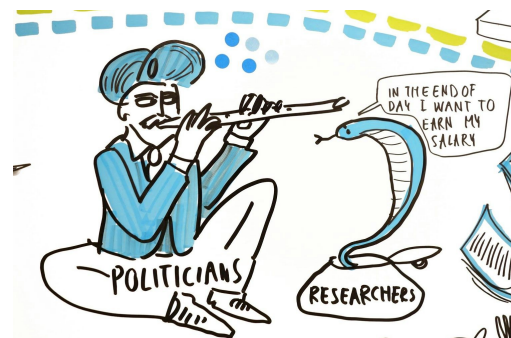
*"Knowing about yourself is hard to explain – it's like the taste of a mango – you have to taste it to know. Explaining to others is very difficult." (Tali Padan, practitioner, Coyote editorial team)*

### The role of the researcher

The role, the identity, and the type of researcher seem to have changed over time. International youth work is no longer a field looked at from "ivory tower", as a small sub-section of other types of education. Youth mobility projects now have a focus by themselves, especially when connected to leading political issues of the day. Also it can be said that more and more youth leaders and youth workers nowadays have a higher level of education themselves, sometimes even to PhD level, which allows the combination of practice and research within one body.

The role of researchers is changing. There is (some say heavy) responsibility in their hands that can influence policy, or can be used by politicians for serious effects. Some say that there is also the situation that resources are available to support researchers in their work, to provide evidence to continue certain policies or political directions. Is this the right way round? Should the research, practice, policy triangle work this way?

*"Are we doing evidence-based research, or policy-based evidence?" (Ozgehan Senyuva, researcher)*



Discussions on the transfer of research to practice were strong, with examples given of challenges involved to make change happen in the field, and of projects that brought the two fields together.

## Research methods

The unique opportunity for researchers to be “grilled” on approaches and good practice was utilised by many of the other participants, with some sharing of ideas that can be used in the future.

The first area to look at to measure learning is the question “What would happen if they had not participated?” It would be important to measure levels of both, to prove the benefit of taking part in a learning mobility project.

Various research approaches and methods were discussed, introduced, and questioned.

Quantitative research (when it’s about numbers) says something will work or not, it will meet its targets or not – but it doesn’t tell us how it works. With quantitative research a concept is developed, a hypothesis is put forwards, and a questionnaire is then used to see if the hypothesis is true or false. Sometimes entry and exit questionnaires are used, and/or follow-up questionnaires after some time.

Qualitative research is when you talk to people. This can be interviews, focus groups, observations etc. They then answer the questions that you set, and can share experiences. Qualitative research can be difficult to provide a comparison between data.

The “Truth” is usually in between the two research methods – quantitative and qualitative. Triangulation can be used too, by looking for the distances between the sets of data.

*“Even researchers will never agree on the truth.” (Maria-Carmen Pantea, researcher)*

### Some advice from researchers:

- The best approach is a combination of mixed methods that complement each other (obviously it also depends on the question and the resources you have)
- Think about when you want to see the change. Six months later? Two years? Five years?
- Design a programme with research elements, fund it and follow it for years. Plan that from the beginning. European programmes should have impact research embedded from the beginning.
- Exploit PhD students to conduct research in your organisation.
- Practitioners should have 10% of their time/money/resources from E+ to research impact.



## 2: Six main theme tracks

This section of the report brings together content on the six theme tracks that were dealt with at the Istanbul Conference. Over the course of the programme there were the six main workshops, as well as other sessions before and after, that contributed to the discourse. Comments and quotes were also noted by the rapporteur team during informal moments, or during other plenary sessions. All this has then been distilled according to topic to make the report easier to read and hopefully a practical tool for the field in the future.

Each theme track includes a summary of the presentations from policy, practice and/or research sector, direct quotes from participants, visuals from the graphic facilitator, as well as a digest of the main concepts that were debated during the conference. What follows is not in any way a fully comprehensive overview of that topic from the three angles of practice, policy and research; rather it hopes to capture some of the main results and to provide food for thought for follow-up.

The success of the workshops was largely due to those participants who took on extra roles and responsibilities to make the workshops happen, to whom grateful thanks are due.

Resources that were shared at the workshop have been listed in an Appendix after the six main theme tracks.

For the presentations given at the workshops, please see [www.slideshare.net/eplm](http://www.slideshare.net/eplm)

To share more resources that are not listed here, please go to [www.facebook.com/eplm.eu](https://www.facebook.com/eplm.eu).

## Contents of Chapter 2

### Theme 1 – Impact (evidence, experience and testimonies)

- How is inclusion understood in mobility schemes?
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- Is inclusion considered as a tool or as a horizontal approach?
- What type of impact, and to what extent measurable, are we talking about in this context? How to make learning mobility more inclusive?
- Does it change whether we talk about national, regional and European levels or from an individual, collective, or political perspective?
- The practice-policy-research triangle

### Theme 2 – Recognition

- Is learning mobility in the youth field being recognised?
- How to ensure a better use of support tools and mechanisms?
- The practice-policy-research triangle

### Theme 3 – Motivation for learning mobility

- What works? Who to motivate? How to motivate?
- Making learning mobility something more “usual” in the youth field
- The practice-policy-research triangle

### Theme 4 – Information and guidance on opportunities for learning mobility

- How to reach young people?
- Do we need specific information schemes?
- The practice-policy-research triangle

### Theme 5 – Quality of learning mobility

- Is the outcome fit for purpose?
- ... an integral part of the design, preparation, implementation, execution and monitoring and evaluation
- Training and competences development
- The practice-policy-research triangle

### Theme 6 – Support structures

- Reinforced and specific adjusted support and accompanying systems
- Institutional, administrative, financial, technical, and human resources needed for quality learning mobility projects
- Specific and strategic partnerships and networking
- The practice-policy-research triangle

### Appendix – Further resources and reading from the workshops

- Impact workshop
- Recognition workshop
- Motivation workshop
- Information and guidance workshop
- Quality workshop

## Theme 1 – Impact (evidence, experience and testimonies)



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

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

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

The objectives for the conference workshop were:

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

### How is inclusion understood in mobility schemes?

We are talking about young people that are disadvantaged, or to put it another way, those that have fewer opportunities. A definition of this already exists for the European Commission, and is used in Erasmus+: Youth in Action activity and related research, policies and strategies, such as the Inclusion and Diversity Strategy in the field of Youth (December 2014).

“Young people with fewer opportunities” are defined in the Erasmus+ programme guide as those young people who are at a disadvantage compared to their peers because they face one or more of the seven exclusion factors: disability, health problems, educational difficulties, cultural differences, economic obstacles, social obstacles or geographic obstacles. These factors can pose barriers to young people’s inclusion in society (e.g. education, labour market, housing, health, community). However, it is clear that the mere fact of coming from a minority or using a wheelchair does not automatically limit your opportunities.



As noted by the European Commission, the definition deliberately focuses on the situation that young people are in (their context) to avoid stigmatisation and blame, and that quite often it is not one specific disadvantage that provides obstacles – it can be a combination of many. The focus on comparative disadvantage by the Commission is important: “being in one of the situations referred to above does not automatically lead to fewer opportunities compared to peers (not all people from minorities are discriminated, a person with a disability is not necessarily disadvantaged if the environment is adapted etc.). The risk of

exclusion because of specific factors and obstacles varies according to country and context.” It is important, as one participant stated, to be sensitive to the different meanings of disadvantage and fewer opportunities in different places.

There are subjective and objective factors, when analysing the situation and context of a young person. These can be seen also in the wide variety of the terminology used to describe the type of young person we are aiming at through this conference on inclusion in and through mobility projects.

*“There is such a loose understanding of the term disadvantage.  
Everyone is disadvantaged these days.” (Participant)*

### **What needs to be changed in current mobility schemes in order to make these more inclusive?**

How do existing mobility schemes work? Are they open to all, with equal opportunity to participate? Do they work? What are the outcomes and learning effects for the participants?

During the conference, there was a call for a different way of studying impact, for it to be oriented on the long-term oriented and to go beyond self-assessment. Objective monitoring of biographies over time would be relevant, for example. This could also go beyond the level of individual impact, and that in itself might impact on the system.

There was also a request to check if European Voluntary Service (EVS) projects are really working for young people with fewer opportunities. Is EVS accessible? If we look at the profile of participants that are involved, do they already have social capital? Are we reaching the right people through programmes? Do the more vulnerable have a way in?

*“E+ Youth in Action [Programme] has the potential [to reach young people with fewer opportunities] because it works with organisations that support disadvantaged young people. But they don't just come and take part; you have to approach them, convince them, get them into networks, train them to apply, support through the whole process ... if you don't put in, you don't get out.”  
Manfred von Hebel, German National Agency, Erasmus+: Youth in Action*

One strong proposal was made to create a common impact strategy by practitioners, researchers and policy makers to show the world that it's mobility that changes lives.

### **Is inclusion considered as a tool or as a horizontal approach?**

The instrumentalisation of the topic of inclusion was tackled from a few angles.

One aspect is that for beneficiaries for E+:YiA, if the application shows that the project tackles social inclusion, it will score higher in the assessment process.

Also, when lobbying for new programmes, or evaluating existing ones, it can be necessary to push for the inclusion angle – although this can lead to the instrumentalisation of output research.

There was a call for youth work not to be instrumentalised to care for very vulnerable young people, or to segregate young people through a process of positive discrimination.

How can it be changed, this instrumentalisation of focus on young people with fewer opportunities?

### **Impact of international (social) youth work in Germany: Perspectives and examples**

*Andreas Thimmel, Head of Department, Research Institute of non-formal learning, University of Applied Science Cologne*

Even if so-called privileged young people participate more in learning mobility, youth work should not be instrumentalised to care for the very vulnerable and thereby contribute to segregation.

Youth work should be distinguished from, and not be used interchangeably with, social youth work. International youth work and international social youth work are different.

Key aspects of international youth work include:

- the paradigm of appreciation, equality and coequality, relevant to individuals, organisations, groups and nations
- significance of the partner (country/organisation): sustainability of partnership / significance of personal level / structures
- the principle of negotiation – not just one pedagogical or political concept
- participation of adolescents, as far as compatible with the (concepts of the) partner organisation
- specific educational chance of free time (uncontrolled)
- dealing with the foreign and unknown leads to reflection
- good quality of IJA needs verified funding for the infrastructure of youth work itself.

There are three dimensions of impact:

1. personal dimension
2. youth policy
3. foreign policy.

Andreas presented two example projects as models for the specific concept of international (social) youth work. Its specific lies in a combination of aspects of international youth work, manual and professional education, political education and education for sustainable development and group pedagogy. The overall conclusions were that international youth work requires co-operation on an equal footing and good partners abroad.

## What type of impact are we talking about in this context, and to what extent is it measurable? How to make learning mobility more inclusive?

What is impact? Against what criteria are we measuring it in learning mobility projects? We have the eight key competences that were devised through political processes on a European level although that whole framework was not specifically developed with youth work in mind. It is a policy frame that exists, that is recognised and the language is understood by different fields. It could be seen as a communication channel at the moment, but what else should be used? Where should we be heading in the future to measure impact?

*"Competences have come to the fore due to the demand of policy makers to know what individual learning outcomes are required for a citizen to contribute to a modern globalised society both economically and within civil society."*

Bryony Hoskins and Ulf Fredriksson, [www.jtlearning.com/wp-content/uploads/Learning-to-Learn-what-is-it-and-can-it-be-measured1.pdf](http://www.jtlearning.com/wp-content/uploads/Learning-to-Learn-what-is-it-and-can-it-be-measured1.pdf).

And how do you measure impact? Are we talking about mobility for learning, or learning for mobility? As one participant noted, this would change the angle of the type of impact we are focusing on. If we are talking about learning as an impact – what are the individual experiences that led to that learning? And how can individual learning be measured – only by the participant themselves? What is the place of self-assessment? Do impact studies really reflect the experience of young people? What about including biographies, not just statistics and quantitative results?

*"Even though we can measure some of the outcomes, it is true we cannot measure the immeasurable in an exact way, we can provide a quality assurance approach to optimise chances of having a quality learning process."*  
(Søren Kristensen, researcher)

You cannot talk about impact, if you don't talk about outcomes and effects: the consequence and/or change which is a result of an action. However, outcomes are related to the calibre of a young person going into the process. What was their starting point? How much change has there been?

*"Impact is about the outcome of being mobile. Being a researcher, I am interested in the process that happens before the outcome. Maybe the impact is learning during the process?"* (John Litau, researcher)

And then there is the concept of “The Matthew effect” – where the most privileged participants get most benefits; where the most common profile of participant in international mobility projects are those that are of a good educational attainment, from a secure home and background, with good job prospects on the horizon. So are learning and impact the same for all young people? Do they have the same value? Should those with additional support needs be addressed the same as any young person?

The resounding answer from many of the practitioners is “No!” There is a definite difference, not least in the approach and support that are needed by the youth worker and organisation, the information and guidance, the diversity of motivation, the recognition (on personal, social, political and formal levels), etc. It has been proved through research analysis that learning mobility has an impact and most especially on people with fewer opportunities.

*“Proofs for the usefulness of learning mobility do exist  
and should not be claimed on an ongoing basis  
as this takes energies away from projects.”  
(Andreas Thimmel, Researcher)*

The question is then raised again and again: what can we do to involve more young people from difficult situations and contexts? How can that research be translated into practice and policy to be put into action?

The question is also what type of impact are we measuring, and against whose concepts? If notions are devised that young people develop, such as the eight key competences, how does that then translate to them? How are they interpreted? If policy makers devise impact as one thing, and young people probably see and experience it as another, how do you then translate that to their perspective? And then how do they then market themselves to appear employable? Perhaps, as one participant said, the process of understanding the competences and reflecting on their learning is the most important step in the measurement process.

**A real-life impact story: Case study of the medium-term journey of a young person – from homeless to entrepreneurial director – through international mobility projects**

*Bob McDougall, Project Manager/Youth Worker/Trainer*

There was a directionless young person, who got in with a bad crowd. Let's call him Jack. He was vulnerable and abused. Contact was made with him through an outreach programme, and he was sent abroad on a group programme. The theme and content of the project were not necessarily relevant to his ambitions, it was just an opportunity for him to be out of his comfort zone. On Jack's return, the sending organisation took him under their wing, and gave him opportunities to volunteer in his home town. Then new international opportunities arrived – another mobility project. This one was a little longer, he had a little more independence, although he was still closely monitored. More support was given when he returned. Time was given for reflection on experiences, celebration of progress and more opportunities to volunteer. He got involved in a longer-term project, with a trusted partner with experience in inclusion, and he gained more independence. More skills were developed, more specific skills were learned. Language skills were acquired.

He was offered a paid part-time job and accommodation at the sending organisation on return from the longer-term project. The job became more serious, with a higher level of responsibility, and Jack's competences grew. He prepared many other young people for their own international experience. Five years later he set up his own NGO and became an accredited sending organisation in own right. He also hired his own employees.

**Does it change whether we talk about national, regional and European levels or from an individual, collective, or political perspective?**

The support that is needed for young people before/during/after a learning mobility project can often be more, or at a higher level, for those young people with fewer opportunities. In many instances the importance of local youth work, and the local youth organisation, is paramount to the empowerment of youngsters after their return from a mobility project. The pedagogical approach that is done on the ground at local level in advance, and then on a long-term basis afterwards, is most often where the (positive) changes happen: hence the importance of long-term measurement of impact.

Can the same outcomes and level of impact happen with local youth work? How far can similar learning happen, without mobility? Is mobility the best option for all young people? For young people in a city in Finland a youth exchange provided the glue for the local youth council to work better (see Niina's input).

## Young people leaving? A Finnish story from practice

Niina Ljungkvist, Youth Worker, City of Lappeenranta Youth Services

The youth council of the city of Lappeenranta is chosen by school elections. However, after it has been going only six months a quarter of the youth council members leave ... and after two years more than half the young people have left. The challenge is then: how to stimulate/dynamise the work of youth council members? They used an international youth exchange as a common project, planned by the youngsters (including the drafting of the application).

The exchange had an empowering impact on the individuals and on the youth council's way of working: it increased mutual respect in discussions and it gave motivation to organise events such as workshops.

"I've learned to be more responsible and to take care of things, be more open to new things and face my fears a little, like high and narrow places. It has been the best year of my life and I think everyone should have a chance to experience this."  
(Young person on the project)

"The project was a wonderful experience and I am now more excited about the youth council."  
(Young person on the project)

Ownership of the project by the young people themselves was a relevant element. Also, through repeating experiences, barriers were broken down and helped to open young people's minds.



How far does research measure the impact on organisations and institutions that are implementing learning mobility projects? It seems that the European Commission and the Research-based Analysis of Youth in Action (RAY) start to cover this aspect from a few dimensions. Could more be done here? Also by other actors?

A plea was heard that international youth work should not specifically and only focus on the group of “excluded youth”. It can focus on every target group, and projects should be open for all, with the emphasis on equal opportunity. Once young people with fewer opportunities are included, no difference should be made any more. This is the concept of Universal Design from the United Nations Convention on the Rights of Persons with Disabilities:

“Universal design” means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design. “Universal design” shall not exclude assistive devices for particular groups of persons with disabilities where this is needed. (Article 2, UNCRDP)

If all programmes and projects are able to be used by all people, without the need for special adaptation, then equal opportunity has been provided. Perhaps this is the key to creating a unique learning experience accessible to all young people.

### The practice-policy-research triangle

Areas of common need between sectors (policy/practice/research)

There is a definite need for research on the long-term impact for mobility projects and for advocacy related to the outcomes. This was agreed and endorsed by participants from all three sectors.



**Do young people with fewer opportunities benefit the most from learning mobility projects? What is the impact of Youth in Action on inclusion?**

*Tony Geudens, Inclusion SALTO-Youth Resource Centre*

SALTO Inclusion asked the University of Innsbruck to do an inclusion analysis of the RAY data about the impact of Youth in Action, collected by 20 researchers and Youth in Action national agencies across Europe.

- Young people with fewer opportunities generally benefit more than well-off young people from mobility projects. Those with fewer opportunities assess their learning outcomes more positively (learning outcomes such as learning to learn, entrepreneurship, languages etc.) and also rate higher when asked if they became more European, more open etc.
- Do international projects about inclusion generate more social effects than other projects?
- Is there any difference between different inclusion groups how Youth in Action affects them?

The idea of the study is to give policy makers some kind of evidence in a language that is recognised and understood, to legitimise the work done by practitioners and to advocate for resources. The next step for this research process is to analyse the data by type of mobility project, and then type of disadvantage to see what results it gives.

**Blocking points / difficulties to overcome between sectors**

Through the example given by Tony from SALTO on research on impact, a certain level of clash/tension was felt between research and practice.

*"How do we convey the real experiences to people in the driving seat? The people making the decisions? We try to give policy makers as much basis as we can, in a framework they understand, so they have a clue (instead of their own experiences), and so that they have an extra tool for making policy."*  
*(Tony Geudens, SALTO)*

However, questions were raised from the research perspective on the framing of competences used in the RAY study with regard to impact on young people with fewer and most opportunities. Questions were also raised about the convenient sampling of the 10-20% response rate, and that the data might not be enough to allow trustworthy conclusions to be drawn.

*"Do young people with fewer opportunities reply more positively to these kind of questions? Or is the difference marked because their starting point is lower?" (Marti Taru, Researcher)*

## **Summary Conclusions**

There is a deep conviction that learning mobility has an impact on every young person participating. The challenge is how to measure this impact or these differences within the outcome when it comes to different groups of people. It is hard to verify whether those that are disadvantaged benefit more than privileged young people. Therefore the effort to include youngsters with fewer opportunities into activities of international youth work should be higher beforehand. Local youth work is a potential partner for managing those efforts. But once involved they should be faced with an universal and equal design, which supports everyone, to prevent discriminating the privileged.

## Theme 2 – Recognition



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

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

The objectives for the workshop were:

- to provide participants with an overview of developments in the field of recognition of youth work and non-formal education/learning, with a particular focus on learning mobility and inclusion
- to draw the scope for future initiatives planned and needed (at all levels and including events, publications and political instruments such as legal texts)

- to support a reflection on the recognition of competence development processes and on assessment (self and external) from an inclusion perspective
- to provide participants with an overview of good examples of inclusive practices and tools
- to discuss promoting training projects and/or related initiatives as well as the use of existing instruments that facilitate the transfer and validation of the learning outcomes of mobility experience and ensure that those instruments are better publicised
- to improve procedures and guidelines for the [validation and] recognition of non-formal learning/education on a voluntary basis, for example in voluntary activities and youth work and with a particular focus on specific target groups to support their access to the next professional and personal steps in their life.

### Is learning mobility in the youth field being recognised?

Recognition – what is it for? Why do we need it? Can the process of recognition be more important than recognition itself? Is youth work itself recognised? By whom? Do youth workers recognise themselves, their professionalism and the responsibility of their engagement? And under which dimension of recognition (self/social/political/formal)? How do you explain your work to your family and your friends, especially if they work in a completely different field? Why is it so hard to say “I am a youth worker”? When do you say it? Do you use other role-related descriptions? Does it have connotations in specific situations? Why is that?



*“The need to prove who you are will vanish who you are!”  
(Stefan Manevski)*

## Is it difficult to say “I am a youth worker”?

### Practice perspective

*Stefan Manevski, Center for Intercultural Dialogue*

The presentation focused on self-recognition in the youth field using as an example the quality assurance process of the European Youth Forum. Quality assurance of non-formal education is an important process that supports mutual learning and giving feedback between organisations and youth workers in a safe environment so that both sides can learn and improve their work. It helps to recognise the existence of youth work and its contribution to young people’s personal and social development.

By presenting his own life as an example, Stefan introduced the angle of self-recognition. It was only by involvement in learning mobilities that he realised he was a youth worker, and acknowledgement of his role as a trainer came through participation on the TALE training course. Self-recognition has a crucial role in assuring peer learning in the youth work field and thus meaningful interactions between the youth workers and organisations must be ensured. Self-recognition follows the learner-centred approach and does not formalise recognition through external certification. In this way it is seen as “less professional” and “more non-formal”. Youth organisations and youth workers have the capacity to conduct quality processes of self-recognition.

Examples are also available of national-level portfolio and self-recognition tools developed in Macedonia by the Centre for Intercultural Dialogue. These are inspired by the European Portfolio of youth workers and youth leaders, as well as the quality assurance process of non-formal education in the European Youth Forum. They aim to open a debate about self-recognition and that it’s also important in the youth field to have more links between practitioners, to acknowledge each other’s work and to support youth work development overall.

A definite focus in the discussions underlined the importance of raising awareness of youth work. A higher level of awareness leads to individual youth worker recognition, as well as more awareness within the organisation, and then logically this can be taken externally to social and political recognition levels too. Examples were shared of working with a quality assurance process based on the peer-to-peer level – the quality assurance framework of the European Youth Forum (see resources list). Sometimes recognition should not stop at the level of just individuals and specific roles, but also about the culture of an organisation itself. Organisations can be actors, and their educational learning or understanding can play a part in the recognition process too.

*“If we reach the organisations and people we claim we want to reach, we will not reach the results we should produce!”  
(Miguel Ángel García López)*

Advice was given that many in the youth field work very hard for recognition in one of the dimensions – but should not forget about the other dimensions. If learning mobility allows the participants to develop their

self-recognition (of learning, for example), or social recognition (of the impact of the project on the local community), don't forget about the political or formal recognition angles that can broaden the impact to a wider audience. For many young people, involvement in a learning mobility project is a case of balancing the formal recognition that educational certification can give you, with the social recognition.



### **How to ensure a better use of support tools and mechanisms?**

Many support tools and mechanisms already exist (such as Youthpass for Erasmus+ Youth in Action, and other well-recognised national schemes in many countries) and are gathering momentum and recognition the more embedded they become. One question that rises in relation to learning mobility – How to assess and visualise intercultural experience? There are several approaches to this through the development of intercultural competence, or the change in perception/identity of the young participant themselves. But sometimes the intangible differences are difficult to measure, to process, to analyse, and then to explain in words, through a structure that doesn't always make provision for their explanation.

There is also the question of how to train youth workers better on following the learning processes of young people and the abilities to express it in an appropriate way (descriptive/competences/adequate language for other contexts)?

**Finding a place in modern Europe. Mapping of barriers to social inclusion of youth in vulnerable situations.** (Council of Europe Publishing)

*Miguel Ángel García López, freelance evaluator and trainer*

The concrete objectives of the mapping study were: to identify and understand the barriers to social inclusion, their impact and consequences on individuals/groups at risk of exclusion and/or in vulnerable situations; to explore good examples of practice allowing youth policy and youth work to learn from different experiences and to develop recommendations for supporting young people in vulnerable situations in overcoming the identified barriers and for targeted interventions through youth work and youth policy.

This study is a tool for social and political recognition: most sustainable non-formal learning approaches are used in these areas like mentoring, networking, peer support, international mobility etc. Taking the young people away from where they are can make all the difference.

The focus to reach the most vulnerable should be on the long-term involvement in youth work. This follows the logic of: raising awareness of options; providing access/reaching out; action and involvement of the young person (nothing for us without us!), and then recognition on all four levels. But the question is raised, recognition of what? The development of young person's competences or their biographies? Will biographies be integrated in recognition tools?

And for the most vulnerable young people, as raised by Miguel Ángel García López (see input), the question is recognition of what? Competences or biographies? Will they be integrated in recognition tools? Is it a case of evidencing the "distance travelled" for the young person, depending on their starting point, or the "levels reached" against a distant scale that might not make sense in the young person's reality?

*"Outcomes of recognition are like values – they are challenging to measure." (Participant)*

How should we address the difference in level of learning mobility recognition in various countries? Is there something that could or should be done by those countries where it is more recognised? And what about other levels of co-operation – should collaboration be encouraged between youth work, institutions from the youth field, civic society and the world of work? (see Daniel's input on the next page).

## **Recognition of learning mobility between employability and empowerment**

*Daniel Poli, Head of department for qualification and further development of international youth work IJAB*

When we look at learning mobility projects, what should be recognised? Why do we focus so much on the outcomes of non-formal learning (learning outcomes, competences ...) which youth work develops, as this lands in a place halfway between employability for, and empowerment of, young people.

There is a risk in society, and therefore for young people, of self-optimisation, of keeping education with an individual focus (no altruism), of taking educational steps with an economic focus. Internationalisation/globalisation is also seen as a risk in itself. Specific methods of non-formal learning provide capacities of partnership building; dealing with stereotypes and prejudices; and support to active citizenship as outcomes of projects.

There is a social recognition project planned by IJAB in Germany: a coalition of action between youth work, organisations/institutions from the youth field, the world of work and civic society, for a better recognition of competences gained in international youth work. It should lead to concrete action plans for social recognition – which in turn leads to more opportunities for all young people.

## **The practice-policy-research triangle**

How should the three fields work better (together) for the topic of recognition? What should be recognised more? By whom? For what effect? Some areas mentioned by participants include the political dimension of youth work as a contribution to peace and reconciliation, social recognition of European citizenship and support provided to civil society structures.

The policy developments in the recognition field need to be made clear and communicated to all actors. The EPLM provides a space for the connection between practice, research and policy, and is a perfect opportunity for communication on this issue to be transmitted.

The challenges of recognition in the youth work world today include youth unemployment, lifelong learning, the false image of permeability in the education system (that recognition instruments allow for a quick and easy transfer between systems), globalisation and lack of agreements between educational institutions on the international level.

*"Thanks to individual recognition measures, social and political recognition is on the agenda – responsibility is with the civil society to care for better recognition in these dimensions." (Rita Bergstein)*

*"More resources are needed in Erasmus+ Youth in Action to fulfil and support youth work in social and political recognition!" (David Lopez)*

And how about recognition of learning mobility outcomes by the labour market, and on an institutional level? What is the picture there?

There is definitely more to be done on the three sides of the triangle, as well as for other fields such as enterprise or the labour market, to ensure recognition of learning mobility projects.

## **Summary Conclusions**

The importance of raising awareness of youth work in the context of learning mobility is unquestioned, but the focus might be put more on social and political recognition. A stronger focus on social and political recognition could give space to explore recognition from an 'inclusive' angle as well as from an 'outside' angle. The challenges of recognition of learning mobility include youth unemployment, lifelong learning, the permeability of the education system, and globalisation among others; in this regard discussion, cooperation and networking within the practice-policy-research triangle are ongoing elements of the work of the EPLM.

## Theme 3 – Motivation for learning mobility



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

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

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

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

The objectives for the workshop were:

- to analyse the needs and mechanisms to improve access for learning mobility opportunities for all young people, with specific attention to and specific measures for certain so called “excluded” target groups;
- to explore factors that push young people into mobility experiences and what is needed to turn those into beneficial and successful learning opportunities;
- to explore ways to promote the added value of learning mobility among young people, their social, professional and educational environment, in terms of self-fulfilment and the development of professional, linguistic, social and intercultural competences, among others;
- to encourage networking between relevant organisations, stakeholders and other actors, in order to foster tailor-made support and ensure a co-ordinated approach to motivating young people to engage in learning mobility schemes;
- to encourage peer exchange between mobile and not-yet-mobile young people in order to improve motivation;
- to support developing a “mobility culture” into all learning contexts and by promoting greater social and formal recognition of the value of learning mobility.

### What works? Who to motivate? How to motivate?

What motivates young people to do mobility? Is it about what they will learn or gain from the experience? Is it the competences they will develop that will help their career path? Or is it about a combination of factors, including the fun, and whether there will be any good-looking boys there? There is a challenge of not knowing the potential of a learning mobility before one takes part in it. This can also be seen as a test of life’s complexity, or even a diverse learning opportunity in itself – if the youth worker leads the situation appropriately. A good relationship with the young people,

*“Inclusive learning mobility has different dimensions such as the social dimension, education dimension and the rights / justice dimension.”  
(Agnes Sarolta)*

an understanding of their needs and interests, as well as the pastoral role of guiding them in a positive direction will all be needed here to understand what motivates them, and how to motivate them. This is even more important when we consider the target group of those with extra support needs.

When should the motivation come? At the beginning of the idea? How much motivation should be given/encouraged during the preparation process for a learning mobility? There is a big role for the organisation to deal with that, and also how to shape the information that is given along the way, to manage expectations of participants. The reality of the grant processes, and the sometimes slow workings of the bureaucratic mechanisms, can provide a challenge of disengagement due to the timing of getting a grant and then actually implementing the learning mobility project.

*“The best experience for a blind participant on our project was having a deaf roommate. It took two whole days to learn how to relate to each other. They are still in contact years later.” (Adina Calafateanu)*

For some, the opportunity to travel, to experience difference, to stretch themselves and to learn could be motivation enough, no matter what their background or disability.

However, there are hardly any data in the field as to the question “What motivates young people to do mobility?” Participants agreed that there is a need to tackle the issue that there is no information; that there should be cross-sectoral working, and a joint agreement on the need for co-operation; and that the approach mechanism for reaching young people with disabilities needs to be appropriate. Once the results are presented, how will policy makers interpret it? It would be important to work together as the three sectors to implement changes.

### **Research on young people with disabilities in learning mobility projects**

*Adina Calafateanu, Pool of European Youth Researchers*

Even if Erasmus+ and other international programmes aim to offer equal participation opportunities for young people, opportunities that would contribute to their competences' development, when it comes to young people with special needs, they are mostly left outside the participation framework. It is rare that organisations would send or host participants with special needs, even if the development of skills could significantly increase their chances and increase their labour market prospects.

There is a lack of understanding of causes and implications, and young people can be strongly affected by stigma and prejudice. There is also the reality that maybe learning mobility isn't the best/easiest option for them: “I got 99 opportunities ... and learning mobility is only one of them.”

When it comes to research and collecting evidence, the definitions are outdated, it is hard to collect data on this topic – most is related to poverty and the data are exposed to risks.

Young people with disabilities have a 70% greater chance of being affected by poverty and an 80% greater chance of getting in the inactive group.

Why are young people with disabilities not participating? There is a lack of encouragement and support; there is the negative fear of NGOs and youth trainers and educators; perhaps also society does not value the participation – it is not recognised as valuable.

What does a learning mobility activity mean to young people with disabilities? Through conducting her own qualitative interview approach, Adina found responses: a life-changing experience; going out of my bubble and very protective environment to a sociable world; making friends etc.

*"As researchers, if we don't get the support of practice, we can't reach the target of young people with fewer opportunities. This really is the moment when the triangle comes into practise."  
(Adina Calafateanu)*

## **Making learning mobility something more "usual" in the youth field**

When considering uptake for learning mobility, there are definite areas of Europe,<sup>6</sup> as well as fields of youth work, that are more involved in international projects than others. How can we encourage a wider uptake? How can more organisations and young people be motivated to take part? Taking into account the theme of the conference, and the focus of young people with fewer opportunities, how can learning mobility be seen as another offer/option for the youth worker to use as a development opportunity with their young people? What is stopping learning mobility becoming something more "usual" in the youth field?

This particular workshop at the conference focused mostly on the disability question, as that was the main interest of those attending. As one lens with which to view the topic, it can give some interesting approaches that can also be adapted to other fields of youth work.

Whether in a learning mobility, or in everyday life, it was agreed that the person comes first, and that disability should not be seen as the main feature of their personality. They are not a disabled person, they are a person that has disabilities, or additional needs, and should be treated as a person first and foremost. And then how to deal with external expectations of society to be or to act in a certain way? There are particular adaptations needed for youth work on a local level in this regard, but when the intercultural dimension is added and a whole new set of societal expectations are experienced, particular care needs to be taken by the youth leader to work together with young people with disabilities around issues that arise.

After adopting legislation, and ratifying conventions such as the United Nations Convention on the Rights of Persons with Disabilities, national governments and political institutions have necessarily introduced support measures over recent years to enable people with disabilities to be more included in society. These measures also exist, for example, in programmes to support learning mobility.

In the old Erasmus Programme, and the current Erasmus+ programmes, there are supplementary grants available for students/staff with a disability, although there are definite questions on the awareness of these by applicants, the wide category associated with the question, and the very low uptake of them in the previous programme (see Agnes's input over the page).

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<sup>6</sup>. See for example the EU Youth Monitor Dashboard  
[http://ec.europa.eu/youth/dashboard/index\\_en.htm?tab=/education/dashboard/esl/early-leavers\\_en.htm](http://ec.europa.eu/youth/dashboard/index_en.htm?tab=/education/dashboard/esl/early-leavers_en.htm).

## **Mobility windows for students with disabilities**

*Agnes Sarolta, ESN-EAIE*

The Erasmus+ programme provides supplementary grants for staff/students with a disability. This only gives numbers, not the type of disability. According to the data from the European Commission, in the previous Erasmus Programme only 0.14% of the Erasmus students (including study mobility and placement) in the academic year 2012/2013 received a supplementary grant. For traineeship mobility for the same year, the proportion that received a supplementary grant was 0.09% ... And this doesn't include those that didn't know about the supplementary grants, were rejected, or because of confidentiality didn't apply etc.

There is a definite policy framework on the international level to support learning mobilities for young people with disabilities. A short incomprehensive list as a taster: European Union ratified UNCRPD on 23/12/2010, as well as most national governments; Education and Training in European Disability Strategy; Education and Training 2020 (ET 2020); Mobility Strategy 2020; Social Dimension in Bologna Process; EU Council conclusions on the social dimension of higher education; Open method of coordination: EU Social Security Coordination etc.

Looking forward, it would be important to provide more specific supplementary grant guidelines for national agencies; to improve the mechanisms; to provide better information; and to create more dialogue with the target group to improve the system and process, to enable more young people with disabilities to access these opportunities.

In E+ Youth in Action there is the possibility of applying for exceptional costs to cover the actual costs for young people with fewer opportunities in learning mobilities. This is to encourage the inclusion of those that, due to their lack of opportunities (perhaps due to their situation or background), would not otherwise be able to be involved. Under this heading it's possible to apply for the costs of an Advanced Planning Visit to visit the venue of the project, meet the partners face to face, and to check the needs of participants on the spot. There is also special needs support available, which is again done on an actual/real cost basis, to support the involvement of young people with additional physical/mental/health needs. Both special needs support and exceptional costs have to be justified in the narrative of the application form, and are not automatic.

To widen participation in learning mobilities, and also considering the theme of the conference on inclusion, the request was made not to focus only on employability measures for young people, or the competences to get employed. This has been a strong political drive in recent years, and it is taken on board as a priority by practitioners, researchers and policymakers alike. However, as expressed elsewhere in the conference, the EPLM is broader than specific current political directions, and there is also merit in allowing other priorities of value within learning mobilities, especially for young people with fewer opportunities.

## The practice-policy-research triangle

How can practice, research and policy work together to improve possibilities for learning mobility? What good examples are there already? What is needed in the future?

### **A practice perspective of learning mobility for a young person with disabilities**

*Milanka Aleksandr, Association of Students with Disabilities*

The reality for a young person with disabilities, in Serbia at least, is like a list of problems without an end.

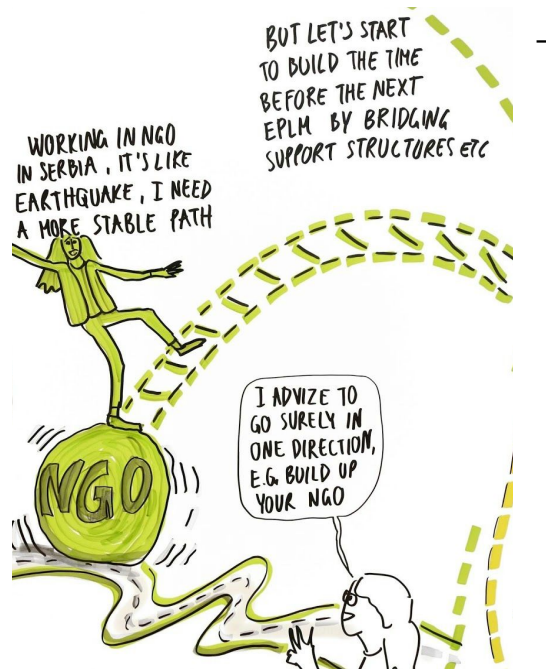
- One parent often sacrifices their job or their career to stay at home with the child with disability, which affects the income of the household.
- The child can't travel (no adapted public transport), which means they usually only finish elementary school.
- The only personal assistance they can get is from their parents.
- They have to make much more effort to try to be equal with their peers. They often don't get good marks, and therefore don't get scholarships. To travel they have to use taxis, which are expensive.
- For any students that were successful in the school system and want to continue with tertiary education, there aren't many options with support. For those with a visual impairment, for example, at the University of Belgrade the only faculty that has an adaptable area, where the whole furniture is accessible, is Law. They have to study Law.
- ... etc.

Being involved in a mobility project gave me the feeling for independent living – the opportunity to be on my own, away from my parents. I want to work to allow others to have the same experience. However, having a chance is one thing – being able to use it is another. Quite often the process of following opportunities leads to disappointment and frustration. I wanted to change things in Serbia, and find out how to motivate others to get involved.

I approached several organisations to see the existing support. There seems to be no concept of "I might want to go somewhere abroad". Also, they are not familiar with disability needs. Different types of disabilities require different types of support, and that level of awareness is not there.

I think about all future students who want to go somewhere abroad. it's hard for me now ... but I want to make it easier for others in the future. I want to try to create something that takes barriers away and see people's potential rather than their disabilities.

Does policy make a difference? From a disability perspective (in Serbia at least see Lana's input), there are more problems in real life rather than theory. Laws and regulations about disability/equality might be a good idea, but in real life they don't really work. What is needed is the connection between the three sides of the triangle. Policy cannot work in a vacuum. There needs to be more organisational support through DPOs (disabled people's organisations), and assessment of the current situation by research, working together with practitioners to evaluate what means exist to support needs already, and to improve things for the future.



There is a need to build good support structure for involvement and empowerment. More dialogue with relevant parties should be encouraged, to allow the sharing of experience and expertise by the specific target group. Role models and peer support can also be used in this way. Youth forums/councils can give young people a voice, and can influence policy.

*"The Youth Forum in RNIB in Scotland gives young people a voice to share experience and influence policy makers. When there's a cross-parliamentary meeting at the Scottish Parliament, they can influence policy." (Dominic Everett)*

Looking at what is happening on the political scene, or even on the international scene, it's good to try to piggy-back onto changes or large events. For example, the Special Olympic Games are happening in Graz in Austria in 2016. Connecting sports to disability can be a productive way to raise awareness and create a wider impact. Bridges can be built with larger organisations and also grants are available for opportunities.

Thinking outside the box, or outside the sector, can also bring value and raise awareness – and therefore recognition and support. Such things as working at conferences that are nothing to do with disability, bringing the issues into everyday life and into other contexts, is a way to mainstream the topic and make a difference.

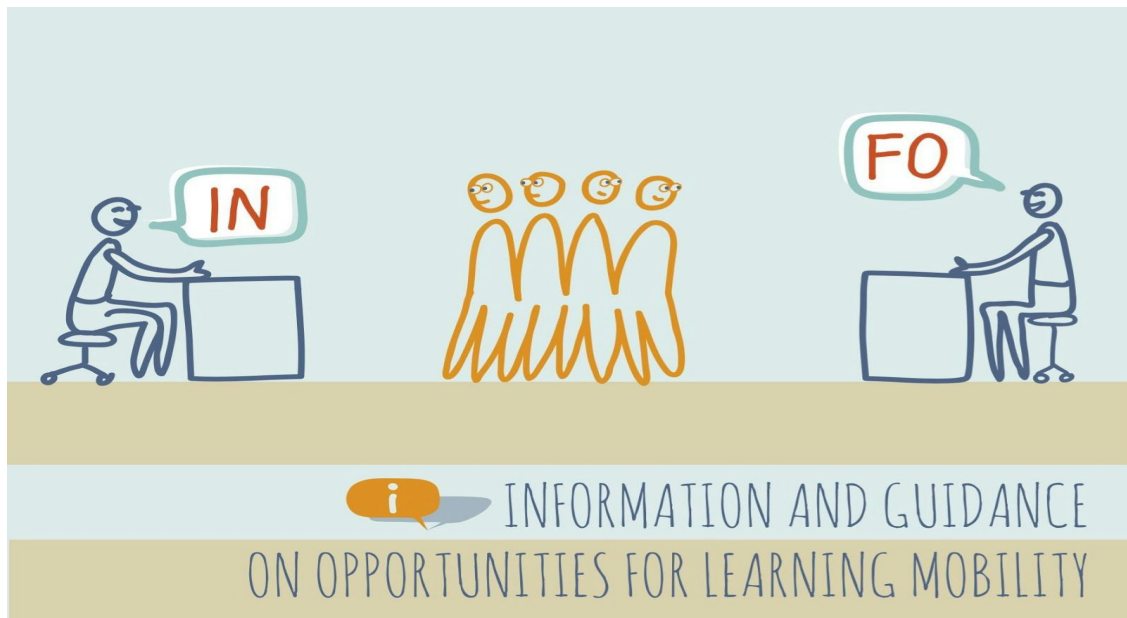
The concept of universal design, as written in Article 2 of the UNCRPD,<sup>7</sup> to "design products, environments, programmes and services to be usable by all people ... without the need for adaptation or specialised design" was proposed as the goal, the way forward – and this is not only relevant for those working with people with disabilities, but right across the spectrum of young people with fewer opportunities too.

<sup>7</sup>. See the full text here: <http://www.un.org/disabilities/default.asp?id=262>

## **Summary conclusions**

The motivation of young people with fewer opportunities and/or with special needs is one of the key challenges when it comes to the implementation of mobility programmes. The participation of these target groups in the initial stages of the design of mobility programmes has to be improved. Expectations and requirements and the question of how to reach out and motivate a broad diversity of target groups have to be taken into account from the very beginning. Closer cooperation and networking with relevant stakeholders and young people themselves during the implementation of the programmes has to become a natural matter of course and an ongoing element of the work of the EPLM.

## Theme 4 – Information and guidance on opportunities for learning mobility



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

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

The objectives of the workshop were:

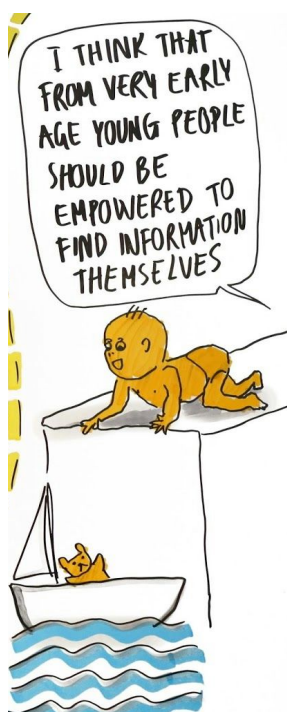
- to improve the quality of information and guidance, targeting specific groups of young learners, partially through supporting widening the use of new, creative and interactive ways to disseminate information, communicate and exchange with young people and all other stakeholders;
- to support policy makers and institutions in implementing existing legal instruments that aim to support learning mobility for all through, among others, advocating the removal of existing obstacles and encouraging stakeholders to develop a clear, coherent and simple flow of information;

- to aim for a stronger co-operation between youth information and guidance services with a specific attention to young people in vulnerable situations.

## How to reach young people?

Once we are decided on the target group, how do we then find young people to provide them with information? What is the best way to communicate with young people? How far can existing networks and mechanisms reach? And what about young people with fewer opportunities, or those who are not in an organised group? Should different approaches be used?

It is agreed that information and guidance should be adapted to young people's needs. Using a variety of media, as well as communication methods, is vital in the modern age, as is a well-developed infrastructure. It is not only about providing information, but also promoting it, using some elements of marketing, and taking into account that young people can be seen as users or clients, or even actors that are involved in the creation of it. Information should be proactive, not just reactive, and various target groups should be targeted in different ways (sometimes through an intermediary such as a parent or a teacher).



As one participant from the workshop said, promoting learning mobility means mainly removing a wide range of obstacles that hinder the possibility of participating in learning experiences outside one's country. When looking at young people with extra support needs, it is not always about simply providing information and inspiration, and waving him/her off on their journey. It can also be about working together with that young person, often over a long time period, to find solutions to problems and ways around barriers that would otherwise prevent that young person from participating. It can also be related to motivation, to keep the momentum and encouragement going, and to support structures – to signpost him/her to other sources of information and support that might be needed.

Empowering young people to find information themselves is also suggested. This can be seen as linked to the “learning to learn” competence: to be able to effectively manage

information and be aware of one's own learning process and needs. This isn't only under the mandate of non-formal education and civil society organisations, but also through other forms of education in the lives of young people.

Sharing information by peers that have experienced learning mobility, through word of mouth, can be very powerful. The young person starts off outside the system, finds out information about possibilities, is given appropriate guidance to engage in a learning mobility, they have an international experience, and on their return some are then able to transfer all that enthusiastically to others.

*"From clients, young people then became agents of change!"*  
(Isabelle Mallia)

(Re)using personal stories, photos and videos from that come from previous mobilities can also be an effective approach, to be able to explain concretely, or

show examples of what can be achieved. It also adds credibility. Use social media with young people (Instagram, Facebook, YouTube, Snapchat etc etc) and make it available to everyone to contribute and access.



Young people should be informed in a clear and structured way so they can benefit more from the mobility they attend. It's not only about passing on information, which can be found everywhere (we live in the information age). It's also about providing good orientation that is relevant for a young person's circumstances and context. Youth workers should be trained on supporting information, on counselling with options, to combine the elements of information and guidance at the same time. Building up counselling structures can make the flow of information much more oriented on individual and organisational needs. One proposal was made to develop a counselling toolkit on educational mobility that youth workers could use in this regard.



There was a request for quality standards for guidelines for youth information. It seems that everyone does it their own way, and there is no template to follow with best practice, or indicators to ensure quality.

Without equal information that is disseminated in the appropriate manner to reach all target groups, there will be unequal opportunities for different groups of yp and youth workers. What about, for example, mobility opportunities outside EU programmes – how much is known about them? How can that information be accessed and shared to encourage wider participation?

### **Information and guidance about learning mobility through a Maltese perspective**

*Isabelle Mallia, Agenzija Zghazagh*

Insights on how the national agency uses information and data to build programmes and supporting services in Malta

The starting premise is that practice is (or should be) based on good understanding of the concepts, and also knowledge of your product and consumers – learning mobility and young people.

Collaboration with other stakeholders is the next step. Having a good overview of contacts, a good working relationship with other institutions and a group of young people ready to share their experiences.

Information about opportunities can be transmitted through a well-developed infrastructure. In Malta this can be physical (the Youth Information One-Stop Shop), digital (through website, Facebook pages etc.) as well as other tools (European Youth Card).

Facilitation of projects with young people who are unlikely to access learning on their own. Support them to come up with ideas, find partners, and then develop their own projects.

## **YoMIM**

### **Youth on the Move – InfoMobility Project**

#### **Information and guidance on opportunities for learning mobility**

*Eva Reina, Director, ERYICA*

YoMIM aimed to upskill youth information workers specifically on information needs of mobile young people. New methodological and technological solutions to the new challenges of youth work, with regard to mobile youth, were developed.

Young people need information and innovation (content and tools, skills, knowhow) directly related to mobility programmes. They need the information before, during and after the mobility.

The outcomes of the YoMIM project are hoped to be:

- 1) A European YoMIM network of youth information centres has been set up, each with a trained YoMIM guide
- 2) Quality standards and guidelines for youth information in mobility field
- 3) Training for the YoMIM officers preparing them for specificities of InfoMobility
- 4) E-book template for the training manual, permitting a more flexible use of training material
- 5) YoMIM application for smartphones

Through this project, all portfolios of ERYICA are now adapted to include mobility.

## **Eurodesk – A good practice example**

*Giovanni Maccioni, Eurodesk Italy*

Eurodesk is an information network officially supporting Erasmus+ for youth actions in Europe (2014-2020). Its mission is to “raise awareness among young people on mobility opportunities to encourage them to become active citizens”. A recent campaign called “TIME TO MOVE” was for promoting mobility, and had a strong focus on partnership building with various stakeholders; using various communication channels (face-to-face; Facebook; web; postcards).

## Do we need specific information schemes?

How much do we know about learning mobility? Are all the existing structures, networks and mechanisms enough? Do they work well together? Is co-operation, or collaboration, effective between the national and international levels? Do we need (more) specific mobility information schemes?

A mapping of young people's mobility is being carried out as part of the Move Project (see Emilia's input). We don't know how many people are mobile across Europe, and this project, which started in May 2015, will look at six different types of mobility, including voluntary work and pupil exchanges. The National Expert Committee of the Move Project was mentioned by Emilia, which includes representatives from policy, practice and research. A veritable tool to provide cross-sectoral approach and include all representatives of the triangle!!

### **MOVE PROJECT** <http://www.move-project.eu>

*Emilia Kmiotek-Meier MA, Researcher, University of Luxembourg*

With funding from Horizon 2020 this three-year research project, launched in May 2015, looks at the challenge of improving the conditions of the mobility of young people (aged 18-29). It will map mobility – pathways to involvement, institutions involved and the structural effects of youth mobility in Europe.

There are six types of mobility that this project covers: higher education (students); voluntary work; employment; vocational training; pupil exchange and entrepreneurship.

The research question: How can the mobility of young people be "good" both for socio-economic development and individual development of the young person, and what are the factors that foster/hinder such beneficial mobility? Systematic data about young people's mobility patterns in Europe will be generated. Evidence-based recommendations through the development of good practice models will be made to:

- a) make research-informed recommendations for interventions to facilitate and improve the institutions, legal and programmatic frames with regard to different forms and types of mobility as well as to the conditions/constraints of mobility for young people in Europe;
- b) give consultation and expertise to those countries facing significant challenges related to the geographical mobility of young workers.

There are nine partner institutions from six partner countries involved: Germany, Hungary, Luxembourg (coordinator), Norway, Romania and Spain. The methods for research will be through interviews with young people, expert interviews and online surveys.

The first step is to find patterns of youth mobility within and in-between types, using mixed methods. We don't know how many people are mobile across Europe!

## The practice-policy-research triangle

What kind of barriers and difficulties do young people face in doing a learning mobility project, and how can the three fields work closer together to improve that? How can policies better support mobility? One concrete way, given through Valentina's example, is to improve the current system for the acquisition of visas. Advocacy by the EEE-YFU umbrella organisation has meant they are now included in the consultation process for the revision of the legislation.

### **How can policies better support mobility? "My dear visa"**

*Valentina Pomatto, Advocacy and Projects Co-ordinator, EEE-YFU*

Non-European citizens coming to the EU to study, volunteer, research and/or do an internship face time-consuming and costly procedures to obtain visas and residence permits. This does not support the EU programmes. The information provided by embassies on visas can be inconsistent, inadequate and unclear. The process for obtaining a visa can be costly, complex, fragmented and not always guaranteed. The right to appeal is not well known, nor transparent. In the majority of cases, visa applications must be made in person. The applicant often has to travel long distances to reach the closest consulate. These administrative barriers have a negative impact on the attractiveness of the EU as a destination for learning, researching and volunteering purposes. It does not support young people with fewer opportunities to take part.

EU legislation regulating the entry and the stay of non-Europeans (the Visa Directive (2004/114/EC) for long-term stays, and the Union Visa Code (810/2009) for stays up to 90 days) is currently under revision.

These policies should be challenged and improved to support the learning mobility of all young people.

A discussion was held on the difficulty of measuring how good is your "product", with reference to the effectiveness of information campaigns. A stronger link between practice and research would definitely be encouraged here. Very few participants at the workshop are familiar with working with researchers, and the majority of those at the workshop would like to have more inputs from research to their youth information practice.

More research was requested on a national level, apart from European and global reports – although the question is then raised of who is funding it, and for what reason.

But not just the three sides of the triangle – the fourth stakeholder (young people) was also very much missed by some participants. The recommendation was made that EPLM should follow a similar methodological approach to the Malta conference and involve young people directly. The EPLM logo is not a triangle, it is a pyramid – and young people are (or should be!) at the top.

We miss them in this context!

### **Summary conclusions**

It is evident that information provision and guidance continue to be an extremely important aspect of learning mobility. However, there should be better promotion of the provided information as living in a digital era forces us to selectively choose information. Spreading information should be proactive and evidence-based, coming from reliable sources. When doing this, youth workers should be trained to differentiate the channels and target also vulnerable groups of young people. This is especially valid for visa information, which is often not systematic and comprehensive for young people. In general, finding the way to empower young people to ask for information by themselves should be the main aim of our efforts.

## Theme 5 – Quality of learning mobility



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

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

The objectives for the workshop were:

- to continue reflecting upon the notion, understanding and developments of quality learning mobility projects in youth work and through non-formal education/learning;
- to explore existing quality [frameworks] for learning mobility projects and the links to discourses on learning mobility from a practice perspective and in an inclusion context;
- to encourage the development of partnerships and exchanges between non-formal and formal education providers in order to better prepare, implement, monitor and evaluate learning mobility schemes;

- to support the provision of guidance to young people engaged in learning mobility projects before, during and after on how to best make use of their experience;
- to explore the link with competences and assessment and reflect upon the appropriateness/need to develop quality standards and/or labels;
- to work towards identifying existing quantitative and qualitative criteria and indicators that support measuring quality within non-formal education/learning mobility schemes, with a focus on the differentiated impact on young people in vulnerable situations, age, gender, cultural minorities, social background, etc.;
- to reflect upon how best to support policy makers and institutions in promoting and removing obstacles to learning mobility in the youth field within the framework of the existing reporting structures and mechanisms;
- to identify, design and implement professional training curricula for those responsible for the overall success and enhancement of mobility schemes, with a particular attention to training and professionalisation of youth workers.

### **Is the outcome fit for purpose?**

When looking at mainstreaming quality into learning mobility projects, is the outcome appropriate? Are all the elements of the project well suited for the designated purpose? Are there different understandings or interpretations of what quality means?

Do we only learn from best practice? Should we not also have the humility to admit to mistakes, to share them with others, and to accept that what does not work is part of evidence-based research? And on the other side of the coin, is it always about improving and inventing things for best quality? Is there sense sometimes in resisting the pressure for innovation and giving value to replication of something that worked well?

According to participants in this workshop, quality in learning mobility projects can depend on structures and institutions, the extent of their supportive approach, the willingness and resources of the youth leaders, and the competences of those implementing the project. Good intentions are not enough to carry a mobility project forward – there is the ethical responsibility and a professional standing related to the core principles of youth work and non-formal learning that must also be brought into effective action. If this is true, what is the quality of learning mobility organised by small local organisations? Does limited capacity affect quality?

### **Quality youth work. Policy from the institutional perspective**

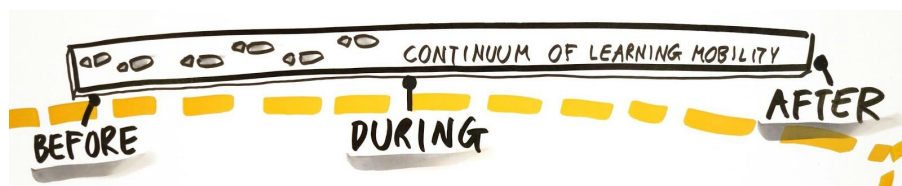
In 2013, the Council of the European Union adopted Council conclusions on quality youth work\* on the basis of which an expert group has been set up. According to the European Commission, quality youth work is understood as written in the Council conclusions as *"a commitment to continually ensuring and enhancing optimum youth work provision and practice for young people. It's about youth organisations, youth services and youth workers working with relevant stakeholders to plan and deliver activities and programmes that are relevant and responsive to young people's interests, needs and experiences, and which are evidence-informed and outcomes-focused. The result of quality youth work should be that young people derive maximum benefit from their participation in youth work. The potential of youth work to contribute to policy objectives including social inclusion can be further optimised through a quality-focused and evidence-informed approach which places young people centre-stage in the design and delivery of youth work provision ... A quality approach informed by evidence can be an important tool to enhance the accessibility, visibility, impact and effectiveness of youth work policy and provision. Quality youth work may include appropriate assessment systems, based on self-assessment or peer-assessment and, where feasible, validated by external assessment. Such systems assist youth work organisations, programmes and activities, and can improve organisational capacity and effectiveness, and provide clarity to the public regarding the offer and impact of youth work."*

In 2015 the European Commission issued the publication: Quality youth work – a common framework for the further development of youth work. The representative from the EC attending the workshop also announced the future publication (end of 2016) of a study handbook on youth work quality systems and frameworks in the EU. The aim of this study is to examine youth work quality systems in EU member states and explore how common indicators or frameworks may be developed. The outcome is hoped to be a user-friendly and easy-to-read handbook that gives guidance and support on basic quality principles and on the design and implementation of quality approaches. It should be relevant to a wide range of youth work activities at different levels with regard to governance and practical implementation.

\*Council conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people, OJ C 168, 14.06.2013 <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2013:168:0005:0009:EN:PDF>

**... an integral part of the design, preparation, implementation, execution and monitoring and evaluation**

The quality of a learning mobility starts in the very genesis of the project. It is something that has to be embedded and mainstreamed through all the project stages such as design, preparation, implementation, execution, monitoring and evaluation, follow-up etc. Very often these are grouped together as three main stages: before, during and after. A systematic approach was requested by participants between different organisations and systems to encourage sharing of best practice and the increase of quality. The creation of a sustainable link between these can only enhance the degree of excellence achievable through international youth work.



Within the newly developed framework for quality mobility in AFS mobility projects (see Elisa's input) the curriculum and manual of activities are based around this time-line approach.

**AFS framework for quality mobility**

*Elisa Briga, Advocacy, Projects and Programme Co-ordinator, EFIL – European Federation for Intercultural Learning*

AFS is an international organisation that provides intercultural learning opportunities, mostly through long-term (3-12 months) host family and school-based exchange programmes for 15-18 year olds.

The framework for quality mobility has four educational goals which are built upon each other: personal self-discovery, interpersonal interacting in a new environment, cultural understanding of the new environment, and an invitation to the global phase with the aim to act for change.

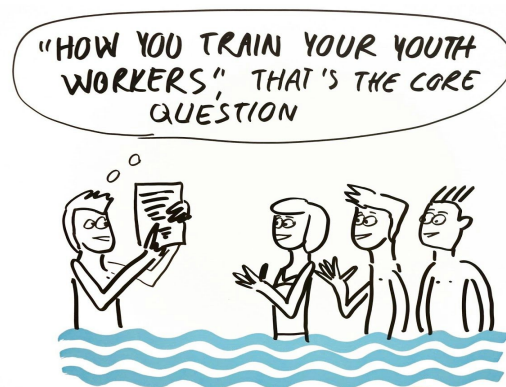
The organisation designed learning tools consisting of a curriculum and a manual of activities, both being divided in three phases: before, during and after the activity (preparation stage, implementation stage, evaluation stage). Both of the tools are mainly focusing on active citizenship and participation in the hosting community (family, school, neighbourhood).

Also barriers that prevent disadvantaged young people participating can be identified: the funding; the school achievement of the participants (fear of failure at school when back); the mental health of the participants (risk); the long-term format (far from family and friends) and the "organisational culture" (far from the roots).

At the end the contributor explained the manual of activities that complements the AFS curriculum and the training of youth workers. There is a pilot project to roll out a tool for assessing the participant's competences gained during the activity, based on three dimensions: a portfolio of the achievements of the participant, his/her school results, and a mentoring by an individual counsellor.

## Training and competences development

Experience and expertise are key when looking at developing quality in learning mobility projects. How are these evaluated, improved, changed? How are youth workers trained to ensure the highest quality grounding possible? Against which competences are they judged? And how are those competences measured? If youth work is about non-formal education, how does adding structure and assessment procedures ensure the freedom of approach and development? For whom is the assessment done? How does this link to recognition? What drive is given from the policy makers for this?



Are there agreed concepts for the terminology used in youth work and learning mobility projects in different fields and different countries in Europe?

*"For us, training mobility is what you call learning mobility."  
(Jacques Spelkens, ENGIE)*

Participants of the workshop said that a systematic approach is needed to increase the quality of European youth work and competences of youth workers for European youth work. How should that systematic approach look? Who is responsible for developing and delivering it? How should it link to the (diverse) training on national levels? And where is the evidence-based research on youth workers' competences? As Maria-Carmen Pantea said (see input), there seems to be a paradox between the need for specialised competences in European youth work, and the lack of evidence-based research on that same topic.



## **Training and professionalisation of youth workers – the role of research in competence development**

*Maria-Carmen Pantea, PhD, Pool of European Youth Researchers*

Baseline assumptions: knowledge is always partial, but also that all forms of knowledge are legitimate and validated by experience; youth work therefore validates experiential knowledge; what counts as knowledge is generally linked with a political dimension; there are risks in basing practice, by and large, on experiential knowledge (whether personal or shared), so there is a need to bring research back into analysis.

Proposed then is a hierarchy of evidence for research from a low-level “expert opinion” to a high-level “systemic review”, with several intermediate levels as “case reports” or “cohort studies”. About youth work, evidence-based practice is at the centre of a triangle with three corners: the best research available, the practitioner’s experience and the values of young people.

Researchers need to apply very serious methodological standards; they should develop the capacity to understand the socio-political contexts of the learners. They need also humility and honesty: what does not work is also part of the evidence-based research.

Research has also to identify the potential risks of mobility and contribute to prevent, for example, the cultural shock in a very different environment, the negative outcomes due to a lack of preparation, or the use of non-formal methods which are not, for the young people, the dominant form of learning in their life.

And then an apparent paradox: on one hand, there is not at the moment “evidence-based research” on youth workers’ competences ... and on the other hand there is a need of very specialised competences for European youth work.

Working with young people is not easy, and youth workers should be able to convince the rest of the world of that!

The SALTO Training and Co-operation Resource Centre are working with other partners within the European Training Strategy to develop a competence profile for European youth workers (see Rita’s input over the page). It seems an interesting challenge to produce a scheme that will be an appropriate fit for the myriad of youth work approaches in Europe, and by the end of 2015 we should see the first glimpse of the proposals.

**Think European! European youth work needs practitioners with a genuinely European attitude.**

*Rita Bergstein, SALTO Training and Co-operation Resource Centre*

A synthesis of several strategies was presented about training related to developing and strengthening competences for international/transnational/European quality youth work. The crucial elements of these competences are in terms of knowledge, skills, attitudes and behaviours.

Thinking through the reality of those in youth work, we start with the more general attitudes such as “open-mindedness” and then arrive at “practical behaviours”, meaning capacity to develop specific skills. Seven areas of competences were therefore identified and are in the process of deep analysis and construction: capacity to communicate, to co-operate, to organise, to network and advocate, to develop, to create and to design.

Each competence is being detailed in the same format to make the comprehensive profile: a description which can include knowledge and abilities; attitude of the youth worker; and then behaviours of the youth worker.

The next steps will be to publish the competence profile (by the end of 2015), to hold an expert workshop on the potential of the model in April 2016, and then support to develop training strategies and courses around the youth worker profile.



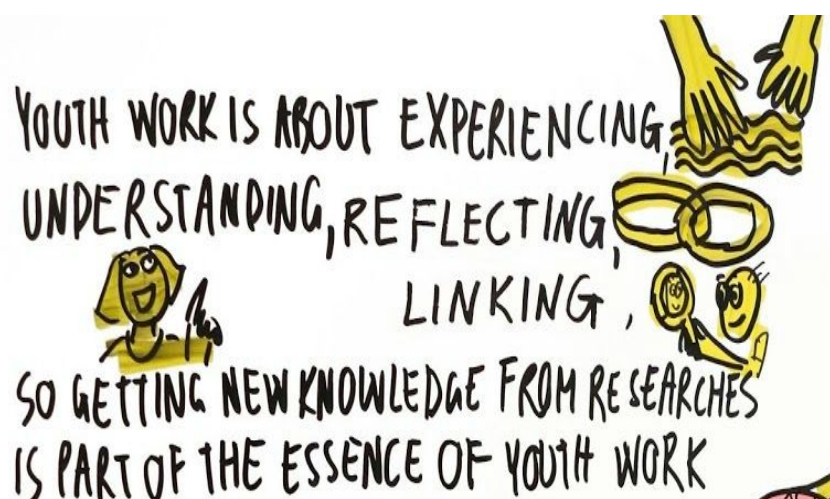
If we look at competences, can we compare the youth field with other fields like medicine, environment or engineering etc? Are they transferable? Is it possible to link the transnational competences that are currently being developed for European youth work mobility to the national level? Or can we imagine a future where competences are transferable even across different working fields?

## The practice-policy-research triangle

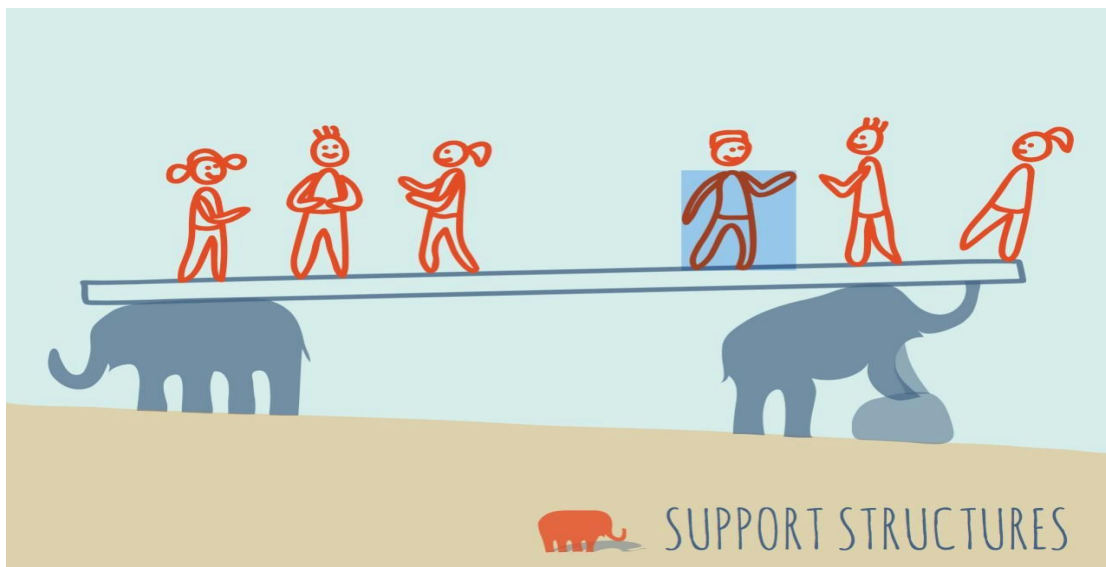


*"We need to collaborate between researchers and practitioners to develop common standards."*  
(Damian Zimmerman)

Cross-sectoral dialogue for ensuring quality in learning mobility projects is required, requested and really needed. The link between academic and non-academic needs to be strengthened. Knowledge is often linked to communities of researchers. Researchers need cross-sectoral dialogue with the "non-academic world". Experiential knowledge needs to be properly reported – some pieces of knowledge are decontextualised and misused. Then there is the question of how do the results get to practitioners? Do practitioners integrate research or transfer it? How can the relationships built through EPLM help to support that process?



## Theme 6 – Support structures



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

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

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

The objectives for this workshop were:

- to support successful initiatives aiming at reinforcing the support provided to young people taking part in learning mobility schemes before, during and after their mobility experience;
- to exchange on existing national and European information and guidance mechanisms and services, how they reach young people and what type of young people they reach;
- to reflect upon the needs and mechanisms required to better support and promote learning mobility activities and projects particularly aimed at involving young people in vulnerable situations, and of/for those working with them;

- to encourage research aimed at supporting the resolution, where possible, of administrative issues that generate obstacles to taking part in a learning opportunity, with a particular focus on barriers that hinder the participation of young people traditionally underrepresented in learning mobility schemes and projects;
- to encourage mentoring and peer learning schemes to ensure the integration of young people taking part in a learning mobility scheme;
- to support institutions in defining clear systems for encouraging engagement in learning mobility projects through ensuring appropriate access to protection in terms of insurance, labour standards, health and safety requirements and tax, social security and pension arrangements. This also includes the portability of grants, loans and appropriate access to relevant benefits;
- to encourage learning mobility partnerships with both public and private actors operating at local, regional and European level (and build on existing successful ones).

### Reinforced and specific adjusted support and accompanying systems

When implementing a learning mobility project, how much are you trying to think of different young people? And therefore different needs? Very often a disadvantaged young person isn't missing just one of the opportunities on the European Commission's list, it can be a whole multitude. How can you take them out of their box, and support them in different ways? How can that support be adjusted and tailored for the needs of the individuals? And are there others, or other systems, that should be involved in that process?

Participants at the workshop underlined the importance of designing programmes to offer much than an "experience abroad". Following the fundamental timeline of support before, during and after a project, which must have sufficient attention, there are also many other aspects that should be linked here, such as counselling, cultural immersion, orientations etc. There was also the suggestion that when working with young people with fewer opportunities, and considering the resources and effort needed to build a relationship with that one individual to understand their needs, then providing information, guidance and support "from one hand" is the most appropriate way to help them, rather than passing them from institution to organisation and he/she getting lost on the way or falling down in the gaps between handover.

Mobility is not always the best option for some young people. In particular cases it can be part of the problem instead of the solution. For example, when looking at the Roma situation, the question was raised that perhaps leaving the community and moving away isn't the best approach since maybe it is more productive to try to keep the Roma in one place and helping them start a life. However, when understanding the reality of the Roma in Hungary, where they are usually stuck segregated in one village and it is difficult for them to leave the village and go to a bigger city for studies or work, then mobility is indeed a part of the solution. Only 1% of the Roma in Hungary have a higher education degree. This could also be seen to link with a similar issue with disabled children.

*"After EVS, it's possible for volunteers to fall into a complete hole afterwards."  
(Karin Schulz)*

The individualised education they need is often expensive and not easy to find everywhere. It is important to establish support so that they do not give up in the process.

### **Scaffolding in mobility projects – pedagogical interventions to exploit the learning potential of transnational encounters**

*Søren Kristensen, PhD, Researcher, Techne*

Why should we include young people with fewer opportunities in mobility? Why are we doing it? So they are more represented? What's going to come out of it? This example is about learning methods theory and how to support learning in mobility projects.

Young people suffer from a package of disadvantages which makes it complicated for youth leaders to work with. Through various interventions with young people we build a scaffold around their learning process so they can build a higher level than if they were left by themselves. This is individualised, it is not a "one size fits all" approach. More precise learning outcomes are needed, because this has consequences for the pedagogical structuring of the programme: developing intercultural awareness is different from improving employability.

When learning outcomes are formulated it is then time to look at structured experience. From the Conditions for successful learning in mobility projects (Kristensen, 2004):

- ★ Immersion: Just crossing the border is not a guarantee of a positive learning experience. Learners have to be immersed in the experience of a host country.
- ★ Responsibilisation: We need to focus on providing a positive learning experience, but sometimes conflicts do emerge. Differences are sometimes needed – we need to give learners responsibility to explore these differences.
- ★ Relativation: The differences in age, interest etc. between learning groups should not be too big. If there are overly strong differences, a learner is more prone to keep himself/herself closed to the experience because it is not "their reality".
- ★ Perspectivation: "Reflection", the perspective on experiences, needs to be kept. A learner should be encouraged to transform both their good and bad experiences during a mobility period into useful knowledge which he/she would be able to use upon his/her return and in the future life.

The importance of supporting the learning process is not only during the process of mobility, but also before and after the mobility takes place. If all three are not taken into account, it might have very grave consequences for the process.

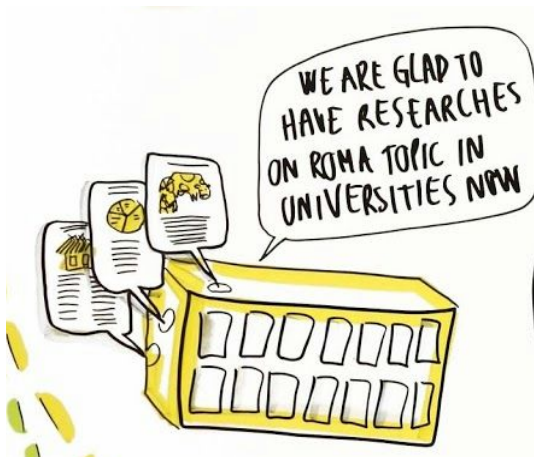
*"If it's too strange or foreign, it's too easy to say 'It's nothing to do with me'."*  
(Søren Kristensen)

### **Institutional, administrative, financial, technical, and human resources needed for quality learning mobility projects**

Support isn't only about money, but the structures that are behind the funding. Any kind of support demands resources, which can include, for example, human resources (time), administrative resources (political connections) or financial resources (money). The question is raised on the needs of individuals versus the needs of organisations, and that the approach should be comprehensive to include all needs.

The unfortunately familiar refrain was again heard that European programmes have quite a complicated bureaucracy. The convoluted and sometimes complex process for applying for money for non-formal education projects is not fully adapted to fit the youth work approach of being based on young people's voluntary and active participation, engagement and responsibility. This is especially true when we consider the target audience of this conference. It is very difficult to design, deliver and evaluate a mobility project together with young people when the systems for doing that aren't inclusive or supportive enough.

*"Administrative burdens hinder mobility".*  
(Valentina Pomatto)



For the good practice example of working with different support structures to encourage the inclusion of Roma young people (see Beáta's input), the suggestion was made to build on this learning by linking to international networks on specific topics or specific target groups. When searching for other support to give, there might be a network or structure on the European level that already exists. Emphasis was also given to encourage practitioners to use existing support structures such as Eurodesk, ERYICA EYCA etc. to increase impact.

### **The way from integration strategies to evident achievements on a local level**

*Beáta Bozsó, Christian Roma College of Szeged*

Hungary was one of the first countries in Europe to come up with a national strategy for Roma integration, in 2011, which focuses on all vulnerable groups and not only the Roma. Roma make up 7% of the population in Hungary.

The programmes supported by the national strategy help the Roma reach secondary and tertiary education and provide non-formal learning opportunities as well.

One of these programme areas is the Christian Special Roma College Network. The programme aims to involve young Roma and vulnerable people in higher education, provides talent fostering training for the Roma, making students sensitive to social problems, and works in co-operation with the Ministry of Human Resources, churches, civil society organisations, universities and students.

Some of the inclusion tools include: having both Roma and non-Roma mentors and teachers (since there is a lack of cooperation due to segregation), self-awareness development, learning foreign languages, identity enhancement etc. The programme not only empowers Roma and the disadvantaged but also helps develop sensitivity to these issues among the non-Roma population since they are involved as well, and creates a “win-win” situation.

Roma integration studies are now available at the University of Szeged. In general motivation is relatively high due to scholarships and other benefits. There are mobility projects within the country, bringing the programme closer to the national strategy, whereas mobility abroad includes much more preparation and is planned more for the future.

### **Specific and strategic partnerships and networking**

Taking into account young people’s specific needs, and building a project that has support along the timeline continuum, there is also the opportunity to move outwards from the practice-policy-research triangle to other stakeholders and partners to be involved as more support.

The link to formal education has sometimes been a contentious one for youth work, but the political emphasis on employability has created one opportunity where the fields can work together. The focus on soft skills, behaviours and attitudes in an increasingly mobile and international world of work is an area where non-formal learning can unquestioningly bring its strengths to the table. There is a challenge for society in that our

*“It’s crucial for those who engage with disabled people through mobility programmes that learning is transferred to employability: to me that’s true inclusion.” (Dominic Everett)*

education systems are not keeping pace with the world of work and new trends in general (see Jacques' input). Perhaps the policy makers can enable the connection between educational stakeholders and the business world so that the corporate need can be taken into account when educational policies and strategies are formed. Direct collaboration, or co-elaboration, can also be encouraged directly between the youth work field and the business world.

### **From mobility to employability**

*Jacques Spelkens, Head of Territorial and CSR Networks Development and CSR Manager for Belgium – Service of Social Development and Solidarity Human Resources Directorate Group ENGIE*

Companies have to follow societal changes and trends and have to become more diversified and mobile. Companies have to work together with schools and universities in order to explain their needs and help motivate students to take different career paths. There is more and more emphasis on soft skills and behaviours from employers, and there is often a gap between training/education offers and labour market needs. How can the world of (non-formal) education react to the world of business?

To make a job more attractive, apart from salary, it's important to offer other opportunities such as involving employees in mobility, volunteering work related to the business, language programmes and others. However, before participating in mobility, employees have to be trained as living in multicultural environments can be challenging. Physical mobility is difficult for some to achieve. ENGIE has 25% less turnover of staff where young people have done mobility before.

In our current multi-stakeholder environment, experts in different fields have to work together to co-elaborate projects so that people who are under-represented or from disadvantaged environments get the same opportunities as others. We need to gather experts from all fields to work together: "from co-operation to collaboration to co-elaboration".

The problem is that our education systems do not keep up with the pace of the new trends in the job market and trends in general.

Following a cross-sectoral study across 50 companies, a framework of 12 features of mobility within business was developed by Jacques Spelkens as one way for social inclusion and employability:

1. Mobility in the mind
2. Adaptability
3. Flex-security (flexibility in your work/talents/ability to move, but also job security)
4. Responsibility
5. Accountability
6. Language literacy
7. Learn-ability (continuum of lifelong learning)
8. Introspection (be sure of who you are, what you want, and what are you ready to sacrifice in order to get to where you want to go)
9. Networking capacity
10. Team work
11. Open-mindedness
12. Multi-culturality/diversity



### The practice-policy-research triangle

There was a call for collaboration between research and organisations working with young people with fewer opportunities to be strengthened. It is important for universities to focus more on issues related to disadvantaged groups in their research. There was much agreement on this, and it's hoped that the EPLM will take this forward as a recommendation for the future.

The separation between sectors can lead to distancing, less connection and understanding, and ultimately isolation or detachment. Through the EPLM the worlds of research, of practice and of policy have the chance to connect and move forward together. Should these three sectors even start thinking about linking to other sectors such as business or formal education? How close should they come together? Should they co-operate on parallel objectives, bringing their perspectives to share at conferences? Should they collaborate on joint projects? Should they even start new initiatives together from the beginning, bringing their strengths and connections in one project to work together to build something stronger and more meaningful for all involved?

## Appendix to Chapter 2 – Further resources and reading from the workshops

### Impact workshop

RAY website and related documents and research reports:  
[www.researchyouth.net/publications/](http://www.researchyouth.net/publications/)

The RAY homepage is: [www.researchyouth.net/](http://www.researchyouth.net/)

SALTO Inclusion research project, working with RAY, findings of young people with fewer opportunities' benefit from mobility projects:  
[www.salto-youth.net/downloads/4-17-3230/ImpactOfMobilityOnYPFO.pdf](http://www.salto-youth.net/downloads/4-17-3230/ImpactOfMobilityOnYPFO.pdf)

### Recognition workshop

European youth forum – Quality assurance of non-formal education:  
[www.youthforum.org/quality-assurance-of-non-formal-education/](http://www.youthforum.org/quality-assurance-of-non-formal-education/)

Markovic J., García López M. A., Dzigurski S., "Finding a place in modern Europe, Mapping of Barriers to Social Inclusion of Young People in Vulnerable Situations":  
<http://pjp-eu.coe.int/documents/1017981/1668217/Finding.pdf/d5685c53-257e-4678-89f6-fcbf17469cff>

Factors supporting learning in mobility projects. Report of the research carried out during the long-term project "UNIQUE Year of Learning: Youth on the Move!":  
[www.salto-youth.net/tools/toolbox/tool/research-report-factors-supporting-learning-in-mobility-projects.1432/](http://www.salto-youth.net/tools/toolbox/tool/research-report-factors-supporting-learning-in-mobility-projects.1432/)

Look Beyond, the role of Youth in Action Programme in Youth Development, Centre for Intercultural Dialogue, Macedonia:  
[http://lookbeyond.cid.mk/wp-content/uploads/2015/09/Report\\_Look-Beyond-Final\\_CID.compressed.pdf](http://lookbeyond.cid.mk/wp-content/uploads/2015/09/Report_Look-Beyond-Final_CID.compressed.pdf)

Policy Agenda for Volunteering in Europe:  
[www.cev.be/pave-translations-by-cev-members/](http://www.cev.be/pave-translations-by-cev-members/)

Recognition overview on the SALTO T&C RC website:  
[www.salto-youth.net/rc/training-and-cooperation/recognition/](http://www.salto-youth.net/rc/training-and-cooperation/recognition/)

Unlocking recognition doors: Handbook for setting up strategies for the better recognition of youth work and non-formal education in different contexts, SALTO T&C RC:  
[www.youthpass.eu/en/youthpass/downloads/](http://www.youthpass.eu/en/youthpass/downloads/)

## Motivation workshop

Zayid M., "I got 99 problems ... palsy is just one!":

[www.ted.com/talks/maysoon\\_zayid\\_i\\_got\\_99\\_problems\\_palsy\\_is\\_just\\_one?language=en](http://www.ted.com/talks/maysoon_zayid_i_got_99_problems_palsy_is_just_one?language=en)

Agnes Sarolta Fazekas (2013), Participation of students with disabilities in Erasmus Programme. A comparative study between Ireland and Hungary, Eötvös Loránd University.

Council of EU: Erasmus+ explained: [www.youtube.com/watch?v=GR9pws\\_BtGw](http://www.youtube.com/watch?v=GR9pws_BtGw)

Leargas – Jessica Gough: [www.youtube.com/watch?v=oWdn8bm4OTM](http://www.youtube.com/watch?v=oWdn8bm4OTM)

ExchangeAbility videos: [www.youtube.com/user/UnicaNetwork](http://www.youtube.com/user/UnicaNetwork)

ExchangeAbility Project of Erasmus Student Network: <http://exchangeability.eu>

De La Rosa M. and Reina E. (2011), It's possible! Report of Exchangeability: Fostering mobility of students with disabilities, Erasmus Student Network AISLB, Brussels: <http://exchangeability.eu/sites/default/files/pages/FinalReport.pdf>

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EU Social Security Co-ordination:  
<http://ec.europa.eu/social/main.jsp?catId=26&langId=en>

Open method co-ordination:  
[http://europa.eu/legislation\\_summaries/glossary/open\\_method\\_coordination\\_en.htm](http://europa.eu/legislation_summaries/glossary/open_method_coordination_en.htm)

## Information & Guidance workshop

Time to move campaign: [www.timetomove.info](http://www.timetomove.info)

Mapping mobility – pathways, institutions and structural effects of youth mobility in Europe: [www.Move-project.eu](http://www.Move-project.eu)

Eurodesk TV video on youth exchange “all together are equal”: [www.youtube.com](http://www.youtube.com)

Educational traineeship in Europe, safarijob project: [www.safarijob.it](http://www.safarijob.it)

Fact sheets and position papers on visa policy by EEE-YFU and its partners (at bottom of page): [www.eee-yfu.org/visa-directive](http://www.eee-yfu.org/visa-directive)

Visa problems – share your stories on the Youth Forum website.

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European Training Strategy in the field of youth: [www.salto-youth.net/rc/training-and-cooperation/trainingstrategy/](http://www.salto-youth.net/rc/training-and-cooperation/trainingstrategy/)

European Strategy to train trainers

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Expert group report on quality of Youth Work/youth work quality

[http://ec.europa.eu/youth/library/reports/quality-youth-work\\_en.pdf](http://ec.europa.eu/youth/library/reports/quality-youth-work_en.pdf)

Brochure on Overview of German quality criteria/certificates related to children and youth mobility: [www.reisenetz.org](http://www.reisenetz.org)

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AFS, Manual of activities for exchange programme/Elisa Briga: [www.afsactivecitizens.org](http://www.afsactivecitizens.org)

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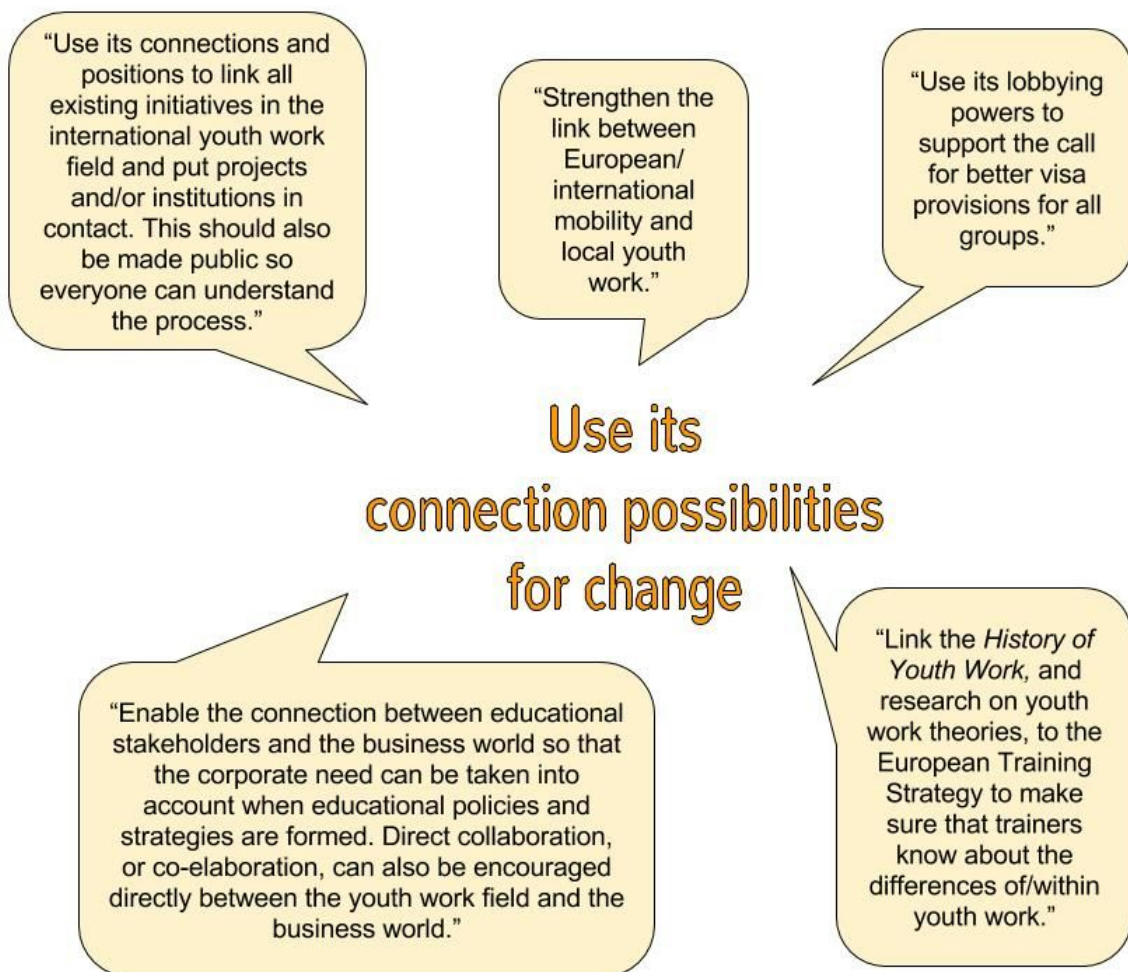
### 3: The EPLM – participant suggestions

For some, the most significant step in the history of the European Platform for Learning Mobility in the youth field is the very fact that it exists at all. Four or five years ago, there was a need expressed that a stronger link should be made between the sectors. At that time, it was just an idea. Over time as the connections strengthened it became more and more cross-sectoral, more multidisciplinary, and even interdisciplinary within sectors. It became a space where all the actors can meet and talk about challenges, share things and discuss among each other. It's a unique space with inherent potential.

Up until now, the EPLM's outputs have “only” included conferences, knowledge books, researchers' seminars and communication tools. What is needed from now on? What should be done in the future? Which directions should the EPLM take to address the needs of practice, policy and research in the changing world in the coming years?

Here are the contributions of the participants at the conference, to be discussed by the steering group, and then prioritised for implementation within reason and resources.

**The participants of the Istanbul Conference suggested that the EPLM should ...**



*During the conference, there were also calls for the EPLM to:*

- 1) Encourage more engagement with policy makers, strengthening the political branch, including if necessary adapting the Platform's approach and making the added value of involvement clearer for stakeholders that are under-represented.
- 2) Set up an EPLM sub-group on accessibility in learning mobility projects. Several representatives were keen to be involved, with suggestions of provision of accessibility guidelines for international youth projects. It was agreed that it should not be seen as a “bolt-on” if inclusion is really to take place.
- 3) Use its connections and position to link all existing initiatives in the international youth work field and put projects and/or institutions in contact. This should also be made public so everyone can understand the process. One example of an initiative that could be instigated is to connect the following:

- a) quality indicators youth mobility (EU-Council of Europe youth partnership);
- b) quality indicators for European youth work (European Commission);
- c) indicators for democratic competences (Council of Europe);
- d) projects on systems of validation/recognition by strategic partnerships in Key Action 2 of the Erasmus+ Programme;
- e) developments of validation according to the Council's recommendation on the validation of non-formal and informal learning.

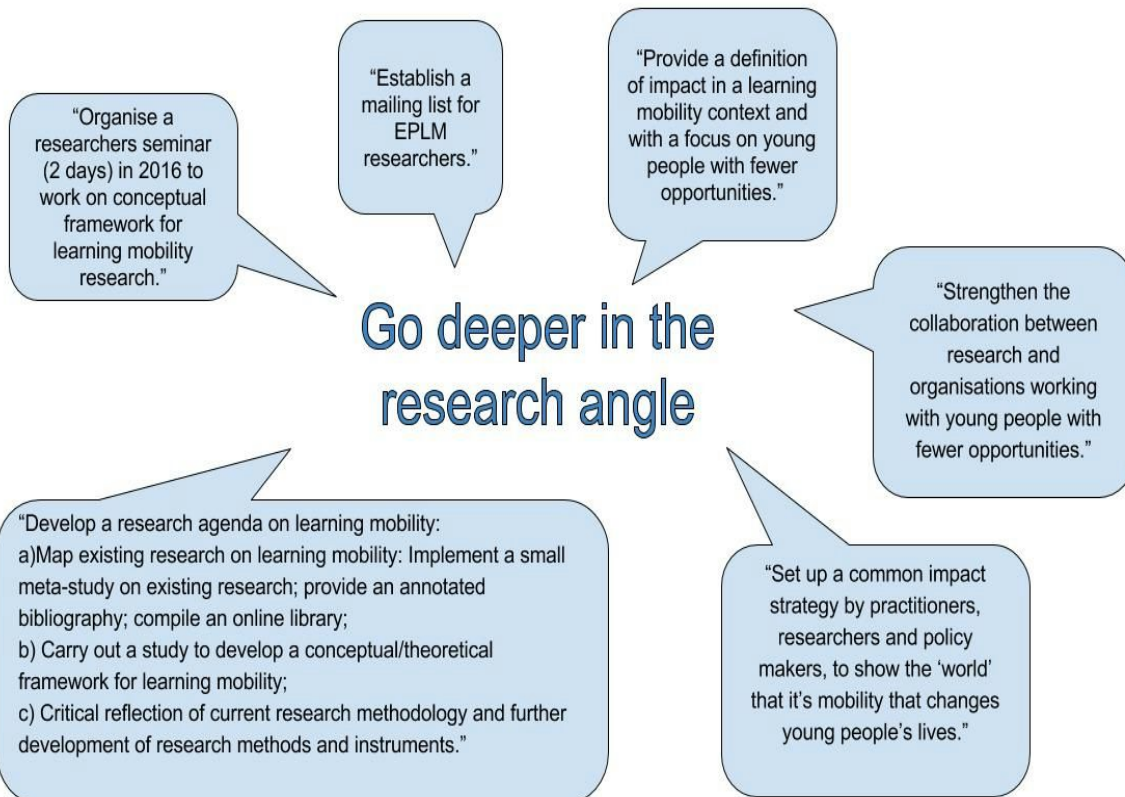
"Create the possibility for dialogue online in the time between the implementation of the EPLM conferences. It should be appropriate for the three sectors of the triangle, and could include resources as well as sharing practices, amongst others."

"Use the position of the EPLM to improve the information flow between organisations at local, regional, national and international level. This approach could include existing structures such as Eurodesk, European Youth Information and Counselling Agency (ERYICA), The European Youth Card Association (EYCA) etc."

## Develop tools for the external world

"Develop an international curriculum element that is linked to the EPLM developments, and integrate it into youth workers' training on European level. The focus of this element should be clarified."

"Develop a counselling tool/kit on educational learning mobility for those that support young people before, during and after the experience."



"Lobby for more resources in Erasmus+ Youth in Action for the to social and political recognition of youth work."

"Gather feedback on what works and what doesn't work in Erasmus+ and feed it back to the European Commission for the the mid-term evaluation process in 2016. For example, gather information linked to social inclusion, or the link between a quality mobility project and its impact on participants."

## Focus on Erasmus + suggestions

"National Agencies should make sure that youth workers know that the EPLM exists - through websites, newsletters, training activities of SALTO Resource Centres, training courses developed within the Transnational Cooperation Activities (TCA), etc."

"Invite more actual young people who recently undertook a learning mobility project. Suggestions included involving a cross-section of young people from different types of projects (short term/long term) as well as with different types of background (higher support needs, vulnerable, fewer opportunities, etc)."

"Focus on the (group of) policy makers, and on how to integrate them. This could also include controversial views [alternative formats?] as to the form of the EPLM conference in the future, and should be discussed by the Steering Group."

## Consider for next EPLM conference...

"Think about the following in the preparation:

- less input and presentations, leaving more room for discussion between the sectors
- invite actors that we missed this time: policy makers, parliament members and companies/business sector
- it could be a great opportunity for concrete actions, beyond sharing 'only' knowledge and best practices".

"Make clear the red line concerning the theme of the conference - it could be stronger and more obvious."

## Appendix I: The researchers' meeting

Tuesday 6 October 2015, Istanbul, Turkey

### REPORT by Sladjana Petkovic, Pool of European Youth Researchers

Prior to the EPLM Istanbul Conference, the **researchers' meeting** was held on 6 October 2015 aiming to provide space for peer exchange on current developments relating to two meta-tasks defined during the previous EPLM researchers' seminar (held in Bonn, Germany in May 2014), and to reflect/advise on the future developments of the EPLM (see fuller agenda below).

The **participants** in the researchers' meeting were 14 selected researchers coming from diverse backgrounds and having expertise in areas of learning mobility and social inclusion (see participants list below).

The researchers' meeting was based on **participatory methods** striving to balance between the process and product oriented approaches. The outcomes of the researchers' meeting were closely linked to the content of the following second EPLM conference.

The **objectives** of the researchers' meeting were:

- to review the proposal from the Youth Knowledge Book editorial team on the content of the specific publication foreseen by the EPLM
- to discuss the topics of the conference, in order to gain a higher understanding of the issues at stake, from a researcher's point of view
- to review the existing literature on the topics, according to participant's knowledge
- to start reflecting on how formal and non-formal learning environments could better co-operate for a better and more inclusive learning mobility in Europe (in view of the further development of the EPLM, and in specific view of the next bi-annual conference).

### Mapping existing knowledge on learning mobility

Prior to the second EPLM conference, the researchers' meeting was the occasion for preparing the ground for the next edition of the youth partnership's series of the **Youth Knowledge Books** which will be dedicated to learning mobility in the youth field, its different forms and the ways of co-operating between formal and non-formal education.

Members of the **editorial team** of the book on learning mobility (Søren Kristensen, Techne; Ewa Krzaklewska, Jagiellonian University in Krakow; and Magda Nico, University Institute of Lisbon), and the editor-in-chief (Maurice Devlin, Maynooth University) were briefly presented to the researchers, while one of the members who was attending the researchers' meeting (Søren Kristensen) updated the participants

on preliminary discussions held around the thematic focus, structure and outline of the book.

Overall, it was stressed that **duplication** should be avoided in regard to the previous edition of the Youth Knowledge Book, *Learning mobility and non-formal learning in European contexts – Policies, approaches and examples* (EU-Council of Europe youth partnership, 2013). The idea was to avoid eclecticism and create a more **specialised** new volume, although its thematic focus hasn't yet been precisely defined. The editorial team also raised questions of quality in learning mobility and necessity of creation of specialised indicators in this field, as well as of the impact of external factors such as demographic flows, as potential issues to be addressed in the book. Another important point was that the role of the new volume should be "to open the concept of learning mobility to a wider audience apart from *the elite*".

The researchers were furthermore informed that, in due time, an **open call** will be launched for contributions to the new edition of the Youth Knowledge Book, envisaged to be finalised by summer 2016.

Discussing the possible scope of the new volume, the researchers suggested that (unlike the previous edition) this one should be **closely linked** to the second bi-annual EPLM conference considering various aspects of the relationship between learning mobility and social inclusion from empirical, theoretical, methodological and/or pedagogical perspectives.

The focus should be put on strengthening the channels of communication in the field by collecting a diverse and critical set of analytical and empirical contributions from **policymakers, practitioners and researchers** (from a variety of disciplines). The volume should start by addressing the current "state of play" of European learning mobility, continuing with critical assessment of past practices and striving to inform the future developments of the EPLM. In this context, "the researchers' perspective should provide the space for wider political understanding of the concept and the context of learning mobility by integrating macro and micro perspectives".

The editorial team was also advised to put emphasis on analysing issues like conceptualisation ("definition of terms"); rationale and clarity of purpose and motivation; support structures and resources; access, targeting and reach (especially addressing the issue of discrimination and inequality); pedagogical approaches and reflexive practices; quality standards and evaluation; outcomes and processes. Special attention should be also given to **non-formal contexts** (youth work, youth services, youth organisations and movements, non-formal educational programmes for young people), although the interface between the formal and the non-formal learning contexts should be closely examined.

Finally, it was clarified that the EU-Council of Europe youth partnership has recently commissioned the preparation of an **analytical paper on learning mobility and social inclusion** (*using discourses of mobility as a signposting system*), the draft of which, created by the author David Cairns, will be available at the EPLM conference, and possibly included in the new volume of the Youth Knowledge Book.

### Targeting and prioritising researchers' efforts

The participants exchanged information and views on current research-related developments in the European learning mobility field, prioritising issues linked to social inclusion and context of the second bi-annual EPLM conference, *inter alia*. Main findings and conclusions of the four working groups are summarised below.

- **Research on European learning mobility is not isolated**, but it has a clear focus. It grows out of different disciplines with interlinked roots. Its distinctive feature is a **deliberate pedagogical effort** on youth work linked to European mobility and its outcomes. Consequently, it refers the development of both **social work practice** and youth **policy making**. Its **perspective** is dominated by the questions how is this linked to young people's lives, what is the biographical meaning of learning mobility for them and their identity, and what does it mean to them across Europe.
- Youth learning mobility has to be considered in the more **general context** of the evolution of **social science methods**. There are two trends: broadening and deepening. The first is linked to the challenge of coping with huge amounts of data available; the second to a more hermeneutic approach, such as ethnographic analysis. Finally, referring to these twofold trends means finding effective means for combining quantitative and qualitative methods.
- An important **contextual factor** to explore in the light of the current conference is **diversity**, including **inequalities**. Youth in Europe, and consequently youth mobility, presents itself as a mosaic, a patchwork. It will be necessary to identify diverse scenarios, to develop comparisons, to distinguish core and periphery priorities.
- Thus **the definition** of learning mobility tends to be **too loose**, at the risk of overlooking the particular needs of specific groups. In the context of the crisis, the term "young people with economic difficulties" tends to be used as a generic term. There is a weaker focus on young people with disabilities, young people leaving care, youth offenders, young parents etc.
- While pressure of employability is at times unsustainable, learning mobility programmes could be understood as part of a prolonged education to work transition. Yet, there should be a correlation between **competences** and employment/employability, while the researchers strongly advocate for treating learning mobility as a **much wider** experience – **a learning experience per se**.
- It would be relevant to **track mobility paths** of young people, their motivation and the **perceived effects of mobility** which include the personal impact of a mobility experience, e.g. enhanced educational attainment, as well as coping with obstacles of an objective and subjective nature; the former including bureaucratic and financial barriers, the latter more psychological and imaginative. The **example**

was cited of a project that had compared mobility effects among a group of young people with fewer opportunities and another group with more opportunities. It was found that while there were mobility effects in both groups, there was a deeper impact in the former. This finding was attributed to the fact that such young people were starting from a lower base of social and economic capital, and therefore had more potential for personal growth. Another example shared was relating to research conducted on **youth travel**, emphasising the biographical value of mobility. It was found that better personal outcomes were attained through reflection upon travel experiences, which become life-changing events.

- An issue of **student mobility** was also discussed, with a conclusion drawn from research that there is a **tension** between such mobility as a force for social inclusion and additionally for social exclusion. It was argued that the latter position is dominant, and it should be the role of youth workers and researchers to challenge this imbalance.
- It was noted that organisations need to be **proactive** in encouraging, recruiting, and involving youth with fewer opportunities. Informed choices are important as well as **shifting** individual motivations to organisational commitments in order to make involvement of these with few opportunities possible. In addition, new models might be needed (a six-month-long mobility might be too long for young people with fewer opportunities), including new arrangements, progressive involvement, breaks, shorter term etc. Apart from good intentions, there is a need for **resources** in order to make inclusion of vulnerable young people possible.
- Other challenges raised were related to a need for **consistent longitudinal research** (10 years follow-up, including control groups), and **innovation** balanced with replication of “what works”, as well as with the **value** of mobility, and the variable **quality** of mobility acknowledge.
- Against the background of the EPLM conference, the relationship between **politics and scientific social analysis** was discussed, stressing that two ways of handling this do not seem acceptable: the scientist as mere slaves of politics, and the second where the providers of scientific knowledge substitute themselves to decision making. The complex third way means “developing the truth stance for social analysis: telling power as an honest knowledge broker”.

#### **“Let’s meet the researcher” – contributing to preparation of the conference session**

The researchers were briefly informed by the facilitator of the second EPML conference about the specific type of contribution which was expected from them in regard to preparation of the conference session “*Let’s meet the researcher*”, which aims to create opportunity for the participants of the conference to learn about the results of the researchers’ meeting held prior to it, and to meet the researchers and discuss relevant topics relating to learning mobility.

Having in mind the complexity of the discussion envisaged and the fact that this part of the meeting could be more process-oriented (and therefore less structured and time-consuming), it was suggested that it should take place right after lunch as well as that it should be co-facilitated by one of the researchers (Ozgehan). It is worth noting that a majority of the researchers demonstrated a high level of motivation and commitment to fulfilling the task by suggesting various relevant areas of their expertise which could be relevant for the discussion. Some of the topics listed included: learning, diversity, identity, inequality, theories and concepts, evaluation, impact and effects, recognition, transfer to practice, volunteering, employability, cultural competences, what is evidence, research and methods, inclusion and exclusion concepts, impacts and effects, what works in a learning mobility context, quality, pedagogical practices, and other types of mobility.

Considering the number and diversity of the topics listed, it was suggested that the researchers' contribution should be structured in such a way that small groups or pairs of researchers should be formed and specific topics appointed to them based on their mutual interest and expertise. As a result, the following structure was proposed:

<b>Researchers</b>	<b>Topics</b>
Helmut and David	Theories and concepts, inequality, other types of mobility, effects/impact, research methods
Charles and Christianne	Learning, inequality, other types of mobility
Ozgehan, Valentina and Maria-Carmen	Employability, recognition, entrepreneurship, school to work, linking research to practice, work
Søren, Andreas and Adina	Transfer from research to practice, learning and recognition, pedagogical practices
Marti and John	Identity and development, learning, skill acquisition, cost benefit, evaluation, evidence

Finally, it was suggested that the researchers should have in mind two underlying questions which could be asked by the participants of the conference, namely to give them “*evidence for an evidence-based approach to policy making*”, and “*to provide information on where they can find the researchers' findings*” relevant for their work. The results of this session were sent to the facilitator of the EPLM conference right after the finalisation of the researchers’ meeting, representing a fruitful ground for the implementation of the session envisaged.

## Preparation of the process for the third bi-annual conference

The researchers were informed that, due to **increasing interest** of the partnership institutions (EU and Council of Europe) on learning mobility, this topic is going to have a prominent role within the next partnership cycle (beyond 2016). In view of the further development of the EPLM and the next bi-annual conference, the researchers were reflecting on how formal and non-formal learning environments could better co-operate for a better and more inclusive learning mobility in Europe. The discussion was focused on the need for **research on quality standards** or guidelines in the field of learning mobility, especially in cross-sectoral co-operation and across formal and non-formal education. The participants were updated on the process of gathering an **expert group on quality in learning mobility** in the youth field which is going to be mainly composed of the researchers – participants in the meeting – as well as of other external experts on youth policy.

Supporting the idea of prioritising learning mobility within the next partnership cycle, with special regard to development of the quality standards, the researchers have emphasised that this topic is **not new**, bearing in mind that the EPLM is **a key theme** of the European project.

Accordingly, the **future interventions** in the field should be built based on the European Quality Charter for Mobility, as well as on **existing practices** such as work of the Curriculum in quality development group, which addressed quality in training and non-formal education (back in 2000). It was also recalled that a comprehensive study was undertaken in 2013 on youth workers' competences in non-formal education and in intercultural learning/competences, as well as that the link between quality of youth work in Europe and competences was created in the context of development of the European Training Strategy of the Youth in Action Programme (2007-2013). In addition, the researchers suggested that the following issues should be considered:

- An expert group on quality in learning mobility should be used as a platform (advocacy tool) to promote **recognition** of non-formal education and youth work (as a profession) among partner institutions.
- The work of an expert group on quality in learning mobility should feed into the next **E+ mobility programme** (quality standards should assure quality selection and cross-sectoral approach at the programme level).
- **Concrete examples** of quality should be provided (as actual stories) in order to put a "human face" on quality of learning mobility.
- **Quality catalogues** should be created serving as a guideline for the members of the "triangle" in the youth field.
- Analysis of existing projects/programmes and "individual coverage" should be undertaken together with exploration of institutional **ownership** of the mobility programmes.
- An expert group should be established in the long run" working across sectors and themes, taking in consideration the **change of generations**, and working towards developing interests of young researchers in the field.

Pointing to the fact that “conceptual definitions start from management procedures”, it was suggested that activities of the expert group could be developed in three directions: first, by linking it with the national YiA agencies (national evaluation groups); second, by connecting it with various peer learning movements; and third, by placing it within the context of the OMC, bearing in mind that the EU-Council of Europe youth partnership represents the context where this exchange should take place.

In the end, it was concluded that **more opportunities** for structured exchange and discussion among the researchers involved in the EPLM should be created.

## Agenda of the meeting

- 09.30 Welcome and introduction
- 09.50 **Mapping existing knowledge on learning mobility**
- Updates on the next edition of the youth partnership's series of **youth knowledge books**, which will be dedicated to learning mobility in the youth field; presentation of the **editorial team** and the editor-in-chief
- Updates on the process of creation and publication of an **analytical paper on learning mobility and social inclusion** (*using discourses of mobility as a signposting system*) to become possibly part of the Youth Knowledge Book.
- 11.00 Break
- 11.30 **Targeting and prioritising researchers' efforts**
- Updates on relevant research developments related to the topic of the second bi-annual EPLM conference, *inter alia*
- 13.00 Lunch
- 14.30 **Preparation of the process for the third bi-annual conference**
- Discussion on the need for research on quality standards or guidelines in the field of learning mobility, especially in cross-sectoral co-operation and across formal and non-formal education
- Updates on gathering of a special **expert group on quality in learning mobility** in the youth field during 2016, which will then investigate the topic in more depth
- 17.00 Conclusion and key messages
- 18.00 Close

### **Participants/researchers**

Berg	Charles
Briggs	Daniel
Cairns	David
Calafateanu	Adina
Cuzzocrea	Valentina
Dittrich	Christiane
Fennes	Helmut
Kristensen	Søren
Litau	John
Pantea	Maria-Carmen
Petkovic	Sladjana
Ozgehan	Senyuva
Taru	Marti
Timmel	Andreas

### **EU-Council of Europe youth partnership**

Davide Capecchi

## Appendix II: Resources and bibliography for research session and keynote speeches

### Resources from the research workshop

These sample references could be useful for (understanding) what researchers mean when talking about evaluation, and why. These are evaluations of youth *work* but could still also be useful for learning mobility.

There is a journal which publishes articles on learning mobility, since 1994: [www.frontiersjournal.com/](http://www.frontiersjournal.com/)

Publication that maps other research (mostly English-speaking countries):

Youth work: A systematic map of the research: [www.effectiveservices.org/.../YouthWorkFinal260613.pdf...](http://www.effectiveservices.org/.../YouthWorkFinal260613.pdf...)

Databases scanned to produce this mapping (some are public, some are not):

- Applied Social Sciences Index and Abstracts (ASSIA)
- International Bibliography of the Social Sciences (IBSS)
- Social Services Abstracts (SSA)
- Education Research Information Center (ERIC)
- Australian Education Index (AEI)
- Cochrane Register of Controlled Trials (CENTRAL)
- PsychInfo
- EconLit
- Child Data Rev
- Campbell Collaboration.

Other publications that might also be useful:

Durlak J. A., Weissberg R. P. and Pachan M. (2010), "A Meta-Analysis of After-School Programs that Seek to Promote Personal and Social Skills in Children and Adolescents", *American Journal of Community Psychology* 45, 294-309.

Feinstein L., Bynner J. and Duckworth K. (2006), "Young People's Leisure Contexts and their Relation to Adult Outcomes", *Journal of Youth Studies* 9(3), 305-327.

Feldman A. F. and Matjasko J. L. (2005), "The role of school-based extracurricular activities in adolescent development: a comprehensive review and future directions", *Review of Educational Research* 75(2), 159-210.

Fredricks J. and Eccles J. (2006), "Is Extracurricular Participation Associated with Beneficial Outcomes? Concurrent and Longitudinal Relations", *Developmental Psychology* 42(4), 698-713.

Granger R. C. (2008), *After-School Programs and Academics: Implications for Policy, Practice, and Research*, William T. Grant Foundation Social Policy Report 12(2), 3-19.

Zief S. G., Lauver S. and Maynard R. A. (2006), "Impacts of after-school programs on student outcomes", *Campbell Systematic Reviews* 3.

### **Resources from the keynote speech by Professor Daniel Briggs**

Giroux, H. A. (2011), *On Critical Pedagogy*, Continuum Publishing Co., New York.

Sklair, L (2002), *Globalization*, Oxford University Press, Oxford.

Briggs, D. (2013), *Deviance and Risk on Holiday. An Ethnography of British Tourists in Ibiza*, Palgrave Macmillan, Basingstoke.

Standing, G (2011), *The Precariat. The New Dangerous Class*, Bloomsbury Publishing, London.

Winlow S, Hall S, Treadwell J and Briggs D. (2015), *Riots and Political Protest. Notes from the Post-Political Present*, Routledge, London and New York.

Winlow S. and Hall, S. (2013), *Rethinking Social Exclusion. The End of the Social?* Sage, Los Angeles, New Delhi and London.

## Appendix III

### *EPLM Istanbul Conference 2015: List of Final Participants*

by First Name

	First Name	Surname	Title	Country
1	Adina	Calafateanu	President, Centre for Sustainable Community Development CSCD / PEYR	Romania
2	Agnes Sarolta	Fazekas	Member of the EAIE ACCESS Expert Community Steering Group, ESN - EAIE	Poland
3	Agnieszka	Piatczak	International mobility advisor, Itinerare International	France
4	Aleksander	Sumilov	Accompanying Nikolic	Serbia
5	Alen	Maletic	Policy Officer, EUCIS-LLL	Belgium
6	Ana	Silva	Association for Health Promotion and Community Development	Portugal
7	Andreas	Rosellen	Project consultant "Inclusion in children's and youth travel", Transfer e.V	Germany
8	Andreas	Thimmel	Head of Department, Research Institute of non formal learning, University of Applied Science Cologne	Germany
9	Basak	Saygi-Sahin	Project Office, Bursa City Council	Turkey
10	Beat	Rohner	Delegate, Former President AER Youth Regional Network / Member EPLM Steering Group	Switzerland
11	Beáta	Bozsó	Roma College of Szeged	Hungary
12	Bob	McDougall	Project Manager / Youth Worker / Trainer	UK
13	Ceyda	Ozdemir Ertan	Project Manager, German-Turkish Youth Bridge / TOG	Turkey

14	Charles	Berg	PEYR	Luxembourg
15	Chip	Veerle Haverhals	Member of the European Scout Committee, WOSM	Belgium
16	Christiane	Dittrich	Researcher, Goethe University	Germany
17	Christof	Kriege	Programme Officer / Inclusion Officer, NA Germany, Erasmus +	Germany
18	Claudia	Mierzowski	Project Manager, IJAB	Germany
19	Clotilde	Talleu	Independant researcher, Institut National de la Jeunesse et de l'Education Populaire (INJEP) / National institute of youth and community Education	France
20	Corinna	Liersch	European Commission	Belgium
21	Dag	Ronning	Chairman of County Council, Hedmark	Norway
22	Damian	Zimmermann	Director of the Education and Exchange Programme in Switzerland, Pestalozzi Children's Foundation	Switzerland
23	Daniel	Briggs	Researcher, Universidad Europea	Spain
24	Daniel	Everett	Acc. Everett	United Kingdom
25	Daniel	Poli	Head of department for qualification and further development of international youth work, IJAB	Germany
26	David	Cairns	Post-doc researcher, Centre for Research and Studies in Sociology, ISCTE-IUL	Portugal
27	David	Lopez	Head of International sector, La Ligue de l'enseignement	France
28	Davide	Capecchi	Research and Youth Policy Officer, EU-CoE youth partnership	Belgium

29	Denis	Kolga	RADA -Belarus Youth Council, Chairman NGO 'Youth Initiative' & Minsk Shapers Hub	Belarus
30	Dominic	Everett	Education and Family Services Manager, RNIB Scotland	United Kingdom
31	Ekaterina	Kuznetsova	Board member / editor-in-chief European Youth Press	Belgium
32	Elisa	Briga	Advocacy, Projects and Programme Coordinator, EFIL - European Federation For Intercultural Learning	Belgium
33	Emilia	Kmiotek-Meier	Researcher, University of Luxembourg	Luxembourg
34	Emrah	Gürsel	Turkish Programme Office Manager, TOG	Turkey
35	Eva	Reina	Director, ERYICA	Luxembourg
36	Gazela	Pudar Drasko	Responsible for Coordination with CoE, EYCA	Belgium
37	Gilles	Baccala	Head of Unit: "Youth Strategies and Policies - Key Actions 2 & 3", INJEP	France
38	Giovanni	Maccioni	EURODESK	Italy
39	Gisele	Evrard Markovic	Purple 8	Serbia
40	Gülay	Bilik	<a href="#">IKUS – Intercultural learning in Schools</a>	Germany
41	Hans-Georg	Wicke	Head of the NA, Jugend für Europa	Germany
42	Helmut	Fennes	Senior Researcher and Lecturer, Institut für Erziehungswissenschaft	Austria
43	Ibrahim	Demirel	Coordinator of Youth Work Unit at Turkish NA for E+	Turkish
44	Ioannis	Tsouris	International Relations Secretary, CYC - Cyprus Youth Council	Cyprus
45	Isabelle	Mallia	Agenzija Zghazagh	Malta

46	Jacques	Spelkens	Corporate Social Responsibility at Corporate Group, GDF SUEZ	Belgium
47	Jo	Deman	Policy Officer on Youth Work and Organisational Development, European Youth Forum	Belgium
48	John	Litau	Research Associate, University of Frankfurt	Germany
49	Jonathan	Hendrickx	Journalist, Stampmedia/Orange Magazine	Netherlands
50	Karin	Schulz	Programme officer Key Action 1, Erasmus+ Youth in Action, JfE	Germany
51	Laimonas	Ragauskas	Facilitator / Association of Non-Formal Education	Lithuania
52	Magdalena	Porebska	International Program Coordinator, AFS Poland	Poland
53	Manel	Sanchez	Director, EYCA	Belgium
54	Manfred	von Hebel	Head of Strategies and Projects, JfE	Germany
55	Maria-Carmen	Pantea	Lecturer, Babes Bolyai University / PEYR	Romania
56	Marie	Wittamer	Co-Manager, Eurocircle	France
57	Marine	Manucharyan	Advisory Council on Youth of CoE / Coyote editorial team	Armenia
58	Mark	Taylor	Editor-in-Chief, Coyote	France
59	Marlies	Poeschl	Photographer and Illustrator, Coyote	Austria
60	Marti	Taru	Researcher, Tallinn University / PEYR	Estonia
61	Maryana	Semenyak	Member of Comité Directeur 2015/16, AEGEE / European V Students Forum	Belgium
62	Miguel Angel	Garcia Lopes	Freelance evaluator and trainer	Germany

63	Milanka	Nicolic	Association of Students with Disabilities, NGO	Serbia
64	Mojca	Kodela Lesemann	Youth Policy and Research Assistant, Partnership EC / COE in the field of Youth	Belgium
65	Monica	Nica	Project Assistant, Y.E.S.-Forum	Germany
66	Musa	Akgul	Director of OIC-Youth Capital project, ICYF-DC, Rapporteur	Turkey
67	Mustafa	Kamal Akbulut	Assistant Expert at Youth Work Unit, Turkish National Agency	Turkey
68	Niina	Ljungkvist	Youth Worker, City of Lappeenranta Youth Services, ENTER!	Finland
69	Olajumoke	Adeyanju Omonga	Cultural advocate/Youth ambassador/ Orange Magazine	Germany
70	Oleksandra	Kovyazina	TEJO - World Esperanto Youth Organisation	Netherlands
71	Ozgehan	Senyuva	International relations department METU Ankara / PEYR	Turkey
72	Petra	Klein	Leading and managing HOT - Haus der Offenen Tür Sinzig	Germany
73	Philipp	Boetzelen	Research and Youth Policy Officer, EU-CoE youth partnership, Strasbourg	France
74	Piotr	Sadowski	Secretary General, Volunteering Matters and Volonteuropa	United Kingdom
75	Raluca	Diroescu	SALTO Participation Resource Centre	Belgium
76	Rita	Bergstein	SALTO Training and Cooperation Resource Centre	Germany
77	Romana	Mysula	European Coordination, JECI-MIEC - International Young Catholic Students – International Movement of Catholic Students	Belgium/ Ukraine
78	Sandra	Tuerk	Manager of Reisenetz office / Bundesforum Youth Travel	Germany

79	Siiri	Taimla	Graphic designer, graphic recorder, Joon meedia	Estonia
80	Sladjana	Petkovic	UNICEF Montenegro / PEYR	Serbia
81	Snezana	Baclija-Knoch	Freelance Trainer in the field of youth / Coyote	Serbia
82	Søren	Kristensen	Researcher, Techne	Denmark
83	Stefan	Manevski	Programme coordinator of the Center for Intercultural Dialogue	FYROM
84	Susanna	Holowati	Erasmus Student Network (ESN) / Youth European Federalists (JEF)	Belgium / France
85	Susanne	Hauer	Project Manager, Allianz Culture Foundation	Germany
86	Susie	Nicodemi	Rapporteur/Freelance International Youth Work Consultant	UK
87	Svetlana	Lanets	Vice-President, Assembly of European Regions Youth Regional Network	France
88	Tali	Padan	Founder and director, Mellem Education / Coyote	Denmark
89	Tony	Geudens	Project Coordinator, SALTO Inclusion Resource Centre	Belgium
90	Triin	Ilves	Junior Project Manager and Journalist, Orange Magazine / Coyote	
91	Tristan	Reilly	European Cooperation, French Ministry for Urban Policies, Youth and Sports	France
92	Ulrike	Werner	Officer for Training and Further Development of International Youth Work, IJAB	Germany
93	Uwe	Finke-Timpe	Head of Unit of International and European Youth Policy, Federal Ministry for Family Affairs, Senior Citizens, Women and Youth	Germany
94	Valentina	Cuzzocrea	Lecturer in Sociology, Cagliari / PEYR/European Sociological Association (youth pillar)	Italy

95	Valentina	Pomatto	Advocacy and Projects Coordinator, EEE-YFU	Belgium
96	Veronika	Varga-Bajusz	Head of Department, Ministry of Human Capacities, General Youth Department	Hungary
97	Yoruk	Kurtaran	Researcher	Turkey