



## Parallel Workshops Offer EPLM Conference 1-4 April 2019

These workshop topics have been developed by the preparation team of the conference over the last year, taking into account different programme priorities and changing needs.

They are designed to cover the three levels of personal, community and societal/political, with two from each level in each workshop round. We have 12 topics, so will take 2 x personal, 2 x community and 2 x societal for each block.

The first 6 workshops will take place on Day One afternoon and the second 6 on Day Two morning. Each participant can attend two workshops in total. Each workshop is 75 mins long. There will be a facilitator and a reporter from the team in each workshop.

There is a limit of maximum 30 people in each of the workshops (due to space limitations). First come first served.

You can sign up for the workshops online [here](#)

The last moment to sign up for the workshops will be 09h00 on Tuesday 2nd April.

We hope the mix of topics, together with the wide diversity of participants attending, will bring a rich discussion that will concretely build around the topic of community impact in learning mobility.



## PERSONAL LEVEL

# Methodologies for society impact during learning mobility programmes

*What methods do you use, before during and after mobility? What works well in your experience? What adaptations could be made to approaches for them to have more societal impact? How can these be more sustainable? What learning is there for the participants when the local community is impacted? How can we support the personal-society bridge more strongly? Link to Peer networks (such as EuroPeers)?*



## PERSONAL LEVEL

### **Instrumentalisation of Young People**

*How do young people look at their participation in learning mobility? Do the objectives of the Programmes make sense to their everyday life? Do they care where the money comes from and the political aims behind it? Are these learning mobility programmes what they need? Do the development of programmes at EU level respond to an expressed need? What else do young people need? How should future programmes be modelled so young people's needs are more at the centre? What participation systems are needed for young people's voices to be heard more in the creation?*



## COMMUNITY LEVEL

### **The role of youth work, through learning mobilities, for community development**

*How should (international) youth work should be supported in different countries? How does it fit in at local level? How much awareness raising is done about the learning through mobilities? What is the recognition of it by different actors at community level? How much focus is there on social capital of learning mobilities? How can learning mobilities help international policies (such as the Council of Europe Youth Work Recommendation) filter down to community level?*



## COMMUNITY LEVEL

### Unexpected societal impact

*We know that there are objectives and impact which are pre-designed in learning mobility projects, usually established as part of the application process. What about the impact that isn't foreseen? What stories of societal impact happens, but isn't captured (yet)? How can we increase awareness of that? How can you plan for it? Where does it fit in project management approach to mobilities? What ways are there to monitor and measure community impact? How much research is there that includes other voices apart from young participants and youth workers directly? What is the environmental impact of mobilities (good and bad)? This links also to research that is missing: how do you measure the change of something if you didn't plan in advance to measure the starting point?*



## SOCIETAL/POLITICAL LEVEL

### **How political should international youth work be?**

*In the current situation in Europe? In the face of populism, extremism, protecting Human Rights? Are there accepted values of international youth work? How are these put into action? What are the limits? Are you afraid of being political? Should the new Erasmus+ programme have a 'European values' political angle? Should it promote citizenship/civic education? Should it defend the term 'democracy'?*



## SOCIETAL/POLITICAL LEVEL

### Changing policy, structures and systems

*How far can learning mobilities have a sustainable long-term effect on political structures and systems? Can international youth work policy be mainstreamed on a municipal level? Where does the momentum and support come from in that? What good examples are there? What is needed on a community/municipal level to initiate, and then support the growth and development of that? What are the challenges? What are the limits? What resources and support are there for it?*