Summary Report

ESF Transnational Cooperation Platform

Community of Practice on Employment, Education and Skills

Peer Review on supporting disadvantaged young people to take part in mobility

6 – 7 May 2021, online

The Peer Review explored and compared national and transnational mobility programmes aimed at disadvantaged young people. The virtual Peer Review was hosted by Czechia and attended by 20 participants, who represented Managing Authorities (MA), Intermediate Bodies (IB) and project promoters[1].

The aim of the Peer Review was to develop knowledge and competencies for ESF+ programming to effectively support the development and refinement of mobility programmes for young people in a situation of disadvantage. The Peer Review explored how Czechia has successfully developed and delivered two calls for proposals for projects to support disadvantaged young people to have mobility experiences. The Peer Review included inputs from Germany and Slovenia and informal inputs from Catalonia (Spain) and Sweden to explore different approaches to ESF mobility actions.

The starting point for the success of ESF mobility programmes has been the [ESF Learning Network on Transnational Mobility Measures for Disadvantaged Youth and Young Adults](#) (TLN Mobility[2]). Led by Germany, this network brought together 15 countries and regions to share experiences and develop templates and common approaches with the aim of tackling youth unemployment through transnational mobility. The TLN Mobility project developed a Coordinated Call on transnational mobility measures for disadvantaged youth and young adults. The call defined a common framework around the target group, eligibility of costs, quality and implementation structures.

Inspired by the TLN Mobility project, Czechia has launched and delivered two national calls for proposals in 2015 and 2018 for mobility programmes targeting disadvantaged young people[3]. The Czechia approach targets those with multiple disadvantages such as the Roma community, those from socially excluded areas and those with low educational attainment. Target groups are aged between 15 and 30 years old. Partner search activities are not covered; mobility is sending only, and groups are accompanied by a Czech mentor.

In contrast, Germany's IdA programme[4] was launched in 2008 with the aim of increasing the employability of disadvantaged young people who are far from the labour market. Job centres, youth organisations and employers work together in the projects that the IdA

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[1] Representatives of the European Commission were joined by MA/IB representatives from Belgium-Flanders, Czechia, Estonia, Germany, Greece, Poland, Romania, Slovakia and Spain. Project promoters from Czechia, Slovenia and Sweden also attended.
[2] https://www.esf.de/portal/EN/Funding-period-2014-2020/TLN-Mobility/content.html
[3] https://www.esf.de/portal/EN/Funding-period-2014-2020/TLN-Mobility/National-Regional-Calls/Czech-Republic/content.html
[4] https://ec.europa.eu/esf/transnationality/content/mobilising-disadvantaged-young-people.html

programme funds. The project is built on a three-step approach – preparatory phase, support during placement and follow-up. Between 2015 and 2021, projects sent approximately 3 170 participants abroad and hosted 570 young people from other Member States. In terms of results, approximately 55% of participants moved to education, employment or training after their mobility experience.

A different approach has been taken in Slovenia where the Employment Service of Slovenia has been delivering the National TLN Mobility[5] scheme, a pilot project, since 2017. The project sends young people aged 18 to 35, who are looking for work for the first time since graduating, to other countries. Priority is given to those who have been out of work or inactive for more than one year. Participants are supported with a two-month period of preparation; a mobility phase lasting between 9 to 10 weeks; and a one-month follow-up programme.

How can Managing Authorities set up the right framework to support mobility programmes targeting young people in a situation of disadvantage?

How can Managing Authorities develop calls for proposals for mobility programmes? What are the phases of delivery?

ESF mobility programmes provide opportunities to groups that are not extensively covered by other programmes and they can be a stepping-stone to returning to education, employment or training.

There are common approaches to mobility across Europe, all of which build upon the key phases of a tailored preparation phase; an appropriate mobility placement; and a follow-up phase, once the individual has returned to their place of origin. It is important for each of these phases to be tailored according to the specific context and the target group concerned.

The length of mobility projects must be adequate to enable project promoters to have enough time to reach out and engage with the target group and deliver the three phases. On a project level, the mobility placement must be an appropriate length so that the participants really benefit from the experience, balanced against what is suitable for the participants and their current situation as well as their previous employment and education experiences.

When developing a call for proposals for mobility programmes, Managing Authorities should reach out to local stakeholders, such as youth organisations and public employment services, so that their experiences and views can be integrated into the design of the programme and call for proposals. An important part of this dialogue is educating and informing stakeholders about the overall aims and intended benefits of mobility programmes, and in some cases changing mindsets and pre-conceived ideas. For example, some public employment services (PES) may not see the value of a mobility placement. To address these views, the Managing Authority in Czechia, together with a project promoter, organised a presentation for labour office employees, during which previous mobility participants shared their experiences.

First-generation mobility programmes can take a simplified approach as a starting point and they do not necessarily need to precisely follow the approaches that have been taken in other countries. Such simplified approaches could include using pilot projects at first (as in the case of Slovenia) to see what works or does not work before launching future calls for proposals. Alternatively, a Managing Authority may wish to develop a call for proposals

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[5] https://www.esf.de/portal/EN/Funding-period-2014-2020/TLN-Mobility/Partners/Slovenia/content.html

for projects that only send participants and do not include the requirement to host mobility participants, for example in Czechia.

Another useful starting point could be intra-mobility, where mobility placements are arranged to send participants to complete a mobility placement in a different part of the country. This can provide participants who are furthest from the labour market and those who are inactive with some 'security' as the placement will be in the same language, culture and lifestyle.

Lastly, Managing Authorities who are considering developing mobility programmes may find it useful to visit other Member States, or regions, that are already implementing mobility measures. Such visits allow in-depth exploration of the programme 'in action' and they can provide a chance to ask specific questions. They can also ensure that other Managing Authorities benefit from the lessons learned and experiences of others. For example, the mobility programme in Czechia benefited from a study visit to Germany where they were able to observe the implementation of the German approach first-hand. The TLN Mobility Network also offers a useful base of resources that other Managing Authorities can benefit from (see the 'Further information and resources section' at the end of this report).

How can target groups for mobility programmes be identified?

Target groups for mobility programmes can be identified on two levels. Firstly, when developing the call for proposals, Managing Authorities may want to consider groups that are not covered by other programmes and who need support to (re)enter the labour market in the specific regional or national context. The latest labour market information can help ensure that any decisions are as informed as possible. In existing mobility programmes, Germany and Czechia have identified disadvantaged young people who are far from the labour market as their intended target group whereas the Slovenian national mobility programme targets young graduates who have been unemployed for more than one year.

Experience from these countries shows that it is important to be as specific as possible about the target group in the calls for proposals to ensure that the intended target group benefit from the programme. For example, in Czechia the Managing Authority learned from their first call for proposals that highly educated young people, who had been unemployed for six months, were benefitting from the programme – which was not the intention. As a result, they refined the criteria for the target group for the second call for proposals so that only those who had been unemployed for more than one year could participate.

Secondly, it is important that Managing Authorities consult with the potential organisations, such as youth organisations and non-governmental organisations (NGOs), who are likely to participate in the projects to gain their insights and their feedback for what needs to be included in a call for proposals. In Czechia, the Managing Authority consulted with a select group of project promoters who provided inputs and suggestions that were considered for the second call for proposals.

What are the possible financial arrangements to use in mobility programmes? What are their advantages and disadvantages?

Different financial arrangements are in place for ESF mobility programmes across Europe in relation to the use of simplified cost options. These include using actual costs (in Czechia) and a mixture of real costs and standard unit costs (in Germany, Catalonia and Poland). Where a mixture is used, some Managing Authorities use real costs for salaries, but standard unit costs for the placement abroad. Real costs can be manageable in certain circumstances and projects in Czechia have welcomed them as they are easy to

understand and allow more flexibility than predefined standard unit costs. Using real costs may require more time from Managing Authority staff when reviewing claims from projects. In contrast, standard unit costs and flat rates can be easy to understand and to monitor. The number of projects and their length may influence the choice of financial arrangements.

What are the key considerations to take into account?

How does selection and assessment criteria work and what are the most important aspects to start with?

When it comes to assessment and selection of project proposals, Managing Authorities may want to identify some key eligibility criteria for project promoters. In Catalonia, Spain, for example, at least two years' previous experience with international mobility and experience of working with the target group is a requirement for project promoters. By setting out these conditions, it can help to fund suitable applications.

Managing Authorities may also want to consider how they can encourage smaller organisations, such as NGOs, to apply. Such organisations may have limited experience in implementing ESF projects however they have expertise in working with young people and awareness of their specific needs in local situations.

The aim is to find a balance between creating the conditions for innovative projects within the ESF remit and ensuring that the objectives of the Managing Authority (and the wider programme) are met. In Czechia, the eligibility and selection criteria relating to the age and type of target group were refined before the second call for proposals to ensure that only those who were most disadvantaged were benefiting from the programme. The Managing Authority revised the requirements for applicant organisations to ensure that those organisations who were funded were familiar with the local situation and the needs of their intended target group.

What type of information is useful to ask for in the project application?

Managing Authorities can require different information within project applications so that the applications can be assessed within the context of delivering mobility to disadvantaged young people. Firstly, questions around the partnership can explore how long the partnership has worked together and on what activities; experience of working with the target group; and how the partnership will work in practice. Secondly, project applications should provide details of how the host organisation will support the young people during the mobility period. It may also be useful for applicants to demonstrate their connections to their target group, and how they will reach and engage the target group. Lastly, applications should demonstrate what actions will be undertaken at each stage of the mobility lifecycle. For example, before the mobility period it is useful for project applicants to demonstrate what cultural, linguistic and financial training will be provided as well as what activities they will do to keep the target group motivated. It is also useful to ask what activities will be undertaken during the placement, to ensure that they are relevant to the abilities of the intended target group, and how they will use their leisure time. After the mobility period, project applicants may be asked to outline the follow-up activities they will undertake to support the young person to make the next steps towards education, training or employment.

How can Managing Authorities create the conditions for disadvantaged young people to take part in mobility?

What types of organisations are well placed to deliver mobility for this target group? How can Managing Authorities encourage them to take part and to find the right partners?

NGOs are well placed to deliver mobility for disadvantaged young people as they have in-depth knowledge of and (often) direct access to disadvantaged young people, as well as localised knowledge and trained, experienced staff. However, small organisations may not necessarily have experience with managing large projects, such as ESF, and they may need support to develop their partnership before the project can be implemented successfully.

Managing Authorities can encourage interested organisations to find the right partners by including funding for partner search activities within their grants. In addition, or as an alternative, Managing Authorities can signpost organisations to existing mobility project databases as a way of finding suitable partners. For example, the TLN Mobility website includes a partner search database[6].

Managing Authorities can also encourage certain partnerships to be formed by including details on the desired partnerships within the calls for proposals. For example, depending on the intended target group to benefit from the call, the Managing Authority may want to encourage applicants to work with organisations such as the PES so that participants can be recruited easily and supported into the labour market upon their return. For example, in Germany the local labour office refers participants to different projects. Employers are also consulted from the start of the process so that participants can develop skills that are relevant to local labour market needs and move into employment upon their return.

Once a project has been funded, Managing Authorities can offer capacity-building activities to successful project promoters. These capacity-building activities may include specialist training or networking to expand knowledge, share challenges, solutions and expertise.

How can Managing Authorities ensure that the right target groups are taking part in mobility?

It is important to define the intended target group for mobility programmes in the call for proposals. When defining the target group, Managing Authorities may wish to consider the national context, for example around the rate of long-term unemployed young people or other groups who have difficulties accessing the labour market. It is good practice to undertake a needs analysis with stakeholders to gain their insights and feedback. This can include labour market actors as well as trusted and experienced ESF project promoters who may be interested in mobility projects. Working with stakeholders to establish the specific target group before launching a call for proposals increases the likelihood that the correct target group is identified.

Within calls for proposals, Managing Authorities may consider encouraging project promoters to work with the local labour office as a way of identifying and recruiting participants. By working with the local labour office, project promoters can more easily identify and work with registered jobseekers. However, this may depend on the specific target group of the overall call and the specific project needs. For example, some groups of disadvantaged young people may distrust or be wary of authorities, but a condition of participation may include registration with the local labour office. With such groups, project applications should outline how the promoter will reach out to the young people and assist them to become registered. Project promoters in Czechia have supported such groups by physically accompanying them to the labour office.

When assessing applications, Managing Authorities should check if the target group described is in line with the intended call for proposals and that the applicant has the specific connections and expertise to reach out, engage, motivate and support

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[6] https://www.esf.de/portal/EN/Funding-period-2014-2020/TLN-Mobility/Partner-Search-Database/content.html;jsessionid=B0D61F6845688E5E42EE5ABEB86751CB

participants. Experience from the two calls for proposals in Czechia shows that it is important to review applications carefully, to ensure that Managing Authorities award projects to those who have the right skills and experience, not just the ability to prepare a high scoring proposal.

What are the successful approaches to motivate young people to take part?

There are three key aspects to motivating young people to take part in mobility projects. Firstly, at the start of the preparation phase, specialised outreach to identify and engage disadvantaged young people is important to build up trust with the young person and to understand their wider motivations in life. During outreach and engagement work, project staff can explain the project in language familiar to the young person, conveying the benefits for engagement that resonate with each individual. Having trained staff who have previous experience in youth work is particularly important during this stage. In cases where more highly educated young people are involved in mobility there is often some work to do around managing expectations. For example, in Slovenia they run a series of workshops for participants that explore their hopes, fears and expectations and bring their expectations closer to the reality of what the mobility will be like. By managing expectations at the start, the project can reduce the risk of dropouts at a later stage as participants are fully aware of what the mobility entails.

Secondly, once young people are engaged in the project it is important to create peer groups where peer support between participants can help to keep each other motivated. It is good practice for these groups to meet throughout the preparation activities, as well as the mobility period itself, so that there is a basis for trust between participants and they can learn together. In addition, peer support can come from previous participants who can speak with groups before mobility periods to share their positive experiences and answer any questions.

Thirdly, the role of the mentor is very important to establish trust with each individual, and the group, and to encourage motivation throughout the experience. In some cases, previous participants have been able to become mentors for subsequent mobility projects. Training previous participants to become mentors can be inspiring and motivating to participants as it shows what is possible after successfully completing their mobility activity.

It is not always clear what motivates young people to take part in a mobility project. Is it the new training opportunity that matters most or is it the fact that it takes place abroad? The COVID-19 pandemic has resulted in some mobility programmes taking a different route. For example, in Sweden international mobility projects were not possible due to travel restrictions but project promoters arranged mobility projects to other areas within Sweden. The experience provided participants with similar opportunities but with the benefit of the same language and overall culture.

How can Managing Authorities support projects to reach out and engage with target groups and successfully work with the target group before, during and after mobility?

How can Managing Authorities provide resources and support for potential project promoters?

Managing Authorities can provide practical support for interested organisations to understand the aims and objectives of the call for proposals and what is expected in a good quality application. Such activities include information sessions where the Managing Authority can disseminate information and answer any questions from interested organisations, proposal writing workshops and, in some cases, providing tailored feedback on specific project ideas. In addition, some countries also offer networking activities to

connect partners and other supplementary areas of advice (e.g. legal advice). For example, the Managing Authorities in Czechia, Germany and Slovenia offer information sessions for interested applicants once a call for proposals is launched.

What is the role of support during the mobility placement – how are mentors/accompanying people used and what skills do they need?

Mentors and other staff accompanying the group of participants can be deployed in different ways, depending on the needs of the target group. For highly educated, independent and self-motivating participants (as in the case of Slovenia) a mentor or accompanying person may only be needed in person at the start and towards the end of the mobility placement with on-going communication in between, if required. Those participants who are furthest away from the labour market generally require more intensive support and the mentor/accompanying person may need to stay throughout the entire mobility placement to provide 'handholding' at each stage of the experience, as well as on-going motivational and other support (including in emergency situations).

Mentors need to have good communication and interpersonal skills, experience of working with young people, the appropriate language skills of the host country (ideally) and be able to quickly diffuse difficult situations, if they arise.

Managing Authorities may wish to state that a certain part of a project budget is reserved for psychological support to staff who are involved in mentoring activities. Further support and training could be offered at national or regional networking events for project promoters. For example, in Germany the Managing Authority established a mentoring hotline for project staff.

In many mobility approaches, mentors have a role to support participants to make the next step after their placement. For example, in Slovenia the National Mobility programme offers participants the chance to keep in touch with their mentor and provide support from other qualified staff to help them to make their next steps. Workshops and activities include personalised coaching; simulated interviews; career advice and how to develop a good LinkedIn profile. By providing personalised follow-up, participants can be supported to make positive changes and reintegrate into education, training or employment.

Disadvantaged young people may need to be motivated before or during the mobility – how can they be motivated to continually engage in the mobility process? How can this be taken into account when supporting projects and when building calls for proposals?

Mobility programmes for disadvantaged young people often require more intensive preparation, support during the mobility period and follow-up. It is good practice to undertake preparatory training in small groups, which covers cultural preparation and language training as a minimum. Additional aspects can include budgeting, time-management and support with other work-based 'soft' and 'hard' skills that may be useful during their placement. By undertaking the preparation activities in groups, the participants can motivate each other and get to know each other before their mobility placement. In Czechia, it has been proved that for disadvantaged groups it is beneficial to organise team-building weekend activities during the preparation to help the participants to interact and 'function' together.

Calls for proposals can include requirements for mentoring support (depending on the nature of the target group) as well as provisions for appropriate preparatory training. Calls for proposals can invite project applicants to provide details on how they will sufficiently prepare their target group and ensure that activities are tailored to their real needs.

Some Managing Authorities have already examined the average split of time across the preparation, mobility and follow up stages. The results suggest that mobility programmes

for disadvantaged young people require more time in the preparation stage of the mobility lifecycle so that organisations can reach out to, engage, support and motivate participants so that they are ready to take part in mobility. Calls for proposals may wish to emphasise the importance of preparation work and guidance for projects can also reflect the reality of implementation. In addition, Managing Authorities may wish to look specifically at the activities that are foreseen during the mobility period to assess if they are suitable for the needs of the target group and that they balance work-based experiences with other group leisure activities that can build participants' soft skills.

The profile and average length of mobility activities for disadvantaged young people may result in high costs per participant, but Managing Authorities are invited to see it as a long-term investment in the labour market and social inclusion.

How can Managing Authorities support ESF funded mobility projects from inception to completion?

How can ESF Managing Authorities support projects to establish successful partnerships?

Managing Authorities can support projects to establish successful partnerships by requiring letters of intent at project application stage. The process of getting letters of intent in place can already facilitate organisations to work together by committing to the project and considering roles and responsibilities. Formal agreements, or memorandums of understanding, can also be requested upon proposal or contract signature. Such documents can outline the specific roles and responsibilities; anticipated timescales; how the partnership can work and any financial arrangements.

Managing Authorities can adjust requirements for partnership arrangements as they learn what works and what does not work within their specific context. For example, in Czechia the second call for proposals requested project applicants to establish subcontracting agreements between themselves and the host organisation to ensure that the delivery of the host activities was conducted to a high standard and the relationship between the two organisations was based on a business agreement, rather than trust.

What is the value for projects of having a dedicated project manager/case manager at the ESF Managing Authority and what are the implications for ESF Managing Authority resources?

Managing Authorities may wish to use a case manager approach to oversee funded projects. By assigning a case (or project) manager, the Managing Authority can develop an in-depth knowledge of each project, understanding their aims and objectives and providing proactive support in case of any issues. In addition, if resources allow, the case manager can also visit the projects and meet the target group (as in the case of Czechia and Catalonia). However, the assignment of a dedicated case manager may depend on the number of projects funded by the Managing Authority and the experience. For example, in some countries such as Germany there is one person to oversee the delivery from the Managing Authority perspective and there is a central team to assist with the financial aspects of the projects.

In addition, dedicated project managers/case managers may organise activities to bring projects together during the project implementation. Such activities can help to build a community of ESF promoters, showcase successful approaches and develop a sense of collaboration not competition between project promoters and an open, trusting environment where they can share their challenges and solutions.

The COVID-19 pandemic demonstrated the added value of a case manager approach as certain Managing Authorities (such as Czechia) were able to proactively support projects

to make changes and explore with them what was possible, building on their understanding of the aims and objectives and target group.

What synergies can be created with other mobility/education programmes such as Erasmus+?

At programme level, synergies can be created with other mobility or wider education programmes, such as Erasmus+. Knowledge sharing can increase awareness between key organisations involved, such as Erasmus+ National Agencies and ESF Managing Authorities. It can help to share challenges and solutions to common issues that occur in mobility programmes. In addition, on the project level project databases and partner search databases can be shared so that project promoters can find potential partners from different sources.

More widely, by sharing information at programming and project level, programme managers can be fully aware of the differences between ESF and Erasmus+ and thus reduce the risk of potential duplication of activities across different funding streams.

What are the conditions for successful project delivery?

What is considered a successful mobility project and how can success be measured?

The definition of a successful mobility project differs across Managing Authorities and the criteria for success is influenced by the chosen target group. For mobility actions targeting young people furthest away from the labour market, success may not translate into completion of the mobility period and transition into the labour market. Instead, a better indication of success could be to look at the skills gained and / or that the majority of the mobility placement is completed. For example, in Czechia a successful mobility project is where an individual completes at least 75% of the mobility placement as it demonstrates that the young person has been able to make significant progress since their initial engagement.

In terms of 'distance travelled' (i.e. how far the participant has progressed), some mobility projects undertake self-assessment activities with participants. Projects in Sweden and Slovenia conduct interviews at the beginning, middle and end of the project. The interviews provide opportunities for participants to look at their levels of self-esteem, motivation and personal progress. Such methods allow project promoters (and participants) to see how much development has been made and they can help to 'measure' the success of a mobility placement. Additional follow-up support can then be offered to the participant, where needed. Managing Authorities can advise projects how to measure the success of their projects however it is important that they have some knowledge of the target group, and project overall, so that they can advise project promoters to use the most relevant tools and methods.

At a higher level, capturing information about the 'distance travelled' by participants and success of projects can provide evidence to demonstrate the long-term benefits of investing in mobility actions for young people. Cost-benefit analysis of mobility actions is being explored in Czechia and other Managing Authorities who are experienced in mobility actions may wish to undertake their own cost-benefit analysis activities.

Within the COVID-19 pandemic, how have Managing Authorities worked with projects to help them be as successful as possible?

The COVID-19 pandemic required additional communication between Managing Authorities and project promoters, more flexibility and simplification (where possible). Many mobility projects across Europe needed to adapt to the situation quickly, and in some cases, they were able to continue with their mobility placements within the same countries or in different countries. Managing Authorities worked with projects to extend the duration

of projects to allow more time for activities to be completed, however budgets needed to be maintained. Throughout the pandemic, Managing Authorities provided practical, proactive advice and support to project promoters so that they were able to be as successful as possible.

COVID-19 also provided unexpected benefits. For example, in some projects such as the Czechia project 'Expedition Ireland[7]' participants were required to stay with their host families due to the national lockdown and were not able to go to their work placements. This helped participants to develop more of an understanding of different cultures and practice their language skills. Work placements were also transferred into online activities, prepared by the partner organisations. Participants improved their computer skills by communicating online and undertaking online work activities. In Slovenia, recruitment activities and preparation workshops moved online. Online activities helped to facilitate participation from young people in rural areas as they did not need to travel to Ljubljana.

How can ESF Managing Authorities offer flexibility to projects?

Flexibility is essential during all phases of transnational mobility programmes since different countries and stakeholders at various levels are involved. It is important for Managing Authorities and project promoters to keep in touch and have regular reviews from project inception to close. The TLN Mobility Network encourages project promoters and Managing Authorities to keep in touch and conduct regular reviews so that issues can be addressed straight away.

The COVID-19 pandemic has demonstrated that it is possible to allow more flexibility, when required, according to the extenuating circumstances. Managing Authorities may wish to reflect on the extent to which more flexibility can be integrated into future mobility programmes to ensure successful delivery in the future.

At a programming level, Managing Authorities may want to create calls for proposals that include some flexibility in terms of activities and the target group. At project level it is important for the Managing Authorities to develop trust with their project promoters so that where flexibility is offered Managing Authorities have the knowledge that the projects are being implemented responsibly. Building up trust can take time and transparent dialogue between Managing Authority staff and project promoters, as well as face to face (or virtual face to face) contact, is an important foundation.

Summary

In summary, ESF mobility programmes can target groups that are far from the labour market and require intensive support during the mobility lifecycle stages of preparation, mobility period and follow up. Programmes in some Member States such as Czechia, Germany, Slovenia and Sweden, among others, demonstrate mobility programmes provide a valuable opportunity for young people to develop transferable skills, knowledge and competences that can help them to integrate into further education, training or employment. National mobility programmes also offer a valuable experience and can be a first step before transnational mobility for Managing Authorities and project promoters, particularly those who are not as familiar with international mobility activities. Such programmes could perhaps be considered for target groups who are extremely disadvantaged and facing multiple barriers.

The success of mobility programmes for disadvantaged young people builds on some common key points regarding programming and project delivery.

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[7] The project aims to provide mobility experiences in Ireland to young people from Czechia who do not have any family or similar support structures. Participants stay with families in Ireland during their placements.

In terms of programming, the identification of the target group is important in the call for proposals as well as project applications. The choice of target group can be developed through local knowledge, referring to existing labour market data as well as discussions with stakeholders. Secondly, involvement of stakeholders (such as employers and local labour offices) throughout the process from the development of the call for proposals to project delivery is important to ensure that solutions are appropriate for the labour market needs.

In terms of project delivery, solutions must be tailored to the specific needs of participants therefore it is important for youth organisations (or those with relevant skills) to be involved in mobility. Enough time should be spent on the preparation activities to understand the needs of young people and provide the right level of support prior to the mobility experience. Where projects are working with disadvantaged young people, it is important for mentors with youth-related skills to be involved from the start and to accompany the group during the mobility so that they can provide a constant level of support. Continuous communication and collaboration between Managing Authorities and project promoters is important from application submission to delivery, as the COVID-19 pandemic has shown. By working closely together, Managing Authorities can become more familiar with project needs and address any challenges that arise whilst projects can become more familiar with the expectations of Managing Authorities and share best practices, which can feed into future calls for proposals.

As a final point, for both Managing Authorities and project promoters it is important to collect quantitative and qualitative information so that progress and success can be defined and measured. It is important for evaluation activities to be built into projects to capture personal development, for example how participants have developed soft skills. The results can help to identify the 'distance travelled', which may be a better indicator of success for individuals who are the furthest from the labour market than numbers into employment.

Further information and resources

Video on TLN Mobility:
https://www.youtube.com/watch?v=LZexVMSa2ek&list=PLtAGM-UuCK6_rxfkYHYyVs33SopoLwZzg&index=1

TLN Mobility website:
https://www.esf.de/portal/EN/Funding-period-2014-2020/TLN-Mobility/content.html

TLN Mobility Manual of Guidance for Coordinated Calls on ESF Transnational Mobility Measures for Disadvantaged Youth and Young Adults:
https://www.esf.de/portal/SharedDocs/Downloads/EN/tln/Manual%20of%20Guidance.pdf?__blob=publicationFile&v=2

TLN Mobilicat (Catalonia):
https://www.catalunyavoluntaria.cat/en/tlnmobility

Erasmus+ project results platform:
https://ec.europa.eu/programmes/erasmus-plus/projects_en