EUROPEAN PLATFORM
ON LEARNING MOBILITY
in the youth field

International Conference 2013:
Mobility Spaces, Learning Spaces – Linking Policy, Research and Practice

GLS-Sprachenzentrum
Berlin, 20.-22.03.2013

JUGEND für Europa
Deutsche Agentur
für das EU-Programm
JUGEND IN AKTION

NEMZETI CSALÁD- ÉS
SZOCIÁLPOLITIKAI INTÉZET

Forscher – Praktiker
〉 D i a l o g 〈
I n t e r n a t i o n a l e
J u g e n d a r b e i t

Bundesministerium
für Familie, Senioren, Frauen
und Jugend

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

EUROPEAN UNION   COUNCIL CONSEIL
OF EUROPE DE L'EUROPE

Daily Agenda and Programme Structure

European Platform on Learning Mobility in the youth field

Wednesday, 20.03.2013

13:00h: Welcome Session

13:30h: Who is here?

13:45h: Integrated Keynote

14:45h: Introduction to Workshops

15:00h: Parallel Workshops

1. *Linking Youth Work and Learning Mobility*
2. *Facilitating Learning Mobility for all and in Diversity*
3. *Providing Information and Guidance*

18:30h: Dinner

19:30h: Guided city tours

Friday, 22.03.2013

09:00h: Outlook on the day

09:15h: Keynote on Policy

10:00h: Coffee Break

10:15h: Future Workshops

12:00h: Plenary Reports

12:30h: Gallery Walk

13:00h: Concluding Plenary

13:30h: Lunch and end of the conference

Thursday, 21.03.2013

09:00h: Outlook on the day

09:15h: Keynote on Practice

10:00h: Introduction to Workshops

10:15h: Parallel Workshops

4. *Competence and Training*
5. *Ensuring Quality and Recognition*
6. *Impact, Learning Transfer and Evaluation*

13:00h: Lunch and Break

14:00h: Keynote on Research

15:00h: Coffee Break

15:30h: Integrated Panel

17:15h: Concluding Plenary

18:30h: Dinner Cruise on the Spree River

EUROPEAN PLATFORM
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As a first welcome of the participants, the facilitators, hosts and organizers introduced themselves and explained the purpose and process of EPLM.

From left to right side:
Gisele Evrard (facilitation), Uli Zeutschel (facilitation), Uwe Finke-Timpe (German Federal Ministry of Family Affairs, Senior Citizens, Women and Youth), Hanjo Schild (EU-CoE Youth Partnership), Guido Kaesbach (YOUTH for Europe, Germany), Judit Balogh (Freelance Trainer, Hungary), Ivett Karvalits (National Institute of Family and Social Policy, Hungary), Günter Friesenhahn (German Researcher-Practitioner-Dialogue, University of Applied Sciences Koblenz), Artur Payer (European Commission, DG Education and Culture)

Keynotes out of Practice, Research & Policy

Four specific keynote inputs gave a thematic overview. There was one integrated keynote, which tackled the meaning and development of learning mobility in the youth field in general. Whereas the other three introduced the perspectives of practice, research and policy. The status quo and the current progress was shown and common needs were illustrated. In the aftermath of each keynote there was an open discussion within the plenary.

From left to right: Charles Berg (PEYR, Integrated Keynote), Miroslaw Krzanik (European Youth Forum, Practice), Helmut Fennes (University of Innsbruck, Research), Chiara Gariazo (European Commission DG EAC Youth Department, Policy)

Important note: Presentations and abstracts of the keynotes and workshops are published on our website: http://www.learningmobility.eu/

Thematic Workshops

Several topics were handled in a total of six workshops, each with its own thematic focus and three different speakers representing the perspectives of policy, practice and research. Two phases of workshops were conducted in a duration of three hours.

Workshop 1: Linking Youth Work and Learning Mobility
<u>Policy:</u> Hanjo Schild (Partnership between the European Commission and the Council of Europe in the field of youth)
<u>Practice:</u> Elisa Briga (EFIL, Belgium)
<u>Research:</u> Andreas Thimmel (University of Applied Sciences Cologne, Germany)

Workshop 2: Facilitating Learning Mobility for all and in Diversity
<u>Policy:</u> Uwe Finke-Timpe (German Federal Ministry of Family Affairs, Senior Citizens, Women and Youth)
<u>Practice:</u> Oana Nestian Sandu (Institutul Intercultural, Romania)
<u>Research:</u> Søren Kristensen (Techne, Denmark)

Workshop 3: Providing Information and Guidance
<u>Policy:</u> Davide Capecchi (ERYICA, Luxembourg)
<u>Practice:</u> Anja Ruhland (Eurodesk, Belgium)
<u>Research:</u> Kristin Beate Vasbø (University of Oslo, Norway)

Workshop 4: Competence and Training
<u>Policy:</u> Udo Teichmann (SALTO-Youth Training & Cooperation, Germany)
<u>Practice:</u> Krezios Athanasios (Freelance Trainer, Greece)
<u>Research:</u> Maria Carmen Pantea (PEYR, Romania)

Workshop 5: Ensuring Quality and Recognition
<u>Policy:</u> Jan Vanhee (Agentschap Sociaal-Cultureel Werkvoor Jeugd en Volwassenen, Belgium)
<u>Practice:</u> Darko Markovic (Inn.Side, Serbia) / Marcio Barcelos (European Youth Forum, Belgium)
<u>Research:</u> Marti Taru (Tallinn University, Estonia)

Workshop 6: Impact, learning transfer and evaluation
<u>Policy:</u>   Miguel A. G. Lopez (Freelancer, Germany/Spain)
<u>Practice:</u> Reet Kost (Foundation Archimedes, Estonia)
<u>Research:</u> Wolfgang Ilg (Evaluation of international youth exchange, Germany)

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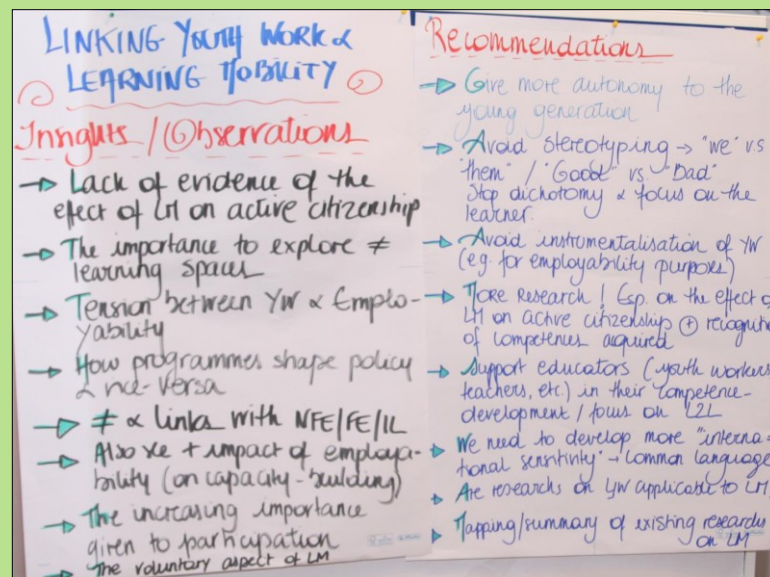ON LEARNING MOBILITY
in the youth field

Linking Youth Work and Learning Mobility

Insights and Observations:
- lack of evidence of the effect of LM on active citizenship
- the importance to explore ≠ learning spaces
- tension between YW and employability
- how programmes shape policy and vice-versa
  ≠ & links with NFE/FE/IL
- also impact of employabilty (on capacity-building)
- the increasing importance given to participation
- the voluntary aspect of LM

Recommendations:
- give more autonomy to the young generation
- avoid stereotyping -> „we" vs. „them" / „good" vs. „bad", stop dichotomy and focus on the learner
- avoid instrumentalisation of YW (e.g. for employability purpose)
- more research! Especially on the effect of LM on active citizenship + recognition of competences
  acquired
- support educators (youth workers, teachers, etc.) in their competence development/ focus on L2L
- we need to develop more „international sensitivity" -> common language
- are researchs on YW applicable to LM
- mapping/summary of existing researches on LM

Facilitating Learning Mobility for all and in diversity

Insights and Observations:
- the importance of having a strategy to include all the stakeholders in society especially those working with specific target groups
- the need of having a rights-based approach in IL to reach a proper social change
- the pedagogical approach in LM and the learner centred approach
- would it be a good idea to have a „mobility worker" for a more sustainable mobilty?

Recommendations:
- Funding will be always a need
- a request of better coordination among political stakeholders at local, national, European level (involvement of the EPLM, EU Commission, CoE, Partnership CoE-EU)
- allow flexibility in designig mobility programmes to provide for diversity of needs and young people with fewer opportunities; taking in consideration the „counting dilemma"
- encourage cross-sectoral research in the field of mobility
- take in consideration the educational effect of „hosting projects" (internationally and on LM)

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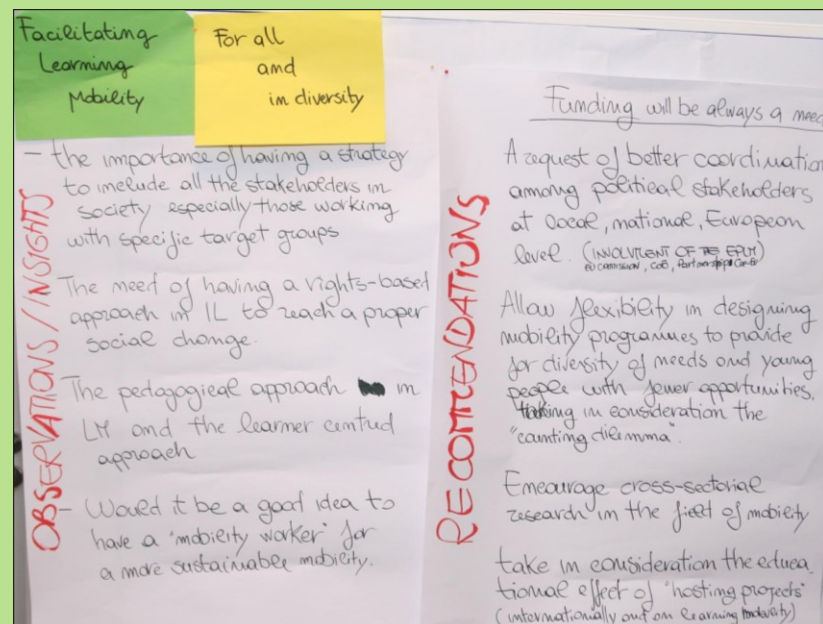
Information and Guidance

Observations & Insights:
- Remedial/existential topics of youth information (origins!) are underprovided
- there is a gap between provision of information and access opportunties, esp. for non-organized youth

Recommendations:
- Foster mutual insights between formal and non-formal learning approaches/ practitioners
- identify, qualify and support agents to facilitate between opportunity/provision and demand of services, as well as between theory and practice („translators")
- take stock and make available advances in research on learning and mobility for practitioners and policy makers

WS 3 Information & Guidance

Observations & Insights
• Remedial/existential topics of youth information (origins!) are underprovided
• There is a gap between provision of information & counseling and access opportunities, esp. for non-organized youth

Recommendations
→ Foster mutual insights between formal and non-formal learning approaches/practitioners
→ Identify, qualify, and support agents to facilitate between opportunity/provision and demand of services, as well as between theory and practice ("translators")
→ Take stock and make available advances in research on learning and mobility for practitioners and policy makers

Competence and Training:

Insights and Observations:
- there are several research, institutional documents, recommendations that give information on learning mobility and on competences and training (google it)
- it is important to be prepared on the topic and make personal research
- it is difficult to understand how to measure the impact of the results on the individual in relation to the environment
- need of young people evolve continuously and so it is society
- a proper attention should be paid at those things, SO: what European trainngs have in common?

Recommendations:
- the honest commitment of decision makers
- it is request consensus among institutions involved in decision making as foundation to build upon and not as a purpose of discussion
- consider young people not only as target group but as a ressource (for next conference)
- to better link practices and researches in the field of LM including the potential that NGO's have in this regards (role of EPLM in highlighting it)

Ensuring Quality and Recognition

Insights and Observations:
- ambiguity between recognition of YW and LM
- the Strasbourg Process (SP) focusses on the recognition
  of YW -> need to narrow this down / be + specific
- „Crisis" is taking over (principles/values)
- quality in a process
- quality research isn't there
- where is the definition of LM
- how to support the SP
- where are the barriers in nat. discourses

Recommendations:
- we should not drop the discussion between learning & education -> need for research on terminologies
  & how they are used
- from SP to LM or use recognition of LM to support recognition of YW
- we have to keep in mind shifts & challenges we face today
- the recognition process needs all to embark in it
- the debate on quality ought to include the issue of principles
- we need to define LM before going further
- quality research on YW is needed –> is research always necessary if not applicable
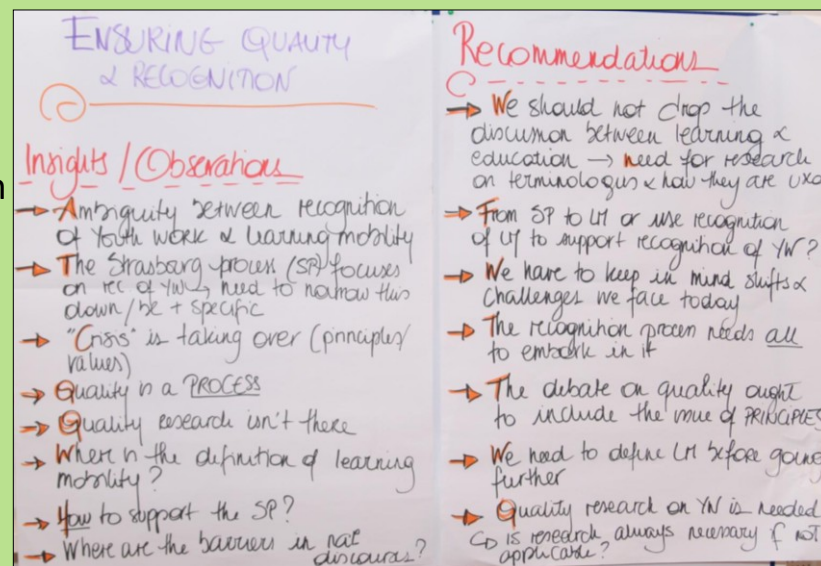
Results of the Workshops VI

Impact, Learning transfer and Evaluation

Insights and Observations:
- „Hierarchization" of policies for evaluation
- challenge: instrumentalization of evaluation to prove the legitimacy of programs
- how to use evaluation data & findings
- holistic, learner-centered approach of evaluation (multi-method)
- proven consistency of youth workers' aims for exchange programs and program outcomes
- increased self-efficacy of individuals through participative evaluation

Recommendations:
- develop general online-tool for international use
- start international panel study of impact evaluation
- utilize built-in, action-research approaches to evaluation
- start longitudial impact studies
- foster youth workers' competence in the planning-implementation-evaluation cycle of program development
- involve agents outside of youth work (e.g. from insurance companies) to reach out to disadvantaged youth

Integrated Panel I

In a first step of the integrated panel, the workshop facilitators summed up the results and recommendations of each workshop. The facilitators were (beginning at the top) Gisele Evrard (Freelance Trainer, Belgium), Ilaria Esposito (Advisory Council on Youth of the Council of Europe, UK) and Uli Zeutschel (German Researcher-Practitioner-Dialogue). In addition to the presentation of the facilitators, the general rapporteurs outlined their insights in a second step.
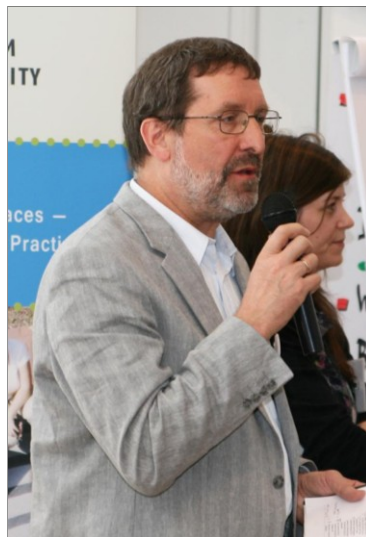
Besides the speakers of workshops and keynotes, there were six general rapporteurs. Two persons of every perspective collected insights and focuses of each workshop. In form of a facilitated discussion, they pointed out the needs of every perspective and tried to link them. Summaries focussing each perspective are also published on our webpage.

The rapporteurs were:
Practice: Mark E. Taylor (Freelance Trainer, France), Matina Magkou (Freelance Trainer, Greece)
Policy: Hanjo Schild (EU-CoE youth partnership, France), Judit Balogh (Freelancer, Hungary)
Research: Günter Friesenhahn (German Researcher-Practitioner-Dialogue), Özgehan Senyuva (PEYR, Turkey)

Future Planning and Interactive Plenary

Werner Müller (German Researcher-Practicioner-Dialogue, transfer e.V.)

In order to develop the future contents and structures of EPLM, three workshops were conducted. One for the first sequence of workshops (1 to 3), one for the second (4 to 6) and one for general tasks and the prospective structure of the Platform. The latter was organised in subgroups concentrating on each perspective (research, policy, practice). Furthermore interested participants had the chance to get in touch with each other and talk about projects in an „open corner". Afterwards the results were presented and then commented in a „gallery walk". Within lively and constructive discussions some more points were added. The next pages contain the workshop results and recommendations after the „gallery walk".

Workshop 1: Linking youth work and learning mobility

Create a position by EPLM on what is Learning Moblity

„Concept Work" could contribute to clarify of the vision and the identity of the network. (EPLM)

Definition: Learning Mobility → EPLM
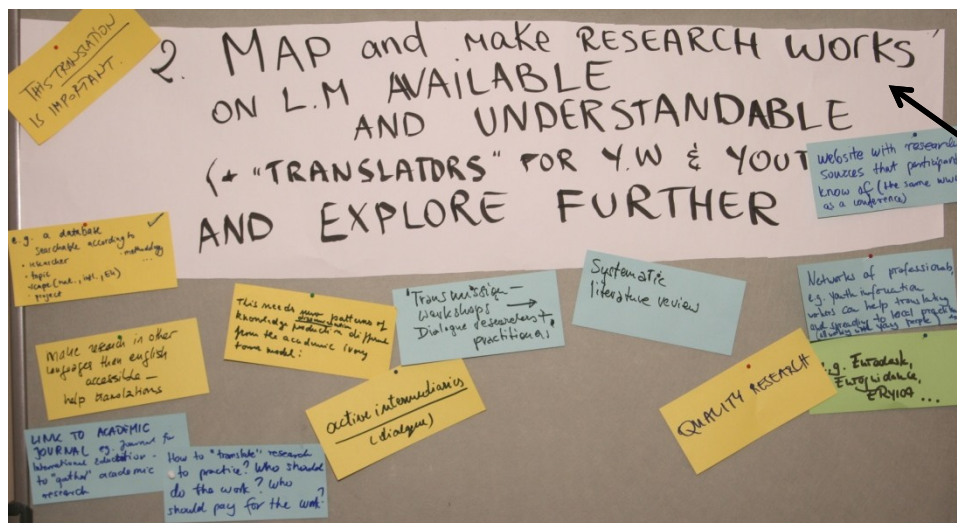
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Comments:
-this translation is important
- e.g. a database searchable accor-ding to researcher, topic, scope, project, methodology, ….
- make research in other languages than english accessible – help translations
- link to accademic journal e.g. Journal for International Education, to gather academic research
- how to „translate" research to practice? Who should do the work? Who should pay for the work?
- this need new patterns of knowledge production different from the academic ivory tower model
- active intermediaries (dialogue)
- „transmission – Workshops → Dialogue researchers and practitioners"
- systematic literature review
- quality research
- website with research sources that participants know of (the same www as a conference)
- networks of professionals, e.g. youth information workers can help translating and spreading to local practitioners (all working with young people)
- e.g. Eurodesk, Euroguidance,
- ERYICA

Workshop 3: Providing information and guidance

Work on a strategy for the inclusion of all Y.P with all stakeholders dealing with L.M.

Not only EU

China boxes
>Grassroots
> National
> EU

Do the inclusion work rather to write about it.

Reflecting on: Why is Learning Mobility relevant / important for young people

Youth as an Actor in this (above) process

Strategy → Plan of Action
→ goals / objectives
→ sustainable perspective

Don't forget the idea of the Platform: Dialogue between Δ (practice, policy, research) including all seems very „big"

Recommendation from WS 4 & 5

Workshop 4: Competence and Training

To invole stakeholders in the youth field, including practitioners, universities, vocational training structures in linking research and practice

Comments:
- Involve also enterpreneur and trade union organisation
- concern: the work of researchers is educated on the basis of publication record, which may prevent more „accessible" publications for practice
- but: how would it practically work within the platform?
- Good! Include young people and validate different kind of knowledge
- create partnerships (local or national) between practicing institution/NGO and university, to engage academics in evaluation of practice – also e.g. PhD
- students do research in institutions with recommendations for practice, MA students practice research projects, etc.
- open up the Platform for people from regional and municipal level, incl. non-EU countries. Make it a priority
- academic evaluation should include measures that value researchers engagement in practice, EPLM can lobby for this

Workshop 5: Quality and Recognition

Using the Strasbourg Process clarify terminology and find common ground & understanding in the youth field by mapping the policy & practices of different cultural realities at the global level.

Comments:
- Make it visible & available
- concepts of youth work as framework
- when negotiating on terminology with the EU: find out <u>why</u> there are disagree-ments & reluctance and think about <u>what compromise</u> can be made
- perhaps we should go beyond mapping exercise to reach this clarity
- create a link between LM and Strasbourg Process; compare with LM & Bologna Process
- how „can we help" to improve the national youth work

Recommendation from WS 6

Workshop 6:
Impact, learning transfer and evaluation

Mapping of existing research on Learning Mobility impact in the Youth Field:
- **Leading to identifying/defining quality practice in research**
- **to disseminate research more effectively**
- **create & link networks of researchers + experts**
- **in order for EPLM to become the recognised authority on LM**

Comments:
- building knowledge is great, just don't forget the application of it
- need for youth workers to develop competences in relating their practice to other professional groups
- differentiate: between LM & youth work and between different types/activities
- feed research into training for those working with young people
- literature review on LM (systematic!!) research
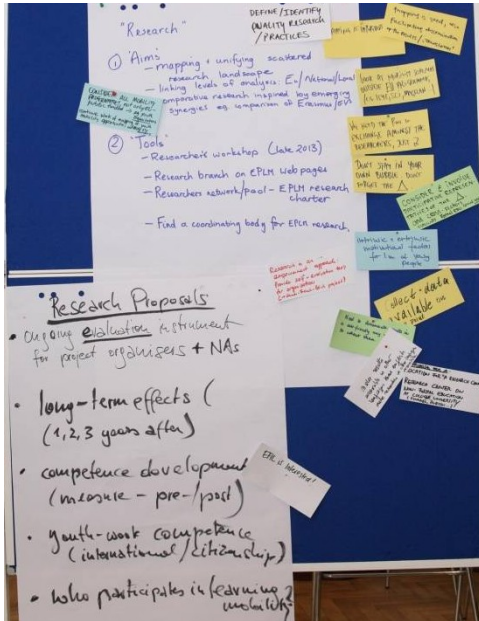
Future Structure and Tasks - Research

Research

Aims:
- Mapping and unifying scaltered research landscape
- Linking levels of analysis : EU/national/local
- Comparative research inspired by emerging synergies e.g. comparison of Erasmus/EVS

Tools:
- researcher's workshop (late 2013)
- Research branch on EPLM web pages

- Researcher's network/pool – EPLM research charter
- Find a coordinating body for EPLM research

Proposals:
- Ongoing evaluation instrument for project organisers + NAs
- Long-term effects (1,2,3 years after)
- Competence development (measure – pre-/post-)
- Youth work competence (international/citzenship)
- Who participates in LM?

Comments:
- define/identify quality research/ practices
- mapping is important!
- mapping is great, also facilitating dissemination of the results/ „translators"
- look at mobility schemes outside EU programmes (e.g. ICYE, SCI, Magelan…)
- Consider all Mobility Programmes, not only EU-public funded (e.g. youth organisations) continue work of mapping of youth mobility opportunities outside EU funding
- we need the pool & exchange amongst the researchers just don't stay in your own bubble. Don't forget the Δ
- consider & involve participipative representatives of the Δ and cross-sectors especially formal EDU, social work etc.
- intrinsic + extrinsic motivational factors for LM of young people
- research in an empowerment approach: provide self-evaluation tools for organisations (German-French-Polish project)
- Collect data available on one point
- need to disseminate results in a user-friendly way as well as to collect them
- make results accessible in other languages than english, make researches accessible in other languages
- location for a research center: research center on non-formal education at Cologne University (Thimmel, Dubiski)
- Efil is interested in measuring pre-/post-competence development

Future Structure and Tasks - Policy

Policy

Enlarge the Platform
- policy!!! → Peer learning exercise
- young people
- municipal youth work
- other fields of work with young people
- non-EU countries

EPLM needs coordinating body and communication platform
- for two way communication
- cooperation among members
- coordination & information

Partnership between CoE + EC should be asked

Comments:
- not only EU
- involve information providers in wider field of international LM
- Who? Individuals, Organisation; HOW involved/recruited; is the youth a fourth angle in the triangle
- Young People = Beneficiaries (middle of the triangle)
- take young people into account in all communication strategy/platform
- involve more national youth councils to share positions and to cooperate
- invite people from municipalities and regions across Europe (EU+ non-EU)
- municipal youth work reaches non-organised young person and young person with fewer opportunities
- local und regional LM providers
- what's the point with municipal youth work, does it exist in all countries
- why are the franco-german and the german-polish youth office so few represented in EPLM, how can we invite them more
- coordination body can help dissemination
- interactive 2.0, e.g. researchers post a research and policy and practice can comment
- EKCYP, how to make use of it?

Future Structure and Tasks - Practice
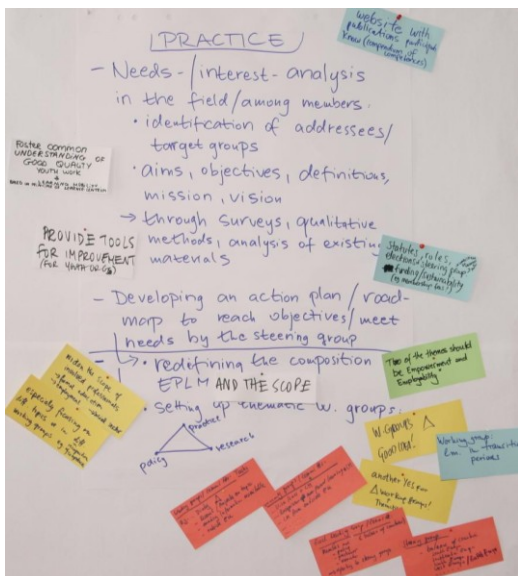
Practice

Needs-/ interest-analysis in the field among members
- Identification of addressees/ target group
- aims, objectives, definitions, mission, vision
→Through surveys, qualitative methods, analysis of existing materials

Developing an action plan/ roadmap to reach objectives/ meet needs by the steering group
- Redefining the composition EPLM and the scope
- setting up thematic work groups (Δ of practice, policy and research)

Comments:
- foster common understanding of good quality youth work → LM based on principle of learner centrism
- provide tools for improvement (for youth organisation)
- widen the scope of involved professionals (formal education/ employment/ social sector)
- especially focussing on different topics or in different working groups, e.g. in recognition

of competences
- website with publications participants know (compendium of competences)
- statutes, rules, election of steering group? Funding/ sustainability (e.g. membership fees)
- two of the themes should be empowerment and ewmployability
- working groups: good idea!
- another YES for thematic working groups
- working groups: LM in transition period

- working groups/ committes: tasks are dialogue, research/ projects on topic, making information available, outside EU
- Recognition of non-formal learning + LM
- LM from outside EU
- Members of each working group are of policy, practice and research (supporting the steering group)
- balance of countries within the steering group

Concrete Next Steps

Besides the future tasks for each perspective, concrete next steps for the steering group were concluded.

Steering Group → Tasks:

→ Next EPLM-Host (2015?) + Funding

→ "Mission Statement III"

→ 'Opening Process' → New/Additional Members of the Steering Group

→ Caring for the Results/Tasks of EPLM I (Berlin)
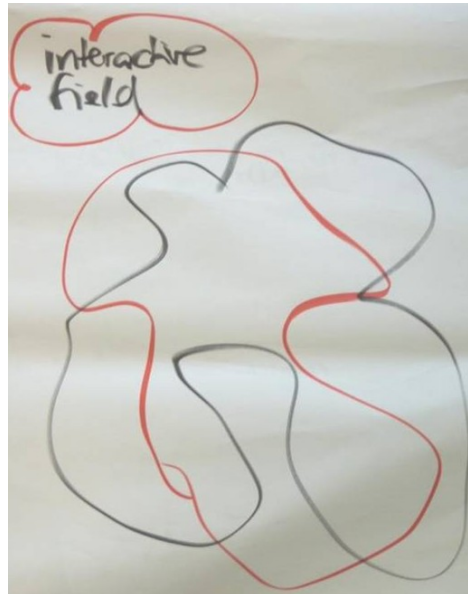
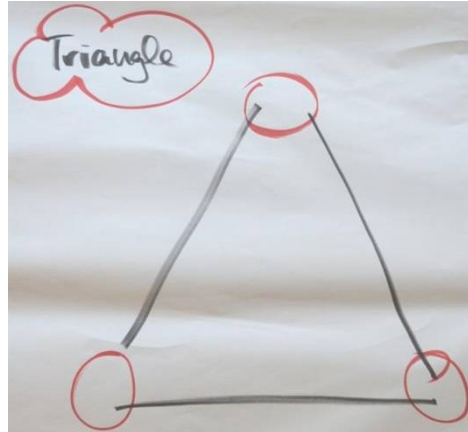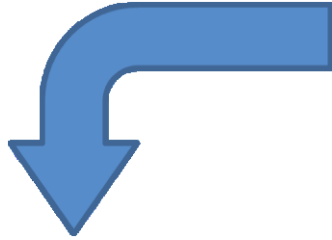**EUROPEAN PLATFORM ON LEARNING MOBILITY** in the youth field

„Looking forward to the next steps for which I am ready to contribute with my professional capacity"

„Great networking opportunity!"

„Thank you for the brilliant organisation and facilitation"

„The content of the workshops was very interesting, but the form was rather plenary than a workshop."

„The future planning was very important and well structured. A bit more time would have been even better."

„The spreading of the conference (EU-borders) is an important idea"

„As a newcomer I gain a lot of inspiration and really good contacts!"

„Looking forward to further cooperation!"

„Absolutely flawless in terms of organisation"

„Sometimes too little time to discuss in working groups"
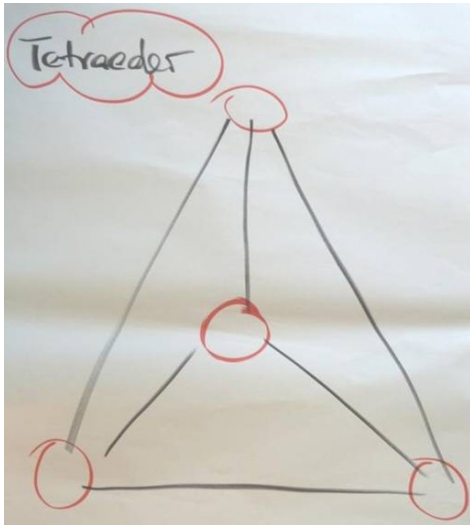
At the very end of the conference, Hans-Georg Wicke (YOUTH for Europe, Germany) appealed to all participants, that the triangle of policy, practice and research is an important network to focus on learning mobility in the youth field. An important step is to put young person in the middle of the triangle and built a tetraeder. Through this an interactive field of experts can grow and prosper.

We are very looking forward to witness this development!