EPLM II conference
Mobility spaces – learning spaces.

Workshop Ensuring quality and recognition. Research perspective.

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Outline of the presentation

- Some ideas for discussion

- The „system"
- Building blocks
- Research
- Contribution of research

Theme of the workshop

- The aim of this workshop is to explore the issue of recognition of youth work and non formal education/learning and look at how it contributes to quality and especially to the definition of quality standards for learning mobility schemes.

- 3 themes:
  - Recognition
  - Learning mobility
  - Quality

- How is RESEARCH linked to the 3 themes

Learning mobility and youth work

- Learning mobility as a form of youth work
- No universal definition of youth work
  - Support young people's development
  - integration into society
  - support to achieving developmental goals and wellbeing of a society

Recognition

- Recognition: generalised understanding that you are doing a something which nicely fits into social order
  - Competence development
    - Selected competences, selected target groups
  - Increase in percentage of highly competent/skilled young people
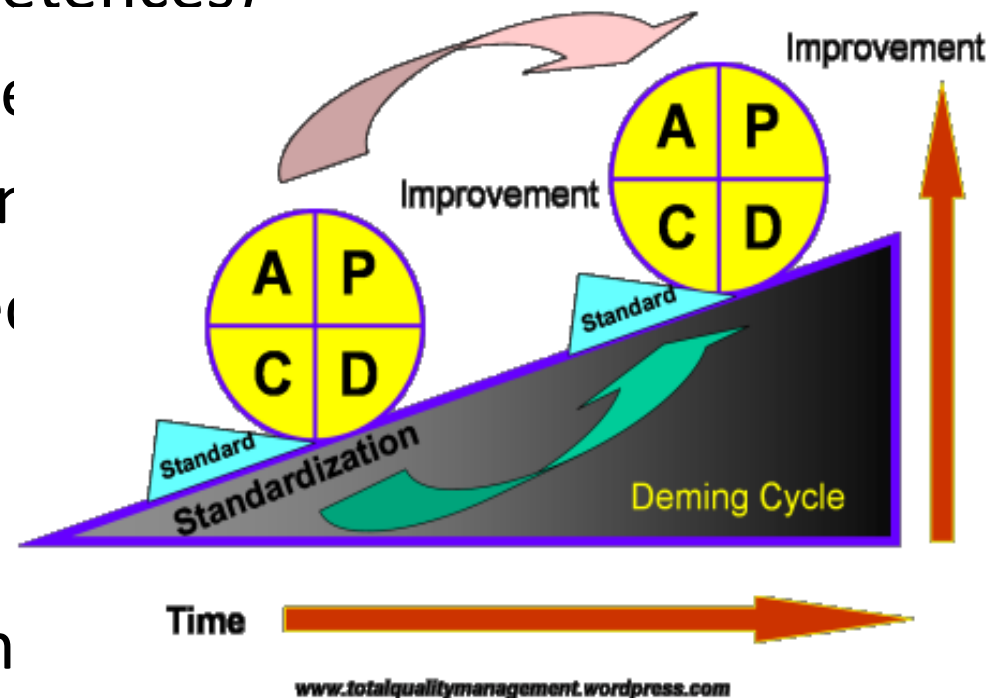   - Selected target groups

Recognition

- Forms of recognition:
  - social, formal/political/policy recognition,
  - self-recognition/professionalism recognition.
- What kind of recognition is needed for learning mobility?

Quality

- 2 interlinked aspects, frameworks
  - Quality as an outcome: fulfulling expectations/standards (goodness)
  - Quality (control) as a process: improvement over time (betterment)
- Quality as an outcome: comparison against established standards, expectations
  - project objectives – are they achieved?
    - Did participation bring about change in competence development?
    - Did a policy/programme cause increase in percentage of skilled people, drop in unemployment? Were target groups reached?

Quality as a process

- Quality (control) as a process: improvement over time (betterment)
  - Plan (a change: competences)
  - Do (implement a proje
  - Check / study (assessr
  - Act (change the proje
- Levels
  - A single project
  - At a policy, programm

Improvement

Improvement

Standard

Standard

Standardization

Deming Cycle

Time

www.totalqualitymanagement.wordpress.com

Research

- Research and experimental development comprise **creative work undertaken on a systematic basis in order to increase the stock of knowledge,** including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications.
  - Collecting statistics is not research
  - Routine testing is not research
- Basic research – without any particular use in view
- Applied research - directed primarily towards a specific practical aim or objective
- Experimental development - directed to producing something new
  - Effective learning mobility projects and programmes

Theory

- 'There is nothing so practical as a good **theory**' Kurt Lewin (experiental learning)
- What is a good theory?
  - Integration of theory and practice, contribution to practice
- 'There is nothing so practical as a good youth work / learning mobility / … theory'
  - What kind of pre-project training
  - How large change in environment
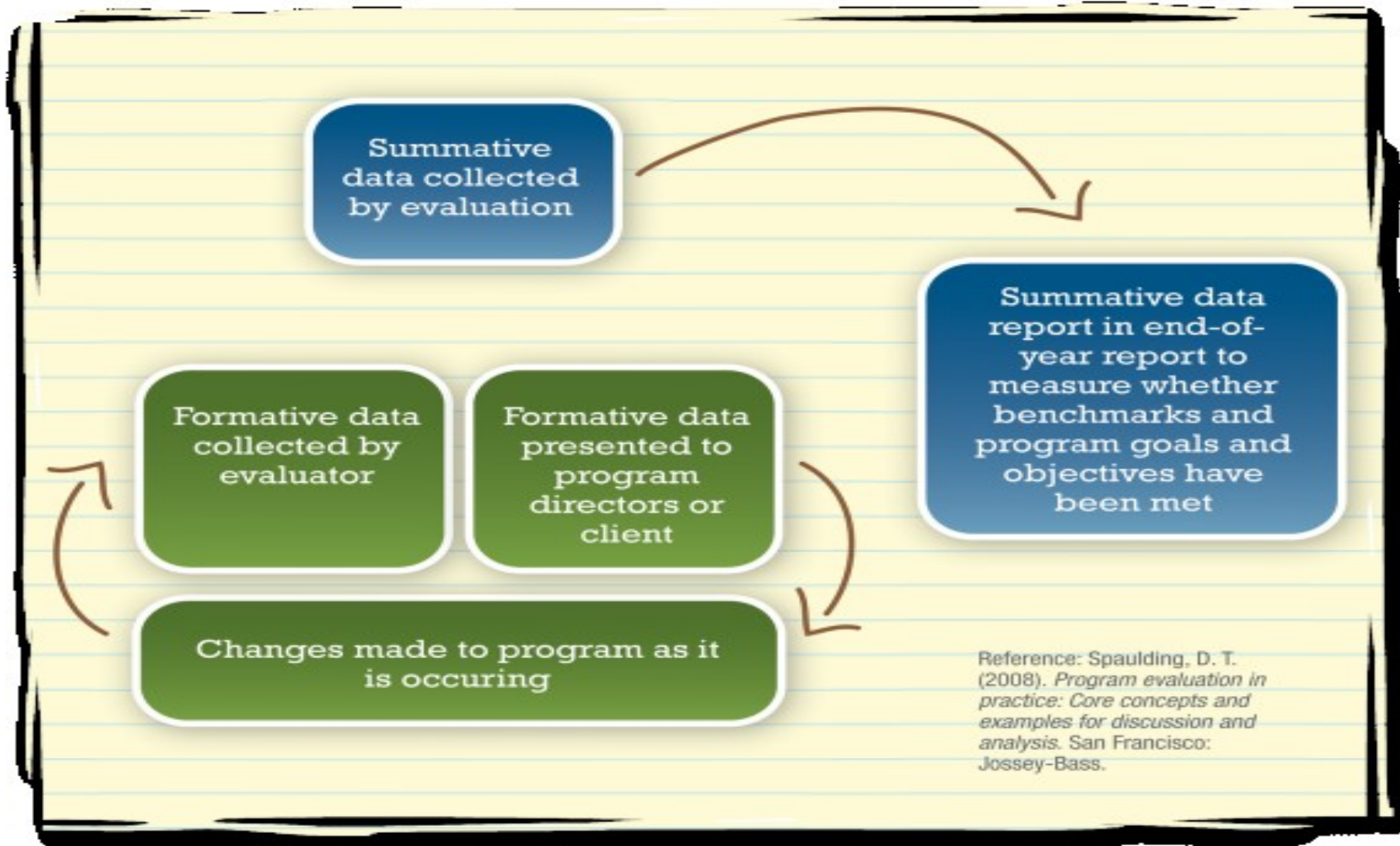 - What mentoring during project
  - …

Youth work theory

- Youth work pedagogical theory
- Youth work sociological theory
  - EKCYP knowledge books
    http://youth-partnership-eu.coe.int/youth-partnership/publications/Research/Publications
- Learning mobility theory?
  - Review of research plus synthesis chapter in the new publication

Research: assessment/evaluation

- Summative evaluation – goodness of a project, program, policy: ***Evaluation is the systematic assessment of the worth or merit of some object***
  - *Establishing direct effects (mobility → learning) is a highly complex task*
- Formative evaluation/assessment – betterment of a project, program, policy: ***Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object***

Relationship between formative and summative evaluation

Summative data collected by evaluation

Summative data report in end-of-year report to measure whether benchmarks and program goals and objectives have been met

Formative data collected by evaluator

Formative data presented to program directors or client

Changes made to program as it is occuring

Reference: Spaulding, D. T. (2008). *Program evaluation in practice: Core concepts and examples for discussion and analysis.* San Francisco: Jossey-Bass.

Quality of research

- When you see a piece of research, how do you understand this is a good piece of research? How much can you trust what it says?
  - Systematic review (meta-analysis): to sum up the best available research on a specific question
    - US OST meta-analyses
  - Experimental design as a gold standard of a single research project
  - …
  - …
  - Personal experience / expert opinion
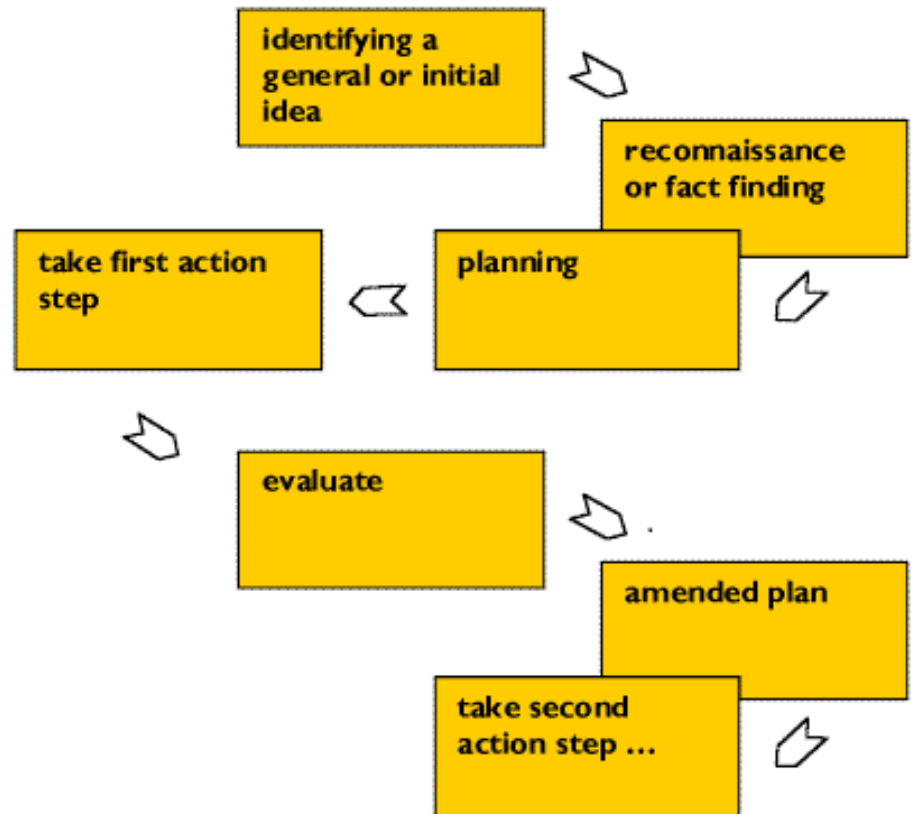
Quality of research

- www.campbellcollaboration.org
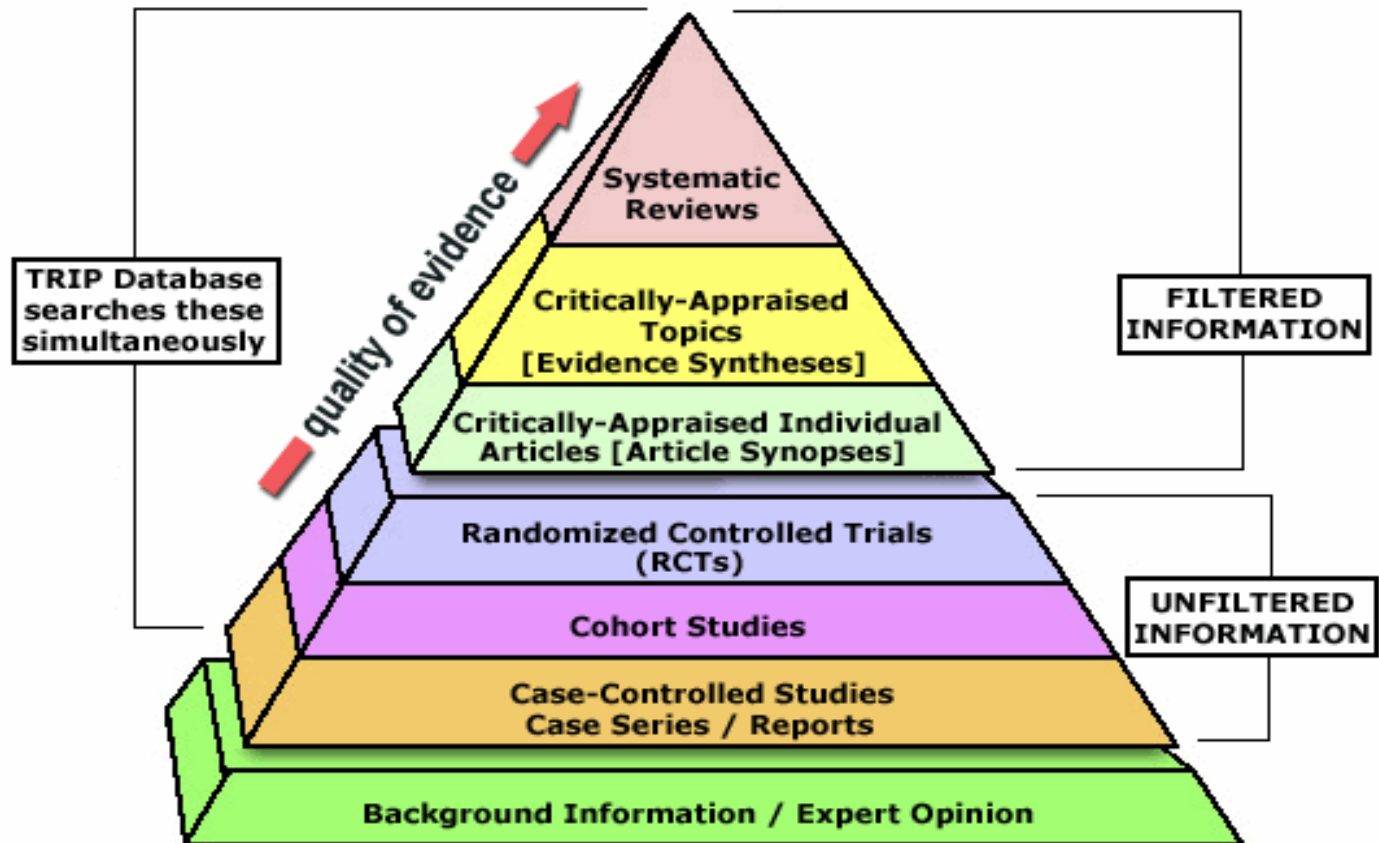
Contribution of research to…

… the issue of recognition of youth work and non-formal education/learning, to quality and especially to the definition of quality standards for learning mobility schemes.

Participatory action research

- Project level, participants
- Participation of
  a researcher
  or a trained
  youth leader
  who has capacities
  to analyse, give
  feedback, modify
  project activities
  - Professionalism…

identifying a
general or initial
idea

reconnaissance
or fact finding

take first action
step

planning

evaluate

amended plan

take second
action step …

Programme evaluation

- Programme level
  - EU Project Cycle Managent (PCM) principles
  - 6 phases
- Research as a tool for producing quality information
  - Youthpass
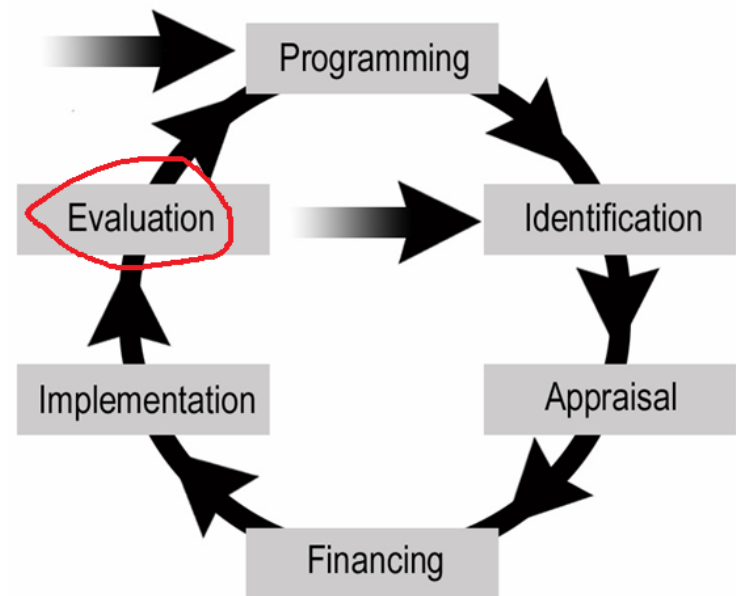
The role of research (LM 2011)

- What effects has the Learning Mobility of young people, which learning experiences can be made possible? How are both influenced by non-formal and formal Learning conditions?

  ➢ establish effects (which activities lead to what outcomes under what conditions)

    - Project, individual level
    - Policy, programme level

The role of research (LM 2011)

- What are the preconditions for successful learning in the projects? What is significant in the quality of the mobility measures in the youth area and how can it be guaranteed?
  - ➢ establish preconditions (which activities lead to what outcomes under what conditions)
    - Project, individual level
    - Policy, programme level

The role of research (LM 2011)

- How can the successful, extensive experiences in youth mobility for learning purposes be given greater recognition?

  ➢ document the effects: devepment of foreign language skills, crosscultural competence, self-management, time-management, team-work, …

Making research findings actionable

- Communicating research findings http://ec.europa.eu/research/social-sciences/pdf/guide-communicating-research_en.pdf
  - Not in a research 'jargon'
  - To different target groups, not to academic community
    - Policy makers, practitioners
  - In different formats, not an academic article or report
    - Policy briefs
    - Policy recommendations
    - Factsheets
- Setting up networks, policy advisory groups, organising seminars, conferences, meetings
  - The „golden triangle"
    - A joint effort? Whos responsibility?

THANK YOU FOR YOUR ATTENTION ☺