# European Conference
# Framework, Quality and Impact
# of Young Europeans' Learning Mobility

European
Youth Centre
Budapest

11-13 May 2011

# Background of the Conference

In recent years a multitude of programs for the mobility of young people have been implemented by the EU, member states and non-governmental organizations. These programs especially address non-formal as well as informal learning, often focusing on intercultural competence and on European citizenship as learning objectives.

The organizers' objective for this conference was to convene researchers, program designers and practitioners from involved institutions and organizations in order
- ➢ to take stock of current debates and research findings on educational youth mobility, and
- ➢ to identify common interests, resources, and interfaces as a basis for collaboration projects, studies, and further exchanges within a European network of experts.

In September 2010 a preparatory group of invited experts met at EYCB to discuss potential target groups, topics, and program formats of the envisaged conference.



*From left to right:*
Wojtek Staniewski (TRATWA Association, Wrocław)
Mick Petersmann (AFS Germany, Hamburg)
Leena Suurpää (Finnish Youth Research, Helsinki)
Günter Friesenhahn (Research-Practice Dialogue, Koblenz)
Ellen Meijers (Nederlands Jeugdinstituut, Utrecht)
Elisa Briga (CoE-EU Youth Partnership, Strasbourg)
Yael Ohana (Frankly Speaking)
Uli Zeutschel (transfer beratung & training, Hamburg)
Kasia Pronobis (TRATWA Association, Wrocław)
Guido Kaesbach (YOUTH for Europe, Bonn)
Judit Balogh (Mobilitás, Budapest)
John Stringham (Roma-Gadje Dialogue through Service, Budapest)
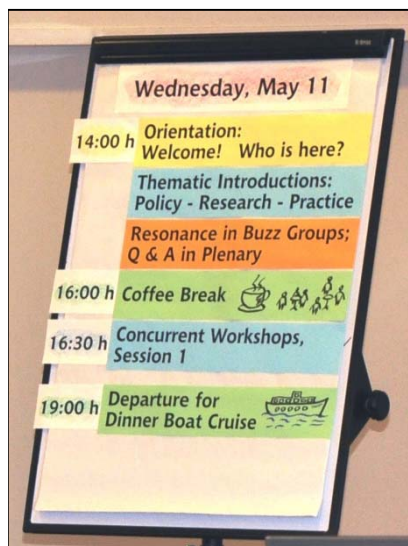
*Not in the picture:*
Philippe Helson (AISBL Contact-2103, Brussels)
Christina Plantz (transfer e.V., Cologne)

# Welcome

- **Judit Balogh**
  Mobilitás, Budapest

- **Hans-Georg Wicke**
  YOUTH for Europe, Bonn



# Introductory Addresses



- *Policy Perspective*
  **Hanjo Schild**
  CoE-EU Youth Partnership, Strasbourg

- *Research Perspective*
  **Günter Friesenhahn**
  University for Applied Sciences, Koblenz
  „Aspects of a Comparative Framework
  Regarding Youth Mobility"

- *Practice Perspective*
  **Philippe Helson**
  AISBL Contact-2103, Brussels

The complete presentation is
available by download
[http://www.forscher-
praktiker-
dialog.de/index/learningmobilit
y2011/index.html ]

# Structure of Workshop Sessions

For the five parallel
workshop sessions of 90
minutes each on Wednes-
day late afternoon and all
day Thursday this general
structure was proposed
as a guideline

➢ 30-60 min.     **Presentation(s)**

➢ 20-40 min.     **Discussion** on
- highlights from presentation(s)
- personal insights
- needs and potential future benefits
   for the area of learning mobility

➢ 10-20 min.     **Insights & Recommendations**
(facilitated by rapporteur)

❖ *Which (two) central insights from
our discussion do we want to share?*

❖ *Which (two) recommendations
for European collaboration in the field of
learning mobility do we propose?*

# Thursday:
# Workshop Sessions

# Friday Morning:
# Recommendations, Proposals & Conclusions



Friday, May 13

| 09:00 h | Insights and Recommend-ations from Workshops |
| | Resonance from Tables |
| | Networking Resources |
| 10:30 h | Strategic Coffee Break |
| 11:00h | Mini Open Space: Collaboration/Action Plans |
| 12:00 h | Open Space Results; |
| | Feedback & Conclusions |
| 13:00 h | Farewell Lunch |

In a meeting on Thursday evening conference organisers and rapporteurs had taken stock of contributions within the six workshop themes, and had fine-tuned the agenda for Friday morning:

➤ Brief presentations of insights and recommendations from each workshop theme by the respective rapporteurs, followed by resonance from conference participants

➤ Outline of perspectives for future networking and collabor-ation by conference organizers

➤ Open-Space group work on action ideas forwarded by par-ticipants, with brief plenary presentations of results (p.

➤ Resumees from the practice, research, and policy perspectives

➤ Closing remarks and farewell by the conference hosts

# Insights and Recommendations
# from the Workshop Themes

The six themes were
presented in this non-
numerical order because
of inter-faces between
them.

| | |
|---|---|
| Theme I | Concepts and Formats of Young People's Learning Mobility |
| Theme III | Approaching and Including New Target Groups |
| Theme V | Youth Work Development in Countries Being in Transition |
| Theme IV | Qualification for and through Young People's Learning Mobility |
| Theme VI | Impact Research and Evaluation Methods |
| Theme II | Quality, Standards and Their Implementation |

*Theme I* (Rapporteurs: Ildikó Gulácsi & Diána Hajdu-Kis)
# Concepts and Formats of Young People's Learning Mobility

## Insights

❖ Economic aspects are not the most important factor when young people decide about mobility, while experienced peers play an essential encouraging role in the decision for mobility.

❖ Measures to involve more young people with low financial resources in mobility programmes are still missing.

❖ Crossing the lines of formal and non-formal learning is still innovative.

*Theme I*
# Concepts and Formats of Young People's Learning Mobility

## Recommendations

➢ Apply existing good practices from non-formal education programmes in order to support successful mobility programmes in formal education (pre-departure trainings, mentoring system, democracy and intercultural learning modules to raise awareness of European values)

➢ Introduce the idea of mobility already in primary education (using role models and peer learning)

➢ Provide information and link youth mobility organisations with infrastructure providers for youth projects (good practice: FOYER)

➢ Establish a common terminology between practitioners and researchers

➢ Develop tools for assessments of youth projects based on a common approach (different types of online tools, assessment centers, etc.)

*Theme III* (Rapporteur: Mick Petersmann)

# Approaching and Including New Target Groups

**Insights**

❖ Young people with migrant background as well as **y**outh **w**ith **f**ewer **o**pportunities (YWFO), i.e. from residential care or orphanages can and should be involved in international youth exchanges

❖ Social Justice training can be a powerful tool to sensitize multipliers for inclusion of less privileged target groups in youth exchanges by addressing their own prejudices

❖ Best practices were presented: e.g.
  - JiVE in GER
  - Buddy2Buddy in POR

*Theme III*

# Approaching and Including New Target Groups

## Recommendations

➢ Develop appropriate new structures for working with these target groups

➢ Include international youth exchanges in social work with YWFO

➢ Provide multipliers with opportunities to learn about best practices, e.g. through conferences, job-shadowing schemes, internet platforms

➢ Action research and dialogic project management should guide and later on assess the impact of such new programs

➢ Additional financial resources need to be made available

*Theme V* (Rapporteur: Laimonas Ragauskas)
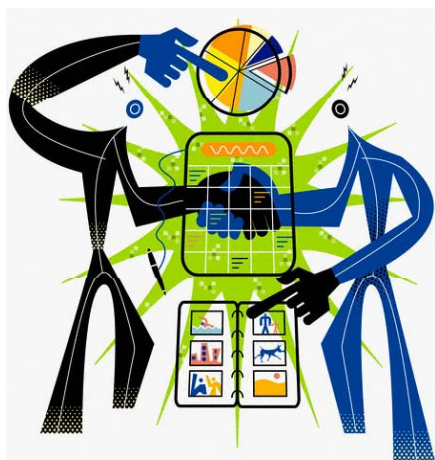# Youth Work Development in Countries Being in Transition
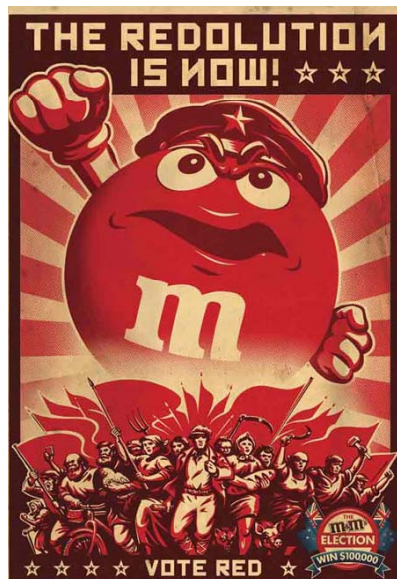


**Insights**

➢ The impact of the past is very significant on people's current perspective on youth work, volunteerism and non-formal learning in countries being in transition.

➢ International mobility is often perceived as something elitist – not available for young persons in neighbouring regions of EU.
There is a need to change this perception!

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*Theme V*
# Youth Work Development in Countries Being in Transition

## Recommendations

➤ Youth work development and European pro-
grammes for young people should be tailor-made
involving major stakeholders as co-creators.
They should reflect current needs of civil society
in EU neighbouring countries.

➤ NGO and Government's capacity building should go
hand in hand:
Donors come – youth work development starts.
Donors leave – the process should be taken over by
national governments with establishment of a legal
basis and financial mechanisms.

*Theme IV* (Rapporteur: Günter Friesenhahn)
# Qualification for and through Young People's Learning Mobility



## Insights

➢ We have good research/training programs

➢ We should do more

➢ Involve relevant actors and push relevant findings forward to politicians and to the public

➢ Some topics, such as sexual abuse issues, are very important and should be included in all training programs

➢ The awareness of and how such a topic is inter-preted might differ from country to county

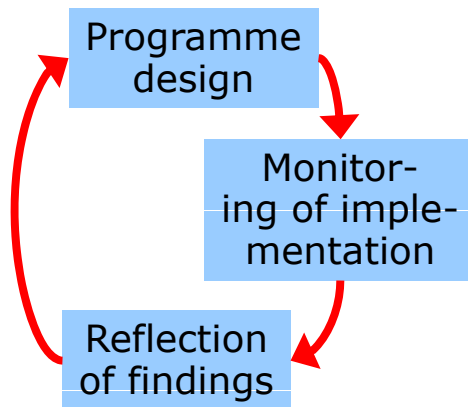➢ Even successful training programmes are not always representing the state of the art of academic discourses.

*Theme IV*

# Qualification for and through Young People's Learning Mobility

## Recommendations

➤ Analyse effective learning conditions by using interdisciplinary approaches

➤ Differentiate between target groups

➤ High quality research needs resources

➤ Enhance mobility possibilities beyond EU

➤ Enhance the availability of (financial) resources

➤ Non-formal learning has its own rules and needs research which takes this into account

➤ Some instruments like assessment centers could be seen as a good instrument for self-development of persons and as good investment for the organization

➤ Some instruments/methods can lead to standardization

➤ Provide platforms for the exchange of materials, experience, etc.

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*Theme VI* (Rapporteur: Uli Zeutschel)
## Impact Research and Evaluation Methods

**Programme design** → **Monitor-ing of imple-mentation** → **Reflection of findings**

## Insights

❖ There are common difficulties in assuring the validity of findings and in assessing the magnitude of impact quantitatively

❖ Formative evaluation …

… requires the clarification of educational goals as a basis

… requires trust in the subjects (!) of evaluation, but also raises the question of inferring meaning into the results coming from different backgrounds

… Is a chance to explore the relationship between teamers' intentions an participants' reported experience

❖ Ongoing reflection during mobility programme participation is decisive!

*Theme VI*

# Impact Research and Evaluation Methods

## Recommendations

➢ Utilize research findings rather than add more:
- Design of training programs
- Advanced research (e.g. on developmental stages) for the design of age-specific programmes
- Recognition of programs by policy makers and public

➢ Internationalize research:
- Networking of in-house research platforms
- International research teams
- Comparative analyses

➢ Share good practices (community of practice):
- Share available evaluation tools online
- Make "Camp Evaluation" system available to mobility organizations throughout Europe

➢ Provide consultation on methodology to evaluation designers in youth mobility organizations

*Theme II* (Rapporteur: Gisèle Evrard)
# Quality, Standards and Their Implementation



## Insights

❖ That the organisation/platform managed to define a quality label (and the related criteria) which most of the member organisations could agree upon! Inclusive!

❖ It makes you think (once more!) about "How do we define quality?"

❖ It motivates, for it is recognised by organisations (sending, hosting and beneficiaries) and by govern-mental structures (e.g. ministries).

*Theme II*
# Quality, Standards and Their Implementation

## Recommendations

➢ Try to define a set of quality criteria and indicators which could be applicable at the European level

➢ Exchange existing defined quality criteria and indicators developed by different organisations, and which could be then used/adjusted to other organisations' exchange programmes
(→ transfer of good practice)

# Perspectives for Networking and Collaboration (Hans-Georg Wicke, Werner Müller)
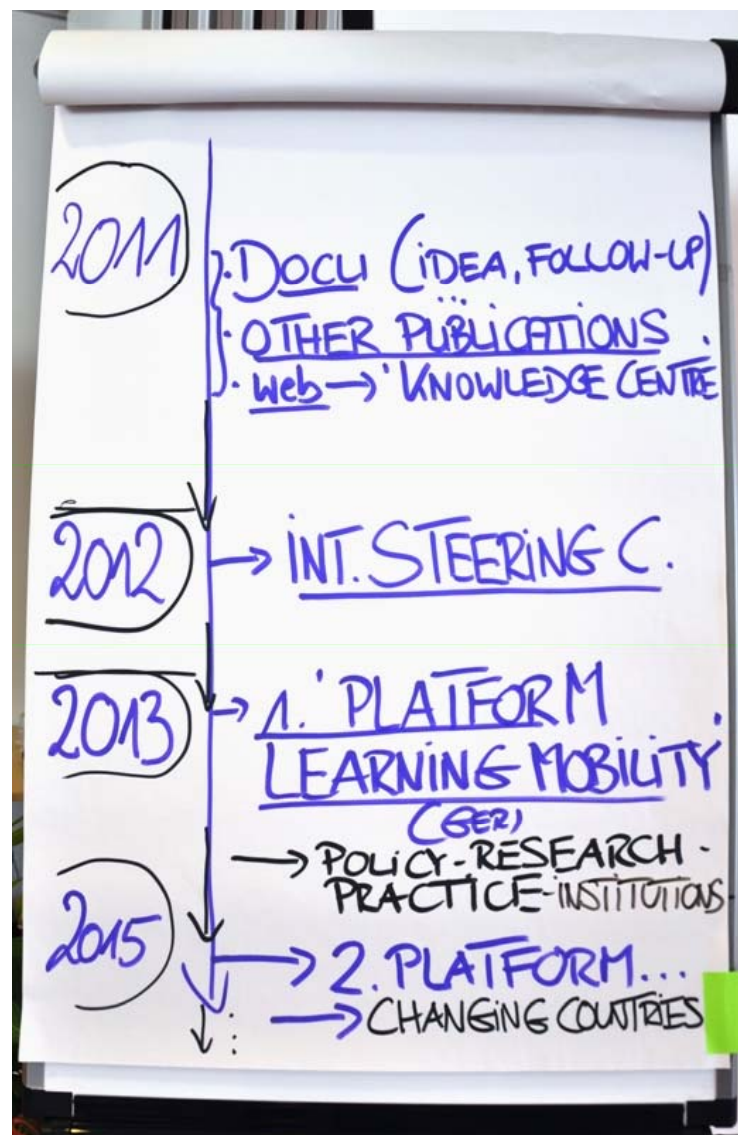
# Open-Space Workgroups on Proposals for Collaboration and Networking





After a "strategic" coffee break, the following topics were proposed by individual participants as ideas and platforms for further collaboration and networking:
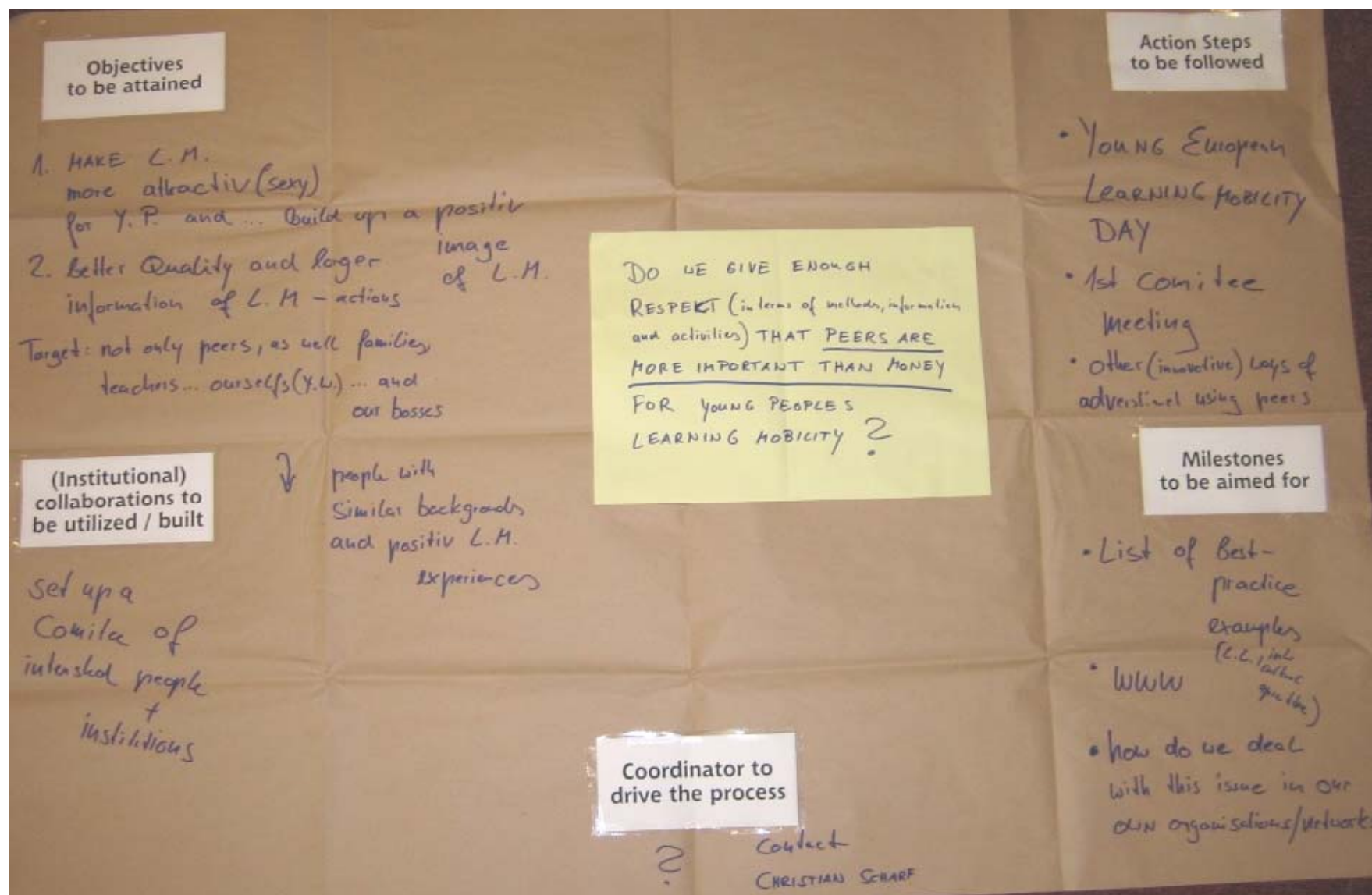
- ➢ Quality and Recognition of Learning Mobility
- ➢ Utilization of Formative Evaluation Tools
- ➢ Think Tank Training
- ➢ Research on Learning Mobility
- ➢ European Mobility Charter
- ➢ University & NGO Dialogue

The proposals were discussed in interest groups, and results were documented on prepared paper sheets, structured by guiding questions.
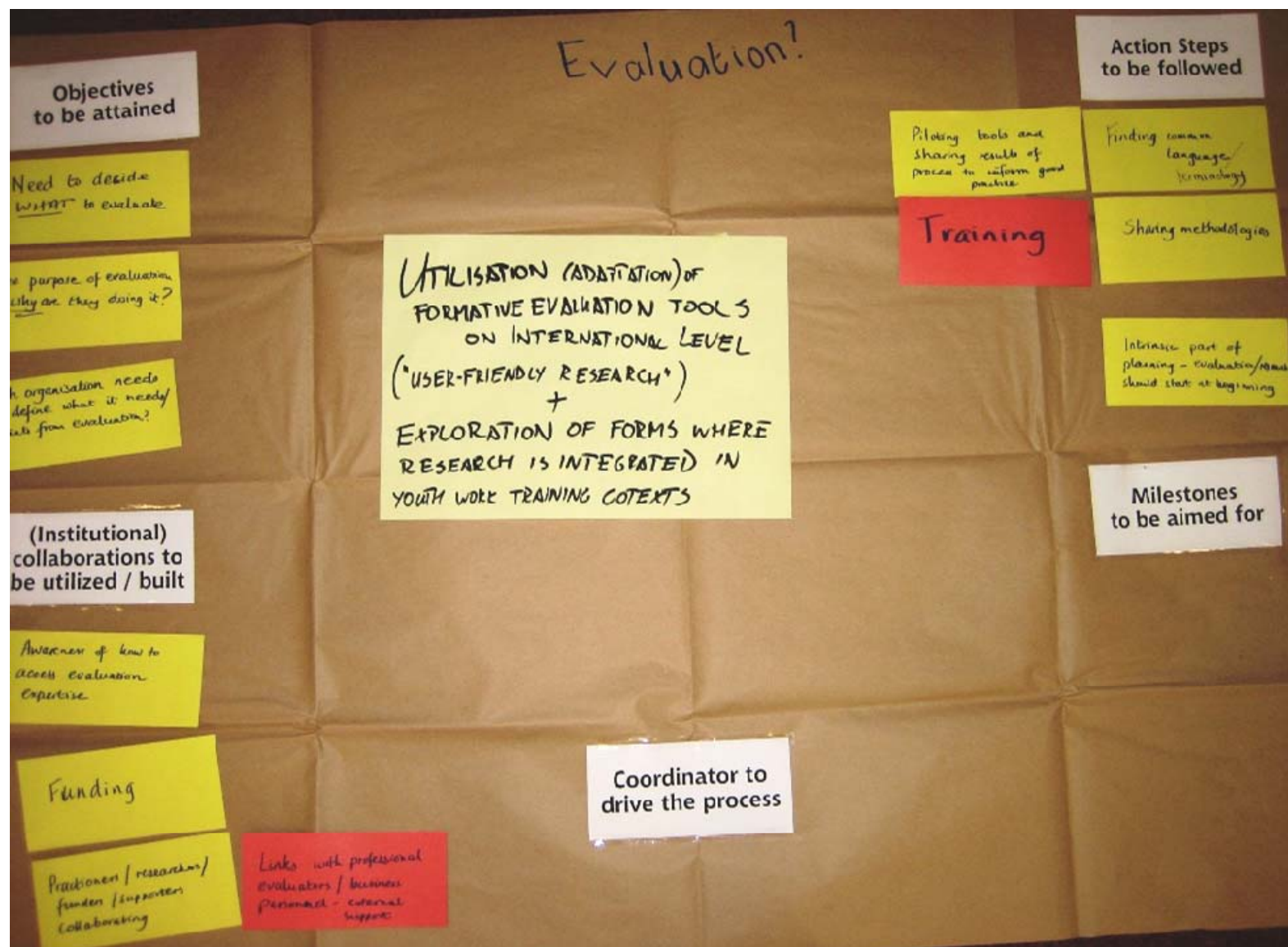
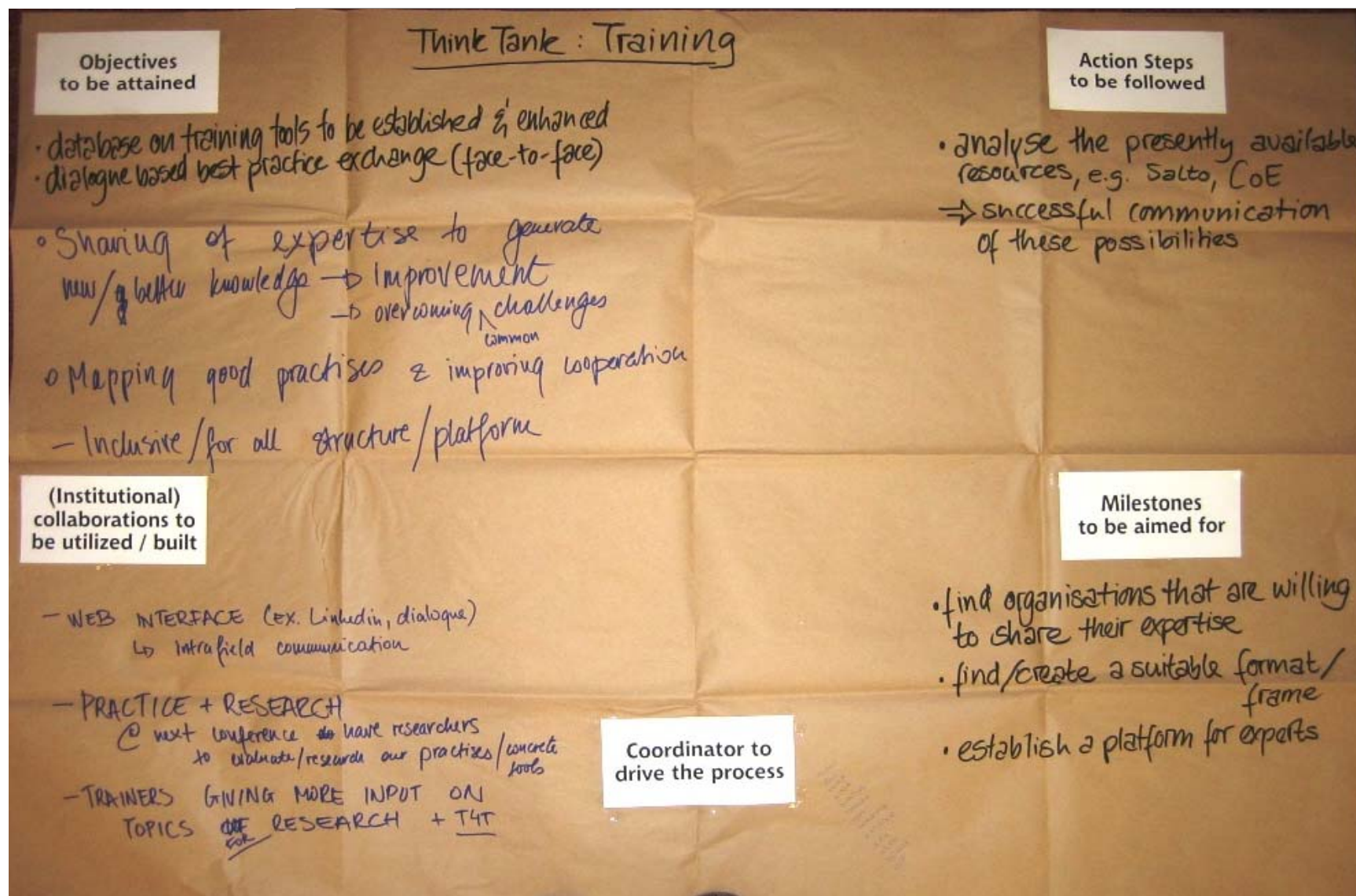*Proposal 1*
# Quality and Recognition of Learning Mobility

*Proposal 2*
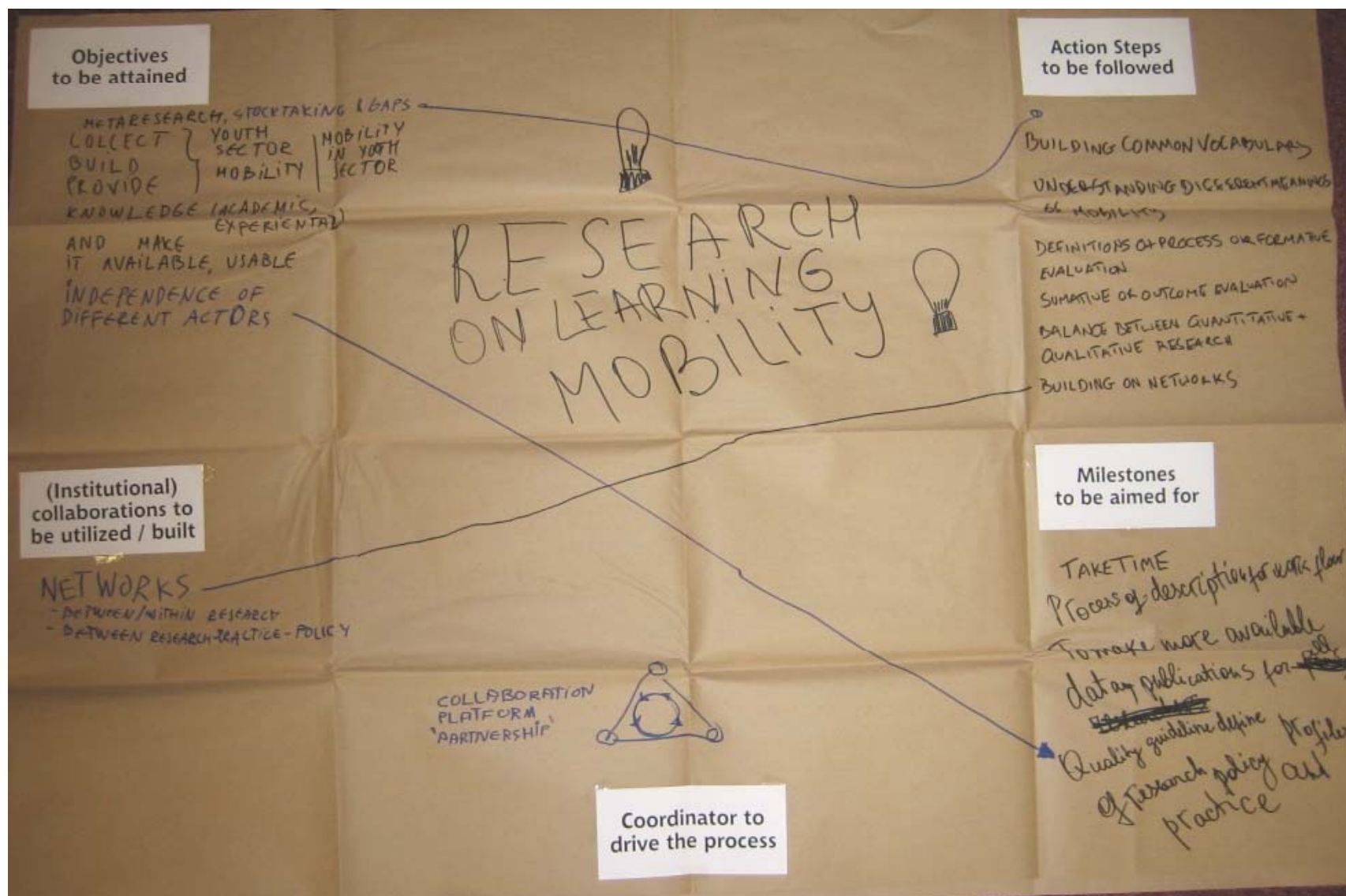# Utilization of Formative Evaluation Tools
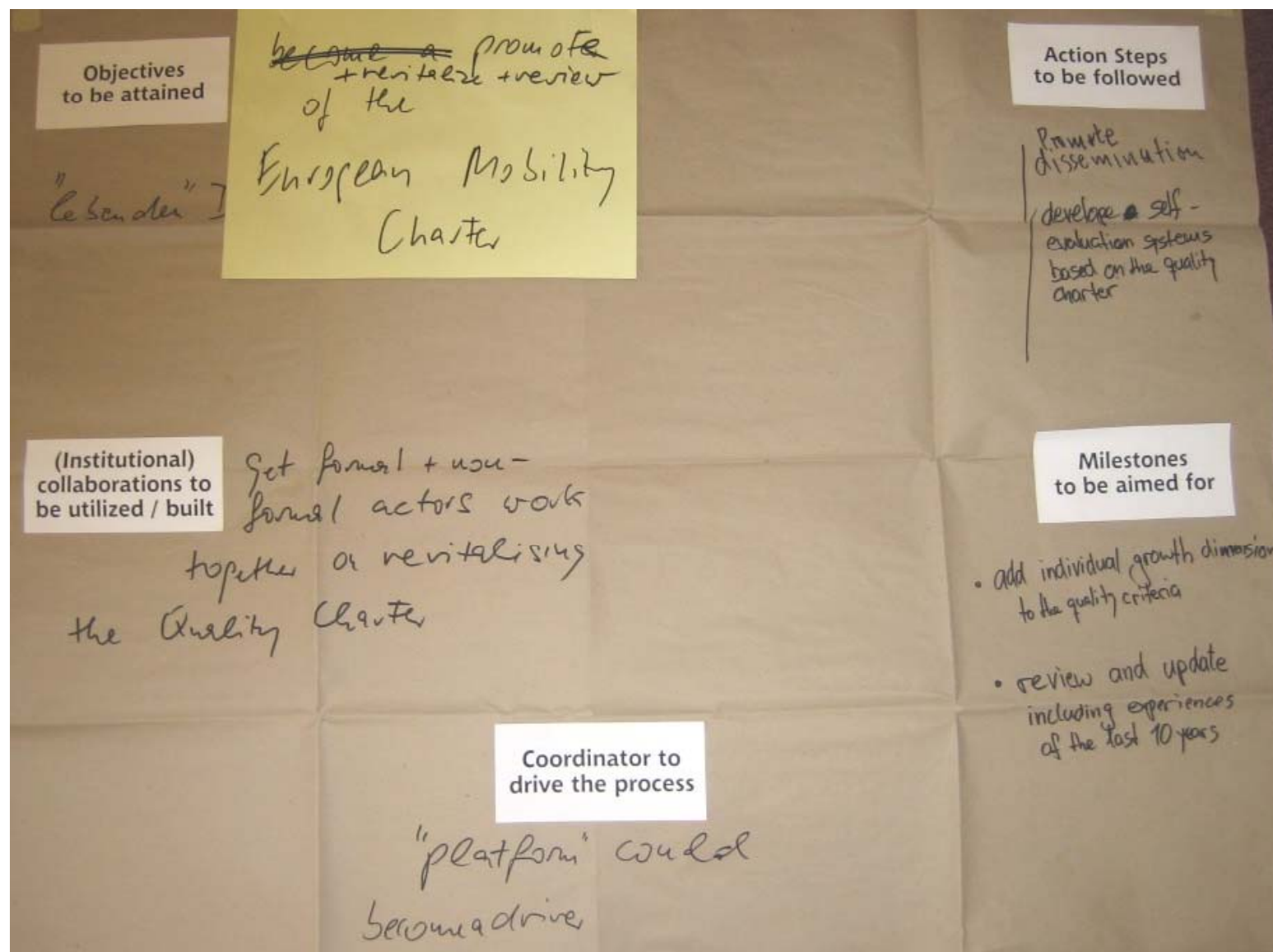
*Proposal 3*
# Think Tank Training



Think Tank : Training

**Objectives to be attained**

· database on training tools to be established & enhanced
· dialogue based best practice exchange (face-to-face)

o Sharing of expertise to generate new/a better knowledge → Improvement → overcoming common challenges

o Mapping good practises & improving cooperation

— Inclusive/for all structure/platform

**(Institutional) collaborations to be utilized / built**

— WEB INTERFACE (ex. LinkedIn, dialogue)
   to intrafield communication

— PRACTICE + RESEARCH
   @ next conference to have researchers
   to evaluate/research our practises/concrete tools

— TRAINERS GIVING MORE INPUT ON
   TOPICS for RESEARCH + T4T

**Coordinator to drive the process**

**Action Steps to be followed**

· analyse the presently available resources, e.g. Salto, CoE
→ successful communication of these possibilities

**Milestones to be aimed for**

· find organisations that are willing to share their expertise
· find/create a suitable format/frame
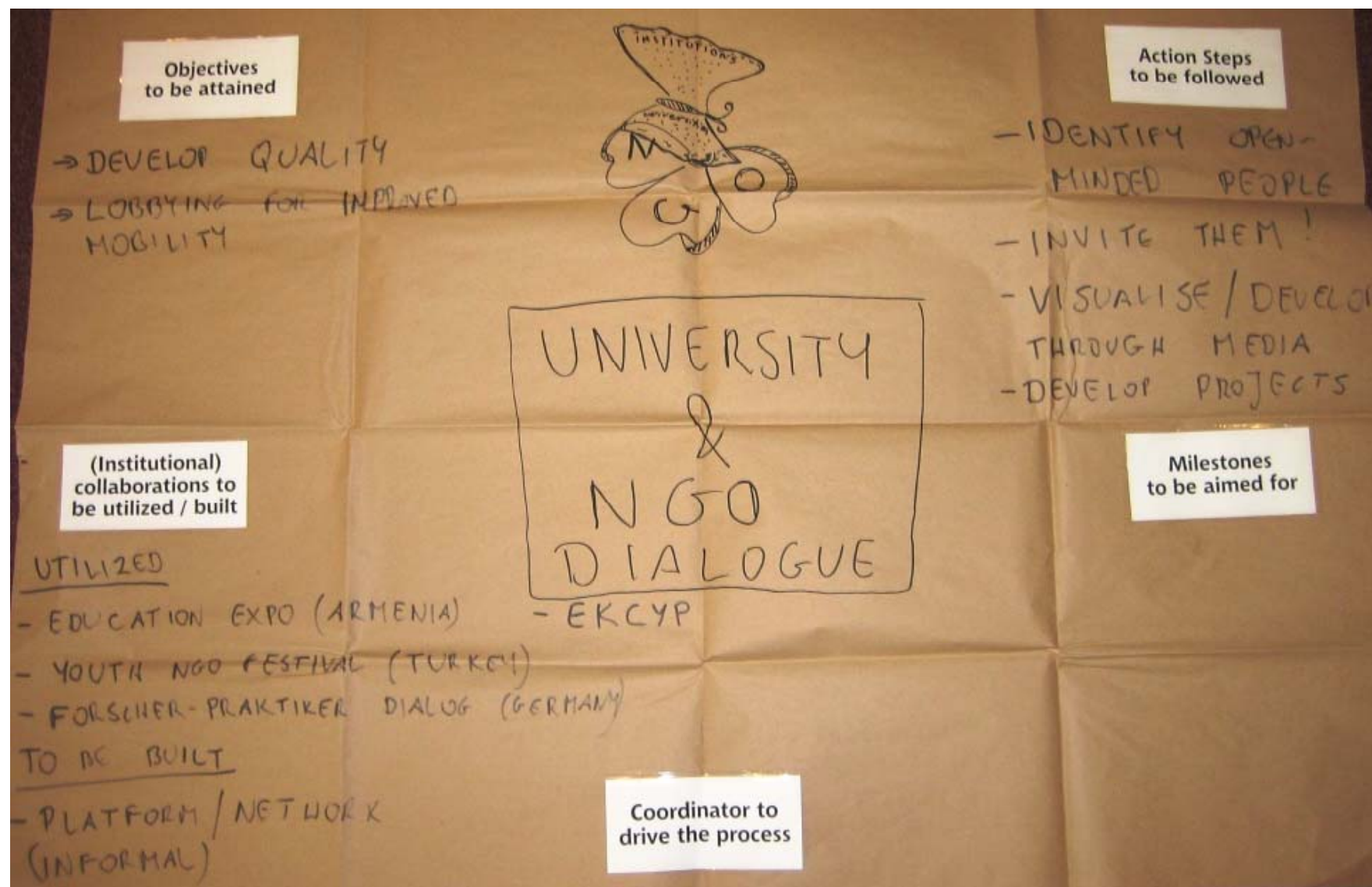· establish a platform for experts

*Proposal 4*
# Research on Learning Mobility

*Proposal 5*
# European Mobility Charter

*Proposal 6*
# University & NGO Dialogue

# Feedback from Participants

Feedback statements on "What will I tell about this conference, when I return home?" were collected in the plenary, and participants were asked to complete a feedback questionnaire.







➢ "I enjoyed and learned a lot. The group was friendly and interesting."

➢ "The diversity of participants was rather big; more specialized topics/themes might enable even more fruitful exchange of experience

➢ "The main limitation of the conference was the original agenda which was structured in favour of practitioners rather than researchers or policy-makers. As such, while the conference was well-organized, it was not inclusive."

➢ "It was a very-well organised conference – one of the best I've ever been to. I hope for further cooperation with the organisers!"

➢ "I would consider bringing more young people to a conference on youth"

➢ I think there was, in general, too much focus on research, and a lack of interest in the practitioners viewpoints. Even the workshops that were more practice-oriented ended up with "research" recommendations. The research was very interesting to learn about, but from the researchers' side it felt like there was a lack of interest in practice."

➢ "It's great there is a concrete follow-up planned!"

➢ "It was perfectly organized, well-structured, perfectly facilitated: keep this as a standard!"

➢ "I think the closing sessions very much lifted the conference, by adding more focus on practice. I am confident this will have an effect on future conferences."

➢ "Thanks for a great time!"

# Resumée from Practice Perspective
# (Philippe Helson)

In a final round
of short presentations,
the introductory speakers
shared their impressions
and conclusions from their
respective practice,
research, and policy
perspectives.

➢ Issues that have occupied us during the seminar were focused on a perspective of a long-term structural cooperation in the field of learning mobility: the German experience has shown us how a strong commitment to set around a table researchers, practitioners and policy makers is ultimately the benefit of all and particularly of our work in the field of non-formal education for young people, final goal of many practitioners attending the seminar in Budapest. It was interesting to exchange about concepts and feed-back of experiments to better understand some forms of mobility, about skills or qualifications that they allow acquiring or that they require, about methods used, evaluation models, etc.

➢ Putting into debates practitioners under the watchful eyes of researchers and policy makers has also enhanced and given more meaning to some projects set up by passionate social or youth worker from the grass root level, often isolated and sometimes acting in the shadows.

➢ To structure and to organize such a European permanent forum for exchange with a mutual listening and also intended to be used as a lobby when European decisions have to be taken with regard to learning mobility is one of the challenges proposed at the end of the seminar. A long road has been travelled in Germany and thus a great experience exists: up to us to appropriate it collectively and strengthen it in light of the cultural approaches of each other.

➢ Moreover, our work has been conducted under very comfortable conditions and it should be noted the excellent organization proposed by a team always ready to listen. The participants, selected both beyond our Union of 27, have greatly enriched the discussions due their diversity and due the quality of their words. A special thanks to the national agencies of the YIAP of Hungary and Germany which allowed the meeting.

# Resumee from Research Perspective (Günter Friesenhahn)

➤ Research in the field of learning mobility is applied research.

➤ Research findings provide impulses for new research and mobilize different actors.

➤ Research can enhance the quality of learning mobility programs so that young people may benefit.

➤ The general aim is to improve the quality of existing programs and action schemes, as well as to improve the qualifications and competencies of people involved.

➤ In the context of international youth work research is needed to demonstrate learning impact and effectiveness ("Do we do the rights things and do we do them effectively?")

➤ Even successful training programmes are not always representing the state of the art of academic discourses.

➤ There is still a lack of comparative international research, as well as of training and qualification schemes.

➤ The legitimatization for research is linked with political power: which interests are dominant?

➤ From an education point of view, the personal growth of young people should be the focus.

# Resumee from Policy Perspective
# (Hanjo Schild)
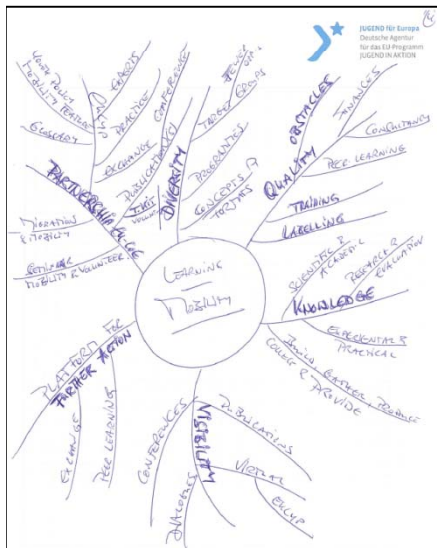
➢ Role and Contribution of the EU-CoE Youth Partnership for Learning Mobility:

- European Knowledge Centre of Youth Policy (EKCYP)

- Publications/conferences

➢ Focus and future topics for the Partnership concerning Learning Mobility:

- Quality

- Knowledge

- Diversity

➢ What is important for us:

- Support creation of a platform for further action (exchange, peer-learning)

- Visibility (Conferences, dialogues, publications)

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# THANK YOU TO ALL ACTORS WITHIN THIS CONFERENCE!