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learning for life:
learning mobility in the youth field

Hidden competences

Helsinki, 11 June 2014

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Research-based analysis and monitoring of Youth in Action

How it started

- 'wissenschaftliche Begleitung'
  an integral element of YiA in Austria

- Similar interests in other countries ⇨
  international since 2008

- Since then: 20+ countries involved

Aims and objectives

Independent from programme objectives

- evidence-based practice development
  ⇨ quality development

- evidence-based policy development

- fundamental research on non-formal/informal learning/education

Research questions

- What is the effect of YiA on actors?
  What is learned in YiA projects?
  Which competences are developed?

- How does this learning take place?
  What contributes to this learning?

- Learning organisations?

Research approach

- multi-method approach – quantitative and qualitative

- international cooperation – multilingual research ⇨ involving ALL actors

Research activities

- Online surveys 2009 to 2013

- Qualitative study in 2013

- Study on competence development 2012

- National studies (case studies, EVS, training etc.)

Research findings

- 'we have expected this …
- … but now we have evidence'
- 'we did not expect this …' – hidden outcomes
- correlations, reliability, discipline of respondents
- limitations/reservations

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Research findings

- participation and active citizenship
- development of *all* key competences – (learning competence, mathematical, digital, mother tongue, initiative – 'hidden')
- participants *and* project leaders
- learning organisations + communities
- educational and professional career perspectives
- differentiated analysis: send/host; duration

Learning in Youth in Action

- YiA as a laboratory for training and learning – on-going innovation
- the learning continuum
- variety of methods and situations

How do participants learn best?

- **combination** between non-formal, informal and formal learning situations

- **non-formal** methods and situations are dominant

- followed by **informal** experiences with people around the project

- strong effect: reflection; advice/mentoring participation in the organisation; applying what has been learned

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Conclusions

- citizenship competences – becoming active citizens ⇨ also at work
- work-related competences ⇨ professional development
- ⇨ life competences
- learning organisations

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Challenges and perspectives

- quality development:
  - informal learning spaces
  - preparation, guidance and assessment of non-formal and informal learning
  - support structures; training of personnel
- research development ('PILMA')
- validating competence development
- transmission of research to policy and practice development

Links

- **Research reports**

  - http://www.researchyouth.net/documents/ray_20102011_transnational_analysis_fullreport.pdf

  - http://www.researchyouth.net/documents/ray_specialsurvey_learning.pdf

  - http://www.researchyouth.net/documents/ray_specialsurvey_competences.pdf

- **Information on RAY**

  - http://www.uibk.ac.at/bgl/projects_networks/projekte.html.en#p14

  - http://www.uibk.ac.at/bgl/projects_networks/projekte.html.en#p13

  - http://www.researchyouth.net/2013/publications/