

Report on the

2nd EUSDR Youth Platform

“Learning Pathways to Social Cohesion - Synergies between Formal and Non-Formal Education”

17-19 May 2016, Europahaus, Vienna

Content

Documentation and outcome of the conference

- Wednesday, 18th of May 2016
- Thursday, 19th of May 2016

Appendix

- Programme
- Participants List
- List of Experts
- PPP Intro
- PPP Talkshow
- Presentations of Workshops

Documentation and outcome of the conference

Wednesday, 18th of May 2016

➤ **Official opening**

Project Coordinator Sonja Tanzer officially welcomed the participants to the 2nd EU Strategy on the Danube Region (EUSDR) Youth Platform.

She represents Interkulturelles Zentrum (IZ), which is not only a NGO doing educational projects in the region for several years, but also National Agency (NA) for the Erasmus+ youth in action programme. Within the Erasmus+-programme, Interkulturelles Zentrum initiated together with its partners (NA for the Erasmus+ youth in action programme, HU, SK, SALTO SEE) this meeting, as a clear need for a platform, where both, educators from the formal and non-formal field have the possibility to meet and to exchange, as there aren't many existing options for that.

She also introduced the two facilitators Peter Hofmann and Darko Markovic, who will lead through the conference.

➤ **Who is here?**

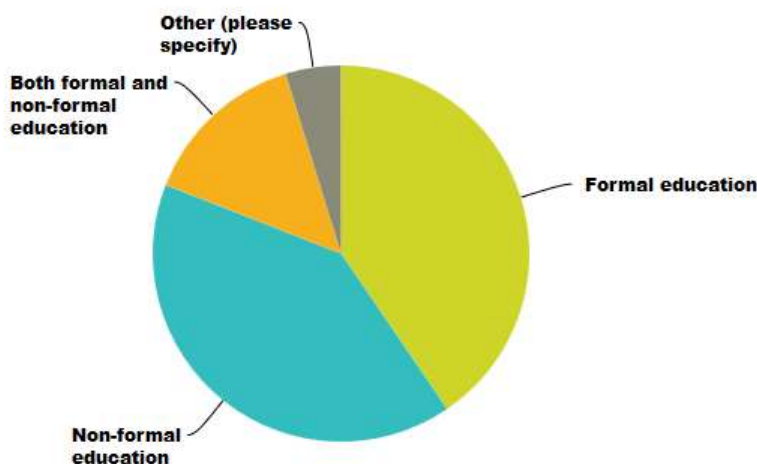
➤ **Finding connection amongst the participants**

42 participants, coming from 11 different countries and different contexts of formal and non-formal education (schools, youth organizations and NGOs) took part (see participants list).

Q1

What is the educational sector that you are coming from?

Answered: 42 Skipped: 0



Antwortoptionen	Beantwortungen	
Formal education	40.48%	17
Non-formal education	40.48%	17
Both formal and non-formal education	14.29%	6
Other (please specify)	4.76%	2
Responses		
Total		42

After the first platform (held in December 2014) on social cohesion in the region, the 2nd platform aimed to be more specific within the overall thematic context of social cohesion. This time, the focus lay on the added value of synergies between formal and non-formal education.

In order to get the participants to know each other better, **two group activities** were undertaken. To wake people up a kind of **musical chairs** was played. To get to know each other more personally, following **conversation-exercises** were carried out.

In a further step the participants mixed up by switching tables. At the new table one had to mark the spot on the map where he/she lives with the own name and role as educator. Everybody was asked to draw lines to the other's profiles where he/she could find similarities (same professional role, ect.). In the end people headed back to their origin table and investigated how the map had expanded and developed.

One of the maps to obtain an impression...



To sum it up, the OECD definition was given:

“A cohesive society works towards the well-being of all its members, fights exclusion and marginalisation, creates a sense of belonging, promotes trust, and offers its members the opportunity of upward mobility. “

The three terms *social inclusion*, *social mobility* and *social capital* are linked with and influence by each other.

Mr. Markovic remarked, that the term social cohesion means a lot of different things and brings up a lot of challenges. Education can be one way to address these challenges! Therefore the cooperation between non-formal and formal education has added value.

Intentions for the 2nd meeting

- Space for dialogue and joint reflection
- sharing of good practices
- getting inspiration for collaboration and common projects
- networking and exploring possible funding possibilities

After clarifying the mentioned terms and marking out the platform's intention, the meeting's programme resp. the **timetable** was presented.

Break

➤ Needs and challenges of young people in the Danube region

To be able to start cooperation amongst the platform's participants there had to be clarified one question: **“What are the common challenges young people face?”**. Therefore the participants were asked to share their experience about young people's needs and challenges.

Group work:

What are the needs and challenges of young people in your local context that are calling for an educational response?

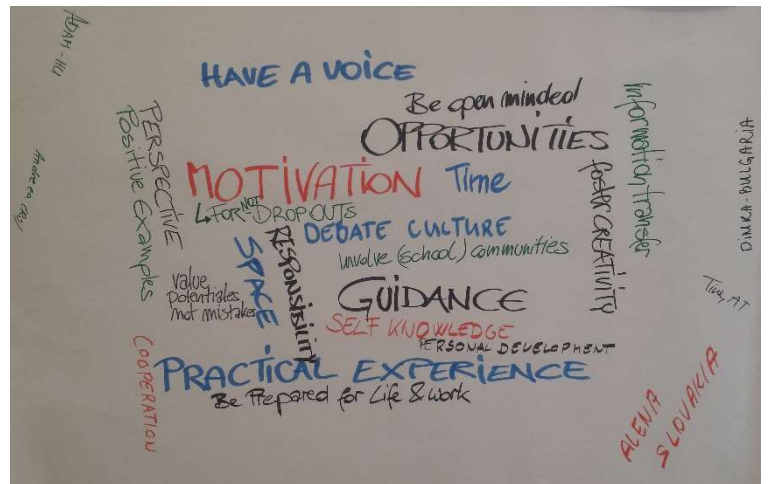
Participants were asked to discuss this question and sort out what are the common issues, needs, challenges ect. and what are the more specific ones. The outcome should be presented as a **word cloud**.

Presentation

See two examples of the results from the group work:

The facilitators shortly summarized the seven word clouds' main aspects:

- Motivation



- Diversity
- Awareness (dealing with multicultural aspects)
- Developing skills
- the ways how we approach learning

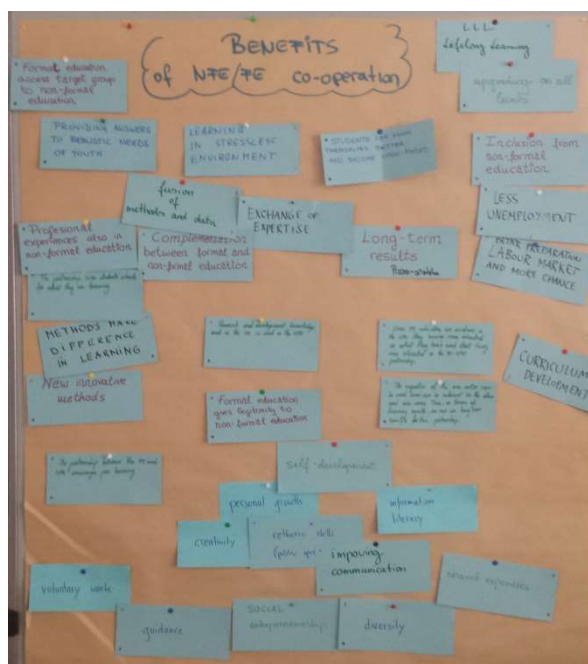
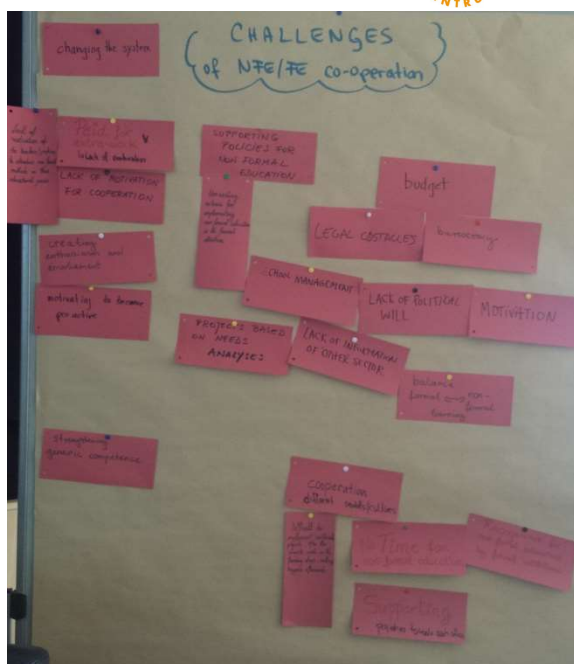
Lunch

- **Sharing our practice from cooperation projects between formal and non-formal education**

Participants were assigned to one of six groups. Everybody introduced his or her own project to the group members. Practice and experience should be presented and shared.

➤ **Benefits, challenges and added value of cross-sectorial co-operation**

Commonalities of the different projects within the six groups should be elaborated and subsequently presented on small cards on the pin board and within a 1-minute video.



CHALLENGES	BENEFITS
...of NFE/FE co-operation	
<ul style="list-style-type: none"> • Changing the system • Paid for extra-work → lack of motivation • Lack of motivation for cooperation • Lack of motivation of the teachers/professors to introduce non-formal methods in their educational process • Creating enthusiasm & involvement • Motivating to become pro active • Supporting policies for NFE • Non existing criteria for implementing NFE in the formal structure • Budget • Legal obstacles • Bureaucracy • School management • Lack of political will • Motivation • Projects based on needs analyses • Lack of information of "other" sector 	<ul style="list-style-type: none"> • Format education access target group to NFE • Providing answers to realistic needs of youth • Learning in stressless environment • Fusion of methods and data • Professional experiences also in NFE • Complementation between formal and NFE • The partnership rises students interests for what they are learning • Methods make difference in learning • New innovative methods • The partnership between the FE and NFE encourages peer learning • Voluntary work • Exchange of Expertise • Students can know themselves better and become open-minded • Long-term results

<ul style="list-style-type: none"> • Balance formal and non formal learning • Strengthening generic competence • Cooperation: different models/cultures • Difficult to implement sustainable projects. After the projects ends or the funding stops, nothing happens afterwards. • No time for NFE • Supporting prejudices towards each other • Recognition for NFE by formal institutions 	<ul style="list-style-type: none"> • Research and development knowledge used in the FE is used in the NFE • Formal education gives legitimacy to NFE • Life Long Learning (LLL) • Upgrading on all levels • Inclusion from NFE • Less unemployment • Better preparation labour market and more chance • Curriculum development • Once FE educators are involved in the NFE they become more interested in what they teach and start being more interested in the FE-NFE partnership • The expertise of the one sector can be used and can be relevant to the other and vice-versa. Thus, in terms of learning result, we can see long have benefits from this partnership • Self development • Personal growth • Information literacy • Creativity • Rhetoric skills (pubic speech) • Improving communication • Shared experience • Guidance • Social entrepreneurship • Diversity
---	--

Thursday, 19th of May 2016

Gerhard Moßhammer, head of Interkulturelles Zentrum and director of the Austrian National Agency of the E+-youth in action programme, is opening the second day. He is introducing Interkulturelles Zentrum (IZ) as an NGO which is closely cooperating with the Austrian Ministry of Education and the Austrian Ministry of Youth Affairs working in the field of non-formal and formal education in Austria since 1987. Together with representatives of the Ministry of Education the IZ thought about, what they could do within the EU Danube Region Strategy. The idea of developing a youth platform came up, to bring educators regardless from which sector (formal or non formal) together. Mr. Moßhammer underlines, that the aim of this platform is to go beyond the meetings! His hope is, that this meeting is so fruitful that participants start to work with each other, have further exchange and start co-operations. To facilitate this wish, ideas about funding are given on this platform-day in the afternoon.

The **1-minute-videos** that had been produced in the afternoon session yesterday, was presented (the videos are available on the platforms website youthplatform.eu).

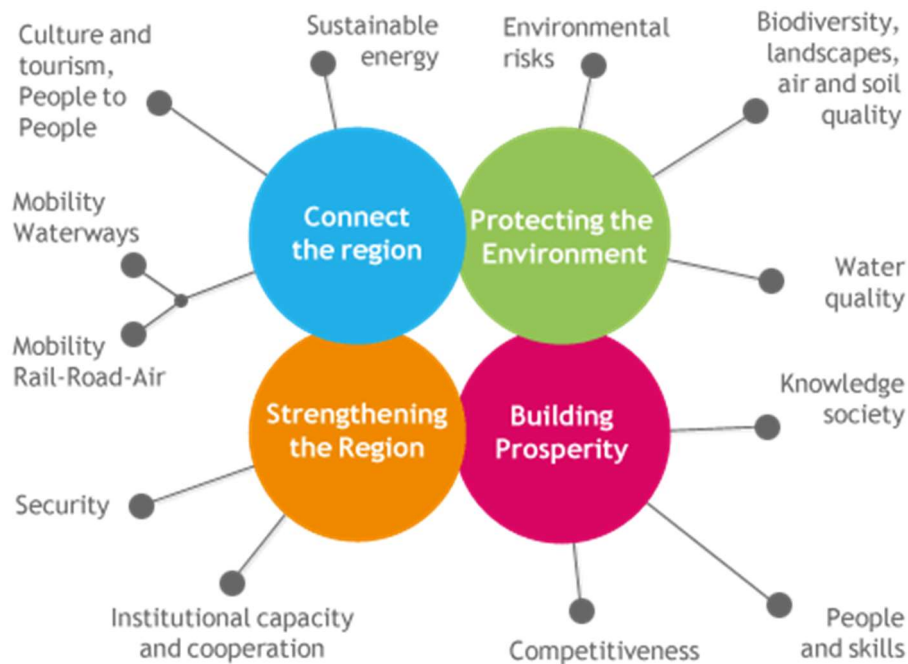
➤ **Talk Show**

Guests: Jürgen Schick (PA9 Priority Area Coordinator/ Ministry for Education) and Hans-Joachim Schild (European Youth Policy Expert)

Content

During the talkshow the experts have been interviewed on several topics, such as the background of the EU Danube Region Strategy, Youth Policy, identity, challenges and cross sectoral cooperation in the region. The participants had the chance to ask questions. Please find below a summary on the main outcomes:

The EU Strategy for the Danube Region (EUSDR) is a macro-regional strategy adopted by the European Commission in December 2010. The Strategy was jointly developed by the Commission, together with the Danube Region countries and stakeholders, in order to address common challenges together. The Strategy seeks to create synergies and coordination between existing policies and initiatives taking place across the Danube Region.



Source: <http://www.danube-region.eu>

The four “bubbles” are like pillars with eleven priority areas. This project and its platform meetings are located in “People and Skills” (PA9). It is about education and training, labour market and marginalized communities. In this priority area, there are a lot of initiatives and projects in all participating countries. The strategy aims at constant enhancement of the performance of education and training systems, at raising attractiveness of vocational education and training, at supporting creativity and entrepreneurship, mobility and lifelong learning.

PA9 wants to empower esp. young people to become active citizens and cooperate in the region.

The Strategy is not about forcing a common identity for the very diverse region but about empowering people and development which should go beyond economic development. Major challenges for the Danube Region such as providing better education and employment opportunities for young people and social inclusion of disadvantaged and vulnerable groups (e.g. migrants, refugees and Roma) have been identified and been discussed.

There is no comparable data on Youth Policy for the Danube region. But there are trends and challenges that are valid for the region and there is material available; the Council of Europe gathers data for every single European country. From [the EU Youth report 2015](#) there is data of all countries except Moldavia, Ukraine and Bosnia Herzegovina. Also the research consortium [RAY \(research based analysis of the Youth in Action programme\)](#) contributes with valuable data on young people doing projects within the Erasmus+ Youth Programme.

Break

➤ Workshops

4 workshops on relevant topics were offered, the participants could freely choose which one to attend

- **“Digital Activism”**
Ana Mirkovic (Digital Communication Institute, Serbia)
- **“Radicalisation/extremism and young people**
Verena Fabris (Extremism Information Centre, Austria)
- **“From practice to policy change”**
Hans-Joachim Schild together with Daniela Mussnig (Interkulturelles Zentrum, Austria)
- **“Supporting social entrepreneurship of young people”**
Dr. Judit Makkos-Kaldi (Vienna Board of Education/Initiative for Entrepreneurship Education)

(see presentations of the workshops in the appendix)

Lunch

Networking

➤ Developing further ideas

➤ Funding possibilities

Four corners have been set up to create space for some more interactions within the group.

1. Networking corner & 2. Project Lab

In-between those two corners was space for meeting each other, talking about the participant's own projects and beyond. It was meant to enable even more networking and exchange among participants. A group of about ten people used this opportunity, gathered in a circle, discussed and exchanged.

Some networking outcomes resp. further project ideas:

Sabira (Varna/Bulgaria) and Itana (Serbia)

“Lecti Foundation/Cultural centre is organizing “East West Youth Festival” in 2017. This project is already approved but only for EVS (European Voluntary Service). We try to set up

a new project with other partners to create workshops and participate in the cultural programme."

Teja (Slovenia) & Sabira (Bulgaria)

"We want to set up a social entrepreneurship project to bring this topic to young people. In Slovenia and Bulgaria the focus so far is only in the IT area. We want to set up a new project that will focus on creativity and Social Entrepreneurship and also involve university."

Stevan (Serbia) & Sabira (Bulgaria)

"We want to build a partnership organization and focus on intercultural exchange. We both produce books. Stevan e.g. a picture book they made from disabled children. We want to join forces and exchange these books."

Michael (Austria)

He announced the invitation to join the EUSDR seminar in June.

"It is a seminar for teachers for e-training. Purpose is to detect projects school to school directly resp. finding new partner schools for an already elaborated project. There are already 51 teachers from 11 Danube countries."

3. Funding café

Particular questions about funding opportunities and conditions for establishing co-operations could be asked. Marco Frimberger (IZ) gave information about the funding opportunities within the [Erasmus+ programme](#). Maija Lehto (Southeast Europe Resource Centre – SALTO Youth) passed on her knowledge about evolving co-operations at the Balkan area.

All Programme Countries of the Erasmus+: Youth Programme find information on funding possibilities at their [National Agency](#), whereas non-programme Countries from South East Europe & Eastern Europe and Caucasus can contact the resource centres for the regions [SALTO SEE](#) & [SALTO EECA](#)

4. Discussion club

People who felt about coming back to some more discussion about certain challenges and needs related to the theme could do this with the facilitator Peter Hofmann.

Break

Status quo of thinking about the Youth Platform's future

There is a very strong commitment from the involved National Agencies to support this project until 2020. There will be similar platform meetings every 18 months until the end of Erasmus+.

It might need other activities to support this cooperation. The cross-sectoral and cohesion aspects will continue until 2020. The platform is a good opportunity to meet, but IZ (Interkulturelles Zentrum) wants to enlarge it and find other ways for cooperation, for

example to more strongly cooperate with the formal educational department within the programme Erasmus+.

Website

Has been created- youthplatform.eu online from Mid August 2016. The participants feedback and recommendations will be included.

Evaluation and Closing

As a last task participants were asked to give feedback and reflect the two days by answering following question:

What do I take away/back home? What did I learn here?

"I'm happy to share information at the next conference in two weeks (a conference only amongst schools)."

"Take away the atmosphere and some ideas created in the workshop yesterday while doing the video and half a kilogram Mannerschnitten."

"The workshop and funding café today was really useful for me."

"I found some new friends and enjoyed the time."

"I have a new idea for develop my project further."

"I will share my experience with formal educators. I hope I will develop some project with some of you."

"I saw how creative we were here, it is really great and impressive."

"What we are doing is sometimes very complicated, but it works and I take a lot of motivation with me for continuing."

"A lots of work with me to do and a lot of friendly faces behind this faces. A lot of motivation here in this room."

"The workshop of radicalisation was amazing!"

"Inspiration."

"Take home the enthusiasm of lot of young people involved in NGOs."

"Somehow happy to see we share the same problems, that gives me motivation."

"Looking forward establishing partnerships with some of you. I didn't find new information about the region but new faces and that is really important to me!"

"1kg of Mozart Kugeln, contacts on the participant list, and a lot of clarification."

"A lot of new contacts."

"The most valuable thing for me was the exchange of ideas."

"I work in formal education. For me it was very helpful and pleasant to get to know people from NGOs and to see how they work."

"This meeting is a place on my soul. People I met really inspired me! We have to meet again!"

"I'm proud being part of such a big enthusiastic team."

"I'm from the formal education sector. It was very encouraging meeting people from NGOs. My mental map from the Danube region changed. I don't see countries I see faces now."

Online Evaluation

The participants were also asked to fill in an online questionnaire, two weeks after the meeting the latest. Here a few results, further results can be found on the platform-website youthplatform.eu

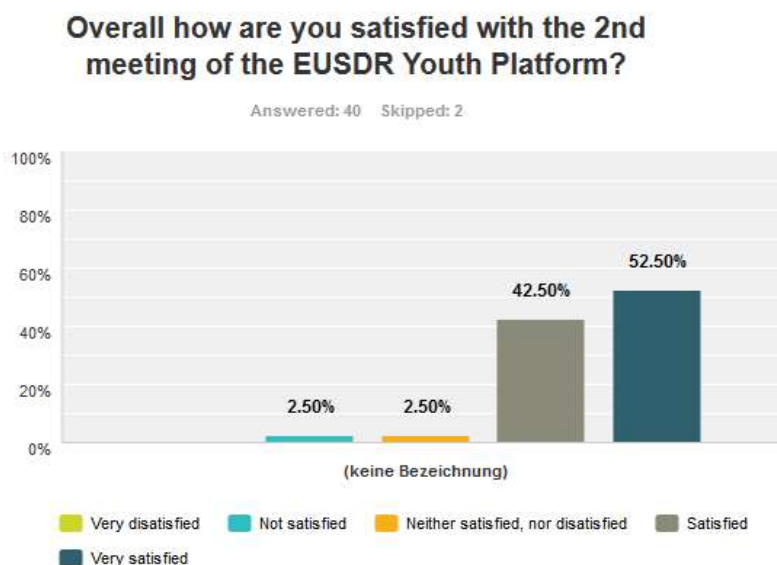
The participants were also asked to fill in an online questionnaire, two weeks after the

the
a

be
the

youthplatform.eu

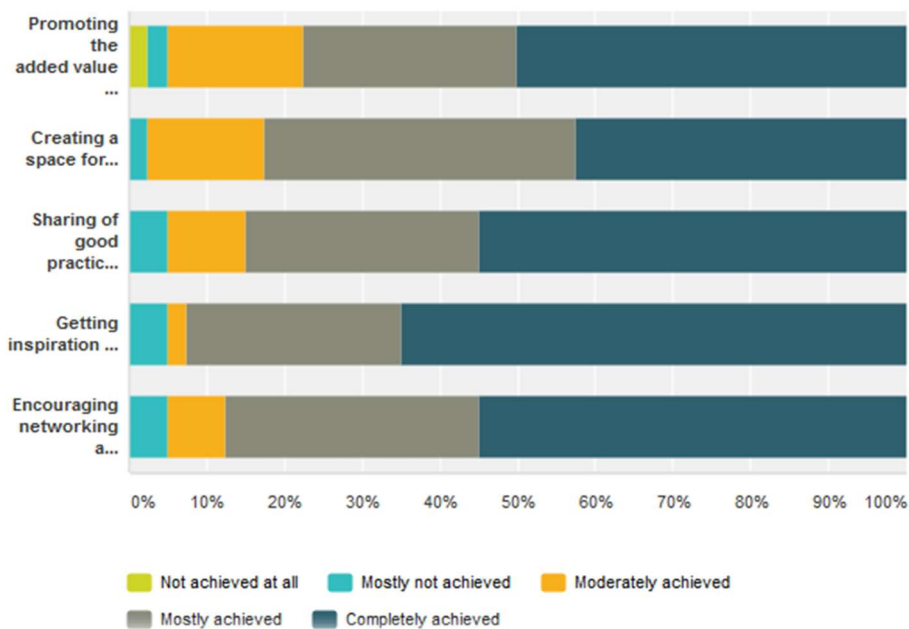
meeting
latest. Here
few
results,
further
results can
found on
platform-
website



Q5

To what extent were the aim and the objectives achieved during the meeting?

Answered: 40 Skipped: 2



The meeting was closed with a group dance.